Teacher Education Unit
Exit Survey
Report

Administration Date: Summer 2019

Data Review & Analysis: December 2019 & January 2020

Population Surveyed: 2017-18 Program Completers (Initial & Adv)

Contents:

Buffalo State College Teacher Education Unit

Exit Survey

2019 Assessment Data

Report shared 12-13-19 at
Teacher Education Council Meeting

Response Rate

	Initial Program n=	Advanced Program n=
Exit Survey 2018-2019 Completers	216	102

Exit Survey Notes

1. Exit Survey changed for advanced programs fall 2019.
2. Exit Survey was piloted in 2017-18. 2018-19 data is the first year with instrument.
3. Not truly cohort-based -- based on completion of exit survey.

Quantitative Data Summary

By Survey

(highest and lowest ratings only)

Program Completers 2018-19
Mean Ratings: per highest and lowest items only

Initial (n=216):

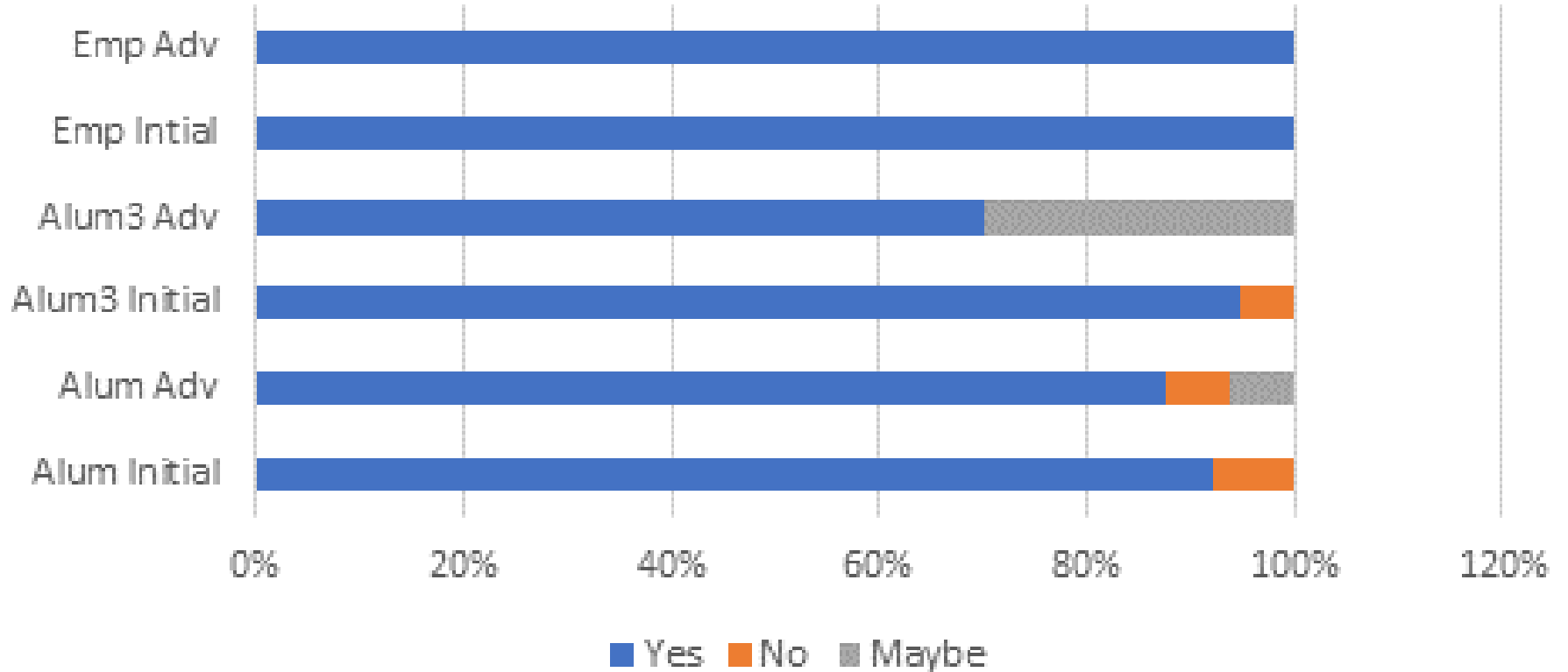   2 Lowest means = 3.80-3.82

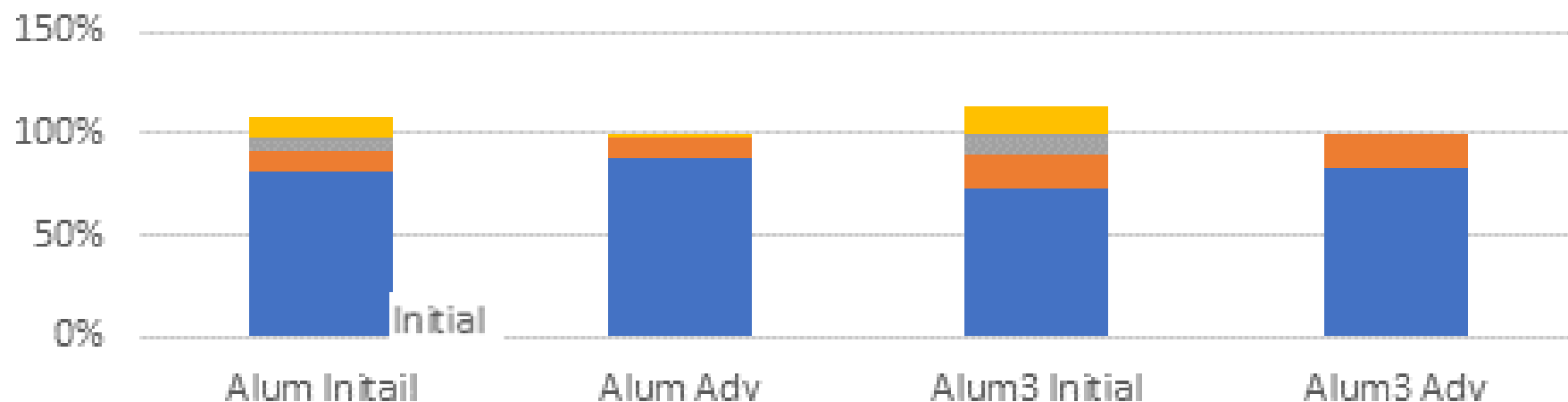   3 Highest means = 3.94-3.95

Advanced (n=102):

   2 Lowest means = 3.83-3.86

   3 Highest means = 3.94

Would you recommend Buffalo State Teacher Education Programs?

Employment

Legend:
- Enrolled in graduate program.
- Not currently employed in the field of education.
- I am employed in the field of education, but not for which I was trained at BSC.
- I am employed in the field of education in a position for which I was trained at BSC.

Categories: Alum Initail, Alum Adv, Alum3 Initial, Alum3 Adv

Exit Survey <mark>Initial Programs – **Lowest** Rating:</mark>

Q23: I am prepared to engage in pedagogical approaches enhanced by the use of technology.
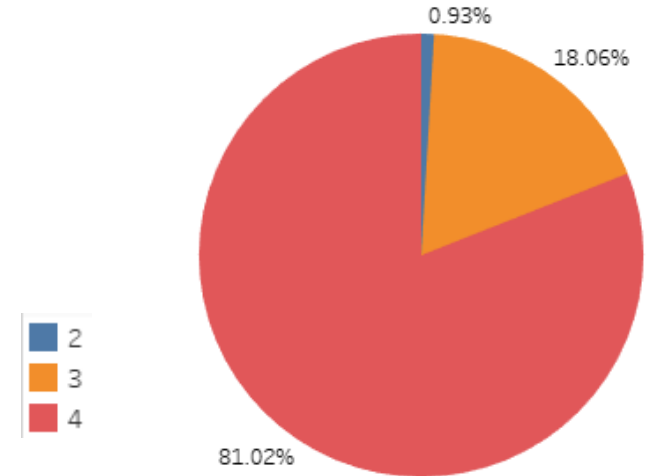
Total evaluations: 216
Average score: 3.80
1-Disagree
2-Tend to Disagree (n=2) .93%
3-Tend to Agree (n=39) 18.06%
4-Agree (n=175) 81.02%

Q11: I am prepared to select, construct, and use multiple methods of assessment.
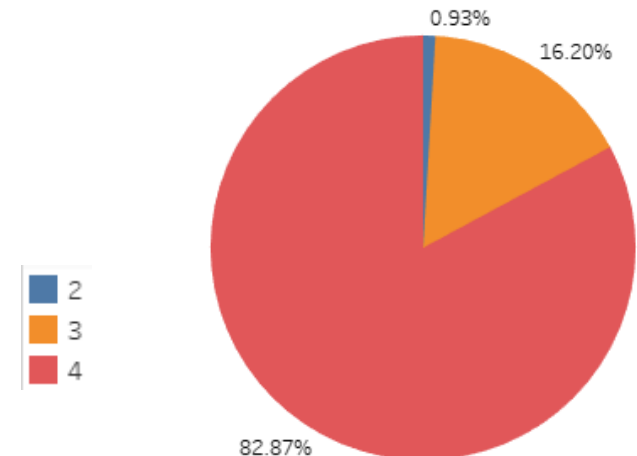
Total evaluations: 216
Average score: 3.82
1-Disagree
2-Tend to Disagree (n=2) .93%
3-Tend to Agree (n=35) 16.20%
4-Agree (n=179) 82.87%

Exit Survey

Q18: I am prepared and eager to engage in ongoing professional learning in order to keep abreast of new ideas and best practices.
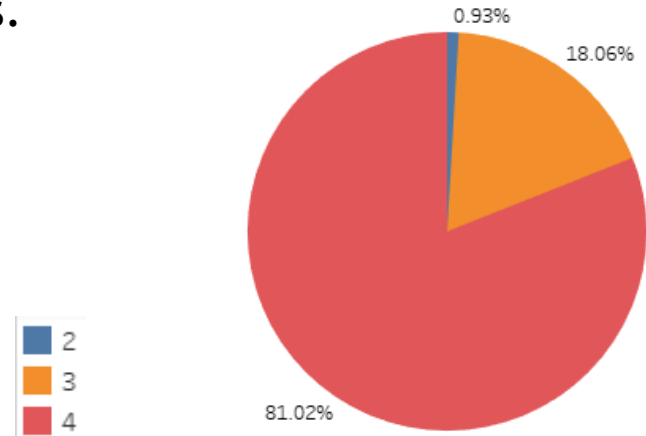
Total evaluations: 216
Average score: 3.80
1-Disagree
2-Tend to Disagree (n=2) .93%
3-Tend to Agree (n=39) 18.06%
4-Agree (n=175) 81.02%

0.93%
18.06%
81.02%
2
3
4

Q19: I am prepared to use evidence to continually evaluate and improve my teaching.
Q 6: I am prepared to appreciate diversity and its value to the education of all students.
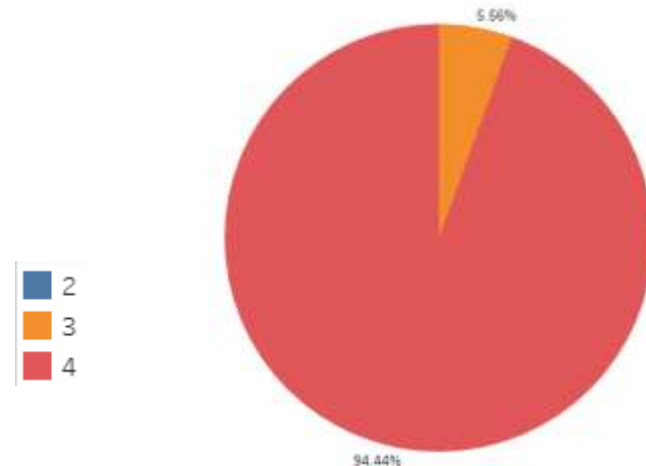
Total evaluations: 216
Average score: 3.94
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=12) 5.56%
4-Agree (n=204) 94.44%

5.56%
94.44%
2
3
4

Exit Survey <mark>Advanced Programs – Lowest Rating:</mark>

Q23: I am prepared to engage in pedagogical approaches enhanced by the use of technology.
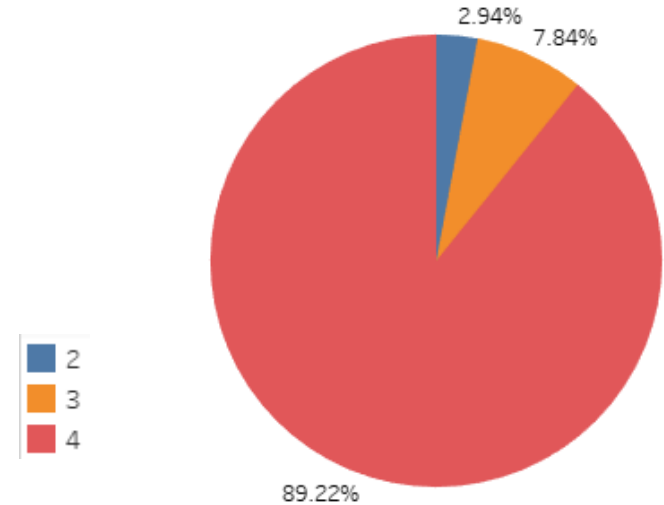
Total evaluations: 102
Average score: 3.86
1-Disagree
2-Tend to Disagree (n=3) 2.94%
3-Tend to Agree (n=8) 7.84%
4-Agree (n=91) 89.22%

Q24: I am prepared to leverage technology as a tool to enhance student learning for diverse students.
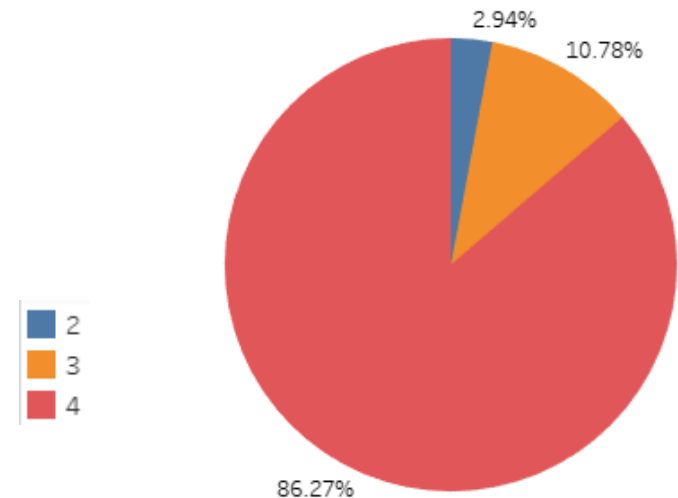
Total evaluations: 102
Average score: 3.83
1-Disagree
2-Tend to Disagree (n=3) 2.94%
3-Tend to Agree (n=11) 10.78%
4-Agree (n=88) 86.27%

Exit Survey <mark>Advanced Programs -- Highest Rating:</mark>

Q5: I am prepared to create learning environments that foster active engagement in learning.

Q11: I am prepared to select, construct, and use multiple methods of assessment.

Q21: I am prepared to seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.
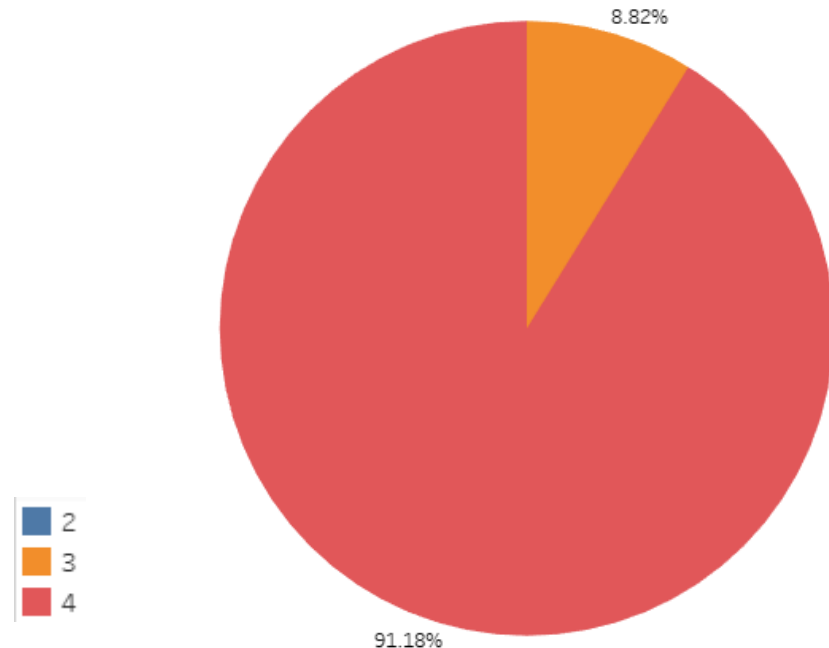
Total evaluations: 102
Average score: 3.94
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=9) 8.82%
4-Agree (n=93) 91.18%

TEU EXIT SURVEY 2017-18 COHORT COMPLETERS
Initial Program(n=217); Advanced Program (n= 103)

Rating Scale: (1) Disagree   (2) Tend to Disagree   (3) Tend to Agree   (4) Agree
n/a   Not Enough Info to Respond

Self Rating: I am (Buffalo State Candidate) prepared to /understand:

	MEAN INITIAL	MEAN ADVANCED
THE LEARNER AND LEARNING		
design and implement developmentally appropriate and challenging learning experiences.	3.85	3.89
use my understanding of learner differences to ensure inclusive learning environments.	3.83	3.89
enable all students, regardless of culture or community, to meet high standards.	3.91	3.91
work with others to create environments that support individual and collaborative learning.	3.94	3.92
create learning environments that foster active engagement in learning	3.90	3.94
appreciate diversity and its value to the education of all students.	3.94	3.91
CONTENT KNOWLEDGE		
understands the central concepts of the discipline	3.88	3.92
create learning experiences that make the subject matter meaningful for student	3.88	3.93
engage learners in critical thinking through examination of differing perspectives within discipline.	3.86	3.88
promote learning discipline through collaborative problem solving related to local/global issues.	3.85	3.88
INSTRUCTIONAL PRACTICES		
select, construct, and use multiple methods of assessment.	3.82	3.91
use assessment to inform and guide practice and decision making.	3.87	3.94
use assessment to engage learners in their own growth.	3.87	3.93
use content knowledge, cross-disciplinary skills, and pedagogy in planning for instruction.	3.86	3.93
differentiate instruction for individuals and groups of learners.	3.83	3.93
use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways	3.87	3.93
infuse the values of diversity into instructional strategies.	3.88	3.90
PROFESSIONAL RESPONSIBILITY		
prepared & eager to engage in ongoing professional learning; keep abreast of new ideas & best practices.	3.96	3.92
use evidence to continually evaluate and improve my teaching.	3.94	3.93
seek out leadership roles in order to be accountable for learner growth.	3.88	3.92

seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.	3.92	3.93
seek out and use information regarding the diverse experiences and backgrounds of students and community to positively impact learner growth.	3.91	3.94
TECHNOLOGY		
engage in pedagogical approaches enhanced by the use of technology.	3.80	3.86
leverage technology as a tool to enhance student learning for diverse students.	3.84	3.83
use technology as tool for communication/collaboration w/ students, parents, coleagues, stakeholders.	3.86	3.88

$\geq$ 3.5
$\leq$ 3.0

Created by: Buffalo State Manager
Created On: 07/12/2018 11:14 AM (EST); **Last edited:** 09/05/2019 11:47 AM (EST)

⊞ = Response is required

Teacher Education Unit Exit Survey

This survey is administered to all student teachers at the time of their final student teaching evaluation. Our goal is to prepare effective educators who can affect positive change in their workplace and community. Your feedback will help us determine where to focus our efforts toward continuous improvement. There are four sections to this survey and should take approximately 10 minutes.

Please consider...

Please consider including your personal email below so that we may follow up with you next year. It is important for us to get your feedback as you complete your degree, and after you have some professional work experience. We will not share this contact information with other college units and it will be used solely to communicate important professional messages such as the alumni survey (1-year), important NYS certification messages, and job opportunities.

PLEASE SHARE YOUR PERSONAL EMAIL -- LET'S STAY IN TOUCH!

No answer specified

⊞ Which program are you completing?

Please make a selection... ▼

⊞ Semester in which you expect to graduate

Please make a selection... ▼

If you already have other teaching certifications, please list them here.

No answer specified

Please indicate the degree to which you agree with the following statements BASED ON THE PROGRAM YOU ARE COMPLETING AT BUFFALO STATE:

⊞ THE LEARNER AND LEARNING

	1 - Disagree	2 - Tend to Disagree	3 - Tend to Agree	4 - Agree
I am prepared to design and implement developmentally appropriate and challenging learning experiences.	○	○	○	○
I am prepared to use my understanding of learner differences to ensure inclusive learning environments.	○	○	○	○
I am prepared to enable all students, regardless of culture or community, to meet high standards.	○	○	○	○
I am prepared to work with others to create environments that support individual and collaborative learning.	○	○	○	○
I am prepared to create learning environments that foster active engagement in learning.	○	○	●	○
I am prepared to appreciate diversity and its value to the education of all students.	○	○	○	○

⊞ CONTENT KNOWLEDGE

	1 - Disagree	2 - Tend to Disagree	3 - Tend to Agree	4 - Agree
I understand the central concepts of my discipline	○	○	○	○
I am prepared to create learning experiences that make the subject matter meaningful for students.	○	○	○	○
I am prepared to engage learners in critical thinking through an examination of differing perspectives within the discipline.	○	○	○	○
I am prepared to promote learning of the discipline through collaborative problem solving related to local and global issues.	○	○	○	○

✪ INSTRUCTIONAL PRACTICE

	1 - Disagree	2 - Tend to Disagree	3 - Tend to Agree	4 - Agree
I am prepared to select, construct, and use multiple methods of assessment.	○	○	○	○
I am prepared to use assessment to inform and guide practice and decision making.	○	○	○	○
I am prepared to use assessment to engage learners in their own growth.	○	○	○	○
I am prepared to use content knowledge, cross-disciplinary skills, and pedagogy in planning for instruction.	○	○	○	○
I am prepared to differentiate instruction for individuals and groups of learners.	○	○	○	○
I am prepared to use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways.	○	○	○	○
I am prepared to infuse the values of diversity into instructional strategies.	○	○	○	○

✪ PROFESSIONAL RESPONSIBILITY

	1 - Disagree	2 - Tend to Disagree	3 - Tend to Agree	4 - Agree
I am prepared and eager to engage in ongoing professional learning in order to keep abreast of new ideas and best practices.	○	○	○	○
I am prepared to use evidence to continually evaluate and improve my teaching.	○	○	○	○
I am prepared to seek out leadership roles in order to be accountable for learner growth.	○	○	○	○
I am prepared to seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.	○	○	○	○
I am prepared to seek out and use information regarding the diverse experiences and backgrounds of my students and community to positively impact learner growth.	○	○	○	○

✪ TECHNOLOGY

	1 - Disagree	2 - Tend to Disagree	3 - Tend to Agree	4 - Agree
I am prepared to engage in pedagogical approaches enhanced by the use of technology.	○	○	○	○
I am prepared to leverage technology as a tool to enhance student learning for diverse students.	○	○	○	○
I am prepared to use technology as a tool for communication/collaboration with students, parents, colleagues, and other stakeholders.	○	○	○	○

In your student teaching placement, did you have an opportunity to use what you learned about technology enhanced learning?

○ Yes

○ No

If Yes, briefly describe the opportunities you had to utilize instructional or assistive technology in your teaching.

No answer specified

Diversity

InTASC has defined diversity to include individual differences in personality, interests and learning modalities, and group differences such as race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socioeconomic background. Based on this definition, please indicate the degree to which you agree with the following statements related to the student teaching placement you just completed:

	1 - DISAGREE	2 - TEND TO DISAGREE	3 - TEND TO AGREE	4 - AGREE
This experience supported my commitment to diversity.	○	○	○	○
This experience prepared me to design and enact equitable and excellent experiences for all students.	○	○	○	○

General comments or feedback? (optional)

No answer specified

Thank you for your feedback and Good Luck!