

# BELLARMINE UNIVERSITY

## Survey of Candidate Professional Semester Preparation for Candidates, Cooperating Teachers, and University Supervisors Annsley Frazier Thornton School of Education

**Part I:** Please mark the appropriate boxes to describe the program of the teacher candidate supervised during the professional semester \_\_\_\_\_ (date, ie. Fall 2008).

Please mark the appropriate boxes to describe the teacher candidate's program:

Undergraduate elementary/LBD     Undergraduate middle/LBD     Undergraduate secondary

(secondary content area: \_\_\_\_\_)

MAT elementary                       MAT middle                       MAT secondary

(secondary content area: \_\_\_\_\_)

School assigned: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

**Part II:** Using various sources of data (observations, conversations, work products, etc.), rate your perception of how well the Annsley Frazier Thornton School of Education at Bellarmine University prepares teacher candidates for the Professional Semester. Responses to this survey are **confidential**.

**4:** Distinguished -- The candidate's preparation is exemplary.

**3:** Proficient -- The candidate's preparation is satisfactory.

**2:** Apprentice -- The candidate's preparation needs improvement.

**1:** Novice -- The candidate's preparation is unsatisfactory.

### Design and Implementation of Instruction

1. Preparation in designing lessons/units that focus on learning goals, program of studies, and core content for assessment.

4    3    2    1    Not Observed

Comments: \_\_\_\_\_

2. Preparation in using information about the community and backgrounds of students to design and implement learning tasks.

4    3    2    1    Not Observed

Comments: \_\_\_\_\_

3. Preparation in designing instruction and implementing learning tasks that connect core content to real life experiences for students.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

4. Preparation in planning over a period of time (i.e., planning for several days vs. planning a one day lesson).

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

5. Preparation in designing and using a variety of instructional strategies that address the learning needs of students.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

6. Preparation in using questioning techniques to enhance instruction.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

### Assessment

7. Preparation in designing classroom assessments that are aligned with core content and CATS.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

8. Preparation in designing classroom assessments that reliably measure student learning.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

9. Preparation in designing formative assessments that provide feedback to students and guide their learning.

4    3    2    1    Not Observed

Comments:\_\_\_\_\_

10. Preparation is using multiple assessments and data sources to interpret learning results for students.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

11. Preparation in developing graphic and written presentations to show evidence of student learning resulting from instruction.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

Technology

12. Preparation in using technology to enhance and extend learning tasks related to core concepts and/or content standards.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

Classroom Environment

13. Preparation in using classroom management techniques.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

14. Preparation in establishing a positive classroom climate.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

15. Preparation in promoting high standards for students.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

16. Preparation in implementing conflict management, de-escalation strategies, and behavior interventions.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

Exceptional Child Education

17. Preparation in identifying characteristics of students with learning and/or behavioral disorders.

4    3    2    1    Not Observed  
Comments: \_\_\_\_\_

**Signature(s) (as appropriate)**

\_\_\_\_\_

(Candidate)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Cooperating Teacher)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(University Supervisor)

\_\_\_\_\_

(Date)