

Standard 1: Exhibit 6: Follow up studies of graduates and data tables of results.

Initial Teacher Preparation: Elementary, Secondary, and Special Education

The University of San Diego has participated in the state-wide Comprehensive Evaluation of Teacher Preparation that was conducted by the Center for Teacher Quality (CTQ). This survey followed up on the 2003-04 and 2006-07 cohorts of University of San Diego (USD)'s teacher education program after their first year of teaching. This study also provided comparison data with a set of eight peer universities. The evidence from these reports provides valid and reliable information about the extent to which program coursework and fieldwork prepares recent graduates for their teaching duties. The comments are actual responses by our graduates.

Teaching graduates answered questions about:

- The types of preparation programs/credentials they had completed
- Options pursued to meet the state's certification requirements
- Teaching assignments
- Demographic characteristics of their K-12 students
- How well USD prepared them for their teaching responsibilities
- How valuable their coursework and field works has been
- The extent to which their credential program had certain characteristics specified in professional standards for the accreditation of teacher preparation programs.

Graduates of initial teacher education programs were invited to participate online and follow-up phone calls were made for maximum response rates. CTQ took steps to ensure the validity and reliability of the evidence in this report. In spring 2005 and spring 2008, a total of 129 (100%) PEU teaching graduates from the teacher credential programs were invited to participate in the CTQ evaluation and 43 (33%) responded.

In the survey, respondents provided their perception of how well USD's teacher credential programs prepared candidates to meet the following criteria:

1	Know and understand the subjects of the curriculum at her/his grade level
2	Organize and manage a class or a group of pupils for instructional activities
3	Organize and manage student behavior and discipline satisfactorily
4	Prepare lesson plans and make prior arrangement for class activities
5	Use an effective mix of teaching strategies and instructional activities
6	Meet the instructional needs of students who are English language learners
7	Meet the instructional needs of students from diverse cultural backgrounds
8	Meet the instructional needs of students with special learning needs
9	Communicate effectively with the parents or guardians of his/her students
10	Maintain positive rapport and foster students' motivation and excitement
11	Think about problems that occur in teaching and try-out various solutions

12	Understand child development, human learning and the purposes of schools
13	Understand how personal, family & community conditions may affect learning
14	Learn about students' interests and motivations, and how to teach accordingly
15	Get students involved in engaging activities and to sustain on-task behavior
16	Use computer-based applications to help students learn curriculum subjects
17	Use computer-based technology in class activities and to keep class records
18	Monitor student progress by using formal and informal assessment methods
19	Assess pupil progress by analyzing a variety of evidence including test scores
20	Assist individual students in areas of their instructional needs in reading/math
21	Adjust teaching strategies so all pupils have chances to understand and learn
22	Adhere to principles of education equity in the teaching of all students
23	Use class time efficiently by relying on daily routines and planned transitions
24	Know about resources in the school & community for at-risk students/families

Results from program graduates:

First-year teachers who graduated from USD's learning and teaching programs who reported they were well or adequately prepared in these areas:

Selected criteria (from a total of 24 items) that address characteristics specified in professional standards for California teachers.	USD 2003-04 cohort (n=25)	Comparison Universities (Average)	USD 2006-07 cohort (n=17)	Comparison Universities (Average)
1. Know and understand the subjects of the curriculum at her/his grade level(s)	76%	80%	75%	76%
3. Organize and manage student behavior and discipline satisfactorily	72%	70%	47%	66%
4. Prepare lesson plans and make prior arrangements for class activities	84%	89%	82%	86%
6. Meet the instructional needs of students who are ELL	84%	79%	71%	79%
13. understand how personal, family & community conditions may affect learning	92%	85%	88%	87%
16. use computer-based application to help students learn curriculum subjects	80%	81%	50%	66%
20. Assist individual students in areas of their instructional needs in reading/math	83%	82%	73%	77%

Two criteria stood out as areas in which our teacher candidates who graduated in 2006-2007 did not feel as well prepared as did the graduates in 2003-2004, classroom management and using computer-based applications. The lower scores relative to the previous cohort are mirrored in the comparison universities. Classroom management is always a difficult area for beginning teachers to master and often takes time for first-year teachers to establish their classroom management style. Faculty are starting to more formally integrate classroom management as an integral part of our teacher preparation program. Faculty recognized that our graduates did not feel prepared to use computer-based

applications in their pedagogy. This realization ultimately led to the creation of a new faculty position in Instructional Technology, which was filled in 2009-2010. In addition, faculty development has focused on the use of current technologies for the K-12 classroom. This has helped teacher credential program faculty be aware of current technology and better able to provide a foundation for our beginning teachers.

Across elementary, secondary and special education programs:

In comparing the effectiveness of the single-subject program with the multiple-subject program for 2007 graduates, 100% of candidates in both programs felt well prepared in the area of understanding how personal, family and community conditions affect learning (#13), getting students involved in engaging activities and sustaining on-task behavior (#15), and adhering to principles of educational equity in the teaching of all students (#22). On these three items, USD graduates rated higher than comparative institutions, which reported, on average, only 88% of candidates felt this well prepared across programs in these areas.

Between programs:

Elementary (Multiple- Subject) Program

According to the 2007 graduates in the multiple subject teaching credential program, 100% felt well prepared to meet the instructional needs of students with special learning needs compared to a 67% confidence rating at comparable universities. From 2004 to 2007, a positive change (> +14%) was observed in graduates' confidence in 22 of the 24 response categories. The greatest gains were observed in the areas of candidates' preparedness to organize and manage a class or group of pupils for instructional activities (#2) and the use of class time efficiently by relying on daily routines and planned transition (#23). The two areas in which our multiple-subject program has room to grow are in preparing candidates with strategies to get students involved in engaging activities and to sustain on-task behaviors (#15), as well as using an effective mix of teaching strategies and instructional activities (#5).

Secondary (Single Subject) Program

According to the 2007 graduates in the single subject teaching credential program, they felt especially well prepared under the guidelines of the California Teaching Preparation Expectations (TPE) #8 learning about student characteristics and #9 planning instruction that connects academic content to students (corresponding to survey questions #1, 4, 9, 13, 14, & 20 where 100% of single subject credential candidates felt well prepared to teach). The single subject program has room to grow in areas of helping candidates think about problems that occur in teaching and trying out various solutions as well as classroom management issues.

Special Education Program

Of those graduates who exited from the Education Specialist Level 1 Special Education credential program in 2007, 75% reported being well or adequately

prepared in the areas of assessing pupil progress by analyzing a variety of evidence including test scores (#19), which was comparable to 73% of graduates from other universities. Graduates of the special education program found their fieldwork (school visits and observations prior to supervised teaching) particularly helpful as well as the guidance and assistance provided by their supervising teachers in K-12 schools.

Because of the expense of participating in the Comprehensive Evaluation of Teacher Preparation, USD decided to conduct its own follow up assessment of graduates in the field. Graduates in the teacher credential programs from 2007-2008 and 2008-2009 were contacted. Results appear in Appendix A. In addition to the results presented, graduates were asked to provide the name and contact information for their immediate supervisor. A follow-up with employers of the respondents is underway.

Advanced Teacher and School Personnel Preparation

Pupil Personnel Services: Counseling and Masters of Arts in Counseling

In Fall 2010, the first follow-up survey for graduates of the school counseling program was sent to graduates from 2007-2008 and 2008-2009. As the summary table below shows, graduates from those two cohorts have had a difficult time finding employment as school counselors. This table shows responses from the 22 respondents to the item, "Please select the answer that best describes your employment status."

#		Response	%
1	Employed as a school counselor	3	14%
2	Employed as a counselor, not in a school	1	5%
3	Employed in a counseling-related field	6	27%
4	Employed in a position not related to counseling	4	18%
5	Not employed, seeking a job	6	27%
6	Not employed, not seeking a job	2	9%
	Total	22	100%

The comments of respondents to this survey indicate that the program prepares them well, but that there are fewer positions for school counselors in this economy. Among their suggestions are to help candidates to explore other employment possibilities before they graduate.

Follow up with cohort members for the eight completed cohorts in the Preliminary Administrative Services credential program and the two cohorts in the Professional Administrative Services credential program have been conducted less formally. Graduates are invited back and focus groups are held both to see how well the training prepared them as K-12 administrators and how the program could be improved. A majority of the program graduates have assumed positions as principals or assistant principals at K-12 schools in the region. Many of these administrators who have graduated from either the preliminary or professional administration program become mentors for subsequent cohort members.

Appendix A: Survey of Teacher Credential Program completers 2007-2009

Teacher Credential Graduates Follow-Up Survey

1. At what level were you first hired after earning your credential?

#	Answer	Response	%
1	Preschool	2	3%
2	Elementary, K-6	7	10%
3	Middle School, Junior High School	13	18%
4	High School	12	16%
5	Special Education: Early Childhood	2	3%
6	Special Education: Deaf & Hard of Hearing	6	8%
7	Special Education: Mild/Moderate	9	12%
8	Special Education: Moderate/Severe	5	7%
9	Not employed as a teacher	17	23%
	Total	73	100%

2. Year in which you were first hired as a teacher:

#	Answer	Response	%
3	2006	4	13%
4	2007	5	16%
5	2008	7	22%
6	2009	8	25%
7	2010	8	25%

3. Name of School (Please indicate the school at which you were first hired, even if you have moved to a different position.)

Text Response
Cajon Valley Middle School
Lewis Middle School
La Costa Meadows Elementary/ Part-time reading intervention teacher (LLI)
I have only been a guest teacher at several school districts, I have not be able to attain a full time contract in California.
Valhalla High School
Flora vista ELEmentary in Encinitas union school district
Chula Vista Elem. School District: Lilian Rice Elem.
Cathedral Catholic High School
San Diego Met High School
Kellogg
Oralingua School for the Hearing Impaired
Pacific Beach Middle School
Gompers Charter Middle School
Oralingua School for the Hearing Impaired
High Tech High Chula Vista
Nye Elementary
Listen and Talk
Correia Middle School
Morse High School
High Tech High International
Gompers Preparatory Academy
Cherokee Point Elementary
Vincent Children's Center - Covina Valley USD - fourth year - DHH preschool
Sevick School
Mira Mesa high school
Mare Island Technology Academy
Montgomery Elementary School
Kennedy Elementary School
The Children's School La Jolla
n/a
Monta Vista High School, Cupertino, CA
John Tracy Clinic
john tracy clinic

4. PREPARATION: Please indicate how well prepared you were in each of the following areas:

#	Question	Well prepared	Adequately prepared	Minimally prepared	Not prepared	Responses	Mean
1	classroom management for instruction.	13	19	8	3	43	2.98
2	student motivation and classroom management of student behavior.	14	21	5	3	43	3.07
3	lesson plans development	25	17	1	0	43	3.56
4	knowledge of teaching strategies.	22	19	2	0	43	3.47
5	teaching English learners.	15	15	7	4	41	3.00
6	teaching culturally diverse students.	20	17	5	1	43	3.30
7	teaching students with special needs.	17	15	9	1	42	3.14
8	effective communication with parents and guardians.	18	16	7	2	43	3.16
9	working collaboratively with other teachers on school issues.	17	20	5	1	43	3.23
10	thinking about problems in teaching and using alternative solutions.	19	19	3	2	43	3.28
11	engaging students and sustaining on-task behavior.	18	15	9	0	42	3.21
12	understand how personal, family, and community conditions may affect learning	23	13	5	2	43	3.33
13	use of computer-based applications	13	16	13	1	43	2.95

	as appropriate to assist student learning.						
14	use of computer-based technology to maintain student records.	10	15	13	5	43	2.70
15	monitoring student progress by using formal and informal assessment methods.	23	14	4	1	42	3.40
16	assessment of student progress by analyzing a variety of evidence, including test scores.	14	21	6	2	43	3.09
17	how to use class time efficiently by relying on daily routines and planned transitions.	18	12	9	4	43	3.02
18	how to find resources in the school and community for at-risk students/families.	14	13	11	5	43	2.84
19	principles of educational equity in the teaching of all students.	25	13	4	1	43	3.44

5. Based on your first year of teaching, please assess how well prepared you were to:

#	Question	Well prepared	Adequately prepared	Minimally prepared	Not prepared	Responses	Mean
1	know the content of the curriculum at your grade level.	0	3	1	1	5	2.40
2	understand child development and human learning.	1	2	2	0	5	2.80
3	foster academic skills of students at different levels of proficiency.	1	2	2	0	5	2.80
4	assist individual students in areas of instructional need in reading/math.	1	2	1	0	4	3.00
5	use language to facilitate student understanding of oral and written English.	1	3	1	0	5	3.00
6	teach grammar, punctuation, spelling and structure.	1	2	1	1	5	2.60
7	teach vocabulary and concept development.	2	1	1	1	5	2.80
8	foster students' listening comprehension and oral speaking skills.	2	1	2	0	5	3.00
9	develop students' reading fluency.	0	4	0	1	5	2.60
10	teach computational and procedural skills in math.	1	2	0	1	4	2.75
11	teach conceptual understanding and the logic of math.	1	2	0	1	4	2.75
12	use multiple strategies to teach math problem	1	1	1	1	4	2.50

	solving skills.						
13	use electronic media, websites and software to enhance classroom instruction.	0	2	0	2	4	2.00
14	teach reading-language arts according to California Standards in Reading.	1	2	0	1	4	2.75
15	teach mathematics according to California Standards in Math.	1	1	1	1	4	2.50
16	teach science according to California Standards in Science.	1	1	0	1	3	2.67
17	teach history and social studies according to California Content Standards.	1	1	0	1	3	2.67
18	teach visual and performing arts according to California Content Standards.	1	1	0	1	3	2.67

6. Based on your first year of teaching, please assess how well prepared you were to:

#	Question	Well prepared	Adequately prepared	Minimally prepared	Not prepared	Responses	Mean
1	know the content in your primary subject.	6	6	4	1	17	3.00
2	understand adolescent development and human learning.	5	9	3	0	17	3.12
3	foster academic skills of students at different levels of proficiency.	4	6	7	0	17	2.82
4	assist individual students in areas of instructional need in the subject area.	6	8	3	0	17	3.18
5	contribute to students' reading skills including vocabulary and comprehension.	3	9	4	1	17	2.82
6	establish academic expectations that are intellectually challenging.	6	9	2	0	17	3.24
7	provide opportunities for students to develop advanced problem-solving skills	4	8	4	1	17	2.88
8	communicate course goals and requirements to students.	7	6	4	0	17	3.18
9	communicate course goals and requirements to parents or guardians.	6	8	2	0	16	3.25

10	develop fair criteria for course grades and explain these to students/parents.	7	7	3	0	17	3.24
11	anticipate and address the needs of students at risk of dropping out.	2	4	9	2	17	2.35
12	help students realize connections between the subject and life beyond school.	5	7	4	1	17	2.94
13	use electronic media, websites and software to enhance classroom instruction.	5	8	4	0	17	3.06
14	teach your primary subject area according to the California State Academic Content Standards.	4	10	1	1	16	3.06
15	use textbooks and other materials aligned with California State Content Standards.	5	6	1	3	15	2.87

7. Based on your first year of teaching, please assess how well you felt prepared to:

#	Question	Well prepared	Adequately prepared	Minimally prepared	Not prepared	Responses	Mean
1	interpret and apply federal and state laws that govern special education	5	8	1	0	14	3.29
2	assess students' abilities using multiple assessment methods.	8	5	1	0	14	3.50
3	adapt the curriculum to meet the needs of students with disabilities.	10	3	1	0	14	3.64
4	develop and implement IEPs with parents/guardians, teachers, and administrators.	7	4	3	0	14	3.29
5	use individual and group assessment data in planning appropriate lessons.	8	4	2	0	14	3.43
6	plan instructional activities in integrated settings for students with disabilities.	8	5	1	0	14	3.50
7	use teaching strategies suggested by the research with special ed. students.	8	5	1	0	14	3.50
8	use positive behavioral support techniques.	9	4	1	0	14	3.57
9	monitor outcomes and modify instruction based on individual student accomplishments..	9	4	1	0	14	3.57
10	develop student assessments that indicate progress toward IEP	6	5	3	0	14	3.21

	objectives.						
11	conduct educational assessments as defined in students' IEPs.	8	4	2	0	14	3.43
12	consult with regular ed. teachers about teaching special ed. students.	6	6	1	0	13	3.38
13	work with other teachers in inclusive school environments.	6	7	1	0	14	3.36
14	collaborate with para-educators in meeting students instructional needs.	9	2	3	0	14	3.43
15	teach reading-language arts according to California Standards in Reading.	5	5	3	0	13	3.15
16	teach mathematics according to California Standards in Math.	5	5	3	0	13	3.15
17	teach science according to California Standards in Science.	5	5	3	0	13	3.15
18	teach history and social studies according to California Content Standards.	5	5	3	0	13	3.15

8. We would also like to contact your principal or direct supervisor for comments on how well we prepared you. Please provide us with a contact name:

9. Email address of contact person:

10. Please tell us anything you think we should know about your teacher preparation program. We are especially interested in knowing how we could improve the program.

Text Response

More about technology in the classroom

Class on Special Education should have a little more emphasis on observation or practicum hours considering the progress made in mainstreaming in public schools.

it needs to be a lot less confusing. Every professor had a different answer about requirements for graduation.

I loved the program at USD! I thought there should be a class based on classroom management and possibly one on just using technology in the classroom.

I felt that I was not prepared for everyday classroom management, and discipline. We learned how to teach by Units, all subjects connected to one theme; but in the real world they don't teach that way. After meeting other student teachers I realize that the only thing USD concentrated on was diversity, and not on the everyday task of teaching and keeping a student engaged.

Provide more instruction on classroom management. I have since found Rick Morris' "New Management" helpful.

Provide current assessments for special Ed, like WIAT 3, woodcock johnson 3, key math, ect

I would suggest monitoring the mentor teachers closer. My student teaching program did not turn out well and I believe it may have hindered my confidence as a teacher as well as my ability to get a job out of college.

One key area for improvement is in Career Services (let future candidates know to apply to districts, not just ed join, Maybe create a Getting a job packet that has the application deadlines for the different districts, and the websites , and helpful resources)

I am a substitute. No jobs are available yet. But, I feel completely confident to run a classroom effectively once I am hired as a teacher.

The program was very strong. Additional support with English Language Learners would be ideal. Also, innovative teaching tools such as PBL were great to study, but are not as applicable in traditional schools. I would have liked more information on how to do interesting and thematic unit planning (no textbooks!) that would work well in a traditional school setting.

The internship was the most beneficial part of my education

Have more opportunity to teach different grade levels.

I strongly believe that an internship based program would be extremely beneficial. I know we have opportunities for this, but I feel that more can be done to improve these opportunities. It would be beneficial to have the University involved more in setting these up verse having the students simply find the opportunities.

Would have been more beneficial if I was a teacher while going to class at night. I learned everything in the classroom.

I could not find a job in my subject area. This was a long term sub position. I have not found a job two years later.

I received my Single Subject Teaching Credential in Spanish. Although I loved all my classes and learned many general strategies I now feel that I would have benefited more from having a class specific for foreign language instruction. A class where I would learn specific techniques and strategies for my instruction. Or curriculum mapping for my standards. I do refer back to my teacher preparation program classes, but at times I feel it was more specific to my content.

I had a great experience during both my undergraduate and graduate years at USD. I am pleased with the experiences education I received.

I was accepted into the USD Early Childhood Special Education teacher intern program under Dr. Judy Mantle. I enjoyed my learning experience at USD very much. All of my professors were very encouraging, and available for questions or concerns throughout the program. My field supervisor was Kathi Holowach. She was supportive, responsive to questions, and provided terrific feedback. The difficult piece for me were the Saturday meetings for the interns however, I understood the reasons for having them. Nothing worth having is easy however, the USD professors - especially Dr. Mantle and Dr. Ammer, will always be very important and dear people to me.

Esl classes did not teach specific strategies to help students. Need to teach high school teachers how to teach reading because most students need this support. The program needs to be specific and teach you not just to embrace students but how to teach students.

You need more classroom management strategies & practice

There should be an entire class on classroom management including the importance of how you actually open your classroom at the beginning of the year.

I had already been teaching for several years before this Master's program. That is why I did not fill out the second portion on "first year." I would prefer you not contact my direct supervisor since I am in a long-term substitute position and it really isn't my first year of teaching. Thanks! :)

n/a

I wish I had been in the cohort program, but it started the year after I graduated. I did my masters degree at the same time as my credential, and the classes I took with Dr. Lattimer were instrumental in my preparation. Had I done the credential program alone, I would not have been nearly prepared enough for my current teaching assignment. The masters classes are what have guided me through teaching these first few years, and I owe a debt of gratitude to Dr. Lattimer for her continued help.

More behavior and classroom management techniques

It was presented very thoughtfully, and all information has been immensely useful.

Develop a classroom management course as part of the credential requirement; require practicum work to include first few weeks of school so potential teachers learn how to begin the school year.