

2019 Teacher Education Program Completer Survey

SUMMARY OF RESULTS



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The University of Richmond 2019 Teacher Education Program Completer Survey was administered in Qualtrics in April 2019. The purpose of the survey is to gain insight into program completers' beliefs one to three years after graduation. Results will be used to support program improvement and shared with the University of Richmond Education Advisory Board, the Virginia Department of Education (VDOE) and the Council for the Accreditation of Educator Preparation (CAEP). There were a total of 18 respondents out of 53 emails sent to completers. Completer data were collected utilizing the VDOE completer report and contacts from the Teacher Education Program's Director of Clinical Practice.

Endorsement Area	Survey Responses	%
Elementary Education (preK-6)	9	50.00%
Secondary Education (6-12)	6	32.33%
Comprehensive Education (preK-12)	3	17.67%
Total	18	100.0%

Employment Status	Survey Responses	%
Full-time Public School Teacher	16	88.89%
Substitute or Part-Time Public School Teacher	2	11.11%
Total	18	100.0%

School Location (Where Employed)	Survey Responses	%
Rural	1	5.56%
Suburban	16	88.89%
Urban	1	5.56%
Total	18	100.0%

School Characteristics (Where Employed)	Survey Responses	% of N
High population of English Language Learners	4	22.22%
High population of Special Needs learners	1	5.56%
High socioeconomic status (SES)	6	33.33%
Low socioeconomic status (SES)	7	38.89%
Title I school	4	22.22%
Total	22	100.0%

As a teacher, how well did the University of Richmond do in preparing...						
	Exemplary	Proficient	Needs Improvement	Unacceptable	Mean	N
Your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	41.18%	52.94%	5.88%	-	3.35	17
Your use of the Virginia Standards of Learning, the school, the curriculum, effective strategies, resources, and data to meet the needs of all students.	47.06%	47.06%	5.88%	-	3.41	17
Your ability to effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.	35.29%	52.94%	11.76%	-	3.24	17
Your 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 both students and parents throughout the school year.	11.76%	64.71%	23.53%	-	2.88	17
Your ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	41.18%	47.06%	11.76%	-	3.29	17
Your ability to maintain a commitment to professional ethics, communicates effectively, and take responsibility for and participates in professional growth that results in enhanced student learning.	58.82%	35.29%	5.88%	-	3.53	17

Continued: As a teacher, how well did the University of Richmond do in preparing...

	Exemplary	Proficient	Needs Improvement	Unacceptable	Mean	N
Your ability to create acceptable, measurable, and appropriate student academic progress.	23.53%	64.71%	11.76%	-	3.12	17
Your ability to select technologies, informed by research, to promote learning for all students.	47.06%	35.29%	17.65%	-	3.29	17
Your ability to integrate technology into instructional methods.	47.06%	47.06%	5.88%	-	3.41	17
Your ability to bring multiple perspectives to instruction, including the learners, personal, family, and community experiences/norms.	29.41%	47.06%	23.53%	-	3.06	17
Your ability to integrate diverse language and cultures into instruction to promote the value of multilingual/multicultural perspectives.	23.53%	41.18%	29.41%	-	2.82	17
Your ability to collaborate with the learning community to meet the needs of all learners and contribute to a supportive culture.	29.41%	52.94%	17.65%	-	3.12	17
Your ability to use assessment results to inform and adjust practice.	17.65%	70.59%	11.76%	-	3.06	17
Your ability to engage in reflective practice.	70.59%	23.53%	5.88%	-	3.65	17
Your ability to create acceptable, measurable, and appropriate student academic progress.	23.53%	64.71%	11.76%	-	3.12	17
Your ability to select technologies, informed by research, to promote learning for all students.	47.06%	35.29%	17.65%	-	3.29	17
Your ability to integrate technology into instructional methods.	47.06%	47.06%	5.88%	-	3.41	17

Overall, how would you describe your preparation from University of Richmond Educational Leadership and Policy Studies Program?	Survey Responses	%
Excellent	9	52.94%
Good	7	41.18%
Fair	1	5.88%
Poor	0	0
Total	17	100%