

All Institutions

Mentor_Administrator_Survey

Q2 - The person completing this survey is:

#	Answer	%	Count
1	Administrator/mentor to a first year teacher	64.52%	271
2	Teacher/Mentor to a first year teacher	35.48%	149
	Total	100%	420

Q3 - For each statement, please indicate your level of agreement using the scale provided for the first year teacher you are mentoring.

Question	Strongly Disagree		Disagree		Somewhat Disagree		Somewhat Agree		Agree		Strongly Agree	
The teacher understands how learners grow and develop.	4.46%	5	2.91%	5	1.07%	5	4.65%	76	5.65%	174	4.67%	57
The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	4.46%	5	1.74%	3	1.93%	9	3.85%	63	5.97%	184	4.67%	57
The teacher designs and implements developmentally appropriate and challenging learning experiences.	3.57%	4	5.23%	9	4.50%	21	4.77%	78	5.22%	161	3.93%	48
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.46%	5	3.49%	6	4.07%	19	5.44%	89	4.80%	148	4.42%	54
The teacher works with others to create environments that support individual and collaborative learning.	3.57%	4	3.49%	6	3.85%	18	3.55%	58	4.51%	139	7.78%	95
6. The teacher encourages	4.46%	5	3.49%	6	2.14%	10	3.67%	60	5.06%	156	6.63%	81

positive social interaction, active engagement in learning, and self motivation.

7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	5.36%	6	2.91%	5	4.07%	19	3.85%	63	5.29%	163	5.08%	62
8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	3.57%	4	5.81%	10	3.21%	15	4.95%	81	4.96%	153	4.50%	55
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.	3.57%	4	2.91%	5	6.21%	29	5.99%	98	4.61%	142	3.19%	39
10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	4.46%	5	6.40%	11	6.00%	28	5.75%	94	4.41%	136	3.44%	42
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	4.46%	5	8.14%	14	6.21%	29	5.38%	88	4.28%	132	4.18%	51
12. The teacher understands and uses multiple	4.46%	5	6.98%	12	5.14%	24	4.83%	79	4.93%	152	3.77%	46

methods of assessment to monitor learner progress and to guide his/her decision making.

13. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

4.46% 5 7.56% 13 6.42% 30 5.56% 91 4.25% 131 3.93% 48

14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.

5.36% 6 4.65% 8 7.28% 34 5.26% 86 4.48% 138 3.77% 46

15. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

3.57% 4 5.81% 10 6.00% 28 5.26% 86 4.38% 135 4.42% 54

16. The teacher integrates technology effectively and appropriately into instruction.

3.57% 4 4.07% 7 3.64% 17 3.85% 63 4.80% 148 6.47% 79

17. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	5.36%	6	2.91%	5	4.50%	21	4.77%	78	4.77%	147	5.08%	62
18. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	5.36%	6	2.91%	5	4.71%	22	4.71%	77	4.67%	144	5.24%	64
19. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	7.14%	8	6.98%	12	6.21%	29	4.34%	71	4.45%	137	4.91%	60
20. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	6.25%	7	5.23%	9	6.85%	32	4.22%	69	4.41%	136	5.32%	65
21. The teacher seeks appropriate leadership roles	8.04%	9	6.40%	11	6.00%	28	5.38%	88	4.09%	126	4.59%	56

and opportunities to advance the profession.

Total 112 Total 172 Total 467 Total 1636 Total 3082 Total 1221

Q4 - This survey is designed to measure how well educator preparation programs are preparing teachers for the classroom. Overall, how would you rate the preparedness of the teacher:

#	Answer	%	Count
1	Strongly Disagree	3.15%	10
2	Disagree	2.84%	9
3	Somewhat Disagree	5.99%	19
4	Somewhat agree	27.76%	88
5	Agree	45.43%	144
6	Strongly Agree	14.83%	47
	Total	100%	317

Q5 - What are your recommendations for strengthening the teacher's preparation?

What are your recommendations for strengthening the teacher's preparation?

Students need a course brain research and how to utilize that knowledge to improve all phases of teaching and student learning within their classroom.

did a wonderful job this year. She is going back to school in the spring to further her education.

More and More in the classroom exposure and early on in the degree program.

The new teacher needed more preparation in working with other adults. She entered the profession without the social skills to communicate with parents, community members, and other teachers in a professional manner. The teacher found it difficult to be a part of the team and instead was more concerned with being a friend to the students.

Teachers need to be trained in how to differentiate instruction and how to create environments where students come from (no matter what their home life is like and what baggage they bring in to the classroom/school) they matter to him/her. Students need to feel that there is structure AND that the teacher cares about them by challenging them to learn with engaging activities. Students matter.

More classroom management preparation, focusing on working with families of poverty especially is needed.

Increased opportunities for mentorship and collaboration with veteran teachers.

Alternative certified teachers have a difficult time in the classroom. They often do not know the skills or ideas that a tree teacher knows. But they can bring good ideas to the table. They may not necessarily understand all the things expected of a teacher.

Classroom management in an urban environment.

This teacher was a candidate for special education boot camp. He was allowed to begin teaching without having attended bootcamp, as the one prior to school was full. Staff and administration attempted to provide materials, curriculum, and guidance. However, this individual was not suited for the position and did not take instruction well. I feel that there needs to be some enhanced criteria for bootcamp candidates.

classroom management preparation

Teach professionalism and communication

I believe there is still a disconnect between our colleges/universities and actual classroom management and discipline. We continue to receive students who are confident in their knowledge, but ill-prepared for the mental health and task of a classroom of students. Lacking in knowledge of IEP procedures as well. I fear some students are being "scared" away by the fear of parent's social media and classroom behaviors.

Classroom management is the most important quality any teacher can have. Several of the most recent new teachers have all just wanted to be "friends" with their students.

logistics- grading and classroom management

Specific instruction and strategies for the difficult child in their class. A firm idea of procedures necessary for an effective learning environment.

Teachers should have a better understanding of school finance laws. It doesn't need to be too in-depth, but should know how to write purchase orders, make deposits, and have a working knowledge of standard purchasing requirements.

Teacher was alternatively certified during the year.

I believe that she could use more instruction on how to evolve as a teacher and be more open to receiving and seeking advice from peers; knowing that your teaching style should always be evolving to suit the needs of the students. She also needs more focus on how to communicate effectively with students, parents, and colleagues. As well as, more focus on classroom/behavior management tools and programs in order to run a more structured classroom environment.

More hands on learning and direct classroom experiences

Beginning teachers are struggling with knowing how to teach a child to read. They do not have enough training in administering reading screening assessments, diagnostic test, or reading test. They do not have enough knowledge in teaching reading to even know how to properly produce the correct phonemes. They do not understand in depth the five components of reading. Beginning teachers are lost when they enter the classroom concerning teaching reading and classroom management. Schools are having to spend time and money providing intensive and explicit reading instruction for teachers and behavior management techniques. Beginning teachers are overwhelmed with all that is involved in assessing, diagnosing reading abilities and difficulties. They struggle with implementing a sound intervention program. In my opinion colleges do not teach teachers how to be teachers of reading. If we are to meet the demands of society and the needs of our students, we must provide our teachers with an explicit and intensive reading block at the college level so that they are well prepared to meet the needs of students. Every teacher candidate should have extensive training in reading assessments, diagnostic testing, state approved programs and assessments and the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension.

90% of a first year teacher problems are from classroom management, focus most of your attention classroom management to help them better succeed.

Strong teacher preparation program - additional PD on PLC's & formative assessments & data analysis always helpful

The more in-class, hands on, experiences they can get, the better.

Greater focus on diversity of learners and how to educationally reach these children.

I would recommend that teachers see a broader spectrum of grade levels before and during their preparation.

Teachers need to be better prepared in classroom management. Teaching procedures and high expectations are important before teachers can teach content.

Teachers need more assistance in classroom management, quality time management, and differentiated instruction.

One year is not enough! I also feel that new teachers would benefit greatly with time to be in the classroom observing a career teacher. Also, more start of the year PD.

Not sure Early Childhood/Elementary teachers are coming into buildings with a good understanding of how to teach reading. They often don't completely understand the process as well as how to teach in small groups to obtain mastery. Many don't have the classroom management skills needed to teach in those small groups. I have had to work with several of my new teachers using Great Expectations or Whole Brain Teaching to help them understand order and procedures. Possibly a better understanding of classroom management would help.

Full Year Internships in a classroom.

There has to be more opportunities for prospective teachers to be involved in dealing with parents, the diversity of all the students and have more experience in classrooms. Most, but not all prospective teachers, lack classroom management skills they desperately need to be successful.

Still need to be teachable.

Classroom management skills are not taught. This skill is more important than the others you listed.

Instead of theory, practice. Teachers need to learn how to teach students to read while in higher ed. Strengths and weaknesses identified. Communication skills honed. Collaboration at higher ed level.

More exposure to different assessment strategies.

Continuing positive experience

Prepare future teachers of the actual amount of paperwork that comes with teaching!

Keep them in the state of Oklahoma

This teacher was alternatively certified and was not at all prepared for working with students.

Get to know how to relate to all students. Prepare for different types. They aren't cookie cutter duplicates.

More internships in different grades.

Her own classroom instead of sharing a classroom

Classroom management, teaching styles and strategies, professional expectations and more are terrible. Each new teacher we have had or interviewed had no idea of what to expect unless they have worked in other jobs. They need job skills not just college skills.

Help with lesson plans

The only thing I might offer is to become a little more "mean". She tends to be a little too soft spoken. Other than that, she is AMAZING!!!

Parent Communication

More field study opportunities

My first year teacher was alternatively certified so she could have used the value of a teacher prep program.

Just giving them more experience with co-teaching and paras in their room

Time in classrooms

more experience in the classroom

Increase time for developing differential instruction; improve time management; improve techniques for behavioral classroom management; increase time for appropriate use of laboratory time/activities

We need to find ways to keep our young teachers in the profession. They do get better every year, but several get frustrated and leave for other opportunities.

more classroom management training

More "real world" experiences, more focus on classroom management, lesson deployment than individual student growth. Most classroom teachers have 25-30 students per hour. We need to focus on group dynamics and instruction.

More experience will benefit tremendously.

I recommend that this specific teacher continue to collaborate with our building instructional Coaches, as well as attend more professional developments that are appropriate for her content and grade level. I would recommend that for new teachers preparation programs provide more intern class time so that teachers can experience current realities as well as exposure to the vital importance of an urban and professional commitment... especially within OKCPS. I would like to recommend a part of the program requiring applicants to participate in urban communities and activities that help them understand a variety of cultural backgrounds our students come from.

needs more time and experience in the classroom. Being certified by use of a non-education major/degree did not offer opportunities to be in the classroom. Continued work/collaboration with a mentor and teachers of the same subjects will increase overall effectiveness.

More knowledge regarding special education/IEP students and what is required to properly accommodate them.

Teachers are not prepared for classroom management and discipline. They want someone to do it for them.

Every new teacher I've worked with can tell me about learning styles and pedagogy in general. While this is good, if a student simply doesn't do the assignments or doesn't participate, most new teachers don't know what to do. My point is this. Most new teachers can discuss current theory and research, but often have a hard time dealing with many real world aspects of the job.

She needs to work on organization of paperwork.

More real world experience

Classroom management skills and total time teaching (beel to bell) needs to be improved.

does an outstanding job of being prepared to facilitate the learning of her students. My only recommendation would be for her to find a balance between the paperwork required of her as a special education teacher and the responsibilities she has as a teacher.

classroom management is a must and there needs to be more taught and more resources for preparing teachers.

I would recommend placing a teacher candidate in their internship(s) earlier in the teacher education program and also in entirely different school cultures if possible, ranging from elementary to secondary and/or rural to urban.

Professors don't understand all the different dynamics that come to play in public schools.

More relevant experience and/or training in communications, interpersonal skills, and child development for secondary level teachers.

none at this time

She needs more help with classroom management techniques.

Many students coming out of the education field are not prepared for the certification tests. All education majors need to be encouraged to get certification in all areas of their profession and need to know what they will be tested over so they can pass the tests.

Observing teachers who are both great and poor at management BEFORE teaching one day in their own room.

More time student teaching.

On hand experience...this is her first year.

None at the moment.

Experience is the best teacher. Your first year is a true learning experience.

There are many things that only come with experience.

Ongoing assessments of instruction

Lots of classroom observations and involvement

She knows how to connect to her students in order to teach them effectively. She understands developmentally appropriate practice and uses these techniques in her classroom. She is a team player and is committed to doing what is best for her students.

Increased classroom management training

I would like to see year long internships for their last experience so they see the beginning and ending of a year and what goes into that year for the students and how they grow.

I have no recommendation for strength for [REDACTED] She is a great teacher.

More hands on interaction .

I personally think that preservice teachers need to have more in class experience and real discipline. I believe that it would help in the long run.

I have no new teachers that attended a teacher prep program. All of my first year teachers are alternatively certified.

Discuss with colleagues on what is being taught throughout the year to make sure everyone is on the same path.

This teacher needs further instruction in classroom management and in methods of teaching.

Spending as much time as possible in the regular classroom with a well balanced teacher.

I honestly don't think there is anything other that can be done for educator preparation other than more experience. She came into her 1st year and did well for any first year teacher and is already going to experience another change by going to a different grade level and different building next year. Her years of experience will help make her more confident.

More classroom management

Have mandatory observations of the teachers.

The areas I feel strongly about improving upon are classroom management, especially the importance of implementing routines and procedures. Training is also needed to improve on the teacher's knowledge of the variety of learning styles and how to use this in the classroom. Entry year teachers also need more training in dealing with a variety of discipline and behavior management issues.

One thing that I have noticed is that the testing is quite difficult for some teachers. The teacher who I mentored this year is an amazing teacher but a terrible test taker. I think the testing needs to be reevaluated so that good teachers are able to do what they have studied to do.

More focus on DEVELOPING classroom management.

Criticism is not listened to. Teacher does not make changes in curriculum to better teach students.

more classroom time before graduation

Data driven instruction, Instructional best practices to include: small group and cooperative learning, higher order questioning and differentiated instruction. Additionally, teachers need a foundational knowledge of PLC's and how those work within education to facilitate learning.

Giving them longer time in the classroom so they can experience real life situations. New teachers do not have enough experience before graduating therefore they struggle tremendously their first year. They need to be more familiar with strategies for the classroom.

Opportunities to visit other classrooms, observing strong teachers. Opportunities to have the principal or other teachers actually in her classroom more often.

Teachers entering into the profession need to realize the importance of discipline in the classroom and have definite borders that they keep students at that do not cross over due to close proximity of age when they first enter into the profession.

Better understanding of pedagogy, educational practice, classroom management strategies

More time should be spent in the classroom learning along side a mentor teacher and have them attend PLCs with that teacher.

So much of what our 1st year teacher needs to know will be gained as she works in the classroom. Experience! She is doing a great job and reflects well on lessons that work and lessons that do not.

Attend more professional development on classroom engagement

Incoming teachers need to be well-versed in handling diverse classroom situations that require a variety of management techniques.

Experience that will only come from teaching and trying techniques and strategies.

Time. Classroom partnerships at the beginning of the year.

It would have been beneficial to have time to meet with my incoming teacher to discuss state standards as part of our in-service time at the beginning of the year.

CLASSROOM MANAGEMENT TECHNIQUES just aren't covered enough!

A list of possible questions that a first year teacher might have that is put together by veteran teachers and their experiences..

is a very well prepared teacher. She is very professional and always continuing her professional growth seeking new material. She is an excellent teacher!

Actually, this particular teacher had no prior training in public school teaching. So, my suggestion? Stop letting just anyone with a degree teach our kids.

Classroom management lessons prior to first year of teaching, positive attitude toward heavy work load for all Oklahoma teachers, work with them to help them understand how to communicate with parents about challenging behaviors/learning differences.

Prepare teachers better on ways to engage all students.

Nothing substitutes time in a classroom. But overall, if they are willing to listen and learn they can be successful.

Make all teachers experience student teaching. Teach technology integration and classroom management HEAVILY!

Really, I can't think of anything right off hand.

CLASSROOM MANAGEMENT

This teacher was just not willing to take advice and learn or change. I'm sure other teachers are perfectly prepared.

The teachers and teacher candidates come well prepared in their chosen content area but are EXTREMELY weak in the area of sound Pedagogy e.g., they know Math but can not teach math. The Alt/Emergency Cert tests in Oklahoma are also extremely weak in guaranteeing that these candidates master the Art of Teaching, not just the subject matter. In urban districts like Tulsa and OKC, it is EXTREMELY important that teachers are not only aware of general Pedagogy but particularly skillful in delivering instruction to the diverse populations these urban areas have. The system falls horrifically short in these areas. The Pedagogy of all learners (ethnically and culturally diverse, low SEc, etc.) not just the mainstream student is a crucial piece that Teacher Prep and Mentoring programs MUST address.

Technology training needs to be improved. Lessons and units that students are developing need to be more real world and relevant to the learner. Integrating technology within the units is necessary.

Lack of classroom management has been an issue. Candidates need to learn how to implement procedures effectively and understand how to manage students when candidate it working in small groups.

More on-the job training/internship experience. Fewer frivolous classes.

More real time experience

requiring more teacher prep classes and less alt certification

More PD opportunities

More training on the first day of school; structure, preparation, communicating expectations.

More time in classrooms. Teachers spend so much time "creating" for assignments that are not accurate to the actual classroom. Training on social emotional. Testing has become the main focus of everything we do teachers are not learning how to teach students about social emotional aspects. How to work with families in different cultures. Education puts a huge emphasis on "all children" or "urban schools" but they only give a blanket answers on how to handle situations. Teachers need to be in these classrooms and experiencing this first hand.

The more Field experience, the better prepared.

Please encourage new teachers to understand appropriate pedagogy. Many new teachers are modeling their teaching style after their own most recent learning experiences (college). They are "professing" knowledge instead of "teaching" students. Breaking concepts down not just lecturing and reading a powerpoint. Please help them work on age appropriate teaching.

more time in the classroom

Additional training in behavior, classroom management, assessment and data

Communication with parents and students more frequently

More time in the school setting, instead of wasted days back on college campus.

With a mentoring program in place the new teacher should depend on that person more than than other teachers. Administrators should support the mentoring teacher more and strongly suggest to the new teacher to have weekly meetings and observations.

In all fairness, my 1st year teacher received his degree online and student taught in a field and age level completely different from where he is teaching. From other experiences that I have had with 1st year teachers and student teachers, I believe they need to get out into the classroom more.

I feel teachers need more help with classroom management and discipline.

Real world scenarios that are acted out in the teachers student teaching experience that they have to work out. This would be helpful if the teacher of record could guide, but allow feed back as well.

Improve classroom management training.

More emphasis should be placed on "real life classroom experiences" during college.

I think that 1st year teachers should go through 1 week of training on what to expect the first few weeks of school. Training on classroom management, parent/teacher interactions, classroom set up, organization, and expectations. Allow them to have at least a month of co teaching with someone within their grade level so that it can alleviate some of the 1st year teacher stress.

Pay student teachers to co-teach with established teachers for an entire year. The only way to better prepare them is to immerse them into the field. It also can serve as a prolonged interview to fill future vacancies.

Beginning teachers need more training on how to talk and deal with parents during parent teacher conferences and also when a child is having discipline issues or learning problems.

This teacher is doing a good job. Her weakest area is classroom management and sometimes that just takes time to evolve.

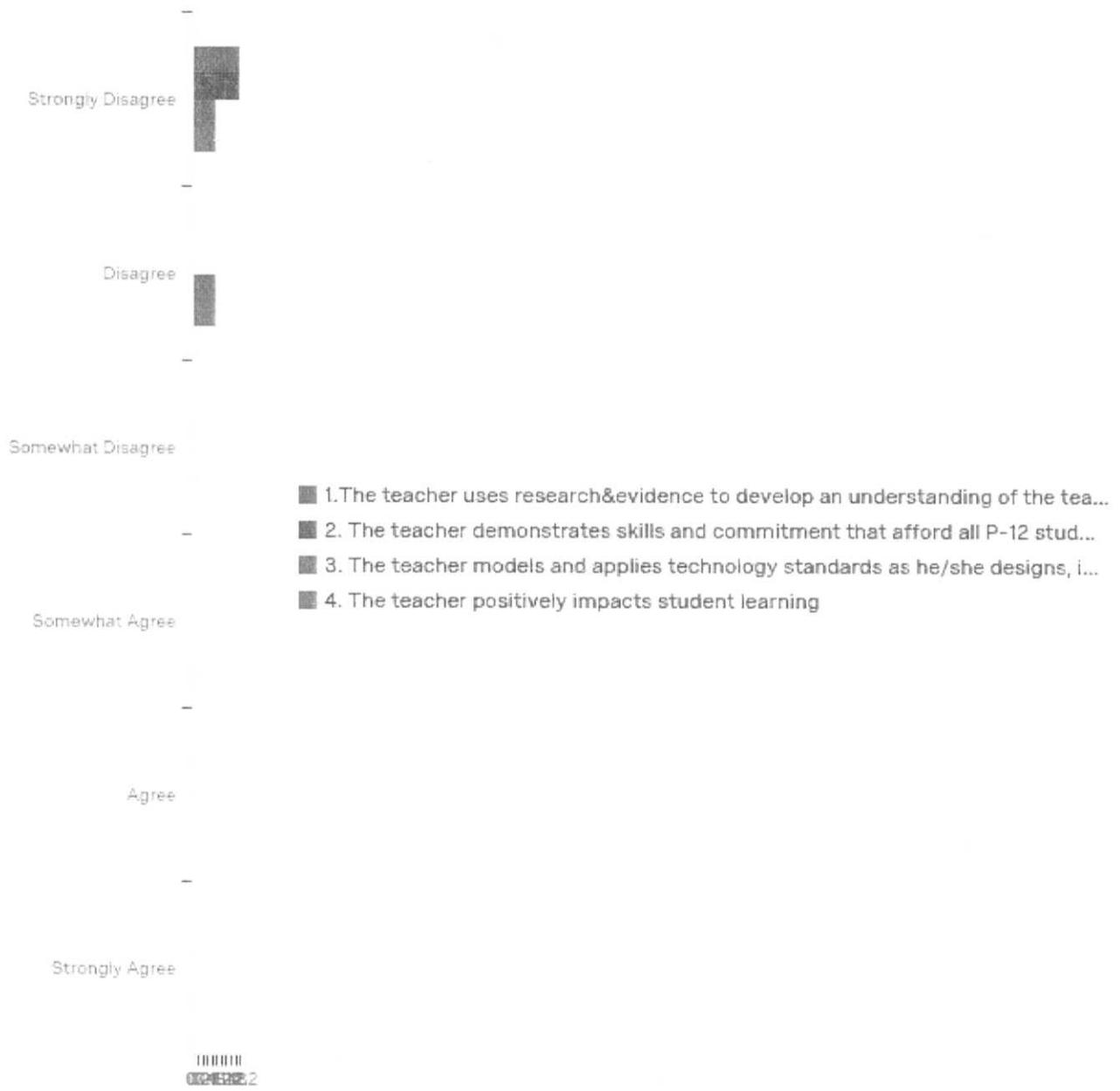
Q6 - The teacher received his/her license via:

#	Answer	%	Count
1	Traditional Route	76.85%	239
2	Alternative Route (State Department of Education Alternative Placement Program)	12.54%	39
3	Troops to Teachers	0.32%	1
4	Paraprofessional	1.29%	4
5	Teach for America	0.64%	2
6	ABCTE	0.96%	3
7	Emergency Certification	7.40%	23
	Total	100%	311

Q7 - The teacher received his/her degree at which of the following institutions:

#	Answer	%	Count
1	Bacone College	0.00%	0
2	Cameron University	7.44%	16
3	East Central University	7.91%	17
4	Randall University	0.00%	0
5	Langston University	0.00%	0
6	Mid-America Christian University	0.00%	0
7	Northeastern State University	18.14%	39
8	Northwestern Oklahoma State University	6.51%	14
9	Oklahoma Baptist University	3.72%	8
10	Oklahoma Christian University	0.93%	2
11	Oklahoma City University	1.86%	4
12	Oklahoma Panhandle State University	1.40%	3
13	Oklahoma State University	16.74%	36
14	Oklahoma Wesleyan University	0.00%	0
15	Oral Roberts University	0.93%	2
16	St. Gregory's University	0.47%	1
17	Southeastern Oklahoma State University	3.72%	8
18	Southern Nazarene University	1.40%	3
19	Southwestern Christian University	0.47%	1
20	Southwestern Oklahoma State University	7.44%	16
21	University of Central Oklahoma	13.49%	29
22	University of Oklahoma	5.58%	12
23	University of Science & Arts of Oklahoma	0.93%	2
24	The University of Tulsa	0.93%	2
	Total	100%	215

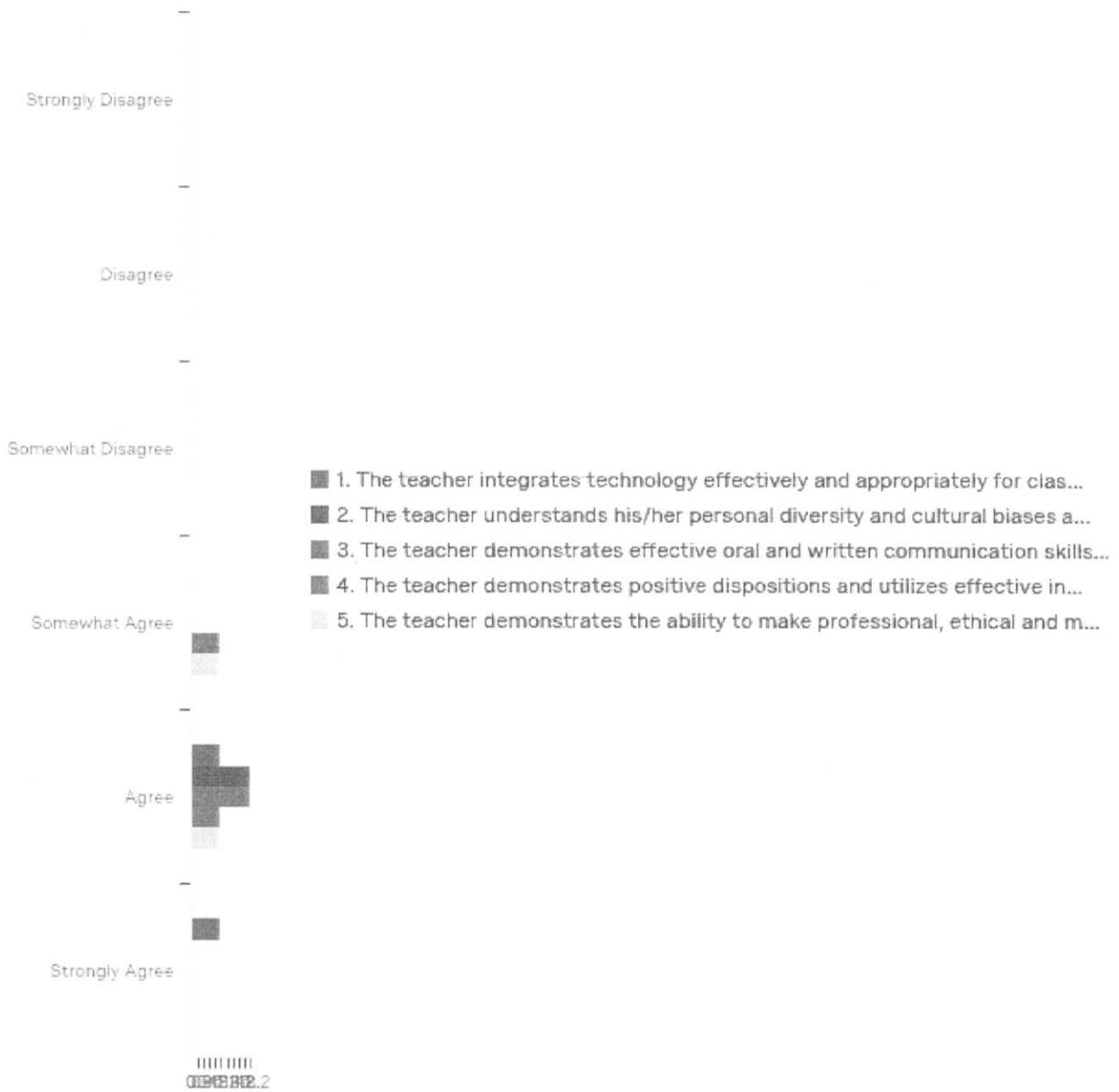
Q8 - Additional questions:



#	Question	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	1. The teacher uses research&evidence to develop an understanding of the teaching profession and uses both to measure P-12 students' progress and his/her	33.33% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

	professional practice.												
2	2. The teacher demonstrates skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards.	33.33%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
3	3. The teacher models and applies technology standards as he/she designs, implements, and assesses learning to engage students, improve learning, and enrich professional practice.	16.67%	1	50.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0
4	4. The teacher positively impacts student learning	16.67%	1	50.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0
	Total	Total	6	Total	2	Total	0	Total	0	Total	0	Total	0

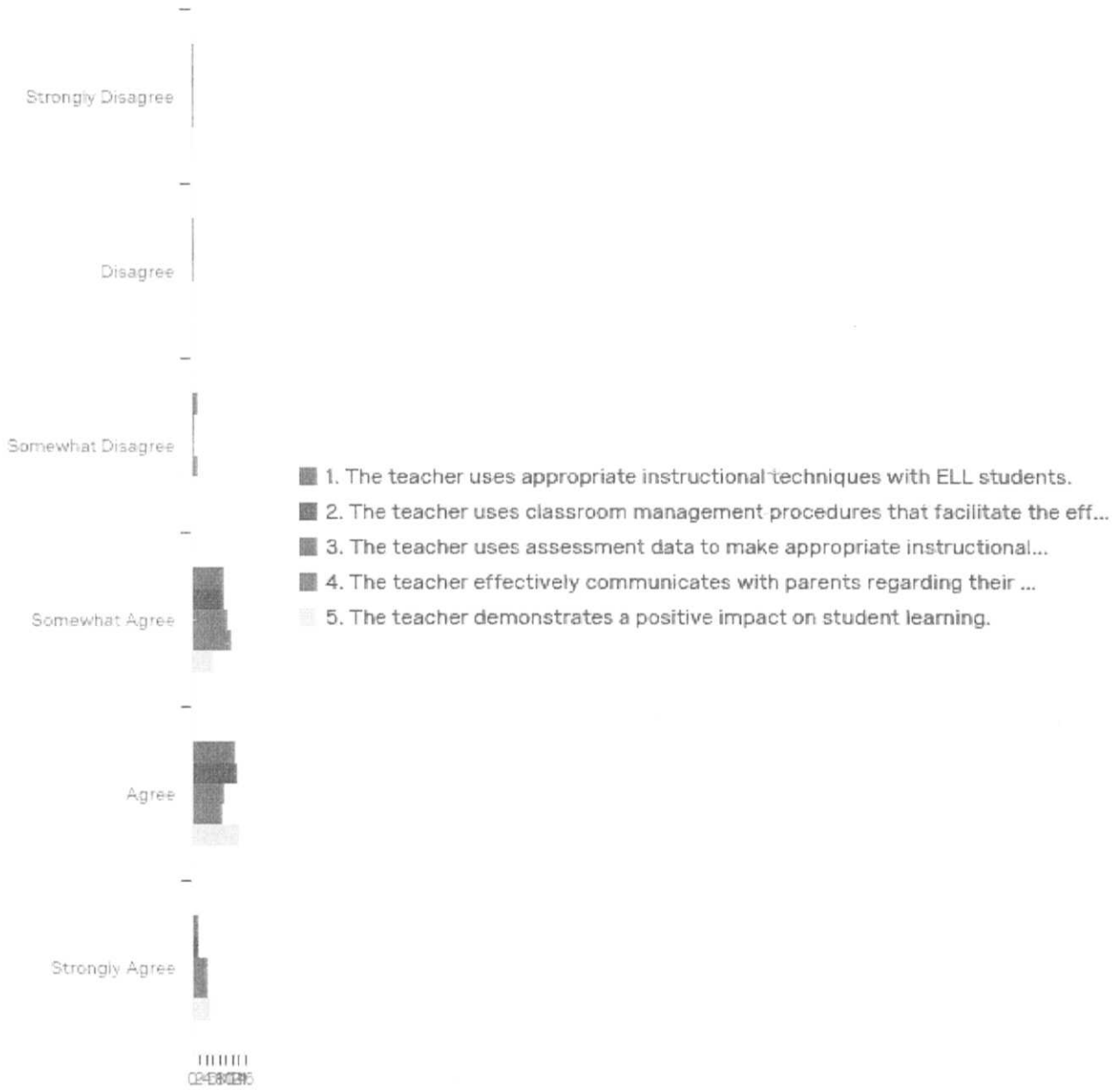
Q9 - Additional questions:



#	Question	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	1. The teacher integrates technology effectively and appropriately for classroom instruction, student assessment and record keeping.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14.29% 1	100.00% 1
2	2. The teacher understands his/her personal diversity and cultural biases and their impact on the classroom.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	28.57% 2	0.00% 0

	cultural biases and seeks opportunities to learn more about his/her students' cultures.												
3	3. The teacher demonstrates effective oral and written communication skills with students, colleagues, and families/caregivers.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	28.57%	2	0.00%	0
4	4. The teacher demonstrates positive dispositions and utilizes effective instructional strategies toward positively impacting P-12 student learning by demonstrating a commitment to the belief that ALL students in his/her classroom can learn.	0.00%	0	0.00%	0	0.00%	0	50.00%	1	14.29%	1	0.00%	0
5	5. The teacher demonstrates the ability to make professional, ethical and moral decisions based on Christian principals	0.00%	0	0.00%	0	0.00%	0	50.00%	1	14.29%	1	0.00%	0
	Total	Total	0	Total	0	Total	0	Total	2	Total	7	Total	1

Q10 - Additional questions:



#	Question	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	1. The teacher uses appropriate instructional techniques with ELL students.	20.00%	1	33.33%	1	33.33%	2
2	2. The teacher uses classroom management procedures that facilitate the eff...	20.00%	1	33.33%	1	16.67%	1
3	3. The teacher uses assessment data to make appropriate instructional...	20.00%	1	33.33%	1	20.00%	10
4	4. The teacher effectively communicates with parents regarding their ...	22.95%	14	10.00%	2		
5	5. The teacher demonstrates a positive impact on student learning.	10.00%	2				

	management procedures that facilitate the effective use of instructional time, minimizing disruptions.												
4	3. The teacher uses assessment data to make appropriate instructional decisions.	20.00%	1	33.33%	1	16.67%	1	22.00%	11	16.39%	10	25.00%	5
5	4. The teacher effectively communicates with parents regarding their child's progress.	20.00%	1	0.00%	0	33.33%	2	24.00%	12	14.75%	9	25.00%	5
6	5. The teacher demonstrates a positive impact on student learning.	20.00%	1	0.00%	0	0.00%	0	14.00%	7	24.59%	15	30.00%	6
	Total	Total	5	Total	3	Total	6	Total	50	Total	61	Total	20