



# Educator Certification Online System (ECOS)

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| EPP Candidate Exit Survey Responses For All Survey Questions , For the Academic Year 2020 |   | Sam Houston State University (EPP) (236501) (Total Surveys 341) | Statewide (Total Surveys 15820) |
|---|---|---|---------------------------------|
| <b>Q 1.</b>   | <b>The type of educator preparation program that I am involved in is:</b>   | <b>341 responses</b>  | <b>15820 responses</b>          |
|   | • Alternative Certification Program.  | 9%  | 56%                             |
|   | • Post-Baccalaureate Program.   | 5%  | 4%                              |
|   | • Traditional Undergraduate University Based Program.   | 86%   | 40%                             |
| <b>Q 2.</b>   | <b>Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?</b> | <b>341 responses</b>  | <b>15820 responses</b>          |
|   | • Yes   | 29%   | 58%                             |
|   | • No  | 71%   | 42%                             |
| <b>Q 3.</b>   | <b>The area in which your current teaching assignment is located is best described as (choose one):</b>           | <b>341 responses</b>  | <b>15820 responses</b>          |
|   | • rural   | 21%   | 19%                             |
|   | • suburban/urban fringe   | 61%   | 42%                             |
|   | • urban   | 16%   | 37%                             |
|   | • Other (please specify)  | 2%  | 2%                              |
|   | <b>To what extent</b>   | <b>341 responses</b>  | <b>15820 responses</b>          |

|             |   |                      |                        |
|-------------|---|----------------------|------------------------|
| <b>Q 4.</b> | <b>were you prepared to effectively implement the discipline-management procedures approved by the campus?</b>  |                      |                        |
|             | • Well prepared   | 74%                  | 72%                    |
|             | • Sufficiently prepared   | 24%                  | 26%                    |
|             | • Not sufficiently prepared   | 1%                   | 2%                     |
|             | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 5.</b> | <b>To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|             | • Well prepared   | 83%                  | 77%                    |
|             | • Sufficiently prepared   | 16%                  | 22%                    |
|             | • Not sufficiently prepared   | 1%                   | 1%                     |
|             | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 6.</b> | <b>To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|             | • Well prepared   | 87%                  | 82%                    |
|             | • Sufficiently prepared   | 13%                  | 17%                    |
|             | • Not sufficiently prepared   | 0%                   | 1%                     |
|             | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 7.</b> | <b>To what extent were you prepared to build and maintain positive rapport with students?</b>   | <b>341 responses</b> | <b>15820 responses</b> |

|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | • Well prepared  | 93%                  | 86%                    |
|              | • Sufficiently prepared  | 7%                   | 13%                    |
|              | • Not sufficiently prepared  | 0%                   | 0%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 8.</b>  | <b>To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?</b>                        | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 75%                  | 71%                    |
|              | • Sufficiently prepared  | 23%                  | 26%                    |
|              | • Not sufficiently prepared  | 2%                   | 2%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 9.</b>  | <b>To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?</b>                 | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 82%                  | 74%                    |
|              | • Sufficiently prepared  | 17%                  | 25%                    |
|              | • Not sufficiently prepared  | 0%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 10.</b> | <b>To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 83%                  | 75%                    |
|              | • Sufficiently prepared  | 17%                  | 23%                    |
|              |  |                      |                        |

|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | • Not sufficiently prepared  | 1%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 11.</b> | <b>To what extent were you prepared to use the results of formative assessment data to guide instruction?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 79%                  | 70%                    |
|              | • Sufficiently prepared  | 20%                  | 28%                    |
|              | • Not sufficiently prepared  | 1%                   | 2%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 12.</b> | <b>To what extent were you prepared to engage and motivate students through learner-centered instruction?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 83%                  | 77%                    |
|              | • Sufficiently prepared  | 17%                  | 22%                    |
|              | • Not sufficiently prepared  | 0%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 13.</b> | <b>To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 80%                  | 77%                    |
|              | • Sufficiently prepared  | 19%                  | 22%                    |
|              | • Not sufficiently prepared  | 0%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 14.</b> | <b>To what extent were you prepared to assume various roles in the</b>   | <b>341 responses</b> | <b>15820 responses</b> |

|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | <b>instructional process (e.g. instructor, facilitator, audience)?</b>   |                      |                        |
|              | • Well prepared  | 80%                  | 76%                    |
|              | • Sufficiently prepared  | 19%                  | 23%                    |
|              | • Not sufficiently prepared  | 0%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 15.</b> | <b>To what extent were you prepared to set clear learning goals and align instruction with standards based content?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 86%                  | 78%                    |
|              | • Sufficiently prepared  | 13%                  | 21%                    |
|              | • Not sufficiently prepared  | 0%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 16.</b> | <b>To what extent were you prepared to provide quality and timely feedback to students?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 84%                  | 79%                    |
|              | • Sufficiently prepared  | 16%                  | 20%                    |
|              | • Not sufficiently prepared  | 1%                   | 1%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 17.</b> | <b>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</b> | <b>341 responses</b> | <b>15820 responses</b> |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | <b>other related impairment.</b>  |                      |                        |
|              | • Yes   | 92%                  | 89%                    |
|              | • No  | 8%                   | 11%                    |
| <b>Q 18.</b> | <b>To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?</b>    | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 64%                  | 61%                    |
|              | • Sufficiently prepared   | 32%                  | 36%                    |
|              | • Not sufficiently prepared   | 4%                   | 4%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 19.</b> | <b>To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?</b>  | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 66%                  | 61%                    |
|              | • Sufficiently prepared   | 28%                  | 35%                    |
|              | • Not sufficiently prepared   | 5%                   | 4%                     |
|              | • Not at all prepared   | 1%                   | 0%                     |
| <b>Q 20.</b> | <b>To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?</b> | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 65%                  | 63%                    |
|              | • Sufficiently prepared   | 32%                  | 33%                    |
|              | • Not sufficiently prepared   | 3%                   | 4%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 21.</b> | <b>To what extent were you prepared to understand and</b>   | <b>314 responses</b> | <b>14042 responses</b> |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | <b>adhere to the federal and state laws that govern special education services?</b>   |                      |                        |
|              | • Well prepared   | 68%                  | 69%                    |
|              | • Sufficiently prepared   | 29%                  | 28%                    |
|              | • Not sufficiently prepared   | 3%                   | 3%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 22.</b> | <b>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)?</b> | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 62%                  | 64%                    |
|              | • Sufficiently prepared   | 33%                  | 32%                    |
|              | • Not sufficiently prepared   | 5%                   | 4%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 23.</b> | <b>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?</b>  | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 63%                  | 62%                    |
|              | • Sufficiently prepared   | 32%                  | 33%                    |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | • Not sufficiently prepared   | 4%                   | 5%                     |
|              | • Not at all prepared   | 1%                   | 0%                     |
| <b>Q 24.</b> | <b>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?</b>  | <b>314 responses</b> | <b>14042 responses</b> |
|              | • Well prepared   | 72%                  | 72%                    |
|              | • Sufficiently prepared   | 26%                  | 25%                    |
|              | • Not sufficiently prepared   | 2%                   | 2%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 25.</b> | <b>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 (TEC) §29.052.</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Yes   | 82%                  | 78%                    |
|              | • No  | 18%                  | 22%                    |
| <b>Q 26.</b> | <b>To what extent were you prepared to provide appropriate ways for LEP-ELL</b>   | <b>281 responses</b> | <b>12287 responses</b> |



|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | <b>students to demonstrate their learning?</b>   |                      |                        |
|              | • Well prepared  | 73%                  | 65%                    |
|              | • Sufficiently prepared  | 26%                  | 32%                    |
|              | • Not sufficiently prepared  | 1%                   | 3%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 27.</b> | <b>To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?</b>  | <b>281 responses</b> | <b>12287 responses</b> |
|              | • Well prepared  | 75%                  | 67%                    |
|              | • Sufficiently prepared  | 23%                  | 30%                    |
|              | • Not sufficiently prepared  | 2%                   | 3%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 28.</b> | <b>To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?</b>   | <b>281 responses</b> | <b>12287 responses</b> |
|              | • Well prepared  | 76%                  | 70%                    |
|              | • Sufficiently prepared  | 23%                  | 28%                    |
|              | • Not sufficiently prepared  | 1%                   | 2%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 29.</b> | <b>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)?</b> | <b>281 responses</b> | <b>12287 responses</b> |

|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | • Well prepared  | 71%                  | 65%                    |
|              | • Sufficiently prepared  | 28%                  | 32%                    |
|              | • Not sufficiently prepared  | 0%                   | 3%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 30.</b> | <b>To what extent were you prepared to model and teach the forms and functions of academic English in content areas?</b>   | <b>281 responses</b> | <b>12287 responses</b> |
|              | • Well prepared  | 76%                  | 67%                    |
|              | • Sufficiently prepared  | 23%                  | 30%                    |
|              | • Not sufficiently prepared  | 1%                   | 3%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 31.</b> | <b>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?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 81%                  | 74%                    |
|              | • Sufficiently prepared  | 17%                  | 24%                    |
|              | • Not sufficiently prepared  | 1%                   | 2%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 32.</b> | <b>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?</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 77%                  | 71%                    |
|              | • Sufficiently prepared  | 22%                  | 26%                    |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | • Not sufficiently prepared   | 1%                   | 3%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 33.</b> | <b>To what extent were you prepared to teach students developmentally appropriate technology skills?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared   | 75%                  | 69%                    |
|              | • Sufficiently prepared   | 22%                  | 28%                    |
|              | • Not sufficiently prepared   | 3%                   | 3%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 34.</b> | <b>To what extent were you prepared to use technology to make learning more active and engaging for students?</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared   | 82%                  | 76%                    |
|              | • Sufficiently prepared   | 16%                  | 22%                    |
|              | • Not sufficiently prepared   | 1%                   | 2%                     |
|              | • Not at all prepared   | 0%                   | 0%                     |
| <b>Q 35.</b> | <b>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)?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared   | 67%                  | 64%                    |
|              | • Sufficiently prepared   | 26%                  | 30%                    |
|              | • Not sufficiently prepared   | 6%                   | 5%                     |
|              | • Not at all prepared   | 1%                   | 1%                     |
| <b>Q 36.</b> | <b>To what extent were you prepared to use available</b>  | <b>341 responses</b> | <b>15820 responses</b> |

|              |  |                      |                        |
|--------------|--|----------------------|------------------------|
|              | <b>technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?</b>                                |                      |                        |
|              | • Well prepared  | 67%                  | 64%                    |
|              | • Sufficiently prepared  | 26%                  | 31%                    |
|              | • Not sufficiently prepared  | 6%                   | 5%                     |
|              | • Not at all prepared  | 0%                   | 1%                     |
| <b>Q 37.</b> | <b>To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 67%                  | 63%                    |
|              | • Sufficiently prepared  | 28%                  | 31%                    |
|              | • Not sufficiently prepared  | 4%                   | 5%                     |
|              | • Not at all prepared  | 1%                   | 1%                     |
| <b>Q 38.</b> | <b>To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?</b>                        | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Well prepared  | 72%                  | 66%                    |
|              | • Sufficiently prepared  | 24%                  | 30%                    |
|              | • Not sufficiently prepared  | 3%                   | 4%                     |
|              | • Not at all prepared  | 0%                   | 0%                     |
| <b>Q 39.</b> | <b>To what extent did your Field Supervisor share with you the expectations for</b>  | <b>341 responses</b> | <b>15820 responses</b> |

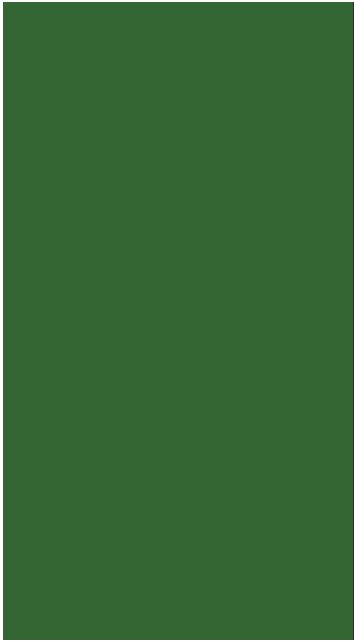
|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | <b>your performance in the classroom before each observation?</b>   |                      |                        |
|              | • Always/Almost Always.   | 82%                  | 83%                    |
|              | • Frequently.   | 14%                  | 13%                    |
|              | • Occasionally.   | 3%                   | 3%                     |
|              | • Rarely.   | 1%                   | 1%                     |
| <b>Q 40.</b> | <b>To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?</b>                        | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 87%                  | 88%                    |
|              | • Frequently.   | 10%                  | 10%                    |
|              | • Occasionally.   | 2%                   | 2%                     |
|              | • Rarely.   | 1%                   | 0%                     |
| <b>Q 41.</b> | <b>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?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 82%                  | 88%                    |
|              | • Frequently.   | 14%                  | 9%                     |
|              | • Occasionally.   | 3%                   | 2%                     |
|              | • Rarely.   | 1%                   | 1%                     |
| <b>Q 42.</b> | <b>To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?</b>                    | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 89%                  | 91%                    |
|              | • Frequently.   | 9%                   | 8%                     |
|              |   |                      |                        |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | • Occasionally.   | 1%                   | 1%                     |
|              | • Rarely.   | 1%                   | 0%                     |
| <b>Q 43.</b> | <b>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?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 84%                  | 86%                    |
|              | • Frequently.   | 13%                  | 11%                    |
|              | • Occasionally.   | 1%                   | 2%                     |
|              | • Rarely.   | 1%                   | 1%                     |
| <b>Q 44.</b> | <b>To what extent did your Field Supervisor hold an interactive conference with you after each observation?</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 88%                  | 86%                    |
|              | • Frequently.   | 10%                  | 10%                    |
|              | • Occasionally.   | 2%                   | 2%                     |
|              | • Rarely.   | 1%                   | 2%                     |
| <b>Q 45.</b> | <b>To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?</b>                                     | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 82%                  | 82%                    |
|              | • Frequently.   | 13%                  | 13%                    |
|              | • Occasionally.   | 4%                   | 4%                     |
|              | • Rarely.   | 1%                   | 1%                     |
| <b>Q 46.</b> | <b>Did you ever communicate with your Field</b>   | <b>341 responses</b> | <b>15820 responses</b> |

|              | <b>Supervisor by email, text, or telephone call?</b>   |                      |                        |
|--------------|--|----------------------|------------------------|
|              | • Yes  | 100%                 | 100%                   |
|              | • No   | 0%                   | 0%                     |
| <b>Q 47.</b> | <b>To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?</b>                                   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.  | 87%                  | 90%                    |
|              | • Frequently.  | 11%                  | 8%                     |
|              | • Occasionally.  | 2%                   | 1%                     |
|              | • Rarely.  | 0%                   | 0%                     |
| <b>Q 48.</b> | <b>To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.  | 82%                  | 86%                    |
|              | • Frequently.  | 15%                  | 11%                    |
|              | • Occasionally.  | 3%                   | 2%                     |
|              | • Rarely.  | 0%                   | 1%                     |
| <b>Q 49.</b> | <b>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?</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.  | 89%                  | 90%                    |
|              | • Frequently.  | 9%                   | 8%                     |
|              | • Occasionally.  | 2%                   | 2%                     |

|              |   |                      |                        |
|--------------|---|----------------------|------------------------|
|              | • Rarely.   | 0%                   | 0%                     |
| <b>Q 50.</b> | <b>To what extent did your Field supervisor ask you for ways he/she can support you?</b>  | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Always/Almost Always.   | 84%                  | 83%                    |
|              | • Frequently.   | 11%                  | 12%                    |
|              | • Occasionally.   | 3%                   | 3%                     |
|              | • Rarely.   | 2%                   | 1%                     |
| <b>Q 51.</b> | <b>The Field Supervisor FORMALLY observed me teaching a minimum of three times.</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Yes   | 83%                  | 91%                    |
|              | • No  | 17%                  | 9%                     |
| <b>Q 52.</b> | <b>The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.</b>   | <b>341 responses</b> | <b>15820 responses</b> |
|              | • Yes   | 88%                  | 93%                    |
|              | • No  | 12%                  | 7%                     |
| <b>Q 53.</b> | <b>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.</b> | <b>341 responses</b> | <b>15820 responses</b> |
|              | • I was well prepared by the program for the first year of teaching.  | 79%                  | 74%                    |
|              | • I was sufficiently prepared by the  | 20%                  | 25%                    |





|  |  |    |    |
|--|--|----|----|
|  | program for the first year of teaching.  |    |    |
|  | • I was not sufficiently prepared by the program for the first year of teaching. | 1% | 1% |
|  | • I was not at all prepared by the program for the first year of teaching.       | 0% | 0% |

Click [Here](#) to download the data in comma delimited Format (Excel sheet).

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