



4.1.3 COMPLETER P-12 PARENT AND STUDENT SURVEYS

INITIAL PROGRAMS



OVERVIEW

The Completer P-12 Parent and Student Surveys are distributed as part of the annual completer case study process. Second-year completers across licensure areas administer these instruments to parents/guardians of their students and to their P-12 class(es). The surveys are designed to capture stakeholder perceptions of completers' effectiveness across ten questions aligned to the InTASC standards. Because Alabama is a data privacy state, all identifiers are removed to protect completers, students, and families. Responses are analyzed in aggregate, and individual completers are not linked to specific results.

PURPOSE

The purpose of these surveys is to obtain feedback from parents/guardians and P–12 students about the effectiveness of EPP completers. These perspectives, while perception-based and limited in scope, provide insights into how completers are perceived by families and learners.

The table below summarizes the number of responses for the Parent/Guardian and P–12 Student Surveys across 2024-2026. Although response counts are variable due to the size of the case study and voluntary participation, faculty review these results alongside other completer-level evidence to identify patterns and trends.

| Survey Respondents | | | |
|--|-----------|-----------|-----------|
| Survey | 2024 N | 2025 N | 2026 N |
| Parent/Guardian Survey | 29 | 36 | 27 |
| Student Survey (Grades 6–12) | 50 | 38 | 234 |
| Student Survey (Intermediate Grades 3–6) | 23 | 14 | 19 |
| Student Survey (PreK–2) | 26 | 13 | 23 |



STANDARDS

- 4.1

RELATIONSHIP TO THE STANDARDS

This evidence aligns with CAEP Standard 4.1 by using parent and student survey feedback as stakeholder evidence of completer teaching effectiveness.

CONTINUOUS IMPROVEMENT

The Parent/Guardian and Student Surveys are reviewed alongside other completer evidence, including case studies, first-year teacher surveys, employer feedback, and focus groups, rather than being interpreted on their own. Faculty look at these results each year to confirm areas of strength, note patterns that warrant attention, and make informed program adjustments, using the surveys as one perspective within the EPP's broader continuous improvement process.

When parent and student survey results were reviewed across grade levels and over time, most areas reflected consistently positive perceptions of completer practice. However, responses related to how learning is assessed and how instruction is adjusted to meet individual learner needs, showed more variation than other areas. When these patterns were considered alongside other completer-level evidence, they pointed to assessment and feedback and differentiation as appropriate focus areas for continued improvement.

ASSESSMENT & FEEDBACK

Across parent and student surveys, responses related to assessment and feedback were generally positive but less consistent than other areas, particularly when students were asked whether they understood how they were doing or received feedback that helped them improve. In several grade bands, higher neutral or "sometimes" responses suggested that while assessment practices are present, feedback is not always experienced as timely, clear, or actionable from the learner or family perspective. These results indicate an opportunity to strengthen how candidates communicate learning progress and use assessment information in visible ways that support student understanding and growth.

Action: Assessment coursework assignments has been adjusted to include specialty projects that include authentic work samples and ACAP data. Faculty created a resource for the data and analysis section of the lesson plan template to support candidates' understanding of providing student feedback.

DIFFERENTIATION

Survey items related to meeting individual learner needs and adjusting instruction showed more variability across grade levels, with students often indicating that instructional changes occurred sometimes rather than consistently. While parents and students generally perceived teachers as supportive and inclusive, responses suggest that differentiation is not always experienced as explicit or responsive from the learner's point of view. This pattern highlights a need to strengthen candidates' ability to intentionally adjust instruction and to make those adjustments more visible to students as part of effective teaching practice.

Action: EPP faculty created a resource for candidates called an "If then" chart to provide guidance on how to respond to individual differences. Planning courses will all be using the text *Commitment Based Planning*.

TRENDS

This trend map shows that inclusive environments and content knowledge receive consistently high positive ratings across stakeholder groups, while assessment and individual differences demonstrate variability across years and surveys, and leadership and collaboration are often not observed by parents rather than indicating performance concerns.

| Parent & Student Survey Trend Map 2024-2026 | | | | |
|--|-------------------|---------------------|-----------------------|------|
| Construct | Parent / Guardian | Secondary (6-12) | Intermediate (3-6) | PK-2 |
| Developmentally Appropriate Learning | ● | ● | ● | ● |
| Addressing Individual Differences | ● | ● | ● | ● |
| Inclusive Environment | ● | ● | ● | ● |
| Content Knowledge / Relevance | ● | ● | ● | ● |
| Instructional Methods | ● | ● | ● | ● |
| Critical Thinking & Engagement | ● | ● | ● | ● |
| Assessment & Feedback | ● | ● | ● | ● |
| Communication / Professional Practice | ● | ● | ● | ● |
| Professional Growth / Collaboration | ○ | ● | ● | ● |
| Leadership / Adaptability | ○ | ● | ● | ● |

Legend for Trend Map

● *Green – High Positive Responses*

Predominantly Strongly Agree / Agree, Always, or Yes responses across years and stakeholder groups, with minimal Neutral, Sometimes, or negative responses.

● *Yellow – Mixed Responses*

Generally positive results, but with some Neutral, Sometimes, Disagree, or Strongly Disagree responses indicating uneven or inconsistent experience.

● *Red – Variable Across Years and Surveys*

Repeated patterns of Neutral, Sometimes, Disagree, or Strongly Disagree across multiple years and/or across multiple stakeholder surveys, indicating inconsistent observed practice.

○ *Gray – Consistently Not Observed*

High proportions of “Not Observed” responses, indicating the construct is not consistently visible to that stakeholder group and should not be interpreted as a performance concern.

SURVEY QUESTION ALIGNMENT TABLE

This table shows how parent and student survey items are intentionally aligned across grade levels to measure the same instructional constructs using developmentally appropriate language. Together, these aligned questions show how families and students at different grade levels experience the same aspects of completer teaching, using language appropriate to their role and age.

| Survey Question INTASC/CAEP Standards Alignment | | | | | |
|--|---|--|--|--|-----------------------------------|
| Construct | Parent/Guardian Survey | Sec Survey (6–12) | Intermediate Survey (3–6) | PK–2 Survey | CAEP / InTASC Alignment |
| Developmentally Appropriate Learning | Teacher provides learning experiences appropriate for child’s age & developmental stage | My teacher designs lessons that challenge me and help me grow | My teacher makes school interesting and challenging for me | My teacher makes learning fun | CAEP 1.1, 1.2 / InTASC 1, 2, 5 |
| Addressing Individual Differences | Teacher addresses individual differences so all students meet high standards | My teacher understands and supports the different ways students like me learn | When I am learning something difficult, my teacher helps me understand it in a different way | My teacher helps everyone feel included | CAEP 1.1 / InTASC 2 |
| Inclusive Environment | Teacher creates classroom environment that respects diverse cultures/backgrounds | My teacher ensures all students feel included and valued in the classroom | My teacher makes sure all students are included and respected, no matter where they come from or what they believe | My teacher cares about how I feel when I am at school | CAEP 1.1 / InTASC 3 |
| Content Knowledge | Teacher is knowledgeable about the subject | My teacher connects what we are learning to real-world issues | My teacher is excited about learning | My teacher knows a lot about what we are learning | CAEP 1.2 / InTASC 4 |
| Instructional Methods | Teacher uses a variety of methods/tools to make learning accessible | My teacher uses a variety of teaching methods to make the subject interesting and accessible | My teacher explains why the things we are learning are important | My teacher gives us time to ask questions and talk about what we learn | CAEP 1.3 / InTASC 7, 8 |
| Critical Thinking & Engagement | Teacher promotes critical thinking/problem solving through classroom activities | My teacher encourages us to think critically and ask questions | My teacher encourages me to ask questions and share my ideas in class | My teacher is excited when we learn something new | CAEP 1.2 / InTASC 5 |
| Assessment & Feedback | Teacher regularly assesses my child’s learning in ways that help them grow | My teacher provides feedback that helps me understand my strengths and areas for improvement | My teacher uses different ways to check what we are learning in class | My teacher tells us how we are doing in class | CAEP 1.3 / InTASC 6 |
| Communication / Professional Practice | Teacher communicates effectively with me about my child’s progress and ways to support learning at home | My teacher is well-prepared and knowledgeable about the subjects he/she teaches | I feel like I learn a lot in my class | I learn about new things from my teacher | CAEP 1.4 / InTASC 9 |
| Professional Growth / Collaboration | Teacher demonstrates ongoing professional growth and reflects on practices | My teacher works collaboratively with students to create a positive learning environment | My teacher works with other teachers to help me learn better | My teacher helps me understand when something is hard | CAEP 1.4 / InTASC 9, 10 |
| Leadership / Adaptability | Teacher takes on leadership roles in the school to enhance the experience of all students | My teacher adapts lessons and activities to meet the needs of each student | My teacher will change how they are teaching based on what my class needs | My teacher explains things in ways I understand | CAEP 1.1, 1.3, 1.4 / InTASC 10 |

PARENT-GUARDIAN SURVEY

ADMINISTRATION AND PURPOSE

The Parent/Guardian Survey is administered each year as part of the second-year completer case study. Completers share the survey link with parents or guardians of their current students through Google Classroom or a similar platform. To comply with Alabama data privacy requirements, the survey is fully anonymous and does not collect identifying information.

Parent perspectives are not often captured in formal program review, but they provide an important view of how completers are experienced by families. Although the survey is perception-based and results cannot be linked to individual teachers, the data offer useful insight into teaching effectiveness from the family perspective. Faculty review the results annually alongside other completer-level evidence to inform continuous improvement.

Link to [Survey](#).

SURVEY CONTENT

The survey includes 10 clear, behavior-based items aligned to the InTASC standards, focusing on observable aspects of teaching such as instructional practices, classroom environment, assessment, communication, and professional growth. Each item is straightforward, referencing observable practices (e.g., “The teacher communicates effectively ...”) and avoids leading language. A “Not Observed” option is included to allow respondents to abstain from rating areas where they lack perception (e.g., leadership), which aligns with best practices for clarity and fairness.

DATA QUALITY

Responses are collected using a balanced scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Not Observed), which allows for clear interpretation while respecting limits on what families can reasonably observe. The survey was piloted in 2023 with alumni teachers and an administrator to ensure clarity and usability, and feedback from that process informed the final version. Results are reviewed in aggregate to identify strengths and areas of variation that can support program reflection and improvement.

P-12 STUDENT PERCEPTION SURVEYS

ADMINISTRATION & PURPOSE

The P-12 Student Perception Surveys are administered each year as part of the second-year completer case study. Participating completers administer the survey in their classrooms to gather student perspectives on teaching practice. To comply with Alabama data-privacy requirements, all surveys are anonymous and do not collect student, teacher, or demographic identifiers.

The purpose of the surveys is to understand how completers' teaching is experienced by their students, including classroom climate, instructional practices, assessment, and support for learning. The surveys are not used to evaluate individual teachers; instead, they provide program-level insight that supports reflection and continuous improvement.

Survey formats are designed to match students' developmental levels:

- Grades 6–12 use a Likert-type scale (Strongly Agree to Not Observed).
- Grades 3–6 use a simplified scale (Always, Sometimes, Never).
- PreK–2 use a pictorial response format (Yes, Sometimes, No) with teacher read-aloud.

SURVEY CONTENT

Each survey includes 10 items aligned to CAEP Standards 1.1–1.4 and the InTASC standards. Items parallel the Parent/Guardian Survey constructs while using age-appropriate language. Questions focus on observable teaching practices such as instructional methods, inclusivity, assessment and feedback, and support for learning, and avoid subjective or leading language.

A crosswalk of parent and student survey items demonstrates alignment across all versions.

- [Link to Middle & High School Grades 6-12 Survey.](#)
- [Link to Intermediate Grades 3-6 Survey](#)
- [Link to Primary Grades PreK-2nd Survey](#)

DATA QUALITY

The surveys use balanced, developmentally appropriate response options that allow students to answer accurately based on what they experience in the classroom. Pilot testing in 2023 confirmed that students understood the questions and response formats as intended, and feedback from that process was used to refine wording and clarity.

LIMITATIONS

Consistency is supported through a common structure across surveys, aligned constructs, and consistent administration during the October–January case study window. To protect privacy, results cannot be linked to individual completers, and differences across grade-level survey versions limit direct comparison across all P-12 levels.

APPENDIX A: PARENT GUARDIAN SURVEY

DATA TABLE

| Parent Guardian Survey Data Table | | | | | | | | | | | | | | | | | | |
|---|----------------|-------|-------|-------|-------|-------|---------|-------|-------|----------|------|------|-------------------|------|------|-----------------|-------|-------|
| Q1 The teacher provides learning experiences appropriate for my child's age and developmental stage. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 74.3% | 94.7% | 74.1% | 25.7% | 5.3% | 25.9% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Q2 The teacher effectively addresses individual differences, ensuring that all students can meet high academic standards. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 68.6% | 73.7% | 70.4% | 22.9% | 13.2% | 18.5% | 2.9% | 5.3% | 3.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.7% | 7.6% | 7.4% |
| Q3 The teacher creates a classroom environment that respects and includes diverse cultures and backgrounds. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 71.4% | 71.1% | 74.1% | 22.9% | 13.2% | 18.5% | 0.0% | 5.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.7% | 10.5% | 7.4% |
| Q4 The teacher is knowledgeable about the subjects he/she is teaching. CAEP 1.2 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 74.3% | 81.6% | 77.8% | 22.9% | 15.8% | 18.5% | 2.9% | 2.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.7% |
| Q5 The teacher uses a variety of teaching methods and tools that make learning accessible and engaging for my child. CAEP 1.3 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 74.3% | 73.7% | 66.7% | 22.9% | 18.4% | 33.3% | 0.0% | 2.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2.9% | 5.3% | 0.0% |
| Q6 The teacher promotes critical thinking and problem-solving through classroom activities. CAEP 1.2 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 65.7% | 71.1% | 66.7% | 25.7% | 26.3% | 18.5% | 2.9% | 0.0% | 3.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.7% | 2.6% | 11.1% |
| Q7 The teacher regularly assesses my child's learning in ways that help him/her grow academically. CAEP 1.3 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 68.6% | 76.3% | 70.4% | 28.6% | 15.8% | 25.9% | 2.9% | 2.6% | 3.7% | 0.0% | 5.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Q8 The teacher communicates effectively with me about my child's progress and ways to support learning at home. CAEP 1.4 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 68.6% | 76.3% | 66.7% | 28.6% | 15.8% | 14.8% | 2.9% | 2.6% | 11.1% | 0.0% | 5.3% | 3.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.7% |
| Q9 The teacher demonstrates ongoing professional growth and reflects on their teaching practices to improve student learning. CAEP 1.4 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 62.9% | 73.7% | 66.7% | 20.0% | 18.4% | 25.9% | 8.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 8.6% | 7.9% | 7.4% |
| Q10 The teacher takes on leadership roles within the school to enhance the educational experience of all students. CAEP 1.4 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | | Did not observe | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 71.4% | 50.0% | 55.6% | 20.0% | 15.8% | 22.2% | 2.9% | 13.2% | 3.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.7% | 21.1% | 18.5% |

APPENDIX B: P-12 STUDENT SURVEY

SECONDARY 6-12 DATA TABLE

| P-12 Student Survey Secondary 6-12 | | | | | | | | | | | | | | | |
|--|----------------|-------|------|-------|-------|------|---------|-------|------|----------|-------|------|-------------------|------|------|
| Q1 My teacher designs lessons that challenge me and help me grow. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 44.4% | 38.6% | 46.2 | 38.3 | 41.4 | 41.0 | 17.3% | 20.0% | 12.0 | 0.0% | 0.0% | 0.4 | 0.0% | 0.0% | 0.4 |
| Q2 My teacher understands and supports the different ways students like me learn. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 43.2% | 35.7% | 43.2 | 33.3% | 37.1% | 31.2 | 19.8% | 22.9% | 22.2 | 3.7% | 4.3% | 2.1 | 0.0% | 0.0% | 1.3 |
| Q3 My teacher ensures that all students feel included and valued in the classroom. CAEP 1.1 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 42.0% | 35.7% | 53.4 | 39.5% | 44.3% | 29.9 | 14.8% | 15.7% | 14.1 | 3.7% | 4.6% | 1.7 | 0.0% | 0.0% | 0.9 |
| Q4 My teacher connects what we are learning in class to real-world issues. CAEP 1.2 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 48.1% | 41.4% | 48.3 | 18.5% | 20.0% | 35.0 | 27.2% | 31.4% | 14.5 | 4.9% | 5.7% | 0.4 | 1.2% | 1.4% | 1.7 |
| Q5 My teacher uses a variety of teaching methods to make the subject interesting and accessible. CAEP 1.3 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 32.1% | 27.6% | 44.0 | 39.5% | 41.4% | 37.2 | 23.5% | 25.7% | 15.4 | 4.8% | 5.7% | 3.0 | 0.0% | 0.0% | 0.4 |
| Q6 My teacher encourages us to think critically and ask questions. CAEP 1.2 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 53.1% | 51.4% | 53.4 | 39.5% | 40.0% | 36.8 | 7.4% | 8.6% | 8.5 | 0.0% | 0.0% | 1.3 | 0.0% | 0.0% | 0.0 |
| Q7 My teacher provides feedback that helps me understand my strengths and areas for improvement. CAEP 1.3 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 32.1% | 27.1% | 37.6 | 37.0% | 38.6% | 45.3 | 21.0% | 22.9% | 15.0 | 8.6% | 10.0% | 2.1 | 1.2% | 1.4% | 0.0 |
| Q8 My teacher is well-prepared and knowledgeable about the subjects he/she teaches. CAEP 1.2/1.4 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 55.6% | 51.4% | 59.4 | 33.3% | 35.7% | 32.5 | 8.6% | 10.0% | 6.8 | 2.5% | 2.9% | 0.9 | 0.0% | 0.0% | 0.4 |
| Q9 My teacher works collaboratively with students to create a positive learning environment. CAEP 1.3/1.4 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 43.2% | 37.1% | 44.9 | 39.5% | 42.1% | 39.3 | 13.6% | 15.7% | 11.5 | 3.7% | 4.3% | 1.7 | 0.0% | 0.0% | 2.6 |
| Q10 My teacher adapts lessons and activities to meet the needs of each student. CAEP 1.1/ 1.3 | Strongly Agree | | | Agree | | | Neutral | | | Disagree | | | Strongly Disagree | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 35.8% | 30.0% | 42.3 | 37.0% | 40.0% | 34.6 | 21.0% | 22.9% | 19.2 | 6.2% | 7.1% | 2.1 | 0.0% | 0.0% | 1.7 |

APPENDIX C: P-12 STUDENT SURVEY

INTERMEDIATE 3-5 DATA TABLE

| P-12 Student Survey Intermediate 3-5 | | | | | | | | | |
|---|--------|-------|-------|-----------|-------|-------|-------|------|-------|
| Q1 My teacher makes school interesting and challenging for me. CAEP 1.1, 1.2 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 63.2% | 62.5% | 31.6% | 36.8% | 37.5% | 63.2% | 0.0% | 0.0% | 5.3% |
| Q2 My teacher is excited about learning. CAEP 1.2 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 78.9% | 87.5% | 68.4% | 21.1% | 12.5% | 26.3% | 0.0% | 0.0% | 5.3 |
| Q3 When I am learning something difficult, my teacher helps me understand it in a different way. CAEP 1.2 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 68.4% | 83.3% | 57.9% | 21.1% | 16.7% | 31.6% | 10.5% | 0.0% | 10.5% |
| Q4 My teacher makes sure that all students are included and respected, no matter where they come from or what they believe. CAEP 1.1 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 94.7% | 79.2% | 73.7% | 5.3% | 20.8% | 21.1% | 0.0% | 0.0% | 5.3% |
| Q5 My teacher encourages me to ask questions and share my ideas in class. CAEP 1.1 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 52.6% | 54.2% | 36.8% | 47.4% | 45.8% | 57.9 | 0.0% | 0.0% | 5.3% |
| Q6 My teacher uses different ways to check what we are learning in class (like quizzes, projects, or asking questions). CAEP 1.3 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 73.7% | 70.8% | 26.3% | 21.1% | 29.2% | 68.4% | 5.3% | 0.0% | 5.3% |
| Q7 My teacher explains why the things we are learning are important. CAEP 1.3 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 68.4% | 54.2% | 63.2% | 26.3% | 41.7% | 26.3% | 5.3% | 4.2% | 10.5% |
| Q8 I feel like I learn a lot in my class. CAEP 1.3 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 63.2% | 75.0% | 52.6% | 36.8% | 20.8% | 36.8% | 0.0% | 4.2% | 10.5% |
| Q9 My teacher works with other teachers to help me learn better. CAEP 1.4 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 63.3% | 58.3% | 36.8% | 31.6% | 41.7% | 47.4% | 5.3% | 0.0% | 15.8% |
| Q10 My teacher will change how they are teaching based on what my class needs. CAEP 1.4 | Always | | | Sometimes | | | Never | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 89.5% | 75.0% | 42.1% | 10.5% | 25.0% | 42.1% | 0.0% | 0.0% | 15.8% |

APPENDIX D: P-12 STUDENT SURVEY

P-K-2ND Data Table

| P-12 Student Survey | | | | | | | | | |
|--|-------|-------|------|-----------|-------|------|------|------|------|
| P-K-2 nd | | | | | | | | | |
| Q1 My teacher makes learning fun. CAEP 1.1/1.2 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 92.3% | 69.2% | 60.9 | 7.7% | 23.1% | 39.1 | 0.0% | 7.7% | 0.0 |
| Q2 My teacher helps everyone feel included. CAEP 1.1 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 88.5% | 84.6% | 73.9 | 11.5% | 15.4% | 21.7 | 0.0% | 0.0% | 4.3 |
| Q3 My teacher explains things in ways I understand. CAEP 1.1 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 96.2% | 76.9% | 60.9 | 3.8% | 23.1% | 39.1 | 0.0% | 0.0% | 0.0 |
| Q4 My teacher knows a lot about what we are learning. CAEP 1.2 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 92.3% | 100% | 91.3 | 7.7% | 0.0% | 8.7 | 0.0% | 0.0% | 0.0 |
| Q5 My teacher gives us time to ask questions and talk about what we learn. CAEP 1.3 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 88.5% | 46.2% | 73.9 | 11.5% | 53.8% | 26.1 | 0.0% | 0.0% | 0.0 |
| Q6 My teacher cares about how I feel when I am at school. CAEP 1.1 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 92.3% | 92.3% | 82.6 | 7.7% | 0.0% | 17.4 | 0.0% | 7.7% | 0.0 |
| Q7 My teacher is excited when we learn something new. CAEP 1.2 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 96.2% | 84.6% | 65.2 | 3.8% | 15.4% | 30.4 | 0.0% | 0.0% | 4.3 |
| Q8 I learn about new things from my teacher. CAEP 1.3 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 92.3% | 76.9% | 78.3 | 7.7% | 23.1% | 21.7 | 0.0% | 0.0% | 0.0 |
| Q9 My teacher helps me understand when something is hard. CAEP 1.2 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 92.3% | 84.6% | 82.6 | 7.7% | 15.4% | 13.0 | 0.0% | 0.0% | 4.3 |
| Q10 My teacher tells us how we are doing in class. CAEP 1.3 | Yes | | | Sometimes | | | No | | |
| | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| | 96.2% | 76.9% | 56.5 | 3.8% | 23.1% | 34.8 | 0.0% | 0.0% | 8.7 |