

## EPP Candidate Exit Survey Responses for All Survey Questions (before 2020)

**Q1. The type of educator preparation program that I am involved in is:**

- Alternative Certification Program.
- Post-Baccalaureate Program.
- Traditional Undergraduate University Based Program.

**Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?**

- Yes
- No

**Q3. The area in which your current teaching assignment is located is best described as (choose one):**

- rural
- suburban/urban fringe
- urban
- Other (please specify)

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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.**

- Yes
- No

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**Q21. To what extent were you prepared 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

**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)?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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) §29.052.**

- Yes
- No

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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)?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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)?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**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?**

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

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

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

**Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?**

- Always/Almost Always.
- Frequently.

- Occasionally.
- Rarely.

**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?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**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?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

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

- Yes
- No

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

- Always/Almost Always.

- Frequently.
- Occasionally.
- Rarely.

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

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

**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?**

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

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

- Always/Almost Always.
- Frequently.
- Occasionally.
- Rarely.

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

- Yes
- No

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

- Yes
- No

**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.**

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.