

Graduate Survey Results

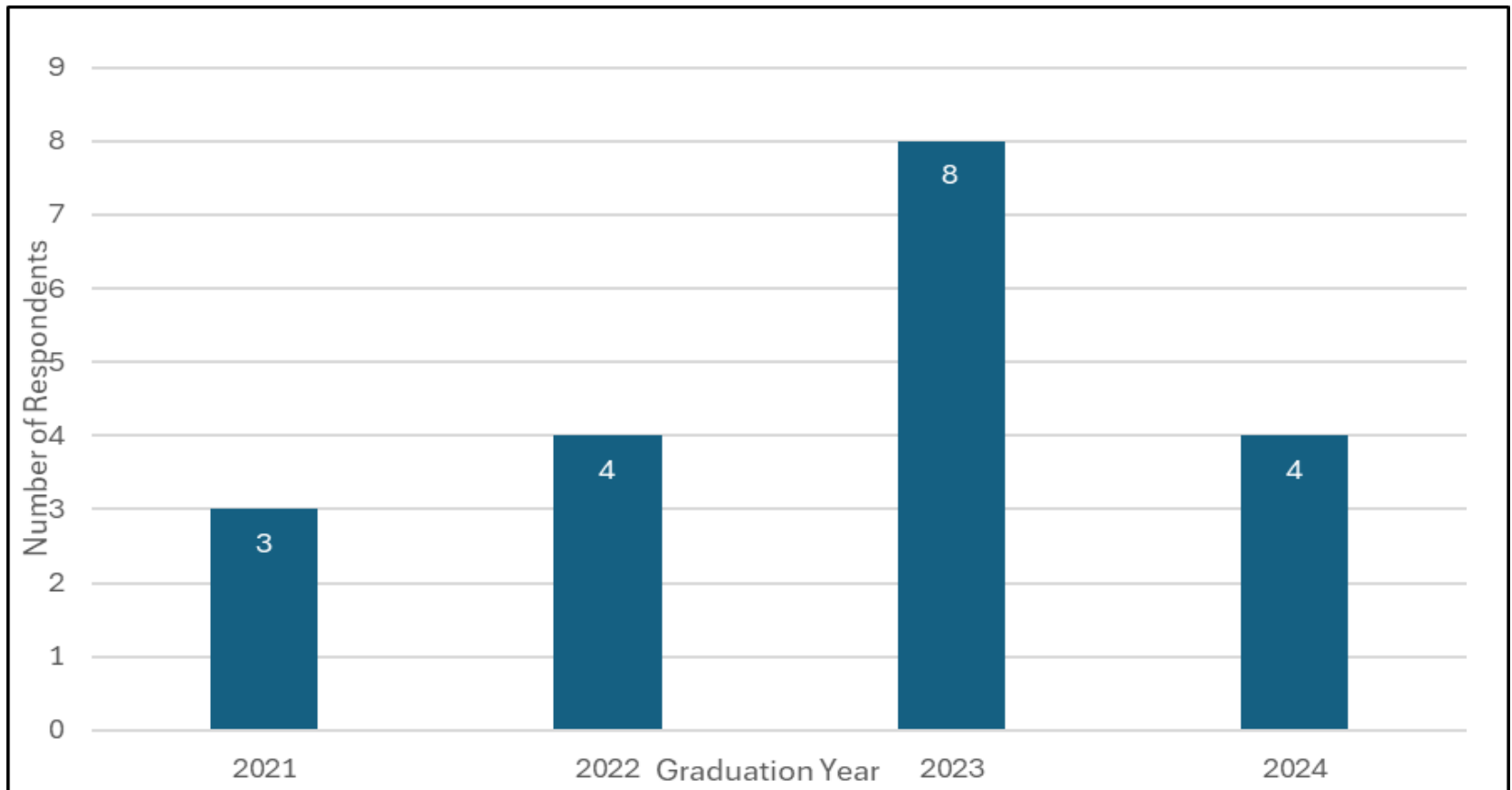
2023-2024 & 2024-2025 Combined

April 29, 2025

Scope

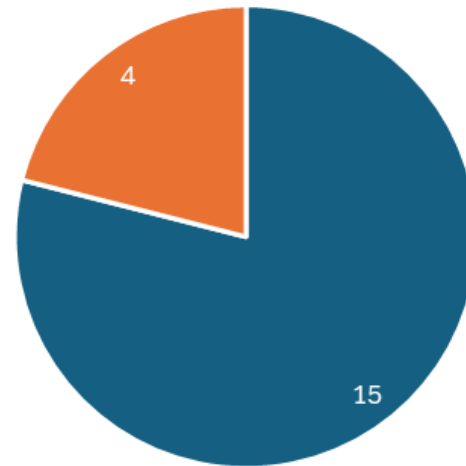
- This survey was sent out to 1-3 year graduates via Qualtrics in the spring of 2024 and 2025

What year did you graduate from Linfield?



N = 19

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



■ Yes ■ No

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 am completing my master's on-line.
- Resigned from teaching position and looking for a new teaching position
- I applied to probably 20-30 jobs over the summer and I did not get one call back or interview.
- Everywhere that I applied came back to me telling me I was the second choice and was perfect except I lacked experience. I am now instead long-term subbing by semester for teachers who go on leave. Last semester I was a long-term sub at a high school teaching geometry. Now I'm at the junior high in the same district teaching algebra in another semester long position.





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Where are you teaching?

Current Grade Level and/or Content Area(s)

Elementary School	Middle School	High School
Kinder	Math	Social Studies
2nd Grade	ELD	ELD
4th Grade	Social Studies; Homeroom	ELD
4th Grade (Two-way Immersion	Humanities; ELA	Math/AVID
K-5 Resource Room		Math
1st Grade		

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

Substitute

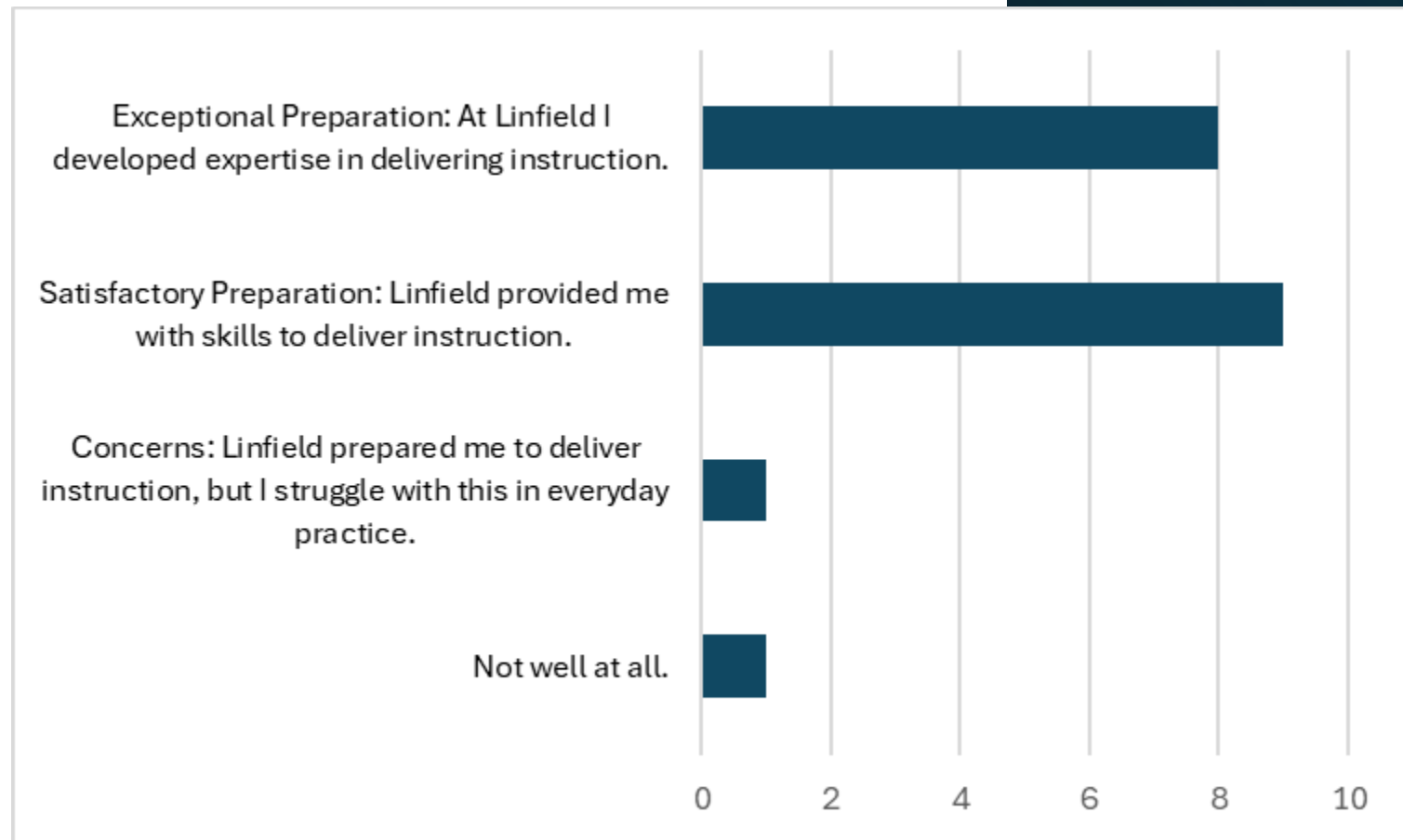
Unemployed

Substitute – all grade levels

Coach

Long-Term Substitute

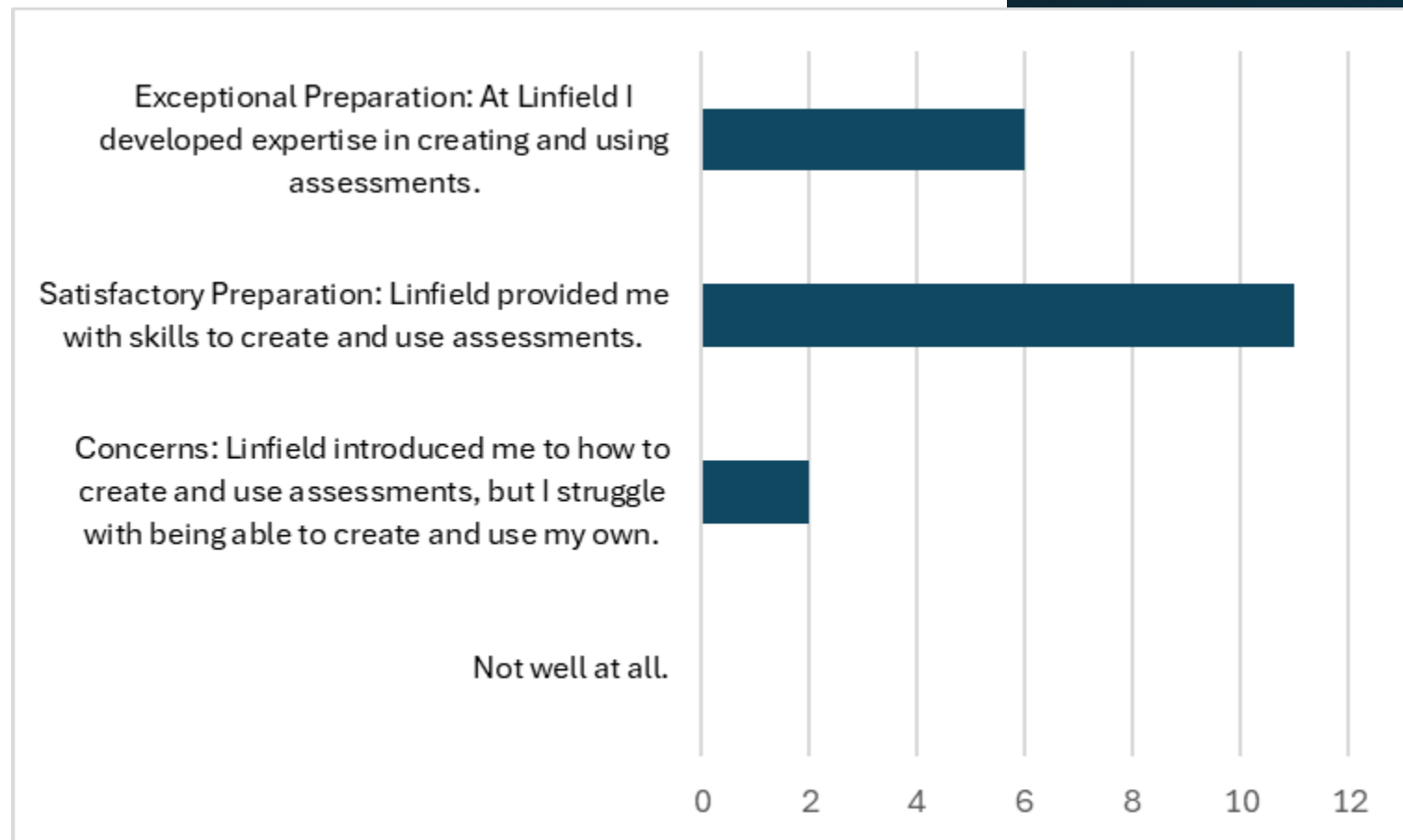
How well did the Linfield Teacher Education Program prepare you to deliver instruction?



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

Answer	%	Count
Exceptional Preparation: At Linfield I developed expertise in delivering instruction.	42.11%	8
Satisfactory Preparation: Linfield provided me with the skills to deliver Instruction.	47.37%	9
Concerns: Linfield prepared me to deliver instruction, but I struggle with this in everyday practice.	5.26%	1
Not well at all.	5.26%	1
Total	100%	19

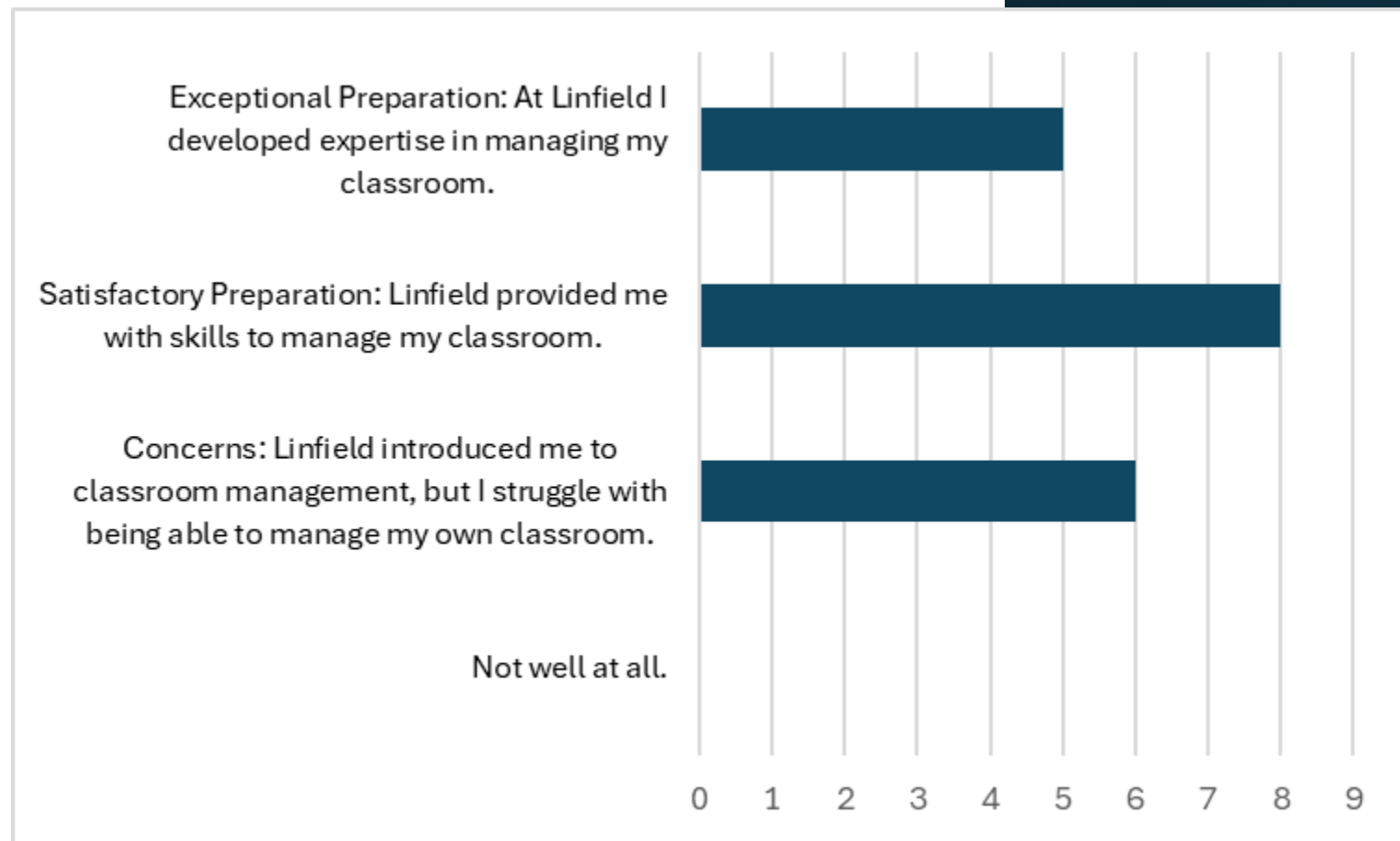
How well did the Linfield Teacher Education Program prepare you to create and use assessments?



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

Answer	%	Count
Exceptional Preparation: At Linfield I developed expertise in creating and using assessments.	31.58%	6
Satisfactory Preparation: Linfield provided me with the skills to create and use assessments.	57.89%	11
Concerns: Linfield introduced me to how to create and use assessments, but I struggle with being able to create and use my own.	10.53%	2
Not well at all.	0%	0
Total	100%	19

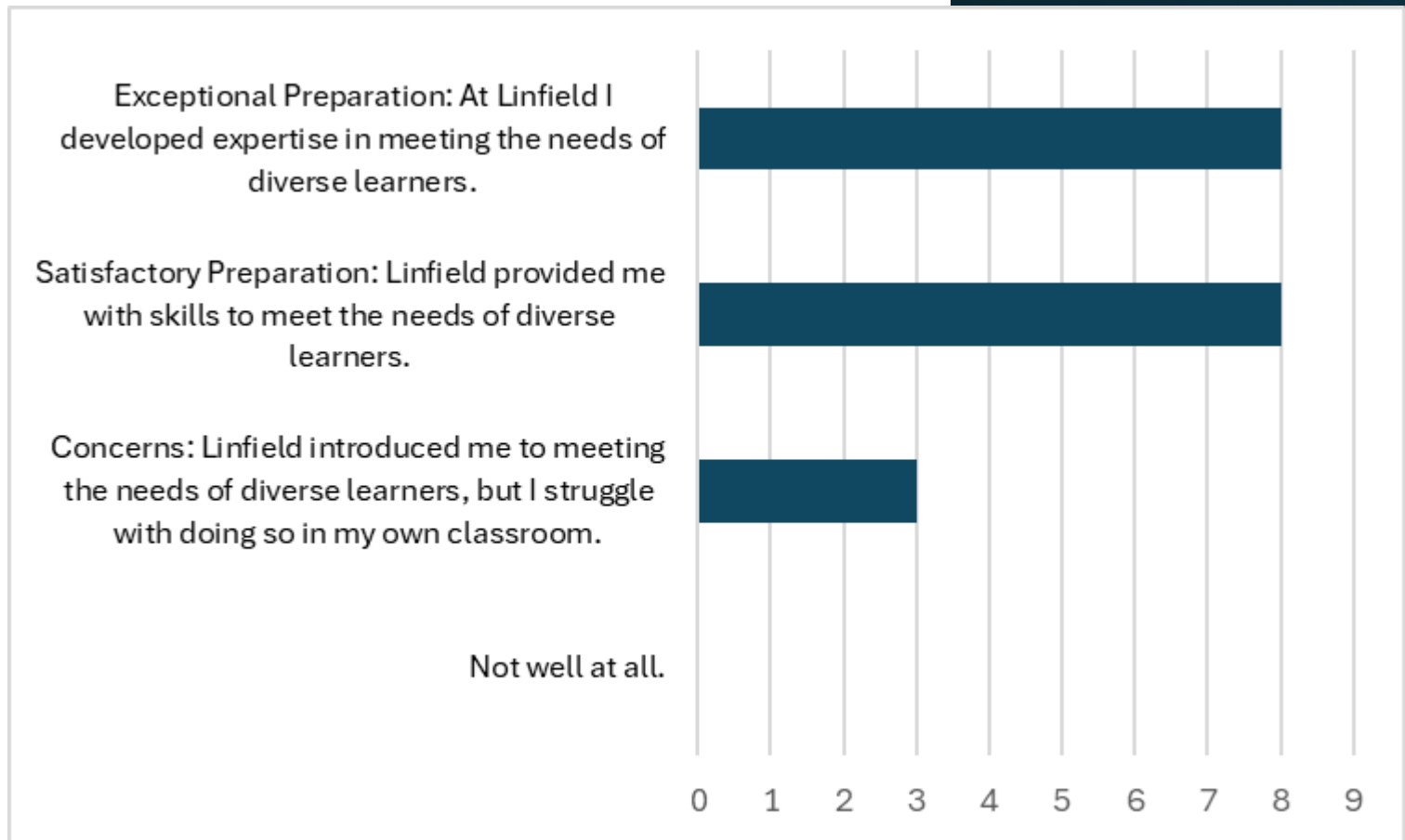
How well did the Linfield Teacher Education Program prepare you to manage your classroom?



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

Answer	%	Count
Exceptional Preparation: At Linfield I developed expertise in managing my classroom.	26.32%	5
Satisfactory Preparation: Linfield provided me with the skills to manage my classroom.	42.11%	8
Concerns: Linfield introduced me to classroom management, but I struggle with being able to manage my own classroom.	31.58%	6
Not well at all.	0%	0
Total	100%	19

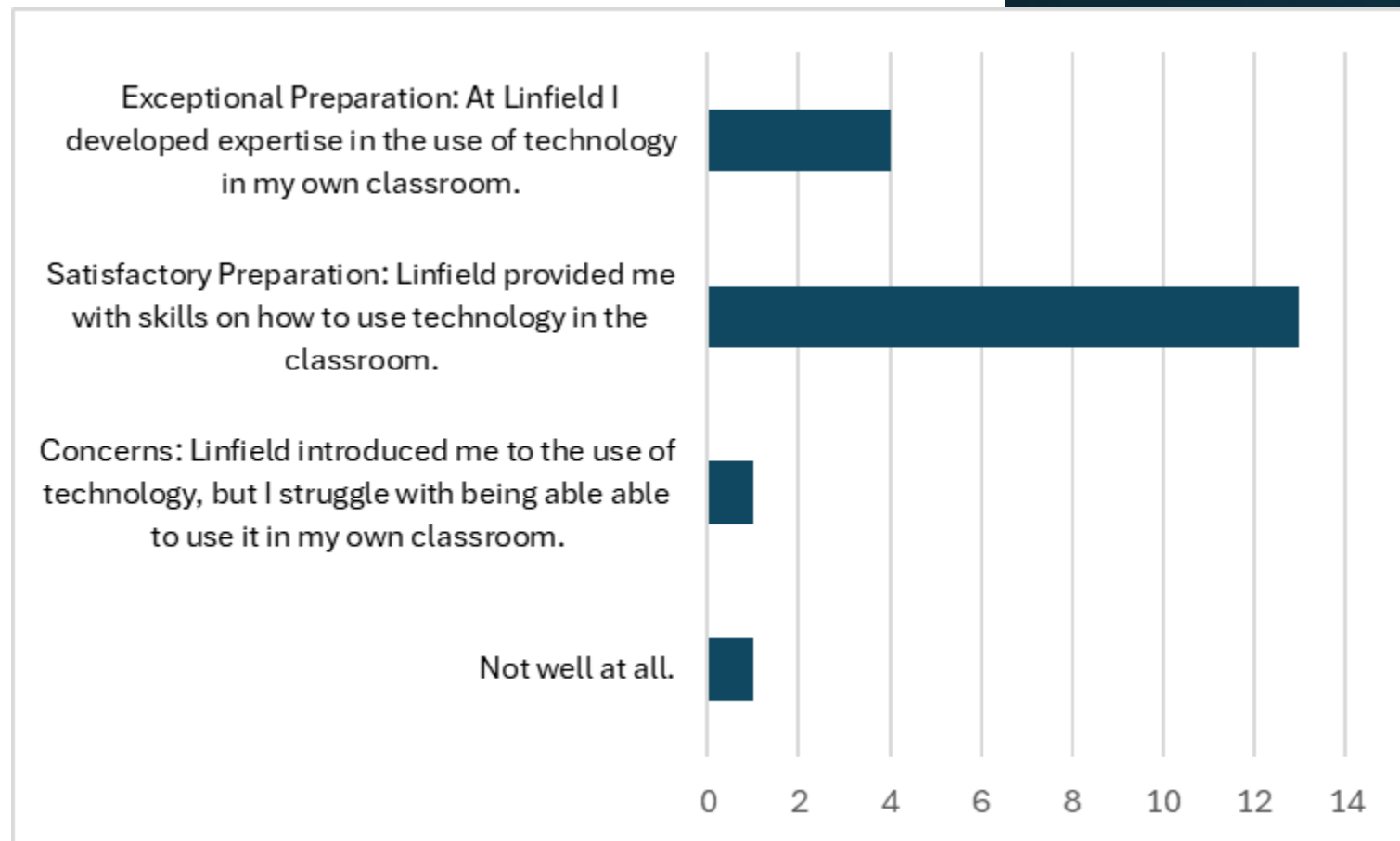
How well did the Linfield Teacher Education Program prepare you to meet the needs of diverse learners?



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

Answer	%	Count
Exceptional Preparation: At Linfield I developed expertise in meeting the needs of diverse learners.	42.11%	8
Satisfactory Preparation: Linfield provided me with the skills to meet the needs of diverse learners.	42.11%	8
Concerns: Linfield introduced me meeting the needs of diverse learners, but I struggle with doing so in my own classroom.	15.79%	3
Not well at all.	0%	0
Total	100%	19

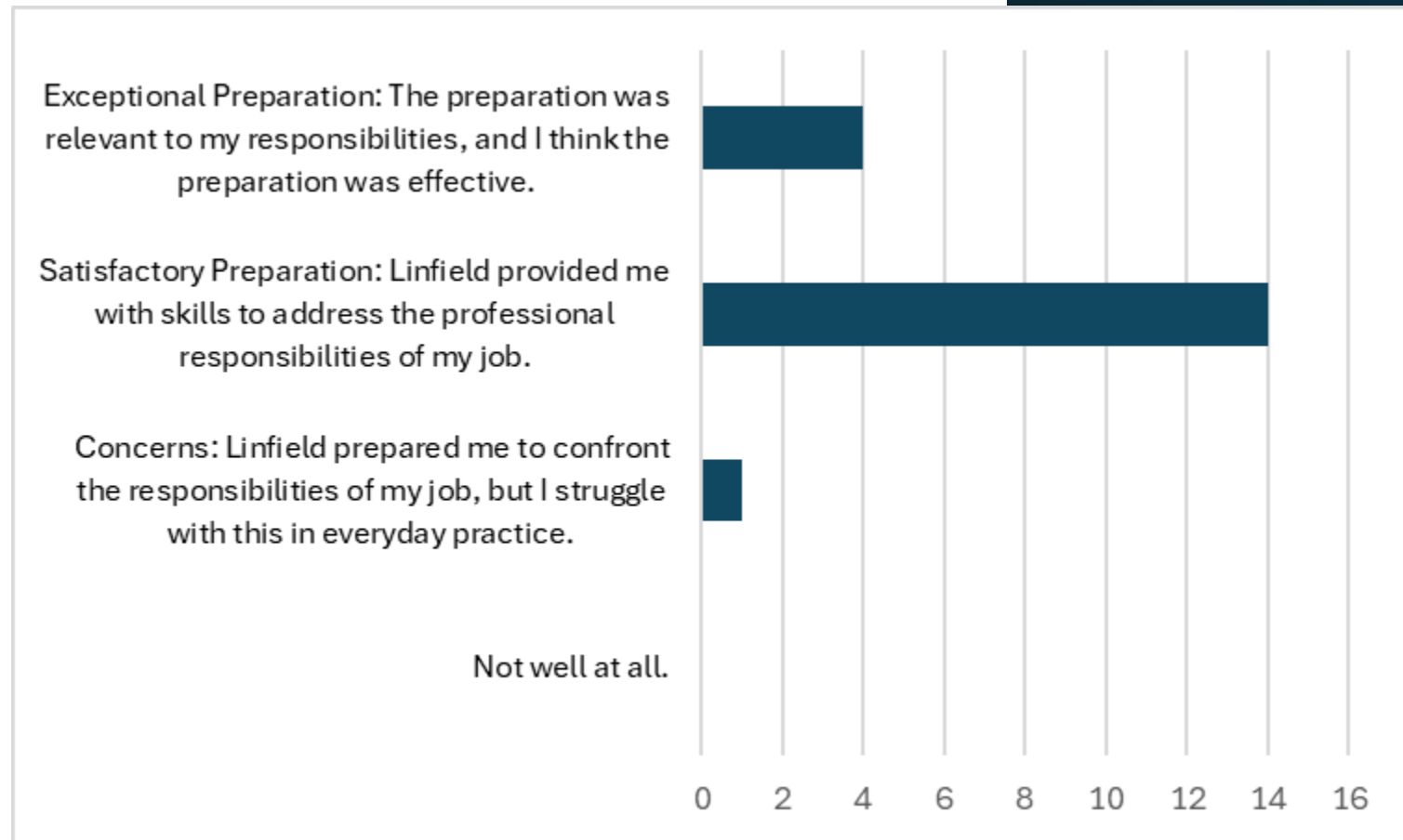
How well did the Linfield Teacher Education Program prepare you to use technology?



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

Answer	%	Count
Exceptional Preparation: At Linfield I developed expertise in the use of technology in my own classroom .	21.05%	4
Satisfactory Preparation: Linfield provided me with the skills how to use technology in the classroom.	68.42%	13
Concerns: Linfield introduced me meeting the use of technology, but I struggle with being able to use it in my own classroom.	5.26%	1
Not well at all.	5.26%	1
Total	100%	19

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



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

Answer	%	Count
Exceptional Preparation: The preparation was relevant to my responsibilities, and I think the preparation was effective .	21.05%	4
Satisfactory Preparation: Linfield provided me with the skills to address the professional responsibilities of my job.	73.68%	14
Concerns: Linfield prepared me to confront the responsibilities of my job, but I struggle with this in everyday practice.	5.26%	1
Not well at all.	0%	0
Total	100%	19

The Linfield Teacher Preparation Program's strengths are:

- In classrooms form first education class; Lots of EdTPA/TCPA prep
- It's amazing professors. Linfield has the best education professors who are always willing to help. So grateful for them, I don't know what I would do without them.
- Helping us consider everything that is needed in a lesson plan.
- In class hours. I spent way more time in a classroom before Student Teaching than anyone else I know.
- Prepare to be a better diverse teacher
- Connecting you with hands on experience early on in the program.
- Amount of time student teaching, writing lesson plans and differentiating.
- The focus on differentiation and diversity
- Getting students into classrooms!
- I think being confident in myself even if I have no clue or I am going into a difficult class for subbing.

The Linfield Teacher Preparation Program's strengths are:

- Support, hands on application, practice, feedback
- Small classroom - taught the importance of literacy - helped me collaborate with others
- Everything. Great community building opportunities for those in the Education department, structured classes, broad number of subjects discussed, friendly and committed staff in the department.
- Thorough knowledge of assessments, IEPs and students supports.
- Realistic, focus on diversity and inclusivity and positivity.
- Emphasis in classroom management and working closely with a student teacher supervisor
- Practicum; classroom experience
- Flexible, well-rounded

The Linfield Teacher Preparation Program could be improved by:

- More behavior management best practices - how to deescalate, what to do with destructive/violent behaviors
- Talking more about professional responsibilities and professional relationships
- Diving deeper into district requirements and train that teachers need to do when they do get the job. As well as more realistic behavior management due to kids having more overregulated outburst.
- Learning more about diverse learning needs.
- The ESOL endorsement could use more hands-on practice and teachings. I was not prepared for what it means to be an ELD teacher. Delivering content to ELs is much more complicated than using pictures to build association.
- Researching/lesson planning with the materials used for the districts that we are planning on working in. Going to observe the subject that we are wanting to focus on teaching/visiting schools and being more involved in the local school and seeing the different areas teachers specialize in, and seeing the different ways to teach math/science based on the Oregon standards



The Linfield Teacher Preparation Program could be improved by:

- Realistic classroom management techniques, more hands on practice in real classrooms before getting to student teaching.
- Building more units.
- I think with going through the application process. I was told that they help a lot and that most student teachers get jobs right out of graduation. Being able to practice making resumes/cover letters and applying to actual jobs would help.
- More prep for difficult classrooms, more practice of teacher responsibilities
- Need more time in classroom situations! Real life stuff!
- Including more information of IEP and 504. What to expect and what it looks like.
- Modern research (many textbooks and resources in the program were outdated); explicit instruction on building content from CC standards; IEP literacy
- More introductions with using different technologies in the classroom. More course work with what it means to create a curriculum plan for a year.



How could the
Linfield
Education
Department
have supported
you in your first
year of teaching
and how might
we support you
moving
forward?

- Teaching me how to manage a classroom, how to respond to parents and how to help students with their emotions.
- Might not be possible but creating a check in post-graduation to have some community and could possibly lead to more alum participation in panels and such.
- I would've loved to continue to be a part of the Linfield community to help-out and share my experiences as a first-year teacher to upcoming teachers.
- I wonder if there is a way to keep an email chain with those interested in any professional development opportunities that Linfield faculty become aware of?
- The department has been nothing but great. Moving forward, I would feel supported by knowing who I'd need to reach out to in the department to have transcripts and paperwork filled out and sent out for when I either sub in new districts or switch my teaching license to a different state.

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- Can keep sending any helpful resources to use in the classroom or jobs
- It would be awesome to get a check-in from a previous professor!
- Sending emails to see if teachers need any support during the school year, for field trips, leading small groups, school event nights. Donating classroom books, snacks or events to gather and talk with other teachers
- I think just being a point of reference and also send out email alerts about possible jobs or connections in all of Oregon and not just in McMinnville School District.
- Mentor programs for new teachers to talk through new teacher struggles

Any other feedback you would like to provide?

- We talked about classroom management strategies. But when you are student teaching, those are already in place. It is significantly harder to build those when you are alone. It would be nice to use strategies in action or go more in-depth on how you establish those for yourself before you begin your first teaching job. Overall, the professors were great! I just wish the ESOL endorsement had more content to it and application in a gen-ed classroom.
- None - I enjoyed my time at Linfield and in the Education Department, but I wish in the application process there was more guidance.
- Having more alums come in during classes and share their teaching experience would've definitely helped me out more.