

Student Teacher Self-Assessment and Evaluation
 Department of Curriculum and Instruction
 College of Education
 Grambling State University
Information About You

Directions:

The items below ask you to identify yourself by program and emphasis so that we may use your responses to help evaluate our programs (and improve areas of weakness). **No attempt will be made to try to identify individual respondents.**

Your primary program of study: _____

When you complete your teacher education program, how many regular semesters (**not including summers**) will you have attended Grambling State University (Check one) 1 2 3 4 5 6 7 8 9 10

If other, how many? _____

Will you earn a dual certification in some other teaching area?

No Yes

If yes, what second area? _____

Are you currently completing your first undergraduate degree at Grambling State University?

Yes No

If no, where did you earn your first degree? _____

In what field or major? _____

Did you transfer credits to Grambling State University?

No Yes

If yes, how many credits? _____

From where? _____

Your Age: 25 & Younger 26 & Older

Your Gender: Female Male

Grambling State University Teacher Education

Directions:

The items which follow ask you to evaluate your teacher preparation program. They are divided into the six different areas briefly described below. For each area, you will be asked your response to a variety of items with which you may agree or disagree. Please read each item carefully and thoughtfully. Your responses will help us to evaluate and improve our programs.

General Education

The objective of the general education component of an undergraduate degree is to provide students with a foundation for lifelong learning and to enable them to function as responsible citizens in a rapidly changing world. The general education courses are listed in the university catalog.

Content Knowledge and Skills

Content knowledge refers to the subjects teachers teach. For secondary education students, content knowledge is the preparation they receive in the specialty area in which they will teach (e.g., history, biology, etc.) For elementary education students, it includes general content knowledge and content knowledge embedded within teaching methods courses (e.g., children's literature within teaching of reading, arithmetic within teaching of math, etc.). For special education students it includes content knowledge that is required in assisting students with the subject matter presented in elementary and secondary classrooms. Content skills in all areas of teaching refer to the means used to direct inquiry in a discipline (e.g., lab skills, reference skills, etc.)

General Principles of Teaching and Learning

Teaching requires an understanding of how students learn, factors in motivation, the role of prior knowledge in learning, classroom management and organization, lesson and unit planning, means of evaluating student learning, and ways of developing classroom climates and cultures that foster success. It also extends to teachers' abilities to use a wide range of teaching and learning strategies such as cooperative learning, direct instruction, group discussion, discovery learning, and interdisciplinary teaching.

Content Specific Methodology and Technology

Content specific methodology includes ways of seeing, knowing and learning in particular disciplines (e.g., role of the scientific method in science teaching, archival research in history, etc.) and particular teaching methods and technology that help make the content easier for students to learn. It also includes means of adapting instruction to meet individual students' needs and differences. The types of information included in this category is generally gained in teacher education "methods" courses.

Student Teaching

Student teaching is the capstone experience of a teacher preparation program. It is an opportunity to practice and test one's teaching abilities in a semester long classroom experience. Student teachers apply the knowledge and skills that they have been gaining from all courses that contribute to their programs. It is also a rich opportunity for learning and growth under the guidance of cooperating teachers and college supervisors.

SA—Strongly Agree

A----Agree

N----Neutral

D----Disagree

SD—Strongly Disagree

GENERAL EDUCATION

Choose One

- SA A N D SD** 1) Overall, my courses in general education were well taught and interesting.
- SA A N D SD** 2) Prospective teachers should be required to take more general education courses
 (more than I was required to take).
- SA A N D SD** 3) The course work I received in oral/written communication supported my teaching.
- SA A N D SD** 4) My general education courses helped to make me a more independent thinker.
- SA A N D SD** 5) All prospective teachers should be required to complete course work in a second language.
- SA A N D SD** 6) General education courses helped me to value diversity and better understand other ways of
 living and thinking.
- SA A N D SD** 7) My general education program helped prepare me well for the reading, writing, and mathematics
 components of the PRAXIS I examination.

CONTENT SKILLS AND KNOWLEDGE

- SA A N D SD** 8) Overall, my courses from which I learned subject matter content were well taught and interesting.
- SA A N D SD** 9) I was knowledgeable and confident in the content areas I was required to teach in student teaching.
- SA A N D SD** 10) I sometimes confused my students because I lacked sufficient depth in the subject I was teaching
 to be able to answer student questions or clearly explain content.
- SA A N D SD** 11) When my content knowledge in a particular area was weak, I had sufficient reference skills and
 resources to prepare effective presentations for my students.
- SA A N D SD** 12) I thought I had to know too many things in too many different subject areas to feel adequately
 prepared in content knowledge and skills.
- SA A N D SD** 13) I think my teacher preparation program should be modified to include more content knowledge
 courses and fewer teaching methods courses.
- SA A N D SD** 14) My teacher education program helped prepare me well for the content specific portions of my
 teaching specialty area test on the PRAXIS examinations.

GENERAL PRINCIPLES OF TEACHING AND LEARNING

- SA A N D SD** 15) Overall, the courses I took which addressed subjects such as educational psychology, assessment
 techniques, human development, pre-professional experiences, and general teaching methods
 were well taught and interesting.
- SA A N D SD** 16) I have a fundamental knowledge of general principles of teaching and learning and I was able to
 draw upon that knowledge in my student teaching.
- SA A N D SD** 17) I was able to evaluate my students' learning using observation, tests, and other classroom
 assessment techniques.
- SA A N D SD** 18) I was sufficiently well prepared in lesson planning and unit planning to be successful in
 student teaching.
- SA A N D SD** 19) I think the teacher preparation program includes enough instruction in classroom management and
 discipline techniques.
- SA A N D SD** 20) I was able to vary my means of instruction (e.g., lecture, active learning, etc.) and use varied
 grouping strategies (e.g., large group, small group, pairs, etc.) within my student teaching classroom.
- SA A N D SD** 21) My teacher education program helped prepare me well for the learning and teaching portions of the
 PRAXIS examinations.

CONTENT-SPECIFIC METHODOLOGY AND TECHNOLOGY

- SA A N D SD** 22) Overall, the "methods" courses in my major were well taught and interesting.
- SA A N D SD** 23) The teacher preparation program included enough instruction in educational uses of
 technology to prepare me well for teaching in modern classrooms.
- SA A N D SD** 24) The teaching methods courses in my program included too much educational theory and
 not enough emphasis on practical teaching techniques.
- SA A N D SD** 25) I was able to adapt instruction to meet the learning needs of the wide range of students
 in my student teaching classroom.
- SA A N D SD** 26) I think there should have been more opportunities in my methods and observation and
 participation courses to visit actual classrooms through participation experiences and/or
 demonstration lessons.
- SA A N D SD** 27) My methods courses prepared me with teaching strategies and techniques for using
 textbooks and other curriculum materials effectively.
- SA A N D SD** 28) My teacher education program helped prepare me well for the specialty area
 methodology portions of the PRAXIS examinations.

STUDENT TEACHING

- SA A N D SD** 29) The student teaching workshops were well organized and interesting.
- SA A N D SD** 30) My cooperating teachers tried to provide me with a high quality student teaching experience.
- SA A N D SD** 31) My college supervisor provided helpful teaching suggestions and feedback.
- SA A N D SD** 32) I was given enough freedom in student teaching to try out new ideas and teaching techniques.
- SA A N D SD** 33) I used the resources of the A. C. Lewis Memorial Library to support my student teaching.
- SA A N D SD** 34) The assignments and expectations required in student teaching were valuable and led me to personal growth and reflection.

OVERALL PROGRAM EVALUATION

- SA A N D SD** 35) The teacher education theme, *Protecting the heritage: Cultivating knowledgeable, skilled, and compassionate educators and community leaders in the place "Where Everybody Is Somebody"* was communicated well throughout my program.
- SA A N D SD** 36) My teacher education program taught me how to do library searches and other kinds of research.
- SA A N D SD** 37) My teacher education advisor was accessible, knowledgeable, and helpful in guiding my program.
- SA A N D SD** 38) My teacher education program prepared me to teach in multicultural classrooms.
- SA A N D SD** 39) The field experiences leading up to student teaching included experiences in a wide range of classrooms.
- SA A N D SD** 40) My teacher education program emphasized the need for teachers to be caring, compassionate individuals.
- SA A N D SD** 41) I received enough preparation in my teacher education program to teach students with special needs in inclusion classrooms.
- SA A N D SD** 42) My teacher education program helped me to understand professional ethics and important school law issues.
- SA A N D SD** 43) I am prepared to meet with parents and talk with them about their children's progress in my classroom.
- SA A N D SD** 44) My teacher education program and placement services prepared me sufficiently well with job search, resume, and interviewing skills.
- SA A N D SD** 45) I am prepared to work with other teachers, specialists, and support personnel in collaborative relationships.
- SA A N D SD** 46) The upper level, major related courses in my teacher preparation program featured relatively small classes and individual attention.
- SA A N D SD** 47) I think I am prepared to begin a successful career in teaching.

Additional Questions:

- SA A N D SD** 48) Preparing a portfolio led to professional reflection about my teaching abilities and the manner in which I could demonstrate those abilities.
- SA A N D SD** 49) Professional Seminar provided a useful opportunity to talk with other student teachers about student teaching experiences.