

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

Fall 2001–Spring 2006
Prekindergarten to Grade 2 Emphasis*

Table 1.6.6. Candidate Self-Ratings of Dispositions, Fall 2004 Exit Survey (N=23)

Statement of Disposition	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 an advocate for learning environments that support the diverse needs of all students.	83	17	0	0
I interact and work with individuals from diverse ethnic, racial, gender, and socioeconomic groups equally well.	70	30	0	0
I am prepared to join and actively participate in professional organizations.	57	39	4	0
I am able to examine, extend, and reflect upon my knowledge and instructional strategies.	74	26	0	0
I am organized and can manage my time.	61	35	4	0
I am prepared to become an active colleague and/or leader in my school.	61	35	4	0
I follow established codes of professional conduct, including established school and district policies and regulations.	83	17	0	0
I am sensitive, alert, and responsive to all aspects of a child's well being.	78	22	0	0
I support the learning of all students.	83	17	0	0
I am prepared to establish respectful and productive relationships with families.	74	26	0	0
I hold high expectations for all students' progress.	96	4	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.