Principal Survey
2010-2011
1st Year Teachers

Completed Surveys: 89

Classroom Environment

1. To what extent was this beginning teacher prepared to effectively implement discipline/management procedures?

☐ well prepared (39%)
☐ **sufficiently prepared (47%)**
☐ not sufficiently prepared (11%)
☐ not at all prepared (3%)

2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?

☐ well prepared (36%)
☐ **sufficiently prepared (51%)**
☐ not sufficiently prepared (12%)
☐ not at all prepared (1%)

3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment.

☐ **well prepared (48%)**
☐ sufficiently prepared (43%)
☐ not sufficiently prepared (8%)
☐ not at all prepared (1%)

4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?

☐ **well prepared (49%)**
☐ sufficiently prepared (47%)
☐ not sufficiently prepared (3%)
☐ not at all prepared (1%)

5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

☐ well prepared (40%)
☐ **sufficiently prepared (53%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (1%)

Instruction

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.

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?

☐ well prepared (27%)
☐ **sufficiently prepared (52%)**
☐ not sufficiently prepared (9%)
☐ not at all prepared (1%)

7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible instructional approach and differentiating instruction?

☐ well prepared (43%)
☐ **sufficiently prepared (44%)**
☐ not sufficiently prepared (12%)
☐ not at all prepared (1%)

8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?

☐ well prepared (28%)
☐ **sufficiently prepared (61%)**
☐ not sufficiently prepared (10%)
☐ not at all prepared (1%)

9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?

☐ well prepared (45%)
☐ **sufficiently prepared (49%)**
☐ not sufficiently prepared (5%)
☐ not at all prepared (1%)

10. To what extent was this beginning teacher prepared to integrate effective modeling, questioning and self-reflection (self-assessment) strategies into instruction?

☐ well prepared (35%)
☐ **sufficiently prepared (53%)**
☐ not sufficiently prepared (11%)
☐ not at all prepared (1%)

11. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

☐ well prepared (36%)
☐ **sufficiently prepared (55%)**
☐ not sufficiently prepared (8%)
☐ not at all prepared (1%)

12. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

☐ well prepared (36%)
☐ **sufficiently prepared (52%)**
☐ not sufficiently prepared (11%)
☐ not at all prepared (1%)

13. To what extent was this beginning teacher prepared to provide quality and timely feedback to students?

☐ well prepared (46%)
☐ **sufficiently prepared (48%)**
☐ not sufficiently prepared (5%)
☐ not at all prepared (1%)

Students with Disabilities

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

14. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas Education Code (TEC) 29.003? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

(If No, you will skip to question 25 of the survey)

☐ Yes (78%)
☐ No (22%)

15. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?

☐ well prepared (29%)
☐ **sufficiently prepared (64%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (1%)

16. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

☐ well prepared (25%)
☐ **sufficiently prepared (67%)**
☐ not sufficiently prepared (7%)
☐ not at all prepared (1%)

17. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

☐ well prepared (35%)
☐ **sufficiently prepared (55%)**
☐ not sufficiently prepared (9%)
☐ not at all prepared (1%)

18. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?

☐ well prepared (38%)
☐ **sufficiently prepared (54%)**
☐ not sufficiently prepared (7%)
☐ not at all prepared (1%)

19. To what extent was this beginning teacher prepared to 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 student who have an Individualized Education Program (IEP)?

☐ well prepared (32%)
☐ **sufficiently prepared (61%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (1%)

20. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?

☐ well prepared (28%)
☐ **sufficiently prepared (59%)**
☐ not sufficiently prepared (12%)
☐ not at all prepared (1%)

21. To what extent was this beginning teacher prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

☐ well prepared(39%)
☐ **sufficiently prepared (54%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (1%)

English Language Learners

The following questions relate to the teacher's preparation to address the needs of 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.

22. Does this teacher have Limited English Proficient (LEP-ELL) students in their classroom, as determined by the Texas Education Code (TEC) 29.052? A student is considered LZEP-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.

(If No, you will skip to question 31 of the survey)

☐ Yes (53%)
☐ No (47%)

23. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

☐ well prepared (13%)
☐ **sufficiently prepared (79%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (2%)

24. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

☐ well prepared (24%)
☐ **sufficiently prepared (72%)**
☐ not sufficiently prepared (2%)
☐ not at all prepared (2%)

25. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

☐ well prepared (30%)
☐ **sufficiently prepared (66%)**
☐ not sufficiently prepared (2%)
☐ not at all prepared (2%)

26. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards ELPS?

☐ well prepared (25%)
☐ **sufficiently prepared (69%)**
☐ not sufficiently prepared (4%)
☐ not at all prepared (2%)

27. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

☐ well prepared (25%)
☐ **sufficiently prepared (69%)**
☐ not sufficiently prepared (4%)
☐ not at all prepared (2%)

Technology Integration

The following questions relate to the teacher's preparation to INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

28. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?

☐ well prepared (37%)
☐ **sufficiently prepared (59%)**
☐ not sufficiently prepared (3%)
☐ not at all prepared (1%)

29. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?

☐ well prepared (27%)
☐ **sufficiently prepared (65%)**
☐ not sufficiently prepared (7%)
☐ not at all prepared (1%)

30. To what extent was this beginning teachers prepared to teach students developmentally appropriate technology skills?

☐ well prepared (29%)
☐ **sufficiently prepared (63%)**
☐ not sufficiently prepared (7%)
☐ not at all prepared (1%)

31. To what extent was this teacher prepared to use technology to make learning more active and engaging for students?

☐ well prepared (33%)
☐ **sufficiently prepared (60%)**
☐ not sufficiently prepared (6%)
☐ not at all prepared (1%)

Use of Technology with Data

The following questions relate to the teacher's preparation to USE AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

32. To what extent was this beginning teacher prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?

☐ well prepared (34%)
☐ **sufficiently prepared (62%)**
☐ not sufficiently prepared (3%)
☐ not at all prepared (1%)

33. To what extent was this beginning teacher prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

☐ well prepared (24%)
☐ **sufficiently prepared (71%)**
☐ not sufficiently prepared (4%)
☐ not at all prepared (1%)

34. To what extent was this beginning teacher prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

☐ well prepared (24%)
☐ **sufficiently prepared (71%)**
☐ not sufficiently prepared (4%)
☐ not at all prepared (1%)

35. To what extent was this beginning teacher prepared to use available technology to collect, and manage formative assessment data to guide instruction?

☐ well prepared (25%)
☐ **sufficiently prepared (69%)**
☐ not sufficiently prepared (5%)
☐ not at all prepared (1%)

Overall Evaluation of the Educator Preparation Program

36. What is your overall evaluation of how well the educator preparation program prepared this teacher? Select the one statement that most closely matches your current overall perspective on the program.

☐ The teacher was well prepared by the program for the first year of teaching. (39%)
☐ **The teacher was sufficiently prepared by the program for the first year of teaching. (56%)**
☐ The teacher was not sufficiently prepared by the program for the first year of teaching. (5%)
☐ The teacher was not at all prepared by the program for the first year of teaching. (0%)

Teacher Effectiveness and Student Achievement

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.

37. 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. (8%)

☐ 9 The teacher is excellent, in the top 5% of teachers I've supervised. (17%)

☐ 8 The teacher is very good. (31%)

☐ 7 The teacher is good. (20%)

☐ 6 The teacher is average. (15%)

☐ 5 The teacher is below average, but will likely improve in time. (7%)

☐ 4 The teacher is below average, and will need significant professional development to improve.

☐ 3 The teacher is well below average. (0%)

☐ 2 The teacher is poor. (1%)

☐ 1 The teacher is unacceptable. (1%)