Principal and Curriculum Leader Survey
Office of Teacher Education
College of Education and Human Development
University of North Dakota, Grand Forks, ND

A. Background Information About You and Your School

1. Please indicate the one best description of your position:
____ Principal
____ Assistant Principal
____ Special Education Director
____ Curriculum Director
____ Superintendent
____ Multiple Administrative _____
____ Other Administrative _____

2. Please indicate the one best description of the level of school you serve:
____ Primarily elementary
____ Primarily middle school
____ Primarily secondary
____ K-8
____ K-12
____ Other *(describe)* _____

3. Your highest degree: _____

4. Did you earn a degree or degrees at the University of North Dakota?
(please circle your response) YES NO

Which degree(s)?_____

5. Years in *current* administration *(to nearest whole year)*: _____

6. Years in administration *(to nearest whole year)*: _____

7. a. How many UND graduates did you hire for this academic year? _____

b. How many UND graduates have you hired over the past two years?_____

8. What proportion of your hires over the past two years have been UND graduates? _____

B. For the following items, please consider the quality of preparation of [***ONE***] of your most recent hire(s) who is a ***UND graduate***, during his/her ***first year*** of teaching. In other words, keep ***one*** recent hire in mind as you answer the items. Leave the item blank if you do not have access to the required information. **If you do not employ any UND graduates, stop now; don't continue.**

9. During which school year did you or your district hire the UND graduate in question (***the one on whom you're filling out the survey***)? Year the person was hired: _____

10. In what field was the person hired? *(check one)*
____ Early Childhood
____ Special Education
____ Elementary
____ Middle
____ Secondary
____ Other *(describe)* _____

11. If Middle, Secondary, or Other, what area?_____

12. What grade(s)/level(s) does the person teach? _____

C. As you respond to the following items, please keep the same recent hire in mind as in questions 9-12. Leave the item blank if you do not have access to the required information. **If you do not employ any UND graduates, stop now; don't continue.**

Please use the following scale:
5 ***Very well prepared*** (performance far beyond that expected of typical first-year professional educators)
4 ***Well prepared*** (performance exceeding that expected of typical first-year professional educators)
3 ***Neither well prepared nor poorly prepared*** (performance at, but not below or exceeding, that expected of typical first-year professional educators)
2 ***Poorly prepared*** (performance below that expected of typical first-year professional educators)
1 ***Very poorly prepared*** (performance far below that expected of typical first-year professional educators)

	VW	W	N	P	VP
Disciplinary Knowledge					
1. Overall level of content area knowledge.	5	4	3	2	1
2. The teacher understands and appropriately applies standards of the discipline.	5	4	3	2	1
Child Development and Learning Theory					
1. Knowledge of child development.	5	4	3	2	1
2. Develops learning opportunities that help children construct meaning and develop understanding.	5	4	3	2	1
Accounting for Student Differences					
1. Demonstrates the ability/willingness to modify teaching methods and planning to individual student learning style, interests, and/or needs.	5	4	3	2	1
2. Demonstrates knowledge of multiple cultures– especially those served in your school and/or district.	5	4	3	2	1
3. Demonstrates the ability to make appropriate accommodations for diverse students in general education classroom (or, if special educator, to plan for and support such inclusion).	5	4	3	2	1

	VW	W	N	P	VP
Effective Instructional Strategies					
1. Knowledge of the range of curriculum and materials available for the enhancement of student learning.	5	4	3	2	1
2. Demonstrates use of overall effective teaching methods.	5	4	3	2	1
Understanding of Student Motivation and Behavior					
1. Ability to manage a classroom in a humane, effective manner.	5	4	3	2	1
2. Evidences skill working effectively with individual students in need of behavioral or emotional supports.	5	4	3	2	1
Effective Communication, Media, and Technology					
1. Verbal discourse is effective: Speaks at a level appropriate for students/evidences appropriate conventions of spoken language (grammar/word usage).	5	4	3	2	1
2. Written language is effective: Writes at an appropriate level/evidences appropriate conventions of written language (grammar/word usage/punctuation/ capitalization).	5	4	3	2	1
3. Use of interactive technology in instruction, especially computers.	5	4	3	2	1
4. Use of audio-visual, non-interactive media in instruction (tape recordings, DVD, videotapes, audio and video recording).	5	4	3	2	1
Effective, Student-Centered Planning					
1. Plans effectively overall.	5	4	3	2	1
2. Teacher's planning effectively integrates district and school curriculum standards.	5	4	3	2	1
Use of Effective Formal and Informal Assessment					
1. Understands and appropriately applies formal assessment techniques.	5	4	3	2	1
2. Uses assessment techniques that extend beyond pencil-and-paper measures–observes student performance.	5	4	3	2	1
Reflective Practice: Thinking About Teaching and Learning					
1. Has the characteristics of being a lifelong learner (engages willingly in professional development, reads, evidences interest in non-school topics).	5	4	3	2	1
2. Evidences curiosity about teaching: Looks for ways to improve performance as a teacher.	5	4	3	2	1
Professional Relationships					
1. Ability to work professionally with others.	5	4	3	2	1
2. Ability to take direction and/or learn from senior teachers and administrators.	5	4	3	2	1
3. Ability to interact effectively with parents/guardians/ caregivers for the benefit of students.	5	4	3	2	1

	VW	W	N	P	VP
Overall Effectiveness					
1. Overall effectiveness of the UND graduate in question.	5	4	3	2	1

D. Open-ended Questions

1. Given your knowledge of UND teacher education graduates, what do you see as the strengths of the University of North Dakota teacher preparation and/or selection process?

2. What could be done to strengthen the UND teacher education process?

Thank you for helping us strengthen our teacher education program.