The EPP partnered with West Virginia (WV) Higher Education Policy Commission (HEPC) and The Network for Excellence in Teaching (NExT) that developed a set of common surveys (Exit, Transition to Teaching, and Supervisor) The Supervisor Survey is evidence for CAEP standard 4.3, Transition to Teaching Survey (TTS) is evidence for CAEP standard 4.4. The TTS collects information on EPP's recent graduates' licensure and job statues, perceptions of their teacher preparation programs, current school contexts and personal demographics.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Transition to Teaching Survey*. NExT: Duffield, Gogbey-Gakpetor, & Ferro.

==Section 1: Instructional Practice==
There are 21 items for this section across 4 tables of the TTS NExT Survey related to instructional practice represented. Table 1-4 indicated satisfaction of completers. Table 1 has a mean of 3.25 or above. Table 2 has a mean of 2.92 or above. Table 3 has a mean of 3.0 or above. Table 4 has a mean of 2.67 or above. These results are from a 4 point scale with 4=agree, 1=disagree.

==Section 2: Diverse Learners==
All 9 items for this section of the TTS NExT Survey relate to diverse learners represented in Table 1 indicates satisfaction of completers. The diverse learners means was 2.67 or above.

==Section 3 Learning Environment==
All 9 items for this section of the TTS NExT Survey related to the learning environment represented Table 1 indicated satisfaction of completers. The learning environment mean was 3.08 or above.

==Section 4 Professionalism==
There are 22 items for this section across 5 tables of the TTS NExT Survey related to professionalism represented. Table 1-5 indicated satisfaction of completers. Table 1 has a mean of 2.92 or above. Table 2 has a mean of 3.67 or above. Table 3 has a mean of 3.5 or above. Table 4 has a mean of 3.0 or above. Table 5 has a mean of 3.08 or above.

Section 1: Instructional Practice
To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 1 of 3)

	N = 12	
	Mean	Std Deviation
Effectively teach the subject in my licensure area.	3.58	0.49
Select instructional strategies to align with learning	3.42	0.64

goals and standards.		
Design activities where students engaged with subject matter from a variety of perspectives.	3.58	0.64
Account for students prior knowledge or experiences in instructional planning.	3.58	0.49
Design long-range instructional plans that meet curricular goals.	3.42	0.64
Regularly adjust instructional plans to meet students' needs.	3.25	0.83
Plan lessons with clear learning objectives/goals in mind.	3.50	0.65

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 2 of 3)

	N = 12	
	Mean	Std Deviation
Design and modify assessments to match learning objectives.	3.25	0.83
Provide students with meaningful feedback to guide next steps in learning.	3.17	0.90
Engage students in self-assessment strategies.	3.17	0.80
Use formative and summative assessments to inform instructional practice.	3.67	0.62
Identify issues of reliability and validity in assessment.	3.08	0.86
Analyze appropriate types of assessment data to identify student learning needs.	2.92	1.04
Differentiate assessment for all learners	3.25	0.72

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 3 of 3)

	N = 12

	Mean	Std Deviation
Use digital and interactive technologies to achieve instructional goals.	3.50	0.65
Engage students in using a range of technology tools to achieve leaning goals	3.42	0.76
Help students develop critical thinking processes.	3.25	0.72
Help students develop skills to solve complex problems	3.17	0.69
Make interdisciplinary connections among corre subjects.	3.25	0.92
Know where and how to access resources to build global awareness and understanding.	3.00	1.08
Help students analyze multiple sources of evidence to draw sound conclusions..	3.17	1.07

Section 2: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 1 of 1)

	N = 12	
	Mean	Std Deviation
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	2.92	1.04
Differentiate instruction for a variety of learning needs.	3.17	0.80
Differentiate for students at varied developmental levels.	3.17	0.80
Differentiate to meet the needs of students from various socioeconomic backgrounds.	3.33	0.75
Differentiate instruction for students with IEPs and 504 plans.	3.17	1.07
Differentiate instruction for students with mental health needs.	3.00	0.82

Differentiate instruction for gifted and talented students.	2.92	0.95
Differentiate instruction for English-language learners.	2.67	1.11
Access resources to foster learning for students with diverse needs.	3.25	0.92

Section 3: Learning Environment

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 1 of 1)

	N = 12	
	Mean	Std Deviation
Clearly communicate expectations for appropriate student behavior.	3.17	0.99
Use effective communication skills and strategies to convey ideas and information to students.	3.42	0.64
Connect core content to students' real-life experiences.	3.58	0.49
Help students work together to achieve learning goals.	3.58	0.64
Develop and maintain a classroom environment that promotes student engagement.	3.58	0.64
Respond appropriately to student behavior.	3.17	0.90
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	3.58	0.49
Help students regulate their own behavior.	3.08	0.95
Effectively organize the physical environment of the classroom for instruction.	3.50	0.65

Section 4: Professional Environment

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Table 1 of 5)

	N = 12	
	Mean	Std Deviation
Seek out learning opportunities that align with my professional development goals.	3.25	0.60
Access the professional literature to expand my knowledge about teaching and learning.	3.08	0.95
Collaborate with parents and guardians to support student learning.	2.92	1.04
Collaborate with teaching colleagues to improve student performance.	3.50	0.65
Use colleague feedback to support my development as a teacher.	3.42	0.86
Uphold laws related to student rights and teacher responsibility.	3.75	0.43
Act as an advocate for all students.	3.50	0.50

To what extent do you agree or disagree with the following statements? (Table 2 of 5)

	N = 12	
	Mean	Std Deviation
The school is a physically safe and secure place.	3.83	0.37
Teachers respect the dignity and worth of all students.	3.67	0.47
The faculty and staff have positive relationships with students' parents/guardians.	3.75	0.43

To what extent do you agree or disagree with the following statements? (Table 3 of 5)

	N = 12	
	Mean	Std Deviation
I receive valuable professional guidance from faculty mentors or colleagues.	3.50	0.65
The administration is responsive to the needs of teachers.	3.50	0.65
Teachers are continually learning and seeking new ideas to enhance their practice.	3.67	0.47
Teachers have influence over establishing the curriculum.	3.55	0.66

Resources To what extent do you agree or disagree with the following statements? (Table 4 of 5)

	N = 12	
	Disagree	
Teachers have time in their schedules for planning with colleagues.	3.00	1.00
Teachers have the necessary technology resources.	3.17	0.80
Teachers have appropriate instructional space.	3.33	0.75
Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs.	3.50	0.50

To what extent do you agree or disagree with each of the following statements? (Table 5 of 5)

	N = 12	
	Mean	Std Deviation
I would recommend my teacher preparation program to a prospective teacher.	3.17	1.07

I am as happy about teaching as I thought I would be.	3.08	0.86
The rewards of teaching are worth the efforts required by my preparation program.	3.50	0.65
My teacher education program prepared me to be successful in my current teaching position.	3.08	0.95

Advanced Programs

This Exit Survey is sent to completers of the graduate program. Three completers submitted their survey responses.

<mark>Preparation for Teaching: Instructional Practice</mark>
There are 21 items for this section in one table of the Exit Survey. This table has a mean of 4.00 or above. This is on a scale of 4=agree, 1=disagree. Based upon this data, the completers felt prepared for teaching.

<mark>Preparation for Teaching: Diverse Learners</mark>
There are 9 items for this section in one table of the Exit Survey. Based on the responses, the completers felt prepared for a variety of learning and developmental needs. Areas for improvement noted by one completer are in cultural responsiveness, special needs, ELL, socioeconomic, mental health, and giftedness.

<mark>Preparation for Teaching: Learning Environment</mark>
There are 9 items for this section in one table of the Exit Survey. For this section, the completers responded "agree" for all items aside from creating a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

<mark>Preparation for Teaching: Professionalism</mark>
There are 9 items for this section in one table of the Exit Survey. For this section, the completers responded "agree" for all items.

Preparation for Teaching: Instructional Practice

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	N = 3			
	Disagree	Tend to Disagree	Tend to Agree	Agree

Effectively teach the subject matter in my licensure area.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Select instructional strategies to align with learning goals and standards.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Design activities where students engage with subject matter from a variety of perspectives.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Account for students' prior knowledge or experiences in instructional planning.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Design long-range instructional plans that meet curricular goals.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Regularly adjust instructional plans to meet students' needs.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Plan lessons with clear learning objectives/goals in mind.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Design and modify assessments to match learning objectives.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Provide students with meaningful feedback to guide next steps in learning.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Engage students in self-assessment strategies.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Use formative and summative assessments to inform instructional practice.	0.00%	0	0.00%	0	0.00%	0	100.00%	3

Understand issues of reliability and validity in assessment.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Analyze appropriate types of assessment data to identify student learning needs.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Differentiate assessment for all learners.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Use digital and interactive technologies to achieve instructional goals.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Engage students in using a range of technology tools to achieve learning goals.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Help students develop critical thinking processes.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Help students develop skills to solve complex problems.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Understand how interdisciplinary themes connect to core subjects.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Know where and how to access resources to build global awareness and understanding.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Help students analyze multiple sources of evidence to draw sound conclusions.	0.00%	0	0.00%	0	0.00%	0	100.00%	3

Preparation for Teaching: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	N = 3						
	Disagree		Tend to Disagree		Tend to Agree		Agree	
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	0.00%	0	33.33%	1	33.33%	1	33.33%	1
Differentiate instruction for a variety of learning needs.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Differentiate for students at varied developmental levels.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Differentiate to meet the needs of students from various socioeconomic backgrounds.	0.00%	0	0.00%	0	33.33%	1	66.67%	2
Differentiate instruction for students with IEPs and 504 plans.	0.00%	0	0.00%	0	33.33%	1	66.67%	2
Differentiate instruction for students with mental health needs.	0.00%	0	33.33%	1	0.00%	0	66.67%	2
Differentiate instruction for gifted and talented students.	0.00%	0	0.00%	0	33.33%	1	66.67%	2
Differentiate instruction for English-language learners.	0.00%	0	0.00%	0	33.33%	1	66.67%	2
Access resources to foster learning for students with diverse needs.	0.00%	0	0.00%	0	33.33%	1	66.67%	2

Preparation for Teaching: Learning Environment

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	N = 3

	Disagree		Tend to Disagree		Tend to Agree		Agree	
Clearly communicate expectations for appropriate student behavior.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Use effective communication skills and strategies to convey ideas and information to students.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Connect core content to students' real-life experiences.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Help students work together to achieve learning goals.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Develop and maintain a classroom environment that promotes student engagement.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Respond appropriately to student behavior.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	0.00%	0	0.00%	0	33.33%	1	66.67%	2
Help students regulate their own behavior.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Effectively organize the physical environment of the classroom for instruction.	0.00%	0	0.00%	0	0.00%	0	100.00%	3

Preparation for Teaching: Professionalism

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	N = 3

	Disagree		Tend to Disagree		Tend to Agree		Agree	
Seek out learning opportunities that align with my professional development goals.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Access the professional literature to expand my knowledge about teaching and learning.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Collaborate with parents and guardians to support student learning.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Collaborate with teaching colleagues to improve student performance.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Use colleague feedback to support my development as a teacher.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Uphold laws related to student rights and teacher responsibility.	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Act as an advocate for all students.	0.00%	0	0.00%	0	0.00%	0	100.00%	3