

**University of Northern Colorado
College of Education and Behavioral Sciences
2006 Annual Report on Student Teacher Preparation**

The purpose of this 2006 University of Northern Colorado (UNC) College of Education and Behavioral Sciences' Annual Report is to provide current analyses of the various student teaching experiences and candidate preparation.

Student Teacher Preparation

The Professional Teacher Education Programs (PTEPs) use the following written criteria for the selection of Cooperating Teachers (CT) for student teaching:

- Have a current Colorado teaching license
- Hold a teaching license for the level/discipline(s) in which they are principally assigned
- Have taught full time for at least 3 years, preferably in the home district
- Hold a B.A. degree; an M.A. degree is preferred
- Be recognized by their principals as exceptionally competent or designated as “master” teachers.

A Cooperating Teaching Database is used to monitor the qualifications of cooperating teachers. A Cooperating Teacher Information Questionnaire intended to ascertain information about the qualifications of UNC Cooperating Teachers is mailed to cooperating teachers to be returned with their signed contracts. A copy of the questionnaire is included in the Appendix. Full implementation of the Cooperating Teacher Information Questionnaire and Database occurred fall 2004.

Analysis of the 2005-2006 CT Database demonstrates the high quality of the UNC Cooperating Teachers. There were 206 CTs in fall 2005 and 359 CTs in spring 2006. Ninety-seven percent of the CTs had taught for four or more years with 72% having taught for more than ten years. Ninety-four percent of the CTs had completed more than three years in their present district. The following information was determined from the analysis of fall 2005 and spring 2006 database:

Fall 05

1. The range of years of teaching experience of the CTs was 3-34 years.
2. 2% of the CTs had completed 1-3 years of teaching; 26% had taught 4-9 years; 42% had taught 10-19 years; 24% had taught 20-29 years; 6% had taught over 30 years.
3. 11% of the CTs were supervising their first student teacher in the last five years
4. 34% of the CTs were supervising their second student teacher in the last five years.
5. 98% of the CTs were non-probationary teachers
6. Three elementary CTs were supervising student teachers during their third year of teaching.

7. 91% of CTs had completed greater than three years in their present district. 9% of the CTs who had worked in their present district for three years or less had an average of 10 years of teaching experience in other districts.

Spring 06

1. The range of years of teaching experience of the CTs was 1-40 years.
2. 4% of the CTs had completed 1-3 years of teaching; 26% had taught 4-9 years; 39% had taught 10-19 years; 24% had taught 20-29 years; 7% had taught over 30 years.
3. 10% of the CTs were supervising their first student teacher in the last five years
4. 37% of the CTs were supervising their second student teacher in the last five years.
5. 96% of the CTs were non-probationary teachers
6. Eleven elementary CTs were supervising student teachers during their third year of teaching and two CTs were supervising student teachers during their second year of teaching.
7. 96% of CTs had completed greater than three years in their present district. 10% of the CTs who had worked in their present district for three years or less had an average of 8 years of teaching experience in other districts

Additional evidence that the UNC CTs meet a high standard was found also when elementary UNC consultants (56% return rate) were surveyed about whether the CT was helpful to the student teachers. Ninety-four percent of the UNC consultants agree and strongly agreed the CT was helpful to the student teachers.

In addition to monitoring the quality of CTs, the College makes the findings available to all stakeholders. The second Annual Report on Student Teaching Preparation was written for 2005 and posted on the Student Link on the CEBS Webpage. The report summarizes data collected from surveys given to candidates and cooperating teachers at various transition points in the elementary and secondary programs as well as the analysis of the Cooperating Teacher database. The report is available for candidates and faculty at <http://www.unco.edu/coe/pdfs/Final2005StudentTeaching-Report.pdf> by clicking on Teacher Quality. We believe it is important for candidates, faculty, and school partners to have access to the ongoing annual program evaluation conducted by the teacher education programs.

Teacher Candidate Survey Analysis

The elementary program conducted surveys at the end of fall 2005 semester and spring 2006 semester that allowed candidates and cooperating teachers the opportunity to evaluate candidate perception of how well they are prepared and of the student teaching experiences. The instrument is aligned with the program standards, the *Performance Standards for Colorado Teachers*, and the PTEP Outcomes. The purpose of the instrument is to gather data from the participants regarding their perceptions of preparedness in the areas of methods of instruction, content, assessment, technology, integration of literacy, integration of mathematics, classroom management and

procedures, diversity, professional behavior, and overall satisfaction with their student teaching experience. The complete survey analyses are included in the Appendix. Results from these surveys are mostly very positive.

The Elementary PTEP surveyed 69 student teachers at the end of the fall 2005 semester and 29 surveys were returned for a return rate of 42%. When asked if they were prepared for their student teaching, 90% of the candidates reported being well prepared for their student teaching experience. Eighty-two percent of the student teachers reported their consultant supervision and support was helpful throughout the student teaching experience; 94% reported the UNC EDEL 470 instructor supervision and support was helpful throughout student teaching; and 87% reported the UNC office staff was helpful throughout the student teaching experience.

The Elementary PTEP surveyed 138 student teachers at the end of the spring 2006 semester and 33 surveys were returned for a return rate of 24%. When asked if they were prepared for their student teaching, 82% of the candidates reported being well prepared for their student teaching experience. Eighty-two percent of the student teachers reported their consultant supervision and support was helpful throughout the student teaching experience; 88% reported the UNC EDEL 470 instructor supervision and support was helpful throughout student teaching; and 79% reported the UNC office staff was helpful throughout the student teaching experience.

Cooperating Teacher Survey Analysis

Another indicator that the student teaching experience is well organized and of high quality is the analysis of an opened-ended question on the Fall 2005 Cooperating Teacher Survey: 87% percent of the cooperating teachers (38 of 73 cooperating teachers – 52% return rate) answered they would like to host another teacher candidate. When asked if the university consultant supervision and support were helpful throughout the student teacher, 79% of the teachers agreed or strongly agreed that the support was helpful. On the Spring 2006 Cooperating Teacher Survey, 84% of the cooperating teachers (77 of 144 cooperating teachers – 53% rate) answered they would like to host another teacher candidate. When asked in the spring if the university consultant supervision and support were helpful throughout the student teacher, 84% of the teachers agreed or strongly agreed that the support was helpful.

The Secondary PTEP Assessment Committee surveyed candidates in fall 2005 with the Phase IV- Program Survey. Forty-four secondary student teachers completed the instrument at the end of their student teaching experience. The instrument is tied to the program standards, which are aligned with the *Performance Standards for Colorado Teachers* and the PTEP Outcomes. Overall, the purpose of the instrument is to gather data from the student teachers regarding their perceptions of preparedness in the areas of methods of instruction, content, assessment, technology, integration of literacy, integration of mathematics, classroom management and procedures, diversity, professional behavior, and overall satisfaction with their student teaching experience. As such, the instrument contains 10 sections with Likert scale items and open ended

questions. The Likert scale items provide data related to the student teachers' perceptions of preparedness in the aforementioned areas. Analysis reveals that 23% of the secondary candidates "agreed" and 73% of the candidates "strongly agreed" that "My student teaching experience this semester has enhanced my preparation as a classroom teacher." The survey was not administered in spring 2006 because the leadership of the program was in transition. The complete analysis of the fall 2005 surveys is included in the Appendix.

The student teaching placement is arranged by the Student Teacher Placement Administrator in the School for Teacher Education. The student teaching application form clearly states that students may not arrange their own placement. The form can be downloaded from: <http://www.unco.edu/cebs/teachered/forms.html> It is a form common to all PTEP's, and the same information is conveyed to them at the application meeting held one semester before student teacher placements. Exceptions, however, are made for students who want to student teach out of state or in outlying districts.

The UNC Provost convened the IDLA/Elementary PTEP Council in November 2005 and charged the Council with revising the elementary teacher education program. After several months of deliberations there was consensus with regard to two revisions that would eliminate candidates coming into the teaching experience at awkward times. The Council agreed that the elementary candidates should have a full sixteen week student teaching experience and that one of the candidates' early field experiences should have a required "First Days of School" component during which time candidates would work with teachers while teachers were preparing for and beginning the school year in the fall. The Council will continue its work during the 2006-2007 academic year.

The elementary program continued its "Early Start Option" program during the 2005-2006 academic year. The Early Start Option was made available to sixteen Block I partner schools during spring semester, 2006. The following schools contacted teacher candidates who began the school year at an early date in order to see how classroom teachers prepare for the school year, what curriculum plans are made for the year, and how school begins in the fall. Four schools (Eaton, Christa McAuliffe, Highland and Winograd) chose to have students. Ten teacher candidates participated in the Early Start Program.

It was anticipated that more schools would invite teacher candidates to come to the schools for the Early Start. A number of principals and teachers reported that the new curriculum and programs being initiated in school districts this fall presented a great challenge. For this reason, they chose not to have the added responsibility of having teacher candidates come to the schools since this required additional time and effort. Unfortunately, even when schools indicate willingness to participate in the Early Start program, they sometimes fail to follow up and contact UNC teacher candidates.

Candidate Preparation for the Diversity of Students and Learning needs Candidates Face in the Classroom.

Diversity Goals of the Teacher Education Programs

The UNC teacher education programs are intentional in preparing candidates to work with the diversity of students they experience in schools. The first program goal is to help candidates become aware of the attitudes that they bring into the classrooms, and hopefully, move them along so they become not only accepting but appreciative of all student's families and backgrounds. We do this through exposing them to readings that require them to reflect and evaluate their attitudes and the attitudes of others, discussion, guest speakers, and videos. We also expose them to many different students throughout the course of the program and think together about the challenges they faced and how their attitudes have changed or remained the same. Candidates in the classes who are bilingual, represent diverse cultures, and/or have expertise in teaching ELL learners share their experiences and ideas as well.

The second program goal is to provide candidates with the skills and knowledge necessary to help all students learn, treat all students fairly, and design and implement a curriculum that is culturally sensitive, authentic, integrated and developmentally appropriate. In order to accomplish these goals, our candidates must demonstrate proficiency in the following:

- Assess each student to determine strengths and needs
- Write lesson plans with adaptations for individual students
- Structure a variety of strategies for teaching content information to all learners
- Evaluate writing and oral language skills with knowledge of how ELL learners acquire language
- Design learning activities with ELL students in mind
- Design open-ended activities so each student can be successful
- Select materials that are authentic and not biased
- Develop curriculum that is integrated and approaches diversity in natural ways such as through children's and adolescent literature
- Learn strategies for talking with students about individual differences
- Begin to start understanding families and their interests, needs, and backgrounds.

The third program goal is for candidates to be provided with at least two different opportunities to experience students in public schools. During an early field experience in the elementary program, candidates go to a school in a primary or intermediate grade. During student teaching, the same candidates go to another school and often times are in a different grade level and community. Attempts are made to assure the populations will be somewhat different from placement to placement, and the grade levels varied enough where candidates experience students of a wide variety of developmental levels in two community settings.

Field Experiences in Diverse Settings

The elementary program requires all candidates in the program to complete an early field-based service learning project (EDEL 360) that takes place in a richly diverse partner school. The Greeley schools involved in the early field project are ‘low’ performing, and include East Memorial, Jackson, Jefferson, Ann Heiman, Madison, and Billie Martinez Elementary schools. Approximately 200-250 candidates complete this experience each year. Because of the large number of candidates in our program, Dos Rios Elementary School with an “average” performance rating was added to the rotation. However, 67% of the student population at Dos Rios receives free and reduced lunch and well over 50% of the school is Hispanic.

During this pre-rotation, candidates are required to provide approximately 30 hours of literacy tutoring to an elementary student experiencing difficulty with reading and writing in a Title I or low performing elementary school. Working under the guidance of university faculty and partner school Teachers on Special Assignment, the candidates gain valuable experience assisting the individual literacy and learning needs of students from linguistically, culturally, and economically diverse families.

The secondary and K-12 programs have partnerships with ten high schools and middle schools within a reasonable driving distance from Greeley. Many early and advanced field placements occur in schools that are Title I or low performing; some teacher candidates are placed in such schools for student teaching. To maximize the placements of our candidates in diverse school settings, we recently elected to begin a new partnership at Northridge High School in Greeley. This is a “low” performing high school with 40.9% of the student population on free and reduced lunch. During fall 2005 and spring 2006 eighty-one candidates out of 413 candidates were placed in our two “low” performing partner high schools. However, when the social-economic status of the student population is used to determine diversity, 57% of the secondary/K-12 students have a pre-rotation in an economically diverse school setting. The percent of students on free and reduced lunch in five of the partner schools ranges from 22.3%-41%.

In addition, a new pre-rotation experience was designed and implemented to ensure a quality experience for the secondary/K-12 candidates in a low performing school during the spring 2006 semester. Nearly forty percent of the secondary and K-12 candidates (46 of 114 candidates) engaged in a new Gear Up project with seventh graders at Franklin Middle School, a low performing middle school in Greeley. The goal of the Gear Up Project (a federally funded pre-collegiate program) is to provide under-represented and under-achieving students the opportunity to acquire skills, encouragement, and preparation needed to pursue a college education. The College of Education and Behavioral Sciences provided \$12,550.00 in-kind funds to support this semester-long project and is committed to continuing this support for the next five years of the grant.

As a part of the Gear Up project UNC Secondary/K-12 teacher candidates register in EDRD 340, a content-area reading class required for licensure. The content-area reading

course is taught at the middle school and the UNC candidates tutor the selected seventh graders for 40 minutes during the class. During the spring 06 initial project, 21 Gear Up students who were partially proficient on the CSAP were targeted for the project. The UNC students provided a tutoring lesson two days a week on reading and writing in the content area. The university instructor and the Gear Up on-site coordinator observed the tutoring sessions and gave feedback to the tutors. The UNC tutors also acted as mentors in discussing college life and encouraging the students to continue their education beyond high school. At the end of the semester, the Gear Up students joined their UNC tutors on campus for lunch in one of the dining halls and for a tour of the university. UNC is continuing this project at Franklin Middle School during both semesters of the 2006-2007 academic year, thereby expanding the opportunity for the number of UNC teacher candidates in the program. The same middle school students will be continued in the program as eighth graders and a new cohort of seventh graders will start the program.

Performance-Based Diversity Standard

One important component that demonstrates our commitment to diversity is the fact that the UNC faculty chose to add a diversity standard to the Performance-Based Standards for Colorado Teachers. This diversity standard is met through coursework and through field experiences. Faculty members in elementary, secondary, and K-12 teacher preparation programs have developed matrices and rubrics that assess student progress toward and attainment of the elements of this standard. All candidates must demonstrate a proficient level on the diversity standard in order to be graduated and recommended for licensure.

Analysis of Diversity Items on the Teacher Candidate Surveys

The Elementary Professional Teacher Education Program conducted surveys at the end of fall 05 semester and at the end of the 2006 spring semester asking candidates and cooperating teachers to evaluate the candidates' preparation for working with the diversity of students and learning needs the candidates face in the classroom. Of the elementary candidates surveyed about their knowledge of individualizing instruction for diverse ethnicities, 78% of the candidates responded they were "well prepared" or "very well prepared" and 94% of the cooperating teachers responded that the candidates were "well prepared" or "very well prepared" in their knowledge of individualizing instruction for diverse ethnicities.

Analysis of the results of the Secondary Phase IV – Program Survey in fall 2005 completed by the Secondary PTEP Assessment Committee showed that 52.3% of the candidates felt they were "very well prepared" and 31.8% felt "well prepared" to identify the different aspects of diversity within the classroom and to implement strategies to address the diversity in the classroom. When secondary candidates were asked how well prepared they were to implement strategies to address the diversity of the classroom, 38.6% reported being "well prepared" and 36.4% felt "prepared."

MENTORING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR NEW AND EXPERIENCED TEACHERS

UNC and the College of Education and Behavioral Sciences continue to work to meet the needs of the State of Colorado and nation for well-trained professionals. UNC not only prepares an array of education professionals at both the undergraduate and graduate levels but is committed to providing continued professional development opportunities to educators throughout their careers.

The UNC Mathematics and Science Teaching (MAST) Institute supports pre-service, in-service and professional development of mathematics and science teachers through a number of federal and state grant initiatives designed to increase teacher preparedness, leadership and content knowledge. The MAST Institute's Center for Learning and Teaching in the West (CLT-W) in collaboration with Colorado State University, Montana State University, the University of Montana, and Portland State University developed a series of on-line graduate courses for K-12 educators, and a research agenda focusing on ways to teach to a diverse student body. Through the state MSP program, MAST has partnered with Colorado State University and school districts in NE Colorado to develop an MA in Natural Sciences (UNC), MA in Middle School Mathematics (UNC), and an MS in Natural Sciences (CSU) for teachers aimed at increasing content knowledge and pedagogical content knowledge in response to No Child Left Behind. Through the NSF funded GK-12 program, MAST has partnered with Colorado State University to provide K-12 teachers in the Poudre R1 and Greeley-Evans District 6 school districts with research internships and courses aimed at increasing content knowledge, and graduate students in science and mathematics opportunities to work with teachers in their K-12 classrooms.

The MAST Institute is currently supporting a new partnership between UNC, Greeley/Evans School District 6, and the Pikes Peak Regional Collaborative. The Elementary Cooperative on Math, Science, and Literacy is a systemic framework to create a common, proactive agenda that addresses changing needs in P-20 science and math education. During summer 2006, several UNC math and science faculty conducted STEP-UP sessions in Greeley where elementary education leaders became knowledgeable on how to provide professional development to their K-5 colleagues through a "training of trainers" model. Sessions focused on the inquiry process, FOSS (science curriculum) kit training, and the power of the notebook in math and science classrooms.

The High Plains Mathematics and Science Partnership has the goal of increasing secondary teacher content knowledge to support NCLB highly qualified status in mathematics and science through graduate education and is specifically targeted mostly at middle level teachers. The program has supported the development of two interdisciplinary programs: a Master's Degree in Natural Science (jointly with CSU) and an MA in middle level mathematics teaching.

The Tointon Institute for Educational Change has been providing high quality leadership training to K-12 administrators from around the state since 1995. The goal of this enormously successful program is to increase the effectiveness of school leaders so that overall student achievement will be increased. Every current principal in all of the public schools in District Six has attended one of the Principal Leadership Academies that involves five intense and rigorous days of residential work. Eleven of the public schools in Greeley brought a school team to a School and Teacher Leadership Academy and Chappelow Elementary has attended two times; several more schools want to attend these four-day residential academies. In addition to leading leadership academies, the director provides free consultation to schools.

The College of Education and Behavioral Sciences is also advancing the recruitment and graduation of Native American teachers in educational leadership through the new Native American Innovative Leadership Project (NAIL). The University of Northern Colorado (summer 2005) was awarded a grant through the Office of Indian Education (OIE), designed for 35 Native American teachers from any tribe who wish to advance their career in leadership. The program will enable future leaders to address the critical needs of students in schools with large populations of Native American students.

The NAIL project also aims to increase the supply of Native American educational leaders using distance learning technology and varied site-based activities for certification as a special education director and school principal. Participants will form two cohort groups of 15-20 students with a possible goal of 40 graduate administrator trainees. This project will use online hybrid content delivery methods drawn from the School of Educational Research, Leadership, and Technology and the School of Special Education. The second cohort will begin classes spring 2007. For additional information on this project, please see <http://www.coe.unco.edu/NAIL/Overview.htm>

Special education teachers also receive mentoring and support through the National Center on Low-Incidence Disabilities. This center provides on-line information regarding current research and best practices for work with children disabilities. The center also organizes an annual conference.

Special educators are also supported by the Bresnahan Center seminars and intensive workshops organized annually in July. Teachers attend these workshops to learn about current research and best practices on focused special education topics.

For the past three years, UNC has sponsored a “Rocky Mountain Children’s Literature” conference. This conference affords professional development opportunities in the area of reading and children’s literature to teachers from across the state.

Through a continuing partnership, UNC and Greeley-Evans School District 6 are collaborating on a \$982,320 history grant from the U.S. Department of Education. The Teaching American History discretionary grant supports three-year projects aimed at improving student achievement in history by providing teachers with ongoing and

intensive professional development opportunities to enhance their understanding and appreciation of traditional American history.

District 6 will coordinate with five other school districts in Colorado in collaboration with UNC's School of History, Philosophy and Political Science, which will develop and offer 10 days of professional development for teachers each year through 2009.

Beginning this fall, 40 elementary, middle and high school history teachers from District 6, Montezuma-Cortez Re-1, Estes Park R-3, Frenchman Re-3 (Fleming), Adams County 14 (Commerce City) and Sierra Grande R-30 (Blanca) will take part in the program. The program will include workshops, field trips, participation in national and state historical organizations and mentoring.

Demonstrating their willingness to work with and provide mentoring opportunities for teachers across the state, UNC faculty members applied for several NCLB grants in 2005. Unfortunately, none of these grant proposals were funded.

INSTITUTIONAL COMMITMENT TO THE STATE'S HIGHER EDUCATION PRIORITIES

UNC's programs for education professionals are particularly successful in responding to higher education priorities identified by the state.

The School of Special Education redesigned its entire program to meet new state-required standards and guidelines. The following programs are situated in the School: B.A. Special Education (Generalist Teacher), M.A. Special Education: Generalist Teacher, M.A. Special Education: Early Childhood Special Education Specialist, M.A. Special Education: Visually Impaired Specialist, M.A. Special Education: Deaf Hard of Hearing Specialist, M.A. Special Education: Gifted and Talented Specialist, M.A. Special Education: Specialist Teacher, Post Master's Licensure Special Education: Administration, and Ed.D. Special Education.

The Special Education B.A. with an emphasis in Special Education K-12 Teaching is fully implemented and will help address the shortage of special educators in the state and nation. This on-campus program enrolls approximately 180 students.

A new Special Education initiative will deliver the Special Education Generalist B.A. at the UNC Lowry Center as authorized by CCHE. The four-year program is slated to begin fall 2007 and may involve para-educators in receiving a Special Education undergraduate degree and endorsement. The para-educators will work in schools in a paid position during the morning and attend university courses in the afternoon. This initiative is further investment in the higher education priorities identified by the state.

The UNC National Center on Low-Incidence Disabilities, mentioned above, continues to provide fast and accurate information to schools and parents about children who are deaf or hard of hearing, blind or visually impaired, or have severe disabilities. The Center provides a Master's Degree in these areas through a virtual campus. In addition, in-

service and pre-service teachers can take professional development modules on topics related to low-incidence disabilities.

Addressing the need of providing more ESL endorsed teachers is a focus of a major grant awarded to the College of Education and Behavioral Scientists. A Title III Grant awarded to the Linguistically Diverse Education Program, funded until summer 2007, was written in collaboration with District 6, Centennial BOCES, and Poudre School District. Teachers in middle and secondary schools from those districts are given priority to get the funding for the ESL or Bilingual Endorsement program.

A shortage of urban teachers is continuing to be addressed by the UNC's Center for Urban Education. The program gives teacher's aides, mostly from Denver Public Schools, the opportunity to take intensive, accelerated coursework on their way to teacher licensure. The teachers train especially to work in elementary schools in urban areas. The Center graduated its first cohort in spring 2004. Not only does The Center for Urban Education provide opportunities for diverse field experiences, but the program recruits a diverse candidate population: among the candidates in the first two cohorts, for example, 47.5% were ethnic minorities.

In addition to the Center for Urban Education, UNC makes the Post Baccalaureate initial elementary licensure program available at the UNC Lowry Center. The program is for graduate students who have a bachelor's degree in any area. Many candidates in the program are mid-career professionals who are committed to working in an urban setting. The program satisfies half of the requirements for a master's degree in elementary education.

The college also welcomed the Distance Opportunity Interpreter Training (DO IT) program during summer 2006. Recognizing the right of deaf and hard-of-hearing individuals to equal communication access, this Center designs and delivers quality education for Sign Language Interpreters. Sign language interpreters are acknowledged to be critical communication links between deaf, hard of hearing, deaf/blind, and hearing individuals in terms of accessing various communication events. The critical shortage of qualified interpreters, particularly in rural areas of the nation, is equally recognized.

The Secondary PTEP prepares teachers in mathematics and science and secondary candidates are also encouraged to earn an ESL endorsement. The College is also developing a partnership with the Denver Public School District to provide internships to student teachers in shortage teaching areas (math, science, special education, and ESL) who are at an advanced level of independence in their preparation. The highly selective internships, beginning spring 2007, allow the student teacher to become a full-time paid employee of DPS while simultaneously completing the student teaching requirement. The university collaborates with the school district in providing more intensive supervision of individuals completing these internships to ensure the success of the candidate and academic achievement in the classroom.

Concluding Comments

This report documents how the University of Northern Colorado and the College of Education and Behavioral Sciences have continued to ensure that we prepare high quality teachers who meet the needs of the state of Colorado. We also address issues identified by the Colorado Commission on Higher Education after the 2002 reauthorization by engaging in ongoing accountability processes. Further, we worked this year to implement the components of the Performance Contract relevant to teacher preparation. Separate report was sent to the Commission during the summer. The faculty and administrators in the teacher education programs strive to meet the specified performance criteria required to qualify teacher candidates for state licensure. All teacher education programs are committed to the mission of developing education professionals with the skills, knowledge, and disposition necessary to work effectively as teachers and leaders in the classroom and in society.

APPENDICES

Block II Survey Results

Fall 2005

Research Data Results from Fall 2005
Elementary Education Department
Block II

The following data results are from a survey given to the undergraduate students who completed Block II in the fall semester of 2005 through the Elementary Education Department. Surveys were also given to the cooperating teachers as well as the principals in the elementary schools and consultants who participated with our Block II students. Both quantitative and qualitative data was collected from each participant from Block II teacher candidates, cooperating teachers, and university consultants. Only qualitative data was collected for principals. Results from qualitative data are listed as the percent of people responding to a theme. In the event that the percentages do not equal 100, the remaining percent is accounted for by responses that did not generate a theme or as a result of the lack of responses from the participants.

Surveys had Likert-type questions as well as open-ended questions. The Block II Likert-type scale was Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4), and Not Applicable (N/A).

Participants who completed their survey:

- 29 teacher candidates from Block II out of 69 students for a 42% return rate
- 38 elementary teachers who hosted a Block II teacher candidate in their classroom out of 73 cooperating teachers for a 52% return rate
- 30 principals from Block I and Block II out of 72 for a return rate of 42%
- 7 university consultants out of 14 for a return rate of 50%

Included in this packet are the Survey Results from Fall 2005

Evaluation of the Block II Elementary Education Program Fall 2005 Results

Participants:

- 73 cooperating teachers who hosted a teacher candidate in their classroom were given a survey and 38 were returned for a return rate of 52%.
- 69 teacher candidates who completed Block II from UNC were given a survey and 29 were returned for a return rate of 42%.
- 2 of the teacher candidates were male (7%) and 27 were female (93%).
- 24 of the student teachers were under 24 years of age (86%), 4 were 24-34 years of age (14%) and 0 were 35 or over (0%).
- 29 of the teacher candidates reported their ethnicity as “White” (100%).
- 7 out of 14 university consultants completed the survey for a return rate of 50%.

Reliability:

For cooperating teachers, the Cronbach’s Alpha based on the standardized item is .849. The scale statistics are the following: mean = 82.58, variance = 60.32, standard deviation = 7.77, and number of items on survey = 23.

For teacher candidates, the Cronbach’s Alpha based on the standardized item is .929. The scale statistics are the following: mean = 104.85, variance = 142.98, standard deviation = 11.96, and number of items on survey = 33.

For university consultants, the Cronbach’s Alpha based on the standardized item is .931. The scale statistics are the following: mean = 89.80, variance = 120.70, standard deviation = 10.97, and number of items on survey = 24.

Findings:

An ANOVA was used to test for statistical significance. Alpha was set at .05.

- There was statistical significance between cooperating teachers who taught kindergarten and cooperating teachers who taught other grades.
 - Kindergarten teachers felt the teacher candidates were not knowledgeable and prepared to teach in the area of PE as well as teachers who taught other grades.
 - 2nd grade teachers felt the teacher candidates were not as knowledgeable in individualization of instruction as teachers who taught other grades.
- There was statistical significance between teacher candidates based on gender.
 - Male teachers did not feel as knowledgeable and prepared in communication as female teachers.
- There was statistical significance between teacher candidates based on teacher candidate age range.
 - Teacher candidates under the age of 24 felt more prepared in individualization of instruction than teachers 24-34 years of age.
 - Teacher candidates under the age of 24 felt UNC staff cooperation was less helpful than teacher candidates 24-34 years of age did.

- There was statistical significance between teacher candidates based on transfer student status.
 - Teacher candidates who transferred to UNC did not rate writing knowledge of content as high as teacher candidates who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did not rate that courses in their major prepared them to teach as high as teacher candidates who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did not feel as prepared to work with families of diverse ethnicities as those who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did feel as prepared to work with ELL students as those who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did not rank themselves as high on managing time as those who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did not rank themselves as high on being knowledgeable and prepared in communication as those who did not transfer to UNC.
 - Teacher candidates who transferred to UNC did not rank themselves as high on disciplinary practice as those who did not transfer to UNC.
- There was statistical significance between teacher candidates based on grade level preferred.
 - Teacher candidates wanting to teach in the primary grades rated reading knowledge of content higher than teacher candidates who wanted to teach in higher grades.

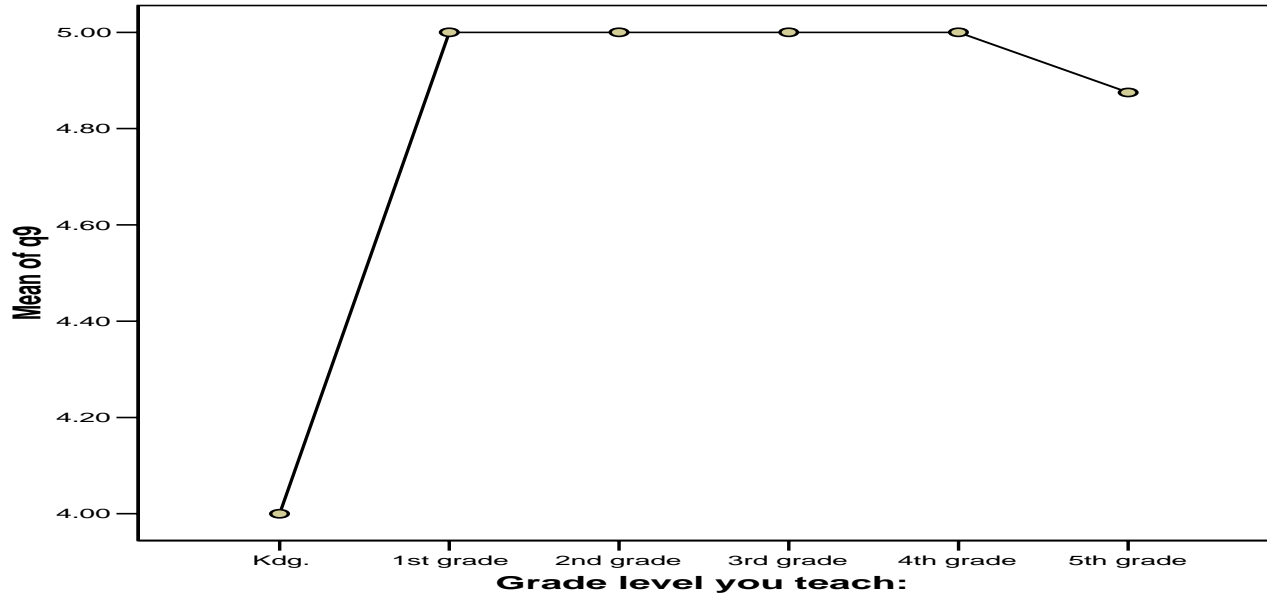
Please see the graphs on the following pages.

There was no statistical significance based on ethnicity or area of concentration.

ANOVA Statistical Significance
Block II –Cooperating Teacher Results

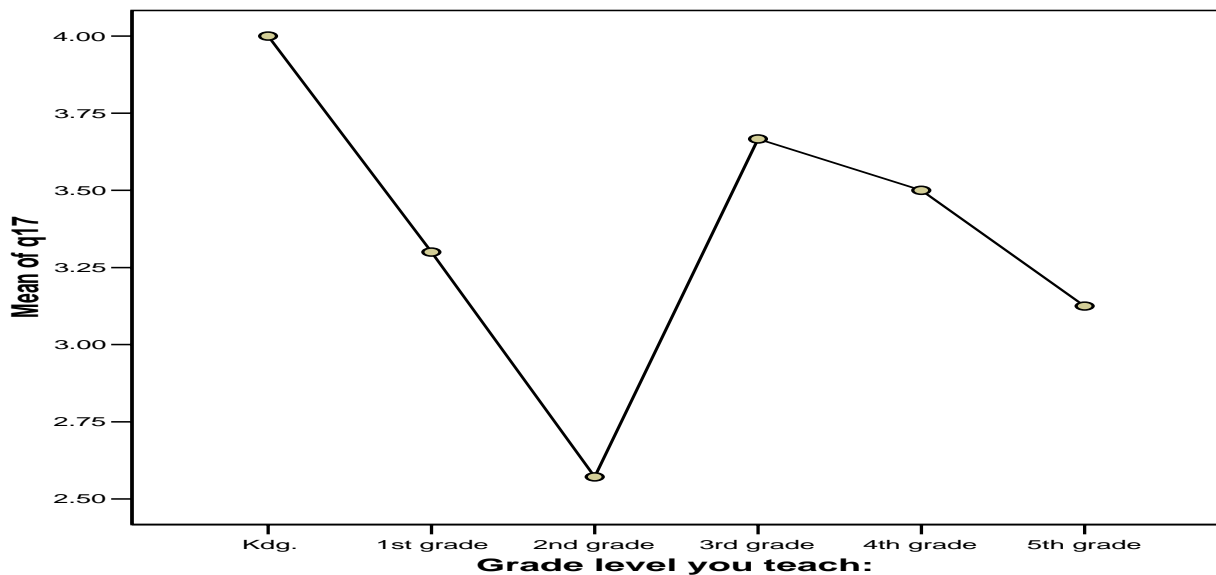
Differences that demonstrate a statistical significance come from gender. The question asked on the survey is: PE knowledge of content.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Cooperating Teacher Results

Differences that demonstrate a statistical significance come from grade level taught. The question asked on the survey is: The TC was knowledgeable in individualization of instruction. Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



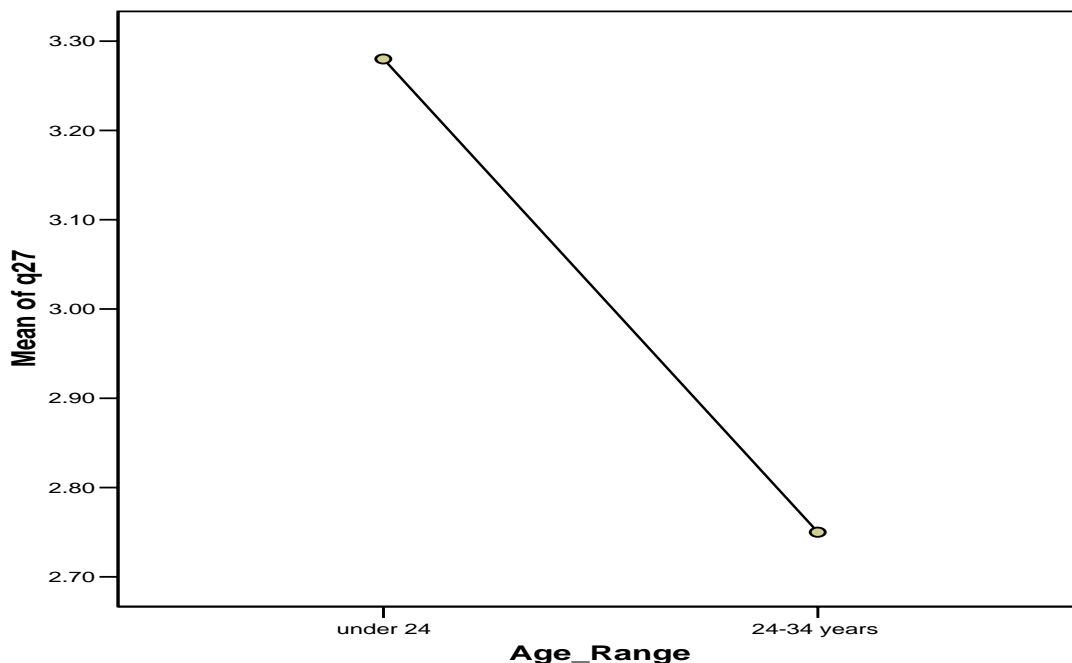
ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from gender. The question asked on the survey is: I am knowledgeable and prepared in communication.
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

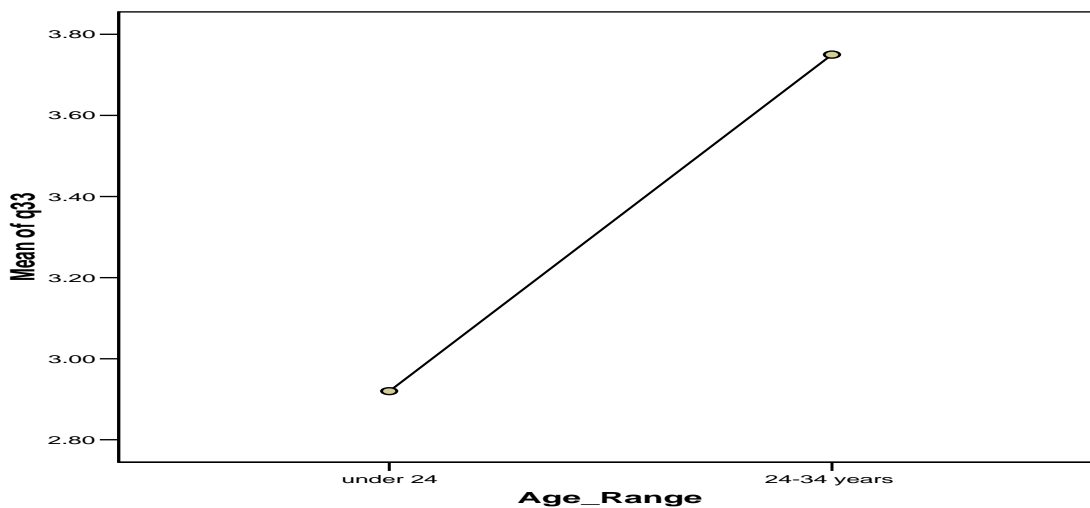
Differences that demonstrate a statistical significance come from teacher candidate age range. The question asked on the survey is: I am knowledgeable and prepared in individualization of instruction.
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate age range. The question asked on the survey is: UNC staff cooperation was helpful throughout my student teaching.

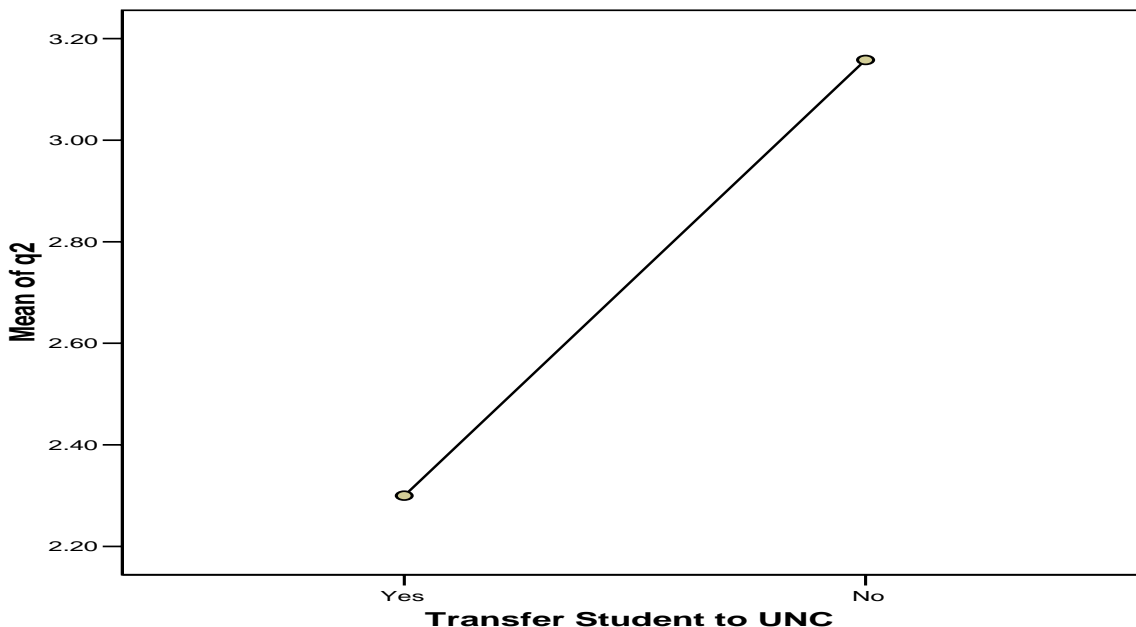
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: Writing Knowledge of Content.

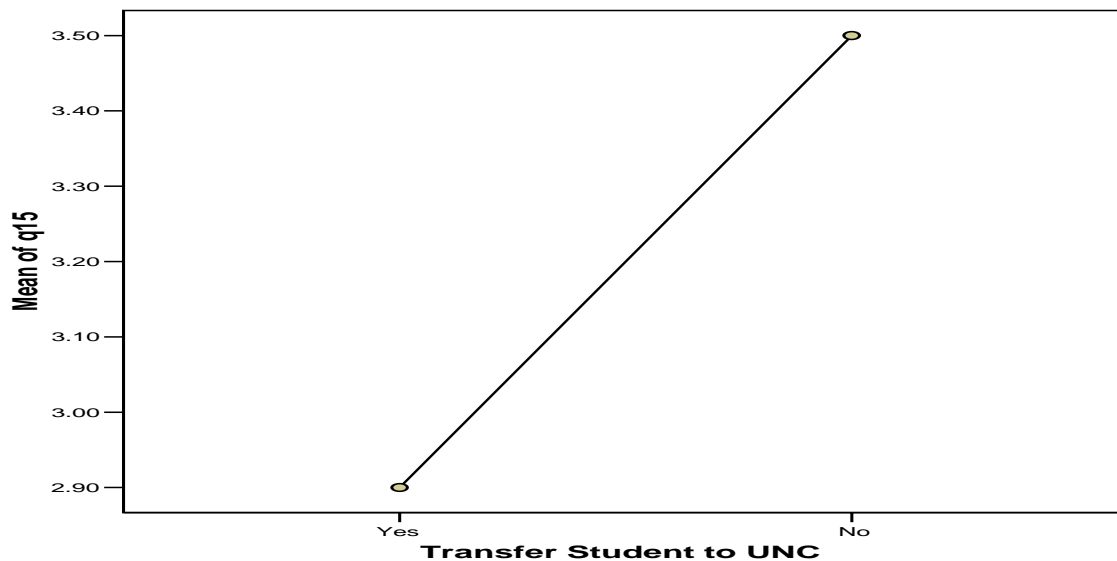
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: Courses in my major prepared me to teach.

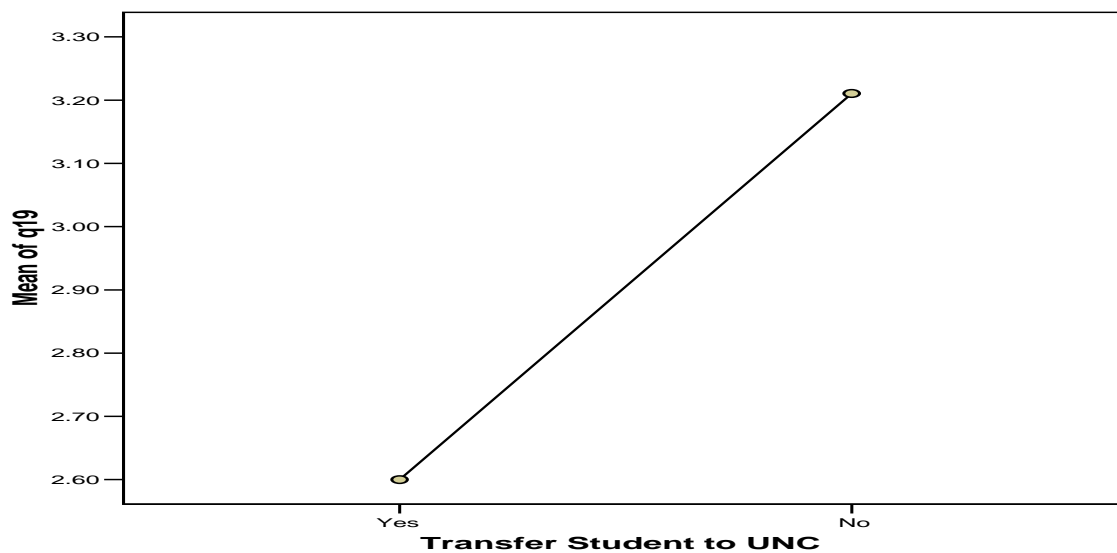
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I am prepared to work with families of diverse ethnicities.

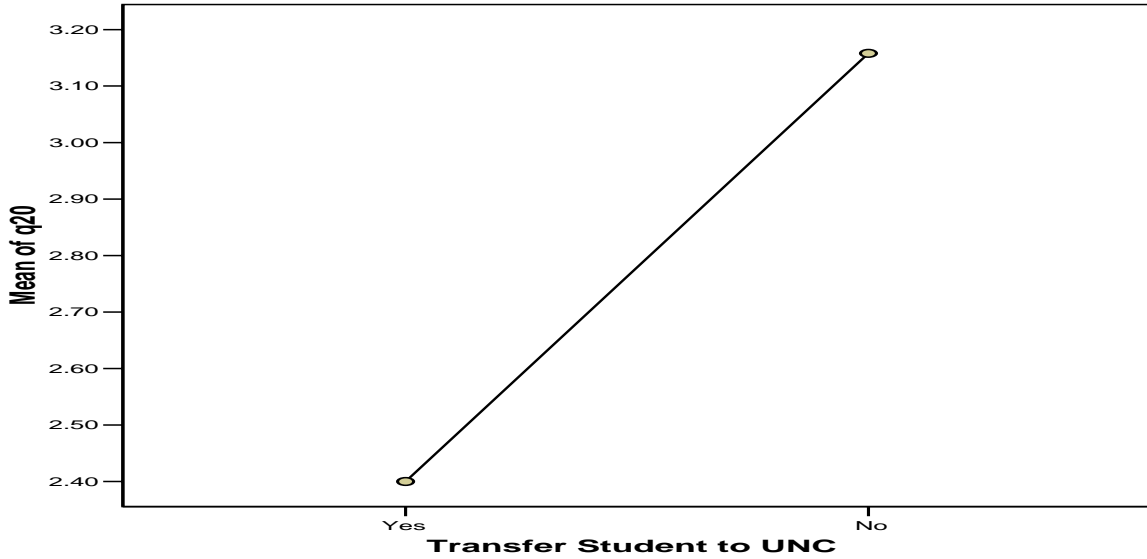
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I feel prepared to teach with ELL students.

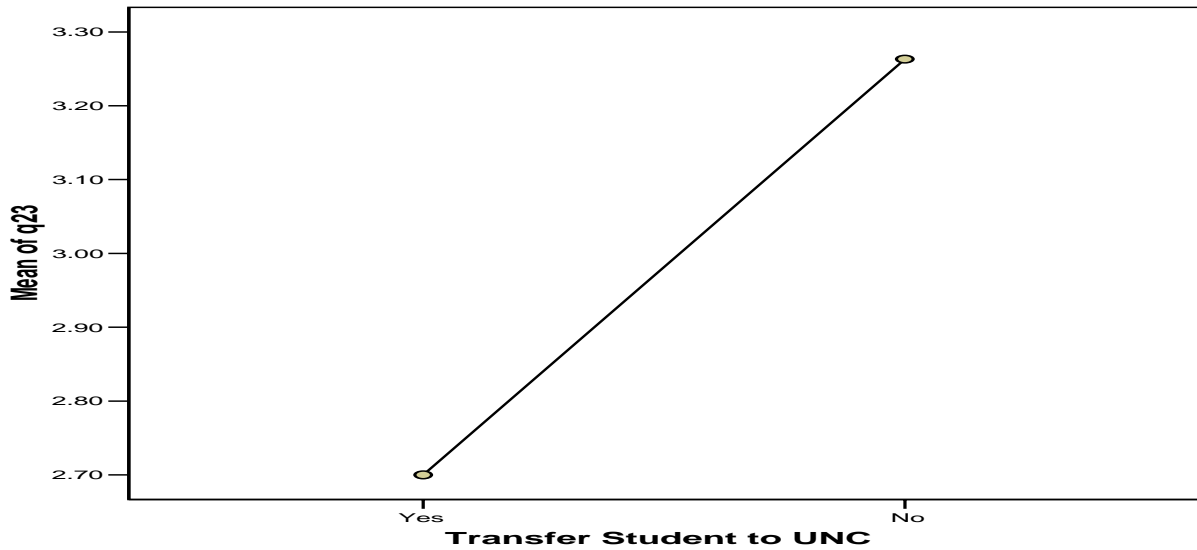
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I am knowledgeable and prepared in managing time.

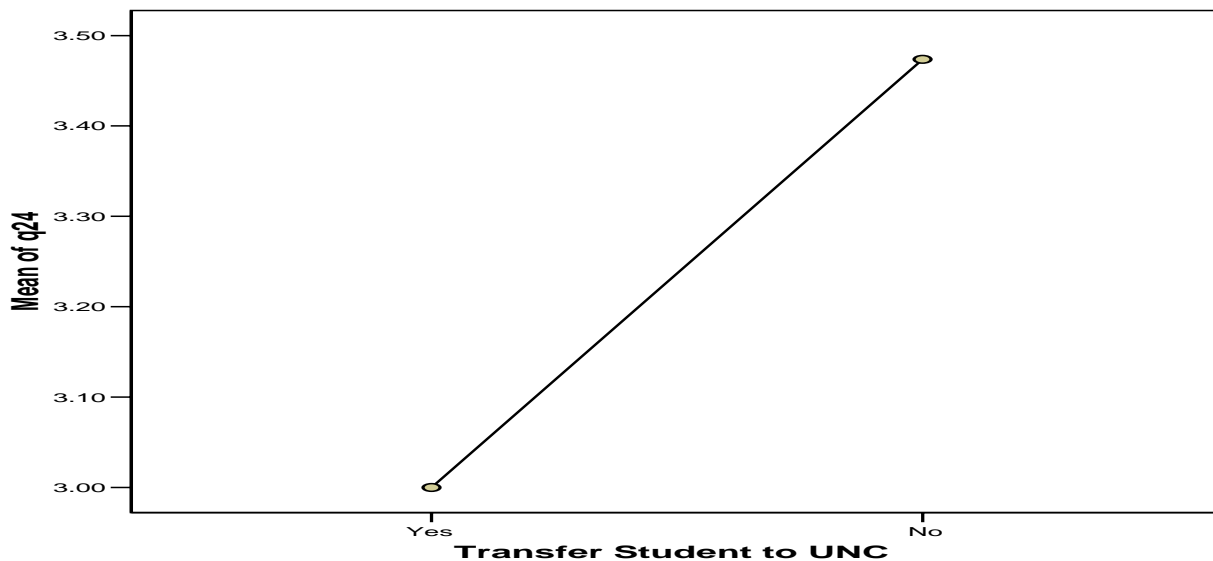
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I am knowledgeable and prepared in communication.

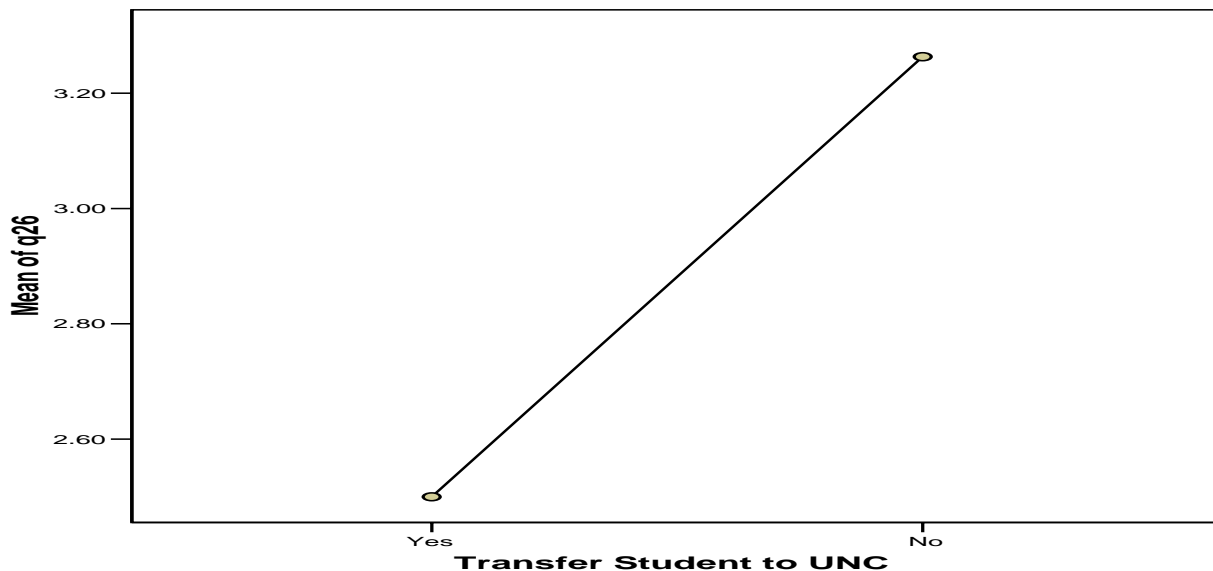
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I am knowledgeable and prepared in disciplinary practice.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



Block II Cooperating Teachers	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Reading Knowledge of Content	0	2 (5%)	13 (34%)	23 (61%)	0
Writing Knowledge of Content	0	10 (26%)	17 (45%)	11 (29%)	0
Science Knowledge of Content	0	1 (3%)	19 (50%)	13 (34%)	5 (13%)
Health Knowledge of Content	0	0	7 (18%)	4 (11%)	27 (71%)
Math Knowledge of Content	1 (3%)	1 (3%)	21 (55%)	15 (40%)	0
Social Studies Knowledge of Content	0	2	13 (34%)	22 (58%)	1 (3%)
Art Knowledge of Content	0	1 (3%)	4 (11%)	0	33 (87%)
Music Knowledge of Content	1 (3%)	0	1 (3%)	0	36 (95%)
P.E. Knowledge of Content	0	0	1 (3%)	1 (3%)	36 (95%)
Ed. Tech. Knowledge of Content	0	1 (3%)	12 (32%)	9 (24%)	16 (43%)
Assessment strategies and techniques helped the teacher candidate to evaluate student progress.	0	8 (21%)	16 (43%)	14 (37%)	0
Use of assessment to plan instruction helped the teacher candidate to evaluate student progress.	1 (3%)	5 (13%)	17 (45%)	14 (37%)	1 (3%)
The teacher candidate is knowledgeable and prepared in managing time.	0	3 (8%)	24 (63%)	11 (29%)	0
The teacher candidate is knowledgeable and prepared in communication.	1 (3%)	1 (3%)	18 (47%)	18 (47%)	0
The teacher candidate is knowledgeable and prepared in record keeping.	0	1 (3%)	22 (58%)	15 (40%)	0
The teacher candidate is knowledgeable and prepared in disciplinary practice.	0	7 (18%)	20 (53%)	11 (29%)	0

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The teacher candidate is knowledgeable and prepared in individualization of instruction.	0	5 (13%)	19 (50%)	13 (34%)	1 (3%)
The teacher candidate is knowledgeable and prepared in the use of technology.	0	1 (3%)	15 (40%)	16 (43%)	6 (16%)
The teacher candidate is knowledgeable and prepared in demonstration of professional behavior.	0	1 (3%)	9 (24%)	28 (74%)	0
Consultant supervision and support were helpful throughout the student teaching experience.	0	4 (11%)	20 (53%)	10 (26%)	4 (11%)
UNC staff cooperation was helpful throughout the student teaching experience.	0	2 (5%)	23 (61%)	8 (21%)	5 (13%)
The teacher candidate is prepared to work with families of diverse ethnicities.	0	2 (5%)	22 (58%)	13 (34%)	0
The teacher candidate is prepared to teach with ELL students.	0	3 (8%)	21 (55%)	7 (18%)	0

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

Qualitative Data from Cooperating Teacher
Block II Fall 2005
38 teachers participated with a return rate of 52%

The cooperating teachers answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 34% of cooperating teachers did not have the opportunity to observe teacher candidates in these areas.
- 10% of cooperating teachers felt students would have been better prepared if they had more knowledge of the writing process.

Question #2: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #2 are:

- 13% of cooperating teachers felt the candidates needed more knowledge and experience in assessment techniques.

Question #3: Did the teacher use technology to support student learning?

The themes found from the data for question #3 are:

- 85% of cooperating teachers felt the candidates used technology to support student learning.
- 15% of cooperating teachers had no comment on the matter.

Question #4: Is it helpful to have methods courses occur during the first five weeks of the semester so that student teachers are placed at your school full time for 11 weeks?

The themes found from the data for question #4 are:

- 41% of cooperating teachers did not feel it was helpful to have methods courses in the first five weeks of the semester and that being in the classroom more, especially at the beginning of the semester, would have been more effective.
- 38% of cooperating teachers felt it was helpful to have methods courses in the first five weeks of the semester and be in the schools after a foundation of methods.
- 8% of cooperating teachers agreed having the methods courses in the beginning of the semester was beneficial although they noted they would like their student teachers to be involved more at the beginning.
- 5% of cooperating teachers had student teachers who were finished with methods courses at the start of the semester or were willing to come to see the start of the semester on their own.

Question #5: How organized do you feel the overall PTEP program was?

The themes found from the data for question #5 are:

- 82% of cooperating teachers felt the PTEP program was well organized.
- 8% of cooperating teachers felt the PTEP program was not well organized and lacked in communication.

Question #6: Please describe other aspects of PTEP that were beneficial.

The themes found from the data for question #6 are:

- 18% of cooperating teachers felt they benefited from having a well prepared teacher in their elementary classroom.
- 8% of cooperating teachers felt they benefited from the availability of the consultant.
- 5% of cooperating teachers felt they benefited from the materials provided.
- 5% of cooperating teachers felt the seminars were beneficial but often created too much extra work.

Question #7: Would you be willing to host a UNC teacher candidate again? Why or why not?

The themes found from the data for question #7 are:

- 87% of cooperating teachers answered that they would like to host another teacher candidate again.
- 5% of cooperating teachers answered that they were not sure if they would like to host another teacher candidate again.
- 5% of cooperating teachers answered that they would not like to host another teacher candidate again.

Question #8: Please provide any comments concerning PTEP that would better prepare students to become teachers.

The themes found from the data for question #8 are:

- 8% of cooperating teachers felt that teacher candidates need more preparation in classroom management.
- 5% of cooperating teachers felt that teacher candidates need to be more familiar with district and state standards.
- 5% of cooperating teachers felt that teacher candidates need to see the beginning of the school year and be more involved in the classroom.
- 8% of cooperating teachers felt satisfied/impressed with their teacher candidate in their classroom.
- 5% of cooperating teachers felt that teacher candidates need more instruction in the reading/writing process.
- 5% of cooperating teachers felt the university consultants could have been better used in the student teaching experience.

Block II Teacher Candidates	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Knowledge of Content	1 (3%)	1 (3%)	12 (42%)	15 (52%)
Writing Knowledge of Content	2 (7%)	6 (21%)	15 (52%)	6 (21%)
Science Knowledge of Content	0	4 (14%)	16 (55%)	9 (31%)
Health Knowledge of Content	0	4 (14%)	19 (66%)	6 (21%)
Math Knowledge of Content	0	2 (7%)	11 (38%)	16 (55%)
Social Studies Knowledge of Content	1 (3%)	1 (3%)	11 (38%)	16 (55%)
Art Knowledge of Content	0	6 (21%)	16 (55%)	7 (24%)
Music Knowledge of Content	4 (14%)	11 (38%)	9 (31%)	5 (17%)
P.E. Knowledge of Content	0	7 (24%)	12 (41%)	10 (35%)
Ed. Tech. Knowledge of Content	1 (3%)	4 (14%)	14 (48%)	10 (35%)
Textbooks were helpful in gaining content	3 (10%)	8 (28%)	16 (55%)	2 (7%)
Supplementary materials/resources were helpful in gaining content.	0	4 (14%)	17 (59%)	8 (28%)
Instructor presentations were helpful in gaining content.	0	0	12 (41%)	17 (59%)
Student presentations/discussions were helpful in gaining content.	0	4 (14%)	18 (62%)	7 (24%)
Courses in my major prepared me to teach.	0	1 (3%)	18 (62%)	9 (31%)
The pedagogy of teaching techniques was valuable in preparing me for student teaching.	0	3 (10%)	19 (66%)	7 (24%)
The pedagogy of modeling was valuable in preparing me for student teaching.	0	4 (14%)	18 (62%)	7 (24%)
The pedagogy of demonstrations was valuable in preparing me for student teaching.	0	2 (7%)	22 (76%)	5 (17%)
Assessment strategies and techniques helped me to evaluate student progress.	0	3 (10%)	16 (55%)	10 (35%)
Use of assessment to plan instruction helped me to evaluate student progress.	0	2 (7%)	16 (55%)	11 (38%)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am knowledgeable and prepared in managing time.	0	6 (21%)	15 (52%)	8 (28%)
I am knowledgeable and prepared in communication.	0	1 (3%)	18 (62%)	10 (35%)
I am knowledgeable and prepared in record keeping.	0	4 (14%)	13 (45%)	12 (41%)
I am knowledgeable and prepared in disciplinary practice.	1 (3%)	4 (14%)	18 (62%)	6 (21%)
I am knowledgeable and prepared in individualization of instruction.	0	1 (3%)	21 (72%)	7 (24%)
I am knowledgeable and prepared in the use of technology.	0	2 (7%)	14 (48%)	13 (45%)
I am knowledgeable and prepared in demonstration of professional behavior.	0	0	7 (24%)	22 (76%)
I am well prepared for his/her student teaching experience.	0	3 (10%)	19 (66%)	7 (24%)
Consultant supervision and support were helpful throughout the student teaching experience.	1 (3%)	4 (14%)	14 (48%)	10 (35%)
UNC 470 instructor supervision and support were helpful throughout the student teaching experience.	0	1 (3%)	19 (66%)	8 (28%)
UNC staff cooperation was helpful throughout the student teaching experience.	1 (3%)	3 (10%)	19 (66%)	6 (21%)
I am prepared to work with families of diverse ethnicities.	0	7 (24%)	15 (52%)	7 (24%)
I am prepared to teach with ELL students.	0	9 (31%)	14 (48%)	6 (21%)

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

**Qualitative Data from Teacher Candidate
Block II Fall 2005
29 students participated with a return rate of 42%**

The teacher candidates answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 28% of teacher candidates felt they needed more training in music (the classes were not long enough or not very specific).
- 21% of teacher candidates felt they would have benefited from instruction on how to better teach writing.

Question #2: Were there other resources used in the classes that were helpful in gaining further understanding of course material? Please describe those below.

The themes found from the data for question #2 are:

- 7% of teacher candidates felt the textbooks were not a good investment.

Question #3: If you rated Pedagogy below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #3 are:

- 10% of teacher candidates felt that they would have benefited from more examples of teaching techniques.

Question #4: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #4 are:

- 14% of teacher candidates felt they needed more instruction in assessment strategies.
- 10% of teacher candidates felt they needed more opportunities to employ assessment techniques.

Question #5: Please describe other helpful aspects of the Professional Teacher Education Program.

The themes found from the data for question #5 are:

- 21% of teacher candidates felt UNC Professors and their teachers were helpful.
- 10% of teacher candidates felt their training in literature was helpful.

Question #6: Please provide any comments concerning the Elementary PTEP to better prepare students to become teachers.

The themes found from the data for question #6 are:

- 14% of teacher candidates felt they would benefit more from having more training in classroom management and time management.
- 10% of teacher candidates felt they would benefit more from being in the elementary classroom immediately at the beginning of the semester and having more experience in the field.
- 7% of teacher candidates felt the thematic unit/portfolio were not helpful and was “busy work.”

Question #7: What aspects of the technology courses were most beneficial in your student teaching? Are there components that might be useful to add to the course?

The themes found from the data for question #7 are:

- 24% of teacher candidates felt that technology preparation was not at all helpful in student teaching because the tasks taught were not relevant to classroom teaching.
- 21% of teacher candidates felt they have benefited from use/instruction of the technology courses and will be able to apply the skills to their classrooms.

Question #8: Please describe the positive aspects of your student teaching experience.

The themes found from the data for question #8 are:

- 38% of teacher candidates felt positive about their cooperating teacher.
- 34% of teacher candidates felt positive about working with children and their student teaching opportunities in the schools..
- 7% of teacher candidates felt positive about the role the consultants played in the student teaching experience.

Question #9: Were there aspects of student teaching which could have been improved? If so, describe what those aspects were and provide any suggestions you may have for improving the experience.

The themes found from the data for question #9 are:

- 17% of teacher candidates felt they had too much UNC coursework while student teaching in Block I and Block II.
- 17% of teacher candidates felt that being able to experience the first and last days of school in an elementary classroom in addition to more time in the schools would have strengthened the experience.
- 10% of teacher candidates felt that the matching process for student and school and student and teachers should be improved.
- 7% of teacher candidates felt they were not prepared to work with ESL/ELL students.

Block II Consultants	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Reading Knowledge of Content	0	0	2 (29%)	5 (71%)	0
Writing Knowledge of Content	0	1 (14%)	3 (43%)	2 (29%)	1 (14%)
Science Knowledge of Content	0	0	3 (43%)	3 (43%)	1 (14%)
Health Knowledge of Content	0	0	2 (29%)	0	5 (71%)
Math Knowledge of Content	0	0	4 (57%)	3 (43%)	0
Social Studies Knowledge of Content	0	0	1 (14%)	6 (86%)	0
Art Knowledge of Content	0	1 (14%)	2 (29%)	0	4 (57%)
Music Knowledge of Content	0	0	2 (29%)	0	5 (71%)
P.E. Knowledge of Content	0	0	2 (29%)	0	5 (71%)
Ed. Tech. Knowledge of Content	0	0	2 (29%)	2 (29%)	3 (43%)
Assessment strategies and techniques helped the teacher candidate to evaluate student progress.	0	0	4 (57%)	3 (43%)	0
Use of assessment to plan instruction helped the teacher candidate to evaluate student progress.	0	0	2 (29%)	5 (71%)	0
The teacher candidate is knowledgeable and prepared in managing time.	0	0	4 (57%)	3 (43%)	0
The teacher candidate is knowledgeable and prepared in communication.	0	0	4 (57%)	3 (43%)	0
The teacher candidate is knowledgeable and prepared in record keeping.	0	0	5 (71%)	2 (29%)	0
The teacher candidate is knowledgeable and prepared in disciplinary practice.	0	2 (29%)	4 (57%)	1 (14%)	0
The teacher candidate is knowledgeable and prepared in individualization of instruction.	0	2 (29%)	4 (57%)	1 (14%)	0

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The teacher candidate is knowledgeable and prepared in the use of technology.	0	0	2 (29%)	3 (43%)	2 (29%)
The teacher candidate is knowledgeable and prepared in demonstration of professional behavior.	0	0	2 (29%)	5 (71%)	0
UNC staff cooperation was helpful throughout the student teaching experience.	0	0	3 (43%)	2 (29%)	1 (14%)
The Cooperating Teacher was helpful.	0	0	2 (29%)	5 (71%)	0
The principal was helpful.	0	0	5 (71%)	0	2 (29%)
The teacher candidate is prepared to work with families of diverse ethnicities.	0	0	5 (71%)	2 (29%)	0
The teacher candidate is prepared to teach with ELL students.	0	0	4 (57%)	2 (29%)	0

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

Qualitative Data from University Consultants
Block II Fall 2005
7 consultants participated for a return rate of 50%

The consultants answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 29% of consultants said that teacher candidates were not using technology enough in the classroom.

Question #2: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

There were not enough responses to produce a theme for question #2.

Question #3: Did the student teachers use technology (including overheads, computers, etc.) to support student learning? Is there additional knowledge about technology that student teachers should know?

The themes found from the data for question #3 are:

- 57% of consultants said that teacher candidates needed to use more technology to support learning.

Question #4: Is it helpful to have methods courses occur during the first five weeks of the semester so that student teachers are placed at your school full time for 11 weeks?

The themes found from the data for question #4 are:

- 59% of consultants agreed that it was beneficial to have the methods courses occur during the first five weeks of the semester.
- 29% of consultants argued that it was not beneficial to have the methods courses occur during the first five weeks of the semester and/or that teachers needed to be at the school throughout the semester.

Question #5: How organized do you feel the overall PTEP program was?

The themes found from the data for question #5 are:

- 86% of consultants felt the program was well organized.
- 14% of consultants felt the program was lacking in organization.

Question #6: Please describe other aspects of the Professional Teacher Education Program that were beneficial.

The themes found from the data for question #6 are:

- 43% of consultants felt the leadership at UNC and in the schools was beneficial.

Question #7: Please provide any comments concerning PTEP to better prepare students to become teachers.

The themes found from the data for question #7 are:

- 43% of consultants felt that students may not be qualified in grammar or professionalism.
- 29% of consultants felt teachers needed more understanding and preparation in classroom management.

Qualitative Data from Principals
Block I & II Fall 2005
30 principals participated

The principals answered the following questions in short answer form:

Question #1: Have teachers supported your school's mission statement? If so, how?

The themes found from the data for question #1 are:

- 93% of principals said, yes, the teacher candidates placed at their school supported the school's mission statement.
- 3% of principals said, no, the teacher candidates placed at their school did not support the school's mission statement.
- 3% of principals did not provide a definitive comment about the teacher candidates placed at their school and the school's mission statement.

Question #2: Please add any comments.

The themes found from the data for question #2 are:

- 53% of principals said the teacher candidates placed at their school were well prepared, knowledgeable, and positive.
- 23% of principals with teacher candidates placed at their school had no additional comments.
- 7% of principals with teacher candidates placed at their school said teacher candidates needed to be present more at the school at the beginning of the semester and a preliminary meeting may help facilitate the transition.

Block II Survey Results

Spring 2006

Research Data Results from Spring 2006
Elementary Education Department
Block II

The following data results are from a survey given to the undergraduate students who completed Block II in the spring semester of 2006 through the Elementary Education Department. Surveys were also given to the cooperating and host teachers as well as the principals in the elementary schools and consultants who participated with our Block II students. Both quantitative and qualitative data was collected from each participant from Block II teacher candidates, cooperating teachers, and university consultants. Only qualitative data was collected for principals. Results from qualitative data are listed as the percent of people responding to a theme. In the event that the percentages do not equal 100, the remaining percent is accounted for by responses that did not generate a theme or as a result of the lack of responses from the participants.

Surveys had Likert-type questions as well as open-ended questions. The Block II Likert-type scale was Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4), and Not Applicable (N/A).

Participants who completed their survey:

- 33 teacher candidates from Block II out of 138 students for a 24% return rate
- 77 elementary teachers who hosted a Block II teacher candidate in their classroom out of 144 cooperating teachers for a 53% return rate
- 34 principals from Block I and Block II out of 126 for a return rate of 27%.
- 8 university consultants out of 13 for a return rate of 62%

Included in this packet are the Survey Results from Spring 2006

Evaluation of the Block II Elementary Education Program Spring 2006 Results

Participants:

- 144 cooperating teachers who hosted a teacher candidate in their classroom were given a survey and 77 were returned for a return rate of 53%.
- 138 teacher candidates who completed Block II from UNC were given a survey and 33 were returned for a return rate of 24%.
- 2 of the teacher candidates were male (6%) and 31 were female (94%).
- 26 of the student teachers were under 24 years of age (79%), 5 were 24-34 years of age (15%) and 2 were 35 or over (6%).
- 27 of the teacher candidates reported their ethnicity as “White” (82%), 5 reported ethnicity as “Hispanic” (15%), and 1 did not report ethnicity/unknown (3%).
- 8 out of 13 university consultants completed the survey for a return rate of 62%.

Reliability:

For cooperating teachers, the Cronbach’s Alpha based on the standardized item is .910. The scale statistics are the following: mean = 81.94, variance = 100.00, standard deviation = 10.00, and number of items on survey = 23.

For teacher candidates, the Cronbach’s Alpha based on the standardized item is .917. The scale statistics are the following: mean = 97.38, variance = 145.89, standard deviation = 12.08, and number of items on survey = 33.

For university consultants, the Cronbach’s Alpha based on the standardized item is .651. The scale statistics are the following: mean = 85.80, variance = 24.20, standard deviation = 4.92, and number of items on survey = 24.

Findings: (using ANOVA to test for mean differences with alpha at .05)

- There was statistical significance between cooperating teachers based on grade level taught.
 - Health knowledge of content (please see graph).
 - Cooperating teachers who taught 6th grade said teacher candidates had a higher understanding of social studies than did cooperating teachers who taught other grades.
 - Art knowledge of content (please see graph).
- There was statistical significance between teacher candidates based on teacher candidate age range.
 - Teacher candidates age 35 and over felt UNC staff cooperation was less helpful than teacher candidates under 24 and 24-24 years of age did.
- There was statistical significance between teacher candidates based on ethnicity.
 - Hispanic teacher candidates felt more prepared to work with ELL students than Whites or teacher candidates who reported ethnicity as “Unknown”.

- Hispanic teacher candidates felt more prepared to work with families of diverse ethnicities than Whites or teacher candidates who reported ethnicity as “Unknown”.
- Teacher candidates who reported ethnicity as “Unknown” said they were more knowledgeable and prepared in demonstrating professional behavior than did Whites or Hispanics.
- There was statistical significance between teacher candidates based on transfer status.
 - Teacher candidates who transferred to UNC rated Reading Content of Knowledge higher than students who did not transfer to UNC.
 - Teacher candidates who transferred to UNC rated Writing Content of Knowledge higher than students who did not transfer to UNC.
 - Teacher candidates who transferred to UNC rated demonstrating professional behavior higher than students who did not transfer to UNC.
- There was statistical significance between teacher candidates based on grade level preferred.
 - Teacher candidates wanting to teach in the intermediate grades rated the use of assessment techniques to evaluate student progress lower than teacher candidates who wanted to teach in higher or lower grades.
 - Teacher candidates wanting to teach in the intermediate grades rated the consultant supervision lower than teacher candidates who wanted to teach in higher or lower grades.
 - Teacher candidates wanting to teach in the intermediate grades rated the UNC instructor supervision and support lower than teacher candidates who wanted to teach in higher or lower grades.
- There was statistical significance between teacher candidates based on area of concentration.
 - Textbooks were helpful in gaining content (please see graph).
 - I am prepared to work with ELL students (please see graph).
 - Teacher candidates focusing on Spanish or who’s area of concentration was “unknown” rated using assessment strategies and techniques to evaluate student progress lower than teacher candidates who had other areas of concentration.

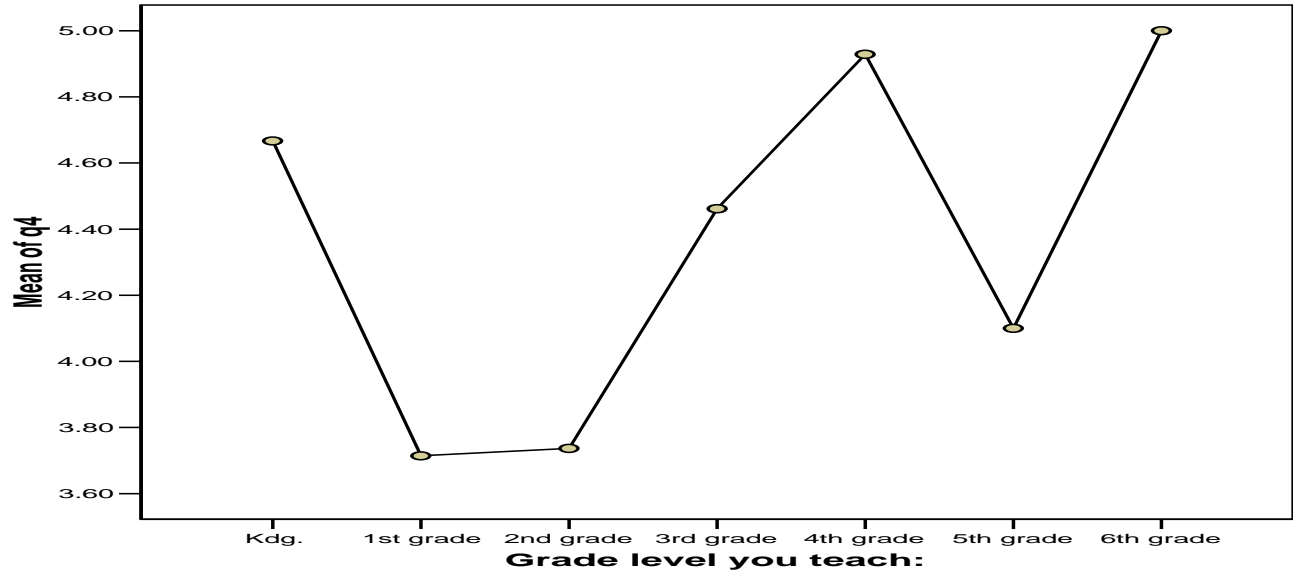
Please see the graphs on the following pages.

There was no statistical significance based on gender.

ANOVA Statistical Significance
Block II –Cooperating Teacher Results

Differences that demonstrate a statistical significance come from grade level taught. The question asked on the survey is: Health knowledge of content.

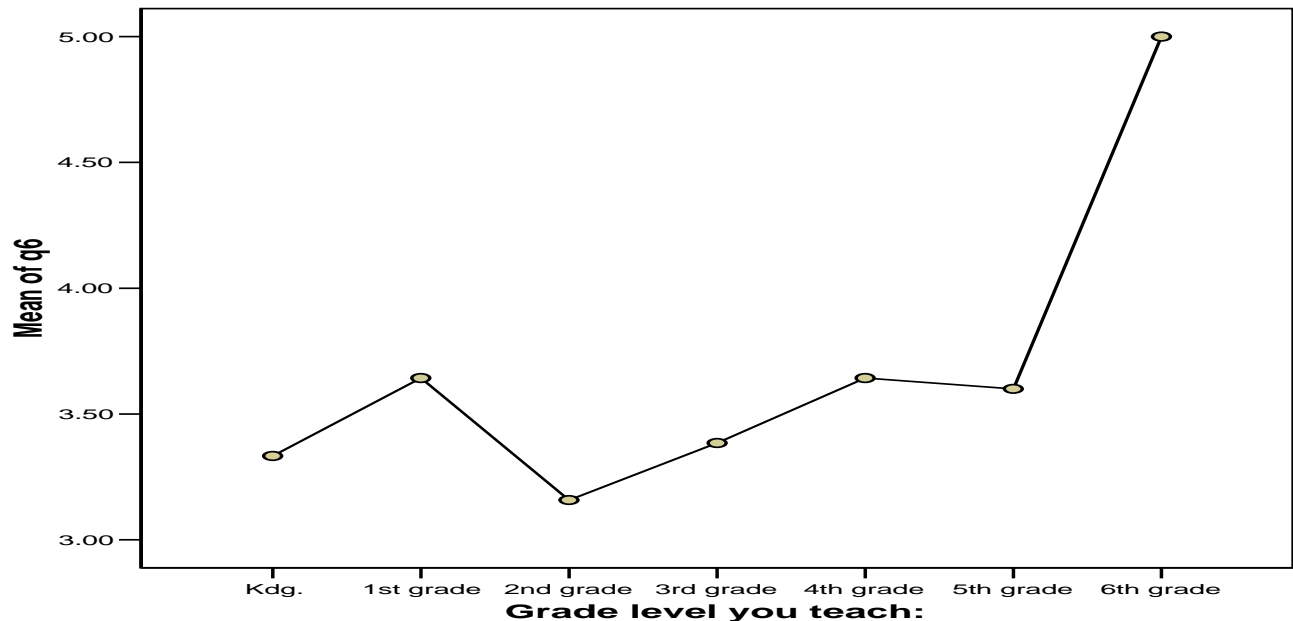
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Cooperating Teacher Results

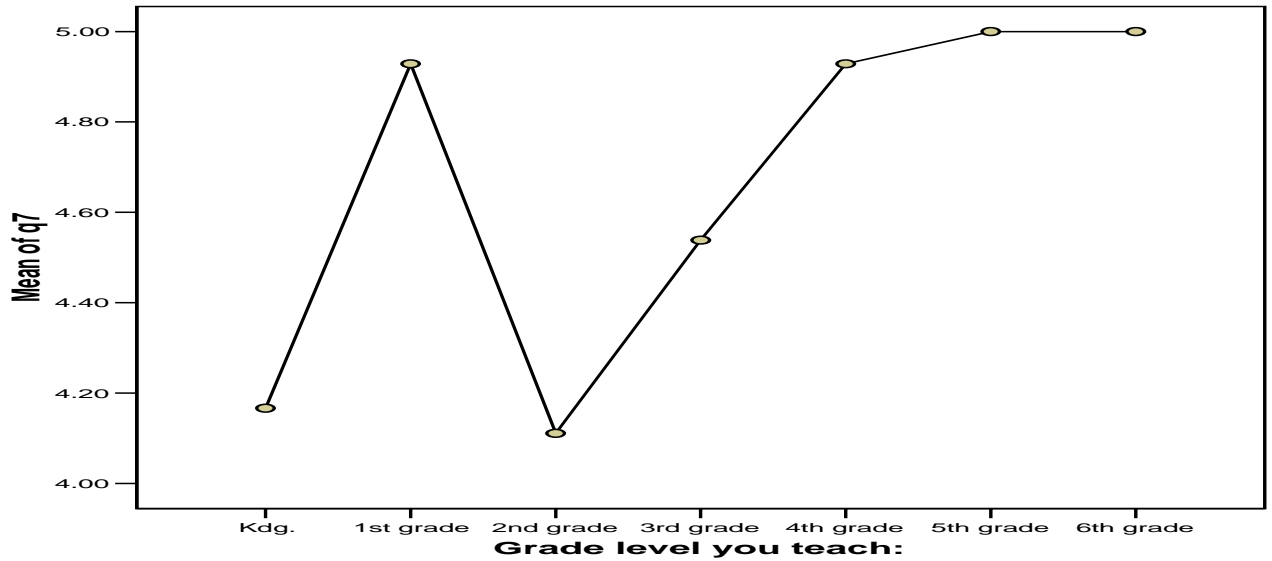
Differences that demonstrate a statistical significance come from grade level taught. The question asked on the survey is: Social studies knowledge of content.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Cooperating Teacher Results

Differences that demonstrate a statistical significance come from grade level taught. The question asked on the survey is: Art knowledge of content.
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate age range. The question asked on the survey is: UNC staff cooperation was helpful throughout my student teaching.
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate ethnicity. The question asked on the survey is: I am prepared to work with families of diverse ethnicities.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

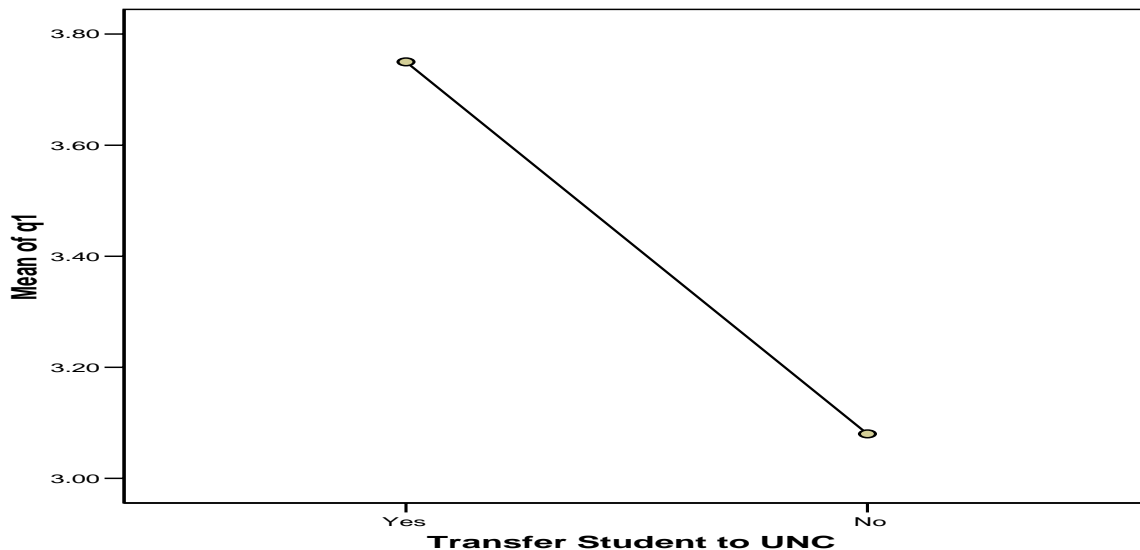
Differences that demonstrate a statistical significance come from teacher candidate ethnicity. The question asked on the survey is: I am knowledgeable and prepared in demonstrating professional behavior.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



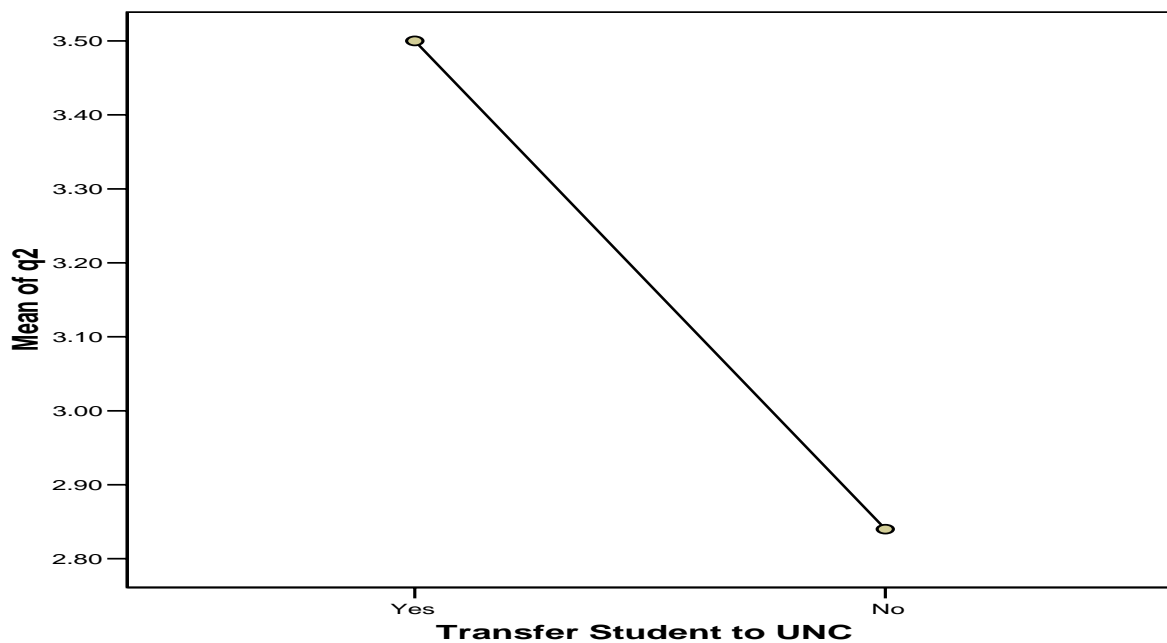
ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: Reading Knowledge of Content. Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

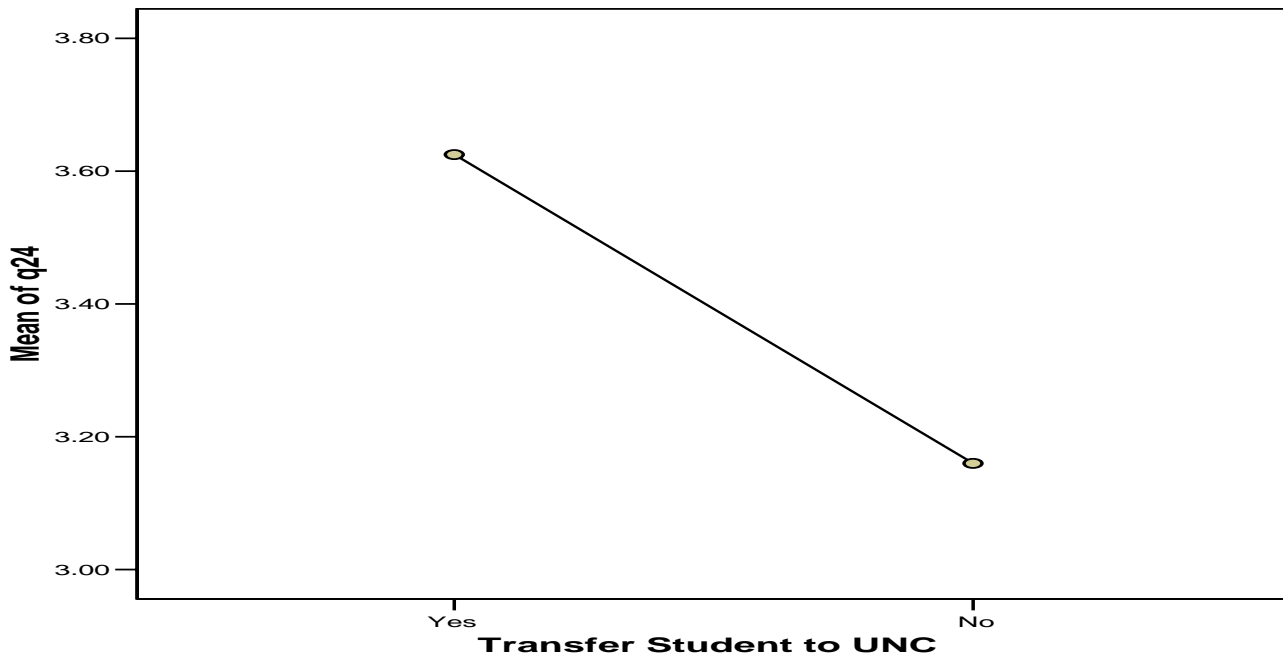
Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: Writing Knowledge of Content. Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate transfer status. The question asked on the survey is: I am knowledgeable and prepared in communication.

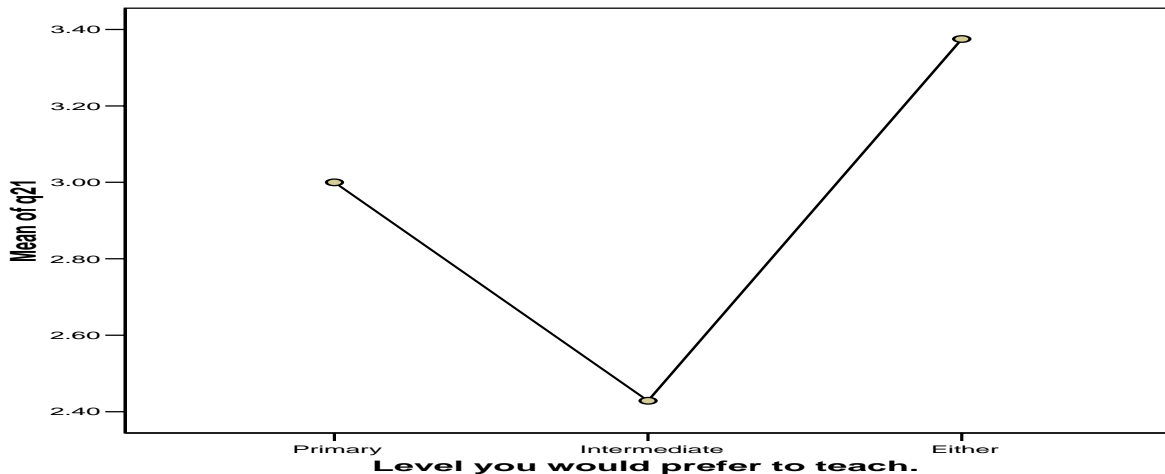
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate grade level preferred. The question asked on the survey is: Assessment strategies & techniques helped me to evaluate student progress.

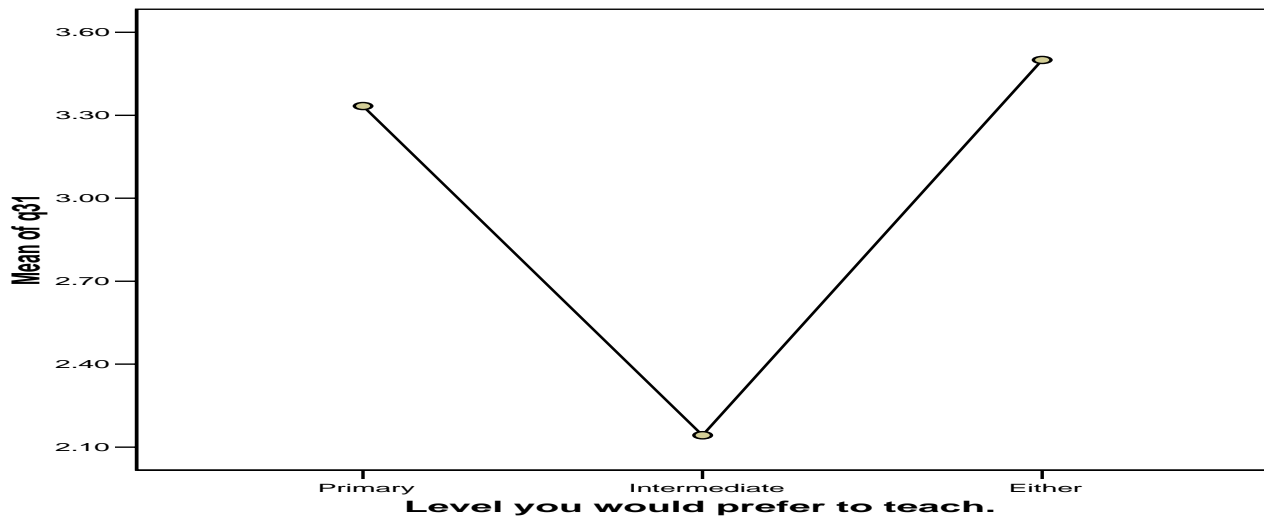
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate grade level preferred. The question asked on the survey is: Consultant supervision and support were helpful throughout my student teaching.

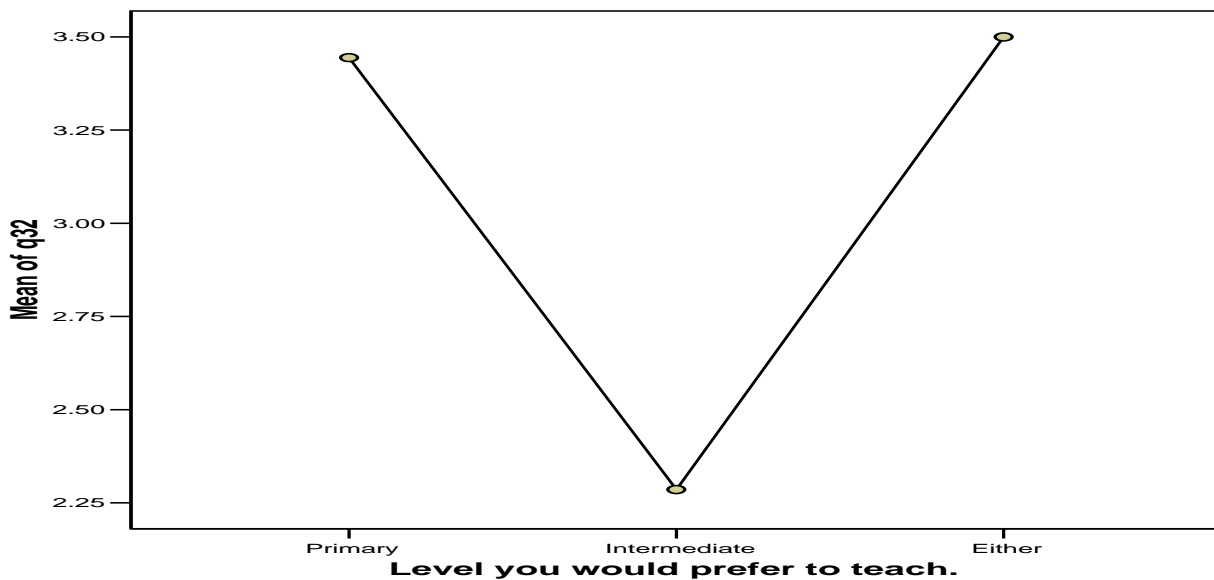
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate grade level preferred. The question asked on the survey is: UNC 470 Instructor supervision and support were helpful throughout my student teaching.

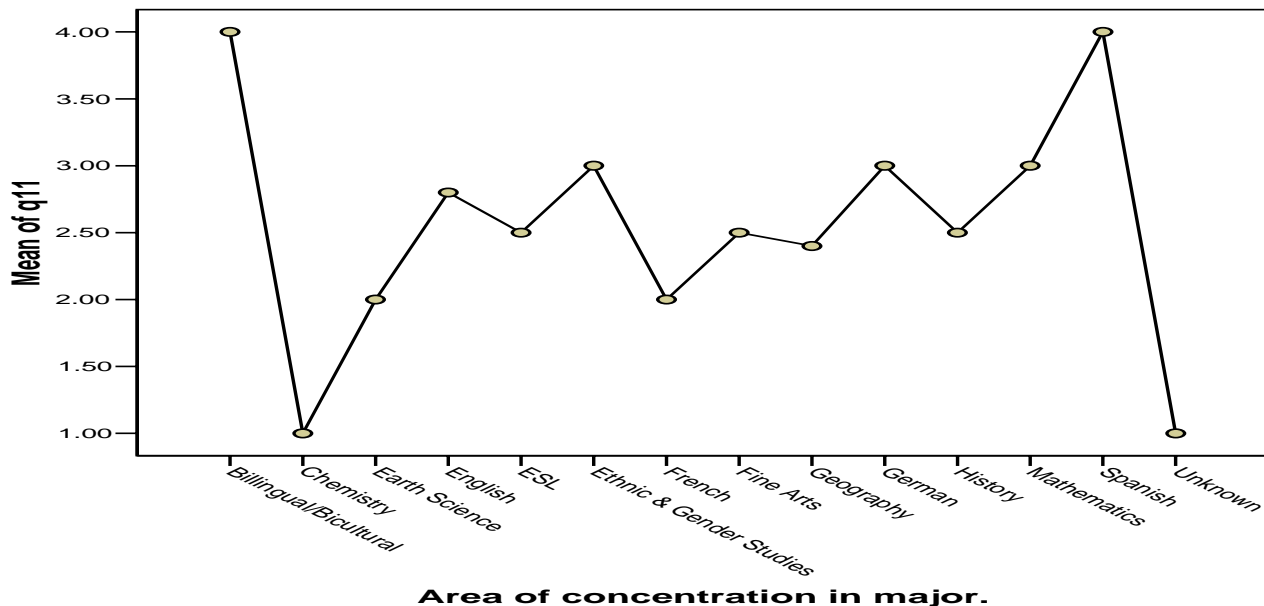
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate area of concentration. The question asked on the survey is: Textbooks were helpful in gaining content.

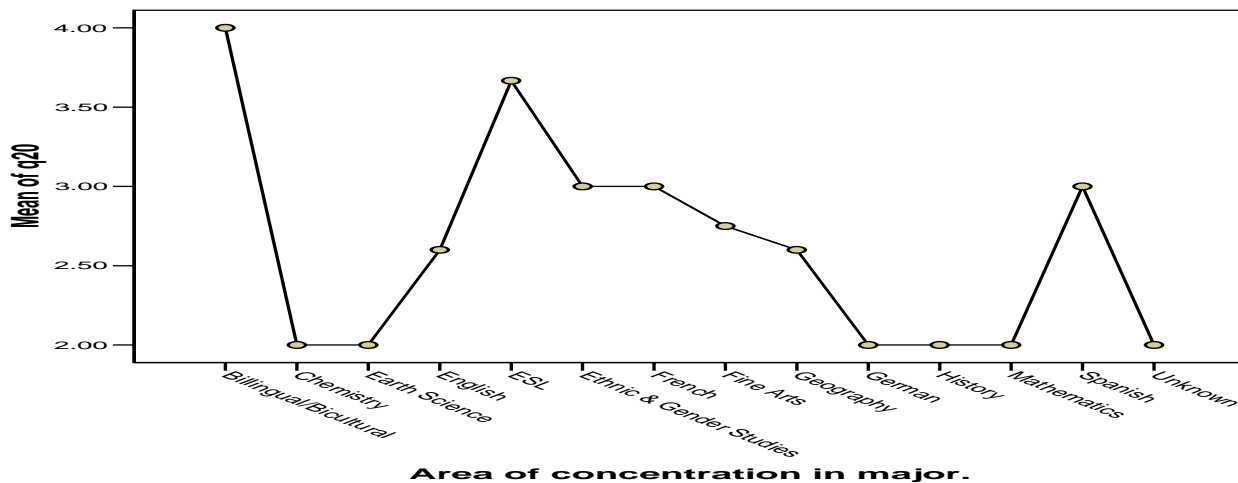
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

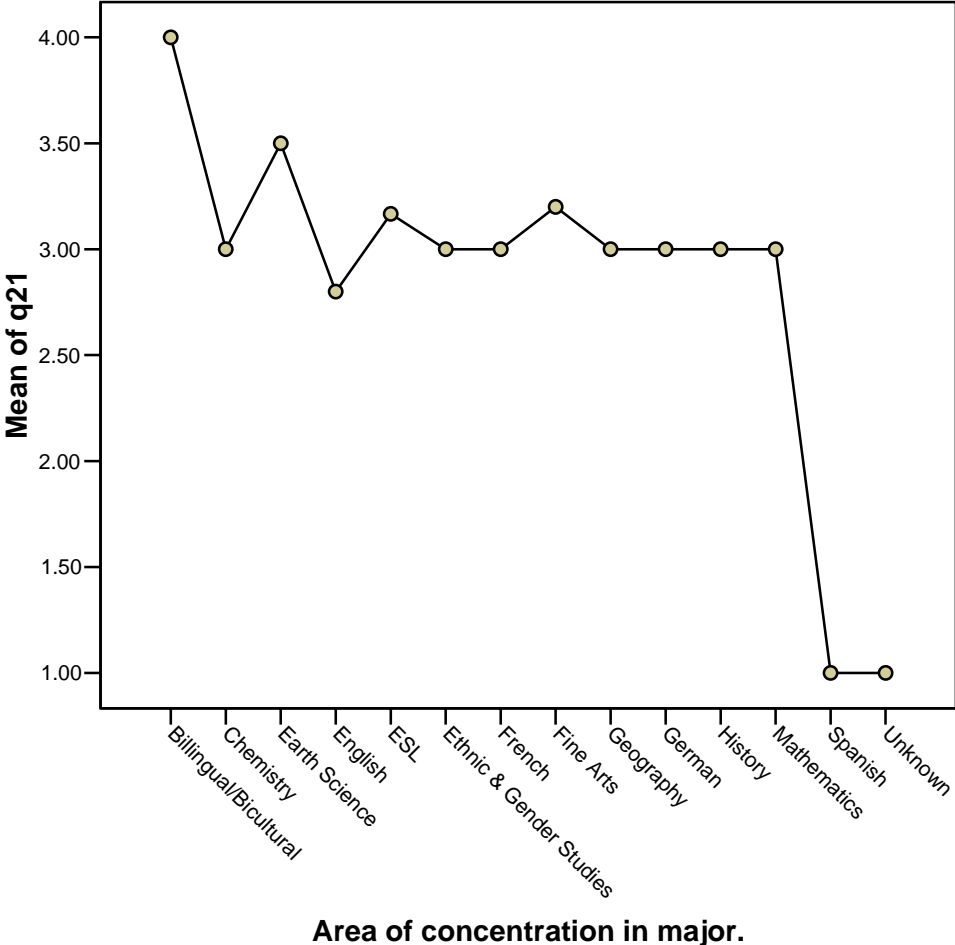
Differences that demonstrate a statistical significance come from teacher candidate area of concentration. The question asked on the survey is: I feel prepared to teach with ELL students.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



ANOVA Statistical Significance
Block II –Teacher Candidate Results

Differences that demonstrate a statistical significance come from teacher candidate area of concentration. The question asked on the survey is: Assessment strategies & techniques helped me to evaluate student progress.
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree



Block II Cooperating Teachers	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Reading Knowledge of Content	1 (1%)	4 (5%)	40 (52%)	32 (42%)	0
Writing Knowledge of Content	2 (3%)	14 (18%)	38 (49%)	22 (29%)	1 (1%)
Science Knowledge of Content	0	6 (8%)	34 (44%)	22 (29%)	1 (1%)
Health Knowledge of Content	0	4 (5%)	19 (25%)	11 (14%)	43 (56%)
Math Knowledge of Content	2 (3%)	7 (9%)	36 (47%)	32 (42%)	0
Social Studies Knowledge of Content	0	4 (5%)	37 (48%)	32 (42%)	4 (5%)
Art Knowledge of Content	0	3 (4%)	8 (10%)	4 (5%)	61 (79%)
Music Knowledge of Content	0	1 (1%)	4 (5%)	3 (4%)	68 (88%)
P.E. Knowledge of Content	0	1 (1%)	5 (7%)	2 (3%)	68 (88%)
Ed. Tech. Knowledge of Content	2 (3%)	4 (5%)	24 (31%)	22 (29%)	25 (33%)
Assessment strategies and techniques helped the teacher candidate to evaluate student progress.	0	5 (7%)	41 (53%)	31 (40%)	0
Use of assessment to plan instruction helped the teacher candidate to evaluate student progress.	0	7 (9%)	36 (47%)	33 (43%)	1 (1%)
The teacher candidate is knowledgeable and prepared in managing time.	0	10 (13%)	36 (47%)	29 (38%)	0
The teacher candidate is knowledgeable and prepared in communication.	1 (1%)	5 (7%)	32 (42%)	37 (48%)	0
The teacher candidate is knowledgeable and prepared in record keeping.	0	7 (9%)	40 (52%)	28 (36%)	0
The teacher candidate is knowledgeable and prepared in disciplinary practice.	2 (3%)	10 (13%)	46 (60%)	17 (22%)	0

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The teacher candidate is knowledgeable and prepared in individualization of instruction.	1 (1%)	9 (12%)	42 (55%)	22 (29%)	0
The teacher candidate is knowledgeable and prepared in the use of technology.	2 (3%)	3 (4%)	35 (46%)	30 (39%)	5 (7%)
The teacher candidate is knowledgeable and prepared in demonstration of professional behavior.	1 (1%)	3 (4%)	21 (27%)	50 (65%)	0
Consultant supervision and support were helpful throughout the student teaching experience.	1 (1%)	6 (8%)	41 (53%)	24 (31%)	3 (4%)
UNC staff cooperation was helpful throughout the student teaching experience.	2 (3%)	8 (10%)	37 (48%)	14 (18%)	13 (17%)
The teacher candidate is prepared to work with families of diverse ethnicities.	1 (1%)	5 (7%)	41 (53%)	25 (33%)	1 (1%)
The teacher candidate is prepared to teach with ELL students.	1 (1%)	10 (13%)	38 (49%)	18 (23%)	0

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

**Qualitative Data from Cooperating Teacher
Block II Spring 2006
77 teachers participated with a return rate of 53%**

The cooperating teachers answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 25% of cooperating teachers did not have the opportunity to observe teacher candidates in these areas.
- 12% of cooperating teachers felt students would have been better prepared if they had more knowledge of the writing process.
- 7% of cooperating teachers felt students would have been better prepared if they had more knowledge of the reading process.

Question #2: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #2 are:

- 7% of cooperating teachers felt the candidates needed more knowledge and experience in formal/informal and direct/indirect assessment techniques.
- 4% of cooperating teachers said teacher candidates needed to better use assessment to guide instruction.

Question #3: Did the teacher use technology to support student learning?

The themes found from the data for question #3 are:

- 90% of cooperating teachers felt the candidates used technology to support student learning.
- 4% of cooperating teachers had said that teacher candidates failed to use technology appropriately to support student learning.

Question #4: Is it helpful to have methods courses occur during the first five weeks of the semester so that student teachers are placed at your school full time for 11 weeks?

The themes found from the data for question #4 are:

- 55% of cooperating teachers felt it was helpful to have methods courses in the first five weeks of the semester and be in the schools after a foundation of methods.
- 21% of cooperating teachers did not feel it was helpful to have methods courses in the first five weeks of the semester and that being in the classroom more, especially at the beginning of the semester, would have been more effective.
- 5% of cooperating teachers agreed having the methods courses in the beginning of the semester was beneficial although they noted they would like their student teachers to be involved more at the beginning.

Question #5: How organized do you feel the overall PTEP program was?

The themes found from the data for question #5 are:

- 82% of cooperating teachers felt the PTEP program was well organized.
- 7% of cooperating teachers felt the PTEP program was not well organized and lacked in communication.

Question #6: Please describe other aspects of PTEP that were beneficial.

The themes found from the data for question #6 are:

- 17% of cooperating teachers felt they benefited from the availability of the consultant and communication with the UNC staff.
- 16% of cooperating teachers felt they benefited from having a well prepared teacher in their elementary classroom.
- 8% of cooperating teachers felt they benefited from the materials provided.

Question #7: Would you be willing to host a UNC teacher candidate again? Why or why not?

The themes found from the data for question #7 are:

- 80% of cooperating teachers answered that they would like to host another teacher candidate again.
- 9% of cooperating teachers answered that they would not like to host another teacher candidate again.
- 4% of cooperating teachers answered that they were not sure if they would like to host another teacher candidate again.

Question #8: Please provide any comments concerning PTEP that would better prepare students to become teachers.

The themes found from the data for question #8 are:

- 10% of cooperating teachers felt that teacher candidates need more preparation in classroom management.
- 6% of cooperating teachers felt teacher candidates had too much work required of them during their student teaching experience.
- 5% of cooperating teachers felt that teacher candidates need to see the beginning of the school year and be more involved in the classroom.
- 4% of cooperating teachers felt satisfied/impressed with their teacher candidate in their classroom.

Block II Teacher Candidates	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Knowledge of Content	1 (3%)	4 (12%)	14 (42%)	14 (42%)
Writing Knowledge of Content	3 (9%)	2 (6%)	20 (61%)	8 (24%)
Science Knowledge of Content	1 (3%)	3 (9%)	22 (67%)	7 (21%)
Health Knowledge of Content	2 (6%)	9 (27%)	16 (49%)	6 (18%)
Math Knowledge of Content	3 (9%)	0	22 (67%)	8 (24%)
Social Studies Knowledge of Content	1 (3%)	3 (9%)	22 (67%)	7 (21%)
Art Knowledge of Content	4 (12%)	11 (33%)	14 (42%)	4 (12%)
Music Knowledge of Content	3 (9%)	15 (46%)	11 (33%)	4 (12%)
P.E. Knowledge of Content	1 (3%)	10 (30%)	18 (55%)	4 (12%)
Ed. Tech. Knowledge of Content	2 (6%)	6 (18%)	23 (70%)	2 (6%)
Textbooks were helpful in gaining content	2 (6%)	13 (39%)	15 (46%)	2 (6%)
Supplementary materials/resources were helpful in gaining content.	1 (3%)	6 (18%)	21 (64%)	4 (12%)
Instructor presentations were helpful in gaining content.	0	2 (6%)	25 (76%)	5 (15%)
Student presentations/discussions were helpful in gaining content.	1 (3%)	6 (18%)	22 (67%)	3 (9%)
Courses in my major prepared me to teach.	0	5 (15%)	18 (55%)	8 (24%)
The pedagogy of teaching techniques was valuable in preparing me for student teaching.	0	6 (18%)	20 (61%)	6 (18%)
The pedagogy of modeling was valuable in preparing me for student teaching.	0	4 (12%)	18 (55%)	10 (30%)
The pedagogy of demonstrations was valuable in preparing me for student teaching.	0	2 (6%)	21 (64%)	9 (27%)
Assessment strategies and techniques helped me to evaluate student progress.	2 (6%)	2 (6%)	24 (73%)	5 (15%)
Use of assessment to plan instruction helped me to evaluate student progress.	2 (6%)	6 (18%)	21 (64%)	4 (12%)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am knowledgeable and prepared in managing time.	1 (3%)	6 (18%)	16 (49%)	10 (30%)
I am knowledgeable and prepared in communication.	0	2 (6%)	20 (61%)	11 (33%)
I am knowledgeable and prepared in record keeping.	1 (3%)	7 (21%)	19 (58%)	5 (15%)
I am knowledgeable and prepared in disciplinary practice.	2 (6%)	9 (27%)	20 (61%)	2 (6%)
I am knowledgeable and prepared in individualization of instruction.	0	7 (21%)	22 (67%)	4 (12%)
I am knowledgeable and prepared in the use of technology.	0	7 (21%)	22 (67%)	4 (12%)
I am knowledgeable and prepared in demonstration of professional behavior.	0	0	16 (49%)	16 (49%)
I am well prepared for his/her student teaching experience.	0	6 (18%)	19 (58%)	8 (24%)
Consultant supervision and support were helpful throughout the student teaching experience.	2 (6%)	4 (12%)	15 (46%)	12 (36%)
UNC 470 instructor supervision and support were helpful throughout the student teaching experience.	2 (6%)	2 (6%)	16 (49%)	13 (39%)
UNC staff cooperation was helpful throughout the student teaching experience.	4 (12%)	2 (6%)	20 (61%)	6 (18%)
I am prepared to work with families of diverse ethnicities.	0	9 (27%)	17 (52%)	6 (18%)
I am prepared to teach with ELL students.	1 (3%)	11 (33%)	15 (46%)	5 (15%)

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

**Qualitative Data from Teacher Candidate
Block II Spring 2006
33 students participated with a return rate of 24%**

The teacher candidates answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 18% of teacher candidates felt art, music, PE, and health were not valuable components of their learning.
- 18% of teacher candidates felt they needed more structure and/or application in their methods courses.
- 15% of teacher candidates felt they would have benefited from more courses in the methods area.
- 9% of teacher candidates felt they needed better instructors.

Question #2: Were there other resources used in the classes that were helpful in gaining further understanding of course material? Please describe those below.

There were not enough responses to generate a theme for question #2.

Question #3: If you rated Pedagogy below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #3 are:

- 9% of teacher candidates felt they needed more instruction in classroom management.
- 6% of teacher candidates felt that they would have benefited from more examples of teaching techniques.
- 6% of teacher candidates felt that they would have benefited from more modeling by their instructors.

Question #4: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

The themes found from the data for question #4 are:

- 18% of teacher candidates felt they needed more instruction in assessment strategies.
- 9% of teacher candidates felt they needed more experience with making rubrics.

Question #5: Please describe other helpful aspects of the Professional Teacher Education Program.

The themes found from the data for question #5 are:

- 12% of teacher candidates felt two semesters of student teaching were helpful.
- 9% of teacher candidates felt their training in classroom management was helpful.

Question #6: Please provide any comments concerning the Elementary PTEP to better prepare students to become teachers.

The themes found from the data for question #6 are:

- 15% of teacher candidates felt they would benefit more from being in the elementary classroom immediately at the beginning of the semester and having more experience in the field.
- 12% of teacher candidates felt they would benefit more by having more training in classroom management and time management.
- 12% of teacher candidates felt they would benefit more by having more opportunities to practice and gain experience.
- 6% of teacher candidates felt better communication among stakeholders (e.g., professors, teachers, schools) is needed.

Question #7: What aspects of the technology courses were most beneficial in your student teaching? Are there components that might be useful to add to the course?

The themes found from the data for question #7 are:

- 24% of teacher candidates felt that technology preparation was not at all helpful in student teaching because the tasks taught were not relevant to classroom teaching.
- 9% of teacher candidates felt learning Excel was beneficial.
- 6% of teacher candidates felt that learning about grade books would have been helpful.

Question #8: Please describe the positive aspects of your student teaching experience.

The themes found from the data for question #8 are:

- 33% of teacher candidates felt positive about their cooperating teacher.
- 21% of teacher candidates felt positive about working with children and their student teaching opportunities in the schools.
- 15% of teacher candidates felt positive about the role the consultants played in the student teaching experience.

Question #9: Were there aspects of student teaching which could have been improved? If so, describe what those aspects were and provide any suggestions you may have for improving the experience.

The themes found from the data for question #9 are:

- 21% of teacher candidates felt the thematic unit/portfolio were not helpful in their experience.
- 15% of teacher candidates felt they had too much UNC coursework while student teaching in Block I and Block II.
- 9% of teacher candidates felt that being able to experience the first and last days of school in an elementary classroom in addition to more time in the schools would have strengthened the experience.

Block II Consultants	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Reading Knowledge of Content	0	1 (13%)	1 (13%)	6 (75%)	0
Writing Knowledge of Content	0	0	6 (75%)	1 (13%)	0
Science Knowledge of Content	0	0	4 (50%)	4 (50%)	0
Health Knowledge of Content	0	0	2 (25%)	0	6 (75%)
Math Knowledge of Content	0	0	5 (63%)	3 (38%)	0
Social Studies Knowledge of Content	0	0	2 (25%)	6 (75%)	0
Art Knowledge of Content	0	1 (13%)	1 (13%)	1 (13%)	5 (63%)
Music Knowledge of Content	0	0	0	0	8 (100%)
P.E. Knowledge of Content	0	0	0	0	8 (100%)
Ed. Tech. Knowledge of Content	0	2 (25%)	4 (50%)	1 (13%)	1 (13%)
Assessment strategies and techniques helped the teacher candidate to evaluate student progress.	0	0	6 (75%)	2 (25%)	0
Use of assessment to plan instruction helped the teacher candidate to evaluate student progress.	0	0	7 (88%)	1 (13%)	0
The teacher candidate is knowledgeable and prepared in managing time.	0	0	3 (38%)	4 (50%)	0
The teacher candidate is knowledgeable and prepared in communication.	0	0	3 (38%)	4 (50%)	0
The teacher candidate is knowledgeable and prepared in record keeping.	0	0	4 (50%)	1 (13%)	2 (25%)
The teacher candidate is knowledgeable and prepared in disciplinary practice.	0	0	7 (88%)	0	0

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The teacher candidate is knowledgeable and prepared in individualization of instruction.	0	1 (13%)	6 (75%)	0	0
The teacher candidate is knowledgeable and prepared in the use of technology.	0	2 (25%)	3 (38%)	2 (25%)	0
The teacher candidate is knowledgeable and prepared in demonstration of professional behavior.	0	0	1 (13%)	6 (75%)	0
UNC staff cooperation was helpful throughout the student teaching experience.	0	0	3 (38%)	4 (50%)	0
The Cooperating Teacher was helpful.	0	0	3 (38%)	4 (50%)	0
The principal was helpful.	0	0	5 (63%)	0	1 (13%)
The teacher candidate is prepared to work with families of diverse ethnicities.	0	0	5 (63%)	2 (25%)	0
The teacher candidate is prepared to teach with ELL students.	0	0	5 (63%)	2 (25%)	0

Frequencies are based on only those students answering each specific question.

Percentages are rounded to the nearest whole percent.

Qualitative Data from University Consultants
Block II Spring 2006
8 consultants participated for a return rate of 62%

The consultants answered the following questions in short answer form:

Question #1: If you rated Content below 3, please describe what might have helped you to be better prepared.

The themes found from the data for question #1 are:

- 25% of consultants said that teacher candidates needed more preparation in the area of art.

Question #2: If you rated Assessment below 3, please describe what could have helped you to be better prepared.

There were not enough responses to produce a theme for question #2.

Question #3: Did the student teachers use technology (including overheads, computers, etc.) to support student learning? Is there additional knowledge about technology that student teachers should know?

The themes found from the data for question #3 are:

- 50% of consultants said that teacher candidates used technology well to support learning.

Question #4: Is it helpful to have methods courses occur during the first five weeks of the semester so that student teachers are placed at your school full time for 11 weeks?

The themes found from the data for question #4 are:

- 38% of consultants agreed that it was beneficial to have the methods courses occur during the first five weeks of the semester.
- 38% of consultants argued that it was not beneficial to have the methods courses occur during the first five weeks of the semester and/or that teachers needed to be at the school throughout the semester.

Question #5: How organized do you feel the overall PTEP program was?

The themes found from the data for question #5 are:

- 75% of consultants felt the program was well organized.
- 13% of consultants felt the program was lacking in organization.

Question #6: Please describe other aspects of the Professional Teacher Education Program that were beneficial.

The themes found from the data for question #6 are:

- 25% of consultants felt the handbook given to them was beneficial.

Question #7: Please provide any comments concerning PTEP to better prepare students to become teachers.

There were not enough responses to produce a theme for question #7.

**Qualitative Data from Principals
Block I & II Spring 2006
34 principals participated**

The principals answered the following questions in short answer form:

Question #1: Have teachers supported your school's mission statement? If so, how?

The themes found from the data for question #1 are:

- 97% of principals said, yes, the teacher candidates placed at their school supported the school's mission statement.
- 3% of principals said, no, the teacher candidates placed at their school did not support the school's mission statement.

Question #2: Please add any comments.

The themes found from the data for question #2 are:

- 71% of principals said the teacher candidates placed at their school were well prepared, knowledgeable, and positive.
- 15% of principals with teacher candidates placed at their school were not happy with UNC's format (teacher candidates needed to be present more at the school at the beginning of the semester) or the quality of the teacher candidate.

**Secondary Professional Teacher Education Program
(Secondary PTEP) – Phase IV
Fall 2005**

Overview:

University of Northern Colorado students in the Secondary Professional Teacher Education Program during the fall of 2005 were given a survey at the end of the semester in order to obtain feedback on the quality of the teacher education program. This survey consisted of demographic information (placement level and content area). Eighteen quantitative questions concerning the teacher education experience were asked. The scale for responding was as follows: *5=Well Prepared, 4=Prepared, 3=Neutral, 2=Somewhat Prepared, 1=Unprepared.* Finally, nineteen qualitative, open-ended responses allowed students to respond with additional information that may be helpful to the program.

The results of this survey are presented in the following report.

Respondents:

Forty-four students placed at schools for Secondary PTEP Phase IV submitted completed surveys.

Placement: (of students returning surveys)

Thirty three of the student teachers completed their teaching experience in a high school setting. They comprised 75% of the total placement. Eleven of the student teachers completed their teaching experience in a high school setting. They comprised 25% of the total placement.

Thirteen students listed History as their content area, comprising 29.5% of the sample. Twelve students listed English as their content area, accounting for 27.3% of the sample. Six students listed Social Studies as their content area, comprising 13.6% of the sample. Four students listed Theater as their content area, accounting for 9.1% of the sample. Four students listed Mathematics as their content area, comprising 9.1% of the sample. Four students listed Science as their content area, accounting for 9.1% of the sample. One student listed Spanish as his/her content area, comprising 2.3% of the sample.

Reliability:

A reliability analysis was run on the quantitative data submitted. The Cronbach's Alpha based on standardized items was .734. The scale statistics are as follows: mean = 73.71; variance = 40.64; standard deviation = 6.38, number of items = 18.

The following are the results associated with each question and response frequencies in the survey.

<i>Question</i>	Well Prepared	Prepared	Neutral	Somewhat Prepared	Unprepared
During your student teaching experience, how well prepared were you using a variety of instructional methods?	17 (38.6%)	23 (52.3%)	3 (6.8%)	1 (2.3%)	
During your student teaching experience, how prepared were you in your knowledge and understanding of your content?	19 (43.2%)	17 (38.6%)	8 (18.2%)		
During your student teaching experience, how prepared were you in the teaching methodology in your content area?	10 (22.7%)	28 (63.6%)	6 (13.6%)		
During your student teaching experience, and based on your content area, how well were you prepared to develop inquiry, and reflective problem solving in your students?	9 (20.5%)	22 (50%)	9 (20.5%)	3 (6.8%)	1 (2.3%)
During your student teaching experience, how well prepared were you to employ a variety of formal assessment strategies?	19 (43.2%)	16 (36.4%)	7 (15.9%)	2 (4.5%)	
During your student teaching experience, how well prepared were you to employ a variety of informal assessment strategies?	16 (36.4%)	23 (52.3%)	4 (9.1%)	1 (2.3%)	
During your student teaching experience, how well prepared were you to utilize technology to support instruction?	21 (47.7%)	16 (36.4%)	7 (15.9%)		
During your student teaching experience, how well prepared were you to utilize technology to assess student learning?	12 (27.3%)	15 (34.1%)	15 (34.1%)	2 (4.5%)	
During your student teaching experience, how well prepared were you to utilize technology to advance students' technological literacy?	13 (29.5%)	15 (34.1%)	12 (27.3%)	3 (6.8%)	1 (2.3%)
					Continued

<i>Question</i>	Well Prepared	Prepared	Neutral	Somewhat Prepared	Unprepared
During your student teaching experience, how well prepared were you to integrate literacy strategies (reading & writing) into your content teaching?	26 (59.1%)	13 (29.5%)	4 (9.1%)	1 (2.3%)	
During your student teaching experience, how well prepared were you to integrate mathematics into your content teaching?	4 (9.1%)	11 (25%)	13 (29.5%)	8 (18.2%)	5 (11.4%)
During your student teaching experience, how well prepared were you to address disciplinary situations as they arose?	8 (18.2%)	19 (43.2%)	10 (22.7%)	7 (15.9%)	
During your student teaching experience, how well prepared were you to utilize intervention strategies in your classroom?	8 (18.2%)	25 (56.8%)	7 (15.9%)	4 (9.1%)	
During your student teaching experience, how well prepared were you to manage the daily operations (e.g., attendance, grades, communication, etc.) of the classroom?	17 (38.6%)	15 (34.1%)	6 (13.6%)	4 (9.1%)	1 (2.3%)
During your student teaching experience, how well prepared were you to identify different aspects of diversity of your classroom?	23 (52.3%)	14 (31.8%)	6 (13.6%)	1 (2.3%)	
During your student teaching experience, how well prepared were you to implement strategies to address the diversity of your classroom?	17 (38.6%)	16 (36.4%)	8 (18.2%)	2 (4.5%)	
During your student teaching experience, how well prepared were you to adapt to the norms and standards of your host school?	30 (68.2%)	9 (20.5%)	3 (6.8%)	1 (2.3%)	
My student teaching experience this semester has enhanced my preparation as a classroom teacher.	32 (72.7%)	10 (22.7%)			

