#

**Satisfaction of Employers with TTU graduates**

The Texas Education Agency conducts an annual survey of school principals in respect to their satisfaction with graduates from various educator preparation providers. Following is a summation of two important questions in the survey conducted in 2016-2017 (Texas State N=12,306. Texas Tech University N=279).

Question 39:

What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? (Answer scale, 0= Not at all prepared, 4=Well prepared by the program for the first year of teaching).

 State: 3.21 TTU: 3.34

Question 40

How would you rate this teacher’s influence on student achievement? (Answer scale, 1=The teacher is unacceptable, 10=The teacher is exceptional, in the top 2% of teachers I’ve supervised).

 State: 7.11 TTU: 7.42

Following is more extensive data from the 2015-16 survey.

**Principal Survey Data**

**2015-2016**

| **Item** | **TTU Average Score** | **TTU Standard Deviation** | **Statewide Average Score** | **Statewide Standard Deviation** |
| --- | --- | --- | --- | --- |
| **Classroom Environment** |
| *To what extent did the educator preparation program prepare this beginning teacher to:*  |
| 4. effectively implement discipline management procedures?  | 3.18 | .71 | 3.15 | .74 |
| 5. communicate clear expectation for achievement and behavior that promote and encourage self-discipline and self-directed learning?  | 3.20 | .69 | 3.20 | .72 |
| 6. provide support to achieve a positive, equitable, and engaging learning environment?  | 3.32 | .66 | 3.30 | .68 |
| 7. build and maintain positive rapport with students?  | 3.38 | .65 | 3.38 | .66 |
| 8. build and maintain positive rapport and two-way communication with student’s families | 3.27 | .68 | 3.28 | .66 |
| **Instruction** |
| *To what extent did the education preparation program prepare this beginning teacher to:*  |
| 9. implement varied instruction that integrates critical thinking, inquiry and problem solving?  | 3.24 | .63 | 3.18 | .67 |
| 10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?  | 3.25 | .66 | 3.21 | .69 |
| 11. use the results of formative assessment data to guide instruction?  | 3.22 | .62 | 3.16 | .66 |
| 12. engage and motivate students through learner-centered instruction?  | 3.32 | .65 | 3.24 | .68 |
| 13. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?  | 3.25 | .63 | 3.19 | .67 |
| 14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?  | 3.29 | .62 | 3.22 | .66 |
| 15. set clear learning goals and align instruction with standards-based content?  | 3.30 | .65 | 3.23 | .65 |
| 16. provide quality and timely feedback to students?  | 3.28 | .61 | 3.26 | .65 |
| **Students with Disabilities** |
| *To what extent did the educator preparation program prepare this beginning teacher to:*  |
| 18. differentiate instruction to meet the academic needs of students with disabilities?  | 3.17 | .66 | 3.14 | .66 |
| 19. differentiate instruction to meet the behavioral needs of students with disabilities? | 3.11 | .68 | 3.10 | .68 |
| 20. provide appropriate ways for students with disabilities to demonstrate their learning?  | 3.22 | .59 | 3.17 | .64 |
| 21. understand and adhere to the federal and state laws that govern special education services?  | 3.25 | .54 | 3.23 | .60 |
| 22. make appropriate decisions (e.g., when and how to make accommodations and/or modification to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs to students who have an Individualized Education Program (IEP)?  | 3.18 | .59 | 3.18 | .63 |
| 23. develop and/or implement formal and informal assessment that track students’ progress toward IEP goals and objectives?  | 3.11 | .64 | 3.13 | .64 |
| 24. collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?  | 3.28 | .59 | 3.25 | .62 |
| **English Language Learners** |
| *To what extent did the educator preparation program prepare this beginning teacher to:* |
| 26. provide appropriate ways for LEP-ELL students to demonstrate their learning?  | 3.18 | .58 | 3.16 | .63 |
| 27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?  | 3.19 | .56 | 3.20 | .59 |
| 28. comply with district and campus policies and procedures regarding LEP-ELL students?  | 3.24 | .55 | 3.24 | .59 |
| 29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?  | 3.17 | .56 | 3.17 | .62 |
| 30. model and teach the forms and functions of academic English in content areas?  | 3.18 | .56 | 3.18 | .63 |
| **Using Technology with Data** |
| *To what extent did the educator preparation program prepare this beginning teacher to:* |
| 35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?  | 3.29 | .58 | 3.25 | .60 |
| 36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?  | 3.27 | .60 | 3.21 | .62 |
| 37. use available technology to document student learning to determine when an intervention is necessary and appropriate?  | 3.25 | .62 | 3.19 | .62 |
| 38. use available technology to collect and manage formative assessment data to guide instruction?  | 3.25 | .61 | 3.20 | .62 |