CAEP Annual Reporting Measure 4.2 Indicators of Teaching Effectiveness

Texas Education Agency (TEA) Administered Principal Appraisal Evaluation
Rating Scales

Evaluation rating	Description
3=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.
2=Sufficiently prepared	Most of the time the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
1=Not sufficiently prepared	The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
0=Not at all prepared	The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Principal Appraisal Evaluation by Certification Area

Middle Level 4-8

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	17	2.18	.728
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	17	2.24	.664
6. provide support to achieve a positive, equitable, and engaging learning environment?	17	2.29	.686
7. build and maintain positive rapport with students?	17	2.29	.686
8. build and maintain positive rapport and two-way communication with students' families?	17	2.18	.636
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	17	2.24	.752
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	17	2.24	.664
11. Use the results of formative assessment data to guide instruction?	17	2.35	.702
12. engage and motivate students through learner-centered instruction?	17	2.29	.686

13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	17	2.24	.664
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	17	2.24	.752
15. set clear learning goals and align instruction with standards-based content?	17	2.18	.636
16. provide quality and timely feedback to students?	17	2.35	.606
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	13	2.31	.630
19. differentiate instruction to meet the behavioral needs of students with disabilities?	13	2.31	.630
20. provide appropriate ways for students with disabilities to demonstrate their learning?	13	2.38	.650
21. understand and adhere to the federal and state laws that govern special education services?	13	2.38	.650
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	13	2.31	.630
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	13	2.31	.630
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	13	2.31	.630
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	11	1.91	.302
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	11	1.91	.302
28. comply with district and campus policies and procedures regarding LEP-ELL students?	11	1.91	.302
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	11	1.91	.302
30. model and teach the forms and functions of academic English in content areas?	11	1.91	.302
Section VI: Technology Integration			

	N	Mean	Std. Deviation
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	17	2.29	.588
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	17	2.24	.562
33. teach students developmentally appropriate technology skills?	17	2.24	.562
34. use technology to make learning more active and engaging for students?	17	2.29	.588
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	17	2.24	.562
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	17	2.29	.588
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	17	2.24	.562
38. use available technology to collect and manage formative assessment data to guide instruction?	17	2.24	.562
Valid N (listwise)	9		

a. Concentration = 4-8

Early Childhood-6th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	94	2.14	.824
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	94	2.13	.833
6. provide support to achieve a positive, equitable, and engaging learning environment?	94	2.22	.735
7. build and maintain positive rapport with students?	94	2.31	.734
8. build and maintain positive rapport and two-way communication with students' families?	94	2.21	.788
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	94	2.15	.775

10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	94	2.22	.778
11. Use the results of formative assessment data to guide instruction?	94	2.15	.747
12. engage and motivate students through learner-centered instruction?	94	2.21	.746
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	94	2.11	.769
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	94	2.17	.743
15. set clear learning goals and align instruction with standards-based content?	94	2.20	.742
16. provide quality and timely feedback to students?	94	2.15	.775
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	67	2.13	.736
19. differentiate instruction to meet the behavioral needs of students with disabilities?	67	2.01	.807
20. provide appropriate ways for students with disabilities to demonstrate their learning?	67	2.12	.789
21. understand and adhere to the federal and state laws that govern special education services?	67	2.19	.764
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	67	2.18	.777
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	67	2.04	.806
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	67	2.19	.764
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	63	2.17	.685
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	63	2.21	.676
28. comply with district and campus policies and procedures regarding LEP-ELL students?	63	2.24	.689

	N	Mean	Std. Deviation
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	63	2.17	.708
30. model and teach the forms and functions of academic English in content areas?	63	2.16	.700
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	94	2.35	.683
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	94	2.27	.691
33. teach students developmentally appropriate technology skills?	94	2.29	.697
34. use technology to make learning more active and engaging for students?	94	2.32	.707
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	94	2.24	.683
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	94	2.24	.698
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	94	2.23	.710
38. use available technology to collect and manage formative assessment data to guide instruction?	94	2.20	.742
Valid N (listwise)	45		

a. Concentration = EC6

Agricultural Science and Tech Grades 6-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	3	2.00	.000
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	3	2.00	.000
6. provide support to achieve a positive, equitable, and engaging learning environment?	3	2.00	.000
7. build and maintain positive rapport with students?	3	2.00	.000

8. build and maintain positive rapport and two-way communication with students' families?	3	2.00	.000
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	3	2.00	.000
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	3	2.00	.000
11. Use the results of formative assessment data to guide instruction?	3	2.00	.000
12. engage and motivate students through learner-centered instruction?	3	2.00	.000
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	3	2.00	.000
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	3	2.00	.000
15. set clear learning goals and align instruction with standards-based content?	3	2.00	.000
16. provide quality and timely feedback to students?	3	2.00	.000
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	3	2.00	.000
19. differentiate instruction to meet the behavioral needs of students with disabilities?	3	2.00	.000
20. provide appropriate ways for students with disabilities to demonstrate their learning?	3	2.00	.000
21. understand and adhere to the federal and state laws that govern special education services?	3	2.00	.000
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	3	2.00	.000
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	3	2.00	.000
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3	2.00	.000
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	2	2.00	.000

	N	Mean	Std. Deviation
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	2	2.00	.000
28. comply with district and campus policies and procedures regarding LEP-ELL students?	2	2.00	.000
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	2	2.00	.000
30. model and teach the forms and functions of academic English in content areas?	2	2.00	.000
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	3	2.33	.577
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	3	2.67	.577
33. teach students developmentally appropriate technology skills?	3	2.00	.000
34. use technology to make learning more active and engaging for students?	3	2.00	.000
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	3	2.00	.000
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	3	2.00	.000
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	3	2.00	.000
38. use available technology to collect and manage formative assessment data to guide instruction?	3	2.00	.000
Valid N (listwise)	2		

a. Concentration = Agricultural Science and Tech 6-12

English Language Arts and Reading Grades7-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	3	2.33	.577

5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	3	2.33	.577
6. provide support to achieve a positive, equitable, and engaging learning environment?	3	2.33	.577
7. build and maintain positive rapport with students?	3	3.00	.000
8. build and maintain positive rapport and two-way communication with students' families?	3	3.00	.000
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	3	2.33	.577
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	3	2.33	.577
11. Use the results of formative assessment data to guide instruction?	3	2.67	.577
12. engage and motivate students through learner-centered instruction?	3	2.33	.577
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	3	2.33	.577
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	3	2.67	.577
15. set clear learning goals and align instruction with standards-based content?	3	2.67	.577
16. provide quality and timely feedback to students?	3	2.67	.577
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	3	2.33	.577
19. differentiate instruction to meet the behavioral needs of students with disabilities?	3	2.33	.577
20. provide appropriate ways for students with disabilities to demonstrate their learning?	3	2.33	.577
21. understand and adhere to the federal and state laws that govern special education services?	3	2.33	.577
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	3	2.33	.577
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	3	2.33	.577

24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3	2.33	.577
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	3	2.33	.577
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	3	2.67	.577
28. comply with district and campus policies and procedures regarding LEP-ELL students?	3	2.67	.577
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	3	2.33	.577
30. model and teach the forms and functions of academic English in content areas?	3	2.33	.577
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	3	2.33	.577
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	3	2.33	.577
33. teach students developmentally appropriate technology skills?	3	2.33	.577
34. use technology to make learning more active and engaging for students?	3	2.33	.577
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	3	2.33	.577
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	3	2.33	.577
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	3	2.33	.577
38. use available technology to collect and manage formative assessment data to guide instruction?	3	2.67	.577
Valid N (listwise)	2		

a. Concentration = English Language Arts and Read 7-12

History Grades 7-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	6	2.00	1.095
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	6	2.00	1.095
6. provide support to achieve a positive, equitable, and engaging learning environment?	6	2.17	.753
7. build and maintain positive rapport with students?	6	2.17	.753
8. build and maintain positive rapport and two-way communication with students' families?	6	2.17	.753
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	6	2.17	.753
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	6	2.17	.753
11. Use the results of formative assessment data to guide instruction?	6	2.17	.753
12. engage and motivate students through learner-centered instruction?	6	2.17	.753
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	6	2.17	.753
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	6	2.17	.753
15. set clear learning goals and align instruction with standards-based content?	6	2.17	.753
16. provide quality and timely feedback to students?	6	2.17	.753
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	6	2.17	.753
19. differentiate instruction to meet the behavioral needs of students with disabilities?	6	2.17	.753
20. provide appropriate ways for students with disabilities to demonstrate their learning?	6	2.17	.753
21. understand and adhere to the federal and state laws that govern special education services?	6	2.17	.753

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	6	2.17	.753
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	6	2.17	.753
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	6	2.17	.753
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	5	2.40	.548
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	5	2.40	.548
28. comply with district and campus policies and procedures regarding LEP-ELL students?	5	2.40	.548
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	5	2.40	.548
30. model and teach the forms and functions of academic English in content areas?	5	2.40	.548
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	6	2.33	.516
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	6	2.33	.516
33. teach students developmentally appropriate technology skills?	6	2.17	.753
34. use technology to make learning more active and engaging for students?	6	2.17	.753
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	6	2.17	.753
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	6	2.17	.753
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	6	2.17	.753
38. use available technology to collect and manage formative assessment data to guide instruction?	6	2.17	.753

Valid N (listwise)	5		

a. Concentration = History 7-12

Mathematics Grades 7-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	2	3.00	.000
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	2	3.00	.000
6. provide support to achieve a positive, equitable, and engaging learning environment?	2	3.00	.000
7. build and maintain positive rapport with students?	2	3.00	.000
8. build and maintain positive rapport and two-way communication with students' families?	2	3.00	.000
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	2	3.00	.000
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	2	3.00	.000
11. Use the results of formative assessment data to guide instruction?	2	3.00	.000
12. engage and motivate students through learner-centered instruction?	2	3.00	.000
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	2	3.00	.000
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	2	3.00	.000
15. set clear learning goals and align instruction with standards-based content?	2	3.00	.000
16. provide quality and timely feedback to students?	2	3.00	.000
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	2	3.00	.000

19. differentiate instruction to meet the behavioral needs of students with disabilities?	2	3.00	.000
20. provide appropriate ways for students with disabilities to demonstrate their learning?	2	3.00	.000
21. understand and adhere to the federal and state laws that govern special education services?	2	3.00	.000
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	2	3.00	.000
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	2	3.00	.000
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	2	3.00	.000
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	2	3.00	.000
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	2	3.00	.000
28. comply with district and campus policies and procedures regarding LEP-ELL students?	2	3.00	.000
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	2	3.00	.000
30. model and teach the forms and functions of academic English in content areas?	2	3.00	.000
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	2	3.00	.000
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	2	3.00	.000
33. teach students developmentally appropriate technology skills?	2	3.00	.000
34. use technology to make learning more active and engaging for students?	2	3.00	.000
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	2	3.00	.000

	N	Mean	Std. Deviation
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	2	3.00	.000
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	2	3.00	.000
38. use available technology to collect and manage formative assessment data to guide instruction?	2	3.00	.000
Valid N (listwise)	2		

a. Concentration = Mathematics 7-12

Social Studies Grades7-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	2	3.00	.000
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	2	3.00	.000
6. provide support to achieve a positive, equitable, and engaging learning environment?	2	3.00	.000
7. build and maintain positive rapport with students?	2	3.00	.000
8. build and maintain positive rapport and two-way communication with students' families?	2	2.50	.707
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	2	2.50	.707
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	2	3.00	.000
11. Use the results of formative assessment data to guide instruction?	2	2.50	.707
12. engage and motivate students through learner-centered instruction?	2	2.50	.707
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	2	3.00	.000
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	2	3.00	.000
15. set clear learning goals and align instruction with standards-based content?	2	3.00	.000

16. provide quality and timely feedback to students?	2	3.00	.000
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	1	3.00	.
19. differentiate instruction to meet the behavioral needs of students with disabilities?	1	3.00	.
20. provide appropriate ways for students with disabilities to demonstrate their learning?	1	3.00	.
21. understand and adhere to the federal and state laws that govern special education services?	1	3.00	.
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	1	3.00	.
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	1	3.00	.
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	1	3.00	.
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	2	2.50	.707
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	2	2.50	.707
28. comply with district and campus policies and procedures regarding LEP-ELL students?	2	2.50	.707
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	2	2.50	.707
30. model and teach the forms and functions of academic English in content areas?	2	2.50	.707
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	2	3.00	.000
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	2	3.00	.000
33. teach students developmentally appropriate technology skills?	2	2.50	.707

34. use technology to make learning more active and engaging for students?	2	3.00	.000
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	2	3.00	.000
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	2	3.00	.000
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	2	3.00	.000
38. use available technology to collect and manage formative assessment data to guide instruction?	2	3.00	.000
Valid N (listwise)	1		

a. Concentration = Social Studies 7-12

Dance Grades 7-12

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	3	2.00	1.000
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	3	2.33	.577
6. provide support to achieve a positive, equitable, and engaging learning environment?	3	2.33	.577
7. build and maintain positive rapport with students?	3	2.33	.577
8. build and maintain positive rapport and two-way communication with students' families?	3	2.33	.577
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	3	2.33	.577
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	3	2.33	.577
11. Use the results of formative assessment data to guide instruction?	3	2.33	.577
12. engage and motivate students through learner-centered instruction?	3	2.33	.577

13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	3	2.33	.577
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	3	2.33	.577
15. set clear learning goals and align instruction with standards-based content?	3	2.33	.577
16. provide quality and timely feedback to students?	3	2.33	.577
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	3	2.33	.577
19. differentiate instruction to meet the behavioral needs of students with disabilities?	3	2.33	.577
20. provide appropriate ways for students with disabilities to demonstrate their learning?	3	2.33	.577
21. understand and adhere to the federal and state laws that govern special education services?	3	2.33	.577
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	3	2.33	.577
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	3	2.33	.577
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3	2.33	.577
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	3	2.33	.577
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	3	2.33	.577
28. comply with district and campus policies and procedures regarding LEP-ELL students?	3	2.33	.577
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	3	2.33	.577
30. model and teach the forms and functions of academic English in content areas?	3	2.33	.577
Section VI: Technology Integration			

	N	Mean	Std. Deviation
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	3	2.33	.577
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	3	2.33	.577
33. teach students developmentally appropriate technology skills?	3	2.33	.577
34. use technology to make learning more active and engaging for students?	3	2.33	.577
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	3	2.33	.577
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	3	2.33	.577
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	3	2.33	.577
38. use available technology to collect and manage formative assessment data to guide instruction?	3	2.33	.577
Valid N (listwise)	3		

a. Concentration = Dance 7-12

Art Early Childhood-12th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	5	1.80	.447
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	5	2.00	.000
6. provide support to achieve a positive, equitable, and engaging learning environment?	5	2.40	.548
7. build and maintain positive rapport with students?	5	2.40	.548
8. build and maintain positive rapport and two-way communication with students' families?	5	2.40	.548
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	5	2.40	.548

10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	5	2.60	.548
11. Use the results of formative assessment data to guide instruction?	5	2.40	.548
12. engage and motivate students through learner-centered instruction?	5	2.40	.548
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	5	2.40	.548
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	5	2.60	.548
15. set clear learning goals and align instruction with standards-based content?	5	2.20	.447
16. provide quality and timely feedback to students?	5	2.40	.548
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	5	2.20	.447
19. differentiate instruction to meet the behavioral needs of students with disabilities?	5	2.00	.707
20. provide appropriate ways for students with disabilities to demonstrate their learning?	5	2.40	.548
21. understand and adhere to the federal and state laws that govern special education services?	5	2.20	.837
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	5	2.40	.548
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	5	2.40	.548
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	5	2.40	.548
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	5	2.40	.548
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	5	2.40	.548
28. comply with district and campus policies and procedures regarding LEP-ELL students?	5	2.40	.548

	N	Mean	Std. Deviation
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	5	2.40	.548
30. model and teach the forms and functions of academic English in content areas?	5	2.40	.548
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	5	2.40	.548
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	5	2.40	.548
33. teach students developmentally appropriate technology skills?	5	2.20	.447
34. use technology to make learning more active and engaging for students?	5	2.40	.548
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	5	2.40	.548
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	5	2.40	.548
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	5	2.40	.548
38. use available technology to collect and manage formative assessment data to guide instruction?	5	2.40	.548
Valid N (listwise)	5		

a. Concentration = Art EC-12

Deaf and Hard of Hearing Early Childhood-12th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	9	2.00	.500
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	9	2.22	.667
6. provide support to achieve a positive, equitable, and engaging learning environment?	9	2.33	.500
7. build and maintain positive rapport with students?	9	2.44	.527

8. build and maintain positive rapport and two-way communication with students' families?	9	2.22	.667
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	9	2.22	.667
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	9	2.22	.441
11. Use the results of formative assessment data to guide instruction?	9	2.11	.601
12. engage and motivate students through learner-centered instruction?	9	2.56	.527
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	9	2.22	.441
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	9	2.22	.667
15. set clear learning goals and align instruction with standards-based content?	9	2.11	.601
16. provide quality and timely feedback to students?	9	2.22	.441
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	9	2.33	.500
19. differentiate instruction to meet the behavioral needs of students with disabilities?	9	2.00	.500
20. provide appropriate ways for students with disabilities to demonstrate their learning?	9	2.22	.441
21. understand and adhere to the federal and state laws that govern special education services?	9	2.22	.441
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	9	2.22	.441
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	9	2.22	.441
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	9	2.33	.500
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	7	2.14	.378

	N	Mean	Std. Deviation
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	7	2.14	.378
28. comply with district and campus policies and procedures regarding LEP-ELL students?	7	2.29	.488
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	7	2.14	.378
30. model and teach the forms and functions of academic English in content areas?	7	2.14	.378
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	9	2.33	.500
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	9	2.22	.667
33. teach students developmentally appropriate technology skills?	9	2.22	.667
34. use technology to make learning more active and engaging for students?	9	2.33	.500
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	9	2.22	.441
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	9	2.22	.441
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	9	2.22	.667
38. use available technology to collect and manage formative assessment data to guide instruction?	9	2.22	.441
Valid N (listwise)	7		

a. Concentration = Deaf and Hard of Hearing EC-12

Music Early Childhood-12th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	21	2.05	.805

5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	21	2.38	.740
6. provide support to achieve a positive, equitable, and engaging learning environment?	21	2.48	.602
7. build and maintain positive rapport with students?	21	2.57	.507
8. build and maintain positive rapport and two-way communication with students' families?	21	2.43	.598
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	21	2.33	.577
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	21	2.48	.512
11. Use the results of formative assessment data to guide instruction?	21	2.29	.644
12. engage and motivate students through learner-centered instruction?	21	2.43	.676
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	21	2.43	.598
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	21	2.33	.658
15. set clear learning goals and align instruction with standards-based content?	21	2.33	.658
16. provide quality and timely feedback to students?	21	2.38	.590
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	19	2.37	.496
19. differentiate instruction to meet the behavioral needs of students with disabilities?	19	2.37	.496
20. provide appropriate ways for students with disabilities to demonstrate their learning?	19	2.37	.496
21. understand and adhere to the federal and state laws that govern special education services?	19	2.37	.496
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	19	2.37	.496
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	19	2.32	.478

	N	Mean	Std. Deviation
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	19	2.37	.496
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	18	2.39	.502
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	18	2.39	.502
28. comply with district and campus policies and procedures regarding LEP-ELL students?	18	2.39	.502
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	18	2.33	.485
30. model and teach the forms and functions of academic English in content areas?	18	2.33	.485
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	21	2.38	.590
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	21	2.38	.590
33. teach students developmentally appropriate technology skills?	21	2.38	.590
34. use technology to make learning more active and engaging for students?	21	2.38	.590
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	21	2.33	.577
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	21	2.33	.577
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	21	2.33	.577
38. use available technology to collect and manage formative assessment data to guide instruction?	21	2.33	.577
Valid N (listwise)	18		

a. Concentration = Music EC-12

Physical Education Early Childhood-12th Grade

	N	Mean	Std. Deviation

To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	17	2.41	.712
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	17	2.29	.849
6. provide support to achieve a positive, equitable, and engaging learning environment?	17	2.47	.717
7. build and maintain positive rapport with students?	17	2.47	.800
8. build and maintain positive rapport and two-way communication with students' families?	17	2.24	.903
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	17	2.41	.507
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	17	2.29	.686
11. Use the results of formative assessment data to guide instruction?	17	2.35	.606
12. engage and motivate students through learner-centered instruction?	17	2.47	.717
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	17	2.35	.606
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	17	2.35	.606
15. set clear learning goals and align instruction with standards-based content?	17	2.47	.624
16. provide quality and timely feedback to students?	17	2.53	.624
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	15	2.33	.617
19. differentiate instruction to meet the behavioral needs of students with disabilities?	15	2.20	.941
20. provide appropriate ways for students with disabilities to demonstrate their learning?	15	2.40	.632
21. understand and adhere to the federal and state laws that govern special education services?	15	2.53	.516

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	15	2.40	.507
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	15	2.07	.799
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	15	2.40	.632
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	15	2.47	.516
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	15	2.33	.724
28. comply with district and campus policies and procedures regarding LEP-ELL students?	15	2.47	.516
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	15	2.40	.632
30. model and teach the forms and functions of academic English in content areas?	15	2.40	.507
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	17	2.35	.606
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	17	2.41	.712
33. teach students developmentally appropriate technology skills?	17	2.41	.618
34. use technology to make learning more active and engaging for students?	17	2.35	.702
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	17	2.35	.702
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	17	2.35	.606
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	17	2.41	.618
38. use available technology to collect and manage formative assessment data to guide instruction?	17	2.41	.712

	N		
Valid N (listwise)	15		

a. Concentration = Physical Education EC-12

Special Education Early Childhood-12th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to: Section II: Classroom Environment			
4. effectively implement discipline management procedures?	18	2.28	.669
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	18	2.11	.758
6. provide support to achieve a positive, equitable, and engaging learning environment?	18	2.17	.707
7. build and maintain positive rapport with students?	18	2.39	.502
8. build and maintain positive rapport and two-way communication with students' families?	18	2.06	.725
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	18	2.00	.767
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	18	2.11	.758
11. Use the results of formative assessment data to guide instruction?	18	2.00	.767
12. engage and motivate students through learner-centered instruction?	18	2.17	.707
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	18	2.06	.802
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	18	2.11	.676
15. set clear learning goals and align instruction with standards-based content?	18	2.11	.676
16. provide quality and timely feedback to students?	18	2.11	.758
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	18	2.22	.878

19. differentiate instruction to meet the behavioral needs of students with disabilities?	18	2.22	.732
20. provide appropriate ways for students with disabilities to demonstrate their learning?	18	2.06	.802
21. understand and adhere to the federal and state laws that govern special education services?	18	2.22	.732
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	18	2.28	.669
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	18	2.22	.732
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	18	2.17	.786
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	12	2.00	.603
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	12	2.17	.389
28. comply with district and campus policies and procedures regarding LEP-ELL students?	12	2.08	.289
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	12	2.00	.603
30. model and teach the forms and functions of academic English in content areas?	12	2.00	.603
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	18	2.17	.618
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	18	2.17	.707
33. teach students developmentally appropriate technology skills?	18	2.17	.514
34. use technology to make learning more active and engaging for students?	18	2.22	.647
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	18	2.33	.686

	N	Mean	Std. Deviation
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	18	2.11	.676
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	18	2.11	.758
38. use available technology to collect and manage formative assessment data to guide instruction?	18	2.06	.725
Valid N (listwise)	12		

a. Concentration = Special Education EC-12

Theatre Early Childhood-12th Grade

	N	Mean	Std. Deviation
To what extent did the educator preparation program prepare this beginning teacher to:			
Section II: Classroom Environment			
4. effectively implement discipline management procedures?	4	2.00	.816
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	4	2.00	.816
6. provide support to achieve a positive, equitable, and engaging learning environment?	4	2.25	.957
7. build and maintain positive rapport with students?	4	2.25	.957
8. build and maintain positive rapport and two-way communication with students' families?	4	2.25	.957
Section III: Instruction			
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving	4	2.25	.957
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	4	2.25	.957
11. Use the results of formative assessment data to guide instruction?	4	2.00	.816
12. engage and motivate students through learner-centered instruction?	4	2.50	1.000
13. integrate effective modeling, questioning, and self-reflection 9self-assessment) strategies into instruction?	4	2.25	.957
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	4	2.50	1.000
15. set clear learning goals and align instruction with standards-based content?	4	2.00	.816

16. provide quality and timely feedback to students?	4	2.25	.957
Section IV: Students with Disabilities			
18. differentiate instruction to meet the academic needs of students with disabilities?	3	2.00	1.000
19. differentiate instruction to meet the behavioral needs of students with disabilities?	3	2.00	1.000
20. provide appropriate ways for students with disabilities to demonstrate their learning?	3	2.00	1.000
21. understand and adhere to the federal and state laws that govern special education services?	3	2.00	1.000
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	3	2.00	1.000
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	3	2.00	1.000
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3	2.00	1.000
Section V: Limited English Proficient Students			
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	4	2.00	.816
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	4	2.00	.816
28. comply with district and campus policies and procedures regarding LEP-ELL students?	4	2.00	.816
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	4	2.00	.816
30. model and teach the forms and functions of academic English in content areas?	4	2.00	.816
Section VI: Technology Integration			
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	4	2.25	.957
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	4	2.25	.957
33. teach students developmentally appropriate technology skills?	4	2.25	.957

34. use technology to make learning more active and engaging for students?	4	2.25	.957
Section VII: Use Technology with Data			
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	4	2.25	.957
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	4	2.25	.957
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	4	2.25	.957
38. use available technology to collect and manage formative assessment data to guide instruction?	4	2.25	.957
Valid N (listwise)	3		

a. Concentration = Theatre EC-12