



Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

UNIVERSITY OF HOUSTON-DOWNTOWN

This report presents results from the principal survey of beginning teachers. In this survey, principals describe the preparation of new teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included.

Percentages note the percent of teachers prepared by an EPP who received an average score of Sufficiently Prepared or Well Prepared when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as an indicator of the overall quality of the preparation program. The overall percentage is 58.56%.

			Bilingual/English as a Second Language	17

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	83%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	87%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	90%	89%
To build and maintain positive rapport with students	94%	92%
To build and maintain positive rapport and two-way communication with students' families	91%	89%
Instruction	EPP	State
To implement varied instruction that integrat		

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

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