

College of Education and Health Professions

Educator Preparation Fact Book 2009-2010 Table of Contents for Part VIII Candidate Data by Unit and Program

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USG Board of Regents Graduate Survey

Survey Findings

- Based on the results of the 2008 USG Graduate Survey, CSU-prepared teachers were extremely positive about their first year teaching, giving high marks (Agree or Strongly Agree) in 91% of the items surveyed.
- The overall range of Agreement to Survey Items: 79% to 100%. The three areas below 90% in positive response are listed below:

Survey Items Scoring <90%	Score –Agree or Strongly Agree
<u>I. Content and Curriculum</u> 3. I feel well prepared to support literacy development in my students.	Agree or Strongly Agree Responses 84.2%; System 84.2%
<u>II. Knowledge of Students (Teaching and Learning)</u> 9. I am confident in my ability to work with students identified as needing special education services.	Agree or Strongly Agree Responses 78.9%; System 82.3%
<u>III. Learning Environment</u> 18. I use knowledge of students’ unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools.	Agree or Strongly Agree Responses 84.3%; System 94.9%

n = 19

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USG Board of Regents Graduate Survey

[USG Survey of 2009 Graduates - Columbus State University.xls](#)

I. CONTENT AND CURRICULUM	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am able to demonstrate broad, current, and specialized knowledge in my field(s).	20			25.0	75.0
2. I am able to understand and use content and pedagogical knowledge that is appropriate for diverse learners.	20		5.0	35.0	60.0
3. I feel well prepared to support literacy development in my students.	19	5.3	10.5	31.6	52.6
4. I stay current in my field(s) of expertise.	20			20.0	80.0
5. I am able to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards.	20			45.0	55.0
6. I relate my field to other areas of the school and to everyday life.	19		5.3	36.8	57.9
II. KNOWLEDGE OF STUDENTS, TEACHING AND LEARNING	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
7. I hold high expectations for all because I believe that everyone can learn at high levels.	20		5.0	15.0	80.0
8. I demonstrate an understanding of how students develop and learn.	20			30.0	70.0
9. I am confident in my ability to work with students identified as needing special education services.	19		21.1	26.3	52.6
10. I communicate effectively with students from diverse cultural backgrounds.	19			36.8	63.2
11. I use the best professional practices to meet the needs of diverse learners.	19			47.4	52.6
12. I understand how factors inside and outside of school may influence students' lives and learning.	20			25.0	75.0
13. I establish respectful and productive relationships with families and communities to support student learning.	19		5.3	21.1	73.7

III. LEARNING ENVIRONMENT		Strongly Disagree	Disagree	Agree	Strongly Agree
	<i>n</i>				
14. I feel confident in my ability to create learning environments that focus on engaging all students in learning, collaboratively, and individually.	19		10.5	15.8	73.7
15. I am able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks.	19		5.3	36.8	57.9
16. I implement effective classroom management strategies in all school spaces.	19		10.5	26.3	63.2
17. I use knowledge about human motivation and behavior to develop strategies for organizing and supporting learning.	19		5.3	36.8	57.9
18. I use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools.	19		15.8	21.1	63.2
IV. CLASSROOM, PROGRAM AND SCHOOL WIDE ASSESSMENT		Strongly Disagree	Disagree	Agree	Strongly Agree
	<i>n</i>				
19. I choose, develop, and use assessment methods appropriate for instructional and programmatic decisions.	19			42.1	57.9
20. I use available resources including technology to keep accurate and up-to-date records.	19		10.5	26.3	63.2
21. I feel competent in my ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel.	19		5.3	26.3	68.4

V. PLANNING AND INSTRUCTION	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
22. I plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data.	19			31.6	68.4
23. I use a variety of research-based strategies to support learning.	17			17.6	82.4
24. I reflect on my practice and make necessary adjustments to enhance learning.	19			26.3	73.7
25. I integrate technology and other multimedia resources appropriately to maximize learning opportunities for all students and monitor and adjust strategies in response to learner feedback.	18		5.6	44.4	50
VI. PROFESSIONALISM	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
26. I work collaboratively with colleagues and other professionals.	19			15.8	84.2
27. I communicate respect and concern for all students.	18			16.7	83.3
28. I understand and implement laws related to rights and responsibilities of students, educators, and families.	19			21.1	78.9
29. I follow established codes of professional conduct, including school and district policies.	19			5.3	94.7
30. I treat students equitably.	19			5.3	94.7
31. I play a leadership role in the school community.	18		11.1	38.9	50
32. I systematically reflect on teaching and learning to improve my practice.	19		5.3	21.1	73.7
33. I seek opportunities to learn based on reflection, input from others, and career goals.	19			15.8	84.2

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USG Board of Regents Employer Survey

Survey Findings

- Based on the results of the USG Employer Survey, employers of CSU-prepared teachers were extremely positive about their first year teaching, giving high marks (Agree or Strongly Agree) in 97% of the items surveyed.
- The overall range of *Agreement* to Survey Items: 83% to 100%. The one item less than 90% is listed below:

Survey Items Scoring <90%	Score –Agree or Strongly Agree
<u>VI. Professionalism</u> 26. Play a leadership role in the school community.	Agree or Strongly Agree Responses 83%; System 87.3%

N = 35

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USG Board of Regents Employer Survey

[USG Employer Survey of 2009 Graduates - Columbus State University](#)

I. CONTENT AND CURRICULUM	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Demonstrate broad, current, and specialized knowledge in my field(s).	37			43.2	56.8
2. Understand and use content and pedagogical knowledge that is appropriate for diverse learners.	37			45.9	51.4
3. Interpret and construct school, district, and programmatic curricula that reflect state and national content area standards.	37			40.5	56.8
II. KNOWLEDGE OF STUDENTS, TEACHING AND LEARNING	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Hold high expectations for all because they believe that everyone can learn at high levels.	36			38.9	61.1
5. Demonstrate an understanding of how students develop and learn.	36			38.9	61.1
6. Demonstrate a caring learning environment.	36			30.6	69.4
7. Communicate effectively with learners from diverse cultural backgrounds.	36			47.2	52.8
8. Use the best professional practices to meet the needs of diverse learners.	35			42.9	57.1
9. Understand how factors inside and outside of school may influence students' lives and learning.	36			41.7	55.6
10. Establish respectful and productive relationships with families and communities to support student learning.	36		2.8	44.4	50.0
III. LEARNING ENVIRONMENT	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Create learning environments that focus on engaging all students in learning, collaboratively, and individually.	35		2.9	45.7	51.4
12. Manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse learners in productive tasks.	35		5.7	54.3	40.0
13. Use knowledge about human motivation and behavior to develop strategies for organizing and supporting learning.	35		2.9	45.7	51.4
14. Use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools.	35			51.4	48.6

IV. CLASSROOM, PROGRAM AND SCHOOL WIDE ASSESSMENT		Strongly Disagree	Disagree	Agree	Strongly Agree
	<i>n</i>				
15. Choose, develop, and use assessment methods appropriate for instructional and programmatic decisions.	36			52.8	44.4
16. Use available resources including technology to keep accurate and up-to-date records.	36			47.2	50
17. Use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel.	36		2.8	50	41.7
V. PLANNING AND INSTRUCTION		Strongly Disagree	Disagree	Agree	Strongly Agree
	<i>n</i>				
18. Plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data.	36			47.2	52.8
19. Use a variety of research-based strategies to support learners.	36			36.1	58.3
20. Monitor and adjust strategies in response to learner feedback.	36			55.6	41.7
21. Integrate technology and other multimedia resources appropriately to maximize learning opportunities for all students.	36		2.8	41.7	50
VI. PROFESSIONALISM		Strongly Disagree	Disagree	Agree	Strongly Agree
	<i>n</i>				
22. Work collaboratively with colleagues and other professionals.	35		8.6	28.6	62.9
23. Communicate respect and concern for all students.	34			23.5	76.5
24. Understand and implement laws related to rights and responsibilities of students, educators, and families.	35			42.9	54.3
25. Follow established codes of professional conduct, including school and district policies.	35		2.9	34.3	62.9
26. Play a leadership role in the school community.	35		11.4	37.1	45.7
27. Actively participate in and contributes to school wide improvement efforts.	35		2.9	42.9	54.3
28. Seek opportunities to learn based on reflection, input from others, and career goals.	35	2.9	2.9	34.3	60
29. Systematically reflect on teaching and learning to improve own practice.	35		2.9	45.7	51.4