

## **Indicators of Teaching Effectiveness TEA Principal Survey (2020-2021 Academic Year)**

The Texas Education Agency (TEA) requires Texas principals to respond to a survey to measure the performance of first-year teachers who were prepared by a Texas educator preparation program. This includes teachers in their first year of teaching on any certificate—standard, intern or probationary—so the amount of clinical practice prior to beginning teaching may vary substantially. The survey instrument aligns with the teacher standards and teacher evaluation system currently in use across the state of Texas and is one measure used by the TEA to determine the EPPs accreditation status annually.

Survey items address classroom environment, instruction, technological innovation, technology with data, and as appropriate, students with disabilities and/or students who are English Language Learners. The survey is administered between early April and mid-June at the end of the academic year. Within the survey, the principal verifies that the teacher is teaching in the area(s) for which they were prepared by the EPP and that the teacher was employed for at least 5 months in the reporting period.

All principal survey items use the following rating scale except the last question.

**WELL PREPARED (Response = 3):** All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

**SUFFICIENTLY PREPARED (Response = 2):** Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

**NOT SUFFICIENTLY PREPARED (Response = 1):** The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

**NOT AT ALL PREPARED (Response = 0):** The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

**Scale for the last question:**

**10** The teacher is exceptional, in the top 2% of new teachers I've supervised.

**9** The teacher is excellent, in the top 5% of new teachers I've supervised.

**8** The teacher is very good.

**7** The teacher is good.

**6** The teacher is average.

**5** The teacher is below average but will likely improve in time.

**4** The teacher is below average and will need significant professional development to improve.

**3** The teacher is well below average.

**2** The teacher is poor.

**1** The teacher is unacceptable

Texas Administrative Code indicates the performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be 70%. Additionally, each demographic group of new teachers must meet the standards each year for an EPP to remain fully accredited.

**Analysis and Interpretation:**

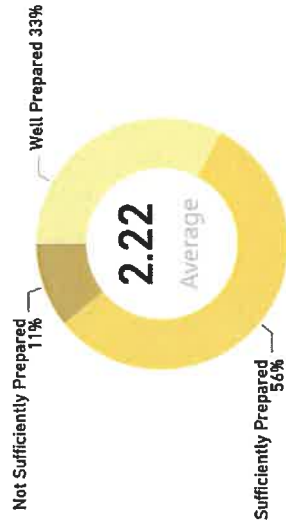
Principals completed a grand total of 174 Principal Evaluations in 2020-21. Overall mean scores and means score disaggregated by race and gender for each element of the evaluation were at or above the required minimum score, indicating alumni were sufficiently prepared by the EPP. Individual programs with a mean score below the sufficiently prepared mark by race or gender included those with less than ten teachers. The EPP will monitor to see if this resurfaces as a pattern in coming years.

# 2022 Report 2020-2021 Academic Year Principal Survey Overview

Educator Preparation Program  
 University of Texas - Permian Basin  
 Program Type: All | Certification Type: All | Certification Grade Level: All | Educator Race/Ethnicity: All | Educator Gender: All

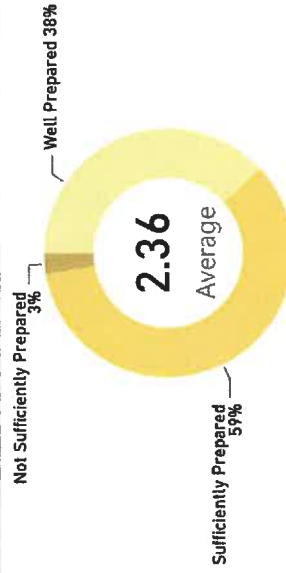
## Planning

How well were candidates prepared to plan instruction for students?



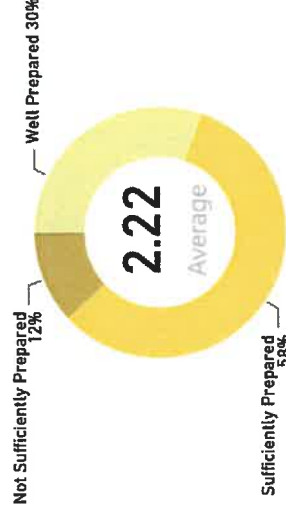
## Professional Practices and Responsibilities

How well were candidates prepared to meet the professional responsibilities associated with their role as an educator?



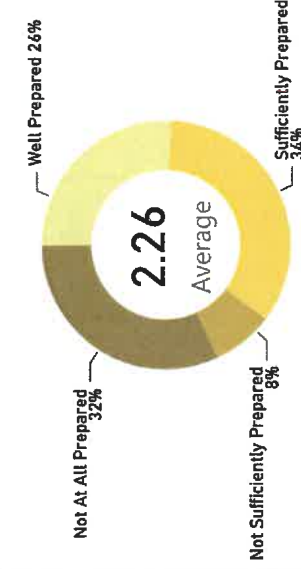
## Instruction

How well were candidates prepared to implement instruction in the classroom?



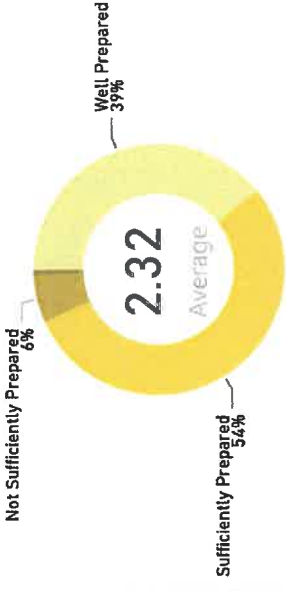
## Students with Disabilities

How well were candidates prepared to address the needs of students with disabilities?



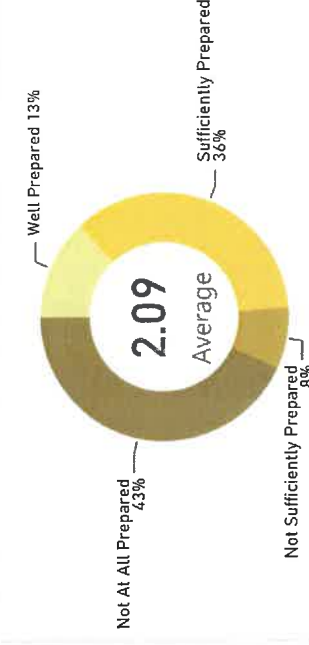
## Learning Environment

How well were candidates prepared to establish a positive learning environment?



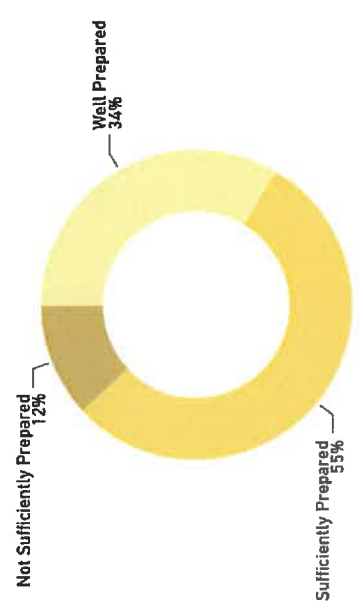
## English Language Learners

How well were candidates prepared to address the needs of students who are identified as an emergent bilingual student?



## 2.22

Average Score of Standards and Alignment

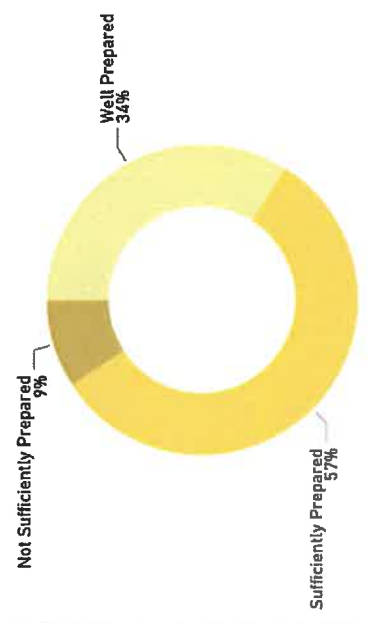


### Standards and Alignment

To what extent did the educator preparation program (EPP) prepare the educator to design lessons that use state content standards, reflect research-based practices, and meet the needs of students?

## 2.25

Average Score of Data and Assessment

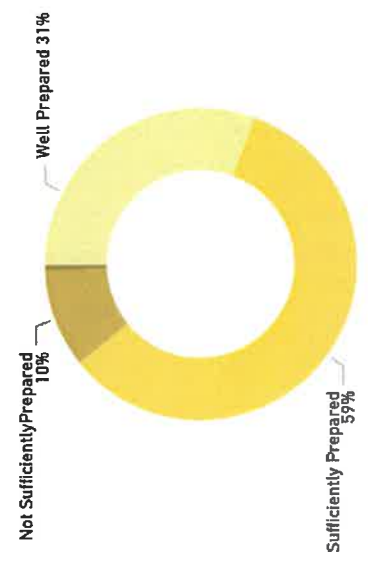


### Data and Assessments

To what extent did the EPP prepare the educator to collect and use a variety of student data to plan instruction and provide appropriate feedback to students and families?

## 2.19

Average Score of Activities



### Activities

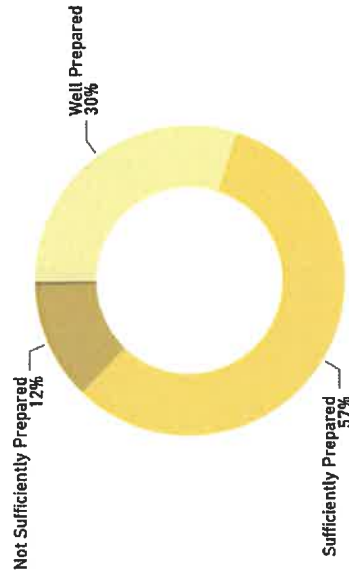
To what extent did the EPP prepare the educator to encourage students to persist when learning is difficult and complex thinking, use student instructional groups, and align resources with instructional purposes?



# Instruction

## 2.17

Average Score of Content Knowledge and Expertise

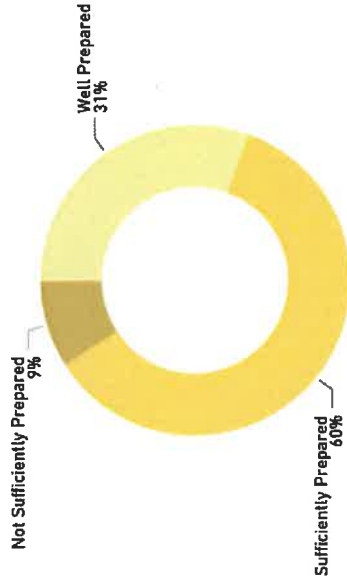


### Content Knowledge and Expertise

To what extent did the educator preparation program (EPP) prepare the educator to use content-specific pedagogy, explain content accurately to students, and connect content across other learning disciplines?

## 2.22

Average Score of Differentiation

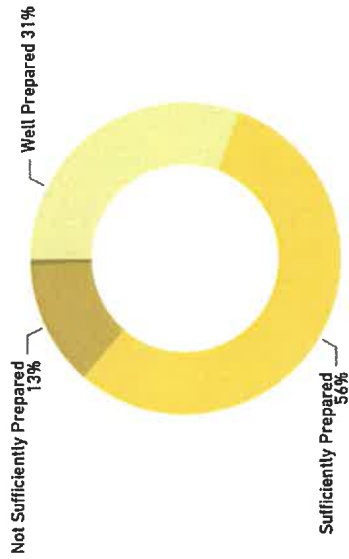


### Differentiation

To what extent did the EPP prepare the educator to differentiate instruction, monitor the quality of student participation, and work with a diverse community stakeholders?

## 2.16

Average Score of Monitor and Adjust



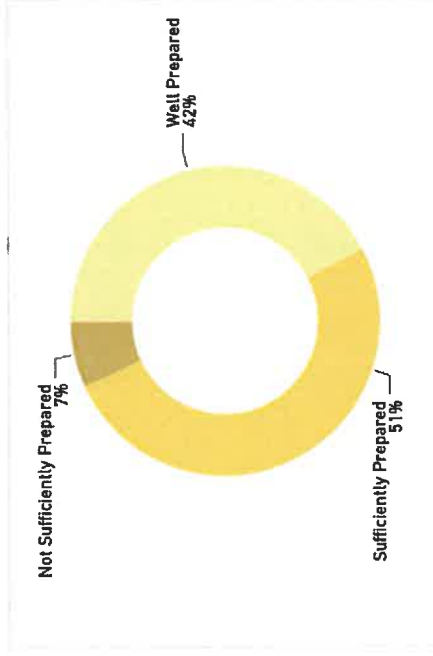
### Monitor and Adjust

To what extent did your EPP prepare the educator to collect and use student progress data, maintain student engagement by adjusting instruction, and pace lessons appropriately?



## 2.36

Average Score of Classroom Environment, Routines and ...

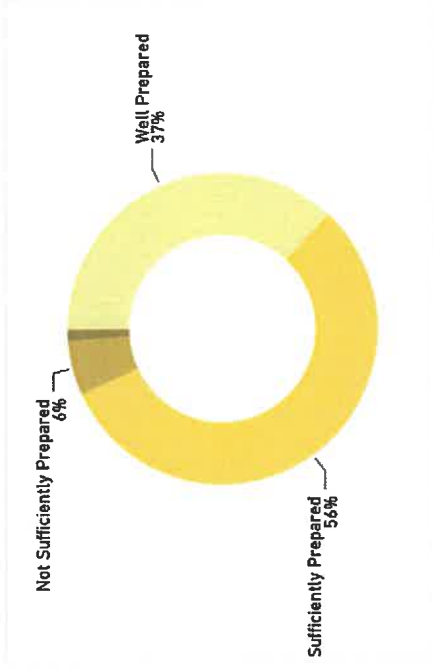


### Classroom Environment, Routines and Procedures

To what extent did the educator preparation program (EPP) prepare the educator to organize a safe classroom through clear and efficient procedures and routines?

## 2.29

Average Score of Managing Student Behavior

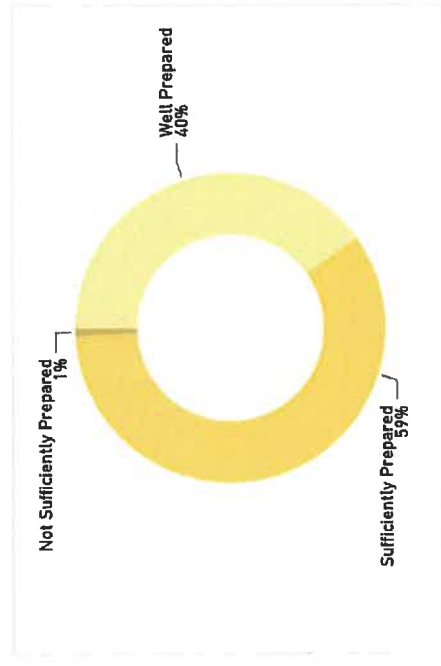


### Managing Student Behavior

To what extent did the EPP prepare the educator to establish and maintain clear expectations for student behavior in the classroom?

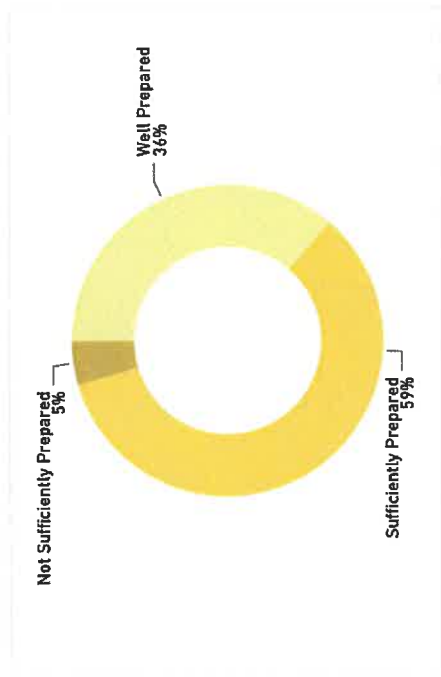
## 2.39

Average Score of Professional Demeanor and Ethics



## 2.32

Average Score of Goal Setting



### Professional Demeanor and Ethics

To what extent did the educator preparation program (EPP) prepare the educator to follow district expectations for professional standards, adhere to the Code of Ethics and Standard Practices for Texas Educators, and advocate for the needs of students?

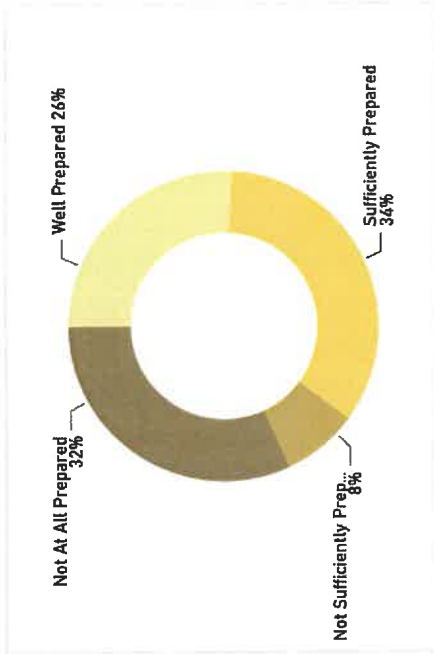
### Goal Setting

To what extent did the EPP prepare the educator to reflect on strengths and professional learning needs, use data to set goals, and prioritize goals to improve professional practice?

## Students with Disabilities

### 2.26

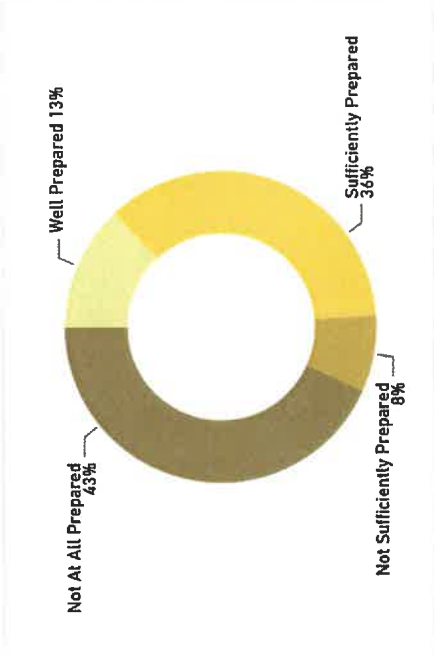
Average Score of Students with Disabilities Category



## English Language Learners

### 2.09

Average Score of English Language Learners Category



Per the guidance in Texas statute, principals identify teachers who work with students with disabilities and emergent bilingual student in order to rate their preparation to work with these students. Questions in these sections are only displayed if the principal specifies that the teacher worked with either or both of these populations. If the survey sections are not displayed, no data are collected. Only surveys with complete data are used to determine whether an individual met the ASEP standard.

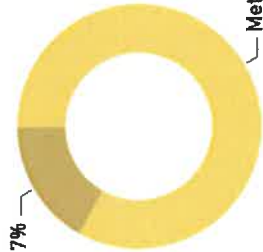
# Principal Survey Comparison Table



- Certification Type: All
- Program Type: All
- Region Type: All
- Educator Gender: All
- Educator Race/Ethnicity: All

## Statewide Values

Did the preparation meet the accountability standard?



University of Texas - Permian Basin

Did the preparation meet the accountability standard?

