The survey was administered to the total of 35 teacher candidates, who just completed their Phase II – Pre-Professional Semester. The survey asked teacher candidates to rate their experiences during Spring 2013 semester using the 5-point Likert scale ranging from Strongly Agree (pts.) to Strongly Disagree (1pt).

Teacher candidates were enrolled in the following methods courses during their Pre-Professional Phase:

EDU 316 Social Studies with 11 candidates (31.4%), EDU 314 Math with 10 candidates (28.6%), EDU 311 Science with 9 candidates (25.7%), EDU 315 Spanish with 3 candidates (8.6%), and EDU 319 with 2 candidates (5.7%).

Teacher candidates were asked to rate the following courses:

I. METHODS COURSE:

1. The Methods course met the objectives as stated in the course outline
2. METHODS: Grading criteria was clearly defined in the course outline

![Survey Results Graph]

3. METHODS: Grading criteria was clearly explained by faculty

![Survey Results Graph]
4. METHODS: Sufficient grading opportunities were provided

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
<td>77.1</td>
<td>20</td>
<td>2.9</td>
<td>33.3</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>72.7</td>
<td>27.3</td>
<td>10</td>
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<tr>
<td>MATH</td>
<td>80</td>
<td>20</td>
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<td>11.1</td>
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<tr>
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<td>11.1</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>SPANISH</td>
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<td>33.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5. METHODS: The course materials allowed me to complete my assignments

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
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<td>8.6</td>
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<tr>
<td>SOCIAL STUDIES</td>
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<tr>
<td>ENGLISH</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
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</tbody>
</table>
II. EDU 334: LITERACY IN THE CONTENT AREAS FOR ADOLESCENT STUDENTS

1. EDU334: The course met the objectives as stated in the course outline

2. EDU334: Grading criteria was clearly defined in the course outline
3. EDU334: Grading criteria was clearly explained by faculty

![Grading Criteria Chart]

4. EDU334: Sufficient grading opportunities were provided

![Grading Opportunities Chart]
5. EDU334: The course materials allowed me to complete my assignments

III. EDU 366: PRINCIPLES AND TECHNIQUES OF TEACHING ADOLESCENT STUDENTS IN THE DIVERSE CLASSROOM

1. EDU366: The course met the objectives as stated in the course outline
2. EDU366: Grading criteria was clearly defined in the course outline

3. EDU366: Grading criteria was clearly explained by faculty
4. **EDU366**: Sufficient grading opportunities were provided

<table>
<thead>
<tr>
<th></th>
<th>OVERALL</th>
<th>ADOLESCENT</th>
<th>ADOLESCENT/ SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
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<td>85.7</td>
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<td>17.1</td>
<td>21.4</td>
<td>14.3</td>
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<td>2.9</td>
<td>7.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **EDU366**: The course materials allowed me to complete my assignments

<table>
<thead>
<tr>
<th></th>
<th>OVERALL</th>
<th>ADOLESCENT</th>
<th>ADOLESCENT/ SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>71.4</td>
<td>81</td>
</tr>
<tr>
<td>Agree</td>
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<td>21.4</td>
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<tr>
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<td>7.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Do you have any additional comments pertaining to the Pre-Professional courses?

- Best teachers. Prof. Zaratin is a gift to know and Prof. Giouroukakis was so knowledgeable.
- Dr. Esposito was very helpful.
- EDU 311 was the best class taken at Molloy. Prof. Zaratin is truly an amazing professor.
- I believe Spanish methods class should be longer to provide the opportunity to learn more strategies in the classroom.
• I feel that we should have had more hours in the field because that is where I learned majority of my stuff.
• Professor Zaratin is an angel. One of the most genuine and caring professors I have ever had.
• The Pre-Professional Phase courses helped me majorly. These professors definitely know what they’re talking about and are passionate about helping their students succeed.
• Very confusing because of edTPA.

IV. EDU 368: FIELD EXPERIENCE IN A SCHOOL SETTING – ADOLESCENT PROGRAMS/EDU 370: FIELD EXPERIENCE IN A SCHOOL SETTING – ADOLESCENT PROGRAMS/SPECIAL EDUCATION

1. EDU368/EDU370: My field experience was a good use of my time

![Bar chart showing survey data for EDU 368/EDU 370: Field Experience in a School Setting – Adolescent Programs/Special Education. The chart includes responses for Overall, Adolescent, and Adolescent with Special Education. The data shows that a significant majority of respondents strongly agreed or agreed with the statement, with a strong agreement percentage of 68.6%.](image-url)
2. **EDU368/EDU370: There were sufficient opportunities to participate in classroom activities during my visits at the school**

![Bar chart showing responses to the statement about participating in classroom activities.](chart1)

3. **EDU368/EDU370: An atmosphere of cooperation existed among the school personnel and me during my field experience**

![Bar chart showing responses to the statement about cooperation.](chart2)
4. EDU368/EDU370: My field experience increased my awareness of variety of teaching styles

5. EDU368/EDU370: My field experience increased my awareness of variety of children's learning styles
Do you have any additional comments pertaining to the field experience component of the Pre-Professional Phase?

- Awful experience. School knew nothing about "participant observer" and the teacher did not want me there.
- Good experience.
- Hempstead Middle School- terrible cooperating teacher
- I absolutely loved my Pre-Professional Phase field experience
- My experience at St. Rose was so beneficial to my teaching style.
- Placed too late to have a beneficial Pre-Professional Phase experience in the classroom.
- The school district had no idea why I was there. The role of the "participant observer" needs to be more clearly explained to the district as well as (and more importantly) the cooperating teacher.

V. ASSESSMENT OF PHASE II

1. I have gained professional knowledge about the teaching profession

![Bar Chart]

- OVERALL
- ADOLESCENT
- ADOLESCENT/ SPECIAL EDUCATION
2. I have gained professional teaching skills

![Bar graph showing the distribution of responses for gaining professional teaching skills across different groups: OVERALL, ADOLESCENT, ADOLESCENT/ SPECIAL EDUCATION.]

3. Overall, I was satisfied with the courses taken during the Pre-Professional Phase

![Bar graph showing the distribution of responses for course satisfaction across different groups: OVERALL, ADOLESCENT, ADOLESCENT/ SPECIAL EDUCATION.]

4. The staff working at the Education Computer Lab were helpful in assisting me with any computer questions

5. The hours of operation at the Education Computer Lab were convenient
6. The computer hardware (equipment) at the Education Computer Lab worked properly at all times

7. The computer software at the Education Computer Lab allowed me to complete my assignments
8. The library's online resources allowed me to complete my assignments

VI. PREPAREDNESS FOR PROFESSIONAL SEMESTER

1. The coursework in the Pre-Professional semester has prepared me for a more active role
2. The field work in the Pre-Professional semester has prepared me for a more active role in a classroom setting.

3. Overall, I am well prepared to apply the teaching competencies learned during the Pre-Professional semester.
DO YOU HAVE ANY ADDITIONAL COMMENTS PERTAINING TO YOUR PREPARADNESS FOR THE PROFESSIONAL SEMESTER (PHASE III)?

- I feel very well prepared thanks to all of the wonderful professors in the education department.
- More practice with edTPA