

# 2022-2023 Linfield University Graduate Survey

### Q3 - What year did you graduate from Linfield?

What year did you graduate from Linfield?
2021
2020
2020
2020
2020
2020
2020
2021
2021
2022
2020

### Q3 - What year did you graduate from Linfield?

What year did you graduate from Linfield?
2022
2022
2022
2022

Q4 - Are you currently teaching in a regular teaching position (not subbing) in a school? (public or private)

Are you currently teaching in a regular teaching position (not subbing) in a school? (public or private)

Yes

No

Yes, a public charter school

Yes

No

No

Yes public school

Yes

I am currently in a teaching position

Yes, private school

No

Q4 - Are you currently teaching in a regular teaching position (not subbing) in a school? (public or private)

**Are you currently teaching in a regular teaching position (not subbing) in a school? (public or private)**

Yes, Public

Yes

Yes.

No

Q5 - If you answered No to the previous question, what reason or reasons can you provide for why you are not currently teaching in a school?

**If you answered No to the previous question, what reason or reasons can you provide for why you are not currently teaching in a school?**

I was teaching just a few months ago, the stress of Co-vid and little support

Because I received my degree without licensure, which is something I hope you continue to support. I have worked as a Program Coordinator in higher education since July 2020

I had a regular teaching position for this year, but I resigned in February. The workload demands were too much. I am now working as a long-term substitute.

I did not have my license confirmed until August 2022. I accepted a building sub position as opposed to a full time position for the time being.

Subbing; exploring districts; deciding if teaching is sustainable for me

## Q7 - City/State:

City/State:
Newport Oregon
Tualatin, Oregon
Seaside, OR
Auburn, WA
Portland, Oregon
Mcminville OR
Lebanon, OR
Washington
Saint Paul, OR
Tualatin, OR
Salem Oregon

## Q7 - City/State:

City/State:
Mead, CO
Beaverton, Oregon
Dayton, OR



Q8 - Current Grade Level and /or Content Area (s) (Ex: 3rd Grade; Elementary ELD; Middle School Social Studies; High School Science):

**Current Grade Level and /or Content Area (s) (Ex: 3rd Grade; Elementary ELD; Middle School Social Studies; High School Science):**

7th Grade Math

Kindergarten

2nd

Adult Workforce Education (Continuing Education)

For my substitute position, I am teaching 9th grade ELA. I was previously teaching 6th, 8th, and 9th grade math.

High school science

Kinder

Elementary LAP

3-8th Grade ELA

Elementary

Kindergarten

Q8 - Current Grade Level and /or Content Area (s) (Ex: 3rd Grade; Elementary ELD; Middle School Social Studies; High School Science):

**Current Grade Level and /or Content Area (s) (Ex: 3rd Grade; Elementary ELD; Middle School Social Studies; High School Science):**

4th grade

7th grade ESL teacher and Language arts co-teacher

Middle and High School

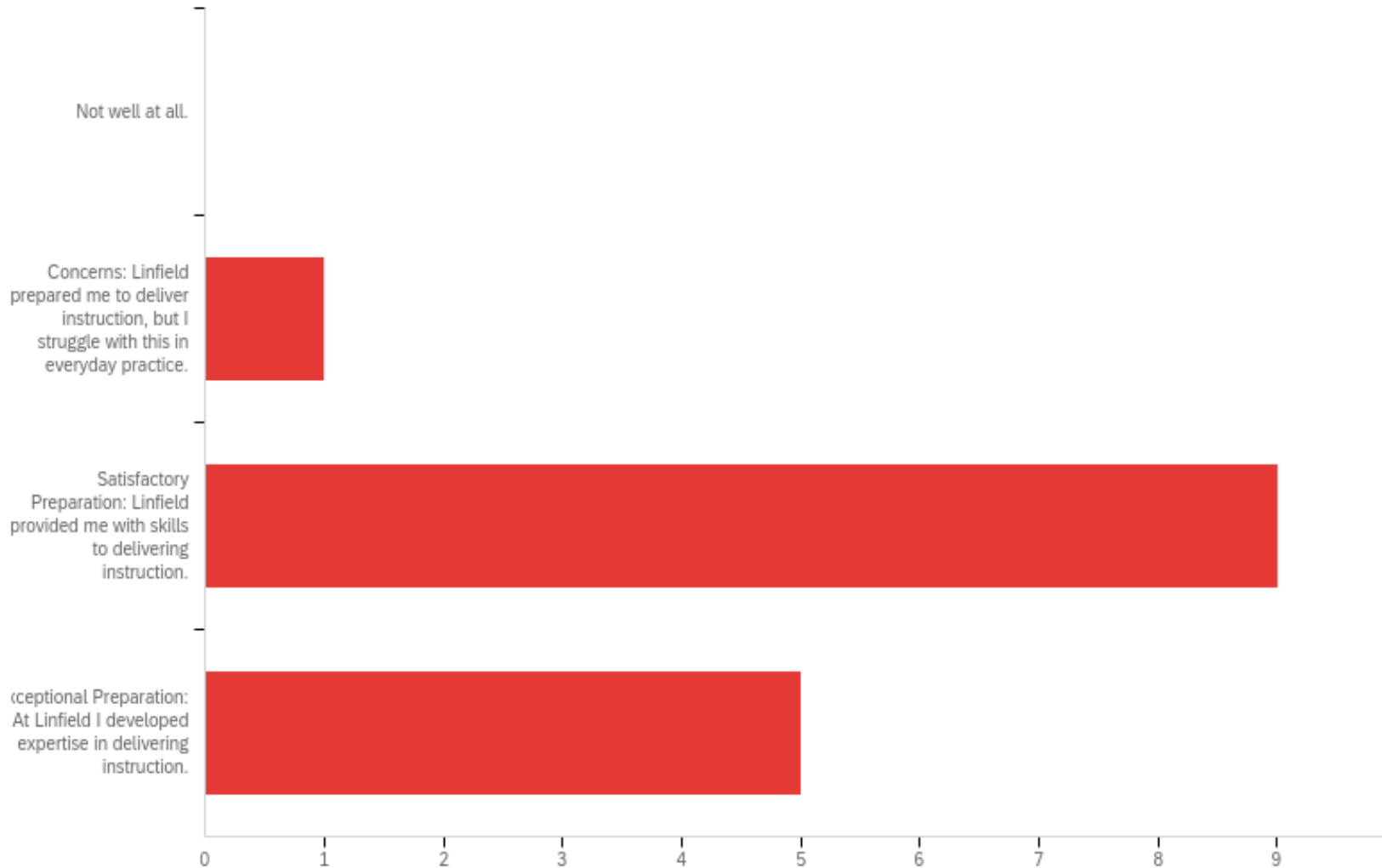
Q25 - If you are not teaching, what is your current role?

If you are not teaching, what is your current role?

Building Substitute

Substitute

# Q11 - How well did the Linfield Teacher Education Program prepare you to deliver instruction?



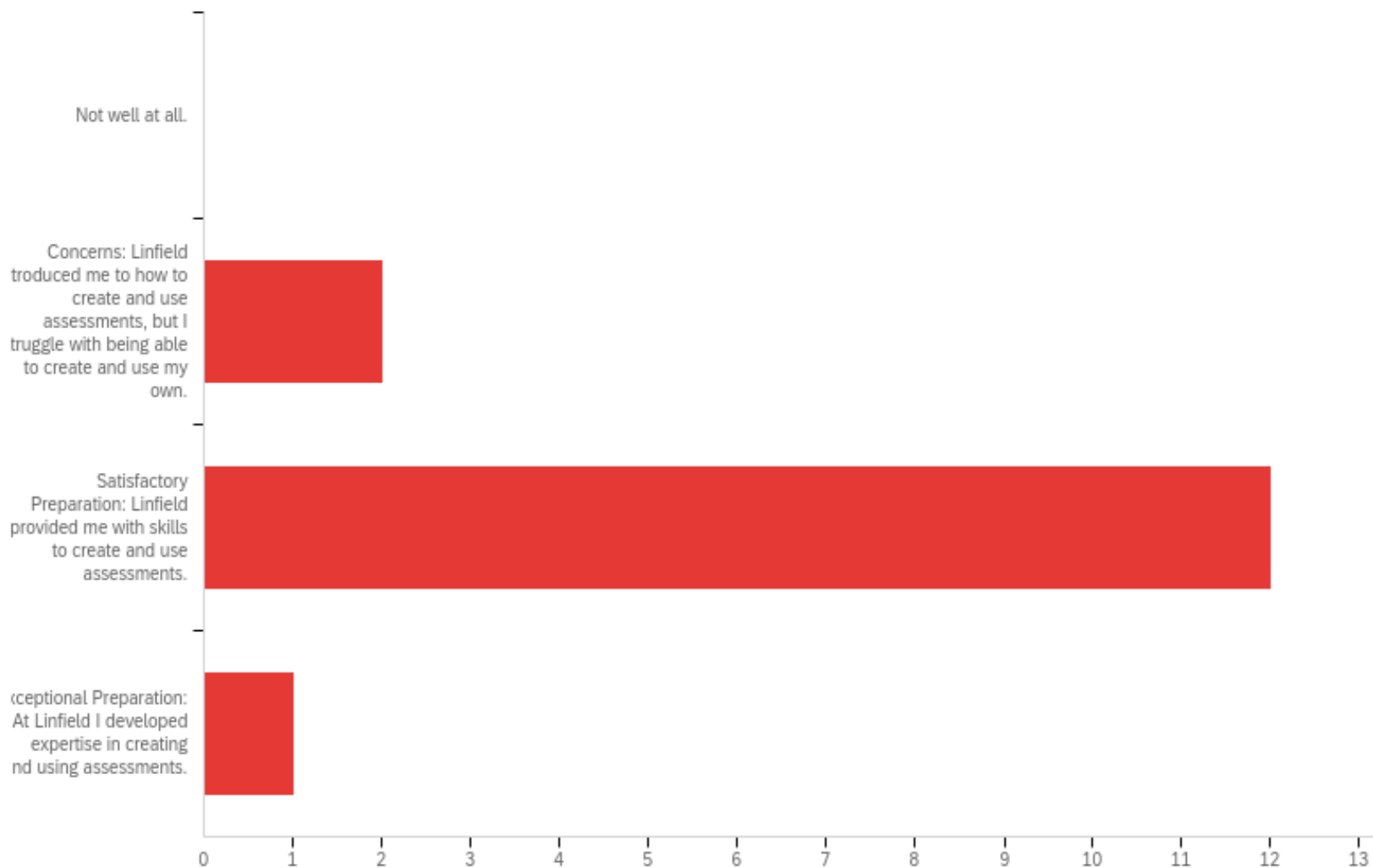
Q11 - How well did the Linfield Teacher Education Program prepare you to deliver instruction?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well did the Linfield Teacher Education Program prepare you to deliver instruction?	2.00	4.00	3.27	0.57	0.33	15

Q11 - How well did the Linfield Teacher Education Program prepare you to deliver instruction?

#	Answer	%	Count
1	Not well at all.	0.00%	0
2	Concerns: Linfield prepared me to deliver instruction, but I struggle with this in everyday practice.	6.67%	1
3	Satisfactory Preparation: Linfield provided me with skills to delivering instruction.	60.00%	9
4	Exceptional Preparation: At Linfield I developed expertise in delivering instruction.	33.33%	5
	Total	100%	15

# Q12 - How well the Linfield Teacher Education Program prepare you to create and use assessments?



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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well the Linfield Teacher Education Program prepare you to create and use assessments?	2.00	4.00	2.93	0.44	0.20	15



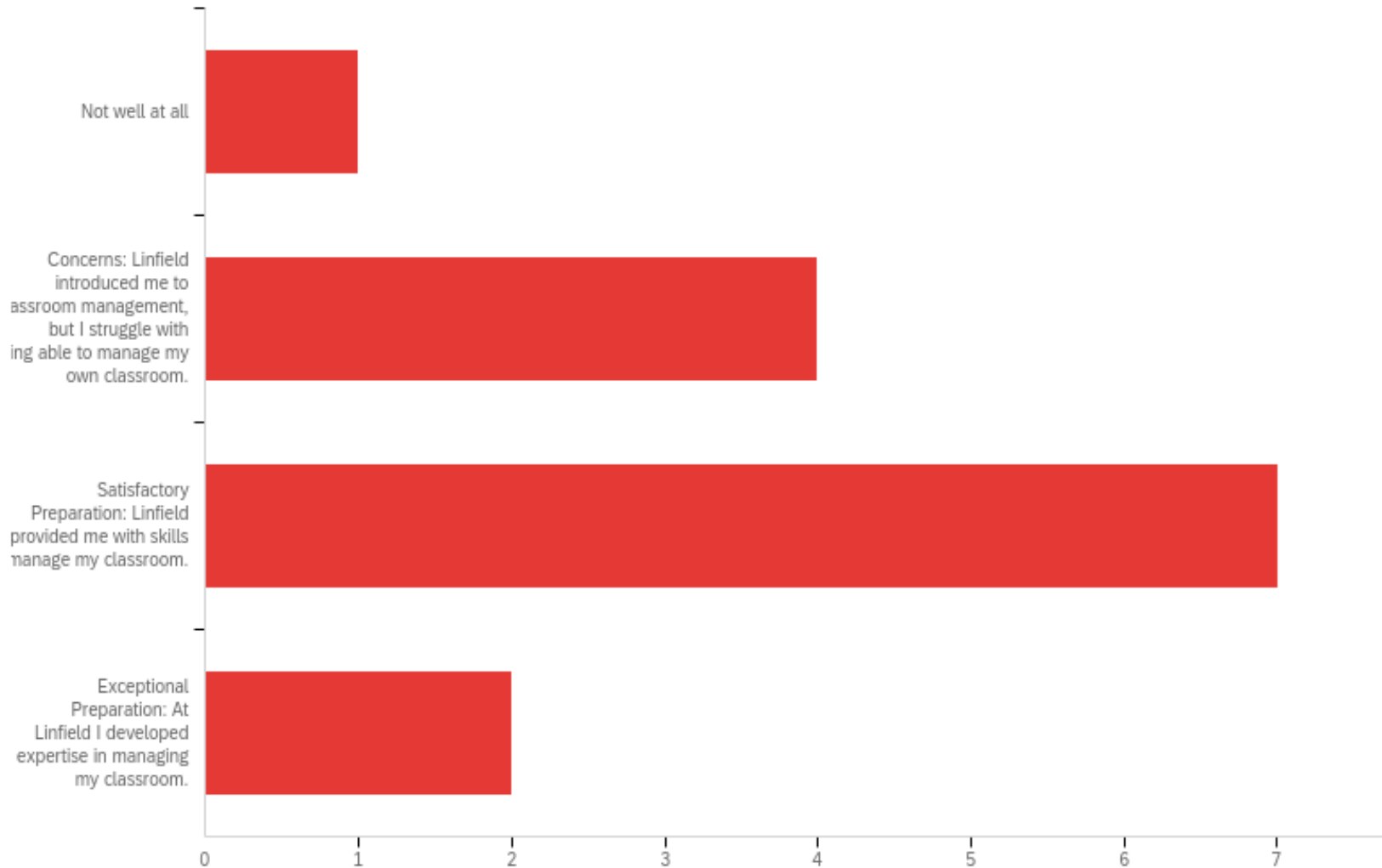
Q12 - How well the Linfield Teacher Education Program prepare you to create and use assessments?

#	Answer	%	Count
1	Not well at all.	0.00%	0
2	Concerns: Linfield introduced me to how to create and use assessments, but I struggle with being able to create and use my own.	13.33%	2
3	Satisfactory Preparation: Linfield provided me with skills to create and use assessments.	80.00%	12
4	Exceptional Preparation: At Linfield I developed expertise in creating and using assessments.	6.67%	1

Q12 - How well the Linfield Teacher Education Program prepare you to create and use assessments?

#	Answer	%	Count
	Total	100%	15

# Q13 - How well did the Linfield Teacher Education Program prepare you to manage your classroom?



Q13 - How well did the Linfield Teacher Education Program prepare you to manage your classroom?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well did the Linfield Teacher Education Program prepare you to manage your classroom ?	1.00	4.00	2.71	0.80	0.63	14

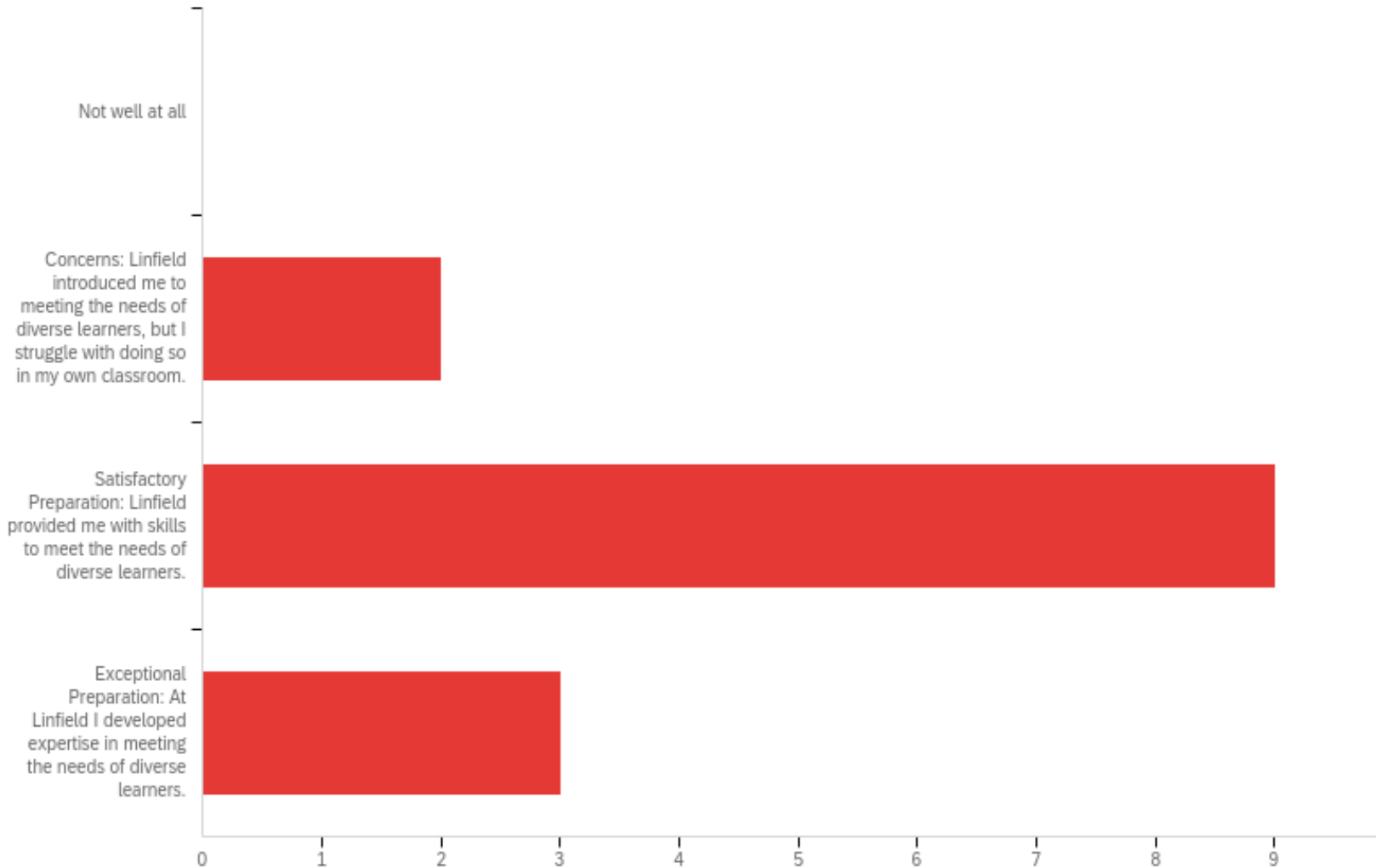
Q13 - How well did the Linfield Teacher Education Program prepare you to manage your classroom?

#	Answer	%	Count
1	Not well at all	7.14%	1
2	Concerns: Linfield introduced me to classroom management, but I struggle with being able to manage my own classroom.	28.57%	4
3	Satisfactory Preparation: Linfield provided me with skills to manage my classroom.	50.00%	7
4	Exceptional Preparation: At Linfield I developed expertise in managing my classroom.	14.29%	2

Q13 - How well did the Linfield Teacher Education Program prepare you to manage your classroom?

#	Answer	%	Count
	Total	100%	14

# Q14 - How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?



Q14 - How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?	2.00	4.00	3.07	0.59	0.35	14



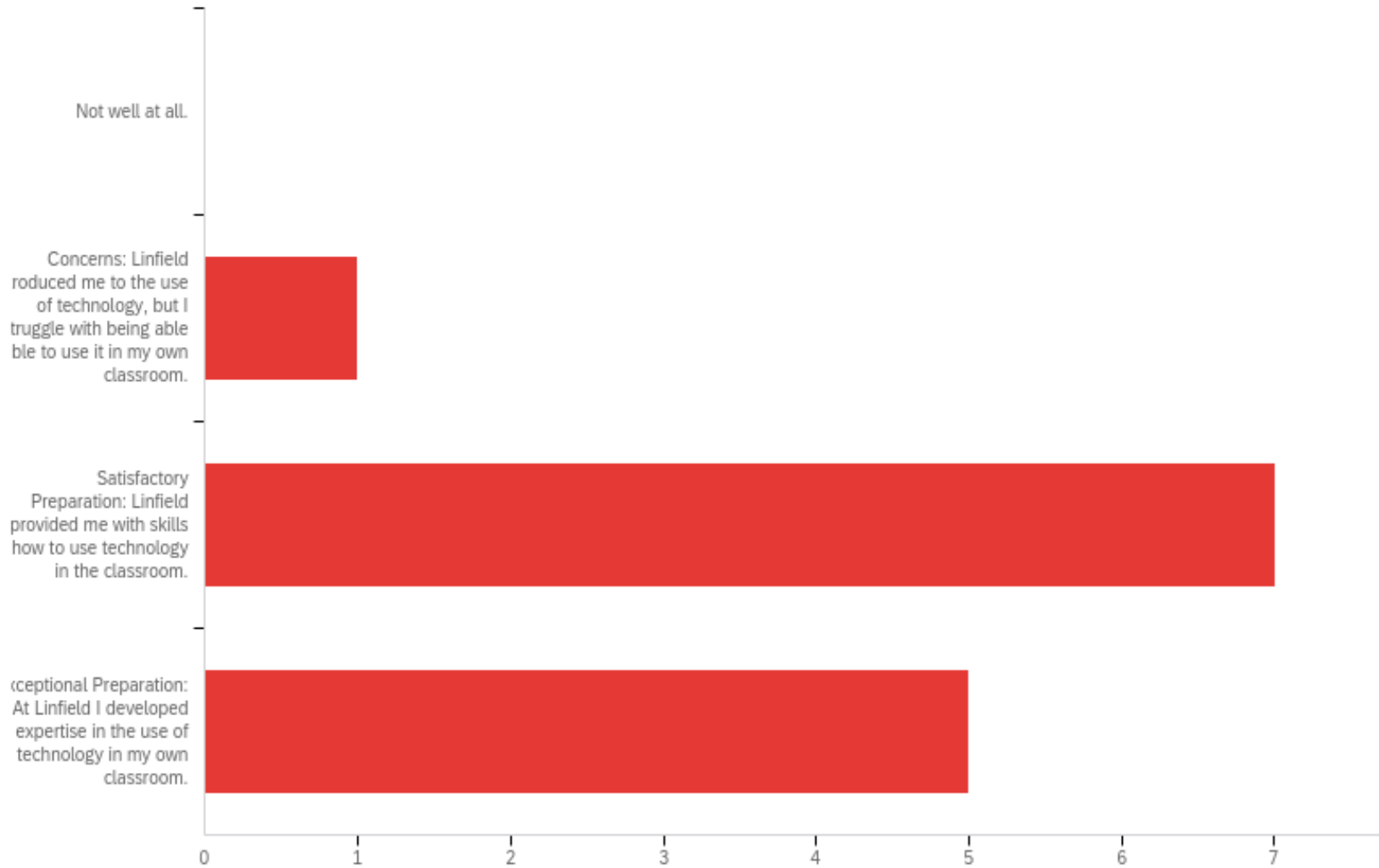
Q14 - How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?

#	Answer	%	Count
1	Not well at all	0.00%	0
2	Concerns: Linfield introduced me to meeting the needs of diverse learners, but I struggle with doing so in my own classroom.	14.29%	2
3	Satisfactory Preparation: Linfield provided me with skills to meet the needs of diverse learners.	64.29%	9
4	Exceptional Preparation: At Linfield I developed expertise in meeting the needs of diverse learners.	21.43%	3

Q14 - How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?

#	Answer	%	Count
	Total	100%	14

# Q15 - How well did the Linfield Teacher Education Program prepare you to use technology?



Q15 - How well did the Linfield Teacher Education Program prepare you to use technology?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well did the Linfield Teacher Education Program prepare you to use technology?	2.00	4.00	3.31	0.61	0.37	13

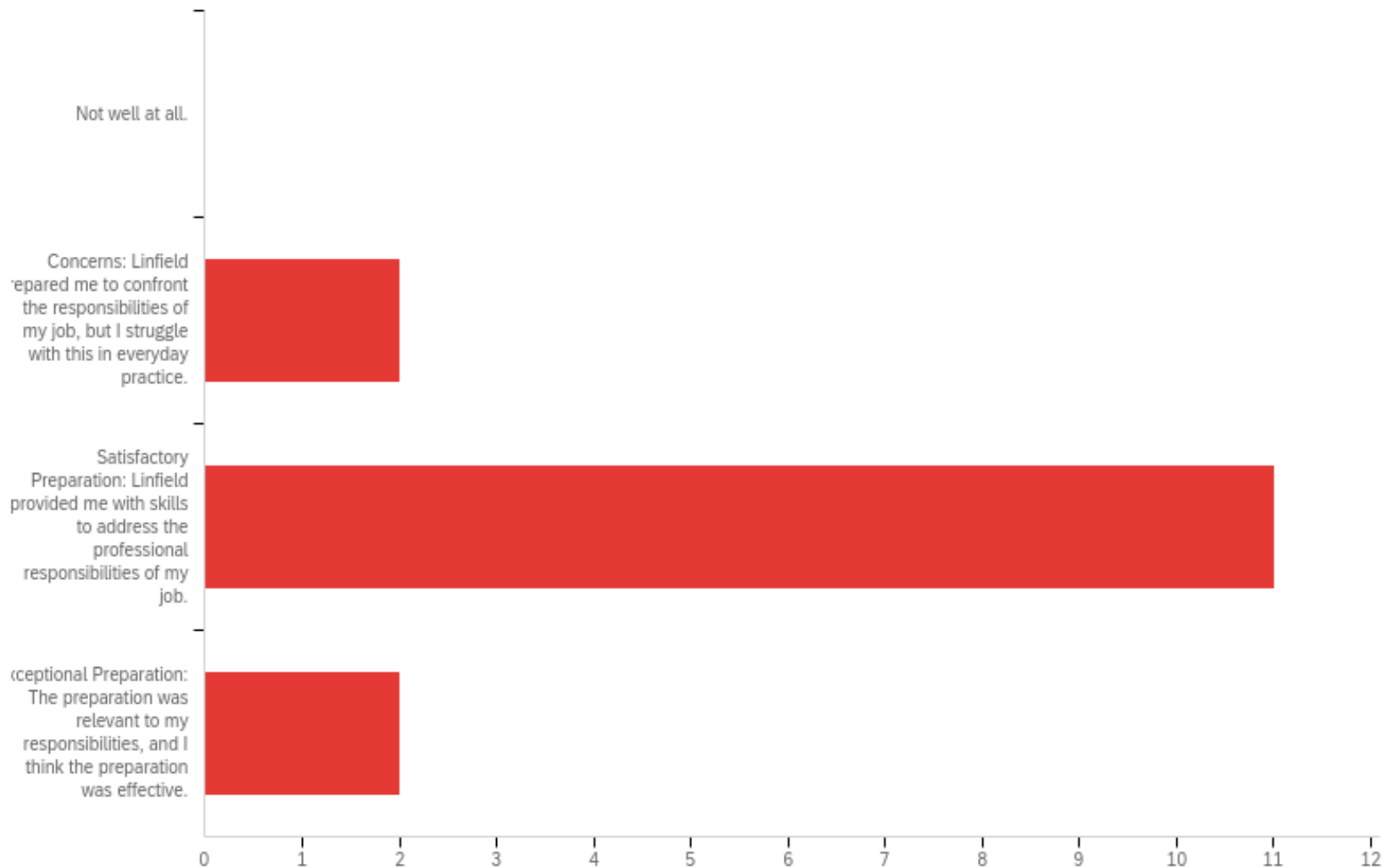
## Q15 - How well did the Linfield Teacher Education Program prepare you to use technology?

#	Answer	%	Count
1	Not well at all.	0.00%	0
2	Concerns: Linfield introduced me to the use of technology, but I struggle with being able able to use it in my own classroom.	7.69%	1
3	Satisfactory Preparation: Linfield provided me with skills on how to use technology in the classroom.	53.85%	7
4	Exceptional Preparation: At Linfield I developed expertise in the use of technology in my own classroom.	38.46%	5

Q15 - How well did the Linfield Teacher Education Program prepare you to use technology?

#	Answer	%	Count
	Total	100%	13

# Q16 - Do you think your preparation was relevant to the responsibilities you confront on the job and that your preparation was effective?



Q16 - Do you think your preparation was relevant to the responsibilities you confront on the job and that your preparation was effective?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think your preparation was relevant to the responsibilities you confront on the job and that your preparation was effective?	2.00	4.00	3.00	0.52	0.27	15



Q16 - Do you think your preparation was relevant to the responsibilities you confront on the job and that your preparation was effective?

#	Answer	%	Count
1	Not well at all.	0.00%	0
2	Concerns: Linfield prepared me to confront the responsibilities of my job, but I struggle with this in everyday practice.	13.33%	2
3	Satisfactory Preparation: Linfield provided me with skills to address the professional responsibilities of my job.	73.33%	11
4	Exceptional Preparation: The preparation was relevant to my responsibilities, and I think the preparation	13.33%	2

Q16 - Do you think your preparation was relevant to the responsibilities you confront on the job and that your preparation was effective?

#	Answer	%	Count
	Total	100%	15

## Q18 - The Linfield Teacher Preparation Program's strengths are:

### The Linfield Teacher Preparation Program's strengths are:

Being in the classroom. I know very few schools that provide so much classroom time.

Classroom exposure, lesson delivery, content information

Aiding experiences, the amount of micro-teaches required, and help/support with edTPA.

Time in the classroom

Getting us into classrooms early on; passionate & knowledgeable professors (and admin!) who break away from norms; lesson planning workshops (I sought licensure all the way up until I had just been accepted to student teach in SP19, loved getting together with classmates to help one another) & community-based learning overall (Grace Tissell helped make educ 480 in SP20 due to a group of non-licensure students getting together to explore the world of education beyond teaching)

giving students opportunities to work in schools from the beginning, teaching students about diversity, equity, and inclusion in schools, and supporting students through edTPA.

Classroom experience from the very beginning.

lot of time spent in classrooms, lots of EdTPA prep (lesson plan templates used early on), I like the student teaching format

## Q18 - The Linfield Teacher Preparation Program's strengths are:

### The Linfield Teacher Preparation Program's strengths are:

The community of individuals, preparing what assessments are like, and how to find resources. I also liked how you got those interested in education, within that specific setting right away.

Diversity and Inclusion and teaching to diverse learners

The lesson planning and assessment preparation

Getting experiences right away. The classes were relevant to topics and giving a general idea.

Getting candidates in the classroom immediately

Being put in the classrooms is very helpful. We learn a lot, it's just a whole different world when you're teaching fully in your own without support.

Introduction to resources and embracing diversity in the classroom

## Q19 - The Linfield Teacher Preparation Program could be improved by:

### The Linfield Teacher Preparation Program could be improved by:

I think a class geared towards those hard conversations with students would be good. Even though I knew students struggled in theory, I was not prepared for how hard they lean on me for advice and sometimes even counseling. EVEN THOUGH we have a fantastic counselor, some students will still opt to open up to their teachers over anyone else. I wish I had more skills and training to help with that.

Management for upper grades

Providing skills/strategies to set boundaries, communicate with parents, how to work through compassion fatigue, and how to take care of your mental health as an educator

Talking more about curriculum, science of reading, and parent communication

Continuing to recognize key learning differences in students (collegiate and non!); highlight different paths in education early on

offering more opportunities to prepare lessons prior to student teaching, having students practice making and implementing assessments, teaching students to better collect and use data, and assisting students in developing tools to improve work-life balance in the teaching profession.

More practical lesson planning

## Q19 - The Linfield Teacher Preparation Program could be improved by:

### The Linfield Teacher Preparation Program could be improved by:

I missed most of my management class due to Covid, so that's the one thing I wish I could've had more support with!

Keeping political views out of the learning of the classrooms (at Linfield). Helping future teachers manage the big concern students, how to best support them, resources to support the kids.

More communication with students. Felt like everything was rushed towards graduation. Also didn't receive much support during full time and part time student teaching! Especially with edTPA!

The classroom management curriculum and instruction on how to navigate curriculum books to write lesson plans.

Classroom management with post covid kids and talking about the other responsibilities as a teacher. For example, Learning goals, IEP/504 meetings, conferences

More education surrounding learning differences (ADHD, sped programs, etc)

I wish we had more instruction on dealing with very difficult behaviors. I have high needs and big behaviors that I wasn't prepared for. Such as oppositional defiance disorder.

## Q19 - The Linfield Teacher Preparation Program could be improved by:

### The Linfield Teacher Preparation Program could be improved by:

Creating assignments, year-long planning, creating assessments, classroom management with difficult/dangerous behavior from students, work/life balance

## Q17 - Any other feedback you would like to provide?

### Any other feedback you would like to provide?

It would be nice to know the process for things like mid year reviews, observations, IEP meetings, or any of the other office/paperwork side of teaching.

I am so genuinely grateful for the wonderful professors that guided me through the Teacher Preparation Program during my time at Linfield.

Technology is huge I think bringing back EDUC 205 would benefit many!

The teacher prep program was really well organized and laid out when I was going through. The professors and staff always sought feedback from students and adjusted (like exposing us to lesson planning templates way early on, planting hints at standards and where to find them well before we needed to). I appreciated that when I had to adjust my trajectory, staff worked with me to create something new for a bunch of students who didn't want a license (at least not yet) but still wanted to launch into the world of education. It was so well laid out that it was practically a step-by-step roadmap to getting a job. I got my position over a pool of well-qualified and experienced applicants specifically because of the preparation Linfield gave me (educ 480 especially but all of my time in the tpp at Linfield). Thanks!

Teaching is a profession you just need to jump into, so the more hands on students can get early on, the better. On some of the previous questions, my ability to be successful in the classroom and Linfield's influence on that success were not always tied together. I may have answered differently if those were separate.



## Q17 - Any other feedback you would like to provide?

### Any other feedback you would like to provide?

not at this time

I would have liked for Linfield to provide curriculum books that the McMinnville School District uses and teach us how to use them.

Keeping up with current teaching in ELA, Math and using resources used in schools

I loved my time with the education department. My professors were great and I really felt they cared about me. I know Steve would love the stories I have of my current students. I don't think people get that experience everywhere.