Bagwell College of Education at Kennesaw State University
Survey of 1st Year Induction Teachers (2016 Completer Cohort)

General Information N=48	Yes	No
a. **Was the inductee "in-field" during the first year of teaching?**	43 (90%)	5 (10%)
b. **Employed as a teacher while you were enrolled in your educator preparation program?**	9 (19%)	39 (81%)
c. **Employed as a paraprofessional while you were enrolled in your educator preparation program?**	0 (0%)	48 (100%)
d. **Did you teach in the same school system and in the same building during Fall 2016 and Spring 2017?**	43 (90%)	5 (10%)

Now that I have been teaching for almost a year, I can look back on my Educator Preparation Program and say that my program prepared me to… (N=48)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. **(InTASC 1)**	16 (33%)	28 (58%)	3 (6%)	1 (2%)	0 (0%)
2. Plan instruction incorporating the basic theories of student development appropriate to my students. **(InTASC 1)**	18 (38%)	28 (58%)	1 (2%)	1 (2%)	0 (0%)
3. Deliver instruction incorporating the basic theories of student development appropriate to my students. **(InTASC 1)**	16 (33%)	30 (63%)	1 (2%)	1 (2%)	0 (0%)
4. Develop and manage a collaborative classroom in which all students have ownership. **(InTASC 3)**	15 (31%)	29 (60%)	2 (4%)	2 (4%)	0 (0%)
5. Implement effective classroom management strategies and procedures in all school areas. **(InTASC 3)**	12 (25%)	23 (48%)	10 (21%)	3 (6%)	0 (0%)
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. **(InTASC 3)**	24 (50%)	22 (46%)	2 (4%)	0 (0%)	0 (0%)
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. **(InTASC 5)**	20 (42%)	26 (54%)	1 (2%)	1 (2%)	0 (0%)
8.a Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: **Gifted Students (InTASC 1)**	10 (21%)	25 (52%)	9 (19%)	4 (8%)	0 (0%)
8.b Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: **Students with Disabilities (InTASC 1)**	14 (29%)	27 (56%)	6 (13%)	1 (2%)	0 (0%)
8.c Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: **English Language Learners (InTASC 1)**	14 (29%)	23 (48%)	10 (21%)	1 (2%)	0 (0%)
8.d Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: **At-Risk Students (InTASC 1)**	11 (23%)	26 (54%)	9 (19%)	2 (4%)	0 (0%)
9. Use technological tools and a variety of communication strategies to build communities that engage learners. **(InTASC 10)**	19 (40%)	22 (46%)	5 (10%)	1 (2%)	1 (2%)

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10. Create experiences to build accurate conceptual understandings when students have misconceptions. **(InTASC 4)**	15 (31%)	26 (54%)	5 (10%)	1 (2%)	1 (2%)
11. Create opportunities for students to learn, practice, and master academic language. **(InTASC 4)**	18 (38%)	26 (54%)	2 (4%)	1 (2%)	1 (2%)
12. Use academic language in a way that encourages learners to integrate content areas. **(InTASC 4)**	18 (38%)	26 (54%)	3 (6%)	0 (0%)	1 (2%)
13. Utilize strategies to create learning environments which engage students in individual and collaborative learning. **(InTASC 3)**	19 (40%)	27 (56%)	1 (2%)	0 (0%)	1 (2%)
14. Create opportunities for learners to develop diverse social and cultural perspectives. **(InTASC 5)**	19 (40%)	25 (52%)	3 (6%)	0 (0%)	1 (2%)
15. Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. **(InTASC 4)**	20 (42%)	23 (48%)	4 (8%)	0 (0%)	1 (2%)
16. Examine data to understand each learner's progress and learning needs. **(InTASC 6)**	16 (33%)	22 (46%)	3 (6%)	3 (6%)	4 (8%)
17. Engage learners in monitoring their own progress. **(InTASC 6)**	6 (13%)	28 (58%)	9 (19%)	1 (2%)	4 (8%)
18. Develop supports for literacy development across content areas. **(InTASC 5)**	11 (23%)	25 (52%)	4 (8%)	4 (8%)	4 (8%)
19. Develop flexible learning environments that foster discovery, exploration, and expression. **(InTASC 5)**	16 (33%)	22 (46%)	6 (13%)	0 (0%)	4 (8%)
20. Utilize a variety of technological resources to support and promote student learning. **(InTASC 5)**	12 (25%)	29 (60%)	3 (6%)	0 (0%)	4 (8%)
21. Promote students' responsible use of interactive technologies. **(InTASC 3)**	11 (23%)	27 (56%)	6 (13%)	0 (0%)	4 (8%)
22. Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. **(InTASC 6)**	24 (50%)	18 (38%)	1 (2%)	0 (0%)	5 (10%)
23. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. **(InTASC 3)**	12 (25%)	29 (60%)	2 (4%)	0 (0%)	5 (10%)
24. Use formative and summative data to adjust instruction to enhance learning. **(InTASC 6)**	22 (46%)	17 (35%)	3 (6%)	1 (2%)	5 (10%)
25. Use a variety of evidence-based practices to differentiate and support learning. **(InTASC 7)**	20 (42%)	22 (46%)	1 (2%)	0 (0%)	5 (10%)
26. Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. **(InTASC 8)**	18 (38%)	24 (50%)	1 (2%)	0 (0%)	5 (10%)
27. Align instructional goals and activities with state and district performance standards. **(InTASC 8)**	26 (54%)	16 (33%)	0 (0%)	0 (0%)	6 (13%)
28. Use ongoing analysis and reflection to improve planning and practice. **(InTASC 9)**	20 (42%)	22 (46%)	0 (0%)	0 (0%)	6 (13%)
29. Seek professional development opportunities to further develop my practice. **(InTASC 9)**	16 (33%)	24 (50%)	2 (4%)	0 (0%)	6 (13%)
30. Work collaboratively with colleagues and other professionals. **(InTASC 10)**	23 (48%)	18 (38%)	1 (2%)	0 (0%)	6 (13%)
31. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. **(InTASC 9)**	29 (60%)	13 (27%)	0 (0%)	0 (0%)	6 (13%)
32. Contribute to positive changes in practice and advance the teaching profession. **(InTASC 10)**	17 (35%)	24 (50%)	1 (2%)	0 (0%)	6 (13%)