

2012–2013 School Year Summary Results

Educator Preparation Program: Angelo State University				
Number of Valid Surveys: 98		Met Standard 2: Met		
Classroom Environment				
To what extent did the educator preparation program prepare this beginning teacher to:	EPP Average Score	EPP Standard Deviation	Statewide Average Score	Statewide Standard Deviation
4. effectively implement discipline management procedures?	1.97	0.81	2.19	0.73
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	2.03	0.79	2.24	0.71
6. provide support to achieve a positive, equitable, and engaging learning environment?	2.16	0.73	2.35	0.67
7. build and maintain positive rapport with students?	2.30	0.65	2.44	0.64
[8. build and maintain positive rapport and two-way communication with students' families?	2.18	0.71	2.33	0.65

Instruction				
To what extent did the educator preparation program prepare this beginning teacher to:				
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving?	2.00	0.73	2.19	0.66
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	2.15	0.72	2.24	0.68
11. use the results of formative assessment data to guide instruction?	1.95	0.78	2.16	0.65
12. engage and motivate students through learner-centered instruction?	2.12	0.75	2.29	0.66

	EPP Average Score	EPP Standard Deviation	Statewide Average Score	Statewide Standard Deviation
13. integrate effective modeling, questioning,	2.08	0.76	2.23	0.65

and self-reflection (self-assessment) strategies into instruction?				
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	2.13	0.74	2.26	0.64
15. set clear learning goals and align instruction with standards-based content?	2.04	0.79	2.27	0.64
16. provide quality and timely feedback to students?	2.17	0.72	2.31	0.63
Students with Disabilities				
To what extent did the educator preparation program prepare this beginning teacher to:				
18. differentiate instruction to meet the academic needs of students with disabilities?	2.06	0.80	2.17	0.64
19. differentiate instruction to meet the behavioral needs of students with disabilities?	2.04	0.83	2.13	0.67
20. provide appropriate ways for students with disabilities to demonstrate their learning?	2.12	0.76	2.20	0.63
21. understand and adhere to the federal and state laws that govern special education services?	2.11	0.67	2.24	0.60
22. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment,	2.07	0.69	2.20	0.63

materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?				
23. develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?	1.99	0.72	2.14	0.64
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	2.16	0.72	2.29	0.61
English Language Learners	EPP Average Score	EPP Standard Deviation	Statewide Average Score	Statewide Standard Deviation
To what extent did the educator preparation program prepare this beginning teacher to:				
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?	2.03	0.67	2.18	0.62
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?	2.03	0.64	2.21	0.60
28. comply with district and campus policies and procedures regarding LEP-ELL	2.10	0.61	2.27	0.59

students?				
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?	1.98	0.68	2.19	0.62
30. model and teach the forms and functions of academic English in content areas?	2.00	0.77	2.20	0.62
Technology Integration				
To what extent did the educator preparation program prepare this beginning teacher to:				
31. use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning?	2.20	0.73	2.34	0.59
32. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?	2.23	0.69	2.29	0.61
33. teach students developmentally appropriate technology skills?	2.12	0.71	2.26	0.60
34. use technology to make learning more active and engaging for students?	2.26	0.71	2.33	0.61

Using Technology with Data

To what extent did the educator preparation program prepare this beginning teacher to:	EPP Average Score	EPP Standard Deviation	Statewide Average Score	Statewide Standard Deviation
35. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?	2.24	0.66	2.30	0.59
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	2.17	0.67	2.25	0.60
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	2.15	0.66	2.23	0.60
38. use available technology to collect and manage formative assessment data to guide instruction?	2.10	0.68	2.23	0.60