**Eastern Connecticut State University**

**End-of-Program Survey**

The purpose of this survey is to evaluate the extent to which our programs are fostering the knowledge and skills indicative of effective professionals. Your responses and suggestions will remain confidential and will be considered for program development and revisions. Your efforts and time in completing the survey are very much appreciated. Please read all instructions and questions carefully before answering.

1. **Connecticut Competencies**

Select the degree to which you feel your preparation program coursework provided you opportunities to learn that prepare you to …

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| **Content Knowledge** |  |  |  |  |  |
| 1). Develop an understanding of the content knowledge you teach | 1 | 2 | 3 | 4 | 5 |
| 2). Make content meaningful through a variety of strategies including explanation, modeling, representations, and examples | 1 | 2 | 3 | 4 | 5 |
| **Pedagogy** |  |  |  |  |  |
| **Planning** |  |  |  |  |  |
| 3). Use student academic standards to guide planning and instruction | 1 | 2 | 3 | 4 | 5 |
| 4). Use state or district curriculum frameworks to guide planning and instruction | 1 | 2 | 3 | 4 | 5 |
| 5). Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs | 1 | 2 | 3 | 4 | 5 |
| 6). Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline | 1 | 2 | 3 | 4 | 5 |
| 7). Develop an appropriate scope and sequence of units and lessons based on a logical and purposeful progression at an appropriate level of challenge for students | 1 | 2 | 3 | 4 | 5 |
| **Teaching** |  |  |  |  |  |
| 8). Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior | 1 | 2 | 3 | 4 | 5 |
| 9). Use effective strategies to appropriately address challenging student behaviors | 1 | 2 | 3 | 4 | 5 |
| 10). Create a cognitively engaging classroom environment that promotes critical thinking | 1 | 2 | 3 | 4 | 5 |
| 11). Create a class climate that is responsive to and respectful of the learning needs of student with diverse backgrounds (e.g., racial, cultural, linguistic, or economic) and performance levels including students with disabilities, gifted students, and English learners | 1 | 2 | 3 | 4 | 5 |
| 12). Use flexible grouping strategies as appropriate to foster meaningful student interaction an engagement with the content | 1 | 2 | 3 | 4 | 5 |
| 13). Foster real-world and/or cross-curricular connections through inquiry-based strategies of your content or discipline | 1 | 2 | 3 | 4 | 5 |
| 14). Provide scaffolding that supports all students’ active participation in the learning activities | 1 | 2 | 3 | 4 | 5 |
| 15). Know how to adjust instruction when students are exceeding or not achieving learning objectives | 1 | 2 | 3 | 4 | 5 |
| 16). Use instructional strategies that effectively improve students’ literacy skills in content/subject areas | 1 | 2 | 3 | 4 | 5 |
| 17). Use instructional strategies that effectively improve students’ numeracy and quantitative reasoning skills | 1 | 2 | 3 | 4 | 5 |
| 18). Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas | 1 | 2 | 3 | 4 | 5 |
| 19). Understand and implement a scientific research-based intervention (SBRI) framework to address individual learning needs within a classroom | 1 | 2 | 3 | 4 | 5 |
| 20). Use effective strategies to each students with disabilities | 1 | 2 | 3 | 4 | 5 |
| 21). Use effective strategies to teach English learners | 1 | 2 | 3 | 4 | 5 |
| **Assessing** |  |  |  |  |  |
| 22). Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons | 1 | 2 | 3 | 4 | 5 |
| 23). Use summative assessments to identify students’ achievement or progress based upon predetermined criteria | 1 | 2 | 3 | 4 | 5 |
| 24). Use assessment data to plan for future instruction | 1 | 2 | 3 | 4 | 5 |
| 25). Make informed judgments about student performance based on the results of an assessment | 1 | 2 | 3 | 4 | 5 |
| 26). Provide effective, specific, timely feedback that helps students improve their performance | 1 | 2 | 3 | 4 | 5 |
| **Professional Responsibility** |  |  |  |  |  |
| 27). Collaborate effectively with colleagues to support student learning and growth | 1 | 2 | 3 | 4 | 5 |
| 28). Collaborate effectively with families to support student learning and growth | 1 | 2 | 3 | 4 | 5 |
| 29). Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interaction with students | 1 | 2 | 3 | 4 | 5 |
| 30). Engage in relevant professional learning opportunities | 1 | 2 | 3 | 4 | 5 |

*Sometimes students get similar messages from their university teacher preparation program and their clinical placement regarding the best ways to teach students. Other times these messages are different. Please indicate the response that best describes how similar or different the messages were that you received in your teacher preparation program and clinical placement by responding to the following items:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very different | Different | Neither similar nor different | Similar | Very similar |
| 1). Curriculum coverage | 1 | 2 | 3 | 4 | 5 |
| 2). Classroom management issues | 1 | 2 | 3 | 4 | 5 |
| 3). Planning lessons | 1 | 2 | 3 | 4 | 5 |
| 4). Issues of diversity in the classroom | 1 | 2 | 3 | 4 | 5 |
| 5). Individualized instruction for students | 1 | 2 | 3 | 4 | 5 |
| 6). Motivating students | 1 | 2 | 3 | 4 | 5 |
| 7). Assessing students | 1 | 2 | 3 | 4 | 5 |
| 8). Professional responsibilities | 1 | 2 | 3 | 4 | 5 |

*Please indicate the response that best describes the University Supervisor and the Cooperating Teacher’s performance.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 1). University supervisor was supportive. | 1 | 2 | 3 | 4 | 5 |
| 2). Cooperating teacher was supportive. | 1 | 2 | 3 | 4 | 5 |

1. **Program Goals:**

Please evaluate the extent to which the program has met the learning principles in relation to your development towards becoming an effective professional. Select the number associated with the phrase that best fits the value of your experience.

My program has so far helped me to…

1. Develop critical thinking skills.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
2. Develop critical reading skills.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
3. Develop written communication skills.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
4. Develop oral communication skills.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
5. Develop skills to reach conclusions based on numerical information.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
6. Develop skills to reach conclusions using primary and secondary sources of information.
	* Poor
	* Fair
	* Average
	* Good
	* Excellent
7. What would you consider to be your greatest strengths as a result of participating in your program(s)?

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1. Please list at least two suggestions that you believe could improve the program(s).

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1. **Demographics**
2. What is your gender?
	* Male
	* Female
3. What is your race/ethnicity?
	* American Indian/ Alaskan Native
	* Asian or Pacific Islander
	* Black, Non-Hispanic
	* Hispanic
	* White, Non-Hispanic
	* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Please provide post-graduation contact information

Non-Eastern Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you received job offer? If so, where?

Employer name and address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you earned any outstanding achievements while you have been in the Program (e.g., professional awards, scholarships within your majors, publishing, presentations at conferences, and initiation into professional societies)?

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1. Degree level
	* Undergraduate
	* Graduate
2. If you are an undergraduate, what is your program?
	* Early Childhood Education
	* Elementary Education
	* Health and Physical Education
	* Secondary English
	* Secondary Mathematics
	* Secondary Science
	* Secondary Social Studies
3. If you are a graduate, what is your program?
	* Early Childhood Education
	* Elementary Education
	* Secondary English
	* Secondary Mathematics
	* Secondary Science
	* Secondary Social Studies

Thank you for completing the End of Program Survey.