COMMON ENTRANCE SURVEY RESULTS:

IB/M AND TCPCG STUDENTS ENTERING IN 2011-2012 PURSUING SPECIAL EDUCATION

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 20 students in the field of Special Education, 12 of whom (60%) are entering the IB/M program and 8 of whom are entering TCPCG (40%).

- 11 respondents from the IB/M program (91%) and 8 respondents from TCPCG (100%) are female.
- In the IB/M program zero respondents indicated they can speak a language other than English, compared to 4 students (50%) in the TCPCG program.
- The percent of respondents from the IB/M program indicating a parental education level at college completion or beyond was 66% for the mother and 72% for the father, respectively; 25% of TCPCG respondents revealed a similar level of educational attainment for the mother, and 50% reported their father had this level of education.
- 81% of IB/M respondents and 87% of TCPCG respondents attended regular public high schools. Of the remaining TCPCG students, 1 attended private schools (12%). The majority of IB/M students (58%) reported that their schools were attended by primarily white students. 50% of TCPCG students reported that their schools were attended by a mixture of white and non-white students.
- Of the IB/M students, 75% intend to teach at the elementary level, while 87% of TCPCG respondents intend to teach at the secondary level.
- 28% of IB/M respondents indicated a preference for teaching an urban school; 3 (42%) reported they would like to teach in a high achieving school, and none 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 urban school with average achievement levels.
Student Demographics

Gender

IB/M
- Male: 11 (91.87%)
- Female: 1 (8.13%)

TCPCG
- Female: 8 (100.00%)

Race/Ethnicity

IB/M
- White/Caucasian: 12 (100.00%)

TCPCG
- Asian/Pacific Islander: 6 (75.00%)
- Black or African American: 1 (12.50%)
- White/Caucasian: 1 (12.50%)
Indicate your oral proficiency in each of these languages

### IB/M

<table>
<thead>
<tr>
<th>Language</th>
<th>1 (Score)</th>
<th>2 (Score)</th>
<th>3 (Score)</th>
<th>4 (Score)</th>
<th>5 (Score)</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2 (16.67%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>10 (83.33%)</td>
<td>4.33</td>
</tr>
<tr>
<td>Chinese</td>
<td>11 (91.67%)</td>
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<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>10 (83.33%)</td>
<td>1 (8.33%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.09</td>
</tr>
<tr>
<td>French</td>
<td>7 (58.33%)</td>
<td>3 (25.00%)</td>
<td>1 (8.33%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.45</td>
</tr>
<tr>
<td>Polish</td>
<td>11 (91.67%)</td>
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<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>6 (50.00%)</td>
<td>2 (16.67%)</td>
<td>4 (33.33%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.83</td>
</tr>
<tr>
<td>Other</td>
<td>9 (75.00%)</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>
</tbody>
</table>

### TCPCG

<table>
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<tr>
<th>Language</th>
<th>1 (Score)</th>
<th>2 (Score)</th>
<th>3 (Score)</th>
<th>4 (Score)</th>
<th>5 (Score)</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>7 (87.50%)</td>
<td>5.00</td>
</tr>
<tr>
<td>Chinese</td>
<td>4 (50.00%)</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>4 (50.00%)</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>French</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2.25</td>
</tr>
<tr>
<td>Polish</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>2.00</td>
</tr>
<tr>
<td>Other</td>
<td>4 (50.00%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1.86</td>
</tr>
</tbody>
</table>
Highest Level of Education Attained by Your Mother

IB/M:
- Some high school: 4 (33.33%)
- Completed junior/community college: 4 (33.33%)
- Some college: 2 (16.67%)
- Completed college: 1 (8.33%)
- Completed graduate school: 1 (8.33%)

TCPCG:
- Completed high school: 4 (50.00%)
- Completed junior/community college: 2 (25.00%)
- Some college: 1 (12.50%)
- Completed college: 1 (12.50%)

Highest Level of Education Attained by Your Father

IB/M:
- Completed middle school: 6 (54.55%)
- Some college: 2 (18.18%)
- Completed college: 2 (18.18%)
- Completed graduate school: 1 (9.09%)

TCPCG:
- Completed high school: 4 (50.00%)
- Some college: 2 (25.00%)
- Completed college: 1 (12.50%)
- Unsure: 1 (12.50%)
Past Education Characteristics

What Type of High School Did You Attend?

IB/M

- Charter/magnet: 9 (81.82%)
- Private (religious or parochial): 1 (9.09%)
- Public: 1 (9.09%)

TCPCG

- Private (non-religious): 6 (87.50%)
- Public: 1 (12.50%)

How Would You Describe the Location of Your High School?

IB/M

- Rural: 8 (68.67%)
- Suburban: 3 (25.00%)
- Urban: 1 (8.67%)

TCPCG

- Suburban: 6 (75.00%)
- Urban: 2 (25.00%)
How would you describe the racial/ethnic composition of your high school?

IB/M

- A mixture of both white and non-white students: 3 (50.00%)
- Primarily white students: 4 (50.00%)
- Primarily non-white students: 4 (12.50%)

TCPCG

- A mixture of both white and non-white students: 7 (58.33%)
- Primarily white students: 3 (12.50%)
- Primarily non-white students: 4 (25.00%)

Program Characteristics

Which Pupil Level(s) Are Your Intended Focus in the Program?

IB/M

- Elementary school: 9 (75.00%)
- Middle school: 5 (50.00%)
- High school: 8 (66.67%)

TCPCG

- Elementary school: 3 (37.50%)
- Middle school: 3 (37.50%)
- High school: 7 (87.50%)
Experience Working with Students with Disabilities

How Confident are You in Your Ability to Do the Following on Behalf of Students with Disabilities?

<table>
<thead>
<tr>
<th>IB/M</th>
<th>Not at all Confident</th>
<th>Moderately Unconfident</th>
<th>Slightly Unconfident</th>
<th>Slightly Confident</th>
<th>Moderately Confident</th>
<th>Very Confident</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically prepare space and materials needed to deliver instruction</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>2 (28.57%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Design lesson plans to provide all learners access to the general curriculum</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>2 (28.57%)</td>
<td>3 (42.86%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Modify lesson plans to address needs of students with disabilities</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (42.86%)</td>
<td>3 (42.86%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Maintain a structured learning environment</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (42.86%)</td>
<td>3 (42.86%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Use a small number of positively stated expectations</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Reinforce appropriate behavior</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>4 (57.14%)</td>
<td>2 (28.57%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Respond to inappropriate behavior</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>2 (28.57%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Implement individualized behavior strategies for students with disabilities</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (28.57%)</td>
<td>4 (57.14%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Introduce lesson content</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (28.57%)</td>
<td>4 (57.14%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Maximize student engagement</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (28.57%)</td>
<td>3 (42.86%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Provide performance-based feedback</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>3 (42.86%)</td>
<td>2 (28.57%)</td>
<td>0 (0.00%)</td>
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<tr>
<td>Review lesson content at the end of instruction</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Teach lesson content relevant to student population</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Assess student ability and/or</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>2 (28.57%)</td>
<td>1 (14.29%)</td>
<td>3 (42.86%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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**knowledge prior to instruction**

<table>
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<tr>
<th>Activity</th>
<th>No Opinion</th>
<th>Very Confident</th>
<th>Moderately Confident</th>
<th>Slightly Confident</th>
<th>Slightly Unconfident</th>
<th>Moderately Unconfident</th>
<th>Not at all Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student outcomes related to IEP during instruction</td>
<td>0 (0.00%)</td>
<td>4 (57.14%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
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<td>1 (14.29%)</td>
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<tr>
<td>Assess student response to instruction</td>
<td>0 (0.00%)</td>
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<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
</tr>
<tr>
<td>Uphold high standards of competence in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>4 (57.14%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
</tr>
<tr>
<td>Uphold high standards of integrity in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>4 (57.14%)</td>
<td>0 (0.00%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
<td>1 (14.29%)</td>
</tr>
<tr>
<td>Use evidence to guide exercise/exercising sound judgment in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>5 (71.43%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Engage in professional activities related to continuous learning and advocacy</td>
<td>0 (0.00%)</td>
<td>5 (71.43%)</td>
<td>1 (14.29%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Collaborate respectfully with all stakeholders</td>
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<td>4 (57.14%)</td>
<td>2 (28.57%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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</tbody>
</table>

**TCPCG**

<table>
<thead>
<tr>
<th>Task</th>
<th>Not at all Confident</th>
<th>Moderately Unconfident</th>
<th>Slightly Unconfident</th>
<th>Slightly Confident</th>
<th>Moderately Confident</th>
<th>Very Confident</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically prepare space and materials needed to deliver instruction</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>3 (37.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Design lesson plans to provide all learners access to the general curriculum</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Modify lesson plans to address needs of students with disabilities</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Maintain a structured learning environment</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Use a small number of positively stated expectations</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>3 (37.50%)</td>
<td>1 (12.50%)</td>
</tr>
<tr>
<td>Reinforce appropriate</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>4 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>behavior</td>
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<td>3 (37.50%)</td>
<td>4 (50.00%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
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</tr>
<tr>
<td>Respond to inappropriate behavior</td>
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</tr>
<tr>
<td>Implement individualized behavior strategies for students with disabilities</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>4 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Introduce lesson content</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
<td></td>
</tr>
<tr>
<td>Maximize student engagement</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
<td></td>
</tr>
<tr>
<td>Provide performance-based feedback</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Review lesson content at the end of instruction</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>3 (37.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Teach lesson content relevant to student population</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Assess student ability and/or knowledge prior to instruction</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>3 (37.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Assess student outcomes related to IEP during instruction</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>3 (37.50%)</td>
<td>0 (0.00%)</td>
<td>2 (25.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Assess student response to instruction</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>3 (37.50%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uphold high standards of competence in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>5 (62.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uphold high standards of integrity in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>5 (62.50%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Use evidence to guide exercise/exercising sound judgment in the practice of the profession</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>2 (25.00%)</td>
<td>4 (50.00%)</td>
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</tr>
<tr>
<td>Engage in professional activities related to</td>
<td>0 (0.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
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<td>2 (25.00%)</td>
<td>4 (50.00%)</td>
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</table>
Please describe any previous personal experience or academic preparation you have had to equip you to teach individuals with disabilities.

**IB/M**

I've worked with students with intellectual disabilities in a classroom setting, but I have little experience with children with physical disabilities.

I've worked as a paraprofessional with my town's summer school for the past few years.

I've had no experience teaching individuals with disabilities. But I worked with a special needs child on a weekly basis during high school and my first year of college. Once a week I brought my mentee to a local fitness center and we worked out. Though I didn't really teach in regards to math or reading, we worked on social skills.

I worked at a high school extended school year program as a teacher's aide for two summers; worked at another school the following summer as a teacher's aide.

I worked at a variety children's center in a classroom with five year old students with disabilities. I also volunteered at a center for adults with developmental disabilities for two years in the speech department.

I have many experiences with individuals with disabilities. I have a brother with autism and have spent most of my life helping him get through the school system. I also took a class which partnered with a camp for individuals with disabilities where I created lesson plans and carried them out over a volunteer weekend.

**TCPCG**

I have been a volunteer for Easter Seals for many years. Summer academic camp as well as teaching swimming lessons

I interacted with a group of disabled students ages 18-21. They were recent high school graduates and were enrolled in a program to teach them basic life skills. I taught them swimming lessons at the local YMCA were I picked up most of my teaching skills. I became an instructor to the disabled students were learned basic techniques in order to reach each every student in a personal way.
Tutoring a child with emotional disturbance/ADHD. I started off implementing too much structure and found she worked better with a balance of flexibility and structured work.

None

I had to provide tiered intervention and sometimes modify the curriculum in order to make learning meaningful for students below grade level.

Special Olympics volunteer, prerequisite courses to Tcpcg

During an interview to obtain a teaching position, you are told the following: "How can a student with disability be educated in a regular education classroom?" How would you respond to this statement during your interview?

**IB/M**

A student with a disability can be educated in a regular education classroom by assessing their needs and adapting the classroom practices and curriculum to their needs.

I think, given the appropriate support, like a para if needed, all students should be included in the regular education classroom. Teachers should be expected to modify lessons so that all students are able to succeed. I know that some students with special needs require more time to take tests or need extra support while completing homework, and that can be provided in a separate classroom in order to ensure success.

A student with disabilities can be educated in a regular education classroom in a few ways. Having a para assist the student, one on one attention from the teacher, or a modified lesson plan are all ways to teach a student with disabilities in a regular education classroom.

By providing them with the necessary materials in order to make their learning experience easier.

A student with disabilities can be educated in a regular classroom by making the lesson plan slightly different for them but still enough the same for the student to be with the other children. By being positive to the child a helping them along maybe a little more than the other children they can still stay in the regular classroom.

There are accommodations that can be made to help a student with a disability be educated in a regular education classroom. Depending on the specific disability, room set up, seating charts, group work, individual work and specialized lesson plans can help a student with a disability learn in a regular education classroom.

**TCPCG**

Depending on the level of the student's disability and in what areas the child is experience academic difficulties, there are numerous accommodations and / or modifications that have can be implemented. Some examples could be preferred seating, assistance by a paraprofessional, increase the length of time allotted for certain activities. Fortunately, when the gen ed and special educator collaborate, it can
be a learning experience for all.

Students with disabilities can taught just as the general education students are. Instruction can may need to be altered but an equip, well knowledge and experienced educator will not have any problems completing this task.

No matter if a student has a disability or not, a teacher needs to be able to differentiate their teaching because all students learn at different levels. That type of instruction not only benefits the special education students but also the general ed students.

The same way a student without a disability is educated maybe using a little more help and resources.

If the student's disability does not terribly disrupt the class, the teacher could provide different level to suit the student's ability or if there is help from the para or special education teacher to assist the teacher. Also, the teacher should try to provide quick individual attention to all students who need help in order to prevent students from labelling the student as a child with a disability.

Special needs students ought to be integrated into general education classrooms, so long as the instruction is inclusive of their individual needs, and in accordance with their IEP's.
Ideals for Future Teaching Positions

How Would You Describe the Location of This School?

IB/M

- Suburban: 5 (71.43%)
- Urban: 2 (28.57%)

TCPCG

- Suburban: 4 (50.00%)
- Urban: 4 (50.00%)

On Average, What Would the Socio-economic Status of the Students in this School?

IB/M

- Low SES: 6 (85.71%)
- Middle SES: 2 (14.29%)

TCPCG

- Low SES: 6 (75.00%)
- Middle SES: 2 (25.00%)
How Would You Describe the Racial/Ethnic Composition of this School?

IB/M
- A mixture of both white and non-white students
  - 7 (100.00%)

TCPCG
- A mixture of both white and non-white students
  - 8 (100.00%)

How Would You Describe this School in Terms of its Overall Achievement Level?

IB/M
- An average achieving school
  - 4 (57.14%)
- A high achieving school
  - 3 (42.86%)

TCPCG
- An average achieving school
  - 7 (87.50%)
- A high achieving school
  - 1 (12.50%)
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

I hope to leave Neag with all the resources I need to successfully teach diverse groups of students to achieve the highest standards that their ability allows.

feel confident when I have my own classroom. I want to leave knowing I can plan lessons to be successful, on both an educational level and an interactive one. I want to feel that I can maintain control over my students and implement punishments when necessary. When I leave and realized that I'm in a situation I've never experienced before, I want to know that my time in Neag has prepared me so well that I'll know just what to do, and if I don't I have resources I can use to find the right solution.

Upon graduation, I hope to be equipped with the skills and knowledge to teach students with disabilities. The knowledge I acquire will hopefully allow me to make a difference in the lives of the students I will teach!

understand how to successful conduct a classroom containing children of special needs and make the schooling experience for those children positive and enjoyable

Be confident enough to teach students from kindergarten to high school with disabilities. I would like to know how to run a classroom the best I can by instructing each student positively and sharing and enhancing all students’ knowledge.

I hope to gain confidence, knowledge, and experience in the program to help me pursue my future goals in life by becoming an inspirational teacher.

TCPCG

become a teacher that really has an impact with my students, my community and my profession. Additionally, I hope to be flexible and teach each student in a manner in which he/she can learn. Lastly, I hope that I can inspire and support self confidence, citizenship and a love of learning to a majority of the students whom I have the honor to teach.

obtain employment at an inner city school where making changes in students lives will be the most achievable. I am a product of an urban inner city school where college is not in everyone’s future. Most of our parents did not attend college but our teachers and school counselors made sure to keep that hope alive for the students of my high school. I hope to have that lasting impact on students at the school I will one day have the pleasure to educate.

Have the skills necessary to teach, guide, and enhance the learning of all students.
Go on to teach at a school where there are a lot of at risk children, to motivate them to stay in school and to want to succeed. I hope to teach for awhile and go back to school for educational leadership so that I can work on changing the education system from an administrative level, i.e. giving kids the right tools to be successful in life, not just memorizing information and taking tests and forgetting that information.

Be prepared to be an amazing special education teacher who has the ability to help a large number of children in need.

be able to understand the American school system. Secondly, i would like to propose a programme to overcome ELL students' language proficiency.

I hope to feel confident and be prepared in the field of education, in regards to assessment, lesson preparation, individualized instruction, et cetera. Having little experience now, I would like to expand my experience and develop all the skills necessary for myself to be successful as an educator and for my students to be successful.