# Longitudinal Study of Key Questions from Exit Survey
## 2019-2025

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 is 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.*

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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% |

[1]In 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** | | | |
| **2024-2025** | | | |

*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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 instruction utilizing techniques to reach all students. (InTASC 1, 2, 6, 7, 8) | 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 |
| | 2022-2023 | 163 | 71 (43.6%) | 77 (47.2%) | 9 (5.5%) | 6 (3.7%) | 3.31 |
| | 2023-2024 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |

| | 2024-2025 | | | | | | |
|---|---|---|---|---|---|---|---|

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I can utilize methods of self-reflection for instructional preparation. (InTASC 6) | 2019-2020 | 122 | 80 (65.6%) | 38 (31.1%) | 1 (0.8%) | 3 (2.5%) | 3.6 |
| | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I can build positive relationships with the larger community. (InTASC 10) | 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 |
| | 2022-2023 | 163 | 77 (47.2%) | 67 (41.1%) | 13 (8%) | 6 (3.7%) | 3.32 |
| | 2023-2024 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| My instructional strategies promote the idea that students can | 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 |
|---|---|---|---|---|---|---|---|
| learn and grow at a high level. (InTASC 1, 2, 3, 7, 8) | 2023-2024 | | | | | | |
| | 2024-2025 | | | | | | |

| 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. (InTASC 2, 3, 8) | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I feel prepared to meet the needs of high | 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 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ability students in my classroom. (InTASC 1, 2) | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I can use and interpret both | 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 |
|---|---|---|---|---|---|---|---|
| verbal and non-verbal clues to assess understanding. (InTASC 1, 2, 4, 7, 8) | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I can implement a classroom management system that promotes a positive and inclusive learning environment. (InTASC 3) | 2019-2020 | 122 | 63 (51.6%) | 52 (42.6%) | 4 (3.3%) | 3 (2.5%) | 3.43 |
| | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|

| | 2019-2020 | 122 | 89 (73%) | 29 (23.8%) | 0 (0%) | 4 (3.3%) | 3.66 |
|---|---|---|---|---|---|---|---|
| I display enthusiasm for my content area and actively engage students in the content (subject) that I teach. (InTASC 4, 5, 10) | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| InTASC Category | Years | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|---|---|
| I can plan a sequence of learning experiences that include short and long term goals. (InTASC 1, 7) | 2019-2020 | 122 | 76 (62.3%) | 41 (33.6%) | 2 (1.6%) | 3 (2.5%) | 3.56 |
| | 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

| 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 | | | | | | |
| | 2024-2025 | | | | | | |

**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 |
| 2019-2020 | 122 | 25 (20.5%) | 61 (50%) | 28 (23%) | 8 (6.6%) |
| 2020-2021 | 257 | 54 (21%) | 130 (50.6%) | 44 (17.1%) | 29 (11.3%) |
| 2021-2022 | 176 | 18 (10.2%) | 95 (54%) | 45 (25.6%) | 18 (10.2%) |
| 2022-2023 | 159 | 23 (14.5%) | 85 (53.5%) | 36 (22.6%) | 15 (9.4%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 24 (19.7%) | 64 (52.5%) | 27 (22.1%) | 7 (5.7%) |
| 2020-2021 | 256 | 45 (18.6%) | 114 (44.5%) | 68 (26.6%) | 29 (11.3%) |
| 2021-2022 | 176 | 19 (10.8%) | 76 (43.2%) | 55 (31.3%) | 26 (14.8%) |
| 2022-2023 | 159 | 24 (15.1%) | 71 (44.7%) | 49 (30.1%) | 15 (9.4%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 18 (14.8%) | 49 (40.2%) | 48 (39.4%) | 7 (5.8%) |
| 2020-2021 | 255 | 32 (12.6%) | 108 (42.4%) | 86 (33.7%) | 29 (11.4%) |
| 2021-2022 | 176 | 18 (10.2%) | 71 (40.3%) | 60 (34.1%) | 27 (15.3%) |
| 2022-2023 | 157 | 21 (13.4%) | 81 (51.6%) | 40 (25.5%) | 15 (9.6%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 17 (13.9%) | 78 (63.9%) | 21 (17.2%) | 6 (4.9%) |
| 2020-2021 | 255 | 44 (17.3%) | 127 (49.8%) | 59 (23.1%) | 25 (9.8%) |
| 2021-2022 | 175 | 17 (9.7%) | 79 (45.1%) | 59 (33.7%) | 20 (11.4%) |
| 2022-2023 | 157 | 24 (15.3%) | 79 (50.3%) | 38 (24.2%) | 16 (10.2%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**Prior to student teaching, field experiences in my program adequately prepared me to succeed in student teaching in classroom management.**

| Year | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 31 (25.4%) | 57 (46.7%) | 27 (22.1%) | 7 (5.4%) |
| 2020-2021 | 254 | 43 (16.8%) | 119 (46.9%) | 75 (29.5%) | 17 (16.7%) |
| 2021-2022 | 174 | 24 (13.8%) | 85 (48.9%) | 49 (28.2%) | 16 (9.2%) |

| 2022-2023 | 155 | 15 (9.6%) | 73 (47.1%) | 46 (29.7%) | 21 (13.6%) |
|---|---|---|---|---|---|
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
| 2019-2020 | 122 | 37 (30.3%) | 65 (53.9%) | 15 (12.3%) | 5 (4.1%) |
| 2020-2021 | 254 | 115 (45.3%) | 121 (47.6%) | 16 (6.3%) | 2 (0.8%) |
| 2021-2022 | 174 | 72 (41.4%) | 89 (51.2%) | 10 (5.8%) | 3 (1.7%) |
| 2022-2023 | 155 | 70 (45.2%) | 74 (47.7%) | 8 (5.2%) | 3 (1.9%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
| 2019-2020 | 122 | 43 (35.3%) | 66 (54.1%) | 10 (8.2%) | 3 (2.5%) |
| 2020-2021 | 254 | 99 (39%) | 134 (52.8%) | 16 (6.3%) | 5 (2%) |
| 2021-2022 | 174 | 48 (27.5%) | 104 (59.8%) | 21 (12.1%) | 1 (0.6%) |
| 2022-2023 | 155 | 45 (29%) | 90 (58.1%) | 17 (11%) | 3 (1.94%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
| 2019-2020 | 122 | 27 (22.1%) | 67 (54.9%) | 21 (17.2%) | 7 (5.7%) |
| 2020-2021 | 254 | 76 (29.9%) | 143 (56.3%) | 30 (11.8%) | 5 (2%) |
| 2021-2022 | 174 | 40 (23%) | 98 (56.3%) | 34 (19.5%) | 2 (1.2%) |
| 2022-2023 | 155 | 43 (27.7%) | 82 (52.9%) | 29 (18.7%) | 1 (0.7%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 | 251 | 206 (82.1%) | 45 (17.9%) |

| | | | |
|---|---|---|---|
| **2021-2022** | 170 | 148 (87.1%) | 22 (12.9%) |
| **2022-2023** | 153 | 138 (90.2%) | 15 (9.8%) |
| **2023-2024** | | | |
| **2024-2025** | | | |

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

| Year | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **2019-2020** | 122 | 22 (18%) | 62 (50.8%) | 30 (25.6%) | 8 (6.6%) |
| **2020-2021** | 251 | 47 (18.7%) | 126 (50.2%) | 55 (21.9%) | 23 (9.2%) |
| **2021-2022** | 170 | 34 (20%) | 90 (52.9%) | 31 (18.2%) | 15 (8.8%) |
| **2022-2023** | 153 | 30 (19.6%) | 83 (54.3%) | 31 (20.3%) | 9 (5.9%) |
| **2023-2024** | | | | | |
| **2024-2025** | | | | | |

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

| Year | 'N' | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **2019-2020** | 122 | 29 (23.8%) | 68 (55.7%) | 18 (14.8%) | 7 (5.7%) |
| **2020-2021** | 251 | 62 (24.7%) | 124 (49.4%) | 48 (19.1%) | 17 (6.8%) |
| **2021-2022** | 170 | 43 (25.3%) | 82 (48.2%) | 29 (17.1%) | 16 (9.4%) |
| **2022-2023** | 153 | 31 (20.3%) | 74 (48.4%) | 40 (26.1%) | 8 (5.2%) |
| **2023-2024** | | | | | |
| **2024-2025** | | | | | |

**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 |
|---|---|---|---|---|---|
| **2019-2020** | 122 | 23 (18.9%) | 58 (57.5%) | 31 (25.4%) | 10 (8.2%) |
| **2020-2021** | 251 | 33 (13.2%) | 132 (52.6%) | 60 (23.9%) | 26 (10.4%) |
| **2021-2022** | 170 | 19 (11.2%) | 56 (32.9%) | 50 (29.4%) | 45 (26.5%) |
| **2022-2023** | 153 | 27 (17.7%) | 61 (39.9%) | 36 (23.5%) | 29 (19%) |
| **2023-2024** | | | | | |
| **2024-2025** | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 42 (34.4%) | 65 (53.3%) | 12 (9.8%) | 3 (2.5%) |
| 2020-2021 | 251 | 77 (30.7%) | 130 (51.8%) | 36 (14.3%) | 8 (3.2%) |
| 2021-2022 | 171 | 48 (28.1%) | 89 (52.1%) | 23 (13.5%) | 11 (6.4%) |
| 2022-2023 | 154 | 41 (26.6%) | 89 (57.8%) | 17 (11%) | 7 (4.6%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 38 (31.2%) | 62 (50.8%) | 17 (13.9%) | 5 (4.1%) |
| 2020-2021 | 251 | 67 (26.7%) | 128 (51%) | 53 (21.1%) | 3 (1.2%) |
| 2021-2022 | 171 | 32 (18.7%) | 97 (56.7%) | 35 (20.5%) | 7 (4.1%) |
| 2022-2023 | 154 | 43 (27.9%) | 86 (55.9%) | 24 (15.6%) | 1 (0.7%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 32 (26.2%) | 78 (63.9%) | 12 (9.8%) | 0 (0%) |
| 2020-2021 | 251 | 75 (29.9%) | 147 (58.6%) | 25 (10%) | 4 (1.6%) |
| 2021-2022 | 171 | 42 (24.6%) | 100 (58.5%) | 24 (14%) | 5 (2.9%) |
| 2022-2023 | 154 | 33 (21.4%) | 94 (61%) | 22 (14.3%) | 5 (3.3%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
|---|---|---|---|---|---|
| 2019-2020 | 122 | 30 (24.6%) | 55 (45.1%) | 21 (17.2%) | 16 (13.1%) |
| 2020-2021 | 250 | 29 (11.6%) | 108 (43.2%) | 55 (22%) | 58 (23.2%) |
| 2021-2022 | 169 | 32 (18.9%) | 85 (50.3%) | 28 (16.6%) | 24 (14.2%) |

| 2022-2023 | 153 | 35 (22.9%) | 78 (51%) | 29 (19%) | 11 (7.2%) |
|---|---|---|---|---|---|
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
| 2019-2020 | 122 | 20 (16.4%) | 77 (63.1%) | 17 (13.9%) | 8 (6.6%) |
| 2020-2021 | 250 | 33 (13.2%) | 124 (49.6%) | 33 (17.6%) | 49 (19.6%) |
| 2021-2022 | 169 | 18 (10.7%) | 94 (55.6%) | 34 (20.7%) | 22 (13%) |
| 2022-2023 | 153 | 33 (21.6%) | 81 (52.9%) | 28 (18.3%) | 11 (7.2%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
| 2019-2020 | 122 | 17 (13.9%) | 53 (43.4%) | 37 (30.3%) | 15 (12.3%) |
| 2020-2021 | 250 | 22 (8.8%) | 106 (42.4%) | 65 (26%) | 57 (22.8%) |
| 2021-2022 | 169 | 17 (10.1%) | 77 (45.5%) | 50 (30%) | 25 (14.8%) |
| 2022-2023 | 153 | 36 (23.5%) | 68 (44.4%) | 34 (22.2%) | 15 (9.8%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

**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 |
| 2019-2020 | 122 | 43 (45.3%) | 72 (59%) | 7 (5.7%) | 0 (0%) |
| 2020-2021 | 250 | 74 (29.6%) | 154 (61.6%) | 18 (7.2%) | 4 (1.6%) |
| 2021-2022 | 169 | 43 (25.4%) | 107 (63.3%) | 18 (10.7%) | 1 (0.6%) |
| 2022-2023 | 152 | 34 (22.4%) | 99 (65.1%) | 14 (9.2%) | 5 (3.3%) |
| 2023-2024 | | | | | |
| 2024-2025 | | | | | |

| 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 |
|---|---|---|---|---|---|
| **2019-2020** | 122 | 35 (28.7%) | 81 (66.4%) | 6 (4.9%) | 0 (0%) |
| **2020-2021** | 250 | 92 (36.8%) | 140 (56%) | 14 (5.6%) | 4 (1.6%) |
| **2021-2022** | 168 | 60 (35.7%) | 87 (51.8%) | 17 (10.1%) | 4 (2.4%) |
| **2022-2023** | 152 | 49 (42.2%) | 89 (58.6%) | 10 (6.6%) | 4 (2.6%) |
| **2023-2024** | | | | | |
| **2024-2025** | | | | | |

**Updated May 24, 2023**