

Public Abstract

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Title:DO FIRST AND SECOND YEAR TEACHERS FEEL PREPARED? AN EVALUATION OF A STANDARDS BASED TEACHER PREPARATION PROGRAM

The purpose of this study was to serve as a program evaluation of a teacher education program and investigate how first and second year teachers felt this program prepared them in relation to state standards for teacher education preparation. Results of this study revealed that perceptions of preparedness between 1st and 2nd year teachers differed based on the year they were surveyed for several standards. In addition, there were differences in perceived level of preparedness according to certification level (early childhood, elementary, K12, middle school, or secondary) for several standards. To some extent, whether or not there were differences between teacher year depended upon certification level. Regardless of teacher year, the participants of this study felt less prepared in the areas of learner differences, assessment, and technology. These findings suggest that the institution needs to re-evaluate how the content in these areas is delivered. Additionally, these results might suggest school districts would benefit by offering professional development opportunities in these areas for beginning teachers.