

Evaluation of U of M Teacher Education Program

Principal Survey

DIRECTIONS
 USE NO. 2 PENCIL ONLY
 MAKE DARK MARKS
 EX ○ ○ ○ ○ ● ○
 ERASE COMPLETELY TO CHANGE

4 - Very Satisfied
 3 - Satisfied
 2 - Dissatisfied
 1 - Very Dissatisfied
 0 - NA: Unable to judge

How satisfied are you with the preparation your new teacher(s) received in the U of M teacher education program? For each area listed below, please indicate your perception of U of M's preparation of teacher candidates to meet expectations found in the Tennessee Framework for Evaluation and Professional Growth.

Planning

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. establish appropriate instructional goals and objectives | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 2. plan instruction and student evaluation based on an in-depth understanding of the content, student needs | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 3. adapt instructional opportunities for diverse learners | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |

Teaching Strategies

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 4. demonstrate a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 5. use research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |

Assessment and Evaluation

- | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 6. use appropriate evaluation and assessments to determine student mastery of content and make instructional decisions | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 7. communicate student achievement and progress to students, their parents, and appropriate others | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 8. reflect on teaching practice through careful examination of classroom evaluation and assessments | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |

Learning Environment

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 9. create a classroom culture that develops student intellectual capacity in the content area | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 10. manage classroom resources effectively | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |

Professional Growth

- | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 11. collaborate with colleagues and appropriate others | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 12. engage in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 13. perform professional responsibilities efficiently and effectively | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |

Communication

- | | | | | | |
|---|------------------------------|-----------------------------|-------------------------|-------------------------|-------------------------|
| 14. communicate clearly and correctly with students, parents and other stakeholders | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> 0 |
| 15. On the basis of the performance and preparation of this individual, would you feel confident in employing other U of M graduates? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | | | |

Please continue on next side

Evaluation of U of M Teacher Education Program, continued
Principal Survey

16. Is there anything special about your school or student population that should receive more emphasis in the preparation program?

17. What do you see as the major strength(s) of beginning teachers from UofM?

18. What do you see as the major weakness(es) of beginning teachers from UofM?

Thank you for sharing your views with us.
Please return this questionnaire using the enclosed postage-paid envelope.