# **Teacher Education**

**Exit Survey** 

For <u>Single Subject</u> Respondents

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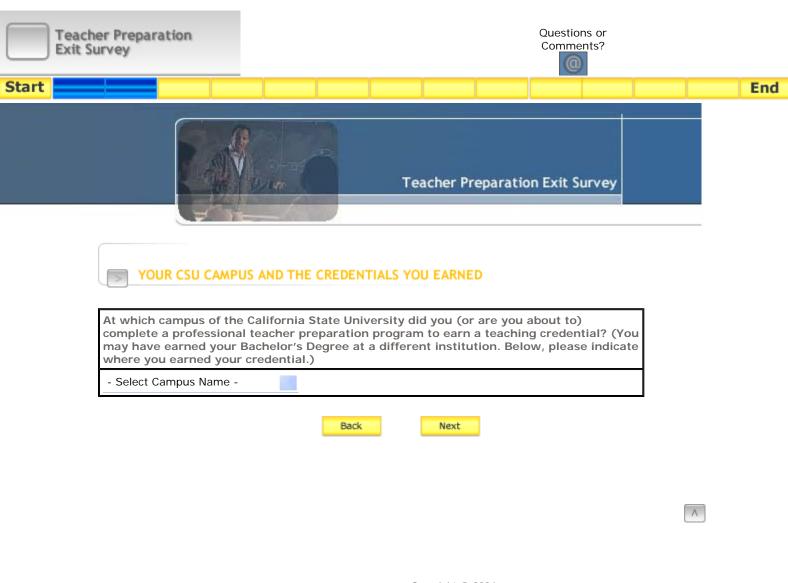
Ethnic / F	Racial Designation (Check all that apply)
	American Indian or Alaska Native
Asian	
	Chinese
	Japanese
	Korean
	Vietnamese
	Asian Indian
	Laotian
	Cambodian
	Other Asian
Pacific Is	lander
	Hawaiian
	Dona 0

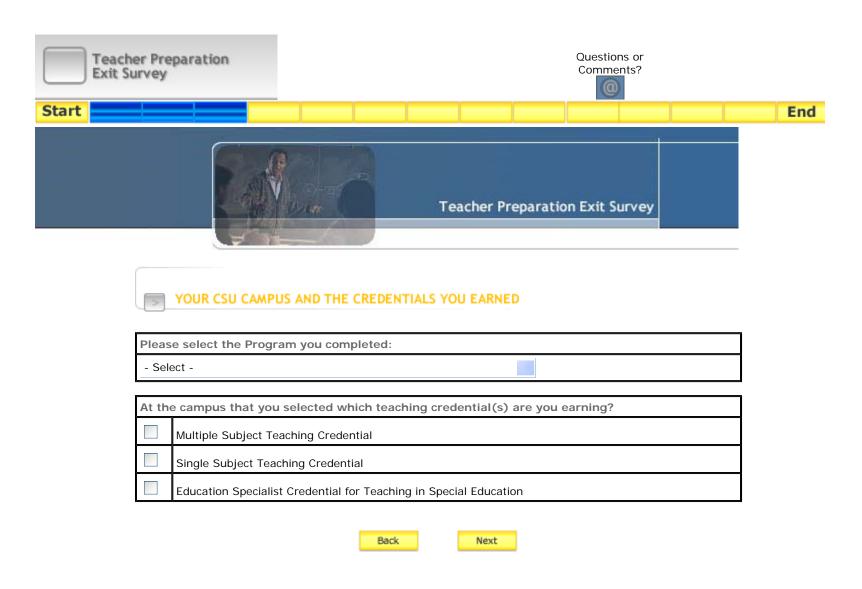
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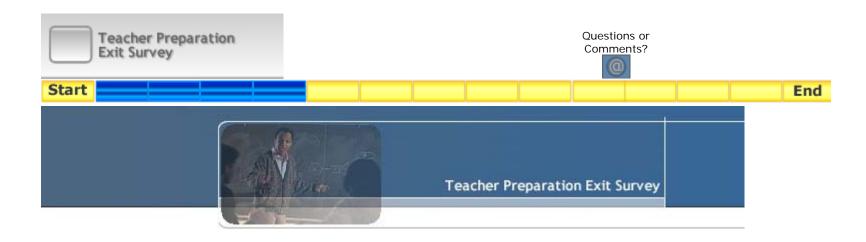
	Guamanian	
	Samoan	
	Other Pacific	c Islander
	Filipino	
	Hispanic or	Latino
	African Ame	erican, not of Hispanic origin
	White, not o	of Hispanic origin
Gender		
	Male	
	Female	
Age		
- Select -		Please enter your age at the time you began the teaching credential program.
Length of	time to cor	mplete Credential Program
- Select -		Select the OVERALL length of time (in months) it took to complete the teaching credential program.
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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 Authoriztion	with Another Emphasis	N/A	
Single Subject Teaching Credential in English	0	0	0	0		•	
Single Subject Teaching Credential in a Language Other than English.	0	0	0	0		•	
Single Subject Teaching Credential in Mathematics.	0		0	0		•	
Single Subject Teaching Credential in Music.	0	0	0	0		•	
Single Subject Teaching Credential in Art.	0	0	0	0	0	•	
Single Subject Teaching Credential in Physical Education.	0	0	0	0	0	•	
Single Subject Teaching Credential: Science (Biological Sciences).			0	0	0	•	
Single Subject Teaching Credential: Science (Physics).						•	

All questions on this page presented to Single Subject Candidates only

Page 6 Exit Survey 2005-06 (Sing. Subj) Single Subject Teaching Credential:

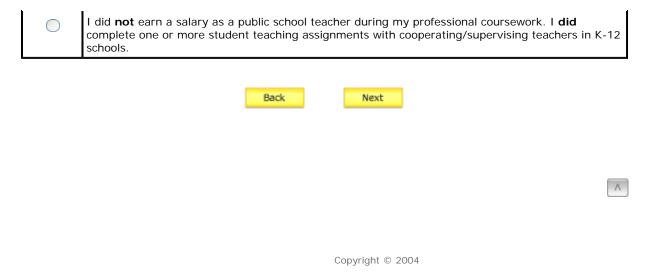
Single Subject Teaching Credential: Science (Geosciences).

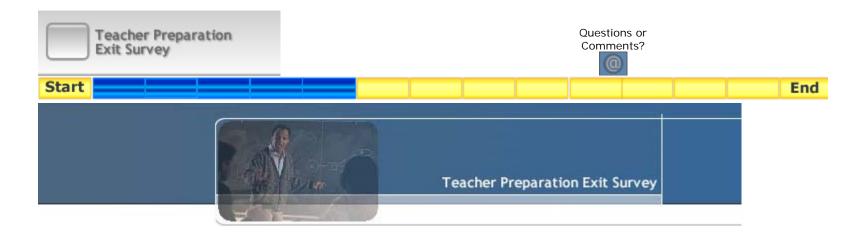
Science (Chemistry)

Single Sub Health Sci	oject Teaching Credential: ence.							
Single Sub Social Scie	oject Teaching Credential in ence.	0	0	0	0	0		
Single Sub Agriculture	oject Teaching Credential in e.	0	0	0	0	0		
Single Sub Business.	oject Teaching Credential in	0	0	0	0	0		
Single Sub Home Eco	oject Teaching Credential in nomics.	0	0		0	0		
	oject Teaching Credential in and Technology Education.		0		0		•	
	For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.)							
	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.	nuiromont fo	or my most i	mportant cro	adoptial by com	ploting a pro	ogram	
	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.							
	I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was - Select -							
	I met the subject-matter rec preparation at a college or u					m of subject	-matter	
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.)								
	I earned a salary as a teach	er in a K-12	school while	e I had an Er	nergency Teach	ning Permit.		

These questions presented to Single Subject Candidates only

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





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### YOUR CSU CAMPUS AND THE CREDENTIALS YOU EARNED

Prior to to you.)	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 to you.)	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)

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	I worked for y (s).	years as a teacher-assistant or a substitute teacher in school(s) or pre-school								
	I worked for y	years as a fully certified classroom teacher in K-12 public school(s).								
	Outside of education, I worked in professional positions in which I utilized 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.  Please describe the type of work:									
	No employment exp	perience.								
Which of	the following desc	ribes your current employment status?								
	I am currently employed at a school and expect to teach at that school in the coming year.									
$\bigcirc$	I am currently empl coming year.	loyed at a school, and will seek new employment in another school in the								
$\bigcirc$	I am currently empl year.	loyed at a school, and will not seek employment as a teacher in the coming								
	I am <b>not</b> currently coming year.	employed at a school, and will be seeking employment as a teacher in the								
$\bigcirc$	I am <b>not</b> currently eyear.	employed at a school, and will not seek employment as a teacher in the coming								
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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					•		
A school in which I have previously taught					•		
A school that is ethnically diverse		0			•		
A school where most students are from high socio- economic families	0	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			•		
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A high performing school				
A public school	0			•
A private school				•
A district that offers an attractive salary and benefits package	0	0	0	•

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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 -						

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	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 gra	de level(s) have you taught during your teaching credential program? (Please select all y.)									
Pre K	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)? e 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.

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	•
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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		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	
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	•

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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. adequately somewhat not at all well 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 subject(s) in which I earned my teaching credential(s). ...to teach my primary subject according to State Academic Standards in my grade(s) ...to contribute to students' reading skills including comprehension in my subject area. ...to use textbooks and other materials that are All questions on this page aligned with State Standards in my area. presented to Single Subject ...to recognize adolescence as a period of intense Candidates only pressure for students to be like peers ...to anticipate and address issues of drug, alcohol and tobacco use by my students. ...to anticipate and address possession of weapons and threats of violence at school. ...to anticipate and address the needs of students Påge 18

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who are at risk of dropping out.					
to understand adolescent development, human learning and the purposes of schools		0			•
to assist individual students in areas of their instructional needs in my subject area.		0			•
to establish academic expectations that are intellectually challenging for students.	0				
to provide opportunities for students to develop advanced problem-solving skills.	0				
to communicate my course goals and requirements to students and parents.	0		0		
to develop fair criteria for course grades and to explain these to students and parents.	0		0		
to help students realize the connections between my subject and life beyond school.	0				•
to help students realize the impact of academic choices on life- and career-options.	>				
to encourage/enable students to assume increasing responsibility for their learning.	0	0	0	0	•
to encourage/enable students to learn behaviors that contribute to future success.	0	0	0		•
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These questions presented to Single Subject Candidates only

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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

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

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classroom instruction.						
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.		0	$\bigcirc$	$\bigcirc$		
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				•	
Guidance and assistance from field supervisor(s) from the campus.	0	0			•	
Guidance and assistance from supervising teacher(s) in K-12 schools.	0				•	
Information and support provided in initial program orientation.	0		0		•	
Information, support, and solutions provided by the credentials office	0		0		•	
Information, support and advice provided by faculty advisor(s)	0					
Information provided in written materials (e.g., handbook, catalogues, website)	0		0		•	
Based on your experience as a K-12 pre-service to University Courses in the Subjects that You Taughwas 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.	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	0	•	
During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.	0	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	•	

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My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.			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	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.

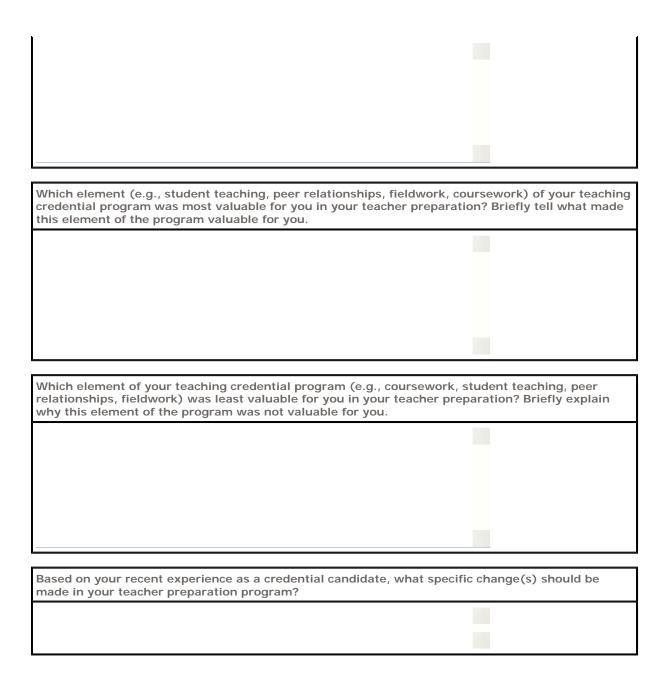
I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.

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.

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Questions or Comments?



Teacher Preparation Exit Survey

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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:**