**OEQA Mentor/Administrator Survey Items**

**Educator Preparedness**

This survey is designed to assess first year teacher [*teacher name*]'s readiness to enter the classroom. Your responses will be used to improve educator preparation in the State of Oklahoma.

1. The person completing the survey is:
	1. \_\_\_\_ an Administrator/mentor to a first-year teacher
	2. \_\_\_\_ a Teacher/mentor to a first-year teacher
2. **Question 2: The Learner and Learning** (Strongly Disagree/Disagree/Agree/Strongly Agree)
	1. The teacher understands how learners grow and develop.
	2. The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
	3. The teacher designs and implements developmentally appropriate and challenging learning experiences.
	4. 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.
	5. The teacher works with others to create environments that support individual and collaborative learning.
	6. The teacher encourages positive social interaction, active engagement in learning, and self-motivation.
3. **Question 3: Content** (Strongly Disagree/Disagree/Agree/Strongly Agree)
	1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
	2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	3. The teacher understands how to connect concepts to each other and to authentic local and global issues.
	4. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
4. **Question 4: Instructional Practice** (Strongly Disagree/Disagree/Agree/Strongly Agree)
	1. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners’ decision making.
	2. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.
	3. 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. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.
	5. 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.
	6. The teacher integrates available technology effectively and appropriately into instruction.
	7. The teacher uses technology to manage student and assessment data.
5. **Question 5: Professional Responsibility** (Strongly Disagree/Disagree/Agree/Strongly Agree)
	1. 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).
	2. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.
	3. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.
	4. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
	5. The teacher seeks appropriate leadership roles and opportunities to advance the profession.
6. Overall, [*teacher name*]'s preparation/route to certification effectively prepared him/her to have a positive impact on P12 student learning and development. (Strongly Disagree/Disagree/Agree/Strongly Agree)
7. Considering [*teacher name*]'s preparation in light of the needs of your school, what are your recommendations for strengthening the teacher's preparation?
8. [*Teacher name*] received his/her degree at which of the following institutions? If the teacher has an alternative or emergency certificate, please select Oklahoma State Department of Education. (Drop-down menu; see codes below)
	1. **EPP-specific questions were inserted here**
9. [*teacher name*] received his/her license via: (Drop-down menu; see codes below)
10. In what area was [*teacher name*] initially certified? (Please check all that apply; drop-down menu; see codes below)
11. What is [*teacher name*]'s primary teaching assignment? (Please check all that apply; drop-down menu; see codes below)

**Codes: Path to Certification**

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| --- | --- |
| **Path to Certification** | **Code** |
| Traditional Teacher Certification | 1 |
| Alternative Certification | 2 |
| Emergency Certification | 3 |
| ABCTE | 4 |
| Teach for America | 5 |
| Paraprofessional Route to Teacher Certification | 6 |
| Out-of-State Preparation | 7 |

**Codes: EPP**

|  |  |
| --- | --- |
| **EPP Name** | **Code** |
| Oklahoma State Department of Education | 22 |
| Bacone College | 21 |
| Cameron University | 1 |
| East Central University | 2 |
| Langston University | 3 |
| Mid American Christian University | 4 |
| Northeastern State University | 6 |
| Northwestern Oklahoma State University | 7 |
| Oklahoma Baptist University | 8 |
| Oklahoma Christian University | 9 |
| Oklahoma City University | 10 |
| Oklahoma Panhandle State University | 11 |
| Oklahoma State University | 12 |
| Oklahoma Wesleyan University | 13 |
| Oral Roberts University | 14 |
| Randall University | 23 |
| Saint Gregory's University | 26 |
| Southeastern Oklahoma State University | 15 |
| Southwestern Christian University | 24 |
| Southwestern Oklahoma State University | 25 |
| Southern Nazarene University | 16 |
| University of Arts and Sciences of Oklahoma | 17 |
| University of Central Oklahoma | 18 |
| University of Oklahoma | 19 |
| University of Tulsa | 20 |

**Codes: Certification Area/Teaching Assignment**

|  |  |
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| **Certification Area/Teaching Assignment** | **Code** |
| Agriculture Education | 1 |
| Art | 2 |
| Business Education | 3 |
| Computer Science | 23 |
| Dance | 24 |
| Drivers Education | 25 |
| Early Childhood | 4 |
| Elementary Education | 5 |
| English/Language Arts | 6 |
| English as a Second Language | 22 |
| Family and Consumer Sciences | 7 |
| Foreign Language | 8 |
| Gifted Education | 9 |
| Journalism | 21 |
| Library Media Specialist | 10 |
| Marketing Education | 26 |
| Math | 11 |
| Music: Instrumental/Vocal | 12 |
| Physical Education/Health/Safety | 13 |
| Psychology/Sociology | 27 |
| Reading Specialist | 14 |
| School Counselor | 15 |
| Science | 16 |
| Social Studies | 17 |
| Special Education | 18 |
| Speech/Drama/Debate | 19 |
| Technology Engineering | 20 |