

## CAEP Self-Study - Evidence Packet

	Packet: <b>Graduate Survey Analysis</b>
Overview/Context Statement	<p>This packet, Graduate Survey Analysis, provides evidence for the following:</p> <ul style="list-style-type: none"> <li>• CAEP 1.1 Understanding of InTASC Standards</li> <li>• CAEP 1.2 Use of research and evidence to measure students' progress</li> <li>• CAEP 1.3 Application of content and pedagogical knowledge</li> <li>• CAEP 1.4 All P-12 students afforded access to college- and career-ready standards</li> <li>• CAEP 1.5 Model and apply technology standards</li>   <li>• CAEP 4.1 Completer impact on student growth and learning</li> <li>• CAEP 4.4 Completer satisfaction</li>   <li>• CAEP 5.1 Effective quality assurance system that monitors progress using multiple measures</li> <li>• CAEP 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data</li> <li>• CAEP 5.3 Results for continuous program improvement are used</li> <li>• CAEP 5.4 Measures of completer impact are analyzed, shared and used in decision-making</li> <li>• CAEP 5.5 Relevant stakeholders are involved in program evaluation</li>   <li>• CAEP Diversity Cross-Cutting Theme</li> <li>• CAEP Technology Cross-Cutting Theme</li> </ul> <p>This evidence packet contains results from the EPP’s July 2016 Graduate Survey (CAEP 4.4, CAEP 5.5). Survey questions were aligned to InTASC Standards (CAEP 1.1). These tables are intended to demonstrate completers’ belief that the EPP prepared them to apply InTASC Standards (CAEP 1.1) and content and pedagogical knowledge (CAEP 1.3) in their professional experiences, and positively impact on P-12 learning (CAEP 1.2). Additional examination included completers’ demonstration of college-and career-ready standards (CAEP 1.4), abilities to accommodate diverse learners (CAEP 1.1, Diversity Cross-Cutting Theme), and effective incorporation of technology to engage learners and inform instruction (CAEP 1.5, Technology Cross-Cutting Theme). The EPP Program Outcomes (PO’s) mirror InTASC Standards, therefore EPP Program Outcome 1 (PO1) is InTASC Standard 1. This alignment is included on this respective EPP survey.</p> <p>The EPP traditionally distributed annual graduate surveys after spring graduation. However, the former EPP dean did not conduct these surveys from 2012-2015 and no formal data was accrued. The new dean reinstated the Graduate</p>

Survey in July 2016. The survey was electronically distributed to 120 EPP completers graduating from 2009 through 2014 and represented all licensure areas. Twenty-seven graduates responded, which equates to a 22.5% return rate and included at least one representative from areas of licensure.

Graduate Surveys were designed to include multiple choice, 4-point Likert scale, and opened-ended responses. Likert scale responses included the following:

- I had little to no preparation (1.0 point value)
- I had some preparation (2.0 point value)
- I had sufficient preparation (3.0 point value)
- I had excellent preparation (4.0 point value)

The EPP deemed sufficient preparation (3.0/4.0) to be the minimum expected level of preparation for Graduate Survey Likert scale responses.

Specific questions were designed to assess graduates' perceptions of their EPP preparation to **teach college- and career-ready standards**. The EPP deemed the following Graduate Survey questions to be relevant to teaching college- and career-ready standards:

"Describe how Trine's School of Education prepared you to..."

- Create meaningful learning experiences by incorporating content knowledge
- Apply content to engage learners in critical thinking
- Plan instruction to support rigorous learning for all students
- Use a variety of instructional strategies to develop deep content understanding"

EPP criteria aligned with some of the CAEP college- and career-readiness descriptors identified in the CAEP Accreditation Handbook (version 3).

EPP rationale behind college- and career-ready criteria selection include:

- "Create meaningful learning experiences by incorporating content knowledge." Meaningful instruction is designed through the effective incorporation of content knowledge. This criterion is a necessary component of CAEP's college- and career-ready criterion stating "candidates' ability to provide effective instruction for all students."
- "Apply content to engage learners in critical thinking." This criterion aligns with CAEP's college- and career-ready criterion stating "candidates' ability to have student apply knowledge to solve problems and think critically."
- "Plan instruction to support rigorous learning for all students." This criterion aligns to CAEP's college- and career-ready criterion stating "candidates' ability to provide effective instruction for all students."

	<ul style="list-style-type: none"> <li>• “Use a variety of instructional strategies to develop deep content understanding.” This criterion aligns with CAEP’s college- and career-ready criterion stating “candidates’ ability to have student apply knowledge to solve problems and think critically.”</li> </ul> <p>The EPP recognizes the need to align all CAEP college- and career-readiness proficiencies to surveys. For additional information on realignment, see Future Directions below.</p> <p>To gauge graduates’ assessment of their EPP preparation to positively <b>impact P-12 learning</b>, the EPP deemed the following survey question to be applicable:</p> <ul style="list-style-type: none"> <li>• “Describe the influence your teacher preparation at Trine University had on your students’ academic growth.”</li> </ul> <p>Graduate Surveys are one way the EPP measures the depth and breadth of effectiveness in completers’ preparation to work with <b>diverse learners</b>. Two questions from the 2016 Graduate Survey identified completers’ levels of diversity preparation. The two statements were:</p> <ul style="list-style-type: none"> <li>• “Please describe how well Trine’s School of Education prepared you to demonstrate an understanding of diverse cultures of learners.”</li> <li>• “Please describe how well Trine’s School of Education prepared you to integrate culturally relevant content to build on learners’ background knowledge.”</li> </ul> <p>Regarding completers’ preparation to <b>utilize technology</b> standards to design, implement, and assess engaging learning experiences for P-12 learners, specific questions aligned to technology. Two questions from the Graduate Survey that identified completers’ levels of technology preparation included:</p> <ul style="list-style-type: none"> <li>• “Please describe how Trine’s School of Education prepared you to use technology and guide learners to apply them appropriately and effectively.”</li> <li>• “Please describe how Trine’s School of Education prepared you to engage all learners using a range of technology tools to evaluate and apply information.”</li> </ul>
EPP-Created Evidence Item	<p>Evidence items include:</p> <ul style="list-style-type: none"> <li>• Data tables, and</li> <li>• The 2016 Graduate Survey.</li> </ul>
Data Tables	<p>Data tables include:</p> <ul style="list-style-type: none"> <li>• Table 40: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards,</li> <li>• Table 41: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards,</li> </ul>

	<ul style="list-style-type: none"> <li>• Table 42: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards,</li> <li>• Table 43: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards,</li> <li>• Table 44: Graduate Survey- Question Aligned to P-12 Learning,</li> <li>• Table 45: Graduate Survey- Diversity-Aligned Questions,</li> <li>• Table 46: Graduate Survey- Diversity-Aligned Questions, and</li> <li>• Table 47: Graduate Survey- Technology-Aligned Questions.</li> </ul>
Reliability and Validity (CAEP 5.2)	The Graduate Survey was created to meet EPP-created assessment standards, as identified in the June 2016 CAEP Instrument Rubric. Each InTASC Standard was represented in at least one survey question. This tool was designed by the EPP dean and then revised by the University’s assistant vice president of academics.
Trends (CAEP 5.1)	<p>Due to low completer numbers, noted trends include EPP graduates across all areas of licensure.</p> <p>College and Career-Ready-Aligned Graduate Survey Strengths:</p> <ul style="list-style-type: none"> <li>• Of the four questions analyzed, the EPP average across majors except one met or exceeded expectations (3.0) in both 2013-2014 and 2014-2015</li> </ul> <p>College and Career-Ready-Aligned Graduate Survey Areas of Challenge:</p> <ul style="list-style-type: none"> <li>• In 2013-2014, elementary education completers indicated a 2.8 average score on their preparation to apply content to engage learners in critical thinking, which was below the EPP expectation of 3.0</li> </ul> <p>College and Career-Ready-Aligned Graduate Survey Trends:</p> <ul style="list-style-type: none"> <li>• On average, graduates indicated they had sufficient or excellent preparation across the four questions analyzed for college- and career-ready standards instruction</li> </ul> <p>Impact on P-12 Learning-Aligned Graduate Survey Strengths:</p> <ul style="list-style-type: none"> <li>• Graduates across majors in 2013-2014 and 2014-2015 averaged a 3.4, which exceeded the 3.0 sufficient levels</li> </ul> <p>Impact on P-12 Learning-Aligned Graduate Survey Areas of Challenge:</p> <ul style="list-style-type: none"> <li>• Adding more than 1 specific question on P-12 learning would increase overall EPP influence</li> </ul> <p>Impact on P-12 Learning-Aligned Graduate Survey Trends:</p> <ul style="list-style-type: none"> <li>• On average, graduates across majors indicated that EPP’s influence on their P-12 students’ learning to be at sufficient (3.0/4.0) or excellent levels (4.0/4.0)</li> </ul> <p>Diversity-Aligned Graduate Survey Strengths:</p> <ul style="list-style-type: none"> <li>• From 2013-2014 and 2015-2016, graduates’ average score indicated above-passing mark (3.1/4.0) in regards to their preparation on how to demonstrate an understanding of diverse cultures of learners</li> </ul>

Diversity-Aligned Graduate Survey Areas of Challenge:

- From 2013-2014 and 2015-2016, graduates' average score indicated a below-passing mark (2.6/4.0) in regards to their preparation on how to integrate culturally relevant content to build on learners' background knowledge

Diversity-Aligned Graduate Survey Trends:

- Over the past 3 cycles across all areas of licensure, graduates on average indicated higher levels of preparation on "demonstrating an understanding of diverse cultures of learners" when compared to "integrating culturally relevant content to build on learners' background knowledge"

Technology-Focused Graduate Survey Strengths:

- For the 2013-2014 cohort, the average score of 2.9/4.0 for graduates using technology to guide learners and to apply technology appropriately and effectively was the highest of technology-related questions from the 2016 Graduate Survey

Technology-Focused Graduate Survey Areas of Challenge:

- The lowest score from the 2016 Graduate Survey was 2.5 (2014-2015) for graduates engaging all learners using a range of technology tools to evaluate and apply information

Technology-Focused Graduate Survey Trends:

- All four questions' average answers fell below the sufficient level of 3.0/4.0. Three of the four questions' average scores were between 0.1-0.4 points below the sufficient mark

Overall Graduate Survey Results:

- Among the highest scored areas include:
  - Create developmentally appropriate instruction that takes into account how learners grow and develop (3.33/4.0)
  - Create environments that encourage positive social interaction and engagement (3.29/4.0)

Overall Graduate Survey Areas of Challenge:

- Among the lowest scored areas include:
  - Use technology to guide learners to apply them appropriately and effectively (2.67/4.0)
  - Apply content in creative and collaborative problem solving related to authentic local and global issues (2.71/4.0)

Overall Graduate Survey Trends:

- 58% (11/21) of graduate answers met or exceeded the sufficient levels (3.0/4.0). Of the 10 answers that did not meet sufficient levels, 5 were just slightly below and were within 0.08 points of 3.0

<p>Future Direction (CAEP 5.3)</p>	<p>This documentation demonstrated completers’ belief that the EPP prepared them to apply InTASC Standards, content knowledge, and pedagogical knowledge in their professional experiences while positively impacting P-12 learning. Documentation also provides evidence of completers’ demonstration of college-and career-ready standards, abilities to accommodate diverse learners, and the effective incorporation of technology to engage learners and inform instruction.</p> <p>The EPP will more accurately align CAEP college- and career-readiness proficiencies to EPP surveys. Adjusted alignment will include the addition of “candidates’ ability to include cross-discipline learning experiences and to teach for transfer of skills” and “candidates’ ability to design and implement learning experiences that require collaboration and communication skills” as noted in the CAEP Accreditation Handbook. This alignment revision will take place in 2017-2018.</p> <p>In 2017-2018, the EPP will invite the Stakeholder Advisory Committee (CAEP 5.5) to evaluate the Graduate Survey. The most recent CAEP Evaluation Framework for EPP-Created Assessments document will be provided as a guiding resource. If deemed necessary, requested revisions will be applied to the survey, which would be distributed summer of 2018.</p> <p>In response to Graduate Survey data, in 2017-2018 the EPP is making course changes due to the lower scores for graduates’ ability to:</p> <ul style="list-style-type: none"> <li>• Apply content in creative and collaborative problem solving related to authentic local and global issues</li> <li>• Integrate culturally relevant content to build on learners’ background knowledge</li> </ul> <p>EDU 322 (Culturally Responsive Teaching) will introduce a new project where candidates design an academic unit for their respective content area of licensure. That unit will consist of the integration of culturally responsive and relevant content information that P-12 learners can use to problem solve issues in the local, national, or global community. This new EDU 322 project will begin in 2017-2018.</p> <p>In 2017-2018, the Graduate Survey results, specifically technology-aligned responses, will be shared with the adjunct university clinical educator instructing EDU 463 (Educational Media and Technology). If deemed necessary, the dean and faculty member will develop an action-plan to better address identify needs indicated from the Graduate Survey, which will be implemented in the fall 2017 or spring 2018 semester. The lower scores in the technology-aligned graduate replies will also be shared with EPP faculty. If deemed necessary, the dean and faculty will develop an action-plan to better incorporate technology-related instruction and candidate preparation in courses. These revisions will be incorporated in fall 2017 or spring 2018.</p>
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	<p>In 2017-2018, the EPP will complete a new annual initiative, entitled the Year in Review Report. This report will provide a summarization of EPP program and candidate achievement. Included within this report will be Employer and Graduate Survey overviews (CAEP 5.4), feedback on EPP-created instruments and processes, and input for the creation or revisions of future initiatives. The Year in Review report will be available to University, EPP, and interested P-12 clinical stakeholders, and the Stakeholder Advisory Committee (CAEP 5.5) and Content Advisory Committee.</p>
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**Table 40: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards**

“Describe how Trine’s School of Education prepared you to create meaningful experiences by incorporating content knowledge.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	8	0	1	0	1	6
	Average Score	3.4	---	3.0	---	4.0	3.3
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	2
	Average Score	3.0	3.0	3.0	3.0	---	3.0
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

**Table 41: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards**

“Describe how Trine’s School of Education prepared you to apply content to engage learners in critical thinking.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	3.1	---	4.0	---	4.0	2.8
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	3.1	3.0	3.0	3.0	---	3.3
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

Social St = Social Studies

HPE = Health and Physical Education

ELED = Elementary Education

**Point Values & Possible Answers:**

- 1.0 – I had little to no preparation
- 2.0 – I had some preparation
- 3.0 – I had sufficient preparation; The EPP designated 3.0 as the “Passing Score”
- 4.0 – I had excellent preparation



**Table 42: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards**

“Describe how Trine’s School of Education prepared you to plan instruction to support rigorous learning for all students.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	3.0	---	3.0	---	4.0	2.8
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	3.0	3.0	3.0	3.0	---	3.0
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

**Table 43: Graduate Survey- Questions Aligned to Teaching College- and Career-Ready Standards**

“Describe how Trine’s School of Education prepared you to use variety of instructional strategies to develop deep content understanding.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	3.3	---	4.0	---	4.0	3.0
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	3.1	3.0	3.5	3.0	---	3.0
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

Social St = Social Studies      HPE = Health and Physical Education      ELED = Elementary Education

Point Values & Possible Answers:

- 1.0 – I had little to no preparation
- 2.0 – I had some preparation
- 3.0 – I had sufficient preparation; The EPP designated 3.0 as the “Passing Score”
- 4.0 – I had excellent preparation

**Table 44: Graduate Survey- Question Aligned to P-12 Learning**

"Describe the influence your teacher preparation at Trine University had on your students' academic growth:"							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	3.4	---	3.0	---	4.0	3.4
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	3.3	3.5	3.0	3.0	---	3.7
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

Social St = Social Studies

HPE = Health and Physical Education

ELED = Elementary Education

Point Values & Possible Answers:

- 1.0 – I had little to no preparation
- 2.0 – I had some preparation
- 3.0 – I had sufficient preparation; The EPP designated 3.0 as the "Passing Score"
- 4.0 – I had excellent preparation

**Table 45: Graduate Survey- Diversity-Aligned Questions**

“Describe how Trine’s School of Education prepared you to demonstrate an understanding of diverse cultures of learners.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	3.1	---	2.0	---	4.0	3.2
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	3.1	3.5	2.5	2.0	---	3.7
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

**Table 46: Graduate Survey- Diversity-Aligned Questions**

“Describe how Trine’s School of Education prepared you to integrate culturally relevant content to build on learners' background knowledge.”							
		EPP Total	Social St (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	2.7	---	2.0	---	4.0	2.6
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	2.5	3.0	2.0	2.0	---	2.7
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

Social St = Social Studies      HPE = Health and Physical Education      ELED = Elementary Education

Point Values & Possible Answers:

- 1.0 – I had little to no preparation
- 2.0 – I had some preparation
- 3.0 – I had sufficient preparation; The EPP designated 3.0 as the “Passing Score”
- 4.0 – I had excellent preparation

**Table 47: Graduate Survey- Technology-Aligned Questions**

“Describe how Trine’s School of Education prepared you to use technology and guide learners to apply them appropriately and effectively.”							
		EPP Average	Social Studies (5-12)	Math (5-12)	Science (5-12)	HPE (P-12)	ELED (K-6)
2013-2014	Eligible Respondents	7	0	1	0	1	5
	Average Score	2.9	---	3.0	---	3.0	2.8
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	2.6	3.0	2.0	2.0	---	3.0
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
“Describe how Trine’s School of Education prepared you to use engage all learners using a range of technology tools to evaluate and apply information”							
2013-2014	Eligible Respondents	6	0	1	0	0	5
	Average Score	2.7	---	2.0	---	---	2.8
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2014-2015	Eligible Respondents	8	2	2	1	0	3
	Average Score	2.5	3.0	2.0	2.0	---	2.7
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0
2015-2016	Eligible Respondents	0	0	0	0	0	0
	Average Score	---	---	---	---	---	---
	Passing Score	3.0	3.0	3.0	3.0	3.0	3.0

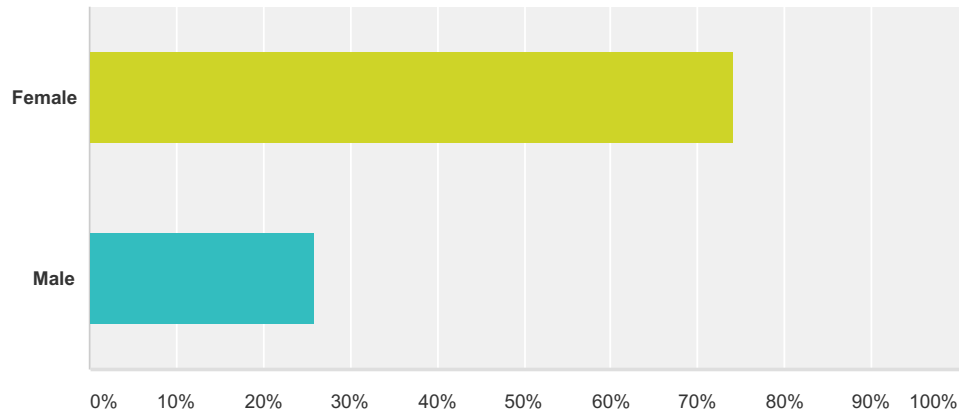
Social St = Social Studies      HPE = Health and Physical Education      ELED = Elementary Education

Point Values & Possible Answers:

- 1.0 – I had little to no preparation
- 2.0 – I had some preparation
- 3.0 – I had sufficient preparation; The EPP designated 3.0 as the “Passing Score”
- 4.0 – I had excellent preparation

### Q1 Indicate your gender.

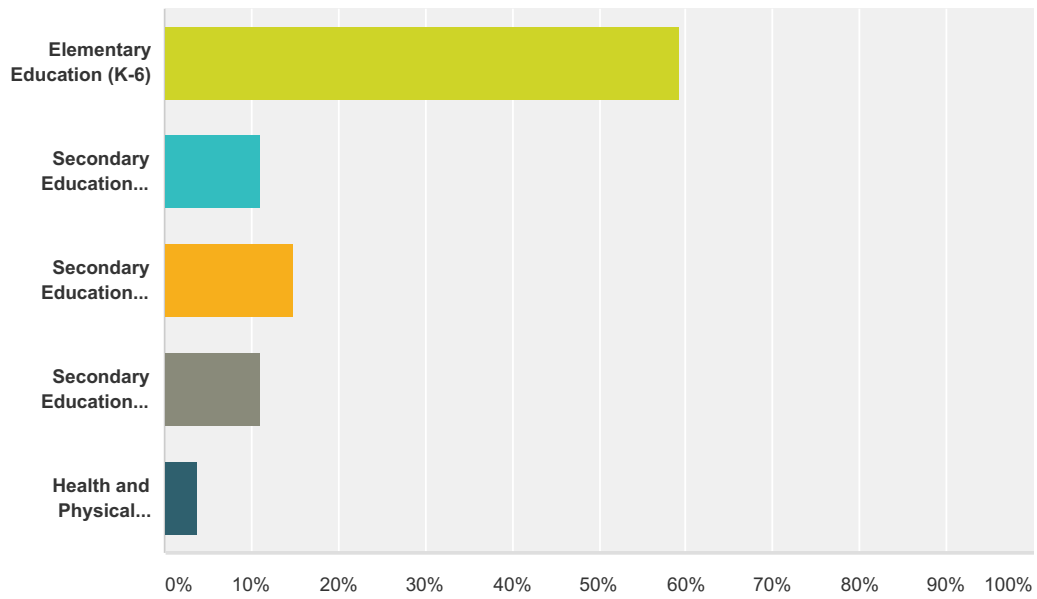
Answered: 27 Skipped: 0



Answer Choices	Responses
Female	74.07% 20
Male	25.93% 7
<b>Total</b>	<b>27</b>

### Q2 Indicate the program you completed.

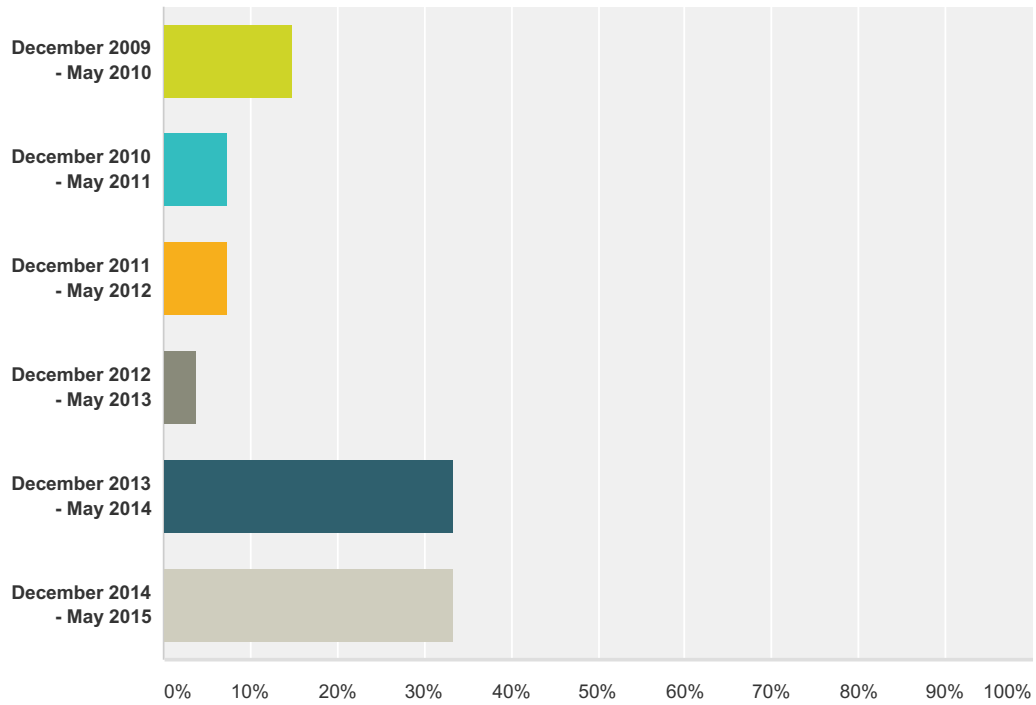
Answered: 27 Skipped: 0



Answer Choices	Responses
Elementary Education (K-6)	59.26% 16
Secondary Education (Math)	11.11% 3
Secondary Education (Science)	14.81% 4
Secondary Education (Social Studies)	11.11% 3
Health and Physical Education (P-12)	3.70% 1
<b>Total</b>	<b>27</b>

### Q3 When did you graduate?

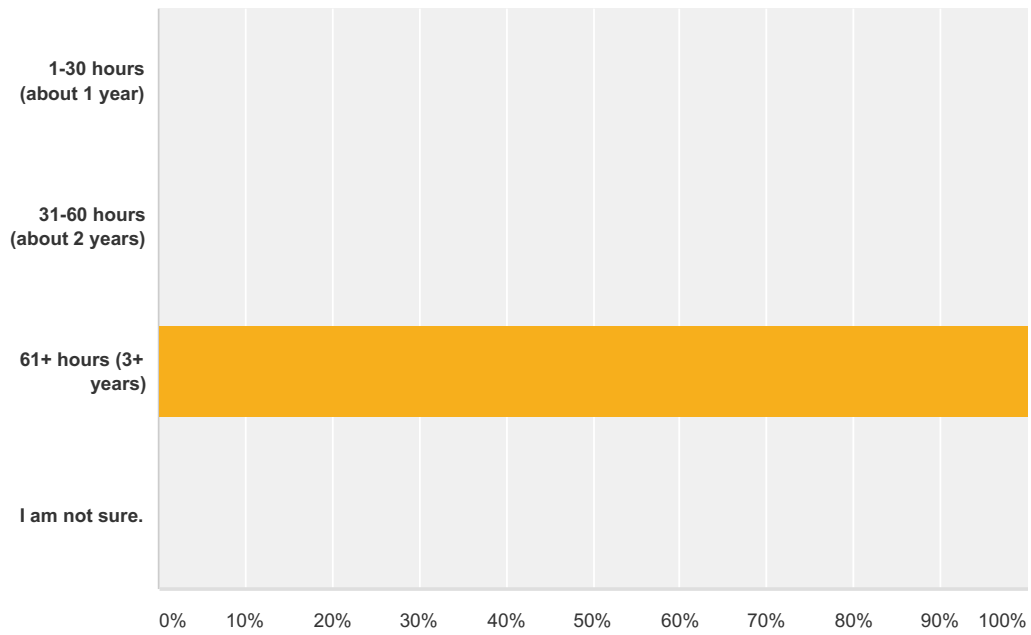
Answered: 27 Skipped: 0



Answer Choices	Responses
December 2009 - May 2010	14.81% 4
December 2010 - May 2011	7.41% 2
December 2011 - May 2012	7.41% 2
December 2012 - May 2013	3.70% 1
December 2013 - May 2014	33.33% 9
December 2014 - May 2015	33.33% 9
<b>Total</b>	<b>27</b>

### Q4 Indicate the number of semester hours you earned at Trine University.

Answered: 27 Skipped: 0

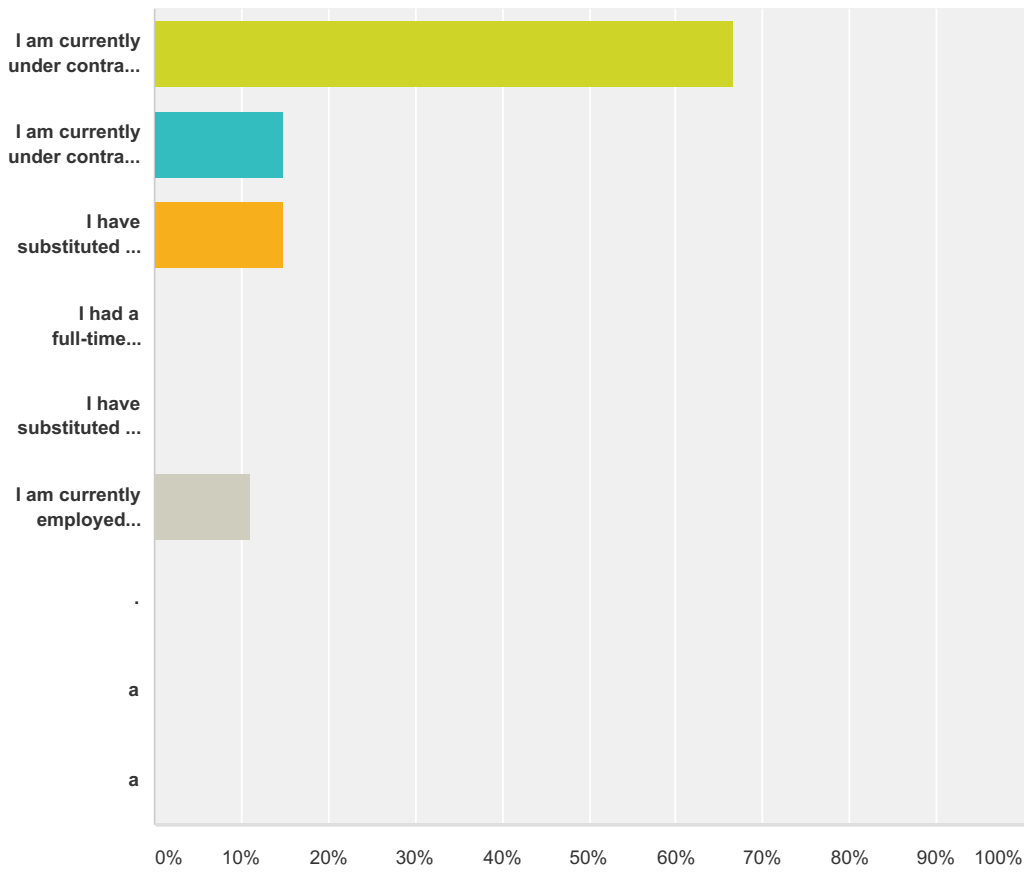


Answer Choices	Responses
1-30 hours (about 1 year)	0.00% 0
31-60 hours (about 2 years)	0.00% 0
61+ hours (3+ years)	100.00% 27
I am not sure.	0.00% 0
<b>Total</b>	<b>27</b>



### Q5 Check the response listed below that applies to you.

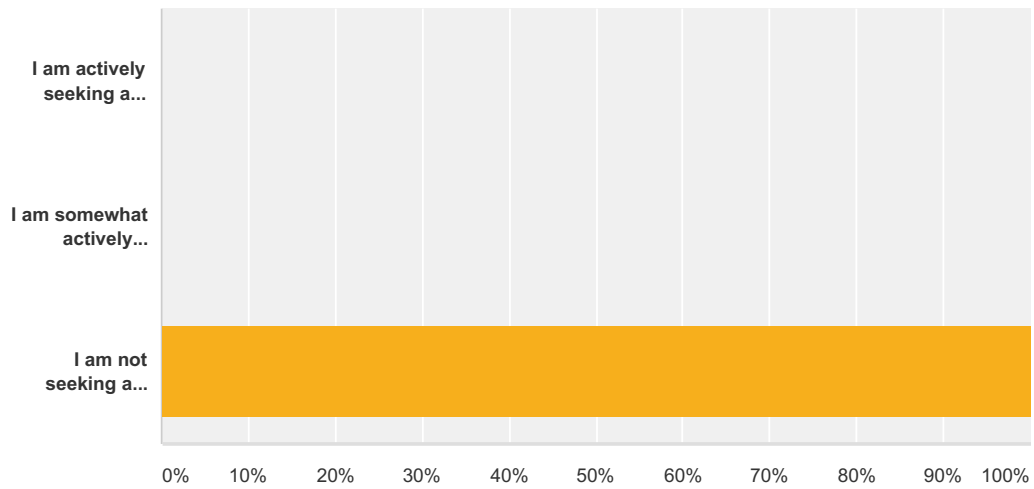
Answered: 27 Skipped: 0



Answer Choices	Responses	
I am currently under contract in a P-12 teaching position IN MY FIELD of certification.	66.67%	18
I am currently under contract in a P-12 teaching position OUTSIDE MY FIELD of certification.	14.81%	4
I have substituted in the past and I DO plan to continue teaching.	14.81%	4
I had a full-time teaching position in the past year, though I DO NOT plan to continue teaching.	0.00%	0
I have substituted in the past, though I DO NOT plan to continue teaching.	0.00%	0
I am currently employed full-time in a field UNRELATED to my preparation as an educator.	11.11%	3
.	0.00%	0
a	0.00%	0
a	0.00%	0
<b>Total Respondents: 27</b>		

### Q6 Are you seeking a full-time teaching position?

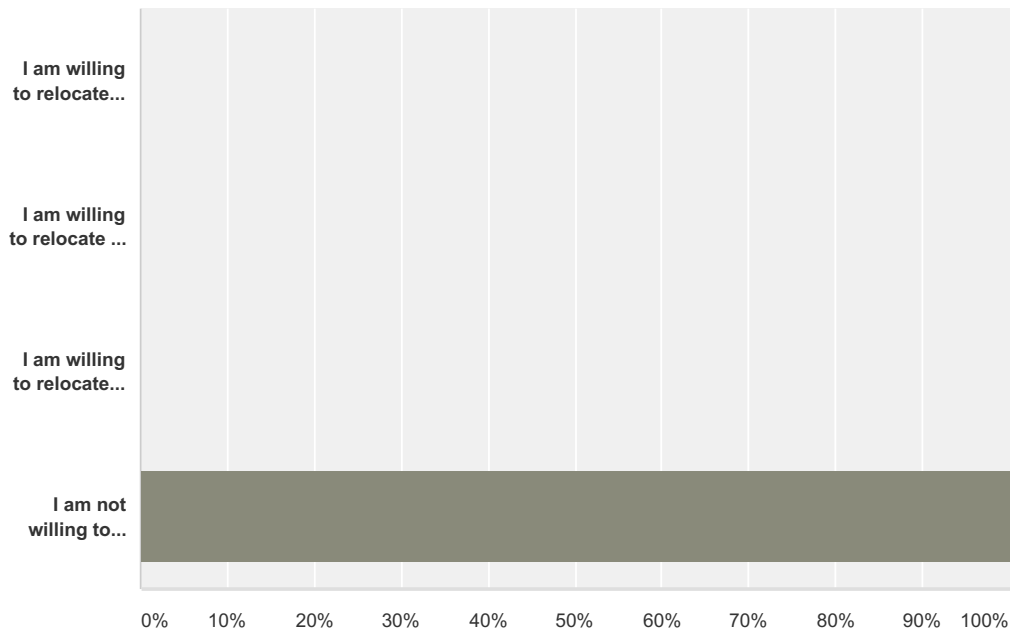
Answered: 3 Skipped: 24



Answer Choices	Responses
I am actively seeking a full-time teaching position.	0.00% 0
I am somewhat actively seeking a full-time teaching position.	0.00% 0
I am not seeking a full-time teaching position.	100.00% 3
<b>Total</b>	<b>3</b>

### Q7 Are you willing to relocate to secure a teaching position?

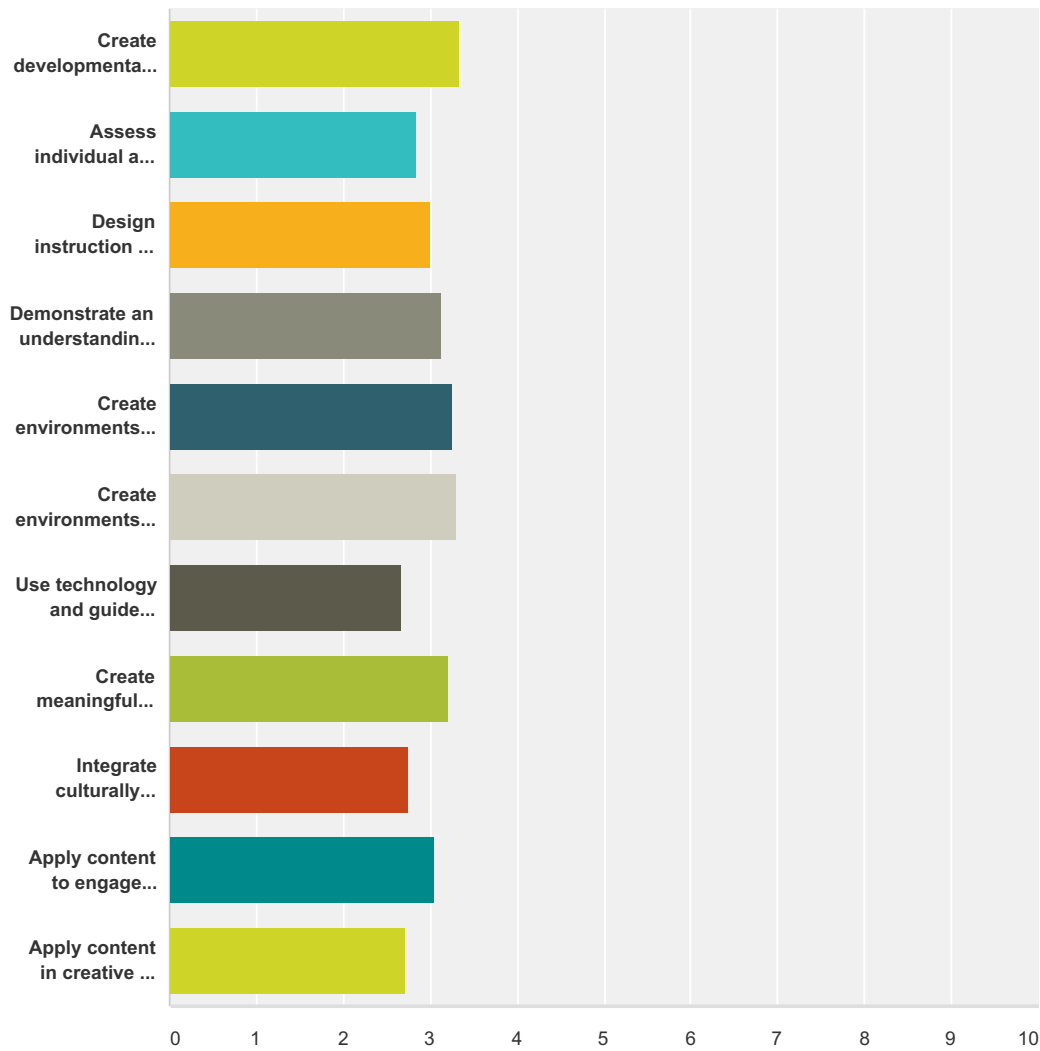
Answered: 3 Skipped: 24



Answer Choices	Responses
I am willing to relocate anywhere.	0.00% 0
I am willing to relocate in some selected communities.	0.00% 0
I am willing to relocate within a 100 mile radius of my current community.	0.00% 0
I am not willing to relocate.	100.00% 3
<b>Total</b>	<b>3</b>

### Q8 Describe how Trine's School of Education prepared you for the following:

Answered: 24 Skipped: 3

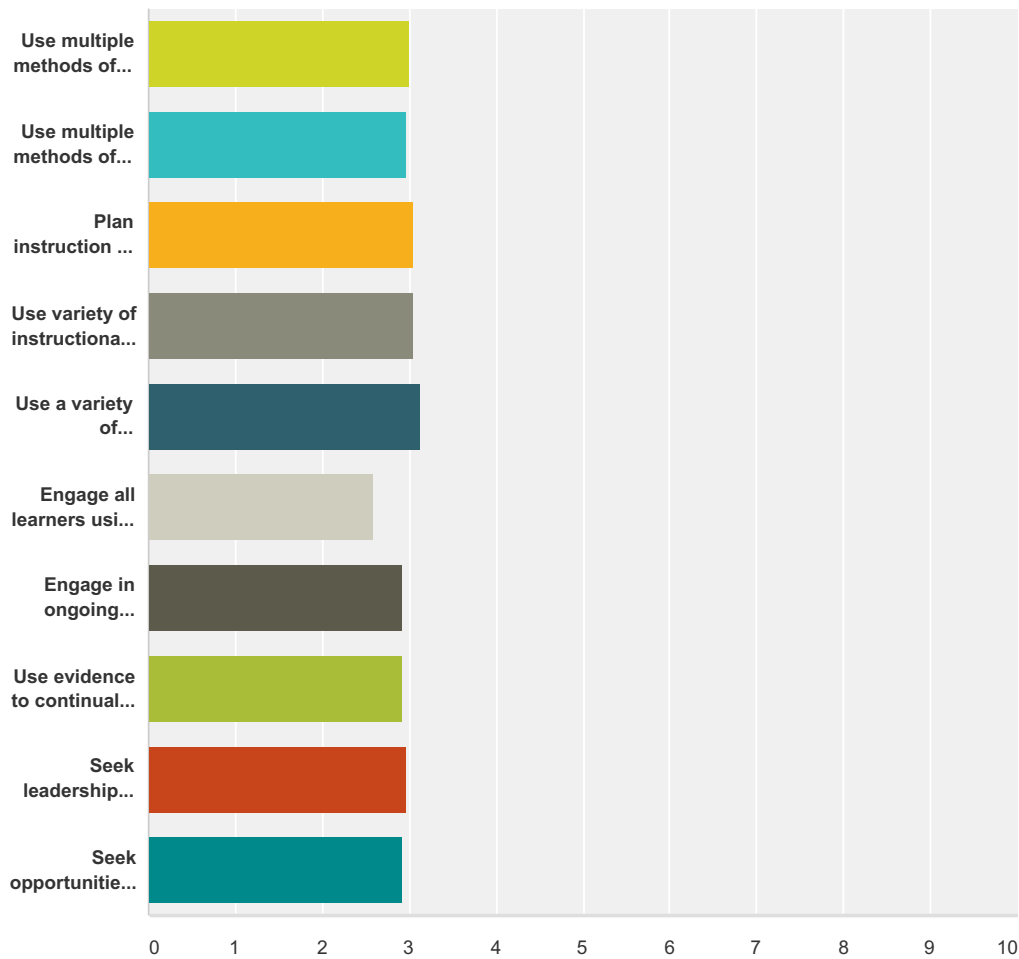


	I had little to no preparation	I had some preparation	I had sufficient preparation	I had excellent preparation	Total	Weighted Average
Create developmentally appropriate instruction that takes into account how learners grow and develop (PO1)	0.00% 0	4.17% 1	58.33% 14	37.50% 9	24	3.33
Assess individual and group performance in order to design and modify instruction (PO1)	4.17% 1	20.83% 5	66.67% 16	8.33% 2	24	2.83
Design instruction to support individual differences of learners (PO2)	0.00% 0	20.83% 5	58.33% 14	20.83% 5	24	3.00
Demonstrate an understanding of diverse cultures of learners (PO2)	4.17% 1	20.83% 5	37.50% 9	37.50% 9	24	3.13
Create environments that support individual and collaborative learning (PO3)	0.00% 0	16.67% 4	41.67% 10	41.67% 10	24	3.25

Create environments that encourage positive social interaction and engagement (PO3)	<b>0.00%</b> 0	<b>16.67%</b> 4	<b>37.50%</b> 9	<b>45.83%</b> 11	24	3.29
Use technology and guide learners to apply them appropriately and effectively (PO3)	<b>4.17%</b> 1	<b>37.50%</b> 9	<b>50.00%</b> 12	<b>8.33%</b> 2	24	2.67
Create meaningful learning experiences by incorporating content knowledge (P04)	<b>0.00%</b> 0	<b>4.17%</b> 1	<b>70.83%</b> 17	<b>25.00%</b> 6	24	3.21
Integrate culturally relevant content to build on learners' background knowledge (PO4)	<b>0.00%</b> 0	<b>37.50%</b> 9	<b>50.00%</b> 12	<b>12.50%</b> 3	24	2.75
Apply content to engage learners in critical thinking (PO5)	<b>0.00%</b> 0	<b>12.50%</b> 3	<b>70.83%</b> 17	<b>16.67%</b> 4	24	3.04
Apply content in creative and collaborative problem solving related to authentic local and global issues (PO5)	<b>0.00%</b> 0	<b>37.50%</b> 9	<b>54.17%</b> 13	<b>8.33%</b> 2	24	2.71

### Q9 Describe how Trine's School of Education prepared you for the following:

Answered: 24 Skipped: 3

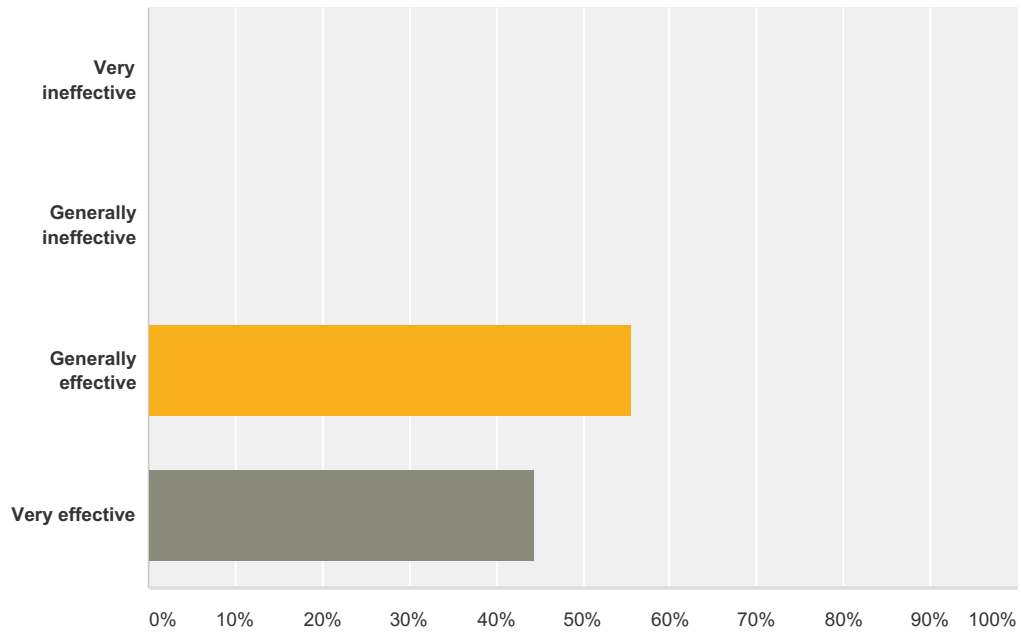


	I had little to no preparation	I had some preparation	I had sufficient preparation	I had excellent preparation	Total	Weighted Average
Use multiple methods of assessment to monitor learning progress (PO6)	0.00% 0	20.83% 5	58.33% 14	20.83% 5	24	3.00
Use multiple methods of assessment to guide teacher and student decision making (PO6)	4.17% 1	12.50% 3	66.67% 16	16.67% 4	24	2.96
Plan instruction to support rigorous learning for all students (PO7)	0.00% 0	20.83% 5	54.17% 13	25.00% 6	24	3.04
Use variety of instructional strategies to develop deep content understanding (PO8)	0.00% 0	16.67% 4	62.50% 15	20.83% 5	24	3.04
Use a variety of instructional strategies to build learners' skills in meaningful ways (PO8)	0.00% 0	12.50% 3	62.50% 15	25.00% 6	24	3.13
Engage all learners using a range of technology tools to evaluate and apply information (PO8)	4.17% 1	41.67% 10	45.83% 11	8.33% 2	24	2.58
Engage in ongoing professional learning (PO9)	4.17% 1	25.00% 6	45.83% 11	25.00% 6	24	2.92

Use evidence to continually evaluate your teaching practice (PO9)	<b>0.00%</b> 0	<b>29.17%</b> 7	<b>50.00%</b> 12	<b>20.83%</b> 5	24	2.92
Seek leadership roles (PO10)	<b>0.00%</b> 0	<b>29.17%</b> 7	<b>45.83%</b> 11	<b>25.00%</b> 6	24	2.96
Seek opportunities to take responsibility for student learning through collaboration with stakeholders (PO10)	<b>4.17%</b> 1	<b>20.83%</b> 5	<b>54.17%</b> 13	<b>20.83%</b> 5	24	2.92

### Q10 Describe the effectiveness of what you learned in your teacher preparation at Trine University:

Answered: 27 Skipped: 0

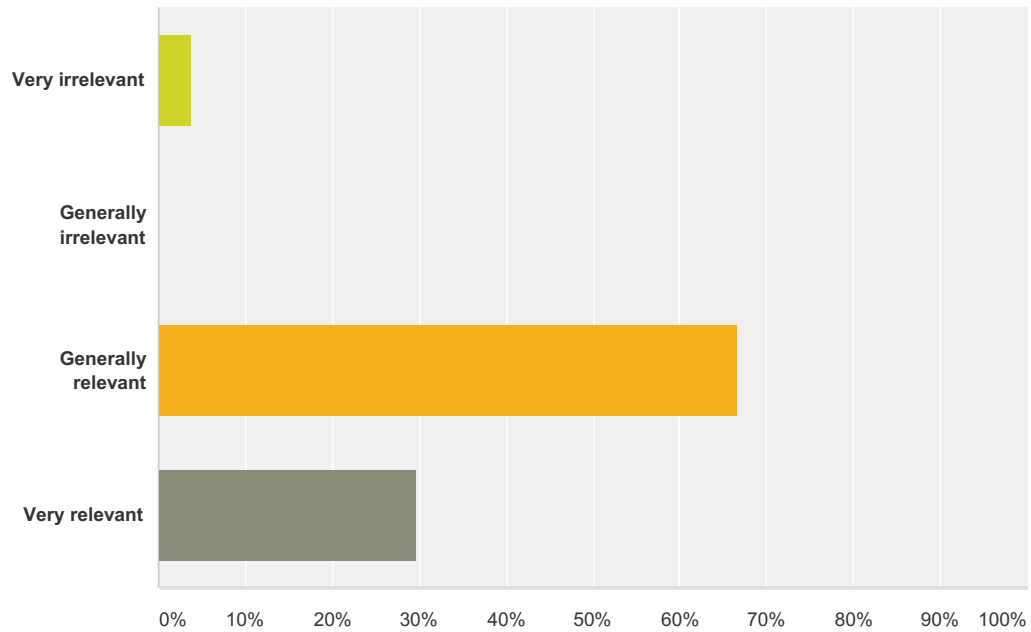


Answer Choices	Responses
Very ineffective	0.00% 0
Generally ineffective	0.00% 0
Generally effective	55.56% 15
Very effective	44.44% 12
<b>Total</b>	<b>27</b>



### Q11 Describe the relevance of what you learned in your teacher preparation at Trine University:

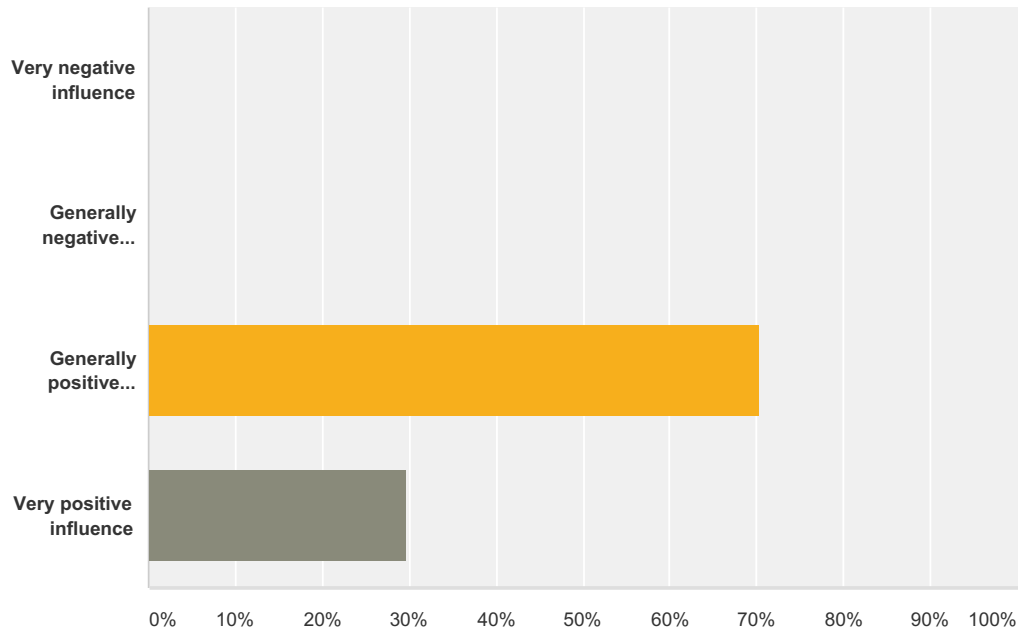
Answered: 27 Skipped: 0



Answer Choices	Responses
Very irrelevant	3.70% 1
Generally irrelevant	0.00% 0
Generally relevant	66.67% 18
Very relevant	29.63% 8
<b>Total</b>	<b>27</b>

### Q12 Describe the influence your teacher preparation at Trine University had on your students' academic growth:

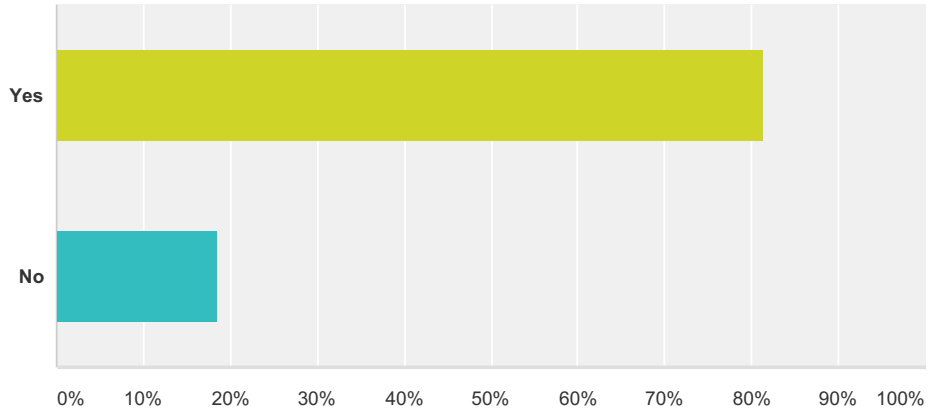
Answered: 27 Skipped: 0



Answer Choices	Responses
Very negative influence	0.00% 0
Generally negative influence	0.00% 0
Generally positive influence	70.37% 19
Very positive influence	29.63% 8
<b>Total</b>	<b>27</b>

### Q13 If you were to decide again, would you attend Trine University to prepare to become a teacher?

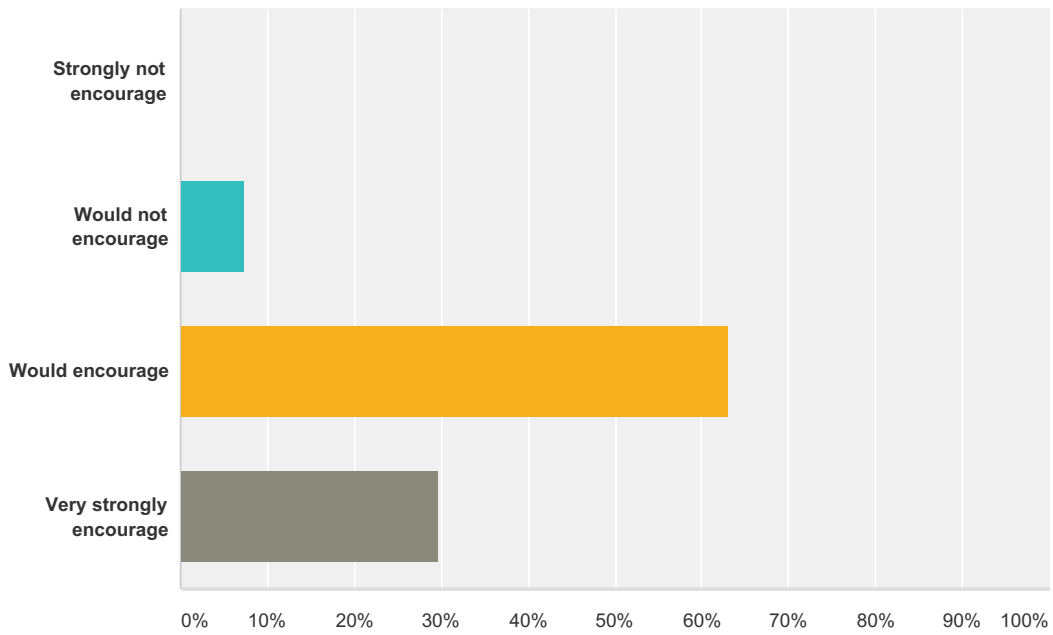
Answered: 27 Skipped: 0



Answer Choices	Responses
Yes	81.48% 22
No	18.52% 5
<b>Total</b>	<b>27</b>

### Q14 Would you encourage others to attend Trine University to become a teacher?

Answered: 27 Skipped: 0



Answer Choices	Responses
Strongly not encourage	0.00% 0
Would not encourage	7.41% 2
Would encourage	62.96% 17
Very strongly encourage	29.63% 8
<b>Total</b>	<b>27</b>

## Q15 Identify 1-2 of your STRENGTHS as a beginning teacher.

Answered: 26 Skipped: 1

#	Responses	Date
1	Caring, listens to students, intuitive	7/29/2016 11:00 AM
2	Student rapport	7/29/2016 10:58 AM
3	1. I had a strong knowledge of appropriate practices for a variety of age groups. 2. I was aware of ways to make lessons engaging for all students.	7/28/2016 10:00 AM
4	Technology influences. Classroom management.	7/28/2016 9:51 AM
5	I had plenty of experience in classrooms, so I was comfortable right away with the students. Then I was able to focus more on learning how to improve my teaching and not my level of confidence with students.	7/27/2016 7:34 PM
6	Effective planning Collaborating	7/27/2016 6:03 PM
7	Helping students form relationships of respect with one another and creating a classroom "family" feeling. One of my favorite memories of my first year teaching was students would always welcome a late/ absent classmate by saying "Brandon (or whoever) is home!" I loved that they felt so safe and comfortable in our classroom that they could consider it a second home.	7/27/2016 5:06 PM
8	Lesson planning, classroom expectations	7/27/2016 4:42 PM
9	I was able to use what I learned in student teaching that helped me in my first year of teaching.	7/27/2016 4:01 PM
10	Optimistic Energetic Prepared on subject matter.	7/27/2016 3:59 PM
11	Content knowledge and collaboration	7/27/2016 3:26 PM
12	Knowledgable in content Strong work ethic Positive attitude	7/27/2016 11:22 AM
13	Leadership skills Problem solving skills Tenacity	7/27/2016 9:15 AM
14	Enthusiasm	7/25/2016 11:51 PM
15	1) demonstrates/delivers content knowledge fully to the students 2) successfully implementing lesson plans	7/25/2016 8:32 PM
16	My focus was on caring. The first year of teaching was the hardest year of my life, but what kept me focused and motivated was knowing that I had 23 kids who were counting on me, and I loved them with all my heart.	7/25/2016 8:05 PM
17	Promoting a safe learning environment for the students to make mistakes in	7/25/2016 7:53 PM
18	I knew how the school would go and I knew how to write lesson plans	7/25/2016 7:37 PM
19	Understanding and implementing multiple evaluation tools	7/25/2016 5:45 PM
20	I was able to bring new ideas to my grade level that expanded the curriculum to make it more hands on and was a leader in promoting technology integration in K-2 classrooms.	7/25/2016 5:24 PM
21	I felt as if I was able to build relationships with students and get them to buy-in to what we were trying to get accomplished. Additionally, I felt comfortable with managing behaviors in my classroom.	7/25/2016 11:10 AM
22	Classroom management	7/25/2016 10:26 AM
23	Technology and how to use it, and being able to build rapport with students.	7/25/2016 10:05 AM
24	No strengths	7/25/2016 9:04 AM
25	Being prepared for all situations in the classroom - classroom management	7/25/2016 8:32 AM
26	I feel that I had effective and meaningful classroom management, as well as intentional relationships between my students and their parents.	7/25/2016 8:25 AM

## Q16 Identify 1-2 of your AREAS OF IMPROVEMENT as a beginning teacher.

Answered: 26 Skipped: 1

#	Responses	Date
1	Classroom management, organization	7/29/2016 11:00 AM
2	Classroom management	7/29/2016 10:58 AM
3	1. I had no idea what to expect the first week of school. Or the importance of setting procedures/expectations. 2. I needed to improve on management strategies. I was only given those by my cooperating teacher when student teaching.	7/28/2016 10:00 AM
4	Teaching reading.	7/28/2016 9:51 AM
5	I felt that I struggled somewhat with coming up with a variety of engaging activities specific to math. It was tough sometimes also for me to implement assessment strategies that gave me a direction to go with the content. I could tell where students were with their understanding, but wasn't sure always how to manage moving forward from there.	7/27/2016 7:34 PM
6	Special education Sub plans Grading IEPs	7/27/2016 6:03 PM
7	I had/ still have a lot to learn about the teaching of reading. My first year, I really struggled planning meaningful and purposeful reading group lessons as well as being able to pin point specific challenges students were having.	7/27/2016 5:06 PM
8	Content knowledge, differentiated assessment	7/27/2016 4:42 PM
9	I have had to figure out how to look at data and how to use it effectively in my classroom.	7/27/2016 4:01 PM
10	Classroom Management Job Placement	7/27/2016 3:59 PM
11	Data collection and classroom management	7/27/2016 3:26 PM
12	Gaining more patience Classroom management Students with severe disabilities	7/27/2016 11:22 AM
13	Understanding student data Classroom organization as a teacher	7/27/2016 9:15 AM
14	Lesson planning and grading	7/25/2016 11:51 PM
15	1) classroom management 2) identifying best ways for all students to learn the information	7/25/2016 8:32 PM
16	I tried to tackle too much too soon. I still try to "perfect" everything when I need to focus on fine tuning one area at a time.	7/25/2016 8:05 PM
17	The designing of curriculum	7/25/2016 7:53 PM
18	It took a while to really feel comfortable/confident in the classroom. How to set up my room	7/25/2016 7:37 PM
19	Understanding different cultures	7/25/2016 5:45 PM
20	An area of improvement would have been the communication wit parents. Even though I had excellent training and knew what I was talking about, I felt like the parents wouldn't accept what I was saying because I was a young new teacher. An area that I improved on from my first year to my second year was differentiated instruction. My first year I tried, but it was nowhere near enough, so I really made sure I worked with other teachers and found a way to differentiate that I found successful in my classroom.	7/25/2016 5:24 PM
21	If I could re-do my first 2 years of teaching I wish I would have been able to really push my students to think deeper about the content. I also wish I would have focused more on the learning and creating relevant learning experiences for them instead of making them regurgitate facts.	7/25/2016 11:10 AM
22	Differentiation	7/25/2016 10:26 AM
23	Using data to drive instruction, and RTI methods and implementation.	7/25/2016 10:05 AM
24	As a beginning teacher, I failed in the classroom. I do not blame Trine 100%, though. My personality did not match that of a teacher. I wish someone would have warned me. Although Dr. Simpson did tell me she wasn't sure I'd make it when I graduated. Maybe that was my warning....	7/25/2016 9:04 AM
25	Pacing guides	7/25/2016 8:32 AM

26	I would like to improve in my skills of balancing my career with the rest of my life and improvement the assessments that I utilize.	7/25/2016 8:25 AM
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**Q17 Identify 1 possible addition to the teacher preparation program at Trine University that may help future graduates be better prepared for their first year of teaching.**

Answered: 25 Skipped: 2

#	Responses	Date
1	I thought the benchmark interviews were very difficult and somewhat unfair. They hurt my confidence. I remember getting a low score on my appearance; I did not have much money and my clothes didn't look as nice as I wanted them too. If you're still doing benchmark interviews, maybe working more with the students beforehand would be beneficial.	7/29/2016 11:00 AM
2	More experience in alternative school settings	7/29/2016 10:58 AM
3	I would try my hardest to get seniors in a classroom for the first two weeks of the school year. Not Trine's first two weeks, but the first two weeks at a local school.	7/28/2016 10:00 AM
4	A teaching of reading focus.	7/28/2016 9:51 AM
5	A lot of what I was unsure of during the first year was how my school handles situations and how the department operates. Those are things that Trine couldn't prepare me for. However, I was a little lost on what to do to further my career. When/how to renew licenses, how to gain pd points, when/if to get a master's degree, etc. I realize some of that is subjective, but I could have used a little more direction in that area.	7/27/2016 7:34 PM
6	Practicum in special education	7/27/2016 6:03 PM
7	I am currently taking an advantage math recovery course which has taught me so much about the way and order in which children conceptualize and learn math strategies. It has opened my eyes to my own misconceptions about the learning of math and some harmful strategies/ concepts I have been using and enforcing in my own classroom before students are ready. I wish I had had this information from the beginning! I think it would have made such a difference to have had that knowledge going into my first year, and it would have prevented me from pushing students into a new way of thinking before they were ready.	7/27/2016 5:06 PM
8	Technology in assessment	7/27/2016 4:42 PM
9	The different responsibilities/expectations you will have to do besides teaching. Going in depth of different teaching evaluations. An effective classroom management course would be helpful as well as mock parent/teacher conferences.	7/27/2016 4:01 PM
10	Knowing how to get from a poorly managed classroom to a properly managed classroom.	7/27/2016 3:59 PM
11	Data management	7/27/2016 3:26 PM
12	Have students perhaps get involved with the community more often	7/27/2016 11:22 AM
13	Data data data	7/27/2016 9:15 AM
14	Special education. Teaching students how to handle students with multiple learning disabilities. Writing IEP's, 504's...	7/25/2016 11:51 PM
15	I would like to see for PE/Health have one or two practicums in the elementary PE classroom.	7/25/2016 8:32 PM
16	There should be a requirement that students take more classes focusing around special education. As a general education teacher, I have the special education cluster group, and I don't always feel prepared to teach them in a way that meets their individual needs.	7/25/2016 8:05 PM
17	Additional teaching opportunities either longer student teaching or tutoring in local community	7/25/2016 7:53 PM
18	Allowing them to experience giving ISTEP (standardized tests) and what it looks like.	7/25/2016 7:37 PM
19	Cultural education	7/25/2016 5:45 PM
20	I feel that Trine would benefit from a special education program. The Exceptional Child class was informative, but I don't feel like I was fully prepared for some of the students with special needs in my classroom as a first year teacher.	7/25/2016 5:24 PM
21	Purposeful technology integration, digital citizenship for students/copyright for teachers, and classroom management in these situations.	7/25/2016 11:10 AM



22	More technology integration for lessons	7/25/2016 10:26 AM
23	How to prepare students for standardized test, and check that students have mastered the content that is required for said test. The skills I learned at Trine did not prepare me for the real world of lstep. I had no clue how to look up what was on the test, or how to monitor what I needed to teach for the test. Real world responsibilities need to be a priority over theory.	7/25/2016 10:05 AM
24	Make it harder. Teaching is hard and teachers are ruthless....	7/25/2016 9:04 AM
25	Further teaching in classroom management.	7/25/2016 8:25 AM

### Q18 The best email address to seek your valuable feedback in the future is:

Answered: 21 Skipped: 6

#	Responses	Date
1	Trine address	7/29/2016 11:00 AM
2	Snhughes88@gmail.com	7/29/2016 10:58 AM
3	dcrabtree@dekalbcentral.net	7/28/2016 9:51 AM
4	trishajoyking@gmail.com	7/27/2016 7:34 PM
5	brombacha@quincyschools.org	7/27/2016 5:06 PM
6	kjdahlstrom@my.trine.edu	7/27/2016 4:42 PM
7	No need.	7/27/2016 3:59 PM
8	dukelucy2@gmail.com	7/27/2016 11:22 AM
9	Schnarrj@bronsonschools.org	7/27/2016 9:15 AM
10	ajkirkkingburg@my.trine.edu	7/25/2016 11:51 PM
11	Coachspeheger@gmail.com	7/25/2016 8:32 PM
12	Blwagner@my.trine.edu	7/25/2016 8:05 PM
13	ryanschreiner8@gmail.com	7/25/2016 7:53 PM
14	slgrube@my.trine.edu	7/25/2016 7:37 PM
15	Mohirons@gmail.com	7/25/2016 5:45 PM
16	cleichter@rbbschools.net	7/25/2016 5:24 PM
17	megan.lynn.callahan@gmail.com	7/25/2016 11:10 AM
18	Kroband11@my.trine.edu	7/25/2016 10:26 AM
19	blmartin4007@gmail.com	7/25/2016 10:05 AM
20	kmbrock@my.trine.edu	7/25/2016 9:04 AM
21	ryenn.rice@yahoo.com	7/25/2016 8:25 AM

**Q19 If you have a professional education account on social media, such as Twitter, we would like to connect with you. Please list your username(s) and type of social media below:**

Answered: 7 Skipped: 20

#	Responses	Date
1	Facebook: Miss Crabtree's 2016-2017 Class	7/28/2016 9:51 AM
2	I don't.	7/27/2016 3:59 PM
3	@coachspeheger	7/25/2016 8:32 PM
4	@misswagnerles	7/25/2016 8:05 PM
5	@reschreiner8	7/25/2016 7:53 PM
6	@LeichterTeach	7/25/2016 5:24 PM
7	Twitter - @mltolin	7/25/2016 11:10 AM