

Do you plan to seek a teaching position for the next school year?

Answer	Response	%
Yes	127	73.84%
No	45	26.16%
Total	172	100.00%

If you are searching, please tell us where. (Check all that apply.)

Answer	Response	%
In districts near my preparation program	61	48.03%
In other Colorado district(s), but not near my preparation program	17	13.39%
In the district and/or school(s) where I student taught	57	44.88%
Other state(s)	11	8.66%
Total	146	100.00%

What type of schools are you seeking to teach in? (Check all that apply.)

Answer	Response	%
Primarily public schools	99	77.95%
Primarily private, charter, or parochial schools	9	7.09%
Click to write Choice 7	41	32.28%
Total	149	100.00%

If you are not searching for a placement opportunity upon completing your teacher preparation , please tell us why...(Check all that apply.)

Answer	Response	%
Continuing my education.	2	4.44%
Taking a short time off for personal reasons, but plan to seek a teaching placement later.	2	4.44%
I am moving and not sure what my plans will be.	3	6.67%
I am not sure if I am ready for teaching.	0	0.00%
I decided teaching is not for me.	1	2.22%
I applied to positions but I was not able to secure a full-time post.	0	0.00%
Other (Please specify)	40	88.89%
Total	48	100.00%

Are you completing an initial license in elementary education?

Answer	Response	%
Yes	49	28.49%
No	123	71.51%
Total	172	100.00%

How many years do you think you will teach during your career? (please select your best answer)

Answer	Response	%
1 to 5 years	48	27.91%
5 to 10 years	45	26.16%
more than 10	78	45.35%
Less than a year	1	0.58%
Total	172	100.00%

Do you hope to move into educational leadership position(s), at either the school or district level, later in your career?

Answer	Response	%
Yes	66	38.37%
Unsure	77	44.77%
No	29	16.86%
Total	172	100.00%

Do you plan on pursuing/ have you already earned an additional endorsement?

Answer	Response	%
Yes	61	35.47%
I do not know	68	39.53%
No	43	25.00%
Total	172	100.00%

What additional endorsement do you plan to pursue? (Check all that apply.)

Answer	Response	%
Culturally and Linguistically Diverse Education	18	29.51%
Early Childhood Special Education Specialist	2	3.28%
Instructional Technology/Specialist	2	3.28%
Instructional Technology/Teacher	4	6.56%
Reading Teacher	9	14.75%
School Library and Teacher Librarian	2	3.28%
Special Education	10	16.39%
Other (please specify)	32	52.46%
Total	79	100.00%

Please rate the extent to which the mastery of the content you teach and pedagogical practices used in the content you teach were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-great degree	Response	
How to help students understand the interconnectedness of different content areas.	26	87	54	167	
How to draw on students' real world interests and experiences to make learning relevant.	10	67	90	167	
Understanding how to identify and address common student misunderstandings about the content.	26	90	51	167	
Understanding typical ways that students progress in learning content, including common misunderstandings.	20	76	71	167	
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	8	82	77	167	
Knowledge of central concepts and big ideas in the discipline being taught.	17	80	70	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-not well	2	3	4-very well	Response
Knowledge of central concepts and big ideas in the discipline being taught.	9	35	66	57	167
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	8	39	68	52	167
Understanding typical ways that students progress in learning content, including common misunderstandings.	10	39	63	55	167
Understanding how to identify and address common student misunderstandings about the content.	13	49	58	47	167
How to draw on students' real world interests and experiences to make learning relevant.	5	32	61	69	167
How to help students understand the interconnectedness of different content areas.	11	46	71	39	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-great degree	Response	
Knowledge of central concepts and big ideas in the discipline being taught.	6	78	83	167	
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	5	78	84	167	
Understanding typical ways that students progress in learning content, including common misunderstandings.	9	73	85	167	
Understanding how to identify and address common student misunderstandings about the content.	18	83	66	167	
How to draw on students' real world interests and experiences to make learning relevant.	8	57	102	167	
How to help students understand the interconnectedness of different content areas.	16	84	67	167	

Please rate the extent to which the following practices related to *managing the classroom environment to facilitate learning for students* were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-great degree	Response	
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	45	71	51	167	
How to ensure that students know where and how to access learning materials as needed.	36	77	54	167	
Setting up routines and rules for the classroom that help all students focus on learning.	16	78	73	167	
How to use appropriate interventions when needed to manage behavior in the classroom.	24	73	70	167	
How to manage transitions between classroom activities efficiently.	35	86	46	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-not well	2	3	4-very well	Response
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	21	45	58	43	167
How to ensure that students know where and how to access learning materials as needed.	19	49	50	49	167
Setting up routines and rules for the classroom that help all students focus on learning.	12	36	59	60	167
How to use appropriate interventions when needed to manage behavior in the classroom.	12	45	59	51	167
How to manage transitions between classroom activities efficiently.	17	52	55	43	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-great degree	Response	
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	22	70	75	167	
How to ensure that students know where and how to access learning materials as needed.	22	72	73	167	
Setting up routines and rules for the classroom that help all students focus on learning.	9	63	95	167	
How to use appropriate interventions when needed to manage behavior in the classroom.	13	69	85	167	
How to manage transitions between classroom activities efficiently.	19	79	69	167	

Please rate the extent to which the following practices related to developing a safe, inclusive, respectful environment for a diverse population of students were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1	2	3	Response	
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	10	53	104	167	
How to organize and facilitate students' work in groups.	12	73	82	167	
How to maintain a classroom environment that promotes social development and group responsibility.	8	72	87	167	
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	9	55	103	167	
Working collaboratively with students' families.	30	67	70	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-not well	2	3	4-very well	Response
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	5	29	56	77	167
How to organize and facilitate students' work in groups.	8	32	58	69	167
How to maintain a classroom environment that promotes social development and group responsibility.	6	40	49	72	167
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	5	32	52	78	167
Working collaboratively with students' families.	18	46	47	56	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1	2	3	Response	
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	8	54	105	167	
How to organize and facilitate students' work in groups.	13	61	93	167	
How to maintain a classroom environment that promotes social development and group responsibility.	10	66	91	167	
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	9	60	98	167	
Working collaboratively with students' families.	26	73	68	167	

Please rate the extent to which the following practices related to designing and adapting assessments, curriculum and instruction were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?

Question	1-Not or rarely	2	3- Great degree	Response
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	8	71	88	167
Understanding different theories of learning and how these relate to effective teaching practices.	11	73	83	167
Ways to adapt instruction to best accommodate individual differences among students.	10	62	95	167
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	8	60	99	167
Ways to adapt instruction to best accommodate students with disabilities.	10	64	93	167
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	17	79	71	167
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	24	84	59	167
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	12	57	98	167
How to provide clear and constructive feedback to families about student progress and work.	33	85	49	167
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	21	79	67	167
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	11	66	90	167

3. OVERALL, how well did the program prepare you to do this in regular teaching?

Question	1- Not well	2	3	4- Very well	Response
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	6	41	64	56	167
Understanding different theories of learning and how these relate to effective teaching practices.	8	40	67	52	167
Ways to adapt instruction to best accommodate individual differences among students.	6	34	58	69	167
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	5	30	66	66	167
Ways to adapt instruction to best accommodate students with disabilities.	5	45	51	66	167
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	9	47	56	55	167
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	10	55	57	45	167
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	10	34	59	64	167
How to provide clear and constructive feedback to families about student progress and work.	23	55	46	43	167
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	9	51	55	52	167
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	8	34	66	59	167

2. To what extent was this a focus in $\{(q://QID218/ChoiceGroup/SelectedChoices)\}$ $\{(q://QID221/ChoiceGroup/SelectedChoices)\}$?

Question	1-Not or rarely	2	3- Great degree	Response
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	16	77	74	167
Understanding different theories of learning and how these relate to effective teaching practices.	18	78	71	167
Ways to adapt instruction to best accommodate individual differences among students.	9	68	90	167
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	11	68	88	167
Ways to adapt instruction to best accommodate students with disabilities.	9	72	86	167
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	19	74	74	167
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	18	74	75	167
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	9	68	90	167
How to provide clear and constructive feedback to families about student progress and work.	27	85	55	167
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	16	78	73	167
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	11	69	87	167

Please rate the extent to which the following practices related to engaging students in complex thinking and high expectations were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Setting appropriately challenging learning expectations.	16	75	76	167	
How to help students understand the importance of the work and encourage students to engage with challenging material.	19	74	74	167	
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	14	70	83	167	
How to work with students to help them assess their own ability to be successful.	26	78	63	167	
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	25	75	67	167	
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	8	75	84	167	
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	15	76	76	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-Not well	2	3	4-Very well	Response
Setting appropriately challenging learning expectations.	8	41	57	61	167
How to help students understand the importance of the work and encourage students to engage with challenging material.	7	51	59	50	167
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	8	42	61	56	167
How to work with students to help them assess their own ability to be successful.	11	51	62	43	167
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	14	48	52	53	167
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	7	40	54	66	167
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	10	41	62	54	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Setting appropriately challenging learning expectations.	7	71	89	167	
How to help students understand the importance of the work and encourage students to engage with challenging material.	8	81	78	167	
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	12	73	82	167	
How to work with students to help them assess their own ability to be successful.	15	84	68	167	
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	19	77	71	167	
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	8	78	81	167	
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	15	79	73	167	

Please rate the extent to which the following practices related to supporting academic language development were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	10	46	111	167	
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	5	43	119	167	
Providing feedback for students that includes a focus on improving their use of academic language.	12	72	83	167	
Setting specific language objectives for instruction.	5	45	117	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-Not well	2	3	4-Very well	Response
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	5	31	54	77	167
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	3	28	52	84	167
Providing feedback for students that includes a focus on improving their use of academic language.	6	44	58	59	167
Setting specific language objectives for instruction.	5	29	54	79	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	6	62	99	167	
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	7	53	107	167	
Providing feedback for students that includes a focus on improving their use of academic language.	10	72	85	167	
Setting specific language objectives for instruction.	9	56	102	167	

Please rate the extent to which the following practices related to reflection and personal growth were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	12	59	96	167	
Thoughtfully and critically reflecting on your identity as a teacher.	10	43	114	167	
Reflecting and working to improve upon your interactions and relationships with families and the community.	24	61	82	167	
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	19	64	84	167	
Ways to establish effective collaborative relationships with school administrators.	35	73	59	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-Not well	2	3	4-Very well	Response
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	4	41	47	75	167
Thoughtfully and critically reflecting on your identity as a teacher.	4	28	50	85	167
Reflecting and working to improve upon your interactions and relationships with families and the community.	12	42	48	65	167
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	10	38	51	68	167
Ways to establish effective collaborative relationships with school administrators.	25	43	49	50	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	6	68	93	167	
Thoughtfully and critically reflecting on your identity as a teacher.	5	56	106	167	
Reflecting and working to improve upon your interactions and relationships with families and the community.	17	65	85	167	
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	16	67	84	167	
Ways to establish effective collaborative relationships with school administrators.	28	75	64	167	

Please rate the extent to which the following practices related to ***technology*** were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	42	73	52	167	
Using technology to maximize student learning.	42	72	53	167	
3. OVERALL, how well did the program prepare you to do this in regular teaching?					
Question	1-Not well	2	3	4-Very well	Response
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	27	55	38	47	167
Using technology to maximize student learning.	24	60	35	48	167
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	34	69	64	167	
Using technology to maximize student learning.	31	69	67	167	

Please rate the extent to which the following practices related to supporting literacy and numeracy across the curriculum were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
Question	1-Not or rarely	2	3	Response	
Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	6	19	22	47	
How to use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.	9	17	21	47	
Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	12	18	17	47	
Ways to help students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).	14	18	15	47	
3. OVERALL, how well did the program prepare you do this in regular teaching?					
Question	1-Not well	2	3	4-Very well	Response
Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	5	10	18	14	47
How to use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.	7	11	17	12	47
Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	6	11	16	14	47
Ways to help students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).	5	17	14	11	47
2. To what extent was this a focus in Teaching Practice Learning?					
Question	1-Not or rarely	2	3-Great degree	Response	
Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	6	18	23	47	
How to use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.	6	22	19	47	
Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	6	16	25	47	
Ways to help students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).	6	21	20	47	

This next set of questions are designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Whether or not you have had classroom experience, please indicate to what extent you feel you can do each of the following actions as a teacher.

Question	Not at all	Very Little	Quite a Bit	A Great Deal
How much can you do to control disruptive behavior in the classroom?	1	10	97	59
How much can you do to motivate students who show less interest in school work?	1	27	96	43
How much can you do to get students to believe they can do well in school work?	-	8	87	72
How much can you do to help your students value learning?	-	25	90	52
To what extent can you craft good questions for your students?	-	11	76	80
How much can you do to get children to follow classroom rules?	1	14	105	47
How much can you do to calm a student who is disruptive and noisy?	-	21	96	50
How much can you establish a classroom management system with each group of students?	1	12	77	77
How much can you use a variety of assessment strategies?	2	25	69	71
To what extent can you provide an alternative explanation or example when students are confused?	-	10	74	83
How much can you assist families in helping their children do well in school?	6	29	90	42
How well can you implement alternative strategies in your classroom?	2	18	80	67

Using the following agreement/disagreement scale, respond to the following statements regarding your beliefs about elementary and secondary teaching.

Question	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
An important part of learning to be a teacher is examining one's own attitudes and beliefs about race class, gender, ability, and sexual identity.	-	4	3	15	46	99
Issues related to racism and inequity should be openly discussed in the classroom.	-	3	5	34	48	77
For the most part, covering multicultural topics is only relevant to certain subject areas, such as social studies and literature.	61	54	18	14	9	11
Good teaching incorporates diverse cultures and experiences into classroom lessons and discussions.	-	-	-	12	42	113
The most important goal in working with immigrant children and English language learners is that they assimilate in American society.	46	56	19	25	11	10
It's reasonable for teachers to have lower classroom expectations for students who don't speak English as their first language.	79	52	14	10	7	5
Part of the responsibilities of the teacher is to challenge school arrangements that maintain social inequities.	2	3	8	26	56	72
Teachers should teach students to think critically about government policies and actions.	1	2	5	21	52	86
Economically disadvantaged students have more to gain in schools because they bring less into the classroom.	70	50	13	13	12	9
Although teachers have to appreciate diversity, it's not their job to change society.	47	52	31	21	11	5
Whether students succeed in schools depends primarily how hard they work.	15	36	34	42	30	10
Realistically, the job of a teacher is to prepare students for the lives they are likely to lead.	21	29	22	34	31	30

To what extent do you agree or disagree with the following statements about your Teacher Education program and your experiences with SEHD?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
My program adequately addressed social justice issues, including issues of privilege and oppression, in education.	3	32	91	40
I see clear logic behind the courses and field experiences in my program, leading to an overall coherent learning experience.	5	13	93	56
I am satisfied with the caliber of the instructors in my classes.	2	17	66	82
Coursework and learning activities in the program have created meaningful links between theory, knowledge and practice.	6	21	69	71
Assessments of my work have been fair, relevant, and informative.	1	7	69	90
I am satisfied with the quality of professional advising I received from my faculty advisor.	4	10	53	99
I am satisfied with the quality of academic advising I received from the SEHD Academic Services Center (7th floor of Lawrence Street Center).	10	22	81	51
I am satisfied with the quality of support I received when/if I experienced issues (registration, comprehensive exam/culminating experience, graduation processes, etc.) from SEHD Academic Services.	10	18	67	70
The Student Resources on the SEHD website were helpful to me during my program.	16	37	72	37