

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

Fall 2001–Spring 2006
Early Childhood Partnership Program

Table 1.6.14. Mentor Teacher Ratings of Dispositions of Partnership Candidates in Block 4

Table 1.6.14.a. Mentor Teacher Ratings of Candidates in Fall 2002 Cohort in Block 4 (N=50)¹

Disposition	Percent of Candidates Rated <i>Satisfactory</i>	Percent of Candidates Rated <i>Developing</i>	Percent of Candidates Rated <i>Needs Improvement</i>	Percent of Candidates With Missing Data
Demonstrates promptness and punctuality in agreed upon responsibilities	86	0	0	14
Takes responsibility for planning, instructing, and housekeeping in the assigned area	86	0	0	14
Follows school policies in an acceptable manner	86	0	0	14
Treats students fairly and works effectively with all groups	86	0	0	14
Communicates effectively with everyone—students, mentor teacher, principal, other public school teachers and peers, parents, and university instructors	86	0	0	14
Uses suggestions and feedback effectively	86	0	0	14
Demonstrates interest and enthusiasm for the profession	86	0	0	14
Evaluates self on instructing and facilitating abilities	86	0	0	14

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

Table 1.6.14.b. Mentor Teacher Ratings of Candidates in Spring 2003 Cohort in Block 4 (N=24)^{1, 2}

Disposition	Percent of Candidates Rated <i>Satisfactory</i>	Percent of Candidates Rated <i>Developing</i>	Percent of Candidates Rated <i>Needs Improvement</i>	Percent of Candidates With Missing Data
Demonstrates promptness and punctuality in agreed upon responsibilities	87.5	4.2	0	8.3
Takes responsibility for planning, instructing, and housekeeping in the assigned area	87.5	4.2	0	8.3
Follows school policies in an acceptable manner	91.7	0	0	8.3
Treats students fairly and works effectively with all groups	79.2	12.5	0	8.3
Communicates effectively with everyone—students, mentor teacher, principal, other public school teachers and peers, parents, and university instructors	87.5	4.2	0	8.3
Uses suggestions and feedback effectively	87.5	4.2	0	8.3
Demonstrates interest and enthusiasm for the profession	87.5	4.2	0	8.3
Evaluates self on instructing and facilitating abilities	87.5	4.2	0	8.3

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

² Percents for an item may not total 100 because of rounding.

Table 1.6.14.c. Mentor Teacher Ratings of Candidates in Fall 2003 Cohort in Block 4 (N=52)^{1, 2, 3}

Disposition	Percent of Candidates Rated <i>Satisfactory</i>	Percent of Candidates Rated <i>Developing</i>	Percent of Candidates Rated <i>Needs Improvement</i>	Percent of Candidates With Missing Data
Demonstrates promptness and punctuality in agreed upon responsibilities	67.3	1.9	1.9	28.8
Takes responsibility for planning, instructing, and housekeeping in the assigned area	71.2	0	0	28.8
Follows school policies in an acceptable manner	71.2	0	0	28.8
Treats students fairly and works effectively with all groups	71.2	0	0	28.8
Communicates effectively with everyone—students, mentor teacher, principal, other public school teachers and peers, parents, and university instructors	69.2	1.9	0	28.8
Uses suggestions and feedback effectively	71.2	0	0	28.8
Demonstrates interest and enthusiasm for the profession	71.2	0	0	28.8
Evaluates self on instructing and facilitating abilities	69.2	1.9	0	28.8

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

² Percents for an item may not total 100 because of rounding.

³ Evaluation forms from mentor teachers were being collected when the table was created.