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ABSTRACT

This report presents the 1992 results of a survey of Colorado first- and third-year teachers and their supervisors. The survey, conducted every 2 years, provides Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs. Teachers (n=830) rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated 1,049 teachers' performance in these components based on requirements of the district standards. The components rated were: knowledge of subject matter, knowledge and utilization of teaching/learning theories, planning and organization of curriculum and instruction, classroom management, teaching techniques and communication of instructional material, assessment, communication and cooperation with parents and office staff, professionalism and management of general responsibilities, and communication with students. Over 90 percent of rated teachers met district standards in each area with the exception of classroom management. Teachers, too, rated preparation in this domain inadequate. The appendixes contain tables summarizing the 1988, 1990, and 1992 ratings of adequacy of program preparation by teacher- and supervisor-respondents for each of the institutions represented in the sample and the 1992 teacher and supervisor survey forms. (LL)

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# 1992 SURVEY OF FIRST- AND THIRD-YEAR TEACHERS AND THEIR SUPERVISORS

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## Executive Summary

The Colorado first- and third-year teacher survey is sponsored jointly by the Colorado Department of Education and the Colorado Council of Deans of Education. The implementation of this survey is required by the Teacher Certification Act of 1975. A goal of the survey, conducted every two years, is to provide feedback to institutions of higher education from former students regarding their teacher preparation program.

Survey forms were sent to 1,991 first- and third-year teachers, and similar forms were sent to each of their supervisors. Teachers rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated their teachers' performances on these components based on district standards. Respondents also had the option of commenting on the adequacy of coverage in each of the performance areas. The teacher respondents were about equally split between elementary and secondary, and between being in their first or third year of teaching. A little more than half were from larger districts with more than 6,000 students.

Statewide, teachers rated each of the nine domains as "highly important" or "critical" for effective teaching. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. With regard to the adequacy of their preparation, knowledge of subject matter and knowledge and utilization of teaching/learning theories received an average rating of "effectively and fairly completely covered." The preparation in each of the other domains was rated as "adequate", although the rating for communication and cooperation with parents and other staff was relatively low, and was cited frequently as a program weakness in the respondents' comments. Thirty-four percent of teachers rated the coverage of management of classroom climate as inadequate, and 48 percent felt that communication and cooperation with parents and other staff was inadequately covered.

Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the nine domains with the exception of management of the classroom climate. Eighty-nine percent of teachers were rated by their supervisors as meeting the district standards in this area.

Over 94 percent of teachers reported feeling successful as a teacher, and supervisors rated 90 percent of their teachers as successful. When asked to indicate their degree of satisfaction with teaching, 94 percent of teachers reported that they were "very satisfied" or "satisfied", and less than 2 percent were either "dissatisfied" or "very dissatisfied."

The percentage of teachers rating their preparation as adequate or above was up from 1990 results in five of the nine performance domains, down in three, and remained the same in one. The largest increase was in management of the classroom climate (up 6 percentage points to 66 percent).

The percentage of supervisors who rated their teachers as meeting district standards was up from 1990 results in all but one of the nine performance domains. The supervisors' ratings of managing the classroom climate increased by 3 percentage points. Planning and organization of curriculum and instruction, and teaching techniques and communication of instructional material were up 2 percentage points. All other domains were up 1 percentage point in the supervisors' ratings, except assessment of and provision for individual and collective student needs, which remained the same.

Summaries of statewide results and individual institution results are given to each institution. A brief summary of survey results for each institution are presented in Appendix A.

## Introduction

This report presents the 1992 results of the survey of Colorado first- and third-year teachers and their supervisors, mandated by the Teacher Certification Act of 1975 (22-60-114 C.R.S.). The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs.

The survey of first- and third-year teachers is conducted every two years. The survey forms were originally developed by committees of higher education personnel and public school administrators, and are based on the standards for Approved Programs of Professional Education adopted by the State Board of Education.

Survey forms were mailed to 1,991 Colorado first- and third-year teachers, and a similar form was sent to each of their supervisors. The major areas of program preparation asked about were comparable on the two forms, but the rating scales were different. Teachers rated nine areas of their preparation programs on a 5-point scale with regard to their importance for effective teaching and adequacy of preparation. Supervisors rated the same nine areas for teacher preparation and performance relative to requirements of the district's standards.

Where possible, results from the 1988 and 1990 first- and third-year teacher surveys are presented alongside the results of the 1992 survey. Where data are represented by percentages, responses may not total to 100 percent due to rounding error.

Each Colorado college or university has been provided a brief report on their own graduates to use as a supplement to this state report. The colleges also have received their survey forms, which are anonymous, so they can analyze the open-ended comments.

## Characteristics of First- and Third-Year Teacher Samples

### Response Rate

In April 1992, survey forms were sent to 1,991 Colorado first- and third-year teachers, and similar forms were sent to each of their supervisors. The survey was mailed to all teachers in their first or third year of teaching who held a Colorado Type A certificate. Selection of the teachers was based on teacher records of the Colorado Department of Education (CDE) using the year of teaching data reported in the fall by the school district on the CDE-1 and the in-state college information from the CDE certificate file.

Of the 1,013 teacher surveys which were returned, 4 indicated out-of-state recommending institutions, 166 said they were not first- or third-year teachers and 13 forms had been sent to teachers no longer teaching. The total number of teacher surveys used for data analysis was 830.

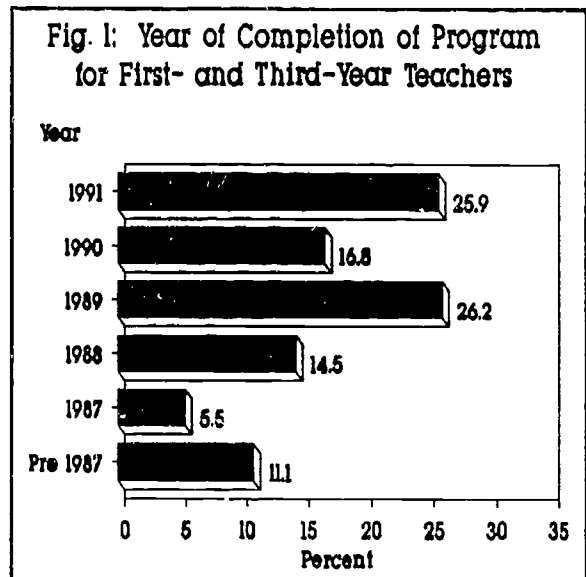
Supervisors returned 1,277 surveys. Nineteen surveys indicated out-of-state recommending institutions, 173 were not first- or third-year teachers, and 36 had been sent to teachers the supervisors said were no longer at the school. The number used in the supervisor data analysis was 1,049 surveys. The survey forms are returned without names. Supervisor forms cannot be linked to specific teacher forms.

The overall return rate was 50.9 percent for teachers, and 64.1 percent for supervisors. The usable return rate was 41.7 percent for teachers, and 52.7 percent for supervisors. About 18 percent of the questionnaires returned had gone to teachers who should not have been in the survey in the first place, indicating the difficulty of data accuracy and timeliness in the database. The problems of defining the initial sample also make it difficult to compute a realistic response rate.

### Teacher Preparation

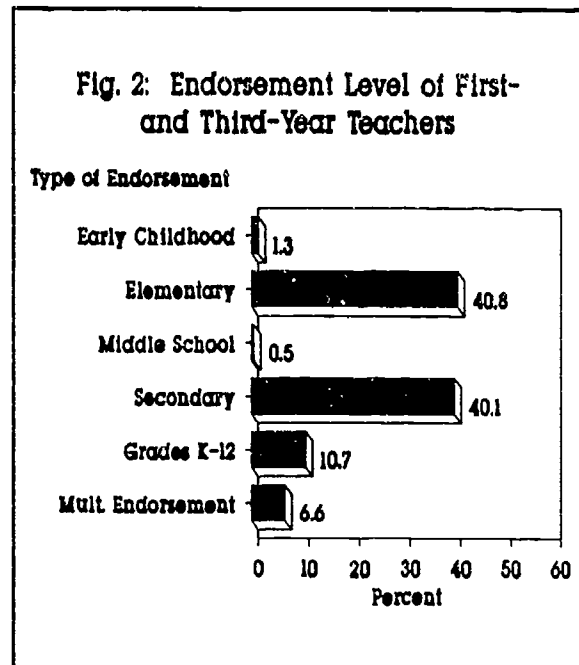
The 830 first- and third-year teacher respondents reported the following information about their preparation.

- Twenty-six percent completed their teacher education program in 1991. Eleven percent completed their program prior to 1987 (Fig. 1).





- Over 41 percent were endorsed in elementary education, 40 percent in secondary education, and the remaining 13 percent in early childhood education, K-12, and middle school. Slightly over 6 percent of teachers received multiple endorsements (Fig. 2).



- Seventy-four percent of teachers received their teacher endorsement from the same institution which granted them their Bachelor's degree. Just over 13 percent received their Bachelor's degree from another Colorado institution, and another 13 percent received their degree from an institution outside of Colorado.

- Three of the 14 Colorado institutions with current teacher preparation programs prepared over 53 percent of Colorado's first- and third-year teachers (Table 1).

Table 1

**Recommending Institution for First- and Third-Year Teachers**

<u>Colorado Institution</u>	<u>Number of Respondents</u>		<u>Percent of Sample</u>	
	Teacher	Supervisor	Teacher	Supervisor
Adams State College	54	71	6.5	7.3
Colorado Christian University	4	0	0.5	0.0
Colorado College	18	26	2.2	2.7
Colorado State University	60	84	7.2	8.7
Fort Lewis College	23	26	2.8	2.7
Mesa State College	0	4	0.0	0.4
Metropolitan State College	171	195	20.7	20.1
Regis University	17	18	2.1	1.9
University of Colorado-Boulder	95	114	11.5	11.8
University of Colorado-CO Springs	29	45	3.5	4.6
University of Colorado-Denver	46	45	5.6	4.6
University of Denver	30	27	3.6	2.8
University of Northern Colorado	177	208	21.4	21.5
University of Southern Colorado	61	62	7.4	6.4
Western State College	<u>43</u>	<u>44</u>	5.2	4.5
Total	828	969		

**Present Teaching Assignment**

First- and third-year teacher respondents reported the following regarding their current teaching assignments.

- Slightly over 50 percent were in their first year, and just under 50 percent were in their third year (Table 2).

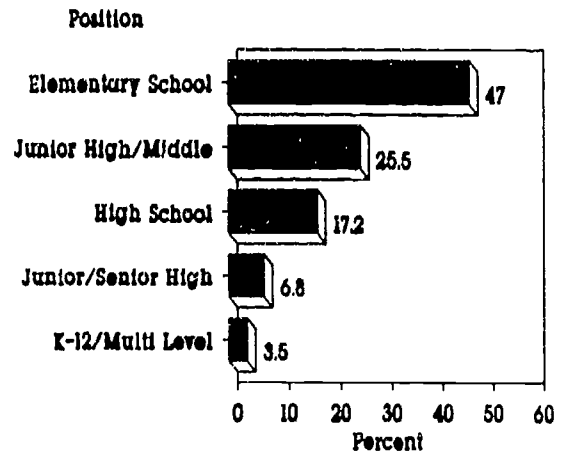
Table 2

**Year of Teaching**

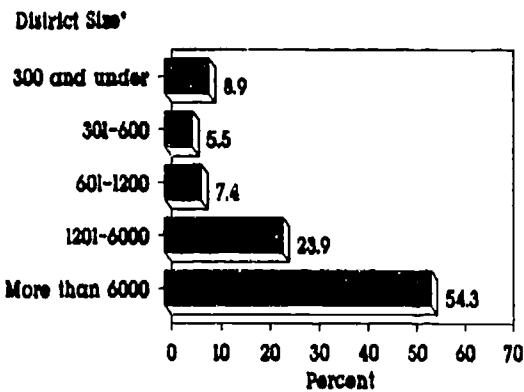
<u>Year</u>	<u>Percent of Teachers</u>
First year	51.7
Third year	48.3

- Almost half of the respondents were elementary school teachers (Fig. 3).

**Fig. 3: Current Assignment of First- and Third-Year Teachers**



**Fig. 4: District Size of Current Assignment of First- and Third-Year Teachers**



\*Based on student enrollment

- More than half of the respondents taught in districts of over 6000 students. Nine percent taught in districts of under 300 students (Fig. 4).

## Summary of Evaluation Results

Teacher respondents were asked to rate nine general performance domains on two 5-point scales with regard to importance for effective teaching and adequacy of teacher program preparation.

### Performance Domains

1. Knowledge of subject matter.
2. Knowledge and utilization of teaching/learning theories.
3. Planning and organization of curriculum and instruction.
4. Management of the classroom climate.
5. Teaching techniques and communication of instructional material.
6. Assessment of and provision for individual and collective student needs.
7. Communication and cooperation with parents and other staff.
8. Professionalism and management of general responsibilities.
9. Communication and relationships with students.

Supervisors were asked to rate a teacher's performance in these areas relative to whether the performance met district standards.

Each respondent was also afforded the opportunity to comment on the adequacy of coverage of each of the performance areas.

The mean ratings in Table 3 show that statewide, teachers rated seven of the nine domains as "highly important" for effective teaching. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. As Figure 5 illustrates, all nine areas were considered important, but ratings of preparation were significantly lower than the importance ratings. With regard to the adequacy of their preparation, no areas were rated as having been provided "excellent and thorough knowledge." Two areas, knowledge of subject matter and knowledge of teaching/learning were rated as "effectively and fairly completely covered." Six of the nine areas were rated as "adequately covered," and only communications with parents and other staff received a relatively low rating. Appendix A provides brief college by college results on perceived adequacy of preparation.

Table 4 shows that 34 percent of teachers rated the coverage of classroom management as inadequate, and 48 percent felt that communication and cooperation with parents and other staff was inadequately covered.

Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the domains with the exception of management of the classroom climate. Eighty-nine percent of teachers were rated by their supervisors as meeting the district standards in this area.

The percentage of teachers rating their preparation as adequate or above was up from 1990 results in five of the nine performance domains, down in three, and remained the same in one. The largest increase was in management of the classroom climate (up 6 percentage points to 66 percent). The overall impression from Table 4 is that there was relatively little change in ratings

**TABLE 3**  
**STATE SUMMARY: AVERAGE TEACHER RATINGS**  
**OF IMPORTANCE AND ADEQUACY OF THEIR PREPARATION**

1992 Teacher n=830

<u>Performance Domain</u>	<u>AVERAGE TEACHER RATING</u>					
	<u>Importance for Effective Teaching*</u>			<u>Adequacy of Preparation**</u>		
	<u>1988</u>	<u>1990</u>	<u>1992</u>	<u>1988</u>	<u>1990</u>	<u>1992</u>
Knowledge of subject matter	4.4	4.4	4.3	3.7	3.7	3.6
Knowledge and utilization of teaching/learning theories	3.8	3.9	3.9	3.6	3.6	3.7
Planning and organization of curriculum and instruction	4.3	4.4	4.4	3.3	3.3	3.3
Management of the classroom climate	4.6	4.7	4.7	2.9	3.0	3.1
Teaching techniques and communication of instructional material	4.3	4.4	4.4	3.4	3.4	3.5
Assessment of and provision for individual and collective student needs	4.2	4.3	4.3	3.2	3.1	3.1
Communication and cooperation with parents and other staff	4.1	4.3	4.3	2.7	2.7	2.7
Professionalism and management of general responsibilities	4.1	4.1	4.1	3.1	3.0	3.1
Communication and relationships with students	4.6	4.7	4.7	3.2	3.2	3.2

\* Importance for Effective Teaching

- 1 = Irrelevant
- 2 = Somewhat relevant
- 3 = Moderately important
- 4 = Highly important
- 5 = Critical

\*\* Adequacy of Preparation

- 1 = Never covered
- 2 = Minimally or inadequately covered
- 3 = Adequately covered
- 4 = Effectively and fairly completely covered
- 5 = Provided excellent and thorough knowledge

**Fig. 5: 1992 Average Teacher Rating of Importance and Preparation Over Nine Performance Domains**

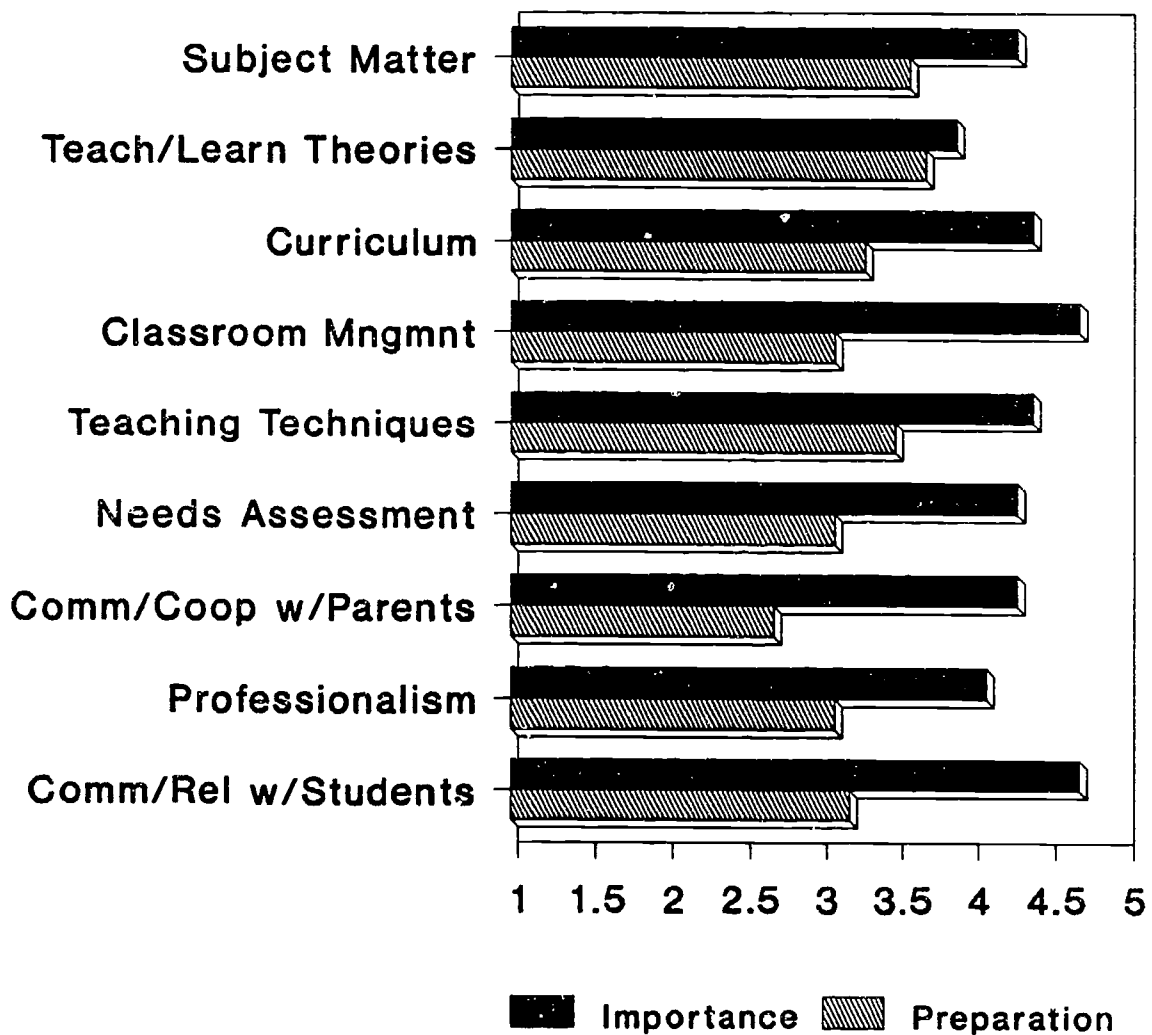


TABLE 4

STATE SUMMARY: PERCENT PREPARED

PROPORTION OF TEACHER AND SUPERVISORS SAYING  
PREPARATION ADEQUATE ON PERFORMANCE DOMAINS

1992 Teacher n=830

1992 Supervisor n=1049

<u>Performance Domain</u>	<u>TEACHER</u>			<u>SUPERVISOR</u>		
	<u>Percent Rating Adequate or Above*</u>			<u>Percent Meeting District Standards**</u>		
	<u>1988</u>	<u>1990</u>	<u>1992</u>	<u>1988</u>	<u>1990</u>	<u>1992</u>
Knowledge of subject matter	89	89	88	96	97	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93
Planning and organization of curriculum and instruction	76	75	74	95	93	95
Management of the classroom climate	62	60	66	85	86	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93
Communication and cooperation with parents and other staff	53	52	52	96	94	95
Professionalism and management of general responsibilities	72	69	71	98	96	97
Communication and relationships with students	74	70	74	95	95	96

\* Adequacy of Preparation

- 1 = Never covered
- 2 = Minimally or inadequately covered
- 3 = Adequately covered
- 4 = Effectively and fairly completely covered
- 5 = Provided excellent and thorough knowledge

\*\* Adequacy of Preparation

- 1 = Yes, meets district standards
- 2 = No, should have better preparation

over the three surveys. Preparation in classroom management has improved slightly in the ratings. Provision for individual needs has dropped slightly in teacher ratings. But the main trend can be seen as stability in ratings over time both by teachers and supervisors.

The percentage of supervisors who rated their teachers as meeting district standards was up from 1990 results in all but one of the nine performance domains. The supervisors' ratings of managing the classroom climate increased by 3 percentage points. Planning and organization of curriculum and instruction as well as teaching techniques and communication of instructional material both were up 2 percentage points. All other domains were up 1 percentage point, except assessment of and provision for individual and collective student needs which remained the same.

The teachers and supervisors rated the teachers' success as a teacher (Figure 6), and teachers also rated their satisfaction with being a teacher (Figure 7).

Teachers were asked if there were areas of teaching performance, other than the nine listed, in which they would have liked better preparation. A 12-page listing of these comments is available from the CDE Planning and Evaluation Unit. Each college or university has been given their own survey forms for their own use in analysis.

The most common response by far of areas in which teachers felt the need for better preparation was they wanted more practical experience. Experience and real classroom examples were valued more than theory or research at this stage in their careers. Several suggested needing on-the-job support such as mentors or active, helping supervisors. Related suggestions were for practical classroom experiences both early and late in their preparation program, and experiences with more than one age (grade) of student.

The other area of need frequently reported was in dealing with parents and with special populations--multicultural, gifted, slow learners, at-risk, etc.

Many teachers also expressed the need for better preparation in establishing a positive climate, discipline and classroom management. Some cited grading and assessment of students as an area of need.



- Over 94 percent of teachers reported feeling successful or very successful as a teacher, and supervisors rated 90 percent of their teachers as successful. Supervisors rated less than 4 percent of teachers as unsuccessful (Fig. 6).

Fig. 6: Teachers and Their Supervisors Ratings of Teachers' Success

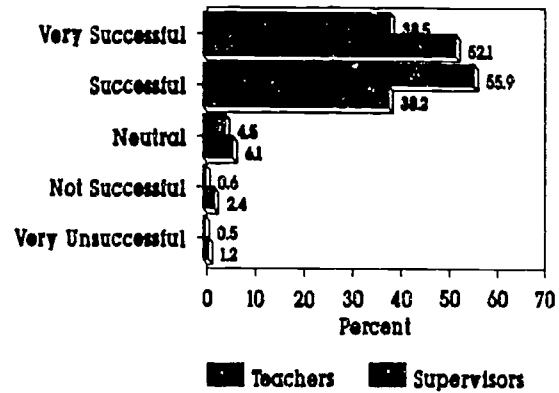
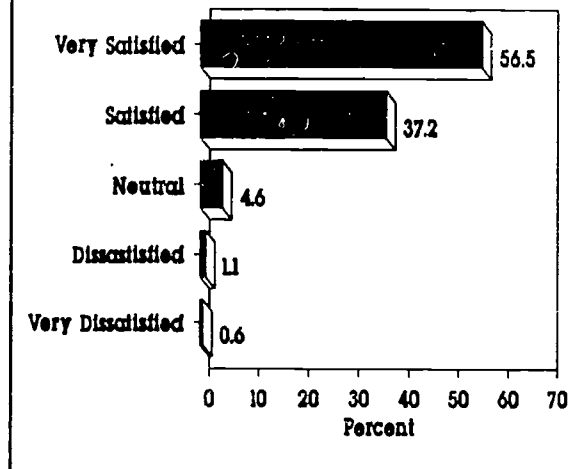


Fig. 7: Teachers' Reported Satisfaction with Being a Teacher



- When asked to indicate their degree of satisfaction with being a teacher 94 percent of teachers reported that they were satisfied or very satisfied, and only 2 percent were dissatisfied (Fig. 7).
- The 1992 success and satisfaction ratings were the same as the 1990 ratings.
- Feelings of success and satisfaction were only moderately correlated ( $r = .43$ ).

## Appendix A

### Perceived Adequacy of Teacher Preparation by Institution (Percent Rating Preparation Adequate or Better)

The following tables summarize the 1988, 1990, 1992 ratings of adequacy of program preparation by teacher and supervisor respondents for each of the institutions represented in the Colorado sample. Sample sizes shown (n) are number of respondents for 1992.

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS			ADAMS STATE COLLEGE		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Performance Domain	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	96 97 98	98 96 89	96 95 99	96 95 99
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93	92 92 93	96 94 96	92 97 91	92 97 91
Planning and organization of curriculum and instruction	76 75 74	95 93 95	95 93 95	67 78 79	94 85 96	94 85 96
Management of the classroom climate	62 60 66	85 86 89	85 86 89	75 82 81	92 92 90	92 92 90
Teaching techniques and communication of instructional material	86 85 87	95 93 95	95 93 95	90 94 93	94 88 94	94 88 94
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93	93 93 93	73 84 87	88 92 94	88 92 94
Communication and cooperation with parents and other staff	53 52 52	96 94 95	96 94 95	90 69 77	98 95 96	98 95 96
Professionalism and management of general responsibilities	72 69 71	98 96 97	98 96 97	73 84 89	100 90 96	100 90 96
Communication and relationships with students	74 70 74	95 95 96	95 95 96	75 80 91	94 97 93	94 97 93

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS				COLORADO CHRISTIAN UNIVERSITY				
	Teacher: Preparation Adequate or Above	1988	1990	1992	Supervisor: Meets District Standards	1988	1990	1992	
Knowledge of subject matter	89	89	88	96	97	98	100	75	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	100	50	100
Planning and organization of curriculum and instruction	76	75	74	95	93	95	100	50	100
Management of the classroom climate	62	60	66	85	86	89	100	75	100
Teaching techniques and communication of instructional material	86	85	87	95	93	95	100	75	100
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	100	75	100
Communication and cooperation with parents and other staff	53	52	52	96	94	95	100	75	100
Professionalism and management of general responsibilities	72	69	71	98	96	97	100	100	100
Communication and relationships with students	74	70	74	95	95	96	100	75	100

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS			COLORADO COLLEGE		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Knowledge of subject matter	89	96	89 97 99	100	93	89 94 100
Knowledge and utilization of teaching/learning theories	91	92	90 92 93	100	100	100 82 92
Planning and organization of curriculum and instruction	76	95	75 74 93 95	89	100	89 88 91 100
Management of the classroom climate	62	85	60 66 85 86 89	74	86	67 88 91 89
Teaching techniques and communication of instructional material	86	95	85 87 95 93 95	95	100	100 94 86 96
Assessment of and provision for individual and collective student needs	76	93	74 72 93 93 93	84	100	94 88 91 92
Communication and cooperation with parents and other staff	53	96	52 52 96 94 95	86	100	72 59 100 96
Professionalism and management of general responsibilities	72	98	69 71 98 96 97	95	100	89 94 96 100
Communication and relationships with students	74	95	70 74 95 95 96	74	100	67 82 96 100



RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS			COLORADO STATE UNIVERSITY		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	1988 1990 1992	90 91 97	99 96 100	1988 1990 1992
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93		92 89 92	90 87 95	
Planning and organization of curriculum and instruction	76 75 74	95 93 95		87 83 76	94 91 94	
Management of the classroom climate	62 60 66	85 86 89		68 59 71	89 78 89	
Teaching techniques and communication of instructional material	86 85 87	95 93 95		92 78 85	94 88 96	
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93		78 72 73	98 93 93	
Communication and cooperation with parents and other staff	53 52 52	96 94 95		46 46 46	98 97 96	
Professionalism and management of general responsibilities	72 69 71	98 96 97		72 69 64	97 96 96	
Communication and relationships with students	74 70 74	95 95 96		73 63 76	99 91 95	



**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

Performance Domain	STATE RESULTS			FORT LEWIS COLLEGE		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	1988 1990 1992	92 100 91	92 96 100	1988 1990 1992
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93	1988 1990 1992	88 100 100	96 91 92	1988 1990 1992
Planning and organization of curriculum and instruction	76 75 74	95 93 95	1988 1990 1992	88 78 82	92 100 96	1988 1990 1992
Management of the classroom climate	62 60 66	85 86 89	1988 1990 1992	64 50 61	88 91 92	1988 1990 1992
Teaching techniques and communication of instructional material	86 85 87	95 93 95	1988 1990 1992	88 94 91	92 100 96	1988 1990 1992
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93	1988 1990 1992	80 83 70	100 91 96	1988 1990 1992
Communication and cooperation with parents and other staff	53 52 52	96 94 95	1988 1990 1992	56 61 57	92 86 92	1988 1990 1992
Professionalism and management of general responsibilities	72 69 71	98 96 97	1988 1990 1992	84 83 74	88 100 92	1988 1990 1992
Communication and relationships with students	74 70 74	95 95 96	1988 1990 1992	80 61 74	96 91 96	1988 1990 1992

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS			METROPOLITAN STATE COLLEGE		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Performance Domain	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	89 89 87	97 97 98		
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93	92 94 94	89 94 95		
Planning and organization of curriculum and instruction	76 75 74	95 93 95	87 81 79	96 96 95		
Management of the classroom climate	62 60 66	85 86 89	72 70 72	87 87 89		
Teaching techniques and communication of instructional material	86 85 87	95 93 95	91 90 88	94 95 96		
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93	86 76 73	93 96 93		
Communication and cooperation with parents and other staff	53 52 52	96 94 95	70 60 51	97 96 93		
Professionalism and management of general responsibilities	72 69 71	98 96 97	80 73 66	97 96 98		
Communication and relationships with students	74 70 74	95 95 96	88 74 77	96 94 95		





**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

	STATE RESULTS				REGIS UNIVERSITY				
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	100	100	88
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	100	93	88
Planning and organization of curriculum and instruction	76	75	74	95	93	95	100	86	100
Management of the classroom climate	62	60	66	85	86	89	67	86	82
Teaching techniques and communication of instructional material	86	85	87	95	93	95	100	93	94
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	67	79	82
Communication and cooperation with parents and other staff	53	52	52	96	94	95	67	79	82
Professionalism and management of general responsibilities	72	69	71	98	96	97	67	100	94
Communication and relationships with students	74	70	74	95	95	96	100	100	88

**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

Performance Domain	STATE RESULTS			UNIVERSITY OF COLORADO - BOULDER		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Performance Domain	89 89 88	96 97 98	1988 1990 1992	73 81 78	92 99 98	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98		73 81 78	92 99 98	
Knowledge and utilization of teaching/learning theories	91 90 92	92 82 93		86 89 87	92 96 94	
Planning and organization of curriculum and instruction	76 75 74	95 93 95		62 68 57	91 96 90	
Management of the classroom climate	62 60 66	85 86 89		52 53 45	76 85 85	
Teaching techniques and communication of instructional material	86 85 87	95 93 95		76 75 79	89 95 97	
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93		63 64 59	80 93 92	
Communication and cooperation with parents and other staff	53 52 52	96 94 95		41 35 38	89 90 94	
Professionalism and management of general responsibilities	72 69 71	98 96 97		64 53 59	94 97 98	
Communication and relationships with students	74 70 74	95 95 96		73 63 55	89 96 96	



**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

	STATE RESULTS				UNIVERSITY OF COLORADO - COLO SPGS								
	Teacher: Preparation Adequate or Above	1988	1990	1992	1988	1990	1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards				
Performance Domain		1988	1990	1992	1988	1990	1992	1988	1990	1992			
Knowledge of subject matter	89	89	88	98	96	97	98	87	82	86	97	100	98
Knowledge and utilization of teaching/learning theories	91	90	92	93	92	92	93	89	94	100	94	100	95
Planning and organization of curriculum and instruction	76	75	74	95	93	93	95	84	82	97	97	100	96
Management of the classroom climate	62	60	66	85	86	86	89	67	88	86	89	91	91
Teaching techniques and communication of instructional material	86	85	87	95	93	93	95	87	100	97	97	96	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	93	78	88	79	94	96	91
Communication and cooperation with parents and other staff	53	52	52	96	94	94	95	59	82	69	100	96	95
Professionalism and management of general responsibilities	72	69	71	98	96	96	97	85	71	72	97	96	98
Communication and relationships with students	74	70	74	95	95	95	96	74	82	82	97	100	95

**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

Performance Domain	STATE RESULTS				UNIVERSITY OF COLORADO - DENVER							
	Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards		Teacher: Preparation Adequate or Above		Supervisor: Meets District Standards					
	1988	1990	1992	1988	1990	1992	1988	1990	1992			
Knowledge of subject matter	89	89	88	96	97	98	68	78	83	100	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	92	83	96	96	100	96
Planning and organization of curriculum and instruction	76	75	74	95	93	95	72	67	76	96	100	96
Management of the classroom climate	62	60	66	85	86	89	29	50	46	82	91	93
Teaching techniques and communication of instructional material	86	85	87	95	93	95	92	92	89	91	97	91
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	64	71	67	91	97	95
Communication and cooperation with parents and other staff	53	52	52	96	94	95	40	52	51	96	94	91
Professionalism and management of general responsibilities	72	69	71	98	96	97	56	63	62	95	97	91
Communication and relationships with students	74	70	74	95	95	96	56	58	67	100	97	93

**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

	STATE RESULTS				UNIVERSITY OF DENVER					
	Teacher: Preparation Adequate or Above	1988	1990	1992	1988	1990	1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	
Performance Domain		1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	88	96	97	98	80	84	85
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	92	93	95	90	90
Planning and organization of curriculum and instruction	76	75	74	74	95	93	95	90	84	83
Management of the classroom climate	62	60	66	66	85	86	89	45	74	62
Teaching techniques and communication of instructional material	86	85	87	87	95	93	95	85	95	93
Assessment of and provision for individual and collective student needs	76	74	72	72	93	93	93	60	74	79
Communication and cooperation with parents and other staff	53	52	52	52	96	94	95	45	86	62
Professionalism and management of general responsibilities	72	69	71	71	98	96	97	70	84	86
Communication and relationships with students	74	70	74	74	95	95	96	75	79	86

**RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN**

Performance Domain	STATE RESULTS			UNIVERSITY OF NORTHERN COLORADO								
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992						
Knowledge of subject matter	89	89	88	96	97	98	92	91	91	97	95	97
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	89	91	95	92	91	94
Planning and organization of curriculum and instruction	76	75	74	95	93	95	62	68	65	95	92	96
Management of the classroom climate	62	60	66	85	86	89	52	45	61	84	85	91
Teaching techniques and communication of instructional material	86	85	87	95	93	95	82	80	90	96	93	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	75	73	74	94	90	96
Communication and cooperation with parents and other staff	53	52	52	96	94	95	46	42	48	96	93	96
Professionalism and management of general responsibilities	72	69	71	98	96	97	67	61	70	97	95	96
Communication and relationships with students	74	70	74	95	95	96	67	98	68	94	97	97

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS			UNIVERSITY OF SOUTHERN COLORADO		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	1988 1990 1992	92 88 92	94 99 100	1988 1990 1992
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93		94 88 82	94 92 93	
Planning and organization of curriculum and instruction	76 75 74	95 93 95		82 80 69	93 92 98	
Management of the classroom climate	62 60 66	85 86 89		82 75 74	83 91 92	
Teaching techniques and communication of instructional material	86 85 87	95 93 95		90 90 76	94 95 95	
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93		86 75 69	94 92 94	
Communication and cooperation with parents and other staff	53 52 52	96 94 95		59 51 54	99 95 98	
Professionalism and management of general responsibilities	72 69 71	98 96 97		86 77 79	100 100 100	
Communication and relationships with students	74 70 74	95 95 96		83 72 80	99 96 98	

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS			WESTERN STATE COLLEGE		
	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992	Teacher: Preparation Adequate or Above	Supervisor: Meets District Standards	1988 1990 1992
Knowledge of subject matter	89 89 88	96 97 98	1988 1990 1992	89 91 86	96 94 98	1988 1990 1992
Knowledge and utilization of teaching/learning theories	91 90 92	92 92 93	1988 1990 1992	87 86 81	91 88 93	1988 1990 1992
Planning and organization of curriculum and instruction	76 75 74	95 93 95	1988 1990 1992	76 74 81	96 86 93	1988 1990 1992
Management of the classroom climate	62 60 66	85 86 89	1988 1990 1992	62 54 68	89 84 91	1988 1990 1992
Teaching techniques and communication of instructional material	86 85 87	95 93 95	1988 1990 1992	82 77 81	94 92 93	1988 1990 1992
Assessment of and provision for individual and collective student needs	76 74 72	93 93 93	1988 1990 1992	69 70 61	100 94 100	1988 1990 1992
Communication and cooperation with parents and other staff	53 52 52	96 94 95	1988 1990 1992	52 49 44	96 92 93	1988 1990 1992
Professionalism and management of general responsibilities	72 69 71	98 96 97	1988 1990 1992	66 65 67	100 96 96	1988 1990 1992
Communication and relationships with students	74 70 74	95 95 96	1988 1990 1992	67 67 74	94 96 98	1988 1990 1992



## Appendix B

### Teacher and Supervisor Survey Forms

1992 TEACHER PREPARATION PROGRAM EVALUATION: **TEACHER FORM (CDE 329)**

For each question please mark the one response that best applies.

**Part I. DESCRIPTIVE INFORMATION**

1. YEAR OF TEACHING - What year of teaching are you completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

- (1) First year
- (2) Third year
- (3) If other than first or third year,

please give your name, school district and correct year of teaching; and then return to CDE without completing remainder of form.

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2. YEAR OF COMPLETION - In what year did you complete your teacher education program?

(Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which you received recommendation for a Colorado teaching certificate.

- (45)  Adams State College
- (46)  Colorado Christian University
- (47)  Colorado College
- (50)  Colorado State University
- (53)  Fort Lewis College
- (60)  Metro State College
- (63)  Regis University
- (70)  Univ of Colorado - Boulder
- (74)  Univ of CO - CO Springs
- (75)  Univ of Colorado - Denver
- (71)  University of Denver
- (49)  Univ of Northern Colorado
- (65)  Univ of Southern Colorado
- (72)  Western State College
- (01)  Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which you received your bachelor's degree.

(Institution code)

5. ALTERNATIVE PROGRAMS - If you completed an alternative or experimental certification program, please indicate the name of that program.

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6. ENDORSEMENT LEVEL - Please indicate the endorsement level of your Type A Colorado teaching certificate.

- (1) Early childhood education (age 3-8)
- (2) Elementary education (grades K-6 or K-8)
- (3) Middle school (grades 5-8)
- (4) Secondary education (grades 7-12)
- (5) Grades K-12

7. GRADE LEVEL - Please indicate the grade level which best describes your present assignment.

- (1) Elementary school
- (2) Junior high or middle school
- (3) High School
- (4) Junior-senior high school
- (5) K-12 or multiple level

8. DISTRICT SIZE - Please indicate the size of your school district.

- (1) 300 or fewer pupils
- (2) 301 to 600 pupils
- (3) 601 to 1,200 pupils
- (4) 1,201 to 6,000 pupils
- (5) 6,001 or more pupils

9. SUCCESS - Please indicate how successful you feel as a teacher.

- (1) Very successful
- (2) Successful
- (3) Neutral
- (4) Not successful
- (5) Very unsuccessful

10. SATISFACTION - Please indicate how satisfied you are with being a teacher.

- (1) Very satisfied
- (2) Satisfied
- (3) Neutral
- (4) Not satisfied
- (5) Very unsatisfied

Please continue on the back of this page.

(OVER) →

## Part II - EVALUATION OF TEACHER PREPARATION PROGRAM

Nine general performance domains are listed below. Using the rating scales provided, please indicate: (1) how important you feel that each of these is for your effectiveness as a teacher and (2) how adequate you feel that your teacher preparation program was in preparing you for this area. Also please use the right-hand column to identify any specific aspects of those domains that were not adequately covered.

	(1) <u>Importance for effective teaching</u>	(2) <u>Adequacy of preparation</u>	(3) <u>Specific aspects of this domain that were not adequately covered</u>
	1. irrelevant 2. somewhat relevant 3. moderately important 4. highly important 5. critical	1. never covered 2. minimally or inadequately covered 3. adequately covered 4. effectively and fairly completely covered 5. provided excellent and thorough knowledge	
(a) Knowledge of subject matter	_____	_____	_____
(b) Knowledge and utilization of teaching/learning theories	_____	_____	_____
(c) Planning and organization of curriculum and instruction	_____	_____	_____
(d) Management of the classroom learning climate	_____	_____	_____
(e) Teaching techniques and communication of instructional material	_____	_____	_____
(f) Assessment of and provision for individual and collective student needs	_____	_____	_____
(g) Communication and cooperation with parents and other staff	_____	_____	_____
(h) Professionalism and management of general responsibilities	_____	_____	_____
(i) Communication and relationships with students	_____	_____	_____

Are there any specific areas of teaching performance not mentioned above for which you wish you had received better preparation during your teacher preparation program?

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Please return this form by April 24, 1992 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

e-1992 form 329

1992 TEACHER PREPARATION PROGRAM EVALUATION: SUPERVISOR FORM (CDE 328)

For each question please mark the one response that best applies.

Part I. DESCRIPTIVE INFORMATION

1. YEAR OF TEACHING - What year of teaching is this teacher completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

- (1) First year  
 (2) Third year  
 (3) If other than first or third year, please give teacher's name, school district and correct year of teaching; and then return to CDE without completing remainder of form. \_\_\_\_\_

2. YEAR OF COMPLETION - In what year did this teacher complete his or her teacher education program?

\_\_\_\_ (Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which this teacher received recommendation for a Colorado teaching certificate.

- (45) \_\_\_\_ Adams State College  
(46) \_\_\_\_ Colorado Christian University  
(47) \_\_\_\_ Colorado College  
(50) \_\_\_\_ Colorado State University  
(53) \_\_\_\_ Fort Lewis College  
(60) \_\_\_\_ Metro State College  
(63) \_\_\_\_ Regis University  
(70) \_\_\_\_ Univ of Colorado - Boulder  
(74) \_\_\_\_ Univ of CO - CO Springs  
(75) \_\_\_\_ Univ of Colorado - Denver  
(71) \_\_\_\_ University of Denver  
(49) \_\_\_\_ Univ of Northern Colorado  
(65) \_\_\_\_ Univ of Southern Colorado  
(72) \_\_\_\_ Western State College  
(01) \_\_\_\_ Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which this teacher received his or her bachelor's degree.

\_\_\_\_ (Institution code)

5. GRADE LEVEL - Please indicate the grade level which best describes this teacher's present assignment.

- (1) Elementary school  
 (2) Junior high or middle school  
 (3) High School  
 (4) Junior-senior high school  
 (5) K-12 or multiple level

6. DISTRICT SIZE - Please indicate the size of your school district.

- (1) 300 or fewer pupils  
 (2) 301 to 600 pupils  
 (3) 601 to 1,200 pupils  
 (4) 1,201 to 6,000 pupils  
 (5) 6,001 or more pupils

7. SUCCESS - Please indicate how successful you think this person is as a teacher, compared to other first or third year teachers.

- (1) Very successful  
 (2) Successful  
 (3) Neutral  
 (4) Not successful  
 (5) Very unsuccessful

Please continue on the back of this page.



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**Part II - PERFORMANCE AND PREPARATION**

Does this teacher meet your district's standards for acceptable performance for a first or third year teacher in the following areas? If not, for what particular skills or behaviors should this teacher have been better prepared?

- (a) **Knowledge of subject matter**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (b) **Knowledge and utilization of teaching/learning theories**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (c) **Planning and organization of curriculum and instruction**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (d) **Management of the classroom learning climate**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (e) **Teaching techniques and communication of instructional material**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (f) **Assessment of and provision for individual and collective student needs**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (g) **Communication and cooperation with parents and other staff**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (h) **Professionalism and management of general responsibilities**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_
- (i) **Communication and relationships with students**  
 Yes, meets district standards.  
 No, should have better preparation or skills in: \_\_\_\_\_  
\_\_\_\_\_

Regardless of meeting district standards, are there any specific areas of teaching performance not mentioned above for which this teacher should have been better prepared?

\_\_\_\_\_

Please return this form by April 24, 1992 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

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