

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

Fall 2001–Spring 2006

Prekindergarten to Grade 2 Emphasis

Table 1.0.8. Mentor Teacher Ratings of Ability of P2 Candidates to Provide Instruction in Block 3

*Table 1.0.8.a. Mentor Teacher Ratings of Candidates in Fall 2001 Cohort in Block 3 (N=26)\**

Skill or Quality in Providing Instruction	Percent of Candidates Rated <i>Satisfactory</i>	Percent of Candidates Rated <i>Needs Improvement</i>	Percent of Candidates Rated <i>Unsatisfactory</i>
Uses a variety of instructional aids	100	0	0
Uses activities and procedures that involve the learners	100	0	0
Reinforces and encourages the efforts of the learners	100	0	0
Instructs from written lesson plans	100	0	0
Adjusts instruction to changes in conditions	100	0	0
Uses instructional time effectively	96.2	3.8	0
Manages classroom interactions	92.3	7.7	0
Gives clear directions	100	0	0
Reinforces appropriate behavior	96.2	3.8	0
Expectations are consistent	100	0	0
Communicates effectively (language usage, clarity, etc.)	100	0	0

\* Cohorts are identified by first semester (Block 1) of 4-semester early childhood professional course sequence.

Table 1.0.8.b. Mentor Teacher Ratings of Candidates in Spring 2003 Cohort in Block 3 (N=25)\*

Skill or Quality in Providing Instruction	Percent of Candidates Rated <i>Satisfactory</i>	Percent of Candidates Rated <i>Needs Improvement</i>	Percent of Candidates Rated <i>Unsatisfactory</i>
Uses a variety of instructional aids	100	0	0
Uses activities and procedures that involve the learners	100	0	0
Reinforces and encourages the efforts of the learners	100	0	0
Instructs from written lesson plans	100	0	0
Adjusts instruction to changes in conditions	100	0	0
Uses instructional time effectively	100	0	0
Manages classroom interactions	92	8	0
Gives clear directions	96	4	0
Reinforces appropriate behavior	96	4	0
Expectations are consistent	100	0	0
Communicates effectively (language usage, clarity, etc.)	100	0	0

\* Cohorts are identified by first semester (Block 1) of 4-semester early childhood professional course sequence.