

## Principal Survey of New Teachers: 2024-2025

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 1ss0-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 269 respondents responded to the survey for Academic Year 2024-2025. The demographic details of the survey respondents are as follows:

Location Type	Counts
INDEPENDENT TOWN	10
MAJOR SUBURBAN	107
MAJOR URBAN	5
NON-METRO STABLE	13
Non-Metro FASTGROWING	1
OTHER CC SUBURBAN	53
OTHER CENTRAL CITY	76
RURAL	4
<b>Total</b>	<b>269</b>

Grade Level	Counts
4-8	31
6-12	20
7-12	36
EC-12	56
EC-6	110
PK-3	16
<b>Total</b>	<b>269</b>

Certification Level	Counts
ALL	45
ELM	157
SEC	56
SPE	11
<b>Total</b>	<b>269</b>

Ethnicity	Counts
Black/African American	10
Hispanic/Latino	76
Other	12
White	171
<b>Total</b>	<b>269</b>

Gender	Counts
Female	227
Male	42
<b>Total</b>	<b>269</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 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?	166	98	5	0
Q2. design lessons that are appropriate for diverse learning needs?	152	103	14	0
Q3. design lessons that reflect research-based best practices?	153	106	10	0
Q4. design lessons that are relevant to students?	162	98	9	0
Q5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?	160	104	5	0
Q6. plan appropriate methods (formal and/or informal) to measure student progress?	144	113	11	1
Q7. use a variety of student data to plan instruction?	142	112	14	1
Q8. provide appropriate feedback to students, families, or other school personnel?	152	106	11	0
Q9. plan lessons that encourage students to persist when learning is difficult?	145	111	12	1
Q10. plan engaging questions that encourage complex or higher-order thinking?	129	122	17	1
Q11. plan lessons that use student instructional groups to meet the needs of all students?	143	112	12	2
Q12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?	154	107	8	0
<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?	162	101	6	0
Q14. explain content accurately to students in multiple ways?	145	112	11	1
Q15. demonstrate connections between the learning objectives and other disciplines?	136	122	10	1
Q16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?	136	122	11	0
Q17. use technology when appropriate to the lesson (to the extent technology was available at the school)?	167	99	3	0
Q18. differentiate instruction?	135	114	19	1
Q19. consistently monitor the quality of student participation and performance?	157	95	16	1
Q20. work with a diverse student population?	163	98	7	1
Q21. work with a diverse parent and school community population?	161	99	8	1
Q22. collect student progress data during instruction?	143	115	10	1
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	118	14	2
Q24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?	155	96	15	3
Q25. give appropriate time for the lesson from introduction to closure?	149	106	14	0
<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?	188	70	10	1
Q27. organize a classroom learning environment that is accessible for all students?	186	74	9	0
Q28. organize a classroom in which procedures and routines are clear and efficient?	178	76	12	3
Q29. establish clear expectations for student behavior in the classroom?	167	87	12	3
Q30. maintain clear expectations for student behavior in the classroom?	161	93	12	3
Q31. implement campus behavior systems consistently and effectively?	164	88	14	3
Q32. provide support to students to meet expected behavior standards?	163	90	14	2
<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?	191	72	6	0
Q34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?	192	71	5	1
Q35. advocate for the needs of the students in the classroom?	176	79	13	1
Q36. reflect on his/her strengths and professional learning needs?	173	84	11	1
Q37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?	166	92	10	1
Q38. prioritize goals to improve professional practice and student performance?	165	91	12	1
<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?	120	112	20	0
Q40. differentiate instruction to meet the behavioral needs of students with disabilities?	121	109	20	2
Q41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	124	116	11	1
Q42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?	130	108	13	1
Q43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	139	105	7	1
Q44. understand and adhere to the federal and state laws that govern special education services?	137	107	8	0
<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)?	110	94	9	0
Q46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?	106	99	8	0
Q47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?	104	100	9	0
Q48. understand and adhere to federal and state laws that govern education services for ELLs?	114	94	5	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.	162	94	13	0

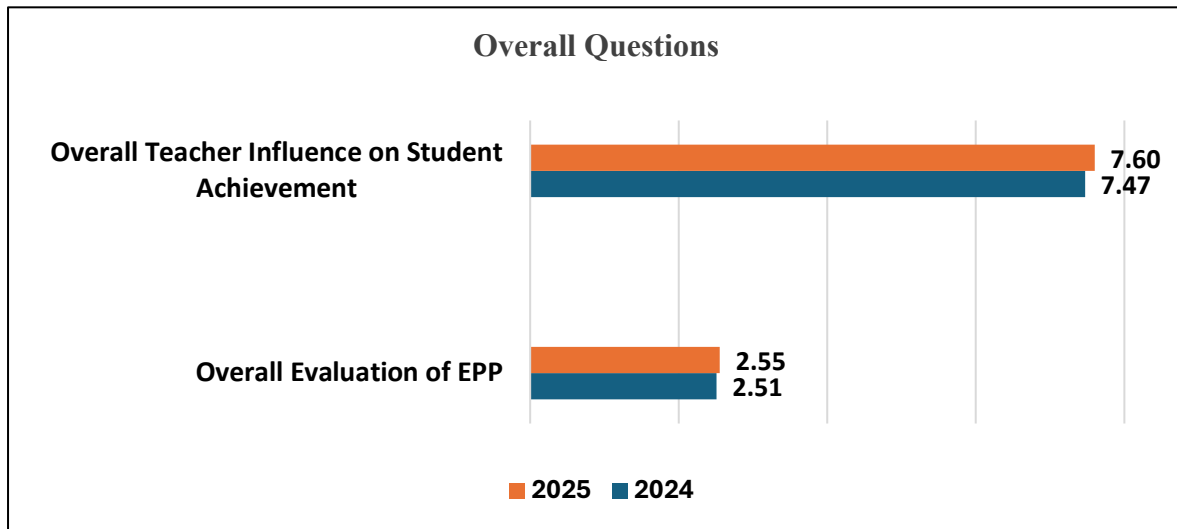
The table below shows number of responses on Q50 over 10 response types; Q50 is rated on a 10-point scale.

	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?	18	47	102	48	33	12	5	3	1	0

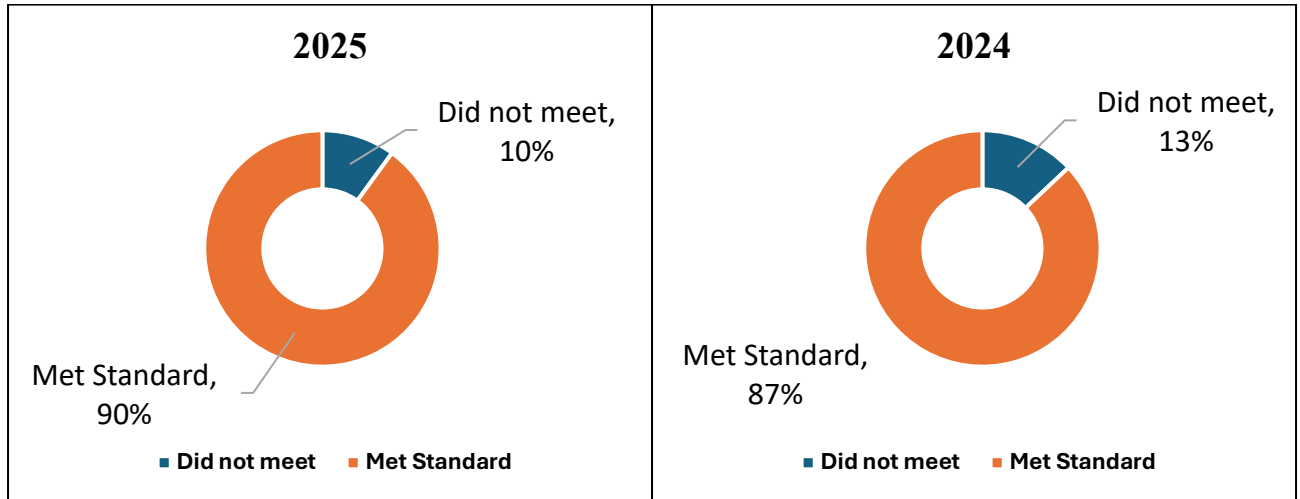
**OVERALL EVALUATION:** This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher.

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? – Overall Teacher Influence on Student Achievement.

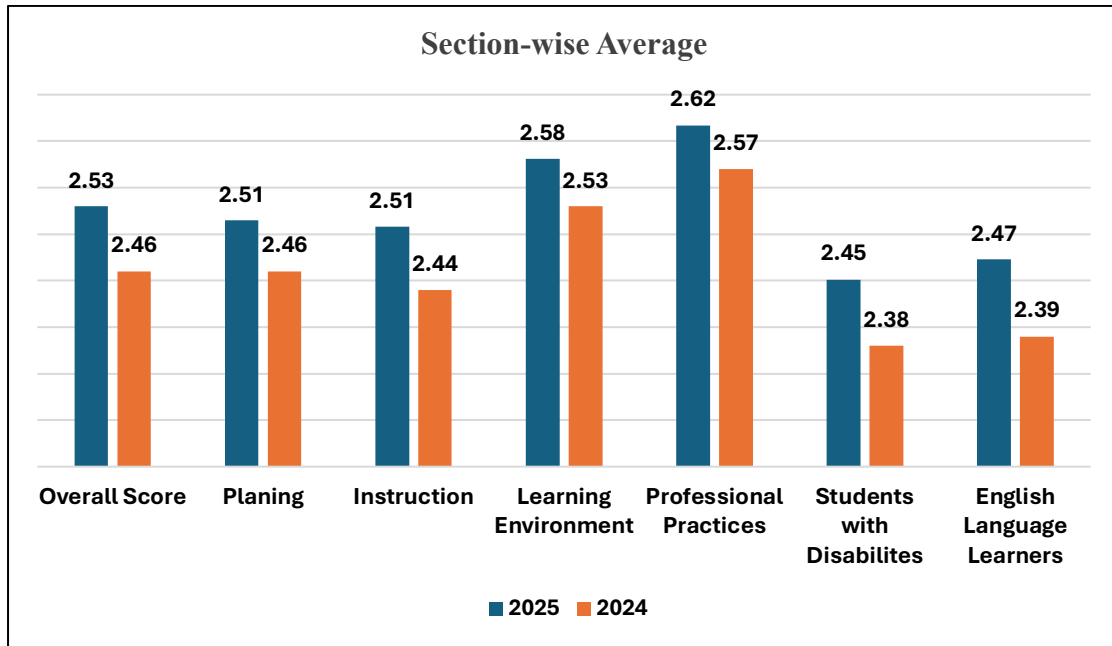
Q50 How would you rate this teacher's influence on student achievement? – Overall Evaluation of EPP



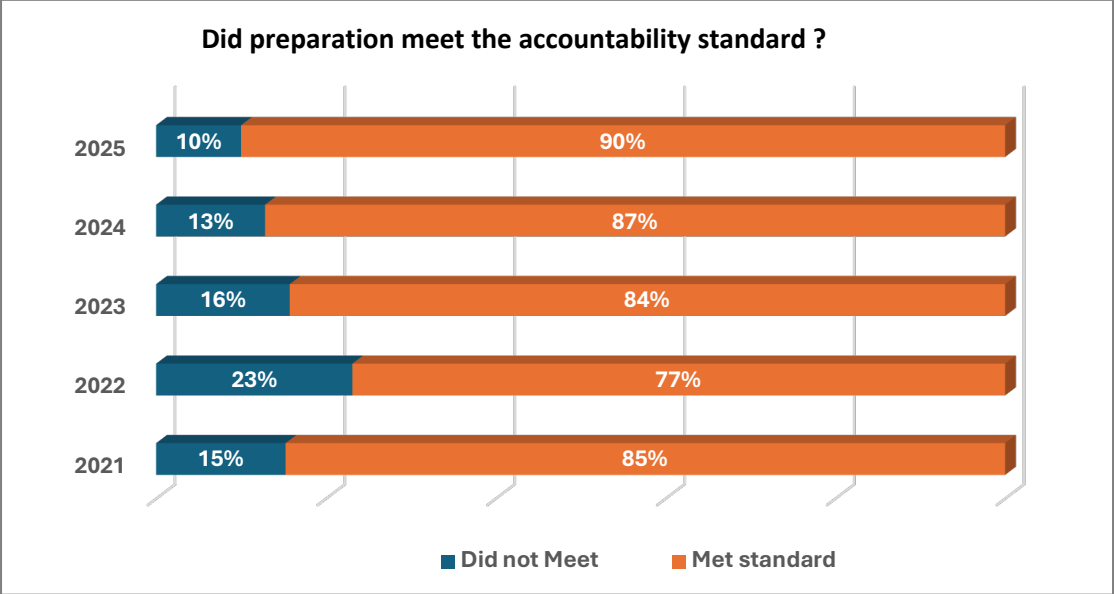
**Met Standard: Did the preparation meet the accountability standard?**



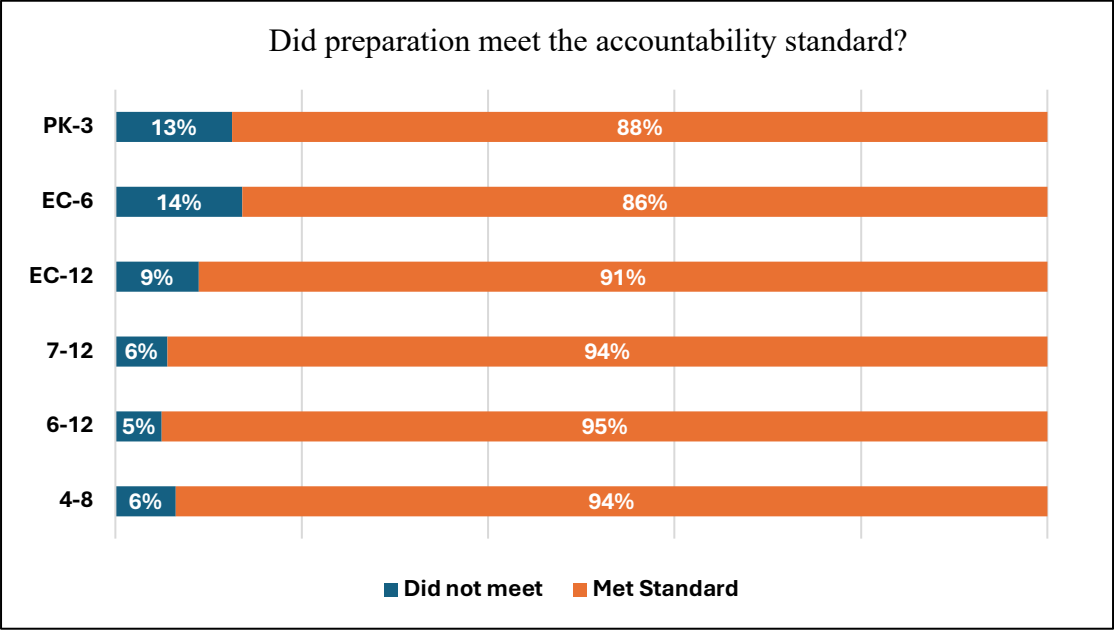
**Overall Score and Section-wise Average:**



5-year trends: Did the preparation meet the accountability standard?



Certification Grade Wise: Did the preparation meet the accountability standard?



Program Wise: Did the preparation meet the accountability standard?

