

Longitudinal Study of Key Questions from Exit Survey

2019-2024

The Exit Survey is designed to collect data from candidates toward the end of their student teaching experience regarding their feelings about Ball State University’s teacher preparation program. The survey is administered in both the fall and spring after student teaching is completed. One report featuring aggregate data from both surveys was completed at the end of the spring semester for the academic year.

A new Exit Survey was developed in the summer of 2019. All members of the Professional Education Committee (PEC) and select faculty from the EPP were asked to provide feedback on the survey before administration.

The survey is administered through Qualtrics to all student teachers using their Ball State University email address. Students receive the following email:

The purpose of this survey is to gain information about our educator preparation program. All data will be used to make improvements to our educator preparation program. All information you provide is completely confidential, and only group data will be reported. Please respond to each item with complete candor. The survey will take approximately 20 minutes to complete. The deadline for completion of this survey is 11:59 p.m. on [DATE].

Your assistance is greatly appreciated.

Candidates are sent three reminders through Qualtrics.

The purpose of this document is to provide a longitudinal study of key questions related to our teacher preparation program from the Exit Survey. This data is shared on an annual basis with the Professional Education Committee (PEC). There are additional questions in the Exit Survey (including open-ended questions, questions about demographics, and questions about services provided by our EPP). That may be reviewed upon request.

Year	Number of Surveys Distributed	Number of Surveys Received	Response Rate
2019-2020 ¹	260	138	53.1%
2020-2021	416	276	66%
2021-2022	445	198	44.5%

¹In the spring semester of the 2019-2020 academic year, student teaching was shortened due to COVID-19. This may have had an impact on some of the responses for all questions during this administration of the survey.

2022-2023	377	163	43.2%
2023-2024	406	138	34%

For the InTASC categories, the maximum value is 4 (Strongly Agree) while the minimum value is 1 (Strongly Disagree). These values were used to calculate the Mean.

All of the following InTASC questions are aligned to CAEP Standards R1.1, R1.2, R1.3, R1.4

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have a strong knowledge of the content that I teach. (InTASC 4, 7, 8)	2019-2020	122	66 (54.1%)	49 (40.2%)	4 (3.3%)	3 (2.5%)	3.46
	2020-2021	258	145 (56.2%)	105 (40.7%)	3 (1.2%)	5 (1.9%)	3.51
	2021-2022	176	83 (47.2%)	81 (46%)	11 (6.3%)	1 (0.6%)	3.40
	2022-2023	163	74 (45.4%)	82 (50.3%)	5 (3.1%)	2 (1.2%)	3.40
	2023-2024	111	40 (36%)	62 (55.9%)	9 (8.1%)	0	3.28

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I feel I have the knowledge to utilize student assessment data to inform instruction. (InTASC 6, 7)	2019-2020	122	58 (47.5%)	56 (45.9%)	4 (3.3%)	4 (3.3%)	3.38
	2020-2021	258	108 (41.9%)	137 (53.1%)	10 (3.9%)	3 (1.2%)	3.36
	2021-2022	176	66 (37.5%)	92 (52.3%)	16 (9.1%)	2 (1.1%)	3.26
	2022-2023	163	74 (45.4%)	79 (48.5%)	7 (4.3%)	3 (1.8%)	3.37
	2023-2024	111	37 (33.3%)	63 (56.8%)	11 (9.9%)	0	3.23

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have a good understanding of how to use pre-test data to structure differentiated	2019-2020	122	55 (45.1%)	59 (48.4%)	5 (4.1%)	3 (2.5%)	3.36
	2020-2021	258	104 (40.3%)	132 (51.2%)	18 (7%)	4 (1.6%)	3.30
	2021-2022	176	62 (35.2%)	100 (56.8%)	10 (5.7%)	4 (2.3%)	3.25

instruction utilizing techniques to reach all students. (InTASC 1, 2, 6, 7, 8)	2022-2023	163	71 (43.6%)	77 (47.2%)	9 (5.5%)	6 (3.7%)	3.31
	2023-2024	111	31 (27.9%)	68 (61.3%)	9 (8.1%)	3 (2.7%)	3.14

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge. (InTASC 2, 6, 7)	2019-2020	122	58 (47.5%)	57 (46.7%)	3 (2.5%)	4 (3.3%)	3.39
	2020-2021	258	124 (48.1%)	120 (46.5%)	11 (4.3%)	3 (1.2%)	3.41
	2021-2022	176	78 (44.3%)	90 (51.1%)	8 (4.5%)	0	3.40
	2022-2023	163	70 (42.9%)	86 (52.8%)	6 (3.7%)	1 (0.6%)	3.38
	2023-2024	111	41 (36.9)	65 (58.6%)	5 (4.5%)	0	3.32

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can use multiple methods of assessment that support, verify, and document learning. (InTASC 6)	2019-2020	122	66 (54.1%)	50 (41%)	2 (1.6%)	4 (3.3%)	3.46
	2020-2021	258	147 (57%)	103 (39.9%)	4 (1.6%)	4 (1.6%)	3.52
	2021-2022	176	82 (46.6%)	82 (46.6%)	10 (5.7%)	2 (1.1%)	3.39
	2022-2023	163	94 (57.7%)	64 (39.3%)	4 (2.5%)	1 (0.6%)	3.54
	2023-2024	111	43 (38.7%)	62 (55.9%)	6 (5.4%)	0	3.33

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can utilize methods of	2019-2020	122	80 (65.6%)	38 (31.1%)	1 (0.8%)	3 (2.5%)	3.6

self-reflection for instructional preparation. (InTASC 6)	2020-2021	258	163 (63.2%)	90 (34.9%)	2 (0.8%)	3 (1.2%)	3.60
	2021-2022	176	97 (55.1%)	68 (38.5%)	10 (5.7%)	1 (0.6%)	3.48
	2022-2023	163	96 (58.9%)	62 (38%)	4 (2.5%)	1 (0.6%)	3.55
	2023-2024	111	48 (43.2%)	58 (52.3%)	5 (4.5%)	0	3.39

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can build positive relationships with school colleagues. (InTASC 10)	2019-2020	122	89 (73%)	29 (23.8%)	0 (0%)	4 (3.3%)	3.66
	2020-2021	258	192 (74.4%)	63 (24.4%)	0 (0%)	3 (1.2%)	3.72
	2021-2022	176	136 (77.3%)	35 (19.9%)	3 (1.7%)	2 (1.1%)	3.73
	2022-2023	163	121 (74.2%)	38 (23.3%)	2 (1.2%)	2 (1.2%)	3.71
	2023-2024	111	66 (59.5%)	41 (36.9%)	3 (2.7%)	1 (0.9%)	3.55

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can build positive relationships with learners and their families. (InTASC 10)	2019-2020	122	89 (73%)	28 (23%)	1 (0.8%)	4 (3.3%)	3.66
	2020-2021	258	177 (68.6%)	74 (28.7%)	3 (1.2%)	4 (1.6%)	3.64
	2021-2022	176	120 (68.2%)	49 (27.8%)	6 (3.4%)	1 (0.6%)	3.64
	2022-2023	163	101 (62%)	51 (31.3%)	10 (6.1%)	1 (0.6%)	3.55
	2023-2024	111	59 (53.2%)	49 (44.1%)	2 (1.8%)	1 (0.9%)	3.50

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can build positive relationships with the larger	2019-2020	122	67 (54.9%)	44 (54.9%)	8 (6.6%)	3 (2.5%)	3.43
	2020-2021	258	136 (52.7%)	105 (40.7%)	13 (5%)	4 (1.6%)	3.45
	2021-2022	176	93 (52.8%)	66 (37.5%)	19 (10.8%)	1 (0.6%)	3.43

community. (InTASC 10)	2022-2023	163	77 (47.2%)	67 (41.1%)	13 (8%)	6 (3.7%)	3.32
	2023-2024	111	44 (36.9%)	57 (51.4%)	6 (5.4%)	2 (1.8%)	3.32

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have a strong understanding of student rights. (InTASC 9, 10)	2019-2020	122	62 (50.8%)	51 (41.8%)	3 (2.5%)	6 (4.9%)	3.39
	2020-2021	258	154 (59.7%)	89 (34.5%)	7 (2.7%)	8 (3.1%)	3.51
	2021-2022	176	89 (50.6%)	66 (37.5%)	19 (10.8%)	2 (1.1%)	3.38
	2022-2023	163	81 (49.7%)	64 (39.3%)	15 (9.2%)	3 (1.8%)	3.37
	2023-2024	111	39 (35.1%)	56 (39.6%)	9 (50.5%)	2 (1.8%)	3.28

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
My instructional strategies promote the idea that students can learn and grow at a high level. (InTASC 1, 2, 3, 7, 8)	2019-2020	122	77 (63.1%)	41 (33.6%)	1 (0.8%)	3 (2.5%)	3.57
	2020-2021	258	152 (58.9%)	102 (39.5%)	1 (0.4%)	3 (1.2%)	3.56
	2021-2022	176	89 (50.6%)	81 (46%)	5 (2.8%)	1 (0.6%)	3.47
	2022-2023	163	86 (52.8%)	70 (42.9%)	5 (3.1%)	2 (1.2%)	3.47
	2023-2024	111	39 (35.1%)	69 (62.2%)	3 (2.7%)	0	3.32

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can understand the needs of diverse learners and use teaching approaches designed to respect all learners.	2019-2020	122	73 (59.8%)	45 (36.9%)	1 (0.8%)	3 (2.5%)	3.54
	2020-2021	258	158 (61.2%)	90 (34.9%)	5 (1.9%)	5 (1.9%)	3.55
	2021-2022	176	94 (53.4%)	73 (41.5%)	7 (4%)	2 (1.1%)	3.47
	2022-2023	163	89 (54.6%)	66 (40.5%)	7 (4.3%)	1 (0.6%)	3.49
	2023-2024	111	49 (44.1%)	56 (50.5%)	6 (5.4%)	0	3.39

(InTASC 2, 3, 8)							
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InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have the necessary skills to work with students with exceptional needs. (InTASC 1, 2)	2019-2020	122	53 (43.4%)	49 (40.2%)	15 (12.3%)	5 (4.1%)	3.23
	2020-2021	258	99 (38.4%)	125 (48.4%)	25 (9.7%)	9 (3.5%)	3.22
	2021-2022	176	63 (35.8%)	79 (44.9%)	25 (14.2%)	9 (5.1%)	3.11
	2022-2023	163	59 (36.2%)	74 (45.4%)	19 (11.7%)	11 (6.7%)	3.11
	2023-2024	111	34 (30.6%)	54 (48.6%)	22 (19.8%)	1 (0.9%)	3.09

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I feel prepared to meet the needs of high ability students in my classroom. (InTASC 1, 2)	2019-2020	122	50 (41%)	55 (45.1%)	12 (9.8%)	5 (4.1%)	3.23
	2020-2021	258	116 (45%)	113 (43.8%)	22 (8.5%)	7 (2.7%)	3.31
	2021-2022	176	59 (33.5%)	88 (50%)	25 (14.2%)	4 (2.3%)	3.15
	2022-2023	163	58 (35.6%)	81 (49.7%)	21 (12.9%)	3 (1.8%)	3.19
	2023-2024	111	32 (28.8%)	58 (52.3%)	18 (16.2%)	3 (2.7%)	3.07

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have the necessary skills to work with students who have linguistic differences. (InTASC 1, 2)	2019-2020	122	38 (31.1%)	59 (48.4%)	22 (18%)	3 (2.5%)	3.08
	2020-2021	258	81 (31.4%)	113 (43.8%)	49 (19%)	15 (5.8%)	3.01
	2021-2022	176	41 (23.3%)	85 (48.3%)	42 (23.9%)	8 (4.5%)	2.90
	2022-2023	163	44 (27%)	73 (44.8%)	35 (21.5%)	11 (6.7%)	
	2023-2024	111	27 (24.3%)	50 (45%)	25 (22.5%)	9 (8.1%)	2.86

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can promote both creative and critical thinking in students. (InTASC 5, 8)	2019-2020	122	67 (54.9%)	50 (41%)	1 (0.8%)	4 (3.3%)	3.48
	2020-2021	258	143 (55.4%)	110 (42.6%)	2 (0.8%)	3 (1.2%)	3.52
	2021-2022	176	90 (51.1%)	79 (44.9%)	6 (3.4%)	1 (0.6%)	3.47
	2022-2023	163	82 (50.3%)	77 (47.2%)	2 (1.2%)	2 (1.2%)	2.92
	2023-2024	111	44 (39.6%)	62 (55.9%)	5 (4.5%)	0	3.35

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can use and interpret both verbal and non-verbal clues to assess understanding. (InTASC 1, 2, 4, 7, 8)	2019-2020	122	76 (62.3%)	42 (34.4%)	1 (0.8%)	3 (2.5%)	3.57
	2020-2021	258	148 (57.4%)	105 (40.7%)	2 (0.8%)	3 (1.2%)	3.54
	2021-2022	176	90 (51.1%)	92 (46.6%)	3 (1.7%)	1 (0.6%)	3.48
	2022-2023	163	91 (55.8%)	67 (41.1%)	4 (2.5%)	1 (0.6%)	3.47
	2023-2024	111	46 (41.4%)	60 (54.1%)	5 (4.5%)	0	3.37

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can promote the use of technology to actively engage learners. (InTASC 1, 2, 4)	2019-2020	122	64 (52.5%)	52 (42.6%)	3 (2.5%)	3 (2.5%)	3.45
	2020-2021	258	154 (59.7%)	95 (36.8%)	4 (1.6%)	5 (1.9%)	3.54
	2021-2022	176	97 (55.1%)	75 (42.6%)	4 (2.4%)	0	3.53
	2022-2023	163	90 (55.2%)	64 (39.3%)	8 (4.9%)	1 (0.6%)	3.52
	2023-2024	111	51 (45.9%)	55 (45.9%)	4 (3.6%)	1 (0.9%)	3.41

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can implement a	2019-2020	122	63 (51.6%)	52 (42.6%)	4 (3.3%)	3 (2.5%)	3.43

classroom management system that promotes a positive and inclusive learning environment. (InTASC 3)	2020-2021	258	152 (58.9%)	95 (36.8%)	7 (2.7%)	4 (1.6%)	3.53
	2021-2022	176	86 (48.9%)	79 (44.9%)	7 (4%)	4 (2.3%)	3.40
	2022-2023	163	74 (45.4%)	76 (46.6%)	8 (4.9%)	5 (3.1%)	3.34
	2023-2024	111	46 (41.4%)	59 (53.2%)	6 (5.4%)	0	3.36

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I display enthusiasm for my content area and actively engage students in the content (subject) that I teach. (InTASC 4, 5, 10)	2019-2020	122	89 (73%)	29 (23.8%)	0 (0%)	4 (3.3%)	3.66
	2020-2021	258	189 (73.3%)	66 (25.6%)	0 (0%)	3 (1.2%)	3.71
	2021-2022	176	115 (65.3%)	56 (31.8%)	4 (2.3%)	1 (0.6%)	3.62
	2022-2023	163	109 (66.9%)	50 (30.7%)	2 (1.2%)	2 (1.2%)	3.63
	2023-2024	111	57 (51.4%)	52 (46.8%)	3 (2.7%)	0	3.50

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I create developmentally appropriate instruction that takes into account strengths, interests, and needs of students. (InTASC 1, 2, 7, 8)	2019-2020	122	75 (61.5%)	41 (33.6%)	2 (1.6%)	4 (3.3%)	3.53
	2020-2021	258	153 (59.3%)	99 (38.4%)	3 (1.2%)	3 (1.2%)	3.56
	2021-2022	176	90 (51.1%)	79 (44.9%)	6 (3.4%)	1 (0.6%)	3.47
	2022-2023	163	89 (54.6%)	67 (41.1%)	4 (2.5%)	3 (1.8%)	3.48
	2023-2024	111	41 (36.9%)	67 (60.4%)	3 (2.7%)	0	3.34

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can plan a sequence of	2019-2020	122	76 (62.3%)	41 (33.6%)	2 (1.6%)	3 (2.5%)	3.56

learning experiences that include short- and long-term goals. (InTASC 1, 7)	2020-2021	258	146 (56.6%)	109 (42.2%)	0 (0%)	3 (1.2%)	3.54
	2021-2022	176	91 (51.7%)	78 (44.3%)	6 (3.4%)	1 (0.6%)	3.47
	2022-2023	163	87 (53.4%)	69 (42.3%)	4 (2.5%)	3 (1.8%)	3.47
	2023-2024	111	43 (38.7%)	61 (55%)	7 (6.3%)	0	3.32

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can plan lessons that are aligned with school corporation goals and student learning competencies. (InTASC 1, 7, 9)	2019-2020	122	77 (63.1%)	39 (32%)	3 (2.5%)	3 (2.5%)	3.56
	2020-2021	258	150 (58.1%)	103 (39.9%)	1 (0.4%)	4 (1.6%)	3.55
	2021-2022	176	102 (58%)	68 (38.6%)	5 (2.8%)	1 (0.6%)	3.54
	2022-2023	163	96 (58.9%)	60 (36.8%)	5 (3.1%)	2 (1.2%)	3.53
	2023-2024	111	45 (40.5%)	58 (52.3%)	8 (7.2%)	0	3.33

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I can plan lessons that are aligned with Indiana P-12 college and career ready academic standards. (InTASC 1, 4, 7)	2019-2020	122	73 (59.8%)	44 (36.1%)	2 (1.6%)	3 (2.5%)	3.53
	2020-2021	258	149 (57.8%)	104 (40.3%)	1 (0.4%)	4 (1.6%)	3.54
	2021-2022	176	99 (56.3%)	73 (41.5%)	4 (2.3%)	0	3.54
	2022-2023	163	94 (57.7%)	64 (39.3%)	2 (1.2%)	3 (1.8%)	3.53
	2023-2024	111	47 (42.3%)	56 (50.5%)	8 (7.2%)		3.35

Student Teaching (CAEP Standard 2)

The number of courses that offered field placements prior to student teaching were adequate in preparing me to be a successful student teacher.							
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	

2019-2020	122	25 (20.5%)	61 (50%)	28 (23%)	8 (6.6%)	2.84
2020-2021	258	55 (21.3%)	130 (50.4%)	44 (17.1%)	29 (11.2%)	2.82
2021-2022	178	18 (10.1%)	97 (54.5%)	45 (25.3%)	18 (10.1%)	2.65
2022-2023	160	24 (15%)	85 (53.1%)	36 (22.5%)	15 (9.4%)	2.74
2023-2024	111	10 (9%)	59 (53.2%)	34 (30.6%)	8 (7.2%)	2.64

The number of placements in classrooms with diverse students prior to student teaching was adequate in preparing me to be a successful student teacher.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	24 (19.7%)	64 (52.5%)	27 (22.1%)	7 (5.7%)	2.86
2020-2021	257	45 (17.5%)	114 (44.4%)	69 (26.9%)	29 (11.3%)	2.68
2021-2022	178	19 (10.7%)	77 (43.3%)	56 (31.5%)	26 (14.6%)	2.50
2022-2023	160	25 (15.6%)	71 (44.4%)	49 (30.6%)	15 (9.4%)	2.66
2023-2024	111	11 (9.9%)	60 (54.1%)	34 (30.6%)	6 (5.4%)	2.68

The number of diverse (urban, rural, suburban) field placements prior to student teaching was adequate in preparing me to be a successful student teacher.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	18 (14.8%)	49 (40.2%)	48 (39.4%)	7 (5.8%)	2.64
2020-2021	256	32 (12.5%)	108 (42.2%)	87 (34%)	29 (11.3%)	2.56
2021-2022	178	18 (10.1%)	72 (40.5%)	61 (34.3%)	27 (15.2%)	2.46
2022-2023	158	22 (13.9%)	81 (51.3%)	40 (25.3%)	15 (9.5%)	2.70
2023-2024	111	19 (17.3%)	54 (49.1%)	25 (22.7%)	12 (10.9%)	2.73

The variety of field placements in different developmental settings (grade levels specific to my content/subject area) prior to student teaching was adequate in preparing me to be a successful student teacher.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	17 (13.9%)	78 (63.9%)	21 (17.2%)	6 (4.9%)	2.92
2020-2021	256	44 (17.2%)	128 (50%)	59 (23.1%)	25 (9.8%)	2.75
2021-2022	177	17 (9.6%)	80 (45.2%)	60 (33.9%)	20 (11.3%)	2.53
2022-2023	158	25 (15.8%)	79 (50%)	38 (24.1%)	16 (10.1%)	2.72
2023-2024	110	12 (10.9%)	59 (53.6%)	28 (25.5%)	11 (10%)	2.65

Prior to student teaching, field experiences in my program adequately prepared me to succeed in student teaching in classroom management.						
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Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	31 (25.4%)	57 (46.7%)	27 (22.1%)	7 (5.4%)	3.10
2020-2021	253	60 (23.7%)	101 (39.9%)	63 (24.9%)	29 (11.5%)	2.76
2021-2022	174	26 (14.9%)	76 (43.7%)	55 (31.6%)	17 (9.8%)	2.64
2022-2023	155	29 (18.7%)	69 (44.5%)	43 (27.7%)	14 (9%)	2.73
2023-2024	110	13 (11.8%)	55 (50%)	25 (22.7%)	17 (15.5%)	2.58

Prior to student teaching, field experiences in my program adequately prepared me to succeed in student teaching in planning.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	37 (30.3%)	65 (53.9%)	15 (12.3%)	5 (4.1%)	3.22
2020-2021	253	82 (32.4%)	118 (46.6%)	33 (12.9%)	20 (7.9%)	3.04
2021-2022	174	52 (29.9%)	84 (48.3%)	27 (15.5%)	11 (6.3%)	3.02
2022-2023	155	48 (31%)	77 (49.7%)	25 (16.1%)	5 (3.2%)	3.08
2023-2024	110	28 (25.5%)	59 (53.6%)	15 (13.6%)	8 (7.3%)	2.97

Prior to student teaching, field experiences in my program adequately prepared me to succeed in student teaching in instruction.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	43 (35.3%)	66 (54.1%)	10 (8.2%)	3 (2.5%)	2.93
2020-2021	253	88 (34.8%)	119 (47%)	26 (10.3%)	20 (7.9%)	3.09
2021-2022	174	43 (24.7%)	99 (56.9%)	26 (14.9%)	6 (3.5%)	3.03
2022-2023	155	49 (31.6%)	93 (53.6%)	19 (11.6%)	5 (3.2%)	3.14
2023-2024	110	24 (21.8%)	65 (59.1%)	12 (10.9%)	9 (8.2%)	2.95

Prior to student teaching, field experiences in my program adequately prepared me to succeed in student teaching in assessment.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	27 (22.1%)	67 (54.9%)	21 (17.2%)	7 (5.7%)	3.07
2020-2021	253	56 (22.1%)	113 (44.7%)	56 (22.1%)	28 (11.1%)	2.78
2021-2022	174	27 (15.5%)	88 (50.6%)	46 (26.4%)	13 (7.5%)	2.74
2022-2023	155	31 (20%)	78 (50.3%)	41 (26.5%)	5 (3.2)	2.87
2023-2024	110	18 (16.4%)	56 (50.9%)	27 (24.6%)	9 (18.2%)	2.75

A total of 16 weeks was an appropriate length for student teaching in order to provide confidence that I will succeed when I begin my first teaching job.

Year	'N'	Yes	No
2019-2020	122	81 (66.4%)	41 (33.6%)
2020-2021	252	207 (82.1%)	45 (17.9%)
2021-2022	170	148 (87.1%)	22 (12.9%)
2022-2023	154	139 (90.3%)	15 (9.7%)
2023-2024	109	90 (82.6%)	19 (17.4%)

I felt that the following student teaching requirements helped me succeed in student teaching: Weekly Goals

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	22 (18%)	62 (50.8%)	30 (25.6%)	8 (6.6%)	2.80
2020-2021	252	47 (18.6%)	126 (50%)	56 (22.2%)	23 (9.1%)	2.78
2021-2022	171	34 (19.9%)	90 (52.6%)	31 (18.1%)	16 (9.4%)	2.83
2022-2023	154	31 (20.1%)	83 (53.9%)	31 (20.1%)	9 (5.8%)	2.88
2023-2024	109	16 (14.7%)	49 (45%)	31 (28.4%)	13 (11.9%)	2.62

I felt that the following student teaching requirements helped me succeed in student teaching: Weekly Reflections

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	29 (23.8%)	68 (55.7%)	18 (14.8%)	7 (5.7%)	2.98
2020-2021	252	62 (24.6%)	124 (49.1%)	49 (19.4%)	17 (6.8%)	2.92
2021-2022	171	43 (25.2%)	82 (48%)	29 (17%)	17 (9.9%)	2.88
2022-2023	154	31 (20.1%)	75 (48.7%)	40 (26%)	8 (5.2%)	2.84
2023-2024	109	18 (16.5%)	48 (16.5%)	30 (27.5%)	13 (11.9%)	2.65

I felt that the following student teaching requirements helped me succeed in student teaching: Seminars (Note: Beginning with 2021-2022, this was changed from "Seminars" to "edTPA Seminars".)

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	23 (18.9%)	58 (57.5%)	31 (25.4%)	10 (8.2%)	2.77
2020-2021	252	33 (13.1%)	132 (52.4%)	61 (24.2%)	26 (10.3%)	2.68
2021-2022	171	19 (11.1%)	56 (32.8%)	50 (29.2%)	46 (26.9%)	2.28
2022-2023	154	27 (17.5%)	62 (40.3%)	36 (23.4%)	29 (18.8%)	2.56
2023-2024	109	18 (16.5%)	48 (16.5%)	26 (23.9%)	17 (15.6%)	2.61

Content and Pedagogical Knowledge (CAEP Standard 1)

On day one of my student teaching assignment, I felt adequately prepared in my content (subject) area.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	42 (34.4%)	65 (53.3%)	12 (9.8%)	3 (2.5%)	3.20
2020-2021	252	77 (30.6%)	131 (52%)	36 (14.3%)	8 (3.2%)	3.10
2021-2022	172	48 (27.9%)	90 (52.3%)	23 (13.4%)	11 (6.4%)	3.02
2022-2023	154	41 (26.5%)	90 (58.1%)	17 (11%)	7 (4.5%)	3.06
2023-2024	110	27 (24.6%)	64 (58.2%)	16 (14.6%)	3 (2.7%)	3.05

On day one of my student teaching assignment, I felt adequately prepared to teach in the grade level(s) I was assigned to teach.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	38 (31.2%)	62 (50.8%)	17 (13.9%)	5 (4.1%)	3.09
2020-2021	252	67 (26.6%)	129 (51.2%)	53 (21%)	3 (1.2%)	3.03
2021-2022	172	32 (18.6%)	98 (57%)	35 (20.4%)	7 (4.1%)	2.90
2022-2023	154	43 (27.9%)	87 (56.1%)	24 (15.5%)	1 (0.6%)	3.11
2023-2024	109	28 (25.7%)	56 (51.4%)	20 (18.4%)	5 (4.6%)	2.98

On day one of my student teaching assignment, I felt adequately equipped with the pedagogical knowledge to successfully teach.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	32 (26.2%)	78 (63.9%)	12 (9.8%)	0 (0%)	3.16
2020-2021	252	76 (30.2%)	147 (58.3%)	25 (9.9%)	4 (1.6%)	3.17
2021-2022	172	42 (24.4%)	101 (58.7%)	24 (14%)	5 (2.9%)	3.05
2022-2023	155	33 (21.3%)	95 (61.3%)	22 (14.2%)	5 (3.2%)	3.01
2023-2024	109	21 (19.3%)	68 (62.4%)	16 (14.7%)	4 (3.7%)	2.97

Preparation to Successfully Complete edTPA

My pre-student teaching course prepared me to successfully complete the Planning (Task One) section of edTPA.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	30 (24.6%)	55 (45.1%)	21 (17.2%)	16 (13.1%)	2.81

2020-2021	251	29 (11.6%)	109 (43.4%)	55 (21.9%)	58 (23.1%)	2.43
2021-2022	170	32 (18.8%)	86 (50.6%)	28 (16.5%)	24 (14.1%)	2.74
2022-2023	154	35 (22.7%)	78 (50.7%)	29 (18.8%)	12 (7.8%)	2.88
2023-2024	108	26 (24.1%)	54 (50%)	20 (18.5%)	8 (7.4%)	2.91

My pre-student teaching course prepared me to successfully complete the Instruction (Task Two) section of edTPA.

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	20 (16.4%)	77 (63.1%)	17 (13.9%)	8 (6.6%)	2.89
2020-2021	251	33 (13.2%)	126 (49.8%)	44 (17.5%)	49 (19.5%)	2.57
2021-2022	170	18 (10.6%)	95 (55.9%)	35 (20.6%)	22 (12.9%)	2.64
2022-2023	154	33 (21.4%)	81 (52.6%)	28 (18.2%)	12 (7.8%)	2.88
2023-2024	108	21 (19.4%)	61 (56.5%)	17 (15.7%)	9 (8.3%)	2.87

My pre-student teaching course prepared me to successfully complete the Assessment (Task Three) section of edTPA.

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	17 (13.9%)	53 (43.4%)	37 (30.3%)	15 (12.3%)	2.59
2020-2021	251	22 (8.8%)	107 (42.6%)	65 (25.9%)	57 (22.7%)	2.37
2021-2022	170	17 (10%)	78 (45.9%)	50 (29.4%)	25 (14.7%)	2.51
2022-2023	154	36 (23.4%)	68 (44.2%)	34 (22.1%)	16 (10.4%)	2.81
2023-2024	108	19 (17.6%)	47 (43.5%)	30 (27.8%)	12 (11.1%)	2.68

Overall Questions

Courses prior to my student teaching assignment prepared me to be an effective student teacher.

Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	43 (45.3%)	72 (59%)	7 (5.7%)	0 (0%)	3.30
2020-2021	252	74 (29.5%)	155 (61.8%)	18 (7.2%)	4 (1.6%)	3.19
2021-2022	170	43 (25.3%)	108 (63.5%)	18 (10.6%)	1 (0.6%)	3.14
2022-2023	153	35 (22.9%)	99 (64.7%)	14 (9.2%)	5 (3.3%)	3.07
2023-2024	108	15 (13.9%)	76 (70.4%)	13 (12%)	4 (3.7%)	2.94

Upon completion of my teacher preparation program at Ball State University, I feel adequately prepared to be a successful first-year teacher.						
Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
2019-2020	122	35 (28.7%)	81 (66.4%)	6 (4.9%)	0 (0%)	3.24
2020-2021	251	93 (37.1%)	140 (55.8%)	14 (5.6%)	4 (1.6%)	3.28
2021-2022	169	60 (35.5%)	88 (52.1%)	17 (10.1%)	4 (2.4%)	3.21
2022-2023	153	50 (32.7%)	89 (58.2%)	10 (6.5%)	4 (2.6%)	3.21
2023-2024	108	25 (23.2%)	67 (62%)	11 (10.2%)	4 (4.6%)	3.04

Updated April 23, 2024