

Indicators of Teaching Effectiveness TEA Principal Survey (2018-2019)

Texas principals must respond to a survey administered by the Texas Education Agency (TEA) to measure the performance of first-year teachers who were prepared by a Texas educator preparation program. Survey items prior to 2018-2019 addressed classroom environment, instruction, technological innovation, technology with data, and as appropriate, students with disabilities and/or students who are English Language Learners. Survey items were revised for 2018-2019 to address learning environment, instruction, planning, professional practices and responsibilities, and as appropriate, students with disabilities and/or students who are English language learners. This mirrors the six survey domains on the new teacher satisfaction survey deployed by TEA in 2018-2019.

Response choices for each survey items are Well Prepared, Sufficiently Prepared, Not Sufficiently Prepared, or Not at All Prepared, with a corresponding point range from 3 to 0 for each item.

The survey is administered between early April and mid-June at the end of the academic year. Within the survey, the principal verifies that the teacher is teaching in the area(s) for which they were prepared by the EPP and that the teacher was employed for at least 5 months in the reporting period.

Respondents to the 2018-2019 Principal Survey were generally satisfied with the preparation their new teachers received from the EPP, with ratings above 2.0 for even the lowest domain. Survey respondents rated the EPP most highly for the preparation their new teachers received in Professional Practices and Responsibilities, where 98% said they were well prepared or sufficiently prepared. This was also the domain in which the new teachers themselves said they were best prepared (see teacher survey results provided separately).

Survey respondents rated the EPP lowest for preparing of new teachers to work with Students with Disabilities and English Language Learners, with 68% and 65%, respectively, saying their new teachers were well prepared or sufficiently prepared to address the needs of these student populations. The EPP is reviewing its preparation in the two domains to identify potential improvements to make, and is involving several campus principals in the process.

Principal Survey Overview



Educator Preparation Program

Program Type

Certification Type

Certification Grade Level

Educator Race/Ethnicity

Educator Gender

University of Texas - Permian Basin

All

All

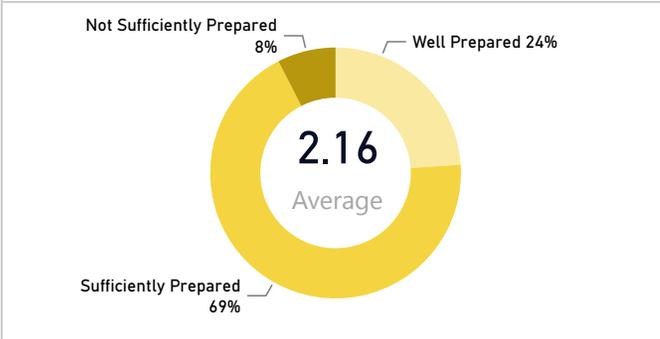
All

All

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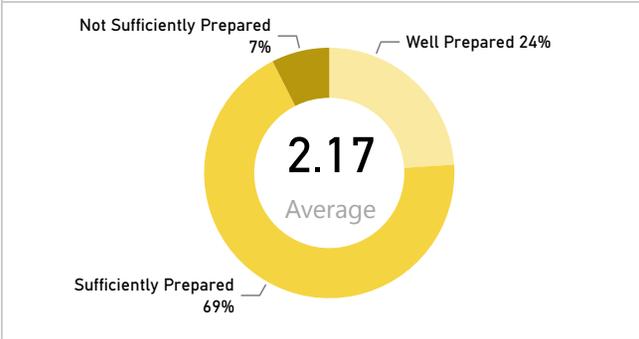
Planning

How well were candidates prepared to plan instruction for students?



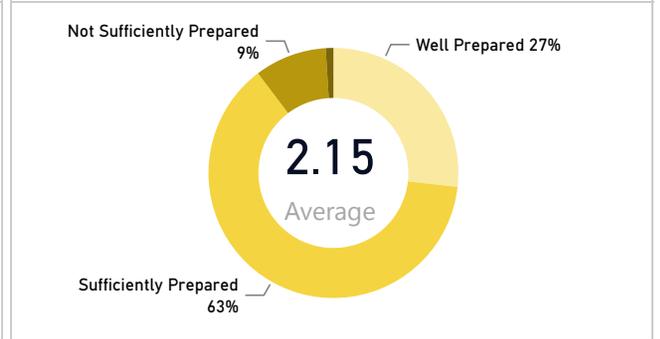
Instruction

How well were candidates prepared to implement instruction in the classroom?



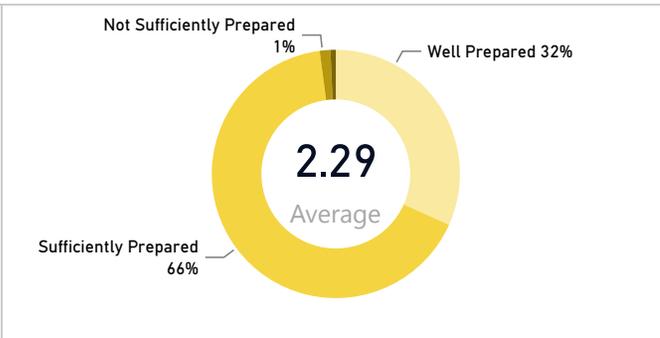
Learning Environment

How well were candidates prepared to establish a positive classroom environment that encourages learning?



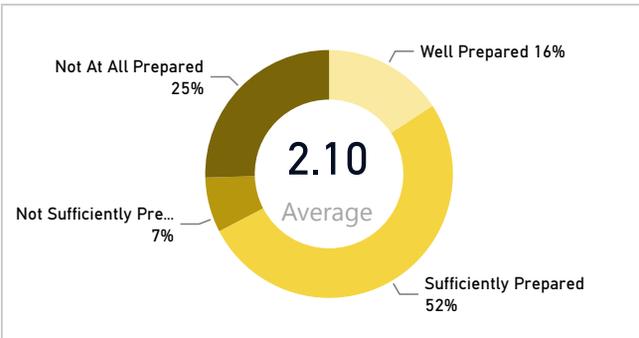
Professional Practices and Responsibilities

How well were candidates prepared to meet the professional responsibilities associated with their role as educator?



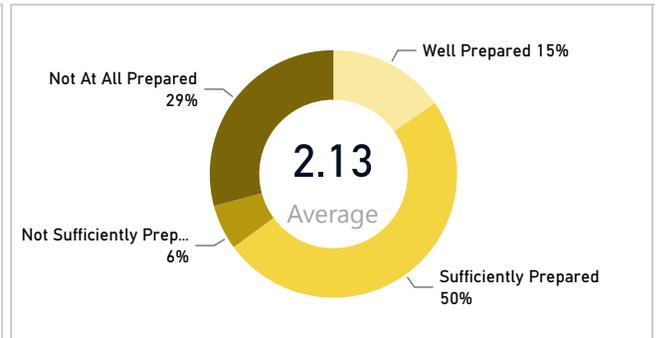
Students with Disabilities

How well were candidates prepared to address the needs of students with disabilities?



English Language Learners

How well were candidates prepared to address the needs of students who have limited English language proficiency as determined by Texas Administrative Code?



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≡ Overview



Educator Preparation Program

Program Type

Certification Type

Certification Grade Le...

Educator Race/Ethnicity

Educator Gender

University of Texas - Permian Basin

All

All

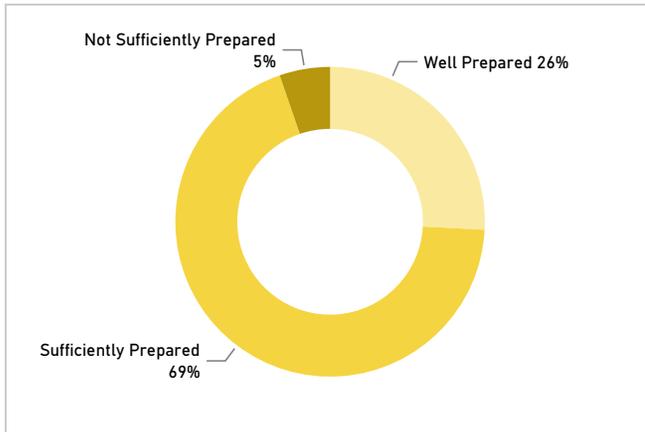
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All

All

2.21

Average Score of Standards and Alignment

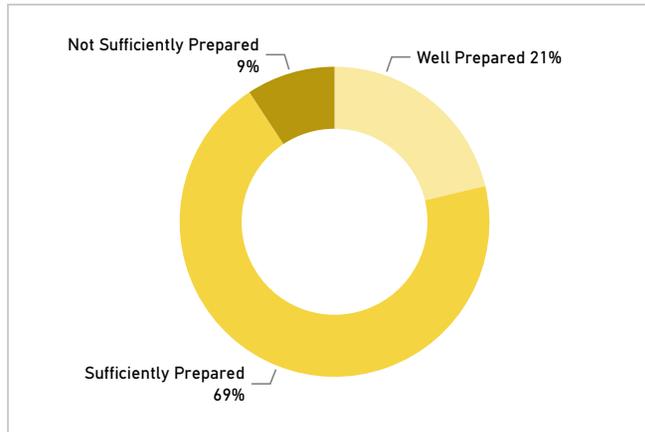


Standards and Alignment

To what extent did the educator preparation program (EPP) prepare the educator to design lessons that align with state content standards, are appropriate for diverse learning needs, reflect research-based practices, and are relevant to students?

2.12

Average Score of Data and Assessment

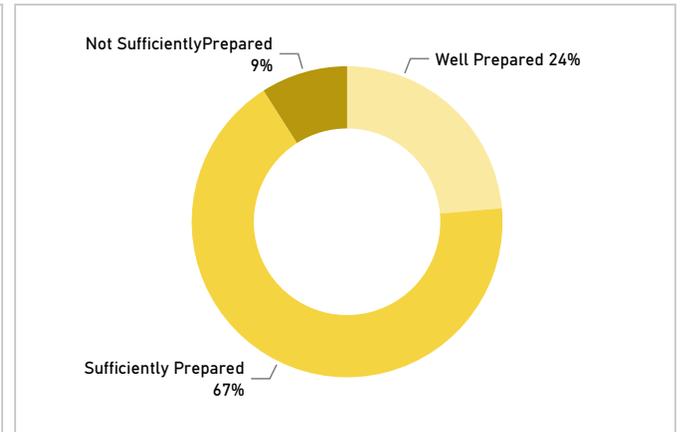


Data and Assessments

To what extent did the EPP prepare the educator to plan appropriate methods to measure student progress, use a variety of student data to plan, and provide appropriate feedback to students and families?

2.15

Average Score of Activities



Activities

To what extent did the EPP prepare the educator to plan lessons that encourage students to persist when learning is difficult, encourage complex thinking, use student instructional groups, and make sure all resources are aligned to instructional purposes?

Educator Preparation Program

Program Type

Certification Type

Certification Grade Level

Educator Race/Ethnicity

Educator Gender

University of Texas - Permian Basin

All

All

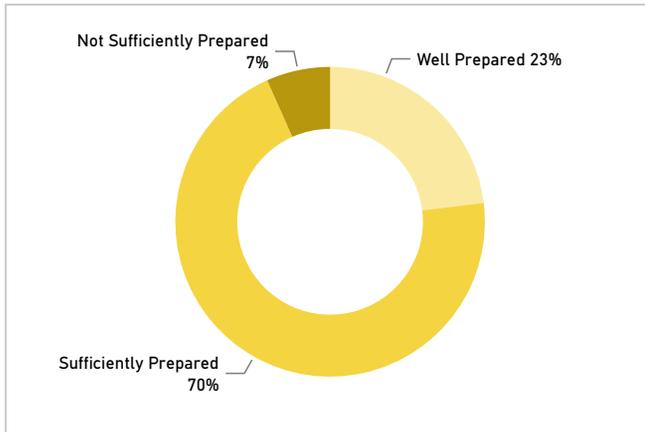
All

All

All

2.16

Average Score of Content Knowledge and Expertise

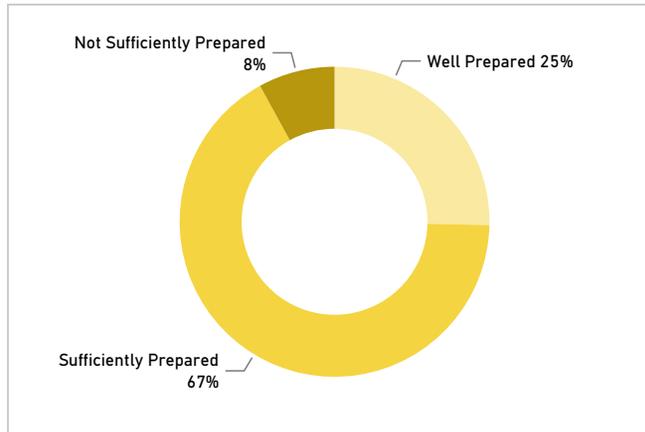


Content Knowledge and Expertise

To what extent did the educator preparation program (EPP) prepare the educator to use content-specific pedagogy, explain content accurately to students and demonstrate connections between learning objectives and other disciplines?

2.17

Average Score of Differentiation

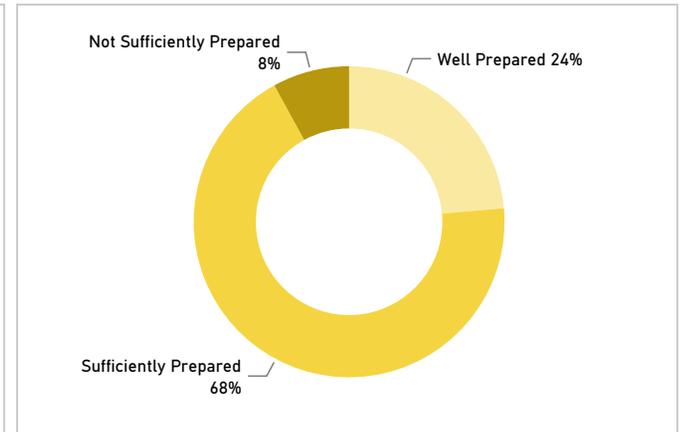


Differentiation

To what extent did the EPP prepare the educator to differentiate instruction, consistently monitor the quality of student participation and work with a diverse student, parent and school community population?

2.16

Average Score of Monitor and Adjust



Monitor and Adjust

To what extent did your EPP prepare the educator to collect student progress data, adjust lessons based on data gathered, maintain student engagement by adjusting instruction and giving appropriate time for lesson?

Learning Environment



Educator Preparation Program

Program Type

Certification Type

Certification Grade Level

Educator Race/Ethnicity

Educator Gender

University of Texas - Permian Basin

All

All

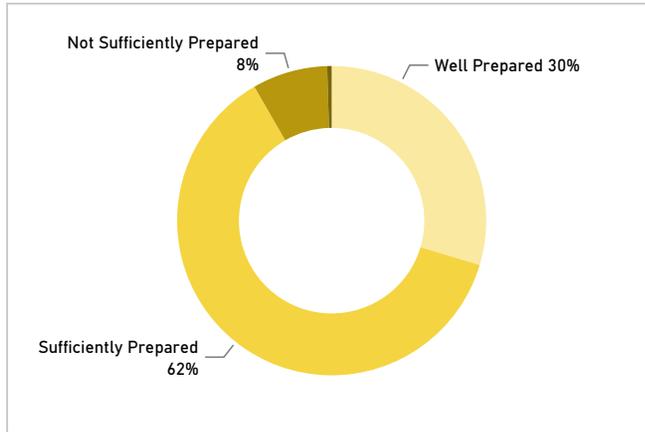
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All

All

2.21

Average Score of Classroom Environment, Routines and ...

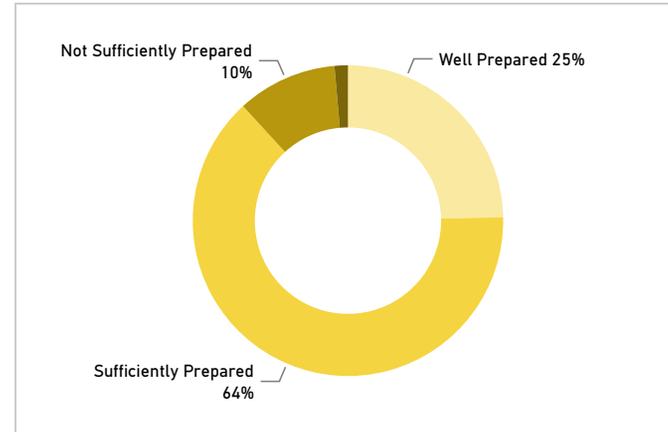


Classroom Environment, Routines and Procedures

To what extent did the educator preparation program (EPP) prepare the educator to organize a safe classroom - a classroom learning environment that is accessible in which procedures and routines are clear and efficient?

2.11

Average Score of Managing Student Behavior



Managing Student Behavior

To what extent did your EPP prepare you to establish and maintain clear expectations for student behavior in the classroom?

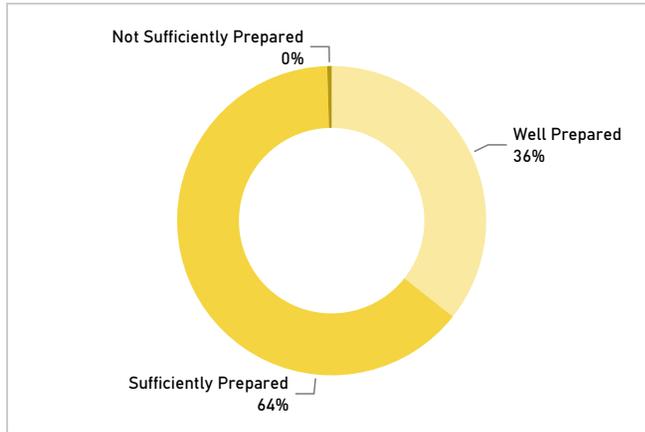
Professional Practices & Responsibilities



Educator Preparation Program: University of Texas - Permian Basin
Program Type: All
Certification Type: All
Certification Grade Level: All
Educator Race/Ethnicity: All
Educator Gender: All

2.35

Average Score of Professional Demeanor and Ethics

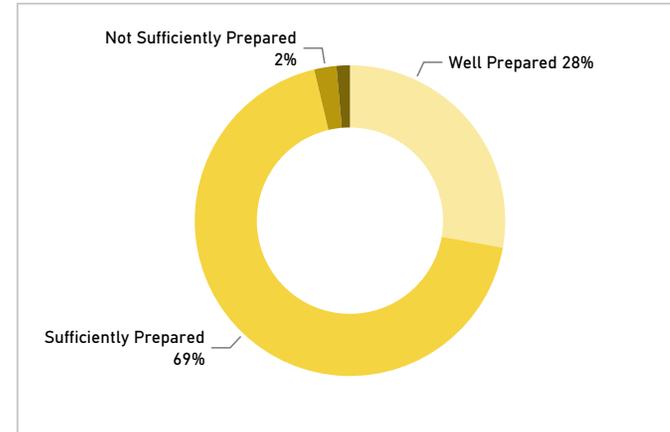


Professional Demeanor and Ethics

To what extent did the educator preparation program (EPP) prepare the educator to follow district expectations for professional standards, adhere to the Code of Ethics and Standard Practices for Texas Educators, and advocate for the needs of students?

2.23

Average Score of Goal Setting



Goal Setting

To what extent did your EPP prepare you to reflect on your strengths and professional learning needs, use data from self-assessment and feedback to set goals and improve professional practice?

Students with Disabilities & English Language



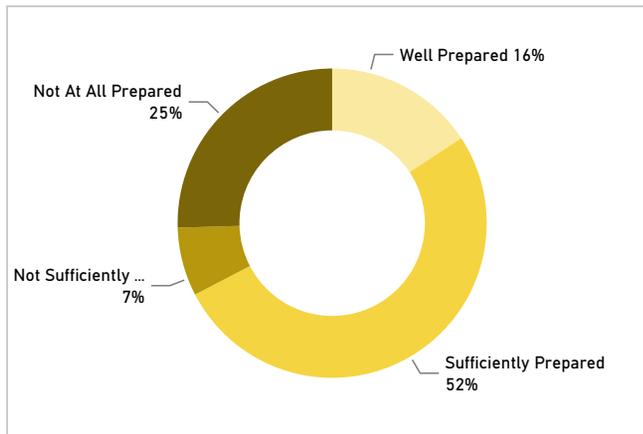
Educator Preparation Program: University of Texas - Permian Basin
Program Type: All
Certification Type: All
Certification Grade Level: All
Educator Race/Ethnicity: All
Educator Gender: All

Students with Disabilities

English Language Learners

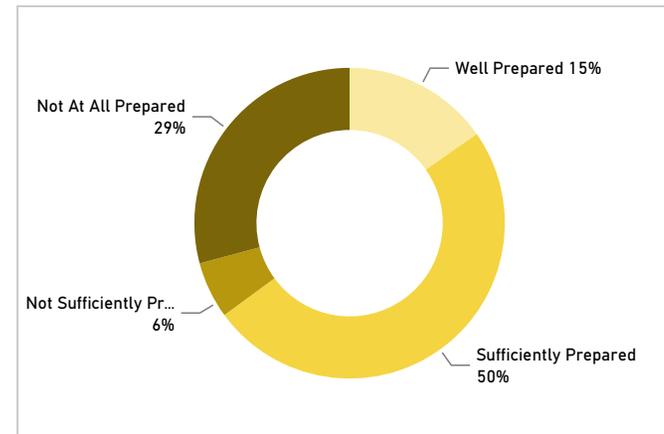
2.10

Average Score of Students with Disabilities Category



2.13

Average Score of English Language Learners Category



Per the guidance in Texas statute, Principals identify teachers who work with Students with Disabilities and English Language Learners and rate their preparation to work with these populations. Questions in these sections are only displayed if the principal specifies that the teacher worked with either or both of these populations. If the survey sections are not displayed, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

Principal Survey Comparison Table



Certification Type

Program Type

Region Type

Educator Gender

Educator Race/Ethnicity

All

All

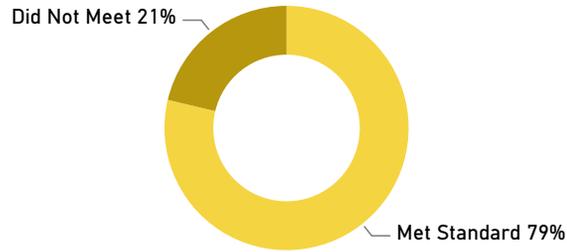
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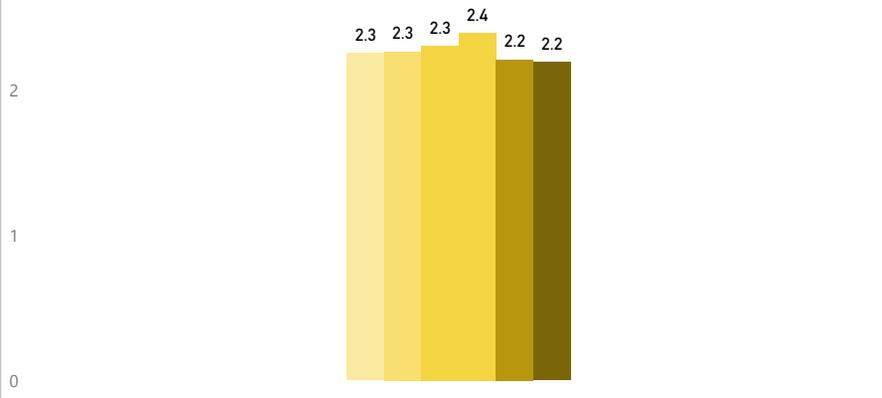
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Statewide Values

Did the preparation meet the accountability standard?



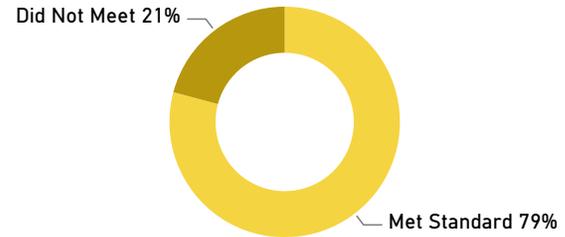
Planning Aver... Instruction Aver... Learning Envr ... Professional P... Student Wit... English Lan...



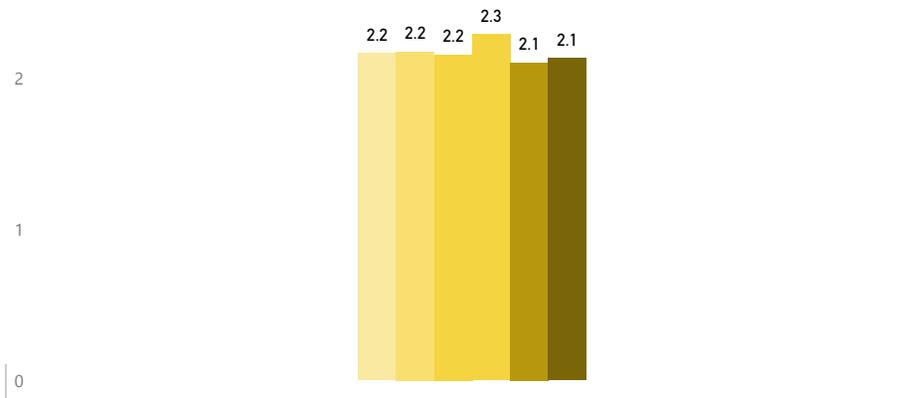
Select an Educator Preparation Program

University of Texas - Permian Basin

Did the preparation meet the accountability standard?



Planning Average Instruction Aver... Learning Envr ... Professional P... Student Wit... English Lan...



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Principal Survey ...

