



Southern Connecticut State University

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

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Academic Year 2007 - 2008

SCSU Educator Preparation Program Evaluation

An Analysis of Student Survey Responses

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The Center for Community and School Action Research (CCSAR) distributes the *SCSU Educator Preparation Program Evaluation Student Survey (EPPESS)* to undergraduate, graduate, and sixth year students poised to graduate from an SCSU Professional Educator Preparation Program. This includes students enrolled in an Initial Teacher Education Program, an Advanced Program for Licensed Teachers, or an Advanced Program for Other School Personnel. The specific goals of this study 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 all of the accrediting bodies for SCSU's various programs (e.g., NCATE, CSDE, etc.); and
- to learn how well students think their program has prepared them to become professional educators in their specialty area.

Method

Participants

The Student Teaching and Certification office provided CCSAR with mailing labels and e-mail addresses of SCSU students graduating from a CSDE certification program during the 2007-2008 academic year. School of Education students, who were graduating from a program that did not require student teaching and/or a non certification program, were also identified for inclusion by their respective department chairs and/or program coordinators, e.g. Community Counseling and Research, Statistics, and Measurement.

Two hundred and forty completed student surveys were returned and reviewed for this study. Of these, 32.2% expected to graduate in 2007; 63.2% expected to graduate in 2008; 2.5% expected to graduate in 2009; and 2.1% expected to graduate at some other time. The sample consisted of 73.6% female students and 26.4% male students. The 20 to 24 year old age group made up the largest portion of this sample (22.9%) and the 30 to 34 year old age group made up the second largest portion of this sample (19.2%). The ethnic makeup of the sample was predominately white (85.4%), with Black or African American students accounting for 7.1%, Hispanic/Latino students accounting for 5.0%, Asian American students accounting for 0.8%, and Native American, Eskimo, or Aleut students accounting for 0.8%. Almost half (approx. 52%) of the sample consisted of students from the Educational Leadership Program. A more comprehensive description of the sample can be found in the appendix.

Apparatus

The first section of the *EPPESS* includes demographic statements and questions regarding gender, age, ethnicity, employment, and year of graduation (items A1-A10). The next sections (items B1-B18 and items C1-C32) ask students to identify their current program of study. Undergraduate students indicate their program in section B, while graduate and sixth year students complete section C. The next sections: D, E, F, G, H, I, J, K, L and M contain 73 items divided into ten subsections, all 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 final page of the survey consists of four open-ended questions inviting students to write a response in the space provided.

The 10 subsections labeled “D through M” reflect the ten Interstate New Teachers Assessment and Support Consortium (INTASC) Standards as well as the requirements set forth by the Connecticut State Department of Education (CSDE). INTASC is a consortium of state education agencies and national educational organizations dedicated to reform of the preparation, licensing, and ongoing professional development of teachers.

A coefficient alpha internal consistency estimate of reliability was computed for the *EPPESS*. The resulting Cronbach’s alpha was 0.99, a very strong indication of the instrument’s internal consistency and reliability. A Cronbach’s alpha was also computed for each INTASC Standard and the results are listed in Table 1.

Table 1: INTASC Standards and Reliabilities

INTASC Standard	Cronbach’s Alpha
INTASC Standard 1 Knowledge of Subject Matter, D1-D8	.89
INTASC Standard 2 Knowledge of Human Development and Learning, E1-E7	.95
INTASC Standard 3 Instruction is Adapted to Meet Diverse Learners, F1-F4	.90
INTASC Standard 4 Use of Multiple Instructional Strategies and Resources, G1-G10	.95
INTASC Standard 5 An Effective Learning Environment is Created, H1-H11	.94
INTASC Standard 6 Effective Communication to Foster Inquiry and Collaboration, I1-I6	.94
INTASC Standard 7 Lesson Planning, J1-J11	.96
INTASC Standard 8 Assessment of Student Learning to Improve Teaching, K1-K4	.91
INTASC Standard 9 Reflection and Professional Development, L1-L5	.90
INTASC Standard 10 Partnerships with School and Community, M1-M7	.94

Procedure

The School of Education (SOE) Student Teaching and Certification office provided CCSAR with the mailing labels and e-mail addresses of SCSU students seeking CSDE certification during the 2007-2008 academic year. CCSAR then prepared and mailed a packet to these students that contained the *EPPESS*, a letter prepared by the SOE Dean, and an addressed return envelope. School of Education students, who were graduating from a non-certification program and/or a program that did not require student teaching, were identified for inclusion by their respective department chairs and/or program coordinators. CCSAR survey packets were distributed to these students by a faculty member during class time or by the program coordinator prior to graduation. Examples of students in a non-certification program, and/or a program that did not require student teaching, are students in the Research, Statistics, and Measurement or the Community Counseling programs.

An initial mailing was sent on December 11, 2007 to 152 students seeking CSDE certification in the fall 2007 semester. Students were asked to complete and return the survey by January 31, 2008. The survey packet was also given to SOE department chairs and/or program coordinators to distribute to students graduating from a non-certification program, and/or a program that did not require student teaching. A reminder mailing was sent on December 26, 2007 to the original 152 students and to an additional 34 Counseling and School Psychology students for whom home and e-mail addresses had been provided. In a final effort to collect data, an e-mail reminder was sent on January 15, 2008 to students, along with an electronic copy of the *EPPESS*. A total of 61 completed surveys were received by the end of the fall 2007 data collection period. Fifty-one additional surveys were added, bringing the total count to 112. These surveys were completed during the previous academic year but were submitted late.

An initial mailing was sent on April 29, 2008 to 163 identified students seeking CSDE certification during the spring 2008 semester. Students were asked to complete and return the survey by May 22, 2008. The survey packet was also given to SOE department chairs and/or program coordinators to distribute to students graduating from a non-certification program, and/or a program that did not require student teaching. An e-mail reminder was sent to students along with an electronic copy of the *EPPESS* on May 8, 2008. On May 27, 2008 a final mailing was sent to the original 163 students identified by the SOE, with a letter stating that the data collection period was extended to June 12, 2008. A total of 108 completed surveys were received. Twenty additional surveys were added, bringing the spring total to 128. These surveys were completed during the previous academic year but were submitted late. The total sample size used for the 2007-2008 evaluation was 240.

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 also created to measure students' performance in each of the ten INTASC Standard areas. This was accomplished by summing the items that collectively defined each standard, and then calculating the mean and standard deviation score for that standard. An additional variable was created to allow researchers the opportunity to

compare responses between two groups of respondents: students from the Educational Leadership Program and ‘all other’ students. This was done because the EDL respondents represented more than 50% of the sample. An Independent Samples *t*-test was used to compare mean INTASC standard scores for statistically significant group differences.

Results

Each INTASC Standard received an overall mean score greater than 2.00, indicating that students felt they had received sufficient preparation and support in relation to the INTASC and CSDE Standards. INTASC Standard 1, *Knowledge of Subject Matter*, and Standard 2, *Knowledge of Human Development and Learning*, received the highest mean scores (M=2.41), while INTASC Standard 9, *Reflection and Professional Development*, received the lowest mean score (M=2.25). Individual survey item mean scores ranged from M=2.54 for item D5, *Possessing accurate and up-to-date knowledge of subject matter*, to M=1.99 for item D3, *Proficiency in mathematics*. Table 2 shows the distribution of individual item mean and standard deviation scores in relation to the ten INTASC standards, and the mean and standard deviation scores for each INTASC standard.

A comparison of mean INTASC Standard scores between the “Educational Leadership Respondents” group and the “All Other Respondents” group showed little variation between groups except on Standard 10, *Partnerships with School and Community* (see Table 3). The results from the Independent Samples *t*- test determined that the mean difference between groups was statistically significant for INTASC Standard 10, [$t(224) = 4.221, p < 0.001$]. The mean score for Educational Leadership Respondents was higher on Standard 10 than the mean score for “All Other Respondents” (M=2.45, SD=0.507 vs. M=2.14, SD=0.570) (see Table 4).

Table 2: Mean & Standard Deviation Scores for INTASC Standards and Survey Items
“The extent in which my SCSU Educator Preparation Program has prepared and supported me to demonstrate competence in the following areas:”

	Mean Score	Standard Deviation
INTASC Standard 1		
Knowledge of Subject Matter, D1-D8	M = 2.41	SD = 0.449
D1. Proficiency in reading	M = 2.39	SD = 0.592
D2. Proficiency in writing	M = 2.42	SD = 0.609
D3. Proficiency in mathematics	M = 1.99	SD = 0.666
D4. Knowing and understanding the major principles and concepts of the materials I will teach	M = 2.46	SD = 0.604
D5. Possessing accurate and up-to-date knowledge of subject matter	M = 2.54	SD = 0.550
D6. Understanding of the purpose and value of the materials I will teach	M = 2.47	SD = 0.559
D7. Ability to formulate meaningful questions about the subject matter	M = 2.53	SD = 0.535
D8. Knowing the appropriate sources of additional information about the materials I will teach	M = 2.44	SD = 0.618
INTASC Standard 2		
Knowledge of Human Development and Learning, E1-E7	M = 2.41	SD = 0.526
E1. Understanding of human physical development as it relates to planning and organization	M = 2.35	SD = 0.635
E2. Understanding of human social development as it relates to planning and organization	M = 2.42	SD = 0.584
E3. Understanding of human emotional development as it relates to planning and organization	M = 2.39	SD = 0.623
E4. Understanding of human intellectual development as it relates to planning and organization	M = 2.44	SD = 0.586
E5. Utilizing students’ strengths as a basis of growth and planning instruction accordingly	M = 2.40	SD = 0.619
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M = 2.49	SD = 0.574
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds	M = 2.42	SD = 0.605
INTASC Standard 3		
Instruction is Adapted to Meet Diverse Learners, F1-F4	M = 2.40	SD = 0.526
F1. Planning instructional activities which provide for individual differences	M = 2.40	SD = 0.646
F2. Matching teaching styles and methods with the learning situation and the learning styles of students	M = 2.40	SD = 0.632
F3. Effectively implementing instructional plans and using appropriate instructional techniques	M = 2.43	SD = 0.629
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly	M = 2.38	SD = 0.661
INTASC Standard 4		
Use of Multiple Instructional Strategies and Resources, G1-G10	M = 2.34	SD = 0.523
G1. Using a variety of instructional methods and media to address the needs of all students	M = 2.39	SD = 0.650

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

G2. Using a balance of individual, small, and large group instructional arrangements	M = 2.40	SD = 0.644
G3. Providing instructional activities that foster student involvement	M = 2.40	SD = 0.617
G4. Engaging students in selecting their own learning objectives and activities	M = 2.18	SD = 0.680
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M = 2.36	SD = 0.623
G6. Presenting opportunities that foster critical thinking and problem solving skills	M = 2.40	SD = 0.624
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students	M = 2.38	SD = 0.609
G8. Using differentiated curriculum to meet the needs of exceptional children	M = 2.27	SD = 0.665
G9. Recognizing the conditions and needs of special education students	M = 2.28	SD = 0.660
G10. Valuing the development of students’ critical thinking, independent problem solving, and performance capabilities	M = 2.38	SD = 0.577
INTASC Standard 5		
An Effective Learning Environment is Created, H1-H11	M = 2.35	SD = 0.497
H1. Maintaining classroom routines and procedures	M = 2.24	SD = 0.655
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students’ time on task	M = 2.24	SD = 0.651
H3. Providing and maintaining an attractive and orderly learning environment	M = 2.33	SD = 0.625
H4. Maintaining appropriate behavior standards for students in the learning environment	M = 2.30	SD = 0.604
H5. Developing an atmosphere which fosters self-discipline	M = 2.27	SD = 0.670
H6. Working cooperatively with colleagues and administrators	M = 2.48	SD = 0.605
H7. Following the policies, procedures, and curricula of the school district	M = 2.46	SD = 0.596
H8. Demonstrating ethical behavior	M = 2.52	SD = 0.567
H9. Conducting effective parent/teacher conferences	M = 2.05	SD = 0.737
H10. Promoting positive interpersonal relations based upon mutual respect	M = 2.47	SD = 0.558
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation	M = 2.47	SD = 0.559
INTASC Standard 6		
Effective Communication to Foster Inquiry and Collaboration, I1-I6	M = 2.38	SD = 0.527
I1. Providing directions and explanations in a clear, coherent, and logical manner	M = 2.40	SD = 0.596
I2. Providing for two-way communication with students	M = 2.42	SD = 0.621
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication	M = 2.46	SD = 0.588
I4. Assisting and encouraging students to research issues and questions of concern to them	M = 2.28	SD = 0.622
I5. Promoting students’ ability to effectively communicate ideas and concerns to others	M = 2.36	SD = 0.611
I6. Understanding how cultural and gender differences can affect communication in the classroom	M = 2.37	SD = 0.612

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

INTASC Standard 7 Lesson Planning, J1-J11	M = 2.40	SD = 0.487
J1. Planning instruction to achieve selected objectives	M = 2.41	SD = 0.583
J2. Identifying and sequencing goals of instruction	M = 2.44	SD = 0.571
J3. Identifying and sequencing objectives within lessons	M = 2.41	SD = 0.590
J4. Identifying teaching procedures and sequencing learning activities	M = 2.40	SD = 0.589
J5. Revising instruction on the basis of student comments, questions, and performance	M = 2.35	SD = 0.600
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 = 0.559
J7. Demonstrating sensitivity to and for the needs and feelings of all students	M = 2.42	SD = 0.569
J8. Outlining expectations for all students in a clear manner	M = 2.41	SD = 0.590
J9. Conducting learning activities in a logical sequence, which is flexible and developmentally appropriate	M = 2.43	SD = 0.578
J10. Providing illustration, examples, and applications of material	M = 2.43	SD = 0.578
J11. Designing lessons that integrate technology into teaching	M = 2.32	SD = 0.621
INTASC Standard 8 Assessment of Student Learning to Improve Teaching, K1-K4	M = 2.38	SD = 0.527
K1. Recognizing and encouraging the special interests and abilities of individual students	M = 2.34	SD = 0.583
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives	M = 2.38	SD = 0.577
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M = 2.38	SD = 0.625
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives	M = 2.41	SD = 0.582
INTASC Standard 9 Reflection and Professional Development, L1-L5	M = 2.25	SD = 0.544
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action	M = 2.21	SD = 0.615
L2. Obtaining and using information from colleagues to assist students with special needs	M = 2.24	SD = 0.667
L3. Identifying students who require the assistance of a specialist	M = 2.13	SD = 0.663
L4. Handling discipline fairly and consistently	M = 2.18	SD = 0.665
L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader	M = 2.45	SD = 0.603

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

INTASC Standard 10 Partnerships with School and Community, M1-M7	M = 2.30	SD = 0.554
M1. Encouraging and maintaining the cooperative involvement and support of parents and community	M = 2.32	SD = 0.643
M2. Providing opportunities for parents and community involvement	M = 2.22	SD = 0.661
M3. Using community resources in instruction	M = 2.18	SD = 0.696
M4. Understanding the rights and responsibilities of students	M = 2.42	SD = 0.590
M5. Understanding the rights and responsibilities of parents	M = 2.31	SD = 0.685
M6. Understanding the rights and responsibilities of teachers	M = 2.47	SD = 0.573
M7. Engaging parents in the learning process	M = 2.18	SD = 0.685

Table 3: A Comparison of Mean INTASC Standard Scores between Educational Leadership Respondents and All Other Respondents

	Group	N	Mean	Std. Deviation	Std. Error Mean
INTASC 1	Educational Leadership	119	2.4026	.45428	.04164
	Other	103	2.4320	.42361	.04174
INTASC 2	Educational Leadership	119	2.4478	.51040	.04679
	Other	106	2.3931	.54322	.05276
INTASC 3	Educational Leadership	118	2.3538	.55598	.05118
	Other	105	2.4738	.55786	.05444
INTASC 4	Educational Leadership	120	2.3075	.51986	.04746
	Other	106	2.3889	.52014	.05052
INTASC 5	Educational Leadership	119	2.3882	.49143	.04505
	Other	104	2.3223	.49915	.04895
INTASC 6	Educational Leadership	118	2.3966	.52226	.04808
	Other	106	2.3915	.52556	.05105
INTASC 7	Educational Leadership	120	2.3879	.49313	.04502
	Other	106	2.4385	.48277	.04689
INTASC 8	Educational Leadership	120	2.3896	.50709	.04629
	Other	106	2.3915	.54228	.05267
INTASC 9	Educational Leadership	119	2.2983	.52674	.04829
	Other	104	2.1971	.56059	.05497
INTASC 10	Educational Leadership	121	2.4463	.50661	.04606
	Other	105	2.1442	.56919	.05555

Table 4: Independent Samples T-Test Results between Educational Leadership Respondents and All Other Respondents on the Ten INTASC Standards

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
INTASC 1	1.887	.171	-.497	220	.620	-.02945	.05926	-.14624	.08734
INTASC 2	.038	.845	.778	223	.437	.05470	.07027	-.08377	.19317
INTASC 3	.334	.564	1.606	221	.110	-.12000	.07471	-.26723	.02723
INTASC 4	.104	.748	1.174	224	.241	-.08140	.06931	-.21799	.05519
INTASC 5	.077	.782	.992	221	.322	.06589	.06645	-.06507	.19685
INTASC 6	.017	.897	.073	222	.942	.00510	.07010	-.13304	.14325
INTASC 7	.969	.326	-.778	224	.437	-.05066	.06509	-.17892	.07760
INTASC 8	.061	.805	-.028	224	.978	-.00193	.06983	-.13953	.13568
INTASC 9	.751	.387	1.389	221	.166	.10120	.07286	-.04238	.24479
INTASC 10	.610	.436	4.221	224	.000	.30206	.07156	.16104	.44309

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 asked students to provide their own feedback. The *Comments* section below represents a summary of remarks stated most often across programs. Educational Leadership Program students represented approximately 52% of the sample and their responses were often unique to their program. These unique responses are noted.

The open-ended questions were:

1. *What would you do to improve the Educator Preparation Program at SCSU?*
2. *What courses would you add to the program?*
3. *What courses would you delete from the program?*
4. *Additional comments.*

Comments

Fieldwork

Students stated they would like more practical experiences, and applications, of the material learned. Teacher candidates said they want: more time in the field, simulations of classroom experiences, guest speakers from the profession, and one longer student teaching placement. Students in the Educational Leadership Program wanted more time to learn from, and talk with, practicing administrators. They also wanted more practical information that could be applied in the workplace, more time with mentors, more guest speakers, and more leadership scenarios included in classes.

Students with Special Needs

Teacher candidates wanted more information on special education: more instruction on how to meet students' needs, and additional information about IDEA, IEPs, PPTs, etc. Educational Leadership Program participants wanted special education law to be addressed more in courses, and they wanted information on how to help classroom teachers with special education requirements, PPTs, etc.

Management

Educational Leadership Program participants felt that they could use more assistance in preparing for the practical, everyday tasks and challenges that school administrators deal with. Examples provided were: scheduling of the school day, dealing with difficult people, discipline, teacher support, developing professional development for teachers, building an environment of teamwork within the school, and dealing with parents. Other students were concerned with a different set of everyday challenges. They wanted more information about: managing a classroom, addressing cultural diversity in the classroom, and instructional techniques (i.e., differentiation, lesson planning, assessment, and teaching reading, writing, math, science, and technology).

Finding Employment

Many respondents thought that they could have used more support in making the transition from 'student' to 'employee.' They wanted help completing their portfolios, writing resumes, mastering interviewing skills, and preparing for certification. In addition, teacher candidates wanted information on the process of finding and maintaining a teaching position (e.g., CEUs, politics, unions, contracts, etc.) While many Educational Leadership candidates felt well prepared to take the CAT, some felt more testing scenarios, and information about the certification process would be helpful.

Communication

Respondents felt that the level of communication between professors, School of Education staff, student teaching instructors, supervisors, and cooperating teachers was sometimes poor. They noted that conflicting information on specific requirements for graduation and certification was often received, and that occasionally a class needed for graduation would be full and the student would have to wait until the next semester. Educational Leadership Program participants stated a need for more support from professors, more "consistency" among professors, and more preparation by professors before teaching courses.

Other Student Recommendations

- add a course in classroom management
- eliminate the electronic portfolio seminar
- provide less educational theory classes and add classes providing information about practical issues (e.g., mock PPTs, parent-teacher conferences, and writing IEPs)
- provide professors who have more real world experience
- offer more distance learning, online classes, and summer school classes
- have more seminars with working teachers and/or administrators

Discussion

Survey results show that students are mostly satisfied with their educational experience at SCSU. All INTASC Standard mean scores are above 2.0, indicating that educator preparation programs have met students' needs in relation to INTASC, CSDE, and SOE standards. The one individual survey item to earn a mean score of less than 2.00 was *Proficiency in mathematics*, suggesting that a review of this item might be warranted.

The comparison between the "Educational Leadership Respondents" group and the "All Other Respondents" group found a statistically significant mean difference on INTASC Standard 10, *Partnerships with School and Community*. The Educational Leadership mean score was significantly higher (M=2.45, SD=0.507) than the mean score for "All Other" respondents (M=2.14, SD=0.570.). The Educational Leadership program prepares students to become school principals and administrators, resulting in more training and exposure to effective partnering with schools and the community.

In response to the open-ended questions, students would like more support and practical information in these areas: special education, communication of course/program requirements, classroom management, finding a teaching or administrative job, and fieldwork. Students in the Educational Leadership Program feel they could use more practical, hands-on experience in areas unique and challenging to administrators, e.g. managing a school, working with teachers' unions, understanding and applying school and special education laws.

Appendix

I. Demographic Information

Table 5: Ethnic Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Native American, Eskimo, Aleut	2	.8	.8	.8
	Black or African American	17	7.1	7.1	7.9
	Asian American	2	.8	.8	8.8
	Hispanic/Latino	12	5.0	5.0	13.8
	White	204	85.0	85.4	99.2
	other	2	.8	.8	100.0
	Total	239	99.6	100.0	
Missing	System	1	.4		
Total		240	100.0		

Table 6: Program in Which Students are Currently Enrolled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate with Certification	59	24.6	25.0	25.0
	Graduate with Certification	49	20.4	20.8	45.8
	Graduate without Certification	3	1.3	1.3	47.0
	Sixth Year Diploma	125	52.1	53.0	100.0
	Total	236	98.3	100.0	
Missing	System	4	1.7		
Total		240	100.0		

Table 7: Applied for Certification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	197	82.1	83.8	83.8
	no	38	15.8	16.2	100.0
	Total	235	97.9	100.0	
Missing	System	5	2.1		
Total		240	100.0		

Table 8: Employed in Area of Certification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	103	42.9	43.8	43.8
	no	132	55.0	56.2	100.0
	Total	235	97.9	100.0	
Missing	System	5	2.1		
Total		240	100.0		

Table 9: Type of Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am not employed.	43	17.9	18.2	18.2
	Part-time	39	16.3	16.5	34.7
	Full-time	154	64.2	65.3	100.0
	Total	236	98.3	100.0	
Missing	System	4	1.7		
Total		240	100.0		

Table 10: Current Employment Setting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	77	32.1	39.5	39.5
	Rural	10	4.2	5.1	44.6
	Suburban	99	41.3	50.8	95.4
	Other	9	3.8	4.6	100.0
	Total	195	81.3	100.0	
Missing	System	45	18.8		
Total		240	100.0		

Table 11: Students with Double Majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	43	17.9	18.3	18.3
	no	192	80.0	81.7	100.0
	Total	235	97.9	100.0	
Missing	System	5	2.1		
Total		240	100.0		

Table 12-Undergraduate Program Enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Art Education	4	1.7	6.8	6.8	
	Biology	2	.8	3.4	10.2	
	Early Childhood Education	5	2.1	8.5	18.6	
	Earth Science Education	1	.4	1.7	20.3	
	Elementary Education	24	10.0	40.7	61.0	
	Exercise Science Teacher Education	4	1.7	6.8	67.8	
	English Education	6	2.5	10.2	78.0	
	Foreign Language Education	2	.8	3.4	81.4	
	History/Social Studies Education	3	1.3	5.1	86.4	
	Physics Education	1	.4	1.7	88.1	
	Special Education	1	.4	1.7	89.8	
	Special Education/Elementary Education	6	2.5	10.2	100.0	
	Total	59	24.6	100.0		
	Missing	System	181	75.4		
	Total		240	100.0		

Table 13-Graduate Program Enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Art Education	2	.8	1.1	1.1
	Biology	2	.8	1.1	2.3
	Communication Disorders	2	.8	1.1	3.4
	Community Counseling	4	1.7	2.3	5.7
	School Counseling	6	2.5	3.4	9.1
	Elementary Education	8	3.3	4.5	13.6
	English	2	.8	1.1	14.8
	Environmental Education	1	.4	.6	15.3
	Exercise Science	3	1.3	1.7	17.0
	Foreign Language	1	.4	.6	17.6
	History/Social Studies	2	.8	1.1	18.8
	Library Media Specialist	3	1.3	1.7	20.5
	Mathematics	1	.4	.6	21.0
	Research, Measurement, Statistics	1	.4	.6	21.6
	School Psychology	1	.4	.6	22.2
	Special Education	2	.8	1.1	23.3
	Speech Language Pathologist	1	.4	.6	23.9
	Counseling	2	.8	1.1	25.0
	Educational Leadership	122	50.8	69.3	94.3
	School Psychologist	5	2.1	2.8	97.2
	Science Education	1	.4	.6	97.7
	Special Education	3	1.3	1.7	99.4
	Ed.D.	1	.4	.6	100.0
Total	176	73.3	100.0		
Missing	System	64	26.7		
Total		240	100.0		

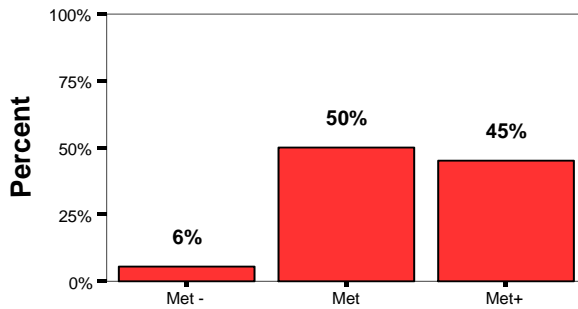
Table 14-Enrolled Graduate/Sixth Year Certification Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	143	59.6	94.7	94.7
	no	8	3.3	5.3	100.0
	Total	151	62.9	100.0	
Missing	System	89	37.1		
Total		240	100.0		

II. Survey Item Responses

Knowledge of Subject Matter

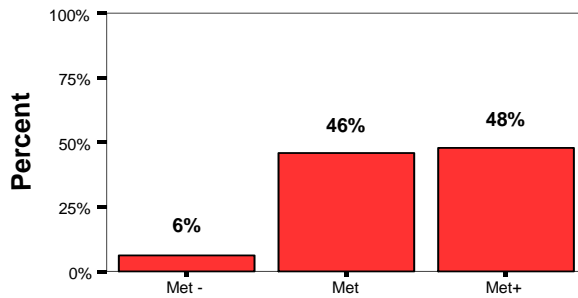
D1. Proficiency in reading



Bars show percents

D1

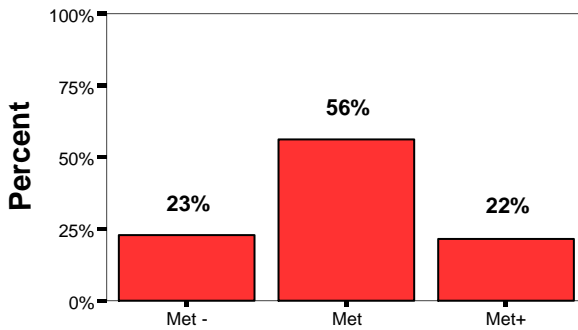
D2. Proficiency in writing



Bars show percents

D2

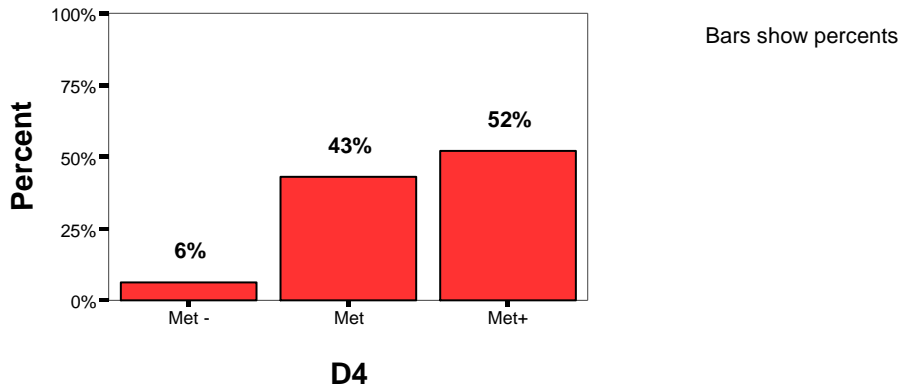
D3. Proficiency in mathematics



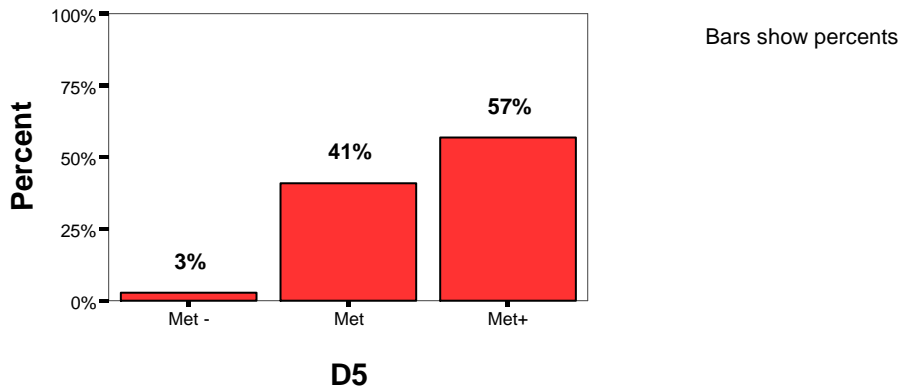
Bars show percents

D3

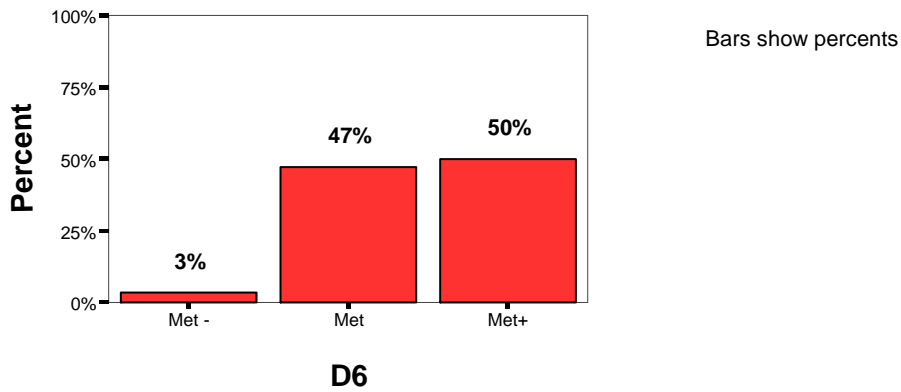
D4. Knowing and understanding the major principles and concepts of the materials I will teach



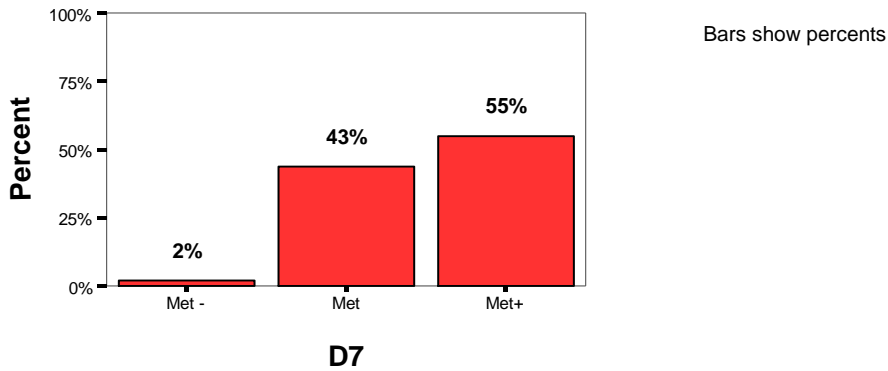
D5. Possessing accurate and up-to-date knowledge of subject matter



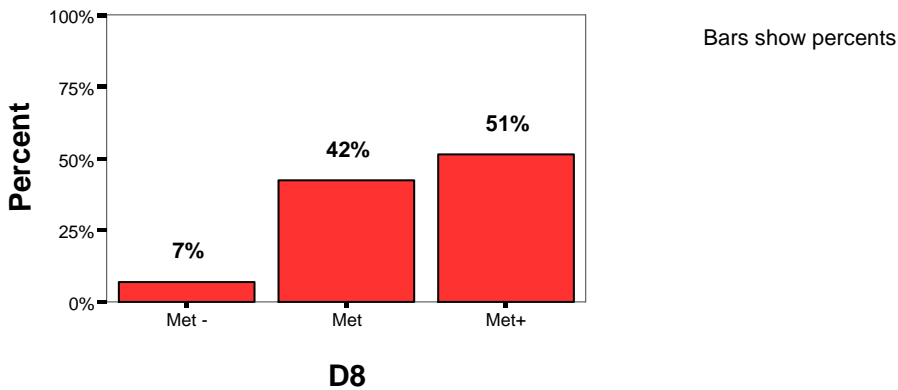
D6. Understanding of the purpose and value of the materials I will teach



D7. Ability to formulate meaningful questions about the subject matter

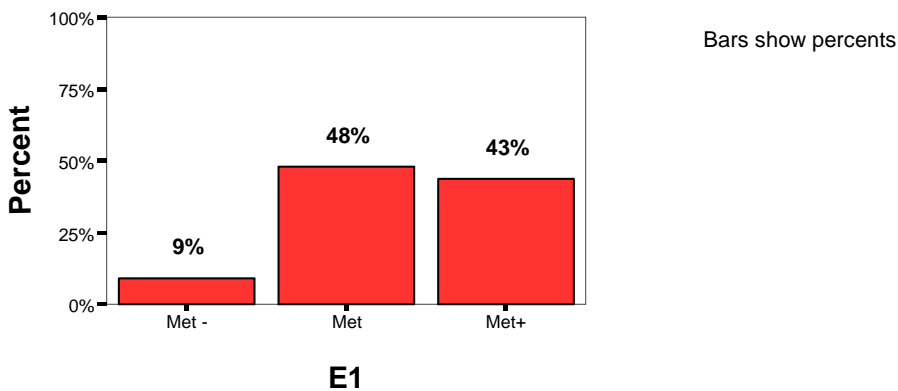


D8. Knowing the appropriate sources of additional information about the materials I will teach

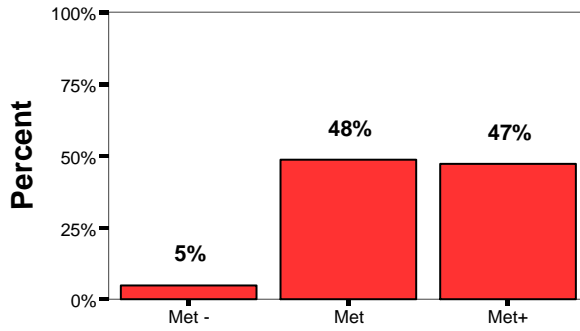


Knowledge of Human Development and Learning

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



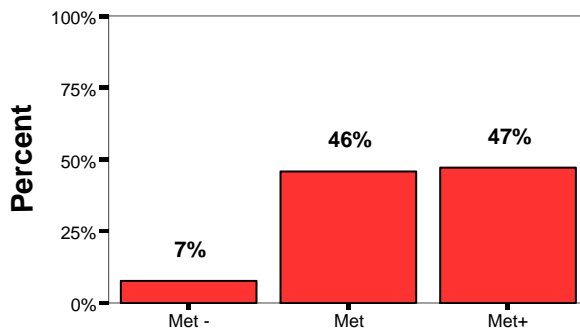
E2. Understanding of human social development as it relates to planning and organization



Bars show percents

E2

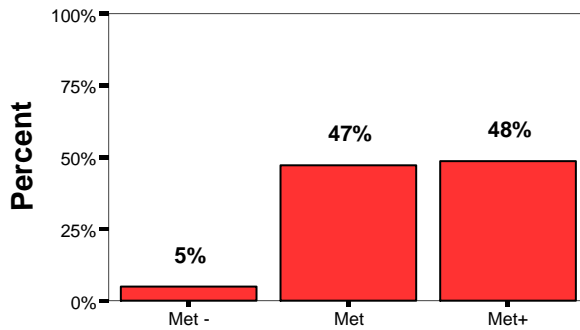
E3. Understanding of human emotional development as it relates to planning and organization



Bars show percents

E3

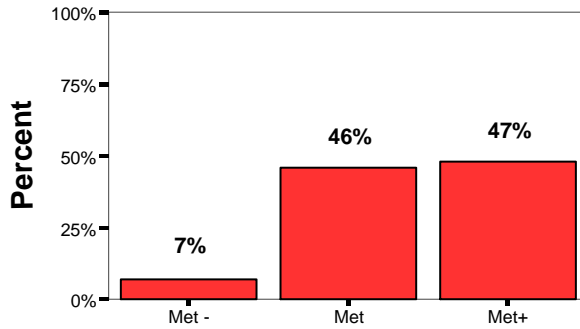
E4. Understanding of human intellectual development as it relates to planning and organization



Bars show percents

E4

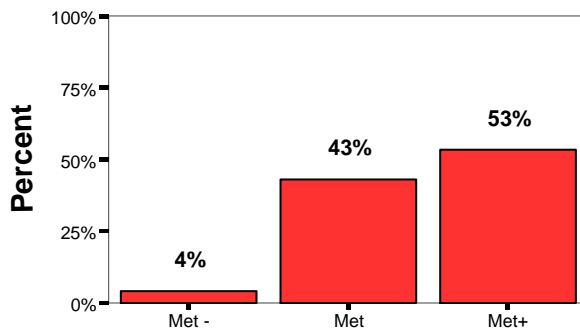
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly



Bars show percents

E5

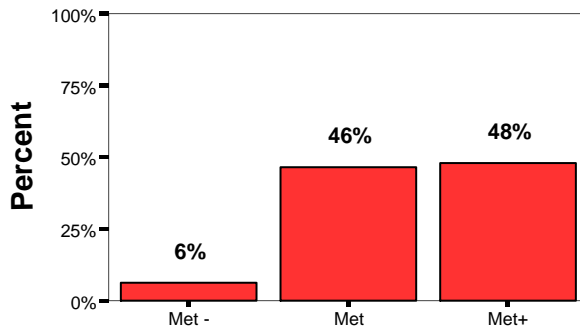
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind



Bars show percents

E6

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

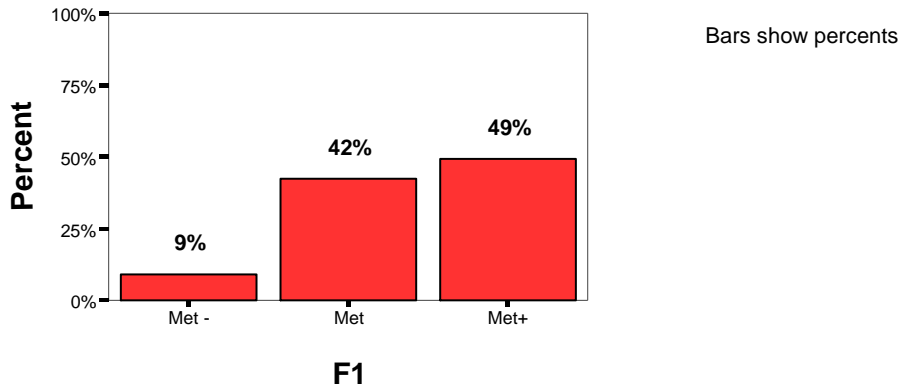


Bars show percents

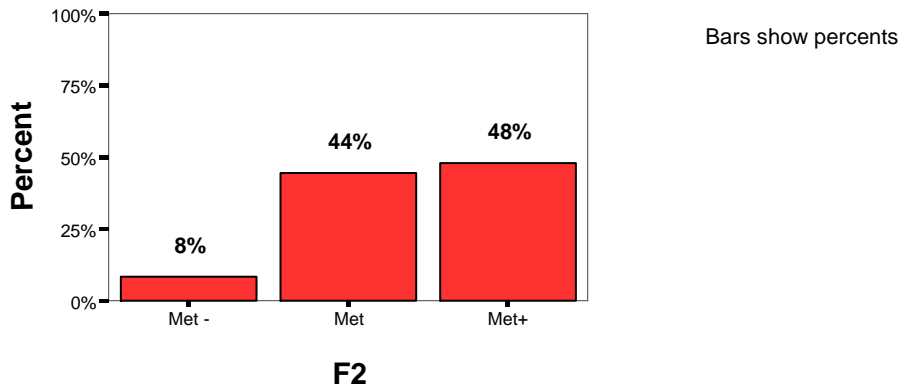
E7

Instruction is Adapted to Meet Diverse Learners

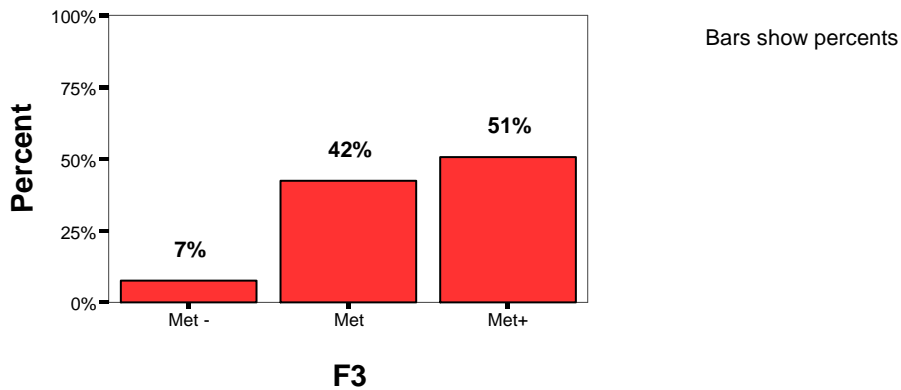
F1. Planning instructional activities which provide for individual differences



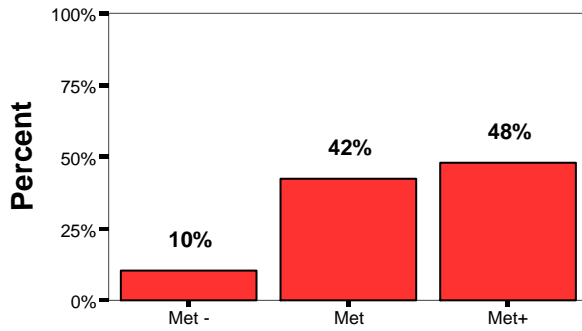
F2. Matching teaching styles and methods with the learning situation and the learning styles of students



F3. Effectively implementing instructional plans and using appropriate instructional techniques



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

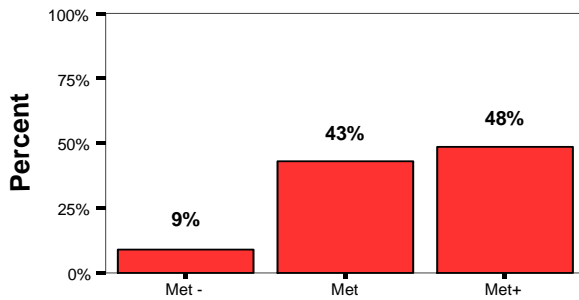


Bars show percents

F4

Uses of Multiple Instructional Strategies and Resources

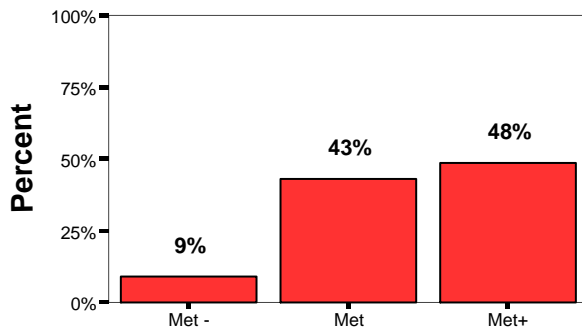
G1. Using a variety of instructional methods and media to address the needs of all students



Bars show percents

G1

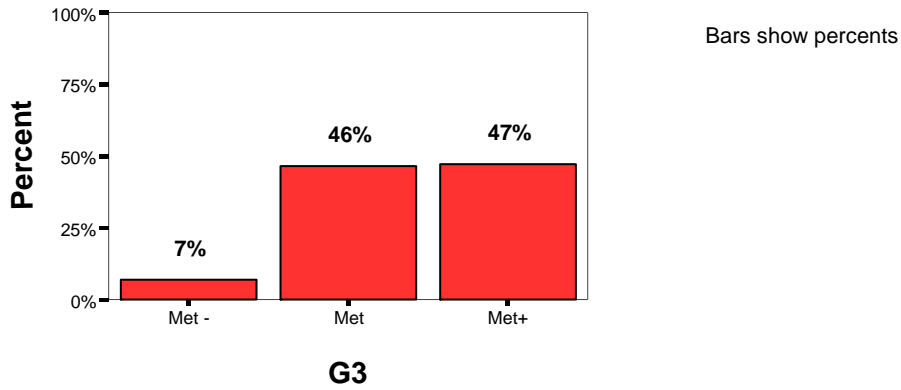
G2. Using a balance of individual, small, and large group instructional arrangements



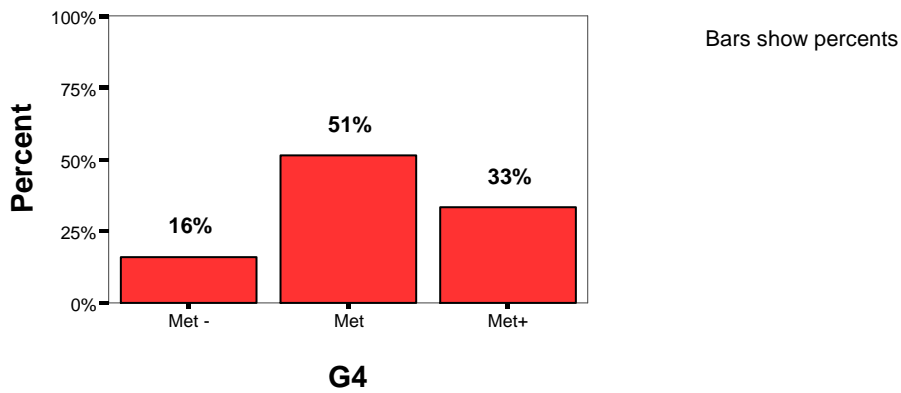
Bars show percents

G2

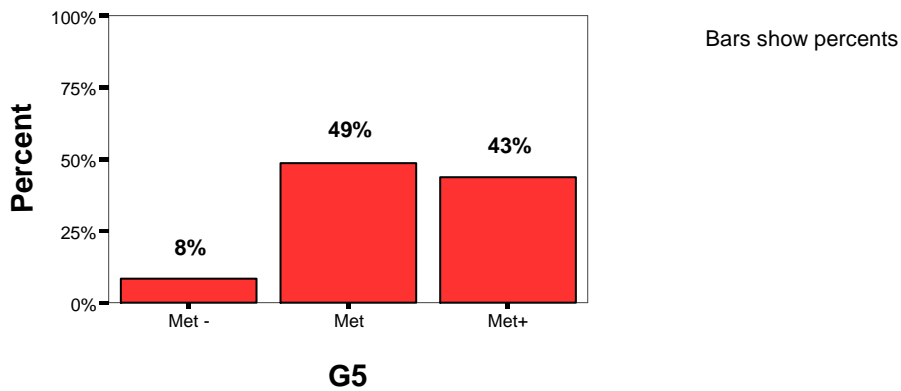
G3. Providing instructional activities that foster student involvement



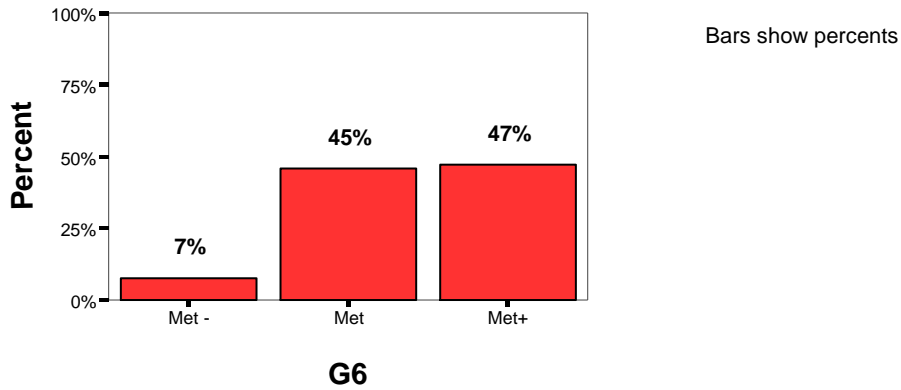
G4. Engaging students in selecting their own learning objectives and activities



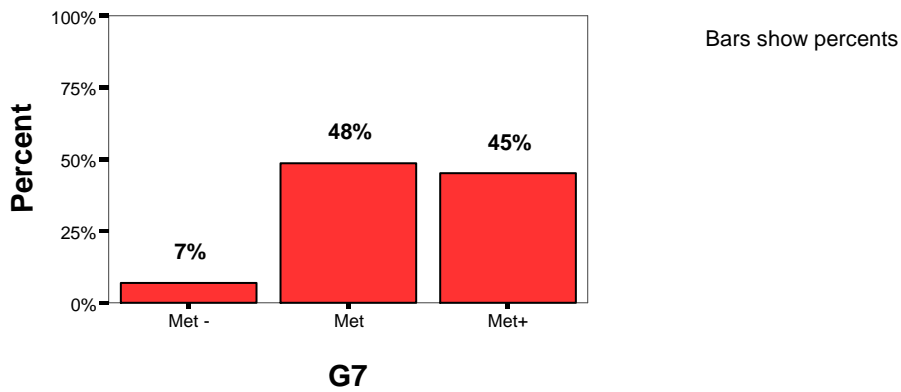
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate



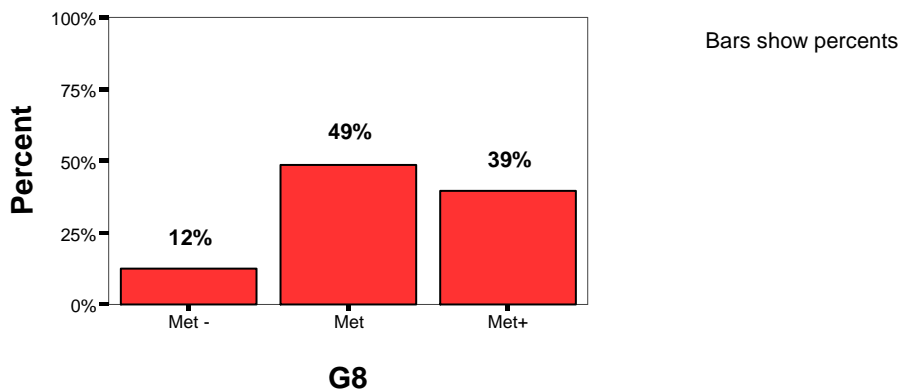
G6. Presenting opportunities that foster critical thinking and problem solving skills



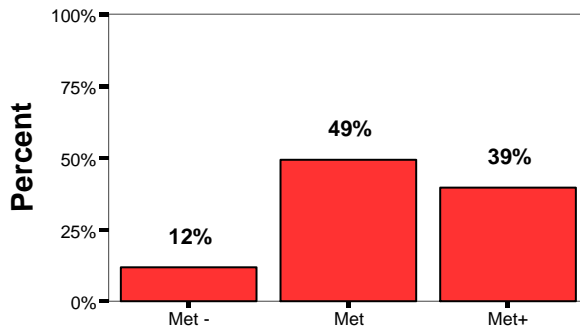
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students



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



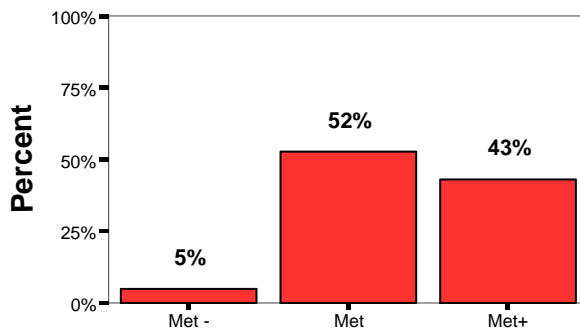
G9. Recognizing the conditions and needs of special education students



Bars show percents

G9

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

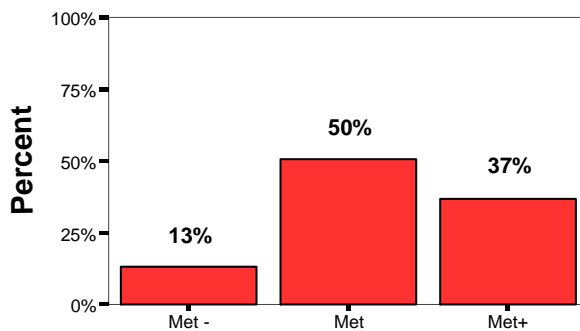


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G10

An Effective Learning Environment is Created

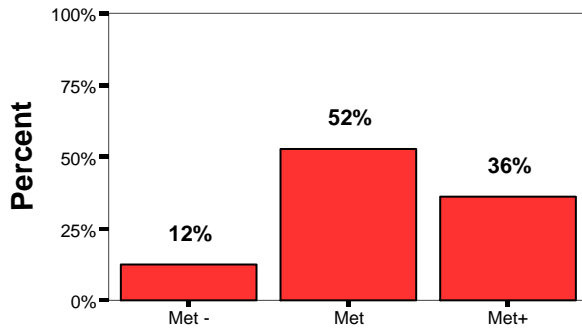
H1. Maintaining classroom routines and procedures



Bars show percents

H1

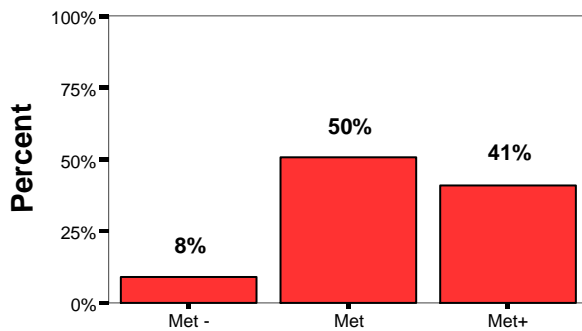
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task



Bars show percents

H2

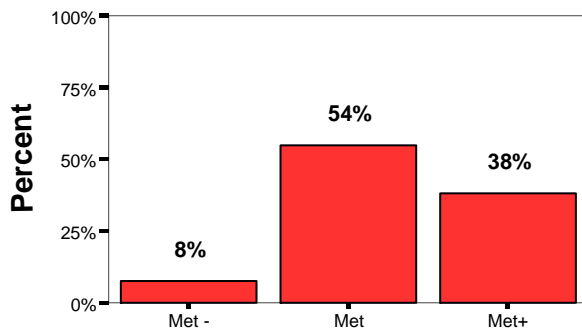
H3. Providing and maintaining an attractive and orderly learning environment



Bars show percents

H3

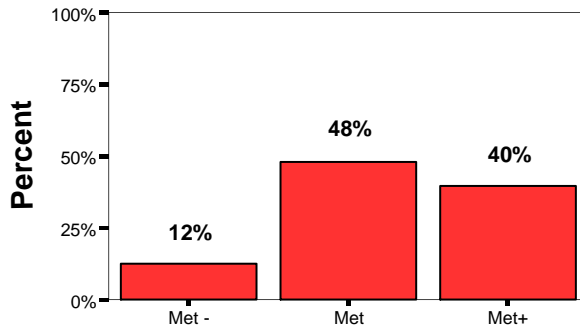
H4. Maintaining appropriate behavior standards for students in the learning environment



Bars show percents

H4

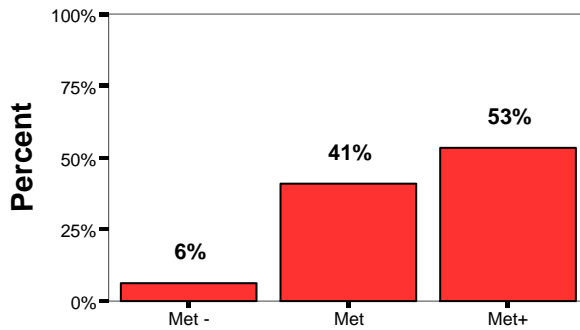
H5. Developing an atmosphere which fosters self-discipline



Bars show percents

H5

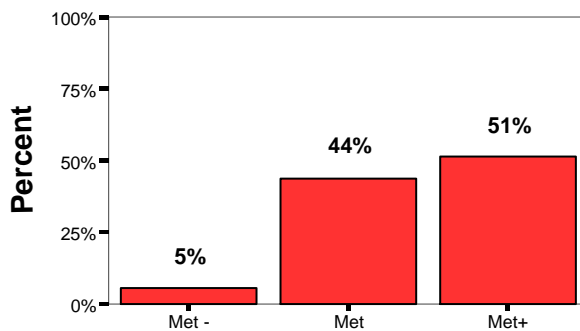
H6. Working cooperatively with colleagues and administrators



Bars show percents

H6

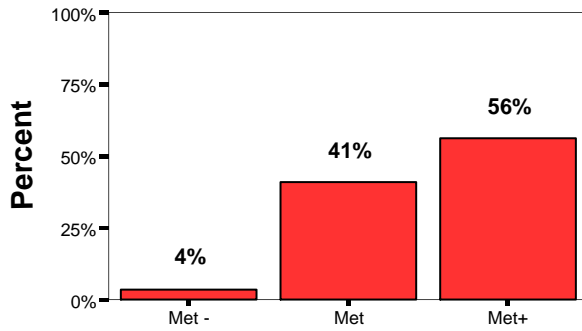
H7. Following the policies, procedures, and curricula of the school district



Bars show percents

H7

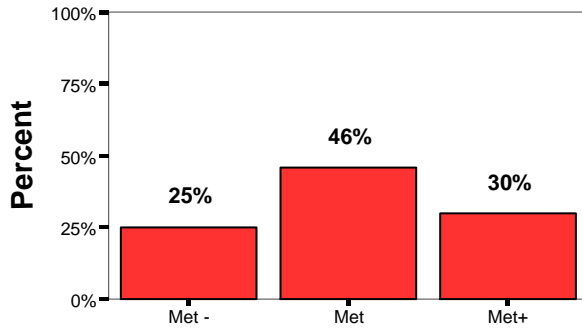
H8. Demonstrating ethical behavior



Bars show percents

H8

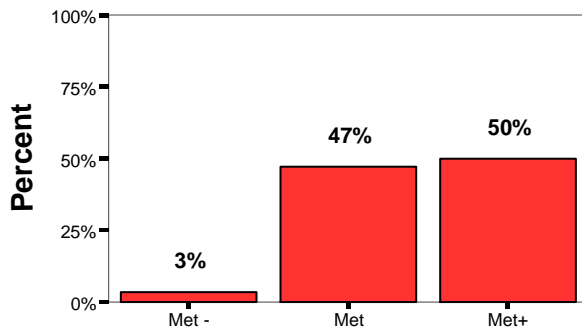
H9. Conducting effective parent/teacher conferences



Bars show percents

H9

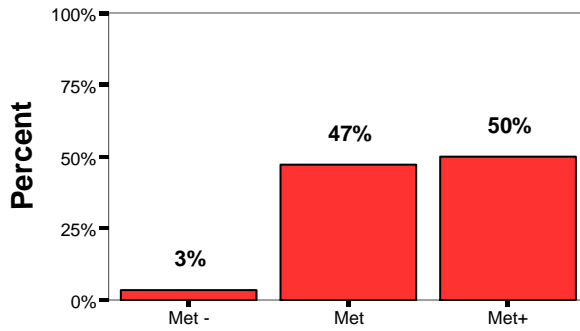
H10. Promoting positive interpersonal relations based upon mutual respect



Bars show percents

H10

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

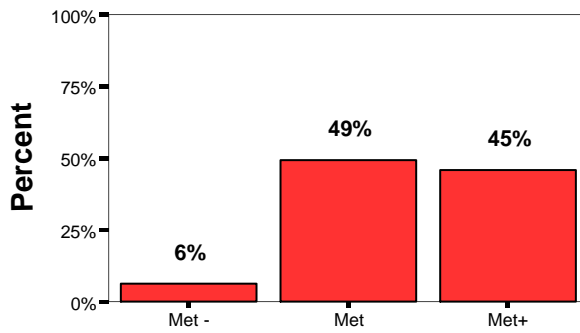


Bars show percents

H11

Effective Communication to Foster Inquiry and Collaboration

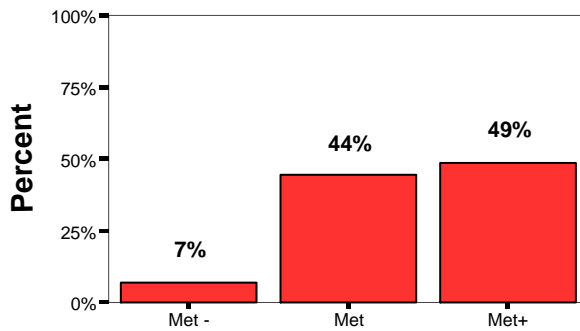
I1. Providing directions and explanations in a clear, coherent, and logical manner



Bars show percents

I1

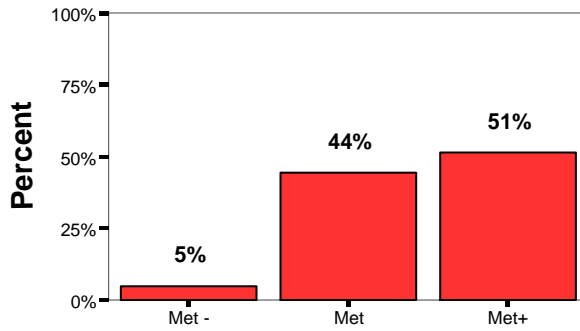
I2. Providing for two-way communication with students



Bars show percents

I2

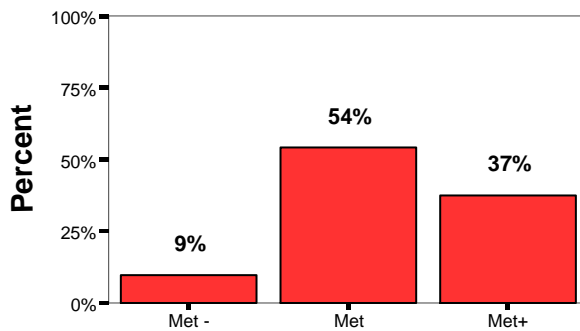
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication



Bars show percents

I3

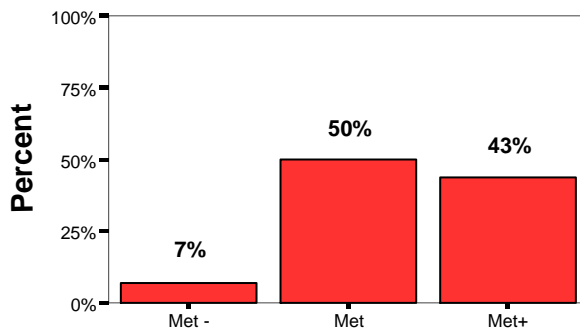
I4. Assisting and encouraging students to research issues and questions of concern to them



Bars show percents

I4

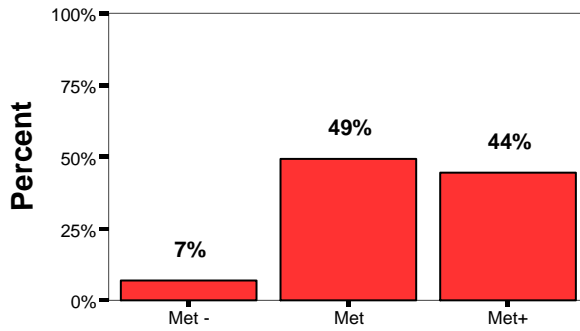
I5. Promoting students' ability to effectively communicate ideas and concerns to others



Bars show percents

I5

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

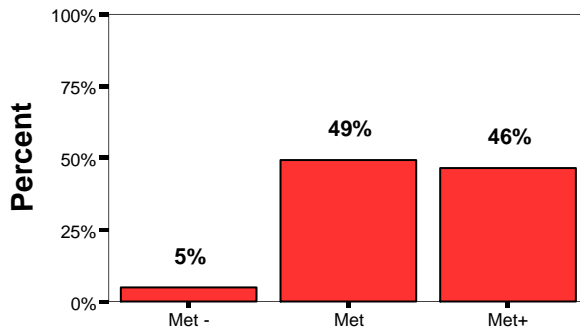


Bars show percents

I6

Lesson Planning

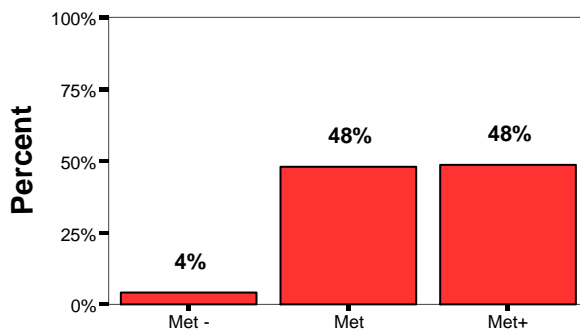
J1. Planning instruction to achieve selected objectives



Bars show percents

J1

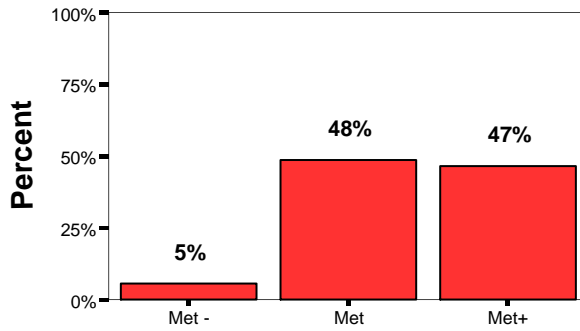
J2. Identifying and sequencing goals of instruction



Bars show percents

J2

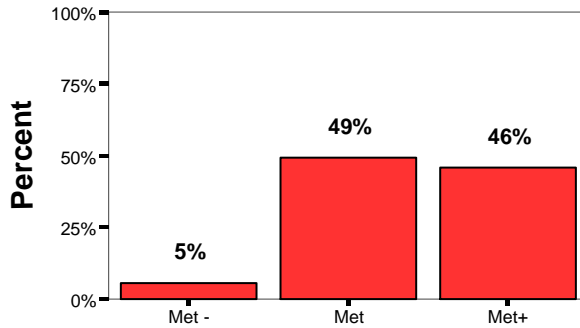
J3. Identifying and sequencing objectives within lessons



Bars show percents

J3

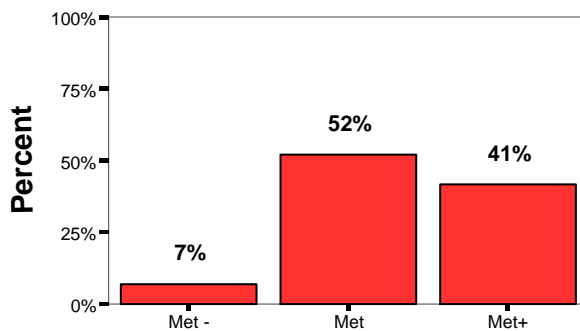
J4. Identifying teaching procedures and sequencing learning activities



Bars show percents

J4

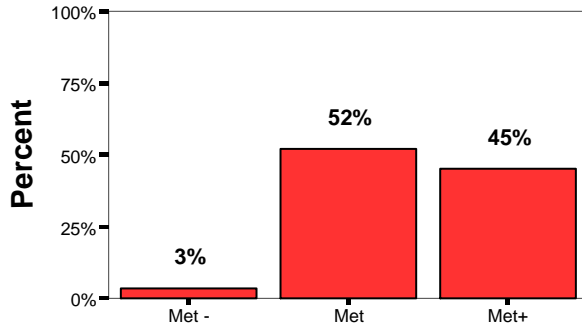
J5. Revising instruction on the basis of student comments, questions, and performance



Bars show percents

J5

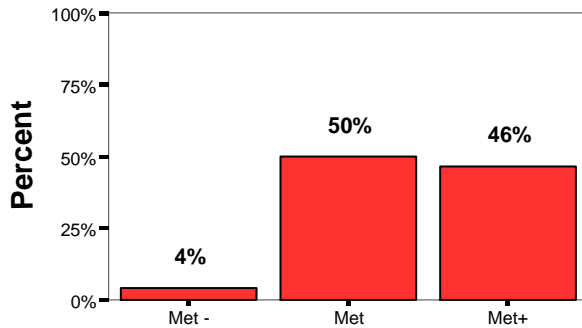
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom



Bars show percents

J6

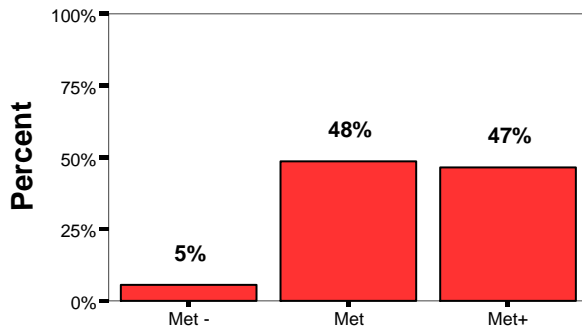
J7. Demonstrating sensitivity to and for the needs and feelings of all students



Bars show percents

J7

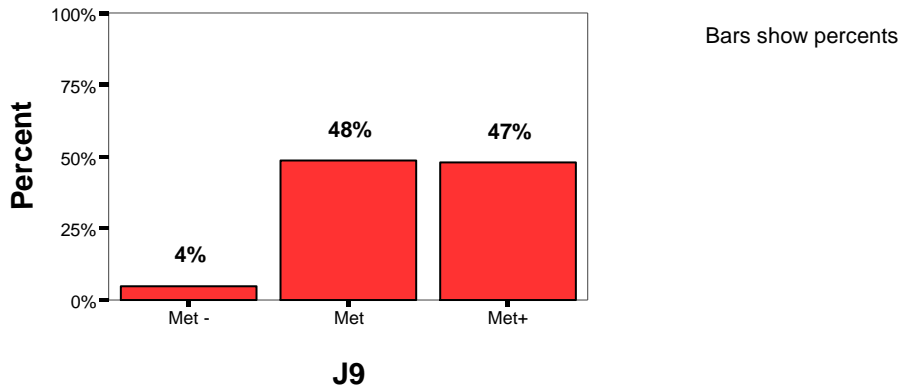
J8. Outlining expectations for all students in a clear manner



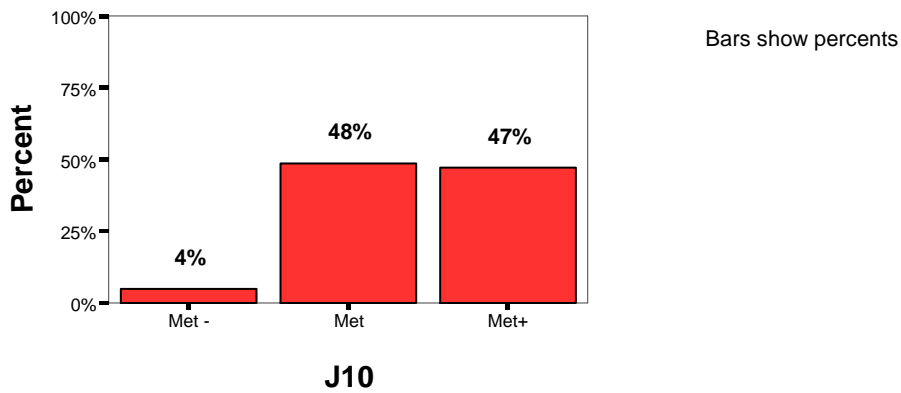
Bars show percents

J8

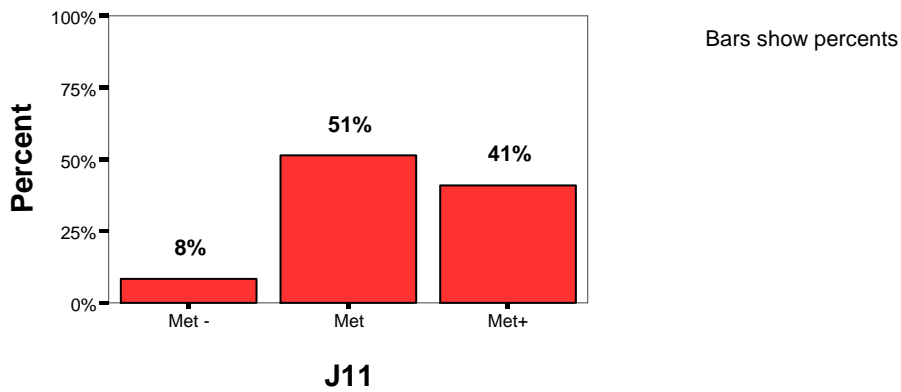
J9. Conducting learning activities in a logical sequence which is flexible and developmentally appropriate



J10. Providing illustrations, examples, and applications of material

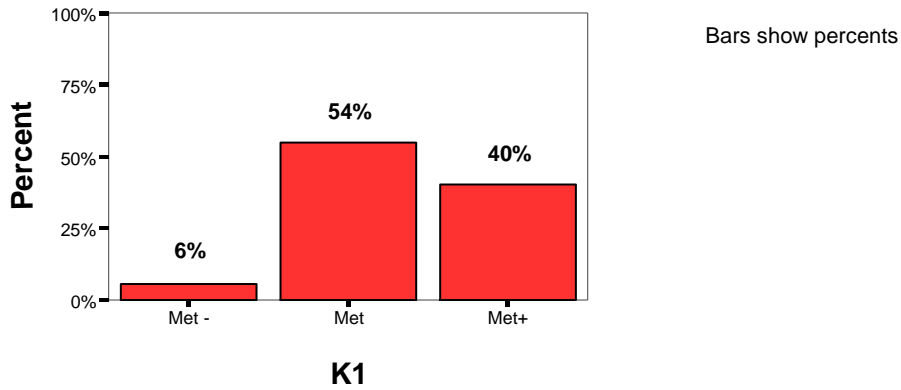


J11. Designing lessons that integrate technology into teaching

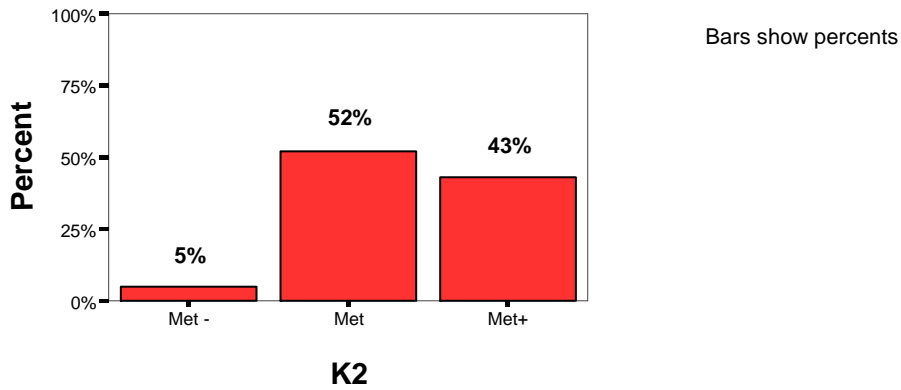


Assessment of Student Learning to Improve Teaching

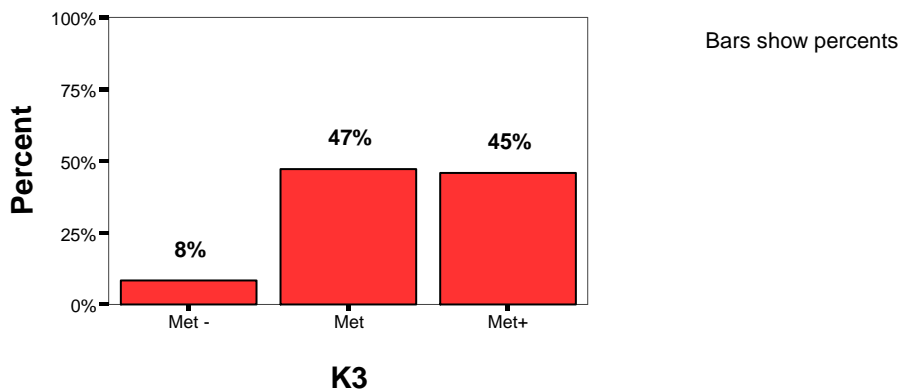
K1. Recognizing and encouraging the special interests and abilities of individual students



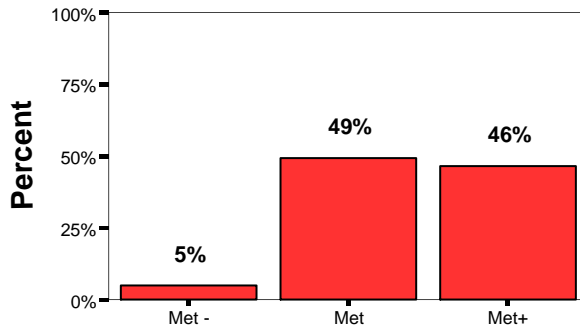
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives



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

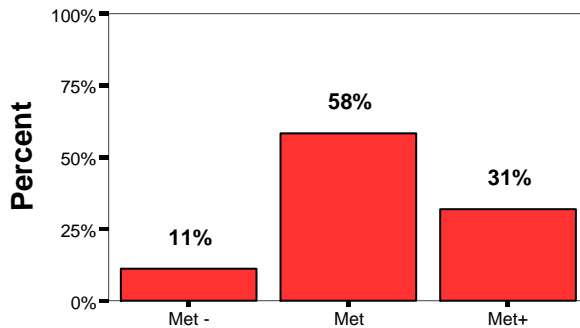


Bars show percents

K4

Reflection and Professional Development

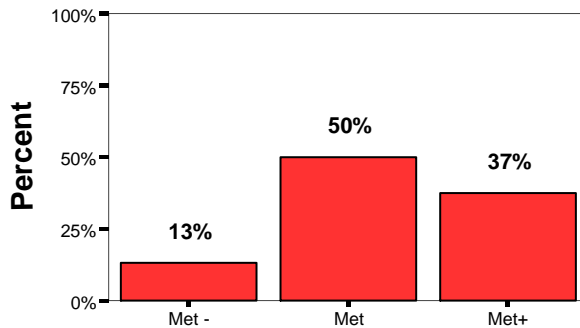
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action



Bars show percents

L1

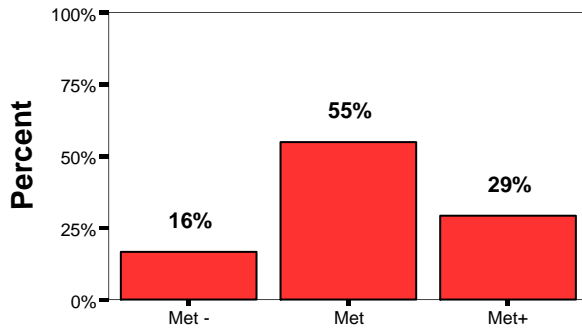
L2. Obtaining and using information from colleagues to assist students with special needs



Bars show percents

L2

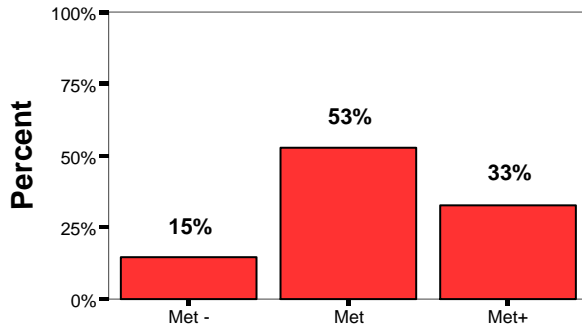
L3. Identifying students who require the assistance of a specialist



Bars show percents

L3

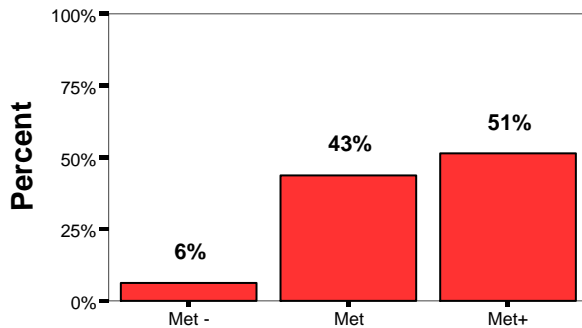
L4. Handling discipline fairly and consistently



Bars show percents

L4

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

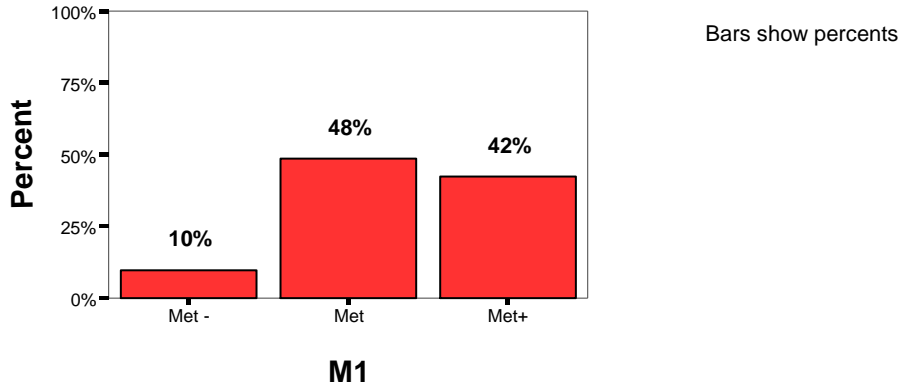


Bars show percents

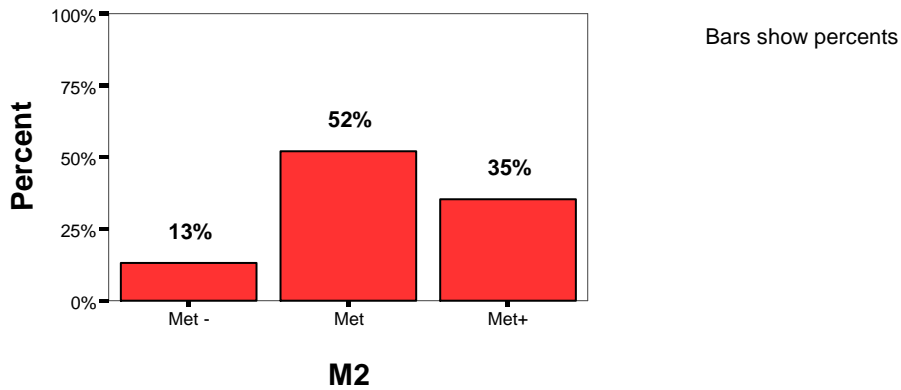
L5

Partnerships with School and Community

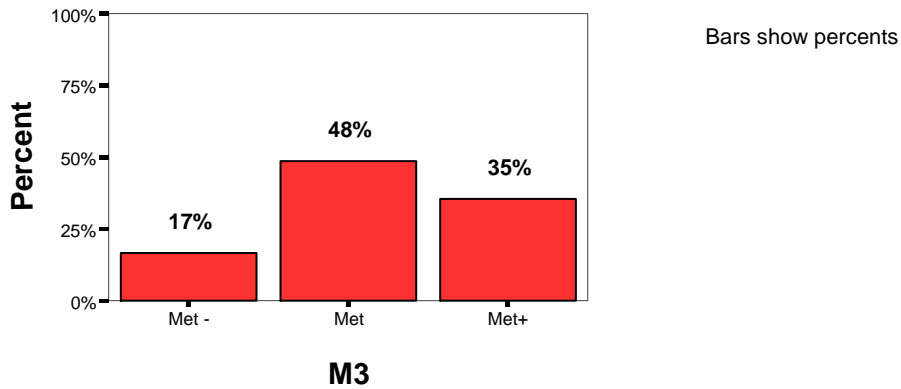
M1. Encouraging and maintaining the cooperative involvement and support of parents and community



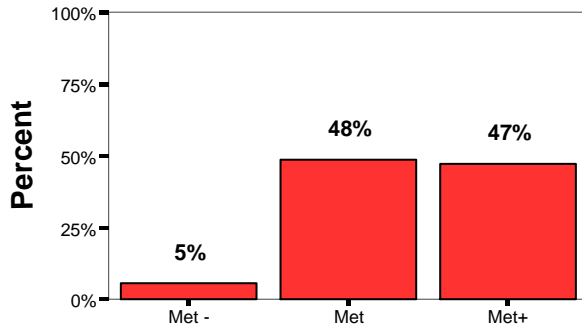
M2. Providing opportunities for parent and community involvement



M3. Using community resources in instruction



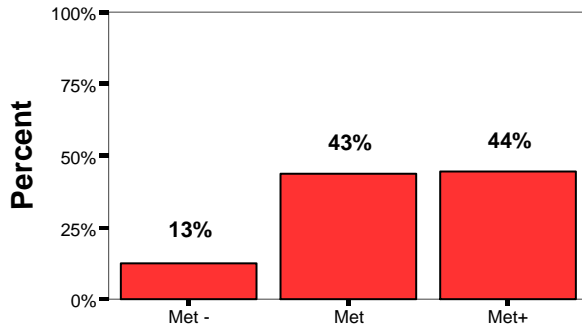
M4. Understanding the rights and responsibilities of students



Bars show percents

M4

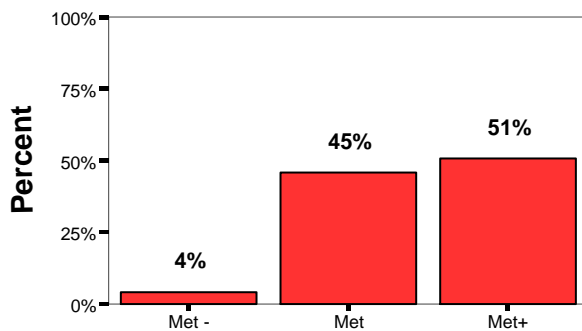
M5. Understanding the rights and responsibilities of parents



Bars show percents

M5

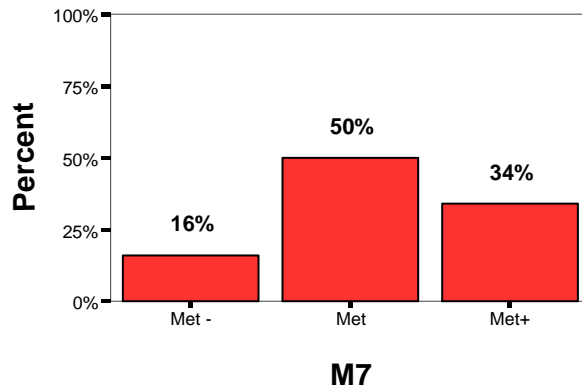
M6. Understanding the rights and responsibilities of teachers



Bars show percents

M6

M7. Engaging parents in the learning process



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