

To what extent did the educator preparation program prepare this beginning teacher to:

Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?

	2016-17
Survey Response Choices	n = 426
• Well prepared	77%
• Sufficiently prepared	21%
• Not sufficiently prepared	2%
• Not at all prepared	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?

	2016-17
Survey Response Choices	n = 426
• Well prepared	85%
• Sufficiently prepared	14%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?

	2016-17
Survey Response Choices	n = 426
• Well prepared	91%
• Sufficiently prepared	8%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q7. To what extent were you prepared to build and maintain positive rapport with students?

	2016-17
Survey Response Choices	n = 426
• Well prepared	90%
• Sufficiently prepared	10%
• Not sufficiently prepared	0%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	74%
• Sufficiently prepared	24%
• Not sufficiently prepared	2%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	85%
• Sufficiently prepared	15%
• Not sufficiently prepared	0%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	85%
• Sufficiently prepared	14%
• Not sufficiently prepared	1%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	83%
• Sufficiently prepared	16%
• Not sufficiently prepared	1%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	88%
• Sufficiently prepared	11%
• Not sufficiently prepared	0%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	84%
• Sufficiently prepared	15%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

	2016-17
Survey Response Choices	n = 426
• Well prepared	83%
• Sufficiently prepared	17%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?

	2016-17
Survey Response Choices	n = 426
• Well prepared	88%
• Sufficiently prepared	12%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q16. To what extent were you prepared to provide quality and timely feedback to students?

	2016-17
Survey Response Choices	n = 426
• Well prepared	88%
• Sufficiently prepared	12%
• Not sufficiently prepared	0%
• Not at all prepared	0%

Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

	2016-17
Survey Response Choices	n = 378
• Well prepared	65%
• Sufficiently prepared	33%
• Not sufficiently prepared	2%
• Not at all prepared	0%

Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

	2016-17
Survey Response Choices	n = 378
• Well prepared	63%
• Sufficiently prepared	34%
• Not sufficiently prepared	3%
• Not at all prepared	0%

Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

	2016-17
Survey Response Choices	n = 378
• Well prepared	66%
• Sufficiently prepared	30%
• Not sufficiently prepared	3%
• Not at all prepared	1%

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

	2016-17
Survey Response Choices	n = 378
• Well prepared	68%
• Sufficiently prepared	29%
• Not sufficiently prepared	3%
• Not at all prepared	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)?

	2016-17
Survey Response Choices	n = 378
• Well prepared	66%
• Sufficiently prepared	31%
• Not sufficiently prepared	2%
• Not at all prepared	1%

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?

	2016-17
Survey Response Choices	n = 378
• Well prepared	63%
• Sufficiently prepared	33%
• Not sufficiently prepared	4%
• Not at all prepared	0%

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?

	2016-17
Survey Response Choices	n = 378
• Well prepared	74%
• Sufficiently prepared	23%
• Not sufficiently prepared	2%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 332
• Well prepared	73%
• Sufficiently prepared	24%
• Not sufficiently prepared	2%
• Not at all prepared	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?

	2016-17
Survey Response Choices	n = 332
• Well prepared	73%
• Sufficiently prepared	24%
• Not sufficiently prepared	3%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 332
• Well prepared	73%
• Sufficiently prepared	25%
• Not sufficiently prepared	2%
• Not at all prepared	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)?

	2016-17
Survey Response Choices	n = 332
• Well prepared	76%
• Sufficiently prepared	22%
• Not sufficiently prepared	2%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 332
• Well prepared	75%
• Sufficiently prepared	23%
• Not sufficiently prepared	2%
• Not at all prepared	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

	2016-17
Survey Response Choices	n = 426
• Well prepared	83%
• Sufficiently prepared	17%
• Not sufficiently prepared	0%
• Not at all prepared	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?

	2016-17
Survey Response Choices	n = 426
• Well prepared	80%
• Sufficiently prepared	19%
• Not sufficiently prepared	1%
• Not at all prepared	0%

Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?

	2016-17
Survey Response Choices	n = 426
• Well prepared	77%
• Sufficiently prepared	22%
• Not sufficiently prepared	1%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	87%
• Sufficiently prepared	13%
• Not sufficiently prepared	0%
• Not at all prepared	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)?

	2016-17
Survey Response Choices	n = 426
• Well prepared	66%
• Sufficiently prepared	28%
• Not sufficiently prepared	5%
• Not at all prepared	0%

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?

	2016-17
Survey Response Choices	n = 426
• Well prepared	65%
• Sufficiently prepared	31%
• Not sufficiently prepared	4%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	68%
• Sufficiently prepared	29%
• Not sufficiently prepared	3%
• Not at all prepared	0%

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

	2016-17
Survey Response Choices	n = 426
• Well prepared	71%
• Sufficiently prepared	27%
• Not sufficiently prepared	2%
• Not at all prepared	0%