



## Student Teacher Exit Interview Survey 2016-17

### 1. Personal Contact Information

Name

Home Address

City

State

Zip

Personal E-mail

Phone(s)

2. Based on your experience with the Wells Education Program, what, in your opinion, has the Wells Education Program done well in preparing you for the field of teaching?

3. What are the areas that, in your opinion, the program could improve on?

4. FOR THE FOLLOWING ITEMS, PLEASE INDICATE YOUR LEVEL OF AGREEMENT IN EACH OF THESE AREAS BASED ON YOUR EXPERIENCE AT WELLS COLLEGE

Rate the Wells College Education Program on a scale of 1 to 5 - 1 being the least effective and 5 the most effective - based on how well you feel we prepared you to meet each standard.

Note the extent to which the Wells program prepared you to . .

Planning

	5	4	3	2	1
1. develop clear instructional goals/objectives that reflect high expectations, curriculum standards and varied student needs while also permitting sound assessment;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. plan how to achieve student learning goals, choosing appropriate strategies, resources and materials to: differentiate instruction, develop appropriate sequencing and pacing of learning experiences, and allow multiple ways to demonstrate learning; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. design developmentally appropriate learning plans that demonstrate a knowledge of the students being taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Content Knowledge

	5	4	3	2	1
1. have a working knowledge of the content standard(s);	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. understand major concepts, principles, debates, methods of inquiry, and outstanding issues that are central to the discipline(s) you teach;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. know and use the academic language of your discipline(s); and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. apply tools, structures and pedagogical techniques of your discipline(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Assessment

	5	4	3	2	1
1. design and use diagnostic, formative and summative assessments that engage learners in demonstrating clearly defined knowledge and skills;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. design and implement assessment accommodations and modifications;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop and articulate assessment criteria;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. provide timely, specific, constructive feedback to guide students' progress toward goals; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. analyze and interpret assessment data to monitor student progress and inform instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Instruction

	5	4	3	2	1
1. implement a variety of active learning strategies based on principles of effective instruction that meet varied learning needs and encourage higher-level thinking;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. use a variety of resources, including human and technological, to engage students in learning;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Resources (visuals, text, primary sources etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraprofessionals and Volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. vary your role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of the students;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ask questions that serve different purposes—probing for learner understanding, helping students articulate ideas and thinking processes, facilitating factual recall, stimulating curiosity etc.;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. model effective communication strategies;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. use a variety of instructional strategies to support and expand learner's communication through reading, writing, speaking and listening; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. monitor student learning and adjust instruction in response to learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 8. Learning Environment

	5	4	3	2	1
1. communicate and interact with students in ways that demonstrate respect and responsiveness to individual needs and cultural backgrounds; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. organize and manage a classroom effectively using the concepts of respect and responsibility as the cornerstones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 9. Professionalism and Collaboration

	5	4	3	2	1
1. participate actively as part of an instructional team and effectively collaborate with a variety of adults within the school community;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. communicate and collaborate with families, guardians and caregivers;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. maintain timely and accurate records;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. maintain confidentiality regarding student records and information;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. participate in school and district events; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. demonstrate professional behavior and attitudes in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Reflection and Continuous Growth

5 4 3 2 1

1. reflect on your instructional decisions, assess their effectiveness and generate alternative actions;

2. actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection; and

3. set goals to enhance personal strengths and address personal weaknesses in teaching practice.

11. Thank you for your participation in our survey. Your feedback is instrumental in helping us provide our Wells College pre-service teachers with a high quality education program. Please feel free to add any additional comments you may have below: