

CAEP Self-Study – Employer and Completer Satisfaction (ECS) Evidence Packet  
MU EPP PACKET 4

Packet: Employer and Completer Satisfaction	
Overview/ Context	<p>The Analysis of Employer and Completer Satisfaction evidence packet, provides evidence for the following:</p> <ul style="list-style-type: none"><li>CAEP 1.1 – candidates understand InTASC standards</li><li>CAEP 1.2 – completers use research and evidence to measure P-12 student progress and their own professional growth</li><li>CAEP 1.3 – completers apply content and pedagogical knowledge</li><li>CAEP 1.4 – completers demonstrate skills and commitment to rigorous college- and career-ready standards</li><li>CAEP 1.5 – completers model and apply technology standards as they design and implement learning experiences</li><li>CAEP 4.1 – provider documents completers contribute to student-learning growth</li><li>CAEP 4.2 – provider demonstrates that completers effectively apply professional knowledge, skills, and dispositions</li><li>CAEP 4.3 – provider demonstrates that employers are satisfied with the completers’ preparation</li><li>CAEP 4.4 – provider demonstrates that program completers perceive their preparation is relevant and effective</li></ul> <p>Measuring completers’ impact on P-12 students is, as CAEP indicates, the paramount goal of a teacher preparation program. To fully measure the impact in an objective manner is ideal, but perhaps unrealistic. Currently, programs rely on the perception of completers as well as employers to reflect on the teacher preparation program’s effectiveness and relevance to the environment of a 21<sup>st</sup> century classroom. The evidence submitted in this packet relies on an institutional survey sent to all recent Manchester University alumni 6 months after graduation. It also reflects on data provided to the EPP by the Indiana Department of Education (IDOE) on surveys sent to current teachers in the first three years of their careers and to employers of first year teachers.</p> <p>Institutionally, the Manchester University Office of Institutional Effectiveness surveys recent graduates regarding their perception of the institutions and their programs. While the survey is important to understanding completers’ perceptions of the teaching preparation program, several indicators are of particular interest to the EPP. The first is how well they were prepared for their current position; the second is the net promoter score which indicates how likely they are to recommend the institution and program to family and friends.</p> <p>In response to CAEP accreditation requirements, Standard 4, the Indiana Department of Education recently began surveying beginning teachers (first 3 years of career) as well as principals (employers) of first year teachers. Because</p>

	<p>this is a new practice, the EPP only has one year of data on which to reflect. Data for the second year will be released to the EPP on August 1, 2018. Attachments CAEP 4A and CAEP 4C provide the questions the IDOE asked on the surveys, and Attachments CAEP 4B and 4D are the Excel spreadsheets the IDOE provided the EPP regarding the results.</p>
Evidence Items	<p>Evidence provided in this packet include</p> <ul style="list-style-type: none"> <li>- Responses for the Manchester University Office of Institutional Effectiveness completer survey (5 years' data)</li> <li>- Responses for the Indiana Department of Education (IDOE) employer survey (August 2017)</li> <li>- Responses for the Indiana Department of Education (IDOE) completer survey (August 2017)</li> </ul> <p>Attachments to this packet include</p> <ul style="list-style-type: none"> <li>- Attachment CAEP 4A Indiana Department of Education Teacher Survey</li> <li>- Attachment CAEP 4B Indiana Department of Education Teacher Survey results</li> <li>- Attachment CAEP 4C Indiana Department of Education Principal (Employer) Survey</li> <li>- Attachment CAEP 4D Indiana Department of Education Principal (Employer) Survey results</li> </ul>
Data Tables	<p>The data tables in this packet indicate the following pieces of information:</p> <ul style="list-style-type: none"> <li>- Table 4A reflects responses from the MU Office of Institutional Effectiveness completer survey, administered 6 months after graduation (Sample of the report provided the EPP follows Table 4A with Table 4A1)</li> <li>- Table 4B reflects beginning teacher (years 1-3) responses for the IDEO new teacher survey (August 2017)</li> <li>- Table 4C reflects employers' satisfaction with the MU teacher preparation program (August 2017)</li> </ul>
Reliability and Validity (CAEP 5.2)	<p>All of the surveys used for this evidence packet were created by parties outside the EPP. The first survey of recent graduates is an electronic survey Manchester University has administered for at least five years. Because it is sent out to all alumni, the institution has established the reliability and validity. Information from the data collected is used by programs across campus to make programmatic changes. Programs must reflect on the survey results in their annual departmental reports submitted to the Office of Institutional Effectiveness; these reports are then evaluated by the Assessment Committee.</p> <p>The Office of Institutional Effectiveness has used sample rubrics from other institutions, used a committee to design the Manchester University surveys, and has actively solicited feedback from Manchester University faculty; programs have opportunities to collaborate with the Office of Institutional Effectiveness and the Assessment Committee to incorporate program-specific survey questions.</p>

	<p>The IDOE surveys are surveys designed by its assessment team and are aligned to the CAEP standards. Language used by CAEP is reflected in the questions. The EPP is waiting for the IDOE to respond to its request for evidence of the surveys' reliability and validity. As the IDOE worked on the teacher and principal surveys, they requested feedback from Indiana EPPs.</p>
<p>Trends (CAEP 3.4, 5.1)</p>	<p>Overall, the feedback from the surveys, both the institutional survey and the IDOE surveys, provide an important picture of the Manchester University EPP. While the EPP would like to find more quantifiable ways to measure completers' impact on P-12 students once they are in the field, the surveys provide valuable information regarding perceptions of relevance and effectiveness.</p> <p>According to the feedback on the MU recent alumni survey (Table 4A) and the IDEO teacher survey (Table 4B; Attachments CAEP 4A and 4B), completers in the MU EPP have the following <i>strengths</i>:</p> <ul style="list-style-type: none"> <li>- Completers are satisfied with their career choices. The five-year average of completers in full-time employment is 93%, a relatively high number; only 2.6 % of alumni reported seeking other employment (five-year average) (Table 4A). Because so few are actively seeking other employment, the EPP believes completers are relatively satisfied in their current teaching positions.</li> <li>- Overall, completers report they feel moderately well (38%) to extremely well-prepared by the EPP. When examining the five years of data, however, the EPP is particularly interested in the trends in a positive direction from the 2014 and 2015 reports. This period in the EPP was marked by turnover in the EPP's personnel. While the EPP went through a difficult transition time, it has intentionally focused on aligning its program with InTASC, SPA, and CAEP standards. Additionally, the EPP has set as a priority and daily practice the communication of expectations to candidates and the participation in open, productive, nurturing conversations with candidates regarding their progress in the program (Table 4A).</li> </ul> <p>In 2014, only 41% of alumni felt the EPP had prepared them extremely well. This number dropped to 25% for respondents in 2015, but it has rebounded to 75% in 2016 and 69% in 2017. Breaking down the five-year averages to look at the highs and lows over time provides an important picture for the EPP. The increase in alumni perception of their preparation is important to the EPP, and these numbers indicate it is headed in the right direction (Table 4A).</p>

- As an institution, Manchester University puts great stock in the Net Promoter Score, a percentage which reflects the likelihood of alumni recommending the institution to their family and friends. The 2017 data indicates the EPP's intentional focus on engaging candidates in their program and increased communication may be having an impact on alumni's perception of their experiences. The net promoter scores during the tumultuous time (in regards to personnel) in the EPP dipped in 2014 to 19.4% and in 2015 to 16.7%; however, over the past two years of data collection, the EPP's Net Promoter Score has increased from 50% in 2016 to 83.3% in 2017. This trend excites the EPP, and it leads the EPP to believe it has started to understand the importance of valuing the candidates' perceptions of the teacher preparation program (Table 4A).
- The August 2017 Beginning Teacher Survey (Table 4B) identifies additional strengths of the Manchester University EPP including completers' perceptions of being able to recognize the importance of continued professional development (3.95/4.0), their ability to differentiate instruction to meet all students' learning needs (4.0/4.0), and the exhibition of ethical practice (3.95/4.0). Two of the 3 highest areas on the survey are related to the 4<sup>th</sup> InTASC category of professional responsibility, specifically InTASC Standard 9. Completers' ability to differentiate instruction reflects their deep understanding and application of InTASC Standard 2: Learning Differences which falls in the 1<sup>st</sup> category of the Learner and Learning. Ultimately, the average 3.95/4.0 on the overall assessment of preparedness by the Manchester University teacher preparation program reflects the increased net promoter score reflected in the most recent alumni survey (Table 4A). The consistency provides the EPP with a strong suggestion it is sufficiently providing completers with confidence in their ability to step into the classroom.
- Employers also report a relatively positive perception of the Manchester University teacher preparation program. As with the Beginning Teacher Survey, principals tend to rate beginning teachers high in professional responsibility, the 4<sup>th</sup> category of the InTASC standards. Employers rated Manchester University first year teachers at a 3.28/4.0 in both their ability to work effectively with other professionals and effectively with parents/guardians. The strength in the area of professionalism, reflected in high averages on both the teacher survey and the principal survey, correlates with the high value the EPP and the institution place on relationships. The EPP also models positive relationships with stakeholders, especially those involved with clinical experiences. Candidates have opportunities to interact with clinical faculty and the EPP through collaborative and mutually beneficial clinical experiences.

The EPP values the employers' 3.14/4.0 overall satisfaction with the training Manchester University offers candidates. Completers enter the field prepared to become part of the professional community. They are open to

	<p>constructive feedback (Q15 on survey), they work well with families and colleagues (Q18 and Q17 on survey), and they create inclusive learning environments (3.28/4.0 on Q6 on survey).</p>
<p>Future Direction (CAEP 5.3)</p>	<p>With CAEP standard 4.0: Program Impact at the heart of teacher preparation, the Manchester University EPP takes the feedback quite seriously. While the Indiana Department of Education observed the “EPP did an outstanding job” in all of the surveyed questions, the EPP recognizes it needs to work on several aspects to increase employer and completer satisfaction.</p> <ol style="list-style-type: none"> <li>1. Strong correlations exist between clear program goals, mutually beneficial and intentional partnerships for clinical experiences, and an alignment with InTASC and CAEP standards and the preparation of candidates to step into a classroom confident and appropriately prepared for the challenges facing 21<sup>st</sup> century educators. The DTE and Field Experience and Assessment Coordinator have place on EPP weekly department meetings for the 2018-2019 academic year the following items for analysis and discussion: <ol style="list-style-type: none"> <li>A. Deepening the relationships with stakeholders, especially clinical faculty and administrators</li> <li>B. Articulating program expectations to candidates</li> <li>C. Developing authentic opportunities for candidates to analyze assessment data to improve classroom instruction.</li> <li>D. Consulting clinical faculty and administrators in the development of criteria for admission and completion of the teacher preparation program. Increasing collaboration with stakeholders such as clinical faculty and administrators will allow the EPP to infuse its program with authentic knowledge, skills, and dispositions needed for highly-effective teaching; it will continue to intentionally include these attributes in communication with candidates at all points of their progression through the program.</li> </ol> <p>Interestingly, the SCE: Impact on Student Learning capstone project is designed to increase completers’ understanding of assessment data, research, and effective teaching. However, as indicated in the SCE Impact on Student Learning Project Evidence Packet (MU EPP PACKET 1), the EPP believes it must revise the structure of the capstone project to reflect a more authentic work sample as those expected of applicants seeking National Board Teacher Certification.</p> </li> <li>2. The EPP will explore the relationship between the Pearson content exams required for licensure and the employers’ satisfaction rating for Q2 “meet expectations of a beginning teacher for content preparation and</li> </ol>

	<p>knowledge' (2.83/4.0). It anticipates, and will follow carefully, an increase in employers' satisfaction rating for this criteria as the 2017-2018 cohort had to pass the Pearson content exams prior to earning permission to student teach.</p> <p>3. The EPP will continue to look for ways to solicit better return rates on the surveys, especially of those returned by the principals (employers). In the spring 2018 community partnership lunch, the DTE mentioned the low return rate (7 surveys were completed), and the administrators indicated the number of technical problems they had with the online surveys. The DTE shared this anecdotal feedback with the Indiana Department of Education. She will continue to encourage employers and completers to complete the surveys. Additionally, the Teacher Education Committee (TEC), the Teacher Advisory Council (TAC), and the EPP will examine the survey results throughout the fall semester and use the data to create a vision for the future of the program.</p>
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**Table 4A: Manchester University Office of Institutional Effectiveness Recent Alumni Survey, 5 Year Average (2013-2017)**

Highlighted lines in Table 4A indicate lines to which the EPP refers in the above reflection.

<b>Education</b>	<b>Five-Year Average</b>	<b>2017</b>		<b>2016</b>		<b>2015</b>		<b>2014</b>		<b>2013</b>	
		n	%	n	%	n	%	n	%	n	%
<b>Employed (%)</b>	<b>88%</b>	16	89%		94.4%		66.7%		94.6%		93.6%
Full v. Part Time (Total Responses)		13		17		4		34		42	
<b>Full Time (%)</b>	<b>93%</b>	13	100%	17	100.0%	3	75.0%	33	97.1%	38	90.5%
Part Time (%)	<b>7%</b>	0	0%	0	0.0%	1	25.0%	1	2.9%	4	9.5%
Degree (Total Responses)		12		4		4		34		41	
Degree Required (%)	<b>76%</b>	12	100%	2	50.0%	3	75.0%	27	79.4%	32	78.0%
Degree Preferred (%)	<b>14%</b>	0	0%	1	25.0%	1	25.0%	2	5.9%	6	14.6%
No Degree Necessary (%)	<b>9%</b>	0	0%	1	25.0%	0	0.0%	5	14.7%	3	7.3%
Salary (Total Responses)											
Average Salary	<b>\$34,498.53</b>	\$38,866.67		\$35,000.00		\$32,333.00		\$34,810		\$31,483	
<b>Additional Degree (%)</b>	<b>1.1%</b>	1	6%	0	0%	0	0%	0	0%	0	0%
<b>Post Graduate Training (%)</b>	<b>8%</b>	0	0%	0	0%	2	33%	2	5%	0	0%

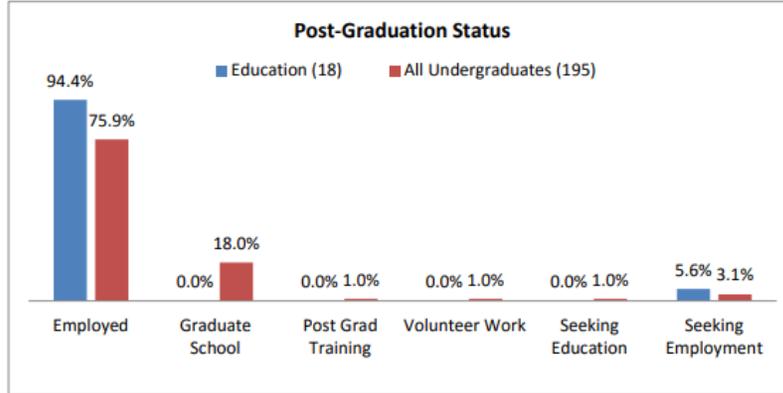
<b>Volunteer (%)</b>	<b>0.4%</b>	0	0%	0	0%	0	0%	0	0%	1	2%
<b>Seeking Education (%)</b>	<b>0%</b>	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Seeking Employment (%)</b>	<b>2.6%</b>	1	6%	1	6%	0	0%	0	0%	1	2%
<b>Not Seeking (%)</b>	<b>0%</b>	0	0%	0	0%	0	0%	0	0%	1	2%
<b>No response</b>	<b>0</b>	0	0%	na		na		na		na	
<b>How Well Prepared (Total Responses)</b>		13		4		4		34		41	
<b>Extremely Well (%)</b>	<b>53%</b>	9	69%	3	75%	1	25%	14	41%	23	56%
<b>Moderately Well (%)</b>	<b>38%</b>	3	23%	0	0%	3	75%	18	53%	16	39%
<b>Slightly Well (%)</b>	<b>9%</b>	1	8%	1	25%	0	0%	2	6%	2	5%
<b>Not Well Prepared (%)</b>	<b>0%</b>	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Relation to Career Goals (Total Responses)</b>		12		4		4		35		40	
<b>Highly Related (%)</b>	<b>73%</b>	12	100%	1	25%	3	75%	29	83%	32	81%
<b>Somewhat Related (%)</b>	<b>20%</b>	0	0%	2	50%	1	25%	5	14%	5	12%

Unrelated (%)	7%	0	0%	1	25%	0	0%	1	3%	3	7%
<b>Satisfaction with Current Position (Total Responses)</b>		12		7		4		32		37	
Satisfied (%)	63%	9	75%	3	43%	2	50%	22	69%	28	76%
Moderately Satisfied (%)	27%	3	25%	3	43%	2	50%	7	22%	8	22%
Dissatisfied (%)	5%	0	0%	1	14%	0	0%	3	9%	1	3%
<b>Net Promoter Score (Total Responses)</b>		12		3		4		21		22	
Net Promoter Score Manchester (%)	39.4%	12	58.4	1	25%	3	50%	14	38.9%	0	0%
Net Promoter Score Academic Department (%)	44.7%	12	83.3%	2	50%	1	16.7%	7	19.4%	22	54%
<ul style="list-style-type: none"> <li>Full data (from all respondents) is available for Post-Graduation Status. All other data are partial (not all respondents answered these questions). Percentages are calculated based on the total number of respondents to each question; number of respondents for each category is designated in parentheses.</li> </ul>											
<ul style="list-style-type: none"> <li>Net Promoter Score is the percentage of graduates who are highly likely to recommend MU to a close friend or relative (promoters) less those who are unlikely to do so (detractors).</li> </ul>											

**Table 4A1: Sample of Report Provided to Programs**  
 Manchester University Office of Institutional Effectiveness

**Manchester University Undergraduate Class of 2016**  
**Education Report**

**IMPORTANT NOTE:** All data below are internal and confidential. This report includes data from graduates who requested that their information be used for internal purposes only.



**IN FIELD or OUT OF FIELD**

	Education (17)		Undergraduates (148)	
In Field	16	94.1 %	126	85.1%
Out of Field	1	5.9%	22	14.9%

**DEGREE REQUIRED FOR JOB**

(PARTIAL DATA)

	Education (4)		Undergraduates (48)	
Degree Required	2	50%	23	47.9%
Degree Preferred	1	25%	9	18.8%
No	1	25%	16	33.3%

**NET PROMOTER SCORE**

(PARTIAL DATA)

Recommend:	Education (4)	All Graduates (63)
Manchester	25%	35%
Department	50%	46%

**FULL OR PART-TIME**

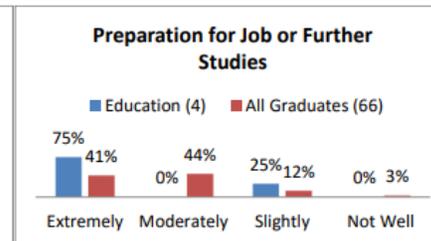
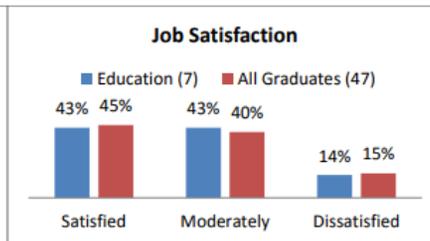
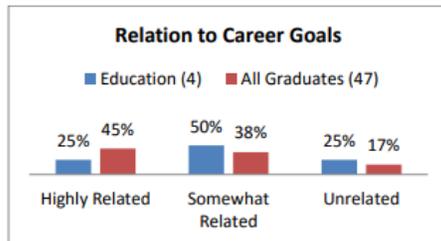
(PARTIAL DATA)

	Education (17)		All Graduates (148)	
Full-Time	17	100%	136	91.9%
Part-Time	0	0%	12	8.1%

**AVERAGE SALARY**

(PARTIAL DATA)

Education (1)	All Graduates (24)
\$35,000	\$29,602.50



**NOTES**

- Full data (from all respondents) are available for Post-Graduation Status and "in field/out of field" status. All other data are partial (not all respondents answered these questions). Percentages are calculated based on the total number of respondents to each question; number of respondents for each category is designated in parentheses.
- "In Field/Out of Field" designations are reported by graduates, with occasional adjustments from Career & Professional Development.
- "In Field/Out of Field" data only include "employed" graduates. Salary data only include graduates who are employed full-time and working in their fields. All other employment data (degree required, relation to major, satisfaction and preparation) may include "volunteer" as well as "employed" graduates.
- Net Promoter Score is the percentage of graduates who are highly likely to recommend MU to a close friend or relative (promoters) less those who are unlikely to do so (detractors).

**Table 4B: Beginning Teacher (years 1-3) Survey results provided by the Indiana Department of Education (IDOE) –Aug2017**

Each of the following criteria is assessed on the Indiana Department of Education Teacher Survey (Attachment CAEP 4A). The results are provided to the EPP in an Excel spreadsheet (Attachment CAEP 4B). 20 responses were submitted, and completers were hired between 2014 and 2017.

Letters in parentheses after the criteria statements refer to the column on the results spreadsheet (Attachment CAEP 4B)

Likert scale used: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), 4-Strongly Agree (SA)

N=20

Lines highlighted in yellow indicate areas for attention

Lines highlighted in green indicate areas for analysis of effectiveness

Criteria	1 (SD)	2 (D)	3 (A)	4 (SA)	Average
Knowledge Preparation - Understanding how learners/students develop and grow (R)	0	0	3	17	3.85
Knowledge Preparation - Meeting the content preparation and knowledge level expected of a beginning teacher (S)	0	0	8	12	3.6
Knowledge Preparation - Adhering to the ethical requirements of the teaching profession (T)	0	0	2	18	3.9
Knowledge Preparation - Adhering to the legal requirements of the teaching profession (U)	0	0	6	14	3.7
Knowledge Preparation - Recognizing the importance of continued professional development (V)	0	0	1	19	3.95
Performance Preparation - Providing appropriate and challenging learning experiences (W)	0	0	5	15	3.75
Performance Preparation -Providing an inclusive learning environment (X)	0	0	3	17	3.85
Performance Preparation - Providing a rigorous learning environment (Y)	0	0	2	18	3.9
Performance Preparation - Working collaboratively with school leaders and/or colleagues to promote safe and positive learning (Z)	0	0	4	16	3.8
Performance Preparation - Differentiating instruction to meet all students' learning needs (AA)	0	0	0	20	4.0
Performance Preparation - Working effectively with students with all exceptionalities (AB)	0	0	5	15	3.75
Performance Preparation - Developing quality assessments to test for student understanding of lessons (AC)	0	0	6	14	3.7
Performance Preparation - Analyzing student assessment data to improve classroom instruction (AD)	0	0	2	18	3.9

Performance Preparation - Using appropriate strategies to effectively manage learning environments (AE)	0	0	3	17	3.85
Performance Preparation - Integrating technological tools as appropriate to advance student learning (AF)	0	1	7	12	3.55
Dispositional Preparation - Openly accepting suggestions/constructive feedback (AG)	0	0	2	18	3.9
Dispositional Preparation - Exhibiting ethical practice (AH)	0	0	1	19	3.95
Dispositional Preparation - Working effectively with other professionals (AI)	0	0	2	18	3.9
Dispositional Preparation - Working effectively with parents/guardians (AJ)	0	1	6	13	3.6
Dispositional Preparation - Working effectively with school leaders (AK)	0	0	5	15	3.75
Dispositional Preparation - Working effectively within the school culture (AL)	0	0	3	17	3.85
	1 Poor	2 Fair	3 Good	4 Excellent	
Overall Assessment of Preparedness by Teacher Preparation Program	0	0	1	19	3.95

**Additional open ended responses include:**

“Manchester University has an excellent teacher preparation program that I feel truly prepared me for teaching.”

“I received an incredible education at Manchester and I feel that I was prepared to teach on day 1. I worked hard in college to learn as much as I could and they provided me with opportunities to stretch myself and have lots of meaningful experiences.”

“I was very well prepared for the teaching profession thanks to my teacher preparation program.”

“My education professors taught me more than I could have ever imagined and became lifelong friends and colleagues. They pushed me and I learned that I am much more prepared than many people my age from other programs.”

“Excellent preparation by Manchester University. The knowledge the professors had was outstanding. I am always complemented by administrators at how well I was prepared by my University because I seem much more experienced than a 3rd year teacher.”

“I have found that my senior project has prepared me for data analysis.”

“Manchester did an amazing job of preparing me for my first teaching job. I loved how they had us teacher candidates in the classroom within the first year of the teaching program. They allowed for you to have so many real teaching experiences that by the time you actually have your own class room you feel fully prepared for just about any situation.”

**Table 4C: Employer Satisfaction results provided by the Indiana Department of Education (IDOE) –Aug2017**

Each of the following criteria is assessed on the Indiana department of Education Principal (Employer) Survey (Attachment CAEP 4C). The results are provided to the EPP in an Excel spreadsheet (Attachment CAEP 4D). 7 employers responded to questions regarding first year teachers; however, one respondent left the first four questions blank, thus the discrepancy in the *N*.

Letters in parentheses after the criteria statements refer to the column on the results spreadsheet (Attachment CAEP 4D)

Likert scale used: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), 4-Strongly Agree (SA)

*N* is identified in first column.

Lines highlighted in yellow indicate areas for attention

Lines highlighted in green indicate areas for analysis of effectiveness

Criteria	<i>N</i> =	1 (SD)	2 (D)	3 (A)	4 (SA)	Average
(Q1)...understand how students learn and develop at the grade level they are teaching. (E)	6	1	0	4	1	2.83
(Q2) ...meet expectations of a beginning teacher for content preparation and knowledge. (F)	6	1	0	4	1	2.83
(Q3) ...adhere to the ethical requirements of the teaching profession. (G)	6	0	1	3	2	3.17
(Q4) ...adhere to the legal requirements of the teaching profession. (H)	6	1	0	3	2	3.0
(Q5) ...provide an appropriate and challenging learning experience. (I)	7	0	1	5	1	3.0
(Q6) ...provide an inclusive learning environment. (J)	7	0	1	3	3	3.28
(Q7) ...provide a rigorous learning environment. (K)	7	0	1	5	1	3.0
(Q8) ...use a variety of assessment methods to guide, adjust, and improve instruction. (L)	7	0	1	4	2	3.14
(Q9) ...develop content specific assessments to test for student understanding of the lesson objectives. (M)	7	0	1	4	2	3.14
(Q10) ...differentiate instruction to meet all students' learning needs. (N)	7	1	0	5	1	2.85
(Q11) ...work effectively with students with all exceptionalities. (O)	7	1	0	4	2	3.0
(Q12) ...analyze student assessment data to improve classroom instruction. (P)	7	1	1	4	1	2.71
(Q13) ...use effective strategies to manage the learning environment. (Q)	7	1	0	4	2	3.0
(Q14) ...integrate technological tools as appropriate to advance student learning. (R)	7	0	1	4	2	3.14
(Q15) ...openly accept suggestions/constructive feedback. (S)	7	0	1	3	3	3.28

(Q16) ...exhibit ethical practice expected of educators. (T)	7	1	0	3	3	3.14
(Q17) ....work effectively with other professionals. (U)	7	0	1	3	3	3.28
(Q18) ...work effectively with parents/guardians. (V)	7	0	1	3	3	3.28
(Q19) ....work effectively with school leaders. (W)	7	1	0	3	3	3.14
(Q20) ...work effectively within the school culture. (X)	7	1	0	3	3	3.14
	<i>N</i> =	1 Very Dissatisfied	2 Dissatisfied	3 Satisfied	4 Very Satisfied	Average
Overall satisfaction with training by MU EPP (Y)	7	1	0	3	3	3.14