

# Educator Preparation Program Candidate Exit Survey

Educators:

In order to fulfill the requirements of Texas Education Code 21.045 and Texas Administration Code (TAC) Chapter 229, the Texas Education Agency is required to collect data through the distribution of a survey to all individuals who have completed an educator preparation program. The purpose of this survey, initiated by the Texas Education Agency, is to evaluate the effectiveness of educator preparation programs, in accordance with the requirements of Senate Bill 174. We are interested in learning about the level of preparation you received from your educator preparation program upon completion. This information will be used to promote the preparation of effective teachers and ultimately, Texas students.

Please provide feedback regarding how well you were prepared by your educator preparation programs to be successful in the classroom.

TO COMPLETE THE SURVEY, YOU WILL HAVE TO IDENTIFY THE NAME OF YOUR EDUCATOR PREPARATION PROGRAM.

Most of the questions are Likert-type, and the survey should only take 15 minutes to complete. Information from the survey will be provided to TEA in aggregate; no individual names will be connected with the information provided to us.

The first page of the survey contains definitions of terms to help you respond as accurately as possible.

If you have any questions about the purpose of this survey, you may email:

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Director, Educator Certification and Standards  
Texas Education Agency  
[edstandards@tea.state.tx.us](mailto:edstandards@tea.state.tx.us)

If you have any problems accessing or submitting this survey, please email:

[edstandards@tea.state.tx.us](mailto:edstandards@tea.state.tx.us)

PLEASE PRINT THIS PAGE FOR FUTURE REFERENCE.

# Educator Preparation Program Candidate Exit Survey

## Definitions

### Section II: Teacher Background

Rural: Less populated geographic areas including small towns, open country, farming or ranch communities, or countryside.

Suburban/urban fringe: A residential district located on the outskirts of a major city/transitional area between an urban area and the countryside.

Urban: A major city or densely populated area.

### Section III: Classroom Environment

Rapport: A close relationship between the teacher and students that is characterized by polite, respectful, warm, and caring interactions that reflect an understanding of students' cultural and developmental differences.

### Section IV: Instruction

Formative assessment data: Assessment that is embedded in the instruction, and designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students. Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

### Section V: Students with Disabilities

Students with disabilities: These students are defined by the Texas Administrative Code §89.1001. A child is considered a student with disabilities if s/he has a physical, cognitive, behavioral, or other related impairment.

Differentiate instruction: Appropriate instruction to ensure each student's success.

Individualized Education Program (IEP): For a child with a disability, a written statement of services that includes the child's present levels of performance, measurable annual goals, accommodations, and progress measures.

Formal assessments: These include standardized tests and may also encompass alternative assessments.

Informal assessments: These pertain to performance-based activities, observations of students, teacher-created assessments, student portfolios, and content learning logs, etc.; they may also include alternative assessments.

### Section VI: Limited English Proficient Students

Limited English proficient (LEP-ELL) students: These students are defined by Texas Education Code (TEC) §29.052. A "student of limited proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

Academic English: Academic language proficiency is used to define academic English. Academic language proficiency is the ability to understand the English terms that make the learning of academic concepts and skills fully accessible. Language proficiency encompasses both social language proficiency and academic language proficiency.

### Section VII: Technology Integration

Real-time content: Synchronous; content that is continuously updated and immediately available to the public.

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Developmentally appropriate: Appropriate for the sensory-motor skills based on the growth and development of the student at a particular time. The age and level of exposure the student has to the available technology is part of that definition.

### Section VIII: Use Technology with Data

Formative assessment data: Assessment that is embedded in the instruction, and designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students. Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

### Section IX: Field Supervision

Field Supervisor: A certified educator, preferably with advanced credentials, who observes and monitors candidates and provides them with constructive feedback to improve their professional performance. A field supervisor represents the educator preparation program and cannot be employed by a Texas school district

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## Definitions Continued

Structural Guidance and Ongoing Support: Is provided by the field supervisor during the field supervision time period. It includes specific, constructive feedback; documentation of feedback; regular conferencing and conversations, especially following classroom observations; field supervisor responsiveness to the teacher candidate's professional needs; and a readily accessible field supervisor.

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## Section II: Teacher Background

The following questions relate to TEACHER BACKGROUND. Please select your answer.

**\*1. The name of my educator preparation program is (choose one from the drop-down list).**

**If you were trained in an in-state educator preparation program but you do not see the program name on the list, please email [edstandards@tea.state.tx.us](mailto:edstandards@tea.state.tx.us).**

**\*2. The type of educator preparation program that I am involved in is:**

- ☐ Alternative Certification Program
- ☐ Post-Baccalaureate Program
- ☐ Traditional Undergraduate University-based Program

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**\*3. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?**

- ☐ Yes
- ☐ No

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**\*4. If you were a candidate in an alternative certification program, were you employed in the certification area in which you were trained by the educator preparation program?**

- ☐ Yes, I was employed in the certification area in which I was trained.
- ☐ No, I was not employed in the certification area in which I was trained.
- ☐ I was not a candidate in an alternative certification program.

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**\*5. The area in which your current teaching assignment is located is best described as (choose one):**

- ☐ rural
- ☐ suburban/urban fringe
- ☐ urban
- ☐ other (please specify)



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## Survey Evaluation Descriptors

When responding to questions 6-40 in this survey, please refer to the following descriptions:

Well prepared-Upon completion of my educator preparation program, I feel I have a thorough understanding and the required knowledge and skills.

Sufficiently prepared-Upon completion of my educator preparation program, I feel I have a general understanding and the required knowledge and skills.

Not sufficiently prepared-Upon completion of my educator preparation program, I feel I have a limited understanding and partial required knowledge and skills.

Not at all prepared-Upon completion of my educator preparation program, I feel I have little to no understanding and minimal required knowledge and skills.

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The following questions relate to your preparation to address the CLASSROOM ENVIRONMENT. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

**\*6. To what extent were you prepared to effectively implement discipline-management procedures?**

- ☐ well prepared
- ☐ sufficiently prepared
- ☐ not sufficiently prepared
- ☐ not at all prepared

**\*7. 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

**\*8. 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

**\*9. 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

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**\*10. 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

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The following questions relate to your preparation to address INSTRUCTION. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

**\*11. 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

**\*12. 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

**\*13. 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

**\*14. 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

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**\*15. 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

**\*16. 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

**\*17. 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

**\*18. 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

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The following questions relate to your preparation to address the needs of STUDENTS WITH DISABILITIES. Think about the preparation you received from your educator preparation program when answering the following questions.

**\*19. 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

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Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

**\*20. 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

**\*21. 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

**\*22. 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

**\*23. 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

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**\*24. 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

**\*25. To what extent were you prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?**

- ☐ well prepared
- ☐ sufficiently prepared
- ☐ not sufficiently prepared
- ☐ not at all prepared

**\*26. 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



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The following questions relate to your preparation to address the needs of English language learners (ELLs) identified as LIMITED ENGLISH PROFICIENT (LEP) as determined by the Texas Education Code (TEC). Think about the preparation you received from your educator preparation program when answering the following questions.

**\*27. Did you have limited English proficient (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

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Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, not at all prepared.

**\*28. 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

**\*29. 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

**\*30. 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

**\*31. 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

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**\*32. 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

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The following questions relate to your preparation to INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

**\*33. 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

**\*34. 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

**\*35. To what extent were you prepared to teach students developmentally appropriate technology skills?**

- ☐ well prepared
- ☐ sufficiently prepared
- ☐ not sufficiently prepared
- ☐ not at all prepared

**\*36. 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

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The following questions relate to your preparation to USE AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following: well prepared, sufficiently prepared, not sufficiently prepared, or not at all prepared.

**\*37. 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 gradebook)?**

- ☐ well prepared
- ☐ sufficiently prepared
- ☐ not sufficiently prepared
- ☐ not at all prepared

**\*38. 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

**\*39. 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

**\*40. 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

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The following questions relate to your FIELD SUPERVISOR. Think about the interactions that you had with your Field Supervisor when answering the following questions. Through your responses, you are providing your perception of the structural guidance and ongoing support provided by your Field Supervisor during the Field Supervision time period. Please select your answers from the following:

Always/Almost Always-All or almost all of the time the action was performed by the Field Supervisor.

Frequently-Most of the time the action was performed by the Field Supervisor.

Occasionally-Some of the time the action was performed by the Field Supervisor.

Rarely-Infrequently or never the action was performed by the Field Supervisor.

**\*41. 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

**\*42. 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

**\*43. 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

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**\*44. 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

**\*45. 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

**\*46. To what extent did your Field Supervisor hold an interactive conference with you after each observation?**

- ☐ Always/Almost Always
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely

**\*47. To what extent did your Field Supervisor help you to solve problems, make specific recommendations for improvement, or act as your advocate?**

- ☐ Always/Almost Always
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely

**\*48. Did you ever communicate with your Field Supervisor by email, text, or telephone call?**

- ☐ Yes
- ☐ No

**\*49. 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



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**\*50. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?**

- ☐ Always/Almost Always
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely

**\*51. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, video-conferencing, or face-to-face interaction?**

- ☐ Always/Almost Always
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely

**\*52. To what extent did your Field Supervisor ask you for ways he/she can support you?**

- ☐ Always/Almost Always
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely

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Please select Yes or No in answering the following questions about the QUANTITY of field supervision received by the beginning teacher.

**\*53. The Field Supervisor FORMALLY observed me teaching a minimum of three times.**

☐ Yes

☐ No

**\*54. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least 3 of my FORMAL observations.**

☐ Yes

☐ No

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The following question relates to your OVERALL EVALUATION of the educator preparation program. Please select your answer.

**\*55. 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.

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Thank you for your cooperation. You have now completed the survey. Please print this page for verification purposes.