

EBI Teacher Alumni Survey Seven-year Aggregate Results

Questions 1-28 are prefaced with the phrase, “Rate the degree to which the teacher preparation program developed the skill/ability to:”

Note: The survey is sent to public school teachers in Washington who were prepared through PESB-approved programs.

	Year in which program was completed						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Factor 1: Develop Instructional Strategies	5.23	5.32	5.35	5.44	5.61	5.60	5.55
Q1. Incorporate EALRs (essential academic learning requirements) into instruction	5.92	5.88	6.00	6.00	6.17	6.13	5.92
Q2. Use assessment information to inform the design of instruction	5.33	5.52	5.51	5.58	5.59	5.70	5.70
Q3. Use a variety of strategies to reflect on the instruction effectiveness/necessary modifications	5.61	5.68	5.76	5.80	5.92	5.89	5.86
Q4. Use technology to enhance students’ learning	4.50	4.79	4.88	4.95	5.24	5.16	5.28
Q5. Use knowledge of subject matter to make curriculum decisions	5.25	5.26	5.29	5.40	5.51	5.56	5.56
Q6. Articulate learning targets for student learning	5.42	5.48	5.47	5.66	5.89	5.92	5.79
Q7. Use instructional strategies for developing writing skills	4.82	4.92	4.90	4.90	5.05	5.09	5.00
Q9. Implement effective instructional strategies related to critical thinking	5.13	5.25	5.20	5.38	5.51	5.54	5.48
Q10. Implement effective instructional strategies related to problem solving.	5.10	5.15	5.12	5.26	5.40	5.43	5.35
Factor 2: Develop Reading Skills Strategies	4.42	4.51	4.62	4.67	4.87	4.88	4.80
Q8. Use instructional strategies for developing reading skills	5.17	5.22	5.30	5.37	5.52	5.56	5.45
Q 14. Use current research-based intervention strategies to diagnose reading difficulties	4.15	4.25	4.35	4.33	4.66	4.66	4.53
Q15. Use current research-based intervention strategies to prevent reading difficulties	3.87	4.01	4.12	4.24	4.40	4.41	4.35
Factor 3: Develop Student Learning	5.18	5.26	5.33	5.51	5.60	5.60	5.55
Q11. Use a variety of instructional strategies to address all levels of academic abilities and talents	5.38	5.43	5.43	5.57	5.69	5.67	5.56
Q12. Develop developmentally appropriate learning activities that engage students in learning	5.50	5.53	5.50	5.72	5.75	5.75	5.78
Q13. Develop appropriate learning opportunities for students with disabilities	4.91	4.93	4.88	5.10	5.26	5.18	5.15
Q16. Develop culturally relevant learning opportunities for all students	5.22	5.21	5.38	5.58	5.65	5.66	5.58
Q17. Use reflective analysis to assess “positive impact on student learning”	5.16	5.36	5.45	5.67	5.80	5.79	5.66
Q18. Document “positive impact on learning.”	4.77	4.97	5.14	5.32	5.42	5.44	5.33

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Q19. Use a variety of methods to regularly gather information on student progress	5.34	5.39	5.40	5.58	5.65	5.74	5.67
Factor 4: Manage Learning Context and Environment	5.24	5.32	5.35	5.54	5.56	5.58	5.55
Q20. Manage the classroom to support student learning	5.24	5.29	5.29	5.58	5.54	5.56	5.56
Q21. Use communication strategies to create supportive interactions in the classroom	5.27	5.36	5.38	5.56	5.58	5.60	5.56
Q22. Facilitate opportunities for students to participate in decision-making	5.26	5.35	5.28	5.59	5.57	5.55	5.52
Q23. Set up environments that support collaborative student learning	5.65	5.63	5.65	5.81	5.91	5.90	5.83
Q24. Collaborate with colleagues to support student learning	5.36	5.46	5.47	5.67	5.78	5.83	5.74
Q25. Actively engage parents in support of their children's learning	4.69	4.88	4.83	5.09	5.14	5.31	5.17
Q26. Create learning experiences that make subject matter meaningful to students	5.58	5.63	5.66	5.77	5.81	5.81	5.79
Q27. Relate disciplinary knowledge of other subject areas outside the classroom	5.07	5.13	5.28	5.34	5.34	5.36	5.36
Q28. Relate disciplinary knowledge to other contexts outside the classroom	5.01	5.13	5.25	5.36	5.35	5.40	5.38
Factor 5: Overall satisfaction with preparation	4.94	5.15	5.21	5.17	5.28	5.25	5.16
Q29. Expectations: To what extent did your experience with the teacher preparation program fulfill your expectations	4.82	5.09	5.20	5.02	5.18	5.11	5.08
Q30. Overall value: Comparing expense to quality, rate the value of the investment made in your teacher preparation program	4.60	4.87	4.89	4.91	4.94	4.94	4.88
Q31. Recommendation: To what degree did your teacher preparation program prepare you to succeed as a teacher	5.12	5.29	5.36	5.35	5.45	5.43	5.31
Q32. Recommendation: To what extent would you recommend your teacher preparation program to a close friend	5.24	5.36	5.41	5.43	5.57	5.53	5.38

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Factor 4: Manage Learning Context and Environment	5.45	5.61	5.62	5.65	5.68	5.60	5.66
Q20. Manage the classroom to support student learning	5.57	5.53	5.63	5.77	5.70	5.61	5.66
Q21. Use communication strategies to create supportive interactions in the classroom	5.53	5.63	5.73	5.76	5.77	5.64	5.71
Q22. Facilitate opportunities for students to participate in decision-making	5.25	5.50	5.42	5.43	5.51	5.45	5.50
Q23. Set up environments that support student learning	5.54	5.74	5.72	5.78	5.77	5.71	5.75
Q24. Collaborate with colleagues to support student learning	5.96	5.97	6.07	6.07	6.06	6.03	6.03
Q25. Actively engage parents in support of their children's learning	5.20	5.47	5.36	5.35	5.45	5.39	5.49
Q26. Create learning experiences that make subject matter meaningful to students	5.55	5.78	5.80	5.77	5.78	5.70	5.75
Q27. Relate disciplinary knowledge of other subject areas outside the classroom	5.14	5.40	5.35	5.35	5.48	5.35	5.44
Q28. Relate disciplinary knowledge to other contexts outside the classroom	5.16	5.45	5.46	5.45	5.52	5.44	5.47
Factor 5: Overall satisfaction with preparation	5.43	5.66	5.62	5.44	5.45	5.37	5.33
Q29 Overall evaluation of the teacher's educational preparation: To what extent does this teacher fulfill your expectations for teaching quality	5.61	5.80	5.77	5.66	5.63	5.53	5.47
Q30. Overall evaluation of the teacher's educational preparation: How well prepared was this teacher to take on teaching responsibilities when he/she joined your school	5.24	5.53	5.46	5.25	5.30	5.22	5.21