

*Texas Collaborative for  
Excellence in Teacher Preparation*



## **TxCETP 2004 Scholars' Survey Report**

**Prepared for:**

TxCETP

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# TxCETP 2004 Scholars' Survey Report

## Introduction

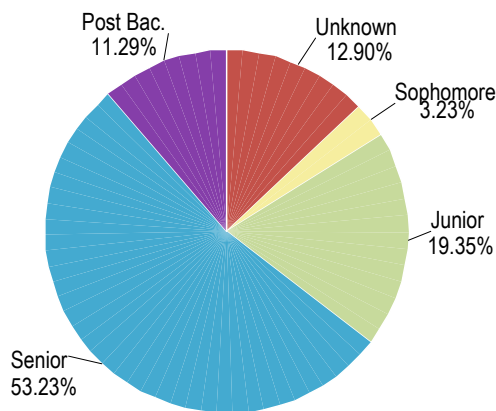
During the spring of 2004, current and graduated TxCETP scholars were invited to participate in an on-line survey that solicited feedback regarding their scholarship and attitudes towards their teacher preparation program.

A total of 131 current scholars (current scholars/past scholars who had not yet graduated) and 46 graduated scholars were identified from the TxCETP campuses. However unidentified email addresses and other reasons led to 123 (94%) of the 131 current scholars and 39 (85%) of the 46 graduated scholars being contacted regarding the survey via email. Of the current scholars who were invited to participate in the survey, 62 (50%) took part while 10 (26%) of the graduated scholars took part. The greater percentage of current scholars participating in the survey may be a result of less difficulty in obtaining accurate email addresses for this group, as well as their presently having an active relationship with their scholarship and teacher preparation program.

The surveys for graduated and current scholars were nearly identical; a survey can be found in the appendix. The graduated scholars survey contained an extra question regarding reasons for leaving the teaching profession if this had occurred. Current and graduated scholars survey results are compared within this report in order to depict differences and similarities between the two groups. It is important for the reader to keep in mind that current scholars are at different stages in their teacher preparation program as depicted by college class in Figure 1, hence they have different levels of experience and familiarity with their teacher preparation program.

## Demographics

**Figure 1**  
**Current Scholars' College Class (N=62)**



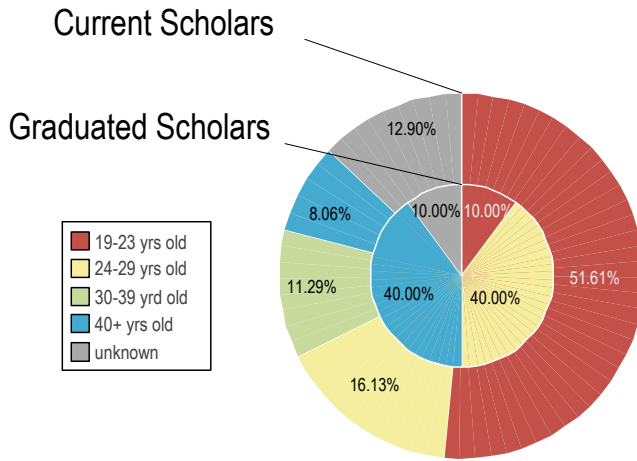
**College Class (Current Scholars Only):** Of the 62 surveyed current scholars, there were 3% sophomores, 19% juniors, 53% seniors and 11% post-baccalaureate students; 13% did not report their college class.

**Scholars' Ethnicity:** Respondents to the Current Scholars Survey were 70% White/Anglo, 11% Hispanic/Latino, and 2% Native American; 18% did not report their ethnicity. All of the graduated scholars who responded to the question regarding ethnicity (9 out of 10) were White/Anglo.

**Scholars' Gender:** Seventy-eight percent of both current scholars and graduated scholars reported being females.

**Figure 2  
Scholars' Age**

(Current Scholars: N=62; Graduated Scholars: N=10)



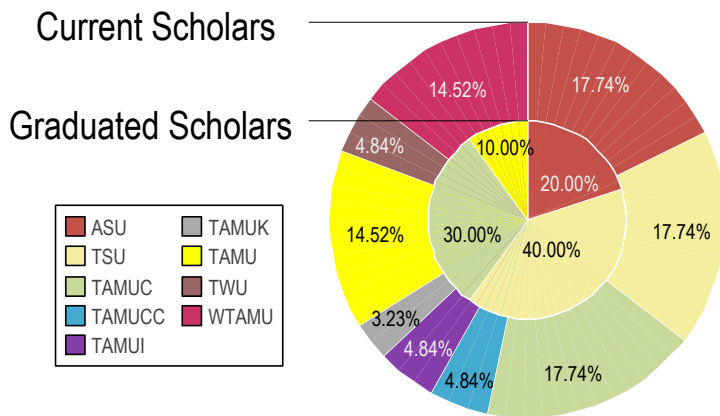
(13%) current scholars were not reported.

**Scholars' Age:** Approximately half (52%) of the responding current scholars were between the ages of 19 and 23, representing a "traditional" college-aged student. The remaining current scholars were "non-traditional" students: 16% were 24-29 year olds, 11% were 30-39 year olds, 8% were 40+ year olds. Graduated scholars were significantly older than current scholars, as was expected: 10% were 19-23 year olds; 40% were 24-29 year olds, and 40% were 40+ year olds. The ages of 1 graduated scholar (10%) and 8

## TxCETP Scholarship Details

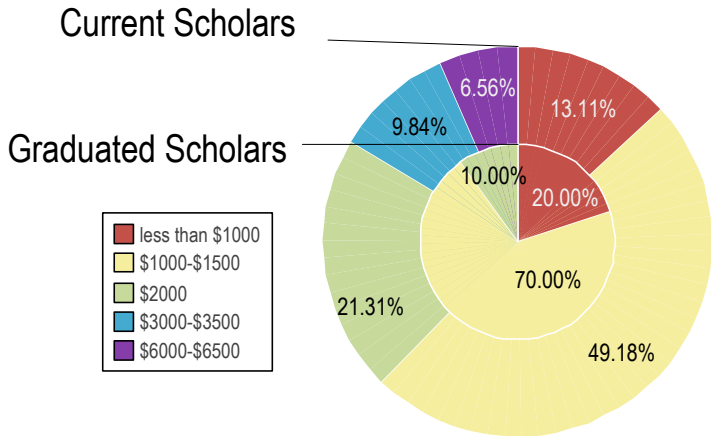
**Figure 3  
TxCETP Campus**

(Current Scholars: N=62; Graduated Scholars: N=10)



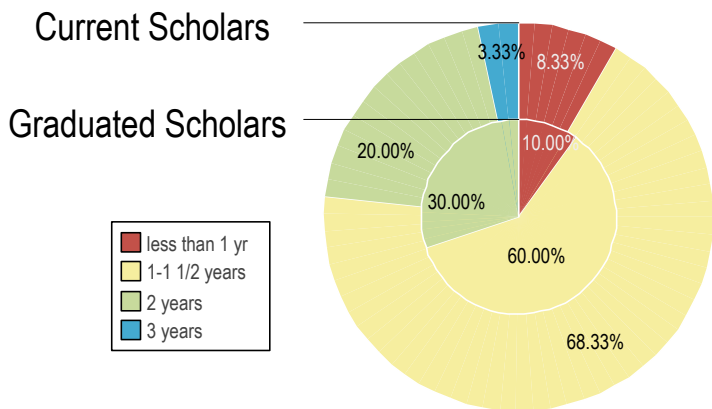
**Scholars' TxCETP Campus Affiliation:** Respondents to the Current Scholars Survey were from all TxCETP campuses except PVAMU, with the largest number from TAMUC (18%), TSU (18%) and ASU (18%). Respondents to the Graduated Scholars Surveys were from TSU (40%), TAMUC (30%), ASU (20%) and TAMU (10%). It is important to note that TxCETP campuses implemented scholarships on different timetables.

**Figure 4**  
**Amount of Money Per Year**  
 (Current Scholars: N=61; Graduated Scholars: N=10)



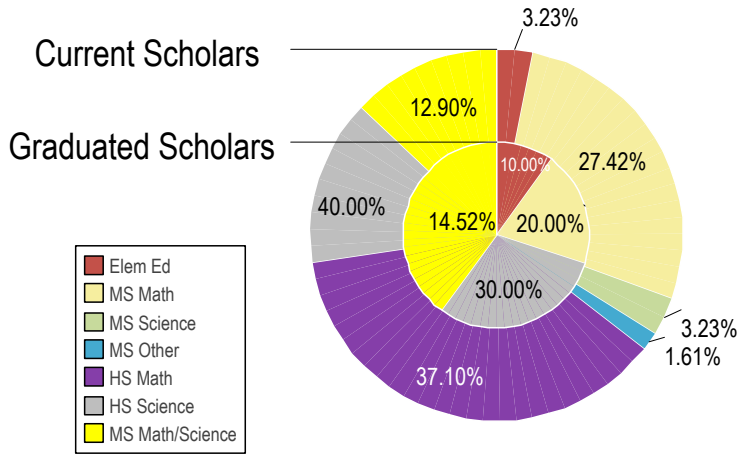
**Amount of Money per year:** Nearly half (49%) of current scholars received between \$1000 and \$1500 per year while 21% received \$2000 per year, 13% received less than \$1000 per year, 17% received \$3000 or more per year. Almost three-quarters of graduated scholars (70%), received a scholarship for between \$1000 and \$1500 per year. One response was missing regarding scholarship amount.

**Figure 5**  
**Number of Years of Funding**  
 (Current Scholars: N=60; Graduated Scholars: N=10)



**Number of Years of Funding:** The number of years of funding was very similar for current and graduated scholars. In both groups, the majority of students received funding for 1-1 1/2 years (current: 68%; graduated: 60%). The second most frequent number of years of funding in both groups was two years (current: 20%; graduated: 30%) followed by less than 1 year (current: 8%; graduated: 10%). Two current scholars reported receiving 3 years of funding. Two responses about scholarship length were missing.

**Figure 6**  
**Certification Working Towards or Area Certified to Teach**  
 (Current Scholars: N=60; Graduated Scholars: N=10)



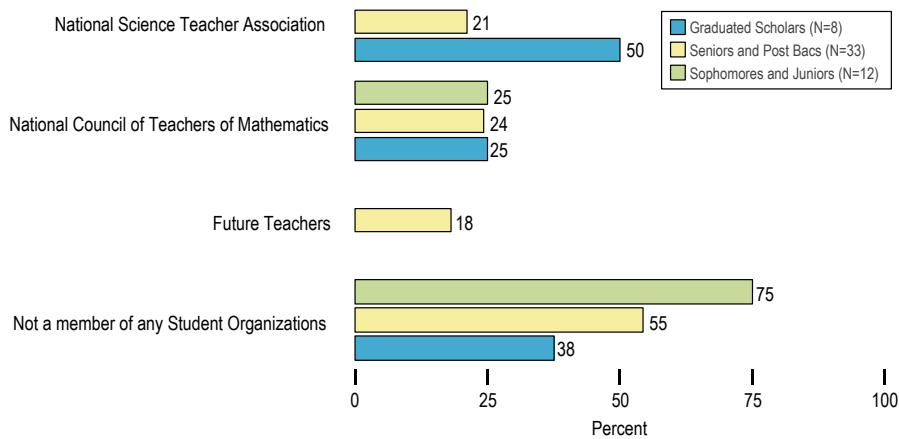
**Scholars' Certification Area:**  
 The most well-represented certification areas that current scholars were working towards include High School Math (37%), Middle School Math (27%) and High School Science (15%). Graduated scholars' certifications included Middle School Math and Science (40%), High School Science (30%) and Middle School Math (20%). Three percent of current scholars and 10% of graduated scholars reported their

certification area as Elementary Education.

**Involvement in Student Organizations for Teaching-Profession:**

Figure 7 presents the percent of students by college class level (graduated scholars; sophomores and juniors; and seniors and post-baccalaureates) who are/have been members of the following organizations for students interested in becoming teachers.

**Figure 7**  
**Organizations for Students Interested in Becoming Teachers**  
**Percent of Students Who are/Have been Members of the Following**



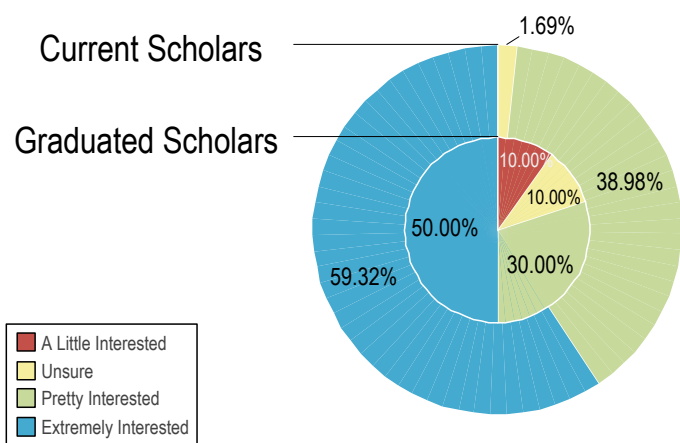
\*Please note, some scholars indicated participation in more than 1 student organization

The graduated scholar respondents appear to have had the highest rates of participation in organizations for students interested in becoming teachers with 50% reporting involvement in the National Science Teacher Associations and 25% reporting involvement in the National Council of Teachers of Mathematics, while 38% reported that they were not members of any of the student organizations. However this may be a result of graduates having joined these organizations after graduation.

About half (55%) of seniors and post-bacs reported not participating in any of the student organizations while approximately one-quarter (24%) reported participation in the National Council of Teachers of Mathematics, 21% in the National Science Teachers Association and 18% in Future Teachers. Sophomores and Juniors reported the least amount of participation in organizations for students interested in becoming teachers: three-quarters (75%) reported not being a member of any of the organizations and one-quarter (25%) reported membership in the National Council of Teachers of Mathematics.

**Leadership Roles in Student Organizations:** Of the 5 graduated scholars who reported participation in organizations for students interested in becoming teachers, 1 (20%) indicated having been involved in a leadership role. One-third (5 of the 15) of seniors and post-bacs reported having held leadership roles along with two-thirds (2 of the 3) of sophomores and juniors.

**Figure 8**  
**Interest in Being a Teacher Prior to Entering**  
**Teacher Preparation Program**  
 (Current Scholars: N=60; Graduated Scholars: N=10)



**Interest in Being a Teacher Prior to Entering Teacher Preparation Program:** Almost all (98%) of current scholars reported being “extremely interested” or “pretty interested” in becoming teachers prior to entering their teacher preparation program. Slightly more than three-quarters (80%) of graduated scholars reported being “extremely interested” or “pretty interested” while 10% were “unsure” and 10% were “a little interested”.

**Change in interest in teaching as a result of your teacher preparation program:**

Current and Graduated Scholars’ Surveys respondents were asked in an open-ended question “How has/did your interest in teaching change(d) as a result of your teacher preparation program?”. Forty-nine current scholars and 8 graduated scholars responded to this question. The full list of responses can be found in the appendix. Responses to this question were characterized into types of answers: those indicating an increase in interest; those indicating no change in

interest; and those indicating a decrease in interest and/or a complaint about their teacher preparation program.

Thirty two of the 49 current scholars depicted an increased interest in teaching as a result of their teacher preparation program, 8 responses indicated no change in interest, and 9 indicated a decrease in interest and/or a complaint about their teacher preparation program. Remarks indicating an increased interest from current scholars included comments like:

*“As a result of my teacher preparation program, I have grown to love teaching even more than I did before.”*

*“It has given me a greater desire to teach. It has also helped me have a deeper appreciation for the occupation and the difficulties I may encounter.”*

*“I am more excited and feel better prepared.”*

Examples of neutral remarks include:

*“It hasn’t really changed at all.”*

*“My interest has not changed. I am still as enthusiastic about teaching as I was before.”*

The responses that reported a decrease in interest and/or a complaint about their teacher preparation program often addressed specific concerns with their teacher preparation program such as:

*“I have had some very poor models during my college career.”*

*“Decreased some mostly because I am feeling less and less prepared to teach due to the fact that I am not confident with developing lessons and utilizing technology the way that seems to be expected.”*

Nearly all of the graduated scholars responses (7 out of 8) indicated an increase in interest in teaching as a result of their teacher preparation program. Responses included:

*“I developed a greater passion for teaching.”*

*“The teacher preparation program put a realistic impression on me of what teaching would be, and it prepared me for the day-to-day work that must be done.”*

The one remark indicating a complaint about his/her teacher preparation program was:

*“...I learned nothing about being a good teacher from my education professors. However, my last semester when I was a student teacher was extremely beneficial.”*

**Entrance into the Teaching Profession:** All 10 of the graduated scholars reported having taught after graduating from a TxCETP campus; 1 graduated scholar reported that she is no longer teaching due to “child-rearing/pregnancy” and “personal reasons”. Ninety-two percent of responding current scholars indicated that they were “very likely” to teach after college.

**Reasons for Deciding to Teach:** Graduated and current scholars were asked in an open-ended question “Why did you decide to become a teacher?” There were 51 responses from current scholars and 9 from graduated scholars; the full list of responses is included in the appendix. Among the current scholars, some responses were:

“Most students avoid science. I hope to make careers in science more attractive.”

“Because I get a lot of satisfaction from seeing students success.”

“I love math and hope to encourage my students to do the same.”

Graduated scholars responses included:

“Teaching provides a happy atmosphere, and you get to be involved in the lives of so many unique people, young and old.”

“Teachers may be the only consistent adult role model some children may ever have.”

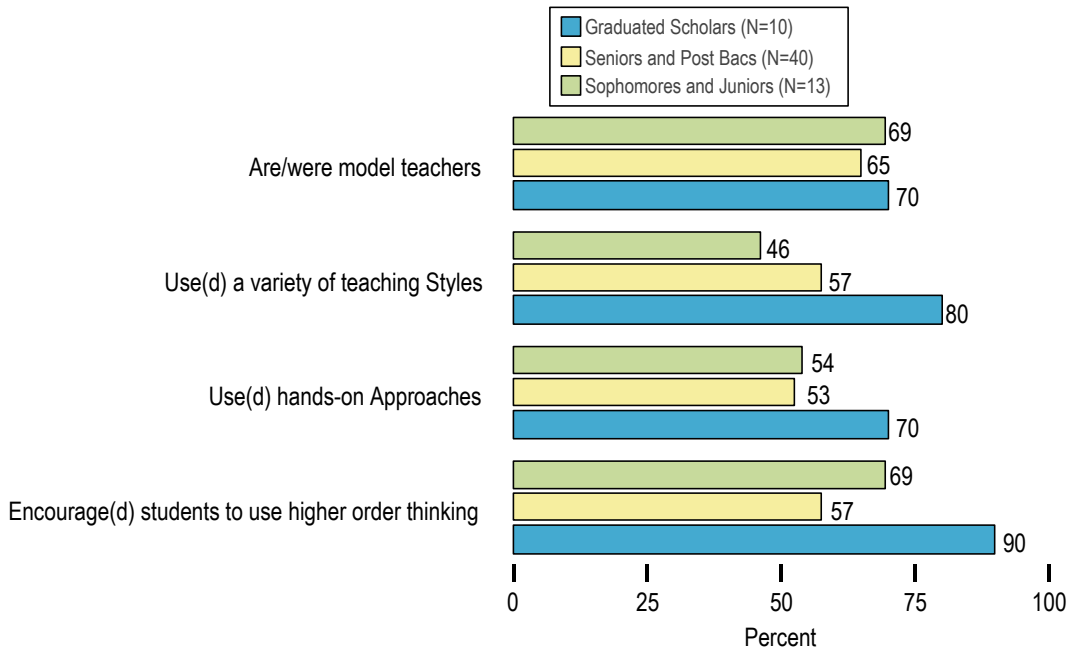
## Evaluation of Teacher Preparation Program

The following section of this report presents scholars’ responses to questions about the content and quality of their teacher preparation program. The data is reported by student class level, with graduated scholars reported separately, sophomores and juniors reported together and seniors and post-bacs reported together. The 8 current scholars (13%) who did not report their college class have been excluded from the following section.

Figure 9 reports the percent of scholars who responded “all of the time” to statements about instructors in their teacher preparation program.

**Figure 9**  
**Instructors in My Teacher Preparation Program**  
**Percent of Scholars who responded “All of the time” to the Following Statements**

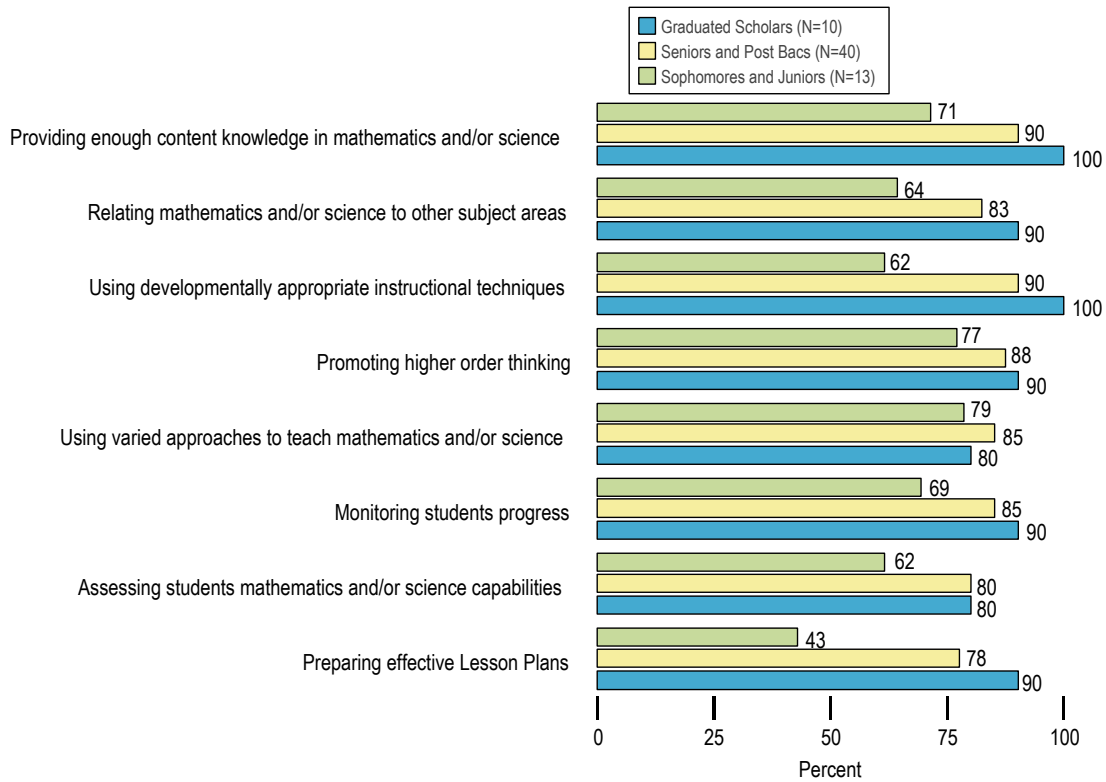
*Instructors in my teacher preparation program...*



Across all statements, graduated scholars rated instructors in their teacher preparation program more highly than both groups of current scholars. One statement with notable variation between groups was: “Encourage(d) students to use higher order thinking” (graduated: 90%; seniors/post-bacs: 57%; sophomores/juniors: 69%). Conversely, the statement with the most similar ratings between groups was “Are/were model teachers” (graduated: 70%; seniors/post-bacs: 65%; sophomores/juniors: 69%).

Figure 10 reports the percent of scholars rating their **preparation for teaching mathematics and science** as “good” or “excellent”. Graduated scholars rated their preparation for teaching mathematics and science more highly than both groups of current scholars on 6 of the 8 items.

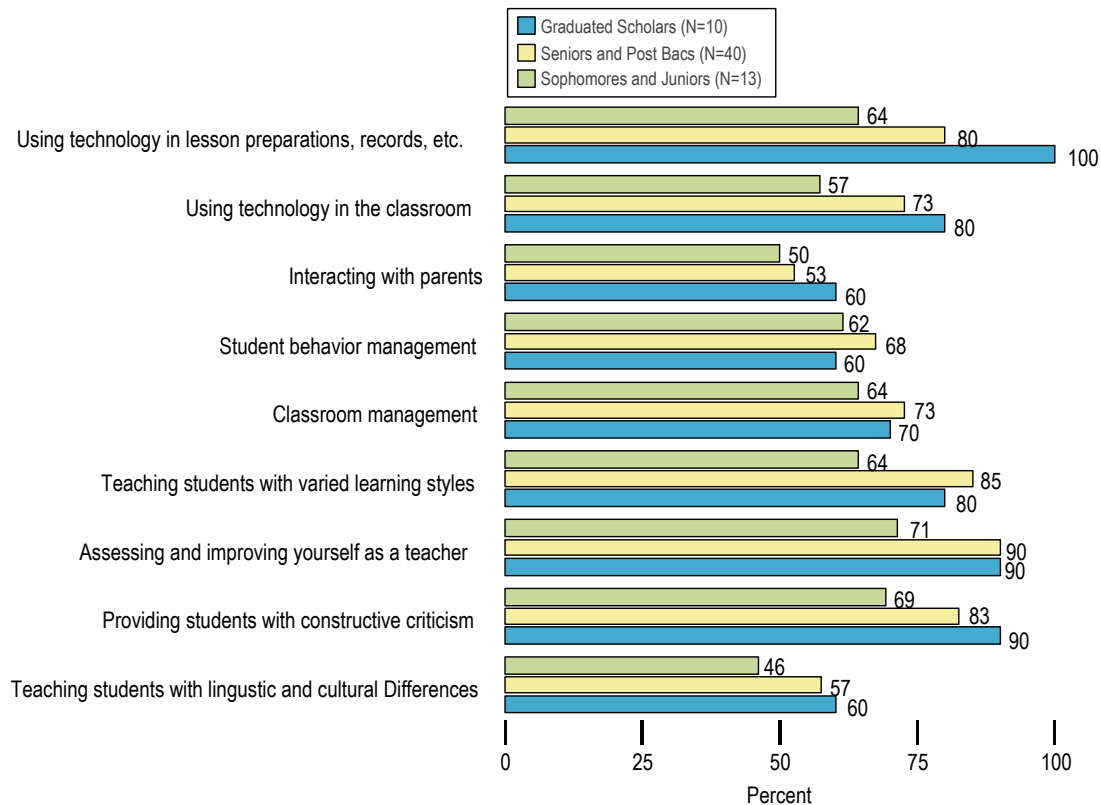
**Figure 10**  
***Preparation for Teaching Mathematics and Science***  
**When you graduated from College (Graduated Scholars) or currently (Current Scholars)**  
**Percent rating preparation as “Good” or “Excellent”**



Across all 8 categories the seniors and post-bacs rated their preparation more highly than the sophomores and juniors. The two items with the greatest variation between groups were “Preparing effective Lessons Plans” (graduated: 90%; seniors/post-bacs: 78%; sophomores/juniors: 43%) and “Using developmentally appropriate instructional techniques” (graduated: 100%; seniors/post-bacs: 90%; sophomores/juniors: 62%).

Figure 11 reports the percent of scholars rating their **preparation for teaching in general** as “good” or “excellent”.

**Figure 11**  
**Preparation for Teaching in General**  
**When you graduated from College (Graduated Scholars) or currently (Current Scholars)**  
**Percent rating preparation as “Good” or “Excellent”**

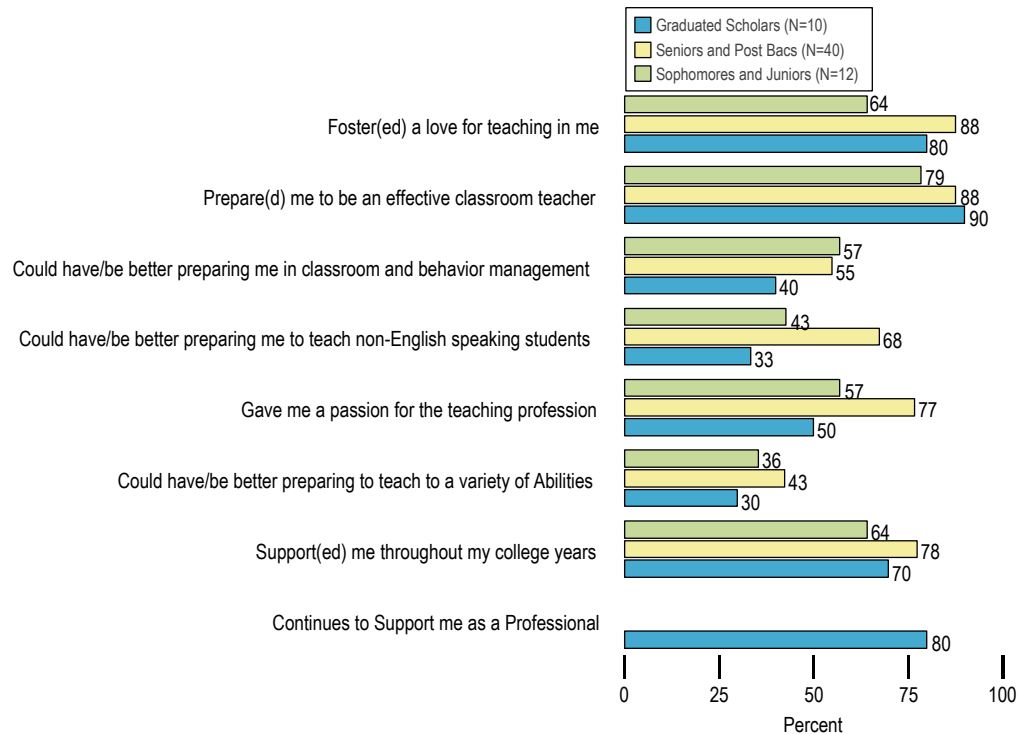


Graduated scholars rated their **preparation for teaching in general** more highly than both groups of current scholars in 5 out of the 9 items (55%), compared to 75% of items **in preparation for teaching mathematics and science**. “Assessing and improving yourself as a teacher” (graduated: 90%; seniors/post-bacs: 90%; sophomores/juniors: 71%) and “Providing students with constructive criticism” (graduated: 90%; seniors/post-bacs: 83%; sophomores/juniors: 69%) were rated the most highly among all groups of scholars. On the other hand, 70% or less of all scholars felt their preparation for teaching in general was “good” or “excellent” in the following areas: “Interacting with parents” (graduated: 60%; seniors/post-bacs: 53%; sophomores/juniors: 50%), “student behavior management” (graduated: 60%; seniors/post-bacs: 68%; sophomores/juniors: 62%) and “teaching students with linguistic and cultural differences” (graduated: 60%; seniors/post-bacs: 57%; sophomores/juniors: 46%).

Figure 12 reports the percent of respondents who “agree” or “strongly agree” with the following statements regarding their teacher preparation program.

**Figure 12**  
**Teacher Preparation Program**  
**Percent of Scholars who “Agree” or “Strongly Agree” with Following Statements**

**My Teacher Preparation Program....**



More than three-quarters of all scholars “agree” or “strongly agree” that their teacher preparation program “prepare(d) me to be an effective classroom teacher” (graduated: 90%; seniors/post-bacs: 88%; sophomores/juniors: 79%). In the three items were scholars rated their teacher preparation program as ‘could have/be better preparing me, graduated scholars “agree” or “strongly agree” less often than current scholars. However, across all 3 questions, 30% or more of each group “agree” or “strongly agree” that their teacher preparation program: “Could have/be better preparing me in classroom and behavior management” (graduated: 40%; seniors/post-bacs: 55%; sophomores/juniors: 57%), “Could have/be better preparing me to teach non-English speaking students” (graduated: 33%; seniors/post-bacs: 68%; sophomores/juniors: 43%), and “Could have/be better preparing me to teach to a variety of abilities” (graduated: 30%; seniors/post-bacs: 33%; sophomores/juniors: 46%). Lastly, 80% of graduated scholars indicated that they “agree” or “strongly agree” that my teacher preparation program “Continues to support me as a professional”.

**Scholarships Role in Allowing Recipients to do More in Preparing to Teach:**

Respondents were asked in an open-ended question “How did your scholarship allow you to do more in preparing to be a teacher?”. Of the 62 current scholar respondents, 50 responded to this open-ended question along with 9 of the 10 graduated scholars; all responses to this question are

included in the appendix. The most common responses were classified into three groups: being able to concentrate more on coursework and studying (23 current scholars and 4 graduated scholars); relieving a financial burden (16 current scholars and 5 graduated scholars); and participating more in professional activities (11 current scholars).

Examples of responses that exemplified the ability to concentrate more on coursework and studying include:

*“I am able to concentrate more on my schoolwork, rather than putting in longer hours at my job to pay for school.”*

*“The financial assistance has given me the ability to focus more on schoolwork – to ensure I get as much out of every assignment we have.”*

Respondents who indicated their scholarship relieved a financial burden often said things like:

*“I have used this scholarship to purchase items that I need now in my classes as well as materials that I will need as a first year teacher.”*

*“Because of the inability to work during student teaching, the scholarship helped with the cost of school that year and ultimately allowed me to finish my student teaching.”*

Lastly, responses from those who stated they were able to participate in more professional activities included:

*“This scholarship has allowed me to go to different organizations and presentation that I would not have been able to attend.”*

*“This has allowed me to work with programs that I would not have interacted with otherwise. It really broadened my perspectives about teaching math.”*

### **Scholars Suggestions for Improving the Scholarship Process:**

Scholars were also asked “What suggestions do you have for improving the scholarship process (applying, receiving, etc.)?”. About half (23 of 45) of the current scholars who responded to this question indicated that they felt the process worked well or that they had no suggestions. Common suggestions from the remaining half of current scholar responses were categorized into the following groups: have funds available earlier in the semester (9 responses); increase information to all students about scholarships and to recipients about their scholarship (7 responses); and 6 other unrelated suggestions including an on-line application, a one-time application, and community activities. Of the 8 responding graduated scholars, half were happy with the process or indicated they had no suggestions. The remaining graduated scholars recommended increasing information to all students about scholarships and to recipients about their scholarship (3 scholars) and early notification, perhaps through an on-line system (1 scholar). The complete list of responses to this question is available in the appendix.

One example of a response that recommended having scholarships available earlier in the semester was:

*“Have the students receive the scholarships earlier in the semester so that they know they have received one and can work with faculty on projects and research. Now, we find out in the middle or end of the semester when it is almost too late to work on meaningful projects.”*

Scholars who recommended increasing information about scholarships often said things such as:

*“More notification of awards and more advertisement of the scholarship. I knew nothing about the scholarship until my final year in school.”*

Lastly, some other suggestions include:

*“It would be nice to only have to apply one time.”*

*“The current scholars should not have to resubmit new letters of recommendation.”*

## Conclusions and Recommendations

Overall, it appears that responding scholars have found their TxCETP scholarships very helpful in alleviating financial burdens, allowing themselves to focus on their coursework and studies, and freeing up time for participation in professional activities. Responding scholars came from diverse backgrounds with respect to age, certification areas, and TxCETP campuses while they were less diverse in ethnicity. Two-thirds or more of responding current and graduated scholars received scholarships between \$1000 and \$2000, and had funding for 1 or 2 years. While the majority of the sophomore and junior current scholars were not active in organizations for students interested in becoming teachers, many of the senior and post-bac current scholars and graduated scholars indicated participation. The organization for students interested in becoming teachers with the highest rate of participation was the National Council of Teachers or Mathematics, in which nearly one-quarter of all scholars reported participation.

Responding scholars' evaluation of their teacher preparation programs differed notably between groups of scholars; graduated scholars rated the instructors in their teacher preparation program higher than the current scholars across all items and rated their preparation for teaching math and science and teaching higher across more than half of the items surveyed. Specific areas in which both graduated and current scholars' ratings were relatively low were in **preparation for teaching in general**. TxCETP leaders may want examine courses intended to help prepare students for the common challenges of teaching, specifically in the areas of 'Interacting with parents', 'Student behavior management', 'Classroom management', and 'Teaching students with linguistics and cultural differences'.

Scholars' open-ended comments regarding suggestions for improving the scholarship process revealed two common suggestions: have funds available earlier in the semester and increase dissemination of information to students about the scholarship. TxCETP may want to have funds

available to scholars in the beginning of the semester so that scholars can use funds for professional activities, books, supplies, etc throughout the semester. Additionally, increasing students' knowledge of the scholarship and its requirements will likely increase the number of applicants. These reforms may make the TxCETP scholarship application and receipt process smoother, thus increasing the participation and success of the scholarship and its associated programs.



# **APPENDIX**

# SCHOLARS SURVEY – 2004

*The following survey is the Current Scholars Survey. The Current Scholars Survey and the Graduated Scholars Survey were nearly identical. Current scholars were asked all questions in the present tense while graduated scholars were asked most questions in the past tense. Graduated scholars were also asked: “Are you currently teaching?” and if not they were asked “Why did you decide to leave the teaching profession?”*

## Your Scholarship

1. What TxCETP Campus do you attend?

- Angelo State University
- Prairie View A & M University
- Tarleton State University
- Texas A & M - Commerce
- Texas A & M - Corpus Christi
- Texas A & M International
- Texas A & M - Kingsville
- Texas A & M University
- Texas Woman's University
- West Texas A & M University

2. Are you enrolled in the teacher preparation program?

- Yes  No

3. Please describe the nature of the NSF scholarship you have/had:

The amount of money per year: \$

The number of years of funding:

4. Please check any of the following student organizations for students interested in becoming teachers that you are a member of.

- NSTA  NCTM  Future Teachers  None

Other, please specify

5. Are you involved in any leadership roles in the student organization(s) you selected?

- Yes  No

6. In what area are you working towards certification?

- Elementary Education
- Middle School (4-8) mathematics
- Middle School (4-8) science
- Middle School (4-8) other
- High School (8-12) mathematics
- High School (8-12) science
- High School (8-12) other
- Special Education
- None
- Other, please specify

## Your Teacher Preparation Program

7. In general, the instructors in my teacher preparation program...

	None of the time	A little of the time	Some of the time	All of the time
...encourage students to use higher order thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use hands-on approaches to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use a variety of teaching styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are model teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How interested in being a teacher were you prior to entering the teacher preparation program?

- Not really interested  A little interested  Unsure  Pretty interested  Extremely interested

9. How likely is it that you will teach after graduation?

- Unlikely  Somewhat Likely  Not Sure  Likely  Very Likely

10. Please rate your preparation for TEACHING MATHEMATICS AND/OR SCIENCE in the following areas:

	Poor	Fair	Satisfactory	Good	Excellent
Preparing effective mathematics and/or science lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing students' mathematics and/or science capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring students' progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using varied approaches to teach mathematics and/or science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting higher order thinking among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using developmentally appropriate instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relating mathematics and/or science to other subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing enough content knowledge in mathematics and/or science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please rate your preparation for TEACHING IN GENERAL in the following areas:

	Poor	Fair	Satisfactory	Good	Excellent
Teaching students with linguistic and cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students with constructive criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing and improving yourself as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students with varied learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology in lesson preparations, records, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. My teacher preparation program...

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
...is fostering a love for teaching in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is preparing me to be an effective classroom teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...could be better preparing me in classroom and behavior management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...could be better preparing me to teach non-English speaking students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is giving me a passion for the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...could be better preparing me to teach to a variety of abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is supporting me throughout my college years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How has your scholarship allowed you to do more in preparing to be a teacher?

14. What suggestions do you have for improving the scholarship process (applying, receiving, etc)?

15. Why did you decide to become a teacher?

16. How has your interest in teaching changed as a result of your teacher preparation program?

## Demographics

17. College Class:

- Freshman  Sophomore  Junior  Senior  Post Bac.

18. Ethnicity (optional):

- White/Anglo  Black/African American  Asian  Hispanic/Latino  Native American  
 Other, please specify

19. Gender:

- Male  Female

20. Age:

## CURRENT SCHOLARS SHORT ANSWERS – SPRING, 2004

### **Q13a: How has your scholarship allowed you to do more in preparing to be a teacher?**

1. The funds provided through the TxCETP scholarship allowed me to: focus on my studies more and not have to work and take more classes so I could finish sooner.
2. It has allowed me to do more things since I don't have to worry about money as much. It has also presented some unique opportunities that I would not have had otherwise.
3. This scholarship has allowed me to go to different organizations and presentations that I would not have been able to attend.
4. The scholarship has allowed me to not worry so much about paying for the tuition and has guided me to volunteer as a tutor at a local middle school. Being with the students and helping them through their troubles has made me love teaching even more.
5. It has allowed me more time to my studies. I am able to attend school only and not have to hold down a job.
6. Motivated me to focus more of my preparation for teaching and gave me a greater appreciation for the numerous opportunities I have.
7. With the help of paying for my tuition and other expenses, I have not had to hold a full-time job. I have been able to spend time in schools to tutor and observe other teachers, due to the fact that I do not have to be at work.
8. The obvious answer would be funding. With this scholarship, I have been allowed funds to achieve my goals to become a teacher. It's a shame that college cost money and being a teacher is no different. My goal is to become a guide for the future and I will do all that I can to make that happen and the scholarship has helped.
9. I have tried to become more involved with different teachers and students of different grades.
10. It has lessened the financial burden so that I can focus completely on my school.
11. As we all know, teachers spend their own money on materials for their classroom. This scholarship has helped me tremendously. I have used this scholarship to purchase items that I need now in my classes as well as materials that I will need as a first year teaching.
12. Right now with two of us going to college, the money for classes was too tight to be able to take as many classes as I'd like to have taken. So the scholarship allowed me to take more classes this semester.
13. It has allowed me to concentrate on my studies by providing financing I would have to come up with.
14. This has allowed me to work with programs that I would not have interacted with otherwise. It really broadened my perspectives about teaching math.
15. It has helped me pay for my schooling

### **CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004**

- Without my scholarships, I would have to have a part-time job to pay for school.
16. The scholarship lets me spend more time on studies and my family without worrying about money.
  17. The TxCETP Scholarship has allowed me to spend more time in my studies rather than working extra hours to make money in order to pay for tuition and supplies.
  18. I am able to concentrate more on my school work, rather than putting in longer hours at my job to pay for school.
  19. The scholarship helped me offset a few costs associated with going to school. The scholarship would have helped a lot more had I received it while doing my student teaching, but I did not.
  20. The money awarded to me has allowed to be able to limit the number of hours I work so that I can focus on learning the content of the teacher preparation program and mathematic concepts I will need to effectively teach children.
  21. It has given me the money to take more teaching courses.
  22. This scholarship helps me to pay for tuition at school, which helps me to prepare for being a teacher.
  23. More money means I was able to devote more time to my education.
  24. It has allowed me more time to focus on my studies in becoming a teacher.
  25. My Scholarship has allowed me to concentrate on on the task at hand; becoming a good teacher, and helped me from having to worry as much about how I'm going to pay some of my bills.
  26. it has given me the freedom to focus on school without holding a job.
  27. I do not have to worry too much about having a job or where I will get money to pay for books and tuition because of this scholarship. Not having to work a full-time job helped me use my time to do other teacher preparation things.
  28. The scholarship allows me to volunteer more of my time to tutor since I don't have to get a job.
  29. Because of the inability to work during student teaching, the scholarship helped with the cost of school that year and ultimately allowed me to finish my student teaching.
  30. More time can be dedicated to my education as a teacher.
  31. My scholarship has allowed me to take more Biology classes to better advance my skills in the science field. I feel taking classes during this day and age can help me to understand the different learning styles of the professors to help me out in my future classroom.
  32. It has allowed me to live on campus, which has given me the opportunity to become more involved in campus organizations.
  33. helps with the cost for buying supplies and materials for teaching.
  34. The financial assistance has given me the ability to focus more on schoolwork - to ensure I get as much out of every assignment we have.

### **CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004**

35. Concentrate on Chemistry as a specialty

So often, we get caught up in the financial burden a college education can cause. This amazing scholarship takes that away because it pays a large portion of my tuition and fees, thus allowing me to concentrate more on my education. The

36. The scholarship has provided me with a partnership with a local junior high school where I was able to tutor sixth grade students in math. Also, I will be able to attend a math conference in San Antonio this July where I will continue to build my knowledge in mathematics.

37. It has allowed me to be more involved in the learning process of junior high students. I have been tutoring at Canyon Junior every week for the TxCETP program.

38. Not really anything at all. I received a one time scholarship for \$300. I was very grateful and it did help me to purchase a couple of books for one of my classes.

39. It has allowed for time to be spent in public schools and also time spent with the community through programs and activities.

40. It has allowed me with funds to pay for school expenses without worrying about them. That has let me focus my attention to my teacher preparation program.

41. I am able to plan accordingly the classes I will be able to take in order to graduate by my expected completion date. If I had not had the scholarship, I would not be able to take as many classes as I would have liked.

42. It has allowed me to go further in my interest in teaching and preparing me to be a better classroom teacher.

43. It has allowed me to plan lessons during student teaching instead of working.

44. I was involved in many extracurricular activities because of my scholarship, which helped me grow professionally.

45. It takes away worries about paying bills, while I'm studying

46. Being awarded the scholarship I did not have to work as much and more time could be spent learning. The scholarship also helped me to explore new organizations and meet a variety of people.

47. This is my first semester to receive the scholarship. I feel that the tutoring that is required is allowing me to strengthen my teaching skills.

48. I did not have to work part time to finish my education. It allowed me to spend more time on my studies.

49. This scholarship helped our situation so that I did not have to work during my student teaching semester. This allowed me to have a lot of time to prepare lessons and focus on my teaching. I had more opportunity than friends and classmates who had to work in the evenings after teaching all day.

50. Being on a scholarship meant that I no longer had to work part time for the university and therefore I could focus fully on my education and teacher preparation.

## CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

### Q14a: What suggestions do you have for improving the scholarship process (applying receiving, etc.)?

1. It would be nice to have the funds available during the registration process instead of at the end of the semester.
2. None really
3. The only suggestion that I have is to make sure that students know that they qualify for the scholarship.
4. Both applying and receiving were easy processes; therefore, I would not change a thing.
5. It would be nice to receive a letter that confirms we have received the scholarship in the mail telling me that I won it and how much it was for and when I would receive it.
6. Everything has worked well in the past.
7. Promptness would be an issue, since I was notified that I was receiving a scholarship but I received nothing because of a clerical error.
8. None
9. None
10. It takes too long to receive funds
11. Have the students receive the scholarships earlier in the semester so that they know they have received one and can work with faculty on projects and research. Now, we find out in the middle or end of the semester when it is almost too late to work on meaningful projects.
12. None
13. It would be nice to only have to apply one time. After that, someone could just review my information to see if I still am in good standings.
14. I have been receiving the scholarship so late in the semester that I am applying the money to the next semester. This hasn't been a problem because it is still very useful.
15. More notification of awards and more advertisement of the scholarship. I knew nothing about the scholarship until my final year in school.
16. None
17. I didn't receive my scholarship this semester until there were 3 weeks of school left. Receiving my scholarship earlier in the semester would be helpful.
18. I would have liked to receive the scholarships at the time my tuition bill was due.
19. n/a
20. I'm not aware of all the parameters and variables that affect all aspects of the scholarship process enough to make a knowledgeable assessment.
21. receiving it sooner to the time of tuition dir dates and book buying

#### **CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004**

22. I am not really sure. I think the process was organized and convenient already. I did not really have too much trouble.
23. none
24. I thought the process was simple and effective.
25. none
26. At this point, I see the scholarship process has no need to improve. I feel the process needs no improvement.
27. None really, just make sure every recipient gets a list of expectations for when they receive the scholarship.
28. The current scholars should not have to resubmit new letters of rec.
29. Process seems pretty smooth the way it presently works...maybe allow for online application submission?
30. It is adequate
31. None, the process was very simple. I guess the only suggestion I have is to maybe advertise more. I had no idea this scholarship existed until my teacher mentioned it to me.
32. None. It was rather easy to apply for this scholarship and the campus director made it very easy to receive.
33. Make them more accessible to students who are not on campus all the time. When you are working and have to go to school at night, there is no-one to help answer your questions or maybe to get the paper work turned in to them.
34. Be as involved as you can.
35. None
36. None
37. None
38. The process is simple and satisfactory.
39. It would be nice to have more information on the expectations and more communication with a "sponsor" or mentor teacher.
40. It would be cool if TxCETP organized activities that involved the community
41. None
42. I feel that the process is simple enough. I think that there should be more defined guidelines regarding the expectations of recipients though.
43. None
44. It was all simple. No improvements.
45. receiving funds always took a REALLY long time... as in LATE in the semester. This made it difficult.

## CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

### Q15a: Why did you decide to become a teacher?

1. I have always wanted to teach. I love to learn and want to pass that love onto future generations.
2. Originally it was just a back up plan, but after I got into the education program I realized I had a passion for teaching. I want to make a difference in peoples lives.
3. I decided to become a teacher because I want to make a difference in the lives of others. I had some teachers in grade school and high school who really inspired me to follow in their footsteps in becoming a teacher. I truly feel that teaching is my calling in life.
4. I loved helping peers who were struggling through school and have loved helping others through their high school and college years in the area of math. Science is my second love and would like to learn more about it along with the students.
5. I love to interact with children and I want my students to learn to appreciate mathematics.
6. I grew a passion for working with high school students through church and math has always been something that I enjoyed. So combining the two would allow me to use my talents to serve and teach high schoolers.
7. I enjoy being in front of the classroom and revealing interesting facts to people. I also enjoy the middle school and high school age students and find them exciting to be around.
8. I like to help others and I am good at getting children interested and feel important. With these abilities, what else would be better?
9. I love to teach and see students learn.
10. I had thought that I wanted to be a teacher since I was a young girl, but tried a variety of other areas. Yet I continued to return to the teaching field and finally decided to pursue it whole-heartedly.
11. I know that I can make a difference in the lives of many children. I am willing to do what it take to ensure that every child is not left behind. Children are my passion. I have had many wonderful role models including my mother. This is what I want to do with my life.
12. 1) I want to be able to help the kids learn and understand the world around them and put it into a personal context. Using science and math as a model might not sound like the best place to start at first, but helping the kids to take an abstract concept and put it into concrete terms will help them take abstract terms (like terrorism) and put it into concrete terms -- if you have that focus going into it, that is. 2) In this environment, teaching is one of the few stable industries out there.
13. I love math and hope to encourage my students to do the same.
14. I have always wanted to teach. I want to change the way that some kids see math.

### CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

15. Because I love math and I am good at explaining things to other people
16. I love math. I want to share that love with children.
17. I enjoy helping people learn new things. As a student that didn't have the support system at home, I am looking forward to helping those in the same situation.
18. I began tutoring or helping other students out in my classes when I was in middle school. I always enjoyed seeing my friends learn something because I helped. Those experiences have multiplied as I have grown older. I am still tutoring my old high school friends at the college level.
19. I enjoy the kids. I also like the fact that I will have almost the same schedule as my own children.
  
20. Because I have a passion for children. I feel that at the middle grade levels students are not given the quality education they deserve. It seems as though there are many EC-4 and High School majors in the program, which serves to prove my point. I want the students in the middle grades to believe that someone does care for them and that someone, other than their parents, want them to succeed. I want to be an advocate for student development.
21. I had a great High School Math teacher. She taught me what it was like to be a teacher and how fulfilling it could be.
22. I have a passion for teaching, and I love children. I love it even more since I've been more involved in elementary and middle schools for classes I'm enrolled in at Angelo State.
23. I have wanted to be a math teacher since I was little.
24. Because I get a lot of satisfaction in seeing students succeed. I also want to see them reach their potential that they have right now, and encourage them in their strengths and weaknesses.
25. I like explaining how things work to people, and it is very fulfilling to see the when they have that epiphany.
26. because I was left behind in school (math & science) and I do not want that for any other children.
27. I have known I wanted to teach since I was 3 years old. I have also been privileged to have had many wonderful and inspiring teachers guide me along. I wanted to be just like them, and now I am. I am working with the best people in the world right now - students - and I would not trade it for anything.
28. I love to help others understand math and science.
29. It wasn't until I had my own children and discovered the need for quality teachers that I decided to become a teacher. I always enjoyed school and felt that I should do my part in providing the same enjoyment for my children.
30. I love helping others and love math. I have always been the one my friends came to with math problems they didn't understand and it gave me a sense of satisfaction when I showed them a different approach and knew that I had helped them.

#### **CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004**

31. I decided to become a teacher when I realized I was in the wrong field of study. I was going for Clinical Laboratory Science when I realized it was all wrong for me. When I took my first education class I knew I was hooked. I was advancing in my classes and really enjoying the professors. After speaking to many other future teachers, I realized my principles and values in the teaching field was right on track with the other students. I found that I wanted to help out students who were planning to attend college. I didn't want them to struggle the way I did when I took college level courses. My high school science teachers did not challenge my mind or gave me any real knowledge in science. That is why I want to become a teacher.
32. I really wanted to find a profession where I could help people.
33. When I was in high school most of the students had trouble understanding the material the teacher was trying to convey. I understood and students started to come to me and ask me to teach them the material. I love doing it and it made me feel fulfilled.
34. After being an SI leader, I saw how poor of a mathematical background my college students had. It made me think that HS math teachers weren't getting through to them, and I thought I could change that.
35. I want to work with children, I was fortunate to have some very strong teachers in 7th & 8th grade who have had lifelong impacts on me. I want to be able to do the same. Middle school is such a critical time of development not only educationally, but also emotionally and physically.
36. Most students avoid science. I hope to make careers in science more attractive.
37. I have had several teachers throughout my life that have inspired me and have motivated me to be the best I could be. Every child deserves to have that, and I hope to be that teacher to many kids someday. A little encouragement can go a long way.
38. I am interested in investing in the future of my students. I work for the Math lab and I have found that many students are being lost in the schools of Texas. I have met many students who have received high school diplomas who cannot even complete a simple multiplication problem. I hope to reach all my students and provide them with the knowledge and support needed for success. I want to my students to be well prepared for their future. I want to give my students the most precious gift they could ever receive, a sound education experience.
39. I love working with the kids!!! It makes me happy to bring something new to the students and be able to show them how to apply it to their lives. What better way to help improve our future than to help prepare our future leaders. This is my calling!
40. I believe that teaching is the most important profession because we teach the future and have a great impact on the future. Also I want to instill the love I have for science into my students.
41. I have always wanted to be a teacher, even as a child. I have carried that passion with me into my time at college.
42. First of all, I love mathematics. It is my passion. Secondly, I love children.

### CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

Although, I will be teaching high school, I think I can make a huge difference in their lives. I look forward to offering a wider variety of learning.

43. I always had an interest in becoming a teacher because I feel that shaping young lives is the best thing that can happen to anyone.
44. I helped tutor in high school and really enjoyed it. I have always enjoyed working with children.
45. Both my mother and my aunt are teachers, and I love math.
46. I like to teach and would like to improve education in Texas
47. I have a great passion for children. My first interest was pediatrics. The thought of losing a child was too hard so I went into teaching. Being able to provide a vast array of knowledge and support to them so they can become successful in their life. Children are inquisitive and like to explore and teaching science can provide many hands on opportunities for them. I want to teach children science is fun and introduce them to a hands on learning style.
48. I want to contribute to the education of our future citizens. I want to teach students that they can learn and use mathematics.
49. I always felt that I could help those who have trouble learning.
50. It is a long story! I have wanted to be a teacher most of my life. I was fortunate to go to an amazing school and had numerous awesome teachers. I just want to be like them and help students to learn and better themselves and make something of themselves in this world because they had a good teacher that cared.
51. I love children.

### Q16a: How has your interest in teaching changed as a result of your teacher preparation program?

1. I have had some very poor models during my college career. They have helped me see how NOT to teach and how much a teacher impacts the students ability and desire to learn. I did have a few good teachers who demonstrated the positive effects a teacher can have.
2. It has changed from an image to a reality. I can actually see myself teaching instead of imagining it.
3. As a result of my teacher preparation program, I have grown to love teaching even more than I did before. I now know what it is like on the "other side". I feel that these preparation courses give me a chance to experience what my future holds.
4. After being in the classroom and seeing what a difference teachers make, I know that I have that calling and love within me to do the same.
5. It has greatly increased.
6. It has made me want to stop taking teacher ed classes because I realize I am learning little about how to teach without actually teaching. They have not taught us how to teach within our area, mine being math, they just give us general things to

### CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

- |     |                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | keep in mind. I am very ready to just get jump in a classroom and learn as I go.                                                                                                                                                                                                                                                                                                                  |
| 7.  | Many of my classes seem as if they could get the point across in one big seminar. Often I feel frustrated and believe that I could be a successful teacher without 4 years of school. In the end, I think that my program has definitely exposed me to many challenges I will meet in the classroom, and I feel some what prepared. I am eager to teach and wish I could be in the classroom now. |
| 8.  | The math department we have here is awesome, the professors are very respectable and have had a great influence on me as a teacher and as a person. however, our lacking in the Education department has not giving me anything useful but what not to do as a teacher.                                                                                                                           |
| 9.  | I am more interested.                                                                                                                                                                                                                                                                                                                                                                             |
| 10. | Definitely. There are even more aspects than I knew before and it is absolutely fascinating.                                                                                                                                                                                                                                                                                                      |
| 11. | I am now looking into entering graduate school. I think that my teaching experience have been very good. I would like to further my education and help more children out.                                                                                                                                                                                                                         |
| 12. | It hasn't, yet. My interest in teaching has remained intact, in spite of much of what has been done and said.                                                                                                                                                                                                                                                                                     |
| 13. | It has given me a greater desire to teach. It has also helped me have a deeper appreciation for the occupation and the difficulties I may encounter.                                                                                                                                                                                                                                              |
|     |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 14. | It has taught me that I can do it. I have learned so much from the teachers and professors that I have worked with.                                                                                                                                                                                                                                                                               |
| 15. | It has enforced my choice to be a teacher.                                                                                                                                                                                                                                                                                                                                                        |
| 16. | I am still interested in teaching, however, at times I feel unsure of my ability to do so.                                                                                                                                                                                                                                                                                                        |
| 17. | When I began taking teacher prep classe it only reinforced my belief that I will be a great teacher one day. I found that it will be completely rewarding for me to teach students throughout my career.                                                                                                                                                                                          |
| 18. | Yes. I believe that I feel even more strongly about becoming a teacher now than I did when I began the program.                                                                                                                                                                                                                                                                                   |
| 19. | I have become more empassioned for the job that I feel called to fulfill.                                                                                                                                                                                                                                                                                                                         |
| 20. | I am currently not enrolled in a teaching program, but will be this coming fall 2004.                                                                                                                                                                                                                                                                                                             |
| 21. | My interest in teaching has intensified as a result of my teacher preparation program. I love being in the classroom.                                                                                                                                                                                                                                                                             |
| 22. | I am more excited and feel better prepared.                                                                                                                                                                                                                                                                                                                                                       |
| 23. | My interest has not changed a lot, except in the fact that the teacher preparation program has given me more confidence, through experience in the classroom, in my teaching abilities.                                                                                                                                                                                                           |
| 24. | I knew it was difficult, but it is a lot more difficult than I thought.                                                                                                                                                                                                                                                                                                                           |

### CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

25. college has really held me in a battle of is this (teaching) what I really want. I have always want to teach, but I often feel they are trying to break me.
26. Now that I am actually in the teaching field, I really wish our education program had done certain things differently because there are many things that I do not feel that I was at all prepared for. For example, I had no clue how big a deal TAKS/TEKS were. I remember them being mentioned three of my education classes and the professors stressing that they would be a big deal, but that was it. I did not really know what they were and what I was going to be expected to do with them. Lesson plan writing is another area I do not think was touched in depth. I understand that every school does it differently, but I really think more groups should have been created, perhaps consisting of students in the same teaching field, and work on sharing ideas and creating lesson plans.
27. I feel more encouraged to do all I can to become a better teacher.
28. I had a wonderful student teaching experience and am more excited than ever to get my own class and put some of the strategies, techniques, etc. that I have learned while in school to work.
29. Decreased some mostly because I am feeling less and less prepared to teach due to the fact that I am not confident with developing lessons and utilizing technology the way that seems to be expected.
30. The teacher preparation program has helped me to prepare for the Texas exams and they have given me advice about specific classes to prepare me for the exams.
31. It hasn't really changed at all.
32. I think some classes just go so far past the fact that you are there to help students learn you kinda for get that is why you wanted to do this in the first place.
33. It's gotten stronger. After being in the classroom, I felt I made a difference in each of my students.
34. My original intention for getting the math/science 4-8 certification was to teach middle school. After observing this past semester in an elementary school a departmentalized fifth grade would be OK too.
35. The teacher preparation program is absolutely amazing. I feel very confident that everything I am learning is preparing me to be a successful teacher in the near future. This semester alone, I have gained valuable knowledge related to classroom management and the importance of varying teaching methods. Our teacher preparation program has only increased my interest in the field of education and I can not wait until the day I can make a difference inside my classroom.
36. Not very much. They have pushed me to become a more knowledgeable person for my students. They have well prepared and I am anxious to become a part of a Texas school system.
37. Not really much at all. The program that I have gone through has given me a lot of good information but it has mainly been geared toward early childhood. I am a middle school teacher and the middle school classes are just now being put into place and they have not helped me at all.
38. It has helped me see the different aspects of teaching. Through the knowledge gained in my teacher preparation program, it has helped me to become more confident as a

### CURRENT SCHOLARS' SHORT ANSWER RESPONSES – SPRING 2004

	teacher and helped me realize how great teaching is and can be.
39.	My interest has not changed. I am still enthusiastic about teaching as I was before. It has taught me things that I haven't thought about, such as classroom management and different teaching styles.
40.	I am more interested in teaching than I ever have been.
41.	I am more aware of the great responsibility we, as teachers, have.
42.	I have gotten more and more excited about getting my own classroom.
43.	My interest in teaching hasn't really changed much. I've learned a lot more and am anxious to put it to use in the classroom.
44.	not much
45.	After the completion of my student teaching I have learned a variety of teaching styles. I have more strategy's for everything to specific subjects, classroom and time management, to simple lessons for revision or extension. I am more confident in my abilities to become a successful teacher.
46.	I have become more determined to become a teacher.
47.	I want to teach more than ever before. I believe I made a difference in the learning process for students.
48.	It hasn't changed a bit!
49.	yes. my interest has grown.

## GRADUATED SCHOLARS SHORT ANSWERS – SPRING, 2004

### **Q14a: How did your scholarship allow you to do more in preparing to be a teacher?**

1.	I am a single mother who was struggling to support my children and achieve my education. The scholarship gave me the opportunity to complete my education. I may not have been able to complete my schooling without the TxCETP scholarship/ Thank you.
2.	My scholarship provided me with the opportunity to focus on becoming a better teacher and allowed me to reflect on my ability as a teacher.
3.	I didn't have to work so the time spent working was spent in school related projects or studying. I was also allowed to use money for student teaching materials and supplies.
4.	it helped me pay my tuition while I was in the alternative program to get my teaching certificate and through the first year of teaching as an internship
5.	It helped out for one semester
6.	I did not have to get a job to pay for school, so I had more time to work on lesson plans and my studies.
7.	I used my scholarship money for tuition and books.
8.	The scholarship allowed me the time to focus on my studies and teacher preparation rather than having to get a part time job.
9.	I didn't have to get another job during student teaching; therefore, I could concentrate solely on teaching.

### **Q15a: What suggestions do you have for improving the scholarship process?**

1.	Advertising...I was in my third year before I heard about the scholarship. The application was not difficult, but I could have benefited more if I had been on the scholarship earlier.
2.	Informing future teachers that the scholarship is available to them.
3.	Applying and receiving the scholarship was easy.
4.	no improvements are necessary
5.	I could have use more help applying and the application process
6.	I was very happy with it.
7.	none
8.	Maybe online application and notification so that it is quicker.

### **Q16a: Why did you decide to become a teacher?**

1.	I love Math, and I love teaching children. I have volunteered in public schools for many years. I knew I wanted to teach.
2.	My love for children and a feeling of service to my community.

3.	I love children and believe that children need adults to share their daily lives with them. Teachers may be the only consistent adult role model some children may ever have.
4.	I enjoy teaching
5.	Devine intervention
6.	Because I have always enjoyed teaching.
7.	It is my calling, and I love it.
8.	To make a difference in the lives of children.
9.	Teaching provides a happy atmosphere, and you get to be involved in the lives of so many unique people, young and old.

**Q17a: How did your interest in teaching change as a result of your teacher preparation program?**

1.	I became more interested.
2.	I developed a greater passion for teaching and helped me grow professionally.
3.	My interest was broadened. I learned how much is demanded of teachers beyond the 6-7 hours in the classroom. This was intimidating as well as a mental and professional challenge.
4.	I realized how much I needed to learn
5.	it didn't change, but I became more aware of the difficulty being a public school teacher
6.	At first I was a little discouraged because I learned nothing about being a good teacher from my education professors. Those courses were a waste of time. However, my last semester when I was a student teacher was extremely beneficial.
7.	Because of some excellent mathematics instructors, I chose Math as my field of specialization. No one was more surprised by this than I!
8.	N/A
9.	The teacher preparation program put a realistic impression on me of what teaching would be, and it prepared me for the day-to-day work that must be done.