

* Reporting purposes only for 2016-17 **Small Group Exception

2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	REG 10 EDUCATION SERVICE CENTER	Alternative	All TX EPPS
Classroom Environment			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

REG 10 EDUCATION SERVICE CENTER (N=117)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	85%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	85%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	89%	89%
To build and maintain positive rapport with students	92%	92%
To build and maintain positive rapport and two-way communication with students' families	90%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	88%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	87%	86%
To use the results of formative assessment data to guide instruction	90%	86%
To engage and motivate students through learner-centered instruction	89%	87%
To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	89%	87%
To assume various roles in the instructional process (e.g. instructor, facilitator, audience)	90%	88%
To set clear learning goals and align instruction with standards-based content	90%	89%
To provide quality and timely feedback to students	91%	90%
Students with Disabilities	EPP	State
To differentiate instruction to meet the academic needs of students with disabilities	87%	84%
To differentiate instruction to meet the behavioral needs of students with disabilities	85%	82%
To provide appropriate ways for students with disabilities to demonstrate their learning	92%	87%

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

REG 10 EDUCATION SERVICE CENTER

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	121					