

Principal Survey 2014

Teacher Preparation Effectiveness Survey for First Year Teachers

Campus:

Teacher:

The following questions relate to Teacher Background .	
Section I: Teacher Background	
1. The name of this Teacher's Texas educator preparation program is: <EPP name pre-populated> <i>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 this issue is resolved.</i>	
2. Was this beginning teacher employed in the certification area in which he/she was trained by the educator preparation program? CERTIFICATIONS: <Certification fields pre-populated> ☐ Yes ☐ No	
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 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.
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 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 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 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 practices.

The following questions relate to the teacher's preparation to address the CLASSROOM ENVIRONMENT. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section II : Classroom Environment	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
4. effectively implement discipline management procedures?	☐	☐	☐	☐
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	☐	☐	☐	☐
6. provide support to achieve a positive, equitable, and engaging learning environment?	☐	☐	☐	☐

7. build and maintain positive rapport with students?	☐	☐	☐	☐
8. build and maintain positive rapport and two-way communication with students' families?	☐	☐	☐	☐

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.

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

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

Section IV : Students with Disabilities	ratings definitions
17. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas Administrative Code (TAC) §29.003? A child is considered a 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)	

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?	☐	☐	☐	☐
19. differentiate instruction to meet the behavioral needs of students with disabilities?	☐	☐	☐	☐
20. provide appropriate ways for students with disabilities to demonstrate their learning?	☐	☐	☐	☐
21. understand and adhere to the federal and state laws that govern special education services?	☐	☐	☐	☐
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)	☐	☐	☐	☐
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	☐	☐	☐	☐
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	☐	☐	☐	☐

The following questions relate to the teacher's preparation to address ENGLISH LANGUAGE LEARNERS (ELLs) identified as Limited English Proficient (LEP) as determined by the Texas Education Code (TEC). Your answers should be based primarily on teacher behavior observed by you and/or your staff.	
Section V : English Language Learners	ratings definitions
25. Does this teacher have limited English Proficient (LEP-ELL) students in their classroom, as determined by the Texas Administrative Code (TAC) §89.1201 and §89.1601? A student is considered LEP-ELL if she or he comes from a home in which a language other than English is his/her primary language and who is identified as limited English proficient. ☐ Yes ☐ No (If No, you will skip to question 31 of the survey)	

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

The following questions relate to the teacher's preparation to address INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VI : Technology Integration	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	☐	☐	☐	☐
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	☐	☐	☐	☐
33. teach students developmentally appropriate technology skills?	☐	☐	☐	☐
34. use technology to make learning more active and engaging for students?	☐	☐	☐	☐

The following questions relate to the teacher's preparation to address AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VII : Use of Technology with Data	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	☐	☐	☐	☐
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	☐	☐	☐	☐
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	☐	☐	☐	☐
38. use available technology to collect and manage formative assessment data to guide instruction?	☐	☐	☐	☐

The following question relates to your OVERALL EVALUATION of the educator preparation program. Your answers should be based primarily on teacher behavior observed by you and/or your staff.				
Section VIII : Overall Evaluation of the Educator Preparation Program	ratings definitions			
	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
39. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program.	☐	☐	☐	☐

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

Section IX: Teacher Effectiveness and Student Achievement

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

	Score - Meaning
☐	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.