

TEA Principal Survey of First Year Teachers
Sam Houston State University
2017-18

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

Q4 effectively implement discipline management procedures?

	2017-18
Survey Response Choices	n = 231
• Well prepared	40%
• Sufficiently prepared	46%
• Not sufficiently prepared	12%
• Not at all prepared	2%

Q5 communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?

	2017-18
Survey Response Choices	n = 231
• Well prepared	42%
• Sufficiently prepared	43%
• Not sufficiently prepared	13%
• Not at all prepared	1%

Q6 provide support to achieve a positive, equitable, and engaging learning environment?

	2017-18
Survey Response Choices	n = 231
• Well prepared	53%
• Sufficiently prepared	36%
• Not sufficiently prepared	9%
• Not at all prepared	1%

Q7 build and maintain positive rapport with students?

Survey Response Choices	2017-18
	n = 231
• Well prepared	55%
• Sufficiently prepared	38%
• Not sufficiently prepared	6%
• Not at all prepared	0%

Q8 build and maintain positive rapport and two-way communication with students' families?

Survey Response Choices	2017-18
	n = 231
• Well prepared	48%
• Sufficiently prepared	44%
• Not sufficiently prepared	7%
• Not at all prepared	1%

Q9 implement varied instruction that integrates critical thinking, inquiry, and problem solving?

Survey Response Choices	2017-18
	n = 231
• Well prepared	36%
• Sufficiently prepared	52%
• Not sufficiently prepared	11%
• Not at all prepared	0%

Q10 respond to the needs of students by being flexible in instructional approach and differentiating instruction?

Survey Response Choices	2017-18
	n = 231
• Well prepared	36%
• Sufficiently prepared	52%
• Not sufficiently prepared	11%
• Not at all prepared	0%

Q11 use the results of formative assessment data to guide instruction?

Survey Response Choices	2017-18
	n = 231
• Well prepared	35%
• Sufficiently prepared	57%
• Not sufficiently prepared	8%
• Not at all prepared	1%

Q12 engage and motivate students through learner-centered instruction?

Survey Response Choices	2017-18
	n = 231
• Well prepared	42%
• Sufficiently prepared	48%
• Not sufficiently prepared	10%
• Not at all prepared	1%

Q13 integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

Survey Response Choices	2017-18
	n = 231
• Well prepared	39%
• Sufficiently prepared	51%
• Not sufficiently prepared	10%
• Not at all prepared	0%

Q14 assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

Survey Response Choices	2017-18
	n = 231
• Well prepared	39%
• Sufficiently prepared	52%
• Not sufficiently prepared	8%
• Not at all prepared	1%

Q15 set clear learning goals and align instruction with standards-based content?

Survey Response Choices	2017-18
	n = 231
• Well prepared	40%
• Sufficiently prepared	50%
• Not sufficiently prepared	10%
• Not at all prepared	1%

Q16 provide quality and timely feedback to students?

Survey Response Choices	2017-18
	n = 231
• Well prepared	44%
• Sufficiently prepared	47%
• Not sufficiently prepared	9%
• Not at all prepared	0%

Q18 differentiate instruction to meet the academic needs of students with disabilities?

Survey Response Choices	2017-18
	n = 167
• Well prepared	28%
• Sufficiently prepared	62%
• Not sufficiently prepared	9%
• Not at all prepared	1%

Q19 differentiate instruction to meet the behavioral needs of students with disabilities?

Survey Response Choices	2017-18
	n = 167
• Well prepared	29%
• Sufficiently prepared	56%
• Not sufficiently prepared	13%
• Not at all prepared	2%

Q20 provide appropriate ways for students with disabilities to demonstrate their learning?

	2017-18
Survey Response Choices	n = 167
• Well prepared	33%
• Sufficiently prepared	57%
• Not sufficiently prepared	10%
• Not at all prepared	1%

Q21 understand and adhere to the federal and state laws that govern special education services?

	2017-18
Survey Response Choices	n = 167
• Well prepared	34%
• Sufficiently prepared	58%
• Not sufficiently prepared	7%
• Not at all prepared	1%

Q22 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)?

	2017-18
Survey Response Choices	n = 167
• Well prepared	31%
• Sufficiently prepared	59%
• Not sufficiently prepared	9%
• Not at all prepared	1%

Q23 develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?

	2017-18
Survey Response Choices	n = 167
• Well prepared	29%
• Sufficiently prepared	57%
• Not sufficiently prepared	12%
• Not at all prepared	1%

Q24 collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

	2017-18
Survey Response Choices	n = 167
• Well prepared	38%
• Sufficiently prepared	55%
• Not sufficiently prepared	5%
• Not at all prepared	2%

Q26 provide appropriate ways for LEP-ELL students to demonstrate their learning?

	2017-18
Survey Response Choices	n = 164
• Well prepared	37%
• Sufficiently prepared	56%
• Not sufficiently prepared	7%
• Not at all prepared	0%

Q27 understand and adhere to federal and state laws that govern education services for LEP-ELL students?

	2017-18
Survey Response Choices	n = 164
• Well prepared	40%
• Sufficiently prepared	55%
• Not sufficiently prepared	4%
• Not at all prepared	0%

Q28 comply with district and campus policies and procedures regarding LEP-ELL students?

	2017-18
Survey Response Choices	n = 164
• Well prepared	41%
• Sufficiently prepared	55%
• Not sufficiently prepared	4%
• Not at all prepared	0%

Q29 support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

	2017-18
Survey Response Choices	n = 164
• Well prepared	38%
• Sufficiently prepared	54%
• Not sufficiently prepared	7%
• Not at all prepared	0%

Q30 model and teach the forms and functions of academic English in content areas?

	2017-18
Survey Response Choices	n = 164
• Well prepared	38%
• Sufficiently prepared	55%
• Not sufficiently prepared	7%
• Not at all prepared	0%

Q31 use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?

	2017-18
Survey Response Choices	n = 231
• Well prepared	46%
• Sufficiently prepared	49%
• Not sufficiently prepared	5%
• Not at all prepared	0%

Q32 provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

	2017-18
Survey Response Choices	n = 231
• Well prepared	42%
• Sufficiently prepared	53%
• Not sufficiently prepared	6%
• Not at all prepared	0%

Q33 teach students developmentally appropriate technology skills?

Survey Response Choices	2017-18
	n = 231
• Well prepared	42%
• Sufficiently prepared	53%
• Not sufficiently prepared	4%
• Not at all prepared	0%

Q34 use technology to make learning more active and engaging for students?

Survey Response Choices	2017-18
	n = 231
• Well prepared	44%
• Sufficiently prepared	50%
• Not sufficiently prepared	6%
• Not at all prepared	0%

Q35 use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?

Survey Response Choices	2017-18
	n = 231
• Well prepared	47%
• Sufficiently prepared	47%
• Not sufficiently prepared	6%
• Not at all prepared	0%

Q36 use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

Survey Response Choices	2017-18
	n = 231
• Well prepared	43%
• Sufficiently prepared	50%
• Not sufficiently prepared	6%
• Not at all prepared	0%

Q37 use available technology to document student learning to determine when an intervention is necessary and appropriate?

	2017-18
Survey Response Choices	n = 231
• Well prepared	42%
• Sufficiently prepared	51%
• Not sufficiently prepared	7%
• Not at all prepared	0%

Q38 use available technology to collect and manage formative assessment data to guide instruction?

	2017-18
Survey Response Choices	n = 231
• Well prepared	42%
• Sufficiently prepared	51%
• Not sufficiently prepared	7%
• Not at all prepared	0%

Q38 What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus?

	2017-18
Survey Response Choices	n = 231
• Well prepared	48%
• Sufficiently prepared	42%
• Not sufficiently prepared	8%
• Not at all prepared	1%