



2014 Fall_Winter Teacher Candidate Survey

Your feedback is important to your institution's teacher preparation program(s) and the Michigan Department of Education (MDE). The information you provide will be used as one indicator, to determine how effectively teacher candidates are being prepared by their institution.

Prior to taking this survey please read the following statements. If you can answer affirmatively to all the statements below, you are ready to proceed with the survey.

- You are within the final weeks of completing your elementary or secondary education student teaching assignment.
- You have not completed an MDE survey regarding your elementary or secondary education student teaching assignment prior to this one.
- You have received information from your institution's survey coordinator, as to what you should use as your student identification.
- You were instructed to print the final page of the survey, sign, date, and return it to your institution's survey coordinator.

Congratulations! You are ready to complete the teacher candidate survey. Please respond honestly.

NOTE: If you could not answer affirmatively to all of the above statements, please contact your institution's survey coordinator to verify whether you received this survey URL in error.

This survey has 25 items and should take approximately 30 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 the survey as a whole.

Part 1: DEMOGRAPHIC DATA

Please provide the following demographic information before beginning your survey.

Your Student Identification Number:

Personal e-mail address: This information will not be shared. However, we may communicate with you if there is an issue retrieving data.

Gender:

- Male
- Female

Age:

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

Are you Hispanic or Latino?

- Yes
- No

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

Is English your first language?

- Yes
- No

If No above chosen this appears:

What other languages do you speak fluently?

Language 1

Language 2

Language 3

Language 4

Which type of program are you completing for certification?

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

Which program level are you completing?

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

ELEMENTARY Select ALL CONTENT AREA(S) you are seeking. Please indicate whether your content area(s) of study are a major or a minor:	Major	Minor
American Sign Language	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>
Autism Spectrum Disorder	<input type="radio"/>	<input type="radio"/>
Bilingual Education	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>
Cognitive Impairment	<input type="radio"/>	<input type="radio"/>
Dance	<input type="radio"/>	<input type="radio"/>
Early Childhood-General & Special Education	<input type="radio"/>	<input type="radio"/>
Emotional Impairment	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>
English as a Second Language	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>
Integrated Science	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>
Language Arts	<input type="radio"/>	<input type="radio"/>
Latin	<input type="radio"/>	<input type="radio"/>
Learning Disabilities	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Music Education	<input type="radio"/>	<input type="radio"/>
Physical Education	<input type="radio"/>	<input type="radio"/>
Physical Education for Students with Disabilities	<input type="radio"/>	<input type="radio"/>
Physical or Other Health Impairment	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Russian	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>
Speech	<input type="radio"/>	<input type="radio"/>
Speech and Language Impairment	<input type="radio"/>	<input type="radio"/>
Visual Arts Education	<input type="radio"/>	<input type="radio"/>

Visual Impairment

Secondary Select ALL CONTENT AREA(S) you are seeking. Please indicate whether your content area(s) of study are a major or a minor:	Major	Minor
Agriscience & Natural Resources	<input type="checkbox"/>	<input type="checkbox"/>
American Sign Language	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Autism Spectrum Disorder	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>
Business, Management, Marketing, and Technology	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Impairment	<input type="checkbox"/>	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
Communication Arts	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>
Earth/Space Science	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Impairment	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>
Family and Consumer Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Fine Arts	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Impairment	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Industrial and Technology Education	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Science	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>
Journalism	<input type="checkbox"/>	<input type="checkbox"/>
Latin	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Music Education	<input type="checkbox"/>	<input type="checkbox"/>
Political Science	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education for Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Physical or Other Health Impairment	<input type="checkbox"/>	<input type="checkbox"/>
Physical Science	<input type="checkbox"/>	<input type="checkbox"/>

Physics

Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>
Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>
Speech	<input type="checkbox"/>	<input type="checkbox"/>
Speech & Language Impairment	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts Education	<input type="checkbox"/>	<input type="checkbox"/>
Visual Impairment	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: PREPARATION PROGRAM: The following consists of question sets asking about the preparation program you are completing.

This question set asks about your preparation 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).

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
use instructional strategies to help students understand key concepts in my <u>content area(s)</u> .	<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 <u>experiences</u> .	<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 <u>new concepts</u> .	<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"/>

This question set asks about your preparation in APPLYING CRITICAL THINKING to 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. My institution 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"/>

This 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 candidate can verbalize and connect the content in a manner necessary to discuss relevant issues.

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
connect content knowledge to LOCAL issues within my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connect content knowledge to 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"/>

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

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.

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
adapt instructional strategies and resources to support students from diverse cultural and ethnic <u>backgrounds</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt instructional strategies and resources to support English <u>language learners</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on legal requirements for supporting English <u>language learners</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply modifications and accommodations based on Individualized Education Program (IEP).	<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"/>

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

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

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
create learning environments that support individual and collaborative <u>learning.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establish and communicate explicit expectations with colleagues and families to promote individual <u>student growth.</u>	<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"/>

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

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.

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
facilitate the creation of digital content by <u>students</u> .	<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 <u>assessment</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate digital content into my teaching which is <u>pedagogically effective</u> .	<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 <u>communicate</u> .	<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"/>

This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how you were prepared to use student data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

My institution prepared me to...

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
design or select assessments to help students make progress toward learning <u>goals</u> .	<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 <u>students</u> .	<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"/>

This question set asks about your FIELD EXPERIENCES AND CLINICAL PRACTICE.

Think about how your program provided authentic field experiences and clinical practice, offered in collaboration with PK-12 schools, and supported candidate development as effective teachers.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My field experiences and clinical practice were integrated throughout the program and connected to <u>coursework</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field experiences and clinical practice allowed me to work with diverse students at my intended grade level, including students with disabilities, and English language <u>learners</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program supervisor provided regular, constructive feedback based on observations during my clinical practice and field <u>experiences</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly understood the expectations for all of my clinical practice and field <u>experiences</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly understood how I was to be monitored/rated by my program supervisor (i.e, academic calendar, grading policy, program requirements, outcome data, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you are aware of the following state and federal policy initiatives or policies in the field of education.

	Not at All	Somewhat	Very Much
Common Core State Standards (CCSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary and Secondary Education Act (ESEA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highly Qualified Teacher (HQT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized Education Program or Plan (IEP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Educational Assessment Program (MEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Educator Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Grade Level Content Expectations (GLCEs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan High School Content Expectations (HSCEs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Merit Curriculum (MMC) requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Model Anti-Bullying Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Positive Behavior Support Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Revised School Code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Child Left Behind (NCLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal Design for Learning (UDL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide general comments on the areas of strength in your teacher preparation program.

Please provide general comments on the areas in your teacher preparation program needing improvement.

Do we have permission to share the above information with your institution? (Your identification information will not be shared, only your general comments.)

- Yes
- No

CONFIRMATION PAGE: This page must be printed, completed and returned to your institution's survey coordinator to verify your participation.

Thank you for participating in the teacher candidate survey! Your responses will be an important element in program improvement efforts.

Print Your Name: _____

Signature: _____

Date: _____