

Directions

Thank you for taking the time to complete our survey!

Please answer all questions.

Questions or comments related to this survey can be sent to: COEHS@ship.edu



General Information

Position currently held by the Shippensburg University
Alumnus:

- Contract
- Long Term Sub
- Building Sub
- Day-to-Day Sub
- Paraprofessional
- Other

My current position:

- Principal
- Assistant Principal
- Special Education Supervisor
- Curriculum Director/Supervisor
- Department Chair
- Instructional Coach
- Other

InTASC Standards

The following 10 statements are based on the Interstate New Teachers Assessment and Support Consortium (InTASC) model core teaching standards. For each item, select the scale (strongly agree, agree, neutral, disagree, strongly disagree) that best describes the Shippensburg University Alumnus' understanding of the corresponding InTASC Standard.

Standard 1: Learner Development:

Alumnus was effectively prepared to understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic,

social, emotional, and physical areas, and designs and implement developmentally appropriate and challenging learning experiences.

Strongly Agree

Standard 2: Learning Differences

Alumnus was effectively prepared to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Strongly Agree

Standard 3: Learning Environments

Alumnus was effectively prepared to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Strongly Agree

Standard 4: Content Knowledge

Alumnus was effectively prepared to understand the central concepts, tools of inquiry, and structures of the discipline(s) taught and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

▾**Standard 5: Application of Content**

Alumnus was effectively prepared to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

 ▾**Standard 6: Assessment**

Alumnus was effectively prepared to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide their and the learner's decision making.

 ▾**Standard 7: Planning for Instruction**

Alumnus was effectively prepared to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

▾**Standard 8: Instructional Strategies**

Alumnus was effectively prepared to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

 ▾**Standard 9: Professional Learning and Ethical Practice**

Alumnus was effectively prepared to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.

 ▾**Standard 10: Leadership and Collaboration**

Alumnus was effectively prepared to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Strongly Agree 

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