

PROGRAM COMPLETER SATISFACTION SURVEY FOR 2024-2025

Each summer, the Education Division at Southwestern College surveys 1st and 3rd year completers. The data below was collected at the end of the 24-25 school year: N=10.

Overview

The survey gathered feedback from program completers regarding their impact on student learning, the effectiveness and relevance of their teacher preparation program, and recommendations for program improvement. Overall, responses reflect strong satisfaction with both their professional preparation and their current effectiveness as classroom teachers.

Impact on Student Learning

Across nine responses, completers consistently reported positive and measurable impact on student achievement and engagement.

Evidence of Student Growth

Respondents cited multiple forms of data to support their impact, including:

- Pre- and post-test score improvements
- Standardized assessments and diagnostics
- IReady growth data
- Daily formative and summative assessments
- Student work samples
- Observation evaluations from administrators
- Student surveys and feedback

Several completers reported significant academic gains, including students meeting grade-level expectations and demonstrating measurable growth over time. One respondent noted that grades and participation “skyrocketed” compared to the previous year. Others emphasized that differentiated instruction allowed all learners to access the curriculum equitably.

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Engagement and Classroom Climate

Teachers reported increased student engagement, improved behavior, and higher attendance rates. One respondent described transforming a classroom environment previously marked by low engagement and behavioral disruptions into one characterized by respect, compliance, and active learning.

Additionally, completers reportedly expressed enjoyment in learning, with comments such as it being the first year they felt they were “actually” learning in science. Teachers observed increased confidence and enthusiasm, particularly in subjects like math and history.

Overall, the data indicate that completers believe their instructional strategies lead to:

- Meaningful academic growth
- Increased student confidence
- Greater engagement and participation
- Positive classroom culture

Relevance and Preparation of the Teacher Education Program

Ten respondents addressed how well their college teacher education program prepared them for professional responsibilities.

Strengths Identified

Most respondents described the program as:

- Very relevant
- Highly supportive
- Strong in pedagogy and instructional foundations
- Effective in teaching classroom management
- Beneficial in providing extensive field experience

Student teaching was frequently identified as the most impactful component. Several respondents emphasized that real classroom hours were essential in preparing them for professional responsibilities.

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Many reported that the program provided a solid foundation in:

- Lesson planning
- Classroom management
- Ethics and professional standards
- Creating engaging activities
- Supporting diverse learners

One respondent stated they would have felt “lost” without the program, highlighting the supportive faculty and realistic preparation for the profession.

Areas Where Preparation Could Improve

While feedback was largely positive, some respondents acknowledged that:

- Certain skills are learned primarily on the job
- Some coursework was minimally useful compared to field experience

Recommendations for Improving Teacher Preparation

Six respondents offered suggestions for improvement. While some stated that no changes were needed, others identified specific areas for enhancement:

Suggested Improvements

1. **Science of Reading/Phonics Instruction**

Multiple respondents recommended stronger preparation in teaching phonics and the science of reading, noting its growing importance across districts.

2. **Classroom Behavior Management**

Given the rise in behavioral challenges, respondents suggested deeper training in managing classroom behavior effectively.

3. **Lesson Design and Implementation**

Some recommended more coursework focused on designing and implementing effective lesson plans.

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4. Understanding Student Backgrounds

One respondent suggested additional preparation in working with diverse student backgrounds to build strong classroom environments more quickly.

Despite these suggestions, several participants explicitly stated that the program requires no improvements and described it as “fantastic” and well-structured.

Overall Findings

The survey data reflect high levels of satisfaction among program completers. Key themes include:

- Strong confidence in their ability to positively impact student learning
- Consistent use of data to measure growth
- Clear evidence of academic gains and improved engagement
- High regard for the teacher preparation program
- Appreciation for classroom-based experiences and supportive faculty
- Minor, targeted recommendations for program enhancement

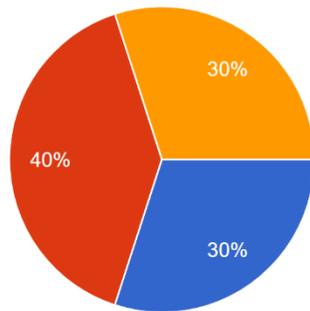
In conclusion, the data demonstrate that program completers feel well-prepared, professionally competent, and effective in promoting student growth. While opportunities exist to strengthen preparation in specific instructional areas, overall satisfaction with the program and its outcomes remains overwhelmingly positive.

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I. DEMOGRAPHICS

How long have you been a licensed and practicing educator?

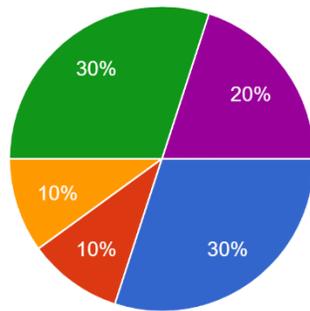
10 responses



- 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?

10 responses

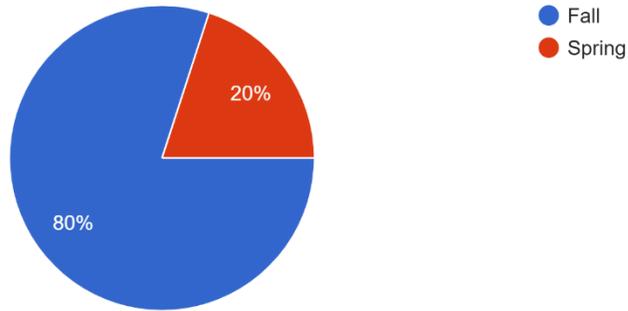


- PK-3
- Grades 4-5
- Grades 6-8
- Middle School
- High School
- Student Teacher
- Para
- Special Educator
- Other role in education (principal, counselor, central office, social worker...)

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Which semester did you student teach?

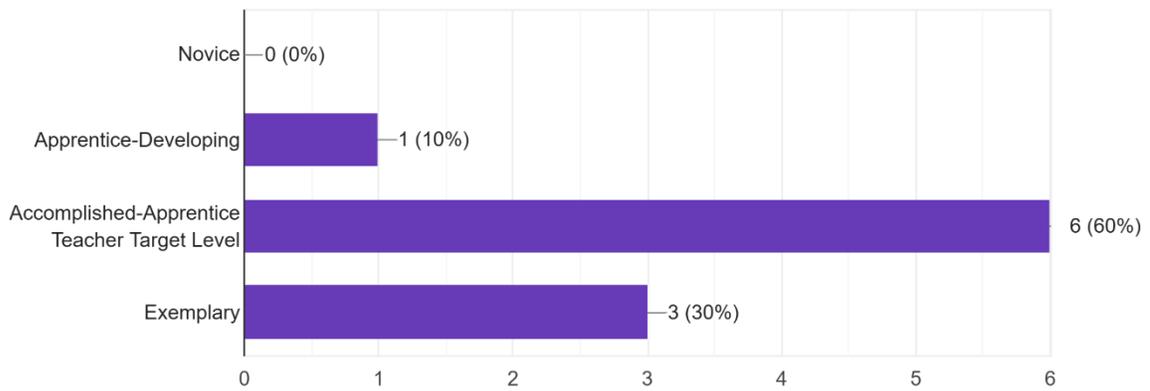
10 responses



II. BEHAVIOR AND CLASSROOM MANAGEMENT

I can develop a behavior management plan.

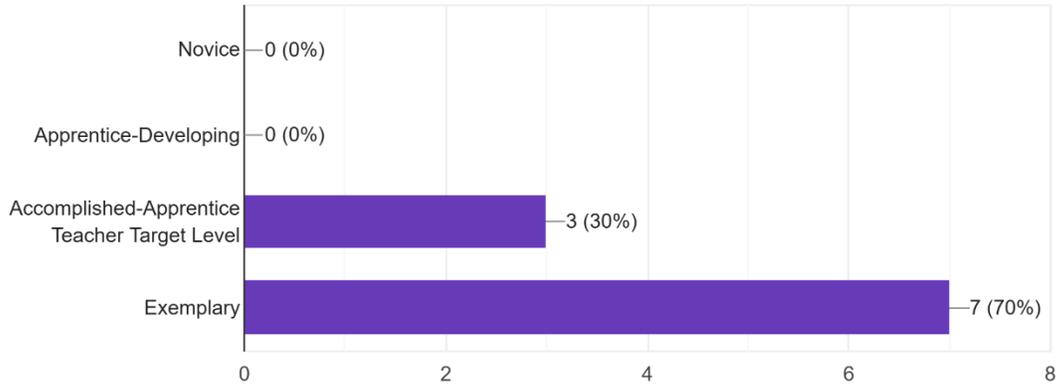
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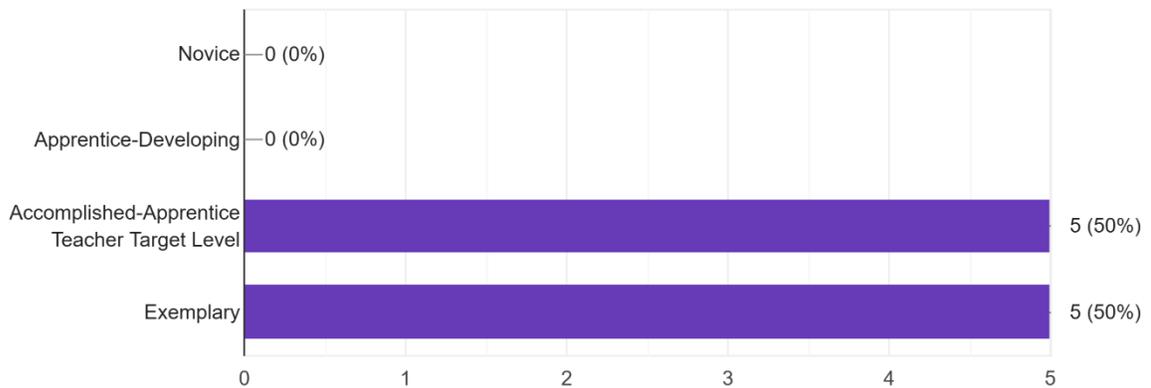
I can evaluate ethical decisions in a professional environment.

10 responses



I can establish a positive classroom environment.

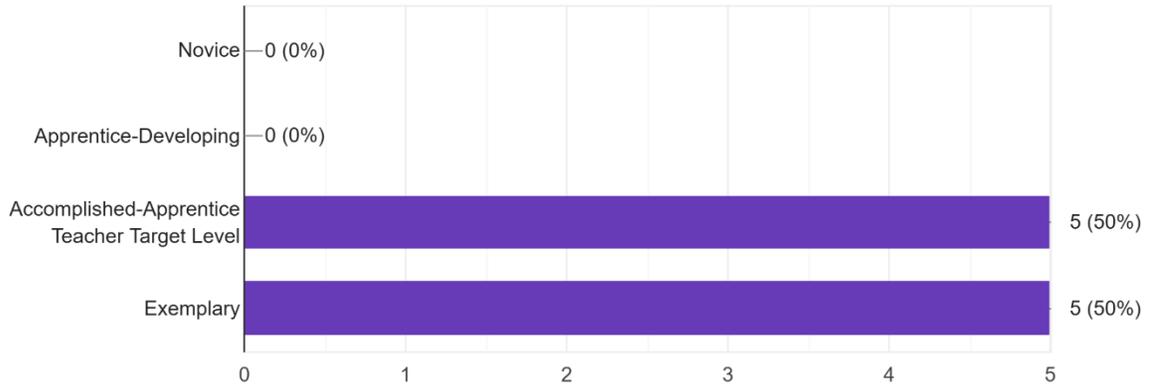
10 responses



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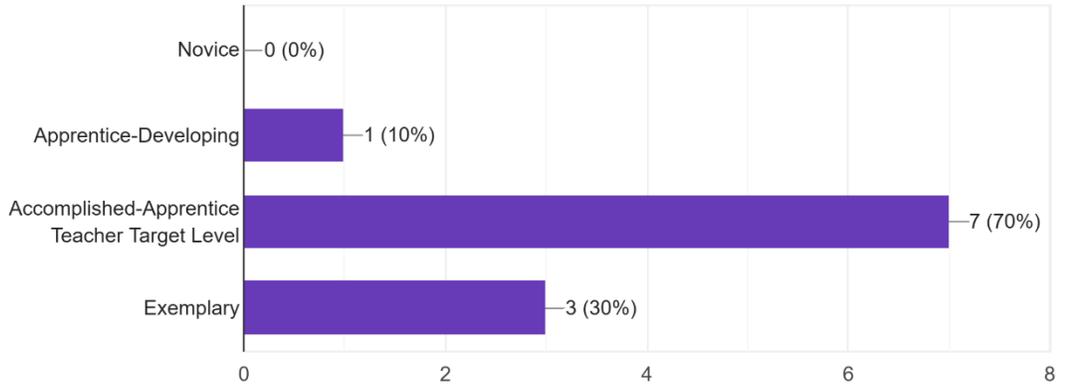
I articulate my classroom expectations.

10 responses



My overall assessment of my classroom management.

10 responses

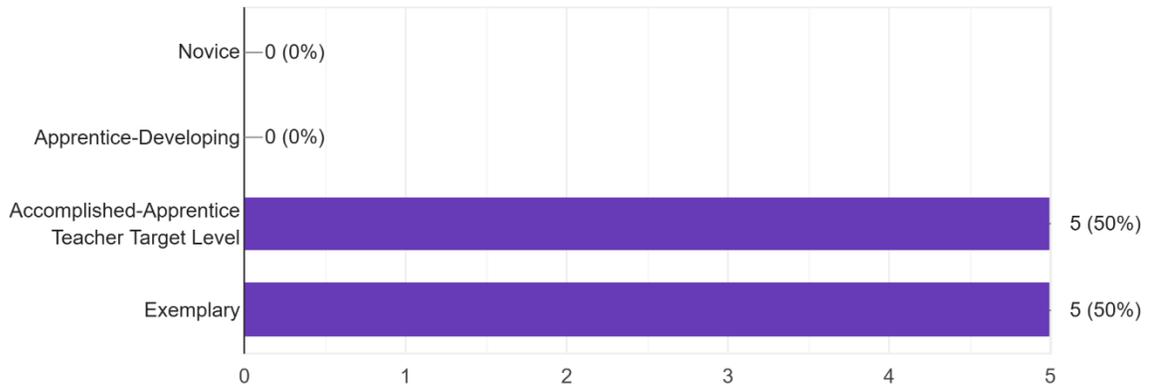


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III. PLANNING UNITS AND LESSONS

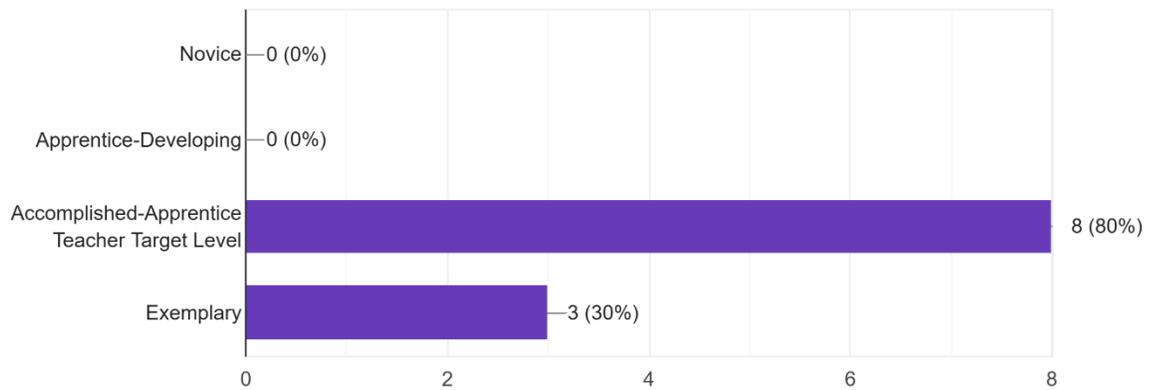
I can develop and explain learning outcomes.

10 responses



I design effective lessons (micro).

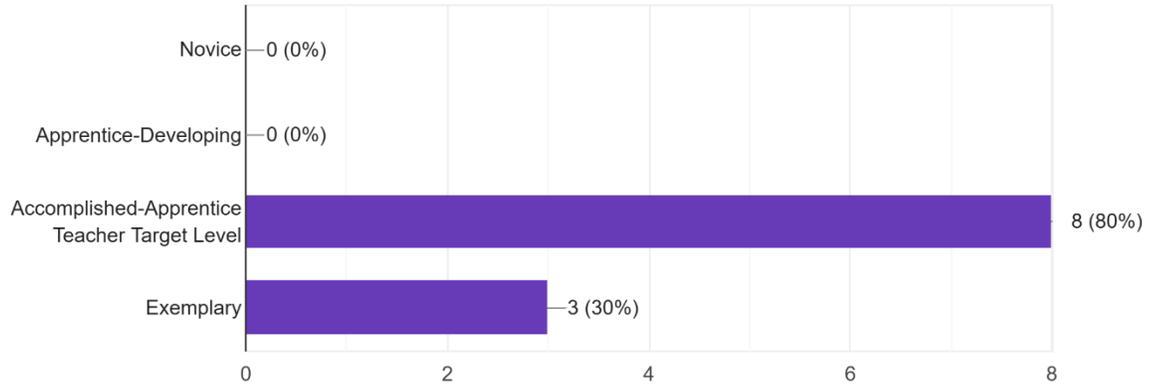
10 responses



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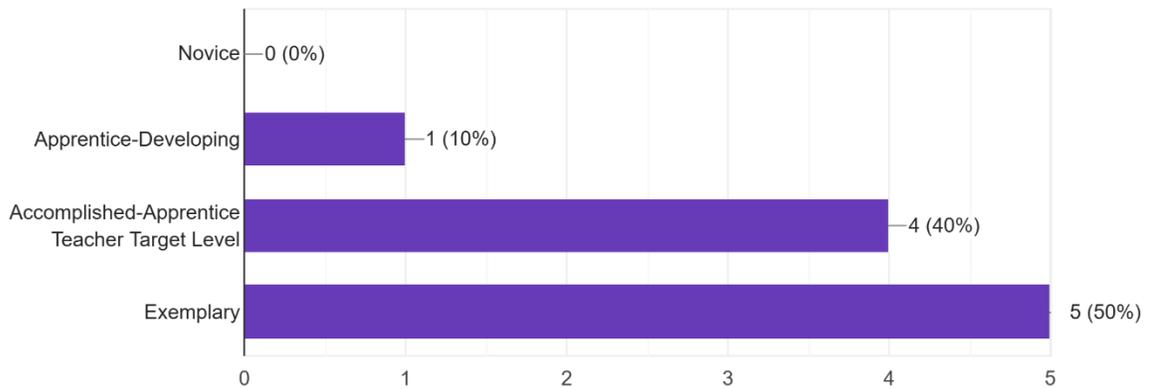
I can design effective units of instruction (macro).

10 responses



I can implement planned learning activities.

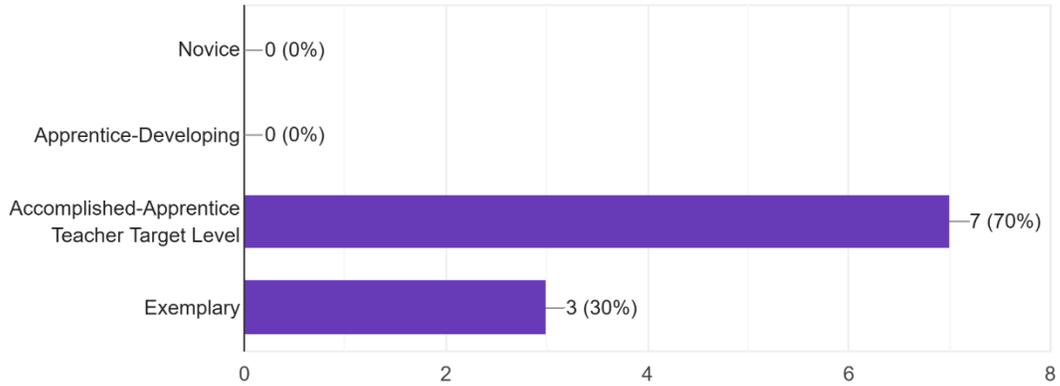
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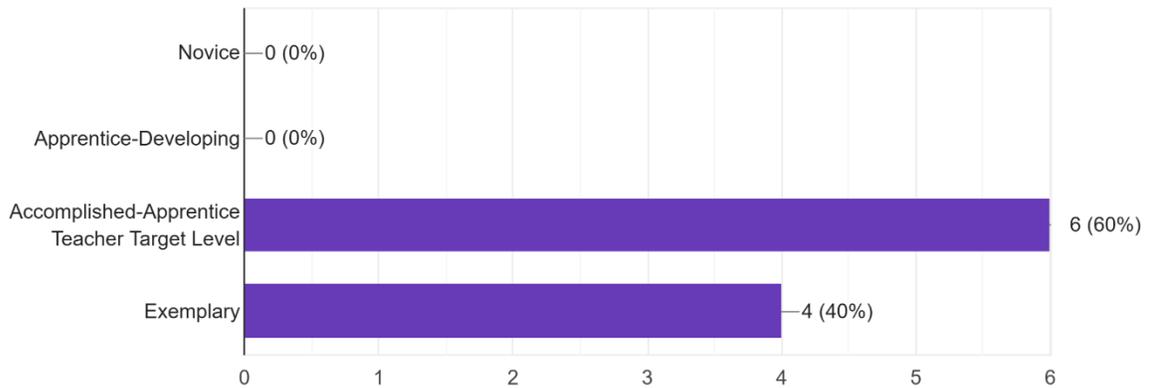
I connect objectives to state and national outcomes.

10 responses



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

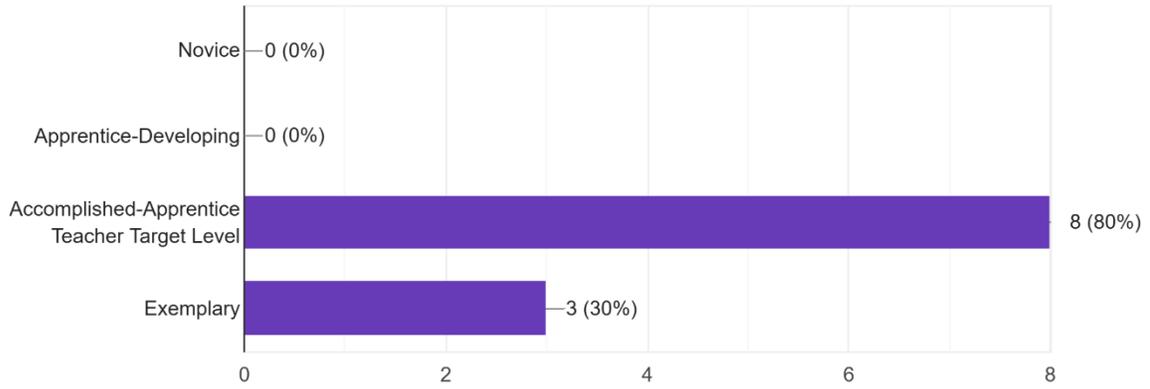
10 responses



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

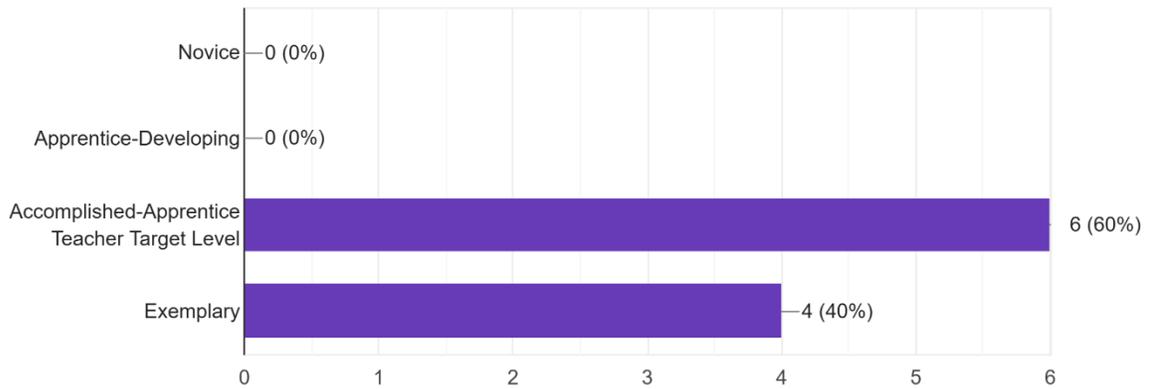
10 responses



IV. UNDERSTANDING LEARNERS

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

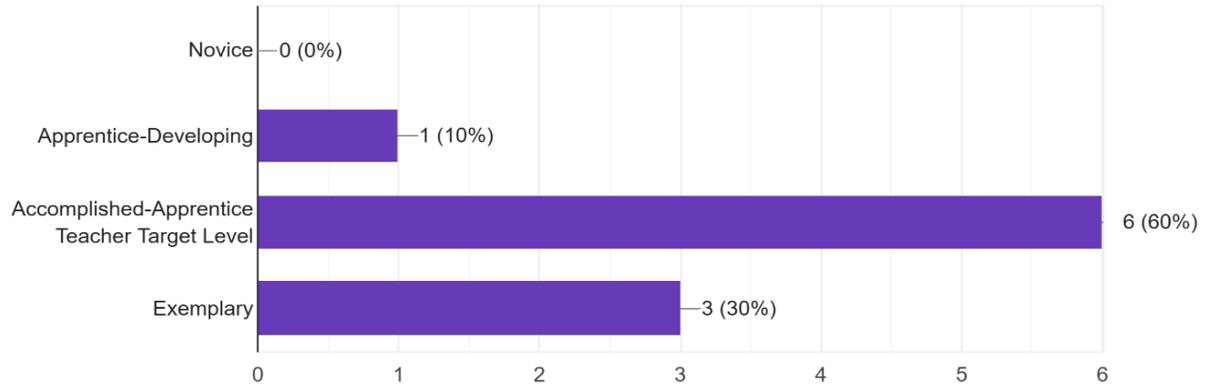
10 responses



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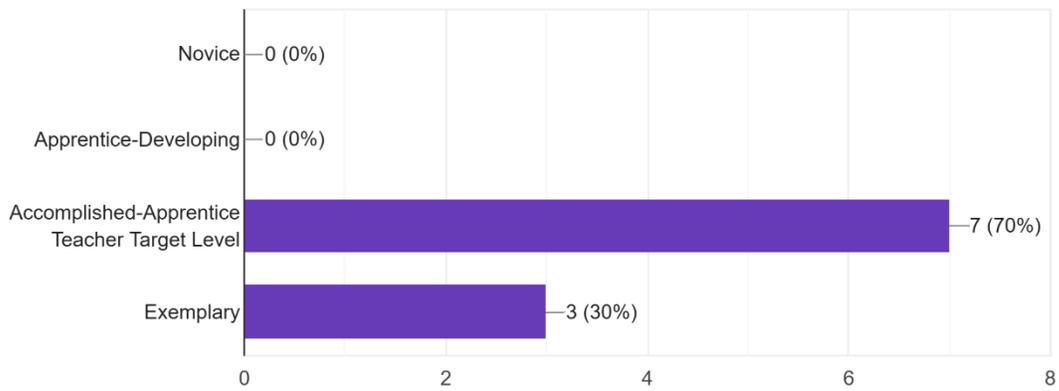
I recognize differences among my experiences and the experiences of students who have different backgrounds from me.

10 responses



My overall assessment of my ability to understand my learners:

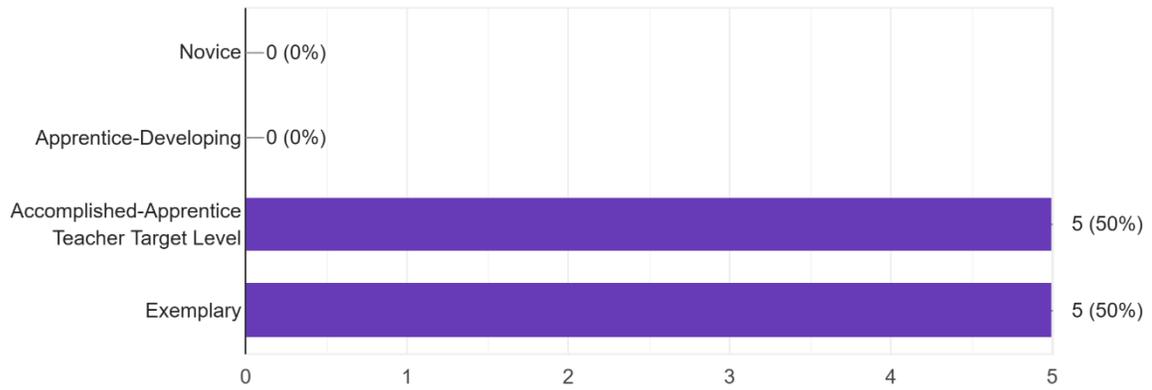
10 responses



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

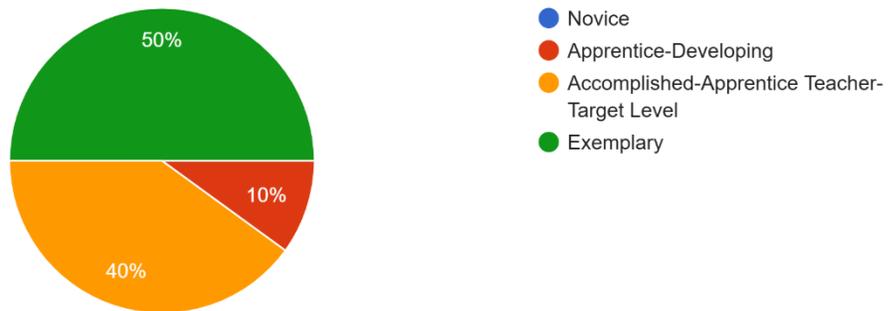
10 responses



V. UTILIZING METHODS OF TEACHING AND INSTRUCTION

I recognize varying modalities and learning styles.

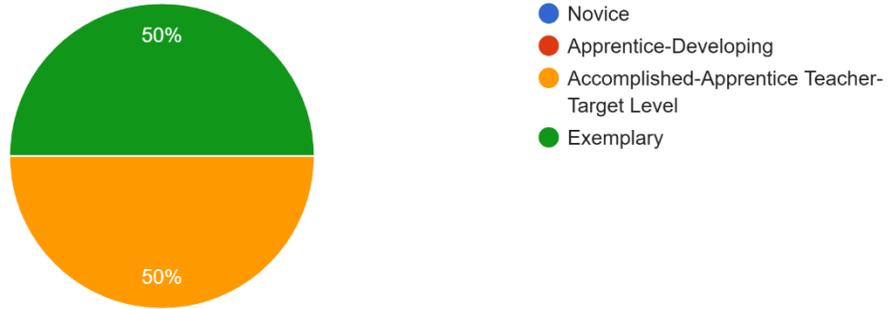
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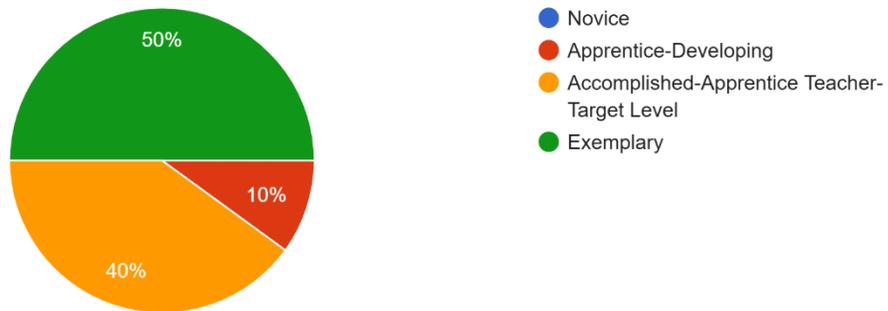
I determine instructional approaches, based upon desired learning outcomes.

10 responses



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

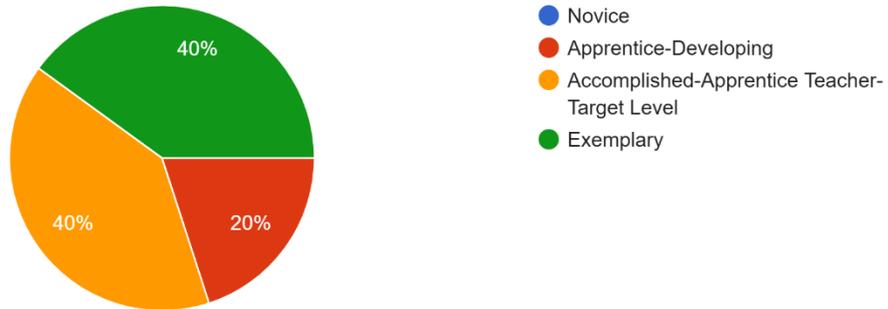
10 responses



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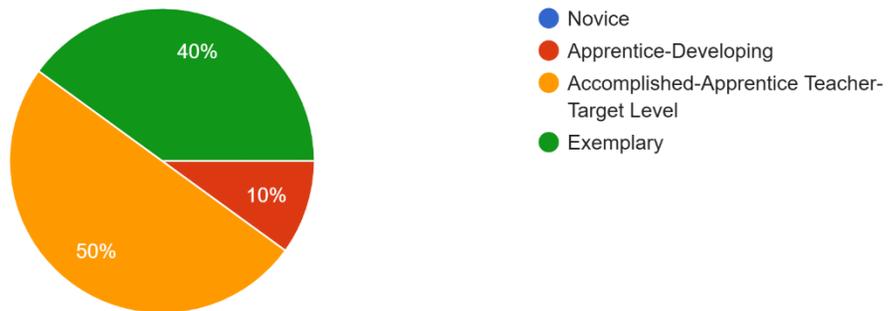
I vary instructional approaches to meet the different learning needs of specific students.

10 responses



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

10 responses

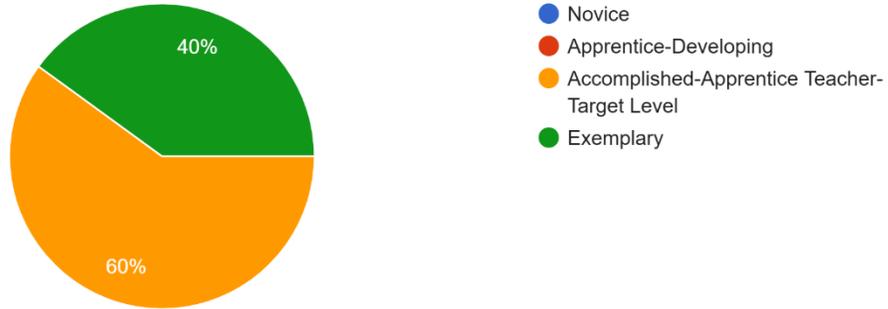


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VI. ASSESSING AND TRACKING STUDENT PERFORMANCE

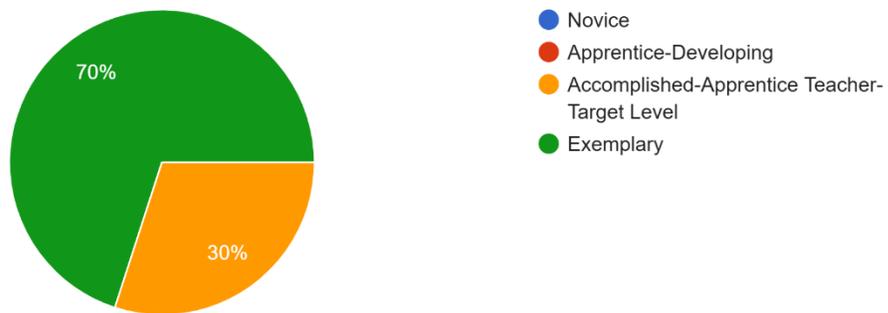
I document student performance and use the data to meet student needs.

10 responses



I communicate expectations for mastering content.

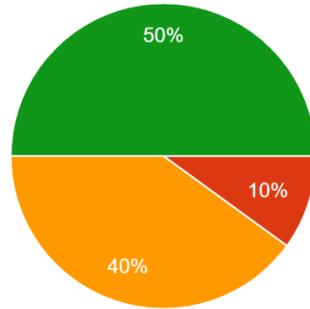
10 responses



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I provide specific, corrective, and supportive feedback.

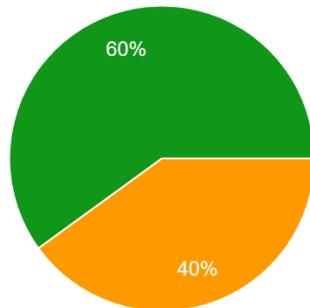
10 responses



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

I assess learning through formative and summative assessments.

10 responses

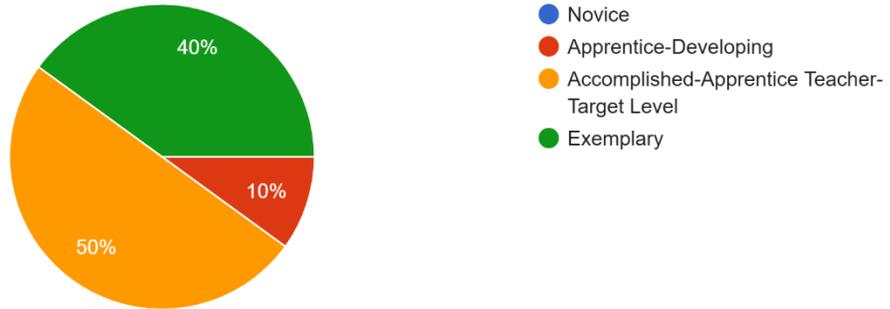


- Novice
- Apprentice-Developing
- Accomplished-Apprentice Teacher-Target Level
- Exemplary

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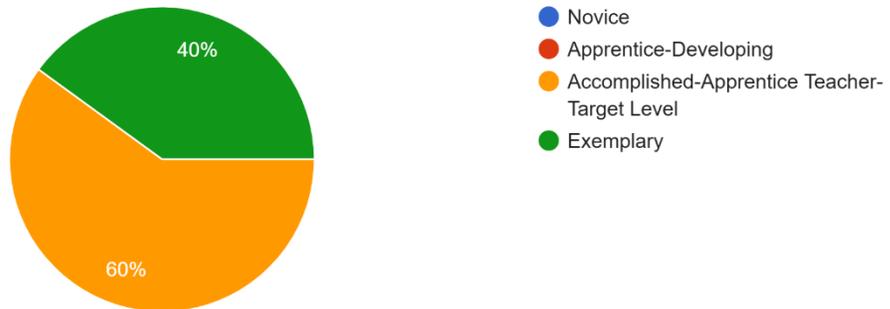
I communicate growth and change in student performance.

10 responses



My overall assessment of my ability to track student performance.

10 responses

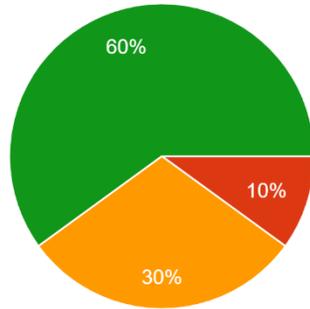


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VII. TECHNOLOGY

I use interactive technologies to support instruction.

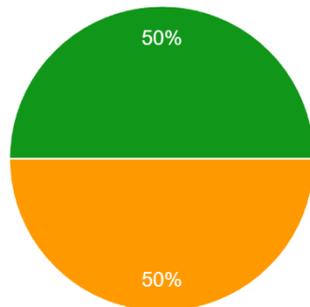
10 responses



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

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

10 responses

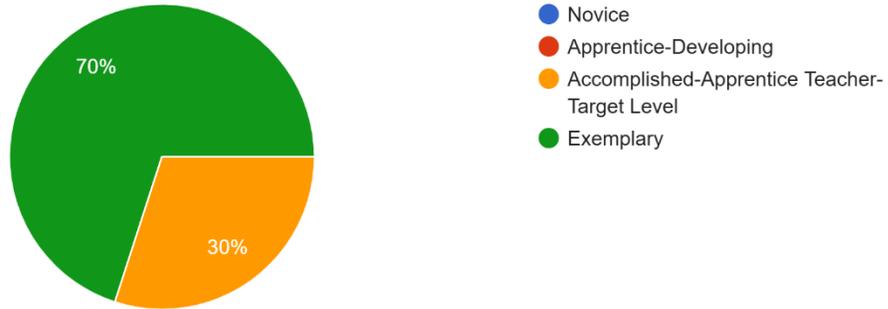


- Novice
- Apprentice-Developing
- Accomplished-Apprentice Teacher-Target Level
- Exemplary

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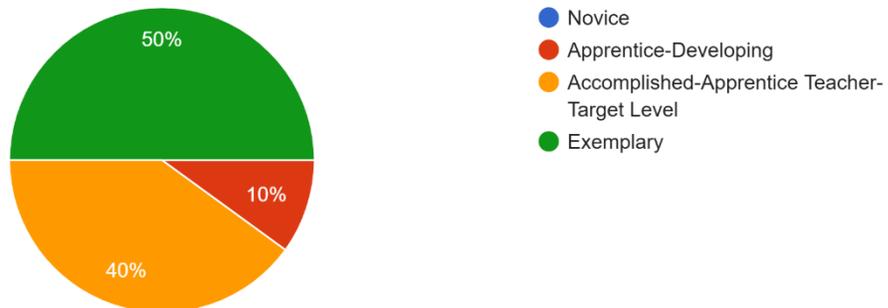
I model safe, legal, and ethical use of information.

10 responses



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

10 responses

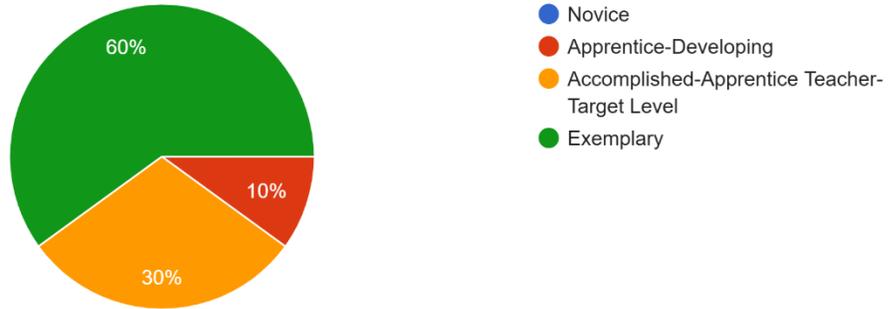


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VIII. EDUITY FOR ALL LEARNERS

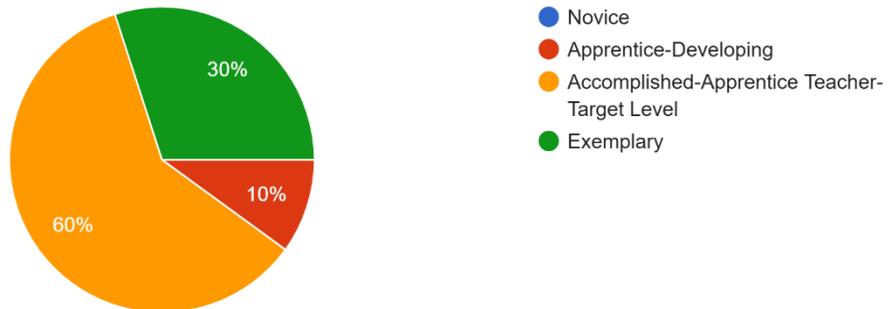
I manage the learning environment to actively and equitably engage all learners.

10 responses



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

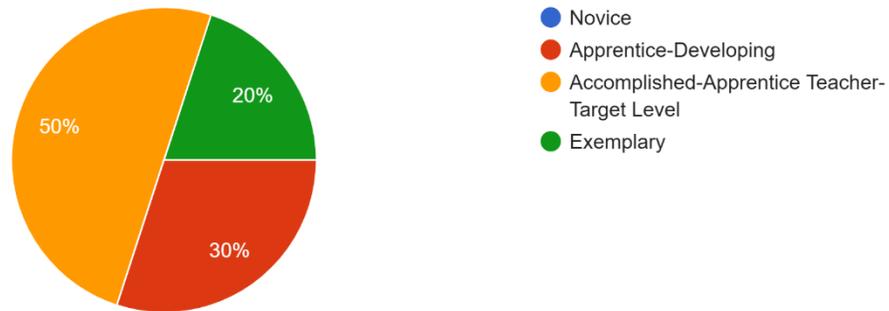
10 responses



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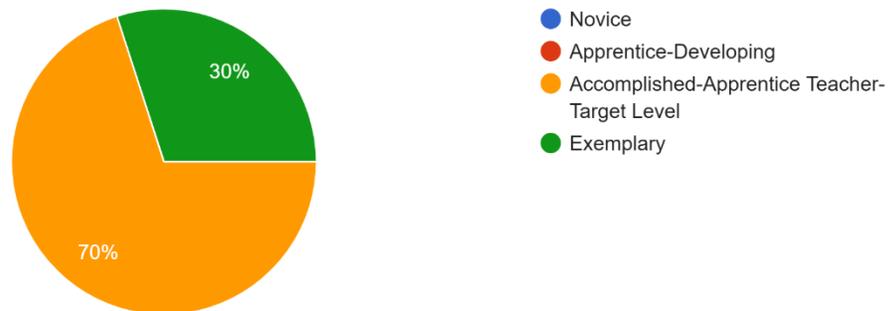
I collaborate with families and the community to promote learner growth and development.

10 responses



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

10 responses



OTHER INFORMATION

Formative assessments, Summative assessments, evaluations, constant communication with all stakeholders.

Student performance on assessments. Students commenting that this is the first year they are "actually" learning in science. Students feedback on survey at end of year.

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Teacher in the school district before me didn't have the best tasks and impact in play and on students before I showed up. When I did show up students were not engaged, behavioral disruptions because of the lack of classroom management. I feel as if I turned that around do to the attendance going up as well as the behavior compliance and respect I accumulated.

I've had the opportunity to watch students go from knowing nothing about historical events to watching them become excited to learn about them.

The evidence I have is the test scores from the pre-test to the post test.

If you walk into my classroom you will see lots of engagement and learning opportunities.

IReady scores to support data growth. Principal observation notes.

I measure my impact through assessment data, student work samples, and growth over time. Pre- and post-tests show significant academic gains, while individual progress—especially among struggling learners—demonstrates effective differentiation. Student feedback and reflections also confirm increased confidence and engagement in learning. And also, my evaluation from my supervisor.

Students have shown improvement on grades. Students have shown more interest in the learning material throughout the year.

What does the evidence tell you regarding your impact on student learning?⁹
responses

Through standardized assessments, diagnostics, and evaluations, I am able to come to the conclusion that I have impacted every child positively. Every child has met goals/grade level expectations throughout my 2.5 years of teaching. Through differentiated learning, students are able to receive equitable education.

It seems mostly positive.

Grades and participation sky rocketed compared to the past year.

It tells me that the students are learning and enjoying doing so

It tells me that they are growing in their knowledge of grade level math.

I can observe progress through daily assessment.

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That I assessed and planned lessons so that every student was able to access the curriculum and make growth.

The evidence shows that my instruction leads to meaningful academic growth, improved student confidence, and increased engagement. It confirms that my teaching strategies effectively support diverse learners and promote measurable progress.

I believe students have shown that the lessons have made positive impact on their learning.

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? 10 responses

Very relevant. Everything I learned in college prepared me well for my profession. From pedagogy, ethics and instructional foundation.

Fairly relevant! some things you just have to learn on the job

The student teaching helped the most and the classroom management class. Most of the other classes were minimally useful.

I was prepared for most all responsibilities

Without the SC education program, I would have been lost. Not only did they do a fantastic job in simulating what the actual profession would be like, but the whole entire staff supported all students with every type of help or assistance possible. They covered everything I needed plus so much more. Additionally, I knew I could stop by the office at any given moment and receive help immediately, that type of support is rare.

It transferred me very well. It was very relevant.

It gave me a solid foundation. To be prepared to apply classroom management, planning instructions and to create engaging activities for all learners.

I believe my college teacher education program did a good job at preparing me for the professional responsibilities of teaching by making sure I completed a lot of hours in an actual classroom setting.

My college teacher education program provided a strong foundation in pedagogy, classroom management, and lesson planning. While it offered valuable theory and some practical experience, the realities of day-to-day teaching required additional on-the-job

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learning. Overall, it prepared me well for the professional responsibilities but real classroom experience deepened that preparation.

I was prepared well for the professional responsibilities. I was taught good classroom management techniques to help create a positive environment.

Please add any additional information you feel we need regarding improving teacher preparation. 6 responses

The only thing I recommend more is how to teach phonics/ the science of teaching reading. It is required almost everywhere now and it would benefit all teachers entering the profession.

More classes on designing and implementing lesson plans.

Behavior issues in the classroom could be touched and covered more so to the amount that this fact is growing in all districts rapidly through the years.

In my opinion, no improvement is needed. They have an amazing curriculum with a staff full of caring and passionate individuals. It truly is a fantastic program that they run.

There is no additional information needed at this time.

I think that having more experience with students backgrounds in college would help me be able to build a better classroom environment faster than I did when I got into my own classroom.