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	EPP Candidate Exit Survey Responses For All Survey Questions , For the Academic Year 2019	Texas State University (EPP) (19560) (Total)	Statewide (Total Surveys 19643)
Q 1.	The type of educator preparation program that I am involved in is: • Alternative Certification Program. • Post-Baccalaureate Program. • Traditional Undergraduate University Based Program.	657 responses	19510 responses
Q 2.	Were you employed as a beginning teacher (teacher of record) during the current or previous academic year? • Yes • No	657 responses	19510 responses
Q 3.	The area in which your current teaching assignment is located is best described as (choose one): • rural • suburban/urban fringe • urban • Other (please specify)	657 responses	19510 responses
Q 4.	To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 5.	To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 6.	To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 7.	To what extent were you prepared to build and maintain positive rapport with students? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 8.	To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 9.	To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 10.	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	657 responses	19510 responses
Q 11.	To what extent were you prepared to use the results of formative assessment data to guide instruction? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 12.	To what extent were you prepared to engage and motivate students through learner-centered instruction? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 13.	To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 14.	To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 15.	To what extent were you prepared to set clear learning goals and align instruction with standards based content? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 16.	To what extent were you prepared to provide quality and timely feedback to students? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 17.	Did you have students with disabilities in your classroom as determined by the Texas Administrative Code §89.1001? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment. • Yes • No	657 responses	19510 responses
Q 18.	To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 19.	To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 20.	To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 21.	To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 22.	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	573 responses	17012 responses
Q 23.	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? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 24.	To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	573 responses	17012 responses
Q 25.	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. • Yes • No	657 responses	19510 responses
Q 26.	To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	495 responses	14949 responses
Q 27.	To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	495 responses	14949 responses
Q 28.	To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	495 responses	14949 responses
Q 29.	To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	495 responses	14949 responses
Q 30.	To what extent were you prepared to model and teach the forms and functions of academic English in content areas? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	495 responses	14949 responses
Q 31.	To what extent were you prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 32.	To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 33.	To what extent were you prepared to teach students developmentally appropriate technology skills? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 34.	To what extent were you prepared to use technology to make learning more active and engaging for students? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 35.	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)? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 36.	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	657 responses	19510 responses
Q 37.	To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 38.	To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction? • Well prepared • Sufficiently prepared • Not sufficiently prepared • Not at all prepared	657 responses	19510 responses
Q 39.	To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 40.	To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 41.	To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 42.	To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 43.	To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 44.	To what extent did your Field Supervisor hold an interactive conference with you after each observation? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 45.	To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 46.	Did you ever communicate with your Field Supervisor by email, text, or telephone call? • Yes • No	657 responses	19510 responses
Q 47.	To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 48.	To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 49.	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? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 50.	To what extent did your Field Supervisor ask you for ways he/she can support you? • Always/Almost Always • Frequently • Occasionally • Rarely	657 responses	19510 responses
Q 51.	The Field Supervisor FORMALLY observed me teaching a minimum of three times. • Yes • No	657 responses	19510 responses
Q 52.	The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations. • Yes • No	657 responses	19510 responses
Q 53.	What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program. • I was well prepared by the program for the first year of teaching. • I was sufficiently prepared by the program for the first year of teaching. • I was not sufficiently prepared by the program for the first year of teaching. • I was not at all prepared by the program for the first year of teaching.	657 responses	19510 responses

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