

Measure 2: Satisfaction of Completers.

Survey Summer 2024

N=7

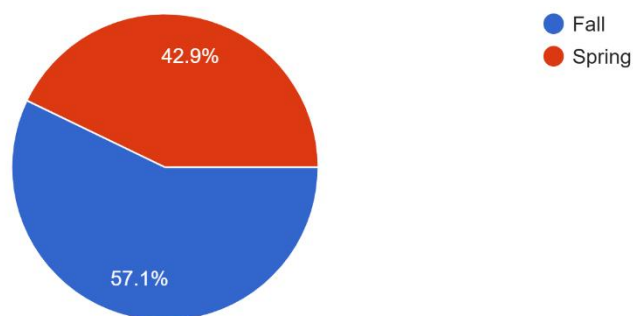
The following completer satisfaction data was gathered for the 23-24 school year. Overall, completers rated themselves as “accomplished” while principals rated most completers as “apprentice”. While principals continued to express concern about classroom and behavior management, completers did not report this as an issue. Completers agreed with principals they were well prepared around “equitable learning”, however completers rated themselves high in area of utilizing teaching and learning methods; considerably higher than how principals rated instruction. Completers overall felt they were developing in the utilization of technology while principals saw this as a strength. At the end of the survey, completers were asked to speak to their level of preparedness and satisfaction with their preparation at Southwestern College (please see end of the survey for anecdotal data).

One completer summed up their satisfaction with the program when she explained, “I felt like I was very prepared in almost every area. I felt the content I learned in college was very relevant.”

Completer Survey 23-24

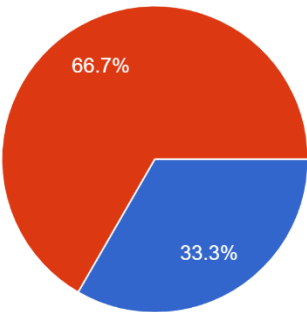
Which semester did you student teach?

7 responses



How long have you been a licensed and practicing educator?

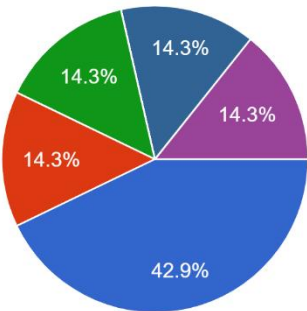
6 responses



- I'm in my first year of teaching.
- I have completed two semesters, but not four semesters of teaching.
- I have completed four or more semesters of teaching.

What is your current teaching assignment?

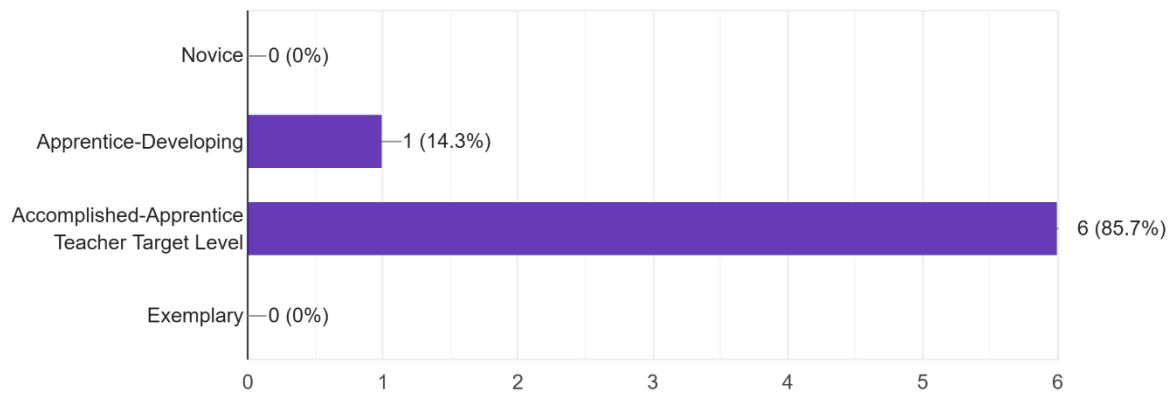
7 responses



- PK-3
- Grades 4-5
- Grades 6-8
- Middle School
- High School
- Student Teacher
- Para
- Special Educator

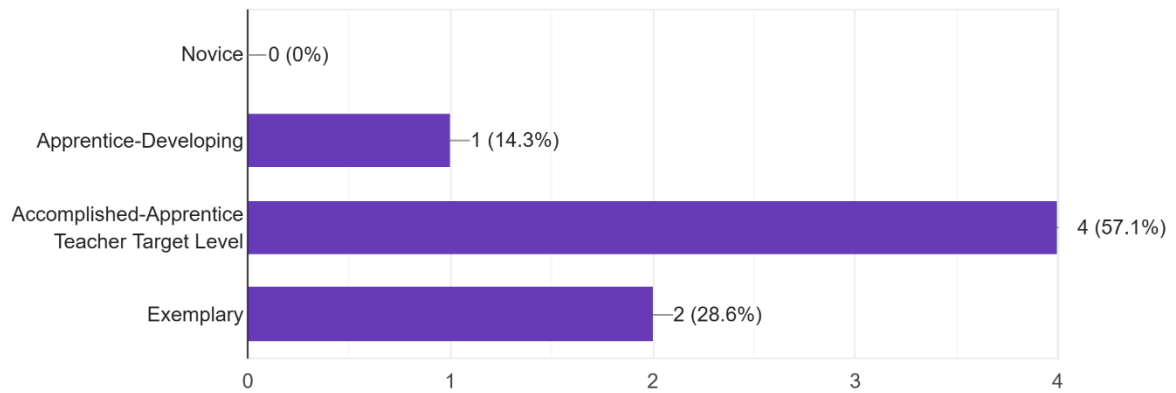
I can develop a behavior management plan.

7 responses



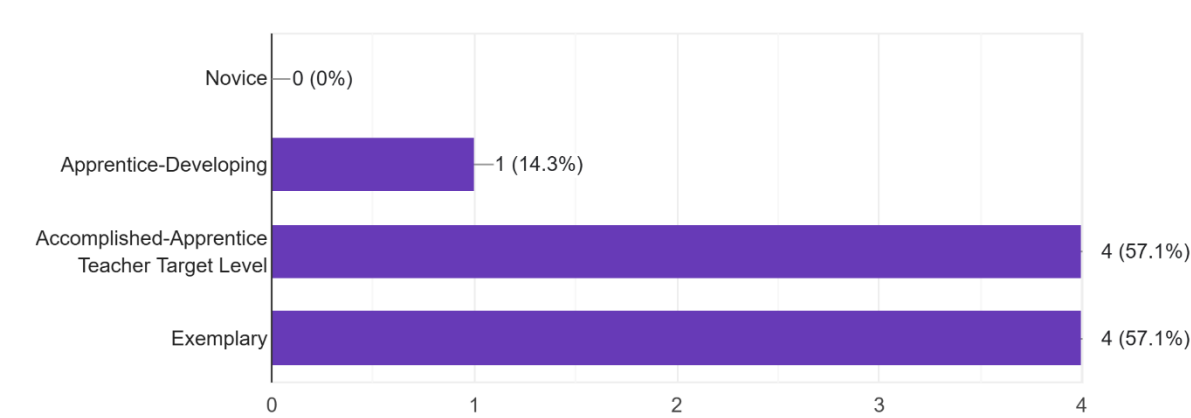
I can evaluate ethical decisions in a professional environment.

7 responses



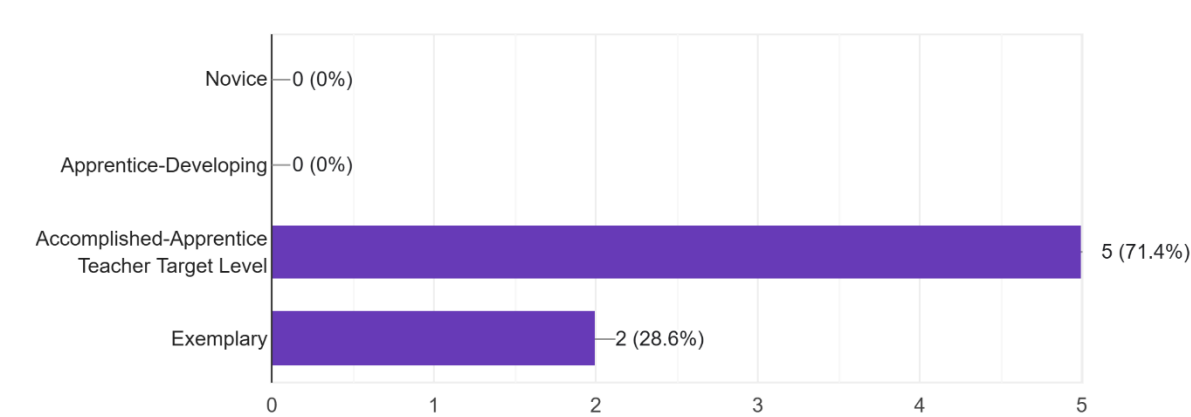
I can establish a positive classroom environment.

7 responses



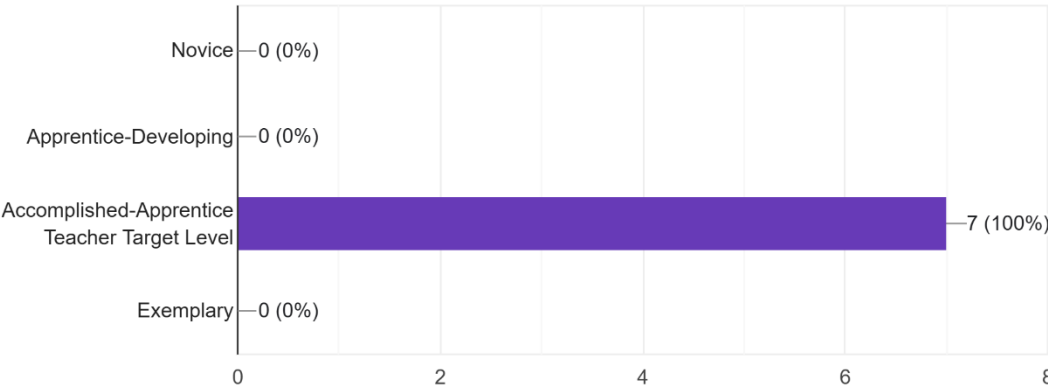
I articulate my classroom expectations.

7 responses



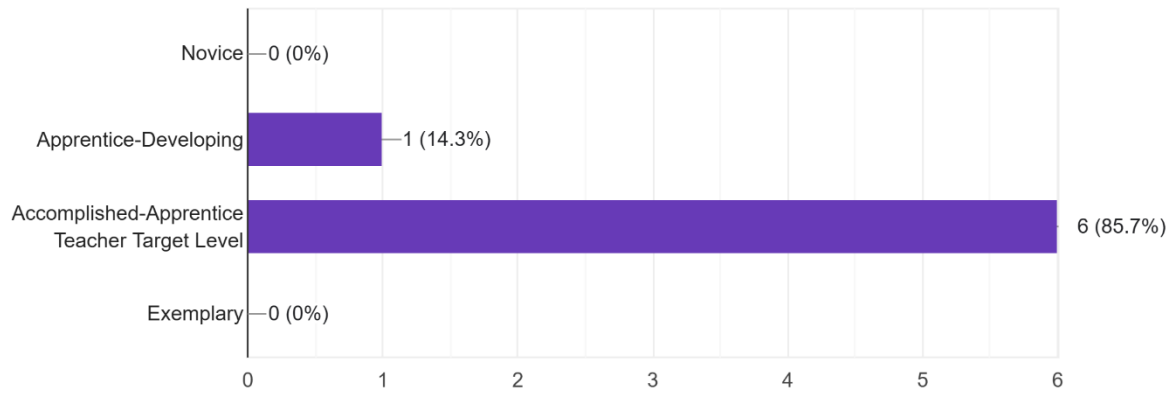
My overall assessment of my classroom management.

7 responses



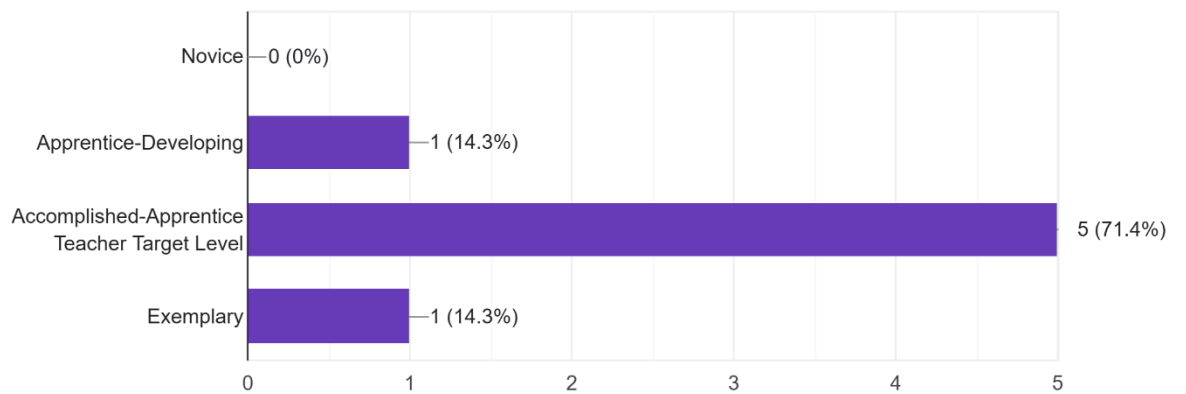
I can develop and explain learning outcomes.

7 responses



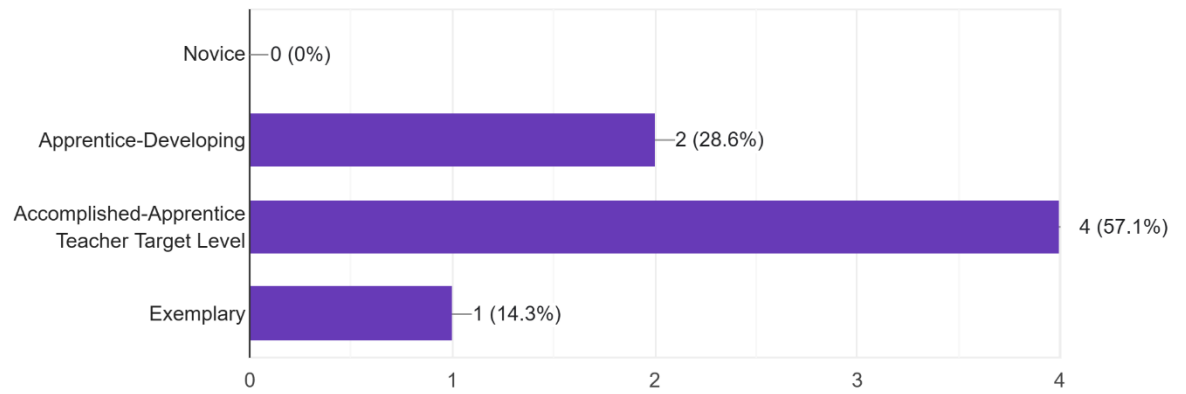
I connect objectives to state and national outcomes.

7 responses



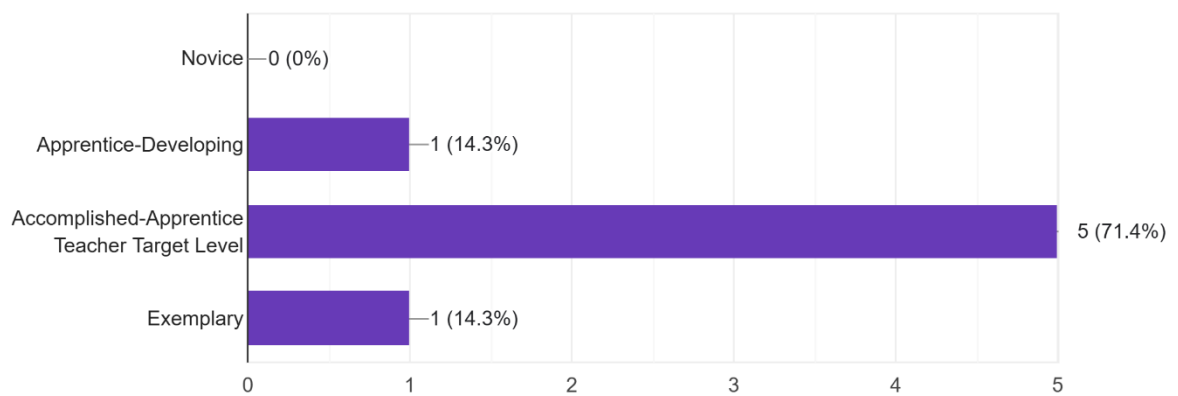
I design effective lessons (micro).

7 responses



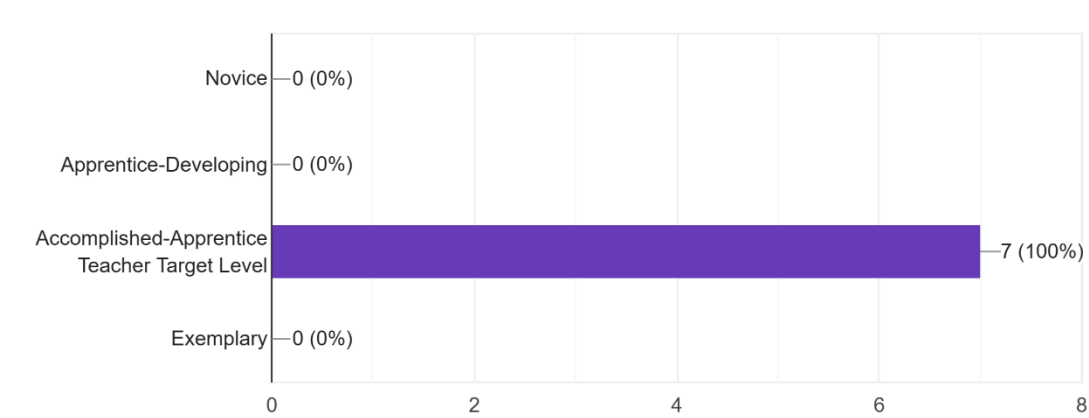
I can design effective units of instruction (macro).

7 responses



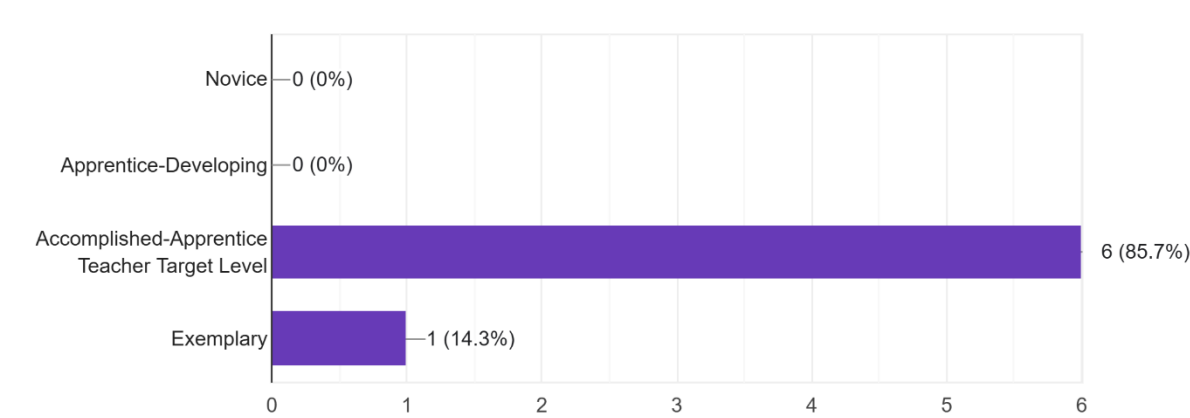
I can implement planned learning activities.

7 responses



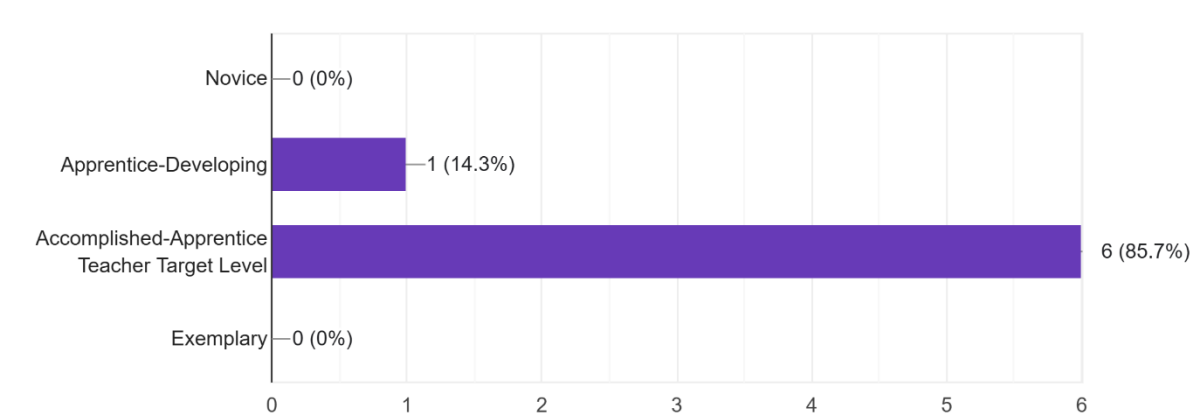
I can adjust instruction to meet the emerging needs of the learner.

7 responses



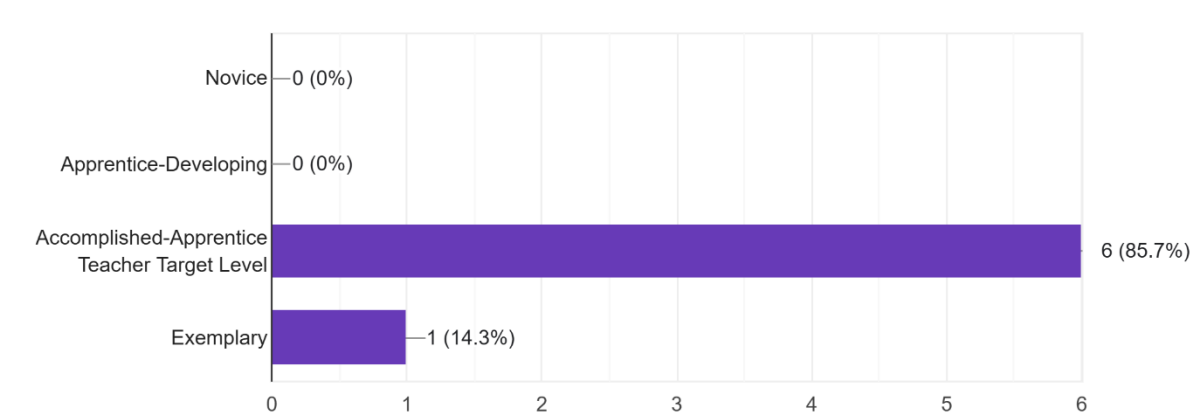
My overall assessment of my ability to plan and implement effective instruction.

7 responses



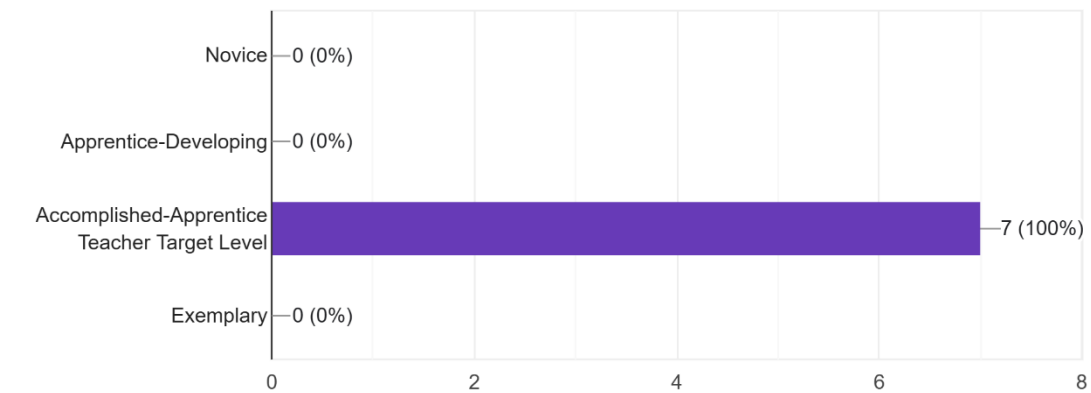
I recognize students mature and develop at different stages in life.

7 responses



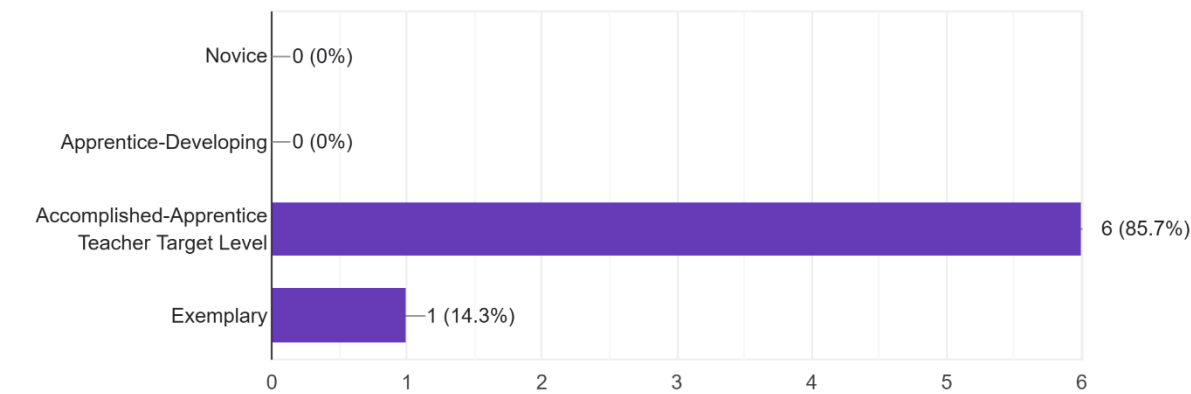
I understand and respect diverse learning needs of students from varying cultural and economic backgrounds.

7 responses



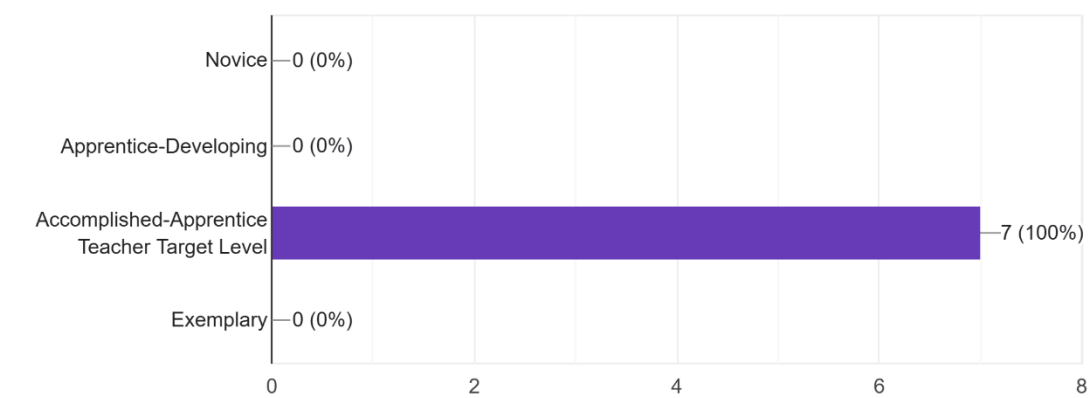
I recognize differences among my experiences and the experiences of students who have different backgrounds from me.

7 responses



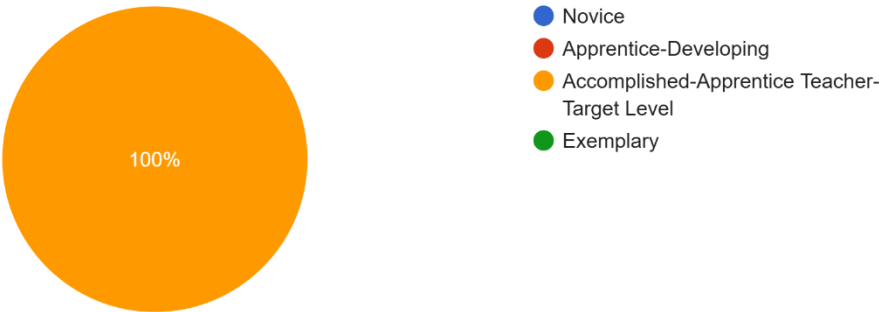
My overall assessment of my ability to understand my learners:

7 responses



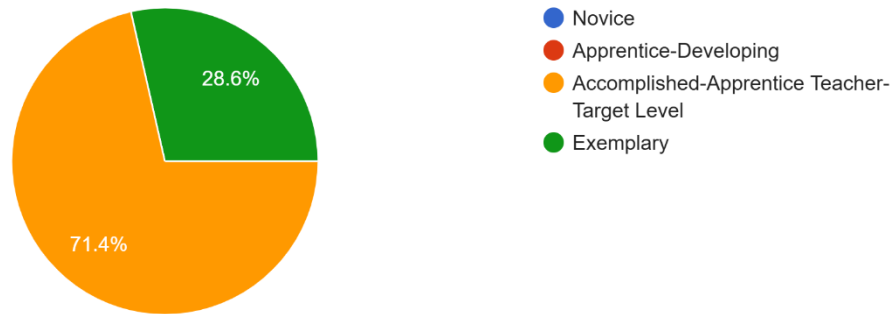
I recognize varying modalities and learning styles.

7 responses



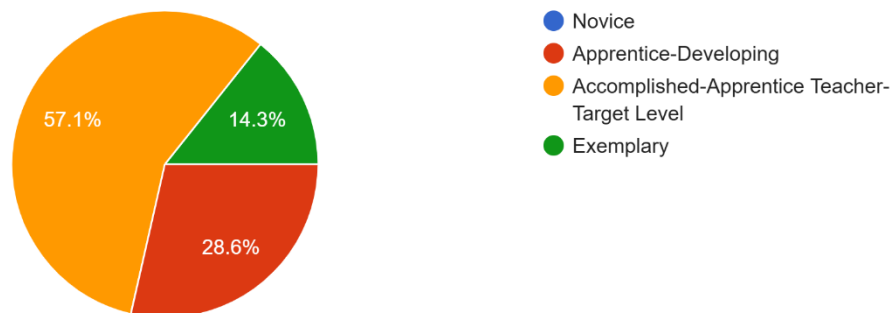
I determine instructional approaches, based upon desired learning outcomes.

7 responses



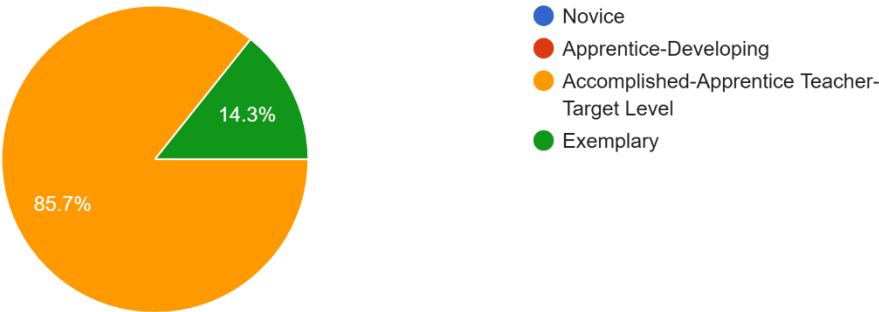
I utilize effective research-based strategies consistent with the learning outcomes.

7 responses



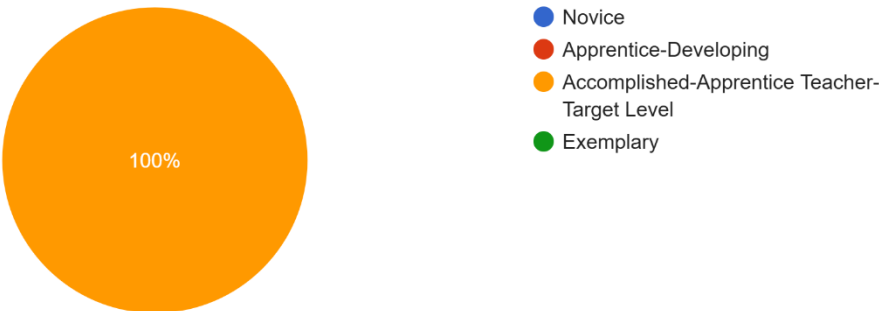
I vary instructional approaches to meet the different learning needs of specific students.

7 responses



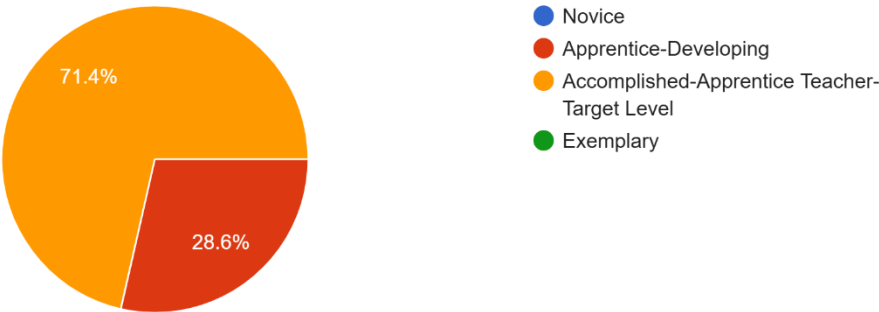
My overall assessment of of my ability to utilize methods of teaching and learning.

7 responses



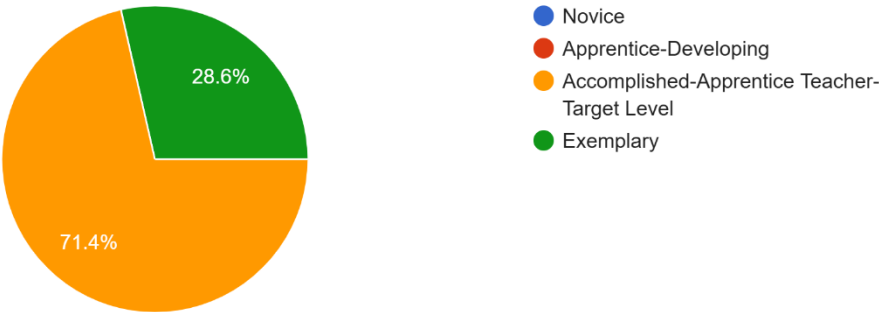
I document student performance and use the data to meet student needs.

7 responses



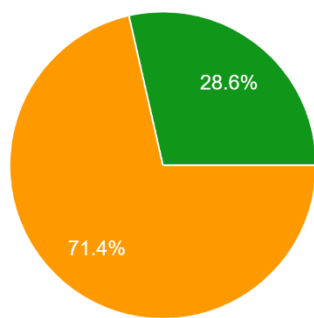
I communicate expectations for mastering content.

7 responses



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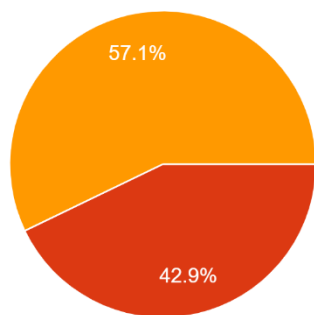
7 responses



- Novice
- Apprentice-Developing
- Accomplished-Apprentice Teacher-Target Level
- Exemplary

I provide specific, corrective, and supportive feedback.

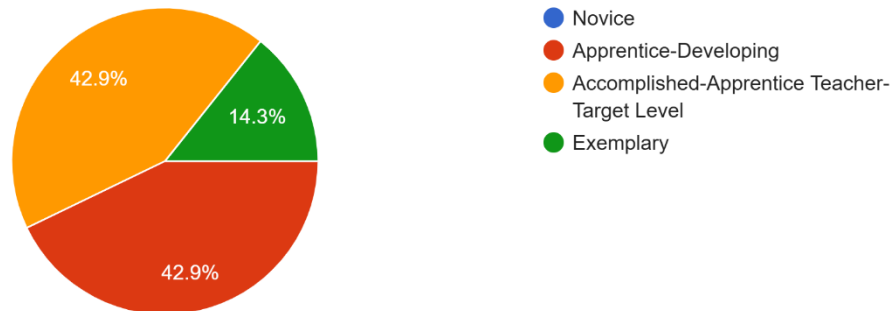
7 responses



- Novice
- Apprentice-Developing
- Accomplished-Apprentice Teacher-Target Level
- Exemplary

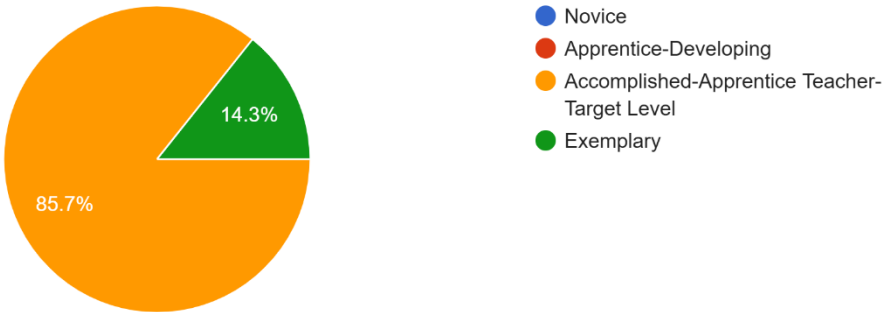
I assess learning through formative and summative assessments.

7 responses



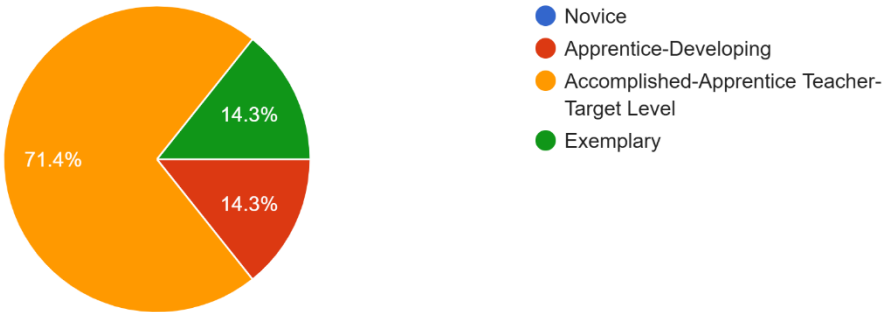
I communicate growth and change in student performance.

7 responses



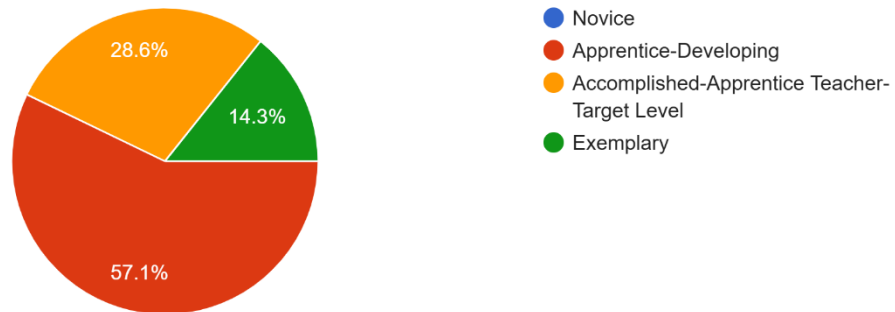
My overall assessment of my ability to track student performance.

7 responses



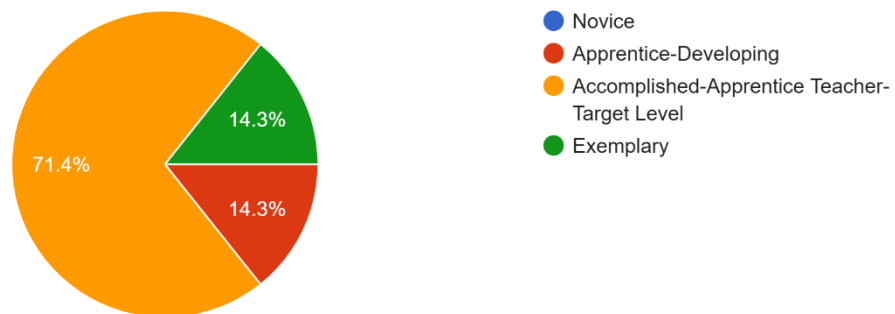
I use interactive technologies to support instruction.

7 responses



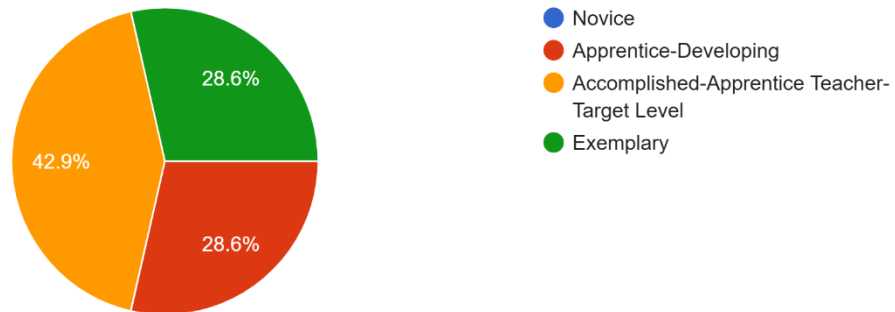
I engage learners to access, interpret, evaluate, and apply information.

7 responses



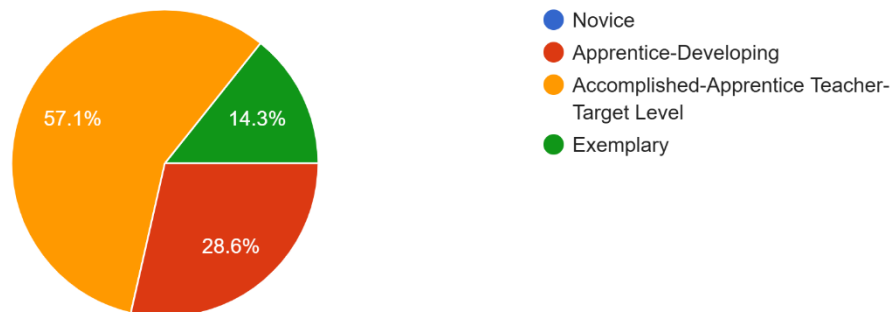
I model safe, legal, and ethical use of information.

7 responses



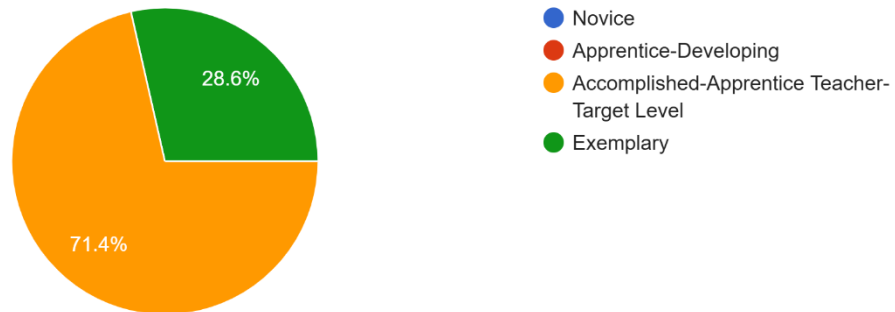
My overall assessment of my ability to integrate technology to promote learning.

7 responses



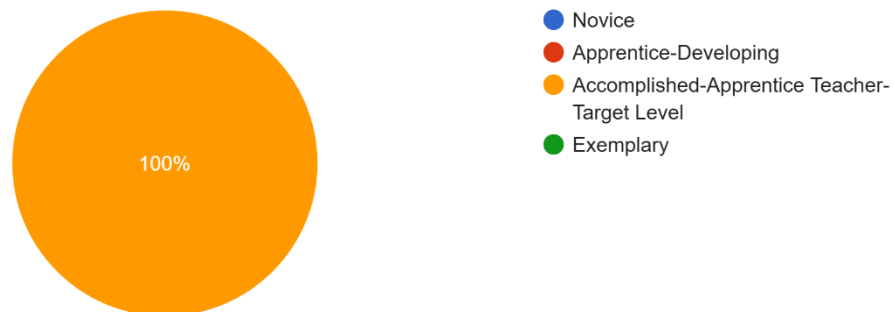
I manage the learning environment to actively and equitably engage all learners.

7 responses

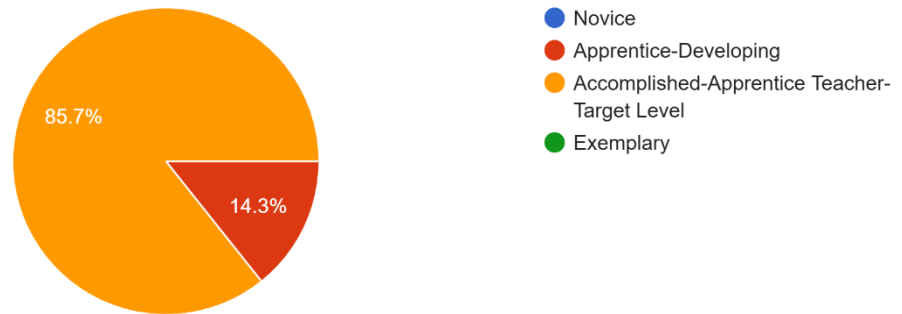


I facilitate the learner's ability to develop diverse social and cultural perspectives.

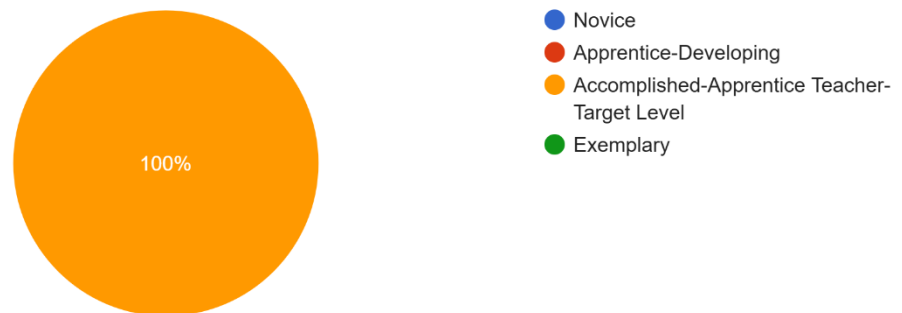
7 responses



I collaborate with families and the community to promote learner growth and development.
7 responses



My overall assessment of my ability to promote equity in learning opportunities for all students.
7 responses



Other Information

What evidence do you have that demonstrates your impact on student learning in your classroom?7 responses

I know my students are learning because of the progress and overall environment of the classroom.

Ext tickets

In the gym my girls get better and better with each practice.

Last year I taught 2nd grade . Every month we take Evaluate for math. This is a 20 question assessment that is a culmination of all the standards that 2nd graders are supposed to know by the end of the year. In August my class average was 40%. By May our class average was a 93%. 85% and above was considered in the advanced range. In ELA, all but three of my students left 2nd grade on grade level. One student in particular came to me reading at a level 8 (level 16 was considered on track for beginning of 2nd grade) left 2nd grade reading a level 28, on grade level! I had 5 students from Russia and Ukraine. These students all left second grade on grade level. I had several parents reach out to let me know that their student had loved all the fun activities I was doing while teaching. Their student was able to tell them all about it and were even teaching the songs and chants to them! Lastly, I was so thrilled to see the improvement made by students through the year in regards to social emotional skills. We worked daily on problem solving skills and how we interact with others when experiencing conflict or frustration.

Quarterly assessments, data gathered through assignments/projects completed throughout the school year

My kindergarteners grew socially and academically throughout the year. I saw this through observations and assessing them one on one. We also took the STAR tests that showed student improvement in math and reading throughout the year.

What does the evidence tell you regarding your impact on student learning?7 responses

Evidence provides that my students are learning from a positive impact of assessments

If they understood, or did not understand the lesson of the day

I know this because even when they do make errors they understand their mistake. This shows me that they are becoming more self aware.

The Evaluate assessment data shows that my instructional strategies for math were very effective, as well as my math intervention groups. Connecting the content to real world application and interests was something that really helped my students that struggled with grasping math concepts. The ELA data shows me that my reading groups, whole group instruction and ELA interventions were effective. The data from my EL students show that the interventions and scaffolding put in place to support them was effective in learning the English language. Feedback from parents allowed me to see that students were grasping the concepts well enough to go home and teach their families! They were also enjoying school and what they were learning. This makes me so happy! Morning meeting social stories, modeling partner interactions during games, and having the behavior interventionist push in to teach social skills and problem solving strategies monthly was effective.

All of my students improved in all areas per data shown on assessments and projects

The evidence tells me that every one of my students grew significantly from the beginning of the year to the end.

It tells me that I am on the right track. I know there were things in my first year that I could have done better and I have a list of things I'd like to do differently this coming year. But I'm on the right track. The students grew in leaps and bounds. I saw them have lightbulb moments, I watched them use strategies and problem solving skills, I heard them become more open humans.

How relevant was your college teacher education program to the job responsibilities of teaching? How well did your college teacher education program prepare you for the professional responsibilities of teaching?7 responses

My college teacher education set me up for success especially from Dr. Rodgers class because I have a physical education class that is with all the special education students in my class. The knowledge I learned from the class allows me to teach with confidence and understanding of all my students.

My college educator helped me through it all, he communicated and was with me with any questions or ideas I needed help with

I think it was extremely relevant in teaching me how the basics of teaching and learning which I now use everyday.

I felt like I was very prepared in almost every area. I felt the content I learned in college was very relevant. I currently have a mini soccer goal hanging from my board, just like Dr. Whitener had the basketball hoop. I'm so thankful that he showed us we can do fun things like that to make learning more engaging. I loved how Southwestern allowed us to each have our own style and make our assignments and lessons our own. I have felt so prepared to take curriculum and create fun and engaging lessons that connect to real world experiences for students! I loved that we had assignments where we created newsletters and various means of parent communication. It was so great already having a template ready to go for my first year with the chaos of all the trainings and PD that come with being new! It was one less thing to worry about and so helpful for me. I felt like the program as a whole was so great and very relevant. I feel confident in front of kids because of all the practicum experience in classrooms. I felt as prepared as I could be for my first year!

I felt very well prepared going into teaching prek, I could've used some more hands on experience in special education

It was very relevant and the program prepared me well for the professional responsibilities of teaching.

I felt like I was ready to do the job. The most overwhelming part to me in the first year was setting up my classroom and going through all of the resources that the previous teacher had left for me. I struggled to set it up in a way that was productive and accessible to all of us.

Please add any additional information you feel we need regarding improving teacher preparation.5 responses

The one thing I would suggest is if you know students who plan to teach in other states that they can study the standards for those specific states and not just Kansas. They all relate but sometimes there are standards specific to a state.

Given the amount of out of state students, the program should look in to licensure in various states that their students come from. It can be very hard to move back home and try to get licensed coming from other states.

One area I did not feel as prepared for was teaching reading groups. I think this is really hard for colleges though because every state is different in what they believe is best practice. Once I talked with my mentor and ELA coach, I was able to catch on but at first it was hard to know what those groups should look like and how to set up a week of plans for those groups. Every district is different, so this is tricky for colleges.

I think it would be a good idea to show students what would be required in at least the first five years of teaching in terms of licensing and professional development requirements to keep licenses.

None:)