

Completer Exit Survey – Initial Programs Satisfaction of Completers (4.4)

The Texas Education Agency (TEA) requires every initial certification program completer to complete an exit survey prior to activation of the individual's teaching certification (license). The results of the survey are provided annually to the EPP, along with the statewide responses as a comparison. Overall scores in each area provide evidence that initial program completers for 2018-19 felt they were well prepared or sufficiently prepared across all areas.

The EPP uses or proposes to use two additional measures to assess completer satisfaction: the first-year teacher survey administered by the Texas Education Agency (TEA) and an EPP-developed alumni survey. The plan for the alumni survey is being developed. The first-year teacher survey is presented separately.

EPP Candidate Exit Survey Responses For All Survey Questions

For the Academic Year 2019

University of Texas - Permian Basin (EPP) (068502)(Total Surveys 139), Statewide(Total Surveys 19543)

	EPP	Statewide
Q1. The type of educator preparation program that I am involved in is:	139 responses	19510 responses
ĩ Alternative Certification Program.	29%	58%
ĩ Post-Baccalaureate Program.	30%	4%
ĩ Traditional Undergraduate University Based Program.	41%	38%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	139 responses	19510 responses
ĩ Yes	68%	57%
ĩ No	32%	43%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	139 responses	19510 responses
ĩ rural	27%	19%
ĩ suburban/urban fringe	27%	41%
ĩ urban	45%	38%
ĩ Other (please specify)	1%	2%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	139 responses	19510 responses
ĩ Well prepared	60%	70%
ĩ Sufficiently prepared	38%	28%
ĩ Not sufficiently prepared	2%	2%
ĩ Not at all prepared	0%	0%
Q5. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	139 responses	19510 responses
ĩ Well prepared	65%	76%
ĩ Sufficiently prepared	33%	23%
ĩ Not sufficiently prepared	2%	1%
ĩ Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	139 responses	19510 responses
ĩ Well prepared	67%	81%
ĩ Sufficiently prepared	32%	18%
ĩ Not sufficiently prepared	1%	1%
ĩ Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	139 responses	19510 responses

Well prepared	73%	85%
Sufficiently prepared	26%	15%
Not sufficiently prepared	1%	1%
Not at all prepared	0%	0%

Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?

	139 responses	19510 responses
Well prepared	58%	69%
Sufficiently prepared	37%	28%
Not sufficiently prepared	4%	3%
Not at all prepared	1%	0%

Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?

	139 responses	19510 responses
Well prepared	58%	71%
Sufficiently prepared	40%	27%
Not sufficiently prepared	2%	2%
Not at all prepared	1%	0%

Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

	139 responses	19510 responses
Well prepared	56%	73%
Sufficiently prepared	41%	25%
Not sufficiently prepared	3%	2%
Not at all prepared	0%	0%

Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?

	139 responses	19510 responses
Well prepared	55%	68%
Sufficiently prepared	40%	29%
Not sufficiently prepared	4%	3%
Not at all prepared	0%	0%

Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?

	139 responses	19510 responses
Well prepared	61%	75%
Sufficiently prepared	36%	23%
Not sufficiently prepared	2%	2%
Not at all prepared	1%	0%

Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

	139 responses	19510 responses
Well prepared	60%	75%
Sufficiently prepared	35%	24%
Not sufficiently prepared	4%	1%
Not at all prepared	0%	0%

Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	139 responses	19510 responses
ī Well prepared	61%	74%
ī Sufficiently prepared	36%	24%
ī Not sufficiently prepared	3%	1%
ī Not at all prepared	0%	0%

Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	139 responses	19510 responses
ī Well prepared	62%	77%
ī Sufficiently prepared	35%	22%
ī Not sufficiently prepared	3%	1%
ī Not at all prepared	1%	0%

Q16. To what extent were you prepared to provide quality and timely feedback to students?	139 responses	19510 responses
ī Well prepared	63%	76%
ī Sufficiently prepared	35%	22%
ī Not sufficiently prepared	2%	1%
ī Not at all prepared	0%	0%

Q17. 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.	139 responses	19510 responses
ī Yes	74%	87%
ī No	26%	13%

Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	103 responses	17012 responses
ī Well prepared	44%	58%
ī Sufficiently prepared	49%	37%
ī Not sufficiently prepared	7%	5%
ī Not at all prepared	1%	0%

Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	103 responses	17012 responses
ī Well prepared	48%	59%
ī Sufficiently prepared	44%	35%
ī Not sufficiently prepared	6%	5%
ī Not at all prepared	3%	0%

Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	103 responses	17012 responses
ī Well prepared	50%	61%

ĩ Sufficiently prepared	46%	35%
ĩ Not sufficiently prepared	2%	4%
ĩ Not at all prepared	3%	0%

Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

	103 responses	17012 responses
ĩ Well prepared	47%	67%
ĩ Sufficiently prepared	45%	30%
ĩ Not sufficiently prepared	5%	3%
ĩ Not at all prepared	4%	0%

Q22. 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)?

	103 responses	17012 responses
ĩ Well prepared	48%	62%
ĩ Sufficiently prepared	46%	33%
ĩ Not sufficiently prepared	4%	4%
ĩ Not at all prepared	3%	0%

Q23. 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?

	103 responses	17012 responses
ĩ Well prepared	44%	60%
ĩ Sufficiently prepared	46%	34%
ĩ Not sufficiently prepared	8%	5%
ĩ Not at all prepared	3%	1%

Q24. 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?

	103 responses	17012 responses
ĩ Well prepared	54%	70%
ĩ Sufficiently prepared	37%	27%
ĩ Not sufficiently prepared	8%	3%
ĩ Not at all prepared	1%	0%

Q25. 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) §29.05:

	139 responses	19510 responses
ĩ Yes	67%	77%
ĩ No	33%	23%

Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

	93 responses	14949 responses
ĩ Well prepared	43%	63%

ï Sufficiently prepared	49%	33%
ï Not sufficiently prepared	6%	3%
ï Not at all prepared	1%	0%

Q27. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

	93 responses	14949 responses
ï Well prepared	44%	66%
ï Sufficiently prepared	45%	31%
ï Not sufficiently prepared	11%	3%
ï Not at all prepared	0%	0%

Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

	93 responses	14949 responses
ï Well prepared	51%	68%
ï Sufficiently prepared	44%	30%
ï Not sufficiently prepared	5%	2%
ï Not at all prepared	0%	0%

Q29. To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

	93 responses	14949 responses
ï Well prepared	44%	64%
ï Sufficiently prepared	46%	32%
ï Not sufficiently prepared	10%	3%
ï Not at all prepared	0%	0%

Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

	93 responses	14949 responses
ï Well prepared	49%	66%
ï Sufficiently prepared	41%	31%
ï Not sufficiently prepared	10%	3%
ï Not at all prepared	0%	0%

Q31. 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?

	139 responses	19510 responses
ï Well prepared	65%	73%
ï Sufficiently prepared	31%	25%
ï Not sufficiently prepared	4%	2%
ï Not at all prepared	1%	0%

Q32. 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?

	139 responses	19510 responses
ï Well prepared	58%	69%
ï Sufficiently prepared	37%	27%
ï Not sufficiently prepared	5%	3%

ĩ Not at all prepared	1%	0%
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Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?

	139 responses	19510 responses
ĩ Well prepared	53%	68%
ĩ Sufficiently prepared	41%	29%
ĩ Not sufficiently prepared	5%	3%
ĩ Not at all prepared	1%	0%

Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?

	139 responses	19510 responses
ĩ Well prepared	59%	75%
ĩ Sufficiently prepared	37%	23%
ĩ Not sufficiently prepared	4%	2%
ĩ Not at all prepared	1%	0%

Q35. 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)?

	139 responses	19510 responses
ĩ Well prepared	53%	63%
ĩ Sufficiently prepared	39%	30%
ĩ Not sufficiently prepared	6%	6%
ĩ Not at all prepared	2%	1%

Q36. 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?

	139 responses	19510 responses
ĩ Well prepared	46%	62%
ĩ Sufficiently prepared	45%	32%
ĩ Not sufficiently prepared	7%	5%
ĩ Not at all prepared	1%	1%

Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

	139 responses	19510 responses
ĩ Well prepared	48%	62%
ĩ Sufficiently prepared	44%	32%
ĩ Not sufficiently prepared	6%	6%
ĩ Not at all prepared	1%	1%

Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

	139 responses	19510 responses
ĩ Well prepared	47%	64%
ĩ Sufficiently prepared	48%	31%
ĩ Not sufficiently prepared	3%	4%
ĩ Not at all prepared	1%	1%

Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	139 responses	19510 responses
ī Always/Almost Always.	68%	82%
ī Frequently.	23%	14%
ī Occasionally.	5%	3%
ī Rarely.	4%	1%

Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	139 responses	19510 responses
ī Always/Almost Always.	75%	87%
ī Frequently.	20%	11%
ī Occasionally.	5%	2%
ī Rarely.	0%	0%

Q41. 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?	139 responses	19510 responses
ī Always/Almost Always.	82%	88%
ī Frequently.	14%	9%
ī Occasionally.	2%	2%
ī Rarely.	2%	1%

Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	139 responses	19510 responses
ī Always/Almost Always.	83%	90%
ī Frequently.	14%	8%
ī Occasionally.	2%	1%
ī Rarely.	1%	1%

Q43. 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?	139 responses	19510 responses
ī Always/Almost Always.	74%	85%
ī Frequently.	20%	12%
ī Occasionally.	4%	3%
ī Rarely.	2%	1%

Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	139 responses	19510 responses
ī Always/Almost Always.	73%	86%
ī Frequently.	16%	10%
ī Occasionally.	7%	3%
ī Rarely.	4%	1%

Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	139 responses	19510 responses
ī Always/Almost Always.	68%	81%

ï Frequently.	24%	14%
ï Occasionally.	6%	4%
ï Rarely.	1%	1%

Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

	139 responses	19510 responses
ï Yes	100%	100%
ï No	0%	0%

Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

	139 responses	19510 responses
ï Always/Almost Always.	87%	89%
ï Frequently.	12%	9%
ï Occasionally.	0%	2%
ï Rarely.	1%	0%

Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

	139 responses	19510 responses
ï Always/Almost Always.	77%	85%
ï Frequently.	19%	12%
ï Occasionally.	4%	2%
ï Rarely.	0%	1%

Q49. 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?

	139 responses	19510 responses
ï Always/Almost Always.	82%	89%
ï Frequently.	16%	9%
ï Occasionally.	1%	2%
ï Rarely.	1%	1%

Q50. To what extent did your Field supervisor ask you for ways he/she can support you?

	139 responses	19510 responses
ï Always/Almost Always.	70%	82%
ï Frequently.	21%	13%
ï Occasionally.	7%	3%
ï Rarely.	2%	1%

Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three time

	139 responses	19510 responses
ï Yes	99%	99%
ï No	1%	1%

Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

	139 responses	19510 responses
ï Yes	99%	99%
ï No	1%	1%

Q53. 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.

	139 responses	19510 responses
ï I was well prepared by the program for the first year of teaching.	57%	73%
ï I was sufficiently prepared by the program for the first year of teaching.	41%	25%
ï I was not sufficiently prepared by the program for the first year of teaching.	2%	1%
ï I was not at all prepared by the program for the first year of teaching.	0%	0%