

2018-2019 Principal Survey Questions – Keyed to Distributed Data Sets

RESPONSE DESCRIPTORS

WELL PREPARED (Response = 3)

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

SUFFICIENTLY PREPARED (Response = 2)

Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

NOT SUFFICIENTLY PREPARED (Response = 1)

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

NOT AT ALL PREPARED (Response = 0)

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

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:

1. design lessons that align with state content standards?
2. design lessons that are appropriate for diverse learning needs?
3. design lessons that reflect research

12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

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:

13. use content-specific pedagogy to deliver lessons aligned with state standards?

14. explain content accurately to students in multiple ways?

15. demonstrate connections between the learning objectives and other disciplines?

16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?

17. use technology when appropriate to the lesson (to the extent technology was available at the school)?

18. differentiate instruction?

19. consistently monitor the quality of student participation and performance?

20. work with a diverse student population?

21. work with a diverse parent and school community population?

22. collect student progress data during instruction?

23. adjust the lesson in progress based on data gathered during instruction? [*data: evidence generated during instruction such as*

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

PROFESSIONAL PRACTICES & RESPONSIBILITIES

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

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41. differentiate instruction to meet the behavioral needs of students with disabilities?

42. develop and/or implement appropriate formal and informal assessments for students with

- (2) Sufficiently prepared by the program for the first year of teaching.
- (1) Not sufficiently prepared by the program for the first year of teaching.
- (0) Not at all prepared by the program for the first year of teaching.

TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT

52. 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 new teachers I've supervised.
- 9 The teacher is excellent, in the top 5% of new 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 and will need significant professional development to improve.
- 3 The teacher is well below average.
- 2 The teacher is poor.
- 1 The teacher is unacceptable