

New Jersey City University
College of Education
Advanced Program Completer Surveys

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Educational Leadership: Administration and Supervision/Principal Certification Program Completer Survey

Q1 You are invited to participate in this survey, "Perceived Level of Preparation in Principal Preparation Program." This survey is being conducted by the Educational Leadership Department in the College of Education at New Jersey City University. The purpose of this survey is to gain feedback on perceived level of preparation as relevant to principal-related job responsibilities from former candidates in principal preparation programs at NJCU. The data collected in this survey will be used within the program's accreditation reports and in future research presentations. Please note that this survey is structured with the idea that novice principals should not be expected to possess knowledge of experienced principals. It will take approximately 5-10 minutes to complete this survey. Participation & Confidentiality: Your participation in this survey is completely voluntary. Refusal to participate will involve no penalty or loss to you. You may terminate your participation at any time. Your survey responses are anonymous and confidential. Only the principal investigator will have access to the information you provide. Any information obtained from this study can be used for educational or reporting purposes, but will not identify survey participants in any way and no identifiable information will be used. Participation does not imply employment with the state of New Jersey, New Jersey City University, the principal investigator, or any other project facilitator.

Q2 Please indicate the year you completed a principal preparation program at New Jersey City University.

- 2020
 - 2019
 - 2018
 - 2017
 - 2016
 - Other: _____
-

Q3 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
-

Q4 Please indicate your role within the P-12 school environment:

- Principal
- Supervisor
- Department Head
- Classroom Teacher

- Other _____
- Not employed in P-12 setting

Q5 If you are currently employed in a P-12 school environment, kindly provide the name of the school and school district:

Q6 Please rate the following statements using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.
- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.
- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly Prepared (1)	Partially Prepared (2)	Adequately Prepared (3)	Thoroughly Prepared (4)	N/A (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs,	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•

CAEP A.1.1-D

v lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.

• • • • •

CAEP A.1.1-E

I was prepared to support appropriate applications of technology.

• • • • •

CAEP A.1.1-F

I was prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards.

• • • • •

1. My principal preparation program prepared me to act as an agent of continuous improvement to promote each student's academic success and well-being. (1)

• • • • •

2. My principal preparation program prepared me to develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. (2)

• • • • •

3. My principal preparation program prepared me to act ethically and according to professional norms to promote each student's academic success and well-being. (3)

• • • • •

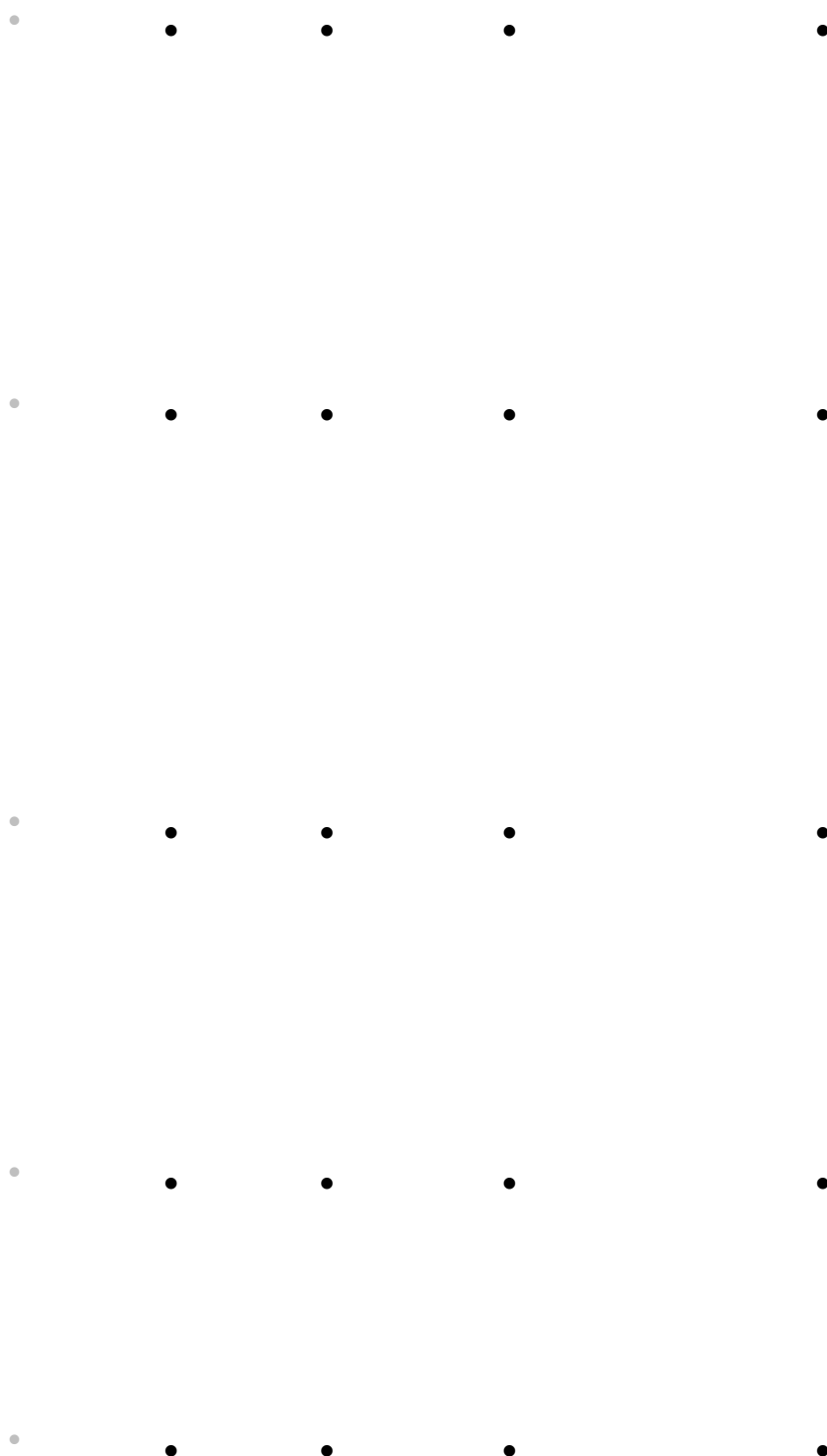
4. My principal preparation program prepared me to strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. (4)

5. My principal preparation program prepared me to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment aligned with the NJ Student Learning Standards to promote each student's academic success and well-being. (5)

6. My principal preparation program prepared me to advocate, nurture and sustain an instructional program conducive to student learning for gifted students, students with disabilities, and at-risk students in order to promote the success of each student. (6)

7. My principal preparation program prepared me to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. (16)

8. My principal preparation program prepared me to foster a professional community of teachers and other professional staff to promote each student's



academic success and well-being. (7)

14. My principal preparation program facilitated my mentorship by school leaders who supported me through school-based activities, observations, and consultations. (13)

15. My principal preparation program provided university supervisors who supported me through observation and consultations (face-to-face or via electronic media). (14)

16. My principal preparation program provided clearly articulated policies published to facilitate progression to program completion. (15)

17. My principal preparation program provided opportunities to voice concerns about the program. (17)

18. My principal preparation program provided advising to facilitate progression to program completion. (18)



Q7 Please describe program strengths and weaknesses regarding voicing concerns:

Q8 Please describe strengths and weaknesses of advising:

Q9 Internship Assessments Our program uses several measures as evidence of our interns' readiness to perform as principal according to the PSEL standards in a New Jersey school. Identify and rank **five** of the following assessments that you completed, that you believe most accurately reflect your readiness to be an effective, novice principal. Rank in priority order from 1-(lowest) to 5-(highest), by entering your ranking numbers in the boxes:

- _____ Scores on the SLLA 6990 test – overall and by standard
- _____ School principal/mentor's ratings of intern re: the PSEL standards
- _____ Grade point average in MA program
- _____ Performance assessment: Analysis of NJSLS Assessment Data/NJ Performance Report Data and its Alignment with Student Achievement Goals and implement an improvement plan (A3)
- _____ Performance assessment: Supervision of a novice teacher with 2 classroom observations, post-conference and professional development plan (A3 / B1)
- _____ Performance assessment: Planning for and Interaction with parents in a meeting (B2)
- _____ Performance assessment: Supervising an intervention to improve teaching and learning in the school, through culturally proficient school practices via equity audits and comprehensive equity planning (A4)
- _____ Performance assessment: Planning for and influencing budget creation and modification in at least one area relevant to the school vision for student achievement (A4 / B3)
- _____ Logs of weekly tasks, annotated by relevant PSEL and ISTE-EL standards

Q10 Please state any explanatory comments you may have concerning the rankings you gave in the prior question here: (if none, leave blank)

Q11 Anticipating your future work in educational leadership, identify and rank **three** of the following that you believe will provide the best evidence of your success as a principal / school leader after you have completed the program. Rank in priority order from 1-lowest to 3-highest by entering your ranking numbers in the boxes.

- _____ Scores on state tests of future students in the school you will lead.
- _____ Annual evaluation ratings of your work as a principal / school leader.
- _____ Self-reports / surveys of your success as an administrator in the school.
- _____ Whether you've gone on to earn an advanced degree in the field.
- _____ Hiring history: # of principal / leadership positions offered; years serving as principal / school leader

Q12 The principal preparation program also infused measures of our interns' skills in the area of cultural proficiency and competence. The skills tracked included:

- *Has knowledge of needs of diverse students*
- *Demonstrates understanding of what's important to members of another culture in home, school and community relations*
- *Recognizes cultural differences in verbal and nonverbal communication and negotiates shared understanding based on those differences*

Comment on the assignment (all courses in the principal preparation program) that you believe best demonstrated your skill development in cultural proficiency and competence.

Q13 Educational Leadership Alumni Survey – ver. April 2020 CAEP 1.1-1.5, 5.2; PSEL 1-10; NJAC 6A:9-3.4, ISTE-EL 1-5.

Educational Technology: School Library Media Specialist Program

Completer Survey

Q1 Survey of the ASLMS/SLMS program at NJCU related to the ALA/AASL standards for initial preparation of School Librarians (2010).

Q2 Please indicate which program you completed:

- Master of Arts Degree in Educational Technology with the School Library Media Specialist Certification
 - Associate School Library Media Specialist Certification Only
-

Q3 Please indicate the year you completed this program:

Q4 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
 - Retired
-

Q5 Please indicate your role within the P-12 school environment:

- School Library Media Specialist (1)
 - Other: (2) _____
-

Q6 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q7 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.

- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.
- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly Prepared (1)	Minimally Prepared (2)	Partially Prepared (3)	Adequately Prepared (4)	Thoroughly Prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs,	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•
CAEP A.1.1-D v lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E I was prepared to support appropriate applications of technology.					

CAEP A.1.1-F

I was prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards.

1. My program prepared me to use my knowledge of students to design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. (1)

2. My program prepared me to promote reading for learning, personal growth, and enjoyment and to be aware of major trends in children's and young adult literature, and select appropriate reading materials. (2)

3. My program prepared me to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources that support the needs of the diverse learning community. (3)

4. My program prepared me to use of a variety of research strategies to generate knowledge to improve practice. (4)

5. My program prepared me to advocate for school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. (5)

6. My program prepared me to collaborate and connect with teachers, administrators, librarians, and the community and lead professional development activities for other educators. (6)

7. My program prepared me to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school. (7)

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Literacy Education: Reading Specialist Completer Survey

Survey of students who completed the M.A. Reading Specialist program at New Jersey City University.

Q1 Please indicate the year you completed the MA Reading Specialist Program:

Q2 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
-

Q3 Please indicate your role within the P-12 school environment:

- Reading Specialist
 - Special Education Teacher
 - General Education Classroom Teacher
 - Supervisor
 - Department Head
 - Other: _____
-

Q4 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q5 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.
- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.
- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.

- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly prepared (1)	Minimally prepared (2)	Partially prepared (3)	Adequately prepared (4)	Thoroughly prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs)	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•
CAEP A.1.1-D I lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E I was prepared to support appropriate applications of technology	•	•	•	•	•
CAEP A.1.1-F I was prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards.	•	•	•	•	•

1. My program prepared me to understand the major evidence-based theoretical foundations of literacy. (1)	•	•	•	•	•
2. My program prepared me to understand the role of the reading/literacy specialist in schools. (2)	•	•	•	•	•
3. My program prepared me to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy. (3)	•	•	•	•	•
4. My program prepared me to implement individual literacy instruction for learners. (4)	•	•	•	•	•
5. My program prepared me to implement small-group literacy instruction for learners. (5)	•	•	•	•	•
6. My program prepared me to collaborate with teachers to implement effective literacy practices. (6)	•	•	•	•	•
7. My program prepared me to use valid, reliable, fair, and appropriate assessment tools to measure student literacy achievement. (7)	•	•	•	•	•
8. My program prepared me to use literacy assessment tools to inform instruction. (8)	•	•	•	•	•
9. My program prepared me to assist teachers in their understanding of literacy assessment results. (9)	•	•	•	•	•
10. My program prepared me to use assessment tools to advocate for appropriate literacy practices to relevant stakeholders. (10)	•	•	•	•	•

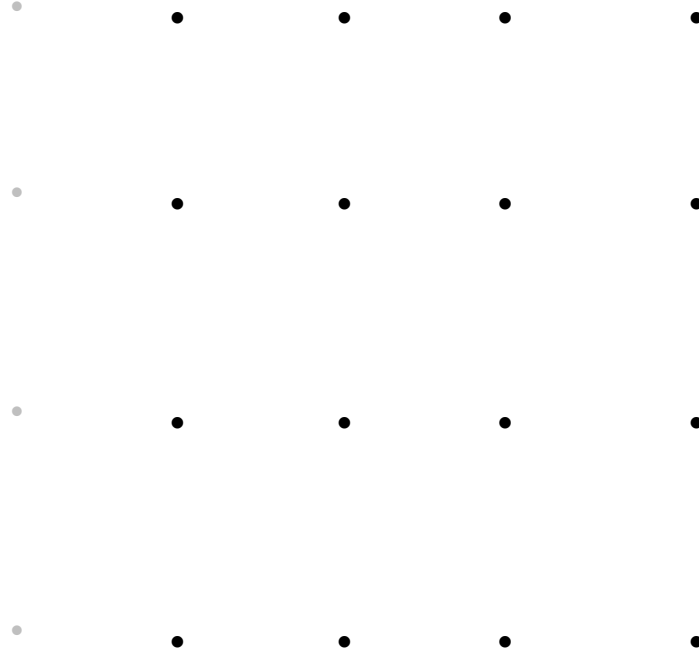
11. My program prepared me with a background in relevant theories of diversity which enabled me to understand others as cultural beings. (11)	•	•	•	•	•
12. My program prepared me to create classrooms that are culturally affirming. (12)	•	•	•	•	•
13. My program prepared me to advocate for equity in the school environment. (13)	•	•	•	•	•
14. My program prepared me to differentiate instruction to meet the developmental needs of all learners. (14)	•	•	•	•	•
15. My program prepared me to develop programs that incorporate a variety of literacy materials to engage all learners. (15)	•	•	•	•	•
16. My program prepared me to support the effective integration of digital technologies in literacy programs. (16)	•	•	•	•	•
17. My program prepared me to foster a positive climate that supports a literacy-rich learning environment. (17)	•	•	•	•	•
18. My program prepared me to coordinate ongoing school literacy improvement efforts that address the context-specific needs of the local community. (18)	•	•	•	•	•
19. My program prepared me to lead curriculum revision efforts. (19)	•	•	•	•	•
20. My program prepared me to design effective professional learning experiences. (20)	•	•	•	•	•

21. My program prepared me with clinical or school-based experiences that included evaluating school literacy needs. (21)

22. My program prepared me with clinical or school-based experiences that included facilitating professional learning efforts. (22)

23. My program prepared me with clinical or school-based experiences that included facilitating literacy initiatives involving families or the community. (23)

24. My program prepared me with clinical or school-based experiences that included observation from qualified supervisors with ongoing feedback. (24)



Multicultural Education: ESL/Bilingual Program Completer Survey

Q1 Survey of alumni who completed programs in the Multicultural Education Department at New Jersey City University.

Q2 Please indicate which Multicultural Education Department program that you completed (select all that apply):

- MA in Urban Education with a Specialization in Bilingual/Bicultural Education
 - MA in Urban Education with a Specialization in ESL
 - Bilingual/Bicultural Education Endorsement
 - ESL Certification
-

Q3 Please indicate the year you completed your program:

Q4 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
-

Q5 Please indicate your role within the P-12 school environment:

- ESL Teacher
 - Bilingual Classroom Teacher
 - General Education Classroom Teacher
 - Supervisor
 - Department Head
 - Other: _____
-

Q6 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q7 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.
- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.
- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly prepared (1)	Minimally prepared (2)	Partially prepared (3)	Adequately prepared (4)	Thoroughly prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs,	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•
CAEP A.1.1-D I lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E	•	•	•	•	•

backgrounds using standards-based ESL and content curriculum. (15)

7. My program prepared me to know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. (6)

8. My program prepared me to support ELLs' access to the core curriculum by teaching language through academic content. (16)

9. My program provided me with knowledge of a wide range of standards-based materials, resources, and technologies that I can choose from, adapt, and use in effective ESL and content teaching. (7)

10. My program prepared me to understand various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. (8)

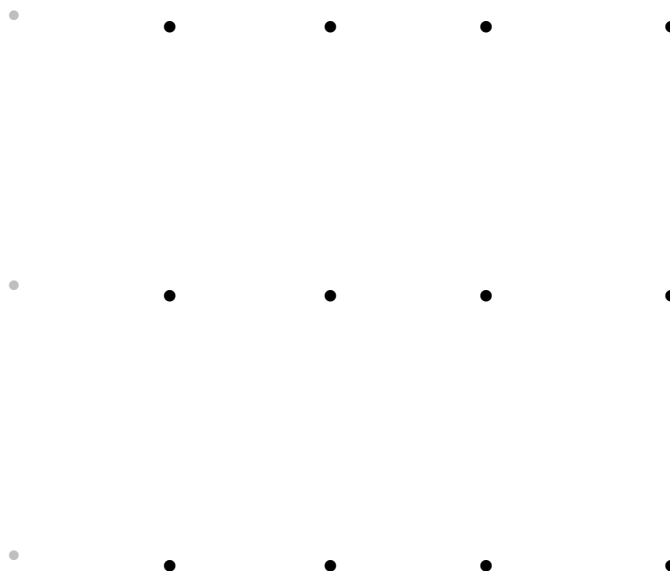
11. My program prepared me to use a variety standards-based language proficiency instruments for identification, placement, and reclassification of ELLs. (17)

12. My program prepared me to use a variety of standards-based language proficiency instruments to show language growth and to inform instruction. (9)

13. My program prepared me to use a variety of performance-based assessment tools and techniques to inform instruction in the classroom. (10)

14. My program prepared to understand the history, research, educational public policy, and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning. (11)

15. My program prepared me to build partnerships with colleagues and students' families, serve as a community resource, and advocate for ELLs. (12)



Psychology: School Psychology Program Completer Survey

Survey of students who completed the M.A. in Educational Psychology and/or Professional Diploma in School Psychology programs at New Jersey City University.

Q1 Please indicate which program you completed:

- M.A. in Educational Psychology and Professional Diploma in School Psychology
 - Professional Diploma in School Psychology
-

Q2 Please indicate the year you completed the program:

Q3 Please indicate if you are currently employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
-

Q4 Please indicate your role within the P-12 school environment:

- School Psychologist
 - Classroom Teacher
 - Supervisor
 - Department Head
 - Other: _____
-

Q5 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q10 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.

- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.
- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly prepared (1)	Minimally prepared (2)	Partially prepared (3)	Adequately prepared (4)	Thoroughly prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs,	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•
CAEP A.1.1-D I lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E I was prepared to support appropriate applications of technology.	•	•	•	•	•
CAEP A.1.1-F I was prepared to apply professional dispositions, laws and policies, codes of	•	•	•	•	•

7. My program prepared me to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. (7)

• • • • •

8. My program prepared me to promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. (8)

• • • • •

9. My program prepared me to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. (9)

• • • • •

10. My program prepared me to provide services consistent with ethical, legal, and professional standards and engage in responsive ethical and professional decision-making. (10)

• • • • •

Special Education: Learning Disabilities Teacher Consultant (LDTC) Completer Survey

Q1 Survey of students who completed the M.A. in Special Education with Learning Disabilities Teacher Consultant Endorsement program at New Jersey City University.

Q2 Please indicate the year you completed this program:

Q3 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
 - Retired
-

Q4 Please indicate your role within the P-12 school environment:

- Learning Disabilities Teacher Consultant
 - Special Education Teacher
 - General Education Classroom Teacher
 - Supervisor
 - Department Head
 - Other: _____
-

Q5 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q6 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.
- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.

- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly Prepared (1)	Minimally Prepared (2)	Partially Prepared (3)	Adequately Prepared (4)	Thoroughly Prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs)	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose)	•	•	•	•	•
CAEP A.1.1-D I lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E I was prepared to support appropriate applications of technology.	•	•	•	•	•
CAEP A.1.1-F I was prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards.	•	•	•	•	•

outcomes for individuals
with exceptionalities and
their families. (7)

Special Education: Teacher of Students with Disabilities (TOSD) Completer Survey

Q1 Survey of students who completed the M.A. in Special Education with Teacher of Students with Disabilities Certification program at New Jersey City University.

Q2 Please indicate the year you completed this program:

Q3 Please indicate if you are employed within a P-12 school environment:

- Employed full-time in P-12 setting
 - Employed part-time in P-12 setting
 - Not employed in P-12 setting, employed in related field
 - Not employed in P-12 setting, employed in non-related field
 - Not currently employed
 - Retired
-

Q4 Please indicate your role within the P-12 school environment:

- Special Education Teacher
 - General Education Classroom Teacher
 - Supervisor
 - Department Head
 - Other:

-

Q5 If you are employed in a P-12 school environment, kindly provide the name of the school and school district:

Q6 Please respond to the statements that follow using this scale:

- Poorly prepared: I was not given any opportunities to learn about or practice these components.
- Minimally prepared: I remember these topics, but I was not given enough opportunities to learn or practice them well enough to carry these out.
- Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job.

- Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position.
- Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position.

	Poorly Prepared (1)	Minimally Prepared (2)	Partially Prepared (3)	Adequately Prepared (4)	Thoroughly Prepared (5)
CAEP A.1.1-A I was prepared to effectively use data. (Ex. – assessing individual students, identifying school-wide or classroom instructional needs)	•	•	•	•	•
CAEP A.1.1-B I was prepared to use research-based practices.	•	•	•	•	•
CAEP A.1.1-C I was prepared to develop supportive school environments (which includes the analysis of data for this purpose).	•	•	•	•	•
CAEP A.1.1-D I lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	•	•	•	•	•
CAEP A.1.1-E I was prepared to support appropriate applications of technology.	•	•	•	•	•
CAEP A.1.1-F I was prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards.	•	•	•	•	•

1. My program prepared me to understand and use my knowledge of how exceptionalities may interact with development and learning. (1)	•	•	•	•	•
2. My program prepared me to create safe, inclusive, culturally responsive learning environments for individuals with exceptionalities. (2)	•	•	•	•	•
3. My program prepared me to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (3)	•	•	•	•	•
4. My program prepared me to use multiple methods of assessment and data sources in making educational decisions. (4)	•	•	•	•	•
5. My program prepared me to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (5)	•	•	•	•	•
6. My program prepared me to use foundational knowledge and professional ethical principles and practice standards. (6)	•	•	•	•	•
7. My program prepared me to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways. (7)	•	•	•	•	•