

Stakeholder Program Evaluation Survey*

Accountability Measure: 2.2

2020-2021	Frequently		Occasionally		Rarely		Never	
ECE n=10	ECE	INS	ECE	INS	ECE	INS	ECE	INS
INS n=5	90%	100%	10%	0%	0%	0%	0%	0%

2021-2022	Frequently		Occasionally		Rarely		Never	
ECE n=5	ECE	INS	ECE	INS	ECE	INS	ECE	INS
INS n=1	100%	100%	0%	0%	0%	0%	0%	0%

2022-2023	Frequently		Occasionally		Rarely		Never	
ECE n=53	ECE	INS	ECE	INS	ECE	INS	ECE	INS
INS n=5	88%	100%	11%	0%	0%	0%	0%	0%

2023-2024	Frequently			Occasionally			Rarely			Never		
ECE n=39	ECE	INS	PK5	ECE	INS	PK5	ECE	INS	PK5	ECE	INS	PK5
INS n=14	89%	86%	69%	7%	14%	30%	4%	0%	1%	0%	0%	0%
PK5 n=11												

*Student Teaching Cooperating Teachers

The EPP prepared this teacher candidate to plan for instruction and assessment by:

Focusing on the professional standards of the content area taught.
Using the district/state content standards.
Demonstrating the ability to plan lessons regarding human development.
Planning and organizing a variety of instructional strategies to accommodate all students.
Utilizing instructional technologies for enhancing instruction.
Demonstrating content knowledge of variety of assessment strategies to accommodate for all children.

The EPP prepared this teacher candidate to instruct and engage the focus learner by:

Effectively facilitating learning tasks.
Creating an atmosphere conducive to learning.
Implementing lessons at students' preparation level.
Engaging students in activities that promote problem solving and critical thinking.
Using effective communication techniques to foster a positive, interactive learning environment.
Implementing culturally relevant instruction based on the knowledge of students, subject content, and curriculum goals.

The EPP prepared this teacher candidate to assess learning by:

Using multiple methods of assessment appropriate to individual students (including interpretation of results and integration of information) in their instruction.
Using formal and informal assessment techniques to evaluate learning and instruction.
Using the content knowledge of various assessment strategies to help all children learn.
Providing timely constructive feedback to all learners.

The EPP prepared this teacher candidate to demonstrate good dispositions by:

Addressing and promoting issues of equity for all learners.
Engaging in opportunities for professional growth.
Engaging in on-going collaboration with colleagues, administrations, other school personnel, parents and/or school community.