



Main Block

2020-2021 Nebraska 1st Year Teacher Survey

This survey is designed to provide Nebraska educator preparation institutions with information about the effectiveness of first year teachers prepared by their institution. Survey items are adapted from the nationally recognized InTASC standards of teacher quality. These standards are consistent with both the Nebraska Teacher Framework and the evaluations used during teacher clinical experiences.

Your responses to this survey will not be shared with individual teachers. Survey results will be provided to teacher preparation institutions to inform their continuous improvement initiatives.

This survey is intended for principals of teachers completing their first year of teaching during the 2020-2021 school year on a regular teaching certificate.

Your responses to this survey should be reflective of the following first year teacher:

Name: **`\${e://Field/TeacherFirstName}` **`\${e://Field/TeacherLastName}`****

Endorsement(s): **`\${e://Field/Endorsements}`**

School: **`\${e://Field/SchoolName}` (ID: **`\${e://Field/SchoolID}`**)**

Teacher Preparation Institution: **`\${e://Field/BestRecommendingInstitutionName}`**

If the teacher identified above is not a first year teacher, is not at your school, or you are otherwise receiving this survey in error, please email us at nde.research@nebraska.gov.

This teacher has more than one teaching certificate endorsement. Please choose the endorsement best matching the primary focus of their 2020-2021 teaching assignment. (response required)

The following 25 items ask you to rate the extent to which you feel this teacher was prepared by their preparatory program. Details and response guidance are provided on the: [NE Clinical Practice Evaluation Rubric](#).

Standard 1. Learner Development

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 1.2 - Builds on student strengths to facilitate learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 2. Learner Differences

| | Advanced | Proficient | Developing | Below Standard |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 2.1 - Can identify differentiation in student needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 3. Learning Environments

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 3.1 - Promotes a positive classroom environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 4. Content Knowledge

| | Advanced | Proficient | Developing | Below Standard |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 4.1 - Uses and communicates content knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 4.2 - Uses academic vocabulary and grammar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 5. Application of Content

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 5.1 - Standard 5.1 - Helps students link concepts and engage in critical thinking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 5.2 - Engages students in the development of literacy and communication skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 6. Assessment

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 6.1 - Matches instructions and assessments to learning objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 6.3 - Amends instructional strategies and adapts interventions as needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 7. Planning for Instruction

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 8. Instructional Strategies

| | Advanced | Proficient | Developing | Below Standard |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 8.1 - Incorporates digital tools and technologies into instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 8.3 - Organizes and manages the learning environment to maximize student engagement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 9. Professional Learning and Ethical Practice

| | Advanced | Proficient | Developing | Below Standard |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 9.1 - Invites constructive feedback and responds positively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 9.2 - Sets and implements goals to improve practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Standard 10. Leadership and Collaboration

| | Advanced | Proficient | Developing | Below Standard |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Standard 10.1 - Communicates professionally - oral, written, and electronic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standard 10.2 - Responds to people, problems and crises effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Final Block

The following 2 items ask you to evaluate this teacher's overall performance and preparation.

11. Based upon the performance of this 1st year teacher, how would you rate their impact on student learning?

- Highly Effective
- Moderately Effective

- Somewhat Effective
- Ineffective
-

12. Would you consider this teacher effectively prepared for continuing employment in your district?

- Yes
- No
-

The last two fields provide you with an opportunity to comment or provide suggestions. Your comments are appreciated and will be (anonymously) incorporated into information provided to Nebraska teacher preparatory institutions and to the Nebraska Department of Education.

13. Comments to inform $\{e://Field/BestRecommendingInstitutionName\}$ with its continuing improvement efforts toward preparing classroom-ready teachers:

14. Comments which can help the Nebraska Department of Education improve this survey process:

#NDE 12-020

For more information about this survey, please contact:
Kelly Heineke | Office of Accountability, Accreditation, and Program Approval | Kelly.Heineke@nebraska.gov | 402-471-4863

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