

## Principal Survey of New Teachers: 2023-2024

The Principal Survey measures principals' perceptions of the preparedness of their first-year teachers. The survey is administered to principals who oversee first-year teachers to measure how satisfied principals are with their first-year teachers' preparation.

The Principal Survey consists of 50 questions and is administered by TEA between early April and mid-June. The four sections of the survey include: Classroom Environment, Instruction, Technological Innovation and Technology with Data. If the principal indicated that the teacher worked with students with disabilities and/or students who are Emergent Bilingual Learners, those sections were displayed.

There are 48 questions grouped in 6 blocks; the last two are stand-alone questions. All questions in the survey except for Q50 contained the four response options: "Not at All Prepared," "Not Sufficiently Prepared," "Sufficiently Prepared," and "Well Prepared." Each option corresponds with numeric values of 0-3. Q50 is rated on a 10-point with responses following response descriptions:

- 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.

### Survey Participation

A total of 265 respondents responded to the survey for Academic Year 2023-2024. The demographic details of the survey respondents are as follow:

Location Type	Counts
INDEPENDENT TOWN	14
MAJOR SUBURBAN	100
MAJOR URBAN	2
NON-METRO STABLE	15
OTHER CC SUBURBAN	42
OTHER CENTRAL CITY	88
RURAL	4
<b>Total</b>	<b>265</b>

Grade Level	Counts
4-8	19
6-12	11
7-12	27
EC-12	59
EC-6	139
PK-3	10
<b>Total</b>	<b>265</b>

Certification Level	Counts
ALL	46
ELM	168
SEC	38
SPE	13
<b>Total</b>	<b>265</b>

Ethnicity	Counts
Black/African American	16
Hispanic/Latino	74
Other	11
White	164
<b>Total</b>	<b>265</b>

Gender	Counts
Female	220
Male	45
<b>Total</b>	<b>265</b>

### Survey Questions and the Number of Responses

The survey questions are listed in the table below. The table also includes the number of responses for each question and for each response type.

Questions/Response Type	Well Prepared	Sufficiently Prepared	Not Sufficiently Prepared	Not At All Prepared
Rating	3	2	1	0
<b>Number of Responses</b>				
<b>PLANNING: This block asks questions about this teacher's preparedness to plan instruction for students.</b>				
<b>To what extent was this first-year teacher prepared to:</b>				
Q1. design lessons that align with state content standards?	149	107	8	1
Q2. design lessons that are appropriate for diverse learning needs?	141	105	18	1
Q3. design lessons that reflect research-based best practices?	139	111	13	2
Q4. design lessons that are relevant to students?	147	106	12	0
Q5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?	146	109	9	1
Q6. plan appropriate methods (formal and/or informal) to measure student progress?	139	106	18	2
Q7. use a variety of student data to plan instruction?	135	106	21	3
Q8. provide appropriate feedback to students, families, or other school personnel?	144	102	16	3
Q9. plan lessons that encourage students to persist when learning is difficult?	140	107	16	2
Q10. plan engaging questions that encourage complex or higher-order thinking?	132	109	22	2
Q11. plan lessons that use student instructional groups to meet the needs of all students?	139	108	16	2
Q12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?	138	116	10	1
<b>INSTRUCTION: This block asks questions about this teacher's preparedness to implement instruction in the classroom.</b>				
<b>To what extent was this first-year teacher prepared to:</b>				
Q13. use content-specific pedagogy to deliver lessons aligned with state standards?	143	108	13	1
Q14. explain content accurately to students in multiple ways?	138	107	18	2
Q15. demonstrate connections between the learning objectives and other disciplines?	134	110	19	2
Q16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?	133	106	24	2
Q17. use technology when appropriate to the lesson (to the extent technology was available at the school)?	144	112	8	1
Q18. differentiate instruction?	124	110	28	3
Q19. consistently monitor the quality of student participation and performance?	140	105	18	2
Q20. work with a diverse student population?	146	106	11	2

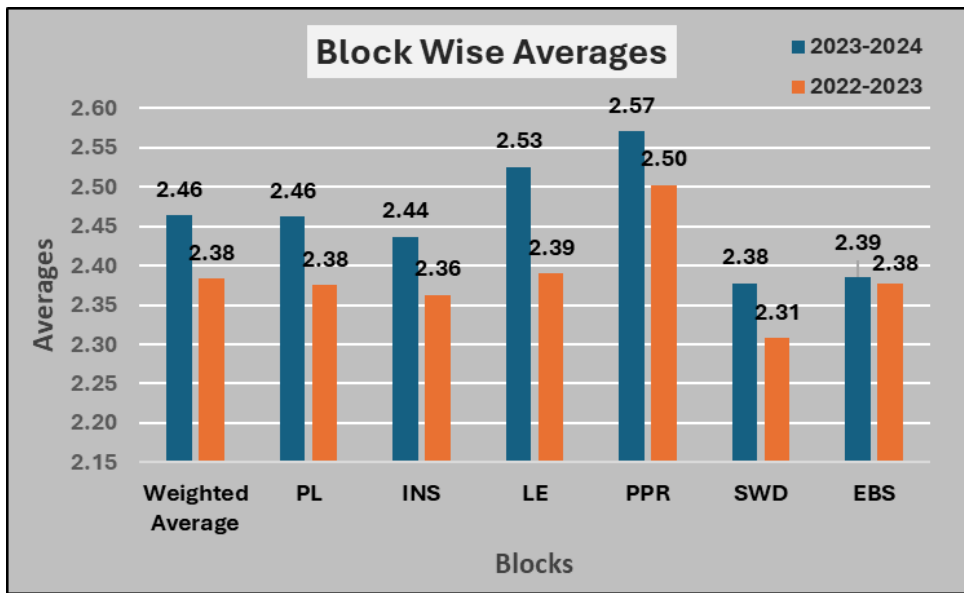
Q21. work with a diverse parent and school community population?	142	109	13	1
Q22. collect student progress data during instruction?	133	111	19	2
Q23. adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]	135	103	23	4
Q24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?	139	104	18	4
Q25. give appropriate time for the lesson from introduction to closure?	137	110	17	1
<b>LEARNING ENVIRONMENT: This block asks questions about this teacher's preparedness to establish a positive classroom environment that encourages learning.</b>				
<b>To what extent was the first-year teacher prepared to:</b>				
Q26. organize a safe classroom?	172	86	5	2
Q27. organize a classroom learning environment that is accessible for all students?	168	89	5	3
Q28. organize a classroom in which procedures and routines are clear and efficient?	164	82	16	3
Q29. establish clear expectations for student behavior in the classroom?	158	85	17	5
Q30. maintain clear expectations for student behavior in the classroom?	155	85	20	5
Q31. implement campus behavior systems consistently and effectively?	154	90	17	4
Q32. provide support to students to meet expected behavior standards?	151	95	15	4
<b>PROFESSIONAL PRACTICES &amp; RESPONSIBILITIES: This block asks questions about this teacher's preparedness to meet the professional responsibilities associated with the role as an educator.</b>				
<b>To what extent was this first-year teacher prepared to:</b>				
Q33. find and follow district expectations for professional standards?	177	85	3	0
Q34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?	179	83	3	0
Q35. advocate for the needs of the students in the classroom?	161	96	6	2
Q36. reflect on his/her strengths and professional learning needs?	157	93	14	1
Q37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?	154	91	18	2
Q38. prioritize goals to improve professional practice and student performance?	155	91	17	2
<b>STUDENTS WITH DISABILITIES: This block asks questions about this teacher's preparedness to address the needs of students with disabilities.</b>				
<b>To what extent was this first-year teacher prepared to:</b>				
Q39. differentiate instruction to meet the academic needs of students with disabilities?	103	117	15	1
Q40. differentiate instruction to meet the behavioral needs of students with disabilities?	102	115	16	3
Q41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	101	118	16	1

Q42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?	105	114	15	2
Q43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	112	116	7	1
Q44. understand and adhere to the federal and state laws that govern special education services?	107	120	8	1
<b>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.</b>				
<b>To what extent was this first-year teacher prepared to:</b>				
Q45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?	85	92	11	0
Q46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?	79	96	13	0
Q47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?	83	94	11	0
Q48. understand and adhere to federal and state laws that govern education services for ELLs?	84	98	6	0
<b>OVERALL EVALUATION: This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.</b>				
<b>Q49. 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?</b>				
Q49. Select the one statement that most closely matches your current overall perspective on the program.	152	98	13	2

The table below shows number of responses on Q50 over 10 response types; Q50 is rated on a 10-point scale.

	The teacher is exceptional, in the top 2% of new teachers I've supervised	The teacher is excellent, in the top 5% of new teachers I've supervised	The teacher is very good	The teacher is good	The teacher is average	The teacher is below average but will likely improve in time	The teacher is below average and will need significant professional development to improve	The teacher is well below average	The teacher is poor	The teacher is unacceptable
	10	9	8	7	6	5	4	3	2	1
<b>TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT</b>										
Q50. How would you rate this teacher's influence on student achievement?	15	34	104	59	28	17	5	1	0	2

Block wise SHSU aggregated averages: The chart below shows blockwise aggregated averages of all 265 survey respondents. The weighted average is the weighted average of all blocks of all 265 respondents from 2023-2024 compared to those from 2022-2023.



### Met Standard

The following charts depict Percent Met Standard, which is the percentage of teachers who met standard out of total candidates. We divided the count of number of first-year teachers who met the criteria for being designated as sufficiently prepared or well-prepared by the total number of first-year teachers in the survey.

