Warner School First-Year Graduate Survey Results
AAQEP Classroom Teacher Preparation Program

In April 2021, the Warner School conducted a First-Year Graduate Survey of individuals who had completed its teacher preparation programs between August 2019 and May 2020 in an effort to obtain feedback from those who were roughly one year post-graduation. Graduates of these programs were asked to share their perceptions, including how well their program prepared them to work in the field based on the AAQEP standards. The survey was administered electronically via Survey Monkey to the population of program completers (N=17). Nine graduates completed the survey, resulting in a response rate of 52.94%.

Would you recommend your program to other prospective students?	
Definitely Yes	62.5%
Probably Yes	25.0%
Unsure	0%
Probably No	0%
Definitely No	12.5%

To what extent are you satisfied with the following aspects of your preparation program?	Dissatisfied / Very Dissatisfied	Neither Satisfied nor	Satisfied / Very
Integration of theory and practice in your program course work.	25%	0%	75%
Quality of instruction in program courses	12.5%	12.5%	75%
Coherence between program courses and clinical/internship	12.5%	25%	62.5%
Quality of mentorship and supervision during clinical/internship	12.5%	12.5%	75%
Quality of technology integration and use throughout the program	12.5%	0%	85.5%
Preparation to work with students from diverse racial/ethnic backgrounds	12.5%	12.5%	75%
Preparation to work with students from diverse linguistic/cultural backgrounds	12.5%	12.5%	75%
Preparation to work with students from diverse socioeconomic backgrounds	12.5%	0%	85.5%
Preparation to work with students with diverse ability levels	12.5%	25%	62.5%
Preparation to work with students of diverse genders and sexualities	12.5%	12.5%	75%

Essential Knowledge My teacher preparation program provided me with the following understandings:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
How and why students develop socially, emotionally, cognitively, and linguistically	12.5%	25%	62.5%
How to create learning environments that are safe and supportive, engaging, and interactive	12.5%	0%	87.5%
How and why to represent the contents, practices, and language of my discipline(s) in ways that are accessible and meaningful to all learners	12.5%	12.5%	75%
How formative and summative assessment can be used to observe learning and make decisions	12.5%	0%	87.5%
What instructional strategies and tools are most effective for student learning, based on research	12.5%	0%	87.5%
How to plan in the long-term and short-term and make on-the-spot adjustments during lessons	37.5%	0%	62.5%
How and why to adapt students' learning experiences to their social and cultural contexts, experiences, and resources	12.5%	0%	87.5%
How and why to differentiate instructional strategies to meet diverse learners' needs	12.5%	12.5%	75%
How to engage in professional self-assessment, goal setting, and improvement over time	12.5%	0%	87.5%
How schools' historical, cultural, and political contexts affect teachers' efforts to support learners	12.5%	0%	87.5%
What laws and policies exist in relation to students' and teachers' rights and responsibilities	37.5%	12.5%	50%

Critical Dispositions My teacher preparation program strengthened my commitments to:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Using students' intellectual, social, and community assets as resources for learning and teaching	12.5%	0%	87.5%
Ensuring that students of all backgrounds and abilities feel valued and able to reach their fullest learning potential	12.5%	0%	87.5%
Promoting classroom climates of shared accountability and respectful interaction	12.5%	0%	87.5%
Empowering students to explore and investigate difficult questions in my discipline(s), individually and collaboratively	12.5%	0%	87.5%
Pressing students to apply their critical thinking and problem-solving abilities to authentic problems in local and global contexts	12.5%	0%	87.5%
Using assessments to communicate with learners, family members, and other educators about students' growth and learning needs	12.5%	12.5%	75%
Using multiple forms of communication and digital technologies to support diverse students' learning	12.5%	0%	87.5%
Interrogating and better understanding how my own experiences and frames of reference affect my expectations of and relationships with learners	12.5%	0%	87.5%
Continuously seeking out new knowledge, practices, and perspectives in the discipline(s) I teach	12.5%	12.5%	75%

Critical Dispositions My teacher preparation program strengthened my commitments to:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Pursuing professional relationships and collaborations with colleagues in and beyond my school	12.5%	12.5%	75%
Advancing my profession by taking on leadership roles within and beyond my school	12.5%	37.5%	50%

Core Practices My teacher preparation program provided me with opportunities to develop and demonstrate the following teaching practices:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Creating safe and supportive, engaging, and interactive learning environments for students	12.5%	0%	87.5%
Creating and sequencing lessons and units around compelling learning goals and research-based instructional strategies	12.5%	0%	87.5%
Incorporating students' prior knowledge, experiences, and assets into planning and instruction	12.5%	0%	87.5%
Adapting my teaching to meet the needs of learners with diverse racial, ethnic, linguistic, cultural, and socioeconomic backgrounds, abilities, and genders and sexualities	12.5%	0%	87.5%
Organizing and managing time, space, technologies, and other instructional resources in the classroom	25%	25%	50%
Mobilizing individuals and groups of students to participate in and make contributions to classroom learning activities	12.5%	12.5%	75%
Pressing learners to consider multiple perspectives, think critically, and generate original ideas in the discipline(s) I teach	12.5%	0%	87.5%
Designing, selecting, and using high-quality assessments that enable me to understand and interpret students' thinking, knowledge, and abilities	12.5%	12.5%	75%
Providing oral and written feedback to learners that helps them understand their progress over time and indicates ways to continuously improve	12.5%	25%	62.5%
Talking about learners with parents and other caregivers and working with them as partners in their students' learning and development	25%	12.5%	62.5%
Collaborating with colleagues and building my professional networks	12.5%	0%	87.5%
Analyzing and reflecting on my own teaching practices for the purpose of improving them	12.5%	12.5%	75%

Warner School Alumni Survey Results
AAQEP Classroom Teacher Preparation Program

In April 2021, the Warner School conducted a First-Year Graduate Survey of individuals who had completed its teacher preparation programs between August 2016 and May 2018 in an effort to obtain feedback from those who were roughly three to four years post-graduation. Graduates of these programs were asked to share their perceptions, including how well their program prepared them to work in the field based on the AAQEP standards. The survey was administered electronically via Survey Monkey to the population of program completers (N=31). Sixteen graduates completed the survey, resulting in a response rate of 51.61%.

Would you recommend your program to other prospective students?	
Definitely Yes	46.15%
Probably Yes	46.15%
Unsure	0%
Probably No	7.69%
Definitely No	0%

To what extent are you satisfied with the following aspects of your preparation program?	Dissatisfied / Very Dissatisfied	Neither Satisfied nor	Satisfied / Very
Integration of theory and practice in your program course work.	7.69%	7.69%	84.61%
Quality of instruction in program courses	7.69%	0%	92.31%
Coherence between program courses and clinical/internship	7.69%	7.69%	84.61%
Quality of mentorship and supervision during clinical/internship	0%	0%	100%
Quality of technology integration and use throughout the program	7.69%	0%	92.31%
Preparation to work with students from diverse racial/ethnic backgrounds	7.69%	0%	92.31%
Preparation to work with students from diverse linguistic/cultural backgrounds	15.38%	15.38%	69.23%
Preparation to work with students from diverse socioeconomic backgrounds	7.69%	7.69%	84.61%
Preparation to work with students with diverse ability levels	0%	15.38%	84.62%
Preparation to work with students of diverse genders and sexualities	7.69%	15.38%	76.93%

Essential Knowledge My teacher preparation program provided me with the following understandings:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
How and why students develop socially, emotionally, cognitively, and linguistically	0%	7.69%	92.31%
How to create learning environments that are safe and supportive, engaging, and interactive	0%	15.38%	84.61%
How and why to represent the contents, practices, and language of my discipline(s) in ways that are accessible and meaningful to all learners	7.69%	7.69%	84.61%
How formative and summative assessment can be used to observe learning and make decisions	0%	0%	100%
What instructional strategies and tools are most effective for student learning, based on research	0%	0%	100%
How to plan in the long-term and short-term and make on-the-spot adjustments during lessons	0%	0%	100%
How and why to adapt students' learning experiences to their social and cultural contexts, experiences, and resources	7.69%	0%	92.31%
How and why to differentiate instructional strategies to meet diverse learners' needs	0%	15.38%	84.61%
How to engage in professional self-assessment, goal setting, and improvement over time	0%	15.38%	84.61%
How schools' historical, cultural, and political contexts affect teachers' efforts to support learners	7.69%	15.38%	76.92%
What laws and policies exist in relation to students' and teachers' rights and responsibilities	15.68%	7.69%	76.92%

Critical Dispositions My teacher preparation program strengthened my commitments to:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Using students' intellectual, social, and community assets as resources for learning and teaching	7.69%	15.38%	76.92%
Ensuring that students of all backgrounds and abilities feel valued and able to reach their fullest learning potential	7.69%	0%	92.31%
Promoting classroom climates of shared accountability and respectful interaction	0%	7.69%	92.31%
Empowering students to explore and investigate difficult questions in my discipline(s), individually and collaboratively	0%	0%	100%
Pressing students to apply their critical thinking and problem-solving abilities to authentic problems in local and global contexts	0%	0%	100%
Using assessments to communicate with learners, family members, and other educators about students' growth and learning needs	0%	0%	100%
Using multiple forms of communication and digital technologies to support diverse students' learning	7.69%	7.69%	84.62%
Interrogating and better understanding how my own experiences and frames of reference affect my expectations of and relationships with learners	7.69%	0%	92.31%
Continuously seeking out new knowledge, practices, and perspectives in the discipline(s) I teach	0%	7.69%	92.31%

Critical Dispositions My teacher preparation program strengthened my commitments to:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Pursuing professional relationships and collaborations with colleagues in and beyond my school	0%	15.38%	84.62%
Advancing my profession by taking on leadership roles within and beyond my school	7.69%	7.69%	84.62%

Core Practices My teacher preparation program provided me with opportunities to develop and demonstrate the following teaching practices:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
Creating safe and supportive, engaging, and interactive learning environments for students	7.69%	0%	92.31%
Creating and sequencing lessons and units around compelling learning goals and research-based instructional strategies	0%	0%	100%
Incorporating students' prior knowledge, experiences, and assets into planning and instruction	0%	7.69%	92.31%
Adapting my teaching to meet the needs of learners with diverse racial, ethnic, linguistic, cultural, and socioeconomic backgrounds, abilities, and genders and sexualities	7.69%	0%	92.31%
Organizing and managing time, space, technologies, and other instructional resources in the classroom	0%	7.69%	92.31%
Mobilizing individuals and groups of students to participate in and make contributions to classroom learning activities	0%	7.69%	92.31%
Pressing learners to consider multiple perspectives, think critically, and generate original ideas in the discipline(s) I teach	7.69%	7.69%	84.62%
Designing, selecting, and using high-quality assessments that enable me to understand and interpret students' thinking, knowledge, and abilities	0%	0%	100%
Providing oral and written feedback to learners that helps them understand their progress over time and indicates ways to continuously improve	0%	15.38%	84.62%
Talking about learners with parents and other caregivers and working with them as partners in their students' learning and development	15.38%	7.69%	76.92%
Collaborating with colleagues and building my professional networks	0%	15.38%	84.62%
Analyzing and reflecting on my own teaching practices for the purpose of improving them	0%	7.69%	92.31%

Warner School Employer Survey Results
AAQEP Classroom Teacher Preparation Program

In June 2021, the Warner School conducted a survey of individuals who employ graduates from the teacher preparation programs. The survey was administered electronically via Survey Monkey to the population of individuals who we identified through our completer exit survey, graduate surveys, and/or graduates' correspondence with advisors as employing one or more of our graduates (N=71). Thirteen employers completed the survey, resulting in a response rate of 18.31%.

Based on evidence of performance (e.g., student work; local and state assessments; formal evaluations of practice), how satisfied are you with Warner School graduates' impacts on student learning and development?	
Extremely satisfied	50%
Somewhat satisfied	40%
Not satisfied	0%
I'm not sure	10%

How satisfied are you with Warner School graduates' impacts on your school climate and community?	
Extremely satisfied	60%
Somewhat satisfied	30%
Not satisfied	0%
I'm not sure	10%

Relative to other employees you supervise, how do Warner School graduates perform as educators?	
Better than others	22.22%
Somewhat better than others	55.56%
About the same as others	22.22%
Somewhat worse than others	0%
Worse than others	0%

Relative to other employees you supervise, how likely are Warner School graduates to remain in the field and become teacher-leaders in your school?	
Far more likely than others	33.33%
Somewhat more likely than others	44.44%
About the same as others	22.22%
Somewhat less likely than others	0%
Far less likely than others	0%

Overall, based on what you know about the preparedness of our graduates, how likely are you to hire a graduate from a teacher preparation program at the Warner School of Education in the future?	
Very likely	66.67%
Somewhat likely	11.11%
Neutral-neither likely or unlikely	22.22%
Somewhat unlikely	0%
Very unlikely	0%

Please indicate the degree to which you agree or disagree with the following statements about Warner School	Strongly Disagree/ Disagree	Neither Agree or Disagree	Agree/ Strongly Agree
In general, they have the dispositions, knowledge, and practices needed to be a successful teacher	0%	0%	100%
They are committed to professional ethics and treat learners equitably and respectfully	0%	0%	100%
They know and represent their subject matter well	0%	0%	100%
They are responsive and adaptive to on-the-job stressors and challenges of teaching	0%	10%	90%
They use current research, student data, and constructive feedback from leaders and colleagues to strengthen their teaching	0%	10%	90%
They work effectively with other educators and caregivers to serve their students	0%	0%	100%
They understand and work well within the local cultures of their school and community	0%	0%	100%
They draw from students' cultural assets and cultivate openness toward diverse backgrounds, experiences, and knowledge in their teaching	0%	0%	100%
They establish, work toward, and self-assess goals for their own professional growth	0%	0%	100%

In their planning practices, they:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
set clear and powerful learning targets	0%	10%	90%
use resources wisely	0%	0%	100%
are adaptive to their students' diverse needs	0%	0%	100%

In their instructional practices, they:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
create productive learning environments	0%	10%	90%
motivate students' progress toward learning targets	0%	0%	100%
make the subject matter accessible and meaningful to all students	0%	20%	80%
press students to think critically and problem-solve	0%	20%	80%
foster collaboration and shared accountability among students	0%	0%	100%
integrate technology in relevant and engaging ways	0%	10%	90%

In their assessment practices, they:	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree
appropriately use formative and summative strategies	0%	20%	80%
provide meaningful feedback to students	0%	10%	90%
use data to plan, modify, and differentiate instruction	0%	20%	80%

	Disagree / Strongly Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree