



**PART I: Background Information**


1. When did you finish student teaching in a professional education program at URI? (select appropriate semester) 


2. If you had to do it over, would you enter the field you are completing?  
 Yes            No

3. What is your area of certification? 

4. Do you have any endorsements with your certification? 

Adaptive      English      Middle  
 Physical as a      School      no  
 Education Second      Endorsement endorsements  
 Language

5. In what grade(s) did you student teach? 

6. Optional 2nd grade taught (2nd placement) 

**PART II: Ratings of Program Quality**

On a scale of 1 to 5, How would you respond to each question? (1 representing Poor, 3 representing Undecided, and 5 representing Excellent)

7. The overall quality of your liberal arts/general education courses you have taken?

1                      2                      3                      4                      5                      N/A

8. The overall quality of your early field-based experience (EDC 250)?

1                      2                      3                      4                      5                      N/A

9. The foundations or intro courses in education (not field-based e.g. EDC 102, 502, 503)?

1	2	3	4	5	N/A
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10. The overall quality of EDC 400, Middle School Curriculum?

1	2	3	4	5	N/A
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11. The overall quality of your methods classes?

1	2	3	4	5	N/A
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12. The overall quality of your student teaching practicum experience?

1	2	3	4	5	N/A
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### PART III: Descriptor Ratings

Using the scale below, select the best answer for each question

13. How diverse were students in classes you took at URI?

Highly Diverse	Somewhat Diverse	Little Diverse	Not Applicable
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14. How diverse were the faculty in your program?

Highly Diverse	Somewhat Diverse	Little Diverse	Not Applicable
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15. How diverse were students you worked with in clinical placement?

Highly Diverse	Somewhat Diverse	Little Diverse	Not Applicable
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16. Did the faculty in your program present their curriculum for diverse learners in sensitive ways?

Mostly	Sometimes	Seldom	Never
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17. How effective as teachers were full-time faculty in your program?

Highly Effective	Moderately Effective	Ineffective	Not Applicable
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18. How effective was your URI supervisor in your practicum/internship?

Highly Effective	Moderately Effective	Ineffective	Not Applicable
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19. How effective as teachers were lecturers or graduate TAs or adjunct faculty in your program?

Highly Effective	Moderately Effective	Ineffective	Not Applicable
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20. How effective was your cooperating teacher(s) or site mentor(s)?

Highly Effective	Moderately Effective	Ineffective	Not Applicable
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21. How effective was the advising you received during your program to enable you to grow and develop professionally?

Highly Effective	Moderately Effective	Ineffective	Not Applicable
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22. How well prepared are you to use technology appropriately with your students?

Highly Prepared	Moderately Prepared	Slightly Prepared	Not at All
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23. Library, curricular, and electronic resources in my program were:

Outstanding	Adequate	Marginally Adequate	Inadequate
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24. Classroom technology used for instructional purposes was:

Outstanding	Adequate	Marginally Adequate	Inadequate
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25. Facilities (buildings, room space, furniture, etc.) at URI were:


Outstanding	Adequate	Marginally Adequate	Inadequate
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26. The number of faculty available to deliver the program was:

Outstanding	Adequate	Marginally Adequate	Inadequate
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## PART IV: URI Preparation for Certification

Using the scale below, select your best answer for each question.

27. How well prepared were you for the required state [licensure or professional] exam? 

Well Prepared	Adequately Prepared	Somewhat Prepared	Inadequately Prepared	There are no required exams for my area
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28. How well prepared were you for your field experience?

Highly Prepared	Moderately Prepared	Slightly Prepared	Not at All
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29. How well prepared are you to support the learning of all students in a diverse learning community?

Highly Prepared	Moderately Prepared	Slightly Prepared	Not at All
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30. How well prepared are you to continue your own professional development?

Highly Prepared	Moderately Prepared	Slightly Prepared	Not at All
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31. How well prepared are you to adapt your professional practice as needed in the future?

Highly Prepared	Moderately Prepared	Slightly Prepared	Not at All
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32. How has your understanding of your professional standards improved as a result of your program?

Significantly Broadened	Moderately Broadened	Marginally Broadened	Not Improved
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33. Comments on the strength of your program:

34. Comments on the weakness of your program:

35. What would you recommend to improve or strengthen your program for future graduates?

## **PART V: Professional Preparation based on Beginner Teacher Standards**

Please respond to how prepared you feel relative to the 11 Beginner Teacher Standards. On a scale of 1 to 5, how well did the teacher education preparation program prepare you to:

36. Create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live (BTS 1)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

37. Create learning experiences that reflect an understanding of the central concepts, structures and tools of inquiry of the disciplines you teach (BTS 2).

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

38. Create instructional opportunities that reflect an understanding of how children learn and develop (BTS 3)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

39. Create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning (BTS 4)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

40. Create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills (BTS 5)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

41. Create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement of learning, and self-motivation (BTS 6)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

42. Foster collaborative relationships with colleagues and families to support student learning (BTS 7)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

43. Use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas (BTS 8)?

5 point scale:      Poorly Prepared      Somewhat Prepared      Undecided      Well Prepared      Exceptionally Prepared

Comments:

44. Use a variety of formal and informal assessment strategies to support the continuous development of the learner (BTS 9)?

5 point scale:            Poorly Prepared    Somewhat Prepared            Undecided            Well Prepared            Exceptionally Prepared

Comments:

45. Reflect on your practice and assume responsibility for your own professional development by actively seeking opportunities to learn and grow as a professional (BTS 10)?

5 point scale:            Poorly Prepared    Somewhat Prepared            Undecided            Well Prepared            Exceptionally Prepared

Comments:

46. Maintain professional standards guided by legal and ethical principles (BTS 11).

5 point scale:            Poorly Prepared    Somewhat Prepared            Undecided            Well Prepared            Exceptionally Prepared

Comments:

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