

## 2019 Nebraska 1st Year Teacher Survey (Teacher)

<b>1. Student Development</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To understand how students grow and develop. (Standard 1.1)	40%	60%	0%
To recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (Standard 1.2)	100%	0%	0%
To implement developmentally appropriate and challenging learning experiences. (Standard 1.3)	20%	80%	0%
<b>2. Learning Differences</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To understand individual differences and diverse cultures and communities. (Standard 2.1)	60%	40%	0%
To ensure inclusive learning environments that enable each student to meet high standards. (Standard 2.2)	60%	40%	0%
<b>3. Learning Environments</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To work with others to create environments that support individual and collaborative learning. (Standard 3.1)	80%	20%	0%
To create environments that encourage positive social interaction, active engagement in learning, and self motivation. (Standard 3.2)	40%	60%	0%
To manage student behavior to promote a positive learning environment. (Standard 3.3)	40%	60%	0%
<b>4. Content Knowledge</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach. (Standard 4.1)	60%	40%	0%
To create learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content. (Standard 4.2)	60%	40%	0%
To integrate Nebraska Content Standards and/or professional standards within instruction. (Standard 4.3)	40%	60%	0%
<b>5. Application of Content</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>

To understand how to connect concepts across disciplines. (Standard 5.1)	20%	80%	0%
To use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Standard 5.2)	20%	80%	0%
<b>6. Assessment</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To understand multiple methods of assessment. (Standard 6.1)	0%	100%	0%
To use 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. (Standard 6.2)	20%	60%	20%
<b>7. Planning for Instruction</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To plan instruction that supports every student in meeting rigorous learning goals. (Standard 7.1)	20%	80%	0%
To draw upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy. (Standard 7.2)	60%	40%	0%
To draw upon knowledge of students and the community context. (Standard 7.3)	20%	80%	0%
<b>8. Instructional Strategies</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To understand a variety of instructional strategies. (Standard 8.1)	40%	60%	0%
To use 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. (Standard 8.2)	20%	80%	0%
To utilize available technology for instruction and assessment. (Standard 8.3)	20%	80%	0%
<b>9. Professional Learning and Ethical Practice</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To engage in ongoing professional learning. (Standard 9.1)	60%	40%	0%
To model ethical professional practice. (Standard 9.2)	80%	20%	0%
To use evidence to continually evaluate my practice, particularly the effects of my choices and actions on	60%	40%	0%

others (students, families, other professionals, and the community), and adapt practice to meet the needs of each student. (Standard 9.3)			
<b>10. Leadership and Collaboration</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To seek opportunities to take responsibility for student learning. (Standard 10.1)	100%	0%	0%
To seek opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth. (Standard 10.2)	40%	60%	0%
<b>11. Impact on Student Learning and Development</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To work to positively impact the learning and development for all students. (Standard 11.1)	40%	60%	0%
<b>12. Professional Dispositions</b>	<b>Consistent</b>	<b>Frequent</b>	<b>Occasional</b>
To demonstrate passion, self-awareness, initiative and enthusiasm. (Standard 12.1)	80%	20%	0%
To demonstrate skill in interpersonal relationships, reflective response to feedback, and display evidence of appropriate social awareness. (Standard 12.2)	80%	20%	0%
To practice good judgment, flexibility, problem-solving skills, professional communication, and organization. (Standard 12.3)	60%	40%	0%
To maintain a professional demeanor and appearance, and display dependability, punctuality, and perseverance. (Standard 12.4)	100%	0%	0%

13. Based upon your performance as a 1st year teacher, how would you rate your impact on student learning?

<b>Highly Effective</b>	<b>Moderately Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
20%	80%	0%	0%

14. Do you believe you were prepared to be an effective 1st year teacher?

<b>Yes</b>	<b>No</b>
100%	0%