# **Teacher Education**

**Exit Survey** 

For **Education Specialist** Respondents

Personal Demographics Page 1 of 2



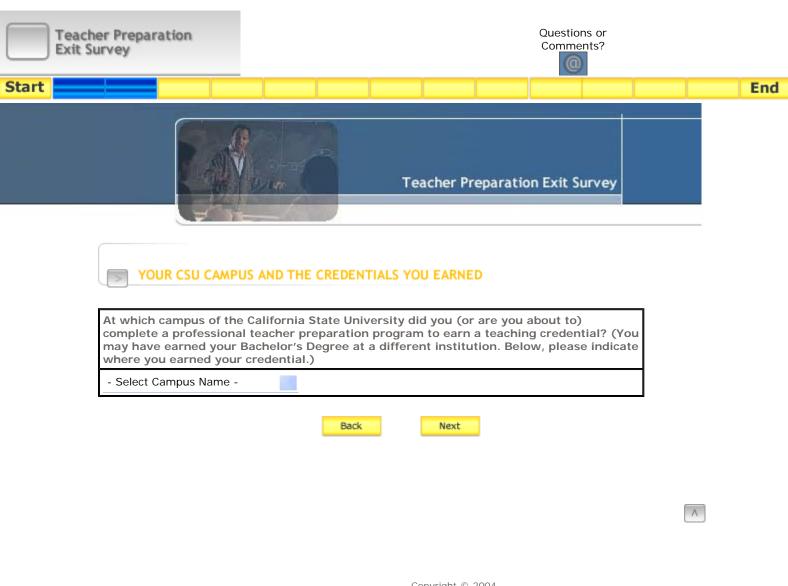
Ethnic / F	Racial Designation (Check all that apply)
	American Indian or Alaska Native
Asian	
	Chinese
	Japanese
	Korean
	Vietnamese
	Asian Indian
	Laotian
	Cambodian
	Other Asian
Pacific Is	- lander
	Hawaiian
	Dere 2

Page 2 Exit Survey 2005-06 (Ed Specialist) Personal Demographics Page 2 of 2

	Guamanian
	Samoan
	Other Pacific Islander
	Filipino
	Hispanic or Latino
	African American, not of Hispanic origin
	White, not of Hispanic origin
Gender	
	Male
	Female
Age	
- Select -	Please enter your age at the time you began the teaching credential program.
Length of	time to complete Credential Program
- Select -	Select the OVERALL length of time (in months) it took to complete the teaching credential program.
	Back Next

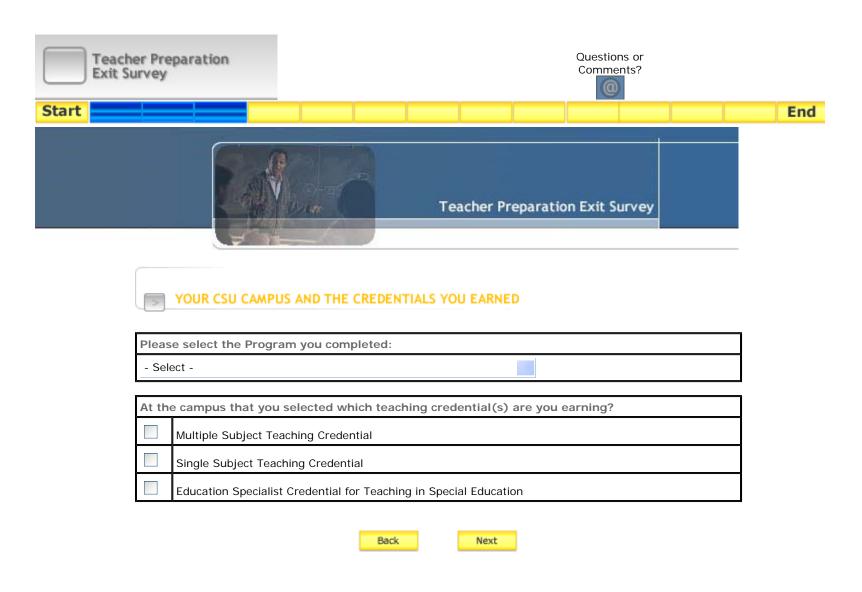
Λ

Campus and Credential Page 1 of 1



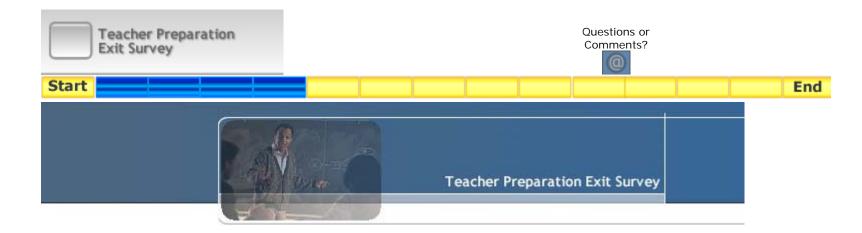
Page 4
Exit Survey 2005-06 (Ed Specialist)

Campus and Credential Page 1 of 1



Λ

Campus and Credential Page 1 of 2



# >

### 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 Authoriztion	with Another Emphasis	N/A		
Education Specialist Credential for Teaching Mild/Moderate Disabilities.			0	0		•		
Education Specialist Credential for Teaching Moderate/Severe Disabilities.	0	0	0	0		•		
Education Specialist Credential for Teaching Deaf and Hard of Hearing.			0	0				
Education Specialist Credential for Teaching Physical & Health Impairments.	0	0	0	0		•		
Education Specialist Credential for Teaching Visual Impairments.	0	0	0	0	0	•		
Education Specialist Credential for Teaching Early Childhood Special Education.	0	0	0	0		•		
Education Specialist Credential in Another Specialty Area.		0	0	0	0	•		

All questions on this page presented to Education Specialist Candidates only

Campus and Credential Page 2 of 2

	ne teaching credential most important for you to earn, how did you meet the subject- quirement? (Please select the option below.)
0	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.
0	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.
0	I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was - Select -
0	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.
0	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 on	e 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.)

I earned a salary as a teacher in a K-12 school while I had an Internship Teaching Credential.

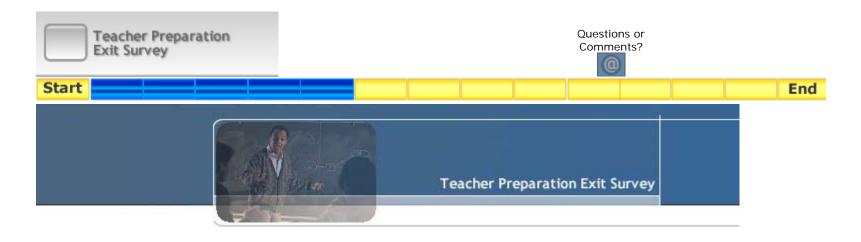
I did not earn a salary as a public school teacher during my professional coursework. I did complete one or more student teaching assignments with cooperating/supervising teachers in K-12

Back Next

schools.

Λ

Campus and Credential Page 1 of 2



# >

### YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED

Prior to e	earning your credential, what subject matter work did you do? (Please check all that apply
	I completed most of the courses for my first year of college at a two-year community college.
	I completed most of the courses for my second year of college at a two-year community college.
	I attended more than one four-year institution while I earned my Bachelor's Degree.
	I attended more than one California State University campus while earning my Bachelor's Degree.
	I earned a Bachelor's Degree at the campus where I have earned my credential.
	I earned a Bachelor's Degree at a different campus than the one from which I have earned my credential.
	I earned a Bachelor's Degree outside this university's system.
Prior to t	the 2003-04 year, what was your employment experience? (Please check all that apply to
	I worked for years as a classroom teacher in K-12 private school(s).
	I worked for years as an emergency teacher in K-12 public school(s).
	I worked for vears as an intern teacher in K-12 public school(s).

Campus and Credential Page 2 of 2

	I worked for years as a teacher-assistant or a substitute teacher in school(s) or pre-school (s).						
	I worked for years as a fully certified classroom teacher in K-12 public school(s).						
	Outside of education, I worked in <u>professional positions in which I utilized</u> my college education. Please describe the type of work:						
	Outside of education, I worked for one or more years in jobs not related to my college education.						
	No employment experience.						
Which of	the following describes your current employment status?						
	I am currently employed at a school and expect to teach at that school in the coming year.						
$\circ$	I am currently employed at a school, and will seek new employment in another school in the coming year.						
$\bigcirc$	I am currently employed at a school, and will not seek employment as a teacher in the coming year.						
	I am <b>not</b> currently employed at a school, and will be seeking employment as a teacher in the coming year.						
$\bigcirc$	I am <b>not</b> currently employed at a school, and will not seek employment as a teacher in the coming year.						
	Back Next						

Campus and Credential Page 1 of 2



Your current school and grade level

How Important a Consideration?	Very	Somewhat	A little	Not At All	Does not Apply
A school that is close to my home				$\bigcirc$	
A school in which I have previously taught		0			•
A school that is ethnically diverse		0			•
A school where most students are from high socio- economic families		0	0	0	•
A school where most students are from low socio- economic families	0	0	0	0	•
A school where many students are English Language learners	0	0	0	0	•
A school where few students are English Language learners	0	0	0	0	•
A low performing school	0			0	•

Page 10
Exit Survey 2005-06 (Ed Specialist)

Campus and Credential Page 2 of 2

A high performing school					
A public school					•
A private school		0			•
A district that offers an attractive salary and benefits package	0	0	0	0	•

Back

Next

Λ

Question Status Page 1 of 2



#### 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 -					

Page 12
Exit Survey 2005-06 (Ed Specialist)

Question Status

Page 2 of 2

	dent teaching assignments (s) did you have in your teaching credential program? (Please that apply.)						
	I was not required to student teach (Explain):						
	Self-Contained Classroom Teacher: I taught one classroom of students. I taught all or most of their subjects.						
	Core-Classroom Teacher: I taught 2 or 3 classes of students. I teach 2 core subjects in each class.						
	Department-Based Teacher: I taught 3 to 7 classes of students. I taught one subject in each class.						
	Special Education Teacher: The majority of my students are identified as Special Education students						
	Other teaching position (Describe):						
What grathat apply	de level(s) have you taught during your teaching credential program? (Please select all y.)  K 1 2 3 4 5 6 7 8 9 10 11 12 Adult						
class(es)	our teaching credential program, approximately what percent of the students in your K-12 were limited English proficient (LEP) students or English language learners (ELL)? the percentage OR check Don't Know.)						
None	of my students were LEP / ELL Students OR Don't Know						
	Back Next						

**Question Status** Page 1 of 3



#### 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.

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.		0	0		•		
to organize and manage a class or agroup of students for instructional activities		0	0	0	•		
to organize and manage student behavior and discipline satisfactorily.			0		•		
to use an effective mix of teaching strategies and instructional activities.		0	0	0	•		
to meet the instructional needs of students who are English language learners.		0	0	0	•		
		44					

Page 14 Exit Survey 2005-06 (Ed Specialist)

to meet the instructional needs of students from diverse cultural backgrounds.	$\circ$	$\circ$	$\circ$	$\circ$	•
to meet the instructional needs of students with special learning needs.	0	0	0	0	•
to understand how personal, family and community conditions often affect learning.	0	0	0		•
to learn about my students' interests and motivations, and how to teach accordingly.	0	0	0	0	•
to get students involved in engaging activities and to sustain on-task behavior.	0	0	0	0	•
to use computer-based technology to help students learn subjects of the curriculum.	0	0	0	0	•
to use computer-based technology for instruction, research, and record keeping		0	0	0	•
to monitor student progress by using formal and informal assessment methods.		0	0	0	•
to assess pupil progress by analyzing a variety of evidence including exam scores.		0	0	0	•
to adjust my teaching strategies so all pupils have chances to understand and learn.	0	0	0		
to adhere to principles of educational equity in the teaching of all students.	0	0	0	0	•
to use class time efficiently by relying on daily routines and planned transitions.	0	0	0		
to know about resources in the school & community for at-risk students and families.			0		
to communicate effectively with the parents or guardians of my students.			0		
to work collaboratively on school issues with other teachers in our school.	0		0		
to think about problems that occur in teaching and to try-out various solutions.	0		0	0	
to understand my professional, legal, and ethical obligations.	0	0	0	0	•
to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.	0	0	0	0	•

Question Status Page 3 of 3

Back Next

A

Copyright © 2004

Question Status Page 1 of 3



# >

#### 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. adequately somewhat well not at all Can Not As a new teacher, I am ... prepared prepared prepared prepared **Answer** to begin to begin to begin to begin ...to know and understand the subjects of the curriculum at my grade level(s). ...to teach reading-language arts according to California Content Standards in reading. ...to understand child development, human Presented to Multiple Subject and learning and the purposes of schools. **Education Specialist Candidates** ...to teach mathematics according to California Content Standards in math. ...to teach science according to California State Content Standards in science. ...to teach history and social studies according to California Content Standards. ...to teach visual and performing arts according to California Content Standards. ...to teach physical education according to the

Page 17
Exit Survey 2005-06 (Ed Specialist)

**Question Status** 

California P. E. Curriculum Framework.	$\bigcirc$					
to teach health according to the California Health Curriculum Framework.		0	0	0	•	
to design hands-on classroom activities that suit the attention spans of my students.		0	0	0	•	
to enable my young students to interact with their peers in healthy, productive ways.		0	0	0	•	
to promote the academic skills of pupils at different levels of prior proficiency.		0	0		•	
to extend students' concrete thoughts by familiarizing them with more abstract ideas.		0	0		•	
to assist students in managing their time and in keeping track of school assignments.		0			•	
to build on peer friendships, develop group skills, and encourage leadership roles.					•	
to encourage students to take risks in discovery activities and divergent thinking.		0	0		•	
to assist students in making sound ethical judgments.		0	0	0	•	
to assist students in decision-making, problem-solving, and critical thinking.					•	
to create an environment that supports language use, analysis, practice and fun.					•	
to use language so pupils at different levels understand oral and written English.						
to teach the skills of English writing and to provide appropriate feedback to students.		0	0		•	
to assist individual students in areas of their instructional needs in reading and mathematics.			0		•	$\vdash$
to know and understand federal and state laws that govern special education.			0		•	
to develop and implement IEPs with parents, teachers and administrators.	0	0	0	0	•	
to plan instructional activities in inte-grated settings for pupils with disabilities.	0	0	0	0	•	
to develop student assessments that indicate progress toward IEP objectives.	0	0	0	0	•	
to collaborate with para-educators in meeting	O D:	o age 18	0	0	•	$\square$

Presented to Multiple Subject and
Education Specialist Candidates
only

Presented to Education Specialist Candidates only

Page 18 Exit Survey 2005-06 (Ed Specialist)

Page 3 of 3

students' instructional needs.					
to consult with regular-ed. teachers about teaching special education students.	0	0		<b>(</b>	
to conduct educational assessments as defined in students' assessment plans.	0	0		•	
to use disability-specific teaching strategies and activities, when appropriate.	0	0	0	•	Presented to Education Specialist Candidates only
to teach disability-specific curriculum when applicable to my specialty area.	0	0		•	
to develop and implement transition plans for special education students.	0		0	•	
2-4	 No.				
Back	Next				

**Question Status** Page 1 of 3



#### 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.

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.	0	0	0	0	•
Instruction in the implications of human learning and motivation.	0	0	0	0	•
Instruction in school purposes, organization, issues and history.	0	0	0	0	<b>(a)</b>
Instruction in methods of classroom teaching and management.	0	0	0	0	•
Instruction in the teaching of English language learners (ELL).	0	0	0	0	•
Instruction in cultural diversity and multicultural education.	0	0	0	0	•
Instruction in teaching students with special learning needs.	0	0	0	0	•
Instruction in using computer technology for	Page	20			

Page 20 Exit Survey 2005-06 (Ed Specialist)

classroom instruction.					
Instruction in the teaching of reading-language arts in grades K-8.	0	0	0		•
Instruction in the teaching of mathematics in grades K-8.	0	0			•
Instruction in the teaching of science in grades K-8.			0		•
Instruction in the teaching of history-social studies in grades K-8.	0	0			•
Instruction in the teaching of K-8 art, music, drama and/or dance.	0		0		•
Instruction in the teaching of physical education in grades K-8.	0	0			•
Instruction in the teaching of health in grades K-8.			$\bigcirc$		
Based on your experience as a K-12 pre-service to Elements of your Teaching Credential Program?	eacher, ho	ow valuable	or helpful	were the	se Other
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.		0	$\circ$	$\circ$	•
My field work (e.g., school visits, observations, school-based course assignments, etc.) and observations prior to supervised teaching.	0	0	0	0	•
Discussions sponsored by the university during student teaching.	0	0	0	0	•
Guidance and assistance from field supervisor(s) from the campus.	0		0	0	•
Guidance and assistance from supervising teacher(s) in K-12 schools.	0		0	0	•
Information and support provided in initial program orientation.			0	0	•
Information, support, and solutions provided by the					
credentials office	0				
Information, support and advice provided by faculty advisor(s)	0	0	0	0	•
Information, support and advice provided by faculty	)		) (	)	

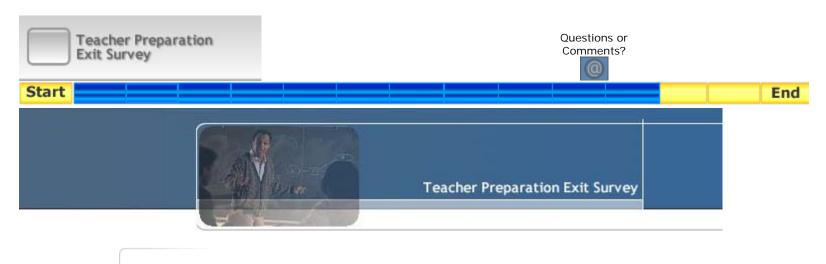
Presented to Multiple Subject and Education Specialist Candidates

Page 3 of 3

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.	0	0		0	•		December 1 to Multiple Outside to
University courses about the content that I taught in mathematics.	0	0		0	•		Presented to Multiple Subject Education Specialist Candida only
University courses about the content that I taught in science.	0	0		0	•		Office
University courses about the content I taught in history-social science.	0	0	0	0	•	<b> </b>	,
University courses about my content in art, music, drama and/or dance.	0	0	0	0	•	<b>Y</b> //	
University courses about the content that I taught in physical education.	0	0	0	0	•	1//	
University courses about the content that I taught in health.	0	0	0	0	•	<b>/</b>	

Λ

Question Status Page 1 of 3



#### 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.	0	0	0	0	•		
The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.	0	0		0	•		
During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.	0	0		0	•		
At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction	0	0	0	0	•		
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.	0	0	0	0	•		
I felt welcomed by the staff in the school(s) in which I was placed.	0	0		0	•		

Page 23
Exit Survey 2005-06 (Ed Specialist)

My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.		0	0		•
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my university teacher education instructors.			0	0	•
My university supervisor (s) regularly observed my teaching, met with me and offered constructive feedback about my teaching.			0	0	•
During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.	0	0	0	0	•
Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.	0	0	0	0	•
During the teaching credential program I developed valuable relationships and felt a sense of community with my peers.	0	0	0	0	•
My peers in the teaching credential program were ethnically and racially diverse	0	0	0	0	•

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.

I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year.

I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.

The university program included relatively little substance. Most of the material has been of little value in my teaching.

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.

**Question Status** 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?

> Page 25 Exit Survey 2005-06 (Ed Specialist)

Page 3 of 3



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 credenials 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:**