

DOCUMENT RESUME

ED 464 081

SP 040 697

AUTHOR Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle

TITLE Teacher Education Follow-Up Study, 2002: A Summary of First and Second Year Teachers, and Their Employers with Respect to the State of Missouri MoSTEP Standards.

INSTITUTION Central Missouri State Univ., Warrensburg.

PUB DATE 2002-05-00

NOTE 88p.

PUB TYPE Reports - Research (143)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Administrator Attitudes; Alternative Teacher Certification; *Beginning Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Principals; *State Standards; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Teacher Competencies

IDENTIFIERS Missouri

ABSTRACT

This report presents the fourteenth follow-up study by the Teacher Education Assessment Committee at Central Missouri State University, which publishes periodic assessments and evaluations of Central's teacher education programs by soliciting input from faculty, teacher candidates, graduates, and employers of graduates. Results find that 74 percent of Central's 2000-01 graduates secured full-time teaching positions within Missouri. Beginning teachers were employed in 171 of the state's 524 districts. Preservice and beginning teachers were predominantly female and white. Students rated their student teaching experience very high, consistent with previous years. The average salary for Central graduates was \$26,351. Most beginning teachers planned on teaching 5 years or more. Teachers' top three areas of dissatisfaction with their current positions were salary/fringe benefits, support from parents and community, and opportunity for professional advancement. Beginning teachers considered their level of competence according to Missouri state standards strong. Seventy percent of principals hiring Central's graduates considered the teachers they hired well prepared, though they considered their competence less than strong. Alternative certification graduates considered themselves strong in all standards, though the principals who hired them considered them less strong in the standards. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Central Missouri State University

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

John R. Zelazek

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

Teacher Education Follow-up Study 2002: A Summary of First and Second Year Teachers, and their Employers with Respect to The State of Missouri MoSTEP Standards

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by the Teacher Education Assessment Committee (TEAC)

Dr. John R. Zelazek, Chair
Dr. Wayne W. Williams
Dr. Charles McAdams
Dr. Kyle Palmer

Central Missouri State University
Warrensburg, MO 64093-5086
660-543-8691 or 4235, FAX 660-543-4382
zelazek@cmsu1.cmsu.edu
May 2002

BEST COPY AVAILABLE

Table of Contents

<u>Topic</u>	<u>Page</u>
I. Background and Discussion	2-4
II. Undergraduate Surveys (2001-2002)	5-11
Foundations of Education (2001-2002)	5
Student Teachers (2001-2002)	6-8
CBASE Data (4/88—3/02)	9-11
III. First and Second Year Teachers and Principal Surveys (2001-2002)	12-76
First and Second Year Teachers	12-15
Agriculture First and Second Year Teachers	16-17
Art First and Second Year Teachers	18-20
Biology First and Second Year Teachers	21-23
Business First and Second Year Teachers	24-26
Chemistry First and Second Year Teachers	27
Communication Disorders First and Second Year Teachers	28-30
Early Childhood/Elementary First and Second Year Teacher	31-33
Earth Science First and Second Year Teachers	34-35
Elementary Education First and Second Year Teachers	36-38
English First and Second Year Teachers	39-41
Family and Consumer Science First and Second Year Teachers	42-44
Library First and Second Year Teachers	45
Mathematics First and Second Year Teachers	46-48
Middle School First and Second Year Teachers	49-51
Modern Language First and Second Year Teachers	52-54
Music First and Second Year Teachers	55-57
Physical Education First and Second Year Teachers	58-60
Social Science First and Second Year Teachers	61-63
Special Education First and Second Year Teachers	64-66
Speech Theatre First and Second Year Teachers	67-69
Technology Education First and Second Year Teachers	70-72
Principals of First and Second Year Teachers	73-76
VI. Alternative Certification Surveys (2001-2002)	77-86
Alternative Certification Teachers	77-82
Principals of Alternative Certification Teachers	83-86

Background

This report represents the fourteenth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne W. Williams, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central; C) Graduates of Central's undergraduate teacher education programs; D) Employers (principals) of educators who were prepared by Central, and E) graduates who completed MS, MSE and Ed.S. degrees in Education (to be accomplished every 2 to 3 years). The results of all assessments and evaluations are shared with all departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a database of 18,000 past and present Central students and coordinate that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freeman's (1988) research. TEAC compiles information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and Higher Learning Commission assessment. The results of TEAC's findings have been shared with the appropriate CMSU steering committees for accreditation reports.

Discussion

This year's set of surveys resulted in an overall 60% return rate (1078 out of 1783) for all surveys distributed to pre-service, first and second year teachers in Missouri, alternative certification teachers, and employers of our graduates.

The data revealed that 74% of Central's previous year's graduating class (2000-2001) secured full-time teaching positions within the State of Missouri as compared with 72% for 1999-2000 graduates.

Central's teacher education graduates, first-year and second-year teachers only, are employed in 171 of the 524 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 81% were employed in school districts that reside within a 90-mile radius of CMSU.

Students in Foundations of Education classes were predominantly (76%) female. Six percent listed their cultural backgrounds as other than white. Ninety-one percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area (**13th consecutive year**) and the Humanities as their strongest.

Eighty percent of the 2000-2001 student teachers were females. Ninety-six percent were white. The students rated their student teaching experience very high as consistent with responses from previous student teachers, and their advice/counseling received from academic advisors as weakest (**13th consecutive year**). When asked to rate their perception of their level of competence for the DESE/MoSTEP standards, the student teachers perceived themselves as strong or above in all ten areas.

The average salary for Central graduates (First-year and Second-year teachers) was \$26,351. Ninety-two percent of the first and second year teacher respondents classified themselves as white. Seventy-seven percent were full-time students while completing their undergraduate degree. Sixty percent of the survey respondents plan to work on graduate degrees in education with thirty-six percent planning to complete their graduate work at Central. Ninety-four percent of the first and second year teachers instruct full-time.

Eighty-nine percent of the first and second year teacher survey respondents planned on teaching five years or more. Fifty-five percent found it necessary to obtain employment outside their school system during the school year. Eighty-nine percent stated they would enroll in a teacher preparation program again. The teachers' top three areas of dissatisfaction in their current positions were (a) salary/fringe benefits, (b) level of support from parents and community, and (c) opportunities for professional advancement.

The first and second year teachers perceived their level of competence based on the Department of Elementary and Secondary Education (DESE), Missouri Standards for Teacher Education Programs (MOSTEP) standards as strong. Individual teacher education program results are listed within the report and had similar results with respect to the DESE/MoSTEP Standards. A number of programs had very few responses making it difficult to draw conclusions from the data.

Seventy percent of the principals hiring Central's graduates who responded to the survey felt that the teachers they hired were well prepared. The principals felt that the competence of their teachers as measured by DESE/MoSTEP standards was less than strong.

Alternative certification graduates perceived themselves as being strong in all of the DESE/MoSTEP standards. The principals, who employ the alternative certification graduates, perceive that their teachers (employees) as less than strong in all of the DESE/MoSTEP standards.

Foundations of Education—CMSU School Year 2001-2002

Of the 386 Foundations of Education students enrolled during the 2001-2002 school year, 325 (84% Return) completed the survey.

Males 77, Females 248. Age: 21.8 years

Are you a Post-Bachelor Student? Yes 27, No 283.

How would you describe yourself?

7 American Indian, or Alaskan Native,
1 Asian or Pacific Islander,
7 African American,
5 Hispanic,
304 White.

How would you characterize your status as an undergraduate?

296 Full-time student (12 hours or more per semester),
9 Part-time student (Less than 12 hours per semester),
13 Sometimes full-time/part-time.

When do you plan to complete all requirements of your teacher certification program?

6 Fall 2001 through summer 2002,
76 Fall 2002 through summer 2003,
146 Fall 2003 through summer 2004,
81 Fall 2004 through summer 2005,
12 Other_____.

How do you rate your academic background in each of the following areas?

Key: Very Strong = 5, Strong = 4, Adequate = 3, Weak = 2, Very Weak = 1.

3.2 Mathematics.
3.5 Social Studies.
3.3 Natural Sciences.
3.7 Humanities.
3.3 Multi-cultural issues and perspectives.
2.9 Non-Western philosophies and cultures.
3.6 American history.
3.4 American literature.
3.1 Education, historical, philosophical development.
3.3 Contemporary educational issues.
3.3 Theories, principles of how students learn.
3.6 Child, adolescent growth and development.
3.1 Social and political roles of schools in the United States.
3.2 Classroom management techniques.
3.2 Legal and ethical responsibilities of teachers.

Student Teachers—CMSU School Year 2001-2002

Of the 329 student teachers enrolled during the 2001-2002 school year, 281 (85% Return) completed the survey.

Gender: Males 56, Females 225. Average age in years: 25.5

How would you describe yourself?

American Indian or Alaskan Native	1,
Hispanic	3,
White	271,
African American	2.

How would you characterize your status as an undergraduate?

Full-time student (12 hours or more per semester)	263,
Part-time student (Less than 12 hours per semester)	5,
Sometimes full-time/part-time	12.

When will you complete all requirements of your teacher certification program?

Fall 2001	115,
Spring 2002	150,
Summer 2002	15.

On a scale of one to five, how would you rate the overall quality of:

Key: Strong = 5 through Weak = 1

4.1	Your teacher preparation program.
4.1	Courses in your undergraduate major field.
4.0	Courses in your minor field(s) (may not apply).
3.7	The liberal arts/gen. ed. courses you have taken.
4.6	Your student teaching experience.
3.8	Advice/counseling you received from your departmental advisor (in your major field(s) of study).
3.2	Advice/counseling you received from academic advisor.
4.1	Support, assistance, and general help from faculty and staff in your education program.

To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher?

Very significant	35,
Significant	142,
Moderate	90,
Insignificant	11,
Very insignificant	3.

How would you rate your preparation to teach in culturally diverse settings?

Excellent	55,
Good	116,
Average	86,
Weak	22.

How would you rate your preparation to teach AT RISK students?

Excellent	32,
Good	95,
Average	97,
Weak	36,
Poor	13.

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

Exceptional student teacher	178,
Average student teacher	86,
Below average student teacher	2.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for my students.
- 4.6 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.6 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.5 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.6 I use a variety of instructional strategies to encourage my student's development of critical thinking, problem solving, and performance skills.
- 4.6 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.5 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

- 4.6 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

- 4.6 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Central's CBASE RESULTS

4/15/88---3/20/02

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 6084 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left-hand column of the matrix requires the following explanation in order to interpret the data:

- | | |
|---------------------------------|-----------------------------------|
| 1 = First attempt, successful | A = First attempt, unsuccessful |
| 2 = Second attempt, successful | B = Second attempt, unsuccessful |
| 3 = Third attempt, successful | C = Third attempt, unsuccessful |
| 4 = Fourth attempt, successful | D = Fourth attempt, unsuccessful |
| 5 = Fifth attempt, successful | E = Fifth attempt, unsuccessful |
| 6 = Sixth attempt, successful | F = Sixth attempt, unsuccessful |
| 7 = Seventh attempt, successful | G = Seventh attempt, unsuccessful |
| 8 = Eighth attempt, successful | H = Eighth attempt, unsuccessful |
| 9 = Ninth attempt, successful | I = Ninth attempt, unsuccessful |
| 10 = Tenth attempt, successful | |

	<u>English Frequency</u>	<u>Percent</u>
A	184	3.2
B	20	.4
C	10	.1
D	4	.1
E	1	<.1
1	5395	88.7
2	336	5.3
3	76	1.2
4	29	.5
5	21	.4
6	3	.1
7	3	<.1
8	1	<.1
9	1	<.1

<u>Writing</u>	<u>Frequency</u>	<u>Percent</u>
A	123	2.1
B	22	.4
C	8	.1
D	1	<.1
E	2	<.1
1	5470	90.0
2	321	5.2
3	79	1.3
4	32	.5
5	19	.3
6	3	.1
7	3	.1
8	1	<.1
9	1	<.1

<u>Math</u>	<u>Frequency</u>	<u>Percent</u>
A	258	4.3
B	33	.6
C	13	.2
D	10	.1
E	4	.1
F	5	.1
G	1	<.1
I	2	<.1
1	5252	86.3
2	306	5.0
3	111	1.8
4	46	.8
5	21	.4
6	13	.2
7	7	.1
8	1	<.1
9	2	<.1

<u>Science</u>	<u>Frequency</u>	<u>Percent</u>
A	332	5.6
B	39	.6
C	11	.1
D	4	<.1
E	2	<.1
F	1	<.1
1	5039	82.7
2	505	8.4
3	91	1.5
4	42	.6
5	13	.2
6	2	<.1
7	4	.1

<u>Social Studies</u>	<u>Frequency</u>	<u>Percent</u>
A	245	4.0
B	36	.7
C	14	.2
D	7	.1
E	1	<.1
F	1	<.1
1	5160	85.9
2	420	6.8
3	114	1.8
4	51	.9
5	19	.3
6	11	.2
7	4	.1
9	1	<.1
10	1	<.1

February 2002

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2002.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of students who completed certification or graduated from our programs. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employer' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

First and Second Year Teachers—TEAC 2002

Of the 598 graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 258 (43% Return) completed the survey.

Gender: Male 47, Females 211.

Average Age: 29.8 years

What is your current BASE salary per school year? \$26,351

How would you describe yourself?

American Indian or Alaskan Native	7,
Asian or PI	1,
Hispanic	1,
White	239,
African-American	2.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	201,
Part-time (less than 12 hours per semester)	23,
Sometimes full-time/sometimes part-time.	14.

During which school year did you complete all requirements of your teacher certification program?

Before 1999	77,
1999-2000	88,
2000-2001	93.

Do you plan to do your graduate work in education?

Yes	156,
Not Sure	59,
Completed	33.

If not completed, do you plan to do your graduate work at CMSU?

Yes	93,
Not Sure	69,
No	59.

How would you describe your current position in education?

Full-time teacher	242,
Part-time teacher	11.

For how long have you been teaching full time?

Less than one year	94,
1 to 2 years	98,
2 years	52,
more than two years	9.

How much longer do you expect to teach?

Less than five years	33,
5-10 years	50,
11-20 years	51,
more than 20 years	113.

In the past year, have you been employed in some capacity besides teaching?

No	142,
Yes	114.

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

Definitely yes	146,
Probably yes	84,
Probably not	13,
Definitely not	12.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.2 Salary/fringe benefits.
- 3.8 Quality/level of administrative support.
- 4.1 Level of personal challenge.
- 3.8 Methods used to evaluate your teaching performance.
- 4.0 General work conditions.
- 4.0 Intellectual stimulation of the workplace.
- 4.1 Geographical location.
- 3.6 Opportunities for professional advancement.
- 3.4 Level of support from parents and the community.
- 4.0 Level of support from administrators and colleague.
- 4.1 Interactions with colleagues/students.
- 4.1 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.

- 4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.2 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Agriculture-First and Second Year Teachers

Of the 3 Agriculture graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 2 (67% Return) completed the survey.

Gender: Male 2.

Age: 34 years.

What is your current BASE salary per school year? \$30,900

How would you describe yourself? White 2.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 2.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 1,
1999-2000 1.

Do you plan to do your graduate work in education? Yes 2.

If not completed, do you plan to do your graduate work at CMSU? No 2.

How would you describe your current position in education? Full-time teacher 2.

For how long have you been teaching full time? Greater than 2 years 2.

How much longer do you expect to teach? 11-20 years 2.

In the past year, have you been employed in some capacity besides teaching?

Yes 1,
No 1.

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

Definitely yes 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.5 Salary/fringe benefits.
- 3.0 Quality/level of administrative support.
- 5.0 Level of personal challenge.
- 3.5 Methods used to evaluate your teaching performance.
- 3.0 General work conditions.
- 2.5 Intellectual stimulation of the workplace.
- 5.0 Geographical location.

- 3.5 Opportunities for professional advancement.
- 3.0 Level of support from parents and the community.
- 3.0 Level of support from administrators and colleague.
- 3.5 Interactions with colleagues/students.
- 3.5 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 5 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 5 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Art-First and Second Year Teachers

Of the 26 Art graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 14 (54% Return) completed the survey.

Gender: Males 3. Females 12.

Average age: 30.1 years

What is your current BASE salary per school year? \$25,276

How would you describe yourself? White 14

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	12,
Part-time (less than 12 hours per semester)	2.

During which school year did you complete all requirements of your teacher certification program?

Before 1999	8,
1999-2000	2,
2000-2001	4.

Do you plan to do your graduate work in education?

Yes	7,
Not Sure	7.

If not completed, do you plan to do your graduate work at CMSU?

Yes	5,
Not Sure	7,
No	2.

How would you describe your current position in education?

Full-time teacher	12,
Part-time teacher	2.

For how long have you been teaching full time?

Less than one year	4,
1 to 2 years	4,
2 years	6.

How much longer do you expect to teach?

5-10 years	3,
11-20 years	2,
more than 20 years	7.

In the past year, have you been employed in some capacity besides teaching?

No 8,
Yes 6.

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

Definitely yes 6,
Probably yes 4,
Probably not 2,
Definitely not 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.3 Salary/fringe benefits.
- 3.8 Quality/level of administrative support.
- 3.8 Level of personal challenge.
- 4.1 Methods used to evaluate your teaching performance.
- 3.7 General work conditions.
- 3.5 Intellectual stimulation of the workplace.
- 3.5 Geographical location.
- 3.3 Opportunities for professional advancement.
- 3.2 Level of support from parents and the community.
- 3.9 Level of support from administrators and colleagues.
- 3.7 Interactions with colleagues/students.
- 3.9 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key--5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.8 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.1 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.3 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.1 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.

- 4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.3 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 3.7 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.1 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 3.9 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Biology-First and Second Year Teachers

Of the 18 Biology graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 8 (47% Return) completed the survey.

Gender: Males 3, Females 5.

Average age: 27.1 years

What is your current BASE salary per school year? \$25,962

How would you describe yourself?

White 8.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 8.

During which school year did you complete all requirements of your teacher certification program?

1999-2000 5,
2000-2001 2.

Do you plan to do your graduate work in education?

Yes 5,
Not Sure 1,
Completed 2.

If not completed, do you plan to do your graduate work at CMSU?

Yes 3,
No 3.

How would you describe your current position in education?

Full-time teacher 4,
Part-time teacher 4.

For how long have you been teaching full time?

Less than one year 1,
1 to 2 years 7.

How much longer do you expect to teach?

5-10 years 3,
11-20 years, 5.

In the past year, have you been employed in some capacity besides teaching?

No 3,
Yes 5.

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

Definitely yes 7,
Probably yes 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.1 Salary/fringe benefits.
- 3.5 Quality/level of administrative support.
- 3.6 Level of personal challenge.
- 3.8 Methods used to evaluate your teaching performance.
- 4.0 General work conditions.
- 3.1 Intellectual stimulation of the workplace.
- 4.0 Geographical location.
- 3.4 Opportunities for professional advancement.
- 4.3 Level of support from parents and the community
- 3.5 Level of support from administrators and colleagues.
- 4.4 Interactions with colleagues/students.
- 4.1 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.4 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.6 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.5 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 4.3 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.4 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Business-First and Second Year Teachers

Of the 22 Business graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 15 (68% Return) completed the survey.

Gender: Males 3, Females 12.

Average age: 33.8 years

What is your current BASE salary per school year? \$26,537

How would you describe yourself?

White 9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester)	8,
Part-time (less than 12 hours per semester)	1.

During which school year did you complete all requirements of your teacher certification program?

Before 1999	6,
1999-2000	3,
2000-2001	6.

Do you plan to do your graduate work in education?

Yes	7,
Not Sure	5,
Completed	1.

If not completed, do you plan to do your graduate work at CMSU?

Yes	4,
Not Sure	4,
No	4.

How would you describe your current position in education?

Full-time teacher	15,
-------------------	-----

For how long have you been teaching full time?

Less than one year	5,
1 to 2 years	5,
2 years	5.

How much longer do you expect to teach?

Less than five years 2,
11-20 years 2,
more than 20 years 11.

In the past year, have you been employed in some capacity besides teaching?

No 8,
Yes 7.

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

Definitely yes 10,
Probably yes 4,
Probably not 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.5 Salary/fringe benefits.
3.7 Quality/level of administrative support.
3.9 Level of personal challenge.
3.5 Methods used to evaluate your teaching performance.
3.9 General work conditions.
3.9 Intellectual stimulation of the workplace.
4.1 Geographical location.
3.7 Opportunities for professional advancement.
3.5 Level of support from parents and the community.
3.5 Level of support from administrators and colleagues.
3.9 Interactions with colleagues/students.
3.9 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 3.9 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

- 3.7 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 3.7 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 3.9 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 3.9 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Chemistry-First and Second Year Teachers

There was 1 Chemistry graduate (First and Second Year Teacher) employed in the State of Missouri during the 2001-2002 school year, 0 (0% Return) who did not complete the survey.

Communication Disorders-First and Second Year Teachers

Of the 33 Communication Disorders graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 9 (27% Return) completed the survey.

Gender: Females 9.

Average age: 32.1 years

What is your current BASE salary per school year? \$27,471

How would you describe yourself?

White 9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 8,
Part-time (less than 12 hours per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 4,
1999-2000 2,
2000-2001 2.

Do you plan to do your graduate work in education?

Yes 6,
Not Sure 3.

If not completed, do you plan to do your graduate work at CMSU?

Yes 4,
Not Sure 3,
No 1.

How would you describe your current position in education?

Full-time teacher 9.

For how long have you been teaching full time?

Less than one year 4,
1 to 2 years 3,
2 years 1,

How much longer do you expect to teach?

5-10 years 5,
more than 20 years 3.

In the past year, have you been employed in some capacity besides teaching?

No 5,
Yes 4.

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

Definitely yes 4,
Probably yes 5,

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.8 Salary/fringe benefits.
- 4.0 Quality/level of administrative support.
- 4.0 Level of personal challenge.
- 3.9 Methods used to evaluate your teaching performance.
- 4.2 General work conditions.
- 3.9 Intellectual stimulation of the workplace.
- 4.4 Geographical location.
- 3.7 Opportunities for professional advancement.
- 3.0 Level of support from parents and the community.
- 4.0 Level of support from administrators and colleagues.
- 4.2 Interactions with colleagues/students.
- 3.8 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.8 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.0 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.4 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 3.4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 3.9 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 4.2 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.2 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Early Childhood/Elementary-First and Second Year Teachers

Of the 70 Early Childhood/Elementary graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 49 (49% Return) completed the survey.

Gender: Males 2, Females 47.

Average age: 27.5 years.

What is your current BASE salary per school year? \$26,297

How would you describe yourself?

American Indian or Alaskan Native 1,
White 48.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 41,
Sometimes full-time/sometimes part-time 4.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 14,
1999-2000 18,
2000-2001 17.

Do you plan to do your graduate work in education?

Yes 35,
Not Sure 8,
Completed 7.

If not completed, do you plan to do your graduate work at CMSU?

Yes 16,
Not Sure 17,
No 12.

How would you describe your current position in education?

Full-time teacher 45,
Part-time teacher 3.

For how long have you been teaching full time?

Less than one year 18,
1 to 2 years 21,
2 years 10.

How much longer do you expect to teach?

Less than five years	7,
5-10 years	12,
11-20 years	6,
more than 20 years	24.

In the past year, have you been employed in some capacity besides teaching?

No	26,
Yes	23.

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

Definitely yes	28,
Probably yes	18,
Probably not	1,
Definitely not	2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.4	Salary/fringe benefits.
3.9	Quality/level of administrative support.
4.2	Level of personal challenge.
3.9	Methods used to evaluate your teaching performance.
4.2	General work conditions.
4.1	Intellectual stimulation of the workplace.
4.2	Geographical location
3.8	Opportunities for professional advancement.
3.4	Level of support from parents and the community.
4.1	Level of support from administrators and colleagues.
4.2	Interactions with colleagues/students.
4.1	Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.2	I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
4.3	I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
4.2	I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

- 4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Earth Science-First and Second Year Teachers

Of the 4 Earth Science graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 1 (25% Return) completed the survey.

Gender: Female 1.

Age: 30 years.

What is your current BASE salary per school year? \$26,100

How would you describe yourself? White 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 1.

Do you plan to do your graduate work in education? Yes 1.

If not completed, do you plan to do your graduate work at CMSU? Yes 1.

How would you describe your current position in education? Full-time teacher 1.

For how long have you been teaching full time? 2 years 1.

How much longer do you expect to teach? 11-20 years 1.

In the past year, have you been employed in some capacity besides teaching? Yes 1.

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

Probably yes 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3 Salary/fringe benefits.
- 5 Quality/level of administrative support.
- 4 Level of personal challenge.
- 3 Methods used to evaluate your teaching performance.
- 4 General work conditions.
- 4 Intellectual stimulation of the workplace.
- 4 Geographical location.
- 4 Opportunities for professional advancement.
- 3 Level of support from parents and the community.
- 5 Level of support from administrators and colleagues.

- 5 Interactions with colleagues/students.
- 4 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Elementary Education-First and Second Year Teachers

Of the 123 Elementary Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 37 (30% Return) completed the survey.

Gender: Males 2, Females 35.

Average age: 27.3

What is your current BASE salary per school year? \$26,278

How would you describe yourself?

American Indian or Alaskan Native 1,
White 36.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 34,
Part-time (less than 12 hours per semester) 2.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 6,
1999-2000 16,
2000-2001 15.

Do you plan to do your graduate work in education?

Yes 26,
Not Sure 6,
Completed 3.

If not completed, do you plan to do your graduate work at CMSU?

Yes 11,
Not Sure 13,
No 9.

How would you describe your current position in education?

Full-time teacher 35,
Part-time teacher 1.

For how long have you been teaching full time?

Less than one year 15,
1 to 2 years 12,
2 years 9,

How much longer do you expect to teach?

Less than five years	3,
5-10 years	5,
11-20 years	7,
more than 20 years	21.

In the past year, have you been employed in some capacity besides teaching?

No	20,
Yes	16.

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

Definitely yes	22,
Probably yes	10,
Probably not	3,
Definitely not.	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.1 Salary/fringe benefits.
- 3.9 Quality/level of administrative support.
- 4.0 Level of personal challenge.
- 3.8 Methods used to evaluate your teaching performance.
- 3.9 General work conditions.
- 3.9 Intellectual stimulation of the workplace.
- 4.3 Geographical location.
- 3.6 Opportunities for professional advancement.
- 3.3 Level of support from parents and the community.
- 4.1 Level of support from administrators and colleagues.
- 4.4 Interactions with colleagues/students.
- 4.1 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.1 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.0 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.

- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.1 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.0 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.1 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

English-First and Second Year Teachers

Of the 18 English graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 6 (33% Return) completed the survey.

Gender: Males 2, Females 4.

Average age: 29.3 years.

What is your current BASE salary per school year? \$26,066

How would you describe yourself? White 9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 3,
Sometimes full-time/sometimes part-time 1.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 1,
1999-2000 2,
2000-2001 3.

Do you plan to do your graduate work in education?

Yes 4,
Not Sure 2.

If not completed, do you plan to do your graduate work at CMSU?

Yes 2,
Not Sure 3,
No 1.

How would you describe your current position in education?

Full-time teacher 2,
Part-time teacher 1.

For how long have you been teaching full time?

Less than one year 2,
1 to 2 years 1,
2 years 3.

How much longer do you expect to teach?

5-10 years 2,
11-20 years 1,
more than 20 years 3.

In the past year, have you been employed in some capacity besides teaching?

No 2,
Yes 4.

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

Definitely yes 4,
Probably yes 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.5 Salary/fringe benefits.
- 4.5 Quality/level of administrative support.
- 4.5 Level of personal challenge.
- 4.2 Methods used to evaluate your teaching performance.
- 4.5 General work conditions.
- 4.5 Intellectual stimulation of the workplace.
- 4.5 Geographical location.
- 4.3 Opportunities for professional advancement.
- 3.7 Level of support from parents and the community.
- 4.5 Level of support from administrators and colleagues.
- 4.2 Interactions with colleagues/students.
- 4.5 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.8 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.0 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.0 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.1 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.0 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 4.3 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 3.8 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Family and Consumer Science-First and Second Year Teachers

Of the 15 Family and Consumer Science graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 7 (47% Return) completed the survey.

Gender: Females 7.

Average age: 25.0 years

What is your current BASE salary per school year? \$27,014

How would you describe yourself? White 7.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 7.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 2,
1999-2000 1,
2000-2001 3.

Do you plan to do your graduate work in education? Yes 6.

If not completed, do you plan to do your graduate work at CMSU?

Yes 5,
Not Sure 1.

How would you describe your current position in education?

Full-time teacher 5,
Part-time teacher 2.

For how long have you been teaching full time?

Less than one year 4,
1 to 2 years 2,
2 years 1.

How much longer do you expect to teach?

5-10 years 2,
11-20 years 2,
more than 20 years 2.

In the past year, have you been employed in some capacity besides teaching?

No 5,
Yes 2.

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

Definitely yes 4,
Definitely no 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.3 Salary/fringe benefits.
- 4.3 Quality/level of administrative support.
- 4.6 Level of personal challenge.
- 4.0 Methods used to evaluate your teaching performance.
- 4.0 General work conditions.
- 4.6 Intellectual stimulation of the workplace.
- 4.4 Geographical location.
- 3.6 Opportunities for professional advancement.
- 3.3 Level of support from parents and the community.
- 4.0 Level of support from administrators and colleagues.
- 4.4 Interactions with colleagues/students.
- 4.4 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.2 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 3.8 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 3.8 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 3.7 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.2 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

- 4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

- 4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Library-First and Second Year Teachers

Of the 2 Library graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 0 (0% Return) completed the survey.

Mathematics-First and Second Year Teachers

Of the 21 Mathematics graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 4 (19% Return) completed the survey.

Gender: Males 2, Females 2.

Average age: 27.3 years

What is your current BASE salary per school year? \$25,050

How would you describe yourself? White 4.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 4.

During which school year did you complete all requirements of your teacher certification program?

1999-2000 2,

2000-2001 2.

Do you plan to do your graduate work in education?

Yes 2,

Not Sure 2.

If not completed, do you plan to do your graduate work at CMSU?

Yes 1,

Not Sure 3.

How would you describe your current position in education?

Full-time teacher 4.

For how long have you been teaching full time?

Less than one year 2,

1 to 2 years 2.

How much longer do you expect to teach?

Less than five years 1,

11-20 years 1,

more than 20 years 2.

In the past year, have you been employed in some capacity besides teaching?

No 2, Yes 2.

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

Definitely yes 2,
Probably yes 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.7 Salary/fringe benefits.
- 4.7 Quality/level of administrative support.
- 4.7 Level of personal challenge.
- 4.0 Methods used to evaluate your teaching performance.
- 4.0 General work conditions.
- 4.0 Intellectual stimulation of the workplace.
- 3.6 Geographical location.
- 4.7 Opportunities for professional advancement.
- 3.6 Level of support from parents and the community.
- 4.7 Level of support from administrators and colleagues.
- 4.3 Interactions with colleagues/students.
- 4.0 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.3 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.7 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.3 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.3 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 3.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.0 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.7 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

- 4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Middle School-First and Second Year Teachers

Of the 25 Middle School graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 9 (36% Return) completed the survey.

Gender: Males 1, Females 8.

Average age: 25.3 years

What is your current BASE salary per school year? \$25,622

How would you describe yourself? White 9.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 9.

During which school year did you complete all requirements of your teacher certification program?

1999-2000 2,
2000-2001 7.

Do you plan to do your graduate work in education?

Yes 8,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 4,
Not Sure 2,
No 2.

How would you describe your current position in education? Full-time teacher 9.

For how long have you been teaching full time?

Less than one year 5,
1 to 2 years 4.

How much longer do you expect to teach?

11-20 years 5,
more than 20 years 3.

In the past year, have you been employed in some capacity besides teaching?

No 4,
Yes 5.

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

Definitely yes 5,
Probably yes 4.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 2.8 Salary/fringe benefits.
- 3.6 Quality/level of administrative support.
- 4.3 Level of personal challenge.
- 4.6 Methods used to evaluate your teaching performance.
- 4.0 General work conditions.
- 4.1 Intellectual stimulation of the workplace.
- 4.0 Geographical location.
- 3.3 Opportunities for professional advancement.
- 3.0 Level of support from parents and the community.
- 4.1 Level of support from administrators and colleagues.
- 4.0 Interactions with colleagues/students.
- 4.1 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.9 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 3.9 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 3.6 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 3.6 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 3.9 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 3.6 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.0 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

- 4.1 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.

- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Modern Language-First and Second Year Teachers

Of the 10 Modern Language graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 4 (40% Return) completed the survey.

Gender: Females 4.

Average age: 26.5 years.

What is your current BASE salary per school year? \$26,466

How would you describe yourself? White 4.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 3.

During which school year did you complete all requirements of your teacher certification program?

1999-2000 2,
2000-2001 2.

Do you plan to do your graduate work in education?

Yes 3,
Not Sure 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 1,
Not Sure 2,
No 1.

How would you describe your current position in education?

Full-time teacher 1,
Part-time teacher 3.

For how long have you been teaching full time?

1 to 2 years 1,
2 years 3.

How much longer do you expect to teach?

Less than five years 1,
5-10 years 1,
11-20 years 1,
more than 20 years 1.

In the past year, have you been employed in some capacity besides teaching?

No 3,
Yes 1.

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

Definitely yes 4.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.8 Salary/fringe benefits.
- 3.5 Quality/level of administrative support.
- 4.5 Level of personal challenge.
- 3.8 Methods used to evaluate your teaching performance.
- 4.5 General work conditions.
- 4.5 Intellectual stimulation of the workplace.
- 4.8 Geographical location.
- 4.5 Opportunities for professional advancement.
- 3.3 Level of support from parents and the community.
- 4.5 Level of support from administrators and colleagues.
- 3.8 Interactions with colleagues/students.
- 4.3 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.5 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.0 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.8 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 4.3 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.8 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.5 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Music-First and Second Year Teachers

Of the 22 Music graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 12 (55% Return) completed the survey.

Gender: Males 5, Females 7.

Average age: 31.3 years.

What is your current BASE salary per school year? \$26,866

How would you describe yourself? White 10.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 9,
Part-time (less than 12 hours per semester) 2.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 2,
1999-2000 3,
2000-2001 7.

Do you plan to do your graduate work in education?

Yes 4,
Not Sure 4,
Completed 1
No 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 3,
Not Sure 3,
No 3.

How would you describe your current position in education?

Full-time teacher 10,
Part-time teacher 1.

For how long have you been teaching full time?

Less than one year 6,
1 to 2 years 2,
2 years 3.

How much longer do you expect to teach?

Less than 5 years	3,
5-10 years	4,
11-20 years	2,
more than 20 years	2.

In the past year, have you been employed in some capacity besides teaching?

No	6,
Yes	3.

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

Definitely yes	5,
Probably yes	4,
Definitely not	2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 2.7 Salary/fringe benefits.
- 3.7 Quality/level of administrative support.
- 3.8 Level of personal challenge.
- 3.5 Methods used to evaluate your teaching performance.
- 3.9 General work conditions.
- 4.2 Intellectual stimulation of the workplace.
- 4.4 Geographical location.
- 3.8 Opportunities for professional advancement.
- 3.5 Level of support from parents and the community.
- 4.0 Level of support from administrators and colleagues.
- 4.2 Interactions with colleagues/students.
- 4.3 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

- 3.6 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 3.8 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Physical Education-First and Second Year Teachers

Of the 44 Physical Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 19 (43% Return) completed the survey.

Gender: Males 9, Females 10.

Average age: 29.1 years.

What is your current BASE salary per school year? \$25,905

How would you describe yourself?

American Indian or Alaskan Native 1,
White 16.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 16,
Sometimes full-time/sometimes part-time 2.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 4,
1999-2000 10,
2000-2001 5.

Do you plan to do your graduate work in education?

Yes 11,
Not Sure 4,
Completed 3.

If not completed, do you plan to do your graduate work at CMSU?

Yes 7,
Not Sure 5,
No 4.

How would you describe your current position in education?

Full-time teacher 15,
Part-time teacher 4.

For how long have you been teaching full time?

Less than one year 2,
1 to 2 years 6,
2 years 9.

How much longer do you expect to teach?

5-10 years	2,
11-20 years	2,
more than 20 years	14.

In the past year, have you been employed in some capacity besides teaching?

No	12,
Yes	7.

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

Definitely yes	8,
Probably yes	9.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

3.2	Salary/fringe benefits
4.0	Quality/level of administrative support
4.1	Level of personal challenge
4.2	Methods used to evaluate your teaching performance
3.9	General work conditions
3.8	Intellectual stimulation of the workplace
3.8	Geographical location
3.7	Opportunities for professional advancement
3.5	Level of support from parents and the community
3.9	Level of support from administrators and colleague
4.2	Interactions with colleagues/students
3.9	Your sense of professional autonomy

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

4.0	I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
4.2	I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
4.2	I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
4.1	I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

- 4.3 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.0 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.3 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.3 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.1 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Social Science-First and Second Year Teachers

Of the 40 Social Science Graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 18 (45% Return) completed the survey.

Gender: Males 7, Females 11.

Average age: 32.6 years

What is your current BASE salary per school year? \$25,488

How would you describe yourself? White 14.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 14,
Sometimes full-time/sometimes part-time 4.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 3,
1999-2000 5,
2000-2001 10.

Do you plan to do your graduate work in education?

Yes 8,
Not Sure 3,
Completed 7.

If not completed, do you plan to do your graduate work at CMSU?

Yes 8,
Not Sure 3,
No 1.

How would you describe your current position in education?

Full-time teacher 13,
Part-time teacher 5.

For how long have you been teaching full time?

Less than one year 5,
1 to 2 years 4,
2 years 4,
more than two years 3.

How much longer do you expect to teach?

Less than five years	1,
5-10 years	4,
11-20 years	3,
more than 20 years	10.

In the past year, have you been employed in some capacity besides teaching?

No	10,
Yes	8.

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

Definitely yes	8,
Probably yes	8,
Probably not	1,
Definitely not	1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.3 Salary/fringe benefits.
- 3.6 Quality/level of administrative support.
- 3.9 Level of personal challenge.
- 3.6 Methods used to evaluate your teaching performance.
- 3.4 General work conditions.
- 3.9 Intellectual stimulation of the workplace.
- 4.4 Geographical location.
- 3.3 Opportunities for professional advancement
- 3.2 Level of support from parents and the community.
- 3.9 Level of support from administrators and colleagues.
- 4.1 Interactions with colleagues/students.
- 4.2 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.1 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.1 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

- 4.0 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.0 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.2 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Special Education-First and Second Year Teachers

Of the 70 Special Education graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 17 (24% Return) completed the survey.

Gender: Females 17.

Average age: 28.7 years.

What is your current BASE salary per school year? \$27,105

How would you describe yourself?

White 15,
Other 1.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 14,
Sometimes full-time/sometimes part-time. 3.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 6,
1999-2000 8,
2000-2001 3.

Do you plan to do your graduate work in education?

Yes 10,
Not Sure 6,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 5,
Not Sure 3,
No 8.

How would you describe your current position in education?

Full-time teacher 16.

For how long have you been teaching full time?

Less than one year 2,
1 to 2 years 9,
2 years 4,
more than two years 1.

How much longer do you expect to teach?

Less than five years	1,
5-10 years	4,
11-20 years	5,
more than 20 years	7.

In the past year, have you been employed in some capacity besides teaching?

No	12,
Yes	5.

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

Definitely yes	11,
Probably yes	6.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 2.9 Salary/fringe benefits.
- 4.1 Quality/level of administrative support.
- 4.4 Level of personal challenge.
- 3.7 Methods used to evaluate your teaching performance.
- 3.7 General work conditions.
- 3.8 Intellectual stimulation of the workplace.
- 3.6 Geographical location.
- 3.4 Opportunities for professional advancement.
- 3.8 Level of support from parents and the community.
- 4.0 Level of support from administrators and colleagues.
- 4.1 Interactions with colleagues/students.
- 4.2 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.1 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.2 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.3 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.4 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.

- 4.4 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.4 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.2 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilize assessment and professional growth to generate more learning for more of my students.
- 4.3 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Speech/Theatre-First and Second Year Teachers

Of the 7 Speech Theatre graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 6 (86% Return) completed the survey.

Gender: Males 2, Females 3.

Average age: 31.1

What is your current BASE salary per school year? \$28,700

How would you describe yourself? White 5.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) ,
Part-time (less than 12 hours per semester) 12.

During which school year did you complete all requirements of your teacher certification program?

Before 1999 2,
1999-2000 2,
2000-2001 1.

Do you plan to do your graduate work in education?

Yes 4,
Not Sure 1,
Completed 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 3,
Not Sure 2,
No 1.

How would you describe your current position in education?

Full-time teacher 6.

For how long have you been teaching full time?

Less than one year 3,
1 to 2 years 2,
2 years 1.

How much longer do you expect to teach?

5-10 years 2.
11-20 years 4.

In the past year, have you been employed in some capacity besides teaching?

No 3,
Yes 3.

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

Definitely yes 4,
Probably yes 2.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.7 Salary/fringe benefits
- 4.5 Quality/level of administrative support
- 4.8 Level of personal challenge
- 4.3 Methods used to evaluate your teaching performance
- 4.2 General work conditions
- 4.5 Intellectual stimulation of the workplace
- 4.7 Geographical location
- 4.2 Opportunities for professional advancement
- 3.7 Level of support from parents and the community
- 4.3 Level of support from administrators and colleague
- 4.3 Interactions with colleagues/students
- 4.2 Your sense of professional autonomy

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.0 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.3 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.2 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.3 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 3.5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 3.7 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.0 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.0 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Technology Education-First and Second Year Teachers

Of the 10 Industrial Technology graduates (First and Second Year Teachers) employed in the State of Missouri during the 2001-2002 school year, 2 (20% Return) completed the survey.

Gender: Males 2.

Average age: 26.0

What is your current BASE salary per school year? \$25,000

How would you describe yourself?

White 2.

How would you characterize your status as an undergraduate?

Full-time (12 hours or more per semester) 2.

During which school year did you complete all requirements of your teacher certification program?

1999-2000 1,

2000-2001 1.

Do you plan to do your graduate work in education?

Yes 1,

Not Sure 1.

If not completed, do you plan to do your graduate work at CMSU?

Yes 1,

Not Sure 1.

How would you describe your current position in education?

Full-time teacher 2.

For how long have you been teaching full time?

Less than one year 1,

1 to 2 years 1.

How much longer do you expect to teach?

5-10 years 2.

In the past year, have you been employed in some capacity besides teaching? Yes 2.

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

Definitely yes 1,
Probably yes 1.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.3 Salary/fringe benefits.
- 4.0 Quality/level of administrative support.
- 4.5 Level of personal challenge.
- 4.5 Methods used to evaluate your teaching performance.
- 4.5 General work conditions.
- 4.5 Intellectual stimulation of the workplace.
- 4.5 Geographical location.
- 4.5 Opportunities for professional advancement.
- 4.0 Level of support from parents and the community.
- 4.5 Level of support from administrators and colleagues.
- 4.5 Interactions with colleagues/students.
- 4.5 Your sense of professional autonomy.

Please rate your perception of your level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.5 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful to students.
- 4.5 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 3.5 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.0 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.5 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.5 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.5 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.0 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.

- 4.5 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.5 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

February, 2002

Dear Employer,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2002.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of students who completed certification or graduated from our programs. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your employee listed below to make him/her aware of our surveys, and ask him/her to participate in a teacher's survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

PRINCIPALS OF FIRST AND SECOND YEAR TEACHERS

Of the 371 principals who evaluated First and Second Year Teachers (Graduates of Central and those who completed certification) during the 2001-2002 school year, 157 (42% Return) completed the survey.

How many Central graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 227 teachers

Gender: male(s) 70, female(s) 157.

What is their annual salary on average not including extra assignments?

Less than 20,000	4,
\$20,000-24,999	163,
\$25,000 or beyond	60.

How would you describe them?

American Indian, or Alaskan Native	1,
Hispanic	4,
Asian or Pacific Islander	1,
White	215,
African American	5.

Do you feel they are satisfied with the profession they have chosen?

Yes	182,
No	43.

How well prepared do you consider them for their present position? Please give a number for each choice.

Very strong	61,
Strong	97,
Adequate	43,
Weak	17,
Very weak	9.

How would you describe their current positions in education? Please list numbers for each.

Full time teacher	203,
Permanent substitute	5,
Part-time teacher	9,
Other_____	9.

What subject(s) do they teach? (Please list numbers for all that apply)

_1_Agriculture _14_Art _5_Biology _4_Business _4_Computer Science
_8_Communication Disorders _3_Earth Science _11_Early Childhood
_110_Elementary _13_English _3_Foreign Language _2_Health
_5_Home Economics _4_History _1_Journalism _10_Mathematics
_20_Middle School _5_Music _15_Physical Education _4_Physical Sciences
_8_Social Studies _33_Special Education _2_Speech/Theatre
_17_Technology (Industrial Tech) _25_Other

Would you hire your first-year and second-year teachers again?

All	110,
Most	23,
Some	15,
None of these	4.

Please rate your perception of your teacher's level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.8 The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for my students.
- 3.9 The teacher(s) understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 3.7 The teacher(s) understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- 3.7 The teacher(s) recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.
- 3.7 The teacher(s) use a variety of instructional strategies to encourage their students' development in critical thinking, problem solving, and performance skills.
- 3.8 The teacher(s) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 3.9 The teacher(s) model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 3.9 The teacher(s) understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 3.7 The teacher(s) is a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 3.8 The teacher(s) fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

February 2002

Dear Educator,

On behalf of the Alternative Certification Program at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2002.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), The Department of Elementary and Secondary Education (DESE), our national accreditation agency for teacher education (NCATE), and our regional accreditation agency, (North Central). We need to conduct a follow-up of students who are/were in, or applied to our Alternative Certification Program. These data will be used for the purpose of program improvement.

I will also be contacting your school employer, if you are employed in a school, to make him/her aware of our surveys, and ask him/her to participate in the employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek
Teacher Education Assessment Committee, Chair

Alternative Certification Teachers

Of the 54 Alternative Certification Teachers contacted, 25 (46% Return) completed the survey.

Gender: Males 15, Females 10.

Average age: 38.9 years

What is your current BASE salary per school year? \$26,500

How would you describe yourself? White 25

During which year did you enter the Alternative Teacher Certification program?

2000 1,
2001 22.

What subject(s) do you teach?

Art 2, Biology 3, Business 4, FACS 4, Health 1, Industrial Education 1,
Math 1, Modern Languages 3, Music 2, Physical Sciences 3, Speech/Theatre 1.

How much longer do you expect to teach?

< Five years 3,
5-10 years 6,
11-20 years 5,
more than 20 9.

In the past year, have you been employed in some capacity besides your teaching assignment?

No 11,
Yes 14.

If you had it to do over again, would you still enroll in the Alternative Certification program?

Definitely yes 17,
Definitely not 8.

Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied

- 3.1 Salary/fringe benefits.
- 4.0 Quality/level of administrative support.
- 4.2 Level of personal challenge.
- 4.0 Methods used to evaluate your teaching performance.
- 3.9 General work conditions.
- 3.9 Intellectual stimulation of the workplace.
- 4.1 Geographical location.
- 3.5 Opportunities for professional advancement.
- 3.7 Level of support from parents and the community.

- 4.2 Level of support from administrators and colleagues.
- 4.3 Interactions with colleagues/students .
- 4.2 Your sense of professional autonomy/level of discretion.

Please rate your perception of your level of competence for each of the following areas.

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 4.4 I understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for my students.
- 4.1 I understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of my students.
- 4.1 I understand how students differ in their approaches to learning and create instructional opportunities that are adapted to my diverse learners.
- 4.2 I use a variety of instructional strategies to encourage my students' development of critical thinking, problem solving, and performance skills.
- 4.1 I recognize the importance of long-range planning and curriculum development and develop, implement, and evaluate curriculum based upon my student's district's, and state's performance standards.
- 4.1 I use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 4.4 I model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 4.1 I understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my learners.
- 4.3 I am a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of my students.
- 4.1 I foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Open Response: Please provide comments to the following questions/statements.

Overall, describe how well the Alternative Certification Program prepared you to teach in your first year.

- All the support from teachers and faculty from CMSU have been very beneficial in my professional growth as a teacher.
- For the amount of time available, well prepared. Recommend less time spent in psych, more in student learning, preparation for classes.
- I was already teaching when I started the program.

- My first 2 years have been overwhelming.
- It prepared me for the mechanics of teaching, but I was caught off guard trying to use some things on 6th graders.
- The summer classes were very helpful.
- The Saturday seminars are a waste of time.
- I could not have survived my first year without it.
- It helped me overcome my concerns with first year teaching.
- Very well. The curriculum and quality of instruction were excellent.
- In reality this is my second year. Previous experiences have helped the most. It has helped me see the structure of schools.
- Good first class (management)
- I taught one year before but the courses the first summer were extremely valuable –wish I had them before I taught.
- I felt prepared due to interactions of colleagues rather than the A.C.P.
- Huge waste of time.
- I was able to develop a classroom, management plan, and plan a variety of activities. This has helped me tremendously this year.
- Average—I am only ½ way through and have taught 7 months. The things we covered were well done and very valuable to me.
- Experience is still the best teacher, but I have been pleased with some new “tools” they’ve been very effective.
- Very good I am having fun, however, it is true what they say about small towns and schools.
- I feel overwhelmed for the most part. It is like a chick pecking a shell of learning it is trying to come into.
- I have a lot of work ahead to feel competent.
- Gave me some newer ideas that seem to be working well in the classroom
- I wasn’t really involved until my 2nd year of teaching, but my principal said I have improved and grown tremendously since year one.
- The summer classes were helpful, but methodology class should be part of the 1st year classes not the 2nd.
- The weekend classes were the best.
- Not my first year.
- I have already taught 10 years. Yes, I have gained lots of experience in cooperative learning at CMSU. I have applied it and been successful.

What additional types of teaching activities/information should you have been exposed to prior to your current teaching experience?

- Observation time was adequate.
- None to think of at this time.
- Dealing with parents who do not seem to care.
- More practice or student teaching.
- More hands on problem solving with unmotivated students.
- More in the classroom experience.
- Hands on activities to help with lesson planning.
- Can’t think of any. I have 16 years of classroom experience under another certification process.
- Hands on activities to help with lesson planning.

- None to think of at this time.
- Taught 13 years in private schools.
- I feel curriculum helps would have been a big asset vs. lesson plans.
- Tools of learning and inquiry.
- More how to deal with disruptive students.
- I was in the parents as teachers program as a parent educator. I also substitute taught for 8 years. Those years gave me a lot of practical experience and classroom management skills.
- How to handle special service students and incorporate their needs more in class. How to vary your teaching methods to reach everyone.
- How to handle the very volatile kids or kids who have IEPs.
- More involvement with actual subject matter.
- Possible an assigned mentor at the school I work at.
- The curriculum requirements I had to write my own curriculum for SPSP when I had been teaching one month.
- College students.
- None

Overall, how would you describe the quality of your training in the Alternative Certification Program?

- I feel the training was done very professionally and thoroughly. I would most definitely recommend it.
- Fantastic—I highly recommend this program to everyone.
- Excellent
- A-
- Pretty good for the amount of time invested.
- Very good so far!
- A definite blessing in preparing me for a very difficult job.
- I would have been worse off without it.
- I am very impressed with Dr. Belcher. He really gets down to the nitty-gritty and clears away the tedious bull crap that I had to go through in a 4-year program in education 15 years ago in Illinois.
- Top Shelf, First Rate.
- Great. An experience I will never forget.
- So far so Good.
- Good except the requirements still haven't been spelled out. I don't know yet how long it will be.
- OK
- Took valuable prep time and energy away from me.
- I believe I am getting A plus rate training. I for the most part feel that I have been a successful teacher so far this year because of the training I have had.
- Good it is a good program that gets you basics and what is necessary without wasting time and money on fluff.
- Instructors excellent. Information good and somewhat useful
- Great, I have learned a lot and have put it to practice.
- Depends upon instructor. Average to Exceptional.
- Barely above average. Too many hoops with no logic behind.

- On a scale of 1 to 10 I would give it a 5 as it was good to be exposed to terminology and ideology, but Alternative Certification is like Triage---we need the emergency route to effectiveness.
- I have room for improvement for those who don't have much teaching experience.

February, 2002

Dear Principal,

On behalf of the Alternative Certification Program at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 1, 2002.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), The Department of Elementary and Secondary Education (DESE), our national accreditation agency for teacher education (NCATE), and our regional accreditation agency, (North Central). We need to conduct a follow-up of students who are/were in our Alternative Certification Program. These data will be used for the purpose of program improvement.

I will also be contacting your teacher(s) to make him/her aware of our surveys, and ask him/her to participate in the educator's survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek
Teacher Education Assessment Committee, Chair

Principals of Alternative Certification Principals

Of the 45 Principals contacted, 32 (71% Return) completed the survey.

Please rate your perception of your teacher's level of competence for each of the following areas:

Key---5 = very strong, 4=strong, 3=neutral, 2= not strong, 1=weak

- 3.9 The teacher(s) understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for their students.
- 3.8 The teacher(s) understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of their students.
- 3.7 The teacher(s) understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- 3.7 The teacher(s) recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.
- 3.8 The teacher(s) use a variety of instructional strategies to encourage their students development of critical thinking, problem solving, and performance skills.
- 3.5 The teacher(s) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 3.8 The teacher(s) model effective verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 3.8 The teacher(s) understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 3.9 The teacher(s) is a reflective practitioner who continually assesses the effects of choices and actions on others, and seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more of their students.
- 3.9 The teacher(s) fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and their well-being.

Open Response: Please provide comments to the following questions/statements.

Overall, describe how well the Alternative Certification Program prepared your teacher for their first year of teaching.

- Has been a strong individual and has a desire to serve our youth.
- Not her first year. Was seven year veteran
- Good
- I have heard only positive comments from my teacher about the quality of courses offered in your program. Her 2nd year has been more positive, productive, as a result of the AC Program.
- I believe he has done well.
- Instruction practices are good. Additional work needs to be done in the area of classroom management.
- This instructor has utilized learned material from your program very well.
- Was not present his first year.
- Very Well.
- I still feel that there are many areas that our teacher does not have a strong grasp on for each class that she teaches.
- Pretty Well
- Good job
- The teacher is doing very well
- The teacher was well prepared before he started your program. His course has enhanced his performance at Smithton.
- Excellent
- Very well. She compares favorably with graduates who have student taught.
- He had already taught prior to this program both here at Helias and as a graduate assistant.
- Good
- Mary does a good job for us. I am not sure to what extent she is successful from your program or from her hard work.
- Need student teaching experience.
- Good. I know everyone is different but Mr. Smith is improving and tries really hard. He has done an adequate job.
- Classroom management.
- He had been an instructor in the Air Force before so he had general teaching strategies.
- More time spent working with teacher. Teaching strategies.
- Very well. This happens to be a mature professional.
- Carol came to me well prepared. The alternative program has been wonderful in helping a great teacher become certified. I am please with the program.
- This person works well with motivated students.

What additional types of teaching activities/information should the teacher have been exposed to prior to their current teaching experience?

- Adequate
- Good
- Good
- Good

- Madeline Hunter, record books, State FFA Degree Applications,
- More organized classroom management techniques (BIST)
- Working with minority students
- Working with “At Risk” students
- Different teaching methods.
- Classroom management
- I do not know what you have done for him.
- Assessment
- Classroom management
- Curriculum
- Development of people skills
- More exposure to different schools
- M.A.P.
- Substitute teaching
- Preparing daily lessons, curriculum planning.
- Curriculum
- As much work on detail to operational procedures as possible. In regular education courses the small parts of education are covered indirectly by the teachers.

Overall, how would you describe the quality of their training in the Alternative Certification Program?

- Very good
- Good
- I am not familiar enough with the program to evaluate the program;
- Need to student teach
- Very good, excellent
- Quality
- Very well
- Excellent
- I am not sure I can give a fair assessment of the program.
- I do not know what you have done for him.
- The program is quality but success is solely dependant upon the caliber of the individual entering the program.
- Very good, more exposure to multi-cultural needs
- Very good and helpful
- Need varied learning styles and be able to differentiate curriculum
- Very good
- Good
- Good
- She says its very helpful.
- Effective
- Ok—Alternatives are necessary but not usually as in depth as the traditional.
- Very good, although it is the quality of their personality, work ethic and compassion that makes good quality teachers! He has qualities and has been successful.
- Good
- Very good



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>TEACHER EDUCATION FOLLOW-UP STUDY 2002: A SUMMARY OF FIRST + SECOND YEAR TEACHERS, AND THEIR EMPLOYERS WITH RESPECT TO THE STATE OF MISSOURI STANDARDS -</i>	
Author(s): <i>JOHN R. ZELAZEK, WAYNE WILKINS, CHARLES Mc ADAMS, KYL PALMER -</i>	
Corporate Source: <i>CENTRAL MISSOURI STATE UNIV.</i>	Publication Date: <i>5/02</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

[Signature]

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: <i>[Signature]</i>	Printed Name/Position/Title: <i>JOHN R. ZELAZEK, PROFESSOR</i>	
Organization/Address: <i>CENTRAL MISSOURI STATE</i>	Telephone: <i>660-543-8691</i>	FAX: <i>660-543-4382</i>
	E-Mail Address: <i>ZELAZEK@CMSU1.CMSU.EDU</i>	Date: <i>4/24/02</i>



ZELAZEK@CMSU1.CMSU.EDU

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: ERIC CLEARINGHOUSE ON TEACHING AND TEACHER EDUCATION 1307 New York Avenue, NW, Suite 300 Washington, DC 20005-4701
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>