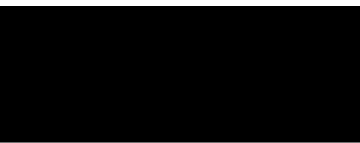




# Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal



## 2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

### TEXAS A&M UNIVERSITY - COMMERCE (N=233)

<b>Classroom Environment</b>	<b>EPP</b>	<b>State</b>
To effectively implement discipline management procedures	82%	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	91%	89%
To build and maintain positive rapport with students	92%	92%
To build and maintain positive rapport and two-way communication with students' families	91%	89%
<b>Instruction</b>	<b>EPP</b>	<b>State</b>
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	89%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	88%	86%
To use the resu		

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

## TEXAS A&M UNIVERSITY - COMMERCE

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

	N	2014-15	N	2015-16	N	2016-17
<b>Indic</b>						