Completer Exit Survey – Initial Programs
Satisfaction of Completers (4.4)

The Texas Education Agency (TEA) requires every initial certification program completer to complete an exit survey prior to activation of the individual's teaching certification (license). The results of the survey are provided annually to the EPP, along with the statewide responses as a comparison. Overall scores in each area provide evidence that initial program completers for 2019-20 felt they were well prepared or sufficiently prepared across all areas.

The EPP uses or proposes to use two additional measures to assess completer satisfaction: the first-year teacher survey administered by the Texas Education Agency (TEA) and an EPP-developed alumni survey. The plan for the alumni survey is provided as a separate document with these annual reporting measures. Due to COVID-19, the TEA did not administer the first-year teacher survey in 2019-2020, but anticipates that data will be gathered for the 2020-2021 school year.

EPP Candidate Exit Survey Responses For All Survey Questions
For the Academic Year 2020
University of Texas - Permian Basin (EPP) (068502)(Total Surveys 104), Statewide(Total Surveys 15820)

	EPP	Statewide
Q1. The type of educator preparation program that I am involved in is:	104 responses	15820 responses
ï Alternative Certification Program.	36%	56%
ï Post-Baccalaureate Program.	27%	4%
ï Traditional Undergraduate University Based Program.	38%	40%
Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?	104 responses	15820 responses
ï Yes	62%	58%
ï No	38%	42%
Q3. The area in which your current teaching assignment is located is best described as (choose one):	104 responses	15820 responses
ï rural	23%	19%
ï suburban/urban fringe	30%	42%
ï urban	46%	37%
ï Other (please specify)	1%	2%
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?	104 responses	15820 responses
ï Well prepared	60%	72%
ï Sufficiently prepared	37%	26%
ï Not sufficiently prepared	4%	2%
ï 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?	104 responses	15820 responses
ï Well prepared	64%	77%
ï Sufficiently prepared	34%	22%
ï Not sufficiently prepared	2%	1%
ï 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?	104 responses	15820 responses
ï Well prepared	79%	82%
ï Sufficiently prepared	19%	17%
ï Not sufficiently prepared	2%	1%
ï Not at all prepared	0%	0%
Q7. To what extent were you prepared to build and maintain positive rapport with students?	104 responses	15820 responses

ï Well prepared	77%	86%
ï Sufficiently prepared	23%	13%
ï Not sufficiently prepared	0%	0%
ï 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?

	104 responses	15820 responses
ï Well prepared	62%	71%
ï Sufficiently prepared	38%	26%
ï Not sufficiently prepared	0%	2%
ï Not at all prepared	1%	0%

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

	104 responses	15820 responses
ï Well prepared	61%	74%
ï Sufficiently prepared	37%	25%
ï Not sufficiently prepared	2%	1%
ï 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?

	104 responses	15820 responses
ï Well prepared	61%	75%
ï Sufficiently prepared	36%	23%
ï Not sufficiently prepared	4%	1%
ï Not at all prepared	0%	0%

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

	104 responses	15820 responses
ï Well prepared	48%	70%
ï Sufficiently prepared	43%	28%
ï Not sufficiently prepared	9%	2%
ï Not at all prepared	0%	0%

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

	104 responses	15820 responses
ï Well prepared	69%	77%
ï Sufficiently prepared	29%	22%
ï Not sufficiently prepared	2%	1%
ï 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?

	104 responses	15820 responses
ï Well prepared	67%	77%
ï Sufficiently prepared	31%	22%
ï Not sufficiently prepared	1%	1%
ï Not at all prepared	1%	0%

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

	104 responses	15820 responses
ï Well prepared	61%	76%
ï Sufficiently prepared	34%	23%
ï Not sufficiently prepared	6%	1%
ï 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?

	104 responses	15820 responses
ï Well prepared	64%	78%
ï Sufficiently prepared	34%	21%
ï Not sufficiently prepared	1%	1%
ï Not at all prepared	1%	0%

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

	104 responses	15820 responses
ï Well prepared	63%	79%
ï Sufficiently prepared	34%	20%
ï Not sufficiently prepared	2%	1%
ï Not at all prepared	1%	0%

Q17. Did you have students with disabilities in your classroom as determined by the Texas Administrative Code ß89.1001? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

	104 responses	15820 responses
ï Yes	78%	89%
ï No	22%	11%

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

	82 responses	14042 responses
ï Well prepared	46%	61%
ï Sufficiently prepared	49%	36%
ï Not sufficiently prepared	5%	4%
ï 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?

	82 responses	14042 responses
ï Well prepared	43%	61%
ï Sufficiently prepared	51%	35%
ï Not sufficiently prepared	5%	4%
ï Not at all prepared	1%	0%

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

	82 responses	14042 responses
ï Well prepared	45%	63%

ï Sufficiently prepared   48%   33%
ï Not sufficiently prepared   7%   4%
ï 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?   82 responses   14042 responses
ï Well prepared   52%   69%
ï Sufficiently prepared   39%   28%
ï Not sufficiently prepared   6%   3%
ï Not at all prepared   2%   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)?   82 responses   14042 responses
ï Well prepared   45%   64%
ï Sufficiently prepared   48%   32%
ï Not sufficiently prepared   6%   4%
ï 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?   82 responses   14042 responses
ï Well prepared   41%   62%
ï Sufficiently prepared   50%   33%
ï Not sufficiently prepared   7%   5%
ï Not at all prepared   1%   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?   82 responses   14042 responses
ï Well prepared   61%   72%
ï Sufficiently prepared   32%   25%
ï Not sufficiently prepared   6%   2%
ï Not at all prepared   1%   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) ï 104 responses   15820 responses
ï Yes   62%   78%
ï No   38%   22%

Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL
students to demonstrate their learning?   65 responses   12287 responses
ï Well prepared   49%   65%

ï Sufficiently prepared	46%	32%
ï Not sufficiently prepared	3%	3%
ï Not at all prepared	2%	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? 65 responses   12287 responses

ï Well prepared	52%	67%
ï Sufficiently prepared	35%	30%
ï Not sufficiently prepared	11%	3%
ï Not at all prepared	2%	0%

Q28. To what extent were you prepared to comply with district and campus policies
and procedures regarding LEP-ELL students? 65 responses   12287 responses

ï Well prepared	52%	70%
ï Sufficiently prepared	38%	28%
ï Not sufficiently prepared	6%	2%
ï Not at all prepared	3%	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)? 65 responses   12287 responses

ï Well prepared	49%	65%
ï Sufficiently prepared	43%	32%
ï Not sufficiently prepared	6%	3%
ï Not at all prepared	2%	0%

Q30. To what extent were you prepared to model and teach the forms and functions of
academic English in content areas? 65 responses   12287 responses

ï Well prepared	54%	67%
ï Sufficiently prepared	43%	30%
ï Not sufficiently prepared	2%	3%
ï Not at all prepared	2%	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? 104 responses   15820 responses

ï Well prepared	63%	74%
ï Sufficiently prepared	30%	24%
ï Not sufficiently prepared	5%	2%
ï Not at all prepared	2%	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 conte 104 responses   15820 responses

ï Well prepared	58%	71%
ï Sufficiently prepared	35%	26%
ï Not sufficiently prepared	6%	3%

ï Not at all prepared   2%   0%

Q33. To what extent were you prepared to teach students developmentally appropriate
technology skills?   104 responses   15820 responses
ï Well prepared   57%   69%
ï Sufficiently prepared   38%   28%
ï Not sufficiently prepared   4%   3%
ï Not at all prepared   2%   0%

Q34. To what extent were you prepared to use technology to make learning more active
and engaging for students?   104 responses   15820 responses
ï Well prepared   66%   76%
ï Sufficiently prepared   28%   22%
ï Not sufficiently prepared   5%   2%
ï 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)?   104 responses   15820 responses
ï Well prepared   47%   64%
ï Sufficiently prepared   39%   30%
ï Not sufficiently prepared   12%   5%
ï 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?   104 responses   15820 responses
ï Well prepared   48%   64%
ï Sufficiently prepared   40%   31%
ï Not sufficiently prepared   10%   5%
ï Not at all prepared   2%   1%

Q37. To what extent were you prepared to use available technology to document
student learning to determine when an intervention is necessary and appropri: 104 responses   15820 responses
ï Well prepared   47%   63%
ï Sufficiently prepared   42%   31%
ï Not sufficiently prepared   9%   5%
ï Not at all prepared   2%   1%

Q38. To what extent were you prepared to use available technology to collect and
manage formative assessment data to guide instruction?   104 responses   15820 responses
ï Well prepared   50%   66%
ï Sufficiently prepared   41%   30%
ï Not sufficiently prepared   7%   4%
ï Not at all prepared   2%   0%

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

	104 responses	15820 responses
ï Always/Almost Always.	76%	83%
ï Frequently.	14%	13%
ï Occasionally.	5%	3%
ï Rarely.	5%	1%

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

	104 responses	15820 responses
ï Always/Almost Always.	81%	88%
ï Frequently.	12%	10%
ï Occasionally.	5%	2%
ï Rarely.	2%	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?

	104 responses	15820 responses
ï Always/Almost Always.	89%	88%
ï Frequently.	7%	9%
ï Occasionally.	2%	2%
ï 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?

	104 responses	15820 responses
ï Always/Almost Always.	92%	91%
ï Frequently.	4%	8%
ï Occasionally.	2%	1%
ï Rarely.	2%	0%

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?

	104 responses	15820 responses
ï Always/Almost Always.	82%	86%
ï Frequently.	16%	11%
ï Occasionally.	1%	2%
ï Rarely.	1%	1%

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

	104 responses	15820 responses
ï Always/Almost Always.	82%	86%
ï Frequently.	9%	10%
ï Occasionally.	7%	2%
ï Rarely.	3%	2%

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

	104 responses	15820 responses
ï Always/Almost Always.	80%	82%

ï Frequently.	14%	13%
ï Occasionally.	5%	4%
ï Rarely.	1%	1%

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

	104 responses	15820 responses
ï Yes	98%	100%
ï No	2%	0%

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

	104 responses	15820 responses
ï Always/Almost Always.	89%	90%
ï Frequently.	9%	8%
ï Occasionally.	1%	1%
ï Rarely.	1%	0%

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

	104 responses	15820 responses
ï Always/Almost Always.	83%	86%
ï Frequently.	13%	11%
ï Occasionally.	2%	2%
ï Rarely.	2%	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?

	104 responses	15820 responses
ï Always/Almost Always.	88%	90%
ï Frequently.	9%	8%
ï Occasionally.	2%	2%
ï Rarely.	1%	0%

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

	104 responses	15820 responses
ï Always/Almost Always.	80%	83%
ï Frequently.	14%	12%
ï Occasionally.	5%	3%
ï Rarely.	1%	1%

Q51. The Field Supervisor FORMALLY observed me teaching a minimum of thr

	104 responses	15820 responses
ï Yes	88%	91%
ï No	12%	9%

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

	104 responses	15820 responses
ï Yes	90%	93%
ï No	10%	7%

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.

	104 responses	15820 responses
ï I was well prepared by the program for the first year of teaching.	66%	74%
ï I was sufficiently prepared by the program for the first year of teaching.	32%	25%
ï I was not sufficiently prepared by the program for the first year of teaching.	2%	1%
ï I was not at all prepared by the program for the first year of teaching.	0%	0%