

CAEP Standards/Components: 1.1, 1.2,1.4,1.5, 4.1,4.2, 4.3, 5.2, 5.4

InTASC Standards: 1-10

NJPST: 1-10

**Administration and Purpose:** The Exit Survey in an EPP created assessment that measures completers' perceptions of their preparation at Monmouth University upon graduation. The Exit survey is aligned with the 10 InTASC standards, New Jersey Professional Standards for Teaching (NJPST) and CAEP. The survey is intended to measure how candidates perceive their readiness to teach upon completion. It is also used to gain student feedback for program improvement. The 29 likert items, along with the open ended questions and demographic items provide the EPP with valuable information about our most important stakeholders, our candidates.

The survey is administered at the end of each semester through Foliotek once they have completed their program and are preparing for our certification meeting. Completers are able to click on the exit survey link in Foliotek and complete the survey. The survey takes approximately 15 minutes to complete.

**Data:** Survey results are shared at the annual retreat, faculty meetings, the University Teacher Education Advisory Council, Dean's Advisory Council, and all partnership advisory committees. The data is distributed to content faculty outside of the school of education as well as the SoE faculty in an effort to improve programs. Results are disaggregated by content based on individual and aggregate data by the four InTASC categories: Category 1: The Learner and Learning, Category 2: Content Knowledge, Category 3: Instructional Practice, Category 4: Professional Responsibility.

**Content of the Exit Survey:** The survey measures 10 inTASC standards which are aligned to the NJPST and CAEP. The 29 items are broken down by the four InTASC categories: Category 1: The Learner and Learning (6 items), Category 2: Content Knowledge (9 items), Category 3: Instructional Practice (9 items), Category 4: Professional Responsibility (5 items). The five point likert score is as follows: Strongly Agree (5 pts), Agree (4 pts), Neutral (3 pts), Disagree (2 points), Strongly Disagree (1 point).

**Instructions:** Completers are asked to complete the survey by logging in to Foliotek and opening the survey at program completion.

**Scoring:** The five point likert score is as follows: Strongly Agree (5 pts), Agree (4 pts), Neutral (3 pts), Disagree (2 points), Strongly Disagree (1 point). Percentages are calculated and presented by content. The EPP's goal is to obtain a mean score of over 4.0 on each survey item.

**Validity and Reliability Measures:** Measures of validity and reliability are not required as per CAEP Handbook p. 167. This survey meets the requirements for surveys as they are aligned with the InTASC and NJPST. Additionally the surveys measure one item per question.

**Response Rate:** Spring 2018: 82/92= 97%; Fall 2017= 30/32=94%; Spring 2017= 79/81=98%

**Analysis and Interpretation:** This assessment measures completer perception of their preparation at completion of their clinical practice. The likert scale items were developed in direct alignment to the InTASC/NJPST. Therefore, results are reported based on individual items as well as aggregated into the

four InTASC Categories of: 1. The Learner and Learning; 2. Content Knowledge; 3. Instructional Practice; and 4. Professional responsibility.

**Use for Continuous Improvement:** : Survey results are shared at the annual retreat, faculty meetings, the University Teacher Education Advisory Council, Dean’s Advisory Council, and all partnership advisory committees. The data is distributed to content faculty outside of the school of education as well as the SoE faculty in an effort to improve programs. Review of the data has prompted changes such as : edTPA writing days, Praxis II support, curricular revisions particularly in differentiated instruction and working with students identified as ESL.

#### *Category 1: The Learner and Learning*

The data for the three semester series indicates that Monmouth University completers understand how learners grow and develop, can recognize the patterns of learning and development vary individually within and across diverse learning groups, are prepared to design and implement developmentally appropriate and challenging learning experiences. Additionally they are able to create learning environments that are inclusive and support individual and group learning. Mean scores were calculated for this category for the Spring 2017, Fall 2017, and Spring 2018. The data is displayed following the narratives. Content

The mean scores for the consecutive semesters all fell above 4.40. Given the 5 point scale with 5= Strongly agree and 4=Agree, it is clear that Monmouth completers see themselves as ready to address the learning and learning. Relative strengths for the EPP include: Spring 2017 *Motivate students to engage in learning* ( $m= 4.58$ ); Fall 2017 *Establish a positive classroom environment conducive to learning* ( $m= 4.70$ ); and Spring 2018 *Establish a positive classroom environment conducive to learning* ( $m=45$ ). The lowest means for each semester (for EPP as a whole) is item #8 “*Use strategies to support the learning of ESL/bilingual students*” Spring 2017 ( $m=4.14$ ) and the Fall 2017/Spring 2018 ( $m=4.03$ ). Although this is still above the “Agree” scoring level, it provided us with data to prompt revisions to our ED 320 course, Teaching Students with Diverse Needs. This course now has a stronger emphasis on ESL and bilingual learners.

#### Category 2: Content Knowledge and Pedagogy

The data for the three semester series shows that Monmouth University completers have a deep and flexible understanding of their content areas. The overall category means for the three consecutive semesters were: Spring 2017  $m=4.5$ ; Fall 2017  $m=4.46$ ; and Spring 2018  $m=4.40$ . Data for the Fall of 2017 and Spring of 2018 indicates our candidates felt they were strongly prepared to “3. *Use instruction methods to teach the New Jersey Core Curriculum Content Standards.*” Mean scores for that item were: Fall 2017  $m=4.67$ , Spring 2018  $m=4.64$ . Spring 2017 candidates perceived their strength in this category to be “4. *Plan instruction based on learners' needs, developmental progress, and prior knowledge*” in which the reached a mean score of 4.59. Although there weren’t any individual mean scores for all three semesters that fell below 4.0, there were some relative areas in which we believed we could improve. In Spring 2017 and Fall 2018, the lowest mean item for the category was “12. *Understand assessment and measurement related issues to interpret test score data.*” The mean scores were 4.32 and 4.17 respectively. The EPP is using this data to strengthen assessment across programs.

#### Category 3: Instructional Practice

Monmouth Completers perceive they are prepared to deliver effective instructional practice and are able to use assessment and data to plan engaging lessons to meet diverse learner. The mean scores for this

category are strong at Spring 2018 ( $m=4.50$ ); Fall 2017( $m= 4.45$ ), and Spring 2017 ( $m=4.46$ ). When looking at individual items MU completers felt strongest on items #31 (Fall 2017 and Spring 2018) and 26 (Spring 2018): 31. *Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking)* and 26. *Effectively teach in my content area.*

In the Spring 2017 and Fall 2017 semesters, one item in particular caught the attention of School of Education faculty and administration: 17. *Interpret and implement an Individualized Education Plan (IEP)*. On this item the mean scores for Secondary, P-3 and K-12 Art/Music/Health/PE fell below 4.00 in Fall of 2017. In the Spring of 2017 both ESL and K-12 Art/Music/Health and PE completers yielded a mean score below 4.0. This data was used to implement a curricular change that added two Special Education courses into all programs. This required a multidisciplinary approach that involved a team of Department Chairs (Curriculum and Instruction, Special Education), Administrators, the Certification Officer, faculty and School of Education Advisors. As a result, these two special education courses will be implemented in the Fall of 2018.

#### Category 4: Professional Responsibility

Monmouth University completers believe they are prepared for professional learning, ethical practice, leadership, and collaboration. The data for all three series of data reveal the following *mean scores*: 4.39 (F 17), 4.47 (Sp. 17), and 4.41 (Sp.18). The strongest EPP means came from items 27 (Fall 17 and Spring 17) “*Reflect on and develop appropriate teaching dispositions*” and item 22 (Spring 18) “*Use education research to make decisions that benefit my teaching.*” In the 2016-2017 School year, the School of education added research events to showcase research conducted at the undergraduate and graduate levels. This result of this reflected positively on the Spring 2018 completer exit survey. The lowest survey item mean scores came from items #21 (Spring 17 and Spring 18) “*21. Effectively communicate and collaborate with school administration and other school personnel*” and #20 (Fall 18) “*Effectively communicate and collaborate with parents, peers, and community members.*” These results further support our goal to add more opportunities in the field for our candidates. This is being addressed by implementing our successful Teacher Residency Program Pilot to reach all candidates. The School of Education has been working with faculty and staff from the SoE and across campus to schedule two days in which candidates can be in schools from their sophomore through senior year. We are also working with our partner schools to participate by reallocating funds to pay our candidates to work in classrooms those two days as substitute teachers or paraprofessionals. There is more about this program in CAEP standard 5.3.

# Monmouth University Alumni Survey for Initial Teaching Programs

Please take a few minutes to help us gain information about your experiences since the time you graduated from one of our initial teacher preparation programs. Responses are anonymous and you will not be identified in any reports generated. Thank you in advance for your time, interest and support of Monmouth University's School of Education.

Q1 We are interested in gathering your feedback on the most recent program you completed at Monmouth University. What level (undergraduate, MAT or advanced program) did you most recently complete?

Undergraduate Initial Teacher Preparation Program (1)

- Advanced Graduate Program (Not MAT Teacher Preparation) (2)
- Graduate Masters in Arts in Teaching (MAT) Program (3)

Q13 In what year did you graduate?

Year (1)

▼ 2004 (1) ... 2025 (22)

Q15 In which type of school setting are you working?

- Public School (1)
- (Public) Charter School (2)
- Private School (3)

Q2 What is your license area? (check all that apply)

- P-3/Early Childhood (1)
- K-8 (2)
- K-6 (Elementary) (3)
- 6-8 (Middle School) (4)
- 7-12 (5)
- 9-12 (Secondary) (6)
- Teacher of Students with Disabilities/Special Education (7)
- English as a Second Language (8)
- Reading Specialist (9)
- K-12 Art, Music, PE/Health (10)
- Math (11)
- Science (12)
- Foreign Language (14)
- History/Social Studies (15)
- Language Arts (16)

Q3 What is your current Position

- Preschool Teacher (1)
- General Education Elementary Classroom Teacher (6)
- General Education Secondary Teacher (8)
- Special Education Teacher (2)
- Reading Specialist (7)
- I am not working in the field of education at this time (9)

Please evaluate your preparation received in your teacher preparation program at Monmouth University. you will identify your level of agreement regarding your preparation across the InTASC standards

InTASC Category 1: The Learner and Learning Monmouth University prepared me to:				
	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
(1) Understand how learners grow and develop (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(1) design and implement developmentally appropriate and challenging learning experiences (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Use understanding of individual differences to ensure inclusive environments to meet high standards (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Collaborate to create environments that support individual and collaborative learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Collaborate to create environments that encourage positive social interaction (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Collaborate to create environments that encourage active engagement in learning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) Collaborate to create environments that encourage self-motivation. (8)





**Q7 InTASC Category 2: Content Knowledge  
Monmouth University prepared me to:**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
(4)utilize the central concepts, tools of inquiry and structures of the discipline (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) create learning experiences that make the content accessible (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) make the content meaningful to assure mastery (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) connect concepts using different perspectives to engage learners in critical thinking (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) connect concepts to engage learners in collaborative problem solving related to authentic and local global issues (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8 InTASC Category 3: Instructional Practice  
Monmouth University prepared me to:**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
(6) understand and use multiple methods of assessment to engage learners in their growth (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6) use multiple methods of assessment to monitor learner progress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) use multiple methods of assessment to guide decision making (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) plan instruction that supports every student in meeting rigorous learning goals (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) create plans that draw upon knowledge of content areas and curriculum (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) create plans that use appropriate pedagogy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) create plans that include knowledge of learners and the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) understand and uses a variety of instructional strategies (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) provide instruction that encourages deep understanding of content (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) use strategies to apply knowledge in meaningful ways (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9 InTASC Category #4: Professional Responsibility  
Monmouth University Prepared me to:**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
(9) engage in ongoing professional learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9) continually evaluate my practice (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9) adapt practice to meet the needs of each learner (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) seek appropriate leadership roles (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) seek opportunities to take responsibility for students learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) collaborate with learners, families, colleagues, and other professionals to ensure learner growth (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Thank you for your cooperation in assisting our programs as we strive for excellence in teacher preparation.

Q12 Comments :

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Exit Summary Spring 2018 by InTASC Category	EPP n=89	MAT n=27	UG n=62	Elem. N=47	Secondary n=24	TSD n=32	K-12 Art, Music, Health, PE n=17	P-3 n=3	ESL n=5
Category 1: The Learner and Learning	4.50	4.44	4.52	4.72	4.56	4.48	4.54	4.11	4.27
Category 2: Content Knowledge	4.40	4.30	4.44	4.62	4.45	4.18	4.40	4.07	4.40
Category 3: Instructional Practice	4.50	4.37	4.55	4.69	4.53	4.30	4.49	3.84	4.44
Category 4: Professional Responsibility	4.41	4.28	4.46	4.57	4.44	4.29	4.41	4.07	4.40

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

Exit Summary Fall 17 by InTASC Category	EPP n=30	MAT n=6	UG n=24	Elem. N=14	Secondary n=2	TSD n=12	K-12 Art, Music, Health, PE n=3	P-3 n=3	ESL n=5
Category 1: The Learner and Learning	4.43	4.78	4.58	4.71	3.89	4.66	4.28	3.89	4.43
Category 2: Content Knowledge	4.46	4.91	4.54	4.72	4.11	4.70	4.26	4.15	4.46
Category 3: Instructional Practice	4.45	4.92	4.55	4.76	4.11	4.74	4.11	4.11	4.45
Category 4: Professional Responsibility	4.39	4.90	4.42	4.69	4.13	4.68	3.80	4.13	4.39

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

Exit Summary Spring 2017 by InTASC Category	EPP n=77	MAT n=21	UG n=56	Elem. n=37	Secondary n=19	TSD n=9	K-12 Art, Music, Health, PE n=9	P-3 n=3
Category 1: The Learner and Learning	4.50	4.38	4.55	4.71	4.54	4.39	4.51	4.11
Category 2: Content Knowledge	4.46	4.34	4.50	4.64	4.49	4.36	4.46	4.08
Category 3: Instructional Practice	4.46	4.34	4.50	4.64	4.49	4.36	4.46	4.08
Category 4: Professional Responsibility	4.47	4.34	4.51	4.65	4.50	4.36	4.47	4.10

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

CAEP	InTASC Category	InTASC NJPST	Exit Survey Spring 2017 Grouped by InTASC Category	EPP n=89	MAT n=27	UG n=62	Elem n=47	Secondary n=24	TSD n=32	K-12 Art, Music, Health, PE n=17	P-3 n=3	ESL n=5
1.1	1	2,3	7. Identify differences in student learning styles to teach to the developmental ability of the student.	4.52	4.58	4.49	4.62	4.42	4.70	4.35	5	4.50
1.1	1	2,3	8. Use strategies to support the learning of ESL/bilingual students.	4.14	4.22	4.11	4.15	4.04	4.07	4.24	4.67	4.75
1.1	1	3	13. Apply strategies for effective classroom environment and climate.	4.51	4.63	4.46	4.56	4.54	4.79	4.29	4.67	4.00
1.1	1	3	14. Establish a positive classroom environment conducive to learning.	4.56	4.69	4.51	4.62	4.5	4.81	4.47	5	4.00
1.1	1	3	15. Motivate students to engage in learning.	4.58	4.70	4.52	4.65	4.54	4.79	4.41	5	4.50
1.1	1	2	16. Modify instruction to accommodate the learning needs of all students.	4.37	4.48	4.32	4.44	4.33	4.54	4.18	5	4.25
1.1,1.4	2	4	3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards.	4.53	4.74	4.44	4.63	4.38	4.68	4.47	5	5.00
1.1	2	4	6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area.	4.48	4.56	4.44	4.63	4.38	4.71	4.18	5	4.50
1.1	2	4	9. Use available and appropriate resources for instructional planning.	4.53	4.59	4.51	4.56	4.46	4.71	4.53	5	4.25
1.1, 1.5	2	8	10. Use educational technology effectively for instruction.	4.51	4.52	4.51	4.60	4.42	4.64	4.35	5	4.00
1.1,1.2	2	6	11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.).	4.46	4.56	4.41	4.5	4.46	4.61	4.29	4.67	4.25
1.1, 1.2	2	6	12. Understand assessment and measurement related issues to interpret test score data.	4.32	4.59	4.21	4.46	4.08	4.54	4.24	4.67	4.00
1.1, 1.3	2	4	24. Use instructional methods related to Specialty Professional Association (SPA) Standards	4.37	4.52	4.30	4.42	4.42	4.46	4.12	4.33	4.5
1.1,1.3	2	4	25. Use instructional methods related to New Jersey Professional Standards for Teachers.	4.54	4.67	4.49	4.60	4.5	4.61	4.41	5	4.5
1.1	2,3	2,7	4. Plan instruction based on learners' needs, developmental progress, and prior knowledge.	4.59	4.70	4.54	4.67	4.42	4.71	4.59	5	4.75
1.1	3	7	17. Interpret and implement an Individualized Education Plan (IEP).	4.22	4.30	4.19	4.25	4.33	4.50	3.94	4.67	3.75
1.1	3	8	18. Develop questioning techniques to stimulate critical thinking.	4.40	4.56	4.33	4.52	4.08	4.61	4.47	5	4.25
1.1	3	8	19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom.	4.51	4.62	4.46	4.58	4.38	4.68	4.44	5	4.25
1.1, 1.3	3	4	26. Effectively teach in my content area.	4.58	4.70	4.53	4.64	4.58	4.68	4.41	5	4.75
1.1,1.2	3	6	28. Design learner outcomes that are linked to assessment.	4.60	4.67	4.57	4.65	4.54	4.75	4.53	5	4.75
1.1,1.2	3	8	29. Compare pre and post data to analyze student learning.	4.32	4.48	4.25	4.40	4.21	4.46	4.24	5	4.25
1.1, 1.2	3	6,8	30. Reflect on assessment and instruction to identify ways to improve teaching and student learning.	4.53	4.78	4.43	4.60	4.42	4.68	4.47	5	4.5
1.1, 1.4	3	7,8	31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.60	4.70	4.56	4.69	4.46	4.71	4.53	5	4.75
1.1	4	9	20. Effectively communicate and collaborate with parents, peers, and community members.	4.41	4.56	4.35	4.56	4.29	4.61	4.12	5	4
1.1	4	9	21. Effectively communicate and collaborate with school administration and other school personnel.	4.39	4.48	4.35	4.52	4.33	4.54	4.06	5	4.25
1.1	4	10	23. Engage in professional development activities and reflection to promote learning in the students I serve.	4.50	4.67	4.43	4.54	4.5	4.61	4.35	5	4.5
1.1	4	10	27. Reflect on and develop appropriate teaching dispositions.	4.61	4.78	4.54	4.65	4.5	4.64	4.65	5	4.75
1.1, 1.2	4	10	22. Use education research to make decisions that benefit my teaching.	4.43	4.63	4.35	4.48	4.46	4.61	4.24	5	4.25
Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1												

CAEP	InTASC Category	InTASC NJPST	Exit Survey Fall 2017	EPP n=3	MAT n=6	UG n=24	Elem. N=14	Secondary n=2	TSD n=1	K-12 Art, Music, Health, PE n=3	P-3 n=3	ESL n=5
1.1	1	2,3	7. Identify differences in student learning styles to teach to the developmental ability of the student.	4.53	4.83	4.62	4.79	4.00	4.71	4.33	4	4.53
1.1	1	2,3	8. Use strategies to support the learning of ESL/bilingual students.	4.03	4.50	4.31	4.36	3.33	4.31	4.33	3.33	4.03
1.1	1	3	13. Apply strategies for effective classroom environment and climate.	4.43	4.83	4.54	4.79	4.00	4.76	3.67	4	4.43
1.1	1	3	14. Establish a positive classroom environment conducive to learning.	4.70	4.83	4.77	4.79	4.00	4.76	4.67	4	4.70
1.1	1	3	15. Motivate students to engage in learning.	4.40	4.83	4.54	4.71	4.00	4.65	4.33	4	4.40
1.1	1	2	16. Modify instruction to accommodate the learning needs of all students.	4.47	4.83	4.69	4.79	4.00	4.76	4.33	4	4.47
1.1,1.4	2	4	3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards.	4.67	5.00	4.69	4.86	4	4.78	4.67	4.33	4.67
1.1	2	4	6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area.	4.40	4.83	4.54	4.79	4	4.71	4	4	4.40
1.1	2	4	9. Use available and appropriate resources for instructional planning.	4.50	4.83	4.62	4.64	4.00	4.65	4.67	4	4.50
1.1,1.5	2	8	10. Use educational technology effectively for instruction.	4.53	4.83	4.62	4.64	4.00	4.65	4.67	4	4.53
1.1,1.2	2	6	11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.).	4.47	5.00	4.54	4.79	4.33	4.78	4	4.33	4.47
1.1,1.2	2	6	12. Understand assessment and measurement related issues to interpret test score data.	4.17	5.00	4.31	4.71	4.33	4.73	3.33	4.33	4.17
1.1,1.3	2	4	24. Use instructional methods related to Specialty Professional Association (SPA) Standards	4.27	4.83	4.23	4.43	4	4.47	4	4	4.27
1.1,1.3	2	4	25. Use instructional methods related to New Jersey Professional Standards for Teachers.	4.57	5.00	4.62	4.79	4.33	4.78	4.33	4.33	4.57
1.1	2,3	2,7	4. Plan instruction based on learners' needs, developmental progress, and prior knowledge.	4.53	4.83	4.69	4.79	4.00	4.71	4.67	4	4.53
1.1	3	7	17. Interpret and implement an Individualized Education Plan (IEP).	4.2	4.83	4.23	4.50	3.33	4.49	3.67	3.33	4.2
1.1	3	8	18. Develop questioning techniques to stimulate critical thinking.	4.33	4.83	4.46	4.71	4	4.65	4	4	4.33
1.1	3	8	19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom.	4.53	5.00	4.69	4.86	4.33	4.84	4.33	4.33	4.53
1.1,1.3	3	4	26. Effectively teach in my content area.	4.47	4.83	4.54	4.71	4	4.71	4	4	4.47
1.1,1.2	3	6	28. Design learner outcomes that are linked to assessment.	4.57	5.00	4.77	4.86	4.33	4.84	4.67	4.33	4.57
1.1,1.2	3	8	29. Compare pre and post data to analyze student learning.	4.23	5.00	4.38	4.71	4.33	4.73	3.67	4.33	4.23
1.1,1.2	3	6,8	30. Reflect on assessment and instruction to identify ways to improve teaching and student learning.	4.50	5.00	4.54	4.86	4.33	4.84	3.67	4.33	4.50
1.1,1.4	3	7,8	31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.67	5.00	4.69	4.86	4.33	4.84	4.33	4.33	4.67
1.1	4	9	20. Effectively communicate and collaborate with parents, peers, and community members.	4.23	4.83	4.31	4.64	4.00	4.65	3.33	4	4.23
1.1	4	9	21. Effectively communicate and collaborate with school administration and other school personnel.	4.37	5.00	4.31	4.64	4.33	4.67	3.67	4.33	4.37
1.1	4	10	23. Engage in professional development activities and reflection to promote learning in the students I serve.	4.47	5.00	4.46	4.79	4.33	4.78	3.67	4.33	4.47
1.1	4	10	27. Reflect on and develop appropriate teaching dispositions.	4.60	4.83	4.77	4.79	4.00	4.76	4.67	4	4.60
1.1,1.2	4	10	22. Use education research to make decisions that benefit my teaching.	4.27	4.83	4.23	4.57	4.00	4.53	3.67	4	4.27

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

CAEP	InTASC Category	InTASC NIPST	Exit Survey Spring 2018	EPP n=77	MAT n=21	UG n=56	Elem. N=37	Secondary n=19	TSD n=9	K-12 Art, Music, Health, PE	P-3 n=3
1.1	1	2,3	7. Identify differences in student learning styles to teach to the developmental ability of the student.	4.64	4.58	4.65	4.88	4.71	4.56	4.67	4.33
1.1	1	2,3	8. Use strategies to support the learning of ESL/bilingual students.	4.03	4.00	4.04	4.09	4.04	4.33	4.09	3.67
1.1	1	3	13. Apply strategies for effective classroom environment and climate.	4.59	4.45	4.64	4.80	4.63	4.44	4.59	4.33
1.1	1	3	14. Establish a positive classroom environment conducive to learning.	4.65	4.63	4.65	4.88	4.72	4.44	4.66	4.33
1.1	1	3	15. Motivate students to engage in learning.	4.61	4.60	4.62	4.89	4.70	4.56	4.66	4.33
1.1	1	2	16. Modify instruction to accommodate the learning needs of all students.	4.49	4.40	4.53	4.76	4.56	4.56	4.55	3.67
1.1.1.4	2	4	3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards.	4.64	4.70	4.62	4.86	4.73	4.56	4.68	4.33
1.1	2	4	6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area.	4.53	4.60	4.51	4.74	4.62	4.44	4.57	4.33
1.1	2	4	9. Use available and appropriate resources for instructional planning.	4.51	4.35	4.56	4.83	4.58	4.11	4.49	4.00
1.1, 1.5	2	8	10. Use educational technology effectively for instruction.	4.53	4.50	4.55	4.77	4.61	4.44	4.57	4.33
1.1.1.2	2	6	11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.).	4.53	4.35	4.59	4.80	4.58	4.11	4.49	4.33
1.1, 1.2	2	6	12. Understand assessment and measurement related issues to interpret test score data.	4.39	4.40	4.38	4.54	4.44	4.33	4.41	4.33
1.1, 1.3	2	4	24. Use instructional methods related to Specialty Professional Association (SPA) Standards	4.06	3.85	4.14	4.27	4.09	3.67	4.01	3.67
1.1.1.3	2	4	25. Use instructional methods related to New Jersey Professional Standards for Teachers.	4.40	4.30	4.44	4.57	4.44	4.22	4.39	3.67
1.1	2,3	2,7	4. Plan instruction based on learners' needs, developmental progress, and prior knowledge.	4.01	3.65	4.14	4.19	3.99	3.78	3.96	3.67
1.1	3	7	17. Interpret and implement an Individualized Education Plan (IEP).	4.42	4.21	4.49	4.61	4.44	4.22	4.40	3.67
1.1	3	8	18. Develop questioning techniques to stimulate critical thinking.	4.55	4.40	4.60	4.78	4.59	4.44	4.56	3.67
1.1	3	8	19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom.	4.56	4.55	4.56	4.73	4.61	4.44	4.58	4.00
1.1, 1.3	3	4	26. Effectively teach in my content area.	4.58	4.50	4.61	4.73	4.61	4.44	4.58	4.00
1.1.1.2	3	6	28. Design learner outcomes that are linked to assessment.	4.36	4.30	4.39	4.51	4.40	4.11	4.35	3.67
1.1.1.2	3	8	29. Compare pre and post data to analyze student learning.	4.55	4.30	4.63	4.73	4.55	4.22	4.50	3.67
1.1, 1.2	3	6,8	30. Reflect on assessment and instruction to identify ways to improve teaching and student learning.	4.56	4.35	4.63	4.70	4.56	4.33	4.52	3.67
1.1, 1.4	3	7,8	31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.45	4.35	4.49	4.69	4.51	4.22	4.45	4.33
1.1	4	9	20. Effectively communicate and collaborate with parents, peers, and community members.	4.42	4.25	4.47	4.59	4.44	4.22	4.40	4.33
1.1	4	9	21. Effectively communicate and collaborate with school administration and other school personnel.	4.34	4.15	4.40	4.38	4.31	4.22	4.30	4.33
1.1	4	10	23. Engage in professional development activities and reflection to promote learning in the students I serve.	4.36	4.30	4.39	4.57	4.42	4.33	4.39	3.67
1.1	4	10	27. Reflect on and develop appropriate teaching dispositions.	4.39	4.25	4.45	4.58	4.43	4.22	4.39	4.00
1.1, 1.2	4	10	22. Use education research to make decisions that benefit my teaching.	4.55	4.45	4.58	4.73	4.59	4.44	4.56	4.00

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1