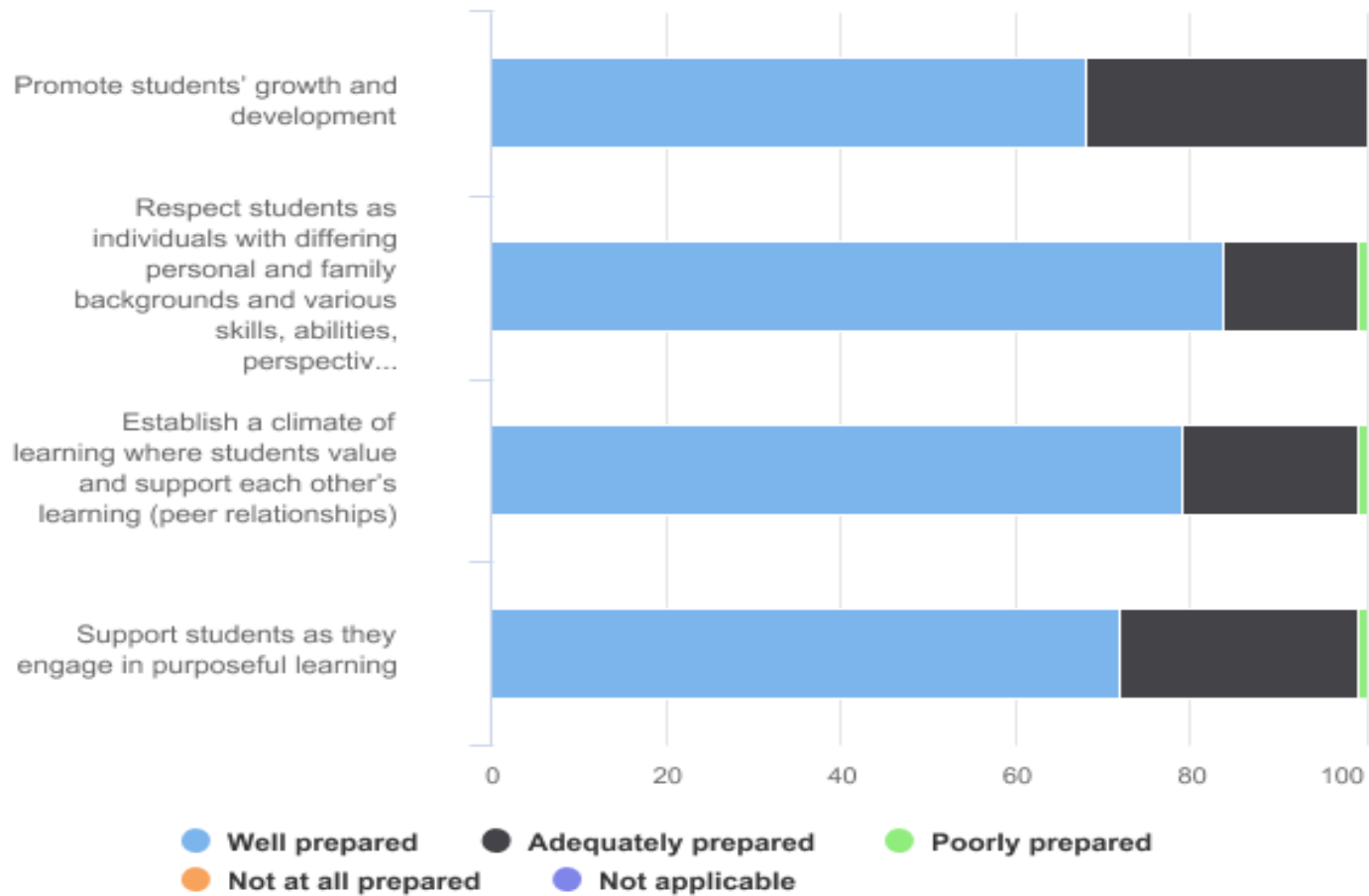


**Candidate Exit Survey  
Spring 2020**

**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	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	75	68.18%	35	31.82%	0	0%	0	0%	0	0%	110	3.68	0.47
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	92	83.64%	17	15.45%	1	0.91%	0	0%	0	0%	110	3.83	0.40
Establish a climate of learning where students value and support each other's learning (peer relationships)	87	79.09%	22	20%	1	0.91%	0	0%	0	0%	110	3.78	0.43
Support students as they engage in purposeful learning	79	71.82%	30	27.27%	1	0.91%	0	0%	0	0%	110	3.71	0.47

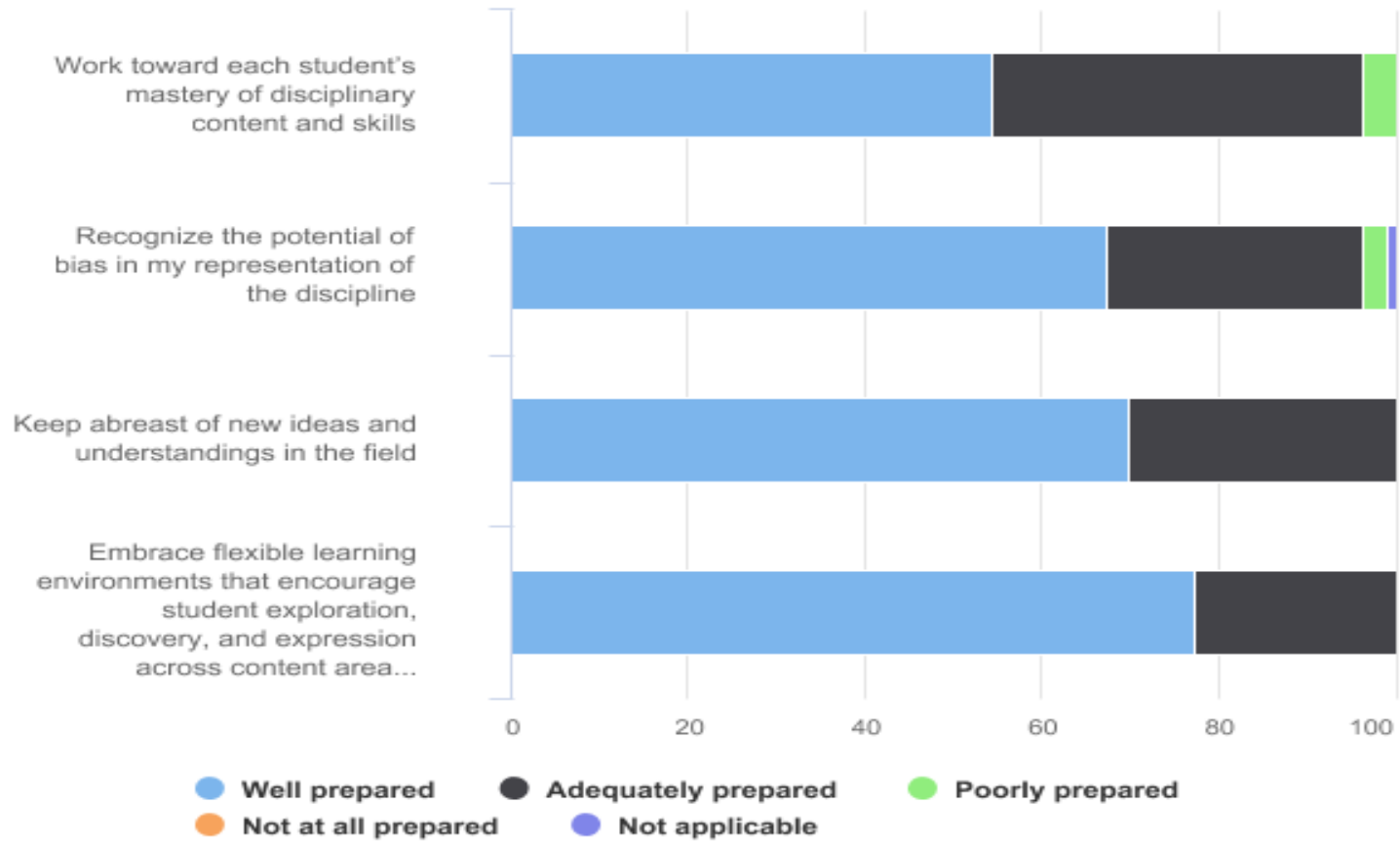
## The Learner and Learning



## 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	Total Valid Responses	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	60	54.55%	46	41.82%	4	3.64%	0	0%	0	0%	110	3.51	0.57
Recognize the potential of bias in my representation of the discipline	74	67.27%	32	29.09%	3	2.73%	0	0%	1	0.91%	110	3.65	0.53
Keep abreast of new ideas and understandings in the field	77	70%	33	30%	0	0%	0	0%	0	0%	110	3.70	0.46
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	85	77.27%	25	22.73%	0	0%	0	0%	0	0%	110	3.77	0.42

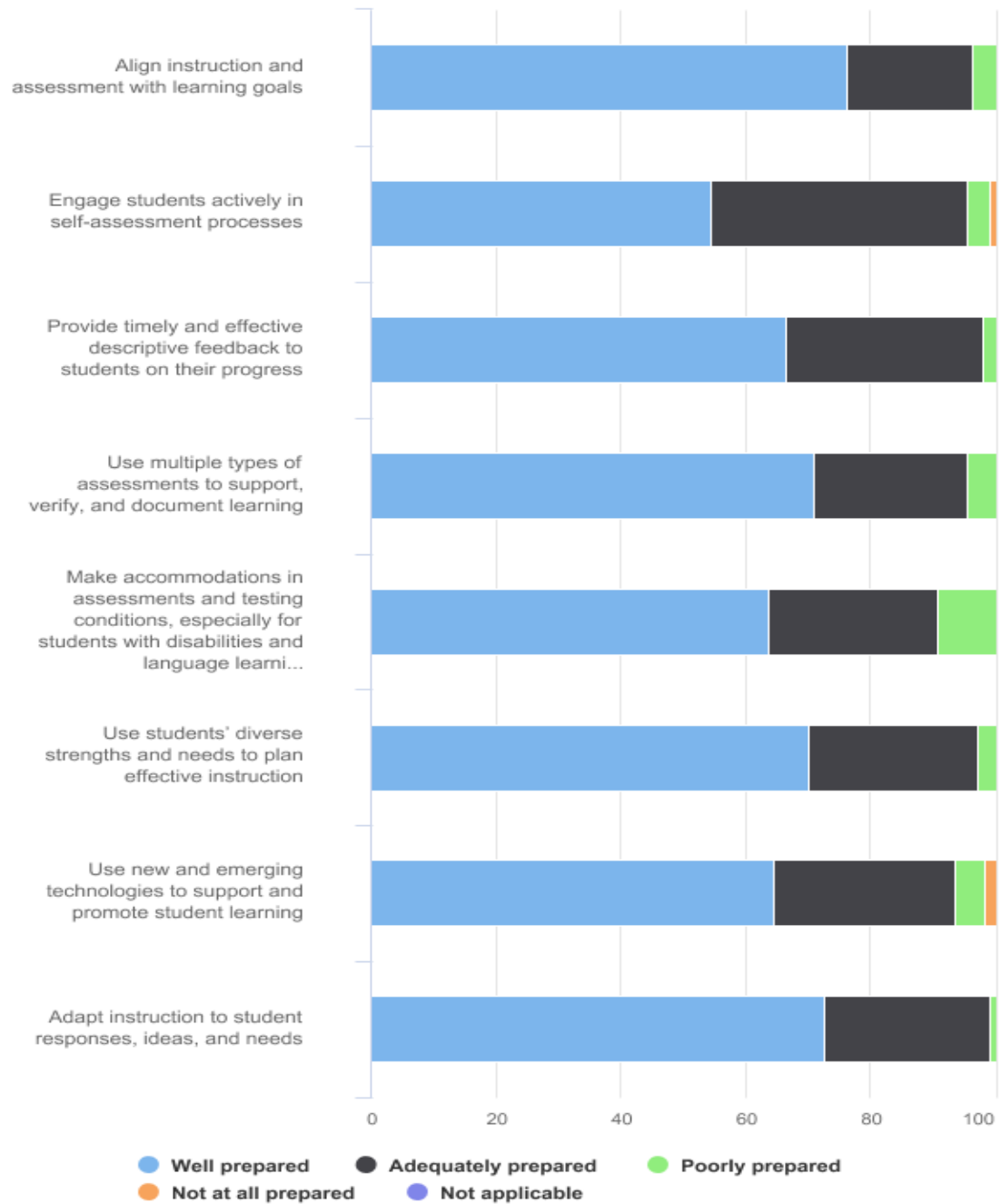
## Content Knowledge



## 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	Total Valid Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	84	76.36%	22	20%	4	3.64%	0	0%	0	0%	110	3.73	0.52
Engage students actively in self-assessment processes	60	54.55%	45	40.91%	4	3.64%	1	0.91%	0	0%	110	3.49	0.61
Provide timely and effective descriptive feedback to students on their progress	73	66.36%	35	31.82%	2	1.82%	0	0%	0	0%	110	3.65	0.51
Use multiple types of assessments to support, verify, and document learning	78	70.91%	27	24.55%	5	4.55%	0	0%	0	0%	110	3.66	0.56
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	70	63.64%	30	27.27%	10	9.09%	0	0%	0	0%	110	3.55	0.66
Use students' diverse strengths and needs to plan effective instruction	77	70%	30	27.27%	3	2.73%	0	0%	0	0%	110	3.67	0.52
Use new and emerging technologies to support and promote student learning	71	64.55%	32	29.09%	5	4.55%	2	1.82%	0	0%	110	3.56	0.67
Adapt instruction to student responses, ideas, and needs	80	72.73%	29	26.36%	1	0.91%	0	0%	0	0%	110	3.72	0.47

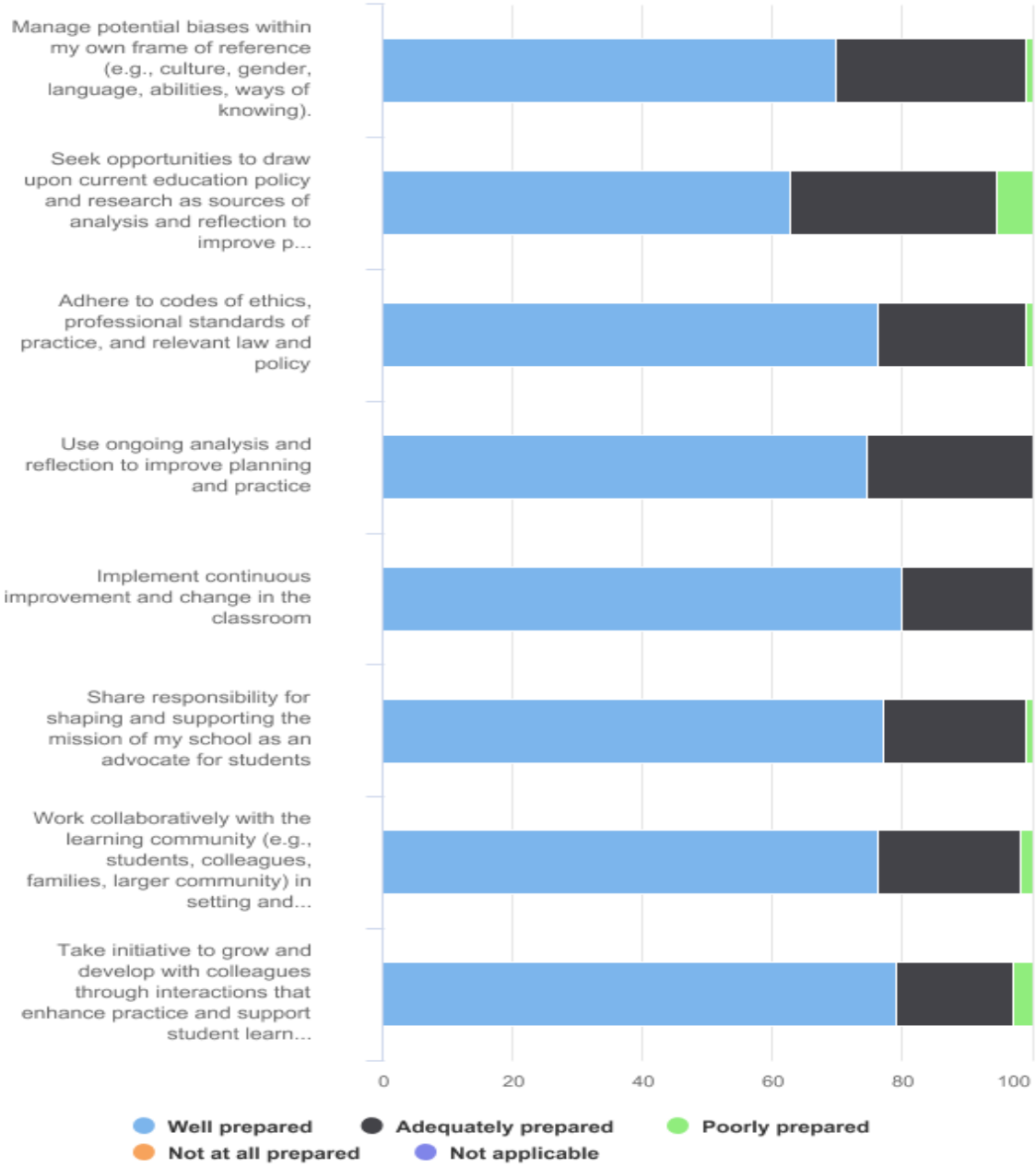
## Instructional Practice



## 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	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	77	70%	32	29.09%	1	0.91%	0	0%	0	0%	110	3.69	0.48
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	69	62.73%	35	31.82%	6	5.45%	0	0%	0	0%	110	3.57	0.59
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	84	76.36%	25	22.73%	1	0.91%	0	0%	0	0%	110	3.75	0.45
Use ongoing analysis and reflection to improve planning and practice	82	74.55%	28	25.45%	0	0%	0	0%	0	0%	110	3.75	0.44
Implement continuous improvement and change in the classroom	88	80%	22	20%	0	0%	0	0%	0	0%	110	3.80	0.40
Share responsibility for shaping and supporting the mission of my school as an advocate for students	85	77.27%	24	21.82%	1	0.91%	0	0%	0	0%	110	3.76	0.45
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	84	76.36%	24	21.82%	2	1.82%	0	0%	0	0%	110	3.75	0.48
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	87	79.09%	20	18.18%	3	2.73%	0	0%	0	0%	110	3.76	0.48

### Professional Responsibility

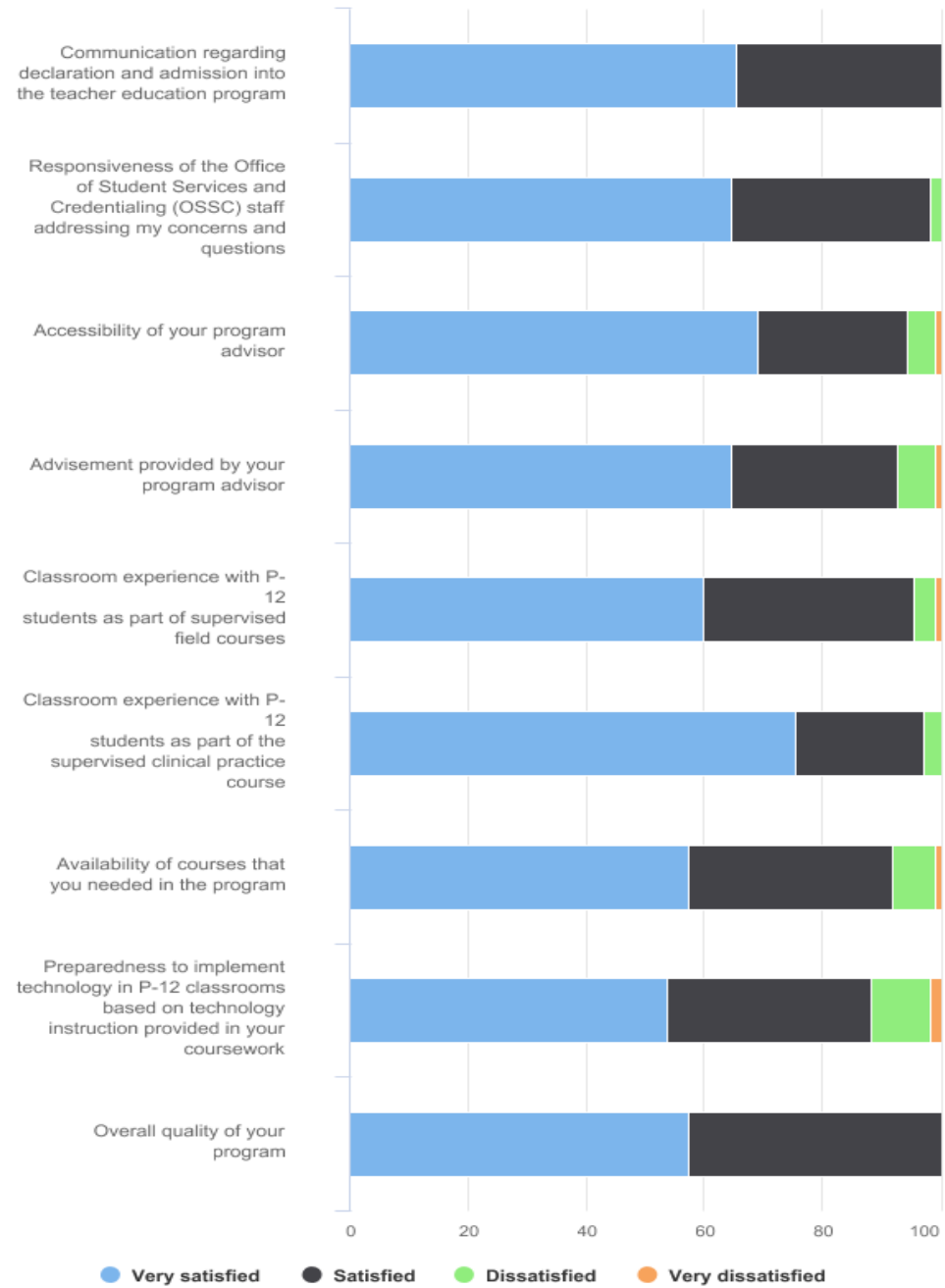




**Please rate your level of satisfaction of the following:**

Please rate your level of satisfaction of the following:	# Very satisfied	% Very satisfied	# Satisfied	% Satisfied	# Dissatisfied	% Dissatisfied	# Very dissatisfied	% Very dissatisfied	Total Valid Responses	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	72	65.45%	38	34.55%	0	0%	0	0%	110	3.65	0.48
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	71	64.55%	37	33.64%	2	1.82%	0	0%	110	3.63	0.52
Accessibility of your program advisor	76	69.09%	28	25.45%	5	4.55%	1	0.91%	110	3.63	0.62
Advisement provided by your program advisor	71	64.55%	31	28.18%	7	6.36%	1	0.91%	110	3.56	0.65
Classroom experience with P-12 students as part of supervised field courses	66	60%	39	35.45%	4	3.64%	1	0.91%	110	3.55	0.61
Classroom experience with P-12 students as part of the supervised clinical practice course	83	75.45%	24	21.82%	3	2.73%	0	0%	110	3.73	0.50
Availability of courses that you needed in the program	63	57.27%	38	34.55%	8	7.27%	1	0.91%	110	3.48	0.67
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	59	53.64%	38	34.55%	11	10%	2	1.82%	110	3.40	0.74
Overall quality of your program	63	57.27%	47	42.73%	0	0%	0	0%	110	3.57	0.49

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



**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 Valid Responses	Mean	Standard Deviation
Overall Effectiveness	59	53.64%	49	44.55%	2	1.82%	0	0%	110	3.52	0.53

