**Introductory Information:**

* EPP-developed survey was given to Year 2 completers (September 1, 2015 – August 31, 2016)
* Survey items based on a Likert type scale of 1 to 5 (with 5=Extensively and 1=Not at all)
* The updated survey was not administer last spring but the below survey does provide essential information in the pilot process of the new survey.
* The N and percentage at each rate of the Likert type scale is presented below.
* It is important to note that 19 MAT completers responded but 1 was not in the education field; 4 Agri completers responded with 2 not in the field of education; The English Education candidate is a substitute teacher and not the teacher of record. The MAT and Agri completer responses were removed because those completers were not in the field of education. The English completer was left in the data since they were still working in the field of education.
* No completers scored any rating at a Rate 1 or 2 on the Likert type scale
* The SAU expectation would be that all candidates choose scores at a Rate 4 or 5 to have felt they were prepared.
* Due to the N being so small for a majority of programs it is difficult to draw program specific conclusions.

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| **Domain 1: Planning and Preparation**  **Discussion from Completers:**   * We are a 1:1 school district meaning the students each have a device that is specifically theirs. We utilize several web based sites such as ReadWorks, Studies Weekly Online, Spelling City. We also iReady which is an online resource in which each student has an account. We use this mainly as an RTI (response to intervention) tool but can also assign individual lessons based on what we are covering in the classroom. The students take a diagnostic exam at the beginning of the school year and are placed in a lesson strand based on their current level. This strand advances as they advance until they are on grade level. Some students also score high enough to be placed on a level above grade level. This technology piece directly correlates with our textbooks. (MAT) * Backwards planning is very helpful. Start with your end goal/assessment and work backwards.(MAT) * I differentiate instruction to meet the varying needs and learning styles of all students.(MAT) * Our online format is a bit different. The content and assessments are leased from an outside agency (Florida Virtual). Face to face instruction happens in 20 minute sessions, once a week. (MAT) * Design a State standard Lesson Plan as all schools are different and each Principal wants different items specifically. (MAT) * I work hard to reach every student everyday (Elem) | | | | | | | |
| **Conceptual Framework/TESS Domain 1** | **MAT**  *N=18* | **ELEM F2F**  *N=3* | **Elem OL**  *N=1* | **AGRI**  *N=2* | **ENGL**  *N=1* | **Total UG**  N = 7 | **TOTAL**  *N=25* |
| |  |  | | --- | --- | |  | I familiarize myself with relevant aspects of ALL students' background knowledge and experiences.  TESS.1; InTASC 1, 2, 4, 6, 7; ISTE 5, 7 | | Rate 3 N=0 ( 0%)  Rate 4 N=14 (78%)  Rate 5 N=4 (22%) | Rate 3 N=0 (0%)  Rate 4 N=1 (33%)  Rate 5 N=2 (66%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=1 (50%)  Rate 4 N=1 (50%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=1 (14%)  Rate 4 N=4 (57%)  Rate 5 N=2 (29%) | Rate 3 N=1 (4%)  Rate 4 N=18 (68%)  Rate 5 N=6 (24%) |
| I create or select teaching methods, learning activities, instructional materials and discipline-appropriate TECHNOLOGY (i.e. smartboards, projectors, etc.) or other resources that are appropriate for ALL students and that are aligned with the goals of my lessons.  TESS.1; InTASC 1, 2, 4, 6, 7; ISTE 5, 7 | Rate 3 N=2 (11%)  Rate 4 N=11 (61%)  Rate 5 N=5 (28%) | Rate 3 N=0 (0%)  Rate 4 N=2 (66%)  Rate 5 N=1 (33%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=2 (100%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=1 (100%) | Rate 3 N=0 (0%)  Rate 4 N=3 (43%)  Rate 5 N=4 (57%) | Rate 3 N=2 (8%)  Rate 4 N=14 (56%)  Rate 5 N=9 (36%) |
| **Domain 2: Classroom Environment**  **Discussion from Completers:**   * I utilize tables in my classroom in which 4 students at the most are seated. These tables are evenly spaced to allow for easy access to every student. The tables make it easy to facilitate group work along with individual work. We use an online behavior management tool titled Class Dojo which provides both positive and negative reinforcement in the means of adding or subtracting points from each student depending on their behavior. We have Dojo recess on Fridays for those who maintain a 90% or above and incentive rewards at each nine weeks and incentive trips each semester. (MAT) * Consistency, boundaries, and compassion are essential for maintaining a positive and structured classroom environment. (MAT) * I strive to maintain a safe and flexible environment where all students can learn. (MAT) * Teacher should always set a firm foundation from day one in order to have control of the classroom so that it can be a productive setting conducive to learning. (MAT) * I didn't know how to rate N/A. The students are not physically on site with me. Their direct physical environment is monitored by the individual site facilitators who work for their independent school districts. Within that set up, I maintain specific expectations for ZOOM interactions. (MAT) * There needs to be more information on alternative plans for Special Ed. as well as ESL students. (MAT) * Methods of Classroom Management would be better as one of the first classes taken, rather than after the internship has already started. (MAT) * I create an environment in my class where the students feel loved, welcomed, and where learning is encouraged. | | | | | | | |
| **Conceptual Framework/TESS Domain 2** | **MAT**  *N=18* | **ELEM F2F**  *N=3* | **Elem OL**  *N=1* | **AGRI**  *N=2* | **ENGL**  *N=1* | **Total UG**  N = 7 | **TOTAL**  *N=25* |
| I establish and maintain consistent standards of classroom behavior for ALL students.  TESS.2; InTASC 3; ISTE 3 | Rate 3 N=2 (11%)  Rate 4 N=8 (44%)  Rate 5 N=8 (44%) | Rate 3 N= 0 (0%)  Rate 4 N=3 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=2 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=1 (100%) | Rate 3 N=0 (0%)  Rate 4 N=6 (86%)  Rate 5 N=1 (14%) | Rate 3 N=2 (8%)  Rate 4 N=14 (56%)  Rate 5 N= 9 (36%) |
| I make the physical environment as safe and conducive to learning as possible for ALL students.  TESS.2; InTASC 3; ISTE 3 | Rate 3 N=0 (0%)  Rate 4 N=5 (28%)  Rate 5 N=13 (72%) | Rate 3 N=0 (0%)  Rate 4 N=1 (33%)  Rate 5 N=2 (66%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=2 (100%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=3 (43%)  Rate 5 N=4 (57%) | Rate 3 N=0 (0%)  Rate 4 N=8 (32%)  Rate 5 N=17 (68%) |
| **Domain 3: Instruction**  **Discussion from Completers:**   * All technology based instruction has feedback provided to the students so they may see how they have progressed. I am able to provide written feedback and also give oral feedback when appropriate. (MAT) * Learning more strategies for teaching to a mixed classroom of all ability levels would be helpful. (MAT) * Instruction alignment is vital. I collaborate with my other content teachers to prepare such alignment (MAT) * What we do is extremely tech-heavy as an online education provider. We are consistently evaluating and seeking out new technologies to include, and examining our effectiveness meeting the needs of all our students. This past year I served on an accessibility committee that designed new policies and a 5 year plan to ensure that we were completely accessible to all students. (MAT) * More focus on instruction without textbooks. As not all districts have adequate supply or even in date with standards. (MAT) * I feel I try to reach all students through instruction using a wide array of methods and resources. | | | | | | | |
| **Conceptual Framework/TESS Domain 3** | **MAT**  *N=18* | **ELEM F2F**  *N=3* | **ELEM OL**  *N=1* | **AGRI**  *N=2* | **ENGL**  *N=1* | **Total UG**  N = 7 | **TOTAL**  *N=25* |
| |  |  | | --- | --- | |  | I make content comprehensible to ALL students using TECHNOLOGY when appropriate.  TESS.3; InTASC 3, 4, 5, 6, 8; ISTE 3, 6, 7 | | Rate 3 N=0 (0%)  Rate 4 N=11 (61%)  Rate 5 N=7 (39%) | Rate 3 N=0 (0%)  Rate 4 N=2 (66%)  Rate 5 N=1 (33%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=1 (50%)  Rate 5 N=1 (50%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=5 (71%)  Rate 5 N=2 (29%) | Rate 3 N=0 (0%)  Rate 4 N=16 (64%)  Rate 5 N=9 (36%) |
| I monitor students' understanding of content through a variety of means including discipline-specific instructional technology, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.  TESS.3; InTASC 3, 4, 5, 6, 8; ISTE 3, 6, 7 | Rate 3 N=3 (17%)  Rate 4 N=10 (56%)  Rate 5 N=5 (27%) | Rate 3 N=0 (0%)  Rate 4 N=2 (66%)  Rate 5 N=1 (33%) | Rate 3 N=1 (100%)  Rate 4 N=0 (0%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=1 (50%)  Rate 5 N=1 (50%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=1 (100%) | Rate 3 N=1 (14%)  Rate 4 N=3 (43%)  Rate 5 N=3 (43%) | Rate 3 N=4 (16%)  Rate 4 N=14 (56%)  Rate 5 N=8 (32%) |
| **Domain 4: Professional Responsibilities**  **Discussion from Completers:**   * We meet as a literacy team K-6 on a regular basis to ensure our goals set forth by vertical alignment are being met to the best of our abilities. We compare techniques and strengths and weaknesses. (MAT) * Staying organized is so important! While it may be easy to remember to show up for your morning duty spot, remembering the thousands other things teachers are supposed to keep up with can be difficult. I think a simple "ways to organize your class" or "how to keep up with everything so you don't get lost" chapter could be added to some class. (MAT) * At Monticello Middle School, we have started a program (Professional Learning Communities at Work). This really gives each person a valued role in educating the whole student body. (MAT) * I created a Google Form that I use to reflect on teaching each week. I also track suggestions for improvement and how those suggestions are implemented. I also participate weekly in a PLC for the foreign language courses. (MAT) * More information on the rules and laws of teaching so a new teacher does not become overwhelmed by the bureaucracy. (MAT) | | | | | | | |
| **Conceptual Framework/TESS Domain 4** | **MAT**  *N=18* | **ELEM F2F**  *N=3* | **ELEM OL**  *N=1* | **AGRI**  *N=2* | **ENGL**  *N=1* | **Total UG**  N = 7 | **TOTAL**  *N=25* |
| |  |  | | --- | --- | |  | I reflect on the extent to which learning goals were met.  TESS.4; InTASC 9, 10; ISTE 1, 2 | | Rate 3 N=3 (17%)  Rate 4 N=11 (61%)  Rate 5 N=4 (22%) | Rate 3 N=0 (0%)  Rate 4 N=2 (66%)  Rate 5 N=1 (33%) | Rate 3 N=1 (100%)  Rate 4 N=0 (0%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=2 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=1 (14%)  Rate 4 N=5 (71%)  Rate 5 N=1 (14%) | Rate 3 N=4 (16%)  Rate 4 N=16 (64%)  Rate 5 N=5 (20%) |
| |  |  | | --- | --- | |  | I build professional relationships with colleagues to share teaching insights and coordinate learning activities for students.  TESS.4; InTASC 9, 10; ISTE 1, 2 | | Rate 3 N=0 (0%)  Rate 4 N=8 (44%)  Rate 5 N=10 (56%) | Rate 3 N=0 (0%)  Rate 4 N=1 (33%)  Rate 5 N=2 (66%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=0 (0%)  Rate 5 N=2 (100%) | Rate 3 N=0 (0%)  Rate 4 N=1 (100%)  Rate 5 N=0 (0%) | Rate 3 N=0 (0%)  Rate 4 N=3 (43%)  Rate 5 N=4 (57%) | Rate 3 N=0 (0%)  Rate 4 N=11 (44%)  Rate 5 N=14 (56%) |
| **Do you expect to remain in your current position? (CAEP 4.4: Retention)** | | | | | | | |
| **Conceptual Framework/TESS Domain** | **MAT**  *N=18* | **ELEM F2F**  *N=3* | **ELEM OL**  *N=1* | **AGRI**  *N=2* | **ENGL**  *N=1* | **Total UG**  N = 7 | **TOTAL**  *N=25* |
| |  |  | | --- | --- | |  | * **YES** | | 13 | 3 | 1 | 2 | 0 | 6 | 19 *(76%))* |
| * **NO** | 5 | 0 | 0 | 0 | 1 |  | 6 *(24%))* |
| **Have you received a promotion since you were hired? If so, please state the specifics of the promotion: (CAEP 4.4: Promotion)** | | | | | | | |
| |  |  | | --- | --- | |  | * **YES** | | 0 | 0 | 0 | 0 | 0 | 0 | 0 *(0%)* |
| * **NO** | 18 | 3 | 1 | 2 | 1 | 7 | 25 *(100%)* |
| **What do you foresee as your employment trajectory? (CAEP 4.4: Employment Trajectory)**  \*It is important to note the English Education candidate stated they will be advancing or moving into another role and they are a substitute. Also several completers choose more than 1 category. | | | | | | | |
| |  |  | | --- | --- | |  | * remaining in current position | | 6 | 1 | 1 | 1 | 0 | 3 | 9 *(38%)* |
| * remaining in current position but with more leadership responsibilities | 3 | 1 | 0 | 0 | 0 | 1 | 4 *(16%)* |
| |  |  | | --- | --- | |  | * advancing or moving into another role (e.g., school counselor; administrator) | | 3 | 1 | 0 | 0 | 1\* | 3 | 6 *(24%)* |
| * none of these | 6 | 0 | 0 | 0 | 0 | 0 | 6 *(24%)* |
| **What do you see as your strengths as a current professional?** | | | | | | | |
| * I am great at planning and implementing lessons, even when my environment is a bit chaotic. (MAT) * Ability to work well with others. Willingness to learn new things Extensive technology knowledge Organization Ability to monitor and adjust to particular situations Knowledge of pedagogy Knowledge of students' backgrounds both personal and academically (MAT) * I excel in creating a variety of teaching strategies that incorporate all learning styles that exist in my classroom. While structure still remains, students never know how the desks will be set up or what activity we will do as it is ever changing. Teaching in this manner keeps my students interested in the content and excited to come to my class. (MAT) * Flexibility and adaptability (MAT) * The ability to adapt to change. (MAT) * I am very knowledgeable in my content which helps inform excellent lessons. I am also strong in creating a positive classroom environment and maintaining student rapport. (MAT) * I feel that I am a great team player and able to positively collaborate to better prepare myself and other to meet the varying needs of all the students that I teach (MAT) * great at creating fun, engaging lessons tech savvy detailed oriented organized/structured team player (MAT) * The ability to plan and deliver effective lessons that are relevant to the students (MAT) * Ability to take the lead and creative innovation to teaching (MAT) * I think classroom management and rapport with students are my two biggest strengths in the classroom. (MAT) * My willingness to research and seek out PD. In this last year alone I have attended conferences, webinars, courses. I have something close to 120 PD hours this year alone. My wililngness to get involved and be active. I volunteered for the accessibility committee. I served as the PLC secretary this year. I got trained in instructional design for my establishment and have accepted 3 contracts for addition projects designing the curriculum for one of their English courses and developing their medical terminology course. I attended a PD course from the ADE on the foreign language frameworks. I always try to come up with new ideas and share them openly in my PLC. (MAT) * My work ethic. I have earned the respect of the faculty I work with by taking on a role of being dependable. This respect has allowed me to become friends with many of my fellow teachers which has helped me with their help to become a better teacher.(MAT) * My knowledge and interaction with students.(MAT) * Behavior management (Elem) * Classroom management and building lessons (Agri) * My strengths are curriculum and instruction, formative assessment, and engaging instructions (Elem) | | | | | | | |
| **What aspects of your professional practice might have been further developed during your education program?** | | | | | | | |
| * Classroom management (MAT) * Anytime more real-life situations can be addressed would be beneficial to student teachers. Things like how to deal with difficult parents or ideas to combat laziness or disrespect are areas of struggle that every teacher could use help in overcoming. (MAT) * Learning classroom management, various teach practices, and learning about students with special needs might have been further developed. (MAT) * I feel that completing the MAT program at SAU effectively equipped me with all the tools and knowledge needed to succeed in the education field! (MAT) * I would most definitely say planning and instruction were further developed during the education program I was enrolled in. Also, I conducted thorough research for other teaching strategies in my content area, which helped a lot indeed. I have experienced a complete 360 in the classroom. (MAT) * Teaching and learning takes place daily! Students are more engaged and the instruction part just flows. (MAT) * The use of technology and how to incorporate it into the classroom more effectively. (MAT) * Classroom management (MAT) * I didn't set foot in a classroom before my first day of teaching, which made me feel unprepared in spite of all the classwork I'd done beforehand. (MAT) * Writing lesson plans (Elem) * Pbl lessons(Agri) * I feel that I would have been better prepared with more time in a regular classroom (Elem) | | | | | | | |