

ACEI EC-4 SPA Survey

Candidate Name: _____

Note: Your name is requested only for purposes of program evaluation. Your comments will NOT be used in any way to determine your grade. Your comments are requested to facilitate revision of the Teacher Education Program.

BU ID Number:

Semester:

<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
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- ☐ 1 Fall 2008 only
- ☐ 2 Spring 2009 only
- ☐ 3 Fall 2008 and Spring 2009

Instructions: *Rate the EC-4 (Elementary) Teacher Education program in each of the areas listed.*

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know or Unable to Rate

I will be able to:

1. base my teaching and other professional responsibilities on a thorough understanding of developmental periods of childhood and early adolescence

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. draw on developmental knowledge to plan curriculum that is achievable but also challenging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. understand that the ways in which cultures and social groups differ are important and affect learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. know that all children can learn when developmental factors are recognized, respected, and accommodated

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. prove that I am adept at teaching the fundamentals of the English Language Arts

① ② ③ ④ ⑤

6. build on students' experiences and existing language skills to help them become competent, effective users of language

① ② ③ ④ ⑤

7. teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, technologies, and a variety of language activities

① ② ③ ④ ⑤

8. provide both instruction in and opportunities for elementary students to develop effective writing and speaking skills so that they can communicate well

① ② ③ ④ ⑤

9. exhibit a broad general understanding of science and teach elementary students the nature of science, as well as the fundamentals of physical, life, earth, and space sciences, and their interrelationships

① ② ③ ④ ⑤

10. recognize the naïve theories and misconceptions that most children have about scientific/technological phenomena and help children build a better understanding of them

① ② ③ ④ ⑤

11. teach elementary students to explore, conjecture, and reason logically using various methods of proof

① ② ③ ④ ⑤

12. teach students to solve non-routine problems and to communicate about mathematics by writing and orally using everyday language and mathematical language

① ② ③ ④ ⑤

13. know how to help students understand the history of mathematics and the contributions of diverse cultures to that history

① ② ③ ④ ⑤

14. recognize the various preconceptions, misconceptions, and error patterns to look for in elementary students and their work

① ② ③ ④ ⑤

15. show that social studies include history, geography, the social sciences, and other related areas

① ② ③ ④ ⑤

16. understand distinctions and connections between arts study and arts experiences

① ② ③ ④ ⑤

17. communicated at a basic level in the four arts disciplines—dance, music, theater, and visual arts

① ② ③ ④ ⑤

18. develop and present basic analyses of works of art from various perspectives.

① ② ③ ④ ⑤

19. have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods

① ② ③ ④ ⑤

20. relate basic types of arts knowledge and skills within and across the arts disciplines

① ② ③ ④ ⑤

21. understand the foundations of good health, including the structure/function of the body and its systems and importance of physical fitness and sound nutrition

① ② ③ ④ ⑤

22. recognize major health issues concerning children and the social forces that affect them

① ② ③ ④ ⑤

23. address issues in ways that help students recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information

① ② ③ ④ ⑤

24. understand physical education content relevant to the development of physically educated individuals

① ② ③ ④ ⑤

25. structure learning activities to ensure that students demonstrate competence in many movement forms, and can apply those movement concepts to the learning and development of motor skills

① ② ③ ④ ⑤

26. impart to students that physical inactivity is a major health risk factor in our society and recognize the importance of physically active lifestyle

① ② ③ ④ ⑤

27. appreciate the intrinsic values and beliefs associated with physical activity

① ② ③ ④ ⑤

28. understand learning theory, subjects taught in elementary schools, curriculum development, and student development and know how to apply to instruction

① ② ③ ④ ⑤

29. motivate students to appreciate and be engaged in subject matter

① ② ③ ④ ⑤

30. use a variety of resources, including technology and textbooks, and look beyond classroom to find information

① ② ③ ④ ⑤

31. understand and use appropriate technology to help students become capable technology users

① ② ③ ④ ⑤

32. collaborate with specialists to promote learning in all areas of curriculum for all elementary students

① ② ③ ④ ⑤

33. understand and identify differences in approaches to learning and performance, including different learning styles

① ② ③ ④ ⑤

34. know how to seek assistance and guidance from specialists and other resource to address elementary students' learning needs

① ② ③ ④ ⑤

35. plan instructional tasks and activities appropriate to the needs of students who are culturally diverse and those with learning needs

① ② ③ ④ ⑤

36. understand principles of effective classroom management as well as human motivation and behavior from the foundational sciences of psychology, anthropology, and sociology

① ② ③ ④ ⑤

37. create learning communities in which elementary students assume responsibility for themselves and one another, participate in decision making, work collaboratively, and engage in purposeful learning activities

① ② ③ ④ ⑤

38. use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment

① ② ③ ④ ⑤

39. understand communication theory, language development, and the role of language in learning among elementary students

① ② ③ ④ ⑤

40. model effective communication strategies in conveying ideas and information and in asking questions

① ② ③ ④ ⑤

41. know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities

① ② ③ ④ ⑤

42. realize that assessment is an essential and integral part of instruction

① ② ③ ④ ⑤

43. apply the many characteristics, uses, advantages, and limitations of different types of assessment to what is appropriate for evaluation K-6 students

① ② ③ ④ ⑤

44. use formative and summative assessments to determine student understanding of each subject area

① ② ③ ④ ⑤

45. monitor my own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly

① ② ③ ④ ⑤

46. show an awareness of my practice in light of research on teaching and professionalism

① ② ③ ④ ⑤

47. continually evaluate the effects of my professional decisions on my students, families, and other professionals in the learning community

① ② ③ ④ ⑤

48. prove the importance of maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger learning community

① ② ③ ④ ⑤