



**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 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/new 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 one year 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 2017-2018 year, Woodring College of Education recommended 288 candidates for Residency Teacher Certificates. In the survey year, 2019, email addresses were located for 286 (99%) of them.

**Principals** To identify principals supervising the 2017-2018 graduates, the fall 2018 preliminary S-275 (OSPI school employment census) was used. Of the 288 2017-2018 graduates, 215 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 161 principals were surveyed about the 215 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 2017-2018 graduates was 29%.

Program	Total Graduates	Graduates Surveyed		Graduate Respondents	
	N	N	%	N	%
Early Childhood Education <sup>1</sup>	11	11	100%	1	9%
Elementary Alternate Route	12	12	100%	1	8%
Elementary Education TEOP	51	51	100%	10	20%
Elementary Main Campus	77	77	100%	26	34%
Secondary Alternate Route	11	11	100%	6	55%
Secondary Education UG/PB	59	58	98%	21	36%
Secondary MIT Bham	27	26	96%	8	30%
Secondary MIT Everett	12	12	100%	1	8%
Special Education Programs <sup>2</sup>	28	28	100%	10	36%
<b>2017-2018 Total</b>	<b>288</b>	<b>286</b>	<b>99%</b>	<b>84</b>	<b>29%</b>

<sup>1</sup>Early Childhood Education - includes 2 ECE + Elem Ed

<sup>2</sup>Special Education Programs - includes 24 Special Ed + Elem, 3 Special Ed, 1 Early Childhood Special Ed + ECE

**Principals** Based on emails sent, there was a response rate of 40% 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	7	6	2	33%
Elementary Alternate Route	-	12	12	5	42%
Elementary Education TEOP	10	41	39	14	36%
Elementary Main Campus	28	49	47	15	32%
Secondary Alternate Route	1	10	10	4	40%
Secondary Education UG/PB	23	36	37*	20	54%
Secondary MIT Bham	7	20	18	7	39%
Secondary MIT Everett	4	8	8	3	38%
Special Education Programs <sup>2</sup>	5	23	22	10	45%
<b>2017-2018 Total</b>	<b>82</b>	<b>206</b>	<b>199</b>	<b>79</b>	<b>40%</b>

<sup>1</sup>Early Childhood Education - includes 2 ECE + Elem Ed

<sup>2</sup>Special Education Programs - includes 24 Special Ed + Elem, 3 Special Ed, 1 Early Childhood Special Ed + ECE

\*teacher employed at two schools, both principals were surveyed

## 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 suggested more training in classroom management and behavior management. Several comments mentioned wanting more information on supporting students with special education needs or IEP's. A few wished for more information about employment-related aspects of being a teacher, such as maintaining or renewing their teaching certificate, and working with school administration.

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

Respondents noted the value of their internships in preparing them for teaching.

#### ***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 stressed the value of having practical experience in elementary school classrooms, and mentioned again the need for more training in classroom management and behavior management. They also suggested more training in dealing with challenging students, and more edTPA guidance.

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

Principal comments were overwhelmingly positive toward the performance and training of their new teachers. Principals recognized their new teachers' potential, and praised their openness to feedback. There were several suggestions for more training in classroom management and dealing with challenging students. Comments included: very well prepared and well trained; excellent first-year teacher; good beginning teacher; excellent with students.

## Report of Survey Results by Item and Program

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

Of the 2017-2018 respondents, 67% reported working as a contracted teacher in the 2018-2019 year. Another 14% 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.	83	56	67%	12	14%	3	4%	4	5%	-	-	8	10%

The 8 graduates who reported “Other” noted the following activities:

- Part-time teaching position, subbing part-time
- Teaching in a year-long leave replacement (not a continuing contract).
- Teaching on a 1 year contract
- Volunteering and unemployed by choice
- Long term sub without a contract.
- Took a long term substitute job after moving to California!
- English language teaching assistant in Spain
- Teaching ESL abroad

Graduates were asked to list their current or most recent position as a teacher. Most of the respondents (80%) report being employed in Washington public schools. Five 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.	83	66	80%	3	4%	4	5%	-	-	2	2%	6	7%	2	2%

The 2 graduates who reported “Other” noted the following circumstances:

- Independently owned studio
- Ling [sic] term sub last year

## 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?	82	3.65	1.10	6%	10%	18%	45%	21%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	81	3.89	0.96	-	11%	19%	41%	30%
Did your instructors convey knowledge by integrating research, theory and practice?	81	4.15	0.86	-	6%	12%	42%	40%
Did your instructors expect critical thinking in your courses?	81	4.04	1.00	4%	4%	15%	41%	37%
Did your instructors include opportunities for self-reflection in your courses?	81	4.41	0.77	-	4%	6%	36%	54%
Did your instructors model best practices in teaching and learning?	80	3.88	0.97	4%	4%	20%	46%	26%
Did your classes provide a wide variety of learning experiences?	81	3.73	1.07	2%	11%	26%	32%	28%
The advising you received from Woodring College of Education for your teacher education program was useful...	81	3.46	1.13	4%	19%	28%	27%	22%
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?	81	4.00	0.86	1%	6%	11%	54%	27%

## 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>	79	3.72	0.98	1%	6%	39%	25%	28%
<b>Internship</b>	79	4.75	0.46	-	-	1%	23%	76%
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>	79	3.80	0.96	-	9%	32%	30%	29%
<b>Internship</b>	79	4.20	0.79	-	1%	19%	38%	42%
I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
<b>Practica</b>	79	3.72	1.04	1%	14%	23%	35%	27%
<b>Internship</b>	79	4.46	0.76	-	4%	5%	33%	58%

## 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	74	3.45	0.97	3%	15%	30%	41%	12%
Standard V a2	...to apply principles of differentiated instruction	74	3.49	1.08	4%	15%	28%	34%	19%
Standard V a3	...to use standard-based assessment to inform instruction	74	3.62	1.10	4%	12%	26%	34%	24%
Standard V a4	...to connect learning to school and classroom communities	73	3.45	1.02	1%	19%	29%	34%	16%
Standard V a5	...to adapt standards-based curricula to the needs of students	74	3.53	1.08	4%	14%	28%	34%	20%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	73	3.67	1.10	-	19%	25%	26%	30%
Standard V a7	...to integrate reasoning skills across content areas	74	3.32	0.95	3%	19%	28%	43%	7%
Standard V a8	...to prepare students to be responsible citizens	74	3.32	1.13	7%	18%	27%	34%	15%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	74	3.51	1.18	8%	9%	28%	31%	23%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	74	3.41	1.00	1%	20%	28%	36%	14%
Standard V a11	...to involve families, neighborhood and communities in the educational process	74	3.04	1.14	12%	18%	34%	27%	9%
Standard V b1	...to use reflection and feedback to evaluate your teaching	74	3.95	0.94	-	9%	19%	39%	32%
Standard V c1	...to be a professional collaborator and communicator in school activities	74	3.72	1.16	4%	15%	16%	35%	30%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	74	3.42	1.22	7%	19%	23%	28%	23%
		<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?		74	7.43	2.11	7%	3%	12%	47%	31%

**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	79	3.85	0.92	1%	8%	20%	47%	24%
Standard V a2	...to apply principles of differentiated instruction	79	3.76	0.98	1%	10%	25%	38%	25%
Standard V a3	...to use standard-based assessment to inform instruction	79	3.75	1.00	4%	8%	20%	47%	22%
Standard V a4	...to connect learning to school and classroom communities	79	3.81	0.92	1%	6%	27%	42%	24%
Standard V a5	...to adapt standards-based curricula to the needs of students	79	3.75	1.01	3%	10%	22%	42%	24%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	79	3.76	0.94	3%	5%	29%	41%	23%
Standard V a7	...to integrate reasoning skills across content areas	79	3.66	0.93	3%	6%	32%	42%	18%
Standard V a8	...to prepare students to be responsible citizens	79	3.92	1.03	5%	4%	15%	46%	30%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	78	3.71	0.92	3%	6%	27%	46%	18%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	79	3.82	0.91	3%	3%	29%	42%	24%
Standard V a11	...to involve families, neighborhood and communities in the educational process	79	3.49	1.04	6%	5%	39%	32%	18%
Standard V b1	...to use reflection and feedback to evaluate your teaching	79	3.99	0.91	3%	4%	15%	49%	29%
Standard V c1	...to be a professional collaborator and communicator in school activities	79	3.97	0.93	3%	4%	18%	46%	30%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	78	3.69	0.87	3%	3%	35%	44%	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 not effective and 10 being extremely effective, how do you rate this teacher?		79	7.92	1.71	3%	1%	6%	54%	35%

**Report of Survey Results by Item and Program**

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

**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 Graduates  
Elementary Main Campus**

**Includes 26 Elem Ed, 1 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.	28	17	61%	5	18%	-	-	1	4%	-	-	5	18%

	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.	27	20	74%	1	4%	2	7%	-	-	2	7%	1	4%	1	4%

	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?	28	3.79	0.94	4%	7%	14%	57%	18%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	28	4.04	0.78	-	4%	18%	50%	29%
Did your instructors convey knowledge by integrating research, theory and practice?	28	4.36	0.61	-	-	7%	50%	43%
Did your instructors expect critical thinking in your courses?	28	4.18	0.76	-	4%	11%	50%	36%
Did your instructors include opportunities for self-reflection in your courses?	28	4.64	0.48	-	-	-	36%	64%
Did your instructors model best practices in teaching and learning?	28	4.18	0.60	-	-	11%	61%	29%
Did your classes provide a wide variety of learning experiences?	28	4.07	0.70	-	-	21%	50%	29%
The advising you received from Woodring College of Education for your teacher education program was useful...	28	3.39	1.05	-	29%	18%	39%	14%
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?	28	4.14	0.69	-	4%	7%	61%	29%



**Survey of 2017-2018 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>	26	3.65	0.78		-	4%	42%	38%	15%
<b>Internship</b>	26	4.77	0.42		-	-	-	23%	77%
<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>	26	3.65	0.78		-	8%	31%	50%	12%
<b>Internship</b>	26	4.19	0.73		-	-	19%	42%	38%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	26	3.69	0.91		-	12%	27%	42%	19%
<b>Internship</b>	26	4.46	0.63		-	-	8%	38%	54%

**Survey of 2017-2018 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	24	3.79	0.76	-	8%	17%	63%	13%
Standard V a2	...to apply principles of differentiated instruction	24	3.75	1.01	4%	8%	17%	50%	21%
Standard V a3	...to use standard-based assessment to inform instruction	24	3.71	0.79	-	4%	38%	42%	17%
Standard V a4	...to connect learning to school and classroom communities	24	3.50	0.82	-	13%	33%	46%	8%
Standard V a5	...to adapt standards-based curricula to the needs of students	24	3.63	0.95	4%	4%	33%	42%	17%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	24	3.58	1.00	-	17%	29%	33%	21%
Standard V a7	...to integrate reasoning skills across content areas	24	3.38	0.81	-	17%	33%	46%	4%
Standard V a8	...to prepare students to be responsible citizens	24	3.17	1.03	8%	17%	29%	42%	4%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	24	3.83	0.99	4%	4%	21%	46%	25%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	24	3.46	0.87	-	17%	29%	46%	8%
Standard V a11	...to involve families, neighborhood and communities in the educational process	24	3.42	0.91	4%	8%	38%	42%	8%
Standard V b1	...to use reflection and feedback to evaluate your teaching	24	4.21	0.71	-	-	17%	46%	38%
Standard V c1	...to be a professional collaborator and communicator in school activities	24	3.96	1.02	4%	4%	17%	42%	33%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	24	3.58	1.04	4%	13%	21%	46%	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?		24	8.13	1.51	-	4%	4%	50%	42%

**Survey of 2017-2018 Graduates  
Elementary Main Campus**

**Includes principals for 15 Elem Ed, 1ECE, 1 ECE + Elem Ed, and 5 Elem Alt Route 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	22	3.86	0.97	5%	0%	27%	41%	27%
Standard V a2	...to apply principles of differentiated instruction	22	3.59	0.98	5%	5%	36%	36%	18%
Standard V a3	...to use standard-based assessment to inform instruction	22	3.86	0.92	5%	0%	23%	50%	23%
Standard V a4	...to connect learning to school and classroom communities	22	3.86	0.92	5%	0%	23%	50%	23%
Standard V a5	...to adapt standards-based curricula to the needs of students	22	3.64	0.93	5%	0%	41%	36%	18%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	22	3.82	0.94	5%	0%	27%	45%	23%
Standard V a7	...to integrate reasoning skills across content areas	22	3.77	0.95	5%	0%	32%	41%	23%
Standard V a8	...to prepare students to be responsible citizens	22	4.14	0.92	5%	0%	9%	50%	36%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	22	3.64	0.88	5%	0%	36%	45%	14%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	22	3.82	0.89	5%	0%	23%	55%	18%
Standard V a11	...to involve families, neighborhood and communities in the educational process	22	3.59	0.83	5%	0%	36%	50%	9%
Standard V b1	...to use reflection and feedback to evaluate your teaching	22	4.00	0.95	5%	0%	18%	45%	32%
Standard V c1	...to be a professional collaborator and communicator in school activities	22	4.05	0.93	5%	0%	14%	50%	32%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	22	3.59	0.83	5%	0%	36%	50%	9%
		<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?		22	8.05	1.82	5%	0%	0%	59%	36%

**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 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.	10	7	70%	1	10%	1	10%	1	10%	-	-	-	-

	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.	10	8	80%	1	10%	-	-	-	-	-	-	1	10%	-	-

	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionalty as it relates to teaching and learning?	9	3.67	1.15	11%	-	22%	44%	22%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	8	3.25	0.66	-	13%	50%	38%	-
Did your instructors convey knowledge by integrating research, theory and practice?	8	4.00	1.00	-	13%	13%	38%	38%
Did your instructors expect critical thinking in your courses?	8	3.75	1.20	13%	-	13%	50%	25%
Did your instructors include opportunities for self-reflection in your courses?	8	3.88	0.93	-	13%	13%	50%	25%
Did your instructors model best practices in teaching and learning?	8	3.75	1.20	13%	-	13%	50%	25%
Did your classes provide a wide variety of learning experiences?	8	3.50	1.12	13%	-	25%	50%	13%
The advising you received from Woodring College of Education for your teacher education program was useful...	8	3.50	1.22	13%	-	38%	25%	25%
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?	8	4.00	0.87	-	13%	-	63%	25%

**Survey of 2017-2018 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>	8	4.25	0.83		-	-	25%	25%	50%
<b>Internship</b>	8	5.00	0.00		-	-	-	-	100%
<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>	8	4.38	0.86		-	-	25%	13%	63%
<b>Internship</b>	8	4.25	0.83		-	-	25%	25%	50%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	8	4.13	0.93		-	13%	-	50%	38%
<b>Internship</b>	8	4.88	0.33		-	-	-	13%	88%

**Survey of 2017-2018 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	8	3.50	0.87	-	13%	38%	38%	13%
Standard V a2	...to apply principles of differentiated instruction	8	3.88	0.78	-	-	38%	38%	25%
Standard V a3	...to use standard-based assessment to inform instruction	8	3.88	1.17	13%	-	-	63%	25%
Standard V a4	...to connect learning to school and classroom communities	8	3.63	1.11	13%	-	13%	63%	13%
Standard V a5	...to adapt standards-based curricula to the needs of students	8	3.63	1.32	13%	13%	-	50%	25%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	8	4.00	1.00	-	13%	13%	38%	38%
Standard V a7	...to integrate reasoning skills across content areas	8	3.50	0.87	-	25%	-	75%	-
Standard V a8	...to prepare students to be responsible citizens	8	3.38	1.22	13%	13%	13%	50%	13%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	8	3.50	1.22	13%	-	38%	25%	25%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	8	3.25	1.09	13%	-	50%	25%	13%
Standard V a11	...to involve families, neighborhood and communities in the educational process	8	3.00	1.22	13%	25%	25%	25%	13%
Standard V b1	...to use reflection and feedback to evaluate your teaching	8	3.75	0.97	-	13%	25%	38%	25%
Standard V c1	...to be a professional collaborator and communicator in school activities	8	3.88	1.17	-	25%	-	38%	38%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	8	3.38	1.32	13%	13%	25%	25%	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?		8	6.63	2.34	13%	-	13%	75%	-

Survey of 2017-2018 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	14	3.64	0.81	0%	14%	14%	64%	7%
Standard V a2	...to apply principles of differentiated instruction	14	3.29	0.80	0%	21%	29%	50%	0%
Standard V a3	...to use standard-based assessment to inform instruction	14	3.43	0.82	0%	21%	14%	64%	0%
Standard V a4	...to connect learning to school and classroom communities	14	3.57	0.90	0%	14%	29%	43%	14%
Standard V a5	...to adapt standards-based curricula to the needs of students	14	3.57	0.98	0%	21%	14%	50%	14%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	14	3.21	0.67	0%	14%	50%	36%	0%
Standard V a7	...to integrate reasoning skills across content areas	14	3.43	0.90	0%	14%	43%	29%	14%
Standard V a8	...to prepare students to be responsible citizens	14	3.93	0.59	0%	0%	21%	64%	14%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	14	3.57	0.82	0%	14%	21%	57%	7%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	14	3.50	0.91	0%	14%	36%	36%	14%
Standard V a11	...to involve families, neighborhood and communities in the educational process	14	3.07	0.96	7%	14%	50%	21%	7%
Standard V b1	...to use reflection and feedback to evaluate your teaching	14	3.86	0.74	0%	7%	14%	64%	14%
Standard V c1	...to be a professional collaborator and communicator in school activities	14	3.79	0.86	0%	7%	29%	43%	21%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	14	3.43	0.62	0%	0%	64%	29%	7%
		<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?		14	7.36	1.23	0%	0%	14%	79%	7%

**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 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.	8	6	75%	1	13%	-	-	1	13%	-	-	-	-

	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.	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?	8	2.75	0.97	13%	25%	38%	25%	-
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	8	3.88	0.93	-	13%	13%	50%	25%
Did your instructors convey knowledge by integrating research, theory and practice?	8	3.50	1.00	-	13%	50%	13%	25%
Did your instructors expect critical thinking in your courses?	8	3.75	0.97	-	13%	25%	38%	25%
Did your instructors include opportunities for self-reflection in your courses?	8	4.13	0.93	-	13%	-	50%	38%
Did your instructors model best practices in teaching and learning?	8	3.50	1.00	-	25%	13%	50%	13%
Did your classes provide a wide variety of learning experiences?	8	2.88	1.05	-	50%	25%	13%	13%
The advising you received from Woodring College of Education for your teacher education program was useful...	8	3.00	1.00	-	38%	38%	13%	13%
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?	8	3.75	0.83	-	-	50%	25%	25%



Survey of 2017-2018 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>	8	3.13	0.93		-	25%	50%	13%	13%
<b>Internship</b>	8	4.75	0.43		-	-	-	25%	75%
<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>	8	3.63	0.99		-	13%	38%	25%	25%
<b>Internship</b>	8	4.00	0.71		-	-	25%	50%	25%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	8	2.88	1.05		13%	25%	25%	38%	-
<b>Internship</b>	8	4.50	0.71		-	-	13%	25%	63%

**Survey of 2017-2018 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	8	2.75	0.97	13%	25%	38%	25%	-
Standard V a2	...to apply principles of differentiated instruction	8	2.63	0.86	13%	25%	50%	13%	-
Standard V a3	...to use standard-based assessment to inform instruction	8	2.63	1.32	25%	25%	25%	13%	13%
Standard V a4	...to connect learning to school and classroom communities	8	2.75	1.09	-	63%	13%	13%	13%
Standard V a5	...to adapt standards-based curricula to the needs of students	8	3.00	0.71	-	25%	50%	25%	-
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	8	3.00	1.00	-	38%	38%	13%	13%
Standard V a7	...to integrate reasoning skills across content areas	8	2.50	0.87	13%	38%	38%	13%	-
Standard V a8	...to prepare students to be responsible citizens	8	3.00	1.22	13%	25%	25%	25%	13%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	8	2.75	1.30	25%	13%	38%	13%	13%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	8	3.50	1.00	-	25%	13%	50%	13%
Standard V a11	...to involve families, neighborhood and communities in the educational process	8	2.38	0.99	25%	25%	38%	13%	-
Standard V b1	...to use reflection and feedback to evaluate your teaching	8	3.25	1.09	-	38%	13%	38%	13%
Standard V c1	...to be a professional collaborator and communicator in school activities	8	3.00	1.00	13%	13%	38%	38%	-
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	8	3.00	1.32	25%	-	38%	25%	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 very poor and 10 being excellent, how do you rate your teacher preparation program overall?		8	5.13	2.57	38%	-	13%	50%	-

**Survey of 2017-2018 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	3.89	0.74	0%	0%	33%	44%	22%
Standard V a2	...to apply principles of differentiated instruction	9	3.89	0.99	0%	11%	22%	33%	33%
Standard V a3	...to use standard-based assessment to inform instruction	9	4.00	0.82	0%	0%	33%	33%	33%
Standard V a4	...to connect learning to school and classroom communities	9	3.78	0.79	0%	0%	44%	33%	22%
Standard V a5	...to adapt standards-based curricula to the needs of students	9	3.89	0.99	0%	11%	22%	33%	33%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	9	3.89	0.74	0%	0%	33%	44%	22%
Standard V a7	...to integrate reasoning skills across content areas	9	3.56	0.50	0%	0%	44%	56%	0%
Standard V a8	...to prepare students to be responsible citizens	9	3.67	0.82	0%	11%	22%	56%	11%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	9	3.56	0.83	0%	11%	33%	44%	11%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	9	3.89	0.74	0%	0%	33%	44%	22%
Standard V a11	...to involve families, neighborhood and communities in the educational process	9	3.22	0.63	0%	11%	56%	33%	0%
Standard V b1	...to use reflection and feedback to evaluate your teaching	9	4.00	0.47	0%	0%	11%	78%	11%
Standard V c1	...to be a professional collaborator and communicator in school activities	9	3.89	0.87	0%	11%	11%	56%	22%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	9	3.78	0.92	0%	11%	22%	44%	22%
		<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	8.20	1.33	0%	0%	10%	40%	50%

**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 Graduates  
Secondary UG and PB**

**Includes 21 Secondary Ed and 6 Secondary 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.	27	16	59%	5	19%	2	7%	1	4%	-	-	3	11%

	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.	27	22	81%	1	4%	1	4%	-	-	-	-	2	7%	1	4%

	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?	27	3.56	1.17	7%	15%	11%	48%	19%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	27	3.93	1.21	-	22%	11%	19%	48%
Did your instructors convey knowledge by integrating research, theory and practice?	27	4.00	0.94	-	11%	11%	44%	33%
Did your instructors expect critical thinking in your courses?	27	3.89	1.20	7%	4%	22%	26%	41%
Did your instructors include opportunities for self-reflection in your courses?	27	4.37	0.87	-	4%	15%	22%	59%
Did your instructors model best practices in teaching and learning?	27	3.63	1.13	7%	4%	33%	30%	26%
Did your classes provide a wide variety of learning experiences?	27	3.56	1.23	4%	19%	30%	15%	33%
The advising you received from Woodring College of Education for your teacher education program was useful...	27	3.48	1.20	7%	11%	33%	22%	26%
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?	27	3.85	1.04	4%	11%	7%	52%	26%

**Survey of 2017-2018 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>	27	3.59	1.06	4%	7%	41%	22%	26%
<b>Internship</b>	27	4.70	0.46	-	-	-	30%	70%
<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>	27	3.70	1.01	-	11%	37%	22%	30%
<b>Internship</b>	27	4.19	0.86	-	4%	19%	33%	44%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>								
<b>Practica</b>	27	3.67	1.12	-	19%	30%	19%	33%
<b>Internship</b>	27	4.37	0.95	-	11%	-	30%	59%

**Survey of 2017-2018 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	25	3.16	0.97	4%	20%	40%	28%	8%
Standard V a2	...to apply principles of differentiated instruction	25	3.16	1.05	4%	24%	36%	24%	12%
Standard V a3	...to use standard-based assessment to inform instruction	25	3.48	1.06	0%	24%	24%	32%	20%
Standard V a4	...to connect learning to school and classroom communities	25	3.40	1.02	0%	24%	28%	32%	16%
Standard V a5	...to adapt standards-based curricula to the needs of students	25	3.36	1.13	4%	20%	32%	24%	20%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	24	3.58	1.19	0%	25%	25%	17%	33%
Standard V a7	...to integrate reasoning skills across content areas	25	3.40	0.89	0%	20%	28%	44%	8%
Standard V a8	...to prepare students to be responsible citizens	25	3.36	1.09	4%	20%	28%	32%	16%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	25	3.40	1.10	4%	16%	36%	24%	20%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	25	3.32	1.01	0%	24%	36%	24%	16%
Standard V a11	...to involve families, neighborhood and communities in the educational process	25	2.64	1.13	20%	24%	32%	20%	4%
Standard V b1	...to use reflection and feedback to evaluate your teaching	25	3.76	0.99	0%	12%	28%	32%	28%
Standard V c1	...to be a professional collaborator and communicator in school activities	25	3.60	1.17	0%	28%	12%	32%	28%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	25	3.16	1.19	4%	32%	28%	16%	20%
		<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?		25	7.40	1.90	4%	4%	20%	40%	32%

Survey of 2017-2018 Graduates  
Secondary UG and PB

Includes principals for 20 Secondary Ed and 4 Secondary Alt Route 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	24	3.92	1.00	0%	13%	17%	38%	33%
Standard V a2	...to apply principles of differentiated instruction	24	3.92	0.95	0%	8%	25%	33%	33%
Standard V a3	...to use standard-based assessment to inform instruction	24	3.88	1.05	0%	13%	25%	25%	38%
Standard V a4	...to connect learning to school and classroom communities	24	3.88	0.97	0%	8%	29%	29%	33%
Standard V a5	...to adapt standards-based curricula to the needs of students	24	3.83	1.07	0%	17%	17%	33%	33%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	24	3.92	0.95	0%	8%	25%	33%	33%
Standard V a7	...to integrate reasoning skills across content areas	24	3.83	0.99	0%	13%	21%	38%	29%
Standard V a8	...to prepare students to be responsible citizens	24	4.00	0.96	0%	8%	21%	33%	38%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	24	3.96	1.06	4%	4%	21%	33%	38%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	24	4.04	0.79	0%	0%	29%	38%	33%
Standard V a11	...to involve families, neighborhood and communities in the educational process	24	3.79	1.12	4%	4%	38%	17%	38%
Standard V b1	...to use reflection and feedback to evaluate your teaching	24	4.04	0.93	0%	8%	17%	38%	38%
Standard V c1	...to be a professional collaborator and communicator in school activities	24	4.13	0.83	0%	4%	17%	42%	38%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	23	4.00	0.83	0%	4%	22%	43%	30%
		<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?		23	8.13	1.75	0%	4%	9%	39%	48%

**Teacher Education First-Year Follow-Up Survey  
Survey of 2017-2018 Graduates  
Special Education Programs**

**Includes 10 Special Ed + Elem 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.	10	10	100%	-	-	-	-	-	-	-	-	-	-

	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.	10	9	90%	-	-	1	10%	-	-	-	-	-	-	-	-

	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?	10	4.20	0.87	-	-	30%	20%	50%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	10	3.90	0.54	-	-	20%	70%	10%
Did your instructors convey knowledge by integrating research, theory and practice?	10	4.60	0.49	-	-	-	40%	60%
Did your instructors expect critical thinking in your courses?	10	4.50	0.50	-	-	-	50%	50%
Did your instructors include opportunities for self-reflection in your courses?	10	4.50	0.50	-	-	-	50%	50%
Did your instructors model best practices in teaching and learning?	9	4.11	0.74	-	-	22%	44%	33%
Did your classes provide a wide variety of learning experiences?	10	4.10	0.83	-	-	30%	30%	40%
The advising you received from Woodring College of Education for your teacher education program was useful...	10	3.90	1.04	-	10%	30%	20%	40%
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?	10	4.20	0.60	-	-	10%	60%	30%



**Survey of 2017-2018 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>	10	4.30	0.90		-	-	30%	10%	60%
<b>Internship</b>	10	4.60	0.66		-	-	10%	20%	70%
<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>	10	4.10	1.04		-	10%	20%	20%	50%
<b>Internship</b>	10	4.40	0.66		-	-	10%	40%	50%
<b>I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.</b>									
<b>Practica</b>	10	4.30	0.64		-	-	10%	50%	40%
<b>Internship</b>	10	4.30	0.64		-	-	10%	50%	40%

**Survey of 2017-2018 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	9	3.89	0.99	-	11%	22%	33%	33%
Standard V a2	...to apply principles of differentiated instruction	9	4.11	0.99	-	11%	11%	33%	44%
Standard V a3	...to use standard-based assessment to inform instruction	9	4.44	0.83	-	-	22%	11%	67%
Standard V a4	...to connect learning to school and classroom communities	8	4.00	1.00	-	-	50%	-	50%
Standard V a5	...to adapt standards-based curricula to the needs of students	9	4.11	0.99	-	11%	11%	33%	44%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	9	4.44	0.68	-	-	11%	33%	56%
Standard V a7	...to integrate reasoning skills across content areas	9	3.56	1.17	11%	-	33%	33%	22%
Standard V a8	...to prepare students to be responsible citizens	9	3.89	1.10	-	11%	33%	11%	44%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	9	3.67	1.33	11%	11%	11%	33%	33%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	9	3.56	1.17	-	33%	-	44%	22%
Standard V a11	...to involve families, neighborhood and communities in the educational process	9	3.78	1.03	-	11%	33%	22%	33%
Standard V b1	...to use reflection and feedback to evaluate your teaching	9	4.56	0.50	-	-	-	44%	56%
Standard V c1	...to be a professional collaborator and communicator in school activities	9	3.89	1.29	11%	-	22%	22%	44%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	9	4.11	1.20	-	22%	-	22%	56%
		<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?		9	8.44	1.42	-	-	11%	33%	56%

**Survey of 2017-2018 Graduates  
Special Education Programs**

**Includes principals for 8 Special Ed + Elem and 2 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	3.90	0.83	0%	10%	10%	60%	20%
Standard V a2	...to apply principles of differentiated instruction	10	4.30	0.90	0%	10%	0%	40%	50%
Standard V a3	...to use standard-based assessment to inform instruction	10	3.40	1.20	20%	0%	0%	80%	0%
Standard V a4	...to connect learning to school and classroom communities	10	3.90	0.83	0%	10%	10%	60%	20%
Standard V a5	...to adapt standards-based curricula to the needs of students	10	3.90	1.04	10%	0%	0%	70%	20%
Standard V a6	...to align standards and outcomes so that students know their learning targets and progress	10	3.90	1.14	10%	0%	10%	50%	30%
Standard V a7	...to integrate reasoning skills across content areas	10	3.40	0.92	10%	0%	30%	60%	0%
Standard V a8	...to prepare students to be responsible citizens	10	3.50	1.69	30%	0%	0%	30%	40%
Standard V a9	...to plan curricula that use a variety of culturally responsive, developmentally and age appropriate strategies	9	3.56	0.68	0%	11%	22%	67%	0%
Standard V a10	...to use technology to benefit instruction and encourage technologically proficient learners	10	3.70	1.19	10%	0%	30%	30%	30%
Standard V a11	...to involve families, neighborhood and communities in the educational process	10	3.40	1.36	20%	0%	20%	40%	20%
Standard V b1	...to use reflection and feedback to evaluate your teaching	10	4.00	1.18	10%	0%	10%	40%	40%
Standard V c1	...to be a professional collaborator and communicator in school activities	10	3.80	1.17	10%	0%	20%	40%	30%
Standard V c2	...to be knowledgeable about legal and ethical responsibilities and practices	10	3.50	1.02	10%	0%	30%	50%	10%
		<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	7.70	2.05	10%	0%	0%	60%	30%