

Satisfaction of completers

Spring 2019 Friends University Alumni Survey Results

The Alumni Survey is used by Friends University to establish the effectiveness of its teacher preparation program. A survey link is sent to recent graduates of initial programs who completed during the previous academic year and are teaching in P-12 schools in the state of Kansas. The purpose of this assessment is to obtain feedback from initial program completers regarding their perception of their level of readiness as a result of their program preparation at Friends University, as well as their satisfaction with their program preparation. Survey questions are based on 13 categories: (1) Working with Diverse P-12 students (2) Classroom environment/management, (3) knowledge of subject content, (4) Preparation to teach, (5) Technology Content Knowledge, (6) Assessment, (7) Use of assessment of P-12 student learning, (8) Planning for individualized instruction (9) Planning for instruction, (10) Professional learning through self-evaluation, (11) Professional learning and ethical practice, (12) Leadership and collaboration, (13) Overall rating of the teacher preparation program The survey consists of 46 Likert scale questions with responses ranging from Excellent, Above Average, Below Average, Poorly.

Administered Spring 2019

All respondents were a full time teacher in the area and level which s/he was initially prepared.

Response Rate: 39.13% (9 of 23)

| TAG | Question | N | Excellent | Above Average | Below Average | Poorly |
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| inTASC 2 | 1. Please rate how well the Friends University Teacher Education Program prepared you for working with diverse P-12 students (ie: individual differences, ELL, race/ethnicity, etc). race/ethnicity, etc). | | model best practices for inclusion of all students through differentiated planning for individual differences and using effective methods for working with challenging students, including ELL and students with disabilities. | meets expectations for differentiation to include diverse students, including work with ELL and students with disabilities. | still developing necessary skills to plan for and work with diverse students, including ELL or students with disabilities. | unacceptable/inadequate strategies and methods for working with some individuals or diverse populations at times. |
| | All Respondents | 9 | 33.33% (3) | 33.33% (3) | 33.33% (3) | 0% (0) |

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| InTASC 3 | 2. Please rate how well the Friends University Teacher Education Program prepared you regarding: Classroom environment/management | | My classroom environment is an exemplary model of collaborative, encouraging positive social interaction, active engagement of all students, and multiple opportunities for self-motivation. | My classroom exhibits solid evidence for providing individual and cooperative learning, positive social interactions, active engagement, and self-motivation. | I provide a basically good classroom environment, but may be still developing one or more aspects of collaboration, positive social interaction, active engagement of all learners, and student self-motivation. | My classroom sometimes exhibits unacceptable levels of student engagement, positive social interactions, collaboration, or self-motivation by some or all students. |
| | All Respondents | 9 | 33.33% (3) | 44.44% (4) | 22.22% (2) | 0% (0) |
| InTASC 4 | 3. Please rate how well the Friends University Teacher Education Program prepared you for knowing your subject content. | | I am able to demonstrate extensive knowledge of major concepts, ways of learning, and structure of my subject area. | I know my discipline as well as required to teach the subject. | I know all of the basic structure of the discipline, but sometimes without using the tools of the discipline. | I did not know the structure, tools of inquiry, or central concepts well enough to teach it consistently with rigor and reliability. |
| | All Respondents | 9 | 33.33% (3) | 44.44% (4) | 22.22% (2) | 0% (0) |
| InTASC 4 | 4. Please rate how well the Friends University Teacher Education Program prepared you for teaching content. | | I am able to create exemplary, meaningful learning experiences that encourage all students to learn the subject. | I can engage students in learning opportunities that have the potential to be meaningful and assure mastery of content. | I am able to prepare some meaningful learning experiences and makes the subject available for most learners. | I often fail to engage students in meaningful, accessible learning experiences. |
| | All Respondents | 9 | 33.33% (3) | 55.56% (5) | 11.11% (1) | 0% (0) |
| InTASC 5 | 5. Please rate how well the Friends University Teacher Education Program prepared you to apply content knowledge. | | I can model how to connect concepts, perspectives from different disciplines, and interdisciplinary themes to real world problems and issues. | I can integrate cross-disciplinary skills such as critical thinking and problem solving to help learners use content. | I use real world issues within his/her discipline, but may not integrate well. | I have had to teach isolated concepts not based on meaningful real world situations. |
| | All Respondents | 9 | 33.33% (3) | 33.33% (3) | 33.33% (3) | 0% (0) |
| InTASC 6 | 6. Please rate how well the Friends University Teacher Education Program prepared you regarding: Assessment of P-12 student learning | | I use a variety of assessments to engage learners in their own growth, monitor progress, and guide instruction for attaining appropriate learning goals. | I use a variety of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives | I use a limited number of assessments to document learning and monitor student growth toward appropriate learning objectives. | I use a limited number of assessments to monitor student learning. |
| | All Respondents | 9 | 33.33% (3) | 44.44% (4) | 22.22% (2) | 0% (0) |
| InTASC 6 | 7. Please rate how well the Friends University Teacher Education Program prepared you regarding: Use of assessment of P-12 student learning | | I implement assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. | I implement assessments in an ethical manner and monitors potential bias to enable a range of student learning. | I implement assessments in an ethical manner with little regard to bias, but based on sound principles. | I sometimes don't consistently operate assessments in an ethical, bias-free environment. |

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| | All Respondents | 9 | 44.44% (4) | 44.44% (4) | 11.11% (1) | 0% (0) |
| InTASC 7 | 8. Please rate how well the Friends University Teacher Education Program prepared you regarding: Planning for individualized instruction. | | I use strengths and needs of individual learners to plan instruction that is responsive to these strengths and needs, integrating within and across subject areas. | I use knowledge of individual learners and plan instruction that is flexible to accommodate a variety of learner strengths and needs. | I accommodate formally identified student needs and plan instruction for the median of the class. | I plan instruction for a perceived median class need. |
| | All Respondents | 9 | 44.44% (4) | 22.22% (2) | 33.33% (3) | 0% (0) |
| InTASC 7 | 9. Please rate how well the Friends University Teacher Education Program prepared you regarding: Planning for instruction. | | I plan instruction using a variety of strategies to effectively include technology and content integration within and across subject areas. | I plan instruction using strategies to effectively include technology and content integration. | I use a limited variety of strategies that may include technology or integration of subject content. | I plan instruction using technology strategies that may not enhance instruction or limited cross-disciplinary integration. |
| | All Respondents | 8 | 50.00% (4) | 25.00% (2) | 25.00% (2) | 0% (0) |
| InTASC 9 | 10. Please rate how well the Friends University Teacher Education Program prepared you regarding: Professional learning through self-evaluation. | | I reflect on teaching practice to improve instruction by evaluating outcomes of my teaching using a variety of data. | I reflect on my teaching practice using formative and summative assessment data. | I reflect on my practice as required using required data. | I feel that I was not prepared to reflect on my practice using outcomes-based data. |
| | All Respondents | 9 | 55.56% (5) | 11.11% (1) | 33.33% (3) | 0% (0) |
| InTASC 9 | 11. Please rate how well the Friends University Teacher Education Program prepared you regarding: Professional learning and ethical practice. | | I engage in ongoing professional development to provide all learners with engaging learning experiences and works collaboratively with colleagues to meet all learner needs. | I attend professional development and works with colleagues to improve meeting learner needs. | I attend professional development and participated in group planning. | I have little need for improving my ability to improve student experiences. |
| | All Respondents | 9 | 44.44% (4) | 55.56% (5) | 0% (0) | 0% (0) |
| InTASC 10 | 12. Please rate how well the Friends University Teacher Education Program prepared you regarding: Leadership and collaboration. | | I take an active role on the instructional team and collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | I work with other school professionals to collaborate on how to meet diverse needs of learners. | I participate in professional learning as required, but rarely need to collaborate to help ensure learner growth. | I have no idea how to collaborate with everyone else to ensure learner growth. |
| | All Respondents | 9 | 22.22% (2) | 77.77% (7) | 0% (0) | 0% (0) |

| 13. Please share your overall rating of the teacher preparation program | | | I was classroom ready. | I had very few adjustments to make. | I felt less than prepared for some basic aspects of my teaching job. | I felt unprepared for some basic teaching duties. | |
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| All Respondents | | 9 | 33.33% (3) | 44.44% (4) | 22.22% (2) | 0% (0) | |
| InTASC 8 | CHECK ALL THAT APPLY re: Instructional Strategies. | | I have an understanding of the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. | I know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. | I know how to use a wide variety of resources, including human and technological, to engage students in learning. | I use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. | I vary my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. |
| All Respondents | | 9 | 88.89% (8) | 100.00% (9) | 88.89% (8) | 100.00% (9) | 55.56% (5) |