



## 2014 Fall\_Winter Supervisor Survey

With the understanding that supervisors work with many teacher candidates in a variety of settings and time periods, please complete one survey for each teacher candidate who is within the final weeks of completing their elementary or secondary education student teaching assignment.

Prior to starting the survey please read the following statements to confirm you have all the information needed to complete a survey for each of your teacher candidates.

- You received information from your institution's survey coordinator, as to what to use for the teacher candidates' student identification.
- The teacher candidates you are reporting on are within the final weeks of completing their elementary or secondary education student teaching assignment.
- You were instructed to print the final page of the survey recording the student identification number, sign, date, and return to your institution's survey coordinator.

**NOTE:** If you do not have all the above information, please contact your institution's survey coordinator to obtain any missing information.

The survey has 15 items and should take approximately 20 minutes to complete. The survey does not have a "Save" option to return to the survey at a later time, so give yourself enough time to complete each survey as a whole. The survey has a "Back" option to return to a previous page, if corrections are needed. Please respond thoughtfully and honestly, as your responses will be used by the Michigan Department of Education (MDE) to examine the effectiveness of your institution's teacher preparation program(s).

## Part 1: TEACHER CANDIDATE INFORMATION

Student Identification Number: This is the university student identification number issued to the teacher candidate under your supervision (minus alpha characters).

Last Name of Candidate:

Which type of program is the candidate currently completing?

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

Which program level is the candidate currently completing?

- Elementary (K-5 all subjects) (K-8 all subjects self-contained classroom)
- Secondary (6-12)

In which setting did the teacher candidate complete student teaching?

- Public school district, ISD program setting, or public school academy
- Parochial or private school

Name of school or site where student teaching was completed:

## Part 2: OBSERVATIONS

The following two pages contain question sets which asks about your observations regarding the candidate's abilities in the following:

High-Quality Learning Experiences

Critical Thinking

Connecting Real-World Problems and Local and Global Issues

Using Technology to Maximize Student Learning

Special Populations

Organizing a Supportive Learning Environment, and

Effective use of Assessments and Data

This question set asks about your observations regarding the candidate's abilities in designing HIGH-QUALITY LEARNING EXPERIENCES for students.

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

**I observed that the candidate frequently...**

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
used instructional strategies to help students understand key concepts in the content <u>area(s)</u> .	<input type="radio"/>				
used knowledge of content area(s) to design high-quality learning <u>experiences</u> .	<input type="radio"/>				
used instructional strategies to help students connect their prior knowledge and experiences to new <u>concepts</u> .	<input type="radio"/>				
used multiple ways to model and represent key concepts in the content area(s) <u>taught</u> .	<input type="radio"/>				
demonstrated a commitment to work with every student to ensure mastery of the content and skills taught.	<input type="radio"/>				

This question set ask about your observations regarding the candidate's abilities in applying CRITICAL THINKING to their 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.

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
questioned and challenged assumptions within the content area(s) <u>being taught.</u>	<input type="radio"/>				
applied various perspectives to analyze complex issues and solve <u>problems.</u>	<input type="radio"/>				
interpreted and evaluated information in their content area(s).	<input type="radio"/>				

This question set asks about your observations regarding the candidate's abilities in CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within his or her teaching.

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

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
connected content knowledge to LOCAL issues in his or her <u>teaching.</u>	<input type="radio"/>				
connected content knowledge to GLOBAL issues in his or her <u>teaching.</u>	<input type="radio"/>				
developed meaningful learning experiences to help students apply content knowledge to real world <u>problems.</u>	<input type="radio"/>				
used content knowledge to help students solve real-world problems.	<input type="radio"/>				

This question set asks about your observations regarding the candidate's abilities in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.

Think about how the candidate used technology tools to organize the classroom, deliver instruction, assess student learning and his or her own teaching, and communicate with students, colleagues, and parents.

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
facilitated the creation of digital content <u>by students.</u>	<input type="radio"/>				
created an online learning environment for students which included digital content, personal interaction, and <u>assessment.</u>	<input type="radio"/>				
integrated digital content into her or his teaching which is <u>pedagogically effective.</u>	<input type="radio"/>				
used technology tools to organize the classroom, assess student learning and her or his teaching, and <u>communicate.</u>	<input type="radio"/>				
practiced high ethical standards in his or her use of technology.	<input type="radio"/>				

This question set asks about your observations regarding the candidate's abilities in addressing the needs of SPECIAL POPULATIONS.

Think about how the candidate addressed 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.

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
adapted instructional strategies and resources to support students from diverse cultural and ethnic <u>backgrounds.</u>	<input type="radio"/>				
adapted instructional strategies and resources to support English language <u>learners.</u>	<input type="radio"/>				
applied modifications and accommodations based on legal requirements for supporting English language <u>learners.</u>	<input type="radio"/>				
applied modifications and accommodations based on Individualized Education Programs <u>(IEPs).</u>	<input type="radio"/>				
adapted 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"/>				

This question set asks about your observations regarding the candidate's abilities in ORGANIZING A SUPPORTIVE LEARNING ENVIRONMENT.

Think about how the candidate created a learning environment which supported individual and collaborative learning, positive social interaction, and active engagement in learning.

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
created a learning environment which engaged students in both collaborative and self-directed ways.	<input type="radio"/>				
established and communicated explicit expectations with colleagues and families to promote individual student growth.	<input type="radio"/>				
managed the learning environment to promote student engagement and minimize loss of instructional time.	<input type="radio"/>				

This question set asks about your observations regarding the candidate's abilities in the EFFECTIVE USE OF ASSESSMENTS AND DATA.

Think about how the candidate effectively used student assessments and data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

I observed that the candidate frequently...

	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)	Did Not Observe (5)
designed or selected assessments to help students make progress toward <u>learning goals.</u>	<input type="radio"/>				
analyzed assessment data to understand patterns and gaps in learning for each student and for groups of <u>students.</u>	<input type="radio"/>				
differentiated instruction based on student assessment data.	<input type="radio"/>				

Your email address: This will not be shared. This is only so the MDE may communicate with you if there was an issue retrieving data.

Please print, complete, and return to your institution's survey coordinator.

Student Identification Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_