

EPP Candidate Exit Survey Responses For All Survey Questions, Statewide, For the Academic Year 2013 (Total Surveys 19362)

Percent

Q 1.	The type of educator preparation program that I am involved in is:	19344 responses
<input type="checkbox"/>	•Alternative Certification Program.	44%
<input type="checkbox"/>	•Post-Baccalaureate Program.	6%
<input type="checkbox"/>	•Traditional Undergraduate University Based Program.	50%
Q 2.	Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	19344 responses
<input type="checkbox"/>	•Yes	42%
<input type="checkbox"/>	•No	58%
Q 3.	The area in which your current teaching assignment is located is best described as (choose one):	19344 responses
<input type="checkbox"/>	•rural	20%
<input type="checkbox"/>	•suburban/urban fringe	38%
<input type="checkbox"/>	•urban	37%
<input type="checkbox"/>	•Other (please specify)	5%
Q 4.	To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	19345 responses
<input type="checkbox"/>	•Well prepared	71%
<input type="checkbox"/>	•Sufficiently prepared	27%
<input type="checkbox"/>	•Not sufficiently prepared	2%
<input type="checkbox"/>	•Not at all prepared	0%
Q 5.	To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	19345 responses
<input type="checkbox"/>	•Well prepared	76%
<input type="checkbox"/>	•Sufficiently prepared	23%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%
Q 6.	To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	19345 responses
<input type="checkbox"/>	•Well prepared	81%
<input type="checkbox"/>	•Sufficiently prepared	18%

<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 7. To what extent were you prepared to build and maintain positive rapport with students? 19345 responses

<input type="checkbox"/>	•Well prepared	84%
<input type="checkbox"/>	•Sufficiently prepared	15%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families? 19345 responses

<input type="checkbox"/>	•Well prepared	68%
<input type="checkbox"/>	•Sufficiently prepared	29%
<input type="checkbox"/>	•Not sufficiently prepared	2%
<input type="checkbox"/>	•Not at all prepared	0%

Q 9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving? 19345 responses

<input type="checkbox"/>	•Well prepared	72%
<input type="checkbox"/>	•Sufficiently prepared	26%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction? 19345 responses

<input type="checkbox"/>	•Well prepared	74%
<input type="checkbox"/>	•Sufficiently prepared	24%
<input type="checkbox"/>	•Not sufficiently prepared	2%
<input type="checkbox"/>	•Not at all prepared	0%

Q 11. To what extent were you prepared to use the results of formative assessment data to guide instruction? 19345 responses

<input type="checkbox"/>	•Well prepared	64%
<input type="checkbox"/>	•Sufficiently prepared	33%
<input type="checkbox"/>	•Not sufficiently prepared	3%
<input type="checkbox"/>	•Not at all prepared	0%

To what extent were you prepared to engage and motivate students through learner-centered instruction? 19345 responses

**Q
12.**

<input type="checkbox"/>	•Well prepared	76%
<input type="checkbox"/>	•Sufficiently prepared	22%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 13. **To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?** **19345 responses**

<input type="checkbox"/>	•Well prepared	76%
<input type="checkbox"/>	•Sufficiently prepared	23%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 14. **To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?** **19345 responses**

<input type="checkbox"/>	•Well prepared	74%
<input type="checkbox"/>	•Sufficiently prepared	24%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 15. **To what extent were you prepared to set clear learning goals and align instruction with standards based content?** **19345 responses**

<input type="checkbox"/>	•Well prepared	77%
<input type="checkbox"/>	•Sufficiently prepared	22%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Q 16. **To what extent were you prepared to provide quality and timely feedback to students?** **19345 responses**

<input type="checkbox"/>	•Well prepared	76%
<input type="checkbox"/>	•Sufficiently prepared	23%
<input type="checkbox"/>	•Not sufficiently prepared	1%
<input type="checkbox"/>	•Not at all prepared	0%

Did you have students with disabilities in your classroom as determined by the Texas Administrative Code §89.1001? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

Q 17. **19345 responses**

<input type="checkbox"/>	•Yes	82%
<input type="checkbox"/>	•No	18%

Q 18.	To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	15772 responses
<input type="checkbox"/>	•Well prepared	55%
<input type="checkbox"/>	•Sufficiently prepared	39%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 19.	To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	15772 responses
<input type="checkbox"/>	•Well prepared	56%
<input type="checkbox"/>	•Sufficiently prepared	38%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 20.	To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	15772 responses
<input type="checkbox"/>	•Well prepared	57%
<input type="checkbox"/>	•Sufficiently prepared	38%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 21.	To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	15771 responses
<input type="checkbox"/>	•Well prepared	62%
<input type="checkbox"/>	•Sufficiently prepared	33%
<input type="checkbox"/>	•Not sufficiently prepared	4%
<input type="checkbox"/>	•Not at all prepared	0%

Q 22.	To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?	15772 responses
<input type="checkbox"/>	•Well prepared	59%
<input type="checkbox"/>	•Sufficiently prepared	36%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 23.	To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?	15771 responses
<input type="checkbox"/>	•Well prepared	56%

<input type="checkbox"/>	•Sufficiently prepared	37%
<input type="checkbox"/>	•Not sufficiently prepared	6%
<input type="checkbox"/>	•Not at all prepared	0%

Q 24. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities? **15772 responses**

<input type="checkbox"/>	•Well prepared	68%
<input type="checkbox"/>	•Sufficiently prepared	29%
<input type="checkbox"/>	•Not sufficiently prepared	3%
<input type="checkbox"/>	•Not at all prepared	0%

Q 25. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English, as determined by Texas Education Code (TEC) §29.052. **19345 responses**

<input type="checkbox"/>	•Yes	69%
<input type="checkbox"/>	•No	31%

Q 26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? **13274 responses**

<input type="checkbox"/>	•Well prepared	59%
<input type="checkbox"/>	•Sufficiently prepared	36%
<input type="checkbox"/>	•Not sufficiently prepared	4%
<input type="checkbox"/>	•Not at all prepared	0%

Q 27. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students? **13274 responses**

<input type="checkbox"/>	•Well prepared	60%
<input type="checkbox"/>	•Sufficiently prepared	35%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students? **13274 responses**

<input type="checkbox"/>	•Well prepared	63%
<input type="checkbox"/>	•Sufficiently prepared	33%
<input type="checkbox"/>	•Not sufficiently prepared	4%
<input type="checkbox"/>	•Not at all prepared	0%

To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and **13274 responses**

Q 29. Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

<input type="checkbox"/>	•Well prepared	60%
<input type="checkbox"/>	•Sufficiently prepared	35%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	0%

Q 30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas? 13274 responses

<input type="checkbox"/>	•Well prepared	63%
<input type="checkbox"/>	•Sufficiently prepared	33%
<input type="checkbox"/>	•Not sufficiently prepared	4%
<input type="checkbox"/>	•Not at all prepared	0%

Q 31. To what extent were you prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning? 19345 responses

<input type="checkbox"/>	•Well prepared	72%
<input type="checkbox"/>	•Sufficiently prepared	25%
<input type="checkbox"/>	•Not sufficiently prepared	2%
<input type="checkbox"/>	•Not at all prepared	0%

Q 32. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content? 19345 responses

<input type="checkbox"/>	•Well prepared	67%
<input type="checkbox"/>	•Sufficiently prepared	29%
<input type="checkbox"/>	•Not sufficiently prepared	4%
<input type="checkbox"/>	•Not at all prepared	0%

Q 33. To what extent were you prepared to teach students developmentally appropriate technology skills? 19345 responses

<input type="checkbox"/>	•Well prepared	65%
<input type="checkbox"/>	•Sufficiently prepared	31%
<input type="checkbox"/>	•Not sufficiently prepared	3%
<input type="checkbox"/>	•Not at all prepared	0%

Q 34. To what extent were you prepared to use technology to make learning more active and engaging for students? 19345 responses

<input type="checkbox"/>	•Well prepared	74%
<input type="checkbox"/>	•Sufficiently prepared	24%
<input type="checkbox"/>	•Not sufficiently prepared	2%

<input type="checkbox"/>	•Not at all prepared	0%
Q 35.	To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?	19345 responses
<input type="checkbox"/>	•Well prepared	61%
<input type="checkbox"/>	•Sufficiently prepared	32%
<input type="checkbox"/>	•Not sufficiently prepared	6%
<input type="checkbox"/>	•Not at all prepared	1%
Q 36.	To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	19345 responses
<input type="checkbox"/>	•Well prepared	59%
<input type="checkbox"/>	•Sufficiently prepared	34%
<input type="checkbox"/>	•Not sufficiently prepared	6%
<input type="checkbox"/>	•Not at all prepared	1%
Q 37.	To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	19345 responses
<input type="checkbox"/>	•Well prepared	57%
<input type="checkbox"/>	•Sufficiently prepared	35%
<input type="checkbox"/>	•Not sufficiently prepared	7%
<input type="checkbox"/>	•Not at all prepared	1%
Q 38.	To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	19345 responses
<input type="checkbox"/>	•Well prepared	59%
<input type="checkbox"/>	•Sufficiently prepared	35%
<input type="checkbox"/>	•Not sufficiently prepared	5%
<input type="checkbox"/>	•Not at all prepared	1%
Q 39.	To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	19345 responses
<input type="checkbox"/>	•Always/Almost Always.	74%
<input type="checkbox"/>	•Frequently.	18%
<input type="checkbox"/>	•Occasionally.	6%
<input type="checkbox"/>	•Rarely.	2%
Q 40.	To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	19345 responses
<input type="checkbox"/>	•Always/Almost Always.	81%

<input type="checkbox"/>	•Frequently.	15%
<input type="checkbox"/>	•Occasionally.	4%
<input type="checkbox"/>	•Rarely.	1%

Q 41. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	83%
<input type="checkbox"/>	•Frequently.	12%
<input type="checkbox"/>	•Occasionally.	4%
<input type="checkbox"/>	•Rarely.	1%

Q 42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	86%
<input type="checkbox"/>	•Frequently.	10%
<input type="checkbox"/>	•Occasionally.	3%
<input type="checkbox"/>	•Rarely.	1%

Q 43. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	80%
<input type="checkbox"/>	•Frequently.	15%
<input type="checkbox"/>	•Occasionally.	4%
<input type="checkbox"/>	•Rarely.	1%

Q 44. To what extent did your Field Supervisor hold an interactive conference with you after each observation? **19344 responses**

<input type="checkbox"/>	•Always/Almost Always.	80%
<input type="checkbox"/>	•Frequently.	13%
<input type="checkbox"/>	•Occasionally.	5%
<input type="checkbox"/>	•Rarely.	2%

Q 45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	76%
<input type="checkbox"/>	•Frequently.	16%
<input type="checkbox"/>	•Occasionally.	5%
<input type="checkbox"/>	•Rarely.	2%

Did you ever communicate with your Field Supervisor by email, text, or telephone call? 19345 responses

**Q
46.**

<input type="checkbox"/>	•Yes	99%
<input type="checkbox"/>	•No	1%

Q 47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	85%
<input type="checkbox"/>	•Frequently.	12%
<input type="checkbox"/>	•Occasionally.	3%
<input type="checkbox"/>	•Rarely.	1%

Q 48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	79%
<input type="checkbox"/>	•Frequently.	15%
<input type="checkbox"/>	•Occasionally.	4%
<input type="checkbox"/>	•Rarely.	2%

Q 49. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	84%
<input type="checkbox"/>	•Frequently.	12%
<input type="checkbox"/>	•Occasionally.	3%
<input type="checkbox"/>	•Rarely.	1%

Q 50. To what extent did your Field supervisor ask you for ways he/she can support you? **19345 responses**

<input type="checkbox"/>	•Always/Almost Always.	77%
<input type="checkbox"/>	•Frequently.	16%
<input type="checkbox"/>	•Occasionally.	5%
<input type="checkbox"/>	•Rarely.	2%

Q 51. The Field Supervisor FORMALLY observed me teaching a minimum of three times. **19345 responses**

<input type="checkbox"/>	•Yes	98%
<input type="checkbox"/>	•No	2%

Q 52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations. **19345 responses**

☐

<input type="checkbox"/>	•Yes	98%
<input type="checkbox"/>	•No	2%
What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.		
Q 53.		19345 responses
<input type="checkbox"/>	•I was well prepared by the program for the first year of teaching.	75%
<input type="checkbox"/>	•I was sufficiently prepared by the program for the first year of teaching.	24%
<input type="checkbox"/>	•I was not sufficiently prepared by the program for the first year of teaching.	1%
<input type="checkbox"/>	•I was not at all prepared by the program for the first year of teaching.	0%