

**Feinstein School of Education and Human Development  
Rhode Island College  
Exit Survey (adopted Fall 2010)**

The purpose of this survey is to obtain your views regarding a variety of aspects of your student teaching placement(s), as well as your teacher preparation program at the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College. Please be assured that your responses will be kept confidential and used to continue to improve the teacher preparation at FSEHD.

**Your Cooperating Teacher(s)**

Please indicate how much you agree or disagree with the following statements about your Cooperating Teacher.

Scale: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree

During my student teaching experience, my cooperating teacher:

1. Was knowledgeable about FSEHD student teaching information, policies, and procedures.
2. Oriented me to the building, faculty, administration, students, and school policies.
3. Modeled effective teaching and classroom management.
4. Modeled and encouraged appropriate instruction for diverse student needs.
5. Provided guidance in the development of lesson plans and/or unit plans.
6. Developed and implemented a plan for my assumption of classroom responsibilities.
7. Regularly observed my teaching.
8. Provided valuable written feedback on a regular basis.
9. Provided valuable verbal feedback on a regular basis.
10. Shared professional literature and teaching resources.
11. Developed a positive relationship with me, displaying mutual respect and providing an environment for professional growth.
12. Demonstrated positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.
13. Clearly demonstrated that she/he is approachable, sensitive, and supportive to all students.
14. Treated his/her administrators, other teachers, paraprofessionals, and parents with courtesy, respect, and honesty.
15. Was a thoughtful listener to his/her students, colleagues, and parents.
16. Maintained a nonjudgmental stance toward students, parents, and colleagues.
17. Modeled and facilitated effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
18. Made time available for three-way conferences with my College Supervisor.
19. Anticipated my needs, addressed my apprehensions, and minimized my fears about the student teaching experience.
20. Supported FSEHD's expectations of teacher candidates.

Would you recommend the cooperating teacher for future teacher candidate supervision?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

**Your Student Placement Site(s)**

Scale: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree

My student teaching placement site:

1. is a supportive and inviting place for students to learn.
2. sets high standards for academic performance for all students.
3. promotes academic success for all students.
4. emphasizes helping students academically when they need it.
5. provides adequate counseling and support services for students.
6. emphasizes teaching lessons in ways relevant to students.
7. is a supportive and inviting place for staff to work.
8. promotes trust and collegiality among staff.
9. exhibits a high level of trust and respect in leadership.
10. has leadership that is in tune with students and the community.
11. provides the materials and resources needed for teaching.
12. provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
13. encourages opportunities for students to decide things like class activities or rules.
14. gives all students equal opportunity to participate in classroom discussions or activities.
15. gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.
16. gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).
17. emphasizes using instructional materials that reflect the culture or ethnicity of its students.
18. considers closing the racial/ethnic achievement gap a high priority.
19. fosters an appreciation of student diversity and respect for each other.
20. emphasizes showing respect for all students’ cultural beliefs and practices.
21. clearly communicates to students the consequences of breaking school rules.
22. effectively handles behavioral problems.
23. is a safe place for students.
24. is a safe place for staff.
25. is welcoming to and facilitates parent involvement.
26. has clean and well-maintained facilities and property.
27. is welcoming to all parents.

How many adults at this school ...

Scale: 1=Almost none; 2=Few adults; 3=Some adults; 4=Most adults; 5=Nearly all adults

33. really care about every student?
34. acknowledge and pay attention to students?
35. want every student to do their best?
36. listen to what students have to say?
37. believe that every student can be a success?
38. treat all students fairly?
39. treat every student with respect?
40. have positive professional relationships with one another?
41. support and treat each other with respect?
42. feel a responsibility to improve this school?

### Your Teacher Preparation Program

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate how your teacher education program prepared you to do the following.

My teacher education program prepared me to:

1. reflect on and evaluate my theories of teaching.
2. handle uncertainty by posing questions and seeking the best solution to problems based on evidence.
3. use inquiry methods to create an effective learning environment.
4. know ways to diversify lessons to meet the needs of individual students who have disabilities.
5. seek and use feedback to improve instruction.
6. reflect on and improve my teaching performance.
7. apply recent research in education.
8. make decisions about teaching based on classroom evidence.
9. use the state's content standards to plan instruction.
10. read and understand Individual Education Plans (IEP) and provide appropriate accommodations for individual students in my classroom.
11. read and understand plans and provide appropriate accommodations for individual students in my classroom.
12. accommodate individual differences by adapting curriculum and instruction.
13. plan stimulating lessons.
14. motivate students to participate in academic tasks.
15. teach content knowledge and skills.
16. teach problem solving, conceptual understanding, and other aspects of higher-order thinking.
17. use educational technology as a learning tool.
18. use classroom management techniques/procedures.
19. know what process to follow if a student in my class has a disability and no one has tried to identify it before.
20. create learning experiences that make the central concepts of the subject matter meaningful for students.
21. make teaching decisions based on the results of student assessments.
22. teach in a high-stakes testing environment.
23. interpret and use standardized test results.

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, how would you rate the overall effectiveness of the following in preparing you for the classroom:

1. your practicum experience(s)
2. Preparing to Teach Portfolio
3. your student teaching experience(s)
4. the advice from your education advisor(s)
5. the advice from your content area advisor(s)

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate how your teacher education program prepared you to do the following.

My teacher education program prepared me to:

1. utilize an in depth knowledge base in the subject area of my certification.
2. understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. mathematics, science, history, English, etc.).
3. develop an understanding of reading and language development to advance literacy and writing in all students.
4. use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate how your teacher education program prepared you to teach students:

1. with different ability levels in the same class
2. from different socio-economic backgrounds
3. from diverse racial/ethnic/cultural backgrounds
4. in an urban school system
5. with different linguistic backgrounds
6. with different sexual orientations
7. with special needs

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate your knowledge and understanding of:

1. multi-cultural issues and perspectives
2. social and political roles of schools in American society
3. legal and ethical responsibilities of teachers

Rate the following using the scale A=Strongly Agree, B=Agree, C=Disagree, and D=Strongly Disagree.

The Feinstein School of Education and Human Development Teacher Education faculty. . .

1. knew little about the realities of contemporary schools.
2. were involved in the school(s) and with youth.
3. structured their courses around real problems of teaching practice.

The Rhode Island College Faculty of Arts and Sciences (content area) faculty...

1. knew little about the realities of contemporary schools.
2. were involved in the school(s) and with youth.
3. structured their courses around real problems of teaching practice.

Using the scale A=Very Satisfied, B=Satisfied, C=Dissatisfied, and D=Very Dissatisfied, rate how satisfied you were with the following aspects of your teacher education program:

1. class discussions
2. exchanges with peers
3. assigned readings
4. course assignments/projects
5. balance between theory and practice
6. coverage of current issues
7. professors' methods of evaluating students
8. the academic advising you received

Looking back, would you still enroll in this teacher education program?

Definitely yes Probably yes Probably no Definitely no

How do you rate your ability to make a significant difference in the learning of your students?

Excellent Good Fair Poor

In your opinion, rate how well your Teacher Education Program at Rhode Island College prepared you to teach.

Excellent Good Fair Poor

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

Definitely yes Probably yes Probably no Definitely no

Why or why not?

**Demographic Information**

What is your gender?

- 1. Male
- 2. Female

What is your age? \_\_\_\_\_

What is your race/ethnicity? (Circle all that apply)

- 1. African American
- 2. Asian
- 3. Black, Caribbean or West Indies
- 4. Latino, Hispanic, Puerto Rican
- 5. Native American
- 6. White (Caucasian)
- 7. Other (please specify) \_\_\_\_\_

What was your Teacher Education Program? (Circle all that apply)

LIST

Did you do your student teaching abroad?

- 1. Yes
- 2. No

What was the location of school you did your student teaching in?

Suburban Urban Urban Ring Rural Other

What degree/certification did you earn from Rhode Island College? (circle one)

- 1. BA/BS
- 2. M.A.T.
- 3. RITE
- 4. 2<sup>nd</sup> Degree
- Other

Do you plan to teach in the next two years?

- 1. Yes
- 2. No

How many years do you think you will teach during your career?

- 0 years
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 + years

What is your rationale for your previous answer? Why did you select the number of years that you did? Please answer even if you chose 0 years.

Other Comments on Your Teacher Preparation Program: Please share your feedback on any aspects of your teacher preparation program that were not covered in this survey.

## I. Objective of Instrument

The Exit Survey, administered to graduating students, informs us of teacher candidates' perceptions of their cooperating teacher(s) and student teaching placement(s), as well as their ability to function effectively as future teachers and their satisfaction with their Teacher Education program at FSEHD. This survey focuses particularly on: subject matter knowledge, pedagogy, teaching diverse learners, and their pre-practicum and practicum experiences. It is administered to teacher candidates graduating from initial teacher preparation programs.

## II. Instrument Development

The cooperating teacher portion of the survey was adapted from the following instruments:

- SUNY Cortland Student Teacher Evaluation of Cooperating Teacher (2008)
- FSEHD Observation and Progress Report (2009)

This student teaching placement site and teacher preparation program sections of the survey was adapted from the Exit Survey developed by the Boston College Teachers for a New Era Evidence Team (2004), which in turn was drawn from established instruments that had been developed and used by other institutions. These other instruments included:

- Cooperative Institutional Research Program (Higher Education Research Institute)
- Perceptions of Excellent Teachers (University of Connecticut)
- Compendium of Items for Follow-Up Surveys of Teacher Education Programs (National Center for Research on Teacher Education, Michigan State University)
- College Survey for Graduates Currently Teaching (Bank Street College)
- Questions for Recent Graduates of Teaching Credential Programs (California State University)
- Curry School of Education Survey (University of Virginia)
- School and Staffing Survey of Current and Former Teachers (U.S. Department of Education)
- Teacher Quality Partnership Survey (Ohio Department of Education)