



**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates and their Principals**

**Background**

As part of Woodring College of Education continuous program assessment, the College conducts follow-up surveys of teacher education graduates and their principals. The results of the surveys are summarized and shared with program chairs, directors and faculty, and posted on the WCE assessment system website. The graduates' perceptions of the quality of their programs and preparation are folded into college and department-level discussions of program management, curriculum design and course review. Likewise, the perceptions of principals of the quality of preparation of their new teachers are included in these discussions. The results are used for continuous program improvement.

The graduates' and principals' survey instruments incorporate the State of Washington Standard V—Knowledge and Skills for Beginning Teachers. The graduate questionnaire has four sections. The first asks graduates to report their current employment status. The second asks them to evaluate the effectiveness of various aspects of their programs. The third section addresses elements of practica and internship. The final section asks the respondents to indicate how well prepared they are to impact student learning in relation to each of the objectives of the State of Washington Standard V: Candidate Knowledge and Skills. The principals were asked to rate the skills of the new teachers against the tenets of Standard V. Both surveys invite comments in open-ended questions. A final question asks respondents to rate their teacher education program/teacher overall on a scale of 1 to 10.

**Methodology**

To conduct the follow-up, the College of Education administers two parallel questionnaires to 1) graduates who completed the program three years ago and, 2) principals of graduates who have been identified as working in Washington State public schools. The follow-up surveys are administered via email toward the end of the academic year, in April. Graduates and principals whose emails were available through Alumni Records and Office of the Superintendent of Public Instruction (OSPI), respectively, received an email message that contained a link to the URL for the survey. A reminder was sent to those who had not responded approximately midway through the three-week survey period.

**Graduates** In the 2015-2016 year, Woodring College of Education recommended 280 candidates for Residency Teacher Certificates. In the survey year, 2019, email addresses were located for 273 (98%) of them.

**Principals** To identify principals supervising the 2015-2016 graduates, the fall 2018 preliminary S-275 (OSPI school employment census) was used. Of the 280 2015-2016 graduates, 227 were identified as being employed in a Washington State public school in fall 2018. Based on the school in which they were teaching, the principal was identified along with the principal email. A total of 177 principals were surveyed about the 227 graduates. A number of principals had more than one graduate working in their schools. They were asked to rate each WCE graduate separately.

## Rate of Response

**Graduates** Based on the number of surveys emailed, the response rate of 2015-2016 graduates was 24%.

Program	Total Graduates	Graduates Surveyed		Graduate Respondents	
	N	N	%	N	%
Early Childhood Education <sup>1</sup>	20	20	100%	5	25%
Elementary Alternate Route	2	2	100%	1	50%
Elementary Education TEOP	47	44	94%	6	13%
Elementary Main Campus	68	67	99%	15	22%
Secondary Education UG/PB	54	53	98%	9	17%
Secondary MIT Bham	39	38	97%	11	28%
Secondary MIT Everett	11	11	100%	2	18%
Special Education Programs <sup>2</sup>	39	38	97%	18	46%
<b>2015-2016 Total</b>	<b>280</b>	<b>273</b>	<b>98%</b>	<b>67</b>	<b>24%</b>

<sup>1</sup>Early Childhood Education - includes 8 ECE + Elem Ed

<sup>2</sup>Special Education Programs - includes 30 Special Ed + Elem, 5 Special Ed, 3 Early Childhood Special Ed, 1 Early Childhood Special Ed + ECE

**Principals** Based on emails sent, there was a response rate of 32% amongst the principals.

Program	Graduates		WA Public Schools Principals		
	Not Employed WA Public School	Employed WA Public School	Principal Survey Invitations	Principal Survey Respondents	
	N	N	N	N	%
Early Childhood Education <sup>1</sup>	4	16	16	4	25%
Elementary Alternate Route	-	2	2	-	-
Elementary Education TEOP	8	39	37	11	30%
Elementary Main Campus	9	59	57	21	37%
Secondary Education UG/PB	19	35	31	13	42%
Secondary MIT Bham	10	29	28	7	25%
Secondary MIT Everett	1	10	10	2	20%
Special Education Programs <sup>2</sup>	6	33	33	11	33%
<b>2015-2016 Total</b>	<b>57</b>	<b>223</b>	<b>214</b>	<b>69</b>	<b>32%</b>

<sup>1</sup>Early Childhood Education - includes 8 ECE + Elem Ed

<sup>2</sup>Special Education Programs - includes 30 Special Ed + Elem, 5 Special Ed, 3 Early Childhood Special Ed, 1 Early Childhood Special Ed + ECE

### Survey Rating Key

The following codes were used in the survey and should be used in interpreting the data on the attached tables. Survey response means and standard deviations are represented in numerical form. Other data are presented as frequency distribution percentage per category

Survey of Graduates			Survey of Principals
Section 2	Section 3	Section 4	Entire Survey
Program Elements	Field Experience	Standard 5 Knowledge and Skills	Standard 5 Knowledge and Skills
1 = Never	1 = Not at all	1 = Not at all prepared	1 = Not at all prepared
2 = Seldom	2 = Very little	2 = Slightly prepared	2 = Slightly prepared
3 = About half the time	3 = Somewhat	3 = Prepared	3 = Prepared
4 = Usually	4 = To a great extent	4 = Well prepared	4 = Well prepared
5 = Always		5 = Extremely well prepared	5 = Extremely well prepared

### Summary of Open-Ended Survey Items

Each of the survey sections concludes with an open-ended question to allow the respondents to provide feedback of their own choosing. Verbatim comments submitted by graduates and principals of each program have been provided to their respective program chairs. A brief summary of the comments from all respondents is below.

#### ***Section 2: Please provide comments and suggestions about your teacher education program.***

Respondents stressed the value of their practicum and student teaching experiences, with some suggesting that more experience would have been beneficial. Some wished they had received more training on behavior management and classroom management. A few respondents commented that more follow-up support from Woodring would have been helpful, particularly during their first year of teaching.

#### ***Section 3: Please provide comments and suggestions about your practica and internship(s):***

Respondents noted that their internship was a key factor in preparing them to teach. They also stressed the importance of having good mentors.

#### ***Section 4: Please provide any comments about your teacher education program you wish. In particular we are interested in what you felt were strengths as well as recommendations for improvements.***

Respondents suggested more training in classroom management and behavior management, as well as dealing with challenging students or behaviors. They also mentioned how well their practicum and internships had prepared them for actual teaching.

#### **Open-Ended Question for Principals: Please provide any comments about this teacher's preparation overall.**

Principals commented positively about their teachers continuing to learn and grow, and be receptive to feedback. They also recognized their teachers as good collaborators and team players. Suggestions included more classroom management training. Comments included: dedicated teacher who has built exceptional rapport with the students; one of the best teachers I have ever supervised; a great asset to our school; terrific teacher and staff member.

## Report of Survey Results by Item and Program

### Section 1 Employment Status of Graduates—All Respondents

Of the 2015-2016 respondents, 88% reported working as a contracted teacher in the 2018-2019 year. Another 1% report that they are substituting while seeking permanent employment.

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	67	59	88%	1	1%	2	3%	3	4%	-	-	2	3%

The two graduates who reported “Other” noted the following activities:

teaching with a non-continuing contract

Substituting and planning on a partial contract/leave replacement/job share

Graduates were asked to list their current or most recent position as a teacher. Most of the respondents (93%) report being employed in Washington public schools. Three percent were employed in out-of-state public schools.

	N	WA public school		WA private school		Other state public school		Other state private school		Foreign school		Have not been employed as a teacher		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	67	62	93%	-	-	2	3%	-	-	-	-	3	4%	-	-

## Section 2 Graduates' Evaluation of Program Elements—All Respondents

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	60	3.95	0.86	-	7%	20%	45%	28%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	60	3.87	0.92	-	8%	25%	38%	28%
Did your instructors convey knowledge by integrating research, theory and practice?	60	4.15	0.89	-	5%	18%	33%	43%
Did your instructors expect critical thinking in your courses?	60	4.22	0.82	-	3%	15%	38%	43%
Did your instructors include opportunities for self-reflection in your courses?	60	4.45	0.72	-	-	13%	28%	58%
Did your instructors model best practices in teaching and learning?	60	3.82	0.79	-	7%	22%	55%	17%
Did your classes provide a wide variety of learning experiences?	60	3.95	0.92	-	7%	25%	35%	33%
The advising you received from Woodring College of Education for your teacher education program was useful...	60	3.68	1.06	5%	10%	17%	48%	20%
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	60	4.00	0.91	-	10%	12%	47%	32%

## Section 3 Graduates' Evaluation of Practica and Internship—All Respondents

	N	Mean	Standard Deviation	Not at all	Very little	Some-what	Much	To a great extent
My teaching skills were enhanced through the experiences of my....								
<b>Practica</b>	59	3.92	0.89	-	7%	24%	41%	29%
<b>Internship</b>	59	4.64	0.71	2%	-	3%	22%	73%
My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
<b>Practica</b>	59	3.88	0.98	-	8%	29%	29%	34%
<b>Internship</b>	59	4.31	0.91	2%	3%	10%	32%	53%
I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
<b>Practica</b>	59	3.86	0.93	2%	7%	20%	46%	25%
<b>Internship</b>	59	4.37	0.88	2%	3%	7%	32%	56%

## Section 4 Graduates' Evaluation of Preparation in Knowledge and Skills—All Respondents

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	57	3.75	0.82	-	9%	23%	53%	16%
Standard V a2	...to apply principles of differentiated instruction	57	3.72	1.04	2%	12%	25%	35%	26%
Standard V a3	...to use standard-based assessment to inform instruction	57	3.68	1.06	-	18%	25%	30%	28%
Standard V a4	...to connect learning to school and classroom communities	57	3.70	1.01	-	16%	23%	37%	25%
Standard V a5	...to adapt standards-based curricula to the needs of students	57	3.46	1.14	2%	25%	23%	28%	23%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	57	3.96	1.03	-	12%	18%	32%	39%
Standard V a7	...to integrate reasoning skills across content areas	56	3.41	0.98	2%	18%	30%	38%	13%
Standard V a8	...to prepare students to be responsible citizens	56	3.36	1.06	2%	27%	18%	41%	13%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	56	3.63	1.06	2%	13%	34%	25%	27%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	56	3.61	1.05	2%	14%	29%	32%	23%
Standard V a11	...to involve families, neighborhood and communities in the educational process	56	3.14	1.27	14%	14%	32%	21%	18%
Standard V b1	...to use reflection and feedback to evaluate your teaching	55	4.15	0.98	-	11%	9%	35%	45%
Standard V c1	...to be a professional collaborator and communicator in school activities	56	3.77	1.16	4%	14%	18%	30%	34%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	56	3.55	1.15	2%	21%	23%	27%	27%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		57	7.86	1.82	2%	4%	14%	35%	46%

## Principals' Evaluation of Graduates' Preparation in Knowledge and Skills—All Respondents

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	68	4.16	0.92	-	6%	18%	31%	46%
Standard V a2	...to apply principles of differentiated instruction	69	4.16	0.93	-	6%	19%	29%	46%
Standard V a3	...to use standard-based assessment to inform instruction	69	4.16	0.89	1%	1%	20%	33%	43%
Standard V a4	...to connect learning to school and classroom communities	69	4.22	0.87	-	6%	12%	38%	45%
Standard V a5	...to adapt standards-based curricula to the needs of students	69	4.22	0.78	-	3%	13%	43%	41%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	69	4.16	0.79	-	1%	20%	39%	39%
Standard V a7	...to integrate reasoning skills across content areas	69	4.12	0.91	-	4%	23%	29%	43%
Standard V a8	...to prepare students to be responsible citizens	68	4.24	0.86	3%	1%	6%	49%	41%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	68	4.12	0.90	1%	-	26%	29%	43%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	67	4.16	0.76	-	1%	18%	43%	37%
Standard V a11	...to involve families, neighborhood and communities in the educational process	68	4.03	0.91	1%	6%	13%	47%	32%
Standard V b1	...to use reflection and feedback to evaluate your teaching	66	4.26	0.82	-	6%	6%	44%	44%
Standard V c1	...to be a professional collaborator and communicator in school activities	67	4.37	0.77	1%	-	9%	39%	51%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	68	4.00	0.80	-	1%	28%	40%	31%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
	On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?	67	8.52	1.55	-	4%	4%	37%	54%

### Report of Survey Results by Item and Program

Survey results are displayed on the following pages by item and program.

**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates  
Elementary Main Campus**

**Includes 15 Elem Ed, 3 ECE, 2 ECE + Elem Ed, and 1 Elem Alt Route graduates**

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	21	19	90%	-	-	1	5%	-	-	-	-	1	5%

	N	WA public		WA private		Other state		Other state		Foreign school		Have not been		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	21	20	95%	-	-	1	5%	-	-	-	-	-	-	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	19	4.16	0.67	-	-	16%	53%	32%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	19	3.95	1.00	-	11%	21%	32%	37%
Did your instructors convey knowledge by integrating research, theory and practice?	19	4.32	0.80	-	5%	5%	42%	47%
Did your instructors expect critical thinking in your courses?	19	4.21	0.83	-	5%	11%	42%	42%
Did your instructors include opportunities for self-reflection in your courses?	19	4.68	0.46	-	-	-	32%	68%
Did your instructors model best practices in teaching and learning?	19	3.89	0.79	-	5%	21%	53%	21%
Did your classes provide a wide variety of learning experiences?	19	4.26	0.85	-	5%	11%	37%	47%
The advising you received from Woodring College of Education for your teacher education program was useful...	19	3.63	1.04	5%	11%	16%	53%	16%
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	19	4.26	0.71	-	5%	-	58%	37%



**Survey of 2015-2016 Graduates  
Elementary Main Campus**

	N	Mean	Standard Deviation		Not at all	Very little	Some- what	Much	To a great extent
<b>My teaching skills were enhanced through the experiences of my....</b>									
<b>Practica</b>	19	4.05	0.60		-	-	16%	63%	21%
<b>Internship</b>	19	4.74	0.55		-	-	5%	16%	79%
<b>My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).</b>									
<b>Practica</b>	19	3.95	0.94		-	5%	32%	26%	37%
<b>Internship</b>	19	4.63	0.58		-	-	5%	26%	68%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	19	3.79	0.77		-	5%	26%	53%	16%
<b>Internship</b>	19	4.63	0.48		-	-	-	37%	63%

**Survey of 2015-2016 Graduates  
Elementary Main Campus**

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	19	3.79	0.52	-	-	26%	68%	5%
Standard V a2	...to apply principles of differentiated instruction	19	3.68	1.03	5%	5%	26%	42%	21%
Standard V a3	...to use standard-based assessment to inform instruction	19	3.58	1.04	-	21%	21%	37%	21%
Standard V a4	...to connect learning to school and classroom communities	19	3.79	1.00	-	16%	16%	42%	26%
Standard V a5	...to adapt standards-based curricula to the needs of students	19	3.53	1.14	5%	16%	21%	37%	21%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	19	4.16	0.81	-	5%	11%	47%	37%
Standard V a7	...to integrate reasoning skills across content areas	19	3.58	0.82	-	11%	32%	47%	11%
Standard V a8	...to prepare students to be responsible citizens	19	3.47	0.75	-	16%	21%	63%	-
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	19	3.58	1.09	5%	5%	42%	21%	26%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	19	3.53	0.88	-	16%	26%	47%	11%
Standard V a11	...to involve families, neighborhood and communities in the educational process	19	3.32	1.17	11%	11%	32%	32%	16%
Standard V b1	...to use reflection and feedback to evaluate your teaching	19	4.21	0.83	-	5%	11%	42%	42%
Standard V c1	...to be a professional collaborator and communicator in school activities	19	3.95	1.05	5%	-	26%	32%	37%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	19	3.53	0.99	-	16%	37%	26%	21%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		19	8.63	1.66	-	5%	5%	21%	68%

**Survey of 2015-2016 Graduates  
Elementary Main Campus**

**Includes principals for 21 Elem Ed, 3 ECE, and 1 ECE + Elem Ed graduates**

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	25	4.12	0.82	-	4%	16%	44%	36%
Standard V a2	...to apply principles of differentiated instruction	25	4.00	0.85	-	4%	24%	40%	32%
Standard V a3	...to use standard-based assessment to inform instruction	25	4.04	0.82	-	-	32%	32%	36%
Standard V a4	...to connect learning to school and classroom communities	25	4.12	0.71	-	4%	8%	60%	28%
Standard V a5	...to adapt standards-based curricula to the needs of students	25	4.08	0.74	-	-	24%	44%	32%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	25	3.92	0.69	-	-	28%	52%	20%
Standard V a7	...to integrate reasoning skills across content areas	25	3.88	0.86	-	4%	32%	36%	28%
Standard V a8	...to prepare students to be responsible citizens	24	4.13	0.83	4%	-	4%	63%	29%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	24	4.04	0.73	-	-	25%	46%	29%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	23	3.96	0.69	-	-	26%	52%	22%
Standard V a11	...to involve families, neighborhood and communities in the educational process	24	4.04	0.68	-	4%	8%	67%	21%
Standard V b1	...to use reflection and feedback to evaluate your teaching	23	4.26	0.67	-	4%	-	61%	35%
Standard V c1	...to be a professional collaborator and communicator in school activities	23	4.30	0.62	-	-	9%	52%	39%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	24	3.79	0.64	-	-	33%	54%	13%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
	On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?	24	8.33	1.25	-	4%	-	54%	42%

**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates  
Elementary TEOP**

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	6	6	100%	-	-	-	-	-	-	-	-	-	-

	N	WA public		WA private		Other state		Other state		Foreign school		Have not been		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	6	6	100%	-	-	-	-	-	-	-	-	-	-	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	5	4.20	0.75	-	-	20%	40%	40%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	5	3.60	0.49	-	-	40%	60%	-
Did your instructors convey knowledge by integrating research, theory and practice?	5	4.40	0.80	-	-	20%	20%	60%
Did your instructors expect critical thinking in your courses?	5	3.80	1.17	-	20%	20%	20%	40%
Did your instructors include opportunities for self-reflection in your courses?	5	4.20	0.75	-	-	20%	40%	40%
Did your instructors model best practices in teaching and learning?	5	4.20	0.75	-	-	20%	40%	40%
Did your classes provide a wide variety of learning experiences?	5	4.00	0.89	-	-	40%	20%	40%
The advising you received from Woodring College of Education for your teacher education program was useful...	5	4.00	0.63	-	-	20%	60%	20%
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	5	3.80	0.75	-	-	40%	40%	20%

Survey of 2015-2016 Graduates  
Elementary TEOP

	N	Mean	Standard Deviation		Not at all	Very little	Some-what	Much	To a great extent
<b>My teaching skills were enhanced through the experiences of my....</b>									
<b>Practica</b>	5	4.00	0.89		-	-	40%	20%	40%
<b>Internship</b>	5	4.80	0.40		-	-	-	20%	80%
<b>My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).</b>									
<b>Practica</b>	5	3.40	1.02		-	20%	40%	20%	20%
<b>Internship</b>	5	4.60	0.80		-	-	20%	-	80%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	5	3.60	1.02		-	20%	20%	40%	20%
<b>Internship</b>	5	4.20	0.40		-	-	-	80%	20%

Survey of 2015-2016 Graduates  
Elementary TEOP

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	4	4.50	0.50	-	-	-	50%	50%
Standard V a2	...to apply principles of differentiated instruction	4	4.50	0.50	-	-	-	50%	50%
Standard V a3	...to use standard-based assessment to inform instruction	4	4.25	0.83	-	-	25%	25%	50%
Standard V a4	...to connect learning to school and classroom communities	4	4.25	0.83	-	-	25%	25%	50%
Standard V a5	...to adapt standards-based curricula to the needs of students	4	4.25	0.83	-	-	25%	25%	50%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	4	4.50	0.87	-	-	25%	-	75%
Standard V a7	...to integrate reasoning skills across content areas	4	4.00	0.71	-	-	25%	50%	25%
Standard V a8	...to prepare students to be responsible citizens	4	3.75	1.09	-	25%	-	50%	25%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	4	4.00	0.71	-	-	25%	50%	25%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	4	4.25	0.83	-	-	25%	25%	50%
Standard V a11	...to involve families, neighborhood and communities in the educational process	4	3.75	0.83	-	-	50%	25%	25%
Standard V b1	...to use reflection and feedback to evaluate your teaching	4	4.25	0.83	-	-	25%	25%	50%
Standard V c1	...to be a professional collaborator and communicator in school activities	4	4.00	1.22	-	25%	-	25%	50%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	4	3.75	1.09	-	25%	-	50%	25%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		4	8.75	1.09	-	-	-	25%	75%

**Survey of 2015-2016 Graduates  
Elementary TEOP**

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	11	3.64	0.77	-	-	55%	27%	18%
Standard V a2	...to apply principles of differentiated instruction	11	3.73	0.75	-	-	45%	36%	18%
Standard V a3	...to use standard-based assessment to inform instruction	11	3.82	0.72	-	-	36%	45%	18%
Standard V a4	...to connect learning to school and classroom communities	11	3.82	0.72	-	-	36%	45%	18%
Standard V a5	...to adapt standards-based curricula to the needs of students	11	4.09	0.51	-	-	9%	73%	18%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	11	3.91	0.67	-	-	27%	55%	18%
Standard V a7	...to integrate reasoning skills across content areas	11	3.73	0.75	-	-	45%	36%	18%
Standard V a8	...to prepare students to be responsible citizens	11	4.18	0.39	-	-	-	82%	18%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	11	3.73	0.86	-	-	55%	18%	27%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	11	4.09	0.51	-	-	9%	73%	18%
Standard V a11	...to involve families, neighborhood and communities in the educational process	11	3.82	0.72	-	-	36%	45%	18%
Standard V b1	...to use reflection and feedback to evaluate your teaching	11	3.91	0.67	-	-	27%	55%	18%
Standard V c1	...to be a professional collaborator and communicator in school activities	11	4.09	0.67	-	-	18%	55%	27%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	11	3.91	0.67	-	-	27%	55%	18%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?		11	8.18	1.34	-	-	9%	55%	36%

**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates  
Secondary MIT**

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	13	10	77%	1	8%	-	-	1	8%	-	-	1	8%

	N	WA public		WA private		Other state		Other state		Foreign school		Have not been		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	13	12	92%	-	-	-	-	-	-	-	-	1	8%	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	13	3.23	0.97	-	31%	23%	38%	8%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	13	3.92	1.07	-	15%	15%	31%	38%
Did your instructors convey knowledge by integrating research, theory and practice?	13	3.92	0.83	-	-	38%	31%	31%
Did your instructors expect critical thinking in your courses?	13	4.31	0.82	-	-	23%	23%	54%
Did your instructors include opportunities for self-reflection in your courses?	13	4.77	0.42	-	-	-	23%	77%
Did your instructors model best practices in teaching and learning?	13	3.77	0.80	-	8%	23%	54%	15%
Did your classes provide a wide variety of learning experiences?	13	3.69	0.91	-	15%	15%	54%	15%
The advising you received from Woodring College of Education for your teacher education program was useful...	13	3.54	1.22	8%	15%	15%	38%	23%
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	13	3.77	1.05	-	15%	23%	31%	31%



Survey of 2015-2016 Graduates  
Secondary MIT

	N	Mean	Standard Deviation		Not at all	Very little	Some-what	Much	To a great extent
<b>My teaching skills were enhanced through the experiences of my....</b>									
<b>Practica</b>	13	3.77	0.97		-	15%	15%	46%	23%
<b>Internship</b>	13	4.69	0.46		-	-	-	31%	69%
<b>My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).</b>									
<b>Practica</b>	13	4.31	0.72		-	-	15%	38%	46%
<b>Internship</b>	13	4.00	0.88		-	8%	15%	46%	31%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	13	4.15	0.86		-	8%	8%	46%	38%
<b>Internship</b>	13	4.69	0.61		-	-	8%	15%	77%

**Survey of 2015-2016 Graduates  
Secondary MIT**

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	13	3.31	0.82	-	23%	23%	54%	-
Standard V a2	...to apply principles of differentiated instruction	13	3.31	0.99	-	23%	38%	23%	15%
Standard V a3	...to use standard-based assessment to inform instruction	13	3.31	0.91	-	23%	31%	38%	8%
Standard V a4	...to connect learning to school and classroom communities	13	3.38	1.15	-	31%	23%	23%	23%
Standard V a5	...to adapt standards-based curricula to the needs of students	13	3.00	0.96	-	38%	31%	23%	8%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	13	3.54	1.15	-	23%	31%	15%	31%
Standard V a7	...to integrate reasoning skills across content areas	13	3.15	1.29	8%	31%	23%	15%	23%
Standard V a8	...to prepare students to be responsible citizens	13	3.46	1.45	8%	31%	8%	15%	38%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	13	3.54	1.08	-	23%	23%	31%	23%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	13	3.77	1.19	8%	8%	15%	38%	31%
Standard V a11	...to involve families, neighborhood and communities in the educational process	13	3.08	1.49	23%	15%	15%	23%	23%
Standard V b1	...to use reflection and feedback to evaluate your teaching	13	3.92	1.00	-	15%	8%	46%	31%
Standard V c1	...to be a professional collaborator and communicator in school activities	13	3.77	1.19	-	23%	15%	23%	38%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	13	3.69	1.26	-	31%	8%	23%	38%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		13	7.08	2.06	8%	-	31%	31%	31%

**Survey of 2015-2016 Graduates  
Secondary MIT**

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	9	4.33	1.05	-	11%	11%	11%	67%
Standard V a2	...to apply principles of differentiated instruction	9	4.33	1.05	-	11%	11%	11%	67%
Standard V a3	...to use standard-based assessment to inform instruction	9	4.00	1.41	11%	11%	-	22%	56%
Standard V a4	...to connect learning to school and classroom communities	9	4.11	1.20	-	22%	-	22%	56%
Standard V a5	...to adapt standards-based curricula to the needs of students	9	4.00	1.15	-	22%	-	33%	44%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	9	4.33	1.05	-	11%	11%	11%	67%
Standard V a7	...to integrate reasoning skills across content areas	9	4.22	1.23	-	22%	-	11%	67%
Standard V a8	...to prepare students to be responsible citizens	9	3.89	1.37	11%	11%	-	33%	44%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	9	4.22	1.31	11%	-	11%	11%	67%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	9	4.33	1.05	-	11%	11%	11%	67%
Standard V a11	...to involve families, neighborhood and communities in the educational process	9	3.89	1.37	11%	11%	-	33%	44%
Standard V b1	...to use reflection and feedback to evaluate your teaching	9	4.22	1.23	-	22%	-	11%	67%
Standard V c1	...to be a professional collaborator and communicator in school activities	9	4.22	1.31	11%	-	11%	11%	67%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	9	4.33	1.05	-	11%	11%	11%	67%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?		9	8.56	2.36	-	11%	11%	11%	67%

**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates  
Secondary UG and PB**

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	9	6	67%	-	-	1	11%	2	22%	-	-	-	-

	N	WA public		WA private		Other state		Other state		Foreign school		Have not been		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	9	7	78%	-	-	-	-	-	-	-	-	2	22%	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	7	3.86	0.64	-	-	29%	57%	14%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	7	3.86	0.99	-	14%	14%	43%	29%
Did your instructors convey knowledge by integrating research, theory and practice?	7	3.71	1.16	-	14%	43%	-	43%
Did your instructors expect critical thinking in your courses?	7	4.14	0.64	-	-	14%	57%	29%
Did your instructors include opportunities for self-reflection in your courses?	7	4.14	0.83	-	-	29%	29%	43%
Did your instructors model best practices in teaching and learning?	7	3.43	0.73	-	14%	29%	57%	-
Did your classes provide a wide variety of learning experiences?	7	3.43	0.49	-	-	57%	43%	-
The advising you received from Woodring College of Education for your teacher education program was useful...	7	3.29	0.70	-	14%	43%	43%	-
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	7	3.71	0.45	-	-	29%	71%	-

Survey of 2015-2016 Graduates  
Secondary UG and PB

	N	Mean	Standard Deviation		Not at all	Very little	Some-what	Much	To a great extent
<b>My teaching skills were enhanced through the experiences of my....</b>									
<b>Practica</b>	7	3.29	1.16		-	29%	43%	-	29%
<b>Internship</b>	7	4.43	0.73		-	-	14%	29%	57%
<b>My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).</b>									
<b>Practica</b>	7	4.00	0.76		-	-	29%	43%	29%
<b>Internship</b>	7	4.43	0.73		-	-	14%	29%	57%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	7	3.57	1.29		14%	-	29%	29%	29%
<b>Internship</b>	7	3.43	1.40		14%	14%	14%	29%	29%

**Survey of 2015-2016 Graduates  
Secondary UG and PB**

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	7	3.14	0.83	-	29%	29%	43%	-
Standard V a2	...to apply principles of differentiated instruction	7	3.14	0.83	-	29%	29%	43%	-
Standard V a3	...to use standard-based assessment to inform instruction	7	3.43	0.90	-	14%	43%	29%	14%
Standard V a4	...to connect learning to school and classroom communities	7	3.14	0.83	-	29%	29%	43%	-
Standard V a5	...to adapt standards-based curricula to the needs of students	7	3.00	0.93	-	43%	14%	43%	-
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	7	3.29	1.03	-	29%	29%	29%	14%
Standard V a7	...to integrate reasoning skills across content areas	6	3.17	0.69	-	17%	50%	33%	-
Standard V a8	...to prepare students to be responsible citizens	6	2.67	0.94	-	67%	-	33%	-
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	6	2.83	0.69	-	33%	50%	17%	-
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	6	3.17	0.69	-	17%	50%	33%	-
Standard V a11	...to involve families, neighborhood and communities in the educational process	6	2.17	0.90	33%	17%	50%	-	-
Standard V b1	...to use reflection and feedback to evaluate your teaching	6	3.83	1.34	-	33%	-	17%	50%
Standard V c1	...to be a professional collaborator and communicator in school activities	6	2.83	0.90	-	50%	17%	33%	-
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	6	2.67	0.75	-	50%	33%	17%	-
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		7	6.57	0.90	-	-	43%	57%	-

**Survey of 2015-2016 Graduates  
Secondary UG and PB**

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	13	4.08	1.07	-	15%	8%	31%	46%
Standard V a2	...to apply principles of differentiated instruction	13	4.08	1.07	-	15%	8%	31%	46%
Standard V a3	...to use standard-based assessment to inform instruction	13	4.38	0.74	-	-	15%	31%	54%
Standard V a4	...to connect learning to school and classroom communities	13	4.38	0.92	-	8%	8%	23%	62%
Standard V a5	...to adapt standards-based curricula to the needs of students	13	4.31	0.72	-	-	15%	38%	46%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	13	4.23	0.80	-	-	23%	31%	46%
Standard V a7	...to integrate reasoning skills across content areas	13	4.38	0.84	-	-	23%	15%	62%
Standard V a8	...to prepare students to be responsible citizens	13	4.31	0.82	-	-	23%	23%	54%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	13	4.08	0.83	-	-	31%	31%	38%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	13	4.15	0.77	-	-	23%	38%	38%
Standard V a11	...to involve families, neighborhood and communities in the educational process	13	4.00	1.11	-	15%	15%	23%	46%
Standard V b1	...to use reflection and feedback to evaluate your teaching	12	4.17	0.90	-	8%	8%	42%	42%
Standard V c1	...to be a professional collaborator and communicator in school activities	13	4.69	0.46	-	-	-	31%	69%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	13	4.00	0.88	-	-	38%	23%	38%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
	On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?	13	8.54	1.74	-	8%	8%	23%	62%

**Teacher Education Third-Year Follow-Up Survey  
Survey of 2015-2016 Graduates  
Special Education Programs**

**Includes 15 Special Ed + Elem, 2 Early Childhood Special Ed, and 1 Special Ed graduates**

	N	Teaching with a contract		Substituting and looking		Substituting and not looking		Non-education position		Not employed outside the home		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Indicate your employment status during the 2018-2019 school year.	18	18	100%	-	-	-	-	-	-	-	-	-	-

	N	WA public		WA private		Other state		Other state		Foreign school		Have not been		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
List your current or most recent position as a teacher.	18	17	94%	-	-	1	6%	-	-	-	-	-	-	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	16	4.25	0.75	-	-	19%	38%	44%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	16	3.81	0.73	-	-	38%	44%	19%
Did your instructors convey knowledge by integrating research, theory and practice?	16	4.25	0.83	-	6%	6%	44%	44%
Did your instructors expect critical thinking in your courses?	16	4.31	0.68	-	-	13%	44%	44%
Did your instructors include opportunities for self-reflection in your courses?	16	4.13	0.86	-	-	31%	25%	44%
Did your instructors model best practices in teaching and learning?	16	3.81	0.73	-	6%	19%	63%	13%
Did your classes provide a wide variety of learning experiences?	16	4.00	1.00	-	6%	31%	19%	44%
The advising you received from Woodring College of Education for your teacher education program was useful...	16	3.94	1.09	6%	6%	6%	50%	31%
The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	16	4.06	1.09	-	19%	-	38%	44%



**Survey of 2015-2016 Graduates  
Special Education Programs**

	N	Mean	Standard Deviation	Not at all	Very little	Some- what	Much	To a great extent
<b>My teaching skills were enhanced through the experiences of my....</b>								
<b>Practica</b>	15	4.13	0.81	-	-	27%	33%	40%
<b>Internship</b>	15	4.53	1.02	7%	-	-	20%	73%
<b>My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).</b>								
<b>Practica</b>	15	3.53	1.09	-	20%	33%	20%	27%
<b>Internship</b>	15	4.00	1.15	7%	7%	7%	40%	40%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>								
<b>Practica</b>	15	3.93	0.85	-	7%	20%	47%	27%
<b>Internship</b>	15	4.27	0.93	-	7%	13%	27%	53%

**Survey of 2015-2016 Graduates  
Special Education Programs**

Washington Standard V Knowledge and Skills	To what extent do you believe you were prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	14	4.21	0.77	-	-	21%	36%	43%
Standard V a2	...to apply principles of differentiated instruction	14	4.21	0.94	-	7%	14%	29%	50%
Standard V a3	...to use standard-based assessment to inform instruction	14	4.14	1.12	-	14%	14%	14%	57%
Standard V a4	...to connect learning to school and classroom communities	14	4.00	0.76	-	-	29%	43%	29%
Standard V a5	...to adapt standards-based curricula to the needs of students	14	3.79	1.21	-	21%	21%	14%	43%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	14	4.29	0.88	-	7%	7%	36%	50%
Standard V a7	...to integrate reasoning skills across content areas	14	3.36	0.89	-	21%	29%	43%	7%
Standard V a8	...to prepare students to be responsible citizens	14	3.29	0.88	-	21%	36%	36%	7%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	14	4.00	1.00	-	7%	29%	21%	43%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	14	3.57	1.18	-	21%	36%	7%	36%
Standard V a11	...to involve families, neighborhood and communities in the educational process	14	3.21	1.21	7%	21%	36%	14%	21%
Standard V b1	...to use reflection and feedback to evaluate your teaching	13	4.38	0.92	-	8%	8%	23%	62%
Standard V c1	...to be a professional collaborator and communicator in school activities	14	3.86	1.19	7%	7%	14%	36%	36%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	14	3.79	1.21	7%	7%	21%	29%	36%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?		14	7.93	1.62	-	7%	-	50%	43%

**Survey of 2015-2016 Graduates  
Special Education Programs**

**Includes principals for 9 Special Ed + Elem, 1 Early Childhood Special Ed, and 1 Special Ed graduates**

Washington Standard V Knowledge and Skills	Principal: To what extent is the teacher prepared:	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
Standard V a1	...to use multiple instructional strategies for diverse learners	10	4.80	0.40	-	-	-	20%	80%
Standard V a2	...to apply principles of differentiated instruction	11	4.91	0.29	-	-	-	9%	91%
Standard V a3	...to use standard-based assessment to inform instruction	11	4.64	0.48	-	-	-	36%	64%
Standard V a4	...to connect learning to school and classroom communities	11	4.73	0.62	-	-	9%	9%	82%
Standard V a5	...to adapt standards-based curricula to the needs of students	11	4.73	0.45	-	-	-	27%	73%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	11	4.73	0.45	-	-	-	27%	73%
Standard V a7	...to integrate reasoning skills across content areas	11	4.64	0.48	-	-	-	36%	64%
Standard V a8	...to prepare students to be responsible citizens	11	4.73	0.45	-	-	-	27%	73%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	11	4.64	0.64	-	-	9%	18%	73%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	11	4.55	0.66	-	-	9%	27%	64%
Standard V a11	...to involve families, neighborhood and communities in the educational process	11	4.36	0.64	-	-	9%	45%	45%
Standard V b1	...to use reflection and feedback to evaluate your teaching	11	4.73	0.45	-	-	-	27%	73%
Standard V c1	...to be a professional collaborator and communicator in school activities	11	4.55	0.66	-	-	9%	27%	64%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	11	4.27	0.75	-	-	18%	36%	45%
		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being not effective and 10 being extremely effective, how do you rate this teacher?		10	9.30	0.78	-	-	-	20%	80%