



Senate Bill (SB) 174, passed by the 81st Texas Legislature, and the Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation includes four accountability standards. Standard two will be met by the distribution of a Principal Survey that will serve two purposes:

- Results will measure the performance of beginning teachers, and
- The results will measure the program's effectiveness in preparing program participants to succeed in the classroom. The program participant exit survey will measure the educator preparation program's effectiveness in preparing participants to succeed in the classroom.

The SBEC approved the principal and program participant survey on April 9, 2010 and was distributed to the principals of beginning teachers on May 1, 2010.

The results of the surveys were compiled by TEA and the TEXAS COMPREHENSIVE CENTER at SEDL

SB 174 Principal Pilot Survey Data

Educator Preparation Programs

1. The name of this teacher's educator preparation program is (choose one from drop-down list). If the teacher is trained out of state, please type the program name in the text box below.	
Answer Options	
Angelo State University at San Angelo	
<i># of Surveys Completed</i>	20
Demographics and Educational Background	
2. This teacher is <u>trained</u> as a (choose all that apply)	
Answer Options	Response Count
General education teacher, elementary (EC-6)	12
General education teacher, secondary (7-12)	7
Special education teacher, elementary (EC-6)	2
Special education teacher, secondary (7-12)	2
Bilingual or English as a second language teacher, elementary (EC-6)	1
Bilingual or English as a second language teacher, secondary (7-12)	0
Not sure	0
3. This teacher is <u>employed</u> as a (choose all that apply)	
Answer Options	Response Count
General education teacher	17
Special education teacher	2
Bilingual or English as a second language teacher	1
Other (please specify)	2
4. This teacher taught at this campus for <u>four months</u> of the academic year or less.	
Answer Options	Response Count
Yes	4
No	16
<i>Skipped question</i>	0
5. The area in which this campus is located is best described as (choose one)	
Answer Options	Response Count
Suburban/urban fringe	6
Rural	11
Urban	3
Other (please specify)	0
<i>Skipped question</i>	0

Classroom Environment	
6. To what extent was the beginning teacher prepared to effectively implement the discipline-management procedures approved by the campus?	
Answer Options	Response Count
Well prepared	5
Sufficiently prepared	13
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	
0	
7. To what extent was the beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	
0	
8. To what extent was the beginning teacher prepared to apply strategies that promote self-advocacy for all students?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	15
Not sufficiently prepared	1
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	
0	
9. To what extent was the beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?	
Answer Options	Response Count
Well prepared	8
Sufficiently prepared	10
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	
0	
10. To what extent was the beginning teacher prepared to build and maintain positive rapport with students?	
Answer Options	Response Count
Well prepared	12
Sufficiently prepared	7

Not sufficiently prepared	1
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
11. To what extent was the beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?	
Answer Options	Response Count
Well prepared	6
Sufficiently prepared	12
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
Frequency of Open Ended Responses	
12. If you would like to add anything else about the teacher's preparation to address the classroom environment, please do so in the text box below. (Optional)	
Answer Options	
New teachers need more information on how to talk properly and effectively to parents. Especially those from low socio income homes.	
I believe on the job training and support from mentor is very valuable not just case studies.	
I believe a lot of what they learn they learn on the job.	
I feel this teacher has been successful due to her positive attitude and willingness to collaborate with co-workers.	
I feel this teacher has been successful due to her positive attitude and willingness to collaborate with co-workers.	
This teacher did her observations at Glenmore as well as her student teaching, so she was very well prepared for the job because we trained her.	
Students with Disabilities	
13. To what extent was the beginning teacher prepared to use appropriate research-based instructional strategies and methods to meet the needs of students with disabilities?	
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	11
Not sufficiently prepared	4
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	0

14. To what extent was the beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	11
Not sufficiently prepared	4
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	
15. To what extent was the beginning teacher prepared to differentiate instruction to meet the academic and behavioral needs of students with disabilities?	
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	10
Not sufficiently prepared	4
Not at all prepared	1
n.a.	1
<i>Skipped question</i>	
16. To what extent was the beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	10
Not sufficiently prepared	5
Not at all prepared	0
n.a.	2
<i>Skipped question</i>	
17. To what extent was the beginning teacher 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)?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	10
Not sufficiently prepared	4
Not at all prepared	1
n.a.	2
<i>Skipped question</i>	
18. To what extent was the beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	10
Not sufficiently prepared	4
Not at all prepared	1

n.a.	2
<i>Skipped question</i>	0
19. To what extent was the beginning teacher prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	
Answer Options	Response Count
Well prepared	8
Sufficiently prepared	9
Not sufficiently prepared	2
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	0
20. If you would like to add anything else about the teacher's preparation to address the needs of students with disabilities, please do so in the text box below. (Optional)	
Answer Options	
New teachers think they know the laws and the right way to instructed students with special needs, but we have found that they do not have enough training when put in the real world. Paperwork is a real issue.	
The vast amount of paperwork is a shock to them and how to manage that and work with gen ed teachers.	
With inclusion being so strong these days they need more training in that area and how to work with a special ed. teacher to meet the needs of the students	
This teacher didn't come to us with knowledge of special education, but did seek out information from mentor teacher.	
This teacher made little effort to collaborate with other staff.	
This teacher was required to take one special education class, which was based mostly on laws.	
Limited English Proficiency Students	
21. To what extent was the beginning teacher prepared to use appropriate research-based instructional strategies and methods to meet the specific English proficiency level and language domain needs of limited English proficient (LEP-ELL) students?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	6
Not sufficiently prepared	5
Not at all prepared	0
n.a.	6
<i>Skipped question</i>	0
22. To what extent was the beginning teacher prepared to provide appropriate ways for limited English proficient (LEP-ELL) students to demonstrate their learning?	
Answer Options	Response Count
Well prepared	3

Sufficiently prepared	6
Not sufficiently prepared	5
Not at all prepared	0
n.a.	6
Skipped question	0
23. To what extent was the beginning teacher prepared to understand and adhere to federal and state laws that govern education services for limited English proficient (LEP-ELL) students?	
Answer Options	Response Count
Well prepared	2
Sufficiently prepared	7
Not sufficiently prepared	5
Not at all prepared	0
n.a.	6
Skipped question	0
24. To what extent was the beginning teacher prepared to comply with district and campus policies and procedures regarding limited English proficient (LEP-ELL) students?	
Answer Options	Response Count
Well prepared	2
Sufficiently prepared	7
Not sufficiently prepared	5
Not at all prepared	0
n.a.	6
Skipped question	0
25. To what extent was the beginning teacher prepared to support limited English proficient (LEP-ELL) students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	
Answer Options	Response Count
Well prepared	2
Sufficiently prepared	5
Not sufficiently prepared	7
Not at all prepared	0
n.a.	6
Skipped question	0
26. To what extent was the beginning teacher prepared to model and teach the forms and functions of academic English in content areas?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	7
Not sufficiently prepared	4
Not at all prepared	0
n.a.	6
Skipped question	0

27. If you would like to add anything else about the teacher's preparation to address the needs of limited English proficient (LEP-ELL) students, please do so in the text box below. (Optional)	
Answer Options	
This area is much like the Special Education area. They do not have the tools to use in a real class setting. We do give them the support they need and give them the tools.	
School districts are weak in this area also so as we get better the universities will get better at developing a program for this.	
I think as school districts we are weak in this area also but beginning to have more training so that they can see it in the student teaching realm	
The district also provided the teacher with professional development activities in this area.	
This teacher is ESL certified now.	
Technology Integration	
28. To what extent was the beginning teacher prepared to use technology to integrate curriculum TEKS and Technology Applications (TA) TEKS consistent with effective teaching practices?	
Answer Options	Response Count
Well prepared	6
Sufficiently prepared	11
Not sufficiently prepared	3
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
29. To what extent was the beginning teacher prepared to use appropriate multimedia and other technology to support and extend student learning?	
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
30. To what extent was the beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?	
Answer Options	Response Count
Well prepared	5
Sufficiently prepared	11
Not sufficiently prepared	3
Not at all prepared	0
n.a.	1
<i>Skipped question</i>	0

31. To what extent was the beginning teacher prepared to teach students developmentally appropriate technology skills?	
Answer Options	Response Count
Well prepared	5
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a.	2
<i>Skipped question</i>	0
32. To what extent was the beginning teacher prepared to use technology to make learning more active and engaging for students?	
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	10
Not sufficiently prepared	3
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
33. If you would like to add anything else about the teacher's preparation to integrate technology effectively into curricula and instruction, please do so in the text box below. (Optional)	
Answer Options	
In regards to technology, the young teachers we are getting today are better than my generation could ever hope to be. Technology is like their right arm. They use it every day. Thank goodness!	
The campus has provided training in how to "integrate technology" in the instructional delivery process. This training included "Smart Board" training.	
Using Technology with Data	
34. To what extent was the beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?	
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	10
Not sufficiently prepared	3
Not at all prepared	0
n.a.	0
<i>Skipped question</i>	0
35. To what extent was the beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for individual students?	
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	11

Not sufficiently prepared	3
Not at all prepared	2
n.a.	0
<i>Skipped question</i>	0
36. To what extent was the beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for groups of students?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	12
Not sufficiently prepared	3
Not at all prepared	2
n.a.	0
<i>Skipped question</i>	0
37. To what extent was the beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?	
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	12
Not sufficiently prepared	4
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	0
Using Technology with Data Continued	
38. To what extent was the beginning teacher prepared to use technology to collect and manage formative assessment data to guide instruction?	
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	10
Not sufficiently prepared	5
Not at all prepared	1
n.a.	0
<i>Skipped question</i>	0
39. If you would like to add anything else about the teacher's preparation to use technology with data, please do so in the text box below. (Optional)	
Answer Options	
If our new teacher did not know the technology, he had it figured out in a matter of minutes. We just showed him how to use it to help students.	
This teacher did not have any experience with data used by our district or region. Region 15 would be a good resource for ASU to use to expose thier students to programs such as AEIS-IT. Students at ASU do not have access to data concerning TPRI or TAKS.	
Overall Evaluation	

40. What is your overall evaluation of how well the educator preparation program prepared this teacher? Select the one statement that most closely matches your current overall perspective on the program.	
Answer Options	
The teacher was well prepared by the program for the first year of teaching.	8
The teacher was sufficiently prepared by the program for the first year of teaching.	8
The teacher was prepared in most areas for the first year of teaching; however, there were a few areas in which the program did not sufficiently prepare the teacher.	2
The teacher was prepared in a few areas for the first year of teaching; however, in most areas the program did not sufficiently prepare the teacher.	2
The teacher was not prepared by the program for the first year of teaching.	0
<i>Skipped question</i>	0
41. If you would like to add anything else about the teacher's preparation for the first year of teaching, please do so in the text box below. (Optional)	
Answer Options	
I do believe that when it come to special education and ESL students and knowing how to best meet their needs and do all of the paperwork, first year teachers must be in a school classroom more than they are in the college classroom. They need as much experience as they can get.	
This teacher did not want to comply with teaching techniques implemented by our district. After being on a growth plan for 2 weeks she resigned.	
Consideration applies to the individual teacher's personal work ethics, commitment, and professional desire as far as how well her preparation has prepared her for the first year of teaching.	
This teacher has done a wonderful job this year. There are just many things new teachers are not prepared for that she learned from her mentor teacher. They are not exposed to available elem technology programs, RTI, or inclusion	
We partner with ASU during pre-student teaching & student teaching experiences in order to best prepare teachers for their first year. ASU does a great job, and I feel that we at SAISD do a great job supporting, grooming, and mentoring teachers during their first year so that they are well prepared for success.	