

			5=Highly Effective-- Program fostered strong understanding that helped me to perform task exceptionally	4=Mostly Effective-- Program fostered understanding that helped me to perform task well	3=Effective-- Program fostered understanding that helps me to perform task adequately	2=Mostly Ineffective-- Program did to foster understanding that would help me to perform task adequately	1=Ineffective-- Program did not foster understanding that would help me to perform task		5=Highly Effective-- Program fostered strong understanding that helped me to perform task exceptionally	4=Mostly Effective-- Program fostered understanding that helped me to perform task well	3=Effective-- Program fostered understanding that helps me to perform task adequately	2=Mostly Ineffective-- Program did to foster understanding that would help me to perform task adequately	1=Ineffective-- Program did not foster understanding that would help me to perform task
E		Effectiveness of Program Preparation	Elementary Education (K-5) N=2						Secondary (N=2)				
	Q20	Ability to acquire knowledge of students' backgrounds academically	100%	0%	0%	0%	0%		0%	50%	50%	0%	0%
	Q21	Ability to acquire developmental knowledge of students.1	100%	0%	0%	0%	0%		50%	0%	50%	0%	0%
	Q22	Ability to select/develop instructional strategies (i.e. learning activities, resources, assessments) that benefit all students.1	100%	0%	0%	0%	0%		50%	0%	0%	50%	0%
F		Preparation in a Classroom Invrionment	Elementary Education (K-5) N=2						Secondary (N=2)				
	Q23	Creating an environment (i.e. physical environment and procedurs) that stimulates learning.	100%	0%	0%	0%	0%		0%	100%	0%	0%	0%
	Q24	Establishing a positive rapport with all students.	100%	0%	0%	0%	0%		50%	50%	0%	0%	0%
	Q25	Developing and maintaining high standards of classroom behavior for all students.	100%	0%	0%	0%	0%		0%	100%	0%	0%	0%
G		Preparation for Instructional Delivery	Elementary Education (K-5) N=2						Secondary (N=2)				
	Q26	Communicating learning outcomes to all students.1	50%	0%	50%	0%	0%		100%	0%	0%	0%	0%
	Q27	Developing and sustaining a high standard for learning among students.1	100%	0%	0%	0%	0%		0%	100%	0%	0%	0%
	Q28	Using appropriate instructional strategies with different learning levels.1	50%	50%	0%	0%	0%		0%	50%	50%	0%	0%
	Q29	Responding effectively to diverse situations within the school and classroom (i.e. SES, ethnicity/race, etc.)	50%	0%	50%	0%	0%		0%	50%	50%	0%	0%
	Q30	Using formative and summative assessments to drive instruction.	100%	0%	0%	0%	0%		50%	50%	0%	0%	0%
H		Preparation for Professional Responsibilities	Elementary Education (K-5) N=2						Secondary (N=2)				
	Q31	Participation in curricular or instructional committee activities.	50%	0%	50%	0%	0%		0%	50%	0%	0%	50%
	Q32	Participation in extracurricular activities.	50%	0%	50%	0%	0%		0%	50%	0%	0%	50%
	Q33	Communication with students, families, and colleagues.	100%	0%	0%	0%	0%		50%	0%	50%	0%	0%
	Q34	Ability to pursue self-improvement in teaching practices.	50%	50%	0%	0%	0%		0%	50%	0%	50%	0%

The School of Education surveyed 28 program completers currently employed in P-12 education and received four responses. These survey results are based on responses received.

	Elementary (K-5) N=2	Secondary
Q35	We have asked you about the effectiveness of the education program at Ferris in equipping you with the understanding and ability to perform various tasks used in teaching. If you have any additional comments to share with us about this, please share below.	
	Thank you for everything.	Keep up the good work. I am very thankful for my time at Ferris State University and feel like I was relatively prepared for my time in the work force. There are things that only experience to teach and I feel like my being unprepared results from inexperience, not from a lack of prep from Ferris.
		The largest factors I felt unprepared for in the classroom was addressing such a wide range of learning capabilities and backgrounds. I also felt like I could have been more prepared on classroom management and how to scope out professional development/improvement opportunities.
Q36	One specific question we have with our graduates is how you have impacted your students as their teacher. Please share how you have impacted your students' learning. What evidence supports your example?	
	Connection time in the morning.	I believe that I have impacted them by building lasting relationships and by developing high level World History Curriculum. I believe that I am becoming a better teacher every day and that it shows both in my relationship with the students as well as in the quality of instruction.
		I have been very data driven in my first year of teaching. I administer pre-tests, formative assessments, and post-tests for all unit. Through this I have been able to see substantial growth in the units my students have covered over the course of this school year.