

## Survey Preview

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Language:

### Teacher Preparation Program Evaluation

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Rhode Island College  
Feinstein School of Education and Human Development  
Office of School Partnerships and Field Placements

### Teacher Preparation Program Evaluation



*Please provide the following information.*

\*1. Student Teacher Candidate First Name

\*2. Student Teacher Candidate Last Name

\*3. Student Teacher Candidate EMPLID

\*4. Semester

\*5. Teacher Preparation Program

- Art Education
- Art Education - MAT
- Early Childhood
- Elementary Education
- Elementary Education - MAT
- Health Education
- Music Education
- Physical Education
- RITE
- Secondary Education - Anthropology
- Secondary Education - Biology
- Secondary Education - English
- Secondary Education English - MAT
- Secondary Education - French
- Secondary Education - General Science Secondary
- Secondary Education - Geography
- Secondary Education - History
- Secondary Education - Mathematics
- Secondary Education Mathematics - MAT
- Secondary Education - Physics
- Secondary Education - Political Scienceence
- Secondary Education - Portugese
- Secondary Education - Social Science
- Secondary Education - Social Studies
- Secondary Education - Sociology
- Secondary Education - Spanish
- Secondary Education Biology - MAT
- Secondary Education English - MAT
- Secondary Education History - MAT
- Secondary Education Math - MAT
- Secondary Education Spanish - MAT
- Special Education- Middle/Secondary - BS
- Special Education - Severe/Profound -BS



- Special Education- Elementary/Middle -M.Ed
- Special Education- Middle/Secondary - M.Ed.
- Special Education - Severe/Profound - M.Ed.
- Special Education- Elementary/Middle - BS
- Special Education - Early Childhood Special Education- M.Ed
- Technology Education
- Other (Please Specify)

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### Teacher Preparation Program Evaluation

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**Please indicate how well your education program prepared you in the following:**

#### 6. Rhode Island Professional Teaching Standards

	Poorly	Adequately	Very Well
Standard 1: Teachers 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: Teachers have a deep content knowledge base sufficient to create learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive interaction, active engagement, and self-motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9: Teachers use appropriate formal and 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 11: Teachers maintain professional standards guided by legal and ethical principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 7. Feinstein School of Education & Human Development Conceptual Framework

	Poorly	Adequately	Very Well
KNOWLEDGE: Teachers engage in an ongoing pursuit of personal, professional, and content area knowledge that models the processes of inquiry and lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEDAGOGY: Teachers demonstrate an understanding of instructional methods and performance assessment with a personal philosophy that guides instruction and the repertoire of skills to carry it out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIVERSITY: Teachers appreciate the similarities and differences that distinguish individuals and groups and are committed to educational equity accommodating the needs of students of diverse backgrounds and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROFESSIONALISM: Teachers demonstrate a commitment to professional ethics, collaboration, student advocacy, and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PLANNING-ACTION-REFLECTION: Teachers monitor, analyze, and modify their behavior according to both its underlying rationale and consequences. Reflection effectively integrates theory and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 8. Teaching with Technology

	Very Poorly Adequately Well		
INTEGRATING TECHNOLOGY IN TEACHING: Teachers recognize that instructional technology is fundamental to the teaching and learning process and they engage students both in the use and in understanding the role of technology in inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please use this space to provide any constructive feedback related to your experiences in your teacher preparation program. All comments will be kept confidential.

**\*10. Please Re-Enter Your Email Address**

*Once you have completed this evaluation, a copy of your responses will automatically be sent to this email address.*

**Finish**

Thank you for completing this evaluation.

**Message Format:** Text

**From:** sgracia@ric.edu

**To:** @@004303

**Bcc:**

**Subject:** Your Completed Student Teaching Final Evaluation

**Body:**

Here are your responses: