

Evidence 4.4.2 Alumni Survey

Copy of Education Programs' Alumni Survey- 3 year follow-up

1. Education Alumni Survey

Dear NKU teacher education alumnus:

Please take a few minutes to answer the following questions regarding your educator preparation program at Northern Kentucky University. We value your opinion and will use the information you provide to improve our educator preparation programs, to meet the needs of P-12 schools in the region, and meet CAEP accreditation requirements. Your answers to these questions will remain anonymous and will be reported as aggregated data.

2. Demographics

* 1. Please check the current year.

- 2016
- 2017
- 2018
- 2019

2. In which program were you enrolled?

- "Regular" undergraduate program
- Master of Arts in Teaching (MAT)

3. What is your area of certification (check all that apply)?

- IECE (Birth- Age 5)
- Elementary
- Middle Grades English
- Middle Grades Mathematics
- Middle Grades Social Studies
- Middle Grades Science
- Art
- Biological Science
- Business Education
- Chemistry
- Earth/ Space Science
- English
- French
- German
- Physical Education/ Health
- Mathematics
- Music
- Physics
- Social Studies
- Spanish
- Special Education

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3. Standards

* 4. Based on your teaching performance, how well did NKU prepare you to teach your academic subject and grade level? (CAEP: 1.1-1.5; 2.3; CAEP: D, T; KTS: 1-10; InTASC: 3, 4, 6, 7, 8, 10; KFFT: 1-4

- Ineffective
- Developing
- On Target
- Accomplished

* 5. Based on your teaching performance, how well did NKU prepare you on the following aspects of professional practices, as stated in the Kentucky Teacher Standards?

	Ineffective	Developing	On Target	Accomplished
Design and plan instruction aligned to state standards. CAEP: 1.1; KTS: 2; InTASC: 4; KFFT: 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use clear and correct written and verbal language that communicates content in a manner appropriate for students. CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 4; KFFT: 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly communicate (via verbal and body language) expectations and confidence in students' abilities to meet these expectations. CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFFT: 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ineffective	Developing	On Target	Accomplished
<p>Communicate clear standards of conduct, show awareness of student behavior, and respond in ways that are both appropriate and respectful of students. CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFFT: 2</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Use a variety of instructional strategies that actively engage students and meet diverse needs (students with exceptionalities, ELL, socio-economic, racial/ethnic). CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFFT: 3</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Identify misconceptions related to content and effectively addresses them during instruction. CAEP: 1.2; KTS: 1; InTASC: 4; KFFT: 3</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Implement instructional strategies that promote the development of higher-order thinking. CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFFT: 3</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Provide opportunities and guidance for students to consider lesson content from multiple and relevant perspectives. CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFFT: 3</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Perform non-instructional tasks, handle materials and supplies, manage transitions, and organize and monitor group work so there is minimal loss of instructional time. CAEP: 1.1; KTS: 4; InTASC: 3; KFFT: 2</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ineffective	Developing	On Target	Accomplished
Use classroom space and materials effectively for the lesson and learners. CAEP: 1.1; KTS: 4; InTASC: 3; KFFT: 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a classroom environment that is both emotionally and physically safe by treating all students with respect and concern. CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFFT: 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-teach lessons with the special educator or other professionals, actively utilizing all professionals in a manner that enhances student learning. CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology in a manner that facilitates or enhances student learning. CAEP: 1.5; CAEP: T; CAEP: D; KTS: 6; InTASC: 8; KFFT: 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate formative assessments to determine each student's progress and guide instruction. CAEP: 1.2; KTS: 5; InTASC: 6; KFFT: 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide multiple opportunities for students to engage in self-assessment of learning. CAEP: 1.2; KTS: 5; InTASC: 6; KFFT: 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on and evaluate teaching and student learning. CAEP: 1.1; KTS: 7; InTASC: 9; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ineffective	Developing	On Target	Accomplished
Display appropriate dispositions for teaching children. CAEP: 1.1; KTS: 3; InTASC: 9; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with and engage colleagues, parents, community members, and others. CAEP: 2.3; KTS 8; InTASC: 10; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify professional strengths and priorities for professional development. CAEP: 1.1; KTS: 9; InTASC: 9; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify leadership opportunities that enhance student learning and/or the professional environment of the school. CAEP: 1.1; KTS: 10; InTASC: 10; KFFT: 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support families through family-centered services that promote independence and self-determination. CAEP: 1.1; KTS: 8; InTASC: 2; KFFT: 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What are the strengths of the NKU teacher education program, as evidenced by your performance as a teacher?

7. What are areas for improvement in the NKU teacher education program, as evidenced by your performance as a teacher?

4. Completion

THANK YOU for participating in the survey. We appreciate you taking the time to complete it and will use your feedback to review and improve our educator preparation programs.