

Year Out Teacher Survey

PART 1: DEMOGRAPHIC DATA:

Please provide the following demographic information. Remember, only one survey per respondent should be completed. This survey may take approximately 30 minutes to complete. Please allow enough time to finish the survey; this survey does not have a "Save" feature.

NOTE: The Michigan Department of Education (MDE) will not voluntarily distribute demographic data. However, the MDE may communicate with you if your survey is incomplete or there is an issue retrieving data.

*1. First Name

*2. Last Name

*3. Personal E-mail Address

*4. Name of College or University that Recommended your Provisional Teacher Certificate

*5. Gender

- Female
 Male

*6. Age

- under 22
 22-25
 26-29
 30-34
 35-39
 40-44
 45-49
 50 or over

*7. Are you Hispanic or Latino?

- Yes
 No

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***8. Select one or more of the following races:**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

***9. Is English your first language?**

- Yes
- No

10. What other languages do you speak fluently?

***11. Which type of teacher preparation program did you complete for certification?**

- Undergraduate
- Post Bachelor (not leading to a graduate degree)
- Master of Arts (including certification or endorsement)

***12. Which teaching certificate do you hold?**

- Elementary (grades K-5) (K-8 Self Contained Classroom) Only
- Elementary (grades K-5) (K-8 Self Contained Classroom) Including Additional Endorsement(s)
- Secondary (grades 6-12)

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Part 2: Elementary

Note: "Employed Full-Time" and "Employed Part-Time" refer to the overall teaching assignments as the teacher of record in any assigned area(s). "Full-Time" is defined as 1.00 FTE regardless of whether you taught just one content area or multiple content areas; similarly, "Part-Time" is less than 1.00 FTE for your overall teaching assignment. If you were employed as a full-time teacher but taught in multiple content areas, select "Employed Full-Time" for each of the content areas you taught in, so your response is captured as a teacher at full-time status.

13. As an Elementary teacher having additional CONTENT AREA(S) on your certificate, please indicate all CONTENT AREA(S) in which you earned an endorsement, as well as the CONTENT AREA(S) you were employed in last year.

	Earned Endorsement	Employed Full-Time	Employed Part-Time	Sub or Para-Pro
Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism Spectrum Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Childhood-General and Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical or Other Health Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education for Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech and Language Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify, and note endorsement and employment status):

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PART 2: Elementary

Note: "Employed Full-Time" and "Employed Part-Time" refer to the overall teaching assignments as the teacher of record in any assigned area(s). "Full-Time" is defined as 1.00 FTE regardless of whether you taught just one content area or multiple content areas; similarly, "Part-Time" is less than 1.00 FTE for your overall teaching assignment. If you were employed as a full-time teacher but taught in multiple content areas, select "Employed Full-Time" for each of the content areas you taught in, so your response is captured as a teacher at full-time status.

14. As an Elementary teacher, having not added additional Content Area(s) to your certificate, please check the appropriate type of employment during last year.

Employed Full-Time

Employed Part-Time

Sub or Para-Pro

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PART 2: Secondary

Note: "Employed Full-Time" and "Employed Part-Time" refer to the overall teaching assignments as the teacher of record in any assigned area(s). "Full-Time" is defined as 1.00 FTE regardless of whether you taught just one content area or multiple content areas; similarly, "Part-Time" is less than 1.00 FTE for your overall teaching assignment. If you were employed as a full-time teacher but taught in multiple content areas, select "Employed Full-Time" for each of the content areas you taught in, so your response is captured as a teacher at full-time status.

*** 15. As a Secondary teacher, please indicate all CONTENT AREA(S) in which you earned an endorsement, as well as the CONTENT AREA(S) you were employed in last year.**

	Earned Endorsement	Employed Full-Time	Employed Part-Time	Sub or Para-Pro
Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism Spectrum Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business, Management, Marketing, and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth/Space Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial & Technology Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education for Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical or Other Health Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech and Language Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify, and note earned endorsement and/or employment status):

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PART 3: Employment and Job Search Experiences

The following questions require you to reflect on your employment experiences since you received your initial certification. PLEASE DO NOT INCLUDE THIS YEAR'S TEACHING ASSIGNMENTS. Even if you were not employed in your earned endorsement area(s), or you were employed last academic year but not now, your responses are valuable.

***16. Did you obtain employment in the school district where you completed your clinical experience?**

- Yes
- No

***17. How many job applications did you complete?**

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 13-15
- 16 or more

***18. How many interviews did you have?**

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 13-15
- 16 or more

***19. How many job offers did you receive?**

- 0
- 1
- 2
- 3
- 4
- 5 or more

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***20. This next question set asks about your experiences in receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR EDUCATION PROGRAM after receiving your certificate.**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know/Doesn't Apply
My program prepared me well for the teaching job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program supported me in my job search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program provided opportunities for résumé building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program provided opportunities for interview preparation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program holds a positive reputation among prospective employers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program provided good advice on job placement opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program promoted networking for new teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***21. In your opinion, how difficult was it, or is it currently, to find a job in your area(s) of endorsement?**

- Very difficult
- Somewhat difficult
- Somewhat easy
- Very easy

***22. Regardless of whether you were employed in your subject area(s) of endorsement, which of the following is true?**

- I found employment in my area(s) of endorsement, and I was happy with my teaching placement.
- I found employment in my area(s) of endorsement, but I was not happy with my teaching placement.
- I did not find employment in my area(s) of endorsement, and I am still searching for a job in my area(s) of endorsement.
- I did not find employment in my area(s) of endorsement, but I am considering employment outside of teaching.

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***23. The next set of questions is intended for teachers who taught at any time during the 2013-2014 academic year as their first year of teaching experience after earning an initial certification. If this is true for you, select "Continue". Otherwise, please select "Exit Now".**

CONTINUE

EXIT NOW

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PART 4: TEACHING EXPERIENCES

The following questions ask about the preparation program you completed in which you earned your certification. When you answer, think back to those years.

***24. Which of the following statements is closest to last year's work experience?**

Think back to any and all school(s) you worked in the last year. "Full Time" and "Part Time" are for teaching experience in your earned endorsement area(s); para-professional and substitute teaching experience do not have to be in your earned endorsement area(s).

	Full-Time Certified	Part-Time Certified	Para-Professional Experience	Teaching with a Sub Permit	Other
Full Academic Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less Than a Full Academic Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less Than One Month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Other Chosen, please specify

***25. This next question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students.**

"High quality learning experiences" are learning opportunities and classroom experiences that are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
use instructional strategies to help students understand key concepts in my content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use my knowledge of my content area(s) to design high-quality learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use multiple ways to model and represent key concepts in the content area(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***26. This next question set asks about your preparation in APPLYING CRITICAL THINKING in your content area(s).**

“Critical thinking” means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
question and challenge assumptions within my content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply various perspectives to analyze complex issues and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpret and evaluate information in my content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***27. This next question set asks about your preparation in CONNECTING REAL-WORLD PROBLEMS AND LOCAL and GLOBAL ISSUES within your teaching.**

“Connecting real-world problems and local and global issues” means the teacher can verbalize and connect the content in a manner necessary to discuss relevant issues.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
connect content knowledge in LOCAL issues within my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connect content knowledge in GLOBAL issues within my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop meaningful learning experiences which help students apply content knowledge to real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***28. This next question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS.**

For this section, please think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt instructional strategies and resources to support English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on legal requirements for supporting English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on Individualized Education Plans (IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***29. This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT.**

Please think about how you were prepared to create learning environments to support individual and collaborative learning, positive social interaction, and active engagement in learning.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
create learning environments to support individual and collaborative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establish and communicate explicit expectations with colleagues and families to promote individual student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage the learning environment to promote student engagement and minimize loss of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***30. This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.**

For this section, think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents/guardians.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
facilitate the creation of digital content by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create an online learning environment for students which includes digital content, personal interaction, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate digital content into my teaching which is pedagogically effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use technology tools to organize my classroom, assess student learning and my own teaching, and communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practice high ethical standards in my use of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***31. This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA.**

For this section, please think about how you were prepared to use student assessments and data to assess student learning, diagnose student needs, and plan for and differentiate instruction.

In retrospect, my college or university prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
design or select assessments to help students make progress toward learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze assessment data to understand patterns and gaps in learning for each student, and for groups of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
differentiate instruction based on student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*32. This question set asks about your FIELD EXPERIENCES AND CLINICAL PRACTICES.

For this section, please think about how the college or university provided authentic field experiences and clinical practices offered in collaboration with PK-12 schools, and supported your development to become an effective teacher.

I feel my teaching experience during the last year:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
was positively affected by the field experiences and clinical practice I had through my preparation program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was shaped by the regular, constructive feedback provided by my college or university supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was better because of the opportunities I had to voice concerns and issues to my college or university supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was a product of the high expectations for my clinical practice and field experiences held by my college or university supervisor during my preparation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Reflecting on your teaching experience from last year, what would you say were strengths of your teacher preparation program?

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34. Reflecting on your teaching experience from last year, what would you say were areas needing improvement within your teacher preparation program?

35. If you had advice for candidates seeking certification from the same teacher preparation program you completed, what would it be?

36. Do we have permission to share the information you provided with your college or university? (NOTE: the MDE will not volunteer your demographic data, only your general comments.)

Yes

No