



Share your perspective on our Educator Preparation Programs!

How well does this university prepare candidates to be effective teachers, school counselors, or other school professionals? Whether you are a graduate, a cooperating teacher, or a co-worker or employer of teachers who earned their credentials at this university, we want to hear from you!

Please take a few minutes to contribute your voice to our conversations about improving programs and services. The results of this survey will be reviewed by faculty and staff during our annual program/college review and will inform planning and improvement.

Capital University

1. What experiences have you had with the university's teacher/school preparation programs? Please check all that apply.

Graduate of University's Teacher/School Preparation Program	Cooperating/Mentor Teacher for University's Candidates	University Supervisor for Candidates	Interview, Hire, and/or Supervise Teachers Who Earned Licensure or Endorsement at this University	Other, please explain:
---	--	--------------------------------------	---	------------------------

2. With which programs have you had the most experience? Please check all that apply.

Early Childhood (PK-3)	NEW Primary (PK-5)	Middle Childhood (4-9)	Adolescent to Young Adult (7-12)	Intervention Specialist	Early Childhood Intervention Specialist (PK-3)
Multi-Age: Drama/Theater	Multi-Age: Dance	Multi-Age: Health and/or Physical Education	Multi-Age: TESOL	Multi-Age: Visual Arts	Multi-Age: Modern or Classical Languages
Multi-Age: Music	Career-Tech	Principal	Superintendent	Administrative Specialist (CIPD, Pupil Services, School-Community Relations)	School Counselor
School Psychology	Other, please explain:				

3. Please identify the typology of the school district in which you work.

Urban	Suburban	Small Town	Rural
-------	----------	------------	-------

4. Please indicate the degree to which you agree with each statement.

Capital University prepares its graduates to:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Understand student learning and development.				
b. Respect the diversity of the students they teach.				
c. Know and understand the content area for which they have instructional responsibility.				
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.				
e. Be knowledgeable about assessment types, their purposes, and the data they generate.				
f. Analyze data to monitor student progress and learning.				
g. Use data to plan, differentiate, and modify instruction.				
h. Align their instructional goals and activities with school and district priorities.				
i. Differentiate instruction to support the learning needs of all students.				
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.				
k. Maintain an environment that is conducive to learning for all students.				
l. Communicate clearly and effectively.				
m. Collaborate effectively with other teachers, administrators, and district staff.				
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.				
o. Assume responsibility for professional growth.				

5. What strengths do you see in candidates prepared by this university for the program you are most familiar with?

6. What weaknesses do you see in candidates prepared by this university for the program you are most familiar with?

7. Would you recommend this university to future candidates/students who want to earn a teaching license, endorsement, or other credential?

Yes; would recommend	No; would not recommend
----------------------	-------------------------

Why/why not?

thank you