

2019-2020 Principal Survey Questions

Teacher Preparation Effectiveness Survey: First-Year Teachers

Campus: _____

Teacher: _____

Section I: TEACHER BACKGROUND

These questions relate to TEACHER BACKGROUND.

Section Definition:

Beginning Teacher: a first-year teacher with zero (0) years of experience who is employed as the teacher of record and who received educator preparation training in Texas. This does not apply to student teachers or teachers certified in other states who have transferred their certification to Texas.

1. The name of this teacher's Texas educator preparation program is:

2. Was this beginning teacher employed in the certification area in which he/she was trained by the educator preparation program? YES NO **If the answer is NO, a survey does not need to be completed.**

This teacher was trained by the above preparation program for these certification(s):

3. Did this beginning teacher teach at this campus for five or more months of the academic year?

YES

NO

If the teacher did not teach a minimum of five months, no survey is required.

RESPONSE DESCRIPTORS

WELL PREPARED	All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had he 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.

Section II: PLANNING

This block asks questions about this teacher's preparedness to plan instruction for students.				
To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
4. design lessons that align with state content standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. design lessons that are appropriate for diverse learning needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. design lessons that reflect research-based best practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. design lessons that are relevant to students? [<i>relevant: there are connections between the lesson and the students' world</i>]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. plan appropriate methods (formal and/or informal) to measure student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. use a variety of student data to plan instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. provide appropriate feedback to students, families, or other school personnel? [<i>appropriate: specific, timely, and confidential</i>]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. plan lessons that encourage students to persist when learning is difficult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. plan engaging questions that encourage complex or higher-order thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. plan lessons that use student instructional groups to meet the needs of all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. make sure all instructional resources, materials, and technology are aligned to instructional purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III: INSTRUCTION

This block asks questions about this teacher's preparedness to implement instruction in the classroom.				
To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
16. use content-specific pedagogy to deliver lessons aligned with state standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. explain content accurately to students in multiple ways?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. demonstrate connections between the learning objectives and other disciplines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. use technology when appropriate to the lesson (to the extent technology was available at the school)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All survey responses must be entered into ECOS. This form is to log responses only. TEA will only accept Principal Survey data through ECOS. The principal survey can be submitted in ECOS beginning 4-1-2020.

Section III: INSTRUCTION (cont'd)

To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
21. differentiate instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. consistently monitor the quality of student participation and performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. work with a diverse student population?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. work with a diverse parent and school community population?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. collect student progress data during instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. adjust the lesson in progress based on data gathered during instruction? <i>[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. maintain student engagement by adjusting instruction and activities based on student responses and behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. give appropriate time for the lesson from introduction to closure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: LEARNING ENVIRONMENT

This block asks questions about this teacher's preparedness to establish a positive classroom environment that encourages learning.

To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
29. organize a safe classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. organize a classroom learning environment that is accessible for all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. organize a classroom in which procedures and routines are clear and efficient?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. establish clear expectations for student behavior in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. maintain clear expectations for student behavior in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. implement campus behavior systems consistently and effectively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. provide support to students to meet expected behavior standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section V: PROFESSIONAL PRACTICES & RESPONSIBILITIES

This block asks questions about this teacher's preparedness to meet the professional responsibilities associated with the role as an educator.

To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
36. find and follow district expectations for professional standards? <i>[expectations: such as district guidelines, operating policies, or campus procedures]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. advocate for the needs of the students in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. reflect on his/her strengths and professional learning needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. use data from self-assessment, reflection, and supervisor feedback to set professional goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. prioritize goals to improve professional practice and student performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENTS WITH DISABILITIES

A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:

- (A) physical disability;
- (B) mental retardation;
- (C) emotional disturbance;
- (D) learning disability;
- (E) autism;
- (F) speech disability; or
- (G) traumatic brain injury."

Section VI: STUDENTS WITH DISABILITIES

This block asks questions about this teacher's preparedness to address the needs of students with disabilities.

42. Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom? YES NO **If the answer is NO, please continue to the next section.**

To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
43. differentiate instruction to meet the academic needs of students with disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. differentiate instruction to meet the behavioral needs of students with disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)? <i>[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? <i>[staff: individuals in key roles with specialized knowledge to meet the needs of the student]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. understand and adhere to the federal and state laws that govern special education services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENGLISH LANGUAGE LEARNERS

TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."

Section VII: ENGLISH LANGUAGE LEARNERS

This block asks questions about this teacher's preparedness to address the needs of students who have limited English language proficiency as determined by the TAC §89.1203.

49. Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom? YES NO **If the answer is NO, please continue to the next section.**

To what extent was this first-year teacher prepared to:	Well Prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
50. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. support ELLs in mastering the English Language Proficiency Standards (ELPS)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. understand and adhere to federal and state laws that govern education services for ELLs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section VIII: OVERALL EVALUATION

This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.

54. 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.

	Select One
Well prepared by the program for the first year of teaching	<input type="radio"/>
Sufficiently prepared by the program for the first year of teaching.	<input type="radio"/>
Not sufficiently prepared by the program for the first year of teaching.	<input type="radio"/>
Not at all prepared by the program for the first year of teaching.	<input type="radio"/>

Section IX: TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT

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

	Select One
The teacher is exceptional, in the top 2% of new teachers I've supervised.	<input type="radio"/>
The teacher is excellent, in the top 5% of the new teachers I've supervised.	<input type="radio"/>
The teacher is very good.	<input type="radio"/>
The teacher is good.	<input type="radio"/>
The teacher is average.	<input type="radio"/>
The teacher is below average but will likely improve in time.	<input type="radio"/>
The teacher is below average and will need significant professional development to improve.	<input type="radio"/>
The teacher is well below average.	<input type="radio"/>
The teacher is poor.	<input type="radio"/>
The teacher is unacceptable.	<input type="radio"/>