What was your major field of study during this degree?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Teacher Specialist</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>8</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>-</td>
</tr>
<tr>
<td>Educational Coach</td>
<td>3</td>
</tr>
<tr>
<td>Educational Leadership and Policy Studies</td>
<td>6</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>77</td>
</tr>
<tr>
<td>Elementary Education, Early Childhood Education</td>
<td>9</td>
</tr>
<tr>
<td>Elementary/Special Education Collaborative</td>
<td>34</td>
</tr>
<tr>
<td>English Education</td>
<td>23</td>
</tr>
<tr>
<td>Exercise Science Education</td>
<td>13</td>
</tr>
<tr>
<td>History Education</td>
<td>17</td>
</tr>
<tr>
<td>Information and Library Science</td>
<td>31</td>
</tr>
<tr>
<td>Intermediate Administrator Certification (092)</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>9</td>
</tr>
<tr>
<td>Reading</td>
<td>8</td>
</tr>
<tr>
<td>Reading and Language Arts Consultant</td>
<td>8</td>
</tr>
<tr>
<td>Remedial Reading and Remedial Language Arts Teacher</td>
<td>12</td>
</tr>
<tr>
<td>School Counseling</td>
<td>7</td>
</tr>
<tr>
<td>School Health Education</td>
<td>3</td>
</tr>
<tr>
<td>School Library Media Specialist</td>
<td>10</td>
</tr>
<tr>
<td>School Psychology</td>
<td>10</td>
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<tr>
<td>Science Education</td>
<td>16</td>
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<tr>
<td>Special Education</td>
<td>58</td>
</tr>
<tr>
<td>Speech &amp; Language Pathology</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent of Schools Certification (093)</td>
<td>-</td>
</tr>
<tr>
<td>TESOL, Bilingual Education</td>
<td>2</td>
</tr>
<tr>
<td>World Languages Education</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>
Which of the following do you currently have?

![Bar chart showing percentages of degrees and certifications held.]

- BS, BA: 27%
- MS: 45%
- Sixth Year: 13%
- Ed.D.: 0%
- Certification Only: 1%
- Multiple degrees: 13%

What is the highest degree or highest level of education you hope to attain?

![Bar chart showing percentages of hoped-for degrees.]

- Master's degree: 45%
- Specialist's degree/certificate of advanced study: 28%
- Ed.D., Ph.D., or other advanced degree: 27%
What is your ethnic background?

- American Indian or Alaskan: 2%
- Asian or Pacific Islander: 4%
- Black, non-Hispanic: 6%
- Hispanic: 88%
- White, non-Hispanic: 1%
- Other: 1%

Current Employment

- I am employed in the field of education: 79%
- I am employed outside the field of education: 12%
- I am in Graduate/Professional School: 4%
- I am not employed and not currently seeking employment: 1%
- I am not employed and still job hunting: 4%
How would you describe your current position in education?

- 74% full-time teacher
- 2% permanent substitute
- 3% part-time teacher
- 2% day-to-day substitute
- 12% educational specialist (e.g., librarian, counselor)
- 2% school administrator/supervisor
- 2% training in a non-academic setting
- 5% other

Salary

- 9% Less than $20,000
- 24% $20,000-$40,000
- 44% $40,000-$60,000
- 18% $60,000-$80,000
- 4% $80,000-$100,000
- More than $100,000
To what extent is your position connected to your most recent degree?

- Directly connected: 28%
- Moderately connected: 24%
- Slightly connected: 28%
- Not connected: 20%

At what grade level do you teach?

- Preschool: 4%
- Early Elementary (grades K-3): 25%
- Upper Elementary (grades 4-6): 13%
- Middle School/Jr. High: 14%
- Senior High School: 26%
- More than one level/K-12: 18%
About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you are certified/endorsed?

- 10% of respondents have 25% or less of their teaching assignment in certified/endorsed grades or subject areas.
- 3% have 50%.
- 6% have 75%.
- 81% have 100%.

How would you describe your school: Type?

- 91% of respondents work in public schools.
- 2% work in parochial schools.
- 7% work in private schools.
Is the school you teach located within 50 miles of the...

- High school from which you graduated: 10%
- College from which you received your teacher preparation: 13%
- Both of the above: 62%
- Neither of the above: 16%

Are the socioeconomic backgrounds of most of your current students lower, higher, or similar to those of your high school classmates?

- Lower: 51%
- Higher: 12%
- Similar: 37%
Approximately what portion of the students in your class(es) are students of color?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>27%</td>
</tr>
<tr>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>50%</td>
<td>15%</td>
</tr>
<tr>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td>More than 75%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Is this percentage lower, higher, or comparable to the proportion of students of color in your high school class?

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>20%</td>
</tr>
<tr>
<td>Higher</td>
<td>48%</td>
</tr>
<tr>
<td>Comparable</td>
<td>32%</td>
</tr>
</tbody>
</table>
Are you a special education teacher?

- No: 69%
- Yes: 31%

Have you experienced inclusion in your classroom?

- Yes, of one or two students: 23%
- Yes, of more than two students: 70%
- None: 6%
How would you characterize the level of academic motivation of your students?

- Very Low: 7%
- Low: 28%
- Average: 45%
- High: 16%
- Very High: 4%

How would you characterize the frequency of behavior problems in your classes?

- Few, if any, problems: 25%
- Occasional problems: 50%
- Many problems: 25%
How would you characterize the level of parent-involvement in your school?

- Very low: 10%
- Low: 31%
- Average: 34%
- High: 16%
- Very High: 9%

Which of the following School Management Practices does your school employ?

- Outcomes-based management: 9%
- Principal managing decisions: 29%
- School governing board (including parents and other community representatives): 20%
- Site-based management: 11%
- Teacher principal shared decision making and teacher empowerment: 32%
School's vision: Does your school have a clear vision of what you want your students to know and be able to do by the time they graduate?

- No: 15%
- Yes: 85%

Were you in any way involved with the creation of this vision?

- No: 65%
- Yes, I was somewhat involved: 23%
- Yes, I was actively involved: 9%
- Yes, I played a significant role in the creation of this vision: 2%
Which of the following criteria are you most likely to consider when assessing your success as a teacher? The extent to which students . . .

Student behavior problems may result from a number of different sources, including those listed below. Which of these would you rank the most frequent source of student behavior problems in your classroom(s)?
In adapting instruction to address differences in student’s academic achievement, you are most likely to vary the . . .

Which of the following questions is most likely to occur to you when you are trying to decide what content to teach? Will knowing this content help students . . .
Do you believe you can reach even the most difficult or least motivated students?

If students seem puzzled or confused at some point during a lesson, what are you most likely to do?
When students fail to achieve intended goals and objectives, that failure is often attributed to one of the following sources. Which do you believe is the most frequent source of failure?

- Students' background: 14%
- Students' indifference or lack of motivation: 43%
- Parents' failure to stress the importance of school: 7%
- Teachers' use of inappropriate methods of teaching: 16%
- Teachers' failure to consider the unique interests and abilities of students: 19%
For Graduates who are Teaching: Career Satisfaction and Professional Development

On a scale of 1 to 7, how would you describe your response to each of the following features in your current job?

Salary/fringe benefits

- (1) Very negative
- (4)
- (7) Very positive

Bar chart showing the distribution of responses: 5% very negative, 9% 10%, 26%, 23%, 20%, 8% very positive.
Level of professional autonomy/decision making authority

General work conditions (hours, class size, work load, etc.)
Interactions with colleagues

Interactions with students
How would you describe your overall level of satisfaction with your current job?

- Very negative: 1%
- Very positive: 32%
- Definitely no: 4%
- Definitely yes: 54%
- Probably yes: 33%
- Probably no: 10%
- Definitely no: 4%
- Probably yes: 33%
- Definitely yes: 54%

If you had to do it all over again, would still enroll in a teacher education program?
Do you feel you are a(n)...

How would you characterize your district’s commitment to teachers’ professional development?
Which of the following activities is most likely to help you become a more effective teacher?

- Observe other teachers and talk to them: 46%
- Be observed by other teachers or supervisors and talk with them: 13%
- Read professional journals/publications: 2%
- Take additional graduate courses in education: 6%
- Take additional graduate courses in the subjects you teach: 6%
- Participate in teacher inservices/workshops: 27%

Which of the following activities is least likely to help you become a better teacher?

- Observe other teachers and talk to them: 4%
- Be observed by other teachers or supervisors and talk with them: 14%
- Read professional journals/publications: 17%
- Take additional graduate courses in education: 6%
- Take additional graduate courses in the subjects you teach: 12%
- Participate in teacher inservices/workshops: 46%
Do you have a desktop or laptop computer in your classroom?

- No: 5%
- Yes: 95%

How do you use computers in your teaching?

- Not at all: 3%
- As a tool in teaching or reinforcing student learning (e.g., in teaching writing or math): 7%
- For my own record keeping, preparation of instructional handouts, etc.: 10%
- Both of the above: 80%
What other kinds of instructional technology do you use in your teaching?

Five years from now, do you plan to be...
To what extent were college courses in the subject(s) you currently teach relevant to the needs of teachers?

- 15% largely irrelevant
- 59% moderately relevant
- 27% very relevant

Consider your daily teaching activities. Are these teaching and learning activities that you perceive to promote lifelong learning?

- 1% definitely not
- 5% probably not
- 9% not sure
- 54% probably yes
- 31% definitely yes
Consider your knowledge, skills and abilities as a teacher. Would you recommend the SCSU teacher education program to other prospective teachers?
For Graduates who are not Teaching

Which of the following statements best describes why you are not in a full-time teaching position at the present time?

- Teaching was not my first choice of careers at the time I began looking for a job. 41%
- I was offered another job outside of education. 4%
- A full-time teaching position was not available in the geographic area where I intended to reside. 4%
- I tried, but couldn't find a full-time teaching position anywhere. 22%
- I needed to attend home/family affairs. 2%
- Other 26%
Do you regret you are not a full-time teacher?

- Yes: 22%
- No: 78%

Do you feel you are underemployed?

- Yes: 31%
- No: 69%
To what extent did the work you completed in your teacher education program contribute to your preparation for your current job?

- No contribution: 22%
- Minor contribution: 26%
- Moderate contribution: 28%
- Strong contribution: 24%

If you had to do it all over again, would you still enroll in a teacher education program?

- Definitely not: 15%
- Probably not: 17%
- Not sure: 24%
- Probably yes: 26%
- Definitely yes: 17%
All Graduates: Ratings of Preservice Program Quality

field-based experience

- Exceptionally weak: 6%
- Exceptionally strong: 27%
- Exceptionally weak: 5%
- Exceptionally strong: 20%
- Exceptionally weak: 8%
- Exceptionally strong: 17%
- Exceptionally weak: 17%
- Exceptionally strong: 20%
- Exceptionally weak: 6%
- Exceptionally strong: 5%
- Exceptionally weak: 8%
- Exceptionally strong: 17%
- Exceptionally weak: 17%
- Exceptionally strong: 20%
- Exceptionally weak: 6%
- Exceptionally strong: 5%
- Exceptionally weak: 8%
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- Exceptionally weak: 6%
- Exceptionally strong: 5%
- Exceptionally weak: 8%
- Exceptionally strong: 17%
- Exceptionally weak: 17%
- Exceptionally strong: 20%
- Exceptionally weak: 6%
- Exceptionally strong: 5%
- Exceptionally weak: 8%
- Exceptionally strong: 17%
- Exceptionally weak: 17%
- Exceptionally strong: 20%
your student teaching/internship experience

feedback from college coordinators/supervisors/faculty
advice/counseling from your academic advisor

- Exceptionally weak: 10%
- Weak: 9%
- Average: 10%
- Strong: 15%
- Exceptionally strong: 17%

advice/counseling from your faculty advisor

- Exceptionally weak: 9%
- Weak: 9%
- Average: 15%
- Strong: 15%
- Exceptionally strong: 22%
To what extent did your views of the professional roles and responsibilities of teachers change from the time you entered your teacher preparation program to program completion?

Please rate your overall capability compared with other professionals with the same number of years of experience in your professional practice.
Please rate your overall confidence in your professional practice.

Please rate your overall professional behavior.
Overall, rate the quality of your education courses

The intellectual challenge of your education course work at SCSU
The quality of instruction you received during your course work

- Unacceptable: 3%
- Below average: 11%
- Average: 38%
- Above average: 33%
- Very high: 16%

The quality of your cooperating/placement teacher

- Unacceptable: 4%
- Below average: 9%
- Average: 31%
- Above average: 30%
- Very high: 26%
The OVERALL quality of your teacher education experience

- Unacceptable: 2%
- Below average: 11%
- Average: 35%
- Above average: 37%
- Very high: 15%
How would you have rated the adequacy of your skills in each of the following areas at the time you completed your program?

planning stimulating lesson

- Weak: 6%
- Adequate: 45%
- Strong: 50%
motivating students to participate in academic tasks

- Weak: 8%
- Adequate: 44%
- Strong: 49%

Teaching basic knowledge and skills

- Weak: 3%
- Adequate: 39%
- Strong: 58%
teaching problem solving and higher-order thinking to all students

(1) Weak (2) Adequate (3) Strong
51% 38% 11%

developing a "sense of community" among the students in your classroom (i.e., a classroom that stresses meaningful collaborations among students)

(1) Weak (2) Adequate (3) Strong
10% 40% 50%
team teaching and/or interdisciplinary planning and teaching

- Weak: 18%
- Adequate: 47%
- Strong: 36%

selecting, preparing, and using educational media

- Weak: 15%
- Adequate: 46%
- Strong: 39%
using educational technology as a learning tool

referring to students for special assistance when appropriate
working with gifted and talented students

- Weak: 28%
- Adequate: 48%
- Strong: 24%

working in an inclusion setting or with students with special needs

- Weak: 14%
- Adequate: 47%
- Strong: 39%
using literature-based approaches to instruction (e.g., using literacy works to teach social studies)

working with student from diverse racial and ethnic backgrounds
adapting instruction to address differences in students' academic aptitude

enhancing students' sense of personal achievement and self-worth
monitoring students' progress and adjusting instruction accordingly

- (1) Weak: 9%
- (2) Adequate: 44%
- (3) Strong: 47%

designing/interpreting measures of student work and achievement

- (1) Weak: 9%
- (2) Adequate: 51%
- (3) Strong: 40%
using alternative assessment practices (portfolios, performance tests, student self-assessment strategies, etc.)

communication with parents
using the community as a resource for teaching and learning

(1) Weak (2) Adequate (3) Strong
20% 51% 29%

using cooperative learning techniques (e.g., jigsaw, Think, Pair, Share, or others)

(1) Weak (2) Adequate (3) Strong
12% 51% 37%
responding appropriately to disruptive student behaviors

- Weak: 13%
- Adequate: 49%
- Strong: 38%

assessing the expectations of the community and school administration

- Weak: 16%
- Adequate: 53%
- Strong: 31%
designing lessons and units of instruction that feature multiple representation of concepts

![Bar chart showing percentages for weak, adequate, and strong qualities.]

designing lessons and units of instruction that feature multiple perspectives (e.g., a unit on westward expansion that gives attention to Native American and Anglo perspectives)

![Bar chart showing percentages for weak, adequate, and strong qualities.]

planning and implementing a successful first week of school

reflecting upon and improving your teaching performance
During your program, what kinds of instructional technology were you prepare to use in your teaching?
How would you rate the adequacy of your knowledge and understanding in each of the following areas?

Curriculum development

(1) Weak 17%

(2) Adequate 49%

(3) Strong 34%
children with special needs

(1) Weak (2) Adequate (3) Strong

48% 45% 7%

communication

(1) Weak (2) Adequate (3) Strong

1% 45% 54%
(1) Weak | (2) Adequate | (3) Strong
---|---|---
educational research
9% | 55% | 37%

child development
4% | 45% | 51%
multi-cultural issues and perspectives

- Weak: 6%
- Adequate: 50%
- Strong: 44%

the historical and philosophical development of thought in your major field

- Weak: 7%
- Adequate: 55%
- Strong: 38%
contemporary educational issues

- Weak: 7%
- Adequate: 52%
- Strong: 42%

theories/principles of how students learn

- Weak: 5%
- Adequate: 51%
- Strong: 44%
child/adolescent growth and development

social and political roles in American society
classroom management techniques/procedures

(1) Weak: 7%
(2) Adequate: 45%
(3) Strong: 49%

legal and ethical responsibilities of teachers

(1) Weak: 6%
(2) Adequate: 48%
(3) Strong: 47%
the subjects you teach

<table>
<thead>
<tr>
<th>(1) Weak</th>
<th>(2) Adequate</th>
<th>(3) Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>38%</td>
<td>58%</td>
</tr>
</tbody>
</table>

educational concepts and theories

<table>
<thead>
<tr>
<th>(1) Weak</th>
<th>(2) Adequate</th>
<th>(3) Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>58%</td>
<td>36%</td>
</tr>
</tbody>
</table>
(1) Weak  (2) Adequate  (3) Strong

classroom research/inquiry strategies

0%  25%  50%  75%  100%

53%  36%  11%

measurement techniques

0%  25%  50%  75%  100%

58%  32%  10%
recent research in education

- Weak: 13%
- Adequate: 56%
- Strong: 31%

professional practice/pedagogy

- Weak: 7%
- Adequate: 58%
- Strong: 35%
a variety of assessment strategies
How easy/difficult was it for you to be certified with regard to the following?

Processing application

- Hard: 9%
- Moderate: 43%
- Easy: 49%
Generally speaking, what were your job search strategies?...