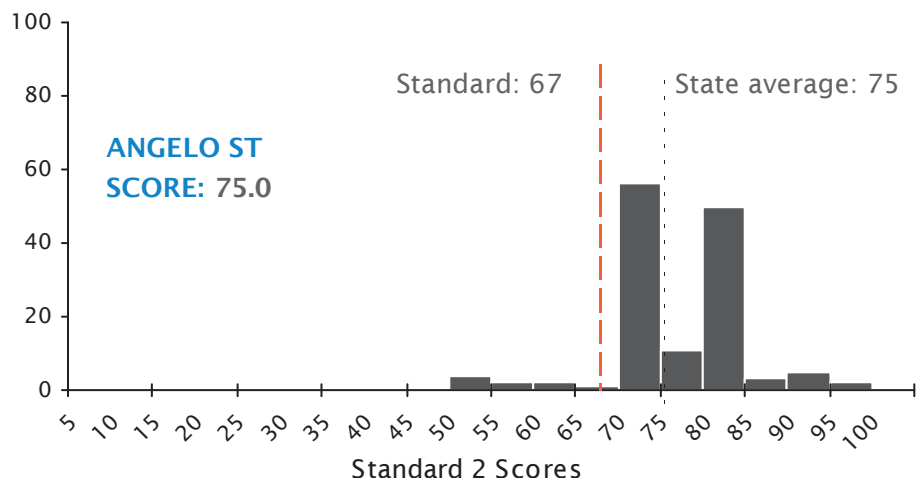


The Teacher Preparation Effectiveness Survey assesses Standard 2 (preparedness of first-year teachers) of the Accountability System for Educator Preparation. The survey asked principals to rate the preparation of first-year teachers who were employed in Texas public or charter schools for five or more months of the academic year. For details about the methodology used in this report, visit: <http://tinyurl.com/jdr3crw>

## 2013-14 State Distribution of Standard 2 Scores



EPP: **ANGELO STATE UNIVERSITY**

Met Standard 2: Met

EPP Type: Traditional

Region ESC: 15

# Certifications in 2013: 120

# Graduates rated in 2014: 99

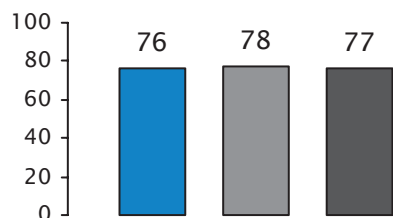
## 2013-14 Standard 2 Average Scores by Domain

EPP: **ANGELO ST**

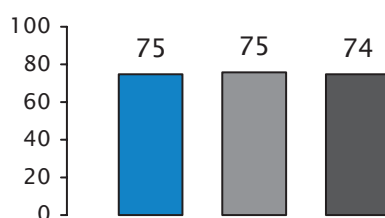
Traditional EPPs

ALL TX EPPs

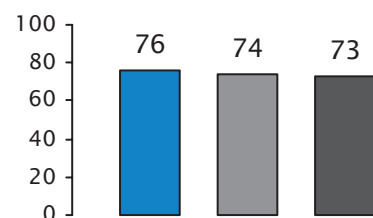
### Classroom Environment



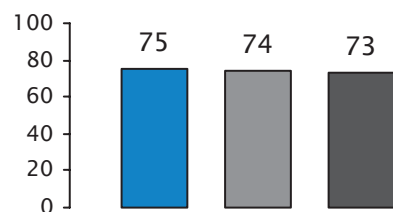
### Instruction



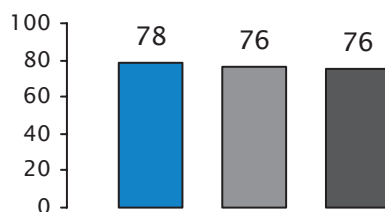
### Students with Disabilities



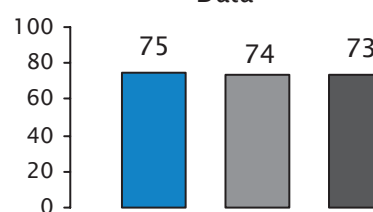
### English Language Learners



### Technology Integration



### Using Technology with Data



## 2013-14 Number of Teachers Rated by Area

English Language Arts	12	General Elementary	52	Bilingual/English as a Second Language	0
Mathematics	4	General Middle	9	Languages other than English	2
Science	1	Special Education	22	Career and Technical Education	3
Social Studies	2	Health/Physical Ed.	3	Technology/Applications/Computer Science	0
Fine Arts	10	Professional	0	Other	0

# 2013-14 Percentage of Teachers Rated Sufficiently or Well Prepared

EPP: ANGELO STATE UNIVERSITY

0	50	100	<b>Classroom Environment</b>
			To effectively implement discipline management procedures
			To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning
			To provide support to achieve a positive, equitable, and engaging learning environment
			To build and maintain positive rapport with students
			To build and maintain positive rapport and two-way communication with students' families
0	50	100	<b>Instruction</b>
			To implement varied instruction that integrates critical thinking, inquiry, and problem solving
			To respond to the needs of students by being flexible in instructional approach and differentiating instruction
			To use the results of formative assessment data to guide instruction
			To engage and motivate students through learner-centered instruction
			To integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction
			To assume various roles in the instructional process (e.g. instructor, facilitator, audience)
			To set clear learning goals and align instruction with standards-based content
			To provide quality and timely feedback to students
0	50	100	<b>Students with Disabilities</b>
			To differentiate instruction to meet the academic needs of students with disabilities
			To differentiate instruction to meet the behavioral needs of students with disabilities
			To provide appropriate ways for students with disabilities to demonstrate their learning
			To understand and adhere to the federal and state laws that govern special education services
			To make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP
			To develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives
			To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities
0	50	100	<b>English Language Learners</b>
			To provide appropriate ways for LEP-ELL students to demonstrate their learning
			To understand and adhere to federal and state laws that govern education services for LEP-ELL students
			To comply with district and campus policies and procedures regarding LEP-ELL students
			To support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)
			To model and teach the forms and functions of academic English in content areas
0	50	100	<b>Technology Integration</b>
			To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?
			To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?
			To teach students developmentally appropriate technology skills?
			To use technology to make learning more active and engaging for students?
0	50	100	<b>Using Technology with Data</b>
			To use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)
			To use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students
			To use available technology to document student learning to determine when an intervention is necessary and appropriate
			To use available technology to collect and manage formative assessment data to guide instruction