

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

Addresses CAEP Standards 4.4, 5.4

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		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018	
		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	
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
1a	Demonstrate knowledge of content	3.33		3.75				4.50		4.25	
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
1b	Demonstrate knowledge of student development	4.67		4.00				4.50		4.25	
1b	Demonstrate knowledge of student culture and background	4.67		4.25				4.00		4.50	
1b	Demonstrate knowledge of student special needs	4.17		4.00				4.50		4.00	
1b	Demonstrate knowledge of student language proficiency	4.00		3.75				4.50		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
1c	Set clear instructional outcomes/goals	4.67		4.25				4.00		4.00	
1c	Align instruction to state standards	4.67		4.50				4.50		4.00	
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
1d	Demonstrate knowledge of multiple resources (including technology and materials) to impact student learning	4.17		4.50				5.00		4.25	
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
1e	Design learning experiences to align with instructional outcomes	4.17		4.25				5.00		4.00	
1e	Provide a variety of appropriately challenging materials and resources	4.17		3.50				5.00		4.00	
1e	Plan a lesson/unit that is well structured	4.50		4.25				5.00		4.00	
1e	Differentiate lessons for individual student needs	4.00	1e 4.208	4.25	1e 4.063		1e	5.00	1e 5.000	4.00	1e 4.000
1f	Design student assessments aligned with instructional goals	3.60		4.50				5.00		4.00	
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
2a	Create a learning climate that promotes respect	4.67		4.00				5.00		4.67	
2a	Develop a rapport with students	4.17		4.00				5.00		4.67	
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
2b	Establish a classroom culture characterized by high expectations for all students	4.50		4.33				5.00		4.67	
2b	Create a classroom culture where students demonstrate pride in their work	4.17		3.67				5.00		4.67	
2b	Display genuine commitment to the subject	4.00		3.33				5.00		4.67	
2b	Display knowledge of students' diverse cultures	4.33		4.33				5.00		5.00	
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
2c	Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	4.50		4.00				5.00		4.67	
2c	Use instructional time effectively	4.17		4.00				5.00		4.33	
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
2d	Monitor student behavior in classroom with respect to established standards	4.33		3.67				5.00		4.33	
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
2e	Create a safe environment for learning that is equally accessible to all students	4.50		4.00				5.00		4.67	
2e	Organize the physical arrangement to support learning activities	4.17		4.00				5.00		4.67	
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
3a	Communicate clear expectations for student learning outcomes	4.33		4.67				5.00		4.67	
3a	Communicate clear directions and procedures to students	4.50		4.00				5.00		4.67	
3a	Appropriately communicate content with respect to students' knowledge and experience	4.50		3.33				5.00		4.67	
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
3b	Use questioning techniques that elicit a thoughtful response from students	4.50		4.33				5.00		4.67	
3b	Use discussion techniques that elicit a thoughtful response from students	4.67		4.33				5.00		4.67	
3b	Allow sufficient time following a question for students to answer	4.67		4.00				5.00		4.67	
3b	Include all students in class discussions	4.50		4.00				5.00		4.67	
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
3c	Engage students through activities/assignments that are appropriate to all students	4.00		4.33				5.00		4.67	
3c	Engage students through materials that are appropriate to all students	4.33		4.33				5.00		4.67	
3c	Engage students through different types of student groupings	4.00		4.67				5.00		4.67	
3c	Engage students in class work with a high level of rigor	3.80		4.00				5.00		4.33	
3c	Structure lessons that are coherent	3.83		4.33				5.00		4.33	
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

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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	
3d	Accurately monitor student progress in curriculum through regular assessment to elicit evidence of understanding	4.17		4.67				5.00		4.33	
3d	Prepare specific and timely feedback that students can use with regard to performance	4.33		4.00				5.00		4.33	
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
3e	Adjust instruction from assessment evidence to ensure students' full understanding of learning goals	4.00		4.33				5.00		4.33	
3e	Accommodate student questions, needs, or interests within the instructional time	4.17		4.33				5.00		4.33	
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
4a	Provide an accurate reflection of a lesson taught	4.50		4.00				5.00		4.33	
4a	Provide an objective reflection of a lesson taught	4.00		4.00				5.00		4.33	
4a	Cite specific positive and negative reflective characteristics on teaching	4.00		4.00				5.00		4.33	
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
4b	Maintain accurate instructional records	3.75		3.00				5.00		4.00	
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
4c	Engage families in the instructional program	3.50		4.33				5.00		4.67	
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
4d	Participate in the professional community	4.75		4.33				5.00		4.67	
4d	Maintain positive professional relationships with colleagues	4.75		3.67				5.00		4.67	
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
4e	Engage in professional development opportunities	4.50		4.00				5.00		4.67	
4e	Assess my own needs for professional development	3.75		3.67				5.00		4.67	
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
4f	Display the highest level of ethical behavior	5.00		4.33				5.00		5.00	
4f	Display the highest level of professionalism when interacting with students	5.00		4.33				5.00		5.00	
4f	Display the highest level of professionalism when interacting with my colleagues	5.00		4.33				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	
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

Survey (Perception) Key:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1