Exhibit 1.5 Copy of First and Third Year Surveys
The survey below was the first year survey used for Employers and Graduates who were program completers in 2006-07. The SOE reviewed the results by the small number of responders and decided to develop a more user friendly survey using the Survey Monkey protocol.

Please help us improve our program by filling out this survey. Feedback from alumni and school administration is key to addressing the needs of the schools and of those we prepare to teach. All survey responses are anonymous and shall remain anonymous.

I
Are you a school administrator? If no, please go to Part II.
☐ Yes ☐ No
☐ 1 ☐ 3 ☐

Is the teacher a first or third year teacher?

Was the teacher prepared to support students' growth in literacy? 5=Very prepared

Very ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐

II
Have you taught part-time or full-time for 1 to 1.5 years or 3 to 3.5 years since receiving your teaching license?

☐ 1 ☐ 3 ☐

How well prepared were you to support students' growth in literacy? 5=Very prepared

Very ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐

Please list any subject endorsements: ___________________________ ___________________________

Please list the school district/schools where you have worked: ___________________________ ___________________________

III
Please read each goal and assess our program on each point.

<table>
<thead>
<tr>
<th>Goals 1 and 2</th>
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<th>Goals 5 and 6</th>
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Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice

The program prepared graduates to support their educational philosophy with research-based theory and evidence high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

The program prepared graduates to apply their philosophy, beliefs and theory to real classroom situations high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

Graduates are flexible and able to revise their philosophy upon further research and experience high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

Goal 2: Teachers understand how human development affects learning and apply that understanding to practice

The program prepared graduates to identify different developmental levels and their affect on the thinking processes and learning high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

The program prepared graduates to accommodate differences in how students learn based on individual social, emotional and individual maturation high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

Graduates appreciate unique thinking processes of learners at different stages of development high ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ low

Please comment on any aspect of program.
Please help us improve our program by filling out this survey. Feedback from alumni and school administration is key to addressing the needs of the schools and of those we prepare to teach. All survey responses are anonymous and shall remain anonymous.

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Are you a school administrator? If no, please go to Part II.

II
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How well prepared were you to support students' growth in literacy? 5=Very prepared
Was the teacher prepared to support students' growth in literacy? 5=Very prepared

Please list any subject endorsements: Please list the school district/schools where you have worked:

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Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.

The program prepared graduates to identify strategies for creating different instruction based on student differences high 5 4 3 2 0: low
The program instructed graduates to design instruction that incorporates characteristics of the local community culture appropriate to student's needs high 5 4 3 2 0: low
The program taught graduates how to apply local and Alaska knowledge to the selection of instructional strategies, materials, and resources high 5 4 3 2 0: low
Graduates value multiple perspectives and individual differences high 5 4 3 2 0: low

Goal 4: Teachers possess current academic content knowledge.

Graduates demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge high 5 4 3 2 0: low
Program graduates connect the content area to other content areas and to practical situations encountered outside the school high 5 4 3 2 0: low
Graduates are committed to professional discourse about content knowledge and student learning of content high 5 4 3 2 0: low

Please comment on any aspect of program.
Please help us improve our program by filling out this survey. Feedback from alumni and school administration is key to addressing the needs of the schools and of those we prepare to teach. All survey responses are anonymous and shall remain anonymous.

I. Are you a school administrator? If no, please go to Part II.
   ○ Yes  ○ No

II. Have you taught part-time or full-time for 1 to 1.5 years or 3 to 3.5 years since receiving your
    How well prepared were you to support students' growth in literacy? 5=Very prepared
    ○ Yes  ○ No
    Was the teacher prepared to support students' growth in literacy? 5=Very prepared

Please list any subject endorsements:  

Please list the school district/schools where you have worked:

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<td>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice</td>
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<tr>
<td>The program prepares graduates to plan for instruction that is based on student needs and curriculum goals</td>
<td>high ○ 5 ○ 4 ○ 3 ○ 2 ○ low</td>
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<tr>
<td>The program enables graduates to plan, teach, and assess for optimal student learning</td>
<td>high ○ 5 ○ 4 ○ 3 ○ 2 ○ low</td>
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<tr>
<td>Graduates value assessment and instruction as integrated processes</td>
<td>high ○ 5 ○ 4 ○ 3 ○ 2 ○ low</td>
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Goal 6: Teachers create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively

| The program taught graduates to use a variety of classroom management techniques to establish and maintain an environment in which all students learn | high ○ 5 ○ 4 ○ 3 ○ 2 ○ low |
| The program prepared graduates to establish and maintain a positive classroom climate where students develop self-direction and collaborative skills | high ○ 5 ○ 4 ○ 3 ○ 2 ○ low |
| Graduates are committed to ensuring student well-being and development of self-regulation and group interaction skills | high ○ 5 ○ 4 ○ 3 ○ 2 ○ low |

Please comment on any aspect of program.
Please help us improve our program by filling out this survey. Feedback from alumni and school administration is key to addressing the needs of the schools and of those we prepare to teach. All survey responses are anonymous and shall remain anonymous.

I. Are you a school administrator? If no, please go to Part II.
   ○ Yes  ○ No

II. Have you taught part-time or full-time for 1 to 1.5 years or 3 to 3.5 years since receiving your degree?
   ○ Yes  ○ No

How well prepared were you to support students' growth in literacy? 5=Very prepared

Was the teacher prepared to support students' growth in literacy? 5=Very prepared

Please list any subject endorsements:

Please list the school district/schools where you have worked:

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Goal 7: Teachers work as partners with parents, families, and community.

The program prepared graduates to develop a sound, broad-based understanding of student's families and the local communities.

The program gave graduates the skills to communicate effectively with parents and community to incorporate local ways of knowing into decision-making.

Graduates are able to recognize the school as an integral part of the community and value parents as partners in promoting student learning.

Goal 8: Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind

Graduates keep current in knowledge of content and teaching practice of their own initiative.

Graduates were encouraged to participate in and contribute to the teaching profession.

The program helped graduates to communicate effectively with their students, colleagues, and supervisors.

Graduates value professional ethics, democratic principles, and collaborative learning communities.

Please comment on any aspect of program.
Please help us improve our program by filling out this survey. Feedback from alumni and school administration is key to addressing the needs of the schools and of those we prepare to teach. All survey responses are anonymous and shall remain anonymous.

Goal 9: Teachers use technology effectively, creatively, and wisely.

Graduates operate computers and other technologies and evaluate their potentials and limitations

Graduates integrate technology in planning, instruction, and assessment to support student learning

Graduates value technology as a tool for student and teacher lifelong learning

Goals 1 and 2 Goals 3 and 4 Goals 5 and 6 Goals 7 and 8 Goal 9 & Comments

Please list any subject endorsements:

Please list the school district/schools where you have worked:

Please comment on any aspect of program.
In 2009, SOE implemented the following graduate (initial and advanced) survey and Employer survey using the Survey Monkey protocol.

2007-08 Graduate Advanced

1. Survey of UAS School of Education Graduates

This survey link has been sent to graduates of teacher preparation programs of the University of Alaska Southeast’s School of Education. Its intent is to assess the quality of the training received as perceived by the graduate.

**1. The program prepared me to articulate, maintain, and develop a philosophy of education and also to demonstrate it in practice.**

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<th>1 - Poorly Prepared</th>
<th>2 - Adequately Prepared</th>
<th>3 - Strongly Prepared</th>
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Please rate the training you received in this area.

Comments:

**2. The program prepared me to understand how human development affects learning and to apply that understanding to practice.**

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<th>1 - Poorly Prepared</th>
<th>2 - Adequately Prepared</th>
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Please rate the training you received in this area.

Comments:

**3. The program prepared me to differentiate instruction with respect for individual and cultural characteristics.**

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Please rate the training you received in this area.

Comments:

**4. The program provided me with current academic content knowledge.**
Please rate the training you received in this area.
Comments:

5. The program prepared me to facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.

Please rate the training you received in this area.
Comments:

6. The program prepared me to create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.

Please rate the training you received in this area.
Comments:

7. The program prepared me to work as a partner with parents, families, and the community.

Please rate the training you received in this area.
Comments:
8. The program prepared me to develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

1 - Poorly Prepared  
2 - Adequately Prepared  
3 - Strongly Prepared

Please rate the training you received in this area.

Comments:

9. The program prepared me to use technology effectively, creatively, and wisely.

1 - Poorly Prepared  
2 - Adequately Prepared  
3 - Strongly Prepared

Please rate the training you received in this area.

Comments:

Done
Employer of 2007-08 Program Graduates

1st Spring09 Employer Survey of Graduates

This survey link has been sent to employers of the graduates of teacher preparation programs of the University of Alaska Southeast's School of Education. Its intent is to assess the quality of the training received indicated by the teacher's job performance.

If you have more than one graduate from this survey period employed at your school or district, you will have received one email and link per student. Please access the survey from each email link sent you in order to evaluate each individual graduate.

**1. The program prepared the graduate to articulate, maintain, and develop a philosophy of education and also to demonstrate it in practice.**

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Comments:

**2. The program prepared the graduate to understand how human development affects learning and to apply that understanding to practice.**

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Comments:

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Comments:
4. The program provided the graduate with current academic content knowledge.

Please select the option that best reflects the graduate's performance:

- Poorly Prepared
- Adequately Prepared
- Strongly Prepared

Comments:

5. The program prepared the graduate to facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.

Please select the option that best reflects the graduate's performance:

- Poorly Prepared
- Adequately Prepared
- Strongly Prepared

Comments:

6. The program prepared the graduate to create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.

Please select the option that best reflects the graduate's performance:

- Poorly Prepared
- Adequately Prepared
- Strongly Prepared

Comments:

7. The program prepared the graduate to work as a partner with parents, families, and the community.

Please select the option that best reflects the graduate's
performance:
Comments:

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