

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

Fall 2001–Spring 2006  
Prekindergarten to Grade 2 Emphasis\*

*Table 1.0.12. Candidates' Self-Ratings of Planning Ability, Fall 2004 Exit Survey (N=23)*

Statement of Planning Skill	Percent of Candidates Responding <i>Strongly Agree</i>	Percent of Candidates Responding <i>Agree</i>	Percent of Candidates Responding <i>Disagree</i>	Percent of Candidates Responding <i>Strongly Disagree</i>
I am knowledgeable of the subject-specific content that I plan to teach.	61	35	4	0
I am prepared to make decisions based on the philosophical and theoretical underpinnings of my discipline.	35	65	0	0
I am knowledgeable of individual differences in human motivation and behavior.	50	50	0	0
I am prepared to make connections to authentic or real-world experiences.	70	30	0	0
I understand laws related to the rights and responsibilities of students, educators, and families.	22	65	13	0
I am prepared to integrate multiple content areas.	65	35	0	0
I am prepared to develop units and lessons that reflect state and national standards.	82	18	0	0
I use assessment results to plan my instruction.	61	39	0	0
I know how to identify school, district, and community resources available to teachers.	48	39	13	0
I am prepared to make curriculum and instruction decisions based on the developmental needs of diverse learners.	61	39	0	0
I am able to use the prior experiences and cultures of my students in order to make connections with schools, families, and communities.	68	32	0	0
I am prepared to create learning environments in which students participate in decision making.	68	32	0	0

\* The College of Education Teacher Candidate Exit Survey was completed by candidates in both of the undergraduate early childhood education initial preparation programs (i.e., the partnership program, the prekindergarten to grade 2 emphasis); the process for completing the instrument does not yet allow the data to be disaggregated for each of the early childhood programs.