

# **Graduate Teacher Education Survey—Graduate Teaching Standards**

**[Reading Education MA]      [Summer 2012]**

## **I.      DEMOGRAPHICS**

The information you provide as an individual will be kept strictly confidential, so please be as candid as possible.

1. Gender:   \_\_\_ (a) Female           \_\_\_ (b) Male

2. Age:       \_\_\_ (a) 21-25           \_\_\_ (b) 26-29   \_\_\_ (c) 30-39       \_\_\_ (d) 40-49       \_\_\_ (e) 50 or above

3. Year you graduated from ASU graduate program: \_\_\_\_\_

## II. PROGRAM EVALUATION – STANDARDS FOR GRADUATE TEACHER CANDIDATES

For the following items we would like to know how well you believe you demonstrate the standards; how important the standards are to your profession; and how well your graduate program at Appalachian (*Name Program*) prepared you to carry out the various teaching standards identified by NCDPI. There are two scales for standard statements in the first two columns: Scale A asks that you think about how you would have rated the standards when you came into the program; Scale B asks that you rate the standards now that you are exiting the program. Please indicate responses by marking the appropriate rating using a scale of 1-5.

Standards (NCDPI)	Mark by putting an X next to the appropriate number that captures what you believe.		
Standard 1: Teacher Leadership	How well do you demonstrate this standard?	How important is this in your profession?	How well did your professional program prepare you to meet the standard:
Participate in a professional learning community, collaborative leadership and mentorship activities to assist in solving educational problems at the levels of classroom, school building, school system, and/or community.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Advocate for students and effective educational practices and policies.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>

<b>Standard 2: Respectful Educational Environments</b>	<b>How well do you demonstrate this standard?</b>	<b>How important is this in your profession?</b>	<b>How well did your professional program prepare you to meet the standard:</b>
Increase understanding of and respect for differences in students' development, exceptionalities, and diversity.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Create a classroom environment with high expectations in which all learners feel welcome and can be successful.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Meet the diverse needs of students in inclusive classroom settings.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well-Prepared</p>

<b>Standard 3: Content and Curriculum Expertise</b>	<b>How well do you demonstrate this standard?</b>	<b>How important is this in your profession?</b>	<b>How well did your professional program prepare you to:</b>
Acquire and demonstrate in-depth knowledge and expertise in the content area(s)	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Design and modify curriculum that is responsive to differences among learners and is based on well-articulated theory, philosophy, and best practices.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Apply research findings to curriculum development, classroom instruction and assessment.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>

<b>Standard 4: Student Learning</b>	<b>How well do you demonstrate this standard?</b>	<b>How important is this in your profession?</b>	<b>How well did your professional program prepare you to meet the standard:</b>
Understand and apply research findings to school and classroom instructional strategies to improve student learning.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Model and use technology to enhance and support students' learning.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>
Analyze student data to design and implement developmentally responsive instruction.	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Well</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Well</p>	<p>A) Entering Program 1 2 3 4 5 Not at All Extremely Important</p> <p>_____</p> <p>B) Exiting Program 1 2 3 4 5 Not at All Extremely Important</p>	<p>B) Exiting Program</p> <p>1 2 3 4 5 Not at All Extremely Well-Prepared</p>

