



# **Southern Connecticut State University**

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

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**Academic Year 2007-2008**

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**SCSU Educator Preparation Program Evaluation**  
*An Analysis of Alumni Survey Responses*

**Academic Year 2007-2008**  
**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 SCSU Educator Preparation programs. 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 SCSU Educator Preparation Programs;
- 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 the accrediting bodies for SCSU's various programs, e.g., NCATE, CSDE, etc.;
- to learn how well students think their program has prepared them to become professional educators in their specialty area.

### **Method**

#### ***Participants***

Alumni who graduated from an educator preparation or teacher certification program at SCSU in either May, August, or December 2006 were asked to complete the *Alumni Student Survey*. A total of 789 surveys were mailed. Sixty five surveys were received and used for this study. The majority of the respondents (n=18) were between the ages of 25-29 (27.7%). The ethnic background of the participants was predominantly white (89.2%), and the gender was primarily female (80.0%).

#### ***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 *Student Survey* prepared by CCSAR. The first section of the survey asks demographic questions about gender, age, ethnicity, employment, and year of graduation. The next section asks 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 space provided.

A coefficient alpha internal consistency estimate of reliability was computed for the *Alumni Student Survey*. Cronbach's alpha for all 73 items of the survey was .98, which indicates

very strong reliability. Cronbach's alpha was also computed for each of the ten INTASC standards and the results are included in the table below.

**Table 1 - INTASC Standards and Reliabilities**

<b>INTASC Standard</b>	<b>Cronbach's Alpha</b>
<b>INTASC Standard 1</b> Knowledge of Subject Matter, D1-D8	.90
<b>INTASC Standard 2</b> Knowledge of Human Development and Learning, E1-E7	.92
<b>INTASC Standard 3</b> Instruction is Adapted to Meet Diverse Learners, F1-F4	.88
<b>INTASC Standard 4</b> Use of Multiple Instructional Strategies and Resources, G1-G10	.93
<b>INTASC Standard 5</b> An Effective Learning Environment is Created, H1-H11	.86
<b>INTASC Standard 6</b> Effective Communication to Foster Inquiry and Collaboration, I1-I6	.91
<b>INTASC Standard 7</b> Lesson Planning, J1-J11	.94
<b>INTASC Standard 8</b> Assessment of Student Learning to Improve Teaching, K1-K4	.91
<b>INTASC Standard 9</b> Reflection and Professional Development, L1-L5	.85
<b>INTASC Standard 10</b> Partnerships with School and Community, M1-M7	.94

***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 2006. 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 addressed to CCSAR, 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 out May 19, 2008 to candidates at their home addresses (n= 789). The names and addresses of students who had either submitted a completed survey and provided their name, or those whose packet was returned as "undeliverable," were removed and on June 12, 2008 a second complete packet was sent out. At the end of the first data wave, 30 completed alumni student surveys were received. An additional 35 completed surveys were returned after the second mailing. The combined mailings generated 65 completed alumni surveys.

***Data Analysis***

Prior to conducting any statistical analyses, data were reviewed for errors and/or missing information. CCSAR staff used SPSS software to conduct all statistical analyses. A frequency analysis, and a mean and standard deviation score for each item was calculated. Ten new variables were created to measure candidates' performance in the ten INTASC

Standard areas. This was accomplished by summing items that collectively defined each standard, and then calculating the mean and standard deviation score for that standard.

## Results

### *Part I: Demographic Information*

The information below represents the frequency of responses to survey items regarding current employment information. (*Valid percent*) **Note: Due to rounding error, tallies may not equal 100% when SPSS computes frequencies.**

**Table 2 – Current Employment Information**

	<b>n</b>	<b>%</b>
<b>Currently Certified</b>		
Yes	61	93.8%
No	4	6.2%
<b>Employed in Area of Certification</b>		
Yes	56	86.2%
No	9	13.8%
<b>Currently Employed</b>		
Not Employed	1	1.5%
Part-time	5	7.7%
Full-time	59	90.8%
<b>Current Employment Setting</b>		
Urban	22	35.5%
Rural	6	45.2%
Suburban	29	46.8%
Other	5	8.1%

### **Area of Certification and Program of Study**

The information below represents the frequency of responses to survey items regarding area of certification, and program of study.

**Table 3 – Program Most Recently Enrolled In**

<b>Program Most Recently Enrolled In</b>	<b>n</b>	<b>%</b>
Undergraduate with Certification	16	24.6%
Graduate with Certification	21	32.3%
Graduate without Certification	10	15.4%
Sixth Year Diploma	18	27.7%
<b>Total:</b>	<b>65</b>	

**Table 4 – Distribution within Programs**

	<b>n</b>	<b>%</b>
<b>Program of Study – Undergraduate (27.7%)</b>	<b>18</b>	
Art Education	1	5.6%
Early Childhood Education	3	16.7%
Earth Science Education	1	5.6%
Elementary Education	6	33.3%
Exercise Science Teacher Education	1	5.6%
History/Social Studies Education	1	5.6%
Math Education	1	5.6%
Physics Education	1	5.6%
Special Education/Elementary Education	1	5.6%
Speech Language Pathologist	2	11.1%
<b>Program of Study – Graduate (44.6%)</b>	<b>29</b>	
Elementary Education	9	31.0%
Library Media Specialist	1	3.4%
Reading	4	13.8%
School Health Education	3	10.3%
School Psychology	1	3.4%
Special Education	9	31.0%
Speech Language Pathologist	2	6.9%
<b>Program of Study – Sixth Year Professional (27.7%)</b>	<b>18</b>	
Counseling	1	5.6%
Sixth Year Educational Foundations	1	5.6%
Sixth Year Educational Leadership	5	27.8%
Elementary Education Classroom Specialist	2	11.1%
Sixth Year Reading/Language Arts Consultant	2	11.1%
Sixth Year Remedial Reading Language Arts	1	5.6%
Sixth Year School Psychologist	4	22.2%
Sixth Year Special Education	2	11.1%

**Part II: Analysis of Survey Items**

All of the mean scores for the 10 INTASC Standards were above M=2.00 (Met consistent preparation and support). INTASC Standard 3 (section F), *Instruction is Adapted to Meet Diverse Learners*, received the highest mean score, M=2.37 and INTASC Standard 10 (section M), *Partnerships with School and Community*, received the lowest mean score, M=2.16.

Item D5, *Possessing accurate and up to date knowledge of subject matter*, and Item E6, *Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind*, received the highest mean scores, M=2.48. Item H9, *Conducting effective parent/teacher conferences*, earned the lowest mean score, M=1.88. Seventy one of the 73 items had a mean score of M=2.00 (Met consistent preparation and support) or higher and 2 items received a mean score of less than M=2.00

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:*

- H9: *Conducting effective parent/teacher conferences*, M=1.88
- D3: *Proficiency in mathematics*, M=1.91

**Note:** Several alumni from non-student teaching programs (e.g., educational leadership, school psychology, counseling, etc.) were unable to respond to certain items because they were not applicable to their programs.

**Table 5 - Mean Scores for INTASC Standards and Accompanying Survey Items**

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

<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=2.34	SD=.500
D1. Proficiency in reading	M=2.20	SD=.628
D2. Proficiency in writing	M=2.15	SD=.698
D3. Proficiency in mathematics	M=1.91	SD=.721
D4. Knowing and understanding the major principles and concepts of the materials I will teach	M=2.42	SD=.591
D5. Possessing accurate and up to date knowledge of subject matter	M=2.48	SD=.534
D6. Understanding of the purpose and value of the materials I will teach	M=2.47	SD=.598
D7. Ability to formulate meaningful questions about the subject matter	M=2.43	SD=.615
D8. Knowing the appropriate sources of additional information about the materials I will teach	M=2.39	SD=.613
<b>INTASC Standard 2</b> Knowledge of Human Development and Learning, E1-E7	M=2.34	SD=.510
E1. Understanding of human physical development as it relates to planning and organization	M=2.29	SD=.633
E2. Understanding of human social development as it relates to planning and organization	M=2.28	SD=.576
E3. Understanding of human emotional development as it relates to planning and organization	M=2.27	SD=.623
E4. Understanding of human intellectual development as it relates to planning and organization	M=2.31	SD=.588
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly	M=2.41	SD=.610
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M=2.48	SD=.617
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds	M=2.39	SD=.633
<b>INTASC Standard 3</b> Instruction is Adapted to Meet Diverse Learners, F1-F4	M=2.37	SD=.549
F1. Planning instructional activities which provide for individual differences	M=2.35	SD=.676
F2. Matching teaching styles and methods with the learning situation and the learning styles of students	M=2.33	SD=.622

F3. Effectively implementing instructional plans and using appropriate instructional techniques	M=2.41	SD=.586
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly	M=2.31	SD=.660
<b>INTASC Standard 4</b> Use of Multiple Instructional Strategies and Resources, G1-G10	M=2.30	SD=.503
G1. Using a variety of instructional methods and media to address the needs of all students	M=2.31	SD=.642
G2. Using a balance of individual, small, and large group instructional arrangements	M=2.32	SD=.621
G3. Providing instructional activities that foster student involvement	M=2.32	SD=.621
G4. Engaging students in selecting their own learning objectives and activities	M=2.13	SD=.707
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M=2.33	SD=.622
G6. Presenting opportunities that foster critical thinking and problem solving skills	M=2.33	SD=.539
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students	M=2.27	SD=.601
G8. Using differentiated curriculum to meet the needs of exceptional children	M=2.16	SD=.706
G9. Recognizing the conditions and needs of special education students	M=2.30	SD=.706
G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities	M=2.34	SD=.541
<b>INTASC Standard 5</b> An Effective Learning Environment is Created, H1-H11	M=2.25	SD=.419
H1. Maintaining classroom routines and procedures	M=2.22	SD=.613
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task	M=2.32	SD=.567
H3. Providing and maintaining an attractive and orderly learning environment	M=2.22	SD=.613
H4. Maintaining appropriate behavior standards for students in the learning environment	M=2.19	SD=.698
H5. Developing an atmosphere which fosters self-discipline	M=2.13	SD=.676
H6. Working cooperatively with colleagues and administrators	M=2.32	SD=.643
H7. Following the policies, procedures, and curricula of the school district	M=2.17	SD=.661
H8. Demonstrating ethical behavior	M=2.38	SD=.551
H9. Conducting effective parent/teacher conferences	M=1.88	SD=.739
H10. Promoting positive interpersonal relations based upon mutual respect	M=2.37	SD=.520
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation	M=2.33	SD=.507

<b>INTASC Standard 6</b> Effective Communication to Foster Inquiry and Collaboration, I1-I6	M=2.23	SD=.508
I1. Providing directions and explanations in a clear, coherent, and logical manner	M=2.26	SD=.541
I2. Providing for two-way communication with students	M=2.28	SD=.552
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication	M=2.30	SD=.586
I4. Assisting and encouraging students to research issues and questions of concern to them	M=2.16	SD=.663
I5. Promoting students' ability to effectively communicate ideas and concerns to others	M=2.18	SD=.596
I6. Understanding how cultural and gender differences can affect communication in the classroom	M=2.13	SD=.665
<b>INTASC Standard 7</b> Lesson Planning, J1-J11	M=2.31	SD=.509
J1. Planning instruction to achieve selected objectives	M=2.30	SD=.646
J2. Identifying and sequencing goals of instruction	M=2.33	SD=.601
J3. Identifying and sequencing objectives with lessons	M=2.37	SD=.613
J4. Identifying teaching procedures and sequencing learning activities	M=2.28	SD=.613
J5. Revising instruction on the basis of student comments, questions, and performance	M=2.23	SD=.698
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom	M=2.38	SD=.633
J7. Demonstrating sensitivity to and for the needs and feelings of all students	M=2.38	SD=.607
J8. Outlining expectations for all students in a clear manner	M=2.18	SD=.592
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate	M=2.33	SD=.569
J10. Providing illustration, examples, and applications of material	M=2.30	SD=.641
J11. Designing lessons that integrate technology into teaching	M=2.10	SD=.700
<b>INTASC Standard 8</b> Assessment of Student Learning to Improve Teaching, K1-K4	M=2.32	SD=.523
K1. Recognizing and encouraging the special interests and abilities of individual students	M=2.27	SD=.632
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives	M=2.38	SD=.580
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M=2.36	SD=.574
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives	M=2.27	SD=.574
<b>INTASC Standard 9</b> Reflection and Professional Development, L1-L5	M=2.21	SD=.553
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action	M=2.18	SD=.666

L2. Obtaining and using information from colleagues to assist students with special needs	M=2.20	SD=.739
L3. Identifying students who require the assistance of a specialist	M=2.20	SD=.694
L4. Handling discipline fairly and consistently	M=2.05	SD=.717
L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader	M=2.33	SD=.601
<b>INTASC Standard 10</b> Partnerships with School and Community, M1-M7	M=2.16	SD=.594
M1. Encouraging and maintaining the cooperative involvement and support of parents and community	M=2.16	SD=.695
M2. Providing opportunities for parent and community involvement	M=2.14	SD=.692
M3. Using community resources in instruction	M=2.05	SD=.705
M4. Understanding the rights and responsibilities of students	M=2.29	SD=.605
M5. Understanding the rights and responsibilities of parents	M=2.15	SD=.712
M6. Understanding the rights and responsibilities of teachers	M=2.28	SD=.650
M7. Engaging parents in the learning process	M=2.05	SD=.744

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

The four questions provided at the end of the survey were designed to identify areas that alumni feel are in need of improvement in the SCSU Educator Preparation Programs. The questions are:

- *What would you do to improve the educator preparation program at SCSU?*
- *What courses would you add to the program?*
- *What courses would you delete from the program?*
- *Additional comments.*

Most of the alumni thought that overall their program was “great” and that they were well prepared to start teaching. Recommended courses to add to the program, mostly mirrored the suggestions for improvements to the program. Alumni would have liked the opportunity for “more hands on teaching in ‘real’ settings” and additional instruction/training in areas that continue to be challenging: “classroom management techniques, procedures and protocols,” student discipline, working with special education students and their aids (especially autistic children), and the teaching of reading and writing. Other suggestions made by alumni included a request for a more flexible program with online courses and more summer school courses offered, a course on the legal and ethical issues in education, and to incorporate special education concerns into all the courses. There was not one particular course the alumni overwhelming wanted deleted from the educator preparation program, most did not think that any course should be eliminated. When a suggestion was made to delete a course, the school health course was frequently mentioned.

### ***Discussion***

A mean score of M=2.00 (Met consistent preparation and support), or higher on 91% (71/73) of the survey items, and all 10 of the INTASC Standards, implies that former SCSU students believe they were prepared “to become professional educators in their specialty area,” and that the Educator Preparation Program had “met the standards set by all of the accrediting bodies for SCSU’s various programs.”

The alumni responses to the open-ended questions generally supported this. More ‘hands on’ time with mentor teachers and students, would have enhanced their programs and given them more opportunity to witness classroom management strategies and the inclusion of diverse students in the classroom (special education and ELL students particularly), both ongoing concerns for new teachers.

**Letter from Interim Dean, SCSU School of Education included in survey packet mailing.**

**May 19, 2008**

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 **June 13, 2008**.

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.

Thanking you in advance for your assistance. Should you have questions, please feel free to call Maureen Gilbride-Redman, M.P.A. at (203) 392-6439.

Sincerely,

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

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

CCSAR 2007-2008



**SCSU Educator Preparation Program Evaluation  
Alumni Student Survey  
Academic Year 2007-2008**

RETURN OF THIS SURVEY INDICATES MY CONSENT TO HAVE MY DATA USED IN THIS RESEARCH.

*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.

**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 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.

**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 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.

**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 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

### Year of Graduation:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2005	16	24.6	25.8	25.8
	2006	41	63.1	66.1	91.9
	2007	5	7.7	8.1	100.0
	Total	62	95.4	100.0	
Missing	System	3	4.6		
Total		65	100.0		

### Age:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-24	6	9.2	9.2	9.2
	25-29	18	27.7	27.7	36.9
	30-34	15	23.1	23.1	60.0
	35-39	6	9.2	9.2	69.2
	40-44	5	7.7	7.7	76.9
	45-49	6	9.2	9.2	86.2
	50-54	7	10.8	10.8	96.9
	55+	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

### Ethnic Background:

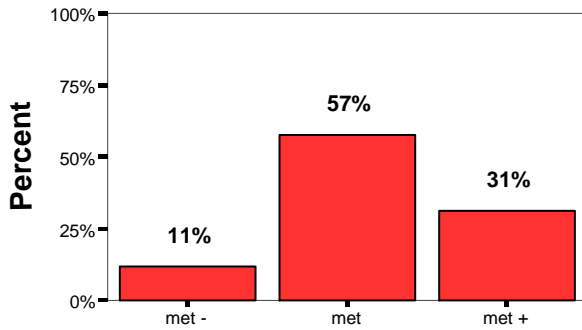
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black, African American	1	1.5	1.5	1.5
	Asian American	2	3.1	3.1	4.6
	Hispanic	3	4.6	4.6	9.2
	White	58	89.2	89.2	98.5
	other	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

# 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:

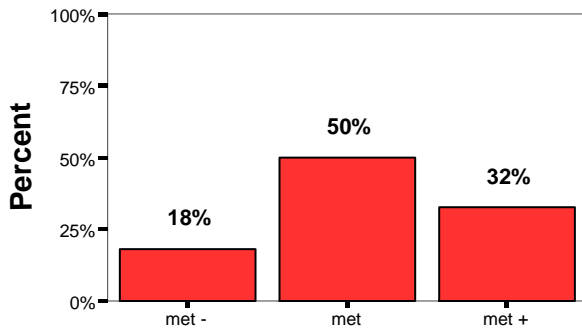
D1. Proficiency in reading



Bars show percents

**d1**

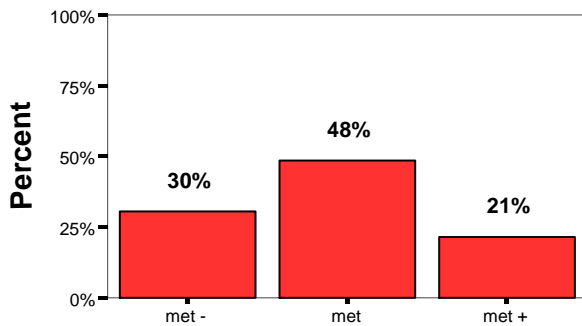
D2. Proficiency in writing



Bars show percents

**d2**

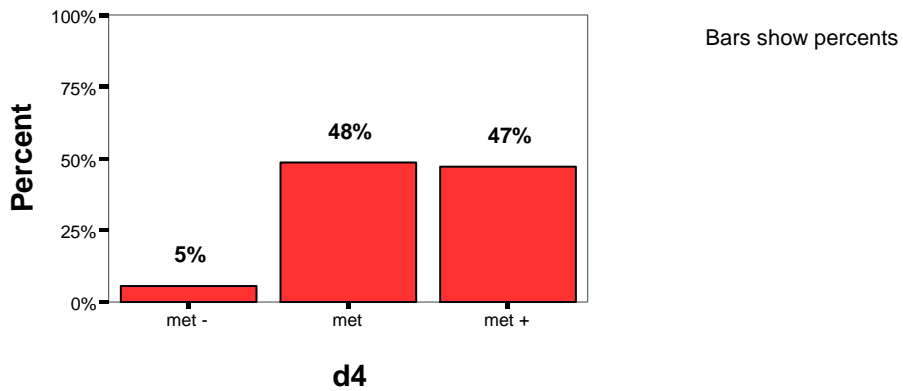
D3. Proficiency in mathematics



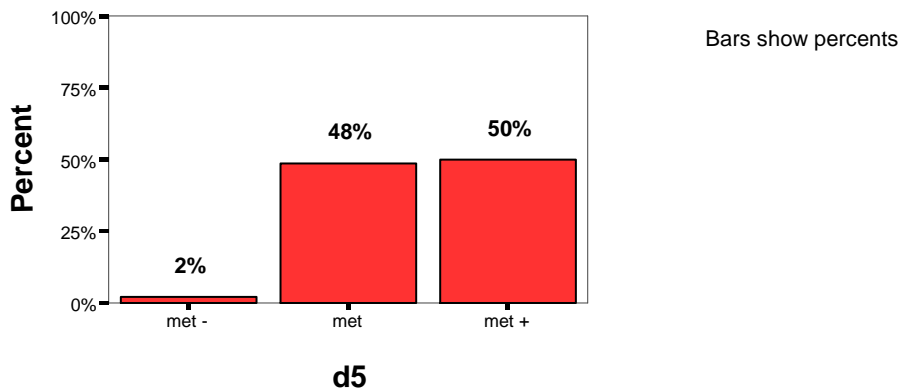
Bars show percents

**d3**

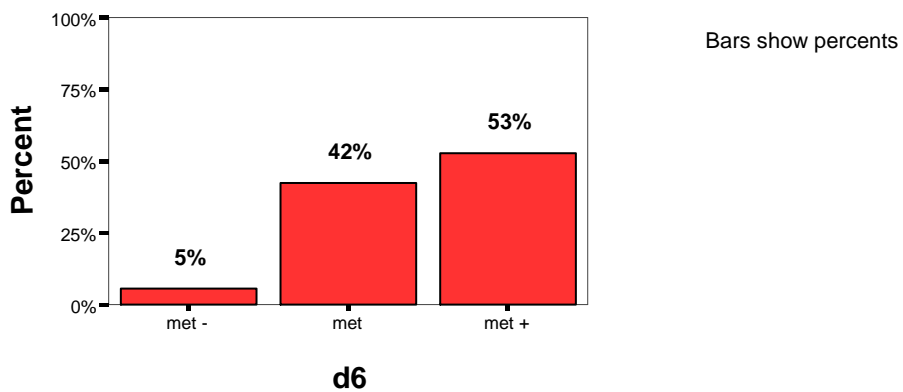
D4. Knowing and understanding the major principles and concepts of the materials I will teach



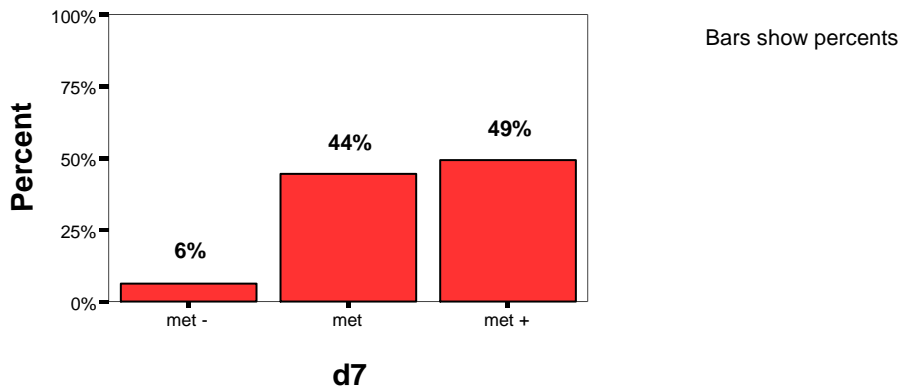
D5. Possessing accurate and up to date knowledge of subject matter



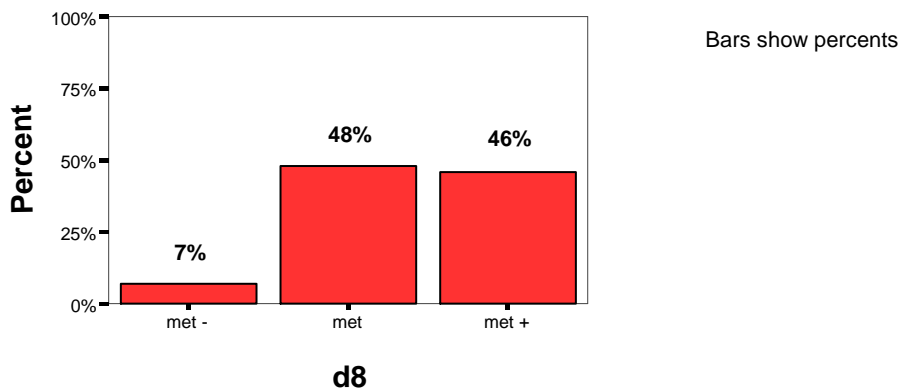
D6. Understanding of the purpose and value of the materials I will teach



D7. Ability to formulate meaningful questions about the subject matter

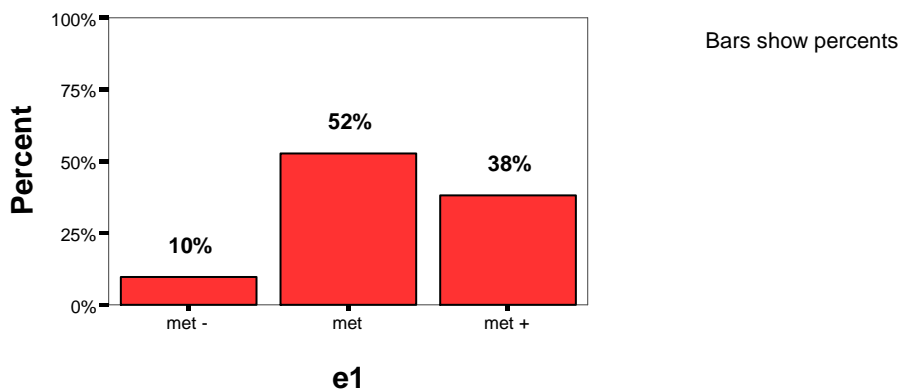


D8. Knowing the appropriate sources of additional information about the materials I will teach

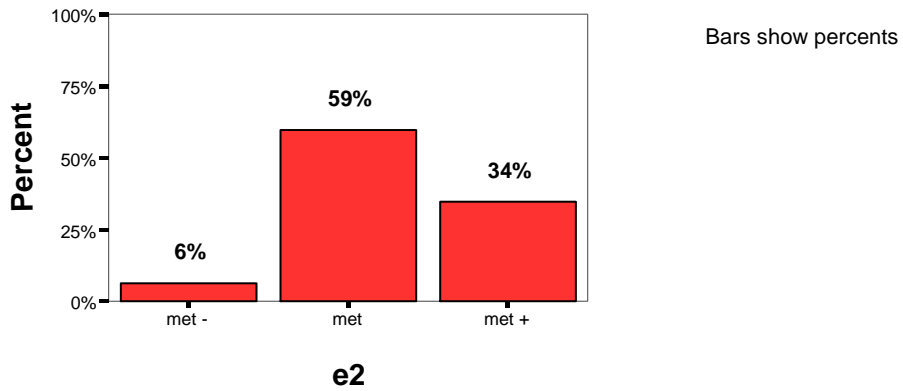


**Section E - Knowledge of Human Development and Learning**

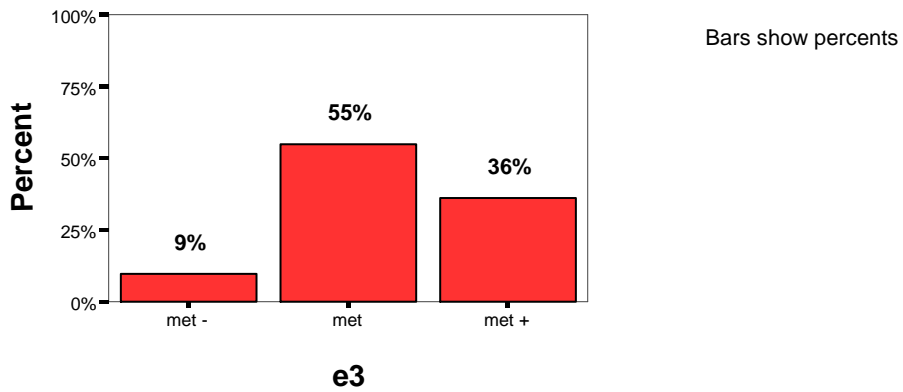
E1. Understanding of human physical development as it relates to planning and organization



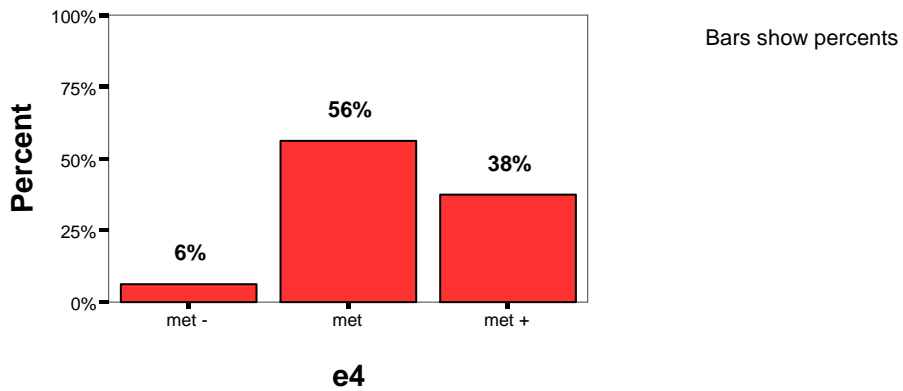
E2. Understanding of human social development as it relates to planning and organization



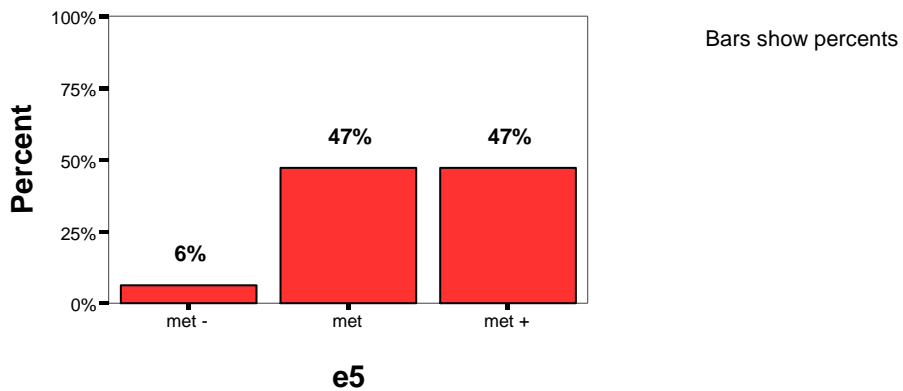
E3. Understanding of human emotional development as it relates to planning and organization



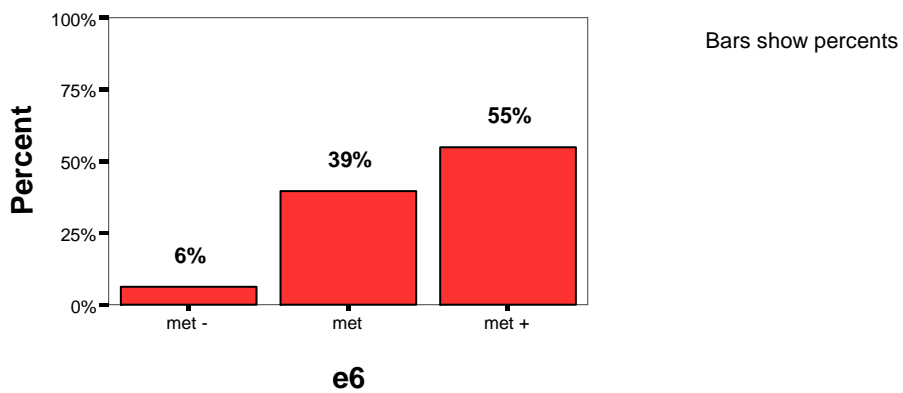
E4. Understanding of human intellectual development as it relates to planning and organization



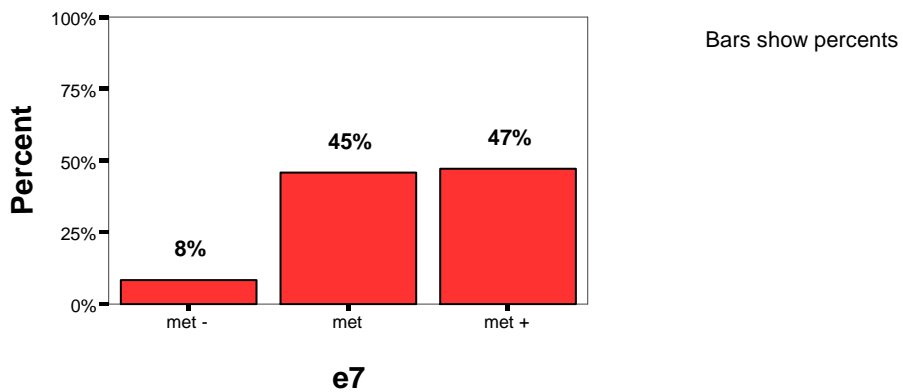
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly



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

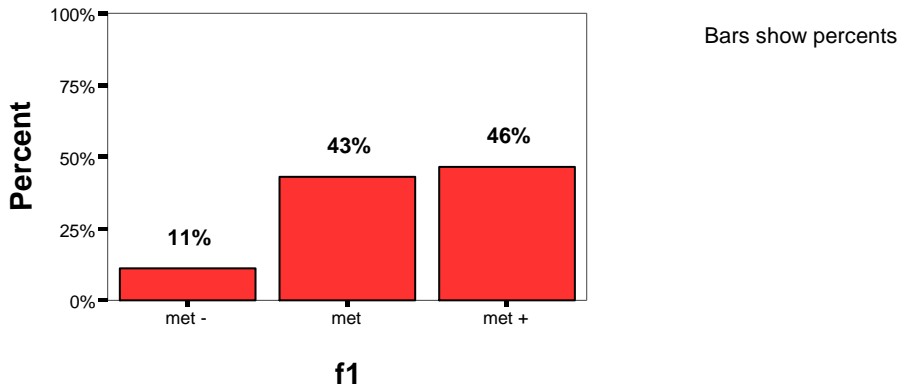


E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds

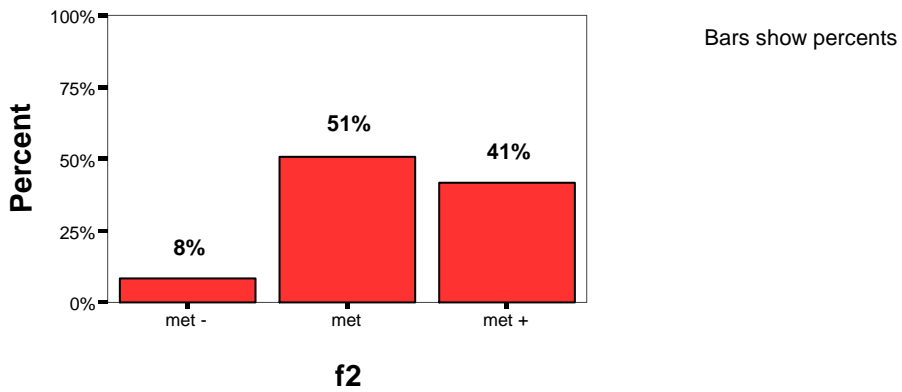


**Section F – Instruction is Adapted to Meet Diverse Learners**

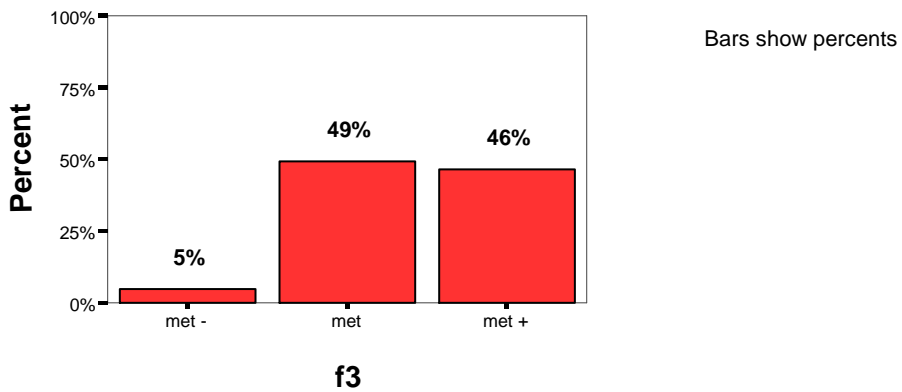
F1. Planning instructional activities which provide for individual differences



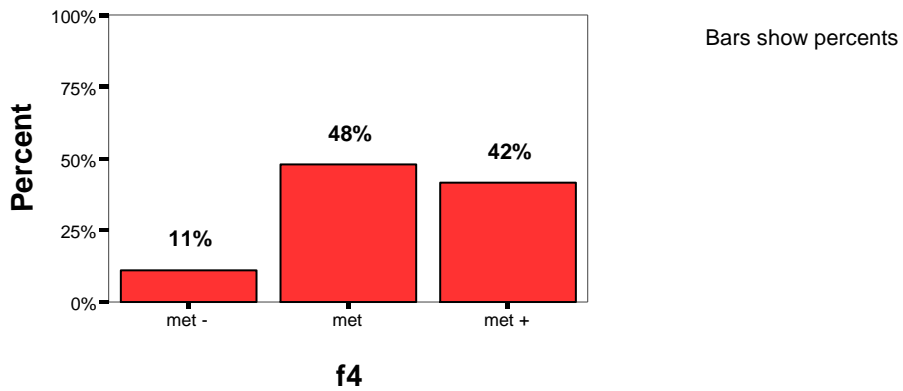
F2. Matching teaching styles and methods with the learning situation and the leaning styles of students



F3. Effectively implementing instructional plans and using appropriate instructional techniques

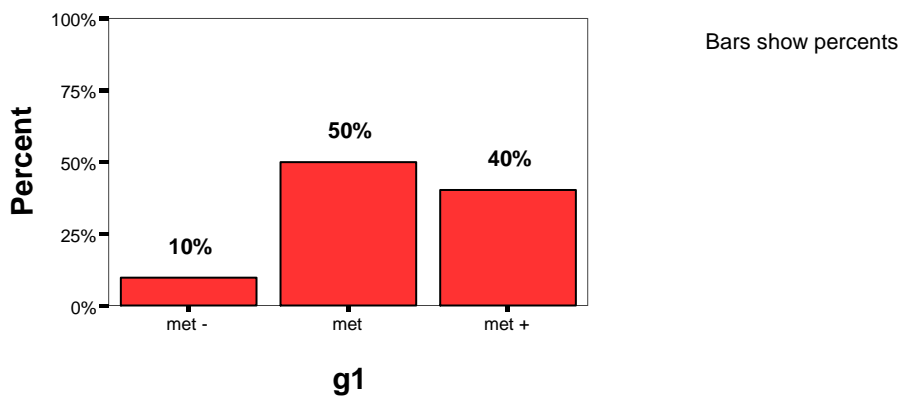


F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly

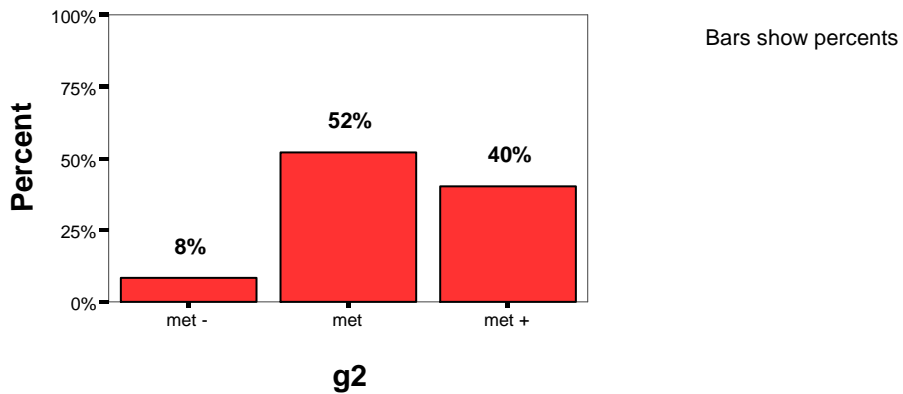


**Uses of Multiple Instructional Strategies and Resources**

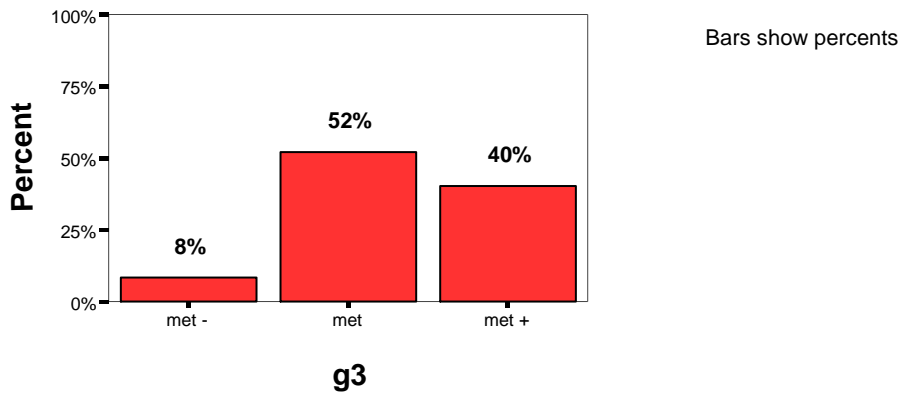
G1. Using a variety of instructional methods and media to address the needs of all students



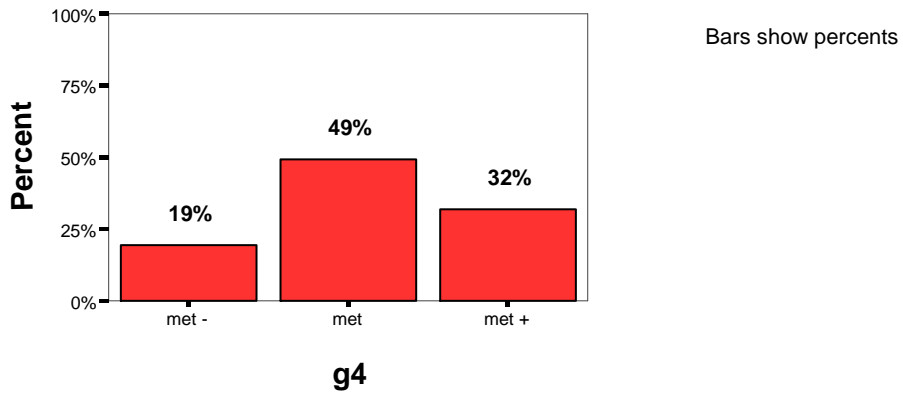
G2. Using a balance of individual, small, and large group instructional arrangements



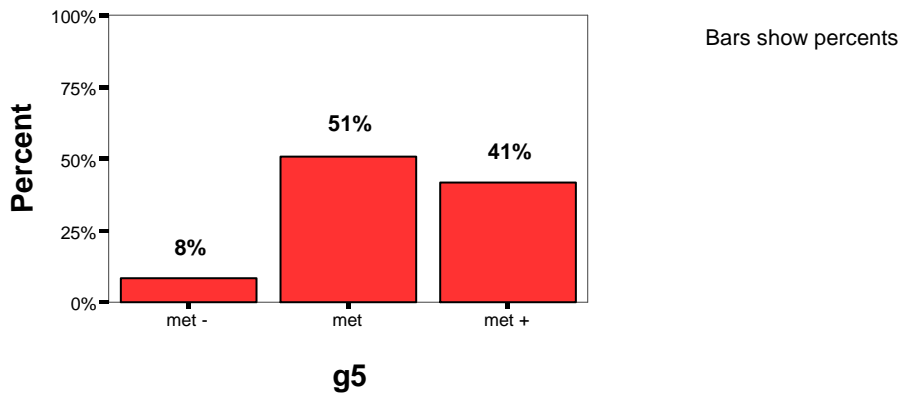
### G3. Providing instructional activities that foster student involvement



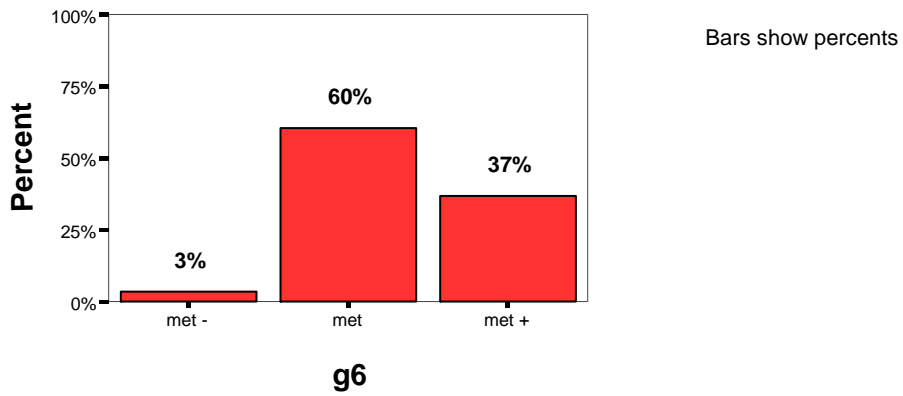
### G4. Engaging students in selecting their own learning objectives and activities



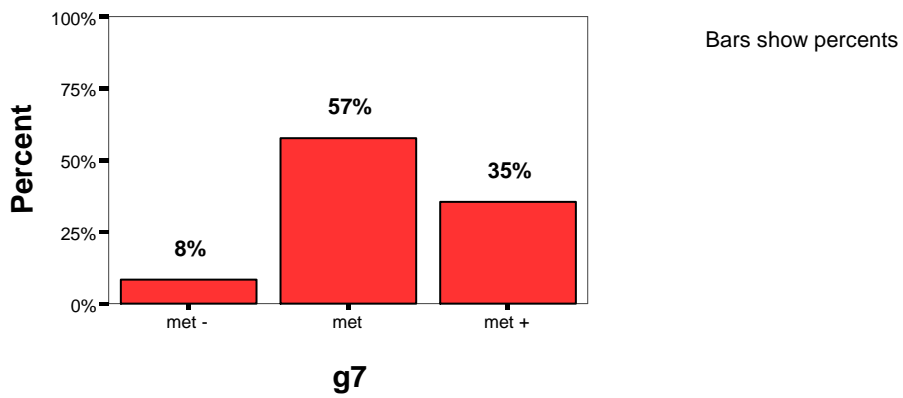
### G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate



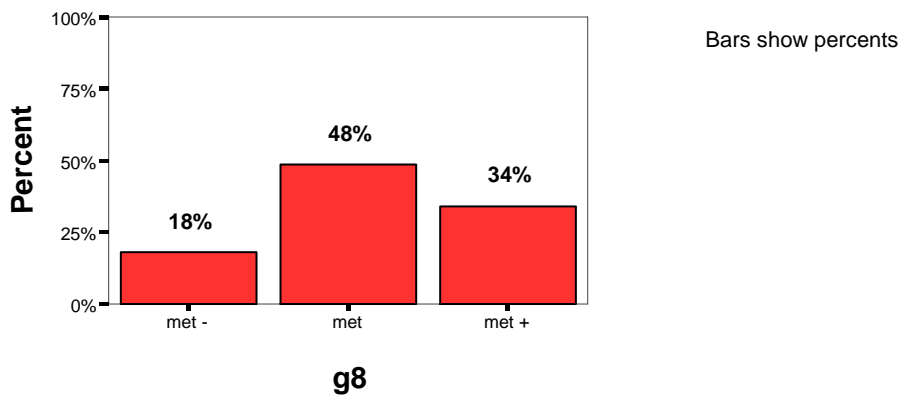
G6. Presenting opportunities that foster critical thinking and problem solving skills



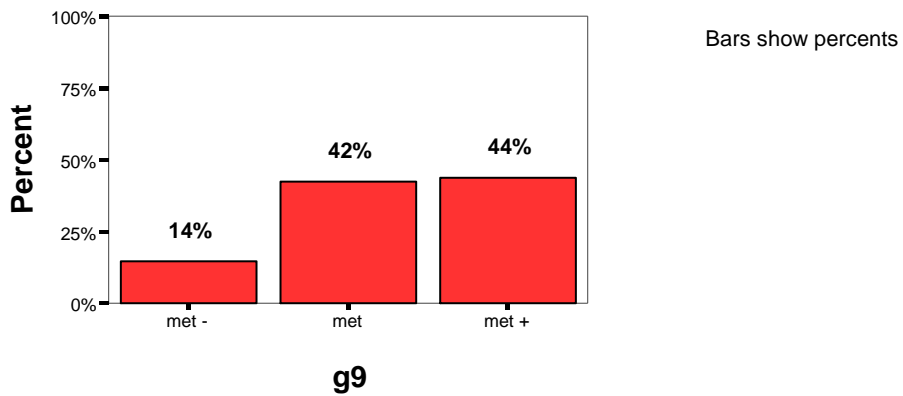
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students



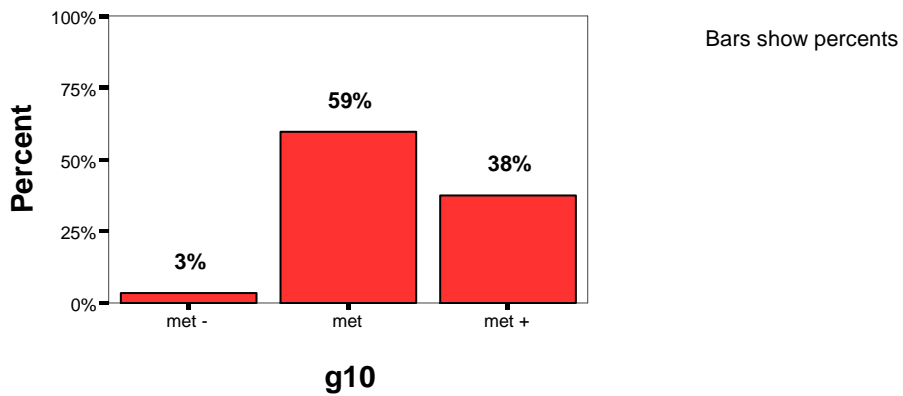
G8. Using differentiated curriculum to meet the needs of exceptional children



G9. Recognizing the conditions and needs of special education students

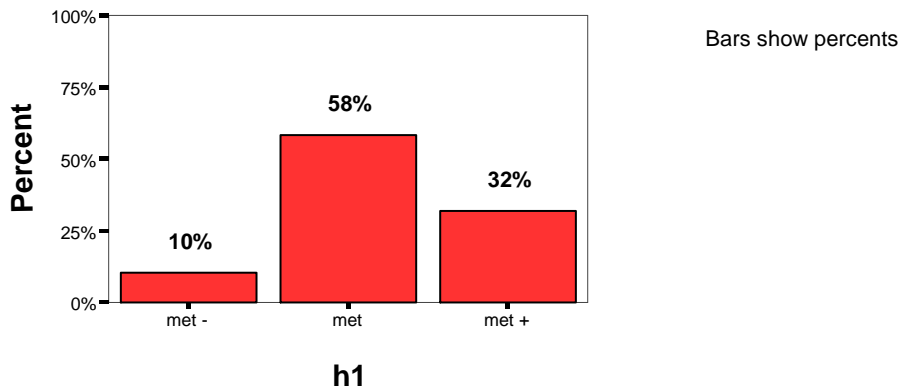


G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities

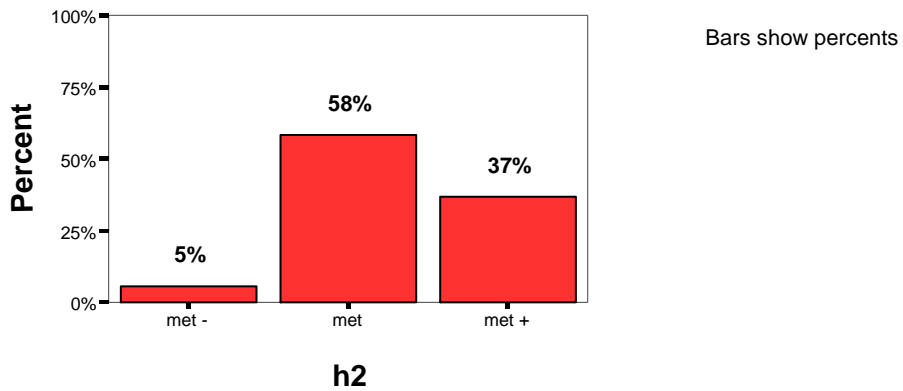


An effective learning environment is created

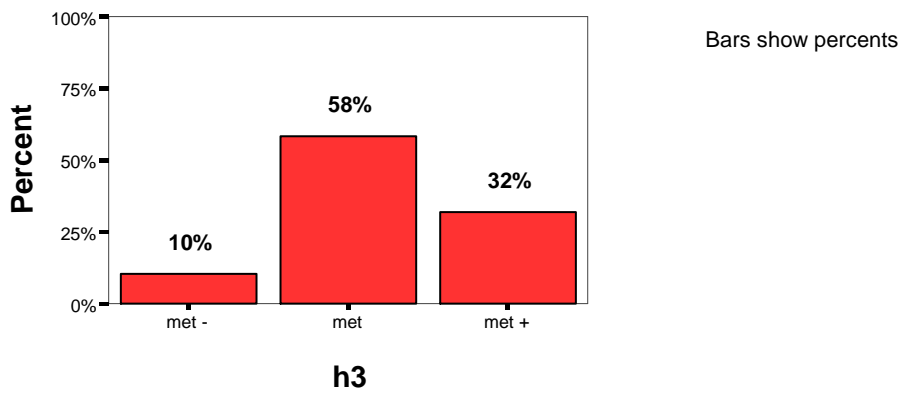
H1. Maintaining classroom routines and procedures



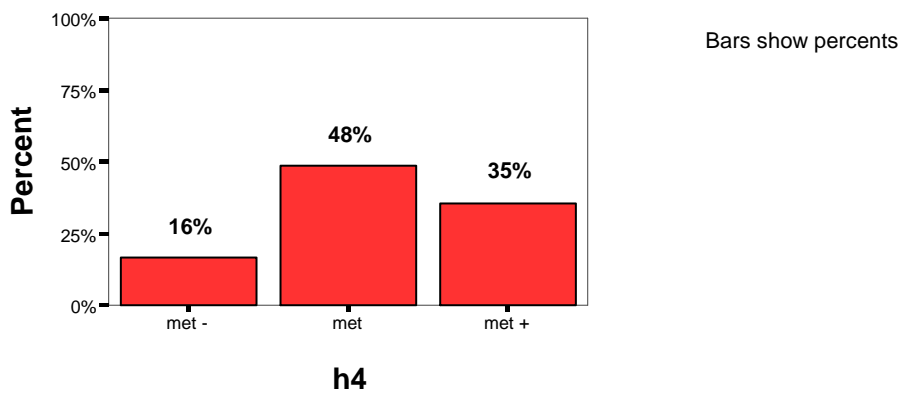
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task



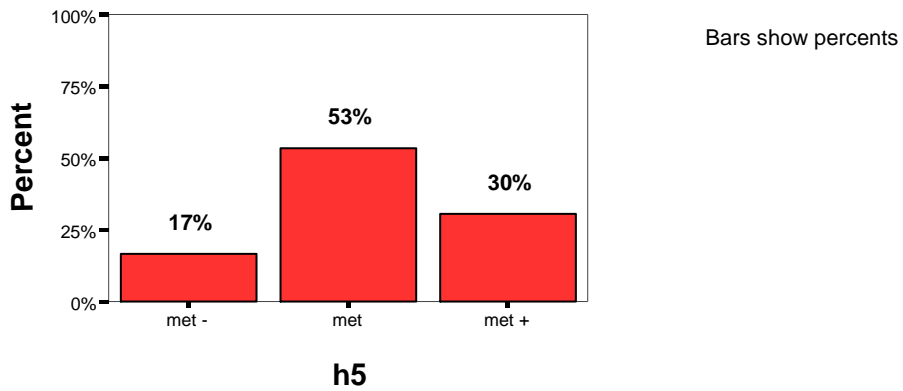
H3. Providing and maintaining an attractive and orderly learning environment



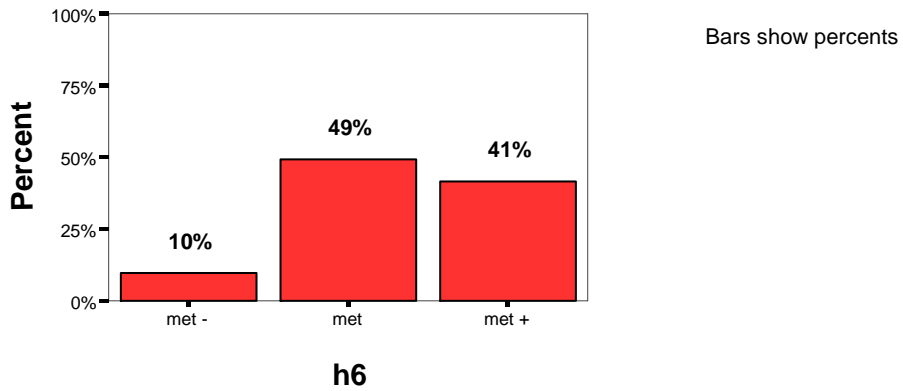
H4. Maintaining appropriate behavior standards for students in the learning environment



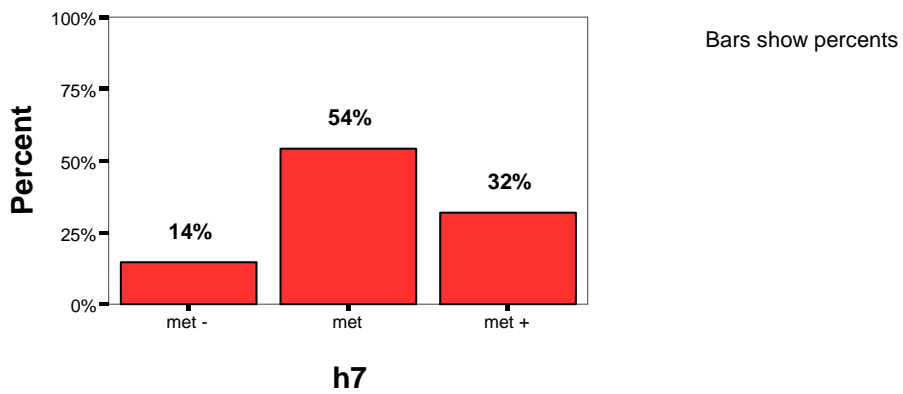
### H5. Developing an atmosphere which fosters self-discipline



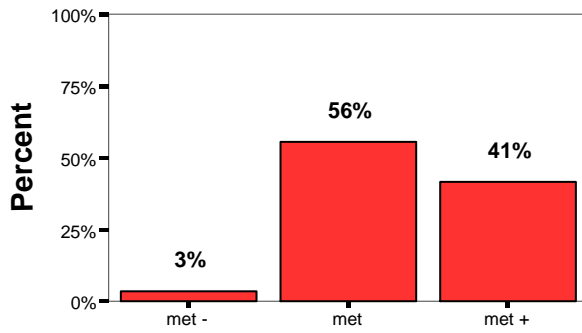
### H6. Working cooperatively with colleagues and administrators



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



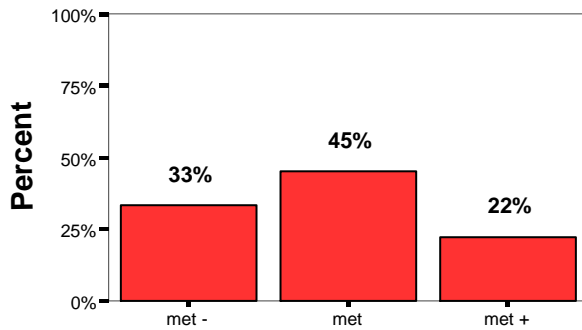
### H8. Demonstrating ethical behavior



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**h8**

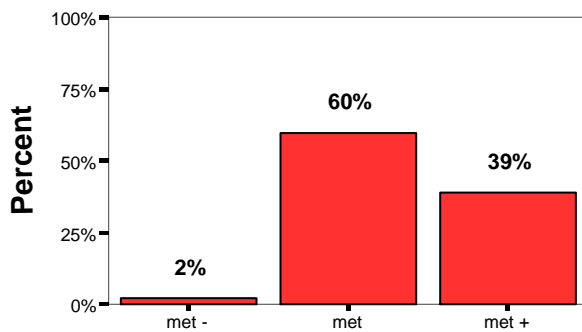
### H9. Conducting effective parent/teacher conferences



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**h9**

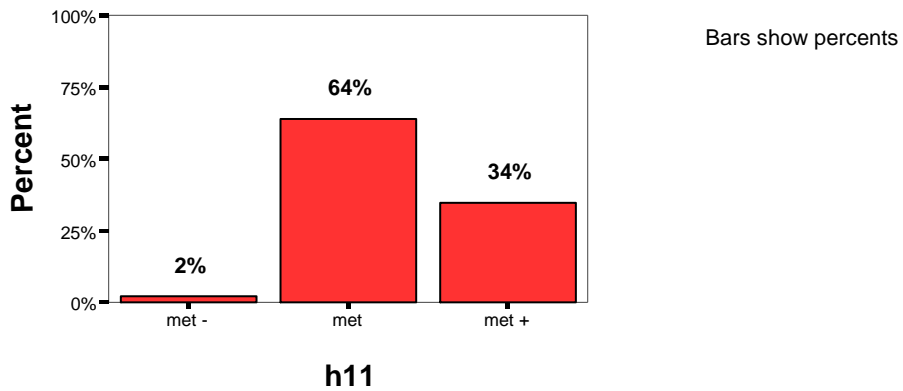
### H10. Promoting positive interpersonal relations based upon mutual respect



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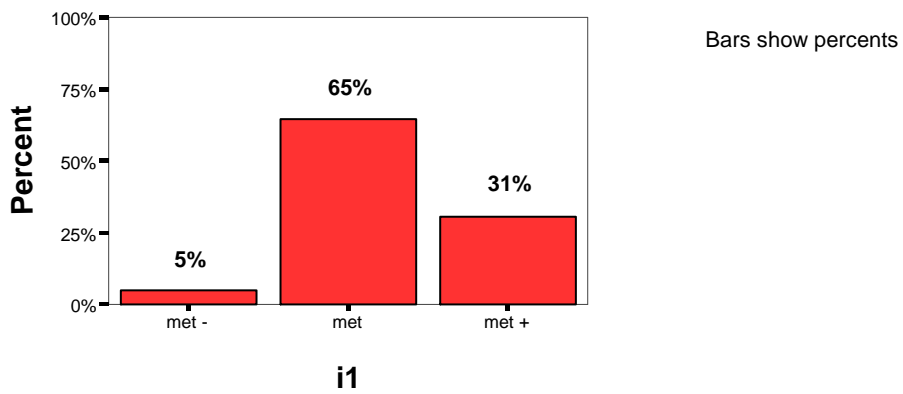
**h10**

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

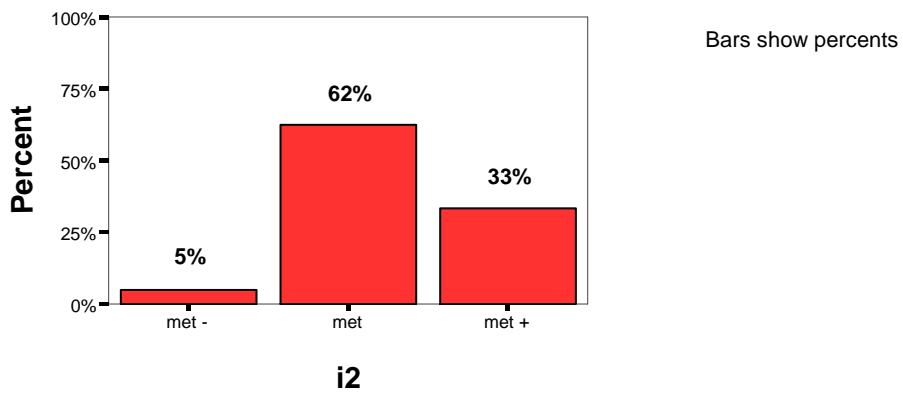


**Effective Communication to Foster Inquiry and Collaboration**

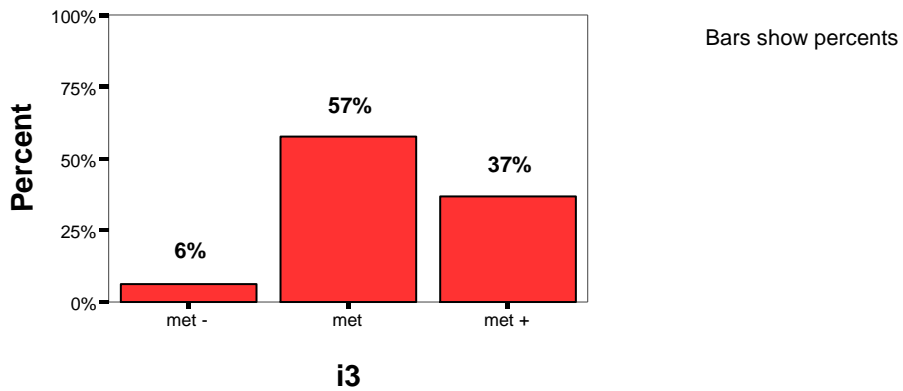
I1. Providing directions and explanations in a clear, coherent, and logical manner



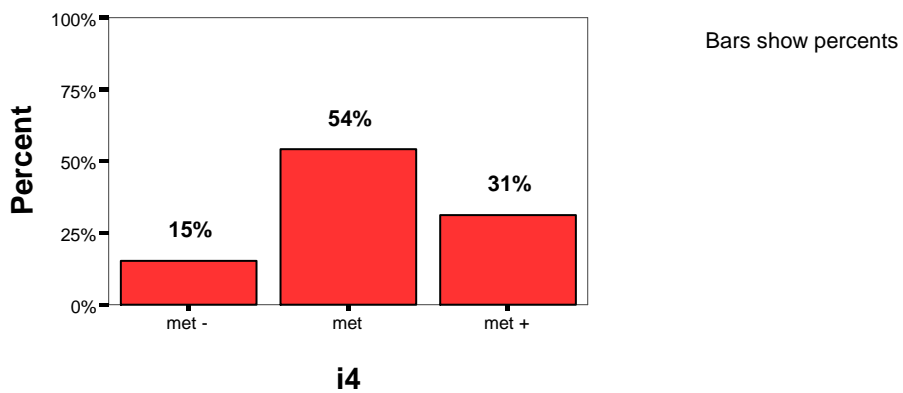
I2. Providing for two-way communication with students



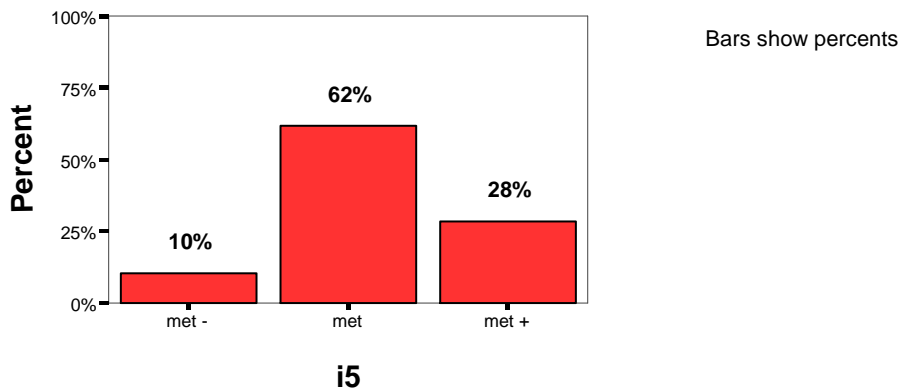
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication



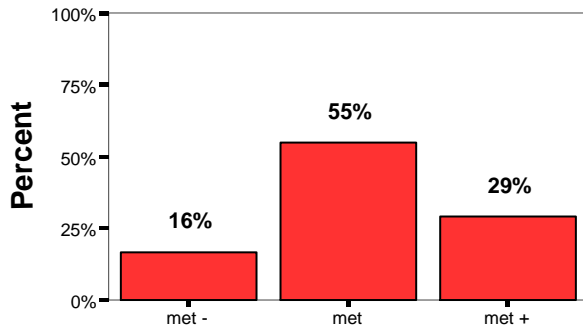
I4. Assisting and encouraging students to research issues and questions of concern to them



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



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

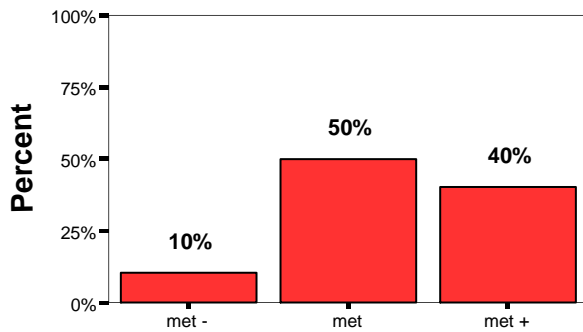


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**i6**

**Lesson Planning**

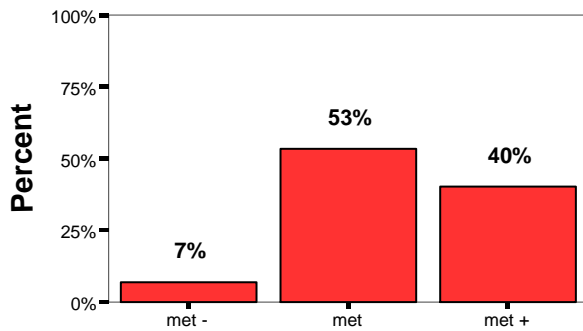
J1. Planning instruction to achieve selected objectives



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**j1**

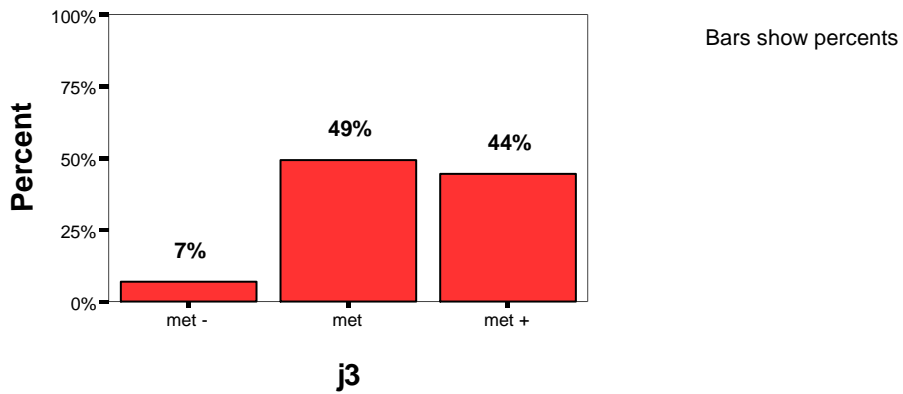
J2. Identifying and sequencing goals of instruction



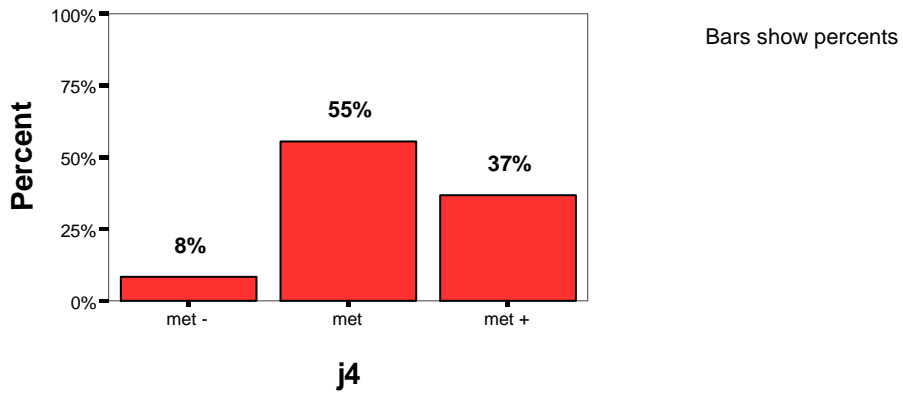
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**j2**

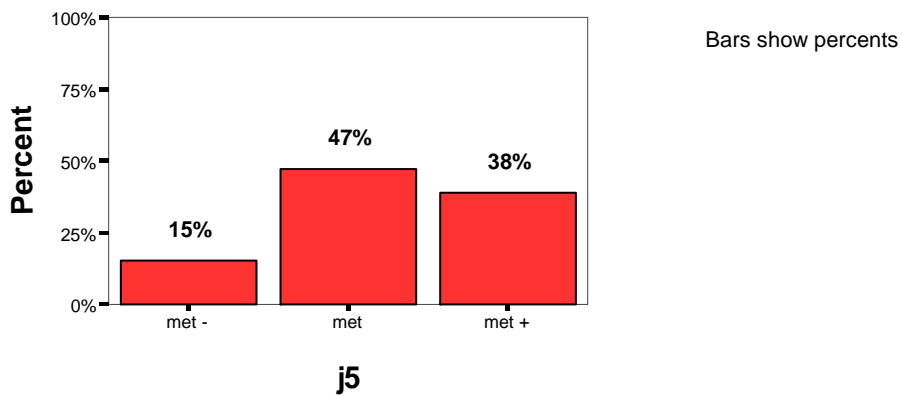
### J3. Identifying and sequencing objectives with lessons



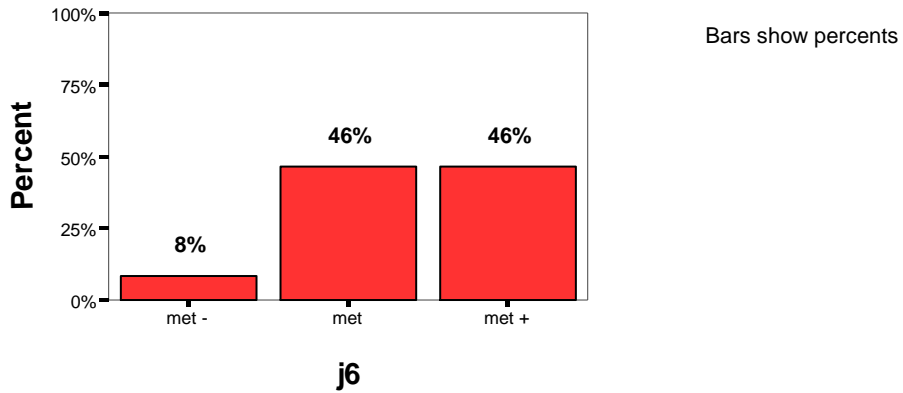
### J4. Identifying teaching procedures and sequencing learning activities



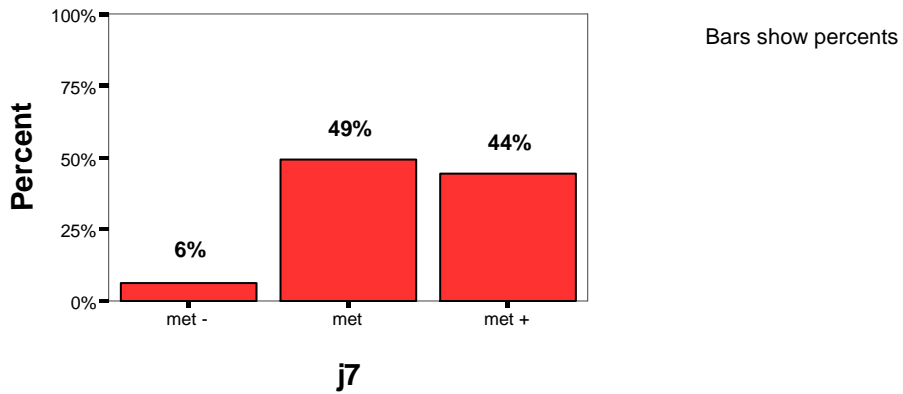
### J5. Revising instruction on the basis of student comments, questions, and performance



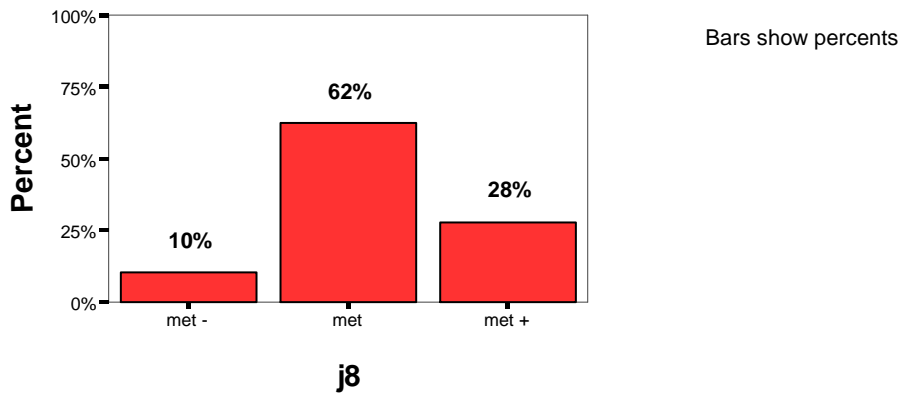
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom



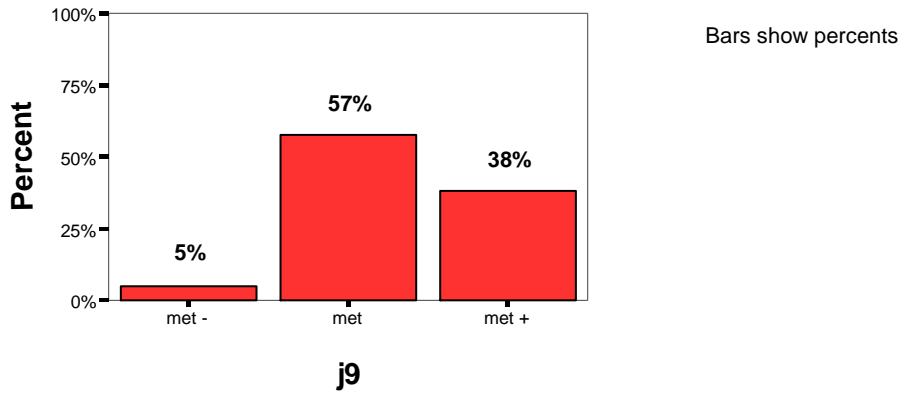
J7. Demonstrating sensitivity to and for the needs and feelings of all students



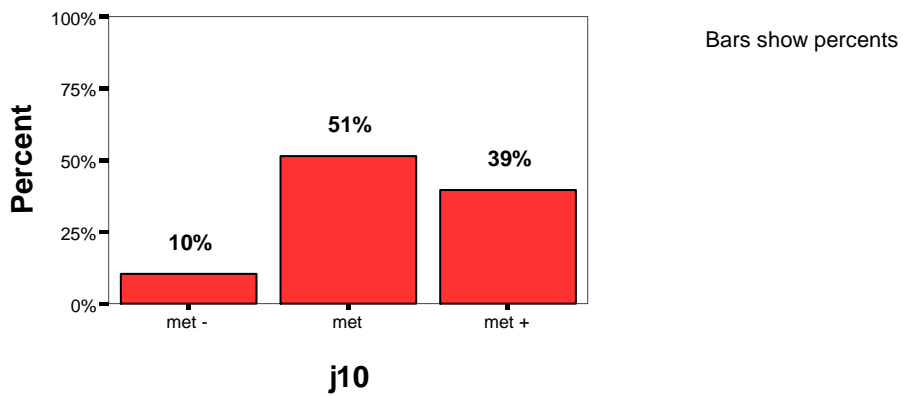
J8. Outlining expectations for all students in a clear manner



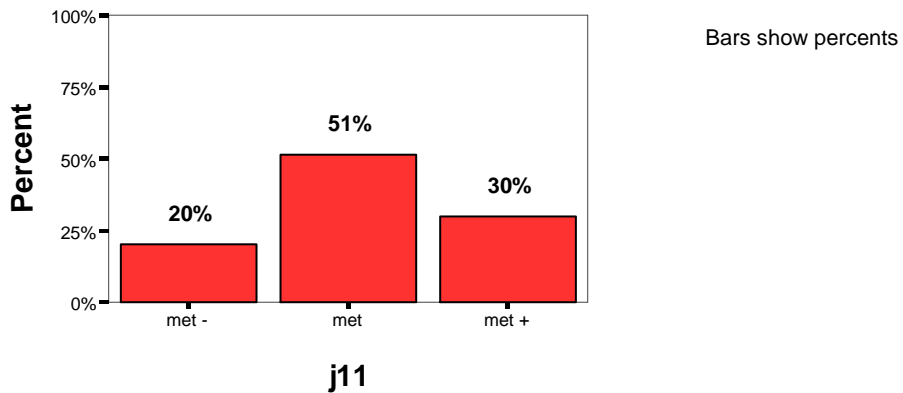
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate



J10. Providing illustrations, examples, and applications of material

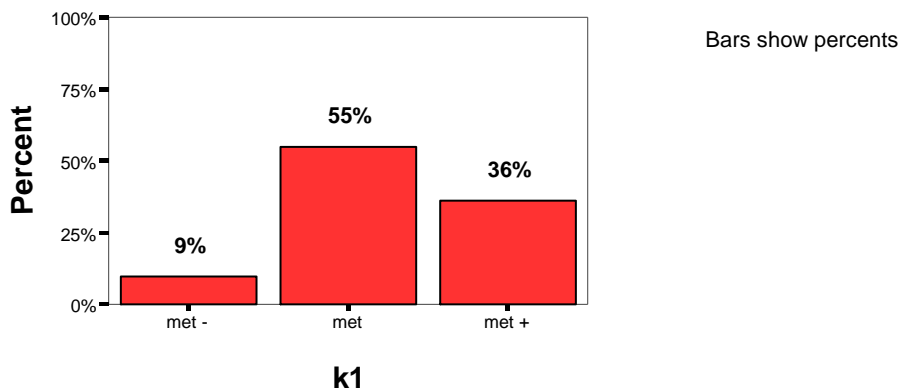


J11. Designing lessons that integrate technology into teaching

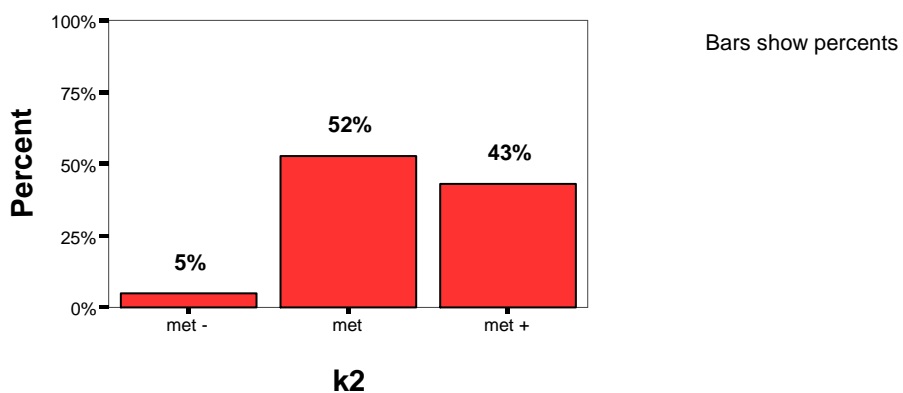


## Assessment of Student Learning to Improve Teaching

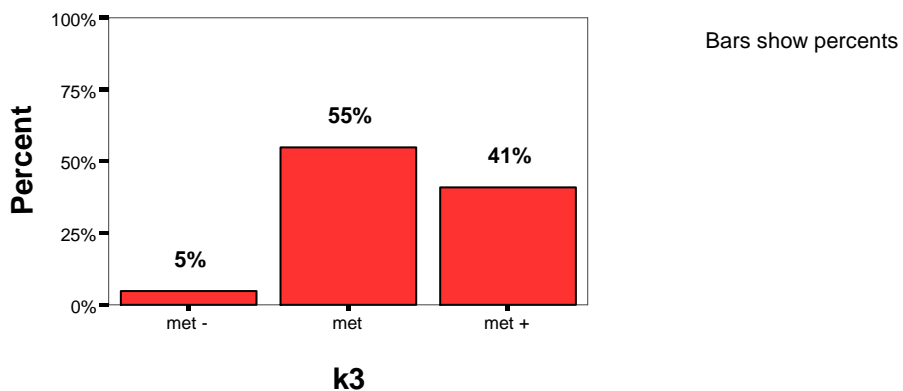
K1. Recognizing and encouraging the special interests and abilities of individual students



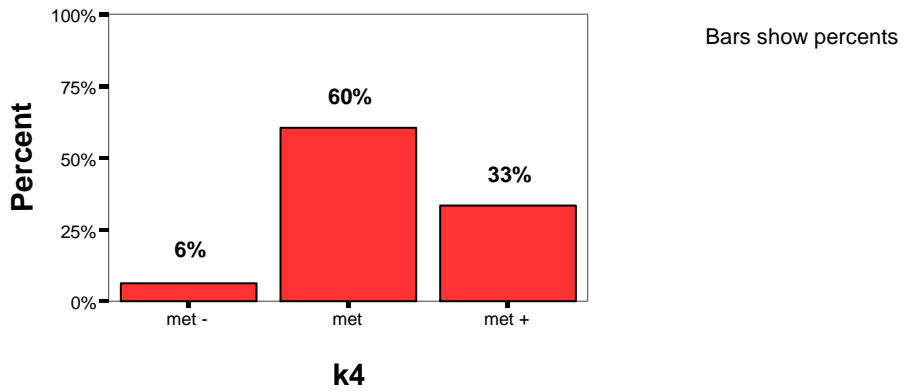
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives



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

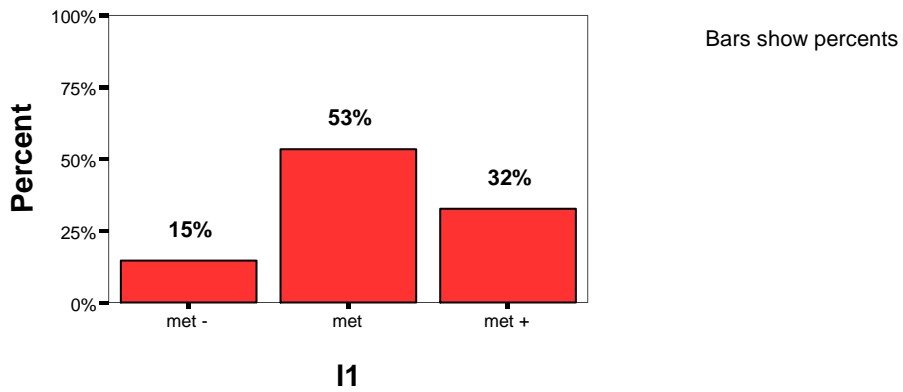


#### K4. Evaluating students on the basis of criteria that are aligned with instructional objectives

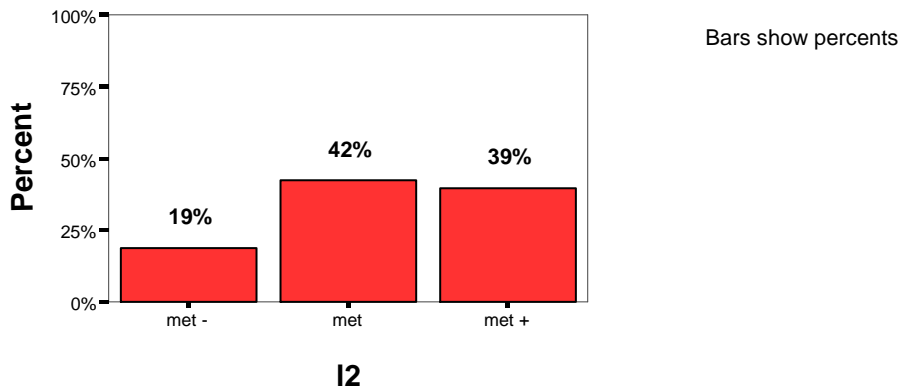


### Reflection and Professional Development

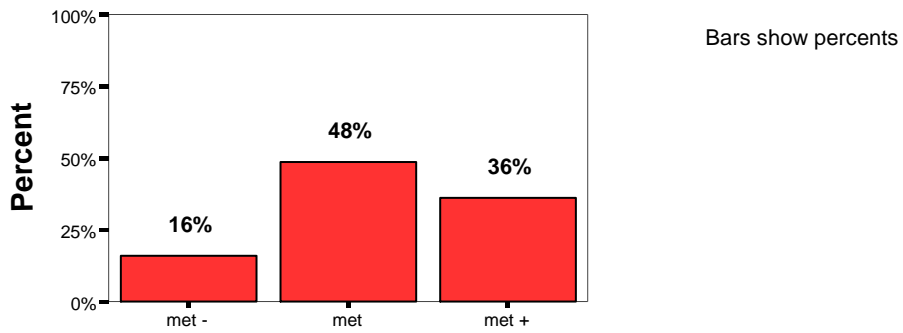
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action



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

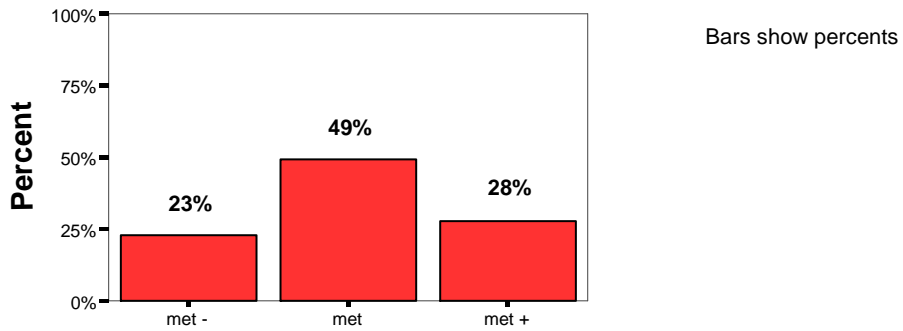


L3. Identifying students who require the assistance of a specialist



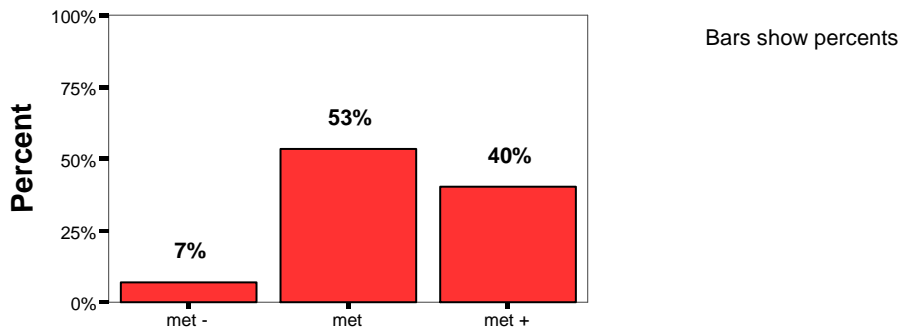
**I3**

L4. Handling discipline fairly and consistently



**I4**

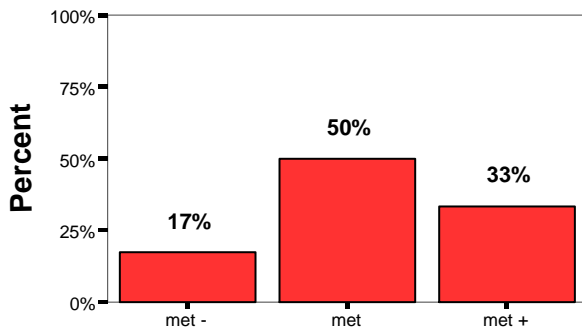
L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader



**I5**

## Partnerships with School and Community

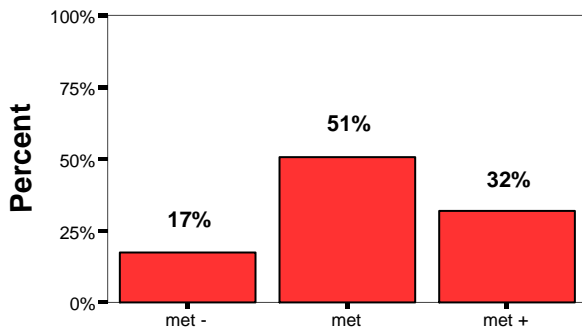
M1. Encouraging and maintaining the cooperative involvement and support of parents and community



Bars show percents

**m1**

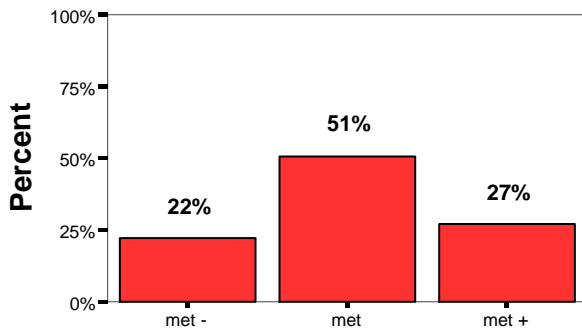
M2. Providing opportunities for parents' and community involvement



Bars show percents

**m2**

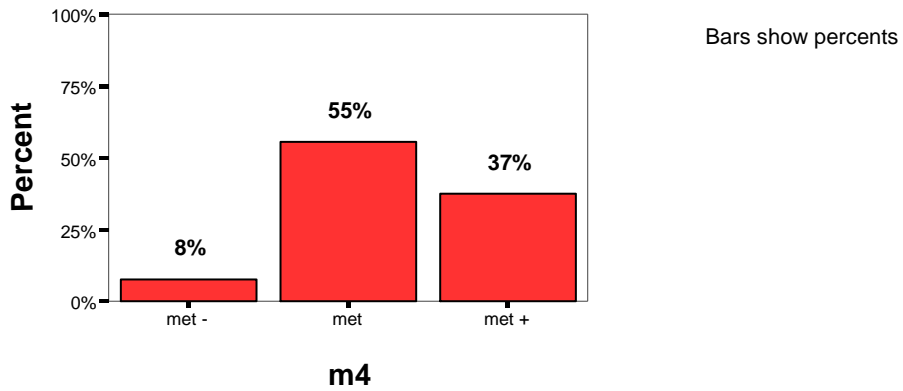
M3. Using community resources in instruction



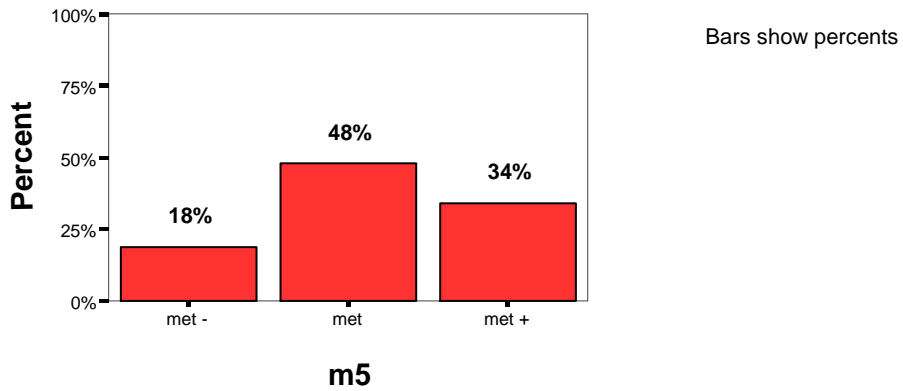
Bars show percents

**m3**

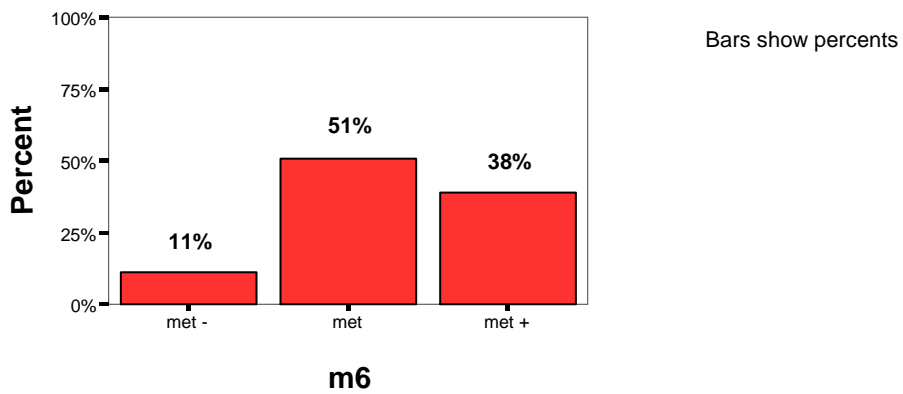
#### M4. Understanding the rights and responsibilities of students



#### M5. Understanding the rights and responsibilities of parents



#### M6. Understanding the rights and responsibilities of teachers



## M7. Engaging parents in the learning process

