University of North Texas Educator Preparation Program Texas Principal Survey atisfaction of Employers (Compone

Indicators of Satisfaction of Employers (Component 4.3/A.4.1)

= 2017-2018 = 2016-2017 = 2015-2016 N = 376N = 4004 - Well prepared: All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills. 3 - Sufficiently Prepared: Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills. 2 - Not Sufficiently Prepared: The beginning teacher demonstrated limited understanding and had partial required knowledge and skills. 1 - Not at all Prepared: The beginning teacher demonstrated little to no understanding and had minimal knowledge and skills 3.00 3.10 3.20 3.30 3.60 2.90 3.19 To what extent did the educator preparation program prepare this beginning teacher to effectively implement discipline management 3.24 procedures? 3.18 To what extent did the educator preparation program prepare this beginning teacher communicate clear expectations for achievement and 3.31 behavior that promote and encourage self-discipline and self-directed 3.25 learning? To what extent did the educator preparation program prepare this 3.42 beginning teacher provide support to achieve a positive, equitable, and engaging learning environment? 3.38 3.42 To what extent did the educator preparation program prepare this beginning teacher build and maintain positive rapport with students? 3.50 3.43 3.32 To what extent did the educator preparation program prepare this beginning teacher build and maintain positive rapport and two-way 3.41 communication with students' families? 3.34 To what extent did the educator preparation program prepare this beginning teacher to implement varied instruction that integrates critical 3.28 thinking, inquiry, and problem solving? 3.26 To what extent did the educator preparation program prepare this beginning teacher to respond to the needs of students by being flexible 3.30 in instructional approach and differentiating instruction? 3.31 To what extent did the educator preparation program prepare this beginning teacher to use the results of formative assessment data to guide instruction? 3.23 3 31 To what extent did the educator preparation program prepare this beginning teacher to engage and motivate students through learner-3.34 centered instruction? To what extent did the educator preparation program prepare this beginning teacher to integrate efective modeling, questioning, and self-3.34 reflection (self-assessment) strategies into instruction? 3.29 3.31 To what extent did the educator preparation program prepare this beginning teacher to assume various roles in the instructional process 3.32 (e.g. instructor, facilitator, audience)? 3.31 To what extent did the educator preparation program prepare this beginning teacher to set clear learning goals and align instruction with standards-based content? 3.38 3.33 3.33 To what extent did the educator preparation program prepare this beginning teacher to provide quality and timely feedback to students? 3.35 3.20 To what extent did the educator preparation program prepare this 3.25 beginning teacher to differentiate instruction to meet the academic needs of students with disabilities? 3 14 To what extent did the educator preparation program prepare this beginning teacher to differentiate instruction to meet the behavioral 3.22 needs of students with disabilities? To what extent did the educator preparation program prepare this 3.28 beginning teacher to provide appropriate ways for students with disabilities to demonstrate their learning? 3.22 To what extent did the educator preparation program prepare this beginning teacher to understand and adhere to the federal and state laws 3.36 that govern special education services? 3.28 To what extent did the educator preparation program prepare this 3.24 beginning teacher to make appropriate decisions (e.g. when and how to make accommoddations and/or modifications to instruction, assessment, amaterials, delivery, and classroom procuedures) t To what extent did the educator preparation program prepare this 3.18 beginning teacher to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives? To what extent did the educator preparation program prepare this beginning teacher to collaborate with others, such as para-educators and 3.31 3.34 other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities? 3.30 3.26 To what extent did the educator preparation program prepare this beginning teacher to provide appropriate ways for LEP-ELL students to 3.30 demonstrate their learning? To what extent did the educator preparation program prepare this beginning teacher to understand and adhere to federal and state laws that 3.31 govern education services for LEP-ELL students? 3.33 To what extent did the educator preparation program prepare this beginning teacher to comply with district and campus policies and procedures regarding LEP-ELL students? To what extent did the educator preparation program prepare this beginning teacher to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS) including the English Language 3.26 3.27 3.23 Proficiency Standards (ELPS)? To what extent did the educator preparation program prepare this beginning teacher to model and teach the forms and functions of 3.31 academic English in content areas? To what extent did the educator preparation program prepare this 3.43 beginning teacher to use technology available on the campus to integrate curriculum to support student learning? 3.42 To what extent did the educator preparation program prepare this beginning teacher to provide technology-based classroom learning 3.38 opportunities that allow students to interact with real-time and/or online 3.35 To what extent did the educator preparation program prepare this beginning teacher to teach students developmentally appropriate 3.37 technology skills? 3.34 3.34 To what extent did the educator preparation program prepare this beginning teacher to use technology to make learning more active and 3.39 engaging for students? To what extent did the educator preparation program prepare this 3.34 beginning teacher to use available technology to collect, manage, and 3.35 analyze student data using software programs (such as Excel, or an electronic gradebook)? 3.34 To what extent did the educator preparation program prepare this 3.28 beginning teacher to use available technology to collect, manage, and 3.30 analyze data from multiple sources in order to interpret learning results for students? 3.31 To what extent did the educator preparation program prepare this

beginning teacher to use available technology to document student

learning to determine when an intervention is necessary and

appropriate?

To what extent did the educator preparation program prepare this beginning teacher to use available technology to collect and manage

formative assessment data to guide instruction?

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?

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