End-of-Program/Exit Survey Report for Fall 2015

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The results showed that on overage the students agreed or strongly agreed that the teacher education program coursework prepared them on all 30 Connecticut competencies. They also felt that the messages they received in the teacher preparation program and clinical placement were similar on all aspects. In addition, they rated good or excellent when they were asked if the program has met the learning principles of liberal arts.

1. **Connecticut Competencies**

The following five-point Likert scale was used:

|  |  |
| --- | --- |
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

Select the degree to which you feel your preparation program coursework prepared you to . . .

**Descriptive Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Develop an understanding of the content knowledge you teach | 16 | 4 | 5 | 4.50 | .516 |
| Make content meaningful through a variety of strategies including explanation, modeling, representations, and examples | 16 | 4 | 5 | 4.63 | .500 |
| Use student academic standards to guide planning and instruction | 16 | 3 | 5 | 4.38 | .619 |
| Use state or district curriculum frameworks to guide planning and instruction | 16 | 4 | 5 | 4.56 | .512 |
| Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs | 16 | 2 | 5 | 4.38 | .806 |
| Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline | 16 | 2 | 5 | 4.44 | .814 |
| Develop an appropriate scope and sequence of units and lessons based on a logical and purposeful progression at an appropriate level of challenge for stud | 16 | 2 | 5 | 4.31 | .793 |
| Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior | 16 | 3 | 5 | 4.38 | .619 |
| Use effective strategies to appropriately address challenging student behaviors | 16 | 2 | 5 | 4.25 | .931 |
| Create a cognitively engaging classroom environment that promotes critical thinking | 16 | 2 | 5 | 4.31 | 1.014 |
| 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 | 16 | 4 | 5 | 4.56 | .512 |
| Use flexible grouping strategies as appropriate to foster meaningful student interaction an engagement with the content | 16 | 3 | 5 | 4.44 | .629 |
| Foster real-world and/or cross-curricular connections through inquiry-based strategies of your content or discipline | 16 | 2 | 5 | 4.31 | .873 |
| Provide scaffolding that supports all students' active participation in the learning activities | 16 | 2 | 5 | 4.25 | .856 |
| Know how to adjust instruction when students are exceeding or not achieving learning objectives | 16 | 3 | 5 | 4.44 | .629 |
| Use instructional strategies that effectively improve students' literacy skills in content/subject areas | 16 | 2 | 5 | 4.25 | .856 |
| Use instructional strategies that effectively improve students' numeracy and quantitative reasoning skills | 16 | 2 | 5 | 4.25 | .856 |
| Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas | 16 | 2 | 5 | 4.13 | .885 |
| Understand and implement a scientific research-based intervention (SBRI) framework to address individual learning needs within a classroom | 16 | 1 | 5 | 4.25 | 1.125 |
| Use effective strategies to each students with disabilities | 16 | 2 | 5 | 4.13 | .957 |
| Use effective strategies to teach English learners | 16 | 1 | 5 | 3.56 | 1.209 |
| Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons | 16 | 1 | 5 | 4.25 | 1.000 |
| Use summative assessments to identify students' achievement or progress based upon predetermined criteria | 16 | 4 | 5 | 4.50 | .516 |
| Use assessment data to plan for future instruction | 15 | 1 | 5 | 4.00 | 1.134 |
| Make informed judgments about student performance based on the results of an assessment | 16 | 3 | 5 | 4.25 | .775 |
| Provide effective, specific, timely feedback that helps students improve their performance | 16 | 3 | 5 | 4.38 | .719 |
| Collaborate effectively with colleagues to support student learning and growth | 16 | 4 | 5 | 4.75 | .447 |
| Collaborate effectively with families to support student learning and growth | 16 | 2 | 5 | 4.06 | .854 |
| Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interaction with students | 16 | 4 | 5 | 4.63 | .500 |
| Engage in relevant professional learning opportunities | 16 | 3 | 5 | 4.56 | .629 |
| Valid N (listwise) | 15 |  |  |  |  |

Note: The N varies due to missing data.

*Sometimes future educators get similar messages from their university teacher preparation program and their clinical placement (i.e., field work, student teaching) 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 Similar | 5 |
| Similar | 4 |
| Neither similar nor different | 3 |
| Different | 2 |
| Very different | 1 |

**Descriptive Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Curriculum coverage | 16 | 1 | 5 | 3.94 | .854 |
| Classroom management issues | 16 | 2 | 5 | 4.13 | .719 |
| Planning lessons | 16 | 1 | 5 | 3.81 | .981 |
| Diversity in the classroom | 16 | 1 | 5 | 3.94 | .929 |
| Individualized instruction for students | 16 | 1 | 5 | 3.94 | 1.063 |
| Motivating students | 16 | 4 | 5 | 4.56 | .512 |
| Assessing students | 16 | 1 | 5 | 4.13 | .957 |
| Professional responsibilities | 16 | 1 | 5 | 4.25 | 1.183 |
| Valid N (listwise) | 16 |  |  |  |  |

**2. Liberal Arts Goals:**

Please evaluate the extent to which the program has met the learning principles of liberal arts 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…

The following five-point Likert scale was used:

|  |  |
| --- | --- |
| Excellent | 5 |
| Good | 4 |
| Average | 3 |
| Fair | 2 |
| Poor | 1 |

**Descriptive Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Develop critical thinking skills. | 16 | 3 | 5 | 4.38 | .719 |
| Develop critical reading skills. | 16 | 2 | 5 | 4.06 | .929 |
| Develop written communication skills. | 16 | 2 | 5 | 4.38 | .885 |
| Develop oral communication skills. | 16 | 3 | 5 | 4.44 | .727 |
| Develop skills to reach conclusions based on numerical information. | 16 | 2 | 5 | 4.00 | 1.033 |
| Develop skills to reach conclusions using primary and secondary sources of information. | 16 | 3 | 5 | 4.38 | .719 |
| Valid N (listwise) | 16 |  |  |  |  |

The teacher candidates were asked to respond to two open-ended questions in the Exit/End-of-Program Survey. One question was to list the strengths of the program and the other focuses on the suggestions for program improvement. The qualitative data were analyzed using the coding procedure. The results were summarized as follows.

**Strengths of the Program**

1. Student teaching/clinical experiences: The respondents commended student teaching. The student teaching experience was a real world example that included all of the information they have gained throughout the education classes at Eastern
2. Content and pedagogical knowledge: The respondents felt that they learned all of the strategies and techniques to be a good teacher.
3. Planning for active learning: The respondents also commended the planning for active learning. They learned how to develop a lesson plan and the curriculum.
4. Other strengths included problem solving skills, communication skills, self-confidence, independence, personal growth, classroom management, and adapting to a changing environment.

**Suggestions for Program Improvement**

The suggestions for program improvement focused on course offering, advising, and student teaching.

1. Course offering: Offer courses that prepare teacher candidates for Praxis II and TEAM. Offer more practical applications for differentiation/ELL instruction and more realistic/applicable instruction in core classes. Offer more special education courses. Offer education classes focusing on additional responsibilities for the teaching profession including assessments, data collection, and teacher evaluations. Have training of TK-20. Also, offer a class on classroom management strategies.
2. Student advisement: Have better communication with pre-education majors.
3. Clinicals and student teaching: Have more clinical experiences. Have more clinical time and work with high school placements. In addition, have a placement for middle school and high school for HPE candidates