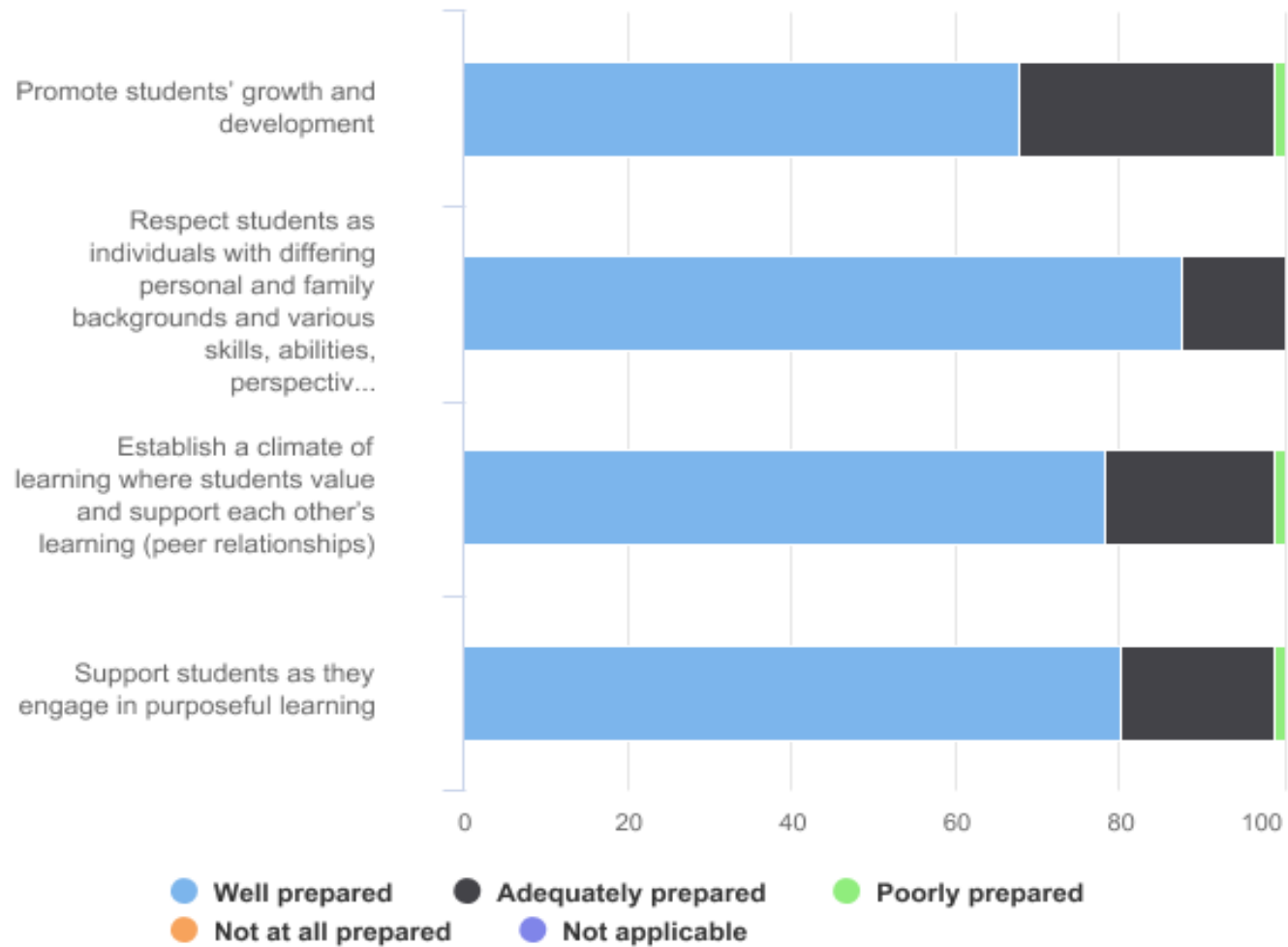


**Candidate Exit Survey
Spring 2021**

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	65	67.71%	30	31.25%	1	1.04%	0	0%	0	0%	96	3.67	0.49
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	84	87.5%	12	12.5%	0	0%	0	0%	0	0%	96	3.88	0.33
Establish a climate of learning where students value and support each other's learning (peer relationships)	75	78.12%	20	20.83%	1	1.04%	0	0%	0	0%	96	3.77	0.44
Support students as they engage in purposeful learning	77	80.21%	18	18.75%	1	1.04%	0	0%	0	0%	96	3.79	0.43

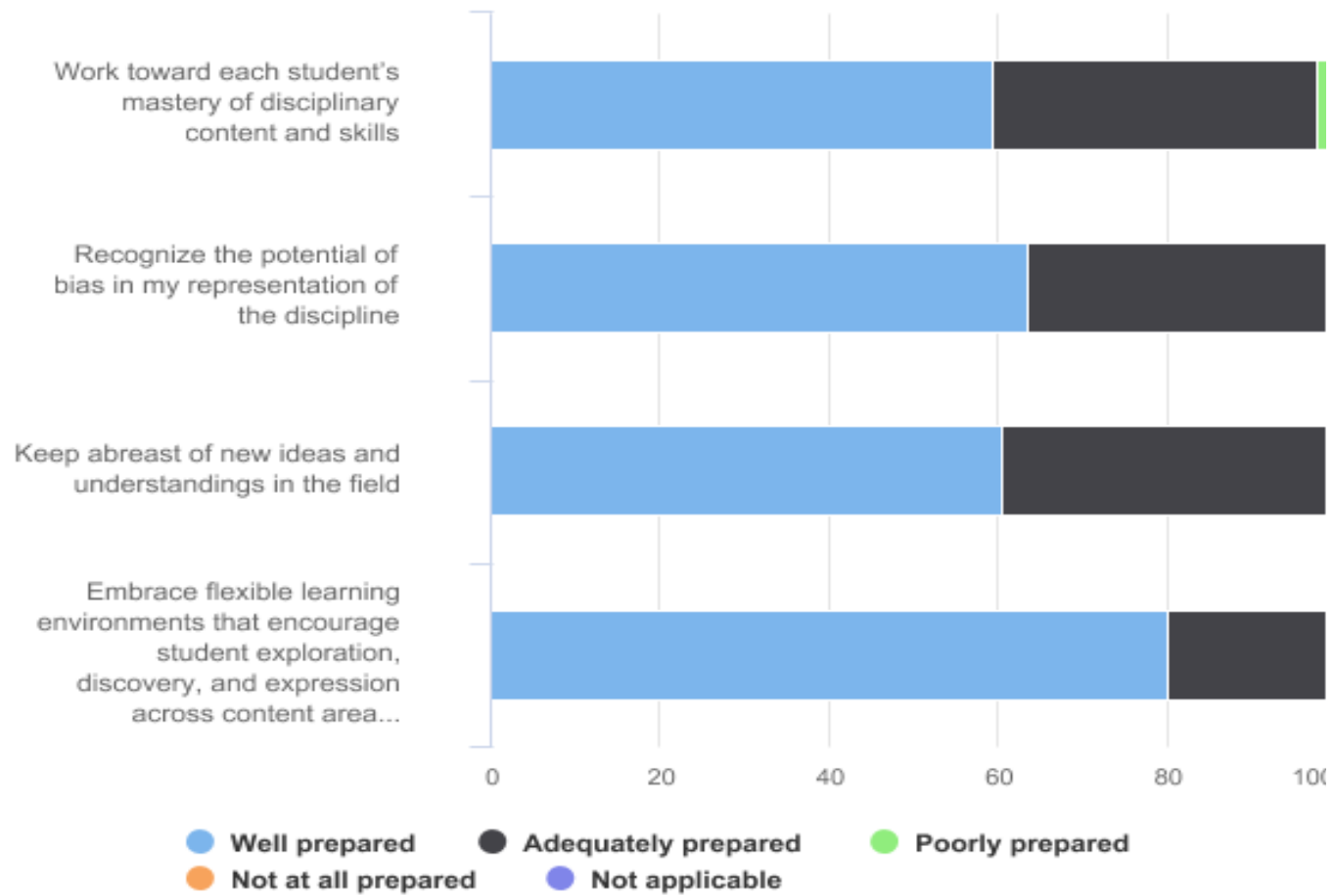
The Learner and Learning



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	Total Valid Responses	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	57	59.38%	37	38.54%	2	2.08%	0	0%	0	0%	96	3.57	0.54
Recognize the potential of bias in my representation of the discipline	61	63.54%	34	35.42%	1	1.04%	0	0%	0	0%	96	3.63	0.51
Keep abreast of new ideas and understandings in the field	58	60.42%	37	38.54%	1	1.04%	0	0%	0	0%	96	3.59	0.51
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	77	80.21%	18	18.75%	1	1.04%	0	0%	0	0%	96	3.79	0.43

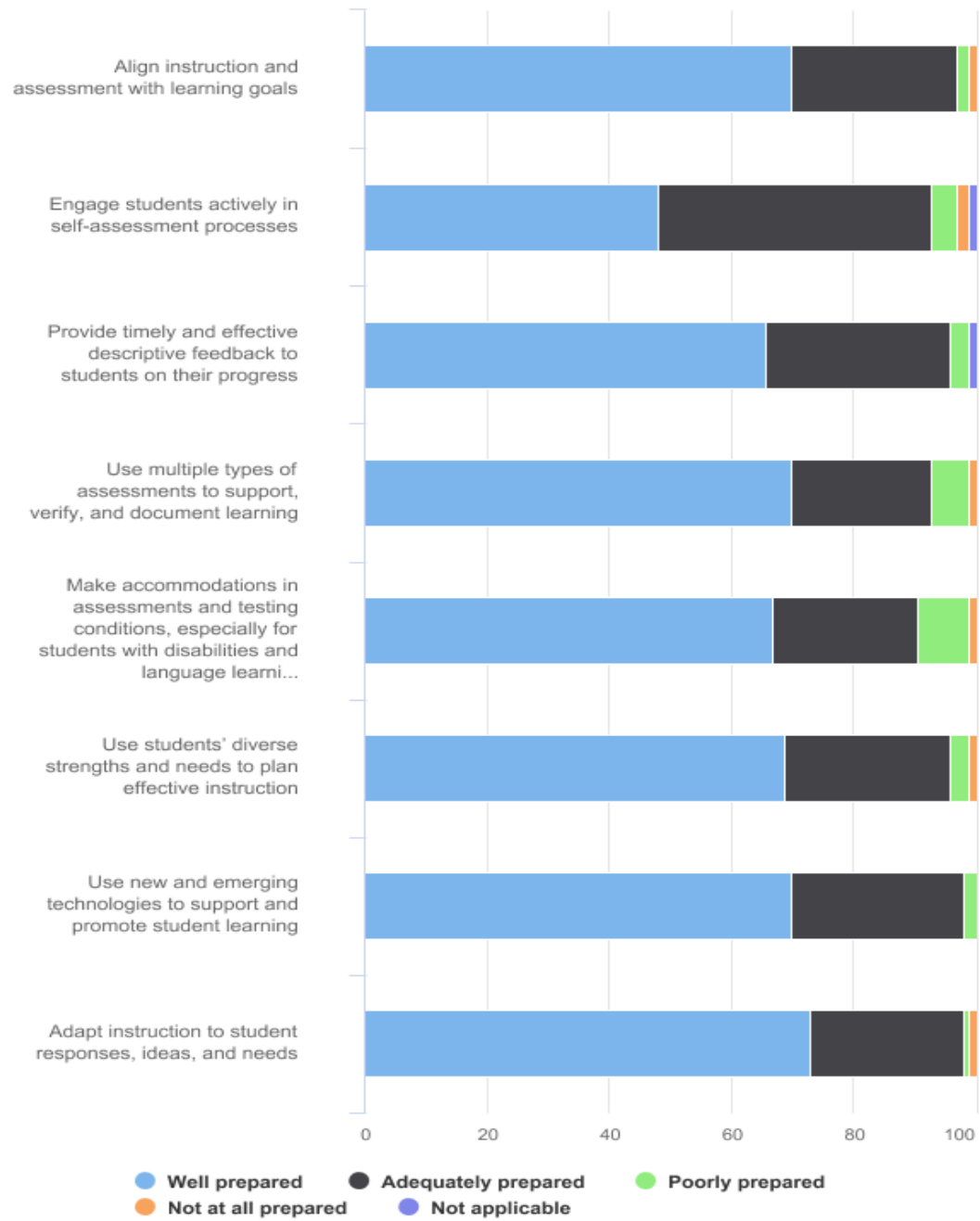
Content Knowledge



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	Total Valid Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	67	69.79%	26	27.08%	2	2.08%	1	1.04%	0	0%	96	3.66	0.57
Engage students actively in self-assessment processes	46	47.92%	43	44.79%	4	4.17%	2	2.08%	1	1.04%	96	3.40	0.67
Provide timely and effective descriptive feedback to students on their progress	63	65.62%	29	30.21%	3	3.12%	0	0%	1	1.04%	96	3.63	0.54
Use multiple types of assessments to support, verify, and document learning	67	69.79%	22	22.92%	6	6.25%	1	1.04%	0	0%	96	3.61	0.65
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	64	66.67%	23	23.96%	8	8.33%	1	1.04%	0	0%	96	3.56	0.69
Use students' diverse strengths and needs to plan effective instruction	66	68.75%	26	27.08%	3	3.12%	1	1.04%	0	0%	96	3.64	0.60
Use new and emerging technologies to support and promote student learning	67	69.79%	27	28.12%	2	2.08%	0	0%	0	0%	96	3.68	0.51
Adapt instruction to student responses, ideas, and needs	70	72.92%	24	25%	1	1.04%	1	1.04%	0	0%	96	3.70	0.54

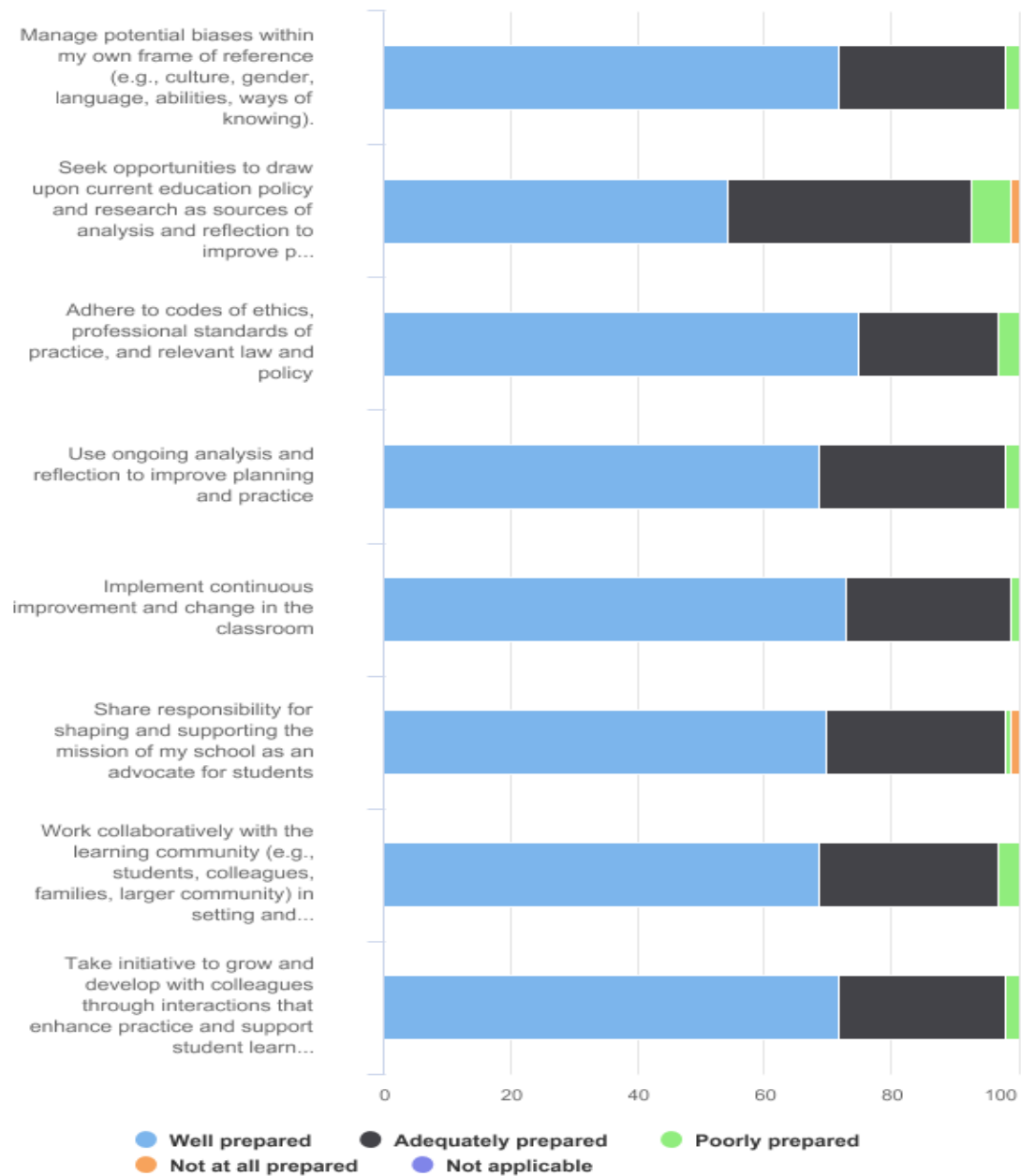
Instructional Practice



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	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	69	71.88%	25	26.04%	2	2.08%	0	0%	0	0%	96	3.70	0.50
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	52	54.17%	37	38.54%	6	6.25%	1	1.04%	0	0%	96	3.46	0.66
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	72	75%	21	21.88%	3	3.12%	0	0%	0	0%	96	3.72	0.51
Use ongoing analysis and reflection to improve planning and practice	66	68.75%	28	29.17%	2	2.08%	0	0%	0	0%	96	3.67	0.51
Implement continuous improvement and change in the classroom	70	72.92%	25	26.04%	1	1.04%	0	0%	0	0%	96	3.72	0.47
Share responsibility for shaping and supporting the mission of my school as an advocate for students	67	69.79%	27	28.12%	1	1.04%	1	1.04%	0	0%	96	3.67	0.55
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	66	68.75%	27	28.12%	3	3.12%	0	0%	0	0%	96	3.66	0.54
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	69	71.88%	25	26.04%	2	2.08%	0	0%	0	0%	96	3.70	0.50

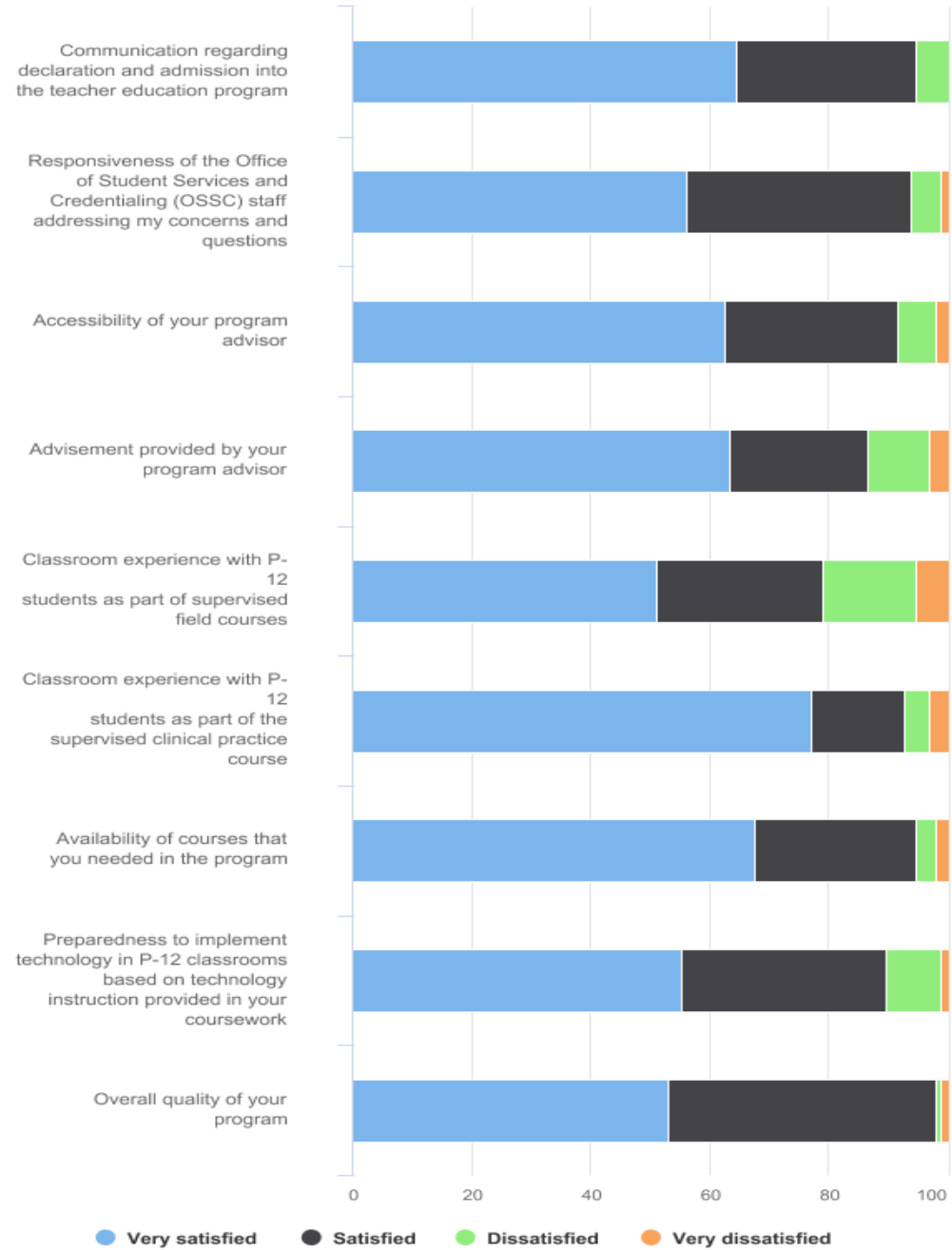
Professional Responsibility



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	62	64.58%	29	30.21%	5	5.21%	0	0%	96	3.59	0.59
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	54	56.25%	36	37.5%	5	5.21%	1	1.04%	96	3.49	0.65
Accessibility of your program advisor	60	62.5%	28	29.17%	6	6.25%	2	2.08%	96	3.52	0.71
Advisement provided by your program advisor	61	63.54%	22	22.92%	10	10.42%	3	3.12%	96	3.47	0.80
Classroom experience with P-12 students as part of supervised field courses	49	51.04%	27	28.12%	15	15.62%	5	5.21%	96	3.25	0.90
Classroom experience with P-12 students as part of the supervised clinical practice course	74	77.08%	15	15.62%	4	4.17%	3	3.12%	96	3.67	0.70
Availability of courses that you needed in the program	65	67.71%	26	27.08%	3	3.12%	2	2.08%	96	3.60	0.65
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	53	55.21%	33	34.38%	9	9.38%	1	1.04%	96	3.44	0.70
Overall quality of your program	51	53.12%	43	44.79%	1	1.04%	1	1.04%	96	3.50	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	Total Valid Responses	Mean	Standard Deviation
Overall Effectiveness	46	47.92%	47	48.96%	2	2.08%	1	1.04%	96	3.44	0.59

