



Credential Program Completer Survey Questions Mentor Teacher

The Commission is seeking feedback from individuals who have served as a mentor teacher for a student teacher. The intention is that the individual who completes this survey worked with the candidate in his, her or their 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 mentor teacher (also known as the cooperating teacher). If you have served as a mentor teacher for more than one institution, you will be able to complete a separate survey for the other institution(s).

Thank you for your time and your responses.

Mentor Teacher Information

1. For which teacher preparation program do you serve as a Mentor Teacher?

- Academy of Art University
- Alder Graduate School of Education
- Alliant International University
- Azusa Pacific University
- Biola University
- California Baptist University
- California Lutheran University
- California Polytechnic State University, San Luis Obispo
- California State Polytechnic University, Humboldt
- California State Polytechnic University, Pomona
- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State University, Sacramento
- California State University, San Bernardino
- California State University, San Marcos
- California State University, Stanislaus
- CalState Teach
- Chapman University
- Claremont Graduate University
- Concordia University Irvine
- Dominican University of California
- Fresno Pacific University
- Hebrew Union College
- High Tech High Graduate School of Education
- Holy Names University
- Hope International University
- Humphreys University
- La Sierra University
- Los Angeles Pacific University
- Loyola Marymount University
- Mount Saint Mary's University
- National University



- Notre Dame De Namur University
- Pacific Oaks College
- Pacific Union College
- Pepperdine University
- Point Loma Nazarene University
- San Diego Christian College
- San Diego State University
- San Francisco State University
- San Jose State University
- Santa Clara University
- Simpson University
- Sonoma State University
- St. Mary's College of California
- Stanford University
- Teachers College of San Joaquin
- The Master's University
- Touro University California
- United States University
- University of Antelope Valley
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz
- University of La Verne
- University of Massachusetts Global
- 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

2. How many years have you served as a mentor teacher?

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

Feedback on the Preliminary Preparation Program

If you have worked with more than 1 student teacher from the same institution, 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.

3. How many new student teachers from the institution you identified have you worked with over the past 5 years?

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

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

- a. Connect classroom learning to the real world



- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- c. Meet the instructional needs of English learners
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- d. Identify and address special learning needs with appropriate teaching strategies
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
5. Creating and Maintaining Effective Environments for Student Learning: How well-prepared was your student teacher to do each of the following?
- a. Establish and maintain a safe and respectful learning environment for all students
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- b. Create a productive learning environment with high expectations for all students
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
6. Understanding and Organizing Subject Matter for Student Learning: How well-prepared was your student teacher to do each of the following?
- a. Use effective instructional strategies to teach specific subject matter and skills
- Not at all
 - Poorly



- Adequately
 - Well
 - Very well
 - b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- 7. Planning Instruction and Designing Learning Experiences for All Students: How well-prepared was your student teacher to do each of the following?
 - a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - b. 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
- 8. Assessing Students for Learning: How well-prepared was your student teacher to do each of the following?
 - a. Involve all students in self-assessment, goal setting, and monitoring progress
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - b. Give productive feedback to students to guide their learning
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- 9. Developing as a Professional Educator: How well-prepared was your student teacher to do each of the following?



- a. Evaluate the effects of actions on student learning and modify plans accordingly
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
- b. Work with colleagues to improve instruction
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
10. Which of these were involved when you were initially selected as a mentor teacher for this institution?
Check all that apply.
- I applied to be a mentor teacher
 - I was observed by the institution prior to selection as a mentor teacher
 - My site administrator selected me
 - I offered when my administrator asked for volunteers
 - Other (please specify)
11. How clear were your responsibilities as a mentor teacher?
- Not at all clear
 - Somewhat clear
 - Clear
 - Extremely clear
12. Which of these best describes the degree to which you felt supported by the program in your role as a mentor teacher?
- Not at all supported
 - Somewhat supported
 - Adequately supported
 - Very well supported
13. 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
14. 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
- 15. Did you work with a student teacher who was completing the Multiple Subject credential?
 - Yes
 - No

Multiple Subject

16. How well was your student teacher prepared to teach each of the following when he, she or they finished student teaching in your classroom?
- a. English Literacy & Language Arts
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - b. Mathematics
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - c. Science
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - d. History/Social Studies
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - e. Creative/Fine arts
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - f. Physical Education/Health
 - Not at all
 - Poorly
 - Adequately



- Well
 - Very well
17. 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
18. Did you work with a student teacher who was completing the Single Subject credential?
- Yes
 - No

Single Subject

19. How well was your student teacher prepared to teach each of the following when he, she or they finished student teaching in your classroom?
- a. Teach his, her or their content area according to California academic content standards
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - b. Contribute to students' reading skills including comprehension in the content area
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
 - c. 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
 - d. Anticipate and address the needs of students who are at risk of dropping out
 - Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
20. 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

21. Did you work with a student teacher who was completing the Education Specialist credential?

- Yes
- No

Education Specialist

22. 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

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