

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

Fall 2001–Spring 2006
Early Childhood Partnership Program

Table 1.0.22. Partnership Candidates' Self-Ratings of Ability to Plan for Diverse Students

*Table 1.0.22.a. Candidates' Self-Ratings of Planning Ability, Spring 2003 Multicultural Education Exit Survey (N=17)**

Statement of Planning Skill	M
I feel that I have specific understanding of how to integrate multicultural education into multiple content areas (e.g., math, science) that don't as readily lend themselves to easy integration.	3.35
I know of resources that may assist me in effectively integrating multicultural education into my teaching practices.	3.88
I feel my professional sequence of courses has prepared me to work with cultural differences.	4.06
I feel my professional sequence of courses has prepared me to work with differing economic levels.	4.35
I feel my professional sequence of courses has prepared me to work with religious groups.	3.71
I feel my professional sequence of courses has prepared me to work with gender differences.	4.29
I feel my professional sequence of courses has prepared me to work with sexuality differences.	2.94
I feel my professional sequence of courses has prepared me to work with geographic differences.	3.88
I feel my professional sequence of courses has prepared me to work with age differences.	4.24
I feel my professional sequence of courses has prepared me to work with language differences.	3.76
I feel my professional sequence of courses has prepared me to work with special needs.	3.94

*Table 1.0.22.b. Candidates' Self-Ratings of Planning Ability, Spring 2004 Multicultural Education Exit Survey (N=47)**

Statement of Planning Skill	M
I feel that I have specific understanding of how to integrate multicultural education into multiple content areas (e.g., math, science) that don't as readily lend themselves to easy integration.	3.43
I know of resources that may assist me in effectively integrating multicultural education into my teaching practices.	3.91
I feel my professional sequence of courses has prepared me to work with cultural differences.	3.79
I feel my professional sequence of courses has prepared me to work with differing economic levels.	4.51
I feel my professional sequence of courses has prepared me to work with religious groups.	3.40
I feel my professional sequence of courses has prepared me to work with gender differences.	4.19
I feel my professional sequence of courses has prepared me to work with sexuality differences.	3.19
I feel my professional sequence of courses has prepared me to work with geographic differences.	3.89
I feel my professional sequence of courses has prepared me to work with age differences.	4.13
I feel my professional sequence of courses has prepared me to work with language differences.	3.87
I feel my professional sequence of courses has prepared me to work with special needs.	3.60

* Candidates used a 5-point scale to rate their planning skills: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree.

Table 1.0.22.c. Candidates' Self-Ratings of Planning Ability, Fall 2004 Multicultural Education Exit Survey (N=22)*

Statement of Planning Skill	M
I feel that I have specific understanding of how to integrate multicultural education into multiple content areas (e.g., math, science) that don't as readily lend themselves to easy integration.	4.05
I know of resources that may assist me in effectively integrating multicultural education into my teaching practices.	4.05
I feel my professional sequence of courses has prepared me to work with cultural differences.	4.06
I feel my professional sequence of courses has prepared me to work with differing economic levels.	4.45
I feel my professional sequence of courses has prepared me to work with religious groups.	3.68
I feel my professional sequence of courses has prepared me to work with gender differences.	4.50
I feel my professional sequence of courses has prepared me to work with sexuality differences.	4.14
I feel my professional sequence of courses has prepared me to work with geographic differences.	4.45
I feel my professional sequence of courses has prepared me to work with age differences.	4.59
I feel my professional sequence of courses has prepared me to work with language differences.	3.86
I feel my professional sequence of courses has prepared me to work with special needs.	3.95

Table 1.0.22.d. Candidates' Self-Ratings of Planning Ability, Spring 2005 Multicultural Education Exit Survey (N=50)*

Statement of Planning Skill	M
I feel that I have specific understanding of how to integrate multicultural education into multiple content areas (e.g., math, science) that don't as readily lend themselves to easy integration.	3.88
I know of resources that may assist me in effectively integrating multicultural education into my teaching practices.	3.98
I feel my professional sequence of courses has prepared me to work with cultural differences.	3.73
I feel my professional sequence of courses has prepared me to work with differing economic levels.	4.33
I feel my professional sequence of courses has prepared me to work with religious groups.	3.49
I feel my professional sequence of courses has prepared me to work with gender differences.	4.45
I feel my professional sequence of courses has prepared me to work with sexuality differences.	3.45
I feel my professional sequence of courses has prepared me to work with geographic differences.	4.14
I feel my professional sequence of courses has prepared me to work with age differences.	4.18
I feel my professional sequence of courses has prepared me to work with language differences.	3.90
I feel my professional sequence of courses has prepared me to work with special needs.	3.94

* Candidates used a 5-point scale to rate their planning skills: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree.