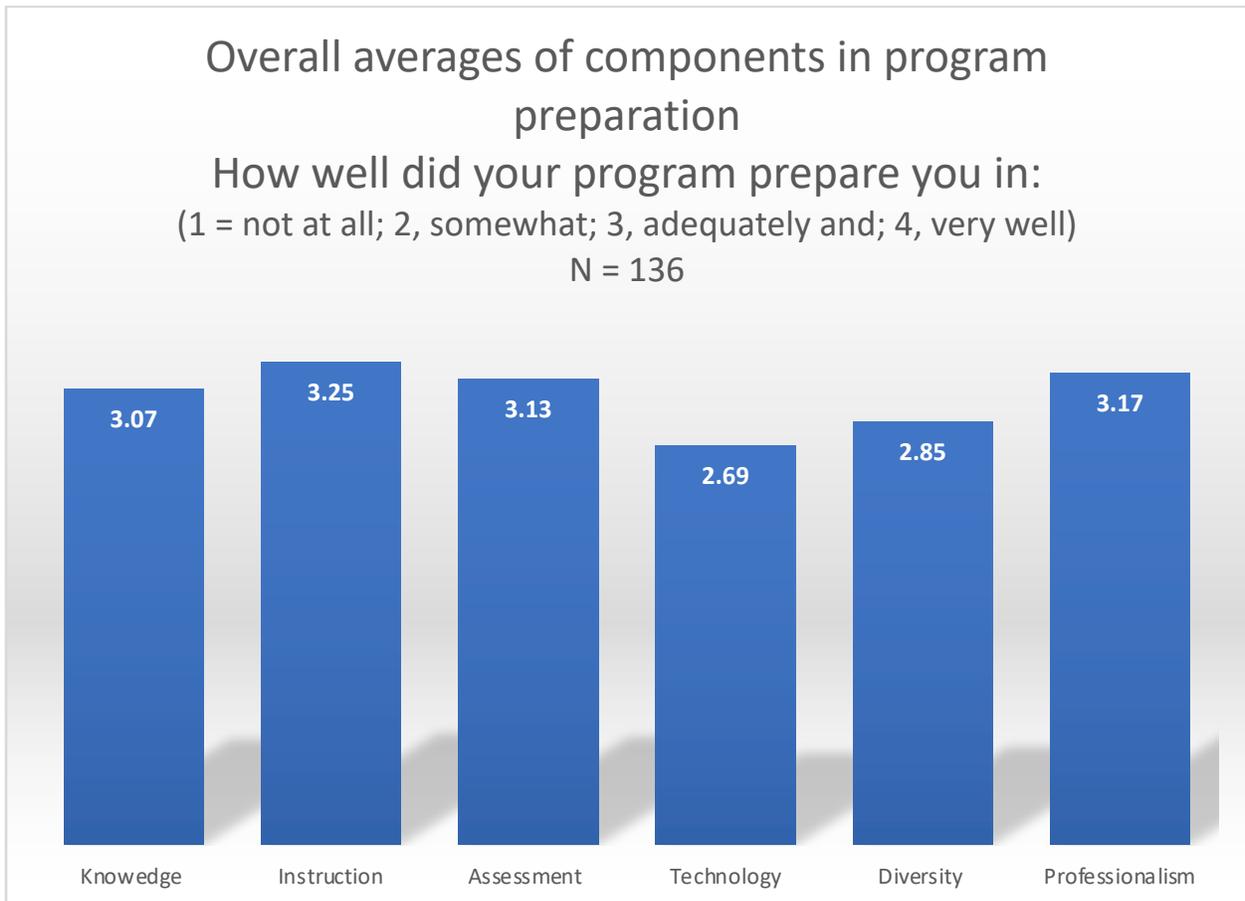


Alumni Survey completed in 2016. Initial Program completers.

This survey was sent to alums from the classes of 2011 to 2015 and there were 136 completed surveys. The survey was quite long and for ease of analysis, the questions were combined into sections described as [knowledge](#), [instruction](#), [assessment](#), [technology](#), [diversity](#) and [professionalism](#), with a scale of 4 to 1, where 4 represents the best score for their preparation. The specific questions and their average score are below. The small response rate (<10%) made disaggregation of data not meaningful, but in aggregate, the results echo what we have seen in surveys in following years, with relative weakness in technology and diversity and strength in the areas of instruction and professionalism. .



Question in General Area: How well did your program prepare you (very well (4) to not at all (1))	average score
Knowledge	
Understand the core principles, concepts, and purposes of assessment.	3.3
Understand RI educational law and policies.	2.8
Understand current RI educational initiatives.	2.9
Understand central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content applicable to your certification area.	3.4
Possess a deep understanding of RI student standards that are applicable to your certification area	3.1
Instruction	
Integrate knowledge, skills, and practices embedded in key RI educational initiatives into your own educational practice	3.1
Use effective communication for student exploration, conjecture, discussion, and investigation of new ideas	3.3
Create instructional opportunities that reflect a respect for the diversity of learners	3.4
Create instructional opportunities to encourage student critical thinking, problem solving, performance skills, and literacy across content areas	3.3
Use effective classroom management strategies	2.8
Implement standards-based lessons in your certification area	3.3
Create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation	3.3
Create instructional opportunities that reflect an understanding of how children learn, develop, and approach learning	3.4
Design lessons that help students progress to proficiency in RI student standards that are applicable to your certification area	3.3
Create learning experiences using a broad base of general knowledge	3.4
Assessment	
Assess student progress toward proficiency in the RI student standards that are applicable to your certification area	3.0
Use appropriate formal assessment strategies with individuals and groups of students	3.2
Balance the use of formative and summative assessment as appropriate to support, verify, and document student learning	3.1

Question in General Area: How well did your program prepare you (very well (4) to not at all (1))	average score
Design or select assessments that match learning objectives with assessment methods	3.2
Provide meaningful feedback to all learners	3.1
Design or select assessments that minimize sources of bias that can distort assessment results	3.0
Identify, gather, and analyze data from sources other than assessments to improve student learning and instructional practice	3.1
Use appropriate informal assessment strategies	3.3
Use assessment data to evaluate and modify your instructional practice	3.1
Select and implement assessments to monitor student progress	3.2
Technology	
Use technology-enhanced instructional strategies to support the diverse needs of all learners.	3.0
Use grade book software to organize student data	2.1
Evaluate various technology resources for accuracy and/or suitability	2.8
Use digital media to increase socialization within the learning environment	2.7
Facilitate technology-enhanced experiences that address student content standards	2.9
Meet technology standards related to the Common Core Standards	2.7
Utilize technology to analyze assessment results	2.7
Support the development of student electronic portfolios	2.2
Use technology to communicate with other professionals	2.9
Plan activities using technology to engage students outside the classroom	2.8
Diversity	
Work effectively with gifted and talented students.	2.5
Work effectively with families in diverse communities.	2.8
Work effectively with students who are both English language learners AND students with disabilities.	2.5
Work effectively with students with disabilities.	2.9
Work effectively with English Language Learners.	2.6
Understand the impact of poverty on learning.	3.2
Understand the experiences of students from other cultures.	3.1
Reflect on my own biases and worldview.	3.1
Professionalism	
Work collaboratively with the broader community to support teaching, learning and student achievement	3.0
Professionalism. Work collaboratively with school personnel to create a professional learning community	3.2

Question in General Area: How well did your program prepare you (very well (4) to not at all (1))	average score
Work collaboratively with families to support teaching, learning and student achievement	2.9
Actively seek and participate in opportunities to learn and grow as a professional	3.2
Reflect on your practice	3.5
Collaborate with other educators about data and how it relates to the learning needs of students	3.1
Maintain professional standards guided by legal and ethical principles.	3.3