

**TEACHER EDUCATION ENTRANCE SURVEY**  
**FALL 2015**

**Context**

This survey is part of the set of surveys administered at key transitions points during their first year in the Teacher Education program. This survey was administered to the university supervisors of the 128 members of the 2015 – 2016 Teacher Education Program cohorts.

**Survey Content**

- **Information about the incoming students' demographics and educational background.**
- **Participants' self-reported proficiency levels in several professional competency domains.**
- **Participants' future career plans.**

**Methodology**

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the clinic teachers of all of the students participating in internships. The data was collected during the first and second weeks of September, 2015. A total of 126 surveys were completed (response rate = 126/128 = 98.44%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.

- **Individual-level report.** This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
  - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

**Key Findings**

- The majority of the incoming student teachers were Caucasian (89%) and female (82%).
- The most common intended field of study among the student teachers was elementary education (33%), followed by English/language arts (12%) and biology (5%).
- In response to 22 items of a scale measuring self-reported degree of control over various classroom management issues, including topics such as facilitating student creativity, differentiating instruction, and ensuring that students follow the rules, the participants' average response was 7.08 out of 9 points (with 1 indicating no influence at all and 9 indicating a great deal of influence).

## Demographic Information

Gender	Count
Male	23 (18.25%)
Female	103 (81.75%)

Race/Ethnicity	Count
American Indian or Alaska Native	0 (0.00%)
Black or African American	2 (1.59%)
Multiracial	0 (0.00%)
White	112 (88.89%)
Asian	5 (3.97%)
Hispanic or Latino	6 (4.76%)
Native Hawaiian or Other Pacific Islander	1 (0.79%)

### Parents' Highest Level of Education Completed

Level Of Education	Mother	Father
Did not attend school	0 (0.00%)	1 (0.79%)
Some elementary school	0 (0.00%)	0 (0.00%)
Completed elementary school	1 (0.79%)	1 (0.79%)
Completed middle school	0 (0.00%)	1 (0.79%)
Completed high school	19 (15.08%)	24 (19.05%)
Completed some college	37 (29.37%)	22 (17.46%)
Completed undergraduate school	47 (37.30%)	51 (40.48%)
Completed graduate school	22 (17.46%)	26 (20.63%)
Unsure	0 (0.00%)	0 (0.00%)

### Academic Year of Entry into Teacher Education Program

Academic Year	Count
2013 – 2014	23 (18.25%)
2014 – 2015	0 (0.00%)
2015 – 2016	103 (81.75%)

### Teacher Education Program Component

Program	Count
IB/M (excluding music)	117 (93.60%)
IB/M Music	8 (6.40%)

### Intended Field of Study

Field	Count	Field	Count
Agricultural Education	0 (0.00%)	History/Social Studies	0 (0.00%)
Biology	6 (4.76%)	Mathematics	6 (0.00%)
Chemistry	0 (0.00%)	Music	1 (0.00%)
Earth Science	1 (0.79%)	Physics	15 (0.00%)
Elementary	42 (33.33%)	Science	18 (0.00%)
English/Language Arts	15 (11.90%)	Special Education	5 (0.00%)
General Science	0 (0.00%)	World Language	0 (0.00%)

### Intended Pupil Level

Level	Count
Elementary school	67
Middle School	48
High School	71

### Classroom Management Scale

This scale is designed to help us get a better understanding of the kinds of things that can create difficulties for you. Please indicate your opinion about each statement below. Your answers are confidential.

(1 = Nothing, 5 = Some Influence, 9 = A great deal).

Item	1	2	3	4	5	6	7	8	9
1. How much can you do to get through to the most difficult students?	0 (0%)	0 (0%)	0 (0%)	3 (2.38%)	15 (11.9%)	27 (21.43%)	36 (28.57%)	23 (18.25%)	22 (17.46%)
2. How much can you do to help your	0 (0%)	0 (0%)	0 (0%)	2 (1.59%)	11 (8.73%)	22 (17.46%)	35 (27.78%)	25 (19.84%)	31 (24.6%)

students think critically?									
3. How much can you do to control disruptive behavior in the classroom?	0 (0%)	0 (0%)	2 (1.59%)	7 (5.56%)	14 (11.11%)	28 (22.22%)	40 (31.75%)	24 (19.05%)	11 (8.73%)
4. To what extent can you make your expectations clear about student behavior?	0 (0%)	0 (0%)	0 (0%)	3 (2.38%)	4 (3.17%)	15 (11.9%)	34 (26.98%)	28 (22.22%)	42 (33.33%)
5. How much can you do to get students to believe they can do well in school work?	0 (0%)	0 (0%)	0 (0%)	1 (0.79%)	4 (3.17%)	13 (10.32%)	30 (23.81%)	39 (30.95%)	39 (30.95%)
6. How well can you establish routines to keep activities running smoothly?	0 (0%)	0 (0%)	0 (0%)	2 (1.59%)	10 (7.94%)	18 (14.29%)	24 (19.05%)	34 (26.98%)	38 (30.16%)
7. How much can you do to help your students value learning?	0 (0%)	0 (0%)	1 (0.79%)	2 (1.59%)	11 (8.73%)	29 (23.02%)	35 (27.78%)	25 (19.84%)	23 (18.25%)
8. How much can you gauge student comprehension of what you have taught?	0 (0%)	1 (0.79%)	0 (0%)	4 (3.17%)	6 (4.76%)	27 (21.43%)	42 (33.33%)	31 (24.6%)	15 (11.9%)
9. To what extent can you craft good questions for your students?	0 (0%)	0 (0%)	2 (1.59%)	3 (2.38%)	11 (8.73%)	12 (9.52%)	43 (34.13%)	39 (30.95%)	16 (12.7%)
10. How much can you do to foster student creativity?	0 (0%)	0 (0%)	0 (0%)	3 (2.38%)	12 (9.52%)	22 (17.46%)	37 (29.37%)	28 (22.22%)	24 (19.05%)

11. How much can you do to get children to follow classroom rules?	0 (0%)	0 (0%)	0 (0%)	1 (0.79%)	9 (7.14%)	34 (26.98%)	44 (34.92%)	26 (20.63%)	12 (9.52%)
12. How much can you do to improve the understanding of a student who is failing?	0 (0%)	0 (0%)	0 (0%)	7 (5.56%)	13 (10.32%)	21 (16.67%)	43 (34.13%)	27 (21.43%)	15 (11.9%)
13. How much can you do to calm a student who is disruptive or noisy?	0 (0%)	0 (0%)	1 (0.79%)	8 (6.35%)	10 (7.94%)	38 (30.16%)	31 (24.6%)	30 (23.81%)	8 (6.35%)
14. How well can you establish a classroom management system with each group of students?	0 (0%)	0 (0%)	0 (0%)	5 (4.03%)	14 (11.29%)	29 (23.39%)	35 (28.23%)	26 (20.97%)	15 (12.1%)
15. How much can you do to adjust your lessons to the proper level for individual students?	0 (0%)	1 (0.8%)	1 (0.8%)	6 (4.8%)	8 (6.4%)	25 (20%)	36 (28.8%)	27 (21.6%)	21 (16.8%)
16. How much can you use a variety of assessment strategies?	1 (0.79%)	1 (0.79%)	1 (0.79%)	3 (2.38%)	12 (9.52%)	13 (10.32%)	38 (30.16%)	38 (30.16%)	19 (15.08%)
17. How well can you keep a few problem students from ruining an entire lesson?	1 (0.79%)	0 (0%)	3 (2.38%)	5 (3.97%)	12 (9.52%)	25 (19.84%)	46 (36.51%)	26 (20.63%)	8 (6.35%)
18. To what extent can you provide an	0 (0%)	0 (0%)	1 (0.79%)	3 (2.38%)	0 (0%)	25 (19.84%)	41 (32.54%)	35 (27.78%)	21 (16.67%)

alternative explanation or example when students are confused?									
19. How well can you respond to defiant students?	0 (0%)	1 (0.8%)	2 (1.6%)	6 (4.8%)	20 (16%)	30 (24%)	37 (29.6%)	21 (16.8%)	8 (6.4%)
20. How much can you assist families in helping their children do well in school?	1 (0.79%)	0 (0%)	3 (2.38%)	4 (3.17%)	19 (15.08%)	17 (13.49%)	33 (26.19%)	32 (25.4%)	17 (13.49%)
21. How well can you implement alternative strategies in your classroom?	1 (0.79%)	0 (0%)	1 (0.79%)	1 (0.79%)	13 (10.32%)	25 (19.84%)	36 (28.57%)	34 (26.98%)	15 (11.9%)
22. How well can you provide appropriate challenges for very capable students?	0 (0%)	1 (0.79%)	0 (0%)	1 (0.79%)	12 (9.52%)	17 (13.49%)	37 (29.37%)	33 (26.19%)	25 (19.84%)

### Common Core Standards

**The Common Core State Standards (CCSS) is the framework to prepare students for college and the workforce as they define the knowledge and skills in their K-12 education careers. For each of the listed standards, indicate whether it is a focus in CCSS:**

Item	Yes	No	I don't know
1. Present increasingly complex information through speaking	69 (54.76%)	15 (11.9%)	42 (33.33%)
2. Read seminal works of American literature	65 (51.59%)	18 (14.29%)	43 (34.13%)
3. Conduct short research on focused projects	82 (65.08%)	9 (7.14%)	35 (27.78%)
4. Read writings of Shakespeare	41 (32.54%)	35 (27.78%)	50 (39.68%)

5. Present increasingly complex information using media	70 (55.56%)	16 (12.7%)	40 (31.75%)
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According to the CCSS, please indicate the grade level focus for each of the listed statements.

Item	K	1 – 5	6 – 8	9 – 12	All grades	Not a focus Area	Don't know
1. Numbers and operations	22 (17.46%)	36 (28.57%)	4 (3.17%)	1 (0.79%)	44 (34.92%)	1 (0.79%)	18 (14.29%)
2. Probability and number sense	3 (2.4%)	34 (27.2%)	28 (22.4%)	14 (11.2%)	21 (16.8%)	2 (1.6%)	23 (18.4%)
3. Functions	0 (0%)	10 (8%)	34 (27.2%)	51 (40.8%)	10 (8%)	1 (0.8%)	19 (15.2%)
4. Geometry	2 (1.59%)	8 (6.35%)	27 (21.43%)	53 (42.06%)	16 (12.7%)	1 (0.79%)	19 (15.08%)
5. Mathematical modeling	0 (0%)	13 (10.4%)	17 (13.6%)	32 (25.6%)	27 (21.6%)	1 (0.8%)	35 (28%)
6. Statistics to analyze empirical situations	0 (0%)	1 (0.81%)	6 (4.84%)	78 (62.9%)	7 (5.65%)	6 (4.84%)	26 (20.97%)
7. Number core (learning how numbers correspond to quantities and how to put numbers together/take them apart)	21 (16.67%)	43 (34.13%)	7 (5.56%)	3 (2.38%)	20 (15.87%)	1 (0.79%)	31 (24.6%)
8. Foundation in whole numbers	30 (24%)	48 (38.4%)	6 (4.8%)	3 (2.4%)	13 (10.4%)	2 (1.6%)	23 (18.4%)
9. Multiplication	0 (0%)	92 (73.02%)	8 (6.35%)	1 (0.79%)	9 (7.14%)	2 (1.59%)	14 (11.11%)
10. Decimals	0 (0%)	74 (58.73%)	25 (19.84%)	2 (1.59%)	6 (4.76%)	2 (1.59%)	17 (13.49%)
11. Conceptual understanding of math concepts	3 (2.38%)	24 (19.05%)	14 (11.11%)	14 (11.11%)	48 (38.1%)	1 (0.79%)	22 (17.46%)
12. Use quantities and their	0 (0%)	10 (8%)	16 (12.8%)	54 (43.2%)	12 (9.6%)	5 (4%)	28 (22.4%)

relationships in economic situations							
13. Text complexity	0 (0%)	11 (8.73%)	26 (20.63%)	23 (18.25%)	26 (20.63%)	4 (3.17%)	36 (28.57%)
14. Reading text in literature	2 (1.61%)	15 (12.1%)	25 (20.16%)	16 (12.9%)	43 (34.68%)	2 (1.61%)	21 (16.94%)
15. Reading writings of Shakespeare	0 (0%)	1 (0.8%)	1 (9.6%)	67 (53.6%)	4 (3.2%)	13 (10.4%)	28 (22.4%)
16. Present increasingly complex information using media	0 (0%)	7 (5.6%)	16 (12.8%)	22 (17.6%)	35 (28%)	10 (8%)	35 (28%)
17. Reading text for information	3 (2.38%)	24 (19.05%)	14 (11.11%)	3 (2.38%)	61 (48.41%)	4 (3.17%)	17 (13.49%)

### Future Plans

**We would like to get a better sense of your future teaching plans. Please describe the type of school that you would most like to teach at for the majority of your career.**

Item	Options	Count
1. How would you describe the location of this school?	Urban	42 (33.33%)
	Suburban	74 (58.73%)
	Rural	10 (7.94%)
2. On average, what would be the socioeconomic status (SES) of the students in this school?	Low SES	26 (20.63%)
	Middle SES	97 (76.98%)
	High SES	3 (2.38%)
3. How would you describe the racial/ethnic composition of this school?	Primarily non-white students	20 (15.87%)
	A mixture of both white and non-white students	99 (78.57%)
	Primarily white students	7 (5.56%)
4. How would you describe this school in terms of its overall achievement level?	A low-achieving school	19 (15.08%)
	An average-achieving school	73 (57.94%)
	A high-achieving school	34 (26.98%)