



## Master Teacher Survey: 2018-2019

The Commission is seeking feedback from individuals who have served as a master teacher for a student teacher. The intention is that the individual who completes this survey worked with the candidate in his or her final student teaching placement.

The purpose of this survey is not to gather information on the knowledge and skills of the individual candidates, but to gather information about the strengths and weaknesses of the preparation program. This information, along with information from program completers, current candidates, employers and others, will be used as part of the institution's accreditation process.

Please complete this survey for the institution for which you serve as a master teacher (also known as the cooperating teacher). If you have served as a master teacher for more than one institution, you will be able to complete a separate survey for the other institution(s).

This survey will remain open until the end of August 2019 so that complete 2018-19 data may be entered.

1. How many years have you served as a master teacher?

- 1
- 2-3
- 4-5
- 6-10
- 11-20
- 21 or more

2. Please identify the segment that the institution for which you serve as a master teacher is included:

- California State University (CSU) (Go to question 3)
- University of California (UC) (Go to question 4)
- Private college or university (Go to question 5)

3. From which CSU Campus did you hire at least 2 new teachers over the past 3-5 years?

- |  |  |   |   |
|--|--|---|---|
| <input type="radio"/> California Polytechnic State University, San Luis Obispo | <input type="radio"/> California State University, Dominguez Hills | <input type="radio"/> California State University, Monterey Bay   | <input type="radio"/> California State University, Stanislaus |
| <input type="radio"/> California State Polytechnic University, Pomona          | <input type="radio"/> California State University, East Bay        | <input type="radio"/> California State University, Northridge     | <input type="radio"/> CalState TEACH                          |
| <input type="radio"/> California State University, Bakersfield                 | <input type="radio"/> California State University, Fresno          | <input type="radio"/> California State University, Sacramento     | <input type="radio"/> Humboldt State University               |
| <input type="radio"/> California State University, Channel Islands             | <input type="radio"/> California State University, Fullerton       | <input type="radio"/> California State University, San Bernardino | <input type="radio"/> San Diego State University              |
| <input type="radio"/> California State University, Chico                       | <input type="radio"/> California State University, Long Beach      | <input type="radio"/> California State University, San Marcos     | <input type="radio"/> San Francisco State University          |
|  | <input type="radio"/> California State University, Los Angeles     |   | <input type="radio"/> San Jose State University               |
|  |  |   | <input type="radio"/> Sonoma State University                 |



4. From which UC Campus did you hire at least 2 program completers?

- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz

5. From which private college or university have you hired at least 2 program completers?

- Academy of Art University
- Alliant International University
- Antioch University
- Argosy University
- Azusa Pacific University
- Bard College
- Biola University
- Brandman University
- California Baptist University
- California Lutheran University
- Chapman University
- Claremont Graduate University
- Concordia University Irvine
- Dominican University of California
- Drexel University
- Fresno Pacific University
- Hebrew Union College
- Holy Names University
- Hope International University
- Humphreys College
- La Sierra University
- Loyola Marymount University
- Mills College
- Mount Saint Mary's University
- National University
- Notre Dame de Namur University
- Pacific Oaks College
- Pacific Union College
- Patten University
- Pepperdine University
- Point Loma Nazarene University
- San Diego Christian College
- Santa Clara University
- Simpson University
- St. Mary's College of California
- Stanford University
- Teachers College of San Joaquin
- The Master's College
- Touro University
- United States University
- University of La Verne
- University of Phoenix
- University of Redlands
- University of San Diego
- University of San Francisco
- University of Southern California
- University of the Pacific
- Vanguard University
- Western Governors University
- Westmont College
- Whittier College
- William Jessup University

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**Feedback on the Preliminary Preparation Program**

1. How many new teachers from the institution you identified have you worked with over the past 5 years? If you have worked with more than 1 student teacher from the same program, please consider all student teachers as you respond to this survey. If you have worked with student teachers from more than this institution, please complete the survey again to provide feedback on that institution

- 1
- 2
- 3
- 4
- 5 or more



2. Engaging and Supporting all Students in Learning: How well-prepared was your student teacher to do each of the following?

	Not at all	Poorly	Adequately	Well	Very well
Connect classroom learning to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage students in inquiry, problem solving, and reflection to promote their critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet the instructional needs of English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and address special learning needs with appropriate teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Creating and Maintaining Effective Environments for Student Learning: How well-prepared was your student teacher to do each of the following as a teacher?

	Not at all	Poorly	Adequately	Well	Very well
Establish and maintain a safe and respectful learning environment for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a productive learning environment with high expectations for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Understanding and Organizing Subject Matter for Student Learning: How well-prepared was your student teacher to do each of the following as a teacher?

	Not at all	Poorly	Adequately	Well	Very well
Use effective instructional strategies to teach specific subject matter and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Planning Instruction and Designing Learning Experiences for All Students: How well-prepared was your student teacher to do each of the following as a teacher?

	Not at all	Poorly	Adequately	Well	Very well
Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6. Assessing Students for Learning: Compared to other beginning teachers with whom you have worked, how well-prepared was your student teacher to do each of the following?

	Not at all	Poorly	Adequately	Well	Very well
Involve all students in self-assessment, goal setting, and monitoring progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give productive feedback to students to guide their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Developing as a Professional Educator: How well-prepared was your student teacher to do each of the following?

	Not at all	Poorly	Adequately	Well	Very well
Evaluate the effects of actions on student learning and modify plans accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with colleagues to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Which of these, select all that apply, were involved when you were initially selected as a master teacher for this institution? Overall, how well-prepared do you think this program's completers are as teachers

- I applied to be a master teacher
- I was observed by the institution prior to selection as a master teacher
- My site administrator selected me
- I offered when my administrator asked for volunteers
- Other (specify)

9. How clear were your responsibilities as a master teacher

- Not at all clear
- Somewhat clear
- Clear
- Extremely Clear

10. Which of these best describes the degree to which you felt supported by the program in your role as a master teacher?

- Not at all supported
- Somewhat supported
- Adequately supported
- Very well supported

11. How often did the preparation program faculty or supervisor observe your student teacher and provide feedback?

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

12. Was the amount of time in your classroom sufficient for your student teacher to acquire and practice the knowledge and tools necessary to be an effective teacher?

- Not at all sufficient
- Somewhat sufficient
- Sufficient



13. What credential was your student teacher completing?

- Multiple Subject
  - Single Subject
  - Education Specialist
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**Multiple Subject**

1. How well was your student teacher prepared to teach each of the following when he or she finished student teaching in your classroom?

	Not at all	Poorly	Adequately	Well	Very well
English Literacy & Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative/Fine arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education/Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Overall, how effective do you believe the teacher preadation program was in assisting your student teacher to develop the skills and tools to be an effective teacher?

- Not at all effective
- Somewhat effective
- Effective
- Very effective

3. Thank you for providing feedback on the selected institution. If you have any additional information on the specific institution, please provide it here.

4. Did you also host a student teacher work toward a Single Subject or Education specialist teaching credential

- Yes, a Single Subject candidate
  - Yes, an Education specialist Candidate
  - No
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### Single Subject

1. How well was your student teacher prepared to teach each of the following when he or she finished student teaching in your classroom?

	Not at all	Poorly	Adequately	Well	Very well
Teach his or her content area according to California academic content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to students' reading skills including comprehension in the content area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enable students to acquire subject matter skills that contribute to future success in life, college, and career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate and address the needs of students who are at risk of dropping out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Overall, how effective do you believe the teacher preparation program was in assisting your student teacher to develop the skills and tools to be an effective teacher?

- Not at all effective
- Somewhat effective
- Effective
- Very effective

3. Thank you for providing feedback on the selected institution. If you have any additional information on the specific institution, please provide it here

4. Did you also host a candidate for an Education Specialist credential

- Yes, Education Specialist student teacher
- No

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### Education Specialist

1. Overall, how effective do you believe the teacher preparation program was in assisting your student teacher to develop the skills and tools to be an effective teacher?

- Not at all effective
- Somewhat effective
- Effective
- Very effective



2. Thank you for providing feedback on the selected institution. If you have any additional information on the specific institution please provide it here.

Thank you for the feedback on the Preliminary Teacher Preparation Program. A report will be returned to each Preliminary Teacher Preparation program in the fall of 2019. If you have any final comments, please provide them here.