

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.

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			
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						
	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						
	2023-2024						
	2024-2025						

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
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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						
	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						
	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						
	2023-2024						

	2024-2025						
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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						
	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						
	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						

	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						
	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						
	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

learn and grow at a high level. (InTASC 1, 2, 3, 7, 8)	2022-2023						
	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						
	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						
	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						
	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						
	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						
	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

verbal and non-verbal clues to assess understanding. (InTASC 1, 2, 4, 7, 8)	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						
	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						
	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						
	2023-2024						
	2024-2025						

InTASC Category	Years	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
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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						
	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						
	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						
	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						
	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						
	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					
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					
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					
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					
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					
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					
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					
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					
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			
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					
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					
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					
2023-2024					
2024-2025					

I felt that the following student teaching requirements helped me succeed in student teaching: Journal Assignments					
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Year	'N'	Strongly Agree	Agree	Disagree	Strongly Disagree
2019-2020	122	16 (13.1%)	52 (42.6%)	41 (33.6%)	13 (10.7%)
2020-2021	251	37 (14.7%)	103 (41%)	81 (32.3%)	30 (12%)
2021-2022	170	25 (14.7%)	81 (46.7%)	36 (21.2%)	28 (16.5%)
2022-2023					
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					
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					
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					
2023-2024					

2024-2025					
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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					
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					
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					
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					
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					
2023-2024					
2024-2025					