

Teacher Education

Exit Survey

For Single Subject Respondents

<input type="checkbox"/>	Guamanian
<input type="checkbox"/>	Samoan
<input type="checkbox"/>	Other Pacific Islander
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	African American, not of Hispanic origin
<input type="checkbox"/>	White, not of Hispanic origin

Gender	
<input type="radio"/>	Male
<input type="radio"/>	Female

Age	
- Select - <input type="text"/>	Please enter your age at the time you began the teaching credential program.

Length of time to complete Credential Program	
- Select - <input type="text"/>	Select the OVERALL length of time (in months) it took to complete the teaching credential program.

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Teacher Preparation Exit Survey

> YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED

At which campus of the California State University did you (or are you about to) complete a professional teacher preparation program to earn a teaching credential? (You may have earned your Bachelor's Degree at a different institution. Below, please indicate where you earned your credential.)

- Select Campus Name -

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> YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED

Please select the Program you completed:

- Select -

At the campus that you selected which teaching credential(s) are you earning?

<input type="checkbox"/>	Multiple Subject Teaching Credential
<input type="checkbox"/>	Single Subject Teaching Credential
<input type="checkbox"/>	Education Specialist Credential for Teaching in Special Education

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> YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED

At the campus that you selected which teaching credential(s) are you also earning? (Please select all that apply to you.)						
	...with NO Emphasis	...with a CLAD Emphasis	... with a BCLAD Emphasis	English Language Authorization	...with Another Emphasis	N/A
Single Subject Teaching Credential in English..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in a Language Other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Physical Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential: Science (Biological Sciences).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential: Science (Physics).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

All questions on this page presented to Single Subject Candidates only

Single Subject Teaching Credential: Science (Chemistry).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential: Science (Geosciences).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential: Health Science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Social Science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Agriculture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Home Economics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Single Subject Teaching Credential in Industrial and Technology Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

These questions presented to Single Subject Candidates only

For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.)

<input type="radio"/>	I met the subject-matter requirement for my most important credential by passing an examination of my subject-matter knowledge such as the MSAT Examination, the CSET Examination, or the SSAT-Praxis Exams.
<input type="radio"/>	I met the subject-matter requirement for my most important credential by completing a program of subject-matter preparation primarily or entirely at the campus where I have earned my credential.
<input type="radio"/>	I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was <input type="text" value="- Select -"/> - <input type="button" value="Select"/>
<input type="radio"/>	I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at a college or university outside this university's system.
<input type="radio"/>	I met the subject-matter requirement for my credential when the campus where I have earned my credential gave me credit for academic coursework that I previously completed at a different institution.

Which one of the following statements best describes what you did during your teaching credential program? (Please select one option below. If 2-3 statements were true, select the one that lasted the longest.)

<input type="radio"/>	I earned a salary as a teacher in a K-12 school while I had an Emergency Teaching Permit.
<input type="radio"/>	I earned a salary as a teacher in a K-12 school while I had an Internship Teaching Credential.
<input type="radio"/>	



I did **not** earn a salary as a public school teacher during my professional coursework. I **did** complete one or more student teaching assignments with cooperating/supervising teachers in K-12 schools.

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> **YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED**

Prior to earning your credential, what subject matter work did you do? (Please check all that apply to you.)	
<input type="checkbox"/>	I completed most of the courses for my first year of college at a two-year community college.
<input type="checkbox"/>	I completed most of the courses for my second year of college at a two-year community college.
<input type="checkbox"/>	I attended more than one four-year institution while I earned my Bachelor's Degree.
<input type="checkbox"/>	I attended more than one California State University campus while earning my Bachelor's Degree.
<input type="checkbox"/>	I earned a Bachelor's Degree at the campus where I have earned my credential.
<input type="checkbox"/>	I earned a Bachelor's Degree at a different campus than the one from which I have earned my credential.
<input type="checkbox"/>	I earned a Bachelor's Degree outside this university's system.

Prior to the 2003-04 year, what was your employment experience? (Please check all that apply to you.)	
<input type="checkbox"/>	I worked for _____ years as a classroom teacher in K-12 private school(s).
<input type="checkbox"/>	I worked for _____ years as an emergency teacher in K-12 public school(s).
<input type="checkbox"/>	I worked for _____ years as an intern teacher in K-12 public school(s).

<input type="checkbox"/>	I worked for _____ years as a teacher-assistant or a substitute teacher in school(s) or pre-school (s).
<input type="checkbox"/>	I worked for _____ years as a fully certified classroom teacher in K-12 public school(s).
<input type="checkbox"/>	Outside of education, I worked in <u>professional positions in which I utilized my college education</u> . Please describe the type of work:
<input type="checkbox"/>	Outside of education, I worked for one or more years in jobs not related to my college education. Please describe the type of work:
<input type="checkbox"/>	No employment experience.

Which of the following describes your current employment status?	
<input type="radio"/>	I am currently employed at a school and expect to teach at that school in the coming year.
<input type="radio"/>	I am currently employed at a school, and will seek new employment in another school in the coming year.
<input type="radio"/>	I am currently employed at a school, and will not seek employment as a teacher in the coming year.
<input type="radio"/>	I am not currently employed at a school, and will be seeking employment as a teacher in the coming year.
<input type="radio"/>	I am not currently employed at a school, and will not seek employment as a teacher in the coming year.

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Your current school and grade level

Please respond to the following items about your employment preferences (Select one in each row)

How Important a Consideration?	Very	Somewhat	A little	Not At All	Does not Apply
A school that is close to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school in which I have previously taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school that is ethnically diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school where most students are from high socio-economic families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school where most students are from low socio-economic families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school where many students are English Language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A school where few students are English Language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A low performing school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

A high performing school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A public school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A private school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A district that offers an attractive salary and benefits package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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> **YOUR TEACHING POSITION AND YOUR STUDENTS THIS YEAR**

Please identify the schools (up to 3) in which you did your student teaching (starting with the most recent).	
County Name:	- Select - 
District Name:	- Select - 
School Name:	- Select - 
County Name:	- Select - 
District Name:	- Select - 
School Name:	- Select - 
County Name:	- Select - 
District Name:	- Select - 
School Name:	- Select - 

What student teaching assignments (s) did you have in your teaching credential program? (Please select all that apply.)

<input type="checkbox"/>	I was not required to student teach (Explain): _____
<input type="checkbox"/>	Self-Contained Classroom Teacher: I taught one classroom of students. I taught all or most of their subjects.
<input type="checkbox"/>	Core-Classroom Teacher: I taught 2 or 3 classes of students. I teach 2 core subjects in each class.
<input type="checkbox"/>	Department-Based Teacher: I taught 3 to 7 classes of students. I taught one subject in each class.
<input type="checkbox"/>	Special Education Teacher: The majority of my students are identified as Special Education students
<input type="checkbox"/>	Other teaching position (Describe):

What grade level(s) have you taught during your teaching credential program? (Please select all that apply.)

Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During your teaching credential program, approximately what percent of the students in your K-12 class(es) were limited English proficient (LEP) students or English language learners (ELL)? (Estimate the percentage OR check Don't Know.)

None of my students were LEP / ELL Students **OR** Don't Know

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THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

Your university's campus designed your initial teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue. In your credential program, the university wanted you to learn basic teaching skills and educational ideas at an initial level. Your campus expects that you will have a mentor in your school to assist you in learning how to use your teaching skills in class with your students. The University expects that you will also have chances to develop your teaching skills and ideas with your mentor's help. Important aspects of a teacher's job are listed below. At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

As a new teacher, I am ...	well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Can Not Answer
...to prepare lesson plans and make prior arrangements for students' class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to organize and manage a class or a group of students for instructional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to organize and manage student behavior and discipline satisfactorily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to use an effective mix of teaching strategies and instructional activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to meet the instructional needs of students who are English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

...to meet the instructional needs of students from diverse cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to meet the instructional needs of students with special learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to understand how personal, family and community conditions often affect learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to learn about my students' interests and motivations, and how to teach accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to get students involved in engaging activities and to sustain on-task behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to use computer-based technology to help students learn subjects of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to use computer-based technology for instruction, research, and record keeping..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to monitor student progress by using formal and informal assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to assess pupil progress by analyzing a variety of evidence including exam scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to adjust my teaching strategies so all pupils have chances to understand and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to adhere to principles of educational equity in the teaching of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to use class time efficiently by relying on daily routines and planned transitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to know about resources in the school & community for at-risk students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to communicate effectively with the parents or guardians of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to work collaboratively on school issues with other teachers in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to think about problems that occur in teaching and to try-out various solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to understand my professional, legal, and ethical obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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> **THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING**

At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

As a new teacher, I am ...	well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Can Not Answer
...to know and understand the subject(s) in which I earned my teaching credential(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to teach my primary subject according to State Academic Standards in my grade(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to contribute to students' reading skills including comprehension in my subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to use textbooks and other materials that are aligned with State Standards in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to recognize adolescence as a period of intense pressure for students to be like peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to anticipate and address issues of drug, alcohol and tobacco use by my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to anticipate and address possession of weapons and threats of violence at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to anticipate and address the needs of students					

All questions on this page presented to Single Subject Candidates only

who are at risk of dropping out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to understand adolescent development, human learning and the purposes of schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to assist individual students in areas of their instructional needs in my subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to establish academic expectations that are intellectually challenging for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to provide opportunities for students to develop advanced problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to communicate my course goals and requirements to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to develop fair criteria for course grades and to explain these to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to help students realize the connections between my subject and life beyond school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to help students realize the impact of academic choices on life- and career-options.	<input type="radio"/> >	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to encourage/enable students to assume increasing responsibility for their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
...to encourage/enable students to learn behaviors that contribute to future success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

Based on your experience as a K-12 pre-service teacher, how valuable or helpful was instruction in your Teaching Credential Program? A subject listed below may have been the focus of one class or instruction in the subject may have been in 2 or more classes. Select "Can Not Answer" if no course was offered on this topic.

Instruction in your Teaching Credential Program	Very	Somewhat	A Little	Not At All	Can Not Answer
Instruction in how children and adolescents grow and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in the implications of human learning and motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in school purposes, organization, issues and history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in methods of classroom teaching and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in the teaching of English language learners (ELL).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in cultural diversity and multicultural education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in teaching students with special learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Instruction in using computer technology for					

classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these Other Elements of your Teaching Credential Program?					
Other Elements of your Teaching Credential Program	Very	Somewhat	A Little	Not At All	Does Not Apply
My supervised teaching experiences in K-12 schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
My field work (e.g., school visits, observations, school-based course assignments, etc.) and observations prior to supervised teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Discussions sponsored by the university during student teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Guidance and assistance from field supervisor(s) from the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Guidance and assistance from supervising teacher(s) in K-12 schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Information and support provided in initial program orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Information, support, and solutions provided by the credentials office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Information, support and advice provided by faculty advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Information provided in written materials (e.g., handbook, catalogues, website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these University Courses in the Subjects that You Taught This Year? Select "Does Not Apply" if no course was offered on this topic.					
University Courses in the Subjects that You Taught This Year	Very	Somewhat	A Little	Not At All	Does Not Apply

[Specific Courses listed here (based on respondent's selections earlier on survey)]

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THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

While you were in the Teaching Credential Program, how true was each of the following statements?					
	True	Mostly True	Somewhat True	Not True	Can Not Answer
The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I felt welcomed by the staff in the school(s) in which I was placed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my university teacher education instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
My university supervisor (s) regularly observed my teaching, met with me and offered constructive feedback about my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
During the teaching credential program I developed valuable relationships and felt a sense of community with my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
My peers in the teaching credential program were ethnically and racially diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program.

<input type="radio"/>	I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year.
<input type="radio"/>	I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.
<input type="radio"/>	The university program included relatively little substance. Most of the material has been of little value in my teaching.
<input type="radio"/>	The university professional preparation program offered nothing of value. It was almost entirely a waste of my time.

In the space below, please provide the titles of the courses in your credential program that were most valuable in your preparation for teaching. Briefly tell what made these courses valuable for you in your preparation.

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Which element (e.g., student teaching, peer relationships, fieldwork, coursework) of your teaching credential program was most valuable for you in your teacher preparation? Briefly tell what made this element of the program valuable for you.

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Which element of your teaching credential program (e.g., coursework, student teaching, peer relationships, fieldwork) was least valuable for you in your teacher preparation? Briefly explain why this element of the program was not valuable for you.

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Based on your recent experience as a credential candidate, what specific change(s) should be made in your teacher preparation program?

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Teacher Preparation
Exit Survey

Questions or
Comments?



Teacher Preparation Exit Survey



Survey Completed - Thank You

Once again, thank you very much for your response.

Some campuses may require that you provide verification that you have completed this survey. If so, please print a copy of this page and present it to your credentials office.

You have been logged out.



VERIFICATION OF SURVEY COMPLETION

The following individual has completed the online teacher education exit survey:

Name:

Campus:

Date:

Reference Number: