

Engaging and Supporting All Students in Learning: How well did your teacher preparation program prepare you to do each of the following as a teacher?

1. Use knowledge of students' strengths and prior experiences to engage them in learning Not at all
2. Connect classroom learning to the real world Poorly
3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking Adequately
4. Meet the instructional needs of English learners Well
5. Identify and address special learning needs with appropriate teaching strategies Very well

Creating and Maintaining Effective Environments for Student Learning: How well did your teacher preparation program prepare you to do each of the following as a teacher?

6. Engage students in cooperative group work as well as independent learning Not at all
7. Establish and maintain a safe and respectful learning environment for all students Poorly
8. Create a productive learning environment with high expectations for all students Adequately
9. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level Well
9. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level Very well

Understanding and Organizing Subject Matter for Student Learning: How well did your teacher preparation program prepare you to do each of the following as a teacher?

10. Develop curriculum to teach content standards effectively Not at all
11. Use effective instructional strategies to teach specific subject matter and skills Poorly
12. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students Adequately
13. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content? Well
13. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content? Very well

Planning Instruction and Designing Learning Experiences for All Students: How well did your teacher preparation program prepare you to do each of the following as a teacher?

14. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development Not at all
15. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students Poorly
16. Develop IFSP/IEP goals and objectives that are measurable and obtainable? Adequately
17. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information? Well
18. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment? Very well

Assessing Students for Learning: How well did your teacher preparation program prepare you to do each of the following as a teacher?

- 19. Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction Not at all
- 20. Involve all students in self-assessment, goal setting, and monitoring progress Poorly
- 21. Give productive feedback to students to guide their learning Adequately
- 22. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment? Well
- 23. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs? Very well

Developing as a Professional Educator: How well did your teacher preparation program prepare you to do each of the following as a teacher?

- 24. Evaluate the effects of your actions on student learning and modify plans accordingly Not at all
- 25. Work with families to better understand students and to support their learning Poorly
- 26. Work with colleagues to improve instruction Adequately
- 27. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members? Well
- 27. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members? Very well

Content

How well did your teacher preparation program prepare you to do each of the following as a teacher?

- 28. Teach my content areas according to California academic content standards in my grade(s) Not at all
- 29. Contribute to students' reading skills including comprehension in my subject area Poorly
- 30. Enable students to acquire subject matter skills that contribute to future success in life, college, and career Adequately
- 31. Anticipate and address the needs of students who are at risk of dropping out Well
- 31. Anticipate and address the needs of students who are at risk of dropping out Very well

Field Experiences

- 32. Which of the following best describes the kind of clinical experience you had during your preparation (check all that apply):
 - Student teaching with a cooperating teacher
 - Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential
 - Teaching on an emergency credential [PIP/ STP] while taking courses for my credential
- 33. How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?
 - Less than once per month
 - Once per month
 - Twice per month
 - Once per week
 - 2-3 times per week
 - Daily

Preliminary Education Specialist Completer Survey –2015

34. How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?
- Once or twice
 - 3-5 times
 - 6-10 times
 - 11-15 times
 - 16-20 times
 - More than 20 times
35. My field experiences helped me integrate and apply the major ideas developed through program coursework.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
36. My cooperating teacher(s) (select all that apply):
- Frequently observed my teaching and met with me to offer feedback
 - Was an excellent educator and a valuable role model
 - Modeled effective practices
 - Helped me plan and organize curriculum materials
 - Offered useful strategies and advice about my teaching
 - Helped me reflect on my practice
 - Helped me to solve teaching problems
 - Was knowledgeable about and able to provide support for field-based assignments

37. Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?

- Does not apply/I did not do any student teaching
- Less than 100 hours
- 100 – 299 hours
- 300 – 599 hours
- 600 – 799 hours
- 800 hours or more

38. Approximately how much time did you spend in ***an internship placement*** as teacher of record as part of your fieldwork?

- Does not apply/I was not in an internship
- Less than 100 hours
- 100 – 299 hours
- 300 – 599 hours
- 600 – 799 hours
- 800 hours or more

39. **If you served in an internship placement**, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?

- Does not apply/I was not in an internship
- Once or twice
- 3-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- More than 20 times

Content for Special Education: English Language Arts					
40. In your teacher preparation program, how much opportunity did you have to do each of the following?					
	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
a) Learn ways to teach decoding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Learn ways to build student interest and motivation to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Learn how to help students make predictions to improve comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Learn how to support older students in learning to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Learn ways to teach reading and writing to students at different stages or reading abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Learn how to activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Plan and teach a guided reading lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Learn to teach students to organize their ideas prior to writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Use student reading assessment results to address student needs and improve your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Practice what you learned about teaching reading in your field experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Study state standards for reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Study, critique or adapt reading curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content for Special Education: Mathematics

41. In your teacher preparation program, how much opportunity did you have to do each of the following?	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
a) Learn typical difficulties students have with place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Learn typical difficulties students have with fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Prove that a solution is valid or that a method works for all similar cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Study, critique, or adapt math curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Learn how to facilitate math learning for students in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Adapt math lessons for students with diverse needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Practice what you learned about teaching math in your field experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Study national or state standards for mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Review local district mathematics curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become an education specialist?

Not at all effective
 Somewhat effective
 Effective
 Very effective

43. Are you Hispanic or Latino?

No, not Hispanic or Latino
 Yes, Hispanic or Latino

44. What is your race? Mark all that apply.

American Indian or Alaska Native
 Asian
 Chinese
 Japanese
 Korean
 Vietnamese
 Asian Indian
 Laotian
 Cambodian
 Filipino
 Hmong
 Other Asian

Black or African American

Native Hawaiian or other Pacific Islander

Hawaiian

Guamanian

Samoan

Tahitian

Other Pacific Islander

White

45. What is your gender?

Female

Male

Decline to state