

MARYMOUNT UNIVERSITY

Title of Evidence: EPP Alumni Satisfaction

Description: In this document, there are the following pieces of evidence:

- EPP Alumni Satisfaction Survey Results: Seven survey questions are directly aligned with the Virginia Department of Education (VDOE) Uniform Performance Standards (UPS) for Teachers and tagged to the InTASC categories.
- The EPP Survey Questions are included. This Survey is sent out by the ECE Office via a Google Survey over the summer. After several weeks, a follow-up email is sent requesting participation. This data is analyzed by the EPP faculty in efforts to make continuous improvement based upon completer feedback.

Alignment to CAEP Standards and Components: 2.3, 4.1, 4.4, 5.3, 5.4, DIVERSITY

2016 EPP ALUMNI SURVEY ON COMPLETERS WHO GRADUATED IN 2015

VDOE UPS	SURVEY QUESTION	ALL COHORTS N = 17			PK-6 COHORTS N = 11				SEC/SPED N = 6			
		% Strongly Agree	% Agree	% Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
InTASC Category 1: The Learner and Learning												
Standard 2: Instructional Planning	I entered the classroom able to plan instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	41% (7)	59% (10)	0	45% (5)	55% (6)	0	0	33% (2)	67% (4)	0	0
Standard 5: Learning Environment	I entered the classroom with the ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	53% (9)	41% (7)	6% (1)	64% (7)	36% (4)	0	0	33% (2)	50% (3)	17% (1)	0
InTASC Category 2: Content												
Standard 1: Professional Knowledge	I entered the classroom with a solid understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	41% (7)	59% (10)	0	45% (5)	55% (6)	0	0	33% (2)	67% (4)	0	0
InTASC Category 3: Instructional Practice												
Standard 3: Instructional Delivery	I entered the classroom with the ability to effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	35% (6)	59% (10)	6% (1)	36% (4)	54% (6)	.09% (1)	0	33% (2)	67% (4)	0	0
Standard 4: Assessment of and for Learning	I entered the classroom with the ability to systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	53% (9)	35% (6)	12% (2)	45% (5)	36% (4)	18% (2)	0	67% (4)	33% (2)	0	0
Standard 7: Student Academic Progress	I entered the classroom with the ability to provide evidence of acceptable, measurable, and appropriate student academic progress.	41% (7)	59% (10)	0	45% (5)	55% (6)	0	0	33% (2)	67% (4)	0	0
InTASC Category 4: Professional Responsibility												
Standard 6: Professionalism	I entered the classroom with skills and dedication to maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.	76% (13)	24% (4)	0	82% (9)	18% (2)	0	0	67% (4)	33% (2)	0	0

2017 EPP ALUMNI SURVEY ON COMPLETERS WHO GRADUATED IN 2016

VDOE UPS	SURVEY QUESTION	ALL COHORTS N = 9			PK-6 COHORTS N = 6				SEC/SPED N = 3			
		% Strongly Agree	% Agree	% Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
InTASC Category 1: The Learner and Learning												
Standard 2: Instructional Planning	I entered the classroom able to plan instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	79% (8)	11% (1)	0	83% (5)	17% (1)	0	0	100% (3)	0	0	0
Standard 5: Learning Environment	I entered the classroom with the ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	100% (9)	0	0	100% (6)	0	0	0	100% (3)	0	0	0
InTASC Category 2: Content												
Standard 1: Professional Knowledge	I entered the classroom with a solid understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	67% (6)	33% (3)	0	67% (4)	33% (2)	0	0	67% (2)	33% (1)	0	0
InTASC Category 3: Instructional Practice												
Standard 3: Instructional Delivery	I entered the classroom with the ability to effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	100% (9)	0	0	100% (6)	0	0	0	100% (3)	0	0	0
Standard 4: Assessment of and for Learning	I entered the classroom with the ability to systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	67% (6)	33% (3)	0	67% (4)	33% (2)	0	0	67% (2)	33% (1)	0	0
Standard 7: Student Academic Progress	I entered the classroom with the ability to provide evidence of acceptable, measurable, and appropriate student academic progress.	79% (8)	11% (1)	0	83% (5)	17% (1)	0	0	100% (3)	0	0	0
InTASC Category 4: Professional Responsibility												
Standard 6: Professionalism	I entered the classroom with skills and dedication to maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.	78% (7)	22% (2)	0	67% (4)	33% (2)	0	0	100% (3)	0	0	0

2019 EPP ALUMNI SURVEY ON COMPLETERS WHO GRADUATED IN 2016-17

VDOE UPS	SURVEY QUESTION	ALL COHORTS N = 13			PK-6 COHORTS N = 9				SEC/SPED N = 4			
		% Strongly Agree	% Agree	% Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
InTASC Category 1: The Learner and Learning												
Standard 2: Instructional Planning	I entered the classroom able to plan instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	31% (4)	62% (8)	7% (1)	22% (2)	67% (6)	1% (1)	0	50% (2)	50% (2)	0	0
Standard 5: Learning Environment	I entered the classroom with the ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	46% (6)	54% (7)	0	44% (4)	56% (5)	0	0	50% (2)	50% (2)	0	0
InTASC Category 2: Content												
Standard 1: Professional Knowledge	I entered the classroom with a solid understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	46% (6)	39% (5)	15% (2)	22% (2)	56% (5)	22% (2)	0	100% (4)	0	0	0
InTASC Category 3: Instructional Practice												
Standard 3: Instructional Delivery	I entered the classroom with the ability to effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	31% (4)	69% (9)	0	22% (2)	78% (7)	0	0	50% (2)	50% (2)	0	0
Standard 4: Assessment of and for Learning	I entered the classroom with the ability to systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	39% (5)	54% (7)	7% (1)	22% (2)	67% (6)	1% (1)	0	75% (3)	25% (1)	0	0
Standard 7: Student Academic Progress	I entered the classroom with the ability to provide evidence of acceptable, measurable, and appropriate student academic progress.	39% (5)	54% (7)	7% (1)	33% (3)	56% (5)	1% (1)	0	50% (2)	50% (2)	0	0
InTASC Category 4: Professional Responsibility												
Standard 6: Professionalism	I entered the classroom with skills and dedication to maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.	46% (6)	54% (7)	0	44% (4)	56% (5)	0	0	50% (2)	50% (2)	0	0