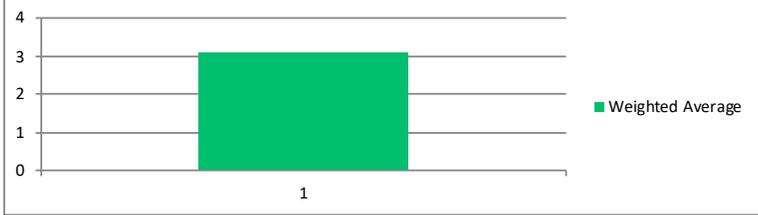


Summer 2018

4 Exemplary	3 Accomplished	2 Developing	1 Ineffective	Total	Weighted Average
22.00%	66.00%	12.00%	0.00%	50	3.1
11	33	6	0		
<b>Answered</b>					<b>50</b>
<b>Skipped</b>					<b>0</b>

How do you rate your preparation to understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional...

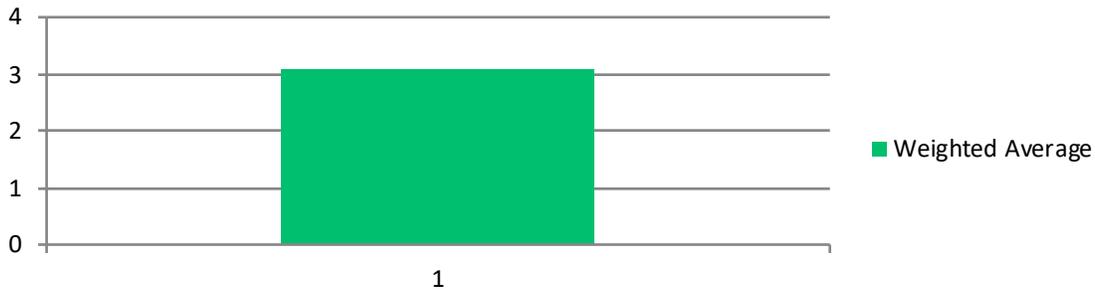


Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to understand individual differences and

	4 Exemplary	3 Accomplished	2 Dev
1	24.00%	58.00%	18.00%

How do you rate your preparation to understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards? (InTASC...



**diverse cultures and communities to ensure inclusive learning environments that enable**

Developing	1 Ineffective	Total	Weighted Average
9	0.00%	0	50
			3.06
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

**How do we ensure that every learner meets high standards? (InTASC Standard 2)**

### Follow-Up Survey (CAPs 8, 9, 10)

#### How do you rate your preparation to work with others to create environment

	4 Exemplary	3 Accomplished	2 Developing
1	36.73%	57.14%	6.12%

How do you rate your preparation to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self motivation (InTASC...



**s that support individual and collaborative learning and that encourage positive social i**

Developing	1 Ineffective	Total	Weighted Average
3	0.00%	0	49
		<b>Answered</b>	<b>49</b>
		<b>Skipped</b>	<b>1</b>

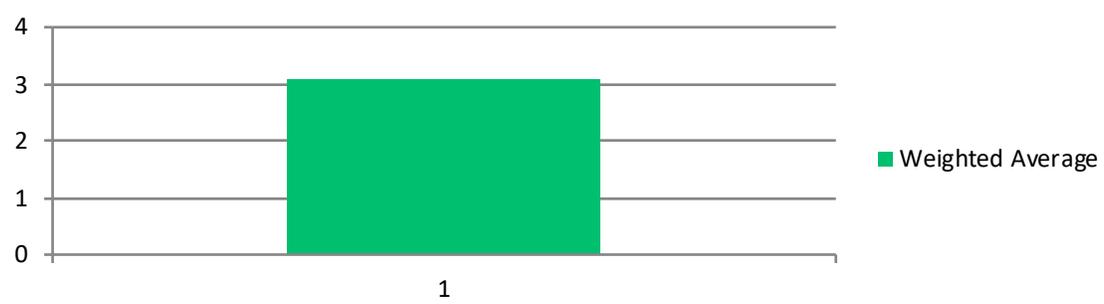
**nteraction, active engagement in learning and self motivation (InTASC Standard 3)**

### Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to understand the central concepts, tools of

	4 Exemplary	3 Accomplished	2 Developing
1	20.00%	70.00%	10.00%

How do you rate your preparation to understand the central concepts, tools of inquiry and structures of the discipline you teach and create learning experiences that make these aspects of the discipline accessible and...



**of inquiry and structures of the discipline you teach and create learning experiences th**

Developing	1 Ineffective	Total	Weighted Average
5	0.00%	0	50
<b>Answered</b>			<b>50</b>
<b>Skipped</b>			<b>0</b>

**at make these aspects of the discipline accessible and meaningful for learners to as**

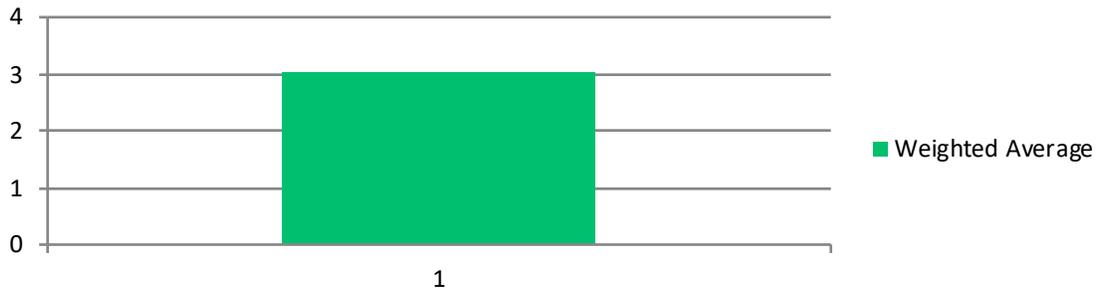
ensure mastery of content? (InTASC Standard 4)

### Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to understand how to connect concepts and

	4 Exemplary	3 Accomplished	2 Developing
1	20.41%	63.27%	16.33%

How do you rate your preparation to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues? ...



and use differing perspectives to engage learners in critical thinking, creativity, and colla

Developing	1 Ineffective	Total	Weighted Average
8	0.00%	0	49
			3.04
		<b>Answered</b>	<b>49</b>
		<b>Skipped</b>	<b>1</b>

**Collaborative problem solving related to authentic local and global issues? (InTASC Standard 8)**

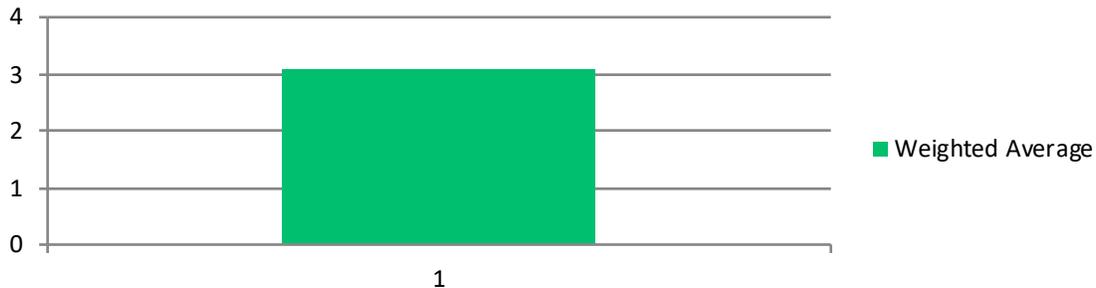
dard 5)

### Follow-Up Survey (CAPs 8, 9, 10)

#### How do you rate your preparation to understand and use multiple methods o

	4 Exemplary	3 Accomplished	2 Deve
1	26.00%	58.00%	16.00%

How do you rate your preparation to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making? (InTASC Standard 6)



**of assessment to engage learners in their own growth, to monitor learner progress, and**

Developing	1 Ineffective	Total	Weighted Average
8	0.00%	0	50
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

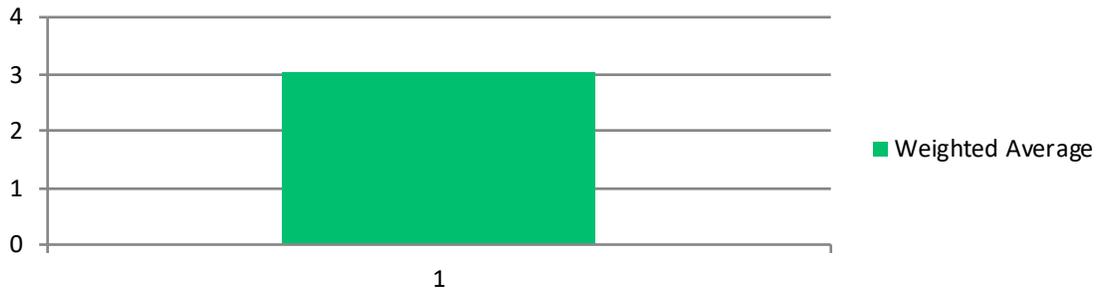
**to guide the teacher's and learner's decision making? (InTASC Standard 6)**

## Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to plan instruction that supports every stu

	4 Exemplary		3 Accomplished		2 Deve
1	24.00%	12	54.00%	27	22.00%

How do you rate your preparation to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of...



**Ident in meeting rigorous learning goals by drawing upon knowledge of content areas, c**

Developing	1 Ineffective	Total	Weighted Average
11	0.00%	0	50
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

urriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners a

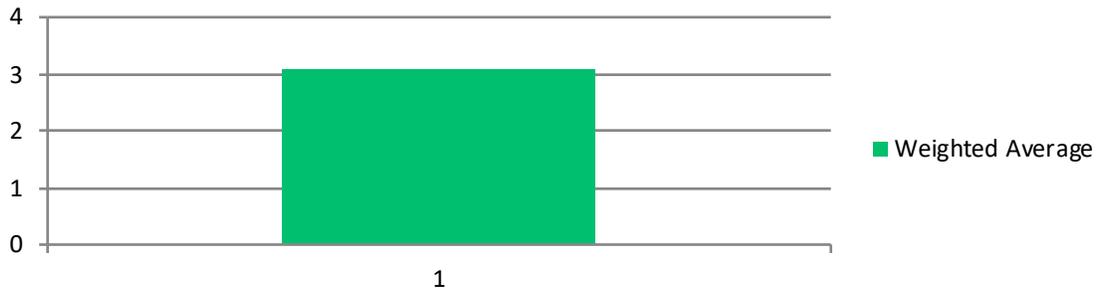
**and the community context? (InTASC Standard 7)**

## Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in...

	4 Exemplary	3 Accomplished	2 Developing
1	20.41%	69.39%	10.20%

How do you rate your preparation to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in...



**Instructional strategies to encourage learners to develop deep understanding of content areas**

Developing	1 Ineffective	Total	Weighted Average
5	0.00%	0	49
			3.1
		<b>Answered</b>	<b>49</b>
		<b>Skipped</b>	<b>1</b>

s and their connections, and to build skills to apply knowledge in meaningful ways? (li

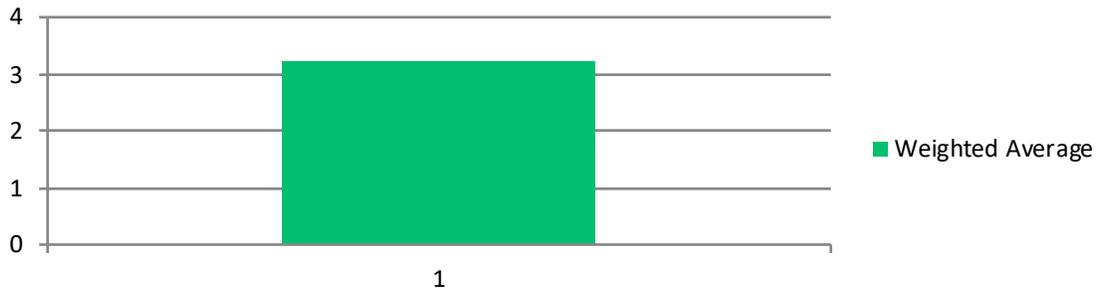
**nTASC Standard 8)**

### Follow-Up Survey (CAPs 8, 9, 10)

#### How do you rate your preparation to engage in ongoing professional learning

	4 Exemplary	3 Accomplished	2 Developing
1	30.61%	59.18%	10.20%

How do you rate your preparation to engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others (learners, families, other professionals, ...)



**g and use evidence to continually evaluate your practice, particularly the effects of your**

Developing	1 Ineffective	Total	Weighted Average	
5	0.00%	0	49	3.2
<b>Answered</b>				<b>49</b>
<b>Skipped</b>				<b>1</b>

**r choices and actions on others (learners, families, other professionals, and the com**

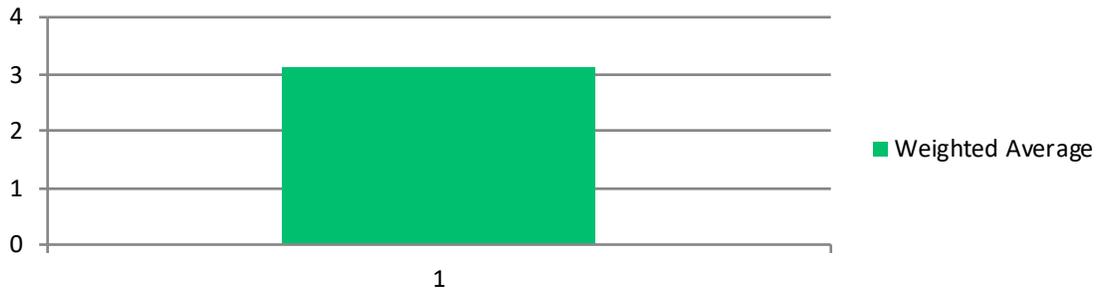
**munity) and adapt practice to meet the needs of each learner? (InTASC Standard 9)**

### Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to seek appropriate leadership roles and c

	4 Exemplary	3 Accomplished	2 Deve
1	26.00%	62.00%	12.00%

How do you rate your preparation to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community...



**opportunities to take responsibility for student learning, to collaborate with learners, fan**

Developing	1 Ineffective	Total	Weighted Average
6	0.00%	0	3.14
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

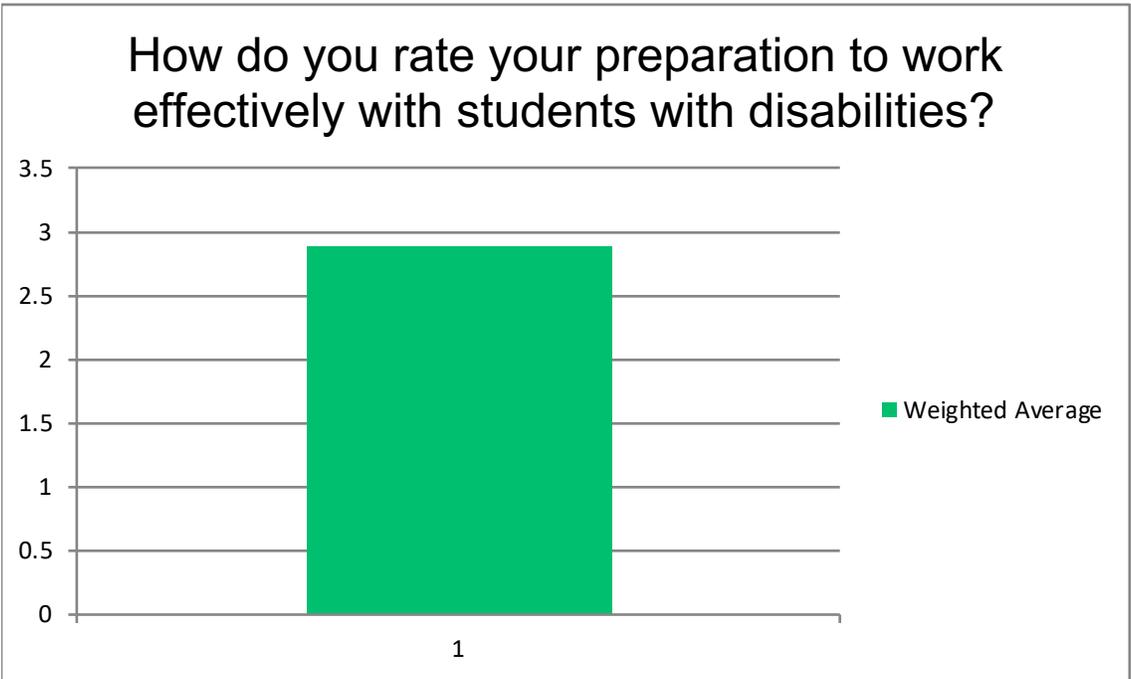
**nilies, colleagues, other school professionals and community members to ensure lea**

arnner growth and to advance the profession? (InTASC Standard 10)

### Follow-Up Survey (CAPs 8, 9, 10)

How do you rate your preparation to work effectively with students with disabilities?

Rating	4 Exemplary	3 Accomplished	2 Developing
Count	13	19	1
Percentage	26.00%	38.00%	34.00%



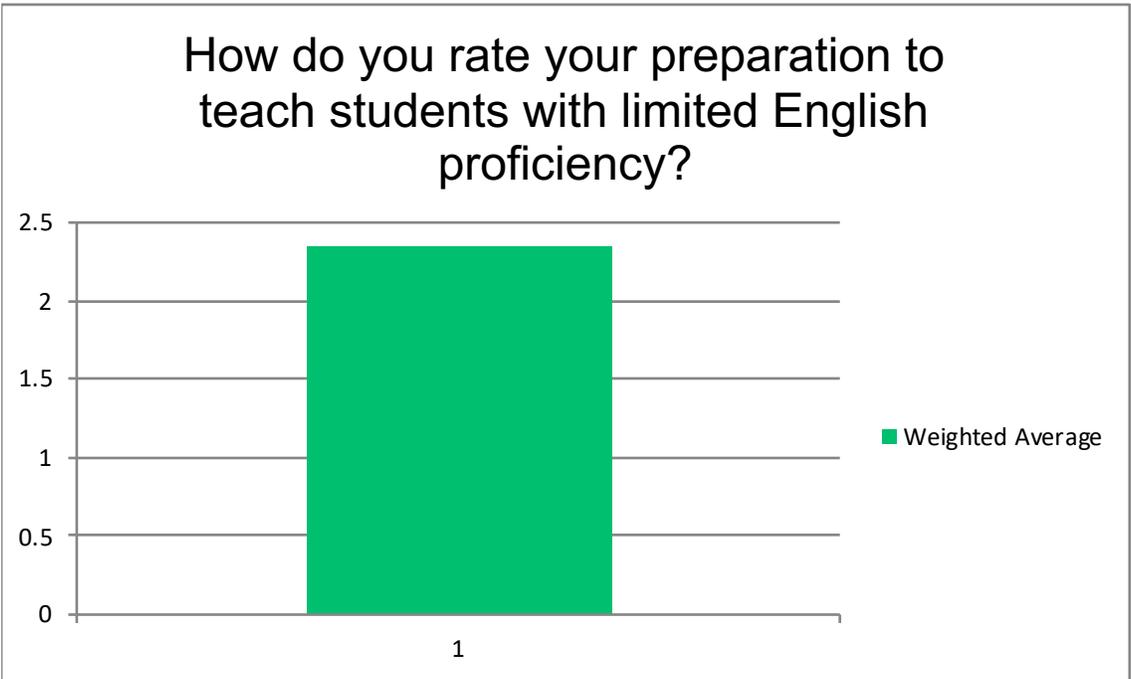
**ilities?**

Developing	1 Ineffective	Total	Weighted Average	
17	2.00%	1	50	2.88
<b>Answered</b>				<b>50</b>
<b>Skipped</b>				<b>0</b>

### Follow-Up Survey (CAPs 8, 9, 10)

#### How do you rate your preparation to teach students with limited English prof

Rating	4 Exemplary	3 Accomplished	2 Developing
Count	1	5	13
Percentage	10.20%	26.53%	51.02%



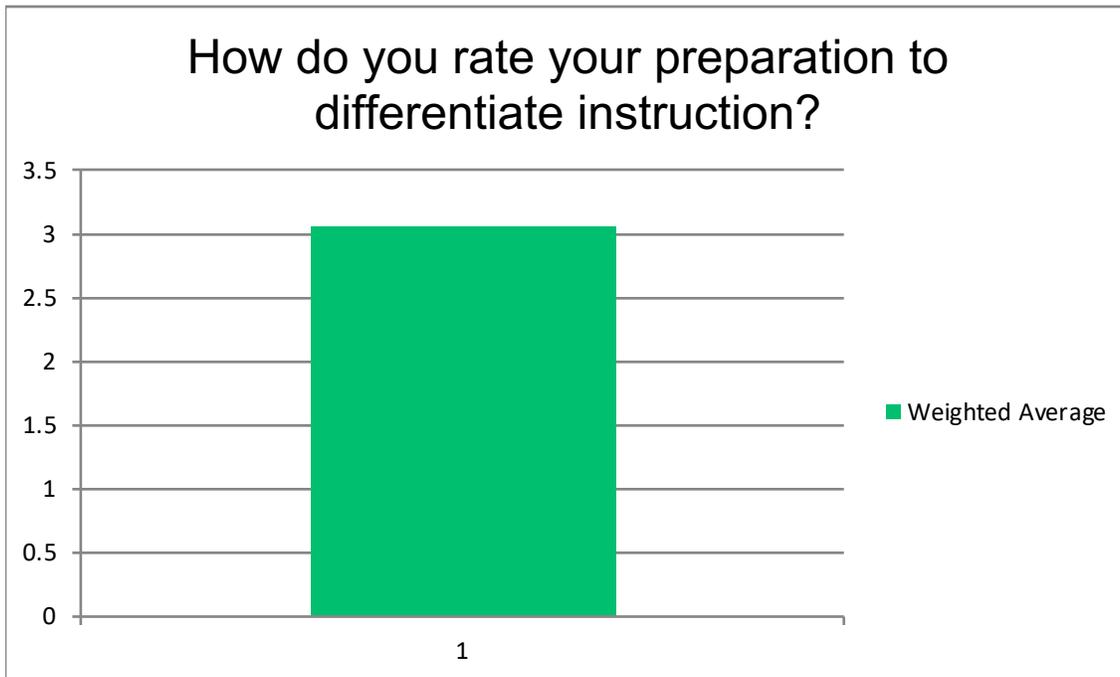
**iciency?**

Developing	1 Ineffective	Total	Weighted Average
25	12.24%	6	49
			2.35
		<b>Answered</b>	<b>49</b>
		<b>Skipped</b>	<b>1</b>

## Follow-Up Survey (CAPs 8, 9, 10)

### How do you rate your preparation to differentiate instruction?

	4 Exemplary		3 Accomplished		2 Developing
1	20.00%	10	66.00%	33	14.00%

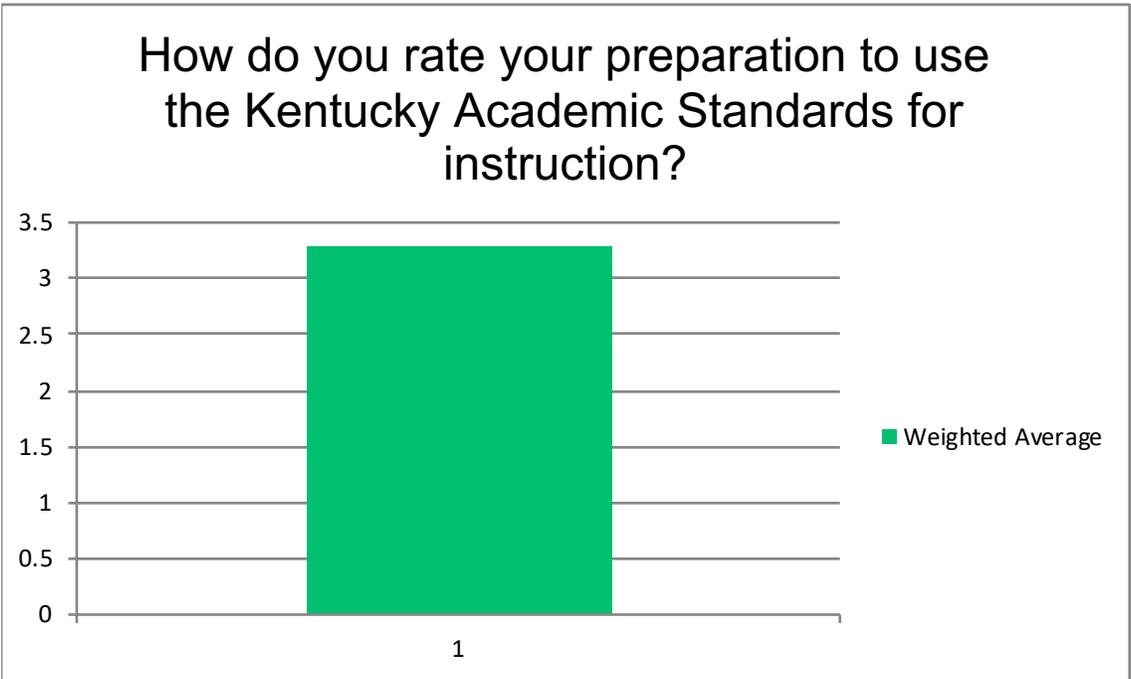


Developing	1 Ineffective	Total	Weighted Average
7	0.00%	0	50
			3.06
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

### Follow-Up Survey (CAPs 8, 9, 10)

#### How do you rate your preparation to use the Kentucky Academic Standards

	4 Exemplary	3 Accomplished	2 Developing
1	32.00%	64.00%	4.00%



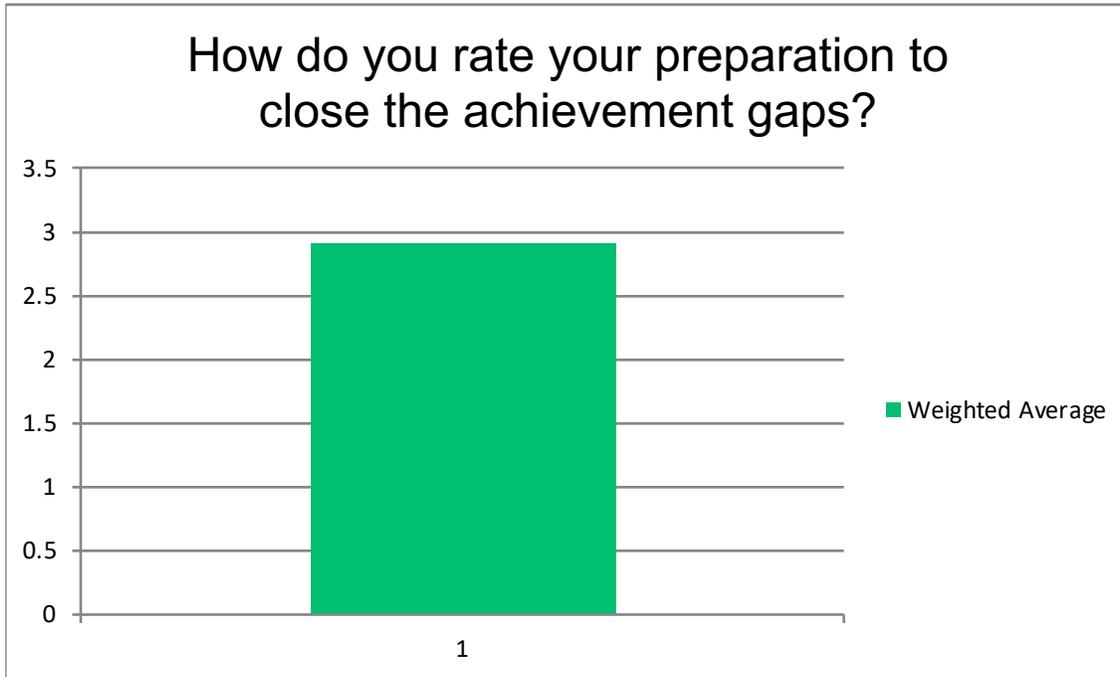
for instruction?

Developing	1 Ineffective	Total	Weighted Average
2	0.00%	0	3.28
		<b>Answered</b>	<b>50</b>
		<b>Skipped</b>	<b>0</b>

## Follow-Up Survey (CAPs 8, 9, 10)

### How do you rate your preparation to close the achievement gaps?

	4 Exemplary		3 Accomplished		2 Developing
1	20.41%	10	51.02%	25	26.53%

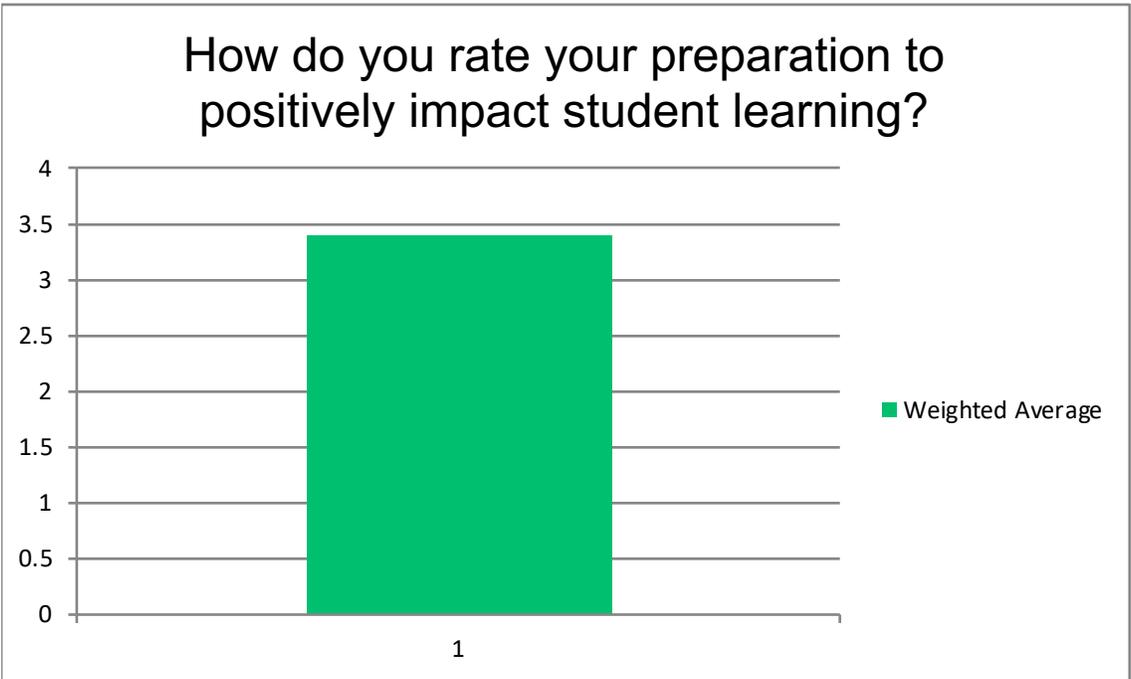


Developing		1 Ineffective		Total	Weighted Average
	13	2.04%	1	49	2.9
			<b>Answered</b>		<b>49</b>
			<b>Skipped</b>		<b>1</b>

# Follow-Up Survey (CAPs 8, 9, 10)

## How do you rate your preparation to positively impact student learning?

	4 Exemplary	3 Accomplished	2 Developing	1 Limited
Count	22	24	1	1
Percentage	44.90%	48.98%	6.12%	6.12%



Developing	1 Ineffective	Total	Weighted Average
3	0.00%	0	49
			3.39
		<b>Answered</b>	<b>49</b>
		<b>Skipped</b>	<b>1</b>

## Follow-Up Survey (CAPs 8, 9, 10)

**What do you consider a strength of the teacher preparation through the School of Education?**

**Answered 36**

**Skipped 14**

Respondents	Response Date	Responses	Tags
1	Aug 24 2018 03	Constantly changing and evolving as education changes and e	
2	Aug 10 2018 08	CLASS	
3	Aug 10 2018 03	The teachers/professors were always available to help you ac	
4	Aug 08 2018 09	Learning to value individual student strengths and differences.	
5	Aug 08 2018 10	Small class size	
6	Aug 08 2018 12	It allowed me to experience it first hand.	
7	Aug 07 2018 06	Teaching practical skills for special education.	
8	Aug 07 2018 05	While there are many, one of the strengths of the teacher prep	
9	Aug 07 2018 08	Collaboration,	
10	Aug 07 2018 07	When I was in it, Dr. Hedgepath was teaching and was fantasti	
11	Aug 07 2018 06	Campbellsville smaller size allowed for more personal assistan	
12	Aug 06 2018 11	Preparation of diversity	
13	Aug 06 2018 09	Content knowledge	
14	Aug 03 2018 12	Presentation of useful resources to use in the classroom.	
15	Aug 02 2018 03	Hands on approaches to materials!	
16	Aug 01 2018 07	Each class gives you a different perspective	
17	Aug 01 2018 04	Professors were accessible to answer questions outside of cla	
18	Aug 01 2018 03	The hours is field experience required, and the in depth instruc	
19	Aug 01 2018 09	This program allowed me to work in my field and pursue my ec	
20	Aug 01 2018 08	Great support from the academic advisor.	
21	Aug 01 2018 06	I liked the communication with teachers. The prayers before cl	
22	Jul 31 2018 11:	Teaching different methods to the subjects being taught	
23	Jul 31 2018 10:	The opportunity to write proper IEP goals when developing an I	
24	Jul 31 2018 08:	The classes are rigorous and ensure optimal learning experie	
25	Jul 31 2018 08:	A strength of the teacher preparation program at Campbellsvill	
26	Jul 31 2018 08:	I developed the ability to design and implement quality instructi	
27	Jul 31 2018 06:	It is very thorough. They teach you so much and require you t	
28	Jul 31 2018 05:	Preparing students for the paperwork and reflection associate	
29	Jul 31 2018 05:	Connecting with students	
30	Jul 31 2018 05:	High expectations; relationships between professors and stud	
31	Jul 31 2018 05:	Instructors are caring and flexible, small cohort groups allow fo	
32	Jul 31 2018 04:	I learned to balance all types of paperwork and I learned to cor	
33	Jul 31 2018 04:	Patience and understanding that everyone learns differently.	
34	Jul 31 2018 04:	The teaching of a whole mini unit and the process involved with	
35	Jul 31 2018 04:	The paired-clinicals program	
36	Jul 31 2018 04:	It can be done while working	

## of Education at Campbellsville University?

involves.

achieve your goals.

Using those strengths and differences and knowledge of each student to help them meet their learning

program is that it gives aspiring educators the opportunity to be exposed to a variety of real-

istic.

care and attention to be paid to each student.

class time and showed genuine concern for students. They were interested in student success. It was a

learning experience at the same time. Working and gaining experience has allowed me to see the outcome of my

class began and the whole program and process.

IEP.

issues.

at Campbellsville University is that the instructors have had professional experience in the area(s) in which they teach

and that is aligned to state standards and meets the diverse needs of my learners.

to practice your skills often.

experiences; field experiences during the first class of the program

in a strong learning community.

communicate professionally.

that gave a very real taste of teaching.

ing needs.

-life experiences/situations.

is impressive that Some profs even prayed before beginning class.

working in a classroom. The classes helped developed my preparation skills as a teacher. Working

ach. For example, if they are the experts in literacy they teach the literacy courses.

g in the classroom allowed me to see how my training will be useful.

## Follow-Up Survey (CAPs 8, 9, 10)

### What do you consider a growth area for the preparation program through the Sc

Answered 34

Skipped 16

Respondents	Response Date	Responses	Tags
1	Aug 24 2018 03	Technology education	
2	Aug 11 2018 10	I wish they had been more organized. Always losing paper wor	
3	Aug 10 2018 08	IEPs	
4	Aug 10 2018 03	Less emphasis on the Task A-1 lesson plan and those types c	
5	Aug 08 2018 09	More courses on instructional technology	
6	Aug 08 2018 10	Consistency	
7	Aug 08 2018 12	I was always asked to create my own work. Now that I am in tl	
8	Aug 07 2018 05	I, honestly, cannot think of any... Personally, I believe the entire	
9	Aug 07 2018 08	Technology issues	
10	Aug 07 2018 07	Non-special education majors should have more information at	
11	Aug 07 2018 06	More focus consistency among professors. Where most had a	
12	Aug 06 2018 11	Dealing with students with behavior issues	
13	Aug 06 2018 09	Assessment and classroom dynamics	
14	Aug 03 2018 12	No growth areas.	
15	Aug 02 2018 03	Keep up the amazing work!	
16	Aug 01 2018 04	How to develop teachers to be culturally competent for diverse	
17	Aug 01 2018 09	Campbellsville helped me to collaborate with others and work t	
18	Aug 01 2018 08	NA at this time	
19	Jul 31 2018 11:	Helping prepare for special education in the general education	
20	Jul 31 2018 10:	Use actual tasks teachers use in the classroom instead of alot	
21	Jul 31 2018 08:	Not sure	
22	Jul 31 2018 08:	A growth area that I would identify for the School of Education a	
23	Jul 31 2018 08:	Specifically, I feel that the ESL Endorsement program needs sc	
24	Jul 31 2018 06:	I would say that I would have benefited from learning more abo	
25	Jul 31 2018 05:	Teacher Leader	
26	Jul 31 2018 05:	Teaching students with English as a second language. It's not	
27	Jul 31 2018 05:	Helping students who are English Language Learners	
28	Jul 31 2018 05:	Organized curriculum map- Let freshmen know what to expect	
29	Jul 31 2018 05:	Communication with your students on the front end would be #	
30	Jul 31 2018 04:	Though the ED 325 teacher I had is gone, My classmates and	
31	Jul 31 2018 04:	Learning the culture of my learners and meeting their needs.	
32	Jul 31 2018 04:	Way too much paperwork. Real profession has paperwork but	
33	Jul 31 2018 04:	Curriculum	
34	Jul 31 2018 04:	It is not practical to the classroom The masters in special edu	

## School of Education at Campbellsville University?

...k and blaming it on students. I also wish they had prepared me for the praxis better. I think Campbellsville  
...f forms and more training on developing centers in the classroom, how to organize the centers, diff

...he classroom I have struggled taking a standard and finding many activities and lessons to go with  
...a program, as a whole, does an outstanding job preparing educators to impact students not only fro  
...out specific disabilities to better understand the students' challenges.  
...a clear vision of the goals for their class and the actions needed to accomplish them, others seeme

... student populations.  
...together on similar issues. This program helped me to search out resources and how to use them f  
...classroom.  
...of busy work that we will never actually do.

...at Campbellsville University is preparing students to meet the diverse needs of more than just race/  
...ome adjustments. I did not feel adequately prepared for my Praxis test and had to take it twice.  
...ut how to plan curriculum from a textbook and cover all the standards in one school year. As well a  
...just Elementary students who are learning English, it's also foreign exchange students who may ha  
...t coming in (classes, what order they should take them in, how many credit hours to take each sem  
...1. I am a proud CU student, and I felt very misled after completing my rank 1/ completing my MAS  
...I had a bad experience with that class. Many people did not get anything out of the class as we fee  
...nearly as extensive as college program.

...cation did not prepare me for the praxis or to be a special ed teacher.

Campbellsville University's Education program needs to be more professional and less about professors' differentiation in the classroom and during center. Ideas that could actually be brought to the classroom

it since I have have multiple weeks to create one on my own.  
in a content-centered perspective but also in life as well.

and to hide in a fortress of busy work and never engage the needs of the students or class.

for classroom purposes.

ethnicity. During my time at Campbellsville I felt that we constantly discussed diversity in these terms as what things you should definitely have in a classroom. There is a few things that we could have |  
we issues translating certain words or concepts, especially when taking US social studies courses.

teacher; take foundational classes first: e.g. Assessment so candidates know HOW to effectively assess  
I. I was already a CU graduate, and was wanting to pursue my principalship. I was going to attend CU  
I like it was not very well prepared for and we learned little about helping diverse learners. Little know

aking friends with students.

m and used.

rs and not really as much about gender, socioeconomic status, and other identifiers.

practices like creating a parent letter, etc. that could have helped us when we started out teaching c

ress before writing and teaching units). Let portfolio requirements be seen ahead of time to start p  
college of the cumberlands, but I knew that it was close to completion, and I had a lengthy conversa  
wledge of what a 504 plan was as well. Also, a greater emphasis on building positive relationships w

our first year. But they hit most of the important stuff.

Planning (save student work samples, know what artifacts could be used for portfolio so candidates  
tion with CU. I was told with clarity that completing the MASI program would serve as half of the prin  
ith students.

aren't scrambling to recreate everything the semester of CAP 3).  
ncipalship program once it was approved by epsb, just as the extended hours I took completing my

MASE at CU allowed me to just finish 5 more courses for my rank. After graduating I contacted and

I planned to be in the first principal program cohort, only to find out that I would have to complete an

entire program. All of the building leadership, law and governance courses, and much of what was i

in the MASI was relevant to being a building principal. To find out that I had to complete an entire oth

er program was disheartening. I would have never completed the MASI h

## Follow-Up Survey (CAPs 8, 9, 10)

**Please add any other comments or suggestions for program improvement.**

**Answered 13**

**Skipped 37**

Respondents	Response Date	Responses	Tags
1	Aug 11 2018	10	Make sure your professors actually know their content. I wish
2	Aug 08 2018	09	I feel that Campbellsville University prepares me well going into
3	Aug 07 2018	05	None
4	Aug 07 2018	06	N/A
5	Aug 03 2018	12	N/A
6	Aug 01 2018	09	Allowing full-time students to complete student teaching early in
7	Aug 01 2018	06	The new GT test came out right as I was graduating. I took the
8	Jul 31 2018	08:	My biggest suggestion for program improvement would be in the
9	Jul 31 2018	08:	I have completed three programs through CU, and I'm a proud
10	Jul 31 2018	05:	Communication with your students on the front end would be #
11	Jul 31 2018	04:	More curriculum mapping specific to content areas and more ti
12	Jul 31 2018	04:	None at this time.
13	Jul 31 2018	04:	Need more instruction with how to work with ELL students.

someone had taught me about technology in the music classroom but instead I learned about smart  
my first year of teaching. So much of what I do in my classroom is built on the foundation the Scho

the program u

test twice and was disappointed that I didn't pass. The content and structure was very different fr  
vo areas: continue seeking student voice about the program and provide more instruction on workin  
alumni. Overall, I feel that the education department is outstanding, and I was very prepared for my  
1. I am a proud CU student, and I felt very mislead after completing my rank 1/ completing my MAS  
ime in a classroom environment specific to the area each teacher is going to be in. Get Mr. Young r

tboards that no one uses anymore. Oh and I made a pointless wikispace that is also not used. I did  
ol of Education laid with my education there.

om what we were taught. I was unable to complete my GT endorsement.

ng with and differentiating for ELLs in the classroom. One of the things that I really liked was the stu  
/ calling.

I. I was already a CU graduate, and was wanting to pursue my principalship. I was going to attend c  
nore involved in the program, he had so much practical information and knowledge he was able to s

In't learn anything from my technology class.

dent voice group that Dr. Ennis started before her retirement this past year. It gave a group of studk  
:ollege of the cumberlands, but I knew that it was close to completion, and I had a lengthy conversa  
:hare in math methods that it was unbelievable. One of the more useful classes I have been apart o

ents a platform to promote fresh ideas that may not have been considered from a faculty perspective  
tion with CU. I was told with clarity that completing the MASI program would serve as half of the pr  
f.

re. English Language Learners are also becoming a large portion of our classroom in the United States. I completed my principalship program once it was approved by epsb, just as the extended hours I took completing my

ites as a whole. Therefore, teacher candidates need the foundational knowledge and pedagogy to n  
MASE at CU allowed me to just finish 5 more courses for my rank. After graduating I contacted and

meet the diverse instructional needs for these students to thrive.

I planned to be in the first principal program cohort, only to find out that I would have to complete an

entire program. All of the building leadership, law and governance courses, and much of what was i

in the MASl was relevant to being a building principal. To find out that I had to complete an entire oth

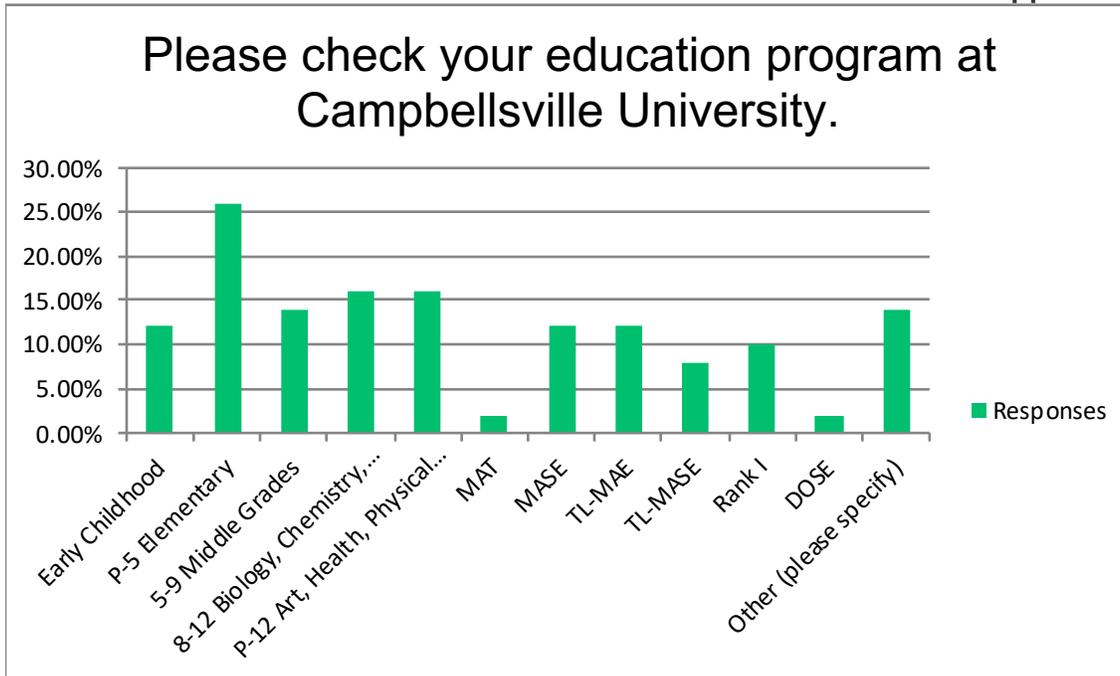
er program was disheartening. I would have never completed the MASI h

## Follow-Up Survey (CAPs 8, 9, 10)

Please check your education program at Campbellsville University.

Answer Choices	
Early Childhood	12.00%
P-5 Elementary	26.00%
5-9 Middle Grades	14.00%
8-12 Biology, Chemistry, English, Mathematics, Social Studies	16.00%
P-12 Art, Health, Physical Education, Music, Special Education, other	16.00%
MAT	2.00%
MASE	12.00%
TL-MAE	12.00%
TL-MASE	8.00%
Rank I	10.00%
DOSE	2.00%
Other (please specify)	14.00%

Answered  
Skipped



Respondents

Response Date

- 1 Aug 24 2018 03
- 2 Aug 01 2018 09
- 3 Jul 31 2018 11:
- 4 Jul 31 2018 08:
- 5 Jul 31 2018 05:
- 6 Jul 31 2018 05:
- 7 Jul 31 2018 04:

Responses

6  
13  
7  
8  
8  
1  
6  
6  
4  
5  
1  
7  
**50**  
**0**

Other (please specify)	Tags
P-12 Spanish	
IECE	
MASE. MASI rank 1	
ESL Endorsement	
TESL endorsement	
I have both of these degrees from CU	
Masters in special ed	

## Follow-Up Survey (CAPs 8, 9, 10)

### How many years have you taught since completing the program?

Answered 47

Skipped 3

Respondents	Response Date	Responses	Tags
1	Aug 24 2018 03	Just started my 3rd	
2	Aug 11 2018 10	1 and beginning my 2nd	
3	Aug 10 2018 08	4	
4	Aug 10 2018 03	I have taught 4 years in preschool and this will be my fifth year	
5	Aug 08 2018 09	2 completed Just began year 3	
6	Aug 08 2018 10	0	
7	Aug 08 2018 12	This is the first!	
8	Aug 07 2018 05	One	
9	Aug 07 2018 11	Starting my first year of teaching.	
10	Aug 07 2018 08	3	
11	Aug 07 2018 07	4 since my certification. 1 since my masters.	
12	Aug 07 2018 06	3	
13	Aug 06 2018 11	Starting 2nd year	
14	Aug 06 2018 09	2	
15	Aug 06 2018 09	2	
16	Aug 06 2018 08	Going into my second year of teaching, but first year after corr	
17	Aug 06 2018 09	1	
18	Aug 03 2018 02	0	
19	Aug 03 2018 12	2	
20	Aug 02 2018 03	2	
21	Aug 01 2018 11	2	
22	Aug 01 2018 07	Substituted for a semester and just started teaching PreK a mc	
23	Aug 01 2018 04	3 years	
24	Aug 01 2018 03	2 years	
25	Aug 01 2018 09	5 years	
26	Aug 01 2018 08	7	
27	Aug 01 2018 06	3 years	
28	Jul 31 2018 11:	3	
29	Jul 31 2018 11:	This will be my second year.	
30	Jul 31 2018 10:	11	
31	Jul 31 2018 08:	1.5years	
32	Jul 31 2018 08:	Beginning my first year of teaching	
33	Jul 31 2018 08:	8	
34	Jul 31 2018 06:	0 years; starting this upcoming school year	
35	Jul 31 2018 06:	Two years	
36	Jul 31 2018 05:	1	
37	Jul 31 2018 05:	2	
38	Jul 31 2018 05:	Bachelors- 5 Masters-1	
39	Jul 31 2018 05:	1	

40 Jul 31 2018 05: 0  
41 Jul 31 2018 05: I have been teaching for 13 years.  
42 Jul 31 2018 04.: 1  
43 Jul 31 2018 04.: Entering first year  
44 Jul 31 2018 04.: 7  
45 Jul 31 2018 04.: 3 years  
46 Jul 31 2018 04.: 3  
47 Jul 31 2018 04.: 5 years for a total of 10 years

in second grade.

ompleting my master's.

onth ago



## Follow-Up Survey (CAPs 8, 9, 10)

**What kind of evidence do you have confidentially that you have positively impacted**

**Answered 28**

**Skipped 22**

Respondents	Response Date	Responses	Tags
1	Aug 24 2018 03	Student growth data for both of the past years.	
2	Aug 11 2018 10	Observation records	
3	Aug 10 2018 08	All the children who still come back to my classroom to see me	
4	Aug 10 2018 03	I have seen student's MAP scores go up from the beginning of	
5	Aug 08 2018 09	Nothing specific...i do my best to make learning fun. If I can ma	
6	Aug 08 2018 10	Feedback from teachers and students	
7	Aug 08 2018 12	I feel prepared to become a successful teacher!	
8	Aug 07 2018 05	A variety of experiences and interactions with students and oth	
9	Aug 07 2018 07	my art program is growing and students want to be in my class	
10	Aug 07 2018 06	The testimony of students, parents, and the community. The p	
11	Aug 06 2018 11	MAP scores	
12	Aug 03 2018 12	Growth data, student teacher relationship	
13	Aug 01 2018 04	Parents thank me for helping their children. Former students h	
14	Aug 01 2018 09	Majority of the students that I taught in the passed have move	
15	Aug 01 2018 08	Fewer sped students dropping out; more graduating; better rel	
16	Aug 01 2018 06	Student growth, parent feedback and principal reviews.	
17	Jul 31 2018 11:	Positive relationships	
18	Jul 31 2018 11:	Education screener data Parent notes	
19	Jul 31 2018 10:	My data supports that I am an effective teacher.	
20	Jul 31 2018 08:	Assessments	
21	Jul 31 2018 08:	I have documentation of student growth within my subject dom	
22	Jul 31 2018 06:	Haven't taught yet	
23	Jul 31 2018 05:	None at the point, started teaching higher education in Januar	
24	Jul 31 2018 05:	I have tons of data to support my positive impact on students,	
25	Jul 31 2018 04:	Student growth data	
26	Jul 31 2018 04:	Assessment Data. Parent reports and the love of learning that	
27	Jul 31 2018 04:	Algebra 2 EOC scores, relationships and the flowers from seni	
28	Jul 31 2018 04:	test scores	

## ...ted student learning?

...

...the year to the end.

...like learning fun for my students, they are more engaged and motivated to learn. This helps them gr

...er professionals.

...

...roducts of the students effort in my classes. The fact that I have struggled against professionals wi

...ave approached me to share with me how I helped them.

...d on to the next level.

...ationships with students and families.

...ains in the form of KPREP, ACCESS data, and overall success of my students throughout the year:

...y 2018

...but the the professional relationships I have built with my students who return yearly to tell me how

...: my students have.

...ior send off.

asp concepts they may have trouble understanding. My best teaching moments have been when a

th the wrong priorities in my field.

s.

much I have impacted their lives. Those are the only statistics that matter to me personally.

struggling student finally understands a learning concept.

## Follow-Up Survey (CAPs 8, 9, 10)

**What year did you complete the last program at CU?**

**Answered 42**

**Skipped 8**

Respondents	Response Date	Responses	Tags
1	Aug 24 2018	03 2016	
2	Aug 11 2018	10 2017	
3	Aug 10 2018	08 2015	
4	Aug 10 2018	03 2010? Master's later?	
5	Aug 08 2018	09 2016	
6	Aug 08 2018	10 2018	
7	Aug 08 2018	12 2018	
8	Aug 07 2018	05 2017	
9	Aug 07 2018	11 2018	
10	Aug 07 2018	08 2015	
11	Aug 07 2018	07 2016?	
12	Aug 07 2018	06 2015	
13	Aug 06 2018	11 2017	
14	Aug 06 2018	09 2014	
15	Aug 06 2018	09 2015	
16	Aug 06 2018	08 2018. TLMASE	
17	Aug 06 2018	09 2017	
18	Aug 03 2018	12 2015	
19	Aug 02 2018	03 2016	
20	Aug 01 2018	07 Fall 2017	
21	Aug 01 2018	04 2012	
22	Aug 01 2018	03 2016	
23	Aug 01 2018	09 2015	
24	Aug 01 2018	08 2014-15	
25	Jul 31 2018	11: 2017	
26	Jul 31 2018	11: 2017.	
27	Jul 31 2018	10: 2014	
28	Jul 31 2018	08: Spring 2015	
29	Jul 31 2018	08: May 2018	
30	Jul 31 2018	08: 2016	
31	Jul 31 2018	06: I graduated May 2017.	
32	Jul 31 2018	06: 2015	
33	Jul 31 2018	05: 2017	
34	Jul 31 2018	05: 2016	
35	Jul 31 2018	05: 2016	
36	Jul 31 2018	05: 2018	
37	Jul 31 2018	05: Approx. 2 yrs ago.	
38	Jul 31 2018	04: 2017	
39	Jul 31 2018	04: 2017	