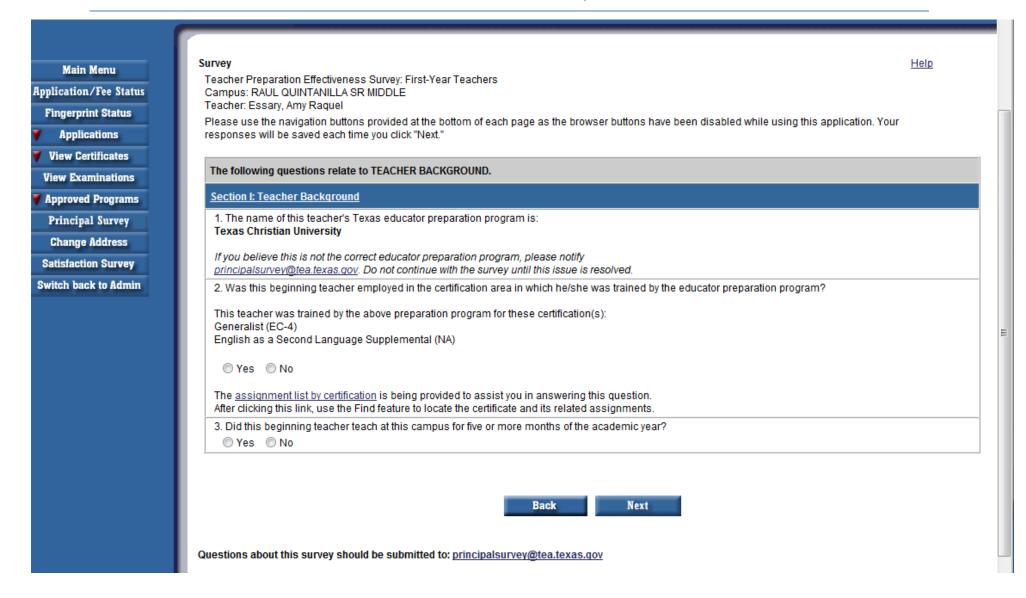
FY18 PRINCIPAL SURVEY QUESTIONS



Principal Survey FY18 Page 1 of



Survey Help

Teacher Preparation Effectiveness Survey: First-Year Teachers

Campus: RAUL QUINTANILLA SR MIDDLE

Teacher: Essary, Amy Raquel

Please use the navigation buttons provided at the bottom of each page as the browser buttons have been disabled while using this application.

| Survey Evaluation Rating When responding to que | g estions 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.



Main Menu

Application/Fee Status

Fingerprint Status

Applications

View Certificates

View Examinations

Approved Programs

Principal Survey

Change Address

Satisfaction Survey

Switch back to Admin

Survey Help

Teacher Preparation Effectiveness Survey: First-Year Teachers

Campus: RAUL QUINTANILLA SR MIDDLE

Teacher: Essary, Amy Raquel

Please use the navigation buttons provided at the bottom of each page as the browser buttons have been disabled while using this application.

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.

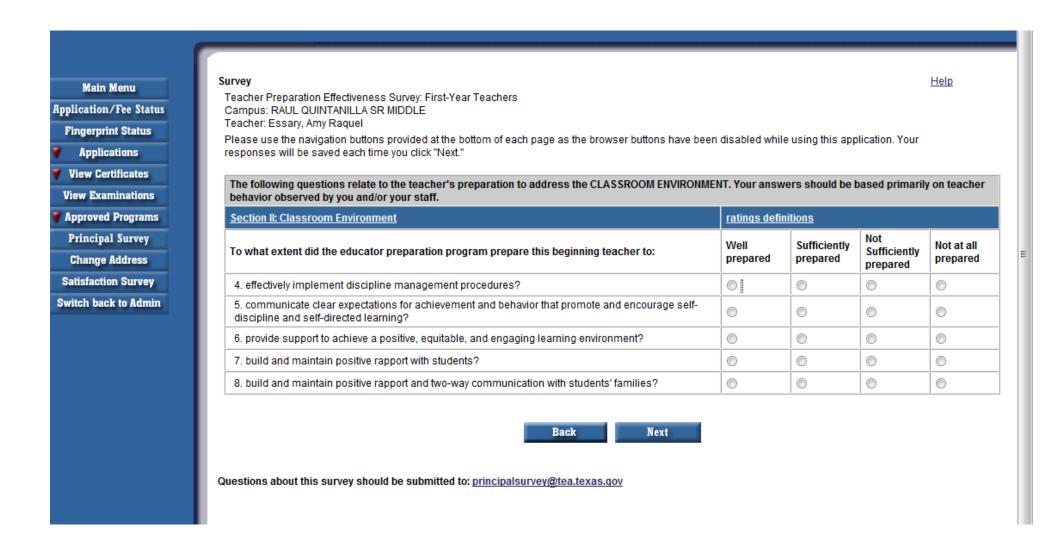
Section VII: Use Technology with Data

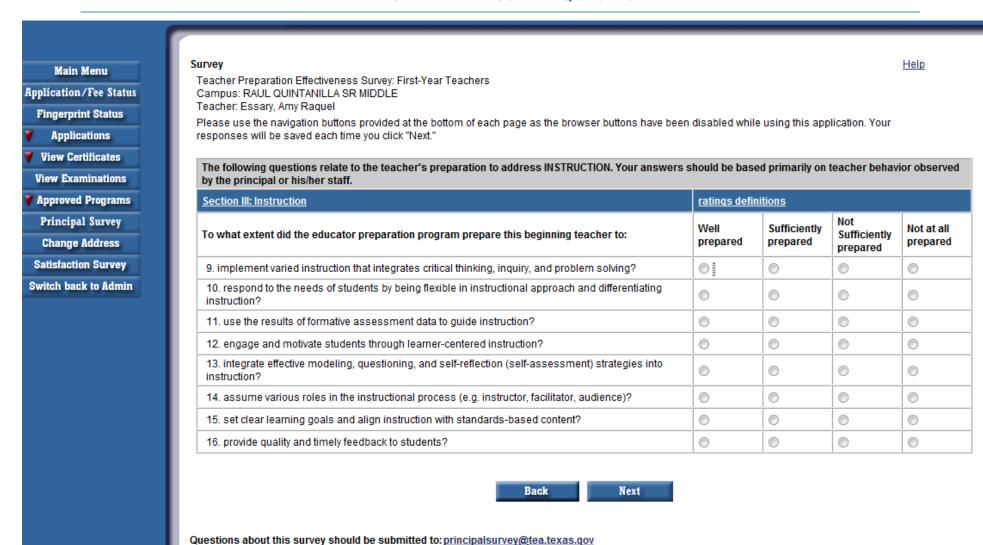
Formative assessment data: Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

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

Back

Next





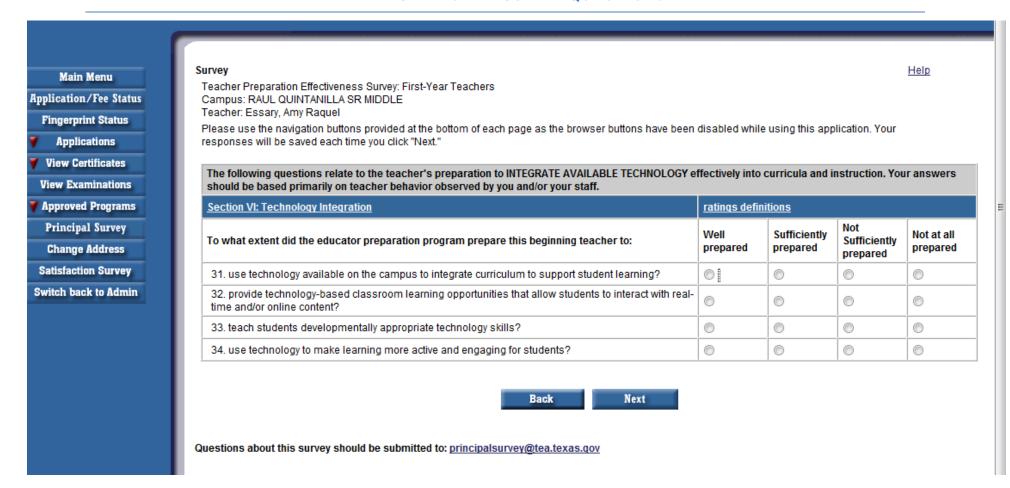
| Main Menu Application/Fee Status Fingerprint Status Applications View Certificates | Survey Teacher Preparation Effectiveness Survey: First-Year Teachers Campus: RAUL QUINTANILLA SR MIDDLE Teacher: Essary, Amy Raquel Please use the navigation buttons provided at the bottom of each page as the browser buttons have been responses will be saved each time you click "Next." The following questions relate to the teacher's preparation to address the needs of STUDENTS WITH | | | | <u>Help</u> ed primarily on |
|--|--|------------------|-----------------------|---------------------------------|--------------------------------|
| View Examinations | teacher behavior observed by you and/or your staff. | | :A: | | |
| ▼ Approved Programs Principal Survey | Section IV: Students with Disabilities 17. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas | ratings defin | | 22 A child is con | sidered a |
| Change Address | student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment. Yes No (If No, you will skip to question 25 of the survey) | Education Cod | ie (TEC) 29.003 | e A Cilia is Con | isiuereu a |
| Satisfaction Survey Switch back to Admin | 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? | 0 | 0 | 0 | 0 |
| | 19. differentiate instruction to meet the behavioral needs of students with disabilities? | 0 | 0 | 0 | 0 |
| | 20. provide appropriate ways for students with disabilities to demonstrate their learning? | 0 | 0 | 0 | 0 |
| | 21. understand and adhere to the federal and state laws that govern special education services? | | 0 | 0 | 0 |
| | 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)? | | 0 | • | 0 |
| | 23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives? | 0 | 0 | 0 | 0 |
| | 24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities? | 0 | 0 | | |
| | Back Next Questions about this survey should be submitted to: principalsurvey@tea.texas.qov | | | | |

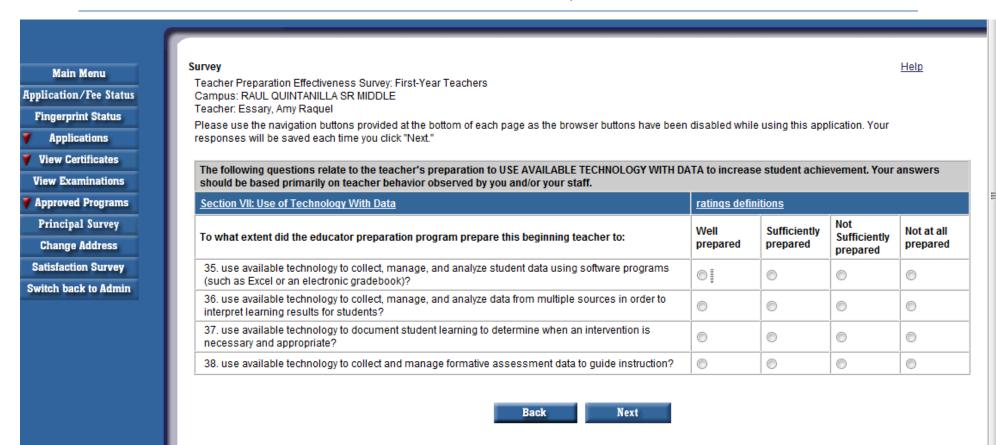
| Main Menu Application/Fee Status Fingerprint Status Applications View Certificates View Examinations | Survey Teacher Preparation Effectiveness Survey: First-Year Teachers Campus: RAUL QUINTANILLA SR MIDDLE Teacher: Essary, Amy Raquel Please use the navigation buttons provided at the bottom of each page as the browser buttons have be responses will be saved each time you click "Next." The following questions relate to the teacher's preparation to address the needs of ENGLISH LANG | GUAGE LEARNER | S (ELLs) identifi | ied as Limited I | _ | | |
|---|---|------------------|----------------------------|---------------------------------|---------------------|--|--|
| Approved Programs | Proficient (LEP)as determined by the Texas Education Code (TEC). Your answers should be based staff. | primarily on tea | cher behavior o | bserved by you | a and/or your | | |
| Principal Survey | Section V: English Language Learners | ratings defi | <u>ratings definitions</u> | | | | |
| Change Address Satisfaction Survey | 25. Does this teacher have limited English proficient (LEP-ELL) students in their classroom, as deter 89.1601? A student is considered LEP-ELL if she or he comes from a home in which a language oth | • | | | | | |
| 0 2 1 1 1 1 1 1 | identified as limited English proficient. Tes No (If No, you will skip to question 31 of the survey) | | • | , | | | |
| Switch back to Admin | • · | Well prepared | Sufficiently prepared | Not Sufficiently prepared | Not at all prepared | | |
| Switch back to Admin | ○ Yes ○ No (If No, you will skip to question 31 of the survey) | | Sufficiently | Not Sufficiently | Not at all | | |
| Switch back to Admin | ○ 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: | prepared | Sufficiently prepared | Not Sufficiently prepared | Not at all prepared | | |
| Switch back to Admin | ○ 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: 26. provide appropriate ways for LEP-ELL students to demonstrate their learning? 27. understand and adhere to federal and state laws that govern education services for LEP-ELL | prepared | Sufficiently prepared | Not Sufficiently prepared | Not at all prepared | | |
| Switch back to Admin | 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: 26. provide appropriate ways for LEP-ELL students to demonstrate their learning? 27. understand and adhere to federal and state laws that govern education services for LEP-ELL students? | prepared | Sufficiently prepared | Not Sufficiently prepared | Not at all prepared | | |

Back

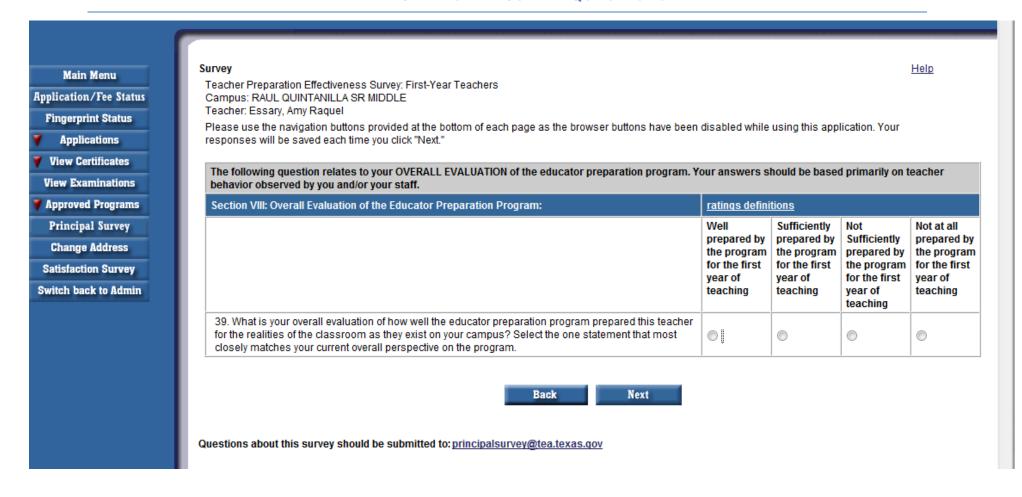
Next

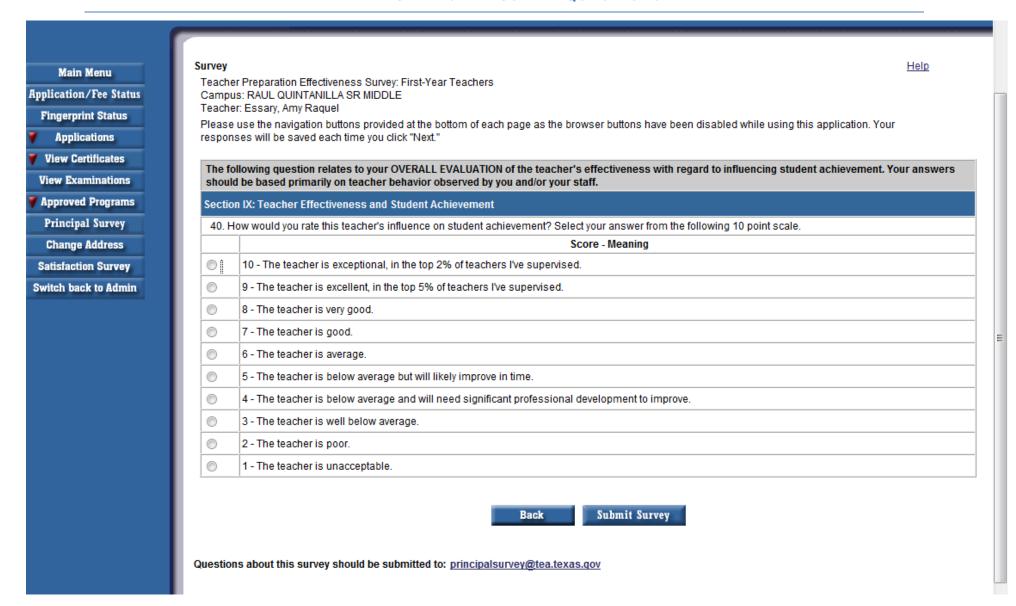
Questions about this survey should be submitted to: principalsurvey@tea.texas.gov





Questions about this survey should be submitted to: principalsurvey@tea.texas.qov





Principal Survey FY16 - MOCKUPS.dOCX

