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 24 students in the field of Mathematics, 15 of whom (62.5%) are entering the IB/M program and 9 of whom are entering TCPCG (37.5%).

- Of the respondents from the IB/M program, 10 are female (66.7%), while 100% of TCPCG respondents are female.
- 28.6% of IB/M respondents indicated they can speak a language other than English, compared to 44.4% of TCPCG respondents.
- The percent of respondents from the IB/M program indicating a parental education level at college completion or beyond was 46% for the mother and 26% for the father, respectively; 77% of TCPCG respondents revealed a similar level of educational attainment for the mother, and 66% reported their father had this level of education.
- 93% of IB/M respondents and 100% of TCPCG respondents attended regular public high schools. A majority of students from both programs and (80% in IB/M and 66% in TCPCG, respectively) reported that their schools were attended by primarily white students.
- Of the IB/M students, 66% intend to teach at the elementary level, while 88% of TCPCG respondents intend to teach at the secondary level.
- 25% of IB/M respondents indicated a preference for teaching an urban school; 2 (16%) reported they would like to teach in a high achieving school, and 2 (16%) 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.
Primary Language Spoken in Childhood Home

IB/M

- English (10, 100.00%)

TCPCG

- English (6, 88.89%)
- Other (1, 11.11%)

Can You Speak a Language Other than English?

IB/M

- Yes (10, 71.43%)
- No (4, 28.57%)

TCPCG

- Yes (5, 55.56%)
- No (4, 44.44%)
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</th>
<th>3</th>
<th>4</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
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<tbody>
<tr>
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<td>0 (0.00%)</td>
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<tr>
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<td>1.00</td>
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<tr>
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### TCPCG

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<th>3</th>
<th>4</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
</tr>
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<tbody>
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<td>9 (100.00%)</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Polish</td>
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<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Other</td>
<td>5 (55.56%)</td>
<td>2 (22.22%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (22.22%)</td>
<td>2.11</td>
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Highest level of education attained by your mother

IB/M

- Completed high school: 6 (38.00%)
- Completed junior/community college: 2 (13.33%)
- Completed college: 3 (19.00%)
- Completed graduate school: 1 (6.67%)

TCPCG

- Completed middle school: 5 (53.57%)
- Completed high school: 2 (22.22%)
- Completed junior/community college: 1 (11.11%)
- Completed college: 1 (11.11%)

Highest level of education attained by your father

IB/M

- Completed high school: 4 (26.67%)
- Completed junior/community college: 1 (6.67%)
- Some college: 3 (20.00%)
- Completed college: 4 (26.67%)
- Completed graduate school: 1 (6.67%)

TCPCG

- Some high school: 1 (11.11%)
- Completed high school: 2 (22.22%)
- Completed junior/community college: 1 (11.11%)
- Completed college: 1 (11.11%)
- Completed graduate school: 2 (22.22%)
Past Education Characteristics

What Type of High School Did You Attend?

IB/M

- Private (religious or parochial): 14 (93.33%)
- Public: 1 (6.67%)

TCPCG

- Public: 3 (100.00%)

How Would You Describe the Location of Your High School?

IB/M

- Rural: 1 (6.67%)
- Suburban: 12 (80.00%)
- Urban: 1 (6.67%)

TCPCG

- Suburban: 8 (88.89%)
- Urban: 1 (11.11%)
How would you describe the racial/ethnic composition of your high school?

IB/M

- Primarily non-white students: 12 (66.67%)
- A mixture of both white and non-white students: 2 (11.11%)
- Primarily white students: 2 (6.67%)

TCPCG

- Primarily non-white students: 6 (66.67%)
- A mixture of both white and non-white students: 1 (11.11%)
- Primarily white students: 2 (22.22%)

Program Characteristics

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

IB/M

- Elementary school: 10 (66.67%)
- Middle school: 3 (20.00%)
- High school: 5 (33.33%)

TCPCG

- Middle school: 6 (66.67%)
- High school: 8 (66.67%)
Ideals for Future Teaching Positions

How would you describe the location of this school?

IB/M
- Suburban: 9 (75.00%)
- Urban: 3 (25.00%)

TCPCG
- Rural: 4 (50.00%)
- Suburban: 3 (37.50%)
- Urban: 1 (12.50%)

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

IB/M
- Low SES: 8 (66.67%)
- Middle SES: 2 (16.67%)
- High SES: 2 (16.67%)

TCPCG
- Low SES: 5 (62.50%)
- Middle SES: 3 (37.50%)
How Would You Describe the Racial/Ethnic Composition of this School?

IB/M

- A mixture of both white and non-white students: 10 (83.33%)
- Primarily white students: 2 (16.67%)

TCPCG

- Primarily non-white students: 7 (87.50%)
- A mixture of both white and non-white students: 1 (12.50%)

How would you describe the achievement level of the students?

IB/M

- A low achieving school: 2 (16.67%)
- An average achieving school: 7 (58.33%)
- A high achieving school: 3 (25.00%)

TCPCG

- A low achieving school: 5 (62.50%)
- An average achieving school: 2 (25.00%)
- 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

work in a school system where I can not only make a difference in individual students' lives, but also in the community as a whole. I'd like to be involved in a variety of ways, from academic to extra-curricular. I hope that Neag teaches me how to be a great teacher, leader, motivator, and role model.

enter into a low socioeconomic status suburban town that is low-achieving. I want to go into the school and help to raise the standards of the students. In my experience, schools have been tending toward lowering standards to allow for more homogenous classrooms. Rather than lowering standards, standards need to rise to push students towards higher level goals, whether that be technical school, college, or full-time work.

Have a better understanding of the concepts of teaching in which I am worried about now. Although I feel I would be competent in areas such as catering to individuals needs, I look forward to learning different approaches at this.

Upon graduation, I hope to achieve proficient knowledge and understanding in how to the work as a teacher and how to adhere to different students. I hope to make a difference and inspire. Not every student may be the next Einstein, but I do hope to bring about a doorway that could possibly bring out the next Einstein. Teachers are very important. They are the ones that help shape the youth and next generation of the world. In that sense, I don't want to let any parents or guardians down. They entrust their children to us. I hope to be a teacher where students are happy to come to class; or at least where they are not complaining about coming to class. A teacher makes all the difference in learning a new subject. I hope to accomplish all of this and more and am sure that I will be learning a lot in these next three years at NEAG.

find a job in an urban setting. I would like to start urban and then slowly work to suburban. I think that urban schools need a lot of great teachers. I would like to help in the urban cities and then try something new by changing to suburban. I want to have a well rounded teaching experience

Find a stable career in a school that I have described above. I look forward to working with a variety of students, educators and parents, as I help to teach students and help them achieve in their futures.

Upon graduation, I hope to have learned a wide variety of teaching techniques that will make me capable of teaching students at a whole variety of abilities. I want to be able to teach students who are of a high achieving school as well as a low achieving school. I would like to learn how to keep my students engaged and know when to use certain teaching strategies in order to make my students learn to their fullest potential. I want to have a phenomenal student teaching experience that has changed and shaped me not only as a teacher but as a person, in
which it changes my personal views of education overall.

Have learned as much as I can about the teaching profession and to be prepared to get a job and effectively teach high school mathematics to many different students.

Learn how to work with students of all levels and adapt to the many environments and disabilities present today. I also hope to gain a number of experiences and challenges that will prepare me for any obstacles my future teaching career may bring.

I feel confident and excited to work with my first class. I will also hope to work in an environment that is challenged with teachers and support within their community.

Find a job in the northeast in a city and teach there for a few years then spend the majority in a suburban or rural area in a middle SES area. I hope that Neag will help to better myself as both a teacher and a learner to help me be able to make the greatest impact on my students.

TCPCG

be able to answer these survey questions with more confidence in my abilities. I want to come out of this program with the confidence to be a good teacher. I want to be able to create an engaging curriculum that takes students' differences into consideration.

I want to be the kind of teacher that makes a real difference to my students. I want them to feel engaged and excited in my classes. I want to see my students actively involved in their own education, seeking information, trying new things. I want to learn how to "reach" my students, to build positive connections with them. I want to have techniques and knowledge that will help me present material in a way that gets and holds the attention of the kids. I want to instill an enjoyment of learning and a sense of accomplishment when the students are in my classes. I also want to build a rapport with my students, so they feel confident and safe in my classroom. I want them to feel inspired to try, even if they are not sure what to do, and to feel comfortable asking questions if they need assistance. I want to create a sense of community in my classes, where the students form bonds with each other and with me. We would have a mutual respect and understanding of each other and work toward everyone's growth and success, individually and as a group. I would also hope to have that same effective and supportive working relationship and community with the school community- teachers, administrators and other staff.

Be able to plan lessons accordingly to the needs of my students. I also want to have the confidence in myself and my teaching skills so as to be able to give my pupils the best I can give inside the classroom and outside if need be.

Have gained experience teaching a diverse range of students and become confident in adapting to students the needs of students from different socio-economic statuses and ethnic backgrounds. I also want to gain experience in ways plan lessons that will engage my students and motivate them to learn.

Make a difference in the lives of students. I think I will have the most impact in an urban area that is underserved. I'd like to inspire students to reach further, and extend themselves so that they can improve the quality of their lives.

I hope to feel ready to teach in an urban school. Besides the content knowledge, I am hoping to gain classroom management skills and tools that would enable me to be a successful teacher.