

## MDE 2017/18 Survey of SOE Alumni After First Year of Teaching Experience (N=8)

<b>DESIGNING HIGH_QUALITY LEARNING EXPERIENCES</b> In retrospect, my college/university prepared me to...	<b>% Strongly or Somewhat Agree</b>	<b>% Somewhat or Strongly Disagree</b>
- use instructional strategies to help students understand key concepts in the content area(s).	100.0%	0.0%
- use knowledge of content area(s) to design high-quality learning experiences.	87.5%	12.5%
- use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	100.0%	0.0%
- use multiple ways to model and represent key concepts in the content area(s) taught.	62.5%	37.5%
<b>APPLYING CRITICAL THINKING</b> In retrospect, my college/university prepared me to...		
- question and challenge assumptions within the content area(s) being taught.	75.0%	25.0%
- apply various perspectives to analyze complex issues and solve problems.	87.5%	12.5%
- interpret and evaluate information in their content area(s).	100.0%	0.0%
<b>CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES</b> In retrospect, my college/university prepared me to...		
- connect content knowledge to LOCAL issues in his or her teaching.	62.5%	37.5%
- connect content knowledge to GLOBAL issues in his or her teaching.	87.5%	12.5%
- develop meaningful learning experiences to help students apply content knowledge to real world problems.	100.0%	0.0%
<b>ADDRESSING THE NEEDS OF SPECIAL POPULATIONS</b> In retrospect, my college/university prepared me to...		
- adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	62.5%	37.5%
- adapt instructional strategies and resources to support English language learners.	37.5%	62.5%
- apply modifications and accommodations based on legal requirements for supporting English language learners.	37.5%	62.5%
- apply modifications and accommodations based on Individualized Education Programs (IEPs).	87.5%	12.5%
- adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	62.5%	37.5%
<b>ORGANIZING THE LEARNING ENVIRONMENT</b> In retrospect, my college/university prepared me to...		
- create a learning environment which engages students in both collaborative and self-directed ways.	100.0%	0.0%
- establish and communicate explicit expectations with colleagues and families to promote individual student growth.	87.5%	12.5%
- manage the learning environment to promote student engagement and minimize loss of instructional time.	87.5%	12.5%
<b>USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING</b> In retrospect, my college/university prepared me to...		

- facilitate the creation of digital content by students.	62.5%	37.5%
- create an online learning environment for students which includes digital content, personal interaction, and assessment.	62.5%	37.5%
- integrate digital content into her or his teaching which is pedagogically effective.	62.5%	37.5%
- use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.	50.0%	50.0%
- practice high ethical standards in his or her use of technology.	62.5%	37.5%
<b>EFFECTIVE USE OF ASSESSMENTS AND DATA</b> In retrospect, my college/university prepared me to...		
- design or select assessments to help students make progress toward learning goals.	100.0%	0.0%
- analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	87.5%	12.5%
- differentiate instruction based on student assessment data.	100.0%	0.0%
<b>FIELD EXPERIENCES AND CLINICAL PRACTICES</b> I feel my teaching experience during this year...		
- was positively affected by the field experiences and clinical practice I had through my preparation program.	87.5%	12.5%
- included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	87.5%	12.5%
- was shaped by the regular, constructive feedback provided by my college/university supervisor.	100.0%	0.0%
- was better because of the opportunities I had to voice concerns and issues to my college/university supervisor.	87.5%	12.5%
- was a product of the high expectations for my clinical practice and field experiences held by my college/university supervisor during my preparation.	87.5%	12.5%