



Program Completer Survey: Preliminary Education Specialist 2018-2019

RATING SCALE: *Not at all* *Poorly* *Adequately* *Well* *Very well*

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
2. Connect classroom learning to the real world
3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking
4. Meet the instructional needs of English learners
5. Identify and address special learning needs with appropriate teaching strategies

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
7. Establish and maintain a safe and respectful learning environment for all students
8. Create a productive learning environment with high expectations for all students
9. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level

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. Organize curriculum to teach content standards effectively
11. Use effective instructional strategies to teach specific subject matter and skills
12. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
13. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content

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
15. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students
16. Develop IFSP/IEP goals and objectives that are measurable and obtainable



17. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information.
18. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment.

Assessing Students for Learning

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

19. Understand and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
20. Involve all students in self-assessment, goal setting, and monitoring progress
21. Give productive feedback to students to guide their learning
22. Collect and utilize data to ensure education benefit when aligning assessment data with goals and services within the least restrictive environment
23. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs

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
25. Work with families to better understand students and to support their learning
26. Work with colleagues to improve instruction
27. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members

Content for Multiple Subjects

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

28. Teach my content area(s) according to California academic content standards in my grade(s) Mathematics
29. Contribute to students' reading skills including comprehension in my subject area
30. Enable students to acquire subject matter skills that contribute to future success in life, college, and career

Field Experiences

31. 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

32. *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

33. *How often did your preparation program observe your classroom instruction during your supervised fieldwork?*

- Once or twice
- 3-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- More than 20 times

34. *How often did your preparation program provide feedback on your classroom instruction during your supervised fieldwork?*

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) and/or mentor 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?*

- | | |
|--|--|
| <input type="checkbox"/> Less than 100 hours | <input type="checkbox"/> 600 - 799 hours |
| <input type="checkbox"/> 100 - 299 hours | <input type="checkbox"/> 800 hours or more |
| <input type="checkbox"/> 300 - 599 hours | <input type="checkbox"/> Does not apply |

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

- | | |
|--|--|
| <input type="checkbox"/> Less than 100 hours | <input type="checkbox"/> 600 - 799 hours |
| <input type="checkbox"/> 100 - 299 hours | <input type="checkbox"/> 800 hours or more |
| <input type="checkbox"/> 300 - 599 hours | <input type="checkbox"/> Does not apply |

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?*

- | | |
|--|---|
| <input type="checkbox"/> Once or twice | <input type="checkbox"/> 16-20 times |
| <input type="checkbox"/> 3-5 times | <input type="checkbox"/> More than 20 times |
| <input type="checkbox"/> 6-10 times | <input type="checkbox"/> Does not apply |
| <input type="checkbox"/> 11-15 times | |

Content for Special Education: English Language Arts

40. *In your teacher preparation program, how much opportunity did you have at the following?*

RATING SCALE:

- None** **Touched on it Briefly** **Spent Time Discussing or Doing**
 Explored in Some Depth **Extensive Opportunity**

40a) Learn ways to teach decoding skills

40b) Learn ways to build student interested and motivation to read

40c) Learn how to help students make predictions to improve comprehension

40d) Learn how to support older students in learning to read

40e) Learn ways to teach reading and writing to students at different stages or reading abilities

40f) Learn how to activate students' prior knowledge

40g) Listen to an individual child read aloud for the purpose of assessing his/her reading achievement

40h) Plan and teach a guided reading lesson



- 40i) Learn to teach students to organize their ideas prior to writing
 - 40j) Use student reading assessment results to address student needs and improve your teaching
 - 40k) Practice what you learned about teaching reading in your field experiences
 - 40l) Study state standards for reading/language arts
 - 40m) Study, critique or adapt reading curriculum materials
-

Content for Special Education: Mathematics

41. In your teacher preparation program, how much opportunity did you have at the following?

RATING SCALE:

- None**
- Touched on it Briefly**
- Spent Time Discussing or Doing**
- Explored in Some Depth**
- Extensive Opportunity**

- 41a) Learn typical difficulties students have with place value
 - 41b) Learn typical difficulties students have with fractions
 - 41c) Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works
 - 41d) Prove that a solution is valid or that a method works for all similar cases
 - 41e) Study, critique, or adapt math curriculum materials
 - 41f) Learn how to facilitate math learning for students in small groups
 - 41g) Adapt math lessons for students with diverse needs and learning styles
 - 41h) Practice what you learned about teaching math in your field experience
 - 41i) Study national or state standards for mathematics
 - 41j) Review local district mathematics curriculum
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General

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**
-



Demographics

43. *Are you Hispanic or Latino?*

- No, not Hispanic or Latino
- Yes, Hispanic or Latino

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

- | | | |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Laotian | <input type="checkbox"/> Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Cambodian | <input type="checkbox"/> Guamanian |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Filipino | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Hmong | <input type="checkbox"/> Tahitian |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Other Asian | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Black or African American | <input type="checkbox"/> White |

45. *What is your gender?*

- Female
- Male
- Nonbinary
- Decline to state