

Table ____: Questions Aligned to InTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.							
Able to develop instruction to address students with special needs							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	15	6	2	4	0	1	2
Average Score	3.13	3.33	3	3.5	-	2	2.5
Passing Score	3	3	3	3	3	3	3
Developed understanding of and regard for sensitivity to individuals of other races, cultures, religions, special needs, and gender; uses culturally responsive pedagogy							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	3.75	3.71	3	4	4	4	4
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.							
Learned to demonstrate a caring attitude toward all students							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	4	4	4	4	4	4	4
Passing Score	3	3	3	3	3	3	3
Able to create a classroom environment which supports student learning; manages classroom and student behavior effectively							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	3.5	3.43	4	3	4	4	4
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.							
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							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	2.88	3	3	3	3	1	3
Passing Score	3	3	3	3	3	3	3
Developed the ability to develop short and long range goals and plans							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	3.12	3.14	3	3	4	2	3.5
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.							
Capable of applying content knowledge by connecting different disciplines as well as using different perspectives to provide students with opportunities for critical thinking							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	3.41	3.43	3	3.5	4	2	4
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.							
Can effectively evaluate student learning by using developmentally appropriate, ongoing assessment							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	3.71	3.71	3.5	3.75	4	4	3.5
Passing Score	3	3	3	3	3	3	3
Able to document improvement of student learning							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	2
Average Score	3.29	3.29	3.5	3.25	3	3	3.5
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.							
Can effectively plan lessons							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	3.5	3.43	4	3	4	4	4
Passing Score	3	3	3	3	3	3	3
Confidently addresses state student academic standards							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	3	3.14	3	3	4	3	4
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to InTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								
Exhibits knowledge and application of technology in designing lessons								
		K-6		P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English	
Eligible Respondents	16	7	2	4	1	1	1	
Average Score	3.63	3.71	4	3.5	4	2	4	
Passing Score	3	3	3	3	3	3	3	

Table ____: Questions Aligned to InTASC 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.								
Understand how to demonstrate professionalism by making ethical, sound decisions; embracing leadership opportunities in the classroom, school community, and profession								
		K-6		P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English	
Eligible Respondents	16	7	2	4	1	1	1	
Average Score	3.88	3.86	3.5	4	4	4	4	
Passing Score	3	3	3	3	3	3	3	
Reflects upon and analyzes performance to increase teaching effectiveness								
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English	
Eligible Respondents	16	7	2	4	1	1	1	
Average Score	3.88	3.86	3.5	4	4	4	4	
Passing Score	3	3	3	3	3	3	3	

Table ____: 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	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	3.63	3.57	3.5	3.75	3	4	4
Passing Score	3	3	3	3	3	3	3
Communicates with stakeholders effectively in both oral and written form							
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	16	7	2	4	1	1	1
Average Score	3.5	3.43	3	3.75	3	4	4
Passing Score	3	3	3	3	3	3	3

Table ____: Questions Aligned to _____							
How satisfied are you with your Manchester University teacher preparation program?							
		K-6	P-12			5-12	
	EPP Total*	El Ed	MI	HA	TESOL	Modern Lang	English
Eligible Respondents	17	7	2	4	1	1	2
Average Score	3.71	3.86	4	3.75	4	2	3.5
Passing Score	3	3	3	3	3	3	3

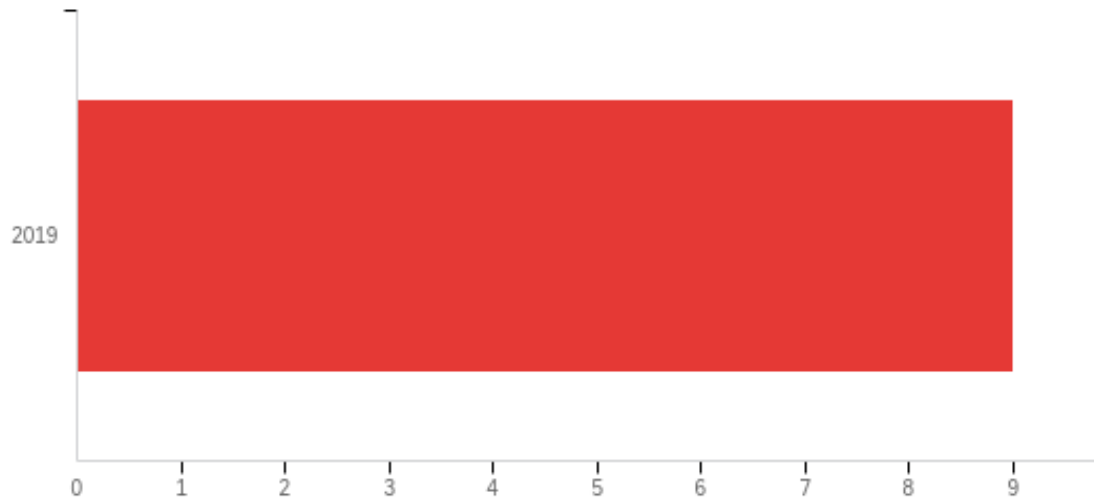
*some licensed in more than one area – total of 9 respondents, but licensed in 17 areas

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

Modern Lang = Modern Languages (Spanish)

Alumni Survey: First-Year Teachers

Q20 - Identify your graduation year



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2019	3.00	3.00	3.00	0.00	0.00	9

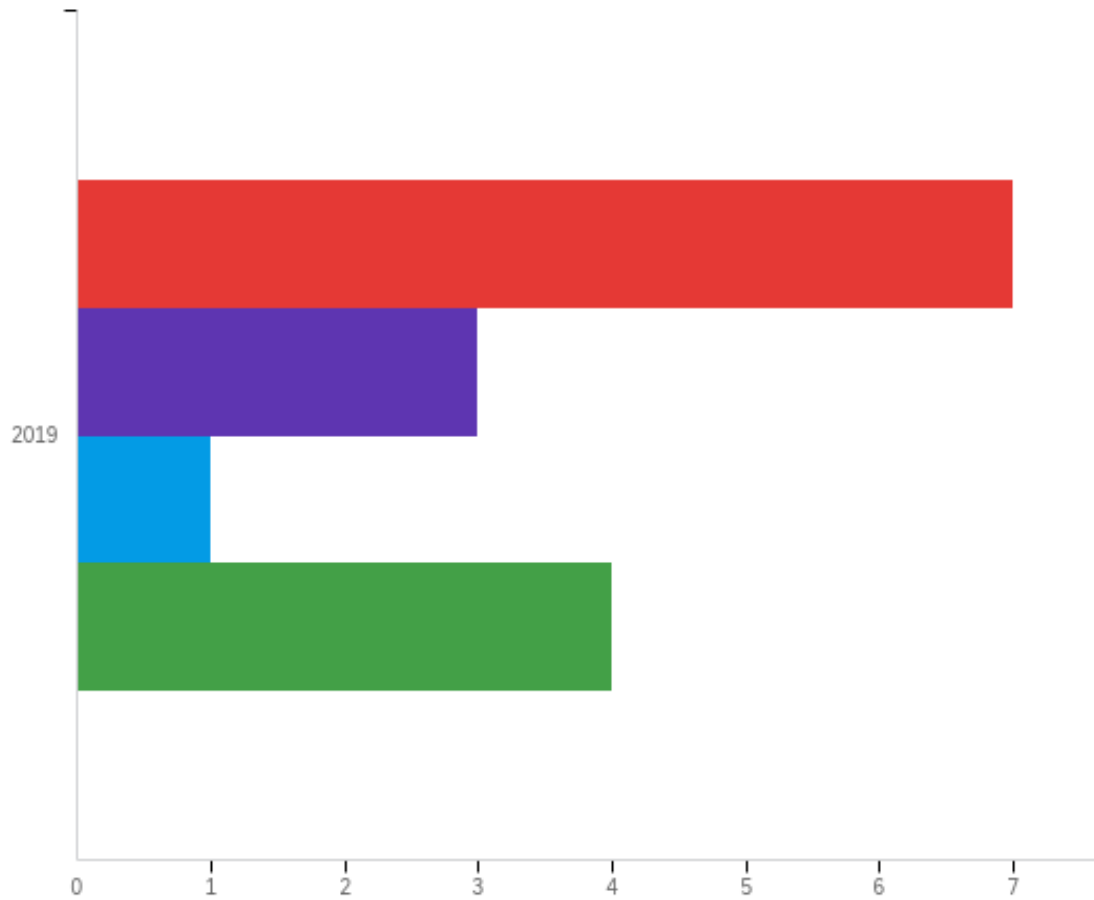
#	Answer	%	Count
1	2019	100.00%	9

Total

100%

9

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



#	Question	2019		Total
1	Elementary	100.00%	7	7

2	Secondary	100.00%	3	3
3	Special Education	100.00%	1	1
4	High ability	100.00%	4	4

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

2019

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

7th grade literature

1st grade

9th grade

5th Grade High Ability Self Contained

3rd grade

Kindergarten- Gen Ed

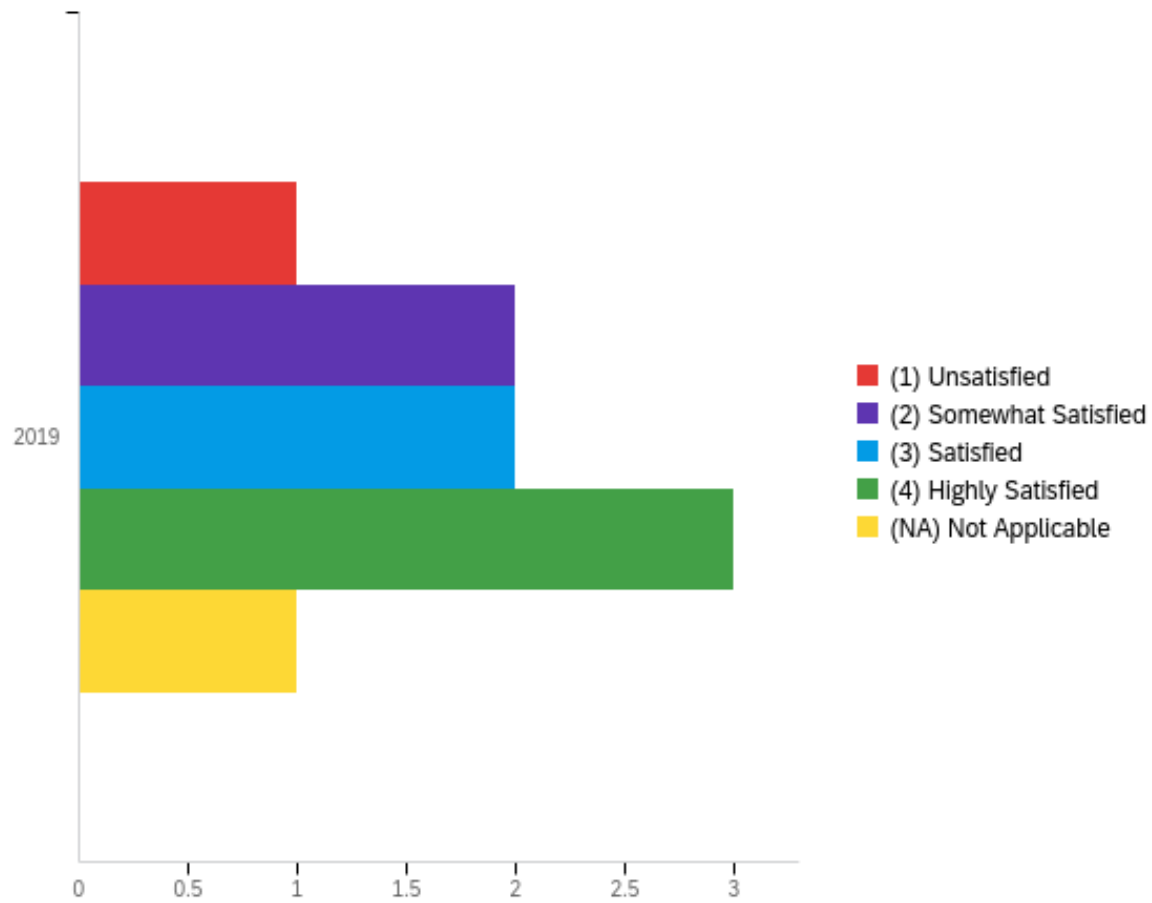
K-2 special education and Virtual Learning Kindergarten

Spanish, Grades 7-12.

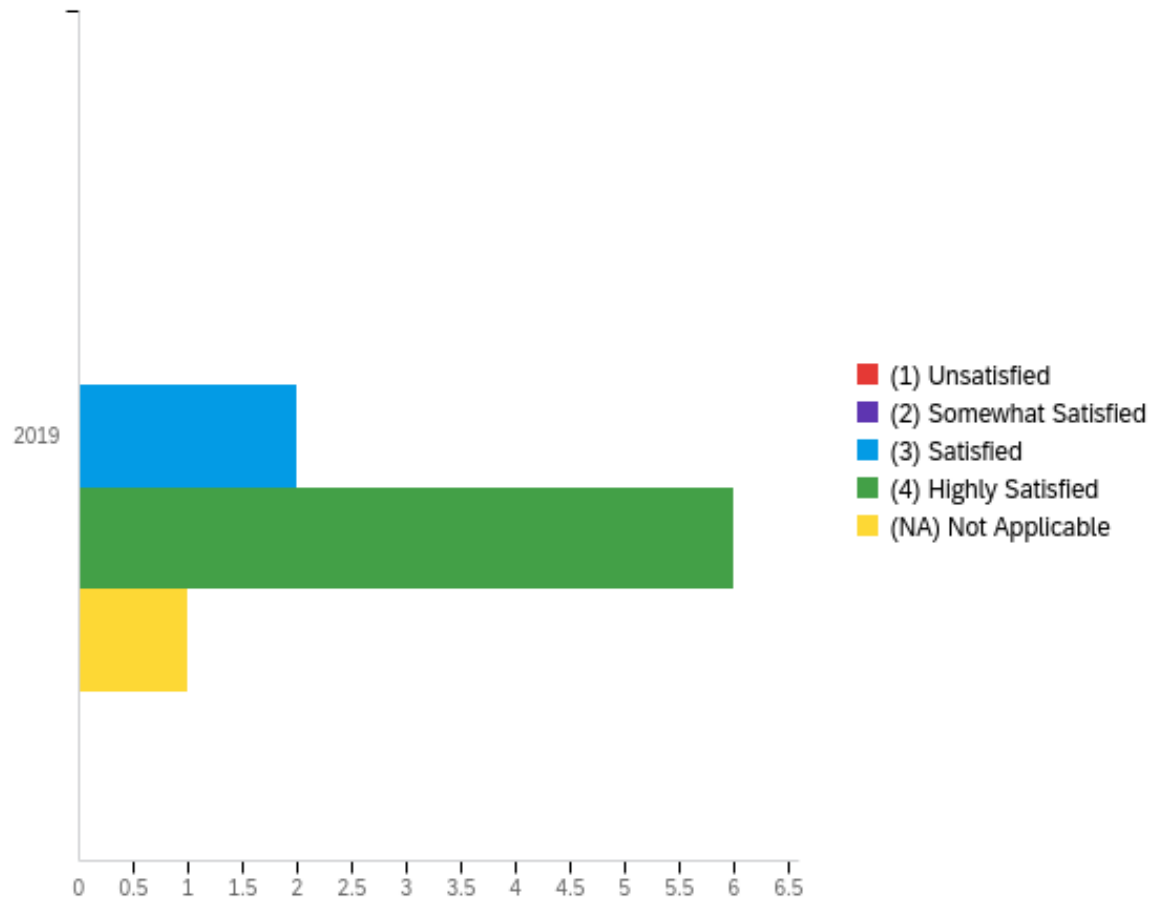
4th grade

Q7 - Learner and Learning (InTASC 1-3)

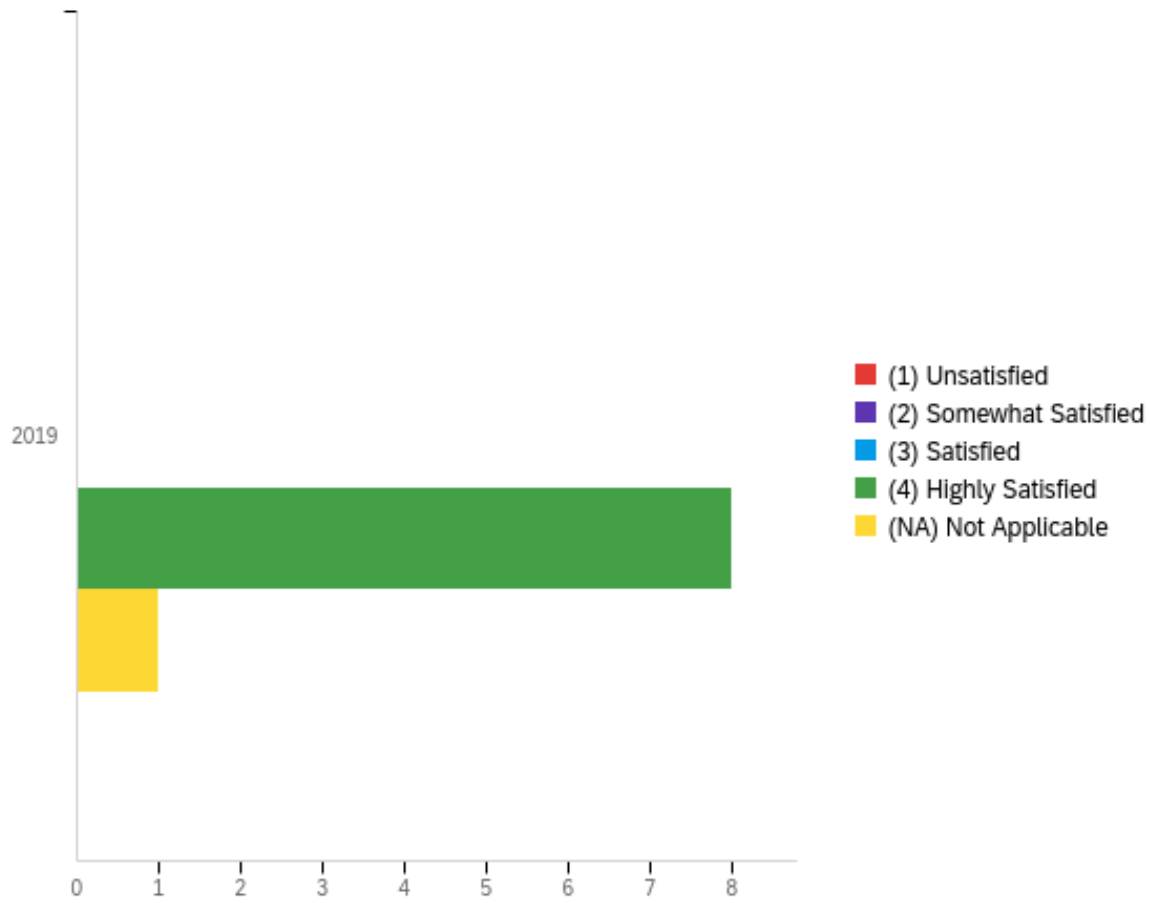
1. Able to develop instruction to address students with special needs (InTASC 2)



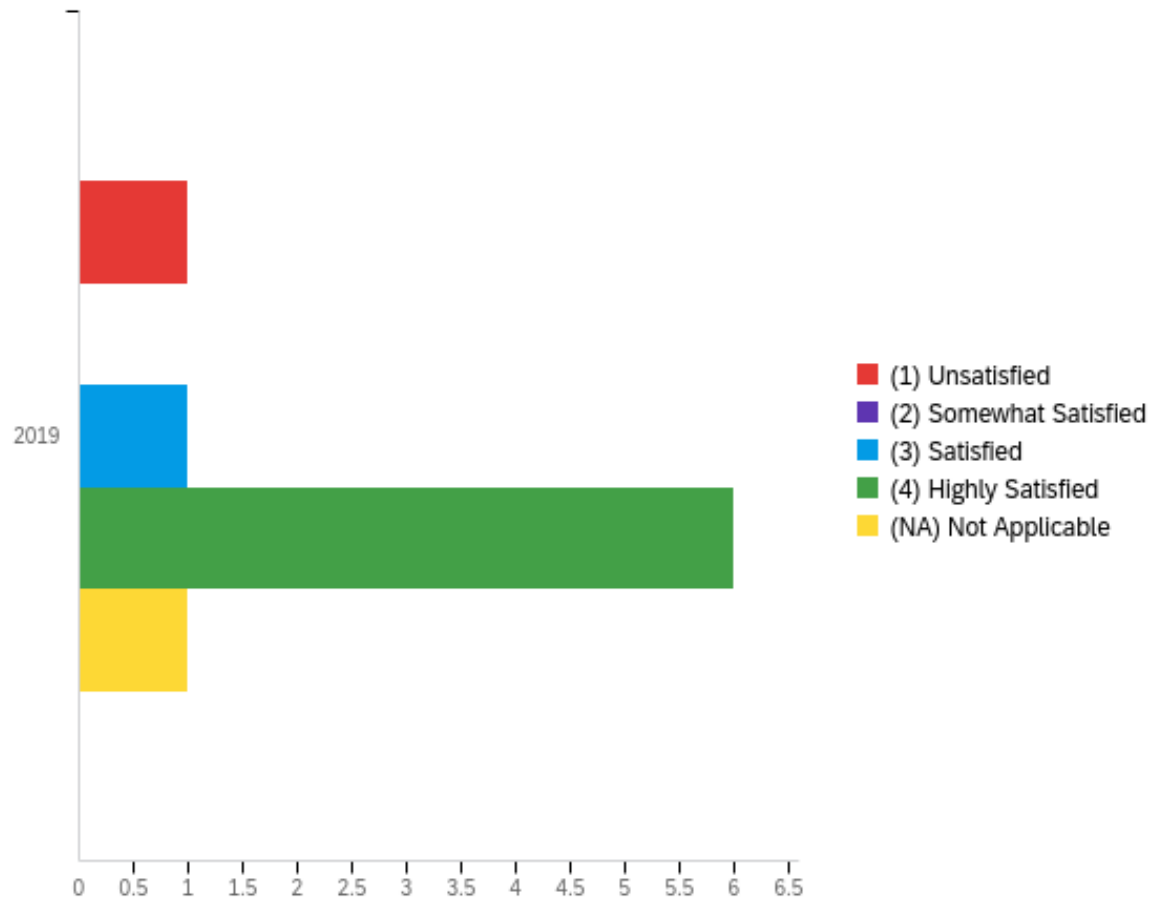
2. Developed understanding of and regard for sensitivity to individuals of other races, cultures, religions, special needs, and gender; uses culturally responsive pedagogy (InTASC 2)



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	2019		Total
1	(1) Unsatisfied	100.00%	1	1
2	(2) Somewhat Satisfied	100.00%	2	2
3	(3) Satisfied	100.00%	2	2
4	(4) Highly Satisfied	100.00%	3	3
5	(NA) Not Applicable	100.00%	1	1

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	2019		Total
1	(1) Unsatisfied	0.00%	0	0
2	(2) Somewhat Satisfied	0.00%	0	0
3	(3) Satisfied	100.00%	2	2
4	(4) Highly Satisfied	100.00%	6	6
5	(NA) Not Applicable	100.00%	1	1

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

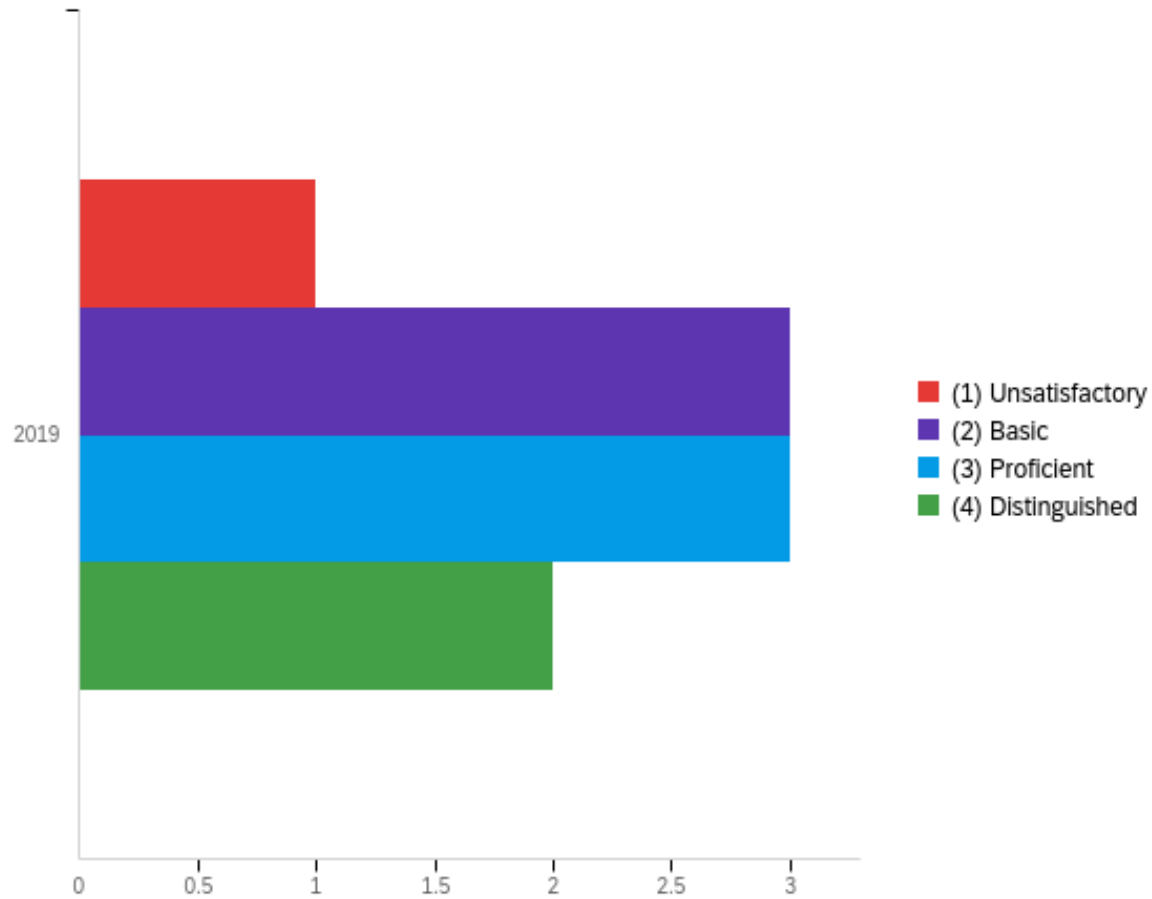
#	Question	2019		Total
1	(1) Unsatisfied	0.00%	0	0
2	(2) Somewhat Satisfied	0.00%	0	0
3	(3) Satisfied	0.00%	0	0
4	(4) Highly Satisfied	100.00%	8	8
5	(NA) Not Applicable	100.00%	1	1

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

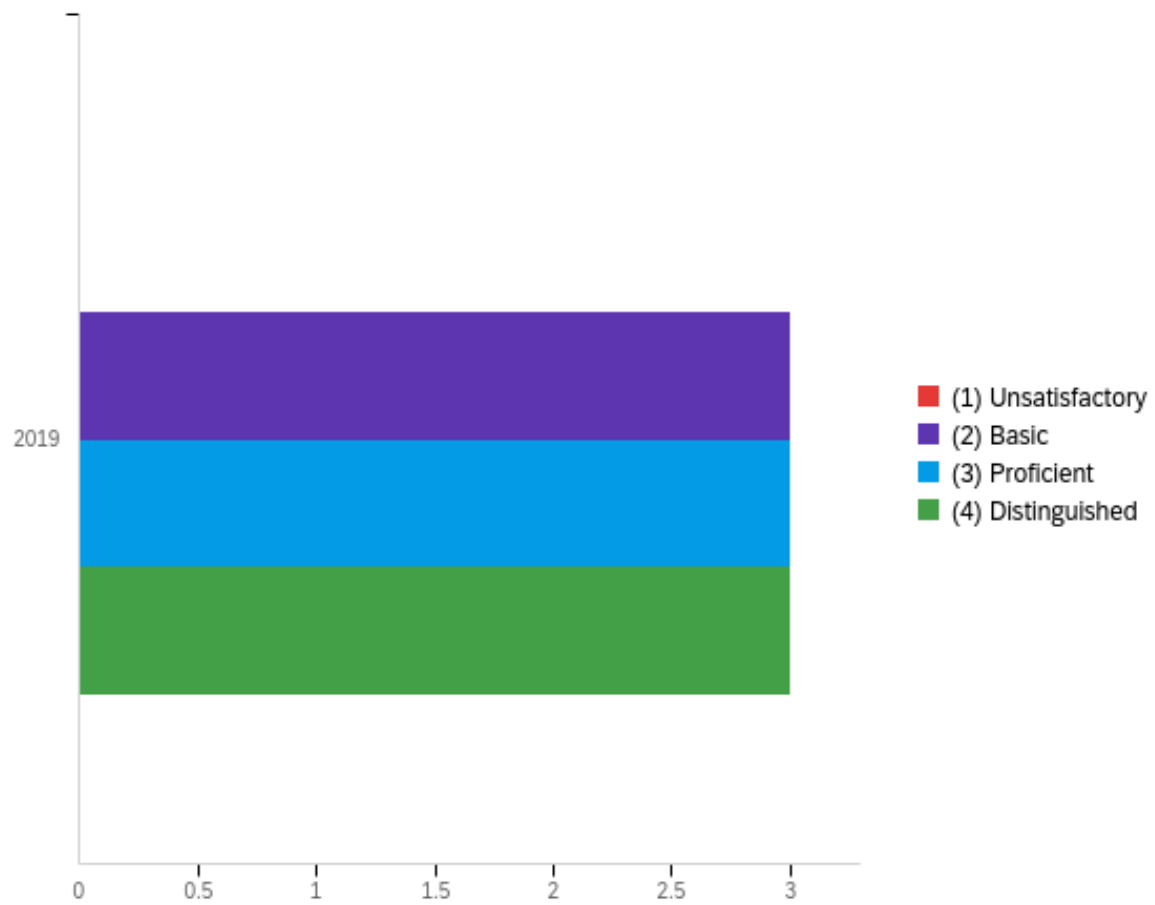
#	Question	2019		Total
1	(1) Unsatisfied	100.00%	1	1
2	(2) Somewhat Satisfied	0.00%	0	0
3	(3) Satisfied	100.00%	1	1
4	(4) Highly Satisfied	100.00%	6	6
5	(NA) Not Applicable	100.00%	1	1

Q10 - Content (InTASC 4-5)

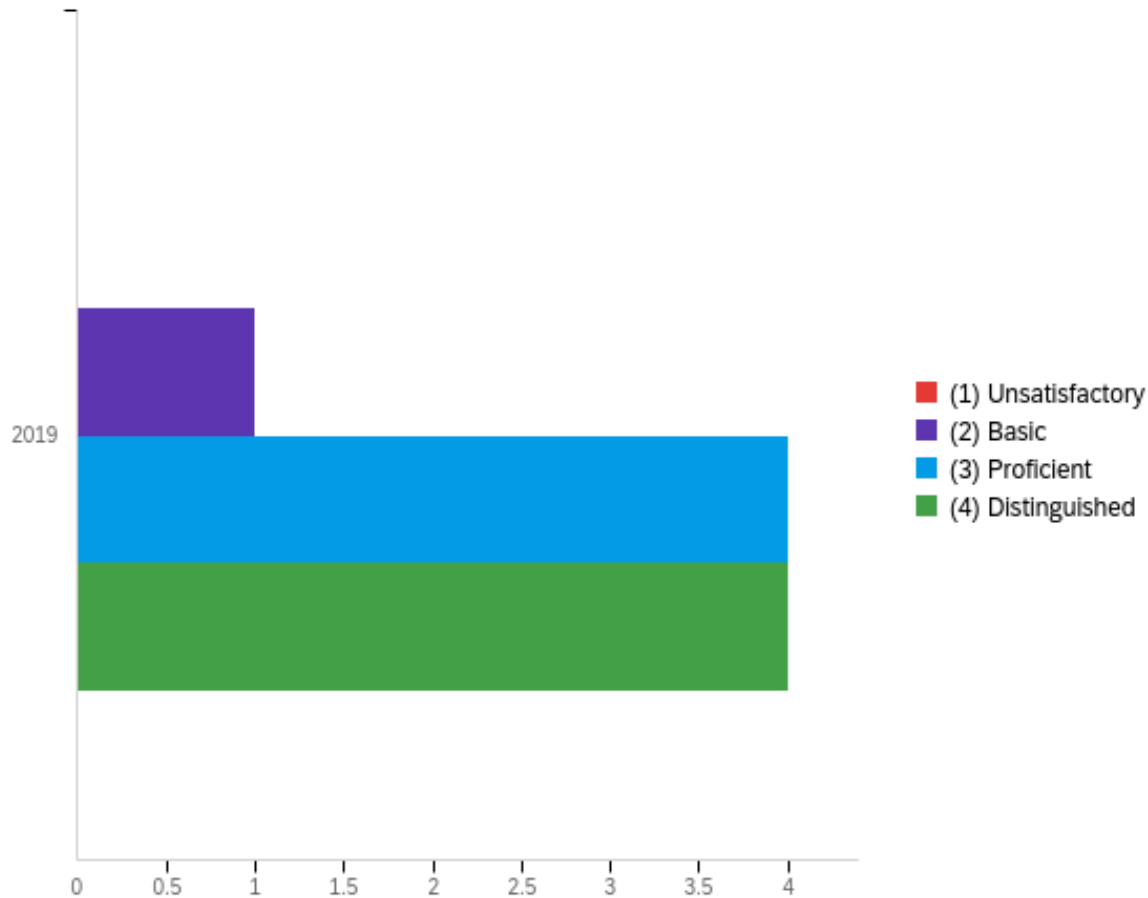
5. Developed knowledge of subject matter; creates lessons which demonstrate deep mastery of content knowledge, the intricate relationships between the content area of focus and other disciplines, as well as the appropriate pedagogy for teaching the content (InTASC 4)



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	2019		Total
1	(1) Unsatisfactory	100.00%	1	1
2	(2) Basic	100.00%	3	3
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	2	2

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

#	Question	2019		Total
1	(1) Unsatisfactory	0.00%	0	0
2	(2) Basic	100.00%	3	3
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	3	3

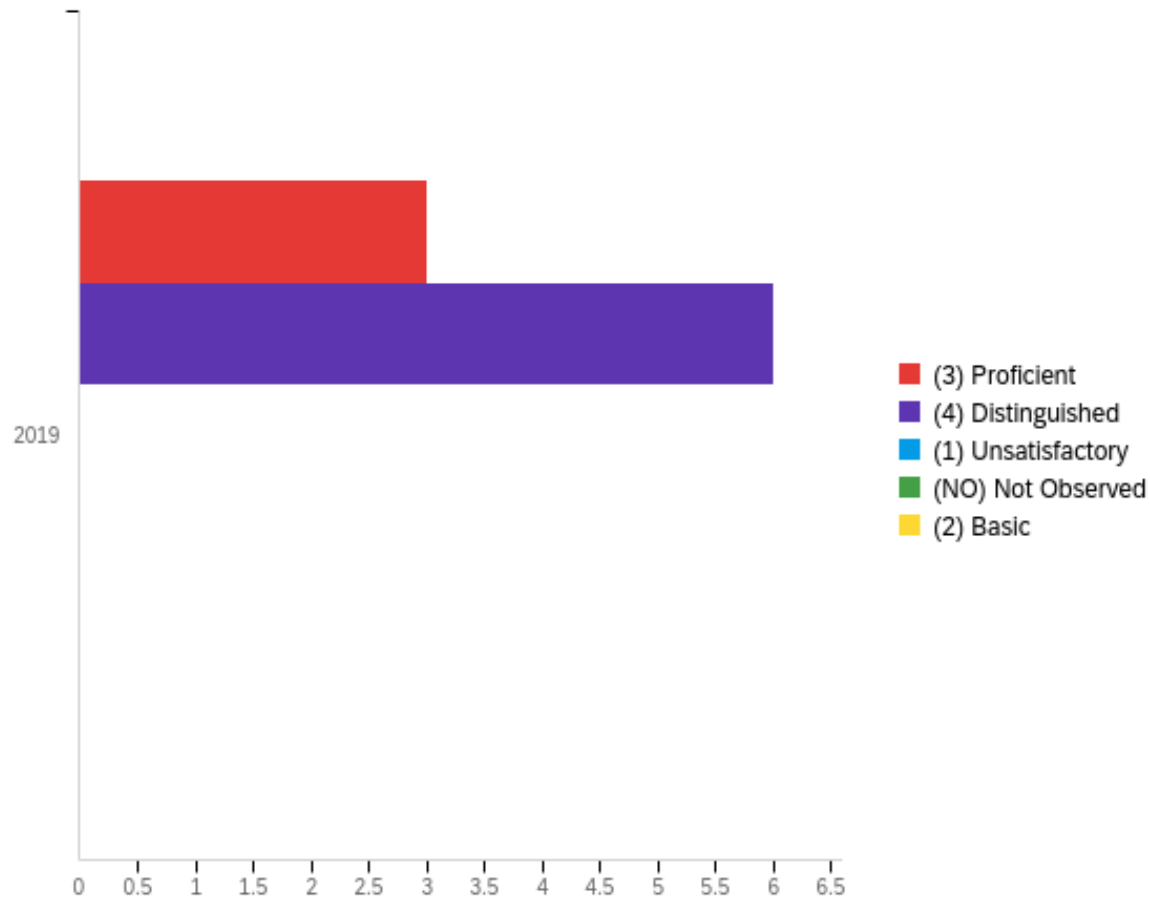
7. Capable of applying content knowledge by connecting different disciplines as well as using different perspectives to provide students with opportunities for critical thinking (InTASC 5)

#	Question	2019		Total
1	(1) Unsatisfactory	0.00%	0	0
2	(2) Basic	100.00%	1	1

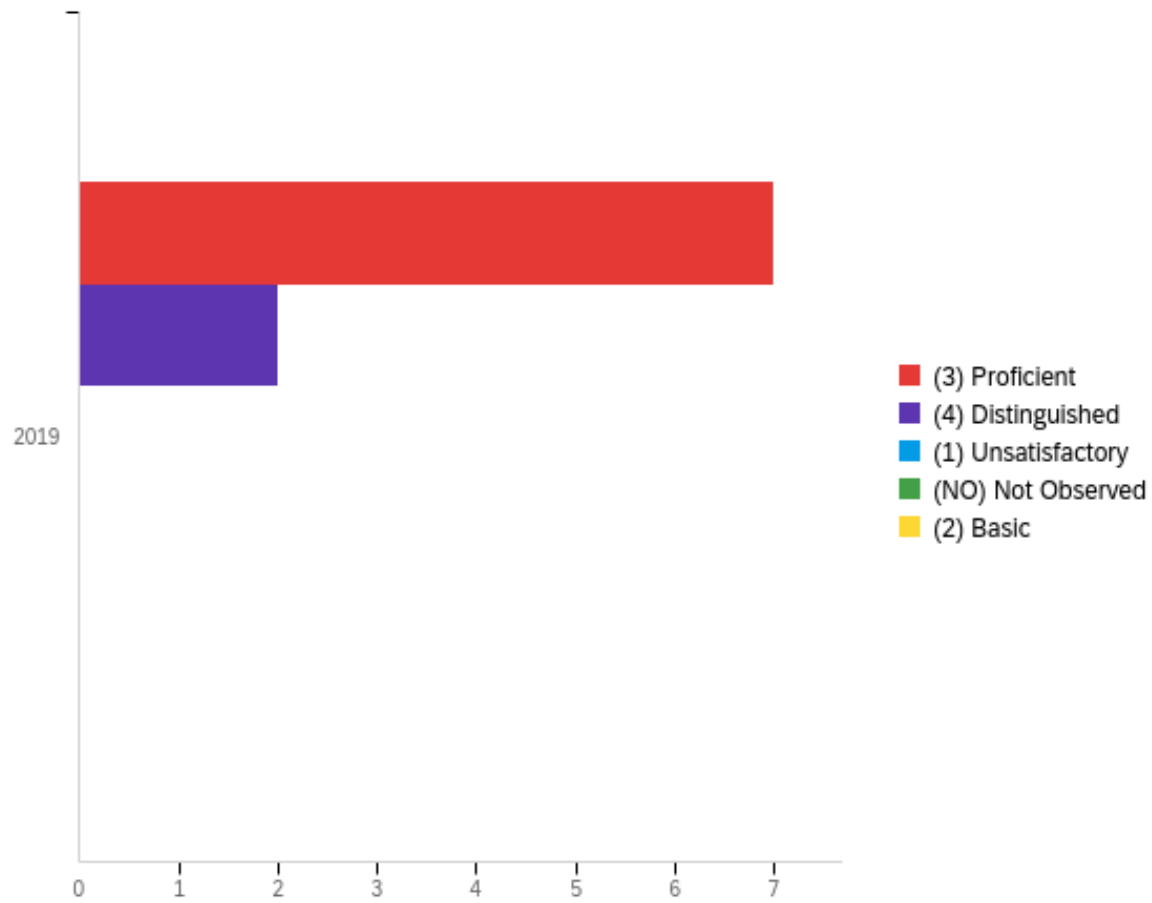
3	(3) Proficient	100.00%	4	4
4	(4) Distinguished	100.00%	4	4

Q11 - Instructional Practice (InTASC 6-8)

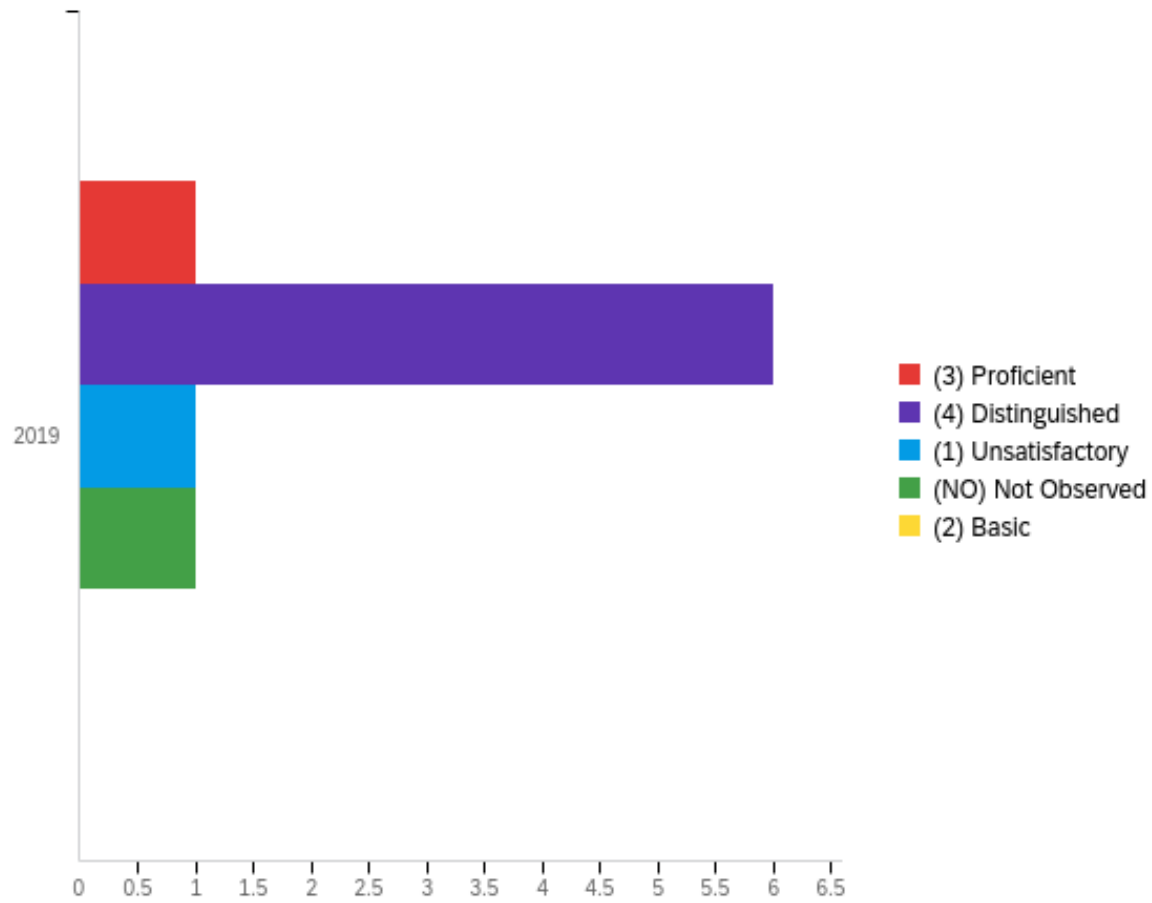
8. Can effectively evaluate student learning by using developmentally appropriate, ongoing assessment (InTASC 6)



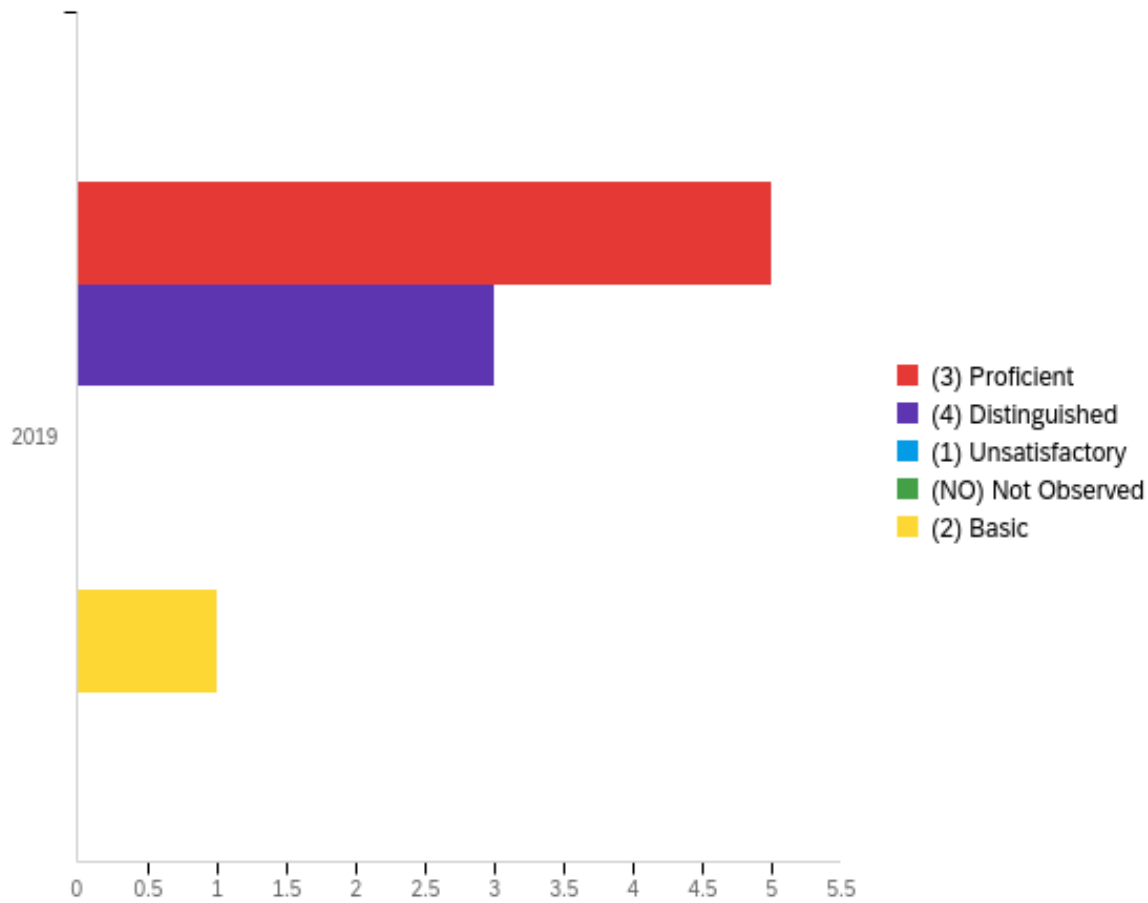
9. Able to document improvement of student learning (InTASC 6)



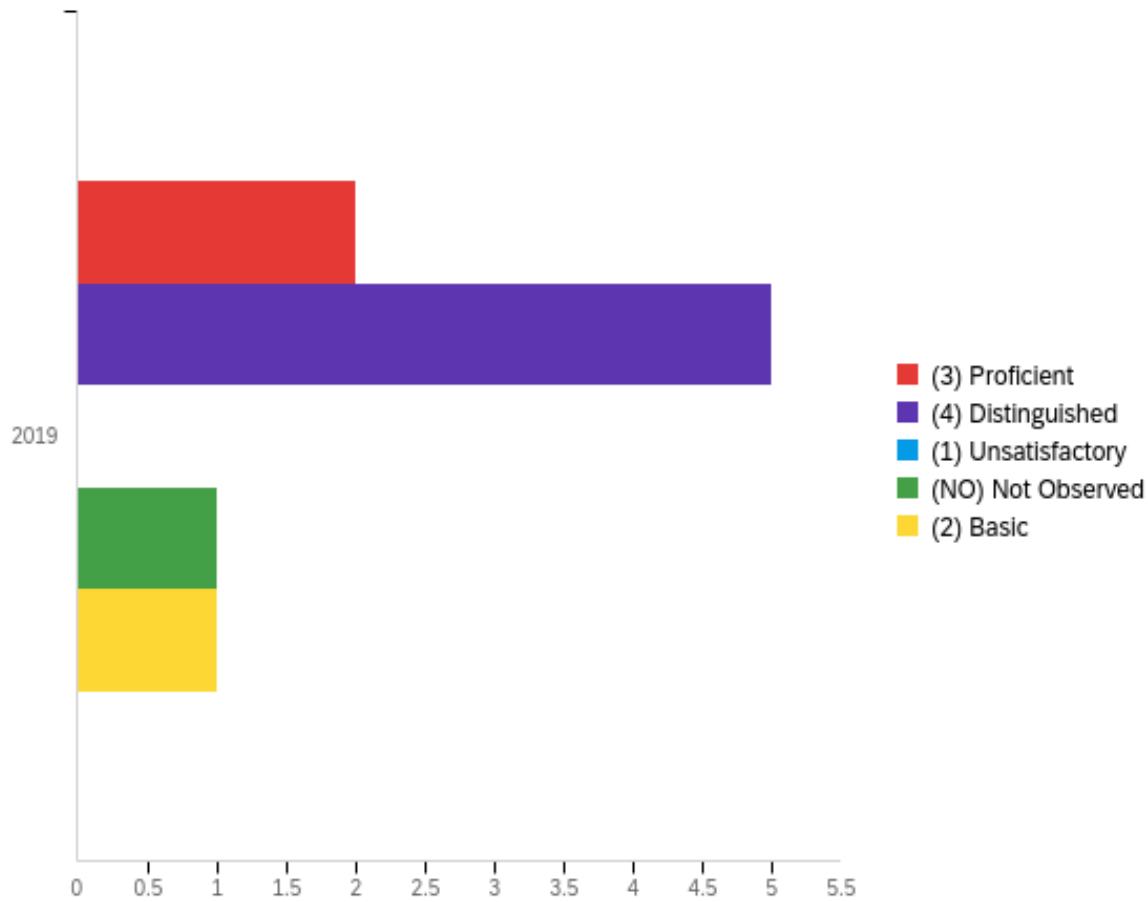
10. Can effectively plan lessons (InTASC 7)



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	2019		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	6	6
3	(1) Unsatisfactory	0.00%	0	0
4	(NO) Not Observed	0.00%	0	0
5	(2) Basic	0.00%	0	0

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

#	Question	2019		Total
3	(3) Proficient	100.00%	7	7
4	(4) Distinguished	100.00%	2	2
3	(1) Unsatisfactory	0.00%	0	0
4	(NO) Not Observed	0.00%	0	0
5	(2) Basic	0.00%	0	0

10. Can effectively plan lessons (InTASC 7)

#	Question	2019		Total
3	(3) Proficient	100.00%	1	1

4	(4) Distinguished	100.00%	6	6
3	(1) Unsatisfactory	100.00%	1	1
4	(NO) Not Observed	100.00%	1	1
5	(2) Basic	0.00%	0	0

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

#	Question	2019		Total
3	(3) Proficient	100.00%	5	5
4	(4) Distinguished	100.00%	3	3
3	(1) Unsatisfactory	0.00%	0	0
4	(NO) Not Observed	0.00%	0	0
5	(2) Basic	100.00%	1	1

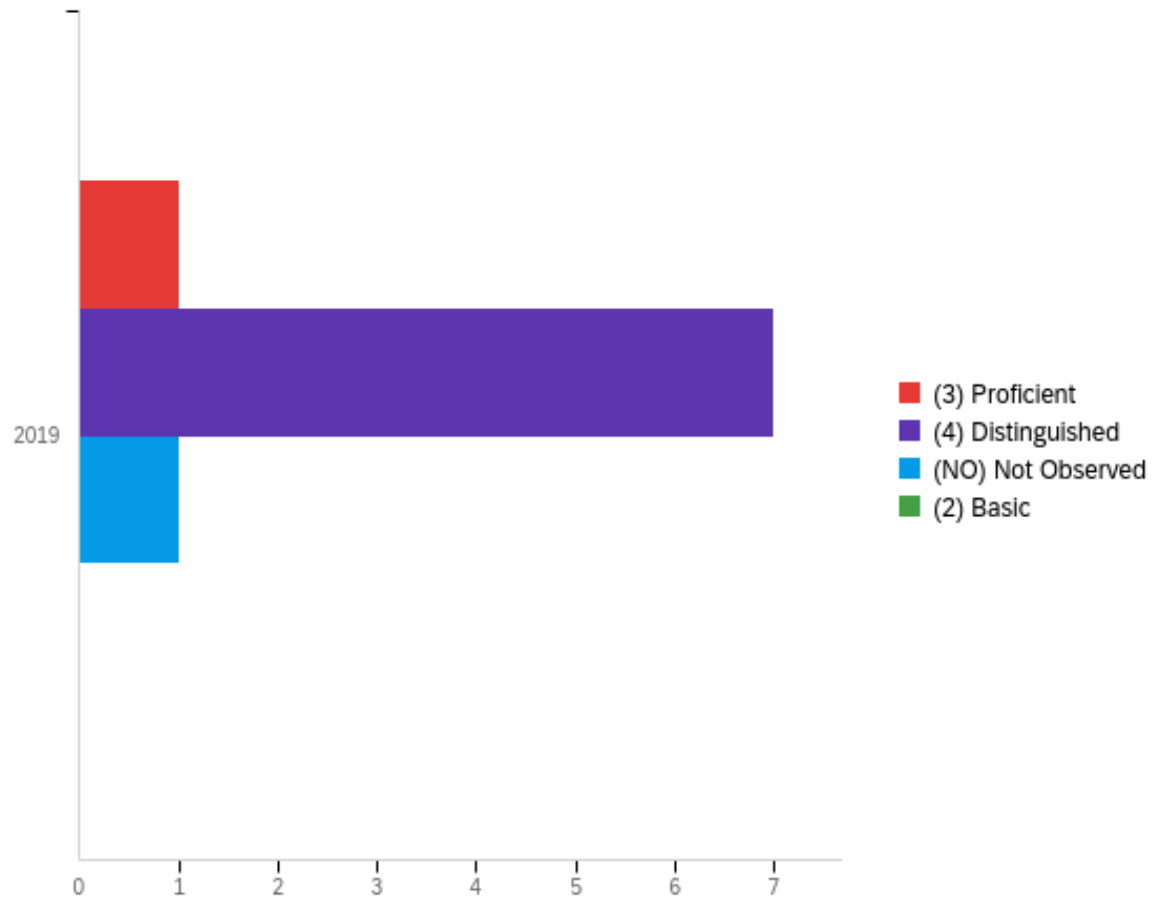
12. Exhibits knowledge and application of technology in designing lessons (InTASC 8)

#	Question	2019		Total
3	(3) Proficient	100.00%	2	2
4	(4) Distinguished	100.00%	5	5
3	(1) Unsatisfactory	0.00%	0	0

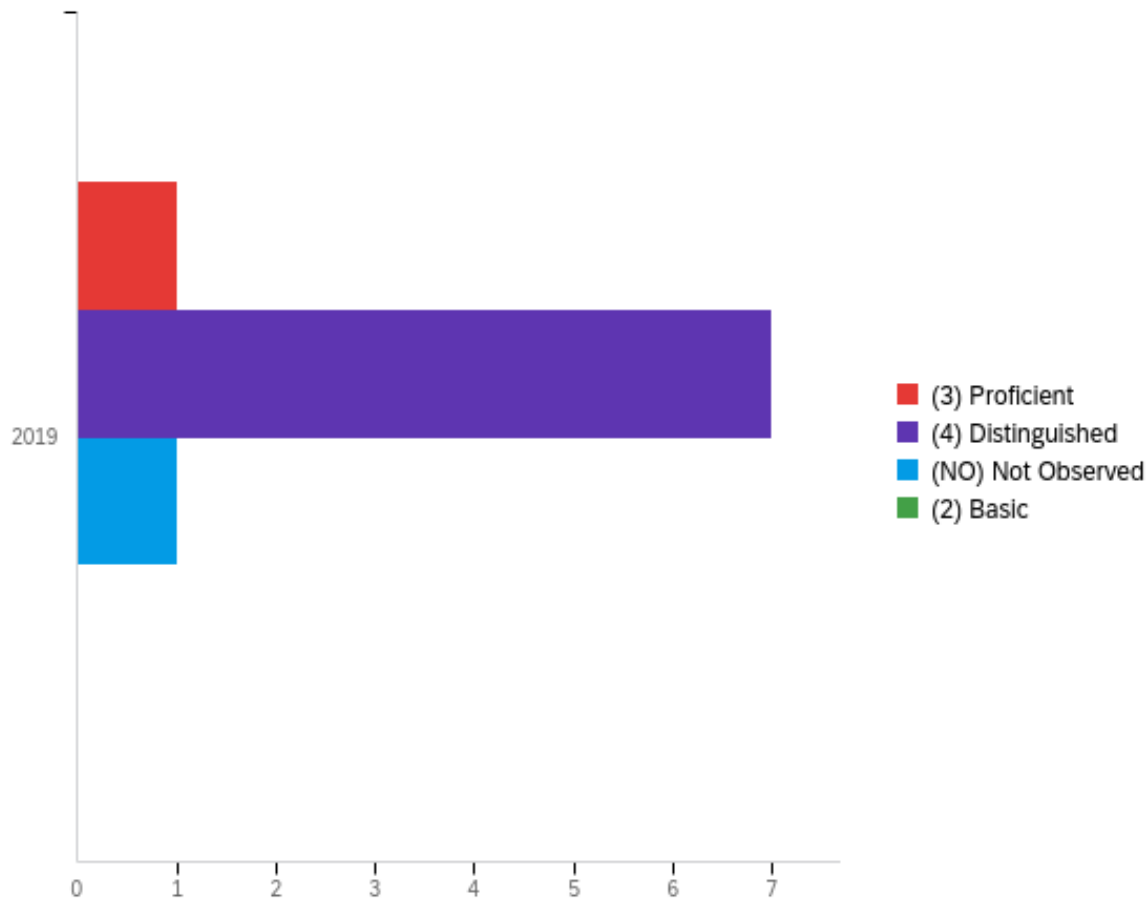
4	(NO) Not Observed	100.00%	1	1
5	(2) Basic	100.00%	1	1

Q12 - Professional Responsibility (InTASC 9-10)

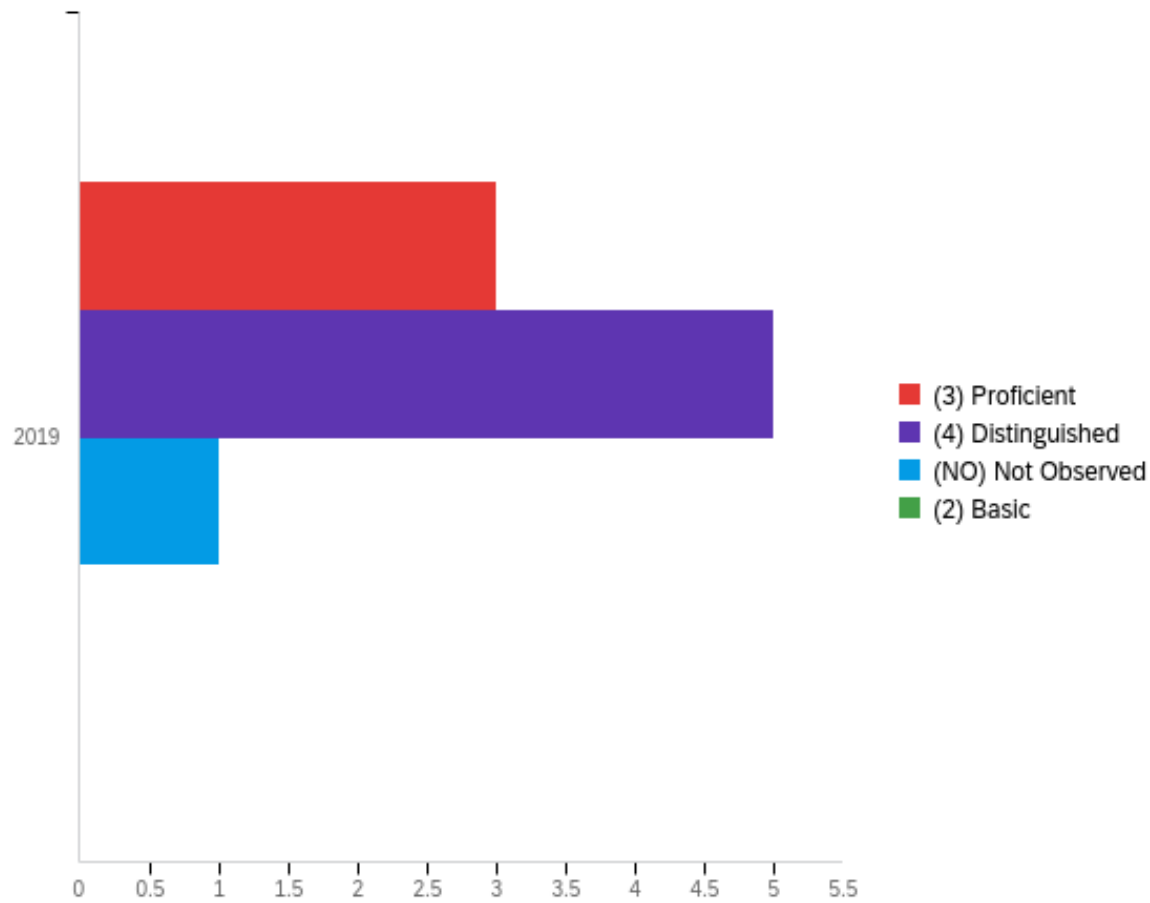
13. Understand how to demonstrate professionalism by: making ethical, sound decisions; embracing leadership opportunities in the classroom, school community, and profession (InTASC 9)



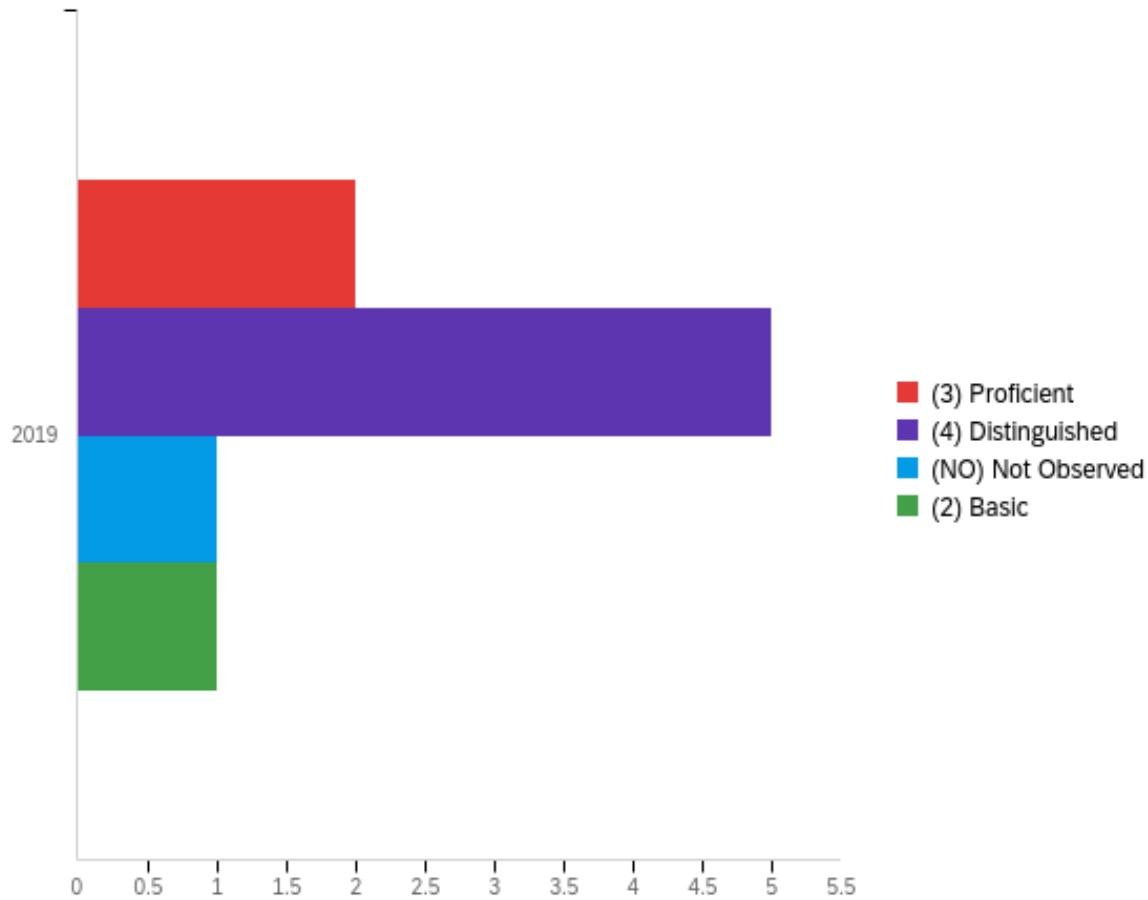
14. Reflects upon and analyzes performance to increase teaching effectiveness (InTASC 9)



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	2019		Total
3	(3) Proficient	100.00%	1	1
4	(4) Distinguished	100.00%	7	7
5	(NO) Not Observed	100.00%	1	1
4	(2) Basic	0.00%	0	0

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

#	Question	2019		Total
3	(3) Proficient	100.00%	1	1
4	(4) Distinguished	100.00%	7	7
5	(NO) Not Observed	100.00%	1	1
4	(2) Basic	0.00%	0	0

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

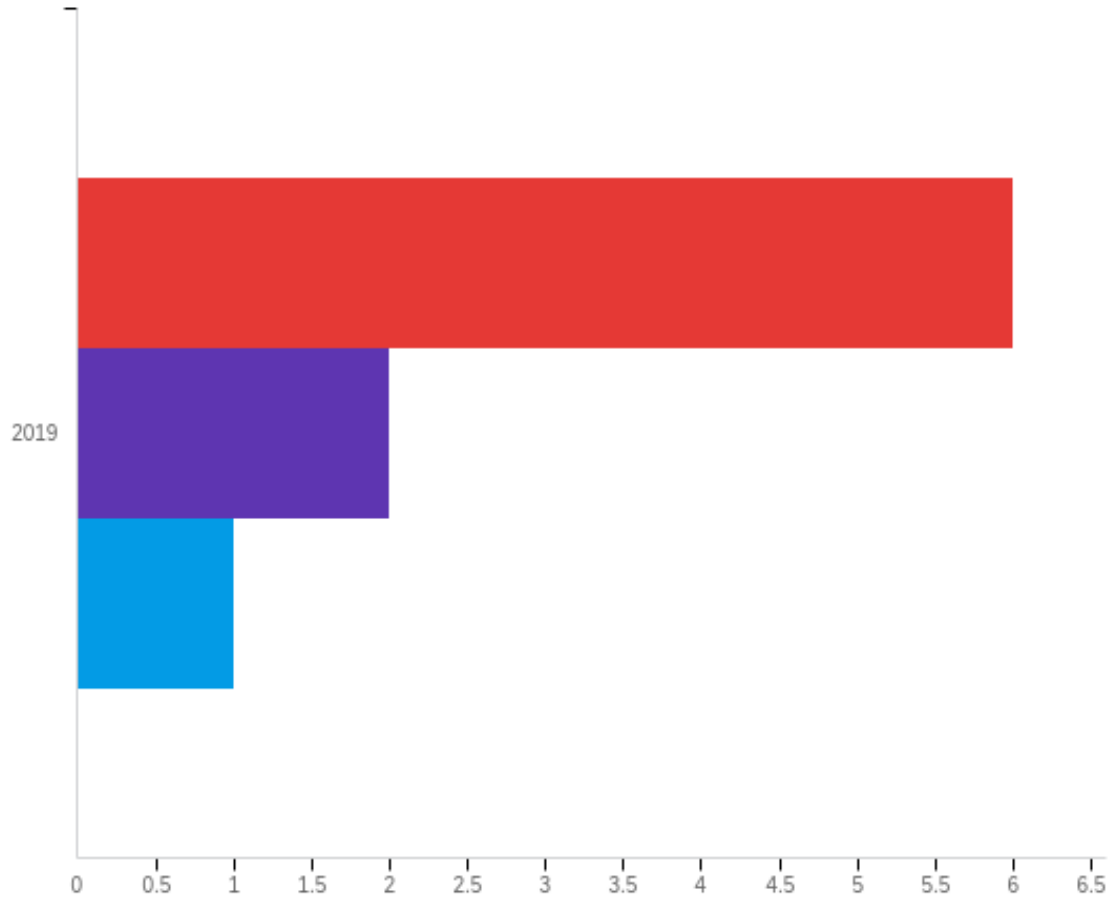
#	Question	2019		Total
3	(3) Proficient	100.00%	3	3
4	(4) Distinguished	100.00%	5	5

5	(NO) Not Observed	100.00%	1	1
4	(2) Basic	0.00%	0	0

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

#	Question	2019		Total
3	(3) Proficient	100.00%	2	2
4	(4) Distinguished	100.00%	5	5
5	(NO) Not Observed	100.00%	1	1
4	(2) Basic	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	2019	1.00	5.00	1.67	1.25	1.56	9

#	Question	2019		Total
1	Extremely satisfied	100.00%	6	6
2	Moderately satisfied	100.00%	2	2
3	Slightly dissatisfied	100.00%	1	1

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.

2019

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.

I was challenged and empowered to strive to become the best teacher to my ability. I had excellent professors who went above and beyond by serving as a mentor to me. I am grateful for my time in the program!

I am forever thankful to be a Manchester graduate, especially from the education department. I would not be able to do what I do without the ongoing support and knowledge from everyone at Manchester University.

One thing that would have been helpful is learning how to take a curriculum and make it into inquiry or into more interactive lessons. There are some districts that require you to use the curriculum they have bought and therefore your hands are tied. If I would have learned how to take the curriculum and make it my own, I think I would be a more effective teacher as a whole. While I do not LOVE curriculum, it is something that teachers are required to use and it would be helpful to learn how to take something from a teacher edition type of book and create a more interactive/unique lesson plan from that. Another thing we could work on would be creating exit tickets for each lesson. I know that there is an overall assessment, but connecting how you can break down standards into chunks and how the students can show the mastery of the different pieces of a standard step by step throughout the unit would help and it shows what exactly the students should do each lesson. Overall, I feel that MU helped me be the best teacher I can be and I loved my experiences. I would not be as empathetic, responsive, or caring of a teacher without my training at MU. I loved how we became a community and how we were in the classroom from the first semester. I truly enjoyed my Manchester Experience and I feel like it prepared me well for the teaching world.

I have been told by various individuals within the district that I do not present myself as a 2nd year teacher, but rather some with years of experience. I have accredited my knowledge and professionalism to the experiences given by Manchester.

I LOVED my courses at MU, but I had a big problem with my student teaching experience. I understand that most educators don't feel like they learned anything from their cooperative teachers, but I REALLY didn't learn anything from mine. I've spent my time post-graduation teaching myself how to plan lessons around a textbook, and how to create lesson plans for my content area, because my cooperative teacher did not show me; it was always "here ya go, here's what you're doing this week." I do not blame the program itself for my lack of experience, but rather the cooperative teacher who should have been showing me the ropes instead of "here's the lessons we need to teach and how I want you to teach them." I wasn't able to practice the basic skills of scaffolding, and I never learned how to teach grammar (a BIG part of my content area). In the future, I would highly suggest screening potential host teachers to ensure that your students are getting a well-rounded experience.

