

- All Questions
- Select Questions

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

Order: 50265 > 2022-23 Benchworks Teacher Education Alumni Assessment

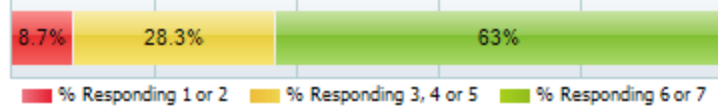
Population: Vanderbilt University > All Respondents (no filter selected) **(56 responses)**

Survey Statistics: No. Attempted = 194 No. Responded = 56 % Responding = 28.9%

Show up to Question(s) per Report Page

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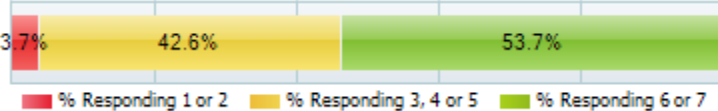
Q001. School Activities - How satisfied are you with the quality of the following experiences: Student teaching



	N	% of Total
(1) Not at all	1	2.2%
(2)	3	6.5%
(3)	2	4.4%
(4) Moderately	5	10.9%
(5)	6	13.0%
(6)	15	32.6%
(7) Extremely	14	30.4%

% Resp = 82.1%
N = 46
Mean = 5.46
Std Dev = 1.60

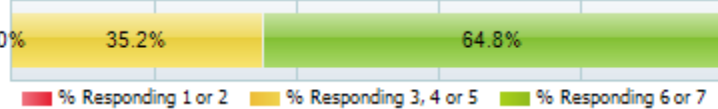
Q002. School Activities - How satisfied are you with the quality of the following experiences: Practicum/field-based experience



	N	% of Total
(1) Not at all	0	0.0%
(2)	2	3.7%
(3)	2	3.7%
(4) Moderately	11	20.4%
(5)	10	18.5%
(6)	17	31.5%
(7) Extremely	12	22.2%

% Resp = 96.4%
N = 54
Mean = 5.37
Std Dev = 1.32

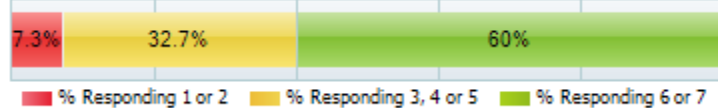
Q003. School Activities - How satisfied are you with the quality of the following experiences: Informal faculty contact



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	4	7.4%
(4) Moderately	4	7.4%
(5)	11	20.4%
(6)	10	18.5%
(7) Extremely	25	46.3%

% Resp = 96.4%
N = 54
Mean = 5.89
Std Dev = 1.27

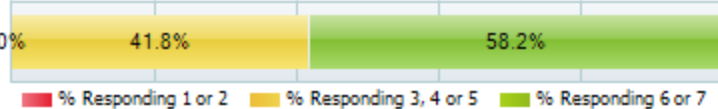
Q004. School Activities - How satisfied are you with the quality of the following experiences: Guidance from advisor



	N	% of Total
(1) Not at all	4	7.3%
(2)	0	0.0%
(3)	4	7.3%
(4) Moderately	4	7.3%
(5)	10	18.2%
(6)	9	16.4%
(7) Extremely	24	43.6%

% Resp = 98.2%
N = 55
Mean = 5.53
Std Dev = 1.78

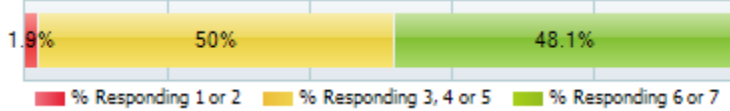
Q005. Career Success - To what extent did the teacher education program: Expand your career options



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	3	5.5%
(4) Moderately	11	20.0%
(5)	9	16.4%
(6)	16	29.1%
(7) Extremely	16	29.1%

% Resp = 98.2%
N = 55
Mean = 5.56
Std Dev = 1.25

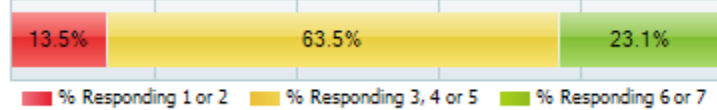
Q006. Career Success - To what extent did the teacher education program: Assist you in selecting a career



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.9%
(3)	5	9.6%
(4) Moderately	8	15.4%
(5)	13	25.0%
(6)	11	21.2%
(7) Extremely	14	26.9%

% Resp = 92.9%
N = 52
Mean = 5.35
Std Dev = 1.37

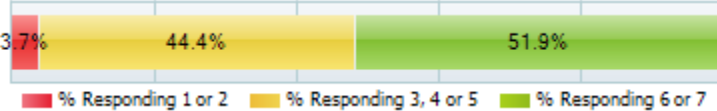
Q007. Career Success - To what extent did the teacher education program: Provide access to alumni



	N	% of Total
(1) Not at all	6	11.5%
(2)	1	1.9%
(3)	7	13.5%
(4) Moderately	12	23.1%
(5)	14	26.9%
(6)	4	7.7%
(7) Extremely	8	15.4%

% Resp = 92.9%
N = 52
Mean = 4.37
Std Dev = 1.75

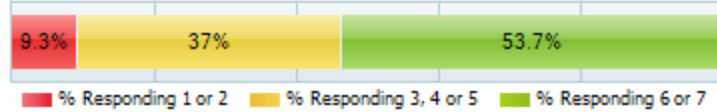
Q008. Career Success - To what extent did the teacher education program: Provide access to employers



	N	% of Total
(1) Not at all	1	1.9%
(2)	1	1.9%
(3)	5	9.3%
(4) Moderately	8	14.8%
(5)	11	20.4%
(6)	13	24.1%
(7) Extremely	15	27.8%

% Resp = 96.4%
N = 54
Mean = 5.33
Std Dev = 1.49

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



	N	% of Total
(1) Not at all	2	3.7%
(2)	3	5.6%
(3)	1	1.9%
(4) Moderately	7	13.0%
(5)	12	22.2%
(6)	15	27.8%
(7) Extremely	14	25.9%

% Resp = 96.4%
N = 54
Mean = 5.31
Std Dev = 1.58

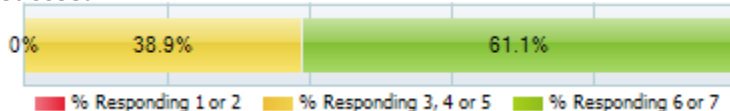
Q010. Career Success - To what extent did the teacher education program: Enhance your upward mobility



	N	% of Total
(1) Not at all	3	5.6%
(2)	1	1.9%
(3)	3	5.6%
(4) Moderately	7	13.0%
(5)	10	18.5%
(6)	18	33.3%
(7) Extremely	12	22.2%

% Resp = 96.4%
N = 54
Mean = 5.26
Std Dev = 1.60

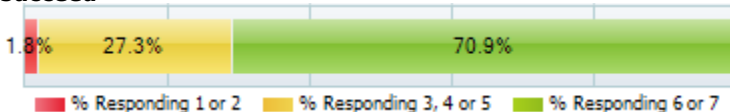
Q011. Career Success - To what extent did the teacher education program: Provide interpersonal skills necessary to succeed



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	10	18.5%
(5)	11	20.4%
(6)	11	20.4%
(7) Extremely	22	40.7%

% Resp = 96.4%
N = 54
Mean = 5.83
Std Dev = 1.15

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

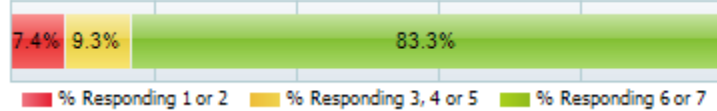


	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.8%
(3)	1	1.8%
(4) Moderately	3	5.5%
(5)	11	20.0%
(6)	17	30.9%

% Resp = 98.2%
N = 55
Mean = 5.96
Std Dev = 1.13

(7) Extremely	22	40.0%
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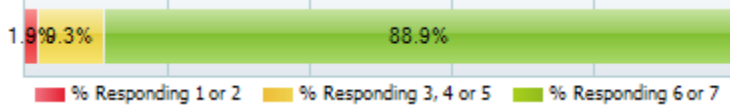
Q013. Career Choice - How satisfied are you with your: Decision to be a teacher



	N	% of Total
(1) Very dissatisfied	2	3.7%
(2) Moderately dissatisfied	2	3.7%
(3) Slightly dissatisfied	3	5.6%
(4) Neutral	0	0.0%
(5) Slightly satisfied	2	3.7%
(6) Moderately satisfied	15	27.8%
(7) Very satisfied	30	55.6%

% Resp = 96.4%
N = 54
Mean = 6.02
Std Dev = 1.62

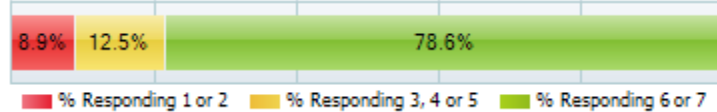
Q014. Career Choice - How satisfied are you with your: Choice of teaching level (i.e., elementary education, middle school)



	N	% of Total
(1) Very dissatisfied	0	0.0%
(2) Moderately dissatisfied	1	1.9%
(3) Slightly dissatisfied	2	3.7%
(4) Neutral	0	0.0%
(5) Slightly satisfied	3	5.6%
(6) Moderately satisfied	11	20.4%
(7) Very satisfied	37	68.5%

% Resp = 96.4%
N = 54
Mean = 6.44
Std Dev = 1.08

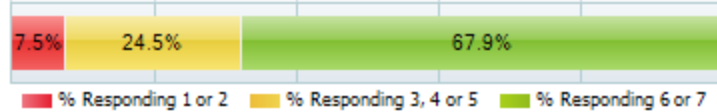
Q015. Career Choice - How satisfied are you with your: Choice of employer/graduate school



	N	% of Total
(1) Very dissatisfied	1	1.8%
(2) Moderately dissatisfied	4	7.1%
(3) Slightly dissatisfied	1	1.8%
(4) Neutral	2	3.6%
(5) Slightly satisfied	4	7.1%
(6) Moderately satisfied	10	17.9%
(7) Very satisfied	34	60.7%

% Resp = 100.0%
N = 56
Mean = 6.04
Std Dev = 1.60

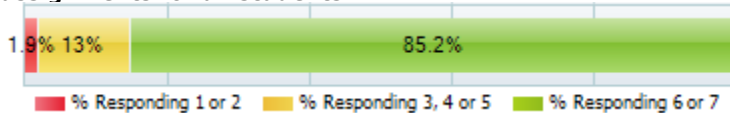
Q016. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Align assessments with relevant standards



	N	% of Total
(1) Not at all	3	5.7%
(2)	1	1.9%
(3)	3	5.7%
(4) Moderately	4	7.6%
(5)	6	11.3%
(6)	14	26.4%
(7) Extremely	22	41.5%

% Resp = 94.6%
N = 53
Mean = 5.62
Std Dev = 1.71

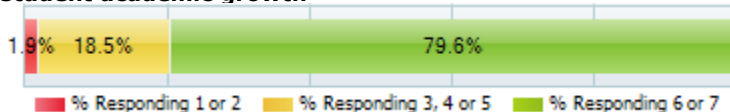
Q017. Assessment - Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to: Create effective assignments for all students



	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	1	1.9%
(5)	5	9.3%
(6)	16	29.6%
(7) Extremely	30	55.6%

% Resp = 96.4%
N = 54
Mean = 6.28
Std Dev = 1.13

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



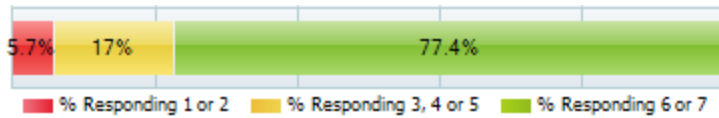
	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.9%
(3)	2	3.7%
(4) Moderately	1	1.9%
(5)	7	13.0%
(6)	14	25.9%
(7) Extremely	29	53.7%

% Resp = 96.4%
N = 54
Mean = 6.19
Std Dev = 1.16

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

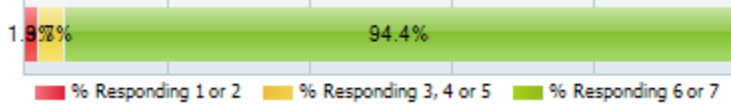
	N	% of Total
(1) Not at all	2	3.8%
(2)	1	1.9%
(3)	0	0.0%
(4) Moderately	5	9.4%

% Resp = 94.6%
N = 53
Mean = 5.92
Std Dev = 1.46



(5)	4	7.6%
(6)	17	32.1%
(7) Extremely	24	45.3%

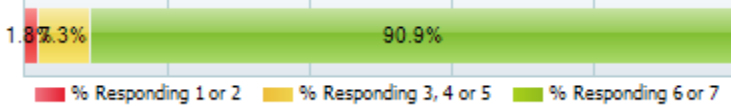
Q020. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Actively engages students in the learning process



	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	2	3.7%
(6)	8	14.8%
(7) Extremely	43	79.6%

% Resp = 96.4%
N = 54
Mean = 6.67
Std Dev = 0.92

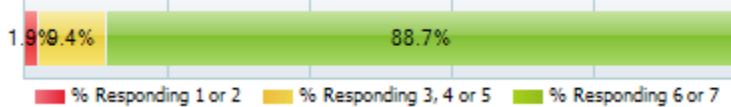
Q021. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Establishes appropriate expectations for student behavior



	N	% of Total
(1) Not at all	1	1.8%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	2	3.6%
(5)	2	3.6%
(6)	9	16.4%
(7) Extremely	41	74.6%

% Resp = 98.2%
N = 55
Mean = 6.55
Std Dev = 1.04

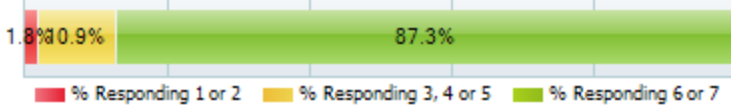
Q022. Classroom Management - Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which: Is safe



	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	2	3.8%
(5)	3	5.7%
(6)	5	9.4%
(7) Extremely	42	79.3%

% Resp = 94.6%
N = 53
Mean = 6.57
Std Dev = 1.07

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	1.8%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	2	3.6%
(5)	4	7.3%
(6)	9	16.4%
(7) Extremely	39	70.9%

% Resp = 98.2%
N = 55
Mean = 6.47
Std Dev = 1.08

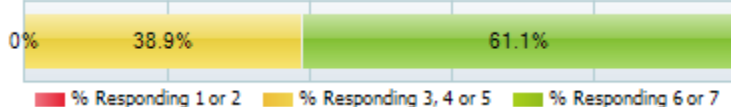
Q024. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Theories of student development



	N	% of Total
(1) Not at all	1	1.9%
(2)	2	3.7%
(3)	5	9.3%
(4) Moderately	6	11.1%
(5)	9	16.7%
(6)	17	31.5%
(7) Extremely	14	25.9%

% Resp = 96.4%
N = 54
Mean = 5.35
Std Dev = 1.53

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)	0	0.0%
(3)	3	5.6%
(4) Moderately	10	18.5%
(5)	8	14.8%
(6)	15	27.8%
(7) Extremely	18	33.3%

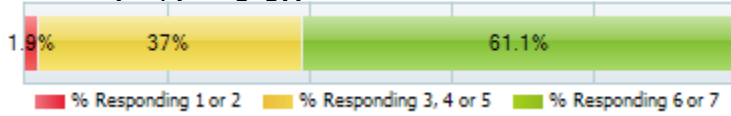
% Resp = 96.4%
N = 54
Mean = 5.65
Std Dev = 1.26

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

	N	% of Total
(1) Not at all	1	1.9%

% Resp = 96.4%
N = 54

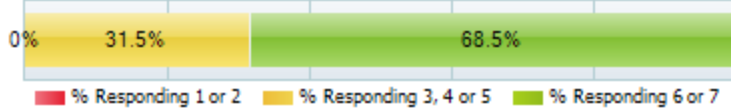
methods (i.e., pedagogy)



Response	N	% of Total
(2)	0	0.0%
(3)	2	3.7%
(4) Moderately	8	14.8%
(5)	10	18.5%
(6)	15	27.8%
(7) Extremely	18	33.3%

Mean = 5.65
Std Dev = 1.34

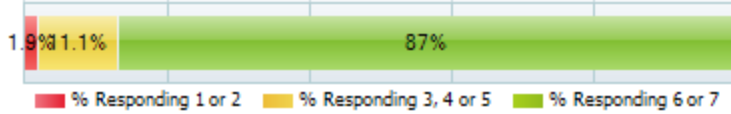
Q027. Content - Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to: Your content field



Response	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	5	9.3%
(5)	12	22.2%
(6)	15	27.8%
(7) Extremely	22	40.7%

% Resp = 96.4%
N = 54
Mean = 6.00
Std Dev = 1.00

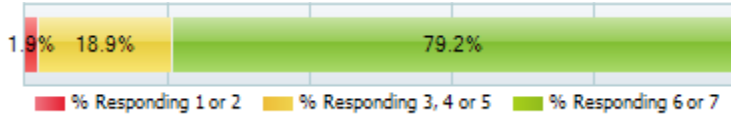
Q028. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	2	3.7%
(4) Moderately	2	3.7%
(5)	2	3.7%
(6)	11	20.4%
(7) Extremely	36	66.7%

% Resp = 96.4%
N = 54
Mean = 6.35
Std Dev = 1.23

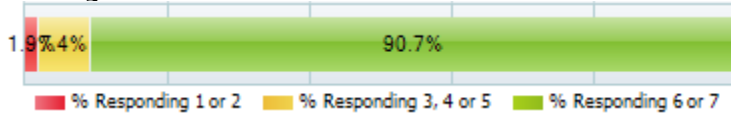
Q029. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Establishing equity in the classroom



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	2	3.8%
(5)	7	13.2%
(6)	8	15.1%
(7) Extremely	34	64.2%

% Resp = 94.6%
N = 53
Mean = 6.28
Std Dev = 1.22

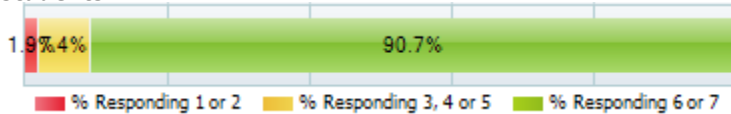
Q030. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Fostering an inclusive learning environment



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	1.9%
(5)	3	5.6%
(6)	8	14.8%
(7) Extremely	41	75.9%

% Resp = 96.4%
N = 54
Mean = 6.57
Std Dev = 1.01

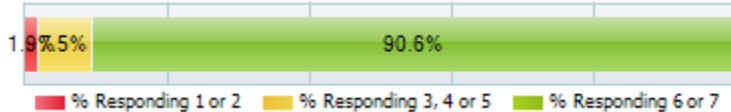
Q031. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Implementing strategies for providing equal access to knowledge and skills for all students



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	0	0.0%
(5)	3	5.6%
(6)	8	14.8%
(7) Extremely	41	75.9%

% Resp = 96.4%
N = 54
Mean = 6.56
Std Dev = 1.07

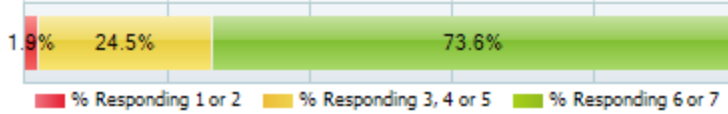
Q032. Diversity - Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by: Relating positively to diverse students



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	1.9%
(5)	3	5.7%
(6)	9	17.0%
(7) Extremely	39	73.6%

% Resp = 94.6%
N = 53
Mean = 6.55
Std Dev = 1.02

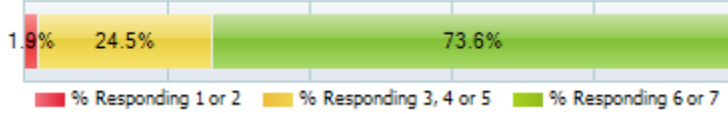
Q033. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Engages students in critical thinking



	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	5.7%
(5)	10	18.9%
(6)	12	22.6%
(7) Extremely	27	50.9%

% Resp = 94.6%
N = 53
Mean = 6.11
Std Dev = 1.18

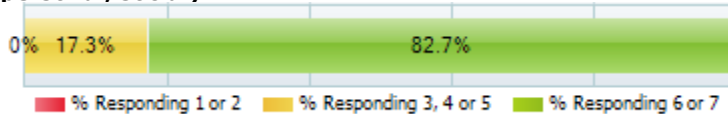
Q034. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Engages students in classroom collaborative problem solving



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.9%
(3)	3	5.7%
(4) Moderately	3	5.7%
(5)	7	13.2%
(6)	16	30.2%
(7) Extremely	23	43.4%

% Resp = 94.6%
N = 53
Mean = 5.94
Std Dev = 1.27

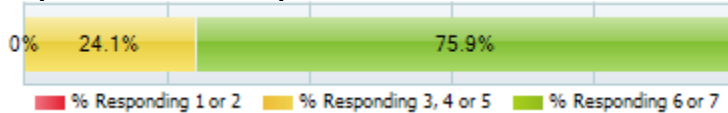
Q035. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Fosters student development in relevant areas (i.e., intellectual, personal, social)



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	5.8%
(5)	6	11.5%
(6)	12	23.1%
(7) Extremely	31	59.6%

% Resp = 92.9%
N = 52
Mean = 6.37
Std Dev = 0.90

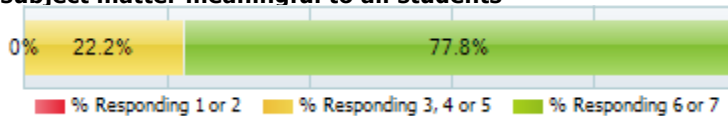
Q036. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Is responsive to student questions



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	1	1.9%
(5)	11	20.4%
(6)	15	27.8%
(7) Extremely	26	48.2%

% Resp = 96.4%
N = 54
Mean = 6.19
Std Dev = 0.94

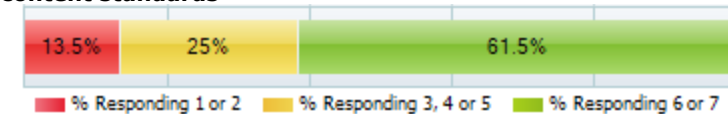
Q037. Instruction - Regarding your current job or graduate school performance, how IMPORTANT is the ability to demonstrate effective classroom instruction which: Makes subject matter meaningful to all students



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	4	7.4%
(5)	8	14.8%
(6)	13	24.1%
(7) Extremely	29	53.7%

% Resp = 96.4%
N = 54
Mean = 6.24
Std Dev = 0.96

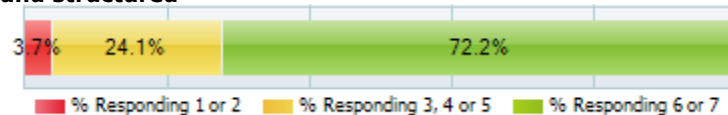
Q038. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Align to relevant content standards



	N	% of Total
(1) Not at all	5	9.6%
(2)	2	3.9%
(3)	0	0.0%
(4) Moderately	7	13.5%
(5)	6	11.5%
(6)	16	30.8%
(7) Extremely	16	30.8%

% Resp = 92.9%
N = 52
Mean = 5.29
Std Dev = 1.86

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

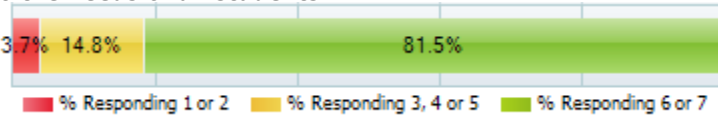


	N	% of Total
(1) Not at all	2	3.7%
(2)	0	0.0%
(3)	2	3.7%
(4) Moderately	4	7.4%
(5)	7	13.0%
(6)	17	31.5%

% Resp = 96.4%
N = 54
Mean = 5.83
Std Dev = 1.44

(7) Extremely	22	40.7%
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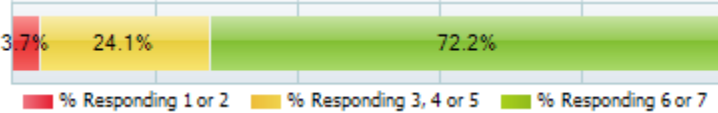
Q040. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Are modified according to the needs of all students



	N	% of Total
(1) Not at all	2	3.7%
(2)	0	0.0%
(3)	2	3.7%
(4) Moderately	0	0.0%
(5)	6	11.1%
(6)	10	18.5%
(7) Extremely	34	63.0%

% Resp = 96.4%
N = 54
Mean = 6.22
Std Dev = 1.40

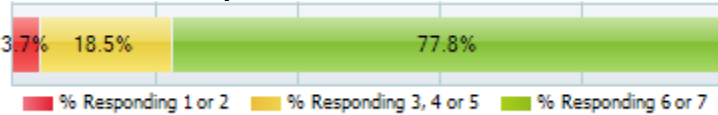
Q041. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Encourage multiple means of student communication (i.e., listening, speaking, writing)



	N	% of Total
(1) Not at all	2	3.7%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	3	5.6%
(5)	9	16.7%
(6)	8	14.8%
(7) Extremely	31	57.4%

% Resp = 96.4%
N = 54
Mean = 6.06
Std Dev = 1.43

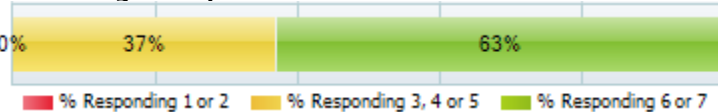
Q042. Lesson Planning - Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that: Integrate activities and materials effectively



	N	% of Total
(1) Not at all	2	3.7%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	2	3.7%
(5)	8	14.8%
(6)	18	33.3%
(7) Extremely	24	44.4%

% Resp = 96.4%
N = 54
Mean = 6.04
Std Dev = 1.29

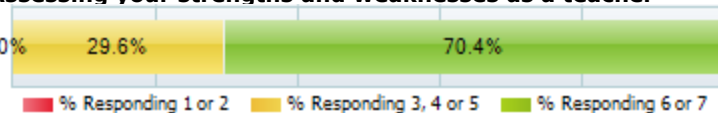
Q043. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Articulating basic professional values and beliefs



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	5	9.3%
(5)	15	27.8%
(6)	16	29.6%
(7) Extremely	18	33.3%

% Resp = 96.4%
N = 54
Mean = 5.87
Std Dev = 0.98

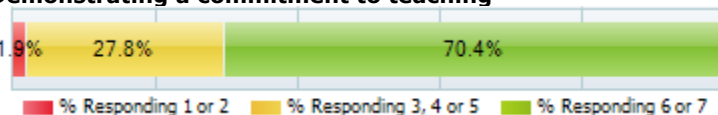
Q044. Professional Development - Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through: Assessing your strengths and weaknesses as a teacher



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	4	7.4%
(5)	11	20.4%
(6)	12	22.2%
(7) Extremely	26	48.2%

% Resp = 96.4%
N = 54
Mean = 6.07
Std Dev = 1.07

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



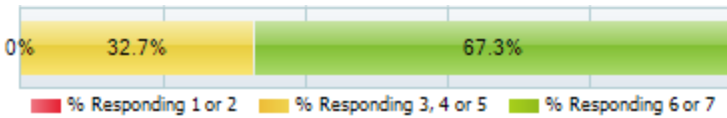
	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	1	1.9%
(4) Moderately	1	1.9%
(5)	13	24.1%
(6)	12	22.2%
(7) Extremely	26	48.2%

% Resp = 96.4%
N = 54
Mean = 6.06
Std Dev = 1.19

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

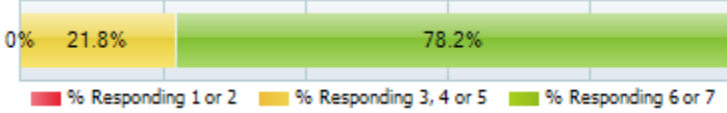
	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	4	7.3%
(4) Moderately	4	7.3%

% Resp = 98.2%
N = 55
Mean = 5.85
Std Dev = 1.23



(5)	10	18.2%
(6)	15	27.3%
(7) Extremely	22	40.0%

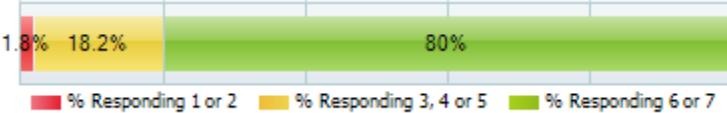
Q047. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Colleagues in your school



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	1.8%
(4) Moderately	2	3.6%
(5)	9	16.4%
(6)	12	21.8%
(7) Extremely	31	56.4%

% Resp = 98.2%
N = 55
Mean = 6.27
Std Dev = 0.98

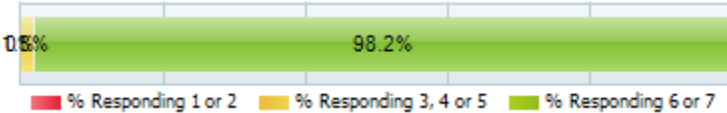
Q048. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Families/guardians of students



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.8%
(3)	1	1.8%
(4) Moderately	3	5.5%
(5)	6	10.9%
(6)	10	18.2%
(7) Extremely	34	61.8%

% Resp = 98.2%
N = 55
Mean = 6.27
Std Dev = 1.15

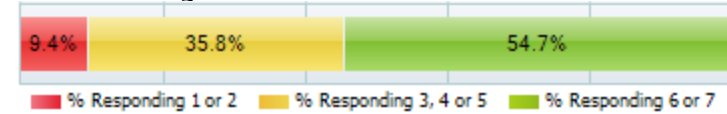
Q049. Professional Relationships - Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with: Students



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	1.8%
(5)	0	0.0%
(6)	4	7.3%
(7) Extremely	50	90.9%

% Resp = 98.2%
N = 55
Mean = 6.87
Std Dev = 0.47

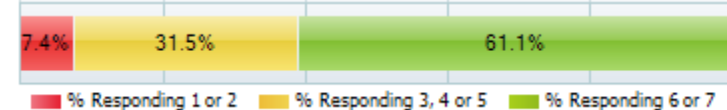
Q050. Technology - Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to: Assess student learning



	N	% of Total
(1) Not at all	4	7.6%
(2)	1	1.9%
(3)	2	3.8%
(4) Moderately	4	7.6%
(5)	13	24.5%
(6)	11	20.8%
(7) Extremely	18	34.0%

% Resp = 94.6%
N = 53
Mean = 5.38
Std Dev = 1.74

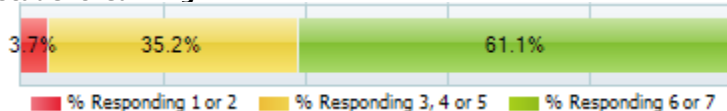
Q051. Technology - Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to: Improve the classroom experience



	N	% of Total
(1) Not at all	2	3.7%
(2)	2	3.7%
(3)	2	3.7%
(4) Moderately	6	11.1%
(5)	9	16.7%
(6)	12	22.2%
(7) Extremely	21	38.9%

% Resp = 96.4%
N = 54
Mean = 5.56
Std Dev = 1.63

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	0	0.0%
(2)	2	3.7%
(3)	2	3.7%
(4) Moderately	6	11.1%
(5)	11	20.4%
(6)	14	25.9%
(7) Extremely	19	35.2%

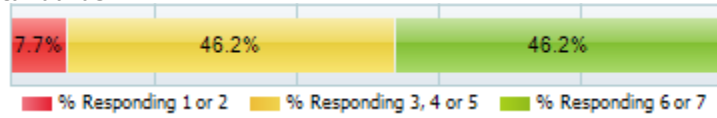
% Resp = 96.4%
N = 54
Mean = 5.67
Std Dev = 1.35

Q053. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Align assessments with relevant

	N	% of Total
(1) Not at all	3	5.8%

% Resp = 92.9%
N = 52

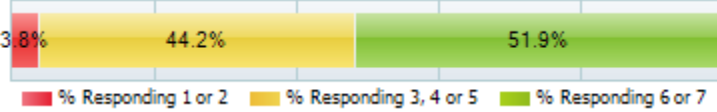
standards



Response	N	% of Total
(2)	1	1.9%
(3)	2	3.9%
(4) Moderately	7	13.5%
(5)	15	28.9%
(6)	10	19.2%
(7) Extremely	14	26.9%

Mean = 5.23
Std Dev = 1.61

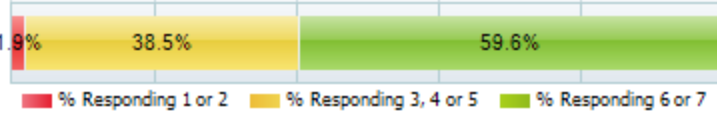
Q054. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Create effective assignments for all students



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	1	1.9%
(3)	3	5.8%
(4) Moderately	6	11.5%
(5)	14	26.9%
(6)	14	26.9%
(7) Extremely	13	25.0%

% Resp = 92.9%
N = 52
Mean = 5.40
Std Dev = 1.39

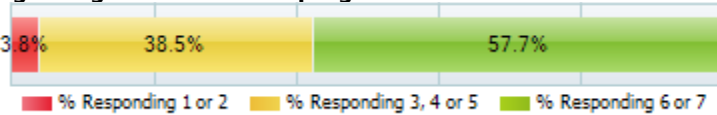
Q055. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Provide evidence of student academic growth



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	0	0.0%
(3)	4	7.7%
(4) Moderately	4	7.7%
(5)	12	23.1%
(6)	17	32.7%
(7) Extremely	14	26.9%

% Resp = 92.9%
N = 52
Mean = 5.56
Std Dev = 1.34

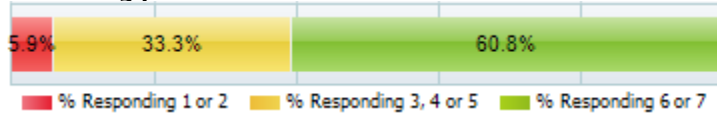
Q056. Assessment - How well did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Provide timely feedback to students regarding their academic progress



Response	N	% of Total
(1) Not at all	1	1.9%
(2)	1	1.9%
(3)	3	5.8%
(4) Moderately	9	17.3%
(5)	8	15.4%
(6)	14	26.9%
(7) Extremely	16	30.8%

% Resp = 92.9%
N = 52
Mean = 5.46
Std Dev = 1.47

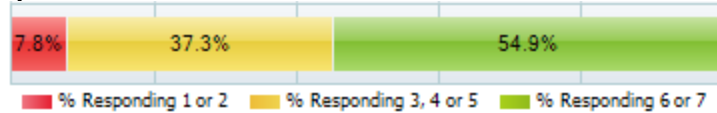
Q057. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Actively engages students in the learning process



Response	N	% of Total
(1) Not at all	2	3.9%
(2)	1	2.0%
(3)	1	2.0%
(4) Moderately	6	11.8%
(5)	10	19.6%
(6)	16	31.4%
(7) Extremely	15	29.4%

% Resp = 91.1%
N = 51
Mean = 5.53
Std Dev = 1.49

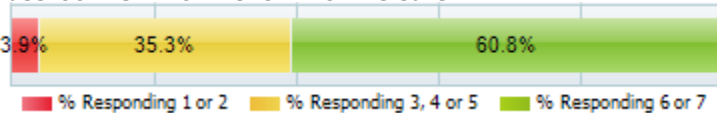
Q058. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Establishes appropriate expectations for student behavior



Response	N	% of Total
(1) Not at all	2	3.9%
(2)	2	3.9%
(3)	3	5.9%
(4) Moderately	5	9.8%
(5)	11	21.6%
(6)	14	27.5%
(7) Extremely	14	27.5%

% Resp = 91.1%
N = 51
Mean = 5.33
Std Dev = 1.60

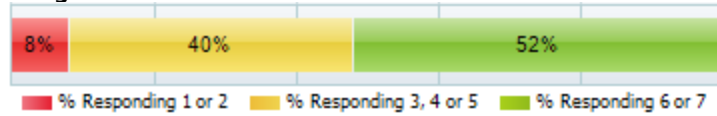
Q059. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Is safe



Response	N	% of Total
(1) Not at all	1	2.0%
(2)	1	2.0%
(3)	1	2.0%
(4) Moderately	9	17.7%
(5)	8	15.7%
(6)	12	23.5%
(7) Extremely	19	37.3%

% Resp = 91.1%
N = 51
Mean = 5.63
Std Dev = 1.44

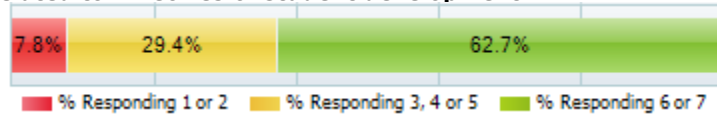
Q060. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Reflects appropriate classroom management skills



	N	% of Total
(1) Not at all	2	4.0%
(2)	2	4.0%
(3)	2	4.0%
(4) Moderately	8	16.0%
(5)	10	20.0%
(6)	14	28.0%
(7) Extremely	12	24.0%

% Resp = 89.3%
N = 50
Mean = 5.24
Std Dev = 1.58

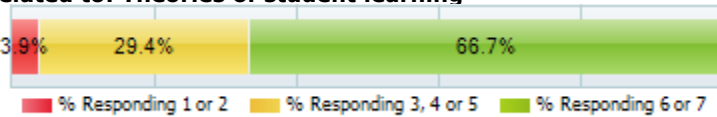
Q061. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of student development



	N	% of Total
(1) Not at all	2	3.9%
(2)	2	3.9%
(3)	0	0.0%
(4) Moderately	4	7.8%
(5)	11	21.6%
(6)	17	33.3%
(7) Extremely	15	29.4%

% Resp = 91.1%
N = 51
Mean = 5.57
Std Dev = 1.50

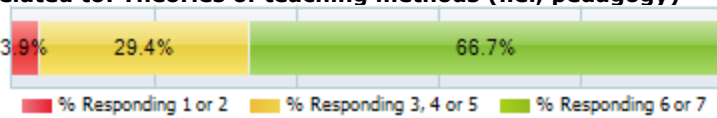
Q062. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of student learning



	N	% of Total
(1) Not at all	2	3.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	5	9.8%
(5)	10	19.6%
(6)	17	33.3%
(7) Extremely	17	33.3%

% Resp = 91.1%
N = 51
Mean = 5.75
Std Dev = 1.36

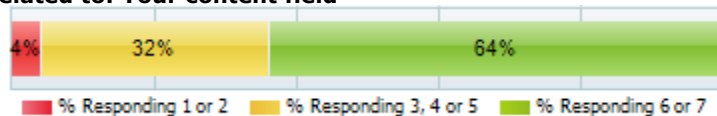
Q063. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of teaching methods (i.e., pedagogy)



	N	% of Total
(1) Not at all	2	3.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	5.9%
(5)	12	23.5%
(6)	13	25.5%
(7) Extremely	21	41.2%

% Resp = 91.1%
N = 51
Mean = 5.86
Std Dev = 1.36

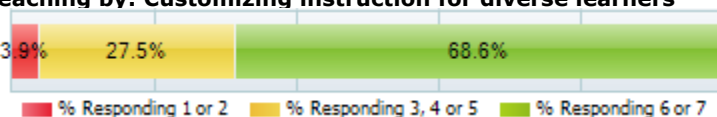
Q064. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Your content field



	N	% of Total
(1) Not at all	1	2.0%
(2)	1	2.0%
(3)	1	2.0%
(4) Moderately	7	14.0%
(5)	8	16.0%
(6)	10	20.0%
(7) Extremely	22	44.0%

% Resp = 89.3%
N = 50
Mean = 5.76
Std Dev = 1.45

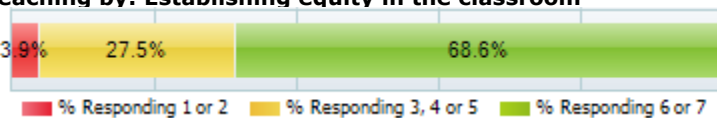
Q065. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners



	N	% of Total
(1) Not at all	2	3.9%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	5.9%
(5)	11	21.6%
(6)	13	25.5%
(7) Extremely	22	43.1%

% Resp = 91.1%
N = 51
Mean = 5.90
Std Dev = 1.36

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

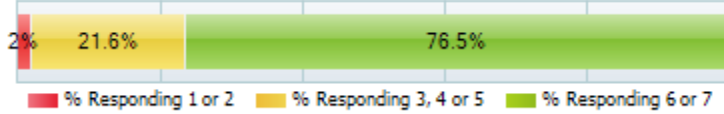


	N	% of Total
(1) Not at all	1	2.0%
(2)	1	2.0%
(3)	3	5.9%
(4) Moderately	2	3.9%
(5)	9	17.7%
(6)	15	29.4%

% Resp = 91.1%
N = 51
Mean = 5.78
Std Dev = 1.42

(7) Extremely	20	39.2%
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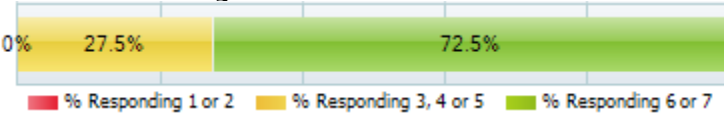
Q067. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Fostering an inclusive learning environment



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	2.0%
(3)	3	5.9%
(4) Moderately	2	3.9%
(5)	6	11.8%
(6)	15	29.4%
(7) Extremely	24	47.1%

% Resp = 91.1%
N = 51
Mean = 6.02
Std Dev = 1.26

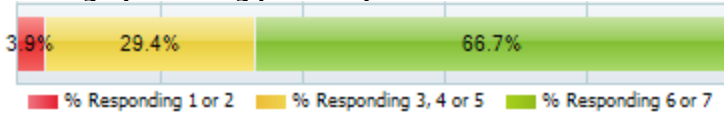
Q068. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Implementing strategies for providing equal access to knowledge and skills for all students



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	6	11.8%
(5)	7	13.7%
(6)	17	33.3%
(7) Extremely	20	39.2%

% Resp = 91.1%
N = 51
Mean = 5.96
Std Dev = 1.08

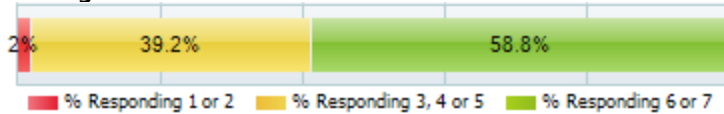
Q069. Diversity - How well did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Relating positively to diverse students



	N	% of Total
(1) Not at all	1	2.0%
(2)	1	2.0%
(3)	1	2.0%
(4) Moderately	7	13.7%
(5)	7	13.7%
(6)	13	25.5%
(7) Extremely	21	41.2%

% Resp = 91.1%
N = 51
Mean = 5.76
Std Dev = 1.42

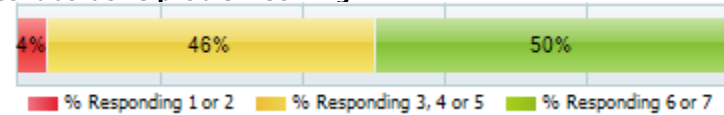
Q070. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Engages students in critical thinking



	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	5	9.8%
(5)	14	27.5%
(6)	21	41.2%
(7) Extremely	9	17.7%

% Resp = 91.1%
N = 51
Mean = 5.55
Std Dev = 1.14

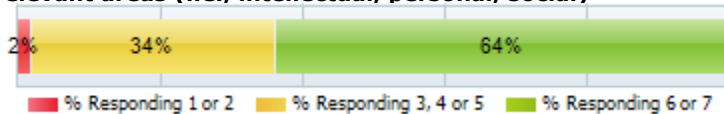
Q071. Instruction - How well did the teacher education program enhance your ability to demonstrate effective classroom instruction which: Engages students in collaborative problem solving



	N	% of Total
(1) Not at all	1	2.0%
(2)	1	2.0%
(3)	0	0.0%
(4) Moderately	6	12.0%
(5)	17	34.0%
(6)	15	30.0%
(7) Extremely	10	20.0%

% Resp = 89.3%
N = 50
Mean = 5.44
Std Dev = 1.24

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)



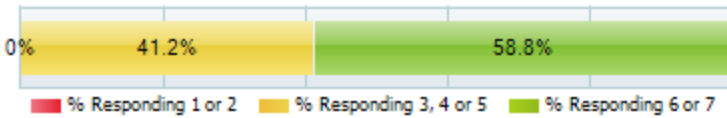
	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	7	14.0%
(5)	10	20.0%
(6)	18	36.0%
(7) Extremely	14	28.0%

% Resp = 89.3%
N = 50
Mean = 5.70
Std Dev = 1.20

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

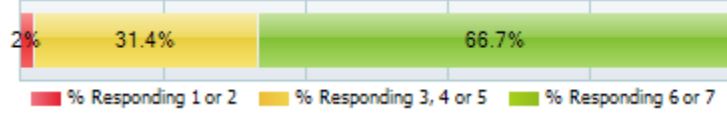
	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	5	9.8%

% Resp = 91.1%
N = 51
Mean = 5.67
Std Dev = 0.98



(5)	15	29.4%
(6)	19	37.3%
(7) Extremely	11	21.6%

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	2.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	4	7.8%
(5)	11	21.6%
(6)	18	35.3%
(7) Extremely	16	31.4%

% Resp = 91.1%
N = 51
Mean = 5.78
Std Dev = 1.21

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	2	3.9%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	3	5.9%
(5)	17	33.3%
(6)	12	23.5%
(7) Extremely	16	31.4%

% Resp = 91.1%
N = 51
Mean = 5.61
Std Dev = 1.37

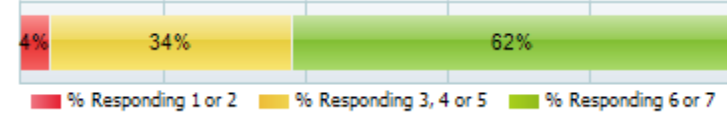
Q076. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Are appropriately paced and structured



	N	% of Total
(1) Not at all	2	3.9%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	3	5.9%
(5)	19	37.3%
(6)	12	23.5%
(7) Extremely	14	27.5%

% Resp = 91.1%
N = 51
Mean = 5.53
Std Dev = 1.35

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	2	4.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	3	6.0%
(5)	13	26.0%
(6)	13	26.0%
(7) Extremely	18	36.0%

% Resp = 89.3%
N = 50
Mean = 5.72
Std Dev = 1.40

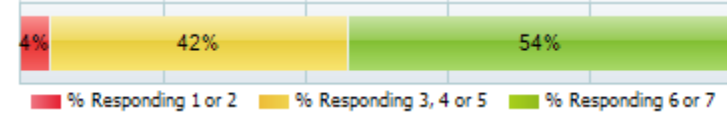
Q078. Lesson Planning - How well did the teacher education program enhance your ability to develop effective lesson plans that: Encourage multiple means of student communication (i.e., listening, speaking, writing)



	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	5	9.8%
(5)	14	27.5%
(6)	10	19.6%
(7) Extremely	20	39.2%

% Resp = 91.1%
N = 51
Mean = 5.76
Std Dev = 1.29

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	2	4.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	4	8.0%
(5)	16	32.0%
(6)	14	28.0%
(7) Extremely	13	26.0%

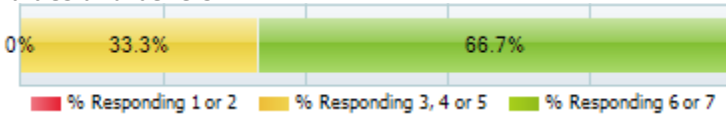
% Resp = 89.3%
N = 50
Mean = 5.52
Std Dev = 1.36

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

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

% Resp = 91.1%
N = 51

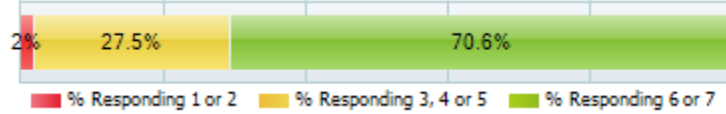
values and beliefs



Response	N	% of Total
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	4	7.8%
(5)	12	23.5%
(6)	15	29.4%
(7) Extremely	19	37.3%

Mean = 5.92
Std Dev = 1.04

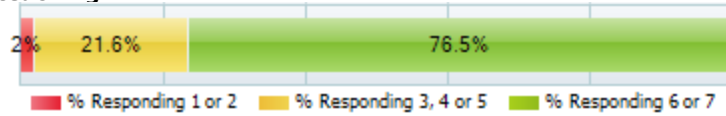
Q081. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Assessing your strengths and weaknesses as a teacher



Response	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	1	2.0%
(4) Moderately	2	3.9%
(5)	11	21.6%
(6)	16	31.4%
(7) Extremely	20	39.2%

% Resp = 91.1%
N = 51
Mean = 5.94
Std Dev = 1.19

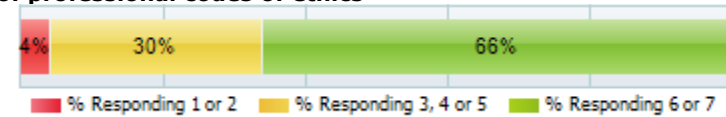
Q082. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Demonstrating a commitment to teaching



Response	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	5.9%
(5)	8	15.7%
(6)	18	35.3%
(7) Extremely	21	41.2%

% Resp = 91.1%
N = 51
Mean = 6.04
Std Dev = 1.14

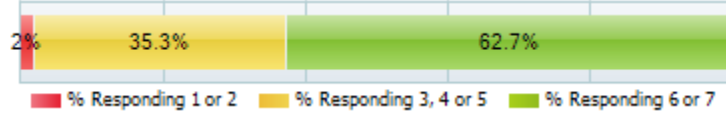
Q083. Professional Development - How well did the teacher education program enhance your ability to display appropriate professional skills through: Demonstrating an understanding of professional codes of ethics



Response	N	% of Total
(1) Not at all	0	0.0%
(2)	2	4.0%
(3)	1	2.0%
(4) Moderately	6	12.0%
(5)	8	16.0%
(6)	14	28.0%
(7) Extremely	19	38.0%

% Resp = 89.3%
N = 50
Mean = 5.76
Std Dev = 1.34

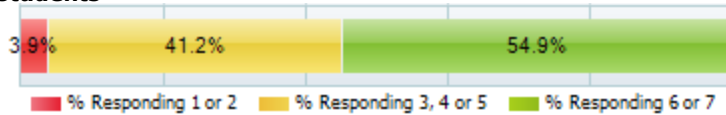
Q084. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Colleagues in your school



Response	N	% of Total
(1) Not at all	1	2.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	6	11.8%
(5)	12	23.5%
(6)	20	39.2%
(7) Extremely	12	23.5%

% Resp = 91.1%
N = 51
Mean = 5.67
Std Dev = 1.15

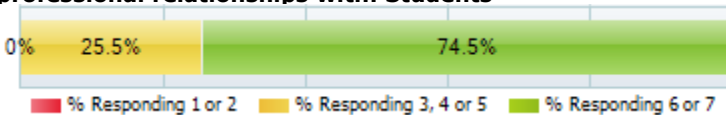
Q085. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Families/guardians of students



Response	N	% of Total
(1) Not at all	0	0.0%
(2)	2	3.9%
(3)	3	5.9%
(4) Moderately	7	13.7%
(5)	11	21.6%
(6)	9	17.7%
(7) Extremely	19	37.3%

% Resp = 91.1%
N = 51
Mean = 5.55
Std Dev = 1.45

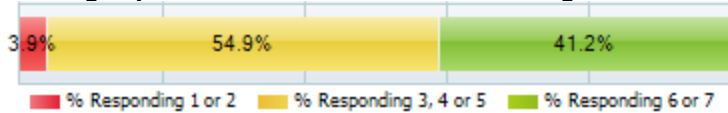
Q086. Professional Relationships - How well did the teacher education program enhance your ability to build collaborative professional relationships with: Students



Response	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	2	3.9%
(4) Moderately	4	7.8%
(5)	7	13.7%
(6)	13	25.5%
(7) Extremely	25	49.0%

% Resp = 91.1%
N = 51
Mean = 6.08
Std Dev = 1.13

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	1	2.0%
(2)	1	2.0%
(3)	2	3.9%
(4) Moderately	11	21.6%
(5)	15	29.4%
(6)	13	25.5%
(7) Extremely	8	15.7%

% Resp = 91.1%
N = 51
Mean = 5.14
Std Dev = 1.31

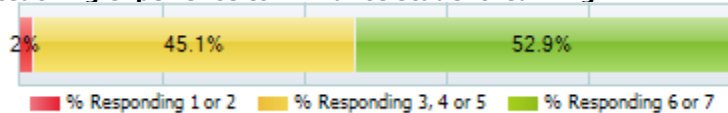
Q088. Technology - How well did the teacher education program enhance your ability to integrate technology into the teaching experience to: Improve the classroom experience



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	2.0%
(3)	2	3.9%
(4) Moderately	7	13.7%
(5)	15	29.4%
(6)	16	31.4%
(7) Extremely	10	19.6%

% Resp = 91.1%
N = 51
Mean = 5.43
Std Dev = 1.18

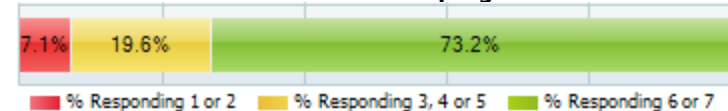
Q089. Technology - How well did the teacher education program enhance your ability to integrate technology into the teaching experience to: Enhance student learning



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	2.0%
(3)	2	3.9%
(4) Moderately	7	13.7%
(5)	14	27.5%
(6)	16	31.4%
(7) Extremely	11	21.6%

% Resp = 91.1%
N = 51
Mean = 5.47
Std Dev = 1.19

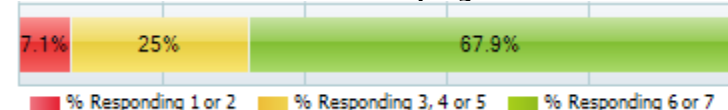
Q090. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you satisfied with the teacher education program?



	N	% of Total
(1) Not at all	1	1.8%
(2)	3	5.4%
(3)	1	1.8%
(4) Moderately	2	3.6%
(5)	8	14.3%
(6)	22	39.3%
(7) Extremely	19	33.9%

% Resp = 100.0%
N = 56
Mean = 5.77
Std Dev = 1.43

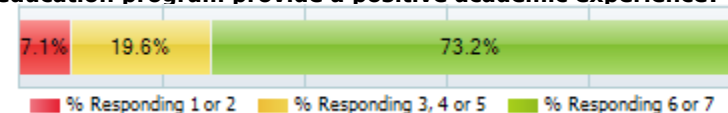
Q091. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Would you recommend the teacher education program to a close friend?



	N	% of Total
(1) Not at all	1	1.8%
(2)	3	5.4%
(3)	2	3.6%
(4) Moderately	4	7.1%
(5)	8	14.3%
(6)	14	25.0%
(7) Extremely	24	42.9%

% Resp = 100.0%
N = 56
Mean = 5.73
Std Dev = 1.55

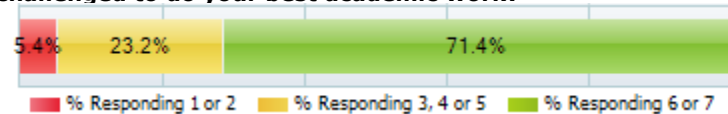
Q092. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Did the teacher education program provide a positive academic experience?



	N	% of Total
(1) Not at all	1	1.8%
(2)	3	5.4%
(3)	0	0.0%
(4) Moderately	4	7.1%
(5)	7	12.5%
(6)	15	26.8%
(7) Extremely	26	46.4%

% Resp = 100.0%
N = 56
Mean = 5.89
Std Dev = 1.47

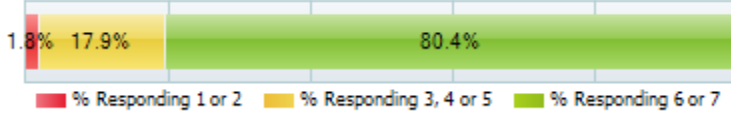
Q093. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you challenged to do your best academic work?



	N	% of Total
(1) Not at all	2	3.6%
(2)	1	1.8%
(3)	1	1.8%
(4) Moderately	2	3.6%
(5)	10	17.9%
(6)	13	23.2%

% Resp = 100.0%
N = 56
Mean = 5.93
Std Dev = 1.46

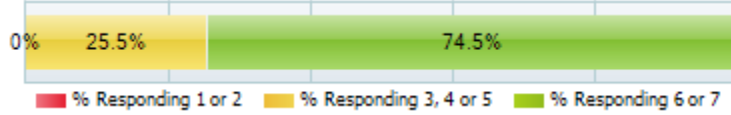
Q094. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you motivated to do your best academic work?



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	1.8%
(3)	1	1.8%
(4) Moderately	4	7.1%
(5)	5	8.9%
(6)	16	28.6%
(7) Extremely	29	51.8%

% Resp = 100.0%
N = 56
Mean = 6.16
Std Dev = 1.15

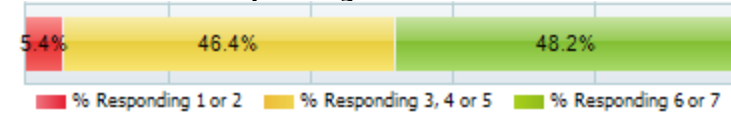
Q095. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Was the information you learned applicable to your future career?



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	1.8%
(4) Moderately	6	10.9%
(5)	7	12.7%
(6)	17	30.9%
(7) Extremely	24	43.6%

% Resp = 98.2%
N = 55
Mean = 6.04
Std Dev = 1.08

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?



	N	% of Total
(1) Very poor	0	0.0%
(2) Poor	3	5.4%
(3) Fair	5	8.9%
(4) Good	9	16.1%
(5) Very good	12	21.4%
(6) Excellent	14	25.0%
(7) Exceptional	13	23.2%

% Resp = 100.0%
N = 56
Mean = 5.21
Std Dev = 1.46

LA097. How can we improve the teacher education program for future students? (N=33)

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Answer

If we can have placements in schools sooner that would be helpful. I love the theories, but sometimes the materials was so theory-heavy that it felt irrelevant to the demands and stresses of actual teaching. I would like to see more of a bridge between the two.

By creating distance learning programs that are as rigorous as the in person programs and having them become available to learners who can't afford to move to the US for a degree.

Elem Ed: include more foundational methodology and pedagogy, a lot was supplemental but failed to address basics within the field. For not requiring any prior education course, there needs to be more of this. Reading Ed: phonics instruction and teaching methods

Expose your students to in depth lesson planning, but don't take it too far where one lesson becomes several pages long. They will NEVER use it. My "plans" are in a 1"x1" square in my planner. Curriculums are scripted. What they need to know about lesson planning is how to take a horrible curriculum and adapting it into something meaningful, engaging, and (appropriately) rigorous their students — not just how to create something from scratch. Yes that's important, but it's nowhere near as common as the daily task of enhancing a terrible curriculum.

The program was exceptional for research, professionalism, and setting high standards. It needs improvement in the areas of practical and effective ways to teach in a classroom setting. Most of the professors did not have ample teaching experience or the ability to generalize research to the daily lives of a teacher.

There were few professors that were experienced and willing to teach courses or provide information/relevant course materials geared towards middle school/high school students with disabilities. I found myself in classes with juniors in college due to the lack of classes and students interested in the subject. There was a lack of rigor that came along with this. I audited classes in the severe track to provide myself with more information that would be relevant for high school students (i.e., discussing sexual health, transition outcomes, community involvement). Moreover, many of the teacher ed staff members were more committed to their research than engaging with graduate students. My advisor never met with me once despite working in her research lab. Without the applied behavioral analysis program (and the faculty) and my own decisions to seek out more information/experiences I would not be in the job that I am today. Additionally, I was in a number of classes that yielded only problematic conversations based on the beliefs and anecdotes of the professor. While everyone can have their own opinions, there were several times this professor minimized the humanity of others, refused to hear other opinions on topics like diversity, gender, and equity in education, and complained when anyone disagreed with her. Not only did this make learning difficult but left a bad taste in my mouth for lack of a better word regarding how Vanderbilt would like it's professors to engage with sometimes difficult topics. Only in my ABA classes was trauma, race, and gender truly discussed and explored with an academic lens. For this program to improve significant changes would have to be made in both course work and the quality of professors.

Allow for more decisions on who advisors will be for the student to best meet our needs.
Have a field coordinator who is professional and actually has time devoted to plan meaningful field placements
Incorporate specific coursework related to effective classroom/behavior management practices.
n/a
It would be helpful to create more of a toolbox for classroom management. I felt like what we learned at school was more theoretical or best case scenario tools. I also wish that Two Rivers Middle School wasn't an option for residency. I had a very negative experience there that was detrimental to my mental health.
For science education majors, having some sort of separate course or discussion section that focuses on learning the material (shift away from weed out culture) and/or talks about how the pure sciences exist in real life (to give us ideas for phenomena). I don't feel like I knew my content as well because I was just trying to get through with a decent grade while so many of my classes were weed outs.
There should be a comprehensive track for k-8 high incidence in K-8 hasn't been practical in my experience as a high incidence teacher in an elementary school this year. I have had students on both sides and have not had the knowledge to be able to support them all due to not having education in low incidence.
More practical applications to teaching. At my current teaching job I was very unprepared for how the classroom actually operates.
This program has some amazing professors and coursework, but it is too expensive. Particularly for teachers (who will be going to into low-salary service positions), the price tag is hard to justify.
Varied assessment practices, class on management (classroom ecology pretends to be this but isn't enough). More discussions with professors or active teachers about what the articles we read look like in practice.
Emphasize practicum/student teaching experience over traditional classwork- real life classroom experiences and lessons from my mentor teachers are what have stuck with me in my first year teaching, and I wish I had been able to immerse myself more deeply in those classrooms as opposed to spending the majority of my time on classwork. More instruction on managing paraprofessionals would be great as well- managing other adults is far and away the most difficult part of my job, and the one I feel least equipped for! Overall, I'm very happy with the quality of instruction I received at Peabody and feel that it's serving me well in my career. I was told by a coworker in my first month that I taught as if I'd been in the classroom for years, and I believe that's because of the wide variety of classroom experiences I was provided in college.
Increase rigor— low academic expectations meant that much of the time, I was not doing my best work.
Teach phonics and reading much more explicitly! Have students practice teaching small group reading with integrated phonics and phonological awareness.
The reality of the teaching profession is that there are low-performing students who are reluctant to put in the effort (absenteeism, missing homework, reluctant to participate in classwork). The discourse on deficit thinking helps teachers realize that they may quickly become prejudiced and expect little out of their lower students. But even with expectations raised to an appropriate level, it does not follow that the teacher will have the right tools to motivate and instruct the student. The program should address how teachers can make steady piecemeal efforts in getting these students back on track.
Focus more on classroom management and safety rather than political/social theory. De-emphasize making privileged and/or white students feel ashamed of how they were born/raised - This focus in grad school classes made it very hard for me to positively interact with students of low economic status and/or color; I consistently felt guilty (consciously or subconsciously) around them simply for my background, which made it really hard to be an effective teacher for them. Try to match teaching students with solid, effective professional educators who will model effective teaching, not just educators who share their content/interest.
Vet student teaching placement better
Teach classroom management.
I now teach in a classical, Christian school. I wish that the program at Peabody had introduced us to more types of schools and options for teaching after graduation.
Talk more about Whiteness in the field and how all teachers can develop better relationships with students through self reflection and avoiding deficit mindsets. Bring in more alumni or current teachers to answer questions about teaching, setting up classrooms at the beginning of the year, finding jobs, etc.
I believe the best way to improve the teacher education program is to continually work in integration of teaching and learning and special education. As the field continues to grow I believe it will be highly important for the 2 programs to continue to grow and explore ways of teaching together.
Having "tracks" for a Special Education major (High Incidence vs. Low Incidence) was helpful because it allowed me to focus on a specific student population. I graduated with my degree in High Incidence. However, with the reality of staffing shortages in Special-Ed, my first job out of college was with Low Incidence students. The education program would be improved by still offering focuses, but having students take some overview classes in the other tracks to be more equipped to work with any population.
I cherish my residency experience at Jere Baxter Middle School. It taught me so much about the state of education in this country, motivated me to teach for equity, and connected me with likeminded colleagues. However, the opportunity cost of this residency was a traditional student-teaching experience in which I could benefit from a mentor. At Jere Baxter, my "mentors" were also first-time teachers (one of whom quit within a week, one of whom was fired in November for misconduct, and one of whom continually threatened to quit until the schools closed in

March of 2020). Having a true apprenticeship during my teacher preparation program would have given me the confidence that I sometimes lack even three years into my teaching career.

Provide more opportunities to learn about IEPs and data collection

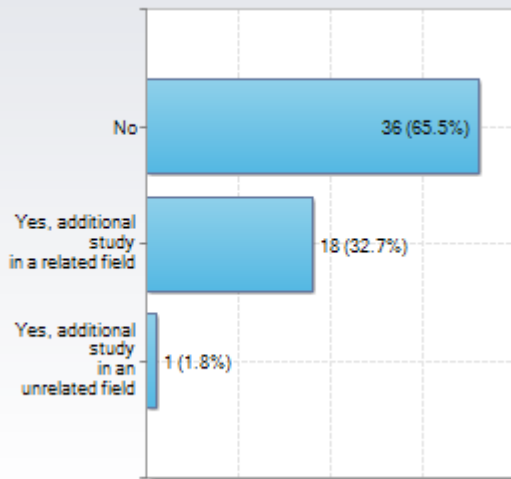
More practical experience in classrooms, more on FBAs for special education, and more explicit lesson planning instruction.

Ensuring mentor teachers understand expectations for having a practicum student / student teacher and are willing and able to act as a helpful and positive role model.

Now that I am currently working my Ed.S it would have helped to be exposed more to special education case law and a more in depth experience since these are two classes that I am taking now and definiently needed more case law background. I understand that the program is designed for teachers, but I am a special education facilitator now and the majority of the program is not applicable to my job anymore. More classes on special education compliance, case law, and implementation of services and accommodations would be helpful if you do not plan to stay in the classroom. Overall my experience at Vanderbilt was GREAT!

n/a

D098. Employment and Education - Did you pursue additional education upon graduation from this institution?

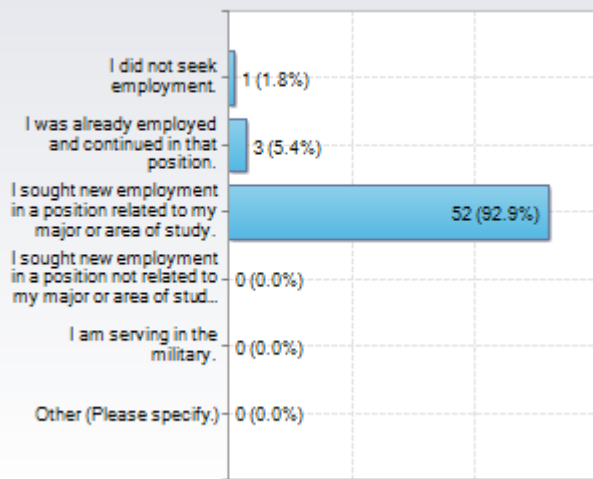


	N	% of Total
No	36	65.5%
Yes, additional study in a related field	18	32.7%
Yes, additional study in an unrelated field	1	1.8%

% Resp = 98.2%

N = 55

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



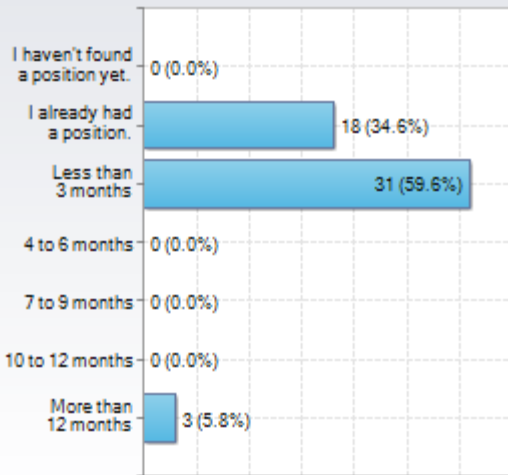
	N	% of Total
I did not seek employment.	1	1.8%
I was already employed and continued in that position.	3	5.4%
I sought new employment in a position related to my major or area of study.	52	92.9%
I sought new employment in a position not related to my major or area of study.	0	0.0%
I am serving in the military.	0	0.0%
Other (Please specify.)	0	0.0%

% Resp = 100.0%

N = 56

Show Branching

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

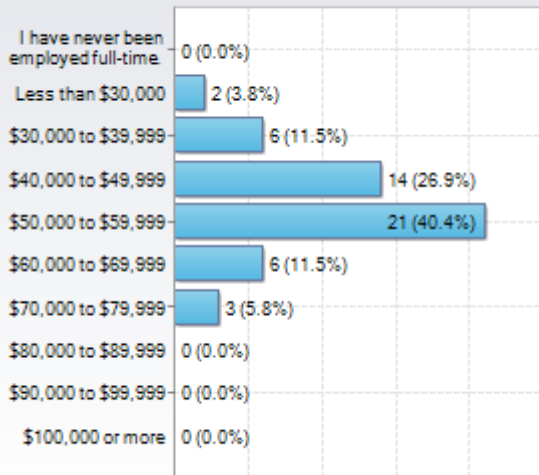


	N	% of Total
I haven't found a position yet.	0	0.0%
I already had a position.	18	34.6%
Less than 3 months	31	59.6%
4 to 6 months	0	0.0%
7 to 9 months	0	0.0%
10 to 12 months	0	0.0%
More than 12 months	3	5.8%

% Resp = 92.9%
N = 52

Show Branching

D101. Employment after Graduation - What was your annual compensation (salary and bonus) of your first full-time position?

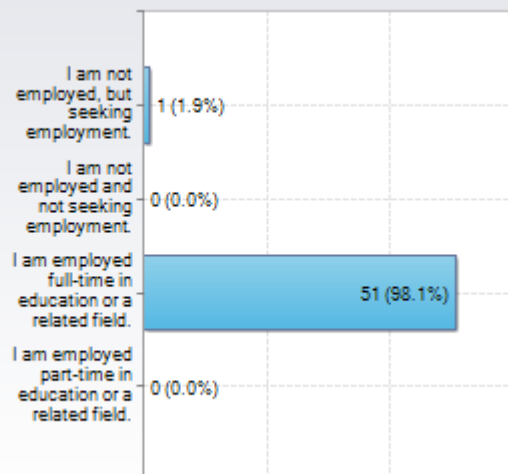


	N	% of Total
I have never been employed full-time.	0	0.0%
Less than \$30,000	2	3.9%
\$30,000 to \$39,999	6	11.5%
\$40,000 to \$49,999	14	26.9%
\$50,000 to \$59,999	21	40.4%
\$60,000 to \$69,999	6	11.5%
\$70,000 to \$79,999	3	5.8%
\$80,000 to \$89,999	0	0.0%
\$90,000 to \$99,999	0	0.0%
\$100,000 or more	0	0.0%

% Resp = 92.9%
N = 52

Show Branching

D102. Employment after Graduation - What is your current employment status?

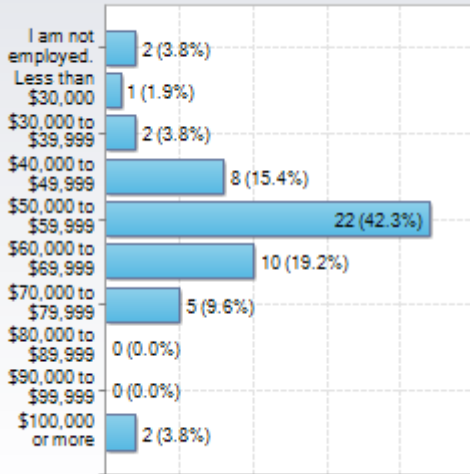


	N	% of Total
I am not employed, but seeking employment.	1	1.9%
I am not employed and not seeking employment.	0	0.0%
I am employed full-time in education or a related field.	51	98.1%
I am employed part-time in education or a related field.	0	0.0%

% Resp = 92.9%
N = 52

Show Branching

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

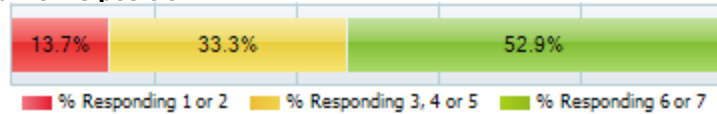


	N	% of Total
I am not employed.	2	3.9%
Less than \$30,000	1	1.9%
\$30,000 to \$39,999	2	3.9%
\$40,000 to \$49,999	8	15.4%
\$50,000 to \$59,999	22	42.3%
\$60,000 to \$69,999	10	19.2%
\$70,000 to \$79,999	5	9.6%
\$80,000 to \$89,999	0	0.0%
\$90,000 to \$99,999	0	0.0%
\$100,000 or more	2	3.9%

% Resp = 92.9%
N = 52

Show 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	11.8%
(2)	1	2.0%
(3)	3	5.9%
(4) Moderately	6	11.8%
(5)	8	15.7%
(6)	11	21.6%
(7) Extremely	16	31.4%

% Resp = 91.1%
N = 51
Mean = 5.08
Std Dev = 1.97

Show 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?

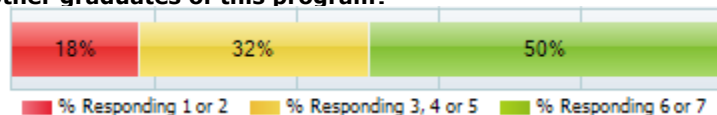


	N	% of Total
(1) Not at all	7	14.0%
(2)	3	6.0%
(3)	5	10.0%
(4) Moderately	5	10.0%
(5)	6	12.0%
(6)	10	20.0%
(7) Extremely	14	28.0%

% Resp = 89.3%
N = 50
Mean = 4.72
Std Dev = 2.13

Show 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	5	10.0%
(2)	4	8.0%
(3)	3	6.0%
(4) Moderately	7	14.0%
(5)	6	12.0%
(6)	12	24.0%
(7) Extremely	13	26.0%

% Resp = 89.3%
N = 50
Mean = 4.86
Std Dev = 1.99

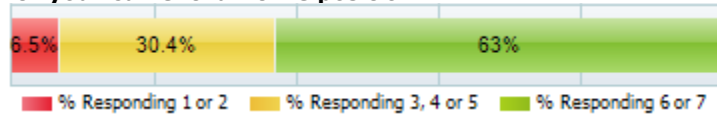
Show Branching

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

	N	% of Total
(1) Not at all	2	4.4%
(2)	1	2.2%

% Resp = 82.1%
N = 46
Mean = 5.59

with your current full-time position?

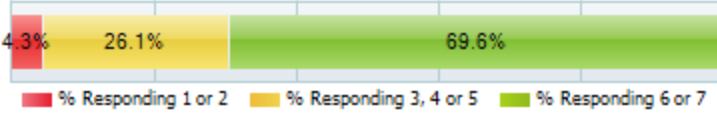


(3)	1	2.2%
(4) Moderately	6	13.0%
(5)	7	15.2%
(6)	12	26.1%
(7) Extremely	17	37.0%

Std Dev = 1.58

Show 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	2	4.4%
(2)	0	0.0%
(3)	3	6.5%
(4) Moderately	4	8.7%
(5)	5	10.9%
(6)	15	32.6%
(7) Extremely	17	37.0%

% Resp = 82.1%

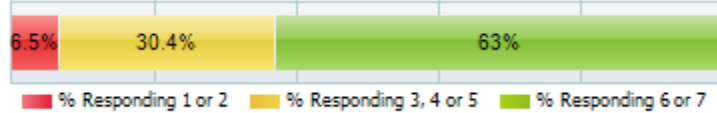
N = 46

Mean = 5.67

Std Dev = 1.55

Show 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	2	4.4%
(2)	1	2.2%
(3)	2	4.4%
(4) Moderately	6	13.0%
(5)	6	13.0%
(6)	13	28.3%
(7) Extremely	16	34.8%

% Resp = 82.1%

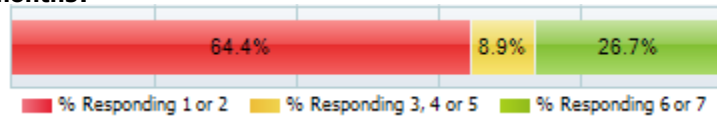
N = 46

Mean = 5.52

Std Dev = 1.61

Show 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	24	53.3%
(2)	5	11.1%
(3)	2	4.4%
(4) Moderately	1	2.2%
(5)	1	2.2%
(6)	1	2.2%
(7) Extremely	11	24.4%

% Resp = 80.4%

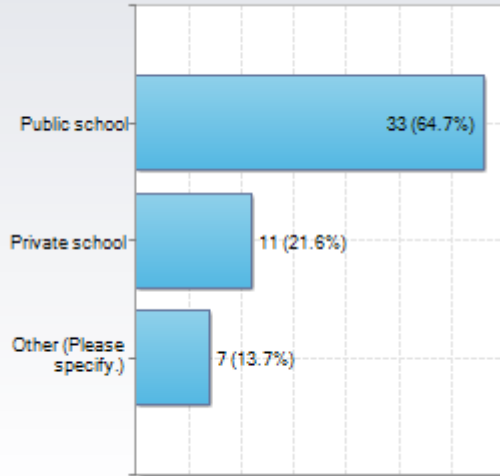
N = 45

Mean = 2.93

Std Dev = 2.54

Show Branching

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



	N	% of Total
Public school	33	64.7%
Private school	11	21.6%
Other (Please specify.)	7	13.7%

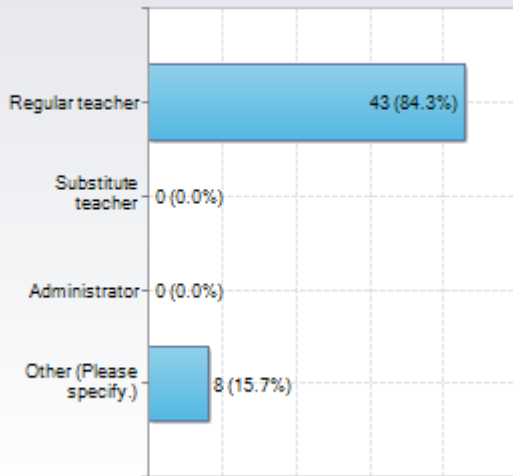
% Resp = 91.1%
N = 51

Other (Please specify.)

Answer
Charter School
Homeschool Learning Center
Educational consulting
School and home based ABA services
Non-profit
non-profit
ABA Clinic Setting

Show Branching

D112. What best describes your current position?



	N	% of Total
Regular teacher	43	84.3%
Substitute teacher	0	0.0%
Administrator	0	0.0%
Other (Please specify.)	8	15.7%

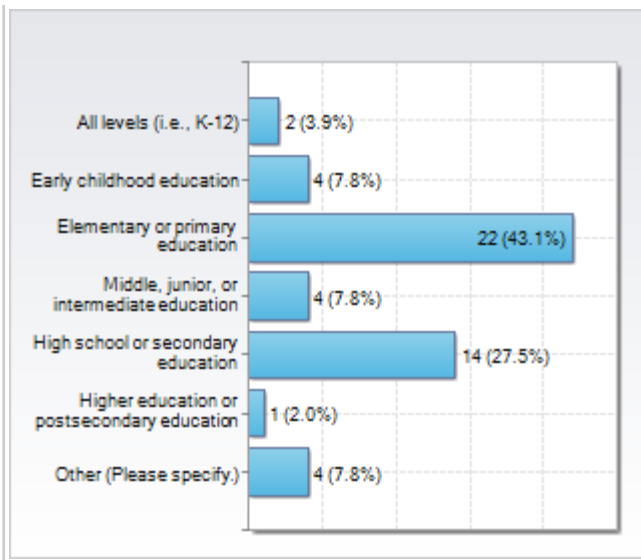
% Resp = 91.1%
N = 51

Other (Please specify.)

Answer
Reading specialist
Sped ELA teacher
Client relations
BCBA
Non-profit
non-profit program manager
BCBA
Special Education Facilitator

Show Branching

D113. What best describes the grade level of your students?



	N	% of Total
All levels (i.e., K-12)	2	3.9%
Early childhood education	4	7.8%
Elementary or primary education	22	43.1%
Middle, junior, or intermediate education	4	7.8%
High school or secondary education	14	27.5%
Higher education or postsecondary education	1	2.0%
Other (Please specify.)	4	7.8%

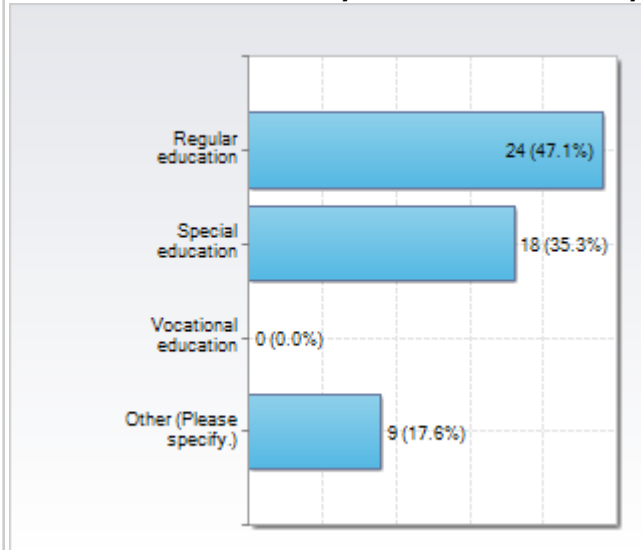
% Resp = 91.1%
N = 51

Other (Please specify.)

Answer
Transition 18-21
6th thru 10th grade
PreK through 8
N/A

Show Branching

D114. What best describes you current classroom type?



	N	% of Total
Regular education	24	47.1%
Special education	18	35.3%
Vocational education	0	0.0%
Other (Please specify.)	9	17.7%

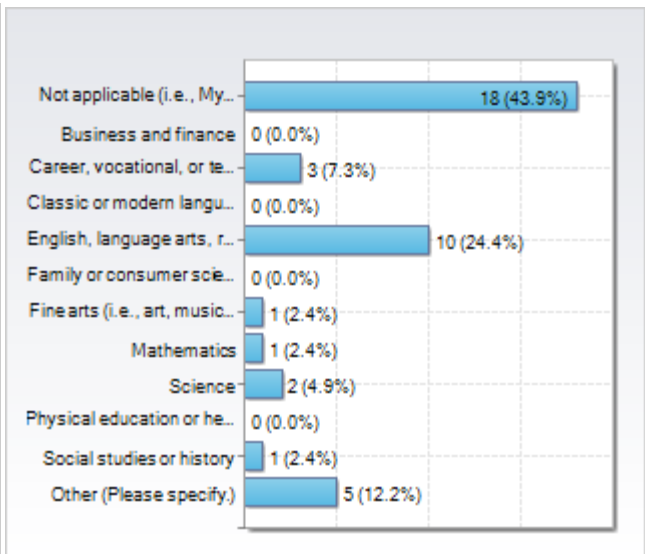
% Resp = 91.1%
N = 51

Other (Please specify.)

Answer
Reading specialist
Integrate Co-Taught Classroom- Inclusion Classroom with 1 general education teacher and 1 special education teacher.
English Language Development
NEST Program School. Regular education class with higher population of students on the autism spectrum
N/a
N/A
n/a
ABA Clinic
I run the special education department at an elementary school and ensure the compliance for SPED.

Show Branching

D115. If your primary level of teaching is middle or secondary education, what best describes your primary content area?



	N	% of Total
Not applicable (i.e., My primary level of teaching is not middle or secondary education.)	18	43.9%
Business and finance	0	0.0%
Career, vocational, or technical education	3	7.3%
Classic or modern languages	0	0.0%
English, language arts, reading, or speech	10	24.4%
Family or consumer sciences	0	0.0%
Fine arts (i.e., art, music, theater)	1	2.4%
Mathematics	1	2.4%
Science	2	4.9%
Physical education or health	0	0.0%
Social studies or history	1	2.4%
Other (Please specify.)	5	12.2%

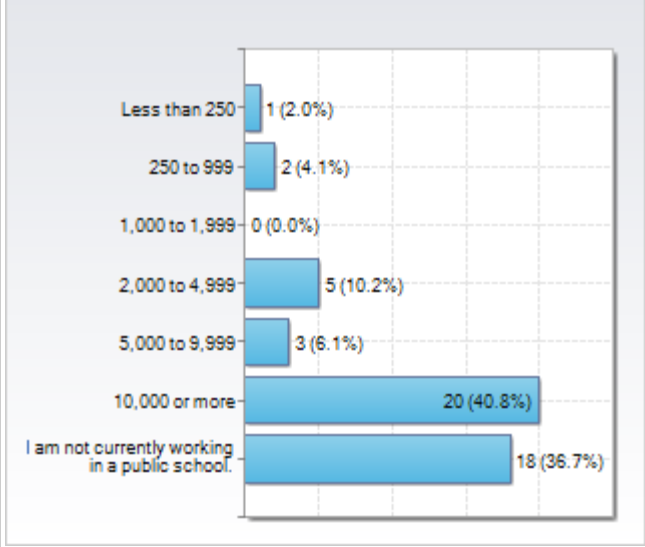
% Resp = 73.2%
N = 41

Other (Please specify.)

Answer
Special education therapeutic program to support their social, emotional, and academic learning.
Special education Math, Art, Health (Special Education)
n/a

Show Branching

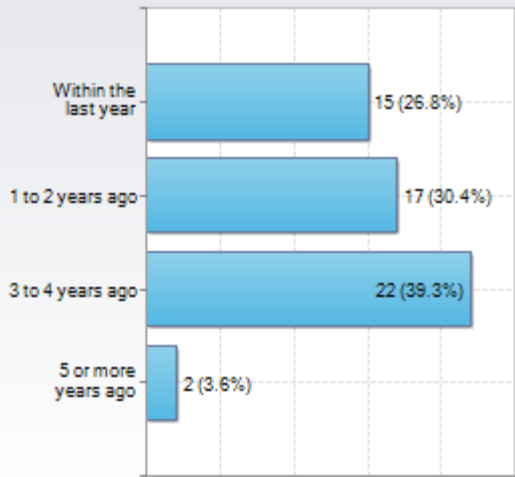
D116. If you are currently working in a public school, what is the district enrollment?



	N	% of Total
Less than 250	1	2.0%
250 to 999	2	4.1%
1,000 to 1,999	0	0.0%
2,000 to 4,999	5	10.2%
5,000 to 9,999	3	6.1%
10,000 or more	20	40.8%
I am not currently working in a public school.	18	36.7%

% Resp = 87.5%
N = 49

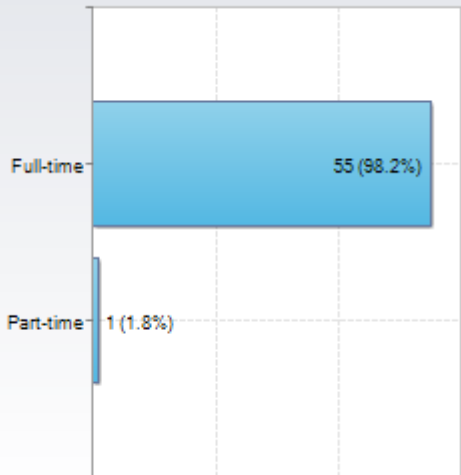
D117. Program Demographics - How long ago did you graduate from the teacher education program?



	N	% of Total
Within the last year	15	26.8%
1 to 2 years ago	17	30.4%
3 to 4 years ago	22	39.3%
5 or more years ago	2	3.6%

% Resp = 100.0%
N = 56

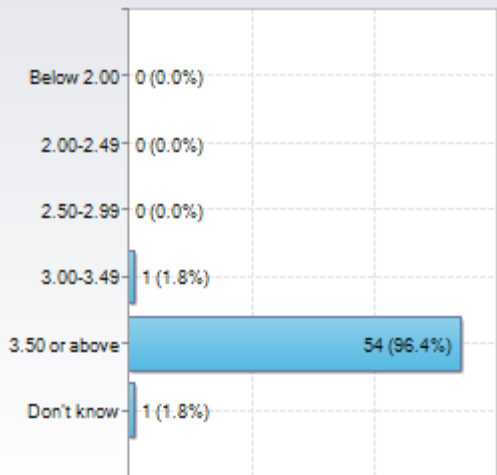
D118. Program Demographics - Did you complete the majority of the teacher education program as a full-time or part-time student?



	N	% of Total
Full-time	55	98.2%
Part-time	1	1.8%

% Resp = 100.0%
N = 56

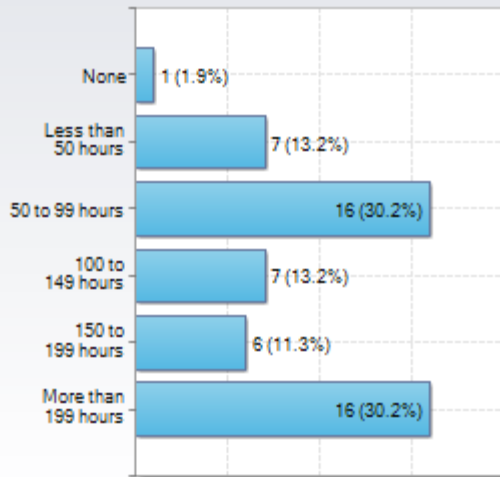
D119. Program Demographics - What was your cumulative teacher education program GPA?



	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	1	1.8%
3.50 or above	54	96.4%
Don't know	1	1.8%

% Resp = 100.0%
N = 56

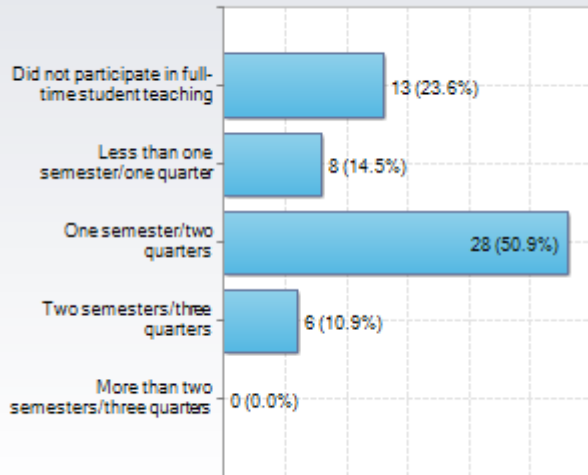
D120. Program Demographics - How many hours did you spend in practicum/field-based experience prior to student teaching?



	N	% of Total
None	1	1.9%
Less than 50 hours	7	13.2%
50 to 99 hours	16	30.2%
100 to 149 hours	7	13.2%
150 to 199 hours	6	11.3%
More than 199 hours	16	30.2%

% Resp = 94.6%
N = 53

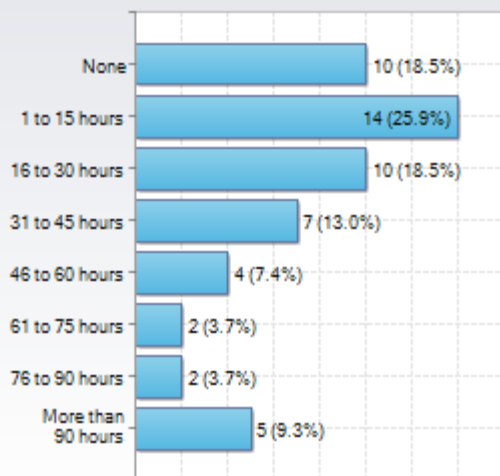
D121. Program Demographics - How many semesters did you spend in a supervised, full-time student teaching position?



	N	% of Total
Did not participate in full-time student teaching	13	23.6%
Less than one semester/one quarter	8	14.6%
One semester/two quarters	28	50.9%
Two semesters/three quarters	6	10.9%
More than two semesters/three quarters	0	0.0%

% Resp = 98.2%
N = 55

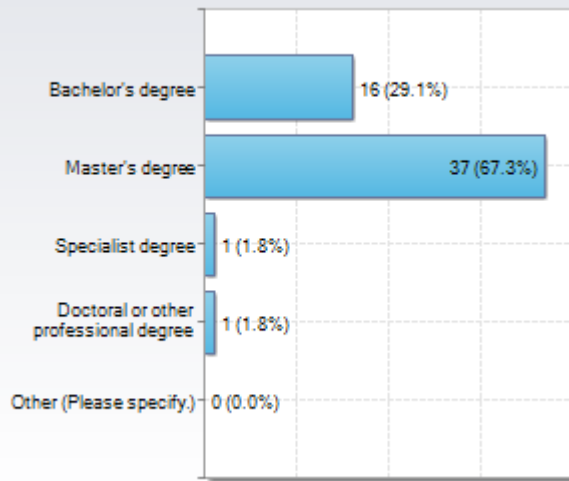
D122. Program Demographics - Since graduating, how many hours of continuing teacher education have you completed?



	N	% of Total
None	10	18.5%
1 to 15 hours	14	25.9%
16 to 30 hours	10	18.5%
31 to 45 hours	7	13.0%
46 to 60 hours	4	7.4%
61 to 75 hours	2	3.7%
76 to 90 hours	2	3.7%
More than 90 hours	5	9.3%

% Resp = 96.4%
N = 54

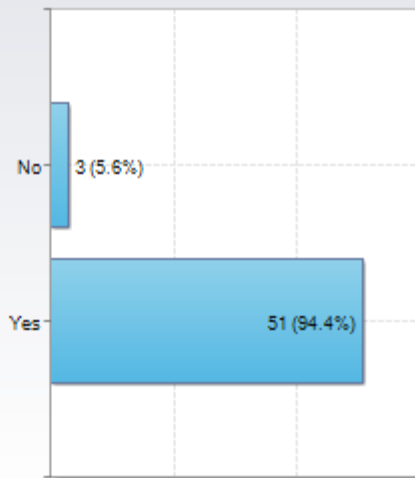
D123. Program Demographics - What is the highest academic degree you have completed?



	N	% of Total
Bachelor's degree	16	29.1%
Master's degree	37	67.3%
Specialist degree	1	1.8%
Doctoral or other professional degree	1	1.8%
Other (Please specify.)	0	0.0%

% Resp = 98.2%
N = 55

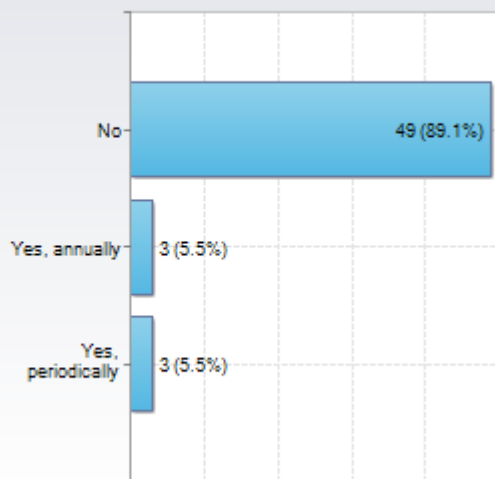
D124. Program Demographics - Are you currently certified to teach?



	N	% of Total
No	3	5.6%
Yes	51	94.4%

% Resp = 96.4%
N = 54

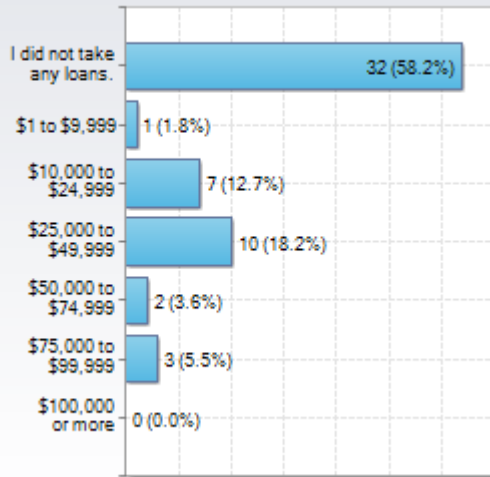
D125. Program Demographics - Do you financially contribute to the teacher education program (either directly or through this institution)?



	N	% of Total
No	49	89.1%
Yes, annually	3	5.5%
Yes, periodically	3	5.5%

% Resp = 98.2%
N = 55

D126. Program Demographics - What is the total amount of loans taken to finance this degree?

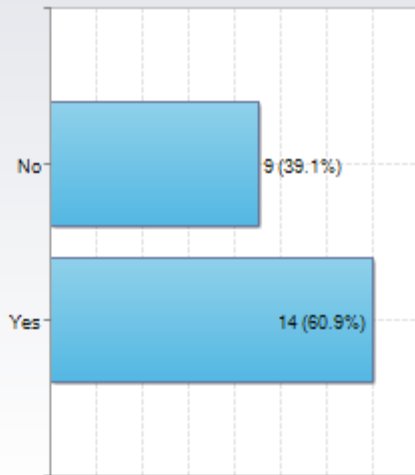


	N	% of Total
I did not take any loans.	32	58.2%
\$1 to \$9,999	1	1.8%
\$10,000 to \$24,999	7	12.7%
\$25,000 to \$49,999	10	18.2%
\$50,000 to \$74,999	2	3.6%
\$75,000 to \$99,999	3	5.5%
\$100,000 or more	0	0.0%

% Resp = 98.2%
N = 55

Show Branching

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

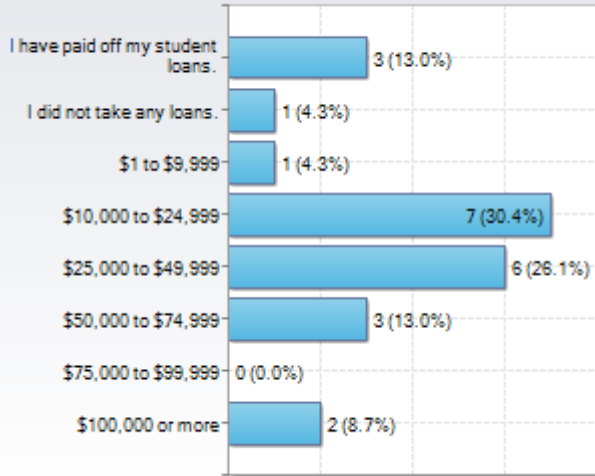


	N	% of Total
No	9	39.1%
Yes	14	60.9%

% Resp = 41.1%
N = 23

Show Branching

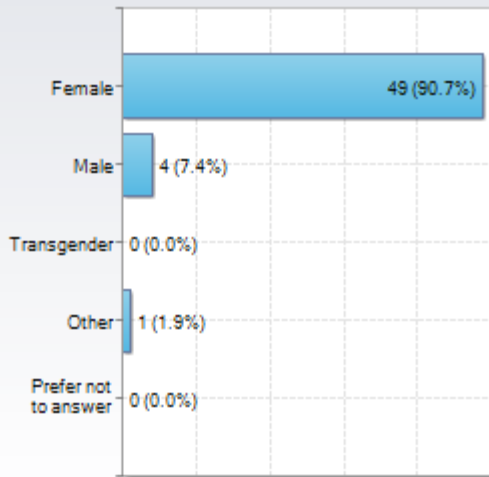
D128. Current Student Loan Amount - How much do you currently owe in student loans?



	N	% of Total
I have paid off my student loans.	3	13.0%
I did not take any loans.	1	4.4%
\$1 to \$9,999	1	4.4%
\$10,000 to \$24,999	7	30.4%
\$25,000 to \$49,999	6	26.1%
\$50,000 to \$74,999	3	13.0%
\$75,000 to \$99,999	0	0.0%
\$100,000 or more	2	8.7%

% Resp = 41.1%
N = 23

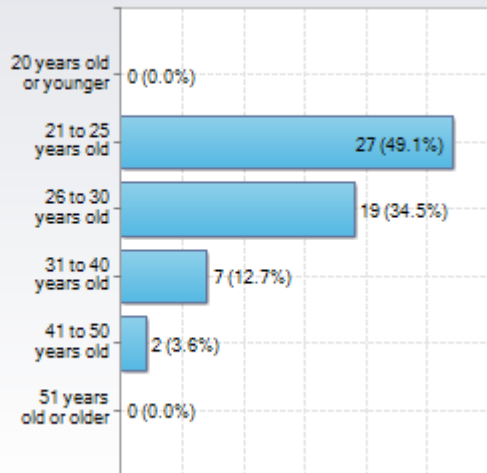
D129. Personal Characteristics - What is your gender?



	N	% of Total
Female	49	90.7%
Male	4	7.4%
Transgender	0	0.0%
Other	1	1.9%
Prefer not to answer	0	0.0%

% Resp = 96.4%
N = 54

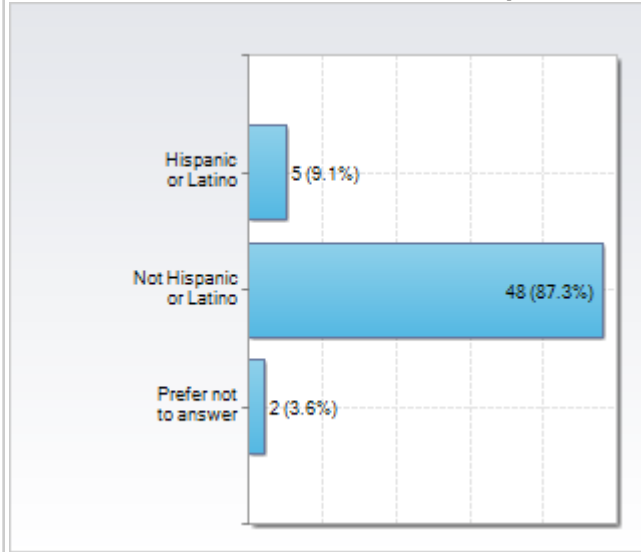
D130. Personal Characteristics - What is your age?



	N	% of Total
20 years old or younger	0	0.0%
21 to 25 years old	27	49.1%
26 to 30 years old	19	34.6%
31 to 40 years old	7	12.7%
41 to 50 years old	2	3.6%
51 years old or older	0	0.0%

% Resp = 98.2%
N = 55

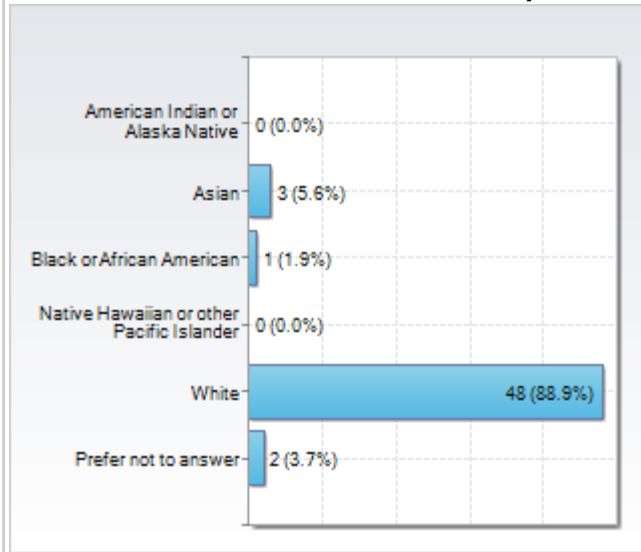
D131. Personal Characteristics - What is your ethnicity?



	N	% of Total
Hispanic or Latino	5	9.1%
Not Hispanic or Latino	48	87.3%
Prefer not to answer	2	3.6%

% Resp = 98.2%
N = 55

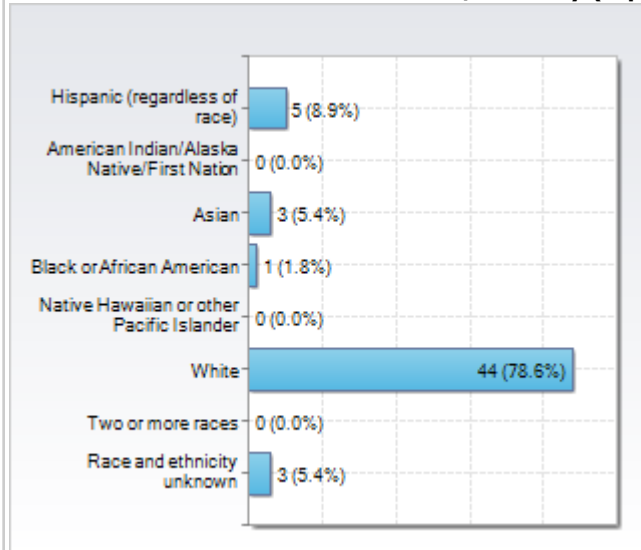
MR132. Personal Characteristics - What is your race (Choose all that apply.)?



	N	% of Total
American Indian or Alaska Native	0	0.0%
Asian	3	5.6%
Black or African American	1	1.9%
Native Hawaiian or other Pacific Islander	0	0.0%
White	48	88.9%
Prefer not to answer	2	3.7%

% Resp = 96.4%
N = 54

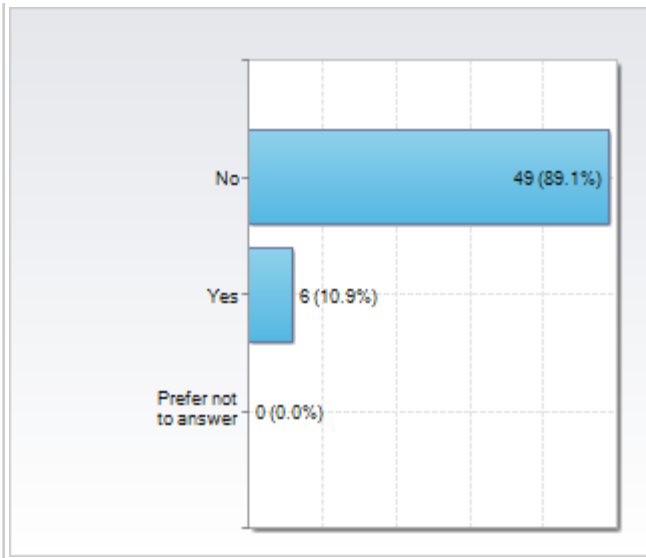
D133. Personal Characteristics - Race/Ethnicity (reporting only)



	N	% of Total
Hispanic (regardless of race)	5	8.9%
American Indian/Alaska Native/First Nation	0	0.0%
Asian	3	5.4%
Black or African American	1	1.8%
Native Hawaiian or other Pacific Islander	0	0.0%
White	44	78.6%
Two or more races	0	0.0%
Race and ethnicity unknown	3	5.4%

% Resp = 100.0%
N = 56

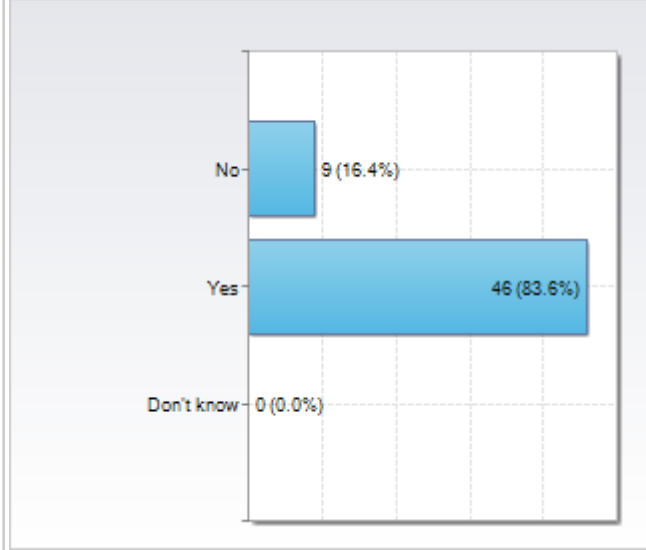
D134. Personal Characteristics - Are you an international student (i.e., not a US citizen or permanent resident)?



	N	% of Total
No	49	89.1%
Yes	6	10.9%
Prefer not to answer	0	0.0%

% Resp = 98.2%
N = 55

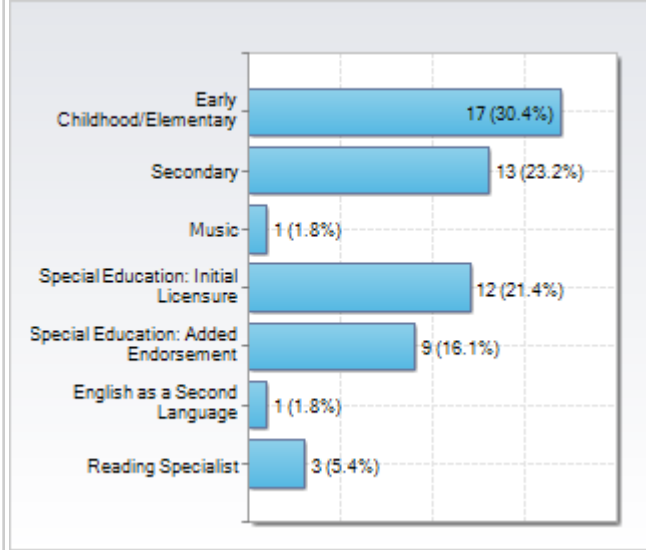
D135. Personal Characteristics - Did either of your parents/guardians graduate from college?



	N	% of Total
No	9	16.4%
Yes	46	83.6%
Don't know	0	0.0%

% Resp = 98.2%
N = 55

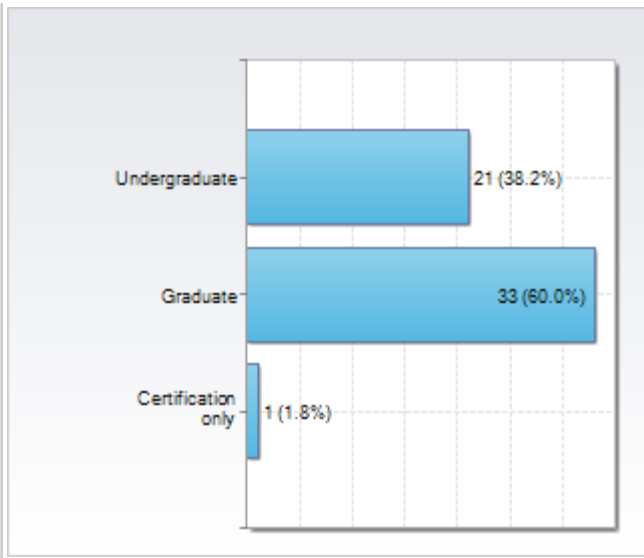
Population. Population Code



	N	% of Total
Early Childhood/Elementary	17	30.4%
Secondary	13	23.2%
Music	1	1.8%
Special Education: Initial Licensure	12	21.4%
Special Education: Added Endorsement	9	16.1%
English as a Second Language	1	1.8%
Reading Specialist	3	5.4%

% Resp = 100.0%
N = 56

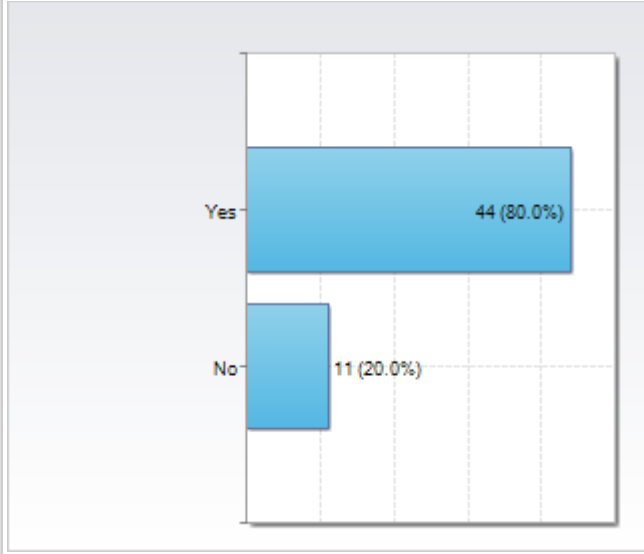
OQ1. Institution Specific Questions - ALL: What degree program did you complete at Vanderbilt?



	N	% of Total
Undergraduate	21	38.2%
Graduate	33	60.0%
Certification only	1	1.8%

% Resp = 98.2%
N = 55

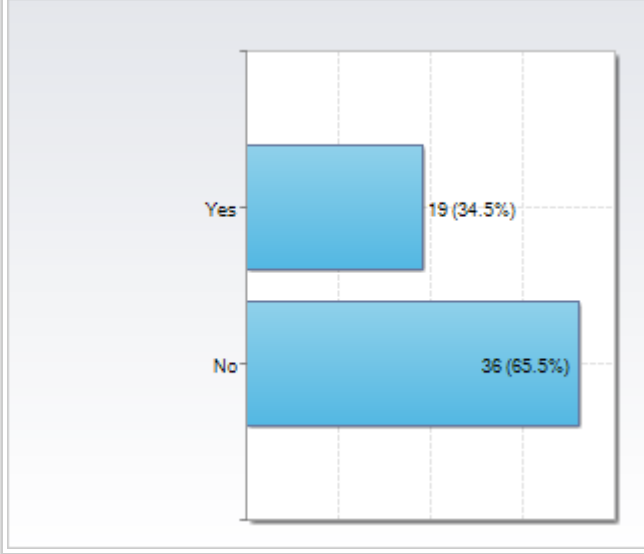
OQ2. Institution Specific Questions - ALL: Are you teaching in the area you were trained in at Peabody?



	N	% of Total
Yes	44	80.0%
No	11	20.0%

% Resp = 98.2%
N = 55

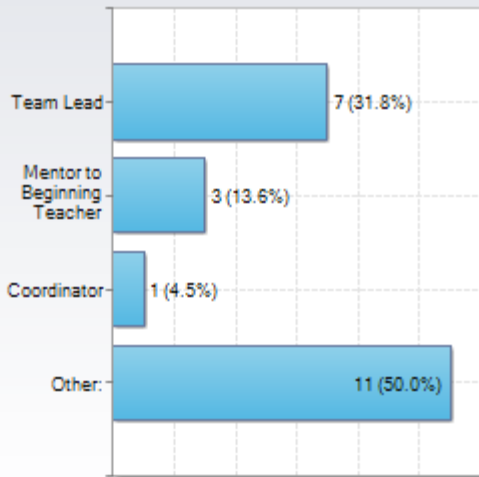
OQ3. Institution Specific Questions - ALL: Are you teaching in a high needs school?



	N	% of Total
Yes	19	34.6%
No	36	65.5%

% Resp = 98.2%
N = 55

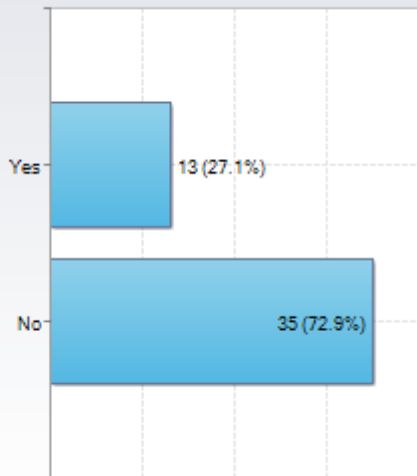
OQ4. Institution Specific Questions - ALL: Do you have a leadership role in your school?



	N	% of Total
Team Lead	7	31.8%
Mentor to Beginning Teacher	3	13.6%
Coordinator	1	4.6%
Other:	11	50.0%

% Resp = 39.3%
N = 22

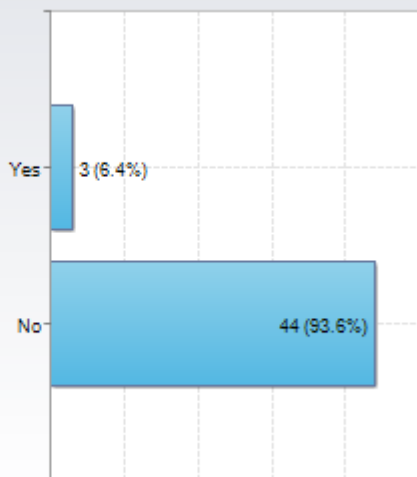
OQ5. Institution Specific Questions - ALL: Have you been promoted?



	N	% of Total
Yes	13	27.1%
No	35	72.9%

% Resp = 85.7%
N = 48

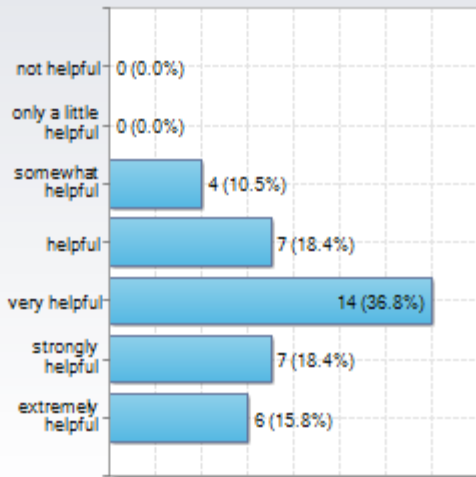
OQ6. Institution Specific Questions - ALL: Have you received any awards (e.g. teacher of the year, etc.)?



	N	% of Total
Yes	3	6.4%
No	44	93.6%

% Resp = 83.9%
N = 47

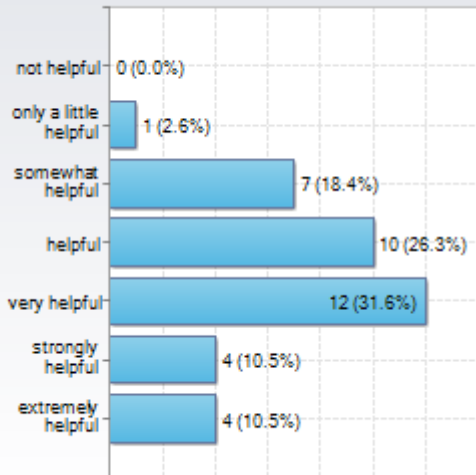
OQ7. Institution Specific Questions - T&L ONLY: To what degree did your education program develop your understanding of research-based teaching practices?



	N	% of Total
not helpful	0	0.0%
only a little helpful	0	0.0%
somewhat helpful	4	10.5%
helpful	7	18.4%
very helpful	14	36.8%
strongly helpful	7	18.4%
extremely helpful	6	15.8%

% Resp = 67.9%
N = 38

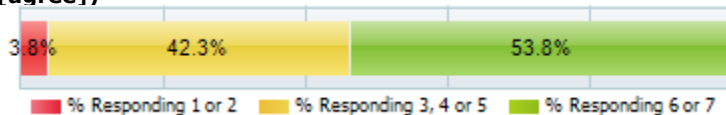
Q8. Institution Specific Questions - T&L ONLY: To what degree did your education program develop both your understanding and performance of research-based teaching practices?



	N	% of Total
not helpful	0	0.0%
only a little helpful	1	2.6%
somewhat helpful	7	18.4%
helpful	10	26.3%
very helpful	12	31.6%
strongly helpful	4	10.5%
extremely helpful	4	10.5%

% Resp = 67.9%
N = 38

Q9. 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	3.9%
(3) 3	2	7.7%
(4) 4	0	0.0%
(5) 5	9	34.6%
(6) 6	5	19.2%
(7) 7	9	34.6%

% Resp = 46.4%
N = 26
Mean = 5.62
Std Dev = 1.36

Show up to Question(s) per Report Page

Report Page of 1

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Report: Survey Snapshot
Report Generated: 6/27/2023 5:53 PM

Benchworks Teacher Education Alumni Assessment (Order: 50265)
Population: Vanderbilt University > All Respondents (no filter selected)