

Tracking the Use of Data for Improvement: Unit (Advanced level)

Unit Focus: Quality of core courses in developing candidate performance
Primary Data Set(s): Alumni survey data

In Fall 2010 according to the UAS data review schedule, the advanced unit and the Committee on Teacher Education respectively reviewed data from 1st and 5th year alumni surveys (scroll to p.3 for data report). The survey data measured alumni from (2008-2009) and (2004-2005). Qualitative and quantitative data of alumni and employers continued to show overall strengths across the advanced programs when compared with previous cohorts. Although none of the overall program items showed a statistical significance when compared with prior cohorts, a sub-item did statistical significance. Excerpts from the full data report (scroll to pages 3-36 for the complete *Summer 2010 Education Alumni Report, MA*) demonstrate this:

Group Differences

Summaries of group differences are presented below. Analyses were conducted to compare this year's data with data from previous years. Please see Appendix 3 for a complete listing of items with statistically significant differences.

2010: Last Year's Cohort: '08-'09

There were six items in which the responses were significantly different between the two groups (2007: last year's cohort and the remaining cohorts). However, there were **no program outcomes with great significance (.75 or above).**

WEAKNESSES

A weakness is defined as any item where at least 10% of undergraduate or graduate respondents endorsed the item at the lowest two levels ("Poor/Not at all" or "Emerging/Marginally"). The Administrators Survey has been excluded from the analysis due to the low response rate resulting in a small number of weaknesses. One person answered "Marginally" 11 times out of 25 of the outcomes.

The following item was identified as weaknesses in 2010:

Inquiry

- **I use principles of action research, inquiry, and critical thinking** to inform decision-making within my classroom and school.

The governance unit made the decision at the November 16, 2010 meeting to request the MA Committee on Reflective Practice (CORP) to "further assess the integration of action research principles" and to review the core course, EDCC501 Constructivist Environments & Cultures of Change, to determine how it could further meet the current overarching goals of the master's program (Data Use Report Form: COTE review, November 16, 2010). In February 7, 2011 the CORP, which includes alumni who are currently teachers in the *P12 community*, reviewed EDCC501 and recommended the creation of an "assessment of student learning" project to foreshadow the action research project that measures the impact of teaching on P12 student learning. This core MA Education course was revised and two sections of the course were selected for piloting this unit change in Fall 2011 and Fall 2012.

At the same time, the MA Education program determined (May 11, 2010 MA department minutes) that our UAS might be improved by the addition of an assessment of candidate's ability to assess the impact of instruction on P12 learning at not only the exit transition point but an earlier transition point as well, Admission to Candidacy.

Discussion is underway about how these two needs can possibly be merged. Thus, the pilot program is scheduled for review, with follow-up recommendations for finalizing this assessment within the course EDCC501, with the intent to also use it as a candidate performance assessment within the unit's gate system.

The pages that follow are optional reading within this exhibit. The pages include an attachment with full reports and/or data sets to provide the reader with further substantiation of the use of data, if so desired.

2010 EMU Teacher Education
Eastern Mennonite University
October 2010 Report of 2009-10 Survey
of 2008-09 (1st yr) and 2004-05 (5th yr) Graduates
Graduate

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Executive Summary

EMU developed the Annual Alumni Survey to measure current alumni satisfaction with various aspects of their experience while with Eastern Mennonite University's Education program.

The Annual Alumni Survey was sent to all 2004-2005 and 2008-2009 graduate alumni (n=75). The graduate alumni survey received 43 responses, yielding a response rate of 57.33%. The survey was also administered to administrators of the alumni. Each student was asked to give their supervisors name and email in order for us to contact them in regards to this survey. Of the 43 students, only 9 provided names and email addresses of their supervisors. Of those 9 administrators contacted, only 2 completed the survey for a response rate of 22.2%.

Overall, alumni and administrators appeared to be pleased with the preparation EMU graduates receive through the undergraduate and graduate education programs.

Overall, students are pleased with their educational experiences inside and outside of the classroom. Many believe they are superior to others entering the workforce due to EMU's focus on practical skills and reflective learning.

Introduction

Background

Eastern Mennonite University's Education faculty developed the Annual Alumni Surveys to measure recent (graduated one year ago) and past (graduated five years ago) alumni satisfaction with the preparation received during their academic career. In addition to the Alumni Survey, an Administrators Survey was conducted to gain a perspective of how the recent and past graduates are perceived in their current schools. The two surveys were not linked, thus allowing for respondents to give open and honest feedback.

The survey was emailed to participants on May 14, and participants were asked to respond by June 1. However, the link remained active until August. Reminders were sent on May 25, and June 7 informing them that they had not yet responded and the survey was still available.

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Overview of Analysis

Frequencies and mean responses were tabulated within SPSS or Excel for all items. Most items were measured using five-point Likert scales where 5="exemplary/extremely well", 4="mastery/very well," 3="competent/well," 2="emerging marginally," and

1=“poor/not at all.” All the questions were optional, and as a result not all the respondents answered each question. Means were not calculated for categorical items.

Finally, three items on the survey, requested open feedback on what the program’s strengths are, recommendations for change and how the program has affected the alum personally.

Results

Demographics

- 65.1 % of graduate alumni respondents graduated last year (2008-2009), while 34.9% graduated five years ago (2004-2005).
- 30.2% of graduate alumni respondents completed the curriculum & instruction practitioner: elementary track, while 14.0% completed the curriculum & instruction practitioner: middle school track and 11.6% the literacy agent track.
- 77.8% of graduate alumni respondents are currently teaching. Those whom are not teaching are doing a variety of careers ranging from motherhood to doctoral student in Experimental Psychology.
- Over 20% of graduate alumni respondents are teaching English, History & Social Sciences or Special Education.
- Over 20% of graduate respondents are teaching 4th, 5th, 6th, 7th, 8th or 10th grade.
- Over 65% of respondents are teaching in public and over 90% in accredited schools.
- 57.1% of respondents are teaching in schools in Pennsylvania.

Strengths and Weaknesses

Items are considered to be strengths and weaknesses on the basis of a benchmark level of endorsement for the Graduate Alumni Survey. Strengths and weaknesses are only based only on 2010 data and do not take into account past results.

STRENGTHS

A strength is defined as any item for which at least 75% of the graduate respondents endorsed at the two highest levels (“Very Well/Mastery” or “Extremely Well/Exemplary”) and at least 25% endorsed at the highest level (“Extremely Well/Exemplary”).

The following items were identified as strengths in 2010:

Scholarship

- I seek continuous learning opportunities regarding specialty knowledge to enhance student learning.*

Inquiry

- I choose to consider multiple perspectives and to use critical thinking to self-assess in order to make informed decisions.*

Professional Knowledge

- I plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning contexts, and curriculum.*

Caring

- I advocate for all students in a way that nurtures the potential of each student.*
- I promote compassionate and just learning environments.*

Leadership

- I model collaborative behavior through self-control, enthusiasm, celebration of diverse views, and intellectual curiosity.*

*Also a strength in 2009

WEAKNESSES

A weakness is defined as any item where at least 10% of undergraduate or graduate respondents endorsed the item at the lowest two levels (“Poor/Not at all” or “Emerging/Marginally”). The Administrators Survey has been excluded from the analysis due to the low response rate resulting in a small number of weaknesses. One person answered “Marginally” 11 times out of 25 of the outcomes.

The following item was identified as weaknesses in 2010:

Inquiry

- I use principles of action research, inquiry, and critical thinking to inform decision-making within my classroom and school.

Professional Knowledge

- I use constructivist frame to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.

Communication

- I work to empower all students and their families through collaboration and appropriate communication with others.*

*Also a weakness in 2009

Notable Findings

The following findings regarding the alumni and administrators surveys were considered notable:

- The graduate administrators survey was sent to 9 administrators, however 2 completed the survey.
- No one chose the lowest options of “Poor” and “Emerging” for any of the objective items for all the alumni respondents.

Strengths and Recommendations

Two survey items requested feedback on opinions of the program’s strengths and recommendations of additional experiences that would have been beneficial or could improve the program. These qualitative data were categorized according to broad, major themes appearing in the responses. The following table summarizes these themes and presents the frequency of response within each theme.

Item	Graduate Theme	Frequency	
		'04-05	'08-09
How have you been changed by EMU’s MA in Education program?	Lifelong learner	2	8
	Focus on student needs	2	4
	Reflective Teaching	3	3
	Collaboration/Leadership	2	3
	Other	1	3
What do you identify as the strengths of your teacher preparation	Emphasis on Practical Skills	4	6
	Professors	0	3
	Accommodating	0	3

program?	Leadership Preparation	0	3
	Research Opportunities	0	2
	Discussions	0	2
	Christian Based	0	1
	Best Practices in the Field	2	2
	Collaboration	1	0
	Other	1	2
What changes or additional experiences would you recommend for program improvement?	Focus on diversity	2	0
	Technology	1	0
	Presenters	1	0
	Action Research	0	5
	Incorporate Assessments into Curriculum	0	3
	Additional Programs	0	2
	Other	5	7

Group Differences

Summaries of group differences are presented below. Analyses were conducted to compare this year's data with data from previous years. Please see Appendix 3 for a complete listing of items with statistically significant differences.

2010: Last Year's Cohort: '08-'09

There were six items in which the responses were significantly different between the two groups (2007: last year's cohort and the remaining cohorts). However, there were no program outcomes with great significance (.75 or above).

2010: Fifth Year's Cohort: '04-'05

There were three items in which the responses were significantly different between the two groups (2010: fifth year's cohort: '04-'05 and the remaining cohorts). The program outcomes with the greatest significance (.75 or above) was:

- Overall effectiveness of the Master of Arts in Education program in preparing you as a teacher-leader who advocates for all children and youth? (-)

2009: Last Year's Cohort: '07-'08

There were 11 items in which the responses were significantly different between the two groups (2009: last year's cohort: '07-'08 and the remaining cohorts). However, there were no program outcomes with great significance (.75 or above).

2009: Fifth Year's Cohort: '03-'04

There were four items in which the responses were significantly different between the two groups (2009: fifth year's cohort: '03-'04 and the remaining cohorts). However, there were no program outcomes with great significance (.75 or above).

2008: Last Year's Cohort: '06-'07

There were five items in which the responses were significantly different between the two groups (2008: last year's cohort: '06-'07 and the remaining cohorts). However, there were no program outcomes with great significance (.75 or above).

2008: Fifth Year's Cohort: '00-'01

There were three items in which the responses were significantly different between the two groups (2008: fifth year's cohort: '00-'01 and the remaining cohorts). However, there were no program outcomes with great significance (.75 or above).

Conclusions and Recommendations

- Overall, the population being sampled was small, as a result even though we had exceptional response rates, the number of respondents was fair. The surveys received response rates of the Graduate alumni survey was 57.33% and the Administrator's survey was 22.2%.
- Alumni and administrators reported high rates of satisfaction with EMU's educational program. Alumni demonstrated a strong commitment to executing the ideas and theories presented during their courses work in their career as an educator.
- All the items listed as strengths had remained strengths from 2009. However, a closer analysis can be conducted to compare the cohorts. It is encouraging to see that was only one significant difference between the six cohorts analyzed. This is encouraging because it shows that all the students expressed a relatively equal regard for the program, and that no one class had a significantly different experience.
- The strengths and weaknesses are benchmarks based on only 2010 data, while the group differences compare 2010 data to previous year's data. If an item appears in both sections of the report, it should be noted that these items have significant statistical differences and stand out from the rest.

Appendix 1: Graduate Alumni Quantitative & Qualitative Responses Background Information

1. I completed the MA in Education program:

Please choose *only one* of the following:

	Total	
	Count	Percentage
last year	28	65.1%
five years ago	15	34.9%
Total	43	100.0%

2. I completed the following track:

Please choose *only one* of the following:

			Total	
	'04-05	'08-09	Count	Percentage
literacy agent	3	2	5	11.6%
diverse needs strategist: at-risk	1	2	3	7.0%
curriculum & instruction practioner: elementary	2	11	13	30.2%
curriculum & instruction practioner: middle	2	4	6	14.0%
curriculum & instruction practioner: high	1	2	3	7.0%
English as a second language, additional endorsement	0	0	0	0.0%
English as a second language, initial licensure	1	5	6	14.0%
reading specialist, additional endorsement	3	1	4	9.3%
reading specialist, initial licensure	0	0	0	0.0%
special education, additional endorsement	1	1	2	4.7%
special education, initial licensure	1	0	1	2.3%
Total	15	28	43	100.0%

Current Position

3. Are you currently teaching?

Please choose *only one* of the following:

			Total	
	'04-05	'08-09	Count	Percentage
Yes	13	22	35	77.8%
No	2	6	8	17.8%
NA	1	1	2	4.4%
Total	16	29	45	100.0%

4. You indicated that you are not currently teaching. Please describe your current occupation.

*only asked if answered 'No' in 'Are you currently teaching?'

'04-05

- I am currently a stay-at-home mother of 3 young children. I hope to re-enter the teaching field in the next year or so.
- I am currently an Instructional Coach until July 1, 2010. Starting July 1, 2010 I will be moving to Assitant Principal position.

'08-09

- continued studies
- Doctoral Study in Experimental Psychology (Applied Cognition in Education)
- I am a stay-at-home mom.
- Stay at home mom.
- I am currently on Child Rearing Leave as I just had my second child.
- Special Education Consultant

5. I am currently teaching in the following subject area(s):

*only asked if answered 'Yes' to 'Are you currently Teaching?'

Please choose *all* that apply:

			Total	
	'04-05	'08-09	Count	Percentage
Art	0	0	0	0.0%
Biology	0	0	0	0.0%
Chemistry	0	0	0	0.0%
Computer Science	0	0	0	0.0%
English	2	6	8	22.9%
English as a Second Language	2	2	4	11.4%
French	0	0	0	0.0%
German	0	0	0	0.0%
Health & Physical Education	1	0	1	2.9%
History & Social Sciences	1	7	8	22.9%
Journalism	0	0	0	0.0%
Mathematics	0	5	5	14.3%
Music	0	1	1	2.9%
Physics	0	0	0	0.0%
Spanish	0	1	1	2.9%
Special Education	2	5	7	20.0%
Theater Arts	0	0	0	0.0%
Other: Elementary Ed	1	0	1	2.9%
Other: Elementary Science	1	0	1	2.9%
Other: Bible	0	1	1	2.9%
Other: Reading & Math	0	1	1	2.9%
Other: Regular Education	0	1	1	2.9%
Other: Science	0	1	1	2.9%
Other: Reading	1	1	2	5.7%
Other: Reading specialist	1	0	1	2.9%
Total			35	100.0%

6. I am currently teaching in the following grade level(s):

*only asked if answered 'Yes' to 'Are you currently Teaching?'

Please choose *all* that apply:

			Total	
	'04-05	'08-09	Count	Percentage
Prekindergarten	1	0	1	2.9%
Kindergarten	1	2	3	8.6%
1st	2	4	6	17.1%
2nd	2	3	5	14.3%
3rd	4	2	6	17.1%
4th	3	5	8	22.9%
5th	4	3	7	20.0%
6th	3	6	9	25.7%
7th	4	5	9	25.7%
8th	3	6	9	25.7%
9th	2	3	5	14.3%
10th	3	4	7	20.0%
11th	3	3	6	17.1%
12th	2	2	4	11.4%
Total			35	100.0%

7. I teach in a school that is:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

Please choose *only one * of the following:

			Total	
	'04-05	'08-09	Count	Percentage
Public	4	19	23	65.7%
Private	9	3	12	34.3%
Total	13	22	35	100.0%

8. My school is:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

Please choose *only one * of the following:

			Total	
	'04-05	'08-09	Count	Percentage
Accredited	11	21	32	91.4%
Not accredited	2	1	3	8.6%
Total	13	22	35	100.0%

9. My school is located:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

Please choose *only one * of the following:

			Total	
	'04-05	'08-09	Count	Percentage
in Virginia	6	5	11	31.4%
in Pennsylvania	5	15	20	57.1%
outside Virginia	2	2	4	11.4%
Total	13	22	35	100.0%

10. How would you describe the diversity at your school?

*only asked if answered 'Yes' to 'Are you currently Teaching?'

'04-05

- 10%-20% of school is made up of diverse races, it seems to grow each year.
- Ever changing fast, #2 in Lancaster County for number of ELL students
- limited diversity
- Mainly caucasian, little diversity. There are different cultures represented if you include mountain/ga cultures.
- Mostly Caucasian, some ESL.
- My school is becoming more diverse every year. There are approximately 75 ESL students (monitored and direct instruction) in addition to many Hispanic and Asian students.
- Our school has a wide variety of nationalities within the population.
- Our school is made up of majority of white population.
- There is a great deal of diversity. Approximately half of the school population speak English as their second language.
- very little diversity

'08-09

- serves a diverse population of approximately 11,000 students: 56.7% Hispanic, 22.1% African American, 18.2% Caucasian, 3.2% Asian/other. The District's thirteen elementary schools, four middle schools, one high school campus and two alternative schools are home to approximately 1,620 staff members, including administrators, teachers, counselors, and support staff. The nine-member Board of Directors governs District activities with a total operating budget of \$163 million for the 2009-2010 school year.
- 30% free lunch, about 30% minority
- ethnic diversity- mostly white; a large latino population; some russian and middle eastern; very few asian or black
- Fairly diverse
- I teach in an urban district. Students are primarily black. There is a high population of students in the ELL program.
- limited diversity we have a high population of Hmong students
- limited, but growing
- Little diversity
- little to no diversity
- minimal
- My school population is primarily low-to-middle income in an urban area. 70% of the student body is caucasian and 25% is African American and the remaining 5% Asian and Latino.
- None. My school is 98% Caucasian with less than 1% ELL
- Somewhat diverse. We have about 60 % white students, 25% hispanic, 10% African American, 5% Asian or other. We have 25 students that are considered English Language learners.
- There is not a great amount of diversity. Approximately 9% receive free/reduced lunch. Approximately 15% of students have IEP's, and approximately 5% are minorities.
- Urban district where most students are black or Hispanic.
- very little about 11%
- very little, mostly white, middle class
- very small amount of non-white minority students
- We are an affluent school district with a lot of diversity.
- we have a hmong population, but we are not overly diverse
- We have a wide range of economic levels. Most students are white

Program Outcomes

11-13. Scholarship

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		
		1		2		3		4		5		Co
I seek continuous learning opportunities regarding specialty knowledge to enhance student learning.	'04-05			1	7.7%	3	23.1%	3	23.1%	6	46.2%	1
	'08-09					4	19.0%	9	42.9%	8	38.1%	2
I am knowledgeable about and currently use professional literature and professional development activities to enhance my performance in my professional responsibilities.	'04-05			2	15.4%	2	15.4%	5	38.5%	4	30.8%	1
	'08-09			1	4.8%	5	23.8%	10	47.6%	5	23.8%	2
I understand how constructivist teaching can enhance the learning of my students.	'04-05			2	16.7%	2	16.7%	6	50.0%	2	16.7%	1
	'08-09					4	19.0%	9	42.9%	8	38.1%	2

14-16. Inquiry

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		Total	
		1		2		3		4		5		Count	Mean
I use principles of action research, inquiry, and critical thinking to inform decision-making within my classroom and school.	'04-05			2	16.7%	2	16.7%	6	50.0%	2	16.7%	12	3.67
	'08-09	1	5.0%	2	10.0%	8	40.0%	7	35.0%	2	10.0%	20	3.35
I am viewed by my colleagues as a life-long learner who values inquiry in professional development.	'04-05			1	11.1%			6	66.7%	2	22.2%	9	4.00
	'08-09			1	4.8%	7	33.3%	6	28.6%	7	33.3%	21	3.90
I choose to consider multiple perspectives and to use critical thinking to self-assess in order to make informed decisions.	'04-05					1	8.3%	7	58.3%	4	33.3%	12	4.25
	'08-09			1	4.8%	5	23.8%	8	38.1%	7	33.3%	21	4.00

17-21. Professional Knowledge

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		Total	
		1		2		3		4		5		Count	Mean
I use a constructivist frame to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.	'04-05			1	8.3%	1	8.3%	9	75.0%	1	8.3%	12	3.83
	'08-09			3	15.0%	3	15.0%	11	55.0%	3	15.0%	20	3.70
I plan appropriate instruction based upon knowledge of subject matter, students, the learning context and curriculum.	'04-05			1	8.3%	1	8.3%	4	33.3%	6	50.0%	12	4.25
	'08-09					1	5.0%	12	60.0%	7	35.0%	20	4.30
I use research based practice to be an agent of change in my classroom in order to engage all students in learning.	'04-05			1	8.3%	3	25.0%	4	33.3%	4	33.3%	12	3.92
	'08-09			1	5.0%	6	30.0%	8	40.0%	5	25.0%	20	3.85
I use assessment on a daily basis to shape my instructional planning, not just as a summative assessment tool.	'04-05					4	33.3%	4	33.3%	4	33.3%	12	4.00
	'08-09			2	10.0%	3	15.0%	9	45.0%	6	30.0%	20	3.95
I am regarded by my peers as an effective instructional strategist.	'04-05					1	11.1%	3	33.3%	5	55.6%	9	4.44
	'08-09					3	15.0%	11	55.0%	6	30.0%	20	4.15

22-26. Communication

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		Total	
		1		2		3		4		5		Count	Mean
I use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	'04-05					3	30.0%	4	40.0%	3	30.0%	10	4.0
	'08-09					6	30.0%	9	45.0%	5	25.0%	20	3.5
I work to empower all students and their families through collaboration and appropriate communication with others.	'04-05			2	16.7%	1	8.3%	6	50.0%	3	25.0%	12	3.0
	'08-09			2	10.0%	5	25.0%	6	30.0%	7	35.0%	20	3.0
I work to empower self and colleagues through collaboration and appropriate communication with others	'04-05			2	16.7%	1	8.3%	6	50.0%	3	25.0%	12	3.0
	'08-09			1	5.0%	5	25.0%	10	50.0%	4	20.0%	20	3.0
I am viewed by my colleagues as an effective communicator.	'04-05					2	20.0%	6	60.0%	2	20.0%	10	4.0
	'08-09			1	5.0%	4	20.0%	8	40.0%	7	35.0%	20	4.0
I embrace new technologies and their use in the educational setting.	'04-05			1	9.1%	1	9.1%	3	27.3%	6	54.5%	11	4.0
	'08-09			1	5.0%	3	15.0%	10	50.0%	6	30.0%	20	4.0

27-31. Caring

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		Total	
		1		2		3		4		5		Count	Mean
I advocate for all students in a way that nurtures the potential of each student.	'04-05					1	9.1%	2	18.2%	8	72.7%	11	4.64
	'08-09					4	20.0%	9	45.0%	7	35.0%	20	4.15
I value diversity and establish a well-managed instructional environment based on principles of peace building.	'04-05			1	8.3%	1	8.3%	5	41.7%	5	41.7%	12	4.17
	'08-09					6	30.0%	5	25.0%	9	45.0%	20	4.15
I integrate knowledge of moral, ethical and legal responsibilities using multicultural and peace building perspectives.	'04-05					1	9.1%	5	45.5%	5	45.5%	11	4.36
	'08-09			3	15.0%	2	10.0%	8	40.0%	7	35.0%	20	3.95
I promote compassionate and just learning environments.	'04-05							6	60.0%	4	40.0%	10	4.40
	'08-09					4	20.0%	7	35.0%	9	45.0%	20	4.25
I regulate my emotions and take professional responsibility for my actions.	'04-05					1	9.1%	6	54.5%	4	36.4%	11	4.27
	'08-09					5	25.0%	7	35.0%	8	40.0%	20	4.15

32-35. Leadership

Please choose the rating that best describes your preparation:

*only asked if answered 'Yes' to 'Are you currently Teaching?'

		Not at all		Marginally		Well		Very Well		Extremely Well		Total	
		1		2		3		4		5		Count	M
I model collaborative behavior through self-control, enthusiasm, celebration of diverse views, and intellectual curiosity.	'04-05					1	9.1%	6	54.5%	4	36.4%	11	4
	'08-09					4	20.0%	9	45.0%	7	35.0%	20	4
I engage in reflective practice.	'04-05			2	16.7%	1	8.3%	5	41.7%	4	33.3%	12	3
	'08-09					5	25.0%	11	55.0%	4	20.0%	20	3
I seek to bring about fair and just systematic change within the educational context.	'04-05					2	18.2%	3	27.3%	6	54.5%	11	4
	'08-09			2	10.0%	6	30.0%	7	35.0%	5	25.0%	20	3
My colleagues view me as engaging in and advocating for appropriate professional practices.	'04-05					1	12.5%	5	62.5%	2	25.0%	8	4
	'08-09			1	5.0%	6	30.0%	7	35.0%	6	30.0%	20	3

36. Overall Program Effectiveness

Please choose the rating that best describes your preparation:

		Very ineffective		Ineffective		Somewhat effective		Effective		Very effective		Total	
		1		2		3		4		5		Count	M
Select the rating that best describes the overall effectiveness of the Master of Arts in Education program in preparing you as a teacher-leader who advocates for all children and youth?	'04-05	1	7.1%	1	7.1%	1	7.1%	7	50.0%	4	28.6%	14	3
	'08-09					1	4.0%	11	44.0%	13	52.0%	25	4

37. How have you been changed by EMU's MA in Education program?

'04-05

Life long learner (2)

- I am a professional who keeps on learning, ready to apply my knowledge and skills in teaching situations.
- the program enhanced my teaching ability and encouraged me to be reflective on a daily basis

Focus on Student Needs(2)

- I feel that I look at my teaching environment in a new way. I look at the students and their needs before looking at standards.
- I have been encouraged to continue to strive for what I know is right about education and for what is best for the students.

Collaboration/Leadership (2)

- I have become more reflective about my own beliefs and how I bring them into the classroom. I am

more apt to collaborate with other teachers and parents since graduating from the program.

- The program allowed me to have a broader perspective regarding my role as an educator and advocate for both the students with whom I work and my peers.

Other (1)

- As a educator, I strive to change and keep in tune with the changes in education and students. I do not feel this behavior was driven by the EMU program but the work ethics instilled by my parents.

'08-09

Lifelong learner (8)

- I am able to evaluate ideas better. I have a continued desire to learn more. I am able to consider learning ideas from a variety of possible view points.
- I am more aware of research and how to use it to drive my teaching.
- I have been changed by continuing my education and bettering myself as an educator for my students
- I have changed by becoming a more reflective individual, one who is not afraid to take risks to help improve my self and students.
- I have gained further knowlege in the areas of literacy assessment and instruction. This knowlege has been helpful to both the students and teachers with whom I work closely.
- I was able to do research on important topics that affect my classroom and students.
- It has really taught me to seek out my own answers to things rather than to depend on others for answers. I'm not afraid to do a little research and share my findings with other teachers. I'm much more confident!
- more aware of research supporting various teaching practices

Focus on student needs (4)

- I have become more reflective in practice and I am more prepared to teach studnets meeting their individual needs as well as delivering instruction that is engaging and thought provoking.
- I now teach to the whole person - not just the one from whom the textbook is written
- I see diversity more clearly, I am geared to look for justice in my classroom, I can work with curriculum planning.
- It has helped me to be a more student-centered teacher

Reflective Teaching (3)

- Has given me a better "whole Picture" perspective on teaching and every day life.
- I now consider myself very constructivist
- More reflective

Collaboration/Leadership (3)

- It was the first time I truly enjoyed school/classes and took pride in engaging in meaningful discussions with professors and peers.
- Not a day goes by that I don't think about [1]'s peacebuilding class. That single week-long class changed me as a person and my view of my role in my school and my classroom.
- **Edited to protect identities of professors.*

Other (3)

- I look at the classroom and my students so differently. It's helped me to see how to help my students to participate in activities that encourage them to find their knowledge themselves.
- To be a real teacher.
- yes it was very beificial.

38. What do you identify as the strengths of your teacher preparation program?

'04-05

Emphasis on Practical Skills (4)

- Hands-on, practical, relevant to my needs. I often "brag" about the fact that EMU is a program that understands teachers and their needs. All that I did in my program was applicable to my job. I truly enjoyed my experience and journey of learning at EMU. Thanks for all your hard work.
- Most of the classes were practical to the teaching environment.

- Project and assignments that are applicable to the classroom. Time frame and schedule of classes.
- The material was relevant and current issues were addressed. Many of the professors were currently teaching in the public school system which made me feel like they weren't removed from the "real teaching world".

Best Practices in the Field (2)

- The program supports best practices for education and students.
- The strengths were many. Specifically significant for me was the ability to examine held beliefs against a backdrop of current research. It was also very helpful to discuss best practices with people who are 'in the field.'

Collaboration (1)

- collaboration with a diverse group of professionals, small class size

Other (1)

- I truly enjoyed the program at the beginning of the cohort. The classes taught by [2], [3], and [4] were classes that allowed the educators to freely explore new ideas in education. [5] had a negative effect. She did not allow independent exploration of new areas. She did the boring reading strategy instead doing and introducing new strategies to classroom teachers. She chose selected individuals to glorify instead working with everyone. Not a very Christian behavior from a professor of a Christian University. I left EMU with many NEGATIVE views because of her behavior toward the COHORT and lack of professionalism.*
- **Edited to protect identities of professors.*

'08-09

Emphasis on Practical Skills (6)

- It was very practical. Everything I did in the program I was able to use in my current teaching position and made me a better teacher.
- Practical experiences and down-to-the-ground knowledge. Besides, I especially appreciate the action research experience with [6], during which, I felt very supported in terms of solving practical problems based on research, theories and data. I feel that I can do a good job if I am a teacher.
**Edited to protect identities of professors.*
- Practical projects and requirements that are immediately applicable in the classroom.
- qualified professors, relevant assignments
- reflective practice and peacebuilding skills
- variety of class topics, practical application in most courses

Professors (3)

- The professional staff at EMU (professors), meaningful classes.
- The professors were compassionate and caring. They exposed me to a variety of teaching methods not introduced in my undergraduate classes.
- The staff at EMU. The professors were both knowledgeable in their subject matter and easy to talk to. The directors and staff members knew each of us (took the time to know us) personally and suggest appropriate paths for continuing education.

Accommodating (3)

- 1. Professors who identify with the fact that we are getting our education in the midst of raising families and working! 2. Knowledgeable professors who are willing to help and listen! 3. Schedule of the classes are conducive to a family lifestyle!
- I think there could be more specific special education classes for someone who is getting a first time special ed. degree (unlike me). There could be more classes specifically about teaching students with

autism, kids with behavior problems, students with multiple disabilities..... I loved how EMU was extremely flexible and friendly and extremely accommodating.

- The strengths would be the choice of classes, the schedule which caters to working teachers, and the professors involved in the program.

Leadership Preparation (3)

- Educating teachers on the whole picture and preparing them to be agents of change in their environment.
- Teaming and collaboration, peace building, and constructivism
- Willingness to change; value all as individuals

Research Opportunities (2)

- Action Research Process
- constructivist classes research based opportunities

Discussions (2)

- discussion with colleagues
- The research and classes with my colleagues where I learned a lot just through discussion with them.

Christian Based (1)

- I love the fact that, for the most part, the classrooms at EMU are Christian based. I loved that in my first class at EMU, we said a prayer on the very first day, to get things started. I think we, as students, were challenged to look at our classrooms differently.

Other (2)

- I had a great bachelors level preparation
- wide range of classes

39. What changes or additional experiences would you recommend for program improvement?

'04-05

Focus on diversity (2)

- A constant challenge in the school in which I work is the diversity. Many of our students come from poverty, they have many deficits and they are being educated with students who come from homes with every opportunity. It is difficult to meet such diverse needs in the same classroom. It is difficult to get all students to take ownership of their education. While parent communication is important, if English is not spoken by the parents of my students, and I do not speak their native language, this presents an additional barrier. Presenting ways to deal with these real issues, that are present every single day, would be helpful.
- Inform teachers, going into public education, about funding issues, federal and state regulations, testing practices, and what effect these items are having on teacher's control of their curriculum and classroom.

Technology (1)

- greater use of technology and how to integrate. Use of apple products would be helpful.

Presenters (1)

- Presenters to bring real life experiences related to the learning.

Other (5)

- continue to keep class sizes very small to foster more interaction among teachers/participants. it is what teachers crave most.
- If JMU does not require a ACTION THESIS of their students, why does EMU require it from WORKING EDUCATORS?
- not sure at this time
- Curriculum mapping
- Since there is so much work outside of class, I think that it would be nice sometimes to have some portion of the class for work. Just as an idea.

'08-09

Action Research (5)

- Action Research still needs 'tweaked'
- I feel that the action research project was drawn out. It took over a year to complete. I understand that it was a very important piece of the graduation program, but I believe it could be condensed. It would have been nice to have different options as to a project choice.
- I thought the research class was to long.
- Make the research in the classroom less stressful. The professor who assists should be able to communicate easily and quickly to alleviate misinformation when researching and writing and encourage the teacher/researcher.
- The action research paper is stressful. It seems to go against the philosophy of peaceful change without conflict. There were times I felt very isolated and lost during the process.

Incorporate Assessments into Curriculum (3)

- Classes that teach specific ways to use data to plan for and deliver instruction. Using data to

differentiate.

- In this age of testing and standards, it is critical to offer preparation and background on how to incorporate the assessment culture into curriculum planning. Using data to inform instruction is also a reality of education today and we need more preparation for how to generate, analyze and use data honestly and effectively.
- more assessment classes...formative assessments and how to use them to structure instruction

Additional Programs (2)

- 1. I would love to see EMU offer Doctoral programs!
- Adding on certificate programs would be a wonderful change. I am interested in acquiring my Supervisor of Special Education certification, but am reluctant to sign up with another institution after the wonderful experience I had at EMU.

Other (7)

- Can't think of any at this time.
- More content specific practice, more methods of teaching
- More detailed classes on better strategies of teaching students with severe disabilities
- More specific ways to teach students with diverse needs
- more subject specific training/learning experiences
- when you perform in an adequate range on a project feedback on how to make it exceptional would be helpful, many times rubrics felt subjective in nature
- I would like to have had my coursed geared more to an elementary level.

39. The EMU Education Department is considering creating a Facebook group for the purpose of communicating with alumni. Would you join this group?

	'04-05	'08-09	Total	
			Count	Percentage
Yes	6	17	23	62.2%
No	2	3	5	13.5%
No, I don't have facebook	5	4	9	24.3%
Total	13	24	37	100.0%

Appendix 2: Graduate Administrators Quantitative & Qualitative Responses

Background Information

1. The teacher being evaluated for this survey graduated from EMU:

Please choose *only one* of the following:

	Total	
	Count	Percentage
last year	2	100.0%
five years ago	0	0.0%
Total	2	100.0%

2. My school is:

Please choose *only one* of the following:

			Total	
	'04-05	'08-09	Count	Percentage
Public	0	2	2	100.0%
Private	0	0	0	0.0%
Total	4	2	2	100.0%

3. My school is:

Please choose *only one* of the following:

			Total	
	'04-05	'08-09	Count	Percentage
Accredited	0	1	1	50.0%
Not accredited	0	1	1	50.0%
Total	0	2	2	100.0%

4. My school is located:

Please choose *only one* of the following:

			Total	
	'04-05	'08-09	Count	Percentage
in Virginia	0	1	1	50.0%
outside Virginia	0	1	1	50.0%
Total	0	2	2	100.0%

5. How would you describe the diversity at your school?

'08-09

- Very diverse.
- We are an urban district with about 72% African American students, 20% Hispanic, 5% white, 2% Asian.

Program Outcomes

10-11. Scholarship

Please choose the rating that best describes the performance of your teacher.

		Poor	Emerging	Competent	Mastery	Exemplary	Total	
		1	2	3	4	5	Count	Mean
Articulates major concepts, assumptions, debates and methodologies of inquiry that are central to the discipline taught.	'04-05						0	
	'08-09			1 50.0%		1 50.0%	2	4.00
Demonstrates awareness and applies meaningful connections across disciplines and cultures.	'04-05						0	
	'08-09				2 100.0%		2	4.00