

Principal Survey Questions: Classroom Environment Section	Second Year Teachers (n=13,444)		Third Year Teachers (n=14,682)	
<i>To what extent was this beginning teacher able to effectively implement discipline management procedures?*</i>				
Not at all prepared/Skill level is unacceptable	123	0.91%	129	0.88%
Not sufficiently prepared/Not adequately skilled	1,205	8.96%	1,136	7.74%
Sufficiently prepared/Adequately skilled	6,844	50.91%	7,179	48.90%
Well prepared/Highly skilled	5,110	38.01%	6,085	41.45%
No answer	162	1.20%	153	1.04%
<i>To what extent was this beginning teacher able to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?</i>				
Not at all prepared/Skill level is unacceptable	90	0.67%	94	0.64%
Not sufficiently prepared/Not adequately skilled	1,116	8.30%	1,059	7.21%
Sufficiently prepared/Adequately skilled	6,400	47.60%	6,765	46.08%
Well prepared/Highly skilled	5,676	42.22%	6,611	45.03%
No answer	162	1.20%	153	1.04%
<i>To what extent was this beginning teacher able to provide support to achieve a positive, equitable, and engaging learning environment?</i>				
Not at all prepared/Skill level is unacceptable	84	0.62%	78	0.53%
Not sufficiently prepared/Not adequately skilled	754	5.61%	726	4.94%
Sufficiently prepared/Adequately skilled	5,886	43.78%	6,348	43.24%
Well prepared/Highly skilled	6,558	48.78%	7,377	50.25%
No answer	162	1.20%	153	1.04%
<i>To what extent was this beginning teacher able to build and maintain positive rapport with students?</i>				
Not at all prepared/Skill level is unacceptable	53	0.39%	65	0.44%
Not sufficiently prepared/Not adequately skilled	572	4.25%	526	3.58%
Sufficiently prepared/Adequately skilled	5,373	39.97%	5,801	39.51%
Well prepared/Highly skilled	7,284	54.18%	8,137	55.42%
No answer	162	1.20%	153	1.04%
<i>To what extent was this beginning teacher able to build and maintain positive rapport and two-way communication with students' families?</i>				
Not at all prepared/Skill level is unacceptable	70	0.52%	72	0.49%
Not sufficiently prepared/Not adequately skilled	742	5.52%	718	4.89%
Sufficiently prepared/Adequately skilled	6,474	48.16%	7,008	47.73%
Well prepared/Highly skilled	5,996	44.60%	6,731	45.85%
No answer	162	1.20%	153	1.04%

Principal Survey Questions: Instruction Section	Second Year Teachers (n=13,444)		Third Year Teachers (n=14,682)	
<i>To what extent was this beginning teacher able to implement varied instruction that integrates critical thinking, inquiry, and problem solving?</i>				
Not at all prepared/Skill level is unacceptable	61	0.45%	75	0.51%
Not sufficiently prepared/Not adequately skilled	1,139	8.47%	1,092	7.44%
Sufficiently prepared/Adequately skilled	7,460	55.49%	7,919	53.94%
Well prepared/Highly skilled	4,622	34.38%	5,445	37.09%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to respond to the needs of students by being flexible in instructional approach and differentiating instruction?</i>				
Not at all prepared/Skill level is unacceptable	68	0.51%	77	0.52%
Not sufficiently prepared/Not adequately skilled	1,061	7.89%	1,019	6.94%
Sufficiently prepared/Adequately skilled	6,578	48.93%	6,910	47.06%
Well prepared/Highly skilled	5,575	41.47%	6,525	44.44%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to use the results of formative assessment data to guide instruction?</i>				
Not at all prepared/Skill level is unacceptable	65	0.48%	77	0.52%
Not sufficiently prepared/Not adequately skilled	1,070	7.96%	988	6.73%
Sufficiently prepared/Adequately skilled	7,620	56.68%	7,992	54.43%
Well prepared/Highly skilled	4,527	33.67%	5,474	37.28%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to engage and motivate students through learner-centered instruction?</i>				
Not at all prepared/Skill level is unacceptable	68	0.51%	74	0.50%
Not sufficiently prepared/Not adequately skilled	870	6.47%	780	5.31%
Sufficiently prepared/Adequately skilled	6,325	47.05%	6,781	46.19%
Well prepared/Highly skilled	6,019	44.77%	6,896	46.97%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?</i>				
Not at all prepared/Skill level is unacceptable	62	0.46%	61	0.42%
Not sufficiently prepared/Not adequately skilled	1,022	7.60%	966	6.58%
Sufficiently prepared/Adequately skilled	7,123	52.98%	7,652	52.12%
Well prepared/Highly skilled	5,075	37.75%	5,852	39.86%
No answer	162	1.20%	151	1.03%

Principal Survey Questions: Instruction Section	Second Year Teachers (n=13,444)		Third Year Teachers (n=14,682)	
<i>To what extent was this beginning teacher able to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?</i>				
Not at all prepared/Skill level is unacceptable	63	0.47%	58	0.40%
Not sufficiently prepared/Not adequately skilled	861	6.40%	790	5.38%
Sufficiently prepared/Adequately skilled	7,177	53.38%	7,579	51.62%
Well prepared/Highly skilled	5,181	38.54%	6,104	41.57%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to set clear learning goals and align instruction with standards-based content?</i>				
Not at all prepared/Skill level is unacceptable	61	0.45%	64	0.44%
Not sufficiently prepared/Not adequately skilled	765	5.69%	731	4.98%
Sufficiently prepared/Adequately skilled	6,911	51.41%	7,217	49.16%
Well prepared/Highly skilled	5,545	41.25%	6,519	44.40%
No answer	162	1.20%	151	1.03%
<i>To what extent was this beginning teacher able to provide quality and timely feedback to students?</i>				
Not at all prepared/Skill level is unacceptable	66	0.49%	66	0.45%
Not sufficiently prepared/Not adequately skilled	638	4.75%	585	3.98%
Sufficiently prepared/Adequately skilled	6,676	49.66%	7,121	48.50%
Well prepared/Highly skilled	5,902	43.90%	6,759	46.04%
No answer	162	1.20%	151	1.03%

Principal Survey Questions: Assessment of Influence on Student Achievement	Second Year Teachers (n=13,444)		Third Year Teachers (n=14,682)	
<i>How would you rate this teacher's influence on student achievement? Select answer from the following 10-point scale.</i>				
The teacher is unacceptable.	56	0.42%	62	0.42%
The teacher is poor.	35	0.26%	43	0.29%
The teacher is well below average.	56	0.42%	42	0.29%
The teacher is below average and will need significant professional development to improve.	270	2.01%	266	1.81%
The teacher is below average but will likely improve in time.	584	4.34%	537	3.66%
The teacher is average.	1,776	13.21%	2,016	13.73%
The teacher is good.	2,996	22.29%	3,183	21.68%
The teacher is very good.	4,165	30.98%	4,571	31.13%
The teacher is excellent, in the top 5% of teachers I've supervised.	2,314	17.21%	2,642	17.99%
The teacher is exceptional, in the top 2% of teachers I've supervised.	1,029	7.65%	1,169	7.96%
No answer	163	1.21%	151	1.03%