

## Program Feedback Survey of Completers

### Standards Alignment:

- CAEP: Standards R1.1, R1.2, R1.3, R1.4, R2.3, R3.3, R4.1, R4.3, R5.1, R5.2, R5.3, R5.4
- InTASC: Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Louisiana Framework: 1, 2, 3, 4

### Overview:

**Purpose** – Evidence shows that program completers provide useful information for program improvement. Survey results provide valuable information to the EPP about areas that need to be strengthened and the overall effectiveness of the program.

**Description** – The EPP surveys completers regarding their preparation to teach effectively. The survey collects data regarding the completers’ impact on student learning, planning, instruction, management, assessment, technology, concrete representations, visual representations, resources, and professionalism.

### Completer survey question alignment

Survey Questions	CAEP Alignment	INTASC Standards	Louisiana Framework
Planning: Specify student outcomes aligned with parish and state standards.	R1.1, R1.2, R1.3	7	1,3
Planning: Successfully identify and implement accommodations for individual student differences in the context of the whole class.	R1.1, R1.2, R1.3, R4.1	1,2	1, 2,3
Management: Maintain a positive learning environment and facilitate learning by organizing available space, materials, and equipment.	R1.1, R4.1	3	2
Instruction: Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	R1.1, R1.2, R1.3, R4.1	1,2,8	1,3
Instruction: Integrate a variety of materials to achieve lesson objectives.	R1.1, R1.2, R1.3, R4.1	1,2,5,7,8	1,3
Instruction: Implement teacher-directed and/or student-centered activities that would result in student learning.	R1.1, R1.2, R1.3, R4.1	1,2,3,4,5,6,7,8	1,3
Instruction: Integrate technology into lessons.	R1.1, R1.2, R1.3, R4.1	7,8	1,3
Instruction: Provide timely feedback to students.	R1.1, R1.4, R4.1	6	4
Instruction: Relate examples, real-like situations, or current events to the content being taught.	R1.1, R1.2, R1.3, R4.1	4,5,8	1,3
Instruction: Effectively use appropriate formal and informal assessment techniques.	R1.1, R1.2, R1.3, R4.1	6	1,3
Instruction: Monitor the ongoing performance of students.	R1.1, R1.2, R1.3, R4.1	6	1,2,3,4
School Improvement: Encouraged professional development (book study, faculty meetings, cluster meetings).	R1.4	9,10	4
Reflection: Overall, how would you rate the effectiveness of Residency in preparing you to improve student learning?	R4.1, R4.3	1,2,3,4,5,6,7,8	1,2,3,4
List the 3 areas in which you feel most prepared.	R4.1, R4.3	1-10	1,2,3,4
List 3 areas of improvement that would strengthen Residency.	R4.1, R4.3	1-10	

LSUA Department of Education  
**Program Feedback Survey Results**  
 Spring 2020

Total Number of Surveys Sent: 77\*

Responses: 24

Percentage Response Rate: 31%

Survey Questions	Excellent	Adequate	Limited	Non-existent
Planning: Specify student outcomes aligned with parish and state standards.	54.2%	37.5%	4.2%	4.2%
Planning: Successfully identify and implement accommodations for individual student differences in the context of the whole class.	50%	16.7%	33.3%	
Management: Maintain a positive learning environment and facilitate learning by organizing available space, materials, and equipment.	66.7%	16.7%	12.5%	4.2%
Instruction: Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	58.3%	37.5%	4.2%	
Instruction: Integrate a variety of materials to achieve lesson objectives. **	56.5%	30.4%	8.7%	4.4%
Instruction: Implement teacher-directed and/or student-centered activities that would result in student learning.**	56.5%	30.4%	13%	
Instruction: Integrate technology into lessons.	66.7%	12.5%	16.7%	4.2%
Instruction: Provide timely feedback to students.	62.5%	29.2%	4.2%	4.2%
Instruction: Relate examples, real-like situations, or current events to the content being taught.	66.7%	25%	8.3%	
Instruction: Effectively use appropriate formal and informal assessment techniques.	62.5%	29.2%	8.3%	
Instruction: Monitor the ongoing performance of students.**	61%	30.4%	8.7%	
School Improvement: Encouraged professional development (book study, faculty meetings, cluster meetings).	54.2%	41.7%	4.2%	
Reflection: Overall, how would you rate the effectiveness of Residency in preparing you to improve student learning? **	52.2%	26.1%	13%	8.7%
List the 3 areas in which you feel most prepared.	See disaggregated data on following pages.			
List 3 areas of improvement that would strengthen Residency.	See disaggregated data on following pages.			

\*-In SP20, surveys sent to a wider audience than normal. Beginning in 2021, surveys sent to no more than 3 prior semesters including summer.

\*\* - One respondent skipped this question.

**LSUA DOE Program Feedback survey responses by program - SP20**

Responses by Program	Sent	Received	Percent Returned
Elementary	38	14	37%
Secondary	1	0	0%
Alternative Certification	20	6	30%
PTP	18	4	22%

## LSUA DOE Program Feedback survey results Elementary (N=14) – SP20

### Instructions for respondents to the Elementary surveys

Rate the opportunities that the LSUA Educator Preparation Program assisted you in acquiring the following: knowledge, skills, and/or dispositions. This survey is for students who completed the Bachelor of Science in Elementary Education program during one of the following semesters: FA16, SP17, FA17, SP18, FA18, or SP19.

Survey Questions	Excellent	Adequate	Limited	Non-existent
Planning: Specify student outcomes aligned with parish and state standards.	35.71%	57.14%	7.14%	
Planning: Successfully identify and implement accommodations for individual student differences in the context of the whole class.	35.71%	21.43%	42.86%	
Management: Maintain a positive learning environment and facilitate learning by organizing available space, materials, and equipment.	50%	28.57%	21.43%	
Instruction: Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	42.86%	57.14%		
Instruction: Integrate a variety of materials to achieve lesson objectives.	42.86%	42.86%	14.29%	
Instruction: Implement teacher-directed and/or student-centered activities that would result in student learning.	42.86%	42.86%	14.29%	
Instruction: Integrate technology into lessons.	57.14%	14.29%	28.57%	
Instruction: Provide timely feedback to students.	50%	42.86%	7.14%	
Instruction: Relate examples, real-like situations, or current events to the content being taught.	50%	42.86%	7.14%	
Instruction: Effectively use appropriate formal and informal assessment techniques.	42.86%	42.86%	14.29%	
Instruction: Monitor the ongoing performance of students.	46.15%	28.46%	15.38%	
School Improvement: Encouraged professional development (book study, faculty meetings, cluster meetings).	42.86%	57.14%		
Reflection: Overall, how would you rate the effectiveness of Residency in preparing you to improve student learning?	38.46%	30.77%	23.08%	7.69%
List the 3 areas in which you feel most prepared.	I feel most prepared in writing lesson plans, gathering and using materials, and phonemic awareness instruction.			
	Self-evaluation, lesson preparation (organization, alignment to standard, rigor), assessment			
	SLT's, lesson planning, lesson pacing			
	HOT questioning, time management, classroom management			
	Lesson planning, classroom management, and reflection would be my top 3. This program is phenomenal though and made me feel so prepared and helped me have an incredibly successful first year of teaching. I recommend it to everyone.			
	Lesson planning, time management, being flexible within the curriculum			

	Lesson planning, time management, and being flexible within the curriculum/material
	Objectives, integrating technology
	Classroom management, lesson planning, and classroom discipline
	Classroom management, student/parent relationships, curriculum understanding.
List 3 areas of improvement that would strengthen Residency.	Training may improve regarding reading and understanding cum folders to guide beginning of the year assessment, differentiation, and questioning (HOTS and student to student questioning).
	Continue/increase field experience time
	Lesson planning, expectations of students, keeping in contact with residency students
	More use with technology (promethium boards, smart boards, google classroom), more research and/or talking about realistic expectations on the first day/week of school
	<p>1. Accountability for work. Everyone got the same grade regardless of if they actually gave their all or didn't do any of the work. That was very frustrating to see that my work really didn't matter, even though I know my effort is what made me have such a positive learning experience.</p> <p>2. The ability to have hours in every grade level to allow students to experience each grade and see the progression of standards, as well as have experience teaching in each grade.</p> <p>3. It would be helpful if the professors would at least touch on the programs the school are using to teach content. I understand that curriculums change, but it is so important to ensure the LSUA students understand how to teach the way the district requires for the time they will get a job. It doesn't need to be a main focus, but at least spend a class or two on how to effectively navigate the resources and resources and sample lessons for each grade level. Overall, I am incredibly proud to be a graduate of this program and encourage anyone I know who wants to be an elementary school teacher to go to LSUA.</p>
	Provide current technology training with up to date technology that is actually used in the classrooms. Provide more training on differentiated instructions for

	all abilities (very low to very high). Provided more trainings on how to find teacher created materials or supplemental materials that incorporate into the current curriculum at a rigorous level while aligning to the standards.
	1. Provide more/current technology training in line with what is being used in the classrooms 2. Provide more training on how to differentiate for various types of learners and their needs 3. Provide more training on finding supplemental materials that are rigorous and support the standards being taught.
	I don't believe residents should do residency at schools like Phoenix Magnet since it is not "real life." I feel as I was in culture shock when I first stepped foot into a Title 1 classroom. I never had to deal with sped, 504, low income, no parental support etc at Phoenix and that is a HUGE part of being a teacher in today's world. I feel like any student placed at a school like Phoenix is being given a disservice, and will not be adequately prepared.
	I found that I was very well prepared when beginning my 1st teaching job. I really found the yearlong residency to be very insightful.
	Technology used in the classroom such as goggle slides or flipchart.

**LSUA DOE Program Feedback survey results Alternative Certification & PTP combined (N=10) – SP20\***

**Instructions for respondents to the Alternative Certification & PTP surveys**

Rate the opportunities that the LSUA Educator Preparation Program assisted you in acquiring the following: knowledge, skills, and/or dispositions. This survey is for students who completed an alternative certification program during one of the following semesters: FA16, SP17, FA17, SP18, FA18, or SP19. This survey is for students who completed the Practitioner Teacher Program during one of the following semesters: SP18, FA18, or SP19.

Survey Questions	Excellent	Adequate	Limited	Non-existent
Planning: Specify student outcomes aligned with parish and state standards.	80%	10%		10%
Planning: Successfully identify and implement accommodations for individual student differences in the context of the whole class.	70%	10%	20%	
Management: Maintain a positive learning environment and facilitate learning by organizing available space, materials, and equipment.	90%			10%
Instruction: Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	80%	10%	10%	
Instruction: Integrate a variety of materials to achieve lesson objectives.**	77.8%	11.1%		11.1%
Instruction: Implement teacher-directed and/or student-centered activities that would result in student learning.**	77.8%	11.1%	11.1%	
Instruction: Integrate technology into lessons.	80%	10%		10%
Instruction: Provide timely feedback to students.	80%	10%		10%
Instruction: Relate examples, real-like situations, or current events to the content being taught.	90%		10%	
Instruction: Effectively use appropriate formal and informal assessment techniques.	90%	10%		
Instruction: Monitor the ongoing performance of students.	80%	20%		
School Improvement: Encouraged professional development (book study, faculty meetings, cluster meetings).	70%	20%	10%	
Reflection: Overall, how would you rate the effectiveness of Residency in preparing you to improve student learning?	70%	20%	10%	
List the 3 areas in which you feel most prepared.	Lesson plans, managements, teaching ability			
	Lesson planning, student engagement, self-reflection			
	Classroom management, timing of lesson, organization			
	Planning, using the evaluation for self-reflection, and a positive classroom environment			
	Management, preparation, instruction			
	Differentiation, student-centered activities, assessments			
	Educational psychology, child development, content knowledge. Basically the coursework that I took prior to entering the residency part of the program.			
	Feedback from professors, management, assessment			
List 3 areas of improvement that would strengthen Residency.	Modification			

	Assessments for PE, Integration of subjects into PE lesson plans
	Push more people to special education – we have a shortage. I’m now certified in SPED and I’m having a blast working with these special needs students.
	Teach students how to find and align standards and create differentiated activities and lessons.
	Collaboration
	I can't think of any improvement area. From my first year teaching, beginning the certification program the following summer, and starting the internship during my second year, LSUA's classes really improved my confidence in my teaching abilities and the strategies used in my classroom. I feel my effectiveness improved dramatically from my first and second year.
	I had already taught a year before I entered this program. The residency could be a great experience for a new teacher, but unfortunately that was not the experience that I had. Thankfully, I had a couple of veteran teachers who took me under their wings that first year and helped me. As for the residency, I didn't feel like there was enough preparation and ongoing assistance with lesson planning/scaffolding, classroom management, and time management/pacing. I also had a not-so-great on-campus mentor that wouldn't help me in any way other than tell me to "google it." I did not have a great experience in this program; I just felt like it was just another hoop I had to jump through in order to get my certification.
	Focus on curriculum – especially math.

\* - Alternative Certification and PTP results combined because PTP had less than 5 respondents.

\*\* - One respondent skipped this question.