

SETE PRINCIPAL SURVEY (Round One)

Survey flow:

- Section 1: Introduction
- Section 2: Demographics
- Section 3: Graduate teachers' performance and preparedness in your school
- Section 4: General questions about graduate teachers (answered by Principal's who preferred to answer general questions about graduate teachers' preparedness and performance)
- Section 5: Matched responses (answered by Principal's well positioned to answer specific questions about one or more teachers who completed the Graduate Teacher Survey)

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SETE Principal Survey (Round One)

Section 1: Introduction



An Australian Research Council funded project investigating the effectiveness of teacher education for early career teachers in diverse settings.

As a Principal, you are invited to complete this survey on the effectiveness of first and second year out teacher graduates registered and teaching in Victoria or Queensland. It is part of a three-year longitudinal study being conducted in partnership by Deakin University, Griffith University, the Queensland Department of Education and Training, the Victorian Department of Education and Early Childhood Development, the Victorian Institute of Teaching, and the Queensland College of Teachers. The project specifically investigates the effectiveness of teacher education for early career teachers in diverse settings.

Your responses will directly inform state and national policy, professional regulation authorities in accrediting programs and registering teachers, and universities in the design and delivery of their teacher education programs.

The survey will close July 20 2012. The survey should take approximately 15-20 minutes to complete. There will be a follow-up survey later this year and one in March next year. You are under NO OBLIGATION to agree to a follow-up survey if you participate in this survey. You can withdraw from further participation in the research at any time, without having to give a reason and without consequences.

If you have any concerns or question about the project and your participation in it, please contact the researchers on (03) 5227 1488 or email phillipa.hodder@deakin.edu.au.

Thank you for taking the time and effort to respond. The information you share here will remain confidential.

Q1.1 I have read the information statement and agree to participate in the study

(1)

Q1.2 Please specify your position

Principal (1)

School leader, please specify (2) _____

Section 2: Demographics

Q2.1 This section of the survey asks you to tell us about your school. In which state is your school located?

- Victoria (1)
- Queensland (2)

Q2.2 Please indicate which sector your school is in

- Government (1)
- Catholic (2)
- Independent (3)

Q2.3 What is your school type?

- Primary school (1)
- Secondary school (2)
- Combined primary and secondary school (3)
- Other, please specify (4) _____

Q2.4 Where is your school situated?

- Capital city (1)
- City with more than 15,000 people (2)
- City with between 3,000 and 15,000 people (3)
- Town with between 500 and 3,000 people (4)
- Town with fewer than 500 people (5)

Q2.5 How many equivalent full-time (EFT) teachers are employed at your school?

- 1 - 2 (1)
- 3 - 10 (2)
- 11 - 20 (3)
- 21 - 50 (4)
- 51 - 100 (5)
- More than 100 (6)

Q2.6 How many graduate teachers do you have employed at your school? (Include casual teachers in this count)

	None (1)	1 (2)	2-3 (3)	4-5 (4)	6-10 (5)	More than 10 (6)
First year teachers (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second year teachers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.7 How many students are enrolled at your school?

- Less than 50 (1)
- 50 - 199 (2)
- 200 - 449 (3)
- 450 - 699 (4)
- 700+ (6)

Q2.8 What proportion of your students are of Aboriginal and/or Torres Strait Islander decent?

- 0% (1)
- 1 - 5% (2)
- 6 - 10% (3)
- More than 10% (4)

Q2.9 What proportion of your students have a disability?

- 0% (1)
- 1 - 5% (2)
- 6 - 10% (3)
- More than 10% (4)

Q2.10 What proportion of your students are from a language background other than English?

- 0% (1)
- 1 - 10% (2)
- 11 - 20% (3)
- 21 - 40% (4)
- More than 40% (5)

Q2.11 What is your school's Index of Community Socio-Economic Advantage (ICSEA) value, if known?

Q2.12 What is the name of your school?

Q2.13 Between March and May 2012 first and second year teachers were invited to complete a teacher survey. Teachers from your school who completed the survey are named in your letter of invitation. If no teachers were named you are asked to answer general questions about graduate teachers' preparedness for teaching in your school. Would you feel confident answering a short number of questions about the teachers named in your letter of invitation? These questions will be about their performance and preparedness for teaching. The teachers named have consented to this process.

- Yes, I am well positioned to answer specific question about one or more of these teachers (1)
- No, I would prefer to answer general questions about graduate teachers' preparedness and performance (2)
- The individual teachers named are not employed at my school (4)
- No individual teachers were named in my letter of invitation (3)

Section 3: Graduate teachers' performance and preparedness in your school

Q3.1 In your school, do any first/second year teachers provide whole-school leadership in the following areas? Select all that apply

	Yes, year level coordination (1)	Yes, literacy (2)	Yes, numeracy (3)	Yes, student welfare (4)	Yes, curriculum (5)	Yes, sport (6)	Yes, ICT (7)	Yes, other (8)	No (9)	N/A (10)
First year teachers (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second year teachers (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Q3.2 Indicate on the scale provided how much you agree or disagree that, in general, first year teachers are effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Collegiality - working collaboratively with colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding, design and implementation of curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating an understanding of professional ethics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in ongoing professional learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with parents and the local community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering for diverse learners (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.3 Indicate on the scale provided how much you agree or disagree that, in general, second year teachers are effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Collegiality - working collaboratively with colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding, design and implementation of curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating an understanding of professional ethics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in ongoing professional learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with parents and the local community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering for diverse learners (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.4 Indicate on the scale provided how much you agree or disagree that graduate teachers are effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Know students and how they learn (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know the content and how to teach it (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan for and implement effective teaching and learning (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and maintain supportive and safe learning environments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess, provide feedback and report on student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage professionally with colleagues, parents/carers and the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.5 One the whole, first year teachers are successful in influencing student learning

- Strongly Disagree (6)
- Disagree (7)
- Neither Agree nor Disagree (8)
- Agree (9)
- Strongly Agree (10)

Q3.6 Please explain your answer to the question above.

Q3.7 One the whole, second year teachers are successful in influencing student learning

- Strongly Disagree (6)
- Disagree (7)
- Neither Agree nor Disagree (8)
- Agree (9)
- Strongly Agree (10)

Q3.8 Please explain your answer to the question above.

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Section 4: General questions about graduate teachers

Q4.1 In your opinion, is there a teacher qualification level that makes graduate teachers better prepared for your school context?

- No (1)
- Yes, Masters degree (2)
- Yes, Bachelor degree (including double degree) (3)
- Yes, Graduate or Postgraduate degree (4)
- Not sure (5)

Q4.2 Do you prefer to employ graduates from a particular insitution/s?

- Yes (1)
- No (2)

Q4.3 What, if any, elements of teacher education programs do you find better prepares graduates for your school context?

Q4.4 At your school, are the following types of support made available to first year teachers?

	Yes (1)	No (2)	Unsure (3)
Induction program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal mentor arrangement (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal mentor arrangement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing network with other beginning teachers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on curriculum and classroom planning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing professional development opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List of informative websites (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on pay and conditions (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular debriefing opportunities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.5 In your opinion, what are the two key challenges faced by graduate teachers? For example challenges in the area of curriculum, pedagogy, assessment, classroom management, engagement with parents and the local community, catering for diverse learners, professional learning, professional ethics, and/or collegiality. Your responses can be up to 250 characters in length.

Challenge 1 (1)

Challenge 2 (2)

Q4.6 To what do you attribute graduate teachers' successful transition into teaching at your school?

Q4.7 To what do you attribute difficult transitions?

Q4.8 I like to employ first year teachers

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.9 Please explain your answer to the question above

Q4.10 Ongoing appraisal of graduate teachers is conducted, in the main, by

- The principal (1)
- School leadership team member (2)
- HR coordinator (3)
- Mentor of the graduate teacher (4)
- Other, please explain (5) _____

Q4.11 At your school, are there difficulties in retaining graduate teachers?

- Yes (1)
- No (2)

Q4.12 Please explain your answer to the question above

Q4.13 Do you have any additional comments about graduate teachers' preparedness for teaching at your school?

Q4.14 Thank you for taking the time to complete this survey. Your contribution is appreciated. If you would like more information, please contact the researchers on (03) 5227 1488 or email phillipa.hodder@deakin.edu.au

Section 5: Matched responses

Q5.1 Where possible, please answer the following questions for each of the teachers identified in the letter of invitation. TEACHER 1 What is this teacher's name? Names are used to relate your responses to those of your graduate teachers. Responses from all respondents will remain confidential. All data will be de-identified and names will not appear in any publication stemming from the research. Teachers who completed the teacher survey have consented to this process.

First name (1)

Last name (2)

Q5.2 Does this teacher provide whole-school leadership in the following areas? Select all that apply

- Yes, year level coordination (1)
- Yes, literacy (2)
- Yes, numeracy (3)
- Yes, student welfare (4)
- Yes, curriculum (5)
- Yes, sport (6)
- Yes, ICT (7)
- Yes, other (8) _____
- No (9)

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Q5.3 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Collegiality - working collaboratively with colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding, design and implementation of curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating an understanding of professional ethics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in ongoing professional learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with parents and the local community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering for diverse learners (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.4 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Know students and how they learn (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know the content and how to teach it (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan for and implement effective teaching and learning (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and maintain supportive and safe learning environments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess, provide feedback and report on student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage professionally with colleagues, parents/carers and the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.5 This teacher has been successful in influencing student learning

- Strongly disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q5.6 How do you know?

Q5.7 Is there a second teacher listed on the letter of invitation for whom you can answer specific questions?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Block

Q5.8 TEACHER 2 What is this teacher's name?

First name (1)

Last name (2)

Q5.9 Does this teacher provide whole-school leadership in the following areas? Select all that apply

- Yes, year level coordination (1)
- Yes, literacy (2)
- Yes, numeracy (3)
- Yes, student welfare (4)
- Yes, curriculum (5)
- Yes, sport (6)
- Yes, ICT (7)
- Yes, other (8) _____
- No (9)

Q5.10 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Collegiality - working collaboratively with colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding, design and implementation of curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating an understanding of professional ethics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in ongoing professional learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with parents and the local community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering for diverse learners (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.11 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Know students and how they learn (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know the content and how to teach it (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan for and implement effective teaching and learning (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and maintain supportive and safe learning environments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess, provide feedback and report on student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage professionally with colleagues, parents/carers and the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.12 This teacher has been successful in influencing student learning

- Strongly Disagree (6)
- Disagree (7)
- Neither Agree nor Disagree (8)
- Agree (9)
- Strongly Agree (10)

Q5.13 How do you know?

Q5.14 Is there a third teacher listed on the letter of invitation?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Block

Q5.15 TEACHER 3 What is this teacher's name?

First name (1)

Last name (2)

Q5.16 Does the first year teacher provide whole-school leadership in the following areas? Select all that apply

- Yes, year level coordination (1)
- Yes, literacy (2)
- Yes, numeracy (3)
- Yes, student welfare (4)
- Yes, curriculum (5)
- Yes, sport (6)
- Yes, ICT (7)
- Yes, other (8) _____
- No (9)

Q5.17 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Collegiality - working collaboratively with colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding, design and implementation of curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating an understanding of professional ethics (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in ongoing professional learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement with parents and the local community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering for diverse learners (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.18 Indicate on the scale provided how much you agree or disagree that this teacher is effective in the following areas:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Know students and how they learn (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know the content and how to teach it (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan for and implement effective teaching and learning (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and maintain supportive and safe learning environments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess, provide feedback and report on student learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage professionally with colleagues, parents/carers and the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.19 This teacher has been successful in influencing student learning

- Strongly Disagree (6)
- Disagree (7)
- Neither Agree nor Disagree (8)
- Agree (9)
- Strongly Agree (10)

Q5.20 How do you know?

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