

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

(Overall)

Data Collection

The End-of-Program/Exit Survey data were collected at the end of spring 2018. The online survey was created via the SelectSurvey and the link was sent to the candidates. Faculty of the following courses, EDU 425/525, EDU 465/565, ECE 405/506, and HPE 476, assisted with the survey administration. A total of 32 teacher candidates (n = 32) responded to the survey.

Data Analysis and the Results

Descriptive statistics were conducted for each item in the End-of-Program data with a total of 32 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. They also felt that the messages they received in the teacher preparation program and clinical placement were similar on all aspects except curriculum coverage, planning lessons, diversity in the classroom, and motivating students. They agreed or strongly agreed that university supervisors and cooperating teachers were helpful. In addition, they rated good or excellent when they were asked if the program has met the learning principles of liberal arts except developing skills to reach conclusions based on numerical information.

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
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Develop an understanding of the content knowledge you teach	32	3	5	4.09	.734
Make content meaningful through a variety of strategies including explanation, modeling, representations, and examples	32	1	5	4.28	.851
Use student academic standards to guide planning and instruction	32	2	5	4.34	.701
Use state or district curriculum frameworks to guide planning and instruction	32	2	5	4.25	.842
Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs	32	2	5	4.00	1.016
Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline	32	2	5	3.94	.801
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	31	2	5	3.97	.795
Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior	32	2	5	4.00	.762
Use effective strategies to appropriately address challenging student behaviors	32	2	5	3.69	.965
Create a cognitively engaging classroom environment that promotes critical thinking	32	2	5	4.13	.660

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	32	3	5	4.38	.554
Use flexible grouping strategies as appropriate to foster meaningful student interaction an engagement with the content	32	3	5	4.13	.492
Foster real-world and/or cross-curricular connections through inquiry-based strategies of your content or discipline	32	3	5	4.09	.588
Provide scaffolding that supports all students' active participation in the learning activities	32	3	5	4.13	.554
Know how to adjust instruction when students are exceeding or not achieving learning objectives	32	2	5	3.97	.695
Use instructional strategies that effectively improve students' literacy skills in content/subject areas	32	3	5	4.03	.595
Use instructional strategies that effectively improve students' numeracy and quantitative reasoning skills	32	2	5	3.72	.813
Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas	31	2	5	3.77	.762

Understand and implement a scientific research-based intervention (SBR) framework to address individual learning needs within a classroom	31	1	5	3.68	.909
Use effective strategies to each students with disabilities	31	1	5	3.71	.973
Use effective strategies to teach English learners	32	2	5	3.72	.683
Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons	32	2	5	4.13	.751
Use summative assessments to identify students' achievement or progress based upon predetermined criteria	32	3	5	4.16	.574
Use assessment data to plan for future instruction	32	3	5	4.16	.574
Make informed judgments about student performance based on the results of an assessment	32	3	5	4.13	.492
Provide effective, specific, timely feedback that helps students improve their performance	32	3	5	4.31	.535
Collaborate effectively with colleagues to support student learning and growth	32	3	5	4.31	.693
Collaborate effectively with families to support student learning and growth	32	2	5	3.91	.818
Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interaction with students	32	3	5	4.53	.567

Engage in relevant professional learning opportunities	32	3	5	4.41	.560
Valid N (listwise)	29				

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	32	1	5	3.47	.950
Classroom management issues	32	2	5	3.78	.941
Planning lessons	32	1	5	2.97	1.307
Diversity in the classroom	32	1	5	3.44	.948
Individualized instruction for students	30	1	5	3.60	1.192
Motivating students	32	1	5	3.31	1.355
Assessing students	32	1	5	3.50	1.295
Professional responsibilities	32	2	5	4.31	.821
Valid N (listwise)	30				

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
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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.	32	1	5	4.59	1.103
The overall quality and timelines of feedback from your COOPERATING TEACHER was sufficient.	32	1	5	4.50	1.136
The ability of your COOPERATING TEACHER to collaboratively solve issues during student teaching was sufficient.	32	1	5	4.59	1.012
The overall quality and timelines of communication with your UNIVERSITY SUPERVISOR was sufficient.	32	1	5	4.16	1.081
The ability of your UNIVERSITY SUPERVISOR to collaboratively solve issues during student teaching was sufficient.	32	1	5	4.28	1.198
The UNIVERSITY SUPERVISOR fostered a positive environment for your professional growth.	32	1	5	4.53	.879
Valid N (listwise)	32				

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.	32	3	5	4.16	.767
Develop critical reading skills.	32	3	5	4.03	.740
Develop written communication skills.	32	2	5	4.31	.821
Develop oral communication skills.	32	2	5	4.25	.762
Develop skills to reach conclusions based on numerical information.	32	1	5	3.66	.971
Develop skills to reach conclusions using primary and secondary sources of information.	32	3	5	4.09	.689
Valid N (listwise)	32				