

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 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? (Please circle all code numbers below that apply to you. Do not circle more than one number in a row.)

In the right columns, circle a code number for each credential. ▶

I Earned a . . . ▼ ▼ ▼

Multiple Subject Teaching Credential . . . ▲ ▲ ▲

Single Subject Teaching Credential . . . ▲ ▲ ▲

Education Specialist Credential for Teaching in Special Education. ▶

... with NO Emphasis	... with a CLAD Emphasis	... with a BCLAD Emphasis	... with Another Emphasis
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02

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3. For the one teaching credential in #2 that was most important for you to earn, how did you meet the subject-matter requirement? (Please circle the one number that answers this question most accurately.)

- 1 I met the subject-matter requirement for my most important credential by passing an examination of my subject-matter knowledge such as the CSET Examination or the MSAT Examination.
- 2 I met the subject-matter requirement for my most important credential by completing a program of subject-matter preparation primarily or entirely at the CSU campus that I circled in Question #1.
- 3 I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER CSU campus, which was Campus Number _____ in Question #1 above.
- 4 I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at a college or university outside the CSU (an institution not listed in Question #1 above).
- 5 I met the subject-matter requirement for my credential when the CSU campus that I circled in #1 gave me credit for academic coursework that I previously completed at other colleges or universities.

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 K-12 school teacher while I had an *Individual Internship Certificate* (do #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 K-8 schools (skip 5).

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.

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.

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.

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 | Self-Contained Classroom Teacher: | I Teach <i>One Classroom</i> of Students. | I Teach <i>All or Most of Their Subjects</i> . |
| 2 | Core-Classroom Teacher: | I Teach <i>2 or 3 Classes</i> of Students. | I Teach <i>2 Core Subjects in Each Class</i> . |
| 3 | Department-Based Teacher: | I Teach <i>3 to 7 Classes</i> of Students. | I Teach <i>One Subject in Each Class</i> . |
| 4 | Special Education Teacher: | The Majority of My Students are Identified <i>Special Education Students</i> . | |
| 5 | Other Teaching Position (Describe): | | |

9. **Your reading-language arts textbook(s) in 2008-09.** In your room this year, what textbook program did you primarily use in reading? (In the left or right column, circle the one number that you used the most.)

- | | | | |
|---|---|---|---|
| 1 | Open-Court Reading by SRA/McGraw Hill. | 4 | Literature & Language Arts by Holt, Rinehart & Winston. |
| 2 | Houghton Mifflin Reading: A Legacy of Literacy. | 5 | McDougal-Littell Reading and Language Arts Program. |
| 3 | The Readers Choice by Glencoe-McGraw Hill. | 6 | Prentice Hall Literature: Timeless Voices/Themes. |
| 7 | Another Text Series (Please Name It): | | |

10. **What grade level(s) have you taught during this 2008-09 school year?** (Please circle all that apply.)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Adults

- 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 <u>Class Visits</u> :	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 <u>Conferences</u> :	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 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 CSU wanted you to learn basic teaching skills and educational ideas *at an initial level*. Your campus expected you would have a *mentor in your school* 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 at my grade level(s).	3	2	1	0	x
2. . . . to prepare lesson plans and make prior arrangements 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 Content 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 teach <u>visual and performing arts</u> according to California Content Standards.	3	2	1	0	x

12.	After My CSU Program, I Was . . . ▶ ▶ ▶	... well	adequately	somewhat	not at all	Cannot Answer An Item
		prepared	prepared	prepared	prepared	
		to begin	to begin	to begin	to begin	
11.	. . . to teach <u>physical education</u> according to the California P. E. Curriculum Framework.	3	2	1	0	x
12.	. . . to communicate effectively with the parents or guardians of my students.	3	2	1	0	x
13.	. . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
14.	. . . to meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
15.	. . . to meet the instructional needs of students with special learning needs in my classroom.	3	2	1	0	x
16.	. . . to understand child development, how people learn, and the goals of public education.	3	2	1	0	x
17.	. . . to understand how personal, family and community conditions often affect learning.	3	2	1	0	x
18.	. . . to learn about my students' interests and motivations, and how to teach accordingly.	3	2	1	0	x
19.	. . . to get students involved in engaging activities and to sustain on-task behavior.	3	2	1	0	x
20.	. . . to maintain positive rapport with students and to foster their excitement and motivation.	3	2	1	0	x
21.	. . . to monitor student progress by using formal and informal assessment methods.	3	2	1	0	x
22.	. . . to assess student learning by analyzing a variety of evidence including exam scores.	3	2	1	0	x
23.	. . . to assist individual students in areas of their instructional needs in reading and math.	3	2	1	0	x
24.	. . . to adjust my teaching strategies so all pupils have chances to understand and learn.	3	2	1	0	x
25.	. . . to adhere to principles of educational equity in the teaching of all students.	3	2	1	0	x
26.	. . . to use computer-based applications to help students learn subjects of the curriculum.	3	2	1	0	x
27.	. . . to use computer-based technology in class activities and for classroom record-keeping.	3	2	1	0	x
28.	. . . to use class time efficiently by relying on daily routines and planned transitions.	3	2	1	0	x
29.	. . . to know about resources in the school and community for at-risk students and families.	3	2	1	0	x
30.	. . . to think about problems that occur in teaching and to try-out various solutions.	3	2	1	0	x
31.	. . . to design hands-on classroom activities that suit the attention spans of my students.	3	2	1	0	x
32.	. . . to enable my young students to interact with their peers in healthy, productive ways.	3	2	1	0	x
33.	. . . to promote the academic skills of pupils at different levels of prior proficiency.	3	2	1	0	x
34.	. . . to extend students' concrete thoughts by familiarizing them with more abstract ideas.	3	2	1	0	x
35.	. . . to assist students in managing their time and in keeping track of school assignments.	3	2	1	0	x

36.	. . . to build on peer friendships, develop group skills, and encourage leadership roles.	3	2	1	0	x
37.	. . . to encourage students to take risks in discovery activities and divergent thinking.	3	2	1	0	x
38.	. . . to create an environment that supports language use, analysis, practice and fun.	3	2	1	0	x
39.	. . . to use language so pupils at different levels understand oral and written English.	3	2	1	0	x
40.	. . . to teach the skills of English writing and to provide appropriate feedback to students.	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 ►		How Valuable or Helpful?				Does Not Apply
Instruction in Your Teaching Credential Program ▼		Very	Some-what	A Little	Not At All	
1.	Instruction in how children and adolescents grow and develop.	3	2	1	0	x
2.	Instruction in the implications of human learning and motivation.	3	2	1	0	x
3.	Instruction in school purposes, organization, issues and history.	3	2	1	0	x
4.	Instruction in methods of classroom teaching and management.	3	2	1	0	x
5.	Instruction in the teaching of English language learners (ELL).	3	2	1	0	x
6.	Instruction in cultural diversity and multicultural education.	3	2	1	0	x
7.	Instruction in teaching students with special learning needs.	3	2	1	0	x
8.	Instruction in ways to communicate effectively with parents.	3	2	1	0	x
9.	Instruction in the teaching of <u>reading-language arts</u> in grades K-8.	3	2	1	0	x
10.	Instruction in the teaching of <u>mathematics</u> in grades K-8.	3	2	1	0	x
11.	Instruction in the teaching of <u>science</u> in grades K-8.	3	2	1	0	x
12.	Instruction in the teaching of <u>history-social studies</u> in grades K-8.	3	2	1	0	x
13.	Instruction in the teaching of K-8 <u>art, music, drama</u> and/or <u>dance</u> .	3	2	1	0	x
14.	Instruction in the teaching of <u>physical education</u> in grades K-8.	3	2	1	0	x
15.	Instruction in ways to use this school's reading textbook program.	3	2	1	0	x
16.	Instruction in federal and state laws that govern special education.	3	2	1	0	x
17.	Instruction in the assessment of students with disabilities.	3	2	1	0	x
18.	Instruction in positive behavioral support techniques.	3	2	1	0	x
19.	Instruction on adapting instruction for students with disabilities.	3	2	1	0	x
20.	Instruction in research-based teaching of students with disabilities.	3	2	1	0	x
21.	Instruction in using computer technology for classroom instruction.	3	2	1	0	x
22.	Instruction in helping students use computers for class assignments.	3	2	1	0	x
23.	Instruction in computer terminology and operating procedures.	3	2	1	0	x
24.	Instruction in ways to use electronic media and educational websites.	3	2	1	0	x
25.	Instruction in ways to use software programs for group presentations.	3	2	1	0	x
26.	Instruction in phonemic awareness, decoding and word recognition.	3	2	1	0	x
27.	Instruction in teaching vocabulary and concept development skills.	3	2	1	0	x
28.	Instruction in the teaching of K-8 reading comprehension skills.	3	2	1	0	x

13.	Please Answer the Same Question ► 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	
	29. Instruction in teaching grammar, punctuation, spelling and structure.	3	2	1	0	x
	30. Instruction in listening comprehension and oral speaking skills.	3	2	1	0	x
	31. Instruction in ways to develop students' reading fluency skills.	3	2	1	0	x
	32. Instruction in how to teach math computational and procedural skills.	3	2	1	0	x
	33. Instruction in how to teach math conceptual understanding and logic.	3	2	1	0	x
	34. Instruction in math problem-solving while using multiple strategies.	3	2	1	0	x
	35. Instruction in how to reflect on and improve my teaching practices.	3	2	1	0	x
	36. My supervised student-teaching experiences in K-12 schools.	3	2	1	0	x
	37. My school visits and class observations prior to student-teaching.	3	2	1	0	x
	38. Off-campus fieldwork assignments in my reading methods class.	3	2	1	0	x
	39. Guidance and assistance by field supervisor(s) from the campus.	3	2	1	0	x
	40. Guidance and assistance by supervising teacher(s) in K-12 schools.	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 an Answer in Each Row.		
		Yes	No	Don't Know
	1. During your program of professional credential preparation, did you complete a distinct course in the teaching of special education students?			
	2. When you started teaching after receiving your credential, did you feel you were qualified to teach special education students?			

15.	While you were in the Teaching Credential Program, how true was each of the following statements? (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> a student teacher in a K-12 supervising 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. The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	3	2	1	0	x
	2. The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.	3	2	1	0	x
	3. During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.	3	2	1	0	x
	4. At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction.	3	2	1	0	x
	5. I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.	3	2	1	0	x
	6. My supervising teacher(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
	7. My university supervisor (s) occasionally observed my class, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
	8. During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.	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 overall evaluation of your Teaching Credential Program?** Circle the number of the one statement that most closely 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 CSU program offered many useful ideas and skills, but some of the material has been less helpful in my work.
- 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.**

Please continue on the back if needed.

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.**

Please continue on the back if needed.

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.

Please continue from page 7 if needed.