

Undergraduate Teacher Preparation Program One-Year Alumni Survey Result Trends

Addresses CAEP Standards 4.4, 5.4

The data provided on this page is limited to overall survey item average (aligned to Danielson's Frameworks of Teaching) and average by Danielson Domain for ease of viewing.

		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Fall 2019	
		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs	
		Surveys sent = 53, Response received = 8, 15.09% response rate		Surveys sent = 77, Response received = 23, 29.87% response rate		Surveys sent = 58, Response received = 7, 12.07% response rate		Surveys sent = 79, Response received = 18, 22.78% response rate		Surveys sent = 47, Response received = 7, 14.89% response rate		Surveys sent = 71, Response received = 16, 22.54% response rate		Surveys sent = 40, Response received = 3, 7.5% response rate *(low n)	
		n = 8		n = 23		n = 7		n = 18		n = 7		n = 16		n = 3	
		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain	
Danielson	The Harding University Teacher Education Program prepared me to:														
1a	Demonstrate knowledge of content	4.13		4.09		4.14		4.22		4.71		4.31		4.00	
1a	Demonstrate knowledge of pedagogy	4.13	1a 4.125	3.87	1a 3.978	3.86	1a 4.000	4.33	1a 4.278	4.57	1a 4.643	4.31	1a 4.313	4.67	1a 4.333
1b	Demonstrate knowledge of student development	4.13		3.95		4.29		4.17		4.57		4.00		4.33	
1b	Demonstrate knowledge of student culture and background	4.00		3.70		4.00		3.78		4.43		3.50		4.67	
1b	Demonstrate knowledge of student special needs	4.13		3.96		4.00		4.17		4.29		4.00		5.00	
1b	Demonstrate knowledge of student language proficiency	3.75		3.57		3.43		3.56		4.14		3.81		4.00	
1b	Demonstrate knowledge of student skill level	3.88	1b 3.975	3.70	1b 3.774	4.14	1b 3.971	3.83	1b 3.900	4.29	1b 4.343	4.06	1b 3.875	4.00	1b 4.400
1c	Set clear instructional outcomes/goals	4.00		3.74		4.14		4.06		4.43		4.25		5.00	
1c	Align instruction to state standards	4.13		3.87		4.71		4.22		4.43		4.38		5.00	
1c	Set instructional outcomes/goals appropriate for all learners	4.43	1c 4.185	3.96	1c 3.855	4.00	1c 4.286	4.06	1c 4.111	4.14	1c 4.333	3.87	1c 4.164	5.00	1c 5.000
1d	Demonstrate knowledge of multiple resources (including technology and materials) to impact student learning	4.14		3.87		3.86		3.67		4.29		4.20		4.00	
1d	Facilitate use of internet resources to impact student learning	4.00	1d 4.071	3.74	1d 3.804	3.57	1d 3.714	3.78	1d 3.722	4.29	1d 4.286	3.73	1d 3.967	4.00	1d 4.000
1e	Design learning experiences to align with instructional outcomes	4.29		3.87		3.71		4.06		4.57		4.07		4.00	
1e	Provide a variety of appropriately challenging materials and resources	4.14		3.57		4.00		4.06		4.29		4.07		4.00	
1e	Plan a lesson/unit that is well structured	4.14		3.96		4.29		4.17		4.57		4.13		3.50	
1e	Differentiate lessons for individual student needs	4.00	1e 4.143	3.78	1e 3.793	4.14	1e 4.036	3.72	1e 4.000	4.14	1e 4.393	3.93	1e 4.050	4.50	1e 4.000
1f	Design student assessments aligned with instructional goals	4.00		3.70		4.14		3.89		4.57		3.87		3.50	
1f	Use assessment results to plan for future instruction	4.14	1f 4.071	3.52	1f 3.609	3.71	1f 3.929	3.78	1f 3.833	4.29	1f 4.429	4.00	1f 3.933	4.50	1f 4.000
2a	Create a learning climate that promotes respect	4.43		3.74		4.00		4.18		4.80		4.27		4.00	
2a	Develop a rapport with students	4.43		3.87		4.14		4.00		5.00		4.60		5.00	
2a	Encourage respectful behavior among students	4.14	2a 4.333	3.70	2a 3.768	4.14	2a 4.095	3.94	2a 4.039	5.00	2a 4.933	4.00	2a 4.289	4.00	2a 4.333
2b	Establish a classroom culture characterized by high expectations for all students	4.29		3.74		4.50		4.00		4.80		3.93		3.00	
2b	Create a classroom culture where students demonstrate pride in their work	4.14		3.78		4.29		3.82		4.40		3.87		4.00	
2b	Display genuine commitment to the subject	4.14		3.96		4.43		4.06		4.60		4.33		4.00	
2b	Display knowledge of students' diverse cultures	4.29		3.74		3.43		3.53		4.20		3.33		4.00	
2b	Display genuine respect for students' diverse cultures	4.14	2b 4.200	3.87	2b 3.817	3.86	2b 4.100	3.94	2b 3.871	4.20	2b 4.440	3.93	2b 3.880	4.00	2b 3.800
2c	Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	3.75		3.13		3.43		3.65		4.25		3.27		2.00	
2c	Use instructional time effectively	3.75		3.61		3.86		3.71		4.25		3.53		3.00	
2c	Establish consistent standards of conduct in classroom	4.00	2c 3.833	3.48	2c 3.406	3.86	2c 3.714	3.94	2c 3.765	4.50	2c 4.333	3.93	2c 3.578	3.00	2c 2.667
2d	Monitor student behavior in classroom with respect to established standards	3.50		3.22		3.86		3.76		4.50		3.47		4.00	
2d	Respond appropriately to student misbehavior with respect to established standards	3.25	2d 3.375	3.13	2d 3.174	3.43	2d 3.643	3.29	2d 3.529	4.25	2d 4.375	3.07	2d 3.267	2.50	2d 3.250
2e	Create a safe environment for learning that is equally accessible to all students	4.25		3.65		4.57		4.00		4.75		4.27		5.00	
2e	Organize the physical arrangement to support learning activities	3.25		3.57		3.71		3.82		4.75		4.33		1.50	
2e	Make effective use of physical resources, including computer technology	3.25	2e 3.583	3.74	2e 3.652	3.57	2e 3.952	3.94	2e 3.922	4.75	2e 4.750	4.13	2e 4.244	4.00	2e 3.500
3a	Communicate clear expectations for student learning outcomes	4.25		3.91		4.33		4.18		4.25		4.00		4.00	
3a	Communicate clear directions and procedures to students	3.75		3.82		4.50		4.06		4.50		3.93		4.50	
3a	Appropriately communicate content with respect to students' knowledge and experience	3.75		3.91		4.33		4.06		4.25		4.07		4.00	
3a	Clearly communicate to students using developmentally appropriate language	3.75	3a 3.875	3.82	3a 3.864	4.33	3a 4.375	3.88	3a 4.044	4.00	3a 4.250	4.07	3a 4.018	4.00	3a 4.125
3b	Use questioning techniques that elicit a thoughtful response from students	3.25		3.68		4.67		3.94		4.50		4.00		4.00	
3b	Use discussion techniques that elicit a thoughtful response from students	3.25		3.73		4.33		3.88		4.75		4.00		4.00	
3b	Allow sufficient time following a question for students to answer	3.50		4.00		4.67		4.12		4.50		4.14		4.00	
3b	Include all students in class discussions	3.25		3.68		4.17		3.71		4.25		4.36		4.00	
3b	Step aside, when appropriate, during class discussions so that students can lead	3.00	3b 3.250	3.62	3b 3.742	3.83	3b 4.333	3.65	3b 3.859	4.25	3b 4.450	4.36	3b 4.171	4.00	3b 4.000
3c	Engage students through activities/assignments that are appropriate to all students	3.50		3.91		4.17		3.94		4.50		4.07		4.00	
3c	Engage students through materials that are appropriate to all students	3.75		3.91		4.00		4.00		4.50		4.07		4.00	
3c	Engage students through different types of student groupings	4.25		3.95		4.33		3.86		4.50		4.23		4.50	
3c	Engage students in class work with a high level of rigor	3.50		3.71		4.00		3.79		4.00		3.62		4.00	
3c	Structure lessons that are coherent	3.50		3.71		4.17		3.86		4.50		4.00		4.00	
3c	Structure lessons that are paced appropriately	3.25	3c 3.625	3.57	3c 3.795	4.17	3c 4.139	3.57	3c 3.835	4.00	3c 4.333	3.62	3c 3.934	4.00	3c 4.083
3d	Make students fully aware of the criteria and performance standards by which their work will be evaluated	3.75		3.90		3.83		4.14		4.25		4.08		4.00	
3d	Accurately monitor student progress in curriculum through regular assessment to elicit evidence of understanding	3.75		3.38		4.33		3.79		4.25		3.77		4.00	
3d	Prepare specific and timely feedback that students can use with regard to performance	3.75		3.67		4.17		4.00		3.50		3.69		4.00	
3d	Develop skills for accurate student self-assessment or peer assessment against assessment criteria and standards	3.75	3d 3.750	3.67	3d 3.655	4.17	3d 4.125	3.79	3d 3.929	4.50	3d 4.125	3.85	3d 3.846	4.00	3d 4.000
3e	Adjust instruction from assessment evidence to ensure students' full understanding of learning goals	3.75		3.52		4.17		4.00		4.00		4.08		4.00	
3e	Accommodate student questions, needs, or interests within the instructional time	3.50		3.86		4.33		4.14		4.25		4.23		4.00	
3e	Be persistent with those students having difficulty learning	3.50	3e 3.583	3.95	3e 3.778	4.33	3e 4.278	4.00	3e 4.048	3.75	3e 4.000	4.00	3e 4.103	4.00	3e 4.000
4a	Provide an accurate reflection of a lesson taught	4.33		3.90		4.50		4.14		4.00		4.62		4.00	
4a	Provide an objective reflection of a lesson taught	4.33		3.76		4.50		4.07		3.75		4.38		4.00	
4a	Cite specific positive and negative reflective characteristics on teaching	4.33		3.90		4.67		4.00		4.25		4.15		4.00	
4a	Make specific suggestions as to how the lesson might be improved	4.33	4a 4.333	3.81	4a 3.845	4.67	4a 4.583	4.07	4a 4.071	4.50	4a 4.125	4.46	4a 4.404	4.00	4a 4.000

Undergraduate Teacher Preparation Program One-Year Alumni Survey Result Trends

Addresses CAEP Standards 4.4, 5.4

The data provided on this page is limited to overall survey item average (aligned to Danielson's Frameworks of Teaching) and average by Danielson Domain for ease of viewing.

Danielson The Harding University Teacher Education Program prepared me to:

		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Fall 2019	
		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs		Undergraduate Traditional and Degree Completion Programs	
		Surveys sent = 53, Response received = 8, 15.09% response rate		Surveys sent = 77, Response received = 23, 29.87% response rate		Surveys sent = 58, Response received = 7, 12.07% response rate		Surveys sent = 79, Response received = 18, 22.78% response rate		Surveys sent = 47, Response received = 7, 14.89% response rate		Surveys sent = 71, Response received = 16, 22.54% response rate		Surveys sent = 40, Response received = 3, 7.5% response rate *(low n)	
		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain		Average by Danielson Domain	
		n = 8		n = 23		n = 7		n = 18		n = 7		n = 16		n = 3	
4b	Maintain accurate instructional records	3.00		3.71		3.67		3.71		3.75		4.15		4.00	
4b	Maintain accurate non-instructional records	3.00	4b 3.000	3.76	4b 3.738	3.67	4b 3.667	3.57	4b 3.643	3.50	4b 3.625	3.62	4b 3.885	3.50	4b 3.750
4c	Engage families in the instructional program	3.33		3.38		3.83		3.43		4.25		3.46		3.00	
4c	Convey culturally appropriate messages	3.33	4c 3.333	3.86	4c 3.619	3.67	4c 3.750	3.50	4c 3.464	4.00	4c 4.125	3.46	4c 3.462	4.00	4c 3.500
4d	Participate in the professional community	3.67		3.86		4.00		3.50		4.50		4.00		4.00	
4d	Maintain positive professional relationships with colleagues	3.67		4.05		4.67		3.86		4.50		4.62		4.00	
4d	Maintain productive professional relationships with colleagues	3.67	4d 3.667	4.10	4d 4.000	4.67	4d 4.444	3.86	4d 3.738	4.50	4d 4.500	4.38	4d 4.333	4.00	4d 4.000
4e	Engage in professional development opportunities	3.67		3.86		4.33		3.93		4.50		4.25		4.00	
4e	Assess my own needs for professional development	3.33		4.10		3.67		3.57		4.25		3.75		4.00	
4e	Conduct action research in order to contribute to the profession	3.00	4e 3.333	3.29	4e 3.746	3.67	4e 3.889	3.36	4e 3.619	3.75	4e 4.167	3.25	4e 3.750	4.00	4e 4.000
4f	Display the highest level of ethical behavior	4.33		4.10		4.17		4.36		4.25		4.75		5.00	
4f	Display the highest level of professionalism when interacting with students	4.33		4.05		4.50		4.21		4.50		4.50		5.00	
4f	Display the highest level of professionalism when interacting with my colleagues	4.33		4.05		4.67		4.29		4.50		4.58		5.00	
4f	Display the highest level of professionalism when interacting with the school's community	4.33		4.05		4.67		4.21		4.50		4.50		5.00	
4f	Comply with school/district regulations	3.67	4f 4.200	4.05	4f 4.057	4.83	4f 4.567	4.29	4f 4.271	4.50	4f 4.450	4.58	4f 4.583	5.00	4f 5.000

Survey (Perception) Key:

- Strongly Agree = 5
- Agree = 4
- Neither Agree nor Disagree = 3
- Disagree = 2
- Strongly Disagree = 1

Graduate Initial Teacher Preparation Program One-Year Alumni Survey Result Trends

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		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Fall 2019	
		Master of Arts in Teaching with Surveys sent = 24, Response received = 6, 25% response rate		Master of Arts in Teaching with Surveys sent = 33, Response received = 4, 12.12% response		Master of Arts in Teaching with Surveys sent = 20, Response received = 0, 0% response rate		Master of Arts in Teaching with Surveys sent = 30, Response received = 2, 6.7% response		Master of Arts in Teaching with Surveys sent = 25, Response received = 4, 16% response rate		Master of Arts in Teaching with Surveys sent = 31, Response received = 2, 6.45% response		Master of Arts in Teaching with Surveys sent = 35, Response received = 3, 8.57% response	
Danielson	The Harding University Teacher Education Program prepared me to:	n = 6	Average by	n = 4	Average by	n = 0	Average by	n = 2	Average by	n = 4	Average by	n = 2	Average by	n = 3	Average by
1a	Demonstrate knowledge of content	3.33		3.75				4.50		4.25		4.50		4.50	
1a	Demonstrate knowledge of pedagogy	4.50	1a 3.917	4.50	1a 4.125		1a	4.50	1a 4.500	4.25	1a 4.250	4.50	1a 4.500	4.67	1a 4.667
1b	Demonstrate knowledge of student development	4.67		4.00				4.50		4.25		4.50		4.67	
1b	Demonstrate knowledge of student culture and background	4.67		4.25				4.00		4.50		4.00		5.00	
1b	Demonstrate knowledge of student special needs	4.17		4.00				4.50		4.00		4.00		5.00	
1b	Demonstrate knowledge of student language proficiency	4.00		3.75				4.50		4.00		4.00		4.00	
1b	Demonstrate knowledge of student skill level	4.33	1b 4.367	4.00	1b 4.000		1b	4.50	1b 4.400	4.25	1b 4.200	4.00	1b 4.100	4.67	1b 4.667
1c	Set clear instructional outcomes/goals	4.67		4.25				4.00		4.00		5.00		4.67	
1c	Align instruction to state standards	4.67		4.50				4.50		4.00		4.50		4.67	
1c	Set instructional outcomes/goals appropriate for all learners	4.33	1c 4.556	4.00	1c 4.250		1c	5.00	1c 4.500	4.25	1c 4.083	4.00	1c 4.500	4.67	1c 4.667
1d	Demonstrate knowledge of multiple resources (including technology and materials) to impact student learning	4.17		4.50				5.00		4.25		5.00		5.00	
1d	Facilitate use of internet resources to impact student learning	4.50	1d 4.333	4.50	1d 4.500		1d	4.00	1d 4.500	4.25	1d 4.250	5.00	1d 5.000	5.00	1d 5.000
1e	Design learning experiences to align with instructional outcomes	4.17		4.25				5.00		4.00		5.00		4.67	
1e	Provide a variety of appropriately challenging materials and resources	4.17		3.50				5.00		4.00		4.00		4.67	
1e	Plan a lesson/unit that is well structured	4.50		4.25				5.00		4.00		4.00		5.00	
1e	Differentiate lessons for individual student needs	4.00	1e 4.208	4.00	1e 4.063		1e	5.00	1e 5.000	4.00	1e 4.000	4.00	1e 4.250	4.67	1e 4.750
1f	Design student assessments aligned with instructional goals	3.60		4.50				5.00		4.00		5.00		4.67	
1f	Use assessment results to plan for future instruction	4.17	1f 3.883	4.25	1f 4.375		1f	5.00	1f 5.000	4.00	1f 4.000	4.00	1f 4.500	4.67	1f 4.667
2a	Create a learning climate that promotes respect	4.67		4.00				5.00		4.67		4.00		4.50	
2a	Develop a rapport with students	4.17		4.00				5.00		4.67		5.00		5.00	
2a	Encourage respectful behavior among students	4.50	2a 4.444	3.67	2a 3.889		2a	5.00	2a 5.000	4.67	2a 4.667	5.00	2a 4.667	5.00	2a 4.833
2b	Establish a classroom culture characterized by high expectations for all students	4.50		4.33				5.00		4.67		5.00		5.00	
2b	Create a classroom culture where students demonstrate pride in their work	4.17		3.67				5.00		4.67		4.00		5.00	
2b	Display genuine commitment to the subject	4.00		3.33				5.00		4.67		5.00		5.00	
2b	Display knowledge of students' diverse cultures	4.33		4.33				5.00		5.00		4.00		4.50	
2b	Display genuine respect for students' diverse cultures	4.67	2b 4.333	4.00	2b 3.933		2b	5.00	2b 5.000	5.00	2b 4.800	4.00	2b 4.400	4.50	2b 4.800
2c	Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	4.50		4.00				5.00		4.67		5.00		4.50	
2c	Use instructional time effectively	4.17		4.00				5.00		4.33		5.00		3.50	
2c	Establish consistent standards of conduct in classroom	4.67	2c 4.444	4.00	2c 4.000		2c	5.00	2c 5.000	4.33	2c 4.444	5.00	2c 5.000	3.50	2c 3.833
2d	Monitor student behavior in classroom with respect to established standards	4.33		3.67				5.00		4.33		5.00		4.50	
2d	Respond appropriately to student misbehavior with respect to established standards	4.50	2d 4.417	3.67	2d 3.667		2d	5.00	2d 5.000	4.33	2d 4.333	4.00	2d 4.500	4.50	2d 4.500
2e	Create a safe environment for learning that is equally accessible to all students	4.50		4.00				5.00		4.67		5.00		5.00	
2e	Organize the physical arrangement to support learning activities	4.17		4.00				5.00		4.67		5.00		4.50	
2e	Make effective use of physical resources, including computer technology	4.67	2e 4.444	4.00	2e 4.000		2e	5.00	2e 5.000	5.00	2e 4.778	5.00	2e 5.000	4.50	2e 4.667
3a	Communicate clear expectations for student learning outcomes	4.33		4.67				5.00		4.67		5.00		5.00	
3a	Communicate clear directions and procedures to students	4.50		4.00				5.00		4.67		5.00		5.00	
3a	Appropriately communicate content with respect to students' knowledge and experience	4.50		3.33				5.00		4.67		5.00		4.50	
3a	Clearly communicate to students using developmentally appropriate language	4.50	3a 4.458	3.67	3a 3.917		3a	5.00	3a 5.000	4.67	3a 4.667	5.00	3a 5.000	4.50	3a 4.750
3b	Use questioning techniques that elicit a thoughtful response from students	4.50		4.33				5.00		4.67		5.00		4.50	
3b	Use discussion techniques that elicit a thoughtful response from students	4.67		4.33				5.00		4.67		5.00		4.50	
3b	Allow sufficient time following a question for students to answer	4.67		4.00				5.00		4.67		4.00		5.00	
3b	Include all students in class discussions	4.50		4.00				5.00		4.67		5.00		4.50	
3b	Step aside, when appropriate, during class discussions so that students can lead	3.83	3b 4.433	4.00	3b 4.133		3b	5.00	3b 5.000	4.67	3b 4.667	4.00	3b 4.600	5.00	3b 4.700
3c	Engage students through activities/assignments that are appropriate to all students	4.00		4.33				5.00		4.67		5.00		4.50	
3c	Engage students through materials that are appropriate to all students	4.33		4.33				5.00		4.67		5.00		4.50	
3c	Engage students through different types of student groupings	4.00		4.67				5.00		4.67		5.00		4.50	
3c	Engage students in class work with a high level of rigor	3.80		4.00				5.00		4.33		5.00		4.50	
3c	Structure lessons that are coherent	3.83		4.33				5.00		4.33		5.00		4.50	
3c	Structure lessons that are paced appropriately	4.00	3c 3.994	4.33	3c 4.333		3c	5.00	3c 5.000	4.33	3c 4.500	5.00	3c 5.000	3.50	3c 4.333
3d	Make students fully aware of the criteria and performance standards by which their work will be evaluated	4.50		4.67				5.00		4.33		5.00		4.50	
3d	Accurately monitor student progress in curriculum through regular assessment to elicit evidence of understanding	4.17		4.67				5.00		4.33		5.00		3.50	
3d	Prepare specific and timely feedback that students can use with regard to performance	4.33		4.00				5.00		4.33		5.00		3.50	
3d	Develop skills for accurate student self-assessment or peer assessment against assessment criteria and standards	4.00	3d 4.250	4.00	3d 4.333		3d	5.00	3d 5.000	4.33	3d 4.333	4.00	3d 4.750	3.50	3d 3.750
3e	Adjust instruction from assessment evidence to ensure students' full understanding of learning goals	4.00		4.33				5.00		4.33		5.00		4.50	
3e	Accommodate student questions, needs, or interests within the instructional time	4.17		4.33				5.00		4.33		5.00		4.50	
3e	Be persistent with those students having difficulty learning	4.00	3e 4.056	4.00	3e 4.222		3e	5.00	3e 5.000	4.33	3e 4.333	5.00	3e 5.000	4.50	3e 4.500
4a	Provide an accurate reflection of a lesson taught	4.50		4.00				5.00		4.33		4.00		4.50	
4a	Provide an objective reflection of a lesson taught	4.00		4.00				5.00		4.33		4.00		4.50	
4a	Cite specific positive and negative reflective characteristics on teaching	4.00		4.00				5.00		4.33		4.00		4.50	
4a	Make specific suggestions as to how the lesson might be improved	3.75	4a 4.063	4.00	4a 4.000		4a	5.00	4a 5.000	4.33	4a 4.333	4.00	4a 4.000	3.50	4a 4.250
4b	Maintain accurate instructional records	3.75		3.00				5.00		4.00		5.00		3.50	
4b	Maintain accurate non-instructional records	3.75	4b 3.750	3.00	4b 3.000		4b	5.00	4b 5.000	4.00	4b 4.000	5.00	4b 5.000	4.50	4b 4.000

Graduate Initial Teacher Preparation Program One-Year Alumni Survey Result Trends

The data provided on this page is limited to overall survey item average (aligned to Danielson's Frameworks of Teaching) and average by Danielson Domain for ease of viewing.

		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Fall 2019	
		Master of Arts in Teaching with		Master of Arts in Teaching with		Master of Arts in Teaching with		Master of Arts in Teaching with		Master of Arts in Teaching with		Master of Arts in Teaching with		Master of Arts in Teaching with	
		Surveys sent = 24, Response received = 6, 25% response rate		Surveys sent = 33, Response received = 4, 12.12% response		Surveys sent = 20, Response received = 0, 0% response rate		Surveys sent = 30, Response received = 2, 6.7% response		Surveys sent = 25, Response received = 4, 16% response rate		Surveys sent = 31, Response received = 2, 6.45% response		Surveys sent = 35, Response received = 3, 8.57% response	
Danielson	The Harding University Teacher Education Program prepared me to:	n = 6	Average by	n = 4	Average by	n = 0	Average by	n = 2	Average by	n = 4	Average by	n = 2	Average by	n = 3	Average by
4c	Engage families in the instructional program	3.50		4.33				5.00		4.67		5.00		3.50	
4c	Convey culturally appropriate messages	4.25	4c 3.875	4.33	4c 4.333		4c	5.00	4c 5.000	4.67	4c 4.667	4.00	4c 4.500	4.50	4c 4.000
4d	Participate in the professional community	4.75		4.33				5.00		4.67		5.00		5.00	
4d	Maintain positive professional relationships with colleagues	4.75		3.67				5.00		4.67		5.00		5.00	
4d	Maintain productive professional relationships with colleagues	4.75	4d 4.750	4.00	4d 4.000		4d	5.00	4d 5.000	4.67	4d 4.667	5.00	4d 5.000	5.00	4d 5.000
4e	Engage in professional development opportunities	4.50		4.00				5.00		4.67		5.00		5.00	
4e	Assess my own needs for professional development	3.75		3.67				5.00		4.67		5.00		5.00	
4e	Conduct action research in order to contribute to the profession	4.75	4e 4.333	4.33	4e 4.000		4e	5.00	4e 5.000	4.67	4e 4.667	4.00	4e 4.667	4.50	4e 4.833
4f	Display the highest level of ethical behavior	5.00		4.33				5.00		5.00		5.00		5.00	
4f	Display the highest level of professionalism when interacting with students	5.00		4.33				5.00		5.00		5.00		5.00	
4f	Display the highest level of professionalism when interacting with my colleagues	5.00		4.33				5.00		5.00		5.00		5.00	
4f	Display the highest level of professionalism when interacting with the school's community	4.50		4.33				5.00		5.00		5.00		5.00	
4f	Comply with school/district regulations	5.00	4f 4.900	4.00	4f 4.267		4f	5.00	4f 5.000	4.67	4f 4.933	5.00	4f 5.000	4.50	4f 4.900

Survey (Perception) Key:

- Strongly Agree = 5
- Agree = 4
- Neither Agree nor Disagree = 3
- Disagree = 2
- Strongly Disagree = 1

Graduate Program Content Specific Area Survey Trend Data

Addresses CAEP Standards A.4.2, A.5.4

READING Trend Information from One Year Alumni Survey

Fall 2016 - Fall 2019

10 out of 53 responded, 18.9%

The Harding University Graduate Reading Program prepared me to:

Understand the theoretical and evidence-based foundations of reading and writing process and instruction. (ILA 1.0)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. (ILA 2.1)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (ILA 2.2)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Understand types of assessments and their purposes, strengths, and limitations. (ILA 3.1)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Use assessment information to plan and evaluate instruction. (ILA 3.3)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. (ILA 4.1)	Strongly Agree Agree All other ratings	25.00% 75.00% 0.00%
Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (ILA 4.2)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Design the physical environment to optimize student's use of traditional print, digital, and online resources in reading and writing instruction. (ILA 5.1)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Use a variety of classroom configurations (ie. Whole class, small group, and individual) to differentiate instruction. (ILA 5.4)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. (ILA 6.4)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%

Special Education Trend Information from One Year Alumni Survey

		Fall 2016 - Fall 2019
		5 out of 12 responded, 41.7%
The Harding University Graduate Special Education Program prepared me to:		
Understand how exceptionalities may interact with student learning. (CEC 1)	Strongly Agree Agree All other ratings	40.00% 60.00% 0.00%
Provide challenging learning experiences for individuals with exceptionalities. (CEC 1)	Strongly Agree Agree All other ratings	40.00% 60.00% 0.00%
Create culturally responsive learning environments for individuals with exceptionalities. (CEC 2)	Strongly Agree Agree All other ratings	40.00% 60.00% 0.00%
Create environments that promote positive social interactions for individuals with exceptionalities. (CEC 2)	Strongly Agree Agree All other ratings	40.00% 60.00% 0.00%
Use academic content to individualize learning for individuals with exceptionalities. (CEC 3)	Strongly Agree Agree All other ratings	40.00% 40.00% 20.00%
Use multiple methods of assessments in making educational decisions. (CEC 4)	Strongly Agree Agree All other ratings	20.00% 80.00% 0.00%
Use evidence-based instructional strategies to promote learning among individuals with exceptionalities. (CEC 5)	Strongly Agree Agree All other ratings	40.00% 60.00% 0.00%
Use ethical principles in the field of special education to inform your practice. (CEC 6)	Strongly Agree Agree All other ratings	60.00% 40.00% 0.00%
Collaborate with families to address the needs of individuals with exceptionalities. (CEC 7)	Strongly Agree Agree All other ratings	60.00% 20.00% 20.00%