Credential Program Completer Survey Questions
Preliminary Single Subject

The California Commission on Teacher Credentialing (Commission) is interested in your views on the scope and quality of your teacher preparation program. Your participation in this survey will help improve the preparation of future teachers for California's schools and students. Thank you in advance for sharing your valuable insights.

Please note that this survey is not intended to be an evaluation of your competence, but rather an opportunity for you to tell the Commission what you think about the quality of the teacher preparation program you recently completed.

Informed Consent
Participation in this survey is voluntary but the information is very important to help improve the preparation of teachers in California. The Commission will use this information within its quality review processes for accredited preparation programs.

Your decision of whether or not to participate in the survey will not affect the processing of your credential application. Every measure will be taken to ensure the confidentiality of your response; the Commission will not use your name or other identifying information when reporting the results.

Thank you for your time and your responses.

Engaging and Supporting All Students in Learning

1. How well did your teacher preparation program prepare you to do each of the following as a teacher?
    a. Use knowledge of students' strengths and prior experiences to engage them in learning
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    b. Connect classroom learning to real-life contexts
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    c. Engage students in inquiry, problem solving, and reflection to promote their critical thinking
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    d. Meet the instructional needs of multilingual learners
        - Very well

For reference only - do not copy

- Well
- Adequately
- Poorly
- Not at all

e. Identify and address students with disabilities using appropriate teaching strategies
   - Very well
   - Well
   - Adequately
   - Poorly
   - Not at all

f. Communicate and work with students and families about achievement expectations and student progress
   - Very well
   - Well
   - Adequately
   - Poorly
   - Not at all

Creating and Maintaining Effective Environments for Student Learning

2. How well did your teacher preparation program prepare you to do each of the following as a teacher?
   a. Engage students as independent learners and in cooperative group work
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all

   b. Establish and maintain a safe and respectful learning environment for all students
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all

Understanding and Organizing Subject Matter for Student Learning

3. How well did your teacher preparation program prepare you to do each of the following as a teacher?
   a. Organize curriculum to teach content standards effectively
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all

   b. Use effective instructional strategies to teach specific subject matter and skills
      - Very well

For reference only, do not copy

- Well
- Adequately
- Poorly
- Not at all

c. Select, adapt, and develop materials and resources
   - Very well
   - Well
   - Adequately
   - Poorly
   - Not at all

Planning Instruction and Designing Learning Experiences for All Students

4. How well did your teacher preparation program prepare you to do each of the following as a teacher?
   a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all
   b. Plan and adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the needs of students who may exhibit a wide range of learning and behavioral characteristics, as well as disabilities
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all

Assessing Students for Learning

5. How well did your teacher preparation program prepare you to do each of the following as a teacher?
   a. Understand and use assessment data from a variety of sources (including IEPs and 504 plans) to establish learning goals and to plan, differentiate, and modify instruction
      - Very well
      - Well
      - Adequately
      - Poorly
      - Not at all
   b. Involve all students in self-assessment, goal setting, and monitoring progress
      - Very well
      - Well
      - Adequately
      - Poorly

For reference only - do not copy

- Not at all

c. Use assessment information to assist students and families in understanding student progress in meeting learning goals
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all

Developing as a Professional Educator

6. How well did your teacher preparation program prepare you to do each of the following as a teacher?
    a. Reflect on your teaching practice, including how your own values and implicit and explicit biases may affect teaching and learning, to exhibit positive dispositions toward all students and implement instruction that improves student learning
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    b. Understand your role and responsibility as a mandated reporter and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    c. Work with colleagues to improve instruction
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all

Effective Literacy Instruction for All Students

7. Please rate how well your teacher preparation program prepared you to do each of the following as a teacher:
    a. Plan and implement evidence-based literacy instruction for all students that is active, motivating, and engaging
        - Very well
        - Well
        - Adequately
        - Poorly

for reference only - do not copy

- Not at all

b. Support students' foundational literacy skills as they read and write increasingly complex disciplinary texts with comprehension and effective expression
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
c. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read, comprehend, and write increasingly complex disciplinary texts with effective expression
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
d. Promote content knowledge by engaging students in literacy instruction that integrates reading, writing, listening, and speaking in discipline-specific ways
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
e. Understand how to use screening to determine all students' literacy profiles and identify potential reading and writing difficulties, including all students' risk for dyslexia and other literacy-related disabilities.
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
f. Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all

For reference only - do not copy

Content for Single Subject

8. How well did your teacher preparation program prepare you to do each of the following as a teacher?
    a. Teach my content area according to California academic content standards in my grade(s)
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    b. Contribute to students' reading skills including comprehension in my subject area
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all
    c. Enable students to acquire subject matter skills that contribute to future success in life, college, and career
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all

Field Experiences

9. Which of the following best describes the kind of clinical experience you had during your preparation: (check all that apply)
    - ☐ Resident for a full year of co-teaching with a residency mentor teacher while taking aligned coursework
    - ☐ Student teaching with a cooperating teacher
    - ☐ Intern in a program where I served as teacher of record while taking courses for my credential
    - ☐ Teaching on an emergency permit [PIP/ STP] while taking courses for my credential

The following questions ask about the supervised fieldwork/clinical practice experiences completed during your program. Please note that supervised fieldwork/clinical practice includes student teaching and co-teaching, as well as teaching on an intern credential or emergency permit.

10. My preparation program evaluated my classroom instruction during my supervised fieldwork/clinical practice:
    - Weekly
    - Twice per month
    - Once per month
    - Less than once per month
11. My preparation program observed my classroom instruction during my supervised fieldwork/clinical practice:

For reference only - do not copy

- More than 20 times
- 16-20 times
- 11-15 times
- 6-10 times
- 3-5 times
- Once or twice

12. Considering the number of times your classroom instruction was observed during your supervised fieldwork/clinical practice, these observations were conducted virtually:
    - Always
    - More than half the time
    - Half the time
    - Less than half the time
    - Never
13. My field experiences/clinical practice helped me integrate and apply the major ideas developed through program coursework.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
14. My cooperating teacher(s) and/or mentor teacher(s): (check all that apply)
    - ☐ Frequently observed my teaching and met with me to offer feedback
    - ☐ Was an excellent educator and a valuable role model
    - ☐ Modeled effective practices
    - ☐ Helped me plan and organize curriculum materials
    - ☐ Offered useful strategies and advice about my teaching
    - ☐ Helped me reflect on my practice
    - ☐ Helped me with classroom management
    - ☐ Was knowledgeable about and able to provide support for field-based assignments
    - ☐ Was knowledgeable about what I had to do for the performance assessment

Performance Assessment

15. The following questions are related to how well your program prepared and supported you in developing your submission for the Teaching Performance Assessment (TPA) (CalTPA, edTPA, or Fresno Assessment for Student Teachers (FAST)) requirement:
    a. How well did your teacher preparation program prepare you to complete the TPA (CalTPA, edTPA, or FAST) in your content area?
        - Very well
        - Well
        - Adequately
        - Poorly
        - Not at all

For reference only - do not copy

b. How well did your teacher preparation program help you understand the purpose of the TPA (CalTPA, edTPA, or FAST)?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
c. How well did your teacher preparation program help you understand the specific TPA (CalTPA, edTPA, or FAST) tasks?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
d. How well did your teacher preparation program help you understand the TPA (CalTPA, edTPA, or FAST) scoring rubrics?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
e. How well did your teacher preparation program help you understand the TPA (CalTPA, edTPA, or FAST) submission and scoring processes?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
f. (If applicable) If you were not successful in your first attempt at meeting the TPA (CalTPA, edTPA, or FAST) requirement, how well did your program provide remediation to prepare you for resubmission?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all

General

16. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?
    - Very effective
    - Effective

For reference only - do not copy

- Somewhat effective
- Not at all effective

Demographics

17. Are you Hispanic or Latino?
    - No, not Hispanic or Latino
    - Yes, Hispanic or Latino
18. What is your race? Check all that apply.
    - ☐ American Indian or Alaska Native
    - ☐ Asian Indian
    - ☐ Black or African American
    - ☐ Cambodian
    - ☐ Chinese
    - ☐ Filipino
    - ☐ Guamanian
    - ☐ Hawaiian
    - ☐ Hmong
    - ☐ Japanese
    - ☐ Korean
    - ☐ Laotian
    - ☐ Other Asian
    - ☐ Other Pacific Islander
    - ☐ Samoan
    - ☐ Tahitian
    - ☐ Vietnamese
    - ☐ White
19. What is your gender identity?
    - Female
    - Male
    - Nonbinary
    - Decline to state

For reference only - do not copy