**CAEP Accountability Measure 2**

**Satisfaction of Employers and Stakeholder Involvement**

**Principal Evaluation of EPP First Year Teachers (R4.2)**

**Purpose of Assessment:**

The purpose of the assessment is to provide the Texas Education Agency (TEA) with in-depth results on the educator preparation programs’ effectiveness in preparing teachers to succeed in the classroom. Surveys are required for all beginning teachers. The assessment aligns with the teacher standards and teacher evaluation system currently in use across the state of Texas and is one measure used by the TEA to determine the EPPs accreditation status annually.

**Details of Assessment Administration:**

Texas Education Code (TEC) §21.045 and Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs (ASEP), require accountability standards for Texas EPPs. Current State Board for Educator Certification (SBEC) rules requires each principal who has a first-year teacher on his or her campus to complete the survey. The TEA collects these data. The Principal Surveys are in the Educator Certification Online System (ECOS).  Principals complete a principal survey for each first-year teacher on their campus. Annual Key Dates for Principal Survey data collection: March- Human Resources personnel access ECOS for principal roster verification, April- Principals access surveys, June- Final date to submit principal surveys. EPPs are provided the data on their first-year teachers the following school year as part of the annual accountability system for EPPs in Texas.

**Evaluation/Assessment Measure:**

**PRINCIPAL’S OVERALL EVALUATION**

**Results presented are to the following question:**

***What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus?*** Select the one statement that most closely matches your current overall perspective on the program.

(3) Well prepared by the program for the first year of teaching.

(2) Sufficiently prepared by the program for the first year of teaching.

(1) Not sufficiently prepared by the program for the first year of teaching.

(0) Not at all prepared by the program for the first year of teaching.

Texas Administrative Code indicates the performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be 70%.

**How the evaluation is used to measure candidate progress:**

This assessment is part of the SFA initial certification Benchmark IV titled Follow-Up which serves to measure the effectiveness of our graduates in their first-year teaching and serves to guide continuous program improvement action plans

**Analysis and Interpretation:**

Principals rated a total of 166 SFA beginning teachers on the extent to which the EPP prepared them for the profession. Overall, 81% of the EPP’s employers were satisfied with the EPP preparation of new teachers for the profession. More specifically, review of results indicated that when disaggregated by gender and ethnicity, the EPP met the required minimum score of 70% across each of these variables, indicating alumni were sufficiently prepared by the EPP. Individual programs with a mean score below the sufficiently prepared mark by race or gender included those with less than ten teachers with the exception of the EC-6 program. The EPP will monitor to see if this resurfaces as a pattern in coming years. Additionally, the EPP has adopted edTPA as a unit assessment to gather more detailed data on teacher candidate performance and areas for possible support. These data are being used to support continuous improvement.