Exit Survey NExT 2016-17 - Shepherd U.

Q1 Dear Candidate,   This survey asks you to assess the quality of our institution's teacher education program and the ways in which it prepared you to be a teacher. It is not an evaluation of your knowledge and competencies. We will use the information you provide to improve our teacher education program. This information will be kept confidential and will be combined with all other responses for reporting.

Q1a We plan to conduct a similar survey approximately one year from now to determine how well our programs prepared you for your first year of teaching. The survey you will receive next year is called the Transition to Teaching survey and should be completed regardless of whether you are in a teaching position or not. We are asking for contact information in order to send this survey; this information will NOT be used for fundraising purposes. Please help us continue to improve our teacher education program by providing the following information:
    Your name
    University ID
    Personal email address (i.e., the email address you will be checking most frequently after graduation)
    Secondary email address (which might be the email that you are using on your resume or your university email address, if you plan on checking it a year from now)
    Cell phone number (###-###-####)
    Cell phone carrier (Verizon, Sprint, etc.)
    Mailing address after graduation (if known): (number, street/road, apt. #)
    Address line 2 (city, state, zip)

Q1b Name, mailing address, email address and phone number of someone who will know how to contact you (for example, a parent, sibling, close friend, or spouse).
    Name
    Relationship (e.g. mother, sister, etc.
    Email Address
    Phone Number
    Mailing address (street or P.O. Box
    Address line 2 (city, state, zip)

A Please respond to the following items about your experiences in your teacher preparation program. A. YOUR PROGRAM

A1 A1. For what licensure area did you prepare to teach? (Check all that apply)

	Yes	No
Early Education Major (PreK-K)	○	○
Preschool Education Major (PreK)	○	○
Elementary Education (K-6)	○	○
Special Education (PreK, PreK-Adult, K-6, 5-Adult)	○	○
PreK-Adult Education license	○	○
Secondary Education license (5-Adult, 5-9, or 9-Adult)	○	○

A1.a If you completed a PreK-Adult licensure program, indicate your subject area: (Check ALL that apply)

	Yes	No
Art	○	○
English as a Second Language (ESL)	○	○
French	○	○
Health	○	○
Japanese	○	○
Music	○	○
Physical Education	○	○
Reading Endorsement	○	○
Reading Specialist	○	○
School Library-Media	○	○
Theatre	○	○
Wellness	○	○
Other (no abbreviations)	○	○

A1.b If you completed a secondary education licensure program, indicate your subject area: (Mark ALL that apply)

	Yes	No
Agriculture	○	○
Art	○	○
Biology	○	○
Business Education	○	○
Chemistry	○	○
Chemistry/Physics	○	○
Driver Education	○	○
English	○	○
Family and Consumer Science	○	○
French	○	○
General Math	○	○
General Math through Algebra I	○	○
General Science	○	○
German	○	○
Health	○	○
Journalism	○	○
Marketing	○	○
Mathematics	○	○
Oral Communications	○	○
Physical Education	○	○
Physics	○	○
Reading Endorsement	○	○
Social Studies	○	○
Spanish	○	○
Other (no abbreviations)	○	○

A.1.d If you completed a preschool education or an elementary education licensure program, include any additional licensure areas that you completed: (Mark ALL that apply)

	Yes	No
Art	❍	❍
English (5-9)	❍	❍
Early Education (PreK-K)	❍	❍
French (5-9)	❍	❍
General Math through Algebra I	❍	❍
General Science	❍	❍
Middle Childhood Education	❍	❍
Reading Endorsement	❍	❍
Social Studies (5-9)	❍	❍
Spanish (5-9)	❍	❍
Preschool Special Needs	❍	❍
Multicategorical Special Education	❍	❍
Other (no abbreviations)	❍	❍

A1.c If you completed a special education licensure program, indicate your subject area: (Mark ALL that apply)

	Yes	No
Autism Spectrum Disorders (K-6)	○	○
Autism Spectrum Disorders (5-Adult)	○	○
Deaf and Hard of Hearing	○	○
Emotional/Behavior Disorders	○	○
Gifted Education	○	○
Mentally Impaired (mild/moderate)	○	○
Multicategorical Special Ed (K-6)	○	○
Multicategorical Special Ed (5-Adult)	○	○
Preschool Special Needs	○	○
Severe/Multiple Disabilities	○	○
Specific Learning Disabilities	○	○
Visual Impairment	○	○
Other (no abbreviations)	○	○

A2.a-k A2. Teacher Education Program Satisfaction: Program Structure/Quality   How satisfied were you with the following aspects of your teacher preparation program?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Advising on professional education program requirements	○	○	○	○
b. Advising on content course requirements	○	○	○	○
c. Quality of instruction in your teacher preparation courses	○	○	○	○
d. Balance between theory and practice in your teacher preparation courses	○	○	○	○
e. Integration of technology throughout your teacher preparation program	○	○	○	○
f. Coherence between your coursework and field experiences prior to student teaching	○	○	○	○
g. Quality of field experiences prior to student teaching	○	○	○	○
h. Your student teaching placement site	○	○	○	○

A3 A3. Would you recommend your teacher education program to another prospective teacher?

	Definitely Yes	Probably Yes	Probably No	Definitely No
Would you recommend your teacher education program to another prospective teacher?	○	○	○	○

A3.2 A3. Why or why not?

B B. PREPARATION FOR TEACHING

B1.a-t B1. Preparation for Teaching: Instructional Practice To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Effectively teach the subject matter in my licensure area.	○	○	○	○
b. Select instructional strategies to align with learning goals and standards.	○	○	○	○
c. Design activities where students engage with subject matter from a variety of perspectives.	○	○	○	○
d. Account for students' prior knowledge or experiences in instructional planning.	○	○	○	○
e. Design long-range instructional plans that meet curricular goals.	○	○	○	○
f. Regularly adjust instructional plans to meet students' needs.	○	○	○	○
g. Plan lessons with clear learning objectives/goals in mind.	○	○	○	○
h. Design and modify assessments to match learning objectives.	○	○	○	○

i. Provide students with meaningful feedback to guide next steps in learning.	◯	◯	◯	◯
j. Engage students in self-assessment strategies.	◯	◯	◯	◯
k. Use formative and summative assessments to inform instructional practice.	◯	◯	◯	◯
l. Understand issues of reliability and validity in assessment.	◯	◯	◯	◯
m. Analyze appropriate types of assessment data to identify student learning needs.	◯	◯	◯	◯
mm. Differentiate assessment for all learners.	◯	◯	◯	◯
n. Use digital and interactive technologies to achieve instructional goals.	◯	◯	◯	◯
o. Engage students in using a range of technology tools to achieve learning goals.	◯	◯	◯	◯
p. Help students develop critical thinking processes.	◯	◯	◯	◯

q. Help students develop skills to solve complex problems.	○	○	○	○
r. Understand how interdisciplinary themes connect to core subjects.	○	○	○	○
s. Know where and how to access resources to build global awareness and understanding.	○	○	○	○
t. Help students analyze multiple sources of evidence to draw sound conclusions.	○	○	○	○

B2.a-j B2. Preparation for Teaching: Diverse Learners   To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Effectively teach students from culturally and ethnically diverse backgrounds and communities.	○	○	○	○
b. Differentiate instruction for a variety of learning needs.	○	○	○	○
c. Differentiate for students at varied developmental levels.	○	○	○	○
d. Differentiate to meet the needs of students from various socioeconomic backgrounds.	○	○	○	○
e. Differentiate instruction for students with IEPs and 504 plans.	○	○	○	○
f. Differentiate instruction for students with mental health needs.	○	○	○	○
g. Differentiate instruction for gifted and talented students.	○	○	○	○
h. Differentiate instruction for English-language learners.	○	○	○	○

i. Access resources to foster learning for students with diverse needs.	❍	❍	❍	❍

B3a-i B3. Preparation for Teaching: Learning Environment To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Clearly communicate expectations for appropriate student behavior.	○	○	○	○
b. Use effective communication skills and strategies to convey ideas and information to students.	○	○	○	○
c. Connect core content to students' real-life experiences.	○	○	○	○
d. Help students work together to achieve learning goals.	○	○	○	○
e. Develop and maintain a classroom environment that promotes student engagement.	○	○	○	○
f. Respond appropriately to student behavior.	○	○	○	○
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	○	○	○	○
h. Help students	○	○	○	○

regulate their own behavior.				
i. Effectively organize the physical environment of the classroom for instruction.	○	○	○	○

B4a-f B4. Preparation for Teaching: Professionalism To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Seek out learning opportunities that align with my professional development goals.	○	○	○	○
b. Access the professional literature to expand my knowledge about teaching and learning.	○	○	○	○
c. Collaborate with parents and guardians to support student learning.	○	○	○	○
d. Collaborate with teaching colleagues to improve student performance.	○	○	○	○
e. Use colleague feedback to support my development as a teacher.	○	○	○	○
f. Uphold laws related to student rights and teacher responsibility.	○	○	○	○
g. Act as an advocate for all students.	○	○	○	○

C C. STUDENT TEACHING

C1.a-e C1. University or College-Supervisor (A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate.)   My university or college supervisor…

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Was available when I needed help.	○	○	○	○
b. Acted as a liaison between me and the school.	○	○	○	○
c. Gave me constructive feedback on my teaching.	○	○	○	○
d. Helped me understand my role and responsibilities as a student teacher.	○	○	○	○
e. Helped me develop as a reflective practitioner	○	○	○	○

c2_vis C2. To the best of your knowledge, how many times did your university or college supervisor visit your student teaching classroom when you were actively teaching?
○ 0
○ 1-2
○ 3-4
○ 5-6
○ 7-8
○ 9-10
○ More than 10

c3_sup C3. To the best of your knowledge, how many times did you discuss your student teaching in face-to-face conferences with your university or college supervisor? Include/count conversations longer than 10 minutes.

- ❍ 0
- ❍ 1-2
- ❍ 3-4
- ❍ 5-6
- ❍ 7-8
- ❍ 9-10
- ❍ More than 10

C4 C4. Besides your university or college supervisor, did anyone else from your university or college visit you at your student teaching site?

	Yes	No
	○	○

C4_2 If yes, check all that apply:

	Yes	No
Other university or college supervisor	○	○
University or college's field experience coordinator/supervisor	○	○
Teacher education faculty	○	○
Content faculty	○	○
Other faculty	○	○
Graduate student	○	○
Peer teacher candidate	○	○
Other:	○	○

C5 C5. If you experienced significant challenges during your student teaching, did you receive the help you needed?

	Yes	No	Does Not Apply
	○	○	○

C6 C6. Cooperating Teacher/Co-Teacher (A cooperating teacher is the teacher in the local situation who works with, helps, and advises the teacher candidate.) Please respond based on your most recent student teaching placement.   My cooperating teacher/co-teacher …

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. provided adequate opportunities for me to observe the classroom.	❍	❍	❍	❍
b. provided adequate time for planning.	❍	❍	❍	❍
c. helped me with classroom management.	❍	❍	❍	❍
d. made me feel welcome.	❍	❍	❍	❍
e. gave me constructive feedback on my teaching.	❍	❍	❍	❍
f. let me experiment with my own teaching ideas.	❍	❍	❍	❍
g. included me in parent-teacher conferences, school meetings, and other professional experiences.	❍	❍	❍	❍
h. shared ideas and materials.	❍	❍	❍	❍
i. helped me develop as a reflective practitioner	❍	❍	❍	❍
j. helped me plan differentiated instruction for a variety of learning needs.	❍	❍	❍	❍
k. helped me reflect on	❍	❍	❍	❍

student data to inform instruction.				

D D. FUTURE PLANS

d1_long D1. How long do you plan on teaching?

	1-2 years	3-5 years	6-10 years	11 or more years	I do not plan to teach
	❍	❍	❍	❍	❍

d2 D2. Where would you consider teaching? Mark all that apply.

	Yes	No
West Virginia	❍	❍
Ohio	❍	❍
Kentucky	❍	❍
Virginia	❍	❍
Maryland	❍	❍
Pennsylvania	❍	❍
North Carolina	❍	❍
South Carolina	❍	❍
Florida	❍	❍
Other urban area in the U.S.	❍	❍
Other suburban area in the U.S.	❍	❍
Other rural area in the U.S.	❍	❍
Outside the U.S.	❍	❍
Other:	❍	❍

E E. YOUR BACKGROUND

E1 E1. What is your gender?

	Male	Female
	○	○

e_dob E2. What is your date of birth? (mm/dd/yyyy)

E3 E3. What is your race/ethnicity? Mark ALL that apply.

	Yes	No
American Indian or Alaskan Native	○	○
Asian	○	○
Black or African American	○	○
Hispanic or Latino	○	○
Native Hawaiian and other Pacific Islander	○	○
White, non-Hispanic	○	○
Other	○	○

E4 E4. Is English your native language?

	Yes	No
	○	○

E5 E5. Do you fluently speak a language other than English?

	Yes	No
	○	○

E6 E6. During which term will you officially receive your teacher education degree?
○ Fall 2016
○ Spring 2017
○ Summer 2017

Network for Excellence in Teaching (NExT)
Validity and Reliability Results for Common Metric Surveys

Exit Survey

Section A2:

The overall reliability for Section A2 was .81, which is considered good.

According to Cohen (1988), correlation coefficients between .3 and .49 represent a moderate correlation between two variables. Coefficients from .5 to 1.0 are strong correlations.
Based on these guidelines, the majority of the bivariate correlations of items from Section A2, Teacher Education Program Satisfaction: Program Structure/Quality, were moderate, ranging from weak (.118) to strong (.667).

Section B:

The overall reliability for the Preparation for Teaching construct was .98, which is considered higher than ideal (.80–.90). (We think we have addressed this issue with the 2016-17 version with clearer wording to reduce redundancy and cleaning up double-barreled items.)

Using Cohen's (1988) guidelines, moderate to strong correlations, ranging from .33 to .83, were found between all of the variables within each of the individual sections of Part B: Preparation for Teaching.

Section C:

The overall reliability for the Student Teaching construct was .91, which is considered good.
The two sub-constructs have good internal consistency; the alphas for the University/College Supervisor and Cooperating Teacher/Co-teacher sub-constructs were .92 and .93 respectively.

Using Cohen's (1988) guidelines, all items in Section C1 had strong bivariate correlations ranging from .646 to .814. Section C6 items all had moderate to strong bivariate correlations ranging from .407 to .787.

Transition to Teaching Survey

Section B:

The overall reliability for the Teacher Preparation construct was .98, which is considered higher than ideal (.80-.90).

According to Cohen (1988), correlation coefficients between .3 and .49 represent a moderate correlation between two variables. Coefficients from .5 to 1.0 are strong correlations. Based on these guidelines, moderate to strong correlations were found between most of the variables within each of the individual sections of Part B: Teacher Preparation. The large number of moderate to strong correlations indicates that these items are all closely related to one another. When items intended for separate constructs are closely related, it can be concluded that the constructs the items are measuring are also closely related.

Section C:

The overall reliability of Part C was .90 which is considered good. The reliability analysis indicated strong internal consistency among Part C items and the constructs, which is ideal.

All items in Part C: School Context had moderate to strong bivariate correlations. The items from section C1 had moderate to strong bivariate correlations ranging from .472 to .727. Items from section C2 and section C3 had moderate to strong bivariate correlations between items of the same section ranging from .401 to .602 and .457 to .630, respectively. Moderate to strong correlations were found between all of the variables within each of the individual sections of Part C: School Context, indicating that these items are all closely related to one another. When items intended for separate constructs are closely related, it can be concluded that the constructs the items are measuring are also closely related.

Section D:

The overall reliability of Part D was .85, which is considered good.

The Part D: Program Recommendation items' bivariate correlations covered a wide range. Item D1a, "If I had to do it all over again, I would choose the same teacher preparation program," was strongly correlated with D1b, "I would recommend my teacher preparation program to a prospective teacher" ($r = .882$). However, D1a and D1b both had weak bivariate correlations for D2c, D2d, and D2e. The exception was the bivariate correlation between D1a and D1e, which was .303, just on the cusp of Cohen's classification of moderate correlation. Three items in Part D: Program Recommendation were highly correlated. Items D1c, "I am as happy about teaching as I thought I would be"; D1d, "I am committed to the teaching profession"; and D1e, "The rewards of teaching are worth the efforts I put into becoming a teacher" are strongly correlated with one another, with coefficients ranging from .747 to .783. Item D1f, "My teacher education program prepared me to be successful in my current teaching position," was moderately correlated with D1c, "I am as happy about teaching as I thought I would be," D1d, "I am committed to the teaching profession," and D1e, "The rewards of teaching are worth the efforts I

put into becoming a teacher." Item D1f was strongly correlated with items D1a (would choose the same program) and D1b (would recommend the program).

Supervisor Survey

Alpha scores for all factors were higher than .80, therefore, demonstrating adequate reliability.

According to Cohen (1988), correlation coefficients between .3 and .49 represent a moderate correlation between two variables. Coefficients from .5 to 1.0 are strong correlations. Based on these guidelines, there were no weak correlations; all items ranged from moderate to strong. More specifically, correlation coefficients ranged from .389 to .890, with the majority being strong.

These results are based upon the 2014-2015 surveys.