### 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
below in comparison to state wide results.	CHCL	19712
Q1. The type of educator preparation program that I am involved in is:	158 responses	responses
Alternative Certification Program.	3%	57%
Post-Baccalaureate Program.	4%	4%
Traditional Undergraduate University Based Program.	93%	38%
Traditional Ondergraduate Oniversity Based Frogram.	7570	3070
Q2. Were you employed as a beginning teacher (teacher of record) during		19712
the current or previous academic year?	158 responses	responses
• Yes	6%	57%
• No	94%	43%
Q3. The area in which your current teaching assignment is located is best	150	19712
described as (choose one):	158 responses	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		19712
discipline-management procedures approved by the campus?	158 responses	responses
• Well prepared	83%	69%
Sufficiently prepared	16%	29%
Not sufficiently prepared	1%	2%
Not at all prepared	1%	0%
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Q5. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and		19712
self-directed learning?	158 responses	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%
The de did prepared	0,0	0,70
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,		19712
questioning, and self-reflection (self-assessment) strategies into instruction?	158 responses	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	150	19712
instructional process (e.g. instructor, facilitator, audience)?	158 responses	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		19712
instruction with standards based content?	158 responses	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		16980
the behavioral needs of students with disabilities?	135 responses	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?  • Well prepared	109 responses	14969 responses 66%
Sufficiently prepared	21%	31%
Not sufficiently prepared	3%	3170
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     Sufficiently prepared	79%	65%
	17%	32%

• 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%
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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%
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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%
	2%	10%
^ ·	1%	3%
Occasionally.      Rarely.	1%	1%
• Kareiy.	1 70	1 70
Q42. To what extent did your Field Supervisor offer feedback on your	158 responses	19713 responses
performance in the classroom within one week of each observation?	96%	89%
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performance in the classroom within one week of each observation?  • Always/Almost Always.	3%	9%
performance in the classroom within one week of each observation?  • Always/Almost Always.		9% 2%

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.  • Yes	158 responses 99%	19713 responses 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	*****	G
below in comparison to statewide results.	UHCL	Statewide
		22,252
Q1. The type of educator preparation program that I am involved in is:	161 responses	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		22,252
the current or previous academic year?	161 responses	responses
• Yes	7%	59%
• No	93%	41%
Q3. The area in which your current teaching assignment is located is best		22,252
described as (choose one):	161 responses	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		22,252
discipline-management procedures approved by the campus?	161 responses	responses
• Well prepared	82%	68%
• Sufficiently prepared	17%	29%
Not sufficiently prepared	0%	2%
Not at all prepared	1%	0%
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Q5. To what extent were you prepared to communicate clear expectations		
for achievement and behavior that promote and encourage self-discipline	4 - 4	22,252
and self-directed learning?	161 responses	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		22252
positive, equitable, and engaging learning environment?	161 responses	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		22252
with students?	161 responses	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		22252
and two-way communication with students' families?	161 responses	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%
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Q10. To what extent were you prepared to respond to the needs of students by being		
Q10. To what extent were you prepared to respond to the needs of students		22252
Q10. To what extent were you prepared to respond to the needs of students	161 responses	22252 responses
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 85%	
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared	•	responses
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared	85%	responses 71%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared	85% 14%	responses 71% 27%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative	85% 14% 1%	responses 71% 27% 2%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	85% 14% 1% 0%	responses 71% 27% 28 0% 22252
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared	85% 14% 1% 0% 161 responses	responses 71% 27% 2% 0%  22252 responses
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared	85% 14% 1% 0% 161 responses 81%	responses 71% 27% 28 0% 28 22252 responses 65%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared	85% 14% 1% 0%  161 responses 81% 16%	responses 71% 27% 2% 0%  22252 responses 65% 32%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared	85% 14% 1% 0%  161 responses 81% 16% 2% 1%  161 responses	responses 71% 27% 27% 0% 0%  22252 responses 65% 32% 3% 0%  22252 responses
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Well prepared	85% 14% 1% 0%  161 responses 81% 16% 2% 1%  161 responses 90%	responses 71% 27% 28 0% 0%  22252 responses 65% 32% 3% 0%  22252 responses 74%
Q10. To what extent were you prepared to respond to the needs of students by being  flexible in instructional approach and differentiating instruction?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?  • Well prepared  • Sufficiently prepared	85% 14% 1% 0%  161 responses 81% 16% 2% 1%  161 responses	responses 71% 27% 27% 0% 0%  22252 responses 65% 32% 3% 0%  22252 responses

Q13. To what extent were you prepared to integrate effective modeling,		22252
questioning, and self-reflection (self-assessment) strategies into instruction?	161 responses	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		22252
instructional process (e.g. instructor, facilitator, audience)?	161 responses	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		18796
students with disabilities to demonstrate their learning?	135 responses	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		18796
federal and state laws that govern special education services?	135 responses	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		18796
(IEP)?	135 responses	responses
• Well prepared	64%	60%
• Sufficiently prepared	33%	35%
Not sufficiently prepared	4%	5%
• Not at all prepared	0%	0%
Not at an prepared	070	070
Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward		18796
IEP goals and objectives?	135 responses	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,		18796
and behavioral needs of students with disabilities?	135 responses	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		22252
Texas Education Code (TEC) §29.052.	161 responses	responses

• Yes	72%	74%
• No	28%	26%
Q26. To what extent were you prepared to provide appropriate ways for		16513
LEP-ELL students to demonstrate their learning?	116 responses	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		16513
and state laws that govern education services for LEP-ELL students?	116 responses	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 raspansas	22252
	161 responses	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		22252
collect and manage formative assessment data to guide instruction?	161 responses	responses
Well prepared	70%	61%
• Sufficiently prepared	27%	34%
Not sufficiently prepared	4%	5%
Not at all prepared	0%	1%
- Not at an prepared	0 / 0	1 /0
Q39. To what extent did your Field Supervisor share with you the		
expectations for your performance in the classroom before each		22252
observation?	161 responses	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		22252
on the expectations for your performance in the classroom?	161 responses	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		22252
classroom?	161 responses	responses
• Always/Almost Always.	94%	85%
• Frequently.	5%	12%
Occasionally.	1%	3%
• Rarely.	0%	1%
- Karely.	070	1 /0
Q42. To what extent did your Field Supervisor offer feedback on your		22252
performance in the classroom within one week of each observation?	161 responses	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		22272
that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	161 responses	22252
*	93%	responses 81%
• Always/Almost Always.		
• 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%
	4%	13%
	1%	4%
Occasionally.      Rarely.	0%	2%
• Rarely.	070	270
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%
	8%	17%
A •	2%	5%
Occasionally.      Denote:	1%	
• Rarely.	1%	2%
Q46. Did you ever communicate with your Field Supervisor by email, text,		22252
or telephone call?	161 responses	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		22252
reflect on your performance in the classroom?	161 responses	responses
• Always/Almost Always.	94%	81%
• Frequently.	5%	15%
• Occasionally	1%	3%
• Rarely.	0%	1%
· Kalely.	070	1 70
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%

• 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
		21633
Q1. The type of educator preparation program that I am involved in is:	196 responses	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?  • Well prepared	196 responses 84%	21633 responses 70%
• •		
<ul><li>Sufficiently prepared</li><li>Not sufficiently prepared</li></ul>	15% 2%	28%
Not at all prepared	0%	2% 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?  • Well prepared	196 responses	21633 responses 80%
• Sufficiently prepared	9%	19%
Not sufficiently prepared	1%	1%
1.01 Sullitudy propuled	1/0	1/0

Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport		21633
with students?	196 responses	responses
• Well prepared	93%	84%
• Sufficiently prepared	6%	15%
Not sufficiently prepared	1%	1%
Not at all prepared	0%	0%
The de did propaged	0,0	0,0
Q8. To what extent were you prepared to build and maintain positive rapport		21633
and two-way communication with students' families?	196 responses	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		21633
integrates critical thinking, inquiry, and problem solving?	196 responses	responses
• Well prepared	83%	71%
Sufficiently prepared	16%	28%
Not sufficiently prepared	1%	2%
Not at all prepared	0%	0%
		3,0
Q10. To what extent were you prepared to respond to the needs of students		21633
by being flexible in instructional approach and differentiating instruction?	196 responses	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		21633
assessment data to guide instruction?	196 responses	responses
• Well prepared	72%	65%
• Sufficiently prepared	26%	32%
Not sufficiently prepared	3%	3%
Not at all prepared	0%	0%
The state of the s	070	070
Q12. To what extent were you prepared to engage and motivate students		21633
through learner-centered instruction?	196 responses	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,		21633
questioning, and self-reflection (self-assessment) strategies into instruction?	196 responses	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		
		21633
process (e.g. instructor, facilitator, audience)?	196 responses	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		21633
instruction with standards based content?	196 responses	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,		21633
behavioral, or other related impairment.	196 responses	responses
• Yes	83%	83%
• No	17%	17%
Q18. To what extent were you prepared to differentiate instruction to meet		17981
the academic needs of students with disabilities?	162 responses	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		17981
the behavioral needs of students with disabilities?	162 responses	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		17981
students with disabilities to demonstrate their learning?	162 responses	responses
• Well prepared	69%	59%
Sufficiently prepared	28%	37%
Not sufficiently prepared	2%	5%
Not at all prepared	0%	0%
		45004
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		15791
LEP-ELL students to demonstrate their learning?	147 responses	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		15791
and state laws that govern education services for LEP-ELL students?	147 responses	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		21.622
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?	196 responses	21633 responses
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared	66%	responses 62%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared	66% 26%	responses 62% 32%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared	66% 26% 7%	responses 62% 32% 5%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared	66% 26%	responses 62% 32%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared	66% 26% 7%	responses 62% 32% 5%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared	66% 26% 7% 1%	responses 62% 32% 5% 1% 21633
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared	66% 26% 7% 1%	responses 62% 32% 5% 1% 21633 responses
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared	66% 26% 7% 1%  196 responses 65%	responses 62% 32% 5% 1% 21633 responses 60%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared	66% 26% 7% 1%  196 responses 65% 28%	responses 62% 32% 5% 1% 21633 responses 60% 34%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared	66% 26% 7% 1%  196 responses 65% 28% 6%	responses 62% 32% 5% 1% 21633 responses 60% 34% 6%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared	66% 26% 7% 1% 196 responses 65% 28% 6% 2%	responses 62% 32% 5% 1% 21633 responses 60% 34% 6% 1%
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared	66% 26% 7% 1% 196 responses 65% 28% 6% 2%	responses 62% 32% 5% 1% 21633 responses 60% 34% 6% 1% 21633 responses
collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?  • Well prepared	66% 26% 7% 1% 196 responses 65% 28% 6% 2%	responses 62% 32% 5% 1% 21633 responses 60% 34% 6% 1% 21633 responses 59%

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%
The tartain prepared	270	1,0
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		21633
the expectations for your performance in the classroom?	196 responses	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%
Former	3%	11%
Outside the		
• 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		21633
conference with you after each observation?	196 responses	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,		21633
make specific recommendations for improvement or act as your advocate?	196 responses	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,		21633
or telephone call?	196 responses	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		21633
school/business days?	196 responses	responses
• Always/Almost Always.	88%	85%
• Frequently.	8%	12%
• Occasionally.	2%	2%
• Rarely.	2%	1%
- Karciy.	270	1 /0
Q48. To what extent did your Field Supervisor offer you opportunities to		21633
reflect on your performance in the classroom?	196 responses	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,		21633
videoconferencing, or face-to-face interaction?	196 responses	responses
Always/Almost Always.	93%	84%
• Frequently.	4%	12%
Occasionally.	3%	3%
• Rarely.	1%	1%
050. To what avent did your Field supervisor ask you for ways he/she con		21633
Q50. To what extent did your Field supervisor ask you for ways he/she can support you?	196 responses	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)

ompleters about their program experiences. UHCL's results are shown belown comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	235	21970
	responses	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)	235	21970
during the current or previous academic year?	responses	responses
• Yes	7%	54%
• No	93%	46%
Q3. The area in which your current teaching assignment is located	235	21970
is best described as (choose one):	responses	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	235	21970
rapport with students?	responses	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?  • Well prepared	235 responses 89%	21970 responses 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?  • Well prepared	235 responses 79%	21970 responses 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?  • Well prepared	235 responses 91%	21970 responses 75%
Sufficiently prepared     Not 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	235	21970
into instruction?	responses	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	235	21970
instructional process (e.g. instructor, facilitator, audience)?	responses	responses
Well prepared	89%	74%
• Sufficiently prepared	11%	25%
Not sufficiently prepared	0%	1%
Not at all prepared	0%	0%
O15 To what output ware was ground to get along housing coals and alice.	225	21070
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%
	0%	0%
Not at all prepared	0%	0%
Q16. To what extent were you prepared to provide quality and timely	235	21970
feedback to students?	responses	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	235	21970
considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.	responses	responses
• Yes	84%	82%
• No	16%	18%
Q18. To what extent were you prepared to differentiate instruction	197	18124
to meet the academic needs of students with disabilities?	responses	responses
• Well prepared	66%	56%
Sufficiently prepared	31%	39%
Not sufficiently prepared	2%	5%
Not at all prepared	0%	0%
O10. To what extent were you prepared to differentiate instruction	197	10124
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	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	197	18124
students with disabilities to demonstrate their learning?	responses	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	107	10124
federal and state laws that govern special education services?	197	18124
. W. II I	responses	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	18124
	responses 68%	responses 60%
Well prepared     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?  • Well prepared	175 responses 80%	15771 responses 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	235	21970
collect and manage formative assessment data to guide instruction?	responses	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,	235	21970
text, or telephone call?	responses	responses
• Yes	100%	99%
• No	0%	1%
047 F 1 4 4 111 F 110	225	21070
Q47. To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two	235	21970
school/business days?	responses	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	235	21970
to reflect on your performance in the classroom?	responses	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	235	21970
for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?	responses	responses
	86%	84%
Always/Almost Always.     Frequently.	11%	12%
_ ^ ·		+
Occasionally.      Porely	2%	3%
• Rarely.	1%	1%
Q50. To what extent did your Field supervisor ask you for ways he/she	235	21970
can support you?	responses	responses
• Always/Almost Always.	80%	76%
• Frequently.	13%	17%

• Occasionally.	5%	5%
• Rarely.	2%	2%
OS1. The Field Commission FORMALLY absorbed are too shine a	225	21070
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)

n comparison to statewide results.	UHCL	Statewide
O1. The true of absentagementing are against that I are involved in in-	252	21404
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	253	21404
rapport with students?	responses	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	253	21404
rapport and two-way communication with students' families?	responses	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	253	21404
that integrates critical thinking, inquiry, and problem solving?	responses	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	253	21404
students by being flexible in instructional approach and differentiating instruction?	responses	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	253	21404
formative assessment data to guide instruction?	responses	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	253	21404
through learner-centered instruction?	responses	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	253	21404
modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	responses	responses

	T.	1
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	253	21404
instructional process (e.g. instructor, facilitator, audience)?	responses	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	253	21404
instruction with standards based content?	responses	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	253	21404
feedback to students?	responses	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	253	21404
considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.	responses	responses
• Yes	79%	81%
	21%	+
• No	21%	19%
Q18. To what extent were you prepared to differentiate instruction	201	17257
to meet the academic needs of students with disabilities?	responses	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	201	17259
to meet the behavioral needs of students with disabilities?	responses	responses
• Well prepared	72%	56%
Sufficiently prepared	24%	38%
Not sufficiently prepared	3%	6%
Not at all prepared	0%	0%

000 T	201	17250
Q20. To what extent were you prepared to provide appropriate ways for	201	17259
students with disabilities to demonstrate their learning?	responses	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	17258
	responses	responses
• Well prepared	78%	62%
Sufficiently prepared	19%	33%
Not sufficiently prepared	2%	4%
Not at all prepared	0%	0%
1 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	201	17259
Program (IEP)?	responses	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'	201	17259
progress toward IEP goals and objectives?	responses	responses
• Well prepared	67%	56%
Sufficiently prepared	30%	37%
Not sufficiently prepared	3%	6%
Not at all prepared	0%	1%
Two at an propared	070	170
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	17259
	responses	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	253	21405
than English and whose English language skills are such that the student	responses	responses
has difficulty performing ordinary coursework in English, as determined by	r	
Texas Education Code (TEC) §29.052.		
• Yes	77%	70%

• No	23%	30%
Q26. To what extent were you prepared to provide appropriate ways for	195	14989
LEP-ELL students to demonstrate their learning?	responses	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	195	14989
and state laws that govern education services for LEP- ELL students?	responses	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%

<ul><li>Not sufficiently prepared</li><li>Not at all prepared</li></ul>	0%	3%
Not at all prepared	00/	
	0%	0%
Q32. To what extent were you prepared to provide technology based	253	21405
classroom learning opportunities that allow students to interact with real-time and/or online content?	responses	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%
<b>∀ I. I</b>	· ·	1%

Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is	253 responses	21405 responses
necessary and appropriate?	720/	550
• 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	253	21405
for you to communicate with him/her, such as email, telephone, texting,	responses	responses
videoconferencing, or face-to-face interaction?		
Always/Almost Always.	89%	84%
• Frequently.	10%	12%
Occasionally.	1%	3%
• Rarely.	0%	1%
	2.50	21.10.7
Q50. To what extent did your Field supervisor ask you for ways he/she	253	21405
can support you?	responses	responses
Always/Almost Always.	82%	77%
• Frequently.	13%	16%
Occasionally.	3%	5%
• Rarely.	1%	2%
OCT TO PILLO I FORMALINA I I I I I	252	21.405
Q51. The Field Supervisor FORMALLY observed me teaching a minimum of three times.	253	21405
	responses	responses
• Yes	100%	98%
• No	0%	2%
Q52. The Field Supervisor observed me teaching for a minimum of 45	253	21405
minutes during at least three of my FORMAL observations.	responses	responses
• Yes	100%	98%
• No	0%	2%
052 WI ( )	252	21.405
Q53. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches	253 responses	21405
your current overall perspective on the program.	responses	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)

n comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	258	19355
Q1. The type of educator preparation program that I am involved in is.	responses	responses
Alternative Certification Program.	1%	44%
Post-Baccalaureate Program.	7%	6%
Traditional Undergraduate University Based Program.	92%	50%
• Traditional Olidergraduate Oliversity Based Flogram.	9270	3070
Q2. Were you employed as a beginning teacher (teacher of record)	258	19355
during the current or previous academic year?	responses	responses
• Yes	5%	42%
• No	95%	58%
Q3. The area in which your current teaching assignment is located	258	19355
is best described as (choose one):	responses	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	258	19356
discipline-management procedures approved by the campus?	responses	responses
• Well prepared	85%	71%
• Sufficiently prepared	14%	27%
Not sufficiently prepared	1%	2%
Not at all prepared	0%	0%
and and propagation		
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	258	19356
achieve a positive, equitable, and engaging learning environment?	responses	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	258	19356
rapport with students?	responses	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%
	258	19356

• 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%
• Not at an prepared	U%	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	15777
to meet the academic needs of students with disabilities?	responses	responses

• Not sufficiently prepared  • Not at all prepared  • Not at all prepared  O%  O%  O%  O%  O%  O%  O%  O%  O%  O	• Well prepared	63%	55%
• Not at all prepared  Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  • Well prepared  • Not sufficiently prepared  Q20. To what extent were you prepared to provide appropriate ways for responses well prepared  Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  • Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?  • Well prepared  • Not afficiently prepared  • Not sufficiently prepared  • Not afficiently prepared  • Not at all prepared  • Not at make accommodations and/or modifications to make any propriate decisions (e.g., when and how to make accommodations and/or modifications to most of make any propriate decisions (e.g., when and how to make accommodations and/or modifications to most of make any propriate decisions (e.g., when and how to make accommodations and/or modifications to most of make any propriate decisions (e.g., when any prepared to make appropriate decisions (e.g., when any prepared to the prepared to the pr	Sufficiently prepared	33%	39%
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?  *Well prepared  *Sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *O%  *O%  Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  *Sufficiently prepared  *O%  *Sufficiently prepared  *O%  *O%  *Sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *O%  *O%  *O%  *O%  *O%  *O%  *O%  *O	Not sufficiently prepared	4%	5%
to meet the behavioral needs of students with disabilities?  *Well prepared  *Sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  *Sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Sufficiently prepared  *Sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not sufficiently pre	Not at all prepared	0%	0%
to meet the behavioral needs of students with disabilities?  *Well prepared  *Sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  *Sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Not at all prepared  *Sufficiently prepared  *Sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not sufficiently prepared  *Not at all prepared  *Not sufficiently pre	010 T	10.6	15777
• Well prepared 66% 56% 56% • Sufficiently prepared 33% 38% • Not sufficiently prepared 19% 5% • Not at all prepared 90% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0			
• Sufficiently prepared • Not sufficiently prepared • Not all prepared • Not at all prepared • Not at all prepared  Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • Sufficiently prepared • Not at all prepared • Not at all prepared • Not sufficiently prepared • Not at all prepared • Not sufficiently prepared • Not at all prepared • Not sufficiently prepared • Not at all prepared • Not sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepare			
• Not sufficiently prepared  • Not at all prepared  Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  • Sufficiently prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • Sufficiently prepared  • Sufficiently prepared  • Sufficiently prepared  • Not at all prepared  • Sufficiently prepared  • Not at all prepa	* *		
Not at all prepared 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	* * *		
Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?  • Well prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • Not sufficiently prepared to understand and adhere to the federal and state laws that govern special education services?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Sufficiently prepared  • Not at all prepared  • Not at all prepared  • Sufficiently prepared  • Sufficiently prepared  • Not at all prepared  • Sufficiently prepared  • Not at all prepared  • Not sufficiently p	Not sufficiently prepared	1%	5%
students with disabilities to demonstrate their learning?  New Propert of 66% 57%  Sufficiently prepared 32% 38%  Not sufficiently prepared 2% 5%  Not at all prepared 0% 0% 0%  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? responses  Well prepared 70% 62%  Sufficiently prepared 28% 33%  Not sufficiently prepared 28% 33%  Not at all prepared 28% 33%  Not at all prepared 28% 33%  Not at all prepared 29% 4%  Not at all prepared 90% 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)?  Well prepared 62% 59%  Sufficiently prepared 55% 5%  Not sufficiently prepared 55% 5%  Not sufficiently prepared 55% 5%  Not at all prepared 90% 0%  Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' responses progress toward IEP goals and objectives?  Well prepared 61% 56%  Sufficiently prepared 61% 56%  Sufficiently prepared 61% 56%  Sufficiently prepared 61% 56%	Not at all prepared	0%	0%
students with disabilities to demonstrate their learning?  New Propert of 66% 57%  Sufficiently prepared 32% 38%  Not sufficiently prepared 2% 5%  Not at all prepared 0% 0% 0%  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? responses  Well prepared 70% 62%  Sufficiently prepared 28% 33%  Not sufficiently prepared 28% 33%  Not at all prepared 28% 33%  Not at all prepared 28% 33%  Not at all prepared 29% 4%  Not at all prepared 90% 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)?  Well prepared 62% 59%  Sufficiently prepared 55% 5%  Not sufficiently prepared 55% 5%  Not sufficiently prepared 55% 5%  Not at all prepared 90% 0%  Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' responses progress toward IEP goals and objectives?  Well prepared 61% 56%  Sufficiently prepared 61% 56%  Sufficiently prepared 61% 56%  Sufficiently prepared 61% 56%	O20. To what extent were you prepared to provide appropriate ways for	196	15777
• Well prepared 66% 57% • Sufficiently prepared 32% 38% • Not sufficiently prepared 2% 5% • Not at all prepared 0% 0% 0%  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? responses responses • Well prepared 70% 62% • Sufficiently prepared 28% 33% • Not sufficiently prepared 28% 33% • Not at all prepared 2% 4% • Not at all prepared 0% 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)? • Well prepared 62% 59% • Sufficiently prepared 55% 5% • Not sufficiently prepared 55% 5% • Not sufficiently prepared 55% 5% • Not at all prepared 0% 0% 0%  Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' responses progress toward IEP goals and objectives? • Well prepared 61% 56% • Sufficiently prepared 61% 56% • Sufficiently prepared 61% 56%			
• Sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • Not at all prepared • Not at all prepared • O% • Not at all prepared  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? • Well prepared • Sufficiently prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared • Sufficiently prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)? • Well prepared • Not sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • Sufficiently prepared • Not at all prepared • Not sufficiently prepared			-
• Not sufficiently prepared • Not at all prepared  Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? • Well prepared • Sufficiently prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared • Sufficiently prepared • Not at all prepared • Not at all prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared • Not sufficiently prepared • Not at all prepared	* *	32%	
• Not at all prepared 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	* * *		
federal and state laws that govern special education services?  responses  196  15777  responses  responses  responses  responses  responses  responses  196  15777  responses	• Not at all prepared		1
federal and state laws that govern special education services?  responses  196  15777  responses  responses  responses  responses  responses  responses  196  15777  responses			
• Well prepared • Sufficiently prepared • Sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • O% • Not at all prepared • O% • O%  Q22. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)? • Well prepared • Sufficiently prepared • Sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • Sufficiently prepared	Q21. To what extent were you prepared to understand and adhere to the	196	15776
• Sufficiently prepared • Not sufficiently prepared • Not sufficiently prepared • Not at all prepared • Not at all prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • O%   • O%	federal and state laws that govern special education services?	responses	responses
• Not sufficiently prepared  • Not at all prepared  Q22. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Well prepared  • Well prepared  • Well prepared  • Well prepared  • Sufficiently goals and objectives?  • Well prepared  • Sufficiently prepared	Well prepared	70%	62%
• Not at all prepared 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Sufficiently prepared	28%	33%
Q22. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Well prepared  • Sufficiently prepared	Not sufficiently prepared	2%	4%
when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • Well prepared  • Sufficiently prepared	Not at all prepared	0%	0%
when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Not at all prepared  • Not at all prepared  • Well prepared  • Sufficiently prepared			
instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Well prepared  • Sufficiently prepared		106	15777
meet the learning needs of students who have an Individualized Education Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Well prepared  • Well prepared  • Well prepared  • Well prepared  • Sufficiently prepared			
Program (IEP)?  • Well prepared  • Sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • Well prepared  • Well prepared  • Sufficiently prepared		responses	responses
• Sufficiently prepared  • Not sufficiently prepared  • Not sufficiently prepared  • Not at all prepared  • O%  O%  Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' responses progress toward IEP goals and objectives?  • Well prepared  • Sufficiently prepared  61%  56%  33%  37%	Program (IEP)?		
• 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' responses progress toward IEP goals and objectives? • Well prepared 61% 56% • Sufficiently prepared 33% 37%	• Well prepared	62%	59%
• 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' responses progress toward IEP goals and objectives? • Well prepared 61% 56% • Sufficiently prepared 33% 37%	• Sufficiently prepared		
• 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' responses progress toward IEP goals and objectives?  • Well prepared 61% 56%  • Sufficiently prepared 33% 37%	* * *		
formal assessments and informal assessments that track students' responses responses brogress toward IEP goals and objectives?  • Well prepared 61% 56%  • Sufficiently prepared 33% 37%	• Not at all prepared		
formal assessments and informal assessments that track students' responses responses brogress toward IEP goals and objectives?  • Well prepared 61% 56%  • Sufficiently prepared 33% 37%			
progress toward IEP goals and objectives?  • Well prepared  • Sufficiently prepared  33%  37%	Q23. To what extent were you prepared to develop and/or implement		
• Well prepared       61%       56%         • Sufficiently prepared       33%       37%	formal assessments and informal assessments that track students' progress toward IEP goals and objectives?	responses	responses
• Sufficiently prepared 33% 37%	• Well prepared	61%	56%
V A A	Sufficiently prepared	33%	
	Not sufficiently prepared	6%	6%

Not at all prepared	0%	0%
O24 To what entert were your managed to all the set and the set	100	15777
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	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

• Well prepared	79%	60%
Sufficiently prepared	20%	35%
Not sufficiently prepared	20%	5%
Not sufficiently prepared     Not at all prepared	0%	0%
• Not at an prepared	0%	U%
Q30. To what extent were you prepared to model and teach the forms	169	13276
and functions of academic English in content areas?	responses	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	258	19356
the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?	responses	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%
1 1		- , -

Q35. To what extent were you prepared to use available technology to	258	19356
collect, manage, and analyze student data using software programs (such	responses	responses
as Excel or an electronic grade book)?		
• Well prepared	67%	61%
Sufficiently prepared	27%	32%
Not sufficiently prepared	4%	6%
Not at all prepared	1%	1%
O26. To what autom ware you managed to use evallable technology to	258	19356
Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to	responses	responses
interpret learning results for students?	responses	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	258	19356
document student learning to determine when an intervention is	responses	responses
necessary and appropriate?	_	
• 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	258	19356
collect and manage formative assessment data to guide instruction?	responses	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	258	19356
expectations for your performance in the classroom before each observation?	responses	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	258	19356
on the expectations for your performance in the classroom?	responses	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	19356
•	responses	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?  • Always/Almost Always.  • Frequently.	258 responses 86% 12%	19356 responses 79% 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?  • Always/Almost Always.	258 responses 80%	19356 responses
• 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	258	19356
program prepared you? Select the one statement that most closely matches your current overall perspective on the program.	responses	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%
	370	<i>570</i>

## 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)

n comparison to statewide results.	UHCL	Statewide
Q1. The type of educator preparation program that I am involved in is:	84 responses	10286
Q11 1110 type of concentral programs than 1 min in 101/co in 181		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	84 responses	10286
rapport with students?	020/	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%
	15%	23%
Sufficiently prepared		
• Sufficiently prepared • Not sufficiently prepared	0%	2%

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%
110t at all propared	070	070
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	70 responses	8258
to meet the behavioral needs of students with disabilities?		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	70 responses	8258
students with disabilities to demonstrate their learning?		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%
r · r		
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%
Not at an prepared	070	070
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%
Tentoly.	1,0	370
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%