

FSEHD Initial Preparation Programs Employer Survey 2010

1.

1. Since 2008, have you hired one or more recent Rhode Island College (RIC) graduates of initial teacher preparation programs (BA, BS, MAT) to teaching positions at your school?

Yes

No

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2. Teacher Preparation Programs

2. To the best of your knowledge, from which FSEHD initial teacher preparation program (s) did these newly hired individuals graduate? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Art Education | <input type="checkbox"/> Secondary Education Mathematics - MAT |
| <input type="checkbox"/> Art Education - MAT | <input type="checkbox"/> Secondary Education - Physics |
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Secondary Education - Political Science |
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Secondary Education - Portuguese |
| <input type="checkbox"/> Elementary Education - MAT | <input type="checkbox"/> Secondary Education - Social Science |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Secondary Education - Social Studies |
| <input type="checkbox"/> Music Education | <input type="checkbox"/> Secondary Education - Sociology |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Secondary Education - Spanish |
| <input type="checkbox"/> RITE | <input type="checkbox"/> Secondary Education Biology - MAT |
| <input type="checkbox"/> Secondary Education - Anthropology | <input type="checkbox"/> Secondary Education English - MAT |
| <input type="checkbox"/> Secondary Education - Biology | <input type="checkbox"/> Secondary Education History - MAT |
| <input type="checkbox"/> Secondary Education - English | <input type="checkbox"/> Secondary Education Math - MAT |
| <input type="checkbox"/> Secondary Education English - MAT | <input type="checkbox"/> Secondary Education Spanish - MAT |
| <input type="checkbox"/> Secondary Education - French | <input type="checkbox"/> Special Education- Middle/Secondary - BS |
| <input type="checkbox"/> Secondary Education - General Science Secondary | <input type="checkbox"/> Special Education - Severe/Profound -BS |
| <input type="checkbox"/> Secondary Education - Geography | <input type="checkbox"/> Special Education- Elementary/Middle - BS |
| <input type="checkbox"/> Secondary Education - History | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> Secondary Education - Mathematics | |

Other (please specify)

3.

3. How prepared were recent (2008-2010) RIC graduates to assume teacher responsibilities when they first joined your staff?

- Poorly
- Fair
- Well
- Very well
- Excellent

4. How well have recent RIC graduates met your school's high expectations for beginning teachers?

- Did not meet expectations
- Partially met expectations
- Met expectations
- Exceeded expectations

5. Please rate the academic preparation of recent RIC graduates as compared to teachers from other institutions with the same level of education.

- Least well prepared
- Less well prepared than most
- About as well prepared as others
- Better prepared than most
- Among the best prepared

6. On a scale of 1 to 5, to what degree would you recommend that your school hire graduates of RIC initial teacher preparation programs?

- 1 Not at all
- 2 With some reservation
- 3 With confidence
- 4 With high confidence
- 5 Absolutely, without reservation

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4. Skills

The following statements describe practices that are performed by professional teachers.

7. Based upon your experience in recent employing graduates of RIC's initial teacher preparation programs, please rate your perception of their preparation in the areas indicated below.

FSEHD graduates:

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared
Create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.	jñ	jñ	jñ	jñ
2. Have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.	jñ	jñ	jñ	jñ
3. Create instructional opportunities that reflect an understanding of how children learn and develop.	jñ	jñ	jñ	jñ
4. Create instructional opportunities that reflect a respect for the diversity of learners .	jñ	jñ	jñ	jñ
5. Create instructional opportunities that reflect an understanding of how students differ in their approaches to learning.	jñ	jñ	jñ	jñ
6. Create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.	jñ	jñ	jñ	jñ
7. Create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	jñ	jñ	jñ	jñ
8. Design or adapt relevant learning experiences that incorporate digital tools and resources.	jñ	jñ	jñ	jñ
9. Demonstrate effective classroom management strategies.	jñ	jñ	jñ	jñ
10. Work collaboratively with the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	jñ	jñ	jñ	jñ
11. Work collaboratively with all school personnel to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	jñ	jñ	jñ	jñ
12. Work collaboratively with families to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	jñ	jñ	jñ	jñ
13. Use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	jñ	jñ	jñ	jñ
14. Use appropriate informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	jñ	jñ	jñ	jñ
15. Use appropriate formal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	jñ	jñ	jñ	jñ
16. Reflect on their practice.	jñ	jñ	jñ	jñ
17. Assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	jñ	jñ	jñ	jñ

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18. Maintain professional standards guided by legal and ethical principles.

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5. Open Ended Feedback

8. Describe the greatest strengths of recent graduates of RIC initial teacher preparation programs.

9. Describe the greatest weaknesses of recent graduates of RIC initial teacher preparation programs.

10. How can RIC better prepare graduates to work in your school?

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6. Thank you

The survey is complete. Thank you for taking the time to complete this survey.