Sterling Teacher Education Program (STEP)
Surveys from Academic Years 2020, 2021, 2022

ASSESSMENT	PURPOSE	FREQUENCY
Alumni Surveys – surveys of graduates sent out yearly in the Spring around the end of February/beginning of March.	To provide an opportunity for graduates to reflect on their preparation to teach. To provide feedback for improvement of our program.	Graduates receive the first survey request in the spring of their first year of teaching. Then they receive a survey their second and third year out.

Alumni Surveyed	Surveys Sent	Response Rate
Graduates from Academic Years 2017, 2018, and 2019 (3 years, 2 years, 1 year out)	Spring 2021	21/38 = 55%
Graduates from Academic Years 2018, 2019, and 2020 (3 years, 2 years, 1 year out)	Spring 2022	17/35 = 50%
Graduates from Academic Years 2019, 2020, and 2021 (3 years, 2 years, 1 year out)	Spring 2023	24/28 = 85%

Alumni Survey Results:

Managing the Classroom	Need Additional Support	Developing Skill	Accomplished Skill	Able to Lead Others	% receiving Accomplished Skill or Able to Lead Others
Develop a behavioral management plan	0	13	8	3	46%
Organize professional spaces in preparation to teach	0	4	14	6	83%
Manage personal life in preparation to be a role model for students	0	4	13	7	83%
Evaluate ethical decisions in a professional environment	0	5	13	6	79%
Establish a positive classroom environment	0	4	15	5	83%
Establish grading procedures	1	9	13	1	58%
My overall assessment of my ability to manage my classroom	0	5	17	2	79%
Planning Units and Lessons	**Need Additional Support**	**Developing Skill**	**Accomplished Skill**	**Able to Lead Others**	**% receiving Accomplished Skill or Able to Lead Others**
Develop and explain learning outcomes	0	5	18	1	79%
Develop and explain learning objectives	0	8	15	1	67%
Design units of instruction	1	8	13	2	63%
Design effective lessons	1	6	14	3	71%
Implement planned learning activities	0	7	14	3	71%
Adjust instruction to address the emerging needs of learners	0	9	12	3	63%
My overall assessment of my ability to plan units and lessons	0	10	13	1	58%

Understanding the Learners	Need Additional Support	Developing Skill	Accomplished Skill	Able to Lead Others	% receiving Accomplished Skill or Able to Lead Others
Describe learning as a continuum of life experiences that change as students mature and develop	0	7	12	5	71%
Analyze established group dynamics	1	4	14	5	79%
Articulate established and desired group norms	0	9	12	3	63%
Understand and respect diverse learning needs of students from varying cultural and economic backgrounds	0	7	9	8	71%
Recognize differences among my experiences and the experiences of students who have different backgrounds from me	0	6	11	7	75%
My overall assessment of my ability to understand my learners	0	6	13	5	75%
Utilizing Methods of Teaching and Instruction	Need Additional Support	Developing Skill	Accomplished Skill	Able to Lead Others	% receiving Accomplished Skill or Able to Lead Others
Recognize varying modalities and learning styles	0	8	13	3	67%
Determine instructional approaches, based upon desired learning outcomes and objectives	0	8	12	4	67%
Utilize effective research-based strategies consistent with the learning outcomes	1	10	11	2	54%
Vary instructional approaches to meet the different learning needs of specific students	1	7	14	2	67%
My overall assessment of my ability to utilize methods of teaching and instruction	1	8	13	2	63%
Assessing and Tracking Student Performance	Need Additional Support	Developing Skill	Accomplished Skill	Able to Lead Others	% receiving Accomplished Skill or Able to Lead Others
Document student performance	1	6	14	3	71%
Communicate expectations for mastering content	1	7	13	3	67%
Track student progress	0	13	5	6	46%
Provide specific, corrective, and supportive feedback	1	9	9	5	58%
Assess learning by developing Formative, Interim, and Summative Assessments	0	13	9	2	46%
Communicate growth and change in student performance	0	11	10	3	54%

My overall assessment of my ability to assess and track student performance	0	12	10	2	50%
Technology Integration	**Need Additional Support**	**Developing Skill**	**Accomplished Skill**	**Able to Lead Others**	**% receiving Accomplished Skill or Able to Lead Others**
Promoting interactive technologies locally and globally	1	9	11	3	58%
Collaborating in face-to-face and virtual environments	2	8	11	3	58%
Using technology to support assessment practices	1	5	14	4	75%
Engaging learners to access, interpret, evaluate, and apply information	1	7	14	2	67%
Modeling safe, legal, and ethical use of information in source citation	1	3	15	5	83%
Respecting others in the use of social media	0	3	11	10	88%
My overall assessment of my ability to integrate technology to promote learning	0	6	15	3	75%
Equity	**Need Additional Support**	**Developing Skill**	**Accomplished Skill**	**Able to Lead Others**	**% receiving Accomplished Skill or Able to Lead Others**
Managing the learning environment to actively and equitably engage learners	0	4	16	4	83%
Accessing school and/or district-based resources to evaluate the learner's content knowledge in their primary language	1	5	15	3	75%
Facilitating learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues	1	7	12	4	67%
Collaborating with families, communities, colleagues, and other professionals to promote learner growth and development	0	4	18	2	83%
My overall assessment of my ability to foster an equitable learning environment	1	4	16	3	79%

From the Alumni Survey: The last section of our survey is "Please share any additional comments". The following statements relate to effectiveness from and satisfaction with our program per our graduates. When graduates are effective in their classroom, they are satisfied with their training.

Academic Year 2020 Graduate Survey Feedback
I think you all do a fantastic job at preparing us to be effective teachers.

I feel that my placement with the cooperating teacher I had did an amazing job with making sure that I was involved in anything and everything. She taught me a lot this semester, and I have full confidence in myself after teaching in her classroom.

I have absolutely no complaints with the Sterling Teacher Education Program! I felt I was sufficiently prepared for almost all situations and practices I face as a teacher.

Time in real classrooms is so valuable. Every class/student is different and being able to manage all of those differences can be a challenge. So as much exposure as you can get before the real deal will be such good learning experiences.

I felt very prepared to enter the classroom.

Academic Year 2021 Graduate Survey Feedback

I feel prepared and ready to have my own classroom next year! Overall, I feel as though I am equipped with the strategies and tools to meet the needs of my students and build positive relationships with students.

SC has been wonderful and the professors and staff have done a phenomenal job of preparing us for the classroom.

My first year of teaching has taught me so much! You all definitely helped prepare me!

I enjoyed my time going through the STEP program and worked hard to learn and grow as a teacher.

I felt prepared. The hands-on experience was crucial.

Academic Year 2022 Graduate Survey Feedback

I have felt prepared with realistic expectations of what my first year would be like. I don't feel like I have been surprised or blind-sided by anything. It has been difficult, but I have been able to learn from my colleagues and reach back into the toolbox from my education when I had questions.

I think Classroom Management was the best class by far and I still use some of that information today.

I felt prepared going into my first year.

I love my job and so glad I chose to be a teacher!

Thank you for all you have done!