



FORM SURVEY

TeacherCandidate_ExitSurv...

DEPARTMENT

Forms Review

Once you have completed this survey no further edits are allowed.

FORM TeacherCandidate_ExitSurvey_ProgramEval

LAST UPDATED

Feinstein School Program Evaluation. The good, and what can be improved.

NEW REQUIRED

Please enter your last name.

NEW REQUIRED

Please enter your first name.

NEW REQUIRED

What is your major program?

NEW

If you are in two programs, select the second program here.

Anthropology-Secondary

NEW **REQUIRED**

The FSEHD teacher education program prepared me to:

(SA = strongly agree, A = Agree, D = disagree and SD = strongly disagree)

		SA	A	D	SD
1	address new challenges by seeking the best solution(s) based on evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	use inquiry methods to create an effective learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	differentiate lessons to meet the needs of individual students who have disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	seek and use feedback to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	reflect on and improve my teaching performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	apply recent research in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	make decisions about teaching based on classroom evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	use the State's content standards to plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	read and understand Individualized Educational Programs (IEP) and Section 504 plans to provide appropriate recommendations for individual students in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	accommodate individual differences by adapting curriculum and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	plan stimulating lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	teach content knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	teach problem solving, conceptual understanding, and other aspects of higher-order thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Use educational technology as a learning tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Use classroom management techniques/procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	know what process to follow if I suspect a student in my class has a disability and no one has tried to identify it before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	create learning experiences that make the core concepts of the subject matter meaningful for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	make teaching decisions based on the results of student assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	teach in a high-stakes testing environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	interpret and use standardized test results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effectiveness and importance of different parts of the program

NEW **REQUIRED**

The following parts of the FSEHD teacher preparation program were **EFFECTIVE** in preparing you for the classroom

		SD	D	A	SA
1	Your practicum experience(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Preparing to Teach Portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Your student teaching experience(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The advice from your education advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The advice from your content area advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NEW **REQUIRED**

The following parts of the FSEHD teacher preparation program were **IMPORTANT** in preparing you for the classroom

		SD	D	A	SA
1	Your practicum experience(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Preparing to Teach Portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Your student teaching experience(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The advice from your education advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The advice from your content area advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NEW **REQUIRED**

The following parts of the FSEHD teacher preparation program were **IMPORTANT** in my development as a teacher

		SA	A	D	SD
1	Classroom discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	exchanges with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	assigned readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	course projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	coverage of current issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Professors' methods of evaluating students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The academic advising you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	the balance between theory and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7	The academic advising you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	the balance between theory and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall impressions

NEW **REQUIRED**

State your level of agreement with the following statements (strongly agree (SA) to strnly disagree (SD))

		SA	A	D	SD
1	I can make a significant difference in the learning of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My experience in the Teacher Education Program at Rhode Island College prepared me to teach effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Looking back, I would still enroll in this teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I would recommend your teacher education program to other prospective teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NEW **REQUIRED**

Why would you recommend/ not recommend your teacher education program to other prospective teachers?

After graduation

NEW **REQUIRED**

What is your personal email address?

NEW

If you have a job offer, we do you expect to be working?

Please let us know if this is a long term sub position.

NEW

If you do not currently have a job offer, where are you applying for work?

Please list all district(s) in RI and out-of-state where you plan to apply.or sub.

