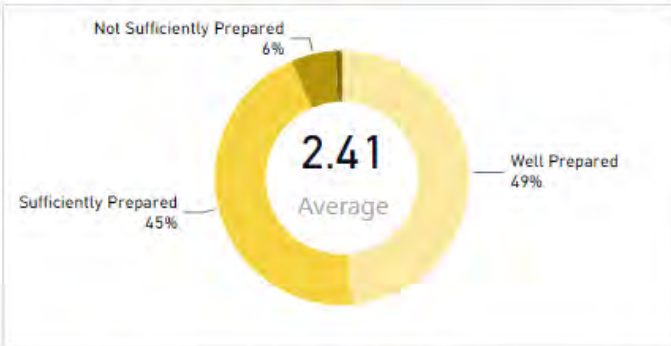


**Texas Tech University
College of Education
Principal [Satisfaction] Survey of the Preparation of First-Year Teachers 2021-22**

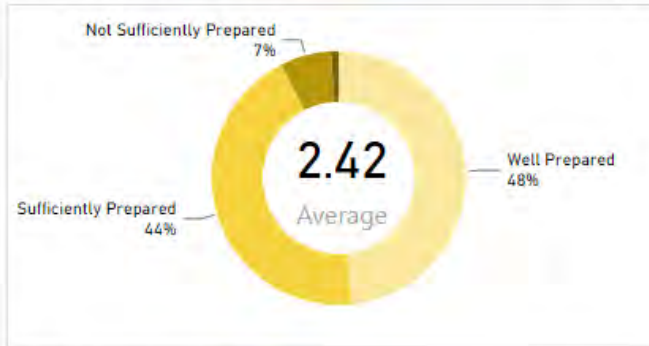
Planning

How well were candidates prepared to plan instruction for students?



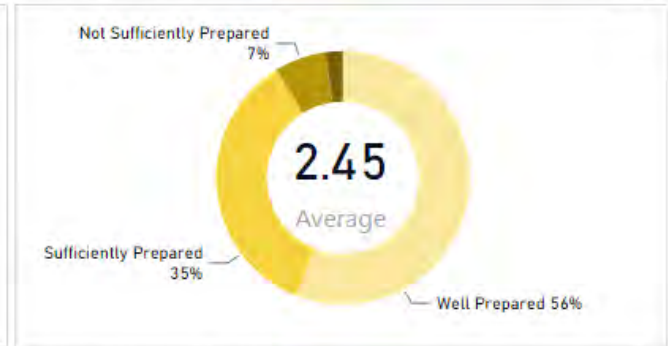
Instruction

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



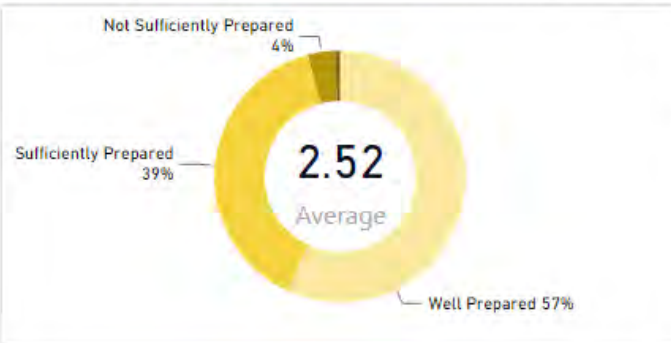
Learning Environment

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



Professional Practices and Responsibilities

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



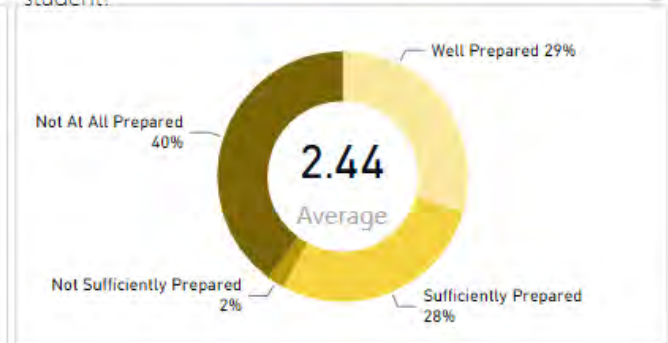
Students with Disabilities

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



Emergent Bilingual Students

How well were candidates prepared to address the needs of students who are identified as an emergent bilingual student?



Note: The Principal [Satisfaction] Survey is administered to principals who oversee first-year teachers to measure how satisfied principals are with their first-year teachers' preparation. Every question in the survey contained the four response options: "Not At All Prepared", "Not Sufficiently Prepared", "Not Sufficiently Prepared", "Sufficiently Prepared", and "Well Prepared". Each option corresponds with numeric values of 0-3, in the same order as the responses listed.

2.47

Average Score of Standards and Alignment

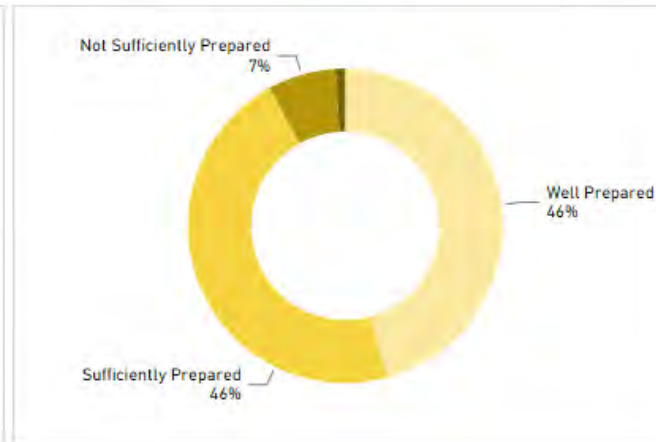


Standards and Alignment

To what extent did the educator preparation program (EPP) prepare the educator to design lessons that use state content standards, reflect research-based practices, and meet the needs of students?

2.37

Average Score of Data and Assessment

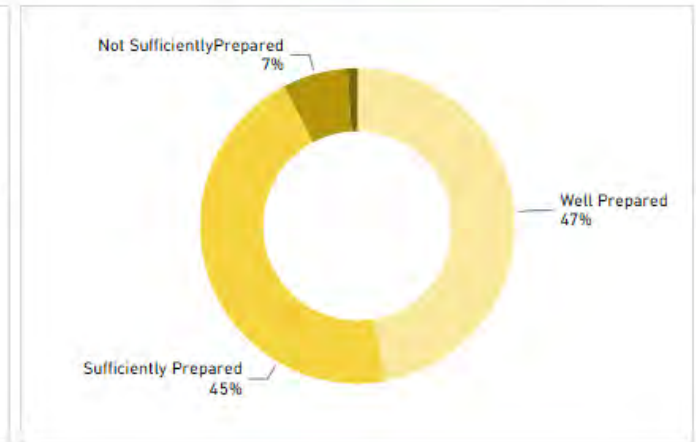


Data and Assessments

To what extent did the EPP prepare the educator to collect and use a variety of student data to plan instruction and provide appropriate feedback to students and families?

2.38

Average Score of Activities

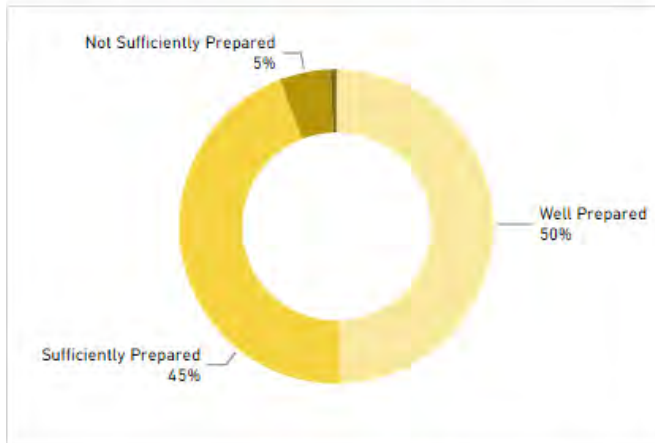


Activities

To what extent did the EPP prepare the educator to encourage students to persist when learning is difficult and complex thinking, use student instructional groups, and align resources with instructional purposes?

2.43

Average Score of Content Knowledge and Expertise

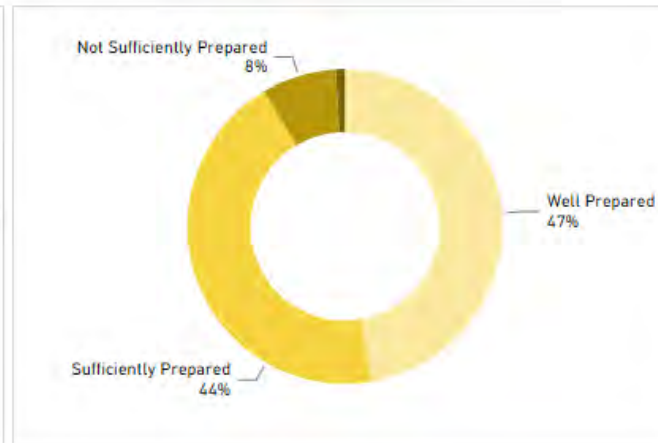


Content Knowledge and Expertise

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

2.38

Average Score of Differentiation

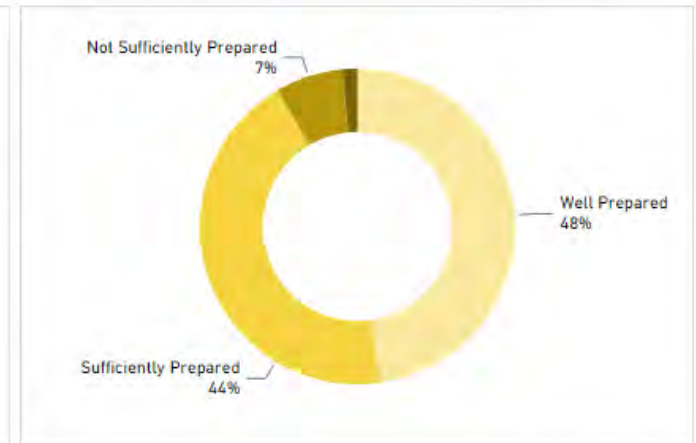


Differentiation

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

2.38

Average Score of Monitor and Adjust

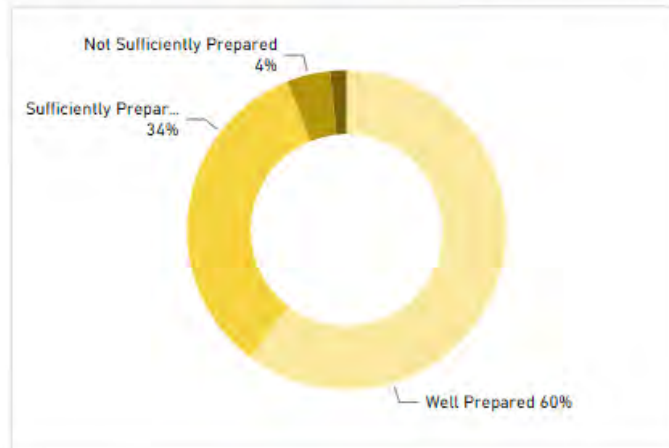


Monitor and Adjust

To what extent did your EPP prepare the educator to collect and use student progress data, maintain student engagement by adjusting instruction, and pace lessons appropriately?

2.53

Average Score of Classroom Environment, Routines and ...

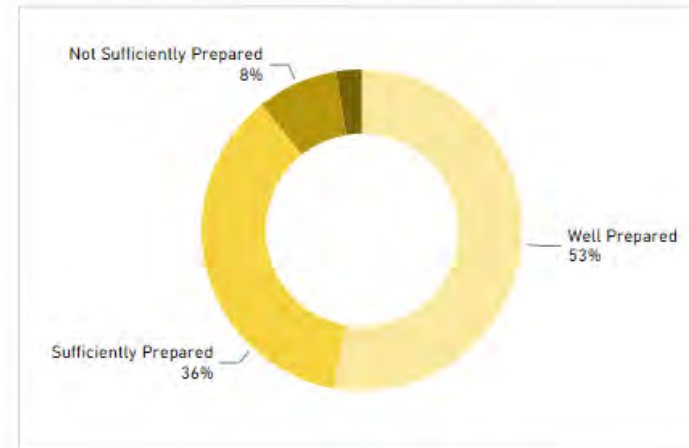


Classroom Environment, Routines and Procedures

To what extent did the educator preparation program (EPP) prepare the educator to organize a safe classroom through clear and efficient procedures and routines?

2.39

Average Score of Managing Student Behavior

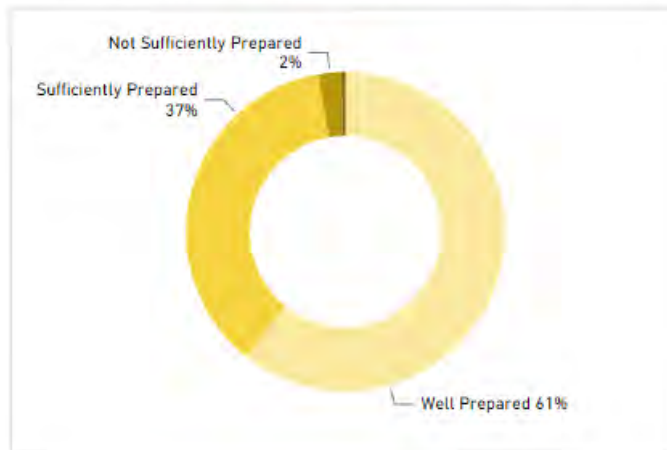


Managing Student Behavior

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

2.58

Average Score of Professional Demeanor and Ethics

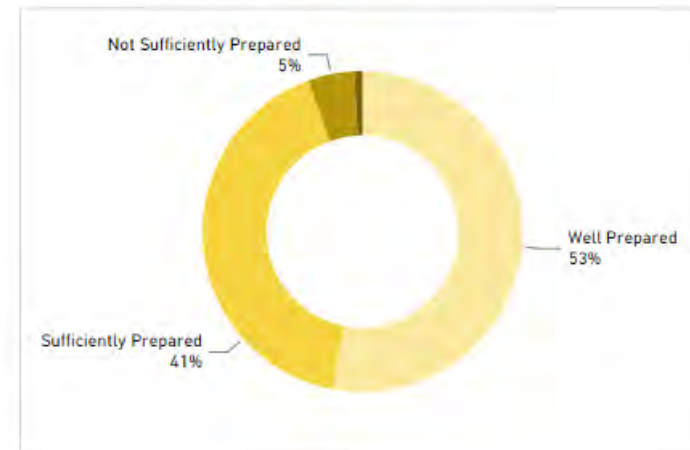


Professional Demeanor and Ethics

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?

2.47

Average Score of Goal Setting



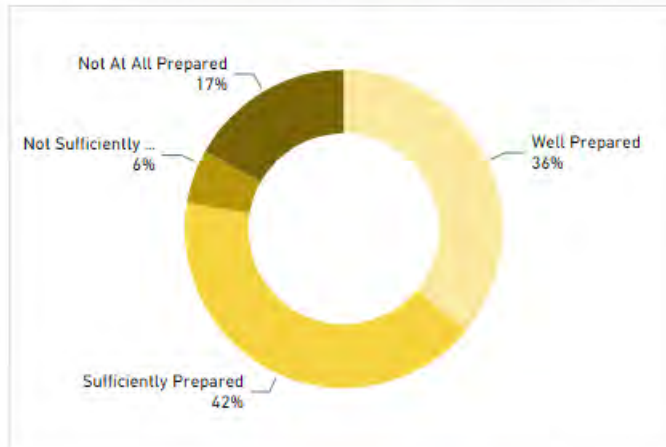
Goal Setting

To what extent did the EPP prepare the educator to reflect on strengths and professional learning needs, use data to set goals, and prioritize goals to improve professional practice?

Students with Disabilities

2.36

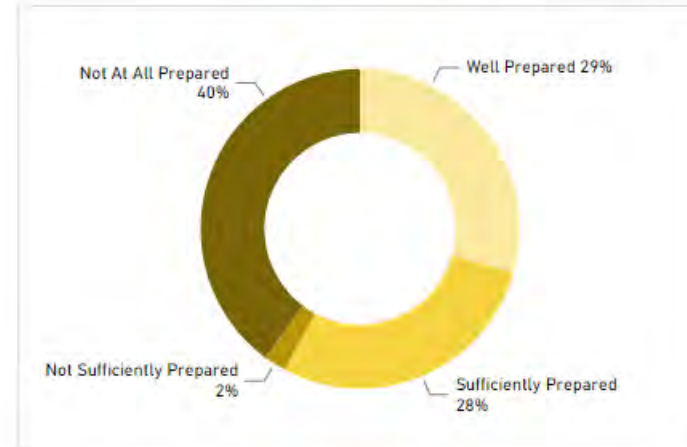
Average Score of Students with Disabilities Category



Emergent Bilingual Students

2.44

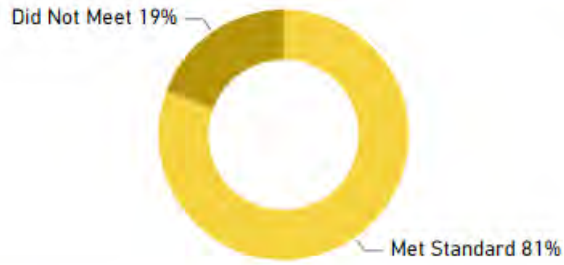
Average Score of Emergent Bilingual Students Category



Per the guidance in Texas statute, principals identify teachers who work with students with disabilities and emergent bilingual student in order to rate their preparation to work with these students. 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 collected. Only surveys with complete data are used to determine whether an individual met the ASEP standard.

Statewide Values

Did the preparation meet the accountability standard?



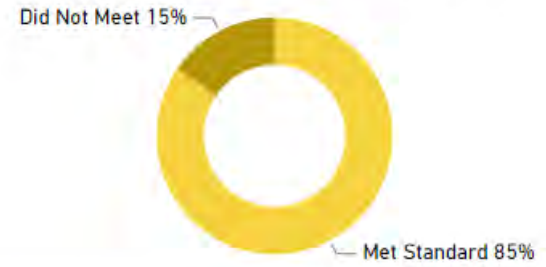
● Planning Average ● Instruction Aver... ● Learning Envr ... ● Professional ... ● Student With ... ● English Lan...



Select an Educator Preparation Program

Texas Tech University

Did the preparation meet the accountability standard?



● Planning Average ● Instruction Average ● Learning Envr ... ● Professional P... ● Student With ... ● English Lan...

