Survey results in the order the questions appear on the actual survey

Order: 48737 > 2021-22 Benchworks Teacher Education Alumni Assessment

Population: Vanderbilt University > All Respondents (no filter selected)   (109 responses)

Survey Statistics:	No. Attempted = 402	No. Responded = 109	% Responding = 27.1%

Show up to [All] Question(s) per Report Page   Report Page [1] of 1

Q001. School Activities - How satisfied are you with the quality of the following experiences: Student teaching

% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7
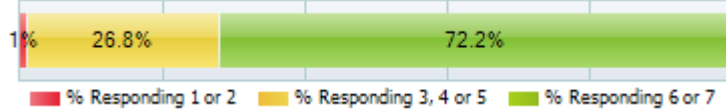
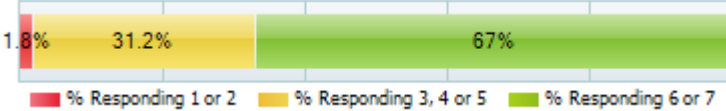|	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	3	3.1%
(4) Moderately	6	6.2%
(5)	17	17.5%
(6)	32	33.0%
(7) Extremely	38	39.2%

% Resp = 89.0%
N = 97
Mean = 5.96
Std Dev = 1.12

Q002. School Activities - How satisfied are you with the quality of the following experiences: Practicum/field-based experience

% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

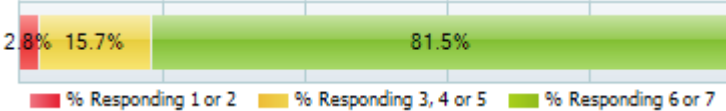|	N	% of Total
(1) Not at all	0	0.0%
(2)	2	1.8%
(3)	5	4.6%
(4) Moderately	14	12.8%
(5)	15	13.8%
(6)	41	37.6%
(7) Extremely	32	29.4%

% Resp = 100.0%
N = 109
Mean = 5.69
Std Dev = 1.25

Q003. School Activities - How satisfied are you with the quality of the following experiences: Informal faculty contact

% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

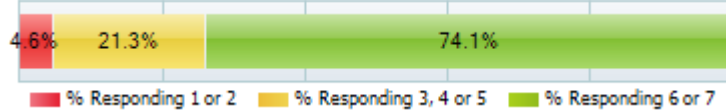|	N	% of Total
(1) Not at all	1	0.9%
(2)	2	1.9%
(3)	1	0.9%
(4) Moderately	5	4.6%
(5)	11	10.2%
(6)	40	37.0%
(7) Extremely	48	44.4%

% Resp = 99.1%
N = 108
Mean = 6.10
Std Dev = 1.15

Q004. School Activities - How satisfied are you with the quality of the following experiences: Guidance from advisor

% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

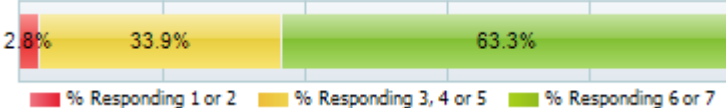|	N	% of Total
(1) Not at all	3	2.8%
(2)	2	1.9%
(3)	5	4.6%
(4) Moderately	5	4.6%
(5)	13	12.0%
(6)	36	33.3%
(7) Extremely	44	40.7%

% Resp = 99.1%
N = 108
Mean = 5.84
Std Dev = 1.45

Q005. Career Success - To what extent did the teacher education program: Expand your career options

% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

	N	% of Total
(1) Not at all	1	0.9%
(2)	2	1.8%
(3)	4	3.7%
(4) Moderately	17	15.6%
(5)	16	14.7%
(6)	26	23.9%
(7) Extremely	43	39.5%

% Resp = 100.0%
N = 109
Mean = 5.71
Std Dev = 1.39

Q006. Career Success - To what extent did the teacher education program: Assist you in selecting a career
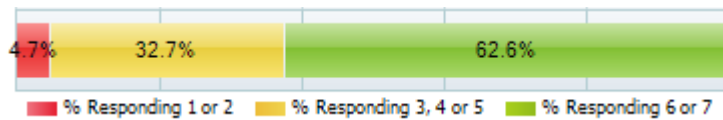
	N	% of Total
(1) Not at all	3	2.8%
(2)	2	1.9%
(3)	2	1.9%

% Resp = 98.2%
N = 107
Mean = 5.61
Std Dev = 1.48

	4.7%	32.7%	62.6%

	N	% of Total
(4) Moderately	18	16.8%
(5)	15	14.0%
(6)	29	27.1%
(7) Extremely	38	35.5%

% Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

Q007. Career Success - To what extent did the teacher education program: Provide access to alumni

15.5% 43.7% 40.8%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
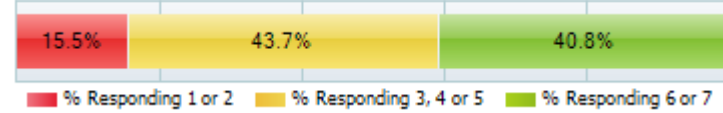
	N	% of Total
(1) Not at all	6	5.8%
(2)	10	9.7%
(3)	5	4.9%
(4) Moderately	19	18.5%
(5)	21	20.4%
(6)	20	19.4%
(7) Extremely	22	21.4%

% Resp = 94.5%
N = 103
Mean = 4.82
Std Dev = 1.79

Q008. Career Success - To what extent did the teacher education program: Provide access to employers

4.8% 35.2% 60%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
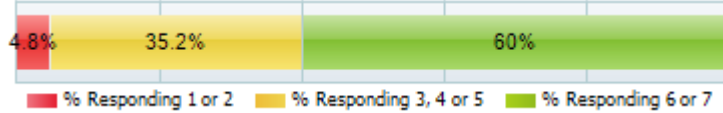
	N	% of Total
(1) Not at all	2	1.9%
(2)	3	2.9%
(3)	6	5.7%
(4) Moderately	15	14.3%
(5)	16	15.2%
(6)	29	27.6%
(7) Extremely	34	32.4%

% Resp = 96.3%
N = 105
Mean = 5.50
Std Dev = 1.50

Q009. Career Success - To what extent did the teacher education program: Increase your earning potential

13.1% 50.5% 36.4%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
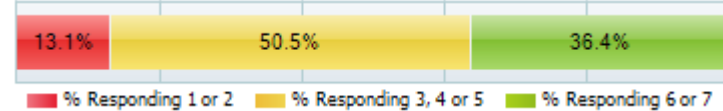
	N	% of Total
(1) Not at all	7	6.5%
(2)	7	6.5%
(3)	6	5.6%
(4) Moderately	27	25.2%
(5)	21	19.6%
(6)	21	19.6%
(7) Extremely	18	16.8%

% Resp = 98.2%
N = 107
Mean = 4.71
Std Dev = 1.70

Q010. Career Success - To what extent did the teacher education program: Enhance your upward mobility

8.3% 50% 41.7%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
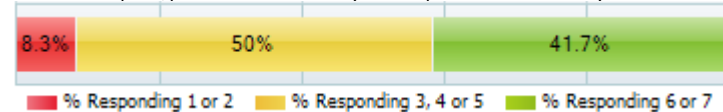
	N	% of Total
(1) Not at all	5	4.6%
(2)	4	3.7%
(3)	8	7.4%
(4) Moderately	21	19.4%
(5)	25	23.2%
(6)	28	25.9%
(7) Extremely	17	15.7%

% Resp = 99.1%
N = 108
Mean = 4.94
Std Dev = 1.57

**Q011. Career Success - To what extent did the teacher education program: Provide interpersonal skills necessary to succeed**

4.8% 36.2% 59%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
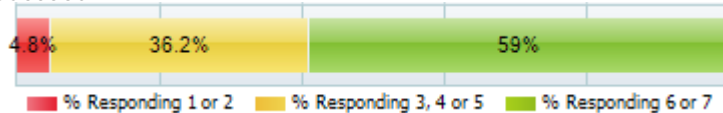
	N	% of Total
(1) Not at all	2	1.9%
(2)	3	2.9%
(3)	2	1.9%
(4) Moderately	13	12.4%
(5)	23	21.9%
(6)	27	25.7%
(7) Extremely	35	33.3%

% Resp = 96.3%
N = 105
Mean = 5.60
Std Dev = 1.41

Q012. Career Success - To what extent did the teacher education program: Provide teaching skills necessary to succeed
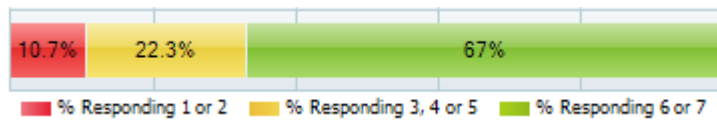
2.8% 24.1% 73.1%

■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
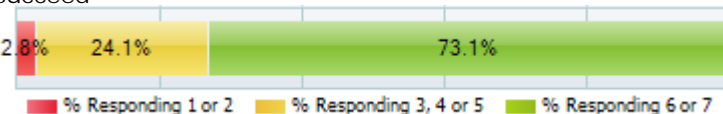
	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.8%
(3)	4	3.7%
(4) Moderately	6	5.6%
(5)	16	14.8%
(6)	31	28.7%
(7) Extremely	48	44.4%

% Resp = 99.1%
N = 108
Mean = 5.96
Std Dev = 1.26

Q013. Career Choice - How satisfied are you with your: Decision to be a teacher

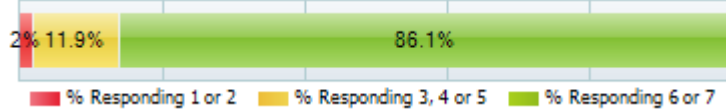|	N	% of Total
(1) Very dissatisfied	2	1.9%

% Resp = 94.5%
N = 103

	N	% of Total
(2) Moderately dissatisfied	9	8.7%
(3) Slightly dissatisfied	7	6.8%
(4) Neutral	4	3.9%
(5) Slightly satisfied	12	11.7%
(6) Moderately satisfied	31	30.1%
(7) Very satisfied	38	36.9%

Mean = 5.52
Std Dev = 1.71

10.7% | 22.3% | 67%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q014. Career Choice - How satisfied are you with your: Choice of teaching level (i.e., elementary education, middle school)

2% | 11.9% | 86.1%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total
(1) Very dissatisfied	0	0.0%
(2) Moderately dissatisfied	2	2.0%
(3) Slightly dissatisfied	1	1.0%
(4) Neutral	5	5.0%
(5) Slightly satisfied	6	5.9%
(6) Moderately satisfied	24	23.8%
(7) Very satisfied	63	62.4%

% Resp = 92.7%
N = 101
Mean = 6.36
Std Dev = 1.08

Q015. Career Choice - How satisfied are you with your: Choice of employer/graduate school

5.7% | 17.1% | 77.1%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
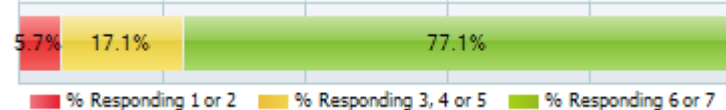
	N	% of Total
(1) Very dissatisfied	1	1.0%
(2) Moderately dissatisfied	5	4.8%
(3) Slightly dissatisfied	3	2.9%
(4) Neutral	5	4.8%
(5) Slightly satisfied	10	9.5%
(6) Moderately satisfied	30	28.6%
(7) Very satisfied	51	48.6%

% Resp = 96.3%
N = 105
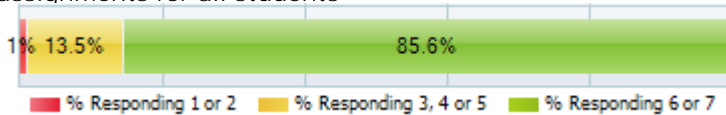Mean = 5.97
Std Dev = 1.42

Q016. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Align assessments with relevant standards

4.9% | 33.3% | 61.8%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
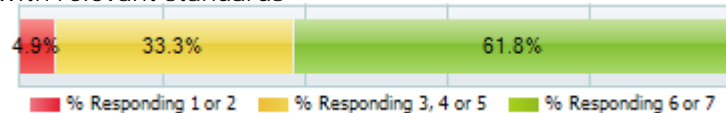
	N	% of Total
(1) Not at all	1	1.0%
(2)	4	3.9%
(3)	5	4.9%
(4) Moderately	13	12.8%
(5)	16	15.7%
(6)	24	23.5%
(7) Extremely	39	38.2%

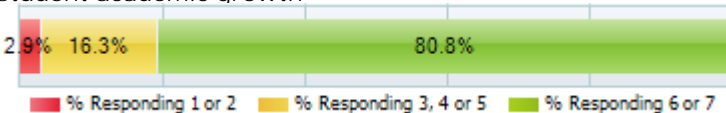% Resp = 93.6%
N = 102
Mean = 5.62
Std Dev = 1.49

Q017. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Create effective assignments for all students

1% | 13.5% | 85.6%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total
(1) Not at all	1	1.0%
(2)	0	0.0%
(3)	4	3.9%
(4) Moderately	5	4.8%
(5)	5	4.8%
(6)	24	23.1%
(7) Extremely	65	62.5%

% Resp = 95.4%
N = 104
Mean = 6.32
Std Dev = 1.16

Q018. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Provide evidence of student academic growth

2.9% | 16.3% | 80.8%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total
(1) Not at all	2	1.9%
(2)	1	1.0%
(3)	2	1.9%
(4) Moderately	5	4.8%
(5)	10	9.6%
(6)	24	23.1%
(7) Extremely	60	57.7%

% Resp = 95.4%
N = 104
Mean = 6.19
Std Dev = 1.28

Q019. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Provide timely feedback to students regarding their academic progress

3.9% | 23.5% | 72.5%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
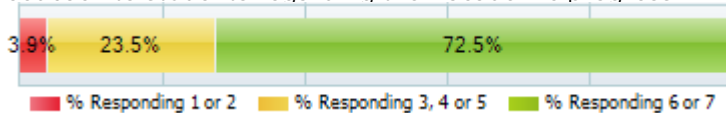
	N	% of Total
(1) Not at all	3	2.9%
(2)	1	1.0%
(3)	3	2.9%
(4) Moderately	13	12.8%
(5)	8	7.8%
(6)	25	24.5%
(7) Extremely	49	48.0%

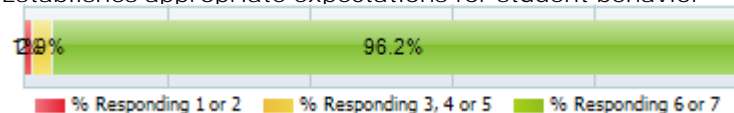% Resp = 93.6%
N = 102
Mean = 5.87
Std Dev = 1.49

Q020. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Actively engages students in the learning process
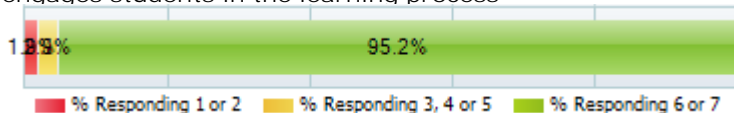
	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	1	1.0%
(4) Moderately	0	0.0%
(5)	2	1.9%
(6)	18	17.1%
(7) Extremely	82	78.1%

% Resp = 96.3%
N = 105
Mean = 6.65
Std Dev = 0.93

1.9% 1.9% 95.2%

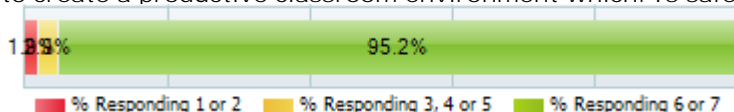■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q021. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Establishes appropriate expectations for student behavior

	N	% of Total
(1) Not at all	1	1.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	3	2.9%
(6)	20	19.2%
(7) Extremely	80	76.9%

% Resp = 95.4%
N = 104
Mean = 6.69
Std Dev = 0.75

1.0% 2.9% 96.2%

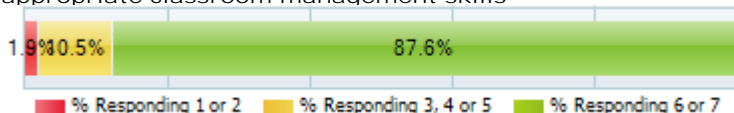■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q022. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Is safe

	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	0	0.0%
(4) Moderately	2	1.9%
(5)	1	1.0%
(6)	13	12.4%
(7) Extremely	87	82.9%

% Resp = 96.3%
N = 105
Mean = 6.70
Std Dev = 0.91

1.9% 2.9% 95.2%

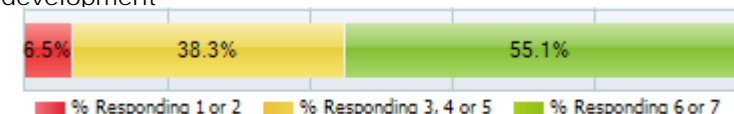■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q023. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Reflects appropriate classroom management skills

	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	0	0.0%
(4) Moderately	3	2.9%
(5)	8	7.6%
(6)	20	19.1%
(7) Extremely	72	68.6%

% Resp = 96.3%
N = 105
Mean = 6.47
Std Dev = 1.02

1.9% 10.5% 87.6%

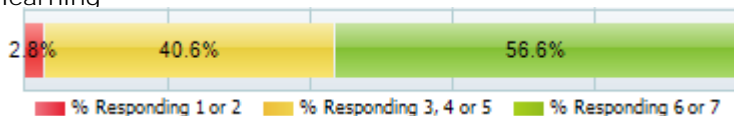■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q024. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Theories of student development

	N	% of Total
(1) Not at all	1	0.9%
(2)	6	5.6%
(3)	2	1.9%
(4) Moderately	18	16.8%
(5)	21	19.6%
(6)	28	26.2%
(7) Extremely	31	29.0%

% Resp = 98.2%
N = 107
Mean = 5.43
Std Dev = 1.46

6.5% 38.3% 55.1%

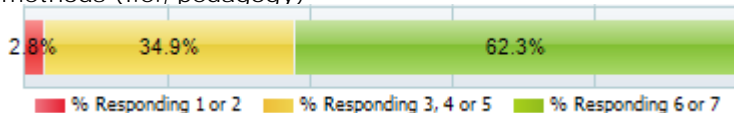■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q025. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Theories of student learning

	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.8%
(3)	4	3.8%
(4) Moderately	12	11.3%
(5)	27	25.5%
(6)	22	20.8%
(7) Extremely	38	35.9%

% Resp = 97.3%
N = 106
Mean = 5.65
Std Dev = 1.32

2.8% 40.6% 56.6%

■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q026. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Theories of teaching methods (i.e., pedagogy)

	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.8%
(3)	4	3.8%
(4) Moderately	11	10.4%
(5)	22	20.8%
(6)	25	23.6%

% Resp = 97.3%
N = 106
Mean = 5.75
Std Dev = 1.32

2.8% 34.9% 62.3%

■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

Q027. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Your content field

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

1.9%   20%   78.1%
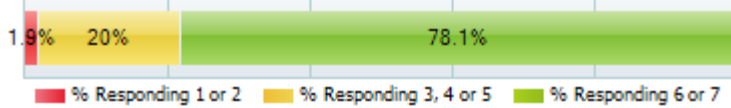
	N	% of Total
(1) Not at all	0	0.0%
(2)	2	1.9%
(3)	1	1.0%
(4) Moderately	4	3.8%
(5)	16	15.2%
(6)	32	30.5%
(7) Extremely	50	47.6%

% Resp = 96.3%
N = 105
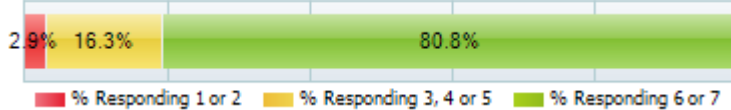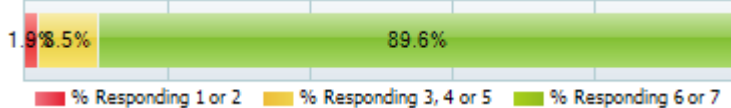Mean = 6.14
Std Dev = 1.07

Q028. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

2.8%   16%   81.1%
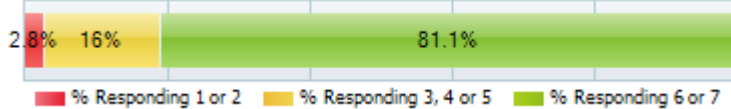
	N	% of Total
(1) Not at all	1	0.9%
(2)	2	1.9%
(3)	2	1.9%
(4) Moderately	2	1.9%
(5)	13	12.3%
(6)	13	12.3%
(7) Extremely	73	68.9%

% Resp = 97.3%
N = 106
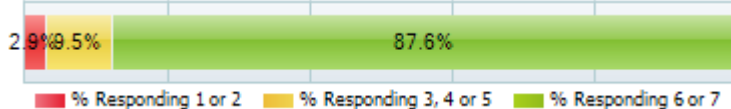Mean = 6.35
Std Dev = 1.21

Q029. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Establishing equity in the classroom

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

2.9%   16.3%   80.8%

	N	% of Total
(1) Not at all	1	1.0%
(2)	2	1.9%
(3)	1	1.0%
(4) Moderately	4	3.9%
(5)	12	11.5%
(6)	16	15.4%
(7) Extremely	68	65.4%

% Resp = 95.4%
N = 104
Mean = 6.31
Std Dev = 1.21

Q030. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Fostering an inclusive learning environment

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

1.9% 8.5%   89.6%

	N	% of Total
(1) Not at all	1	0.9%
(2)	1	0.9%
(3)	0	0.0%
(4) Moderately	3	2.8%
(5)	6	5.7%
(6)	19	17.9%
(7) Extremely	76	71.7%

% Resp = 97.3%
N = 106
Mean = 6.52
Std Dev = 1.00

Q031. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Implementing strategies for providing equal access to knowledge and skills for all students

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

2.9% 9.5%   87.6%

	N	% of Total
(1) Not at all	1	1.0%
(2)	2	1.9%
(3)	2	1.9%
(4) Moderately	2	1.9%
(5)	6	5.7%
(6)	19	18.1%
(7) Extremely	73	69.5%

% Resp = 96.3%
N = 105
Mean = 6.42
Std Dev = 1.17

Q032. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Relating positively to diverse students


% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

1.9% 5.7%   92.5%
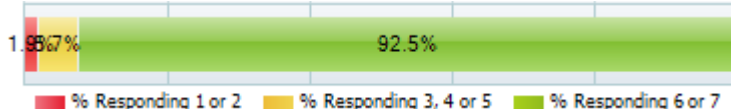
	N	% of Total
(1) Not at all	1	0.9%
(2)	1	0.9%
(3)	1	0.9%
(4) Moderately	0	0.0%
(5)	5	4.7%
(6)	20	18.9%
(7) Extremely	78	73.6%

% Resp = 97.3%
N = 106
Mean = 6.58
Std Dev = 0.96

Q033. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Engages students in critical thinking
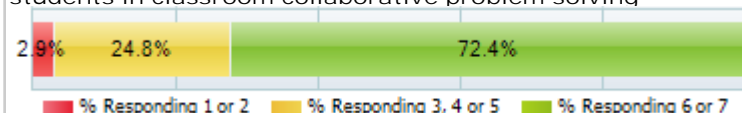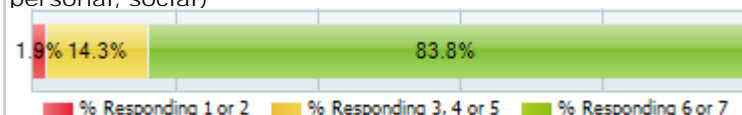
	N	% of Total
(1) Not at all	1	1.0%
(2)	3	2.9%
(3)	3	2.9%
(4) Moderately	6	5.7%

% Resp = 96.3%
N = 105
Mean = 6.09
Std Dev = 1.34
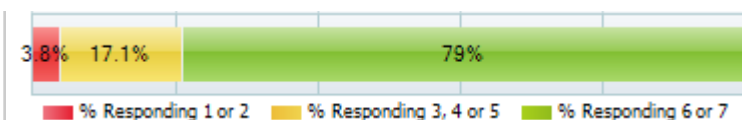
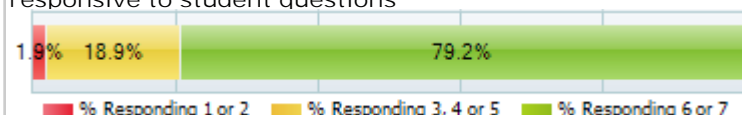|		N	% of Total
(5)		9	8.6%
(6)		27	25.7%
(7) Extremely		56	53.3%

Q034. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Engages students in classroom collaborative problem solving

2.9% 24.8% 72.4%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

		N	% of Total
(1) Not at all		1	1.0%
(2)		2	1.9%
(3)		3	2.9%
(4) Moderately		10	9.5%
(5)		13	12.4%
(6)		25	23.8%
(7) Extremely		51	48.6%

% Resp = 96.3%
N = 105
Mean = 5.96
Std Dev = 1.34

Q035. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Fosters student development in relevant areas (i.e., intellectual, personal, social)

1.9% 14.3% 83.8%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

		N	% of Total
(1) Not at all		1	1.0%
(2)		1	1.0%
(3)		1	1.0%
(4) Moderately		7	6.7%
(5)		7	6.7%
(6)		19	18.1%
(7) Extremely		69	65.7%

% Resp = 96.3%
N = 105
Mean = 6.34
Std Dev = 1.16

Q036. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Is responsive to student questions

1.9% 18.9% 79.2%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

		N	% of Total
(1) Not at all		1	0.9%
(2)		1	0.9%
(3)		0	0.0%
(4) Moderately		6	5.7%
(5)		14	13.2%
(6)		23	21.7%
(7) Extremely		61	57.6%

% Resp = 97.3%
N = 106
Mean = 6.25
Std Dev = 1.12

Q037. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Makes subject matter meaningful to all students

1.9% 14.2% 84%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
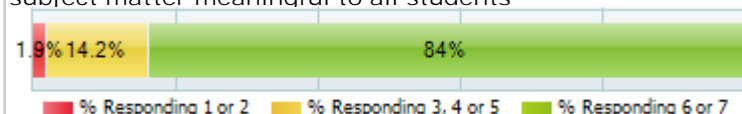
		N	% of Total
(1) Not at all		1	0.9%
(2)		1	0.9%
(3)		2	1.9%
(4) Moderately		3	2.8%
(5)		10	9.4%
(6)		24	22.6%
(7) Extremely		65	61.3%

% Resp = 97.3%
N = 106
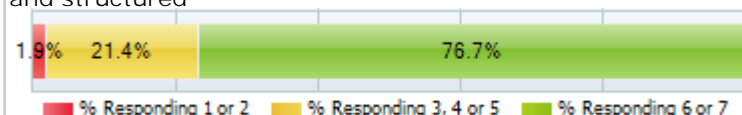Mean = 6.32
Std Dev = 1.13

Q038. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Align to relevant content standards

5.8% 37.9% 56.3%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7
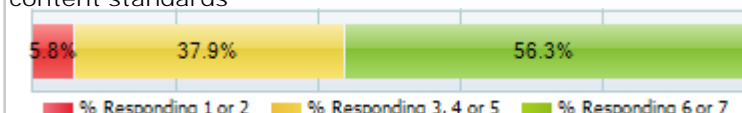
|		N	% of Total
(1) Not at all		3	2.9%
(2)		3	2.9%
(3)		5	4.9%
(4) Moderately		14	13.6%
(5)		20	19.4%
(6)		25	24.3%
(7) Extremely		33	32.0%

% Resp = 94.5%
N = 103
Mean = 5.45
Std Dev = 1.54

Q039. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Are appropriately paced and structured

1.9% 21.4% 76.7%
■ % Responding 1 or 2 ■ % Responding 3, 4 or 5 ■ % Responding 6 or 7

		N	% of Total
(1) Not at all		1	1.0%
(2)		1	1.0%
(3)		2	1.9%
(4) Moderately		9	8.7%
(5)		11	10.7%
(6)		21	20.4%
(7) Extremely		58	56.3%

% Resp = 94.5%
N = 103
Mean = 6.14
Std Dev = 1.25

Q040. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Are modified according

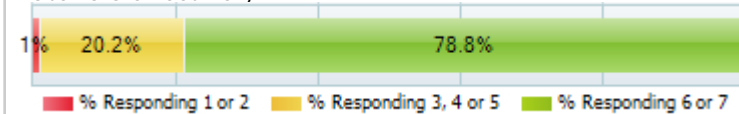|		N	% of Total
(1) Not at all		1	1.0%

% Resp = 94.5%
N = 103

to the needs of all students

% Responding 1 or 2 — 2.9% 14.6% 82.5%
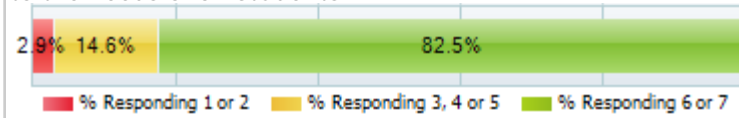
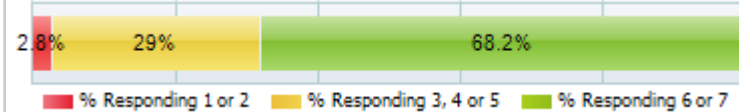|	N	% of Total	
(2)	2	1.9%	Mean = 6.29
(3)	2	1.9%	Std Dev = 1.25
(4) Moderately	5	4.9%	
(5)	8	7.8%	
(6)	18	17.5%	
(7) Extremely	67	65.1%	

Q041. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Encourage multiple means of student communication (i.e., listening, speaking, writing)

1% 21.4% 77.7%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7
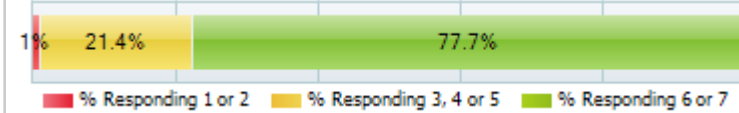
	N	% of Total	
			% Resp = 94.5%
(1) Not at all	1	1.0%	N = 103
(2)	0	0.0%	Mean = 6.14
(3)	4	3.9%	Std Dev = 1.19
(4) Moderately	5	4.9%	
(5)	13	12.6%	
(6)	26	25.2%	
(7) Extremely	54	52.4%	

Q042. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Integrate activities and materials effectively

1% 20.2% 78.8%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

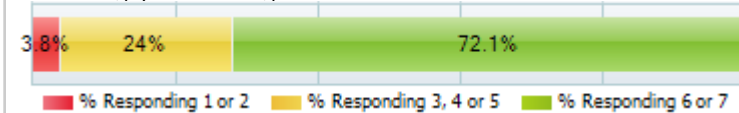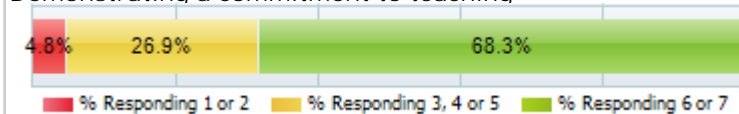|	N	% of Total	
			% Resp = 95.4%
(1) Not at all	1	1.0%	N = 104
(2)	0	0.0%	Mean = 6.21
(3)	0	0.0%	Std Dev = 1.03
(4) Moderately	5	4.8%	
(5)	16	15.4%	
(6)	29	27.9%	
(7) Extremely	53	51.0%	

Q043. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Articulating basic professional values and beliefs

2.8% 29% 68.2%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

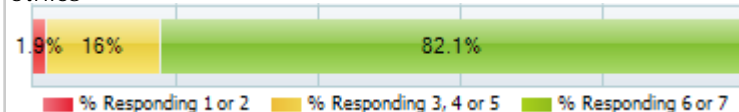|	N	% of Total	
			% Resp = 98.2%
(1) Not at all	1	0.9%	N = 107
(2)	2	1.9%	Mean = 5.85
(3)	2	1.9%	Std Dev = 1.27
(4) Moderately	10	9.4%	
(5)	19	17.8%	
(6)	31	29.0%	
(7) Extremely	42	39.3%	

Q044. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Assessing your strengths and weaknesses as a teacher

3.8% 24% 72.1%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

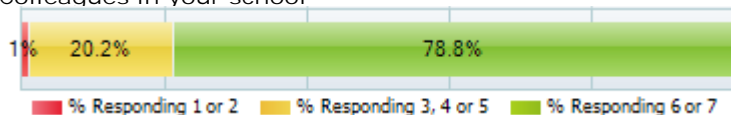|	N	% of Total	
			% Resp = 95.4%
(1) Not at all	2	1.9%	N = 104
(2)	2	1.9%	Mean = 5.91
(3)	1	1.0%	Std Dev = 1.37
(4) Moderately	11	10.6%	
(5)	13	12.5%	
(6)	28	26.9%	
(7) Extremely	47	45.2%	

Q045. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Demonstrating a commitment to teaching

4.8% 26.9% 68.3%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

	N	% of Total	
			% Resp = 95.4%
(1) Not at all	2	1.9%	N = 104
(2)	3	2.9%	Mean = 5.74
(3)	4	3.9%	Std Dev = 1.50
(4) Moderately	13	12.5%	
(5)	11	10.6%	
(6)	27	26.0%	
(7) Extremely	44	42.3%	

Q046. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Demonstrating an understanding of professional codes of ethics

1.9% 16% 82.1%
% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

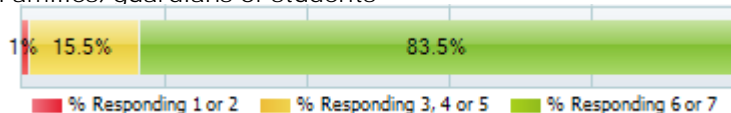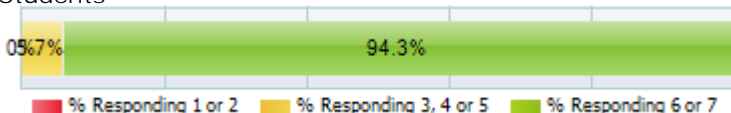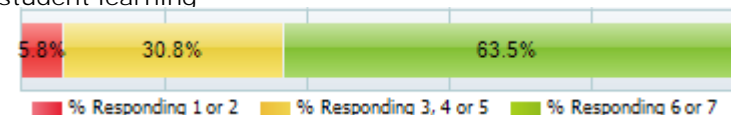|	N	% of Total	
			% Resp = 97.3%
(1) Not at all	0	0.0%	N = 106
(2)	2	1.9%	Mean = 6.11
(3)	1	0.9%	Std Dev = 1.14
(4) Moderately	11	10.4%	
(5)	5	4.7%	
(6)	37	34.9%	
(7) Extremely	50	47.2%	

Q047. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Colleagues in your school

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	0	0.0%
(4) Moderately	8	7.7%
(5)	13	12.5%
(6)	23	22.1%
(7) Extremely	59	56.7%

% Resp = 95.4%
N = 104
Mean = 6.25
Std Dev = 1.04

1% | 20.2% | 78.8%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q048. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Families/guardians of students

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	3	2.9%
(4) Moderately	7	6.8%
(5)	6	5.8%
(6)	20	19.4%
(7) Extremely	66	64.1%

% Resp = 94.5%
N = 103
Mean = 6.32
Std Dev = 1.13

1% | 15.5% | 83.5%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q049. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Students

	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	0.9%
(4) Moderately	2	1.9%
(5)	3	2.8%
(6)	10	9.4%
(7) Extremely	90	84.9%

% Resp = 97.3%
N = 106
Mean = 6.75
Std Dev = 0.68

0% 5.7% | 94.3%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
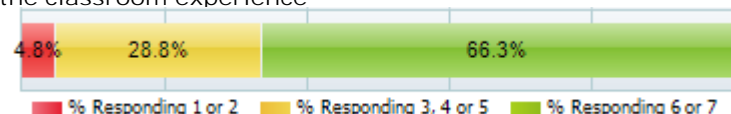

Q050. Technology - Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to: Assess student learning

	N	% of Total
(1) Not at all	3	2.9%
(2)	3	2.9%
(3)	0	0.0%
(4) Moderately	12	11.5%
(5)	20	19.2%
(6)	19	18.3%
(7) Extremely	47	45.2%

% Resp = 95.4%
N = 104
Mean = 5.77
Std Dev = 1.50

5.8% | 30.8% | 63.5%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q051. Technology - Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to: Improve the classroom experience

	N	% of Total
(1) Not at all	1	1.0%
(2)	4	3.9%
(3)	2	1.9%
(4) Moderately	13	12.5%
(5)	15	14.4%
(6)	26	25.0%
(7) Extremely	43	41.4%

% Resp = 95.4%
N = 104
Mean = 5.76
Std Dev = 1.42

4.8% | 28.8% | 66.3%
■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q052. Technology - Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to: Enhance student learning
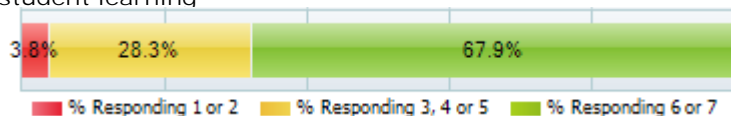
	N	% of Total
(1) Not at all	1	0.9%
(2)	3	2.8%
(3)	2	1.9%
(4) Moderately	10	9.4%
(5)	18	17.0%
(6)	25	23.6%
(7) Extremely	47	44.3%

% Resp = 97.3%
N = 106
Mean = 5.87
Std Dev = 1.35

3.8% | 28.3% | 67.9%
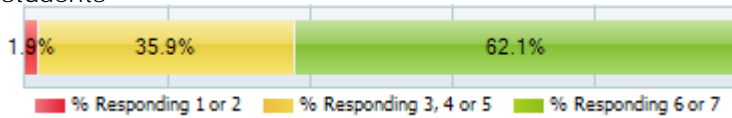■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q053. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Align assessments with relevant standards
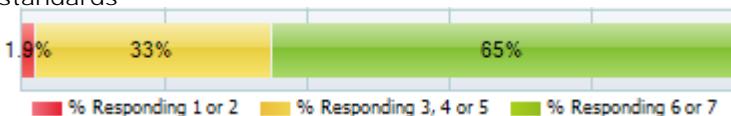
	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	5	4.9%
(4) Moderately	11	10.7%
(5)	18	17.5%
(6)	37	35.9%

% Resp = 94.5%
N = 103
Mean = 5.67
Std Dev = 1.27

1.9% | 33% | 65%
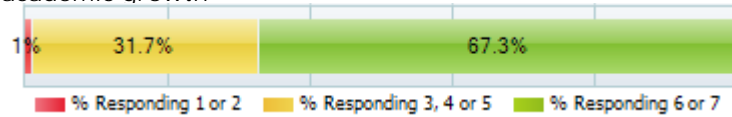■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q054. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Create effective assignments for all students

1.9% | 35.9% | 62.1%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	2	1.9%
(3)	1	1.0%
(4) Moderately	9	8.7%
(5)	27	26.2%
(6)	40	38.8%
(7) Extremely	24	23.3%

% Resp = 94.5%
N = 103
Mean = 5.69
Std Dev = 1.07

Q055. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Provide evidence of student academic growth

1% | 31.7% | 67.3%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	2	1.9%
(4) Moderately	5	4.8%
(5)	26	25.0%
(6)	39	37.5%
(7) Extremely	31	29.8%

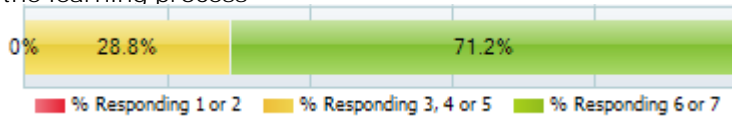% Resp = 95.4%
N = 104
Mean = 5.86
Std Dev = 1.02

Q056. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Provide timely feedback to students regarding their academic progress

2.9% | 41.7% | 55.3%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7
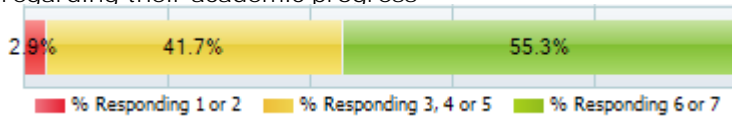
	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.9%
(3)	3	2.9%
(4) Moderately	15	14.6%
(5)	25	24.3%
(6)	33	32.0%
(7) Extremely	24	23.3%

% Resp = 94.5%
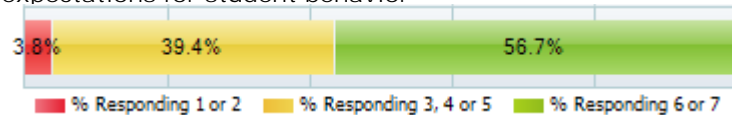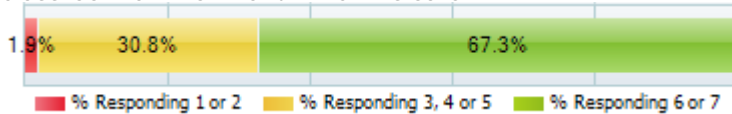N = 103
Mean = 5.50
Std Dev = 1.24

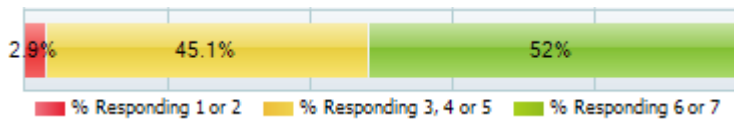**Q057. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Actively engages students in the learning process**

0% | 28.8% | 71.2%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	5	4.8%
(4) Moderately	6	5.8%
(5)	19	18.3%
(6)	37	35.6%
(7) Extremely	37	35.6%

% Resp = 95.4%
N = 104
Mean = 5.91
Std Dev = 1.09

Q058. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Establishes appropriate expectations for student behavior

3.8% | 39.4% | 56.7%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	4	3.9%
(3)	11	10.6%
(4) Moderately	5	4.8%
(5)	25	24.0%
(6)	24	23.1%
(7) Extremely	35	33.7%

% Resp = 95.4%
N = 104
Mean = 5.53
Std Dev = 1.45

Q059. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Is safe

1.9% | 30.8% | 67.3%
■ % Responding 1 or 2　■ % Responding 3, 4 or 5　■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	2	1.9%
(3)	8	7.7%
(4) Moderately	8	7.7%
(5)	16	15.4%
(6)	25	24.0%
(7) Extremely	45	43.3%

% Resp = 95.4%
N = 104
Mean = 5.82
Std Dev = 1.36

Q060. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Reflects appropriate classroom management skills
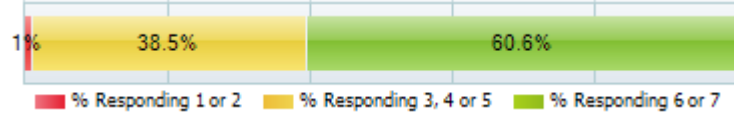
	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.9%
(3)	10	9.8%
(4) Moderately	10	9.8%

% Resp = 93.6%
N = 102
Mean = 5.41
Std Dev = 1.39

		(5)	26	25.5%
		(6)	25	24.5%
		(7) Extremely	28	27.5%

2.9% | **45.1%** | **52%**

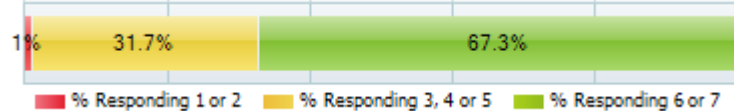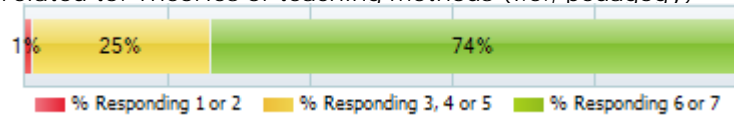🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7

Q061. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of student development

1% | **38.5%** | **60.6%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	5	4.8%
(4) Moderately	18	17.3%
(5)	17	16.4%
(6)	28	26.9%
(7) Extremely	35	33.7%

% Resp = 95.4%
N = 104
Mean = 5.64
Std Dev = 1.29

Q062. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of student learning

1% | **31.7%** | **67.3%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	3	2.9%
(4) Moderately	13	12.5%
(5)	17	16.4%
(6)	30	28.9%
(7) Extremely	40	38.5%

% Resp = 95.4%
N = 104
Mean = 5.85
Std Dev = 1.20

Q063. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of teaching methods (i.e., pedagogy)

1% | **25%** | **74%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	1	1.0%
(4) Moderately	9	8.7%
(5)	16	15.4%
(6)	31	29.8%
(7) Extremely	46	44.2%

% Resp = 95.4%
N = 104
Mean = 6.05
Std Dev = 1.09

Q064. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Your content field

3% | **27.7%** | **69.3%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7
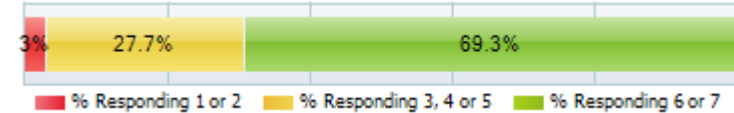
	N	% of Total
(1) Not at all	1	1.0%
(2)	2	2.0%
(3)	0	0.0%
(4) Moderately	11	10.9%
(5)	17	16.8%
(6)	22	21.8%
(7) Extremely	48	47.5%

% Resp = 92.7%
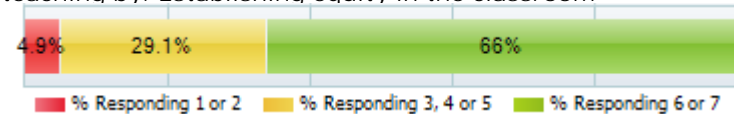N = 101
Mean = 5.96
Std Dev = 1.28

Q065. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners

2% | **39.2%** | **58.8%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7
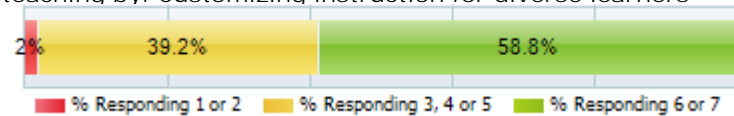
	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	7	6.9%
(4) Moderately	9	8.8%
(5)	24	23.5%
(6)	27	26.5%
(7) Extremely	33	32.4%

% Resp = 93.6%
N = 102
Mean = 5.62
Std Dev = 1.34

Q066. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Establishing equity in the classroom


4.9% | **29.1%** | **66%**

🟥 % Responding 1 or 2 🟨 % Responding 3, 4 or 5 🟩 % Responding 6 or 7

	N	% of Total
(1) Not at all	2	1.9%
(2)	3	2.9%
(3)	3	2.9%
(4) Moderately	9	8.7%
(5)	18	17.5%
(6)	34	33.0%
(7) Extremely	34	33.0%

% Resp = 94.5%
N = 103
Mean = 5.68
Std Dev = 1.40

Q067. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Fostering an inclusive learning environment
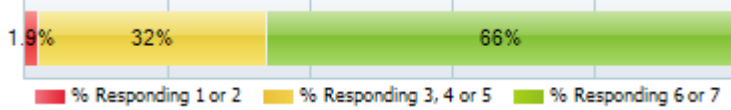
	N	% of Total
(1) Not at all	3	2.9%

% Resp = 94.5%
N = 103
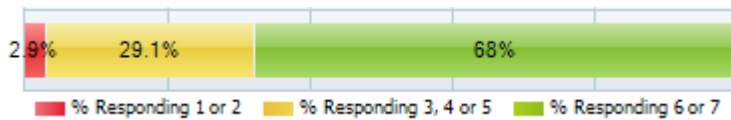
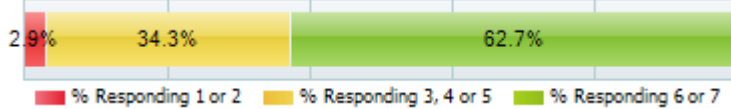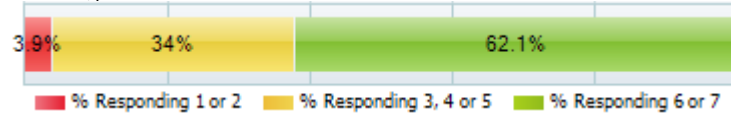|	N	% of Total
(2)	0	0.0%
(3)	2	1.9%
(4) Moderately	11	10.7%
(5)	17	16.5%
(6)	31	30.1%
(7) Extremely	39	37.9%

Mean = 5.80
Std Dev = 1.35

Q068. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Implementing strategies for providing equal access to knowledge and skills for all students

	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	2	1.9%
(4) Moderately	13	12.6%
(5)	18	17.5%
(6)	31	30.1%
(7) Extremely	37	35.9%

% Resp = 94.5%
N = 103
Mean = 5.79
Std Dev = 1.25

Q069. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Relating positively to diverse students

	N	% of Total
(1) Not at all	2	2.0%
(2)	1	1.0%
(3)	7	6.9%
(4) Moderately	11	10.8%
(5)	17	16.7%
(6)	28	27.5%
(7) Extremely	36	35.3%

% Resp = 93.6%
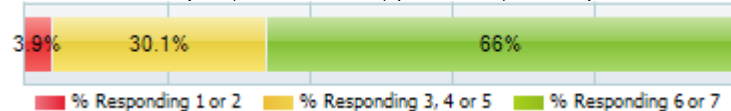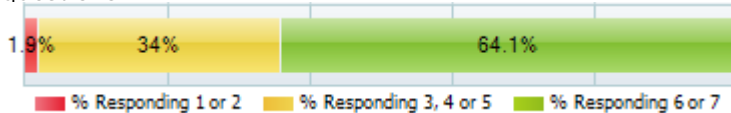N = 102
Mean = 5.63
Std Dev = 1.44

Q070. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Engages students in critical thinking

	N	% of Total
(1) Not at all	1	1.0%
(2)	3	2.9%
(3)	2	1.9%
(4) Moderately	12	11.7%
(5)	21	20.4%
(6)	30	29.1%
(7) Extremely	34	33.0%

% Resp = 94.5%
N = 103
Mean = 5.67
Std Dev = 1.33

Q071. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Engages students in collaborative problem solving
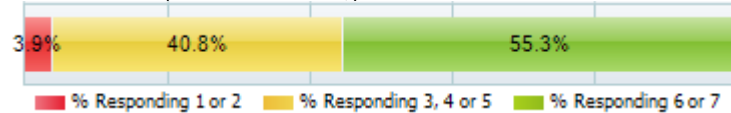
	N	% of Total
(1) Not at all	0	0.0%
(2)	4	3.9%
(3)	2	1.9%
(4) Moderately	17	16.5%
(5)	23	22.3%
(6)	31	30.1%
(7) Extremely	26	25.2%

% Resp = 94.5%
N = 103
Mean = 5.49
Std Dev = 1.29

Q072. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Fosters student development in relevant areas (i.e., intellectual, personal, social)

	N	% of Total
(1) Not at all	1	1.0%
(2)	3	2.9%
(3)	1	1.0%
(4) Moderately	14	13.6%
(5)	16	15.5%
(6)	40	38.8%
(7) Extremely	28	27.2%

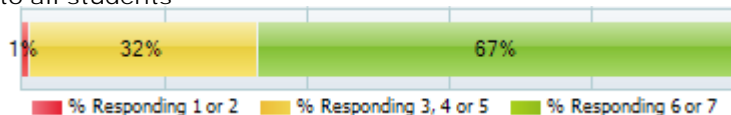% Resp = 94.5%
N = 103
Mean = 5.65
Std Dev = 1.28

Q073. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Is responsive to student questions

	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	1	1.0%
(4) Moderately	15	14.6%
(5)	19	18.5%
(6)	30	29.1%
(7) Extremely	36	35.0%

% Resp = 94.5%
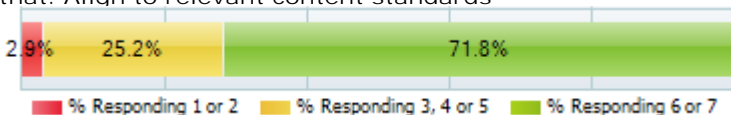N = 103
Mean = 5.76
Std Dev = 1.24

Q074. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Makes subject matter meaningful to all students

	N	% of Total
(1) Not at all	1	1.0%
(2)	0	0.0%
(3)	3	2.9%
(4) Moderately	16	15.5%
(5)	14	13.6%
(6)	38	36.9%
(7) Extremely	31	30.1%

% Resp = 94.5%
N = 103
Mean = 5.72
Std Dev = 1.22

Q075. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Align to relevant content standards

	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.9%
(3)	1	1.0%
(4) Moderately	12	11.7%
(5)	13	12.6%
(6)	34	33.0%
(7) Extremely	40	38.8%

% Resp = 94.5%
N = 103
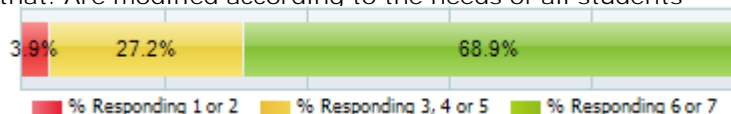Mean = 5.88
Std Dev = 1.23

Q076. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Are appropriately paced and structured
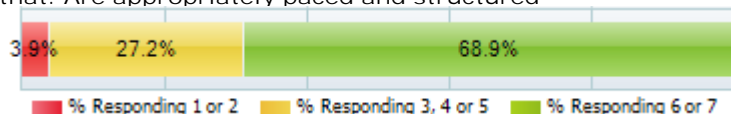
	N	% of Total
(1) Not at all	0	0.0%
(2)	4	3.9%
(3)	1	1.0%
(4) Moderately	12	11.7%
(5)	15	14.6%
(6)	30	29.1%
(7) Extremely	41	39.8%

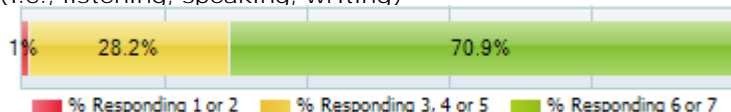% Resp = 94.5%
N = 103
Mean = 5.83
Std Dev = 1.30

Q077. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Are modified according to the needs of all students

	N	% of Total
(1) Not at all	0	0.0%
(2)	4	3.9%
(3)	5	4.9%
(4) Moderately	7	6.8%
(5)	16	15.5%
(6)	31	30.1%
(7) Extremely	40	38.8%

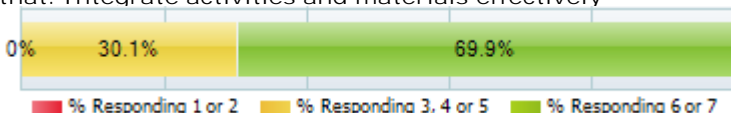% Resp = 94.5%
N = 103
Mean = 5.80
Std Dev = 1.35

Q078. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Encourage multiple means of student communication (i.e., listening, speaking, writing)

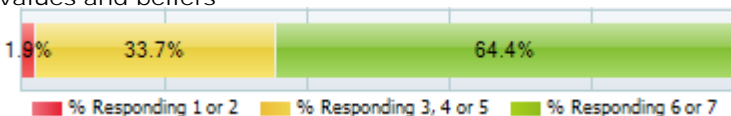|	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.0%
(3)	2	1.9%
(4) Moderately	6	5.8%
(5)	21	20.4%
(6)	34	33.0%
(7) Extremely	39	37.9%

% Resp = 94.5%
N = 103
Mean = 5.96
Std Dev = 1.07

Q079. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Integrate activities and materials effectively

	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	5	4.9%
(4) Moderately	10	9.7%
(5)	16	15.5%
(6)	32	31.1%
(7) Extremely	40	38.8%

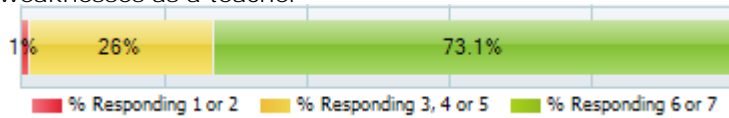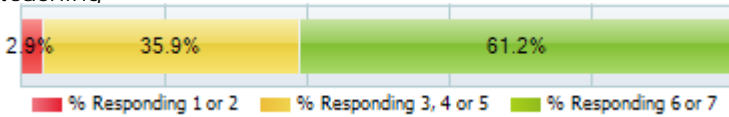% Resp = 94.5%
N = 103
Mean = 5.89
Std Dev = 1.17

Q080. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Articulating basic professional values and beliefs

	N	% of Total
(1) Not at all	2	1.9%
(2)	0	0.0%
(3)	1	1.0%
(4) Moderately	12	11.5%
(5)	22	21.2%
(6)	33	31.7%

% Resp = 95.4%
N = 104
Mean = 5.76
Std Dev = 1.23

Q081. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Assessing your strengths and weaknesses as a teacher

	N	% of Total
(1) Not at all	1	1.0%
(2)	0	0.0%
(3)	2	1.9%
(4) Moderately	10	9.6%
(5)	15	14.4%
(6)	31	29.8%
(7) Extremely	45	43.3%

% Resp = 95.4%
N = 104
Mean = 5.99
Std Dev = 1.17

Q082. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Demonstrating a commitment to teaching

	N	% of Total
(1) Not at all	2	1.9%
(2)	1	1.0%
(3)	2	1.9%
(4) Moderately	11	10.7%
(5)	24	23.3%
(6)	25	24.3%
(7) Extremely	38	36.9%

% Resp = 94.5%
N = 103
Mean = 5.73
Std Dev = 1.33

Q083. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Demonstrating an understanding of professional codes of ethics
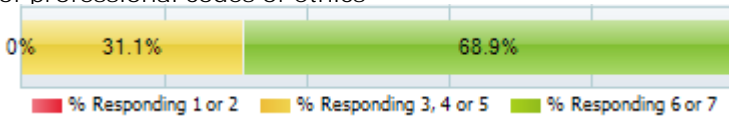
	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	5	4.9%
(4) Moderately	11	10.7%
(5)	16	15.5%
(6)	20	19.4%
(7) Extremely	51	49.5%

% Resp = 94.5%
N = 103
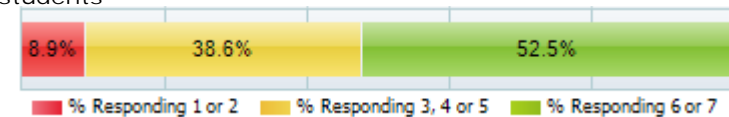Mean = 5.98
Std Dev = 1.23

Q084. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Colleagues in your school
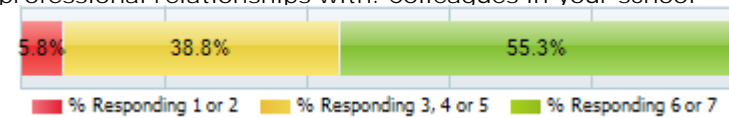
	N	% of Total
(1) Not at all	3	2.9%
(2)	3	2.9%
(3)	4	3.9%
(4) Moderately	15	14.6%
(5)	21	20.4%
(6)	28	27.2%
(7) Extremely	29	28.2%

% Resp = 94.5%
N = 103
Mean = 5.41
Std Dev = 1.50

Q085. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Families/guardians of students

	N	% of Total
(1) Not at all	5	5.0%
(2)	4	4.0%
(3)	7	6.9%
(4) Moderately	15	14.9%
(5)	17	16.8%
(6)	28	27.7%
(7) Extremely	25	24.8%

% Resp = 92.7%
N = 101
Mean = 5.17
Std Dev = 1.68

Q086. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Students
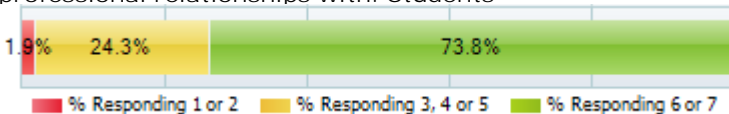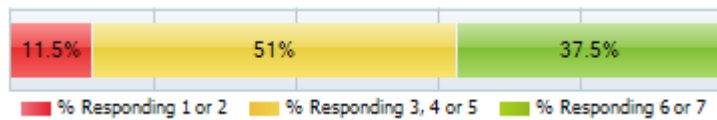

	N	% of Total
(1) Not at all	1	1.0%
(2)	1	1.0%
(3)	0	0.0%
(4) Moderately	6	5.8%
(5)	19	18.5%
(6)	30	29.1%
(7) Extremely	46	44.7%

% Resp = 94.5%
N = 103
Mean = 6.06
Std Dev = 1.12

Q087. Technology - How well did the teacher education program enhance your ability to integrate technology into the teaching experience to: Assess student learning
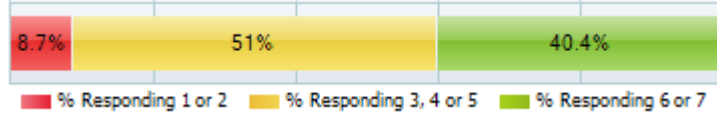
	N	% of Total
(1) Not at all	4	3.9%
(2)	8	7.7%
(3)	4	3.9%
(4) Moderately	22	21.2%

% Resp = 95.4%
N = 104
Mean = 4.86
Std Dev = 1.58

|			
(5)		27	26.0%
(6)		23	22.1%
(7) Extremely		16	15.4%

Q088. Technology - How well did the teacher education program enhance your ability to integrate technology into the teaching experience to: Improve the classroom experience

	N	% of Total
(1) Not at all	4	3.9%
(2)	5	4.8%
(3)	5	4.8%
(4) Moderately	20	19.2%
(5)	28	26.9%
(6)	24	23.1%
(7) Extremely	18	17.3%

% Resp = 95.4%
N = 104
Mean = 4.99
Std Dev = 1.53

8.7% | 51% | 40.4%
% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

Q089. Technology - How well did the teacher education program enhance your ability to integrate technology into the teaching experience to: Enhance student learning
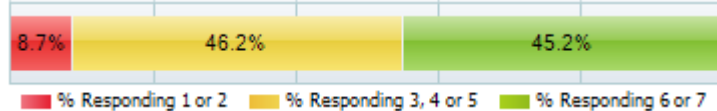
	N	% of Total
(1) Not at all	4	3.9%
(2)	5	4.8%
(3)	3	2.9%
(4) Moderately	22	21.2%
(5)	23	22.1%
(6)	27	26.0%
(7) Extremely	20	19.2%

% Resp = 95.4%
N = 104
Mean = 5.08
Std Dev = 1.55

8.7% | 46.2% | 45.2%
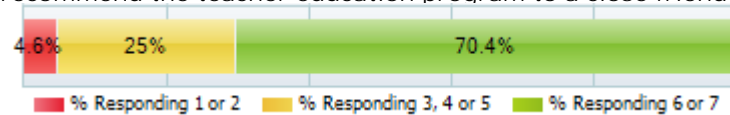% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

Q090. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you satisfied with the teacher education program?
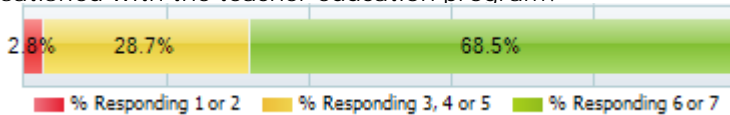
	N	% of Total
(1) Not at all	0	0.0%
(2)	3	2.8%
(3)	2	1.9%
(4) Moderately	8	7.4%
(5)	21	19.4%
(6)	38	35.2%
(7) Extremely	36	33.3%

% Resp = 99.1%
N = 108
Mean = 5.82
Std Dev = 1.19

2.8% | 28.7% | 68.5%
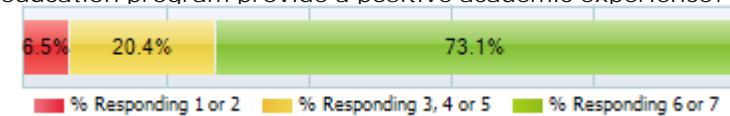% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

Q091. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Would you recommend the teacher education program to a close friend?

	N	% of Total
(1) Not at all	2	1.9%
(2)	3	2.8%
(3)	5	4.6%
(4) Moderately	5	4.6%
(5)	17	15.7%
(6)	32	29.6%
(7) Extremely	44	40.7%

% Resp = 99.1%
N = 108
Mean = 5.81
Std Dev = 1.43

4.6% | 25% | 70.4%
% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7
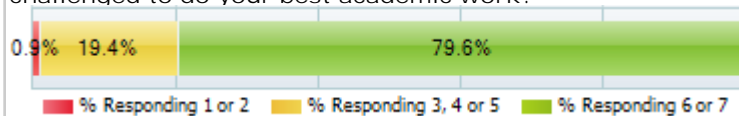
Q092. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Did the teacher education program provide a positive academic experience?

	N	% of Total
(1) Not at all	0	0.0%
(2)	7	6.5%
(3)	2	1.9%
(4) Moderately	6	5.6%
(5)	14	13.0%
(6)	30	27.8%
(7) Extremely	49	45.4%

% Resp = 99.1%
N = 108
Mean = 5.90
Std Dev = 1.41

6.5% | 20.4% | 73.1%
% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

Q093. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you challenged to do your best academic work?
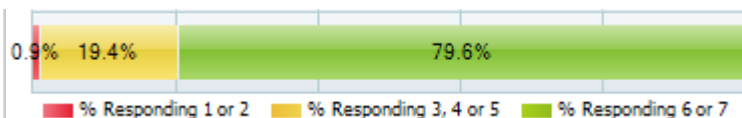
	N	% of Total
(1) Not at all	0	0.0%
(2)	1	0.9%
(3)	1	0.9%
(4) Moderately	12	11.1%
(5)	8	7.4%
(6)	35	32.4%
(7) Extremely	51	47.2%

% Resp = 99.1%
N = 108
Mean = 6.11
Std Dev = 1.10

0.9% | 19.4% | 79.6%
% Responding 1 or 2 | % Responding 3, 4 or 5 | % Responding 6 or 7

Q094. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you motivated to do your best academic work?

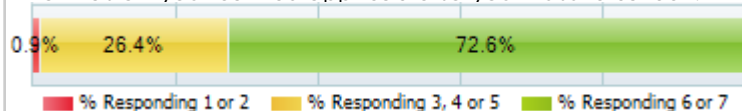|	N	% of Total
(1) Not at all	0	0.0%

% Resp = 99.1%
N = 108

	N	% of Total	
(2)	1	0.9%	Mean = 6.07
(3)	3	2.8%	Std Dev = 1.12
(4) Moderately	9	8.3%	
(5)	9	8.3%	
(6)	38	35.2%	
(7) Extremely	48	44.4%	

0.9%   19.4%   79.6%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7


Q095. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Was the information you learned applicable to your future career?

0.9%   26.4%   72.6%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total	
(1) Not at all	1	0.9%	% Resp = 97.3%
(2)	0	0.0%	N = 106
(3)	1	0.9%	Mean = 5.99
(4) Moderately	13	12.3%	Std Dev = 1.18
(5)	14	13.2%	
(6)	30	28.3%	
(7) Extremely	47	44.3%	

Q096. Overall Evaluation - Comparing the expense to the quality of your education, how would you rate the value of the investment made in your degree?

2.8%   44.4%   52.8%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
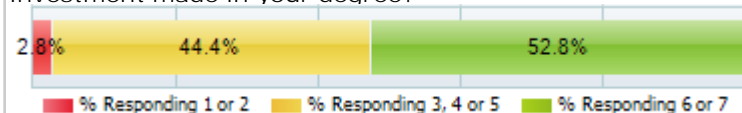
	N	% of Total	
(1) Very poor	0	0.0%	% Resp = 99.1%
(2) Poor	3	2.8%	N = 108
(3) Fair	9	8.3%	Mean = 5.37
(4) Good	16	14.8%	Std Dev = 1.36
(5) Very good	23	21.3%	
(6) Excellent	31	28.7%	
(7) Exceptional	26	24.1%	

LA097. How can we improve the teacher education program for future students? (N=53)

Answer
n/a
I feel that I can't make a fair assessment here. Last year we were virtual and hybrid as Peabody students and as student teachers, so that is what we learned and practiced. However, now I teach fully in person. Peabody could not have prepared me for that given the state of the pandemic while I was there. For example, I think the Classroom Ecology course was too optimistic about the state of schools and students right now. Strategies I learned in that course assume that students know the basic expectations of being a person in public spaces, and those strategies failed because students had not been in a school building in over a year.
Allocating time for observations/ fieldwork during the first year of coursework.
Train professors and advisors on mental health. Focus on student-advisor relationships that are positive and constructive instead of based in only critiques. Balance priorities of teaching- focus assessment of student teachers on their content knowledge, student relations, and strategies rather than teaching style. Allow student teachers to focus on teaching instead of extensive classroom assignments.
Rethinking the classes about responding to diverse learners-- i.e. students with IEPs or ELL students. This is what I felt least prepared for after graduating.
More practicals -- what are the things you actually have to do, when do you have to do them, how do you call a parent, how do you take literally nothing and make it a curriculum, how do you meet coworkers specifically in a school, etc
Even though most of our program was virtual due to the pandemic, the program was not good mental health wise. The disorganization of the program made it stressful to get assignments done in a short amount of time. I mainly relied on what I learned in my undergrad program at the University of Kentucky, which is the institution in which I attribute most of my expertise and success. Additionally, some professors had very radical political views that did not make a good example of equity nor did it make the classroom environment safe and effective.
My main feedback has to be that I needed more instruction on all of the stuff around teaching. We did some work on lessons plans but there are so many other things that I am dealing with for the first time and would have loved some experience before. Some examples are pursuing professional development, communication with colleagues and admin, collaboration with other teachers, and logistics things like planning filed trips (and their value), properly weighting grades, and creating effective and engaging assignments. Also, I loved all of my instruction on classroom ecology, philosophy, and equity but perhaps our instruction can spend a little less time with that (I had several course requirements for each of those) and more time with specific real-world strategies for teaching and running and classroom. Specifically, I wish I had more tools to work with students with a lot of room for growth in terms of their behavior. The Classroom Ecology course and a few others were very idealistic in their treatment and expectations of students. The most disruptive students I have continue their disruption regardless of my thoughts about restorative circles. They would be nice but my school does not do them. I would have rather learned some equitable and appropriate methods of discipline so that I am not having to guess about that every time I do it in my first year. Again, philosophy and equity are particularly important to me but I had several courses and professors spend a lot of time driving home similar points, when that time could have been better used to teach something new, instead of

rehashing a lesson I already received from someone else. This could also be remedied by better communication between Peabody professors (and Blair professors). There was more than one occasion when the HEAD OF THE MUSIC EDUCATION PROGRAM would be finding out information FROM US STUDENTS rather than him notifying us!!! I did not have to take the GRE, for example, but because of poor communication between Peabody and Blair, I wasted many hours of my time and hundreds of dollars. I also just want to quickly note that the faculty are perhaps the most important part of the program and I am appalled and disgusted that Peabody and Blair would allow the inappropriate and disrespectful "dismissal" or Dr. Robert Clark. I know this was more of a Blair decision, but he MADE my graduate school experience. He taught my most relevant classes, setup my amazing student teaching placements, and so much more. That is the main reason I have trouble recommending this program to anyone else. If you cannot invest in and protect the professors that do so much for us, how can I trust a TEACHER EDUCATION PROGRAM??

We need much more practical applications in all areas. Many of the unit plans and lesson plans created for our classes are not at all practical in real classrooms. As many districts shift to the use of more structured/scripted curriculum, teacher candidates need opportunities to figure out how to make those work in the classroom. Similar for classroom management- rather than theorizing, have TCs create actual, enactable management plans that they can take with them. Culturally relevant pedagogy was more of a passing thought, it needs to become central in the program. It's not enough to put up chart paper and have TCs give their thoughts on how to include certain groups (ELLs, students of color, women, etc)- TCs need to be explicitly TAUGHT those strategies.

Students should create an inclusive classroom management plan as part of their coursework and receive thorough feedback. Students could be encouraged to share this resource for changes in grade level/etc. Teaching reading should include possible literacy block structures and should more explicitly address differences in grade levels. More explicit foundational teaching strategies should be shared—I appreciate the focus and emphasis on comprehension, but more strategies should be taught for teaching phonics and conventions

The teacher education program could be improved by aligning the theoretical best practices into more tangible field based experiences. So, teaching and referecing what the research says but also how to comunicate and advocate for these practices to be put in place at a school where they don't exist are implemented poorly.

As a teacher who now works at a school with a high exceptional ed student population, I feel woefully underprepared to serve students with diverse learning needs. The experience in the R&R class (albeit during covid and not the full experience) did not give me the tools I need today to even know where to begin with my EE students. In most other ways, the program prepared me as best as I think it could, but I think a more in-depth experience with diverse learning needs is needed for anyone working in a comprehensive public school

For the ECE program, include more instruction on how to teach subjects other than reading (ex math, science)

Provide more information or experiences related specifically to IEPs. There is a lot that goes into them so it would have been helpful to have more experience writing full IEPs, going through all the components and their timeline (invite, PWN, etc), and maybe having mock IEP meetings. I felt prepared to implement IEPs and teach goals but less prepared for all of the administrative and logistical components of the IEP process.

Only one placement per semester. More teaching feedback

I think Peabody needs to more closely monitor the teachers they work with for student teaching. I think the college will be surprised to figure out that the school teachers are much more hesitant to give control of their classroom away (rightfully so). Because of this, student teachers may not learn all the necessary skills. Even though I had plenty of student teaching time with a mentor, I learned the most from being a sub to a teacher on maternity leave. My mentor barely wanted to give control of his class and when he did it was with the agreement of using his material and nothing else. Talking to former classmates, my experience was not unique. This turns into a method of learning where student teachers do not learn appropriate skills for lesson planning and where their first job becomes a learn or drown situation. I did see former classmates leave teaching before even starting a job after Vanderbilt. The Career Fairs are amazing and jobs will definitely be found. It would be interesting to create surveys for alumni to report their job experience. This could help graduating students find schools that would set them on the right path. I have heard wonderful things from former classmates and some with stories of frustration. Nothing to be too surprised. However, the school I chose was based on the career fair and it all seemed like a dream to come to this school. I do not think the school aligns with Vanderbilt's view of education. To be completely honest, I am surprised the school has not fail a state testing audit at this point. My intent with all this is to say that I would hate for another recent graduate to come here unprepared and leave the field altogether. A survey could help Peabody better recommend schools or even choose schools for their career fair.

I enjoyed my experience in Peabody greatly. I felt as though I learned a diverse range of ideas and skills, and my professors cared about me, my development, and my success. As a first-year teacher this year though, my biggest area for improvement with Peabody's program would be in terms of classroom management. I felt as though our one classroom management course was not enough, was taken too early, and did not provide strategies for a wide range of student populations. The population I teach now is one that was touched upon less frequently in this course, and I felt the effects of this during my first year. In addition, I would have loved some more education on how to best teach students with ADHD, dyslexia, and other behavioral and learning disorders. I felt less prepared to provide these students with the supports that they needed. Finally, I feel as though some preparation on interacting with parents would be very helpful as well, as this was a huge part of my first year.

I felt like the program was only ever interested in preparing me to teach for half of America, and now I'm teaching the other half. Seriously, walk back the ideology. Hire professors that represent diversity of thought. Rethink your approach to racial politics.

I think being more realistic about what the teaching environment looks like. I was placed in the top school in Tennessee, and then took a job at a title one school where I was absolutely not prepared and it led me to quit.

My program could use significantly more classroom management integration. We talked a lot about theory but not very often about how to actually do things.

Include more practicum hours, increase observations so future students have confidence in their ability to show strengths and then pick areas to focus on and develop. I think there needs to be support in structuring "efficiency" as a quality that teacher must start mastering early on. As teachers continue to educate year after year, only more responsibilities are added to our plates. Curriculum is constantly changing and future teachers must be able to process information and prioritize in a very short amount of time. The more productive you can be and learning how to juggle the responsibilities, I think the better systems you are able to create that makes for a successful classroom that prioritizes high level learning opportunities, positive relationships, and systematic data collection to track progress. I think this skill needs to be prioritized if teachers are expected to stay in the profession and I feel passionately that this needs to be communicated as a "real" part of the profession and practiced to help bridge philosophy and pedagogy to practical day to day education.

Some of the staff were not pleasant or respectful to the grad students.

Bring on additional professors with expertise in visual impairments

More hands-on experiences during lecture

Integrate more opportunities for developing web-based materials for students, both content and assessment.

I mostly loved my teacher education program. My only suggestion comes from hindsight after starting teaching. We had one classroom management class (I believe called classroom ecology) in our senior year. That class was incredibly helpful and quite possibly the most practically applicable class that I took, but I believe it was misplaced in the curriculum. I found that taking that class during student teaching made me wish I had taken it earlier in order to help with my student teaching experience. Further, in my first year of teaching, I realized that it was perhaps the most important class that I took, as all of the theory in the world does not matter if your classroom is chaos because you cannot implement the theory effectively. That happened to me early in my first year of teaching, and I had to do a complete classroom management overhaul part way through the year to address it. My classroom ecology course was the most helpful in making that happen, but I think since we got it so late, I didn't really get practical experience in implementing that before I started teaching. I believe that this course should come in the spring of junior year, and then during student teaching, there should be more of a focus on implementing that knowledge. I understand that would be hard when we are entering another teacher's classroom and those expectations have already often been set, but that is exactly why it is so important to reinforce, as otherwise we will not have experience in setting those expectations ourselves.

Education is changing so rapidly. By the time I actually started teaching 2 years after graduation, things I had learned in Peabody were already out of date. There is also a perception in the field that it will take 3-5 years to get established as a teacher, stop bringing home work, stop spending extra hours at school, etc - this is an impossible expectation for someone with a home and family life. I wish Peabody had prepared me better to navigate that work-life balance and advocate for myself and my mental health.

Provide a part time option for students that are already teaching so that more people can access the program. Create a fast track program that is twelve months (including summers) instead of two years. For example, several courses can be offered over the summer to speed up the process. This will allow for wider access to the program.

Include more technology! Teach students how to advocate for better working compensation/conditions in the education field.

Technology integration in the classroom. Professors collaborating on the amount of work/ internships they are giving to students each semester. Also, no weekend email expectations, more work life balance for everyone.

More exposure to IEP/eval meetings. Practice writing progress reports and more exposure to parent contact. Exposure to parent contact with various types of families. More instruction on using technology in the resource setting.

I think it would be very important to add classes on diversity and equity for families and teachers. Specifically I think there should be courses on how to be an anti-racist educator.

Something that would have helped me, especially in student teaching, would have been the opportunity to see how a classroom was set up from the beginning of the year. I know there are programs that place student-teachers in their mentor classrooms before the school year starts, which allows them to be a part of those critical first weeks of school. I'm not sure if this is something that Peabody offers now, but it would have been helpful to me, especially as I worked to set up a classroom on my own the first year of teaching.

Specific housing for student teachers and parking near Wyatt center

More emphasis on classroom management. I feel like Peabody prepared me to be a great 5th year teacher, but the first couple of years were a struggle with classroom management. It was just glossed over at Peabody with the "classroom environment" 2 week summer course. We needed more.

More instruction in diversity and equity

I think it's vital to ensure all teachers have public, independent, and charter experience in the classroom to make an informed decision about their future work endeavors. Vanderbilt excels in theory but often falls short in partnering with graduates and local schools for year long placement of assistant teachers.

Most of my teacher education program was during Covid. Vanderbilt handled the situation well for the circumstances at the time, I just wish we could have been in person more! My field experiences ended up being very different since schools were limiting who could come into the building and I worked at SGS and they did not want me in two places.

I would allow students to observe more classes at different levels to really allow them to see the different options within education. For example, I was elementary ed, but I ended up loving middle school SIFE/EL. If we got more opportunities to explore options, it would be great.

Be more upfront about the costs. Attending Peabody was good for me, but I took on more debt then I was told I would (and this is stressful). I would have liked to make my decision with that information. In addition, perhaps spend a bit more time on classroom management.

More time in the classroom Less emphasis on research (e.g. the time spent in assistantships, while awesome as a means of financing a masters, would have been better spent in the classroom) More accessible facility More faculty with recent and relevant teaching experience (i.e. in schools)

more emphasis on trauma informed teaching practices - big emphasis now

Allow for overlap across different cohort classes to give experience and exposure for all students to early childhood, high incidence and low incidence disability areas.

Mandatory classroom management courses should be taken and improved upon during each semester. Appoint Alumni ambassadors from each generation of Noyce scholars to improve intra generational Noyce conversations. WE now have teachers form all walks of life and levels of education in our network. So I would love to see how the current teachers can improve knowledge base and comfortability of both educational and non educational more education lifestyle questions and answers. Increase of retention strategies once educators are brought into the network .

Students need more classes that deal with practical classroom management skills and techniques. Students could benefit from having more teaching experience during the program.

Provide transportation to and from practicum placement!

This teacher education program is excellent for students who do not have dependents and who can stop working to return to school full time. This program allowed me no automony to manage my life outside of school. The faculty/advisors did not make logistial accommodations that I was requesting. This is more my fault for not asking questions in the beginning. For instance, I had children that attended school themselves and my practica and student teaching placements were often the furthest location from campus that was offered, and there were options that would have worked but were given to other students most times, even after I asked for some consideration. Leaving my 5th grade children to get themsleves on the bus and to school without a parent at home in the am, led to chronic stress. Classes in the evening also put pressure on my family that I incorrectly assumed we could handle. My spouse's travel schedule adjusted while I was in the program and that was difficult to manage. That said, the program was excellent in terms of faculty, content, materials, experiences, and grad assistant work. It is just not designed for someone of my demographic. I did not understand when I entered Peabody that while it may differentiate me in terms of rigor and academic reputation it did not mean my earning would be enhanced as compared to finishing my M.Ed within a program that is better suited to my life obligations. My mistake, really.

When I was in the Severe Disabilities program, I was also enrolled in the ABA track. At the time that I was enrolled, the Severe program was not very compatible with the ABA track. Many of my colleagues in the Severe cohort dropped the ABA track. I would look at how to better support graduate students who want to pursue both Severe and ABA.

The program needs to have improved classes on assessment. The lesson plan format taught in the program is instructive but not useful for everyday teaching. It would be helpful to also teach teachers other options and systems for organizing lesson plans, materials, and student data. I don't think we ever explicitly learned about writing quarterly progress reports for students, though I got experience in that in my field work.

Ensure the practicum experience will be meaningful, possibly by visiting the school and observing the teachers we will be learning with and making expectations very clear of what we are supposed to get out of the practicum experience.

There needs to be better alignment from what is taught (which is good and helpful and can be considered as a standard for teaching in optimum conditions) vs. what it's like teaching in a public school setting.

The teacher education program at Vanderbilt is exceptional at creating teachers who can collect, read, articulate, and use data. The practices learned at Vandy/Peabody ensured me that you cannot have enough data, and gave me reasonable, effective, and applicable ways to do that data. The things that it did not cover, and I relied on previous experience for: - Ineptitude of today's administrators in the job. Reality is - administration is dog-crap bad. Collectively, the new trends in education suggest - you are not supported, you are not valued, and you are not appreciated. The environment does not teach you to cope with that, nor does it teach you how to "CYA" when needed. New teachers will make many of these mistakes. - Dealing with frustrating parents. In reality, the job experience I've acquired says the only time you deal with parents are when something is wrong. They do not respond (if at all) to praise and when they do, it is brief and few interactions occur afterwards. The ones you deal with consistently are the "problem parents" who are constantly complaining and making life difficult. Teaching teachers how to navigate through that mess would be a very valuable tool. - Proficiency in content was not something that was overtly insisted upon. Reality is - getting up in front of a room of people teaching the transfer of heat from hot to cold in a chemistry classroom is daunting if you have no idea how it works. You fumble the lecture and speaking portions and as a result your kids retain incorrect or partial information leading to poor understanding and poor grades. - This concept could be said more, and meta-analyses of interactive cognitive abilities in adolescents can be said less. Figuring out how their brain works is a moot point if you don't know what to put into it.

It would be beneficial to include more information about making a classroom equitable for all students. We were taught in one class that race has little to do with disparities among students, but class/ SES was the main factor to be concerned with. However, race is a hugely important factor. It would also be helpful to have information relating to cultural humility. Finally there should be more of an emphasis on recruiting a diverse group of graduate students.
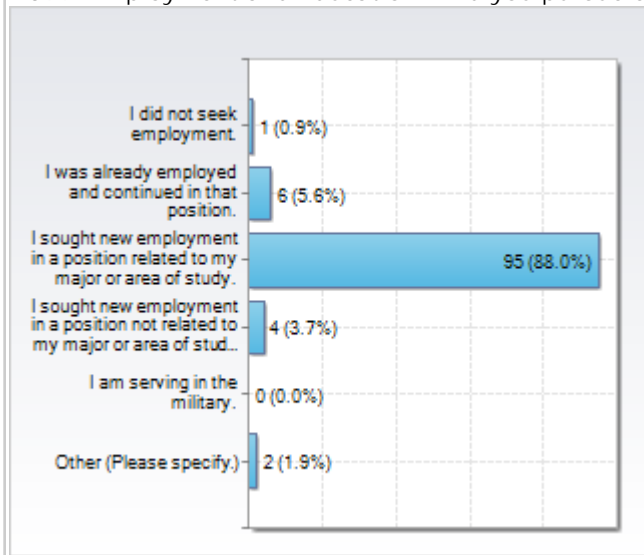
D098. Employment and Education - Did you pursue additional education upon graduation from this institution?
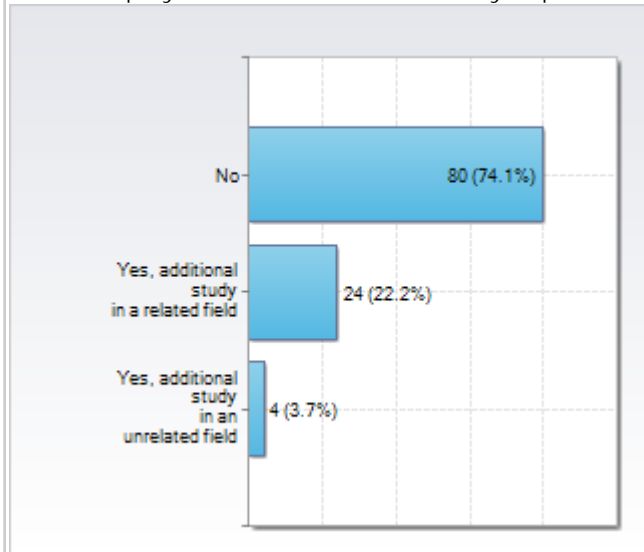
	N	% of Total	% Resp = 99.1%
			N = 108
No	80	74.1%	
Yes, additional study in a related field	24	22.2%	
Yes, additional study in an unrelated field	4	3.7%	

D099. Employment and Education - Did you pursue employment upon graduation from this institution?

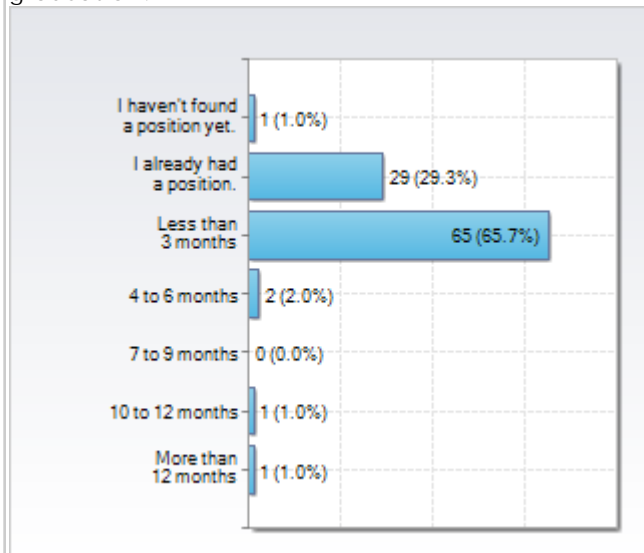|	N	% of Total	% Resp = 99.1%
			N = 108
I did not seek employment.	1	0.9%	
I was already employed and continued in that position.	6	5.6%	
I sought new employment in a position related to my major or area of study.	95	88.0%	
I sought new employment in a position not related to my major or area of study.	4	3.7%	
I am serving in the military.	0	0.0%	
Other (Please specify.)	2	1.9%	

Other (Please specify.)

Answer
I am currently back in teaching after spending time as a football coach, however still coaching, and the time will come to eventually return to coaching. This job is a placeholder for me.

➕ Branching

**D100. Employment after Graduation - How long did it take to find your first full-time position after graduation?**

	N	% of Total	% Resp = 90.8%
			N = 99
I haven't found a position yet.	1	1.0%	
I already had a position.	29	29.3%	
Less than 3 months	65	65.7%	
4 to 6 months	2	2.0%	
7 to 9 months	0	0.0%	
10 to 12 months	1	1.0%	
More than 12 months	1	1.0%	

➕ Branching

D101. Employment after Graduation - What was your annual compensation (salary and bonus) of your first full-time position?
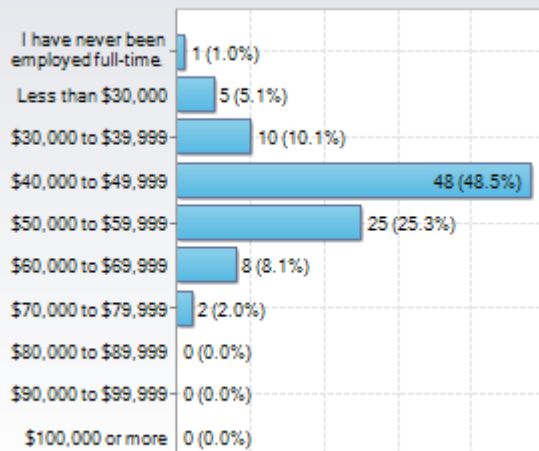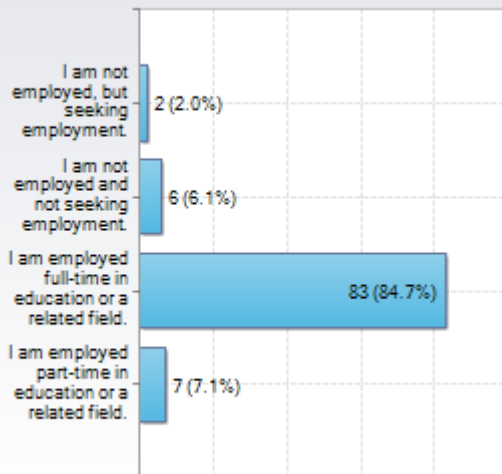
	N	% of Total
I have never been employed full-time.	1	1.0%
Less than $30,000	5	5.1%
$30,000 to $39,999	10	10.1%
$40,000 to $49,999	48	48.5%
$50,000 to $59,999	25	25.3%
$60,000 to $69,999	8	8.1%
$70,000 to $79,999	2	2.0%
$80,000 to $89,999	0	0.0%
$90,000 to $99,999	0	0.0%
$100,000 or more	0	0.0%

% Resp = 90.8%
N = 99

Chart:
- I have never been employed full-time: 1 (1.0%)
- Less than $30,000: 5 (5.1%)
- $30,000 to $39,999: 10 (10.1%)
- $40,000 to $49,999: 48 (48.5%)
- $50,000 to $59,999: 25 (25.3%)
- $60,000 to $69,999: 8 (8.1%)
- $70,000 to $79,999: 2 (2.0%)
- $80,000 to $89,999: 0 (0.0%)
- $90,000 to $99,999: 0 (0.0%)
- $100,000 or more: 0 (0.0%)

➕ Branching

D102. Employment after Graduation - What is your current employment status?
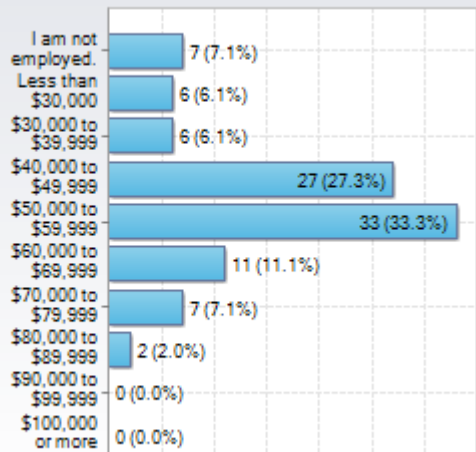
	N	% of Total
I am not employed, but seeking employment.	2	2.0%
I am not employed and not seeking employment.	6	6.1%
I am employed full-time in education or a related field.	83	84.7%
I am employed part-time in education or a related field.	7	7.1%

% Resp = 89.9%
N = 98

Chart:
- I am not employed, but seeking employment: 2 (2.0%)
- I am not employed and not seeking employment: 6 (6.1%)
- I am employed full-time in education or a related field: 83 (84.7%)
- I am employed part-time in education or a related field: 7 (7.1%)

➕ Branching

D103. Employment after Graduation - What is your annual compensation (salary and bonus)?

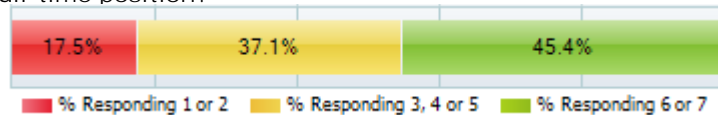|	N	% of Total
I am not employed.	7	7.1%
Less than $30,000	6	6.1%
$30,000 to $39,999	6	6.1%
$40,000 to $49,999	27	27.3%
$50,000 to $59,999	33	33.3%
$60,000 to $69,999	11	11.1%
$70,000 to $79,999	7	7.1%
$80,000 to $89,999	2	2.0%
$90,000 to $99,999	0	0.0%
$100,000 or more	0	0.0%

% Resp = 90.8%
N = 99

Chart values:
- I am not employed. — 7 (7.1%)
- Less than $30,000 — 6 (6.1%)
- $30,000 to $39,999 — 6 (6.1%)
- $40,000 to $49,999 — 27 (27.3%)
- $50,000 to $59,999 — 33 (33.3%)
- $60,000 to $69,999 — 11 (11.1%)
- $70,000 to $79,999 — 7 (7.1%)
- $80,000 to $89,999 — 2 (2.0%)
- $90,000 to $99,999 — 0 (0.0%)
- $100,000 or more — 0 (0.0%)

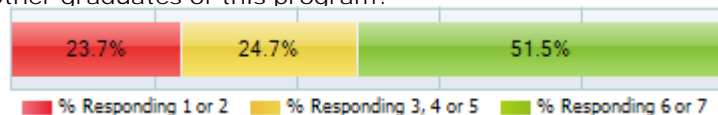### ✚ *Branching*

Q104. First Full-Time Position - Regarding your first full-time position after graduating from the teacher education program (If you have not yet found a full-time position, please select not applicable): How satisfied are/were you with your first full-time position?

	N	% of Total
(1) Not at all	6	6.2%
(2)	11	11.3%
(3)	9	9.3%
(4) Moderately	11	11.3%
(5)	16	16.5%
(6)	25	25.8%
(7) Extremely	19	19.6%

% Resp = 89.0%
N = 97
Mean = 4.76
Std Dev = 1.87

- 17.5% — % Responding 1 or 2
- 37.1% — % Responding 3, 4 or 5
- 45.4% — % Responding 6 or 7

✚ *Branching*

Q105. First Full-Time Position - Regarding your first full-time position after graduating from the teacher education program (If you have not yet found a full-time position, please select not applicable): Would you recommend your first full-time position to other graduates of this program?
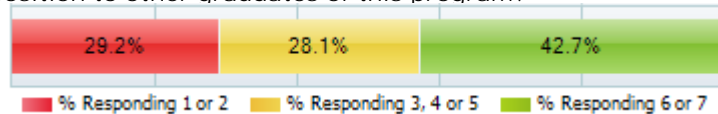
	N	% of Total
(1) Not at all	19	19.8%
(2)	9	9.4%
(3)	7	7.3%
(4) Moderately	8	8.3%
(5)	12	12.5%
(6)	21	21.9%
(7) Extremely	20	20.8%

% Resp = 88.1%
N = 96
Mean = 4.33
Std Dev = 2.23

- 29.2% — % Responding 1 or 2
- 28.1% — % Responding 3, 4 or 5
- 42.7% — % Responding 6 or 7

✚ *Branching*

Q106. First Full-Time Position - Regarding your first full-time position after graduating from the teacher education program (If you have not yet found a full-time position, please select not applicable): Would you recommend the organization where you were first employed full-time after this program to other graduates of this program?

	N	% of Total
(1) Not at all	14	14.4%
(2)	9	9.3%
(3)	3	3.1%
(4) Moderately	10	10.3%
(5)	11	11.3%
(6)	29	29.9%
(7) Extremely	21	21.7%

% Resp = 89.0%
N = 97
Mean = 4.71
Std Dev = 2.11

- 23.7% — % Responding 1 or 2
- 24.7% — % Responding 3, 4 or 5
- 51.5% — % Responding 6 or 7

✚ *Branching*

Q107. Current Full-Time Position - Regarding your current full-time position (If you have not yet found a full-time position or if your current full-time position is the same as your first, please select not applicable): How satisfied are you with your current full-time position?
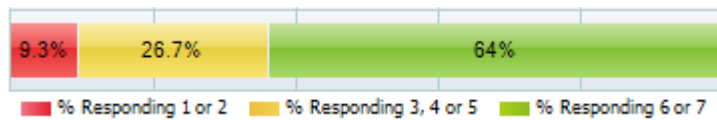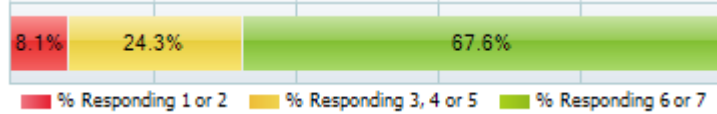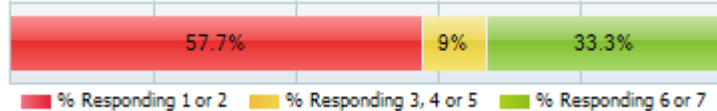
	N	% of Total
(1) Not at all	2	2.7%
(2)	5	6.7%
(3)	2	2.7%
(4) Moderately	7	9.3%
(5)	11	14.7%
(6)	24	32.0%

% Resp = 68.8%
N = 75
Mean = 5.51
Std Dev = 1.60

9.3%	26.7%	64%	

				(7) Extremely	24	32.0%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

✚ *Branching*

Q108. Current Full-Time Position - Regarding your current full-time position (If you have not yet found a full-time position or if your current full-time position is the same as your first, please select not applicable): Would you recommend your current full-time position to other graduates of this program?
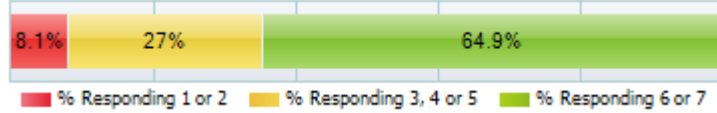
	N	% of Total
(1) Not at all	4	5.4%
(2)	2	2.7%
(3)	4	5.4%
(4) Moderately	7	9.5%
(5)	9	12.2%
(6)	24	32.4%
(7) Extremely	24	32.4%

% Resp = 67.9%
N = 74
Mean = 5.47
Std Dev = 1.68

8.1%	27%	64.9%	

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

✚ *Branching*

Q109. Current Full-Time Position - Regarding your current full-time position (If you have not yet found a full-time position or if your current full-time position is the same as your first, please select not applicable): Would you recommend the organization where you are currently employed full-time to other graduates of this program?

	N	% of Total
(1) Not at all	3	4.1%
(2)	3	4.1%
(3)	1	1.4%
(4) Moderately	10	13.5%
(5)	7	9.5%
(6)	25	33.8%
(7) Extremely	25	33.8%

% Resp = 67.9%
N = 74
Mean = 5.57
Std Dev = 1.60

8.1%	24.3%	67.6%	

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

✚ *Branching*

Q110. Current Full-Time Position - Regarding your current full-time position (If you have not yet found a full-time position or if your current full-time position is the same as your first, please select not applicable): How likely are you to search for a new full-time position within the next six months?
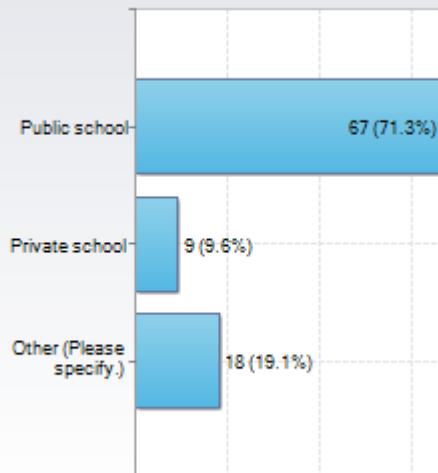
	N	% of Total
(1) Not at all	33	42.3%
(2)	12	15.4%
(3)	3	3.9%
(4) Moderately	4	5.1%
(5)	0	0.0%
(6)	6	7.7%
(7) Extremely	20	25.6%

% Resp = 71.6%
N = 78
Mean = 3.31
Std Dev = 2.57

57.7%	9%	33.3%	

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

✚ *Branching*

D111. What type of setting do you currently work in?

	N	% of Total
Public school	67	71.3%
Private school	9	9.6%
Other (Please specify.)	18	19.2%

% Resp = 86.2%
N = 94

Other (Please specify.)

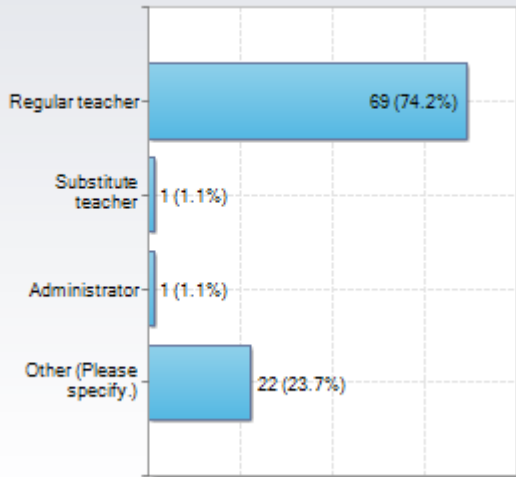| Answer |
|---|
| n/a |
| Charter |
| Parochial |
| Graduate research assistant-university |
| Charter |
| Public school abroad |
| NA |
| Pennsylvania State Autism Initiative (supporting public schools and intermediate units) |
| Inclusive higher education program |
| Work from home and childcare |

	Environmental Education Center
	At home
	Hospital
	Homeschooling parent
	ABA center [home services & community services too]
	Education technology business
	Higher Ed - Vandy.
	Non public special education school

✚ *Branching*

D112. What best describes your current position?

	N	% of Total		% Resp = 85.3%
Regular teacher	69	74.2%		N = 93
Substitute teacher	1	1.1%		
Administrator	1	1.1%		
Other (Please specify.)	22	23.7%		

Other (Please specify.)

Answer
n/a
Exceptional Educator
Research assistant
Teaching assistant
interventionist
NA
Consultant
Behavior Analyst/ Educational Consultant
Program Coordinator
library assistant
Freelance academic writer and nanny
Non-formal Environmental Educator
Full-time parent of two young children
Resource teacher (pull-out/academic support)
Rabbi/chaplain
Behavior Specialist - Special Education Licensed
behavior specialist
Special Education Teacher
Speech Language Pathologist
Board Certified Behavior Analyst
Business systems analyst
Program Coordinator

✚ *Branching*

D113. What best describes the grade level of your students?
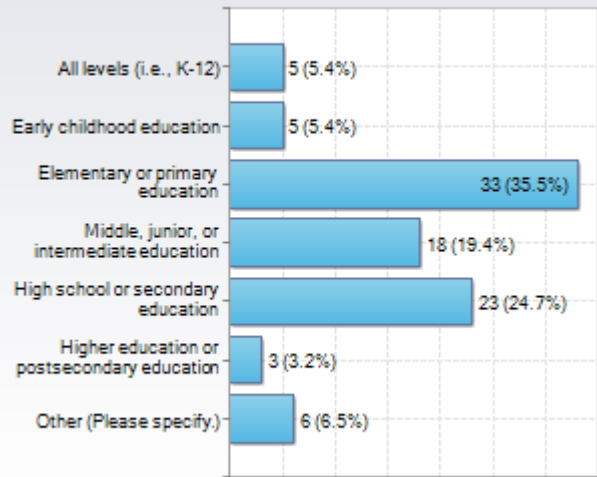
	N	% of Total
All levels (i.e., K-12)	5	5.4%
Early childhood education	5	5.4%
Elementary or primary education	33	35.5%
Middle, junior, or intermediate education	18	19.4%
High school or secondary education	23	24.7%
Higher education or postsecondary education	3	3.2%
Other (Please specify.)	6	6.5%

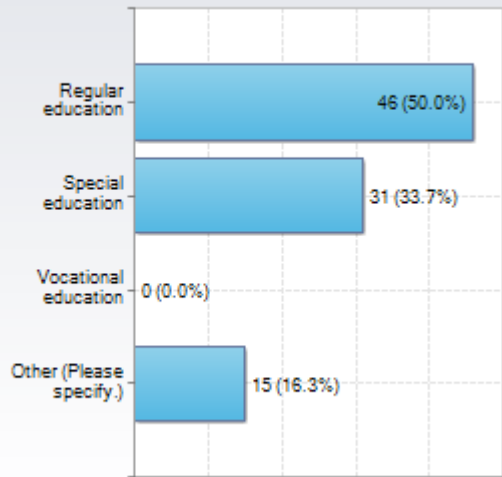% Resp = 85.3%
N = 93

Other (Please specify.)

Answer
n/a
NA
N/A
Not applicable
Middle school SIFE
N/A

➕ Branching

D114. What best describes you current classroom type?

	N	% of Total
Regular education	46	50.0%
Special education	31	33.7%
Vocational education	0	0.0%
Other (Please specify.)	15	16.3%

% Resp = 84.4%
N = 92

Other (Please specify.)

Answer
n/a
Special education interventionist and co-teaching
small group
NA
library
In home childcare
Non-formal classroom (field trips/museum/public programming)
N/A
Hospital
Sheltered EL
Itinerant
NA
Speech and Language
N/A
N/A

➕ Branching

D115. If your primary level of teaching is middle or secondary education, what best describes your primary content area?
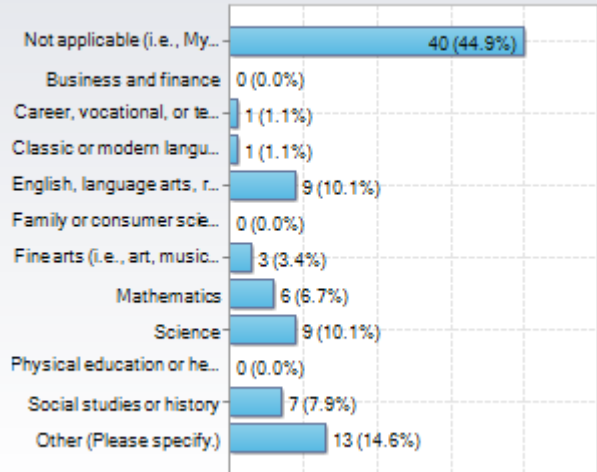
	N	% of Total	% Resp = 81.7%
			N = 89
Not applicable (i.e., My primary level of teaching is not middle or secondary education.)	40	44.9%	
Business and finance	0	0.0%	
Career, vocational, or technical education	1	1.1%	
Classic or modern languages	1	1.1%	
English, language arts, reading, or speech	9	10.1%	
Family or consumer sciences	0	0.0%	
Fine arts (i.e., art, music, theater)	3	3.4%	
Mathematics	6	6.7%	
Science	9	10.1%	
Physical education or health	0	0.0%	
Social studies or history	7	7.9%	
Other (Please specify.)	13	14.6%	

Other (Please specify.)

Answer
n/a
ELA and Math
ELA, math, science, social studies, provocation skills, social skills, life skills, special education
NA
I teach middle school in a self-contained classroom so I teach ELA (Reading and Writing), Math, Science, and Social Studies.
Ecology and the environment
English, career prep, science
Religion
ESL Sheltered Social studies, math, science
Social Skills / Social Emotional / Self-Regulation Skills
All subject areas, self-contained middle school class
Alternate assessment
ESL

✚ *Branching*

D116. If you are currently working in a public school, what is the district enrollment?
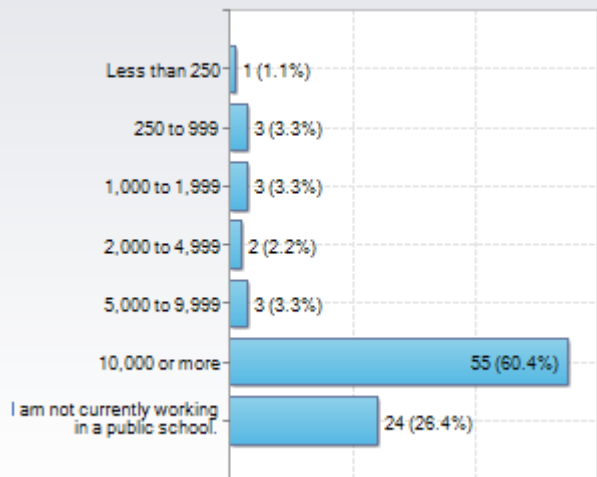
	N	% of Total	% Resp = 83.5%
			N = 91
Less than 250	1	1.1%	
250 to 999	3	3.3%	
1,000 to 1,999	3	3.3%	
2,000 to 4,999	2	2.2%	
5,000 to 9,999	3	3.3%	
10,000 or more	55	60.4%	
I am not currently working in a public school.	24	26.4%	

D117. Program Demographics - How long ago did you graduate from the teacher education program?
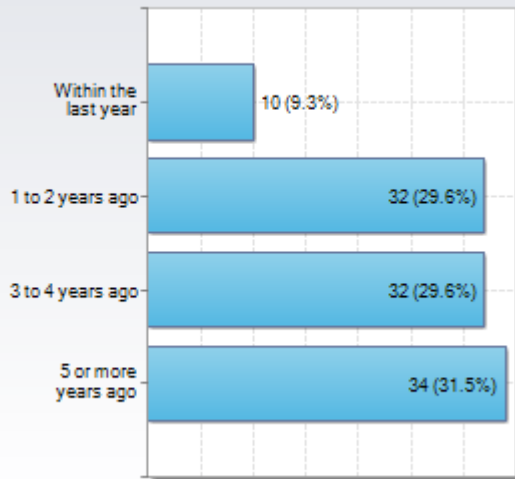
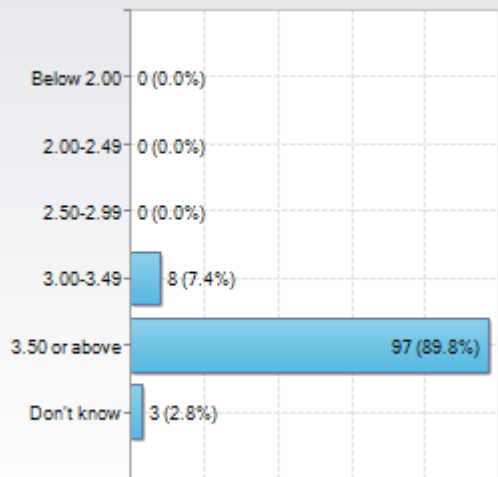|	N	% of Total
Within the last year	10	9.3%
1 to 2 years ago	32	29.6%
3 to 4 years ago	32	29.6%
5 or more years ago	34	31.5%

% Resp = 99.1%
N = 108

D118. Program Demographics - Did you complete the majority of the teacher education program as a full-time or part-time student?
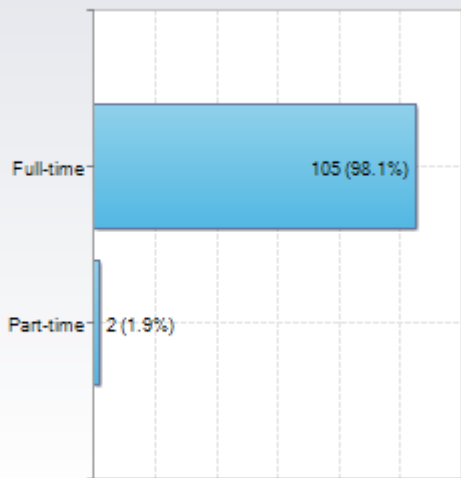
	N	% of Total
Full-time	105	98.1%
Part-time	2	1.9%

% Resp = 98.2%
N = 107

D119. Program Demographics - What was your cumulative teacher education program GPA?

	N	% of Total
Below 2.00	0	0.0%
2.00-2.49	0	0.0%
2.50-2.99	0	0.0%
3.00-3.49	8	7.4%
3.50 or above	97	89.8%
Don't know	3	2.8%

% Resp = 99.1%
N = 108

D120. Program Demographics - How many hours did you spend in practicum/field-based experience prior to student teaching?
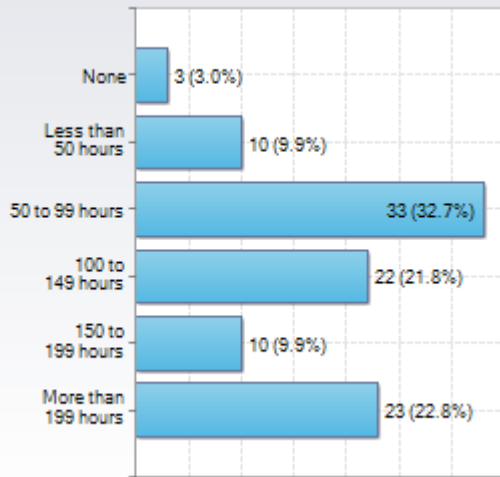
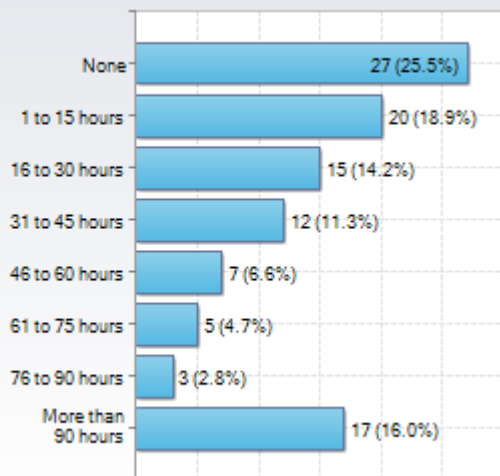|	N	% of Total
None	3	3.0%
Less than 50 hours	10	9.9%
50 to 99 hours	33	32.7%
100 to 149 hours	22	21.8%
150 to 199 hours	10	9.9%
More than 199 hours	23	22.8%

% Resp = 92.7%
N = 101

D121. Program Demographics - How many semesters did you spend in a supervised, full-time student teaching position?
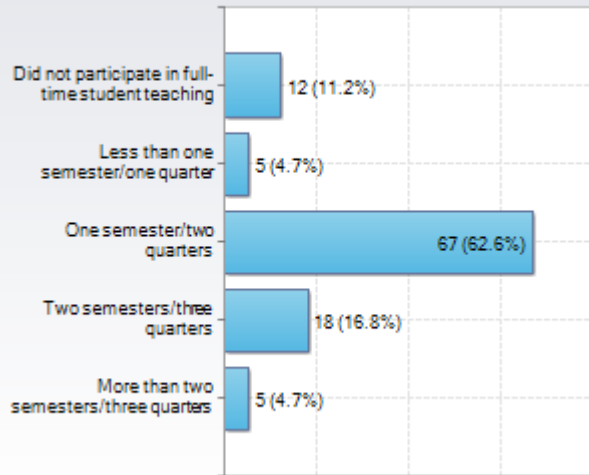
	N	% of Total
Did not participate in full-time student teaching	12	11.2%
Less than one semester/one quarter	5	4.7%
One semester/two quarters	67	62.6%
Two semesters/three quarters	18	16.8%
More than two semesters/three quarters	5	4.7%

% Resp = 98.2%
N = 107

D122. Program Demographics - Since graduating, how many hours of continuing teacher education have you completed?

	N	% of Total
None	27	25.5%
1 to 15 hours	20	18.9%
16 to 30 hours	15	14.2%
31 to 45 hours	12	11.3%
46 to 60 hours	7	6.6%
61 to 75 hours	5	4.7%
76 to 90 hours	3	2.8%
More than 90 hours	17	16.0%

% Resp = 97.3%
N = 106

D123. Program Demographics - What is the highest academic degree you have completed?
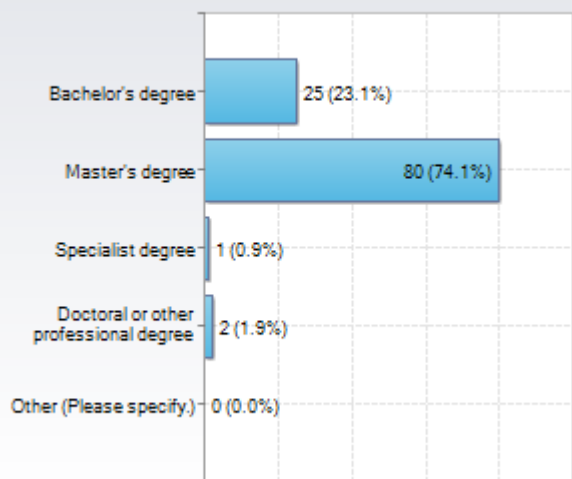
	N	% of Total	% Resp = 99.1%
			N = 108
Bachelor's degree	25	23.2%	
Master's degree	80	74.1%	
Specialist degree	1	0.9%	
Doctoral or other professional degree	2	1.9%	
Other (Please specify.)	0	0.0%	

D124. Program Demographics - Are you currently certified to teach?
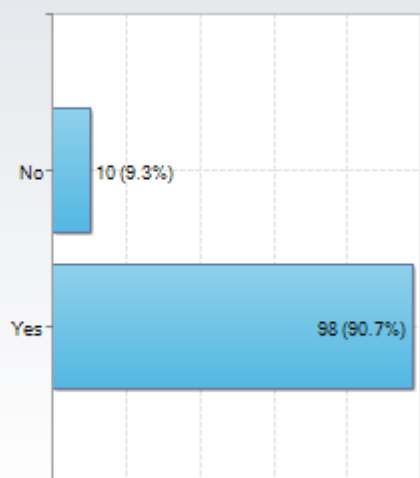
	N	% of Total	% Resp = 99.1%
			N = 108
No	10	9.3%	
Yes	98	90.7%	

D125. Program Demographics - Do you financially contribute to the teacher education program (either directly or through this institution)?
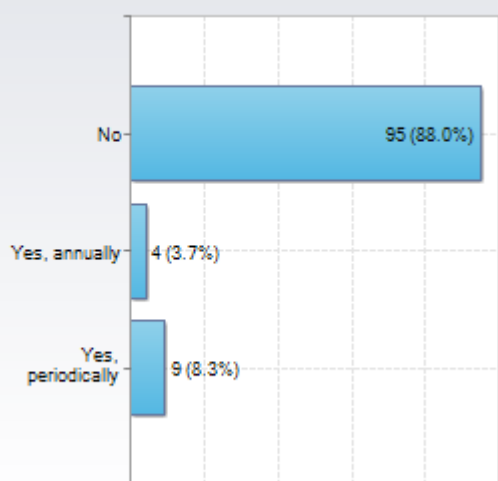
	N	% of Total	% Resp = 99.1%
			N = 108
No	95	88.0%	
Yes, annually	4	3.7%	
Yes, periodically	9	8.3%	

D126. Program Demographics - What is the total amount of loans taken to finance this degree?
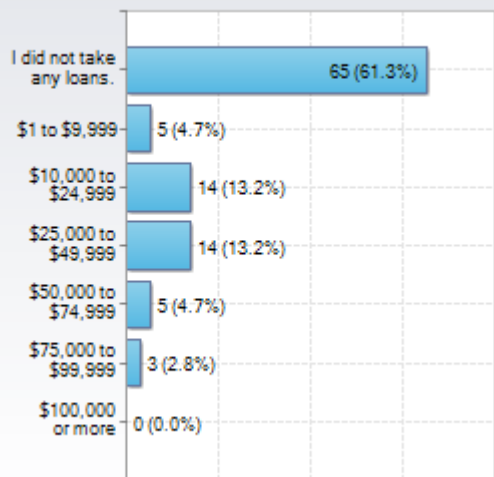
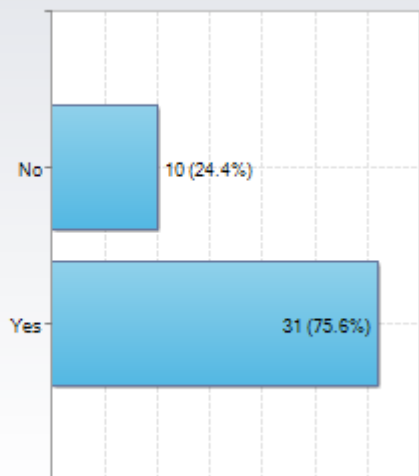|	N	% of Total
I did not take any loans.	65	61.3%
$1 to $9,999	5	4.7%
$10,000 to $24,999	14	13.2%
$25,000 to $49,999	14	13.2%
$50,000 to $74,999	5	4.7%
$75,000 to $99,999	3	2.8%
$100,000 or more	0	0.0%

% Resp = 97.3%
N = 106

I did not take any loans. — 65 (61.3%)
$1 to $9,999 — 5 (4.7%)
$10,000 to $24,999 — 14 (13.2%)
$25,000 to $49,999 — 14 (13.2%)
$50,000 to $74,999 — 5 (4.7%)
$75,000 to $99,999 — 3 (2.8%)
$100,000 or more — 0 (0.0%)

➕ *Branching*

D127. Current Student Loan Amount - Have you begun paying off your student loans?

	N	% of Total
No	10	24.4%
Yes	31	75.6%

% Resp = 37.6%
N = 41

No — 10 (24.4%)
Yes — 31 (75.6%)

D128. Current Student Loan Amount - How much do you currently owe in student loans?
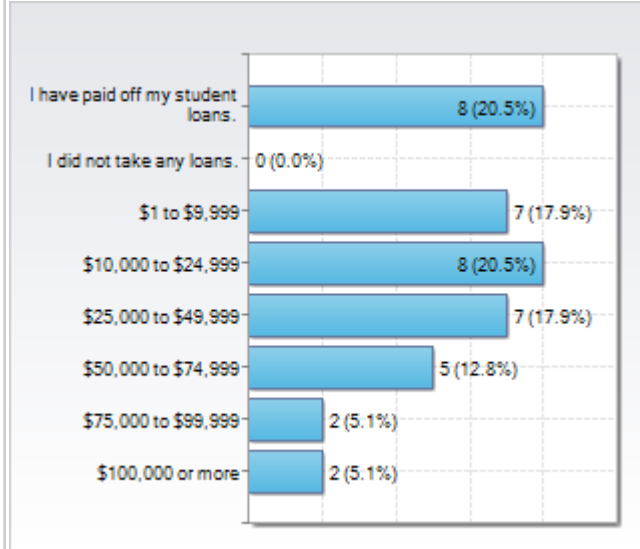
	N	% of Total
I have paid off my student loans.	8	20.5%
I did not take any loans.	0	0.0%
$1 to $9,999	7	18.0%
$10,000 to $24,999	8	20.5%
$25,000 to $49,999	7	18.0%
$50,000 to $74,999	5	12.8%
$75,000 to $99,999	2	5.1%
$100,000 or more	2	5.1%

% Resp = 35.8%
N = 39

D129. Personal Characteristics - What is your gender?
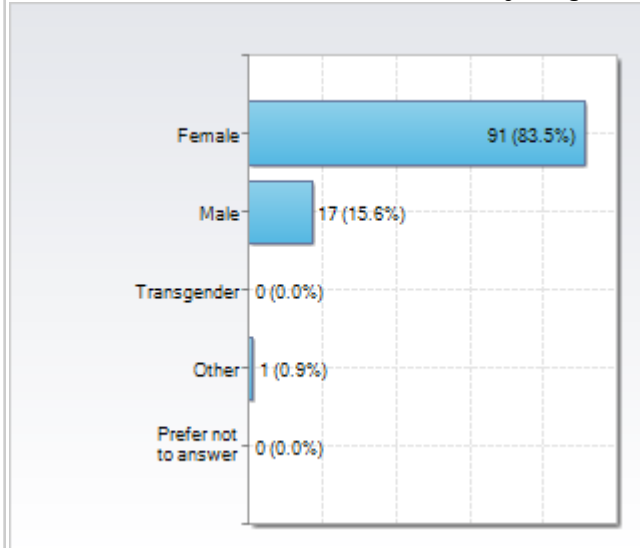
	N	% of Total
Female	91	83.5%
Male	17	15.6%
Transgender	0	0.0%
Other	1	0.9%
Prefer not to answer	0	0.0%

% Resp = 100.0%
N = 109

D130. Personal Characteristics - What is your age?
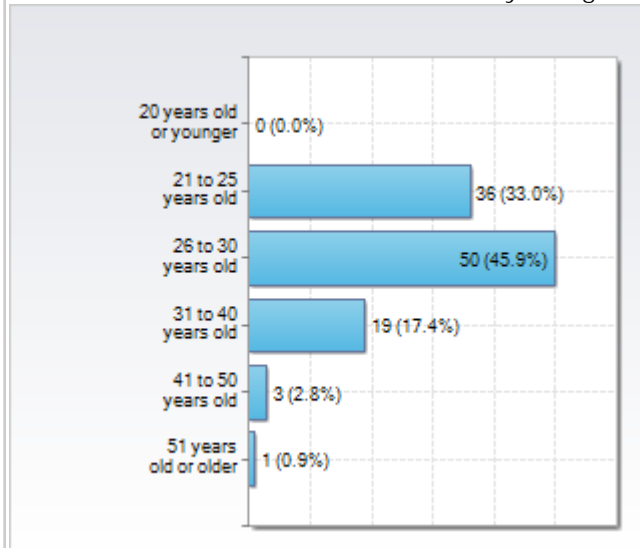
	N	% of Total
20 years old or younger	0	0.0%
21 to 25 years old	36	33.0%
26 to 30 years old	50	45.9%
31 to 40 years old	19	17.4%
41 to 50 years old	3	2.8%
51 years old or older	1	0.9%

% Resp = 100.0%
N = 109

D131. Personal Characteristics - What is your ethnicity?
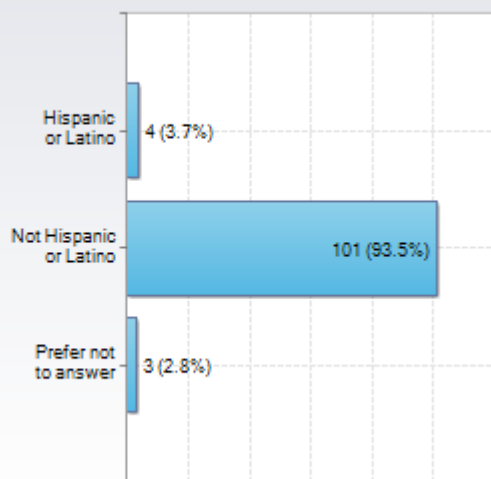
	N	% of Total
Hispanic or Latino	4	3.7%
Not Hispanic or Latino	101	93.5%
Prefer not to answer	3	2.8%

% Resp = 99.1%
N = 108

Hispanic or Latino: 4 (3.7%)
Not Hispanic or Latino: 101 (93.5%)
Prefer not to answer: 3 (2.8%)

MR132. Personal Characteristics - What is your race (Choose all that apply.)?
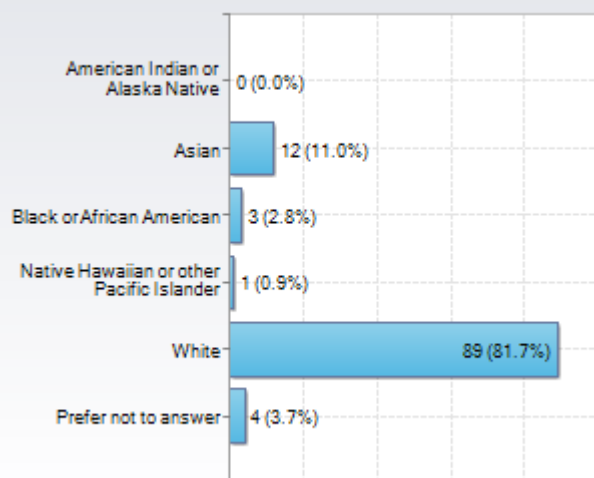
	N	% of Total
American Indian or Alaska Native	0	0.0%
Asian	12	11.0%
Black or African American	3	2.8%
Native Hawaiian or other Pacific Islander	1	0.9%
White	89	81.7%
Prefer not to answer	4	3.7%

% Resp = 99.1%
N = 108

American Indian or Alaska Native: 0 (0.0%)
Asian: 12 (11.0%)
Black or African American: 3 (2.8%)
Native Hawaiian or other Pacific Islander: 1 (0.9%)
White: 89 (81.7%)
Prefer not to answer: 4 (3.7%)

D133. Personal Characteristics - Race/Ethnicity (reporting only)
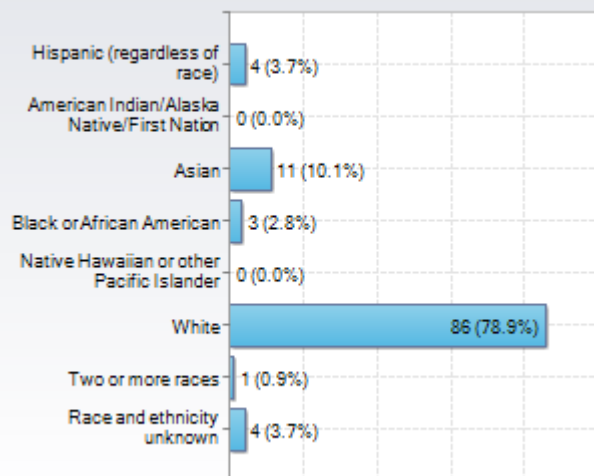
	N	% of Total
Hispanic (regardless of race)	4	3.7%
American Indian/Alaska Native/First Nation	0	0.0%
Asian	11	10.1%
Black or African American	3	2.8%
Native Hawaiian or other Pacific Islander	0	0.0%
White	86	78.9%
Two or more races	1	0.9%
Race and ethnicity unknown	4	3.7%

% Resp = 100.0%
N = 109

Hispanic (regardless of race): 4 (3.7%)
American Indian/Alaska Native/First Nation: 0 (0.0%)
Asian: 11 (10.1%)
Black or African American: 3 (2.8%)
Native Hawaiian or other Pacific Islander: 0 (0.0%)
White: 86 (78.9%)
Two or more races: 1 (0.9%)
Race and ethnicity unknown: 4 (3.7%)

D134. Personal Characteristics - Are you an international student (i.e., not a US citizen or permanent resident)?
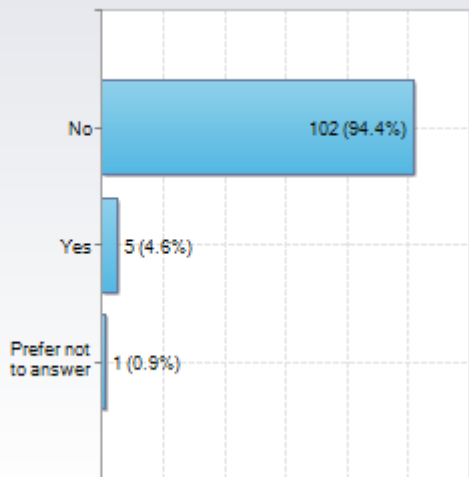
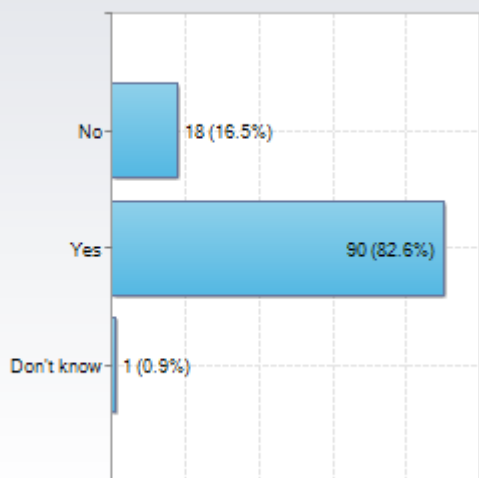|	N	% of Total	% Resp = 99.1%
			N = 108
No	102	94.4%	
Yes	5	4.6%	
Prefer not to answer	1	0.9%	

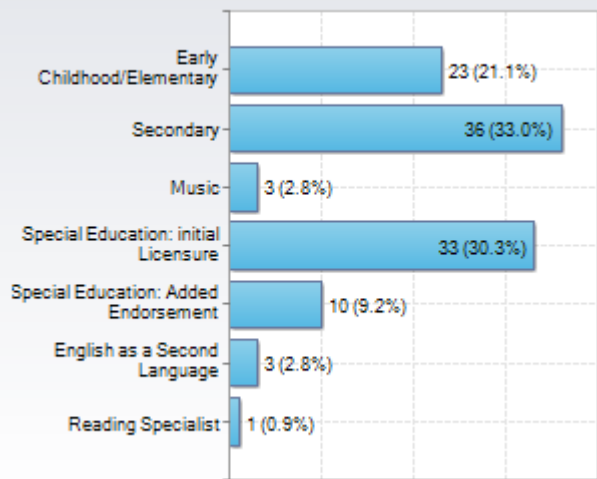## D135. Personal Characteristics - Did either of your parents/guardians graduate from college?

	N	% of Total	% Resp = 100.0%
			N = 109
No	18	16.5%	
Yes	90	82.6%	
Don't know	1	0.9%	

Population. Population Code

	N	% of Total	% Resp = 100.0%
			N = 109
Early Childhood/Elementary	23	21.1%	
Secondary	36	33.0%	
Music	3	2.8%	
Special Education: initial Licensure	33	30.3%	
Special Education: Added Endorsement	10	9.2%	
English as a Second Language	3	2.8%	
Reading Specialist	1	0.9%	

OQ1. Institution Specific Questions - ALL: What degree program did you complete at Vanderbilt?
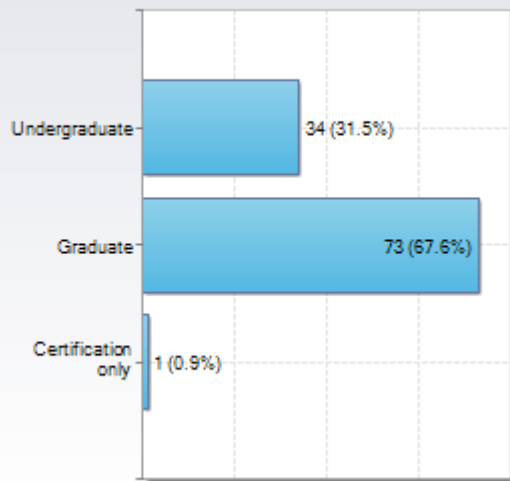
	N	% of Total
Undergraduate	34	31.5%
Graduate	73	67.6%
Certification only	1	0.9%

% Resp = 99.1%
N = 108

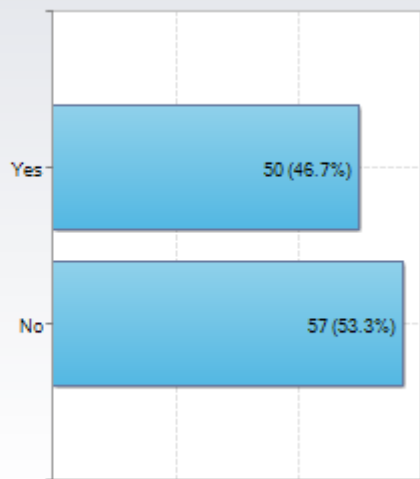OQ2. Institution Specific Questions - ALL: Are you teaching in the area you were trained in at Peabody?
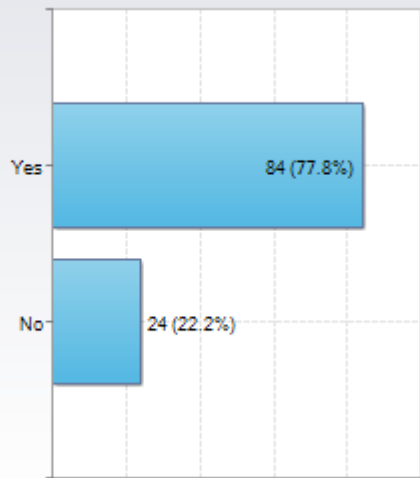
	N	% of Total
Yes	84	77.8%
No	24	22.2%

% Resp = 99.1%
N = 108

OQ3. Institution Specific Questions - ALL: Are you teaching in a high needs school?

	N	% of Total
Yes	50	46.7%
No	57	53.3%

% Resp = 98.2%
N = 107

OQ4. Institution Specific Questions - ALL: Do you have a leadership role in your school?
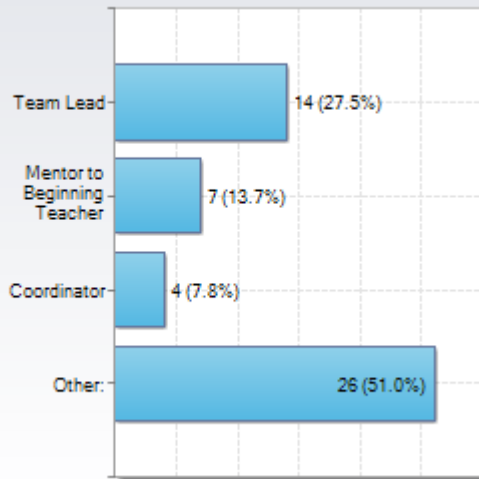
	N	% of Total
Team Lead	14	27.5%
Mentor to Beginning Teacher	7	13.7%
Coordinator	4	7.8%
Other:	26	51.0%

% Resp = 46.8%
N = 51

OQ5. Institution Specific Questions - ALL: Have you been promoted?
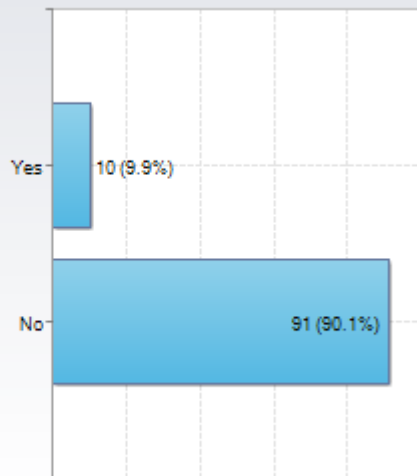
	N	% of Total
Yes	10	9.9%
No	91	90.1%

% Resp = 92.7%
N = 101

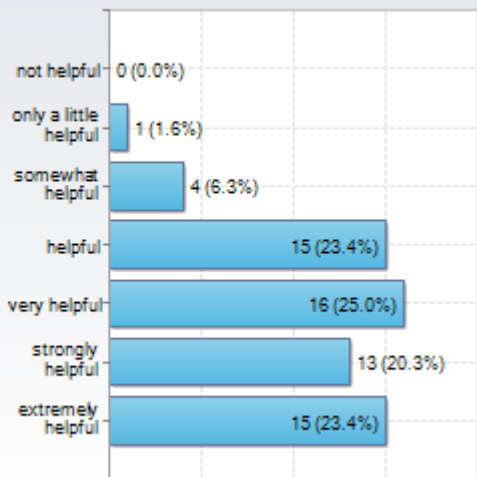## OQ6. Institution Specific Questions - ALL: Have you received any awards (e.g. teacher of the year, etc.)?
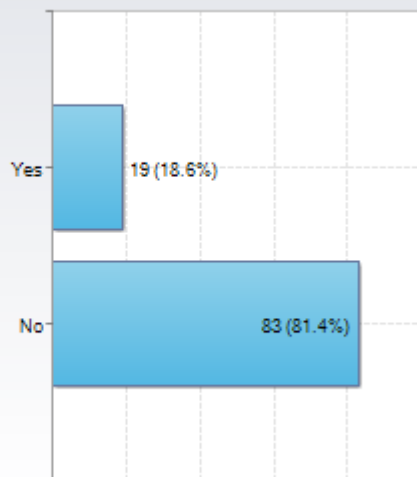
	N	% of Total
Yes	19	18.6%
No	83	81.4%

% Resp = 93.6%
N = 102

OQ7. Institution Specific Questions - T&L ONLY: To what degree did your education program develop your understanding of research-based teaching practices?

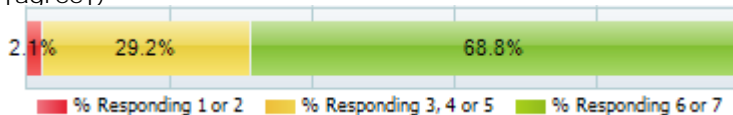|	N	% of Total
not helpful	0	0.0%
only a little helpful	1	1.6%
somewhat helpful	4	6.3%
helpful	15	23.4%
very helpful	16	25.0%
strongly helpful	13	20.3%
extremely helpful	15	23.4%

% Resp = 58.7%
N = 64

OQ8. Institution Specific Questions - T&L ONLY: To what degree did your education program develop both your understanding and performance of research-based teaching practices?

	N	% of Total
not helpful	0	0.0%
only a little helpful	2	3.1%
somewhat helpful	7	10.8%
helpful	14	21.5%
very helpful	19	29.2%
strongly helpful	10	15.4%
extremely helpful	13	20.0%

% Resp = 59.6%
N = 65

OQ9. Institution Specific Questions - FOR SPED ONLY: I learned an ample number of academic strategies that can be applied in my classroom. (Response scale 1 [disagree] to 7 [agree])

	N	% of Total
(1) 1	0	0.0%
(2) 2	1	2.1%
(3) 3	2	4.2%
(4) 4	3	6.3%
(5) 5	9	18.8%
(6) 6	19	39.6%
(7) 7	14	29.2%

% Resp = 44.0%
N = 48
Mean = 5.77
Std Dev = 1.18

Show up to [All] Question(s) per Report Page

Report Page [1] of 1

Report: Survey Snapshot

Report Generated: 7/5/2022 7:32 AM

Benchworks Teacher Education Alumni Assessment (Order: 48737)

Population: Vanderbilt University > All Respondents (no filter selected)

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