

Bachelor of Education Graduate Follow-Up Survey Report

December 2011

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Cataloguing-in-Publication Data

Main entry under title.

Bachelor of education follow-up survey report / Nova Scotia. Department of Education.

ISBN: 978-1-55457-450-6

1. College graduates – Employment – Nova Scotia. I. Nova Scotia. Department of Education.
331.11423–ddc 22 2011

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1.0 Summary of Key Findings

The 2010 Bachelor of Education Graduate Follow-up Survey was conducted by Thinkwell Research on behalf of the Nova Scotia Department of Education. The research objectives were to examine the current employment profile of recent graduates and to obtain opinions of the program and insights into graduate experiences.

The population for this survey included those who graduated in 2008 or 2009 from the four Bachelor of Education (BEd) degree-granting institutions in Nova Scotia at that time. Respondents were surveyed one or two years after graduation. The response rate for the survey was 41.7% and the completion rate was 40.0%.

The following is a summary of the key findings from the survey.

Graduate Employment Profile

Most (89%) of the Bachelor of Education graduates who responded to the survey have had some form of teaching experience since graduation, including substitute teaching. Just over half (53%) of all respondents were considered to be employed in a teaching position at the time of the survey (permanent, 12%; probationary, 9%; or term, 32%). Over one-third (36%) of respondents were teaching in substitute positions, with an average of 109 days per year spent substitute teaching.

Most of the respondents who held teaching positions were employed by a public school system (85%) and just over three-quarters were teaching in Nova Scotia (77%). The most common subjects taught by respondents employed in a teaching position were English (39%), Social Studies (38%), French (31%), Science (30%), and Mathematics (29%).¹ Almost half of respondents with a teaching position (48%) taught at the elementary level, while 32% taught at the junior high level and 34% at the senior high level.²

Graduate Educational Background

Respondents were asked what degree(s) they had completed, or were in the process of completing, prior to entering the BEd program. The majority of respondents indicated they had completed a Bachelor of Arts degree (65%), with 19% completing a Bachelor of Science degree, 5% a Bachelor of Fine Arts/Music, and 3% a master's degree (not specified).

Just under half of graduates surveyed (46%) indicated they were endorsed to teach at the elementary level, with 45% endorsed at the secondary level, and 9% endorsed at both the elementary and secondary levels. Of those endorsed to teach at the

1. Respondents could teach more than one subject.

2. Respondents could teach at multiple grade levels.

elementary level, just under half (47%) have a specialization in at least one of the four areas available at that level: French (31%), Physical Education (12%), Visual Arts (11%), or Music (6%). For those endorsed at the secondary level, the most common teachables include Social Studies (60%), English (44%), French (27%), Mathematics (22%), and Science (21%).³

Just over 30% of respondents indicated that teaching was not their first career choice, and attributed the switch to teaching to *changing their minds about their careers, lack of work in their original choices of work, or not having the appropriate educational background for their first choice*.

Overall Program Experience

When asked to give an overall rating for their BEd program, 29% of respondents felt their program was *excellent* and 47% felt it was *good*. Almost one-quarter (24%) felt their program was *fair* (19%) or *poor* (5%). When thinking of the program as a whole, only 27% of respondents say the program prepared them *very well* for teaching.

In retrospect, when asked if they would take the Bachelor of Education program over again, 68% say they *definitely would*, 26% said they were *unsure*, and 6% said they *definitely would not*. Just over half (56%) of respondents said they *definitely would* choose the same institution again.

Teacher Education Content and Knowledge

Graduates are varied in their opinions of the usefulness of various coursework related to the BEd program. Although respondents generally found most of the coursework useful, in some cases graduates reported a significant gap between the emphasis placed on a subject and its usefulness. For example, respondents felt these areas were much more useful than was emphasized in their coursework: *classroom management, motivating students to learn, conflict resolution, and strategies for interacting with parents*.

Respondents were at least fairly confident in many of the knowledge and skill areas of teaching. However, in over half of the areas identified, 20% or more of graduates indicated they did not feel confident—for example, *differentiated instruction and assessment for student engagement* (24% not confident); *classroom management* (29% not confident); *year-long lesson planning* (40% not confident); and *teaching in multi-age or multi-grade classrooms* (55% not confident).

3. Respondents could have teachables in more than one area.

Student Teaching Experience (Practicum Placement)

Respondents reported experiencing multiple practicum placements during their BEd program, the most common being either two (46%) or four (40%) placements. Almost three-quarters (74%) of graduates believe the length of their placement was *about right*. The majority of respondents (64%) indicate they experienced their practicum placements during a block of time, compared to those who experienced placements for a few days a week over a longer period of time. Almost all (97%) who experienced both types of placements say they found the block to be most useful. Ninety-four percent (94%) of respondents reported completing their placements at schools located in Nova Scotia.

Ratings for the student teaching experience were high among respondents, with most rating the overall experience (92%), the university supervision (85%), and the co-operating teacher (90%) as either *excellent* or *good*. The supervisor–co-operative teacher–student model was believed to be *very effective* by 67% of respondents.

Transition to Teaching

Of those respondents who held teaching positions at the time of the survey (permanent, probationary, or term), 37% had the opportunity to participate in an induction program when they began teaching. Of those who had participated in an induction program, 32% say it was either *very effective* while half say it was only *somewhat effective*. About half (48%) the respondents who were assigned a teacher mentor felt the experience was *very effective*, while 25% felt it was *somewhat effective*.

Choice of University

Of the graduates surveyed, just over half (56%) had applied to Acadia, 51% applied to Mount Saint Vincent, 42% to Saint Francis Xavier, and 14% to Université Sainte-Anne. On average, respondents applied to two schools for their BEd program. The most common factor reported by graduates, when deciding which institution to attend for their BEd program, was the location of the school, followed by its reputation and the perceived quality of the faculty. Just over half (56%) say they would choose the same institution again, while 33% say they are not sure.

The vast majority (91%) of graduates say the school they graduated from was their top choice.

2.0 Introduction and Study Background

The Department of Education commissioned Thinkwell Research to conduct the 2010 Bachelor of Education Graduate Follow-up Survey. The research objectives were to examine the current employment profile of recent graduates and to obtain opinions of the program and insights into graduate experiences. The graduates selected for this study included those who graduated in 2008 or 2009 from the four Bachelor of Education (BEd) degree-granting institutions in Nova Scotia at that time: Acadia University, Mount Saint Vincent University, St. Francis Xavier University, and Université Sainte-Anne.⁴

In 2007, the Minister of Education established a Teacher Education Review Panel with a mandate to “take the pulse” of teacher education in the province. The Review Panel raised six main areas of concern and made 19 specific recommendations. The six areas of concern included: the quality of teacher preparation, responsiveness to teacher supply and demand, rigorous selection of candidates, quality of the student practicum, program length and delivery models, and the need for better communications reflecting an understanding of the needs of today’s classroom.

The Department of Education has undertaken this survey to further understand the perspective of graduates, experiences during their Bachelor of Education program, and their labour market experiences following graduation. This research will inform policy and programming related to the Bachelor of Education program in Nova Scotia.

4. Cape Breton University was approved for a Bachelor of Education program in Spring 2008, with its first graduating cohort in summer 2010.

3.0 Methodology

3.1 Survey Design

The questionnaire used for the 2010 Bachelor of Education Graduate Follow-up Survey was designed by a steering committee that included representatives from the Department of Education and the four universities graduating students from BEd programs in the province at that time (Acadia, Mount Saint Vincent, St. Francis Xavier, and Université Sainte-Anne). Additionally, two focus groups were conducted with recent graduates from Bachelor of Education programs in Nova Scotia. These focus group discussions were used to refine the survey and ensure that the topics covered were appropriate and achieved the identified goals of the research.

The survey was conducted both by telephone (live interview) and in an online format. Given the nature of the two different survey modes, the questionnaire was adjusted to ensure that the language and question formats were appropriate. The questionnaire can be viewed in Appendix B.

3.2 Sample Design and Selection

The survey population consisted of individuals who graduated from a Bachelor of Education program within the Province of Nova Scotia in 2008 or 2009 from Acadia University, Mount Saint Vincent University, Saint Francis Xavier University, and Université Sainte-Anne. The total population (total number of graduates) for this study was 841.

Quotas were identified for each graduation year and institution so that the final survey results were representative of the 2008 and 2009 Bachelor of Education graduation population in Nova Scotia (see 3.4 Completion Results). This means that the number of survey respondents for each university and year were representative of the total BEd program population for each university and year.

The survey population disposition by graduation year and institution are in Table 1 below.

Table 1: Survey population disposition, by institution

Institution	2008	2009	Total
Acadia University	139	139	278
Mount Saint Vincent University	119	129	248
Saint Francis Xavier University	93	110	203
Université Sainte-Anne	46	66	112
Total	397	444	841

3.3 Survey Administration

The survey was conducted over a 15-week period, between May 3 and August 16, 2010. The study was conducted by both live interview telephone surveys and web-based surveys. A pre-test of the survey was conducted with a small number of graduates to ensure that the question form and language were appropriate and easy to understand. No survey edits were required as a result of the pre-test.

Respondents who chose to complete the interview online were provided with a unique PIN to access the survey. The PIN was included with the invitation to participate in the survey. The PIN helped to ensure the confidentiality of responses and allowed the respondent to complete the survey over multiple sessions, if required.

The survey was administered to graduates in either English or French. The language option was provided to the respondents for both survey modes.

A total of 196 respondents completed the survey online and 130 completed the survey by phone.

Beyond the standard methods (telephone and email) of contacting graduates to invite their participation in the survey, a number of graduates were recruited to be ambassadors for the follow-up study. The ambassadors were offered an incentive to contact fellow graduates and encourage them to complete the follow-up study. This was done to help increase the response rate during the final leg of the data collection period.

3.4 Completion Results

The response rate for the survey was 41.7%, and the completion rate was 40.0%. The response rate is calculated as the number of completed surveys (326) divided by the total number of eligible respondents contacted (817).⁵ Only *completed* surveys have been included in our analysis for this report.

The number of completed questionnaires grouped by institution and graduation year can be seen in Table 2 below.

Table 2: Surveys completed, by institution

Institution	2008	2009	Total
Acadia University	58	55	113
Mount Saint Vincent University	45	53	98
Saint Francis Xavier University	33	39	72
Université Sainte-Anne	19	24	43
Total	155	171	326

5. Twenty-four graduates did not have valid contact information (e.g., telephone numbers or email address no longer valid).

3.5 Sampling Error

As with any quantitative study, the data reported in this research are subject to sampling error, which can be defined as the likely range of difference between the reported results and the results that would have been obtained if everyone in the relevant population had been interviewed. Sampling error decreases as the size of the sample increases and as the percentage giving a particular answer moves toward unanimity. Throughout the data collection period, incentives and the use of ambassadors were introduced to help further increase the response rate and reduce the margin of sampling error for this study. In addition, multiple attempts were made to contact graduates through all available contact information (telephone, email, and mail).

At the 95% confidence level (19 times out of 20), the potential sampling error for a sample of 326 is ± 4.2 percentage points.

3.6 Research Limitations

The issue of non-response bias is a concern when conducting graduate follow-up surveys. Non-response bias occurs when differences exist between those who respond to a survey and those who do not.⁶ Follow-up studies of college-age students indicate that non-response bias can be an issue. Much of this research has shown that survey responders tend to differ from non-responders, particularly in terms of higher academic achievement.⁷ As a result, follow-up studies may tend to be biased in a positive direction.

While every effort was made to minimize the impact of non-response bias in this study, through the use of ambassadors and repeated attempts to follow up with graduates, there is still a possibility that the experiences of graduates who completed the study may differ from those who did not participate. Thus, the possibility of non-response bias should be taken into consideration when reading the results of this report.

Results described in this report are based on the answers given by the 326 graduates who participated in this research study, are who represent 40% of the total number of graduates. The results are not intended to be representative of all graduates' experiences or opinions.

6. Source: Sax, Gilmartin, Lee, and Hagedorn, 2003, "Using Web Surveys to Reach Community College Students: An Analysis of Response Rates and Response Bias."

7. Sources: Ibid; Dey, 1995, "Working With Low Survey Response Rates: The Efficacy of Weighting Adjustments"; Hutchison, Tollefson, and Wigington, 1987, "Response Bias in College Freshmen's Responses to Mail Surveys"; Nielsen, Moos, and Lee, 1978, "Response Bias in Follow-up Studies of College Students."

4.0 Graduate Employment Profile

4.1 Employment Status

Since graduating, 89% of respondents have had some form of teaching experience, including substitute teaching. At the time of the survey, just over half of all respondents were employed in a teaching position: 12% in a permanent position, 9% in a probationary position, and 32% in a term position.

Over one-third (36%) of respondents had been teaching on a substitute basis only. At the time of the survey, 13% were employed outside of teaching, unemployed, or not participating in the workforce.

Table 3: Graduate employment status

Employment status	Total (n = 326)	2008 (n = 157)	2009 (n = 169)
Employed—teaching position	53%	56%	47%
Permanent—full time	11%	12%	9%
Permanent—part time	1%	1%	1%
Probationary—full time	8%	9%	7%
Probationary—part time	1%	-	1%
Term—full time	25%	27%	22%
Term—part time	7%	7%	7%
Substitute Teaching	36%	31%	39%
Substitute	26%	23%	28%
Substitute—long term	10%	8%	11%
Employed—non teaching position	7%	8%	6%
Unemployed—seeking employment	4%	4%	4%
Not currently in the workforce	2%	2%	2%

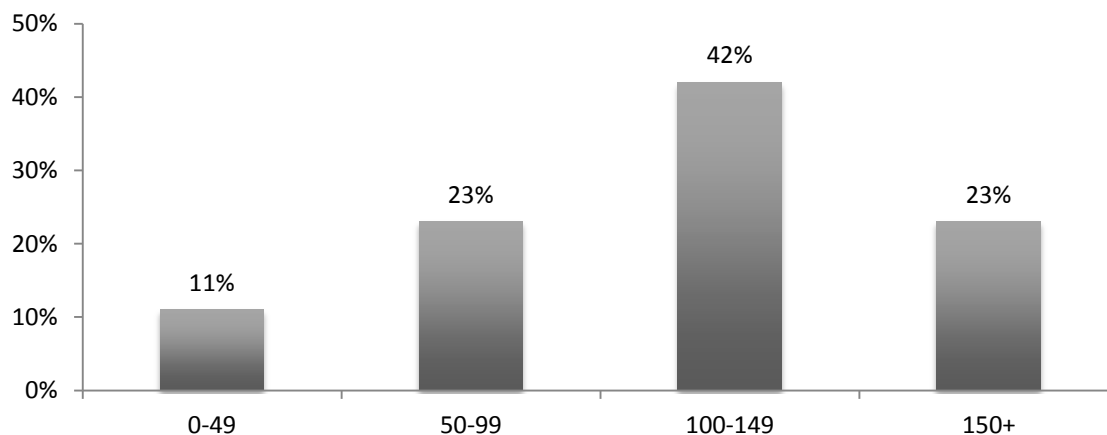
Respondents who graduated in 2008 were more likely to be employed in a teaching position than respondents who graduated in 2009 (56% vs. 47%) and were less likely to be substitute teaching (31% vs. 39%).

Table 4: Respondent characteristics, by employment status

	Perm/Prob	Term	Substitute	Not Teaching
Gender				
Male (<i>n</i> = 67)	22%	33%	30%	14%
Female (<i>n</i> = 259)	20%	31%	37%	13%
Grad Year				
2008 (<i>n</i> = 157)	22%	34%	31%	14%
2009 (<i>n</i> = 169)	20%	30%	40%	12%
School Graduated From				
Acadia (<i>n</i> = 113)	21%	27%	41%	13%
Mount Saint Vincent University (<i>n</i> = 98)	17%	26%	43%	13%
St. Francis Xavier (<i>n</i> = 72)	25%	36%	29%	10%
Université Sainte-Anne (<i>n</i> = 43)	21%	49%	14%	16%
Level Teaching				
Elementary (<i>n</i> = 180)	20%	32%	38%	10%
Secondary (<i>n</i> = 177)	21%	32%	32%	15%

4.1.1 Number of substitute days per year

The majority of respondents who were currently employed as teacher substitutes (*n* = 115) work for more than half the school days in a year (school year is 195 days). The most common range is between 100 and 149 days (42%), and the average number of days is 109.

Figure 1: Number of days substituting among those currently teaching (*n* = 115)

4.2 Teaching Position Characteristics

Table 5 shows various teaching position characteristics for those respondents who were currently employed in teaching positions (permanent, probationary, or term positions).

Table 5: Teaching position characteristics

Teaching Position Characteristics	Total	2008	2009
Type of school	<i>n</i> = 170	<i>n</i> = 86	<i>n</i> = 84
Public school	85%	91%	78%
Private school	10%	6%	15%
Have had position in both	2%	2%	1%
First Nations school	1%	-	2%
Non-traditional setting	2%	1%	4%
Level of education primarily taught *	<i>n</i> = 170	<i>n</i> = 86	<i>n</i> = 84
Elementary	48%	46%	50%
Junior high	32%	33%	30%
Senior high	34%	41%	27%
Location	<i>n</i> = 170	<i>n</i> = 86	<i>n</i> = 84
Nova Scotia	77%	75%	79%
Other Atlantic Canadian provinces	6%	7%	5%
Other Canadian provinces	11%	11%	10%
Other	6%	7%	6%
Reasons for not teaching in Nova Scotia *	<i>n</i> = 39	<i>n</i> = 22	<i>n</i> = 22
Few jobs in Nova Scotia	46%	36%	59%
Wanted to live in hometown/province	20%	23%	18%
Wanted to travel/live elsewhere	10%	9%	12%
Moved out of province	18%	23%	12%
Other	13%	18%	18%

* Multiple responses allowed

Among those respondents who held a teaching position (*n* = 170), 85% said they taught in a public school and 77% were teaching within Nova Scotia. About half (48%) of respondents who were teaching primarily taught at the *elementary* level while 32% said they taught in *junior high* and 34% said they taught at the *senior high* level.

Forty-six percent (46%) of the 39 graduates who were teaching outside Nova Scotia say it was due to a lack of jobs in Nova Scotia. Other common reasons included wanting to live in their hometown/province (20%) and wanting to travel or live elsewhere (10%). Of those who currently teach outside Nova Scotia, 56% (*n* = 22) grew up in Nova Scotia and 44% (*n* = 17) were from an area outside Nova Scotia.

4.2.1 Subjects/areas

Overall, the most common subjects taught among respondents in a teaching position ($n = 170$) were Social Studies (38%), English (39%), Elementary—non-specific (39%),⁸ Mathematics (33%), and Science (31%).

For a full list of subjects taught, please see Table 6. It is possible that some respondents who had previous teaching experience provided responses based on multiple teaching positions.

Table 6: Subjects taught

Subjects	Total $n = 170$
English	39%
Social Studies	38%
Elementary (non-specific)	31%
French	31%
Science	30%
Mathematics	29%
Arts Education	20%
Health Education	16%
Physical Education	8%
Languages	8%
Technology Education	8%
Family Studies	5%
Special needs / resources	4%
Chemistry	4%
Music	4%
Biology	3%
Physics	2%
English as Second Language (ESL)	2%
Business Education	1%
Other	7%

** Multiple responses allowed; answers may be based on multiple teaching positions / grade levels*

8. Elementary denotes the variety of courses taught by teachers at the elementary level.

4.3 Ideal Teaching Position

Most (86%) respondents said their ideal teaching position is a permanent–full-time position. Far fewer said their ideal position is term–full time (5%) or permanent–part time (5%), followed by term–part time (1%), or a substitute (1%). Just over half (54%) of respondents employed in a teaching position or seeking a teaching position in Nova Scotia ($n = 236$) indicated they were willing to relocate within their local area only to work in their ideal teaching position. Only one-quarter (25%) of respondents indicated they were willing to move outside Nova Scotia to work in their ideal teaching position.

Table 7: Furthest location to work in ideal teaching job

Location	$n = 277$
Local Area	54%
Nova Scotia	21%
Canada	9%
Maritime Provinces	5%
North America	4%
Worldwide	2%
Europe	1%
Other	4%

4.3.1 Enrolments and the labour market

Eighty-one percent (81%) of respondents felt that enrolments in Bachelor of Education programs should be matched to labour market demand for teaching positions in Nova Scotia, 12% say they should not, and 7% are not sure.

4.4 Graduates Not Currently Teaching

Of the graduates surveyed, 13% ($n = 41$) indicated they were not teaching in any capacity (did not have a teaching position and were not substituting). Of these graduates, 68% had taught in some capacity since graduation from their BEd program: 53% as a substitute, 25% in a term position, 4% in a permanent position, and 14% taught English as a second language. The remaining 32% of respondents not currently teaching indicated they had not taught in any capacity since graduation.

When asked to explain why they were not teaching, the most common reason provided by these graduates was that there were no jobs available (22%), followed closely by concerns over teaching conditions and culture (20%). Another 17% said that teaching is not a reliable profession and they cannot afford to “just substitute.”

Table 8: Reasons for not currently teaching

Reason	<i>n</i> = 41
No jobs available	22%
Teaching conditions/culture	20%
Cannot afford to just substitute / not reliable profession	17%
Currently have a job other than teaching	12%
Home with children / stay-at-home mom	12%
Limited jobs / hiring policies	17%
Working in education field / not teaching	7%
Other	10%

* Multiple responses allowed

5.0 Program Characteristics

Respondents were asked if their BEd program was integrated/concurrent with their undergraduate degree or if it was consecutive in nature (education courses were taken after they had obtained their first degree). When describing their program, 88% of graduates say it was consecutive in nature, while the remaining 12% indicated their program was integrated or concurrent.

Graduates from Université Sainte-Anne (51%) are far more likely to have had an integrated/concurrent program than graduates from Acadia (4%), MSVU (7%), and Saint Francis Xavier (11%). This is mainly because the other schools offer concurrent programs only in limited situations.

5.1 Undergraduate Degrees

The majority of graduates surveyed (65%) completed a Bachelor of Arts degree as their undergraduate degree, followed by 19% who completed a Bachelor of Science degree.

Table 9: Undergraduate degrees held by Bachelor of Education graduates

Degree	<i>n</i> = 326
Bachelor of Arts	66%
Bachelor of Science	19%
Bachelor of Fine Arts / Music	5%
Master's degree	3%
Other	17%

* Multiple responses allowed

Table 10: Undergraduate institution, by university attended for BEd program

Undergraduate Institution	Total <i>n</i> = 326	Institution Attended for BEd Program			
		Acadia <i>n</i> = 113	MSVU <i>n</i> = 98	St.FX <i>n</i> = 72	USA <i>n</i> = 43
Acadia	16%	36%	7%	4%	5%
Mount Saint Vincent	15%	12%	29%	6%	5%
Dalhousie	13%	13%	18%	7%	7%
Saint Mary's	12%	10%	20%	10%	-
Saint Francis Xavier	11%	9%	3%	31%	-
Université Saint-Anne	9%	-	-	-	65%
Cape Breton University	6%	1%	2%	25%	-
Mount Allison University	5%	9%	3%	4%	-
University of King's College	2%	1%	2%	3%	-
Memorial University	1%	-	2%	3%	-
Other	12%	11%	16%	8%	19%

Table 10 shows the correlation between where respondents received their undergraduate degrees and which university they attended for their BEd program. In each instance, respondents who completed their undergraduate program at a university offering the BEd program were more likely to attend that university's BEd program than any other BEd program in Nova Scotia.

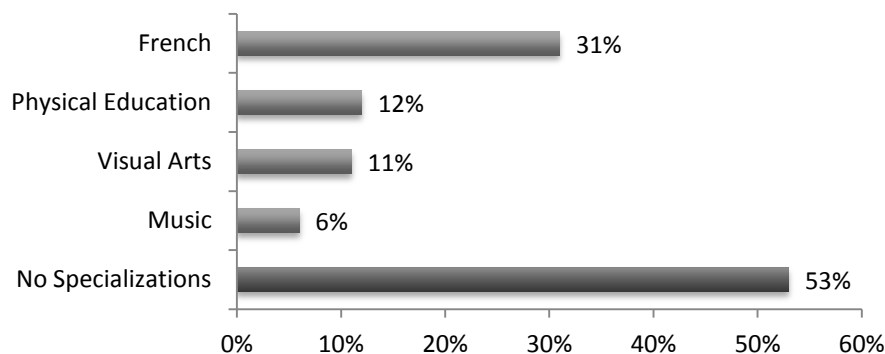
5.2 Teaching Level and Course Endorsement

Respondents were almost evenly divided between elementary and secondary school levels of endorsement, with 46% of respondents endorsed at the elementary level and 45% endorsed at the secondary level. Nine percent (9%) indicated they were endorsed at both elementary and secondary levels.

5.2.1 Elementary level

Students can specialize in four areas at the elementary level: French, physical education, visual arts, and music. Of those endorsed to teach at the elementary level ($n = 180$), 47% indicated they have a specialization, most commonly in French (31%). This includes French first language, French immersion, and core French. Additionally, 12% are endorsed in physical education, 11% in visual arts, and 6% in music.

Figure 2: Elementary specialized endorsements ($n = 180$)



5.2.2 Secondary level endorsement

Social studies (60%) and English (44%) were reported as the most common secondary level teachables among respondents, with French (27%), mathematics (22%), and science (21%) also reported by 20% or more respondents.

Table 11 outlines the first, second, and third teachables held by respondents endorsed at the secondary level ($n = 177$). A graduate must have 30 credit hours for a first teachable and 18 credit hours for a second or third teachable.

Over half (52%) of those who have a teachable in social studies ($n = 105$) also have a teachable in English. Similarly, over half (52%) of those who have a teachable in French ($n = 48$), also have a teachable in social studies. Slightly less than half (44%) of those with mathematics as a teachable ($n = 38$) say they have science as a teachable as well.

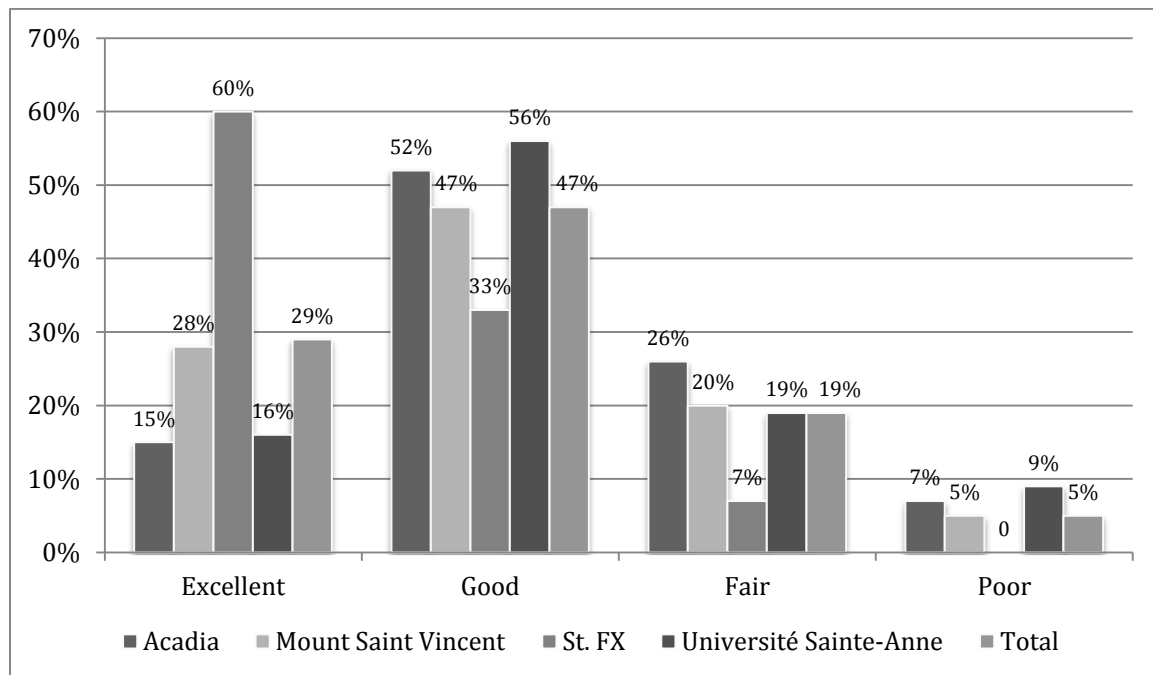
Table 11: Secondary level first, second, and third teachables

Subjects	First $n = 177$	Second $n = 177$	Third $n = 177$	Total $n = 177$
Social Studies	23%	35%	2%	60%
English	20%	22%	2%	44%
French	15%	11%	1%	27%
Mathematics	9%	11%	2%	22%
Science	11%	8%	2%	21%
Physical Education	6%	1%	1%	8%
Biology	5%	1%	1%	7%
Arts Education	4%	1%	2%	7%
Chemistry	-	2%	2%	4%
Physics	2%	1%	-	3%
Business Education	1%	2%	-	3%
Technology Education	1%	1%	1%	3%
Family Studies	1%	-	-	1%
Music	1%	-	-	1%
History	1%	-	-	1%
Social Science	1%	-	-	1%
Languages	-	-	1%	1%
Other	3%	2%	2%	-
No Teachable	-	4%	80%	-

5.2.3 Overall opinion of Bachelor of Education program

When asked to give an overall rating for their teacher preparation program (including courses and practicum placements) three in ten respondents rated their program as *excellent* (29%). About half of the respondents felt it was *good* (47%), and almost one-quarter (24%) rated the program as *fair* (19%) or *poor* (5%). The BEd program at St. Francis Xavier received the highest percentage of *excellent* ratings (60%) by respondents from that program, more than that given by graduates of the other three schools.

Figure 3: Bachelor of Education program rating ($n = 326$)



6.0 Teacher Education Content and Knowledge

6.1 Graduate Opinions of Program Subject Matter

Graduates were varied in their opinions of the emphasis placed on program subject matter and its usefulness in preparing them for teaching.

Table 12: Opinions on program subject matter

Curriculum Knowledge	Emphasis Placed <i>n</i> = 326			Usefulness <i>n</i> = 326			
	A great deal	Some	Little or no	Very useful	Somewhat useful	Not very useful	Not at all useful
Subject-specific teaching methods	63%	31%	6%	69%	26%	4%	1%
The provincial curriculum	61%	31%	8%	54%	32%	8%	6%
General teaching methods	60%	35%	5%	63%	32%	3%	1%
Inclusive education practices and related policies and guidelines (i.e., teaching students with special needs)	60%	33%	7%	55%	37%	6%	2%
Differentiated instruction/assessment	54%	41%	4%	63%	29%	6%	1%
Assessment and evaluation for learning	54%	37%	10%	66%	25%	7%	2%
Responding to social/cultural/racial diversity among children	48%	40%	12%	46%	40%	11%	3%
Adaptation to meet the needs of students with diverse learning needs (includes materials, equipment, environment, program, and human resources)	47%	42%	11%	60%	32%	5%	3%
Motivating students to learn	38%	42%	20%	61%	26%	8%	4%
Provincial policies and guidelines	34%	41%	25%	29%	45%	17%	9%
Integration of technology	32%	58%	10%	38%	47%	11%	4%
Classroom management	31%	34%	35%	63%	19%	8%	9%
Child and adolescent development	19%	56%	25%	29%	52%	16%	4%
Legal issues / school law	17%	44%	38%	21%	43%	26%	10%
Strategies for interacting with parents	9%	38%	53%	35%	33%	18%	14%
Conflict resolution	8%	48%	44%	44%	35%	13%	10%

Bachelor of Education Graduate Follow-Up Survey
December 2011

Generally, respondents reported that they found most of the subject matter useful. For a number of the subjects there seems to be a correlation between the reported emphasis placed on each subject matter and its perceived usefulness; that is, a graduate who indicated that a great deal of emphasis was placed on a particular subject, was also likely to rate that topic as useful.

However, there are notable gaps, such as *classroom management*, *motivating students to learn*, *conflict resolution*, and *strategies for interacting with parents*. Respondents rated these topics as useful but reported a relatively low emphasis placed on the subject matter. This is consistent with the findings from the 2007 Society for the Advancement of Excellence in Education (SAEE) Nova Scotia Teacher Education Survey, and the 2007 Teacher Education Review.

6.2 Graduate Opinions of Program Education Research Matter

Graduates were asked about the amount of emphasis placed on topics related to education research matter as part of their BEd program. They were also asked what contribution they felt these topics made to their teaching career. Table 13 shows the emphasis and the level of contribution graduates place on education research matter they were exposed to during their program.

Table 13: Opinions on program education research matter

Curriculum Knowledge	Emphasis Placed <i>n</i> = 326			Contribution <i>n</i> = 326		
	A great deal	Some	Little or no	Large contribution	Somewhat of a contribution	No contribution
Ethical and moral issues	43%	47%	10%	42%	51%	8%
Learning theories	37%	52%	10%	21%	63%	16%
Philosophical foundations of education	36%	49%	15%	11%	52%	37%
Sociology of education	30%	46%	24%	21%	50%	29%
Historical foundations of education	11%	51%	38%	6%	40%	53%
Neurological bases of learning (brain-based research)	10%	38%	52%	8%	48%	44%

6.3 Confidence in Professional Knowledge and Skills

Table 14 depicts the level of confidence respondents had at the time of graduation in areas related to teaching knowledge and skills.

Table 14: Confidence in skills and knowledge areas

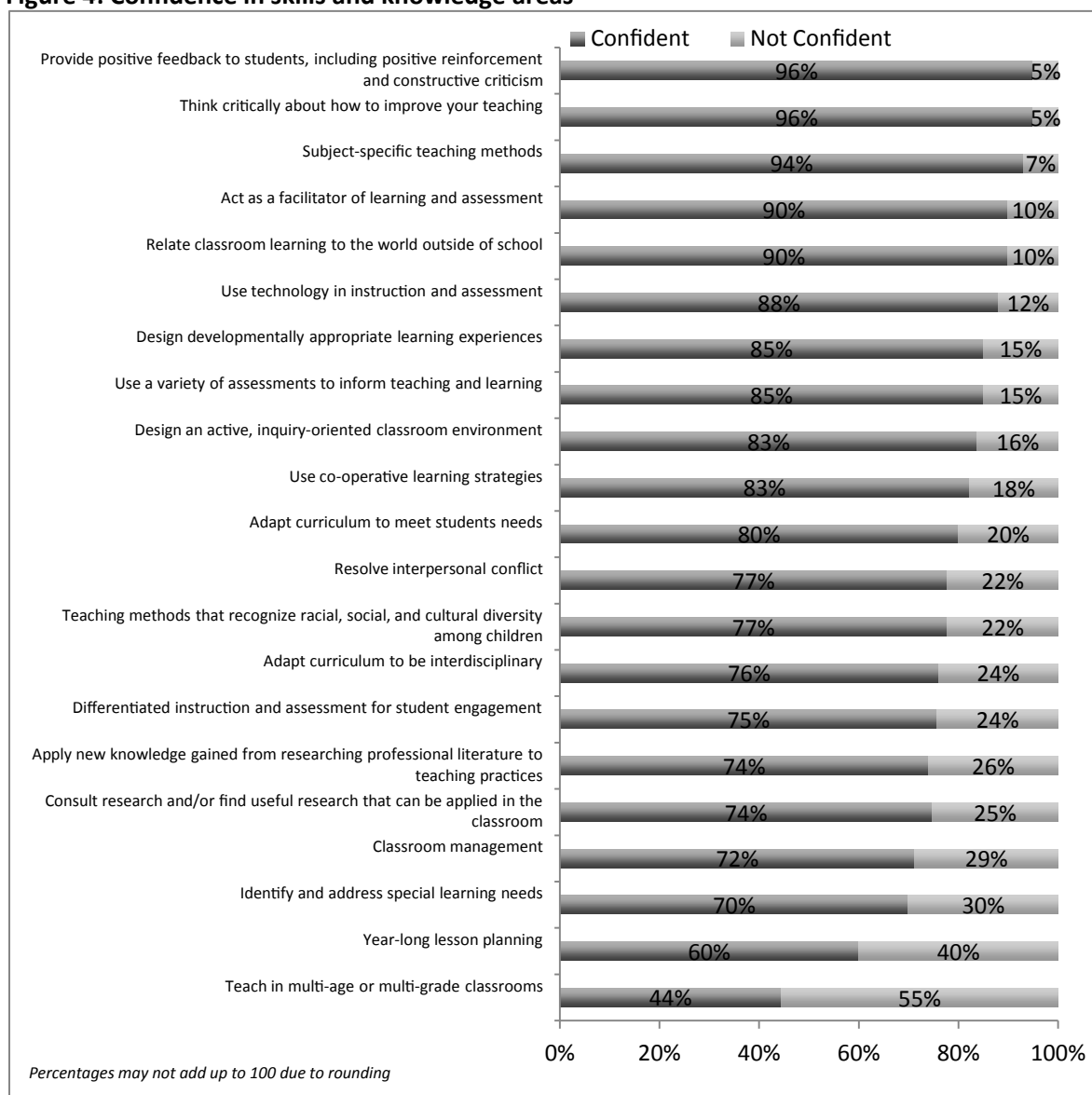
Skills and knowledge	Confidence <i>n</i> = 326			
	Very confident	Fairly confident	Not very confident	Not at all confident
Think critically about how to improve your teaching	60%	36%	5%	<1%
Provide positive feedback to students, including positive reinforcement and constructive criticism	58%	38%	5%	-
Relate classroom learning to the world outside of school	47%	43%	9%	1%
Act as a facilitator of learning and assessment	46%	44%	8%	2%
Subject-specific teaching methods	45%	49%	6%	1%
Use a variety of assessments to inform teaching and learning	42%	43%	13%	2%
Use technology in instruction and assessment	41%	47%	11%	1%
Design developmentally appropriate learning experiences	33%	52%	11%	4%
Use co-operative learning strategies	32%	51%	14%	4%
Design an active, inquiry-oriented classroom environment	32%	51%	14%	2%
Consult research and/or find useful research that can be applied in the classroom	30%	44%	19%	6%
Teaching methods that recognize racial, social, and cultural diversity among children	29%	48%	19%	3%
Adapt curriculum to be interdisciplinary	29%	47%	20%	4%
Apply new knowledge gained from researching professional literature to teaching practices	29%	45%	22%	4%
Adapt curriculum to meet students needs	25%	55%	18%	2%
Identify and address special learning needs	22%	48%	26%	4%
Resolve interpersonal conflict	21%	56%	17%	5%
Differentiated instruction and assessment for student engagement	21%	54%	21%	3%
Classroom management	21%	51%	19%	10%
Year-long lesson planning	21%	39%	24%	16%
Teach in multi-age or multi-grade classrooms	14%	31%	30%	25%

Generally, over three-quarters of respondents said they were confident in the knowledge and skill areas, although most often these respondents indicated they were

fairly confident rather than very confident. There were only two knowledge and skill areas where over half of respondents indicated they were very confident: *thinking critically about how to improve your teaching* and *providing positive feedback to students including positive reinforcement and constructive criticism*.

In over half the areas listed, 20% or more of respondents did not feel confident in their knowledge or skills. The knowledge and skill areas where respondents were most often not confident were *teaching in multi-age or multi-grade classrooms* (55%), *year-long lesson planning* (40%), *identify and address special learning needs* (30%), and *classroom management* (29%). These findings are consistent with the areas of concern identified through the 2007 Teacher Education Review.

Figure 4: Confidence in skills and knowledge areas



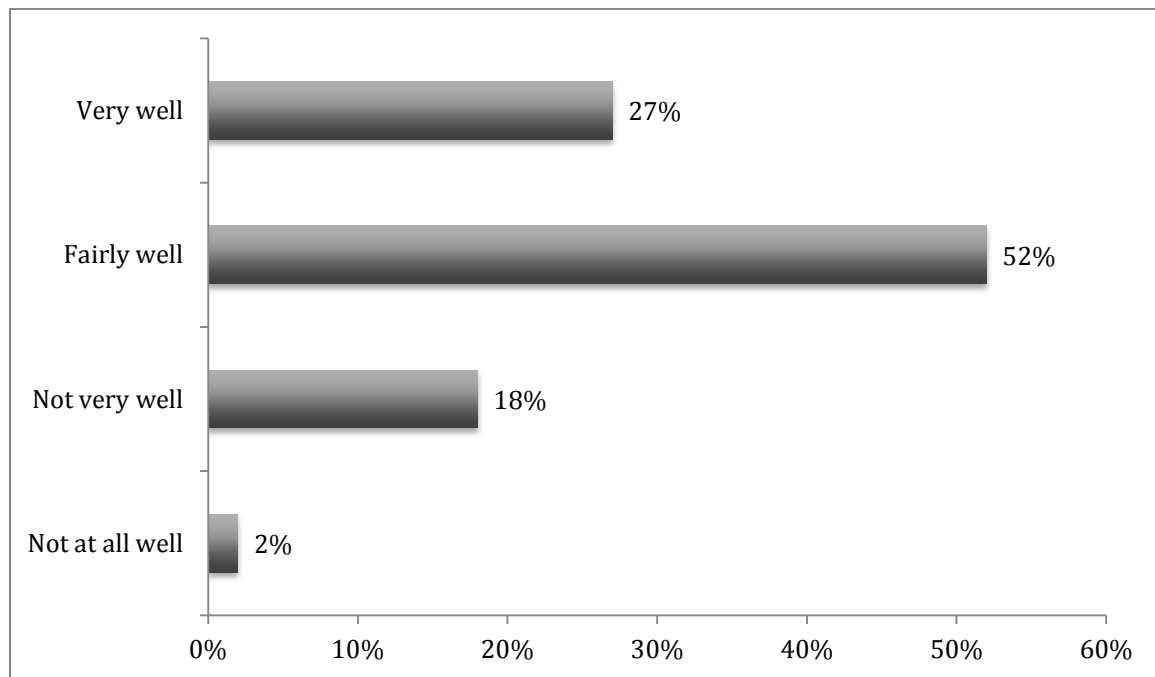
6.4 Provincial Curriculum and Guides

For the most part, respondents report being introduced to provincial curriculum guides. Eighty-seven percent (87%) of graduates surveyed say they were provided with the appropriate provincial curriculum guides during their BEd program, with 90% of those respondents saying they received instruction in these guides, and 86% indicating it was useful.

6.5 Program Preparation for Teaching

Just over a quarter of respondents (27%) felt their BEd program prepared them *very well* for teaching and 52% felt they were *fairly well* prepared. Of note, 20% felt they were *not very well* prepared (18%) or *not at all* prepared (2%) for teaching.

Figure 5: Program preparing for teaching ($n = 326$)



7.0 Student Teaching Experience

7.1 Student Teaching Placement Characteristics

The student teaching placement, or practicum, is the application of what students learn in their BEd program to the real-life experience of a classroom. In Nova Scotia, BEd programs must provide students with a minimum of 15 weeks of practicum placement to meet certification standards.

7.1.2 Number and type of placements

Respondents reported that the number of teaching placements ranged from two to four over the course of their program. Almost half (46%) report having two placements; another 40% reported four placements, while 14% had three placements.

The majority of graduates (68%) completed a placement during a block of time, as opposed to a small few (2%) who describe the placements as being one or a few days per week only; 30% say their placements represented both types. It should be noted that the vast majority of graduates from Acadia (97%), Saint Francis Xavier (92%), and Université Sainte-Anne (82%) completed their placement during a continuous block of time. Ninety-one percent (91%) of graduates at Mount Saint Vincent completed both types of placements.

Of those ($n = 97$) who had experienced both types of placements, almost all (97%) believe the continuous block of time placement was more useful. When asked why they found the continuous block of time most useful, 64% said it is a better representation of what teaching is like. More than one in three (39%) respondents say that it allowed them to be at the school every day, connecting with the staff and students.

7.1.2 Length and location of placement

When asked about the length of the practicum placement, respondents largely (74%) believe it was *about right*. Significantly fewer thought the program was either a *little too short* (14%) or *much too short* (3%), while fewer perceived the program to be either a *little too long* (6%) or *much too long* (2%).

The vast majority (94%) of respondents completed their student teaching placements at schools located in Nova Scotia.

7.2 Student Teaching Supervision

7.2.1 Supervision characteristics

About half (54%, $n = 176$) of all respondents received in-service sessions introducing the practicum process, the co-operating teacher, and the practicum supervisor. Respondents who graduated from Saint Francis Xavier (72%) and Université Sainte-Anne (67%) were more likely to have received these sessions than those from Acadia (47%) and Mount Saint Vincent (43%). Most (86%) of those who had in-service sessions indicated they found them useful.

Table 15: In-service sessions on practicum process, by institution

School	
Saint Francis Xavier	72%
Université Sainte-Anne	67%
Acadia	47%
MSVU	43%

On average, during each student teaching placement, more than half (54%) of the graduates received either three or four visits from their university supervisor, while 36% report either one or two visits. Significantly less (10%) say they received five or more visits on average through their placements.

Other than in-person visits, respondents reported having communicated with their supervisor by email (74%) and telephone (34%). Almost 20% (18%) say they did not have additional forms of contact with their supervisor beyond in-person visits.

7.2.2 Graduate opinions of supervisor

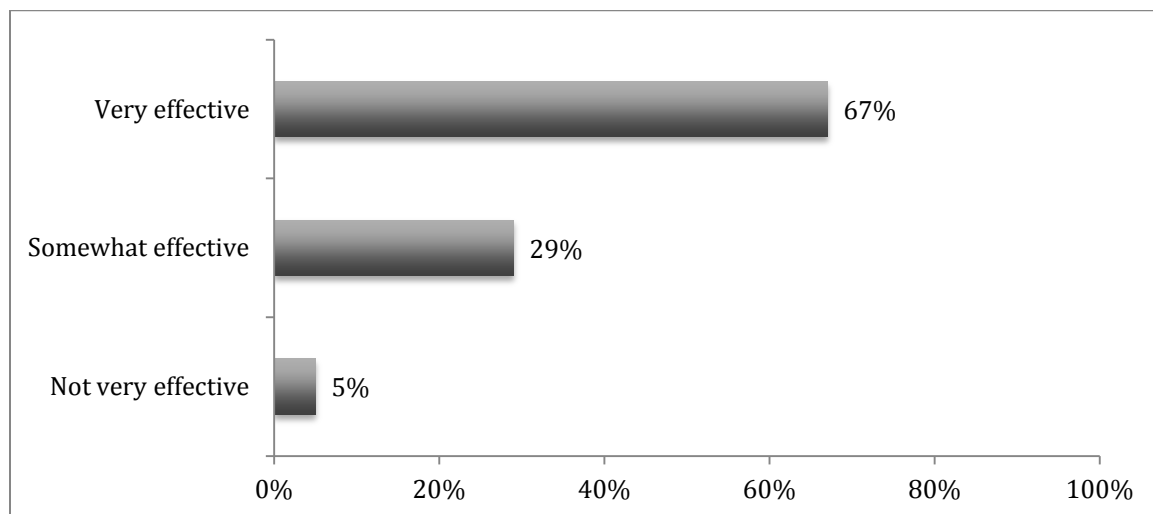
Overall, respondents were positive about their student teaching experience. They generally gave high ratings to overall experience, the university supervision they received, and the supervision received from the co-operating teacher. Respondents who graduated from Saint Francis Xavier provided the highest percentage of excellent ratings, compared to the other institutions, for each student teaching element.

Twenty-one percent (21%) of Université Sainte-Anne respondents rated their overall student teaching experience as *fair* or *poor* in preparing them for the realities of teaching, compared to 7% at Acadia and Mount Saint Vincent and 2% at St. Francis Xavier.

Table 16: Rating of student teaching elements

	Excellent	Good	Fair	Poor
Quality of university supervision				
Acadia	42%	42%	12%	4%
Mount Saint Vincent	46%	39%	6%	9%
Saint Francis Xavier	61%	32%	6%	1%
Université Sainte-Anne	40%	37%	7%	16%
Total	47%	38%	8%	7%
Quality of co-operating teacher supervision				
Acadia	66%	24%	7%	3%
Mount Saint Vincent	62%	23%	9%	5%
Saint Francis Xavier	74%	21%	3%	3%
Université Sainte-Anne	56%	35%	9%	-
Total	65%	25%	7%	3%
Overall student teaching experience helping prepare for realities of teaching				
Acadia	58%	35%	4%	3%
Mount Saint Vincent	60%	33%	4%	3%
Saint Francis Xavier	78%	19%	1%	1%
Université Sainte-Anne	42%	37%	16%	5%
Total	61%	31%	5%	3%

Generally, respondents felt the supervisor–cooperating teacher–student model was effective in their development as a teacher. The majority (67%) of respondents say the model was *very effective*, while another 29% say it was *somewhat effective*. A small number (5%) found the model *not very effective*.

Figure 6: Effectiveness of student teaching model (n = 326)

7.3 Frequency of Student Teaching Activities

A small majority of respondents (61%) reported that during their placements, their teaching responsibilities and activities increased gradually. However, 38% of respondents reported that they assumed most of the responsibility from the very beginning of their placement. Only 1% reported they did not assume most of the responsibility until the very end of their placement. Respondents who graduated from Saint Francis Xavier (83%) were more likely to have their teaching responsibilities increase gradually than those from Acadia (56%), Mount Saint Vincent (54%), and Université Sainte-Anne (53%).

When asked about the frequency at which they were able to participate in various teaching practices during their placements, the majority of respondents indicated they were able to participate either *often* or *sometimes*. Notably fewer respondents indicated that they had an opportunity to apply what they learned in university course work to the classroom, with almost 20% indicating they rarely (15%) or never (3%) had an opportunity to do this. Table 17 shows the frequency of specific elements of teaching experienced by graduates during their student teaching placements.

Table 17: Frequency of teaching practices

Elements	Often	Sometimes	Rarely	Never
Teach within your area of specialization	83%	13%	2%	2%
Reflect on your teaching	74%	23%	3%	0%
Participate in life of the school	71%	25%	4%	<1%
Receive formative feedback directly following your teaching experiences from the co-operating teacher(s)	69%	25%	5%	1%
Try out new teaching methods, techniques, and strategies	66%	29%	4%	1%
Plan collaboratively with your co-operating teacher(s)	62%	28%	7%	3%
Relate what you learned in university course work to the classroom	36%	46%	15%	3%

8.0 Transition to Teaching

8.1 Induction Program

Of the 170 respondents who were employed in teaching positions (permanent, probationary, or term), 37% indicated there was an induction program available for beginning teachers at their school. An additional 11% indicate there was a program at the school but it was not available to them.

The respondents who were able to participate in an induction program ($n = 63$), reported that the program consisted of a number of elements ranging from mentoring with senior teachers (25%), new/beginner teacher programs and conferences (19%), and general orientations (18%). For a full list, see Table 18 below.

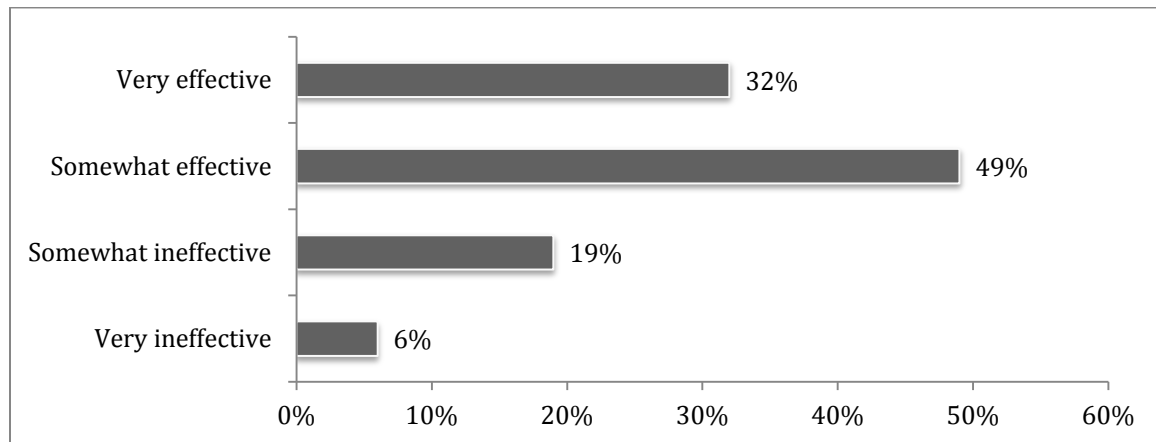
Table 18: Induction program elements

Elements	$n = 63$
Mentoring with senior teachers	25%
New/beginner programs/conferences	19%
Orientation	18%
Weekly/monthly/quarterly meetings	11%
In-services	11%
Literature to read / induction binder / journals	10%
PD—professional development	8%
1 day workshop	8%
2 day conference / introduction session	5%
Meeting with the school board for new teachers	5%
TIP—Teacher Introduction Program	3%
5 day conference/seminar	3%
Meetings with the union	2%
Other	8%

* Multiple responses allowed

Almost one-quarter (24%) of the respondents who had experienced an induction program ($n = 63$) say they had not previously experienced any of the program elements provided during the induction program as part of their BEd program. A small number (13%) say that they had previously experienced most or all of the elements they identified.

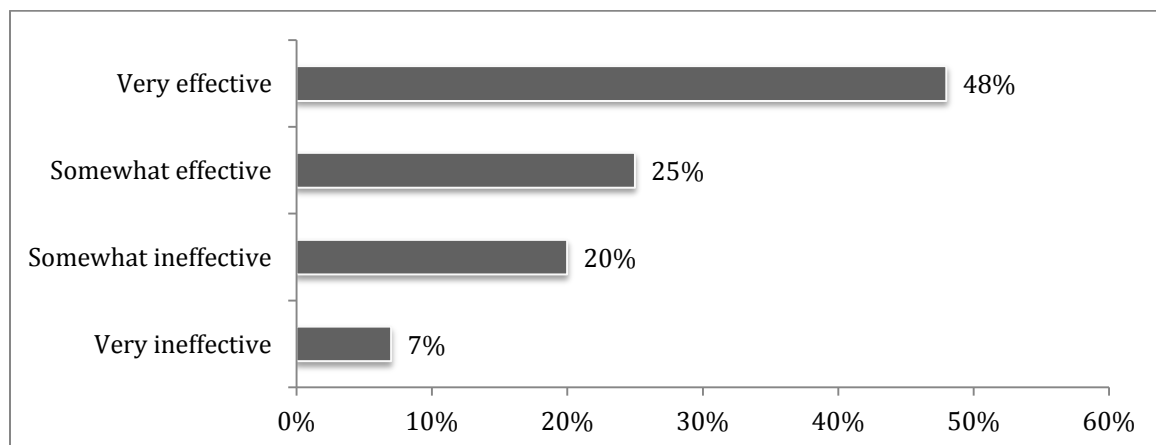
Eighty-one percent (81%) of respondents found the induction program to be either *very effective* (32%) or *somewhat effective* (49%), while 19% found it to be either *somewhat ineffective* (13%) or *very ineffective* (6%).

Figure 7: Effectiveness of induction program ($n = 63$)

8.2 Teacher Mentors

Of those respondents who were in a teaching position ($n = 170$), 35% were assigned a teacher as a mentor during their first teaching position. Respondents who had graduated from Université Sainte-Anne and held teaching positions are more likely to have had a teacher as a mentor (47%) than those from Saint Francis Xavier (34%), MSVU (33%), or Acadia (30%).⁹

The majority of graduates who were assigned a mentor ($n = 59$) believe the mentoring experience was either *very effective* (48%) or *somewhat effective* (25%); just over one-quarter say it was either *somewhat ineffective* (20%) or *very ineffective* (7%).

Figure 8: Effectiveness of mentoring experience ($n = 59$)

9. Respondents were not asked to indicate which school board they were employed with. The assignment of teacher mentors would occur at the school board level.

8.3 Professional Growth Plan

The majority (71%) of respondents who held teaching positions ($n = 170$) indicated they had developed a professional growth plan to support their ongoing professional learning. When asked how they were planning to continue their professional development, 29% of respondents indicated they would participate in teacher PD (professional development) days; 19% intended to pursue (or were pursuing) a master's degree; 17% planned to take courses to further their education; and 16% would learn from, or collaborate with, other teachers. The various types of development plans are included in Table 19.

Table 19: Type of professional development respondents planning to pursue

Plans	$n = 170$
Professional development days/sessions	29%
Master's degree	19%
Courses / further education	17%
Learn from / collaborate with other teachers	16%
Conferences / workshops / seminars / sessions	13%
In-services	12%
Personal learning / reading books / online blogs & websites / research	11%
Continue teaching/experience from teaching	6%
Resources / courses / learning materials from the Department	5%
Other	15%
Nothing / none at present	3%
Don't know	3%
Not currently teaching / leaving teaching / not applicable	3%

* Multiple responses allowed

9.0 Choice of Profession/University

9.1 Education as a Career Choice

Thirty-one % of respondents indicated that teaching was not their first career choice, with the most common reasons for the switch to teaching being changing their minds (18%), no work in their original areas of interest (15%), or not having the appropriate courses (10%) for their first choice.

Slightly more than one-third (37%) of respondents reported that they had sought out labour market information on the teaching profession in Nova Scotia prior to applying to a BEd program. Among those who sought information ($n = 121$), the most common sources accessed included the Internet (63%), family members (60%), forms of media—newspaper, television, radio—(55%), and friends (54%). Please see Table 20 for a full list of information sources.

Table 20: Sources of labour market information

Sources	$n = 121$
Internet	63%
Family members	60%
Media (newspaper, television, radio)	55%
Friends	54%
Professor / student advisor	42%
Career counsellor	23%
Promotional materials	14%
Current teachers	4%
Other	5%

** Multiple responses allowed*

Respondents cited many influences on their decision to enter the BEd program, the most common centring on their positive view of the profession and wanting to work with people and children. Respondents say they entered the program because they wanted to work with people (17%) and children (13%) and because they always wanted to teach (41%). A portion (21%) say their own personal experiences led them to teaching.

Table 21: Influences of decision to enter BEd program

Influences	<i>n</i> = 326
Always interested in teaching / always wanted to teach	41%
Previous work / personal experience led me to teaching	21%
Wanted to help people learn / do their best	17%
Like children / wanted to work with children	13%
Opportunity to work/teach in areas of interest	6%
Teachers in my family	6%
Previous teachers/professors inspiration/influence	6%
Love of / interest in learning	5%
Expected availability of jobs / job stability	4%
Natural ability suited to teach	4%
Influence from family and friends	3%
Wanted to make a difference / be a role model	2%
Having children of my own	2%
Other	13%
Don't know	5%

** Multiple responses allowed*

9.2 BEd Program Institutions

Table 22: Applications and acceptances for BEd programs (self-reported)

	Percent of respondents who applied to each BEd program*	Percent of respondents who attended each BEd program
Acadia	56%	35%
Mount Saint Vincent	51%	30%
St. Francis Xavier	42%	22%
Université Saint-Anne	14%	13%

**Multiple responses allowed*

The majority of respondents reported that they had applied to two or more BEd programs before deciding which school they would attend. More than half reported applying to either Acadia (56%) or Mount Saint Vincent (51%), followed by 42% who applied to St. Francis Xavier, and 14% who applied to Université Sainte-Anne. On average, respondents applied to two schools.

Most (91%) of the graduates say that the school they attended was their first choice.

When deciding which institution to attend for their BEd program, the top three reasons reported by respondents as factors in their decision were the location (77%), the reputation of the school (68%), and the quality of the faculty (31%). Other common

reasons included the influence of others (31%), the cost of travelling (16%), the length of the program (14%), and the course scheduling (9%).

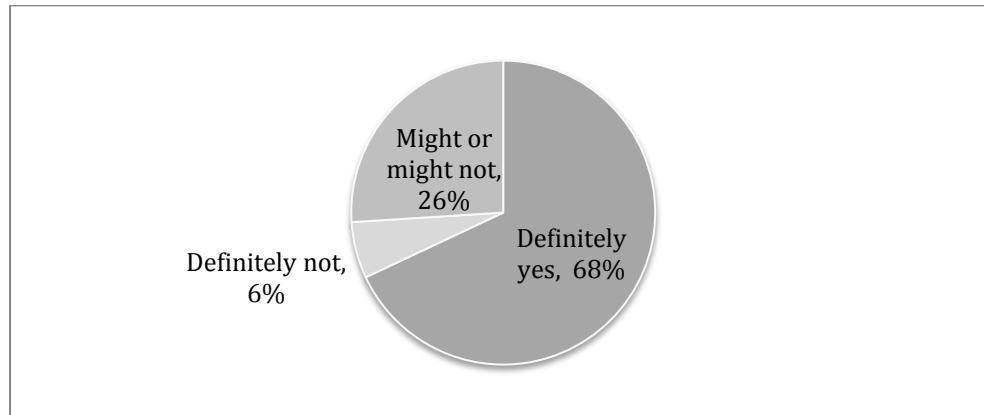
The full list of graduate responses for their first, second, and third top reasons for choosing their institution is located in Table 23.

Table 23: Top 3 reasons for choice of institution for BEd program

Reason	1st <i>n</i> = 326	2nd <i>n</i> = 321	3rd <i>n</i> = 311	Total <i>n</i> = 326
Location	44%	24%	13%	77%
Reputation of school	32%	23%	16%	68%
Quality of faculty	4%	15%	12%	30%
Influence of others, such as family, friends, guidance counsellor, etc.	4%	9%	18%	29%
Cost of travel	1%	7%	8%	16%
The length of the program	2%	6%	6%	14%
Course scheduling	2%	2%	5%	10%
Cost of program	<1%	2%	5%	7%
Already attended the school	2%	1%	2%	5%
Cost of accommodations	<1%	2%	2%	4%
Other	8%	8%	14%	15%

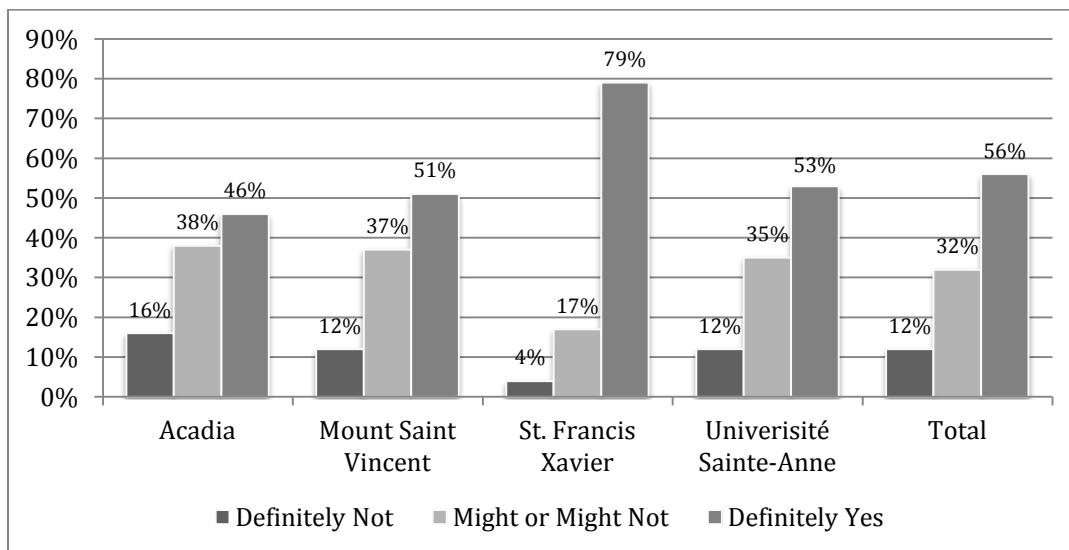
Although 68% of respondents indicated that they would choose to take the Bachelor of Education program again, 26% of respondents stated they were unsure if they would take the program again, and 6% said they definitely would not take the BEd program again.

Figure 9: Given the choice again, would you choose to enter the education program?



Graduates were less definitive when asked to assess their choice of BEd institution. Just over half (56%) of the graduates say they would definitely choose the same institution, while one-third (33%) say they might or might not, and 12% say they definitely would not. Respondents who graduated from St. Francis Xavier were most likely to respond that they definitely would choose the same institution again (79%), compared to graduates from Acadia (46%), Mount Saint Vincent (51%), and Université Sainte-Anne (53%).

Figure 10: Would you choose the same institution to take the BEd program?



10.0 Student Profile

10.1 Age and Gender

Most (81%) graduates surveyed were between the ages of 25 and 34, with 11% of respondents in the 35 to 44 age category. The vast majority of graduates from the BEd program are female (79%).

Table 24: Age and gender of graduates

Age	<i>n</i> = 326
18–24	3%
25–34	81%
35–44	11%
45–54	4%
55+	1%
Refused	1%
Gender	<i>n</i> = 326
Male	21%
Female	79%

10.2 Location Where Graduates Grew Up

Most (80%) of the graduates surveyed grew up in Nova Scotia. Among those who were raised in the province (*n* = 260), the distribution of graduates within Nova Scotia counties closely reflects that of the total population.

Table 25: Counties where graduates were raised

Counties	<i>n</i> = 260
Halifax	34%
Cape Breton	11%
Kings	8%
Lunenburg	7%
Colchester	6%
Hants	5%
Digby	5%
Pictou	5%
Inverness	4%
Antigonish	3%
Annapolis	3%
Yarmouth	3%
Richmond	1%
Shelburne	1%

Cumberland	1%
Queens	1%
Victoria	1%
Guysborough	1%

10.3 Profile of Self-Identified Minorities (Visible, Aboriginal, or Disabled)

Overall, 12% of respondents identified themselves as belonging to one of the following groups: visible minority (8%); Aboriginal person (5%); or disabled person (2%).¹⁰ Of the few who identified as an Aboriginal person, 59% say they are a registered Mi'kmaq on a reserve, while fewer identified themselves as either non-registered Mi'kmaq off-reserve (18%), or Métis (18%).

Table 26: Self-identification

Self-identified as:	<i>n</i> = 326
Visible minority	8%
Aboriginal person	5%
Disabled person	2%

10. Some respondents identified as belonging to more than one group.

Conclusion

This study was undertaken to examine the current employment profile of 2008 and 2009 BEd graduates in Nova Scotia and to obtain opinions of the program and insights into graduate experiences. Although not an overwhelming endorsement, respondents indicate a reasonable level of satisfaction with the BEd programs in Nova Scotia. About half thought it was *good*; however, only about 3 out of every 10 respondents rated their program as *excellent*. Differences in satisfaction levels were noted between BEd institutions, with graduates from the BEd program at St. Francis Xavier providing the highest percent of *excellent* ratings.

Transition to the teacher labour market in Nova Scotia following graduation from a BEd program was reported to be challenging. Although almost all respondents indicated they had worked in some capacity as a teacher since graduation, only about half could be considered to be employed in a teaching position (permanent, probationary, or term) at the time of the survey. For those who were employed in a teaching position, it was most likely in a term position, and only two out of every ten respondents had a permanent or probationary position. Of the 170 respondents who held a teaching position, 23% (about 39 graduates) were employed outside Nova Scotia. Thirty-six % of respondents were substitute teaching, and 13% had left the teaching profession.

Respondents identified several areas of their BEd program where they would have wanted the program subject matter to receive more emphasis, given its usefulness in preparing them for teaching. These areas include classroom management, motivating students to learn, and conflict resolution. There was also a notable percentage of respondents (20% or more) who did not feel confident in their abilities in about half the knowledge and skill areas they were asked about, including classroom management, differentiated instruction and assessment for student engagement, and teaching in multi-age or multi-grade classrooms. Overall, the majority of respondents indicated that the BEd program prepared them well for teaching: 27% thought it prepared them *very well*, while 52% felt it prepared them *fairly well*. Of concern, however, 20% felt they were not well prepared.

Overall, respondents were positive about their student teaching experience. They generally gave high ratings to overall experience, the university supervision they received, and the supervision received from the co-operating teacher. However, there were some differences between the ratings of the overall student teaching experience by BEd institution, with graduates from St. Francis Xavier indicating an overall higher level of satisfaction than those from other institutions; graduates from Université Sainte-Anne gave a generally lower rating to the experience in preparing them for the realities of teaching.

This study shows that while the Nova Scotia BEd program has a number of areas of strengths it also identifies specific areas where improvements could be made to ensure that graduates have the skills and knowledge they need for today's classroom.

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Appendix B: Questionnaire

SURVEY

Recent Program Graduates

Privacy Statement

Your participation is voluntary throughout the survey. The information gathered is fully confidential and used for research purposes only. It will be stored and reported anonymously so your individual responses cannot be identified. Thinkwell Research is an independent social research firm that follows all national and international regulations for privacy protection and research ethics.

Screening questions

Did you graduate from a Bachelor of Education program in Nova Scotia?

yes

no (EXIT)

Did you graduate in:

Spring 2008

Spring 2009

Other (EXIT)

Section 1.0 Employment

1.1 What statement best describes your current teaching status:

- a) Probationary full-time
- b) Probationary part-time
- c) Term-full time
- d) Term-part time
- e) Permanent full-time
- f) Permanent part-time
- g) Substitute – long term (estimate number of days per year_____)
- h) Substitute (estimate number of days per year_____)
- i) I am currently employed, but not in the teaching profession
- j) I am currently unemployed and seeking employment
- k) I am not currently in the workforce

1.2 [If Q1.1=h-j] Since graduating, have you held any form of teaching position?

Yes

No **Skip to Q1.4**

1.3 [If Q1.2 = yes] What type of teaching position did you hold?

- a) Probationary full-time
- b) Probationary part-time
- c) Term-full time
- d) Term-part time
- e) Permanent full-time
- f) Permanent part-time
- g) Substitute – long term (estimate number of days per year _____)
- h) Substitute (estimate number of days per year _____)
- i) Other: specify

1.4 [If Q1.1=h-j] Why are you not currently working in the teaching profession? (Skip to Q1.9)

If the current teaching status in Q1.1a-g, answer the following questions: For the following questions, please answer based on your current teaching position (if you are currently employed) or on the last teaching position you held.

1.5 Was this position in a public school setting or a private/non-traditional setting?

Public school

Private school

Nontraditional setting (Please specify)

Have had positions in both

(Skip to Q1.7)

1.6 What grade level did/do you primarily teach?

Elementary

Junior High

Senior High

- 1.7 What area/subjects did/do you primarily teach? [SUBJECTS LISTED]**
- 1.8 a) What province are you currently teaching in? [PROVINCES LISTED]**
b) For graduates NOT TEACHING IN NOVA SCOTIA, ASK: Why are you not currently teaching in Nova Scotia?
- 1.9 Of the following types of teaching positions, what would be your ideal teaching job?**
- Term – Full-time
- Term – Part-time
- Substitute – Long Term (estimate number of days per year_____)
- Substitute (estimate number of days per year_____)
- Permanent – Full-time
- Permanent – Part-time
- Other (Specify)
- 1.10.1 IF Q1.8a WAS NOVA SCOTIA, ASK: How far away would you be willing to relocate to work in your ideal teaching job (refer to answer in Q1.9)? Would you say...**
- Within my local area only
- Within Nova Scotia
- Within the Maritime Provinces
- Within Canada
- Within North America
- Other (specify)
- 1.11 Should enrollments in Bachelor of Education programs be matched to labour market demand for teaching positions in Nova Scotia?**
- Yes
- No
- VOLUNTEERED**
- Don't know

Section 2.0 Program Characteristics

We would now like to ask you some questions about the BEd program you graduated from in 2008/2009 (Insert appropriate year).

2.1 Would you describe your B. Ed. Program as integrated/concurrent or consecutive?

Integrated/concurrent (education courses were taken mainly prior to a first degree)

Consecutive (education courses were taken mainly after you had obtained a first degree)

2.2 What degrees had you completed (or were completing if in integrated program, Q.2.1) before your teacher preparation program? Choose all that apply

Bachelor of Arts
Bachelor of Science
Bachelor of Kinesiology
Bachelor of Commerce/Business Administration
Masters Degree
Masters Degree - Psychology
Other (Specify)

2.2A Where did you complete your undergraduate degree?**2.2B At what level are you endorsed to teach? (Check all that apply)**

Elementary

Secondary (if only secondary, skip to Q.2.4)

2.3 If Elementary: Are you endorsed to teach any of the following specialties at the elementary level?

Physical Education

Music

French (includes French first language, French immersion, and core French)

Visual Arts

No specialization at the elementary level

(If only elementary indicated in Q2.2, skip to Q2.5)

2.4 In what areas are your teachables? Keeping in mind to have a first teachable you must have 30 credit hours in that area, and 18 credit hours for a second/third teachable.

First Teachable	Second Teachable	Third Teachable

2.5 Thinking of your teacher preparation program as a whole (courses and practicum placements), what overall rating would you give to the program?

excellent

good

fair

poor

Section 3.0 Teacher Education Content and Knowledge

- 3.1 We would like to know a little about some of the subject matter you may have studied during your professional degree program. You may have been exposed to these topics as a specific course, as part of a course or as part of your practicum placement.**

In each case, can you tell me how much emphasis was placed on this topic and how useful this is/was for you as a teacher?

(Read scales. Repeat as necessary)

Curriculum Knowledge	Emphasis Placed?			How useful has it been?			
	A great deal	Some	Little or no	Very useful	Somewhat useful	Not very useful	Not at all useful
a. Child and adolescent development							
b. Assessment and Evaluation for learning							
c. Motivating students to learn							
d. Classroom management							
e. Conflict resolution							
f. The provincial curriculum							
g. Provincial policies and guidelines							
h. General teaching methods							
i. Subject-specific teaching methods							
j. Differentiated instruction/ assessment							
k. Legal issues/school law							
l. Integration of technology							
m. Strategies for interacting with parents							
n. Responding to social/cultural/ racial diversity among children							
o. Inclusive education practices and related policies and guidelines (i.e. teaching students with special needs)							
p. Adaptation to meet the needs of students with diverse learning needs (includes materials, equipment, environment, program, and human resources)							

3.2 We would also like to ask you about some education research matter that you may have studied as part of your program.

Can you please tell me how much emphasis was placed on each topic and how you feel it contributed to your overall teaching ability?

Curriculum Knowledge	Emphasis Placed?			Contribution to Overall Ability?		
	A great deal	Some	Little or no	Large Contribution	Somewhat of a Contribution	No Contribution
Learning theories						
Neurological bases of learning (Brain based research)						
Philosophical foundations of education						
Sociology of education						
Historical foundations of education						
Ethical and moral issues						

3.3 I am now going to read some statements about how well your BEd program helped you develop as a professional, considering these various aspects of teaching. In each case, can you tell me if at the end of your program you were very confident, fairly confident, not very confident, or not at all confident in your abilities in that area?

(Read scale. Repeat as necessary)

Knowledge and Skills	Very Confident	Fairly Confident	Not Very Confident	Not at all Confident
a. Subject-specific teaching methods				
b. Classroom management				
c. Differentiated instruction and assessment for student engagement				
d. Adapt curriculum to meet students needs				
e. Adapt curriculum to be interdisciplinary.				
f. Relate classroom learning to the world outside school.				
g. Design developmentally appropriate learning experiences.				
h. Identify and address special learning needs.				
i. Teaching methods that recognize racial, social, and cultural diversity among children.				
j. Year-long lesson planning				
k. Teach in multi-age or multi-grade classrooms.				
l. Use cooperative learning strategies.				
m. Use a variety of assessment to inform teaching and learning.				
n. Provide positive feedback to students including, positive reinforcement and constructive criticism				
o. Act as facilitator of learning and assessment.				
p. Resolve interpersonal conflict				
q. Use technology in instruction and assessment.				
r. Design an active, inquiry oriented classroom environment.				
s. Consult research and/or find useful research that can be applied in the classroom.				
t. Apply new knowledge gained from researching professional literature to teaching practices.				
u. Think critically about how to improve your teaching.				

3.4 During your BEd program were you provided with the appropriate provincial curriculum guides?

3.4A If 3.4=Yes: Were you instructed in these guides?

3.5 Now, thinking of your program as a whole, how well do you feel it prepared you for teaching?

Very well
 Fairly well
 Not very well
 Not at all well

Section 4.0 Student Teaching

I'd now like to ask you a few questions about your student teaching experience.

4.1 How many different student teaching practicum placements did you have during your BEd program?

4.2 a) What type of placement(s) did you have?

Completed placement during a continuous block of time

One/a few days per week over several weeks

Both

Other:

b) If completed both types of placements: Which type of placement did you find more useful?

c) Why?

4.3 How do you feel about the length of your student teaching practicum placement?

Much too long

A little too long

About right

A little too short

Much too short

4.4 In which province did you complete your student teaching placement? If not completed in Canada, which Country?

4.5 Which of the following best describes your teaching activities overall while participating in your placements?

My teaching responsibilities increased gradually

I assumed most teaching responsibilities from the beginning.

I assumed only some teaching responsibilities even at the end.

- 4.6 Did you receive any inservice sessions introducing you to the practicum process, your co-operating teacher, and your practicum supervisor?**

b) IF YES: Did you find it helpful?

- 4.7 Overall, how often did you receive an in-person visit from your university supervisor/ advisor during each of your placements?**

5 or more times during each placement

3-4

1-2

None

- 4.8 Did you have any other forms of contact with a university supervisor/advisor during student teaching?**

No other form of contact

Telephone

Email

Interview in Office

Discussion on Forum

Other (Specify)

- 4.9 Overall, how would you rate the quality of the university supervision you received during your student teaching practicum placements?**

excellent

good

fair

poor

- 4.10 Overall, how would you rate the quality of supervision you received from your cooperating teacher during your student teaching practicum placements?**

excellent

good

fair

poor

- 4.11 Thinking about your experiences with the Supervisor – Cooperating Teacher – Student model, how effective would you say this team was in your development?**

Very Effective

Somewhat Effective

Not Very Effective

4.12 Overall, how would you rate your student teaching experience in helping you prepare for the realities of teaching?

excellent good fair poor

4.13 I will now read some statements about student teaching. In each case, can you tell me how often you were able to do this during your student teaching practicum placements? How often were you able to:

	Often	Some times	Rarely	Never
Try out new teaching methods, techniques or strategies				
Receive formative feedback directly following your teaching experiences from the cooperating teacher(s)				
Relate what you learned in university course work to the classroom				
Reflect on your teaching				
Participate in the life of the school				
Plan collaboratively with your cooperating teacher(s)				
Teach within your area of specialization				

Section 5.0 Transition to Teaching

I would now like to ask you a few questions about the first teaching job you had after completing your program. [Refer to Section 1: those who have not held a teaching position should skip this section]

5.1 Did your school or school board offer any form of induction program for its beginning teachers?

Yes

No (*go to Question 5.4*)

Not applicable – program not offered for my teaching position (*go to Question 5.4*)

5.2 a) What did the induction program consist of?

b) Which of these items were beyond what you had previously been exposed to during your BEd program?

5.3 How would you rate the effectiveness of this induction experience?

Very effective

Somewhat effective

Somewhat ineffective

Very ineffective

5.4 Were you assigned a teacher as a mentor in your first teaching position?

Yes

No (*go to 5.6*).

5.5 How would you rate the effectiveness of this mentoring experience?

Very effective

Somewhat effective

Somewhat ineffective

Very ineffective

5.6 a) Have you developed a professional growth plan to support your ongoing professional learning?

b) How are you planning to continue your professional development?

Section 6.0 Choice of University

6.1 What influenced your decision to enter the Bachelor of Education program?**6.2A Prior to applying to a Bachelor of Education program, did you seek labour market information on the teaching profession in Nova Scotia?**

Yes

No

6.2B What sources of information did you use? (List)

Family Members

Friends

Career Counsellor

Media (newspaper, television, radio)

Internet

Promotional Materials

Professor/Student Advisor

Other (Specify)

6.3 a) Was teaching your first career choice?

Yes

No

b) If No: Why didn't you pursue your first career choice?**6.4 a) When you applied to your BEd program, did you apply to...?****b) For each school applied to, ask: Were you accepted at this school?**

	a) Applied?		b) Accepted?	
Acadia	Y	N	Y	N
Mount Saint Vincent	Y	N	Y	N
St. FX	Y	N	Y	N
Sainte Anne	Y	N	Y	N
Other NS University (Specify)	Y	N	Y	N
Other Non-NS University (Specify)	Y	N	Y	N

6.5 a) Was the school you attended your first choice?

Yes

No

6.5.1 Please indicate the top 3 reasons [with a 1, 2, or 3] you chose to attend [name of institution] for your Bachelor of Education Program?

	Rank
Location	
Availability of Accommodations	
Cost of travel	
Cost of Accommodations	
Reputation of the school	

Quality of Faculty	
Influence of others, such as family, friends, guidance counselor, etc.	
Course scheduling	
The length of the program	
Cost of program	
Online courses	
Were there any other factors that had some or a lot of influence on your decision to take this program? _____	

6.6 If you could do it all over again, would you choose to take an Education Program again?

Definitely Not

Might or Might Not

Definitely Yes

6.7 Would you choose the same institution to take your BEd?

Definitely Not

Might or Might Not

Definitely Yes

Section 7.0 Demographics

7.1 In what year were you born?

7.2 Record Gender

7.3 Did you grow up in Nova Scotia

Yes

No

7.4 [If Q7.3=yes] What county did you grow up in? [COUNTIES LISTED]

7.5 Would you identify yourself as a visible minority?

7.6 a) Would you identify yourself as an aboriginal person?

Yes

No

b) [IF Q7.6a = Yes] Which of the following terms best describes you?

a) Registered Mi'kmaq off-Reserve

b) Non-registered Mi'kmaq off-Reserve

c) Registered Mi'kmaq on-Reserve

d) Non-registered Mi'kmaq on-Reserve

e) Other (Specify)

f) Don't Know

7.7 Would you identify yourself as a person with a disability?**a) IF YES: Do you have a permanent disability?****b) How would you identify the nature of your disability?**

Learning disability

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

Mental health

Visual problems

Hearing problems

Physical

7.8 That is all of our questions. Is there anything else you would like to add about your experience in your professional teacher education program?

Thank you for taking the time to complete this questionnaire.