



**Schools of Education  
Learning Collaborative**



## **Initial Certification Graduates Share Their Preparation Satisfaction and Career Progression**

**Custom Report for William Paterson University**

Catalog No. 105SOECRR0211  
February 2011

### Research Overview

The College of Education at William Paterson University (WPU) seeks to deepen its understanding of its initial certification program's success in preparing graduates to thrive in the education field. By surveying WPU's graduates across certification areas, Eduventures SOE-LC analysts gathered key data about alumni, including their occupations, perceptions of preparedness, and characteristics found most and least helpful about their program experience.

The primary goal of this report is to provide actionable data to inform the WPU College of Education of its perceived strengths and areas for improvement. This information can be used to improve the quality of the initial certification program in its ongoing effort to make a positive impact on the field and in the community.

#### Guiding Questions

- **How well do alumni feel their programs prepared them to enter their professional fields?**
- **Are alumni finding jobs and remaining in the fields for which they were trained?**

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### Overall, Alumni are Very Satisfied with Their Experience at WPU's COE

- **Alumni are well prepared across several core competency areas.** In particular, they learned to conduct themselves in a professional and ethical manner, to hold high expectations for all students to learn, and to be open to new ideas and become a lifelong learner.
- **Alumni were able to use the education and training they received at WPU's COE to succeed in the teaching field.** The majority are employed (71.3%) and approximately half hold positions related to their training. However, one quarter of respondents are not able to find employment. They cite a poor job market and limited openings in the field as the greatest obstacles.
- **The majority of alumni are satisfied with their overall program experience (70%).** Respondents are very satisfied with program characteristics such as quality of instruction, library services, availability of courses, and availability of technology. Respondents are most satisfied with the quality of field experiences and student teaching, and are least satisfied with advising.

# Alumni Responses Highlight Potential Changes for WPU's Education Programs to Improve the Experience for Current and Future Students

## Advising:

- One quarter of respondents are unemployed and looking for jobs, and one quarter are dissatisfied with the quality of advising.
  - It is likely that these two findings are related, as those who are not successful in finding employment after graduation are probably more likely to report having had poor career advising.
  - Given the difficult job market and the importance of having its graduates employed in the education field, **WPU should work to improve its advising system.**

## Diverse Learners:

- Differentiating instruction for diverse learners is one of the areas for which many teacher candidates across the country feel least prepared and it continues to be an area of improvement for many teacher education programs.
- With less than half of respondents reporting interest in teaching in urban areas, **WPU may want to increase its urban student teaching and field experience opportunities.**

If you have any questions about this report or would like to discuss the findings in greater detail, please contact Eduventures at [khewett@eduventures.com](mailto:khewett@eduventures.com)

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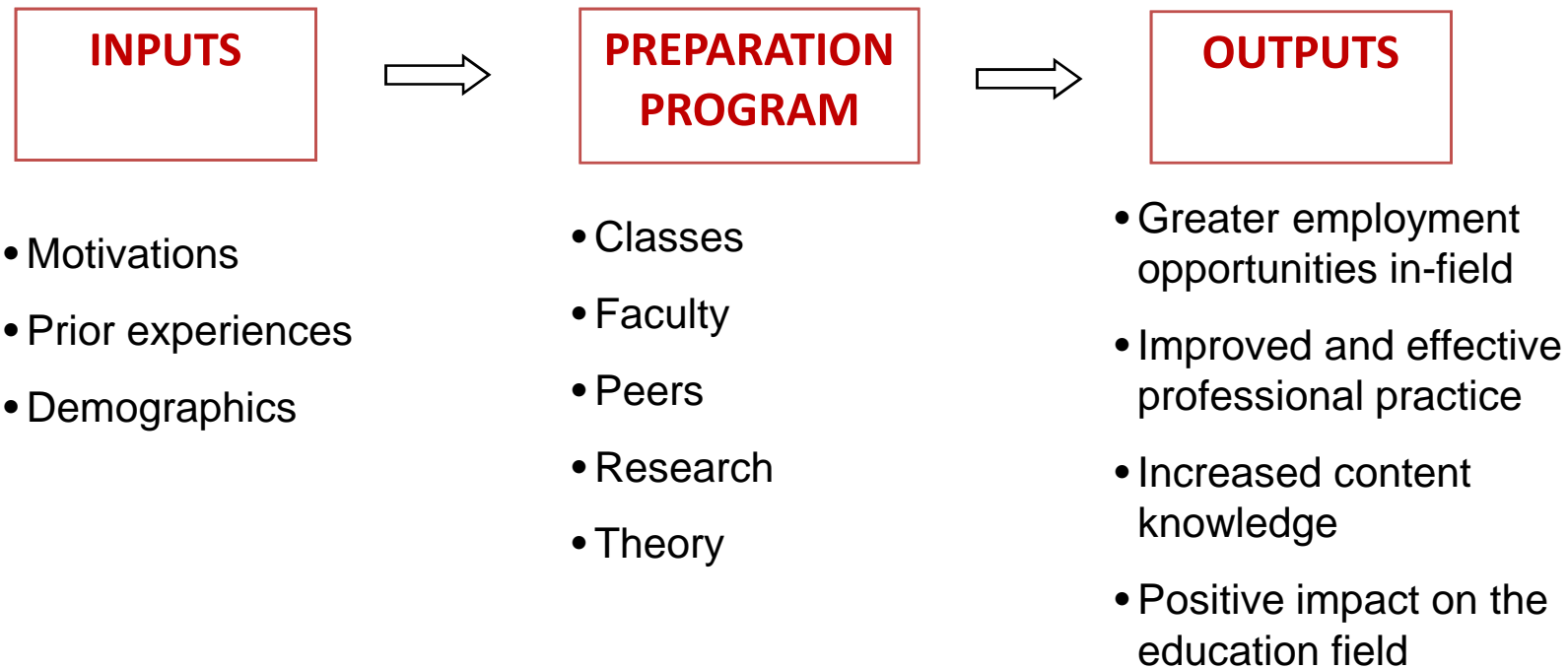
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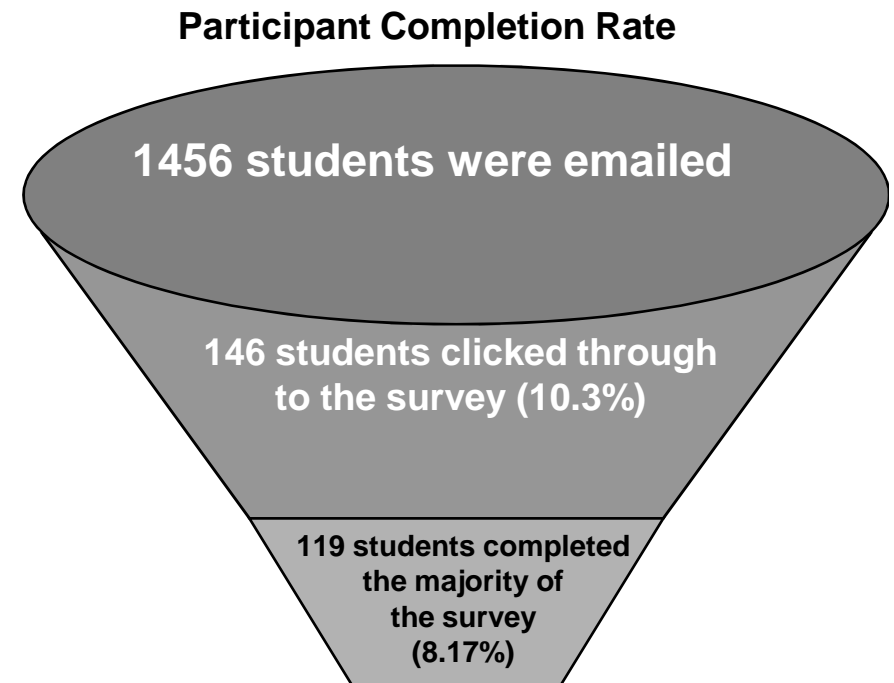
### Schools of Education are Expected to Positively Impact Professional Outcomes



**This survey assesses alumni perceptions of their preparation for professional success.**

### On Behalf of WPU, Eduventures Conducted a Survey of Recent Bachelor's, Master's, and Doctoral Alumni

- Eduventures developed a Web-based survey.
- Graduates who completed WPU's initial certification program in the past four years were emailed an invitation to participate.
- The survey was launched in December 2010 and students were emailed multiple reminders.
- In total, 119 or 8.17% of all students completed the survey.
- Four respondents indicated that they did not complete an initial certification program. These responses were removed from the dataset.



**As with any survey, respondents self-select to participate. Thus, it is plausible that individuals with a very positive affiliation with the member or conversely, very negative perceptions, are more likely to respond.**



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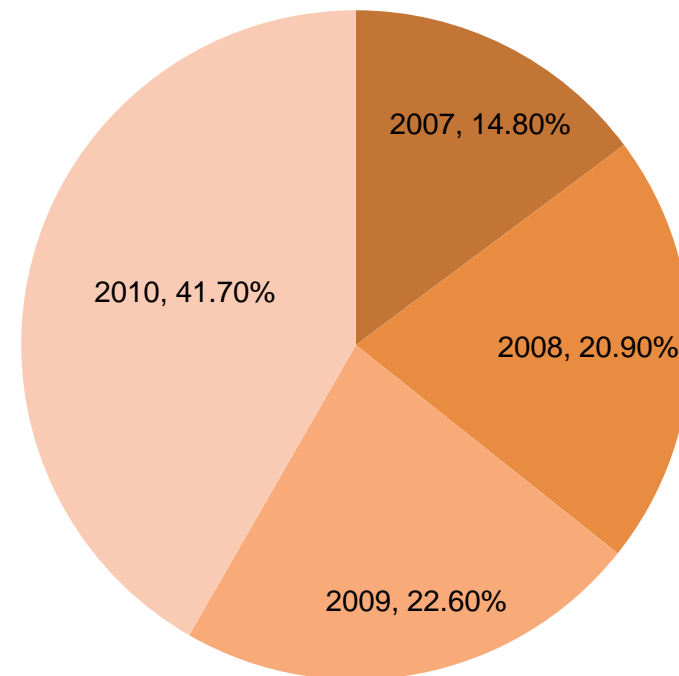
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### The Typical Respondent is a White Female, Between the Ages of 22 and 26, Who Graduated After 2007

- The majority of respondents are: female (78.3%) and white (79.1%).
- All respondents completed their programs after 2007. The greatest percentage (41.7%) earned their degrees in 2010.
- 66.1% of respondents are between the ages of 22 and 26.

Respondents' Year of Graduation (N=115)



**WPU should compare respondents' demographics with student records to understand the representativeness of this sample.**

## Respondents Most Commonly Earned Bachelor's Degrees and Received Certification in K-5, English K-12, and K-5/Special Education

- The vast majority completed undergraduate degrees (86.1%) rather than post-baccalaureate degrees (13.9%). No graduates of the MAT, New Vistas Program, or Urban Teacher Residency completed the survey.

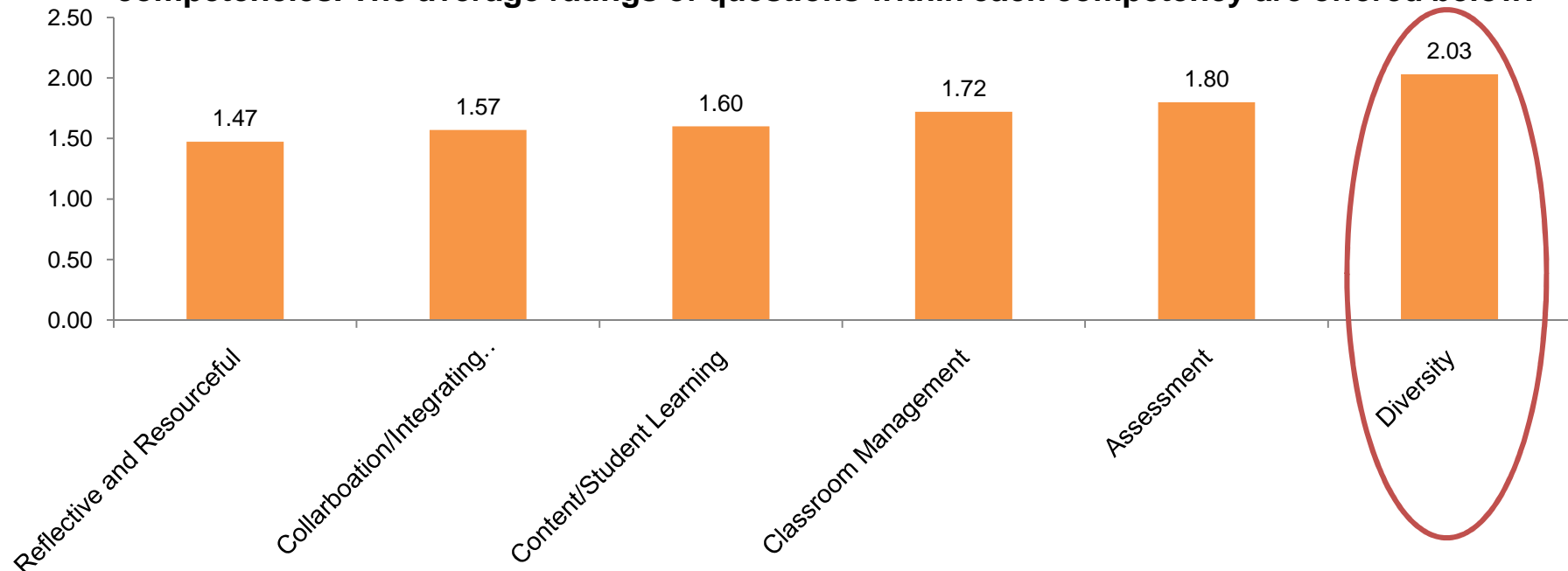
Program Area	Count	Percentage
K-5	18	15.7%
English K-12	16	13.9%
K-5/Special Education (Teacher of Students with Disabilities)	16	13.9%
P-3/K-5	9	7.80%
PE K-12	9	7.80%
Social Studies K-12	9	7.80%
K-5/5-8	7	6.10%
P-3	6	5.20%
Math K-12	5	4.30%
Special Education (Teacher of the Handicapped)	5	4.30%
Other	4	3.50%
Music K-12	3	2.60%
Science K-12	3	2.60%
Art K-12	2	1.70%
Foreign Language K-12	2	1.70%
K-5/TSD with 5-8 endorsement	1	0.90%

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## Respondents Report That They Felt Prepared to Teach Across Core Areas of Instruction

Respondents were asked to rate their level of preparedness across several key teaching competencies. The average ratings of questions within each competency are offered below.\*

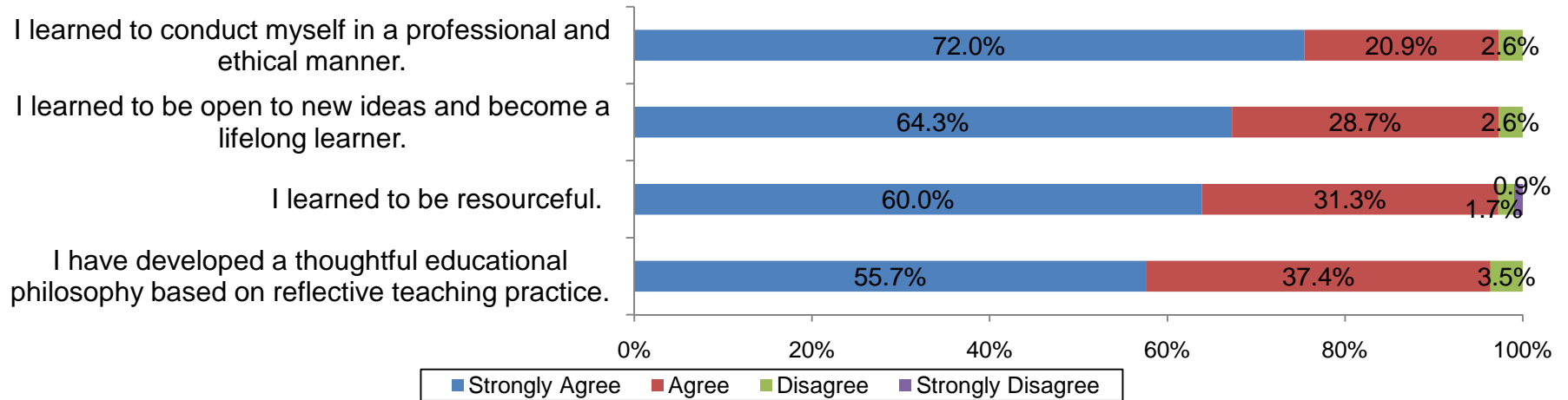


Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree

**Similar to findings from WPU's 2008 alumni survey, working with diverse learners continues to be an area in which further support is necessary.**

## Respondents Consistently Report that WPU Prepared Them to be Reflective, Resourceful Practitioners

### Preparedness in Reflective and Resourceful Competencies (N=115)



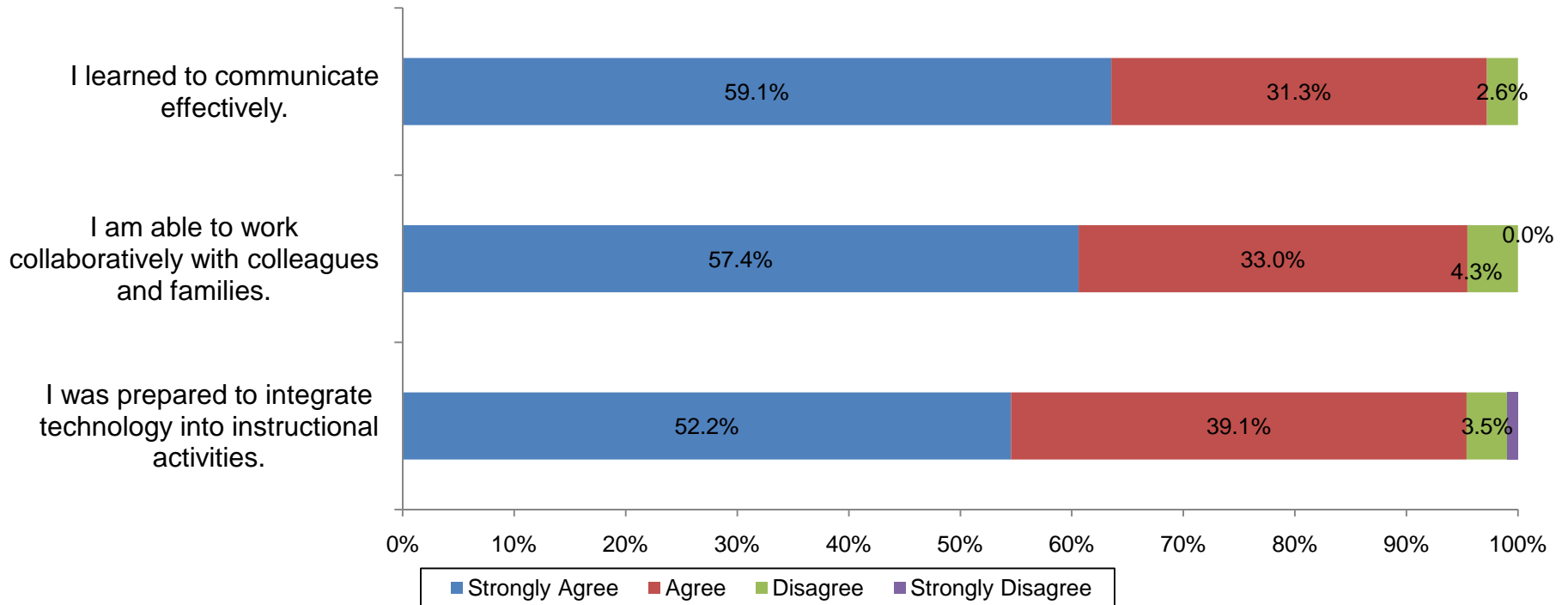
### Preparedness in Reflective and Resourceful Competencies 2008/2010 Comparison (Percentages represent the total of “strongly agree” and “agree” responses)

Competency	2008 Data	2010 Data
I learned to conduct myself in a professional and ethical manner.	86.1%	92.9%
I learned to be open to new ideas and become a lifelong learner.	95.4%	93.0%
I learned to be resourceful.	93.1%	91.4%
I have developed a thoughtful educational philosophy.	88.6%	93.1%

**Compared to the graduates who completed WPU’s 2009 alumni survey, 2010 respondents are better prepared to conduct themselves in a professional manner and to develop a thoughtful educational philosophy. Their preparation to become lifelong learners and to be resourceful declined slightly.**

## Respondents Report Feeling Prepared to Communicate and Collaborate Effectively with Colleagues and Families, as Well as Integrate Technology

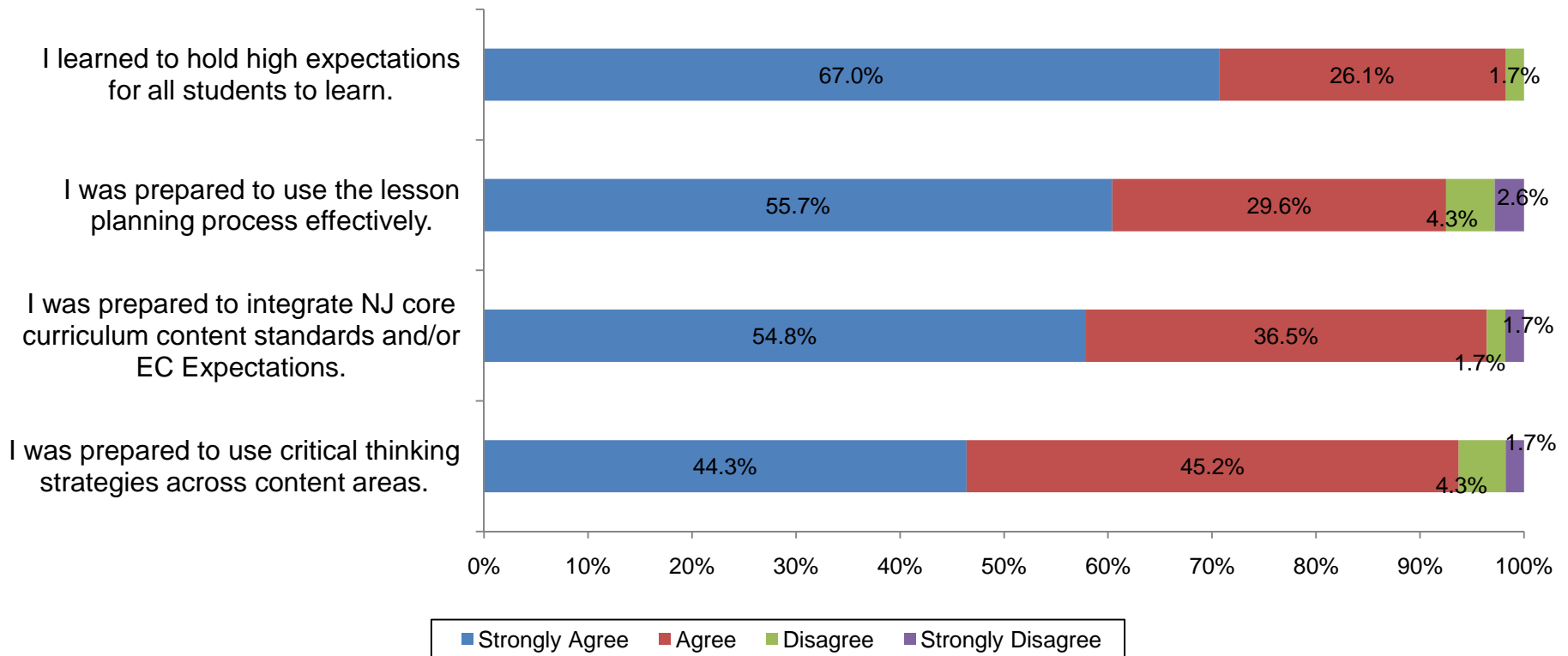
Preparedness in Collaboration/Integrating Technology Competencies (N=115)



**In the past few years, WPU has improved in preparing its students to effectively utilize technology. 52.2% of respondents strongly agree that they were prepared, compared to only 27.3% of respondents in 2008. The majority of respondents in this survey graduated after WPU's last survey was conducted, so this is an accurate reflection of the COE's instructional improvements.**

## Respondents Feel Prepared to Develop Lessons and to be Held Accountable for Student Learning

Preparedness in Content/Student Learning Competencies (N=115)

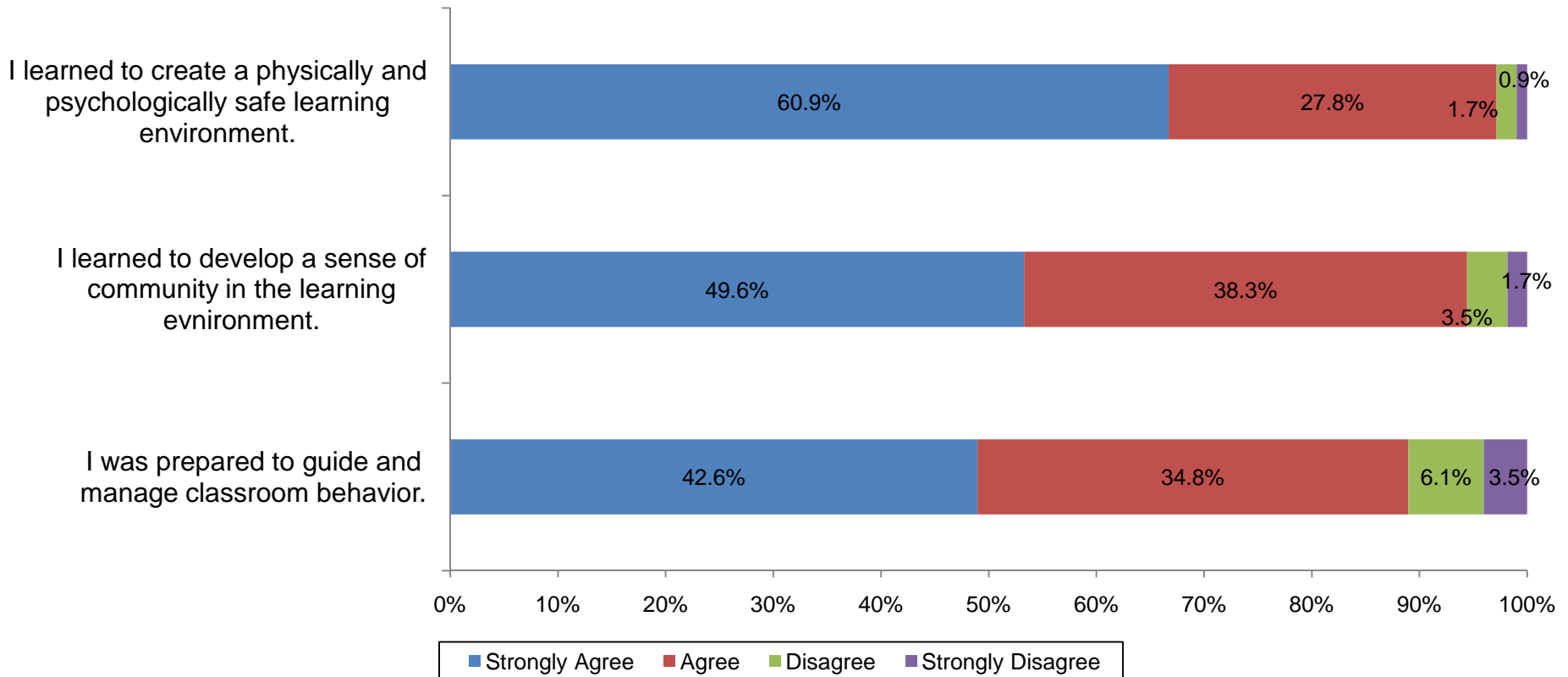


**A greater percentage of respondents learned to hold high expectations for all students to learn, compared to respondents in WPU's 2008 survey (67.0% versus 50.0%).**



## Respondents Largely Feel Prepared to Handle Classroom Management and to Develop a Community Within the Classroom

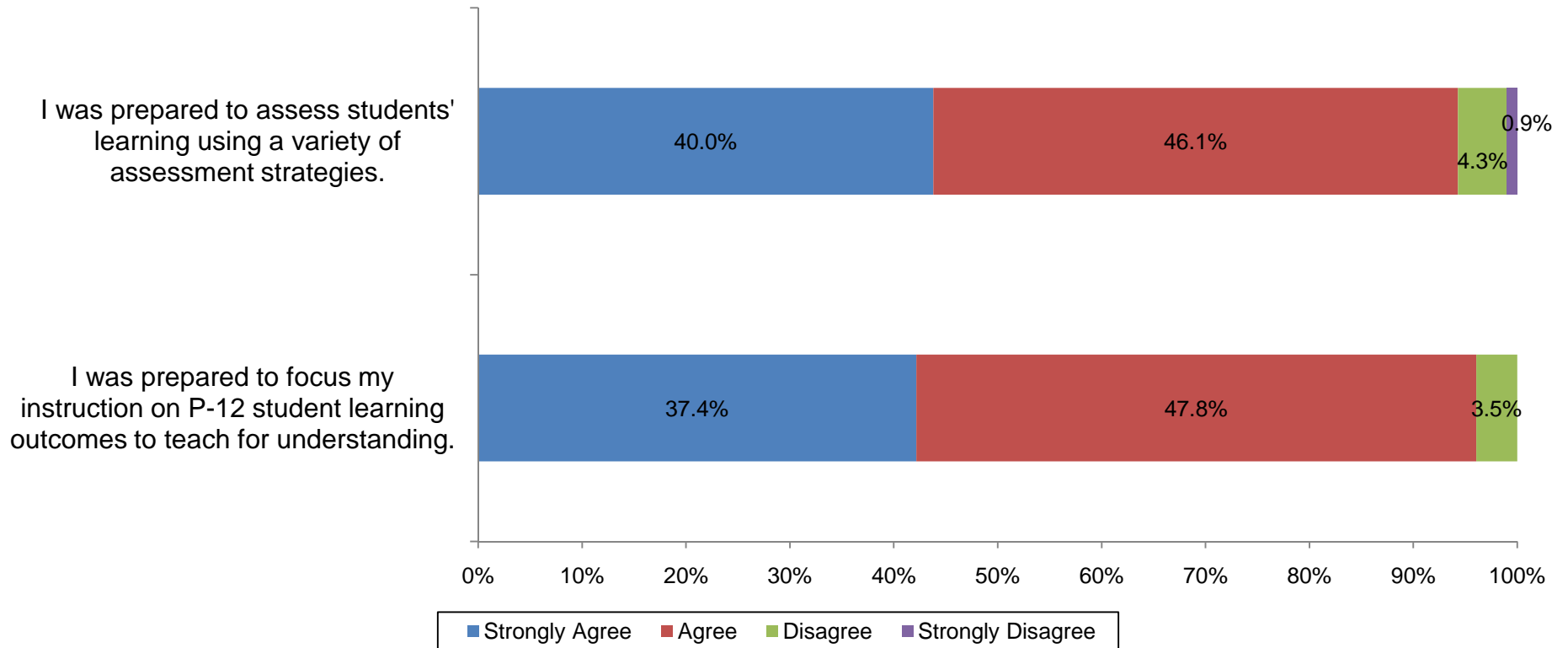
Preparedness in Classroom Management Competencies (N=115)



**Respondents feel more prepared across all three competencies than respondents did in 2008.**

## The Majority of Respondents Agree That They Were Prepared to Focus on Learning Outcomes and Engage in Assessment Activities

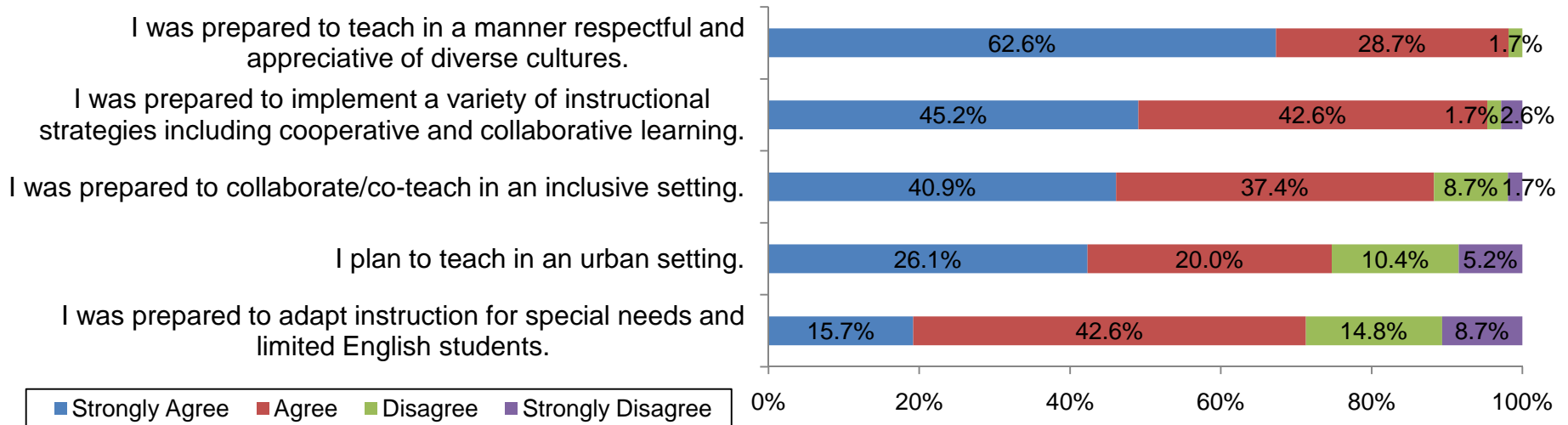
Preparedness in Assessment Competencies (N=115)



**As assessment is becoming a more critical practice for teachers, it is a positive finding that WPU's graduates are well prepared in this competency.**

## Respondents Largely Feel Prepared to Work with Diverse Students, but Not Necessarily to Work with Diverse Learners

### Preparedness in Diversity Competencies (N=115)



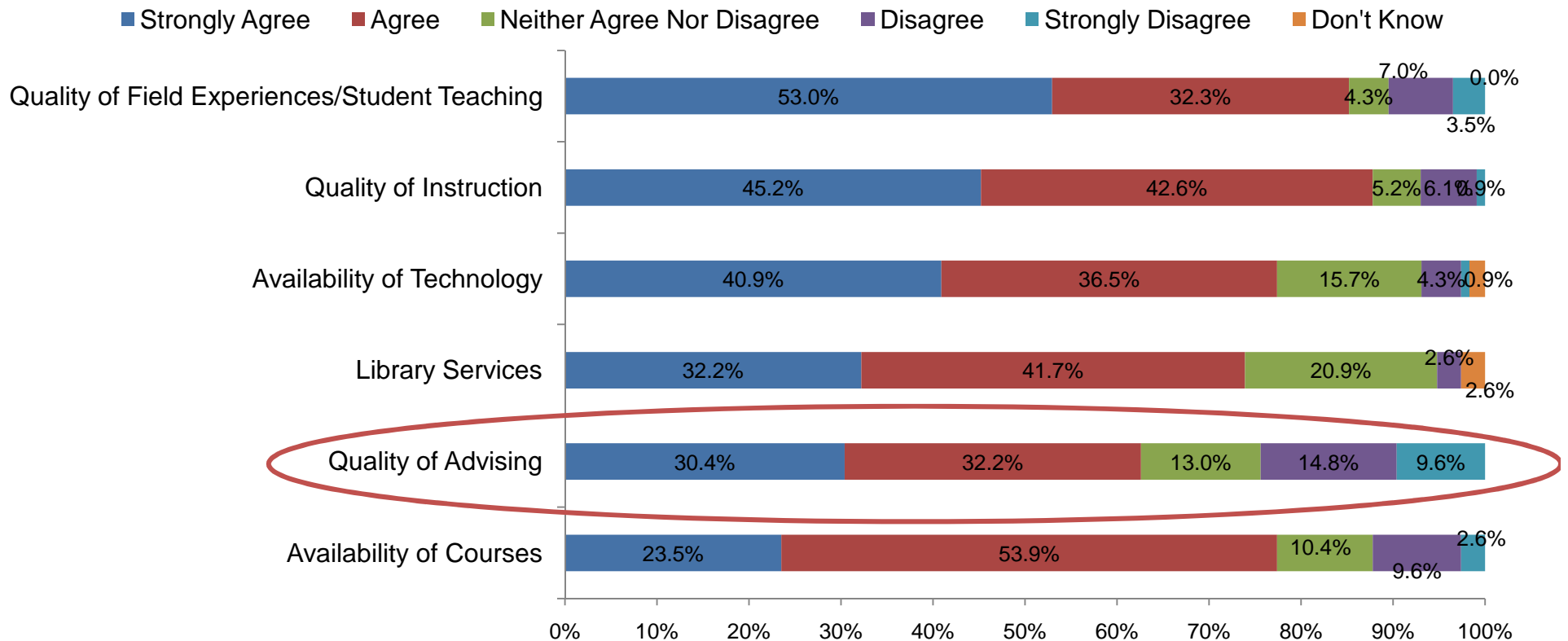
### Preparedness in Diversity Competencies 2008/2010 Comparison (Percentages represent the total of “strongly agree” and “agree” responses)

Competency	2008 Data	2010 Data
I was prepared to teach in a manner respectful and appreciative of diverse cultures.	88.7%	91.3%
I was prepared to implement a variety of instructional strategies.	84.1%	87.8%
I was prepared to adapt instruction for special needs and limited English students.	50.0%	58.3%

**There has been little improvement in how prepared graduates feel to differentiate instruction for special needs and limited English students. Less than half of respondents intend on teaching in urban areas.**

## Overall, Respondents are Very Satisfied with the College of Education at WPU, Especially with the Quality of Field Experiences and Instruction

“Tell us about your satisfaction with William Paterson University and the College of Education.”



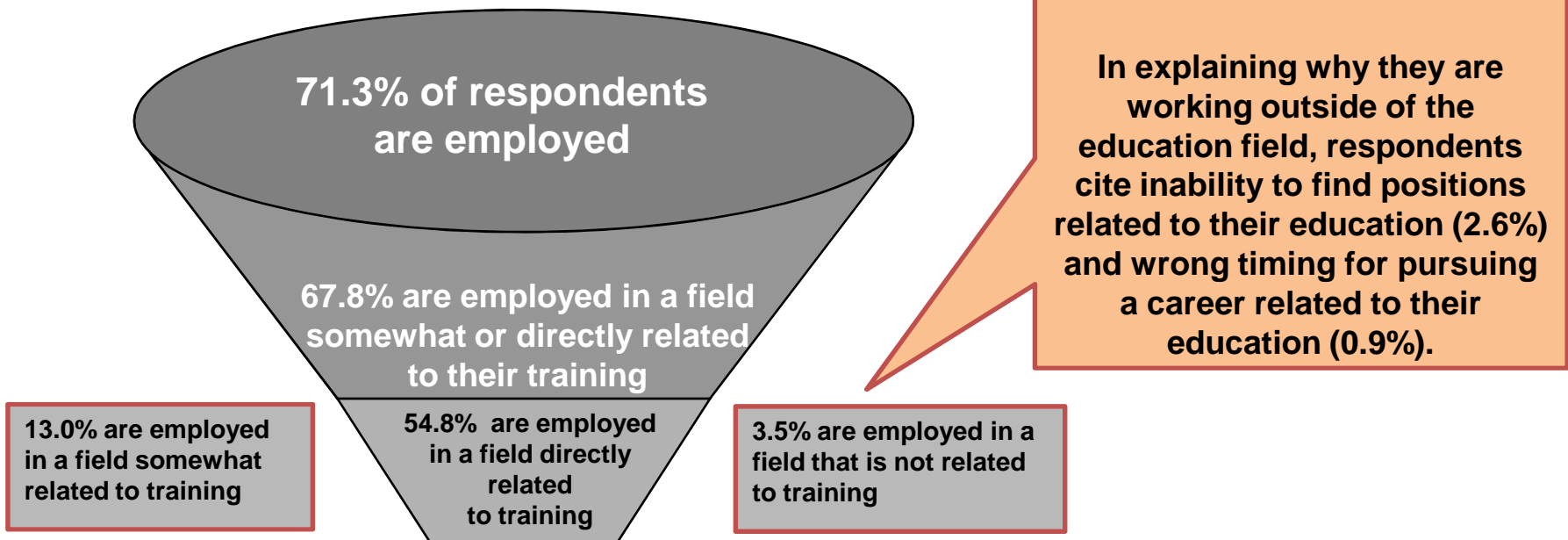
**Quality of advising is the greatest area for improvement, as 24.4% of respondents were not satisfied.**

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## The Majority of Respondents Are Employed (71.3%) and Are Working in the Field for Which They were Trained (67.8%), However a Large Percentage of Respondents (25.2%) are Unemployed and Actively Seeking Employment

“Are you currently employed in a position for which you were trained at William Paterson?” (N=115)



**WPU should make sure that it is providing strong career services for both its students and alumni, especially given the current teaching job shortage, as one quarter of respondents (25.2%) are unemployed and actively seeking employment. Alumni most commonly note the poor job market in their field (23.5%) and lack of or limited openings in the field (19.1%) as the greatest obstacles to employment.**

## The Majority of Respondents (50.5%) are Working as P-12 Regular and Special Education Teachers

Most Common Responses to “What is your current position?” (N=78, 4 blank responses)

Position	N	%
<b>Teacher in P-12</b>	<b>44</b>	<b>38.3%</b>
Other	19	16.5%
Special education teacher in P-12	14	12.2%
University or college faculty/professor	1	0.9%

### “Other” responses (N=19)

- ABA home therapist
- ABA Paraprofessional
- Head Athletic Trainer Div. 3
- Co-founded and run an educational program ([www.esperanzaproject.ca](http://www.esperanzaproject.ca))
- K-5 teacher
- Kindergarten Teacher’s Assistant
- Middle School English Teacher
- One-on-one aide (special education)
- Paraprofessional
- Personal trainer
- Special education teacher at private school
- Substitute teacher P-8
- Teacher of 2 year olds in a daycare
- Teacher aide (4)
- Teacher’s assistant (2)

Several respondents are employed as teacher’s aides, assistants, paraprofessionals, and substitute teachers, which may speak to the difficulty of finding full-time teaching positions in the current job market.

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## Preparation Outcomes are Organized by Program on the Following Slides

Program Area	Undergraduate N=99	Post-Baccalaureate N=16	Slide(s)
Art K12	2	0	28
English K-12	14	2	30-31
Foreign Language K-12	2	0	33-34
Math K-12	5	0	36
Music K-12	3	0	38-40
Physical Education K-12	8	1	42-43
Science K-12	1	2	45
Social Studies K-12	8	1	47-48

- There were no responses from graduates of the MAT, New Vistas, or Urban Teacher Residency programs.
- Other responses for which certification respondents received include: Athletic Training, Music Studies, PE/Health/Driver's Education, and Secondary Ed- Social Studies

**Please note that respondents self-select to participate and therefore individuals with a very positive or negative experience with the WPU COE may be more likely to respond. Responses for program areas in which there were only a few respondents may not be representative.**

## Preparation Outcomes are Organized by Program on the Following Slides

Program Area	Undergraduate N=99	Post-Baccalaureate N=16	Slide(s)
Early Childhood Education			50-51
P-3	5	1	
P-3/K-5	9	0	
Elementary Education			53-54
K-5	14	4	
K-5/5-8	7	0	
K-5/Special Education (Teacher of Students with Disabilities)	12	4	
K-5/TSD with 5-8 Endorsement	1	0	
P-3/K-5	9	0	
Special Education			57-58
Special Education (Teacher of the Handicapped)	5	0	
K-5/Special Education (Teacher of Students with Disabilities)	12	4	
K-5/TSD with 5-8 Endorsement	1	0	

Art K-12

# Respondents Report Being Well Prepared for Observing, Discussing, and Writing About Art, but are Unsure of Their Preparedness to Work with Students in a Variety of Media

“Tell us about how well your initial certification program in Art Education prepared you for the field.” (N=2)

Competencies for Art Education	Mean
I was prepared to help students hone their observations skills and to discuss works of art.	1.5
I was prepared to help student read and write about art in order to develop a visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design.	1.5
I was prepared to work with students in a variety of media (e.g. painting, drawing, collage, printmaking and sculpture).	3.0

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Both respondents graduated from the undergraduate program. As there are only two respondents, these responses may not give an accurate portrayal of the level of preparation that the majority of graduates achieve through the program.**

## English K-12

### Respondents are Most Prepared with Broad Knowledge of Literacy Practices and Can Use This Knowledge to Engage Students in Activities and Discussions on an Extensive Range of Literature

“Tell us about how well your initial certification program in English Language Arts prepared you for the field.” (N=16)

Competencies for English Language Arts	Mean
I was prepared with knowledge of the practices of oral, visual and written literacy.	2
I was prepared to engage my students in activities that demonstrate the role of arts and humanities in learning.	2.13
I was prepared to demonstrate knowledge of and uses for an extensive range of literature.	2.13
I was prepared to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	2.13
I was prepared to engage students in making meaning of texts through personal response.	2.13
I was prepared to demonstrate the range and influence of print and non-print media and technology in contemporary culture.	2.31
I was prepared to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.	2.38

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Fourteen respondents graduated from the undergraduate program and two graduated from the post-baccalaureate program.**

# Respondents are Unsure of Their Preparedness to Teach a Variety of Composing Processes, to Help Students Understand Their Own and Other Cultures, and to be Knowledgeable About Research Theory in English

“Tell us about how well your initial certification program in English Language Arts prepared you for the field.” (N=16)

Competencies for English Language Arts	Mean
I was prepared to demonstrate a variety of reading processes.	2.44
I was prepared to engage students in critical analysis of different media and communications technologies.	2.5
I was prepared to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	2.56
I was prepared to help my students make meaningful connections between the ELA curriculum and developments in culture, society and education.	2.63
I was prepared to teach a variety of composing processes.	2.81
I was prepared with a knowledge base of research theory and findings in the English language arts.	2.93
I was prepared to help my students use ELA to become familiar with their own and others' cultures.	3.13

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**For the majority of competencies listed above, graduates agree that they were prepared, however in a few competency areas, they are unsure of their preparation.**

## Foreign Language K-12



# The Two Respondents Noted That They Were Very Well Prepared in All Competency Areas

**“Tell us about how well your initial certification program in Foreign Language Education prepared you for the field.” (N=2)**

Competencies for Foreign Language Education	Mean
I learned to make connections among the perspectives of a culture and its practices and products, and integrate this cultural framework into instructional practices.	1.0
I learned to value the role of literary and cultural texts and I use them to interpret and reflect upon the perspectives of the culture of the language being taught.	1.0
I was prepared to integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	1.0
I learned how language is acquired at various developmental levels and I use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	1.0
I was prepared to use a variety of instructional practices that reflect language outcomes and articulate program models and address the needs of diverse language learners.	1.0

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Both respondents graduated from the undergraduate program.**

### With Only Two Respondents, It is Difficult to Determine Any Strengths or Areas of Improvement for the Foreign Language Program

“Tell us about how well your initial certification program in Foreign Language Education prepared you for the field.” (N=2)

Competencies for Foreign Language Education	Mean
I was prepared to integrate the Standards for Foreign Language Learning and NJCCCS into language instruction.	1.0
I was prepared to use standards and curricular goals to evaluate, select, design, and adapt instructional resources.	1.0
I was prepared to use ongoing multiple assessments that are age- and level-appropriate.	1.0
I was prepared to interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.	1.0
I learned to value foreign language learning and to become an advocate with students, colleagues, and members of the community to promote foreign language learning.	1.0

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Overall, graduates strongly agree that they were prepared across the competencies listed above and on the previous slide.**

Math K-12

### Respondents are Most Prepared to Use Varied Representations of Mathematical Ideas to Help Student Deepen Their Understanding but are Least Prepared to Understand the Pedagogy Specific to Math Teaching and Learning

“Tell us about how well your initial certification program in Math Education prepared you for the field.” (N=5)

Competencies for Math Education	Mean
I was prepared to use varied representations of mathematical ideas to support and deepen students' mathematical understanding.	1.6
I developed a positive disposition toward mathematical processes and mathematical learning.	1.8
I was prepared to recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.	2
I have been able to increase students' knowledge of mathematics.	2
I was prepared to use technology as an essential tool for teaching and learning mathematics.	2.2
I was prepared with a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.	2.2

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**All five respondents graduated from the undergraduate program. Overall, graduates agree that they were prepared across competency areas listed above.**

## Music K-12

# Respondents Noted That They Were Very Well Prepared in the Majority of Competency Areas

**“Tell us about how well your initial certification program in Music Education prepared you for the field.” (N=3)**

Competencies for Music Education	Mean
I was prepared to select age and skill-level materials appropriate for teaching music.	1.0
I was prepared with a comprehensive knowledge of music pedagogy.	1.0
I was prepared to appropriately structure rehearsals/lessons/classes.	1.0
I was prepared to engage students in music-making activities.	1.0
I was prepared to use appropriate techniques for directing/teaching rehearsals/lessons/classes.	1.0
I was prepared to make accurate and appropriate musical corrections.	1.0
I was prepared to teach/perform accurate rhythms.	1.0
I was prepared to teach/perform accurate pitches (melody, harmony).	1.0

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**All three respondents graduated from the undergraduate program.**

# Respondents Were Slightly Less Prepared to Use Musical Elements and Terminology Correctly and to Have a Comprehensive Knowledge of Music Theory and History

“Tell us about how well your initial certification program in Music Education prepared you for the field.” (N=3)

Competencies for Music Education	Mean
I was prepared to perform on/teach various instruments and/or voice.	1.0
I was prepared with appropriate keyboard performance/ accompaniment skills.	1.0
I was prepared with appropriate technical skills as a conductor.	1.0
I was prepared to use aural skills necessary for analyzing student performance in the areas of rhythm, pitch, harmony, etc.	1.0
I was prepared to use appropriate recordings, software, or other materials to enhance teaching and learning.	1.0
I learned and was prepared to use musical elements and terminology correctly.	1.3
I was prepared with a comprehensive knowledge of music theory and history.	1.3

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Overall, graduates strongly agree that they were prepared across the competencies listed above and on the previous slide.**

# Respondents Felt Best Prepared in Their Piano, Vocal, and Instrumental Teaching Skills, However They Request Greater Instruction in Applied Teaching Skills and for More Instruments

“In what aspect of music education were you best prepared? Please give an example, if possible.” (N=3)

Piano and Vocal skills

Teaching lessons one on one on my own instrument (trumpet) and pretty confident teaching on brass instruments.

“In what aspect of music education were you least prepared? Please give an example, if possible.” (N=3)

Fairly comfortable teaching Woodwind instruments, except on saxophone as it is not offered at all at William Paterson as is one of the MAJOR band instruments. I also wish more time was spent conducting mock rehearsals and learning how to manage a large ensemble classroom. The class that is supposed to teach us that was Instrumental Strategies and more time was spent preparing lesson plans, conducting research, and doing a lot of paperwork to talk ABOUT how to teach...but there was very little time spent trying to APPLY that information and coach students through what experiences they will face in their practicum, student teaching, and finally in their workplace.

Music History and background

**The Music department should consider its music history coursework, for respondents noted in both a rating scale and open ended question that they were less prepared in this area.**



## Physical Education K-12

# Respondents are Most Prepared to Demonstrate Physical Skills and Use Cues to Refine Specific Elements of Those Skills

“Tell us about how well your initial certification program in Physical Education prepared you for the field.” (N=9)

Competencies for Physical Education	Mean
I was prepared to deliver appropriate demonstrations to show the critical elements of a skill(s).	1.3
I was prepared to apply the use of cues to refine specific elements of physical skills.	1.3
I was prepared to write developmentally appropriate instructional units.	1.4
I was prepared to write developmentally appropriate lesson plans.	1.4
I was prepared to demonstrate an understanding of individual and group motivation that encourages social interactions.	1.4
I was prepared to apply a variety of psychomotor, cognitive and affective assessment strategies.	1.4
I was prepared to portray a high professional standard through my attire, body language and enthusiasm.	1.4

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Eight respondents graduated from the undergraduate program and one graduated from the post-baccalaureate program.**

# Respondents are Least Prepared to Select Developmentally Appropriate Equipment and to Manage Student Behavior

“Tell us about how well your initial certification program in Physical Education prepared you for the field.” (N=9)

Competencies for Physical Education	Mean
I was prepared to demonstrate an alignment between the writing of the lesson plan and the execution/delivery of my lessons.	1.6
I was prepared to provide activities/tasks supporting physical, cognitive and social development.	1.6
I was prepared to demonstrate knowledge of effective verbal, non-verbal, and media communication techniques to enhance learning.	1.6
I was prepared to demonstrate the use of general and corrective feedback to enhance learning.	1.6
I was prepared to demonstrate knowledge in the managing of students' behaviors.	1.7
I was prepared to select developmentally appropriate equipment for every lesson and grade level.	1.8

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Overall, graduates agree/strongly agree that they were prepared across the competencies listed above and on the previous slide.**

## Science K-12

## Specific Program Outcomes

### Respondents are Most Prepared to Teach Science Safely and Ethically, but are Unsure of Their Preparation to Relate Science to the Community and Identify Useful Community Resources

“Tell us about how well your initial certification program in Science Education prepared you for the field.” (N=3)

Competencies for Science Education	Mean
My program helped me to learn guidelines and develop practices for safe and ethical teaching of science.	1.7
My program helped me to acquire an understanding of science content and effective methods for conveying science content to students.	2
My program prepared me to engage students in studies and activities that lead to an understanding of the relationships between science, technology, and society and responsible decision making based on science knowledge.	2
My program gave me a clear perspective of the meaning and rationale for scientific literacy (history and nature of science; inquiry; science-technology-society; issues in the community).	2.3
My program prepared me to engage students in studies and activities related to the history of science and the practice of science.	2.3
My program prepared me to engage students in studies and activities that promote active learning through scientific inquiry.	2.3
My program prepared me to relate science to local and regional communities and identify community resources that are useful in my science teaching.	3

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**One respondent graduated from the undergraduate program and two graduated from the post-baccalaureate program. Graduates agree that they were prepared in most of the competency areas listed above.**

## Social Studies K-12

# Respondents are Most Prepared to Help Students to Better Understand Their Place in Time, Continuity, and Change as well as Citizenship

“Tell us about how well your initial certification program in Social Studies Education prepared you for the field.” (N=9)

Competencies for Social Studies Education	Mean
I was prepared to help students locate themselves in terms of time, continuity and change.	1.6
I was prepared to help students understand the civic ideals and practices of citizenship.	1.6
I was prepared to teach students about culture and cultural diversity.	1.8
I was prepared to help students understand how science and technology impact society.	1.9
I was prepared to help students recognize human development and identity by one's culture, by groups, and by institutional influences.	2

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Eight respondents graduated from the undergraduate program and one graduated from the post-baccalaureate program.**

## Respondents are Least Prepared to Help Students Understand How Resources are Produced, Distributed, and Consumed

“Tell us about how well your initial certification program in Social Studies Education prepared you for the field.” (N=9)

Competencies for Social Studies Education	Mean
I was prepared to help students understand the historical development of structures of power, authority, and governance and their evolving functions in contemporary society and other parts of the world.	2
I was prepared to help students understand the increasingly important and diverse global connections and interconnections among world societies and the frequent tension between national interests and global priorities.	2
I was prepared to help students apply knowledge of people, places, and human-environments to create spatial views of geographic perspectives of the world beyond their personal locations.	2.1
I was prepared to help students understand the integral role that individuals, groups, and institutions play in people’s lives.	2.3
I was prepared to help students understand the production, distribution, and consumption of available resources.	2.4

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Overall, graduates agree that they were prepared across the competencies listed above and on the previous slide.**



## Early Childhood Education

### *Number of Respondents Per Program for Each Early Childhood Education Certification Area*

Certification Area	Undergrad	Post-bac
P-3	5	1
K-5	9	0

## Respondents are Most Prepared to Use Developmentally Effective Approaches to Influence Children’s Developing and Learning

“Tell us about how well your initial certification program in Early Childhood Education prepared you for the field.” (N=15)

Competencies for Early Childhood Education	Mean (Overall)	Mean (P-3) N=6	Mean (P-3/K-5) N=9
I was prepared to use developmentally effective approaches to influence children’s developing and learning.	1.4	1	1.7
I was prepared to work collaboratively, ethically, and reflectively to improve early childhood practice and to advocate for sound educational policies and practices.	1.5	1.3	1.7
I was prepared to use content knowledge- essential concepts, inquiry tools, and structure of content- to teach meaningfully.	1.6	1.2	1.9
I was prepared to use my understanding of children’s development to create healthy, respectful, supportive and challenging environments for all children.	1.7	1.5	1.8

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Only one Early Childhood Education respondent was in the post-baccalaureate program. This respondent earned P-3 certification. The other fourteen respondents were in the undergraduate program; Five earned P-3 certification and nine earned P-3/K-5 certification.**

# Respondents are Least Prepared to Involve Families and Communities in Their Children’s Development and Learning and to Use Effective Assessment Strategies

“Tell us about how well your initial certification program in Early Childhood Education prepared you for the field.” (N=15)

Competencies for Early Childhood Education	Mean (Overall)	Mean (P-3) N=6	Mean (P-3/K-5) N=9
I was prepared to connect with children and families to improve teaching.	1.7	1.3	1.9
I was prepared to use knowledge and resources to design, implement, and evaluate meaningful, challenging curriculum for all young children.	1.7	1.5	1.8
I was prepared to create relationships with families and communities that involve families in their children’s development and learning.	1.8	1.3	2.1
I was prepared to use systematic observations, documentation, and other effective assessment strategies to influence children’s development and learning.	1.8	1.7	1.9

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Overall, graduates strongly agree/agree that they were prepared across the competencies listed above and on the previous slide. Graduates from the P-3 program felt slightly more prepared than graduates from the P-3/K-5 program.**

## Elementary Education

### *Number of Respondents Per Program for Each Elementary Education Certification Area*

Certification Area	Undergrad	Post-bac
K-5	14	4
K-5/5-8	7	0
K-5/Special Education (Teacher of Students with Disabilities)	12	4
K-5/TSD with 5-8 Endorsement	1	0
P-3/K-5	9	0

# Overall, Respondents Agree That They Were Prepared Across the Majority of Competency Areas Listed Below

**“Tell us about how well your initial certification program in Elementary Education prepared you for the field.” (N=51)**

Competencies for Elementary Education	Overall Mean
I was prepared to use my knowledge of science content and pedagogy to teach physical, life, earth/space sciences and scientific inquiry.	2
I was prepared to use my knowledge of mathematics content and pedagogy to teach numbers and operations, algebra, geometry, measurement, data analysis and probability.	2
I was prepared to use my knowledge of social studies content and pedagogy to teach history, geography, decision-making and citizenship skills.	2
I was prepared to use my knowledge and pedagogical skills in the areas of visual and performing arts.	2.6
I was prepared to use my knowledge of language arts content and pedagogy to teach reading, writing, speaking, viewing, listening and thinking.	2.9
I was prepared to use my knowledge and pedagogical skills in teaching health education.	2.9
I was prepared to use my knowledge and pedagogical skills in teaching physical education.	3.1

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**However, respondents were unsure of their preparedness to use knowledge and pedagogical skills to teach Health and Physical Education.**

### Respondents From the Five Elementary Education Certification Areas Vary in Their Level of Preparedness; Respondents from the K-5 and K-5/5-8 Certification Areas are More Prepared than the Average, Whereas Respondents from the K-5 Special Education Certification Area are the Least Prepared Across Competencies

“Tell us about how well your initial certification program in Elementary Education prepared you for the field.” (N=51)

Competencies for Elementary Education	Mean (K-5) N=18	Mean (K-5/5-8) N=7	Mean (K-5/Sped) N=16	Mean (K-5/TSD) N=1	Mean (P-3/K-5) N=9
I was prepared to use my knowledge of science content and pedagogy to teach physical, life, earth/space sciences and scientific inquiry.	1.7	1.9	2.3	2	2.2
I was prepared to use my knowledge of mathematics content and pedagogy to teach numbers and operations, algebra, geometry, measurement, data analysis and probability.	1.6	1.9	2.3	2	2.1
I was prepared to use my knowledge of social studies content and pedagogy to teach history, geography, decision-making and citizenship skills.	1.6	1.6	2.5	2	2.3
I was prepared to use my knowledge and pedagogical skills in the areas of visual and performing arts.	2.4	2.3	2.9	2	2.6
I was prepared to use my knowledge of language arts content and pedagogy to teach reading, writing, speaking, viewing, listening and thinking.	1.7	2.1	2.1	2	2
I was prepared to use my knowledge and pedagogical skills in teaching health education.	2.6	3	3.3	4	2.8
I was prepared to use my knowledge and pedagogical skills in teaching physical education.	2.9	3	3.3	4	3.1

Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree

**Given the variability in the number of respondents per certification area, comparisons may not be representative for all graduates.**

## Special Education

### *Number of Respondents Per Program for Each Special Education Certification Area*

Certification Area	Undergrad	Post-bac
Special Education (Teacher of the Handicapped)	5	0
K-5/Special Education (Teacher of Students with Disabilities)	12	4
K-5/TSD with 5-8 Endorsement	1	0

### Overall, Respondents Agree That They Were Prepared Across the Competencies Listed Below and on the Following Slide

“Tell us about how well your initial certification program in Special Education prepared you for the field.” (N=21)

Competencies for Special Education	Mean (Overall)	Mean (SpEd) N=5	Mean (K-5/SpEd) N=16	Mean (K-5/TSD) N=1
My program developed my understanding of learner diversity, factors that influence development, and ways to provide support for students' cognitive, physical, social, and emotional development.	1.7	1.4	1.7	2
My program developed my promotion of learning by providing planned, orderly, supportive environments that encourage participation of individuals with special learning needs.	1.7	1.4	1.6	2
My program developed my professionalism and ethical knowledge and skills.	1.7	1.6	1.6	1
My program developed my knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, developmentally appropriate practices, individual students, community, and curriculum goals.	1.8	1.4	1.8	2

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**The majority of respondents graduated from the undergraduate program. Five respondents earned a Special Education certification from the undergraduate program. Twelve respondents earned a K-5/Sped certification from the undergraduate program and four earned this certification from the post-baccalaureate program.**



### Respondents From the Three Special Education Certification Areas Vary in Their Level of Preparedness; Respondents from the K-5/TSD Certification Area are Less Prepared than the Mean

“Tell us about how well your initial certification program in Special Education prepared you for the field.” (N=21)

Competencies for Special Education	Mean (Overall)	Mean (SpEd) N=5	Mean (K-5/SpEd) N=16	Mean (K-5/TSD) N=1
My program developed my foundational knowledge of the special education field (e.g., philosophies, theories, laws and policies, and history).	1.9	1.4	1.6	4
My program developed my assessment, diagnosis, and evaluation knowledge and skills.	1.9	1.8	1.8	2
My program developed my communication and collaboration knowledge and skills.	1.9	1.6	1.9	2
My program developed my knowledge and skill in managing behavior, facilitating, problem-solving, developing social skills and promoting self-advocacy of students.	2.1	1.6	2.1	4

Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree

**K-5/TSD certification respondents disagree that they are prepared with foundational knowledge of the special education field and for several skills pertaining to special needs students. Please note that there was only one respondent from this certification area, so responses may not be representative.**

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### Preparation Outcomes are Organized by Certification on the Following Slides

Certification Area	Undergraduate	Post-Baccalaureate	Slide(s)
P-3/K-5	9	0	52-53
K-5/Special Education (Teacher of Students with Disabilities)	12	4	55-56
K-5/TSD with 5-8 Endorsement	1	0	58-59

P-3/K-5

### The Nine Respondents in the P-3/K-5 Certification Program are Well Prepared Across Early Childhood Education Competencies, Especially for Using Developmentally Effective Approaches, and Working Collaboratively, Ethically, and Reflectively

Competencies for Early Childhood Education	Mean N=9
I was prepared to use developmentally effective approaches to influence children's developing and learning.	1.7
I was prepared to work collaboratively, ethically, and reflectively to improve early childhood practice and to advocate for sound educational policies and practices.	1.7
I was prepared to use my understanding of children's development to create healthy, respectful, supportive and challenging environments for all children.	1.8
I was prepared to use knowledge and resources to design, implement, and evaluate meaningful, challenging curriculum for all young children.	1.8
I was prepared to use systematic observations, documentation, and other effective assessment strategies to influence children's development and learning.	1.9
I was prepared to connect with children and families to improve teaching.	1.9
I was prepared to use content knowledge- essential concepts, inquiry tools, and structure of content- to teach meaningfully.	1.9
I was prepared to create relationships with families and communities that involve families in their children's development and learning.	2.1

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Respondents feel least prepared for working with families and communities.**

## P-3/K-5 Respondents are Less Prepared in Elementary Education Competencies Than in Early Childhood Competencies

Competency for Elementary Education	Mean N=9
I was prepared to use my knowledge of language arts content and pedagogy to teach reading, writing, speaking, viewing, listening and thinking.	2
I was prepared to use my knowledge of mathematics content and pedagogy to teach numbers and operations, algebra, geometry, measurement, data analysis and probability.	2.1
I was prepared to use my knowledge of science content and pedagogy to teach physical, life, earth/space sciences and scientific inquiry.	2.2
I was prepared to use my knowledge of social studies content and pedagogy to teach history, geography, decision-making and citizenship skills.	2.3
I was prepared to use my knowledge and pedagogical skills in the areas of visual and performing arts.	2.6
I was prepared to use my knowledge and pedagogical skills in teaching health education.	2.8
I was prepared to use my knowledge and pedagogical skills in teaching physical education.	3.1

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**Respondents are unsure of their preparedness to use their knowledge and pedagogical skills in teaching health and physical education.**

K-5/Special Education

### The 16 K-5/Special Education Respondents are Prepared for the Majority of Competencies Listed Below, However They are Unsure of Their Preparedness to Use Their Knowledge and Pedagogical Skills in Teaching Visual Arts, Health, and Physical Education

Competencies for Elementary Education	Mean N=16
I was prepared to use my knowledge of language arts content and pedagogy to teach reading, writing, speaking, viewing, listening and thinking.	2.1
I was prepared to use my knowledge of science content and pedagogy to teach physical, life, earth/space sciences and scientific inquiry.	2.3
I was prepared to use my knowledge of mathematics content and pedagogy to teach numbers and operations, algebra, geometry, measurement, data analysis and probability.	2.3
I was prepared to use my knowledge of social studies content and pedagogy to teach history, geography, decision-making and citizenship skills.	2.5
I was prepared to use my knowledge and pedagogical skills in the areas of visual and performing arts.	2.9
I was prepared to use my knowledge and pedagogical skills in teaching health education.	3.3
I was prepared to use my knowledge and pedagogical skills in teaching physical education.	3.3

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*



# K-5/Special Education Respondents are Well Prepared Across Competencies for Special Education

Competencies for Special Education	Mean N=16
My program developed my foundational knowledge of the special education field (e.g., philosophies, theories, laws and policies, and history).	1.6
My program developed my promotion of learning by providing planned, orderly, supportive environments that encourage participation of individuals with special learning needs.	1.6
My program developed my professionalism and ethical knowledge and skills.	1.6
My program developed my understanding of learner diversity, factors that influence development, and ways to provide support for students' cognitive, physical, social, and emotional development.	1.7
My program developed my assessment, diagnosis, and evaluation knowledge and skills.	1.8
My program developed my knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, developmentally appropriate practices, individual students, community, and curriculum goals.	1.8
My program developed my communication and collaboration knowledge and skills.	1.9
My program developed my knowledge and skill in managing behavior, facilitating. problem-solving, developing social skills and promoting self-advocacy of students.	2.1

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

K-5/TSD

### The K-5 TSD Respondent Disagrees That He/She Was Prepared to Use His/Her Knowledge and Pedagogical Skills in Teaching Health and Physical Education

Competencies for Elementary Education	Mean N=1
I was prepared to use my knowledge of language arts content and pedagogy to teach reading, writing, speaking, viewing, listening and thinking.	2
I was prepared to use my knowledge of science content and pedagogy to teach physical, life, earth/space sciences and scientific inquiry.	2
I was prepared to use my knowledge of mathematics content and pedagogy to teach numbers and operations, algebra, geometry, measurement, data analysis and probability.	2
I was prepared to use my knowledge of social studies content and pedagogy to teach history, geography, decision-making and citizenship skills.	2
I was prepared to use my knowledge and pedagogical skills in the areas of visual and performing arts.	2
I was prepared to use my knowledge and pedagogical skills in teaching health education.	4
I was prepared to use my knowledge and pedagogical skills in teaching physical education.	4

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**As there is only one respondent in this certification area, responses may not be representative.**

### The K-5/TSD Respondents Strongly Agrees That His/Her Program Developed His/Her Professionalism and Ethical Knowledge and Skills

Competencies for Special Education	Mean N=1
My program developed my professionalism and ethical knowledge and skills.	1
My program developed my understanding of learner diversity, factors that influence development, and ways to provide support for students' cognitive, physical, social, and emotional development.	2
My program developed my assessment, diagnosis, and evaluation knowledge and skills.	2
My program developed my knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, developmentally appropriate practices, individual students, community, and curriculum goals.	2
My program developed my promotion of learning by providing planned, orderly, supportive environments that encourage participation of individuals with special learning needs.	2
My program developed my communication and collaboration knowledge and skills.	2
My program developed my foundational knowledge of the special education field (e.g., philosophies, theories, laws and policies, and history).	4
My program developed my knowledge and skill in managing behavior, facilitating. problem-solving, developing social skills and promoting self-advocacy of students.	4

*Likert Scale: 1=Strongly Agree; 2=Agree; 3=Neither Agree Nor Disagree; 4=Disagree; 5=Strongly Disagree*

**However, the respondent disagrees that his/her program developed his/her foundational knowledge of special education and provided him/her with the skills to effectively work with special needs students.**

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## Areas for Improvement Include Advising and Diverse Learners Instruction, as well as Select Competencies in a Few Program Areas

### Advising

- Almost one quarter (24.4%) of respondents were not satisfied with the quality of advising.
- ***WPU may want to put more time and resources into the COE's advising system in order to increase student satisfaction.***

### Diverse Learners Instruction

- Differentiating instruction for diverse learners continues to be a challenge noted by respondents.
  - Only 15.7% of respondents strongly agreed that they were prepared to adapt instruction for special needs and limited English students.
- Less than half of respondents expressed their intentions to teach in urban areas.
- Respondents reported that diversity was the area in which they were least prepared across core areas of instruction.
- ***Additional training or coursework may be needed.***

### English Language Arts

- Respondents are unsure of their preparedness to teach a variety of composing processes, to help students understand their own and other cultures, and to be knowledgeable about research theory in English.
- ***Additional focus on these topics may be necessary.***

### Science Education

- Respondents are unsure of their preparation to relate science to the community and to identify useful community resources for use in the classroom.
- ***It may be helpful to connect teacher candidates to outside resources through their practicum experiences so that they become aware of the process of obtaining resources in their own teaching communities.***

# Differences in Levels of Preparedness Between Graduates from the Distinct Certification Areas May be Linked to Variability in Coursework

### Early Childhood Education

- There is a difference between graduates' feelings of preparedness from the P-3 program versus the P-3/K-5 program.
  - Those who graduated from the P-3 program reported feeling slightly more prepared across all competencies.
  - They are especially more prepared for creating relationships with families and communities regarding their children's development and learning.
- ***WPU may want to look at the differences in curriculum requirements between the two programs and identify where those in the P-3/K-5 program need greater instruction.***

### Elementary Education

- Overall, respondents from the elementary education programs are unsure of their level of preparation to use their knowledge and pedagogical skills in teaching health and physical education.
  - There are also differences between the certification areas in terms of preparedness.
- Those who graduated from the K-5 special education program are least prepared across competencies.
- Those who graduated from the K-5 and K-5/5-8 program report feeling more prepared than those from the other programs.
- ***WPU should determine if teaching health and physical education is an important competency area for its graduates to be prepared in, and if so, should bolster the curriculum accordingly.***

### Responding Alumni Appear to be Satisfied Overall with the WPU College of Education

- Respondents report feeling prepared to teach across core areas of instruction
- Areas of particular strength include the following:
  - I learned to conduct myself in a professional and ethical manner (72% strongly agree)
  - I learned to hold high expectations for all students to learn (67%)
  - I learned to be open to new ideas and become a lifelong learner (64.3%)
  - I was prepared to teach in a manner respectful and appreciative of diverse cultures (62.6%)
  - I learned to create a physically and psychologically safe learning environment (60.9%)
- More than 70% of respondents were *very satisfied* or *satisfied* with the quality of instruction, library services, field experiences, availability of courses, and availability of technology.
  - The percentage reporting satisfaction is high, however it is lower than in the previous alumni survey from 2008, when over 80% of respondents reported satisfaction in these areas.



### Responding Alumni Feel That They are Well-Prepared to Enter the Classroom, but are Having Trouble Finding Employment

- The vast majority of responding alumni are employed (71.3%) and 54.8% are employed in a field directly related to their training at the COE.
- However, a quarter of respondents (25.2%) are unemployed and actively seeking employment.
- This percentage is much larger than the 7% seen in the 2008 survey, although the economic downturn that occurred during the interim period is likely the cause.
- Thus, career advising is an important area for improvement, especially given the current job market.

**For questions or to further discuss findings, please contact Eduventures at [khewett@eduventures.com](mailto:khewett@eduventures.com)**

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## Respondents' Age Distribution (N=115)

	Frequency	Percent
Valid 22	6	5.2
23	18	15.7
24	24	20.9
25	16	13.9
26	12	10.4
27	3	2.6
28	8	7.0
29	3	2.6
30	2	1.7
32	2	1.7
33	1	.9
35	3	2.6
36	1	.9
37	1	.9
39	1	.9
41	1	.9
42	2	1.7
44	2	1.7
45	2	1.7
47	1	.9
50	1	.9
52	3	2.6
59	1	.9
Prefer not to answer	1	.9
Total	115	100.0

## Certification Received from the Initial Certification Program (N=115)

	Frequency	Percent
Art K-12	2	1.7
English K-12	16	13.9
Foreign Language K-12	2	1.7
K-5	18	15.7
K-5/5-8	7	6.1
K-5/Special Education (Teacher of Students with Disabilities)	16	13.9
K-5/TSD with 5-8 endorsement	1	.9
Math K-12	5	4.3
Music K-12	3	2.6
Other, please specify:	4	3.5
P-3	6	5.2
P-3/K-5	9	7.8
PE K-12	9	7.8
Science K-12	3	2.6
Social Studies K-12	9	7.8
Special Education (Teacher of the Handicapped)	5	4.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

## Other Certifications Received from the Initial Certification Program (N=4)

	Frequency	Percent
	111	96.5
Athletic Training	1	.9
Music Studies	1	.9
PE/ Health/ Driver's Education K-12	1	.9
Secondary Ed, Social Studies	1	.9
<b>Total</b>	<b>115</b>	<b>100.0</b>



## “What best describes your current position?” (N=115)

	Frequency	Percent
Other, please specify	37	32.2
Special education teacher in P-12	14	12.2
Teacher in P-12	44	38.3
University or college faculty/professor	1	.9
<b>Total</b>	<b>115</b>	<b>100.0</b>



## Other positions (N=19)

	Frequency	Percent
	96	83.5
ABA home therapist	1	.9
ABA Paraprofessional	1	.9
aide	1	.9
Head Athletic Trainer Div. 3	1	.9
I co-founded and run an educational program and free summer camp for the local children of small rural town on the north coast of the Dominican Republic ( <a href="http://www.esperanzaproject.ca">www.esperanzaproject.ca</a> )	1	.9
K-5 teacher	1	.9
Kindergarten Teacher's Assistant	1	.9
Middle School English Teacher	1	.9
One-on-one aide (special education)	1	.9
paraprofessional	1	.9
Personal trainer	1	.9
special education teacher at private school	1	.9
substitute teacher p-8	1	.9
Teacher Aide	2	1.7
Teacher assistant	1	.9
teacher of 2 year olds in a daycare	1	.9
Teacher's Aide	1	.9
Teacher's Assistant	1	.9

## Obstacles Respondents Faced/Are Facing When Seeking Employment (N=115)

Obstacle	Number of Respondents	Percent of Respondents
Limited connections or network to draw upon	17	14.8%
Lack of knowledge relevant to position	-	0%
Lack of or limited openings in the field	22	19.1%
Lack of practical/hands-on experience	1	0.9%
Lack of prior work experience	9	7.8%
Lack of research experience	1	0.9%
Lack of support from career services	7	6.1%
Lack of support from faculty	4	3.5%
Poor job market in my field	27	23.5%
Low name recognition of school	1	0.9%
None of the above. I did not face any obstacles	1	0.9%