



Southern Connecticut State University

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

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Academic Year 2006-2007

SCSU Educator Preparation Program Evaluation

An Analysis of Student Survey Responses

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Academic Year 2006-2007 Fall and Spring Semester**

The Center for Community and School Action Research (CCSAR) distributes the *SCSU Educator Preparation Program Evaluation Student Survey* to undergraduate, graduate, and sixth year students enrolled in an SCSU 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 *Student Survey* 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.);
- 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 and Unit Certification Officer provided CCSAR with the names and addresses of student candidates who had completed their student teaching and were poised to graduate and/or complete their certification requirements during the 2006-2007 academic year. In addition, School of Education students enrolled in programs that did not require student teaching and/or were not a certification program (i.e., School Counseling (CSP); Research, Statistics, and Measurement (RSM); and Educational Leadership) were also identified for inclusion in this study.

Two hundred and forty-six completed student surveys were returned and reviewed for this study. Of these, 32.9% expected to graduate in 2006; 63.0% expected to graduate in 2007; 2.1% expected to graduate in 2008; and 2.1% expected to graduate at some 'other' time. The 25 – 29 year old age group made up the largest portion of this sample (28.1%); the 20 – 24 year old age group made up the second largest portion of this sample (23.1%). The ethnic makeup of the sample was predominately white (91.8%), with black or African American students accounting for 3.7%, Hispanic/Latino students accounting for 1.2%, Asian American students accounting for 0.8% and Native American, Eskimo, or Aleut students accounting for 0.8%. This sample consisted of 76.1% female students, and 23.9% male students. A more comprehensive description of the sample (i.e., program of study, etc.) can be found in the appendix.

Apparatus

The first section of the *Student Survey* 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 section (items D1-M7) 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 final page of the survey consists of four open-ended questions inviting candidates to write-in their responses in the spaces provided.

The 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 reform of the preparation, licensing, and on-going professional development of teachers.

An online version of the *Student Survey* was created using Snap Surveys Software and was hosted on the Snap Survey website. The online version requested the exact same information as the paper copy of the *Student Survey*.

A coefficient alpha internal consistency estimate of reliability was computed for the *Alumni Student Survey*. Cronbach's alpha for all 73 items of the survey was .99 which indicates very strong reliability. Cronbach's alpha was also computed for each of the ten INTASC standards and the results are included in the table below:

Table 1: INTASC Standards and Reliabilities

INTASC Standard	Cronbach's Alpha
INTASC Standard 1 Knowledge of Subject Matter, D1-D8	.90
INTASC Standard 2 Knowledge of Human Development and Learning, E1-E7	.95
INTASC Standard 3 Instruction is Adapted to Meet Diverse Learners, F1-F4	.92
INTASC Standard 4 Use of Multiple Instructional Strategies and Resources, G1-G10	.94
INTASC Standard 5 An Effective Learning Environment is Created, H1-H11	.95
INTASC Standard 6 Effective Communication to Foster Inquiry and Collaboration, I1-I6	.94
INTASC Standard 7 Lesson Planning, J1-J11	.97
INTASC Standard 8 Assessment of Student Learning to Improve Teaching, K1-K4	.94

INTASC Standard 9 Reflection and Professional Development, L1-L5	.89
INTASC Standard 10 Partnerships with School and Community, M1-M7	.95

Procedure

Mailing labels were provided by the SCSU Student Teaching office and survey packets to be mailed were prepared by CCSAR for the students deemed eligible for certification during the 2006-2007 academic year. School of Education students who were not in a certification program, and/or who were not student teaching but were poised to graduate, were identified for inclusion by their respective department chairs and/or program coordinators and received copies of the survey packet in class. For example, copies of the *Student Survey* were given to the Counseling and School Psychology department professors to distribute to students in a sixth year program who were expected to graduate in the 2006-2007 academic year. Each mailing packet contained a letter from the Dean, a *Student Survey*, and an addressed return envelope. Students were instructed to complete and return their anonymous *Student Survey* by December 2006 for the fall semester, and by May 2007 for those in the spring semester.

For fall of 2006 graduates, an initial mailing of survey packets to 188 students was done in the beginning of December 2006. In an attempt to increase the response rate, e-mail addresses were obtained and messages were sent with electronic copies of the *Student Survey* attached. Three more e-mail reminders about the mailed survey were also sent out. A second complete survey packet mailing was done in January 2007. A total of 142 completed surveys were received from the fall 2006 mailings.

In April 2007 a list with the names and addresses of 175 students poised to graduate, was provided by the SCSU Student Teaching office. In May 2007 a survey packet mailing was done. In addition, School of Education students who were not in a certification program, and/or who were not student teaching but were poised to graduate, were identified for inclusion by their respective department chairs and/or program coordinators and received copy's of the survey packet in class. An online version of the *Student Survey* was designed in an attempt to increase the response rate. E-mail addresses were obtained, and messages were sent with electronic copies of the *Student Survey* attached. Two more e-mail reminders that included the *Student Survey* file attachment and a link to a secure website where the online *Student Survey* (hosted by Snap Surveys) were sent out in May and June 2007. A total of 104 completed surveys were received from the spring 2007 mailings bringing the total sample size to 246.

Data Analysis

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

Results

Analysis of Survey Items

The mean scores indicate that students are 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. Each survey item also received a mean score of a 2.00 or higher.

INTASC Standard 2, *Knowledge of Human Development and Learning* and Standard 3, *Instruction is Adapted to Meet Diverse Learners*, both received the highest mean score (M=2.43), while INTASC Standard 9, *Reflection and Professional Development*, received the lowest mean score (M=2.31). The survey item with the highest mean score was item H8, *Demonstrating ethical behavior* (M=2.53) and the survey item with the lowest mean score was item D3, *Proficiency in mathematics* (M=2.04).

Table 2 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-2 Mean scores for INTASC Standards and Survey items

<u>INTASC Standards and Accompanying Survey Items</u>	Mean Score	Standard Deviation
<i>The extent in which my SCSU Educator Preparation Program has prepared an supported me to demonstrate competence in the following areas:</i>		
INTASC Standard 1 Knowledge of Subject Matter, D1-D8	M = 2.41	SD = .451
D1. Proficiency in reading	M = 2.39	SD = .564
D2. Proficiency in writing	M = 2.39	SD = .562
D3. Proficiency in mathematics	M = 2.04	SD = .664
D4. Knowing and understanding the major principles and concepts of the materials I will teach	M = 2.47	SD = .572
D5. Possessing accurate and up to date knowledge of subject matter	M = 2.47	SD = .564
D6. Understanding of the purpose and value of the materials I will teach	M = 2.51	SD = .542
D7. Ability to formulate meaningful questions about the subject matter	M = 2.46	SD = .532
D8. Knowing the appropriate sources of additional information about the materials I will teach	M = 2.43	SD = .583

INTASC Standard 2 Knowledge of Human Development and Learning, E1-E7	M = 2.43	SD = .490
E1. Understanding of human physical development as it relates to planning and organization	M = 2.33	SD = .584
E2. Understanding of human social development as it relates to planning and organization	M = 2.41	SD = .586
E3. Understanding of human emotional development as it relates to planning and organization	M = 2.38	SD = .580
E4. Understanding of human intellectual development as it relates to planning and organization	M = 2.43	SD = .566
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly	M = 2.49	SD = .549
E6. Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M = 2.51	SD = .517
E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds	M = 2.45	SD = .554
INTASC Standard 3 Instruction is Adapted to Meet Diverse Learners, F1-F4	M = 2.43	SD = .521
F1. Planning instructional activities which provide for individual differences	M = 2.43	SD = .587
F2. Matching teaching styles and methods with the learning situation and the learning styles of students	M = 2.41	SD = .584
F3. Effectively implementing instructional plans and using appropriate instructional techniques	M = 2.43	SD = .581
F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly	M = 2.45	SD = .561
INTASC Standard 4 Use of Multiple Instructional Strategies and Resources, G1-G10	M = 2.39	SD = .464
G1. Using a variety of instructional methods and media to address the needs of all students	M = 2.44	SD = .575
G2. Using a balance of individual, small, and large group instructional arrangements	M = 2.47	SD = .584
G3. Providing instructional activities that foster student involvement	M = 2.43	SD = .588
G4. Engaging students in selecting their own learning objectives and activities	M = 2.24	SD = .620
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M = 2.36	SD = .596
G6. Presenting opportunities that foster critical thinking and problem solving skills	M = 2.39	SD = .595
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students	M = 2.44	SD = .552
G8. Using differentiated curriculum to meet the needs of exceptional children	M = 2.33	SD = .621
G9. Recognizing the conditions and needs of special education students	M = 2.41	SD = .548
G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities	M = 2.40	SD = .540
INTASC Standard 5 An Effective Learning Environment is Created, H1-H11	M = 2.34	SD = .498
H1. Maintaining classroom routines and procedures	M = 2.24	SD = .621
H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task	M = 2.26	SD = .645
H3. Providing and maintaining an attractive and orderly learning environment	M = 2.28	SD = .637
H4. Maintaining appropriate behavior standards for students in the learning environment	M = 2.24	SD = .670

H5. Developing an atmosphere which fosters self-discipline	M = 2.26	SD = .668
H6. Working cooperatively with colleagues and administrators	M = 2.47	SD = .571
H7. Following the policies, procedures, and curricula of the school district	M = 2.42	SD = .574
H8. Demonstrating ethical behavior	M = 2.53	SD = .533
H9. Conducting effective parent/teacher conferences	M = 2.16	SD = .709
H10. Promoting positive interpersonal relations based upon mutual respect	M = 2.45	SD = .562
H11. Creating a positive learning environment that fosters curiosity and intrinsic motivation	M = 2.40	SD = .598
INTASC Standard 6 Effective Communication to Foster Inquiry and Collaboration, I1-I6	M = 2.40	SD = .508
I1. Providing directions and explanations in a clear, coherent, and logical manner	M = 2.40	SD = .598
I2. Providing for two-way communication with students	M = 2.41	SD = .600
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication	M = 2.48	SD = .548
I4. Assisting and encouraging students to research issues and questions of concern to them	M = 2.35	SD = .610
I5. Promoting students' ability to effectively communicate ideas and concerns to others	M = 2.34	SD = .580
I6. Understanding how cultural and gender differences can affect communication in the classroom	M = 2.44	SD = .561
INTASC Standard 7 Lesson Planning, J1-J11	M = 2.40	SD = .499
J1. Planning instruction to achieve selected objectives	M = 2.41	SD = .578
J2. Identifying and sequencing goals of instruction	M = 2.36	SD = .590
J3. Identifying and sequencing objectives with lessons	M = 2.38	SD = .588
J4. Identifying teaching procedures and sequencing learning activities	M = 2.37	SD = .585
J5. Revising instruction on the basis of student comments, questions, and performance	M = 2.35	SD = .628
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 = .563
J7. Demonstrating sensitivity to and for the needs and feelings of all students	M = 2.48	SD = .541
J8. Outlining expectations for all students in a clear manner	M = 2.44	SD = .545
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate	M = 2.41	SD = .564
J10. Providing illustration, examples, and applications of material	M = 2.44	SD = .582
J11. Designing lessons that integrate technology into teaching	M = 2.34	SD = .642
INTASC Standard 8 Assessment of Student Learning to Improve Teaching, K1-K4	M = 2.40	SD = .517
K1. Recognizing and encouraging the special interests and abilities of individual students	M = 2.41	SD = .565
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives	M = 2.39	SD = .582
K3. Using evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M = 2.39	SD = .559
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives	M = 2.41	SD = .556

INTASC Standard 9 Reflection and Professional Development, L1-L5	M = 2.31	SD = .500
L1. Recognizing when students are deficient in the basic skills and providing or recommending corrective action	M = 2.30	SD = .596
L2. Obtaining and using information from colleague to assist students with special needs	M = 2.32	SD = .557
L3. Identifying students who require the assistance of a specialist	M = 2.27	SD = .646
L4. Handling discipline fairly and consistently	M = 2.22	SD = .640
L5. Demonstrating an ability to think about teaching and learning as both a reflective practitioner and educational leader	M = 2.43	SD = .545
INTASC Standard 10 Partnerships with School and Community, M1-M7	M = 2.33	SD = .558
M1. Encouraging and maintaining the cooperative involvement and support of parents and community	M = 2.34	SD = .628
M2. Providing opportunities for parents and community involvement	M = 2.27	SD = .659
M3. Using community resources in instruction	M = 2.23	SD = .688
M4. Understanding the rights and responsibilities of students	M = 2.42	SD = .575
M5. Understanding the rights and responsibilities of parents	M = 2.35	SD = .633
M6. Understanding the rights and responsibilities of teachers	M = 2.45	SD = .570
M7. Engaging parents in the learning process	M = 2.27	SD = .649

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*. 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.*

Comments

More Experience With Specific Issues

The strongest theme in the area of “needs” to emerge from the surveys was classroom management. Students across almost all programs expressed a need for this specific training. Information for dealing with students from diverse populations (ethnically, culturally, and in terms of learning styles) was also requested.

More Information on Steps to Becoming a School Employee

Many students surveyed expressed a desire to be provided with more information in regard to getting certified and getting a job. Suggested topics to be discussed were job

placement assistance, interviewing tips, portfolio development, required course of study, the certification process, BEST preparation, and Praxis study groups. Many students suggested using Seminar time for these topics.

More Experience With Everyday School Issues

Many students surveyed expressed a desire to have more experience and information provided about everyday school issues like lesson planning, PPT paperwork, dealing with parents, latest technology, etc.

Better Communication/Organization Within Departments

Many students surveyed mentioned that they had trouble within their departments with not getting enough feedback from professors, lack of communication between SCSU and placement sites, not having a clear guide for classes they should be taking and requirements they need for graduating or getting certified, and basic organization and communication problems within the department.

Positive Comments

Many students surveyed expressed a general satisfaction with their program at SCSU. Some said they “thoroughly enjoyed the program”, others said it was a good program and they were “pleased”. Some students said they would not change anything about the program they were a part of.

Recommendations

- The strongest overall theme that emerged from these surveys was a desire for more time in the field/classroom. Students felt the extra time would have helped them with many of the practical needs mentioned above.
- Many students suggested adding a course on classroom management
- A course focused on the latest technologies in schools would help
- The suggestions for course additions varied to a great degree. One recommendation would be to require all students to take one course outside their department. Another possibility is to have professors within the School of Education actively be guest speakers in other departments’ courses, specifically Seminar courses.

Discussion

Survey responses indicate that overall students feel satisfied with their experiences at SCSU. The mean INTASC Standard scores were all higher than 2.00. This indicates students believe that SCSU’s teacher preparation programs have *met* their needs in relation to the requirements stipulated by the CSDE and by INTASC. The general theme that emerged from the open-ended questions was one of practicality. Students revealed a desire for more practical information and experience with the everyday issues seen in schools, and less theory, often mentioning that the theory they learned in their graduate classes mirrored what they learned in their undergraduate courses. They also want to have clear guidelines for getting through their programs, certification processes, and first jobs.

Appendix I. Demographic Information

Table 3-Ethnic Background

		Frequency	Percent	Valid Percent
Ethnic Backgrounds	Native American, Eskimo, Aleut	2	.8	.8
	Black or African American	9	3.7	3.7
	Asian American	2	.8	.8
	Hispanic Latino	3	1.2	1.2
	White	225	91.5	91.8
	Other	4	1.6	1.6
	Total	245	99.6	100.0
Missing Responses		1	.4	

Table 4-Program in which students are currently enrolled

		Frequency	Percent	Valid Percent
Program Classification	Undergraduate with certification	55	22.4	22.5
	Graduate with certification	94	38.2	38.5
	Graduate without certification	1	.4	.4
	Sixth year	94	38.2	38.5
	Total	244	99.2	100.0
Missing Responses		2	.8	

Table 5-Applied for certification

		Frequency	Percent	Valid Percent
Applied	Yes	194	78.9	79.5
	No	50	20.3	20.5
	Total	244	99.2	100.0
Missing Responses		2	.8	

Table 6-Employed in area of certification

		Frequency	Percent	Valid Percent
Employed	Yes	95	38.6	39.6
	No	145	58.9	60.4
	Total	240	97.6	100.0
Missing Responses		6	2.4	

Table 7-Type of employment

		Frequency	Percent	Valid Percent
Type of Employment	Not employed	82	33.3	33.6
	Part-time	37	15.0	15.2
	Full-time	125	50.8	51.2
	Total	244	99.2	100.0
Missing Responses		2	.8	

Table8-Current employment setting

		Frequency	Percent	Valid Percent
Employment Setting	Urban setting	57	23.2	32.8
	Rural	14	5.7	8.0
	Suburban	79	32.1	45.4
	Other	24	9.8	13.8
	Total	174	70.7	100.0
Missing Responses		72	29.3	

Table 9-Students who have double majors

		Frequency	Percent	Valid Percent
Double Majors	Yes	34	13.8	13.9
	No	210	85.4	86.1
	Total	244	99.2	100.0
Missing Responses		2	.8	

Table 10-Undergraduate Program Enrollment

		Frequency	Percent	Valid Percent
Program	Biology	3	1.2	5.0
	Early Childhood Education	6	2.4	10.0
	Earth Science Education	2	.8	3.3
	Elementary Education	11	4.5	18.3
	Exercise Science Teacher Education	6	2.4	10.0
	English Education	7	2.8	11.7
	History/Social Studies Education	8	3.3	13.3
	Math Education	4	1.6	6.7
	Special Education	6	2.4	10.0
	Special Education/Elementary Education	7	2.8	11.7
	Total	60	24.4	100.0

Table 11-Graduate Program Enrollment

		Frequency	Percent	Valid Percent
Program	Art Education	2	.8	1.1
	Biology	5	2.0	2.8
	Communication Disorders	2	.8	1.1
	Community Counseling	3	1.2	1.7
	School Counseling	20	8.1	11.1
	Elementary Education	7	2.8	3.9
	English	6	2.4	3.3
	Exercise Science	2	.8	1.1
	History/Social Studies	3	1.2	1.7
	Library Media Specialist	4	1.6	2.2
	School Health Education	2	.8	1.1
	Science Education	7	2.8	3.9
	Special Education	7	2.8	3.9
	Speech Language Pathologist	4	1.6	2.2
	Counseling	2	.8	1.1
	Educational Leadership	89	36.2	49.4
	School Psychologist	12	4.9	6.7
	Special Education	2	.8	1.1
	Collaborative Early Childhood Education	1	.4	.6
Total	180			

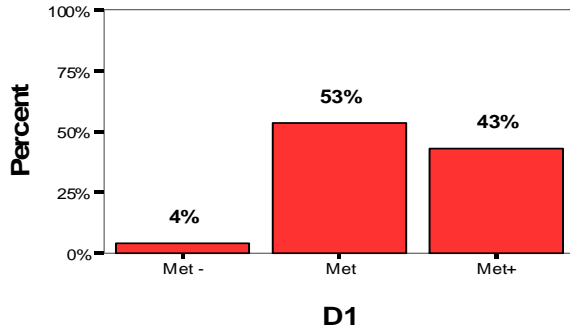
Table 12-Enrolled Graduate/Sixth year certification programs

		Frequency	Percent	Valid Percent
Certification Program	Yes	121	49.2	97.6
	No	3	1.2	2.4
Total		124	50.4	100.0
Missing Responses		122	49.6	

II. Survey Item Responses

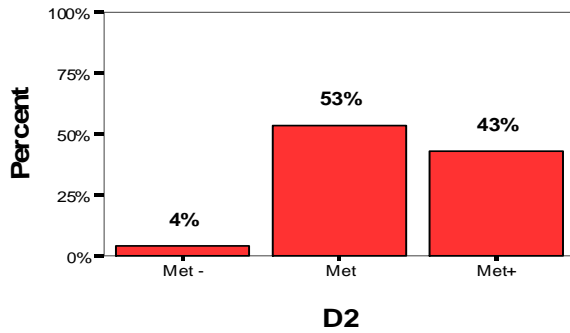
Knowledge of Subject Matter

D1. Proficiency in reading



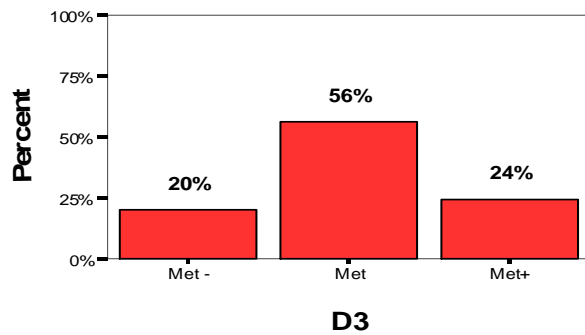
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D2. Proficiency in writing



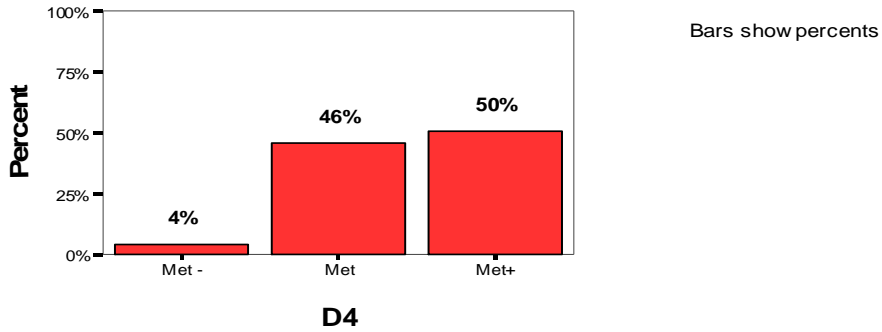
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D3. Proficiency in mathematics

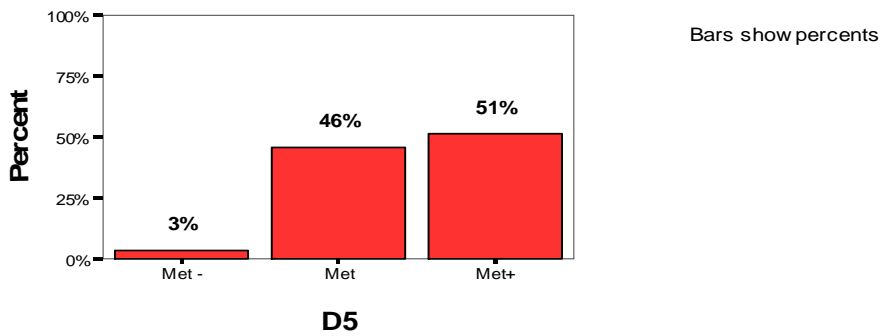


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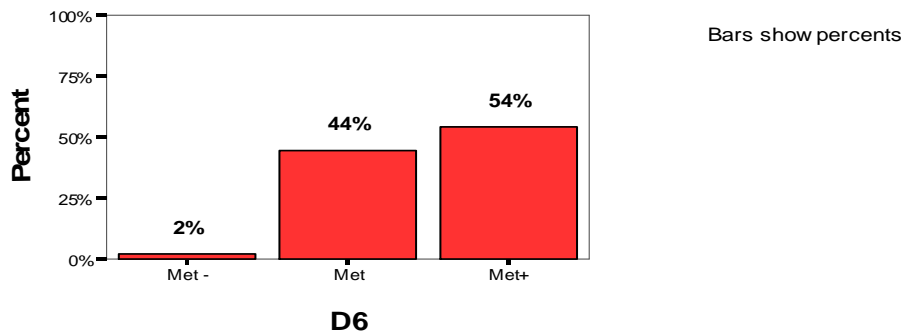
D4. Knowing and understanding the major principles and concepts of the materials I will teach



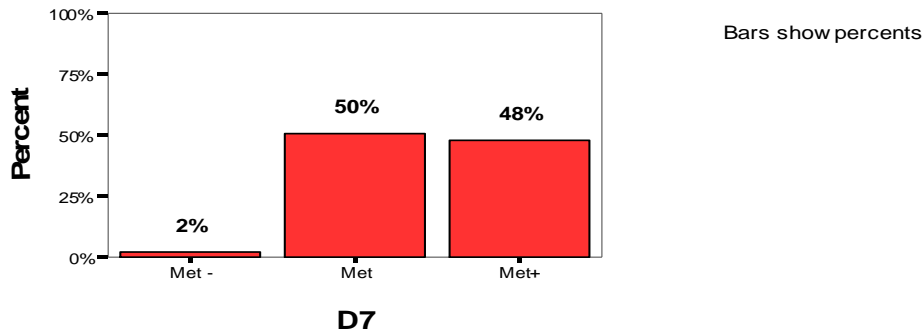
D5. Possessing accurate and up to date knowledge of subject matter



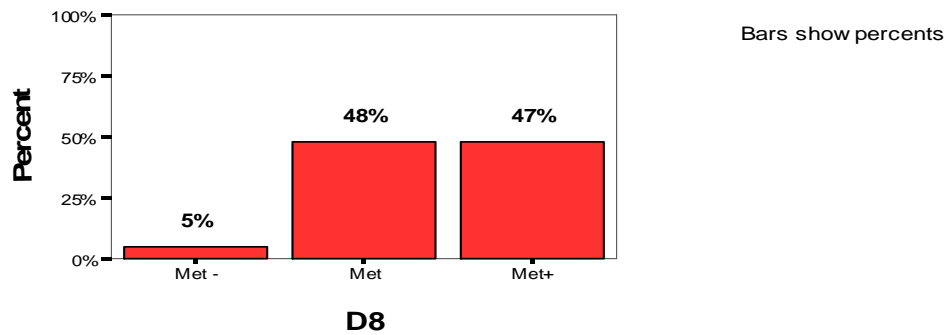
D6. Understanding of the purpose and value of the materials I will teach



D7. Ability to formulate meaningful questions about the subject matter

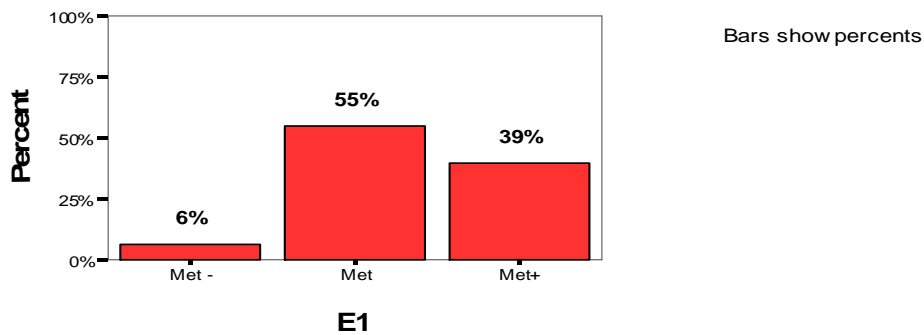


D8. Knowing the appropriate sources of additional information about the materials I will teach

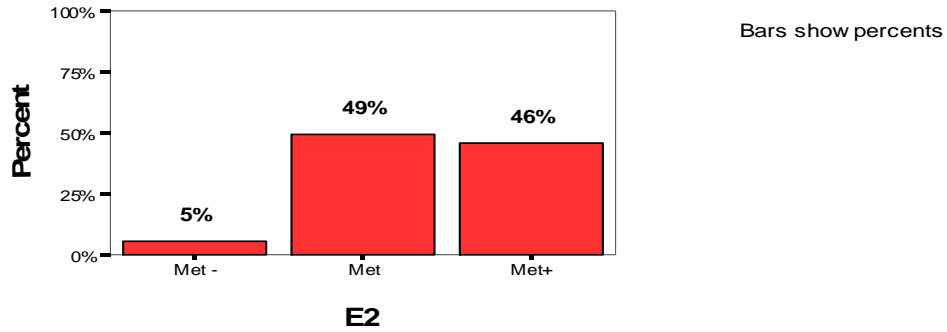


Knowledge of Human Development and Learning

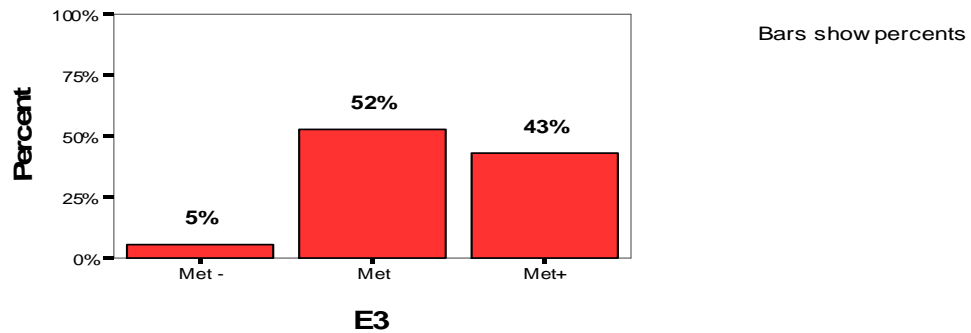
E1. Understanding of human physical development as it relates to planning and organization



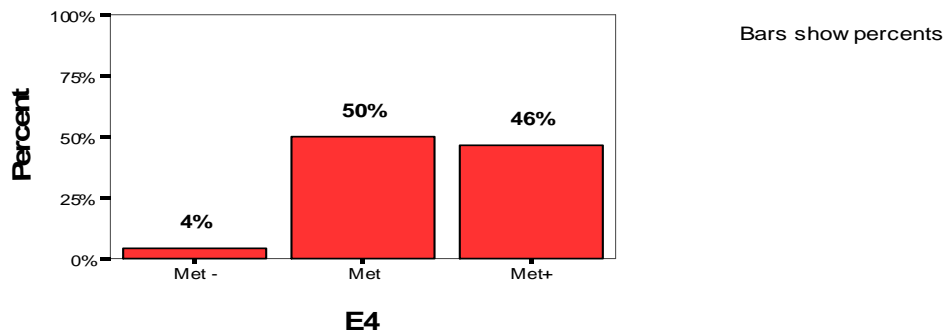
E2. Understanding of human social development as it relates to planning and organization



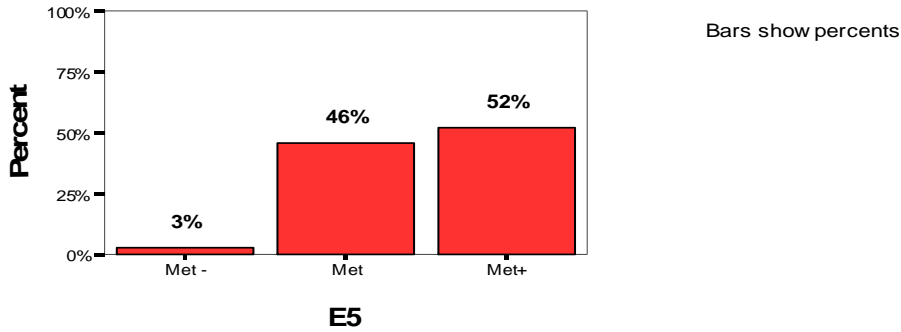
E3. Understanding of human emotional development as it relates to planning and organization



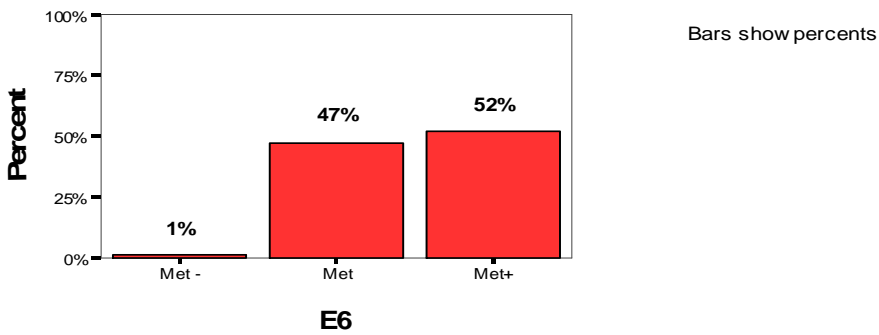
E4. Understanding of human intellectual development as it relates to planning and organization



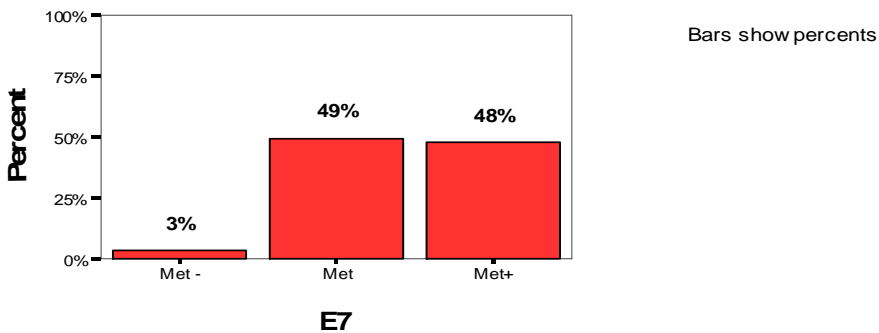
E5. Utilizing students' strengths as a basis of growth and planning instruction accordingly



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

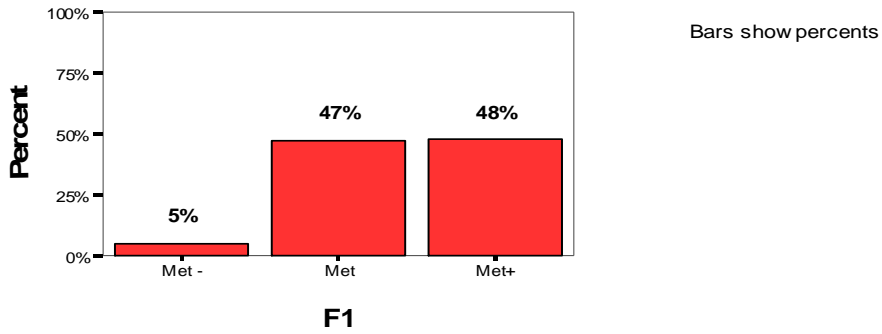


E7. Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds

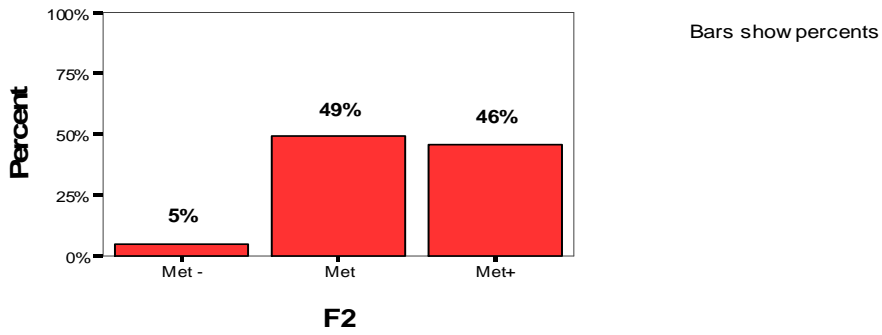


Instruction is Adapted to Meet Diverse Learners

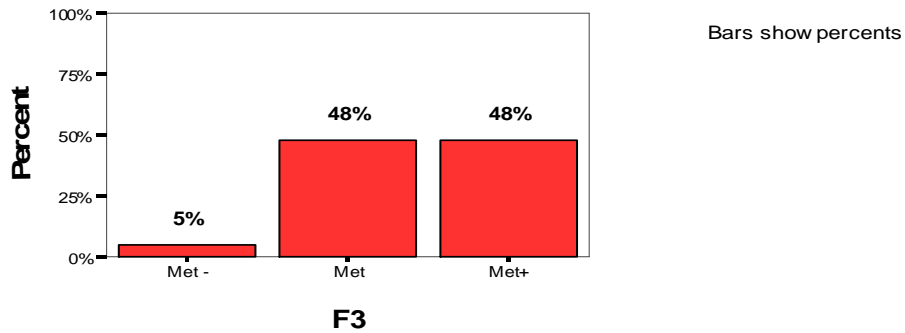
F1. Planning instructional activities which provide for individual differences



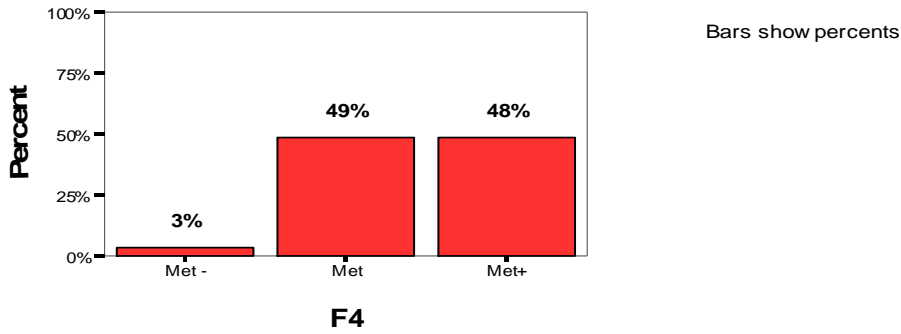
F2. Matching teaching styles and methods with the learning situation and the leaning styles of students



F3. Effectively implementing instructional plans and using appropriate instructional techniques

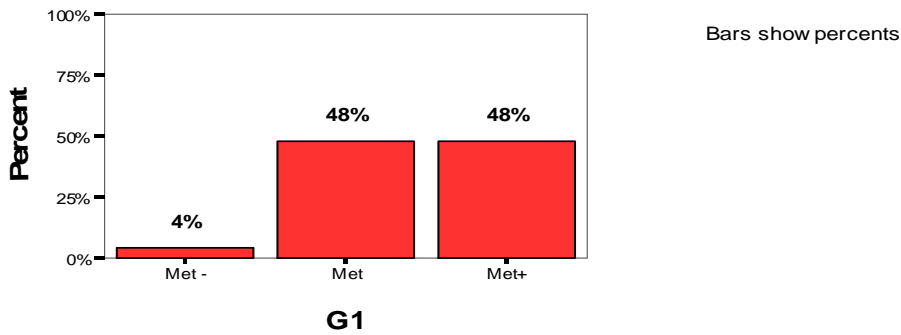


F4. Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly

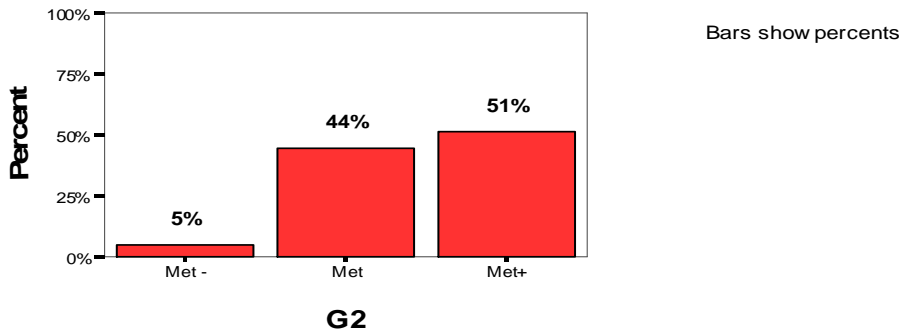


Uses of Multiple Instructional Strategies and Resources

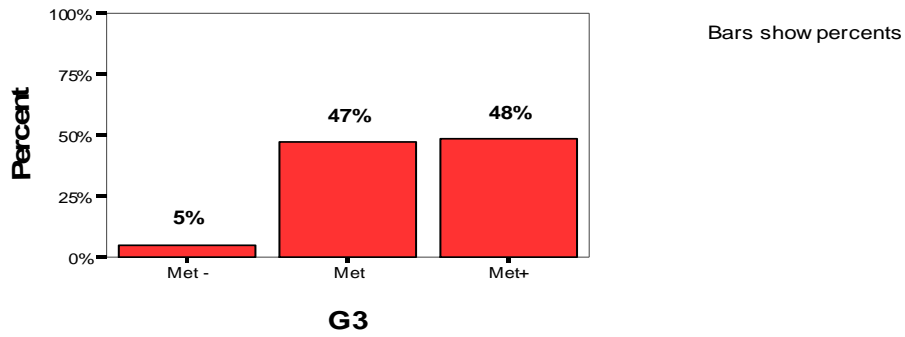
G1. Using a variety of instructional methods and media to address the needs of all students



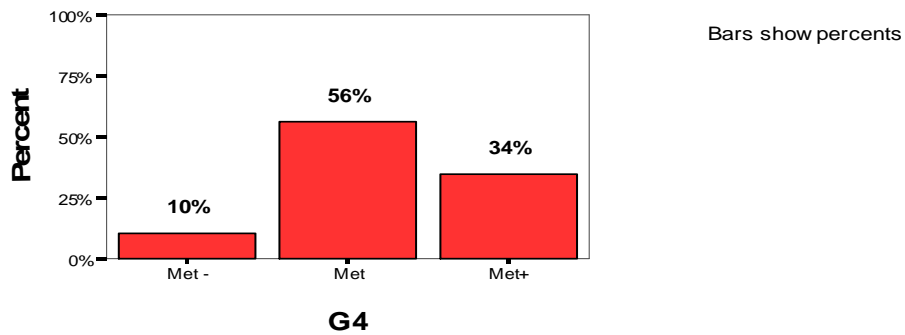
G2. Using a balance of individual, small, and large group instructional arrangements



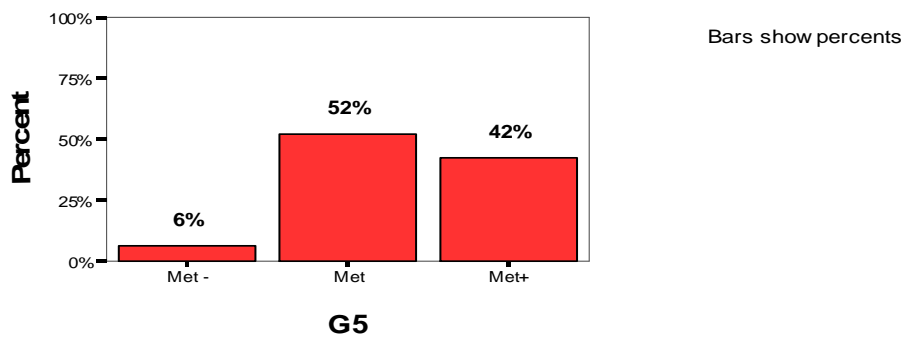
G3. Providing instructional activities that foster student involvement



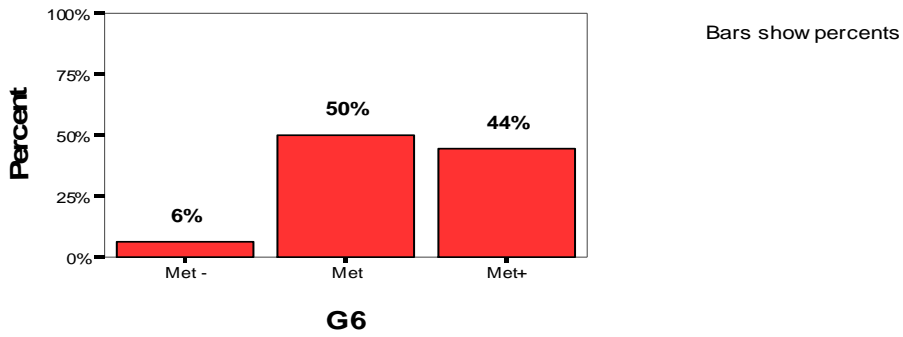
G4. Engaging students in selecting their own learning objectives and activities



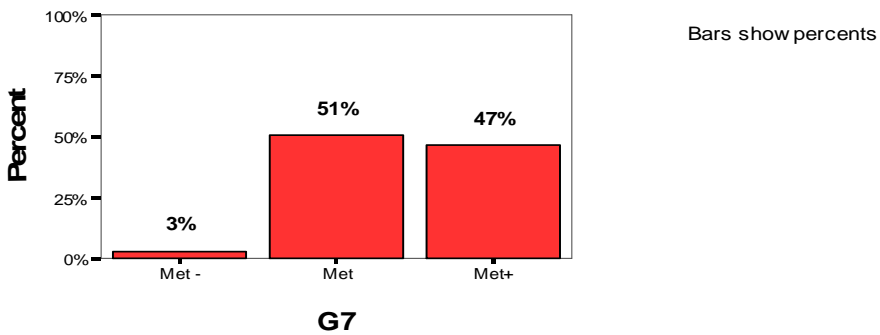
G5. Posing probing questions to stimulate students to recall, analyze, synthesize, and evaluate



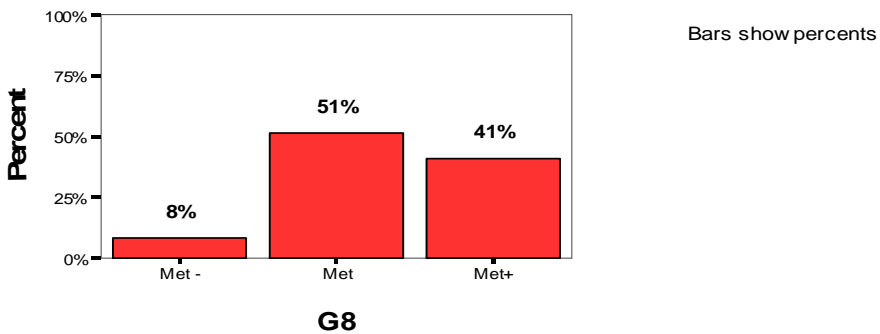
G6. Presenting opportunities that foster critical thinking and problem solving skills



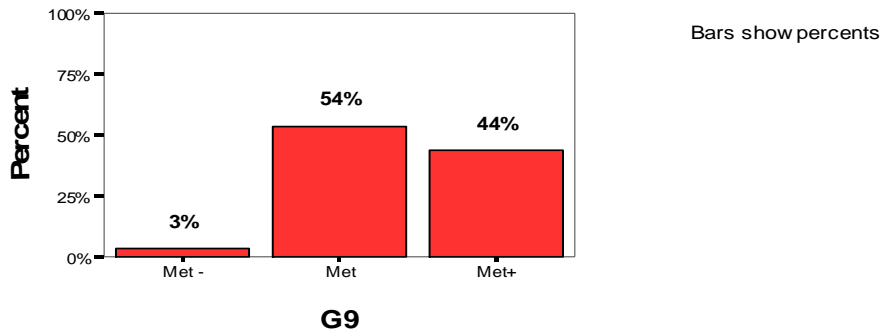
G7. Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students



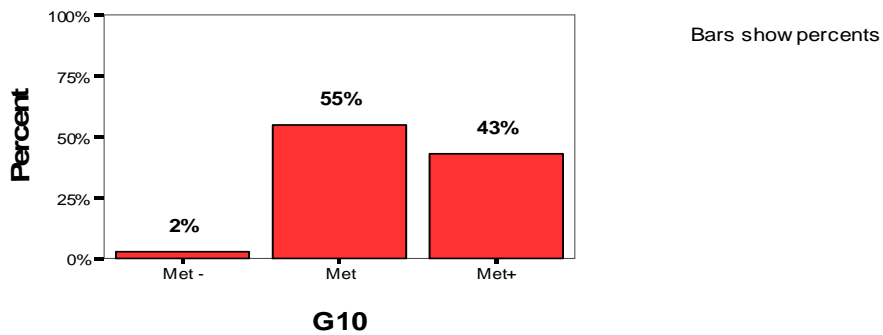
G8. Using differentiated curriculum to meet the needs of exceptional children



G9. Recognizing the conditions and needs of special education students

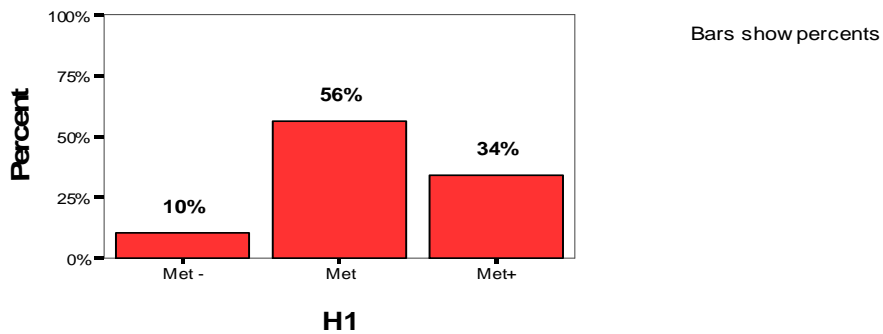


G10. Valuing the development of students' critical thinking, independent problem solving, and performance capabilities

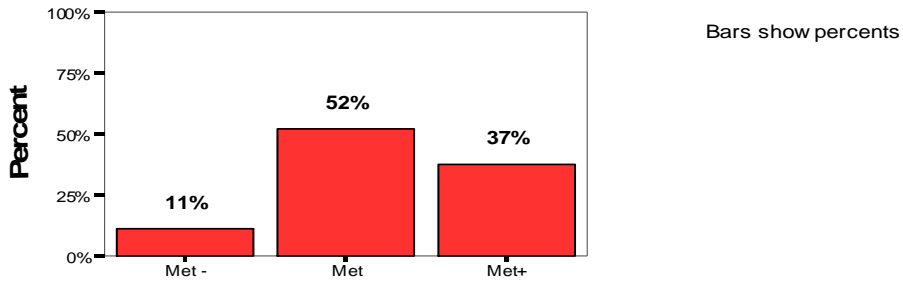


An Effective Learning Environment is Created

H1. Maintaining classroom routines and procedures

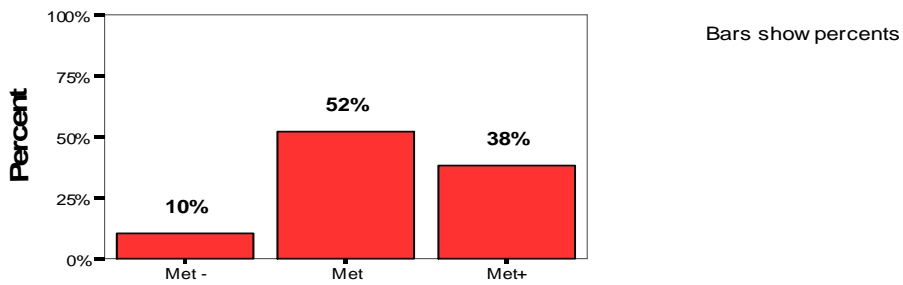


H2. Using instructional time effectively, pacing instructional activities appropriately, and maximizing students' time on task



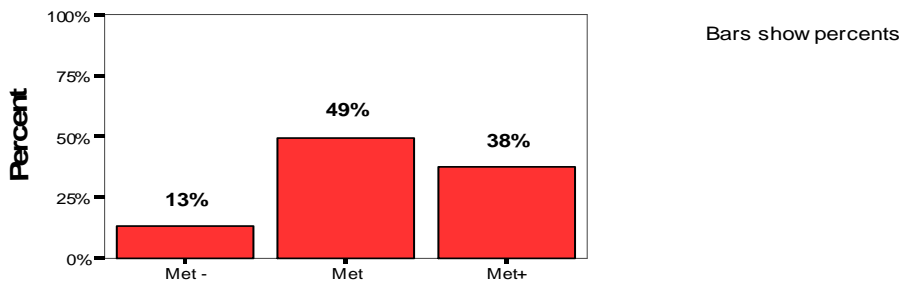
H2

H3. Providing and maintaining an attractive and orderly learning environment



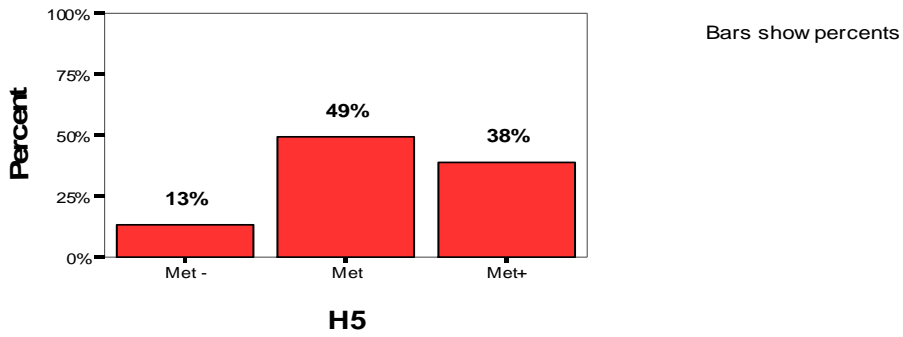
H3

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

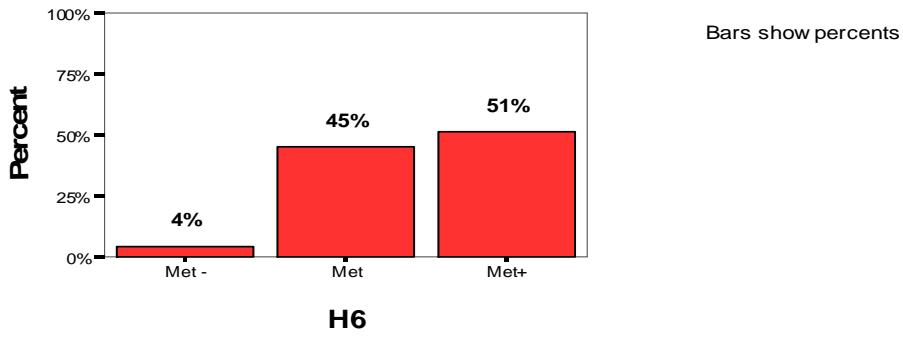


H4

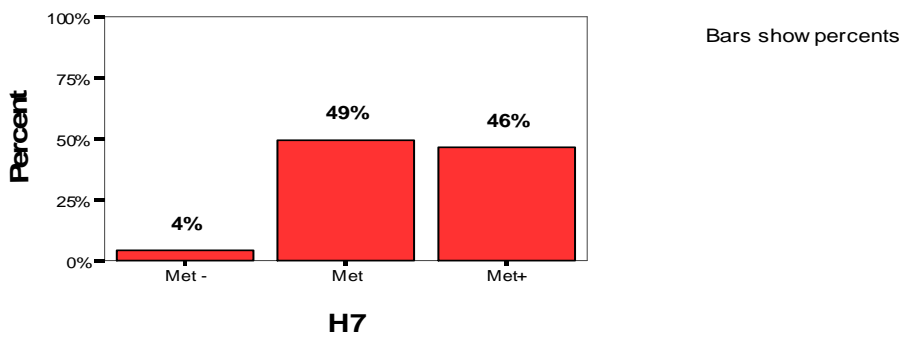
H5. Developing an atmosphere which fosters self-discipline



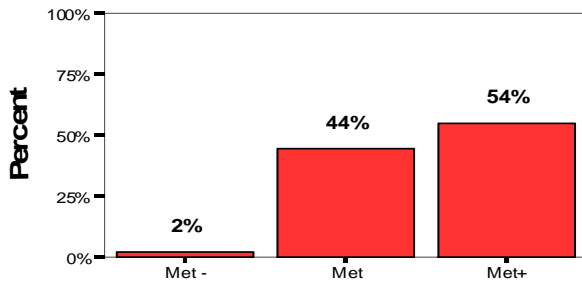
H6. Working cooperatively with colleagues and administrators



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



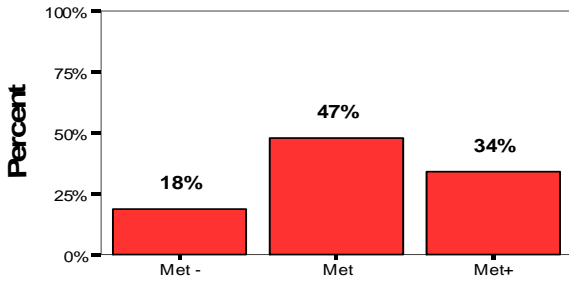
H8. Demonstrating ethical behavior



Bars show percents

H8

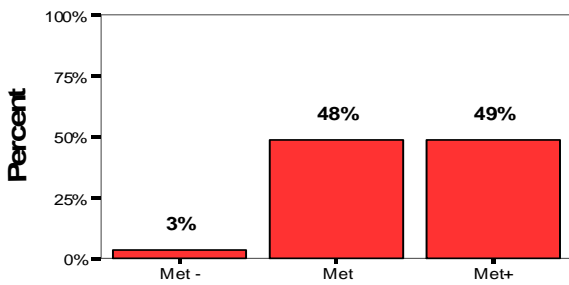
H9. Conducting effective parent/teacher conferences



Bars show percents

H9

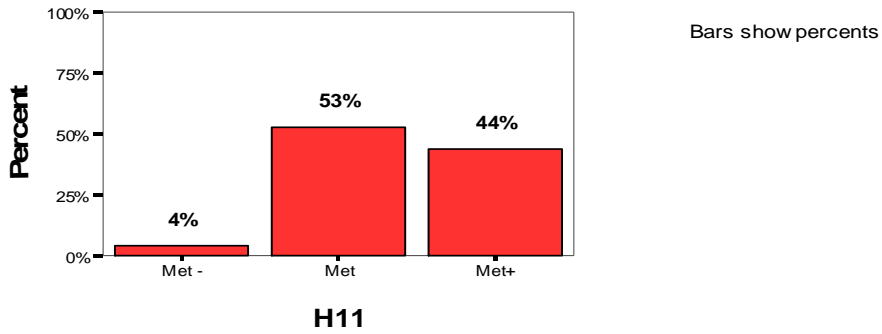
H10. Promoting positive interpersonal relations based upon mutual respect



Bars show percents

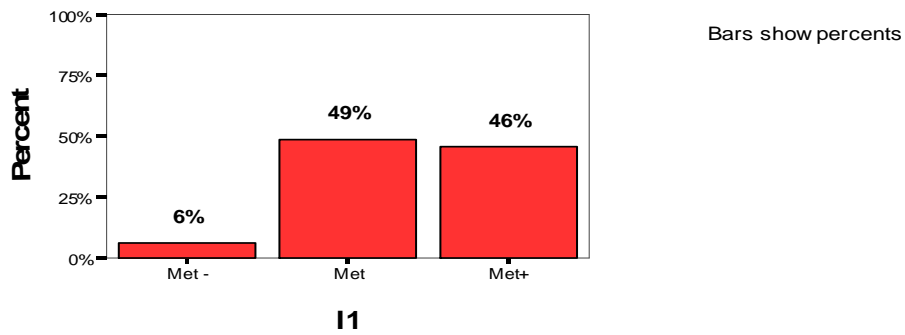
H10

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

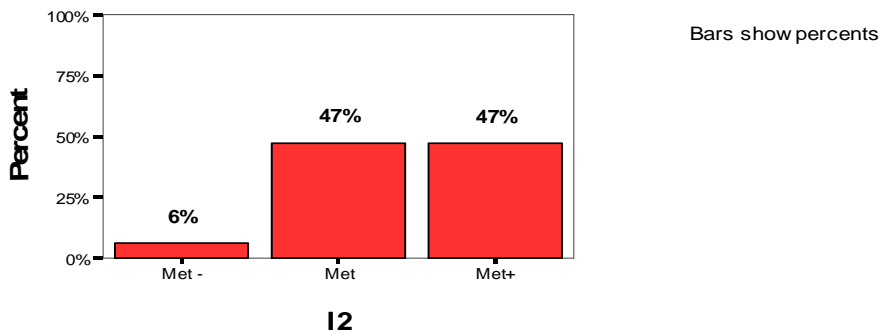


Effective Communication to Foster Inquiry and Collaboration

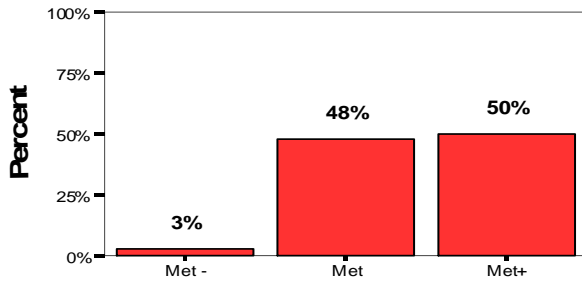
I1. Providing directions and explanations in a clear, coherent, and logical manner



I2. Providing for two-way communication with students



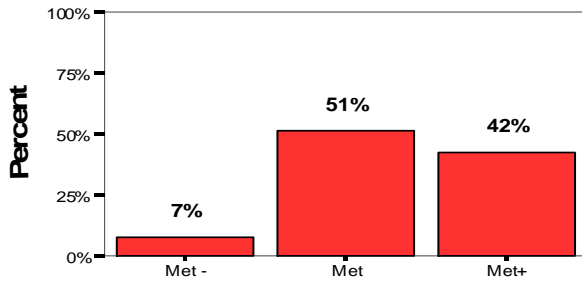
I3. Establishing rapport and fostering positive reinforcement through verbal and non-verbal communication



Bars show percents

I3

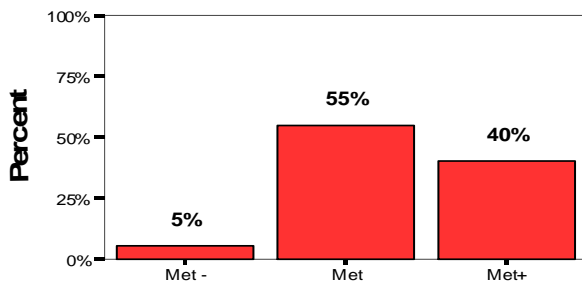
I4. Assisting and encouraging students to research issues and questions of concern to them



Bars show percents

I4

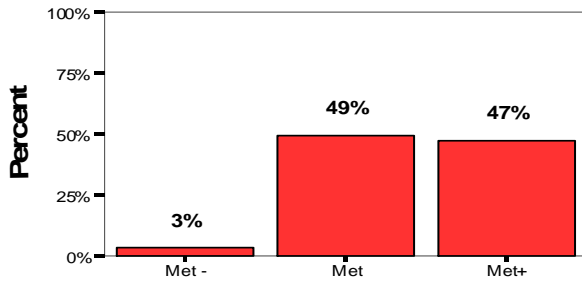
I5. Promoting students' ability to effectively communicate ideas and concerns to others



Bars show percents

I5

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



Bars show percents

I6

Lesson Planning

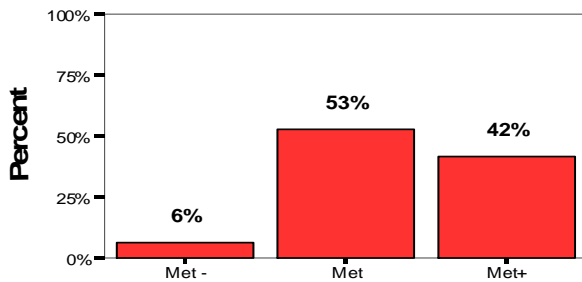
J1. Planning instruction to achieve selected objectives



Bars show percents

J1

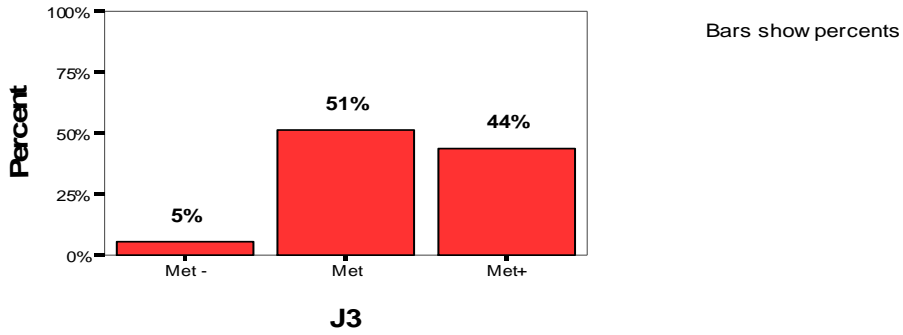
J2. Identifying and sequencing goals of instruction



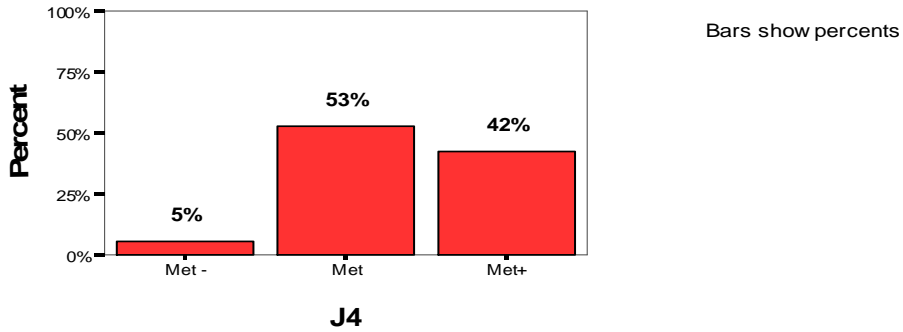
Bars show percents

J2

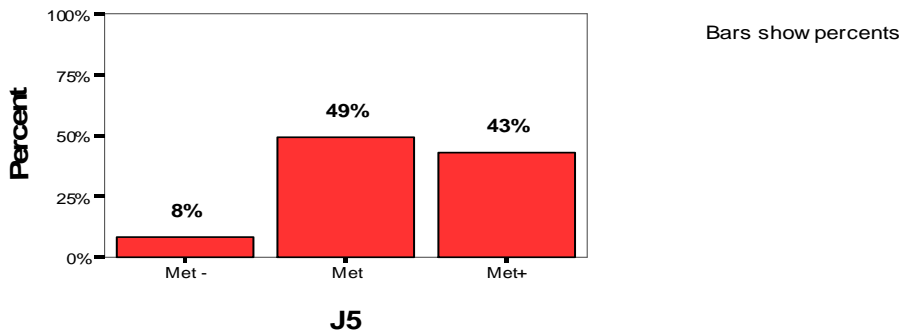
J3. Identifying and sequencing objectives with lessons



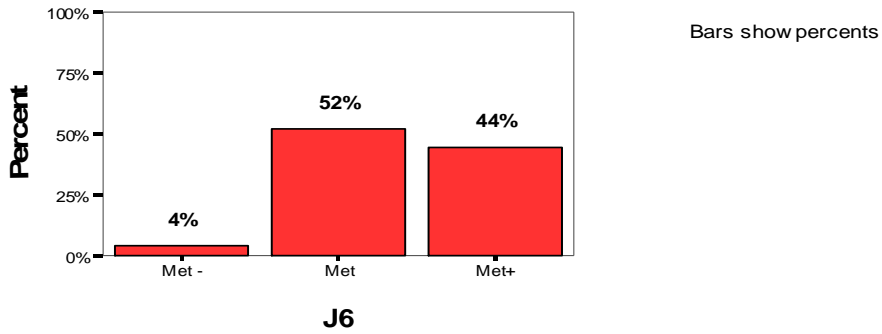
J4. Identifying teaching procedures and sequencing learning activities



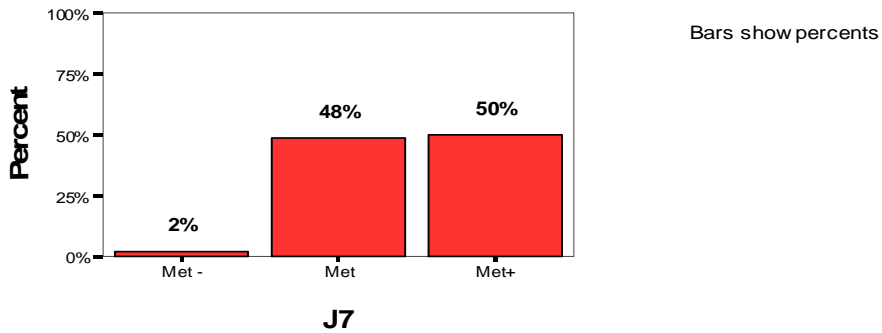
J5. Revising instruction on the basis of student comments, questions, and performance



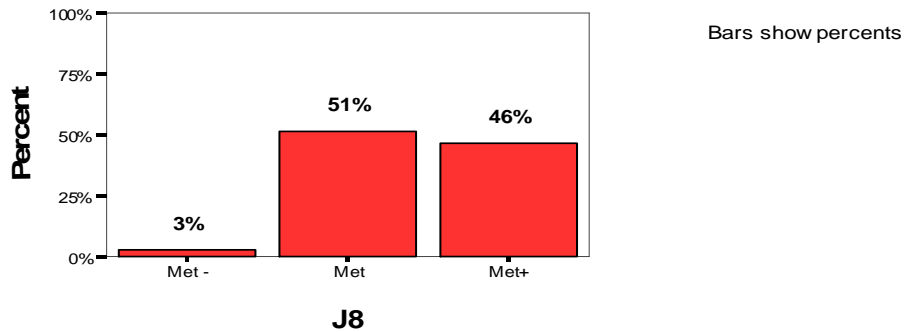
J6. Recognizing and understanding the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom



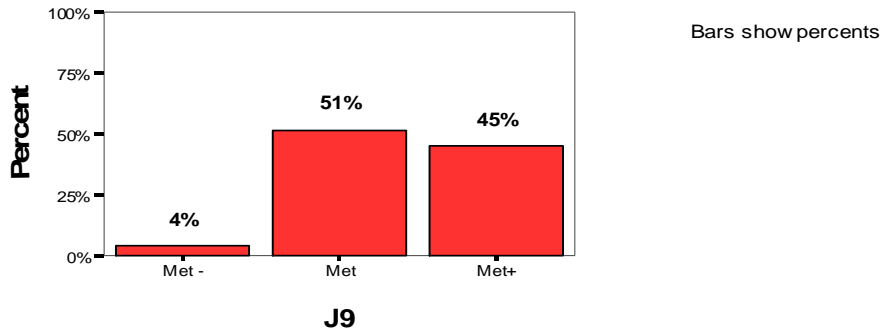
J7. Demonstrating sensitivity to and for the needs and feelings of all students



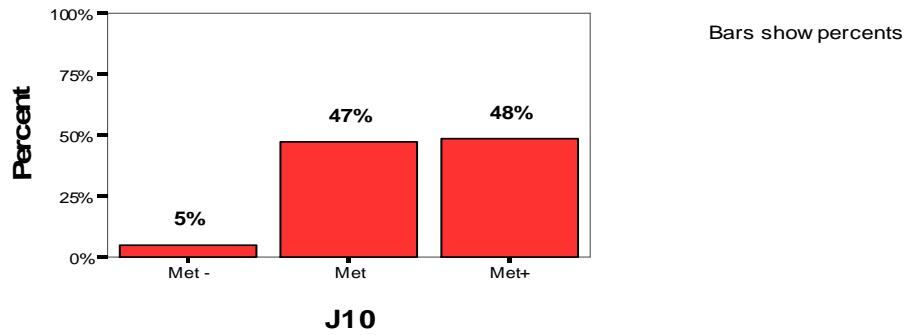
J8. Outlining expectations for all students in a clear manner



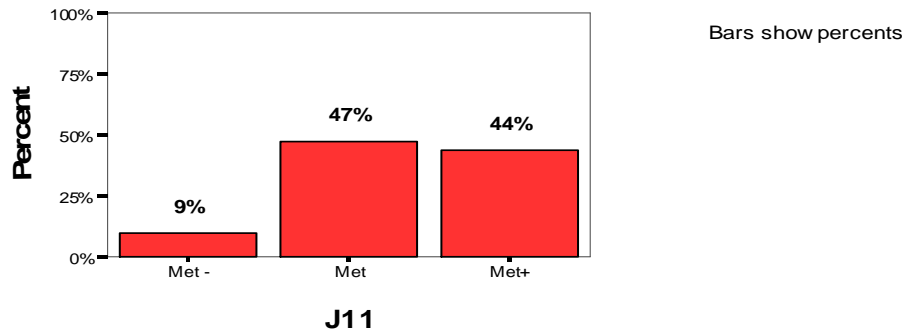
J9. Conducting learning activities in a logical sequence which are flexible and developmentally appropriate



J10. Providing illustration, examples, and applications of material

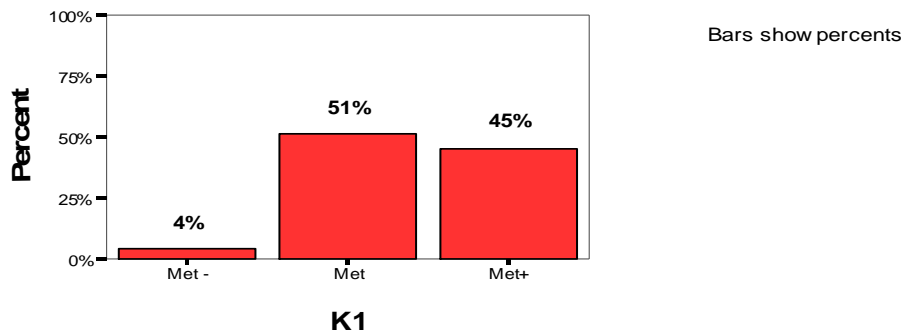


J11. Designing lessons that integrate technology into teaching

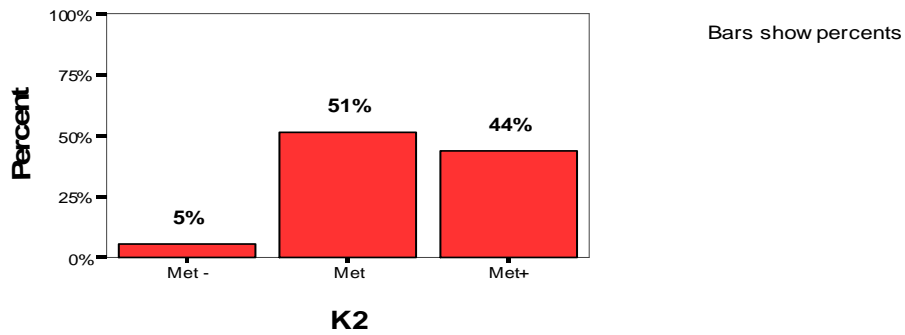


Assessment of Student Learning to Improve Teaching

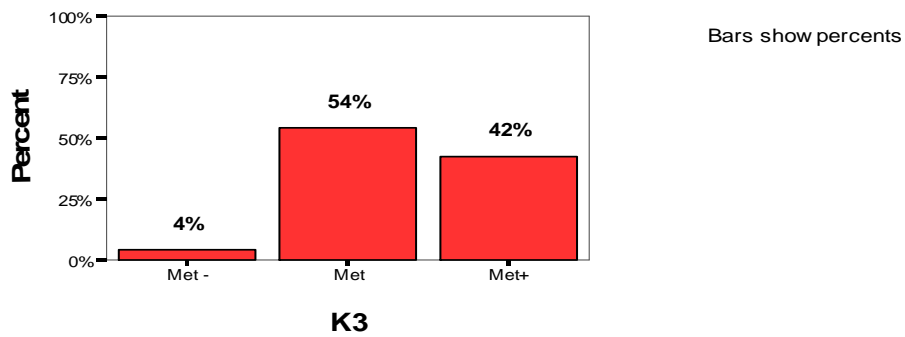
K1. Recognizing and encouraging the special interests and abilities of individual students



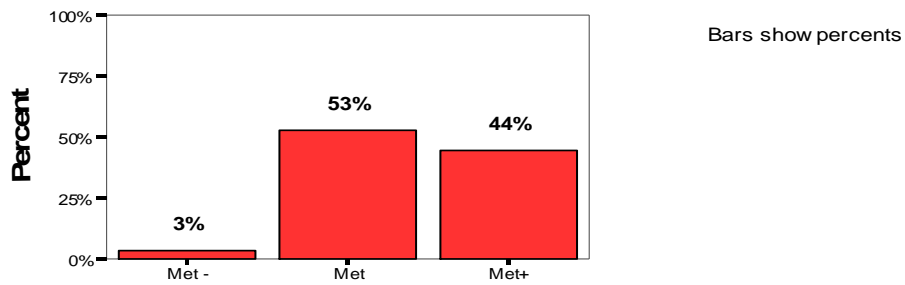
K2. Selecting appropriate materials and procedures for assessing students' progress on objectives



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



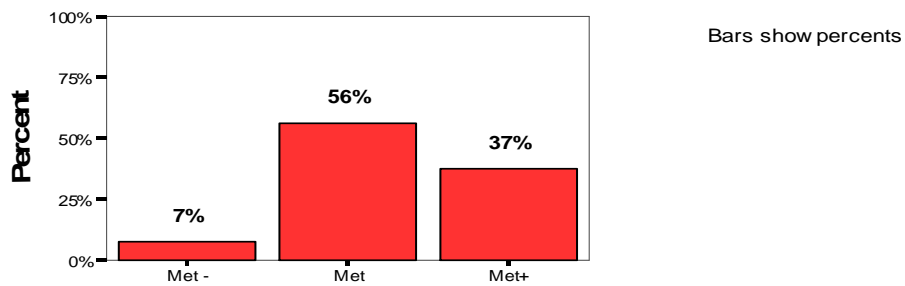
K4. Evaluating students on the basis of criteria that are aligned with instructional objectives



K4

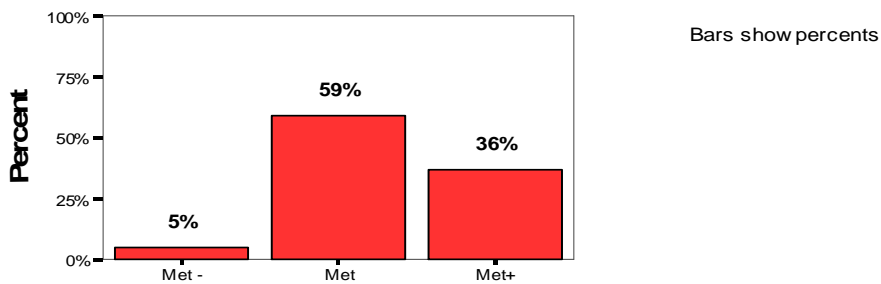
Reflection and Professional Development

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



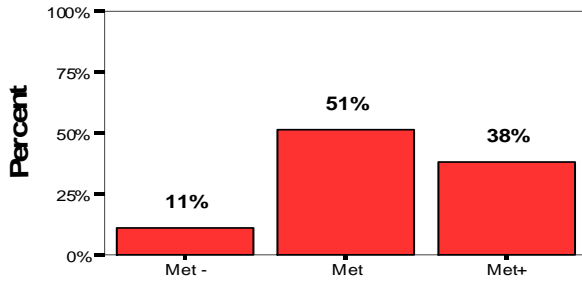
L1

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



L2

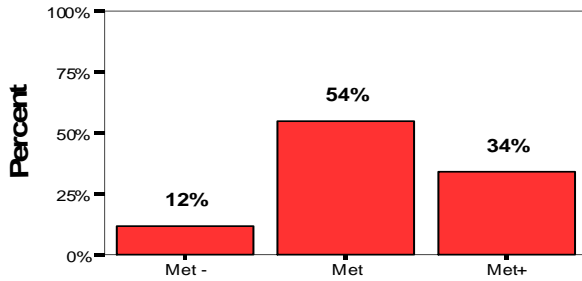
L3. Identifying students who require the assistance of a specialist



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L3

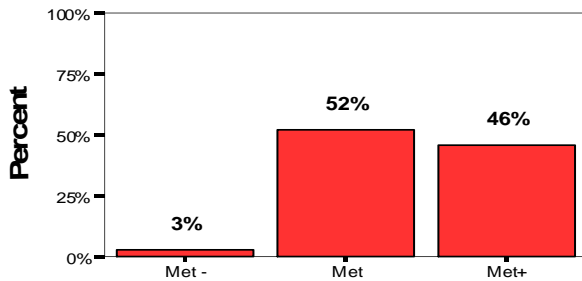
L4. Handling discipline fairly and consistently



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L4

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

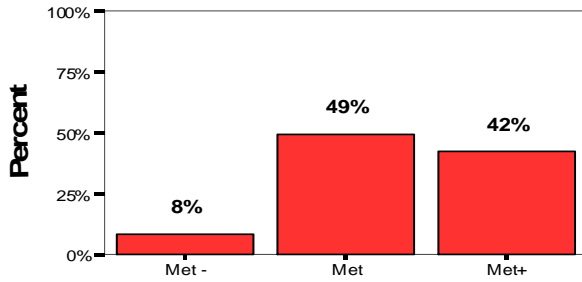


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L5

Partnerships with School and Community

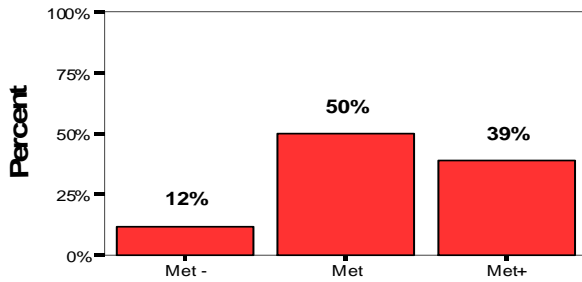
M1. Encouraging and maintaining the cooperative involvement and support of parents and community



Bars show percents

M1

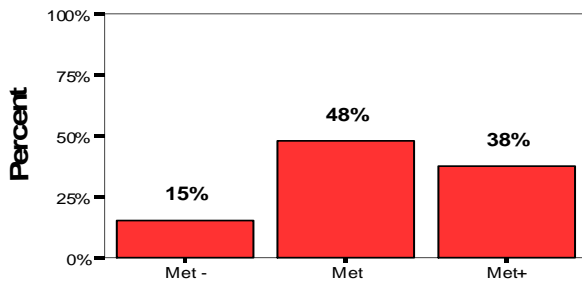
M2. Providing opportunities for parents and community involvement



Bars show percents

M2

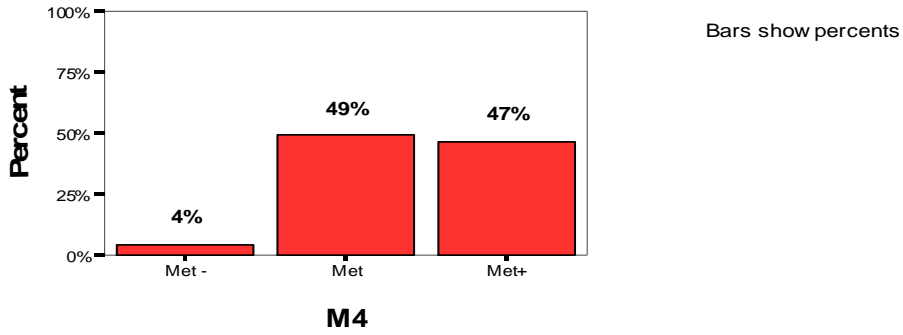
M3. Using community resources in instruction



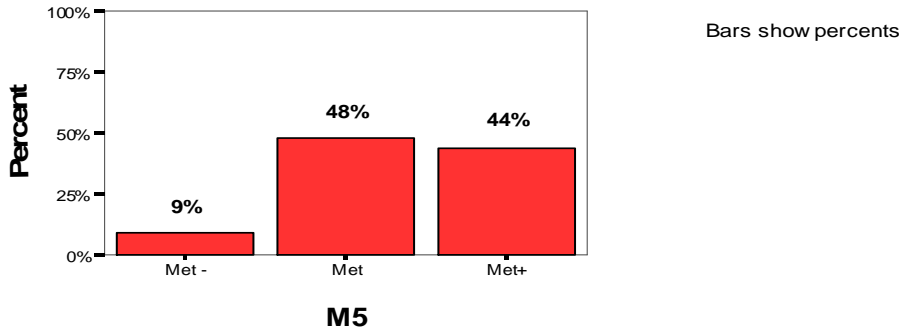
Bars show percents

M3

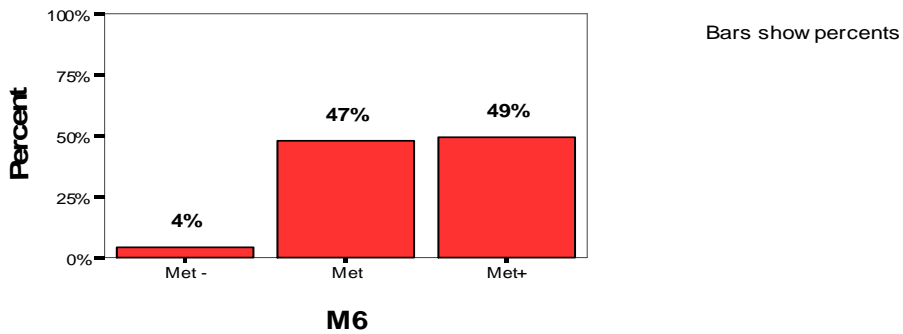
M4. Understanding the rights and responsibilities of students



M5. Understanding the rights and responsibilities of parents



M6. Understanding the rights and responsibilities of teachers



M7. Engaging parents in the learning process

