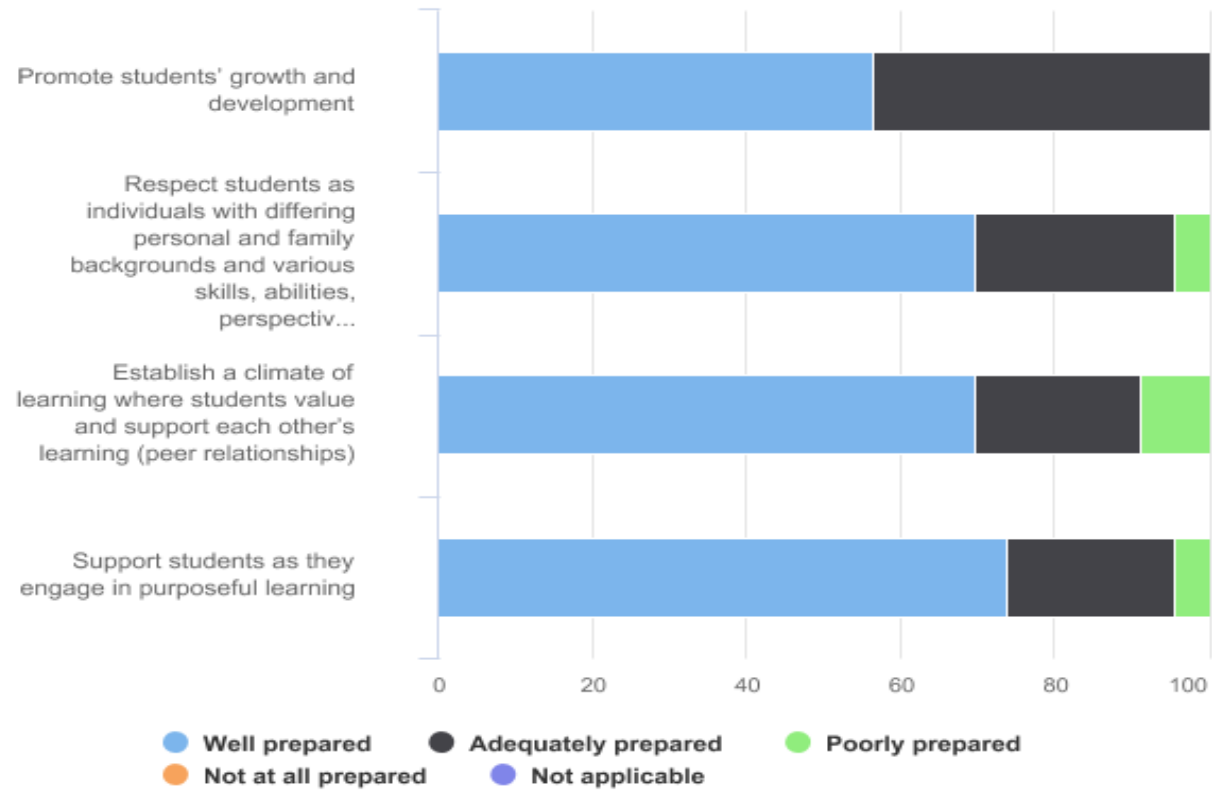


**Candidate Exit Survey
Fall 2020**

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	13	56.52%	10	43.48%	0	0%	0	0%	0	0%	0	23	3.57	0.50
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	16	69.57%	6	26.09%	1	4.35%	0	0%	0	0%	0	23	3.65	0.56
Establish a climate of learning where students value and support each other's learning (peer relationships)	16	69.57%	5	21.74%	2	8.7%	0	0%	0	0%	0	23	3.61	0.64
Support students as they engage in purposeful learning	17	73.91%	5	21.74%	1	4.35%	0	0%	0	0%	0	23	3.70	0.55

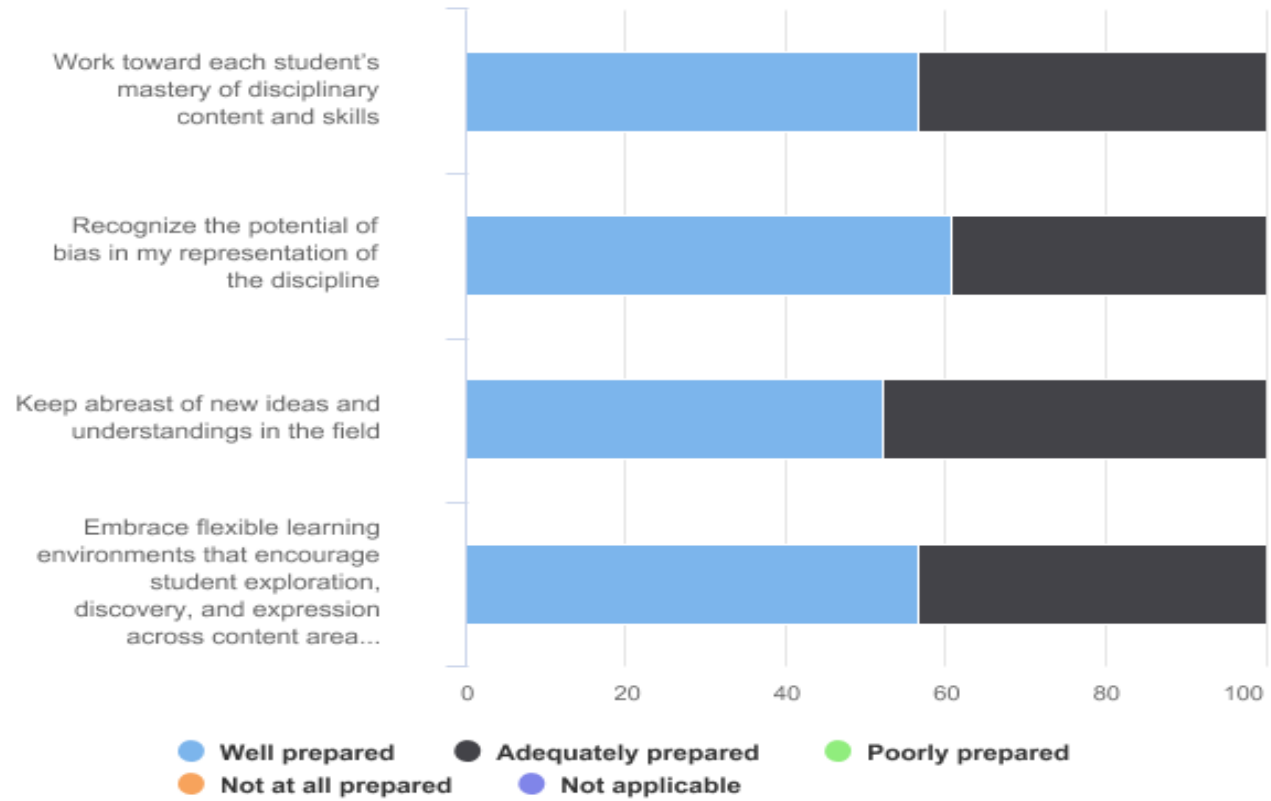
The Learner and Learning



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	13	56.52%	10	43.48%	0	0%	0	0%	0	0%	0	23	3.57	0.50
Recognize the potential of bias in my representation of the discipline	14	60.87%	9	39.13%	0	0%	0	0%	0	0%	0	23	3.61	0.49
Keep abreast of new ideas and understandings in the field	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	13	56.52%	10	43.48%	0	0%	0	0%	0	0%	0	23	3.57	0.50

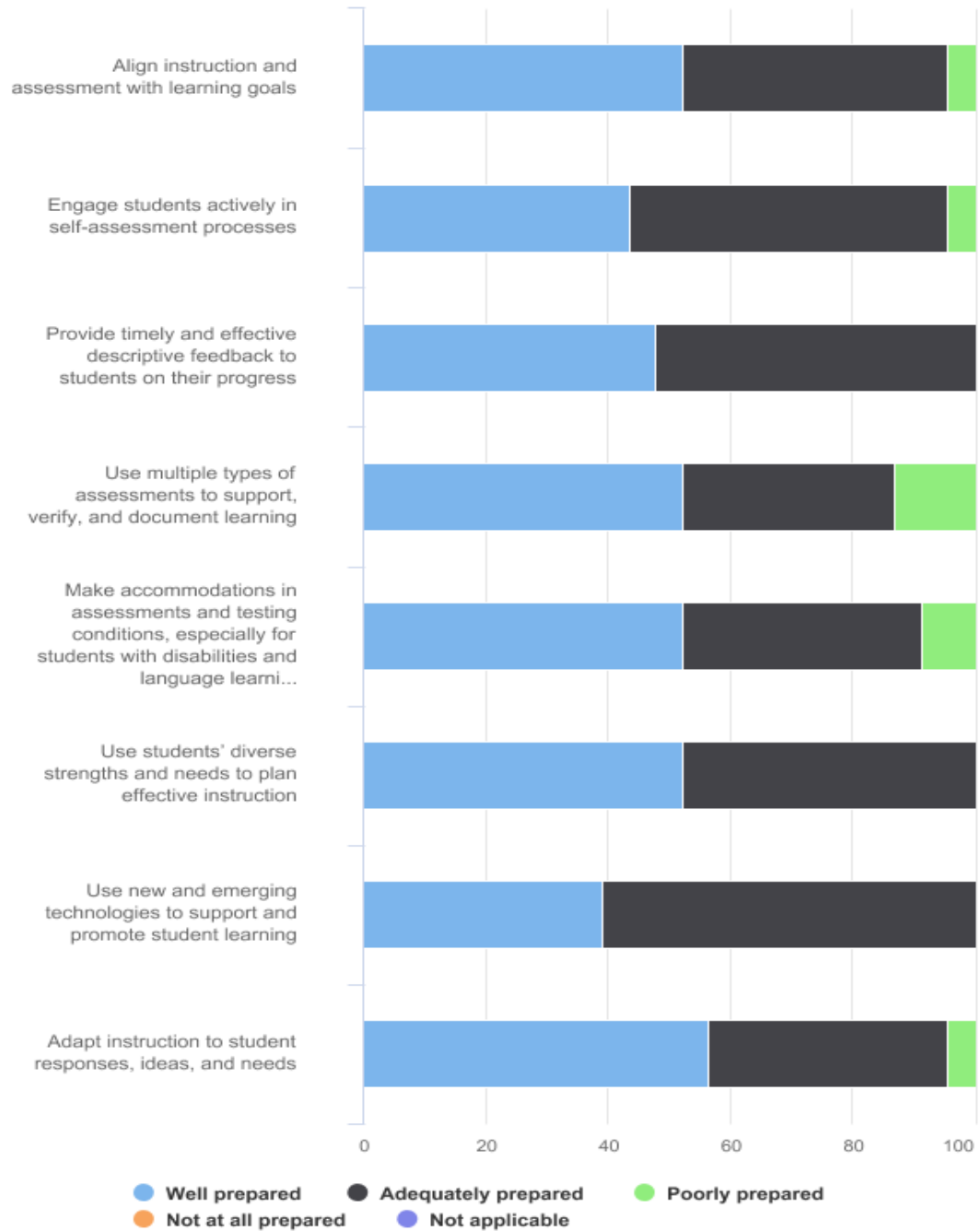
Content Knowledge



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	12	52.17%	10	43.48%	1	4.35%	0	0%	0	0%	0	23	3.48	0.58
Engage students actively in self-assessment processes	10	43.48%	12	52.17%	1	4.35%	0	0%	0	0%	0	23	3.39	0.57
Provide timely and effective descriptive feedback to students on their progress	11	47.83%	12	52.17%	0	0%	0	0%	0	0%	0	23	3.48	0.50
Use multiple types of assessments to support, verify, and document learning	12	52.17%	8	34.78%	3	13.04%	0	0%	0	0%	0	23	3.39	0.71
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	12	52.17%	9	39.13%	2	8.7%	0	0%	0	0%	0	23	3.43	0.65
Use students' diverse strengths and needs to plan effective instruction	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Use new and emerging technologies to support and promote student learning	9	39.13%	14	60.87%	0	0%	0	0%	0	0%	0	23	3.39	0.49
Adapt instruction to student responses, ideas, and needs	13	56.52%	9	39.13%	1	4.35%	0	0%	0	0%	0	23	3.52	0.58

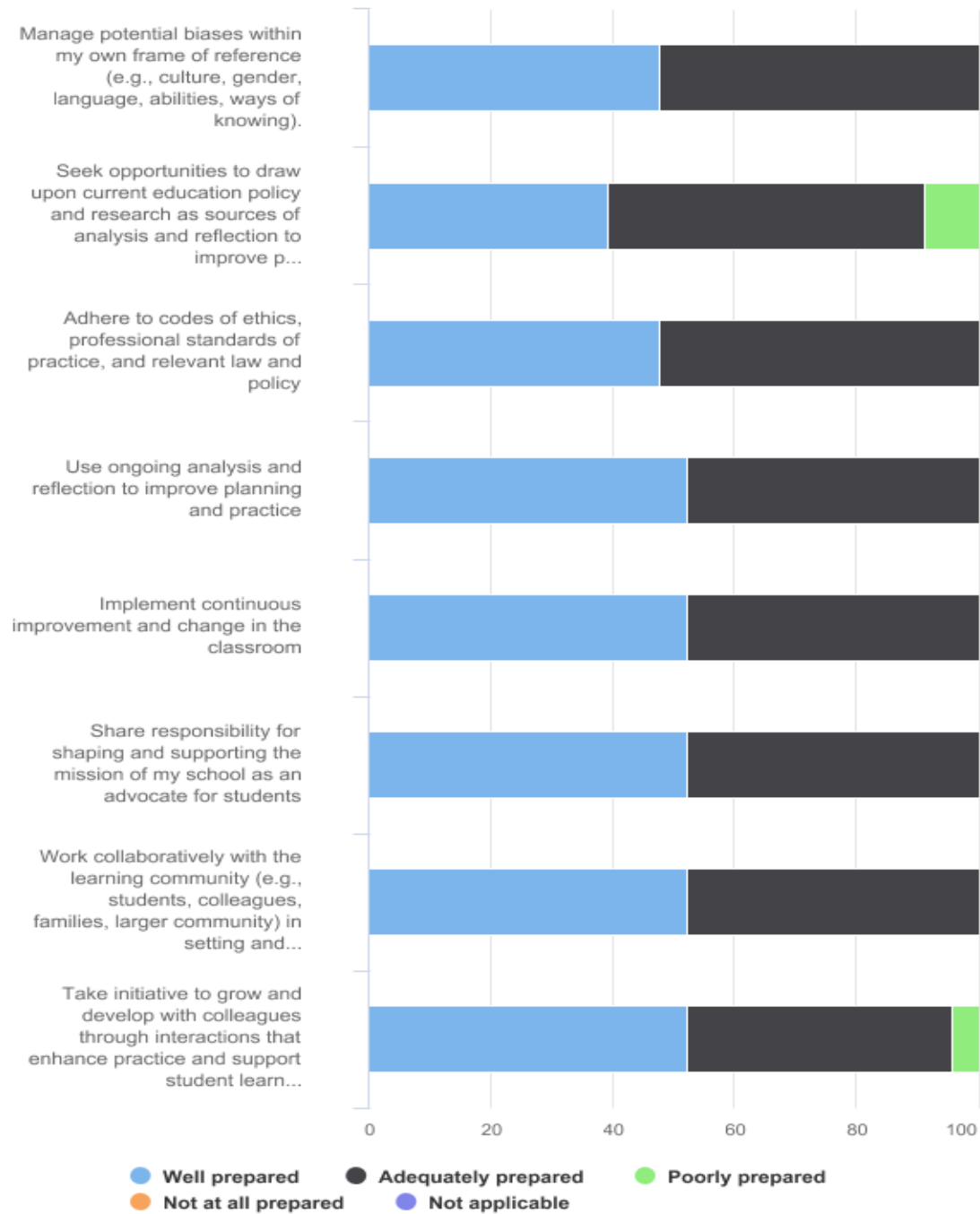
Instructional Practice



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).	11	47.83%	12	52.17%	0	0%	0	0%	0	0%	0	23	3.48	0.50
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	9	39.13%	12	52.17%	2	8.7%	0	0%	0	0%	0	23	3.30	0.62
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	11	47.83%	12	52.17%	0	0%	0	0%	0	0%	0	23	3.48	0.50
Use ongoing analysis and reflection to improve planning and practice	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Implement continuous improvement and change in the classroom	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Share responsibility for shaping and supporting the mission of my school as an advocate for students	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	12	52.17%	11	47.83%	0	0%	0	0%	0	0%	0	23	3.52	0.50
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	12	52.17%	10	43.48%	1	4.35%	0	0%	0	0%	0	23	3.48	0.58

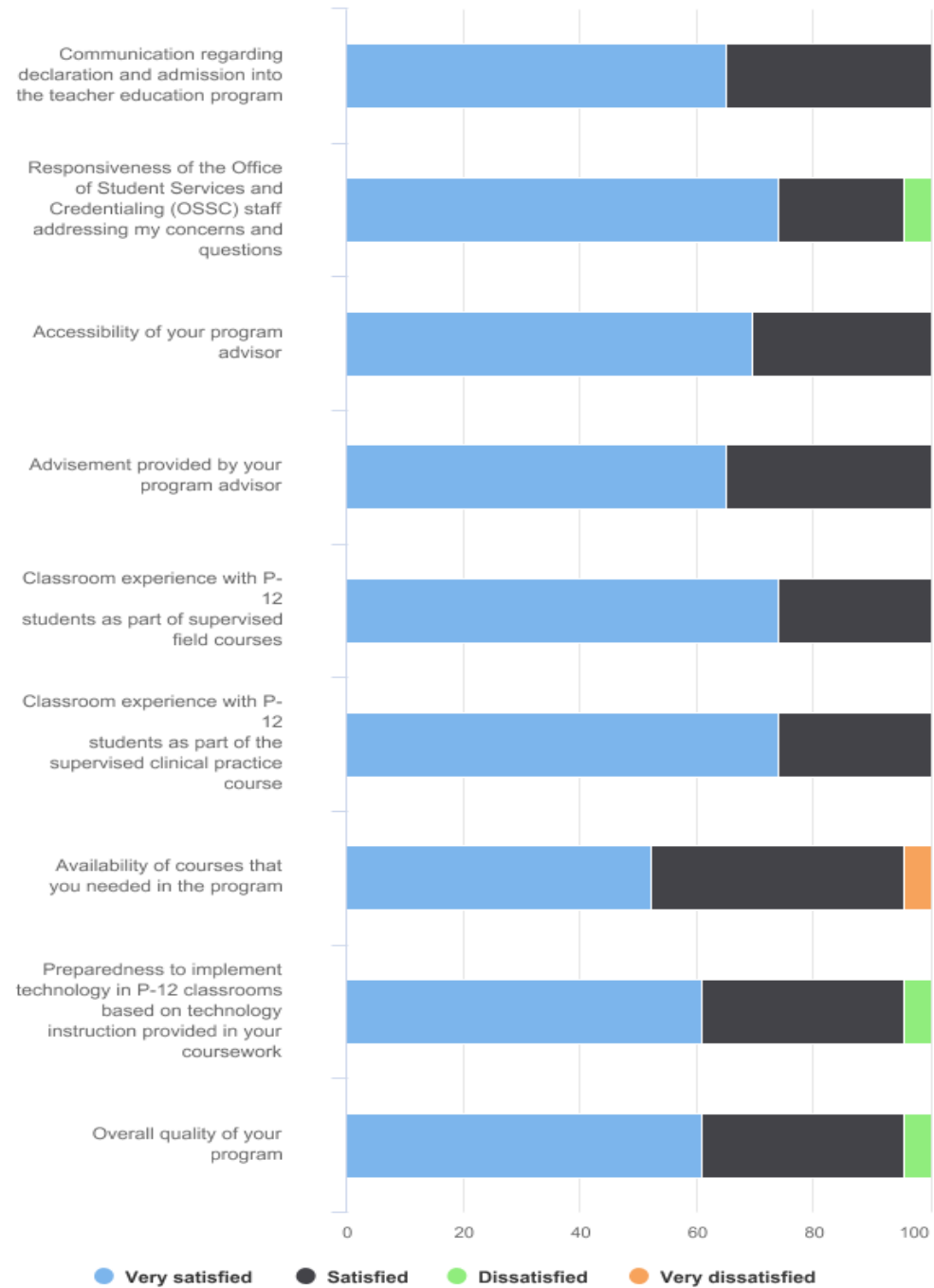
Professional Responsibility



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	15	65.22%	8	34.78%	0	0%	0	0%	0	23	3.65	0.48
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	17	73.91%	5	21.74%	1	4.35%	0	0%	0	23	3.70	0.55
Accessibility of your program advisor	16	69.57%	7	30.43%	0	0%	0	0%	0	23	3.70	0.46
Advisement provided by your program advisor	15	65.22%	8	34.78%	0	0%	0	0%	0	23	3.65	0.48
Classroom experience with P-12 students as part of supervised field courses	17	73.91%	6	26.09%	0	0%	0	0%	0	23	3.74	0.44
Classroom experience with P-12 students as part of the supervised clinical practice course	17	73.91%	6	26.09%	0	0%	0	0%	0	23	3.74	0.44
Availability of courses that you needed in the program	12	52.17%	10	43.48%	0	0%	1	4.35%	0	23	3.43	0.71
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	14	60.87%	8	34.78%	1	4.35%	0	0%	0	23	3.57	0.58
Overall quality of your program	14	60.87%	8	34.78%	1	4.35%	0	0%	0	23	3.57	0.58

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	# No Response	Total Valid Responses	Mean	Standard Deviation
Overall Effectiveness	8	34.78%	13	56.52%	1	4.35%	1	4.35%	0	23	3.22	0.72

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

