

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

Fall 2001–Spring 2006
Early Childhood Partnership Program

Table 1.0.21. Candidates' Self-Ratings of Ability to Provide Instruction*

*Table 1.0.21.a. Candidates' Self-Ratings of Ability to Provide Instruction, Fall 2004 Exit Survey (N=23)***

Statement of Skill in Providing Instruction	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 able to explain important principles and concepts in my field.	57	43	0	0
I am aware of a variety of approaches associated with teaching and learning in my content-specific field.	70	30	0	0
I am able to effectively integrate technology in my teaching.	61	30	4	4
I am prepared to adapt instruction based on student age and learning style.	65	30	4	0
I am able to provide positive behavioral supports for student learning.	59	41	0	0
I am prepared to create learning environments in which students assume responsibility.	61	39	0	0
I am prepared to use teaching methods appropriate to the specific curriculum topic.	65	35	0	0
I am prepared to effectively guide or manage my classroom.	70	30	0	0
I am prepared to develop age-appropriate strategies for organizing and supporting individual student learning and behavior.	59	41	0	0
I am able to provide a climate that encourages active engagement of diverse students in productive tasks.	64	36	0	0
I am prepared to adapt instruction based on areas of exceptionality.	52	43	4	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) in fall 2004; the process for completing the instrument did not allow the data to be disaggregated for each of the early childhood programs. In spring 2005, only partnership candidates completed the program and the survey.

** Percents for an item may not total 100 because of rounding.

Table 1.0.21.b. Candidates' Self-Ratings of Ability to Provide Instruction, Spring 2005 Exit Survey (N=38)**

Statement of Skill in Providing Instruction	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 able to explain important principles in concepts in my field.	45	55	0	0
I am aware of a variety of approaches associated with teaching and learning in my content-specific field.	66	34	0	0
I am able to effectively integrate technology in my teaching.	43	54	3	0
I am prepared to adapt instruction based on student age and learning style.	66	34	0	0
I am able to provide positive behavioral supports for student learning.	61	37	3	0
I am prepared to create learning environments in which students assume responsibility.	63	37	0	0
I am prepared to use teaching methods appropriate to the specific curriculum topic.	63	37	0	0
I am prepared to effectively guide or manage my classroom.	63	37	0	0
I am prepared to develop age-appropriate strategies for organizing and supporting individual student learning and behavior.	53	45	0	3
I am able to provide a climate that encourages active engagement of diverse students in productive tasks.	63	37	0	0
I am prepared to adapt instruction based on areas of exceptionality.	39	55	5	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) in fall 2004; the process for completing the instrument did not allow the data to be disaggregated for each of the early childhood programs. In spring 2005, only partnership candidates completed the program and the survey.

** Percents for an item may not total 100 because of rounding.