



Southern Connecticut State University

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

<http://ccsar.southernct.edu> Tel: (203) 392-6439

Norris M. Haynes, Ph. D., Director

Maureen Gilbride-Redman, M.P.A., Research Associate, Assistant Director

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

Prepared by:

Gregory A. Osenko, M.S.

Susan R. Tiso, B.S.

Jamie O’Meara-Cartwright, B.S.

Maureen Gilbride-Redman, M.P.A.

Norris M. Haynes, Ph.D.

Academic Year 2005-2006

SCSU Educator Preparation Program Evaluation

An Analysis of Student Survey Responses

SCSU Educator Preparation Program Evaluation
An Analysis of Student Survey Responses
Academic Year 2005-2006
Fall and Spring Semester

The Center for Community and School Action Research (CCSAR) distributes the *Educator Preparation Program Evaluation (EPPE)* survey to undergraduate, graduate, and sixth year students enrolled in an Educator Preparation Program. The objective of this survey is to learn the thoughts and opinions of SCSU students regarding the quality of their program and field experiences. The specific goals of the *EPPE* study:

- 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.);
- to learn how well students think their program has prepared them to become professional educators in their specialty area.

Method

Participants

The SCSU Student Teaching office identified and produced a list of the 462 candidates (212 fall semester, 250 spring semester) poised to complete their certification requirements during the 2005-2006 academic year. In addition, School of Education students enrolled in programs that did lead to state certification, and/or did not require student teaching (e.g., School Counseling) were also identified for inclusion in this study. Two hundred and fifty-eight completed student surveys were reviewed for this study. Of these, 31.1% expected to graduate in 2005; 57.0% expected to graduate in 2006; 5.2% expected to graduate in 2007; and 6.8% expected to graduate at some 'other' time. The 20 – 24 year old age group made up the largest portion of this sample (29.4%); the 25 – 29 year old age group made up the second largest portion of this sample (18.4%). The ethnic makeup of the sample was predominately white (88.2%), with black or African American students accounting for 5.5%, and Hispanic/Latino students accounting for 2.4%. This sample consisted of 73.9% female students, and 26.1% male students. A more comprehensive description of the sample (i.e., program of study, etc.) can be found in the appendix.

Apparatus

The first three pages of the *EPPE* survey include demographic statements and questions regarding gender, age, ethnicity, employment, and year of graduation (items A1-A10). The second section (B and C) asks student to identify their current program of study. Undergraduate students indicate their program in Part B, while graduate students complete part C. The remaining section contains 73 items (divided into 10 subsections) that 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 ten subsections reflect the ten Interstate New Teachers Assessment and Support Consortium (INTSAC) standards as well as the requirements set-forth by the CSDE. INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Lastly, the final page of the survey consists of four open-ended questions inviting candidates to write-in their responses in the spaces provided.

Procedure

Mailing labels and mailing packets were prepared for the 462 students deemed eligible for certification during the 2005 – 2006 academic year. School of Education students who were not in a certification program, and/or who were not student teaching were identified for inclusion by their respective department chairs and/or program coordinators. For example, CCSAR student surveys were distributed to students in a sixth year program in the Counseling and School Psychology department identified as graduating in the 2005-2006 academic year.

Each mailing packet contained a letter from the Dean, a CCSAR student survey, and a return envelope. Students were then instructed to complete and return their anonymous student survey (December 2005, and May 2006) to the Director of Student Teaching/Certification Officer in the enclosed envelope. For tracking purposes, each student was asked to write his/her name on the outside of the envelope. Once each envelope was recorded as received by the Certification Officer, it was given to the department secretary to be processed.

By the end of the fall data collection period (December 2005), 130 completed student surveys were received (*48 of these surveys were received during the summer prior to the fall semester). In an attempt to increase the response rate a 2nd mailing was instituted. The mailing yielded 21 additional surveys bringing the total to 151 for the fall semester.

In May 2006 surveys were distributed to students poised to graduate in the spring of 2006. By the end of the first data collection wave 81 student surveys were collected. In an

attempt to gather more surveys a second mailing was instituted. This mailing yielded 26 additional surveys bringing the total sample size to 258.

Results

Analysis of Survey Items

The mean scores indicate that students are mainly satisfied with the education they have received from Southern. Each INTASC standard received an overall mean score higher than a 2.00, indicating that students' needs were *met* in these areas. Individual survey items also revealed positive findings, with the exception of one item (H9); each survey item also received a mean score of a 2.00 or higher.

INTASC standard #2, *Knowledge of Human Development and Learning*, received the highest mean score (M=2.37), while INTASC standard #10, *Partnerships with School and Community*, received the lowest mean score (M=2.20). The survey item with the highest mean score was item D5, *Possessing accurate and up to date knowledge of subject matter* (M=2.51) and item H9, *Conducting effective parent/teacher conferences*, received the lowest mean score (M=1.96).

Table 1 shows the distribution of individual item mean and standard deviation scores in relation to the ten INTASC standards, and the mean score for each INTASC standard.

Table-1 Mean scores for Survey Items and INTASC Standards

<u>INTASC Standards and Accompanying Survey Items</u> The extent in which my SCSU Educator Preparation Program has prepared an supported me to demonstrate competence in the following areas:	Mean Score	Standard Deviation
INTASC Standard 1 Knowledge of Subject Matter, D1-D8	M=2.35	SD=.459
D1. Proficiency in reading	M=2.28	SD=.643
D2. Proficiency in writing	M=2.29	SD=.633
D3. Proficiency in mathematics	M=2.01	SD=.727
D4. Knowing and understanding the major principles and concepts of the materials I will teach	M=2.37	SD=.576
D5. Possessing accurate and up to date knowledge of subject matter	M=2.51	SD=.540
D6. Understanding of the purpose and value of the materials I will teach	M=2.45	SD=.560
D7. Ability to formulate meaningful questions about the subject matter	M=2.42	SD=.605
D8. Knowing the appropriate sources of additional information about the materials I will teach	M=2.42	SD=.591
INTASC Standard 2 Knowledge of Human Development and Learning, E1-E7	M=2.37	SD=.484
E1. Understanding of human physical development as it relates to planning and organization	M=2.31	SD=.550
E2. Understanding of human social development as it relates to planning and organization	M=2.38	SD=.540

E3. Understanding of human emotional development as it relates to planning and organization	M=2.33	SD=.564
E4. Understanding of human intellectual development as it relates to planning and organization	M=2.38	SD=.549
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly	M=2.43	SD=.571
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M=2.42	SD=.591
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds	M=2.35	SD=.598
INTASC Standard 3 Instruction is Adapted to Meet Diverse Learners, F1-F4	M=2.33	SD=.498
F1. Planning instructional activities which provide for individual differences	M=2.31	SD=.600
F2. Matching teaching styles and methods with the learning situation and the learning styles of students	M=2.36	SD=.572
F3. Effectively implementing instructional plans and using appropriate instructional techniques	M=2.32	SD=.575
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly	M=2.34	SD=.610
INTASC Standard 4 Use of Multiple Instructional Strategies and Resources, G1-G10	M=2.29	SD=.468
G1. Using a variety of instructional methods and media to address the needs of all students	M=2.35	SD=.591
G2. Using a balance of individual, small, and large group instructional arrangements	M=2.37	SD=.589
G3. Providing instructional activities that foster student involvement	M=2.36	SD=.586
G4. Engaging students in selecting their own learning objectives and activities	M=2.09	SD=.642
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M=2.31	SD=.607
G6. Presenting opportunities that foster critical thinking and problem solving skills	M=2.27	SD=.600
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students	M=2.31	SD=.536
G8. Using differentiated curriculum to meet the needs of exceptional children	M=2.18	SD=.632
G9. Recognizing the conditions and needs of special education students	M=2.27	SD=.663
G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities	M=2.32	SD=.595
INTASC Standard 5 An Effective Learning Environment is Created, H1-H11	M=2.30	SD=.477
H1. Maintaining classroom routines and procedures	M=2.25	SD=.630
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task	M=2.25	SD=.641
H3. Providing and maintaining an attractive and orderly learning environment	M=2.32	SD=.602
H4. Maintaining appropriate behavior standards for students in the learning environment	M=2.29	SD=.611
H5. Developing an atmosphere which fosters self-discipline	M=2.19	SD=.615
H6. Working cooperatively with colleagues and administrators	M=2.39	SD=.593
H7. Following the policies, procedures, and curricula of the school district	M=2.36	SD=.612
H8. Demonstrating ethical behavior	M=2.49	SD=.539

H9. Conducting effective parent/teacher conferences	M=1.96	SD=.690
H10. Promoting positive interpersonal relations based upon mutual respect	M=2.42	SD=.534
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation	M=2.37	SD=.573
INTASC Standard 6 Effective Communication to Foster Inquiry and Collaboration, I1-I6	M=2.33	SD=.513
I1. Providing directions and explanations in a clear, coherent, and logical manner	M=2.34	SD=.608
I2. Providing for two-way communication with students	M=2.37	SD=.588
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication	M=2.38	SD=.570
I4. Assisting and encouraging students to research issues and questions of concern to them	M=2.27	SD=.600
I5. Promoting students' ability to effectively communicate ideas and concerns to others	M=2.28	SD=.570
I6. Understanding how cultural and gender differences can affect communication in the classroom	M=2.34	SD=.619
INTASC Standard 7 Lesson Planning, J1-J11	M=2.35	SD=.497
J1. Planning instruction to achieve selected objectives	M=2.35	SD=.615
J2. Identifying and sequencing goals of instruction	M=2.35	SD=.636
J3. Identifying and sequencing objectives with lessons	M=2.36	SD=.620
J4. Identifying teaching procedures and sequencing learning activities	M=2.30	SD=.609
J5. Revising instruction on the basis of student comments, questions, and performance	M=2.27	SD=.598
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom	M=2.41	SD=.568
J7. Demonstrating sensitivity to and for the needs and feelings of all students	M=2.43	SD=.543
J8. Outlining expectations for all students in a clear manner	M=2.35	SD=.554
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate	M=2.35	SD=.590
J10. Providing illustration, examples, and applications of material	M=2.42	SD=.575
J11. Designing lessons that integrate technology into teaching	M=2.30	SD=.622
INTASC Standard 8 Assessment of Student Learning to Improve Teaching, K1-K4	M=2.34	SD=.496
K1. Recognizing and encouraging the special interests and abilities of individual students	M=2.35	SD=.554
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives	M=2.36	SD=.564
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M=2.33	SD=.571
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives	M=2.33	SD=.557
INTASC Standard 9 Reflection and Professional Development, L1-L5	M=2.25	SD=.505
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action	M=2.21	SD=.598
L2. Obtaining and using information from colleague to assist students with special needs	M=2.25	SD=.631
L3. Identifying students who require the assistance of a specialist	M=2.17	SD=.612
L4. Handling discipline fairly and consistently	M=2.20	SD=.625

L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader	M=2.42	SD=.525
INTASC Standard 10 Partnerships with School and Community, M1-M7	M=2.20	SD=.511
M1. Encouraging and maintaining the cooperative involvement and support of parents and community	M=2.21	SD=.612
M2. Providing opportunities for parents and community involvement	M=2.14	SD=.633
M3. Using community resources in instruction	M=2.08	SD=.638
M4. Understanding the rights and responsibilities of students	M=2.32	SD=.574
M5. Understanding the rights and responsibilities of parents	M=2.24	SD=.615
M6. Understanding the rights and responsibilities of teachers	M=2.33	SD=.578
M7. Engaging parents in the learning process	M=2.10	SD=.654

Qualitative Findings

Students were asked to respond to four open-ended questions at the end of the survey. The first three questions were designed to solicit ideas and suggestions for enhancing the program while the fourth question asks students to provide their own feedback. Responses to these four questions are summarized below under *Primary Comments* and *Additional Comments*. Primary Comments represent statements/concepts that were observed a minimum of 20 times while statements under *Additional Comments* reflect concerns that were mentioned less often but are noteworthy.

Open-Ended Questions:

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.*

Primary Comments

Positive Statements

There were a number of students that made positive comments about their experience with SCSU. Many of these students “really learned a lot and enjoyed [their] experience here at Southern.” Students also felt “prepared to enter the field of teaching, or felt qualified to work as an administrator.”

Classroom management

The most cited response by students was a desire for increased classroom management preparation. Many comments emphasized that “a course strictly on classroom management and discipline” would be something that they would add to their program. Several students suggested that this class should focus on a “review [of] different strategies that might help in the classroom.” Lastly, one student stated that, “classroom management 101 [is] a must.”

More Hands-On Experience

Many students felt that they need more hands-on experience so that they could be more prepared for student teaching. As one student put it, we need “more access to real classroom situation – whether role-play or actual classrooms.” The students seem to feel that this experience would help ease the transition into student teaching, because for some it was “a dive in head first.”

More Special Education Classes

Many students thought that there should be increased special education instruction. Inclusion is a topic that came up several times in the students’ responses. “Because special education students are being included in the general education classroom, we need more training on how to accommodate them, while still serving the needs of the other students.”

Additional Comments

The following comments were cited less frequently by students but are noteworthy for general program enhancement.

BEST Program

“Add training applicable to the BEST program.”

“Have a seminar on what the BEST program is. I am still in the dark about it.”

“I have not been told anything about the BEST program – all I know is what I hear from speaking with other students.”

“We should all use the BEST lesson plan template.”

Co-operating Teachers

“I highly recommend having students meet with 3 possible co-operating teachers, and choosing one that they would feel comfortable with.”

“Have a list of recommended teachers to student teach with from other experiences.”

General Ideas

“Add a course that shows future teachers how to deal with parents and community.”

“Bring local students into SCSU to be taught by preparatory classes.”

“A course for getting a teaching job – resumes, mock interviews, portfolio etc.”

Discussion

Survey responses indicate that students' feel positive about their experiences at SCSU. The mean INTASC standard scores were all higher than 2.00 and only one survey item earned a mean score less than 2.00. This indicates that SCSU's teacher preparation programs have *met* the needs of their students in relation to the requirements stipulated by the CSDE and by INTASC. Positive comments from the open-ended questions also illustrate students' satisfaction with their programs. As one student puts it, "keep up the good work!"

The one item that reflects a program weakness involves the lack of preparation to conduct effective parent/teacher conferences (M=1.96). Students also note these three main areas as in need of improvement: instruction in classroom management, more hands-on training, and more special education classes. Additionally, the lack of preparation and information regarding the BEST program and the need for choice in the selection of a Cooperating teacher were also mentioned as limitations of the program.

Appendix I. Demographic Information

Table 2-Ethnic Background

		Frequency	Percent	Valid Percent
Ethnic Backgrounds	Black or African American	14	5.4	5.5
	Asian American	3	1.2	1.2
	Hispanic Latino	6	2.3	2.4
	White	224	86.8	88.2
	Other	7	2.7	2.8
	Total	254	98.4	
Missing Responses		4	1.6	

Table 3-Program in which students are currently enrolled

		Frequency	Percent	Valid Percent
Program Classification	Undergraduate with certification	81	31.4	31.8
	Graduate with certification	99	38.4	38.8
	Graduate without certification	5	1.9	2.0
	Sixth year	70	27.1	27.5
	Total	255	98.8	100
Missing Responses		3	1.2	

Table 4-Applied for certification

		Frequency	Percent	Valid Percent
Applied	Yes	188	72.9	74.9
	No	63	24.4	25.1
	Total	251	97.3	100
Missing Responses		7	2.7	

Table 5-Employed in area of certification

		Frequency	Percent	Valid Percent
Employed	Yes	77	29.8	30.6
	No	175	67.8	69.4
	Total	252	97.7	100
Missing Responses		6	2.3	

Table 6-Type of employment

		Frequency	Percent	Valid Percent
Type of Employment	Not employed	95	36.8	37.4
	Part-time	47	18.2	18.5
	Full-time	112	43.4	44.1
	Total	254	98.4	100
Missing Responses		4	1.6	

Table 7-Current employment setting

		Frequency	Percent	Valid Percent
Employment Setting	Urban setting	64	24.8	33.3
	Rural	9	3.5	4.7
	Suburban	82	31.8	42.7
	Other	37	14.3	19.3
	Total	192	74.4	
Missing Responses		66	25.6	

Table 8-Students who have double majors

		Frequency	Percent	Valid Percent
Double Majors	Yes	47	18.2	18.5
	No	207	80.2	81.5
	Total	254	98.4	100
Missing Responses		4	1.6	

Table 9-Undergraduate Program Enrollment

		Frequency	Percent	Valid Percent
Program	Art Education	7	2.7	8.5
	Biology	2	.8	2.4
	Early Childhood Education	5	1.9	6.1
	Earth Science Education	2	.8	2.4
	Elementary Education	28	10.9	34.1
	Exercise Science Teacher Education	10	3.9	12.2
	English Education	6	2.3	7.3
	Foreign Language Education	1	.4	1.2
	History Social Studies Education	10	3.9	12.2
	Math Education	2	.8	2.4
	Special Education	5	1.9	6.1
	Special Education/Elementary Education	4	1.6	4.9
Total	82	31.8	100	

Table 10-Graduate Program Enrollment

		Frequency	Percent	Valid Percent
Program	Art Education	6	2.3	3.5
	Biology	1	.4	.6
	School Counseling	1	.4	.6
	Elementary Education	14	5.4	8.1
	English	8	3.1	4.7
	Environmental Education	1	.4	.6
	Exercise Science	2	.8	1.2
	Foreign Language	1	.4	.6
	History Social Studies	9	3.5	5.2
	Library Media Specialist	7	2.7	4.1
	Mathematics	3	1.2	1.7
	Reading	1	.4	.6
	School Health Education	3	1.2	1.7
	School Psychology	1	.4	.6
	Science Education	6	2.3	3.5
	Special Education	13	5.0	7.6
	Speech Language Pathologist	4	1.6	2.3
	Counseling	2	.8	1.2
	Educational Leadership	67	26	39
	School Psychologist	14	5.4	8.1
	Special Education	5	1.9	2.9
	Early Childhood/Collaborative	2	.8	1.2
	Early Childhood	1	.4	.6
Total	172	66.7	100	

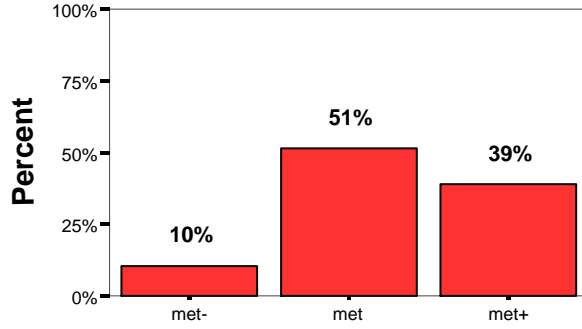
Table 11-Enrolled Graduate/Sixth year certification programs

		Frequency	Percent	Valid Percent
Certification Program	Yes	120	46.5	97.6
	No	3	1.2	2.4
Total		123	47.7	
Missing Responses		135	52.3	

II. Survey Item Responses

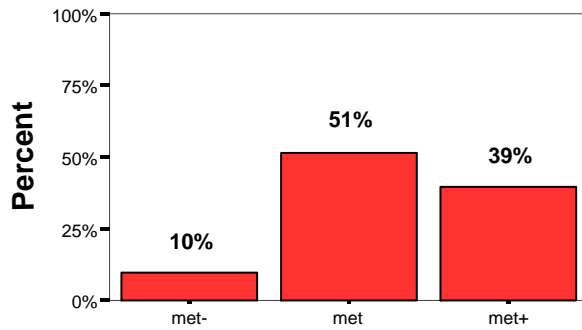
Knowledge of Subject Matter

D1. Proficiency in reading



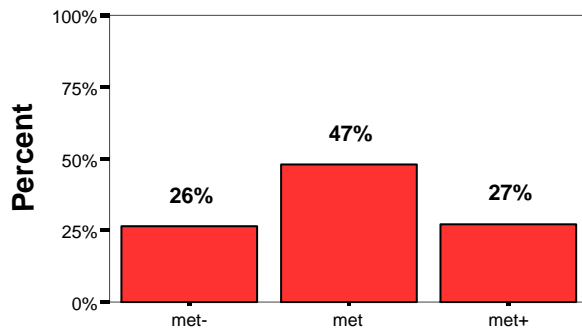
D1

D2. Proficiency in writing



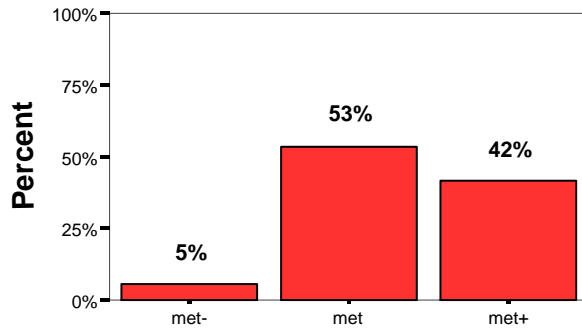
D2

D3. Proficiency in mathematics



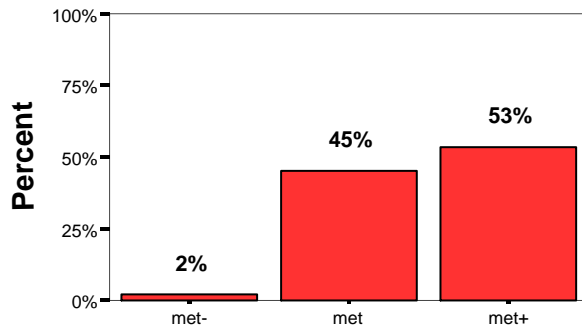
D3

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



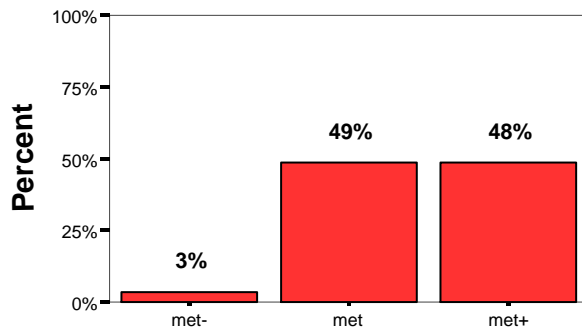
D4

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



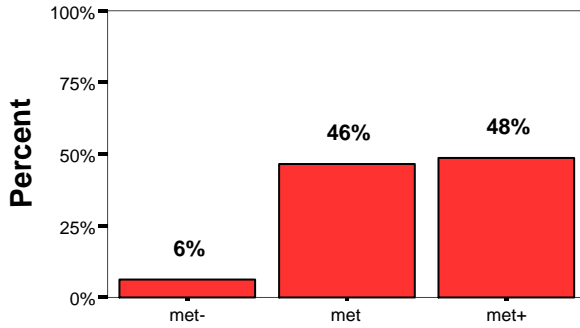
D5

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



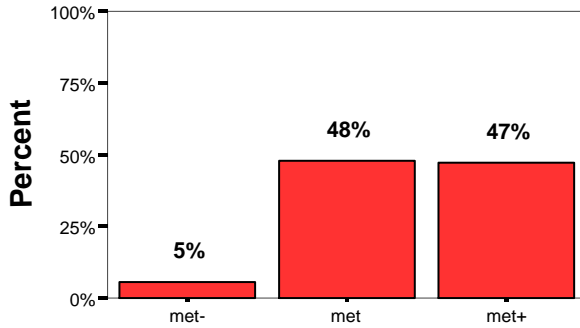
D6

D7. Ability to formulate meaningful questions about the subject matter



D7

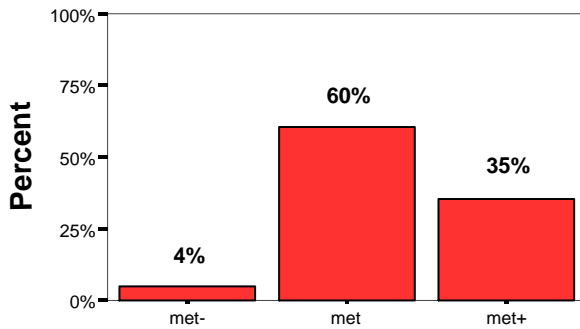
D8. Knowing the appropriate sources of additional information about the materials I will teach



D8

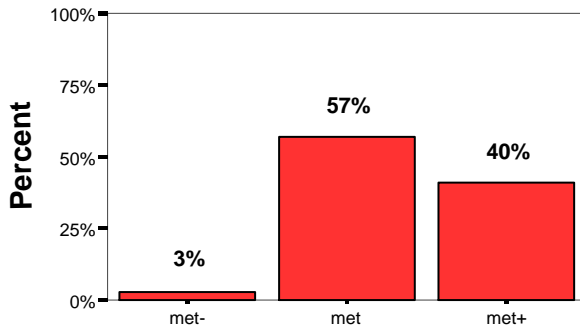
Knowledge of human development and learning

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



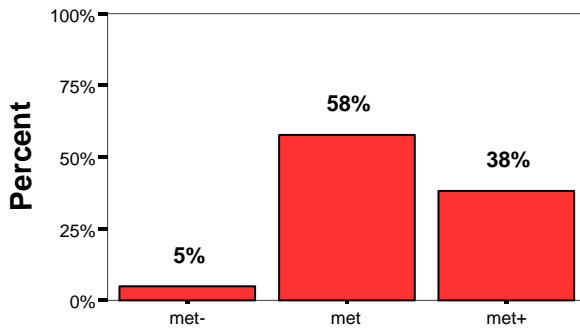
E1

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



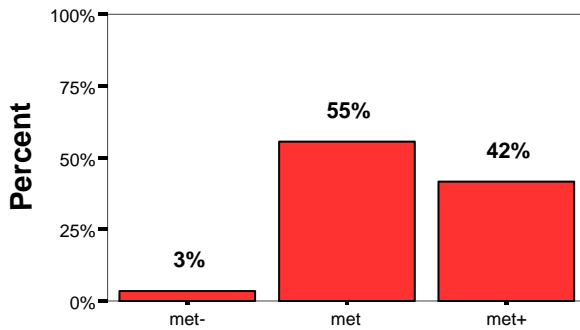
E2

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



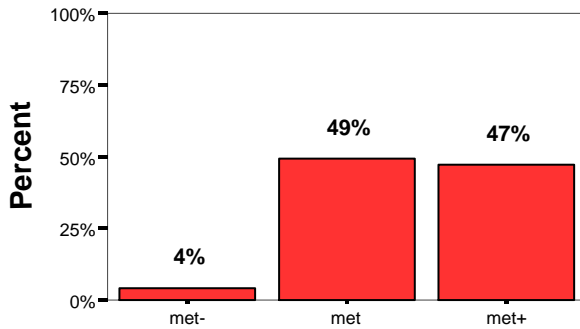
E3

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



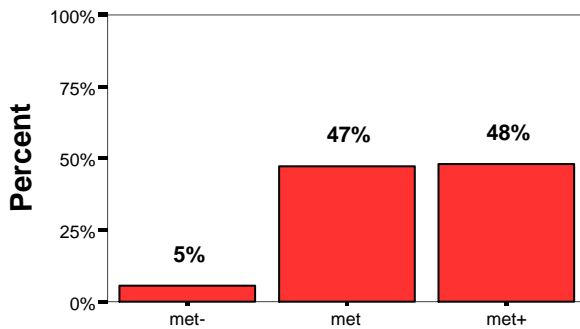
E4

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



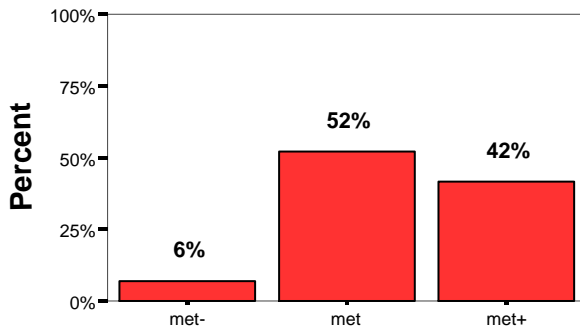
E5

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



E6

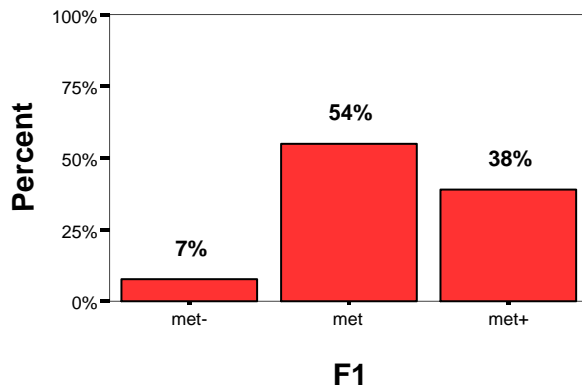
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds



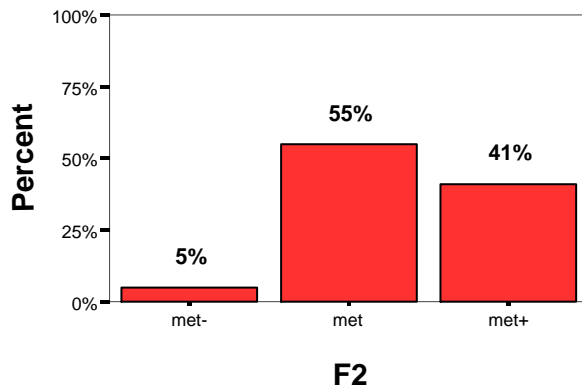
E7

Instruction is adapted to meet diverse learners

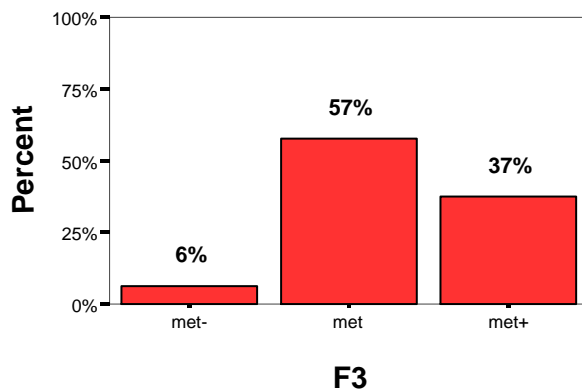
F1. Planning instructional activities which provide for individual differences



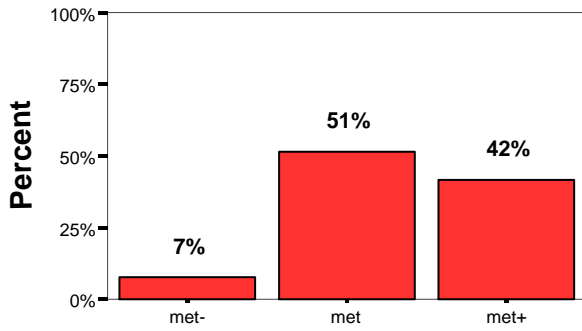
F2. Matching teaching styles and methods with the learning situation and the leaning styles of students



F3. Effectively implementing instructional plans and using appropriate instructional techniques



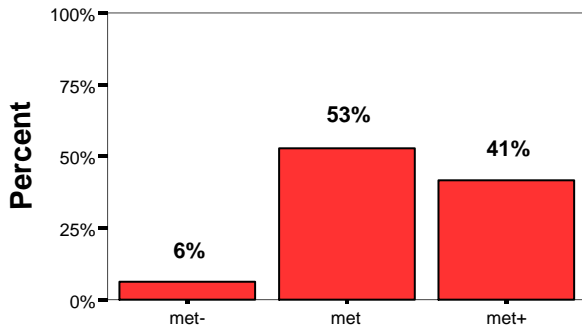
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly



F4

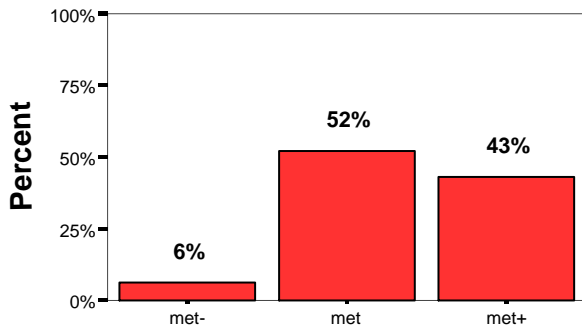
Uses of multiple instructional strategies and resources

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



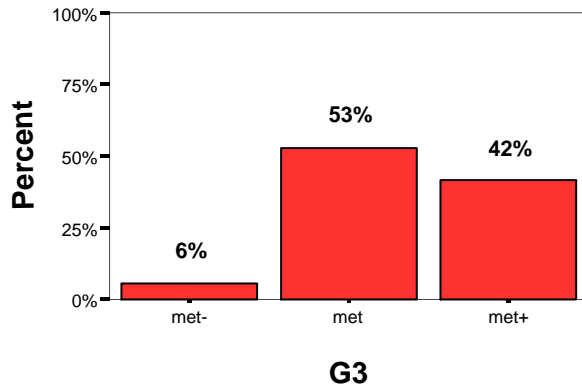
G1

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

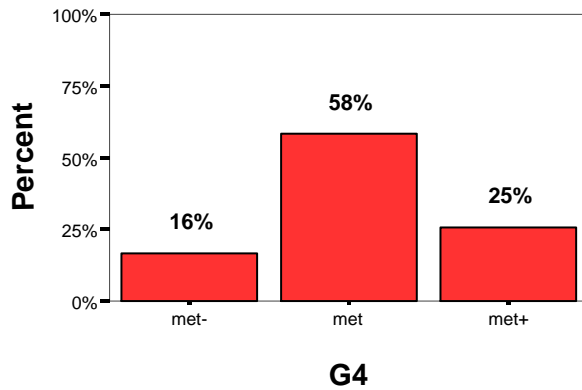


G2

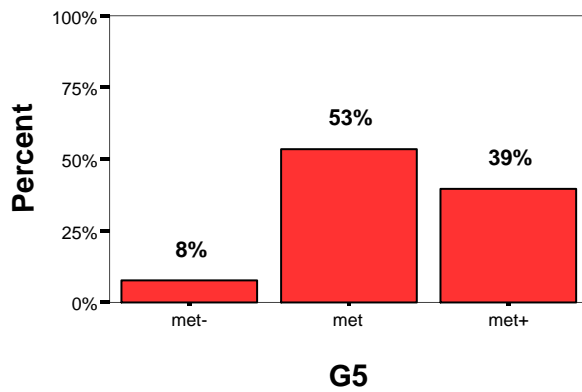
G3. Providing instructional activities that foster student involvement



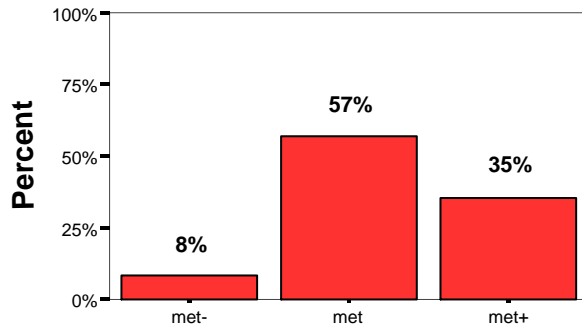
G4. Engaging students in selecting their own learning objectives and activities



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

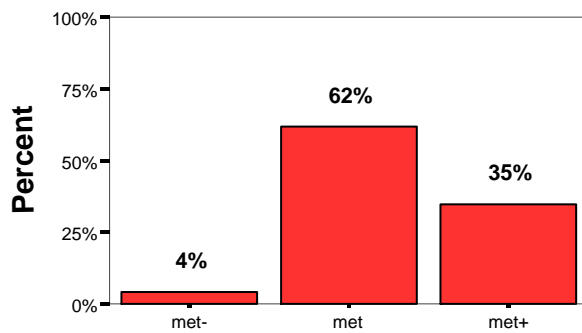


G6. Presenting opportunities that foster critical thinking and problem solving skills



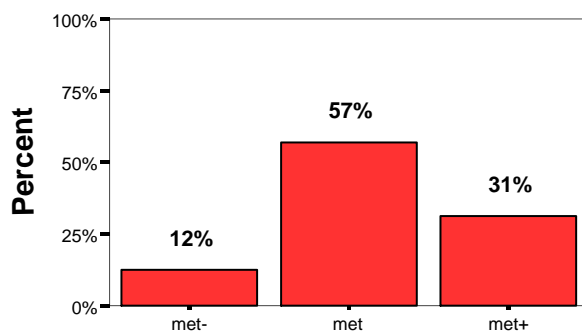
G6

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



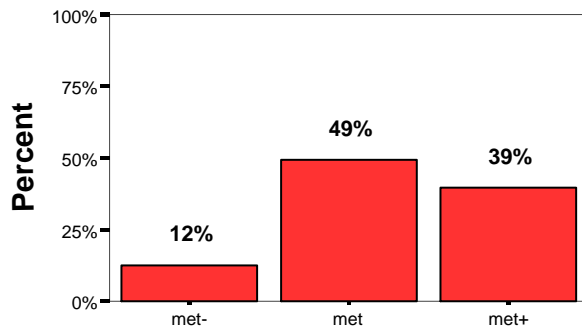
G7

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



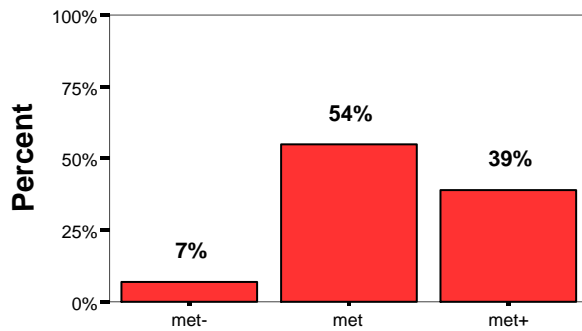
G8

G9. Recognizing the conditions and needs of special education students



G9

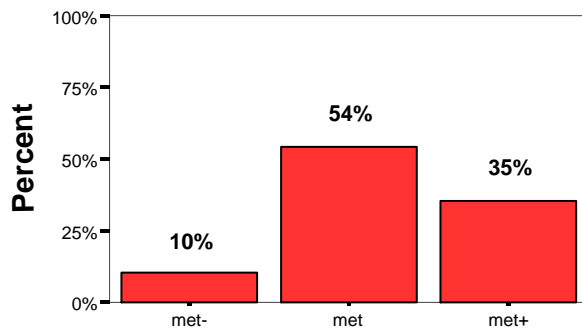
G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities



G10

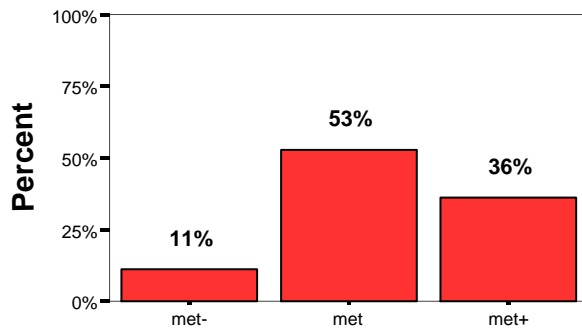
An effective learning environment is created

H1. Maintaining classroom routines and procedures



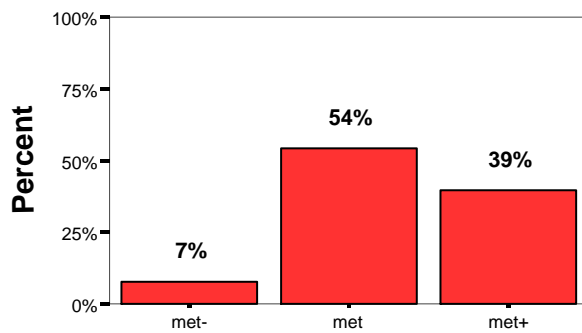
H1

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



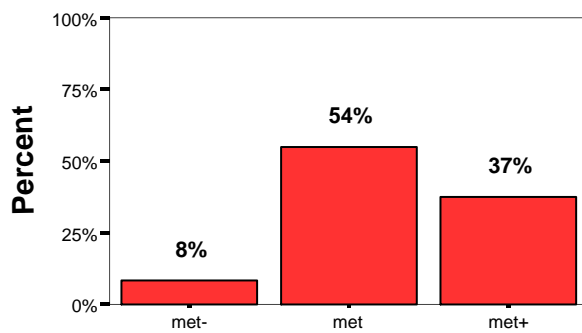
H2

H3. Providing and maintaining an attractive and orderly learning environment



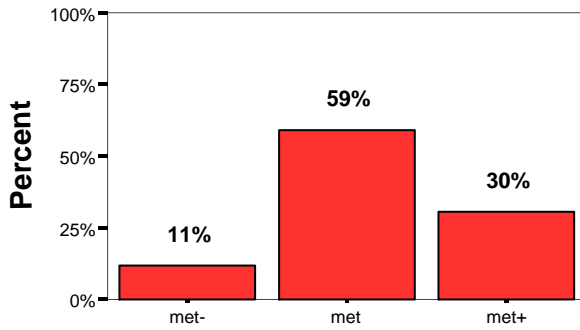
H3

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



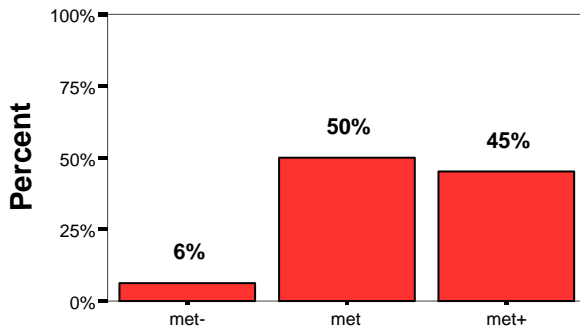
H4

H5. Developing an atmosphere which fosters self-discipline



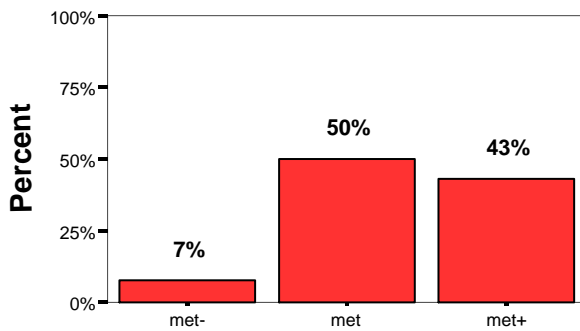
H5

H6. Working cooperatively with colleagues and administrators



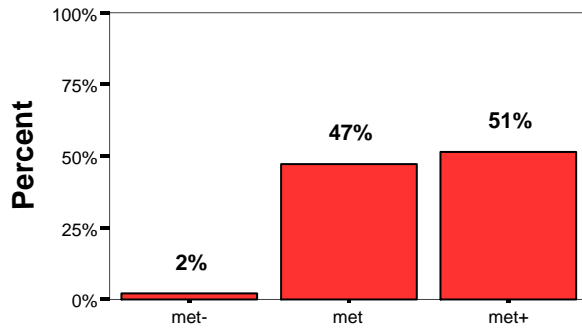
H6

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



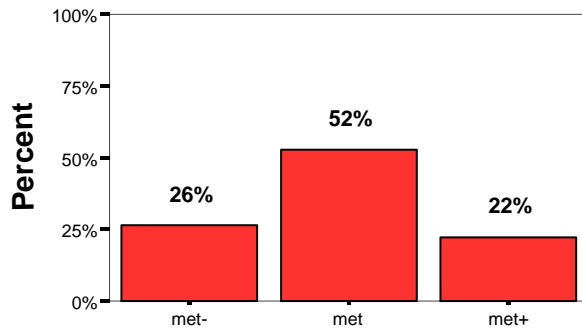
H7

H8. Demonstrating ethical behavior



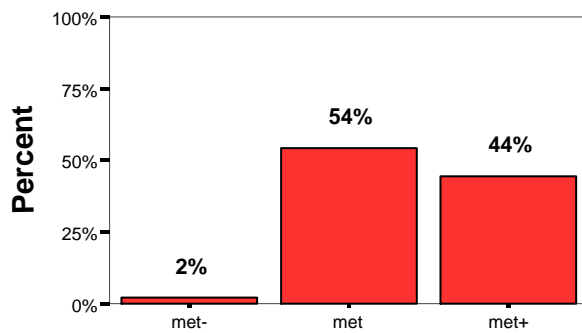
H8

H9. Conducting effective parent/teacher conferences



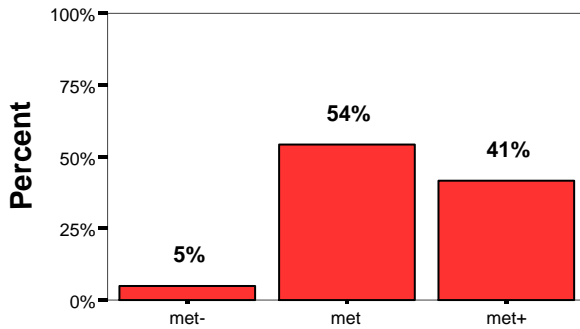
H9

H10. Promoting positive interpersonal relations based upon mutual respect



H10

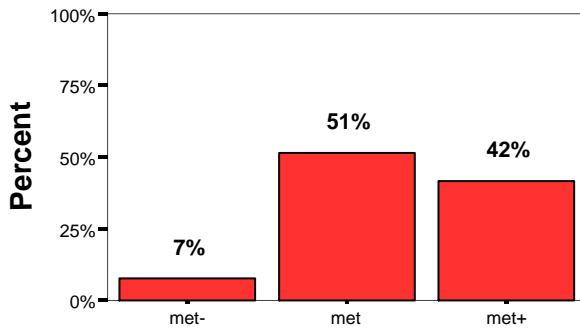
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation



H11

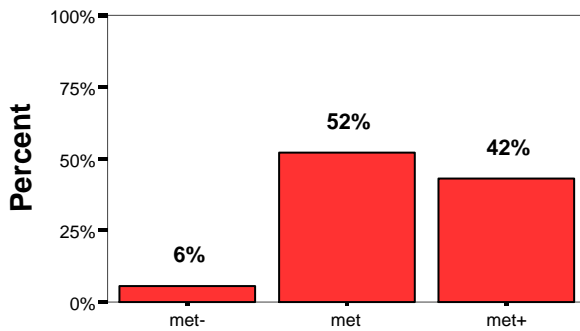
Effective communication to foster inquiry and collaboration

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



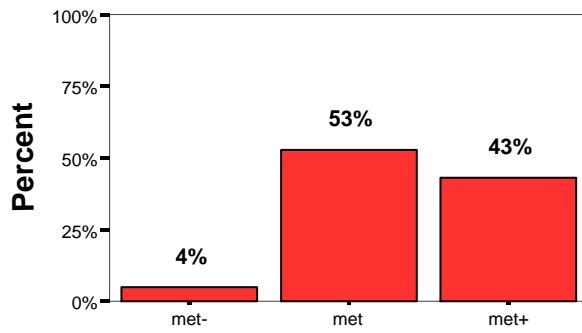
I1

I2. Providing for two-way communication with students



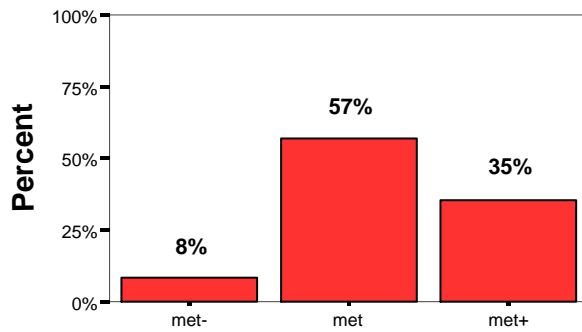
I2

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



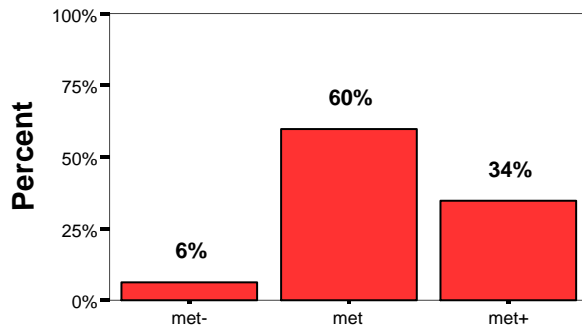
I3

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



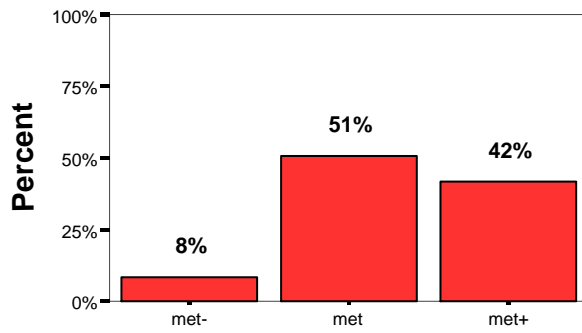
I4

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



I5

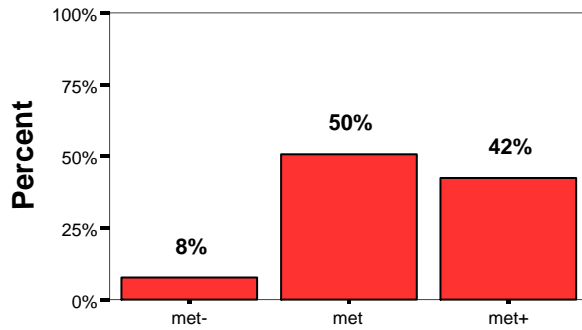
I6. Understanding how cultural and gender differences can affect communication in the classroom



I6

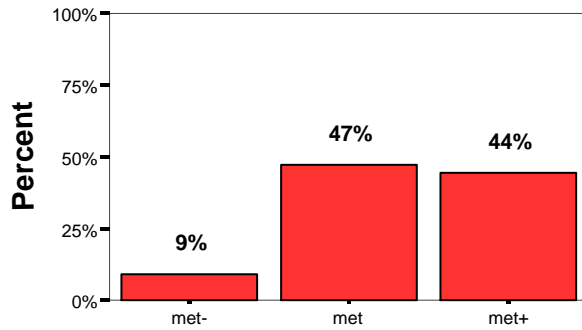
Lesson Planning

J1. Planning instruction to achieve selected objectives



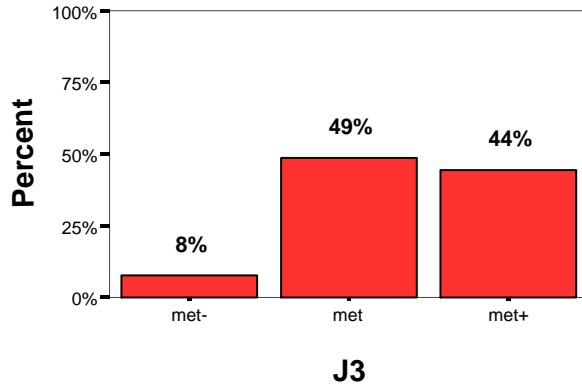
J1

J2. Identifying and sequencing goals of instruction

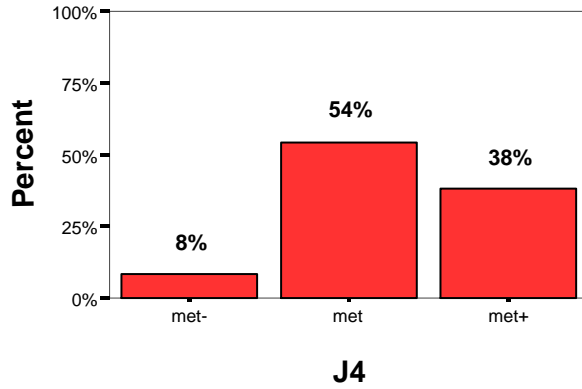


J2

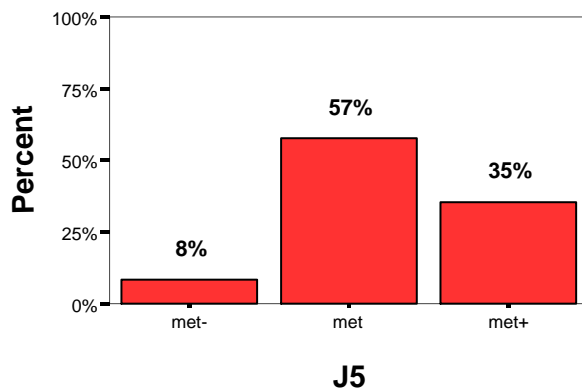
J3. Identifying and sequencing objectives with lessons



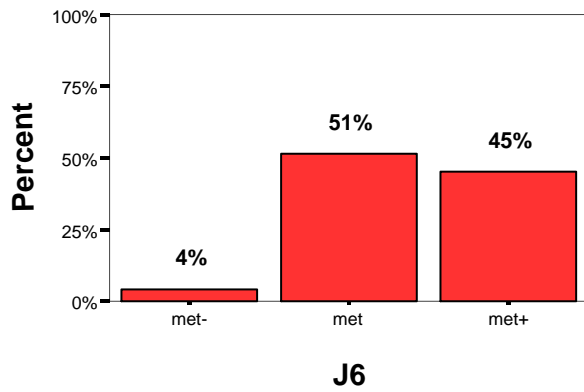
J4. Identifying teaching procedures and sequencing learning activities



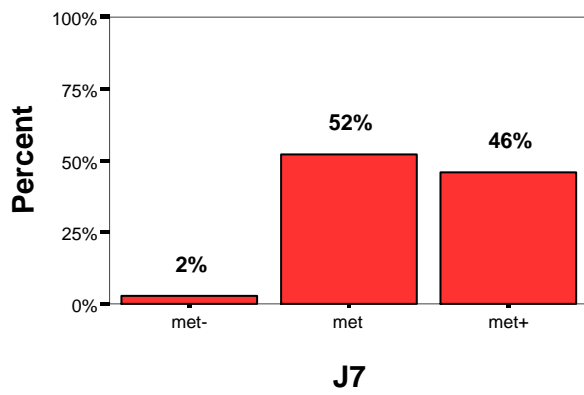
J5. Revising instruction on the basis of student comments, questions, and performance



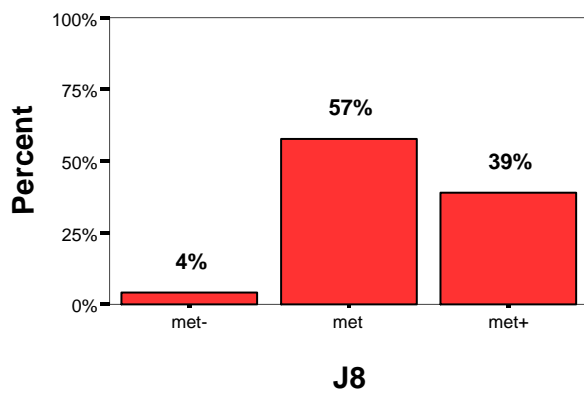
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom



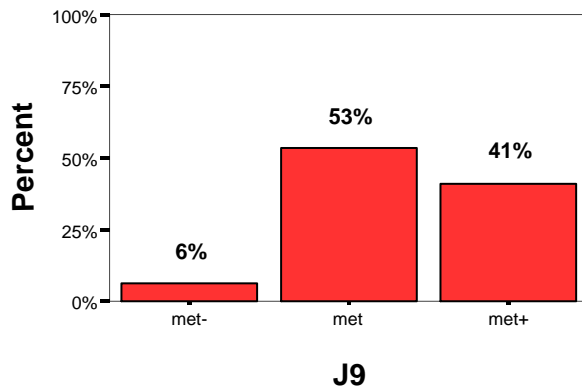
J7. Demonstrating sensitivity to and for the needs and feelings of all students



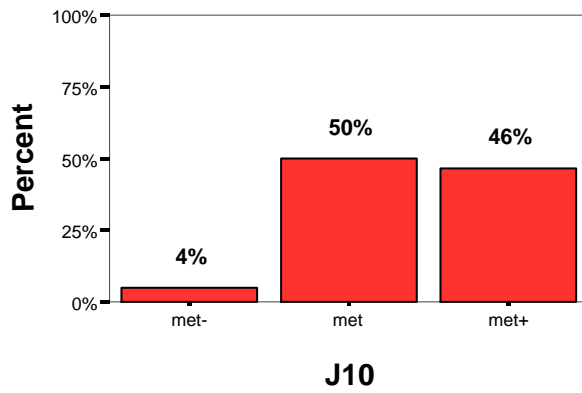
J8. Outlining expectations for all students in a clear manner



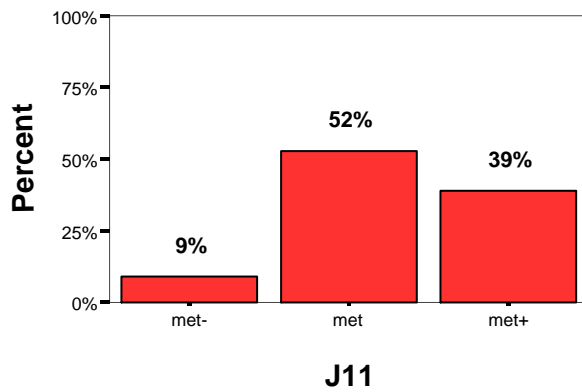
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate



J10. Providing illustration, examples, and applications of material

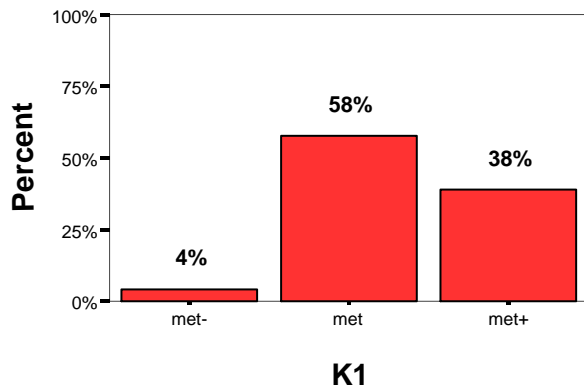


J11. Designing lessons that integrate technology into teaching

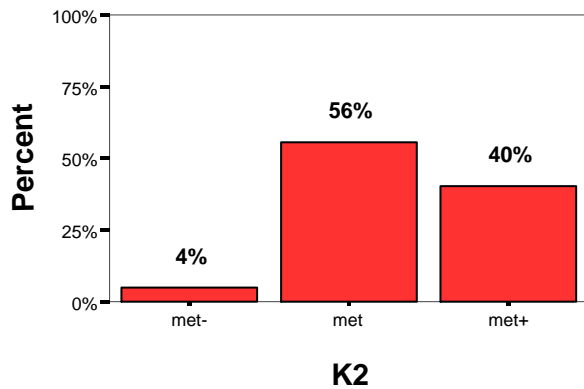


Assessment of student learning to improve teaching

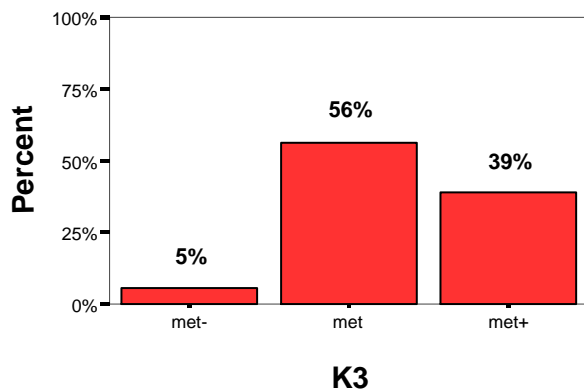
K1. Recognizing and encouraging the special interests and abilities of individual students



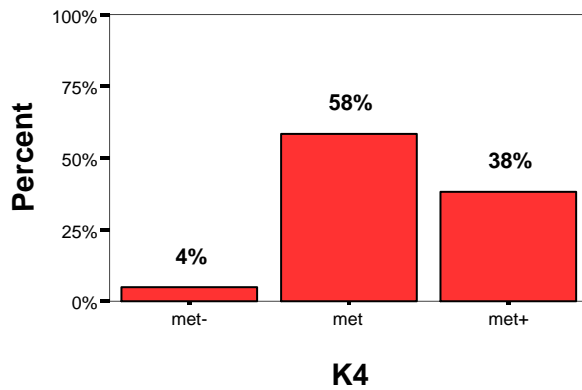
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives



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

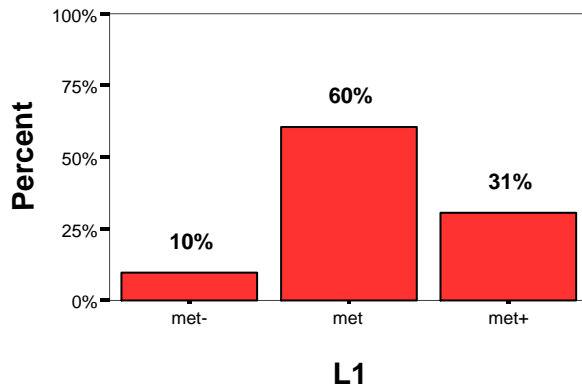


K4. Evaluating students on the basis of criteria that are aligned with instructional objectives

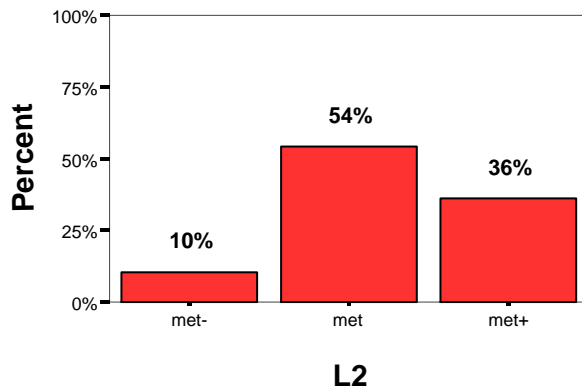


Reflection and professional development

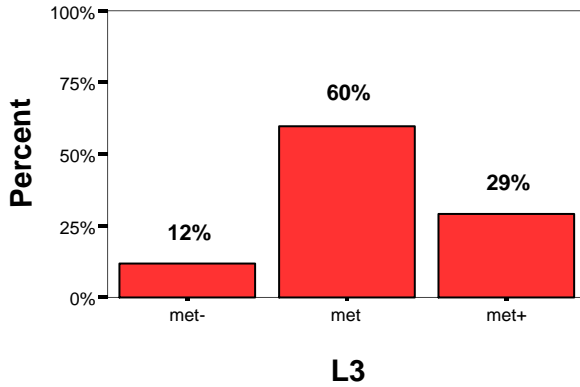
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action



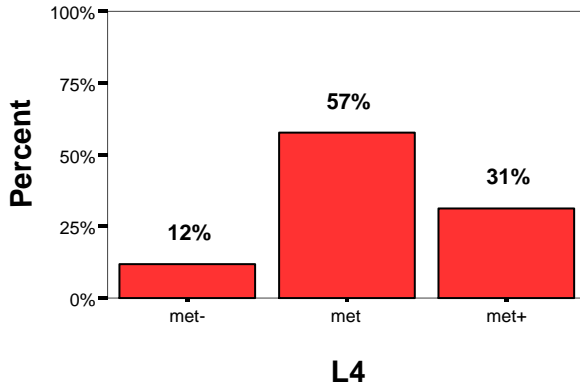
L2. Obtaining and using information from colleague to assist students with special needs



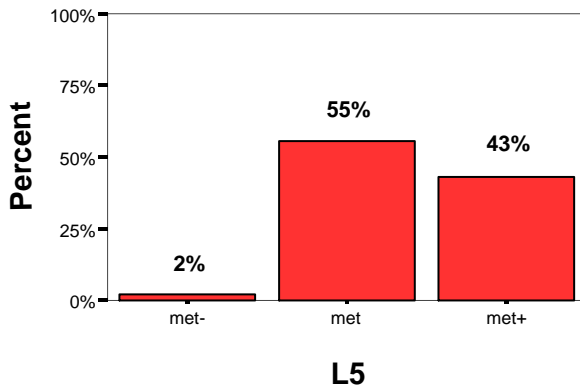
L3. Identifying students who require the assistance of a specialist



L4. Handling discipline fairly and consistently

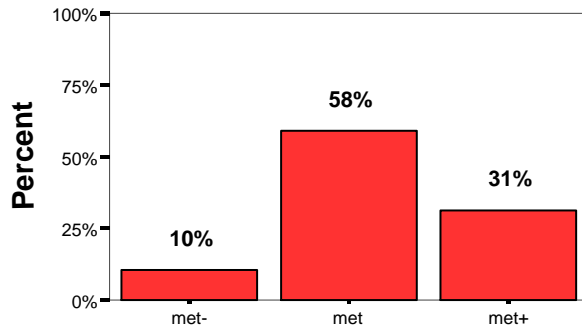


L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader



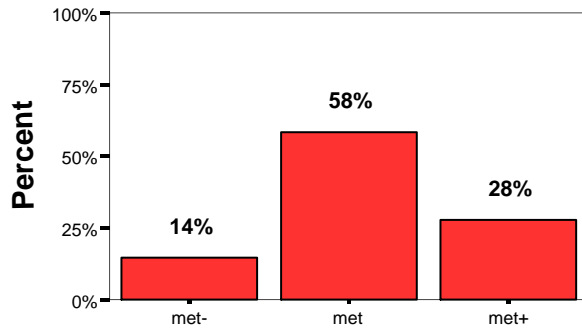
Partnerships with school and community

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



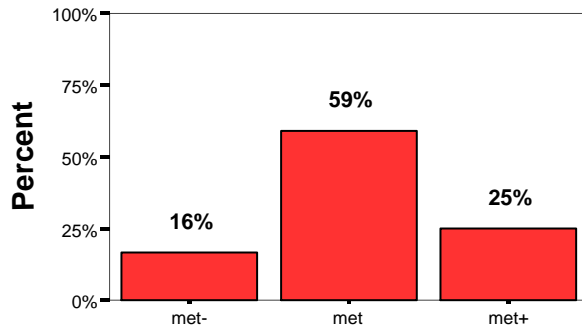
M1

M2. Providing opportunities for parents and community involvement



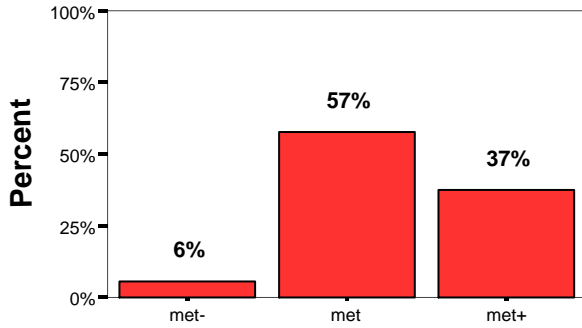
M2

M3. Using community resources in instruction



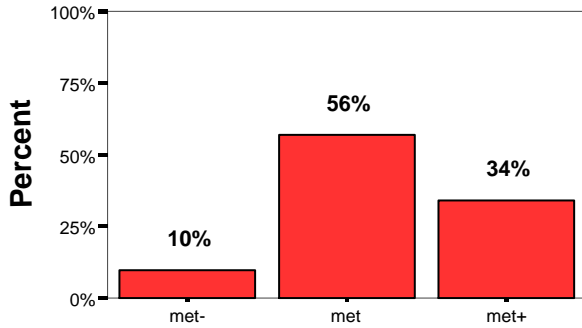
M3

M4. Understanding the rights and responsibilities of students



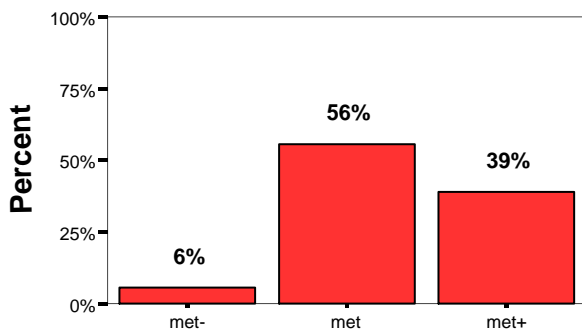
M4

M5. Understanding the rights and responsibilities of parents



M5

M6. Understanding the rights and responsibilities of teachers



M6

M7. Engaging parents in the learning process

