



## Credential Program Completer Survey Questions Preliminary Education Specialist

The California Commission on Teacher Credentialing (Commission) is interested in your views on the scope and quality of your teacher preparation program. Your participation in this survey will help improve the preparation of future teachers for California's schools and students. Thank you in advance for sharing your valuable insights.

Please note that this survey is not intended to be an evaluation of your competence, but rather an opportunity for you to tell the Commission what you think about the quality of the teacher preparation program you recently completed.

### **Informed Consent**

Participation in this survey is voluntary but the information is very important to help improve the preparation of teachers in California. The Commission will use this information within its quality review processes for accredited preparation programs.

Your decision whether or not to participate in the survey will not affect the processing of your credential application. Every measure will be taken to assure the confidentiality of your response; the Commission will not use your name or other identifying information when reporting the results.

Thank you for your time and your responses.

### **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
  - Poorly
  - Adequately
  - Well
  - Very well
2. Connect classroom learning to the real world
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
4. Meet the instructional needs of English learners



- Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
5. Identify and address special learning needs with appropriate teaching strategies
- Not at all
  - Poorly
  - Adequately
  - Well
  - 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
  - Poorly
  - Adequately
  - Well
  - Very well
7. Establish and maintain a safe and respectful learning environment for all students
- Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
8. Create a productive learning environment with high expectations for all students
- Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
9. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level
- Not at all
  - Poorly
  - Adequately
  - Well
  - 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. Organize curriculum to teach content standards effectively

- Not at all
- Poorly
- Adequately
- Well
- Very well

11. Use effective instructional strategies to teach specific subject matter and skills

- Not at all
- Poorly
- Adequately
- Well
- Very well

12. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students

- Not at all
- Poorly
- Adequately
- Well
- Very well

13. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content

- Not at all
- Poorly
- Adequately
- Well
- 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
- Poorly
- Adequately
- Well
- Very well

15. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students

- Not at all
- Poorly
- Adequately
- Well



- Very well
- 16. Develop IFSP/IEP goals and objectives that are measurable and obtainable
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 17. Plan for instruction by incorporating all relevant IFSP/IEP behavior and academic information
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 18. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment
  - Not at all
  - Poorly
  - Adequately
  - Well
  - 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. Understand and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 20. Involve all students in self-assessment, goal setting, and monitoring progress
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 21. Give productive feedback to students to guide their learning
  - Not at all
  - Poorly
  - Adequately
  - Well



- Very well
- 22. Collect and utilize data to ensure education benefit when aligning assessment data with goals and services within the least restrictive environment
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 23. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs
  - Not at all
  - Poorly
  - Adequately
  - Well
  - 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
  - Poorly
  - Adequately
  - Well
  - Very well
- 25. Work with families to better understand students and to support their learning
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 26. Work with colleagues to improve instruction
  - Not at all
  - Poorly
  - Adequately
  - Well
  - Very well
- 27. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members
  - Not at all
  - Poorly
  - Adequately
  - Well



- Very well

### Content for Multiple Subject

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)

- Not at all
- Poorly
- Adequately
- Well
- Very well

29. Contribute to students' reading skills including comprehension in my subject area

- Not at all
- Poorly
- Adequately
- Well
- Very well

30. Enable students to acquire subject matter skills that contribute to future success in life, college, and career

- Not at all
- Poorly
- Adequately
- Well
- Very well

### Field Experiences

31. Which of the following best describes the kind of clinical experience you had during your preparation:

(check all that apply)

- Resident for a full year of co-teaching with a residency mentor teacher while taking aligned coursework
- Student teaching with a cooperating teacher
- 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): (check 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/mentor teacher) as part of your supervised fieldwork?
- Less than 100 hours
  - 100-299 hours
  - 300-599 hours
  - 600-799 hours
  - 800 hours or more
  - Does not apply
38. Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?
- Less than 100 hours
  - 100-299 hours



- 300-599 hours
- 600-799 hours
- 800 hours or more
- 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?

- Once or twice
- 3-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- More than 20 times
- Does not apply

#### 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:

- a. Learn ways to teach decoding skills
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- b. Learn ways to build student interest and motivation to read
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- c. Learn how to help students make predictions to improve comprehension
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- d. Learn how to support older students in learning to read
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- e. Learn ways to teach reading and writing to students at different stages or reading abilities
  - None





- Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- f. Learn how to activate students' prior knowledge
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- g. Listen to an individual child read aloud for the purpose of assessing his/her reading achievement
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- h. Plan and teach a guided reading lesson
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- i. Learn to teach students to organize their ideas prior to writing
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- j. Use student reading assessment results to address student needs and improve your teaching
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- k. Practice what you learned about teaching reading in your field experiences
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- l. Study state standards for reading/language arts
- None



- Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- m. Study, critique or adapt reading curriculum materials
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity

### Content for Special Education: Mathematics

41. In your teacher preparation program, how much opportunity did you have to do each of the following:

- a. Learn typical difficulties students have with place value
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- b. Learn typical difficulties students have with fractions
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- c. Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- d. Prove that a solution is valid or that a method works for all similar cases
- None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- e. Study, critique, or adapt math curriculum materials
- None
  - Touched on it briefly
  - Spent time discussing or doing



- Explored in some depth
- Extensive opportunity
- f. Learn how to facilitate math learning for students in small groups
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- g. Adapt math lessons for students with diverse needs and learning styles
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- h. Practice what you learned about teaching math in your field experience
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- i. Study national or state standards for mathematics
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity
- j. Review local district mathematics curriculum
  - None
  - Touched on it briefly
  - Spent time discussing or doing
  - Explored in some depth
  - Extensive opportunity

### 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? Check all that apply.

- American Indian or Alaska Native
- Asian Indian
- Black or African American
- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hmong
- Japanese
- Korean
- Laotian
- Other Asian
- Other Pacific Islander
- Samoan
- Tahitian
- Vietnamese
- White

45. What is your gender identity?

- Female
- Male
- Nonbinary
- Decline to state

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