

Logout as: James Van Overbeek, Texas State University (2021) (10522)

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| EPP Candidate Exit Survey Responses For All Survey Questions , For the Academic Year 2020 |  | Texas State University (EPP) (16960) (Total) | Statewide (Total Surveys 16820) |
|---|--|--|---------------------------------|
| Q 1.  | The type of educator preparation program that I am involved in is:   | 469 responses                                | 15820 responses                 |
|   | • Alternative Certification Program.   | 1%   | 56%                             |
|   | • Post-Baccalaureate Program.  | 15%  | 4%                              |
|   | • Traditional Undergraduate University Based Program.  | 84%  | 40%                             |
| Q 2.  | Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?   | 469 responses                                | 15820 responses                 |
|   | • Yes  | 14%  | 58%                             |
|   | • No   | 86%  | 42%                             |
| Q 3.  | The area in which your current teaching assignment is located is best described as (choose one):   | 469 responses                                | 15820 responses                 |
|   | • rural  | 10%  | 19%                             |
|   | • suburban/urban fringe  | 61%  | 42%                             |
|   | • urban  | 25%  | 37%                             |
|   | • Other (please specify)   | 4%   | 2%                              |
| Q 4.  | To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 78%  | 72%                             |
|   | • Sufficiently prepared  | 21%  | 26%                             |
|   | • Not sufficiently prepared  | 1%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 83%  | 77%                             |
|   | • Sufficiently prepared  | 16%  | 22%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 6.  | To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 88%  | 82%                             |
|   | • Sufficiently prepared  | 12%  | 17%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 7.  | To what extent were you prepared to build and maintain positive rapport with students?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 93%  | 86%                             |
|   | • Sufficiently prepared  | 7%   | 13%                             |
|   | • Not sufficiently prepared  | 0%   | 0%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 8.  | To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 69%  | 71%                             |
|   | • Sufficiently prepared  | 29%  | 26%                             |
|   | • Not sufficiently prepared  | 2%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 9.  | To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 79%  | 74%                             |
|   | • Sufficiently prepared  | 20%  | 25%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 10.   | To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 81%  | 75%                             |
|   | • Sufficiently prepared  | 19%  | 23%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 11.   | To what extent were you prepared to use the results of formative assessment data to guide instruction?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 72%  | 70%                             |
|   | • Sufficiently prepared  | 27%  | 28%                             |
|   | • Not sufficiently prepared  | 1%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 12.   | To what extent were you prepared to engage and motivate students through learner-centered instruction?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 84%  | 77%                             |
|   | • Sufficiently prepared  | 16%  | 22%                             |
|   | • Not sufficiently prepared  | 1%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 13.   | To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 86%  | 77%                             |
|   | • Sufficiently prepared  | 14%  | 22%                             |
|   | • Not sufficiently prepared  | 1%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 14.   | To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 82%  | 76%                             |
|   | • Sufficiently prepared  | 17%  | 23%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 15.   | To what extent were you prepared to set clear learning goals and align instruction with standards based content?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 83%  | 78%                             |
|   | • Sufficiently prepared  | 16%  | 21%                             |
|   | • Not sufficiently prepared  | 1%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 16.   | To what extent were you prepared to provide quality and timely feedback to students?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 82%  | 79%                             |
|   | • Sufficiently prepared  | 17%  | 20%                             |
|   | • Not sufficiently prepared  | 0%   | 1%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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.  | 469 responses                                | 15820 responses                 |
|   | • Yes  | 88%  | 80%                             |
|   | • No   | 12%  | 11%                             |
| Q 18.   | To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?  | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 64%  | 61%                             |
|   | • Sufficiently prepared  | 34%  | 36%                             |
|   | • Not sufficiently prepared  | 1%   | 4%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 19.   | To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?  | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 66%  | 61%                             |
|   | • Sufficiently prepared  | 32%  | 35%                             |
|   | • Not sufficiently prepared  | 2%   | 4%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 20.   | To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?   | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 66%  | 63%                             |
|   | • Sufficiently prepared  | 31%  | 33%                             |
|   | • Not sufficiently prepared  | 2%   | 4%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 21.   | To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?  | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 69%  | 69%                             |
|   | • Sufficiently prepared  | 28%  | 28%                             |
|   | • Not sufficiently prepared  | 2%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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)?                                 | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 66%  | 64%                             |
|   | • Sufficiently prepared  | 31%  | 32%                             |
|   | • Not sufficiently prepared  | 4%   | 4%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?  | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 63%  | 62%                             |
|   | • Sufficiently prepared  | 33%  | 33%                             |
|   | • Not sufficiently prepared  | 4%   | 5%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?  | 413 responses                                | 14042 responses                 |
|   | • Well prepared  | 73%  | 72%                             |
|   | • Sufficiently prepared  | 25%  | 25%                             |
|   | • Not sufficiently prepared  | 2%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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. | 469 responses                                | 15820 responses                 |
|   | • Yes  | 76%  | 78%                             |
|   | • No   | 24%  | 22%                             |
| Q 26.   | To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?   | 358 responses                                | 12287 responses                 |
|   | • Well prepared  | 64%  | 65%                             |
|   | • Sufficiently prepared  | 33%  | 32%                             |
|   | • Not sufficiently prepared  | 3%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?   | 358 responses                                | 12287 responses                 |
|   | • Well prepared  | 64%  | 67%                             |
|   | • Sufficiently prepared  | 34%  | 30%                             |
|   | • Not sufficiently prepared  | 3%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 28.   | To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?  | 358 responses                                | 12287 responses                 |
|   | • Well prepared  | 70%  | 70%                             |
|   | • Sufficiently prepared  | 28%  | 28%                             |
|   | • Not sufficiently prepared  | 2%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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)?  | 358 responses                                | 12287 responses                 |
|   | • Well prepared  | 68%  | 65%                             |
|   | • Sufficiently prepared  | 30%  | 32%                             |
|   | • Not sufficiently prepared  | 2%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 30.   | To what extent were you prepared to model and teach the forms and functions of academic English in content areas?  | 358 responses                                | 12287 responses                 |
|   | • Well prepared  | 68%  | 67%                             |
|   | • Sufficiently prepared  | 30%  | 30%                             |
|   | • Not sufficiently prepared  | 1%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 77%  | 74%                             |
|   | • Sufficiently prepared  | 21%  | 24%                             |
|   | • Not sufficiently prepared  | 1%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 74%  | 71%                             |
|   | • Sufficiently prepared  | 24%  | 26%                             |
|   | • Not sufficiently prepared  | 2%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 33.   | To what extent were you prepared to teach students developmentally appropriate technology skills?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 71%  | 69%                             |
|   | • Sufficiently prepared  | 28%  | 28%                             |
|   | • Not sufficiently prepared  | 2%   | 3%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| Q 34.   | To what extent were you prepared to use technology to make learning more active and engaging for students?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 81%  | 76%                             |
|   | • Sufficiently prepared  | 17%  | 22%                             |
|   | • Not sufficiently prepared  | 1%   | 2%                              |
|   | • Not at all prepared  | 0%   | 0%                              |
| 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)?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 57%  | 64%                             |
|   | • Sufficiently prepared  | 33%  | 30%                             |
|   | • Not sufficiently prepared  | 9%   | 5%                              |
|   | • Not at all prepared  | 2%   | 1%                              |
| 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?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 58%  | 64%                             |
|   | • Sufficiently prepared  | 35%  | 31%                             |
|   | • Not sufficiently prepared  | 6%   | 5%                              |
|   | • Not at all prepared  | 1%   | 1%                              |
| 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?  | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 58%  | 63%                             |
|   | • Sufficiently prepared  | 33%  | 31%                             |
|   | • Not sufficiently prepared  | 7%   | 5%                              |
|   | • Not at all prepared  | 1%   | 1%                              |
| Q 38.   | To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?   | 469 responses                                | 15820 responses                 |
|   | • Well prepared  | 63%  | 66%                             |
|   | • Sufficiently prepared  | 32%  | 30%                             |
|   | • Not sufficiently prepared  | 4%   | 4%                              |
|   | • Not at all prepared  | 1%   | 0%                              |
| Q 39.   | To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 85%  | 83%                             |
|   | • Frequently.  | 13%  | 13%                             |
|   | • Occasionally.  | 2%   | 3%                              |
|   | • Rarely.  | 1%   | 1%                              |
| Q 40.   | To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 89%  | 88%                             |
|   | • Frequently.  | 10%  | 10%                             |
|   | • Occasionally.  | 0%   | 2%                              |
|   | • Rarely.  | 0%   | 0%                              |
| 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?   | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 85%  | 88%                             |
|   | • Frequently.  | 12%  | 9%                              |
|   | • Occasionally.  | 2%   | 2%                              |
|   | • Rarely.  | 1%   | 1%                              |
| Q 42.   | To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 91%  | 91%                             |
|   | • Frequently.  | 7%   | 8%                              |
|   | • Occasionally.  | 1%   | 1%                              |
|   | • Rarely.  | 0%   | 0%                              |
| 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?   | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 88%  | 86%                             |
|   | • Frequently.  | 10%  | 11%                             |
|   | • Occasionally.  | 2%   | 2%                              |
|   | • Rarely.  | 0%   | 1%                              |
| Q 44.   | To what extent did your Field Supervisor hold an interactive conference with you after each observation?   | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 91%  | 86%                             |
|   | • Frequently.  | 6%   | 10%                             |
|   | • Occasionally.  | 2%   | 2%                              |
|   | • Rarely.  | 0%   | 2%                              |
| Q 45.   | To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?   | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 86%  | 82%                             |
|   | • Frequently.  | 10%  | 13%                             |
|   | • Occasionally.  | 3%   | 4%                              |
|   | • Rarely.  | 0%   | 1%                              |
| Q 46.   | Did you ever communicate with your Field Supervisor by email, text, or telephone call?   | 469 responses                                | 15820 responses                 |
|   | • Yes  | 100%   | 100%                            |
|   | • No   | 0%   | 0%                              |
| 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?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 89%  | 90%                             |
|   | • Frequently.  | 10%  | 8%                              |
|   | • Occasionally.  | 1%   | 1%                              |
|   | • Rarely.  | 1%   | 0%                              |
| Q 48.   | To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 91%  | 86%                             |
|   | • Frequently.  | 8%   | 11%                             |
|   | • Occasionally.  | 1%   | 2%                              |
|   | • Rarely.  | 0%   | 1%                              |
| 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?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 93%  | 90%                             |
|   | • Frequently.  | 5%   | 8%                              |
|   | • Occasionally.  | 1%   | 2%                              |
|   | • Rarely.  | 0%   | 0%                              |
| Q 50.   | To what extent did your Field Supervisor ask you for ways he/she can support you?  | 469 responses                                | 15820 responses                 |
|   | • Always/Almost Always.  | 83%  | 83%                             |
|   | • Frequently.  | 14%  | 12%                             |
|   | • Occasionally.  | 2%   | 3%                              |
|   | • Rarely.  | 1%   | 1%                              |
| Q 51.   | The Field Supervisor FORMALLY observed me teaching a minimum of three times.   | 469 responses                                | 15820 responses                 |
|   | • Yes  | 87%  | 91%                             |
|   | • No   | 13%  | 9%                              |
| Q 52.   | The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.   | 469 responses                                | 15820 responses                 |
|   | • Yes  | 92%  | 93%                             |
|   | • No   | 8%   | 7%                              |
| 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.   | 469 responses                                | 15820 responses                 |
|   | • I was well prepared by the program for the first year of teaching.   | 80%  | 74%                             |
|   | • I was sufficiently prepared by the program for the first year of teaching.   | 19%  | 25%                             |
|   | • 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%                              |

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