The Learner and Learning
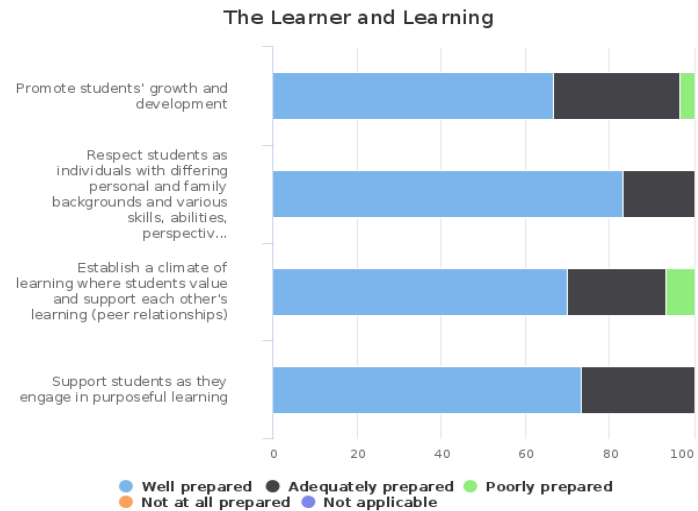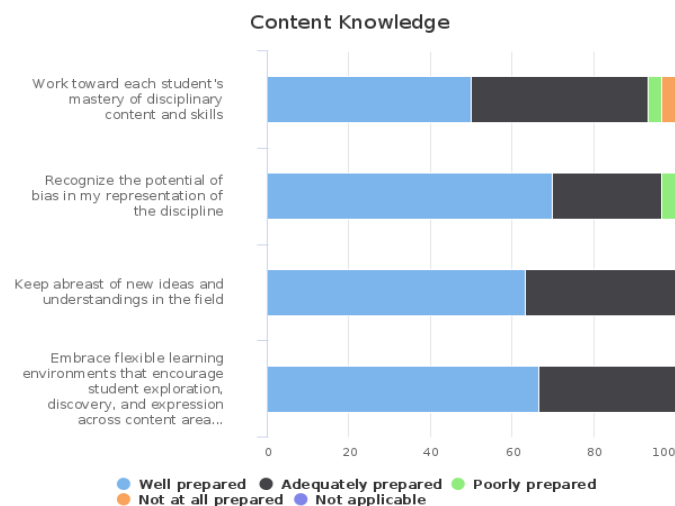
The Learner and Learning	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	20	66.67%	9	30%	1	3.33%	0	0%	0	0%	0	30	3.63	0.55
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	25	83.33%	5	16.67%	0	0%	0	0%	0	0%	0	30	3.83	0.37
Establish a climate of learning where students value and support each other's learning (peer relationships)	21	70%	7	23.33%	2	6.67%	0	0%	0	0%	0	30	3.63	0.60
Support students as they engage in purposeful learning	22	73.33%	8	26.67%	0	0%	0	0%	0	0%	0	30	3.73	0.44
Total/Percentage	88	73.33%	29	24.17%	3	2.5%	0	0%	0	0%	0	120		

The Learner and Learning

Content Knowledge

Content Knowledge	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	15	50%	13	43.33%	1	3.33%	1	3.33%	0	0%	0	30	3.40	0.71
Recognize the potential of bias in my representation of the discipline	21	70%	8	26.67%	1	3.33%	0	0%	0	0%	0	30	3.67	0.54
Keep abreast of new ideas and understandings in the field	19	63.33%	11	36.67%	0	0%	0	0%	0	0%	0	30	3.63	0.48
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content	20	66.67%	10	33.33%	0	0%	0	0%	0	0%	0	30	3.67	0.47
Total/Percentage	75	62.5%	42	35%	2	1.67%	1	0.83%	0	0%	0	120		

Content Knowledge

Instructional Practice

Instructional Practice	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	22	73.33%	6	20%	1	3.33%	1	3.33%	0	0%	0	30	3.63	0.71

Instructional Practice														
Provide timely and effective descriptive feedback to students on their progress	20	66.67%	9	30%	1	3.33%	0	0%	0	0%	0	30	3.63	0.55
Use multiple types of assessments to support, verify, and document learning	21	70%	8	26.67%	1	3.33%	0	0%	0	0%	0	30	3.67	0.54
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	19	63.33%	9	30%	2	6.67%	0	0%	0	0%	0	30	3.57	0.62
Use students' diverse strengths and needs to plan effective instruction	17	56.67%	10	33.33%	3	10%	0	0%	0	0%	0	30	3.47	0.67
Use new and emerging technologies to support and promote student learning	18	60%	8	26.67%	3	10%	1	3.33%	0	0%	0	30	3.43	0.80
Adapt instruction to student responses, ideas, and needs	18	60%	11	36.67%	1	3.33%	0	0%	0	0%	0	30	3.57	0.56
Total/Percentage	135	64.29%	61	29.05%	12	5.71%	2	0.95%	0	0%	0	210		

Instructional Practice

Adapt instruction to student responses, ideas, and needs

● Well prepared ● Adequately prepared ● Poorly prepared
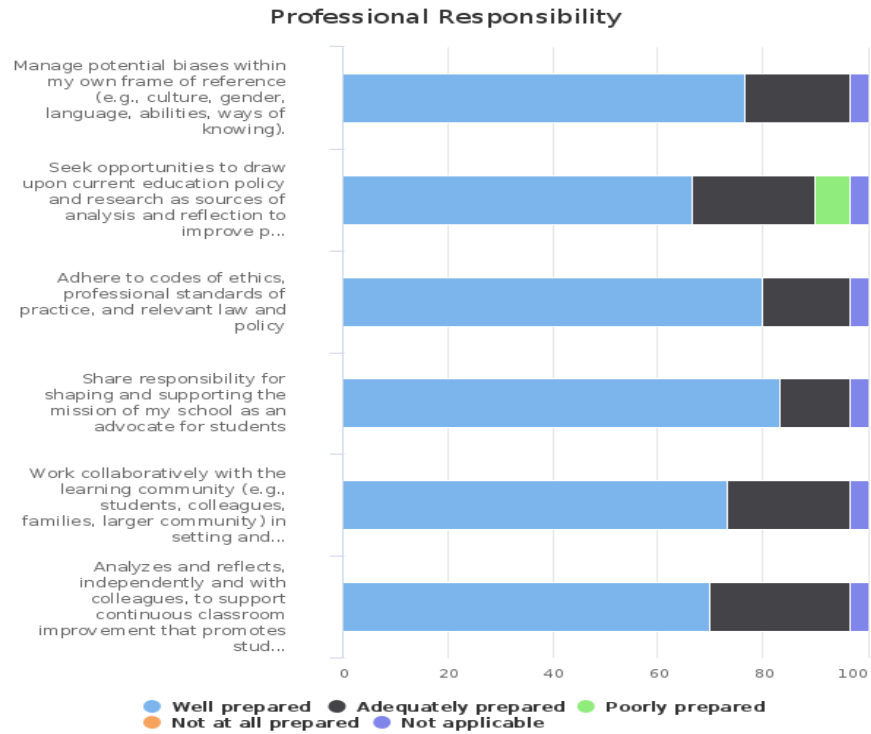● Not at all prepared ● Not applicable

Professional Responsibility
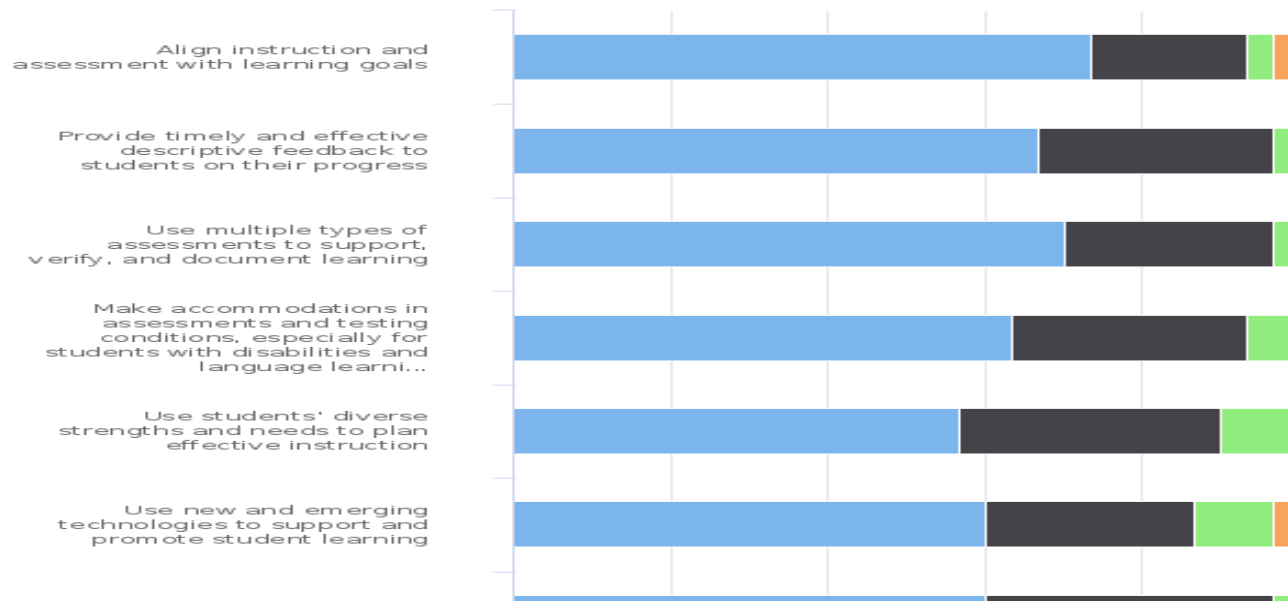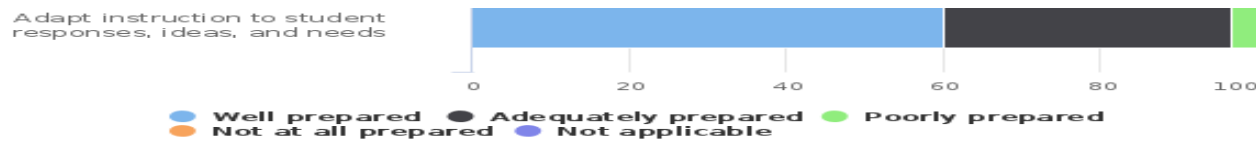
Professional Responsibility	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	23	76.67%	6	20%	0	0%	0	0%	1	3.33%	0	30	3.79	0.41
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	20	66.67%	7	23.33%	2	6.67%	0	0%	1	3.33%	0	30	3.62	0.61
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	24	80%	5	16.67%	0	0%	0	0%	1	3.33%	0	30	3.83	0.38
Share responsibility for shaping and supporting the mission of my school as an advocate for students	25	83.33%	4	13.33%	0	0%	0	0%	1	3.33%	0	30	3.86	0.34
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	22	73.33%	7	23.33%	0	0%	0	0%	1	3.33%	0	30	3.76	0.43
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	21	70%	8	26.67%	0	0%	0	0%	1	3.33%	0	30	3.72	0.45
Total/Percentage	135	75%	37	20.56%	2	1.11%	0	0%	6	3.33%	0	180		

Professional Responsibility

Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).

Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve p...

Adhere to codes of ethics, professional standards of practice, and relevant law and policy

Share responsibility for shaping and supporting the mission of my school as an advocate for students

Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and...

Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes stud...

● Well prepared ● Adequately prepared ● Poorly prepared
● Not at all prepared ● Not applicable

Please rate your level of satisfaction of the following:

Please rate your level of satisfaction of the following:	# Very satisfied	% Very satisfied	# Satisfied	% Satisfied	Dissatisfied	Dissatisfied	# Very dissatisfied	% Very dissatisfied	# No Response	Total Valid Responses	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	22	73.33%	8	26.67%	0	0%	0	0%	0	30	3.73	0.44
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	17	56.67%	13	43.33%	0	0%	0	0%	0	30	3.57	0.50
Accessibility of your program advisor	19	63.33%	9	30%	2	6.67%	0	0%	0	30	3.57	0.62
Advisement provided by your program advisor	20	66.67%	6	20%	4	13.33%	0	0%	0	30	3.53	0.72

Classroom experience with P-12 students as part of supervised field courses	16	53.33%	10	33.33%	4	13.33%	0	0%	0	30	3.40	0.71
Classroom experience with P-12 students as part of the supervised clinical practice course	21	70%	9	30%	0	0%	0	0%	0	30	3.70	0.46
Availability of courses that you needed in the program	16	53.33%	12	40%	1	3.33%	1	3.33%	0	30	3.43	0.72
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	17	56.67%	9	30%	3	10%	1	3.33%	0	30	3.40	0.80
Overall quality of your program	14	46.67%	16	53.33%	0	0%	0	0%	0	30	3.47	0.50
Total/Percentage	162	60%	92	34.07%	14	5.19%	2	0.74%	0	270		

Please rate your level of satisfaction of the following…

Overall quality of your program

● Very satisfied ● Satisfied ● Dissatisfied ● Very dissatisfied
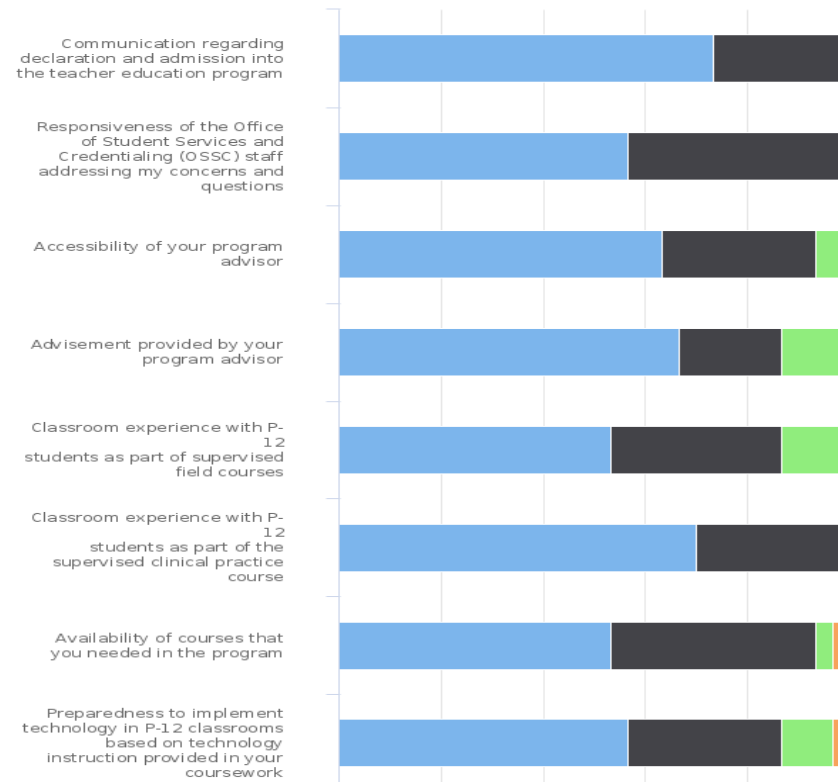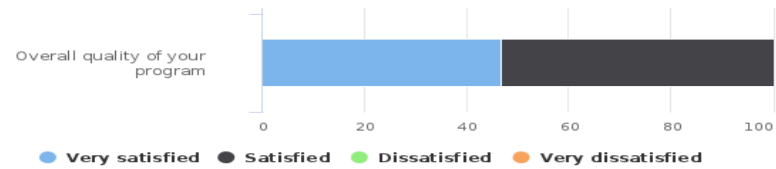
How effective do you perceive the College of Charleston School of Education has prepared you to become a teacher?

How effective do you perceive the College of Charleston School of Education, Health and Human Performance has prepared you to become a teacher?	# More than effective	% More than effective	# Appropriately effective	% Appropriately effective	# Somewhat effective	% Somewhat effective	# Not effective	% Not effective	# No Response	Total Valid Responses	Mean	Median	Standard Deviation
Overall Effectiveness	10	33.33%	19	63.33%	1	3.33%	0	0%	0	30	3.30	3.00	0.53
Total/Percentage	10	33.33%	19	63.33%	1	3.33%	0	0%	0	30			