

FY 16 Principal Survey Questions

Question	Responses
Q.1 The name of this teacher's Texas educator preparation program is: University of St Thomas	
For the following questions the survey data was transformed from a 1-4 to a 0-3 scale, where 0 is "Not at all prepared" and 3 is "Well prepared"	
Q.2 Was this beginning teacher employed in the certification area in which he/she was trained by the educator preparation program? -Yes -No	Yes- No-10
Q.3 Did this beginning teacher teach at this campus for five or more months of the academic year? -Yes -No	Yes- No-10
4. effectively implement discipline management procedures? -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared	0- 1-3 2-6 3-1
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning? -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared	0- 1-3 2-5 3-2
6. provide support to achieve a positive, equitable, and engaging learning environment? -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared	0- 1- 2-8 3-2
7. build and maintain positive rapport with students? -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared	0- 1- 2-7 3-2

<p>8. build and maintain positive rapport and two-way communication with students' families?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-7 3-3</p>
<p>9. implement varied instruction that integrates critical thinking, inquiry, and problem solving?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-9 3-1</p>
<p>10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-7 3-2</p>
<p>11. use the results of formative assessment data to guide instruction?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-7 3-2</p>
<p>12. engage and motivate students through learner-centered instruction?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-7 3-2</p>
<p>13. integrate effective modeling, questioning, and self-reflection (Self-assessment) strategies into instruction?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>

<p>15. set clear learning goals and align instruction with standards-based content?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>16. provide quality and timely feedback to students?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>17. 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.</p> <ul style="list-style-type: none"> -Yes -No 	<p>Yes-6 No-4</p>
<p>18. differentiate instruction to meet the academic needs of students with disabilities?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-3 3-2</p>
<p>19. differentiate instruction to meet the behavioral needs of students with disabilities?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-3 3-2</p>
<p>20. provide appropriate ways for students with disabilities to demonstrate their learning?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-4 3-2</p>
<p>21. understand and adhere to the federal and state laws that govern special education services?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-4 3-2</p>

<p>22. 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 students who have an Individualized Education Program (IEP)?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-4 3-2</p>
<p>23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-4 3-2</p>
<p>24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-4 3-2</p>
<p>25. Does this teacher have limited English proficient (LEP-ELL) students in their classroom, as determined by the Texas Administrative Code (TAC) 89.1201 and 89.1601? A student is considered LEP-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.</p> <ul style="list-style-type: none"> -Yes -No 	<p>Yes-9 No-1</p>
<p>26. provide appropriate ways for LEP-ELL students to demonstrate their learning?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-6 3-2</p>

<p>27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1-1 2-6 3-2</p>
<p>28. comply with district and campus policies and procedures regarding LEP-ELL students?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-7 3-2</p>
<p>29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-7 3-2</p>
<p>30. model and teach the forms and functions of academic English in content areas?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-7 3-2</p>
<p>31. use technology available on the campus to integrate curriculum to support student learning?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>32. provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>33. teach students developmentally appropriate technology skills?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>

<p>34. use technology to make learning more active and engaging for students?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>35. use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>37. use available technology to document student learning to determine when an intervention is necessary and appropriate?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>
<p>38. use available technology to collect and manage formative assessment data to guide instruction?</p> <ul style="list-style-type: none"> -Well prepared -Sufficiently prepared -Not sufficiently prepared -Not at all prepared 	<p>0- 1- 2-8 3-2</p>

<p>39. 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.</p> <ul style="list-style-type: none"> -Well prepared by the program for the first year of teaching -Sufficiently prepared by the program for the first year of teaching -Not sufficiently prepared by the program for the first year of teaching -Not at all prepared by the program for the first year of teaching 	<p>0- 1- 2-8 3-2</p>
<p>40. How would you rate this teacher's influence on student achievement? Select your answer from the following 10 point scale.</p> <ul style="list-style-type: none"> -10: The teacher is exceptional, in the top 2% of teachers I've supervised. -9: The teacher is excellent, in the top 5% of 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. 	<p>Does not translate successfully.</p>