

Default Question Block

Dear Candidate,

This survey asks you to assess the quality of our institution's teacher education program and the ways in which it prepared you to be a teacher. It is not an evaluation of your knowledge and competencies. We will use the information you provide to improve our teacher education program. This information will be kept confidential and will be combined with all other responses for reporting.

We plan to conduct a similar survey approximately one year from now to determine how well our programs prepared you for your first year of teaching. The survey you will receive next year is called the **Transition to Teaching** survey and should be completed regardless of whether you are in a teaching position or not. We are asking for contact information in order to send this survey; this information will NOT be used for fundraising purposes. Please help us continue to improve our teacher education program by providing the following information:

Your name

University ID

Personal email address (i.e., the email address you will be checking most frequently after graduation)

Secondary email address (which might be the email that you are using on your resume or your university email address, if you plan on checking it a year from now)

Cell phone number (###-###-####)

Cell phone carrier (Verizon, Sprint, etc.)

Mailing address after graduation (if known): (number, street/road, apt. #)

Address line 2 (city, state, zip)

Name, mailing address, email address and phone number of someone who will know how to contact you (for example, a parent, sibling, close friend, or spouse).

Name	<input type="text"/>
Relationship (e.g. mother, sister, etc.)	<input type="text"/>
Email Address	<input type="text"/>
Phone Number	<input type="text"/>
Mailing address (street or P.O. Box)	<input type="text"/>
Address line 2 (city, state, zip)	<input type="text"/>

A. Your Program

A1. For what licensure area did you prepare to teach? (Check all that apply)

	Yes	No
Early Childhood Education	<input type="radio"/>	<input checked="" type="radio"/>
Middle Childhood through Early Adolescence (MC/EA)	<input type="radio"/>	<input checked="" type="radio"/>
Special Education	<input type="radio"/>	<input checked="" type="radio"/>
Early Childhood through Adolescence (EC-A)	<input type="radio"/>	<input checked="" type="radio"/>
Early Adolescence through Adolescence (EA-A)	<input type="radio"/>	<input checked="" type="radio"/>

If you completed a K-12 licensure program (EC-A), indicate your subject area: (Check ALL that apply)

	Yes	No
Art	<input type="radio"/>	<input checked="" type="radio"/>
Business and Marketing	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input checked="" type="radio"/>
World Languages	<input type="radio"/>	<input type="radio"/>
Physical Education	<input type="radio"/>	<input checked="" type="radio"/>
Theatre	<input type="radio"/>	<input checked="" type="radio"/>
Other (no abbreviations)	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text"/>		

Please respond to the following items about your experiences in your teacher preparation program.

A. YOUR PROGRAM

If you completed a secondary education program (EA-A), indicate your subject area: (Mark ALL that apply)

	Yes	No
English	<input type="radio"/>	<input checked="" type="radio"/>
Mathematics	<input type="radio"/>	<input checked="" type="radio"/>
Science	<input type="radio"/>	<input checked="" type="radio"/>
Broadfield Social Studies	<input type="radio"/>	<input checked="" type="radio"/>
Other (no abbreviations)	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text"/>		

A2. Teacher Education Program Satisfaction: Program Structure/Quality

How satisfied were you with the following aspects of your teacher preparation program?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Advising on professional education program requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Advising on content course requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Quality of instruction in your teacher preparation courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Balance between theory and practice in your teacher preparation courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
e. Integration of technology throughout your teacher preparation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Coherence between your coursework and field experiences prior to student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Quality of field experiences prior to student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your student teaching placement site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3. Would you recommend your teacher education program to other prospective teachers?

	Definitely Yes	Probably Yes	Probably No	Definitely No
Would you recommend your teacher education program to another prospective teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3. Why or why not?

B. Preparation

B. PREPARATION FOR TEACHING

B1. Preparation for Teaching: Instructional Practice

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Effectively teach the subject matter in my licensure area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Select instructional strategies to align with learning goals and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Design activities where students engage with subject matter from a variety of perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Account for students' prior knowledge or experiences in instructional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Design long-range instructional plans that meet curricular goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Regularly adjust instructional plans to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Agree	Tend to Agree	Tend to Disagree	Disagree
g. Plan lessons with clear learning objectives/goals in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- h. Design and modify assessments to match learning objectives.
- i. Provide students with meaningful feedback to guide next steps in learning.
- j. Engage students in self-assessment strategies.
- k. Use formative and summative assessments to inform instructional practice.
- l. Understand issues of reliability and validity in assessment.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agree	Tend to Agree	Tend to Disagree	Disagree

- m. Analyze appropriate types of assessment data to identify student learning needs.
- mm. Differentiate assessment for all learners.
- n. Use digital and interactive technologies to achieve instructional goals.
- o. Engage students in using a range of technology tools to achieve learning goals.
- p. Help students develop critical thinking processes.
- q. Help students develop skills to solve complex problems.

- r. Understand how interdisciplinary themes connect to core subjects.
- s. Know where and how to access resources to build global awareness and understanding.
- t. Help students analyze multiple sources of evidence to draw sound conclusions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agree	Tend to Agree	Tend to Disagree	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2. Preparation for Teaching: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

- a. Effectively teach students from culturally and ethnically diverse backgrounds and communities.
- b. Differentiate instruction for a variety of learning needs.
- c. Differentiate for students at varied developmental levels.
- d. Differentiate to meet the needs of students from various socioeconomic backgrounds.
- e. Differentiate instruction for students with IEPs and 504 plans.
- f. Differentiate instruction for students with mental health

	Agree	Tend to Agree	Tend to Disagree	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Differentiate instruction for gifted and talented students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Differentiate instruction for English-language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Access resources to foster learning for students with diverse needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B3. Preparation for Teaching: Learning Environment

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Clearly communicate expectations for appropriate student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Use effective communication skills and strategies to convey ideas and information to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Connect core content to students' real-life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Help students work together to achieve learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Develop and maintain a classroom environment that promotes student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Respond appropriately to student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Help students regulate their own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Effectively organize the physical environment of the classroom for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B4. Preparation for Teaching: Professionalism

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Seek out learning opportunities that align with my professional development goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Access the professional literature to expand my knowledge about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collaborate with parents and guardians to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Collaborate with teaching colleagues to improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| e. Use colleague feedback to support my development as a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Uphold laws related to student rights and teacher responsibility. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Act as an advocate for all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C. Student Teaching

C. STUDENT TEACHING

C1. University or College-Supervisor (*A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate.*)

My university or college supervisor...

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Was available when I needed help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Acted as a liaison between me and the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Gave me constructive feedback on my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped me understand my role and responsibilities as a student teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Helped me develop as a reflective practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C2. To the best of your knowledge, how many times did your university or college supervisor visit your student teaching classroom when you were actively teaching?

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10

C3. To the best of your knowledge, how many times did you discuss your student teaching in face-to-face conferences with your university or college supervisor? Include/count conversations longer than 10 minutes.

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10

C4. Besides your university or college supervisor, did anyone else from your university or college visit you at your student teaching site?

	Yes	No
	<input type="radio"/>	<input type="radio"/>

If yes, check all that apply:

	Yes	No
Other university or college supervisor	<input type="radio"/>	<input checked="" type="radio"/>
University or college's field experience coordinator/supervisor	<input type="radio"/>	<input checked="" type="radio"/>
Teacher education faculty	<input type="radio"/>	<input checked="" type="radio"/>
Content faculty	<input type="radio"/>	<input checked="" type="radio"/>
Other faculty	<input type="radio"/>	<input checked="" type="radio"/>
Graduate student	<input type="radio"/>	<input checked="" type="radio"/>
Peer teacher candidate	<input type="radio"/>	<input checked="" type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>

C5. If you experienced significant challenges during your student teaching, did you receive the help you needed?

	Yes	No	Does Not Apply
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C6. Cooperating Teacher/Co-Teacher (A cooperating teacher is the teacher in the local situation who works with, helps, and advises the teacher candidate.) Please respond based on your most recent student teaching placement.

My cooperating teacher/co-teacher ...

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. provided adequate opportunities for me to observe the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. provided adequate time for planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. helped me with classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. made me feel welcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Agree	Tend to Agree	Tend to Disagree	Disagree
e. gave me constructive feedback on my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. let me experiment with my own teaching ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. included me in parent-teacher conferences, school meetings, and other professional experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. shared ideas and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Agree	Tend to Agree	Tend to Disagree	Disagree
i. helped me develop as a reflective practitioner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. helped me plan differentiated instruction for a variety of learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. helped me reflect on student data to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Future Plans

D. FUTURE PLANS

D1. How long do you plan on teaching?

	1-2 years	3-5 years	6-10 years	11 or more years	I do not plan to teach
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D2. Where would you consider teaching? Mark all that apply.

	Yes	No
Milwaukee	<input type="radio"/>	<input checked="" type="radio"/>
Other city in Wisconsin (20,000+)	<input type="radio"/>	<input checked="" type="radio"/>
Suburban area in Wisconsin	<input type="radio"/>	<input checked="" type="radio"/>
Rural area in Wisconsin	<input type="radio"/>	<input checked="" type="radio"/>
City in Illinois (20,000+)	<input type="radio"/>	<input checked="" type="radio"/>
Suburban area in Illinois	<input type="radio"/>	<input checked="" type="radio"/>
Rural area in Illinois	<input type="radio"/>	<input checked="" type="radio"/>
City in Minnesota (20,000+)	<input type="radio"/>	<input checked="" type="radio"/>
Suburban area in Minnesota	<input type="radio"/>	<input checked="" type="radio"/>
Rural area in Minnesota	<input type="radio"/>	<input checked="" type="radio"/>
Other urban area in the U.S.	<input type="radio"/>	<input checked="" type="radio"/>
Other suburban area in the U.S.	<input type="radio"/>	<input checked="" type="radio"/>
Other rural area in the U.S.	<input type="radio"/>	<input checked="" type="radio"/>
Outside the U.S.	<input type="radio"/>	<input checked="" type="radio"/>
American Indian Reservation	<input type="radio"/>	<input checked="" type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>

E. Background

E. YOUR BACKGROUND

E1. What is your gender?

	Male	Female
	<input type="radio"/>	<input type="radio"/>

E2a. What is your current age?

What is your date of birth?

Month

Month

Day

Day

Year

Year

E3. What is your race/ethnicity? Mark ALL that apply.

	Yes	No
American Indian or Alaskan Native	<input type="radio"/>	<input checked="" type="radio"/>
Asian	<input type="radio"/>	<input checked="" type="radio"/>
Black or African American	<input type="radio"/>	<input checked="" type="radio"/>
Hispanic or Latino	<input type="radio"/>	<input checked="" type="radio"/>
Native Hawaiian and other Pacific Islander	<input type="radio"/>	<input checked="" type="radio"/>
White, non-Hispanic	<input type="radio"/>	<input checked="" type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>

E4. Is English your native language?

	Yes	No
	<input type="radio"/>	<input type="radio"/>

E5. Do you fluently speak a language other than English?

	Yes	No
	<input type="radio"/>	<input type="radio"/>

E6. During which term will you officially receive your teacher education degree?

- Fall 2017
- Spring 2018

☾ Summer 2018

Thank you for your response to this survey. We appreciate your input!

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