

**Follow Up Survey
Beginning Teachers Assistance Program (BTAP)
Responses to Items Related to Diversity**

BTAP included items which asked graduates to write comments about specific areas of their preparation. Some comments related to diversity follow:

- **More courses are needed dealing with special needs students.**
- **Make sure professors are able to teach and accommodate diverse students.**
- **More workshops can be held to assist new teachers on how to modify and accommodate students that learn differently.**
- **In the area of special needs students, incorporate more workshops, classes, and get input from general and special education teachers.**

Follow Up Survey
Beginning Teachers Assistance Program (BTAP)
2005 Graduates Percentage of Responses Per Item

Item Description	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) I understand the central concepts, tools of inquiry, and scope and sequence of the discipline/subject I teach.	4.6			45.5	50
2) I have acquired the skills and knowledge to provide accommodations, modifications, and/or adaptations to general curriculum.	4.8			66.7	28.6
3) I access and utilize a variety of resources to gain information about national, state, and local district/school policies and procedures.		9.1	9.1	50	31.8
4) I am informed of research-based best practices and utilize this knowledge in lesson planning and development.		5		65	30
5) I am informed of developmentally appropriate practice and utilize this knowledge in preparing lessons.		4.3		60.9	34.8
6) I am informed of the significance of different learning styles and utilize this knowledge in preparing and delivering instruction for diverse learners.		3.7	22.2	63.0	11.1
7) I acquire/use the knowledge and skills for awareness, sensitivity, acceptance, and appreciation of students with manifestations of disabilities.			26.7	56.7	16.7
8) I model, teach, and integrate multicultural awareness, acceptance, and appreciation in my daily instruction.		24.1	34.5	27.6	13.8
9) I use instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.			13.6	54.5	31.8
10) I effectively provide integration of reading and writing instruction across all content areas.			3.8	73.1	23.1
11) I effectively utilize best practices in the application of technology across all content areas.		5	10	60	25
12) I facilitate/encourage students' individual and collaborative use of technologies to show their learning.		4	16	48	32
13) I effectively evaluate, select, and integrate a variety of strategies such as cooperative learning, problem-based learning, and direct instruction.			17.4	39.1	43.5
14) I use appropriate classroom/behavior management and discipline techniques.		14.8	18.5	40.7	25.9
15) I use appropriate student assessment data to guide lesson planning and development, and classroom management techniques.		10		35	55
16) I utilize a variety of strategies for students with diverse needs, including students with disabilities to demonstrate their learning.		8.7	4.4	56.5	30.4
17) I adjust instruction in response to data/information gathered from ongoing monitoring of performance and progress of ALL students.		4.5	4.5	50	40
18) I model appropriate written and verbal communication each day.	4.8			52.4	42.9
19) I use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure student progress.		4.2		50	45.8
20) I engage in and reflect on meaningful professional development activities in order to enhance teaching and learning.	4.3			56.5	39.1
21) I use best practices, professional literature, and collegial assistance to improve as a teacher and learner.	4.5	4.5		59.1	31.8
22) I exhibit the professional dispositions defined in professional/state/institutional standards while working with students, parents, and colleagues.	4.8		9.5	38.1	47.6
23) My teacher education program prepared me to pursue National Board of Teaching Standards (NBTS) certification.	5.6		27.8	38.9	27.8

Follow Up Survey
Beginning Teachers Assistance Program (BTAP)
2006 Graduates Percentage of Responses Per Item

Item Description	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) I understand the central concepts, tools of inquiry, and scope and sequence of the discipline/subject I teach.	6.7		6.7	40.0	46.7
2) I have acquired the skills and knowledge to provide accommodations, modifications, and/or adaptations to general curriculum.	6.7			46.7	46.7
3) I access and utilize a variety of resources to gain information about national, state, and local district/school policies and procedures.			6.7	46.7	46.7
4) I am informed of research-based best practices and utilize this knowledge in lesson planning and development.	6.7			46.7	46.7
5) I am informed of developmentally appropriate practice and utilize this knowledge in preparing lessons.		6.7	2.0	33.3	40.0
6) I am informed of the significance of different learning styles and utilize this knowledge in preparing and delivering instruction for diverse learners.				33.3	66.7
7) I acquire/use the knowledge and skills for awareness, sensitivity, acceptance, and appreciation of students with manifestations of disabilities.			6.7	53.3	40.0
8) I model, teach, and integrate multicultural awareness, acceptance, and appreciation in my daily instruction.			6.7	46.7	46.7
9) I use instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				53.3	46.7
10) I effectively provide integration of reading and writing instruction across all content areas.			6.7	40.0	53.3
11) I effectively utilize best practices in the application of technology across all content areas.				60.0	40.0
12) I facilitate/encourage students' individual and collaborative use of technologies to show their learning.			13.3	46.7	40.0
13) I effectively evaluate, select, and integrate a variety of strategies such as cooperative learning, problem-based learning, and direct instruction.			13.3	46.7	40.0
14) I use appropriate classroom/behavior management and discipline techniques.			6.7	46.7	46.7
15) I use appropriate student assessment data to guide lesson planning and development, and classroom management techniques.			13.3	53.3	33.3
16) I utilize a variety of strategies for students with diverse needs, including students with disabilities to demonstrate their learning.			6.7	46.7	46.7
17) I adjust instruction in response to data/information gathered from ongoing monitoring of performance and progress of ALL students.			13.3	53.3	33.3
18) I model appropriate written and verbal communication each day.			6.7	40.0	53.3
19) I use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure student progress.			7.1	50.0	42.9
20) I engage in and reflect on meaningful professional development activities in order to enhance teaching and learning.				50.0	50.0
21) I use best practices, professional literature, and collegial assistance to improve as a teacher and learner.				50.0	50.0
22) I exhibit the professional dispositions defined in professional/state/institutional standards while working with students, parents, and colleagues.			7.1	50.0	42.9
23) My teacher education program prepared me to pursue National Board of Teaching Standards (NBTS) certification.		14.3	21.4	28.6	35.7

Follow Up Survey
Beginning Teachers Assistance Program (BTAP)
Responses to Items Related to Diversity

In 2006, the COE launched the Beginning Teachers Assistance Program (BTAP), a program designed to support non-tenured teachers in delivering quality instruction during their first three years in the classroom. The first phase of implementation was a follow-up survey of the 2005 and 2006 graduates who had received certification and were employed in P-12 schools. The following tables present survey responses related to diversity.

Responses to Diversity Item # 6 on BTAP 2005 and 2006 Graduates

6) Instruction for Diverse Learners, Learning Styles (CF 1.10, 1.11)		
Responses	2005	2006
Strongly Disagree	0.0	0.0
Disagree	3.7	0.0
Unsure	22.2	0.0
Agree	63.0	33.3
Strongly Agree	11.1	66.7

Responses to Diversity Item # 7 on BTAP 2005 and 2006 Graduates

7) Acceptance/Appreciation of Students with Disabilities (CF 1.10, 1.11)		
Responses	2005	2006
Strongly Disagree	0.0	0.0
Disagree	0.0	0.0
Unsure	26.7	6.7
Agree	56.7	53.3
Strongly Agree	16.7	40.0

Responses to Diversity Item # 8 on BTAP 2005 and 2006 Graduates

8) Multicultural Awareness, Acceptance, Appreciation in Daily Instruction (CF 1.10, 1.11)		
Responses	2005	2006
Strongly Disagree	0.0	0.0
Disagree	24.1	0.0
Unsure	34.5	6.7
Agree	27.6	46.7
Strongly Agree	13.8	46.7

The tables above present the responses of beginning teachers who graduated in 2005 and 2006 to BTAP items related to diversity. Teachers who graduated in 2005 clearly seem to have problems in the area of diversity. While about 74/73% believe they are effective in addressing diverse learning styles and in appreciating students with disabilities, only 41% believe they model, teach, and integrate multicultural awareness/appreciation in daily instruction. Teachers who graduated in 2006, however, express more confidence in their knowledge and skills related to diversity. These beginning teachers express overwhelming agreement (93-100%) in their responses to all items related to diversity.