

## Section I: Teacher Background

The following questions relate to TEACHER BACKGROUND. Please select your answer.

**1. The name of this teacher's Texas educator preparation program is <EPP name will be pre-populated>.**

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

**2. This teacher was trained by the above preparation program for these certification(s): <certification fields will be pre-populated>**

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

**-Yes/No-**

**The assignment list by certification will be linked to the survey here. 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

## Survey Evaluation Rating

When responding to questions 4-39, please refer to the following descriptions. A link to these descriptions can be found on each page of the survey.

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.

## 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 children who have 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 and English Language Learners (LEP-ELL) students:** These students are defined 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 of 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.

## Section II: Classroom Environment

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.

### **4. To what extent was this beginning teacher prepared to effectively implement discipline/management procedures?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

### **5. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

### **6. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

### **7. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**8. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

## Section III: Instruction

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

**9. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**10. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**11. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**12. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**13. To what extent was this beginning teacher prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**14. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**15. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**16. To what extent was this beginning teacher prepared to provide quality and timely feedback to students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

## Section IV: Students with Disabilities

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.

**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.**

**(If No, you will skip to question 25 of the survey)**

- Yes
- No



**18. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**19. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**20. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**21. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**22. To what extent was this beginning teacher prepared 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 student who have an Individualized Education Program (IEP)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**23. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**24. To what extent was this beginning teacher prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

## Section V: English Language Learners

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.

**25. Does this teacher have Limited English Proficient (LEP-ELL) students in their classroom, as determined by the Texas Education Code (TEC) 29.052? 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.**

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

Yes

No

**26. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**27. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**28. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?**

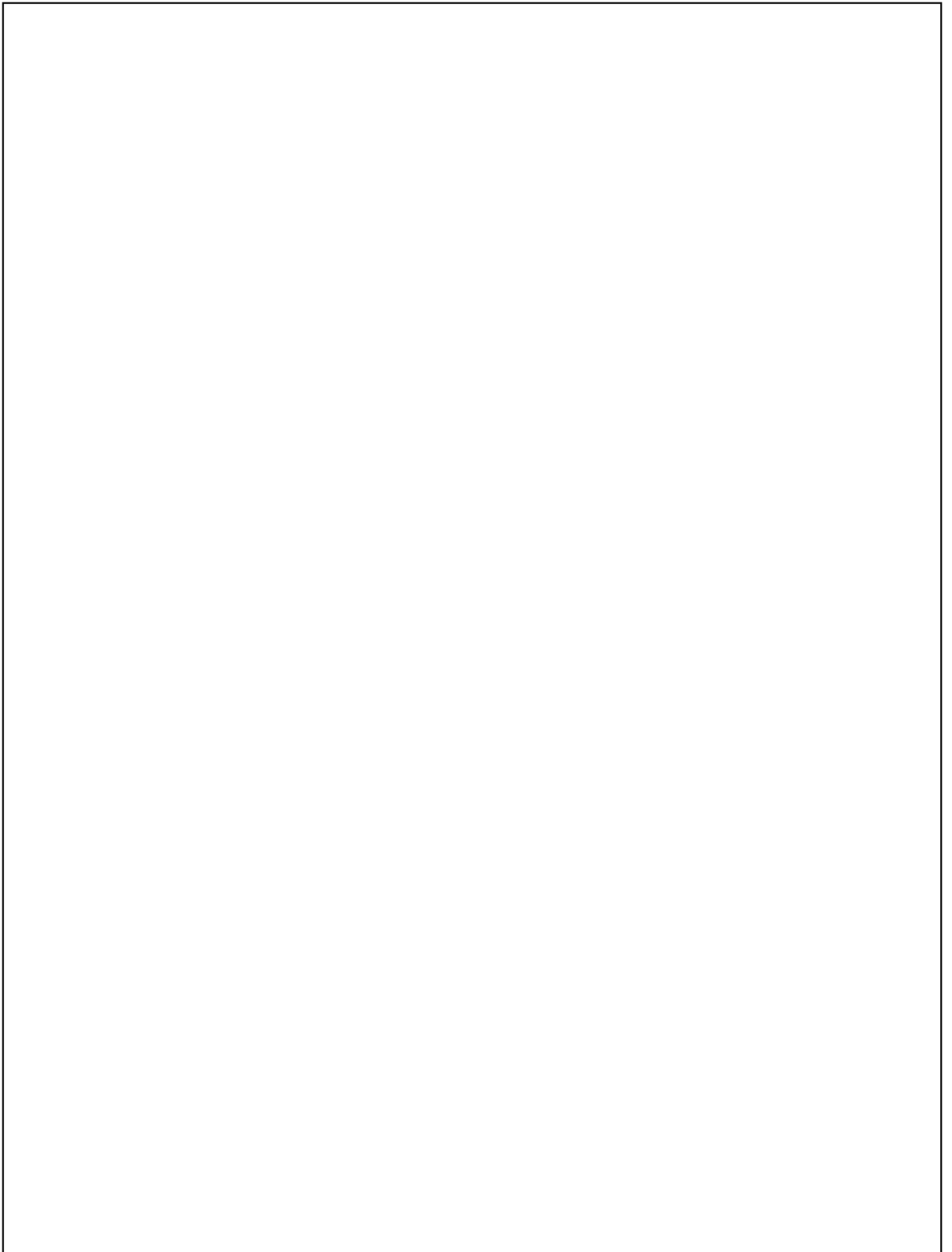
- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**29. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**30. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared



## Section VI: Technology Integration

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.

**31. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**32. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**33. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**34. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

## Section VII: Use of Technology With Data

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.

**35. To what extent was this beginning teacher prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**36. To what extent was this beginning teacher prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**37. To what extent was this beginning teacher prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

**38. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?**

- well prepared
- sufficiently prepared
- not sufficiently prepared
- not at all prepared

## Section VIII: Overall Evaluation of the Educator Preparation Program

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. Please select your answer.

**39. What is your overall evaluation of how well the educator preparation program prepared this teacher? Select the one statement that most closely matches your current overall perspective on the program.**

- The teacher was well prepared by the program for the first year of teaching.
- The teacher was sufficiently prepared by the program for the first year of teaching.
- The teacher was not sufficiently prepared by the program for the first year of teaching.
- The teacher was not at all prepared by the program for the first year of teaching.



## Section IX: Teacher Effectiveness and Student Achievement

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.

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

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