**Principal Survey**

The Principal Survey is administered to principals who oversee first-year teachers to measure how satisfied principals are with their first-year teachers’ preparation. Every question is rated on a 0 – to – 3 – point scale: “Not At All Prepared”, “Not Sufficiently Prepared”, “Sufficiently Prepared”, and “Well Prepared”.

**AY 2020 – 21**

- **Planning**: How well were candidates prepared to plan instruction for students?
  - Average: 2.42
- **Instruction**: How well were candidates prepared to implement instruction in the classroom?
  - Average: 2.44
- **Learning Environment**: How well were candidates prepared to establish a positive learning environment?
  - Average: 2.52
- **Professional Practices and Responsibilities**: How well were candidates prepared to meet the professional responsibilities associated with their role as an educator?
  - Average: 2.55
- **Students with Disabilities**: How well were candidates prepared to address the needs of students with disabilities?
  - Average: 2.30
- **English Language Learners**: How well were candidates prepared to address the needs of students who are identified as an emergent bilingual student?
  - Average: 2.31
Preparation in Planning

**Education Preparation Program**

- Texas Tech University

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<thead>
<tr>
<th>Educator Preparation Program</th>
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**Average Score of Standards and Alignment**

- 2.46

**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?

**Average Score of Data and Assessment**

- 2.39

**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?

**Average Score of Activities**

- 2.38

**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?

Instruction

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**Average Score of Content Knowledge and Expertise**

- 2.43

**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?

**Average Score of Differentiation**

- 2.39

**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?

**Average Score of Monitor and Adjust**

- 2.39

**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?
### Creating a positive Learning Environment

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**2.57**

**Average Score of 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?

- **Not Sufficiently Prepared**: 4%
- **Sufficiently Prepared**: 39%
- **Well Prepared**: 61%

**2.48**

**Average Score of Managing Student Behavior**

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

- **Not Sufficiently Prepared**: 5%
- **Sufficiently Prepared**: 37%
- **Well Prepared**: 58%

### Demonstrating Professional Practices & Responsibilities

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**2.61**

**Average Score of 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?

- **Not Sufficiently Prepared**: 2%
- **Sufficiently Prepared**: 56%
- **Well Prepared**: 43%

**2.50**

**Average Score of 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?

- **Not Sufficiently Prepared**: 3%
- **Sufficiently Prepared**: 42%
- **Well Prepared**: 54%
Prepared to teach

Students with Disabilities & English Language Learners

Students with Disabilities

2.30
Average Score of Students with Disabilities Category

Not At All Prepared: 17%
Not Sufficiently: 4%
Sufficiently Prepared: 49%
Well Prepared: 32%

English Language Learners

2.31
Average Score of English Language Learners Category

Not At All Prepared: 24%
Not Sufficiently: 3%
Sufficiently Prepared: 44%
Well Prepared: 26%

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.

Principal Survey Comparison Table

Statewide Values

Did the preparation meet the accountability standard?

Did Not Meet: 17%
Met Standard: 83%

Select an Educator Preparation Program

Did the preparation meet the accountability standard?

Did Not Meet: 24%
Met Standard: 76%

https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdatadashboard/indicator2.html