The Learner and Learning

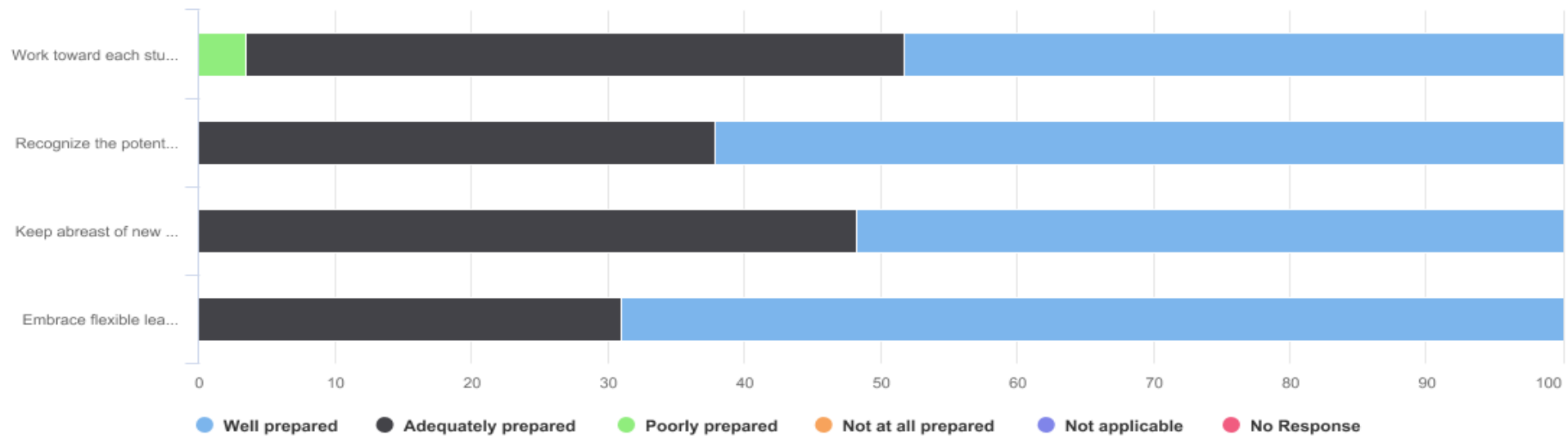|	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	Total Response	Mean	Standard Deviation
Promote students' growth and development	19	65.52%	10	34.48%	0	0%	0	0%	29	3.66	0.48
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	24	82.76%	5	17.24%	0	0%	0	0%	29	3.83	0.38
Establish a climate of learning where students value and support each other's learning (peer relationships)	19	65.52%	10	34.48%	0	0%	0	0%	29	3.66	0.48
Support students as they engage in purposeful learning	22	75.86%	7	24.14%	0	0%	0	0%	29	3.76	0.43

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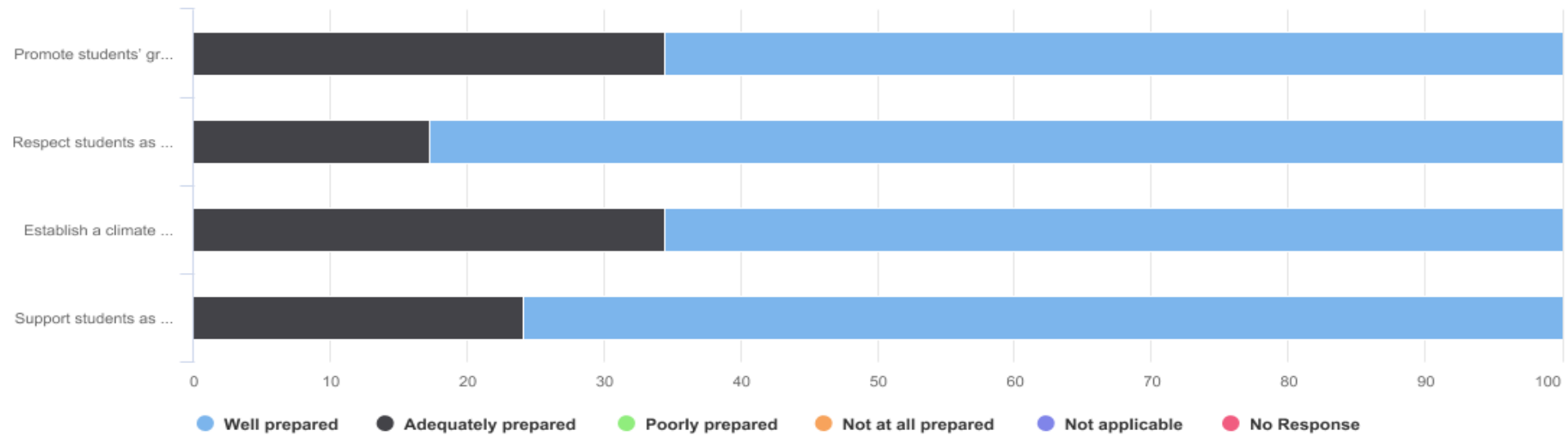
Content Knowledge

	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	Total Response	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	14	48.28%	14	48.28%	1	3.45%	0	0%	29	3.45	0.56
Recognize the potential of bias in my representation of the discipline	18	62.07%	11	37.93%	0	0%	0	0%	29	3.62	0.49
Keep abreast of new ideas and understandings in the field	15	51.72%	14	48.28%	0	0%	0	0%	29	3.52	0.5
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	20	68.97%	9	31.03%	0	0%	0	0%	29	3.69	0.46

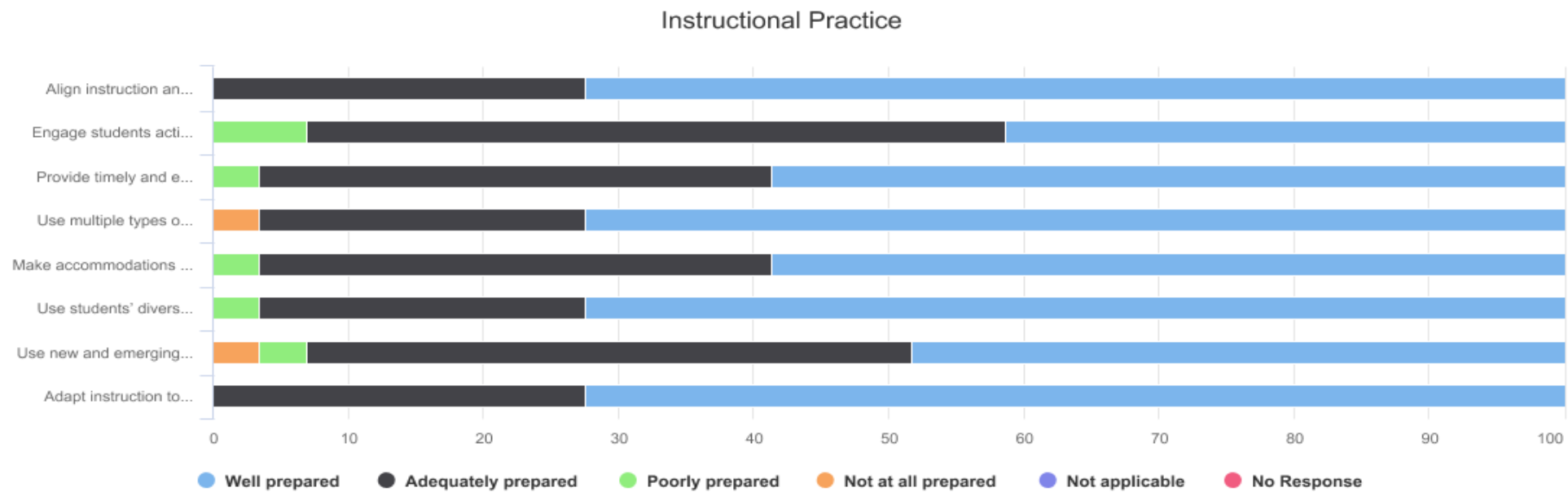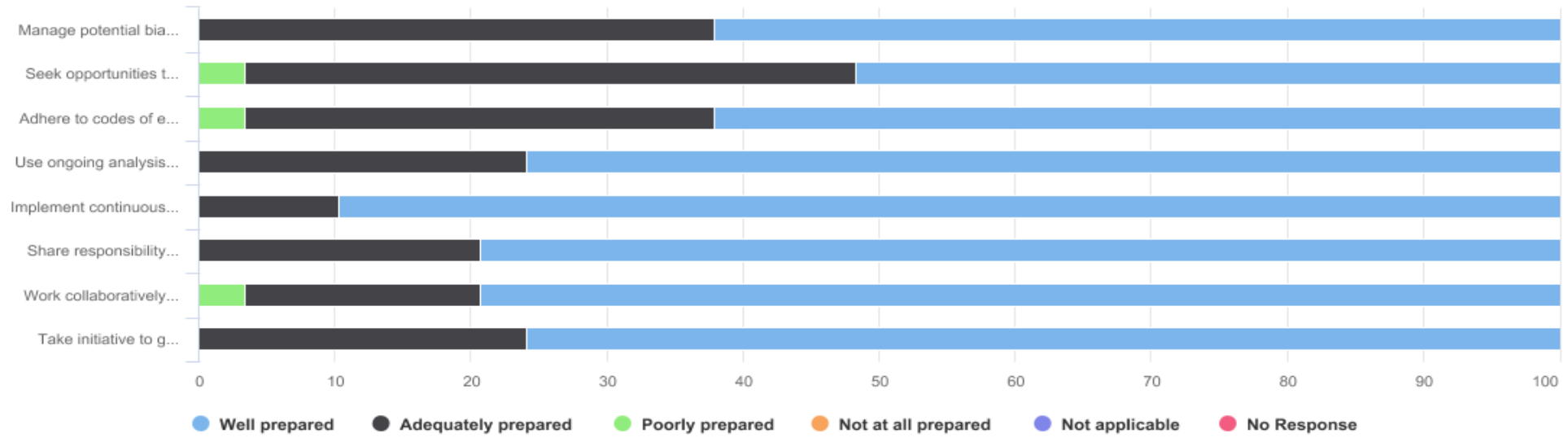Content Knowledge

Instructional Practice

	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	Total Response	Mean	Standard Deviation
Align instruction and assessment with learning goals	21	72.41%	8	27.59%	0	0%	0	0%	29	3.72	0.45
Engage students actively in self-assessment processes	12	41.38%	15	51.72%	2	6.9%	0	0%	29	3.34	0.6
Provide timely and effective descriptive feedback to students on their progress	17	58.62%	11	37.93%	1	3.45%	0	0%	29	3.55	0.56
Use multiple types of assessments to support, verify, and document learning	21	72.41%	7	24.14%	0	0%	1	3.45%	29	3.66	0.66
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	17	58.62%	11	37.93%	1	3.45%	0	0%	29	3.55	0.56
Use students' diverse strengths and needs to plan effective instruction	21	72.41%	7	24.14%	1	3.45%	0	0%	29	3.69	0.53
Use new and emerging technologies to support and promote student learning	14	48.28%	13	44.83%	1	3.45%	1	3.45%	29	3.38	0.72
Adapt instruction to student responses, ideas, and needs	21	72.41%	8	27.59%	0	0%	0	0%	29	3.72	0.45

Instructional Practice

Professional Responsibility

	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	Total Response	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	18	62.07%	11	37.93%	0	0%	0	0%	29	3.62	0.49
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	15	51.72%	13	44.83%	1	3.45%	0	0%	29	3.48	0.56
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	18	62.07%	10	34.48%	1	3.45%	0	0%	29	3.59	0.56
Use ongoing analysis and reflection to improve planning and practice	22	75.86%	7	24.14%	0	0%	0	0%	29	3.76	0.43
Implement continuous improvement and change in the classroom	26	89.66%	3	10.34%	0	0%	0	0%	29	3.9	0.3
Share responsibility for shaping and supporting the mission of my school as an advocate for students	23	79.31%	6	20.69%	0	0%	0	0%	29	3.79	0.41
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	23	79.31%	5	17.24%	1	3.45%	0	0%	29	3.76	0.5
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	22	75.86%	7	24.14%	0	0%	0	0%	29	3.76	0.43

Professional Responsibility

	Well prepared	Adequately prepared	Poorly prepared	Not at all prepared	Not applicable	No Response

Categories (y-axis, top to bottom):
- Manage potential bia...
- Seek opportunities t...
- Adhere to codes of e...
- Use ongoing analysis...
- Implement continuous...
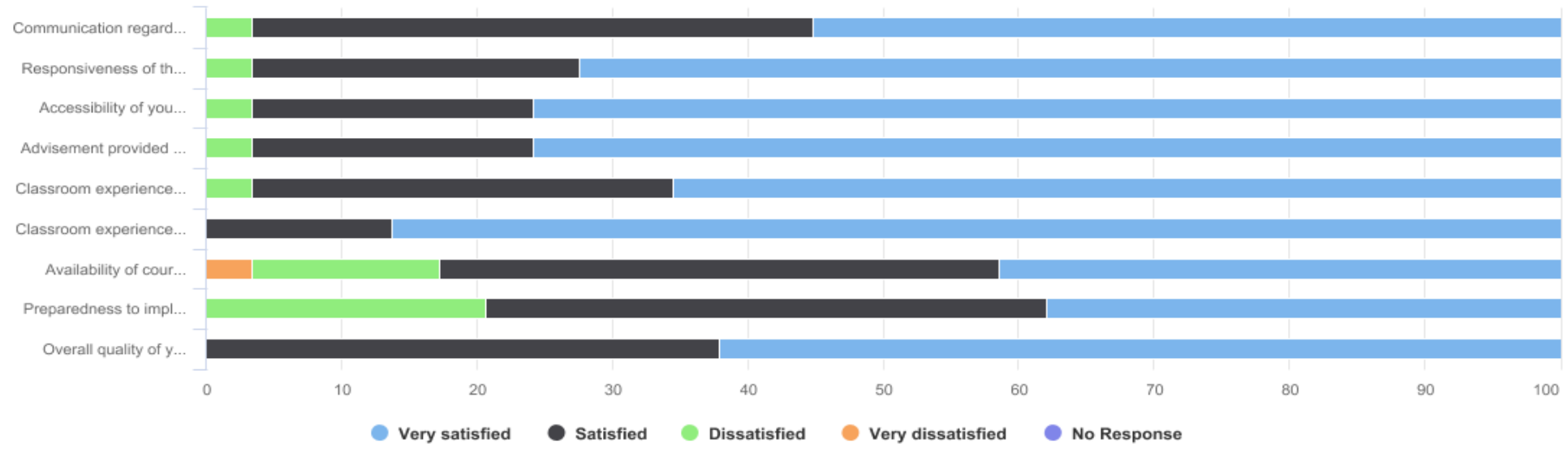- Share responsibility...
- Work collaboratively...
- Take initiative to g...

Please rate your level of satisfaction of the following:

	# Very satisfied	% Very satisfied	# Satisfied	% Satisfied	# Dissatisfied	% Dissatisfied	# Very dissatisfied	% Very dissatisfied	Total Response	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	16	55.17%	12	41.38%	1	3.45%	0	0%	29	3.52	0.56
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	21	72.41%	7	24.14%	1	3.45%	0	0%	29	3.69	0.53
Accessibility of your program advisor	22	75.86%	6	20.69%	1	3.45%	0	0%	29	3.72	0.52
Advisement provided by your program advisor	22	75.86%	6	20.69%	1	3.45%	0	0%	29	3.72	0.52
Classroom experience with P-12 students as part of supervised field courses	19	65.52%	9	31.03%	1	3.45%	0	0%	29	3.62	0.55
Classroom experience with P-12 students as part of the supervised clinical practice course	25	86.21%	4	13.79%	0	0%	0	0%	29	3.86	0.34
Availability of courses that you needed in the program	12	41.38%	12	41.38%	4	13.79%	1	3.45%	29	3.21	0.8
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	11	37.93%	12	41.38%	6	20.69%	0	0%	29	3.17	0.75
Overall quality of your program	18	62.07%	11	37.93%	0	0%	0	0%	29	3.62	0.49

Please rate your level of satisfaction of the following...

Horizontal stacked bar chart with the following categories (top to bottom): Communication regard..., Responsiveness of th..., Accessibility of you..., Advisement provided ..., Classroom experience..., Classroom experience..., Availability of cour..., Preparedness to impl..., Overall quality of y...

Legend: ● Very satisfied ● Satisfied ● Dissatisfied ● Very dissatisfied ● No Response

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	Total Response	Mean	Standard Deviation
Overall Effectiveness	18	62.07%	11	37.93%	0	0%	0	0%	29	3.62	0.49

How effective do you perceive the College of Charleston...

Overall Effectivenes...

● More than effective ● Appropriately effective ● Somewhat effective ● Not effective ● No Response