

**Principal Survey
2010-2011
2nd & 3rd Year Teachers**

Completed Surveys: 209

Classroom Environment

The following questions relate to the teacher's ability to address the CLASSROOM ENVIRONMENT that influences student achievement. Answers should be based primarily on teacher behavior observed by you and/or your staff.

1. To what extent is this teacher able to effectively implement discipline management procedures?

- ☐ highly skilled (37%)
- ☒ **adequately skilled (56%)**
- ☐ not adequately skilled (7%)
- ☐ skill level is not acceptable (0%)

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

- ☐ highly skilled (43%)
- ☒ **adequately skilled (52%)**
- ☐ not adequately skilled (5%)
- ☐ skill level is not acceptable (0%)

3. To what extent is this teacher able to provide support to achieve a positive, equitable, and engaging learning environment?

- ☐ highly skilled (47%)
- ☒ **adequately skilled (48%)**
- ☐ not adequately skilled (6%)
- ☐ skill level is not acceptable (0%)

4. To what extent is this teacher able to provide support to achieve a positive, equitable, and engaging learning environment?

- ☒ **highly skilled (54%)**
- ☐ adequately skilled (42%)
- ☐ not adequately skilled (4%)
- ☐ skill level is not acceptable (0%)

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

- ☐ highly skilled (41%)
- ☒ **adequately skilled (54%)**
- ☐ not adequately skilled (5%)
- ☐ skill level is not acceptable (0%)

Instruction

The following questions relate to teacher's abilities in INSTRUCTION that influence student achievement. Answers should be based primarily on teacher behavior observed by you and/or your staff.

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

- ☐ highly skilled (33%)
- ☒ **adequately skilled (61%)**
- ☐ not adequately skilled (6%)
- ☐ skill level is not acceptable (0%)

7. To what extent is this teacher able to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

- ☐ highly skilled (44%)
- ☒ **adequately skilled (51%)**
- ☐ not adequately skilled (5%)
- ☐ skill level is not acceptable (0%)

8. To what extent is this teacher able to use the results of formative assessments to guide instruction?

- ☐ highly skilled (32%)
- ☒ **adequately skilled (62%)**
- ☐ not adequately skilled (6%)
- ☐ skill level is not acceptable (0%)

9. To what extent is this teacher able to engage and motivate students through learner-centered instruction?

- ☐ highly skilled (45%)
- ☒ **adequately skilled (49%)**
- ☐ not adequately skilled (6%)
- ☐ skill level is not acceptable (0%)

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

- ☐ highly skilled (38%)
- ☒ **adequately skilled (56%)**
- ☐ not adequately skilled (6%)
- ☐ skill level is not acceptable (0%)

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

- ☐ highly skilled (44%)
- ☒ **adequately skilled (52%)**
- ☐ not adequately skilled (4%)
- ☐ skill level is not acceptable (0%)

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

- ☐ highly skilled (47%)
- ☒ **adequately skilled (49%)**
- ☐ not adequately skilled (4%)
- ☐ skill level is not acceptable (0%)

13. To what extent is this teacher able to provide quality and timely feedback to students?

- ☐ **highly skilled (50%)**
- ☐ adequately skilled (45%)
- ☐ not adequately skilled (5%)
- ☐ skill level is not acceptable (0%)

Overall Evaluation of the Teacher's Effectiveness

14. 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. (6%)
- ☐ 9 The teacher is excellent, in the top 5% of teachers I've supervised. (21%)
- ☐ **8 The teacher is very good. (30%)**
- ☐ 7 The teacher is good. (22%)
- ☐ 6 The teacher is average. (17%)
- ☐ 5 The teacher is below average, but will likely improve in time. (4%)
- ☐ 4 The teacher is below average, and will need significant professional development to improve. (0%)
- ☐ 3 The teacher is well below average. (0%)
- ☐ 2 The teacher is poor. (0%)
- ☐ 1 The teacher is unacceptable. (0%)