

New Teacher Survey Report 2014

Bellarmino University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.65	3.44	3.44	3.32	3.50	3.43	3.80	3.56
Connect content to life experiences of students	3.36	3.34	3.24	3.27	3.29	3.24	3.67	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.60	3.4	3.52	3.28	3.54	3.31	3.84	3.53
Guide students to understand content from various perspectives	3.47	3.3	3.32	3.14	3.18	3.23	3.71	3.44
Identify and address students misconceptions of content	3.43	3.26	3.00	3.21	3.29	3.19	3.64	3.47
Develop significant objectives aligned with standards	3.77	3.42	3.71	3.36	3.57	3.38	3.84	3.6
Use contextual data to design instruction relevant to students	3.53	3.33	3.36	3.16	3.29	3.18	3.57	3.47
Plan assessments to guide instruction and measure learning objectives	3.44	3.29	3.25	3.28	3.50	3.13	3.80	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.63	3.33	3.40	3.23	3.46	3.19	3.84	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.40	3.25	3.32	3.17	3.43	3.11	3.76	3.41
Communicate high expectations	3.65	3.48	3.60	3.57	3.50	3.47	3.86	3.68
Establish a positive learning environment	3.77	3.62	3.52	3.63	3.57	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.65	3.57	3.68	3.51	3.43	3.43	3.75	3.7
Foster mutual respect between teacher and students and among students	3.73	3.62	3.60	3.54	3.43	3.51	3.84	3.71
Provide a safe environment for learning	3.76	3.71	3.64	3.63	3.57	3.57	3.84	3.74

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Bellarmino University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.60	3.32	3.28	3.27	3.46	3.14	3.82	3.46
Implement instruction based on diverse student needs and assessment data	3.51	3.24	3.24	3.14	3.32	3.03	3.82	3.39
Use time effectively	3.47	3.25	3.24	3.19	3.36	3.26	3.61	3.5
Use space and materials effectively	3.67	3.49	3.40	3.24	3.46	3.35	3.80	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.43	3.19	3.24	3.15	3.29	3.05	3.69	3.43
Use pre-assessments	3.19	3.23	3.08	3.07	2.93	2.86	3.64	3.42
Use formative assessments	3.47	3.32	3.60	3.35	3.25	3.11	3.87	3.58
Use summative assessments	3.49	3.35	3.28	3.31	3.33	3.17	3.82	3.61
Describe analyze and evaluate student performance data	3.42	3.16	3.20	3.13	3.11	2.96	3.73	3.4
Communicate learning results to students and parents	3.28	3.13	3.00	3.08	3.11	3.01	3.58	3.27
Allow opportunity for student self-assessment	3.16	3.02	3.16	3.01	2.71	2.76	3.66	3.35
Use available technology to design and plan instruction	3.77	3.51	3.44	3.36	3.57	3.45	3.87	3.53
Use available technology to implement instruction that facilitates student learning	3.72	3.47	3.44	3.32	3.50	3.35	3.84	3.54
Integrate student use of available technology into instruction	3.51	3.29	3.16	3.18	3.11	3.19	3.82	3.42
Use available technology to assess and communicate student learning	3.43	3.33	3.24	3.21	3.18	3.25	3.80	3.41
Demonstrate ethical and legal use of technology	3.79	3.65	3.60	3.49	3.61	3.49	3.77	3.63

New Teacher Survey Report 2014

Bellarmino University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.49	3.32	3.40	3.17	3.32	3.13	3.76	3.49
Use data to reflect on and evaluate instructional practice	3.51	3.29	3.40	3.18	3.25	3.13	4.00	3.52
Use data to reflect on and identify areas for professional growth	3.48	3.3	3.40	3.18	3.39	3.15	4.00	3.45
Identify students whose learning could be enhanced by collaboration	3.49	3.28	3.20	3.18	3.32	3.3	3.67	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.44	3.25	2.88	3.12	3.18	3.2	3.83	3.3
Implement planned activities that enhance student learning and engage all parties	3.47	3.28	2.92	3.16	3.36	3.16	3.83	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.44	3.18	2.68	3.09	3.25	3.1	3.83	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.62	3.39	3.54	3.33	3.43	3.31	4.00	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.47	3.33	3.42	3.31	3.39	3.27	4.00	3.55
Design a professional growth plan that addresses identified priorities	3.40	3.3	3.29	3.24	3.33	3.27	4.00	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.47	3.34	3.17	3.25	3.25	3.23	3.83	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.36	3.28	3.28	3.23	3.39	3.3	3.83	3.42

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Bellarmino University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.33	3.22	3.16	3.18	3.21	3.23	3.83	3.38
Implement a plan for engaging in leadership activities	3.29	3.21	3.16	3.18	3.26	3.17	3.83	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.31	3.21	3.00	3.13	3.11	3.12	3.67	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.58	3.28	3.24	3.07	3.29	3.04	3.67	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.63	3.32	3.40	3.12	3.43	3.07	4.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.58	3.29	3.32	3.14	3.29	3.03	3.67	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.28	3.19	2.96	3.03	2.96	2.9	3.00	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.02	2.98	2.32	2.61	2.63	2.64	3.17	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.14	3.09	2.72	2.79	2.81	2.78	3.17	3.05

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Bellarmino University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.21	3.16	3.13	3.11	3.07	2.87	3.50	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.50	3.37	3.38	3.2	3.11	3.09	3.67	3.5

New Teacher Survey Report 2014

Thomas More College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.80	3.44	3.50	3.32	3.60	3.43	3.63	3.56
Connect content to life experiences of students	3.80	3.34	3.50	3.27	3.40	3.24	3.75	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.80	3.4	3.40	3.28	3.56	3.31	3.75	3.53
Guide students to understand content from various perspectives	3.70	3.3	3.50	3.14	3.40	3.23	3.75	3.44
Identify and address students misconceptions of content	3.70	3.26	3.40	3.21	3.30	3.19	3.75	3.47
Develop significant objectives aligned with standards	3.70	3.42	3.50	3.36	3.60	3.38	3.88	3.6
Use contextual data to design instruction relevant to students	3.60	3.33	3.30	3.16	3.30	3.18	3.50	3.47
Plan assessments to guide instruction and measure learning objectives	3.70	3.29	3.40	3.28	3.50	3.13	3.75	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.70	3.33	3.20	3.23	3.10	3.19	3.88	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.60	3.25	3.30	3.17	3.20	3.11	3.63	3.41
Communicate high expectations	3.80	3.48	3.50	3.57	3.70	3.47	3.75	3.68
Establish a positive learning environment	3.80	3.62	3.70	3.63	3.90	3.53	4.00	3.75
Value and support student diversity and address individual needs	3.80	3.57	3.60	3.51	3.70	3.43	4.00	3.7
Foster mutual respect between teacher and students and among students	3.80	3.62	3.60	3.54	3.80	3.51	4.00	3.71
Provide a safe environment for learning	3.80	3.71	3.40	3.63	3.80	3.57	4.00	3.74

New Teacher Survey Report 2014

Thomas More College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.70	3.32	3.50	3.27	3.30	3.14	3.88	3.46
Implement instruction based on diverse student needs and assessment data	3.70	3.24	3.50	3.14	3.10	3.03	3.75	3.39
Use time effectively	3.70	3.25	3.40	3.19	3.40	3.26	3.63	3.5
Use space and materials effectively	3.70	3.49	3.30	3.24	3.40	3.35	3.88	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.70	3.19	3.40	3.15	3.20	3.05	3.63	3.43
Use pre-assessments	3.60	3.23	3.30	3.07	2.80	2.86	3.75	3.42
Use formative assessments	3.70	3.32	3.40	3.35	3.40	3.11	3.88	3.58
Use summative assessments	3.80	3.35	3.40	3.31	3.20	3.17	4.00	3.61
Describe analyze and evaluate student performance data	3.60	3.16	3.10	3.13	2.70	2.96	3.75	3.4
Communicate learning results to students and parents	3.60	3.13	3.30	3.08	3.20	3.01	3.88	3.27
Allow opportunity for student self-assessment	3.56	3.02	3.50	3.01	2.80	2.76	3.75	3.35
Use available technology to design and plan instruction	3.70	3.51	3.50	3.36	3.80	3.45	4.00	3.53
Use available technology to implement instruction that facilitates student learning	3.70	3.47	3.50	3.32	3.70	3.35	3.88	3.54
Integrate student use of available technology into instruction	3.60	3.29	3.50	3.18	3.10	3.19	3.75	3.42
Use available technology to assess and communicate student learning	3.50	3.33	3.50	3.21	3.20	3.25	3.75	3.41
Demonstrate ethical and legal use of technology	3.80	3.65	3.40	3.49	3.70	3.49	4.00	3.63

New Teacher Survey Report 2014

Thomas More College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.80	3.32	3.40	3.17	2.90	3.13	3.88	3.49
Use data to reflect on and evaluate instructional practice	3.80	3.29	3.20	3.18	2.90	3.13	4.00	3.52
Use data to reflect on and identify areas for professional growth	3.80	3.3	3.30	3.18	3.00	3.15	4.00	3.45
Identify students whose learning could be enhanced by collaboration	3.50	3.28	3.20	3.18	3.30	3.3	4.00	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.50	3.25	3.30	3.12	3.40	3.2	4.00	3.3
Implement planned activities that enhance student learning and engage all parties	3.70	3.28	3.20	3.16	3.00	3.16	4.00	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.50	3.18	3.20	3.09	2.90	3.1	4.00	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.80	3.39	3.40	3.33	3.10	3.31	4.00	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.80	3.33	3.40	3.31	3.20	3.27	4.00	3.55
Design a professional growth plan that addresses identified priorities	3.70	3.3	3.50	3.24	3.40	3.27	4.00	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.70	3.34	3.33	3.25	3.30	3.23	4.00	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.30	3.28	3.40	3.23	3.50	3.3	4.00	3.42

New Teacher Survey Report 2014

Thomas More College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.30	3.22	3.50	3.18	3.60	3.23	4.00	3.38
Implement a plan for engaging in leadership activities	3.33	3.21	3.40	3.18	3.30	3.17	4.00	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.22	3.21	3.40	3.13	3.20	3.12	4.00	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.50	3.28	3.50	3.07	3.00	3.04	4.00	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.60	3.32	3.40	3.12	3.10	3.07	4.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.50	3.29	3.40	3.14	3.20	3.03	4.00	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.30	3.19	2.80	3.03	2.70	2.9	4.00	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.30	2.98	2.70	2.61	2.50	2.64	4.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.40	3.09	3.10	2.79	2.80	2.78	4.00	3.05

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	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.50	3.16	3.30	3.11	2.80	2.87	4.00	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.89	3.37	3.40	3.2	3.00	3.09	4.00	3.5

New Teacher Survey Report 2014

University of Louisville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.42	3.44	3.42	3.32	3.37	3.43	3.64	3.56
Connect content to life experiences of students	3.39	3.34	3.27	3.27	3.26	3.24	3.64	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.46	3.4	3.28	3.28	3.40	3.31	3.70	3.53
Guide students to understand content from various perspectives	3.31	3.3	3.27	3.14	3.14	3.23	3.62	3.44
Identify and address students misconceptions of content	3.28	3.26	3.25	3.21	3.23	3.19	3.54	3.47
Develop significant objectives aligned with standards	3.49	3.42	3.44	3.36	3.30	3.38	3.61	3.6
Use contextual data to design instruction relevant to students	3.34	3.33	3.25	3.16	3.12	3.18	3.59	3.47
Plan assessments to guide instruction and measure learning objectives	3.19	3.29	3.27	3.28	3.10	3.13	3.54	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.40	3.33	3.25	3.23	3.17	3.19	3.63	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.25	3.25	3.25	3.17	3.04	3.11	3.51	3.41
Communicate high expectations	3.36	3.48	3.47	3.57	3.37	3.47	3.74	3.68
Establish a positive learning environment	3.45	3.62	3.50	3.63	3.47	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.53	3.57	3.48	3.51	3.39	3.43	3.83	3.7
Foster mutual respect between teacher and students and among students	3.55	3.62	3.41	3.54	3.41	3.51	3.75	3.71
Provide a safe environment for learning	3.56	3.71	3.48	3.63	3.49	3.57	3.82	3.74

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University of Louisville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.29	3.32	3.30	3.27	3.23	3.14	3.64	3.46
Implement instruction based on diverse student needs and assessment data	3.15	3.24	3.17	3.14	2.98	3.03	3.59	3.39
Use time effectively	3.15	3.25	3.16	3.19	3.10	3.26	3.51	3.5
Use space and materials effectively	3.40	3.49	3.23	3.24	3.36	3.35	3.54	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.20	3.19	3.11	3.15	3.04	3.05	3.49	3.43
Use pre-assessments	3.14	3.23	3.02	3.07	2.91	2.86	3.45	3.42
Use formative assessments	3.18	3.32	3.33	3.35	3.14	3.11	3.74	3.58
Use summative assessments	3.16	3.35	3.22	3.31	3.21	3.17	3.57	3.61
Describe analyze and evaluate student performance data	3.08	3.16	3.13	3.13	2.98	2.96	3.49	3.4
Communicate learning results to students and parents	3.11	3.13	2.95	3.08	3.04	3.01	3.26	3.27
Allow opportunity for student self-assessment	3.04	3.02	3.08	3.01	2.84	2.76	3.39	3.35
Use available technology to design and plan instruction	3.54	3.51	3.38	3.36	3.48	3.45	3.58	3.53
Use available technology to implement instruction that facilitates student learning	3.54	3.47	3.33	3.32	3.46	3.35	3.57	3.54
Integrate student use of available technology into instruction	3.29	3.29	3.13	3.18	3.28	3.19	3.49	3.42
Use available technology to assess and communicate student learning	3.32	3.33	3.17	3.21	3.22	3.25	3.49	3.41
Demonstrate ethical and legal use of technology	3.61	3.65	3.39	3.49	3.62	3.49	3.63	3.63

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University of Louisville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.19	3.32	3.19	3.17	3.15	3.13	3.57	3.49
Use data to reflect on and evaluate instructional practice	3.19	3.29	3.20	3.18	3.12	3.13	3.57	3.52
Use data to reflect on and identify areas for professional growth	3.22	3.3	3.20	3.18	3.12	3.15	3.59	3.45
Identify students whose learning could be enhanced by collaboration	3.14	3.28	3.27	3.18	3.32	3.3	3.46	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.12	3.25	3.08	3.12	3.30	3.2	3.35	3.3
Implement planned activities that enhance student learning and engage all parties	3.22	3.28	3.19	3.16	3.24	3.16	3.41	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.01	3.18	3.14	3.09	3.16	3.1	3.41	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.32	3.39	3.33	3.33	3.31	3.31	3.62	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.31	3.33	3.30	3.31	3.28	3.27	3.59	3.55
Design a professional growth plan that addresses identified priorities	3.24	3.3	3.25	3.24	3.23	3.27	3.60	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.28	3.34	3.21	3.25	3.22	3.23	3.57	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.26	3.28	3.09	3.23	3.31	3.3	3.51	3.42

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University of Louisville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.18	3.22	3.13	3.18	3.28	3.23	3.41	3.38
Implement a plan for engaging in leadership activities	3.15	3.21	3.08	3.18	3.30	3.17	3.43	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.10	3.21	3.00	3.13	3.20	3.12	3.35	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.21	3.28	3.27	3.07	3.05	3.04	3.46	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.28	3.32	3.33	3.12	3.05	3.07	3.48	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.28	3.29	3.28	3.14	3.03	3.03	3.56	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.01	3.19	2.92	3.03	2.85	2.9	3.13	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.98	2.98	2.63	2.61	2.63	2.64	2.94	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.92	3.09	2.72	2.79	2.69	2.78	3.17	3.05

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University of Louisville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.05	3.16	3.05	3.11	2.81	2.87	3.44	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.25	3.37	3.05	3.2	3.12	3.09	3.26	3.5

New Teacher Survey Report 2014

Union College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.29	3.44	3.13	3.32	3.00	3.43	3.57	3.56
Connect content to life experiences of students	3.71	3.34	3.20	3.27	3.00	3.24	3.57	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.57	3.4	2.93	3.28	3.00	3.31	3.43	3.53
Guide students to understand content from various perspectives	3.29	3.3	2.80	3.14	3.17	3.23	3.43	3.44
Identify and address students misconceptions of content	3.29	3.26	3.07	3.21	3.00	3.19	3.57	3.47
Develop significant objectives aligned with standards	3.86	3.42	2.93	3.36	3.00	3.38	3.57	3.6
Use contextual data to design instruction relevant to students	3.57	3.33	2.73	3.16	3.00	3.18	3.71	3.47
Plan assessments to guide instruction and measure learning objectives	3.57	3.29	3.13	3.28	3.17	3.13	3.29	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.57	3.33	2.93	3.23	2.83	3.19	3.43	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.14	3.25	3.00	3.17	2.83	3.11	3.43	3.41
Communicate high expectations	3.57	3.48	3.27	3.57	2.83	3.47	3.86	3.68
Establish a positive learning environment	3.57	3.62	3.40	3.63	3.00	3.53	4.00	3.75
Value and support student diversity and address individual needs	3.57	3.57	3.40	3.51	3.00	3.43	3.71	3.7
Foster mutual respect between teacher and students and among students	3.57	3.62	3.27	3.54	3.00	3.51	3.86	3.71
Provide a safe environment for learning	3.71	3.71	3.47	3.63	3.00	3.57	4.00	3.74

New Teacher Survey Report 2014

Union College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.43	3.32	3.00	3.27	2.67	3.14	3.14	3.46
Implement instruction based on diverse student needs and assessment data	3.14	3.24	3.00	3.14	3.00	3.03	3.43	3.39
Use time effectively	3.71	3.25	3.00	3.19	3.17	3.26	3.57	3.5
Use space and materials effectively	3.83	3.49	3.07	3.24	3.17	3.35	3.57	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.43	3.19	3.07	3.15	3.00	3.05	3.29	3.43
Use pre-assessments	3.14	3.23	2.47	3.07	2.67	2.86	4.00	3.42
Use formative assessments	3.43	3.32	3.07	3.35	2.67	3.11	4.00	3.58
Use summative assessments	3.43	3.35	2.93	3.31	2.83	3.17	3.86	3.61
Describe analyze and evaluate student performance data	3.57	3.16	2.33	3.13	2.83	2.96	3.29	3.4
Communicate learning results to students and parents	3.29	3.13	2.67	3.08	2.83	3.01	3.43	3.27
Allow opportunity for student self-assessment	3.43	3.02	2.53	3.01	2.50	2.76	3.14	3.35
Use available technology to design and plan instruction	3.86	3.51	3.07	3.36	2.83	3.45	3.43	3.53
Use available technology to implement instruction that facilitates student learning	3.57	3.47	3.00	3.32	2.83	3.35	3.57	3.54
Integrate student use of available technology into instruction	3.43	3.29	2.93	3.18	2.83	3.19	3.14	3.42
Use available technology to assess and communicate student learning	3.57	3.33	3.00	3.21	3.00	3.25	3.43	3.41
Demonstrate ethical and legal use of technology	3.71	3.65	3.27	3.49	3.17	3.49	3.57	3.63

New Teacher Survey Report 2014

Union College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.57	3.32	2.67	3.17	2.83	3.13	3.29	3.49
Use data to reflect on and evaluate instructional practice	3.43	3.29	2.67	3.18	2.83	3.13	3.00	3.52
Use data to reflect on and identify areas for professional growth	3.57	3.3	2.87	3.18	2.83	3.15	3.00	3.45
Identify students whose learning could be enhanced by collaboration	3.57	3.28	3.07	3.18	3.00	3.3	3.33	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.71	3.25	2.87	3.12	2.83	3.2	3.67	3.3
Implement planned activities that enhance student learning and engage all parties	3.57	3.28	2.93	3.16	2.83	3.16	3.33	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.29	3.18	2.93	3.09	2.83	3.1	2.67	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.71	3.39	3.27	3.33	2.83	3.31	3.25	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.43	3.33	3.00	3.31	2.83	3.27	3.00	3.55
Design a professional growth plan that addresses identified priorities	3.43	3.3	2.93	3.24	2.83	3.27	2.75	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.57	3.34	2.93	3.25	2.83	3.23	3.00	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.57	3.28	3.07	3.23	3.17	3.3	3.50	3.42

New Teacher Survey Report 2014

Union College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.43	3.22	3.07	3.18	3.17	3.23	3.50	3.38
Implement a plan for engaging in leadership activities	3.57	3.21	3.07	3.18	3.00	3.17	3.50	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.43	3.21	2.93	3.13	3.00	3.12	3.50	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.57	3.28	3.13	3.07	3.00	3.04	3.50	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.43	3.32	3.20	3.12	3.00	3.07	3.50	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.57	3.29	3.20	3.14	2.83	3.03	3.50	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.57	3.19	3.20	3.03	2.83	2.9	3.00	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.43	2.98	2.53	2.61	2.83	2.64	2.50	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.43	3.09	3.07	2.79	2.83	2.78	3.00	3.05

New Teacher Survey Report 2014

Union College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.57	3.16	3.20	3.11	2.50	2.87	3.25	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.71	3.37	3.40	3.2	3.00	3.09	3.75	3.5

New Teacher Survey Report 2014

Georgetown College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.50	3.44	3.35	3.32	3.46	3.43	3.71	3.56
Connect content to life experiences of students	3.40	3.34	3.32	3.27	3.48	3.24	3.58	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.58	3.4	3.37	3.28	3.50	3.31	3.58	3.53
Guide students to understand content from various perspectives	3.50	3.3	3.23	3.14	3.54	3.23	3.71	3.44
Identify and address students misconceptions of content	3.31	3.26	3.13	3.21	3.33	3.19	3.67	3.47
Develop significant objectives aligned with standards	3.42	3.42	3.35	3.36	3.42	3.38	3.71	3.6
Use contextual data to design instruction relevant to students	3.50	3.33	3.23	3.16	3.29	3.18	3.46	3.47
Plan assessments to guide instruction and measure learning objectives	3.46	3.29	3.32	3.28	3.25	3.13	3.67	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.52	3.33	3.35	3.23	3.54	3.19	3.54	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.27	3.25	3.23	3.17	3.33	3.11	3.61	3.41
Communicate high expectations	3.42	3.48	3.48	3.57	3.50	3.47	3.71	3.68
Establish a positive learning environment	3.65	3.62	3.52	3.63	3.54	3.53	3.75	3.75
Value and support student diversity and address individual needs	3.54	3.57	3.58	3.51	3.54	3.43	3.75	3.7
Foster mutual respect between teacher and students and among students	3.62	3.62	3.48	3.54	3.46	3.51	3.79	3.71
Provide a safe environment for learning	3.69	3.71	3.48	3.63	3.61	3.57	3.88	3.74

New Teacher Survey Report 2014

Georgetown College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.38	3.32	3.23	3.27	3.33	3.14	3.63	3.46
Implement instruction based on diverse student needs and assessment data	3.25	3.24	3.23	3.14	3.08	3.03	3.67	3.39
Use time effectively	3.27	3.25	3.26	3.19	3.25	3.26	3.63	3.5
Use space and materials effectively	3.38	3.49	3.29	3.24	3.42	3.35	3.54	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.15	3.19	3.16	3.15	3.21	3.05	3.61	3.43
Use pre-assessments	3.19	3.23	3.16	3.07	3.08	2.86	3.42	3.42
Use formative assessments	3.46	3.32	3.39	3.35	3.25	3.11	3.63	3.58
Use summative assessments	3.35	3.35	3.29	3.31	3.21	3.17	3.63	3.61
Describe analyze and evaluate student performance data	3.12	3.16	3.23	3.13	3.21	2.96	3.50	3.4
Communicate learning results to students and parents	3.08	3.13	3.26	3.08	3.25	3.01	3.42	3.27
Allow opportunity for student self-assessment	3.19	3.02	3.06	3.01	3.00	2.76	3.42	3.35
Use available technology to design and plan instruction	3.46	3.51	3.29	3.36	3.42	3.45	3.54	3.53
Use available technology to implement instruction that facilitates student learning	3.42	3.47	3.26	3.32	3.38	3.35	3.50	3.54
Integrate student use of available technology into instruction	3.35	3.29	3.16	3.18	3.25	3.19	3.50	3.42
Use available technology to assess and communicate student learning	3.31	3.33	3.19	3.21	3.33	3.25	3.42	3.41
Demonstrate ethical and legal use of technology	3.69	3.65	3.45	3.49	3.58	3.49	3.71	3.63

New Teacher Survey Report 2014

Georgetown College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.35	3.32	3.33	3.17	3.33	3.13	3.58	3.49
Use data to reflect on and evaluate instructional practice	3.42	3.29	3.37	3.18	3.25	3.13	3.67	3.52
Use data to reflect on and identify areas for professional growth	3.42	3.3	3.40	3.18	3.21	3.15	3.58	3.45
Identify students whose learning could be enhanced by collaboration	3.27	3.28	3.26	3.18	3.46	3.3	3.50	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.23	3.25	3.23	3.12	3.29	3.2	3.50	3.3
Implement planned activities that enhance student learning and engage all parties	3.23	3.28	3.32	3.16	3.29	3.16	3.50	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.27	3.18	3.23	3.09	3.13	3.1	3.50	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.48	3.39	3.48	3.33	3.50	3.31	3.42	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.38	3.33	3.35	3.31	3.38	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.42	3.3	3.45	3.24	3.38	3.27	3.50	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.38	3.34	3.45	3.25	3.33	3.23	3.42	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.24	3.28	3.26	3.23	3.42	3.3	3.42	3.42

New Teacher Survey Report 2014

Georgetown College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.15	3.22	3.29	3.18	3.42	3.23	3.33	3.38
Implement a plan for engaging in leadership activities	3.19	3.21	3.23	3.18	3.29	3.17	3.42	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.27	3.21	3.23	3.13	3.25	3.12	3.33	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.54	3.28	3.29	3.07	3.21	3.04	3.50	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.52	3.32	3.23	3.12	3.21	3.07	3.42	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.58	3.29	3.19	3.14	3.21	3.03	3.58	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.36	3.19	3.23	3.03	3.13	2.9	3.25	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.12	2.98	2.90	2.61	2.58	2.64	3.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.40	3.09	3.13	2.79	2.79	2.78	3.25	3.05

New Teacher Survey Report 2014

Georgetown College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.38	3.16	3.26	3.11	3.17	2.87	3.50	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.52	3.37	3.32	3.2	3.25	3.09	3.33	3.5

New Teacher Survey Report 2014

Kentucky Wesleyan College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.71	3.44	3.17	3.32	3.00	3.43	3.75	3.56
Connect content to life experiences of students	3.64	3.34	2.83	3.27	2.86	3.24	3.75	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.57	3.4	3.33	3.28	3.00	3.31	3.25	3.53
Guide students to understand content from various perspectives	3.64	3.3	2.83	3.14	2.71	3.23	3.25	3.44
Identify and address students misconceptions of content	3.57	3.26	2.83	3.21	2.57	3.19	3.75	3.47
Develop significant objectives aligned with standards	3.71	3.42	3.17	3.36	3.14	3.38	3.25	3.6
Use contextual data to design instruction relevant to students	3.57	3.33	2.83	3.16	2.71	3.18	3.75	3.47
Plan assessments to guide instruction and measure learning objectives	3.71	3.29	3.33	3.28	2.71	3.13	3.50	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.64	3.33	3.17	3.23	2.86	3.19	3.25	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.50	3.25	3.33	3.17	2.86	3.11	3.50	3.41
Communicate high expectations	3.57	3.48	3.83	3.57	3.29	3.47	4.00	3.68
Establish a positive learning environment	3.64	3.62	4.00	3.63	3.29	3.53	4.00	3.75
Value and support student diversity and address individual needs	3.57	3.57	3.17	3.51	3.14	3.43	3.75	3.7
Foster mutual respect between teacher and students and among students	3.71	3.62	3.33	3.54	3.14	3.51	3.75	3.71
Provide a safe environment for learning	3.64	3.71	3.83	3.63	3.43	3.57	4.00	3.74

New Teacher Survey Report 2014

Kentucky Wesleyan College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.57	3.32	3.00	3.27	2.86	3.14	3.50	3.46
Implement instruction based on diverse student needs and assessment data	3.57	3.24	3.00	3.14	2.57	3.03	3.50	3.39
Use time effectively	3.64	3.25	3.00	3.19	3.14	3.26	4.00	3.5
Use space and materials effectively	3.57	3.49	3.00	3.24	3.14	3.35	3.75	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.64	3.19	2.83	3.15	2.71	3.05	3.75	3.43
Use pre-assessments	3.57	3.23	3.17	3.07	2.43	2.86	4.00	3.42
Use formative assessments	3.57	3.32	3.17	3.35	2.86	3.11	3.25	3.58
Use summative assessments	3.64	3.35	3.33	3.31	2.86	3.17	3.50	3.61
Describe analyze and evaluate student performance data	3.57	3.16	3.17	3.13	2.43	2.96	3.75	3.4
Communicate learning results to students and parents	3.36	3.13	3.17	3.08	2.43	3.01	4.00	3.27
Allow opportunity for student self-assessment	3.43	3.02	2.50	3.01	2.00	2.76	3.50	3.35
Use available technology to design and plan instruction	3.71	3.51	3.67	3.36	3.14	3.45	4.00	3.53
Use available technology to implement instruction that facilitates student learning	3.71	3.47	3.50	3.32	3.00	3.35	3.75	3.54
Integrate student use of available technology into instruction	3.71	3.29	3.33	3.18	2.71	3.19	3.75	3.42
Use available technology to assess and communicate student learning	3.71	3.33	3.33	3.21	2.86	3.25	3.75	3.41
Demonstrate ethical and legal use of technology	3.71	3.65	3.33	3.49	3.14	3.49	4.00	3.63

New Teacher Survey Report 2014

Kentucky Wesleyan College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.64	3.32	3.00	3.17	2.43	3.13	3.50	3.49
Use data to reflect on and evaluate instructional practice	3.57	3.29	3.00	3.18	2.71	3.13	3.33	3.52
Use data to reflect on and identify areas for professional growth	3.43	3.3	3.00	3.18	2.71	3.15	3.67	3.45
Identify students whose learning could be enhanced by collaboration	3.57	3.28	3.17	3.18	3.29	3.3	3.00	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.57	3.25	2.67	3.12	3.14	3.2	3.00	3.3
Implement planned activities that enhance student learning and engage all parties	3.57	3.28	2.67	3.16	2.86	3.16	3.33	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.57	3.18	3.17	3.09	2.71	3.1	3.33	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.57	3.39	3.33	3.33	3.29	3.31	4.00	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.43	3.33	3.33	3.31	3.29	3.27	3.67	3.55
Design a professional growth plan that addresses identified priorities	3.50	3.3	3.33	3.24	3.00	3.27	4.00	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.50	3.34	3.33	3.25	2.86	3.23	4.00	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.57	3.28	3.00	3.23	3.00	3.3	4.00	3.42

New Teacher Survey Report 2014

Kentucky Wesleyan College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.57	3.22	3.00	3.18	2.86	3.23	3.67	3.38
Implement a plan for engaging in leadership activities	3.50	3.21	3.00	3.18	2.86	3.17	3.67	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.57	3.21	3.00	3.13	2.83	3.12	3.67	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.64	3.28	3.00	3.07	2.86	3.04	3.67	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.64	3.32	3.00	3.12	2.86	3.07	3.33	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.50	3.29	3.00	3.14	2.86	3.03	3.67	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.57	3.19	3.17	3.03	2.86	2.9	3.67	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.43	2.98	3.00	2.61	2.14	2.64	2.67	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.50	3.09	2.80	2.79	2.57	2.78	3.33	3.05

New Teacher Survey Report 2014

Kentucky Wesleyan College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.50	3.16	3.20	3.11	2.71	2.87	3.33	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.69	3.37	3.33	3.2	3.00	3.09	4.00	3.5

New Teacher Survey Report 2014

University of Pikeville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.50	3.44	3.75	3.32	3.75	3.43	4.00	3.56
Connect content to life experiences of students	3.00	3.34	4.00	3.27	3.25	3.24	4.00	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.50	3.4	4.00	3.28	3.50	3.31	3.00	3.53
Guide students to understand content from various perspectives	3.00	3.3	3.50	3.14	3.50	3.23	2.50	3.44
Identify and address students misconceptions of content	3.25	3.26	4.00	3.21	3.50	3.19	3.00	3.47
Develop significant objectives aligned with standards	3.25	3.42	3.50	3.36	3.75	3.38	4.00	3.6
Use contextual data to design instruction relevant to students	3.75	3.33	3.50	3.16	3.50	3.18	3.00	3.47
Plan assessments to guide instruction and measure learning objectives	3.50	3.29	3.50	3.28	3.50	3.13	4.00	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.75	3.33	3.75	3.23	3.50	3.19	3.00	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	2.75	3.25	3.50	3.17	3.50	3.11	2.50	3.41
Communicate high expectations	3.25	3.48	4.00	3.57	3.50	3.47	4.00	3.68
Establish a positive learning environment	3.50	3.62	4.00	3.63	3.00	3.53	4.00	3.75
Value and support student diversity and address individual needs	3.50	3.57	4.00	3.51	3.25	3.43	4.00	3.7
Foster mutual respect between teacher and students and among students	3.50	3.62	3.75	3.54	3.00	3.51	4.00	3.71
Provide a safe environment for learning	3.75	3.71	4.00	3.63	3.00	3.57	4.00	3.74

New Teacher Survey Report 2014

University of Pikeville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.25	3.32	3.25	3.27	3.00	3.14	2.50	3.46
Implement instruction based on diverse student needs and assessment data	3.25	3.24	3.00	3.14	3.00	3.03	2.50	3.39
Use time effectively	2.75	3.25	3.00	3.19	3.25	3.26	3.50	3.5
Use space and materials effectively	3.50	3.49	3.25	3.24	3.50	3.35	4.00	3.58
Implement and manage instruction in ways that facilitate higher order thinking	2.75	3.19	2.75	3.15	3.25	3.05	3.00	3.43
Use pre-assessments	3.75	3.23	3.00	3.07	3.00	2.86	4.00	3.42
Use formative assessments	3.50	3.32	4.00	3.35	3.00	3.11	4.00	3.58
Use summative assessments	3.75	3.35	3.75	3.31	3.00	3.17	4.00	3.61
Describe analyze and evaluate student performance data	3.25	3.16	3.75	3.13	3.00	2.96	3.00	3.4
Communicate learning results to students and parents	3.25	3.13	3.75	3.08	3.00	3.01	3.50	3.27
Allow opportunity for student self-assessment	3.25	3.02	3.50	3.01	3.00	2.76	3.00	3.35
Use available technology to design and plan instruction	3.75	3.51	3.75	3.36	3.75	3.45	3.50	3.53
Use available technology to implement instruction that facilitates student learning	3.50	3.47	3.50	3.32	3.50	3.35	4.00	3.54
Integrate student use of available technology into instruction	3.25	3.29	3.00	3.18	3.50	3.19	3.00	3.42
Use available technology to assess and communicate student learning	3.50	3.33	3.50	3.21	3.75	3.25	3.00	3.41
Demonstrate ethical and legal use of technology	3.75	3.65	4.00	3.49	3.75	3.49	4.00	3.63

New Teacher Survey Report 2014

University of Pikeville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.75	3.32	3.75	3.17	3.25	3.13	4.00	3.49
Use data to reflect on and evaluate instructional practice	3.50	3.29	3.75	3.18	3.25	3.13	4.00	3.52
Use data to reflect on and identify areas for professional growth	3.50	3.3	3.75	3.18	3.25	3.15	2.50	3.45
Identify students whose learning could be enhanced by collaboration	3.50	3.28	4.00	3.18	3.25	3.3	2.50	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.50	3.25	3.75	3.12	3.25	3.2	2.50	3.3
Implement planned activities that enhance student learning and engage all parties	3.25	3.28	3.75	3.16	3.25	3.16	3.50	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.25	3.18	4.00	3.09	3.25	3.1	3.00	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.50	3.39	3.50	3.33	3.00	3.31	3.50	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.50	3.33	3.75	3.31	3.00	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.50	3.3	3.75	3.24	3.00	3.27	4.00	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.50	3.34	3.75	3.25	3.00	3.23	3.50	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.75	3.28	4.00	3.23	3.25	3.3	4.00	3.42

New Teacher Survey Report 2014

University of Pikeville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.75	3.22	3.75	3.18	3.50	3.23	4.00	3.38
Implement a plan for engaging in leadership activities	3.25	3.21	3.75	3.18	3.25	3.17	4.00	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.75	3.21	3.75	3.13	3.25	3.12	3.00	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.50	3.28	3.00	3.07	3.50	3.04	3.50	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.50	3.32	3.00	3.12	3.75	3.07	4.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.50	3.29	3.25	3.14	3.75	3.03	3.50	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	4.00	3.19	3.25	3.03	3.00	2.9	2.50	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.50	2.98	2.00	2.61	3.25	2.64	2.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.75	3.09	2.75	2.79	3.25	2.78	3.00	3.05

New Teacher Survey Report 2014

University of Pikeville

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.50	3.16	2.75	3.11	3.25	2.87	3.00	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.75	3.37	3.25	3.2	3.50	3.09	3.50	3.5

New Teacher Survey Report 2014

Eastern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.39	3.44	3.36	3.32	3.36	3.43	3.43	3.56
Connect content to life experiences of students	3.31	3.34	3.24	3.27	3.15	3.24	3.46	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.43	3.4	3.33	3.28	3.17	3.31	3.49	3.53
Guide students to understand content from various perspectives	3.25	3.3	3.16	3.14	3.11	3.23	3.40	3.44
Identify and address students misconceptions of content	3.20	3.26	3.28	3.21	3.11	3.19	3.41	3.47
Develop significant objectives aligned with standards	3.37	3.42	3.34	3.36	3.27	3.38	3.48	3.6
Use contextual data to design instruction relevant to students	3.25	3.33	3.03	3.16	3.04	3.18	3.39	3.47
Plan assessments to guide instruction and measure learning objectives	3.26	3.29	3.07	3.28	3.04	3.13	3.38	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.31	3.33	3.20	3.23	3.11	3.19	3.47	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.16	3.25	3.11	3.17	3.04	3.11	3.41	3.41
Communicate high expectations	3.42	3.48	3.53	3.57	3.37	3.47	3.54	3.68
Establish a positive learning environment	3.58	3.62	3.58	3.63	3.45	3.53	3.65	3.75
Value and support student diversity and address individual needs	3.48	3.57	3.45	3.51	3.37	3.43	3.60	3.7
Foster mutual respect between teacher and students and among students	3.58	3.62	3.50	3.54	3.47	3.51	3.64	3.71
Provide a safe environment for learning	3.62	3.71	3.62	3.63	3.49	3.57	3.64	3.74

New Teacher Survey Report 2014

Eastern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.34	3.32	3.30	3.27	3.22	3.14	3.39	3.46
Implement instruction based on diverse student needs and assessment data	3.21	3.24	3.11	3.14	2.93	3.03	3.29	3.39
Use time effectively	3.23	3.25	3.24	3.19	3.23	3.26	3.35	3.5
Use space and materials effectively	3.43	3.49	3.34	3.24	3.36	3.35	3.42	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.18	3.19	3.21	3.15	3.04	3.05	3.36	3.43
Use pre-assessments	3.15	3.23	2.86	3.07	2.76	2.86	3.21	3.42
Use formative assessments	3.27	3.32	3.18	3.35	2.93	3.11	3.51	3.58
Use summative assessments	3.28	3.35	3.15	3.31	3.03	3.17	3.38	3.61
Describe analyze and evaluate student performance data	3.21	3.16	2.88	3.13	2.79	2.96	3.24	3.4
Communicate learning results to students and parents	3.13	3.13	2.99	3.08	2.95	3.01	3.08	3.27
Allow opportunity for student self-assessment	3.02	3.02	2.89	3.01	2.69	2.76	3.24	3.35
Use available technology to design and plan instruction	3.50	3.51	3.31	3.36	3.33	3.45	3.42	3.53
Use available technology to implement instruction that facilitates student learning	3.48	3.47	3.22	3.32	3.33	3.35	3.42	3.54
Integrate student use of available technology into instruction	3.36	3.29	3.14	3.18	3.12	3.19	3.36	3.42
Use available technology to assess and communicate student learning	3.31	3.33	3.09	3.21	3.20	3.25	3.31	3.41
Demonstrate ethical and legal use of technology	3.62	3.65	3.48	3.49	3.47	3.49	3.53	3.63

New Teacher Survey Report 2014

Eastern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.30	3.32	3.08	3.17	2.89	3.13	3.28	3.49
Use data to reflect on and evaluate instructional practice	3.23	3.29	3.07	3.18	2.92	3.13	3.27	3.52
Use data to reflect on and identify areas for professional growth	3.23	3.3	3.09	3.18	2.99	3.15	3.27	3.45
Identify students whose learning could be enhanced by collaboration	3.32	3.28	3.10	3.18	3.24	3.3	3.17	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.27	3.25	3.13	3.12	3.09	3.2	3.15	3.3
Implement planned activities that enhance student learning and engage all parties	3.28	3.28	3.16	3.16	3.12	3.16	3.25	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.21	3.18	3.06	3.09	2.95	3.1	3.17	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.28	3.39	3.24	3.33	3.20	3.31	3.23	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.25	3.33	3.21	3.31	3.23	3.27	3.25	3.55
Design a professional growth plan that addresses identified priorities	3.29	3.3	3.22	3.24	3.18	3.27	3.27	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.27	3.34	3.13	3.25	3.16	3.23	3.23	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.31	3.28	3.02	3.23	3.16	3.3	3.10	3.42

New Teacher Survey Report 2014

Eastern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.31	3.22	3.08	3.18	3.22	3.23	3.08	3.38
Implement a plan for engaging in leadership activities	3.28	3.21	3.08	3.18	3.09	3.17	3.04	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.23	3.21	2.95	3.13	3.04	3.12	3.00	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.23	3.28	2.99	3.07	3.08	3.04	3.13	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.31	3.32	3.08	3.12	3.07	3.07	3.27	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.30	3.29	3.06	3.14	3.08	3.03	3.27	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.16	3.19	2.81	3.03	2.95	2.9	3.04	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.81	2.98	2.39	2.61	2.60	2.64	2.48	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.93	3.09	2.80	2.79	2.70	2.78	2.81	3.05

New Teacher Survey Report 2014

Eastern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.05	3.16	2.97	3.11	2.91	2.87	3.15	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.28	3.37	3.09	3.2	3.13	3.09	3.29	3.5

New Teacher Survey Report 2014

Murray State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.42	3.44	3.11	3.32	3.51	3.43	3.58	3.56
Connect content to life experiences of students	3.37	3.34	2.99	3.27	3.45	3.24	3.48	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.46	3.4	3.13	3.28	3.43	3.31	3.58	3.53
Guide students to understand content from various perspectives	3.30	3.3	2.96	3.14	3.39	3.23	3.56	3.44
Identify and address students misconceptions of content	3.27	3.26	2.84	3.21	3.42	3.19	3.47	3.47
Develop significant objectives aligned with standards	3.39	3.42	3.26	3.36	3.42	3.38	3.56	3.6
Use contextual data to design instruction relevant to students	3.33	3.33	2.96	3.16	3.22	3.18	3.45	3.47
Plan assessments to guide instruction and measure learning objectives	3.29	3.29	3.07	3.28	3.26	3.13	3.45	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.39	3.33	3.14	3.23	3.41	3.19	3.50	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.32	3.25	2.96	3.17	3.26	3.11	3.47	3.41
Communicate high expectations	3.44	3.48	3.31	3.57	3.54	3.47	3.66	3.68
Establish a positive learning environment	3.52	3.62	3.41	3.63	3.58	3.53	3.70	3.75
Value and support student diversity and address individual needs	3.45	3.57	3.30	3.51	3.51	3.43	3.64	3.7
Foster mutual respect between teacher and students and among students	3.52	3.62	3.37	3.54	3.65	3.51	3.61	3.71
Provide a safe environment for learning	3.59	3.71	3.43	3.63	3.63	3.57	3.71	3.74

New Teacher Survey Report 2014

Murray State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.37	3.32	2.94	3.27	3.41	3.14	3.51	3.46
Implement instruction based on diverse student needs and assessment data	3.26	3.24	2.89	3.14	3.30	3.03	3.42	3.39
Use time effectively	3.21	3.25	2.99	3.19	3.35	3.26	3.47	3.5
Use space and materials effectively	3.43	3.49	3.07	3.24	3.43	3.35	3.57	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.25	3.19	2.79	3.15	3.26	3.05	3.47	3.43
Use pre-assessments	3.25	3.23	2.87	3.07	3.09	2.86	3.40	3.42
Use formative assessments	3.33	3.32	3.30	3.35	3.26	3.11	3.60	3.58
Use summative assessments	3.41	3.35	3.21	3.31	3.33	3.17	3.51	3.61
Describe analyze and evaluate student performance data	3.20	3.16	2.83	3.13	3.24	2.96	3.39	3.4
Communicate learning results to students and parents	3.18	3.13	2.93	3.08	3.29	3.01	3.21	3.27
Allow opportunity for student self-assessment	3.10	3.02	2.81	3.01	3.03	2.76	3.29	3.35
Use available technology to design and plan instruction	3.50	3.51	3.27	3.36	3.51	3.45	3.59	3.53
Use available technology to implement instruction that facilitates student learning	3.48	3.47	3.11	3.32	3.46	3.35	3.55	3.54
Integrate student use of available technology into instruction	3.37	3.29	3.11	3.18	3.43	3.19	3.51	3.42
Use available technology to assess and communicate student learning	3.41	3.33	3.09	3.21	3.47	3.25	3.53	3.41
Demonstrate ethical and legal use of technology	3.58	3.65	3.34	3.49	3.59	3.49	3.62	3.63

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Murray State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.33	3.32	3.03	3.17	3.24	3.13	3.51	3.49
Use data to reflect on and evaluate instructional practice	3.28	3.29	3.00	3.18	3.28	3.13	3.52	3.52
Use data to reflect on and identify areas for professional growth	3.30	3.3	3.06	3.18	3.22	3.15	3.52	3.45
Identify students whose learning could be enhanced by collaboration	3.25	3.28	2.80	3.18	3.39	3.3	3.35	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.27	3.25	2.71	3.12	3.28	3.2	3.35	3.3
Implement planned activities that enhance student learning and engage all parties	3.29	3.28	2.83	3.16	3.32	3.16	3.46	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.18	3.18	2.70	3.09	3.26	3.1	3.35	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.40	3.39	3.17	3.33	3.33	3.31	3.52	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.35	3.33	3.14	3.31	3.32	3.27	3.54	3.55
Design a professional growth plan that addresses identified priorities	3.38	3.3	3.21	3.24	3.28	3.27	3.56	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.38	3.34	3.17	3.25	3.26	3.23	3.52	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.14	3.28	2.90	3.23	3.30	3.3	3.44	3.42

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Murray State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.10	3.22	2.84	3.18	3.30	3.23	3.33	3.38
Implement a plan for engaging in leadership activities	3.07	3.21	2.84	3.18	3.26	3.17	3.31	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.07	3.21	2.76	3.13	3.19	3.12	3.31	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.20	3.28	2.90	3.07	3.22	3.04	3.46	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.23	3.32	2.97	3.12	3.25	3.07	3.44	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.25	3.29	2.93	3.14	3.28	3.03	3.44	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.20	3.19	2.61	3.03	3.00	2.9	3.19	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.94	2.98	2.03	2.61	2.75	2.64	2.77	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.05	3.09	2.26	2.79	2.83	2.78	2.96	3.05

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Murray State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.25	3.16	2.84	3.11	3.01	2.87	3.17	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.40	3.37	3.04	3.2	3.24	3.09	3.45	3.5

New Teacher Survey Report 2014

University of Kentucky

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.48	3.44	3.30	3.32	3.45	3.43	3.46	3.56
Connect content to life experiences of students	3.33	3.34	3.19	3.27	3.23	3.24	3.45	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.44	3.4	3.27	3.28	3.32	3.31	3.48	3.53
Guide students to understand content from various perspectives	3.33	3.3	3.08	3.14	3.17	3.23	3.42	3.44
Identify and address students misconceptions of content	3.33	3.26	2.99	3.21	3.20	3.19	3.34	3.47
Develop significant objectives aligned with standards	3.42	3.42	3.33	3.36	3.38	3.38	3.47	3.6
Use contextual data to design instruction relevant to students	3.32	3.33	3.01	3.16	3.15	3.18	3.32	3.47
Plan assessments to guide instruction and measure learning objectives	3.21	3.29	3.15	3.28	3.16	3.13	3.34	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.28	3.33	3.20	3.23	3.20	3.19	3.45	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.20	3.25	3.08	3.17	3.13	3.11	3.36	3.41
Communicate high expectations	3.53	3.48	3.47	3.57	3.47	3.47	3.58	3.68
Establish a positive learning environment	3.64	3.62	3.59	3.63	3.57	3.53	3.70	3.75
Value and support student diversity and address individual needs	3.54	3.57	3.48	3.51	3.43	3.43	3.62	3.7
Foster mutual respect between teacher and students and among students	3.61	3.62	3.47	3.54	3.48	3.51	3.60	3.71
Provide a safe environment for learning	3.75	3.71	3.58	3.63	3.60	3.57	3.69	3.74

New Teacher Survey Report 2014

University of Kentucky

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.36	3.32	3.20	3.27	3.29	3.14	3.50	3.46
Implement instruction based on diverse student needs and assessment data	3.22	3.24	2.95	3.14	3.14	3.03	3.38	3.39
Use time effectively	3.32	3.25	3.16	3.19	3.21	3.26	3.41	3.5
Use space and materials effectively	3.47	3.49	3.29	3.24	3.47	3.35	3.48	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.26	3.19	3.00	3.15	3.06	3.05	3.46	3.43
Use pre-assessments	3.05	3.23	2.89	3.07	2.79	2.86	3.16	3.42
Use formative assessments	3.23	3.32	3.20	3.35	3.05	3.11	3.48	3.58
Use summative assessments	3.28	3.35	3.16	3.31	3.08	3.17	3.39	3.61
Describe analyze and evaluate student performance data	3.13	3.16	3.05	3.13	3.00	2.96	3.26	3.4
Communicate learning results to students and parents	3.05	3.13	2.90	3.08	3.11	3.01	3.24	3.27
Allow opportunity for student self-assessment	2.98	3.02	2.92	3.01	2.75	2.76	3.25	3.35
Use available technology to design and plan instruction	3.48	3.51	3.23	3.36	3.48	3.45	3.43	3.53
Use available technology to implement instruction that facilitates student learning	3.46	3.47	3.10	3.32	3.43	3.35	3.44	3.54
Integrate student use of available technology into instruction	3.34	3.29	3.06	3.18	3.25	3.19	3.33	3.42
Use available technology to assess and communicate student learning	3.30	3.33	3.05	3.21	3.29	3.25	3.34	3.41
Demonstrate ethical and legal use of technology	3.61	3.65	3.35	3.49	3.64	3.49	3.38	3.63

New Teacher Survey Report 2014

University of Kentucky

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.23	3.32	3.01	3.17	3.03	3.13	3.32	3.49
Use data to reflect on and evaluate instructional practice	3.24	3.29	3.04	3.18	3.05	3.13	3.41	3.52
Use data to reflect on and identify areas for professional growth	3.25	3.3	3.00	3.18	3.08	3.15	3.38	3.45
Identify students whose learning could be enhanced by collaboration	3.16	3.28	2.97	3.18	3.34	3.3	3.24	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.07	3.25	2.85	3.12	3.19	3.2	3.28	3.3
Implement planned activities that enhance student learning and engage all parties	3.23	3.28	2.96	3.16	3.16	3.16	3.41	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.13	3.18	2.81	3.09	3.12	3.1	3.21	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.40	3.39	3.28	3.33	3.33	3.31	3.47	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.33	3.33	3.25	3.31	3.32	3.27	3.48	3.55
Design a professional growth plan that addresses identified priorities	3.30	3.3	3.16	3.24	3.26	3.27	3.40	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.35	3.34	3.11	3.25	3.21	3.23	3.48	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.12	3.28	2.89	3.23	3.21	3.3	3.23	3.42

New Teacher Survey Report 2014

University of Kentucky

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.06	3.22	2.86	3.18	3.21	3.23	3.07	3.38
Implement a plan for engaging in leadership activities	3.03	3.21	2.85	3.18	3.16	3.17	3.05	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.02	3.21	2.80	3.13	3.05	3.12	3.09	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.30	3.28	3.01	3.07	3.01	3.04	3.28	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.33	3.32	3.03	3.12	3.04	3.07	3.33	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.33	3.29	3.05	3.14	3.07	3.03	3.36	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.13	3.19	3.01	3.03	2.92	2.9	3.21	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.94	2.98	2.32	2.61	2.62	2.64	3.03	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.98	3.09	2.61	2.79	2.74	2.78	3.05	3.05

New Teacher Survey Report 2014

University of Kentucky

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.20	3.16	2.89	3.11	2.91	2.87	3.34	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.40	3.37	3.08	3.2	3.14	3.09	3.09	3.5

New Teacher Survey Report 2014

Western Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.42	3.44	3.28	3.32	3.41	3.43	3.52	3.56
Connect content to life experiences of students	3.38	3.34	3.21	3.27	3.24	3.24	3.48	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.41	3.4	3.21	3.28	3.35	3.31	3.58	3.53
Guide students to understand content from various perspectives	3.27	3.3	3.11	3.14	3.27	3.23	3.35	3.44
Identify and address students misconceptions of content	3.22	3.26	3.04	3.21	3.22	3.19	3.34	3.47
Develop significant objectives aligned with standards	3.38	3.42	3.24	3.36	3.52	3.38	3.63	3.6
Use contextual data to design instruction relevant to students	3.34	3.33	3.06	3.16	3.29	3.18	3.54	3.47
Plan assessments to guide instruction and measure learning objectives	3.24	3.29	3.11	3.28	3.28	3.13	3.52	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.31	3.33	3.14	3.23	3.35	3.19	3.51	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.22	3.25	3.07	3.17	3.24	3.11	3.46	3.41
Communicate high expectations	3.48	3.48	3.43	3.57	3.50	3.47	3.57	3.68
Establish a positive learning environment	3.60	3.62	3.48	3.63	3.65	3.53	3.64	3.75
Value and support student diversity and address individual needs	3.57	3.57	3.46	3.51	3.54	3.43	3.56	3.7
Foster mutual respect between teacher and students and among students	3.62	3.62	3.41	3.54	3.62	3.51	3.62	3.71
Provide a safe environment for learning	3.66	3.71	3.51	3.63	3.66	3.57	3.70	3.74

New Teacher Survey Report 2014

Western Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.34	3.32	3.22	3.27	3.31	3.14	3.54	3.46
Implement instruction based on diverse student needs and assessment data	3.24	3.24	3.07	3.14	3.23	3.03	3.41	3.39
Use time effectively	3.23	3.25	3.16	3.19	3.37	3.26	3.31	3.5
Use space and materials effectively	3.38	3.49	3.24	3.24	3.46	3.35	3.45	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.22	3.19	3.17	3.15	3.14	3.05	3.47	3.43
Use pre-assessments	3.20	3.23	3.00	3.07	3.02	2.86	3.39	3.42
Use formative assessments	3.30	3.32	3.25	3.35	3.28	3.11	3.57	3.58
Use summative assessments	3.38	3.35	3.22	3.31	3.30	3.17	3.56	3.61
Describe analyze and evaluate student performance data	3.21	3.16	3.06	3.13	3.10	2.96	3.43	3.4
Communicate learning results to students and parents	3.10	3.13	2.84	3.08	3.14	3.01	3.13	3.27
Allow opportunity for student self-assessment	3.03	3.02	2.81	3.01	2.96	2.76	3.22	3.35
Use available technology to design and plan instruction	3.52	3.51	3.33	3.36	3.62	3.45	3.55	3.53
Use available technology to implement instruction that facilitates student learning	3.46	3.47	3.28	3.32	3.50	3.35	3.50	3.54
Integrate student use of available technology into instruction	3.29	3.29	3.14	3.18	3.37	3.19	3.35	3.42
Use available technology to assess and communicate student learning	3.29	3.33	3.14	3.21	3.38	3.25	3.35	3.41
Demonstrate ethical and legal use of technology	3.61	3.65	3.33	3.49	3.66	3.49	3.55	3.63

New Teacher Survey Report 2014

Western Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.35	3.32	3.07	3.17	3.25	3.13	3.39	3.49
Use data to reflect on and evaluate instructional practice	3.31	3.29	3.02	3.18	3.23	3.13	3.29	3.52
Use data to reflect on and identify areas for professional growth	3.28	3.3	3.01	3.18	3.23	3.15	3.27	3.45
Identify students whose learning could be enhanced by collaboration	3.39	3.28	3.02	3.18	3.39	3.3	3.25	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.25	3.25	2.89	3.12	3.29	3.2	3.12	3.3
Implement planned activities that enhance student learning and engage all parties	3.29	3.28	2.96	3.16	3.31	3.16	3.18	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.24	3.18	2.86	3.09	3.21	3.1	3.12	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.42	3.39	3.09	3.33	3.40	3.31	3.44	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.39	3.33	3.04	3.31	3.47	3.27	3.41	3.55
Design a professional growth plan that addresses identified priorities	3.35	3.3	2.98	3.24	3.42	3.27	3.37	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.34	3.34	2.97	3.25	3.34	3.23	3.34	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.31	3.28	3.02	3.23	3.42	3.3	3.20	3.42

New Teacher Survey Report 2014

Western Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.30	3.22	2.98	3.18	3.39	3.23	3.18	3.38
Implement a plan for engaging in leadership activities	3.29	3.21	2.95	3.18	3.37	3.17	3.18	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.26	3.21	2.85	3.13	3.28	3.12	3.08	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.23	3.28	2.94	3.07	3.26	3.04	3.18	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.27	3.32	2.98	3.12	3.30	3.07	3.34	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.24	3.29	3.03	3.14	3.28	3.03	3.32	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.01	3.19	2.56	3.03	3.06	2.9	2.82	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.85	2.98	2.22	2.61	2.76	2.64	2.76	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.92	3.09	2.41	2.79	2.91	2.78	2.78	3.05

New Teacher Survey Report 2014

Western Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.03	3.16	2.91	3.11	3.09	2.87	3.17	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.30	3.37	2.92	3.2	3.26	3.09	3.12	3.5

New Teacher Survey Report 2014

University of the Cumberland

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.45	3.44	3.29	3.32	3.60	3.43	3.74	3.56
Connect content to life experiences of students	3.45	3.34	3.27	3.27	3.43	3.24	3.68	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.45	3.4	3.26	3.28	3.38	3.31	3.74	3.53
Guide students to understand content from various perspectives	3.36	3.3	3.22	3.14	3.41	3.23	3.65	3.44
Identify and address students misconceptions of content	3.31	3.26	3.10	3.21	3.43	3.19	3.66	3.47
Develop significant objectives aligned with standards	3.38	3.42	3.26	3.36	3.55	3.38	3.77	3.6
Use contextual data to design instruction relevant to students	3.44	3.33	3.17	3.16	3.36	3.18	3.70	3.47
Plan assessments to guide instruction and measure learning objectives	3.38	3.29	3.12	3.28	3.32	3.13	3.68	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.42	3.33	3.27	3.23	3.43	3.19	3.72	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.36	3.25	3.21	3.17	3.32	3.11	3.64	3.41
Communicate high expectations	3.56	3.48	3.50	3.57	3.51	3.47	3.81	3.68
Establish a positive learning environment	3.64	3.62	3.54	3.63	3.66	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.60	3.57	3.45	3.51	3.60	3.43	3.74	3.7
Foster mutual respect between teacher and students and among students	3.66	3.62	3.50	3.54	3.66	3.51	3.83	3.71
Provide a safe environment for learning	3.76	3.71	3.57	3.63	3.72	3.57	3.83	3.74

New Teacher Survey Report 2014

University of the Cumberlands

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.40	3.32	3.26	3.27	3.43	3.14	3.68	3.46
Implement instruction based on diverse student needs and assessment data	3.40	3.24	3.20	3.14	3.21	3.03	3.64	3.39
Use time effectively	3.30	3.25	3.20	3.19	3.38	3.26	3.68	3.5
Use space and materials effectively	3.45	3.49	3.21	3.24	3.45	3.35	3.64	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.28	3.19	3.17	3.15	3.22	3.05	3.62	3.43
Use pre-assessments	3.34	3.23	3.06	3.07	3.13	2.86	3.60	3.42
Use formative assessments	3.44	3.32	3.22	3.35	3.32	3.11	3.72	3.58
Use summative assessments	3.42	3.35	3.14	3.31	3.30	3.17	3.68	3.61
Describe analyze and evaluate student performance data	3.32	3.16	3.04	3.13	3.21	2.96	3.60	3.4
Communicate learning results to students and parents	3.33	3.13	3.14	3.08	3.32	3.01	3.49	3.27
Allow opportunity for student self-assessment	3.18	3.02	2.95	3.01	2.98	2.76	3.54	3.35
Use available technology to design and plan instruction	3.60	3.51	3.35	3.36	3.57	3.45	3.72	3.53
Use available technology to implement instruction that facilitates student learning	3.62	3.47	3.33	3.32	3.45	3.35	3.70	3.54
Integrate student use of available technology into instruction	3.52	3.29	3.21	3.18	3.39	3.19	3.61	3.42
Use available technology to assess and communicate student learning	3.46	3.33	3.27	3.21	3.40	3.25	3.68	3.41
Demonstrate ethical and legal use of technology	3.74	3.65	3.48	3.49	3.67	3.49	3.81	3.63

New Teacher Survey Report 2014

University of the Cumberlands

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.41	3.32	3.10	3.17	3.30	3.13	3.64	3.49
Use data to reflect on and evaluate instructional practice	3.40	3.29	3.10	3.18	3.30	3.13	3.72	3.52
Use data to reflect on and identify areas for professional growth	3.43	3.3	3.17	3.18	3.34	3.15	3.80	3.45
Identify students whose learning could be enhanced by collaboration	3.44	3.28	3.17	3.18	3.40	3.3	3.56	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.44	3.25	3.16	3.12	3.38	3.2	3.56	3.3
Implement planned activities that enhance student learning and engage all parties	3.38	3.28	3.16	3.16	3.45	3.16	3.60	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.38	3.18	3.10	3.09	3.23	3.1	3.56	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.46	3.39	3.39	3.33	3.57	3.31	3.84	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.42	3.33	3.32	3.31	3.55	3.27	3.76	3.55
Design a professional growth plan that addresses identified priorities	3.34	3.3	3.30	3.24	3.47	3.27	3.72	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.39	3.34	3.27	3.25	3.43	3.23	3.80	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.48	3.28	3.21	3.23	3.49	3.3	3.68	3.42

New Teacher Survey Report 2014

University of the Cumberlands

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.46	3.22	3.16	3.18	3.48	3.23	3.68	3.38
Implement a plan for engaging in leadership activities	3.47	3.21	3.15	3.18	3.45	3.17	3.68	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.43	3.21	3.17	3.13	3.32	3.12	3.64	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.40	3.28	3.12	3.07	3.28	3.04	3.72	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.34	3.32	3.11	3.12	3.23	3.07	3.64	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.35	3.29	3.04	3.14	3.20	3.03	3.64	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.36	3.19	3.21	3.03	3.21	2.9	3.60	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.12	2.98	2.66	2.61	2.79	2.64	3.36	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.26	3.09	2.90	2.79	3.02	2.78	3.48	3.05

New Teacher Survey Report 2014

University of the Cumberland

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.30	3.16	3.12	3.11	3.11	2.87	3.68	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.50	3.37	3.23	3.2	3.32	3.09	3.72	3.5

New Teacher Survey Report 2014

Morehead State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.51	3.44	3.33	3.32	3.32	3.43	3.62	3.56
Connect content to life experiences of students	3.41	3.34	3.19	3.27	3.07	3.24	3.69	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.56	3.4	3.16	3.28	3.22	3.31	3.64	3.53
Guide students to understand content from various perspectives	3.42	3.3	3.07	3.14	3.03	3.23	3.56	3.44
Identify and address students misconceptions of content	3.43	3.26	2.99	3.21	3.16	3.19	3.49	3.47
Develop significant objectives aligned with standards	3.53	3.42	3.06	3.36	3.40	3.38	3.64	3.6
Use contextual data to design instruction relevant to students	3.45	3.33	3.00	3.16	3.07	3.18	3.63	3.47
Plan assessments to guide instruction and measure learning objectives	3.46	3.29	3.10	3.28	3.03	3.13	3.62	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.54	3.33	3.01	3.23	3.13	3.19	3.66	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.42	3.25	2.94	3.17	3.06	3.11	3.63	3.41
Communicate high expectations	3.50	3.48	3.51	3.57	3.28	3.47	3.71	3.68
Establish a positive learning environment	3.56	3.62	3.57	3.63	3.41	3.53	3.78	3.75
Value and support student diversity and address individual needs	3.45	3.57	3.48	3.51	3.15	3.43	3.74	3.7
Foster mutual respect between teacher and students and among students	3.55	3.62	3.54	3.54	3.40	3.51	3.75	3.71
Provide a safe environment for learning	3.63	3.71	3.58	3.63	3.57	3.57	3.80	3.74

New Teacher Survey Report 2014

Morehead State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.55	3.32	3.15	3.27	3.22	3.14	3.66	3.46
Implement instruction based on diverse student needs and assessment data	3.37	3.24	3.04	3.14	3.00	3.03	3.52	3.39
Use time effectively	3.42	3.25	3.15	3.19	3.16	3.26	3.45	3.5
Use space and materials effectively	3.53	3.49	3.22	3.24	3.35	3.35	3.54	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.36	3.19	3.04	3.15	2.94	3.05	3.61	3.43
Use pre-assessments	3.30	3.23	3.07	3.07	2.78	2.86	3.57	3.42
Use formative assessments	3.50	3.32	3.29	3.35	3.10	3.11	3.73	3.58
Use summative assessments	3.47	3.35	3.21	3.31	3.15	3.17	3.66	3.61
Describe analyze and evaluate student performance data	3.42	3.16	3.04	3.13	2.91	2.96	3.56	3.4
Communicate learning results to students and parents	3.39	3.13	2.88	3.08	2.96	3.01	3.29	3.27
Allow opportunity for student self-assessment	3.33	3.02	2.94	3.01	2.76	2.76	3.46	3.35
Use available technology to design and plan instruction	3.55	3.51	3.33	3.36	3.46	3.45	3.50	3.53
Use available technology to implement instruction that facilitates student learning	3.58	3.47	3.35	3.32	3.35	3.35	3.50	3.54
Integrate student use of available technology into instruction	3.50	3.29	3.13	3.18	3.19	3.19	3.44	3.42
Use available technology to assess and communicate student learning	3.53	3.33	3.25	3.21	3.29	3.25	3.47	3.41
Demonstrate ethical and legal use of technology	3.72	3.65	3.34	3.49	3.53	3.49	3.51	3.63

New Teacher Survey Report 2014

Morehead State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.43	3.32	3.09	3.17	2.97	3.13	3.63	3.49
Use data to reflect on and evaluate instructional practice	3.44	3.29	3.07	3.18	3.05	3.13	3.61	3.52
Use data to reflect on and identify areas for professional growth	3.38	3.3	3.09	3.18	3.06	3.15	3.61	3.45
Identify students whose learning could be enhanced by collaboration	3.39	3.28	2.99	3.18	3.35	3.3	3.48	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.36	3.25	2.97	3.12	3.16	3.2	3.44	3.3
Implement planned activities that enhance student learning and engage all parties	3.45	3.28	3.06	3.16	3.19	3.16	3.53	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.38	3.18	2.94	3.09	3.03	3.1	3.48	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.50	3.39	3.03	3.33	3.28	3.31	3.47	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.41	3.33	3.12	3.31	3.25	3.27	3.52	3.55
Design a professional growth plan that addresses identified priorities	3.40	3.3	3.06	3.24	3.28	3.27	3.32	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.43	3.34	3.03	3.25	3.27	3.23	3.45	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.26	3.28	2.97	3.23	3.18	3.3	3.36	3.42

New Teacher Survey Report 2014

Morehead State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.24	3.22	2.96	3.18	3.21	3.23	3.14	3.38
Implement a plan for engaging in leadership activities	3.26	3.21	2.87	3.18	3.12	3.17	3.08	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.25	3.21	2.86	3.13	3.06	3.12	3.07	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.40	3.28	2.99	3.07	3.07	3.04	3.54	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.46	3.32	3.01	3.12	3.10	3.07	3.49	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.41	3.29	2.96	3.14	3.06	3.03	3.59	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.27	3.19	2.86	3.03	2.91	2.9	3.25	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.12	2.98	2.29	2.61	2.52	2.64	2.52	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.23	3.09	2.54	2.79	2.64	2.78	3.08	3.05

New Teacher Survey Report 2014

Morehead State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.27	3.16	2.79	3.11	2.79	2.87	3.47	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.42	3.37	2.90	3.2	3.03	3.09	3.32	3.5

New Teacher Survey Report 2014

Northern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.32	3.44	3.24	3.32	3.31	3.43	3.62	3.56
Connect content to life experiences of students	3.28	3.34	3.09	3.27	3.13	3.24	3.48	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.28	3.4	3.18	3.28	3.21	3.31	3.55	3.53
Guide students to understand content from various perspectives	3.17	3.3	2.97	3.14	3.08	3.23	3.41	3.44
Identify and address students misconceptions of content	3.11	3.26	2.95	3.21	3.13	3.19	3.40	3.47
Develop significant objectives aligned with standards	3.37	3.42	3.17	3.36	3.26	3.38	3.55	3.6
Use contextual data to design instruction relevant to students	3.30	3.33	3.00	3.16	3.10	3.18	3.41	3.47
Plan assessments to guide instruction and measure learning objectives	3.21	3.29	3.08	3.28	2.98	3.13	3.49	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.34	3.33	3.08	3.23	3.02	3.19	3.39	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.20	3.25	2.95	3.17	2.93	3.11	3.33	3.41
Communicate high expectations	3.42	3.48	3.35	3.57	3.27	3.47	3.60	3.68
Establish a positive learning environment	3.45	3.62	3.35	3.63	3.39	3.53	3.70	3.75
Value and support student diversity and address individual needs	3.42	3.57	3.38	3.51	3.18	3.43	3.64	3.7
Foster mutual respect between teacher and students and among students	3.48	3.62	3.36	3.54	3.39	3.51	3.66	3.71
Provide a safe environment for learning	3.58	3.71	3.42	3.63	3.48	3.57	3.70	3.74

New Teacher Survey Report 2014

Northern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.32	3.32	3.20	3.27	3.11	3.14	3.48	3.46
Implement instruction based on diverse student needs and assessment data	3.17	3.24	2.97	3.14	2.98	3.03	3.35	3.39
Use time effectively	3.21	3.25	2.95	3.19	2.97	3.26	3.40	3.5
Use space and materials effectively	3.38	3.49	3.12	3.24	3.23	3.35	3.44	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.14	3.19	2.85	3.15	2.98	3.05	3.35	3.43
Use pre-assessments	3.02	3.23	2.74	3.07	2.79	2.86	3.25	3.42
Use formative assessments	3.25	3.32	3.00	3.35	3.08	3.11	3.43	3.58
Use summative assessments	3.20	3.35	3.02	3.31	3.15	3.17	3.43	3.61
Describe analyze and evaluate student performance data	3.08	3.16	2.81	3.13	3.00	2.96	3.32	3.4
Communicate learning results to students and parents	3.08	3.13	2.77	3.08	3.08	3.01	3.18	3.27
Allow opportunity for student self-assessment	3.03	3.02	2.85	3.01	2.90	2.76	3.20	3.35
Use available technology to design and plan instruction	3.45	3.51	3.26	3.36	3.35	3.45	3.47	3.53
Use available technology to implement instruction that facilitates student learning	3.42	3.47	3.18	3.32	3.24	3.35	3.48	3.54
Integrate student use of available technology into instruction	3.25	3.29	3.17	3.18	2.98	3.19	3.38	3.42
Use available technology to assess and communicate student learning	3.25	3.33	3.14	3.21	3.24	3.25	3.33	3.41
Demonstrate ethical and legal use of technology	3.55	3.65	3.47	3.49	3.50	3.49	3.49	3.63

New Teacher Survey Report 2014

Northern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.19	3.32	2.85	3.17	3.06	3.13	3.33	3.49
Use data to reflect on and evaluate instructional practice	3.18	3.29	2.94	3.18	3.02	3.13	3.39	3.52
Use data to reflect on and identify areas for professional growth	3.13	3.3	2.92	3.18	3.00	3.15	3.41	3.45
Identify students whose learning could be enhanced by collaboration	3.23	3.28	2.94	3.18	3.21	3.3	3.24	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.14	3.25	2.88	3.12	3.08	3.2	3.29	3.3
Implement planned activities that enhance student learning and engage all parties	3.20	3.28	2.92	3.16	3.08	3.16	3.16	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.18	3.18	2.71	3.09	2.98	3.1	3.20	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.25	3.39	3.11	3.33	3.15	3.31	3.51	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.12	3.33	2.97	3.31	3.16	3.27	3.49	3.55
Design a professional growth plan that addresses identified priorities	3.16	3.3	2.80	3.24	3.23	3.27	3.51	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.19	3.34	2.86	3.25	3.18	3.23	3.49	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.21	3.28	2.88	3.23	3.23	3.3	3.27	3.42

New Teacher Survey Report 2014

Northern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.21	3.22	2.86	3.18	3.24	3.23	3.29	3.38
Implement a plan for engaging in leadership activities	3.26	3.21	2.86	3.18	3.21	3.17	3.35	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.17	3.21	2.74	3.13	3.06	3.12	3.29	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.20	3.28	2.85	3.07	2.95	3.04	3.33	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.26	3.32	2.92	3.12	3.00	3.07	3.39	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.23	3.29	2.94	3.14	2.98	3.03	3.45	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.06	3.19	2.91	3.03	2.81	2.9	3.18	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.90	2.98	2.38	2.61	2.66	2.64	2.92	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.97	3.09	2.59	2.79	2.74	2.78	3.00	3.05

New Teacher Survey Report 2014

Northern Kentucky University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.06	3.16	2.79	3.11	2.82	2.87	3.24	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.29	3.37	2.97	3.2	3.02	3.09	3.29	3.5

New Teacher Survey Report 2014

Lindsey Wilson College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.53	3.44	3.40	3.32	3.67	3.43	3.50	3.56
Connect content to life experiences of students	3.32	3.34	3.40	3.27	3.44	3.24	3.50	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.16	3.4	3.50	3.28	3.67	3.31	3.50	3.53
Guide students to understand content from various perspectives	3.37	3.3	3.50	3.14	3.44	3.23	3.50	3.44
Identify and address students misconceptions of content	3.32	3.26	3.30	3.21	3.38	3.19	3.67	3.47
Develop significant objectives aligned with standards	3.42	3.42	3.70	3.36	3.75	3.38	3.83	3.6
Use contextual data to design instruction relevant to students	3.26	3.33	3.60	3.16	3.44	3.18	3.67	3.47
Plan assessments to guide instruction and measure learning objectives	3.26	3.29	3.40	3.28	3.44	3.13	3.67	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.32	3.33	3.10	3.23	3.67	3.19	3.50	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.17	3.25	3.20	3.17	3.33	3.11	3.50	3.41
Communicate high expectations	3.42	3.48	3.60	3.57	3.67	3.47	3.83	3.68
Establish a positive learning environment	3.37	3.62	3.60	3.63	3.78	3.53	3.83	3.75
Value and support student diversity and address individual needs	3.37	3.57	3.50	3.51	3.67	3.43	3.50	3.7
Foster mutual respect between teacher and students and among students	3.32	3.62	3.50	3.54	3.78	3.51	3.83	3.71
Provide a safe environment for learning	3.53	3.71	3.60	3.63	3.78	3.57	3.83	3.74

New Teacher Survey Report 2014

Lindsey Wilson College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.21	3.32	3.20	3.27	3.67	3.14	3.50	3.46
Implement instruction based on diverse student needs and assessment data	3.06	3.24	3.20	3.14	3.33	3.03	3.50	3.39
Use time effectively	3.26	3.25	3.40	3.19	3.67	3.26	3.50	3.5
Use space and materials effectively	3.37	3.49	3.40	3.24	3.78	3.35	3.67	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.21	3.19	3.10	3.15	3.44	3.05	3.33	3.43
Use pre-assessments	3.16	3.23	3.40	3.07	3.22	2.86	3.67	3.42
Use formative assessments	3.32	3.32	3.60	3.35	3.67	3.11	3.50	3.58
Use summative assessments	3.32	3.35	3.70	3.31	3.56	3.17	3.67	3.61
Describe analyze and evaluate student performance data	3.26	3.16	3.30	3.13	3.22	2.96	3.67	3.4
Communicate learning results to students and parents	3.21	3.13	3.40	3.08	3.22	3.01	3.33	3.27
Allow opportunity for student self-assessment	3.05	3.02	2.90	3.01	3.11	2.76	3.67	3.35
Use available technology to design and plan instruction	3.42	3.51	3.44	3.36	3.78	3.45	3.67	3.53
Use available technology to implement instruction that facilitates student learning	3.47	3.47	3.30	3.32	3.78	3.35	3.67	3.54
Integrate student use of available technology into instruction	3.37	3.29	3.10	3.18	3.44	3.19	3.33	3.42
Use available technology to assess and communicate student learning	3.32	3.33	3.50	3.21	3.67	3.25	3.33	3.41
Demonstrate ethical and legal use of technology	3.58	3.65	3.70	3.49	3.67	3.49	3.83	3.63

New Teacher Survey Report 2014

Lindsey Wilson College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.21	3.32	3.30	3.17	3.44	3.13	4.00	3.49
Use data to reflect on and evaluate instructional practice	3.21	3.29	3.40	3.18	3.33	3.13	4.00	3.52
Use data to reflect on and identify areas for professional growth	3.16	3.3	3.20	3.18	3.22	3.15	4.00	3.45
Identify students whose learning could be enhanced by collaboration	3.21	3.28	2.80	3.18	3.33	3.3	3.60	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.21	3.25	2.80	3.12	3.11	3.2	3.40	3.3
Implement planned activities that enhance student learning and engage all parties	3.21	3.28	2.90	3.16	3.22	3.16	3.40	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.11	3.18	3.10	3.09	3.11	3.1	3.40	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.21	3.39	3.50	3.33	3.44	3.31	3.80	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.05	3.33	3.30	3.31	3.56	3.27	3.80	3.55
Design a professional growth plan that addresses identified priorities	3.00	3.3	3.60	3.24	3.56	3.27	3.80	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.05	3.34	3.30	3.25	3.44	3.23	3.80	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.37	3.28	3.20	3.23	3.78	3.3	3.60	3.42

New Teacher Survey Report 2014

Lindsey Wilson College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.21	3.22	3.40	3.18	3.78	3.23	3.60	3.38
Implement a plan for engaging in leadership activities	3.26	3.21	3.20	3.18	3.56	3.17	3.60	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.26	3.21	3.20	3.13	3.56	3.12	3.80	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.33	3.28	2.80	3.07	3.56	3.04	3.60	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.53	3.32	2.90	3.12	3.67	3.07	3.60	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.53	3.29	2.90	3.14	3.56	3.03	3.60	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.11	3.19	2.30	3.03	3.11	2.9	3.40	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.95	2.98	2.10	2.61	2.75	2.64	2.80	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.16	3.09	2.30	2.79	3.00	2.78	2.80	3.05

New Teacher Survey Report 2014

Lindsey Wilson College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.21	3.16	2.80	3.11	3.00	2.87	3.60	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.37	3.37	3.20	3.2	3.44	3.09	3.60	3.5

New Teacher Survey Report 2014

Transylvania University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	4.00	3.44	3.00	3.32	3.50	3.43	3.60	3.56
Connect content to life experiences of students	4.00	3.34	2.50	3.27	3.50	3.24	3.60	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.80	3.4	3.00	3.28	3.50	3.31	3.40	3.53
Guide students to understand content from various perspectives	3.80	3.3	3.00	3.14	3.50	3.23	3.80	3.44
Identify and address students misconceptions of content	3.80	3.26	3.00	3.21	3.00	3.19	3.20	3.47
Develop significant objectives aligned with standards	4.00	3.42	2.00	3.36	3.50	3.38	3.80	3.6
Use contextual data to design instruction relevant to students	4.00	3.33	2.00	3.16	3.00	3.18	3.40	3.47
Plan assessments to guide instruction and measure learning objectives	3.80	3.29	3.00	3.28	3.50	3.13	3.40	3.46
Plan instructional strategies and activities that address learning objectives for all students	4.00	3.33	2.50	3.23	3.50	3.19	3.40	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	4.00	3.25	2.00	3.17	3.50	3.11	3.60	3.41
Communicate high expectations	4.00	3.48	3.00	3.57	4.00	3.47	3.60	3.68
Establish a positive learning environment	4.00	3.62	3.00	3.63	3.50	3.53	3.80	3.75
Value and support student diversity and address individual needs	4.00	3.57	3.00	3.51	3.50	3.43	3.80	3.7
Foster mutual respect between teacher and students and among students	4.00	3.62	3.00	3.54	3.50	3.51	4.00	3.71
Provide a safe environment for learning	4.00	3.71	3.00	3.63	3.50	3.57	3.40	3.74

New Teacher Survey Report 2014

Transylvania University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.80	3.32	2.50	3.27	3.00	3.14	3.60	3.46
Implement instruction based on diverse student needs and assessment data	3.80	3.24	2.50	3.14	3.00	3.03	3.60	3.39
Use time effectively	4.00	3.25	2.50	3.19	3.00	3.26	3.00	3.5
Use space and materials effectively	4.00	3.49	2.00	3.24	3.00	3.35	3.40	3.58
Implement and manage instruction in ways that facilitate higher order thinking	4.00	3.19	2.50	3.15	3.00	3.05	3.80	3.43
Use pre-assessments	3.40	3.23	2.50	3.07	3.00	2.86	3.60	3.42
Use formative assessments	3.80	3.32	2.50	3.35	3.00	3.11	3.80	3.58
Use summative assessments	3.80	3.35	2.50	3.31	4.00	3.17	3.60	3.61
Describe analyze and evaluate student performance data	3.80	3.16	2.50	3.13	3.50	2.96	3.40	3.4
Communicate learning results to students and parents	3.80	3.13	2.00	3.08	3.00	3.01	2.80	3.27
Allow opportunity for student self-assessment	3.40	3.02	2.00	3.01	3.00	2.76	3.80	3.35
Use available technology to design and plan instruction	4.00	3.51	1.50	3.36	4.00	3.45	3.60	3.53
Use available technology to implement instruction that facilitates student learning	4.00	3.47	2.00	3.32	4.00	3.35	4.00	3.54
Integrate student use of available technology into instruction	3.80	3.29	1.50	3.18	4.00	3.19	3.80	3.42
Use available technology to assess and communicate student learning	4.00	3.33	1.50	3.21	4.00	3.25	3.80	3.41
Demonstrate ethical and legal use of technology	4.00	3.65	2.00	3.49	4.00	3.49	3.60	3.63

New Teacher Survey Report 2014

Transylvania University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	4.00	3.32	2.00	3.17	4.00	3.13	3.60	3.49
Use data to reflect on and evaluate instructional practice	4.00	3.29	2.00	3.18	4.00	3.13	3.75	3.52
Use data to reflect on and identify areas for professional growth	4.00	3.3	2.00	3.18	4.00	3.15	3.75	3.45
Identify students whose learning could be enhanced by collaboration	3.60	3.28	2.00	3.18	4.00	3.3	3.75	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.60	3.25	2.00	3.12	4.00	3.2	3.50	3.3
Implement planned activities that enhance student learning and engage all parties	3.60	3.28	2.00	3.16	4.00	3.16	3.25	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.60	3.18	2.00	3.09	4.00	3.1	3.25	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.80	3.39	3.00	3.33	3.50	3.31	3.75	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.80	3.33	3.00	3.31	3.50	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.80	3.3	3.00	3.24	3.50	3.27	3.75	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.60	3.34	3.00	3.25	3.50	3.23	3.50	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.60	3.28	2.50	3.23	3.50	3.3	3.50	3.42

New Teacher Survey Report 2014

Transylvania University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.60	3.22	2.50	3.18	3.00	3.23	3.50	3.38
Implement a plan for engaging in leadership activities	3.60	3.21	2.50	3.18	3.00	3.17	3.50	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.60	3.21	2.50	3.13	3.00	3.12	3.33	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	4.00	3.28	2.00	3.07	3.00	3.04	4.00	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	4.00	3.32	2.00	3.12	3.00	3.07	4.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	4.00	3.29	2.00	3.14	2.50	3.03	4.00	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.40	3.19	2.00	3.03	2.50	2.9	3.25	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.40	2.98	1.50	2.61	2.50	2.64	3.25	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.40	3.09	1.50	2.79	2.50	2.78	3.50	3.05

New Teacher Survey Report 2014

Transylvania University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.60	3.16	3.00	3.11	2.50	2.87	3.33	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.60	3.37	3.00	3.2	2.50	3.09	4.00	3.5

New Teacher Survey Report 2014

Other

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.25	3.44	3.46	3.32	3.48	3.43	3.67	3.56
Connect content to life experiences of students	3.13	3.34	3.28	3.27	3.29	3.24	3.67	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.38	3.4	3.36	3.28	3.26	3.31	3.44	3.53
Guide students to understand content from various perspectives	3.38	3.3	3.31	3.14	3.10	3.23	3.56	3.44
Identify and address students misconceptions of content	3.13	3.26	3.31	3.21	3.19	3.19	3.56	3.47
Develop significant objectives aligned with standards	3.50	3.42	3.37	3.36	3.37	3.38	3.44	3.6
Use contextual data to design instruction relevant to students	3.38	3.33	3.32	3.16	3.16	3.18	3.44	3.47
Plan assessments to guide instruction and measure learning objectives	3.38	3.29	3.29	3.28	3.13	3.13	3.44	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.25	3.33	3.29	3.23	3.13	3.19	3.56	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.13	3.25	3.18	3.17	3.10	3.11	3.56	3.41
Communicate high expectations	3.63	3.48	3.39	3.57	3.42	3.47	3.67	3.68
Establish a positive learning environment	3.63	3.62	3.47	3.63	3.40	3.53	3.78	3.75
Value and support student diversity and address individual needs	3.75	3.57	3.47	3.51	3.39	3.43	3.78	3.7
Foster mutual respect between teacher and students and among students	3.75	3.62	3.50	3.54	3.39	3.51	3.78	3.71
Provide a safe environment for learning	3.88	3.71	3.50	3.63	3.48	3.57	3.78	3.74

New Teacher Survey Report 2014

Other

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.25	3.32	3.18	3.27	3.16	3.14	3.67	3.46
Implement instruction based on diverse student needs and assessment data	3.25	3.24	3.21	3.14	3.10	3.03	3.56	3.39
Use time effectively	3.00	3.25	3.13	3.19	3.10	3.26	3.63	3.5
Use space and materials effectively	3.63	3.49	3.21	3.24	3.26	3.35	3.67	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.13	3.19	3.21	3.15	3.03	3.05	3.67	3.43
Use pre-assessments	3.25	3.23	3.13	3.07	2.84	2.86	3.67	3.42
Use formative assessments	3.25	3.32	3.42	3.35	3.06	3.11	3.67	3.58
Use summative assessments	3.38	3.35	3.47	3.31	3.13	3.17	3.67	3.61
Describe analyze and evaluate student performance data	3.25	3.16	3.29	3.13	2.97	2.96	3.56	3.4
Communicate learning results to students and parents	3.25	3.13	3.08	3.08	2.97	3.01	3.44	3.27
Allow opportunity for student self-assessment	3.00	3.02	3.00	3.01	2.68	2.76	3.88	3.35
Use available technology to design and plan instruction	3.63	3.51	3.29	3.36	3.30	3.45	3.88	3.53
Use available technology to implement instruction that facilitates student learning	3.38	3.47	3.29	3.32	3.23	3.35	4.00	3.54
Integrate student use of available technology into instruction	3.25	3.29	3.08	3.18	3.13	3.19	4.00	3.42
Use available technology to assess and communicate student learning	3.38	3.33	3.18	3.21	3.10	3.25	4.00	3.41
Demonstrate ethical and legal use of technology	3.63	3.65	3.37	3.49	3.47	3.49	4.00	3.63

New Teacher Survey Report 2014

Other

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.50	3.32	3.11	3.17	3.00	3.13	3.88	3.49
Use data to reflect on and evaluate instructional practice	3.38	3.29	3.18	3.18	3.06	3.13	3.86	3.52
Use data to reflect on and identify areas for professional growth	3.50	3.3	3.18	3.18	3.03	3.15	3.86	3.45
Identify students whose learning could be enhanced by collaboration	3.50	3.28	2.95	3.18	3.26	3.3	3.50	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.25	3.25	2.84	3.12	3.23	3.2	3.38	3.3
Implement planned activities that enhance student learning and engage all parties	3.25	3.28	3.00	3.16	3.16	3.16	3.50	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.38	3.18	2.89	3.09	3.13	3.1	3.38	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.38	3.39	2.79	3.33	3.13	3.31	3.50	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.50	3.33	3.08	3.31	3.13	3.27	3.63	3.55
Design a professional growth plan that addresses identified priorities	3.25	3.3	2.97	3.24	3.29	3.27	3.50	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.25	3.34	2.92	3.25	3.16	3.23	3.63	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.38	3.28	2.92	3.23	3.35	3.3	3.63	3.42

New Teacher Survey Report 2014

Other

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.38	3.22	2.79	3.18	3.29	3.23	3.50	3.38
Implement a plan for engaging in leadership activities	3.38	3.21	2.79	3.18	3.26	3.17	3.63	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.00	3.21	2.85	3.13	3.06	3.12	3.63	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.25	3.28	2.89	3.07	2.97	3.04	3.63	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.50	3.32	2.81	3.12	3.03	3.07	3.63	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.38	3.29	3.00	3.14	3.06	3.03	3.63	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.00	3.19	3.05	3.03	2.81	2.9	3.13	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.00	2.98	2.59	2.61	2.45	2.64	3.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.88	3.09	2.90	2.79	2.48	2.78	3.38	3.05

New Teacher Survey Report 2014

Other

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.00	3.16	3.00	3.11	2.81	2.87	3.50	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.38	3.37	3.03	3.2	3.00	3.09	3.75	3.5

New Teacher Survey Report 2014

Asbury College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.52	3.44	3.53	3.32	3.44	3.43	3.63	3.56
Connect content to life experiences of students	3.38	3.34	3.37	3.27	3.31	3.24	3.63	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.43	3.4	3.37	3.28	3.44	3.31	3.67	3.53
Guide students to understand content from various perspectives	3.24	3.3	3.21	3.14	3.44	3.23	3.50	3.44
Identify and address students misconceptions of content	3.33	3.26	3.11	3.21	3.31	3.19	3.47	3.47
Develop significant objectives aligned with standards	3.48	3.42	3.47	3.36	3.25	3.38	3.50	3.6
Use contextual data to design instruction relevant to students	3.29	3.33	3.37	3.16	3.06	3.18	3.53	3.47
Plan assessments to guide instruction and measure learning objectives	3.30	3.29	3.47	3.28	3.13	3.13	3.50	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.33	3.33	3.32	3.23	3.25	3.19	3.60	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.14	3.25	3.21	3.17	3.31	3.11	3.57	3.41
Communicate high expectations	3.48	3.48	3.68	3.57	3.56	3.47	3.67	3.68
Establish a positive learning environment	3.43	3.62	3.79	3.63	3.75	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.38	3.57	3.68	3.51	3.56	3.43	3.77	3.7
Foster mutual respect between teacher and students and among students	3.43	3.62	3.79	3.54	3.56	3.51	3.80	3.71
Provide a safe environment for learning	3.48	3.71	3.79	3.63	3.63	3.57	3.73	3.74

New Teacher Survey Report 2014

Asbury College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.38	3.32	3.26	3.27	3.19	3.14	3.60	3.46
Implement instruction based on diverse student needs and assessment data	3.19	3.24	3.11	3.14	3.25	3.03	3.63	3.39
Use time effectively	3.24	3.25	3.21	3.19	3.38	3.26	3.47	3.5
Use space and materials effectively	3.38	3.49	3.11	3.24	3.50	3.35	3.57	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.14	3.19	3.21	3.15	3.13	3.05	3.53	3.43
Use pre-assessments	3.33	3.23	3.42	3.07	3.13	2.86	3.57	3.42
Use formative assessments	3.24	3.32	3.63	3.35	3.44	3.11	3.77	3.58
Use summative assessments	3.24	3.35	3.53	3.31	3.44	3.17	3.70	3.61
Describe analyze and evaluate student performance data	3.10	3.16	3.37	3.13	3.25	2.96	3.50	3.4
Communicate learning results to students and parents	2.90	3.13	3.21	3.08	3.00	3.01	3.40	3.27
Allow opportunity for student self-assessment	2.95	3.02	3.21	3.01	3.00	2.76	3.57	3.35
Use available technology to design and plan instruction	3.38	3.51	3.42	3.36	3.31	3.45	3.57	3.53
Use available technology to implement instruction that facilitates student learning	3.38	3.47	3.37	3.32	3.25	3.35	3.60	3.54
Integrate student use of available technology into instruction	3.19	3.29	3.21	3.18	3.06	3.19	3.53	3.42
Use available technology to assess and communicate student learning	3.29	3.33	3.11	3.21	3.06	3.25	3.53	3.41
Demonstrate ethical and legal use of technology	3.43	3.65	3.68	3.49	3.50	3.49	3.70	3.63

New Teacher Survey Report 2014

Asbury College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.14	3.32	3.42	3.17	3.27	3.13	3.60	3.49
Use data to reflect on and evaluate instructional practice	3.24	3.29	3.42	3.18	3.31	3.13	3.65	3.52
Use data to reflect on and identify areas for professional growth	3.25	3.3	3.37	3.18	3.38	3.15	3.65	3.45
Identify students whose learning could be enhanced by collaboration	3.24	3.28	3.26	3.18	3.31	3.3	3.41	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.24	3.25	3.11	3.12	3.25	3.2	3.29	3.3
Implement planned activities that enhance student learning and engage all parties	3.40	3.28	3.16	3.16	3.13	3.16	3.41	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.33	3.18	3.00	3.09	3.13	3.1	3.18	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.33	3.39	3.32	3.33	3.25	3.31	3.59	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.38	3.33	3.26	3.31	3.13	3.27	3.53	3.55
Design a professional growth plan that addresses identified priorities	3.29	3.3	3.37	3.24	3.19	3.27	3.53	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.38	3.34	3.32	3.25	3.25	3.23	3.65	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.29	3.28	3.21	3.23	3.25	3.3	3.41	3.42

New Teacher Survey Report 2014

Asbury College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.29	3.22	3.21	3.18	3.13	3.23	3.41	3.38
Implement a plan for engaging in leadership activities	3.24	3.21	3.26	3.18	3.06	3.17	3.41	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.29	3.21	3.21	3.13	3.13	3.12	3.35	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.33	3.28	3.05	3.07	2.94	3.04	3.35	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.33	3.32	3.26	3.12	3.13	3.07	3.47	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.33	3.29	3.11	3.14	2.94	3.03	3.53	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.14	3.19	3.00	3.03	3.06	2.9	3.41	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.05	2.98	2.68	2.61	2.81	2.64	2.94	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.10	3.09	2.79	2.79	3.00	2.78	3.12	3.05

New Teacher Survey Report 2014

Asbury College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.10	3.16	2.84	3.11	3.00	2.87	3.59	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.33	3.37	3.21	3.2	3.13	3.09	3.71	3.5

New Teacher Survey Report 2014

Kentucky State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	2.57	3.44	3.25	3.32	2.75	3.43	3.00	3.56
Connect content to life experiences of students	2.71	3.34	3.25	3.27	2.75	3.24	3.00	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	2.71	3.4	3.25	3.28	2.75	3.31	3.17	3.53
Guide students to understand content from various perspectives	2.71	3.3	3.25	3.14	3.00	3.23	3.00	3.44
Identify and address students misconceptions of content	2.71	3.26	3.25	3.21	2.75	3.19	3.00	3.47
Develop significant objectives aligned with standards	2.71	3.42	3.25	3.36	2.75	3.38	2.83	3.6
Use contextual data to design instruction relevant to students	2.43	3.33	3.25	3.16	3.00	3.18	3.00	3.47
Plan assessments to guide instruction and measure learning objectives	2.71	3.29	3.25	3.28	2.75	3.13	3.17	3.46
Plan instructional strategies and activities that address learning objectives for all students	2.86	3.33	3.25	3.23	3.00	3.19	3.17	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	2.43	3.25	3.25	3.17	2.75	3.11	2.83	3.41
Communicate high expectations	2.86	3.48	3.50	3.57	3.50	3.47	3.17	3.68
Establish a positive learning environment	3.00	3.62	3.50	3.63	3.25	3.53	3.17	3.75
Value and support student diversity and address individual needs	2.86	3.57	3.50	3.51	3.50	3.43	3.67	3.7
Foster mutual respect between teacher and students and among students	3.14	3.62	3.50	3.54	3.50	3.51	3.33	3.71
Provide a safe environment for learning	3.14	3.71	3.50	3.63	3.50	3.57	3.17	3.74

New Teacher Survey Report 2014

Kentucky State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	2.29	3.32	3.50	3.27	3.00	3.14	3.00	3.46
Implement instruction based on diverse student needs and assessment data	2.57	3.24	3.50	3.14	3.00	3.03	3.00	3.39
Use time effectively	2.86	3.25	3.50	3.19	3.00	3.26	3.00	3.5
Use space and materials effectively	2.71	3.49	3.25	3.24	3.50	3.35	3.17	3.58
Implement and manage instruction in ways that facilitate higher order thinking	2.57	3.19	3.25	3.15	2.75	3.05	3.00	3.43
Use pre-assessments	2.71	3.23	3.50	3.07	2.75	2.86	3.17	3.42
Use formative assessments	2.71	3.32	3.50	3.35	2.75	3.11	3.33	3.58
Use summative assessments	2.71	3.35	3.50	3.31	2.75	3.17	3.33	3.61
Describe analyze and evaluate student performance data	2.57	3.16	3.25	3.13	2.50	2.96	3.17	3.4
Communicate learning results to students and parents	2.29	3.13	3.25	3.08	3.00	3.01	3.00	3.27
Allow opportunity for student self-assessment	2.29	3.02	3.25	3.01	2.50	2.76	3.17	3.35
Use available technology to design and plan instruction	3.00	3.51	3.25	3.36	3.00	3.45	3.33	3.53
Use available technology to implement instruction that facilitates student learning	2.86	3.47	3.25	3.32	3.00	3.35	3.00	3.54
Integrate student use of available technology into instruction	2.57	3.29	3.25	3.18	2.75	3.19	3.00	3.42
Use available technology to assess and communicate student learning	2.57	3.33	3.25	3.21	3.00	3.25	2.83	3.41
Demonstrate ethical and legal use of technology	3.14	3.65	3.25	3.49	3.25	3.49	3.00	3.63

New Teacher Survey Report 2014

Kentucky State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	2.86	3.32	3.25	3.17	2.75	3.13	3.00	3.49
Use data to reflect on and evaluate instructional practice	2.57	3.29	3.25	3.18	2.75	3.13	2.60	3.52
Use data to reflect on and identify areas for professional growth	2.43	3.3	3.25	3.18	2.75	3.15	2.60	3.45
Identify students whose learning could be enhanced by collaboration	2.43	3.28	3.50	3.18	3.25	3.3	2.80	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	2.57	3.25	3.50	3.12	3.00	3.2	2.60	3.3
Implement planned activities that enhance student learning and engage all parties	2.57	3.28	3.50	3.16	3.00	3.16	2.60	3.4
Analyze data to evaluate the outcomes of collaborative efforts	2.43	3.18	3.50	3.09	3.00	3.1	2.60	3.28
Self-assess performance relative to Kentucky s Teacher Standards	2.43	3.39	3.25	3.33	3.00	3.31	2.60	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	2.57	3.33	3.25	3.31	2.75	3.27	2.60	3.55
Design a professional growth plan that addresses identified priorities	2.43	3.3	3.25	3.24	2.75	3.27	2.20	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	2.43	3.34	3.25	3.25	2.75	3.23	2.40	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	2.57	3.28	3.50	3.23	3.25	3.3	2.80	3.42

New Teacher Survey Report 2014

Kentucky State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	2.43	3.22	3.50	3.18	3.00	3.23	2.60	3.38
Implement a plan for engaging in leadership activities	2.43	3.21	3.50	3.18	3.00	3.17	2.20	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	2.43	3.21	3.50	3.13	2.75	3.12	2.40	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	2.00	3.28	3.25	3.07	2.75	3.04	2.40	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	2.14	3.32	3.25	3.12	2.75	3.07	2.60	3.46
Providing opportunities to implement strategies using the Common Core Standards	2.00	3.29	3.50	3.14	2.75	3.03	2.60	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	2.14	3.19	3.50	3.03	2.75	2.9	2.40	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.00	2.98	3.00	2.61	2.50	2.64	2.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	1.86	3.09	3.25	2.79	2.50	2.78	2.80	3.05

New Teacher Survey Report 2014

Kentucky State University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	2.00	3.16	3.50	3.11	2.25	2.87	2.20	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	2.57	3.37	3.50	3.2	2.25	3.09	2.60	3.5

New Teacher Survey Report 2014

Campbellsville University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.59	3.44	3.49	3.32	3.29	3.43	3.64	3.56
Connect content to life experiences of students	3.56	3.34	3.51	3.27	3.15	3.24	3.43	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.65	3.4	3.51	3.28	3.29	3.31	3.64	3.53
Guide students to understand content from various perspectives	3.51	3.3	3.36	3.14	3.25	3.23	3.54	3.44
Identify and address students misconceptions of content	3.49	3.26	3.38	3.21	3.27	3.19	3.54	3.47
Develop significant objectives aligned with standards	3.54	3.42	3.46	3.36	3.32	3.38	3.57	3.6
Use contextual data to design instruction relevant to students	3.49	3.33	3.36	3.16	3.18	3.18	3.54	3.47
Plan assessments to guide instruction and measure learning objectives	3.41	3.29	3.29	3.28	3.07	3.13	3.64	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.44	3.33	3.26	3.23	3.21	3.19	3.61	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.39	3.25	3.21	3.17	3.07	3.11	3.54	3.41
Communicate high expectations	3.66	3.48	3.64	3.57	3.36	3.47	3.75	3.68
Establish a positive learning environment	3.80	3.62	3.69	3.63	3.50	3.53	3.81	3.75
Value and support student diversity and address individual needs	3.73	3.57	3.67	3.51	3.46	3.43	3.75	3.7
Foster mutual respect between teacher and students and among students	3.83	3.62	3.69	3.54	3.36	3.51	3.79	3.71
Provide a safe environment for learning	3.80	3.71	3.72	3.63	3.54	3.57	3.82	3.74

New Teacher Survey Report 2014

Campbellsville University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.46	3.32	3.38	3.27	3.11	3.14	3.64	3.46
Implement instruction based on diverse student needs and assessment data	3.22	3.24	3.38	3.14	3.07	3.03	3.43	3.39
Use time effectively	3.39	3.25	3.49	3.19	3.21	3.26	3.61	3.5
Use space and materials effectively	3.56	3.49	3.41	3.24	3.36	3.35	3.57	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.38	3.19	3.31	3.15	3.14	3.05	3.50	3.43
Use pre-assessments	3.44	3.23	3.33	3.07	2.89	2.86	3.46	3.42
Use formative assessments	3.54	3.32	3.46	3.35	3.07	3.11	3.68	3.58
Use summative assessments	3.41	3.35	3.46	3.31	3.08	3.17	3.61	3.61
Describe analyze and evaluate student performance data	3.28	3.16	3.31	3.13	2.89	2.96	3.46	3.4
Communicate learning results to students and parents	3.20	3.13	3.31	3.08	3.00	3.01	3.43	3.27
Allow opportunity for student self-assessment	3.18	3.02	3.31	3.01	2.82	2.76	3.50	3.35
Use available technology to design and plan instruction	3.58	3.51	3.42	3.36	3.52	3.45	3.61	3.53
Use available technology to implement instruction that facilitates student learning	3.63	3.47	3.31	3.32	3.48	3.35	3.57	3.54
Integrate student use of available technology into instruction	3.38	3.29	3.26	3.18	3.30	3.19	3.50	3.42
Use available technology to assess and communicate student learning	3.38	3.33	3.26	3.21	3.37	3.25	3.36	3.41
Demonstrate ethical and legal use of technology	3.74	3.65	3.54	3.49	3.46	3.49	3.78	3.63

New Teacher Survey Report 2014

Campbellsville University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.49	3.32	3.32	3.17	3.14	3.13	3.36	3.49
Use data to reflect on and evaluate instructional practice	3.45	3.29	3.29	3.18	3.07	3.13	3.36	3.52
Use data to reflect on and identify areas for professional growth	3.51	3.3	3.37	3.18	3.07	3.15	3.07	3.45
Identify students whose learning could be enhanced by collaboration	3.51	3.28	3.49	3.18	3.32	3.3	3.29	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.41	3.25	3.49	3.12	3.11	3.2	3.14	3.3
Implement planned activities that enhance student learning and engage all parties	3.46	3.28	3.46	3.16	3.21	3.16	3.14	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.35	3.18	3.38	3.09	3.11	3.1	3.14	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.59	3.39	3.38	3.33	3.25	3.31	3.57	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.66	3.33	3.41	3.31	3.18	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.63	3.3	3.46	3.24	3.21	3.27	3.36	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.62	3.34	3.36	3.25	3.14	3.23	3.36	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.66	3.28	3.41	3.23	3.46	3.3	3.29	3.42

New Teacher Survey Report 2014

Campbellsville University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.73	3.22	3.44	3.18	3.36	3.23	3.29	3.38
Implement a plan for engaging in leadership activities	3.66	3.21	3.44	3.18	3.39	3.17	3.21	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.50	3.21	3.41	3.13	3.29	3.12	3.14	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.44	3.28	3.31	3.07	3.04	3.04	3.07	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.46	3.32	3.33	3.12	3.07	3.07	3.21	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.45	3.29	3.36	3.14	3.11	3.03	3.36	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.26	3.19	3.08	3.03	3.00	2.9	3.36	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.90	2.98	2.74	2.61	2.79	2.64	2.50	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.08	3.09	2.97	2.79	3.00	2.78	3.07	3.05

New Teacher Survey Report 2014

Campbellsville University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.23	3.16	3.15	3.11	3.11	2.87	3.43	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.49	3.37	3.44	3.2	3.25	3.09	3.57	3.5

New Teacher Survey Report 2014

Alice Lloyd College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.14	3.44	3.73	3.32	3.50	3.43	3.60	3.56
Connect content to life experiences of students	2.86	3.34	3.64	3.27	2.83	3.24	3.60	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.14	3.4	3.64	3.28	3.17	3.31	3.40	3.53
Guide students to understand content from various perspectives	3.00	3.3	3.27	3.14	3.33	3.23	3.40	3.44
Identify and address students misconceptions of content	3.00	3.26	3.45	3.21	3.17	3.19	3.80	3.47
Develop significant objectives aligned with standards	3.14	3.42	3.73	3.36	3.50	3.38	3.80	3.6
Use contextual data to design instruction relevant to students	3.00	3.33	3.45	3.16	3.00	3.18	3.60	3.47
Plan assessments to guide instruction and measure learning objectives	2.71	3.29	3.64	3.28	2.83	3.13	3.60	3.46
Plan instructional strategies and activities that address learning objectives for all students	2.71	3.33	3.50	3.23	2.83	3.19	3.80	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	2.86	3.25	3.27	3.17	2.67	3.11	3.60	3.41
Communicate high expectations	3.29	3.48	3.82	3.57	3.17	3.47	3.80	3.68
Establish a positive learning environment	3.43	3.62	3.82	3.63	3.50	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.29	3.57	3.45	3.51	3.17	3.43	3.40	3.7
Foster mutual respect between teacher and students and among students	3.57	3.62	3.82	3.54	3.67	3.51	3.80	3.71
Provide a safe environment for learning	3.57	3.71	3.82	3.63	3.50	3.57	3.80	3.74

New Teacher Survey Report 2014

Alice Lloyd College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.00	3.32	3.64	3.27	2.83	3.14	3.80	3.46
Implement instruction based on diverse student needs and assessment data	2.57	3.24	3.36	3.14	2.50	3.03	3.40	3.39
Use time effectively	3.14	3.25	3.45	3.19	2.83	3.26	3.80	3.5
Use space and materials effectively	3.29	3.49	3.55	3.24	3.33	3.35	3.80	3.58
Implement and manage instruction in ways that facilitate higher order thinking	2.86	3.19	3.55	3.15	2.67	3.05	3.60	3.43
Use pre-assessments	2.86	3.23	3.64	3.07	2.50	2.86	3.60	3.42
Use formative assessments	3.00	3.32	3.64	3.35	3.17	3.11	3.60	3.58
Use summative assessments	2.80	3.35	3.73	3.31	3.33	3.17	3.60	3.61
Describe analyze and evaluate student performance data	2.57	3.16	3.55	3.13	2.67	2.96	3.60	3.4
Communicate learning results to students and parents	3.00	3.13	3.64	3.08	2.67	3.01	3.40	3.27
Allow opportunity for student self-assessment	2.71	3.02	3.45	3.01	2.33	2.76	3.40	3.35
Use available technology to design and plan instruction	3.00	3.51	3.82	3.36	3.17	3.45	3.60	3.53
Use available technology to implement instruction that facilitates student learning	3.00	3.47	3.82	3.32	3.17	3.35	3.60	3.54
Integrate student use of available technology into instruction	2.71	3.29	3.64	3.18	2.67	3.19	3.60	3.42
Use available technology to assess and communicate student learning	2.86	3.33	3.73	3.21	2.83	3.25	3.60	3.41
Demonstrate ethical and legal use of technology	3.00	3.65	3.82	3.49	3.50	3.49	3.60	3.63

New Teacher Survey Report 2014

Alice Lloyd College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	2.71	3.32	3.64	3.17	2.83	3.13	3.60	3.49
Use data to reflect on and evaluate instructional practice	2.57	3.29	3.64	3.18	2.83	3.13	3.67	3.52
Use data to reflect on and identify areas for professional growth	2.71	3.3	3.73	3.18	3.00	3.15	3.67	3.45
Identify students whose learning could be enhanced by collaboration	3.14	3.28	3.55	3.18	3.33	3.3	3.67	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	2.86	3.25	3.64	3.12	3.33	3.2	3.67	3.3
Implement planned activities that enhance student learning and engage all parties	2.71	3.28	3.64	3.16	3.00	3.16	3.67	3.4
Analyze data to evaluate the outcomes of collaborative efforts	2.71	3.18	3.55	3.09	3.17	3.1	3.33	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.00	3.39	3.64	3.33	3.67	3.31	3.67	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.00	3.33	3.64	3.31	3.50	3.27	3.67	3.55
Design a professional growth plan that addresses identified priorities	3.33	3.3	3.64	3.24	3.67	3.27	3.33	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.17	3.34	3.64	3.25	3.67	3.23	3.33	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.43	3.28	3.73	3.23	3.33	3.3	3.67	3.42

New Teacher Survey Report 2014

Alice Lloyd College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.29	3.22	3.70	3.18	3.33	3.23	3.33	3.38
Implement a plan for engaging in leadership activities	3.43	3.21	3.73	3.18	3.33	3.17	3.67	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.14	3.21	3.64	3.13	3.33	3.12	3.33	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.00	3.28	3.55	3.07	2.83	3.04	3.67	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.00	3.32	3.73	3.12	3.00	3.07	3.67	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.00	3.29	3.36	3.14	2.67	3.03	3.67	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	2.86	3.19	3.09	3.03	3.17	2.9	3.67	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.60	2.98	2.91	2.61	2.83	2.64	3.67	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.71	3.09	2.91	2.79	3.17	2.78	3.67	3.05

New Teacher Survey Report 2014

Alice Lloyd College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	2.71	3.16	3.09	3.11	3.17	2.87	3.67	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.17	3.37	3.55	3.2	3.33	3.09	3.67	3.5

New Teacher Survey Report 2014

Midway College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.48	3.44	3.36	3.32	3.45	3.43	3.35	3.56
Connect content to life experiences of students	3.31	3.34	3.14	3.27	3.45	3.24	3.30	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.26	3.4	3.36	3.28	3.18	3.31	3.40	3.53
Guide students to understand content from various perspectives	3.11	3.3	3.21	3.14	3.27	3.23	3.25	3.44
Identify and address students misconceptions of content	3.22	3.26	3.00	3.21	3.09	3.19	3.00	3.47
Develop significant objectives aligned with standards	3.30	3.42	3.36	3.36	3.09	3.38	3.25	3.6
Use contextual data to design instruction relevant to students	3.11	3.33	3.29	3.16	3.30	3.18	3.10	3.47
Plan assessments to guide instruction and measure learning objectives	3.04	3.29	3.29	3.28	2.82	3.13	3.20	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.15	3.33	3.29	3.23	3.27	3.19	3.20	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	2.96	3.25	3.21	3.17	3.09	3.11	3.05	3.41
Communicate high expectations	3.52	3.48	3.43	3.57	3.36	3.47	3.55	3.68
Establish a positive learning environment	3.56	3.62	3.43	3.63	3.55	3.53	3.55	3.75
Value and support student diversity and address individual needs	3.44	3.57	3.57	3.51	3.36	3.43	3.50	3.7
Foster mutual respect between teacher and students and among students	3.63	3.62	3.43	3.54	3.45	3.51	3.40	3.71
Provide a safe environment for learning	3.67	3.71	3.50	3.63	3.45	3.57	3.55	3.74

New Teacher Survey Report 2014

Midway College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.19	3.32	3.43	3.27	3.09	3.14	3.25	3.46
Implement instruction based on diverse student needs and assessment data	3.11	3.24	3.29	3.14	3.00	3.03	2.95	3.39
Use time effectively	2.93	3.25	3.21	3.19	3.00	3.26	2.95	3.5
Use space and materials effectively	3.37	3.49	3.21	3.24	3.27	3.35	3.10	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.07	3.19	3.07	3.15	2.91	3.05	3.10	3.43
Use pre-assessments	3.00	3.23	3.00	3.07	2.91	2.86	3.20	3.42
Use formative assessments	3.26	3.32	3.00	3.35	2.91	3.11	3.30	3.58
Use summative assessments	3.22	3.35	3.29	3.31	3.00	3.17	3.37	3.61
Describe analyze and evaluate student performance data	3.04	3.16	3.14	3.13	3.18	2.96	2.60	3.4
Communicate learning results to students and parents	3.00	3.13	3.21	3.08	3.18	3.01	2.85	3.27
Allow opportunity for student self-assessment	2.89	3.02	2.93	3.01	2.82	2.76	2.75	3.35
Use available technology to design and plan instruction	3.56	3.51	3.36	3.36	3.18	3.45	3.20	3.53
Use available technology to implement instruction that facilitates student learning	3.56	3.47	3.29	3.32	3.09	3.35	3.15	3.54
Integrate student use of available technology into instruction	3.48	3.29	3.36	3.18	3.09	3.19	3.10	3.42
Use available technology to assess and communicate student learning	3.52	3.33	3.36	3.21	2.91	3.25	2.95	3.41
Demonstrate ethical and legal use of technology	3.59	3.65	3.57	3.49	3.55	3.49	3.05	3.63

New Teacher Survey Report 2014

Midway College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.15	3.32	3.07	3.17	3.00	3.13	2.70	3.49
Use data to reflect on and evaluate instructional practice	3.23	3.29	3.07	3.18	2.91	3.13	2.33	3.52
Use data to reflect on and identify areas for professional growth	3.26	3.3	3.00	3.18	3.00	3.15	2.00	3.45
Identify students whose learning could be enhanced by collaboration	3.15	3.28	3.21	3.18	3.45	3.3	3.00	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.11	3.25	3.21	3.12	3.45	3.2	3.00	3.3
Implement planned activities that enhance student learning and engage all parties	3.15	3.28	3.14	3.16	3.45	3.16	3.17	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.04	3.18	3.14	3.09	3.27	3.1	2.17	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.30	3.39	3.36	3.33	3.27	3.31	3.17	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.30	3.33	3.36	3.31	3.27	3.27	3.33	3.55
Design a professional growth plan that addresses identified priorities	3.31	3.3	3.29	3.24	3.27	3.27	3.33	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.30	3.34	3.36	3.25	3.36	3.23	3.17	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.04	3.28	3.50	3.23	3.27	3.3	2.83	3.42

New Teacher Survey Report 2014

Midway College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.04	3.22	3.43	3.18	3.27	3.23	3.00	3.38
Implement a plan for engaging in leadership activities	3.00	3.21	3.36	3.18	3.27	3.17	2.83	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.00	3.21	3.29	3.13	3.18	3.12	2.50	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.11	3.28	3.00	3.07	2.91	3.04	2.83	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.15	3.32	2.86	3.12	2.82	3.07	3.17	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.15	3.29	3.14	3.14	2.82	3.03	3.33	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	2.92	3.19	3.07	3.03	2.73	2.9	2.67	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.89	2.98	2.64	2.61	2.73	2.64	2.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.92	3.09	2.71	2.79	2.73	2.78	2.00	3.05

New Teacher Survey Report 2014

Midway College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	2.93	3.16	3.07	3.11	2.82	2.87	3.00	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.31	3.37	3.43	3.2	2.82	3.09	2.83	3.5

New Teacher Survey Report 2014

Centre College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.50	3.44	3.67	3.32	3.20	3.43	4.00	3.56
Connect content to life experiences of students	3.00	3.34	3.50	3.27	2.80	3.24	3.50	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.50	3.4	3.83	3.28	3.00	3.31	4.00	3.53
Guide students to understand content from various perspectives	3.50	3.3	3.33	3.14	3.00	3.23	3.50	3.44
Identify and address students misconceptions of content	3.00	3.26	3.50	3.21	2.50	3.19	4.00	3.47
Develop significant objectives aligned with standards	3.50	3.42	3.67	3.36	3.40	3.38	4.00	3.6
Use contextual data to design instruction relevant to students	3.50	3.33	3.67	3.16	3.20	3.18	4.00	3.47
Plan assessments to guide instruction and measure learning objectives	3.50	3.29	3.50	3.28	3.00	3.13	4.00	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.00	3.33	3.33	3.23	3.20	3.19	4.00	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	4.00	3.25	3.50	3.17	3.00	3.11	3.50	3.41
Communicate high expectations	3.50	3.48	3.83	3.57	3.40	3.47	4.00	3.68
Establish a positive learning environment	4.00	3.62	3.83	3.63	3.80	3.53	4.00	3.75
Value and support student diversity and address individual needs	4.00	3.57	3.50	3.51	3.00	3.43	4.00	3.7
Foster mutual respect between teacher and students and among students	4.00	3.62	3.67	3.54	3.60	3.51	4.00	3.71
Provide a safe environment for learning	4.00	3.71	3.67	3.63	3.60	3.57	4.00	3.74

New Teacher Survey Report 2014

Centre College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.50	3.32	3.67	3.27	2.80	3.14	3.50	3.46
Implement instruction based on diverse student needs and assessment data	3.50	3.24	3.33	3.14	3.00	3.03	3.50	3.39
Use time effectively	3.00	3.25	3.50	3.19	3.20	3.26	4.00	3.5
Use space and materials effectively	3.50	3.49	3.50	3.24	3.00	3.35	4.00	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.50	3.19	3.17	3.15	3.20	3.05	4.00	3.43
Use pre-assessments	3.50	3.23	3.00	3.07	2.60	2.86	3.50	3.42
Use formative assessments	3.50	3.32	3.83	3.35	3.00	3.11	4.00	3.58
Use summative assessments	3.50	3.35	3.50	3.31	3.20	3.17	3.50	3.61
Describe analyze and evaluate student performance data	3.50	3.16	3.50	3.13	2.80	2.96	4.00	3.4
Communicate learning results to students and parents	3.00	3.13	3.17	3.08	3.00	3.01	3.50	3.27
Allow opportunity for student self-assessment	2.50	3.02	3.00	3.01	2.80	2.76	3.00	3.35
Use available technology to design and plan instruction	4.00	3.51	4.00	3.36	3.60	3.45	4.00	3.53
Use available technology to implement instruction that facilitates student learning	4.00	3.47	3.83	3.32	3.60	3.35	4.00	3.54
Integrate student use of available technology into instruction	3.00	3.29	3.50	3.18	3.60	3.19	3.50	3.42
Use available technology to assess and communicate student learning	3.00	3.33	3.83	3.21	3.60	3.25	3.00	3.41
Demonstrate ethical and legal use of technology	4.00	3.65	4.00	3.49	3.40	3.49	4.00	3.63

New Teacher Survey Report 2014

Centre College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.50	3.32	3.50	3.17	3.20	3.13	4.00	3.49
Use data to reflect on and evaluate instructional practice	3.50	3.29	3.33	3.18	3.20	3.13	4.00	3.52
Use data to reflect on and identify areas for professional growth	3.50	3.3	3.50	3.18	3.20	3.15	3.50	3.45
Identify students whose learning could be enhanced by collaboration	3.50	3.28	3.17	3.18	3.00	3.3	3.00	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.50	3.25	3.17	3.12	3.20	3.2	3.00	3.3
Implement planned activities that enhance student learning and engage all parties	3.50	3.28	3.33	3.16	2.80	3.16	3.50	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.00	3.18	3.33	3.09	2.80	3.1	3.50	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.50	3.39	3.67	3.33	3.40	3.31	4.00	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.50	3.33	3.67	3.31	3.20	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.00	3.3	3.67	3.24	3.20	3.27	3.50	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.50	3.34	3.50	3.25	3.20	3.23	3.50	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.50	3.28	3.67	3.23	3.20	3.3	4.00	3.42

New Teacher Survey Report 2014

Centre College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.00	3.22	3.50	3.18	3.00	3.23	4.00	3.38
Implement a plan for engaging in leadership activities	3.00	3.21	3.50	3.18	3.00	3.17	4.00	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.50	3.21	3.50	3.13	3.00	3.12	3.50	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.50	3.28	3.67	3.07	2.80	3.04	4.00	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.50	3.32	4.00	3.12	2.60	3.07	4.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.50	3.29	4.00	3.14	2.80	3.03	4.00	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.50	3.19	3.50	3.03	2.75	2.9	3.50	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.00	2.98	2.83	2.61	2.40	2.64	2.50	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.50	3.09	3.33	2.79	2.60	2.78	3.50	3.05

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Centre College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.50	3.16	3.33	3.11	2.60	2.87	3.50	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.50	3.37	3.33	3.2	3.00	3.09	3.50	3.5

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Berea College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.40	3.44	2.00	3.32	3.25	3.43	3.00	3.56
Connect content to life experiences of students	3.60	3.34	3.00	3.27	3.25	3.24	3.33	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.20	3.4	2.00	3.28	3.25	3.31	3.17	3.53
Guide students to understand content from various perspectives	3.40	3.3	2.00	3.14	2.75	3.23	3.42	3.44
Identify and address students misconceptions of content	3.00	3.26	4.00	3.21	3.25	3.19	3.25	3.47
Develop significant objectives aligned with standards	3.10	3.42	4.00	3.36	3.50	3.38	3.33	3.6
Use contextual data to design instruction relevant to students	3.00	3.33	4.00	3.16	3.00	3.18	3.08	3.47
Plan assessments to guide instruction and measure learning objectives	3.00	3.29	4.00	3.28	3.00	3.13	3.08	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.30	3.33	4.00	3.23	3.00	3.19	3.08	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.30	3.25	4.00	3.17	3.00	3.11	3.08	3.41
Communicate high expectations	3.30	3.48	4.00	3.57	3.25	3.47	3.25	3.68
Establish a positive learning environment	3.50	3.62	4.00	3.63	3.00	3.53	3.33	3.75
Value and support student diversity and address individual needs	3.50	3.57	4.00	3.51	3.25	3.43	3.67	3.7
Foster mutual respect between teacher and students and among students	3.60	3.62	4.00	3.54	3.25	3.51	3.42	3.71
Provide a safe environment for learning	3.70	3.71	4.00	3.63	3.50	3.57	3.50	3.74

New Teacher Survey Report 2014

Berea College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.20	3.32	3.00	3.27	2.75	3.14	3.00	3.46
Implement instruction based on diverse student needs and assessment data	3.20	3.24	3.00	3.14	2.75	3.03	3.25	3.39
Use time effectively	3.00	3.25	3.00	3.19	3.00	3.26	3.00	3.5
Use space and materials effectively	3.40	3.49	4.00	3.24	3.00	3.35	3.17	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.10	3.19	4.00	3.15	2.75	3.05	3.17	3.43
Use pre-assessments	2.70	3.23	4.00	3.07	2.25	2.86	2.92	3.42
Use formative assessments	3.10	3.32	4.00	3.35	3.25	3.11	3.25	3.58
Use summative assessments	3.10	3.35	3.00	3.31	3.00	3.17	3.25	3.61
Describe analyze and evaluate student performance data	2.90	3.16	3.00	3.13	2.50	2.96	2.92	3.4
Communicate learning results to students and parents	2.70	3.13	3.00	3.08	2.50	3.01	2.83	3.27
Allow opportunity for student self-assessment	2.60	3.02	4.00	3.01	2.75	2.76	3.17	3.35
Use available technology to design and plan instruction	3.30	3.51	3.00	3.36	3.50	3.45	2.67	3.53
Use available technology to implement instruction that facilitates student learning	3.30	3.47	3.00	3.32	3.50	3.35	2.58	3.54
Integrate student use of available technology into instruction	3.10	3.29	3.00	3.18	3.50	3.19	2.75	3.42
Use available technology to assess and communicate student learning	3.20	3.33	3.00	3.21	3.25	3.25	2.58	3.41
Demonstrate ethical and legal use of technology	3.50	3.65	4.00	3.49	3.33	3.49	2.75	3.63

New Teacher Survey Report 2014

Berea College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.00	3.32	3.00	3.17	3.00	3.13	3.17	3.49
Use data to reflect on and evaluate instructional practice	3.00	3.29	3.00	3.18	3.00	3.13	3.00	3.52
Use data to reflect on and identify areas for professional growth	3.10	3.3	3.00	3.18	2.75	3.15	3.50	3.45
Identify students whose learning could be enhanced by collaboration	3.10	3.28	4.00	3.18	3.25	3.3	2.50	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.10	3.25	4.00	3.12	2.75	3.2	2.50	3.3
Implement planned activities that enhance student learning and engage all parties	3.00	3.28	4.00	3.16	2.75	3.16	3.50	3.4
Analyze data to evaluate the outcomes of collaborative efforts	2.70	3.18	4.00	3.09	2.75	3.1	3.00	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.44	3.39	4.00	3.33	3.50	3.31	3.50	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.33	3.33	4.00	3.31	3.00	3.27	3.50	3.55
Design a professional growth plan that addresses identified priorities	3.22	3.3	2.00	3.24	3.00	3.27	2.50	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.33	3.34	4.00	3.25	2.75	3.23	2.50	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.00	3.28	3.00	3.23	3.25	3.3	2.50	3.42

New Teacher Survey Report 2014

Berea College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.00	3.22	3.00	3.18	2.75	3.23	2.50	3.38
Implement a plan for engaging in leadership activities	3.00	3.21	3.00	3.18	2.50	3.17	2.50	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.00	3.21	3.00	3.13	2.75	3.12	2.50	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.10	3.28	2.00	3.07	3.50	3.04	3.00	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.10	3.32	2.00	3.12	3.50	3.07	3.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	3.00	3.29	2.00	3.14	3.50	3.03	3.00	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.00	3.19	4.00	3.03	3.25	2.9	3.00	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.89	2.98	4.00	2.61	3.50	2.64	2.50	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	3.22	3.09	3.00	2.79	3.00	2.78	1.50	3.05

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Berea College

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.44	3.16	4.00	3.11	3.25	2.87	4.00	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.22	3.37	2.00	3.2	3.50	3.09	3.50	3.5

New Teacher Survey Report 2014

Spalding University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.38	3.44	3.12	3.32	3.42	3.43	3.40	3.56
Connect content to life experiences of students	3.38	3.34	3.18	3.27	3.42	3.24	3.60	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.25	3.4	3.18	3.28	3.17	3.31	3.60	3.53
Guide students to understand content from various perspectives	3.25	3.3	3.12	3.14	3.09	3.23	3.60	3.44
Identify and address students misconceptions of content	3.25	3.26	3.06	3.21	3.25	3.19	3.00	3.47
Develop significant objectives aligned with standards	3.25	3.42	3.18	3.36	3.25	3.38	3.80	3.6
Use contextual data to design instruction relevant to students	3.25	3.33	2.76	3.16	3.17	3.18	3.40	3.47
Plan assessments to guide instruction and measure learning objectives	3.13	3.29	2.94	3.28	3.00	3.13	3.40	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.13	3.33	3.06	3.23	2.92	3.19	3.80	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.13	3.25	3.12	3.17	3.00	3.11	3.60	3.41
Communicate high expectations	3.13	3.48	3.41	3.57	3.50	3.47	3.60	3.68
Establish a positive learning environment	3.38	3.62	3.53	3.63	3.67	3.53	3.80	3.75
Value and support student diversity and address individual needs	3.38	3.57	3.24	3.51	3.50	3.43	3.80	3.7
Foster mutual respect between teacher and students and among students	3.25	3.62	3.29	3.54	3.75	3.51	3.60	3.71
Provide a safe environment for learning	3.50	3.71	3.41	3.63	3.75	3.57	3.60	3.74

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Spalding University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.25	3.32	3.24	3.27	3.25	3.14	3.60	3.46
Implement instruction based on diverse student needs and assessment data	3.25	3.24	3.00	3.14	3.08	3.03	3.60	3.39
Use time effectively	3.13	3.25	3.06	3.19	3.17	3.26	3.60	3.5
Use space and materials effectively	3.25	3.49	3.06	3.24	3.33	3.35	3.80	3.58
Implement and manage instruction in ways that facilitate higher order thinking	3.00	3.19	3.24	3.15	3.00	3.05	3.80	3.43
Use pre-assessments	3.00	3.23	3.00	3.07	3.00	2.86	3.20	3.42
Use formative assessments	3.25	3.32	3.24	3.35	3.00	3.11	3.40	3.58
Use summative assessments	3.25	3.35	3.18	3.31	3.09	3.17	3.75	3.61
Describe analyze and evaluate student performance data	3.13	3.16	2.94	3.13	2.92	2.96	3.20	3.4
Communicate learning results to students and parents	3.00	3.13	3.18	3.08	3.00	3.01	3.50	3.27
Allow opportunity for student self-assessment	2.88	3.02	3.06	3.01	2.67	2.76	3.40	3.35
Use available technology to design and plan instruction	3.50	3.51	3.19	3.36	3.33	3.45	3.80	3.53
Use available technology to implement instruction that facilitates student learning	3.50	3.47	3.19	3.32	3.25	3.35	3.60	3.54
Integrate student use of available technology into instruction	3.25	3.29	3.13	3.18	3.17	3.19	3.60	3.42
Use available technology to assess and communicate student learning	3.25	3.33	2.94	3.21	3.25	3.25	3.80	3.41
Demonstrate ethical and legal use of technology	3.50	3.65	3.44	3.49	3.42	3.49	4.00	3.63

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Spalding University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.25	3.32	2.88	3.17	3.08	3.13	3.40	3.49
Use data to reflect on and evaluate instructional practice	3.25	3.29	2.82	3.18	3.17	3.13		3.52
Use data to reflect on and identify areas for professional growth	3.25	3.3	3.06	3.18	3.17	3.15		3.45
Identify students whose learning could be enhanced by collaboration	3.13	3.28	3.35	3.18	3.33	3.3		3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.00	3.25	3.24	3.12	3.17	3.2		3.3
Implement planned activities that enhance student learning and engage all parties	3.00	3.28	3.29	3.16	3.17	3.16		3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.00	3.18	3.12	3.09	3.17	3.1		3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.50	3.39	3.24	3.33	3.33	3.31		3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.13	3.33	3.18	3.31	3.25	3.27		3.55
Design a professional growth plan that addresses identified priorities	3.13	3.3	3.18	3.24	3.25	3.27		3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.13	3.34	3.00	3.25	3.27	3.23		3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.63	3.28	3.00	3.23	3.25	3.3		3.42

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	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.50	3.22	2.82	3.18	3.08	3.23		3.38
Implement a plan for engaging in leadership activities	3.50	3.21	2.82	3.18	3.17	3.17		3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.63	3.21	2.88	3.13	3.25	3.12		3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.25	3.28	3.06	3.07	3.17	3.04		3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	3.38	3.32	3.00	3.12	3.17	3.07		3.46
Providing opportunities to implement strategies using the Common Core Standards	3.25	3.29	3.12	3.14	3.08	3.03		3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.00	3.19	3.18	3.03	3.08	2.9		3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	3.14	2.98	2.47	2.61	2.83	2.64		2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.88	3.09	2.82	2.79	2.83	2.78		3.05

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Spalding University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	3.00	3.16	3.18	3.11	2.83	2.87		3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.13	3.37	3.24	3.2	3.08	3.09		3.5

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Mid Continent University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Communicate concepts processes and knowledge	3.33	3.44	3.50	3.32	4.00	3.43	3.50	3.56
Connect content to life experiences of students	3.00	3.34	3.50	3.27	3.00	3.24	4.00	3.57
Demonstrate instructional strategies that are appropriate for content and contribute to student learning	3.33	3.4	3.00	3.28	3.00	3.31	3.50	3.53
Guide students to understand content from various perspectives	3.33	3.3	3.50	3.14	3.00	3.23	3.50	3.44
Identify and address students misconceptions of content	3.33	3.26	3.00	3.21	3.00	3.19	3.50	3.47
Develop significant objectives aligned with standards	3.33	3.42	3.00	3.36	3.00	3.38	3.50	3.6
Use contextual data to design instruction relevant to students	3.33	3.33	3.00	3.16	3.00	3.18	3.50	3.47
Plan assessments to guide instruction and measure learning objectives	3.00	3.29	3.50	3.28	3.00	3.13	3.50	3.46
Plan instructional strategies and activities that address learning objectives for all students	3.00	3.33	3.00	3.23	3.00	3.19	4.00	3.52
Plan instructional strategies and activities that facilitate multiple levels of learning	3.00	3.25	3.00	3.17	3.00	3.11	3.50	3.41
Communicate high expectations	3.00	3.48	4.00	3.57	4.00	3.47	3.50	3.68
Establish a positive learning environment	4.00	3.62	4.00	3.63	4.00	3.53	4.00	3.75
Value and support student diversity and address individual needs	3.67	3.57	4.00	3.51	4.00	3.43	3.50	3.7
Foster mutual respect between teacher and students and among students	3.67	3.62	4.00	3.54	4.00	3.51	3.50	3.71
Provide a safe environment for learning	4.00	3.71	4.00	3.63	4.00	3.57	3.50	3.74

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Mid Continent University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use a variety of instructional strategies that align with learning objectives and actively engage students	3.00	3.32	3.50	3.27	2.00	3.14	3.50	3.46
Implement instruction based on diverse student needs and assessment data	3.33	3.24	3.00	3.14	2.00	3.03	3.50	3.39
Use time effectively	3.33	3.25	3.50	3.19	4.00	3.26	4.00	3.5
Use space and materials effectively	3.67	3.49	3.00	3.24	3.00	3.35	3.50	3.58
Implement and manage instruction in ways that facilitate higher order thinking	2.33	3.19	3.50	3.15	2.00	3.05	3.50	3.43
Use pre-assessments	4.00	3.23	2.50	3.07	3.00	2.86	3.50	3.42
Use formative assessments	3.67	3.32	3.50	3.35	3.00	3.11	3.50	3.58
Use summative assessments	3.67	3.35	3.50	3.31	3.00	3.17	3.50	3.61
Describe analyze and evaluate student performance data	3.00	3.16	3.50	3.13	3.00	2.96	3.50	3.4
Communicate learning results to students and parents	3.67	3.13	3.50	3.08	3.00	3.01	3.50	3.27
Allow opportunity for student self-assessment	3.33	3.02	3.00	3.01	2.00	2.76	3.50	3.35
Use available technology to design and plan instruction	3.33	3.51	4.00	3.36	3.00	3.45	3.50	3.53
Use available technology to implement instruction that facilitates student learning	3.33	3.47	4.00	3.32	3.00	3.35	4.00	3.54
Integrate student use of available technology into instruction	2.67	3.29	4.00	3.18	3.00	3.19	4.00	3.42
Use available technology to assess and communicate student learning	3.33	3.33	4.00	3.21	3.00	3.25	3.50	3.41
Demonstrate ethical and legal use of technology	4.00	3.65	4.00	3.49	3.00	3.49	3.50	3.63

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Mid Continent University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Use data to reflect on and evaluate student learning	3.33	3.32	4.00	3.17	3.00	3.13	3.50	3.49
Use data to reflect on and evaluate instructional practice	3.33	3.29	4.00	3.18	3.00	3.13	3.00	3.52
Use data to reflect on and identify areas for professional growth	3.33	3.3	4.00	3.18	3.00	3.15	3.00	3.45
Identify students whose learning could be enhanced by collaboration	3.33	3.28	4.00	3.18	3.00	3.3	3.00	3.35
Design a plan to enhance student learning that includes all parties in the collaborative effort	3.33	3.25	4.00	3.12	3.00	3.2	3.00	3.3
Implement planned activities that enhance student learning and engage all parties	3.33	3.28	4.00	3.16	3.00	3.16	3.00	3.4
Analyze data to evaluate the outcomes of collaborative efforts	3.33	3.18	4.00	3.09	3.00	3.1	3.00	3.28
Self-assess performance relative to Kentucky s Teacher Standards	3.67	3.39	4.00	3.33	3.00	3.31	3.00	3.57
Identify priorities for professional development based on data from self-assessment student performance and feedback from colleagues	3.33	3.33	4.00	3.31	3.00	3.27	4.00	3.55
Design a professional growth plan that addresses identified priorities	3.33	3.3	4.00	3.24	3.00	3.27	3.00	3.44
Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3.33	3.34	4.00	3.25	3.00	3.23	4.00	3.46
Identify leadership opportunities that enhance student learning and or professional environment of the school	3.00	3.28	4.00	3.23	3.00	3.3	3.00	3.42

New Teacher Survey Report 2014

Mid Continent University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Develop a plan for engaging in leadership activities	3.33	3.22	4.00	3.18	3.00	3.23	4.00	3.38
Implement a plan for engaging in leadership activities	3.33	3.21	4.00	3.18	3.00	3.17	3.00	3.36
Analyze data to evaluate the results of planned and executed leadership efforts	3.33	3.21	4.00	3.13	3.00	3.12	3.00	3.3
Preparing the Student Teacher to self-assess performance relative to the Common Core Standards	3.00	3.28	4.00	3.07	2.00	3.04	3.00	3.43
Providing coursework that includes understanding of the Kentucky Common Core Standards	2.67	3.32	4.00	3.12	2.00	3.07	3.00	3.46
Providing opportunities to implement strategies using the Common Core Standards	2.67	3.29	4.00	3.14	2.00	3.03	3.00	3.49
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to teach students with disabilities effectively including training related to participation as member of individualized education program IEP teams as defined in section 614d1B of the Individuals with Disabilities Education Act	3.33	3.19	4.00	3.03	2.00	2.9	4.00	3.22
Please rate the effectiveness of the educator preparation program in preparing the Student Teacher (Intern) to effectively teach students who are limited English proficient	2.00	2.98	4.00	2.61	2.00	2.64	3.00	2.78
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in closing the Achievement Gap	2.67	3.09	4.00	2.79	2.00	2.78	3.00	3.05

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Mid Continent University

	Coop. Teacher		Intern		Res. Teacher		Student Teacher	
	Org	State	Org	State	Org	State	Org	State
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Differentiating Instruction	2.33	3.16	3.50	3.11	2.00	2.87	3.00	3.39
Please rate the effectiveness of the educator preparation program in providing professional learning opportunities in Education Professional Standards Boards code of ethics	3.00	3.37	4.00	3.2	2.00	3.09	4.00	3.5