


# **Teacher Education**


## **Exit Survey**


### **For Education Specialist Respondents**

**Teacher Preparation Exit Survey**

Questions or Comments?



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Teacher Preparation Exit Survey

PERSONAL DEMOGRAPHIC INFORMATION

| Ethnic / Racial Designation (Check all that apply) |                                  |
|--|----------------------------------|
| <input type="checkbox"/>                           | American Indian or Alaska Native |
| <b>Asian</b>                                       |                                  |
| <input type="checkbox"/>                           | Chinese                          |
| <input type="checkbox"/>                           | Japanese                         |
| <input type="checkbox"/>                           | Korean                           |
| <input type="checkbox"/>                           | Vietnamese                       |
| <input type="checkbox"/>                           | Asian Indian                     |
| <input type="checkbox"/>                           | Laotian                          |
| <input type="checkbox"/>                           | Cambodian                        |
| <input type="checkbox"/>                           | Other Asian                      |
| <b>Pacific Islander</b>                            |                                  |
| <input type="checkbox"/>                           | Hawaiian                         |
|  |                                  |

|                          |  |
|--------------------------|--|
| <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            |

|                       |        |
|-----------------------|--------|
| <b>Gender</b>         |        |
| <input type="radio"/> | Male   |
| <input type="radio"/> | Female |

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

|  |  |
|--|--|
| <b>Length of time to complete Credential Program</b> |  |
| - 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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Teacher Preparation Exit Survey

> 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?<br><i>(Please select all that apply to you.)</i> |                       |                         |                           |                                |                          |                                  |
|---|-----------------------|-------------------------|---------------------------|--------------------------------|--------------------------|----------------------------------|
|   | ...with NO Emphasis   | ...with a CLAD Emphasis | ... with a BCLAD Emphasis | English Language Authorization | ...with Another Emphasis | N/A                              |
| Education Specialist Credential for Teaching Mild/Moderate Disabilities.  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential for Teaching Moderate/Severe Disabilities.  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential for Teaching Deaf and Hard of Hearing.  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential for Teaching Physical & Health Impairments.   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential for Teaching Visual Impairments.  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential for Teaching Early Childhood Special Education.   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     | <input type="radio"/>          | <input type="radio"/>    | <input checked="" type="radio"/> |
| Education Specialist Credential in Another Specialty Area.  | <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 Education Specialist 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="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 <b>not</b> earn a salary as a public school teacher during my professional coursework. I <b>did</b> complete one or more student teaching assignments with cooperating/supervising teachers in K-12 schools. |

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## Teacher Preparation Exit Survey

> **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 <b>not</b> currently employed at a school, and will be seeking employment as a teacher in the coming year. |
| <input type="radio"/>  | I am <b>not</b> currently employed at a school, and will not seek employment as a teacher in the coming year.   |

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## Teacher Preparation Exit Survey

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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:<br>I taught one classroom of students. I taught all or most of their subjects. |
| <input type="checkbox"/> | Core-Classroom Teacher:<br>I taught 2 or 3 classes of students. I teach 2 core subjects in each class.           |
| <input type="checkbox"/> | Department-Based Teacher:<br>I taught 3 to 7 classes of students. I taught one subject in each class.            |
| <input type="checkbox"/> | Special Education Teacher:<br>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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## Teacher Preparation Exit Survey

>
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.

| <b>As a new teacher, I am ...</b>   | 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 subjects of the curriculum at my grade level(s).          | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to teach reading-language arts according to California Content Standards in reading. | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to understand child 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 teach mathematics according to California Content Standards in math.              | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to teach science according to California State Content Standards in science.         | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to teach history and social studies according to California Content Standards.       | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to teach visual and performing arts according to California Content Standards.       | <input type="radio"/>  | <input type="radio"/>        | <input type="radio"/>      | <input type="radio"/>        | <input checked="" type="radio"/> |
| ...to teach physical education according to the   |                        |                              |                            |                              |                                  |

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|  |                       |                       |                       |                       |                                  |
|--|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| California P. E. Curriculum Framework.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to teach health according to the California Health Curriculum Framework.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to design hands-on classroom activities that suit the attention spans of my students.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to enable my young students to interact with their peers in healthy, productive ways.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to promote the academic skills of pupils at different levels of prior proficiency.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to extend students' concrete thoughts by familiarizing them with more abstract ideas.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to assist students in managing their time and in keeping track of school assignments.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to build on peer friendships, develop group skills, and encourage leadership roles.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to encourage students to take risks in discovery activities and divergent thinking.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to assist students in making sound ethical judgments.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to assist students in decision-making, problem-solving, and critical thinking.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to create an environment that supports language use, analysis, practice and fun.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to use language so pupils at different levels understand oral and written English.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to teach the skills of English writing and to provide appropriate feedback to students.         | <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 reading and mathematics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to know and understand federal and state laws that govern special education.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to develop and implement IEPs with parents, teachers and administrators.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to plan instructional activities in inte-grated settings for pupils with disabilities.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to develop student assessments that indicate progress toward IEP objectives.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to collaborate with para-educators in meeting   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

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|   |                       |                       |                       |                       |                                  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| students' instructional needs.  |                       |                       |                       |                       |                                  |
| ...to consult with regular-ed. teachers about teaching special education students.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to conduct educational assessments as defined in students' assessment plans.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to use disability-specific teaching strategies and activities, when appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to teach disability-specific curriculum when applicable to my specialty area.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| ...to develop and implement transition plans for special education students.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

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Teacher Preparation Exit Survey

> **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"/> |
| Instruction in the teaching of reading-language arts in grades K-8.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of mathematics in grades K-8.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of science in grades K-8.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of history-social studies in grades K-8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of K-8 art, music, drama and/or dance.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of physical education in grades K-8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Instruction in the teaching of health in grades K-8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these Other Elements of your Teaching Credential Program?</b> |                       |                       |                       |                       |                                  |
| <b>Other Elements of your Teaching Credential Program</b>   | <b>Very</b>           | <b>Somewhat</b>       | <b>A Little</b>       | <b>Not At All</b>     | <b>Does Not Apply</b>            |
| 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"/> |
| <b>Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these</b>   |                       |                       |                       |                       |                                  |

Presented to Multiple Subject and Education Specialist Candidates only

**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                   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| University courses about the content I taught in reading-language arts.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about the content that I taught in mathematics.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about the content that I taught in science.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about the content I taught in history-social science.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about my content in art, music, drama and/or dance.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about the content that I taught in physical education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| University courses about the content that I taught in health.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

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**Teacher Preparation Exit Survey**

Questions or Comments?

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Teacher Preparation Exit Survey

> **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.**

|  |
|--|
|  |
|--|

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.

|  |
|--|
|  |
|--|

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.

|  |
|--|
|  |
|--|

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

|  |
|--|
|  |
|--|



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:**