5. Satisfaction of Completers

At the end of the 2020-2021 academic year, completers were asked to evaluate the degree to which they were prepared to address key elements of effective teaching based on the INTASC standards. This year saw great improvement in overall satisfaction. While this data will continued to be reviewed to identify areas for improvement, one can only assume that the return to face-to-face learning after the previous year of students who experienced a major disruption in their learning greatly impacted this data. Completers indicated very high satisfaction, as the following data demonstrates:

- 100% felt well prepared or prepared to understand the diverse needs of students, while 0% felt they were somewhat or not prepared
- 100% felt well prepared or prepared to plan for the diverse needs of students, while 0% felt they were somewhat or not prepared
- 100% felt well prepared or prepared to know the content they would be required to teach, and 0% indicated they were somewhat or not prepared
- 94% felt well prepared or prepared to teach required content, while 3% responded that they felt somewhat prepared, 0% felt not prepared and 1% did not respond
- 100% felt well prepared or prepared and 0% felt somewhat prepared to create a respectful environment that supports learning for all students. 0% indicated they were only somewhat or not prepared
- 100% felt well prepared or prepared and 0% felt somewhat or not prepared to implement effective instruction that engages students in learning
- 100% felt well prepared or prepared and 0% felt somewhat or not prepared to implement a range of assessments to measure the progress of learners and improve instruction
- 95% felt well prepared or prepared and 5% felt somewhat while 0% felt they were not prepared to demonstrate professionalism to stakeholders
- 100% felt well prepared or prepared and 0% felt somewhat or not prepared to use technology in ways that improve student learning.
- 92% felt well prepared or prepared and 8% felt somewhat prepared to positively impact student growth

Description of Data Set: Satisfaction of Completers					
At the end of the 2020-2021 academic year, completers were asked to evaluate the degree to which they were prepared to address key elements of effective teaching					
Question	Well Prepared	Prepared	Somewhat Prepared	Not Prepared	No Response
How prepared are you to understand the diverse needs of students?	61%	39%	0%	0%	0%
How prepared are you to plan for the diverse needs of students?	64%	36%	0%	0%	0%

Question	Well Prepared	Prepared	Somewhat Prepared	Not Prepared	No Response
How prepared are you to know the content you will be required to teach?	72%	28%	0%	0%	0%
How prepared are you to teach required content?	75%	19%	3%	0%	3%
How prepared are you to create a respectful environment that supports learning for all students?	97%	3%	0%	0%	0%
How prepared are you to implement effective instruction that engages students in learning?	58%	42%	0%	0%	0%
How prepared are you to implement a range of assessments to measure the progress of learners and improve instruction?	64%	36%	0%	0%	0%
Question	Well Prepared	Prepared	Somewhat Prepared	Not Prepared	No Response
How prepared are you to demonstrate professionalism to stakeholders?	56%	39%	5%	0%	0%
How prepared are you to use technology in ways that improve student learning?	64%	36%	0%	0%	0%
How prepared are you to positively impact student growth through leadership and collaboration?	61%	31%	8%	0%	0%

Source: Education Department