

TEA-Administered Principal Survey

Academic Years 2014-15, 2015-16, and 2016-17

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

3=Sufficiently prepared - Most of the time the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

2=Not Sufficiently prepared - The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

1=Not at all prepared - The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:	Average Response AY1415 (N = 246)	Average Response AY1516 (N = 187)	Average Response AY1617 (N = 246)
Effectively implement discipline management procedures?	3.24	3.31	3.32
Communicate clear expectations for achievement and behavior that promote and encourage self- discipline and self- directed learning?	3.31	3.31	3.36
Provide support to achieve a positive, equitable, and engaging learning environment?	3.41	3.39	3.48
Build and maintain positive rapport with students?	3.46	3.44	3.54
Build and maintain positive rapport and two-way communication with students' families?	3.41	3.37	3.45
Implement varied instruction that integrates critical thinking, inquiry, and problem solving?	3.24	3.30	3.35
Respond to the needs of students by being flexible in instructional approach and differentiating instruction?	3.31	3.32	3.39
Use the results of formative assessment data to guide instruction?	3.26	3.26	3.33
Engage and motivate students through learner-centered instruction?	3.37	3.37	3.39
Integrate effective modeling, questioning, and self- reflection (self-assessment) strategies into instruction?	3.27	3.27	3.36
Assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	3.28	3.28	3.35
Set clear learning goals and align instruction with standards- based content?	3.33	3.32	3.43

Provide quality and timely feedback to students?	3.35	3.34	3.44
Differentiate instruction to meet the academic needs of students with disabilities?	3.21	3.22	3.24
Differentiate instruction to meet the behavioral needs of students with disabilities?	3.18	3.16	3.18
Provide appropriate ways for students with disabilities to demonstrate their learning?	3.24	3.24	3.27
Understand and adhere to the federal and state laws that govern special education services?	3.24	3.23	3.33
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)?	3.24	3.24	3.31
Develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?	3.20	3.19	3.25
Collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3.31	3.28	3.36
Provide appropriate ways for LEP-ELL students to demonstrate their learning?	3.21	3.25	3.28
Understand and adhere to federal and state laws that govern education services for LEP-ELL students?	3.25	3.22	3.33
Comply with district and campus policies and procedures regarding LEP-ELL students?	3.25	3.24	3.37
Support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	3.22	3.22	3.30
Model and teach the forms and functions of academic English in content areas?	3.22	3.26	3.30
Use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	3.37	3.40	3.44
Provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	3.30	3.35	3.35
Teach students developmentally appropriate technology skills?	3.33	3.33	3.37

Use technology to make learning more active and engaging for students?	3.35	3.36	3.43
Use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	3.30	3.33	3.39
Use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	3.26	3.30	3.34
Use available technology to document student learning to determine when an intervention is necessary and appropriate?	3.26	3.25	3.31
Use available technology to collect and manage formative assessment data to guide instruction?	3.27	3.29	3.32
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.	3.32	3.39	3.42
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. 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.	7.42	7.51	7.52
Average Increase for all items in the survey from prior year		0.01	0.06