

Principal Surveys of Beginning Teachers

The Texas Education Agency (TEA) and the State Board for Educator Certification (SBEC) include in the accreditation ratings of each Educator Preparation Program (EPP) in Texas, the principal surveys completed on all first-year teachers. A survey form is collected by TEA from campus principals each April through June evaluating each new teacher on whether the teacher was “Well Prepared,” “Sufficiently Prepared,” “Not Sufficiently Prepared,” or “Not At All Prepared” by the teacher’s EPP.

Each EPP must have at least 70% of their new teachers “meet” the standards each year. It also requires that each demographic group of new teachers meet the standards each year for an EPP to remain fully accredited. The survey is shown below.

Principal Survey Questions

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-based best practices?
4. design lessons that are relevant to students?
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
6. plan appropriate methods (formal and/or informal) to measure student progress?
7. use a variety of student data to plan instruction?

8. provide appropriate feedback to students, families, or other school personnel?
9. plan lessons that encourage students to persist when learning is difficult?
10. plan engaging questions that encourage complex or higher-order thinking?
11. plan lessons that use student instructional groups to meet the needs of all students?
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 formal/informal, observational, formative, etc.*]
24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?
25. give appropriate time for the lesson from introduction to closure?

LEARNING ENVIRONMENT

This block asks questions about this teacher's preparedness to establish a positive classroom environment that encourages learning.

To what extent was the first-year teacher prepared to:

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.

To what extent was this first-year teacher prepared to:

33. find and follow district expectations for professional standards?
34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
35. advocate for the needs of the students in the classroom?
36. reflect on his/her strengths and professional learning needs?
37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
38. prioritize goals to improve professional practice and student performance?

STUDENTS WITH DISABILITIES

This block asks questions about this teacher's preparedness to address the needs of students with disabilities.

39. Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom? (No = 0, Yes = 1)

To what extent was this first-year teacher prepared to:

40. differentiate instruction to meet the academic needs of students with disabilities?
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 disabilities to demonstrate their learning?
43. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?
44. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?
45. understand and adhere to the federal and state laws that govern special education services?

ENGLISH LANGUAGE LEARNERS

This block asks questions about this teacher's preparedness to address the needs of students who have limited English language proficiency as determined by the TAC §89.1203.

46. Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom? (No = 0, Yes = 1)

To what extent was this first-year teacher prepared to:

47. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

48. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
49. support ELLs in mastering the English Language Proficiency Standards (ELPS)?
50. understand and adhere to federal and state laws that govern education services for ELLs?

OVERALL EVALUATION

This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.

51. 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.

- (3) Well prepared by the program for the first year of teaching.
- (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