



# **Southern Connecticut State University**

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**CCSAR – Center for Community  
and School Action Research**

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**Academic Year 2005-2006**

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**SCSU Educator Preparation Program Evaluation**

*An Analysis of Alumni Survey Responses*

**Academic Year 2005-2006**  
**SCSU Educator Preparation Program Evaluation**  
**An Analysis of Alumni Student Survey Responses**

The Center for Community and School Action Research (CCSAR) distributes the *SCSU Educator Preparation Program Evaluation Alumni Student Survey* to graduates of a SCSU Educator Preparation program. The purpose of this survey is to learn the thoughts and opinions of recent graduates regarding the quality of their preparation now that they are practicing educators. The specific goals of the Alumni Student Survey are:

- to determine the general capacity of SCSU to meet the professional needs of students graduating from a SCSU Educator Preparation Program;
- to gather ideas and suggestions for improving the quality of the educational and field experiences that SCSU provides its students;
- to determine how well SCSU educator preparation programs meet the standards set by all of the accrediting bodies for SCSU's various programs, e.g., NCATE, CSDE, etc.; and
- to learn how well students think their program has prepared them to become professional educators in their specialty area.

**Method**

***Participants***

The SCSU Office of Alumni Affairs (n=685) and the CSDE BEST Portfolio program (n=302) provided CCSAR with the names and addresses of alumni who graduated from SCSU in May, August, and December 2004. A total of 987 surveys were mailed. Sixty-six surveys were reviewed for this study. The majority of the respondents (n=34) were between the ages of 25 – 39 (51.5%). The ethnic background of the participants was predominantly white (92.4%), and the gender was primarily female (83.3%). A complete breakdown of participants' demographic information can be found in the appendix.

***Apparatus***

CCSAR modified the *Alumni Student Survey* to align with both the *Evaluation of Student Teaching Performance* survey developed by the School of Education (SOE), that is completed by cooperating teachers and the new *Student Survey* prepared by CCSAR. The first section of the survey asked demographic questions about gender, age, ethnicity, employment, and year of graduation. The next section asked graduates to identify their area of study at SCSU. The third section of the survey includes 73 items regarding the quality and level of preparation received by the alumni. These items are divided into 10 subsections, which align with the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) standards, and are scored on a 3-point scale:

- 1 = ***Met -*** minimal preparation and support
- 2 = ***Met*** consistent preparation and support
- 3 = ***Met+*** exemplary preparation and support.

The last page of the survey consists of four open-ended questions where graduates are invited to respond in the spaces provided.

## **Procedure**

The SCSU office of Alumni Affairs provided CCSAR with the names and addresses of alumni (undergraduate and graduate students) who graduated from an educator preparation or teacher certification program at SCSU in 2004. A packet containing a letter from the Interim Dean of the School of Education, a CCSAR Alumni Student Survey, a Report Request Form, and a return envelope was mailed out. The Dean's introductory letter explained the nature and purpose of the Alumni Student Survey and encouraged alumni to complete and return the survey in a timely manner. The first mailing was sent during the summer of 2006 to candidates at the home addresses (n=685). In September 2006 the CSDE BEST Portfolio program provided CCSAR with the names of SCSU alumni that submitted their BEST Portfolio in the spring of 2006. CCSAR received an electronic copy of the name and address of the school where each BEST Portfolio candidate was working at the time they submitted their BEST portfolio. In addition the home address of the graduate was given for 53 BEST Portfolio candidate. A second mailing was prepared and surveys sent to the identified schools (n=302) and home addresses that were provided (n=53). Note: the two mailings were not exclusive and duplication was present. A total of 1040 survey packets were mailed by September 21, 2006. At the end of the first data wave, 58 completed alumni student surveys were received. An additional 11 completed surveys were returned after the second mailing. The combined mailings generated 69 completed alumni surveys. Three surveys received were not used in analysis because the years of graduation did not fit the criteria.

## **Results**

### **Part I: Area of Certification and Program of Study**

The information below represents the frequency of responses to survey items regarding area of certification, program of study, and current employment information. (*Valid percent*) **Note: Tallies may not equal 100% when SPSS computes frequencies.**

- **Program (n=65)**
  - Undergraduate with Certification: n= 12 (18.5%)
  - Graduate with Certification: n=32 (49.2%)
  - Undergraduate/Graduate without Certification: n=10 (15.4%)
  - Sixth Year Diploma: n=11 (16.9%)
- **Program of Study – Undergraduate (n=12)**
  - Art Education: n=1 (8.3%)
  - Elementary Education: n= 4 (33.3%)
  - Exercise Science Teacher Education: n=3 (25.0%)
  - Math Education: n=1 (7.3%)
  - Middle Grades Education: n=1 (8.3%)
  - Special Education: n=1 (8.3%)
  - Special Education/Elementary Education: n=1 (8.3%)
- **Program of Study – Graduate/Sixth Year (n=53)**
  - Art Education: n=3 (5.7%)
  - Biology: n=1 (1.9%)
  - School Counseling: n=1 (1.9%)
  - Elementary Education: n=17 (32.1%)
  - English: n=1 (1.9%)
  - Environmental Education: n=1 (1.9%)
  - History/Social Studies: n=1 (1.9%)

Reading: n=5 (9.4%)  
 School Health Education: n=3 (5.7%)  
 Science Education: n=1 (1.9%)  
 Special Education: n=7 (13.2%)  
 Sixth Year Educational Foundations: n=1 (1.9%)  
 Sixth Year Educational Leadership: n=5 (9.4%)  
 Sixth Year Elementary Education Classroom Specialist: n=1 (1.9%)  
 Sixth Year Reading/Language Arts Consultant: n=2 (3.8%)  
 Sixth Year Remedial Reading Language Arts: n=2 (3.8%)  
 Sixth Year School Psychologist: n=1 (1.9%)

- **Currently Certified:**  
 Yes: n=60 (90.9%)  
 No: n=6 (9.1%)
- **Employed in Area of Certification:**  
 Yes: n=56 (84.8%)  
 No: n=10 (15.2%)
- **Currently Employed:**  
 Not Employed: n=3 (4.5%)  
 Part-time: n=3 (4.5%)  
 Full-time: n=60 (90.9%)
- **Current Employment Setting:**  
 Urban: n=32 (48.5%)  
 Rural: n=3 (4.5%)  
 Suburban: n=27 (40.9%)  
 Other: n=4 (6.1%)

## Part II: Analysis of Survey Items

All of the mean scores for the 10 INTASC standards (Table 1) fall above M=2.00 (Met consistent preparation and support) except one. INTASC Standard 1 (section D) ‘*Knowledge of Subject Matter*’ received the highest mean score (M=2.33) and INTASC Standard 10 (section M) ‘*Partnerships with School and Community*’ received the lowest mean score (M=1.96). Item D6 - ‘*Understanding of the purpose and value of the materials I will teach*’ (M=2.52) received the highest mean score and item M7 - ‘*Engaging parents in the learning process*’ (M=1.75) earned the lowest mean score. Sixty-six of the 73 items had a mean score of M=2.00 (Met consistent preparation and support) or higher and 7 items (listed below) received a mean score of less than 2.00.

The following items received a mean score of less than M=2.00 (Met consistent preparation and support) in response to the question ‘*The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas*’:

- M7 ‘*Engaging parents in the learning process*’ M=1.75
- M2 ‘*Providing opportunities for parent and community involvement*’ M=1.80
- H9 ‘*Conducting effective parent/teacher conferences.*’ M=1.90
- M1 ‘*Encouraging and maintaining the cooperative involvement and support of parents and community*’ M=1.92
- L4 ‘*Handling discipline fairly and consistently*’ M=1.92
- M3 ‘*Using community resources in instruction*’ M=1.94
- D3 ‘*Proficiency in mathematics*’ M=1.95

**Note:** several alumni from non-student teaching programs were unable to respond to certain items because they were not applicable. As a result, alumni from non-teaching programs, e.g., educational leadership, school psychology, counseling, etc. did not respond to many items.

**Table 1 - Mean Scores for INTASC Standards and Accompanying Survey Items**

Scale Range: Met+ = 3, Met = 2, Met- = 1

*The extent in which my SCSU Educator Preparation Program has prepared and supported me to demonstrate competence in the following areas:*

<b>INTASC Standards and Survey Items</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
<b>INTASC Standard 1</b> Knowledge of Subject Matter, D1-D8	M=2.33	SD=.472
D1. Proficiency in reading	M=2.22	SD=.659
D2. Proficiency in writing	M=2.11	SD=.680
D3. Proficiency in mathematics	M=1.95	SD=.650
D4. Knowing and understanding the major principles and concepts of the materials I will teach	M=2.37	SD=.607
D5. Possessing accurate and up to date knowledge of subject matter	M=2.50	SD=.591
D6. Understanding of the purpose and value of the materials I will teach	M=2.52	SD=.617
D7. Ability to formulate meaningful questions about the subject matter	M=2.41	SD=.660
D8. Knowing the appropriate sources of additional information about the materials I will teach	M=2.48	SD=.618
<b>INTASC Standard 2</b> Knowledge of Human Development and Learning, E1-E7	M=2.24	SD=.552
E1. Understanding of human physical development as it relates to planning and organization	M=2.19	SD=.639
E2. Understanding of human social development as it relates to planning and organization	M=2.25	SD=.617
E3. Understanding of human emotional development as it relates to planning and organization	M=2.22	SD=.701
E4. Understanding of human intellectual development as it relates to planning and organization	M=2.25	SD=.613
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly	M=2.27	SD=.672
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M=2.26	SD=.619
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds	M=2.23	SD=.656

<b>INTASC Standard 3</b> Instruction is Adapted to Meet Diverse Learners, F1-F4	M=2.25	SD=.593
F1. Planning instructional activities which provide for individual differences	M=2.27	SD=.696
F2. Matching teaching styles and methods with the learning situation and the learning styles of students	M=2.24	SD=.658
F3. Effectively implementing instructional plans and using appropriate instructional techniques	M=2.25	SD=.730
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly	M=2.28	SD=.654
<b>INTASC Standard 4</b> Use of Multiple Instructional Strategies and Resources, G1-G10	M=2.20	SD=.605
G1. Using a variety of instructional methods and media to address the needs of all students	M=2.16	SD=.695
G2. Using a balance of individual, small, and large group instructional arrangements	M=2.28	SD=.761
G3. Providing instructional activities that foster student involvement	M=2.32	SD=.683
G4. Engaging students in selecting their own learning objectives and activities	M=2.11	SD=.787
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M=2.22	SD=.718
G6. Presenting opportunities that foster critical thinking and problem solving skills	M=2.31	SD=.732
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students	M=2.17	SD=.720
G8. Using differentiated curriculum to meet the needs of exceptional children	M=2.02	SD=.760
G9. Recognizing the conditions and needs of special education students	M=2.15	SD=.769
G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities	M=2.24	SD=.681
<b>INTASC Standard 5</b> An Effective Learning Environment is Created, H1-H11	M=2.12	SD=.585
H1. Maintaining classroom routines and procedures	M=2.06	SD=.744
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task	M=2.03	SD=.712
H3. Providing and maintaining an attractive and orderly learning environment	M=2.10	SD=.740
H4. Maintaining appropriate behavior standards for students in the learning environment	M=2.10	SD=.700
H5. Developing an atmosphere which fosters self-discipline	M=2.05	SD=.711
H6. Working cooperatively with colleagues and administrators	M=2.13	SD=.707

H7. Following the policies, procedures, and curricula of the school district	M=2.11	SD=.675
H8. Demonstrating ethical behavior	M=2.432	SD=.692
H9. Conducting effective parent/teacher conferences	M=1.90	SD=.734
H10. Promoting positive interpersonal relations based upon mutual respect	M=2.27	SD=.672
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation	M=2.26	SD=.700
<b>INTASC Standard 6</b> Effective Communication to Foster Inquiry and Collaboration, I1-I6	M=2.17	SD=.569
I1. Providing directions and explanations in a clear, coherent, and logical manner	M=2.10	SD=.665
I2. Providing for two-way communication with students	M=2.14	SD=.592
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication	M=2.21	SD=.676
I4. Assisting and encouraging students to research issues and questions of concern to them	M=2.16	SD=.700
I5. Promoting students' ability to effectively communicate ideas and concerns to others	M=2.19	SD=.674
I6. Understanding how cultural and gender differences can affect communication in the classroom	M=2.23	SD=.684
<b>INTASC Standard 7</b> Lesson Planning, J1-J11	M=2.21	SD=.527
J1. Planning instruction to achieve selected objectives	M=2.27	SD=.653
J2. Identifying and sequencing goals of instruction	M=2.22	SD=.659
J3. Identifying and sequencing objectives with lessons	M=2.22	SD=.654
J4. Identifying teaching procedures and sequencing learning activities	M=2.23	SD=.684
J5. Revising instruction on the basis of student comments, questions, and performance	M=2.03	SD=.718
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom	M=2.26	SD=.668
J7. Demonstrating sensitivity to and for the needs and feelings of all students	M=2.32	SD=.640
J8. Outlining expectations for all students in a clear manner	M=2.22	SD=.678
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate	M=2.16	SD=.677
J10. Providing illustration, examples, and applications of material	M=2.20	SD=.647
J11. Designing lessons that integrate technology into teaching	M=2.17	SD=.708

<b>INTASC Standard 8</b> Assessment of Student Learning to Improve Teaching, K1-K4	M=2.18	SD=.604
K1. Recognizing and encouraging the special interests and abilities of individual students	M=2.20	SD=.617
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives	M=2.19	SD=.710
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M=2.19	SD=.692
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives	M=2.16	SD=.672
<b>INTASC Standard 9</b> Reflection and Professional Development, L1-L5	M=2.08	SD=.584
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action	M=2.05	SD=.648
L2. Obtaining and using information from colleague to assist students with special needs	M=2.11	SD=.664
L3. Identifying students who require the assistance of a specialist	M=2.03	SD=.728
L4. Handling discipline fairly and consistently	M=1.92	SD=.756
L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader	M=2.27	SD=.621
<b>INTASC Standard 10</b> Partnerships with School and Community, M1-M7	M=1.96	SD=.617
M1. Encouraging and maintaining the cooperative involvement and support of parents and community	M=1.92	SD=.741
M2. Providing opportunities for parent and community involvement	M=1.80	SD=.712
M3. Using community resources in instruction	M=1.94	SD=.753
M4. Understanding the rights and responsibilities of students	M=2.11	SD=.636
M5. Understanding the rights and responsibilities of parents	M=2.03	SD=.728
M6. Understanding the rights and responsibilities of teachers	M=2.17	SD=.622
M7. Engaging parents in the learning process	M=1.75	SD=.708

### **Part III: Open-Ended Questions**

The four questions included at the end of the survey are designed to elicit information about, and to identify areas in need of improvement within the SCSU Educator Preparation Programs from an alumni point of view. The questions were:

1. What would you do to improve the educator preparation program at SCSU?
2. What courses would you add to the program?
3. What courses would you delete from the program?
4. Additional comments.

CCSAR staff analyzed the responses by combining similar ideas that collectively defined a theme or concept. Quotes are provided to support findings. The responses to the questions are summarized together due to their similarity. No consistent patterns emerged in regard to deleting courses from the program.

#### Classroom and Behavior Management (Discipline)

The primary concern that continues to be stated by alumni is the need for more training in classroom and behavior management strategies. They want “more lessons on how to handle disruptive students and maintain order in a classroom,” classes “specifically related to behavioral management and classroom organization strategies,” classes that “include practical application examples i.e., how to handle defiant students,” and “more opportunity to observe effective classroom management techniques.” “I was not at all prepared for dealing with disciplinary problems and cultural diversity and the lack of respect children have for adults.”

#### Diversity and Differentiated Instruction

Alumni are encountering more diverse classrooms (e.g., inclusion of special needs students in the class, ethnic, and socioeconomic diversity). Many alumni wish that they had more exposure to diverse classrooms and more training in how to the differentiate instruction to accommodate every student. “[I needed] more assistance in creating curriculum and multi-learning style lessons.” A “class on differentiating instruction and [the] ability to create a scope and sequence specific to student needs,” including “teaching students who lack English vocabulary” and adapting to the “needs [of] gifted and special needs students” was suggested. “Teaching within a culturally diverse environment,” and “urban and suburban experience[s]” should be included and a class “that dealt with cultural issues and their affect/carry over into the classroom” were all suggested. As one alumnus put it “The dynamics of classrooms with Portuguese, Hispanic, and African American students and multiple languages was overwhelming.”

#### More Time for Observation and Hands-on Experience

Alumni felt that more time to observe and participate in practical hands on experience in the classroom would have been helpful in addressing their primary concerns - classroom management and adapting to diverse environments. They wanted “more opportunity to observe effective classroom management techniques,” “more active participation in hand on activities in actual classrooms,” and wanted “more time for students to observe many different styles of teaching in the classroom.” As one alumnus put it “Field work or student teaching was by far the most informative and educational in terms of preparing a student teacher for teaching.”

#### Content and Assessment Knowledge and Instruction

There were a few specific areas that alumni felt they could have used more training and/or exposure to: guided reading, math, technology education, legal and policy issues, and “understanding educational psychological/behavioral standard assessments” – assessments such as the DRA’s and “Functional Behavior Assessments.” They wanted “more reading coursework where students actually teach guided reading,” “more time on teaching student reading and math skills,” training in “using technology in the classroom,” and as one respondent suggested “With special ed moving towards total inclusion teacher need more knowledge of special ed laws.” Another respondent added, “The hands on work that I did in the adaptive technology program was of the greatest benefit to me.”

### BEST Portfolio Development

Alumni felt the need for more training and a better understanding of “how to prepare for BEST and create a portfolio” “A brief overview of the BEST format is crucial because it is a shock when you see the amount of work you have to accomplish. I think teachers should be forewarned.”

### Additional Comments

The following comments represent some typical comments provided by this sample that did not fall into the categories above.

- “My overall experience in the ed program was great. I feel very prepared and have a large amount of great resources to refer to.”
- “I am going into my seventh year of teaching, I am so grateful to Southern for my education, both undergrad and grad.”
- “It was great to share techniques with other classmates and to also be critiqued by the professor - something that rarely happens in the real classroom.”
- “The reading dept. under Nancy Boyles leadership is excellent.”
- “Many student teachers have a good understanding of the material, but cannot deliver the information effectively, need more confidence in front of people.”
- “I wish I had been advised about the subject areas that were in high demand and encouraged to explore those options.”

## **Discussion**

A mean score of  $M=2.00$  (Met consistent preparation and support) or higher on 90% (66 of 73) of the survey items and INTASC standards (9 of 10), suggests that alumni feel their ‘*SCSU Educator Preparation Program prepared and supported me in demonstrating competency in [many] areas.*’ Respondents indicate that they feel most prepared and supported in the ‘*Knowledge of Subject Matter*’ standard (items D1-D8) and least prepared in the ‘*Partnerships with School and Community*’ (items M1-M7) standard.

Both current and former students continue to be concerned with classroom management issues, adapting to diverse environments using differentiated instruction, their knowledge of reading, math, technology education and BEST Portfolio requirements. It was suggested that more time in field experiences would alleviate some of these concerns.

## **Appendix**

<b>Letter from Interim Dean, SCSU School of Education</b>	<b>11</b>
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July 20, 2006

Dear Alumni:

As the Interim Dean of the School of Education and as Director of the largest assessment center on campus, we are interested in gathering your opinions about the classroom and field experiences provided to you as a student of SCSU. We wish to know how well our program has prepared you to practice as an educator in your area of specialty. The information we seek will enable us to improve the quality of the educational and field experiences that we afford our students, as well as to continue to meet the high standards set by our state and national accrediting bodies. All answers will be kept strictly confidential and individual names will not be used. Data will be aggregated and findings reported for the group as a whole.

We would greatly appreciate your help in completing and returning the enclosed questionnaire. Please complete and return it to us, in the enclosed self-addressed envelope, by **August 10, 2006**.

As a token of our appreciation for your time and participation, we would like to offer you a copy of the final report after we have analyzed all the data. If you wish to receive a copy of the report, please complete and return the attached **“Report Request Form”** along with your completed questionnaire. This report will also be posted on our website: <http://ccsar.southernct.edu>

Thanking you in advance for your assistance. We look forward to receiving this important feedback from you, in the form of a completed questionnaire by .

Should you have questions, please feel free to call Maureen Gilbride-Redman at (203) 392-6439.

Sincerely,

James M. Granfield, Ph.D.  
Interim Dean  
School of Education

Norris M. Haynes, Ph.D.  
Professor  
Director, Center for Community  
and School Action Research (CCSAR)

CCSAR 2006

**Report Request Form**  
**Educator Preparation Report**  
**(Alumni)**

I have enclosed the completed educator preparation questionnaire. Please send me a copy of the report on the evaluation of the educator preparation programs at Southern Connecticut State University.

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

E-mail Address (if applicable): \_\_\_\_\_

Telephone Numbers:

Work: \_\_\_\_\_

Home: \_\_\_\_\_

Fax: \_\_\_\_\_

**CCSAR 2006**

**SCSU Educator Preparation Program Evaluation  
Alumni Student Survey  
Academic Year 2005-2006**

*Please indicate your response to each item by filling in the circle next to your desired response.*

<b>A1</b>	<b>Year of Graduation:</b>	<input type="radio"/> 2005 <input type="radio"/> 2006 <input type="radio"/> 2007 <input type="radio"/> Other _____
<b>A2</b>	<b>Gender:</b>	<input type="radio"/> Female <input type="radio"/> Male
<b>A3</b>	<b>Age:</b>	<input type="radio"/> Under 20 <input type="radio"/> 20-24 <input type="radio"/> 25-29 <input type="radio"/> 30-34 <input type="radio"/> 35-39 <input type="radio"/> 40-44 <input type="radio"/> 45-49 <input type="radio"/> 50-54 <input type="radio"/> 55+
<b>A4</b>	<b>Ethnic Background:</b>	<input type="radio"/> Native American, Eskimo or Aleut <input type="radio"/> Black or African American <input type="radio"/> Asian American <input type="radio"/> Hispanic/Latino <input type="radio"/> White <input type="radio"/> Other _____
<b>A5</b>	<b>Program in which you were most recently enrolled:</b>	<input type="radio"/> Undergraduate with Certification <input type="radio"/> Graduate with Certification <input type="radio"/> Graduate without Certification <input type="radio"/> Sixth Year Diploma
<b>A6</b>	<b>I am currently certified:</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>A7</b>	<b>I am employed in my area of certification:</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>A8</b>	<b>My current employment status is:</b>	<input type="radio"/> I am not employed <input type="radio"/> Part-time <input type="radio"/> Full-time
<b>A9</b>	<b>My current employment setting is:</b>	<input type="radio"/> Urban <input type="radio"/> Rural <input type="radio"/> Suburban <input type="radio"/> Other (please specify) _____
<b>A10</b>	<b>Did you have a double major at SCSU:</b>	<input type="radio"/> Yes <input type="radio"/> No

**Where do you teach/work?**

Name school/employment \_\_\_\_\_  
 Street \_\_\_\_\_ City \_\_\_\_\_

**Please turn over and complete the other side.**

*If you were an UNDERGRADUATE STUDENT, please indicate your area of certification here. If you were a graduate student, please go to the next page. Please select only the one program that you were enrolled in at SCSU.*

**B. Undergraduate**

		<b>Program</b>
B1	<input type="radio"/>	Art Education
B2	<input type="radio"/>	Bilingual Education/Elementary Education
B3	<input type="radio"/>	Biology Education
B4	<input type="radio"/>	Chemistry Education
B5	<input type="radio"/>	Early Childhood Education
B6	<input type="radio"/>	Earth Science Education
B7	<input type="radio"/>	Elementary Education
B8	<input type="radio"/>	Exercise Science Teacher Education
B9	<input type="radio"/>	English Education
B10	<input type="radio"/>	Foreign Language Education
B11	<input type="radio"/>	Geography Education
B12	<input type="radio"/>	History/Social Studies Education
B13	<input type="radio"/>	Math Education
B14	<input type="radio"/>	Middle Grades Education
B15	<input type="radio"/>	Physics Education
B16	<input type="radio"/>	Special Education
B17	<input type="radio"/>	Special Education/Elementary Education
B18	<input type="radio"/>	Speech Language Pathologist

**If not listed above, please indicate your current program and/or major here:**

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*If you were a GRADUATE STUDENT, please indicate in which program you were currently enrolled. Also, please indicate if the program was a certification program or not (item C30). Sixth Year Professional Diplomas are listed at the bottom. Please select only one program.*

**C. Graduate**

		<b>Program</b>
C1	<input type="radio"/>	Art Education
C2	<input type="radio"/>	Biology
C3	<input type="radio"/>	Chemistry
C4	<input type="radio"/>	Communication Disorders
C5	<input type="radio"/>	Community Counseling
C6	<input type="radio"/>	School Counseling
C7	<input type="radio"/>	Elementary Education
C8	<input type="radio"/>	English
C9	<input type="radio"/>	Environmental Education
C10	<input type="radio"/>	Exercise Science
C11	<input type="radio"/>	Foreign Languages
C12	<input type="radio"/>	History/Social Studies
C13	<input type="radio"/>	Library Media Specialist
C14	<input type="radio"/>	Mathematics
C15	<input type="radio"/>	Physics
C16	<input type="radio"/>	Reading
C17	<input type="radio"/>	Research, Statistics and Measurement
C18	<input type="radio"/>	School Health Education
C19	<input type="radio"/>	School Psychology
C20	<input type="radio"/>	Science Education
C21	<input type="radio"/>	Special Education
C22	<input type="radio"/>	Speech Language Pathologist
		<b>Sixth Year Professional Diplomas</b>
C23	<input type="radio"/>	Counseling
C24	<input type="radio"/>	Educational Foundations
C25	<input type="radio"/>	Educational Leadership
C26	<input type="radio"/>	Elementary Education Classroom Specialist
C27	<input type="radio"/>	Reading and Language Arts Consultant
C28	<input type="radio"/>	Remedial Reading/Remedial Language Arts Teacher
C29	<input type="radio"/>	School Psychologist
C30	<input type="radio"/>	Science Education
C31	<input type="radio"/>	Special Education
C32	Is the graduate/sixth year program that you were enrolled in a certification program?	
		<input type="radio"/> Yes <input type="radio"/> No

If not listed above, please indicate your program and/or department here \_\_\_\_\_

**Please turn over and complete the other side.**

Please respond to each statement below by inserting an “X” in one appropriate box.

**Scale: Met- = minimal preparation and support**  
**Met = consistent preparation and support**  
**Met+ = exemplary preparation and support**

The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:

	<b>Section D</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>D1</b>	Proficiency in reading			
<b>D2</b>	Proficiency in writing			
<b>D3</b>	Proficiency in mathematics			
<b>D4</b>	Knowing and understanding the major principles and concepts of the materials I teach			
<b>D5</b>	Possessing accurate and up-to-date knowledge of subject matter			
<b>D6</b>	Understanding of the purpose and value of the materials I teach			
<b>D7</b>	Ability to formulate meaningful questions about the subject matter			
<b>D8</b>	Knowing the appropriate sources of additional information about the materials I teach			
	<b>Section E</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>E1</b>	Understanding of human physical development as it relates to planning and organization			
<b>E2</b>	Understanding of human social development as it relates to planning and organization			
<b>E3</b>	Understanding of human emotional development as it relates to planning and organization			
<b>E4</b>	Understanding of human intellectual development as it relates to planning and organization			
<b>E5</b>	Utilizing students’ strengths as a basis of growth and planning instruction accordingly			
<b>E6</b>	Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind			
<b>E7</b>	Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds			

Please respond to each statement below by inserting an “X” in one appropriate box.

<p><b>Scale: Met- = minimal preparation and support</b>  <b>Met = consistent preparation and support</b>  <b>Met+ = exemplary preparation and support</b></p>
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The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:

	<b>Section F</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>F1</b>	Planning instructional activities which provide for individual differences			
<b>F2</b>	Matching teaching styles and methods with the learning situation and the learning styles of students			
<b>F3</b>	Effectively implementing instructional plans and using appropriate instructional techniques			
<b>F4</b>	Demonstrating sensitivity to community and cultural norms, and adapting instruction accordingly			
	<b>Section G</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>G1</b>	Using a variety of instructional methods and media to address the needs of all students			
<b>G2</b>	Using a balance of individual, small, and large group instructional arrangements			
<b>G3</b>	Providing instructional activities that foster student involvement			
<b>G4</b>	Engaging students in selecting their own learning objectives and activities			
<b>G5</b>	Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate			
<b>G6</b>	Presenting opportunities that foster critical thinking and problem solving skills			
<b>G7</b>	Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students			
<b>G8</b>	Using differentiated curriculum to meet the needs of exceptional children			
<b>G9</b>	Recognizing the conditions and needs of special education students			
<b>G10</b>	Valuing the development of students’ critical thinking, independent problem solving, and performance capabilities			

Please turn over and complete the other side.

Please respond to each statement below by inserting an “X” in one appropriate box.

<p><b>Scale: Met- = minimal preparation and support</b>  <b>Met = consistent preparation and support</b>  <b>Met+ = exemplary preparation and support</b></p>
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**The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:**

	<b>Section H</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>H1</b>	Maintaining classroom routines and procedures			
<b>H2</b>	Using instructional time effectively, pacing instructional activities appropriately, and maximizing students’ time on task			
<b>H3</b>	Providing and maintaining an attractive and orderly learning environment			
<b>H4</b>	Maintaining appropriate behavior standards for students in the learning environment			
<b>H5</b>	Developing an atmosphere which fosters self-discipline			
<b>H6</b>	Working cooperatively with colleagues and administrators			
<b>H7</b>	Following the policies, procedures, and curricula of the school district			
<b>H8</b>	Demonstrating ethical behavior			
<b>H9</b>	Conducting effective parent/teacher conferences			
<b>H10</b>	Promoting positive interpersonal relations based upon mutual respect			
<b>H11</b>	Creating a positive learning environment that fosters curiosity and intrinsic motivation			
	<b>Section I</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>I1</b>	Providing directions and explanations in a clear, coherent, and logical manner			
<b>I2</b>	Providing for two-way communication with students			
<b>I3</b>	Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication			
<b>I4</b>	Assisting and encouraging students to research issues and questions of concern to them			
<b>I5</b>	Promoting students’ ability to effectively communicate ideas and concerns to others			
<b>I6</b>	Understanding how cultural and gender differences can affect communication in the classroom			

Please respond to each statement below by inserting an “X” in one appropriate box.

<p><b>Scale: Met- = minimal preparation and support</b>  <b>Met = consistent preparation and support</b>  <b>Met+ = exemplary preparation and support</b></p>
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The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:

	<b>Section J</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>J1</b>	Planning instruction to achieve selected objectives			
<b>J2</b>	Identifying and sequencing goals of instruction			
<b>J3</b>	Identifying and sequencing objectives within lessons			
<b>J4</b>	Identifying teaching procedures and sequencing learning activities			
<b>J5</b>	Revising instruction on the basis of student comments, questions, and performance			
<b>J6</b>	Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom			
<b>J7</b>	Demonstrating sensitivity to and for the needs and feelings of all students			
<b>J8</b>	Outlining expectations for all students in a clear manner			
<b>J9</b>	Conducting learning activities in a logical sequence which are flexible and developmentally appropriate			
<b>J10</b>	Providing illustration, examples, and applications of the material			
<b>J11</b>	Designing lessons that integrate technology into teaching			
	<b>Section K</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>K1</b>	Recognizing and encouraging the special interests and abilities of individual students			
<b>K2</b>	Selecting appropriate materials and procedures for assessing students' progress on objectives			
<b>K3</b>	Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction			
<b>K4</b>	Evaluating students on the basis of criteria that are aligned with instructional objectives			

Please turn over and complete the other side.

Please respond to each statement below by inserting an “X” in one appropriate box.

<p><b>Scale: Met- = minimal preparation and support</b>  <b>Met = consistent preparation and support</b>  <b>Met+ = exemplary preparation and support</b></p>
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**The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:**

	<b>Section L</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>L1</b>	Recognizing when students are deficient in the basic skills and providing or recommending corrective action			
<b>L2</b>	Obtaining and using information from colleagues to assist students with special needs			
<b>L3</b>	Identifying students who require the assistance of a specialist			
<b>L4</b>	Handling discipline fairly and consistently			
<b>L5</b>	Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader			
	<b>Section M</b>	<b>Met-</b>	<b>Met</b>	<b>Met+</b>
<b>M1</b>	Encouraging and maintaining the cooperative involvement and support of parents and community			
<b>M2</b>	Providing opportunities for parents and community involvement			
<b>M3</b>	Using community resources in instruction			
<b>M4</b>	Understanding the rights and responsibilities of students			
<b>M5</b>	Understanding the rights and responsibilities of parents			
<b>M6</b>	Understanding the rights and responsibilities of teachers			
<b>M7</b>	Engaging parents in the learning process			

*Please respond to the following questions.*

**What would you do to improve the educator preparation programs at SCSU?**

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**What course(s) would you add to the program?**

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**What course(s) would you delete from the program?**

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**Additional Comments:**

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**THANK YOU FOR COMPLETING THIS SURVEY!**

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## Demographic Information

**Table 2 - Year of graduation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	1	1.5	1.6	1.6
	2002	1	1.5	1.6	3.2
	2003	7	10.6	11.3	14.5
	2004	36	54.5	58.1	72.6
	2005	13	19.7	21.0	93.5
	2006	4	6.1	6.5	100.0
	Total	62	93.9	100.0	
Missing	System	4	6.1		
Total		66	100.0		

**Table 3 - Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	55	83.3	83.3	83.3
	male	11	16.7	16.7	100.0
Total		66	100.0	100.0	

**Table 4 – Age distribution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-24	3	4.5	4.6	4.6
	25-29	20	30.3	30.8	35.4
	30-34	8	12.1	12.3	47.7
	35-39	6	9.1	9.2	56.9
	40-44	9	13.6	13.8	70.8
	45-49	11	16.7	16.9	87.7
	50-54	4	6.1	6.2	93.8
	55+	4	6.1	6.2	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

**Table 5 - Ethnic distribution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black, African American	2	3.0	3.0	3.0
	Asian American	2	3.0	3.0	6.1
	White	61	92.4	92.4	98.5
	other	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

**Table 6 - Program in which most recently enrolled in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate with Certification	12	18.2	18.5	18.5
	Graduate with Certification	32	48.5	49.2	67.7
	Graduate without Certification	10	15.2	15.4	83.1
	Sixth Year Diploma	11	16.7	16.9	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

**Table 7 - Current certification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	60	90.9	90.9	90.9
	no	6	9.1	9.1	100.0
	Total	66	100.0	100.0	

**Table 8 - Employed in area of certification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	56	84.8	84.8	84.8
	no	10	15.2	15.2	100.0
	Total	66	100.0	100.0	

**Table 9 - Current employment status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am not employed	3	4.5	4.5	4.5
	part-time	3	4.5	4.5	9.1
	full-time	60	90.9	90.9	100.0
	Total	66	100.0	100.0	

**Table 10 – Current employment setting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	urban	32	48.5	48.5	48.5
	rural	3	4.5	4.5	53.0
	suburban	27	40.9	40.9	93.9
	other	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

**Table 11 - Double majors in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	19.7	19.7	19.7
	no	53	80.3	80.3	100.0
Total		66	100.0	100.0	

**Table 12 - Undergraduate program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	art education	1	1.5	8.3	8.3
	elementary education	4	6.1	33.3	41.7
	exercise science teacher education	3	4.5	25.0	66.7
	math education	1	1.5	8.3	75.0
	middle grades education	1	1.5	8.3	83.3
	special education	1	1.5	8.3	91.7
	special education/elementary education	1	1.5	8.3	100.0
	Total	12	18.2	100.0	
Missing	System	54	81.8		
Total		66	100.0		

**Table 13 - Graduate program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	art education	3	4.5	5.7	5.7
	biology	1	1.5	1.9	7.5
	school counseling	1	1.5	1.9	9.4
	elementary education	17	25.8	32.1	41.5
	english	1	1.5	1.9	43.4
	environmental education	1	1.5	1.9	45.3
	history social studies	1	1.5	1.9	47.2
	reading	5	7.6	9.4	56.6
	school health education	3	4.5	5.7	62.3
	special education	7	10.6	13.2	75.5
	educational foundations	1	1.5	1.9	77.4
	educational leadership	5	7.6	9.4	86.8
	elementary education classroom specialist	1	1.5	1.9	88.7
	reading/language arts consultant	2	3.0	3.8	92.5
	remedial reading language arts	2	3.0	3.8	96.2
	school psychologist	1	1.5	1.9	98.1
	science education	1	1.5	1.9	100.0
		Total	53	80.3	100.0
Missing	System	13	19.7		
Total		66	100.0		

**Table 14 - Graduate or Sixth Year program leading to certification**

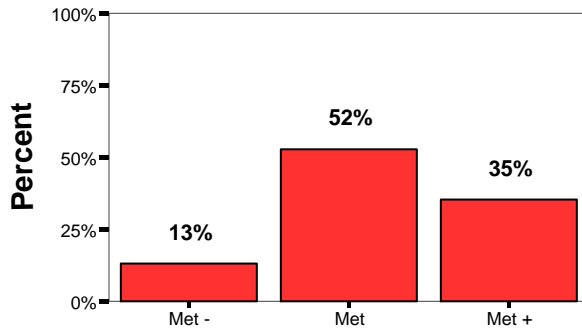
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	37.9	75.8	75.8
	no	8	12.1	24.2	100.0
	Total	33	50.0	100.0	
Missing	System	33	50.0		
Total		66	100.0		

# Alumni Student Survey Item Responses

## Section D - Knowledge of Subject Matter

The extent in which my SCSU Educator Preparation Program prepared and supported me in demonstrating competency in the following areas:

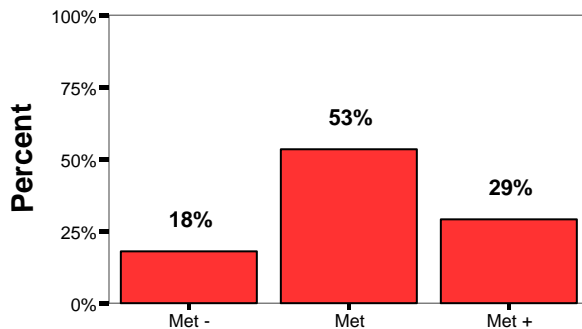
D1. Proficiency in reading



Bars show percents

**d1**

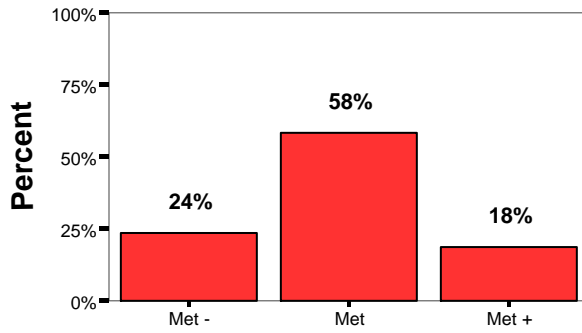
D2. Proficiency in writing



Bars show percents

**d2**

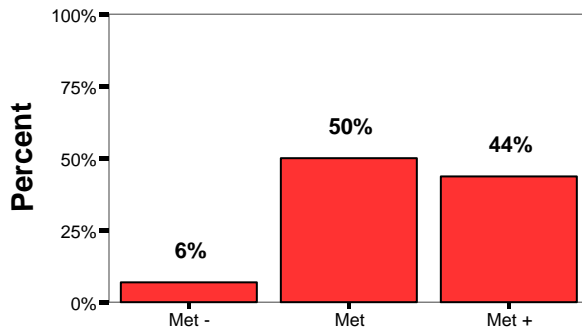
D3. Proficiency in mathematics



Bars show percents

**d3**

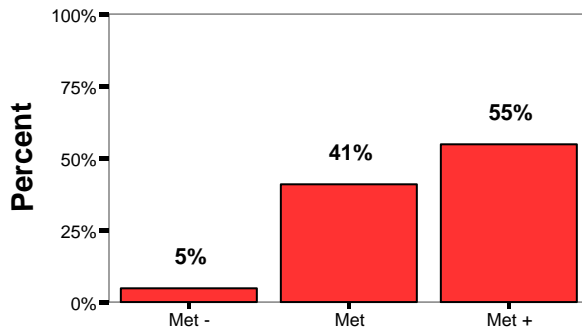
D4. Knowing and understanding the major principles and concepts of the materials I will teach



Bars show percents

**d4**

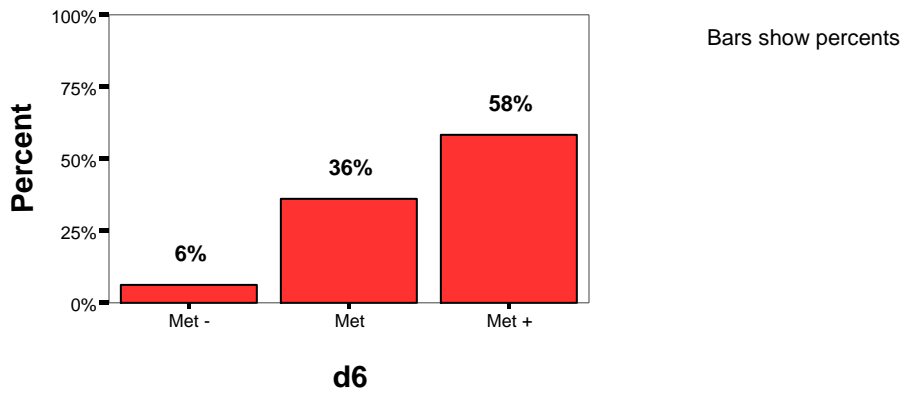
D5. Possessing accurate and up to date knowledge of subject matter



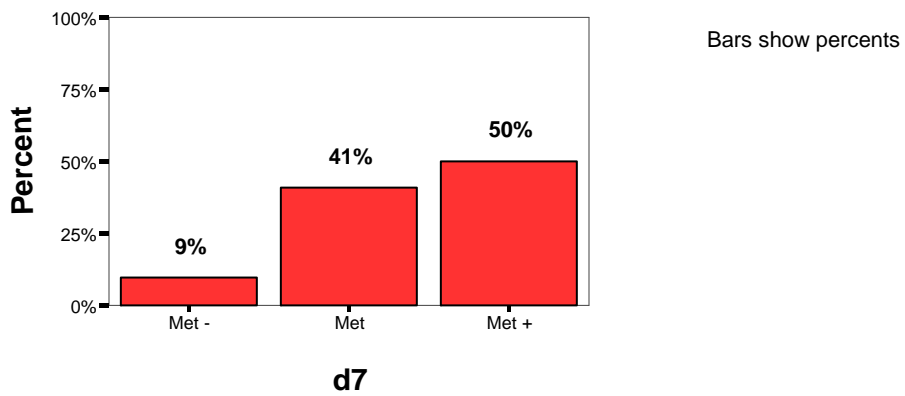
Bars show percents

**d5**

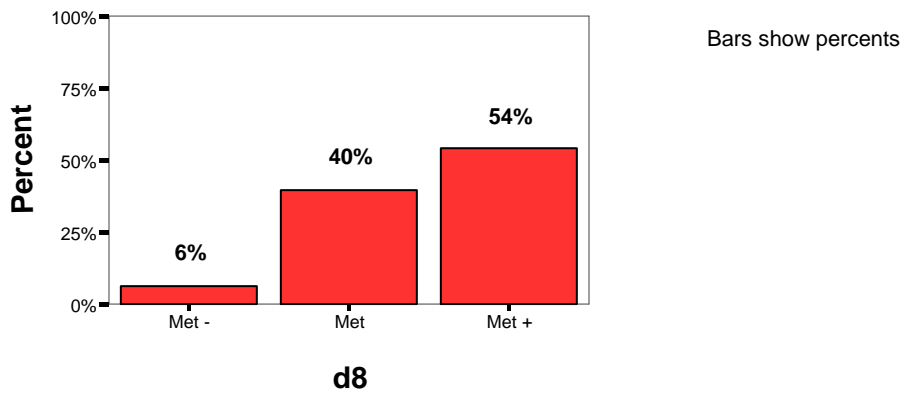
D6. Understanding of the purpose and value of the materials I will teach



D7. Ability to formulate meaningful questions about the subject matter

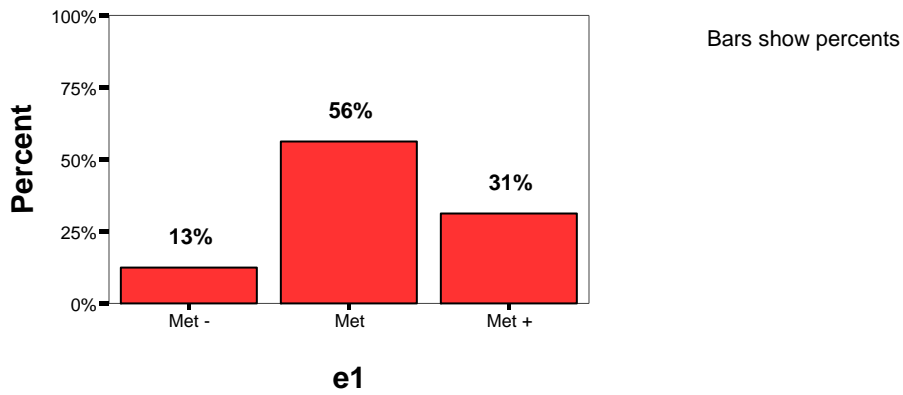


D8. Knowing the appropriate sources of additional information about the materials I will teach

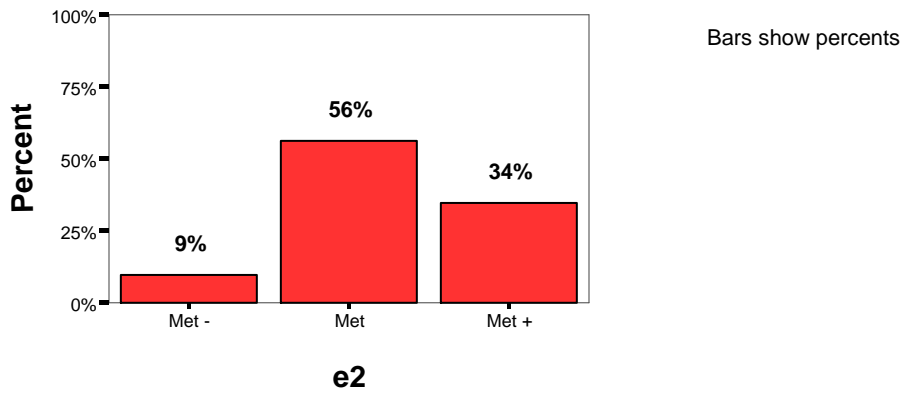


**Section E - Knowledge of Human Development and Learning**

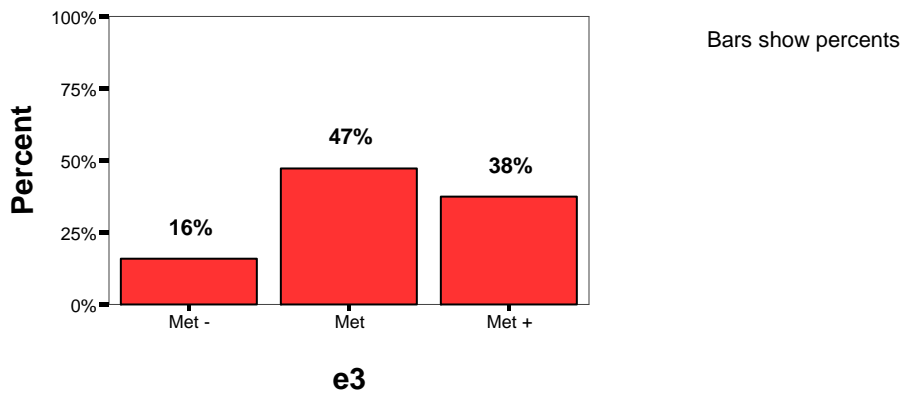
E1. Understanding of human physical development as it relates to planning and organization



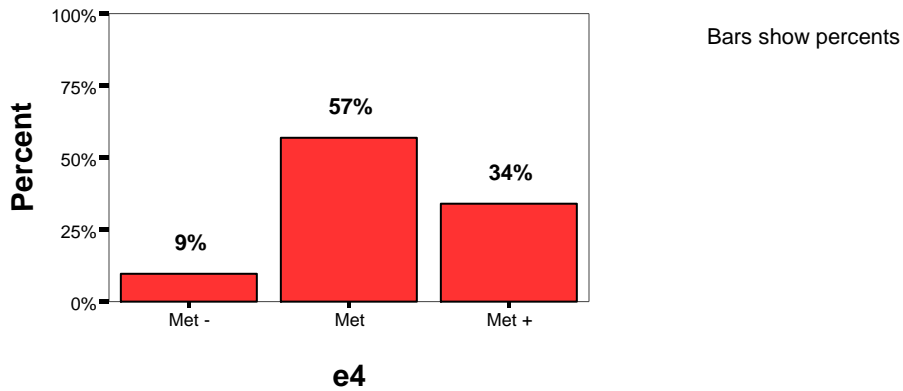
E2. Understanding of human social development as it relates to planning and organization



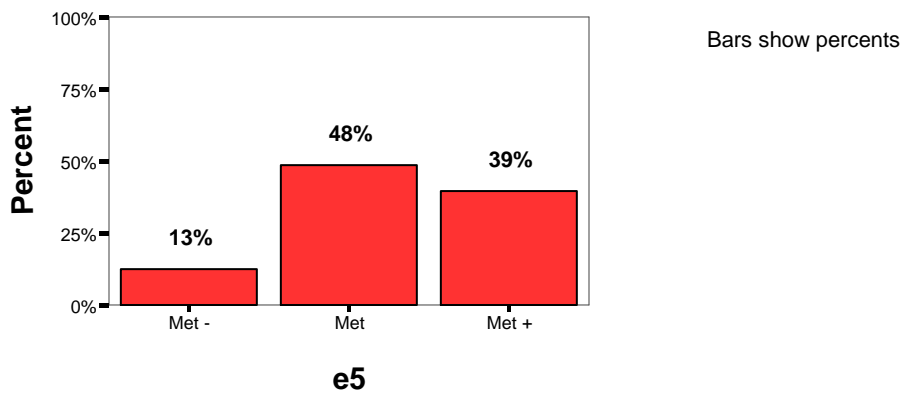
E3. Understanding of human emotional development as it relates to planning and organization



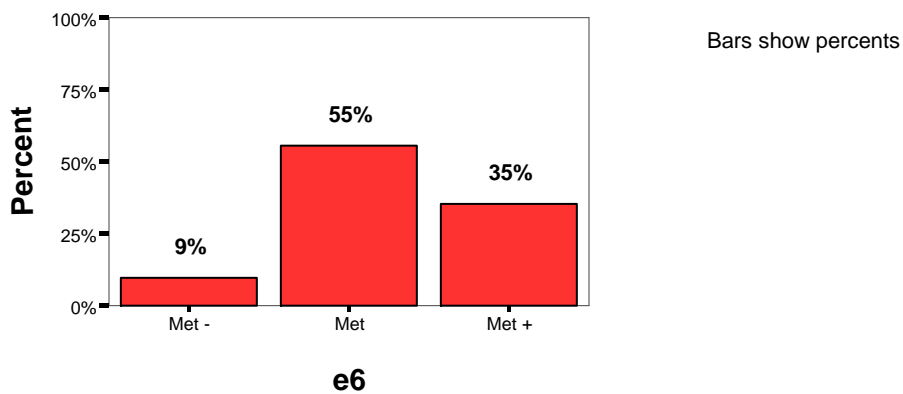
E4. Understanding of human intellectual development as it relates to planning and organization



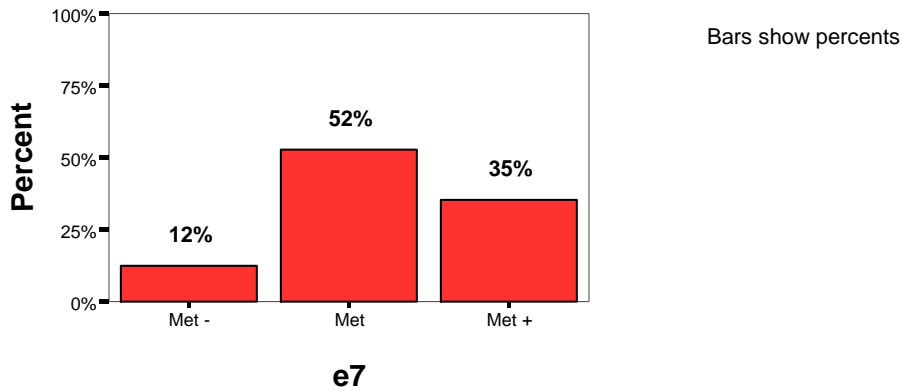
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly



E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind

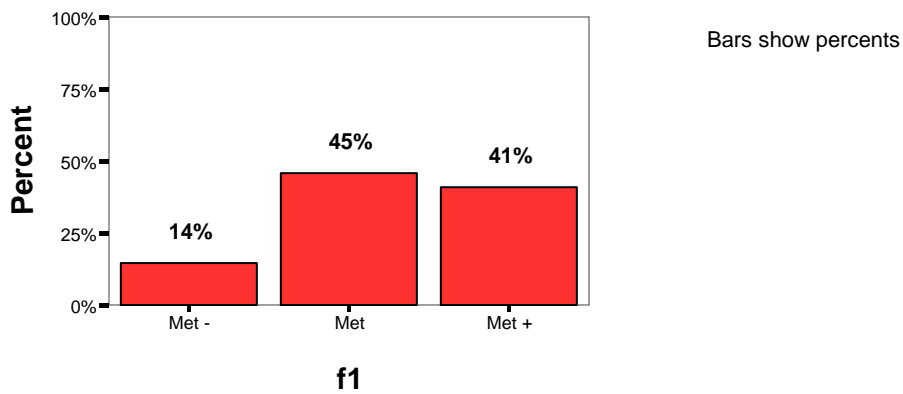


E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds

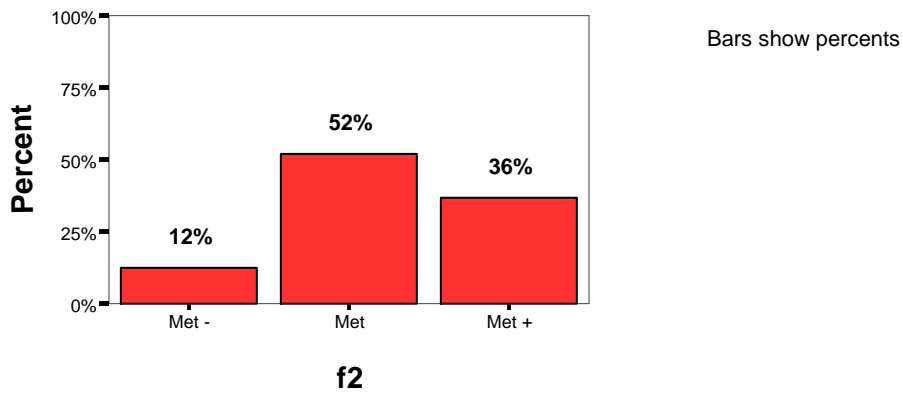


**Section F – Instruction is Adapted to Meet Diverse Learners**

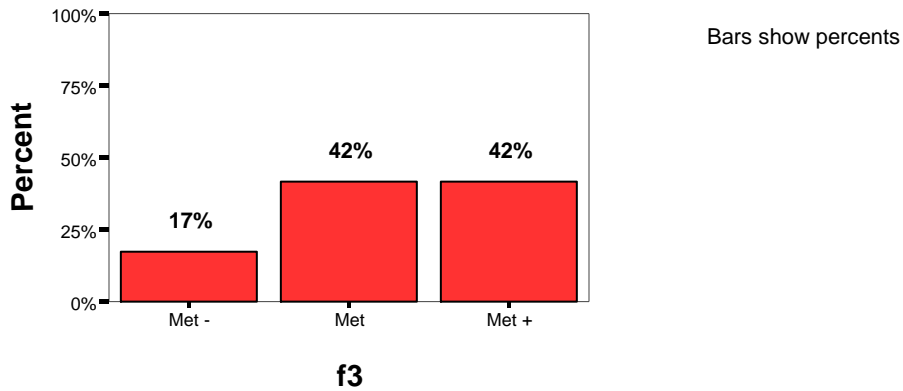
F1. Planning instructional activities which provide for individual differences



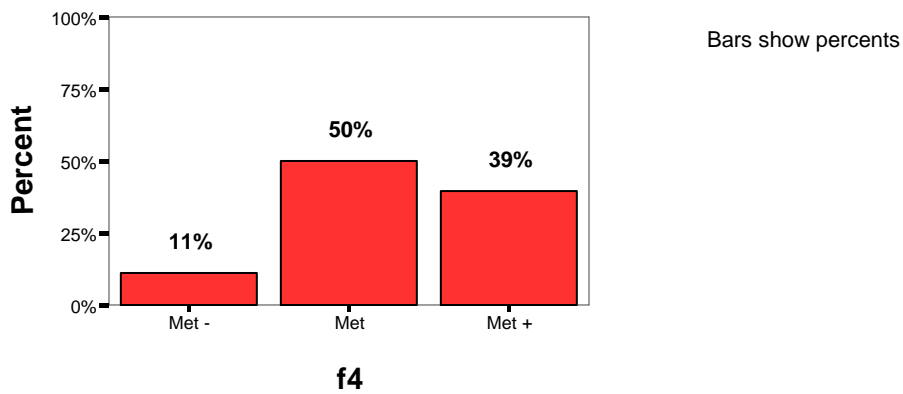
F2. Matching teaching styles and methods with the learning situation and the leaning styles of students



F3. Effectively implementing instructional plans and using appropriate instructional techniques

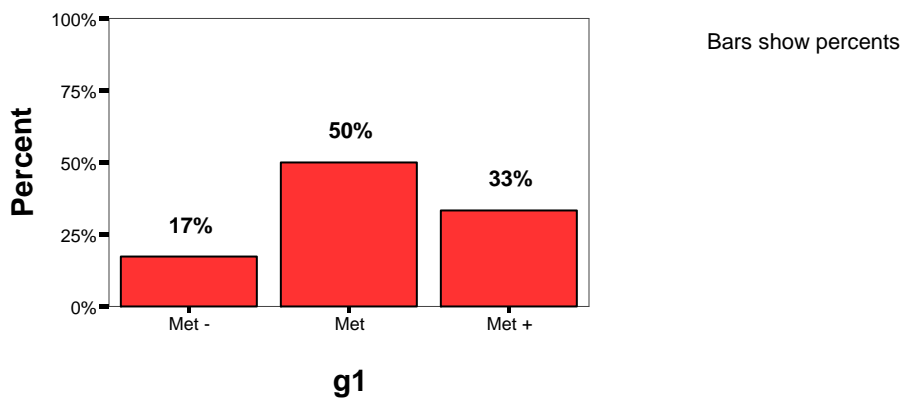


F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly

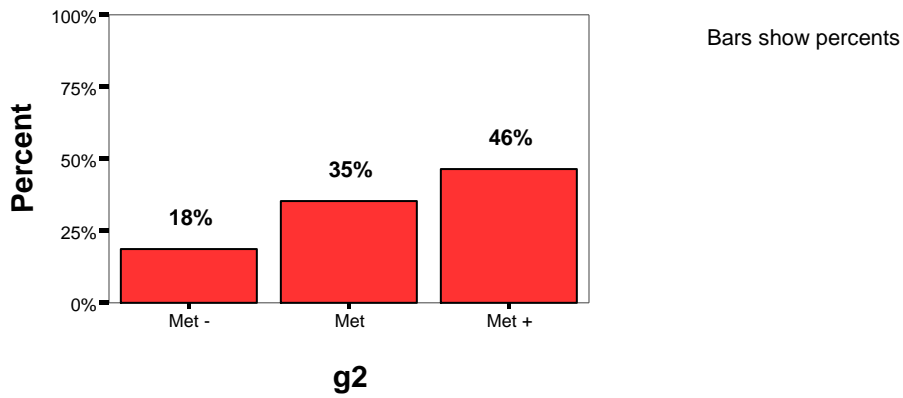


**Uses of Multiple Instructional Strategies and Resources**

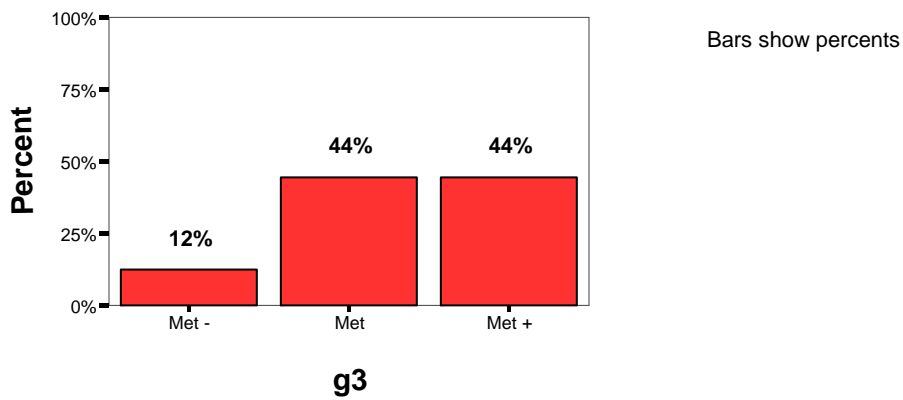
G1. Using a variety of instructional methods and media to address the needs of all students



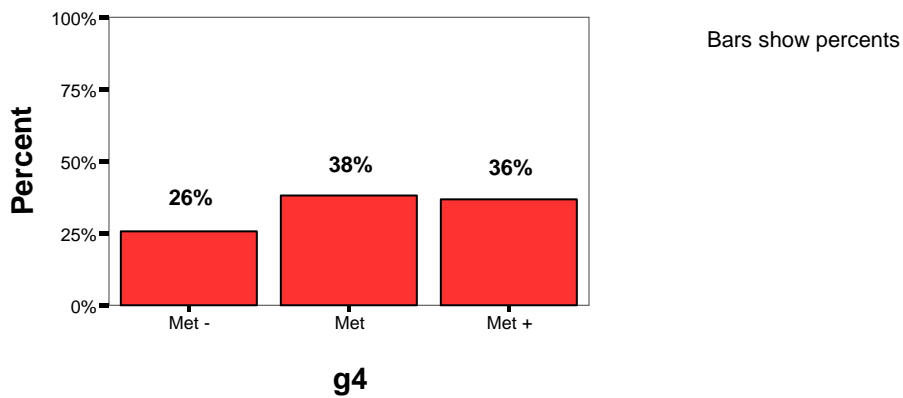
G2. Using a balance of individual, small, and large group instructional arrangements



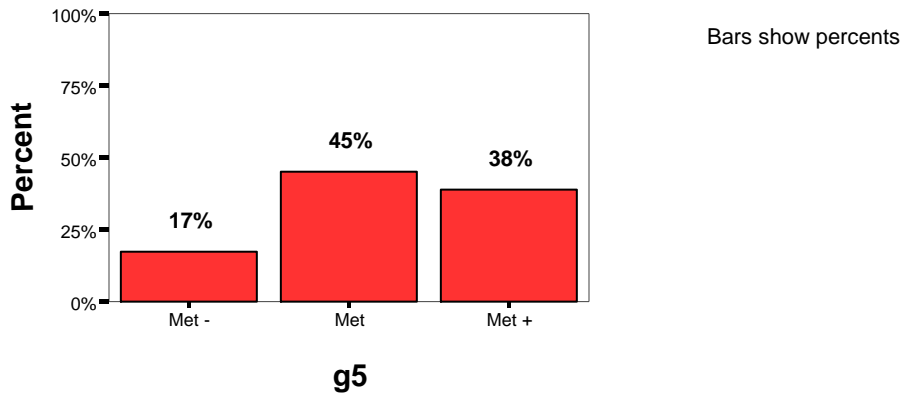
G3. Providing instructional activities that foster student involvement



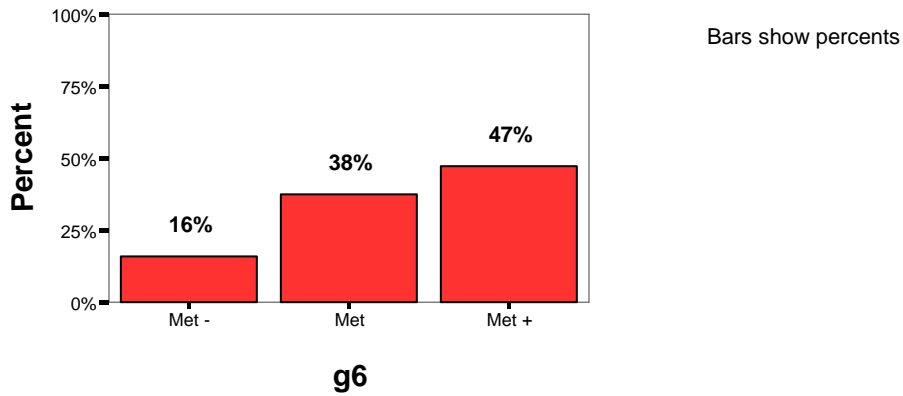
G4. Engaging students in selecting their own learning objectives and activities



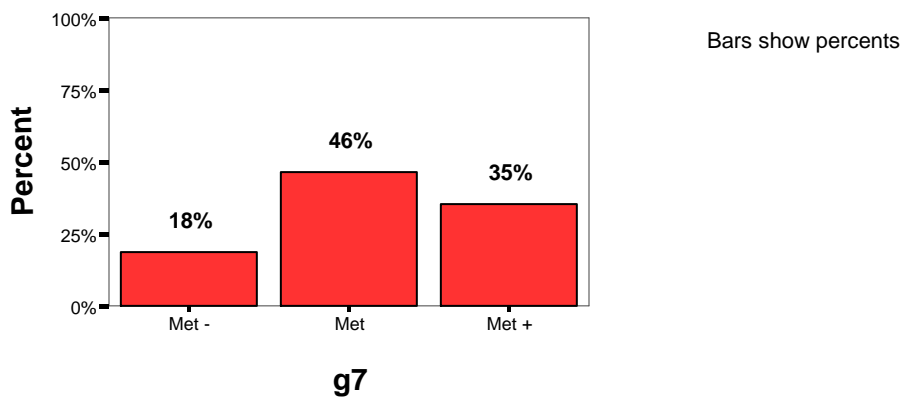
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate



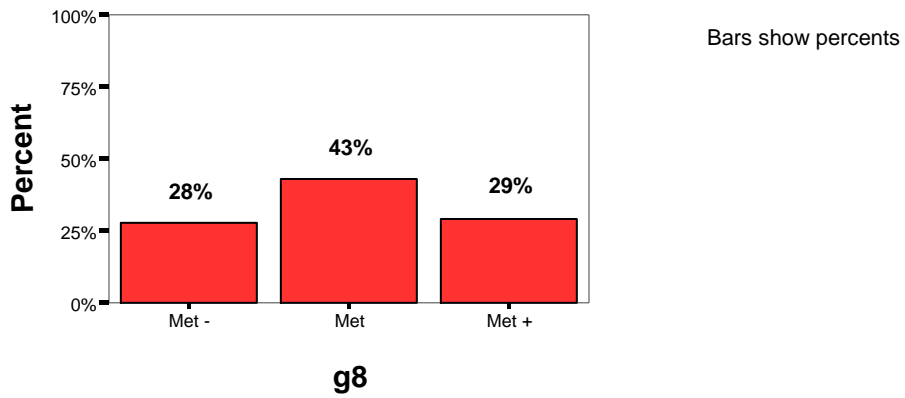
G6. Presenting opportunities that foster critical thinking and problem solving skills



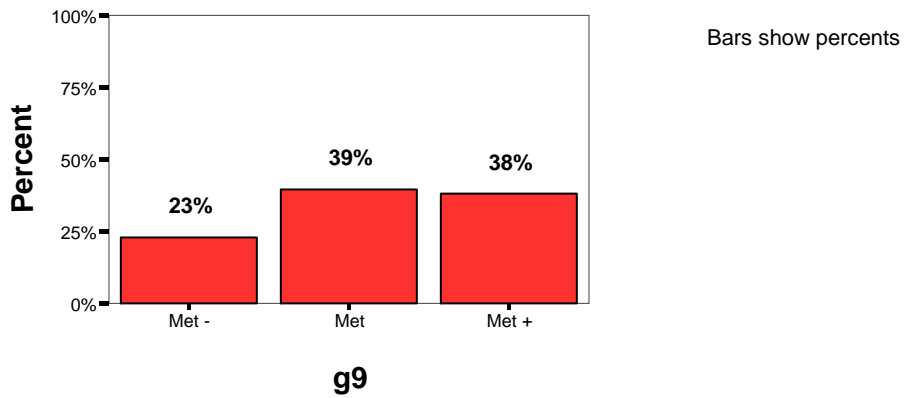
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students



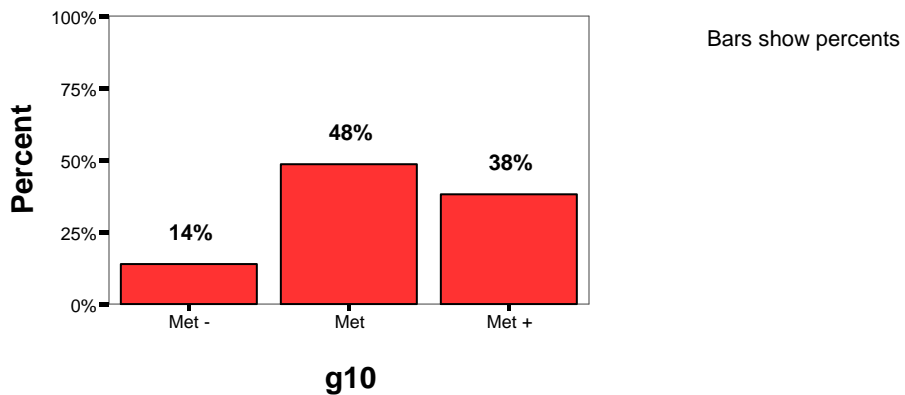
G8. Using differentiated curriculum to meet the needs of exceptional children



G9. Recognizing the conditions and needs of special education students

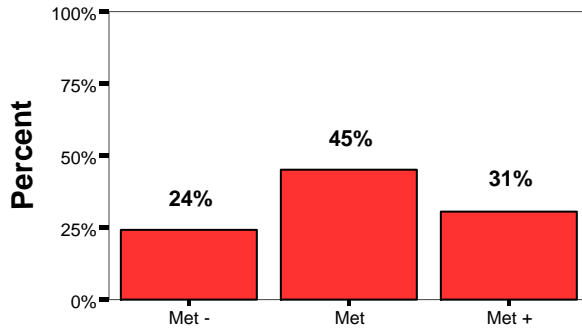


G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities



**An effective learning environment is created**

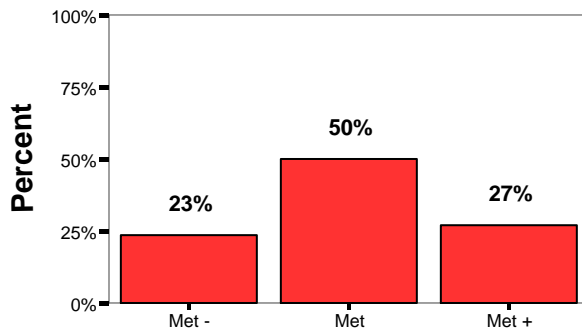
H1. Maintaining classroom routines and procedures



Bars show percents

**h1**

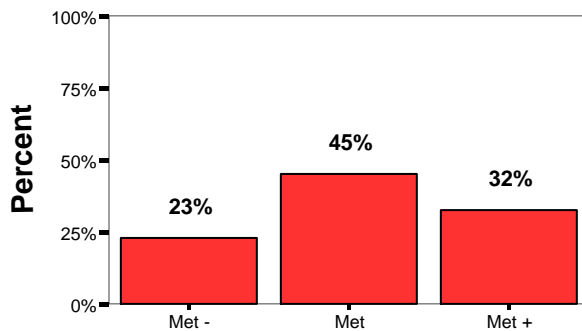
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task



Bars show percents

**h2**

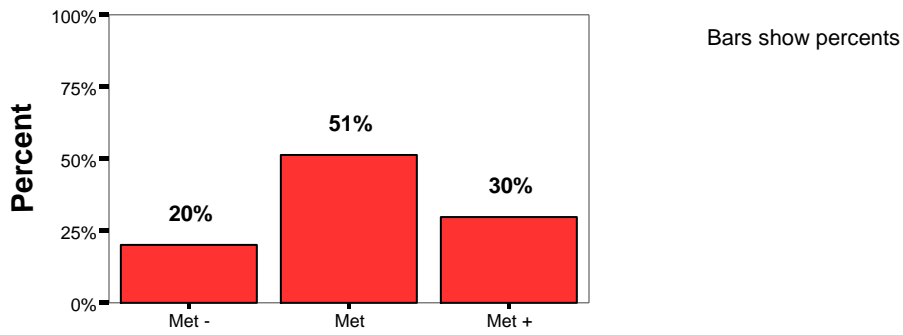
H3. Providing and maintaining an attractive and orderly learning environment



Bars show percents

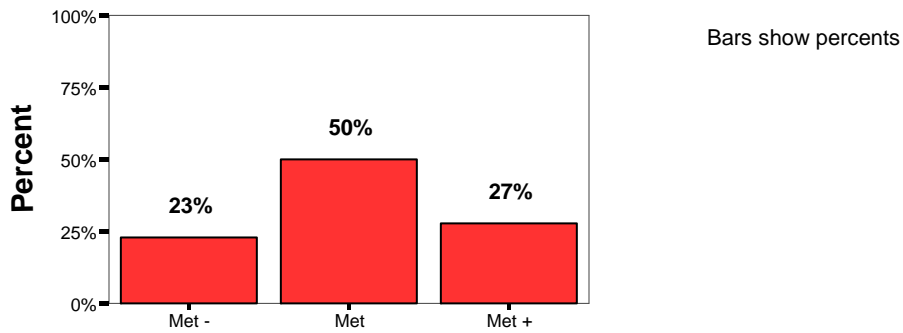
**h3**

#### H4. Maintaining appropriate behavior standards for students in the learning environment



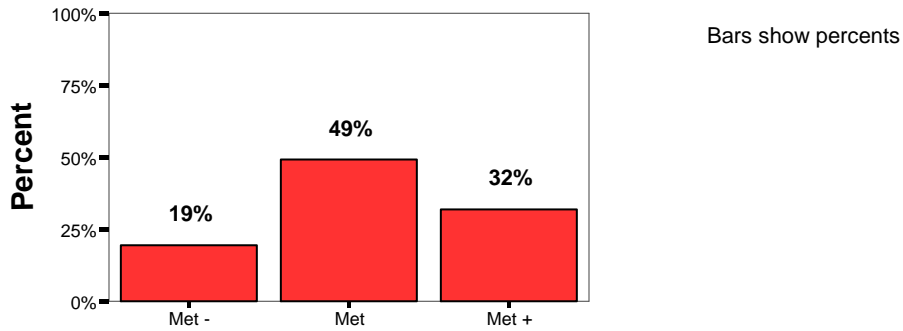
**h4**

#### H5. Developing an atmosphere which fosters self-discipline



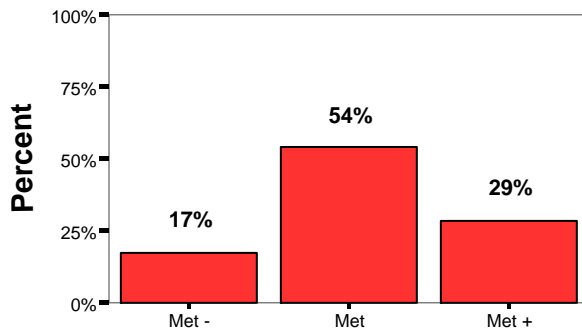
**h5**

#### H6. Working cooperatively with colleagues and administrators



**h6**

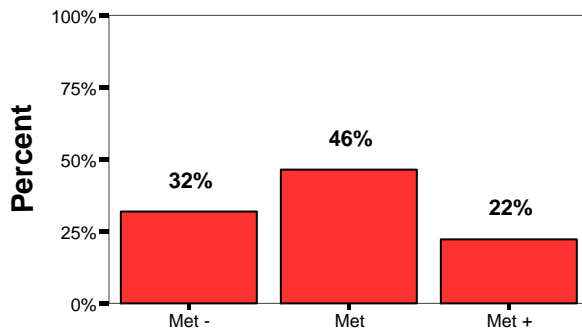
H7. Following the policies, procedures, and curricula of the school district



Bars show percents

**h7**

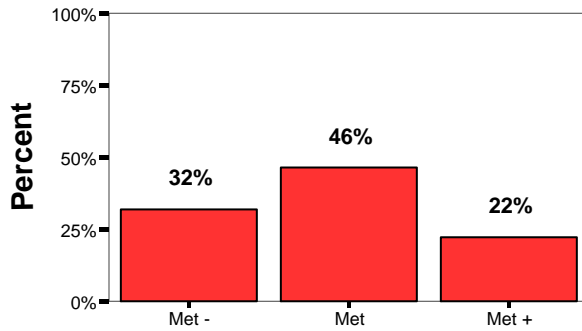
H8. Demonstrating ethical behavior



Bars show percents

**h9**

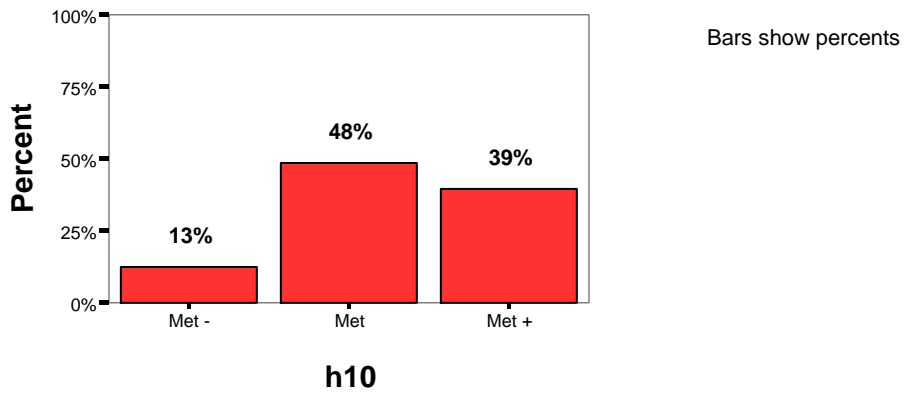
H9. Conducting effective parent/teacher conferences



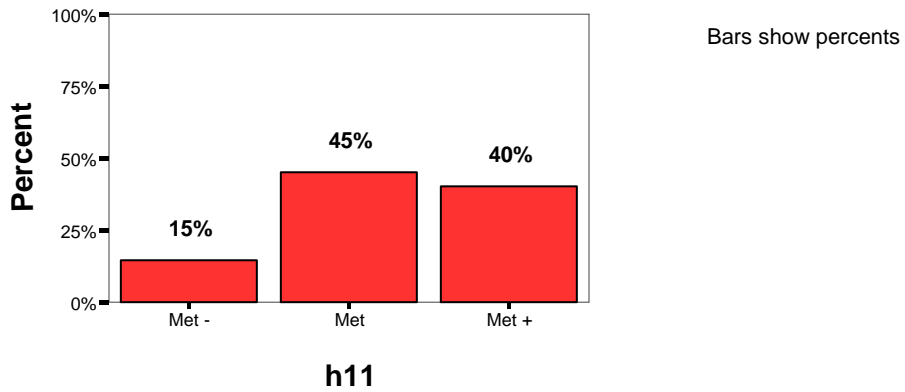
Bars show percents

**h9**

H10. Promoting positive interpersonal relations based upon mutual respect

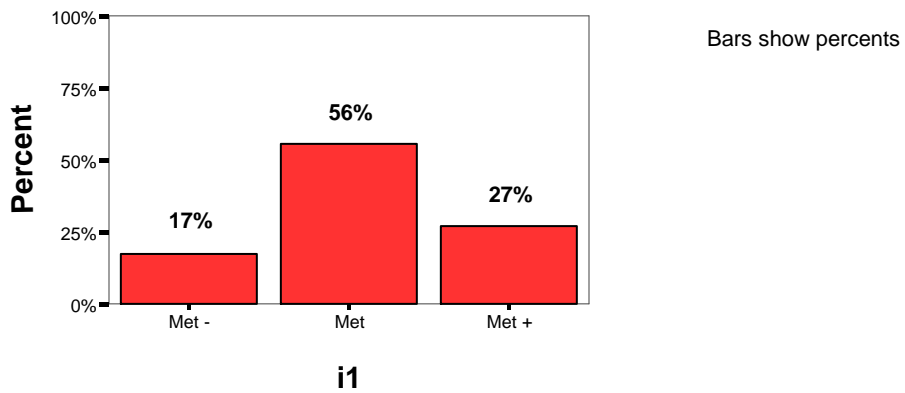


H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation

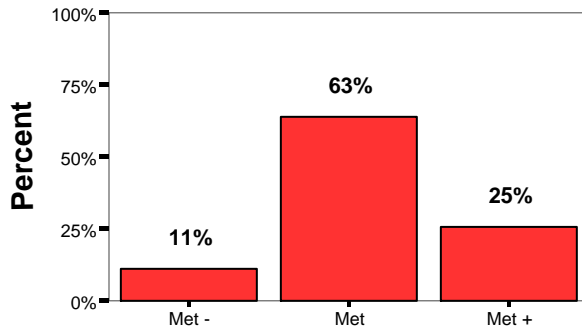


**Effective Communication to Foster Inquiry and Collaboration**

I1. Providing directions and explanations in a clear, coherent, and logical manner



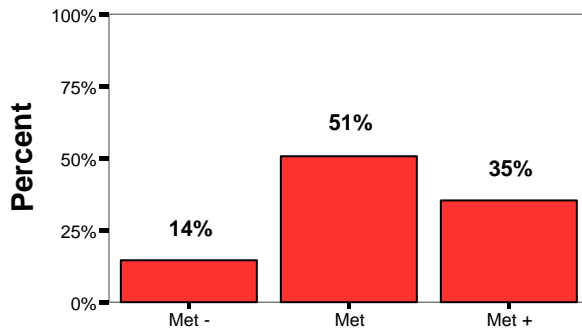
I2. Providing for two-way communication with students



Bars show percents

**i2**

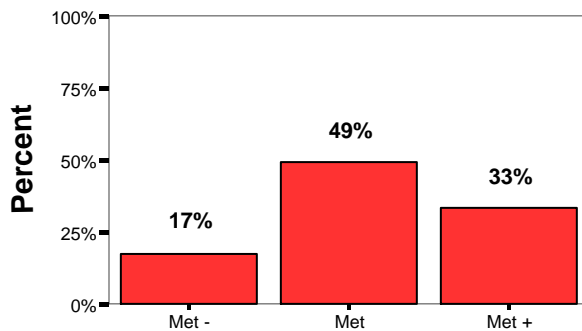
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication



Bars show percents

**i3**

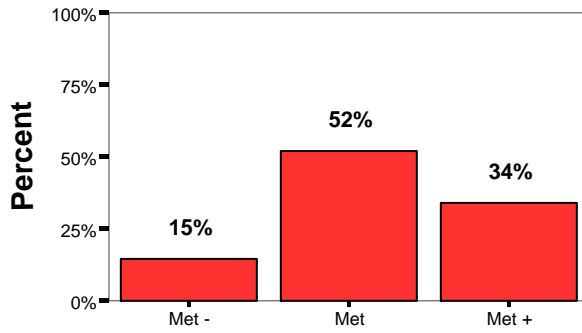
I4. Assisting and encouraging students to research issues and questions of concern to them



Bars show percents

**i4**

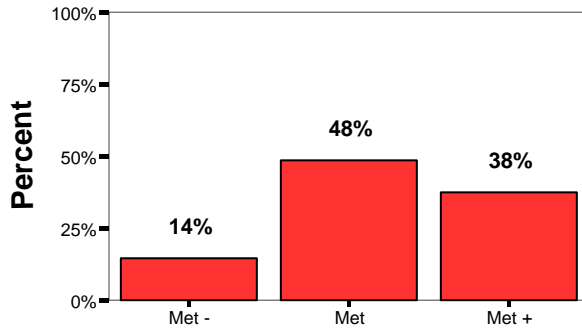
I5. Promoting students' ability to effectively communicate ideas and concerns to others



Bars show percents

**i5**

I6. Understanding how cultural and gender differences can affect communication in the classroom

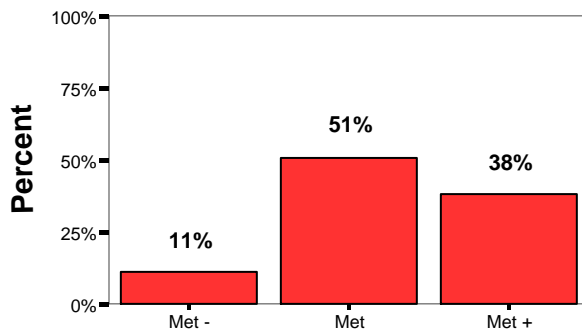


Bars show percents

**i6**

**Lesson Planning**

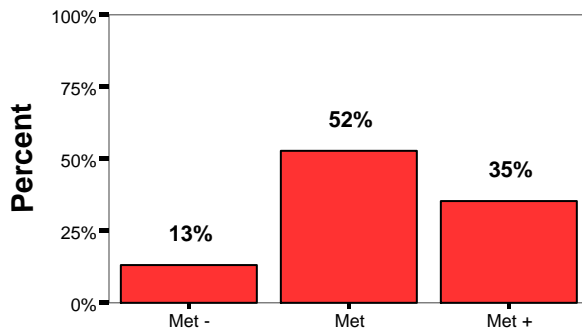
J1. Planning instruction to achieve selected objectives



Bars show percents

**j1**

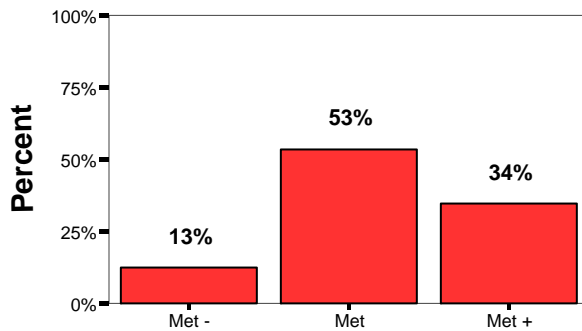
## J2. Identifying and sequencing goals of instruction



Bars show percents

**j2**

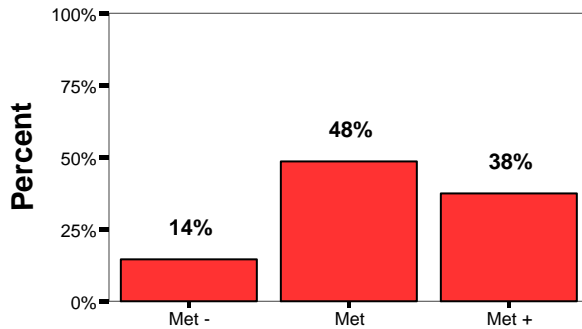
## J3. Identifying and sequencing objectives with lessons



Bars show percents

**j3**

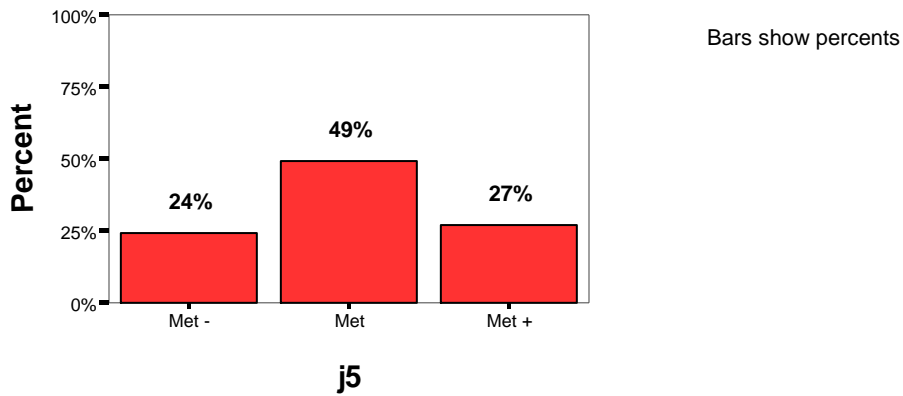
## J4. Identifying teaching procedures and sequencing learning activities



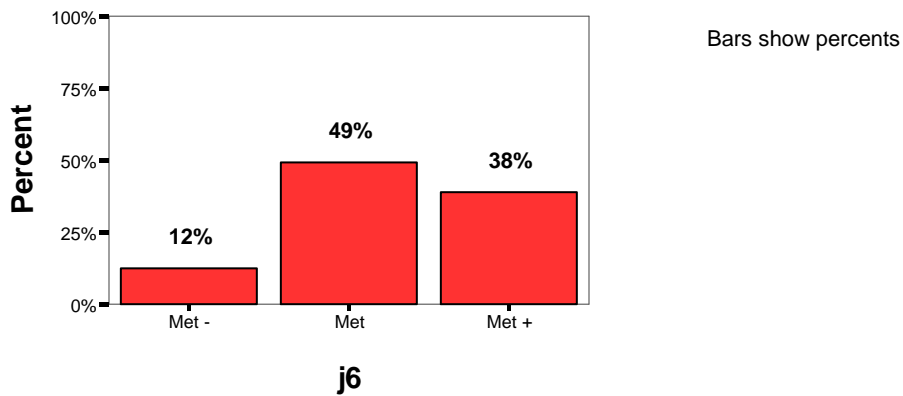
Bars show percents

**j4**

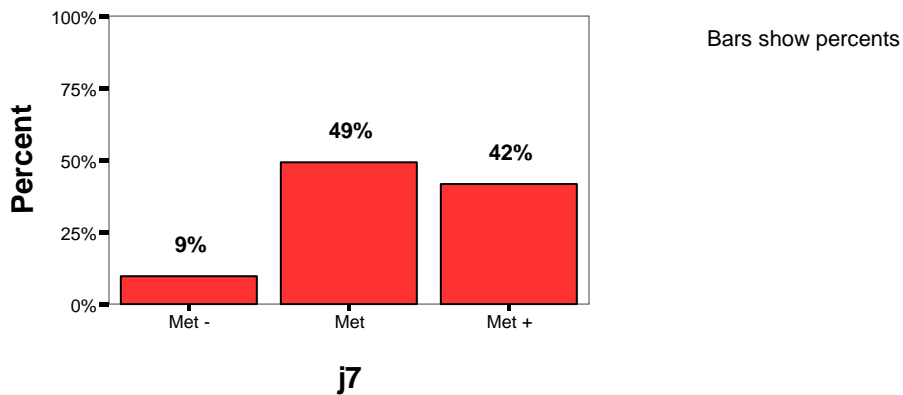
J5. Revising instruction on the basis of student comments, questions, and performance



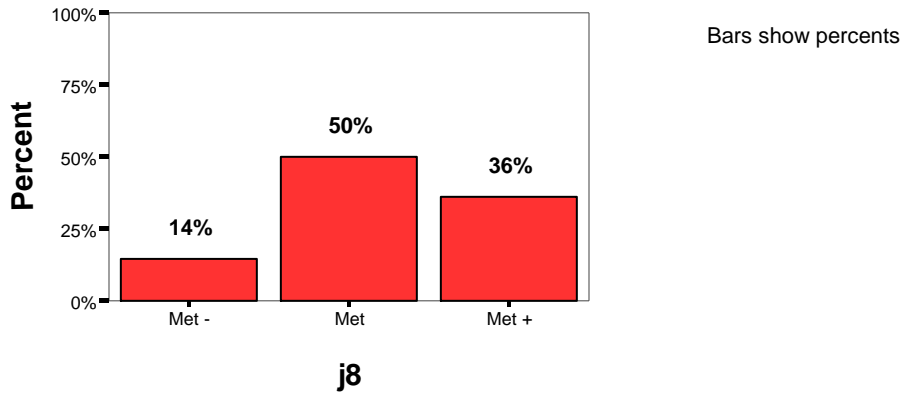
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom



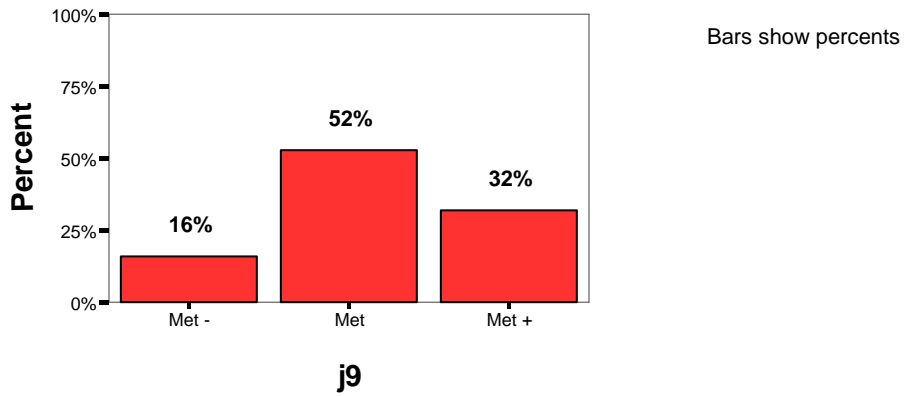
J7. Demonstrating sensitivity to and for the needs and feelings of all students



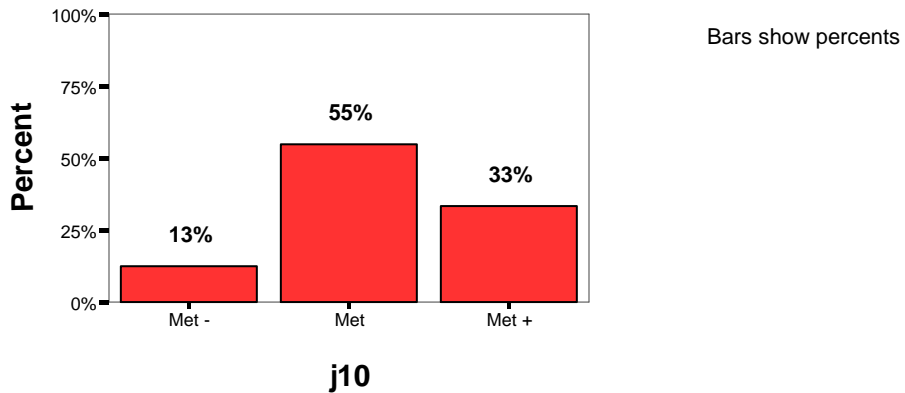
J8. Outlining expectations for all students in a clear manner



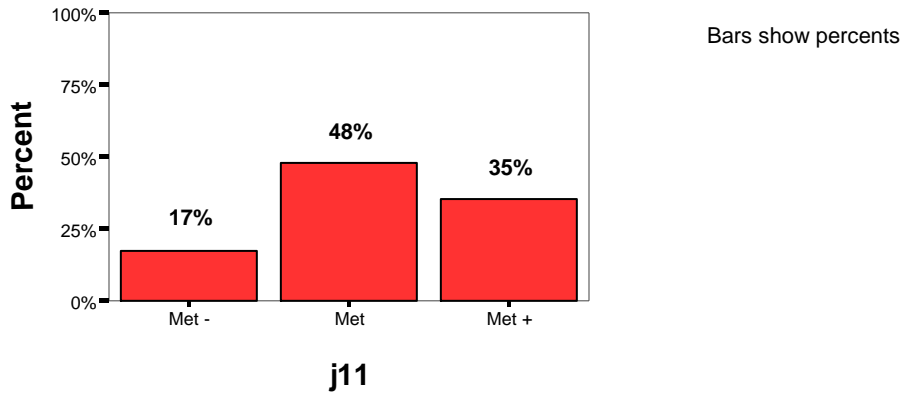
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate



J10. Providing illustrations, examples, and applications of material

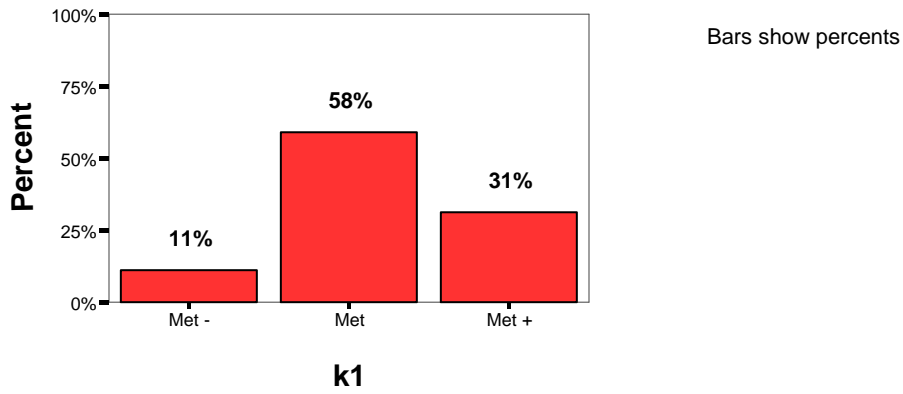


J11. Designing lessons that integrate technology into teaching

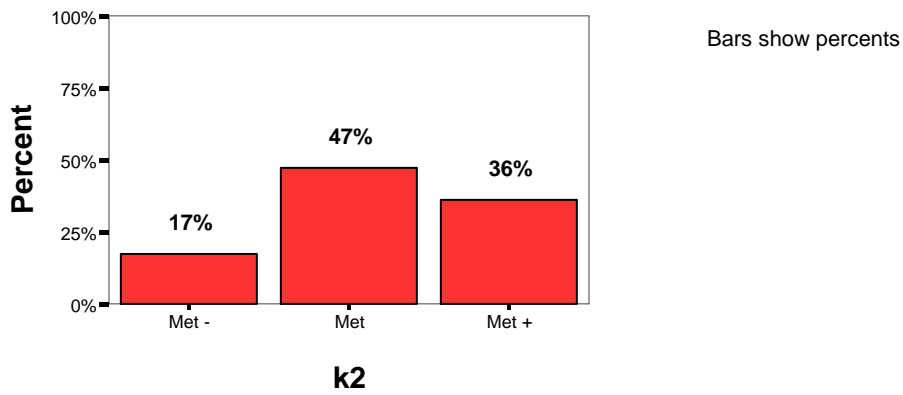


**Assessment of Student Learning to Improve Teaching**

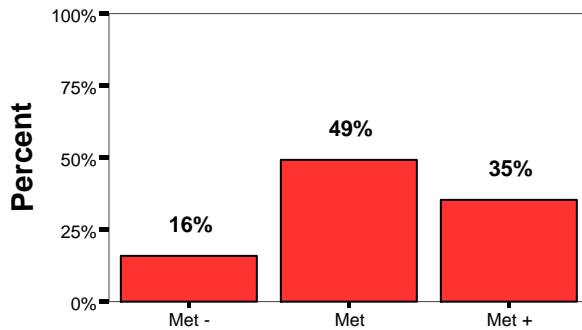
K1. Recognizing and encouraging the special interests and abilities of individual students



K2. Selecting appropriate materials and procedures for assessing students' progress on objectives



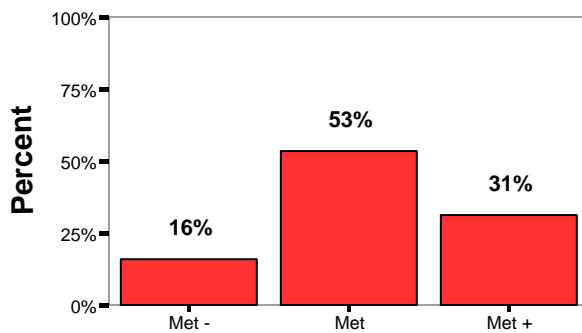
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction



Bars show percents

**k3**

K4. Evaluating students on the basis of criteria that are aligned with instructional objectives

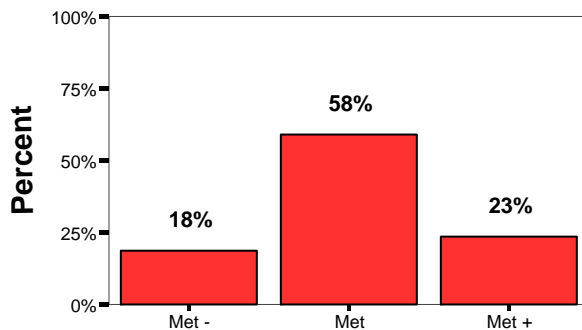


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**k4**

### Reflection and Professional Development

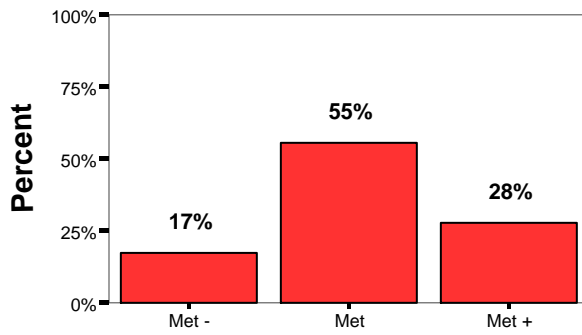
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action



Bars show percents

**l1**

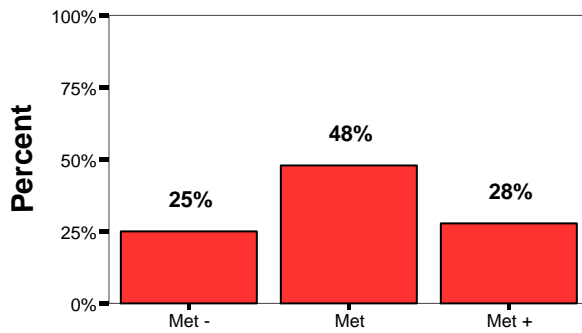
L2. Obtaining and using information from colleagues to assist students with special needs



Bars show percents

**I2**

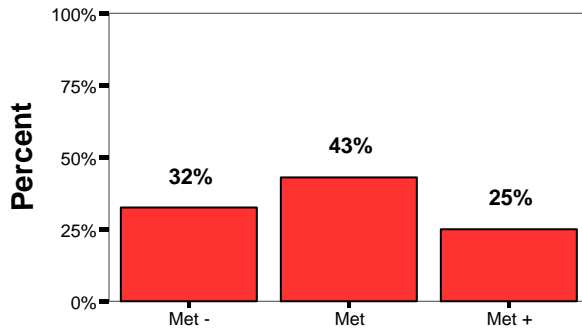
L3. Identifying students who require the assistance of a specialist



Bars show percents

**I3**

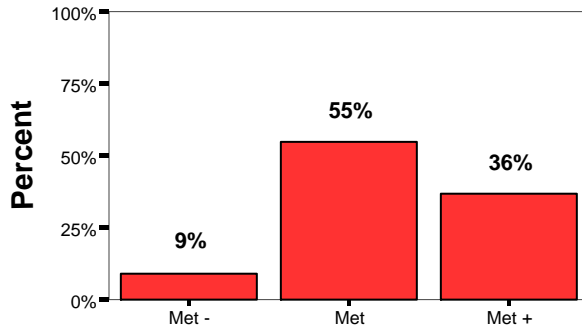
L4. Handling discipline fairly and consistently



Bars show percents

**I4**

L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader

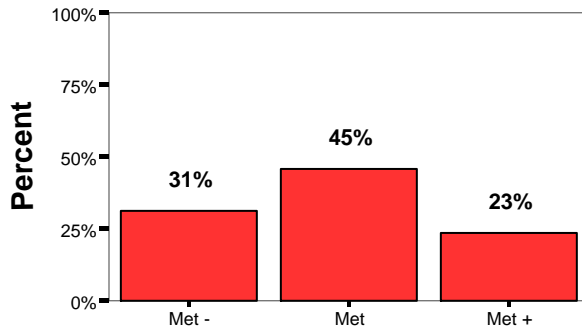


Bars show percents

I5

**Partnerships with School and Community**

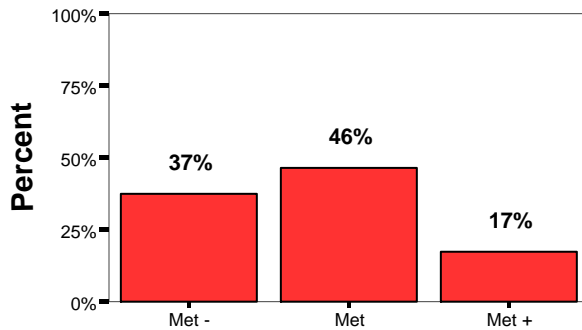
M1. Encouraging and maintaining the cooperative involvement and support of parents and community



Bars show percents

m1

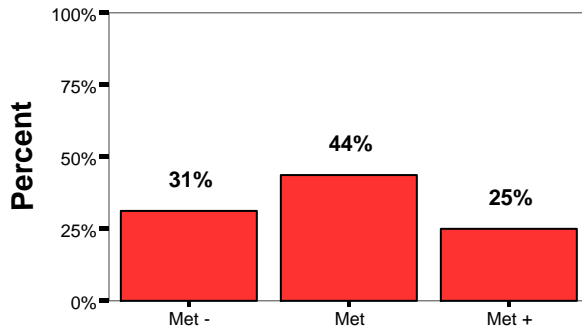
M2. Providing opportunities for parents' and community involvement



Bars show percents

m2

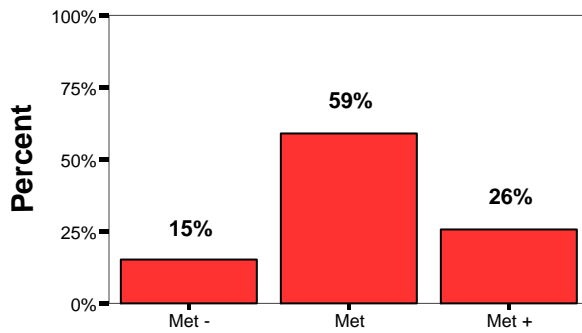
M3. Using community resources in instruction



Bars show percents

**m3**

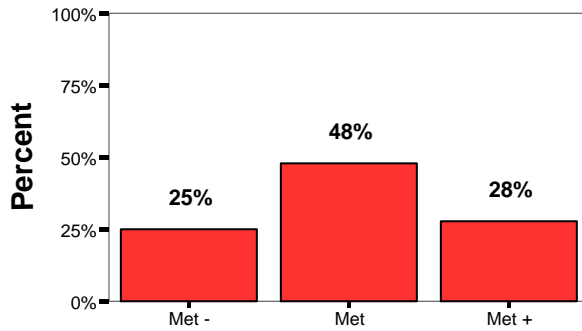
M4. Understanding the rights and responsibilities of students



Bars show percents

**m4**

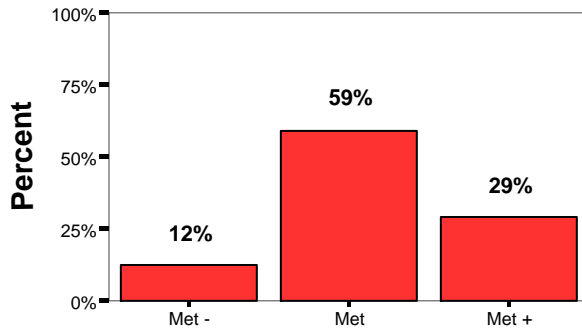
M5. Understanding the rights and responsibilities of parents



Bars show percents

**m5**

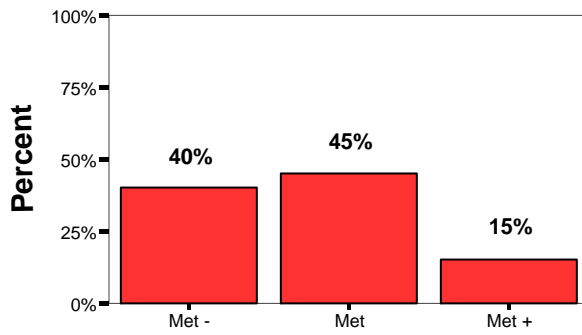
M6. Understanding the rights and responsibilities of teachers



Bars show percents

**m6**

M7. Engaging parents in the learning process



Bars show percents

**m7**