To implement varied instruction that integrates critical thinq1cv0.498 Gad(uctis)-3(i)9(s)-30.498 Gi(e)8(r)4(e)8(r

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

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

objectives

To collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities

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

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

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

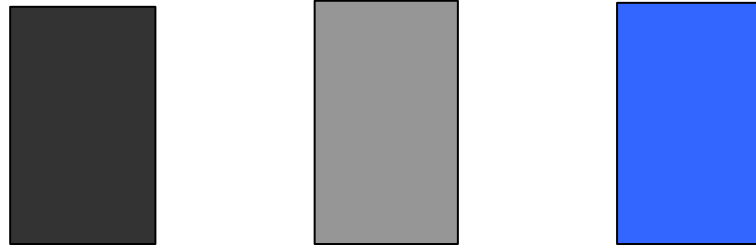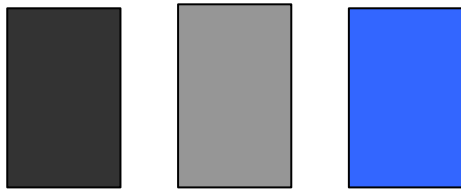To use available technology to collect and manage formative assessment data to guide instruction

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2016 – 2018

Overall Appraisal of First-Year Teachers

Classroom Environment

Instruction