

## 2021-2022 Principal Survey Questions

Teacher Preparation Effectiveness Survey: First-Year Teachers

Campus: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Section I - Teacher Background

- The name of this teacher's Texas educator preparation program is: \_\_\_\_\_
- 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.)

The teacher was trained by the above preparation program for these certification(s):  
\_\_\_\_\_

- 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)

### Section II – Planning

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?				
5. design lessons that are appropriate for diverse learning needs?				
6. design lessons that reflect research-based best practices?				
7. design lessons that are relevant to students? <i>[relevant: there are connections between the lesson and the students' world]</i>				
8. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?				
9. plan appropriate methods (formal and/or informal) to measure student progress?				
10. use a variety of student data to plan instruction?				
11. provide appropriate feedback to students, families, or other school personnel? <i>[appropriate: specific, timely, and confidential]</i>				
12. plan lessons that encourage students to persist when learning is difficult?				
13. plan engaging questions that encourage complex or higher order thinking?				
14. plan lessons that use student instructional groups to meet the needs of all students?				
15. make sure all instructional resources, materials, and technology are aligned to instructional purposes?				

### Section III – Instruction

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?				
17. explain content accurately to students in multiple ways?				
18. demonstrate connections between the learning objectives and other disciplines?				
19. provide opportunities for students to use different types of thinking, such as analytical, practical, creative, or research-based?				
20. use technology when appropriate to the lesson (to the extent technology was available at the school)?				
21. differentiate instruction?				
22. consistently monitor the quality of student participation and performance?				
23. work with a diverse student population?				
24. work with a diverse parent and school community population?				

25. collect student progress data during instruction?				
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>				
27. maintain student engagement by adjusting instruction and activities based on student responses and behavior?				
28. give appropriate time for the lesson from introduction to closure?				

**Section IV - Learning Environment**

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?				
30. organize a classroom learning environment that is accessible for all students?				
31. organize a classroom in which procedures and routines are clear and efficient?				
32. establish clear expectations for student behavior in the classroom?				
33. maintain clear expectations for student behavior in the classroom?				
34. implement campus behavior systems consistently and effectively?				
35. provide support to students to meet expected behavior standards?				

**Section V - Professional Practices & Responsibilities**

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>				
37. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?				
38. advocate for the needs of the students in the classroom?				
39. reflect on his/her strengths and professional learning needs?				
40. use data from self-assessment, reflection, and supervisor feedback to set professional goals?				
41. prioritize goals to improve professional practice and student performance?				

**Section VI - Students with Disabilities**

42. Does this teacher have students with disabilities as determined by Texas Education Code §29.003 in his/her classroom? <input type="checkbox"/> YES <input type="checkbox"/> NO <i>(if the answer is NO, please continue to the next section)</i>				
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?				
44. differentiate instruction to meet the behavioral needs of students with disabilities?				
45. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?				
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>				
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>				

48. understand and adhere to the federal and state laws that govern special education services?				
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**Section VII – Emergent Bilingual Students**

49. Does this teacher have emergent bilingual students as defined by Texas Education Code Section §29.052 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)?				
51. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?				
52. support ELLs in mastering the English Language Proficiency Standards (ELPS)?				
53. understand and adhere to federal and state laws that govern education services for ELLs?				

**Section VIII - Overall Evaluation**

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.	
Sufficiently prepared by the program for their first year of teaching.	
Not sufficiently prepared by the program for the first year of teaching.	
Not at all prepared by the program for the first year of teaching.	

**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:	
	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 but will need significant professional development to improve.
	3 – The teacher is well below average.
	2 – The teacher is poor.
	1 – The teacher is unacceptable.

## **DEFINITIONS**

**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.*

### **RESPONSE DESCRIPTORS:**

<b>WELL PREPARED</b>	All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
<b>SUFFICIENTLY PREPARED</b>	Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
<b>NOT SUFFICIENTLY PREPARED</b>	The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
<b>NOT AT ALL PREPARED</b>	The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

### **Section I - Teacher Background**

*Questions relate to teacher background.*

### **Section II - Planning**

*Questions about this teacher's preparedness to plan instruction for students.*

### **Section III - Instruction**

*Questions about this teacher's preparedness to implement instruction in the classroom.*

### **Section IV - Learning Environment**

*Questions about this teacher's preparedness to establish a positive classroom environment that encourages learning.*

### **Section V - Professional Practices & Responsibilities**

*Questions about this teacher's preparedness to meet the professional responsibilities associated with the role as an educator.*

### **Section VI - Students with Disabilities**

*Questions about this teacher's preparedness to address the needs of 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 VII – Emergent Bilingual Students**

*Questions about this teacher's preparedness to address the needs of emergent bilingual students whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English as determined by the TEC§ 29.052.*

### **Section VIII - Overall Evaluation**

*Questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.*