

# 5.5.1

## Michigan Department of Education Exit Survey Results for Academic Year 16/17

Respondent Type	Rating	Question 1D2					Question 1D3			
		use instructional strategies to help students understand key concepts in the content area(s).	use knowledge of content area(s) to design high-quality learning experiences.	use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	use multiple ways to model and represent key concepts in the content area(s) taught.	demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.	question and challenge assumptions within the content area(s) being taught.	apply various perspectives to analyze complex issues and solve problems.	interpret and evaluate information in their content area(s).	
Cooperating Teachers	Strongly Agree	63	56	56	41	63	42	41	56	
	Somewhat Agree	10	17	15	28	7	26	27	18	
	Somewhat Disagree	0	0	2	4	2	2	4	1	
	Strongly Disagree	3	3	3	3	4	2	1	1	
	% Positive	96%	96%	93%	91%	92%	94%	93%	97%	
	% Negative	4%	4%	7%	9%	8%	6%	7%	3%	
Teaching Candidates	Strongly Agree	74	78	74	81		65	66	76	
	Somewhat Agree	42	37	37	28		49	45	41	
	Somewhat Disagree	3	3	8	9		9	11	3	
	Strongly Disagree	8	9	8	9		4	5	7	
	% Positive	91%	91%	87%	86%		90%	87%	92%	
	% Negative	9%	9%	13%	14%		10%	13%	8%	
Coaches	Strongly Agree	116	110	111	112	116	97	99	106	
	Somewhat Agree	4	10	9	8	4	24	20	15	
	Somewhat Disagree	0	0	0	0	0	0	0	0	
	Strongly Disagree	1	1	1	1	1	0	0	0	
	% Positive	99%	99%	99%	99%	99%	100%	100%	100%	
	% Negative	1%	1%	1%	1%	1%	0%	0%	0%	

  

Respondent Type	Rating	Question 1D6			Question 1D7				
		create a learning environment which engages students in both collaborative and self-directed ways.	establish and communicate explicit expectations with colleagues and families to promote individual student growth.	manage the learning environment to promote student engagement and minimize loss of instructional time.	facilitate the creation of digital content by students.	create an online learning environment for students which includes digital content, personal interaction, and assessment.	integrate digital content into her or his teaching which is pedagogically effective.	use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.	practice high ethical standards in his or her use of technology.
Cooperating Teachers	Strongly Agree	63	39	54	32	25	45	51	60
	Somewhat Agree	10	25	16	18	14	18	16	9
	Somewhat Disagree	1	5	4	4	4	3	2	0
	Strongly Disagree	2	3	2	4	4	3	4	1
	% Positive	96%	89%	92%	86%	83%	91%	92%	99%
	% Negative	4%	11%	8%	14%	17%	9%	8%	1%
Teaching Candidates	Strongly Agree	84	77	77	61	56	76	76	80
	Somewhat Agree	38	38	38	46	51	39	36	41
	Somewhat Disagree	5	9	6	17	14	10	12	6
	Strongly Disagree	0	3	6	3	6	2	3	0
	% Positive	96%	91%	91%	84%	84%	91%	88%	95%
	% Negative	4%	9%	9%	16%	16%	9%	12%	5%
Coaches	Strongly Agree	117	102	112	62	70	94	99	102
	Somewhat Agree	4	5	9	27	26	18	16	12
	Somewhat Disagree	0	0	0	0	0	0	0	0
	Strongly Disagree	0	0	0	0	0	0	0	0
	% Positive	100%	100%	100%	100%	100%	100%	100%	100%
	% Negative	0%	0%	0%	0%	0%	0%	0%	0%

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## Questions Asked of the Cooperating/Mentor Teachers, the Teaching Candidates and the Coaches or Clinical Supervisors

Respondent Type	Rating	Question 1D4				Question 1D5					
		connect content knowledge to LOCAL issues in his or her teaching.	connect content knowledge to GLOBAL issues in his or her teaching.	develop meaningful learning experiences to help students apply content knowledge to real world problems.	use content knowledge to help students solve real-world problems.	adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	adapt instructional strategies and resources to support English language learners.	apply modifications and accommodations based on legal requirements for supporting English language learners.	apply modifications and accommodations based on Individualized Education Programs (IEPs).	adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	
Cooperating Teachers	Strongly Agree	41	32	56	55	54	33	34	45	51	
	Somewhat Agree	27	33	15	15	11	11	11	14	19	
	Somewhat Disagree	1	1	1	2	4	0	0	0	0	
	Strongly Disagree	1	1	1	1	1	1	1	1	1	
	% Positive	97%	97%	97%	96%	93%	98%	98%	98%	99%	
% Negative	3%	3%	3%	4%	7%	2%	2%	2%	1%		
Teaching Candidates	Strongly Agree	57	59	79		84	57	50	55	68	
	Somewhat Agree	52	48	35		34	43	46	44	39	
	Somewhat Disagree	14	19	9		6	23	25	21	17	
	Strongly Disagree	4	1	4		3	4	6	7	3	
	% Positive	86%	84%	90%		93%	79%	76%	78%	84%	
% Negative	14%	16%	10%		7%	21%	24%	22%	16%		
Coaches	Strongly Agree	86	68	96	96	114	96	83	95	103	
	Somewhat Agree	25	34	21	23	6	11	13	12	9	
	Somewhat Disagree	0	0	0	0	0	0	0	0	0	
	Strongly Disagree	0	0	0	0	0	0	0	0	0	
	% Positive	100%	100%	100%	100%	100%	100%	100%	100%	100%	
% Negative	0%	0%	0%	0%	0%	0%	0%	0%	0%		

Respondent Type	Rating	Question 1D8		
		design or select assessments to help students make progress toward learning goals.	analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	differentiate instruction based on student assessment data.
Cooperating Teachers	Strongly Agree	51	47	49
	Somewhat Agree	19	21	20
	Somewhat Disagree	2	4	5
	Strongly Disagree	1	1	1
	% Positive	96%	93%	92%
% Negative	4%	7%	8%	
Teaching Candidates	Strongly Agree	79	67	75
	Somewhat Agree	40	42	39
	Somewhat Disagree	5	14	11
	Strongly Disagree	3	4	2
	% Positive	94%	86%	90%
% Negative	6%	14%	10%	
Coaches	Strongly Agree	105	90	98
	Somewhat Agree	13	19	23
	Somewhat Disagree	0	0	0
	Strongly Disagree	0	0	0
	% Positive	100%	100%	100%
% Negative	0%	0%	0%	

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Respondent Type	Rating	Questions asked of the Cooperating/Mentor Teachers									
		During the experience with my teacher candidate, my K-12 school collaborated with the college/university's preparation program to...					During the experience with my teacher candidate, the college/university's preparation program frequently...				
		establish clear and mutually agreeable expectations for the teacher candidate's performance.	informally assess teacher candidate progress in the clinical experience.	regularly communicate teacher candidate progress in the clinical experience.	formally evaluate teacher candidate outcomes for performance at the end of the clinical experience.	allow the teacher candidate to demonstrate development of knowledge, skills, and professional behaviors.	positively impact the learning and development of K-12 students in my classroom.	supported me as a cooperating teacher.	provided feedback on how I could best supervise the teacher candidate.	made faculty or staff from the preparation program available to me throughout the clinical experience.	requested feedback from me regarding the teacher candidate's performance.
Cooperating Teachers	Strongly Agree	53	55	57	65	68	64	49	34	45	57
	Somewhat Agree	12	17	10	7	4	7	15	28	19	16
	Somewhat Disagree	7	2	5	1	2	3	6	7	5	1
	Strongly Disagree	2	1	2	1	1	1	4	6	4	2
	% Positive	88%	96%	91%	97%	96%	95%	86%	83%	88%	96%
	% Negative	12%	4%	9%	3%	4%	5%	14%	17%	12%	4%

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## Questions Asked of Teaching Candidates

Respondent Type	Rating	Please indicate the extent to which you are aware of the following state and federal policy initiatives or policies in the field of education														
		Common Core State Standards (CCSS)	Elementary and Secondary Education Act (ESEA)	Highly Qualified Teacher (HQT)	Individualized Education Program or Plan (IEP)	Michigan Student Test for Educational Progress (M-STEP)	Michigan Educator Code of Ethics	Michigan Grade Level Content Expectations (GLCEs)	Michigan High School Content Expectations (HSCEs)	Michigan Merit Curriculum (MMC) requirements	Michigan Model Anti-Bullying Policy	Michigan Positive Behavior Support Policy	Michigan Revised School Code	No Child Left Behind (NCLB)	Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS)	Universal Design for Learning (UDL)
Teaching Candidates	Strongly Agree	80	29	34	68	55	55	72	44	32	45	37	30	60	51	76
	Somewhat Agree	41	39	44	42	42	36	39	23	28	36	40	35	43	37	37
	Somewhat Disagree	6	30	23	16	23	26	10	29	41	25	28	33	21	20	5
	Strongly Disagree	0	29	26	1	7	10	6	31	26	21	22	29	3	19	9
	% Positive	95%	54%	61%	87%	76%	72%	87%	53%	47%	64%	61%	51%	81%	69%	89%
% Negative	5%	46%	39%	13%	24%	28%	13%	47%	53%	36%	39%	49%	19%	31%	11%	

Respondent Type	Rating	My field experiences and clinical practice:	
		were integrated throughout the program and connected to coursework.	allowed me to work with diverse students at my intended grade level, including students with disabilities, and English language learners.
Teaching Candidates	Strongly Agree	79	85
	Somewhat Agree	36	35
	Somewhat Disagree	8	5
	Strongly Disagree	4	2
	% Positive	91%	94%
% Negative	9%	6%	

Respondent Type	Rating	My program supervisor provided regular, constructive feedback based on observations during my clinical practice and field experiences.	I clearly understood the expectations for all of my clinical practice and field experiences.	I clearly understood how I was to be monitored/rated by my program supervisor (i.e., academic calendar, grading policy, program requirements, outcome data, etc.).
Teaching Candidates	Strongly Agree	86	73	77
	Somewhat Agree	32	37	38
	Somewhat Disagree	8	10	8
	Strongly Disagree	1	7	4
	% Positive	93%	87%	91%
% Negative	7%	13%	9%	