AUSTIN COMMUNITY COLLEGE

This report presents results from the principal survey of beginning teachers. In this survey, principals describe the preparation of

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
AUSTIN COMMUNITY COLLEGE (N=8)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	50%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	50%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	88%	89%
To build and maintain positive rapport with students	88%	92%
To build and maintain positive rapport and two-way communication with students' families	75%	89%

Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	75%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	75%	86%
To use the results of formative assessment data to guide instruction	88%	86%
To engage and motivate students through learner-centered instruction	75%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	75%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	88%	88%
To set clear learning goals and align instruction with standards-based content		

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017

AUSTIN COMMUNITY COLLEGE

Performance Standard: 70% (Reporting purposes only for 2016-17)

	N	2014-15	N	2015-16	N	2016-17
Indicator 2: Principal Appraisal of First-Year Teachers	3	98%	9	89%	8	38%
Classroom Environment	3	96%	9	89%	8	50%
Instruction	3	100%	9	100%	8	75%
Students with Disabilities	2	50%	6	75%	7	71%
English Language Learners	1	100%	8	100%	7	86%
Technology Integration	3	100%	9	100%	8	88%
Use Technology with Data	3	100%	9	100%	8	75%

Alternative - Teacher training offered by education service centers, school districts and other entities, as well as colleges and universities, for individuals who already hold a baccalaureate degree.

Traditional - Teacher training offered by colleges and universities as part of an undergraduate degree program.

Traditional/Alternative - Teacher training includes undergraduate preparation as well as alternative and/or post-baccalaureate preparation

Source: State Board for Educator Certification (https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?s=3)