

**Texas Education Agency (TEA)**  
**Principal (Employer) Satisfaction Survey 2021-2022**  
 Midwestern State University - West College of Education

The Principal (Employer) Satisfaction Survey is administered to principals supervising first year teachers to determine their satisfaction with teacher preparation. The results below are from the Principal (Employer) Satisfaction Survey administered at the end of the 2021-2022 school year. Every question in the survey contained four response options: "Not At All Prepared," "Not Sufficiently Prepared," "Sufficiently Prepared," and "Well Prepared." Each option corresponds with numeric values of 0-3 in the same order as the responses listed.

To what extent did your educator preparation program at MSU prepare you to...	N	Not At All Prepared	Not Sufficiently Prepared	Sufficiently Prepared	Well Prepared
		n (%)	n (%)	n (%)	n (%)
1. design lessons that align with state content standards?	25	0 0%	0 0%	12 48%	13 52%
2. design lesson that appropriate for diverse learning needs?	25	0 0%	1 4%	16 64%	8 32%
3. design lessons that reflect research-based best practices?	25	0 0%	1 4%	16 64%	8 32%
4. design lessons that are relevant to students?	25	0 0%	0 0%	17 68%	8 32%
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?	25	0 0%	1 4%	14 56%	10 40%
6. plan appropriate methods (formal and/or informal) to measure student progress?	25	0 0%	0 0%	17 68%	8 32%
7. use a variety of student data to plan instruction?	25	0 0%	1 4%	15 60%	9 36%
8. provide appropriate feedback to students, families, or other school personnel?	25	0 0%	1 4%	14 56%	10 40%
9. plan lessons that encourage students to persist when learning is difficult?	25	0 0%	1 4%	13 52%	11 44%
10. plan engaging questions that encourage complex or higher-order thinking?	25	0 0%	1 4%	14 56%	10 40%
11. plan lessons that use student instructional groups to meet the needs of all students?	25	0 0%	1 4%	15 60%	9 36%
12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?	25	0 0%	0 0%	14 56%	11 44%
13. use content-specific pedagogy to deliver lessons aligned with state standards?	25	0 0%	0 0%	13 52%	12 48%
14. explain content accurately to students in multiple ways?	25	0 0%	0 0%	13 52%	12 48%
15. demonstrate connections between the learning objectives and other disciplines?	25	0 0%	0 0%	15 60%	10 40%

To what extent did your educator preparation program at MSU prepare you to...	N	Not At All Prepared	Not Sufficiently Prepared	Sufficiently Prepared	Well Prepared
		n (%)	n (%)	n (%)	n (%)
16. provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?	25	0 0%	1 4%	14 56%	10 40%
17. use technology when appropriate to the lesson (to the extent technology was available at the school)?	25	0 0%	0 0%	13 52%	12 48%
18. differentiate instruction?	25	0 0%	1 4%	15 60%	9 36%
19. consistently monitor the quality of student participation and performance?	25	0 0%	2 8%	13 52%	10 40%
20. work with a diverse student population?	25	0 0%	0 0%	16 64%	9 36%
21. work with a diverse parent and school community population?	25	0 0%	1 4%	16 64%	8 32%
22. collect student progress data during instruction?	25	0 0%	0 0%	15 60%	10 40%
23. adjust the lesson in progress based on data gathered during instruction?	25	0 0%	0 0%	15 60%	10 40%
24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?	25	0 0%	2 8%	11 44%	12 48%
25. give appropriate time for the lesson from introduction to closure?	25	0 0%	0 0%	15 60%	10 40%
26. organize a safe classroom?	25	0 0%	1 4%	11 44%	13 52%
27. organize a classroom learning environment that is accessible for all students?	25	0 0%	0 0%	12 48%	13 52%
28. organize a classroom in which procedures and routines are clear and efficient?	25	0 0%	1 4%	12 48%	12 48%
29. establish clear expectations for student behavior in the classroom?	25	0 0%	2 8%	14 56%	9 36%
30. maintain clear expectations for student behavior in the classroom?	25	0 0%	2 8%	14 56%	9 36%
31. implement campus behavior systems consistently and effectively?	25	0 0%	1 4%	14 56%	10 40%
32. provide support to students to meet expected behavior standards?	25	0 0%	1 4%	13 52%	11 44%
33. find and follow district expectations for professional standards?	25	0 0%	0 0%	9 36%	16 64%
34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?	25	0 0%	0 0%	9 36%	16 64%

To what extent did your educator preparation program at MSU prepare you to...	N	Not At All Prepared	Not Sufficiently Prepared	Sufficiently Prepared	Well Prepared
		n (%)	n (%)	n (%)	n (%)
35. advocate for the needs of the students in the classroom?	25	0 0%	0 0%	13 52%	12 48%
36. reflect on your strengths and professional learning needs?	25	0 0%	0 0%	14 56%	11 44%
37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?	25	0 0%	0 0%	13 52%	12 48%
38. prioritize goals to improve professional practice and student performance?	25	0 0%	0 0%	14 56%	11 44%
		No	Yes		
39. Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?	25	5 20%	20 80%		
40. differentiate instruction to meet the academic needs of students with disabilities?	20	0 0%	1 5%	13 65%	6 30%
41. differentiate instruction to meet the behavioral needs of students with disabilities?	20	0 0%	3 15%	11 55%	6 30%
42. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	20	0 0%	0 0%	15 75%	5 25%
43. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?	20	0 0%	1 5%	13 65%	6 30%
44. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	20	0 0%	1 5%	12 60%	7 35%
45. understand and adhere to the federal and state laws that govern special education services?	20	0 0%	0 0%	14 70%	6 30%
		No	Yes		
46. Does this teacher have emergent bilingual students as defined by the Texas Education Code Section 29.052 in his/her classroom?	25	12 48%	13 52%		
47. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?	13	0 0%	2 15%	8 62%	3 23%
48. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?	13	0 0%	1 8%	9 69%	3 23%
49. support ELLs in mastering the English Language Proficiency Standards (ELPS)?	13	0 0%	2 15%	9 69%	2 15%
50. understand and adhere to federal and state laws that govern education services for ELLs?	13	0 0%	1 8%	8 62%	4 31%

To what extent did your educator preparation program at MSU prepare you to...	N	Not At All Prepared	Not Sufficiently Prepared	Sufficiently Prepared	Well Prepared
		n (%)	n (%)	n (%)	n (%)
51. 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? Select the one statement that most closely matches your current overall perspective on the program.	25	0 0%	0 0%	14 56%	11 44%

	N	%
52. How would you rate this teacher's influence on student achievement? Select your answer from the following 10-point scale.	0	0%
	1	0%
	2	0%
	3	0%
	4	0%
	5	4%
	6	20%
	7	12%
	8	44%
	9	20%
10	0%	

### Analysis of Data

During the 2021-2022 academic year, the performance of 25 first year teachers from the West College of Education (WCOE) were evaluated by their respective principals. In general, the majority of WCOE completers were rated as sufficiently or well prepared on the 48 areas surveyed. Completers were rated the highest in the areas related to professional practices and responsibilities. Completers were rated the lowest in areas related to teaching emergent bilingual students. WCOE shared these results with the Teacher Education Committee and core faculty along with the data from the New Teacher Satisfaction Survey. It was noted that the teachers tend to rate themselves lower than their administrators rate them. Planned improvements included adding professional self care components to instruction. Planned improvements were implemented in Spring 2023.