

### Initial Certification Completer Survey

The Initial Certification Completer Survey is completed by candidates who have graduated from the Spalding University EPP to understand their perceptions of their preparation. The survey contains 16 items derived from InTASC standards and the Spalding University College of Education Conceptual Framework. To ensure validity of survey items, members of the program faculty and the Teacher Leadership Graduate Focus Group were asked to review items and provide commentary. The scale is:

- 1- Not Prepared
- 2- Somewhat
- 3- Average
- 4- Well
- 5- Very Well Prepared

**Table 1**

*Initial Certification Completer Survey: Item Analysis*

Item	2022-23 Cohort (n = 20; 57%)	
	M	SD
1. Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC, 1)	4.28	.83
2. Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2)	4.33	.77
3. Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3)	4.39	.70
4. Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4)	4.71	.71
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5)	4.50	.62
6. Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6)	4.39	.68
7. Plan for instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, curriculum and cross-disciplinary skills and pedagogy, and knowledge of learners and the community context (InTASC, 7)	4.11	.76
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and connections, and build skills to apply knowledge (InTASC, 8)	4.5	.59

9. Engage in professional learning and use evidence to evaluate individual practice, its impact on others, and adapt practice to meet the needs of each learner (InTASC, 9)	4.11	.84
10. Seek leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10)	4.11	.76
11. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.44	.70
12. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.56	.62
13. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.67	.59
14. Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.61	.61
15. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.5	.62
16. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.5	.62
<b>Average</b>	<b>4.42</b>	<b>.70</b>

An analysis of the results revealed that the 2022-23 cohort had an average mean score of 4.42 (out of 5) on each of the 16 survey items, and an average standard deviation of .70. Items with higher than average mean responses coupled with lower than average standard deviation average scores suggest that these items were the most positively perceived among candidates in the 2022-23 cohort. Items with the higher than average mean score include:

- Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4) (M = 4.71)
- Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5) (M = 4.50)
- Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2) (M = 4.56)
- Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3) (M = 4.67)
- Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4) (M = 4.61)
- Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5) (M = 4.5)

- Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6) (M = 4.5)

Items with lower than average mean scores or higher than average standard deviation include:

- Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC, 1) (M = 4.33, SD = .83)
- Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2) (M = 4.33, SD = .77)
- Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3) (M = 4.39, SD = .70)
- Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6) (M = 4.39, SD = .68)
- Plan for instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, curriculum and cross-disciplinary skills and pedagogy, and knowledge of learners and the community context (InTASC, 7) (M = 4.11, SD = .76)
- Engage in professional learning and use evidence to evaluate individual practice, its impact on others, and adapt practice to meet the needs of each learner (InTASC, 9) (M = 4.33, SD = .84)
- Seeks leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10) (M = 4.11, SD = .76)

These data will be reviewed by faculty and used to create the Improvement Plan for the 2023-24 Academic Year.