

Teacher Satisfaction Survey

Welcome to the TEA Teacher Satisfaction Survey!

The purpose of this survey is for teachers completing their first year teaching under a standard certificate to provide information about their preparation.

These survey questions should be answered by reflecting on how well your education preparation program (EPP) prepared you to be an effective new teacher. The EPP that you are evaluating is the EPP that recommended your standard teaching certificate regardless of other EPPs in which you may have been enrolled.

Please answer all survey questions unless directions offer the opportunity to skip a section that does not apply to the students that you have been teaching this year. Within each section of the survey, you will find useful definitions and other prompts that may be helpful for completing the survey. To move around within the survey, use the navigation buttons at the bottom of each page. Do not use the browser buttons to navigate within the survey because answers may not save.

Thank you for your participation!



Participant Agreement: I verify that I am [\${m://FirstName} \${m://LastName}] and that my survey responses are an accurate representation of my preparation as a new teacher.

- Yes
 No

You are completing this survey because you have been identified as a teacher completing your first year of teaching while holding a standard teaching certificate. Please verify your status by selecting one of the options below.

- I am completing my first year teaching while holding a standard teaching certificate. (Continue with survey)
 I do not hold a standard teaching certificate. (Survey ends)
 I did not receive my teaching certificate through an EPP in Texas. (Survey ends)
 I previously taught for a full school year while holding a standard teaching certificate. (Survey ends)

Identify the length of time you have been teaching this school year.

- I have been teaching 5 months or longer on this campus. (Continue with survey)
- I have been teaching less than 5 months on this campus. (Survey ends)

You have reached the end of the survey. If you submit the survey you will not be able to go back into the survey to change any answers. If you want to submit the survey now, select "Submit Survey" and then the "Next" navigator button. (Note: When you submit the survey you will not be able to return to the survey.) If you want to go back and change a previous answer choice, use the "Back" navigator button to return to a previous page.

Submit Survey

Planning: Standards and Alignment

Answer the survey questions with one of the following answer choices.

RESPONSE DESCRIPTORS

WELL PREPARED

All, or almost all, of the time I was able to demonstrate a thorough understanding and had the required knowledge and skills.

SUFFICIENTLY PREPARED

Most of the time, I was able to demonstrate a general understanding and had the required knowledge and skills.

NOT SUFFICIENTLY PREPARED

I demonstrated limited understanding and had partial required knowledge and skills.

NOT AT ALL PREPARED

I demonstrated little to no understanding and had minimal required knowledge and skills.

PLANNING

This section asks questions about how well you were prepared by your EPP to plan instruction for students. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

1. To what extent did your educator preparation program prepare you to design lessons that align with state content standards?

- Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared
-

2. To what extent did your educator preparation program prepare you to design lessons that are appropriate for diverse learning needs?

- Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared
-

3. To what extent did your educator preparation program prepare you to design lessons that reflect research-based best practices?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

4. To what extent did your educator preparation program prepare you to design lessons that are relevant to students? [*relevant: there are connections between the lesson and the students' world*]

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

5. To what extent did your educator preparation program prepare you to design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Planning: Data and Assessments

PLANNING (Continued)

6. To what extent did your educator preparation program prepare you to plan appropriate methods (formal and/or informal) to measure student progress?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

7. To what extent did your educator preparation program prepare you to use a variety of student data to plan instruction?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

8. To what extent did your educator preparation program prepare you to provide appropriate feedback to students, families, or other school personnel? [*appropriate: specific, timely, and confidential*]

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Planning: Activities

PLANNING (Continued)

9. To what extent did your educator preparation program prepare you to plan lessons that encourage students to persist when learning is difficult?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

10. To what extent did your educator preparation program prepare you to plan engaging questions that encourage complex or higher-order thinking?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

11. To what extent did your educator preparation program prepare you to plan lessons that use student instructional groups to meet the needs of all students?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

12. To what extent did your educator preparation program prepare you to make sure all instructional resources, materials, and technology are aligned to instructional purposes?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Instruction: Content Knowledge and Expertise

INSTRUCTION

This section asks questions about how well you were prepared by your EPP to implement instruction in the classroom. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

13. To what extent did your educator preparation program prepare you to use content-specific pedagogy to deliver lessons aligned with state standards?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

14. To what extent did your educator preparation program prepare you to explain content accurately to students in multiple ways?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

15. To what extent did your educator preparation program prepare you to demonstrate connections between the learning objectives and other disciplines?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

16. To what extent did your educator preparation program prepare you to provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

17. To what extent did your educator preparation program prepare you to use technology when appropriate to the lesson (to the extent technology was available at the school)?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not at All Prepared

Instruction: Differentiation

INSTRUCTION (Continued)

18. To what extent did your educator preparation program prepare you to differentiate instruction?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

19. To what extent did your educator preparation program prepare you to consistently monitor the quality of student participation and performance?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

20. To what extent did your educator preparation program prepare you to work with a diverse student population?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

21. To what extent did your educator preparation program prepare you to work with a diverse parent and school community population?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Instruction: Monitor and Adjust

INSTRUCTION (Continued)

22. To what extent did your educator preparation program prepare you to collect student progress data during instruction?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

23. To what extent did your educator preparation program prepare you to adjust the lesson in progress based on data gathered during instruction? *[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]*

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

24. To what extent did your educator preparation program prepare you to maintain student engagement by adjusting instruction and activities based on student responses and behavior?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

25. To what extent did your educator preparation program prepare you to give appropriate time for the lesson from introduction to closure?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Learning Environment: Classroom Environment, Routines, and Procedures

LEARNING ENVIRONMENT

This section asks questions about how well you were prepared by your EPP to establish a positive classroom environment that encourages learning. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

26. To what extent did your educator preparation program prepare you to organize a safe classroom?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

27. To what extent did your educator preparation program prepare you to organize a classroom learning environment that is accessible for all students?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

28. To what extent did your educator preparation program prepare you to organize a classroom in which procedures and routines are clear and efficient?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Learning Environment: Managing Student Behavior

LEARNING ENVIRONMENT (Continued)

29. To what extent did your educator preparation program prepare you to establish clear expectations for student behavior in the classroom?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

30. To what extent did your educator preparation program prepare you to maintain clear expectations for student behavior in the classroom?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

31. To what extent did your educator preparation program prepare you to implement campus behavior systems consistently and effectively?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

32. To what extent did your educator preparation program prepare you to provide support to students to meet expected behavior standards?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Professional Practices and Responsibilities: Professional Demeanor and Ethics

PROFESSIONAL PRACTICES & RESPONSIBILITIES

This section asks questions about how well you were prepared by your EPP to meet the professional responsibilities associated with your role as an educator. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

33. To what extent did your educator preparation program prepare you to find and follow district expectations for professional standards? [*expectations: such as district guidelines, operating policies, or campus procedures*]

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

34. To what extent did your educator preparation program prepare you to understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

35. To what extent did your educator preparation program prepare you to advocate for the needs of the students in the classroom?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Professional Practices and Responsibilities: Goal Setting

PROFESSIONAL PRACTICES & RESPONSIBILITIES (Continued)

36. To what extent did your educator preparation program prepare you to reflect on your strengths and professional learning needs?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

37. To what extent did your educator preparation program prepare you to use data from self-assessment, reflection, and supervisor feedback to set professional goals?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

38. To what extent did your educator preparation program prepare you to prioritize goals to improve professional practice and student performance?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

Students with Disabilities

STUDENTS WITH DISABILITIES

This section asks questions about how well you were prepared by your EPP to address the needs of students with disabilities. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

A student with disabilities as defined in TEC 29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:

- (A) physical disability;
- (B) mental retardation;
- (C) emotional disturbance;
- (D) learning disability;
- (E) autism;
- (F) speech disability; or
- (G) traumatic brain injury."

Did you have students with disabilities as determined by the [Texas Education Code Section 29.003](#) in your classroom?

- Yes
- No

STUDENTS WITH DISABILITIES

39. To what extent did your educator preparation program prepare you to differentiate instruction to meet the academic needs of students with disabilities?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

40. To what extent did your educator preparation program prepare you to differentiate instruction to meet the behavioral needs of students with disabilities?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

41. To what extent did your educator preparation program prepare you to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

42. To what extent did your educator preparation program prepare you to make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?
[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

43. To what extent did your educator preparation program prepare you to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? *[staff: individuals in key roles with specialized knowledge to meet the needs of the student]*

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

44. To what extent did your educator preparation program prepare you to understand and adhere to the federal and state laws that govern special education services?

Well Prepared Sufficiently Prepared Not Sufficiently Prepared Not At All Prepared

English Language Learners

ENGLISH LANGUAGE LEARNERS

This section asks questions about how well you were prepared by your EPP to address the needs of students who have limited English language proficiency as determined by the Texas Administrative Code (TAC) 89.1203. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

TAC 89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."

Did you have English language learners (ELLs) as determined by the TAC Section 89.1203 in your classroom?

- Yes
- No

ENGLISH LANGUAGE LEARNERS

45. To what extent did your educator preparation program prepare you to design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

- | | | | |
|-----------------------|-----------------------|----------------------------------|-----------------------|
| Well Prepared | Sufficiently Prepared | Not Sufficiently Prepared | Not At All Prepared |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

46. To what extent did your educator preparation program prepare you to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?

- | | | | |
|-----------------------|-----------------------|----------------------------------|-----------------------|
| Well Prepared | Sufficiently Prepared | Not Sufficiently Prepared | Not At All Prepared |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

47. To what extent did your educator preparation program prepare you to support ELLs in mastering the English Language Proficiency Standards (ELPS)?

- | | | | |
|-----------------------|-----------------------|----------------------------------|-----------------------|
| Well Prepared | Sufficiently Prepared | Not Sufficiently Prepared | Not At All Prepared |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

48. To what extent did your educator preparation program prepare you to understand and adhere to federal and state laws that govern education services for ELLs?

- | | | | |
|-----------------------|-----------------------|----------------------------------|-----------------------|
| Well Prepared | Sufficiently Prepared | Not Sufficiently Prepared | Not At All Prepared |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

Overall Evaluation

OVERALL EVALUATION

This section asks a question about how well you were prepared by your EPP to be an effective new teacher. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.

49. What is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current perspective on your overall readiness.

- Well prepared for the first year of teaching
- Sufficiently prepared for the first year of teaching
- Not sufficiently prepared for the first year of teaching
- Not at all prepared for the first year of teaching

Congratulations! You have reached the end of the survey. Thank you for your participation!

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To review and/or change responses use the "Back" navigator button to return to a previous page.

Questions about this survey should be submitted to: teachersurvey@tea.texas.gov.

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