

End-of-Program/Exit Survey Report for Fall 2018

(Overall)

Data Collection

The End-of-Program/Exit Survey data were collected at the end of fall 2018. The online survey was created via the SelectSurvey and the link was sent to the candidates. Faculty of the following courses, EDU 465/565, ECE 405/506, and HPE 476, assisted with the survey administration. A total of 21 teacher candidates ($n = 21$) responded to the survey with the response rate of 84%.

Data Analysis and the Results

Descriptive statistics were conducted for each item in the End-of-Program data with a total of 21 teacher candidates. The results showed that on average the students agreed or strongly agreed that the teacher education program coursework prepared them on all 30 Connecticut competencies except developing an appropriate scope and sequence of units and lessons based on a logical and purposeful progression at an appropriate level of challenge for students, understanding and implementing a scientific research-based intervention (SBRI) framework to address individual learning needs within a classroom, and using effective strategies to teach English learners. They also felt that the messages they received in the teacher preparation program and clinical placement were similar on all aspects except planning lessons. They agreed or strongly agreed that university supervisors and cooperating teachers were helpful. In addition, they rated close to good or excellent when they were asked if the program has met the learning principles of liberal arts. The mean and standard deviation of each item were provided in the table as follows.

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	21	1	5	3.95	1.117
Make content meaningful through a variety of strategies including explanation, modeling, representations, and examples	21	1	5	3.90	.995
Use student academic standards to guide planning and instruction	21	1	5	4.19	.928
Use state or district curriculum frameworks to guide planning and instruction	21	1	5	4.00	.837
Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs	21	1	5	4.10	1.044
Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline	21	1	5	3.62	.973
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	21	1	5	3.48	.981
Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior	21	1	5	4.10	.944
Use effective strategies to appropriately address challenging student behaviors	21	1	5	3.86	1.014
Create a cognitively engaging classroom environment that promotes critical thinking	20	1	5	3.85	.875

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	21	1	5	3.90	.889
Use flexible grouping strategies as appropriate to foster meaningful student interaction an engagement with the content	21	1	5	4.00	.894
Foster real-world and/or cross-curricular connections through inquiry-based strategies of your content or discipline	21	1	5	3.67	.966
Provide scaffolding that supports all students' active participation in the learning activities	21	1	5	4.00	.894
Know how to adjust instruction when students are exceeding or not achieving learning objectives	21	1	5	3.86	.964
Use instructional strategies that effectively improve students' literacy skills in content/subject areas	21	1	5	3.76	.944
Use instructional strategies that effectively improve students' numeracy and quantitative reasoning skills	21	1	5	3.76	.944
Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas	21	1	5	3.62	.973

Understand and implement a scientific research-based intervention (SBRI) framework to address individual learning needs within a classroom	21	1	5	3.38	1.161
Use effective strategies to each students with disabilities	21	1	5	3.90	.995
Use effective strategies to teach English learners	21	1	5	3.29	1.189
Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons	21	1	5	4.00	1.095
Use summative assessments to identify students' achievement or progress based upon predetermined criteria	21	1	5	3.71	1.189
Use assessment data to plan for future instruction	21	1	5	3.57	1.165
Make informed judgments about student performance based on the results of an assessment	21	1	5	3.62	1.117
Provide effective, specific, timely feedback that helps students improve their performance	20	1	5	3.90	1.210
Collaborate effectively with colleagues to support student learning and growth	21	1	5	3.81	1.123
Collaborate effectively with families to support student learning and growth	21	1	5	3.76	1.091
Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interaction with students	21	1	5	4.33	1.017

Engage in relevant professional learning opportunities	21	1	5	4.14	1.014
Valid N (listwise)	19				

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	21	2	5	3.62	.865
Classroom management issues	21	3	5	4.05	.669
Planning lessons	21	1	5	3.05	1.284
Diversity in the classroom	21	2	5	3.86	.793
Individualized instruction for students	21	3	5	4.05	.590
Motivating students	21	2	5	4.00	.775
Assessing students	21	1	5	3.67	1.197
Professional responsibilities	21	3	5	4.33	.730
Valid N (listwise)	21				

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

The following five-point Likert scale was used:

Strongly agree	5
Agree	4

Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The overall quality and timelines of communication with your COOPERATING TEACHER was sufficient.	21	2	5	4.67	.796
The overall quality and timelines of feedback from your COOPERATING TEACHER was sufficient.	21	2	5	4.52	.981
The ability of your COOPERATING TEACHER to collaboratively solve issues during student teaching was sufficient.	21	1	5	4.62	.921
The overall quality and timelines of communication with your UNIVERSITY SUPERVISOR was sufficient.	21	4	5	4.67	.483
The ability of your UNIVERSITY SUPERVISOR to collaboratively solve issues during student teaching was sufficient.	21	3	5	4.52	.602
The UNIVERSITY SUPERVISOR fostered a positive environment for your professional growth.	21	3	5	4.67	.577
Valid N (listwise)	21				

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.	21	3	5	4.14	.793
Develop critical reading skills.	21	2	5	3.86	.854
Develop written communication skills.	21	2	5	4.00	.949
Develop oral communication skills.	21	3	5	4.43	.746
Develop skills to reach conclusions based on numerical information.	21	1	5	3.76	1.044
Develop skills to reach conclusions using primary and secondary sources of information.	21	1	5	3.62	1.322
Valid N (listwise)	21				