

Dear Program Director,

Thank you for agreeing to participate in the survey of teacher education program graduates conducted under the auspices of the Institute for Education Research Grant “An Exploration of Novice Teachers’ Core Competencies: Impacts on Student Achievement, and Effectiveness of Preparation,” Dr. Kent Seidel, Principal Investigator. This grant provides funding to assess program graduates’ perceptions of their competencies in the areas listed below, to assess in-service teachers’ perceptions of their competencies in those same areas, to review linkages between teachers’ perceptions of core competencies and student achievement, and to use document review and case studies to further our understanding of connections between core competencies and student achievement. The purpose of the study is to provide information programs can use to support all teachers to develop the sophisticated expertise that defines excellent teaching.

This report provides a summary of the survey data collected from graduates of the University of Northern Colorado teacher education program. Data were averaged for each survey item, with the response range, mean, and standard deviation or category percentage response provided by item in the tables below. In the tables, **M** = mean, **SD** = standard deviation, and **R** = range. Items about competencies’ importance in current teaching used a 1 = not at all to 5 = very response scale. Items about how well the competencies were covered in the teacher education program used a scale that ranges from 1 = not well to 4 = very well. The last section of this report provides summary statistics for items your program opted to include with the base summary. The raw data file with all respondent data is included with this email as an excel spreadsheet.

If you have questions about the data aggregation or analysis, please contact Kathy Green, University of Denver, at kgreen@du.edu, 303-871-2490, or Ian Burke, University of Denver, at ian.burke@du.edu. For more general information about the IES Grant, please visit <http://portfolio.du.edu/IES>.

Demonstrating Mastery of and Pedagogical Expertise in Content Taught

Number of respondents: 54 (except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher deeply understands the content that s/he teaches. This includes knowledge of central concepts, tools of inquiry, and specialized character of the discipline being taught.	M	4.59	3.19
	SD	0.53	0.91
	R	3-5	1-4
The teacher understands typical ways that students progress in learning content, as well as common misunderstandings and how to uncover and address these in teaching, and instructional practices important to the discipline being taught.	M	4.59	2.83 ¹
	SD	0.69	0.78
	R	2-5	1-4
The teacher's understanding of both content and learners enables him/her to draw on students' real world interests and experiences to make learning relevant for all students, and to connect students' background and contextual knowledge with new material being taught.	M	4.72 ¹	3.13 ¹
	SD	0.53	0.83
	R	3-5	1-4
The teacher is able to help students understand the interconnectedness of content areas.	M	4.31	3.04 ¹
	SD	0.80	0.88
	R	2-5	1-4
The teacher works with library, media, and other resource specialists to integrate information/technology literacy skills into curriculum and instruction.	M	4.06	2.75 ¹
	SD	0.98	0.98
	R	1-5	1-4

¹ Number of respondents: 53

Managing the Classroom Environment to Facilitate Learning for Students

Number of respondents: 52

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher sets up routines and rules for the classroom that help students work together and focus on learning. S/he is proactive in managing behavior, using appropriate interventions when needed.	M	4.87	2.88
	SD	0.40	0.98
	R	3-5	1-4
The teacher uses time effectively, plans for learning experiences so that time is not lost in transitions, and gives targeted support to students who need extra help.	M	4.65	2.79
	SD	0.48	0.80
	R	4-5	1-4
The teacher organizes the classroom learning environment so that students can easily work in groups of varying size, see display boards and other full-group materials, and access learning materials when needed.	M	4.42	2.67
	SD	0.78	0.86
	R	2-5	1-4
The teacher regularly gives learners appropriate options in learning tasks.	M	4.48	2.96
	SD	0.70	0.77
	R	2-5	1-4
The teacher integrates and uses technology to maximize student learning, and appropriately supplements textbooks and other standard curriculum materials to add to the classroom learning experience.	M	4.42	2.87
	SD	0.70	0.91
	R	2-5	1-4

Developing a Safe, Inclusive, Respectful Environment for a Diverse Population of Students

Number of respondents: 52

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher maintains a classroom built on mutually respectful relationships with students and among students. This includes strategies to help students from different cultures interact positively with each other.	M SD R	4.81 0.40 4-5	3.13 0.69 2-4
The teacher is skilled in organizing and facilitating students' work in groups.	M SD R	4.50 0.64 3-5	2.87 0.86 1-4
The teacher maintains a classroom environment that promotes social development and group responsibility.	M SD R	4.60 0.60 2-5	3.06 0.70 2-4
Cultural inclusiveness is supported through structured classroom talk, curricula, and instructional experiences which connect learning to students' lives and interests within and outside of school.	M SD R	4.42 0.75 2-5	2.98 0.75 1-4
The teacher works collaboratively with families and significant adults in the lives of their students to foster healthy relationships among students, parents, and the larger community.	M SD R	4.58 0.70 2-5	2.52 0.90 1-4

Planning and Providing Instruction

Number of respondents: 51 (except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher draws from a number of sources of information, including large-scale standardized assessments and formal and informal classroom assessments, to guide decisions about instruction.	M SD R	4.41 0.90 1-5	3.18 0.77 1-4
The teacher has knowledge of current research about how students' social, emotional, physical, and cognitive development influence learning, and current research on effective practices.	M SD R	4.20 0.92 1-5	3.02 ¹ 0.89 1-4
The teacher uses a variety of instructional activities that guide students to not only summarize or recall information, but to also apply, synthesize, interpret, and/or evaluate material in order to deepen understanding.	M SD R	4.71 0.58 3-5	3.16 ¹ 0.68 2-4
The teacher effectively incorporates homework and projects; their completion, grades and feedback provide students with increased learning time and the teacher with a tool for monitoring student progress over time.	M SD R	4.27 0.92 2-5	2.96 0.87 1-4

¹ Number of respondents: 50

Designing and Adapting Assessments, Curriculum and Instruction

Number of respondents: 50 (except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher is able to adapt assessments, curriculum, and instruction to best accommodate individual differences among students.	M SD R	4.54 0.65 3-5	2.98 ¹ 0.85 1-4
The teacher is able to adapt assessments, curriculum, and instruction to best accommodate students with disabilities.	M SD R	4.38 0.64 3-5	2.82 0.80 1-4
The teacher provides appropriate social/emotional, academic, and other supports to reach challenging and/or seemingly unmotivated students. S/he acknowledges and builds on any emotional responses to the content as opportunities to support learning.	M SD R	4.56 0.61 3-5	2.54 0.86 1-4
The teacher is able to adapt assessments, curriculum, and instruction to best accommodate students with disabilities who are from culturally and/or linguistically diverse backgrounds.	M SD R	4.26 0.85 2-5	2.86 0.78 1-4
The teacher provides proactive, clear and constructive feedback to families about student progress and work.	M SD R	4.48 0.71 2-5	2.68 0.87 1-4
The teacher understands the principles of Response and Intervention, how to place students within each tier, and types of interventions to be used across each tier.	M SD R	4.06 1.02 2-5	2.42 0.93 1-4
The teacher is able to adapt assessments, curriculum, and instruction to best accommodate gifted students.	M SD R	4.14 0.90 2-5	2.46 0.86 1-4
The teacher prepares students for the Colorado state assessment, and other assessments of educational achievement.	M SD R	3.86 ¹ 1.40 1-5	2.70 0.93 1-4

¹ Number of respondents: 49

Engaging Students in Higher Order Thinking and Expectations

Number of respondents: 48(except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher sets appropriately challenging learning expectations and communicates these effectively to all students.	M SD R	4.79 0.41 4-5	3.23 0.63 2-4
The teacher models and encourages students to reflect on and assess their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	M SD R	4.60 0.64 3-5	3.17 ¹ 0.67 2-4
The teacher encourages students to engage with challenging material. The teacher works with students to help them understand the importance of the work and to assess their own ability to be successful.	M SD R	4.75 0.48 3-5	2.88 0.73 1-4
The teacher pays careful attention to all students’ learning so that s/he can give feedback to students to guide their learning. The feedback given has important properties: it is descriptive, specific, relevant, timely, and constructive. It enables students to guide their own work and thereby increase their active involvement.	M SD R	4.67 0.63 2-5	3.04 0.77 1-4

¹ Number of respondents: 47

Supporting Academic Language Development and English Language Acquisition

Number of respondents: 48 (except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher helps all students develop academic language by appropriately modeling language and conventions typical for the content area/discipline, providing explicit instruction in language and ways of expression that are used in the discipline.	M SD R	4.56 0.71 2-5	3.17 0.72 2-4
The teacher provides opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	M SD R	4.60 0.64 2-5	3.40 0.71 2-4
The teacher's feedback for students includes a focus on improving their appropriate use of academic and other language in learning tasks and assessments.	M SD R	4.28 ¹ 0.85 2-5	3.02 ¹ 0.74 2-4
The teacher sets specific language objectives for instruction, and provides opportunities for use of English language in the context of learning new content.	M SD R	4.19 1.12 2-5	2.91 ¹ 0.93 1-4
The teacher uses students' first language to help clarify key concepts as needed.	M SD R	3.33 1.45 1-5	2.38 1.08 1-4
The teacher effectively adapts content, curriculum materials, instruction, and assessments as needed to support students who speak a language other than English.	M SD R	3.75 1.33 1-5	2.48 0.95 1-4

¹ Number of respondents: 47

Reflection and Personal Growth

Number of respondents: 48 (except where noted)

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
The teacher uses multiple formal and informal sources of evidence about what students know and can do in order to evaluate and critically reflect on the impact of his/her teaching.	M SD R	4.69 0.55 3-5	3.29 0.71 2-4
The teacher is aware of the strengths and weaknesses of his/her assessment tasks.	M SD R	4.58 0.54 3-5	3.02 0.93 1-4
The teacher critically reflects on his/her own identity as a teacher and cultural identity as an individual.	M SD R	4.50 0.74 2-5	3.17 ¹ 0.99 1-4
The teacher works to reflect on and improve his/her interactions and relationships with students, other educators, and families and community.	M SD R	4.85 0.36 4-5	3.15 0.95 1-4
The teacher works to establish effective collaborative relationships with school administrators and colleagues.	M SD R	4.71 0.50 3-5	2.98 1.00 1-4
The teacher knows how to collaborate with special service providers to meet the needs of <i>all</i> students.	M SD R	4.50 0.83 1-5	2.74 ¹ 1.01 1-4
The teacher demonstrates high ethical standards.	M SD R	4.88 0.33 4-5	3.50 0.71 1-4
The teacher understands the importance of professional development.	M SD R	4.75 0.48 3-5	3.27 1.05 1-4

¹ Number of respondents: 47

Supporting Literacy and Numeracy Across the Curriculum

Number of respondents: 32

		How important do you find this to be in your current teaching ? (1-5 scale)	Overall, how well did your program prepare you to do this in your teaching? (1-4 scale)
Teachers understand how to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	M SD R	4.66 0.65 2-5	3.53 0.72 2-4
Teachers use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.	M SD R	4.66 0.60 3-5	3.44 0.72 2-4
Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	M SD R	4.69 0.54 3-5	3.41 0.84 1-4
The teacher helps students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).	M SD R	4.53 0.76 2-5	3.28 0.85 1-4

Thinking about your current position, please rate...

Number of respondents: 47 (except where noted)

	Poor	Below Average	Average	Above Average	Exceptional
Your general work conditions	0.00%	10.64%	34.04%	29.79%	25.53%
Your safety at school	0.00%	8.51%	21.28%	38.30%	31.91%
Student behavior in classes ¹	6.52%	17.39%	43.48%	21.74%	10.87%
The level of support you receive from the parents/guardians of your students	10.64%	27.66%	25.53%	21.28%	14.89%
The curricular resources, materials, and equipment available for your classroom	6.38%	14.89%	44.68%	21.28%	12.77%
The technological resources, materials, and equipment available for your classroom	8.51%	17.02%	38.30%	19.15%	17.02%
Time available at school for planning and preparation	8.51%	21.28%	38.30%	19.15%	12.77%
The opportunities to collaborate with other teachers at your school	8.51%	17.02%	34.04%	17.02%	23.40%
The amount of autonomy and control you have over your classroom	2.13%	4.26%	29.79%	31.91%	31.91%
The level of support by your school administration	10.64%	10.64%	25.53%	19.15%	34.04%
The professional development opportunities at your school	6.38%	23.40%	25.53%	21.28%	23.40%
Teaching overall	2.13%	2.13%	46.81%	27.66%	21.28%

¹ Number of respondents: 46

Thinking back to your teacher education program at the University of Northern Colorado, to what extent do you agree you were prepared to effectively deal with...

Number of respondents: 48

	Totally Unprepared	Somewhat Unprepared	Adequately Prepared	Well Prepared	Completely Prepared
Your general work conditions	0.00%	16.67%	39.58%	31.25%	12.50%
Your safety at school	0.00%	14.58%	33.33%	37.50%	14.58%
Student behavior in classes	2.08%	43.75%	27.08%	16.67%	10.42%
The level of support you receive from the parents/guardians of your students	2.08%	37.50%	29.17%	25.00%	6.25%
The curricular resources, materials, and equipment available for your classroom	2.08%	29.17%	29.17%	22.92%	16.67%
The technological resources, materials, and equipment available for your classroom	6.25%	25.00%	25.00%	27.08%	16.67%
Time available at school for planning and preparation ¹	4.17%	37.50%	31.25%	14.58%	12.50%
The opportunities to collaborate with other teachers at your school ¹	2.08%	14.58%	35.42%	35.42%	12.50%
The amount of autonomy and control you have over your classroom ¹	2.08%	16.67%	37.50%	29.17%	14.58%
The level of support by your school administration	6.25%	10.42%	50.00%	22.92%	10.42%
The professional development opportunities at your school ¹	8.33%	8.33%	35.42%	31.25%	16.67%
Teaching overall	0.00%	8.33%	31.25%	41.67%	18.75%

What is the single BEST thing about your teacher education program?

Block 2
I think the best thing of the entire program was the student teaching. After seeing how student teaching is done in other states, I feel that the student teaching semester is the best experience I could have asked for.
The knowledge and real world experience.
The strength of the music program and the growing importance of focus on music and music teaching over general teaching classes that don't apply to music teaching.
I received my license within a year.
my mentor teacher Sonja Dreckman
The language arts aspect and tutoring allowed for growth.
Teaching English as a second language classes
student teaching opportunities
Student Teaching
opportunity for discussing and problem solving the complex issues associated with education today
The immense hands-on experiences and feedback in schools throughout the program
Student Teaching
I am now employed by Colorado Christian University and I am very happy that I have been able to find employment in the post-secondary field. This wouldn't be possible without my added licensure endorsement and my Master's. Being able to complete the last year online made this entire experience worthwhile!
The professors were awesome.
Dr. Jeri Kraver and her methods classes. That is where I learned the most to take to my student teaching
STEP 363 evaluations
The practicum experiences. There need to be more.
The instructors cared about helping me become a better teacher and gave me tools to keep becoming better as a teacher.
The program eased us into teaching and we quickly understood how to teach and if we wanted to teach early on
Being able to work with students in various grade levels to implement different learning strategies.
The professors were very knowledgeable about teaching and had many examples and strategies to use.
My professors were awesome.
The program truly prepared us for educational philosophies and how to be flexible within the wide range wanted from administrators.
The 4 years of classroom experience
Veronica who taught our Lit Class. I have applied all of her teachings to my teaching. It was authentic!!!
Going through the program with a set cohort was helpful. By the end of the program we felt comfortable enough to bounce ideas

off one another and help each other with various teaching issues.
The opportunity to be/participate in a variety of classrooms throughout the program
the resources
The pedagogical instruction for our content area (social studies)
How early and how much time we got to spend in the classrooms.
Camaraderie with others across content areas.
The experience in the classroom that we got from the very first day of our program, This allows us to figure out if this is the right profession for us in stead of finding out if it us what we want to do in our junior or senior year of college.
I enjoyed the student teaching experience. I learned the most about teaching when I was in the schools
Dr. Jennifer DeKam's classes in teaching mathematics at the elementary level, Dr. Carol Fortuno's class in teaching science, Dr. Gary Fertig's class on curriculum, Most of all the instruction I received on teaching students to read. I really know my balanced literacy instruction. While I have chosen to volunteer for a year and let the younger people get jobs, I've realized how well I can motivate early readers and get them off the ground. So have others!
Student teaching and field experience
Implementing lesson plans and teaching reading adequately
The four years spent in the classroom as a para as part of the program, along with the mentoring given at the same time.
Student tracing experience
Relationship to professors and peers
Classes taught by Frederick Bartelheim
The Professors
teachers and people
ESL education
The professors and classes that I took while completing my Reading Minor. They are the classes that I benefited the most from when I got in the classroom.
Experience with multiple teachers in your content area at different schools
Being in the classroom so much

What is the ONE thing you would change in your teacher education program?

I felt like we would hear some things over and over again, and some aspects of the education program were lacking. I think the Education program would benefit from some curriculum mapping so that the students don't do the same projects/activities more times than needed, and so that everything is covered adequately.
I would ask for more specific classes for specific majors. Special education in a foreign language classroom would be great.
I would have candidates spend more time in the classroom.
More support given to Elementary teaching strategies.
Student teaching practicum given in the fall so a student teacher can learn how to set up rituals and routines the first week of school.
nothing
The science methods class was not useful I would have an elementary educator teach it not a science professor who barely knows English or about elementary education.
more exposure to strategies for organization and management of daily tasks
need to have more of just observing teachers teaching in varying classrooms at the beginning of the program to get an idea of what you should expect.
More real world preparation (actually in a classroom)
more preparation in behavior management and collecting and using data effectively
I would have a seminar about dealing with parents/guardians in parent/teacher conferences, emails, meetings, etc. As well as how to manage time well.
More classroom management
Technology resources and applications need to be continually updated to reflect the most current situation both in the classroom and what students encounter outside the classroom.
I would take out a couple of the classes that I felt were irrelevant
STEPS 1 and 2. They are pointless because all I could do was sit in the classroom and not do anything.
More preparation for the first day of school: what to do, how to set up procedures, etc.
Allow for student teaching for an entire year.
How to apply for teaching jobs and effective discipline techniques
Tell us how to deal with issues such as death in the community/student's family
Spend more time talking about how to help struggling students in a mainstream classroom.
More math pedagogy and classes- science and literacy we have plenty but math is not as stressed.
I would have loved to learn more classroom management techniques.
The details needed to be an effective educator within a school environment seemed to be left out.

None
Don't treat us like "children" we understand that we are teaching children but we are not!
The selection process needs to be more strict. Some members of the cohort were immature and did not act appropriately within a classroom setting. I would not be comfortable sending my child to some of these teachers' classrooms.
Add a class that teaches assessment design
more time in classrooms to put knowledge into practice
More instruction on classroom management scenarios and how to deal with these effectively
Not repeating the same seminars year after year
Better communication between faculty and students.
Preparing the students for job interviews should be done in the junior year. The more experience I would have being in an interview environment, I think would have let me had a better chance of getting a job.
I dont like how I had to pay tuition while I was in the student teaching. I was never being instructed by teachers but I was paying full tuition.
If I could I would have a 2 year student teaching experience in which we could experience more grade levels and types of teaching. I feel that often the classroom teachers have little time to confer with student teachers or are defensive about their teaching (rightly so in this economy). It takes time for professional development, and there is never enough!
More focus on classroom management and more specific intervention methods/tools to use with struggling students.
More emphasis on behavioral problems that occur in the classroom, and more help differentiating instruction for learners
More time could have been spent on preparing a resume.
Less time in a lecture and more time in classrooms
More classes about day to day life in the classroom
Have students who are working on their teaching license use smartboards or promethian boards!
More focus on content
in a classroom earlier with the class watching classroom management modeled
The lack of communication from director of program when it came down to my schedule based on transfer credits
I would have changed the social studies and math combined methods course. I feel like I did not get as much out of that class as I could have. Those were the two subject areas that I felt the least prepared for.
Learning more cooperative learning strategies and structures that work.
Make everything more clear and less confusing!!!
The online classes were not helpful at all. It was clear that the instructors were not engaged and there was little to no meaningful work required. The textbooks were more geared toward people wanting to teach elementary students instead of secondary.

Is there anything else you would like us to know about your experience in the teacher education program?

I feel like I am more well-prepared than applicants from other universities.
it was great but giving more sources about how to get a job would be great
The program as a whole is effective, however the most useful parts were being in the classroom.
My ESL and Bilingual classes for my endorsements helped me tremendously not only to obtain a job but also to teach more effectively
additional behavior management strategies need to be taught as well as practical lesson planning
I did not feel adequately prepared after completing this program
It would be nice if a model of how to accomplish all the expectation of a modern teacher could be used as an example to teach new teachers, so they can see how it is possible. Frankly, it seemed all too overwhelming. A complete model of how it could potentially be done would really pull all the pieces together.
I loved my master's program at UNC.
There are a lot of meaningless tasks that we are supposed to complete in STEP, and I am fairly certain that majority of those tasks do not get looked at in depth.
I believe that student teaching helped to accelerate my ability to get a job at my current position
The program was very effective and efficient, despite certain candidates who hindered constructive learning. Within the time constraints, I was pleased with the knowledge and efficacy of the professors.
Having a mentor was also wonderful. I loved being able to take my learning from my methods classes and apply it immediately.
Very unorganized, lack of communication, and not enough hands-on or in the classrooms
Many classes were not challenging enough for an upper level program. As teachers who will most likely continue on to a Master's Degree, very little work was expected of us. I feel that if we had been challenged a little more, we might be more prepared to enter the workforce.
overall good experience. organizational issues
Great overall.
The importance of volunteering should be stressed because our job economy has fallen within the teaching profession and the best edge the students of the Center for Urban Education have is to volunteer in as many schools as they possibly can.
I really enjoyed the supervisors, Elaine Hicks was mine, she was very supportive and encouraging through the entire student teaching experience.
The professors were a major part of this experience. In the courses I took, the professors not only

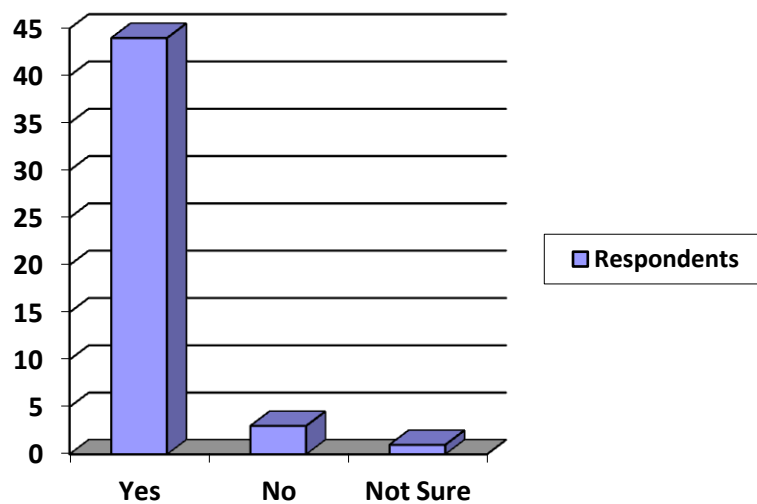
<p>modeled and exhibited the qualities of expert teachers they continue to add to my professional development. Dr. Carol Fortino often sends me articles and letters about activities I can do to increase my professional knowledge.</p>
<p>MOre hands on experience with subjects like math and science and more dieas on how to deal with behavioral problems that are so prevelent in the classrooms I have worked in</p>
<p>It felt as if UNC's Center for Urban Education in Denver was a stepchild of UNC. Not enough support and attention is given to this excellent program.</p>
<p>Student teaching is the best way to prepare</p>
<p>Thanks for helping me to prepare for my career! I love my job!</p>
<p>Overall, I loved the teaching education program. I felt that it did a great job preparing me for the classroom. I think that it could work to better prepare students for long term curriculum planning as well as day to day administrative and organizational needs.</p>
<p>I felt like I was always confused on what I was supposed to do. Also, I think that it is VERY beneficial for a teacher candidate to be able to choose their own cooperating teacher for student teaching. What I mean is that they should be able to CONTACT their cooperating teacher to see if they would be a good match in teaching style. It is SOOO important to have a cooperating teacher who teaches similarly to your style.</p>
<p>Manyn of the classes in the post-bac program, especially the online courses, were not very helpful. There should be more content specific courses required also.</p>

How did you hear about your current position?

UNC Job Fair
UNC Teaching Fair
Referral from a friend
Craigslist.
was a substitute teacher at the school before I got hired.
k 12 job spots.com
Internet
UNC job fair
applied online through district
UNC Teacher Fair
Through the district website.
Through a friend
Student teaching
internet search
From a teacher.
UNC Teacher Fair
Through student teaching and a district interview
I completed my student teaching experience at the school I was hired at.
District website
Teacher's fair/student teaching
Through a friend.
UNC Job Fair
newspaper
Online website; additionally, the Teacher Fair was a waste of time and energy.
Former Principal
I did my first round of student teaching at the location.
School website.
School Website
school district postings
I had been coaching the track and field team at the school when the position opened up.

Online
Long-term substitute position in the district while working in the school.
I currently work for Target and I got the job from knowing someone there.
Networking
I scrounged up volunteer positions. It takes time and effort to get over the initial shock and suspicion about someone who offers her services for free. However, I believe that if those that are able put their effort into volunteering at Title One Schools we can make a difference!
A friend of mine knew the school's academic director and had heard about a possible opening.
I am looking for a permanent teaching position so I still have not found a job in Colorado after graduation
Referral
UNC job fair
a friend
Through my content professor
school website
The school I student taught at
Contact within the district
Through the UNC Teaching Fair
Through District Foreign Language Committee

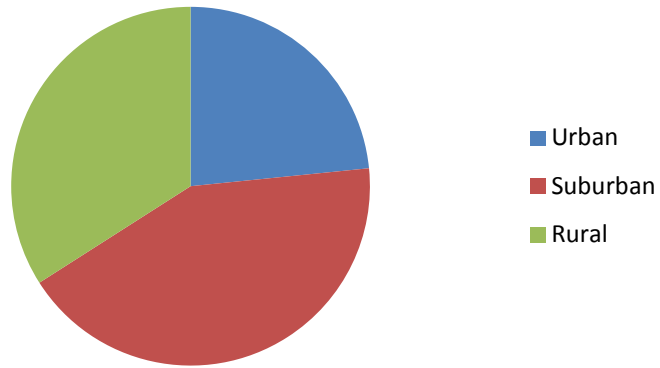
Looking back, would you still enroll in the same teacher education program?



Yes = 44; No = 3; Not Sure = 1

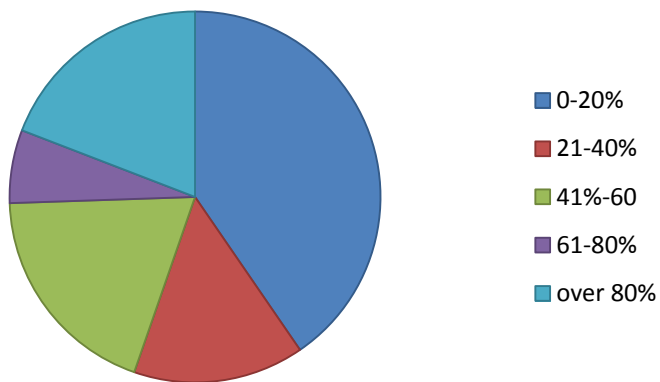
What is the geographic location type of your school?

Number of respondents = 47



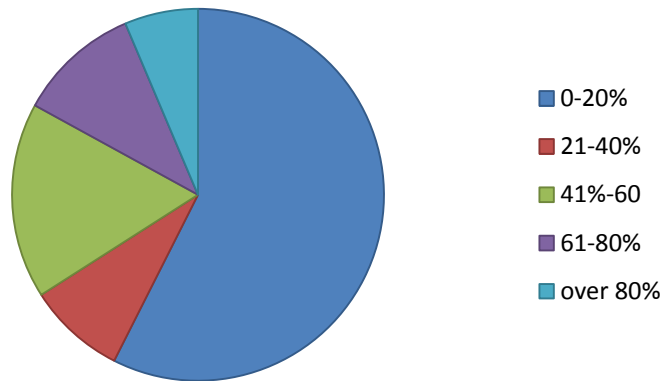
Approximately what percentage of your students are students of color?

Number of respondents = 47



Approximately what percentage of your students speak a language other than English as their primary language?

Number of respondents = 47



Approximately what percentage of your students have disabilities?

Number of respondents = 47

