Completer Satisfaction

Completer Satisfaction is measured by how well Completers felt prepared to meet the teacher education standards (InTASC) expected of effective teachers. Graduating Teacher Candidates self-evaluate their ability to meet each InTASC standard using the following scale: 1- Ineffective 2- Developing 3-Accomplished 4-Exemplary. Results are disaggregated into graduation years and certification level (Elem-Elementary, MS-Middle School, HS-High School

1- Ineffective 2-Developing 3-Accomplished 4-Exemplary	2017-2018			2018-2019			2019-2020		
Exit Interview Questions	Elem	MS	HS	Elem	MS	HS	Elem	MS	HS
I can regularly assess individual and group performance to design and modify instruction to meet learners' needs.	3	3.33	3	3.17	2.8	3	2.83	2	3
I can design and implement developmentally appropriate and challenging learning experiences.	3	3.33	3	2.83	3.4	3	2.67	3	3
I can use understanding differences to ensure each learner meets high standards	3	3.33	2.5	2.83	3.4	3	3.17	2	3
I can use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3	3.33	3	2.83	3	2	2.67	3	3
I can work with others to create environments that support individual and collaborative learning.	3.4	3.33	3.5	3.33	3.4	3	3	2	3
I can work to encourage positive social interaction, active engagement in learning, and self-motivation.	3.4	3.33	3.5	3.17	3.4	3	3	3	4
I can effectively provide multiple representations and explanations of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	3	3.33	3	2.83	3	3	2.5	2	3
I can create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3	3.33	3	3.17	3.5	3	2.67	3	3
I can connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaboration problem solving related to authentic local and global issues.	3	3.33	3	2.83	3.4	3	2.67	2	2
I can use multiple methods of assessment to engage learners in their own growth and to monitor learner progress.	3	3.33	2.5	3.33	3.2	3	3.33	3	3
I can use the analysis of multiple methods of assessment and to guide the teacher's and learners next steps.	3.2	3.33	2.5	3	3	3	2.67	3	3
I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	3	3.33	3	2.67	2.8	3	2.67	3	3
I can plan for instructions based on knowledge of learners and the community context.	3	3.33	3	3	3.2	3	3	2	3
I can use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	3.2	3.33	3.	3	3.2	3	2.67	2	3

I can use instructional strategies to build skills that allow application of knowledge in meaningful ways.	3	3.33	3	3	3.6	3	2.83	3	3
I can engage in ongoing professional learning based on the needs and impact of learners.	3.2	3.33	2.5	3.17	3	3	3	2	3
I can evaluate practices to determine their effects of his/her choices and action on others (learners, families, other professionals, and the community).	2.8	3.33	2.5	2.83	3	3	2.67	3	4
I can provide leadership taking responsibility for student learning, collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth.	3.2	3.33	3	3.17	3.4	3	3	3	4
I can provide leadership that advances that profession.	3	3.33	2.5	3	3.4	3	3	3	3