

CAEP Annual Reporting Measure 4 Satisfaction of Completers
CAEP 4.4 Texas Education Agency - TEA 1st Year Teacher Survey 2018

Rating Scale:

WELL PREPARED (Response = 3)

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

SUFFICIENTLY PREPARED (Response = 2) Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

NOT SUFFICIENTLY PREPARED (Response = 1)

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

NOT AT ALL PREPARED (Response = 0)

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Color Legend

Red Text = Cross-cutting theme of diversity

Blue Text = Cross-cutting theme of technology

Purple Text = Cross-cutting themes of Diversity and technology

Yellow Box = Overall mean of Each Section that is Below Expectation

Green Box = Overall Mean of Each Section that is full score

TEA 1st Year Teacher Survey 2018

Table 1: All Areas	All	MLG 4-8		EC-6		EC-12 (all)		SPE EC-12	
n=	75	10		32		26		7	
Elements (0-3 Rating Scale) Each question begins with: To what extent did your EPP prepare you	Mean	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
to design lessons that align with state standards?	2.62	2.80	0.40	2.81	0.40	2.35	0.62	2.57	0.49
to design lessons that are appropriate for diverse learning needs?	2.46	2.80	0.40	2.55	0.56	2.15	0.82	2.71	0.45
to design lessons that reflect research-based best practices?	2.44	2.80	0.40	2.65	0.48	2.00	0.62	2.57	0.49
to design lessons that are relevant to students?	2.68	3.00	0.00	2.68	0.47	2.46	0.57	3.00	0.00
to design lessons that integrate technology when appropriate to the lesson?	2.43	2.80	0.40	2.48	0.71	2.12	0.85	2.86	0.35
to plan appropriate methods to measure student progress?	2.39	2.40	0.66	2.39	0.66	2.38	0.62	2.43	0.49
to use a variety of student data to plan instruction?	2.20	2.40	0.80	2.29	0.68	2.00	0.73	2.29	0.70
to provide appropriate feedback to students, families or other school personnel?	2.38	2.80	0.40	2.32	0.74	2.19	0.73	2.71	0.45

to plan lessons that encourage students to persist when learning is difficult?	2.32	2.60	0.49	2.26	0.57	2.23	0.70	2.57	0.49
to plan lessons that encourage achievement of learning goals?	2.57	2.90	0.30	2.52	0.56	2.46	0.50	2.71	0.45
to plan engaging questions that encourage complex or higher-order thinking?	2.57	2.80	0.40	2.71	0.45	2.27	0.71	2.71	0.45
to plan lessons that use students instructional groups to meet the needs of all students?	2.45	2.70	0.46	2.42	0.71	2.35	0.78	2.57	0.49
to make sure all instructional resources, materials, and technology are aligned to instructional purposes?	2.50	2.60	0.49	2.58	0.55	2.31	0.67	2.71	0.45
to use content-specific pedagogy to deliver lessons aligned with state standards?	2.61	2.80	0.40	2.71	0.52	2.38	0.68	2.71	0.45
to explain content accurately to students in multiple ways?	2.61	2.50	0.67	2.48	0.62	2.27	0.76	2.71	0.45
to demonstrate connections between the learning objectives and other disciplines?	2.43	2.70	0.46	2.48	0.56	2.27	0.65	2.29	0.45
to provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?	2.42	2.90	0.30	2.42	0.75	2.15	0.82	2.71	0.45

to use technology when appropriate to the lesson?	2.42	2.80	0.40	2.39	0.83	2.31	0.67	2.86	0.35
to differentiate instruction?	2.46	2.40	0.66	2.42	0.66	2.50	0.64	2.86	0.35
to address individual needs of all students?	2.39	2.60	0.49	2.39	0.66	2.19	0.79	2.86	0.35
to consistently monitor the quality of student participation and performance?	2.42	2.60	0.66	2.39	0.66	2.35	0.55	2.57	0.49
to recognize when students become confused or disengaged?	2.37	2.50	0.81	2.48	0.62	2.12	0.70	2.57	0.49
to respond to student misunderstandings of lesson content?	2.37	2.60	0.66	2.39	0.61	2.19	0.79	2.57	0.49
to work with a diverse student population?	2.61	2.80	0.40	2.48	0.67	2.65	0.55	2.71	0.45
to work with a diverse parent and school community population?	2.36	2.70	0.46	2.26	0.67	2.31	0.72	2.57	0.49
to collect student progress data during instruction?	2.23	1.90	0.94	2.42	0.61	2.04	0.90	2.57	0.73
to adjust the lesson in progress based on data gathered during instruction?	2.35	2.50	0.50	2.42	0.66	2.12	0.75	2.71	0.70
to consistently invite input from students to monitor and adjust instruction?	2.45	2.50	0.67	2.61	0.61	2.15	0.86	2.71	0.45

to maintain student engagement by adjusting instruction and activates based on student responses and behavior?	2.46	2.80	0.40	2.42	0.71	2.27	0.71	2.86	0.35
to give appropriate time for the lesson from introduction to closure?	2.47	2.90	0.30	2.42	0.66	2.35	0.62	2.57	0.49
to organize a safe classroom?	2.65	3.00	0.00	2.68	0.59	2.46	0.57	2.71	0.45
to organize a classroom learning environment that is accessible for all students?	2.60	2.90	0.30	2.68	0.53	2.31	0.61	2.86	0.35
to organize a classroom in which procedures and routines are clear and efficient?	2.59	2.80	0.40	2.52	0.80	2.50	0.69	3.00	0.00
to establish clear expectations for student behavior in the classroom?	2.49	2.80	0.40	2.39	0.79	2.35	0.73	3.00	0.00
to maintain clear expectations for student behavior in the classroom?	2.47	2.80	0.40	2.39	0.79	2.35	0.87	2.86	0.35
to implement campus behavior systems consistently and effectively?	2.38	2.80	0.40	2.35	0.86	2.15	0.82	2.71	0.45
to provide support to students to meet expected behavior standards?	2.38	2.80	0.40	2.29	0.85	2.31	0.77	2.71	0.45
to find and follow district expectations for professional standards?	2.40	3.00	0.00	2.68	0.64	2.46	0.57	2.71	0.45

to meet district expectations for professional responsibilities (legal, ethical)?	2.65	3.00	0.00	2.77	0.55	2.58	0.57	3.00	0.00
to understand and adhere to the code of ethics and standards practices for Texas Educators?	2.76	3.00	0.00	2.87	0.42	2.69	0.54	3.00	0.00
to advocate for the needs of the students in the classroom?	2.84	3.00	0.00	2.74	0.44	2.46	0.50	2.86	0.35
to reflect on your strengths and professional learning needs?	2.58	2.90	0.30	2.65	0.54	2.38	0.68	2.57	0.49
to use data from self-assessment, reflection, and supervisor feedback to set professional goals?	2.62	2.90	0.30	2.58	0.61	2.50	0.69	2.86	0.35
to prioritize goals to improve professional practice and student performance	2.61	2.80	0.40	2.55	0.66	2.54	0.63	2.86	0.35
to differentiate instruction to meet the academic needs of students with disabilities?	2.21	2.80	0.40	1.93	0.66	2.16	0.78	2.86	0.35
to differentiate instructions to meet the behavioral needs of students with disabilities?	2.11	2.70	0.64	1.89	0.68	1.96	0.92	2.86	0.35
to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	2.21	2.80	0.40	2.00	0.77	2.08	0.69	2.86	0.35

to make appropriate instructional decisions on a students individualized education program?	2.26	2.80	0.40	2.04	0.74	2.16	0.73	2.86	0.35
to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	2.35	2.80	0.40	2.19	0.82	2.24	0.65	2.86	0.35
to understand and adhere to the federal and state laws that govern special education services?	2.45	3.00	0.00	2.26	0.75	2.36	0.56	2.86	0.35
to design lessons that adequately support ELLs to master the TEKS?	2.35	2.88	0.33	2.50	0.59	2.00	0.88	2.25	0.83
to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning	2.32	2.75	0.43	2.35	0.73	2.13	0.74	2.25	0.83
to support ELLs in mastering the ELPS?	2.33	2.75	0.43	2.45	0.59	2.04	0.81	2.25	0.83
to understand and adhere to federal and state laws that govern educations services for ELLs	2.39	2.88	0.33	2.35	0.73	2.30	0.62	2.25	0.83
what is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus?	2.31	2.80	0.40	2.19	0.82	2.15	0.66	2.71	0.45

Table 2:TEA Provided Teacher Satisfaction Survey Pilot EC-12 Areas Disaggregated	All	Ag		Art		Dance		DHH	
From Table 2, 3 n=	26	1		2		3		3	
Elements (0-3 Scale) Each questions begins with: To what extent did your EPP prepare you	Mean	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
to design lessons that align with state standards?	2.35	2.00	0.00	3.00	0.00	2.67	0.47	1.67	0.47
to design lessons that are appropriate for diverse learning needs?	2.15	3.00	0.00	3.00	0.00	2.00	0.00	2.00	0.82
to design lessons that reflect research-based best practices?	2.00	2.00	0.00	2.50	0.50	2.00	0.00	1.67	0.47
to design lessons that are relevant to students?	2.46	2.00	0.00	2.50	0.50	3.00	0.00	2.33	0.47
to design lessons that integrate technology when appropriate to the lesson?	2.12	2.00	0.00	2.00	0.00	2.33	0.47	1.67	0.47
to plan appropriate methods to measure student progress?	2.38	3.00	0.00	2.50	0.50	2.33	0.47	2.33	0.47
to use a variety of student data to plan instruction?	2.00	2.00	0.00	2.50	0.50	2.00	0.00	1.67	0.94
to provide appropriate feedback to students, families or other school personnel?	2.19	3.00	0.00	2.00	0.00	2.33	0.47	2.00	0.82
to plan lessons that encourage students to persist when learning is difficult?	2.23	2.00	0.00	2.50	0.50	2.67	0.47	1.67	0.47

to plan lessons that encourage achievement of learning goals?	2.46	3.00	0.00	2.50	0.50	2.33	0.47	2.67	0.47
to plan engaging questions that encourage complex or higher-order thinking?	2.27	3.00	0.00	2.50	0.50	2.00	0.00	2.33	0.47
to plan lessons that use students instructional groups to meet the needs of all students?	2.35	3.00	0.00	2.50	0.50	3.00	0.00	2.00	0.82
to make sure all instructional resources, materials, and technology are aligned to instructional purposes?	2.31	3.00	0.00	2.50	0.50	2.33	0.47	2.33	0.47
to use content-specific pedagogy to deliver lessons aligned with state standards?	2.38	2.00	0.00	2.50	0.50	2.00	0.82	2.67	0.47
to explain content accurately to students in multiple ways?	2.27	2.00	0.00	3.00	0.00	2.67	0.47	2.00	0.82
to demonstrate connections between the learning objectives and other disciplines?	2.27	2.00	0.00	2.50	0.50	2.00	0.82	2.33	0.47
to provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?	2.15	2.00	0.00	2.50	0.50	2.33	0.47	2.00	0.82
to use technology when appropriate to the lesson?	2.31	2.00	0.00	2.50	0.50	2.33	0.47	1.67	0.47
to differentiate instruction?	2.50	2.00	0.00	3.00	0.00	2.67	0.47	2.33	0.47

to address individual needs of all students?	2.19	2.00	0.00	3.00	0.00	2.67	0.47	2.33	0.47
to consistently monitor the quality of student participation and performance?	2.35	2.00	0.00	2.50	0.50	2.33	0.47	2.33	0.47
to recognize when students become confused or disengaged?	2.12	3.00	0.00	2.50	0.50	2.00	0.00	2.33	0.47
to respond to student misunderstandings of lesson content?	2.19	3.00	0.00	2.50	0.50	2.67	0.47	2.00	0.82
to work with a diverse student population?	2.65	3.00	0.00	3.00	0.00	2.67	0.47	2.33	0.47
to work with a diverse parent and school community population?	2.31	3.00	0.00	2.50	0.50	2.33	0.47	2.00	0.82
to collect student progress data during instruction?	2.04	2.00	0.00	2.50	0.50	2.33	0.47	1.67	1.25
to adjust the lesson in progress based on data gathered during instruction?	2.12	2.00	0.00	2.50	0.50	2.67	0.47	2.00	0.82
to consistently invite input from students to monitor and adjust instruction?	2.15	2.00	0.00	2.50	0.50	2.00	0.82	2.33	0.47
to maintain student engagement by adjusting instruction and activates based on student responses and behavior?	2.27	2.00	0.00	2.50	0.50	2.33	0.47	2.67	0.47

to give appropriate time for the lesson from introduction to closure?	2.35	2.00	0.00	2.50	0.50	2.00	0.00	2.67	0.47
to organize a safe classroom?	2.46	2.00	0.00	2.00	0.00	2.67	0.47	2.33	0.47
to organize a classroom learning environment that is accessible for all students?	2.31	2.00	0.00	2.50	0.50	2.67	0.47	2.00	0.00
to organize a classroom in which procedures and routines are clear and efficient?	2.50	2.00	0.00	2.50	0.50	2.67	0.47	2.67	0.47
to establish clear expectations for student behavior in the classroom?	2.35	2.00	0.00	2.00	0.00	3.00	0.00	1.67	0.47
to maintain clear expectations for student behavior in the classroom?	2.35	2.00	0.00	2.50	0.50	3.00	0.00	2.33	0.47
to implement campus behavior systems consistently and effectively?	2.15	2.00	0.00	2.00	0.00	2.67	0.47	2.00	0.00
to provide support to students to meet expected behavior standards?	2.31	2.00	0.00	2.50	0.50	3.00	0.00	1.67	0.47
to find and follow district expectations for professional standards?	2.46	2.00	0.00	2.50	0.50	2.67	0.47	2.33	0.47
to meet district expectations for professional responsibilities (legal, ethical)?	2.58	2.00	0.00	2.50	0.50	3.00	0.00	2.33	0.47
to understand and adhere to the code of ethics and standards practices for Texas Educators?	2.69	2.00	0.00	3.00	0.00	3.00	0.00	2.67	0.47

to advocate for the needs of the students in the classroom?	2.46	2.00	0.00	2.50	0.50	2.33	0.47	2.33	0.47
to reflect on your strengths and professional learning needs?	2.38	3.00	0.00	3.00	0.00	2.33	0.47	2.67	0.47
to use data from self-assessment, reflection, and supervisor feedback to set professional goals?	2.50	3.00	0.00	3.00	0.00	2.33	0.47	2.67	0.47
to prioritize goals to improve professional practice and student performance	2.54	3.00	0.00	3.00	0.00	3.00	0.00	2.67	0.47
to differentiate instruction to meet the academic needs of students with disabilities?	2.16	2.00	0.00	2.00	0.00	2.67	0.47	2.67	0.47
to differentiate instructions to meet the behavioral needs of students with disabilities?	1.96	2.00	0.00	2.00	0.00	2.67	0.47	2.00	1.41
to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	2.08	2.00	0.00	2.00	0.00	2.00	0.00	2.67	0.47
to make appropriate instructional decisions on a students individualized education program?	2.16	2.00	0.00	2.00	0.00	2.67	0.47	2.33	0.94
to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	2.24	2.00	0.00	2.00	0.00	2.33	0.47	2.67	0.47

to design lessons that align with state standards?	3.00	0.00	1.75	0.43	2.60	0.49	3.00	0.00	2.40	0.49	2.00	0.00
to design lessons that are appropriate for diverse learning needs?	2.00	0.00	1.25	0.83	2.40	0.49	3.00	0.00	2.00	0.89	3.00	0.00
to design lessons that reflect research-based best practices?	2.00	0.00	1.25	0.43	2.20	0.40	3.00	0.00	2.20	0.75	2.00	0.00
to design lessons that are relevant to students?	2.00	0.00	1.75	0.43	2.80	0.40	3.00	0.00	2.60	0.49	2.00	0.00
to design lessons that integrate technology when appropriate to the lesson?	2.00	0.00	1.75	0.83	2.40	1.20	3.00	0.00	2.00	0.89	3.00	0.00
to plan appropriate methods to measure student progress?	3.00	0.00	2.00	0.71	2.80	0.40	2.00	0.00	2.20	0.75	2.00	0.00
to use a variety of student data to plan instruction?	2.00	0.00	1.50	0.50	2.40	0.80	2.00	0.00	2.00	0.89	2.00	0.00
to provide appropriate feedback to students, families or other school personnel?	2.00	0.00	2.25	0.43	2.00	1.10	3.00	0.00	2.20	0.75	2.00	0.00
to plan lessons that encourage students to persist when learning is difficult?	2.00	0.00	2.50	0.50	2.60	0.49	2.00	0.00	1.80	0.98	2.00	0.00
to plan lessons that encourage achievement of learning goals?	3.00	0.00	2.25	0.43	2.60	0.49	2.00	0.00	2.40	0.49	2.00	0.00
to plan engaging questions that encourage complex thinking?	3.00	0.00	1.25	0.43	2.80	0.40	3.00	0.00	2.20	0.75	2.00	0.00

to plan lessons that use students instructional groups to meet the needs of all students?	2.00	0.00	1.50	0.87	2.80	0.40	3.00	0.00	2.20	0.75	2.00	0.00
to make sure all instructional resources, materials, and technology are aligned to instructional purposes?	3.00	0.00	1.50	0.50	2.60	0.49	3.00	0.00	2.20	0.75	2.00	0.00
to use content-specific pedagogy to deliver lessons aligned with state standards?	2.00	0.00	2.00	0.71	3.00	0.00	3.00	0.00	2.20	0.75	2.00	0.00
to explain content accurately to students in multiple ways?	3.00	0.00	1.50	0.50	2.40	0.80	3.00	0.00	2.20	0.75	2.00	0.00
to demonstrate connections between the learning objectives and other disciplines?	3.00	0.00	1.75	0.43	2.40	0.80	3.00	0.00	2.40	0.49	2.00	0.00
to provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?	3.00	0.00	1.25	0.43	2.20	0.98	3.00	0.00	2.40	0.80	2.00	0.00
to use technology when appropriate to the lesson?	3.00	0.00	1.75	0.43	3.00	0.00	3.00	0.00	2.20	0.75	2.00	0.00
to differentiate instruction?	3.00	0.00	2.25	0.43	2.80	0.40	3.00	0.00	2.20	0.98	2.00	0.00
to address individual needs of all students?	3.00	0.00	1.25	0.43	2.40	0.80	2.00	0.00	2.00	0.89	2.00	0.00
to consistently monitor the quality of student participation and performance?	3.00	0.00	2.00	0.71	2.60	0.49	2.00	0.00	2.40	0.49	2.00	0.00

to recognize when students become confused or disengaged?	2.00	0.00	1.75	0.83	2.40	0.80	2.00	0.00	1.80	0.75	2.00	0.00
to respond to student misunderstandings of lesson content?	2.00	0.00	1.75	0.43	2.20	0.98	3.00	0.00	2.00	0.89	2.00	0.00
to work with a diverse student population?	3.00	0.00	2.25	0.83	3.00	0.00	3.00	0.00	2.60	0.49	2.00	0.00
to work with a diverse parent and school community population?	3.00	0.00	2.00	0.71	2.60	0.49	3.00	0.00	2.00	0.89	2.00	0.00
to collect student progress data during instruction?	3.00	0.00	1.25	0.83	2.20	0.98	2.00	0.00	2.20	0.75	2.00	0.00
to adjust the lesson in progress based on data gathered during instruction?	2.00	0.00	1.25	0.83	2.60	0.49	2.00	0.00	2.00	0.63	2.00	0.00
to consistently invite input from students to monitor and adjust instruction?	3.00	0.00	1.00	0.71	2.60	0.80	3.00	0.00	2.20	0.75	2.00	0.00
to maintain student engagement by adjusting instruction and activities based on student responses and behavior?	3.00	0.00	1.50	0.50	2.80	0.40	2.00	0.00	2.00	0.89	2.00	0.00
to give appropriate time for the lesson from introduction to closure?	2.00	0.00	2.00	0.71	2.60	0.80	3.00	0.00	2.40	0.49	2.00	0.00
to organize a safe classroom?	3.00	0.00	2.00	0.71	2.80	0.40	3.00	0.00	2.60	0.49	2.00	0.00
to organize a classroom learning environment that is accessible for all students?	2.00	0.00	1.75	0.43	2.80	0.40	2.00	0.00	2.40	0.80	2.00	0.00

to organize a classroom in which procedures and routines are clear and efficient?	3.00	0.00	1.75	0.83	2.60	0.80	3.00	0.00	2.80	0.40	2.00	0.00
to establish clear expectations for student behavior in the classroom?	3.00	0.00	1.75	0.43	2.60	0.80	3.00	0.00	2.60	0.80	2.00	0.00
to maintain clear expectations for student behavior in the classroom?	3.00	0.00	1.00	0.71	2.60	0.80	3.00	0.00	2.60	0.80	2.00	0.00
to implement campus behavior systems consistently and effectively?	2.00	0.00	1.00	0.71	2.60	0.80	3.00	0.00	2.40	0.80	2.00	0.00
to provide support to students to meet expected behavior standards?	3.00	0.00	1.75	0.83	2.80	0.40	3.00	0.00	2.00	0.89	2.00	0.00
to find and follow district expectations for professional standards?	3.00	0.00	2.00	0.71	2.80	0.40	3.00	0.00	2.40	0.49	2.00	0.00
to meet district expectations for professional responsibilities?	3.00	0.00	2.50	0.87	2.80	0.40	3.00	0.00	2.40	0.49	2.00	0.00
to understand and adhere to the code of ethics and standards practices for Texas Educators?	3.00	0.00	2.50	0.87	3.00	0.00	3.00	0.00	2.40	0.49	2.00	0.00
to advocate for the needs of the students in the classroom?	3.00	0.00	2.25	0.43	2.80	0.40	3.00	0.00	2.40	0.49	2.00	0.00
to reflect on your strengths and professional learning needs?	2.00	0.00	1.50	0.50	2.80	0.40	3.00	0.00	2.20	0.75	2.00	0.00

to use data from self-assessment, reflection, and supervisor feedback to set professional goals?	3.00	0.00	2.00	0.71	3.00	0.00	3.00	0.00	2.00	0.89	2.00	0.00
to prioritize goals to improve professional practice and student performance	2.00	0.00	1.75	0.83	2.80	0.40	3.00	0.00	2.40	0.49	2.00	0.00
to differentiate instruction to meet the academic needs of students with disabilities?	2.00	0.00	1.25	0.43	2.75	0.43	3.00	0.00	1.80	0.98	2.00	0.00
to differentiate instructions to meet the behavioral needs of students with disabilities?	2.00	0.00	1.00	0.71	2.50	0.50	2.00	0.00	1.80	0.98	2.00	0.00
to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	2.00	0.00	1.50	0.50	2.75	0.43	2.00	0.00	1.80	0.98	2.00	0.00
to make appropriate instructional decisions on a students individualized education program?	2.00	0.00	1.25	0.43	2.75	0.43	2.00	0.00	2.20	0.75	2.00	0.00
to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	2.00	0.00	1.75	0.83	2.75	0.43	2.00	0.00	2.20	0.75	2.00	0.00
to understand and adhere to the federal and state laws that govern special education services?	2.00	0.00	2.25	0.43	3.00	0.00	2.00	0.00	2.20	0.75	2.00	0.00

to design lessons that adequately support ELLs to master the TEKS?	2.00	0.00	0.75	0.43	2.75	0.43	3.00	0.00	2.00	0.89	n/a	0.00
to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning	2.00	0.00	1.25	0.43	2.75	0.43	2.00	0.00	2.20	0.75	n/a	0.00
to support ELLs in mastering the ELPS?	2.00	0.00	1.00	0.00	2.50	0.87	2.00	0.00	2.00	0.89	n/a	0.00
to understand and adhere to federal and state laws that govern education services for ELLs	2.00	0.00	2.00	0.00	2.75	0.43	2.00	0.00	2.00	0.89	n/a	0.00
what is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus?	3.00	0.00	1.25	0.43	2.60	0.49	2.00	0.00	2.40	0.49	2.00	0.00