

# QUESTIONS FOR RECENT GRADUATES OF TEACHING CREDENTIAL PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY

Questions Asked by the  
Deans of Education,  
California State University

Answers Talled by the  
Office of the Chancellor,  
California State University

In a Statewide Evaluation of  
Teacher Education Programs  
Spring 2009

- ▶ A convenient way to answer these CSU questions is to log onto the Internet at
  - ▶ <http://www.evalcate.org>  
User Name = See the Lower Right Corner Below  
Password = See the Lower Right Corner Below
- ▶ If you do not have web access, you can mark this booklet quickly and mail your answers in our pre-stamped, pre-addressed envelope (enclosed).
- ▶ Estimated Time = 20 Minutes or Less. Thank you very much.

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## A. YOUR CSU CAMPUS AND THE CREDENTIALS THAT YOU EARNED

1. At which campus of the California State University did you complete a professional teacher preparation program to earn a teaching credential? (Please circle one number. You may have earned your Bachelor's Degree at a different institution. Please circle the number where you earned your credential.)

01	CalStateTeach Program (CSU)	09	Cal State, Fullerton	17	Cal State, San Marcos
02	Cal Poly, Pomona	10	CSU Hayward or East Bay	18	Cal State, Stanislaus
03	Cal Poly, San Luis Obispo	11	Cal State, Long Beach	19	Humboldt State University
04	Cal State, Bakersfield	12	Cal State, Los Angeles	20	San Diego State University
05	Cal State, Channel Islands	13	Cal State, Monterey Bay	21	San Francisco State University
06	Cal State, Chico	14	Cal State, Northridge	22	San Jose State University
07	Cal State, Dominguez Hills	15	Cal State, Sacramento	23	Sonoma State University
08	Cal State, Fresno	16	Cal State, San Bernardino	24	Other. Print Its Name Below.

2. At the CSU campus that you circled in Question #1 above, which teaching credential(s) did you earn? (On the right side below, please circle all code numbers that apply to you.)

In the right columns, circle a code number for each credential that you earned.

I Earned an . . . ▼ ▼ ▼	Level I	Level II
Education Specialist Credential for Teaching Students with Mild/Moderate Disabilities ►	37	51
Education Specialist Credential for Teaching Students with Moderate/Severe Disabilities ►	38	52
Education Specialist Credential for Teaching Students Who are Deaf and Hard of Hearing ►	40	53
Education Specialist Credential for Teaching Pupils with Physical or Health Impairments ►	41	54
Education Specialist Credential for Teaching Students with Visual Impairments ►	42	55
Education Specialist Credential for Teaching Early Childhood Special Education ►	43	56
Education Specialist Credential in Another Specialty Area ►	44	57
Multiple Subject Teaching Credential ►		01
Single Subject Teaching Credential ►		50

- 3-a If you did NOT circle 51 through 57 in Question 2 above, then please circle the one number below that best describes the status of your work to earn a Level II Education Specialist Credential.

- 1 I have not yet begun to enroll in courses for a Level II Education Specialist Credential.
- 2 I have begun Level II courses at the same CSU campus that I circled in Question 1 above.
- 3 I have begun Level II courses at ANOTHER CSU which was Campus #\_\_\_\_ in Question 1 above.
- 4 I have begun Level II courses outside the CSU System. (Please print the institution's name below.)

- 3-b **Instruction in Your Credential Program.** In your CSU credential program, how much instruction was there in each of the four subjects listed on the left side below? (Please circle one number in each row.)

Four Subjects Below:	I Took a Distinct Course in This Subject	2-3 of My Classes Included Instruction in this Subject	One of My Classes Included Instruction in this Subject	There Was No Instruction in This Subject
Teaching Reading	3	2	1	0
Teaching Mathematics	3	2	1	0
Teaching Science	3	2	1	0
Teaching Social Studies	3	2	1	0

4. Which one of the following statements best describes what you did during your teaching credential program? (*Circle one number. If multiple statements were true, please circle the one that lasted longest.*)
- 1 I earned a salary as a school teacher while I had an *Individual Internship Certificate*(answer #5 next).
  - 2 I earned a salary as a teacher in a K-12 school while I had an *Internship Teaching Credential* (skip #5).
  - 3 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 schools (skip #5).
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5. If you circled 1 in Question 4, when did you begin to work as a salaried teacher with an **Individual Internship Certificate**? Please circle one number that best completes the following sentence: ***I began to earn a monthly salary as a teacher with an individual certificate.*** . (Skip this item if you circled 2 or 3 in #4.)
- 1 . . . *before* I was accepted into the teaching credential program at the CSU campus in Question #1.
  - 2 . . . *after* I enrolled in education courses but *before* I started my first student-teaching assignment.
  - 3 . . . *after* I started student teaching but *before* I finished the series of student-teaching assignments.
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6. Prior to earning your credential, what academic work did you do? (*Please check all that apply to you.*)
- ☐ 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 same CSU campus that I circled in #1 above (for a credential).
  - ☐ I earned a Bachelor's Degree at a different CSU campus than the campus I circled in Question #1.
  - ☐ I earned a Bachelor's Degree outside the CSU system.
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7. Prior to the 2008-09 year, what was your employment experience? (*Please check all that apply to you.*)
- ☐ In K-12 schools or pre-schools, I was a teacher's assistant or a substitute teacher for \_\_\_\_ years.
  - ☐ In K-12 *public schools*, I was an emergency teacher or an intern teacher for \_\_\_\_ years.
  - ☐ In K-12 *private schools*, I was a classroom teacher for \_\_\_\_ years. (*How many years each one?*)
  - ☐ Outside of education, I worked in professional positions in which I utilized my college education.
  - ☐ Outside of education, I worked for one or more years in jobs **not** related to my college education.
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## B. YOUR TEACHING POSITION AND YOUR STUDENTS THIS YEAR

8. What teaching position(s) have you had in 2008-09? (*Please circle the one number that best describes your teaching job. Please read the entire row. If you had two jobs, circle the one that you held the longest.*)
- 1 Regular-Ed. Classroom Teacher: I Teach *One Class* of Students. My Students are Not in Special Education.
  - 2 Core-Classroom Teacher: I Teach *2 or 3 Classes* of Students. My Students are Not in Special Education.
  - 3 Department-Based Teacher: I Teach *3 to 7 Classes* of Students. My Students are Not in Special Education.
  - 4 Special Education Teacher: The Majority of My Students are Identified *Special Education Students*.
  - 5 Other Teaching Position (Describe):
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9. If you circled 1, 2 or 3 in Question #8 above, skip ahead to Question #10. If you circled 4 above, select each true statement about your job during the 2008-09 school year (Circle all numbers that apply to you.)

- 1 I have been serving as a resource specialist. I primarily support instruction provided by classroom teachers.
- 2 I have been serving as a special-day class teacher with a group of special education students in my classroom.
- 3 I teach in a public school or center that is administered by a public school district.
- 4 I teach in a public school or center that is administered by a county department or a county office of education.
- 5 I teach in a public school or center that is administered by a California state government agency.
- 6 I teach students with special-education needs in a Charter School.
- 7 In one or more schools, I serve as an Inclusion Specialist in the field of special education.
- 8 In one or more schools, I serve as a Transition Specialist in the field of special education.

10-a Your Level of Interaction with Your On-the-Job Supervisor This Year. (Please circle the one number below that best describes your interactions with your employment supervisor in 2008-09.)

- 1 My supervisor did not formally observe my classroom. I had little interaction with my supervisor this year.
- 2 My supervisor made a few formal observations and completed my annual performance evaluation.
- 3 In addition to formal observations and my annual evaluation, my supervisor visited my classroom several times and provided feedback to me on my teaching practices this year.

10-b Your Supervisor's Level of Knowledge about Special Education. (Confidentially, please circle one number that best describes the level of knowledge of your on-the-job supervisor this year.)

- 1 Confidentially, my on-the-job supervisor knows little about special education.
- 2 Has a general knowledge of special education, but not of the students that I serve in my assignment.
- 3 Has a general knowledge and is somewhat knowledgeable about the students I serve in my assignment.
- 4 Has a general knowledge and is very knowledgeable about the students I serve in my assignment.

11-a. This year, approximately what percent of the students in your class(es) were limited English proficient (LEP) students or English language learners (ELL)? (Estimate the percentage OR check I Don't Know.)

\_\_\_\_\_ % of My Students Were LEP/ELL Students      OR      \_\_\_\_\_ I Don't Know

11-b. Please estimate how many times your on-the-job supervisor visited your classroom when you were actively teaching your students this year. (Please circle your best estimate, which may be an inexact count.) Please limit your estimate to classroom visits that lasted longer than 10 minutes.

Estimated Number of Class Visits:	None	1-2	3-5	6-10	11-15	16+
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11-c. Please estimate how many times you have discussed your work in face-to-face conferences with your supervisor this year. (Please circle your best estimate, which may be an inexact count.) Include conferences longer than 10 minutes about topics such as lesson planning, discipline, parent communications, etc.

Estimated Number of Conferences:	None	1-2	3-5	6-10	11-15	16+
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## C. THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

- 12. Your CSU campus designed your initial Level I Education Specialist 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 CSU wanted you to learn basic teaching skills and educational ideas *at an initial level*. They expected you would have a *mentor* to assist you in learning how to *use* your teaching skills in class with your students. CSU expected that you would 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 CSU, how well prepared were you to begin each aspect of a teacher's job while you extended your initial skills with a mentor's help?** Please finish each statement below by circling one number that best describes the level of your preparation. (Circle "x" on the right side if you have not done a particular item since you finished your CSU preparation.)

After My CSU Program, I Was . . .	... well prepared to begin . .	.. adequately prepared to begin . . .	. somewhat prepared to begin . .	.. not at all prepared to begin . . .	Cannot Answer An Item
1. . . . to <u>know</u> and <u>understand</u> the subjects of the curriculum that I taught this year.	3	2	1	0	x
2. . . . to prepare lesson plans and to be prepared for students' class activities.	3	2	1	0	x
3. . . . to organize and manage a class or a group of students for instructional activities.	3	2	1	0	x
4. . . . to organize and manage student behavior and discipline satisfactorily.	3	2	1	0	x
5. . . . to use an effective mix of teaching strategies and instructional activities.	3	2	1	0	x
6. . . . to teach <u>reading-language arts</u> according to California Standards in reading.	3	2	1	0	x
7. . . . to teach <u>mathematics</u> according to California State Content Standards in math.	3	2	1	0	x
8. . . . to teach <u>science</u> according to California State Content Standards in science.	3	2	1	0	x
9. . . . to teach <u>history</u> and <u>social studies</u> according to California Content Standards.	3	2	1	0	x
10. . . . to use computer technology in class activities and for classroom record-keeping.	3	2	1	0	x
11. . . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
12. . . . to meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
13. . . . to meet the instructional needs of students with special education needs.	3	2	1	0	x
14. . . . to understand child development, human learning and the purposes of schools.	3	2	1	0	x
15. . . . to understand how personal, family and community conditions often affect learning.	3	2	1	0	x
16. . . . to learn about my students' interests & motivations, and how to teach accordingly.	3	2	1	0	x
17. . . . to get students involved in engaging activities and to sustain on-task behavior.	3	2	1	0	x
18. . . . to use computer-based applications to help pupils learn subjects of the curriculum.	3	2	1	0	x

12.

After My CSU Program, I Was . . .	... well prepared to begin ...	...adequately prepared to begin ...	... somewhat prepared to begin ...	... not at all prepared to begin ...	Cannot Answer An Item
19. . . . to monitor student progress by using formal and informal assessment methods.	3	2	1	0	x
20. . . . to assess pupil progress by analyzing a variety of evidence including exam scores.	3	2	1	0	x
21. . . . to assist individual students in areas of their instructional needs in reading & math.	3	2	1	0	x
22. . . . to adjust my teaching strategies so all pupils have chances to understand and learn.	3	2	1	0	x
23. . . . to adhere to principles of educational equity in the teaching of all students.	3	2	1	0	x
24. . . . to use class time efficiently by relying on daily routines and planned transitions.	3	2	1	0	x
25. . . . to know about resources in the school & community for at-risk students/families.	3	2	1	0	x
26. . . . to communicate effectively with the parents or guardians of my students.	3	2	1	0	x
27. . . . to maintain positive rapport with pupils and to foster their excitement & motivation.	3	2	1	0	x
28. . . . to think about problems that occur in teaching and to try-out various solutions.	3	2	1	0	x
29. . . . to know and understand federal and state laws that govern special education.	3	2	1	0	x
30. . . . to develop & implement IEPs & IFSPs with parents, teachers and administrators.	3	2	1	0	x
31. . . . to plan instructional activities in integrated settings for students with special education needs.	3	2	1	0	x
32. . . . to develop student assessments that indicate progress toward IEP/IFSP objectives.	3	2	1	0	x
33. . . . to collaborate with para-educators in meeting students' instructional needs.	3	2	1	0	x
34. . . . to consult with general-ed. teachers about teaching special-education students.	3	2	1	0	x
35. . . . to conduct educational assessments as defined in students' assessment plans.	3	2	1	0	x
36. . . . to use teaching strategies research-validated as effective for special-ed. pupils.	3	2	1	0	x
37. . . . to adapt curriculum to meet the needs of students with disabilities.	3	2	1	0	x
39. . . . to use positive behavior support skills.	3	2	1	0	x
40. . . . to assess students' interests and abilities using multiple assessment procedures.	3	2	1	0	x
41. . . . to use individual and group assessment information in planning appropriate lessons.	3	2	1	0	x
42. . . . to monitor student outcomes and modify instruction based on student performances.	3	2	1	0	x
43. . . . to work with other teachers in an inclusive environment.	3	2	1	0	x

13. **Based on your experience as a K-12 classroom 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. (Circle one number or letter in each row). *Your program may have provided no instruction in some subjects. For them, circle “x” on the right side.*

Question for You to Answer ►  Instruction in Your Teaching Credential Program ▼	How Valuable or Helpful?				Does Not Apply
	Very	Some- what	A Little	Not At All	
1. Instruction in the assessment of students with special-education needs.	3	2	1	0	x
2. Instruction in positive behavioral support techniques.	3	2	1	0	x
3. Instruction in research-validated teaching of students with disabilities.	3	2	1	0	x
4. Instruction in designing curriculum for students with disabilities.	3	2	1	0	x
5. Instruction on adapting instruction for pupils with special-educ. needs.	3	2	1	0	x
6. Instruction on the effects of cultural and linguistic backgrounds as they relate to students with special-education needs.	3	2	1	0	x
7. Instruction in how to implement lessons effectively in both small group and whole-class instruction.	3	2	1	0	x
8. Instruction in monitoring student outcomes and modifying instruction based on student academic achievements and performances.	3	2	1	0	x
9. Instruction on the eligibility criteria for special education services.	3	2	1	0	x
10. Instruction on collaborating with other teachers and support personnel	3	2	1	0	x
11. Instruction in working with families.	3	2	1	0	x
12. Instruction on reflective teaching practice and how it can be used to systematically evaluate and improve one’s teaching performance.	3	2	1	0	x
Same Question to Answer ►  Other Elements of Your Teaching Credential Program ▼ (Circle “x” if you did not experience an element below.)	How Valuable or Helpful?				Does Not Apply
	Very	Some- what	A Little	Not At All	
13. My supervised student-teaching experiences in K-12 schools/settings.	3	2	1	0	x
14. My school visits and class observations prior to supervised teaching.	3	2	1	0	x
15. Off-campus fieldwork assignments in my special education classes.	3	2	1	0	x
16. Guidance and assistance by field supervisor(s) from the campus.	3	2	1	0	x
17. Guidance and assistance by experienced teacher(s) in K-12 settings.	3	2	1	0	x

14. **Please circle the one most accurate response to each question about your preparation to teach special education students:**
- |    |  | Circle One Answer in Each Row. |    |            |
|----|--|--------------------------------|----|------------|
| 1. | During your program, did you complete a semester or a quarter of unpaid supervised student teaching in a special education classroom or program? | Yes                            | No | Don’t Know |
| 2. | After receiving your credential and then when this year began, did you feel you were qualified to teach students with special-education needs?   | Yes                            | No | Don’t Know |

15.	While you were in the Teaching Credential Program, <u>how true</u> was each of the following <u>statements</u> ? (Please circle <u>one number</u> or <u>letter</u> in each row.) Circle “x” on the right side if you have no basis for knowing. For example, circle “x” in Row 6 if you were <u>not</u> an intern or student teacher in a K-12 teacher’s classroom.	New Question for You to Answer: How True Was Each Statement?				Does Not Apply
		True	Mostly True	Somewhat True	Not True	
1.	In the program, I had opportunities to learn high ethical standards and professional practices for providing services to individual students with special-education needs.	3	2	1	0	x
2.	The program examined educational policies, issues and research, and I developed a professional perspective about my teaching.	3	2	1	0	x
3.	In the program I gained an understanding and acceptance of differences in culture, language, gender, age, abilities & disabilities.	3	2	1	0	x
4.	I had a sequence of field experiences appropriate for my career goals, and I reflected on many roles of special-ed teachers.	3	2	1	0	x
5.	I was guided and assisted by field supervisor(s)/support providers and university supervisor(s) who also evaluated my teaching.	3	2	1	0	x
6.	In the program I learned how to manage learning environments that are safe, secure and supportive of special-education students.	3	2	1	0	x
7.	My university supervisor(s) observed my class, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
8.	My supervising teacher(s)/support provider(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
9.	Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.	3	2	1	0	x

16.	What is your <u>overall</u> <u>evaluation</u> of your Teaching Credential Program? Circle <u>the number</u> of the <u>one statement</u> that <u>most</u> <u>closely</u> matches your current overall perspective on your program, based on your actual teaching experience.
1	My CSU credential program provided a rich array of ideas and skills that have been useful in my teaching this year.
2	The program offered many useful ideas and skills, but some of the material has been less helpful in my teaching.
3	The CSU program included relatively little substance. Most of the material has been of little value in my teaching.
4	The CSU professional teacher preparation program offered nothing of value. It was entirely a waste of my time.

17. In the space below, please name the one course in your credential program that turned out to be most valuable for you in your subsequent teaching. Briefly tell what made the course so valuable for you.
18. Which element of your teaching credential program was least valuable for you in your subsequent teaching? Briefly tell what made this element of the program the least valuable for you.
19. Based on your recent experience as a classroom teacher, what specific change(s) should be made in the teacher preparation program where you earned your teaching credential?

Thank you very much for answering our questions. Please mail your responses in the envelope that we provided. Your feedback will help your CSU campus to improve teacher education programs.