

UHCL's Educator Preparation Program (EPP) Teacher Education Completer Exit Survey Responses Academic Years 2012 – 2018

EPP Teacher Education Completer Exit Survey Responses For the Academic Year 2017-2018 University of Houston-Clear Lake (101509) (Total Surveys 158), Statewide (Total Surveys 19713)

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	158 responses	19712 responses
• Alternative Certification Program.	3%	57%
• Post-Baccalaureate Program.	4%	4%
• Traditional Undergraduate University Based Program.	93%	38%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	158 responses	19712 responses
• Yes	6%	57%
• No	94%	43%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	158 responses	19712 responses
• rural	9%	19%
• suburban/urban fringe	70%	40%
• urban	20%	38%
• Other (please specify)	1%	2%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	158 responses	19712 responses
• Well prepared	83%	69%
• Sufficiently prepared	16%	29%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	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?	158 responses	19712 responses
• Well prepared	88%	75%
• Sufficiently prepared	11%	24%
• Not sufficiently prepared	0%	1%
• Not at all prepared	1%	0%

Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	158 responses	19712 responses
• Well prepared	92%	80%
• Sufficiently prepared	8%	19%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	158 responses	19712 responses
• Well prepared	93%	84%
• Sufficiently prepared	7%	15%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	158 responses	19712 responses
• Well prepared	76%	69%
• Sufficiently prepared	23%	29%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	158 responses	19712 responses
• Well prepared	78%	71%
• Sufficiently prepared	20%	28%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	158 responses	19712 responses
• Well prepared	82%	72%
• Sufficiently prepared	16%	26%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	158 responses	19712 responses
• Well prepared	73%	66%
• Sufficiently prepared	26%	31%
• Not sufficiently prepared	0%	3%
• Not at all prepared	1%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	158 responses	19712 responses

• Well prepared	90%	74%
• Sufficiently prepared	9%	24%
• Not sufficiently prepared	0%	2%
• Not at all prepared	1%	0%
Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	158 responses	19712 responses
• Well prepared	91%	74%
• Sufficiently prepared	8%	25%
• Not sufficiently prepared	0%	1%
• Not at all prepared	1%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	158 responses	19712 responses
• Well prepared	90%	73%
• Sufficiently prepared	10%	25%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	158 responses	19712 responses
• Well prepared	91%	76%
• Sufficiently prepared	9%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	1%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	158 responses	19712 responses
• Well prepared	85%	75%
• Sufficiently prepared	14%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	1%	0%
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.	158 responses	19712 responses
• Yes	85%	86%
• No	15%	14%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	135 responses	16980 responses
• Well prepared	63%	57%
• Sufficiently prepared	36%	38%
• Not sufficiently prepared	1%	5%

• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	135 responses	16980 responses
• Well prepared	64%	58%
• Sufficiently prepared	33%	36%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	135 responses	16980 responses
• Well prepared	67%	59%
• Sufficiently prepared	32%	36%
• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	135 responses	16980 responses
• Well prepared	71%	65%
• Sufficiently prepared	27%	31%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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)?	135 responses	16980 responses
• Well prepared	64%	61%
• Sufficiently prepared	33%	34%
• Not sufficiently prepared	3%	4%
• Not at all prepared	0%	0%
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?	135 responses	16980 responses
• Well prepared	61%	58%
• Sufficiently prepared	34%	35%
• Not sufficiently prepared	5%	6%
• Not at all prepared	0%	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?	135 responses	16980 responses
• Well prepared	75%	69%
• Sufficiently prepared	24%	28%

• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
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.	158 responses	19712 responses
• Yes	69%	76%
• No	31%	24%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	109 responses	14969 responses
• Well prepared	73%	62%
• Sufficiently prepared	24%	34%
• Not sufficiently prepared	3%	4%
• Not at all prepared	0%	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?	109 responses	14969 responses
• Well prepared	77%	64%
• Sufficiently prepared	19%	32%
• Not sufficiently prepared	4%	3%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	109 responses	14969 responses
• Well prepared	76%	66%
• Sufficiently prepared	21%	31%
• Not sufficiently prepared	3%	3%
• Not at all prepared	0%	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)?	109 responses	14969 responses
• Well prepared	80%	63%
• Sufficiently prepared	19%	33%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	109 responses	14969 responses
• Well prepared	79%	65%
• Sufficiently prepared	17%	32%
• Not sufficiently prepared	5%	3%

• Not at all prepared	0%	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 learning?	158 responses	19712 responses
• Well prepared	79%	72%
• Sufficiently prepared	19%	25%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	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?	158 responses	19712 responses
• Well prepared	73%	69%
• Sufficiently prepared	25%	28%
• Not sufficiently prepared	1%	3%
• Not at all prepared	1%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	158 responses	19712 responses
• Well prepared	73%	67%
• Sufficiently prepared	23%	29%
• Not sufficiently prepared	3%	3%
• Not at all prepared	1%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	158 responses	19712 responses
• Well prepared	80%	74%
• Sufficiently prepared	18%	24%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	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)?	158 responses	19713 responses
• Well prepared	68%	63%
• Sufficiently prepared	24%	31%
• Not sufficiently prepared	7%	5%
• Not at all prepared	1%	1%
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?	158 responses	19713 responses
• Well prepared	66%	61%
• Sufficiently prepared	25%	32%
• Not sufficiently prepared	8%	6%

• Not at all prepared	1%	1%
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	158 responses	19713 responses
• Well prepared	69%	61%
• Sufficiently prepared	22%	32%
• Not sufficiently prepared	9%	6%
• Not at all prepared	1%	1%
Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	158 responses	19713 responses
• Well prepared	66%	63%
• Sufficiently prepared	27%	32%
• Not sufficiently prepared	5%	5%
• Not at all prepared	1%	0%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	158 responses	19713 responses
• Always/Almost Always.	91%	80%
• Frequently.	6%	15%
• Occasionally.	3%	4%
• Rarely.	1%	1%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	158 responses	19713 responses
• Always/Almost Always.	95%	85%
• Frequently.	3%	12%
• Occasionally.	1%	3%
• Rarely.	1%	0%
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?	158 responses	19713 responses
• Always/Almost Always.	97%	87%
• Frequently.	2%	10%
• Occasionally.	1%	3%
• Rarely.	1%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	158 responses	19713 responses
• Always/Almost Always.	96%	89%
• Frequently.	3%	9%
• Occasionally.	0%	2%
• Rarely.	1%	1%

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?	158 responses	19713 responses
• Always/Almost Always.	93%	84%
• Frequently.	4%	12%
• Occasionally.	1%	3%
• Rarely.	1%	1%
Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	158 responses	19713 responses
• Always/Almost Always.	95%	85%
• Frequently.	4%	11%
• Occasionally.	0%	3%
• Rarely.	1%	1%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	158 responses	19713 responses
• Always/Almost Always.	89%	80%
• Frequently.	8%	14%
• Occasionally.	3%	4%
• Rarely.	1%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	158 responses	19713 responses
• Yes	99%	99%
• No	1%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?	158 responses	19713 responses
• Always/Almost Always.	93%	88%
• Frequently.	4%	10%
• Occasionally.	2%	2%
• Rarely.	1%	0%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	158 responses	19713 responses
• Always/Almost Always.	96%	84%
• Frequently.	3%	13%
• Occasionally.	1%	3%
• Rarely.	1%	1%
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?	158 responses	19713 responses

• Always/Almost Always.	96%	88%
• Frequently.	2%	10%
• Occasionally.	1%	2%
• Rarely.	1%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	158 responses	19713 responses
• Always/Almost Always.	85%	81%
• Frequently.	8%	13%
• Occasionally.	3%	4%
• Rarely.	4%	1%
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	158 responses	19713 responses
• Yes	99%	100%
• No	1%	0%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	158 responses	19713 responses
• Yes	99%	100%
• No	1%	0%
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.	158 responses	19713 responses
• I was well prepared by the program for the first year of teaching.	83%	73%
• I was sufficiently prepared by the program for the first year of teaching.	16%	26%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	1%	0%

**EPP Teacher Education Completer Exit Survey Responses
For the Academic Year 2016-2017
University of Houston-Clear Lake (EPP) (101509) (Total Surveys 161)
Statewide (Total Surveys 22252)**

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	161 responses	22,252 responses
• Alternative Certification Program.	1%	60%
• Post-Baccalaureate Program.	8%	4%
• Traditional Undergraduate University Based Program.	91%	35%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	161 responses	22,252 responses
• Yes	7%	59%
• No	93%	41%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	161 responses	22,252 responses
• rural	7%	19%
• suburban/urban fringe	71%	39%
• urban	20%	39%
• Other (please specify)	2%	3%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	161 responses	22,252 responses
• Well prepared	82%	68%
• Sufficiently prepared	17%	29%
• Not sufficiently prepared	0%	2%
• Not at all prepared	1%	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?	161 responses	22,252 responses
• Well prepared	89%	74%
• Sufficiently prepared	10%	25%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	161 responses	22252 responses
• Well prepared	93%	79%
• Sufficiently prepared	7%	20%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%

Q7. To what extent were you prepared to build and maintain positive rapport with students?	161 responses	22252 responses
• Well prepared	92%	83%
• Sufficiently prepared	8%	16%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	161 responses	22252 responses
• Well prepared	76%	68%
• Sufficiently prepared	20%	29%
• Not sufficiently prepared	4%	3%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	161 responses	22252 responses
• Well prepared	83%	69%
• Sufficiently prepared	16%	29%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	161 responses	22252 responses
• Well prepared	85%	71%
• Sufficiently prepared	14%	27%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	161 responses	22252 responses
• Well prepared	81%	65%
• Sufficiently prepared	16%	32%
• Not sufficiently prepared	2%	3%
• Not at all prepared	1%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	161 responses	22252 responses
• Well prepared	90%	74%
• Sufficiently prepared	9%	25%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	0%

Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	161 responses	22252 responses
• Well prepared	88%	73%
• Sufficiently prepared	12%	26%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	161 responses	22252 responses
• Well prepared	90%	73%
• Sufficiently prepared	9%	26%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	161 responses	22252 responses
• Well prepared	91%	74%
• Sufficiently prepared	9%	24%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	161 responses	22252 responses
• Well prepared	86%	74%
• Sufficiently prepared	14%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
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.	161 responses	22252 responses
• Yes	84%	84%
• No	16%	16%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	135 responses	18796 responses
• Well prepared	61%	56%
• Sufficiently prepared	38%	39%
• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	135 responses	18796 responses
• Well prepared	61%	56%
• Sufficiently prepared	38%	38%

• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	0%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	135 responses	18796 responses
• Well prepared	67%	58%
• Sufficiently prepared	33%	37%
• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	135 responses	18796 responses
• Well prepared	73%	64%
• Sufficiently prepared	27%	32%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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)?	135 responses	18796 responses
• Well prepared	64%	60%
• Sufficiently prepared	33%	35%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	0%
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?	135 responses	18796 responses
• Well prepared	65%	57%
• Sufficiently prepared	30%	36%
• Not sufficiently prepared	5%	6%
• Not at all prepared	0%	1%
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?	135 responses	18796 responses
• Well prepared	81%	68%
• Sufficiently prepared	17%	29%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
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.	161 responses	22252 responses

• Yes	72%	74%
• No	28%	26%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	116 responses	16513 responses
• Well prepared	80%	60%
• Sufficiently prepared	17%	35%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	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?	116 responses	16513 responses
• Well prepared	75%	63%
• Sufficiently prepared	24%	33%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	116 responses	16513 responses
• Well prepared	78%	65%
• Sufficiently prepared	21%	32%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	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)?	116 responses	16513 responses
• Well prepared	81%	61%
• Sufficiently prepared	17%	34%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	0%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	116 responses	16513 responses
• Well prepared	80%	63%
• Sufficiently prepared	19%	33%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	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 learning?	161 responses	22252 responses
• Well prepared	86%	71%
• Sufficiently prepared	12%	27%
• Not sufficiently prepared	1%	3%
• Not at all prepared	1%	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?	161 responses	22252 responses
• Well prepared	81%	67%
• Sufficiently prepared	15%	29%
• Not sufficiently prepared	4%	4%
• Not at all prepared	1%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	161 responses	22252 responses
• Well prepared	80%	66%
• Sufficiently prepared	17%	31%
• Not sufficiently prepared	2%	3%
• Not at all prepared	1%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	161 responses	22252 responses
• Well prepared	88%	72%
• Sufficiently prepared	11%	25%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	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)?	161 responses	22252 responses
• Well prepared	71%	61%
• Sufficiently prepared	24%	33%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	1%
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?	161 responses	22252 responses
• Well prepared	72%	60%
• Sufficiently prepared	23%	34%
• Not sufficiently prepared	4%	6%
• Not at all prepared	1%	1%
Q37. To what extent were you prepared to use available technology to document		
student learning to determine when an intervention is necessary and appropriate?	161 responses	22252 responses
• Well prepared	70%	59%
• Sufficiently prepared	25%	34%
• Not sufficiently prepared	6%	6%
• Not at all prepared	0%	1%

Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	161 responses	22252 responses
• Well prepared	70%	61%
• Sufficiently prepared	27%	34%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	161 responses	22252 responses
• Always/Almost Always.	90%	75%
• Frequently.	9%	18%
• Occasionally.	1%	5%
• Rarely.	0%	2%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	161 responses	22252 responses
• Always/Almost Always.	93%	82%
• Frequently.	6%	15%
• Occasionally.	1%	3%
• Rarely.	0%	0%
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?	161 responses	22252 responses
• Always/Almost Always.	94%	85%
• Frequently.	5%	12%
• Occasionally.	1%	3%
• Rarely.	0%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	161 responses	22252 responses
• Always/Almost Always.	95%	87%
• Frequently.	5%	10%
• Occasionally.	0%	2%
• Rarely.	0%	1%
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?	161 responses	22252 responses
• Always/Almost Always.	93%	81%
• Frequently.	6%	14%
• Occasionally.	1%	4%
• Rarely.	0%	1%

Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	161 responses	22252 responses
• Always/Almost Always.	94%	82%
• Frequently.	4%	13%
• Occasionally.	1%	4%
• Rarely.	0%	2%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	161 responses	22252 responses
• Always/Almost Always.	89%	77%
• Frequently.	8%	17%
• Occasionally.	2%	5%
• Rarely.	1%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	161 responses	22252 responses
• Yes	100%	99%
• No	0%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?	161 responses	22252 responses
• Always/Almost Always.	95%	86%
• Frequently.	5%	11%
• Occasionally.	0%	2%
• Rarely.	0%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	161 responses	22252 responses
• Always/Almost Always.	94%	81%
• Frequently.	5%	15%
• Occasionally.	1%	3%
• Rarely.	0%	1%
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?	161 responses	22252 responses
• Always/Almost Always.	96%	85%
• Frequently.	4%	12%
• Occasionally.	0%	3%
• Rarely.	0%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	161 responses	22252 responses
• Always/Almost Always.	89%	78%
• Frequently.	9%	16%
• Occasionally.	2%	4%

• Rarely.	1%	2%
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	161 responses	22252 responses
• Yes	100%	99%
• No	0%	1%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	161 responses	22252 responses
• Yes	100%	99%
• No	0%	1%
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.	161 responses	22252 responses
• I was well prepared by the program for the first year of teaching.	89%	72%
• I was sufficiently prepared by the program for the first year of teaching.	11%	26%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%

EPP Teacher Education Completer Exit Survey Responses
For the Academic Year 2015-2016
University of Houston-Clear Lake (EPP) (101509) (Total Surveys 196)
Statewide (Total Surveys 21633)

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	196 responses	21633 responses
• Alternative Certification Program.	2%	57%
• Post-Baccalaureate Program.	8%	5%
• Traditional Undergraduate University Based Program.	91%	38%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	196 responses	21633 responses
• Yes	11%	56%
• No	89%	44%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	196 responses	21633 responses
• rural	11%	19%
• suburban/urban fringe	78%	40%
• urban	11%	38%
• Other (please specify)	1%	3%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	196 responses	21633 responses
• Well prepared	84%	70%
• Sufficiently prepared	15%	28%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	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?	196 responses	21633 responses
• Well prepared	86%	75%
• Sufficiently prepared	13%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	196 responses	21633 responses
• Well prepared	90%	80%
• Sufficiently prepared	9%	19%
• Not sufficiently prepared	1%	1%

• Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	196 responses	21633 responses
• Well prepared	93%	84%
• Sufficiently prepared	6%	15%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	196 responses	21633 responses
• Well prepared	77%	69%
• Sufficiently prepared	20%	28%
• Not sufficiently prepared	4%	2%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	196 responses	21633 responses
• Well prepared	83%	71%
• Sufficiently prepared	16%	28%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	196 responses	21633 responses
• Well prepared	88%	73%
• Sufficiently prepared	10%	25%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	196 responses	21633 responses
• Well prepared	72%	65%
• Sufficiently prepared	26%	32%
• Not sufficiently prepared	3%	3%
• Not at all prepared	0%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	196 responses	21633 responses
• Well prepared	86%	76%
• Sufficiently prepared	14%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	196 responses	21633 responses

• Well prepared	87%	74%
• Sufficiently prepared	12%	25%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?		
	196 responses	21633 responses
• Well prepared	87%	74%
• Sufficiently prepared	12%	25%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?		
	196 responses	21633 responses
• Well prepared	90%	76%
• Sufficiently prepared	10%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?		
	196 responses	21633 responses
• Well prepared	84%	76%
• Sufficiently prepared	16%	23%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
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.		
	196 responses	21633 responses
• Yes	83%	83%
• No	17%	17%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?		
	162 responses	17981 responses
• Well prepared	64%	56%
• Sufficiently prepared	33%	38%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?		
	162 responses	17981 responses
• Well prepared	65%	57%
• Sufficiently prepared	31%	38%

• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	0%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	162 responses	17981 responses
• Well prepared	69%	59%
• Sufficiently prepared	28%	37%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	162 responses	17981 responses
• Well prepared	78%	64%
• Sufficiently prepared	20%	32%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	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)?	162 responses	17981 responses
• Well prepared	70%	60%
• Sufficiently prepared	26%	35%
• Not sufficiently prepared	4%	4%
• Not at all prepared	0%	0%
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?	162 responses	17981 responses
• Well prepared	66%	58%
• Sufficiently prepared	30%	36%
• Not sufficiently prepared	4%	6%
• Not at all prepared	0%	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?	162 responses	17981 responses
• Well prepared	76%	69%
• Sufficiently prepared	23%	28%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
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.	196 responses	21633 responses

• Yes	75%	73%
• No	25%	27%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	147 responses	15791 responses
• Well prepared	80%	61%
• Sufficiently prepared	19%	35%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	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?	147 responses	15791 responses
• Well prepared	84%	62%
• Sufficiently prepared	15%	34%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	147 responses	15791 responses
• Well prepared	82%	65%
• Sufficiently prepared	18%	32%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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)?	147 responses	15791 responses
• Well prepared	86%	61%
• Sufficiently prepared	14%	34%
• Not sufficiently prepared	0%	4%
• Not at all prepared	0%	0%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	147 responses	15791 responses
• Well prepared	83%	64%
• Sufficiently prepared	17%	32%
• Not sufficiently prepared	0%	3%
• Not at all prepared	0%	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 learning?	196 responses	21633 responses
• Well prepared	81%	71%
• Sufficiently prepared	16%	26%
• Not sufficiently prepared	3%	3%
• Not at all prepared	0%	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?	196 responses	21633 responses
• Well prepared	76%	67%
• Sufficiently prepared	20%	29%
• Not sufficiently prepared	4%	4%
• Not at all prepared	0%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	196 responses	21633 responses
• Well prepared	78%	66%
• Sufficiently prepared	19%	31%
• Not sufficiently prepared	3%	3%
• Not at all prepared	0%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	196 responses	21633 responses
• Well prepared	83%	73%
• Sufficiently prepared	13%	25%
• Not sufficiently prepared	4%	2%
• Not at all prepared	0%	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)?	196 responses	21633 responses
• Well prepared	66%	62%
• Sufficiently prepared	26%	32%
• Not sufficiently prepared	7%	5%
• Not at all prepared	1%	1%
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?	196 responses	21633 responses
• Well prepared	65%	60%
• Sufficiently prepared	28%	34%
• Not sufficiently prepared	6%	6%
• Not at all prepared	2%	1%
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	196 responses	21633 responses
• Well prepared	62%	59%
• Sufficiently prepared	27%	34%
• Not sufficiently prepared	9%	6%
• Not at all prepared	2%	1%

Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	196 responses	21633 responses
• Well prepared	64%	61%
• Sufficiently prepared	30%	33%
• Not sufficiently prepared	5%	5%
• Not at all prepared	2%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	196 responses	21633 responses
• Always/Almost Always.	86%	74%
• Frequently.	7%	18%
• Occasionally.	6%	6%
• Rarely.	2%	2%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	196 responses	21633 responses
• Always/Almost Always.	91%	81%
• Frequently.	6%	15%
• Occasionally.	3%	3%
• Rarely.	0%	1%
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?	196 responses	21633 responses
• Always/Almost Always.	92%	84%
• Frequently.	6%	12%
• Occasionally.	2%	3%
• Rarely.	1%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	196 responses	21633 responses
• Always/Almost Always.	94%	86%
• Frequently.	3%	11%
• Occasionally.	3%	2%
• Rarely.	1%	1%
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?	196 responses	21633 responses
• Always/Almost Always.	89%	80%
• Frequently.	8%	15%
• Occasionally.	2%	4%
• Rarely.	1%	1%
Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	196 responses	21633 responses
• Always/Almost Always.	90%	79%

• Frequently.	5%	14%
• Occasionally.	5%	5%
• Rarely.	0%	2%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	196 responses	21633 responses
• Always/Almost Always.	89%	76%
• Frequently.	7%	17%
• Occasionally.	3%	6%
• Rarely.	2%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	196 responses	21633 responses
• Yes	99%	99%
• No	1%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?	196 responses	21633 responses
• Always/Almost Always.	88%	85%
• Frequently.	8%	12%
• Occasionally.	2%	2%
• Rarely.	2%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	196 responses	21633 responses
• Always/Almost Always.	91%	80%
• Frequently.	6%	16%
• Occasionally.	3%	4%
• Rarely.	0%	1%
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?	196 responses	21633 responses
• Always/Almost Always.	93%	84%
• Frequently.	4%	12%
• Occasionally.	3%	3%
• Rarely.	1%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	196 responses	21633 responses
• Always/Almost Always.	85%	77%
• Frequently.	11%	16%
• Occasionally.	3%	5%
• Rarely.	2%	2%

Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	196 responses	21633 responses
• Yes	99%	99%
• No	1%	1%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	196 responses	21633 responses
• Yes	100%	99%
• No	0%	1%
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.	196 responses	21633 responses
• I was well prepared by the program for the first year of teaching.	85%	74%
• I was sufficiently prepared by the program for the first year of teaching.	15%	25%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%

**EPP Teacher Education Completer Exit Survey Responses
For the Academic Year 2014-2015
University of Houston-Clear Lake (101509) (Total Surveys 235)
Statewide (Total Surveys 21970)**

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	235 responses	21970 responses
• Alternative Certification Program.	1%	55%
• Post-Baccalaureate Program.	6%	5%
• Traditional Undergraduate University Based Program.	92%	40%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	235 responses	21970 responses
• Yes	7%	54%
• No	93%	46%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	235 responses	21970 responses
• rural	10%	19%
• suburban/urban fringe	71%	38%
• urban	18%	39%
• Other (please specify)	1%	3%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	235 responses	21970 responses
• Well prepared	85%	69%
• Sufficiently prepared	12%	28%
• Not sufficiently prepared	3%	2%
• Not at all prepared	0%	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?	235 responses	21970 responses
• Well prepared	89%	75%
• Sufficiently prepared	10%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	235 responses	21970 responses
• Well prepared	94%	80%
• Sufficiently prepared	6%	19%

• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	235 responses	21970 responses
• Well prepared	96%	84%
• Sufficiently prepared	4%	16%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	235 responses	21970 responses
• Well prepared	77%	68%
• Sufficiently prepared	22%	29%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	235 responses	21970 responses
• Well prepared	89%	71%
• Sufficiently prepared	11%	28%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	235 responses	21970 responses
• Well prepared	89%	73%
• Sufficiently prepared	10%	25%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	235 responses	21970 responses
• Well prepared	79%	65%
• Sufficiently prepared	19%	33%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	235 responses	21970 responses
• Well prepared	91%	75%
• Sufficiently prepared	8%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%

Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	235 responses	21970 responses
• Well prepared	92%	74%
• Sufficiently prepared	8%	25%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	235 responses	21970 responses
• Well prepared	89%	74%
• Sufficiently prepared	11%	25%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	235 responses	21970 responses
• Well prepared	93%	75%
• Sufficiently prepared	7%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	235 responses	21970 responses
• Well prepared	85%	75%
• Sufficiently prepared	14%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
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.	235 responses	21970 responses
• Yes	84%	82%
• No	16%	18%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	197 responses	18124 responses
• Well prepared	66%	56%
• Sufficiently prepared	31%	39%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	197 responses	18124 responses
• Well prepared	66%	57%

• Sufficiently prepared	29%	38%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	0%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	197 responses	18124 responses
• Well prepared	72%	58%
• Sufficiently prepared	26%	36%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	197 responses	18124 responses
• Well prepared	76%	63%
• Sufficiently prepared	22%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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)?	197 responses	18124 responses
• Well prepared	68%	60%
• Sufficiently prepared	28%	35%
• Not sufficiently prepared	4%	5%
• Not at all prepared	1%	0%
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?	197 responses	18124 responses
• Well prepared	70%	57%
• Sufficiently prepared	23%	37%
• Not sufficiently prepared	7%	6%
• Not at all prepared	0%	1%
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?	197 responses	18124 responses
• Well prepared	80%	68%
• Sufficiently prepared	18%	28%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	0%

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.	235 responses	21970 responses
• Yes	74%	72%
• No	26%	28%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	175 responses	15771 responses
• Well prepared	80%	60%
• Sufficiently prepared	19%	35%
• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	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?	175 responses	15771 responses
• Well prepared	81%	62%
• Sufficiently prepared	19%	34%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	175 responses	15771 responses
• Well prepared	85%	64%
• Sufficiently prepared	14%	32%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	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)?	175 responses	15771 responses
• Well prepared	82%	61%
• Sufficiently prepared	15%	34%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	175 responses	15771 responses
• Well prepared	80%	63%
• Sufficiently prepared	18%	32%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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 learning?	235 responses	21970 responses

• Well prepared	86%	70%
• Sufficiently prepared	13%	26%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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?	235 responses	21970 responses
• Well prepared	79%	66%
• Sufficiently prepared	18%	30%
• Not sufficiently prepared	3%	4%
• Not at all prepared	0%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	235 responses	21970 responses
• Well prepared	84%	65%
• Sufficiently prepared	14%	31%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	235 responses	21970 responses
• Well prepared	88%	72%
• Sufficiently prepared	12%	25%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	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)?	235 responses	21970 responses
• Well prepared	70%	61%
• Sufficiently prepared	24%	33%
• Not sufficiently prepared	6%	6%
• Not at all prepared	0%	1%
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?	235 responses	21970 responses
• Well prepared	72%	59%
• Sufficiently prepared	23%	35%
• Not sufficiently prepared	5%	6%
• Not at all prepared	0%	1%
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	235 responses	21970 responses
• Well prepared	72%	58%
• Sufficiently prepared	22%	35%

• Not sufficiently prepared	5%	6%
• Not at all prepared	0%	1%
Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	235 responses	21970 responses
• Well prepared	74%	60%
• Sufficiently prepared	22%	34%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	235 responses	21970 responses
• Always/Almost Always.	84%	73%
• Frequently.	10%	18%
• Occasionally.	4%	6%
• Rarely.	2%	2%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	235 responses	21970 responses
• Always/Almost Always.	86%	81%
• Frequently.	11%	15%
• Occasionally.	2%	3%
• Rarely.	0%	1%
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?	235 responses	21970 responses
• Always/Almost Always.	89%	83%
• Frequently.	9%	12%
• Occasionally.	2%	4%
• Rarely.	0%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	235 responses	21970 responses
• Always/Almost Always.	91%	86%
• Frequently.	7%	11%
• Occasionally.	2%	2%
• Rarely.	0%	1%
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?	235 responses	21970 responses
• Always/Almost Always.	87%	80%
• Frequently.	11%	15%
• Occasionally.	2%	4%
• Rarely.	0%	1%

Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	235 responses	21970 responses
• Always/Almost Always.	79%	78%
• Frequently.	15%	14%
• Occasionally.	5%	5%
• Rarely.	0%	3%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	235 responses	21970 responses
• Always/Almost Always.	85%	75%
• Frequently.	12%	17%
• Occasionally.	3%	6%
• Rarely.	0%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	235 responses	21970 responses
• Yes	100%	99%
• No	0%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?	235 responses	21970 responses
• Always/Almost Always.	88%	85%
• Frequently.	8%	12%
• Occasionally.	4%	2%
• Rarely.	0%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	235 responses	21970 responses
• Always/Almost Always.	88%	79%
• Frequently.	10%	16%
• Occasionally.	2%	4%
• Rarely.	0%	1%
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?	235 responses	21970 responses
• Always/Almost Always.	86%	84%
• Frequently.	11%	12%
• Occasionally.	2%	3%
• Rarely.	1%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	235 responses	21970 responses
• Always/Almost Always.	80%	76%
• Frequently.	13%	17%

• Occasionally.	5%	5%
• Rarely.	2%	2%
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	235 responses	21970 responses
• Yes	99%	99%
• No	1%	1%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	235 responses	21970 responses
• Yes	100%	98%
• No	0%	2%
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.	235 responses	21970 responses
• I was well prepared by the program for the first year of teaching.	87%	73%
• I was sufficiently prepared by the program for the first year of teaching.	12%	26%
• I was not sufficiently prepared by the program for the first year of teaching.	1%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%
• I was sufficiently prepared by the program for the first year of teaching.	13%	25%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%

EPP Teacher Education Completer Exit Survey Responses
For the Academic Year 2013-2014
University of Houston-Clear Lake (101509)
(Total Surveys 253), Statewide (Total Surveys 21405)

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	253 responses	21404 responses
• Alternative Certification Program.	1%	50%
• Post-Baccalaureate Program.	3%	6%
• Traditional Undergraduate University Based Program.	96%	44%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	253 responses	21404 responses
• Yes	6%	49%
• No	94%	51%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	253 responses	21404 responses
• rural	7%	19%
• suburban/urban fringe	64%	38%
• urban	26%	39%
• Other (please specify)	3%	4%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	253 responses	21404 responses
• Well prepared	83%	70%
• Sufficiently prepared	17%	28%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	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?	253 responses	21404 responses
• Well prepared	89%	75%
• Sufficiently prepared	10%	23%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	253 responses	21404 responses
• Well prepared	91%	80%
• Sufficiently prepared	9%	19%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%

Q7. To what extent were you prepared to build and maintain positive rapport with students?	253 responses	21404 responses
• Well prepared	92%	84%
• Sufficiently prepared	8%	15%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	253 responses	21404 responses
• Well prepared	79%	68%
• Sufficiently prepared	19%	29%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	253 responses	21404 responses
• Well prepared	86%	71%
• Sufficiently prepared	13%	28%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	253 responses	21404 responses
• Well prepared	86%	73%
• Sufficiently prepared	13%	25%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	253 responses	21404 responses
• Well prepared	81%	64%
• Sufficiently prepared	18%	33%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	253 responses	21404 responses
• Well prepared	88%	75%
• Sufficiently prepared	12%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	253 responses	21404 responses

• Well prepared	88%	74%
• Sufficiently prepared	12%	24%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	253 responses	21404 responses
• Well prepared	87%	73%
• Sufficiently prepared	13%	25%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	253 responses	21404 responses
• Well prepared	92%	76%
• Sufficiently prepared	8%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	253 responses	21404 responses
• Well prepared	90%	75%
• Sufficiently prepared	10%	24%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
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.	253 responses	21404 responses
• Yes	79%	81%
• No	21%	19%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	201 responses	17257 responses
• Well prepared	70%	55%
• Sufficiently prepared	26%	39%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	201 responses	17259 responses
• Well prepared	72%	56%
• Sufficiently prepared	24%	38%
• Not sufficiently prepared	3%	6%
• Not at all prepared	0%	0%

Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	201 responses	17259 responses
• Well prepared	74%	57%
• Sufficiently prepared	23%	37%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	201 responses	17258 responses
• Well prepared	78%	62%
• Sufficiently prepared	19%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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)?	201 responses	17259 responses
• Well prepared	72%	59%
• Sufficiently prepared	24%	35%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	0%
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?	201 responses	17259 responses
• Well prepared	67%	56%
• Sufficiently prepared	30%	37%
• Not sufficiently prepared	3%	6%
• Not at all prepared	0%	1%
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?	201 responses	17259 responses
• Well prepared	81%	67%
• Sufficiently prepared	17%	29%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
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.	253 responses	21405 responses
• Yes	77%	70%

• No	23%	30%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	195 responses	14989 responses
• Well prepared	78%	59%
• Sufficiently prepared	19%	35%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	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?	195 responses	14989 responses
• Well prepared	77%	60%
• Sufficiently prepared	21%	34%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	195 responses	14989 responses
• Well prepared	81%	63%
• Sufficiently prepared	17%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	1%	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)?	195 responses	14989 responses
• Well prepared	84%	60%
• Sufficiently prepared	15%	35%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	1%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	195 responses	14989 responses
• Well prepared	83%	63%
• Sufficiently prepared	16%	33%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	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 learning?	253 responses	21405 responses
• Well prepared	87%	71%

• Sufficiently prepared	13%	26%
• Not sufficiently prepared	0%	3%
• Not at all prepared	0%	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?	253 responses	21405 responses
• Well prepared	81%	66%
• Sufficiently prepared	18%	30%
• Not sufficiently prepared	0%	4%
• Not at all prepared	0%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	253 responses	21405 responses
• Well prepared	82%	65%
• Sufficiently prepared	17%	31%
• Not sufficiently prepared	0%	4%
• Not at all prepared	1%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	253 responses	21405 responses
• Well prepared	89%	73%
• Sufficiently prepared	11%	24%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	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)?	253 responses	21405 responses
• Well prepared	74%	61%
• Sufficiently prepared	22%	32%
• Not sufficiently prepared	4%	6%
• Not at all prepared	1%	1%
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?	253 responses	21405 responses
• Well prepared	75%	59%
• Sufficiently prepared	20%	34%
• Not sufficiently prepared	4%	6%
• Not at all prepared	1%	1%

Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	253 responses	21405 responses
• Well prepared	73%	57%
• Sufficiently prepared	23%	35%
• Not sufficiently prepared	4%	6%
• Not at all prepared	1%	1%
Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	253 responses	21405 responses
• Well prepared	76%	59%
• Sufficiently prepared	19%	34%
• Not sufficiently prepared	4%	5%
• Not at all prepared	1%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	253 responses	21405 responses
• Always/Almost Always.	83%	74%
• Frequently.	12%	18%
• Occasionally.	3%	6%
• Rarely.	2%	2%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	253 responses	21405 responses
• Always/Almost Always.	88%	81%
• Frequently.	11%	15%
• Occasionally.	1%	4%
• Rarely.	0%	1%
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?	253 responses	21405 responses
• Always/Almost Always.	90%	83%
• Frequently.	9%	12%
• Occasionally.	1%	4%
• Rarely.	0%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	253 responses	21405 responses
• Always/Almost Always.	92%	86%

• Frequently.	6%	10%
• Occasionally.	1%	2%
• Rarely.	0%	1%
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?	253 responses	21405 responses
• Always/Almost Always.	86%	80%
• Frequently.	11%	15%
• Occasionally.	3%	4%
• Rarely.	0%	1%
Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	253 responses	21405 responses
• Always/Almost Always.	83%	79%
• Frequently.	13%	13%
• Occasionally.	4%	5%
• Rarely.	0%	3%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	253 responses	21405 responses
• Always/Almost Always.	83%	75%
• Frequently.	12%	17%
• Occasionally.	3%	6%
• Rarely.	1%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	253 responses	21405 responses
• Yes	100%	99%
• No	0%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?	253 responses	21405 responses
• Always/Almost Always.	89%	85%
• Frequently.	9%	12%
• Occasionally.	2%	3%
• Rarely.	0%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	253 responses	21405 responses
• Always/Almost Always.	87%	79%
• Frequently.	12%	15%

• Occasionally.	1%	4%
• Rarely.	0%	1%
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?	253 responses	21405 responses
• Always/Almost Always.	89%	84%
• Frequently.	10%	12%
• Occasionally.	1%	3%
• Rarely.	0%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	253 responses	21405 responses
• Always/Almost Always.	82%	77%
• Frequently.	13%	16%
• Occasionally.	3%	5%
• Rarely.	1%	2%
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	253 responses	21405 responses
• Yes	100%	98%
• No	0%	2%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	253 responses	21405 responses
• Yes	100%	98%
• No	0%	2%
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.	253 responses	21405 responses
• I was well prepared by the program for the first year of teaching.	87%	73%
• I was sufficiently prepared by the program for the first year of teaching.	13%	25%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%

EPP Teacher Education Completer Exit Survey Responses
For the Academic Year 2012-2013
University of Houston-Clear Lake (101509)
(Total Surveys 258), Statewide (Total Surveys 19373)

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	258 responses	19355 responses
• Alternative Certification Program.	1%	44%
• Post-Baccalaureate Program.	7%	6%
• Traditional Undergraduate University Based Program.	92%	50%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	258 responses	19355 responses
• Yes	5%	42%
• No	95%	58%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	258 responses	19355 responses
• rural	9%	20%
• suburban/urban fringe	68%	38%
• urban	22%	37%
• Other (please specify)	1%	5%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	258 responses	19356 responses
• Well prepared	85%	71%
• Sufficiently prepared	14%	27%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	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?	258 responses	19356 responses
• Well prepared	87%	76%
• Sufficiently prepared	12%	23%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	258 responses	19356 responses
• Well prepared	92%	81%

• Sufficiently prepared	8%	18%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	258 responses	19356 responses
• Well prepared	90%	84%
• Sufficiently prepared	10%	15%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	258 responses	19356 responses
• Well prepared	77%	68%
• Sufficiently prepared	21%	29%
• Not sufficiently prepared	2%	2%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	258 responses	19356 responses
• Well prepared	84%	72%
• Sufficiently prepared	15%	26%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	258 responses	19356 responses
• Well prepared	84%	74%
• Sufficiently prepared	16%	24%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	258 responses	19356 responses
• Well prepared	79%	64%
• Sufficiently prepared	19%	33%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	258 responses	19356 responses

• Well prepared	90%	76%
• Sufficiently prepared	10%	22%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	258 responses	19356 responses
• Well prepared	86%	76%
• Sufficiently prepared	14%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	258 responses	19356 responses
• Well prepared	88%	74%
• Sufficiently prepared	12%	24%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	258 responses	19356 responses
• Well prepared	91%	77%
• Sufficiently prepared	8%	22%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	258 responses	19356 responses
• Well prepared	85%	76%
• Sufficiently prepared	15%	23%
• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
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.	258 responses	19356 responses
• Yes	76%	81%
• No	24%	19%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	196 responses	15777 responses

• Well prepared	63%	55%
• Sufficiently prepared	33%	39%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	0%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	196 responses	15777 responses
• Well prepared	66%	56%
• Sufficiently prepared	33%	38%
• Not sufficiently prepared	1%	5%
• Not at all prepared	0%	0%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	196 responses	15777 responses
• Well prepared	66%	57%
• Sufficiently prepared	32%	38%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	196 responses	15776 responses
• Well prepared	70%	62%
• Sufficiently prepared	28%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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)?	196 responses	15777 responses
• Well prepared	62%	59%
• Sufficiently prepared	33%	36%
• Not sufficiently prepared	5%	5%
• Not at all prepared	0%	0%
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?	196 responses	15776 responses
• Well prepared	61%	56%
• Sufficiently prepared	33%	37%
• Not sufficiently prepared	6%	6%

• Not at all prepared	0%	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?	196 responses	15777 responses
• Well prepared	74%	68%
• Sufficiently prepared	25%	29%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	0%
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.	258 responses	19356 responses
• Yes	66%	69%
• No	34%	31%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	169 responses	13276 responses
• Well prepared	74%	59%
• Sufficiently prepared	24%	36%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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?	169 responses	13276 responses
• Well prepared	73%	60%
• Sufficiently prepared	24%	35%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	0%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	169 responses	13276 responses
• Well prepared	77%	63%
• Sufficiently prepared	21%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	0%
Q29. To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills	169 responses	13276 responses

(TEKS), including the English Language Proficiency Standards (ELPS)?		
• Well prepared	79%	60%
• Sufficiently prepared	20%	35%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	0%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	169 responses	13276 responses
• Well prepared	80%	63%
• Sufficiently prepared	18%	33%
• Not sufficiently prepared	2%	4%
• Not at all prepared	0%	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 learning?	258 responses	19356 responses
• Well prepared	86%	72%
• Sufficiently prepared	14%	25%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	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?	258 responses	19356 responses
• Well prepared	79%	67%
• Sufficiently prepared	20%	29%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	258 responses	19356 responses
• Well prepared	77%	65%
• Sufficiently prepared	21%	31%
• Not sufficiently prepared	2%	3%
• Not at all prepared	0%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	258 responses	19356 responses
• Well prepared	85%	74%
• Sufficiently prepared	14%	24%
• Not sufficiently prepared	1%	2%
• Not at all prepared	0%	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)?	258 responses	19356 responses
• Well prepared	67%	61%
• Sufficiently prepared	27%	32%
• Not sufficiently prepared	4%	6%
• Not at all prepared	1%	1%
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?	258 responses	19356 responses
• Well prepared	68%	59%
• Sufficiently prepared	26%	34%
• Not sufficiently prepared	4%	6%
• Not at all prepared	2%	1%
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	258 responses	19356 responses
• Well prepared	67%	57%
• Sufficiently prepared	25%	35%
• Not sufficiently prepared	6%	7%
• Not at all prepared	2%	1%
Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	258 responses	19356 responses
• Well prepared	67%	59%
• Sufficiently prepared	25%	35%
• Not sufficiently prepared	7%	5%
• Not at all prepared	1%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	258 responses	19356 responses
• Always/Almost Always.	81%	74%
• Frequently.	12%	18%
• Occasionally.	5%	6%
• Rarely.	2%	2%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	258 responses	19356 responses
• Always/Almost Always.	84%	81%

• Frequently.	12%	15%
• Occasionally.	2%	4%
• Rarely.	2%	1%
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?	258 responses	19356 responses
• Always/Almost Always.	85%	83%
• Frequently.	10%	12%
• Occasionally.	3%	4%
• Rarely.	2%	1%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	258 responses	19356 responses
• Always/Almost Always.	86%	86%
• Frequently.	10%	10%
• Occasionally.	3%	3%
• Rarely.	1%	1%
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?	258 responses	19356 responses
• Always/Almost Always.	82%	80%
• Frequently.	14%	15%
• Occasionally.	2%	4%
• Rarely.	2%	1%
Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	258 responses	19355 responses
• Always/Almost Always.	81%	80%
• Frequently.	12%	13%
• Occasionally.	6%	5%
• Rarely.	2%	2%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	258 responses	19356 responses
• Always/Almost Always.	80%	76%
• Frequently.	14%	16%
• Occasionally.	4%	5%
• Rarely.	2%	2%

Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	258 responses	19356 responses
• Yes	99%	99%
• No	1%	1%
Q47. To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?	258 responses	19356 responses
• Always/Almost Always.	86%	85%
• Frequently.	11%	12%
• Occasionally.	2%	3%
• Rarely.	0%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	258 responses	19356 responses
• Always/Almost Always.	86%	79%
• Frequently.	12%	15%
• Occasionally.	2%	4%
• Rarely.	1%	2%
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?	258 responses	19356 responses
• Always/Almost Always.	87%	84%
• Frequently.	10%	12%
• Occasionally.	3%	3%
• Rarely.	0%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	258 responses	19356 responses
• Always/Almost Always.	80%	77%
• Frequently.	12%	16%
• Occasionally.	5%	5%
• Rarely.	2%	2%
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	258 responses	19356 responses
• Yes	98%	98%
• No	2%	2%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	258 responses	19356 responses
• Yes	98%	98%

• No	2%	2%
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.	258 responses	19356 responses
• I was well prepared by the program for the first year of teaching.	84%	75%
• I was sufficiently prepared by the program for the first year of teaching.	15%	24%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%

**EPP Teacher Education Exit Survey Responses
For the Academic Year 2011-2012
University of Houston-Clear Lake (101509)
(Total Surveys 85), Statewide (Total Surveys 10300)**

Each year Texas Education Agency surveys all teacher education program completers about their program experiences. UHCL's results are shown below in comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	84 responses	10286 responses
• Alternative Certification Program.	2%	48%
• Post-Baccalaureate Program.	7%	7%
• Traditional Undergraduate University Based Program.	90%	45%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	84 responses	10286 responses
• Yes	6%	44%
• No	94%	56%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	84 responses	10286 responses
• rural	6%	21%
• suburban/urban fringe	68%	37%
• urban	26%	36%
• Other (please specify)	0%	6%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	84 responses	10286 responses
• Well prepared	70%	68%
• Sufficiently prepared	27%	30%
• Not sufficiently prepared	1%	2%
• Not at all prepared	1%	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?	84 responses	10286 responses
• Well prepared	76%	74%
• Sufficiently prepared	23%	25%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	84 responses	10286 responses
• Well prepared	86%	79%
• Sufficiently prepared	14%	20%

• Not sufficiently prepared	0%	1%
• Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	84 responses	10286 responses
• Well prepared	83%	83%
• Sufficiently prepared	15%	16%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	84 responses	10286 responses
• Well prepared	74%	66%
• Sufficiently prepared	20%	31%
• Not sufficiently prepared	6%	3%
• Not at all prepared	0%	0%
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	84 responses	10286 responses
• Well prepared	80%	71%
• Sufficiently prepared	20%	27%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	84 responses	10286 responses
• Well prepared	79%	73%
• Sufficiently prepared	21%	25%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	84 responses	10286 responses
• Well prepared	65%	63%
• Sufficiently prepared	29%	34%
• Not sufficiently prepared	6%	3%
• Not at all prepared	0%	0%
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	84 responses	10286 responses
• Well prepared	85%	75%
• Sufficiently prepared	15%	23%
• Not sufficiently prepared	0%	2%
• Not at all prepared	0%	0%

Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	84 responses	10286 responses
• Well prepared	81%	74%
• Sufficiently prepared	18%	24%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	84 responses	10286 responses
• Well prepared	76%	73%
• Sufficiently prepared	23%	26%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	84 responses	10286 responses
• Well prepared	82%	76%
• Sufficiently prepared	15%	23%
• Not sufficiently prepared	2%	1%
• Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely feedback to students?	84 responses	10286 responses
• Well prepared	74%	75%
• Sufficiently prepared	25%	23%
• Not sufficiently prepared	1%	1%
• Not at all prepared	0%	0%
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.	84 responses	10286 responses
• Yes	83%	80%
• No	17%	20%
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	70 responses	8258 responses
• Well prepared	54%	54%
• Sufficiently prepared	40%	40%
• Not sufficiently prepared	6%	6%
• Not at all prepared	0%	1%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	70 responses	8258 responses
• Well prepared	51%	54%
• Sufficiently prepared	43%	40%

• Not sufficiently prepared	6%	6%
• Not at all prepared	0%	1%
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	70 responses	8258 responses
• Well prepared	60%	56%
• Sufficiently prepared	33%	39%
• Not sufficiently prepared	7%	5%
• Not at all prepared	0%	0%
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	70 responses	8258 responses
• Well prepared	69%	61%
• Sufficiently prepared	27%	34%
• Not sufficiently prepared	4%	4%
• Not at all prepared	0%	1%
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)?	70 responses	8258 responses
• Well prepared	49%	57%
• Sufficiently prepared	47%	37%
• Not sufficiently prepared	4%	6%
• Not at all prepared	0%	0%
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?	70 responses	8258 responses
• Well prepared	46%	54%
• Sufficiently prepared	47%	38%
• Not sufficiently prepared	7%	7%
• Not at all prepared	0%	1%
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?	70 responses	8258 responses
• Well prepared	73%	66%
• Sufficiently prepared	27%	30%
• Not sufficiently prepared	0%	4%
• Not at all prepared	0%	0%
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.	84 responses	10286 responses

• Yes	73%	67%
• No	27%	33%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	61 responses	6857 responses
• Well prepared	67%	58%
• Sufficiently prepared	31%	36%
• Not sufficiently prepared	2%	6%
• Not at all prepared	0%	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?	61 responses	6857 responses
• Well prepared	67%	58%
• Sufficiently prepared	30%	36%
• Not sufficiently prepared	3%	5%
• Not at all prepared	0%	1%
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	61 responses	6857 responses
• Well prepared	67%	60%
• Sufficiently prepared	30%	35%
• Not sufficiently prepared	3%	4%
• Not at all prepared	0%	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)?	61 responses	6857 responses
• Well prepared	74%	57%
• Sufficiently prepared	25%	36%
• Not sufficiently prepared	2%	6%
• Not at all prepared	0%	1%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	61 responses	6857 responses
• Well prepared	72%	61%
• Sufficiently prepared	26%	34%
• Not sufficiently prepared	2%	5%
• Not at all prepared	0%	1%
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?	84 responses	10286 responses
• Well prepared	81%	70%
• Sufficiently prepared	18%	26%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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?	84 responses	10286 responses
• Well prepared	75%	65%
• Sufficiently prepared	21%	30%
• Not sufficiently prepared	4%	5%
• Not at all prepared	0%	0%
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	84 responses	10286 responses
• Well prepared	68%	64%
• Sufficiently prepared	31%	32%
• Not sufficiently prepared	1%	4%
• Not at all prepared	0%	0%
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	84 responses	10286 responses
• Well prepared	85%	73%
• Sufficiently prepared	14%	24%
• Not sufficiently prepared	1%	3%
• Not at all prepared	0%	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)?	84 responses	10286 responses
• Well prepared	55%	60%
• Sufficiently prepared	30%	33%
• Not sufficiently prepared	13%	6%
• Not at all prepared	2%	1%
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?	84 responses	10286 responses
• Well prepared	60%	57%
• Sufficiently prepared	29%	35%
• Not sufficiently prepared	11%	7%
• Not at all prepared	1%	1%
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	84 responses	10286 responses
• Well prepared	54%	56%
• Sufficiently prepared	37%	36%
• Not sufficiently prepared	10%	7%
• Not at all prepared	0%	1%

Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	84 responses	10286 responses
• Well prepared	55%	58%
• Sufficiently prepared	36%	35%
• Not sufficiently prepared	8%	6%
• Not at all prepared	1%	1%
Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?	84 responses	10286 responses
• Always/Almost Always.	74%	72%
• Frequently.	23%	18%
• Occasionally.	2%	7%
• Rarely.	1%	3%
Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?	84 responses	10286 responses
• Always/Almost Always.	80%	79%
• Frequently.	18%	15%
• Occasionally.	2%	4%
• Rarely.	0%	1%
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?	84 responses	10286 responses
• Always/Almost Always.	83%	82%
• Frequently.	13%	12%
• Occasionally.	4%	4%
• Rarely.	0%	2%
Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?	84 responses	10286 responses
• Always/Almost Always.	87%	85%
• Frequently.	8%	11%
• Occasionally.	4%	3%
• Rarely.	1%	1%
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?	84 responses	10286 responses
• Always/Almost Always.	82%	79%
• Frequently.	13%	15%
• Occasionally.	5%	5%
• Rarely.	0%	2%
Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?	84 responses	10286 responses

• Always/Almost Always.	77%	78%
• Frequently.	17%	14%
• Occasionally.	2%	5%
• Rarely.	4%	3%
Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?	84 responses	10286 responses
• Always/Almost Always.	76%	74%
• Frequently.	19%	17%
• Occasionally.	4%	6%
• Rarely.	1%	3%
Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?	84 responses	10286 responses
• Yes	100%	98%
• No	0%	2%
Q47. To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?	84 responses	10286 responses
• Always/Almost Always.	86%	83%
• Frequently.	13%	13%
• Occasionally.	1%	3%
• Rarely.	0%	1%
Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?	84 responses	10286 responses
• Always/Almost Always.	79%	78%
• Frequently.	19%	16%
• Occasionally.	2%	4%
• Rarely.	0%	2%
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?	84 responses	10286 responses
• Always/Almost Always.	86%	83%
• Frequently.	12%	12%
• Occasionally.	2%	3%
• Rarely.	0%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	84 responses	10286 responses
• Always/Almost Always.	81%	75%
• Frequently.	15%	17%
• Occasionally.	2%	5%
• Rarely.	1%	2%

Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	84 responses	10286 responses
• Yes	99%	98%
• No	1%	2%
Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.	84 responses	10286 responses
• Yes	96%	97%
• No	4%	3%
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.	84 responses	10286 responses
• I was well prepared by the program for the first year of teaching.	75%	73%
• I was sufficiently prepared by the program for the first year of teaching.	25%	26%
• I was not sufficiently prepared by the program for the first year of teaching.	0%	1%
• I was not at all prepared by the program for the first year of teaching.	0%	0%