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THE EFFECTIVENESS OF
LOUDOUN COUNTY PUBLIC SCHOOLS
TEACHER CADET PROGRAM

A RESEARCH PAPER PRESENTED TO THE GRADUATE FACULTY OF THE
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL STUDIES
AT
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE MASTER OF SCIENCE DEGREE

BY
ERIK J. KITTELSON
AUGUST 2005

APPROVAL PAGE

This research was prepared by Erik J. Kittelson under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Education. It was submitted to the Graduate Program Director as partial fulfillment for the requirements for the Degree of Master of Science.

APPROVAL BY: _____ DATE: _____

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Advisor and Graduate Program Director

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CHAPTER I

INTRODUCTION

Teacher Cadet is a course that is offered as an elective for junior and senior level high school students who have a high academic standard and have exhibited an interest in teaching as a career choice. This course is designed as an introductory course that will provide students with a basic understanding and knowledge background of the teaching profession.

The curriculum provides students with a college freshman level of content and allows students to observe and experience school situations at every level of education from pre-school through secondary. The teacher cadet program was initially instituted by the Loudoun County School System to promote teaching as a career in response to a projected teacher shortage.

School systems in South Carolina have reported a relative success as a result of the program with as many as one-fourth of the Teacher Cadet Program completers continuing toward or actually becoming teachers. (Burns, 1998) It is the purpose of this study to determine the effectiveness of the program in Loudoun County as an ongoing assessment for program and curriculum improvement.

Statement of the Problem

The purpose of this study was to determine the effectiveness of the Loudoun County Schools Teacher Cadet Program in developing high school students into new teachers.

Research Goals

The objectives of this study were to answer the following questions:

1. Determine if students who participate in the Loudoun County Public Schools Teacher Cadet program actually pursue a teaching degree or licensure.
2. Determine the percentage of Teacher Cadet completers who plan to pursue a teaching degree or licensure.
3. Determine if the teacher cadet program of Loudoun County Public Schools prepares students for higher education teaching programs.
4. Determine if the content of the current curriculum prepares students for their respective teaching area of interest.

Background and Significance

The current educational climate is one in which schools systems are forced to have all of their teachers be “highly qualified” according to the federal government’s No Child Left Behind Act. (2001) Compliance to the act has become increasingly difficult with the number of teaching vacancies school systems are attempting to fill each year.

The current teaching shortages in critical need areas can be attributed to several things. First, the current cadre of teachers is projecting a large number of retirements compared to new college graduate hires. Second, there is a large “attrition of beginning teachers who leave the profession in the first several years of teaching” for a variety of reasons. (Ingersoll, 2003, p. 32) Some college graduates are truly unprepared for the stress and demands of the profession. Lastly, a large increase in yearly student

enrollments around urban areas creates a need for more staff. In Loudoun County student enrollment has increased from 31,804, in 2000, to 44,014 in 2004. (LCPS Enrollment, 2004) During the 2004-2005 school year Loudoun County schools hired 725 new licensed teachers. This is a 43 percent increase in the number of newly hired licensed teachers from the 2003-2004 school year value of 507. The enrollment projections show an increase of 20,000 more students by the year 2009. This will only increase the need to hire new teachers.

In an effort to help solve this growing problem in one of the country's fastest growing counties, Loudoun County Public Schools, began to implement a curriculum in local high schools that would act as a form of teacher recruitment. The program is called Teacher Cadet. The goal of this program was to "encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career." (CERRA, 2002, p. 25)

According to the South Carolina Center for Teacher Recruitment, thirty-seven percent of all students who participate in Teacher Cadet indicate they plan to teach. (CERRA Website, 2004) This study will determine the effectiveness of the Loudoun County Teacher Cadet program. The conclusions and recommendations, which result from this study, will be used to assess the existing curriculum and its significance in preparing students for college teacher preparatory programs.

Limitations

The limitations of this study were as follows:

1. The study was conducted only of students who completed the Teacher Cadet program in Loudoun County Public Schools.
2. The study was conducted during the 2004-2005 school year.
3. The study included students who had participated in the Teacher Cadet program during the 2004 - 2005 school year.
4. Economic backgrounds may affect the responses.

Assumptions

The following assumptions were made concerning this study of post high school teacher cadet program completers:

1. It was assumed that all students who participate in the Teacher Cadet program have an interest in becoming teachers.
2. All of the students who completed the survey were teacher cadet students who completed the program.
3. Students who have interests in academic school subjects might pursue a degree in these subjects as teachers.

Procedures

The subjects involved in this study were Loudoun County Schools Teacher Cadet program completers from the 2004 –2005 school year. The instrument used for this study was a survey developed by the researcher, in the form of multiple-choice questions that

addressed the goals of this study. The respondent answers to the questions were compiled and tabularized to determine whether the goals of this study were addressed. The findings of the study were then analyzed and conclusions and recommendations were discussed.

Definition of Terms

The following terms were used throughout the study:

1. LCPS- Loudoun County Public Schools
2. TCP- Teacher Cadet Program
3. NCLB- No Child Left Behind
4. Program Completers- any student who was accepted to the Teacher Cadet program and successfully completed all activities and passed the course curriculum.
5. Learner-centered Education- “the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners).” (McCombs & Whisler, 1997, p. 9)

Overview of Chapters

Chapter I of this research provided a statement of the problem as well as the goals of the research in the form of questions to be answered. A description and history of the

teacher cadet program as well as reasons why there was a need to perform this study followed. The assumptions section listed the items believed to be true and unalterable, for example all students surveyed were program completers. This was followed by a list of limitations on the populations involved, timeframe, and type of school district was given. The following section was a description of general procedures including information about the survey conducted and students involved. Lastly, the definition section provided definitions and explanations of important terms, such as program completers and a general definition of the Teacher Cadet program itself.

Chapter II will consist of a review of current literature associated with the study. This literature will identify other studies on the topic, assist in the identification and classification of important variables, and establish the context in which the study was performed. The review of literature will discuss the national teacher shortage, teacher retention issues, teacher qualifications and NCLB Highly Qualified Teacher, a history of the South Carolina Teacher Cadet program, the curriculum goals and effectiveness of the Teacher Cadet program and a summary of important points included in Chapter II. Chapter III will provide an explanation of the methods and procedures used to perform the study. These include a description of the population, survey items, and steps used to determine the statistical results.

Chapter IV will provide a detailed analysis and description of the findings presented in this study. This will be done through the use of tables and statistical analysis to determine if the data gathered has any relevance and possible support for the research

goals. Finally in Chapter V, using the analyzed data, conclusions will be discussed and recommendations put forward from the findings. A reflection on the entire study and its relevance to the research question objectives will be completed.

CHAPTER II

REVIEW OF LITERATURE

Chapter II consists of a review of the existing literature dealing with the Teacher Cadet Program and its proposed goals and reasons for existence. This review is divided into the subheadings of: The National Teacher Shortage and Retention, Teacher Qualifications and NCLB Highly Qualified Teachers, South Carolina's Teacher Cadet Program: History, Curriculum Goals and Effectiveness of the Teacher Cadet Program and Summary. Through this literature review the goal was to obtain an understanding of reasons behind the perceived need for a pre-collegiate teacher program, as well as previous evaluations that have been performed on the original model of the curriculum.

The National Teacher Shortage

Richard Ingersoll has been a leader in research to determine the true reasons behind the perceived teacher shortage in the United States. According to Ingersoll, the previous researchers have “predicted a dramatic increase in the demand for new teachers, primarily resulting from two converging demographic trends: increasing student enrollments and increasing teacher attrition due to a “graying” teacher workforce.” (Ingersoll, 2001, p. 4) He conducted a study to examine the teacher shortage relative as a factor of teacher turnover versus a lack of overall supply. He felt that a “high turnover of teachers from schools is of concern not simply because it may be an indicator of sites of potential staffing problems, but because of its relationship to school performance.” (Ingersoll, 2001, p. 3) His research seems to show that the apparent shortage of teachers each year is not simply a result of “teacher shortfalls from either increases in student

enrollment or increases in teacher retirement.” It suggests that the shortfall is due to a proverbial “revolving door through which large numbers of teachers depart teaching for reasons other than retirement.” (Ingersoll, 2001) If school systems reduce their teacher turnover then they should in turn decrease a large portion of the yearly vacancies that add to their teacher shortage.

According to some research done by the American Association for Employment in Education, the Middle Atlantic region has a balanced supply and demand for teachers. When you look at an analysis of data by licensure area there is some shortage in the areas such as Bilingual Education, Mathematics, Sciences, Special Education, and Technology Education.

Teacher Retention

The previous section discussed the reported teacher shortage; Ingersoll determined that the shortage was because of teachers leaving for reasons other than retirement. The Southeast Center for Teaching Quality (SECTQ) has been tracking teacher quality and teacher retention in school systems in the southeast United States. A 2001 issue of the SECTQ newsletter addressed the effects of alternative licensure programs, with regards to teacher quality and retention. The issue was that many teachers trained through these programs were not prepared for the profession and do not stay. A graduate of Yale, an alternative certification recruit was quoted as saying; “I harbored dreams of liberating my students from public school mediocrity and offering them as good an education as I had received. But I was not ready.... As bad as it was for me it was worse for the students.” (SECTQ, 2001)

In a separate article from May 2003, Ingersoll delves further and looks at reasons behind the shortage and teacher retention. He determined that within the first five years, “between 40 and 50 percent of all beginning teachers have left the profession.” (Ingersoll, 2003, p. 32) He only surveyed teachers that had left after the first year and found that 29 percent of them left because of some form of job dissatisfaction. The majority of the individuals cited some form of working condition as a reason for their leaving. (Ingersoll, 2003)

Several other studies found that teachers are leaving after only a few years. The authors found that if school districts focused on methods to improve retention it would make the largest difference. Various studies have found that increased salary would increase retention and would also assist in solving the teaching shortage by luring teachers away from other districts. (Ballou & Podgursky 1998; Figlio, Murnane & Randall, 1990) In another study Andrew and Schwab (1995) found that graduates of extended college programs had higher rates of retention.

In a five-year study of teacher attrition, Harrell, Leavell, van Tassel and McKee, explored the reasons behind why teachers leave the profession. Throughout the research several predictors were discussed that related to the causes of ‘teacher attrition.’ One was identified as a lack of classroom experience. (Harrell et al, 2004) “It is evident that teacher preparation and sustained professional development are needed to increase pedagogical knowledge necessary for teachers to be successful before and after entering the classroom. If teachers are well prepared, then they will have the necessary experiences needed to create positive learning environments for students and become experienced teachers.” (Harrell et al, 2004, p. 58)

The Southeast Center for Teaching Quality (SECTQ) evaluated the teachers in both urban and suburban localities from varying states in the southeast United States. As part of the recommendations the SECTQ determined local “districts need to focus on addressing recruitment and retention challenges with an emphasis on quality, not on meeting the mandates of NCLB. If districts focus on teaching quality- recruiting or developing well prepared teachers and investing in their continued professional growth- the highly qualified requirements will be met.” (Southeast Center for Teaching Quality, n.d., p. 17) All of the above research tends to show that if perspective teachers have more classroom experiences and a better understanding of the teaching profession that they may be more successful and have a higher retention rate.

Teacher Qualifications and NCLB Highly Qualified Teachers

In 2001, President George Bush signed and approved the No Child Left Behind Act. It was an attempt to reform and improve the national education system. As part of this act there was a requirement that the states and local communities staff all of their schools with teachers deemed “Highly Qualified.” The NCLB Act itself defined a highly qualified teacher as: “To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.” (ESEA, 2001, sec. 9101) One of the major issues that became apparent was that individual states have been able to determine the level and method at which individual teachers achieve the highly qualified status. In the state of Virginia, “highly qualified” teachers are ones who “hold full state licensure as a teacher, including

licensure through alternate routes, and teacher only in the area or areas of endorsement.” (VDOE Questions and Answers, 2003, p. 1)

The existing literature showed a common trend; in an effort to comply with the national requirements of the NCLB Act many of the states have devised an alternative method that allows individuals to become highly qualified. In Virginia non-teaching graduates may achieve highly qualified status by completing an alternative route licensure program. Teachers have been considered highly qualified when they: “are permitted by the state to assume functions as a regular classroom teacher; have a bachelor’s degree; have demonstrated subject matter competence by passing the state professional teacher assessments (Praxis I and II); and are making satisfactory progress toward a full licensure, as prescribed by the Board of Education.” (VDOE Questions and Answers, 2003, p. 3)

In his article that discussed the question, “How will states define “highly qualified” teachers?” Charles Coble, the director of the teaching quality policy center, gave examples of the difference between the ways states determined what was a highly qualified teacher. For example, several states including Georgia and Iowa used Praxis II as the instrument to “measure subject-matter competency of program graduates. However, each of these states uses different versions of the Praxis II tests and has different cut scores and expectations about the use of the test data.” (ECS, 2002, p. 2)

South Carolina’s Teacher Cadet Program: A Brief History

The original Teacher Cadet program was designed and developed by a foreign language teacher at Conway High School in Horry County, South Carolina. Guidera

worked with a few select students who had an interest in becoming teachers. The students “were given opportunities to tutor high school students and work as aides in the elementary schools.” (SCCTR, 1998, p. 1) The program worked very well and in 1984 she and others applied for a grant to develop her curriculum and expand the program. They succeeded and it was piloted in four high schools in South Carolina in 1985-86. (SCCTR) Since that time the Teacher Cadet Program has grown to include more than 150 South Carolina high schools serving over 2,600 academically able juniors and seniors. (SCCTR) The program has also generated partnerships with colleges and universities where students can receive college credit from over 23 colleges and universities within the state.

Curriculum Goals and Effectiveness of the Teacher Cadet Program

“The Teacher Cadet Program is an innovative approach designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.” (CERRA Website, 2004) According to the curriculum, the students complete a largely learner-centered curriculum. It begins with “activities that promote high self-esteem, mutual respect, and a sincere appreciation for one another.” (Ward, 2003, p. 93) According to Ward, the Teacher Cadet program is designed to “prepare precocious high school students to step into the shoes of a student teacher or teacher intern and to work with a master teacher in class...” (2003, p. 96)

The SCCTR, in association with Winthrop University, completed a study that was designed to evaluate the overall goals of the program. A survey was performed on two different groups of Teacher Cadet Program students. One group consisted of students who had just completed the program. The study found that “the program had a positive impact on students’ choice of teaching as a career in that an appreciable number of students who were not interested in teaching prior to TCP indicated an interest in teaching at the conclusion of the program.” (SCCTR, 1998, p. 22) The second group consisted of former cadets students from a 1990-91 student cohort. These students were questioned about their choice of career path and the influences of the TCP program and curriculum. Of the students who replied to the survey stating that they were teachers nearly all felt that the TCP helped them “better understand the complexity of assuring quality education for all.” (SCCTR, 1998, p. 41) Even the students who did not enter the teaching profession considered the TCP program as “highly beneficial in preparing them for their subsequent careers.” (SCCTR, 1998, p. 43) The information gained from this study “should be interpreted cautiously” because of a response rate of only 19 percent. (SCCTR, 1998, p. 43)

Clewell and Villegas conducted an effectiveness study of a similar program called Pathways to Teaching. They wanted to determine if the program retained its participants through completion and certification. They found that 85 percent of the completers were still teaching after three years. When they surveyed the principals of Pathways students the principals consistently ranked them higher when compared to the regular novice teachers. (Clewell & Villegas, 2001)

Summary

This review of literature discussed the perceived teacher shortage and what concepts may actually account for the yearly need for teachers at the school level. Richard Ingersoll (2001 & 2003) was cited for his explanations of teacher turnover and job dissatisfaction. It went on to discuss the issue of teacher retention and why some teachers tend to leave as well as some possible solutions if implemented which may slow the attrition rate among beginning teachers in the first five years. Next was discussed the definition of “highly qualified teachers” in the NCLB Act of 2001, how some states define the term and some of its affects on the current teacher training programs.

The Teacher Cadet Program itself was then explained through a brief history and an explanation of the curriculum and program goals. This literature review was culminated with a summary of an external evaluation of the South Carolina curriculum, which has been the benchmark and model for the Teacher Cadet Programs in several other states such as Virginia, North Carolina, and Maryland. Due to the limited response rate of the South Carolina study, there is a perceived need for additional research regarding the effectiveness of the TCP with regards to current and former students.

This completes the Review of Literature for this research study. The following chapter will provide a description of the methods and procedures used to collect the data and complete the statistical analysis of the data. It will include a detailed description of the population, sample and instrument used in the completion of this study.

CHAPTER III

METHODS AND PROCEDURES

This chapter contains a description and explanation of the methods and procedures used to conduct the survey and gather the data. This research can be characterized as a form of descriptive research, and the following sections will provide information on the Population, the Instrument Design, the Method of Data Collection, the Statistical Analysis used, and finally a Summary.

Population

The population for this study was teacher cadet program students from the six high schools that had a current teacher cadet program. The students were selected because they represented a large enough group that the data and findings could be generalized outside of Loudoun County Public Schools. They were also chosen because they would create a baseline data set, to be used in subsequent follow up data collection, to determine whether or not the students continued on to a collegiate teacher preparation program. This would allow an excellent evaluation of the goals and curriculum of the Teacher Cadet Program.

Instrument Design

The instrument was a comprehensive questionnaire designed by the researcher that contained questions that used a Likert scale of evaluation. The format was based upon a questionnaire used by a previous researcher to evaluate the South Carolina Teacher Cadet Program. A copy of the questionnaire was included in Appendix A. The

questionnaire was designed to gather data to answer the research questions, which were: To determine if students who participate in the Loudoun County Public Schools Teacher Cadet program actually pursue a teaching degree or licensure; Determine the percentage of Teacher Cadet completers who plan to pursue a teaching degree or licensure; Determine if the teacher cadet program of Loudoun County Public Schools prepares students for higher education teaching programs; and Determine if the content of the current curriculum prepares the students for their respective teaching area of interest.

Methods of Data Collection

Data were collected from questionnaires that were distributed by mail to the teacher cadet program teachers at each of the participating high schools through the Career and Technical Education Office. The questionnaire and the cover letter, in Appendix B, were sent to the teachers. The students completed the survey and the teachers returned them to the researcher.

Statistical Analysis

The data collected were analyzed by determining the average values of the responses for the individual questions using a standard scale. The total value for each question was also calculated. The number of surveys collected from each school varied from seven student responses from Park View High School to eighteen student responses from Potomac Falls High School. The total number of completed student surveys that were returned was seventy-six.

Summary

Included in this Methods and Procedures chapter was an explanation and description of how the data for this study was collected. The first subheading highlighted the population of individuals used in the study. The population was composed entirely of teacher cadet completer students from the six current teacher cadet programs. This was followed by a description of the survey instrument used and the initial origin of the created document, along with how the survey data would be collected using the document. The chapter concluded with a summary of the statistical methods used when analyzing the data. The following chapter, Chapter IV, will review and present the findings that resulted from the data collected. This will be supplied and shown in the form of written explanations, tables, and figures.

CHAPTER IV

FINDINGS

In this chapter, the findings of the survey administered to the current teacher cadet students from all programs in Loudoun County Schools, Loudoun, Virginia, will be reported. The following sub-sections will present this chapter: Purpose of the Study and Instrument Used, Administration of the Instrument, Explanation of Tables, Documentation of Responses, and Summary.

Purpose of the Study and Instrument Used

The purpose of this study was to determine the effectiveness of the Loudoun County Teacher Cadet Program in developing high school students into new teachers. The instruments used consisted of thirty response items, three items were of a characteristic nature, and the remaining twenty-seven were used to gain student opinion on the teacher cadet program.

Administration of the Instrument

The survey was administered to 76 teacher cadet students. The population consisted of four males and seventy-two female students from six high schools teacher cadet programs in Loudoun County, Virginia. For the purpose of the study the schools were labeled BR, PF, SB, HH, LC, and PV. The completed instruments were returned to the researcher by June 16, 2005.

Explanation of Tables

The data collected was compiled in the following Tables 1 through 30. The following legend for interpreting the tables is listed below:

BR- Broad Run High School

HH- Heritage High School

LC- Loudoun County High School

PF- Potomac Falls High School

PV- Park View High School

SB- Stone Bridge High School

N- Total population that responded

%N- Percent of total respondents

M- Mean Values- Not Helpful (0-1.29), Somewhat Not Helpful (1.5-2.49),
Uncertain (2.5-3.49), Somewhat Helpful (3.5- 4.49), Very Helpful (4.5-5)

Documentation of Responses

A total of seventy-six surveys were sent out, one for every student in their respective teacher cadet program. Each school returned all of the surveys completed, allowing a one hundred percent return rate. The individual school totals were: Broad Run (18), Potomac Falls (12), Park View (7), Heritage (14), Stone Bridge (12), Loudoun County (13).

The initial part of the survey requested that the students specify their gender. There were a total of 76 respondents to each question. The large majority or ninety-five percent of the respondents were females and five percent were males. In addition only half of the schools had at least one male in their TCP. These results are shown in Table 1.

TABLE 1. Gender Responses

	BR	PF	PV	HH	SB	LC	N	%N
Student Gender								
Male	0	0	1	0	1	2	4	5%
Female	18	12	6	14	11	11	72	95%
TOTALS	18	12	7	14	12	13	76	100%

There were a total of 76 respondents to Question 1, “At each of the following stages of the teacher preparation process, how confident did you feel that you would teach?” The data showed that the major percentage of the respondents were confident they would teach when starting the TCP. This was shown by the mean value of 3.99. The survey also showed an increase in the number of students who felt confident that they would teach upon completion of the TCP. This was shown by the increase in the mean value of the total population from 3.99 to 4.33. The data for these findings are presented in Tables 2 and 3.

TABLE 2. Starting the Teacher Cadet Program

	BR	PF	PV	HH	SB	LC	N	%N
Starting the Teacher Cadet Program								
1-Not Likely	0	1	0	0	0	0	1	1%
2-Somewhat Unlikely	2	2	0	1	0	1	6	8%
3-Undecided	6	2	1	2	3	0	14	18%
4-Somewhat Likely	0	3	4	7	4	9	27	36%
5-Very Likely	10	4	2	4	5	3	28	37%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.00	3.58	4.14	4.00	4.17	4.08	3.99	

TABLE 3. Completing the Teacher Cadet Program

	BR	PF	PV	HH	SB	LC	N	%N
Completing the Teacher Cadet Program								
1-Not Likely	0	1	0	1	0	0	2	3%
2-Somewhat Unlikely	0	1	0	2	0	0	3	4%
3-Undecided	0	0	2	1	1	3	7	9%
4-Somewhat Likely	5	3	2	5	1	4	20	26%
5-Very Likely	13	7	3	5	10	6	44	58%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.72	4.17	4.14	3.79	4.75	4.23	4.33	

There were seventy-six responses to Question 2, “In what grade level would you prefer to teach?” The responses were divided into three major categories, grades K-3 and 9-12th grades, each made up one-third of the total responses, at thirty-seven and thirty-three percent respectively. The remaining choice possibilities made up the remaining thirty-one percent. It should be noted that if the K-3 and 4th-6th grades were to be combined into an elementary school category they would represent almost half of the respondents at fifty-three percent. The response data for Question 2 were presented in Table 4.

There were seventy-two responses to Question 3, “In what subject area would you prefer to teach?” Four of the students selected more than one response to this question, invalidating their replies. The majority of the replies tended to be centered on the academic areas of teaching. English/Language Arts and Social Studies received the largest percent of responses out of the fourteen choices, at nineteen and seventeen respectively. Art/Music was the most popular response from the six elective courses that were presented. The critical need areas from the review of literature, Technology

Education and Family and Consumer Sciences, received no responses at all. The data for Question 3 was presented in Table 5.

TABLE 4. Grade Level Data

	BR	PF	PV	HH	SB	LC	N	%N
K-3	2	7	3	5	5	6	28	37%
4th-6th	5	4	1	0	0	2	12	16%
7th- 8th	4	0	0	3	1	1	9	12%
9th-12th	7	1	3	5	6	3	25	33%
Post-Secondary	0	0	0	1	0	1	2	3%
TOTALS	18	12	7	14	12	13	76	100%

TABLE 5. Subject Area Data

	BR	PF	PV	HH	SB	LC	N	%N
English/Language Arts	3	2	1	4	2	2	14	19%
Science	2	1	0	1	1	1	6	8%
Mathematics	4	0	1	0	2	2	9	13%
Social Studies	4	1	2	4	1	0	12	17%
Foreign Language	1	0	1	0	0	1	3	4%
Special Education	1	2	0	0	1	0	4	6%
Art/Music	1	2	0	3	1	0	7	10%
Health/PE	0	0	2	1	0	1	4	6%
Tech Ed	0	0	0	0	0	0	0	0%
Media/Librarian	0	0	0	0	0	0	0	0%
FACS	0	0	0	0	0	0	0	0%
Industrial Technology	0	0	0	0	0	0	0	0%
Counseling/Guidance	0	0	0	1	1	1	3	4%
Other	2	0	0	0	3	5	10	14%
TOTALS	18	8	7	14	12	13	72	100%

Question 4, “How helpful was the Teacher Cadet Program to your understanding each of the following aspects of teaching?” consisted of eleven subheadings. The

subheadings were representative of key concepts that were presented during the school year. All seventy-six student respondents answered all of the subheading questions. The data for each of the sub-headings were presented below in Tables 6 through Table 16.

The first subheading, “Certification Requirements,” data showed that fifty percent of the students replied that the teacher cadet program was somewhat helpful in increasing their understanding of the certification requirements of teaching. The total number of responses had a mean value of 3.78 indicating that the majority of all the students felt that the program was somewhat helpful. The response data for this subheading is displayed in Table 6.

TABLE 6. Certification Requirements Data

	BR	PF	PV	HH	SB	LC	N	%N
Certification Requirements								
1-Not Helpful	1	0	0	2	0	2	5	7%
2-Somewhat Unhelpful	2	0	0	1	1	1	5	7%
3-Uncertain	2	0	1	5	1	1	10	13%
4-Somewhat Helpful	12	7	4	5	4	6	38	50%
5-Very Helpful	1	5	2	1	6	3	18	24%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.56	4.42	4.14	3.14	4.25	3.54	3.78	

The second subheading of Question 4 was “Planning”. The student responses had a mean value of 4.33, indicating that the program was somewhat helpful in their understanding of the planning requirements for teaching. Forty of the 76 students surveyed responded that the program was very helpful in their understanding the planning involved in teaching. The data for this question were presented in Table 7.

TABLE 7. Planning Data

	BR	PF	PV	HH	SB	LC	N	%N
Planning								
1-Not Helpful	0	0	0	1	0	0	1	1%
2-Somewhat Unhelpful	0	0	0	2	0	1	3	4%
3-Uncertain	0	0	0	3	0	3	6	8%
4-Somewhat Helpful	7	4	3	4	4	4	26	34%
5-Very Helpful	11	8	4	4	8	5	40	53%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.61	4.67	4.57	3.57	4.67	4.00	4.33	

The third subheading of Question 4 was “Record Keeping.” The mean value for this subheading was 3.84 indicating that overall the students felt the program was somewhat helpful in their understanding of record keeping. The dispersion of the data was more spread with this question. Forty-three percent of the respondents replied that the course was “somewhat helpful” in their understanding of record keeping and teaching, yet 29 percent of the students were either uncertain or felt the program was unhelpful in some way. The data for “Record Keeping” was shown in Table 8.

The respondent data for the fourth subheading, “Curriculum Issues” had a mean value of 4.09 indicating that the population felt the program was somewhat helpful in their understanding of curriculum issues. Eighty percent of the respondents replied with a positive response of either “somewhat helpful” or “very helpful.” The respondent data for the fourth subheading, “Curriculum Issues” was presented in Table 9.

TABLE 8. Record Keeping Data

	BR	PF	PV	HH	SB	LC	N	%N
Record Keeping								
1-Not Helpful	0	0	0	3	0	0	3	4%
2-Somewhat Unhelpful	2	0	0	2	0	1	5	7%
3-Uncertain	3	0	1	4	2	4	14	18%
4-Somewhat Helpful	7	7	4	5	5	5	33	43%
5-Very Helpful	6	5	2	0	5	3	21	28%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.94	4.42	4.14	2.79	4.25	3.77	3.84	

TABLE 9. Curriculum Issues

	BR	PF	PV	HH	SB	LC	N	%N
Curriculum Issues								
1-Not Helpful	1	0	0	1	0	0	2	3%
2-Somewhat Unhelpful	0	0	0	2	0	1	3	4%
3-Uncertain	3	1	0	2	0	4	10	13%
4-Somewhat Helpful	7	4	6	5	4	6	32	42%
5-Very Helpful	7	7	1	4	8	2	29	38%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.06	4.50	4.14	3.64	4.67	3.69	4.09	

The data for subheading number five, “Instruction Techniques,” had mean value of 4.09 indicating that the population felt that the TCP was somewhat helpful in their understanding of instruction techniques. Sixty-one, or 87 percent, of the seventy-six respondents replied with a “somewhat helpful” or “very helpful” response. The data for subheading number five, “Instruction Techniques” was presented in Table 10.

TABLE 10. Instructional Techniques Data

	BR	PF	PV	HH	SB	LC	N	%N
Instructional Techniques								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	0	0	0	1	0	1	2	3%
3-Uncertain	1	1	1	4	0	1	8	11%
4-Somewhat Helpful	8	3	1	5	2	6	25	33%
5-Very Helpful	9	8	5	4	10	5	41	54%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.44	4.58	4.57	3.86	4.83	4.15	4.38	

Of the seventy-six respondents to the subheading “Assessment Procedures,” thirty-three or forty-three percent answered that the program was very helpful in their understanding of assessment procedures in teaching. The mean value for the population was 4.21 indicating that the population felt the program was somewhat helpful in their understanding of “Assessment Procedures.” Table 11 showed the responses to the subheading “Assessment Procedures.”

TABLE 11. Assessment Procedures Data

	BR	PF	PV	HH	SB	LC	N	%N
Assessment Procedures								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	0	0	0	3	0	0	3	4%
3-Uncertain	3	1	1	2	0	4	11	14%
4-Somewhat Helpful	8	4	1	7	4	5	29	38%
5-Very Helpful	7	7	5	2	8	4	33	43%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.22	4.50	4.57	3.57	4.67	4.00	4.21	

The data for the subheading of “Classroom Management” had a mean value for the responses that was 4.39, indicating that the population felt the program was somewhat helpful in their understanding of classroom management. More than half of the students, 55 percent, responded by describing the program as being “very helpful.” The data for the subheading of classroom management was presented in Table 12.

TABLE 12. Classroom Management Data

	BR	PF	PV	HH	SB	LC	N	%N
Classroom Management								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	2	0	0	0	0	0	2	3%
3-Uncertain	2	0	1	3	0	2	8	11%
4-Somewhat Helpful	6	3	2	7	3	3	24	32%
5-Very Helpful	8	9	4	4	9	8	42	55%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.11	4.75	4.43	4.07	4.75	4.46	4.39	

The subheadings of “Parent/Teacher Relationships and Administrator/Teacher relationships” focused on how the students felt about their understanding of the relationship between teachers and both parents and administrators. The responses to “Parent/Teacher Relationships” had a mean value of 3.75 indicating that the students felt that the program was somewhat helpful in their understanding of teacher relationships with parents.

The mean value for the responses to “Administrator/Teacher relationships” was 3.80. This indicated that the students felt the program was somewhat helpful in their understanding of the relationships between administrators and teachers. These two questions had a wider dispersion than some of the other questions in this section. A larger

number of the students selected “uncertain” for their response. Even with this slight change there was still a trend towards the positive responses from the students. The data for these subheadings was displayed in Tables 13 and 14.

TABLE 13. Parent/Teacher Relationships Data

	BR	PF	PV	HH	SB	LC	N	%N
Parent/ Teacher Relationships								
1-Not Helpful	1	0	0	3	0	1	5	7%
2-Somewhat Unhelpful	3	0	0	0	0	4	7	9%
3-Uncertain	3	2	2	3	1	6	17	22%
4-Somewhat Helpful	6	3	3	5	3	0	20	26%
5-Very Helpful	5	7	2	3	8	2	27	36%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.61	4.42	4.00	3.36	4.58	2.85	3.75	

TABLE 14. Administrator/Teacher Relationship Data

	BR	PF	PV	HH	SB	LC	N	%N
Administrator/ Teacher Relationships								
1-Not Helpful	1	0	0	1	0	0	2	3%
2-Somewhat Unhelpful	2	0	0	4	0	4	10	13%
3-Uncertain	4	2	1	3	1	4	15	20%
4-Somewhat Helpful	3	5	3	2	6	4	23	30%
5-Very Helpful	8	5	3	4	5	1	26	34%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.83	4.25	4.29	3.29	4.33	3.15	3.80	

The last two subheadings dealt with characteristics of employment and opportunity. The mean value for “wages and benefits” was 3.79, which indicated that the students felt that the program was somewhat helpful. The mean value for “opportunities/limitations” was 4.16 which indicated that the students felt that the

program was somewhat helpful in their understanding of the opportunities and limitations of teaching. As with all of the subheadings within this question, a large majority of the students found the program to be either helpful or very helpful in their understanding of the concepts presented. Table 15 showed the respondent data for “Wages and Benefits” and Table 16 showed the data for the “Opportunities/Limitations in Education.”

TABLE 15. Wages and Benefits Data

	BR	PF	PV	HH	SB	LC	N	%N
Wages and Benefits								
1-Not Helpful	1	0	0	2	0	0	3	4%
2-Somewhat Unhelpful	0	0	0	4	0	3	7	9%
3-Uncertain	4	3	1	3	2	2	15	20%
4-Somewhat Helpful	6	7	5	4	4	3	29	38%
5-Very Helpful	7	2	1	1	6	5	22	29%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.00	3.92	4.00	2.86	4.33	3.77	3.79	

TABLE 16. Opportunities/Limitations in Education Data

	BR	PF	PV	HH	SB	LC	N	%N
Opportunities/ Limitations in Education								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	0	0	0	1	0	3	4	5%
3-Uncertain	1	0	0	4	1	4	10	13%
4-Somewhat Helpful	11	5	4	5	4	3	32	42%
5-Very Helpful	6	7	3	4	7	3	30	39%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.28	4.58	4.43	3.86	4.50	3.46	4.16	

The questions for the second page of the survey focused on the goals of the TCP. The fifth question, “The TCP helped me to communicate ideas better,” had a mean value

for the entire population of 4.16. This indicated a tendency toward a “somewhat helpful” response for the population. The data for the fifth question, “The TCP helped me to communicate ideas better,” was presented in Table 17.

TABLE 17. The TCP Helped Me to Communicate Ideas Better.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me to communicate ideas better.								
1-Not Helpful	0	0	0	1	0	0	1	1%
2-Somewhat Unhelpful	0	0	0	3	0	2	5	7%
3-Uncertain	2	6	1	2	1	4	16	21%
4-Somewhat Helpful	12	5	4	6	7	7	41	54%
5-Very Helpful	4	1	2	2	4	0	13	17%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.28	4.58	4.43	3.86	4.50	3.46	4.16	

Question 6, “The TCP helped me identify issues that are important to people,” had a mean value of 3.75 indicating a response of somewhat helpful for the population. Seventy-five of the students responded to this question; one student did not respond to this question. Forty-five percent of the students surveyed responded with the response of “somewhat helpful.” The data for Question 6, “The TCP helped me identify issues that are important to people,” was displayed in Table 18.

Question 7, “The TCP did not help me understand the consequences of social issues,” had a response total of seventy-two students with four students not replying to the question. The entire population mean was 2.47 indicating that the student population responded with an answer of somewhat unhelpful. Potomac Falls High School had the lowest mean of 1.92, and Heritage High School had the highest mean value with a score

of 2.86. The largest percentage of students responded with the choice of “uncertain.” The student responses and mean values were presented in Table 19.

TABLE 18. The TCP Helped Me Identify Issues That Are Important to People.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me Identify issues that are important to people.								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	2	1	0	1	0	0	4	5%
3-Uncertain	5	4	2	4	2	7	24	32%
4-Somewhat Helpful	6	6	4	6	7	5	34	45%
5-Very Helpful	4	1	1	3	3	1	13	17%
TOTALS	17	12	7	14	12	13	75	100%
Mean Value	3.71	3.58	3.86	3.79	4.08	3.54	3.75	

TABLE 19. The TCP Did Not Help Me Understand the Consequences of Social Issues.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP did not help me understand the consequences of social issues.								
1-Not Helpful	3	6	2	1	3	1	16	22%
2-Somewhat Unhelpful	2	1	3	5	2	6	19	26%
3-Uncertain	8	5	2	4	5	4	28	39%
4-Somewhat Helpful	2	0	0	3	0	0	5	7%
5-Very Helpful	0	0	0	1	2	1	4	6%
TOTALS	15	12	7	14	12	12	72	100%
Mean Value	2.60	1.92	2.00	2.86	2.67	2.50	2.47	

Question 8, “Because of TCP, I can more effectively motivate others to reach our common goals,” had a population mean of 3.84 indicating a response of somewhat helpful for the population. The entire population of surveyed students responded to this

question with forty-two percent of the students responding that the TCP was “somewhat helpful.” The data for Question 8, “Because of TCP, I can more effectively motivate others to reach our common goals,” was presented in Table 20.

TABLE 20.

Because of TCP, I Can More Effectively Motivate Others to Reach Our Common Goals.

	BR	PF	PV	HH	SB	LC	N	%N
Because of TCP, I can more effectively motivate others to reach our common goals.								
1-Not Helpful	0	1	0	1	0	0	2	3%
2-Somewhat Unhelpful	0	0	0	3	0	1	4	5%
3-Uncertain	5	3	2	3	1	4	18	24%
4-Somewhat Helpful	10	5	4	4	4	5	32	42%
5-Very Helpful	3	3	1	3	7	3	20	26%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.89	3.75	3.86	3.36	4.50	3.77	3.84	

Question 9, “The TCP helped me participate more effectively as a member of a team,” had a response rate of 100 percent of the students surveyed. The students who responded to this question had a calculated mean value of 3.75 indicating that they felt the program was somewhat helpful. The largest number of students replied with a response of “somewhat helpful.” The response data for Question 9, “The TCP helped me participate more effectively as a member of a team,” was displayed in Table 21.

Question 10, “I gained a stronger sense of the value of good citizenship from the TCP,” had a response rate of seventy-six. The population had a mean value of 3.54, indicating that the population felt the program was somewhat helpful. Stone Bridge had the highest mean value for an individual school at 4.42 indicating that the students here

felt that the program was very helpful to them with regards to this question. Question 10, “I gained a stronger sense of the value of good citizenship from the TCP,” data were displayed in Table 22.

TABLE 21. The TCP Helped Me Participate More Effectively As A Member Of A Team.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me participate more effectively as a member of a team.								
1-Not Helpful	0	0	0	2	0	1	3	4%
2-Somewhat Unhelpful	0	1	0	4	0	0	5	7%
3-Uncertain	5	2	1	4	2	5	19	25%
4-Somewhat Helpful	7	6	5	2	4	6	30	39%
5-Very Helpful	6	3	1	2	6	1	19	25%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.06	3.92	4.00	2.86	4.33	3.46	3.75	

TABLE 22. I Gained a Stronger Sense of the Value of Good Citizenship From the TCP.

	BR	PF	PV	HH	SB	LC	N	%N
I gained a stronger sense of the value of good citizenship from the TCP.								
1-Not Helpful	2	1	0	2	0	2	7	9%
2-Somewhat Unhelpful	1	0	0	4	0	1	6	8%
3-Uncertain	3	3	2	3	1	5	17	22%
4-Somewhat Helpful	8	6	3	4	5	5	31	41%
5-Very Helpful	4	2	2	1	6	0	15	20%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.61	3.67	4.00	2.86	4.42	3.00	3.54	

Question 11, “The TCP helped me understand the importance of individual rights and responsibilities,” had the entire surveyed population to respond. The population mean was 3.75 indicating the population felt that the program was somewhat helpful in their

understanding of rights and responsibilities. Question 11, “The TCP helped me understand the importance of individual rights and responsibilities,” data were displayed in Table 23.

TABLE 23.

The TCP Helped Me Understand the Importance of Individual Rights and Responsibilities.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me understand the importance of individual rights and responsibilities.								
1-Not Helpful	2	1	0	1	0	1	5	7%
2-Somewhat Unhelpful	2	0	0	4	0	0	6	8%
3-Uncertain	2	2	2	2	1	4	13	17%
4-Somewhat Helpful	6	6	4	6	3	6	31	41%
5-Very Helpful	6	3	1	1	8	2	21	28%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.67	3.83	3.86	3.14	4.58	3.62	3.75	

Question 12, “Because of The TCP, I had a stronger interest in promoting the well being of groups and individuals,” had a response rate of seventy-five, with one student from Broad Run not responding. The population’s mean value was 4.04, indicating that the population felt that the program was somewhat helpful in creating a stronger interest in promoting well being of groups and individuals. The population and school data for Question 12 was displayed in Table 24.

Question 13, had a student response rate of seventy-three of the seventy-six students surveyed. Three of the students did not answer the question. The population mean for this question was 2.59, with 25 of the students responding that they were

“uncertain.” The data from Question 13, “The TCP did not help me understand the importance of issues related to quality of life,” was displayed in Table 25.

TABLE 24. Because of The TCP, I Had a Stronger Interest in Promoting the Well Being of Groups and Individuals.

	BR	PF	PV	HH	SB	LC	N	%N
Because of The TCP, I had a stronger interest in promoting the well being of groups and individuals.								
1-Not Helpful	1	0	0	2	0	0	3	4%
2-Somewhat Unhelpful	1	0	0	0	0	0	1	1%
3-Uncertain	4	2	1	6	1	5	19	25%
4-Somewhat Helpful	4	2	2	4	4	3	19	25%
5-Very Helpful	7	8	4	2	7	5	33	44%
TOTALS	17	12	7	14	12	13	75	100%
Mean Value	3.88	4.50	4.43	3.29	4.50	4.00	4.04	

TABLE 25. The TCP Did Not Help Me Understand the Importance of Issues Related to Quality of Life.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP did not help me understand the importance of issues related to quality of life.								
1-Not Helpful	5	4	1	2	3	3	18	25%
2-Somewhat Unhelpful	4	2	2	2	1	3	14	19%
3-Uncertain	6	4	3	4	3	5	25	34%
4-Somewhat Helpful	1	2	1	6	2	0	12	16%
5-Very Helpful	0	0	0	0	3	1	4	5%
TOTALS	16	12	7	14	12	12	73	100%
Mean Value	2.19	2.33	2.57	3.00	3.08	2.42	2.59	

The entire population answered Question 14, and the population mean value was 3.47 showing that the overall population was tending toward uncertain and somewhat helpful responses. Table 26 showed the response data for Question 14, “As a result of the TCP, I better understand the value of Community Participation.”

TABLE 26. As a Result of the TCP, I Better Understand the Value of Community Participation.

	BR	PF	PV	HH	SB	LC	N	%N
As a result of the TCP, I better understand the value of Community Participation.								
1-Not Helpful	3	0	0	2	0	1	6	8%
2-Somewhat Unhelpful	2	1	0	4	0	2	9	12%
3-Uncertain	6	3	0	1	2	7	19	25%
4-Somewhat Helpful	3	6	6	6	5	1	27	36%
5-Very Helpful	4	2	1	1	5	2	15	20%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.17	3.75	4.14	3.00	4.25	3.08	3.47	

Question 15, “The TCP did not help me use study and work time more effectively,” had a response rate of seventy-three with three students failing to respond to the question. The mean value of the responses was 2.51, indicating that the population felt uncertain about the helpfulness in their effective use of study time. Thirty-eight percent of the students responded by selecting that they were “uncertain” if the TCP changed their use of study and work time. The data for Question 15, “The TCP did not help me use study and work time more effectively,” was presented in Table 27.

TABLE 27. The TCP Did Not Help Me Use Study and Work Time More Effectively.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP did not help me use study and work time more effectively.								
1-Not Helpful	5	4	1	1	3	5	19	26%
2-Somewhat Unhelpful	3	1	2	3	4	2	15	21%
3-Uncertain	6	6	2	7	3	4	28	38%
4-Somewhat Helpful	0	1	1	1	1	1	5	7%
5-Very Helpful	2	0	1	2	1	0	6	8%
TOTALS	16	12	7	14	12	12	73	100%
Mean Value	2.44	2.33	2.86	3.00	2.42	2.08	2.51	

All seventy-six of the students responded to Question 16, “While in the TCP, I learned to use information sources more effectively.” The mean value for the responses was 3.68 indicating that the population felt that the program was somewhat helpful. The largest number of students replied that the TCP was somewhat helpful to them learning how to use information sources more effectively. The data for Question 16, “While in the TCP, I learned to use information sources more effectively,” was displayed in Table 28.

TABLE 28. While in the TCP, I Learned to Use Information Sources More Effectively.

	BR	PF	PV	HH	SB	LC	N	%N
While in the TCP, I learned to use information sources more effectively.								
1-Not Helpful	1	0	0	1	0	1	3	4%
2-Somewhat Unhelpful	0	0	1	3	0	2	6	8%
3-Uncertain	4	6	2	2	3	4	21	28%
4-Somewhat Helpful	7	4	3	6	4	4	28	37%
5-Very Helpful	6	2	1	2	5	2	18	24%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	3.94	3.67	3.57	3.36	4.17	3.31	3.68	

The entire surveyed population responded to Question 17, “The TCP helped me organize information in meaningful ways.” The mean value was 3.93. The respondent data showed that forty-seven percent of the students who replied stated that they found that the TCP was somewhat helpful in the organization of information in meaningful ways. Table 29 showed the data collected for Question 17, “The TCP helped me organize information in meaningful ways.”

TABLE 29. The TCP Helped Me Organize Information in Meaningful Ways.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me organize information in meaningful ways.								
1-Not Helpful	0	1	0	1	0	1	3	4%
2-Somewhat Unhelpful	0	0	1	3	0	1	5	7%
3-Uncertain	2	1	1	3	1	1	9	12%
4-Somewhat Helpful	11	6	3	4	3	9	36	47%
5-Very Helpful	5	4	2	3	8	1	23	30%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.17	4.00	3.86	3.36	4.58	3.62	3.93	

The final question of the survey was, “The TCP helped me understand the complexity of assuring quality education for all.” The entire surveyed population responded with a mean value of 4.43, indicating that the students felt that the program was borderline between somewhat helpful and very helpful. The largest number of students, forty-five, selected very helpful for their response. These students made up fifty-nine percent of the overall population. The data for Question 18, “The TCP helped me understand the complexity of assuring quality education for all,” was displayed in Table 30.

TABLE 30. The TCP Helped Me Understand the Complexity of Assuring Quality

Education For All.

	BR	PF	PV	HH	SB	LC	N	%N
The TCP helped me understand the complexity of assuring quality education for all.								
1-Not Helpful	0	0	0	0	0	0	0	0%
2-Somewhat Unhelpful	0	0	1	0	0	0	1	1%
3-Uncertain	2	1	0	4	1	2	10	13%
4-Somewhat Helpful	2	0	4	5	4	5	20	26%
5-Very Helpful	14	11	2	5	7	6	45	59%
TOTALS	18	12	7	14	12	13	76	100%
Mean Value	4.67	4.83	4.00	4.07	4.50	4.31	4.43	

Summary

In this chapter, Findings, the students responses given on the instrument distributed for this study were examined. The purpose of this study was to determine the effectiveness of the Loudoun County Teacher Cadet Program in developing high school students into new teachers. In an effort to accomplish this task, a survey was used that was based upon an instrument developed by another researcher performing a similar study. The instrument was made up of a total of thirty response items and was administered to the current classes of teacher cadet students at the six Loudoun County high schools. A total of seventy-six students responded, four were male and seventy-two were female. The results of the survey were further examined by calculation of the mean values and a short narrative of the data was included, explaining the mean, and why or why not the total population was not represented. The narratives were followed by tables

which presented each question along with the response totals and means for the individual schools.

The preceding chapters have provided the Introduction to the study, a Review of Literature, the Methods and Procedures used to perform the study, and the Findings that resulted from the student responses. In Chapter V, the Summary, Conclusions, and Recommendations, the results of the study will be summarized, and any conclusions and/or recommendations will be made based on the findings of this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will consist of a summary of the information presented in this study. It will make conclusions and recommendations based on the finding of the study. This chapter will contain the following headings: Summary, Conclusions, and Recommendations.

Summary

The purpose of this study was to determine the effectiveness of the Loudoun County Schools Teacher Cadet Program in developing high school students into new teachers. The objectives of this study were to answer the following questions:

1. Determine if students who participate in the Loudoun County Public Schools Teacher Cadet program actually pursue a teaching degree or licensure.
2. Determine the percentage of Teacher Cadet completers who plan to pursue a teaching degree or licensure.
3. Determine if the teacher cadet program of Loudoun County Public Schools prepares students for higher education teaching programs.
4. Determine if the content of the current curriculum prepares students for their respective teaching area of interest.

The review of literature provided the basis and history behind the study. The current perceived teacher shortage and the issues created by the No Child Left Behind Act were cited as reason for the need of a teacher cadet program. The reasons for the teacher cadet program were researched and reviewed. Previous research on the

curriculum goals of the teacher cadet program was also reviewed and a determination was made that there was a need for an updated study of the teacher cadet program.

As with all types of research studies there are limitations that can have an affect on the outcomes. The limitations of this study were as follows:

1. The study was conducted only on students who completed the Teacher Cadet program in Loudoun County Public Schools.
2. The study was conducted during the 2004-2005 school year.
3. The study included students who had participated in the Teacher Cadet program during the 2004 - 2005 school year.
4. Economic backgrounds may affect the responses.

The instrument used to collect the data was a questionnaire based on a previous study of a teacher cadet program. The questionnaire was distributed to the six Loudoun County high schools with an active Teacher Cadet Program. Seventy-six individuals were surveyed, with seventy-two females and four males completing responses. The instrument was composed of eighteen total items, with three of the items requesting the students to describe their characteristics and the remaining fifteen items were centered on the goals and objectives of the teacher cadet program curriculum. The completed questionnaires were returned to the researcher on June 16, 2005.

The data collected from the questionnaires were compiled and tabulated into thirty tables. The data were separated into the individual responses for each category. The response totals for each school, as well as the total responses for the entire population,

were also included. The final item tabulated was the mean values for each school and the population.

Conclusions

The findings of the questionnaires were analyzed and compared to the research objectives initially established in of the study and are listed below:

Objective 1: Determine if students who participate in the Loudoun County Public Schools Teacher Cadet program actually pursue a teaching degree or licensure.

In order to determine if the students who participated in the Loudoun County Teacher Cadet program actually pursue a teaching degree or licensure, the researcher would need to perform an additional survey of former student completers. Originally this study was to involve students from the first class of teacher cadet students, who at this point would be completing their third year of higher education. It was determined that the size of that population would not provide reliable and conclusive data. A former teacher cadet survey was developed as a result of this study that will be completed by these current students at a future date.

Objective 2: Determine the percentage of Teacher Cadet completers who plan to pursue a teaching degree or licensure.

In order to determine the percentage of students that plan to pursue a teaching degree or licensure, the researcher must look at the response data for Question 1. "At each of the following stages how confident did you feel that you would teach?" The first

stage the students were asked to respond about was how they felt when starting the teacher cadet program. At this point thirty-seven percent of the students replied that they felt that it was very likely that they would go on to teach. The mean value for the student data was 3.99, which showed that the overall population was somewhat likely to proceed on with a teaching degree at this time.

The second stage or time the students were asked to respond was how they felt once they had completed the teacher cadet program. The percentage of students who responded with the answer that they were very likely to teach increased to fifty-eight percent with a mean value of 4.33. The mean value still showed that the overall student population falls into the somewhat likely category. The important factor to note was that upon completing the teacher cadet program an additional sixteen students responded that they would very likely teach. This represented twenty-one percent of the overall surveyed population.

Objective 3: Determine if the teacher cadet program of Loudoun County Public Schools prepares students for higher education teaching programs.

As with Objective 1, it was difficult to determine whether or not the program prepared students for higher education teaching programs with only surveying the current high school class of students. This objective required that the students be surveyed after their respective graduation dates. The students would need to have completed a portion of their higher education courses to obtain data that would be reflective of the level of preparation required for this objective. It was determined that the currently available

population was not large enough to provide reliable and conclusive data for this objective. A former student survey was developed for distribution at a later date.

Objective 4: Determine if the content of the current curriculum prepares the students for their respective teaching area of interest.

In order to determine if students felt that the curriculum prepared them for their teaching area of interest, the researcher must look at data from former students who have gone on to pursue a teaching degree or licensure. Again this was to be done during a future survey of this class of students. Research can determine how well the current students felt the curriculum covered the objectives and goals stated in the teacher cadet program description. Researchers could do this by looking at the response data for Question 3. The students responses showed that overall they felt that the teacher cadet program was somewhat helpful in their understanding of all of the aspects of teaching listed on the survey. This would indicate that the students felt that the curriculum somewhat prepares them for the areas that were surveyed.

Researchers can also look at the response data for Questions 5 through 18 when discussing the curriculum objectives for the teacher cadet program. The overall population had a student mean that indicated a somewhat helpful range for all but three of these items. This would indicate that the curriculum has had a positive impact on whether students choose teaching careers as well as the activities the students were completing promoted high self-esteem, mutual respect, and a sincere appreciation for individuals. The three remaining items, Questions 7, 13, and 15, were questions that required that students respond to a question asked in a negative fashion. These questions all had a

mean average of 2.47, 2.59, and 2.51. These means all fell within the uncertain range. These questions also were questions that had a less than one-hundred percent response rate. The researcher determined that the wording of the questions and the selection choices may have affected the student responses.

Recommendations

From these conclusions, the researcher makes the following recommendations:

The study itself had an exceptional response rate with one-hundred percent of the students returning the surveys. This should create a high level of reliability, yet there were some students who completed the survey questions incorrectly, which made their responses invalid. This could partially be due to errors in the design and construction of the survey. The current student survey should be modified, in the ways listed below, to allow the students to more accurately make their responses.

1. Adjust the grade level choices to be Pre-School, Elementary (K-6), Middle School (7-8), High School (9-12), and Post-Secondary School.
2. The inclusion of a question regarding whether or not completion of the teacher cadet program changed the student's view on whether or not they would pursue teaching and why or why not.
3. Change the wording on Question 4 to "The Teacher Cadet program was helpful in my understanding of each of the following aspects of your perspective teaching area."
4. Provide directions for Question 5 through 18 explaining that the topics are goals or outcomes of the teacher cadet program.

5. Change the response options for Questions 4 through 18 from the exiting choices of “Not helpful, somewhat unhelpful, Uncertain, Somewhat helpful, and Very helpful,” to “Strongly disagree, disagree, uncertain, agree, and strongly agree.”
6. The teachers of the current class of students should be consulted further about the survey items to determine their relevancy.

The researcher also recommends the creation of a former student survey and distribution of this survey to the students who participated in this survey in three to four years. This will generate data that will allow for findings and conclusions to be made regarding Objectives 1, 3, and 4 which were to: Determine if students who participate in the Loudoun County Public Schools Teacher Cadet program actually pursue a teaching degree or licensure, Determine if the teacher cadet program of Loudoun County Public Schools prepares students for higher education teaching programs, and Determine if the content of the current curriculum prepares the students for their respective teaching area of interest. Anyone attempting to replicate this survey should have access to an appropriate population of both current and former students in order to obtain the necessary data to achieve the study objectives.

The researcher would also recommend that the teachers of each schools individual teacher cadet program actively recruit students from the respective high teacher need areas of Technology Education, Family and Consumer Sciences, Special Education, and Trade and Industrial Education. This could be done through a variety of ways, such as, classroom visits by the Teacher Cadet Instructor. In addition, Teacher Cadet rogram

students could participate in college trips that visit teaching universities for an informational tour of the high need areas of teaching.

The researcher also recommends that the program facilitators actively recruit male student participants based on the results that the program currently only has a five percent male population. This could be done in the same fashion as the recruitment for the high need teaching areas through activities like classroom visits and participation in school activities such as elective fairs.

The study fully met one of the established objectives and partially met a second. If the study was to meet all four of the established objectives both the survey and the populations that were surveyed would have to be adjusted. This population was primarily composed of middle to upper-middle class students who have an above average grade point. If the same study was done in an urban or lower-class setting the results may have been different. It should also be stated that even though the curriculum is specifically set for the instructor, it is apparent when looking at the response breakdown by school that there is variations in what and how goals are actually being achieved. Hopefully this information will benefit future researchers and have a positive affect on the teacher cadet programs.

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APPENDICES

Appendix A, Teacher Cadet Student Survey

Appendix B, Cover Letter to Teacher Cadet Instructors

APPENDIX A

Teacher Cadet Student Survey

Teacher Cadet Student Survey

School: _____ Gender: _____ Male _____ Female

Directions: Please answer each of the following questions by circling the answer that most accurately describes your opinion.

At each of the following stages of the teacher preparation process, how confident did you feel that you would teach?

1-Not Likely	2-Somewhat Unlikely	3-Uncertain
4-Somewhat Likely		5-Very Likely

- | | | | | | |
|-----------------------------------------|---|---|---|---|---|
| a. Starting the Teacher Cadet Program | 1 | 2 | 3 | 4 | 5 |
| b. Completing the Teacher Cadet Program | 1 | 2 | 3 | 4 | 5 |

In what grade level would you prefer to teach? (Select ONE)

- | | |
|--------|-------------------|
| a. K-3 | d. 9-12 |
| b. 4-6 | e. Post-Secondary |
| c. 7-8 | |

In what subject area would you prefer to teach? (Select ONE)

- | | |
|--------------------------|--------------------------------|
| a. English/Language Arts | h. Health/Physical Education |
| b. Science | i. Technology Education |
| c. Mathematics | j. Media/Librarian |
| d. Social Studies | k. Family and Consumer Science |
| e. Foreign Language | l. Industrial Technology |
| f. Special Education | m. Counseling/Guidance |
| g. Art/Music | n. Other |

Answer the following Questions by rating your opinion from 1 – 5.

1-Not helpful	2-Somewhat helpful	3-Uncertain
4-Somewhat helpful		5-Very helpful

How helpful was the Teacher Cadet Program to your understanding each of the following aspects of teaching?

- | | | | | | |
|-------------------------------|---|---|---|---|---|
| a. Certification requirements | 1 | 2 | 3 | 4 | 5 |
| b. Planning | 1 | 2 | 3 | 4 | 5 |
| c. Record Keeping | 1 | 2 | 3 | 4 | 5 |
| d. Curriculum issues | 1 | 2 | 3 | 4 | 5 |
| e. Instructional Techniques | 1 | 2 | 3 | 4 | 5 |
| f. Assessment procedures | 1 | 2 | 3 | 4 | 5 |
| g. Classroom management | 1 | 2 | 3 | 4 | 5 |

h. Parent/teacher relationships	1	2	3	4	5
i. Administrator/teacher relationships	1	2	3	4	5
j. Wages and benefits	1	2	3	4	5
k. Opportunities/limitations in education	1	2	3	4	5
The Teacher Cadet Program (TCP) helped me to communicate ideas better.	1	2	3	4	5
The TCP helped me identify issues that are important to people.	1	2	3	4	5
The TCP did not help me understand the consequences of social issues.	1	2	3	4	5
Because of TCP, I can more effectively motivate other to reach our common goals.	1	2	3	4	5
The TCP helped me participate more effectively as a member of a team.	1	2	3	4	5
I gained a stronger sense of the value of good citizenship from the TCP.	1	2	3	4	5
The TCP helped me understand the importance of individual rights and responsibilities.	1	2	3	4	5
Because of the TCP, I had a stronger interest in promoting the well being of groups and individuals.	1	2	3	4	5
The TCP did not help me understand the importance of issues related to quality of life (e.g. literacy, health, economic well-being, participation in the democratic process).	1	2	3	4	5
As a result of the TCP, I better understand the value of community participation.	1	2	3	4	5
The TCP did not help me use study and work time more effectively.	1	2	3	4	5
While in the TCP, I learned to use information sources more effectively.	1	2	3	4	5
The TCP helped me organize information in meaningful ways.	1	2	3	4	5
The TCP helped me understand the complexity of assuring quality education for all.	1	2	3	4	5

APPENDIX B

Cover Letter to Teacher Cadet Instructors



LOUDOUN COUNTY PUBLIC SCHOOLS

CAREER AND TECHNICAL & ADULT EDUCATION
102 NORTH STREET, NW
LEESBURG, VIRGINIA 20176
703-771-6406
703-771-6409 (FAX)



May 5, 2005

TO: Teacher Cadet Teachers

FROM: Shirley L. Bazdar, Director, Career and Technical Education *SLB*
Cara L. LeGrys, Supervisor, Career and Technical Education *CL*

RE: Teacher Cadet Student Survey

Please have your students complete the enclosed "Teacher Cadet Student Survey."
Students are to fill in their school name ONLY. Please complete the surveys and return them to our office by June 13, 2005. Thank you in helping us to begin a self-assessment of our Teacher Cadet Course.