Sterling Teacher Education Program (STEP)
Surveys from Academic Years 2022, 2023, 2024

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 the improvement of our program.	Graduates receive the first survey request in the spring of their first year of teaching. Then they receive a survey in their second and third year out.

Alumni Surveyed	Surveys Sent	Response Rate
Graduates from Academic Years 2019, 2020, and 2021 (3 years, 2 years, 1 year out)	Spring 2023	24/28 = 85%
Graduates from Academic Years 2020, 2021, and 2022 (3 years, 2 years, 1 year out)	Spring 2024	13/35= 37%
Graduates from Academic Years 2021, 2022, and 2023 (3 years, 2 years, 1 year out)	Spring 2025	12/34=35%

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	8	3	1	33%
Organize professional spaces in preparation to teach	0	1	8	3	92%
Manage personal life in preparation to be a role model for students	0	1	5	6	92%
Evaluate ethical decisions in a professional environment	0	1	9	2	92%
Establish a positive classroom environment	0	1	6	5	92%
Establish grading procedures	0	4	7	1	67%
My overall assessment of my ability to manage my classroom	0	2	10	0	83%
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	7	0	58%
Develop and explain learning objectives	0	3	7	2	75%
Design units of instruction	0	5	6	1	58%
Design effective lessons	0	4	5	3	67%
Implement planned learning activities	0	2	8	2	83%
Adjust instruction to address the emerging needs of learners	1	4	7	0	58%

My overall assessment of my ability to plan units and lessons	0	4	7	1	67%
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	3	9	0	75%
Analyze established group dynamics	1	2	8	1	75%
Articulate established and desired group norms	1	4	6	1	58%
Understand and respect diverse learning needs of students from varying cultural and economic backgrounds	1	1	7	3	83%
Recognize differences among my experiences and the experiences of students who have different backgrounds from me	0	2	8	2	83%
My overall assessment of my ability to understand my learners	0	3	8	1	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	4	8	0	67%
Determine instructional approaches, based upon desired learning outcomes and objectives	1	6	5	0	42%
Utilize effective research-based strategies consistent with the learning outcomes	1	7	4	0	33%
Vary instructional approaches to meet the different learning needs of specific students	1	4	6	1	58%
My overall assessment of my ability to utilize methods of teaching and instruction	1	5	6	0	50%
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	0	2	9	1	83%
Communicate expectations for mastering content	0	1	10	1	92%
Track student progress	0	3	7	2	75%
Provide specific, corrective, and supportive feedback	0	4	7	1	67%

Assess learning by developing Formative, Interim, and Summative Assessments	0	4	8	0	67%
Communicate growth and change in student performance	1	2	9	0	75%
My overall assessment of my ability to assess and track student performance	0	3	9	0	75%

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	2	5	4	1	42%
Collaborating in face-to-face and virtual environments	0	7	5	0	42%
Using technology to support assessment practices	0	5	4	3	58%
Engaging learners to access, interpret, evaluate, and apply information	0	6	5	1	50%
Modeling safe, legal, and ethical use of information in source citation	1	3	6	2	67%
Respecting others in the use of social media	0	1	4	7	92%
My overall assessment of my ability to integrate technology to promote learning	0	3	8	1	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	5	5	2	58%
Accessing school and/or district-based resources to evaluate the learner's content knowledge in their primary language	0	3	8	1	75%
Facilitating learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues	0	5	6	1	58%
Collaborating with families, communities, colleagues, and other professionals to promote learner growth and development	0	5	7	0	58%
My overall assessment of my ability to foster an equitable learning environment	0	4	8	0	67%

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

Academic Year 2021 Graduate Survey Feedback

Consider that some of your secondary education students will end up teaching in large title 1 buildings. That being said, they will need to be well versed in behavior management skills if that's the path they're wanting to take. They also need to understand that they will be teaching in a building where a lot of students are behind in their educational journey. During my time in middle school, we had 880 kids through 3 grades, only 9% of them were on grade level. My first two years trying to meet them where they were at was difficult, and I took it personally. What saved me was the relationships I built with my students. The curriculum is great, but in my opinion knowing your kids is a lot more important. If you could stress the importance of social intelligence and relationship building in the classroom, I think it would really help young teachers.

Some more role playing when students are escalated, cussing, and an effective way to learn to track those behavior incidents for future.

Teaching is a wild ride. Wild and rewarding. I wish I had been a little more prepared for just how much teachers are on their own. We run our classrooms and become islands. You need to be able to run your room, and I didn't realize how much of being a teacher would just be ME. I feel very blessed that I am self-motivated and can work on my own, but it was still a little alarming when I got started.

More time in classrooms!

Academic Year 2022 Graduate Survey Feedback

Adding Restorative Practices, many schools use this & it would be beneficial to have heard them before I was expected to implement them

Center based learning and how those can be standard based and effective if used correctly

SC gave me an excellent education, I am not leaving the field because I do not feel equipped, but rather because the politics of the public school makes it too difficult to enjoy teaching itself. I plan to stay home with my babies and hope to put my education to use in the future through either homeschool or private school teaching!

Teach more lessons to actual classes, instead of being in a class, have students observe with discussion questions in mind. Real time in classroom is only way to actually prepare teachers

Academic Year 2023 Graduate Survey Feedback

I believe Sterling prepared me very well for my teaching career.

I learned more from being in the school than learning in the classroom. I am lucky to have had experience outside of college that grew me in classroom management before I started teaching. Teaching in the public school system today is more about managing behaviors. No teaching can be done if a classroom is not well managed. Spend more time teaching this and letting future teachers be inside the schools as much as possible.

The classroom management class that I took at Sterling did not prepare me at all for real life situations. That should be one of the most important classes and I often found myself lacking in that area. During student teaching at Sterling Grade, I didn't experience the behaviors that I experienced last year, so I was just learning as I went and felt like I could have been slightly more prepared in that area.

I feel the program adequately prepared me for the classroom.