

**Survey of Graduates in First Five Years of Teaching
Spring 2006**

| Item | Ct | Mean | SD |
|--|-----------|-------------|-----------|
| 1. Establishes long-term instructional goals reflecting a student-centered curriculum | 174 | 2.805 | .727 |
| 2. Develops learning goals and objectives that address student needs at the appropriate instructional level which also address thinking processes | 174 | 2.874 | .750 |
| 3. Evaluates how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers | 174 | 2.816 | .805 |
| 4. Designs instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs | 174 | 2.810 | .814 |
| 5. Designs instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs | 173 | 2.514 | .956 |
| 6. Demonstrates an understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught | 174 | 2.736 | .825 |
| 7. Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings | 174 | 2.667 | .807 |
| 8. Uses appropriately multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities while using strategies which help students assume responsibility for identifying and using varied learning resources | 174 | 2.782 | .811 |
| 9. Links learning with students' prior knowledge, experiences, and cultural backgrounds | 174 | 2.736 | .752 |
| 10. Organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals | 173 | 2.676 | .799 |
| 11. Uses assessment strategies, instruments, and information appropriate to the learning expectations being evaluated (affective as well as academic) that are also gathered from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions | 174 | 2.609 | .817 |
| 12. Interprets assessment data (Terra Nova) appropriately and uses this information for instruction and evaluating student academic achievement and attitudes to determine the academic amount of progress as well as the amount of positive change toward learning | 174 | 2.057 | .865 |
| 13. Uses a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others at a level commensurate with their abilities, work collaboratively and independently, and engage in purposeful learning activities | 174 | 2.776 | .784 |

| | | | |
|---|-----|-------|------|
| 14. Assists the students in developing shared expectations for student interactions, academic discussions, and individual and group responsibilities that maintain standards of mutual respect for others within the classroom | 174 | 2.799 | .812 |
| 15. Uses classroom management techniques that foster self-control and self discipline | 174 | 2.741 | .878 |
| 16. Organizes, allocates, and manages the resources of time, space, facilities, activities, instructional assistants and volunteers, and attention in order to provide active and equitable engagement of students in productive learning | 174 | 2.603 | .825 |
| 17. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals designed to make the entire school a productive learning environment | 174 | 2.615 | .787 |
| 18. Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s) | 174 | 2.575 | .855 |
| 19. Maintains accurate and up-to-date records while completing assigned tasks on schedule and maintaining satisfactory records of punctuality and attendance | 174 | 2.655 | .795 |
| 20. Uses knowledge of school law in order to maintain confidentiality and fulfill legal responsibilities | 174 | 2.764 | .897 |
| 21. Follows applicable policies and procedures | 174 | 2.971 | .748 |
| 22. Organizes systematically and maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and appropriate others | 174 | 2.724 | .793 |
| 23. Demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the parents, students, or other professionals | 174 | 2.828 | .763 |
| 24. Designs communication appropriate to the audience while using correct grammar and organizing information logically | 174 | 2.977 | .696 |