

University of North Texas
Educator Preparation Program
Texas Education Agency EPP Candidate Exit Survey
Satisfaction of Completers (Component 4.4 | A.4.2)

Student Exit Survey	2017-2018 N = 611	2016-2017 n = 567	2015-2016 n = 619
Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus	3.66	3.66	3.66
Q5. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	3.76	3.75	3.78
Q6. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	3.83	3.83	3.84
Q7. To what extent were you prepared to build and maintain positive rapport with students?	3.83	3.85	3.86
Q8. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?	3.58	3.60	3.59
Q9. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?	3.76	3.74	3.75
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?	3.77	3.78	3.76
Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction?	3.69	3.67	3.64
Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction?	3.77	3.76	3.76
Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	3.78	3.78	3.80
Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	3.76	3.76	3.78
Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?	3.79	3.80	3.79
Q16. To what extent were you prepared to provide quality and timely feedback to students?	3.76	3.78	3.77
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?	3.50	3.49	3.50
Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?	3.51	3.48	3.49

Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?	3.52	3.53	3.55
Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?	3.55	3.56	3.50
Q22. To what extent were you 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)?	3.55	3.53	3.52
Q23. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?	3.48	3.45	3.51
Q24. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	3.64	3.62	3.65
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?	3.67	3.65	3.61
Q27. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?	3.63	3.63	3.59
Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?	3.65	3.66	3.63
Q29. To what extent were you prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	3.64	3.64	3.60
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?	3.65	3.65	3.64
Q31. To what extent were you prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?	3.71	3.69	3.74
Q32. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	3.65	3.62	3.67
Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?	3.64	3.61	3.65
Q34. To what extent were you prepared to use technology to make learning more active and engaging for students?	3.73	3.72	3.78
Q35. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?	3.49	3.50	3.51

Q36. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	3.51	3.49	3.52
Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?	3.51	3.50	3.51
Q38. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?	3.54	3.53	3.56
Q53. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.	4.00	4.00	4.00