

Senate Bill (SB) 174, passed by the 81st Texas Legislature, and the Texas Administrative Code (TAC) Chapter 229, <u>Accountability System for Educator Preparation</u> 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 If the teacher is trained out of state, please type the program name in the teacher	
Answer Options	
Angelo State University at San Angelo	
# of Surveys Comple	eted 20
Demographics and Educational Background	
2. This teacher is trained 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	17 2
Special education teacher Bilingual or English as a second language teacher	17 2 1
Special education teacher	17 2
Special education teacher Bilingual or English as a second language teacher	17 2 1 2
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of	17 2 1 2
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options	17       2       1       2       1       2       r less.       Response Count       4
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes	17 2 1 2 2 v less. Response Count
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes	17         2         1         2         or less.         Response Count         4         16
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No Skipped question	17         2         1         2         or less.         Response Count         4         16         0
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No Skipped question 5. The area in which this campus is located is best described as (choose on	17         2         1         2         or less.         Response Count         4         16         0
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No Skipped question 5. The area in which this campus is located is best described as (choose on Answer Options	17         2         1         2         1         2         r         e         Response Count         4         16         0         Response Count
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No Skipped question 5. The area in which this campus is located is best described as (choose on Answer Options Suburban/urban fringe	17         2         1         2         1         2         r         e         Response Count         4         16         0         e         Response Count         6
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No Skipped question 5. The area in which this campus is located is best described as (choose on Answer Options Suburban/urban fringe Rural	17         2         1         2         1         2         r         e         Response Count         4         16         0         e         Response Count         6         11
Special education teacher Bilingual or English as a second language teacher Other (please specify) 4. This teacher taught at this campus for <u>four months</u> of the academic year of Answer Options Yes No 5. The area in which this campus is located is best described as (choose on Answer Options Suburban/urban fringe	17         2         1         2         1         2         r         e         Response Count         4         16         0         e         Response Count         6

6. To what extent was the beginning teacher prepared to effectively impleme	nt 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
Skipped question	0
7. To what extent was the beginning teacher prepared to communicate clear achievement and behavior that promote and encourage self-discipline and set	
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
Skipped question	0
Answer Options	Response Count
Well prepared	3
Sufficiently prepared	15
Not sufficiently prepared	1
Not at all prepared	1
n.a.	0
Plyinnod quastion	0
Skipped question	0
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment?	•
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment?	•
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared	achieve a positive, Response Count 8
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared	achieve a positive, Response Count 8 10
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	achieve a positive, Response Count 8
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	Achieve a positive, Response Count 8 10 2 0
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a.	Achieve a positive, Response Count 8 10 2 0 0 0
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment?	Achieve a positive, Response Count 8 10 2 0
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a.	Achieve a positive, Response Count 8 10 2 0 0 0 0
9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 10. To what extent was the beginning teacher prepared to build and maintair students?	Achieve a positive, Response Count 8 10 2 0 0 0 0
<ul> <li>9. To what extent was the beginning teacher prepared to provide support to a equitable, and engaging learning environment?</li> <li>Answer Options <ul> <li>Well prepared</li> <li>Sufficiently prepared</li> <li>Not sufficiently prepared</li> <li>Not at all prepared</li> <li>n.a.</li> </ul> </li> <li>10. To what extent was the beginning teacher prepared to build and maintair</li> </ul>	Achieve a positive, Response Count 8 10 2 0 0 0 0 0 0

Not sufficiently prepared	1
Not at all prepared	0
n.a.	0
Skipped question	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
Skipped question	0

# Frequency of Open Ended Responses

12. If you would like to add anything else about the teacher's preparation to address the <u>classroom environment</u>, 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
Skipped question	0

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
Skipped question	0
15. To what extent was the beginning teacher prepared to differentiate instruct academic and behavioral needs of students with disabilities?	ction to meet the
Answer Options	Response Count
Well prepared	4
Sufficiently prepared	10
Not sufficiently prepared	4
Not at all prepared	1
n.a.	1
Skipped question	0
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
Skipped question	0
17. To what extent was the beginning teacher prepared to make appropriate	
when and how to make accommodations and/or modifications to instruction, materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)?	students who have
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options	students who have Response Count
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared	Response Count
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared	Response Count
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	Response Count 3 10 4
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	Response Count 3 10 4 1
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a.	Response Count 3 10 4 1 2
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared	Response Count 3 10 4 1
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a.	students who have Response Count 3 10 4 1 2 0 0
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 18. To what extent was the beginning teacher prepared to develop and/or im informal assessments that track students' progress toward IEP goals and obj	Response Count 3 10 4 1 2 0 plement formal and ectives?
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 18. To what extent was the beginning teacher prepared to develop and/or im informal assessments that track students' progress toward IEP goals and obj Answer Options	students who have Response Count 3 10 4 1 2 0 0
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 18. To what extent was the beginning teacher prepared to develop and/or im	students who have Response Count 3 10 4 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
materials, delivery, and classroom procedures) to meet the learning needs of an Individualized Education Program (IEP)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 18. To what extent was the beginning teacher prepared to develop and/or im informal assessments that track students' progress toward IEP goals and obj Answer Options Well prepared	students who have Response Count 3 10 4 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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n.a.	2
Skipped question	0
19. To what extent was the beginning teacher prepared to collaborate with ot educators and other teachers, in meeting the academic, developmental, and 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
Skipped question	0
20. If you would like to add anything else about the teacher's preparation to a students with disabilities, please do so in the text box below. (Optional)	ddress the needs of
Answer Options	
New teachers think they know the laws and the right way to instructed stude needs, but we have found that they do not have enough training when put in Paperwork is a real issue.	-
The vast amount of paperwork is a shock to them and how to manage that a ed teachers.	and work with gen
With inclusion being so strong these days they need more training in that are with a special ed. teacher to meet the needs of the students	ea and how to work
This teacher didn't come to us with knowledge of special education, but did s from mentor teacher.	seek out information
This teacher made little effort to collaborate with other staff.	
This teacher was required to take one special education class, which was bas	sed mostly on laws.
Limited English Proficiency Students	
21. To what extent was the beginning teacher prepared to use appropriate re instructional strategies and methods to meet the specific English proficiency 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 6
	6
n.a.	
· ·	0
n.a. Skipped question 22. To what extent was the beginning teacher prepared to provide appropriat	0
n.a.	0

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 a state laws that govern education services for limited English proficient (LEP	
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 distribution	
policies and procedures regarding limited English proficient (LEP-ELL) stud Answer Options	ents? Response Count
Well prepared	· ·
Sufficiently prepared	2
Not sufficiently prepared	5
Not at all prepared	0
	0
n a	6
n.a. Skipped question 25. To what extent was the beginning teacher prepared to support limited E	nglish proficient (LEP-
Skipped question 25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)?	0 nglish proficient (LEP- S), including the
Skipped question 25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)?	0 nglish proficient (LEP-
Skipped question 25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)?	0 nglish proficient (LEP- S), including the
Skipped question 25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options	0 nglish proficient (LEP- S), including the Response Count
Skipped question 25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options Well prepared	0 nglish proficient (LEP- S), including the Response Count 2
25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options Well prepared Sufficiently prepared	0 nglish proficient (LEP- S), including the Response Count 2 5
25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	O       nglish proficient (LEP-S), including the       Response Count       2       5       7
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         Not at all prepared	0 nglish proficient (LEP- S), including the Response Count 2 5 7 0 6
25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a.	O       nglish proficient (LEP-S), including the       Response Count       2       5       7       0       6       0
25. To what extent was the beginning teacher prepared to support limited E ELL) students in mastering the Texas Essential Knowledge and Skills (TEK English Language Proficiency Standards (ELPS)? Answer Options Well prepared Sufficiently prepared Not sufficiently prepared Not at all prepared n.a. Skipped question 26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas? Answer Options	O       nglish proficient (LEP-S), including the       Response Count       2       5       7       0       6       0
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         Not at all prepared         n.a.         Skipped question         26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas?         Answer Options         Well prepared	0         nglish proficient (LEP-S), including the         Response Count         2         5         7         0         6         0         the forms and         Response Count         3
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         Not at all prepared         n.a.         Skipped question         26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas?         Answer Options         Well prepared         Skipped question	0         nglish proficient (LEP-S), including the         Response Count         2         5         7         0         6         0         the forms and         Response Count
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         Not at all prepared         n.a.         Skipped question         26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas?         Answer Options         Well prepared	0         nglish proficient (LEP-S), including the         Response Count         2         5         7         0         6         0         the forms and         Response Count         3
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         Not at all prepared         n.a.         Skipped question         26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas?         Answer Options         Well prepared         Skipped question	O       nglish proficient (LEP-S), including the       Response Count       2       5       7       0       6       0       6       0       the forms and       Response Count       3       7
Skipped question         25. To what extent was the beginning teacher prepared to support limited E         ELL) students in mastering the Texas Essential Knowledge and Skills (TEK         English Language Proficiency Standards (ELPS)?         Answer Options         Well prepared         Sufficiently prepared         Not sufficiently prepared         n.a.         Skipped question         26. To what extent was the beginning teacher prepared to model and teach functions of academic English in content areas?         Answer Options         Well prepared         Stipped question	0         nglish proficient (LEP-S), including the         Response Count         2         5         7         0         6         0         6         0         6         0         Kesponse Count         8         7         0         6         7         4

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
Skipped question	0
29. To what extent was the beginning teacher prepared to use appropriate m technology to support and extend student learning?	ultimedia and other
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a.	0
Skipped question	0
30. To what extent was the beginning teacher prepared to provide technology learning opportunities that allow students to interact with real-time and/or only a students to interact with real-time and/or only a student of the studen	
Answer Options	Response Count
Well prepared	5
Sufficiently prepared	11
Not sufficiently prepared	3
Not at all prepared	0
n.a.	1
Skipped question	0

appropriate technology skills? Answer Options	Response Count
· · · · · · · · · · · · · · · · · · ·	-
Well prepared	5
Sufficiently prepared	11
Not sufficiently prepared	2
Not at all prepared	0
n.a. Otime d meetion	2
Skipped question	0
32. To what extent was the beginning teacher prepared to use technology to active and engaging for students?	make learning more
Answer Options	Response Count
Well prepared	7
Sufficiently prepared	10
Not sufficiently prepared	3
Not at all prepared	0
n.a.	0
Skipped question	0
33. If you would like to add anything else about the teacher's preparation to effectively into curricula and instruction, please do so in the text box below. Answer Options	
effectively into curricula and instruction, please do so in the text box below.	(Optional)
	( <b>Optional</b> ) er than my generation
effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are bette could ever hope to be. Technology is like their right arm. They use it every goodness!	( <b>Optional)</b> er than my generation r day. Thank
effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are bette could ever hope to be. Technology is like their right arm. They use it every goodness! The campus has provided training in how to "integrate technology" in the in	( <b>Optional)</b> er than my generation r day. Thank
effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are bette could ever hope to be. Technology is like their right arm. They use it every goodness! The campus has provided training in how to "integrate technology" in the in process. This training included "Smart Board" training. Using Technology with Data 34. To what extent was the beginning teacher prepared to use technology to analyze student data using software programs (such as Excel or an electron	(Optional) er than my generation day. Thank structional delivery collect, manage, ar ic grade book)?
effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are bette could ever hope to be. Technology is like their right arm. They use it every goodness! The campus has provided training in how to "integrate technology" in the in process. This training included "Smart Board" training. Using Technology with Data 34. To what extent was the beginning teacher prepared to use technology to analyze student data using software programs (such as Excel or an electron Answer Options	(Optional) er than my generation day. Thank structional delivery collect, manage, ar ic grade book)?
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effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are bette could ever hope to be. Technology is like their right arm. They use it every goodness! The campus has provided training in how to "integrate technology" in the in process. This training included "Smart Board" training. Using Technology with Data 34. To what extent was the beginning teacher prepared to use technology to analyze student data using software programs (such as Excel or an electron Answer Options Well prepared Sufficiently prepared	(Optional) er than my generation r day. Thank structional delivery collect, manage, ar ic grade book)? Response Count 7 10
effectively into curricula and instruction, please do so in the text box below. ( Answer Options In regards to technology, the young teachers we are getting today are better could ever hope to be. Technology is like their right arm. They use it every goodness! The campus has provided training in how to "integrate technology" in the im process. This training included "Smart Board" training. Using Technology with Data 34. To what extent was the beginning teacher prepared to use technology to analyze student data using software programs (such as Excel or an electron Answer Options Well prepared Sufficiently prepared Not sufficiently prepared	(Optional) er than my generation r day. Thank structional delivery collect, manage, ar ic grade book)? Response Count 7 10 3
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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
Skipped question	0
	1

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 propared 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.