

Initial Certification Completer Survey: Item Analysis

Individuals were asked to indicate their level of preparedness for the role of a teacher based on their experience in the College of Education at Spalding University. The scale is:

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

Ten participants of the 2023-24 cohort (n = 21) responded to the survey with a response rate of 47.6%. The results of the survey are displayed in Table 1.

Item	2023-24 Cohort (n = 10)	
	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)	4.50	0.53
2. Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2)	3.90	0.74
3. Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3)	4.20	0.79
4. Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4)	3.90	0.74
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5)	4.20	0.63
6. Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6)	4.20	0.79

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)	4.30	0.67
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)	4.20	0.63
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)	4.00	0.47
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)	3.80	0.79
Average	4.12	0.68

An analysis of the results revealed that the 2023-24 cohort had an average mean scores of 4.12 (out of 5) on each of the 10 survey items, and an average standard deviation of .68. Items with the higher than average mean score include:

- Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC 1) (M = 4.50, SD = .53)
- Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3) (M = 4.20, SD = .74)
- Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC 5) (M = 4.20, SD = .63)
- Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC 6) (M = 4.20, SD = .79)
- 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 = 4.30, SD = .67)
- 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) (M = 4.20, SD = .63)

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

- Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC 2) (M = 3.90, SD = .74)
- Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4) (M = 3.90, SD = .74)
- 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 = 4.00, SD = .47)

- Seek leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10) (M = 3.80, .79)