

Draft



“Nurturing Potential ... Transforming Lives”

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Alumni Pilot Survey

This survey is developed and administered to determine the effectiveness of the teacher preparation programs at CSU. The information you provide will guide us in making necessary program changes. The teacher preparation programs at Coppin are committed to preparing each “Teacher as a Reflective Facilitator of Learning.” Our programs are guided by the outcomes of the Conceptual Framework, which are aligned to standards. We strive to graduate teachers who are highly qualified, certified and prepared to meet the demands of diverse classrooms and the complexities of a diverse and demanding society.

Please tell us how you rate your instructional preparation at CSU (CSC) by completing this survey. There is no right or wrong answer, but we need your feedback on the success of, and how to grow and enhance, our programs. **Prior to completing the pilot survey, please provide us with some information about yourself.**

Background Information

1. When did you graduate from Coppin? Month _____ Year _____
2. What was your program of study? ELED ECED SPED MAT SPED M. Ed
3. What is your Coppin degree/s? BS MAT M. Ed MS Reading MS ADULT Ed
4. Did you complete your internship in a PDS? Yes No Not Sure
5. Do you hold MSDE certification? Yes No Not Sure
6. Are you currently employed as a teacher? Yes No (If not, go to question 13)
7. If yes, which of the following most closely describes your current position?
 Full-time teacher within my certification area
 Full-time teacher outside of my certification area
 Full-time or long-term substitute
 Part-time teacher within my certification area
 Part-time teacher outside of my certification area
 Part-time substitute
8. In which state do you currently teach? _____
9. In which school district do you currently teach? _____
10. How would you characterize the school district in which you currently teach?
 Urban Rural Suburban Other
11. If you are not employed as a teacher, how would you describe your current position?

12. Did you ever work as a teacher following graduation? Yes No
13. What is your current profession? _____
14. If you are not currently teaching, why not? _____
15. Are you currently pursuing graduate study in education? Yes No
16. What is your highest degree earned? _____
17. If yes, what is your graduate program of study & degree _____
18. What is your gender? Male Female
19. What is your racial or ethnic background? _____

11/30/2005

Pilot Survey

Please rank the following statements based on your recall of your experiences at CSU. The statements are aligned to the Conceptual Framework. Please assign rating where

3 = strongly agree, 2 = agree, 1 = disagree

Part A: As a result of my training in a teacher education program at CSU, I am able to:

Outcome/Indicators: Effective Communicator	Rating
• Model good verbal and non-verbal speaking, listening, and writing skills	• 3 2 1
• Work with students to develop fluency speaking and writing effectively	• 3 2 1
• Utilize a variety of approaches to communicate with students	• 3 2 1
• Access computer software, Internet, video, music, art, models, graphics, other media and devices to communicate concepts for student learning	• 3 2 1
• Present information and directions clearly and concisely	• 3 2 1

Outcome/Indicators: Systematic Planner	Rating
• Present instruction based on clearly outlined plans reflecting knowledge of the subject/s that I teach and students' learning styles & learning differences	• 3 2 1
• Have a broad knowledge of instructional strategies and create learning activities based on student knowledge, needs, and proficiency level	• 3 2 1
• Apply knowledge of curriculum development, subject content, student development, and learning theory to planning	• 3 2 1
• Connect curriculum with student experiences, standards, goals, and community context	• 3 2 1
• Present curriculum through technological activities	• 3 2 1

Outcome/Indicators: Reflective Decision Maker	Rating
• Reflect on daily teaching practices to promote continued student learning	• 3 2 1
• Apply learning theories and knowledge of human development to the teaching-learning process	• 3 2 1
• Connect lessons to individual students' experiences, cultural background and family/community environment	• 3 2 1
• Help students to integrate and relate knowledge from different sources into their own frames of reference	• 3 2 1
• Choose from multiple teaching and learning strategies to help diverse learners comprehend and perform	• 3 2 1

Outcome/Indicators: Instructional Leader	Rating
• Use multiple instructional strategies, including cooperative learning, discovery, activities, group discussion, independent study, computer assisted learning with my students	• 3 2 1
• Manage instructional time	• 3 2 1
• Involve students by encouraging critical thinking, problem solving, and questioning techniques	• 3 2 1
• Express enthusiasm for the students and teaching	• 3 2 1
• Use assessment and analysis of my students' learning to adjust my own instructional strategies	• 3 2 1
• Use multiple forms of assessment to monitor my students' progress	• 3 2 1
• Maintain records and evidence of progress and impact on students' progress (e.g. work samples & scores)	• 3 2 1
• Adapt instruction and services appropriately for students with special education needs	• 3 2 1

Outcome/Indicators: Evolving Professional	Rating
• Keep current on new information in the field	• 3 2 1
• Read professional journals and apply ideas and information in teaching	• 3 2 1
• Participate in conferences and workshops	• 3 2 1
• Maintain memberships in professional organizations	• 3 2 1
• Recognize and carry out professional responsibilities in giving and receiving help from others	• 3 2 1
• Work effectively with peers and support staff	• 3 2 1
• Participate in Professional Development Schools initiatives	• 3 2 1

Criteria/Indicators: Professional Disposition	Rating
• Establish and maintain rapport with students	• 3 2 1
• Establish realistically high expectations and respect for all students	• 3 2 1
• Exhibit courtesy in interaction with all students	• 3 2 1
• Demonstrate a sense of efficacy	• 3 2 1
• Articulate respect for students as individuals with differing personal and family backgrounds and various skills, talents, and interests	• 3 2 1
• Develop and teach lessons that incorporate and value cultural diversity	• 3 2 1
• Create a classroom climate that values cultural diversity	• 3 2 1

Part B: Based on my academic preparations and my future plans,

Criteria/Indicators: Other	Rating
• I am certain that I will be a teacher 5 years from now	• 3 2 1
• I would like to become a school administrator (principal, vice-principal, etc)	• 3 2 1
• If I could do it all again, I would still choose to become a teacher	• 3 2 1
• I am prepared for the position that I hold!	• 3 2 1

Please identify changes in curriculum and other professional experiences that you believe our teacher preparation program must convey to current enrollees.

Additional Comments:

We thank you for your time and for choosing Coppin State as your degree granting institution.

The Education Unit