

ATTACHMENT V

Principal Survey Questions

Overview

The Principal Survey includes 33 questions from the current survey that asks principals how well the educator preparation program prepared a first-year teacher. It addresses Texas Education Code §21.045(a)(2). The survey asks how well the beginning teacher was prepared regarding the Classroom Environment, Instruction, Students with Disabilities, Limited English Proficient Students, Technology Integration and the Use of Technology with Data. The principal can select from one of four responses to most questions on 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.

The prefix to the questions is “To what extent did the educator preparation program prepare this beginning teacher to:”

Section II: Classroom Environment

1. effectively implement discipline management procedures?
2. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. provide support to achieve a positive, equitable, and engaging learning environment?
4. build and maintain positive rapport with students?
5. build and maintain positive rapport and two-way communication with students’ families?

Section III: Instruction

6. implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. use the results of formative assessment data to guide instruction?
9. engage and motivate students through learner-centered instruction?
10. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
11. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
12. set clear learning goals and align instruction with standards-based content?
13. provide quality and timely feedback to students?

Section IV: Students with Disabilities

14. differentiate instruction to meet the academic needs of students with disabilities?
15. differentiate instruction to meet the behavioral needs of students with disabilities?
16. provide appropriate ways for students with disabilities to demonstrate their learning?
17. understand and adhere to the federal and state laws that govern special education services?
18. 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)?
19. develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?
20. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Section V: English Language Learners

21. provide appropriate ways for LEP-ELL students to demonstrate their learning?
22. understand and adhere to federal and state laws that govern education services for LEP-ELL students?
23. comply with district and campus policies and procedures regarding LEP-ELL students?
24. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
25. model and teach the forms and functions of academic English in content areas?

Section VI: Technology Integration

26. use technology available on the campus to integrate curriculum to support student learning?
27. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?
28. teach students developmentally appropriate technology skills?
29. use technology to make learning more active and engaging for students?

Section VII: Using Technology with Data

30. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?
31. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
32. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
33. use available technology to collect and manage formative assessment data to guide instruction?