

## **GSU Division of Education Graduate/Completer Survey**

Dear Educators,

The purpose of this survey is to collect information from graduates and certificate completers to help us continue to improve our programs. Your perspective will be a valuable contribution to our ongoing self-assessment process. We will also link your responses to those of your principal or other administrator to expand our understanding of how effectively your GSU program prepared you for your role as an education professional.

We appreciate your willingness to give back to your profession and your alma mater in this way. Thank you for your participation.

Cordially,

Shannon Dermer, Ph.D.

Interim Dean  
College of Education  
Governors State University

**Name:**

**Your current school and/or district:**

### **Demographic Information (All Groups)**

1. My racial/ethnic origin:
  - a. Black/African American
  - b. Native American or Alaskan Native
  - c. White/Caucasian
  - d. Asian
  - e. Hispanic or Latino of any race
  - f. Native Hawaiian or other Pacific Islander
  - g. Two or more races
  - h. Other
  - i. Prefer not to respond
  
2. The gender with which I most identify:
  - a. Female
  - b. Male
  - c. Transgender female
  - d. Transgender male
  - e. Gender Variant/Non-Conforming
  - f. Prefer not to respond
  
3. My age falls within the following range:
  - a. 20-25
  - b. 26-30
  - c. 31-35
  - d. 36-50
  - e. 41-45
  - f. 46-50
  - g. over 50
  - h. prefer not to respond

### **University Experience**

4. My present attitude toward Governors State University:

- a. Strongly Positive
  - b. Positive
  - c. Neutral
  - d. Negative
  - e. Strongly Negative
5. If I were to begin my education experience (most recent degree, license, or endorsement) all over again, I would attend Governors State University.
- a. Definitely yes
  - b. Probably yes
  - c. Neutral
  - d. Probably not
  - e. Definitely not
6. If I were to begin my educational experience (most recent degree, license, or endorsement) all over again, I would choose the same major or focus.
- a. Strongly Positive
  - b. Positive
  - c. Neutral
  - d. Negative
  - e. Strongly Negative
7. The following factors were important to me in my selection of GSU (Very Important, Important, Neutral, Slightly Important, Not Important at All)
- a. Quality of the program
  - b. Reputation of the university
  - c. Academic rigor of the program
  - d. Opportunity to conduct research
  - e. Reputation of the program faculty
  - f. Geographic proximity
  - g. Cost of the program
  - h. Amount of time required to complete the program

### **Program Experience**

8. The dispositions below were enhanced by my Governors State University educator preparation program: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
- a. Appreciation of diversity and respect for how the strengths and weaknesses of each student affects his/her learning

- b. Commitment to preparation, planning, and full engagement in activities that promote student success
- c. Commitment to collaborate with colleagues, parents/guardians, community members, and other stakeholders
- d. Commitment to codes of ethics, professional standards of practice, and relevant policies and laws
- e. Commitment to lifelong learning and professional growth
- f. Habits of mind that reveal reasoned eclecticism in implementing and adjusting instruction based upon empirical evidence and a knowledge of research-based best practices
- g. Use of social emotional competencies to empathize and connect with students
- h. Using research and evidence to reflect upon and measure professional practice
- i. Utilizing community resources and fostering community relationships
- j. Overall preparation to be successful

(Definitely Yes, Probably Yes, Neutral, Probably Not, Definitely Not)

9. My program prepared me for the certification/licensure exam (if applicable).  
(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
10. I would recommend this program to someone considering my field. (Definitely Yes, Probably Yes, Neutral, Probably Not, Definitely Not)
11. The following groups of students were represented in the schools where I observed, interned, student taught, and/or focused my advanced study. (Always, Often, Sometimes, Rarely, Never)
- a. English Language Learners
  - b. Title 1 Students
  - c. Students with Disabilities
  - d. Gifted Students
12. I graduated from or completed the following program:
- a. Initial licensure (first professional educator licensure)

- b. Advanced program (master or doctorate degree)

Branch off

### Questions for All Teachers

13. My program prepared me to meet the following knowledge and skills competencies:  
(Very Well, Well, Adequately, Poorly, Not at All)

- a. To understand the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELLs), sexual orientation, gender, gender identity) and the assets that each student brings and to implement culturally responsive instructional strategies
- b. To understand how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities
- c. To create engaging, differentiated instruction that addresses the Common Core State Standards and the Illinois Social Emotional Learning Goals
- d. To understand how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances, and diversity within the community and to use data related to these and other factors to inform developmentally appropriate instruction
- e. To understand the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act and to create instructional accommodations for the academic success of each student
- f. To understand the impact of linguistic and cultural diversity on learning and communication
- g. To develop an effective teaching presence in the classroom using effective oral and written communication skills
- h. To establish equity in a classroom environment conducive to learning
- i. To effectively address individual and group motivation for learning and classroom behavior
- j. To teach beginning and/or content area literacy skills

- k. To assess student learning both formatively and summatively, to provide effective feedback to students, and to use research and evidence to measure student progress
- l. To model appropriate and responsible use of technology and to implement use of technology in instruction when appropriate and effective
- m. To understand one's personal perspectives and biases and their effects on one's teaching
- n. To understand how to identify individual needs and how to locate and access technology, services, and resources to address those needs
- o. To build and maintain collaborative relationships for fostering cognitive, linguistic, physical, and social and emotional development, working as a team member with colleagues, students, parents/guardians, and community members.
- p. To be an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents/guardians, and the profession.

14. My satisfaction with each of these program components could be described in the following manner. (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

- a. Choice of license level (certification), i.e., Early Childhood, Elementary, Middle, Secondary
- b. Interaction with my teacher preparation faculty
- c. Teacher education program advising in my area
- d. Overall quality of my education program
- e. Student teaching supervision

15. I would describe the opportunities listed below in the following manner (Pre-Student Teaching): (Very Valuable, Valuable, Moderately Valuable, Slightly Valuable, Not Valuable)

- a. Creating standards-based, data-driven lesson plans
- b. Demonstrating a variety of strategies and models of teaching
- c. Developing instruction for PreK-12 students
- d. Engaging in multiple field experiences
- e. Preparing for edTPA
- f. Preparing for ILTS Content Examination(s)

16. I would describe the opportunities listed below in the following manner (During Student Teaching): (Very Valuable, Valuable, Somewhat Valuable, Slightly Valuable, Not Valuable)

- a. Meeting with my mentor/cooperating teacher to discuss my lesson plans
- b. Meeting with my mentor/cooperating teacher to discuss my teaching
- c. Meeting with my university supervisor to discuss my lesson plans
- d. Meeting with my university supervisor to discuss my teaching
- e. Attending orientation and student teaching seminars
- f. Receiving guidance for edTPA

17. Other than student teaching, the program component most valuable to me in preparation for teaching was:

18. I would make the following recommendation(s) to improve pre-student teaching field experience:

19. I would make the following recommendation(s) to improve the student teaching experience:

20. I would make the following recommendation(s) to improve my program overall:

21. I am interested in pursuing advanced professional development, entitlement, licensure, or degree in the following area:

- a. Principal Leadership
- b. Leadership
- c. Curriculum and Instruction
- d. Instructional Technology
- e. Bilingual Education
- f. Reading/Literacy Education
- g. SPED
- h. Not interested at this time
- i. Other (please specify)

22. I graduated from or completed the following program:

- a. B.A. Early Childhood
- b. B.A. Elementary Education
- c. B.A./B.S. Secondary Education
- d. M.A. Early Childhood Education
- e. M.S. Education – Mathematics Education
- f. Certificate Early Childhood Education

## g. Certificate Secondary Education

Branch off

**Early Childhood**

23. My Early Childhood Education program prepared me in the following areas: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Knowing and understanding young children's characteristics and needs
- b. Applying educational theories and philosophical perspectives to current teaching and learning issues
- c. Knowing and understanding the multiple influences on development and learning
- d. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments that facilitate cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting
- e. Applying the knowledge and applications learned in Early Childhood Education lab experiences
- f. Using foundational knowledge of oral communication, reading, and writing to prepare young children to develop basic and content area communication skills birth to grade 2
- g. Knowing about and understanding diverse family and community characteristics and how children develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences
- h. Supporting and engaging families and communities through respectful, reciprocal relationships
- i. Involving families and communities in their children's development and learning
- j. Understanding the goals, benefits, and uses of assessment
- k. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- l. Making decisions driven by data about instructional and curricular effectiveness and adjusting practices to meet the needs of each child
- m. Understanding and practicing responsible assessment to promote positive outcomes for each child
- n. Knowing about assessment partnerships with families and with professional colleagues
- o. Understanding positive relationships and supportive interactions as the foundation of work with children
- p. Knowing and understanding effective strategies and tools for early education



- that support development of critical and creative thinking, problem-solving, and continuous growth and learning
- q. Understanding that young children require a dynamic environment with ongoing modification and differentiation of instruction using a variety of strategies to enhance learning for each child
  - r. Using a broad repertoire of developmentally appropriate teaching/learning approaches to integrate meaningful learning experiences that develop children's competence across all developmental and content areas from birth to grade 2
  - s. Incorporating the Internet and other resources into instructional planning and using new technologies to facilitate learning for children
  - t. Reflecting on practice to promote positive outcomes for each child
  - u. Knowing, understanding, and using the central concepts, inquiry tools, structures, and resources in each of the following content areas: language and literacy (English language arts); mathematics; science; social science; physical development and health; safety; nutrition; art, music, and drama (fine arts)
  - v. Using current research and best practices, one's own knowledge, appropriate early learning standards, including the Common Core and Illinois Social Emotional Learning Goals, as well as other resources to design, implement, and evaluate meaningful, challenging curricula for each child from birth to grade 2
  - w. Identifying and involving oneself with the early childhood field
  - x. Providing leadership in the learning community
  - y. Knowing about and upholding ethical standards and other professional policies and guidelines
  - z. Engaging in continuous, collaborative learning to inform practice
  - aa. Integrating knowledgeable, reflective, and critical perspectives on early education
  - bb. Engaging in informed advocacy for children, parents or guardians, and the profession

24. My experience in the Early Childhood Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.
- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.
- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in differentiating and making adaptations for diverse students.

- j. I developed skills in communication and collaboration with families, colleagues, and the community.
- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community.

25. I am finished with this page. (Yes or No)

Branch off

### **Elementary Education**

26. As a result of my experience in the Elementary Education program, I believe I am well prepared in the following areas: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- a. Mathematics
- b. Science
- c. Reading/Language Arts
- d. Social Studies
- e. Health/Physical Education
- f. Creative Arts
- g. Teaching in a diverse classroom or school
- h. Teaching with technology
- i. Applying the Common Core and Illinois Learning Standards
- j. Applying the Illinois Social Emotional Learning Goals

27. My experience in the Elementary Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.
- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.

- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in making adaptations for diverse students.
- j. I developed skills in communication and collaboration with families, colleagues, and the community.
- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community

28. I am finished with this page. (Yes or No)

Branch off

### **All Secondary Education**

29. I would make the following recommendation to improve the micro-teaching experience:

30. My Secondary Education program prepared me the following: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Foundations of Education
- b. Educational Psychology
- c. Educational Technology

31. My content area major is:

- a. Biology
- b. Chemistry
- c. English
- d. Mathematics

Branch off

## Biology

32. My Biology Education program prepared me to teach in the following subject areas (Select "NA" if an area was not included in your program of study): (Very Well, Well, Adequately, Poorly, Not at All)

- a. Biology
- b. General Chemistry
- c. Organic Chemistry
- d. Plant Diversity or Botany
- e. Animal Diversity or Zoology
- f. Comparative Anatomy
- g. Microbiology
- h. Ecology
- i. Genetics
- j. Cell Biology
- k. Animal Physiology
- l. Plant Physiology
- m. Research
- n. Earth and Space Science

33. My Biology Education program prepared me to accomplish the following: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Teach about the nature of science
- b. Use the methodologies of Biology Education to teach science
- c. Design and teach lessons based on social and technological issues related to science
- d. Relate science to the interests of students
- e. Design curricula based on state and national standards
- f. Develop and assess curricula
- g. Use small groups to facilitate inquiry
- h. Organize classroom experiences effectively
- i. Use community resources to extend and enhance learning
- j. Diagnose students' alternative conceptions to design effective teaching
- k. Use a variety of teaching and learning strategies to engage and challenge all students
- l. Teach science in a diverse classroom
- m. Work with students with special needs
- n. Use the methodology of Biology to teach knowledge and skills
- o. Apply the Common Core, Next Generation Science Standards, and Illinois Learning Standards in my content area
- p. Apply the Illinois Social Emotional Learning Goals
- q. Adapt instruction and assessment for English Language Learners
- r. Teach reading and writing skills in science

34. My experience in the Biology Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.
- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.
- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in making adaptations for diverse students.
- j. I developed skills in communication and collaboration with families, colleagues, and the community.
- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community.

35. I am finished with this page. (Yes or No)

Branch off

### Chemistry

36. My Chemistry Education program prepared me to teach in the following subject areas (Select "NA" if an area was not included in your program of study): (Very Well, Well, Adequately, Poorly, Not at All)

- a. General Chemistry
- b. Organic Chemistry
- c. Inorganic Chemistry
- d. Analytic Chemistry
- e. Instrumental Analysis
- f. Biochemistry
- g. Environmental Chemistry
- h. Physical Chemistry

- i. Industrial Chemistry
- j. Polymer Chemistry
- k. Toxicology
- l. Physics
- m. Statistical Methods

37. My Chemistry Education program prepared me to accomplish the following: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Teach about the nature of science
- b. Use the methodologies of Chemistry Education to teach science
- c. Design and teach lessons based on social and technological issues related to science
- d. Design curricula based on state and national standards
- e. Develop and assess curricula
- f. Use small groups to facilitate inquiry
- g. Organize classroom experiences effectively
- h. Use community resources to extend and enhance learning
- i. Diagnose students' alternative conceptions to design effective teaching
- j. Relate science to the lives and interests of students
- k. Use a variety of teaching and learning strategies to engage and challenge all students
- l. Teach science in a diverse classroom
- m. Work with students with special needs
- n. Use the methodology of Chemistry to teach knowledge and skills
- o. Apply the Common Core Next Generation Science Standards, and Illinois Learning Standards in my content area
- p. Apply the Illinois Social Emotional Learning Goals
- q. Adapt instruction and assessment for English Language Learners
- r. Teach reading and writing skills in science

38. My experience in the Chemistry Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.
- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.
- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in making adaptations for diverse students.
- j. I developed skills in communication and collaboration with families, colleagues, and the community.

- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community.

39. I am finished with this page. (Yes or No)

Branch off

### English

40. My English Education program prepared me to teach in the following subject areas (Select "NA" if an area was not included in your program of study): (Very Well, Well, Adequately, Poorly, Not at All)

- a. British Literature to 1785
- b. British Literature after 1785
- c. American Literature to 1865
- d. American Literature after 1865
- e. World Mythologies
- f. Advanced Composition
- g. Linguistics
- h. Modern English Grammar
- i. Major Black Authors
- j. Contemporary Literature
- k. Young Adult Literature
- l. Literary Criticism
- m. Shakespeare's Plays
- n. Rhetorical Theory and Practice

41. My English Education program prepared me to accomplish the following: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Teach the theories and practices of reading and writing
- b. Use the methodologies of English Education to teach literature and composition
- c. Design and assess curricula based on state and national standards

- d. Design, implement, and assess instruction based on the Common Core and state and national standards
- e. Relate literature and literacy to the interests of students
- f. Use small groups to facilitate inquiry
- g. Use a variety of teaching and learning strategies to engage and challenge all students
- h. Teach English in a diverse classroom
- i. Work with students with special needs
- j. Apply the Common Core and Illinois Learning Standards in my content area
- k. Apply the Illinois Social Emotional Learning Goals
- l. Adapt instruction and assessment for English Language Learners

42. My experience in the English Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.
- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.
- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in making adaptations for diverse students.
- j. I developed skills in communication and collaboration with families, colleagues, and the community.
- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community.

43. I am finished with this page. (Yes or No)

Branch off



## Mathematics

44. My Mathematics Education program prepared me to teach in the following subject areas (Select "NA" if an area was not included in your program of study): (Very Well, Well, Adequately, Poorly, Not at All)

- a. Calculus
- b. Geometry
- c. Non-Euclidian Geometry
- d. Algebra
- e. Number Theory
- f. Analysis of Real Variables
- g. Analysis of Complex Variables
- h. Differential Equations
- i. History of Mathematics
- j. Topology
- k. Probability
- l. Physics
- m. Statistical Methods

45. My Mathematics Education program prepared me to accomplish the following: (Very Well, Well, Adequately, Poorly, Not at All)

- a. Teach the major concepts and theories of mathematics
- b. Use the methodologies of Mathematics Education to teach mathematics
- c. Design and teach lessons based on technological issues related to mathematics
- d. Design, implement, and assess instruction based on the Common Core and state and national standards
- e. Develop and assess curricula based on state and national standards
- f. Relate mathematics to the interests of students
- g. Use small groups to facilitate inquiry
- h. Use a variety of teaching and learning strategies to engage and challenge all students
- i. Teach mathematics in a diverse classroom
- j. Work with students with special needs
- k. Apply the Common Core and Illinois Learning Standards in my content area
- l. Apply the Illinois Social Emotional Learning Goals
- m. Adapt instruction and assessment for English Language Learners
- n. Teach reading and writing skills in mathematics

46. My experience in the Mathematics Education program was characterized by the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Agree)

- a. I was challenged and supported.

- b. Faculty took an interest in me.
- c. Evaluation of my performance was linked to standards.
- d. I developed conceptually.
- e. My personal and professional social/emotional competencies were enhanced.
- f. I developed skills to create meaningful learning experiences for students.
- g. I developed skills to actively engage students in learning.
- h. I developed skills in lesson and unit planning.
- i. I gained skills in making adaptations for diverse students.
- j. I developed skills in communication and collaboration with families, colleagues, and the community.
- k. I developed skills in the assessment of instruction and learning.
- l. I developed effective classroom management strategies.
- m. I gained a deeper understanding of cultural diversity.
- n. I developed skills in the use of technology.
- o. I received a strong background in motivation and human growth and development.
- p. I received a strong background in the development of critical thinking, problem solving, and performance skills.
- q. I developed skills in communication and collaboration with families, colleagues, and the community.

47. I am finished with this page. (Yes or No)

Branch off

### **Advanced Programs in Educational Administration**

48. I received a degree in the following program:

- a. M.A. Educational Administration – Principal Program
- b. Ed.D. Interdisciplinary Leadership – School Superintendent

49. How satisfied are you with the following? (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

- a. Your decision to undertake graduate work in your field
- b. Your choice of GSU for your graduate program
- c. Your choice of program
- d. Your interaction with program faculty
- e. Your advisor

50. Indicate your perception of the quality of the program components listed below: (Very Valuable, Valuable, Somewhat Valuable, Slightly Valuable, Not Valuable)

- a. Application process
- b. Selection process
- c. Advising
- d. Coursework
- e. Scheduling of coursework
- f. Quality of instruction
- g. Internship
- h. In-person Mentoring
- i. E-mentoring
- j. Candidate assessment procedures
- k. Portfolio

51. I would make the following recommendation(s) to improve my program overall:

52. The Educational Administration program prepared me to demonstrate an understanding of and the capacity to implement the following: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- a. Professional and ethical leadership
- b. Management of information and evaluation of programs
- c. Management of curriculum, instruction, supervision, and the learning environment
- d. Management of professional development and human resources in a school or district setting
- e. Administration of student personnel services responsibilities
- f. Management of educational organizations

53. Which of the following leadership roles do you engage in as a part of your current professional position? Select "Yes" or "No" as each is applicable to you.

- a. Illinois administration certificate/license required for position
- b. Instructional leader
- c. Teacher leader
- d. Evaluation of faculty or staff
- e. Financial oversight
- f. Organizational vision and mission
- g. Personnel management
- h. Other (please specify)

54. At this point in your career, what is your intention regarding a position in educational administration? Select "Yes" or "No" as each is applicable to you.

- a. Currently hold an administrative position
- b. Do not intend to seek a position
- c. Actively seeking a position in my current school
- d. Actively seeking a position in another school in my current district
- e. Actively seeking a position in another district but with no plans to relocate
- f. Actively seeking a position in another district and willing to relocate
- g. Actively seeking a position in an elementary school
- h. Actively seeking a position in a middle school/junior high school
- i. Actively seeking a position in a high school
- j. Actively seeking a position in a district central office
- k. Will seek a position within 5 years
- l. Will seek a position in 6 or more years
- m. Will seek a position outside of education
- n. Other (Please specify.)

55. To what extent were you able to engage in the following during your practicum experiences? (Often, Frequently, Occasionally, Rarely, Never)

- a. Leadership activities at other school sites
- b. Opportunities to develop your leadership abilities
- c. Opportunities to develop leadership abilities appropriate for schools that are racially, ethnically, or socio-economically diverse

56. How valuable were the following in your practicum experience? (Very Valuable, Valuable, Moderately Valuable, Slightly Valuable, Not Valuable)

- a. University supervisor feedback
- b. On-site mentor feedback
- c. On-site observation of your administrative practice
- d. Participation in administrative activities
- e. Completion of portfolio or related documentation
- f. Quality of site for professional learning
- g. Overall practicum experience
- h. Practicum/Internship seminars

57. I would make the following recommendation(s) to improve practicum experience:

58. I am finished with this page. (Yes or No)