

Completer Survey Questions

MULTIPLE SUBJECT COMPLETER SURVEY QUESTIONS

Survey Section	Question
Content	
	Adapt math lessons for students with diverse needs and learning styles
	Creative/Fine arts
	English Literacy and Language Arts
	English Literacy/Language Arts
	History/Social Studies
	Learn how to activate students' prior knowledge
	Learn how to facilitate math learning for students in small groups
	Learn how to help students make predictions to improve comprehension
	Learn how to support older students in learning to read
	Learn to teach students to organize their ideas prior to writing
	Learn typical difficulties students have with fractions
	Learn typical difficulties students have with place value
	Learn ways to build student interest and motivation to read
	Learn ways to teach decoding skills
	Learn ways to teach reading and writing to students at different stages or reading abilities
	Listen to an individual child read aloud for the purpose of assessing his/her reading achievement
	Mathematics
	Physical Education/Health
	Plan and teach a guided reading lesson
	Practice what you learned about teaching math in your field experience
	Practice what you learned about teaching reading in your field experiences

	Prove that a solution is valid or that a method works for all similar cases
	Review local district mathematics curriculum
	Science
	Study national or state standards for mathematics
	Study state standards for reading/language arts
	Study, critique or adapt reading curriculum materials
	Study, critique, or adapt math curriculum materials
	Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works
	Use student reading assessment results to address student needs and improve your teaching
Field Experiences and Interns	
	Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?
	Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?
	How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?
	How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?
	How often did your preparation program observe your classroom instruction during your supervised fieldwork?
	How often did your preparation program provide feedback on your classroom instruction during your supervised fieldwork?
	If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?
	My cooperating teacher(s) and/or mentor teacher(s): (check all that apply)
	My field experiences helped me integrate and apply the major ideas developed through program coursework.
	Which of the following best describes the kind of clinical experience you had during your preparation: (check all that apply)
General Information	
	Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

Teaching Performance Expectations	
	Connect classroom learning to the real world
	Create a productive learning environment with high expectations for all students
	Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
	Develop curriculum to teach content standards effectively
	Engage students in cooperative group work as well as independent learning
	Engage students in inquiry, problem solving, and reflection to promote their critical thinking
	Establish and maintain a safe and respectful learning environment for all students
	Evaluate the effects of your actions on student learning and modify plans accordingly
	Give productive feedback to students to guide their learning
	Identify and address special learning needs with appropriate teaching strategies
	Involve all students in self-assessment, goal setting, and monitoring progress
	Meet instructional needs of English Learners
	Meet the instructional needs of English learners
	Organize curriculum to teach content standards effectively
	Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students
	Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
	Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
	Understand and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
	Use effective instructional strategies to teach specific subject matter and skills
	Use knowledge of students' strengths and prior experiences to engage them in learning
	Work with colleagues to improve instruction
	Work with families to better understand students and to support their learning

SINGLE SUBJECT COMPLETER SURVEY QUESTIONS

Survey Section	Question
Content	
	Anticipate and address the needs of students who are at risk of dropping out
	Contribute to students' reading skills including comprehension in my subject area
	Enable students to acquire subject matter skills that contribute to future success in life, college, and career
	Teach my content area according to California academic content standards in my grade(s)
Field Experiences and Interns	
	Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?
	Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?
	How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?
	How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?
	If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?
	My cooperating teacher(s) and/or mentor teacher(s): (check all that apply)
	My field experiences helped me integrate and apply the major ideas developed through program coursework.
	Which of the following best describes the kind of clinical experience you had during your preparation: (check all that apply)
General Information	
	Are you Hispanic or Latino?
	Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?
	What is your gender identity?
	What is your race? Check all that apply.
Teaching Performance Expectations	
	Connect classroom learning to the real world

	Create a productive learning environment with high expectations for all students
	Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
	Develop curriculum to teach content standards effectively
	Engage students in cooperative group work as well as independent learning
	Engage students in inquiry, problem solving, and reflection to promote their critical thinking
	Establish and maintain a safe and respectful learning environment for all students
	Evaluate the effects of your actions on student learning and modify plans accordingly
	Give productive feedback to students to guide their learning
	Identify and address special learning needs with appropriate teaching strategies
	Involve all students in self-assessment, goal setting, and monitoring progress
	Meet the instructional needs of English learners
	Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students
	Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
	Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
	Use effective instructional strategies to teach specific subject matter and skills
	Use knowledge of students' strengths and prior experiences to engage them in learning
	Work with colleagues to improve instruction
	Work with families to better understand students and to support their learning

EDUCATION SPECIALIST COMPLETER SURVEY QUESTIONS

Survey Section	Question
Content	

	Adapt math lessons for students with diverse needs and learning styles
	Anticipate and address the needs of students who are at risk of dropping out
	Contribute to students' reading skills including comprehension in my subject area
	Enable students to acquire subject matter skills that contribute to future success in life, college, and career
	Learn how to activate students' prior knowledge
	Learn how to facilitate math learning for students in small groups
	Learn how to help students make predictions to improve comprehension
	Learn how to support older students in learning to read
	Learn to teach students to organize their ideas prior to writing
	Learn typical difficulties students have with fractions
	Learn typical difficulties students have with place value
	Learn ways to build student interest and motivation to read
	Learn ways to teach decoding skills
	Learn ways to teach reading and writing to students at different stages or reading abilities
	Listen to an individual child read aloud for the purpose of assessing his/her reading achievement
	Plan and teach a guided reading lesson
	Practice what you learned about teaching math in your field experience
	Practice what you learned about teaching reading in your field experiences
	Prove that a solution is valid or that a method works for all similar cases
	Review local district mathematics curriculum
	Study national or state standards for mathematics
	Study state standards for reading/language arts
	Study, critique or adapt reading curriculum materials
	Study, critique, or adapt math curriculum materials
	Teach my content area(s) according to California academic content standards in my grade(s)
	Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works
	Use student reading assessment results to address student needs and improve your teaching
Field Experiences and Interns	

	Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?
	Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?
	How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?
	How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?
	How often did your preparation program observe your classroom instruction during your supervised fieldwork?
	How often did your preparation program provide feedback on your classroom instruction during your supervised fieldwork?
	If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?
	My cooperating teacher(s) and/or mentor teacher(s): (check all that apply)
	My field experiences helped me integrate and apply the major ideas developed through program coursework
	My field experiences helped me integrate and apply the major ideas developed through program coursework.
	Which of the following best describes the kind of clinical experience you had during your preparation: (check all that apply)
General Information	
	Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become an education specialist?
Teaching Performance Expectations	
	Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs
	Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment
	Connect classroom learning to the real world
	Create a productive learning environment with high expectations for all students
	Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
	Develop curriculum to teach content standards effectively
	Develop IFSP/IEP goals and objectives that are measurable and obtainable
	Engage students in cooperative group work as well as independent learning
	Engage students in inquiry, problem solving, and reflection to promote their critical thinking
	Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment
	Establish and maintain a safe and respectful learning environment for all students
	Evaluate the effects of your actions on student learning and modify plans accordingly
	Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content

	Give productive feedback to students to guide their learning
	Identify and address special learning needs with appropriate teaching strategies
	Involve all students in self-assessment, goal setting, and monitoring progress
	Meet the instructional needs of English learners
	Organize curriculum to teach content standards effectively
	Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students
	Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information
	Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
	Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level
	Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members
	Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
	Understand and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
	Use effective instructional strategies to teach specific subject matter and skills
	Use knowledge of students' strengths and prior experiences to engage them in learning
	Work with colleagues to improve instruction
	Work with families to better understand students and to support their learning