Sterling Teacher Education Program (STEP)
Surveys from Academic Years 2016, 2017, 2018

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 2013, 2014, and 2015 (one yr., two yrs., three yrs. out)	Spring 2017	22/58 = 38%
Graduates from Academic Years 2014, 2015, and 2016 (one yr., two yrs., three yrs. out)	Spring 2018	23/52 = 44%
Graduates from Academic Years 2015, 2016, and 2017 (one yr., two yrs., three yrs. out)	Spring 2019	21/60 = 35%

Alumni Survey Results:					
Knowledge in Planning and Preparation, STEP prepares teachers that:	**Highly Disagree**	**Disagree**	**Agree**	**Highly Agree**	**% that Agree and Highly Agree**
Demonstrate proficiency in their Major content certification area.	0	3	28	35	95%
Plan instruction that will address the needs of diverse and special needs students including ELL.	0	7	34	25	89%
Identify development and readiness for learning to make instructional decisions for students' needs.	0	4	36	26	94%
Show an understanding of state, local and national curriculum standards and their application and integration to instruction.	0	7	22	37	89%
Demonstrate setting instruction outcomes that represent higher-level learning.	0	1	33	31	98%
Demonstrate an understanding of the importance of culture in learning.	0	4	29	33	94%
Demonstrate an understanding of the importance of teaching and learning resources, including technology.	0	5	27	34	92%
Align learning activities, instructional materials, and assessments.	0	3	26	37	95%
Utilize formative and summative assessments effectively.	0	4	29	33	94%
Foster an Engaging Classroom Environment, STEP prepares teachers that:	**Highly Disagree**	**Disagree**	**Agree**	**Highly Agree**	**% that Agree and Highly Agree**

	Highly Disagree	Disagree	Agree	Highly Agree	% that Agree and Highly Agree
Demonstrate an environment of respect and rapport.	0	0	20	46	100%
Establish an engaging culture for learning, or develops skills necessary to facilitate a productive and unified learning community.	0	1	30	35	98%
Develop an effective and consistent approach to classroom management. Manages time and transitions effectively.	0	10	30	26	85%
Develop skills necessary to respond effectively to misbehavior.	1	19	25	21	70%
Display effective use of physical space and resources.	0	3	33	30	95%
Are aware of students' behavior.	0	5	34	27	92%
Demonstrate a motivating and engaging learning atmosphere.	0	0	30	36	100%
Know to enthusiastically communicate the importance of the content taught.	0	0	34	31	100%
Effectively collaborate with support staff.	0	7	29	30	89%
Effective Instructional Strategies, STEP prepares teachers that:	**Highly Disagree**	**Disagree**	**Agree**	**Highly Agree**	**% that Agree and Highly Agree**
Communicate clear instructional objectives with students.	0	1	34	31	98%
Use effective verbal and nonverbal communication techniques with students.	0	0	32	34	100%
Utilize higher-level questions and thinking skills throughout instruction.	0	2	32	32	97%
Effectively engage students learning.	0	1	31	34	98%
Demonstrate persistence in their teaching.	0	2	28	36	97%
Facilitate engaging instruction that will address the needs of diverse students.	0	3	33	30	95%
Assess students regularly to set instruction goals.	0	6	29	31	91%
Are responsive to student needs and questions by providing quality and timely feedback to students.	0	3	31	32	95%
Use resources and technology to enhance student learning.	0	3	29	34	95%
Professional Responsibilities, STEP prepares teachers that:	**Highly Disagree**	**Disagree**	**Agree**	**Highly Agree**	**% that Agree and Highly Agree**
Regularly reflect on teaching practices and set goals for continued improvement.	0	0	23	42	100%
Demonstrate knowledge of the importance of accurate record keeping.	0	7	27	31	89%
Communicate appropriately with families.	0	6	34	25	91%

Interact professionally with colleagues and the school community.	0	0	29	36	100%
Demonstrate professional growth and development.	0	1	28	36	98%
Show professionalism by giving students fair opportunities to succeed.	0	1	27	37	98%
Use student data to plan instruction.	1	10	21	33	83%
Demonstrate ethical behavior.	0	0	14	51	100%
IDEAL Professional Attributes and Servant Leadership, STEP prepares teachers that:	**Highly Disagree**	**Disagree**	**Agree**	**Highly Agree**	**% that Agree and Highly Agree**
Model integrity, honesty, and confidentiality.	0	0	16	50	100%
Are dependable, reliable in attendance, punctual, and responsible. Preparation is of the highest quality and completed in a timely manner.	0	0	20	46	100%
Use the effective communication tools of listening, speaking, writing, and self-reflection.	0	0	21	45	100%
Model appropriate attitudes by being culturally responsive, diplomatic, collegial, cooperative, caring and enthusiastic.	0	0	25	41	100%
Demonstrate leadership qualities by being hardworking, adaptable, organized, collaborative, dressing appropriately, and embracing the concept of a lifelong learner.	0	0	19	47	100%

STEP Overall	**Poor**	**Below Average**	**Average Satisfactory**	**Above Average**	**Superior**	**% of Superior, Above Average, and Average Satisfactory**
Rate the overall education teachers receive in STEP.	0	0	10	30	25	100%

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 2016 Graduate Survey Feedback

I wanted to extend a huge thank you to the Education Department at Sterling. As I go through my first year of teaching, I frequently find myself reflecting on the quality of my education through the department. I often find myself realizing the reasons to why you had us do the things that we did. While my first year is just as tough as other first year teachers, I feel that I have a stronger background than most at my school. A couple recent instances prove this, and I really wanted to share them with you!

My mentor teacher has a student teacher this semester. Upon talking to this student teacher, she told me that she has only observed/taught in Kindergarten classrooms. She also said that she has never been in a

classroom or worked with a Special Needs student. It broke my heart to hear her lack of experience, as I thought back to how I had been observing/working with various grades and abilities since the 2nd semester of my freshman year.

Our school did a poverty simulation on Monday. This simulation was an awesome opportunity to learn more about poverty within our community and classroom. At the conclusion of the simulation, we debriefed. The presenter asked the room full of educators (about 50 teachers and specialists) how many of them had learned about poverty in their undergrad. I was the only one. Part of the presenter's presentation was about Ruby Payne's work, which was so awesome to know that she was the author of the book we read with Wagley!

I was in the online teaching program. Wow! I hear over and over how this program prepared me so much more effectively than any other has prepared new teachers in the state of Kansas. This includes more traditional, on-campus programs. It is second to none.

I have been very pleased with the quality of the program! I have felt that it was somewhat intense, but I learned a lot!

I am so incredibly blessed to have been part of the STEP program! It has prepared me so well for teaching in the classroom. The team of educators and staff in this program have been incredibly helpful whenever I have had questions or concerns and the education I have received, I believe has helped me become a better teacher and person! Thanks for everything :)

I miss you guys! Thank you for providing me with such amazing opportunities and information. I had such a positive experience with Sterling; I decided to go for my Master's degree in Curriculum and Instruction from Grand Canyon University. Thank you for setting me up for success!

Academic Year 2017 Graduate Survey Feedback

Sterling's pedagogical program is the best in the state. I am so much better prepared than others who graduated from other universities. I have a great relationship with my students, and that positive culture comes from the culture at Sterling.(Online graduate)

The STEP program is amazing. When I became a teacher, there was not much that I wasn't prepared for.

I do not know where students in the STEP stack up against students from similar programs at different schools. I felt very prepared in the classroom and I can see now that I received enough education to be a good teacher. STEP adequately prepares candidates in my opinion and I am glad for the experience I received at Sterling College.

STEP is a great program to prepare future teachers for interviews and ready to go jobs. It gives a good understanding of how to teach and what to go over to become an effective teacher. I have benefited a lot from going through the program and it is paying off today.

I am proud to have attended Sterling College and believe it is one of the very best places for teacher education.

Academic Year 2018 Graduate Survey Feedback

An awesome program that I'm proud to have been a part of. They demonstrate self-reflectiveness and fostering a positive classroom (and department) environment well.

I was very happy with my experience at Sterling and it prepared me well.

Thank you for giving me the tools I need to be a successful teacher. (Online graduate)

The professors and classes that I had when I was at SC (in the Edu department) were absolutely amazing. I could not have asked for anything better. I was so blessed to have them in my life. Even now, I still speak with them and they help me with different experiences that I am having. I know many of them have moved on to other things, but I could not asked for a more perfect group to get me to where I am and continue supporting and encouraging me now.

I loved the efforts and attention the faculty gave to us as we went through the program. We always knew where to go when we had questions.