

**Undergraduate Teacher Preparation Program 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	
		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, <b>15.09% response rate</b>		Surveys sent = 77, Response received = 23, <b>29.87% response rate</b>		Surveys sent = 58, Response received = 7, <b>12.07% response rate</b>		Surveys sent = 79, Response received = 18, <b>22.78% response rate</b>		Surveys sent = 47, Response received = 7, <b>14.89% response rate</b>	
Danielson	The Harding University Teacher Education Program prepared me to:	n = 8	Average by Danielson Domain	n = 23	Average by Danielson Domain	n = 7	Average by Danielson Domain	n = 18	Average by Danielson Domain	n = 7	Average by Danielson Domain
1a	Demonstrate knowledge of content	4.13		4.09		4.14		4.22		4.71	
1a	Demonstrate knowledge of pedagogy	4.13	<b>1a 4.125</b>	3.87	<b>1a 3.978</b>	3.86	<b>1a 4.000</b>	4.33	<b>1a 4.278</b>	4.57	<b>1a 4.643</b>
1b	Demonstrate knowledge of student development	4.13		3.95		4.29		4.17		4.57	
1b	Demonstrate knowledge of student culture and background	4.00		3.70		4.00		3.78		4.43	
1b	Demonstrate knowledge of student special needs	4.13		3.96		4.00		4.17		4.29	
1b	Demonstrate knowledge of student language proficiency	3.75		3.57		3.43		3.56		4.14	
1b	Demonstrate knowledge of student skill level	3.88	<b>1b 3.975</b>	3.70	<b>1b 3.774</b>	4.14	<b>1b 3.971</b>	3.83	<b>1b 3.900</b>	4.29	<b>1b 4.343</b>
1c	Set clear instructional outcomes/goals	4.00		3.74		4.14		4.06		4.43	
1c	Align instruction to state standards	4.13		3.87		4.71		4.22		4.43	
1c	Set instructional outcomes/goals appropriate for all learners	4.43	<b>1c 4.185</b>	3.96	<b>1c 3.855</b>	4.00	<b>1c 4.286</b>	4.06	<b>1c 4.111</b>	4.14	<b>1c 4.333</b>
1d	Demonstrate knowledge of multiple resources (including technology and materials) to impact student learning	4.14		3.87		3.86		3.67		4.29	
1d	Facilitate use of internet resources to impact student learning	4.00	<b>1d 4.071</b>	3.74	<b>1d 3.804</b>	3.57	<b>1d 3.714</b>	3.78	<b>1d 3.722</b>	4.29	<b>1d 4.286</b>
1e	Design learning experiences to align with instructional outcomes	4.29		3.87		3.71		4.06		4.57	
1e	Provide a variety of appropriately challenging materials and resources	4.14		3.57		4.00		4.06		4.29	
1e	Plan a lesson/unit that is well structured	4.14		3.96		4.29		4.17		4.57	
1e	Differentiate lessons for individual student needs	4.00	<b>1e 4.143</b>	3.78	<b>1e 3.793</b>	4.14	<b>1e 4.036</b>	3.72	<b>1e 4.000</b>	4.14	<b>1e 4.393</b>
1f	Design student assessments aligned with instructional goals	4.00		3.70		4.14		3.89		4.57	
1f	Use assessment results to plan for future instruction	4.14	<b>1f 4.071</b>	3.52	<b>1f 3.609</b>	3.71	<b>1f 3.929</b>	3.78	<b>1f 3.833</b>	4.29	<b>1f 4.429</b>
2a	Create a learning climate that promotes respect	4.43		3.74		4.00		4.18		4.80	
2a	Develop a rapport with students	4.43		3.87		4.14		4.00		5.00	
2a	Encourage respectful behavior among students	4.14	<b>2a 4.333</b>	3.70	<b>2a 3.768</b>	4.14	<b>2a 4.095</b>	3.94	<b>2a 4.039</b>	5.00	<b>2a 4.933</b>
2b	Establish a classroom culture characterized by high expectations for all students	4.29		3.74		4.50		4.00		4.80	
2b	Create a classroom culture where students demonstrate pride in their work	4.14		3.78		4.29		3.82		4.40	
2b	Display genuine commitment to the subject	4.14		3.96		4.43		4.06		4.60	
2b	Display knowledge of students' diverse cultures	4.29		3.74		3.43		3.53		4.20	
2b	Display genuine respect for students' diverse cultures	4.14	<b>2b 4.200</b>	3.87	<b>2b 3.817</b>	3.86	<b>2b 4.100</b>	3.94	<b>2b 3.871</b>	4.20	<b>2b 4.440</b>
2c	Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	3.75		3.13		3.43		3.65		4.25	
2c	Use instructional time effectively	3.75		3.61		3.86		3.71		4.25	
2c	Establish consistent standards of conduct in classroom	4.00	<b>2c 3.833</b>	3.48	<b>2c 3.406</b>	3.86	<b>2c 3.714</b>	3.94	<b>2c 3.765</b>	4.50	<b>2c 4.333</b>
2d	Monitor student behavior in classroom with respect to established standards	3.50		3.22		3.86		3.76		4.50	
2d	Respond appropriately to student misbehavior with respect to established standards	3.25	<b>2d 3.375</b>	3.13	<b>2d 3.174</b>	3.43	<b>2d 3.643</b>	3.29	<b>2d 3.529</b>	4.25	<b>2d 4.375</b>
2e	Create a safe environment for learning that is equally accessible to all students	4.25		3.65		4.57		4.00		4.75	
2e	Organize the physical arrangement to support learning activities	3.25		3.57		3.71		3.82		4.75	
2e	Make effective use of physical resources, including computer technology	3.25	<b>2e 3.583</b>	3.74	<b>2e 3.652</b>	3.57	<b>2e 3.952</b>	3.94	<b>2e 3.922</b>	4.75	<b>2e 4.750</b>
3a	Communicate clear expectations for student learning outcomes	4.25		3.91		4.33		4.18		4.25	
3a	Communicate clear directions and procedures to students	3.75		3.82		4.50		4.06		4.50	
3a	Appropriately communicate content with respect to students' knowledge and experience	3.75		3.91		4.33		4.06		4.25	
3a	Clearly communicate to students using developmentally appropriate language	3.75	<b>3a 3.875</b>	3.82	<b>3a 3.864</b>	4.33	<b>3a 4.375</b>	3.88	<b>3a 4.044</b>	4.00	<b>3a 4.250</b>
3b	Use questioning techniques that elicit a thoughtful response from students	3.25		3.68		4.67		3.94		4.50	
3b	Use discussion techniques that elicit a thoughtful response from students	3.25		3.73		4.33		3.88		4.75	
3b	Allow sufficient time following a question for students to answer	3.50		4.00		4.67		4.12		4.50	
3b	Include all students in class discussions	3.25		3.68		4.17		3.71		4.25	
3b	Step aside, when appropriate, during class discussions so that students can lead	3.00	<b>3b 3.250</b>	3.62	<b>3b 3.742</b>	3.83	<b>3b 4.333</b>	3.65	<b>3b 3.859</b>	4.25	<b>3b 4.450</b>
3c	Engage students through activities/assignments that are appropriate to all students	3.50		3.91		4.17		3.94		4.50	
3c	Engage students through materials that are appropriate to all students	3.75		3.91		4.00		4.00		4.50	
3c	Engage students through different types of student groupings	4.25		3.95		4.33		3.86		4.50	
3c	Engage students in class work with a high level of rigor	3.50		3.71		4.00		3.79		4.00	
3c	Structure lessons that are coherent	3.50		3.71		4.17		3.86		4.50	
3c	Structure lessons that are paced appropriately	3.25	<b>3c 3.625</b>	3.57	<b>3c 3.795</b>	4.17	<b>3c 4.139</b>	3.57	<b>3c 3.835</b>	4.00	<b>3c 4.333</b>

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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	
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	
3d	Prepare specific and timely feedback that students can use with regard to performance	3.75		3.67		4.17		4.00		3.50	
3d	Develop skills for accurate student self-assessment or peer assessment against assessment criteria and standards	3.75	<b>3d 3.750</b>	3.67	<b>3d 3.655</b>	4.17	<b>3d 4.125</b>	3.79	<b>3d 3.929</b>	4.50	<b>3d 4.125</b>
3e	Adjust instruction from assessment evidence to ensure students' full understanding of learning goals	3.75		3.52		4.17		4.00		4.00	
3e	Accommodate student questions, needs, or interests within the instructional time	3.50		3.86		4.33		4.14		4.25	
3e	Be persistent with those students having difficulty learning	3.50	<b>3e 3.583</b>	3.95	<b>3e 3.778</b>	4.33	<b>3e 4.278</b>	4.00	<b>3e 4.048</b>	3.75	<b>3e 4.000</b>
4a	Provide an accurate reflection of a lesson taught	4.33		3.90		4.50		4.14		4.00	
4a	Provide an objective reflection of a lesson taught	4.33		3.76		4.50		4.07		3.75	
4a	Cite specific positive and negative reflective characteristics on teaching	4.33		3.90		4.67		4.00		4.25	
4a	Make specific suggestions as to how the lesson might be improved	4.33	<b>4a 4.333</b>	3.81	<b>4a 3.845</b>	4.67	<b>4a 4.583</b>	4.07	<b>4a 4.071</b>	4.50	<b>4a 4.125</b>
4b	Maintain accurate instructional records	3.00		3.71		3.67		3.71		3.75	
4b	Maintain accurate non-instructional records	3.00	<b>4b 3.000</b>	3.76	<b>4b 3.738</b>	3.67	<b>4b 3.667</b>	3.57	<b>4b 3.643</b>	3.50	<b>4b 3.625</b>
4c	Engage families in the instructional program	3.33		3.38		3.83		3.43		4.25	
4c	Convey culturally appropriate messages	3.33	<b>4c 3.333</b>	3.86	<b>4c 3.619</b>	3.67	<b>4c 3.750</b>	3.50	<b>4c 3.464</b>	4.00	<b>4c 4.125</b>
4d	Participate in the professional community	3.67		3.86		4.00		3.50		4.50	
4d	Maintain positive professional relationships with colleagues	3.67		4.05		4.67		3.86		4.50	
4d	Maintain productive professional relationships with colleagues	3.67	<b>4d 3.667</b>	4.10	<b>4d 4.000</b>	4.67	<b>4d 4.444</b>	3.86	<b>4d 3.738</b>	4.50	<b>4d 4.500</b>
4e	Engage in professional development opportunities	3.67		3.86		4.33		3.93		4.50	
4e	Assess my own needs for professional development	3.33		4.10		3.67		3.57		4.25	
4e	Conduct action research in order to contribute to the profession	3.00	<b>4e 3.333</b>	3.29	<b>4e 3.746</b>	3.67	<b>4e 3.889</b>	3.36	<b>4e 3.619</b>	3.75	<b>4e 4.167</b>
4f	Display the highest level of ethical behavior	4.33		4.10		4.17		4.36		4.25	
4f	Display the highest level of professionalism when interacting with students	4.33		4.05		4.50		4.21		4.50	
4f	Display the highest level of professionalism when interacting with my colleagues	4.33		4.05		4.67		4.29		4.50	
4f	Display the highest level of professionalism when interacting with the school's community	4.33		4.05		4.67		4.21		4.50	
4f	Comply with school/district regulations	3.67	<b>4f 4.200</b>	4.05	<b>4f 4.057</b>	4.83	<b>4f 4.567</b>	4.29	<b>4f 4.271</b>	4.50	<b>4f 4.450</b>

**Survey (Perception) Key:**

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1