Principal [Satisfaction] Survey of the Preparation of First-Year Teachers 2021-22

Planning
How well were candidates prepared to plan instruction for students?

- Not Sufficiently Prepared: 6%
- Sufficiently Prepared: 65%
- Well Prepared: 34%

2.41 Average

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

- Not Sufficiently Prepared: 7%
- Sufficiently Prepared: 66%
- Well Prepared: 33%

2.42 Average

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

- Not Sufficiently Prepared: 7%
- Sufficiently Prepared: 35%
- Well Prepared: 66%

2.45 Average

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

- Not Sufficiently Prepared: 4%
- Sufficiently Prepared: 39%
- Well Prepared: 59%

2.52 Average

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

- Not At All Prepared: 17%
- Not Sufficiently Prepared: 6%
- Sufficiently Prepared: 42%
- Well Prepared: 35%

2.36 Average

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

- Not At All Prepared: 60%
- Not Sufficiently Prepared: 6%
- Sufficiently Prepared: 28%
- Well Prepared: 15%

2.44 Average

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

- Not Sufficiently Prepared: 4%
- Sufficiently Prepared: 46%
- Well Prepared: 52%

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

- Not Sufficiently Prepared: 7%
- Sufficiently Prepared: 46%
- Well Prepared: 47%

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

- Not Sufficiently Prepared: 7%
- Sufficiently Prepared: 45%
- Well Prepared: 47%

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

- Not Sufficiently Prepared: 5%
- Sufficiently Prepared: 65%
- Well Prepared: 30%

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

- Not Sufficiently Prepared: 8%
- Sufficiently Prepared: 46%
- Well Prepared: 46%

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

- Not Sufficiently Prepared: 7%
- Sufficiently Prepared: 46%
- Well Prepared: 48%

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?
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?

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?
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.