						This question set asks about your experiences in	set asks about	set asks about your	This question set asks about your experiences in
Did you obtain employment in the school district where you completed your clinical experience?	How many job applications did you complete?	How many interviews did you have?	How many job offers did you receive?	In your opinion, how difficult was it/is it, to find a job in your content area(s)?	Which of the following is true?	receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR TEACHER PREPARATIO N PROGRAM. My program prepared me well for the teaching job market.	experiences in receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR TEACHER PREPARATIO N PROGRAM.	receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR TEACHER PREPARATIO N PROGRAM My program provided	receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR TEACHER PREPARATIO N PROGRAM My program provided opportunities for interview preparation.
Yes	4 to 6	4 to 6		Very Easy	I found employment in my content area(s), and was happy with my teaching placement. I found employment	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Yes	1 to 3	1 to 3	4	Very Easy	in my content area(s), and was happy with my teaching placement. I found employment in my content	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
No	5 to 9	1 to 3	3	Very Easy	area(s), and was happy with my teaching placement.	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree

г			1		I found	Γ	1	T	1
					employment				
					in my content				
					area(s), but				
					was not				
					happy with				
				Somewhat	my teaching	Somewhat	Strongly	Strongly	Somewhat
No	16 or more	1 to 3	1	Difficult	placement.	Disagree	Disagree	Disagree	Disagree
					I found				
					employment				
					in my content				
					area(s), and				
					was happy				
					with my		Don't		
				Somewhat	teaching	Strongly	Know/Doesn't	Strongly	Strongly
No	1 to 3	1 to 3	2	Easy	placement.	Agree	Apply	Agree	Agree
					I found				
					employment				
					in my content				
				ĺ	area(s), and				1
				ĺ	was happy				1
					with my				1
				Somewhat	teaching	Strongly	Somewhat	Somewhat	Strongly
No	1 to 3	1 to 3	1	Easy	placement.	Agree	Agree	Agree	Agree
140	1 10 3	1103	1	Lasy	I found	ARICC	Agree	VRICE	Agree
					employment				
					in my content				
					area(s), and				
					was happy				
					with my				
				Somewhat	teaching	Somewhat	Somewhat	Strongly	Strongly
No	4 to 6	1 to 3	2	Easy	placement.	Agree	Agree	Agree	Agree
					I found				
					employment				
					in my content				
					area(s), and				
					was happy				
					with my				
				Somewhat	teaching	Somewhat	Somewhat	Somewhat	Strongly
Yes	1 to 3	1 to 3	1	Easy	placement.	Agree	Agree	Agree	Agree
					I found				
					employment				
				ĺ	in my content				1
				ĺ	area(s), and				1
				ĺ	was happy				1
				ĺ	with my				1
				Somewhat	teaching	Somewhat	Strongly	Strongly	Strongly
No	1 to 3	0	1	Easy	placement.	Agree	Agree	Agree	Agree
	1.03	1	1	Lusy	I found	751 CC	ABICE	716100	Agree
				ĺ	employment				1
				ĺ	in my content				1
				ĺ	area(s), and				1
	1			ĺ					1
				Ī	was happy		1		1
					with my				
				Somewhat	teaching	Somewhat	Strongly	Strongly	Strongly
No	4 to 6	1 to 3	1	Somewhat Easy	teaching placement.	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree
No	4 to 6	1 to 3	1		teaching placement. I found				
No	4 to 6	1 to 3	1		teaching placement. I found employment	Agree			
No	4 to 6	1 to 3	1		teaching placement. I found employment in my content	Agree			
No	4 to 6	1 to 3	1		teaching placement. I found employment	Agree			
No	4 to 6	1 to 3	1		teaching placement. I found employment in my content	Agree			
No	4 to 6	1 to 3	1		teaching placement. I found employment in my content area(s), and	Agree			
No	4 to 6	1 to 3	1		teaching placement. I found employment in my content area(s), and was happy	Agree	Agree	Agree	

_	ı	1	ı	ı	I found	T	T	1	1 1
					employment				
					1 ' '				
					in my content				
					area(s), and				
					was happy				
					with my				
				Somewhat	teaching	Strongly	Strongly	Strongly	Strongly
Yes	1 to 3	1 to 3	1	Easy	placement.	Agree	Agree	Agree	Agree
					I found				
					employment				
					in my content				
					area(s), and				
					was happy				
					with my				
				Somewhat	teaching	Somewhat	Strongly	Strongly	Strongly
No	1 to 3	1 to 3	2	Easy	placement.	Agree	Agree	Agree	Agree
					I found				
					employment				
					in my content				
					area(s), and				
					was happy				
					with my				
					teaching	Strongly	Strongly	Strongly	Strongly
No	5 to 9	1 to 3	2	Very Easy	placement.	Agree	Agree	Agree	Agree
		1 10 0	_	10.7 2007	i rouna	7.6.00	7.8.00	7.8.00	7.8.00
					employment				
					in my content				
					area(s), and				
					was happy	Strongly	Somewhat	Somewhat	Strongly
No	5 to 9	5 to 9	3	Very Easy	with my	Agree	Agree	Agree	Agree
					I found				
					employment				
					in my content				
					area(s), and				
					was happy				
					with my				Don't
				Somewhat	teaching	Strongly	Strongly	Strongly	Know/Doesn't
No	10 to 12	1 to 3	1	Difficult	placement.	Agree	Agree	Agree	Apply

						1		I	
				•	•	This question	•		This question
						set asks about			
				your	your 	your	your	your	your
						preparation in			
				DESIGNING	DESIGNING	DESIGNING	DESIGNING	APPLYING	APPLYING
				HIGH_QUALIT		HIGH_QUALIT	_		CRITICAL
				Y LEARNING	Y LEARNING	Y LEARNING	Y LEARNING	THINKING in	THINKING in
					EXPERIENCES		EXPERIENCES	your content	your content
					for students.		for students.	area(s).	area(s).
				"High quality	"High quality	"High quality	"High quality		
				learning	learning	learning	learning	"Critical	"Critical
				experiences"	experiences"	experiences"	experiences"	thinking"	thinking"
				are learning	are learning	are learning	are learning	means being	means being
				opportunities	• •		opportunities		able to think
			The next set	and	and	and	and	about the	about the
			of questions	classroom	classroom	classroom	classroom	content in	content in
			are intended	experiences	experiences	experiences	experiences	multiple	multiple
				that are age-	that are age-	that are age-	that are age-	ways,	ways,
			who taught at	appropriate	appropriate	appropriate	appropriate	question and	question and
This question			any time	and content-	and content-	and content-	and content-	challenge	challenge
set asks about	This question		during the	rich, where	rich, where	rich, where	rich, where	assumptions,	assumptions,
your	set asks about	This question	2018-2019	learners can	learners can	learners can	learners can	solve	solve
experiences in	your	set asks about	academic	construct	construct	construct	construct	problems,	problems,
receiving	experiences in	your	year, as their	meaning and	meaning and	meaning and	meaning and	and interpret,	and interpret,
SUPPORT FOR	receiving	experiences in	first year of	understand	understand	understand	understand	evaluate, and	evaluate, and
YOUR JOB	SUPPORT FOR	receiving	teaching	key concepts	key concepts	key concepts	key concepts	apply	apply
SEARCH	YOUR JOB	SUPPORT FOR	experience	within the	within the	within the	within the	information.	information.
FROM YOUR	SEARCH	YOUR JOB	after earning	content	content	content	content		
TEACHER	FROM YOUR	SEARCH	an initial	area(s).	area(s).	area(s).	area(s).	In retrospect,	In retrospect,
PREPARATIO	TEACHER	FROM YOUR	standard					my	my
N PROGRAM.	PREPARATIO	TEACHER	teaching	In retrospect,	In retrospect,	In retrospect,	In retrospect,	college/univer	college/univer
My program	N PROGRAM	PREPARATIO	certificate.If	my	my	my	my	sity prepared	sity prepared
holds a	My program	N PROGRAM	this is true for	college/univer	college/univer	college/univer	college/univer	me to	me to
positive	provided	My program	you, select	sity prepared	sity prepared	sity prepared	sity prepared	question and	apply various
reputation	good advice	promoted	"Continue".	me to use	me to use	me to use	me to use	challenge	perspectives
among	on job	networking	Otherwise,	instructional	knowledge of	instructional	multiple ways	assumptions	to analyze
prospective	placement	for new	select "Exit	strategies to	content	strategies to	to model and	within the	complex
employers.	opportunities.	teachers.	Now".	•	area(s) to	help students	represent key		issues and
Somewhat	Strongly	Strongly		Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Agree	Agree	Continue	Agree	Agree	Disagree	Agree	Agree	Agree
						-			
Strongly	Somewhat	Somewhat		Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Disagree	Disagree	Continue	Agree	Agree	Agree	Agree	Agree	Agree
Strongly	Somewhat	Somewhat		Strongly	Strongly	Strongly	Somewhat	Somewhat	Strongly
Agree	Disagree	Agree	Continue	Agree	Agree	Agree	Agree	Agree	Agree
, 18100	DIJUBI CC	, 181 CC	Continue	, 161 CC	, 161 CC	, 151 CC	, 161 CC	, 181 CC	, 181 CC

		1		1				1	
Don't Know/Doesn't		Strongly		Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Apply	Disagree	Disagree	Continue	Agree	Agree	Agree	Agree	Agree	Agree
Strongly	Strongly	Strongly	Continuo	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly
Agree	Agree	Agree	Continue	Agree	Agree	Agree	Agree	Agree	Agree
Strongly Agree	Somewhat Agree	Somewhat Agree	Continue	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Agree
Strongly Agree	Strongly Agree	Somewhat Disagree	Continue	Somewhat Agree	Strongly Agree	Somewhat Disagree	Strongly Agree	Somewhat Disagree	Strongly Agree
1									
Strongly	Somewhat	Somewhat		Somewhat	Somewhat	Somewhat	Strongly	Somewhat	Somewhat
Agree	Agree	Agree	Continue	Disagree	Agree	Agree	Agree	Agree	Agree
Somewhat Agree	Somewhat Agree	Somewhat	Exit Now						
Agree	Agree	Agree	LAIT NOW						
Strongly	Strongly	Somewhat		Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Agree	Agree	Continue	Agree	Agree	Agree	Agree	Agree	Agree
Strongly	Strongly	Strongly		Somewhat	Strongly	Strongly	Strongly	Somewhat	Somewhat
Agree	Agree	Agree	Continue	Agree	Agree	Agree	Agree	Agree	Agree

Strongly Agree	Strongly Agree	Don't Know/Doesn't Apply	Continue	Strongly Agree	Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree
Somewhat	Strongly	Strongly	Continue	Strongly	Somewhat	Strongly	Strongly	Strongly	Somewhat
Agree	Agree	Agree		Agree	Agree	Agree	Agree	Agree	Agree
Strongly	Strongly	Strongly	Continue	Somewhat	Strongly	Somewhat	Somewhat	Strongly	Strongly
Agree	Agree	Agree		Agree	Agree	Agree	Agree	Agree	Agree
Strongly	Somewhat	Somewhat	Continue	Strongly	Strongly	Somewhat	Strongly	Somewhat	Somewhat
Agree	Agree	Agree		Agree	Agree	Agree	Agree	Agree	Agree
Strongly Agree	Don't Know/Doesn't Apply	Strongly Agree	Continue	Somewhat Agree	Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree

This question	This augstion	This question	This question	This question	This question	This question	This augstion	This question	This question
•	•	•	•	•	•	set asks about	•	•	•
your	your	your	your	your	your	your	your	your	your
-						preparation in	*	-	
APPLYING		CONNECTING		ADDRESSING	ADDRESSING	ADDRESSING	ADDRESSING	ADDRESSING	ORGANIZING
CRITICAL		REAL-WORLD	_	THE NEEDS	THE NEEDS	THE NEEDS	THE NEEDS	THE NEEDS	THE
THINKING in	PROBLEMS		PROBLEMS	OF SPECIAL	OF SPECIAL	OF SPECIAL	OF SPECIAL	OF SPECIAL	LEARNING
your content	AND LOCAL		AND LOCAL	POPULATION	POPULATION	POPULATION	POPULATION	POPULATION	ENVIRONMEN
area(s).	AND GLOBAL		AND GLOBAL	S.	S.	S.	S.	S.	T.
	ISSUES within	ISSUES within	ISSUES within						
"Critical	your teaching.	your teaching.	your teaching.	For this	For this	For this	For this	For this	Please think
thinking"				section,	section,	section,	section,	section,	about how
means being	"Connecting	"Connecting	"Connecting	please think	please think	please think	please think	please think	you were
able to think	real-world	real-world	real-world	about how	about how	about how	about how	about how	prepared to
about the	problems and	problems and	problems and	you were	you were	you were	you were	you were	create
content in	local and	local and	local and	prepared to	prepared to	prepared to	prepared to	prepared to	learning
multiple	global issues"	global issues"	global issues"	address the	address the	address the	address the	address the	environments
ways,	means the	means the	means the	unique	unique	unique	unique	unique	to support
question and	teacher can	teacher can	teacher can	learning	learning	learning	learning	learning	individual and
challenge	verbalize and	verbalize and	verbalize and	needs and	needs and	needs and	needs and	needs and	collaborative
assumptions,	connect the	connect the	connect the			characteristics			learning,
solve	content in a	content in a	content in a	of diverse	of diverse	of diverse	of diverse	of diverse	positive social
problems,	manner	manner	manner	students,	students,		students,	students,	interaction,
and interpret,	necessary to	necessary to	necessary to	including	including	including	including	including	and active
	discuss	discuss	discuss	English	English	English	English	English	engagement
apply	relevant	relevant	relevant	language	language	language	language	language	in learning.
information.	issues.	issues.	issues.	learners,	learners,	learners,	learners,	learners,	
						•	•	•	In retrospect,
In retrospect,	In retrospect,	In retrospect,	In retrospect,	varying	varying	varying	varying	varying	my
my	my	my	my	learning	learning	learning	learning	learning	college/univer
-	college/univer	•	•		abilities, and	abilities, and	abilities, and	abilities, and	sity prepared
sity prepared	•	.	sity prepared		*	students from	•	*	
me to	me to		me to	under-	under-	under-	under-	under-	create a
interpret and	connect	connect	develop	represented	represented	represented	represented	represented	learning
evaluate	content		meaningful	populations	populations	populations	populations	populations	environment
		knowledge to	_			and	and	•	
information in		Ü	J	and	and			and	which
the content	LOCAL issues	GLOBAL	experiences	subgroups.	subgroups.	subgroups.	subgroups.	subgroups.	engages
area(s).	in his or her	issues in his	to help						students in
Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Agree		Disagree	Agree	Disagree	Disagree	Disagree	Disagree	Agree
Agree	Agree	Agree	Disagree	Agree	Disagree	Disagree	Disagree	Disagree	Agree
Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Disagree	Agree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree
Agree	Disagree	Agree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree
Somewhat	Strongly	Somewhat	Strongly	Somewhat	Strongly	Somewhat	Strongly	Strongly	Strongly
Agree	Agree	Disagree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree
, 18100	, 151 CC	D IJUBI CC	, 151 CC	PISUBICE	Pisagice	PISUBICE	, 151 CC	, 151 CC	, 151 CC

			1						
Somewhat									
Agree	Agree	Agree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree
Strongly	Strongly	Strongly	Strongly	Somewhat	Somewhat	Somewhat	Strongly	Strongly	Strongly
Agree									
Somewhat	Somewhat	Somewhat	Somewhat	Strongly	Somewhat	Somewhat	Strongly	Somewhat	Strongly
Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Agree	Agree	Agree
Strongly	Somewhat	Strongly	Somewhat	Somewhat	Strongly	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Disagree	Agree	Agree	Agree	Disagree	Disagree	Agree	Agree	Agree
Somewhat									
Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Disagree	Disagree	Agree
Somewhat									
Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Disagree	Disagree	Agree
Strongly	Strongly	Strongly	Strongly	Somewhat	Somewhat	Somewhat	Somewhat	Somewhat	Strongly
Agree									

Somewhat	Strongly								
Agree	Disagree	Agree							
Somewhat	Strongly								
Agree	Disagree	Disagree	Agree	Disagree	Disagree	Disagree	Disagree	Disagree	Agree
Strongly	Strongly	Strongly	Strongly	Somewhat	Somewhat	Somewhat	Strongly	Somewhat	Strongly
Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Agree	Agree	Agree
Somewhat									
Agree	Agree	Disagree	Agree	Agree	Disagree	Disagree	Agree	Agree	Agree
Somewhat	Strongly	Strongly	Strongly	Somewhat	Somewhat	Somewhat	Strongly	Strongly	Somewhat
Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Agree	Agree	Agree

This question	•	•	•	•	•	•	•	•	This question
set asks about									
•	your	your	your	your	your	your	your	your	your
preparation in	preparation in	preparation in	preparation in	preparation in					
ORGANIZING	ORGANIZING	USING	USING	USING	USING	USING	the	the	the
THE	THE	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	EFFECTIVE	EFFECTIVE	EFFECTIVE
LEARNING	LEARNING	TO MAXIMIZE	TO MAXIMIZE	TO MAXIMIZE	TO MAXIMIZE	TO MAXIMIZE	USE OF	USE OF	USE OF
ENVIRONMEN	ENVIRONMEN	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
T.	T.	LEARNING.	LEARNING.	LEARNING.	LEARNING.	LEARNING.	S AND DATA.	S AND DATA.	S AND DATA.
Please think	Please think	Think about	Think about	Think about	Think about	Think about	Think about	Think about	Think about
about how	about how	how you were	how you were	how you were	how you were	how you were	how your	how your	how your
you were	you were	prepared to	prepared to	prepared to	prepared to	prepared to	were	were	were
prepared to	prepared to	use	use	use	use	use	prepared to	prepared to	prepared to
create	create	technology	technology	technology	technology	technology	use student	use student	use student
learning	learning	tools to	tools to	tools to	tools to	tools to	assessments	assessments	assessments
environments	environments	organize a	organize a	organize a	organize a	organize a	and data to	and data to	and data to
to support	to support	classroom,	classroom,	classroom,	classroom,	classroom,	assess	assess	assess
individual and		•	deliver	deliver	deliver	deliver	student	student	student
collaborative	collaborative		instruction,	instruction,	instruction,	instruction,	learning,	learning,	learning,
learning,	learning,	assess	assess	assess	assess	assess	diagnose	diagnose	diagnose
positive social	٠.		student	student	student	student	student	student	student
•	interaction,		learning and	learning and	learning and	learning and	needs, and	needs, and	needs, and
and active	and active	· ·	your own	your own	your own	your own	plan for and	plan for and	plan for and
engagement		•	teaching, and	=	•	teaching, and	differentiate	differentiate	differentiate
in learning.	in learning.	communicate	communicate		communicate	o.	instruction.	instruction.	instruction.
in icuming.	iii icai iiiig.				with students,		instruction.	mistraction.	mistraction.
In retrospect,	In retrospect,	-	colleagues,	colleagues,	colleagues,	colleagues,	In retrospect,	In retrospect,	In retrospect,
my	my	_	and	and	and	and	my	my	my
college/univer	•		parents/guar	parents/guar	parents/guar	parents/guar	,	college/univer	,
.	sity prepared	dians.	dians.	dians.	dians.	dians.	sity prepared		sity prepared
me to	me to	diaris.	diaris.	diaris.	diaris.	diaris.	me to	me to	me to
	manage the	In retrospect,	In retrospect,	In retrospect	In retrospect,	In retrospect,		analyze	differentiate
	learning	my	my	my	my	my	select	assessment	instruction
explicit	_	•	•	,	•	college/univer		data to	based on
•				•	.	•		understand	
expectations	to promote		sity prepared		sity prepared	sity prepared	to help		student
with	student	me to	me to	me to	me to use	me to	students	patterns and	assessment
colleagues	engagement	facilitate the	create an	integrate	technology	practice high	make	gaps in	data.
Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree

| Somewhat |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Agree | Disagree | Agree | Agree |
| Strongly | Strongly | Somewhat | Strongly | Strongly | Strongly | Strongly | Strongly | Somewhat | Somewhat |
| Agree |
| Somewhat | Strongly | Somewhat | Strongly |
| Agree |
Somewhat	Somewhat	Strongly	Strongly	Strongly	Strongly	Strongly	Somewhat	Somewhat	Somewhat
Agree	Disagree	Agree							
Somewhat	Strongly								
Agree	Disagree	Agree							
Somewhat									
Agree									
Strongly	Strongly	Somewhat	Somewhat	Somewhat	Somewhat	Strongly	Strongly	Somewhat	Strongly
Agree									

| Somewhat |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Agree |
Strongly	Strongly	Somewhat	Strongly	Somewhat	Somewhat	Strongly	Strongly	Somewhat	Somewhat
Agree	Agree	Disagree	Disagree	Disagree	Agree	Agree	Agree	Agree	Agree
Strongly	Strongly	Strongly	Somewhat	Strongly	Somewhat	Strongly	Somewhat	Somewhat	Somewhat
Agree									
Somewhat	Somewhat	Strongly	Somewhat	Strongly	Strongly	Somewhat	Somewhat	Somewhat	Somewhat
Disagree	Agree	Disagree	Disagree						
Somewhat	Strongly								
Agree									

This question	This question	This question	This question	This question
set asks about		set asks about		set asks about
your FIELD	your FIELD	your FIELD	your FIELD	your FIELD
EXPERIENCES	EXPERIENCES	EXPERIENCES	EXPERIENCES	EXPERIENCES
AND CLINICAL		AND CLINICAL		AND CLINICAL
PRACTICES.	PRACTICES.	PRACTICES.	PRACTICES.	PRACTICES.
Think about	Think about	Think aband	Think about	Think about
Think about how the	Think about how the			
college/univer		college/univer		
sity provided	sity provided	sity provided	sity provided	sity provided
authentic	authentic	authentic	authentic	authentic
field	field	field	field	field
experiences	experiences	experiences	experiences	experiences
and clinical	and clinical	and clinical	and clinical	and clinical
practices	practices	practices	practices	practices
offered in	offered in	offered in	offered in	offered in
collaboration	collaboration	collaboration	collaboration	collaboration
with K-12	with K-12	with K-12	with K-12	with K-12
schools, and	schools, and	schools, and	schools, and	schools, and
supported	supported	supported	supported	supported
your	your	your	your	your
development	development	development	development	development
to become an	to become an	to become an	to become an	to become an
effective	effective	effective	effective	effective
teacher.	teacher.	teacher.	teacher.	teacher.
I feel my	I feel my	I feel my	I feel my	I feel my
teaching	teaching	teaching	teaching	teaching
experience	experience	experience	experience	experience
during this	during this	during this	during this	during this
year was	year	year was	year was	year was a
positively	included the	shaped by the	better	product of the
affected by	ability to work	regular,	because of	high
the field	with diverse	constructive	the	expectations
experiences	students at	feedback	opportunities	for my clinical
and clinical	my certificate	provided by	I had to voice	practice and
practice I had	grade level,	my	concerns and	field
Strongly Agree	Somewhat Agree	Strongly Agree	Somewhat Disagree	Somewhat Agree
Somewhat	Somewhat	Somewhat	Somewhat	Somewhat
Agree	Agree	Agree	Disagree	Agree
Strongly	Somewhat	Strongly	Strongly	Strongly
Agree	Agree	Agree	Agree	Agree
E	-			-

Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Strongly	Somewhat	Strongly	Strongly	Strongly
Agree	Agree	Agree	Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Somewhat Disagree	Somewhat Agree	Strongly Agree	Somewhat Disagree	Strongly Agree
Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Strongly	Strongly	Strongly	Strongly	Strongly
Agree	Agree	Agree	Agree	Agree

Strongly	Strongly	Strongly	Strongly	Strongly
Agree	Agree	Agree	Agree	Agree
Strongly	Strongly	Strongly	Strongly	Strongly
Agree	Disagree	Agree	Agree	Agree
Ctronali	Comoughat	Comowhat	Comowhat	Ctronaly
Strongly Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Strongly Agree
7.6.00	2.548.66	7.8.00	7.8.00	7.8.00
Ctus as also	Camanuhat	Chanada	Camanulast	Chanada
Strongly Agree	Somewhat Agree	Strongly Agree	Somewhat Agree	Strongly Agree
7.8.00	7.8.00	7.6.00	7.8.00	7.8.00
Strongly	Somewhat	Strongly	Strongly	Strongly
Agree	Agree	Agree	Agree	Agree
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