

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

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ABSTRACT

The purpose of this study was to serve as a program evaluation and investigate how first and second year teachers felt their teacher preparation program prepared them according to state standards for teacher education preparation. Results of 2 (teacher year: 1st or 2nd year teachers) X 4 (survey year: 2004-7) analyses of variance revealed that perceptions of preparedness between teacher year differed based on the year surveyed for several standards. Results of 2 (teacher year: 1st or 2nd) X 5 (certification level: early childhood, elementary, K-12, middle school, or secondary) analyses of variance revealed significant differences in perceived level of preparedness according to certification level 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.