

**INTEGRATED BACHELOR'S/MASTER'S PROGRAM  
ENTRANCE SURVEY  
FALL 2016**

**Context**

This survey is part of the set of surveys administered at key transitions points during their first year in the IB/M program. This survey was administered to the university supervisors of the 123 members of the 2016-2017 IB/M first-year cohort.

**Survey Content**

- **Information about the incoming students' demographics.**
- **Participants' future career plans.**
- **Participants' ratings of how important specific teaching skills are to the profession.**

**Methodology**

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the clinic teachers of all of the students participating in internships. The data was collected during the start of the spring semester of 2017. A total of 94 surveys were completed (response rate =  $94/123 = 76.42\%$ ). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.

- **Individual-level report.** This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
  - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

**Key Findings**

- Approximately 21% of the cohort are first-generation college students.
- Regarding future teaching plans, the majority of the cohort reported wanting to work in a suburban school, average achievement level, middle socioeconomic status, and a mixture of white and non-white students. Meanwhile, approximately 32% reported wanting to work in a rural school, 21% reported wanting to work with primarily non-white students, and 35% reported wanting to work in a high achieving school.
- The students were asked to rate the importance of 36 specific teaching skills. While each of the skills were rated as important overall (average of 4.59 out of 5), the skills rated the highest were "Providing all students equitable access to worthwhile learning opportunities, experiences and resources" (4.85), and "Respecting and caring for their students' capacities and potential to learn and grow" (4.82). Meanwhile, the skills receiving the lowest average rating were "Designing and sequencing research-based pedagogical activities that include strategies" (4.24) and "Measuring student learning" (4.26).

## Demographic Information

Are you a first-generation college student?	Count
Yes	19 (20.88%)
No	72 (79.12%)

Do you have outstanding student loans?	Count
Yes	39 (43.33%)
No	51 (56.67%)

## Future Plans

Please describe the type of school you would like to teach at for the majority of your career:

Item	Options	Count
1. How would you describe the location of this school?	Urban	11 (12.09%)
	Suburban	51 (56.04%)
	Rural	29 (31.87%)
2. On average, what would be the socioeconomic status (SES) of the students in this school?	Low SES	10 (10.99%)
	Middle SES	75 (82.42%)
	High SES	6 (6.59%)
3. How would you describe the racial/ethnic composition of this school?	Primarily non-white students	19 (20.88%)
	A mixture of both white and non-white students	66 (72.53%)
	Primarily white students	6 (6.59%)
4. How would you describe this school in terms of its overall achievement level?	A low-achieving school	9 (9.89%)
	An average-achieving school	50 (54.95%)
	A high-achieving school	32 (35.16%)

### Importance of Teacher Skills

How important are the following skills for a teacher to have?

Please use the following scale:

- 1 = Not Important
- 2 = Low Importance
- 3 = Moderately Important
- 4 = Very Important
- 5 = Extremely Important

Item	1	2	3	4	5	Mean
1. Helping students think critically	0 (0%)	0 (0%)	2 (2.25%)	18 (20.22%)	69 (77.53%)	4.75
2. Managing classroom behaviors	0 (0%)	0 (0%)	7 (7.87%)	35 (39.33%)	47 (52.81%)	4.45
3. Measuring student learning	0 (0%)	1 (1.12%)	14 (15.73%)	35 (39.33%)	39 (43.82%)	4.26
4. Adjusting lessons for unique learner needs and skills	0 (0%)	0 (0%)	1 (1.14%)	19 (21.59%)	68 (77.27%)	4.76
5. Providing appropriate challenges for students	0 (0%)	0 (0%)	2 (2.25%)	31 (34.83%)	56 (62.92%)	4.61
6. Fostering student creativity	0 (0%)	0 (0%)	5 (5.62%)	21 (23.6%)	63 (70.79%)	4.65
7. Setting clear expectations for students	0 (0%)	0 (0%)	2 (2.25%)	31 (34.83%)	56 (62.92%)	4.61
8. Increasing student' perceptions of themselves as learners	0 (0%)	0 (0%)	4 (4.49%)	17 (19.1%)	68 (76.4%)	4.72

### UConn Ethical Framework

Item	1	2	3	4	5	Mean
9. Having a deep understanding of disciplinary content and practices	0 (0%)	1 (1.12%)	13 (14.61%)	33 (37.08%)	42 (47.19%)	4.3
10. Respecting and caring for their students' capacities and potential to learn and grow	0 (0%)	0 (0%)	0 (0%)	16 (17.98%)	73 (82.02%)	4.82
11. Providing all students equitable access to worthwhile learning opportunities, experiences and resources	0 (0%)	0 (0%)	0 (0%)	13 (14.61%)	76 (85.39%)	4.85
12. Developing their own intellectual and imaginative capacities as teachers and learners;	0 (0%)	0 (0%)	1 (1.14%)	18 (20.45%)	69 (78.41%)	4.77
13. Collaborating with colleagues, parents and communities to improve	0 (0%)	0 (0%)	4 (4.55%)	22 (25%)	62 (70.45%)	4.66

teaching and support student learning						
14. Maintaining an ethic of care and sense of responsibility for knowing students and engaging them in meaningful learning and social action	0 (0%)	0 (0%)	1 (1.12%)	24 (26.97%)	64 (71.91%)	4.71
15. Responding responsibly to shifts in local and national policies	0 (0%)	0 (0%)	8 (9.09%)	35 (39.77%)	45 (51.14%)	4.42
16. Critically studying their own and other' teaching to improve practice and support student learning	0 (0%)	0 (0%)	5 (5.62%)	25 (28.09%)	59 (66.29%)	4.61
17. Fostering and sustaining their students' and their own democratic participation in their classrooms, schools and broader communities	0 (0%)	0 (0%)	7 (7.87%)	22 (24.72%)	60 (67.42%)	4.6

### Planning

Item	1	2	3	4	5	Mean
18. Identifying appropriate student learning objectives	0 (0%)	0 (0%)	8 (9.41%)	32 (37.65%)	45 (52.94%)	4.44
19. Designing and sequencing research-based pedagogical activities that include strategies	0 (0%)	1 (1.18%)	14 (16.47%)	34 (40%)	36 (42.35%)	4.24
20. Planning to make content explicit through explanation, modeling, multiple representations, and examples	0 (0%)	0 (0%)	4 (4.76%)	26 (30.95%)	54 (64.29%)	4.6
21. Planning learning opportunities that teach content through inquiry	0 (0%)	0 (0%)	5 (5.88%)	27 (31.76%)	53 (62.35%)	4.56

### Implementing

Item	1	2	3	4	5	Mean
22. Implementing and adjusting learning activities in pursuit of worthwhile objects and in response to students	1 (1.18%)	0 (0%)	2 (2.35%)	29 (34.12%)	53 (62.35%)	4.56
23. Eliciting and interpreting individual student teaching	0 (0%)	0 (0%)	6 (7.06%)	38 (44.71%)	41 (48.24%)	4.41
24. Establishing norms and routines for classroom discourse central to the discipline	0 (0%)	1 (1.18%)	6 (7.06%)	29 (34.12%)	49 (57.65%)	4.48

25. Using knowledge of students as individuals and members of cultural and social groups to inform instruction	0 (0%)	0 (0%)	1 (1.18%)	20 (23.53%)	64 (75.29%)	4.74
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### Assessing

Item	1	2	3	4	5	Mean
26. Selecting and using assessment methods to check understanding and respond in ways that support student learning	0 (0%)	1 (1.18%)	6 (7.06%)	28 (32.94%)	50 (58.82%)	4.49
27. Providing oral and written feedback on student work	0 (0%)	1 (1.18%)	3 (3.53%)	27 (31.76%)	54 (63.53%)	4.58

### Analyzing

Item	1	2	3	4	5	Mean
28. Reflecting on instruction and student progress, including questions of ethics, equity and next areas for professional growth	0 (0%)	0 (0%)	4 (4.71%)	24 (28.24%)	57 (67.06%)	4.62

### Establishing Positive and Safe Learning Environment

Item	1	2	3	4	5	Mean
29. Establishing and reinforcing consistent routines and positively stated behavior expectations	0 (0%)	0 (0%)	1 (1.19%)	28 (33.33%)	55 (65.48%)	4.64
30. Promoting cognitive, emotional and social engagement	0 (0%)	0 (0%)	1 (1.18%)	15 (17.65%)	69 (81.18%)	4.8

### Promote Democratic Participation and Community

Item	1	2	3	4	5	Mean
31. Facilitating a whole class discussion	0 (0%)	1 (1.18%)	11 (12.94%)	27 (31.76%)	46 (54.12%)	4.39
32. Facilitating smaller group collaboration	0 (0%)	1 (1.18%)	4 (4.71%)	33 (38.82%)	47 (55.29%)	4.48
33. Inviting students to engage in socially meaningful action	0 (0%)	0 (0%)	6 (7.06%)	24 (28.24%)	55 (64.71%)	4.58

**Collaborate and Communicate with Families, Colleagues, and Community**

Item	1	2	3	4	5	Mean
34. Collaborating with a parent or guardian	0 (0%)	0 (0%)	5 (5.88%)	30 (35.29%)	50 (58.82%)	4.53
35. Collaborating with other professionals, including advocacy for self and students	0 (0%)	0 (0%)	2 (2.35%)	27 (31.76%)	56 (65.88%)	4.64
36. Establishing and maintaining respectful relationships with larger communities to support students' learning and well-being	0 (0%)	0 (0%)	1 (1.18%)	21 (24.71%)	63 (74.12%)	4.73