

K-12 Teacher Academy Student Survey Results

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K-12 TEACHER ACADEMY STUDENT SURVEY RESULTS

EXECUTIVE SUMMARY

The Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) was asked by the Delaware Department of Education (DDOE) to examine one of their career pathways: the K12 Teacher Academy. The goal of this pathway is to help students acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Currently, the program features courses in Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, and Exceptional Children. In order to learn more about student experiences within the pathway, as well as their future plans and perceptions of the teaching profession, CRESP developed a survey with input from DDOE staff as well as the K-12 Teacher Academy instructors. The survey was administered to K-12 Teacher Academy students in November of 2019.

Survey results were collected from 471 K-12 Teacher Academy students. Several key findings emerged from their responses:

1. Most students were considering college after graduation; however, only a fraction were definite in their plans to obtain a teaching certificate. Plans to enter the teaching profession varied by grade-level, gender, and race.
2. Students who planned to enter the teaching profession were not strongly inclined to teach in Delaware, and most were ambivalent towards teaching in their current school district. However, a promising number of students planned to teach in a high-needs discipline, including middle school, high school, math, and special education.
3. Almost all of the students enjoyed working with children/adolescents and had good teachers as role models. However, one-in-four did not feel teaching will be a secure job, and a similar number did not feel that their teachers think they should enter the profession.
4. About three-fourths of the students said they would choose the teaching academy career pathway again.

Based on the findings, CRESP offers the following recommendations:

1. Continue to support the K-12 Teacher Academy.
2. Conduct student interviews or focus groups.
3. Re-administer the survey in the future.

K-12 TEACHER ACADEMY STUDENT SURVEY RESULTS

INTRODUCTION

Career and Technical Education (CTE) programs allow students the chance to earn early college credits, industry-recognized credentials, and work experience while still in high school. Delaware offers a number of CTE programs through their Delaware Pathways program. This program, a joint effort between state agencies, employers, higher education, and nonprofit organizations, offers programs for students to continue their education and pursue careers. The Delaware Pathways program currently serves more than 16,000 students across 16 comprehensive school districts, three technical school districts, and 11 charter schools, in addition to two schools operated by the Delaware Department of Services for Children, Youth and Their Families (DSCYF). Currently, there are 20 unique Career Pathways in Delaware with 157 pathways offered across the state, in total.

The Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) was asked by the Delaware Department of Education (DDOE) to examine one of these pathways, the K-12 Teacher Academy. The K-12 Teacher Academy pathway aims to prepare students for careers in elementary and secondary education. This particular pathway is found in 18 Delaware high schools and is offered as either a 3 or 6 credit CTE program of study.

The goal of the pathway is to help students acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Currently, the program features courses in Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, and Exceptional Children. The pathway also offers dual-enrollment coursework related to K-12 education taught by local Institutes of Higher Education (IHEs) at some of the participating high schools.

METHOD

In order to learn more about student experiences within the pathway, as well as their future plans and perceptions of the teaching profession, CRESP developed a survey with input from DDOE staff as well as the K-12 Teacher Academy instructors. A letter was sent to parents of children in the program notifying them of the survey and giving the parents the opportunity to opt their child out of taking the survey. Only one parent asked for their child not to participate. The survey was administered online in November of 2019 and the survey items can be found in Appendix A.

FINDINGS

Five hundred forty-four students responded to the K-12 Teacher Academy survey; however, 73 responses were eliminated: 13 responses were eliminated from students who did not consent to the survey and 60 responses were eliminated from students who indicated that they were not in the K-12 Teacher Academy program. Results from the remaining 461 students are detailed in the tables and figures below.

STUDENT CHARACTERISTICS

Tables 1 and 2 describe the students' current year in school and in the K-12 Teacher Academy.

Table 1: Current year in school.

	<i>n</i>	%
9th Grade	78	16.92%
10th Grade	142	30.80%
11th Grade	176	38.18%
12th Grade	65	14.10%

Note: *n* = 461.

Table 2: Current year in the K-12 Teacher Academy.

	<i>n</i>	%
1st year in the program.	178	38.61%
2nd year in the program.	147	31.89%
3rd year in the program.	126	27.33%
4th year in the program.	10	2.17%

Note: *n* = 461.

The majority of respondents said they were in 10th (30.8%) or 11th grade (38.18%). Fewer students were in 9th (16.92%) or 12th grade (14.1%). Further, most students were either in their first (38.61%), second (31.89%), or third year in the pathway (27.33%). Only ten students (2.17%) said they were in their fourth year in the pathway.

FUTURE PLANS

Tables 3 and 4 address students' plans to attend college and obtain a teaching certificate.

Table 3: Plans to attend college or university after high school.

	<i>n</i>	%
Definitely	340	74.07%
Probably	69	15.03%
Maybe	20	4.36%
No	12	2.61%
I'm not sure.	18	3.92%

Note: *n* = 459.

Table 4: Plans to major in education or obtain a teaching certificate.

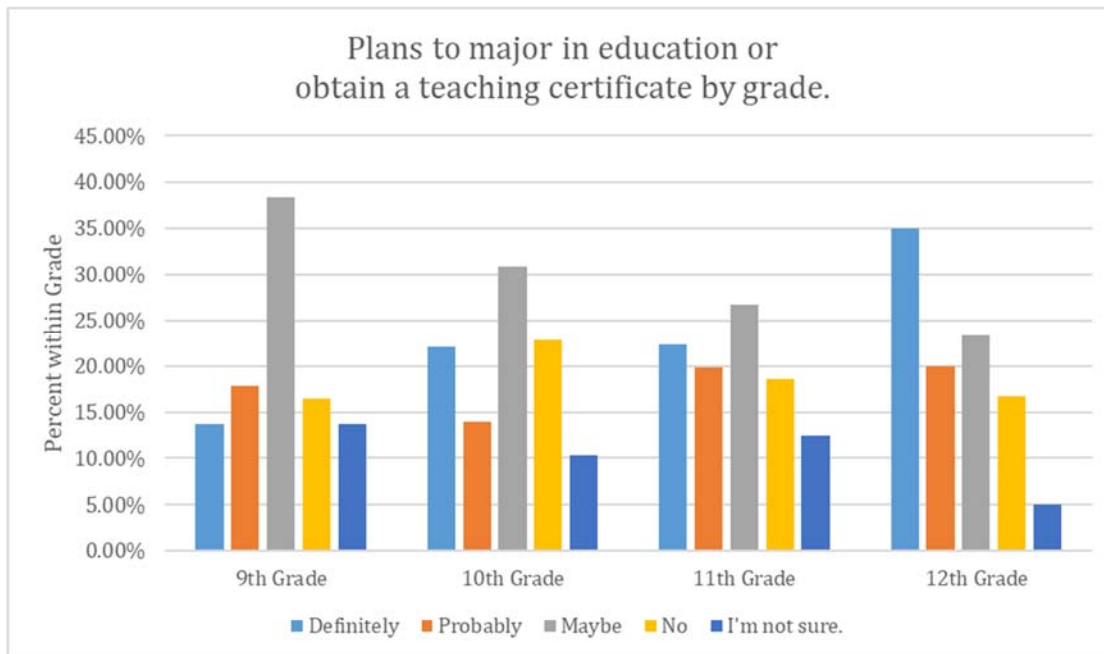
	<i>n</i>	%
Definitely	97	22.51%
Probably	76	17.63%
Maybe	127	29.47%
No	83	19.26%
I'm not sure.	48	11.14%

Note: *n* = 431 (of those respondents who plan to attend college).

Almost three-quarters of the students (74.07%) said they definitely plan to attend college. Those who said they “definitely,” “probably,” “maybe,” or were unsure of their plans to attend college were asked if they planned to major in education or obtain a teaching certificate. Responses to this item varied. Roughly one-quarter of the respondents (22.51%) said they definitely plan to major in education or obtain a teaching certificate. However, almost one-third (30.4%) said “no” or were unsure of their plans. Further, almost one-third (29.47%) said they “maybe” plan to major in education or obtain a teaching certificate.

These results suggest that the majority of students have not strongly committed to majoring in education or obtaining a teaching certificate. However, it should be noted that plans to major in education or obtain a teaching certificate seem to vary by grade; with those in those in lower grades appearing less certain about their plans (see Figure 1 below).

Figure 1: Plans to major in education or obtain a teaching certificate by grade.



Note: *n* = 430.

Students who “definitely,” “probably,” “maybe,” or were unsure whether they plan to major in education or obtain a teaching certificate were asked about their willingness to teach in Delaware and in their current school district. These results are presented in Tables 5 and 6.

Table 5: Willingness to teach in Delaware.

	<i>n</i>	%
Definitely	53	14.64%
Probably	96	26.52%
Maybe	108	29.83%
No	49	13.54%
I'm not sure.	56	15.47%

Note: *n* = 362 (of those respondents who plan to obtain a teaching certificate).

Table 6: Willingness to teach in current school district.

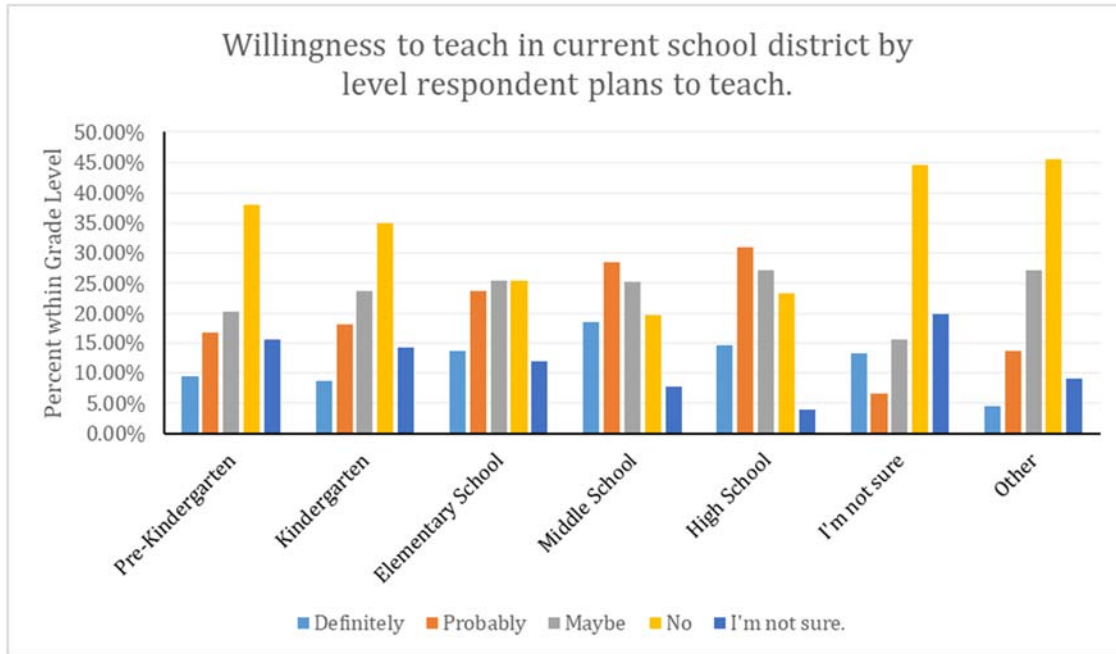
	<i>n</i>	%
Definitely	44	12.12%
Probably	76	20.94%
Maybe	86	23.69%
No	114	31.40%
I'm not sure.	43	11.85%

Note: *n* = 363 (of those respondents who plan to obtain a teaching certificate).

When it came to their willingness to teach in Delaware, the majority of the students were positively inclined; more than half (56.35%) said they “probably” or “maybe” were willing to teach in Delaware. However, almost one-third of the respondents (29.01%) were not willing to teach in Delaware or were unsure. Only a small slice of students (14.64%) said they were “definitely” willing to teach in Delaware. When it came to their willingness to teach in their current school district, students were less positively inclined. Only half of the students (56.75%) were “definitely,” “probably,” or “maybe” willing to teach in their current district, with only a small slice of students (12.12%) “definitely” willing to teach in their current district. Further, almost one-third of respondents (31.4%) said they were not willing to teach in their current district; a much higher percentage than those who were unwilling to teach in Delaware.

These findings indicate that responding students who plan to enter the teaching profession are in general positively inclined to be willing to teach in Delaware; however, only a small slice are definite in their response. Far fewer students are inclined to teach in their current school district; most of the students are unwilling to teach in their current school district. However, it should be noted that some respondents may attend a district without an elementary school (e.g., a technical school). Given that roughly half of the respondents plan to teach at the elementary level (Table 7a), this could explain why some students are unwilling to teach in their current district. This hypothesis appears to align with the data (see Figure 2).

Figure 2: Willingness to teach in current school district by grade level respondent plans to teach.



Note: $n = 361$.

Tables 7a, 7b, and 8 describe the level and content area in which students plan to teach of those who “definitely,” “probably,” “maybe,” or were unsure whether they plan to major in education or obtain a teaching certificate.

Table 7a: Level at which respondents plan to teach.

	<i>n</i>	%
Pre-Kindergarten	84	23.27%
Kindergarten	126	34.90%
Elementary School	177	49.03%
Middle School	91	25.21%
High School	103	28.53%
I'm not sure	45	12.47%
Other (Please specify)	22	6.09%

Note: $n = 361$ (of those respondents who plan to obtain a teaching certificate).

Note: percent is out of the 361 respondents; respondents could check multiple responses and as a result the cumulative total is greater than 100%.

Table 7b: Level at which respondents plan to teach - Other.

	n	%
“College” “Professor” “Post-Secondary”	10	2.77%
“Special Education” “with Special Needs Children” “Teacher For The Visually Impaired”	4	1.11%
“Preschool” “Daycare”	2	0.55%
“Counselor” “Psychology”	2	0.55%
“A nursing home”	1	0.28%
“Not teach but work in a school setting”	1	0.28%
“I don't want to be a teacher”	1	0.28%

Note: n = 21. Percent is out of all those who responded to 7a.

Table 8: Content area or discipline in which respondents plan to teach.

	n	%
Early or Elementary Education (General)	155	43.06%
Math	83	23.06%
Special Education	67	18.61%
Humanities and English	60	16.67%
I don't know	60	16.67%
Physical Education	59	16.39%
Social Studies and History	57	15.83%
Science	37	10.28%
Career and Technical Education	34	9.44%
Other Languages	34	9.44%
Arts & Music	10	2.78%
Professional Support Staff (SLP, OT, Psych, Counselor)	8	2.22%
Non-teaching profession	3	0.83%
"All subjects"	1	0.28%
ESL	1	0.28%

Note: n = 360 (of those respondents who plan to obtain a teaching certificate).

Note: percent is out of the 360 respondents; respondents could check multiple responses and as a result the cumulative total is greater than 100%.

The majority of respondents said the level at which they plan to teach was one of the early grades, such as elementary school (49.03%), kindergarten (34.9%), or pre-kindergarten (23.27%). More than one-quarter of the students said they would be willing to teach middle school (25.21%) or high school (28.53%). While this is far from the majority, this is still a positive indication given that middle and high school positions tend to be more difficult to staff. A small slice of students (12.47%) said they were unsure which level they plan to teach, and a handful (6.09%) indicated another level, such as post-secondary.

Similar to the previous question, when asked what content level they plan to teach, almost half of the respondents (43.06%) said early or elementary education. Almost one-quarter of the students (23.06%) said they plan to teach math, and almost one-fifth (18.61%) said special education; both of which are content

areas with a need for more teachers both within Delaware and nationwide. A smaller slice of students said they plan to teach science (10.28%), career and technical education (9.44%), and other languages (9.44%). Many students were unsure which content area they plan to teach (16.67%).

These results suggest that most students plan to teach early learning or at the elementary level. However, a promising number of students plan to teach in areas of need, including middle school, high school, math, and special education.

STUDENT PERCEPTION OF TEACHING

Students who “definitely,” “probably,” “maybe,” or were unsure whether they plan to major in education or obtain a teaching certificate were asked seven questions to gauge their affinity for teaching. Table 9 presents the results.

Table 9: Affinity for teaching.

	Strongly Disagree	Disagree	Agree	Strongly Agree	<i>n</i>
I have always wanted to be a teacher.	28 7.87%	122 34.27%	134 37.64%	72 20.22%	356
Teaching will be a secure job.	7 1.99%	86 24.50%	213 60.68%	45 12.82%	351
I like working with children/adolescents.	5 1.40%	14 3.92%	174 48.74%	164 45.94%	357
I have had good teachers as role models.	5 1.41%	13 3.66%	161 45.35%	176 49.58%	355
My friends think I should become a teacher.	20 5.65%	97 27.40%	157 44.35%	80 22.60%	354
My family thinks I should become a teacher.	23 6.46%	106 29.78%	138 38.76%	89 25.00%	356
My school staff think I should become a teacher.	20 5.63%	84 23.66%	193 54.37%	58 16.34%	355

Note: *n* is out of those respondents who plan to obtain a teaching certificate.

Almost all of the students said they enjoy working with children/adolescents (94.68% agree/strongly agree) and said they had good teachers as role models (94.93% agree/strongly agree). Roughly half of the respondents said they have always wanted to be a teacher (57.86% agree/strongly agree). However, more than one-third of the students did not feel (36.24% disagree/strongly disagree) that their family thinks they should become a teacher. Results among friends are similar (33.05% disagree/strongly disagree). More than one-quarter of the students did not feel (29.29% disagree/strongly disagree) that school staff thinks they should become a teacher. Further, about one-quarter of students did not feel (26.49% disagree/strongly disagree) that teaching will be a secure job.

These results indicate somewhat mixed findings. Most students enjoy working with children/adolescents and had good teachers as role models, a positive finding. However, one-in-four students did not feel teaching will be a secure job. Further, about one-in-three students felt that family, friends, and/or teachers did not think they should become a teacher. Given that these students attend a K-12 academy, the finding that some students do not feel their teachers think they should become a teacher is worth further exploration.

Table 10a details students' agreement with the statement: "if I could do it all again, I would still choose the Teaching Academy Career Pathway." In Table 10b their responses are broken out based on their responses in Tables 5 and 6 (their plans for college and their plans to obtain a teaching certificate).

Table 10a: Agreement with statement: "if I could do it all again, I would still choose the Teaching Academy Career Pathway."

	n	%
Strongly Disagree	37	8.22%
Disagree	69	15.33%
Agree	188	41.78%
Strongly Agree	156	34.67%

Note: n = 450.

Table 10b: Agreement with 10a by plans to obtain a teaching certificate.

<i>Agreement with 10a...</i>	Plans to major in education or obtain a teaching certificate					
	No		Unsure		Yes	
	n	%	n	%	n	%
Disagree/Strongly Disagree	44	42.31%	9	8.65%	51	49.04%
Agree/Strongly Agree	51	15.55%	37	11.28%	240	73.17%

Note: n = 432.

"No" is of those who said they were not planning to attend college or were not planning to major in education or obtain a teaching certificate.

"Yes" is of those who said they "definitely," "probably," or "maybe" plan to major in education or obtain a teaching certificate.

"Unsure" is of those who said they were not sure if they plan to major in education or obtain a teaching certificate.

Most students (76.45%) agreed or strongly agreed that they would choose the teaching academy career pathway again. However, about one-in-four (23.55%) indicated that they would not choose this pathway again. When broken out by their future plans, different patterns emerged. Most of the students who indicated that they would choose the teaching academy pathway again said they had plans to obtain a teaching certificate (73.17%). However, students who indicated that they would not choose the teaching academy career pathway again were almost evenly split in their future plans; 49.04% of these students planned to enter the teaching profession and 42.31% did not plan to enter the teaching profession.

These results suggest that most students in the Teaching Academy Career Pathway would choose the same pathway again if given the chance. Of those who would not choose the pathway again, half planned to enter the teaching profession and slightly less than half did not plan to enter the teaching profession. This suggests that some students who said they would not choose the teaching pathway again may have felt that way due to a mismatch between the pathway and their career aspirations, whereas others might have said they would not choose the pathway again for different reasons. Indeed, this is also an area that would benefit from future study.

K-12 TEACHER ACADEMY COURSEWORK

Tables 11 through 15 describe the courses students have taken in the teaching academy and students' confidence after taking those courses.

Table 11: Teaching academy courses taken.

	<i>n</i>	%
Human Growth and Development	399	92.15%
Teaching as a Profession	194	44.80%
Foundations of Curriculum and Instruction	71	16.40%
Exceptional Children	10	2.31%

Note: *n* = 433.

Table 12: Confidence after taking the Human Growth and Development course.

	Confidence		This wasn't covered in my class	<i>n</i>
	M	SD		
Apply the major theories of human development in the context of teaching and learning.	2.25	0.63	9 2.34%	384
Use the basic methods of research and observation related to children to provide more effective instruction.	2.39	0.65	6 1.57%	382
Distinguish between normal and abnormal development as it relates to each developmental domain.	2.38	0.67	7 1.84%	380
Identify positive and negative influences on the developmental domains.	2.52	0.66	8 2.11%	379
Describe how the factors of nature vs nurture, the family as a system, and parenting styles influence development.	2.42	0.68	10 2.63%	380
Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development.	2.33	0.69	12 3.16%	380
Integrate major learning theories related to cognitive development into effective instruction.	2.19	0.71	8 2.11%	380
Describe language development during infancy and childhood.	2.34	0.70	10 2.65%	378
Describe social and emotional development as it relates to emotion, temperament, self-esteem, identity, gender awareness, and peer socialization.	2.51	0.63	6 1.57%	381

Note: Confidence is measured on the following scale: (1) Not Very Confident, (2) Somewhat Confident, (3) Confident.

Table 13: Confidence after taking the Teaching as a Profession course.

	Confidence		This wasn't covered in my class	n
	M	SD		
Describe how the qualities of an effective teacher impact student achievement.	2.66	0.54	2 1.12%	179
Articulate a personal philosophy of teaching.	2.35	0.67	3 1.68%	179
Understand the roles and responsibilities of the teacher at each grade level identifying positive and negative qualities of each.	2.52	0.61	2 1.12%	178
Describe the pathway to becoming an educator and outline a personal plan for a career in education.	2.38	0.69	4 2.23%	179
Summarize major events in the history of education.	2.12	0.74	6 3.35%	179
Explain how laws and regulations have shaped current educational practice.	2.29	0.71	6 3.35%	179
Investigate education-related professional organizations and their influences on education.	2.24	0.70	4 2.23%	179
Create a code of ethics for teachers.	2.30	0.72	8 4.49%	178
Identify how schools are governed and funded.	2.24	0.73	8 4.52%	177
Recognize how family involvement can impact student success.	2.64	0.58	4 2.25%	178

Note: Confidence is measured on the following scale: (1) Not Very Confident, (2) Somewhat Confident, (3) Confident.

Table 14: Confidence after taking the Foundations of Curriculum & Instruction course.

	Confidence		This wasn't covered in my class	n
	M	SD		
Describe various types of curriculum.	2.55	0.53	1 1.52%	66
Identify how curriculum is organized by using standards.	2.57	0.53	1 1.52%	66
Analyze factors that affect the components of a curriculum.	2.48	0.62	1 1.52%	66
Describe multiple methods for assessing student learning.	2.58	0.56	1 1.52%	66
Demonstrate strategies to differentiate instruction and engage all learners in higher order thinking.	2.55	0.59	1 1.54%	65
Explain the elements of IDEA and regulations for students with exceptionalities to create developmentally appropriate instruction.	2.32	0.66	1 1.52%	66
Understand components of individualized education programs (IEPs).	2.36	0.65	2 3.03%	66
Describe how technology has evolved and how it can be integrated effectively in the classroom.	2.52	0.62	2 3.03%	66
Identify the process to creating a positive classroom environment.	2.63	0.52	2 3.03%	66
Describe the steps in planning for instruction.	2.60	0.49	2 3.08%	65
Understand formative and summative assessment data, prior learning, and student interests.	2.44	0.64	2 3.03%	66
Develop a standards-based lesson plan.	2.58	0.53	2 3.03%	66

Note: Confidence is measured on the following scale: (1) Not Very Confident, (2) Somewhat Confident, (3) Confident.

Table 15: Confidence after taking the Exceptional Children course.

	Confidence		This wasn't covered in my class	n
	M	SD		
Characterize exceptional children as defined by the Individuals with Disabilities Education Act (IDEA).	3.00	0.00	1 12.50%	8
Contrast past and present treatment of students/persons with disabilities.	2.57	0.54	1 12.50%	8
Describe federal legislation and landmark court cases in special education law and their impact on contemporary practice.	2.00	0.93	1 11.11%	9
Explain the characteristics, methods of identification, educational approaches, and placement alternatives for gifted and talented and special education students.	2.67	0.52	2 25.00%	8
Describe the role of the referral process and the Individualized Education Plan (IEP) in identifying and assisting exceptional learners including the importance of the transition plan for students fourteen (14) years of age and older.	2.57	0.54	1 12.50%	8
Develop an IEP in collaboration with team members.	2.50	0.84	2 25.00%	8
Examine evidence-based instructional strategies and materials to support individuals with exceptional learning needs.	2.67	0.52	2 25.00%	8
Describe effective communication methods to use with families of individuals with exceptional learning needs.	2.25	1.04	1 11.11%	9

Note: Confidence is measured on the following scale: (1) Not Very Confident, (2) Somewhat Confident, (3) Confident.

Most students said they had taken Human Growth and Development (92.15%), almost half had taken Teaching as a Profession (44.8%), some had taken Foundations of Curriculum and Instruction (16.4%), and only ten had taken Exceptional Children (2.31%).

Of those who had taken Human Growth and Development (92.15% of the respondents), average confidence ranged from 2.19 – 2.52 (SD = 0.63 - 0.71) and less than 4% of respondents said that any given item was not covered in their course. Confidence was highest in identifying positive and negative influences on the developmental domains (M = 2.52; SD = 0.66); describing social-emotional development (M = 2.51; SD = 0.63); and describing how the factors of nature vs nurture, the family as a system, and parenting styles influence development (M = 2.42; SD = 0.68). Confidence was lowest in integrating major learning theories related to cognitive development into effective instruction (M = 2.19; SD = 0.71) and applying the major theories of human development in the context of teaching and learning (M = 2.25; SD = 0.63).

Of those who had taken Teaching as a Profession (44.8% of the respondents), average confidence ranged from 2.12 – 2.66 (SD = 0.54 – 0.74) and less than 5% of respondents said that any given item was not covered in their course. Confidence was highest in describing how the qualities of an effective teacher impact student achievement (M = 2.66; SD = 0.54); recognizing how family involvement can impact student success (M = 2.64; SD = 0.58); and understanding the roles and responsibilities of the teacher at each grade level identifying positive and negative qualities of each (M = 2.52; SD = 0.61). Confidence was lowest in summarizing major events in the history of education (M = 2.12; SD = 0.74); investigating education-related professional organizations and their influences on education (M = 2.24; SD = 0.7); and identifying how schools are governed and funded (M = 2.24; SD = 0.73).

Of those who had taken Foundations of Curriculum and Instruction (16.4% of the respondents), average confidence ranged from 2.32 - 2.63 (SD = 0.49 – 0.66) and less than 4% of respondents said that any given item was not covered in their course. Confidence was highest in identifying the process to create a positive classroom environment (M = 2.63; SD = 0.52) and describing the steps in planning for instruction (M = 2.6; SD = 0.49). Confidence was lowest in explaining the elements of IDEA and regulations for students with exceptionalities to create developmentally appropriate instruction (M = 2.32; SD = 0.66); understanding the components of individualized education programs (IEPs) (M = 2.36; SD = 0.65); and understanding formative and summative assessment data, prior learning, and student interests (M = 2.44; SD = 0.64).

Finally, of those who had taken Exceptional Children (2.31% of the respondents), average confidence ranged from 2.0 – 3.0 (SD = 0 – 1.04) and 1 - 2 respondents said that any given item was not covered in their course. Confidence was highest in characterizing exceptional children as defined by the Individuals with Disabilities Education Act (IDEA) (M = 3; SD = 0), explaining the characteristics, methods of identification, educational approaches, and placement alternatives for gifted and talented and special education students (M = 2.67; SD = 0.52) and examining evidence-based instructional strategies and materials to support individuals with exceptional learning needs (M = 2.67; SD = 0.52). Confidence was lowest in describing federal legislation and landmark court cases in special education law and their impact on contemporary practice (M = 2; SD = 0.93); describing effective communication methods to use with families of individuals with exceptional learning needs (M = 2.25; SD = 1.04); and developing an IEP in collaboration with team members (M = 2.5; SD = 0.84).

Overall, these findings suggest positive trends with regard to coursework in the K-12 Teacher Academies. At the time of the survey, most students had taken Human Growth and Development and almost half had taken Teaching as a Profession. However, few had taken Foundations of Curriculum and Exceptional Children. Confidence was high overall, with no items averaging below 2.0 on a scale from 1 – 3. Further, few respondents reported that any given item was not covered in their course.

Students were asked to provide their GPA. They responded in different manners, with some listing their GPA on a 4.0 scale, some listing their GPA on a 0-100 scale, some listing a letter grade, and some listing other responses. Their responses were converted into the 4.0 GPA scale and are presented in Table 16.

Table 16: Average GPA.

	<i>n</i>	%
3.5+ or equivalent	208	59.94%
3.0 or equivalent	76	21.90%
2.5 or equivalent	39	11.24%
2.0 or equivalent	6	1.73%
< 2.0 or equivalent	1	0.29%
Unsure	11	3.17%
Other	6	1.73%
• "AB"		
• "2.8 or 3.0"		
• "5000"		
• "80 or 2.5"		
• "9"		
• "10"		

Note: *n* = 347.

Respondents who answered 3.5-6.0, 90-103, or "A" were grouped as 3.5+.

Respondents who answered 3.0-3.4, 80-89, or "B" were grouped as 3.0.

Respondents who answered 2.5-2.9, 70-79, or "C" were grouped as 2.5.

Respondents who answered 2.0-2.4, 60-69, or "D" were grouped as 2.0.

Almost all of the students had a GPA above 2.9 (81.84%), with most students above a 3.4 (59.94%). Fewer than 10 students had a GPA below 2.5, eleven students were unsure of their GPA, and 6 students entered other responses that could not be classified. These results suggest that most respondents have a high GPA.

STUDENT DEMOGRAPHICS

Table 17a describes the gender of the respondents. In Table 17b their responses are broken out based on their responses in Tables 5 and 6 (their plans for college and their plans to obtain a teaching certificate).

Table 17a: Gender.

	<i>n</i>	%
Female	355	81.80%
Male	75	17.28%
Other	4	0.92%

Note: *n* = 434.

Table 17b: Gender by plans to obtain a teaching certificate.

	Plans to major in education or obtain a teaching certificate					
	No		Unsure		Yes	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Female	64	18.82%	43	12.65%	233	68.53%
Male	24	32.43%	1	1.35%	49	66.22%
Other	1	25.00%	1	25.00%	2	50.00%

Note: *n* = 418.

“No” is of those who said they were not planning to attend college or were not planning to major in education or obtain a teaching certificate.

“Yes” is of those who said they “definitely,” “probably,” or “maybe” plan to major in education or obtain a teaching certificate.

“Unsure” is of those who said they were not sure if they plan to major in education or obtain a teaching certificate.

The overwhelming majority of respondents (81.8%) identified as female. Fewer respondents identified as male (17.3%) and only four respondents (0.92%) identified as a different gender. When broken out by their future plans, the proportion of students who planned to major in education was similar between genders; roughly two-thirds of respondents who identified as male or female planned to obtain a teaching certificate. However, one-third of males (32.43%) did not plan to obtain a teaching certificate, whereas less than one-fifth of females (18.82%) did not plan to obtain a teaching certificate.

These results suggest that the overwhelming majority of respondents are female. When broken out by gender, similar proportions of males, females, and other respondents said they plan to obtain a teaching certificate. However, males are more often sure that they will *not* obtain a teaching certificate than females. Females are more often unsure about this decision than males.

Table 18a describes the race of the respondents. In Table 18b their responses are broken out based on their responses in Tables 5 and 6 (their plans for college and their plans to obtain a teaching certificate).

Table 18a: Race.

	<i>n</i>	%
White/Caucasian	292	68.54%
Black/African American	114	26.76%
Other	59	13.85%
American Indian or Alaskan Native	19	4.46%
Asian/South Asian/Pacific Islander	7	1.64%
Native Hawaiian or Other Pacific Islander	7	1.64%

Note: *n* = 426.

Note: percent is out of the 426 respondents; respondents could check multiple responses and as a result the cumulative total is greater than 100%.

Table 18b: Race by plans to obtain a teaching certificate.

	Plans to major in education or obtain a teaching certificate					
	No		Unsure		Yes	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White/Caucasian	50	17.67%	25	8.83%	208	73.50%
Black/African American	33	30.28%	13	11.93%	63	57.80%
Other	12	21.05%	10	17.54%	35	61.40%
American Indian or Alaskan Native	6	31.58%	2	10.53%	11	57.89%
Asian/South Asian/Pacific Islander	2	28.57%	0	0.00%	5	71.43%
Native Hawaiian or Other Pacific Islander	2	33.33%	0	0.00%	4	66.67%

Note: *n* = 410.

"No" is of those who said they were not planning to attend college or were not planning to major in education or obtain a teaching certificate.

"Yes" is of those who said they "definitely," "probably," or "maybe" plan to major in education or obtain a teaching certificate.

"Unsure" is of those who said they were not sure if they plan to major in education or obtain a teaching certificate.

Most students (68.54%) identified as White/Caucasian. About one-quarter (26.76%) identified as Black/African American. The remaining students (21.59%) identified as another race. When broken out by their plans to major in education or obtain a teaching certificate, responses varied. Plans to obtain a teaching certificate were highest among White/Caucasian students (73.5%). Black/African American students said that they plan to obtain a teaching certificate the least often (57.8%). Similarly, Black/African American student reported they do not plan to obtain a teaching certificate more often than students of almost any other race (30.28%).

These findings reveal that most respondents identified as White/Caucasian, with only about one-quarter identifying as Black/African American and one-fifth identifying as another race. The results also shed light on potential disparities in plans to obtain a teaching certificate based on race, with Black/African American students saying that they plan to obtain a teaching certificate less often, and saying they do *not* plan to obtain a teaching certificate more often than students who identify as other races.

Table 19a describes whether respondents identified as Hispanic/Latinx ethnicity. In Table 19b their responses are broken out based on their responses in Tables 5 and 6 (their plans for college and their plans to obtain a teaching certificate).

Table 19a: Hispanic/Latinx ethnicity.

	<i>n</i>	%
No	352	82.05%
Yes	77	17.95%

Note: *n* = 429.

Table 19b: Hispanic/Latinx ethnicity by plans to obtain a teaching certificate.

	Plans to major in education or obtain a teaching certificate					
	No		Unsure		Yes	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not Hispanic/Latinx	73	21.53%	33	9.73%	233	68.73%
Hispanic/Latinx	15	20.27%	12	16.22%	47	63.51%

Note: *n* = 413.

“No” is of those who said they were not planning to attend college or were not planning to major in education or obtain a teaching certificate.

“Yes” is of those who said they “definitely,” “probably,” or “maybe” plan to major in education or obtain a teaching certificate.

“Unsure” is of those who said they were not sure if they plan to major in education or obtain a teaching certificate.

Most students (82.05%) did not identify as Hispanic/Latinx, with less than one-fifth of the students (17.95%) identifying as Hispanic/Latinx. When broken out by their future plans, slight differences emerged. A slightly higher proportion of non-Hispanic/Latinx students said they plan to major in education or obtain a teaching certificate (68.73%) in comparison to students who identified as Hispanic/Latinx (63.51%). Similarly, a higher proportion of students who identified as Hispanic/Latinx were unsure of their plans to obtain a teaching certificate (16.22%) in comparison to non-Hispanic/Latinx students (9.73%). The proportion of students who said they did not plan to major in education or obtain a teaching certificate were similar across ethnicities (21.53% and 20.27%).

These results indicate that most respondents were not Hispanic/Latinx. Further, these findings reveal potential differences in future plans based on ethnicity. Students who identify as Hispanic/Latinx were more often unsure of their plans to major in education or obtain a teaching certificate.

CONCLUSIONS

Results from the four hundred seventy-one students who completed the K-12 Teaching Academy survey provide useful insight into the academy programs. Several key findings are highlighted below:

1. Most students were considering college after graduation (93% “definitely,” “probably,” or “maybe” planned to attend). However, many were unsure whether they planned to major in education or obtain a teaching certificate (only 23% “definitely” plan to do so, and 19% plan not to). These results suggest that students at the K-12 academy may not be strongly committed to entering the teaching profession. However, it is important to note that this varied by grade, with younger students appearing less certain of their plans.
2. Students who did plan to enter the teaching profession appeared only somewhat favorable towards teaching in Delaware (56% were “probably” or “maybe” willing to teach in DE). Most were ambivalent towards teaching in their current school district (43% said “no” or were unsure).
3. A promising proportion of students planned to teach in high-need areas, including high school (29%), middle school (25%), math (23%), and special education (19%).
4. Almost all of the students said they enjoy working with children/adolescents (95%), and had good teachers as role models (95%). However, one-in-four students (26%) did not feel that teaching will be a secure job, and more than one-fourth (29%) did not feel their teachers think they should become a teacher.
5. Most students (76%) agreed that if they could do it all again, they would still choose the teaching academy pathway. However, about one-in-four (24%) indicated that they would not choose this pathway again.

6. Feedback on the coursework at K-12 academies was positive overall. After taking a course, confidence was high on average (2.0 or above on a scale of 1-3) and few students said that information was not covered in their course.
7. Potential disparities emerged with regard to students' plans to obtain a teaching certificate or major in education. Differences emerged based on gender and race/ethnicity. Males were *not* planning to enter the teaching profession at higher rates than females (32% of males said "no" versus 19% of females). Further, students who identified as Black/African American were *not* planning to enter the teaching profession at higher rates than students of other races (e.g., 30% of Black/African American students said "no" versus 18% of White/Caucasian students). Slight differences also emerged between Hispanic/Latinx and non-Hispanic/Latinx students; students who identified as Hispanic/Latinx were more often unsure of their future plans (16% of Hispanic/Latinx students were unsure versus 10% of non-Hispanic/Latinx students).

RECOMMENDATIONS

Based on these findings, CRESA offers the following recommendations:

1. **Continue to Support the K-12 Teacher Academy.** As mentioned earlier, this particular pathway has received extra support from the DDOE, local colleges and universities, nonprofits, and local businesses. While the results of this survey may cause some to currently temper expectations regarding the pathway serving as a "pipeline" for future Delaware teachers, one must note that this pathway is fairly new. Due to the fact that there is a community of support for K-12 Teacher Pathway educators, a want to evaluate the pathway using data, and a desire to strengthen the program, we believe that the pathway could still serve as a potential "pipeline" as envisioned. Additionally, current feedback on quality of the coursework and a majority of the respondents reporting that they plan on majoring in education suggest this pathway is meeting a unique student need in Delaware schools.
2. **Conduct Student Interviews or Focus Groups.** While the survey provided valuable insight into the characteristics and thoughts of students within the K-12 Teacher Academies, some questions remain unanswered. For example, one area of particular concern is why many African American and male students within the pathway do not plan on obtaining a teaching degree. We believe student interviews or focus groups should be conducted in order to get more in depth information on this and other areas. Some additional areas for further study include investigating:
 - a. How are students ending up enrolling in the pathway?
 - b. Why are students enrolling in the pathway?
 - c. What skills are they hoping to learn in the pathway?
 - d. What other pathways did they consider?
 - e. Do they find the coursework engaging and informative?
 - f. Why or why not are they considering teaching?
 - g. Why or why not are they considering teaching in Delaware?
 - h. Why or why are they considering teaching within their district?
 - i. What are your favorite aspects of the pathway?
 - j. What are ways that the pathway could be improved?
3. **Re-administer the survey in the future.** Again, since this is a fairly new pathway, it would be very advantageous to monitor how student experiences and outcomes change as the program matures. In order to properly measure this change, we recommend that the K-12 Teacher Academy student survey be re-administered within the next few years. In addition to the survey, we also recommend that National Student Clearinghouse data be used to track the postsecondary enrollment and degree attainment. Finally, efforts should be made in order to try to determine ways to track the employment of K-12 Teacher Academy alumni, as well.

K-12 Teacher Academy Evaluation Survey

Start of Block: Default Question Block

Q25

K-12 Teacher Academy Evaluation Survey

Who is doing the evaluation? What is it for? This evaluation is being conducted by the University of Delaware's Center for Research in Education and Social Policy (CRESP) for the Delaware Department of Education (DOE). The purpose of this evaluation is to document the experiences of students in the K-12 Teacher Academy pathway. The goal of this evaluation is provide the DOE with information that will help to improve the experience of students in Teacher Academies. It is not the purpose of this evaluation to in any way evaluate you personally. **What does participation involve?** If you agree to be a part of the evaluation, we will ask you questions about your experiences at your Teacher Academy. The purpose of this survey is to obtain your thoughts about your experiences at your Teacher Academy. Your survey will be kept confidential and only the University of Delaware evaluation team will have access to your responses. Your name will not appear on any reports including those shared with anyone at DOE or Teacher Academy staff. **Are there any risks or benefits to participating?** Participating in this evaluation does not involve any risks to you. There may be no direct benefit for taking part in this evaluation. However, your participation will help us learn about Teacher Academies across the state. **Will what I say be kept private?** Any written documents or reports will summarize the survey and will not include your name or any identifying information. All information will be kept confidential and we will not share your responses with anyone else inside or outside the school. **Do I have to participate?** Taking part in this evaluation is voluntary. If you decide not to participate in the evaluation, you can select "do not agree" at the bottom of the page, at which time you will exit the survey. If you start the survey and then change your mind, you can withdraw at any time. You can also decide not to answer any specific question. There is no penalty for not participating or for changing your mind once you start the survey. **What if I have questions?** If you have questions about this evaluation, please contact Jeff Klein, the researcher leading the evaluation at the Center for Research in Education and Social Policy, by email at kleinjef@udel.edu or phone 302-831-4662. If you have questions about your rights and welfare as a volunteer in the evaluation please contact Chair, Institutional Review Board, University of Delaware, 302-831-2137.

Q26 I understand what this consent form says. My questions have been answered. I freely agree to take part in this evaluation.

I agree. (1)

I do not agree. (2)

Skip To: End of Survey If I understand what this consent form says. My questions have been answered. I freely agree to take... = I do not agree.

Page Break

Q1 Please indicate your current year in school.

- 9th Grade (1)
 - 10th Grade (2)
 - 11th Grade (3)
 - 12th Grade (4)
-

Q5 Are you currently in the K-12 Teacher Academy?

- No. (1)
 - Yes, and this is my 1st year in the program. (2)
 - Yes, and this is my 2nd year in the program. (3)
 - Yes, and this is my 3rd year in the program. (4)
 - Yes, and this is my 4th year in the program. (5)
-

Page Break

Q6 Do you plan to attend college or a university after high school?

- Definitely (1)
- Probably (2)
- Maybe (3)
- No (4)
- I'm not sure. (5)

Skip To: Q13 If Do you plan to attend college or a university after high school? = No

Q8 Do you plan to major in education or obtain a teaching certificate?

- Definitely (1)
- Probably (2)
- Maybe (3)
- No (4)
- I'm not sure. (5)

Skip To: Q13 If Do you plan to major in education or obtain a teaching certificate? = No

Q9 Would you want to teach in Delaware?

- Definitely (1)
 - Probably (2)
 - Maybe (3)
 - No (4)
 - I'm not sure. (5)
-

Q10 Would you want to teach in your current school or district?

- Definitely (1)
 - Probably (2)
 - Maybe (3)
 - No (4)
 - I'm not sure. (5)
-

Q11 At which level do you plan to teach? (check all that apply)

Pre-Kindergarten (1)

Kindergarten (2)

Elementary School (3)

Middle School (4)

High School (5)

I'm not sure (6)

Other (Please specify) (7) _____



Q12 In which content or discipline area(s) do you want to teach? (check all that apply)

Early or Elementary Education (General) (1)

Humanities and English (2)

Social Studies and History (3)

Math (4)

Science (5)

Other Languages (6)

Physical Education (7)

Special Education (8)

Career and Technical Education (9)

I don't know (11)

Other (Please specify) (10) _____

Page Break _____

Q15 Please rate the following:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I have always wanted to be a teacher. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching will be a secure job. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like working with children/adolescents. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had good teachers as role models. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends think I should become a teacher. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family thinks I should become a teacher. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school staff think I should become a teacher. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q13 If I could do it all again, I would still choose the Teaching Academy Career Pathway.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q16 Below, please indicate which Teacher Academy courses you have already taken. In other words, what courses have you taken in previous school years?

- Human Growth and Development (1)
 - Teaching as a Profession (2)
 - Foundations of Curriculum and Instruction (3)
 - Exceptional Children (4)
-

Page Break

Display This Question:

If Below, please indicate which Teacher Academy courses you have already taken. In other words, what... = Human Growth and Development

Q18 After taking the Human Growth and Development course, how confident are you in doing the following?

	Confident (1)	Somewhat Confident (2)	Not Very Confident (3)	This wasn't covered in my class. (4)
Apply the major theories of human development in the context of teaching and learning. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the basic methods of research and observation related to children to provide more effective instruction. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distinguish between normal and abnormal development as it relates to each developmental domain. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify positive and negative influences on the developmental domains. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how the factors of nature vs nurture, the family as a system, and parenting styles influence development. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Integrate major learning theories related to cognitive development into effective instruction. (7)

Describe language development during infancy and childhood. (8)

Describe social and emotional development as it relates to emotion, temperament, self-esteem, identity, gender awareness, and peer socialization. (9)

Page Break

Display This Question:

If Below, please indicate which Teacher Academy courses you have already taken. In other words, what... = Teaching as a Profession

Q19 After taking the Teaching as a Profession course, how confident are you in doing the following?

	Confident (1)	Somewhat Confident (2)	Not Very Confident (3)	This wasn't covered in my class. (4)
Describe how the qualities of an effective teacher impact student achievement. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate a personal philosophy of teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the roles and responsibilities of the teacher at each grade level identifying positive and negative qualities of each. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the pathway to becoming an educator and outline a personal plan for a career in education. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize major events in the history of education. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how laws and regulations have shaped current educational practice. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate education-related professional organizations and their influences on education. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a code of ethics for teachers. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identify how schools are governed and funded. (9)



Recognize how family involvement can impact student success. (10)



Page Break

Display This Question:

If Below, please indicate which Teacher Academy courses you have already taken. In other words, what... = Foundations of Curriculum and Instruction

Q20 After taking the Foundations of Curriculum and Instruction course, how confident are you in doing the following?

	Confident (1)	Somewhat Confident (2)	Not Very Confident (3)	This wasn't covered in my class. (4)
Describe various types of curriculum. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify how curriculum is organized by using standards. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze factors that affect the components of a curriculum. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe multiple methods for assessing student learning. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate strategies to differentiate instruction and engage all learners in higher order thinking. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain the elements of IDEA and regulations for students with exceptionalities to create developmentally appropriate instruction. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand components of individualized education programs (IEPs). (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how technology has evolved and how it can be integrated effectively in the classroom. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identify the process to creating a positive classroom environment. (9)

Describe the steps in planning for instruction. (10)

Understand formative and summative assessment data, prior learning, and student interests. (12)

Develop a standards-based lesson plan. (11)

Display This Question:

If Below, please indicate which Teacher Academy courses you have already taken. In other words, what... = Exceptional Children

Q22 After taking the Exceptional Children course, how confident are you in doing the following?

	Confident (1)	Somewhat Confident (2)	Not Very Confident (3)	This wasn't covered in my class. (4)
Characterize exceptional children as defined by the Individuals with Disabilities Education Act (IDEA). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contrast past and present treatment of students/persons with disabilities. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe federal legislation and landmark court cases in special education law and their impact on contemporary practice. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain the characteristics, methods of identification, educational approaches, and placement alternatives for gifted and talented and special education students. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the role of the referral process and the Individualized Education Plan (IEP) in identifying and assisting exceptional learners including the importance of the transition plan for students fourteen (14) years of age and older. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Develop an IEP in collaboration with team members. (6)

Examine evidence-based instructional strategies and materials to support individuals with exceptional learning needs. (7)

Describe effective communication methods to use with families of individuals with exceptional learning needs. (8)

Page Break

Q28 What is your Grade Point Average (GPA)?

Q2 Please indicate your gender.

- Male (1)
- Female (2)
- Other (3)

Q3 Please indicate your race. (check all that apply)

- Black/African American (1)
- White/Caucasian (2)
- Asian/South Asian/Pacific Islander (3)
- American Indian or Alaskan Native (4)
- Native Hawaiian or Other Pacific Islander (5)
- Other (Please specify) (6) _____

Q4 Are you Hispanic or Latino/a?

- Yes (1)
- No (2)