COMMON ENTRANCE SURVEY RESULTS:

IB/M AND TCPCG STUDENTS ENTERING IN 2011-2012 PURSUING ENGLISH/LANGUAGE ARTS

September 2011

The Common Entrance Survey was administered to all incoming students enrolled in the University of Connecticut’s Neag School of Education’s Integrated Bachelor’s/Master’s Teacher Education Program (IB/M) and Teacher Certification Program for College Graduates (TCPCG) for the 2011-12 school year. This report presents results of the survey for 36 students in the field of English Language Arts, 22 of whom (61%) are entering the IB/M program and 14 of whom are entering TCPCG (39%).

✓ 18 respondents from the IB/M program (81%) and 13 respondents from TCPCG (92%) are female.
✓ 8 respondents (36%) in the IB/M program indicated they can speak a language other than English, compared to 3 students (21%) in the TCPCG program.
✓ The percent of respondents from the IB/M program indicating a parental education level at college completion or beyond was 72% for the mother and 71% for the father, respectively; 77% of TCPCG respondents revealed a similar level of educational attainment for the mother, and 78% reported their father had this level of education.
✓ 100% of IB/M respondents and 85% of TCPCG respondents attended regular public high schools. Of the remaining TCPCG students, two attended private schools (14%). A majority of students from both programs and (50% in IB/M and 78% in TCPCG, respectively) reported that primarily white students attended their schools.
✓ Of the IB/M students, 59% intend to teach at the secondary level, while 92% of TCPCG respondents intend to teach at the secondary level.
✓ 31% of IB/M respondents indicated a preference for teaching an urban school; 5 (26%) reported they would like to teach in a high achieving school, and 2 (10%) would like to teach in a low achieving school. Most TCPCG students indicated they would like to teach an ethnically diverse student body of middle SES in a suburban or rural school with average achievement levels.
Primary language spoken in your childhood home:

IB/M
- 22 (100.00%)

TCPCG
- 14 (100.00%)

Can you speak any language other than English?

IB/M
- 14 (63.64%)
- 8 (36.36%)

TCPCG
- 11 (76.57%)
- 3 (21.43%)
Indicate your oral proficiency in each of these languages:

### IB/M

<table>
<thead>
<tr>
<th>Language</th>
<th>1 (Not at all)</th>
<th>2 (0.00%)</th>
<th>3 (0.00%)</th>
<th>4 (0.00%)</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>20 (90.91%)</td>
<td>5.00</td>
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<tr>
<td>Chinese</td>
<td>18 (81.82%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Italian</td>
<td>13 (59.09%)</td>
<td>4 (18.18%)</td>
<td>1 (4.55%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.33</td>
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<tr>
<td>French</td>
<td>15 (68.18%)</td>
<td>0 (0.00%)</td>
<td>3 (13.64%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.33</td>
</tr>
<tr>
<td>Polish</td>
<td>18 (81.82%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Spanish</td>
<td>2 (9.09%)</td>
<td>7 (31.82%)</td>
<td>10 (45.45%)</td>
<td>3 (13.64%)</td>
<td>0 (0.00%)</td>
<td>2.64</td>
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<tr>
<td>Other</td>
<td>15 (68.18%)</td>
<td>1 (4.55%)</td>
<td>2 (9.09%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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### TCPCG

<table>
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<tr>
<th>Language</th>
<th>1 (Not at all)</th>
<th>2 (0.00%)</th>
<th>3 (0.00%)</th>
<th>4 (0.00%)</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>14 (100.00%)</td>
<td>5.00</td>
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<tr>
<td>Chinese</td>
<td>11 (78.57%)</td>
<td>0 (0.00%)</td>
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<td>0 (0.00%)</td>
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<tr>
<td>Italian</td>
<td>12 (85.71%)</td>
<td>0 (0.00%)</td>
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<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>French</td>
<td>4 (28.57%)</td>
<td>5 (35.71%)</td>
<td>2 (14.29%)</td>
<td>1 (7.14%)</td>
<td>0 (0.00%)</td>
<td>2.00</td>
</tr>
<tr>
<td>Polish</td>
<td>12 (85.71%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Other</td>
<td>8 (57.14%)</td>
<td>3 (21.43%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.14%)</td>
<td>1.58</td>
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Highest level of education attained by your mother:

IB/M

- Completed high school: 6 (27.27%)
- Completed junior/community college: 2 (9.52%)
- Completed college: 1 (4.55%)
- Completed graduate school: 10 (45.45%)

TCPCG

- Completed high school: 6 (42.60%)
- Completed junior/community college: 3 (21.43%)
- Completed college: 1 (7.14%)
- Some graduate school: 2 (14.29%)
- Completed graduate school: 1 (7.14%)

Highest level of education attained by your father:

IB/M

- Completed high school: 9 (40.91%)
- Some college: 3 (13.64%)
- Completed college: 3 (13.64%)
- Completed graduate school: 7 (31.62%)

TCPCG

- Completed high school: 7 (50.00%)
- Some college: 1 (4.14%)
- Completed college: 1 (4.14%)
- Some graduate school: 1 (4.14%)
- Completed graduate school: 1 (4.14%)
- Unsure: 1 (4.14%)

Past Education Characteristics

What type of high school did you attend?

IB/M
- Public: 22 (100.00%)

TCPCG
- Private (religious or parochial): 12 (85.71%)
- Public: 2 (14.29%)

How would you describe the location of your high school?

IB/M
- Rural: 15 (58.18%)
- Suburban: 5 (22.73%)
- Urban: 2 (9.66%)

TCPCG
- Rural: 10 (71.43%)
- Suburban: 4 (28.57%)
How would you describe the racial/ethnic composition of your high school?

IB/M
- Primarily non-white students: 11 (50.00%)
- A mixture of both white and non-white students: 10 (45.45%)
- Primarily white students: 1 (4.55%)

TCPCG
- A mixture of both white and non-white students: 11 (78.57%)
- Primarily white students: 3 (21.43%)

Program Characteristics
What pupil level(s) is your intended focus in the Program?

IB/M
- Elementary school: 0 (40.21%)
- Middle school: 8 (36.36%)
- High school: 13 (53.69%)

TCPCG
- Middle school: 10 (74.13%)
- High school: 13 (92.86%)
Ideals for future teaching positions

How would you describe the location of this school?

IB/M

- Suburban: 12 (68.42%)
- Urban: 6 (31.58%)

TCPCG

- Rural: 9 (69.23%)
- Suburban: 3 (23.08%)
- Urban: 1 (7.69%)

On average, what would be the socio-economic status of the students in this school?

IB/M

- Low SES: 16 (84.21%)
- Middle SES: 3 (15.79%)

TCPCG

- Middle SES: 13 (100.00%)
How would you describe the racial/ethnic composition of this school?

IB/M
- Primarily non-white students: 16 (84.21%)
- A mixture of both white and non-white students: 2 (10.53%)
- Primarily white students: 2 (10.53%)

TCPCG
- A mixture of both white and non-white students: 13 (100.00%)

How would you describe this school in terms of its overall achievement level?

IB/M
- A low achieving school: 12 (63.16%)
- An average achieving school: 5 (26.32%)
- A high achieving school: 2 (10.53%)

TCPCG
- An average achieving school: 5 (31.46%)
- A high achieving school: 8 (51.54%)
Goals for achievement while enrolled in the Teacher Education Program

Ideally, what will be your most important achievements and/or accomplishments in the Teacher Education Program at the Neag School?

Upon graduation, I hope to...

IB/M

When I graduate, I would like to feel as if I have significantly improved my teaching skills and am ready to begin a teaching career. I would like to know that I have made a difference in the lives of the students I have encountered. I also hope to graduate with Honors in the Neag School of Education Honor's program.

become a part of Teach for America, and be able to gain experience working in a community that I am not familiar with, and learning how to adapt to the different situations that come about. In that vein, I would love to teach in an urban school. I would also like to try my hand at teaching at a suburban school, one like my old high school. I think there are a lot of students in suburban schools who have become complacent about learning, and because they come from a wealthy town, they think that everything will be handed to them. And that complacency is something I would like to conquer. While I know there is a lot of work to be done in low achieving high schools, I know there is also a lot of work to be done in middle achieving schools, especially regarding attitude, willingness to expand one’s mind, and motivation.

I want to understand how to teach to a whole variety of students, particularly when it comes to reading. Literacy is a hugely important issue for me, and I hope to be able to teach all of my students to be great readers. I also hope to learn how to make the curriculum exciting for my students- I want to make my class memorable.

teach in a school where I can change students’ perceptions of their own abilities for the better, and instill a new faith in the transformative power of education.

work in an urban school like the one I grew up in. I hope I will be prepared to work with younger children that I might motivate them to succeed at a young age.

have gained knowledge and confidence regarding classroom instruction. I plan to feel more comfortable with a variety of classroom settings. Also, I plan to have a better understanding of how best to teach the English language to young adults and adolescents.

grow not only as a person, but as a teacher and as a mentor. I want to make an impact on children's lives and one day be the teacher that they someday look back on and remember positively. I want to be able to feel entirely comfortable in a classroom setting and not feel the least bit intimidated about being responsible for a large group of students.

teach at a high school.

make an impact on an middle achieving, very average urban school that is middle of the road in their English Department and make it one
of the highest achieving, highest test scoring English Departments in the State. I want my students to understand the power behind reading and interpreting literature and also the skill of being a good writer as writing is an applicable skill to any field of study. When I graduate I hope to become certified in MA, CT, and NH in order to make myself available to finding the perfect school for my interests. Have had more experience with diverse students, including English Language Learners, and students with disabilities so that I will have solidified my decisions to teach in a suburban area, or leave me with the feeling that I would like to teach in an urban district.

I hope to have gained a positive and well-rounded education through various courses, professors, academic experiences, volunteer experiences, student teaching, and research. I hope to feel fully prepared to teach in any environment and better the life of any unique student that I may encounter, as well as have a firm understanding of curriculum and instruction within any school system. Upon graduation, I hope to be looking forward to starting my career within the education field and to feel fully prepared to do so through my time in the Teacher Education Program at the Neag School.

I hope to have gained the confidence and knowledge to have strong classroom management skills. Also, I want to have established my personal theory of education and gained more experience working with ELL and disabled students, as well as having a working knowledge of modern enrichment programs and educational theories.

I hope to become privy to the various strategies for teaching diverse learners in the classroom. I hope through my field placement and student teaching I will also become more culturally aware. I want to be able to handle challenges and conflict in the classroom and become a well-rounded educator who has knowledge of educational expectations in the district in which I teach. Being able to see a student achieve a personal goal and gain confidence will be something for which I strive. Creating a fair and positive classroom environment is also of the utmost importance to me.

I want to be a teacher that can greatly affect the lives of my students. I want to make a teacher that will be remembered by my pupils as someone who helped them reach their goals, and greatly impacted their life. I would love to be seen as a good role model for my students, and hope to work in a school in which I will be able to see the direct impact I am making on the school, my students, and their community.

Upon graduation, I hope to be a confident educator and an active participant in the learning community at large. If a problem arises that I have never dealt with, I want to have the ability to think through everything I have learned and come up with an appropriate response. I hope to take the lessons I learn in the Teacher Education Program and use them in my everyday life, each lesson almost becoming second nature. I hope to be able to not only teach secondary school English, but also be able to educate the student as a whole person.

My first important achievements will be getting through the program, passing the Praxis II, graduating with a Master's degreee, and
getting certified!!! I hope to work fairly close to home in Simsbury. I would, however, welcome the opportunity to work with any socio-economic group, and will certainly explore options outside of the Farmington valley. Of course figuring out how to use my new Mac will be an accomplishment too!

I leave the Teacher Education Program with a feeling of confidence that I will be able to teach effectively and to teach well. I would like to know how to construct lesson plans, as well as deal with common problems that may arise in the classroom. I would like to understand different ways in which young adults learn, and how to cater to these individual needs.

Have a solid understanding of how to engage and work with students of different abilities, backgrounds, and personality types. To me, that is key to being effective in the classroom. I hope to have gained confidence in my role as a leader and the object of teenagers focus for several hours each day. I hope that this confidence is fueled by a better understanding of classroom management and that my classroom management skills are in turn strengthened by my confidence. I hope to be able to assess my students fairly and accurately to make sure that each student gets the attention and individualized support needed to succeed. To me this is one of the biggest hurdles, as it will require me to gain a greater understanding of what is an appropriate standard among students of different ages, class levels, etc. I would like to feel comfortable teaching in any environment. Ideally I would like to get my feet under me in a more stable suburban environment, but I am not sure where I will be able to find work, and I have not ruled out the possibility of working in an urban school in the future.

be able to understand the methods of teaching much better than I do now. I also hope to gain confidence that my profession is the right road for me to travel on and I hope to be able to find a job somewhere that will challenge me and not be afraid to accept those challenges. I have a better understanding of concepts of curriculum and instruction that will allow me to be an effective teacher. I hope to be able to gain a variety of experiences in and out of the classroom that will make me a competent and effective teacher. Most importantly, I hope I will be able to discover some ways of bringing personalization back into the classroom, by learning how to create lesson plans that achieve school, district and state objectives, but at the same time, be able to bring some of the exploration back into learning. I hope to learn to make standardized practice tailored to my personal teaching philosophies and my students' needs. I also hope to learn to balance my ideologies with practical experiences to better improve my teaching ability.

Have a clear understanding of how to best reach students in my classroom, and feel confident in my ability to create effective lesson plans to teach my given curriculum. I would also like to have created a positive connection with faculty members from my assigned student teaching placements from whom I can request a solid reference for my ongoing employment search. Lastly I would like to form relationships with the peers in my program so that I may have a network/support system for when I become a teacher.

find a teaching position either in Europe, Canada, or North America. I don't necessarily have a specific type of school in mind because I think that teaching can be very rewarding regardless of the location. I think that I would like to move to a city after graduating because I enjoy new experiences and aside from studying in Paris for 6 months, I have lived all my life in rural northern Connecticut. However, when
I do have a family, which is my greatest aspiration, I would like to move to a town that is safe, comfortable, and that has a decent education system that I can be a part of. I am in no rush to have that family yet, but no matter what location I'm in, I hope to be in a teaching position that benefits each student regardless of economic status, race, or ability level.

Upon graduation, I hope to develop my skills and strategies as an educator. I know that I want to be a teacher, but I want to be a good, effective teacher who is able to teach a variety of students. I grew up in a small, suburban school composed of almost all white students. While I believe that I received a good education, I know I would have benefitted from working with classmates with different backgrounds and experiences. I want to add more tools to my tool kit in order to teach effectively in a more diverse environment than what I am accustomed to.

**Learn to teach to all students at all levels so that I can become a great teacher.**

Upon graduation, I hope to be a teacher who is effective in the classroom and capable of reaching all levels of learners. I hope to instill at least an interest in learning in my students, and I want them to be prepared for their future school assignments, college or graduate work, and job requirements. As an English teacher, I hope my students are proficient writers and capable readers. In terms of my specific goals, I hope to acquire a job in a secondary school setting where I can work with students to achieve these goals. In the next five years I would like to earn my Sixth Year Degree and work as a department head or administrator. Overall, my most important achievement in the Teacher Education Program at the Neag School will be graduating feeling confident that I can be an effective education professional.

I hope to become extremely knowledgable about the teaching profession. During my student teaching I want to connect with my students and the cooperating teacher. The thing I most wish to achieve is a sense of security—that I will walk away from the Neag School fully prepared.

**Provide high-quality teaching to students / providing them with the tools needed to succeed**