



Main Block

2020-2021 Nebraska 3rd Year Teacher Survey

Your responses to this survey are used to provide Nebraska teacher preparation institutions with information about the effectiveness of third year teachers prepared at their institutions. The evaluation standards used in this survey 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.

Survey results will be provided to participating preparatory institutions and are intended to inform their continuous improvement initiatives. Your responses to this survey will be reported anonymously along with other third year teachers prepared at Nebraska institutions. Responses are not individually identifiable nor shared with anyone (including your preparatory institution or principal).

If you did not receive a teaching certificate in 2017-2018, or otherwise believe that this survey was otherwise sent to you in error, please let us know by emailing us at nde.research@nebraska.gov.

This survey is intended for individuals completing their 3rd year of teaching during the 2020-2021 school year on a regular teaching certificate.

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

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

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

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

You have more than one teaching certificate endorsement. Please choose the endorsement best matching the primary focus of your 2020-2021 teaching assignment. (response required)

The following 25 items ask you to rate the extent to which you feel you were prepared by the preparatory program you completed. 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 - Use knowledge of students and their development and adjust teaching to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 1.2 - Build 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 - Identify differentiation in student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2.2 - Respond 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 - Bring 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
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	Advanced	Proficient	Developing	Below Standard
Standard 3.1 - Promote a positive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3.2 - Use and communicate 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 - Use and communicate content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4.2 - Use academic vocabulary and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4.3 - Provide 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 - Help students link concepts and engage in critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5.2 - Engage 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 - Match instructions and assessments to learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6.2 - Use formative and summative classroom assessments that facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6.3 - Amend instructional strategies and adapt interventions as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6.4 - Provide 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 - Plan 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 - Plan 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 - Incorporate digital tools and technologies into instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8.2 - Use 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 - Organize and manage 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 - Invite constructive feedback and respond positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.2 - Set and implement 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 - Communicate professionally - oral, written, and electronic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 10.2 - Respond 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 your overall performance and preparation.

11. Based upon your overall performance as a 3rd year teacher, how would you rate your impact on student learning?

- Highly Effective
- Moderately Effective
- Somewhat Effective
- Ineffective
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12. Overall, do you believe you were prepared to be an effective 3rd year teacher?

- Yes
- No
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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 NDE.

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:
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