What was your major field of study during this degree?

- Elementary Education (23) 21%
- Elementary/Special Education Collaborative (12) 11%
- Special Education (12) 11%
- Elementary Education, Early Childhood Education (9) 8%
- Educational Leadership and Policy Studies (8) 7%
- Clinical Mental Health Counseling (4) 4%
- Remedial Reading and Remedial Language Arts Teacher (4) 4%
- School Counseling (4) 4%
- School Psychology (4) 4%
- History Education (3) 3%
- Information and Library Science (3) 3%
- Science Education (3) 3%

Which of the following do you currently have?

- BS, BA (43) 40%
- MS (35) 32%
- Sixth Year (15) 14%
- Ed.D. (4) 4%
- Certification Only (-)
- Multiple degrees (11) 10%

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

- Master's degree (42) 40%
- Specialist's degree/certificate of advanced study (29) 27%
- Ed.D., Ph.D, or other advanced degree (35) 33%
**What is your ethnic background?**

- American Indian or Alaskan (-)
- Asian or Pacific Islander (4) - 4%
- Black, non-Hispanic (7) - 7%
- Hispanic (6) - 6%
- White, non-Hispanic (87) - 82%
- Other (2) - 2%

*Select one of the following: (Select one of the following:)*

- I am employed in the field of education (87) - 81%
- I am employed outside the field of education (7) - 7%
- I am in Graduate/Professional School (10) - 9%
- I am not employed and not currently seeking employment (1) - 1%
- I am not employed and still job hunting (3) - 3%

**How would you describe your current position in education (How would you describe your current position in education?)**

- Full-time teacher (67) - 77%
- Permanent substitute (5) - 6%
- Part-time teacher (2) - 2%
- Day-today substitute (1) - 1%
- Educational specialist (e.g., librarian, counselor) (4) - 5%
- School administrator/supervisor (3) - 3%
- Training in a non-academic setting (-)
- Other (5) - 6%
The following responses are only from those who responded that “I am employed outside of the field of education” above:

**Job title:**

<table>
<thead>
<tr>
<th>Front Desk</th>
<th>Mental Health Clinician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Writer</td>
<td>Clinician</td>
</tr>
<tr>
<td>Librarian</td>
<td>Staff Clinician</td>
</tr>
</tbody>
</table>

**Name of organization**

| Connecticut Retina Consultants | Achc                   |
|                               | Electric Boat          |
|                                 | Wheeler Clinic         |
| Bristol Public Library         | Pediatric Medical Group |

**Address (City, State, Zip)**

<table>
<thead>
<tr>
<th>2440 Whitney Ave</th>
<th>1060 Sunset Strip</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 Eastern point road</td>
<td>225 North Main St. Bristol, CT 06010</td>
</tr>
<tr>
<td>5 High Street, Bristol CT 06010</td>
<td>Milford, CT</td>
</tr>
</tbody>
</table>

**Phone**

<table>
<thead>
<tr>
<th>2032488080</th>
<th>860-302-3391</th>
</tr>
</thead>
<tbody>
<tr>
<td>9543338787</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Salary (confidential, for statistics purposes only)**

<table>
<thead>
<tr>
<th>Less than $20,000</th>
<th>$20,000-$40,000</th>
<th>$40,000-$60,000</th>
<th>$60,000-$80,000</th>
<th>$80,000-$100,000</th>
<th>More than $100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29%</td>
<td>57%</td>
<td></td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>
To what extent is your position connected to your most recent degree?

- Directly connected (4) [57%]
- Moderately connected (-) [0%]
- Slightly connected (-) [0%]
- Not connected (3) [43%]

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. (4) [57%]
- I was offered another job within the field of education (e.g., school administrator). (0)
- I was offered another job outside of education. (1) [14%]
- A full-time teaching position was not available in the geographic area where I hoped to reside. (0)
- I tried, but couldn't find a full-time teaching position anywhere. (1) [14%]
- I wanted to continue my education. (0)
- I needed to attend home/family affairs
- Other. (1) [14%]

Do you regret you are not a full-time teacher? (Do you regret that you are not a full-time teacher?)

- No (6) [86%]
- Yes (1) [14%]
Do you feel you are underemployed?

- No (4) 57%
- Yes (3) 43%

To what extent did the work you completed in your teacher education program contribute to your preparation for your current job?

- No Contribution (2) 29%
- Minor Contribution (4) 57%
- Moderate Contribution (-)
- Strong Contribution (1) 14%

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

- Definitely Not (2) 29%
- Probably Not (2) 29%
- Not Sure (3) 43%
- Probably Yes (-)
- Definitely Yes (-)
The following responses are only from those who responded that “I am in Graduate/Professional School” above:

<table>
<thead>
<tr>
<th>University</th>
<th>University of Arizona</th>
<th>Southern Connecticut State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>SCSU</td>
<td>Southern Connecticut State University</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>Southern Connecticut State University</td>
<td></td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>New England College</td>
<td></td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>Southern Connecticut State University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Library and information science master’s program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
</tr>
<tr>
<td>School Psychology, SYC</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Language Pathology</td>
<td></td>
</tr>
<tr>
<td>M. S. EBD</td>
<td></td>
</tr>
<tr>
<td>Special Education Autism</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
</tr>
<tr>
<td>Masters of Business Administration- Sports, Recreations and Management</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
</tr>
</tbody>
</table>
The following responses are only from those who responded that “I am employed in the field of education” above:

**At what grade level do you teach?**

- Preschool (2) 2%
- Early Elementary (grades K-3) (25) 29%
- Upper Elementary (grades 4-6) (13) 15%
- Middle School/Jr. High (15) 18%
- Senior High School (13) 15%
- More than one level/K-12 (17) 20%

**About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed?**

- 25% or less (8) 9%
- 50% (1) 1%
- 75% (7) 8%
- 100% (69) 81%

**Type:**

- Public (76) 88%
- Parochial (4) 5%
- Private (6) 7%

**Setting:**

- Inner-city (18) 21%
- Urban (pop. > 100,000) (29) 34%
- Suburban (25) 29%
- Town (pop. >25,000) (13) 15%
- Small town/rural (-)
**Number of students:**

<table>
<thead>
<tr>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 300</td>
<td>22%</td>
</tr>
<tr>
<td>300 to 599</td>
<td>40%</td>
</tr>
<tr>
<td>600 to 899</td>
<td>9%</td>
</tr>
<tr>
<td>900 to 1,200</td>
<td>12%</td>
</tr>
<tr>
<td>More than 1,200</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Is the school you teach located within 50 miles of the...**

- High school from which you graduated (15) 17%
- College from which you received your teacher preparation (10) 12%
- Both of the above (46) 54%
- Neither of the above (15) 17%

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

- Lower (45) 53%
- Higher (19) 22%
- Similar (21) 25%

**Approximately what portion of the students in your class(es) are students of color?**

<table>
<thead>
<tr>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>31%</td>
</tr>
<tr>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>50%</td>
<td>19%</td>
</tr>
<tr>
<td>75%</td>
<td>12%</td>
</tr>
<tr>
<td>More than 75%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Is this percentage lower, higher, or comparable to the proportion of students of color in your high school class?

- Lower (24) 28%
- Higher (40) 47%
- Comparable (22) 26%

Are you a special education teacher?

- No (64) 75%
- Yes (21) 25%

Have you experienced inclusion in your classroom?

- Yes, of one or two students (18) 28%
- Yes, of more than two students (36) 56%
- None (10) 16%

How would you characterize the level of academic motivation of your students?

- Very Low (5) 6%
- Low (18) 21%
- Average (43) 50%
- High (14) 16%
- Very High (6) 7%

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

- Few, if any, problems (14) 16%
- Occasional problems (39) 45%
- Many problems (33) 38%
# How would you characterize the level of parent-involvement in your school?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low (13)</td>
<td>15%</td>
</tr>
<tr>
<td>Low (18)</td>
<td>21%</td>
</tr>
<tr>
<td>Average (30)</td>
<td>35%</td>
</tr>
<tr>
<td>High (18)</td>
<td>21%</td>
</tr>
<tr>
<td>Very High (7)</td>
<td>8%</td>
</tr>
</tbody>
</table>

# Which of the following School Management Practices does your school employ? (Which of the following school management practices does your school employ?)

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes-based management (10)</td>
<td>12%</td>
</tr>
<tr>
<td>Principal managing decisions (20)</td>
<td>24%</td>
</tr>
<tr>
<td>School governing board (including parents and other community representatives) (9)</td>
<td>11%</td>
</tr>
<tr>
<td>Site-based management (16)</td>
<td>19%</td>
</tr>
<tr>
<td>Teacher-principal shared decision making and/or teacher empowerment (28)</td>
<td>34%</td>
</tr>
</tbody>
</table>

# 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?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No (13)</td>
<td>15%</td>
</tr>
<tr>
<td>Yes (73)</td>
<td>85%</td>
</tr>
</tbody>
</table>

# If yes, were you in any way involved with the creation of this vision? (Were you in any way involved with the creation of this vision?)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No (60)</td>
<td>71%</td>
</tr>
<tr>
<td>Yes, I was somewhat involved (20)</td>
<td>24%</td>
</tr>
<tr>
<td>Yes, I was actively involved (4)</td>
<td>5%</td>
</tr>
<tr>
<td>Yes, I played a significant role in the creation of this vision (1)</td>
<td>1%</td>
</tr>
</tbody>
</table>
Which of the following criteria are you most likely to consider when assessing your success as a teacher? The extent to which students...

- Like and respect me as a teacher (5) 6%
- Learn what I try to teach them (19) 22%
- Gain a sense of self-confidence and self-worth in my classroom (62) 72%
- Get along with each other (-)

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)?

- 8%
- 5%
- 36%
- 39%
- 12%

In adapting instruction to address differences in students' academic achievement, you are most likely to vary the...

- 7%
- 85%
- 8%

Which of the following questions is most likely to occur to you when you are trying to decide what content to teach or what not to teach? Will knowing this content help students...

- Succeed in later grades or later courses in this subject area? (29) 34%
- Pass state or district tests? (6) 7%
- Acquire the practical knowledge needed to function in society? (30) 35%
- Understand the people and events currently shaping their lives? (9) 11%
- Enjoy richer or more meaningful adult lives? (12) 14%
Do you believe you can reach even the most difficult or least motivated students?

- No (4) 5%
- Yes (39) 45%
- No, with some qualifications (3) 4%
- Yes, with some qualifications (40) 47%

If students seem puzzled or confused at some point during a lesson, what are you most likely to do?

- 71%
- 29%

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' home background (9) 11%
- Students' indifference or lack of motivation (32) 38%
- Parents' failure to stress the importance of school (3) 4%
- Teachers' use of inappropriate methods of teaching (14) 17%
- Teachers' failure to consider the unique interests and abilities of students (26) 31%

Salary/fringe benefits

- Very Negative (1) (4) 5%
- (7) 8%
- (14) 16%
- Neutral (4) (23) 27%
- (19) 22%
- (13) 15%
- Very Positive (7) (6) 7%
Opportunities for professional advancement

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative (1)</td>
<td>(1)</td>
<td>2%</td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>(13)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Neutral (4)</td>
<td>(22)</td>
<td>26%</td>
</tr>
<tr>
<td>(20)</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>(19)</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Very Positive (7)</td>
<td>(8)</td>
<td>9%</td>
</tr>
</tbody>
</table>

Level of personal/professional challenge

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative (1)</td>
<td>(1)</td>
<td>1%</td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Neutral (4)</td>
<td>(18)</td>
<td>21%</td>
</tr>
<tr>
<td>(22)</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>(29)</td>
<td></td>
<td>34%</td>
</tr>
<tr>
<td>Very Positive (7)</td>
<td>(11)</td>
<td>13%</td>
</tr>
</tbody>
</table>

Level of professional autonomy/decision making authority

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative (1)</td>
<td>(2)</td>
<td>2%</td>
</tr>
<tr>
<td>(4)</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>(7)</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td>Neutral (4)</td>
<td>(17)</td>
<td>20%</td>
</tr>
<tr>
<td>(22)</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>(22)</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>Very Positive (7)</td>
<td>(12)</td>
<td>14%</td>
</tr>
</tbody>
</table>
General work conditions (hours, class size, work load, etc.)

- Very Negative (1) (4) 5%
  - (8) 9%
  - (14) 17%
- Neutral (4) (8) 9%
  - (18) 21%
  - (24) 28%
- Very Positive (7) (9) 11%

Interactions with colleagues

- Very Negative (1) (-)
  - (1) 1%
  - (2) 2%
- Neutral (4) (10)
  - (15) 17%
  - (34) 40%
- Very Positive (7) (24) 28%

Interactions with students

- Very Negative (1) (-)
  - (-) 5%
- Neutral (4) (11)
  - (18) 21%
  - (34) 40%
- Very Positive (7) (19) 22%
Using the same scale as above: (How would you describe your overall level of satisfaction with your current job?)

Very Low (1) (-)
- (5) 6%
- (12) 14%

Neutral (4) (10)
- (21) 24%
- (26) 30%

Very High (7) (12)
- (30) 14%

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

Definitely Not (2)
- (2) 2%

Probably Not (10)
- (12) 12%

Probably Yes (29)
- (29) 34%

Definitely Yes (45)
- (45) 52%

Do you feel you are a(n)...

Inferior teacher? (1)
- (1) 1%

Below average teacher? (1)
- (1) 1%

Average teacher? (33)
- (33) 38%

Better than average teacher? (42)
- (42) 49%

Exceptional teacher? (9)
- (9) 11%

How would you characterize your district's commitment to teachers' professional development (e.g., providing inservice workshops; making available professional materials)

Very Low (4)
- (4) 5%

Low (19)
- (19) 22%

Not Sure (19)
- (19) 22%

High (32)
- (32) 37%

Very High (12)
- (12) 14%
Which of the following activities is **most likely** to help you become a more effective teacher?

- Observe other teachers and talk to them. (44) 52%
- Be observed by other teachers or supervisors and talk with them. (17) 20%
- Read professional journals/publications. (2) 2%
- Take additional graduate courses in education (6) 7%
- Take additional graduate courses in the subjects you teach. (-)
- Participate in teacher inservices/workshops (16) 19%

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

- Observe other teachers and talk to them. (3) 4%
- Be observed by other teachers or supervisors and talk with them. (15) 17%
- Read professional journals/publications. (37) 43%
- Take additional graduate courses in education (15) 17%
- Take additional graduate courses in the subjects you teach. (3) 4%
- Participate in teacher inservices/workshops (13) 15%

Do you have a desktop or laptop computer in your classroom?

- No (7) 8%
- Yes (79) 92%

How do you use computers in your teaching?

- Not at all (1) 1%
- As a tool in teaching or reinforcing student learning (e.g., in teaching writing or math) (12) 14%
- For my own record keeping, preparation of instructional handouts, etc. (5) 6%
- Both of the above (68) 9%
What other kinds of instructional technology do you use in your teaching? (Please select all that apply)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videoconferencing (3)</td>
<td>4%</td>
</tr>
<tr>
<td>Graphing calculators/labs (10)</td>
<td>12%</td>
</tr>
<tr>
<td>Probes (-)</td>
<td></td>
</tr>
<tr>
<td>Computer simulations (17)</td>
<td>21%</td>
</tr>
<tr>
<td>Tablet computers (37)</td>
<td>46%</td>
</tr>
<tr>
<td>Interactive whiteboard and variants (57)</td>
<td>70%</td>
</tr>
<tr>
<td>LCD Projector (26)</td>
<td>32%</td>
</tr>
<tr>
<td>Overhead projector (27)</td>
<td>33%</td>
</tr>
<tr>
<td>Video camera (4)</td>
<td>5%</td>
</tr>
</tbody>
</table>

Five years from now, do you plan to be...

<table>
<thead>
<tr>
<th>Role</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (42)</td>
<td>49%</td>
</tr>
<tr>
<td>A school administrator (17)</td>
<td>20%</td>
</tr>
<tr>
<td>An educational specialist (e.g., math consultant, librarian) (11)</td>
<td>13%</td>
</tr>
<tr>
<td>Educator in a non-academic setting (e.g., corporate) (-)</td>
<td></td>
</tr>
<tr>
<td>Employed outside of the field of education (2)</td>
<td>2%</td>
</tr>
<tr>
<td>Temporarily out of the work force (e.g., care for a family) (1)</td>
<td>1%</td>
</tr>
<tr>
<td>Permanently out of the work force (e.g., retired) (2)</td>
<td>2%</td>
</tr>
<tr>
<td>Counselor/school psychologist (4)</td>
<td>5%</td>
</tr>
<tr>
<td>Full-time graduate student (1)</td>
<td>1%</td>
</tr>
<tr>
<td>College faculty member (4)</td>
<td>5%</td>
</tr>
<tr>
<td>Other (2)</td>
<td>2%</td>
</tr>
</tbody>
</table>

To what extent were college courses in the subject(s) you currently teach relevant to the needs of teachers?

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Largely Irrelevant (11)</td>
<td>13%</td>
</tr>
<tr>
<td>Moderately Relevant (46)</td>
<td>54%</td>
</tr>
<tr>
<td>Very Relevant (29)</td>
<td>34%</td>
</tr>
</tbody>
</table>
Consider your daily teaching activities. Are these teaching and learning activities that you perceive to promote lifelong learning?

- Definitely Not (1) 1%
- Probably Not (6) 7%
- Not Sure (8) 9%
- Probably Yes (49) 58%
- Definitely Yes (21) 25%

Consider your knowledge, skills and abilities as a teacher. Would you recommend the SCSU teacher education program to other prospective teachers?

- Definitely Not (5) 6%
- Probably Not (4) 5%
- Not Sure (6) 7%
- Probably Yes (38) 44%
- Definitely Yes (33) 38%
The following responses are for questions that were shown to all respondents:

On a scale of 1 to 7, how would you rate the overall quality of... (Field-based experience)

- Exceptionally Weak (1) (2) 2%
- (7) 7%
- (2) 2%
- Average (4) (20) 20%
- (21) 21%
- (23) 24%
- Exceptionally Strong (7) (23) 24%

On a scale of 1 to 7, how would you rate the overall quality of... (Education Major)

- Exceptionally Weak (1) (-)
- (3) 3%
- (1) 1%
- Average (4) (22) 23%
- (22) 23%
- (29) 31%
- Exceptionally Strong (7) (18) 19%

On a scale of 1 to 7, how would you rate the overall quality of... (Instructional Resources (e.g., library))

- Exceptionally Weak (1) (-)
- (-) 8%
- Average (4) (24) 24%
- (27) 27%
- (27) 27%
- Exceptionally Strong (7) (13) 13%
On a scale of 1 to 7, how would you rate the overall quality of... (Student teaching/internship experience)

Exceptionally Weak (1) (2) 2%
(3) 3%
(2) 2%
Average (4) (14) 14%
(19) 19%
(34) 34%
Exceptionally Strong (7) (25) 25%

On a scale of 1 to 7, how would you rate the overall quality of... (Feedback from college coordinators/supervisors/faculty)

Exceptionally Weak (1) (5) 5%
(4) 4%
(6) 6%
Average (4) (18) 18%
(16) 16%
(24) 25%
Exceptionally Strong (7) (25) 26%

On a scale of 1 to 7, how would you rate the overall quality of... (Advice/counseling from your academic advisor)

Exceptionally Weak (1) (9) 9%
(6) 6%
(2) 2%
Average (4) (26) 27%
(18) 18%
(19) 19%
Exceptionally Strong (7) (18) 18%
On a scale of 1 to 7, how would you rate the overall quality of... (Advice/counseling from your faculty advisor)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally Weak (1)</td>
<td>6%</td>
</tr>
<tr>
<td>(4)</td>
<td>4%</td>
</tr>
<tr>
<td>(6)</td>
<td>6%</td>
</tr>
<tr>
<td>Average (4)</td>
<td>26%</td>
</tr>
<tr>
<td>(17)</td>
<td>17%</td>
</tr>
<tr>
<td>(18)</td>
<td>18%</td>
</tr>
<tr>
<td>Exceptionally Strong (7)</td>
<td>23%</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All (2)</td>
<td>2%</td>
</tr>
<tr>
<td>Not Much (21)</td>
<td>21%</td>
</tr>
<tr>
<td>Some (38)</td>
<td>38%</td>
</tr>
<tr>
<td>A lot (38)</td>
<td>38%</td>
</tr>
</tbody>
</table>

Overall capability compared with other professionals with the same number of years of experience in professional practice

<table>
<thead>
<tr>
<th>Capability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low (2)</td>
<td>2%</td>
</tr>
<tr>
<td>Low (4)</td>
<td>4%</td>
</tr>
<tr>
<td>Average (39)</td>
<td>41%</td>
</tr>
<tr>
<td>Above Average (40)</td>
<td>42%</td>
</tr>
<tr>
<td>Very High (11)</td>
<td>12%</td>
</tr>
</tbody>
</table>
Overall confidence in professional practice

- Very Low (1): 1%
- Low (8): 8%
- Average (43): 44%
- Above Average (38): 38%
- Very High (13): 13%

Overall professional behavior

- Very Low (2): 2%
- Low (-): 2%
- Average (26): 27%
- Above Average (47): 49%
- Very High (22): 23%

Overall quality of education courses

- Unacceptable (2): 2%
- Below Average (6): 6%
- Average (41): 41%
- Above Average (41): 41%
- Very High (9): 9%

The intellectual challenge of your education course work at SCSU

- Unacceptable (2): 2%
- Below Average (12): 12%
- Average (40): 41%
- Above Average (32): 33%
- Very High (12): 12%
<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Below Average (8)</th>
<th>Average (35)</th>
<th>Above Average (43)</th>
<th>Very High (11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of education courses</td>
<td>1%</td>
<td>8%</td>
<td>36%</td>
<td>44%</td>
<td>11%</td>
</tr>
</tbody>
</table>

The quality of your cooperating/placement teacher (Quality of cooperating/placement teacher)

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Below Average (6)</th>
<th>Average (32)</th>
<th>Above Average (37)</th>
<th>Very High (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>6%</td>
<td>33%</td>
<td>39%</td>
<td>21%</td>
</tr>
</tbody>
</table>

The OVERALL quality of your teacher education experience. (Overall quality of your teacher education experience)

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (2)</th>
<th>Below Average (4)</th>
<th>Average (39)</th>
<th>Above Average (39)</th>
<th>Very High (13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>4%</td>
<td>40%</td>
<td>40%</td>
<td>13%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Planning stimulating lessons)

<table>
<thead>
<tr>
<th></th>
<th>Weak (1) (8)</th>
<th>Adequate (2) (48)</th>
<th>Strong (3) (39)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8%</td>
<td>51%</td>
<td>41%</td>
</tr>
</tbody>
</table>
The adequacy of your skills in... (Motivating students to participate in academic tasks)

Weak (1) (11) 12%
Adequate (2) (32) 34%
Strong (3) (52) 55%

The adequacy of your skills in... (Teaching basic knowledge and skills)

Weak (1) (2) 2%
Adequate (2) (30) 31%
Strong (3) (64) 67%

The adequacy of your skills in... (Teaching problem solving and higher-order thinking to all students)

Weak (1) (12) 13%
Adequate (2) (43) 46%
Strong (3) (39) 42%

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

Weak (1) (7) 7%
Adequate (2) (35) 37%
Strong (3) (53) 56%

The adequacy of your skills in... (Team teaching and/or interdisciplinary planning and teaching)

Weak (1) (12) 13%
Adequate (2) (42) 44%
Strong (3) (41) 43%
The adequacy of your skills in... (Selecting, preparing, and using educational media)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>14%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>46%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>40%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Using educational technology as a learning tool)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>13%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>42%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>46%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Referring to students for special assistance when appropriate)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>10%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>46%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>45%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Working with gifted and talented students)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>27%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>44%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>28%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Working in an inclusion setting or with students with special needs)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>14%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>42%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>45%</td>
</tr>
</tbody>
</table>
The adequacy of your skills in... (Using literature-based approaches to instruction (e.g., using literacy works to teach social studies))

- Weak (1) (12) 13%
- Adequate (2) (45) 47%
- Strong (3) (38) 40%

The adequacy of your skills in... (Working with student from diverse racial and ethnic backgrounds)

- Weak (1) (4) 4%
- Adequate (2) (36) 38%
- Strong (3) (55) 58%

The adequacy of your skills in... (Adapting instruction to address differences in students/academic aptitude)

- Weak (1) (4) 4%
- Adequate (2) (43) 45%
- Strong (3) (48) 51%

The adequacy of your skills in... (Enhancing students' sense of personal achievement and self-worth)

- Weak (1) (4) 4%
- Adequate (2) (39) 41%
- Strong (3) (52) 55%

The adequacy of your skills in... (Monitoring students' progress and adjusting instruction accordingly)

- Weak (1) (7) 7%
- Adequate (2) (41) 44%
- Strong (3) (46) 49%
The adequacy of your skills in... (Designing/interpreting measures of student work and achievement)

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>44</td>
<td>46%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>42</td>
<td>44%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Using alternative assessment practices (portfolios, performance tests, student self-assessment strategies, etc.))

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>41</td>
<td>43%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>42</td>
<td>44%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Communication with parents)

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>41</td>
<td>43%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>42</td>
<td>44%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Using the community as a resource for teaching and learning)

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>42</td>
<td>44%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>40</td>
<td>42%</td>
</tr>
</tbody>
</table>

The adequacy of your skills in... (Using cooperative learning techniques (e.g., jigsaw, Think, Pair, Share, or others))

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak (1)</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Adequate (2)</td>
<td>40</td>
<td>42%</td>
</tr>
<tr>
<td>Strong (3)</td>
<td>48</td>
<td>51%</td>
</tr>
</tbody>
</table>
The adequacy of your skills in... (Responding appropriately to disruptive student behaviors)

Weak (1) (22) 24%
Adequate (2) (24) 26%
Strong (3) (47) 51%

The adequacy of your skills in... (Assessing the expectations of the community and school administration)

Weak (1) (14) 15%
Adequate (2) (44) 46%
Strong (3) (37) 39%

The adequacy of your skills in... (Designing lessons and units of instruction that feature multiple representation of concepts)

Weak (1) (8) 9%
Adequate (2) (46) 49%
Strong (3) (40) 43%

The adequacy of your skills in... (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))

Weak (1) (12) 13%
Adequate (2) (42) 45%
Strong (3) (40) 43%

The adequacy of your skills in... (Planning and implementing a successful first week of school)

Weak (1) (20) 21%
Adequate (2) (35) 37%
Strong (3) (40) 42%
The adequacy of your skills in... (Reflecting upon and improving your teaching performance)

- Weak (1) (5) 5%
- Adequate (2) (35) 37%
- Strong (3) (54) 57%

During your program, what kinds of instructional technology were you prepared to use in your teaching? [check all that apply] (During your program, what kinds of instructional technology were you prepared to use in your teaching?)

- Videoconferencing (17) 20%
- Graphing calculators/labs (10) 12%
- Probes (5) 6%
- Computer simulations (17) 20%
- Tablet computers (45) 52%
- Interactive whiteboard and variants (58) 67%
- LCD Projector (31) 36%
- Overhead projector (50) 58%
- Video camera (21) 24%

Your knowledge and understanding of... (Curriculum Development)

- Weak (1) (9) 9%
- Adequate (2) (56) 55%
- Strong (3) (36) 36%

Your knowledge and understanding of... (Children with special needs)

- Weak (1) (6) 6%
- Adequate (2) (37) 36%
- Strong (3) (59) 58%
Your knowledge and understanding of... (Communication)

- Weak (1) (-)
- Adequate (2) (43)
- Strong (3) (59)

- Adequate (2) (43)
- Strong (3) (59)

Your knowledge and understanding of... (Educational Research)

- Weak (1) (11)
- Adequate (2) (47)
- Strong (3) (43)

- Adequate (2) (47)
- Strong (3) (43)

Your knowledge and understanding of... (Child Development)

- Weak (1) (2)
- Adequate (2) (42)
- Strong (3) (57)

- Adequate (2) (42)
- Strong (3) (57)

Your knowledge and understanding of... (Multi-cultural issues and perspectives)

- Weak (1) (6)
- Adequate (2) (41)
- Strong (3) (54)

- Adequate (2) (41)
- Strong (3) (54)

Your knowledge and understanding of... (The historical and philosophical development of thought in your major field)

- Weak (1) (7)
- Adequate (2) (55)
- Strong (3) (40)

- Adequate (2) (55)
- Strong (3) (40)
Your knowledge and understanding of... (Contemporary educational issues)

- Weak (1) (5) 5%
- Adequate (2) (40) 39%
- Strong (3) (57) 56%

Your knowledge and understanding of... (Theories/principles of how students learn)

- Weak (1) (4) 4%
- Adequate (2) (49) 48%
- Strong (3) (49) 48%

Your knowledge and understanding of... (Child/adolescent growth and development)

- Weak (1) (5) 5%
- Adequate (2) (39) 39%
- Strong (3) (57) 56%

Your knowledge and understanding of... (Social and political roles in American society)

- Weak (1) (14) 14%
- Adequate (2) (46) 46%
- Strong (3) (41) 41%

Your knowledge and understanding of... (Your knowledge and understanding of... classroom management techniques/procedures)

- Weak (1) (9) 9%
- Adequate (2) (43) 42%
- Strong (3) (50) 49%
Your knowledge and understanding of... (Legal and ethical responsibilities of teachers)

- Weak (1) (4) 4%
- Adequate (2) (49) 48%
- Strong (3) (49) 48%

Your knowledge and understanding of... (The subjects you teach)

- Weak (1) (2) 2%
- Adequate (2) (39) 38%
- Strong (3) (61) 60%

Your knowledge and understanding of... (Educational concepts and theories)

- Weak (1) (5) 5%
- Adequate (2) (51) 51%
- Strong (3) (45) 45%

Your knowledge and understanding of... (Classroom research/inquiry strategies)

- Weak (1) (8) 8%
- Adequate (2) (51) 51%
- Strong (3) (41) 41%

Your knowledge and understanding of... (Measurement techniques)

- Weak (1) (9) 9%
- Adequate (2) (54) 54%
- Strong (3) (38) 38%

Your knowledge and understanding of... (Recent research in education)

- Weak (1) (12) 12%
- Adequate (2) (46) 46%
- Strong (3) (43) 43%
### Your knowledge and understanding of... (Professional practice/Pedagogy)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1 (5)</td>
<td>5%</td>
</tr>
<tr>
<td>Adequate</td>
<td>2 (49)</td>
<td>49%</td>
</tr>
<tr>
<td>Strong</td>
<td>3 (46)</td>
<td>46%</td>
</tr>
</tbody>
</table>

### Your knowledge and understanding of... (A variety of assessment strategies)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>1 (11)</td>
<td>11%</td>
</tr>
<tr>
<td>Adequate</td>
<td>2 (42)</td>
<td>42%</td>
</tr>
<tr>
<td>Strong</td>
<td>3 (47)</td>
<td>47%</td>
</tr>
</tbody>
</table>

### How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Processing application)

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Moderate</td>
<td>42</td>
<td>42%</td>
</tr>
<tr>
<td>Easy</td>
<td>55</td>
<td>55%</td>
</tr>
</tbody>
</table>

### How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Fingerprinting)

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Moderate</td>
<td>34</td>
<td>34%</td>
</tr>
<tr>
<td>Easy</td>
<td>65</td>
<td>64%</td>
</tr>
</tbody>
</table>

### How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Scheduling coursework)

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Moderate</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>Easy</td>
<td>49</td>
<td>49%</td>
</tr>
</tbody>
</table>
Generally speaking, what were your job search strategies? [select all that apply] (Generally speaking, what were your job search strategies?)

<table>
<thead>
<tr>
<th>Search Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus interview</td>
<td>6%</td>
</tr>
<tr>
<td>Internship/Student teaching</td>
<td>43%</td>
</tr>
<tr>
<td>Teaching job fair</td>
<td>11%</td>
</tr>
<tr>
<td>International recruiting fair</td>
<td>1%</td>
</tr>
<tr>
<td>You initiated the first inquiry</td>
<td>30%</td>
</tr>
<tr>
<td>School of education faculty member</td>
<td>11%</td>
</tr>
<tr>
<td>Referral from a professional colleague</td>
<td>28%</td>
</tr>
<tr>
<td>Referral from a friend/family member</td>
<td>25%</td>
</tr>
<tr>
<td>Professional association services (journal, listerv, conference interview)</td>
<td>9%</td>
</tr>
<tr>
<td>Web site</td>
<td>74%</td>
</tr>
<tr>
<td>Newspaper/print media</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Other:**
- REAP, Fairfield Teacher’s Agency
- Program similar to CTREAP
- Seeking professional counseling family centers
- School contacted me directly

**OPEN-ENDED QUESTION RESPONSES:**

**[If you are currently employed in the field of education] How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. [Please list only one answer]**

- N/A
- Student teaching
- Referral from a professional colleague
- Online applications
- Ctreap
- Friend
- School principal when student teaching
- Referral from professional colleague
- Online
- Website

I was offered my full time position after accepting a long term sub position from a friend referral. During that sub position, I presented in a PPT and the head of special education for the district then hired me based on my report of the student at the PPT and interview.

- CT REAP
- Working as a building substitute in the district
- I looked on the districts website
- Fairfield Teacher’s Agency
<table>
<thead>
<tr>
<th>If you are currently employed in the field of education</th>
<th>How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. [Please list only one answer]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching</td>
<td>I researched open positions in a district where I wanted to work. I applied to schools through the district's employment website.</td>
</tr>
<tr>
<td>CTRReap.com</td>
<td>I researched open positions in a district where I wanted to work. I applied to schools through the district's employment website.</td>
</tr>
<tr>
<td>Indeed</td>
<td>It was on my grad school webpage that this public schools was looking for early childhood teachers</td>
</tr>
<tr>
<td>Referral from professional</td>
<td>It was on my grad school webpage that this public schools was looking for early childhood teachers</td>
</tr>
<tr>
<td>Website</td>
<td>Website</td>
</tr>
<tr>
<td>Family member</td>
<td>Website</td>
</tr>
<tr>
<td>Online</td>
<td>A principal (who had spoken with a district I interviewed with) called me and asked me to apply.</td>
</tr>
<tr>
<td>Looking online!</td>
<td>Looking online!</td>
</tr>
<tr>
<td>Website</td>
<td>Looking online!</td>
</tr>
<tr>
<td>Ctreap.net</td>
<td>I first learned about the position from an online job application website called OLAS. This is where most NY jobs are posted.</td>
</tr>
<tr>
<td>CT Reap</td>
<td>It was listed on the CEA website. I was relocating from another state.</td>
</tr>
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<td>Website</td>
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</tr>
<tr>
<td>Ctreap.net</td>
<td>Applied on Applitrack for job openings in Hartford</td>
</tr>
<tr>
<td>Church Bulletin</td>
<td>Applied on Applitrack for job openings in Hartford</td>
</tr>
<tr>
<td>CT Reap</td>
<td>CT Reap</td>
</tr>
<tr>
<td>Through a friend already working in the district</td>
<td>Through a friend already working in the district</td>
</tr>
<tr>
<td>Website</td>
<td>Through a friend already working in the district</td>
</tr>
<tr>
<td>District website job posting</td>
<td>District website job posting</td>
</tr>
<tr>
<td>Website</td>
<td>District website job posting</td>
</tr>
<tr>
<td>Principal emailed me to apply</td>
<td>Principal emailed me to apply</td>
</tr>
<tr>
<td>When I moved to Memphis, I started as a sub (where they pay ~100 dollars a day for lost cost of living - I could deal with that for a bit). While doing so, I found a school in Richland Elementary that I loved working at. I interviewed to teach as a functional skills teacher (even though my major is in elementary education) because I like the school and the idea of helping children with special needs. I got the job and have been happy ever since.</td>
<td>Ctreap.com</td>
</tr>
<tr>
<td>CT Reap</td>
<td>CT Reap</td>
</tr>
<tr>
<td>Not in education</td>
<td>Not in education</td>
</tr>
<tr>
<td>Online</td>
<td>Online</td>
</tr>
<tr>
<td>School District Website</td>
<td>School District Website</td>
</tr>
<tr>
<td>I was talking to one of principle if there is any opening position.</td>
<td>School District Website</td>
</tr>
<tr>
<td>Ctreap</td>
<td>I was talking to one of principle if there is any opening position.</td>
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<tr>
<td>Online</td>
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<tr>
<td>Website</td>
<td>I was talking to one of principle if there is any opening position.</td>
</tr>
<tr>
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<td>I was talking to one of principle if there is any opening position.</td>
</tr>
<tr>
<td>I was told through a friend by an adjunct professor about the vacancy at a nearby school district and awaited the job posting.</td>
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</tbody>
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[If you are currently employed in the field of education] How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. [Please list only one answer]

Principal from school I student taught at
Web site
JOB FAIR
CTREAP
District website
CT Reap
Professor mentioned the position to me and later offered me it.
Current position via the Internet
Online
colleague
Online research
Internet
The school sent me an email
Worked in the building/word of mouth
Applitrack
Online
A current employee from the school I applied to
website
AppliTrack
Substituting
CTREAP
My daughter informed me of the opening in French and that the coordinator of WL wanted me to apply.
K-12 job spot and CTreap
I currently work as a TDP in Meriden and this position was referred to me by a family friend who works for the Meriden BOE. This also led to me to be moved in district from one of the regular public high schools to now an academy in town which is an alternative setting for students who choose to not be in a regular school setting.
The website CTReap
Referral from a professional colleague.

What kinds of professional experiences have you had since completing your education program (e.g., committees, conference presentations, awards, publications, etc.)

I'm in graduate school getting a master’s in library science, I haven’t had any professional experiences yet.
None
Dissertation proposal
Entered graduate school, teacher representative on Data Leadership Team, SBAC testing coordinator, Special Ed Compliance Monitor, School Governance Council member
None
Professional experiences include conference attendance and presentation at staff meetings.
N/a
Multiple teaching and coaching jobs in an inner city and suburban districts.
Committees, Conference presentations
None
<table>
<thead>
<tr>
<th>Professional Experiences</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Committee Network Member</td>
<td>I have attended PBIS training and participate in monthly committee meetings for PBIS initiatives in our school. I have also attended pd for an upcoming science unit.</td>
</tr>
<tr>
<td>Working</td>
<td>Working</td>
</tr>
<tr>
<td>School discipline collaborative conference</td>
<td>Nothing.</td>
</tr>
<tr>
<td>I began my graduate degree in speech and language pathology.</td>
<td>School committees, reading conference co-presenter, awards,</td>
</tr>
<tr>
<td>I received my graduate degree from Teachers College and I’m on the inquiry committee at work.</td>
<td>I work in a hospital setting and being able to work with students that need that help, feels great</td>
</tr>
<tr>
<td>Diversity Committee</td>
<td>Professional development</td>
</tr>
<tr>
<td>I work in a hospital setting and being able to work with students that need that help, feels great</td>
<td>PRESENTER OF SEVERAL PROFESSIONAL DEVELOPMENT INCLUDING A NATIONAL CONFERENCE. LEADER IN MY SCHOOL BUILDING IN CHARGE OF COMMITTEES</td>
</tr>
<tr>
<td>Professional development</td>
<td>My first year out if college I got a fourth grade teaching position at a private school. This gave me the opportunity to teach both fifth and fourth grade curriculum. Realizing I wanted to be back in public schools I became a permanent building substitute for this year and continue to apply to jobs.</td>
</tr>
<tr>
<td>Professional development, conferences, personal research and reading, currently in grad school</td>
<td>Worked as a long-term substitute paraprofessional in West Haven for a school year, and then as an interventionist in Middletown for a year and a half and then got a job as a full-time teacher in Hartford.</td>
</tr>
<tr>
<td>N/A</td>
<td>Multiple donor choose projects, 3 time grant recipient, school safety coordinator, art contest winner, art show winner 4 years in a row.</td>
</tr>
<tr>
<td>Full time job</td>
<td>Building sub and eventually a paraprofessional at Riverfield Elementary in CT (another great school I enjoyed working at), and once I had saved up enough money between that and a job in a pharmacy at CVS, I moved to Memphis to be a float substitute for half a year while looking for an ideal fit. I found one at Richland, the first Memphis school I interviewed at.</td>
</tr>
<tr>
<td>Teacher College institute for Reading</td>
<td>Not an education major</td>
</tr>
<tr>
<td>N/A</td>
<td>Committed and grad school work</td>
</tr>
<tr>
<td>None, attended district PD and CIA.</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>Working toward publishing a project in the Educational Leadership and Policy Studies department at Southern Connecticut State University</td>
</tr>
<tr>
<td>Teacher of the year award, Early Leadership Institute for CEA</td>
<td>N/a</td>
</tr>
<tr>
<td>ConnTESOL, Buley Library workshops attending and giving, adjuncting at SCSU</td>
<td>NGSS test writing.</td>
</tr>
<tr>
<td>Working with students with autism. Getting into the masters program for it.</td>
<td></td>
</tr>
<tr>
<td>Social emotional learning committee, graduation task force</td>
<td></td>
</tr>
<tr>
<td>I'm still in school</td>
<td>Professional development and workshops held at my places of employment</td>
</tr>
</tbody>
</table>
What kinds of professional experiences have you had since completing your education program (e.g., committees, conference presentations, awards, publications, etc.)

Employment only at this time, but in various counseling practices such as community based agency work, in-home intensive counseling, counseling in a medical practice, etc

I worked for 6 years at a special education outplacement school before moving to another state. There, I substituted in a special education classroom for a year before becoming a full time general education teacher.

I am on a Climate Committee and a union rep at my school. I am also organizing a town wide forum for high school students on college choices, college debt, gap year options, etc. that will be held on March 21st from 9-11A in Madison, CT.

I was given a summer job working with a student from student teaching.

Emerging Leaders Seminar- NCAA Headquarters February 2020

Games Management

Since I am the literacy coach at my school after graduating from Southern, I now support professional learning in our district.

Since completing my education program, after taking a year off to work and travel, I started working in Meriden under their teacher development program. This is for education grads to become a long term sub but also be given an opportunity if something appears in district. I have been moved from Platt High School, to the Success Academy in town which is a MUCH smaller school, going from 900+ students to about 40 students in a small building. Here I am involved in meetings and I will be able to teach at least one class next quarter.

Multiple district committees TEAM Training

Grants funded Present PD to district staff

Employment in my field; Ongoing professional development via conferences/workshops; Opportunities to facilitate professional learning communities.

Do you have any closing comments?

None

too much pushing of brainwashed liberal ideologies.

N/a

I loved working with special needs students although I was unaware of “real life” teaching in special education. This includes dangerous students, lacking support from admin and DCF, and confrontational parents. It’s heartbreaking for me to have to leave my passion of teaching for reasons that are barely related to teaching.

No

No

I was hired by the City of New Britain as a new Library Media Specialist DSAP, met all of my requirements and taught at 2 schools but they cut us that year and offered us STEAM positions the following year. I resigned in December 2018 for a full time public librarian position in my city. I am very happy with my choice. I did regret the DSAP route because student teaching would have benefited me more, especially with classroom management.

Thank you!

Southern’s department of education did not adequately prepare me to be a teacher. I learned everything from being in schools on internships. The classes at SCSU in the education department do not teach real world teaching techniques. Classroom management would be a great class to take and one that all education students would benefit from. A class on pedagogy is not going to help any new teacher when a student in an inner city school throws a chair at them and it’s your job to get the class back on task. This actually happened to me in my first teaching job. If southern had education students in more in schools observing and working with veteran teachers who have “seen it all ” at this point, that would be invaluable to all new teachers. Southern’s education class professors are great people but they do not know what it is like in K-12 schools in 2020. Between the issue of cellphones, very crude behavior by students, parent over involvement/ under involvement, there are a whole host of modern issues that need to be addressed in teacher prep programs. To put it bluntly, the only thing I learned at Southern was to make a very detailed lesson plan. Adapting the curriculum to help modern teachers would be the best thing Southern could do to increase enrollment in the education program. As of now, many teachers I have spoken to say that the current reputation of Southern’s education program is a mess. I agree with them.
Do you have any closing comments?

Southern needs to improve courses on classroom management and aggressive behaviors - and also unions

I wish in regards to assessments, Southern would have offered more in that area- the types of SRBI to TEVALS, etc. I really felt my course work didn't even touch in those areas as much as I would have liked.. I felt that I had to learn as I go when I began teaching professionally. I did not feel that Southern prepared me that well as a teacher. I found that I had to be very proactive to learn as I go. I'm fortunate as a new teacher to have a good mentor.

None

Overall I am satisfied with my experience at SCSU. My only frustration was the inconsistency in what was/wasn't required in terms of fingerprints for observations and placements. I ended up paying a large amount for fingerprinting that were never used. I know that other peers of mine felt similarly.

I believe that the program needs more hand on and real life teaching experiences, spending full days in classrooms, especially in urban districts.

N/a

I value the way the graduate program at SCSU prepared me for my advance degree.

Without Southern I wouldn't have made it to Teachers College.

I work at a higher education institution and have been in higher education for the past 10 years. The fact that this survey was solely about K-12 teacher experiences (and didn't even give me the option to choose that I teach in higher education) mirrors the experience that I have had at the College of Education. I felt like the bastard child in all my classes and had to differentiate all lessons and topics to fit my needs and experiences in higher ed. Now I attempted to take the time to provide the school with feedback and none of the questions are applicable for my experiences in higher education. So others don't waste their time like I did I would recommend changing the school's name to "College of K-12 Education" since that apparently is the only levels of education that matters to the administration and faculty.

My only regret about going to southern to get my degree in teaching is that southern does not have an accelerated 5th year masters program like a lot of other teaching colleges in Connecticut do. I feel that that could have changed my career going into the field and made me more prepared. As of right now, I don't have my masters because I'm too busy trying to make money and gain experience, and I am 2 years out of college.

I think being a teacher in today's climate is an impossible endeavor. I do not feel I was prepared enough for how stressful and how stretch thin I would be. This is no longer a career where you can have a decent work/home life balance. For a profession that requires a Master's Degree, the pay is abysmal. I am a special education teacher and the district I work in is reluctant to train me in their general education curriculum (reader's and writer's workshop and Lucy Calkins Phonics). I have to teach myself all three and I have no materials (the gen ed teachers have the materials). If I want the materials, I have to copy theirs. It is maddening. I can see how teacher's get "beat down" and only do the bare minimum. The current structure, red tape and budgetary constraints are ridiculous. If it were not for working with some tremendous children, I would move to the private sector. I cannot imagine doing this for 20+ years, to be honest.

SCSU is very advanced in how the program is run. Getting students into the field as early as Freshman year is very important. As well as making sure we do a full day of student teaching for a whole semester is important. Other schools have students do half days and I do not believe that gives you a full idea of what teaching feels like.

I had an extremely strong professor who taught me my most useful information while at Southern. I had many adequate and knowledgeable professors, and also several who gave frequently outdated or simply incorrect information. I assume this is the same at every school but it was a frustrating (and expensive) experience. I felt well-prepared to teach basic skills in special ed but with I had received more instruction on behavior and classroom management.

Some of the questions that I answered regarding teacher prep didn't exactly apply since I was already employed and did not go to SCSU for my initial teacher training that involved student teaching, etc.

Being in the MS Clinical Mental Health Counseling Program the Teaching preparation questions were not applicable to me: the reason I didn’t answer those questions. Overall the graduate program was Above Average, however Field placement was left up to the student and at times changes in the Program Coordinator position of the department made advising lacking.
Do you have any closing comments?

The most I learned about teaching at Southern I got from my last semester-student teaching and taking a classroom management class that wasn’t even required. Classroom management should be a required course for all students who have just gotten into the school of education program.

I wish the education department trusted their students and listened to and actively tried to resolve student issues with student success in mind.

My experience at SCSU was great!

Change the policy that 092 students cannot receive their degree and then apply it to the EdD program. You are turning away qualified candidates that have proven themselves to be strong students at your university and you are not supporting the best interests of those students by not accepting their credits later on when they decide.

SCSU is tremendous value for the money and I always put in a good word about it whenever someone asks me where I went to school. SCSU owls are rare in Memphis but extremely common in the town of Fairfield!

Southern did a lot for my professional growth.

N/A

my program had several great courses and teachers but there are other aspects that are completely unacceptable. As a special ed major I never once got exposure or practice in a resource room, self contained program or the opportunity to collaborate with special ed teachers in fieldwork until student teaching. Every fieldwork opportunity was in a general education setting with “typical” students. There were not ANY courses that educated me on standardized testing and evaluation procedures. A huge part of my job is evaluations and I felt completely unprepared. Requiring only 1 course on behavior management is a joke. Behavior management is the most important part of teaching! I feel disappointed with the education I received at southern and hope the program will improve so future teachers will be prepared when they enter their career.

I would have benefited from less instruction in theories and more instruction in things teachers actually use in the classroom such as IEP Direct, writing IEPs, making behavior charts, talking with parents, etc

SCSU needs to add more special education coursework to their Early Childhood program. As a certified PreK-3 teacher with the #113 endorsement, I feel very inadequate to handle my special education students in the kindergarten classroom even though I hold an endorsement that allows me to be a PreK and Kindergarten Special Education Teacher.

I believe that SCSU provided a good education and prepared me for teaching.

I believe SCSU does a poor job of preparing educators towards working in inner city/urban environments. I feel that SCSU focuses too much on educators' "subconscious or unintended bias" in regard to these teaching environments and doesn't provide effective strategies towards effective class management in these environments. I believe more required field placements in these types of environments is essential for aspiring educators since a majority of undergraduate students find employment in these environments.

N/a

I wish I had more help on how to further my education to the next level PHD/ED

I believe the school of education is doing better then comments made by students in other programs. However, I believe there needs to be more variation in field placements in different grades. Example, I was only in 3rd-5th grade class rooms and now I teach grades 9-10. I also feel the field requirements are better than other programs, but could increase.
Do you have any closing comments?

I felt the educational program at Southern gave me a very strong foundation. At Southern I learned how to create instructional materials for my students and I had adequate knowledge in my contact area. The one area that I wish I was better prepared for at Southern was interacting with the parents of students. Pre-service teachers should be trained in how to respond to angry parents that blame the teacher and bully the teacher. Perhaps pre-service teachers could look at sample emails angry parents have sent to teachers or perhaps pre-service teachers could role-play scenarios where a parent storms angrily in the classroom. Pre-service teachers should learn the qualities of a supportive school administration. An unsupportive school administration can cause a beginner teacher to leave the field of education entirely and can cause a beginner teacher to suffer from mental problems. I thought I made a mistake going into the field of education my first year. It turns out I was in a school with administrators that sided with the parents and students and did not give me the support I needed as a first-year teacher. If I haven’t moved to a new school in another district I would have never learned what having a supportive school administration looks like or what it is like to actually enjoy going to work rather than working in a school where I was miserable daily and had to constantly fight the tears vibrating behind my eyeballs. Perhaps pre-service teachers should learn the signs of burnout and how to support themselves. Maybe even a forum or online platform where Southern education graduates could ask questions about teaching, voice their concerns about the field of education, and basically have an online community of people that are in the same shoes as them.

Common core standards are not discussed or where not discussed or taught when I was at Southern. However, I use these every day in order to plan accordingly.

Some of the information about my preparedness was not due to educational classes, but other classes outside of educational requirements prepared me for my teaching experience.

The Sixth Year reading program at your school is amazing. It was the best program I have ever been involved in, and I felt prepared to be in the current job I am. Thank you! Also, Regine Randall is an amazing educator and mentor.

I thoroughly enjoyed my graduate educational experiences at SCSU. Thank you!!
REPORT PREPARED BY:
OFFICE OF ASSESSMENT AND ANALYTICS
ENGLEMAN HALL D218

HAVE QUESTIONS?
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