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Teacher Preparation Effectiveness Survey: First-Year Teachers
 Campus: RAUL QUINTANILLA SR MIDDLE
 Teacher: Essary, Amy Raquel

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The following questions relate to TEACHER BACKGROUND.

Section I: Teacher Background

1. The name of this teacher's Texas educator preparation program is:
Texas Christian University

If you believe this is not the correct educator preparation program, please notify principalsurvey@tea.texas.gov. Do not continue with the survey until this issue is resolved.

2. Was this beginning teacher employed in the certification area in which he/she was trained by the educator preparation program?

This teacher was trained by the above preparation program for these certification(s):

Generalist (EC-4)
 English as a Second Language Supplemental (NA)

Yes No

The [assignment list by certification](#) is being provided to assist you in answering this question. After clicking this link, use the Find feature to locate the certificate and its related assignments.

3. Did this beginning teacher teach at this campus for five or more months of the academic year?

Yes No

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Survey Evaluation Rating	
When responding to questions 4-39 in this survey, please refer to the following descriptions:	
Evaluation rating	Description
Well prepared	All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
Sufficiently prepared	Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
Not sufficiently prepared	The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
Not at all prepared	The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

A link to these descriptions can be found on each page of the survey.

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Survey Section Definitions

Section II: Classroom Environment

Equitable: Fair or just to everyone, giving everyone the same opportunities.

Rapport: A close relationship between the teacher and students that is characterized by polite, respectful, warm and caring interactions that reflect an understanding of students' cultural and developmental differences.

Section III: Instruction

Formative assessment: Assessment that is embedded in the instruction, designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students.

Learner-centered Instruction: The practice of giving students the opportunity to interact with other students to answer questions, problem-solve, work in pairs or groups, select some learning topics, and evaluate their own learning. The focus is on the students' construction of knowledge.

Section IV: Students with Disabilities

Students with disabilities: These students are defined by the Texas Education Code (TEC) §29.003 as a child who has a physical, cognitive, behavioral or other related impairment.

Differentiated instruction: Instruction tailored to individual learning styles, needs, background, and level of understanding.

Individualized Education Program (IEP): For a child with a disability, a written statement of services that includes the child's present levels of performance, measurable annual goals, accommodations and progress measures.

Formal assessments: These include standardized tests and may also encompass alternative assessments.

Informal assessments: These pertain to performance-based activities, observations of students, teacher-created assessments, student portfolios, and content learning logs, etc.; they may also include alternative assessments.

Section V: Limited English Proficient Students

Limited English Proficient (LEP-ELL) students: These students by Texas Education Code (TEC) §29.052. A student of "Limited English Proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

Academic English: Academic language proficiency is used to define academic English. Academic language proficiency is the ability to understand the English terms that make the learning of academic concepts and skills fully accessible. Language proficiency encompasses both social language proficiency and academic language proficiency.

Section VI: Technology Integration

Real-time content: Synchronous; content that is continuously updated and immediately available to the public.

Developmentally appropriate: Appropriate for the sensory-motor skills based on the growth and development of the student at a particular time. The age and level of exposure the student has to the available technology is part of that definition.

Section VII: Use Technology with Data

Formative assessment data: Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

A link to these descriptions can be found on each page of the survey.

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The following questions relate to the teacher's preparation to address the CLASSROOM ENVIRONMENT. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section II: Classroom Environment	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
4. effectively implement discipline management procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. provide support to achieve a positive, equitable, and engaging learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. build and maintain positive rapport with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. build and maintain positive rapport and two-way communication with students' families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions relate to the teacher's preparation to address INSTRUCTION. Your answers should be based primarily on teacher behavior observed by the principal or his/her staff.

Section III: Instruction	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. use the results of formative assessment data to guide instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. engage and motivate students through learner-centered instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. set clear learning goals and align instruction with standards-based content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. provide quality and timely feedback to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions relate to the teacher's preparation to address the needs of STUDENTS WITH DISABILITIES. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section IV: Students with Disabilities	ratings definitions			
17. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas Education Code (TEC) 29.003? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment. <input checked="" type="radio"/> Yes <input type="radio"/> No (If No, you will skip to question 25 of the survey)				
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
18. differentiate instruction to meet the academic needs of students with disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. differentiate instruction to meet the behavioral needs of students with disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. provide appropriate ways for students with disabilities to demonstrate their learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. understand and adhere to the federal and state laws that govern special education services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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 Individualized Education Program (IEP)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions relate to the teacher's preparation to address the needs of ENGLISH LANGUAGE LEARNERS (ELLs) identified as Limited English Proficient (LEP) as determined by the Texas Education Code (TEC). Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section V: English Language Learners [ratings definitions](#)

25. Does this teacher have limited English proficient (LEP-ELL) students in their classroom, as determined by the Texas Administrative Code (TAC) 89.1201 and 89.1601? A student is considered LEP-ELL if she or he comes from a home in which a language other than English is his/her primary language and who is identified as limited English proficient.

Yes No (If No, you will skip to question 31 of the survey)

To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. comply with district and campus policies and procedures regarding LEP-ELL students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. model and teach the forms and functions of academic English in content areas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions relate to the teacher's preparation to INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section VI: Technology Integration	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
31. use technology available on the campus to integrate curriculum to support student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. teach students developmentally appropriate technology skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. use technology to make learning more active and engaging for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions relate to the teacher's preparation to USE AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section VII: Use of Technology With Data	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
35. use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. use available technology to collect and manage formative assessment data to guide instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following question relates to your OVERALL EVALUATION of the educator preparation program. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section VIII: Overall Evaluation of the Educator Preparation Program:	ratings definitions			
	Well prepared by the program for the first year of teaching	Sufficiently prepared by the program for the first year of teaching	Not Sufficiently prepared by the program for the first year of teaching	Not at all prepared by the program for the first year of teaching
39. 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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following question relates to your OVERALL EVALUATION of the teacher's effectiveness with regard to influencing student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section IX: Teacher Effectiveness and Student Achievement

40. How would you rate this teacher's influence on student achievement? Select your answer from the following 10 point scale.

	Score - Meaning
<input type="radio"/>	10 - The teacher is exceptional, in the top 2% of teachers I've supervised.
<input type="radio"/>	9 - The teacher is excellent, in the top 5% of teachers I've supervised.
<input type="radio"/>	8 - The teacher is very good.
<input type="radio"/>	7 - The teacher is good.
<input type="radio"/>	6 - The teacher is average.
<input type="radio"/>	5 - The teacher is below average but will likely improve in time.
<input type="radio"/>	4 - The teacher is below average and will need significant professional development to improve.
<input type="radio"/>	3 - The teacher is well below average.
<input type="radio"/>	2 - The teacher is poor.
<input type="radio"/>	1 - The teacher is unacceptable.

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Teacher Effectiveness Survey for First Year Teachers

Campus: RAUL QUINTANILLA SR MIDDLE

Teacher: Essary, Amy Raquel

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