### EPP Candidate Exit Survey Responses For All Survey Questions

For the Academic Year 2014
Trinity University (015504) (Total Surveys 34), Statewide (Total Surveys 20662)

<table>
<thead>
<tr>
<th>Q1. The type of educator preparation program that I am involved in is: 34 responses</th>
<th></th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alternative Certification Program.</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>• Post-Baccalaureate Program.</td>
<td>91%</td>
<td>6%</td>
</tr>
<tr>
<td>• Traditional Undergraduate University Based Program.</td>
<td>9%</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year? 34 responses</th>
<th></th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Yes</td>
<td>3%</td>
<td>50%</td>
</tr>
<tr>
<td>• No</td>
<td>97%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3. The area in which your current teaching assignment is located is best described as (choose one): 34 responses</th>
<th></th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• rural</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>• suburban/urban fringe</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>• urban</td>
<td>65%</td>
<td>39%</td>
</tr>
<tr>
<td>• Other (please specify)</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus? 34 responses</th>
<th></th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Well prepared</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>• Sufficiently prepared</td>
<td>15%</td>
<td>28%</td>
</tr>
<tr>
<td>• Not sufficiently prepared</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>• Not at all prepared</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q5. To what extent were you prepared to communicate clear expectations for Trinity University (015504) (Total Surveys 34), Statewide (Total Surveys 20662)</th>
<th></th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20661 responses</td>
</tr>
</tbody>
</table>
achievement and behavior that promote and encourage self-discipline and

self-directed learning?

- Well prepared 34 responses 79% 20661 responses 76%
- Sufficiently prepared 21% 23%
- Not sufficiently prepared 0% 1%
- Not at all prepared 0% 0%

Q6. To what extent were you prepared to provide support to achieve a positive,
equitable, and engaging learning environment?

- Well prepared 34 responses 91% 20661 responses 80%
- Sufficiently prepared 9% 19%
- Not sufficiently prepared 0% 1%
- Not at all prepared 0% 0%

Q7. To what extent were you prepared to build and maintain positive rapport with
students?

- Well prepared 34 responses 97% 20661 responses 84%
- Sufficiently prepared 3% 15%
- Not sufficiently prepared 0% 1%
- Not at all prepared 0% 0%

Q8. To what extent were you prepared to build and maintain positive rapport and
two-way communication with students' families?

- Well prepared 34 responses 79% 20661 responses 68%
- Sufficiently prepared 21% 29%
- Not sufficiently prepared 0% 2%
- Not at all prepared 0% 0%

Q9. To what extent were you prepared to implement varied instruction that integrates
critical thinking, inquiry, and problem solving?

- Well prepared 34 responses 79% 20661 responses 68%
Q10. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction? 34 responses
- Well prepared 85% 71%
- Sufficiently prepared 12% 28%
- Not sufficiently prepared 3% 2%
- Not at all prepared 0% 0%

Q11. To what extent were you prepared to use the results of formative assessment data to guide instruction? 34 responses
- Well prepared 82% 65%
- Sufficiently prepared 15% 32%
- Not sufficiently prepared 3% 3%
- Not at all prepared 0% 0%

Q12. To what extent were you prepared to engage and motivate students through learner-centered instruction? 34 responses
- Well prepared 85% 75%
- Sufficiently prepared 15% 23%
- Not sufficiently prepared 0% 1%
- Not at all prepared 0% 0%

Q13. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction? 34 responses
- Well prepared 88% 75%
- Sufficiently prepared 9% 24%
<table>
<thead>
<tr>
<th>Q14. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?</th>
<th>34 responses</th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well prepared</td>
<td>91%</td>
<td>73%</td>
</tr>
<tr>
<td>Sufficiently prepared</td>
<td>9%</td>
<td>25%</td>
</tr>
<tr>
<td>Not sufficiently prepared</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Not at all prepared</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q15. To what extent were you prepared to set clear learning goals and align instruction with standards based content?</th>
<th>34 responses</th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well prepared</td>
<td>91%</td>
<td>76%</td>
</tr>
<tr>
<td>Sufficiently prepared</td>
<td>6%</td>
<td>23%</td>
</tr>
<tr>
<td>Not sufficiently prepared</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Not at all prepared</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q16. To what extent were you prepared to provide quality and timely feedback to students?</th>
<th>34 responses</th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well prepared</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Sufficiently prepared</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Not sufficiently prepared</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Not at all prepared</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Q17. Did you have students with disabilities in your classroom as determined by the Texas Administrative Code §89.1001? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.</th>
<th>34 responses</th>
<th>20661 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94%</td>
<td>81%</td>
</tr>
<tr>
<td>No</td>
<td>6%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Q18. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities? 32 responses 16700 responses
- Well prepared 72% 55%
- Sufficiently prepared 25% 39%
- Not sufficiently prepared 3% 5%
- Not at all prepared 0% 0%

Q19. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities? 32 responses 16702 responses
- Well prepared 69% 56%
- Sufficiently prepared 28% 38%
- Not sufficiently prepared 3% 6%
- Not at all prepared 0% 0%

Q20. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning? 32 responses 16702 responses
- Well prepared 69% 57%
- Sufficiently prepared 22% 37%
- Not sufficiently prepared 9% 5%
- Not at all prepared 0% 0%

Q21. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? 32 responses 16701 responses
- Well prepared 69% 63%
- Sufficiently prepared 22% 33%
- Not sufficiently prepared 9% 4%
- Not at all prepared 0% 0%

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)?

32 responses 16702 responses

- Well prepared 69% 59%
- Sufficiently prepared 22% 35%
- Not sufficiently prepared 9% 5%
- Not at all prepared 0% 0%

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?

32 responses 16702 responses

- Well prepared 69% 56%
- Sufficiently prepared 19% 37%
- Not sufficiently prepared 12% 6%
- Not at all prepared 0% 1%

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?

32 responses 16702 responses

- Well prepared 81% 67%
- Sufficiently prepared 16% 29%
- Not sufficiently prepared 3% 3%
- Not at all prepared 0% 0%

Q25. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English, as determined by Texas Education Code 34 responses 20662 responses

- Yes 62% 70%
- No 38% 30%
Q26. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? 21 responses 14534 responses

• Well prepared  
  71% 59%

• Sufficiently prepared  
  24% 35%

• Not sufficiently prepared  
  5% 5%

• Not at all prepared  
  0% 0%

Q27. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students? 21 responses 14534 responses

• Well prepared  
  76% 60%

• Sufficiently prepared  
  19% 34%

• Not sufficiently prepared  
  5% 5%

• Not at all prepared  
  0% 0%

Q28. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students? 21 responses 14534 responses

• Well prepared  
  71% 63%

• Sufficiently prepared  
  24% 33%

• Not sufficiently prepared  
  5% 4%

• Not at all prepared  
  0% 0%

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)? 21 responses 14534 responses

• Well prepared  
  76% 60%

• Sufficiently prepared  
  19% 35%

• Not sufficiently prepared  
  5% 5%

• Not at all prepared  
  0% 1%
Q30. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

21 responses

- Well prepared 76%
- Sufficiently prepared 19%
- Not sufficiently prepared 5%
- Not at all prepared 0%

14534 responses

- Well prepared 63%
- Sufficiently prepared 33%
- Not sufficiently prepared 4%
- Not at all prepared 0%

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?

34 responses

- Well prepared 82%
- Sufficiently prepared 18%
- Not sufficiently prepared 0%
- Not at all prepared 0%

20662 responses

- Well prepared 71%
- Sufficiently prepared 29%
- Not sufficiently prepared 4%
- Not at all prepared 0%

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?

34 responses

- Well prepared 76%
- Sufficiently prepared 21%
- Not sufficiently prepared 3%
- Not at all prepared 0%

20662 responses

- Well prepared 66%
- Sufficiently prepared 30%
- Not sufficiently prepared 4%
- Not at all prepared 0%

Q33. To what extent were you prepared to teach students developmentally appropriate technology skills?

34 responses

- Well prepared 71%
- Sufficiently prepared 29%
- Not sufficiently prepared 0%
- Not at all prepared 0%

20662 responses

- Well prepared 65%
- Sufficiently prepared 31%
- Not sufficiently prepared 4%
- Not at all prepared 0%

Q34. To what extent were you prepared to use technology to make learning more active
and engaging for students? 34 responses 20662 responses

• Well prepared 91% 73%
• Sufficiently prepared 9% 24%
• Not sufficiently prepared 0% 2%
• Not at all prepared 0% 0%

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)? 34 responses 20662 responses

• Well prepared 79% 61%
• Sufficiently prepared 15% 32%
• Not sufficiently prepared 6% 6%
• Not at all prepared 0% 1%

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? 34 responses 20662 responses

• Well prepared 71% 59%
• Sufficiently prepared 24% 34%
• Not sufficiently prepared 6% 6%
• Not at all prepared 0% 1%

Q37. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and 34 responses 20662 responses

• Well prepared 62% 57%
• Sufficiently prepared 29% 35%
• Not sufficiently prepared 9% 6%
• Not at all prepared 0% 1%

Q38. To what extent were you prepared to use available technology to collect and
manage formative assessment data to guide instruction? 34 responses

- Well prepared 65% 59%
- Sufficiently prepared 32% 34%
- Not sufficiently prepared 3% 5%
- Not at all prepared 0% 1%

Q39. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation? 34 responses

- Always/Almost Always. 76% 74%
- Frequently. 15% 18%
- Occasionally. 9% 6%
- Rarely. 0% 2%

Q40. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom? 34 responses

- Always/Almost Always. 76% 81%
- Frequently. 18% 15%
- Occasionally. 3% 3%
- Rarely. 3% 1%

Q41. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom? 34 responses

- Always/Almost Always. 79% 84%
- Frequently. 15% 11%
- Occasionally. 3% 3%
- Rarely. 3% 1%

Q42. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation? 34 responses

- Always/Almost Always. 85% 87%
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Always/Almost Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q43. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?</td>
<td>34 responses</td>
<td>85%</td>
<td>12%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Q44. To what extent did your Field Supervisor hold an interactive conference with you after each observation?</td>
<td>34 responses</td>
<td>74%</td>
<td>18%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Q45. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?</td>
<td>34 responses</td>
<td>74%</td>
<td>21%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Q46. Did you ever communicate with your Field Supervisor by email, text, or telephone call?</td>
<td>34 responses</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Q47. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

<table>
<thead>
<tr>
<th>Response</th>
<th>34 responses</th>
<th>20662 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
<td>94%</td>
<td>85%</td>
</tr>
<tr>
<td>Frequently.</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Occasionally.</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
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Q48. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>34 responses</th>
<th>20662 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>Frequently.</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Occasionally.</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>3%</td>
<td>1%</td>
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</table>

Q49. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

<table>
<thead>
<tr>
<th>Response</th>
<th>34 responses</th>
<th>20662 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
<td>94%</td>
<td>85%</td>
</tr>
<tr>
<td>Frequently.</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Occasionally.</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Q50. To what extent did your Field supervisor ask you for ways he/she can support you?

<table>
<thead>
<tr>
<th>Response</th>
<th>34 responses</th>
<th>20662 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always/Almost Always</td>
<td>88%</td>
<td>77%</td>
</tr>
<tr>
<td>Frequently.</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>Occasionally.</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Rarely.</td>
<td>0%</td>
<td>2%</td>
</tr>
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</table>
Q51. The Field Supervisor FORMALLY observed me teaching a minimum 34 responses

- Yes 100% 99%
- No 0% 1%

Q52. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations. 34 responses

- Yes 100% 98%
- No 0% 2%

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. 34 responses

- I was well prepared by the program for the first year of teaching. 97% 73%
- I was sufficiently prepared by the program for the first year of teaching 0% 25%
- I was not sufficiently prepared by the program for the first year of teaching 3% 1%
- I was not at all prepared by the program for the first year of teaching 0% 0%
Trinity University (015504)
(Total Surveys 34), Statewide (Total Surveys 20662)

For the Academic Year 2014