









**Questions Aligned to InTASC 10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Can show reliability and dependability in meeting professional responsibilities promptly, consistently, and thoroughly											
		K-6	P-12					5-12			
	EPP Total	El Ed	MI	HA	TESOL	Inst Music	HPE*	Modern Lang	English	Chem	History
Eligible Respondents	23*	7	3	4	2	1	1	1	2	1	1
Average Score	3.74	3.57	3.33	3.75	4	4	4	4	4	4	4
Passing Score	3	3	3	3	3	3	3	3	3	3	3
Communicates with stakeholders effectively in both oral and written form											
	EPP Total	El Ed	MI	HA	TESOL	Inst Music	HPE*	Modern Lang	English	Chem	History
Eligible Respondents	22*	7	3	4	2	1	1	1	2	1	0
Average Score	3.68	3.57	3.33	3.75	4	4	4	4	4	3	-
Passing Score	3	3	3	3	3	3	3	3	3	3	3

<b>How satisfied are you with your Manchester University teacher preparation program?</b>											
		K-6	P-12					5-12			
	EPP Total	El Ed	MI	HA	TESOL	Inst Music	HPE*	Modern Lang	English	Chem	History
Eligible Respondents	23*	7	3	4	2	1	1	1	2	1	1
Average Score	3.7	3.72	3.33	4	3.5	4	4	3	3.5	4	4
Passing Score	3	3	3	3	3	3	3	3	3	3	3

\*some licensed in more than one area – total of 14 respondents, but licensed in 23 areas

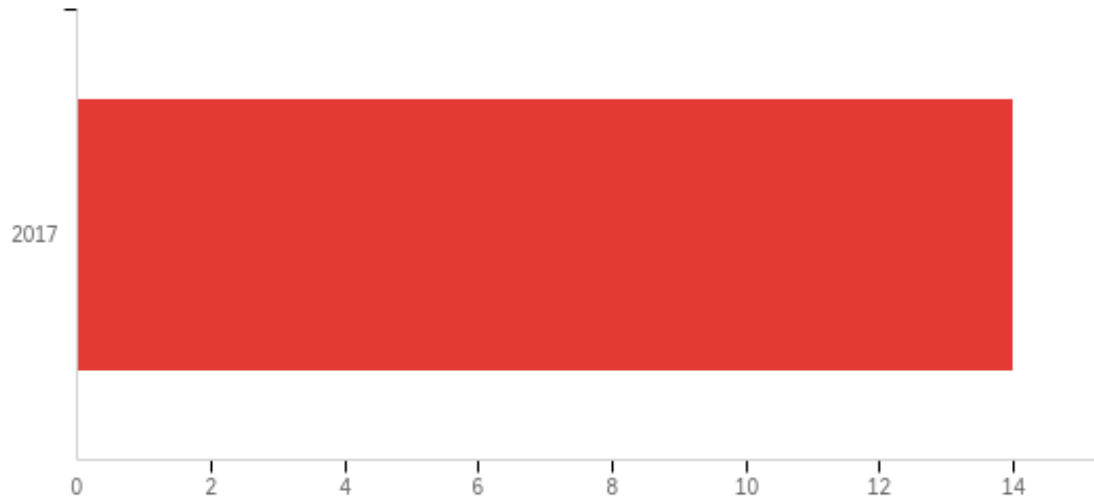
\*\*license in HPE but teaching in FACS

El Ed = Elementary Education MI = Mild Intervention HA = High Ability TESOL = Teaching English to Speakers of Other Languages

Inst Music = Instrumental Music HPE = Health and Physical Education Modern Lang = Modern Languages (Spanish, French) Chem = Chemistry

Alumni Survey: Third-Year Teachers

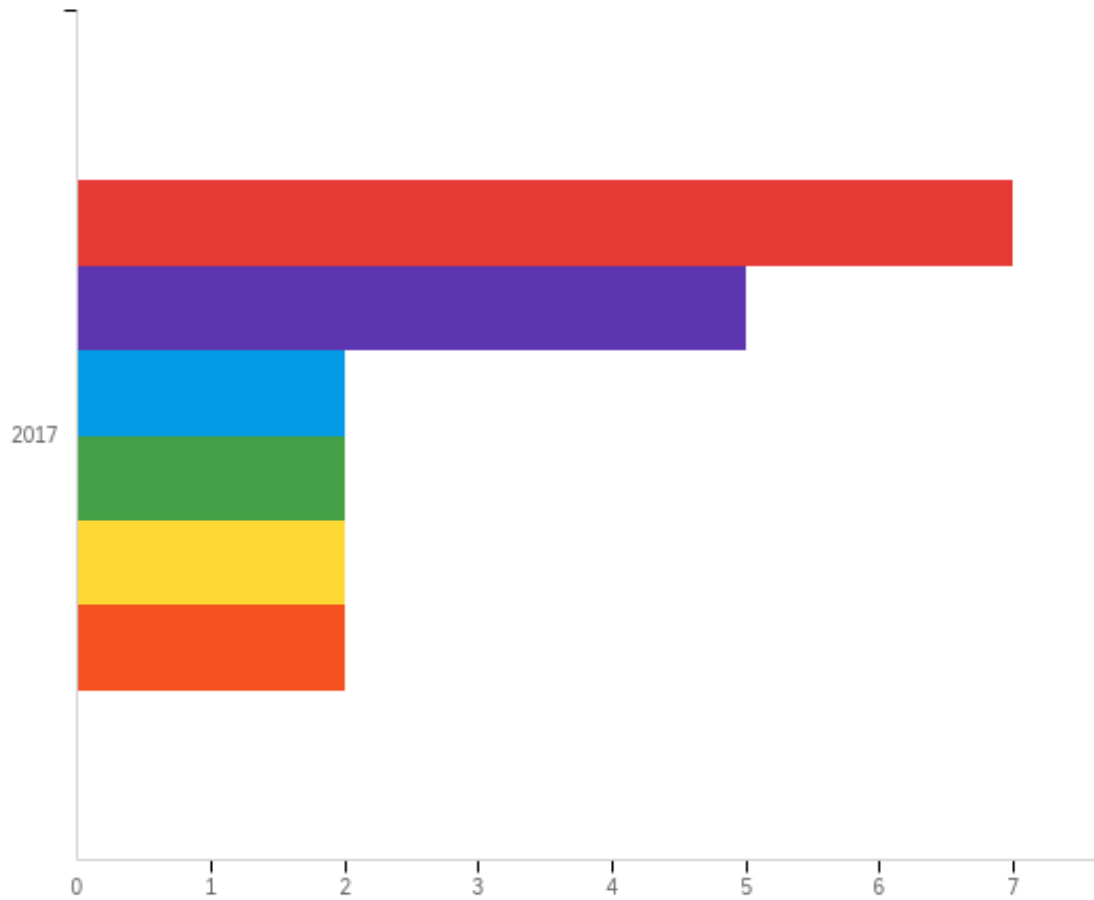
Q20 - Identify your graduation year



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2017	1.00	1.00	1.00	0.00	0.00	14

#	Answer	%	Count
1	2017	100.00%	14
	Total	100%	14

**Q3 - Please indicate your area of certification (Select all that apply):**



#	Question	2017		Total
1	Elementary	100.00%	7	7

2	Secondary	100.00%	5	5
3	Special Education	100.00%	2	2
4	TESOL	100.00%	2	2
5	All grades	100.00%	2	2
6	High ability	100.00%	2	2



**Q15 - Please indicate the grade level and/or the subject(s) you teach:**

2017

Please indicate the grade level and/or the subject(s) you teach:

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Kindergarten

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French 1-4, Spanish 2, ESL. grades 9-12

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6th Grade

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Kindergarten

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7th Grade Social Studies, 9-12th Grade World History, & 12th Grade United States Government

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5th grade-all subjects

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6-12 instrumental education

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6th and 7th grade math

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Jr. Sr. High FACS 7-12 grade

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English II & II Honors

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6th grade Language Arts

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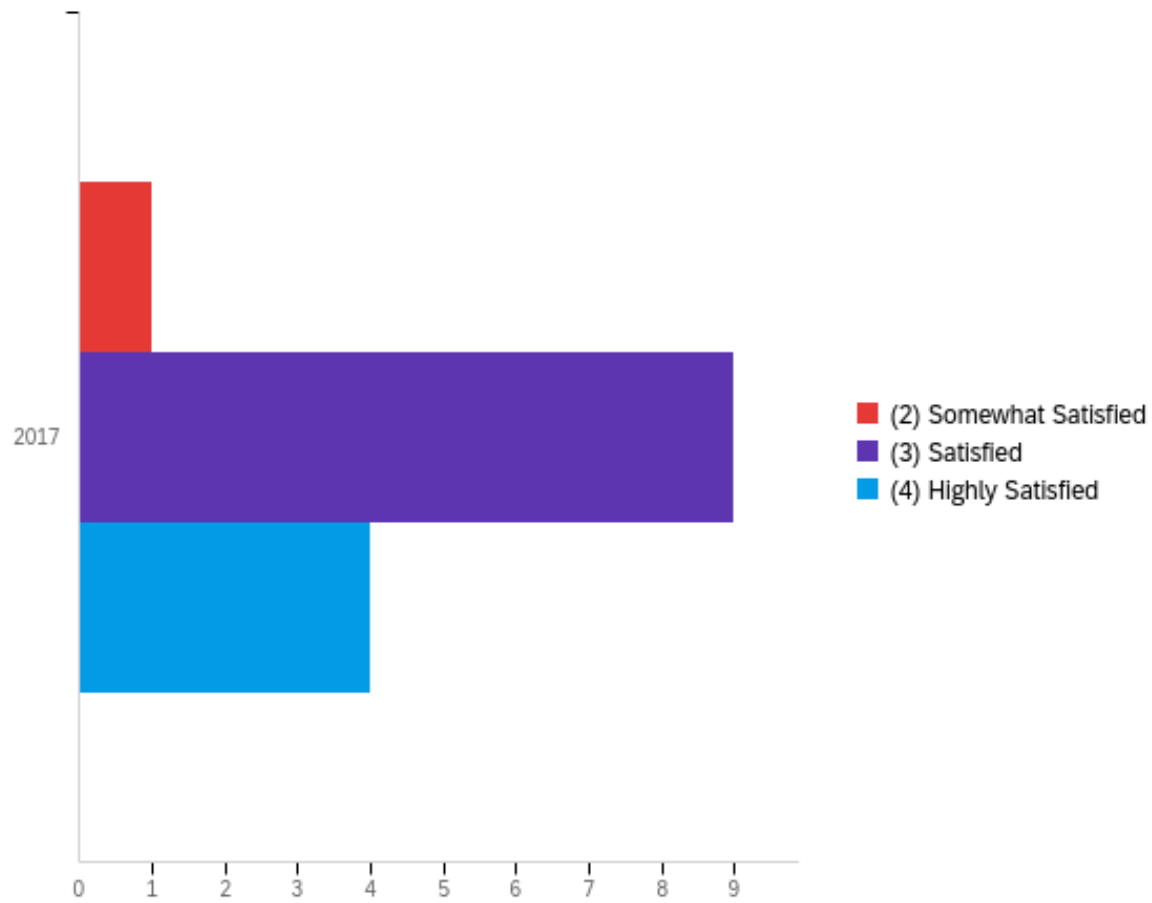
2nd grade- all subjects

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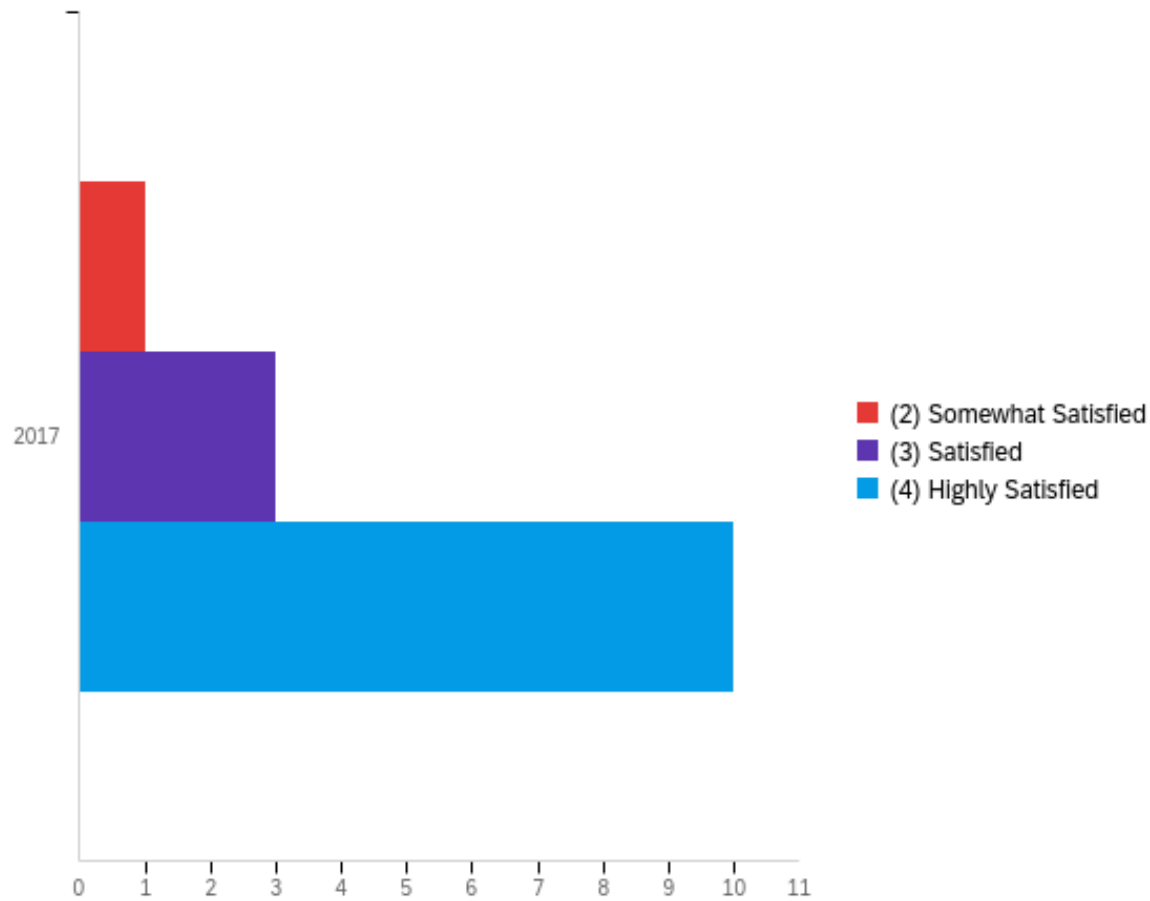
High School Chemistry

## Q7 - Learner and Learning (InTASC 1-3)

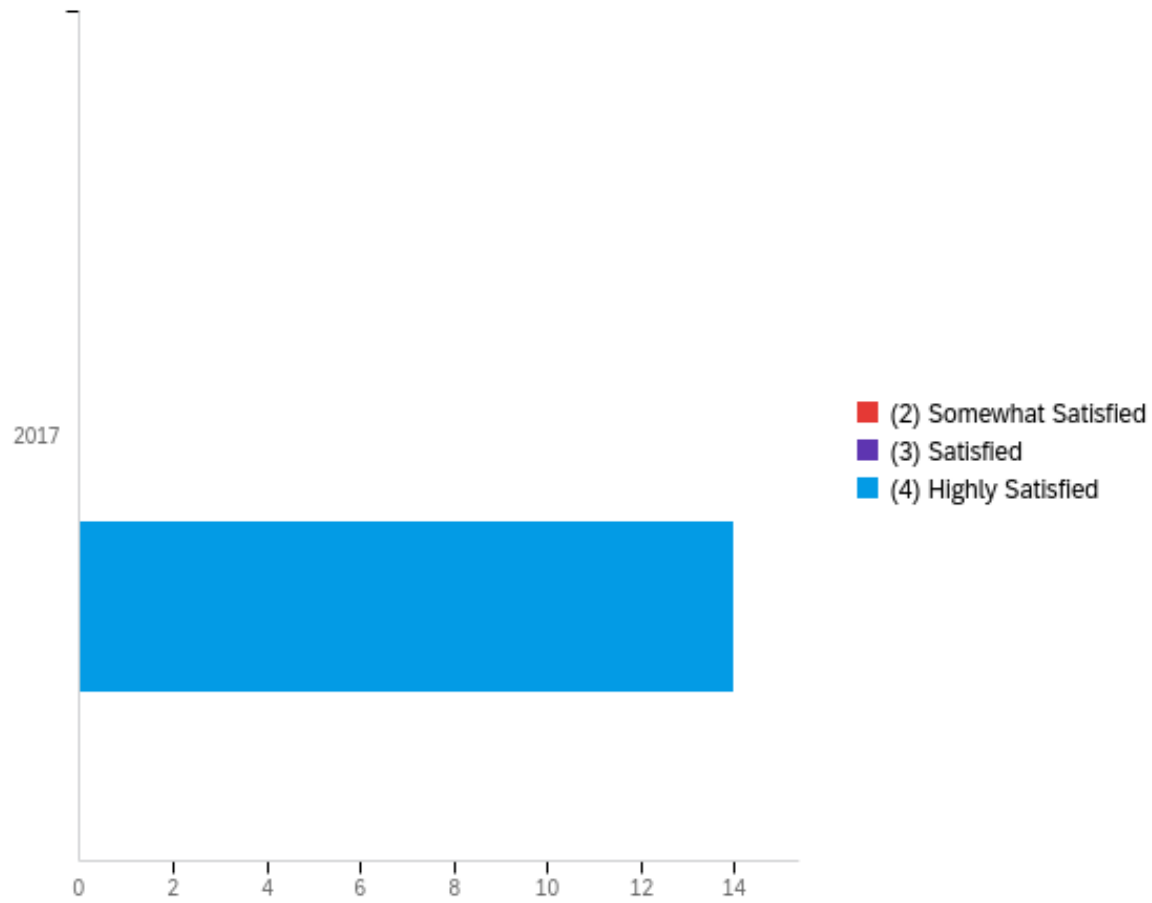
1. Able to develop instruction to address students with special needs (InTASC 2)



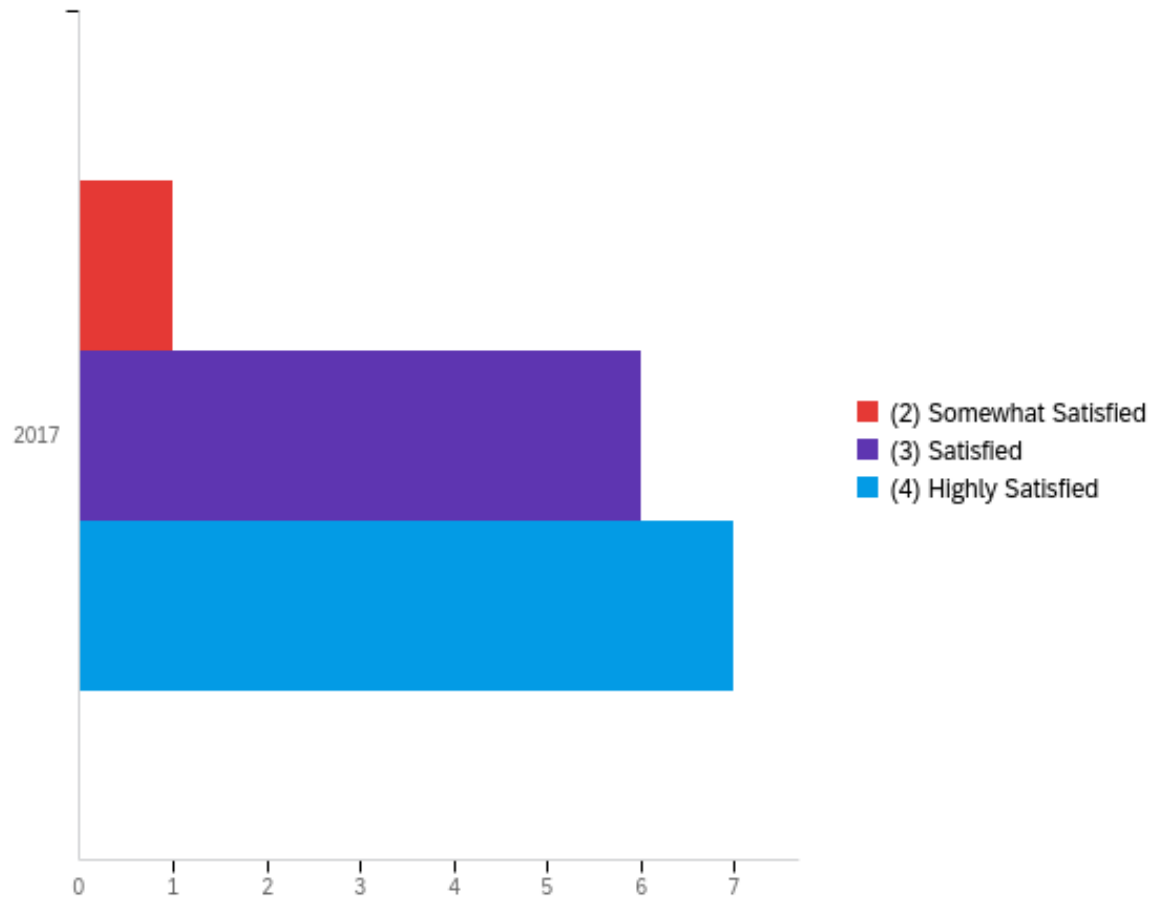
2. Developed understanding of and regard for sensitivity to individuals of other races, cultures, religions, special needs, and gender; uses culturally responsive pedagogy (InTASC 2)



3. Learned to demonstrate a caring attitude toward all students (InTASC 3)



4. Able to create a classroom environment which supports student learning; manages classroom and student behavior effectively (InTASC 3)



1. Able to develop instruction to address students with special needs (InTASC 2)

#	Question	2017		Total
2	(2) Somewhat Satisfied	100.00%	1	1
3	(3) Satisfied	100.00%	9	9
4	(4) Highly Satisfied	100.00%	4	4

2. Developed understanding of and regard for sensitivity to individuals of other races, cultures, religions, special needs, and gender; uses culturally responsive pedagogy (InTASC 2)

#	Question	2017		Total
2	(2) Somewhat Satisfied	100.00%	1	1
3	(3) Satisfied	100.00%	3	3
4	(4) Highly Satisfied	100.00%	10	10

3. Learned to demonstrate a caring attitude toward all students (InTASC 3)

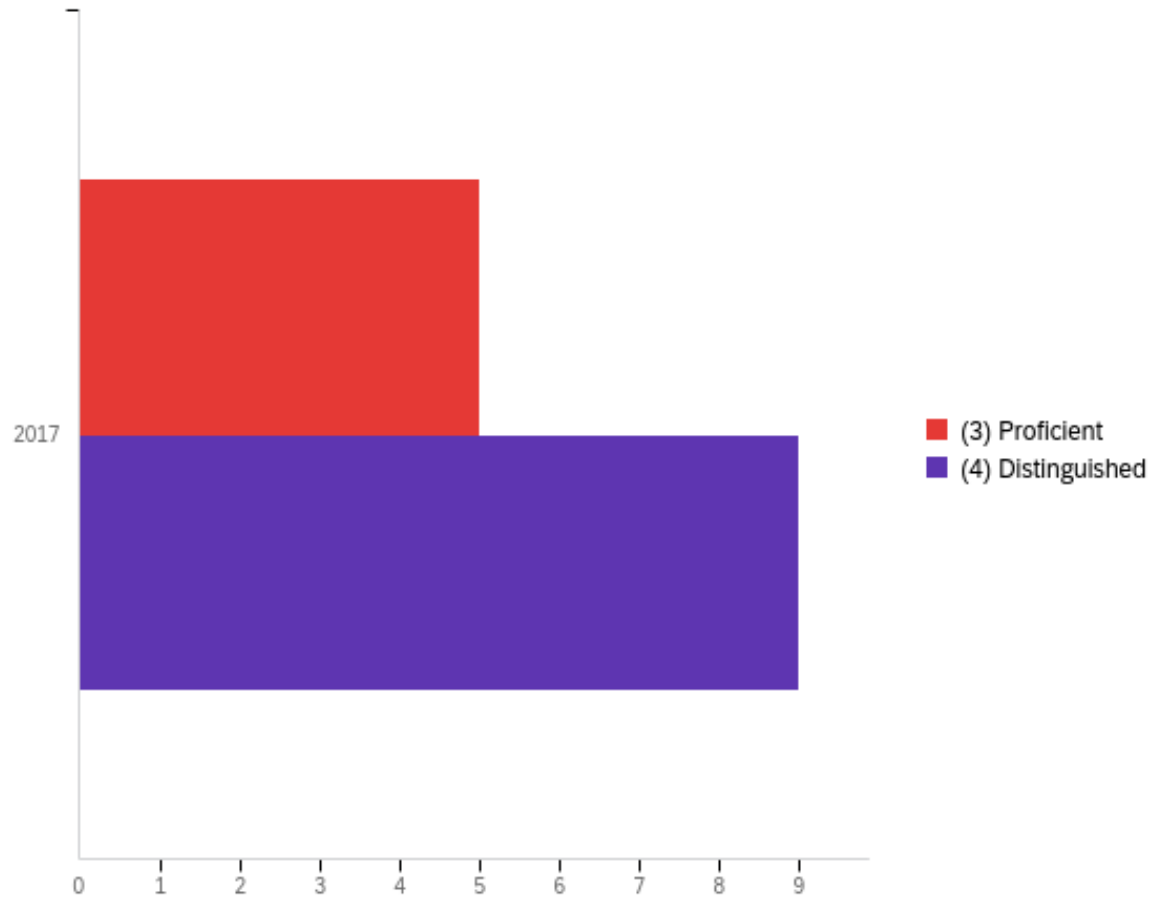
#	Question	2017		Total
2	(2) Somewhat Satisfied	0.00%	0	0
3	(3) Satisfied	0.00%	0	0
4	(4) Highly Satisfied	100.00%	14	14

4. Able to create a classroom environment which supports student learning; manages classroom and student behavior effectively (InTASC 3)

#	Question	2017		Total
2	(2) Somewhat Satisfied	100.00%	1	1
3	(3) Satisfied	100.00%	6	6
4	(4) Highly Satisfied	100.00%	7	7

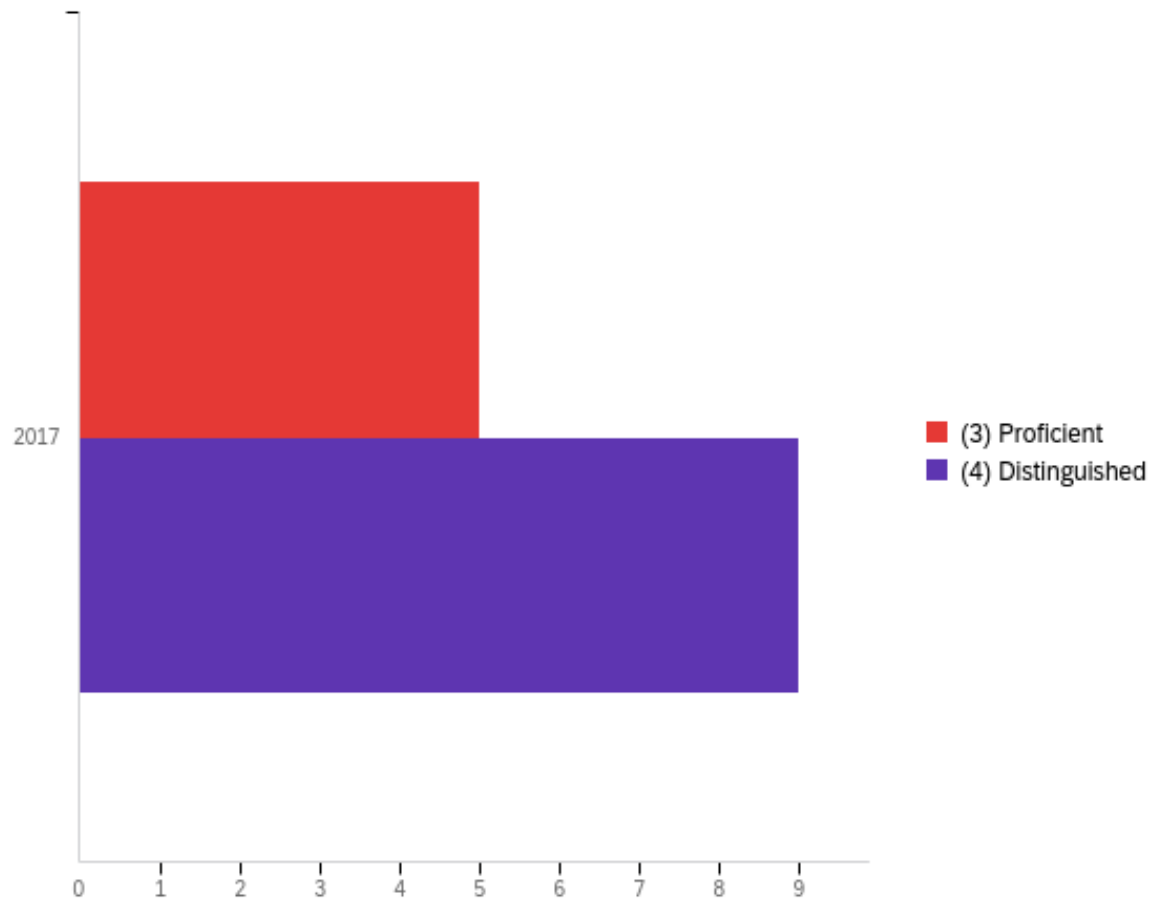
### Q10 - Content (InTASC 4-5)

5. Developed knowledge of subject matter; creates lessons which demonstrate deep mastery of content knowledge, the intricate relationships between the content area of focus and other disciplines, as well as the appropriate pedagogy for teaching the content (InTASC 4)

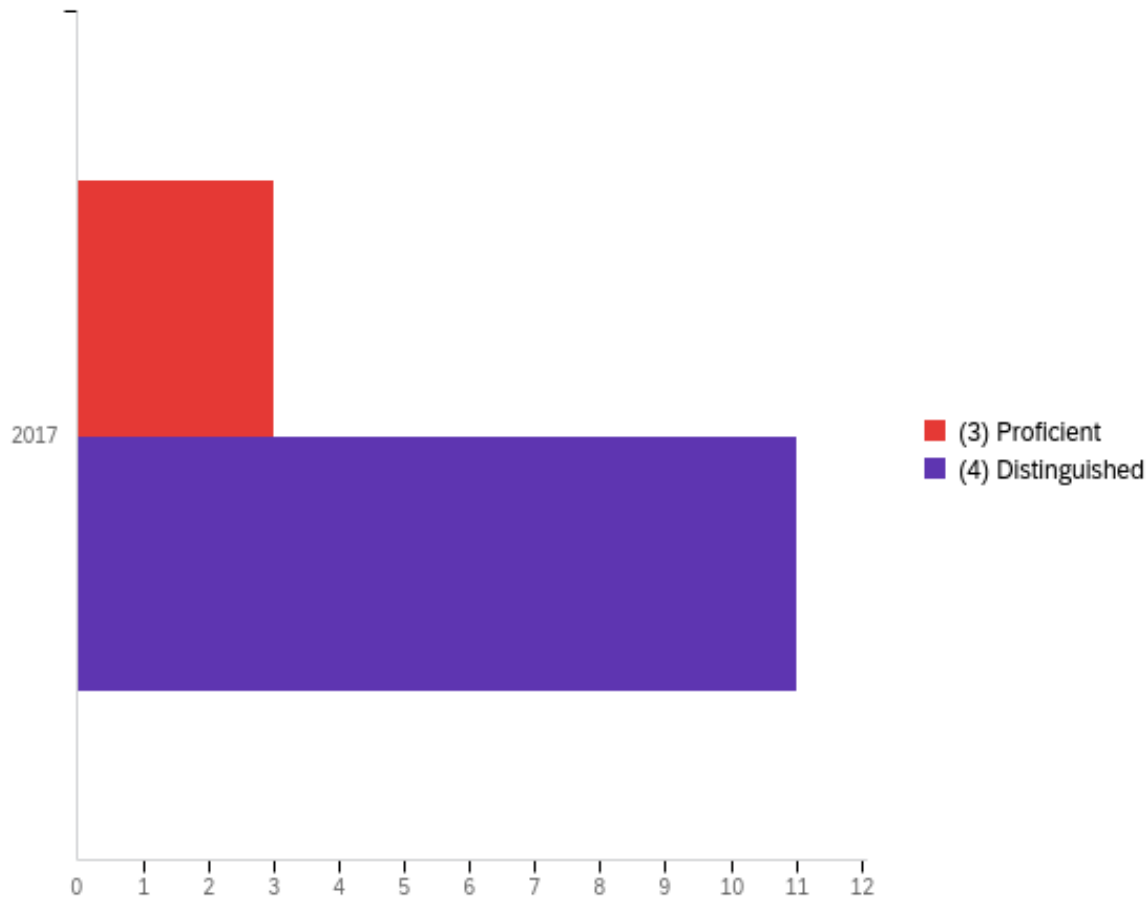




6. Developed the ability to develop short and long range goals and plans (InTASC 4)



7. Capable of applying content knowledge by connecting different disciplines as well as using different perspectives to provide students with opportunities for critical thinking (InTASC 5)



5. Developed knowledge of subject matter; creates lessons which demonstrate deep mastery of content knowledge, the intricate relationships between the content area of focus and other disciplines, as well as the appropriate pedagogy for teaching the content (InTASC 4)

#	Question	2017		Total
3	(3) Proficient	100.00%	5	5
4	(4) Distinguished	100.00%	9	9

6. Developed the ability to develop short and long range goals and plans (InTASC 4)

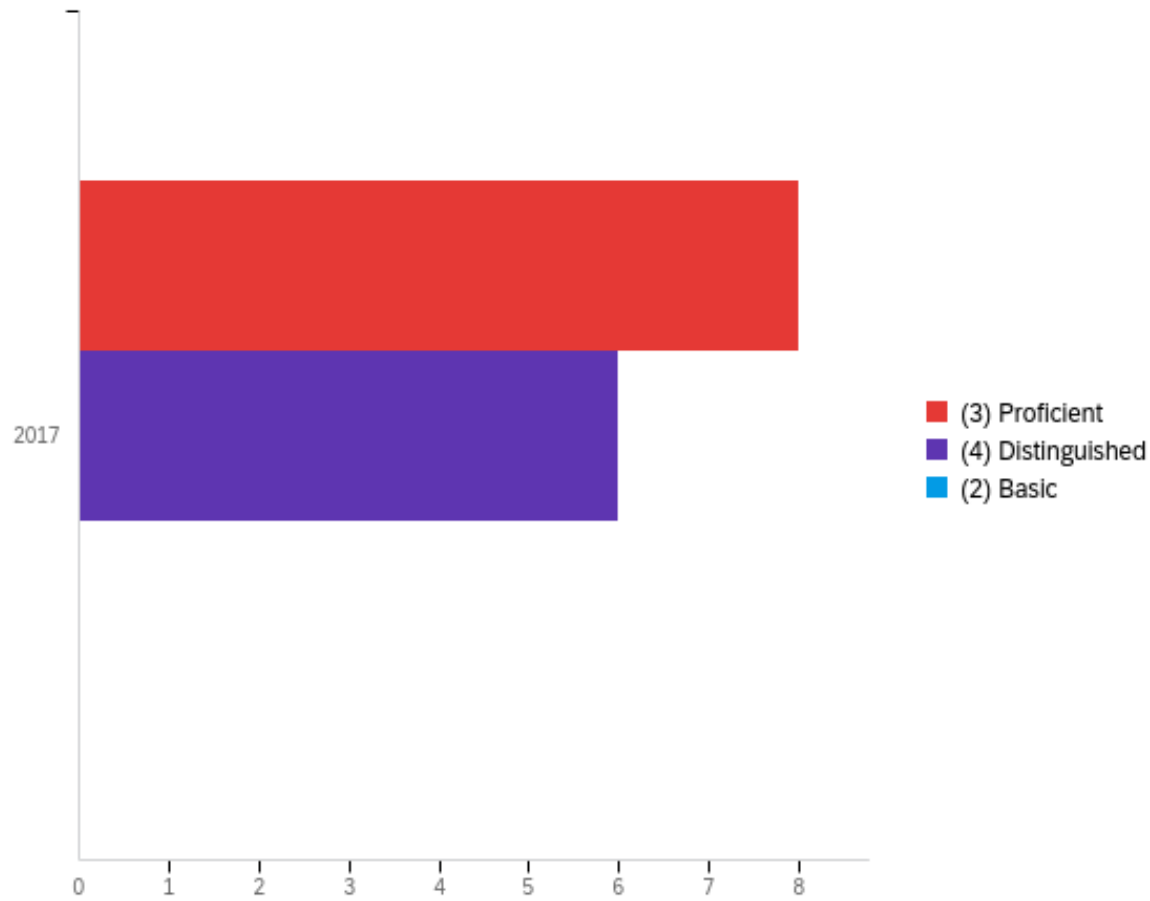
#	Question	2017		Total
3	(3) Proficient	100.00%	5	5
4	(4) Distinguished	100.00%	9	9

7. Capable of applying content knowledge by connecting different disciplines as well as using different perspectives to provide students with opportunities for critical thinking (InTASC 5)

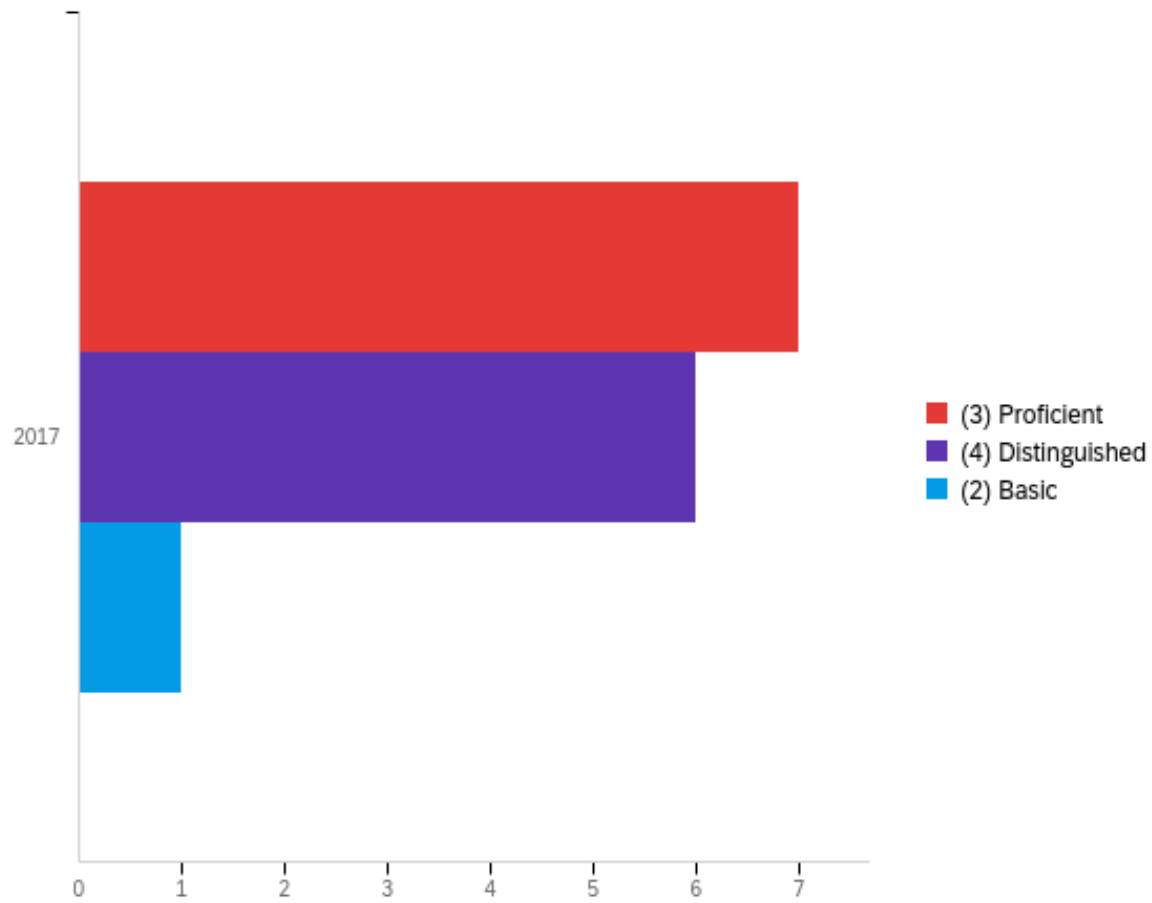
#	Question	2017		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	11	11

### Q11 - Instructional Practice (InTASC 6-8)

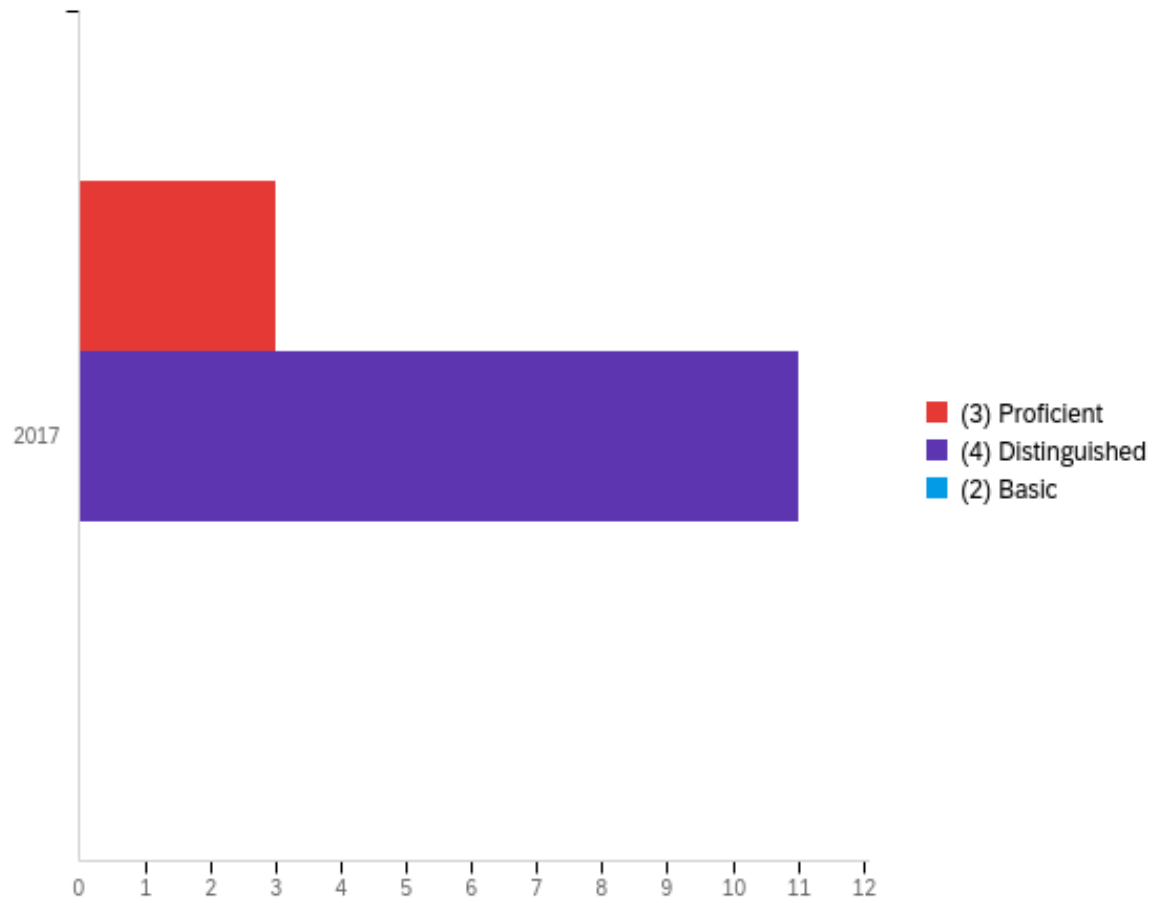
8. Can effectively evaluate student learning by using developmentally appropriate, ongoing assessment (InTASC 6)



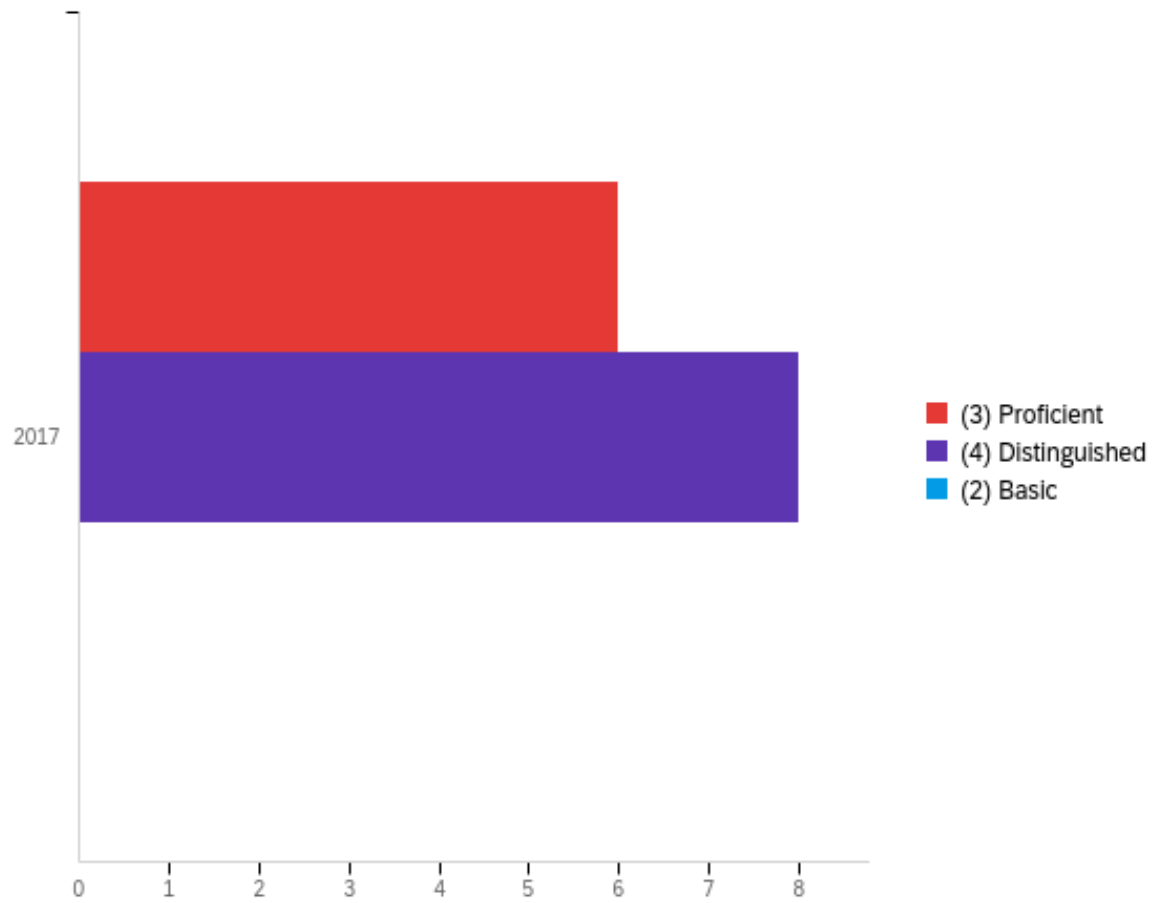
9. Able to document improvement of student learning (InTASC 6)



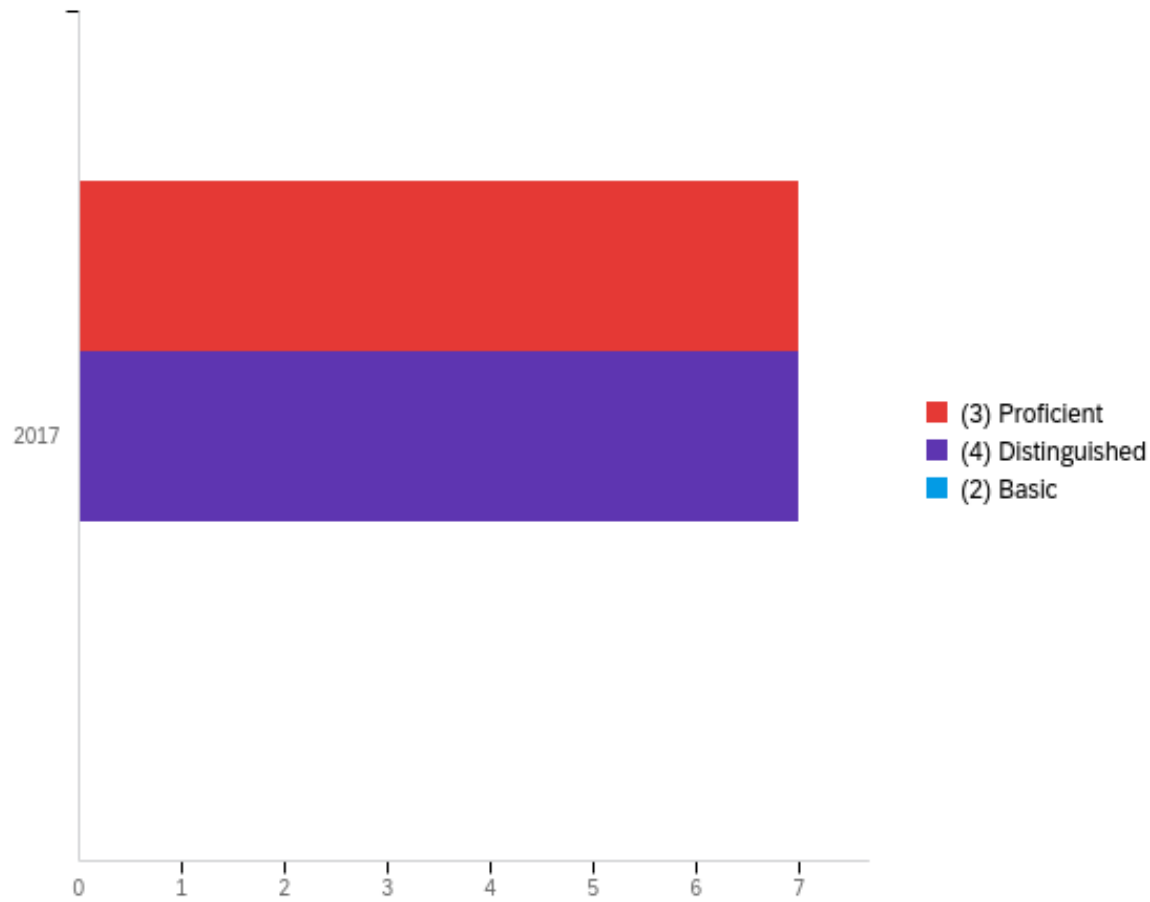
10. Can effectively plan lessons (InTASC 7)



11. Confidently addresses state student academic standards (InTASC 7)



12. Exhibits knowledge and application of technology in designing lessons (InTASC 8)



8. Can effectively evaluate student learning by using developmentally appropriate, ongoing assessment (InTASC 6)



#	Question	2017		Total
3	(3) Proficient	100.00%	8	8
4	(4) Distinguished	100.00%	6	6
3	(2) Basic	0.00%	0	0

#### 9. Able to document improvement of student learning (InTASC 6)

#	Question	2017		Total
3	(3) Proficient	100.00%	7	7
4	(4) Distinguished	100.00%	6	6
3	(2) Basic	100.00%	1	1

#### 10. Can effectively plan lessons (InTASC 7)

#	Question	2017		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	11	11
3	(2) Basic	0.00%	0	0

11. Confidently addresses state student academic standards (InTASC 7)

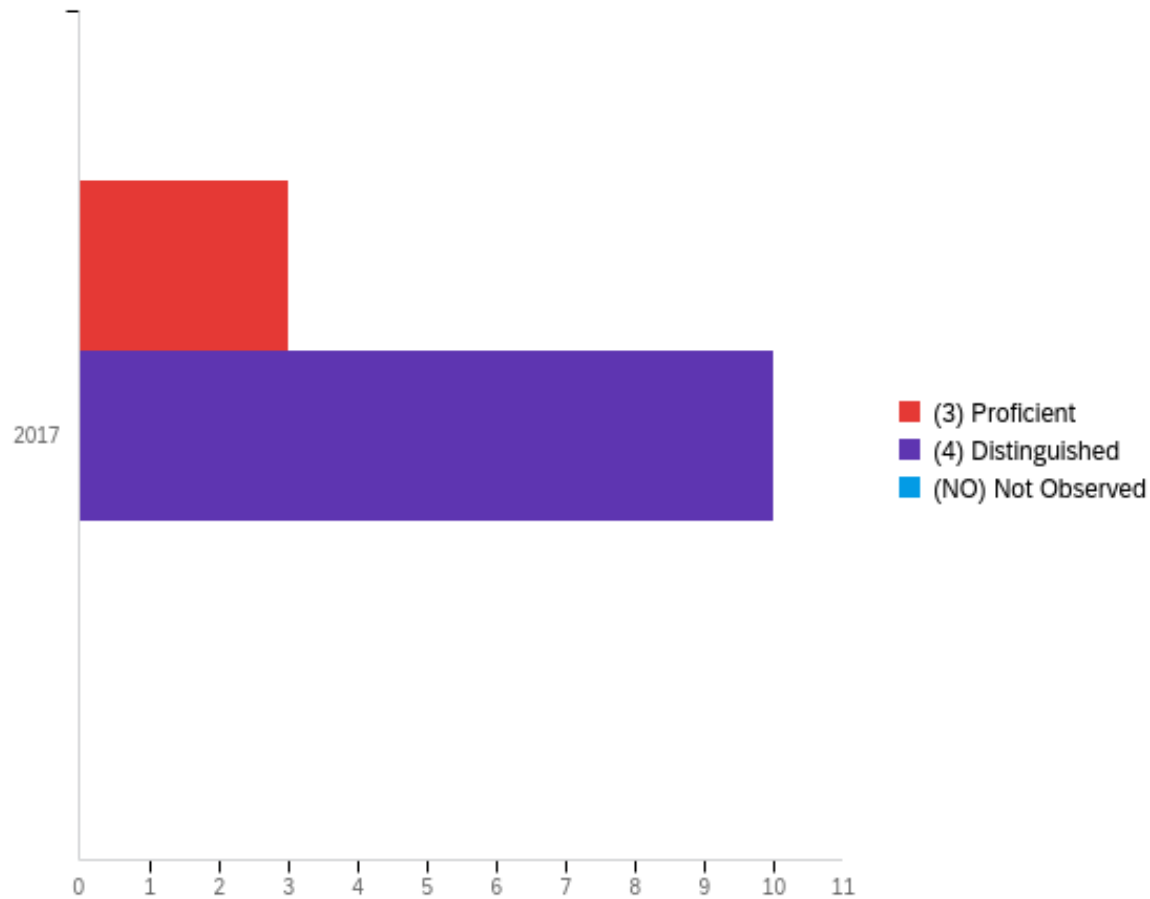
#	Question	2017		Total
3	(3) Proficient	100.00%	6	6
4	(4) Distinguished	100.00%	8	8
3	(2) Basic	0.00%	0	0

12. Exhibits knowledge and application of technology in designing lessons (InTASC 8)

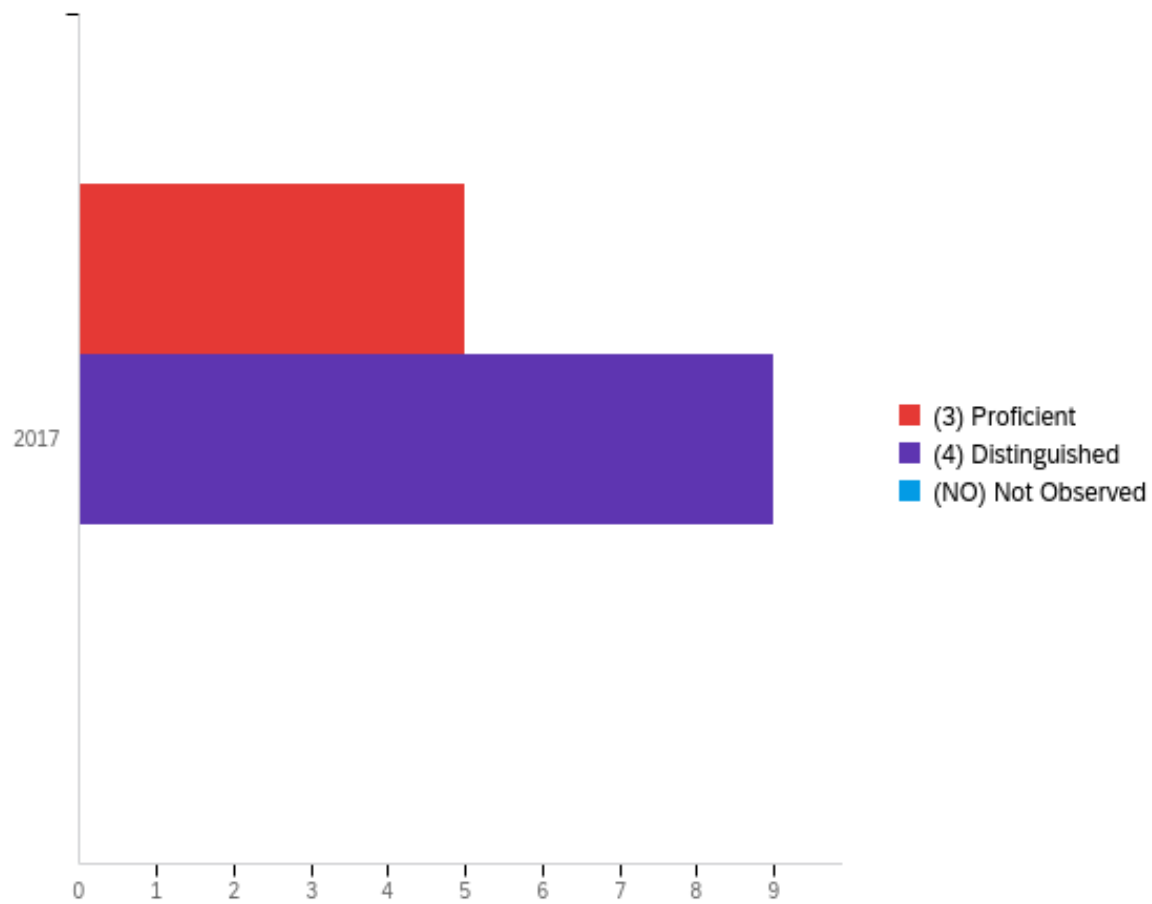
#	Question	2017		Total
3	(3) Proficient	100.00%	7	7
4	(4) Distinguished	100.00%	7	7
3	(2) Basic	0.00%	0	0

## Q12 - Professional Responsibility (InTASC 9-10)

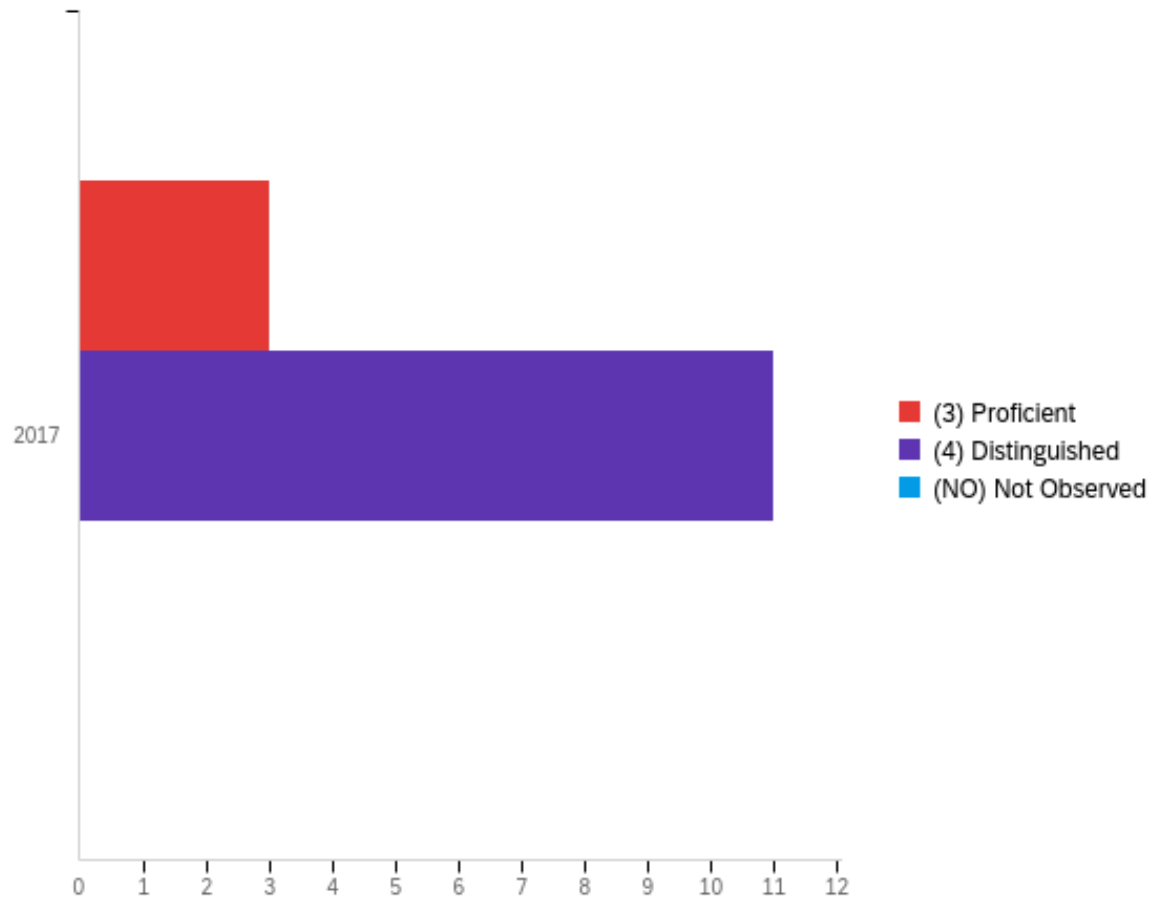
13. Understand how to demonstrate professionalism by: making ethical, sound decisions; embracing leadership opportunities in the classroom, school community, and profession (InTASC 9)



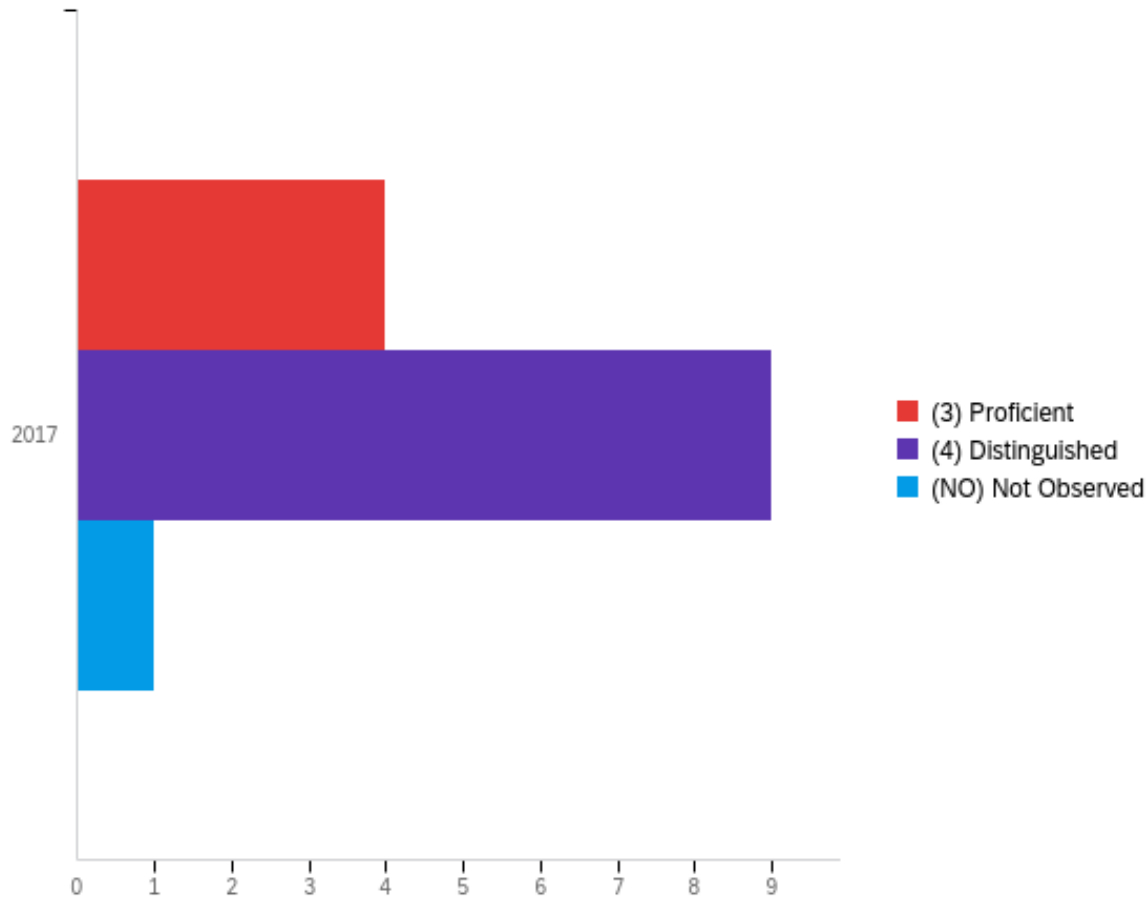
14. Reflects upon and analyzes performance to increase teaching effectiveness (InTASC 9)



15. Can show reliability and dependability in meeting professional responsibilities promptly, consistently, and thoroughly (InTASC 10)



16. Communicates with stakeholders effectively in both oral and written form (InTASC 10)



13. Understand how to demonstrate professionalism by: making ethical, sound decisions; embracing leadership opportunities in the classroom, school community, and profession (InTASC 9)

#	Question	2017		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	10	10
3	(NO) Not Observed	0.00%	0	0

14. Reflects upon and analyzes performance to increase teaching effectiveness (InTASC 9)

#	Question	2017		Total
3	(3) Proficient	100.00%	5	5
4	(4) Distinguished	100.00%	9	9
3	(NO) Not Observed	0.00%	0	0

15. Can show reliability and dependability in meeting professional responsibilities promptly, consistently, and thoroughly (InTASC 10)

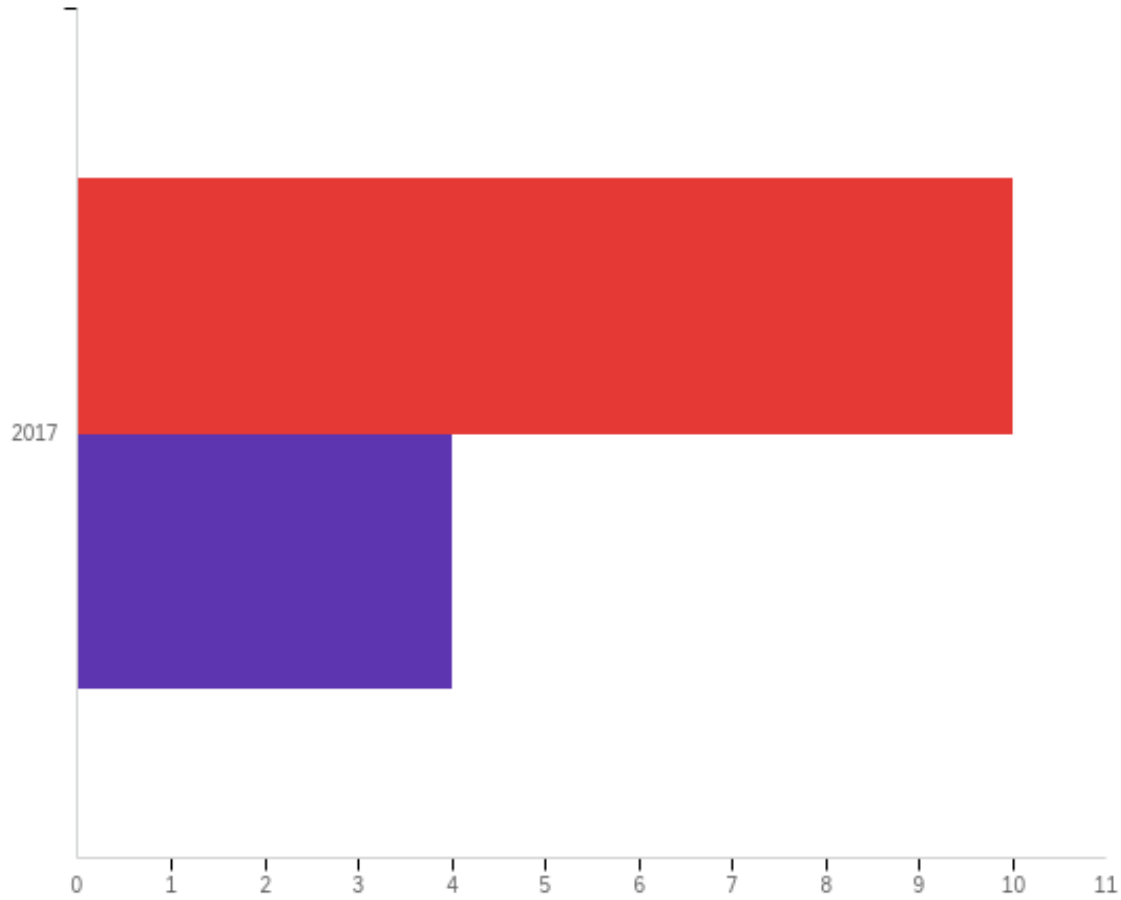
#	Question	2017		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	11	11
3	(NO) Not Observed	0.00%	0	0

16. Communicates with stakeholders effectively in both oral and written form (InTASC 10)

#	Question	2017		Total
3	(3) Proficient	100.00%	4	4
4	(4) Distinguished	100.00%	9	9
3	(NO) Not Observed	100.00%	1	1



### Q16 - How satisfied are you with your Manchester University teacher preparation program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2017	1.00	2.00	1.29	0.45	0.20	14

#	Question	2017		Total
1	Extremely satisfied	100.00%	10	10
2	Moderately satisfied	100.00%	4	4

**Q13 - Please submit any comments you deem necessary and identify the criterion number next to your comment. Your narrative feedback is important to the development of our program.**

2017

Please submit any comments you deem necessary and identify the criterion number next to your comment. Your narrative feedback is important to the development of our program.

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I felt very prepared about delivering instruction and understanding what effective teaching looks like. However, my first year teaching was in a completely new environment for me that I was not prepared for at all. Students with extreme behaviors and none of the interventions and incentives you put in place do not motivate them at all. I think the best way to put it would be to give college students more experience in inner city schools.

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The Manchester University Education Department did everything it needed in order to prepare me for the field of teaching, and more! I was surrounded by professors who had numerous years of education experience in the fields of study that I had also planned to pursue once I graduated college. These professors, along with their rigorous courses, provided me with the know-how and the want-to attitude to become the best educator that I could possibly become. Not only this, but these professors and classes challenged me to do my best at all times and would not be satisfied with anything less than my very best. In doing so, this program showed me how to be more than just an average teacher, they showed me how to be the greatest. I am deeply thankful for the efforts and work that these professors and the education program at Manchester University provided me over the course of my four years. I am now not only a licensed educator, but I am a motivated educator who wants to do more in my time!

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Technology tips are always helpful-pandemic or not! I am always looking for new ways to not use paper.

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I would say the area I struggled in the most was number 11 - state academic standards. I understood them as an educator, but in order for kids to understand why we teach them the things we do, they need student-friendly learning targets. That's a skill I'm still working on (and it's not my strong-suit yet), but I think any future educator could benefit from lessons on making the standards student-friendly and goal-oriented so that students can track their own growth.