

## APPENDIX D

### Follow-Up Surveys

## One-Year Follow Up Survey

California State University, Channel Islands

### Education Specialist Level II Credential Program

Name (Optional):

Date:

Place a check here if you are a student in the Master of Education degree program. \_\_\_\_\_

What semester and year did you begin the Level II Program? \_\_\_\_\_

What semester and year did you complete your Level II Program? \_\_\_\_\_

We would like you to take a few minutes to share with us your impressions of the Education Specialist Level II Credential Program. We thank you in advance for the valuable information which will help with program improvement.

Please rate the program in terms of how well it prepared you to be an effective teacher.

Directions for Rating:

- 4 = competency demonstrated at an advanced level,
- 3 = competency demonstrated at a sufficient level,
- 2 = competency demonstrated at a minimum level,
- 1 = competency not demonstrated,
- NA = No information to make rating.

Advanced - Not Demonstrated

**1. In *DATA-BASED DECISION MAKING* I demonstrate;**

- |                                                                                                                          |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| a. The ability to continually analyze assessment & performance data.                                                     | 4 | 3 | 2 | 1 | NA |
| b. The ability to determine whether to maintain, modify or change specific instructional strategies.                     | 4 | 3 | 2 | 1 | NA |
| c. Curricular content or adaptations.                                                                                    | 4 | 3 | 2 | 1 | NA |
| d. Behavioral supports &/or daily schedules to facilitate skill acquisition & successful participation for each student. | 4 | 3 | 2 | 1 | NA |

**2. In *BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS* I demonstrate;**

- |                                                                                                                                                                                                                        |   |   |   |   |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| a. Advanced knowledge & ability to implement systems that assess, plan, & provide academic & social skill instruction to support students with complex behavioral & emotional needs.                                   | 4 | 3 | 2 | 1 | NA |
| b. Working well with educational, mental health, & other community resources in the ongoing process of designing, implementing, evaluating, & modifying identified supports to ensure a positive learning environment. | 4 | 3 | 2 | 1 | NA |

**3. In *CURRENT & EMERGING RESEARCH & PRACTICES* I demonstrate;**

- |                                                                                                       |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| a. They read, apply, & disseminate current & emerging research on best practices.                     | 4 | 3 | 2 | 1 | NA |
| b. They can maintain currency on educational policies & laws that affect their professional practice. | 4 | 3 | 2 | 1 | NA |

**4. In *TRANSITION & TRANSITION PLANNING* I demonstrate;**

- |                                                                                                                                           |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| a. The knowledge & ability to implement factors associated with successful planning & implementation of transitional life experiences.    | 4 | 3 | 2 | 1 | NA |
| b. The ability to collaborate with personnel from other educational & community agencies to plan for successful transitions for students. | 4 | 3 | 2 | 1 | NA |

**5. In *ADVANCED COMMUNICATION SKILLS* I demonstrate;**

- |                                                                             |   |   |   |   |    |
|-----------------------------------------------------------------------------|---|---|---|---|----|
| a. Effective communication skills in the areas of respectful collaboration. | 4 | 3 | 2 | 1 | NA |
| b. The ability to manage conflicts.                                         | 4 | 3 | 2 | 1 | NA |
| c. The ability to supervise staff such as paraprofessionals.                | 4 | 3 | 2 | 1 | NA |
| d. The ability to network & negotiate.                                      | 4 | 3 | 2 | 1 | NA |
| e. Collaborating with family members                                        | 4 | 3 | 2 | 1 | NA |

**6. In *LEADERSHIP & MANAGEMENT* I demonstrate;**

- |                                                                                                                                |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| a. Leadership & management skills to coordinate & facilitate educational programs.                                             | 4 | 3 | 2 | 1 | NA |
| b. The ability to construct & following efficient schedules that meet individual student needs & maximize available resources. | 4 | 3 | 2 | 1 | NA |
| c. The ability to work effectively within integrated service delivery models.                                                  | 4 | 3 | 2 | 1 | NA |
| d. The ability to actively participate in school restructuring & reform efforts to impact systems change.                      | 4 | 3 | 2 | 1 | NA |

**In the following space, please provide us with what you would describe as the top 3 strengths of the Level II program.**

**In the following space, please provide us with what you would describe as the top 3 areas in need of improvement in the Level II program.**

**Other Recommendations or Suggestions.**

**Thank you for your time and feedback!**

## Supervisor Survey

### California State University, Channel Islands Education Specialist Level II Mild/Moderate Disabilities Credential Program

Teacher's name: \_\_\_\_\_

Rater's name and position: \_\_\_\_\_

Directions for Rating: Rate the teacher on a scale of 1 – 4

4 = competency demonstrated at an advanced level,

3 = competency demonstrated at a sufficient level,

2 = competency demonstrated at a minimum level,

1 = competency not demonstrated,

NA = No information to make rating.

Advanced - Not Demonstrated

*These data are used for program improvement of the credential program.*

**1. In DATA-BASED DECISION MAKING candidate demonstrates;**

- |                                                                                                                          |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| e. The ability to continually analyze assessment & performance data.                                                     | 4 | 3 | 2 | 1 | NA |
| f. The ability to determine whether to maintain, modify or change specific instructional strategies.                     | 4 | 3 | 2 | 1 | NA |
| g. Curricular content or adaptations.                                                                                    | 4 | 3 | 2 | 1 | NA |
| h. Behavioral supports &/or daily schedules to facilitate skill acquisition & successful participation for each student. | 4 | 3 | 2 | 1 | NA |

**2. In BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS candidate demonstrates;**

- |                                                                                                                                                                                                                        |   |   |   |   |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| c. Advanced knowledge & ability to implement systems that assess, plan, & provide academic & social skill instruction to support students with complex behavioral & emotional needs.                                   | 4 | 3 | 2 | 1 | NA |
| d. Working well with educational, mental health, & other community resources in the ongoing process of designing, implementing, evaluating, & modifying identified supports to ensure a positive learning environment. | 4 | 3 | 2 | 1 | NA |

**3. In CURRENT & EMERGING RESEARCH & PRACTICES candidate demonstrates;**

- |                                                                                                       |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| c. They read, apply, & disseminate current & emerging research on best practices.                     | 4 | 3 | 2 | 1 | NA |
| d. They can maintain currency on educational policies & laws that affect their professional practice. | 4 | 3 | 2 | 1 | NA |

**4. In TRANSITION & TRANSITION PLANNING candidate demonstrates;**

- |                                                                                                                                           |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| c. The knowledge & ability to implement factors associated with successful planning & implementation of transitional life experiences.    | 4 | 3 | 2 | 1 | NA |
| d. The ability to collaborate with personnel from other educational & community agencies to plan for successful transitions for students. | 4 | 3 | 2 | 1 | NA |

**5. In ADVANCED COMMUNICATION SKILLS candidate demonstrates;**

- |                                                                             |   |   |   |   |    |
|-----------------------------------------------------------------------------|---|---|---|---|----|
| f. Effective communication skills in the areas of respectful collaboration. | 4 | 3 | 2 | 1 | NA |
| g. The ability to manage conflicts.                                         | 4 | 3 | 2 | 1 | NA |
| h. The ability to supervise staff such as paraprofessionals.                | 4 | 3 | 2 | 1 | NA |
| i. The ability to network & negotiate.                                      | 4 | 3 | 2 | 1 | NA |
| j. Collaborating with family members                                        | 4 | 3 | 2 | 1 | NA |

**6. In LEADERSHIP & MANAGEMENT candidate demonstrates;**

- |                                                                                                  |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------|---|---|---|---|----|
| e. Leadership & management skills to coordinate & facilitate educational programs.               | 4 | 3 | 2 | 1 | NA |
| f. The ability to construct & following efficient schedules that meet individual student needs & | 4 | 3 | 2 | 1 | NA |

- maximize available resources.
- |    |                                                                                                        |   |   |   |   |    |
|----|--------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| g. | The ability to work effectively within integrated service delivery models.                             | 4 | 3 | 2 | 1 | NA |
| h. | The ability to actively participate in school restructuring & reform efforts to impact systems change. | 4 | 3 | 2 | 1 | NA |

**Other comments or suggestions:**

**Thank you for your time and input!**