

Default Question Block

2019 Survey of Supervisors of First-Year Teachers

If you are not responsible for the formal evaluation of this individual, please forward to the appropriate person.

***NOTE:** Please do not use the back button in your browser (usually, the top left), but, rather, use the back button at the bottom right of each page within this survey.

Part A: Background

1. Please indicate the teacher's full name for which this survey applies (include maiden and married last name, if known).

2. Which of the following best describes the individual's employment situation?

- Full-time teacher
- Part-time teacher
- Short-term substitute
- Long-term substitute
- Paraprofessional
- Other (please describe):

2a. What percentage of time is this teacher employed in your district?

- 20% or less
- 21%--40%
- 41%--60%
- 61%--80%
- 81% or more

3. As this person's evaluator, which of the following best describes your position?

- Principal
- Assistant principal

Department chair

Other (please describe):

4. How are new teachers in your building evaluated in each of these areas? *Mark all that apply.*

Teacher Practice

Principal and/or assistant principal observations

Coach and/or mentor observations

Peer and/or self-observations

Other (please describe):

Does not apply

5. Student Achievement

Scores on statewide tests

Scores on districtwide tests

Performance on student learning objectives

Value added scores

Other (please describe):

Does not apply

6. Student Engagement

- Principal and/or assistant principal observations
- Coach and/or mentor observations
- Peer and/or self observations
- Student engagement surveys
- Other (please describe):

- Does not apply

Part B: New Teacher Performance

Directions: Please respond to the following statements based on your knowledge of the new teacher in question.

Instructional Practice

To what extent do you agree or disagree that this first-year teacher does the following?

	Tend to	Tend to		Not Able
	Agree	Disagree	Disagree	to
				Observe

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
a. Effectively teaches the subject matter in his/her licensure area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Selects instructional strategies to align with learning goals and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Designs activities where students engage with subject matter from a variety of perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Accounts for students' prior knowledge or experiences in instructional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Designs long-range instructional plans that meet curricular goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Regularly adjusts instructional plans to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Plans lessons with clear learning objectives/goals in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued)

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
h. Designs and modifies assessments to match learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Provides students with meaningful feedback to guide next steps in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
j. Engages students in self-assessment strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Uses formative and summative assessments to inform instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Identifies issues of reliability and validity in assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Analyzes multiple and appropriate types of assessment data to identify student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mm. Differentiates assessments for all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued)

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
n. Uses digital and interactive technologies to achieve instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Engages students in using a range of technology tools to achieve learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Helps students develop critical thinking processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Helps students develop skills to solve complex problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
r. Makes interdisciplinary connections among core subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Knows where and how to access resources to build global awareness and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Helps students analyze multiple sources of evidence to draw sound conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diverse Learners

To what extent do you agree or disagree that this first-year teacher does the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
a. Effectively teaches students from culturally and ethnically diverse backgrounds and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Differentiates instruction for a variety of learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Differentiates for students at varied developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Differentiates to meet the needs of students from various socioeconomic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Differentiates instruction for students with IEPs and 504 plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
f. Differentiates instruction for students with mental health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Differentiates instruction for gifted and talented students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Differentiates instruction for English-language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Accesses resources to foster learning for students with diverse needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Environment

To what extent do you agree or disagree that this first-year teacher does the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
a. Clearly communicates expectations for appropriate student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Uses effective communication skills and strategies to convey ideas and information to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Connects core content to students' real-life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helps students work together to achieve learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
e. Develops and maintains a classroom environment that promotes student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Responds appropriately to student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helps students regulate their own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Effectively organizes the physical environment of the classroom for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professionalism

To what extent do you agree or disagree that this first-year teacher does the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
a. Seeks out learning opportunities that align with professional development goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Collaborates with parents and guardians to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Tend to Agree	Tend to Disagree	Disagree	Not Able to Observe
c. Collaborates with teaching colleagues to improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Uses colleague feedback to support development as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Upholds laws related to student rights and teacher responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Acts as an advocate for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments in the space below.

Which communication method *most* prompted you to complete this survey today? (*select one only*)

- Email
- Mailed letter or postcard
- Telephone
- Text message
- Social media

Other (please describe):

Thank you for your response to this survey. We appreciate your input!

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