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/ldr3crw](http://tinyurl.com/ldr3crw)

### 2013-14 State Distribution of Standard 2 Scores

**TRINITY UNIVERSITY**

- **Score:** 86.0
- **Standard:** 67
- **State average:** 75

### 2013-14 Standard 2 Average Scores by Domain

#### EPP: TRINITY UNIVERSITY

- **Classroom Environment:**
  - TRINITY: 86
  - Traditional EPPs: 78
  - ALL TX EPPs: 77

- **Instruction:**
  - TRINITY: 90
  - Traditional EPPs: 75
  - ALL TX EPPs: 74

- **Students with Disabilities:**
  - TRINITY: 82
  - Traditional EPPs: 74
  - ALL TX EPPs: 73

- **English Language Learners:**
  - TRINITY: 82
  - Traditional EPPs: 74
  - ALL TX EPPs: 73

- **Technology Integration:**
  - TRINITY: 85
  - Traditional EPPs: 76
  - ALL TX EPPs: 76

- **Using Technology with Data:**
  - TRINITY: 84
  - Traditional EPPs: 74
  - ALL TX EPPs: 73

### 2013-14 Number of Teachers Rated by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>TRINITY</th>
<th>Traditional</th>
<th>ALL TX</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts</td>
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<td>General Elementary</td>
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<td>General Middle</td>
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<tr>
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<td>Languages other than English</td>
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<td>Technology/Applications/Computer Science</td>
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</tr>
<tr>
<td>Other</td>
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<td>0</td>
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</tr>
</tbody>
</table>
### Classroom Environment
- 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

### Instruction
- 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

### Students with Disabilities
- 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

### English Language Learners
- 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

### Technology Integration
- 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?

### Using Technology with Data
- 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