

**GAPSC/NCATE Continuing Accreditation Visit
February 25–March 1, 2006**

Fall 2001–Spring 2006
Prekindergarten to Grade 2 Emphasis

Table 1.0.10. Employer Ratings of Planning Ability of Graduates of Initial Certification Programs*

*Table 1.0.10.a. Employer Ratings of Graduates***

Planning Skill	<i>Number of Employers Providing Rating</i>	<i>M</i>	<i>SD</i>
<i>Beginning teachers from University of Georgia Early Childhood Education Programs . . .</i>			
know the content they teach.	15	3.3	.5
understand the historical, philosophical, and social foundations of early childhood education.	15	3.3	.5
understand individual differences in human motivation and behavior.	14	3.0	.6
know laws related to the rights and responsibilities of students, families, and educators.	13	2.6	.5
integrate multiple content areas and connect content to life experiences outside of school.	15	3.1	.5
develop units and lessons that reflect state and national standards.	14	3.3	.5
use assessment results to plan instruction.	15	2.7	.7
use the prior experiences and cultures of students to connect the school, families, and the community.	15	2.7	.6

*Table 1.0.10.b. Employer Ratings of UGA Graduates Compared to Graduates of Other Institutions****

	<i>Number of Employers Providing Rating</i>	<i>M</i>	<i>SD</i>
How would you rate recent graduates of University of Georgia initial preparation programs in early childhood education, compared to graduates of programs in other institutions?***	15	2.6	.6

* Employers were asked to rate graduates of initial preparation programs who were in their first 3 years of teaching; therefore, ratings represent graduates of the partnership program, the prekindergarten to grade 2 emphasis, and the master's-level early childhood certification option.

** Employers used a 4-point scale to rate program graduates: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree.

*** Employers used a 3-point scale to rate program graduates: (1) Not as well prepared, (2) About as well prepared, (3) Better prepared.