



# NEBRASKA DEPARTMENT OF EDUCATION

## THE GOAL:

The Nebraska Department of Education (NDE), Nebraska's educator preparation programs, and Nebraska's school systems all share an important goal, which is to assure that all Nebraska students are taught by highly effective teachers. Today's education system calls for increased accountability for teacher quality. School partners can provide valuable information to inform the educator preparation programs as they address their obligation to respond to the needs of schools and students and to support continuing program improvement.

## THE STRATEGY:

NDE is piloting a First Year Teacher Follow-Up Survey during the spring semester of the 2013-2014 school year. Surveys are being distributed to the principals of first year teachers who completed their preparation programs at the University of Nebraska-Omaha, Peru State College, Midland University, and Grace University. Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011.

## THE BENEFITS:

- PK-12 partners will complete a standard evaluation form for all first year teachers rather than institution-specific forms.
- The process will be managed by NDE and all surveys will arrive at the same time in a format designed to be completed and submitted electronically.
- The survey instrument is based on Nebraska's standards for professional teacher preparation, which are consistent with the effective practices found in the *Nebraska Performance Frameworks for Teachers*.
- Data will be disaggregated by institution for their use in program improvement considerations and for the state's program approval process. NDE will provide institutions with information about their graduates on an aggregated basis; information will not be shared with individual teachers.

## TIMELINES:

The First Year Teacher Follow-Up Survey will arrive via email to building principals on or about May 14, 2014, and should be submitted by June 6, 2014. Questions are also included which will provide an opportunity to offer input about the process before moving to full implementation.

**CONTACT US** with questions about the First Year Teacher Employer Follow-Up Survey Pilot:

Sharon Katt, Adult Programs Administrator   OR   Pat Madsen, Education Specialist  
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If you experience problems using the survey, please contact:

Ben Baumfalk  
[ben.baumfalk@nebraska.gov](mailto:ben.baumfalk@nebraska.gov) / 402.471.3697

**Thank you! Your participation in the First Year Teacher Follow-Up Survey Pilot is valued and appreciated!**

# Nebraska First Year Teacher Survey

To be completed by employers/principals about first year teachers in 2013-2014 (NE graduates only).

Teacher Name:

Preparation Institution:

Date Attained Endorsement(s):

Principal Name:

School District/Building:

## \* 1. Survey Completed by

## \* 2. Job Title/Position

**\* 3. The teacher holds the following endorsement(s) from the preparation institution listed above. Please select the endorsement that corresponds to the majority of the teacher's assignments in your school building. If the teacher's assignments are split equally between the endorsements, select the one you feel most qualified to evaluate.**

Endorsement 1

Endorsement 2

Please indicate your rating of the first year teacher based on the following criteria:

Consistent - The teacher consistently meets expectations.

Frequent - The teacher frequently meets expectations.

Occasional - The teacher occasionally meets expectations.

Rare - The teacher rarely meets expectations.

## \* 4. Student Development

	Consistent	Frequent	Occasional	Rare
Standard 1.1 - The teacher understands how students grow and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 1.2 - The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 1.3 - The teacher implements developmentally appropriate and challenging learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \* 5. Learning Differences

	Consistent	Frequent	Occasional	Rare
Standard 2.1 - The teacher understands individual differences and diverse cultures and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2.2 - The teacher ensures inclusive learning environments that enable each student to meet high standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## \*6. Learning Environments

	Consistent	Frequent	Occasional	Rare
Standard 3.1 - The teacher works with others to create environments that support individual and collaborative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3.2 - The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3.3 - The teacher manages student behavior to promote a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*7. Content Knowledge

	Consistent	Frequent	Occasional	Rare
Standard 4.1 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4.2 - The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4.3 - The teacher integrates Nebraska Content Standards and/or professional standards within instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*8. Application of Content

	Consistent	Frequent	Occasional	Rare
Standard 5.1 - The teacher understands how to connect concepts across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5.2 - The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*9. Assessment

	Consistent	Frequent	Occasional	Rare
Standard 6.1 - The teacher understands multiple methods of assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6.2 - The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*10. Planning for Instruction

	Consistent	Frequent	Occasional	Rare
Standard 7.1 - The teacher plans instruction that supports every student in meeting rigorous learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7.2 - The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7.3 - The teacher draws upon knowledge of students and the community context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*11. Instructional Strategies

	Consistent	Frequent	Occasional	Rare
Standard 8.1 - The teacher understands a variety of instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8.2 - The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8.3 - The teacher utilizes available technology for instruction and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## \* 12. Professional Learning and Ethical Practice

	Consistent	Frequent	Occasional	Rare
Standard 9.1 - The teacher engages in ongoing professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.2 - The teacher models ethical professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.3 - The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.4 - The teacher models professional dispositions for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \* 13. Leadership and Collaboration

	Consistent	Frequent	Occasional	Rare
Standard 10.1 - The teacher seeks opportunities to take responsibility for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 10.2 - The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \* 14. Impact on Student Learning and Development

	Consistent	Frequent	Occasional	Rare
Standard 11.1 - The teacher positively impacts the learning and development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \* 15. Would you consider this teacher eligible for continuing employment in your district?

- Yes  
 No

If 'No', briefly explain

## 16. Comments which can support this institution's program assessment and continuing improvement efforts: (Text limited to 1000 characters)

Thank you for your participation in this pilot year of the First Year Teacher Employer Follow-up Survey. The intent is that this survey will be implemented by NDE on a state-wide basis during the 2014-2015 school year. Please take a few minutes to provide feedback about your experience with this survey.

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**\*17. Please indicate below if you have already provided feedback about this survey.**

- Yes, I have provided feedback previously.
- No, I have not yet provided feedback.

**18. The timing of this survey...**

- is about right.
- should be earlier in the school year.
- should be later (after school is out).

**19. The length of the survey is...**

- a reasonable length.
- too short.
- too long.

**20. The content of the survey...**

- provided adequate opportunity to evaluate on critical indicators.
- did not provide adequate opportunity to evaluate on critical indicators.

Please specify areas you feel should be strengthened:

**21. The rating terminology was descriptive and provided adequate options.**

- Yes
- No

Comments:

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## 22. The survey was...

- easy to complete.
- difficult to complete.

Please comment on how the survey could be improved:

## 23. Do you feel that it is an advantage to receive all surveys of the first year teachers (who graduated from Nebraska institutions) at the same time?

- Yes
- No

Comments:

## 24. Is it helpful to use the same survey instrument for all first year teachers regardless of the Nebraska preparation institution?

- Yes
- No

Comments:

## 25. Basic information about the First Year Teacher was provided at the beginning of the survey (name, institution and year of graduation, endorsement held, etc.) Is there additional information that should be provided that would make it easier to complete the survey?

- Yes
- No

If Yes, please explain:

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THANK YOU FOR COMPLETING THIS SURVEY!

If you have any questions or comments about this survey data collection, please contact:

NDE Adult Program Services

Sharon Katt ([sharon.katt@nebraska.gov](mailto:sharon.katt@nebraska.gov)) or Pat Madsen ([pat.madsen@nebraska.gov](mailto:pat.madsen@nebraska.gov))