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by

Kim Yen Vu

May 2017

PERSPECTIVES FROM TEACHER CANDIDATES AND GRADUATES OF THE
TEACHER TRAINING AND PREPARATION PROGRAM AT THE UNIVERSITY OF
EDUCATION OF DANANG IN VIETNAM

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
Of the Requirements for the Degree

Doctor of Education
In Professional Leadership

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May 2017

Dedication

For the children and for those that teach,

For all my children, I dedicate this to you so that you know the importance of education and where it can take you. For all my school children, I dedicate this to you so that you have the opportunity to succeed in whatever it is you aspire to do. For all the educators that passionately and selflessly serve and teach our children every day everywhere, I dedicate this to you for the noble work that you do.

For Vietnam, the country of my birth,

I thank you, America, my adopted homeland, for giving me an invaluable education, an abundance of hope, and bountiful opportunities. For Vietnam, I dedicate this work so that you may prosper to educate and give hope and opportunities to all the children of Vietnam, my country of birth.

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I thank God for the blessings in my life. I thank Him for guiding me in my path towards this achievement, and I pray that He will continue to guide me so that the future path of this achievement is His will.

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I thank my late husband, Anthony Toan Nguyen, my children, and my extended family for supporting me and accommodating me throughout my professional studies and career.

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Abstract

Background: The current complexity of the global marketplace challenges national education systems around the world to prepare its children with the knowledge and skills needed to become competitive, and research literature confirms the value of investing in education. Based on a large body of research over two decades, the Center for Public Education concludes that there is substantial evidence of a direct correlation between teacher's effectiveness and student academic achievement. Statistics from various studies indicate the challenge for schools across the US and the globe is to hire teachers that are well-prepared for the classrooms. The National Council for Accreditation of Teacher Education, the professional teacher preparation accrediting body, indicates that effective teachers require a combination of factors including one key factor, teacher training. Therefore, preparing great teachers will have a direct impact on the learning and success of students. **Purpose:** This study examined the perspectives of students and alumni of the teacher preparation program they went through and their views on its effectiveness in preparing them for the real classroom. **Methods:** A questionnaire was given to students and alumni of the teacher preparation program at Danang University of Education (DUEd) to survey their overall perceptions on how well the teacher preparation program did in training them for the classroom and in addressing classroom environment, instruction, and in dealing students with disabilities. **Results:** An analysis of the results yielded common themes that reflect a prevailing trend in the teacher training programs at DUEd. Common themes indicate a need to improve the quality of the teacher preparation

programs at the DUEd in several areas, especially in addressing teaching students with disabilities. **Conclusion:** The findings provided feedback and insights for improvement for the DUEd teacher preparation program and may be helpful to other teacher preparation programs at other institutions as well.

TABLE OF CONTENTS

Chapter 1	1
Introduction	1
Background Introduction.....	1
Background of the Problem.....	2
Statement of the Problem	6
Purpose of the Study	10
Significance of the Study	11
Research Questions	11
Research Design.....	12
Limitations	13
Definition of Terms	14
Chapter 2.....	17
Review of the Literature	17
Overview of Vietnam	17
Overview of Education in Vietnam.....	19
Correlation on Effectiveness of Teacher Preparation Programs and Teacher Effectiveness and Student Achievement	27
Teacher Preparation Program Evaluations	35
Challenges of Teacher Preparation Programs in Vietnam	38

Conclusion.....	45
Chapter 3.....	48
Methodology	48
Methods.....	48
Description of the Research Design	48
Research Questions	49
Setting.....	49
Subjects	52
Procedures	52
Instruments	53
Analyses	54
Limitations	55
Chapter 4.....	56
Results.....	56
Introduction	56
Subjects' Demographics.....	56
Survey Procedures.....	57
Outliers	58
Survey.....	59
Survey Results.....	64

Theme 1: Overall Perception of the Teacher Preparation Program at DUEd	64
Theme 2: Classroom Environment.....	66
Theme 3: Instruction	73
Theme 4: Students with Disabilities	82
Theme 5: Field Experience	91
Chapter 5.....	106
Summary, Recommendations, and Conclusion	106
Introduction	106
Overview of the Study.....	106
Discussion of Results	107
Conclusion.....	115
Implications for Teacher Training and Preparation Programs	116
Implications for Teacher Training and Preparation Programs in Vietnam	117
Implications for Further Research.....	119
References.....	120
APPENDIX A.....	127
APPROVAL OF RESEARCH FROM INSTITUTIONAL REVIEW BOARD	127
APPENDIX B.1	129
REQUEST FOR RESEARCH FROM UNIVERSITY OF DANANG	129
APPENDIX B.2	130

APPROVAL OF RESEARCH FROM UNIVERSITY OF DANANG.....	130
APPENDIX C.1	131
CONSENT TO PARTICIPATE IN RESEARCH FORM IN ENGLISH	131
APPENDIX C.2	135
CONSENT TO PARTICIPATE IN RESEARCH FORM IN VIETNAMESE	135
APPENDIX D.1	139
SURVEY INSTRUMENT IN ENGLISH	139
APPENDIX D.2	149
SURVEY INSTRUMENT IN VIETNAMESE	149
APPENDIX E.1	159
RECRUITMENT LETTERS TO PARTICIPATE IN RESEARCH IN ENGLISH.....	159
APPENDIX E.2	161
RECRUITMENT LETTERS TO PARTICIPATE IN RESEARCH VIETNAMESE ...	161
APPENDIX F.....	163
CERTIFIED TRANSLATION OF DOCUMENTS	163

LIST OF TABLES

Table 4.1 Results for Survey Question 37	65
Table 4.2 Results for Survey Question 1	67
Table 4.3 Results for Survey Question 2	69
Table 4.4 Results for Survey Question 3	70
Table 4.5 Results for Survey Question 4	71
Table 4.6 Results for Survey Question 5	72
Table 4.7 Results for Survey Question 6	74
Table 4.8 Results for Survey Question 7	75
Table 4.9 Survey Results for Question 8	76
Table 4.10 Results for Survey Question 9	77
Table 4.11 Results for Survey Question 10	78
Table 4.12 Results for Survey Question 11	79
Table 4.13 Results for Survey Question 12	80
Table 4.14 Results for Survey Question 13	81
Table 4.15 Results for Survey Question 14	83
Table 4.16 Results for Survey Question 15	84
Table 4.17 Results for Survey Question 16	85
Table 4.18 Results for Survey Question 17	86
Table 4.19 Results for Survey Question 18	87
Table 4.20 Results for Survey Question 19	88
Table 4.21 Results for Survey Question 20	89
Table 4.22 Results for Survey Question 21	90
Table 4.23 Results for Survey Question 23	92

Table 4.24 Results for Survey Question 24	93
Table 4.25 Results for Survey Question 25	94
Table 4.26 Results for Survey Question 26	95
Table 4.27 Results for Survey Question 27	96
Table 4.28 Results for Survey Question 28	97
Table 4.29 Survey Results for Question 29	98
Table 4.30 Survey Results for Question 30	99
Table 4.31 Results for Survey Question 31	100
Table 4.32 Results for Survey Question 32	101
Table 4.33 Results for Survey Question 33	102
Table 4.34 Results for Survey Question 34	103
Table 4.35 Results for Survey Question 35	104
Table 4.36 Results for Survey Question 36	105

LIST OF FIGURES

Figure 2.1 Structure of Vietnam Education System	23
Figure 4.1 Graph Results for Survey Question 37	66
Figure 4.2 Graph Results for Survey Question 1	68
Figure 4.3 Graph Results for Survey Question 2	69
Figure 4.4 Graph Results for Survey Question 3	70
Figure 4.5 Graph Results for Survey Question 4	71
Figure 4.6 Graph Results for Survey Question 5	72
Figure 4.7 Graph Results for Survey Question 6	74
Figure 4.8 Graph Results for Survey Question 7	75
Figure 4.9 Graph Results for Survey Question 8	76
Figure 4.10 Graph Results for Survey Question 9	77
Figure 4.11 Graph Results for Survey Question 10	78
Figure 4.12 Graph Results for Survey Question 11	79
Figure 4.13 Graph Results for Survey Question 12	80
Figure 4.14 Graph Results for Survey Question 13	81
Figure 4.15 Graph Results for Survey Question 14	83
Figure 4.16 Graph Results for Survey Question 15	84
Figure 4.17 Graph Results for Survey Question 16	85
Figure 4.18 Graph Result for Survey Question 17	86
Figure 4.19 Graph Results for Survey Question 18	87
Figure 4.20 Graph Results for Survey Question 19	88
Figure 4.21 Graph Results for Survey Question 20	89

Figure 4.22 Graph Results for Survey Question 21	90
Figure 4.23 Graph Results for Survey Question 23	92
Figure 4.24 Graph Results for Survey Question 24.....	93
Figure 4.25 Graph Results for Survey Question 25	94
Figure 4.26 Graph Results for Survey Questions 26	95
Figure 4.27 Graph Results for Survey Question 27	96
Figure 4.28 Graph Results for Survey Question 28.....	97
Figure 4.29 Graph Results for Survey Question 29.....	98
Figure 4.30 Graph Results for Survey Question 30.....	99
Figure 4.31 Graph Results for Survey Question 31	100
Figure 4.32 Graph Results for Survey Question 32.....	101
Figure 4.33 Graph Results for Survey Question 33	102
Figure 4.34 Graph Results for Survey Question 34.....	103
Figure 4.35 Graph Results for Survey Question 35.....	104
Figure 4.36 Graph Results for Survey Question 36.....	105
Figure 5.1 Graph - Classroom Environment.....	109
Figure 5.2 Graph - Instruction	110
Figure 5.3 Graph - Students with Disabilities.....	111
Figure 5.4 Graph - Field Experience A.....	112
Figure 5.5 Graph - Field Experience B.....	113
Figure 5.6 Graph - Overall.....	114

Chapter 1

Introduction

Background Introduction

We all instinctively know that great teachers matter. Consistent throughout our nation and across the globe, and even in developing countries, schools and communities look to hire the best teachers; and parents everywhere seek for the best schools and the best teachers for their children. Whether in America or any country of the world, every child deserves an excellent teacher. In its statistical analysis on teacher quality, the National Center for Education Statistics (NCES) (1999) reported that a nation's educational system must provide its students with the knowledge, information, and skills necessary to compete in a complex global market. Providing all students with the opportunity for a high-quality education is crucial and important for their success and the success of nations. The link, therefore, between the strength of a nation's education system and the strength of its economy is a simple one, and it is one that all can agree. The current complexity of the global marketplace challenges national education systems around the world to prepare its children with the knowledge, information, and skills necessary to become competitive. Schweke (2004) confirms in his research the value and profit of investing in education is essential to the success of a nation.

A plethora of research (Aaronson, Barrow, & Sander, 2003; Clotfelter, Ladd, & Vigdor, 2007; Council of Chief State School Officers, 2012; Rivkin, Hanushek, & Kain, 1998) suggests that effective teachers are the most important influence on student educational success in schools. Therefore, public policy and education reforms have increasingly focused on how to improve educator effectiveness. A plethora of research

has indicated that good teachers are an integral part of such an educational system, and good teachers are the key to children's intellectual and social development (U.S. Department of Education, 2012). Therefore, it is not uncommon for leaders of nations to put educational interest at the top of their national agenda; with this priority in mind, many countries are undergoing educational reforms to ensure that their nation's schools are equipped with qualified and effective teachers. However, school reforms can only succeed if the focus is on creating the elements and conditions so that teachers can teach and can teach effectively.

According to a report from the NCES (1999), two broad elements characterize teacher quality:

1. Teacher preparation and qualifications - which refers to teacher preparation programs at postsecondary education institutions, certification, and continued learning such as professional development and mentoring, and
2. Teaching practices - which refers to the actual behaviors and practices that teachers exhibit in their classrooms.

The NCES (1999) report concluded that the two elements of teacher quality are not independent of each other; rather, “excellent teacher training and preparation and qualifications should lead to exemplary teaching behaviors and practices.”

Background of the Problem

As in any country, education is at the forefront of national concerns. For a nation to thrive, it needs competent, skillful, educated citizens. The National Council for Accreditation of Teachers Education (NCATE), summarized in their report (2010-2014) that one of the five key findings from existing research on teacher preparation is that

leading industrialized nations tend to invest heavily in education and in teacher training and preparation. Education policy in the United States and around the world is increasingly putting pressure on schools to provide achievements for all students. In President Clinton's 1997 State of the Union Address, he issued a "Call to Action" to improve the quality of teachers in American classrooms; and in his speech, he expressed the growing concern over the conditions of education and our nation's need for excellent teachers. In 2001, President George W. Bush signed into law the No Child Left Behind Act (NCLB) with a component requiring that all U.S. teachers comply with the standards to be highly qualified by the end of the 2005-2006 school year. The Obama administration continued to emphasize the importance of our nation's education with the Race To The Top initiatives to raise standards and improve school leader and teacher effectiveness. It is no doubt that education and educating our youth will continue to be a priority of national and global concerns. These national initiatives are based on the premise for quality education and the need for qualified, effective teachers to raise student achievement and close the achievement gap.

The global school reform movement has made schools more accountable in the U.S. and across the globe, including third-world countries such as Vietnam. Vietnam is a country on the move, and Vietnam's education is at the crossroads due to rapid economic growth. The demand for a competent, skillful workforce to meet today's technological and global society is rigorously increasing. Preparing the current and future workforce for a modern global economy requires a labor force with strong literacy skills as well as soft skills. Today's workers require the ability to apply higher-order thinking and problem solving. However, according to the World Bank (2013), Vietnam is facing skills gap and

a skills shortage in its workforce. The Vietnam labor market is increasingly demanding traits of high-quality cognitive, behavioral, and technical skills in which employers report are lacking among many recent graduates. The institutions of higher learning and technical schools are crucial to the economy as it is the training ground for workers. It is also a foundation to transfer skills and knowledge and train employees needed in today's modern global business market. Thus, much of the focus on education reforms in Vietnam in the past few decades has been at the higher education institutional level. However, in recent years, the reform is shifting and is now focusing on primary, elementary, and secondary education because the higher learning institutions and universities are reporting they are not getting the quality students entering their classrooms. Vietnam, therefore, must look at education reform systematically beginning from the bottom up with a focus on the quality of teaching at elementary and secondary schools as well, and not just at the institutions of higher learning. The general sentiment is that the current primary, elementary, secondary education system in Vietnam is inadequate to the country's needs; and as Vietnam's economy continue to evolve, basic number skills and basic literacy skills are no longer sufficient. Vietnam has no choice but to assess its current primary, elementary, secondary education system and look for ways to provide a better and higher quality education that promotes higher-order thinking and behavioral skills and fosters critical and creative thinking for all students. Thus, it is sensible that the Ministry of Education and Training (MOET), the entity responsible for all aspects of education in Vietnam, is permitting rapid increases in the scale and scope and quality of formal schooling to expand from early childhood to secondary schools and on to postsecondary education.

Recognizing the need for teacher quality as it can impact a competent workforce and, thereby, a healthy economy, nations such as Vietnam are working with educational leaders within the country and abroad to propel necessary improvements in teacher training and preparation, and, thereby, improving the quality of teaching. In order to improve the quality of education in Vietnam, national leaders of Vietnam must recognize that through reforms and new proposed regulations, they need to aim at building and supporting the efforts for more transparency, more accountability, and increased program improvement in all aspects of education. The leaders need to consider reforms to include quality of education programs in K-12 and not just programs at post-secondary institutions. Based on various reports, the Ministry of Education and Training (MOET) is working with K-12 educators on aggressive reforms to develop a more coherent, more focused curriculum with high-quality standards that will optimize learning and increase student achievement and promote the essential elements needed for students to master the content and the application of knowledge. However, although curricular reform is an important step, effective classroom instruction is what matters and should be the resulting change that is needed. Therefore, ensuring that the education structure is aligned and parallel with policies and practices requires paying close attention to “how” the new curriculum is implemented and taught. According to Education Week (2015), although Vietnamese policy makers have encouraged student-centered teaching practices and active, engaging learning methodology since the 1990's, lecture-style and rote learning remain the common practice in the classroom in Vietnam. Teacher-centered approaches dominate the classrooms, and students are typically receiving knowledge passively. Student-centered approaches and active student engagement are not commonplace, and

studies and surveys found that Vietnamese students lack the ability in the application of their learning to practice. A recent focus group discussion and a United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015) youth opinion poll confirm that Vietnamese teachers often use one-way lecturing teaching methods that rely on theory and emphasized heavily on textbooks instead of active learning or student engagement for learning outcomes. Vietnam must consider upgrading its instructional practices for effective implementation of better pedagogical strategies. Vanessa Shadoian-Gersing (2015), a former Organization for Economic Co-operation and Development (OECD) analyst who writes and consults on global education, proposes several strategies for elevating Vietnam's school system to the next level that includes a critical component, teacher quality. In order to improve teacher quality, Vietnam must review the teacher training and preparation programs across the nation to assess the effectiveness of preparing its teachers for the 21st century classrooms.

Statement of the Problem

The demand for a competent, skillful workforce to meet the today's technological and global society is rigorously increasing. Preparing the workforce for the 21st-century modern global marketplace requires a labor force with strong literacy skills, higher order thinking, and behavioral skills that include critical and creative thinking; however, according to the World Bank (2013), Vietnam is facing skills gap and a skills shortage in its workforce. The sentiment is that the current education system in Vietnam is not adequate to meet the country's needs, and the global school reform movement has made school accountability in Vietnam a priority. Within this movement, there is the objective

of improving teacher quality to impact student achievement and also to meet the demands of the workforce.

Teaching is a tough job regardless if it is in the United States or anywhere on the globe. Teaching is regarded as a noble profession and should be so, but today's teachers throughout the world lack the respect that they deserve. The challenges teachers face today is evident through the shortages of teachers and the short life-span of teachers not just in America but around the globe. Researchers often compare and refer the teaching profession to a revolving door (U.S. Department of Education, 2000). Other studies have shown that about one-fourth of all beginning teachers will leave the teaching profession within the first four years of teaching (Hare & Heap, 2001). Ingersoll (2000, 2001) reported that 42 percent of all teachers that are leaving the profession report leaving because of dissatisfaction with the job, the wish or need to get a better paying job, or better job opportunities. Of those who reported leaving the profession because of dissatisfaction of the job, they most commonly say that low pay, lack of support from the administration, low of student motivation, student management and discipline issues, and lack of teacher control to make decisions as factors that influence their decisions. Klein (2015), in her article in *The Huffington Post* (2012) reported that, according to Organization for Economic Co-operation and Development (2015) who looks at the state of education around the world, teachers are underpaid. According to a news report from Thanh Nien News (2012) the wages for teachers in Vietnam are inadequate to provide teachers with the ability to support their families, and most teachers are often forced to obtain a second job. The Thanh Nien News (2012) reported that a study, conducted among 34 elementary, secondary and high schools in seven provinces and cities, found

that newly graduates earn an average of only 2 million VND (\$93.87) a month. The study also discovered that only 10-20 percent of teachers surveyed said they planned to continue teaching with the low salaries and the harsh working environment. Surveys from the study found that many teachers in urban areas would change their profession if they had a chance. Often, teachers in Vietnam resort to minimizing their teaching in the classroom, resulting in students needing outside tutoring. The teachers then charge high fees for outside tutoring services in which poorer students cannot afford and thereby creating an injustice in the education system. According to many observers, many teachers resort to corruptions, and it is the basis that continues to feed on the growth of more corruption in the education system in Vietnam. Meanwhile, previous surveys have indicated that the number of students applying for teacher training schools has been declining. One article stated that the number of applicants to the Ho Chi Minh City Education University declined by more than 63 percent in a decade, from over 41,000 in 2000 to 15,127 in 2012. In addition and most compelling is the research findings that the teacher's attrition rates for new teachers who have not had strong, effective teacher preparation and training programs are much higher than for those that are better-prepared. Research also found that teachers tend to leave the teaching field much quicker if they have less training and preparation before they enter teaching and if they lack mentoring and support when they begin teaching (Darling-Hammond, 2016).

With the objective of improving teacher quality in mind, Vietnamese national leaders are working vigorously with MOET and educational leaders within the country and abroad on education reforms that include accountability for teacher training and preparation programs that prepare and produce what should be well-prepared, quality,

effective future teachers. To date, limited research exists on the effectiveness of teacher preparation programs in general and particularly in Vietnam. There have been numerous measures of teacher preparation programs and teacher qualifications standards utilized to determine the correlation between teacher effectiveness and student achievement. Factors such as pre-service training, qualifications, continued learning, and working environments should all be included in the repertoire of teacher quality measures.

However, based on the NCES (1999), today's teachers face many challenges by reform initiatives to meet new expectations that have not been part of the traditional expectations for classroom teaching in the past for which many teachers have been inadequately trained during their preparation and training to be teachers. Therefore, information about teacher qualifications and preparation does not adequately address whether pre-service training, continued professional development, and work environments, adequately prepare teachers to meet the often complex and changing demands they face in today's classrooms. Much more research is needed on the correlation of effectiveness of teacher training and preparation programs and teacher effectiveness and student achievement.

Recent studies suggested one way to evaluate teacher preparation programs in correlation of teacher effectiveness is to examine the level in which teachers themselves feel prepared by the teacher preparation program they went through to meet these demands. With this premise in mind, this study will survey student teachers and teachers on their perceptions about the teacher preparation they went through to examine the level in which the program prepare them to be teachers.

Purpose of the Study

The intent of this study is to explore the perspectives of teacher candidates and teacher graduates of the Teacher Training and Preparation Program at the University of Education of Danang in Vietnam and examine their perspectives of the teacher preparation program they went through and their views on its effectiveness in preparing them for the real classroom. In this study, the participants answered a thirty-seven questions survey, and their responses are analyzed to determine the extent of the relationships between their perspectives on how well-prepared they feel after going through the teacher preparation program in relation to their perspectives on being effective as teachers in the real classrooms. The response data from the surveys were analyzed, and common themes surfaced and indicated a need to further improve the quality of the teacher preparation programs at the University. These common themes may reflect prevailing trends in the teacher preparation programs in Vietnam as well as other developing nations in Asia. At the infancy of research on teacher quality and the preparation and qualifications of public school teachers, an NCES report (1999), indicates that teachers' feelings of preparedness may be a good indicator of the level to which the training they received prepares them to meet the current challenges of teaching. Many other researchers since then have found similar findings. Given that teacher preparation is one of the key elements in determining teacher quality, it is valuable to explore the perceptions of the effectiveness of a teacher preparation programs. This study focused on a teacher preparation program at the University of Education of Danang in Vietnam (DUEd). The research findings provided feedback and insights for the University of Education of Danang in its quest to improve the quality of their programs

and may be helpful to other teacher preparation programs at other institutions in Vietnam and other countries as well.

Significance of the Study

The National Council for Accreditation of Teacher Education (NCATE), the accrediting body for professional teacher preparation and training programs, indicates that effective teachers require a combination of factors including one key factor, teacher preparation. The effectiveness of teacher preparation programs in charge of preparing new teachers entering the profession is important and a foundation for a successful career in teaching. It is only logical to demand the accountability of the teacher preparation programs that produce teachers because preparing great teachers will have a direct impact on the learning and achievement success of students. For the next stage of global action for education, studies such as this will help the countries like Vietnam and in Asia to clarify and define what teaching and learning they want and need to achieve the desirable results and futures they want for their schools.

Research Questions

1. What are the perspectives of teacher candidates and graduates of the University of Education of Danang on how well did the teacher preparation program prepare them for the profession or the actual classroom?
2. How does a teacher candidate or a teacher graduate's perception of how well prepared he or she felt after completing their pre-service training influence the perception of their effectiveness of their teaching abilities?

Research Design

This study is a descriptive research design in which the participants answered 37 multiple choice survey questions. The study questions were adapted from the Texas Education Agency Education Educator Preparation Program Candidate Exit Survey (TEAEPPCES). The TEAEPPCES is a fulfillment of the Texas Education Code 21.045 and Texas Administration Code (TAC) Chapter 229, by the Texas Education Agency which requires the Agency to collect data from the results of a survey given to all individuals who have completed an educator preparation and training program in Texas. The purpose of TEAEPPCES, initiated by the Texas Education Agency, is to evaluate the effectiveness of educator preparation and training programs, required by Senate Bill 174. The information collected from the survey will be used to promote the preparation of effective teachers and ultimately, Texas students. The instrument provides feedback regarding how well teacher candidates were prepared by the educator training and preparation programs they went through to be effective in the classroom. The original TEAEPPCES survey includes 55 mostly Likert-type questions and addresses components in the teacher preparation programs in regards to classroom environment, instruction, differentiating instruction particularly in dealing with students with disabilities, limited English proficient students, technology integration, the usage of technology with data, and the field experience of the teacher candidate.

The survey used for the study was adapted from the TEAEPPCES and included only 37 questions. The components addressing Limited English Proficient Students and Technology integration and usage of technology data were omitted because those questions were not applicable to the study subjects or school environment in Vietnam.

Because the primary language of the study subjects' is Vietnamese, the survey used for the study was translated into Vietnamese and certified by a government translation agency. The subjects in the study are teacher candidates and graduates of the teacher preparation program at the University of Education of Danang. Surveys were administered to the subjects to examine their perceptions of the effectiveness of the teacher preparation program they went through regarding how well-prepared they feel to be effective teachers after completing the program. After participants had answered the questions, the researcher analyzed the responses given and looked for common themes and trends regarding the perceptions of participants of the teacher preparation program at the University of Education Danang. The surveys will give the participants an opportunity to reflect on the training they have received and their overall perception of how they feel in terms of readiness to teach in a real classroom in relation to classroom environment or management, content or instructional methodology, and in differentiating instruction, particularly for students with disabilities. The responses provided valuable insights on the field experience of the participants in the teacher preparation program and the experiences and interactions and support received from the field supervisor. The results provided feedback for the teacher preparation program at DUEd and a framework for the current and future evaluation of teacher preparation programs at the University and perhaps across Vietnam.

Limitations

In order to expand high-quality education in Vietnam into all preschool, primary, and secondary schools where there are an estimated 944,410 teachers that require more professional development (Statistical Source Office, 2008), appropriate and effective

teacher education and training is required. To completely answer the question of whether teachers are adequately prepared to teach their students will require extensive and in-depth research studies of teachers and their teaching practices and their students' outcomes, which are beyond the breadth of this thesis. Based on the data collected from the study, common trends and themes surfaced, and assumptions and recommendations are made regarding the effectiveness of the teacher preparation program at the University of Education of Danang, Vietnam. However, due to the small sample of the subjects for the study, the results of this study may not be reflective of the general perceptions of all students and graduates of the teacher preparation program at the University of Education of Danang or other teacher preparation programs across the Vietnam. The study is limited in the scope of the teacher candidates' and the teacher graduates' perception of their teaching effectiveness or preparedness. It is recommended that additional surveys from the subjects' supervisors (professors and principals) on the perception of subjects' teaching ability to enhance the overall findings.

Definition of Terms

- Danang University of Education (DUEd) - One of the 8 Colleges in the UD systems. Also known as University of Education of Danang
- Education Commission of The States (ECS)
- Individual Education Plan (IEP) – for a child with a disability, a written statement of services that includes the child's present level of performance, measurable annual goals, accommodations, and progress measures.
- Ministry of Education and Training (MOET) – the of the Vietnam government that oversee the education system in Vietnam

- National Center for Education Statistics (NCES) - collects, analyzes and makes available data related to education in the U.S. and other nations.
- No Child Left Behind Act of 2001 (NCLB) - a United States Act of Congress concerning the education of children in public schools.
- Organization for Economic Co-operation and Development (OECD) - an intergovernmental organization of industrialized countries
- Program for International Student Assessment (PISA) - an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years
- RACE TO THE TOP (R2T, RTTT or RTT) - a \$4.35 billion United States Department of Education competitive grant created to encourage and reward innovation and reforms in state and local district K-12 education.
- Renovation Reforms (Đổi Mới) - When Vietnam made the fateful decision to change socioeconomic course in 1986 setting in motion the “market economy with socialist orientation” that we see today.
- Teach for America (TFA) - a national teacher corps of recent college graduates who commit two years to teach and to effect change in under-resourced urban and rural public schools and they are targeted to become leaders in the effort to expand educational opportunity.
- Texas Education Agency (TEA) - a branch of the state government of Texas in the United States responsible for public education
- Texas Education Agency Educator Preparation Program Candidate Exit Survey (TEAEPPCES) – In accordance with the requirements of Texas Senate Bill 174,

this questionnaire is used to survey teacher candidates in Texas to evaluate the effectiveness of educator preparation programs upon completion. The tool is used to promote the preparation of effective teachers and ultimately, Texas students.

- United Nations Educational, Scientific, and Cultural Organization (UNESCO) - a specialized agency of the United Nations (UN) based in Paris and is responsible for coordinating international cooperation in education, science, culture and communication
- University of Danang Systems (UD) - University located in Central Vietnam with about 45,000 students—over 40,000 undergraduate students, over 3000 graduate students, and roughly 200 doctoral students. UD has eight colleges, one distant campus, one research institute.

Chapter 2

Review of the Literature

Overview of Vietnam

To fully understand Vietnam's educational system and its history, it is important to know about the history of the country itself. An overview of Vietnam and its history will help explain how Vietnam's history through the various periods has shaped the educational system that exists today. The culture of Vietnam's educational system was influenced by Chinese domination, which gives roots to its education system beliefs that derived from the country's belief in Confucianism (London, 2011). Also, the French colonization of Vietnam for a few hundred years, coupled with Portuguese, British, Japanese occupation and American influences during the Vietnam conflict, has deeply influenced the country's education. (London, 2011)

Vietnam is officially the Socialist Republic of Vietnam and is the easternmost country on the Indochina Peninsula in Southeast Asia. It's an S-shaped country that borders with China in the north, Laos and Cambodia in the west, and the Pacific Ocean in the east. According to "Viet Nam Population" (2016), Vietnam has an estimated population of 90.5 million as of 2014. It is the world's 14th-most-populous country, and the eighth-most-populous Asian country, and represents 1.28% of the total world population. Thirty-three percent of the population is urban (30,482,811 people), and the median age in Vietnam is 30.3 years.

According to "Viet Nam - Vietnam - Country Profile - Việt Nam, Asia" (n.d.), the capital city of Vietnam has been Hanoi since the reunification of North and South Vietnam in 1975. The largest city is Ho Chi Minh City and also known as Saigon. Saigon

was the former capital of the Republic of Vietnam. According to several on-line sources, Vietnam is divided into 58 provinces and five centrally controlled municipalities. The municipalities include the capital city Hanoi, Ho Chi Minh City (formerly Saigon and capital of South Vietnam), Can Tho, Da Nang and Hai Phong. The spoken language is Vietnamese. However, English can now be considered as a second language although there are still people that speak French due to the influence from the French colonization of Vietnam in the mid-19th century.

Vietnam was a part of China from 111 BC to AD 939. In 939 AD, after a Vietnamese victory in the Battle of Bạch Đằng River, Vietnam became an independent country. This time period is when the Vietnamese royal dynasties flourished. Vietnam grew geographically and politically into Southeast Asia. By the mid-19th century, the French colonized the Indochina Peninsula. Following a Japanese occupation in the 1940s, Vietnam then fought the French domination in the First Indochina War and eventually expelled the French in 1954. After that, Vietnam was then divided into two countries, North and South Vietnam. The rivals between the North and South heightened and became what is known as the Vietnam Conflict or the Vietnam War, in which the United States supported the South Republic of Vietnam. In 1975 when the United States withdrew their forces, and the civil war ended. The country was then reunified under a communist government; but for many years after the war, it continued to be impoverished and remained politically isolated from the rest of the world. In 1986, the Vietnam government introduced and initiated a series of economic and political reforms, the Doi Moi Movement. This movement began Vietnam's pathway in the direction towards the integration into the global economy. Vietnam started establishing diplomatic ties with all

nations, and according to the World Bank (2011), Vietnam's economic growth rate is among the highest in the world since 2000. A World Bank report (2011) indicated that Vietnam's successful economic reforms resulted in the highest Global Growth Generators Index among eleven major economies and led to its joining the World Trade Organization in 2007. According to the World Bank, Vietnam's per capita income was \$1911 in 2013. Despite being considered a poor developing country, Vietnam has made tremendous gains in expanding its gross national product. According to the World Bank, "Vietnam has raised its export turnover, controlling the population growth rate, raising living standards and reducing poverty in rural areas." Based on several on-line sources, Vietnam is one of the world's only five remaining one-party socialist, communist states in which the President is the head of state, and the Communist Party leads the government.

Overview of Education in Vietnam

For nearly one thousand years, under the domination of the Chinese, the Vietnamese people used Chinese characters for writing, but the verbal language was pronounced in a different, Vietnamese way. This was a way of preserving and strengthening Vietnam's national independence to raise awareness to ensure that the Chinese did not influence the Vietnamese people. The French occupation of Vietnam, started in 1884 and ended in 1945, left a strong influence on Vietnam's education system. The French introduced western education into the Vietnamese education system, mainly to train people to serve the colonial occupation. During this time period, the traditional Confucian-influenced education that the Vietnamese people have maintained for many years was replaced by French-influenced education. In 1945, Vietnam gained independence from France. During the period between 1945 – 1954, the then leader of

Vietnam, Ho Chi Minh, declared three main priorities of the new, independent government: to fight against poverty, fight against illiteracy, and fight against invaders (“Education in Vietnam » History of Education,” n.d.). Ho Chi Minh’s new philosophy and driving force for education was “an illiterate nation is a powerless one” and thus, calling for a national “anti-illiteracy” campaign starting in October 1945 (World Bank, 2010). According to the World Bank (2010), within one year after its initiation, the anti-illiteracy campaign was considered a success with 75 thousand literacy classes that were formed. Ninety-six thousand teachers were available to teach 2.5 million people to learn basic reading and writing. During this time from 1946-1954, considered to be the years of resistance, schools were operated in demilitarized zones, and the French curriculum was no longer taught and replaced by a Vietnamese curriculum. In 1950, the government passed an education reform, and the goal of the reform was to reduce the years of general education and to concentrate on reading, writing, and math calculation skills only (London, 2011).

Despite the efforts to uproot the French influence, the French left a deep impact in education in Vietnam. In 1954, the Geneva Accord divided the country, and a civil war ensued between North and South Vietnam. Education in North Vietnam took influence from the communist USSR. The South, due to the involvement and support of the U.S. in the Vietnam Conflict, gradually moved from a European and French influenced education to a North American influence education.

According to World Bank (2010), at the end of the Vietnam War in 1975, Vietnam was reunified, and the Vietnam government focused on two priorities in terms of education:

- (1) the removal of leftover influences from the old education systems, and
- (2) the implementation of programs to promote literacy activities for people in the age group of 12-50 years old.

The Ministry of Education implemented a 12-year school program, and private schools were nationalized, and religious influences were eliminated from education (World Bank, 2010). The government's goal was to universalize and nationalize the curriculum under a centralized educational system but faced many economic and social challenges. Vietnam was isolated from foreign countries and lacked resources and funding allocations for the new initiatives (Mongabay, 1987). Vietnam had very little social or economic growth for many years after the reunification of the country (World Bank, 2010). In 1986, the government decided to decentralize of the market through the "Doi Moi" reform (Kelly, 2000). "Doi Moi" means "renovation" or "reconstruction" in Vietnamese (Mongabay, 1987). The goal of Doi Moi is to stimulate Vietnam's economy with growth and development from within the country and by capitalizing the economy to allow Vietnam to increase its contribution to the global market and economic scene. This means "decentralizing the economy and replacing the communist title of the country with a more market-driven, socialist system (Mongabay, 1987)." For education, "the Doi Moi reform means more funding allocations for schools and institutions and a more percentage of funds overall allocated to the education system from the Vietnam government (Kelly, 2000)." Doi Moi led to more private institutions and schools. "Semi-public" and "people-funded" institutions became popular, and non-public education became very trendy at the early childhood/pre-school level and prevalent at the technical and vocational training levels. In 1998, Vietnam passed its first law on education since

the reunification to reflect the goals of the “Doi Moi” reform. The law provided a legal framework for the development and structure of education in Vietnam (“Overview on Vietnam’s”, 2011). Only a few years later, the Vietnam government saw that this new law needed to be amended to address the need for increased accessibility to education. In 2005, the education law was amended, and a new law was passed. This law omitted the use of “semi-public schools” and allowed for public, people-funded, and private schools. The law also made education in Vietnam compensatory for the primary level and also for lower secondary level. This law updated the 1998 law in which education was only compensatory for the primary level education. The law was updated again in 2012 and made upper secondary education also compensatory and universal (“Overview on Vietnam,” 2011).

According to “The Vietnamese education system - Just Landed” (n.d.), the education system structure in Vietnam includes:

- Preschool and kindergarten: This period is from the ages 3 – 6. At this stage, students are learning basic literacy skills such as learning the alphabet and numeracy skills.
- Primary school: The five years of primary school are the only compensatory years of ages 6 – 11 where Vietnamese children are required to attend school. Only less than five percent of the population, mostly in remote areas, has never been to school.
- Secondary school: The secondary education is divided into lower secondary (trung học cơ sở) and higher secondary (trung học phổ thông) education. This stage is not compulsory. Lower secondary lasts four years between ages of 11 -

- 1), and the higher secondary is the latter three years from ages 15 - 18 until completion of the twelfth grade. There are an entrance and exit examination, and students have to decide on a focus, either natural or social sciences.
- Higher education: Institutions of higher education are universities, senior colleges or research institutes. It can also include junior colleges, professional secondary schools or vocational schools. The entrance examination for this stage is very difficult, and according to recent statistics, only less than one out of three students are able to pass the entrance exams.

Figure 2.1 shows the current education system in Vietnam:

Figure 2.1

Structure of Vietnam Education System

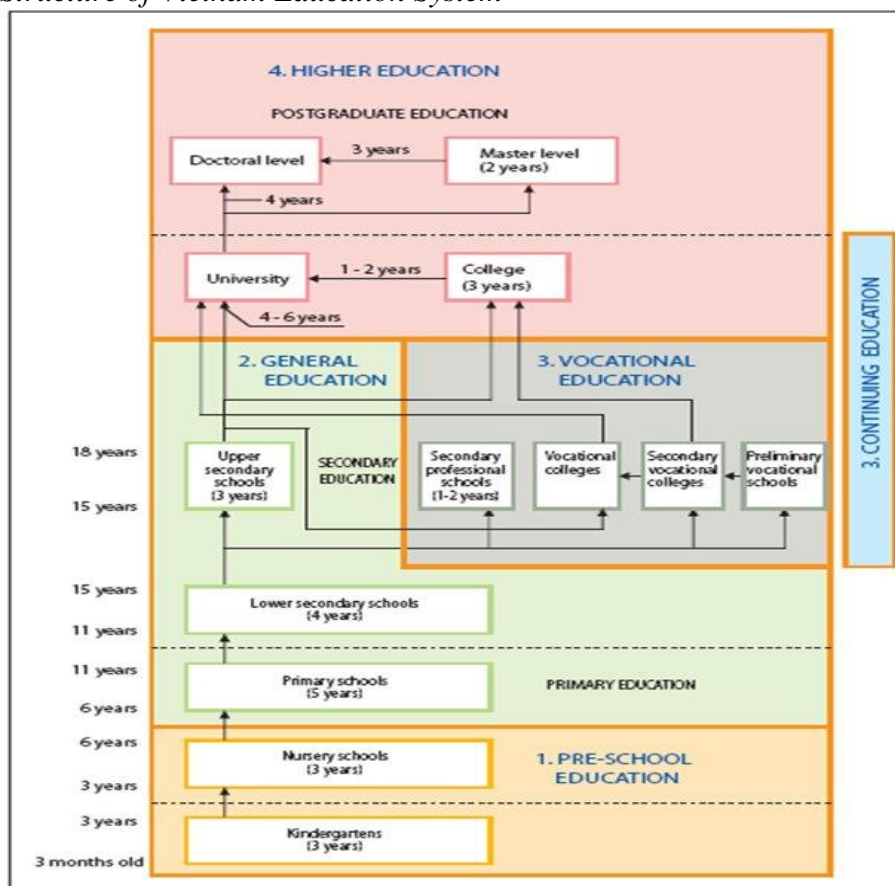


Figure 1: Structure of the national educational system of Vietnam
(According to Education Law 2005)

The official languages of instruction in Vietnamese schools are Vietnamese and English. The academic school year operates from September to June. The school week in Vietnam is typically six days, beginning on Monday and going through Saturday, but the students typically only attend school for half of the day. Typical subjects in the curriculum for primary schools include subjects such as Vietnamese language, math, nature and society, arts and physical education. Morals are also taught in schools, but it is only part of early education. There have been successful initiatives and pilot projects to include English as part of the early education classes. In upper classes and in secondary school, a foreign language--typically English, but can be Chinese or French--is offered. Subjects in history, natural sciences, technology, music, and geography are also included.

Throughout its history, education has always had a central role in Vietnam culture and society. The Vietnamese culture regards great respect for teachers and education is highly valued. Education is seen as the key to advancement and families often sacrifice a lot to ensure their children get the required education for better opportunities. Parents are willing to pay all their earnings and savings to invest in their children's education.

The priorities of government are often reflected in its allocation of funds, and the priority of education is based on evidence of its allocation of its budget for education. Vietnam has put money into education as its priority. According to the Department of Finance and Planning in Vietnam, currently, approximately 20% of all state budget expenditures is allocated for education and accounts for 5.5% of GDP (Department of Finance and Planning, MOET, 2008). Prior to 1990, the responsibility of education was spread out among several ministries. Since 1990, the Ministry of Education and Training (MOET- Bo Giao Duc va Dao Tao) is the agency responsible for all forms of education

in Vietnam. The primary duties of the MOET include submitting proposals to the National Assembly (the government) for the opening new schools or the merging existing education institutions. MOET is also responsible for developing and publishing new textbooks and curriculum, developing guidelines for students, and for issuing certificates and diplomas to students. MOET also governs most higher education institutions. However, a number of institutions such as specialist colleges are not governed by MOET but fall under other ministries.

Over the last 20 years, Vietnam has achieved impressive progress in increasing access to basic education. Vietnam has gained significant, remarkable educational results compared with other countries with similar economic profile. According to the World Bank (2010), the literacy rate is over 90%, and it keeps growing; more than 98% of children of primary school age children attend schools, with rates of enrollment for both boys and girls at about the same rate. As Vietnam continues to build on its current successes and prepare for a more modern and global market, it is an exciting and fascinating time for Vietnam to be learning from and with its school system (World Bank, 2010) and to glean on models from industrialized nations.

Nevertheless, Vietnam still has to deal with many issues including spatial and gender inequalities as well as many other challenges in its educational system. Currently, education is only compensatory for five years for students ages 6-11. During this time education is free for everyone. However, because the cost of supplies for books, uniforms and other expenses, which can easily be one-fifth of a family's income, many children that live in rural areas will only attend school for the five compulsory years. Then they have to quit to work in the family business. According to the World Bank (2010), nearly

37 percent of Vietnamese children from low-income and disadvantaged groups are not enrolled in upper secondary school, which presents a huge major challenge for Vietnam to decrease early school dropouts and other education inequities while still preserving quality to meet the needs of its workforce. Vietnam is making some progress as it has expanded enrollment in recent years while refining and ensuring quality standards for schools and school facilities across the country.

In addition to these educational challenges, the quality of education in Vietnam remains a serious concern to parents, educators, and policy-makers. Parents are now expecting a better educational system and accountability for their children. The Vietnamese education system is trying to improve outdated curriculums and decrease teacher-centered lessons, but more importantly, it is trying to overcome teacher quality issues. School leaders realize that what goes on inside the classrooms matters, and is the focus of reforms in improving the quality of education. Although there is still volumes of work to do, the teaching standards have improved over the years. Many reforms have been made, but the system still has problems keeping up with international standards. In its recent reform efforts, Vietnam has established a solid foundation by its efforts to professionalize its teaching force and in its efforts in establishing and creating standards for teacher content knowledge, skills, and dispositions. Vietnam eagerly wants to learn and is inspired by successful education systems from other countries. Its school leaders are regularly studying curriculum reforms in high-performing countries and look up to countries like Korea and Singapore. Vietnam has participated in many initiatives focused on developing and implementing innovative teaching approaches with successful countries from abroad.

Correlation on Effectiveness of Teacher Preparation Programs and Teacher Effectiveness and Student Achievement

According to the National Council for Accreditation of Teacher Education (NCATE) (2010), leading factors in teacher effectiveness is based on:

1. teacher preparation,
2. pedagogy - knowledge of teaching or instructional method and learning,
3. subject matter and content knowledge,
4. experience, and
5. qualifications measured by teacher licensure or certification

Regarding the factor of teacher preparation and teacher effectiveness, the NCATE summarized from current research that teacher preparation and training helps teacher candidates develop the knowledge and skills they need in the classroom and that well-prepared teachers are more likely to remain in teaching, and that well-prepared teachers produce higher student achievement. The NCATE report summarized available research which indicates that high-quality teacher preparation and training is important, and well-prepared teachers outperform those who are not well-prepared, and there is no research that indicates any advantage for students having teachers without training or preparation.

Pedagogy is considered “a crucial factor in determining the quality of education, and many educators propose that priority should be given to improving pedagogical practices (Alexander, 2008).” Many research findings based on classroom observations found that teachers trained in formal preparation programs were more effective than teachers receiving little or no preparation (Nourgaret, Scruggs, & Mastropieri, 2005;

Sindelar, Daunic, & Rennells, 2004). According to this report, what can be agreed upon are the relationships between professional learning and student results:

1. When professional learning is standard-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions improve, they have a broader range of effective strategies to utilize and adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a better chance of achieving results.
4. When student results improve, the cycle of continuous improvement is ongoing.

In his research regarding content knowledge and teacher effectiveness, David Monk (1994) studied over 2,800 students and found that “not only that content preparation was positively related to student achievement in math and science, but courses in methods of teaching math and science also shared the same positive relationship to student achievement. In mathematics, additional teaching methods courses had more powerful effects than additional preparation in the content area.” Monk concluded and summarized that a good grasp of the subject or content area is necessary and important, but alone, it is not enough for effective, successful teaching. In 2003, Education Commission of The States (ECS) published a report on teacher training and preparation in which it examined 92 studies that were considered for inclusion and came to this conclusion. Although content knowledge is very important, but alone is not sufficient and will not necessarily help teachers develop an understanding the pedagogy of how the concepts related to the subject or content area are best taught or learned. From this report, NCATE questioned

the utilization of teacher training regarding both factors of content knowledge as well as pedagogy.

If teacher experience is one of the indicators of effective teaching, then attrition rate among teachers is an issue that must be investigated and addressed. A study by Ingersoll (2001) is reinforced a study by Shen that investigated the attrition rates among new teachers. Shen (2003) surveyed 1,702 teacher graduates within five years after leaving college and found that found that:

34 percent of the sample had left teaching. In comparing teachers with pedagogical training and those without it, he found that teachers with no training were more than three times as likely to leave teaching during any given year.

Those who completed student teaching, acquired certification, and participated in induction were 111 percent more likely to stay in teaching than those who had no training.

In addition, reinforcing and confirming both Ingersoll and Shen's findings, data from the Schools and Staffing Survey and found that teachers with full certifications were less likely to leave teaching than those who were only partially certified.

Based on various studies, NCATE summarized that that well-prepared teacher graduates are more likely to remain in the profession and more likely to contribute positively and enhance the professional learning communities at their schools. Ingersoll (2000) found that when teachers are trained and prepared according to six key elements, teacher attrition is cut in half in the first year. Thus, it is logical to surmise that teachers have to stay in the classrooms longer to gain experience and become more effective in their teaching practice; and in order remain in the profession longer, they must be better

trained in their teacher preparation programs. Schools with more experienced teachers and teachers that are highly educated are more likely to have more high achieving students. A study done by Hill, Rowan, and Ball (2004) concluded that the experience and the education of math teachers predict student learning and achievement in math.

Regarding licensure, NCATE noted a study done by Goldhaber (2007) on mathematics teaching and concluded that teacher licensure has a greater effect on student results and achievement than just a content major in the field. This finding suggests that what certified or licensed teachers attain and learn in methodology and education courses and during field practice enhances their abilities to teach in the real classroom. According to NCATE, these studies show that the students of teachers who are not certified in their content do not do as well as students whose teachers hold a certification. Furthermore, the NCATE report pointed out that school-level studies have found that there are significant relationships that correlate between the percentage of teachers on emergency certification and student test scores on state assessments. Consistently, studies show that the more a school has teachers on emergency permits are more likely the school will have lower achieving students. NCATE also noted a study done by Goe (2005) which reported similar results that generally, schools with more teachers on emergency permits have lower overall school achievement. NCATE also cited several district-level studies which indicate that teachers who are fully licensed usually show substantially stronger student gains than teachers who are not licensed. Another area worth investigating in regards to licensure is the comparison between Teach for America teachers and teachers that went through the regular certification route. In an effort to enlist, develop, and recruit the nation's most promising, young graduates and future leaders to grow and strengthen the

educational equity and excellence movement, Teach for America (TFA), seeks as many as possible high-performing college graduates to teach in high-need urban and rural schools right after college. TFA members do not have to be certified to teach, even though certified teachers can still apply to TFA. Corps members that are not certified can receive alternative certification by taking classes while going through the program. All corps members that are accepted into the program must attend an intensive summer training and preparation program to prepare for their teaching commitment. The training typically includes a five-day regional introduction, a five to seven weeks residential institute, which includes teaching summer school, and one to two weeks of regional orientation. A study NCATE (2010) found that TFA recruits impact student achievement negatively compared to licensed or certified teachers, and they perform only about as well as other teachers who are unprepared. The Teach For America Teachers who became certified did just about as well as other certified teachers in increasing student academic achievement. This indicates that teacher effectiveness and success is dependent greatly on training and preparation of teachers. Unfortunately, the majority of TFA teachers in the study had already left the field by their third year, only as they become more experienced and more effective in their teaching. Now, researchers and policymakers can undoubtedly make a connection between student academic achievement or lack thereof at the school level with the percentage of under-qualified or unprepared teachers.

In linking teacher effectiveness to student achievement, the findings and discussions from research on the key factors to teacher effectiveness (student achievement teacher preparation, pedagogy, content knowledge, experience, teacher

licensure or certification) indicate that teacher preparation is the most critical component impacting all other factors crucial to teacher effectiveness. According to research related to teacher preparation and individual student achievement, NCATE (2010-2014) summarized from studies of unprepared and underprepared teachers versus fully prepared teachers that the students of those teachers who are prepared indicate more academic gains. In his extensive research for over ten years, Goldhaber (2007) analyzed student test scores linkage to individual classrooms and individual teachers. He investigated and examined over 700,000 records of students in grades 4–6, and the licensing records for almost 24,000 teachers in North Carolina. Goldhaber (2007) found that teacher education made a difference and concluded that the students of the teachers that graduated from a North Carolina-approved and NCATE accredited teacher training and preparation program outperform those whose teachers do not. This may indicate that teachers preparation programs in North Carolina that are approved and accredited are effective and imply that standards for teacher education programs must be in place to ensure a quality teacher education program. Studies on teachers that are underprepared working with our country's at-risk children indicate how we are failing especially with our most vulnerable, at-risk students. In one study, students were randomly assigned to 17 high-poverty schools to a Teach for America (TFA) teacher or a non-TFA teacher. The students were given a standardized test and then researchers compared the performance of the students of TFA and non-TFA teachers. Despite many claims that the TFA teachers were more effective than the other beginning teachers, according to the NCATE report, an analysis summarized by the Center for Teaching Quality came to a different ruling. The Center for Teaching quality concluded, "the results showed that neither TFA

teachers nor the novice teachers were able to substantially or significantly increase student achievement.” The Center for Teacher Quality also brought to attention that the novice teachers in the control group actually had less teacher training than the TFA teachers in the study. The Center for Teaching Quality summarized in its analysis as follows:

the findings illustrate the failed teaching policies that plague our nation’s urban schools. The student achievement of both TFA teachers and the control group was ‘abysmal.’ For example, the achievement scores in reading for the students in the sample went from the 13th to the 14th percentile for the control group and increased at the same rate (from the 14th percentile to the 15th percentile) for TFA teachers. Thus only 15 percent of the students were reading at an acceptable level. The percentage was about the same in math—both unacceptable teaching outcomes, and both groups of students were taught by individuals not adequately prepared. Unprepared teachers often end up blaming the students for their lack of skills. (Darling-Hammond, 2005)

In a study by Boyd, Grossman, Lankford, Loeb, and Wyckoff (2006), they examined fully prepared versus alternatively prepared teachers in New York City found that fully prepared teachers in traditional teacher training programs outperformed teachers that were prepared in an alternative program in the first years of teaching. High performing teacher generates five to six months more of student learning each year more than a low-performing teacher. These studies indicate significant student impact based on the teacher preparation that they receive. The study showed that the students of teachers that were prepared in alternative programs showed less initial student gains in

math and English language arts than the gains of students who had fully prepared teachers. However, the difference between students of fully prepared teachers and teachers who are alternatively prepared diminishes as the teacher cohorts matured and gained experience. This takes into account the experience and continuous development of alternatively prepared teachers increase their effectiveness. Therefore, it is not coincidental that New York City alternatively prepared teachers are required to obtain a master's degree as part of professional development about teaching and learning. They are also required to complete the same prerequisites for licensure as those teachers who were fully prepared before they start teaching. Examining the state policies to improve teacher training and preparation, Darling-Hammond (2004) found that "measures of teacher preparation and certification are the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status." The analysis of this study indicates that policies adopted by states and nations regarding teacher training and preparation programs can make an impact and a critical difference for teaching and learning.

The National Research Council's Division of Behavioral and Social Sciences and Education (2010) has published several in-depth research reports which summarize the urgency for adequate and effective teacher training and preparation. The summaries of each report reinforced each other and concluded that effective and successful teaching requires teachers to possess a "deep knowledge of the subject, an understanding of how people learn, and an ability to use principles of learning and teaching to stimulate and increase student learning and achievement." In summary, teacher training and preparations make a difference in producing effective teachers.

Teacher Preparation Program Evaluations

Since teacher training and preparations make a difference in producing effective teachers, it is not surprising that researchers, policymakers, leaders, educators and parents have expressed concerns about the quality of teacher training and preparation. With the stakes so high, states are pushing for efforts on how to evaluate teacher preparation programs are propelling this component at the forefront of many education reforms. As a result, in order to improve curricula, recruitment, and clinical experiences, many states, institutions, and organizations are re-examining their evaluation criteria and methods to better understand how program graduates are performing (Noell & Kowalski, 2010). The effort on how to evaluate teacher preparation programs and changes that need to be made to improve approaches to evaluation is a start.

As previously mentioned, there are numerous measures for assessing the quality of teacher training and preparation programs. Measures, such as surveys of student teachers, can indicate the quality of the content and structures of the training programs. There are other measures that focus on outcomes. Measures based on students' outcomes focus on the graduate's effects on student achievement based on test scores and his or her effectiveness in the classroom based on teacher evaluations by supervisors. Many of these evaluative measures are new and mostly untested; but even with their limitations, these measures can provide us with a greater and better understanding of the quality of teacher training and preparation programs and the correlations to teacher effectiveness and student achievements. An outcome-based measure is new to teacher training and preparation accountability and is a shift in paradigm for most educators. Useful information can be attained from student-outcome approaches to evaluate teacher training

and preparation programs. However, researchers have expressed caution and noted concerns for program evaluation using student test scores to make high impact and high-stakes decisions about teachers and teacher training and preparation programs (Floden, 2012). Furthermore, according to Floden (2012), “Assessing the contribution of teachers to student learning growth in subjects and grades for which there are no standardized tests is a major challenge.” As states, policymakers, and other educational organizations review and revise the teacher training and preparation program accountability systems; it is crucial that they engage all key stakeholders. Involving stakeholders in developing and implementing the teacher preparation evaluation systems will ensure that they all have a deep understanding of the accountability design and processes, the options available, and the challenges in the accountability system that eventually states, policymakers, and other organizations ultimately decide to use. There are still many challenges in regards to the design and development of accountability systems for teacher preparation and training programs. To close the gap between the current research data and capacity for evaluation and what is needed for accountability, a process for continuous program improvement and to ensure equity needs to be put in place; and additional research and capacity building are necessary. Revising of the evaluation systems should not begin or end with developing and selecting measures, but as policymakers, states, and organizations begin to reform, and new evaluation measures are implemented, key stakeholders must evaluate each of the methods used to determine their reliability, validity, and the best way to use the evaluation measures. To find the best combination of assessment approaches to use to fit each state’s or institution’s needs will require continuous monitoring and constant evaluations of those measures. In addition, Floden states that:

Accrediting agencies, states, teacher preparation programs, and school districts will need to increase their data collection, management, and analysis capacity to maximize the utility of the data for accountability, improvement, and equity purposes. In the meantime, states and other organizations, in collaboration with stakeholder groups, should consider the strengths and the weaknesses of the available measures and select those that will best fit the context of the evaluation. Although each measure has inherent weaknesses, thoughtfully designed and carefully implemented combinations of measures can provide a more comprehensive and accurate picture of teacher preparation program quality than prevailing methods of evaluation currently do.

Much more research is needed on the correlation of effectiveness of teacher preparation programs and teacher effectiveness and student achievement. An NCES report (1999) entitled “Teacher Quality: the Preparation and Qualifications of Public School Teachers” suggested one way to evaluate teacher preparation programs in correlation to teacher effectiveness is to examine the student teachers’ perception on the extent to which teachers themselves feel prepared by the teacher preparation program they went through to meet these demands. According to the studies analyzed in this report, teachers' feelings or perception of preparedness may show the extent to which their teacher training and preparation program prepares them to meet these challenges. Given that teacher preparation is one of the key elements in determining teacher quality, it would be valuable to explore the perceptions of the effectiveness of a teacher preparation program, which is the premise for the research study in this thesis.

Challenges of Teacher Preparation Programs in Vietnam

Vietnam was ravaged by war in the past century, causing great devastation in the country which includes the education system, leaving only about 18 percent literacy rate in 1979 (IndexMundi, 2014). Since 1986, when Vietnam started implementing the policy of “Doi Moi,” the country’s reform movement has improved the nation’s economic growth and has led the country to rapid improvements in every sector including in education.

Vietnam has recently made significant progress in education. Evidenced by Vietnam’s students participating in the Program International Student Assessment (PISA) for the first time in 2012 and scoring higher than the Organization for Economic Cooperation for Economic Co-operation and Development average and outperforming many developed countries. Many other assessments indicate that Vietnamese adults and students have strengths in literacy and number skills. This demonstrates Vietnam’s value and commitment to education, and it is evident the sizable public and private investment in education and Vietnam’s rising level of attainment. In recent years, Vietnam’s school enrollment has expanded as they continue to define and enforce minimum quality standards for school facilities countrywide. However, while there is widespread access to education, the need for improvement in the quality of education remains. Since teacher quality matters, Vietnam has begun to look at professionalizing and modernizing its teaching workforce and developing and establishing standards that focus on teacher content knowledge, skills, and dispositions. According to “Learning From and With Vietnam’s Schools” (n.d.), the value and respect that Vietnamese culture places on teachers is a factor in its success. Vietnam is eager to participate in initiatives focused on

developing innovative teaching methods and deeper learning skills. In addition, new K-12 and higher education reforms will include mistakes learned from previously failed reforms.

However, challenges remain as there are much-needed improvements to be made on quality and many gaps to close in student growth and achievement. Even though the literacy rate for Vietnamese citizens over the age of 15 has risen steadily to 94 percent, only six percent of Vietnamese workforce have college degrees. Based on an Education Week blog *Learning From and With Vietnam Schools*, nearly 37 percent of Vietnamese children are not enrolled in high school or upper secondary school. Even though Vietnam's PISA score demonstrated positive gains, but because PISA assesses the learning of 15-year olds in the schools, PISA scores from Vietnam are likely stretched because students from low-income and disadvantaged groups are not represented in the scores reported. A huge challenge in Vietnam is to decrease early school dropouts and other education inequities while preserving quality.

According to UNESCO (2015), Vietnam continues “to face a number of challenges in quality education, particularly with regards to the conditions for quality, including infrastructure, resources, management, teacher supply and, especially, effective pedagogy.” With the pressure of global reform, including the accountability from national and global standards, the challenging needs of today's students, and the demand for higher skills, preparing teachers and improving their overall teaching skills and methods for effective education is a very critical concern. The Government of Vietnam considers the reform of pedagogy important and necessary to improve the quality of education in general. The Vietnam Resolution No 40/2000/QH10 of National Assembly

(2000) covers a broad range of reforms pertaining to all education related activities with key factors covering education management, developing the teaching force and revamping testing and assessment methods. Testing and assessment are considered measures to help improve accountability and change both teaching methodology for teachers and learning methods for students. However, previous changes to education programs failed to solve the shortfalls of creating a bridge between high schools and schools of education at universities that prepare teachers. This is a critical factor since education universities help produce a different, new generation of teachers (“In-Service Teacher Education”, n.d.). Therefore, the master plan for education reform in Vietnam will need to include the change in the curriculum of teacher programs at education universities to be aligned with reforms at the high schools. Teaching methodology and measures of evaluation and assessments at universities will also need to be improved. With the goal of achieving high-quality education for all students, many teachers, education administrators, leaders, and experts have been called upon to become more directly engaged in the development of this comprehensive plan. In the country’s plan for education development policies and strategies, pedagogy reform was a priority and was put at the top of the agenda and was highlighted in Resolution No.29-NQ/TW of the Communist Party (Central Committee of the Communist Party of Vietnam, 2013).

Among the areas to be improved, updating the high school curriculum and updating the textbooks seem to receive the most public attention. However, after thoroughly analyzing and assessing the issues and problems in education and the preparation and training of teachers component, the Communist Party of Viet Nam Central Committee decided to not just change curriculum design and textbook content,

but also focus on new teaching methods towards developing and engaging learners' ability and skills from the current teacher-centered and passive approach to a more active, student-centered approach. Furthermore, the reform will look at the scope and sequence so that the current high school curriculum which includes such subjects as physics, maths, literature, chemistry, geography, and history and ensuring that they are not overlapping and overloading students as they are currently by having to repeat the same subjects and content throughout their school years.

Under the new master plan, high school students will take the additional required courses but will also be allowed to choose the subjects they want to learn based on their interests, abilities, or career aspirations. The students will be more active learners and will learn skills using applications to real life, working in teamwork and independently, and utilizing presentation skills. Exams will be revamped and would assess the students' ability to apply knowledge rather than just simply memorize facts.

The new designs for curriculum and textbooks for education are based on reviews and assessments of the current issues in education, lessons learned from mistakes in the past, and achievements from successful education systems around the world. Vietnam welcomes the assistance from both domestic experts and experts, institutions, and organizations from abroad. When Prime Minister Tan Dung met with President Bush to discuss about trade and education, he said that Vietnam views the United States as its role model for successful learning. The Prime Minister expressed hopes that through the education reforms, more of Vietnamese professors and lecturers will be able to attain masters and doctorate degrees ("Vietnam to Overhaul Higher," n.d.). Surveys in the 1990's found that the customary teaching practice used at schools in Vietnam was a

passive one utilizing much “chalk and talk,” where “teachers transmit the knowledge and students just passively receive and memorize information (Phan & Nguyen, 2011).

Studies conducted about ten years later (Nguyen, 2003; Nguyen, 2006) showed that for the most part, of teachers were still utilizing the passive ‘chalk-and-talk’ method to teaching. These studies found that active teaching practices that engage learners were still not being utilized. These passive teaching-learning methods focusing on rote memorization consequently resulted in students with poor critical-thinking and problem-solving skills.

According to Phan and Nguyen (2011), the continued practice of teacher-centered teaching methodology is considered to be a result of failed reforms in teacher preparation and training. The teachers’ lack of motivation and the importance placed on examinations further exacerbate the issue. Furthermore, studies on pedagogy and teaching approaches in Vietnam have relied on theoretical research instead of on empirical findings, and thus, making it very challenging to apply research results in teacher training and teacher practice (Phan & Nguyen, 2011).

A report by the Vietnam Ministry of Education and Training on teaching and learning practices revealed indications of favorable changes taking place in secondary schools during the academic year 2008/09 (Ministry of Education, 2009). However, one of the challenges of teacher preparation and training programs in Vietnam is the lack of measures to gauge the quality and effectiveness of the programs. Research studies on the pedagogy approaches in Vietnam are limited and in its infancy stages. Studies such as these are needed to consider ways to approach pedagogy in the future. One recent study

examined the current pedagogical practices in Vietnam was conducted by Nguyen Ngoc Anh, and it is only one of the few studies conducted by scholars in this field thus far.

In recent years, with a focus on improving educational outcomes, leaders in education in Vietnam have demonstrated great efforts to improve pedagogical reforms and practices for teachers. A UNESCO report *Transforming Teaching and Learning in Asia and the Pacific* (n.d.) summarized case studies of seven countries in Southeast Asia and contributed a depiction of the current teaching practices in the schools in Vietnam and the shortfalls of those teaching approaches. The report also provided examples of innovative pedagogy practices. Specifically, the summary of this report indicated “that while ‘discussion’ and ‘presentation’ methods are used widely in schools, ‘problem-solving’ and ‘experiential learning’ are rarely present.” Rather, pedagogical practices are typically based on the content derived directly from textbooks. The report concluded that the case study’s results concur with the findings of many similar studies, which have indicated “that teachers suffer from a lack of materials on professional development and an absence of effective training modules and programs to empower them to transform their pedagogy.” Examples of innovative pedagogical practices for the classroom were provided in the report, and “these practices are expected to ensure the achievement of the set objectives in the curriculum in terms of standardized knowledge, skills, and attitudes, just as the conventional pedagogical model does.” However, the new, innovative approaches recommended in this study involve encouraging students’ autonomy in the learning process and critical thinking skills, which is a new and almost nonexistent concept in Vietnam. It is a concept that is student-centered and places the learner at the center of the teaching process and enabling students to actively engage in classroom

activities and projects. “Students are also given the time to think and respond, to construct concepts, and are given opportunities to think critically and offer opposing ideas to those of their peers.” Utilizing this method, the teacher is continuously encouraging and inspiring the learner and constantly reinforcing the students’ strength, potential, and capabilities. The results of this study indicate that the efforts of pedagogy reform in Vietnam are “constrained not only by a shortage of professional development resources and a lack of practical pre-service and in-service training but also by the absence of a structural support mechanism.” In addition, it is restrained due to inadequate resources and effective teacher training programs that are practical as recommended (Luong, 2012; Thai, 2009). This report strongly recommends that structures and mechanisms be put in place to support all teachers in all the schools in the country. Also, professional learning communities and mechanisms to share information should be promoted and encouraged among teachers and among regional schools. The report also recommends including a self-reflection mechanisms. Furthermore, parents and community participation is strongly encouraged and should be included in the educational process. Structures should be put in place to facilitate parent and community participation. To transform the education in Vietnam will require a clear understanding and acceptance of current practices and its shortfalls. Developing relevant and innovative approaches to teaching is necessary for education reform in Vietnam. The UNESCO report gives a perspective on the current teaching practices and the pedagogical models that are desired for the future. However, it is understood that high “quality education for all can only be achieved if education policy-makers, administrators, teachers, and communities make strong and consistent efforts to reform pedagogy.”

Conclusion

Great teachers matter. As in any country, education, whether it is at elementary and secondary schools, vocational and technical schools, or the system of higher learning, is very important to the nation and its economy as it provides the trained, skilled workers needed and also a system to transfer skills for employees needed in a modern global business market. Thus, the educational system of each country must produce competent citizens to meet the needs of its workforce. Therefore, effective schools with effective teachers in any nation's education system are vital for its economic progress. The global school reform movement has made schools more accountable in the United States and across the globe including third world countries such as Vietnam. The primary purpose of professional training and learning is to improve educator effective and student achievements. High-quality professional development and learning is the key to continuous improvement of teachers, educators, schools, and school system. The success of the educator's daily work depends on effective teacher training and professional learning, a necessary venue to strengthen the education and a nation's workforce.

Intervening and making changes to strengthen teacher preparation for all teachers is an important step and essential approach to improving students' results educational outcomes for several reasons:

Teachers have been found to be the most important in-school factor related to student achievement (Aaronson et al., 2003; Rivkin et al., 1998). Changes to preparation will immediately affect a large number of teachers and an increasing percentage of all teachers over time (Feistritzer, 2011). Therefore, improving the training and preparation

for teachers is a sensible and proactive way to benefit future teachers to become more effective before they become actual teachers of record.

According to the World Bank (2014), skills set demanded by employers include cognitive abilities of creative and critical thinking, verbal abilities, problem-solving and memory and mental speed; social and behavioral such as soft skills, social skills, life skills, and personality traits; technical skills related to a specific occupation. The three steps in skills development include school readiness through early childhood development and education, cognitive and behavioral foundations, and employability. In the context of global school reform movement, defining what an effective teacher preparation program looks like is essential. Schools should have strong, well-prepared teachers to tackle the challenges of students in the 21st century and to develop competent a skillful workforce (World Bank, 2014). The effectiveness of teacher preparation programs in charge of preparing new teachers entering the profession is important and is a foundation for a successful career in teaching. Although it is evident the importance of teacher preparation and training is a key for improving education, yet, current decisions made by policymakers and teacher educators and leaders is based on study findings that lack evidence of data that are predictive of student educational outcomes. It is only logical to demand the accountability of the teacher preparation programs that produce teachers that can impact positive student achievement.

There is a large body of research that shows that teachers are the most important influence in a student's success, and there is solid evidence of a direct correlation between teacher's effectiveness and student achievement. There is strong consensus that recruiting, preparing, training, developing and supporting great teachers all have a direct

correlation on the success and achievement of students. Therefore, according to the Center for Public Education (2005) strong teacher preparation programs lead to better learning for students and are a central strategy for improving schools. Current research reinforces the notion that high-quality, effective teacher training preparation is critical. Well-prepared teachers produce higher student achievement, and according to a report from the U.S. Department of Education (2016), strong teacher preparation programs lead to better learning for students. Well-prepared teachers outperform those who are underprepared or not prepared, and students do not benefit from having teachers without preparation. However, it is reported that many teachers do not feel prepared for the classrooms and they often feel overwhelmed when they first enter the teaching profession after completing their teacher training and preparation programs. Teachers' perception or feelings of preparedness may show the extent of how much their teacher training have prepared them to meet the challenges they will face in the classrooms. Given that teacher preparation is one of the key elements in determining teacher quality, it would be valuable to explore the perceptions of the effectiveness of a teacher preparation program. Thus, this study will survey teacher candidates and teacher graduates of the Teacher Training and Preparation Program at the University of Education of Danang (DUEd) in Vietnam and examine their perspectives of the teacher training and preparation program they went through and their views on its effectiveness in preparing them for the real classroom. This process is an initial step for DUEd to measure its teacher preparation program based on the teacher candidates' responses to the survey. It is also a crucial component of the education reform efforts for quality teaching set forth by Vietnam's Ministry of Education and Training.

Chapter 3

Methodology

Methods

This chapter will outline the procedures for examining the teacher preparation program at the University of Education of Danang (DUEd) based on perceptions of current education major students and education major graduates of the University. The intent of this research study is to report on the perceptions of students who have almost completed or have completed a teacher preparation program at University of Education of Danang regarding the level of preparation they received from their educator preparation program. The information gathered can be used as an evaluative tool to assess the current practices in teacher preparation program at DUEd. The information can be used to enhance the teacher training programs at the University and may impact the K-12 education reform movement for quality teachers in Vietnam. Improving current practices of teacher training will produce effective teachers and ultimately increase the success of all students in Vietnam. Data and analysis from this research study are used for the researcher's dissertation. Data and analysis from this survey will also be shared with the University of Danang for information and self-evaluative purposes.

Description of the Research Design

The study is a descriptive research design in which the participants will answer a survey of thirty-seven multiple choice questions. The participants will include two groups, student teachers and teacher graduates of the DUEd. The questions are adapted from the Texas Education Agency Educator Preparation Program Candidate Exit Survey. The survey was translated into Vietnamese and can be administered in English or

Vietnamese to accommodate any foreseeable language barrier. The researcher used a Likert scale to analyze the results. The survey questionnaire allowed the student teacher candidate in their final year and teacher graduates of DUEd to reflect on the training they have received and their perception of how they feel regarding readiness to teach in a real classroom in relation to content, classroom environment or management, and instructional methodology. An analysis of the data resulted in common themes and trends regarding the perceptions of the participants of the teacher preparation program at the University of Education of Danang.

Research Questions

1. What are the perspectives of teacher candidates and graduates of the University of Education of Danang on how well does the teacher preparation program prepare them for the profession or the actual classroom?
2. How does a teacher candidate or teacher's perception of how well prepared they felt after completing their pre-service training influence the perception of their effectiveness of their teaching abilities?

Setting

Overview of the University of Education of Danang (DUEd): The University of Education of Danang is one of the eight member colleges of universities of the University of Da Nang System, which was established in 1994 under the Decree 32/CP by the Prime Minister of Vietnam. It is a multi-disciplinary university and is developing towards a research intensive university. DUEd has been recognized as one of the more progressive institutions in Vietnam and has received numerous accolades including notable national awards from many agencies and from the Ministry of Education and Training (MOET).

DUEd continues to strive for excellence by continuously improving the quality of training and scientific research in education through collaborations and exchanges with other institutions within Vietnam and with other countries around the world.

The main functions of the University of Education include training teachers at different levels of education and offering programs to advance teacher qualifications. At the undergraduate level, DUEd offers 30 majors with 17 Bachelor of Science degrees, 11 Bachelor of Education degrees, and one music education degree. The 11 Bachelor of Education degrees offered consist of emphasis in various concentrations such as content areas for High School Mathematics, Physics, History, and also include concentration in elementary education and kindergarten (Early Childhood) education. DUEd also offers 10 Master's Degrees that include Educational Management and Methodology of Physics Teaching. Since DUEd's inception, it has produced over 1000 Master's degrees, 21,877 Bachelors of Education and Bachelors of Science degrees, and 23,066 Associate Bachelors of Education degrees, and 24,077 primary school teacher certificates. DUEd has provided training for advanced qualifications for 18,000 teachers at different levels and has trained 5,483 education management officers. DUEd of The University of Danang system is undertaking scientific research and developing technologies to meet the demands for the social and economic development of provinces and cities in the Vietnam, especially those of the Central Regions and highlands of Vietnam. DUEd has 12 Faculties (Academic Departments).

In November 1995 the Department of Psychology and Education was established based on the decision of the President of the University of Danang System by merging the Department of Management Science (Quang-Nam Danang College of Education)

and Department of Psychology and Education (Danang University of Education and Foreign Language). The Faculty of Psychology and Education has been responsible for and has played a significant role in teaching and researching in the fields of education, psychology, social work, and educational management in Central Vietnam. The department is responsible for establishing and developing of curricula and lesson plans for the teacher preparation program. DUEd has been instrumental in designing syllabuses curricula, printed and electronic educational materials to meet the requirements of educational developments and standards. It is responsible for the training and research in teaching, and for the oversight of internship and field practice guidance for education majors. It is also responsible for managing educational quality (teaching content, form, and methodology) and for compiling and updating curriculum as well as introducing innovation in teaching and learning methods. The Department of Psychology and Education is responsible for the educational modules in the curriculum for the Teacher Training Certificate. It makes recommendations for state leaders on curriculum and educational materials as well as ideological, ethical educational issue. This study was conducted with the full collaboration from the Department of Education and Psychology of the University of Education of The University of Education of Danang.

For the purpose of this study, eligible volunteer participants for the study attended a brief orientation in one of the classrooms of the Department of Psychology-Education at the University of Education of Danang. The participants were notified of the time and location for the orientation and survey session. Consent was obtained, and the survey was conducted following the orientation at the same time and location.

Subjects

The criteria for the two groups of subjects to participate in the survey are predetermined by the researcher. One group of subjects for the study included twenty-five students currently in the fourth or final year to become classroom teachers at the University of Education of Danang. The second group of subjects for the study included twenty-five graduates of the University of Education of Danang who are currently in their first through the fifth year of teaching in a real classroom at local public schools in Danang. Only those that meet the predetermined criteria for each group for the study were invited to participate in the study. Students currently in DUEd Teacher Preparation Program to become classroom teachers but are not in their fourth or final year are excluded. DUEd's graduates who are currently teaching in Danang but have taught more than five years are also excluded.

Using currently enrolled students in the final year of study in the program gives a better perspective and perception of the teacher preparation program because those would have more years of experience in the program. Including the graduates of the teacher preparation program who is currently teaching in their first five years gives perspectives and insights into the perception of how well the program equipped the graduates for the real classroom in the first five years of teaching.

Procedures

With the collaboration of the University personnel, the researcher sent a letter in both English and Vietnamese to solicit and recruit qualified participants based on the predetermined criteria. (See Appendix E.1 and Appendix E.2) Qualified participants were also solicited through various mediums such as emails, announcements by faculty

members, and by word of mouth. Responses to the call to participate in the research survey were very positive and better than anticipated. 145 student teacher candidate and 25 teacher graduates responded and were interested in taking part in the study. An orientation for the participants was conducted at a predetermined location at the DUEd. Consent forms (See Appendix C.1 and C.2) were signed and obtained at this meeting, and the surveys were administered to the participants in paper and pencil format. The surveys include thirty-seven multiple-choice questions and should take approximately thirty minutes to complete. The participants spent about one hour total, which included the orientation, signing the consent, and responding to the survey questions. The session was conducted in both English and Vietnamese to ensure that the participants comprehend fully in their native language. Surveys were administered using paper and pencil format. The principal investigator furnished all the supplies. Survey participants are only identified by the two groups, student-teachers and teacher-graduates of the DUEd. No names were identified on the survey. Due to the high number of student teacher candidates, only twenty-five respondents were randomly selected for the study. All 25 teacher graduates respondents were utilized in the study. At the end of the session, the surveys were collected. The data were collected, disaggregated, analyzed, and reported in this study report.

Instruments

The instrument used in the research study is a survey with thirty-seven questions adapted from the Texas Education Agency Educator Preparation Program Candidate Exit Survey (TEAEPPCES). TEAEPPCES included 55 questions that cover seven components: Classroom Environment, Instruction, Students with Disabilities, Limited

English Proficient Students, Technology Integration, Using Technology with Data, and Field Experience and Interaction with Field Supervisor. However, the survey used in the study was adapted from the TEAEPPCES, and the components dealing with Limited English Proficient Students and dealing with Technology Applications were omitted because these components were not applicable to the classrooms in Vietnam. The instruments were both in English and in Vietnamese. (See survey in Appendix D.1 and Appendix D.2). The Vietnamese translation of the survey instrument was certified by a governmental translation service agency. (See Appendix F)

Analyses

The results from the surveys were collected and analyzed using the Likert Scale to determine the perceptions of student teachers and teacher graduates of University of Danang teacher preparation program on their perception on well they feel they are trained to be classroom teachers. A Likert scale was used to measure attitudes and behaviors and uncover degrees of opinion using answer choices that range from one extreme to another. Having a range of responses will help identify areas for improvement and to help understand the levels of effectiveness of the teacher preparation program. In analyzing the responses, the researcher looked for common themes and trends regarding the perception of the teacher preparation program at the University of Education of Danang. Data and analysis from the result of this survey are used for the researcher's dissertation. Data and analysis from this study will also be shared with the DUEd for information and self-evaluative purposes. This information can be used to enhance the teacher preparation program at the University of Education Danang and other institutions in Vietnam.

Limitations

Based on the data collected, common trends and themes surfaced, and assumptions and recommendations were made regarding the effectiveness of the teacher preparation program at the University. However, the finding summaries may not be reflective of the general perceptions of all students and graduates of the teacher preparation program at the University of Education of Danang or other teacher preparation programs in Vietnam.

As with other surveys, the data gathered from surveys of the candidates and graduates of teacher training preparation programs may reflect feelings of preparedness and perceptions of the programs and not necessarily actual preparedness and actual training programs. Also, the limitation of comparability exists across programs because surveys of graduates are rarely common instruments used by all teacher preparation programs.

Chapter 4

Results

Introduction

The intent of the study was to explore the perceptions of the students and alumni of the teacher preparation program and DUEd on how effective the program trained them in becoming classroom teachers. Specifically, the survey addressed the areas of classroom environment, instruction, dealing with students with disabilities, and the field experience including experiences and interactions with the university field supervisor. This chapter includes the raw data results of the surveys and an analysis of the responses provided by both groups of students and alumni that went through the teacher education program at DUEd. Illustrations of the results are reported in tables and graph formats. The responses from the surveys were analyzed, and common themes and assumptions were made to answer the following questions:

1. What are the perspective of teacher candidates and graduates of the University of Education of Danang on how well does the teacher preparation program prepare them for the profession or the actual classroom?
2. How does a teacher candidate or the teacher's perception of how well prepared they felt after completing their pre-service training influence the perception of their effectiveness of their teaching abilities?

Subjects' Demographics

A total of 175 answered the call to participate in the study. One hundred and forty-five student teachers and 25 teacher graduates of DUEd. All 25 of the teacher graduate respondents were eligible for the study. However, only 25 of the 145 eligible

student teacher respondents were randomly selected to be included in the study for a total of 50 respondents. All 50 respondents were Vietnamese nationals and are either current students or alumni of the teacher preparation program of DUEd. The 25 students are in their final year of the Teacher Preparation program at DUEd, and the 25 alumni are graduates of the Teacher Preparation Program and are currently teaching in the field.

Survey Procedures

Initial contact was made with Dr. Nam Tran, the President of the University of Danang, to conduct a study on the effectiveness of teacher preparation and training program at DUEd. (See Appendix B.1) Dr. Tran was very supportive and welcomed the collaboration to obtain feedback for the University of Education. (See Appendix B.2) Dr. Nam Tran provided assistance and support by assigning Dr. Tram Anh Tran, the Dean of Faculty of Psychology & Education, to assist and collaborate with the researcher with the study. Dr. Tram-Anh Tran was instrumental in the success of conducting the survey. Eligible participants based on the criteria for the study were solicited to participate in the survey through several forms of communications including announcements from classroom professors, from email communication from the Dean, and by word of mouth. The researcher also sent a letter in both English and Vietnamese to solicit the participation in the study. (See Appendix E.1 and Appendix E.2) The response to participate in the research study was very positive and better than expected. 170 eligible participants responded to participate in the study, of which are 145 eligible student teachers and 25 eligible teacher graduates. For the purpose of this research study, 25 of the 145 student teacher respondents were randomly selected for the study along with all 25 teacher graduates respondents for a total of 50 subjects. Participants were informed to

attend an orientation session at a specified time and date. At the orientation, the purpose and the intent of the research were explained to the participants. Consent forms were obtained, and eligible participants answered the questionnaire survey.

Outliers

With approval and support from the President of the University System, Dr. Nam Tran gave directives to DUEd to collaborate in the efforts of this research study. However, the initial challenge was finding the direct contact at DUEd for the collaboration of the research project. Once contact was made with administrative officials at DUEd, the researcher received an impression of initial hesitation to collaborate in the research study from DUEd due to the self-evaluative nature of the research study. The concept of self-evaluative procedures is a new or foreign practice in Vietnam, and thus, it was not a surprise to receive some hesitancy from DUEd in conducting the self-evaluative survey of the teacher preparation program. Since self-evaluative measures (such as perception surveys) are typically not part of the culture in Vietnam, administrators fear that the survey results may reflect negatively on the teacher training program and thereby result in negative consequences for the program and personnel. Since surveys of this nature are not common practice, the anxiety and concern are real and valid. However, after the researcher traveled to Vietnam to meet with the officials at DUEd, the officials were convinced that the process was a worthwhile process for self-assessment and self-growth. The researcher explained the benefits, purpose, and intent of the study to the administrators and assured that the results from the survey are for the purpose of the researcher's doctoral thesis and any feedback from the results would remain internal. Assurances were given to the administrators of

the anonymity nature of the study for the participants. The researcher suggested that the process of conducting a self-evaluative assessment could prove to be a beneficial experience in procedural for progress and growth. The experience from the process could be used as one of quality assurance mechanisms recommended by the reform efforts of the Ministry of Education and Training (MOET) in which DUEd could lead the charge for change and efforts toward progress.

Survey

The survey instrument consisted of 37 Likert-type questions and was adapted from the Texas Education Agency Educator Preparation Program Candidate Exit Survey. (See Appendix D.1 and Appendix D.2) The purpose of the survey is to evaluate the effectiveness of the educator preparation program and could be used to promote the preparation of effective teachers. A Likert scale was used to measure attitudes and behaviors and uncover degrees of opinion using answer choices that range from one extreme to another. Having a range of responses will help identify areas for improvement and to help understand the levels of effectiveness of the teacher preparation program. The instrument covers five components relating to the preparation of the teacher candidate. Below are the questions grouped by the five components: Classroom Environment, Instruction, Students with Disabilities, Field Experience and Interaction with Field Supervisor, and Overall Perception of the Educator Preparation Program.

The following questions (1-5) relate to the preparation of teacher candidates in terms of CLASSROOM ENVIRONMENT. The response choices were: *well-prepared*, *sufficiently prepared*, *not sufficiently prepared*, or *not prepared at all*.

1. To what extent were you prepared to effectively implement discipline management procedures?
2. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent were you prepared to build and maintain positive rapport with students?
5. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?

The following questions (6-13) relate to the preparation of teacher candidates in terms of INSTRUCTION:

6. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent were you prepared to use the results of formative assessment data to guide instruction?
9. To what extent were you prepared to engage and motivate students through learner-centered instruction?
10. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

11. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
12. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?
13. To what extent were you prepared to provide quality and timely feedback to students?

The following questions (14-21) relate to the preparation of teacher candidates in terms of addressing the needs of STUDENTS WITH DISABILITIES:

14. Did you have students with disabilities in your classroom? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.
15. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?
16. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
17. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
18. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?
19. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

20. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

21. To what extent were you prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?

Question 22 was omitted from the survey result because Question 22 was found to be a repeat of question 23. The following questions (23-36) relate to the preparation of teacher candidates in terms of their FIELD EXPERIENCE and their perception of the structural guidance, ongoing support, and interactions with the Field Supervisor during the Field Supervision time period.

23. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

24. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

25. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

26. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

27. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

28. To what extent did your Field Supervisor hold an interactive conference with you after each observation?
29. To what extent did your Field Supervisor help you to solve problems, make specific recommendations for improvement, or act as your advocate?
30. Did you ever communicate with your Field Supervisor by email, text, or telephone call?
31. To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?
32. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?
33. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, video-conferencing, or face-to-face interaction?
34. To what extent did your Field Supervisor ask you for ways he/she can support you?
35. The Field Supervisor FORMALLY observed me teaching a minimum of three times.
36. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least 3 of my FORMAL observations.

The final question (37) relates to the teacher candidate's OVERALL perception of the educator preparation program and how well he or she thinks the program prepared him or her to be a classroom teacher.

37. What is your overall evaluation of how well the educator preparation program prepared you?

Survey Results

The following are table illustrations of raw data and percentage data of the responses from the surveys for each individual survey question. The result is categorized for each of the two subject groups—student teachers (Students) and teacher graduates (Alumni). The graph below each table illustrates the comparison of the responses between the Students and the Alumni for each individual survey question. At the end of each group of questions (relating to Classroom Environment, Instruction, Students with Disabilities, Field Experience) is a graph demonstrating a summary of responses for the each group of questions. Based on the data collected and the illustration provided, the researcher analyzed the results and categorized the presumptions into five themes from each of the group of questions.

Theme 1: Overall Perception of the Teacher Preparation Program at DUEd

The overarching theme of the study is derived from question #37 which gives the OVERALL perception of the teacher preparation program at DUEd on how well the teacher preparation program prepared the teacher candidates and teacher graduates. The results indicate that the percentage that felt “well-prepared” by the teacher preparation program was higher among the teacher graduates (Alumni-28%) than the student teachers (Students-24%). Coincidentally, when the “well-prepared” and “sufficiently- prepared” results were grouped together, the percentage “well-prepared” and “sufficiently-prepared” are the same among the Students and Alumni are same with both at 84%. In

addition, the percentage of participants reported “not sufficiently prepared” are the same for Students and Alumni with both at 16%, and 0% reported “not prepared at all.”

The following is a table that illustrates the results of question 37 relates to the teacher candidate’s OVERALL perception of the educator preparation program at DUEd and how well he or she thinks the program prepared him or her to be a classroom teacher.

Table 4.1

Results for Survey Question 37

Question 37:

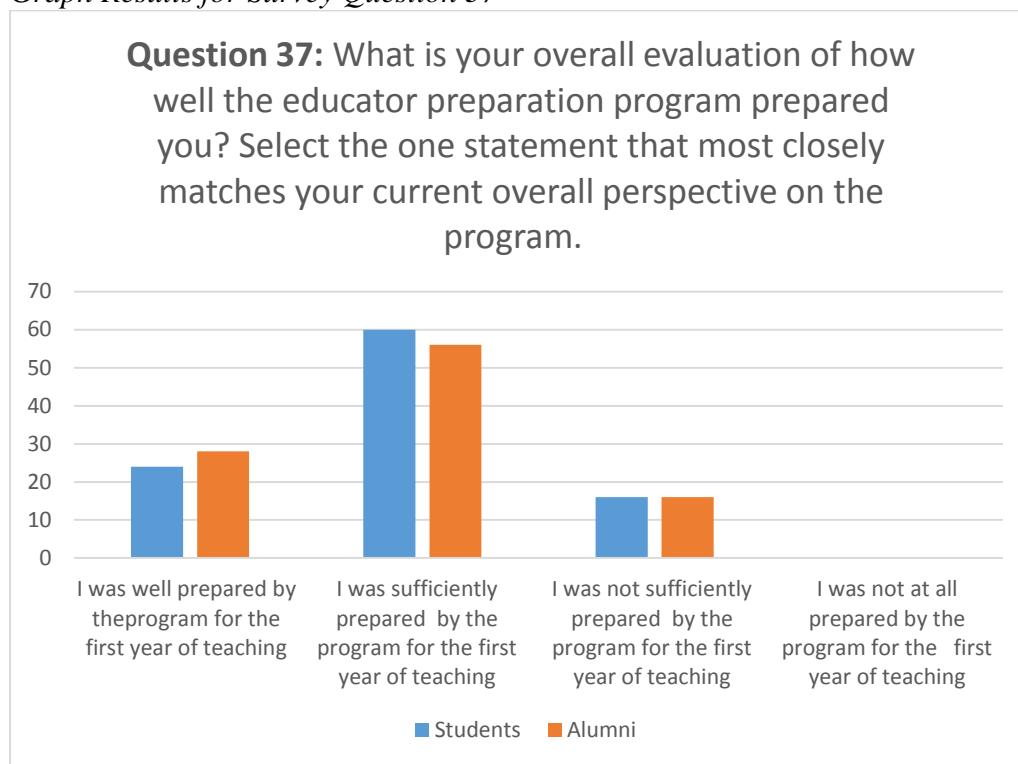
What is your overall evaluation of how well the educator preparation program prepared you?

	I was well prepared by the program for the first year of teaching	I was sufficiently prepared by the program for the first year of teaching	I was not sufficiently prepared by the Program for the first year of teaching	I was not at all prepared by the program for the first year of teaching
Students	6 (24%)	15 (60%)	4 (16%)	0 (0%)
Alumni	7 (28%)	14 (56%)	4 (16%)	0 (0%)

The graph below will depict an illustration of the percentage of students compared to alumni in their perception of well the teacher preparation program trained and prepared them at DUEd.

Figure 4.1

Graph Results for Survey Question 37



Theme 2: Classroom Environment

The results of the questions 1-5 relate to the preparation of teacher candidates in terms of CLASSROOM ENVIRONMENT. The results indicate that the percentage that felt “*well-prepared*” in the training for the classroom environment was consistently higher among the teacher graduates (Alumni) than the student teachers (Students) in areas of: discipline/management procedures, communicating clear expectations for achievement and behavior to students, and in providing support to achieve a positive, equitable and engaging environment. The percentage results for the responses in the areas of preparedness in building rapport with students and in building and in maintaining positive rapport and two-way communication with students’ families were the same for both groups. When the “*well-prepared*” and “*sufficiently- prepared*” results were

grouped together, the percentage is consistently higher for the Alumni than the Students. Both groups generally felt *well-prepared* or *sufficiently prepared* in their training for CLASSROOM ENVIRONMENT averaging in the high 80th percentile feeling either *well-prepared* or *sufficiently prepared*.

The following are tables and graphs that illustrate the results of questions 1-5 of the survey as it relates to the teacher candidate's perception in terms of his or her or preparedness in CLASSROOM ENVIRONMENT as a classroom teacher. The raw data and percentages are presented in the tables, and the graphs will depict illustrations of the percentage of students compared to alumni in their responses pertaining to the preparedness in Classroom Environment in their training at DUEd.

Table 4.2

Results for Survey Question 1

Question 1:

To what extent were you prepared to effectively implement discipline/management procedures?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	5 (20%)	16 (64%)	4 (16%)	0 (0%)
Alumni	9 (36%)	13 (52%)	3 (12%)	0 (0%)

Figure 4.2

Graph Results for Survey Question 1

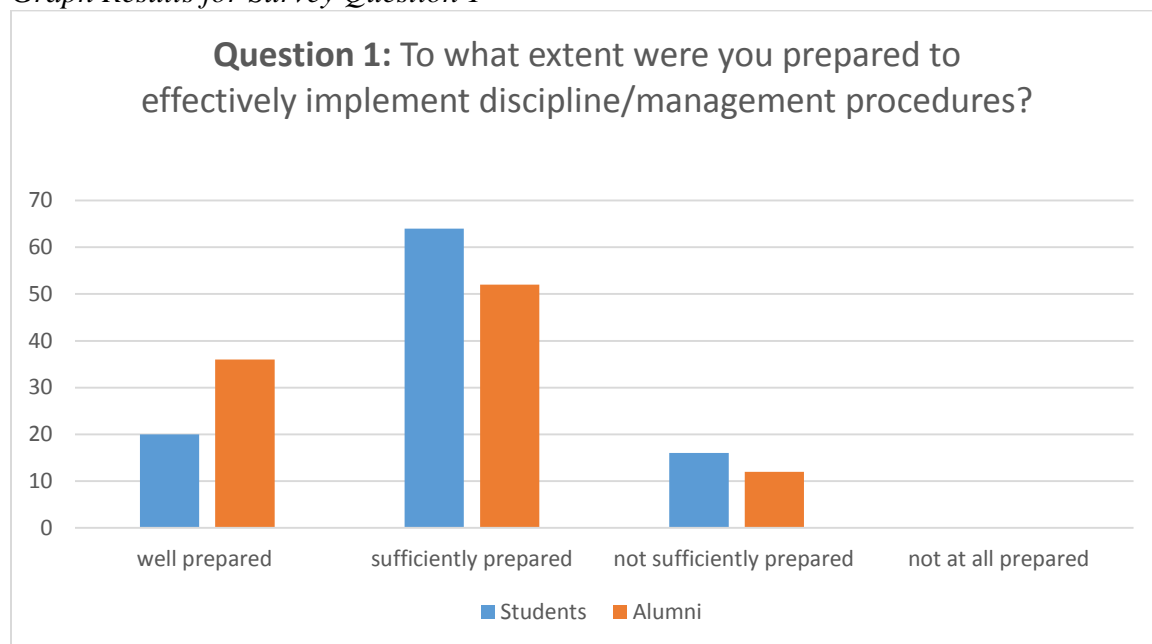


Table 4.3*Results for Survey Question 2**Questions 2:*

To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	5 (20%)	14 (56%)	6 (24%)	0 (0%)
Alumni	7 (28%)	18 (72%)	0 (0%)	0 (0%)

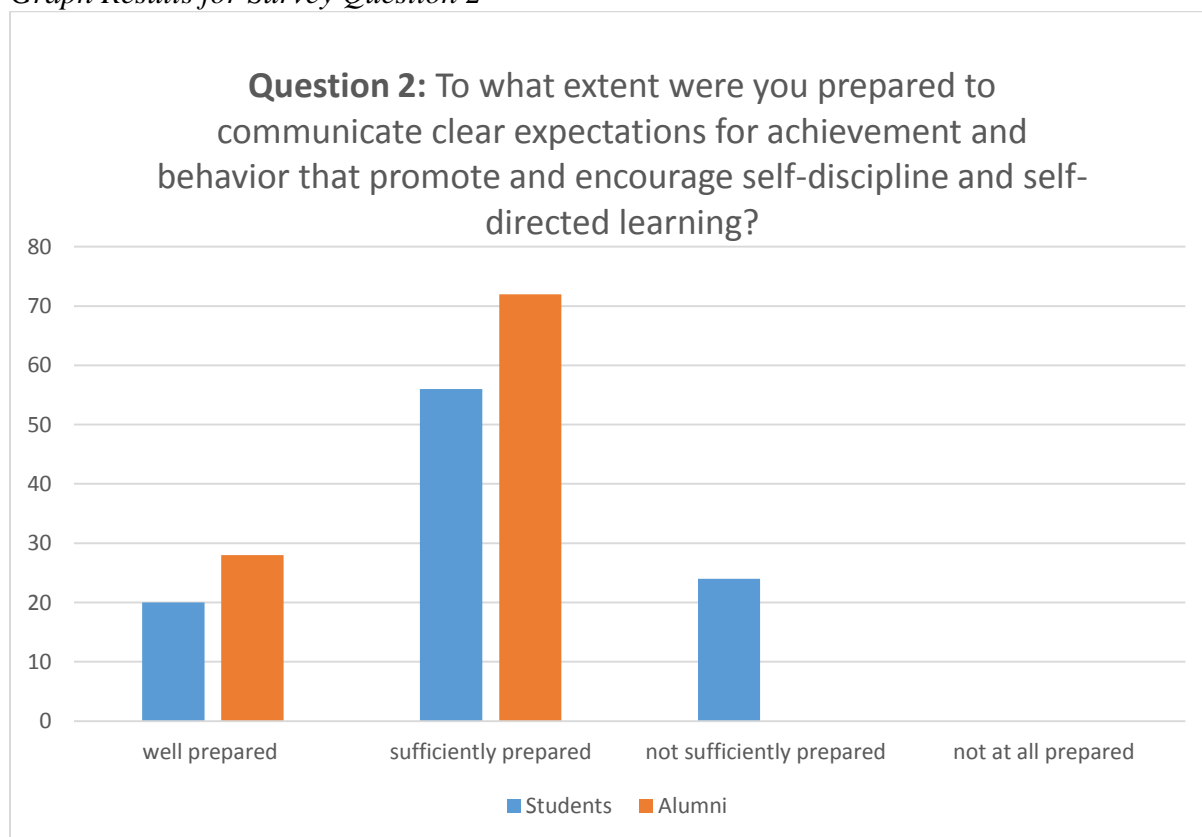
Figure 4.3*Graph Results for Survey Question 2*

Table 4.4*Results for Survey Question 3**Questions 3:*

To what extent were you prepared to provide support to achieve a positive, equitable and engaging learning environment?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	10 (40%)	12 (48%)	2 (8%)	1 (4%)
Alumni	13 (52%)	7 (28%)	5 (20%)	0 (0%)

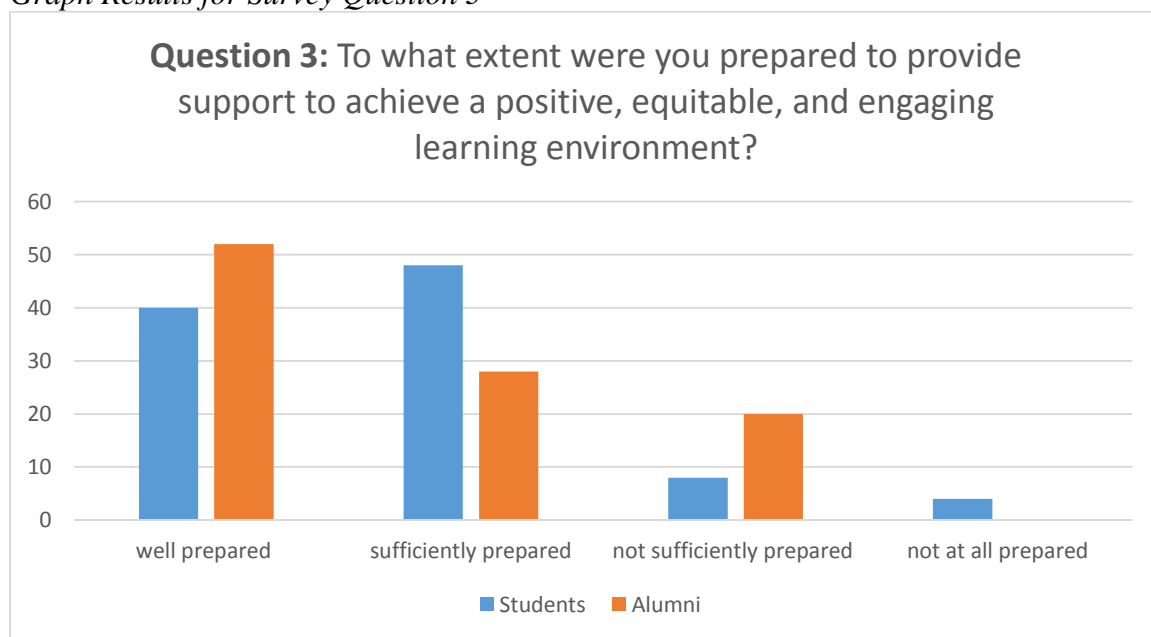
Figure 4.4*Graph Results for Survey Question 3*

Table 4.5*Results for Survey Question 4**Questions 4:*

To what extent were you prepared to build and maintain positive rapport with students?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	13 (52%)	9 (36%)	2 (8%)	1 (4%)
Alumni	13 (52%)	11 (44%)	1 (4%)	0 (0%)

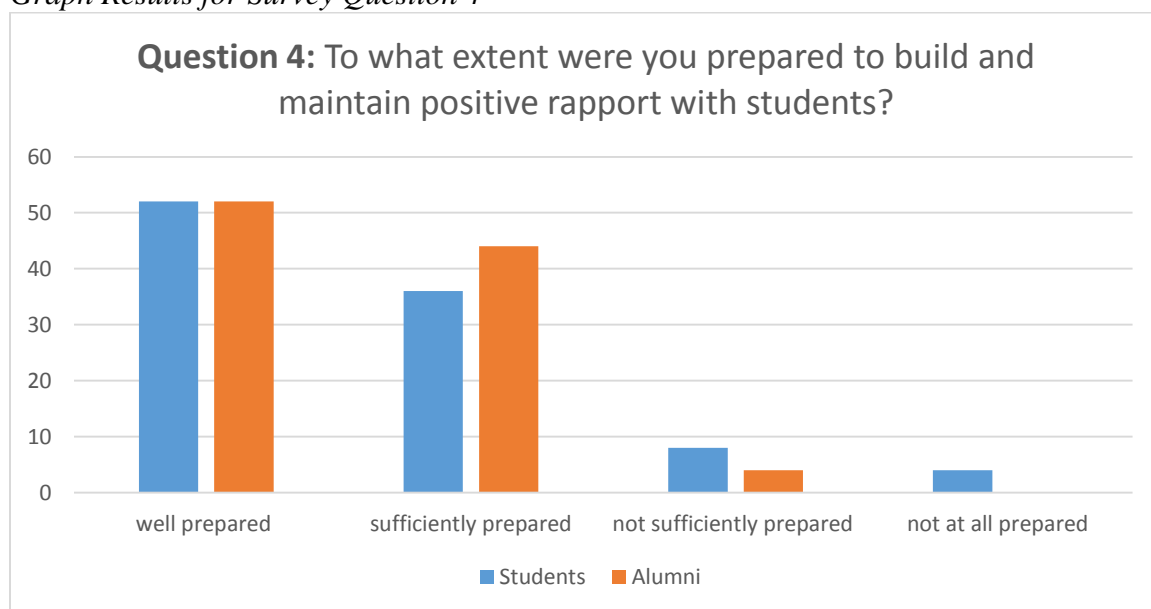
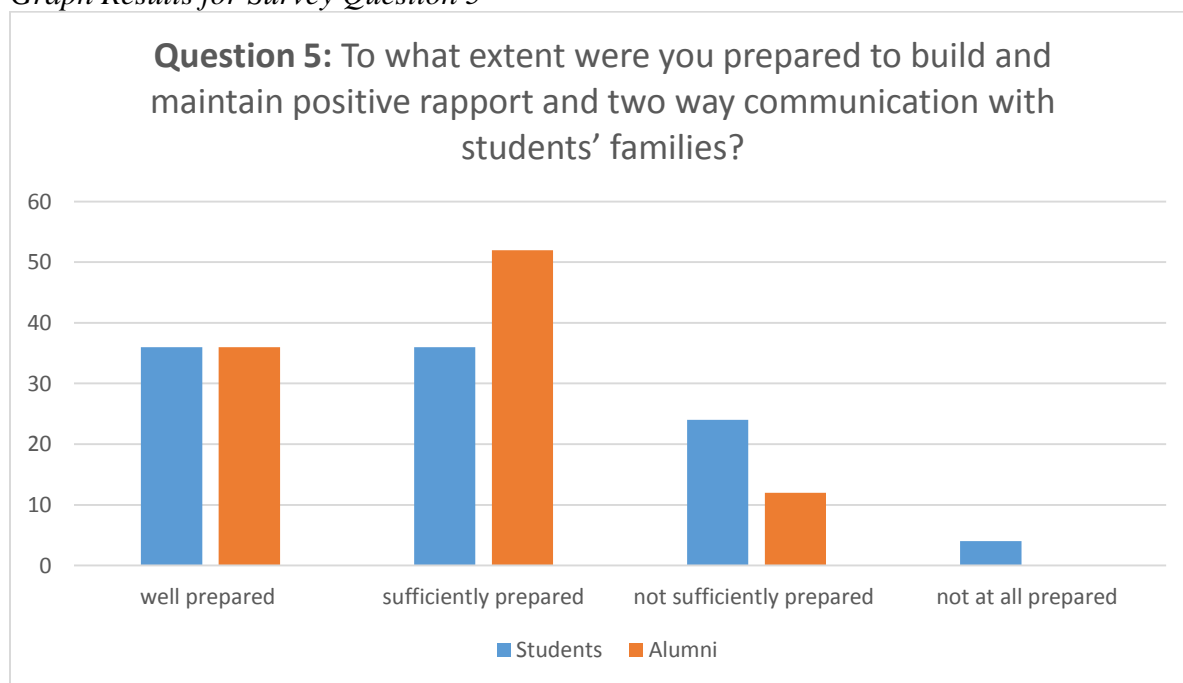
Figure 4.5*Graph Results for Survey Question 4*

Table 4.6*Results for Survey Question 5**Question 5:*

To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	9 (36%)	9 (36%)	6 (24%)	1 (4%)
Alumni	9 (36%)	13 (52%)	3 (12%)	0 (0%)

Figure 4.6*Graph Results for Survey Question 5*

Theme 3: Instruction

The results of the questions 6-13 relate to the preparation of teacher candidates in terms of INSTRUCTION. The results indicate that the percentage that felt “*well-prepared*” in the training for the instruction was consistently higher (6 out of 8 questions) among the teacher graduates (Alumni) than the student teachers (Students) in the area of preparation for INSTRUCTION. When the “*well-prepared*” and “*sufficiently-prepared*” results were grouped together, the percentage is consistently higher (8 out of 8 questions) for the Alumni than the Students. Both groups generally felt *well-prepared* or *sufficiently prepared* in their training for INSTRUCTION averaging in between 70% to 90 % feeling either *well-prepared* or *sufficiently prepared*. Consistently in every question in regards to the training for INSTRUCTION, more percentage of Students than Alumni responded to *not sufficiently prepared* or *not prepared at all*. 36% of the students responded that they are either *not sufficiently prepared* or *not at all prepared* to implement varied instruction that integrates critical thinking, inquiry, and problem solving. Both the Alumni and Students responses indicate much more needs to be done to prepare them to implement varied instruction that integrates critical thinking, inquiry, and problem solving.

The following are tables and graphs that illustrate the results of questions 6-13 of the survey as it relates to the teacher candidate’s perception in terms of his or her or preparedness in INSTRUCTION as a classroom teacher. The raw data and percentages are presented in the tables, and the graphs will depict illustrations of the percentage of students compared to alumni in their responses pertaining to preparedness in INSTRUCTION in their training at DUEd.

Table 4.7*Results for Survey Question 6**Questions 6:*

To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	3 (12%)	13 (52%)	7 (28%)	2 (8%)
Alumni	6 (24%)	16 (64%)	3 (12%)	0 (0%)

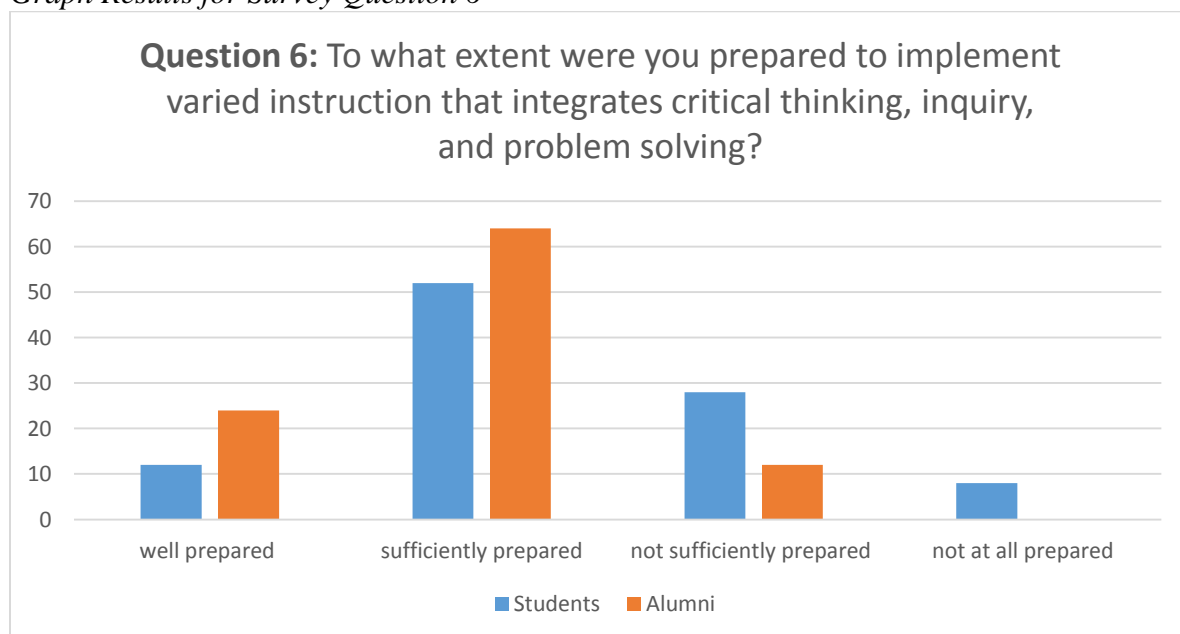
Figure 4.7*Graph Results for Survey Question 6*

Table 4.8*Results for Survey Question 7**Questions 7:*

To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	6 (24%)	13 (52%)	5 (20%)	1 (4%)
Alumni	9 (36%)	12 (48%)	4 (16%)	0 (0%)

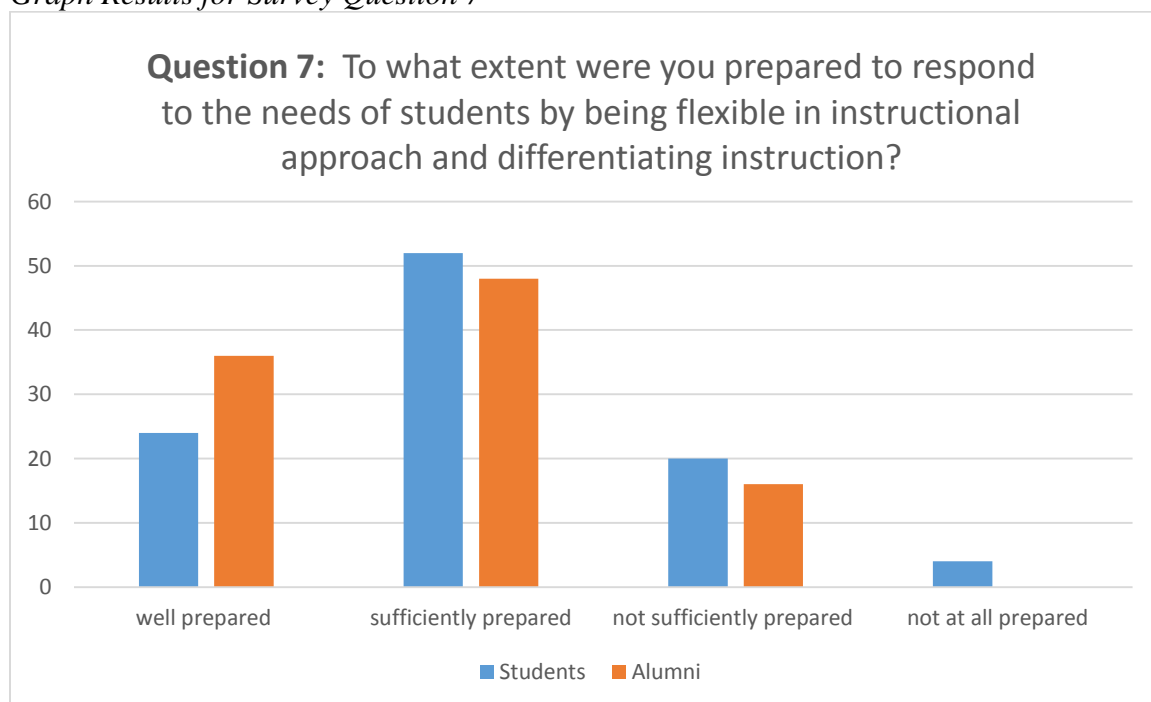
Figure 4.8*Graph Results for Survey Question 7*

Table 4.9*Survey Results for Question 8**Question 8:*

To what extent were you prepared to use the results of formative assessment data to guide instruction?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	2 (8%)	16 (64%)	7 (28%)	0 (0%)
Alumni	5 (20%)	14 (56%)	6 (24%)	0 (0%)

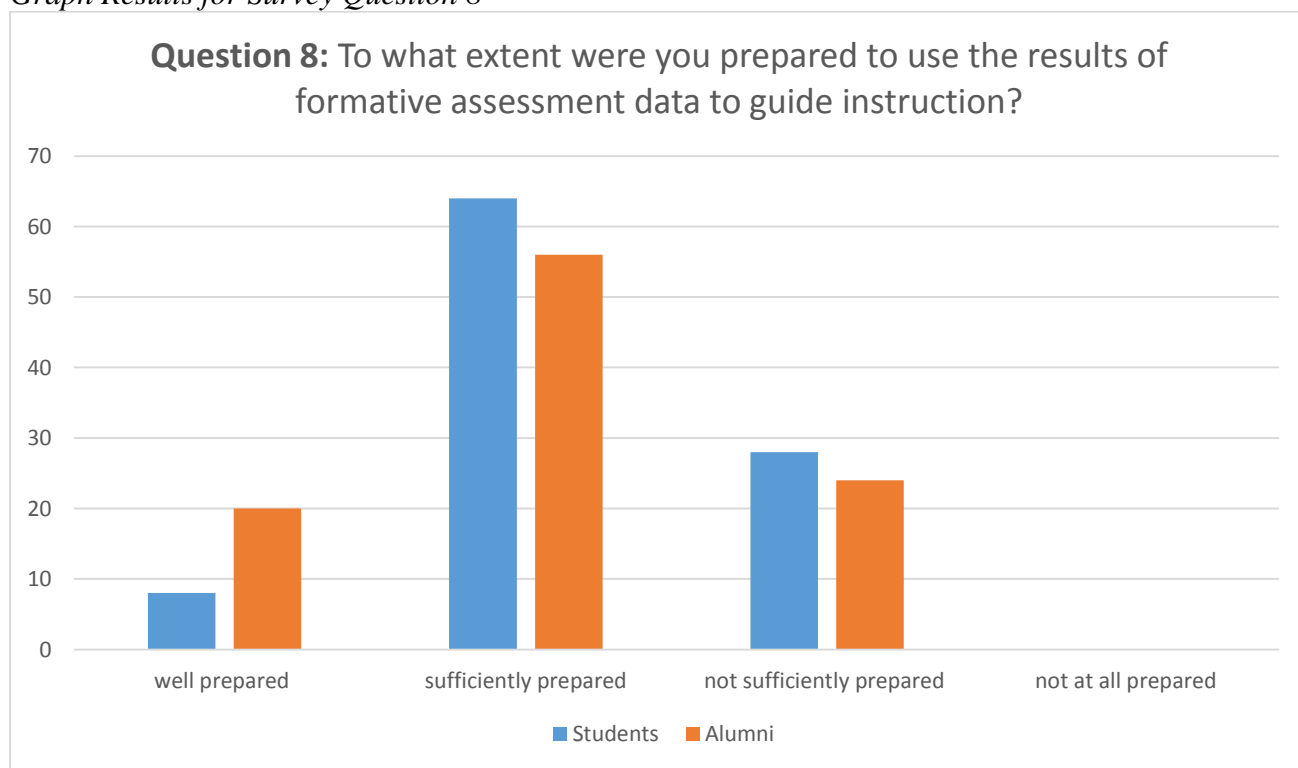
Figure 4.9*Graph Results for Survey Question 8*

Table 4.10*Results for Survey Question 9*

Question 9:

To what extent were you prepared to engage and motivate students through learner-centered instruction?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	9 (36%)	11 (44%)	5 (20%)	0 (0%)
Alumni	7 (28%)	16 (64%)	2 (8%)	0 (0%)

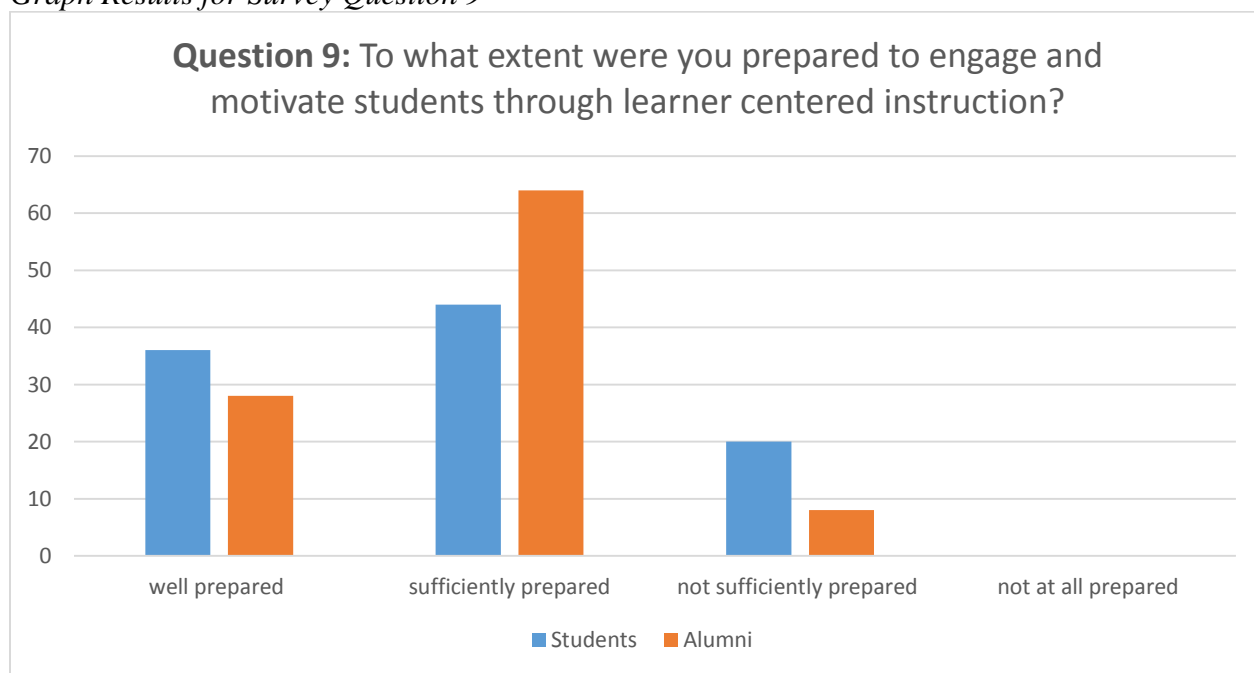
Figure 4.10*Graph Results for Survey Question 9*

Table 4.11 Results for Survey Question 10*Question 10:*

To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	4 (16%)	17 (68%)	4 (16%)	0 (0%)
Alumni	10 (40%)	12 (48%)	3 (12%)	0 (0%)

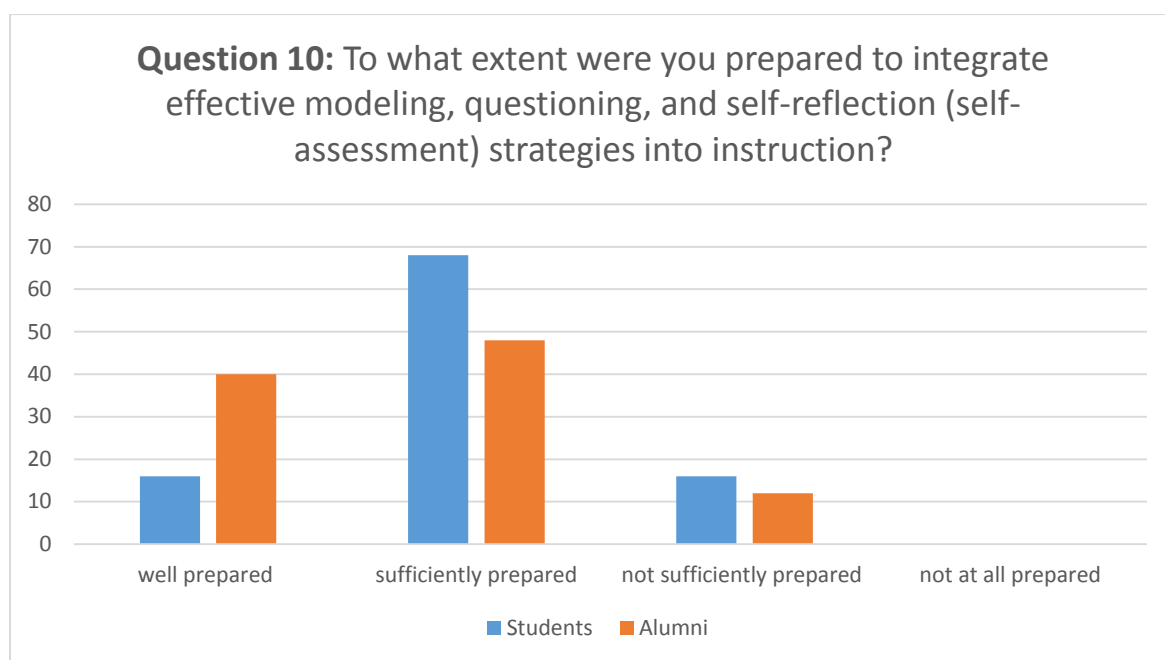
Figure 4.11 Graph Results for Survey Question 10

Table 4.12 Results for Survey Question 11*Question 11:*

To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	4 (16%)	14 (56%)	6 (24%)	1 (4%)
Alumni	9 (36%)	13 (52%)	3 (12%)	0 (0%)

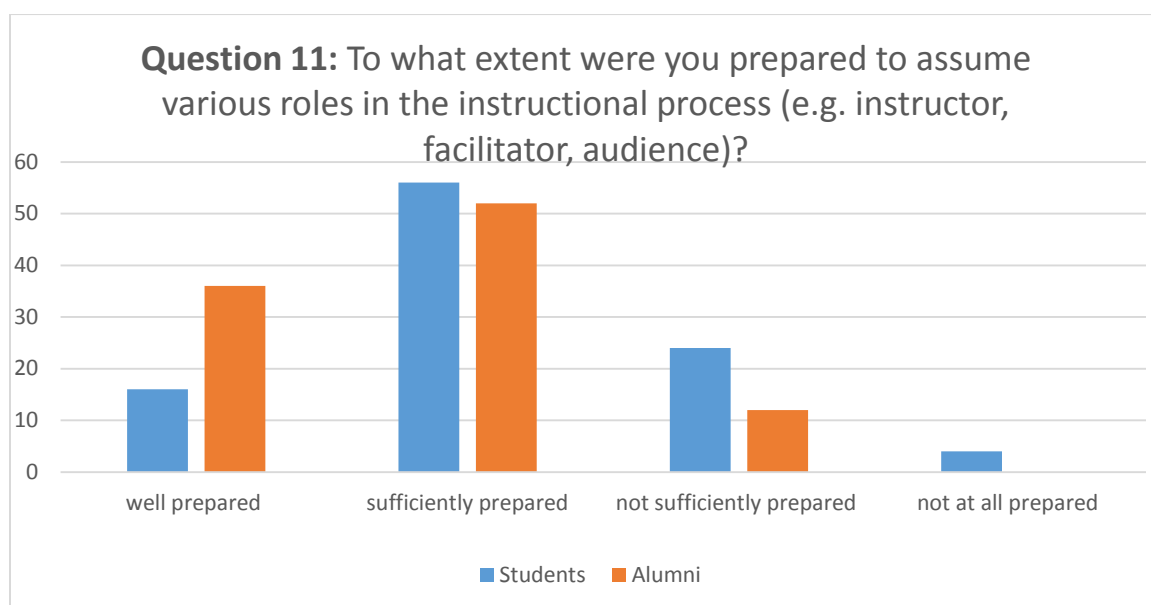
Figure 4.12 Graph Results for Survey Question 11

Table 4.13 Results for Survey Question 12*Question 12:*

To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	8 (32%)	15 (60%)	2 (8%)	0 (0%)
Alumni	9 (36%)	13 (52%)	3 (12%)	0 (0%)

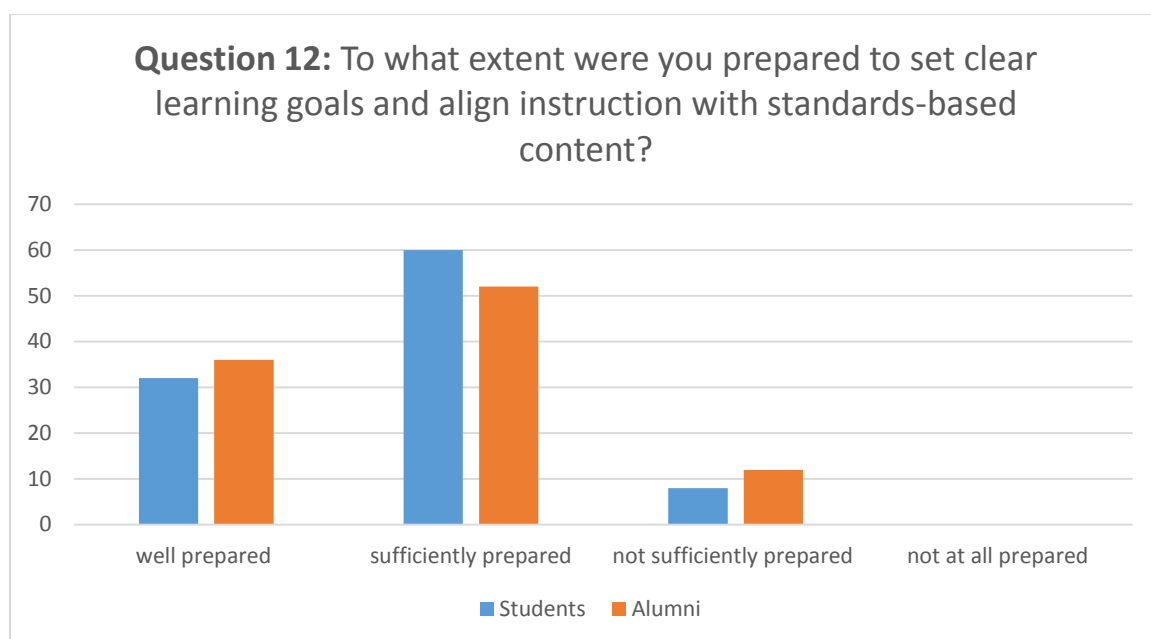
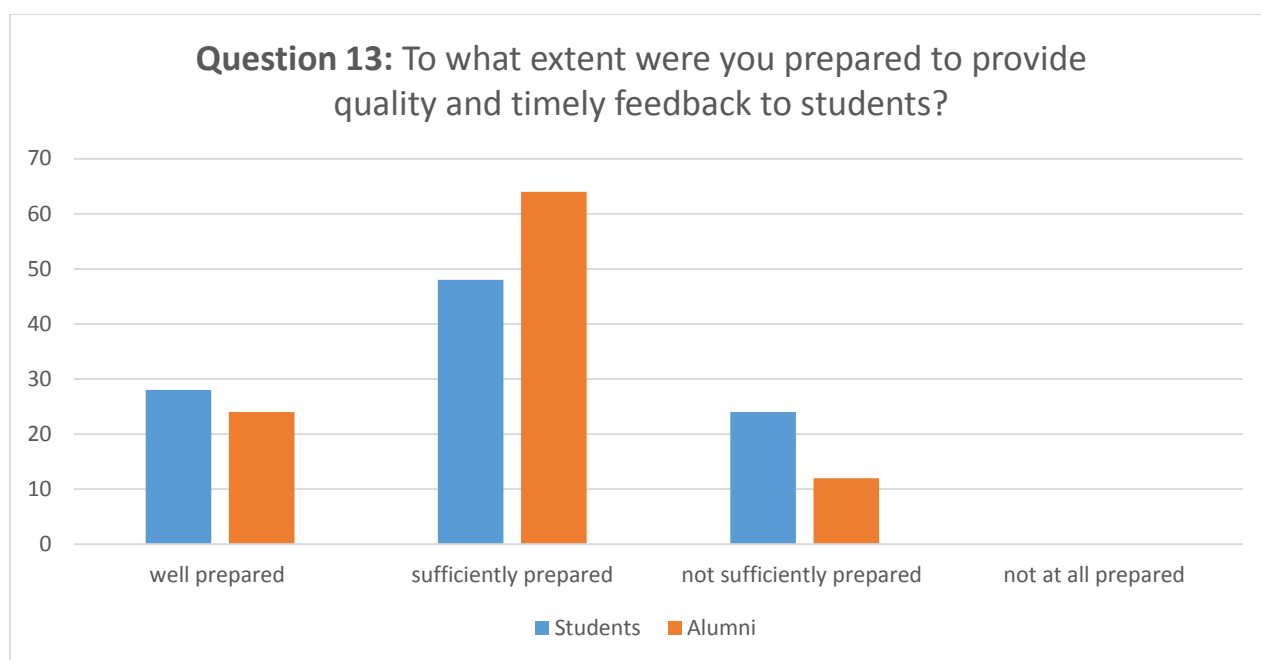
Figure 4.13 Graph Results for Survey Question 12

Table 4.14 Results for Survey Question 13*Question 13:*

To what extent were you prepared to provide quality and timely feedback to students?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	7 (28%)	12 (48%)	6 (24%)	0 (0%)
Alumni	6 (24%)	16 (64%)	3 (12%)	0 (0%)

Figure 4.14 Graph Results for Survey Question 13

Theme 4: Students with Disabilities

The results of the questions 14-21 relate to the preparation of teacher candidates in terms of addressing the needs of STUDENTS WITH DISABILITIES. The results indicate that the percentage that felt “*well-prepared*” and the percentage that felt *sufficiently prepared* in the training of addressing the needs of STUDENTS WITH DISABILITIES were consistently higher among the teacher graduates (Alumni) than the student teachers (Students). The results indicate that the percentage that felt *not sufficiently prepared* or *not prepared at all* in the training of addressing the needs of STUDENTS WITH DISABILITIES were consistently higher among the student teachers (Students) than the teacher graduates (Alumni). However, both the Alumni and Students responses indicate much more need to be done to prepare them to address the needs of STUDENTS WITH DISABILITIES. Results indicate a high percentage (50-60%) in feeling *not sufficiently prepared* or *not prepared at all* in their training for addressing STUDENTS WITH DISABILITIES.

The following are tables and graphs that illustrate the results of questions 13-21 of the survey as it relates to the teacher candidate’s perception in terms of his or her or preparedness in addressing the needs of STUDENTS WITH DISABILITIES and the ability to differentiating instruction for them as a classroom teacher. The raw data and percentages are presented in the tables, and the graphs will depict illustrations of the percentage of students compared to alumni in their responses pertaining to preparedness and training at DUEd in addressing the needs of STUDENTS WITH DISABILITIES and the ability to differentiating instruction for them as a classroom teacher.

Table 4.15 Results for Survey Question 14*Question 14:*

Did you have students with disabilities in your classroom? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	3 (12%)	10 (40%)	5 (20%)	7 (28%)
Alumni	7 (28%)	10 (40%)	7 (28%)	1 (4%)

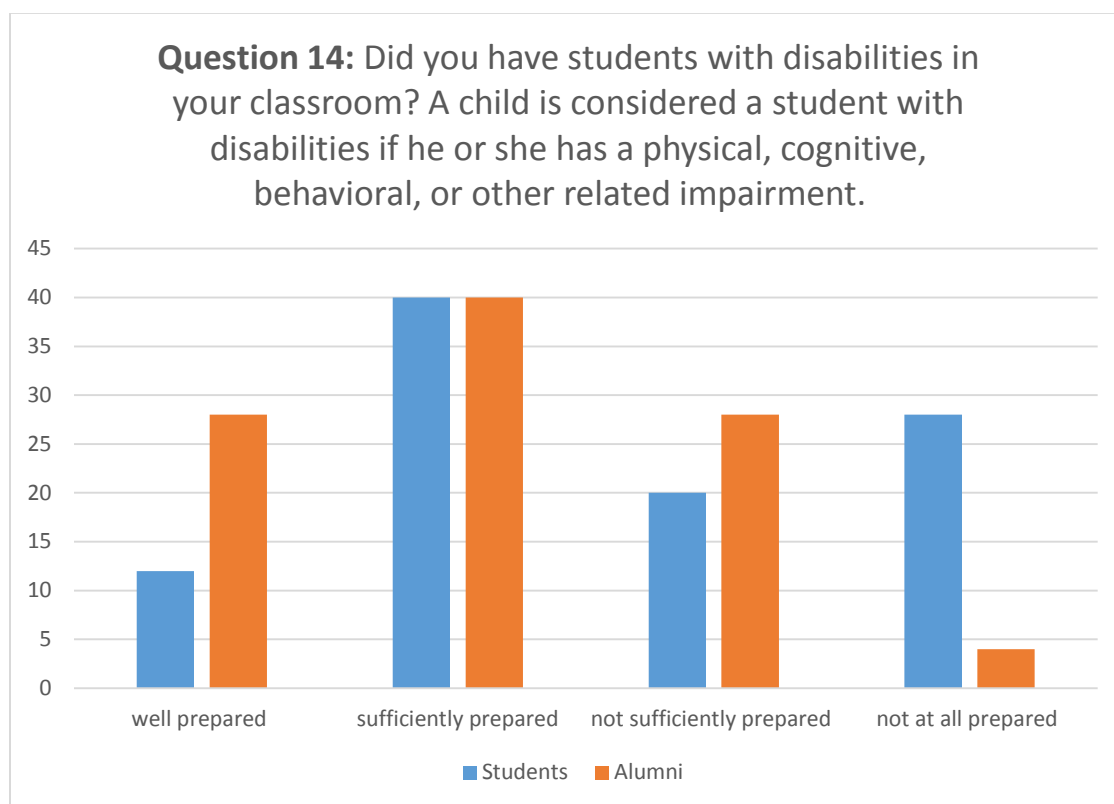
Figure 4.15 Graph Results for Survey Question 14

Table 4.16 Results for Survey Question 15*Question 15:*

To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	4 (16%)	9 (36%)	10 (40%)	2 (8%)
Alumni	5 (20%)	12 (48%)	7 (28%)	1 (4%)

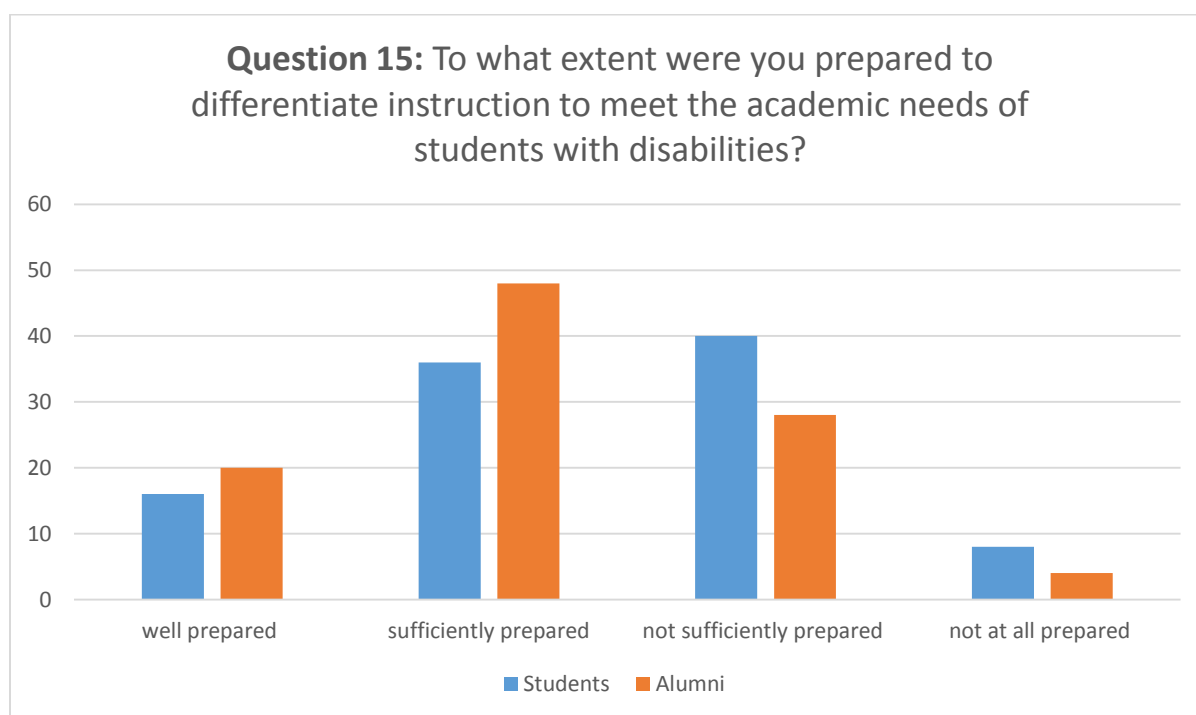
Figure 4.16 Graph Results for Survey Question 15

Table 4.17 Results for Survey Question 16*Question 16:*

To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	5 (20%)	13 (52%)	6 (24%)	1 (4%)
Alumni	7 (28%)	11 (44%)	6 (24%)	1 (4%)

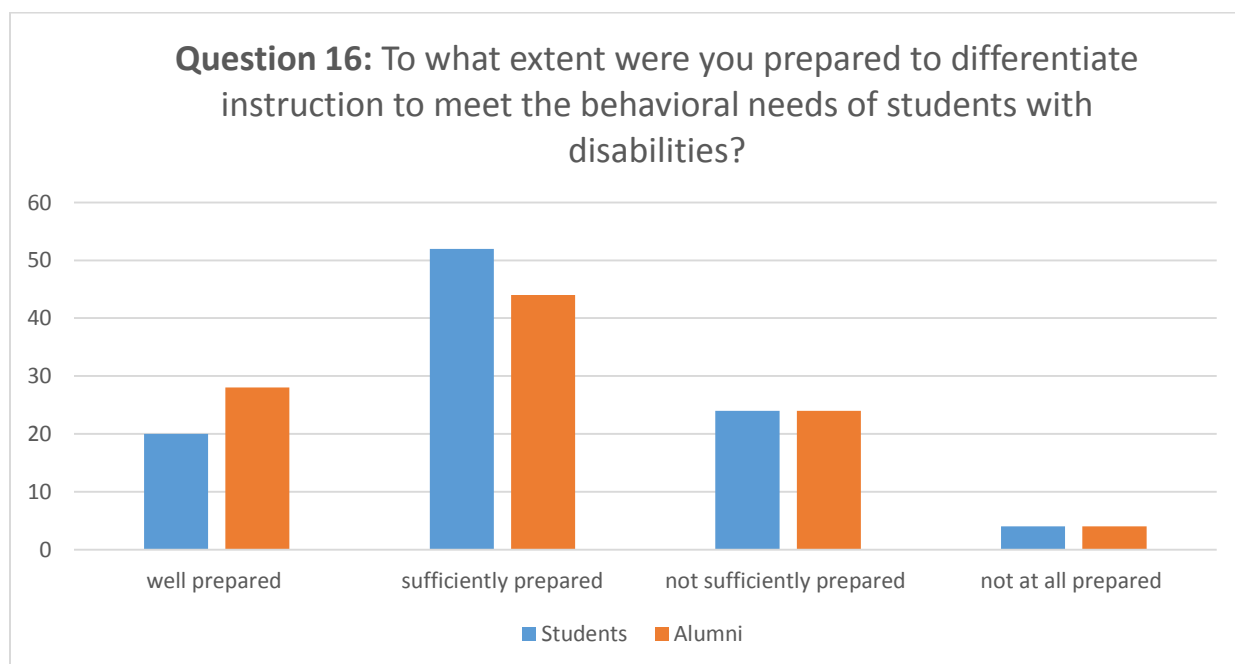
Figure 4.17 Graph Results for Survey Question 16

Table 4.18 Results for Survey Question 17*Question 17:*

To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	4 (16%)	8 (32%)	12 (48%)	1 (4%)
Alumni	6 (24%)	11 (44%)	7 (28%)	1 (4%)

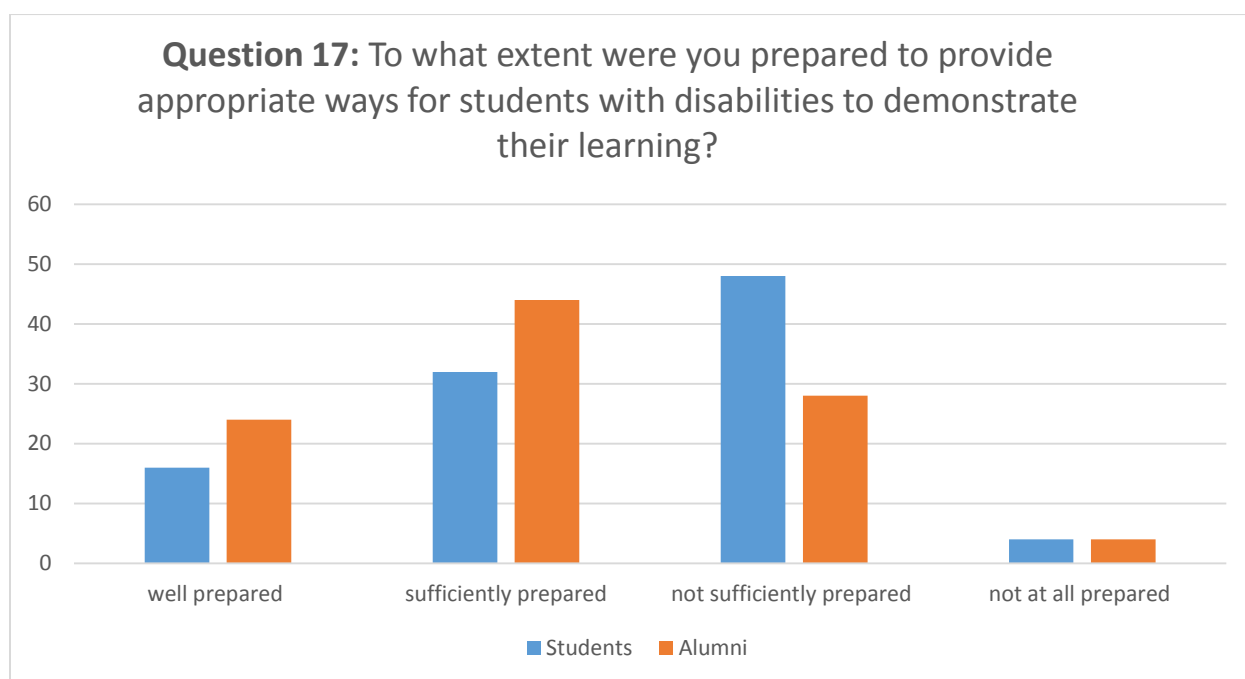
Figure 4.18 Graph Result for Survey Question 17

Table 4.19 Results for Survey Question 18*Question 18:*

To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	5 (20%)	9 (36%)	10 (40%)	1 (4%)
Alumni	6 (24%)	15 (60%)	4 (16%)	0 (0%)

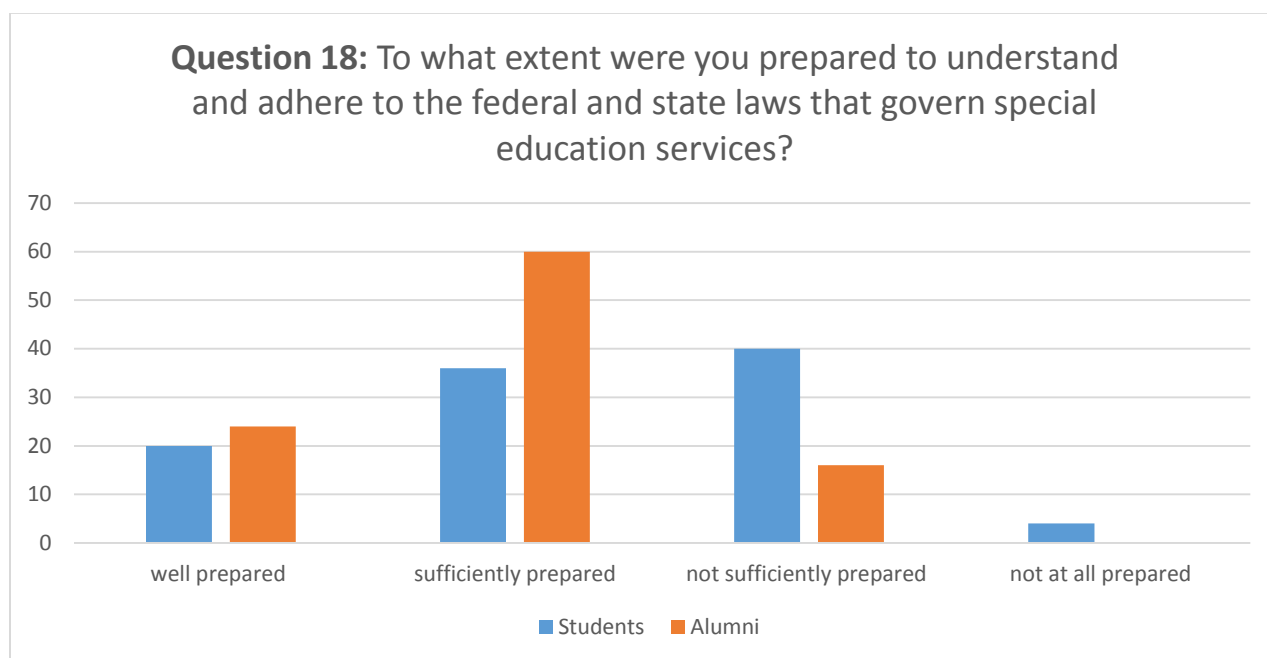
Figure 4.19 Graph Results for Survey Question 18

Table 4.20 Results for Survey Question 19*Question 19:*

To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	1 (4%)	10 (40%)	11 (44%)	3 (12%)
Alumni	6 (24%)	9 (36%)	9 (36%)	1 (4%)

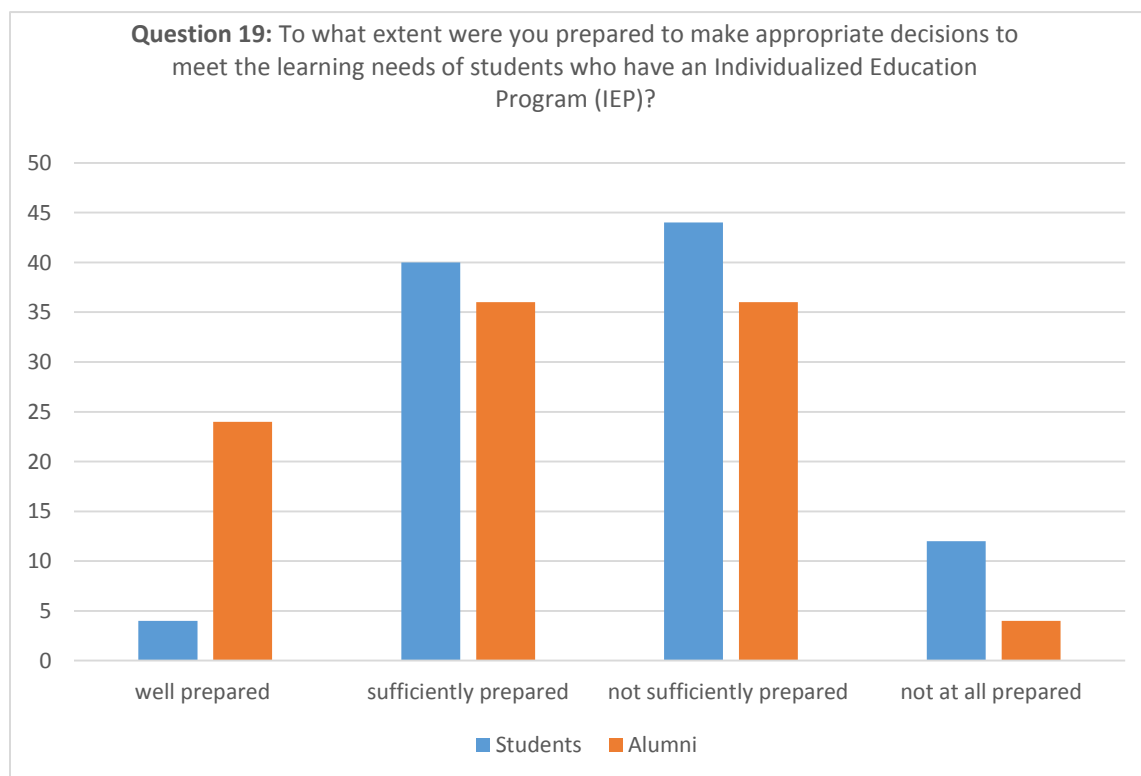
Figure 4.20 Graph Results for Survey Question 19

Table 4.21 Results for Survey Question 20*Question 20:*

To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	3 (12%)	10 (40%)	11 (44%)	1 (4%)
Alumni	6 (24%)	10 (40%)	8 (32%)	1 (4%)

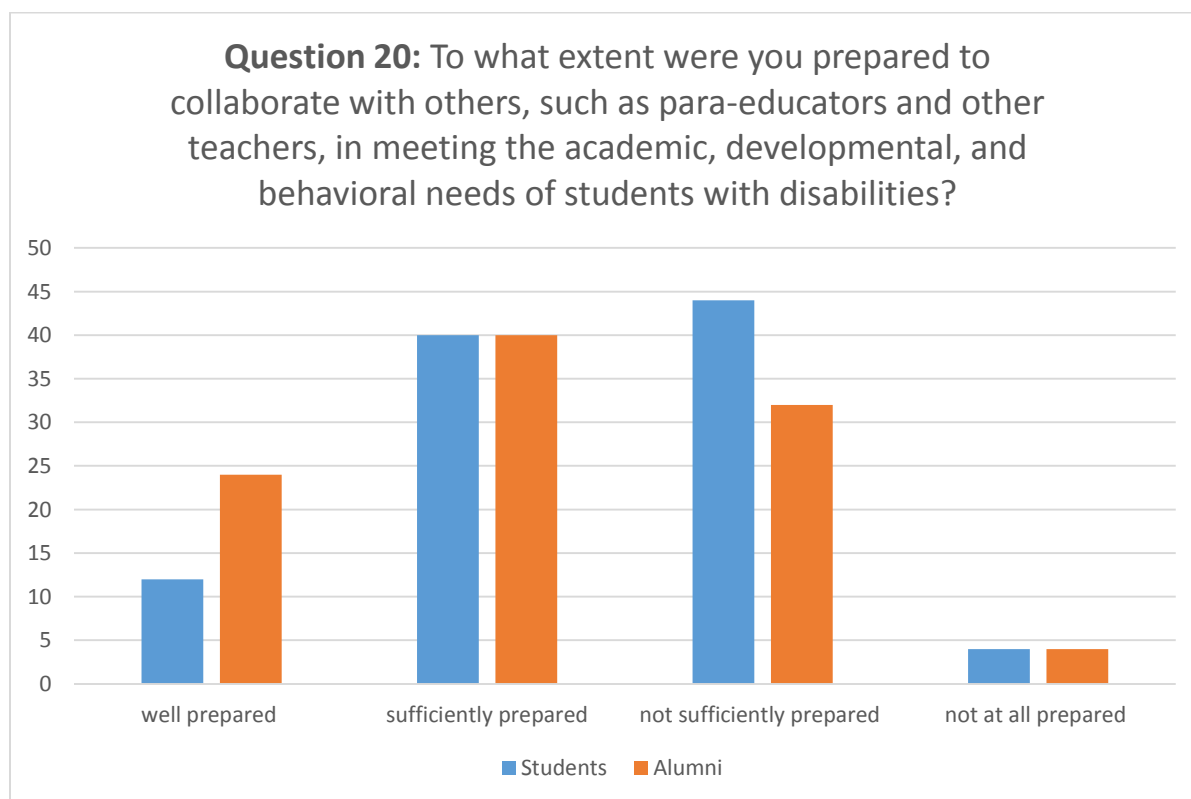
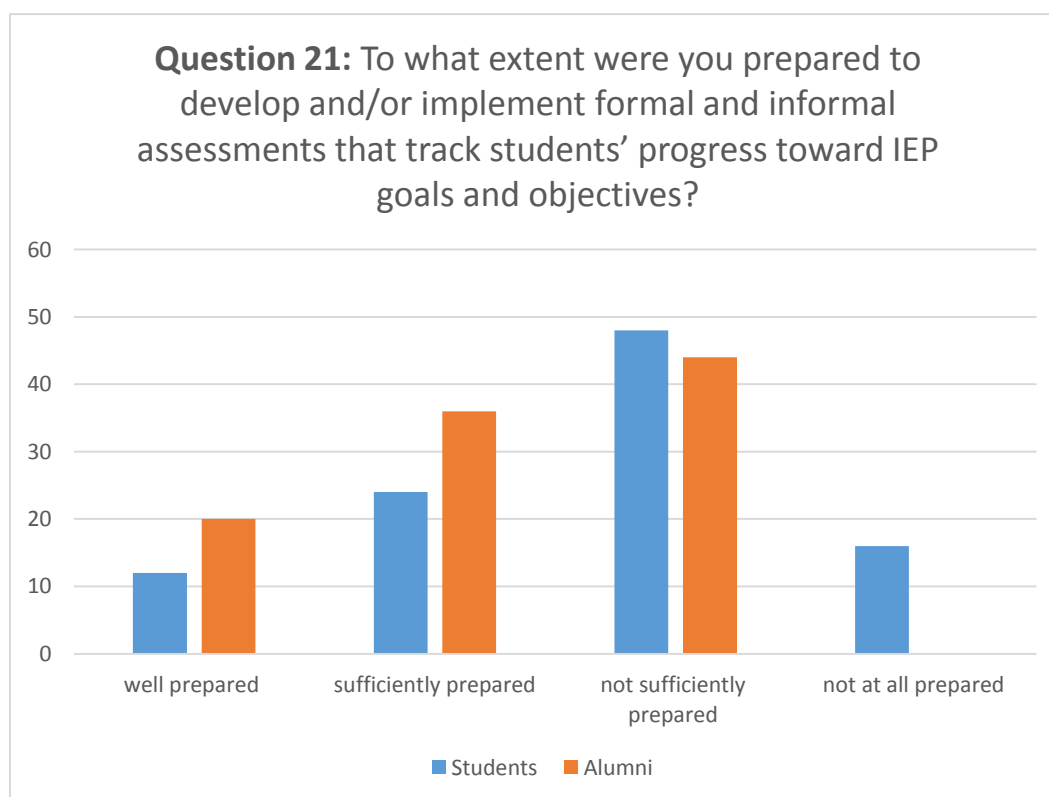
Figure 4.21 Graph Results for Survey Question 20

Table 4.22 Results for Survey Question 21*Question 21:*

To what extent were you prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?

	well prepared	sufficiently prepared	not sufficiently prepared	not at all prepared
Students	3 (12%)	6 (24%)	12 (48%)	4 (16%)
Alumni	5 (20%)	9 (36%)	11 (44%)	0 (0%)

Figure 4.22 Graph Results for Survey Question 21

Theme 5: Field Experience

The results of questions 23-36 relate to the preparation of the teacher candidates in terms of their THE FIELD EXPERIENCES and their perception of the structural guidance, ongoing support, and interactions with the Field Supervisor during the Field Supervision time period. In general, the results from this section indicate a positive field experience and interactions with Field supervisors for both the Students and Alumni. According to the responses, the general expectations of the Field Supervisor were mostly met *all or almost all the time* or *most of the time*.

The following are tables and graphs that illustrate the results of questions 23-36 of the survey as it relates to the teacher candidate's perception in terms of his or her FIELD EXPERIENCES and their perception of the structural guidance, ongoing support, and interactions with the Field Supervisor during the Field Supervision time period. The raw data and percentages are presented in the tables, and the graphs will depict illustrations of the percentage of students compared to alumni in their responses pertaining to preparedness and training at DUEd in relations to their experiences in the structural guidance, ongoing support and interactions with the Field Supervisor during the Field Supervision time period.

Table 4.23 Results for Survey Question 23*Question 23:*

To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of The Time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the Action was performed by the Field Supervisor	Not Applicable
Students	8 (32%)	14 (56%)	3 (12%)	0 (0%)	0 (0%)
Alumni	13 (52%)	9 (36%)	3 (12%)	0 (0%)	0 (0%)

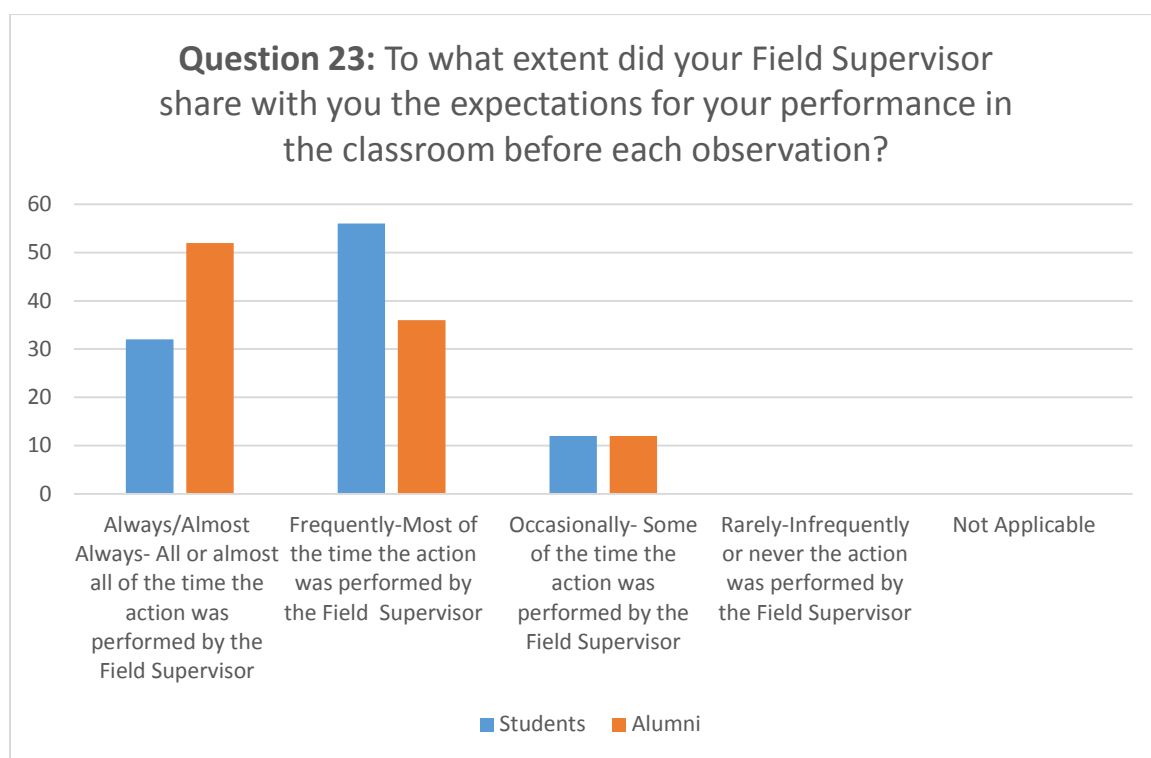
Figure 4.23 Graph Results for Survey Question 23

Table 4.24 Results for Survey Question 24*Question 24:*

To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of The Time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	6 (24%)	17 (68%)	1 (4%)	1 (4%)	0 (0%)
Alumni	10 (40%)	9 (36%)	6 (24%)	0 (0%)	0 (0%)

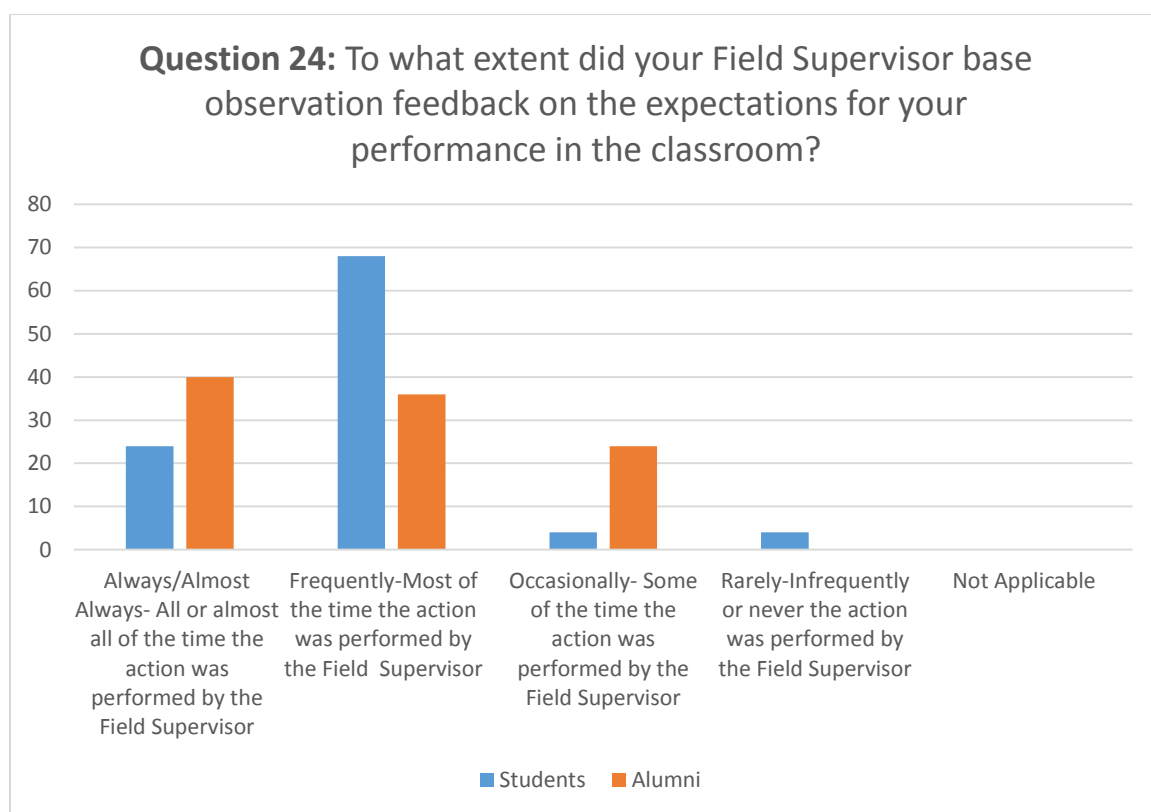
Figure 4.24 Graph Results for Survey Question 24

Table 4.25 Results for Survey Question 25*Question 25:*

To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of The Time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	8 (32%)	12 (48%)	5 (20%)	0 (0%)	0 (0%)
Alumni	10 (40%)	12 (48%)	2 (8%)	0 (0%)	1 (4%)

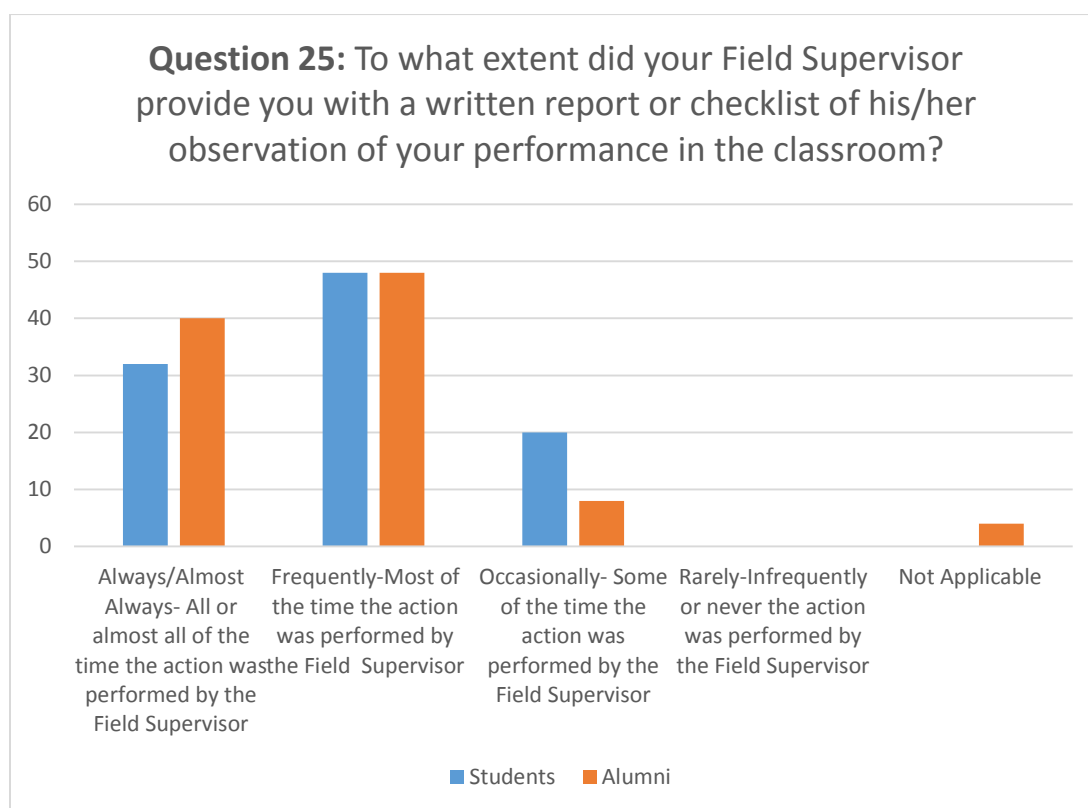
Figure 4.25 Graph Results for Survey Question 25

Table 4.26 Results for Survey Question 26*Question 26:*

To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of The Time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	8 (32%)	13 (52%)	4 (16%)	0 (0%)	0 (0%)
Alumni	11 (44%)	7 (28%)	5 (20%)	1 (4%)	1 (4%)

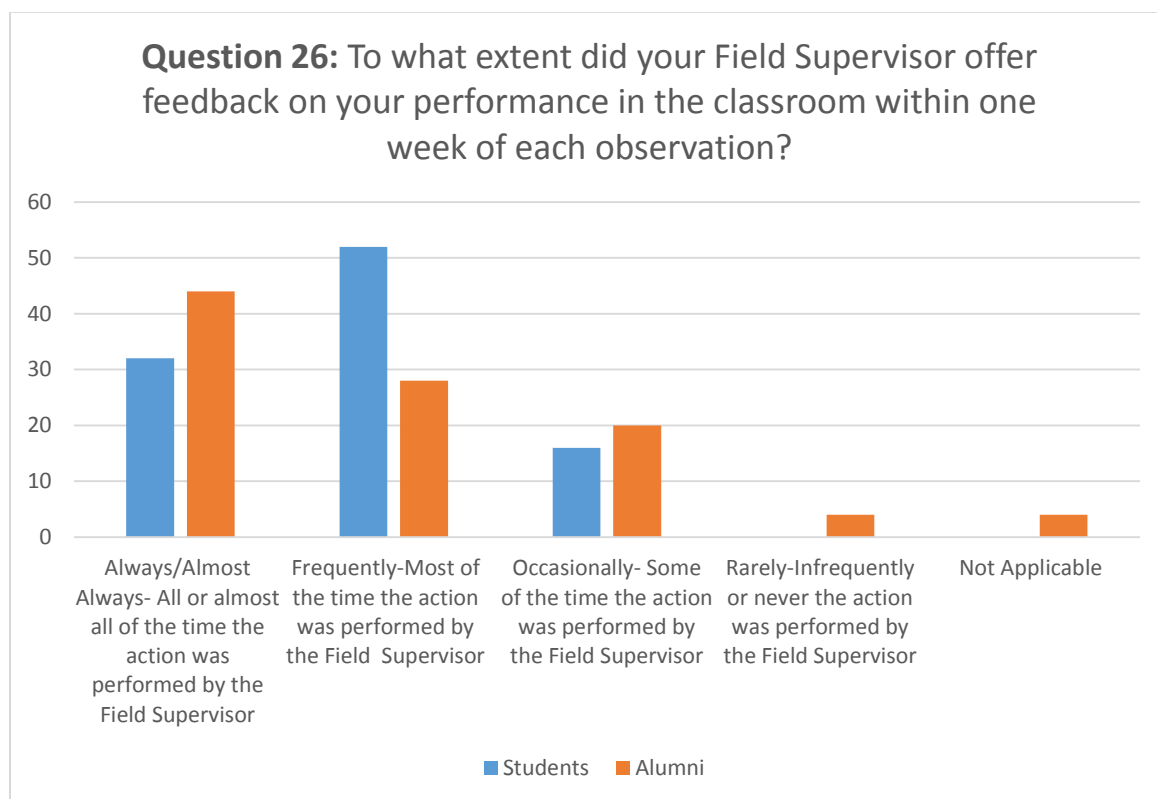
Figure 4.26 Graph Results for Survey Questions 26

Table 4.27 Results for Survey Question 27*Question 27:*

To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently-Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	4 (16%)	16 (64%)	3 (12%)	2 (8%)	0 (0%)
Alumni	14 (56%)	7 (28%)	4 (16%)	0 (0%)	0 (0%)

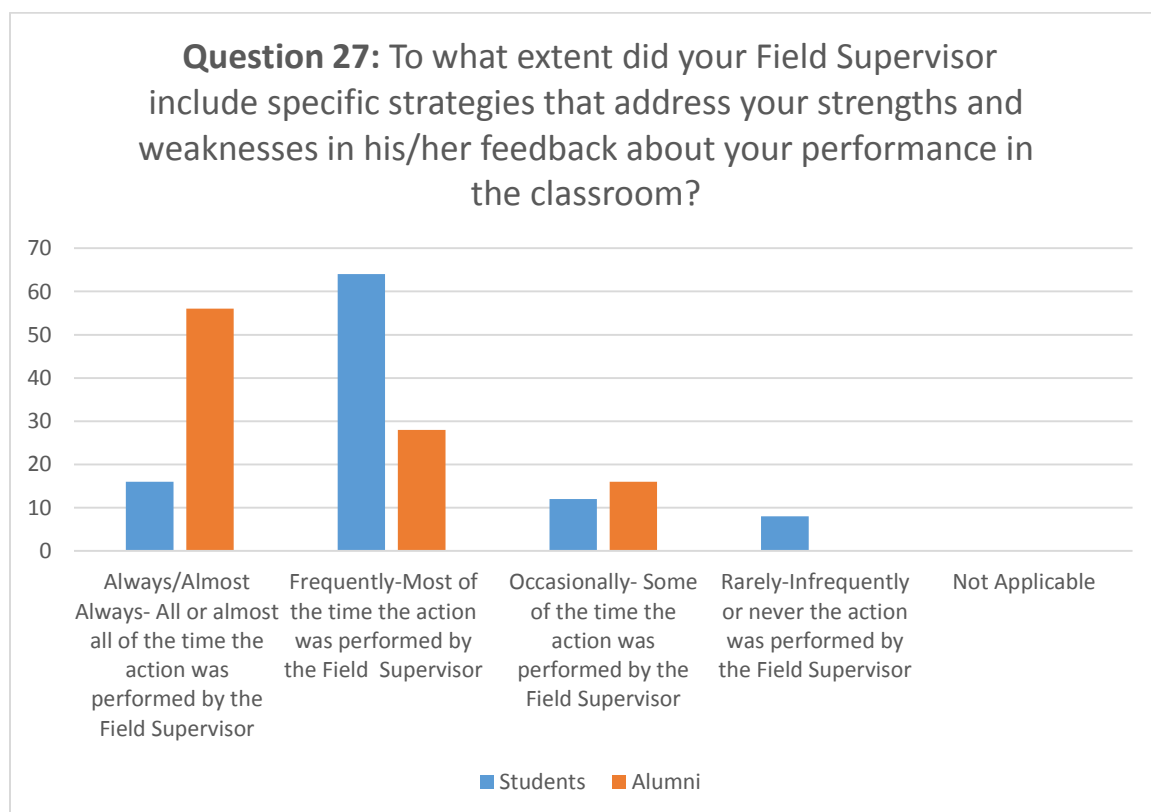
Figure 4.27 Graph Results for Survey Question 27

Table 4.28 Results for Survey Question 28*Question 28:*

To what extent did your Field Supervisor hold an interactive conference with you after each observation?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently-Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	11 (44%)	11 (44%)	3 (12%)	0 (0%)	0 (0%)
Alumni	14 (56%)	7 (28%)	3 (12%)	0 (0%)	1 (4%)

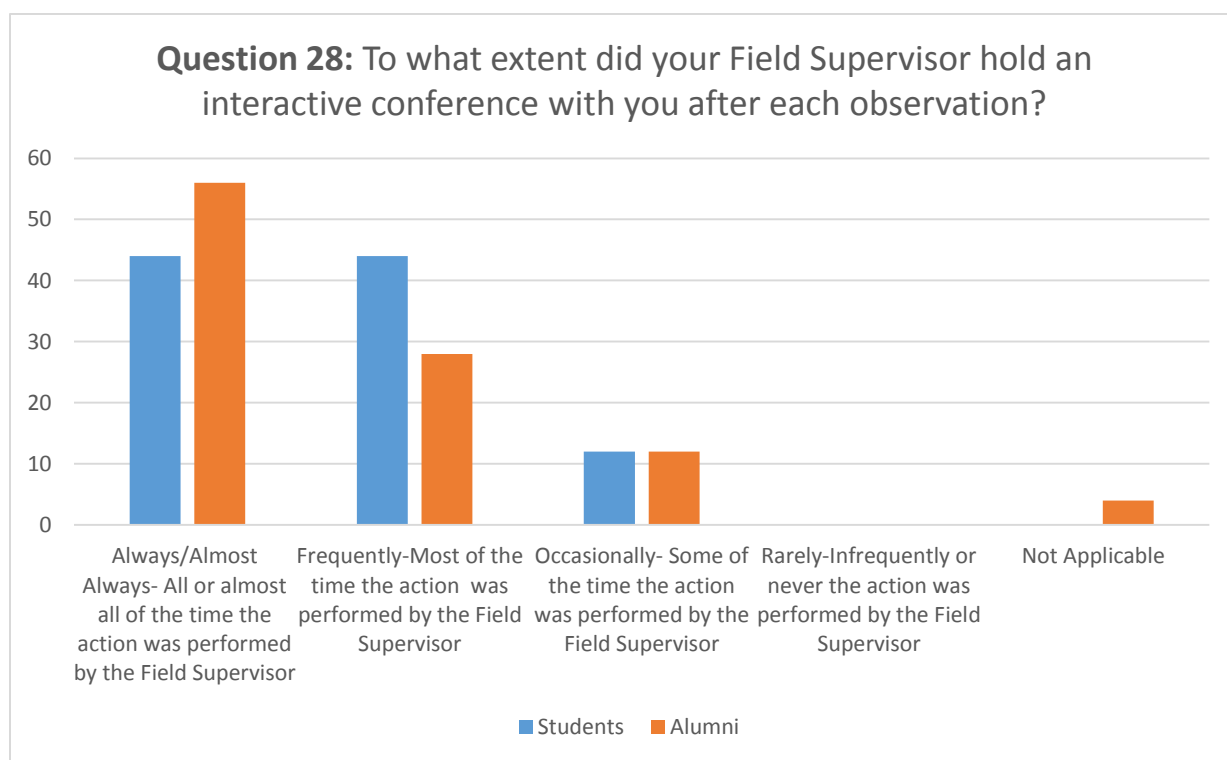
Figure 4.28 Graph Results for Survey Question 28

Table 4.29 Survey Results for Question 29*Question 29:*

To what extent did your Field Supervisor help you to solve problems, make specific recommendations for improvement, or act as your advocate?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently-Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	6 (24%)	17 (68%)	2 (8%)	0 (0%)	0 (0%)
Alumni	12 (48%)	8 (32%)	4 (16%)	0 (0%)	1 (4%)

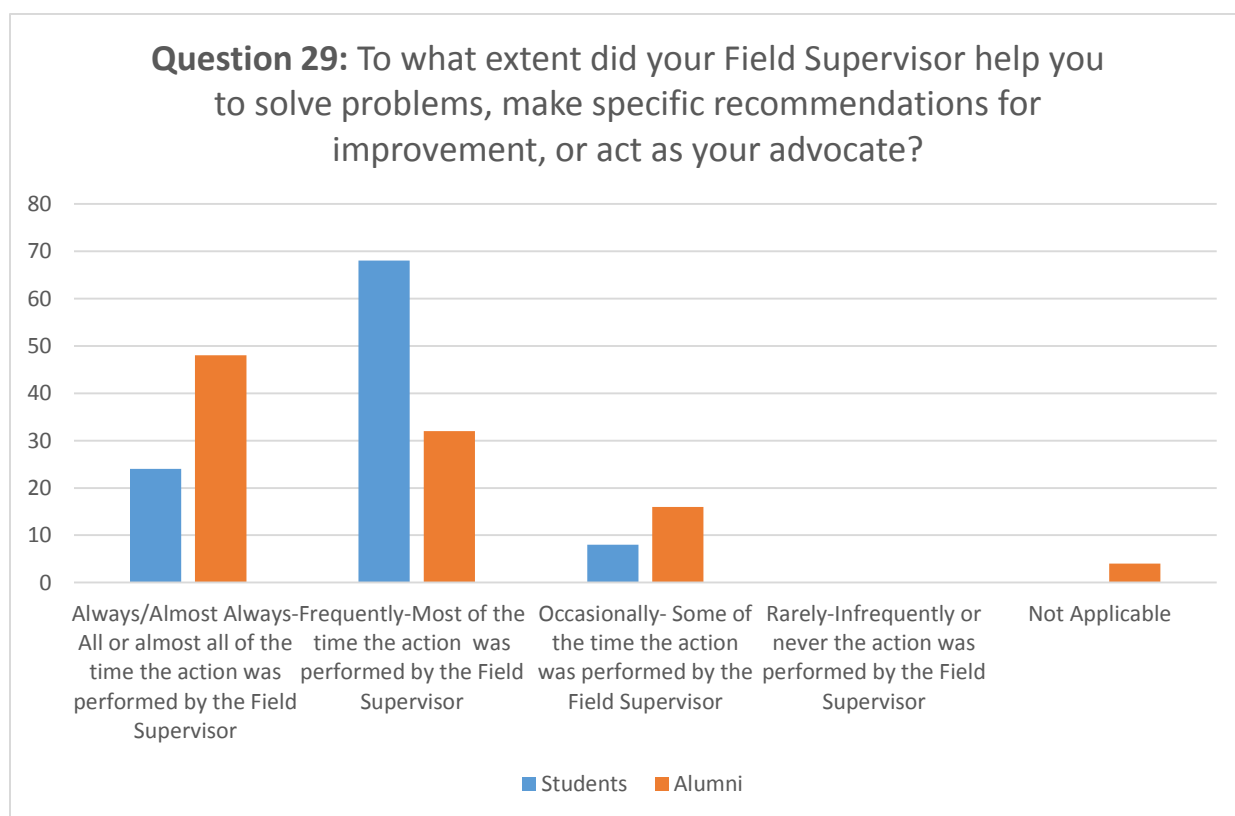
Figure 4.29 Graph Results for Survey Question 29

Table 4.30 Survey Results for Question 30*Question 30:*

Did you ever communicate with your Field Supervisor by email, text, or telephone call?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently-Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	6 (24%)	14 (56%)	5 (20%)	0 (0%)	0 (0%)
Alumni	5 (20%)	9 (36%)	8 (32%)	1 (4%)	2 (8%)

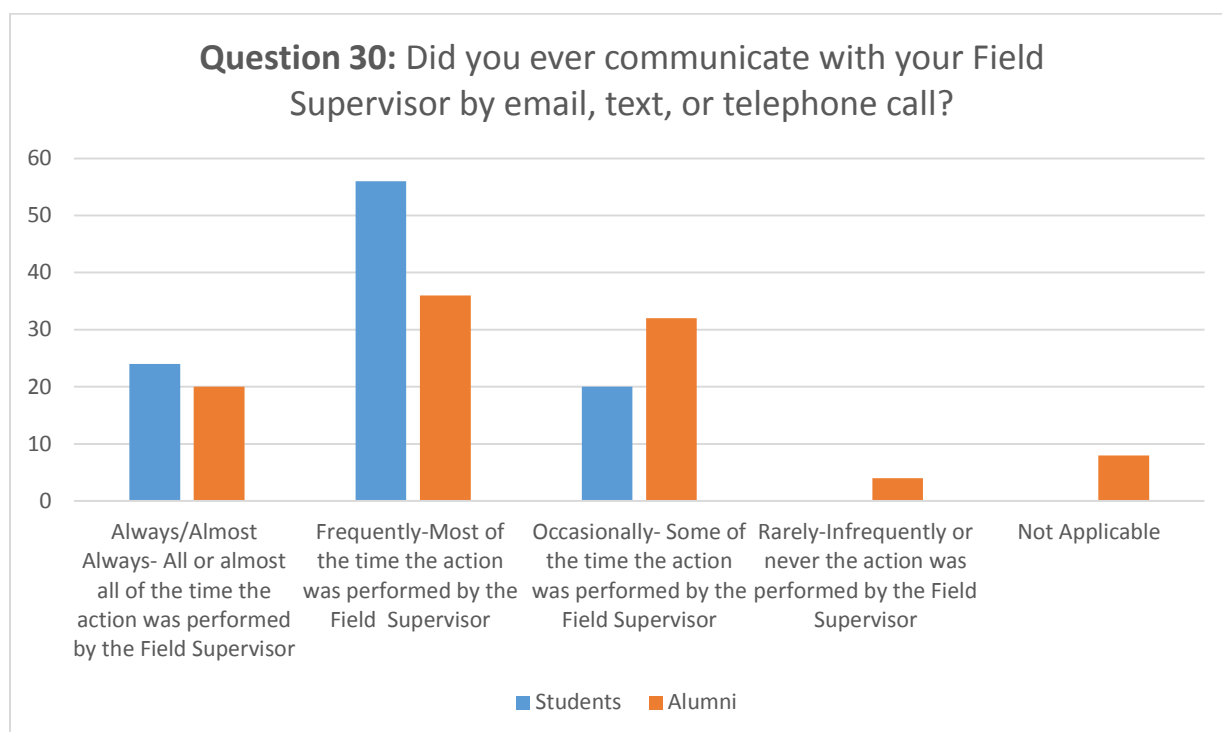
Figure 4.30 Graph Results for Survey Question 30

Table 4.31 Results for Survey Question 31*Question 31:*

To what extent did your Field Supervisor respond to your communications, for example, email, text, or telephone call, within two school/business days?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently-Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	1 (4%)	16 (64%)	7 (28%)	1 (4%)	0 (0%)
Alumni	3 (12%)	11 (11%)	6 (24%)	2 (8%)	3 (12%)

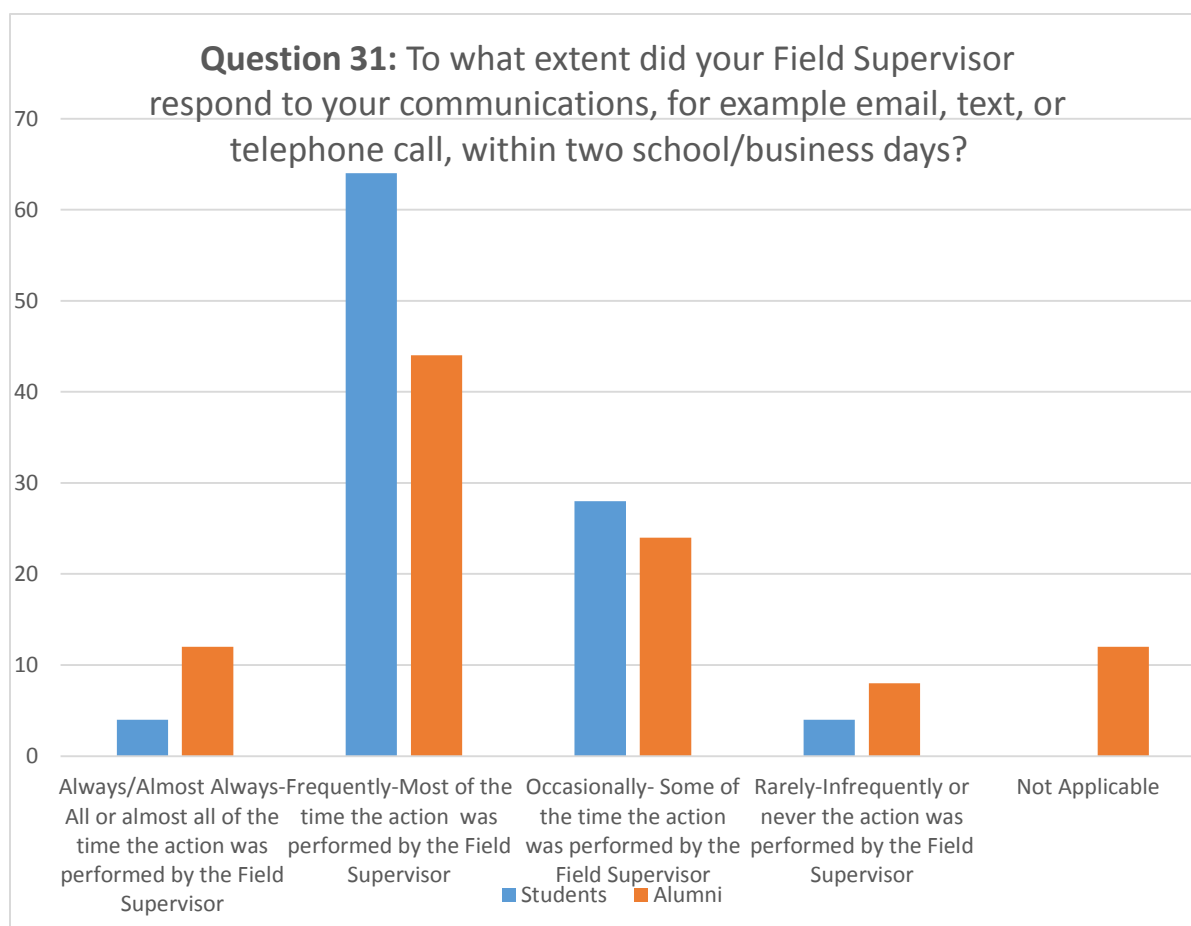
Figure 4.31 Graph Results for Survey Question 31

Table 4.32 Results for Survey Question 32*Question 32:*

To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	5 (20%)	12 (48%)	5 (20%)	3 (12%)	0 (0%)
Alumni	10 (40%)	10 (40%)	4 (16%)	0 (0%)	1 (4%)

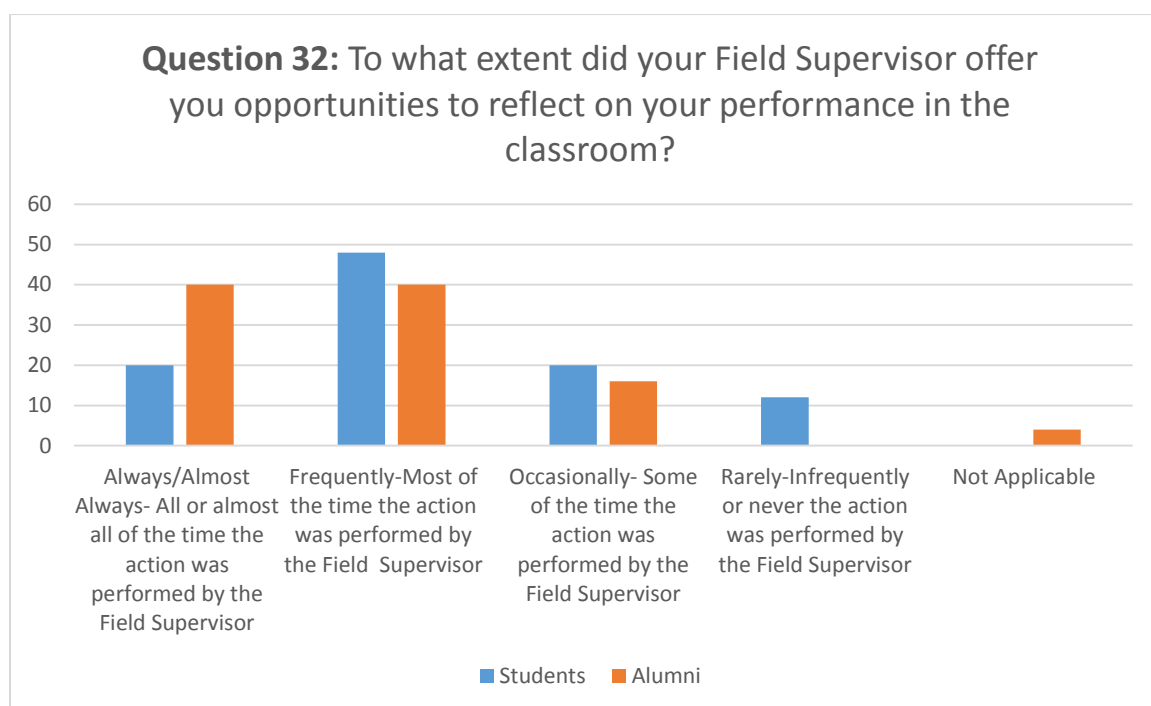
Figure 4.32 Graph Results for Survey Question 32

Table 4.33 Results for Survey Question 33*Question 33:*

To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, video-conferencing, or face-to-face interaction?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the Action was performed by the Field Supervisor	Not Applicable
Students	5 (20%)	14 (56%)	5 (20%)	1 (4%)	0 (0%)
Alumni	9 (36%)	7 (28%)	6 (24%)	0 (0%)	3 (12%)

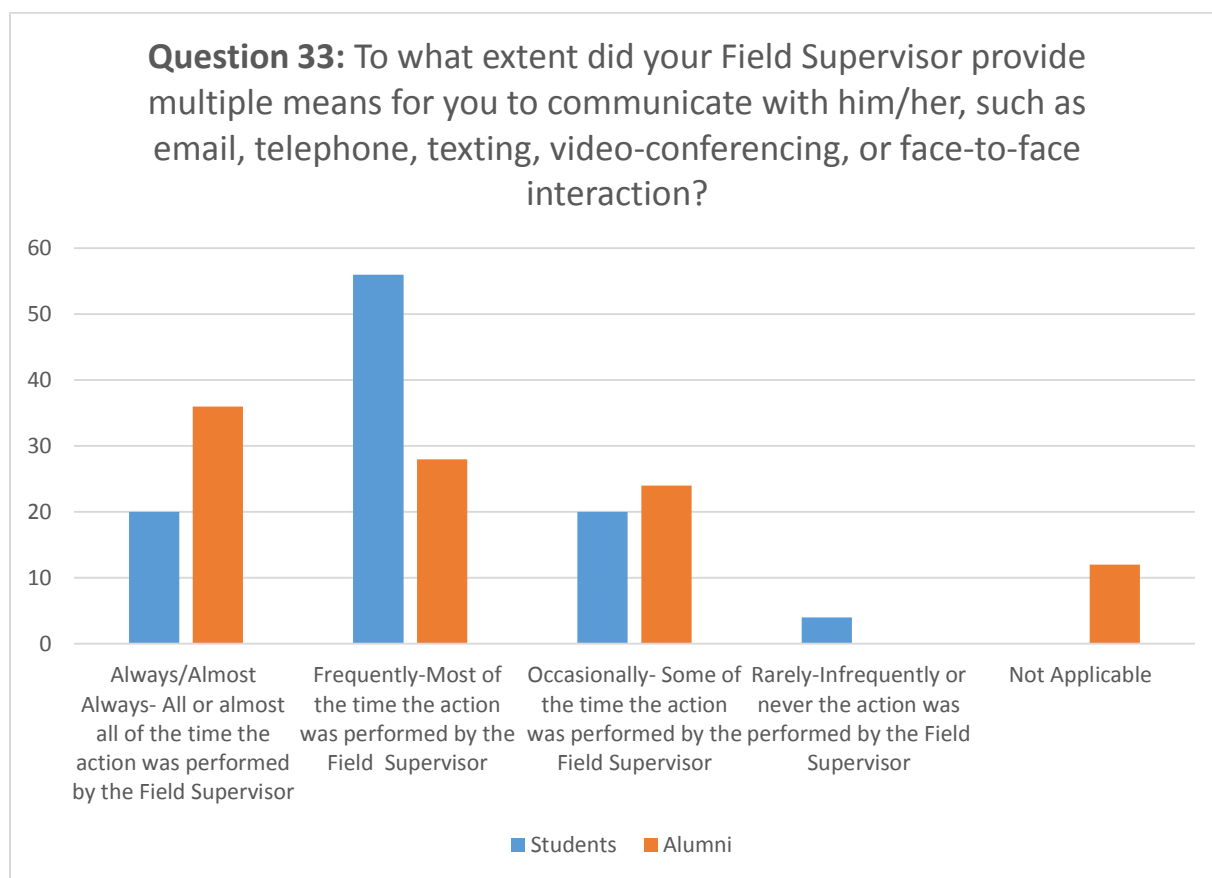
Figure 4.33 Graph Results for Survey Question 33

Table 4.34 Results for Survey Question 34*Question 34:*

To what extent did your Field Supervisor ask you for ways he/she can support you?

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	6 (24%)	15 (60%)	4 (16%)	0 (0%)	0 (0%)
Alumni	10 (40%)	8 (32%)	6 (24%)	0 (0%)	1 (4%)

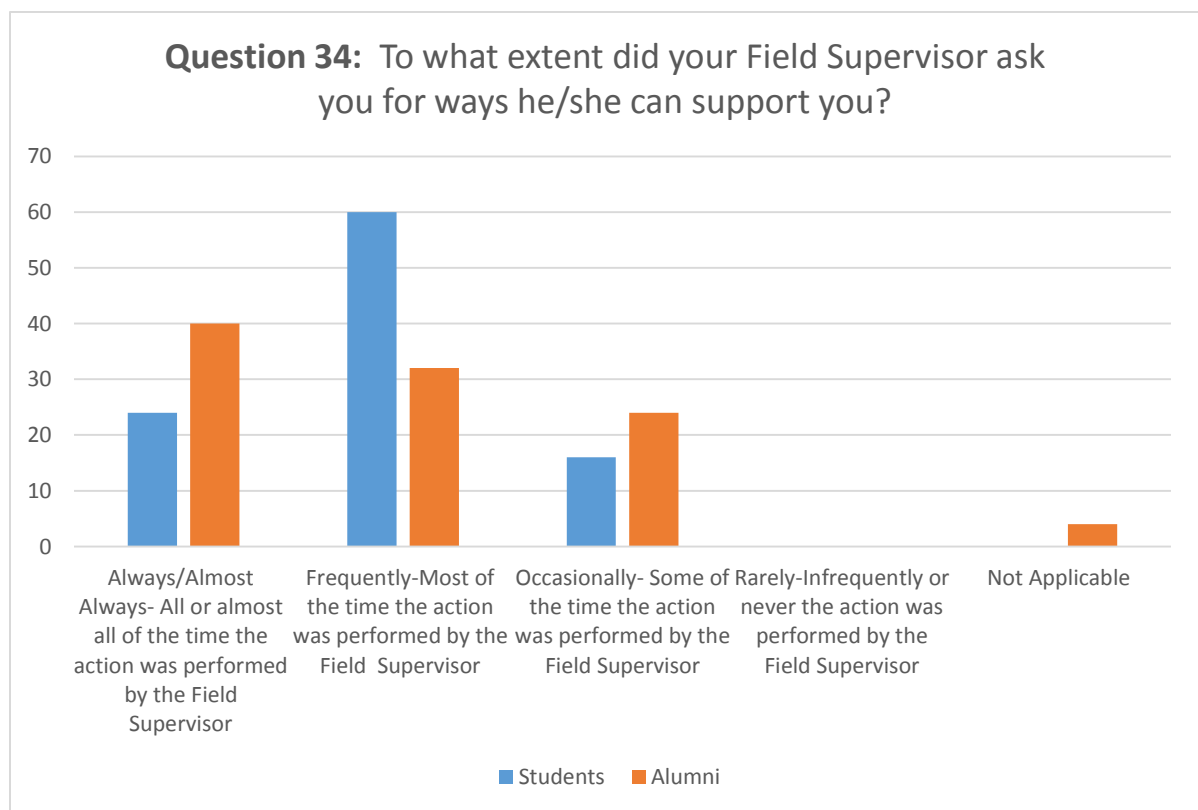
Figure 4.34 Graph Results for Survey Question 34

Table 4.35 Results for Survey Question 35*Question 35:*

The Field Supervisor FORMALLY observed me teaching a minimum of three times.

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	5 (20%)	12 (48%)	5 (20%)	1 (4%)	2 (8%)
Alumni	12 (48%)	7 (28%)	5 (20%)	0 (0%)	1 (4%)

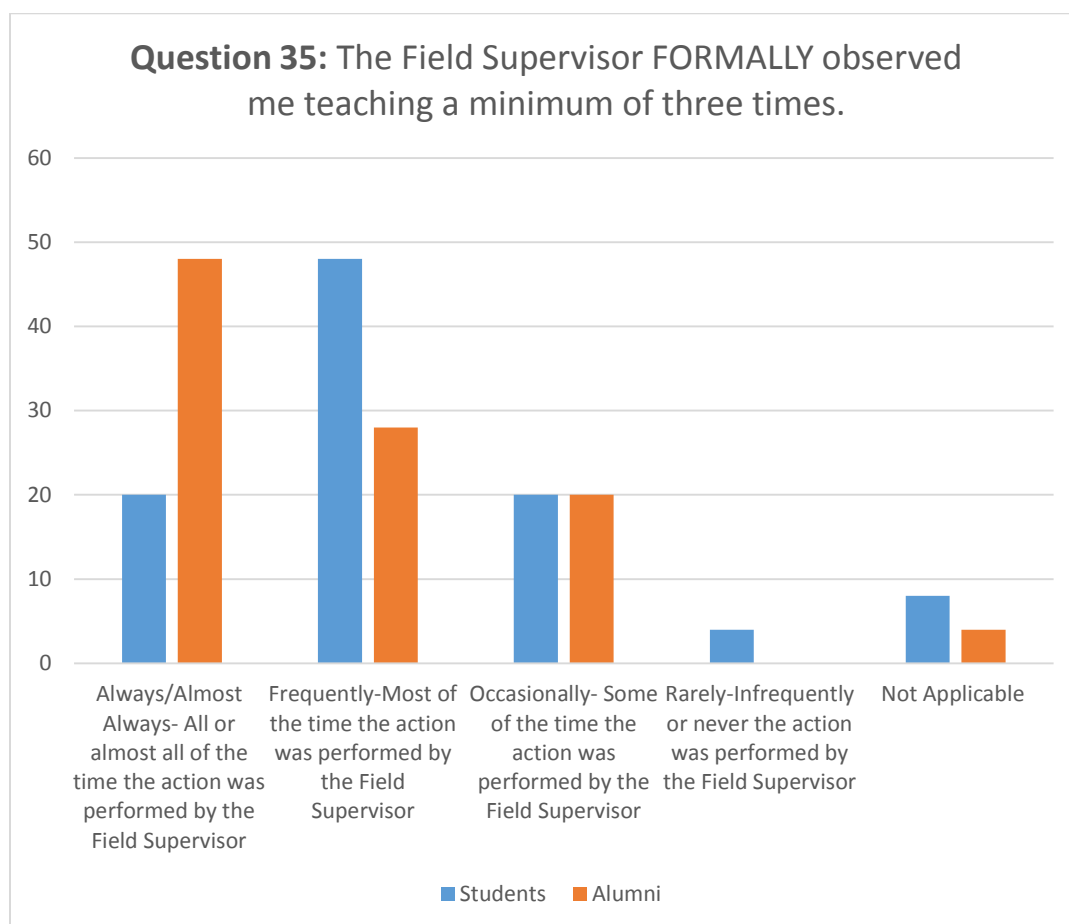
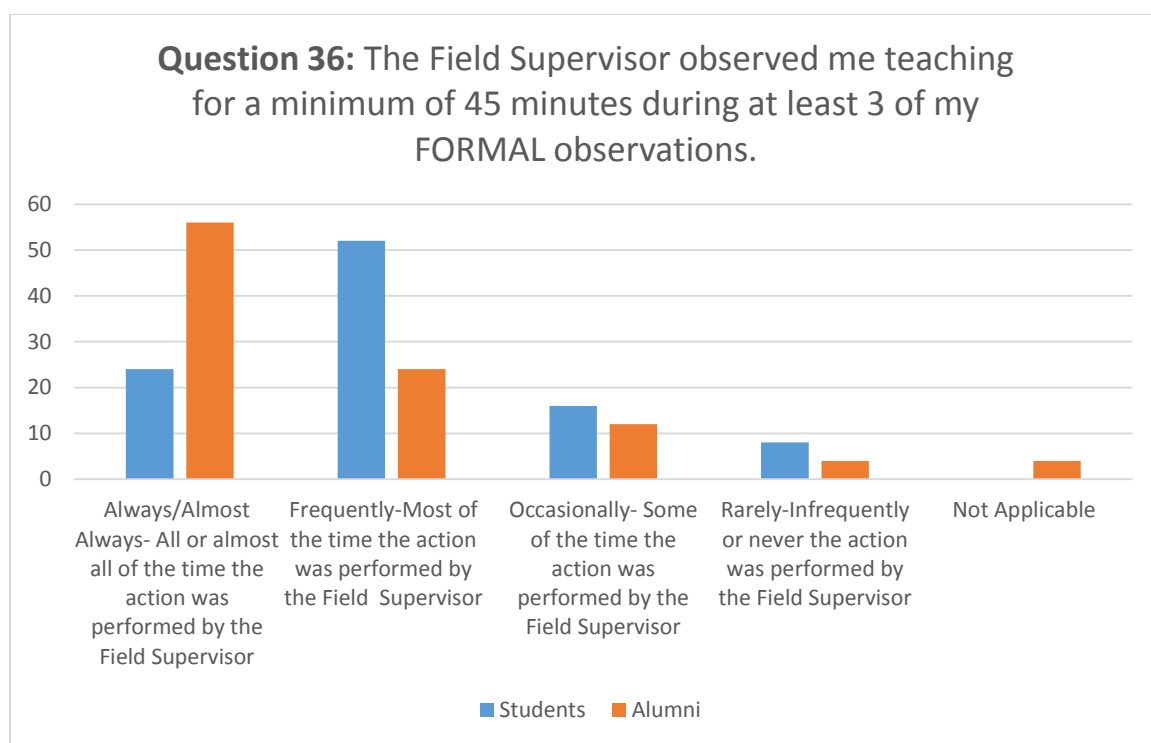
Figure 4.35 Graph Results for Survey Question 35

Table 4.36 Results for Survey Question 36*Question 36:*

The Field Supervisor observed me teaching for a minimum of 45 minutes during at least 3 of my FORMAL observations.

	Always/Almost Always- All or almost all of the time the action was performed by the Field Supervisor	Frequently -Most of the time the action was performed by the Field Supervisor	Occasionally- Some of the time the action was performed by the Field Supervisor	Rarely-Infrequently or never the action was performed by the Field Supervisor	Not Applicable
Students	6 (24%)	13 (52%)	4 (16%)	2 (8%)	0 (0%)
Alumni	14 (56%)	6 (24%)	3 (12%)	1 (4%)	1 (4%)

Figure 4.36 Graph Results for Survey Question 36

Chapter 5

Summary, Recommendations, and Conclusion

Introduction

This chapter will include an overview of the study, discussions of the data in conjunction with the literature reviews, implications for school leaderships, teacher preparation programs in general and in Vietnam in particular, and implications for further study.

Overview of the Study

The purpose of this study was to examine the perspectives of students and alumni of the teacher preparation program they went through and their views on its effectiveness in preparing them for the real classroom. A questionnaire was given to students and alumni of the teacher preparation program at Danang University of Education (DUEd) to survey their overall perceptions on how well the teacher preparation program did in training them for the classroom and in addressing classroom environment, instruction, and in dealing students with disabilities. The questionnaire also explored the perceptions of the participants on their field experiences and interactions with their field supervisors. The responses from the surveys were analyzed and yielded common themes that reflect a prevailing trend in the teacher training programs at DUEd.

The two research questions explored in this study were:

1. What are the perspectives of teacher candidates and graduates of the University of Education of Danang on how well does the teacher preparation program prepare them for the profession or the actual classroom?

2. How does a teacher candidate or a teacher's perception of how well prepared they felt after completing their pre-service training influence the perception of their effectiveness of their teaching abilities?

Discussion of Results

The Teachers (Alumni) reveal more confidence than students in their preparation for Classroom Environment.

- Teachers (Alumni) revealed their confidence in *discipline and classroom management*. However, the teachers have less confidence than the students in *(#3) positive, equitable, and engaging learning environment*. In this area, the teachers (Alumni) are **more well-prepared** but still lower than students when combined with *well-prepared and sufficiently prepared*.

Teachers (Alumni) are more confident than students in Instruction.

- The teachers (Alumni) were less confident than the students in motivating students through *learner-centered instruction (#9)*, but overall when combined with *well-prepared and sufficiently-prepared* in this category, the Alumni still scored higher than the Students.

Generally, the results indicate that the teacher graduates (Alumni) showed more confidence in their handling of classroom management and teaching capabilities than the Student teachers (Students). Thus, it is logical to surmise that teachers have to stay in the profession longer to gain experience and become more effective in their teaching practice; and in order remain in the profession longer, they must be better trained in their teacher preparation programs

- Teachers are more *well-prepared* than students. (9 out of 13, 2 out of 13 tied)

- Teachers are **more** *well-prepared* **and** *sufficiently prepared* than Students. (11 out of 13)
- *Well-prepared* **and** *sufficiently prepared* range from 74% to 76% to mostly in the 80% to high 92%

The results indicate significant (46%, 50%, 60%) issues in preparing the candidates in the differentiation of instructions, especially for students with disabilities for both Teachers (Alumni) and Students. However, the teachers consistently rated **more** *well- prepared* than the students. The results indicate 70% understand the laws pertaining to educating students with disabilities and 72% of preparedness in differentiating instruction, but when it comes down to it, they lack the skills to do so.

The field experiences for teacher candidates at DUEd were consistently rated positively both among the Students and Alumni. With 62% to high 80% of students and alumni rated the field supervisors as *always/almost always or frequently* meeting the expectations in the questions asked regarding their field experience. When combined with *occasionally meeting the expectations*, the percentage jumped to 88% to the high 90th percentile.

The following are Graph Illustrations (Graphs 5.1, 5.2, 5.3, 5.4A, 5.4B and 5.5) of the results comparing Students and Alumni results based on the five themes, Classroom Environment, Instruction, Students with Disabilities, Field Experience, and the Overall Perceptions of the Teacher Preparation Program at DUEd.

Figure 5.1 Graph - Classroom Environment

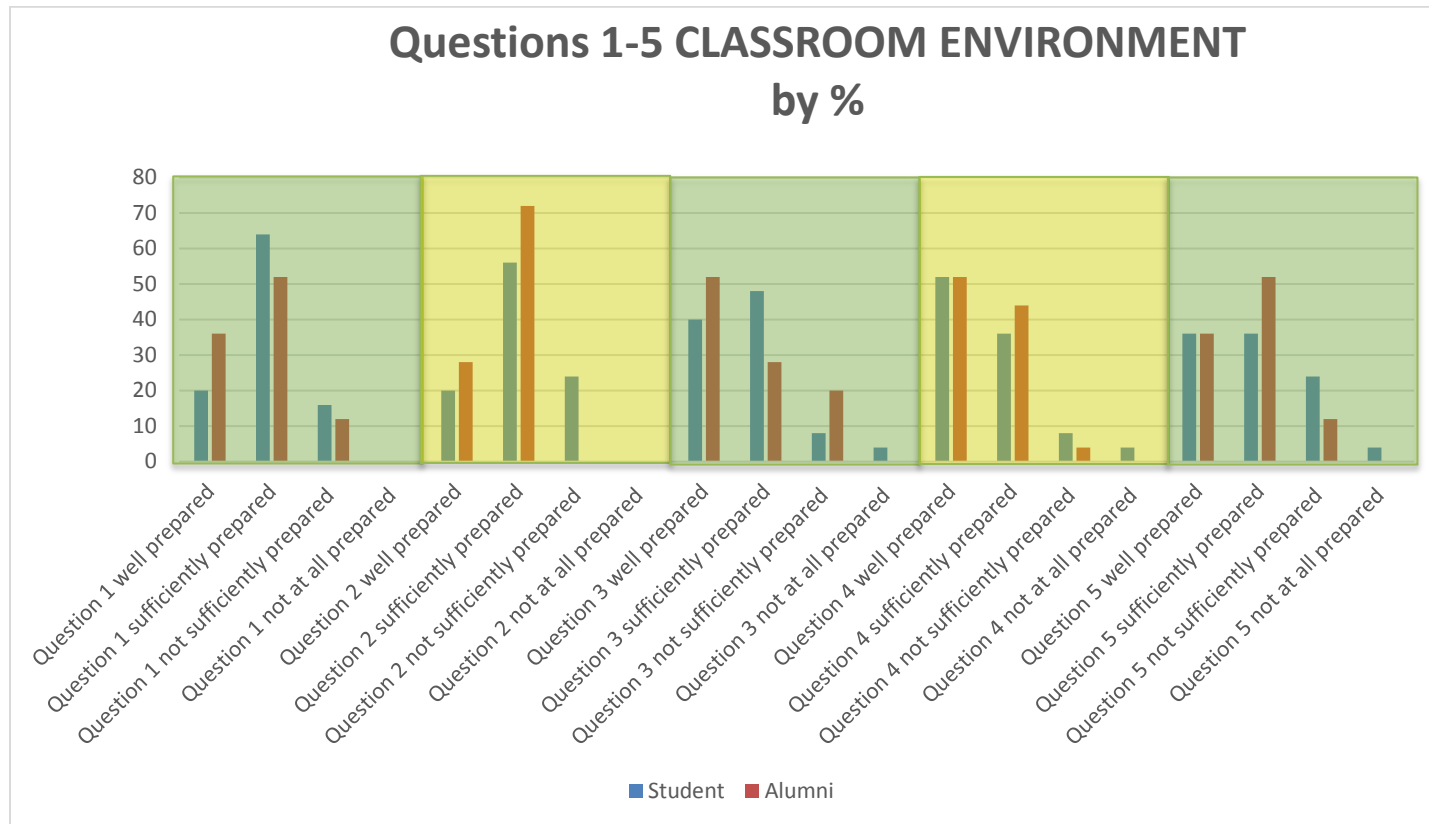


Figure 5.2 Graph - Instruction

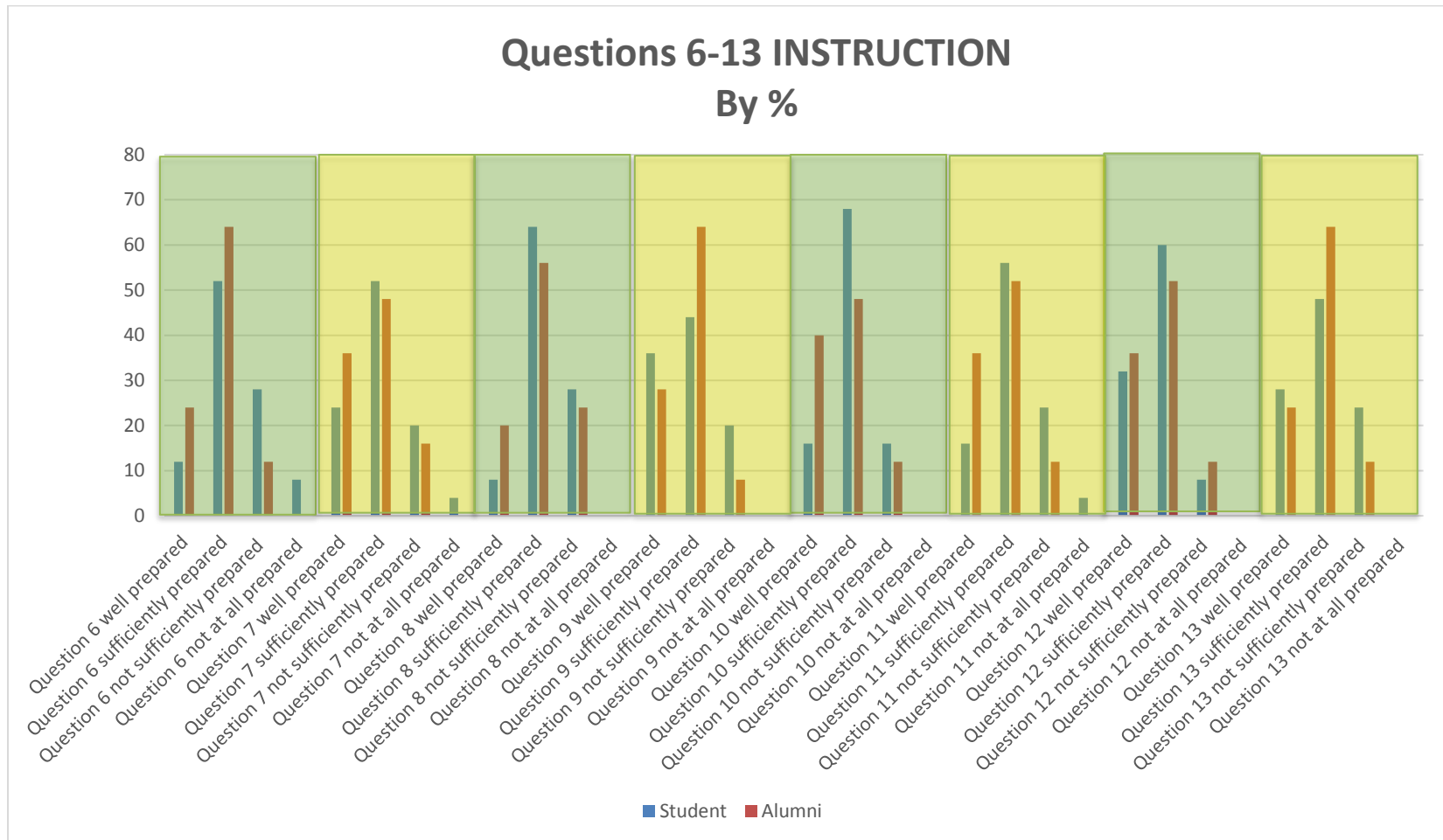


Figure 5.3 Graph - Students with Disabilities

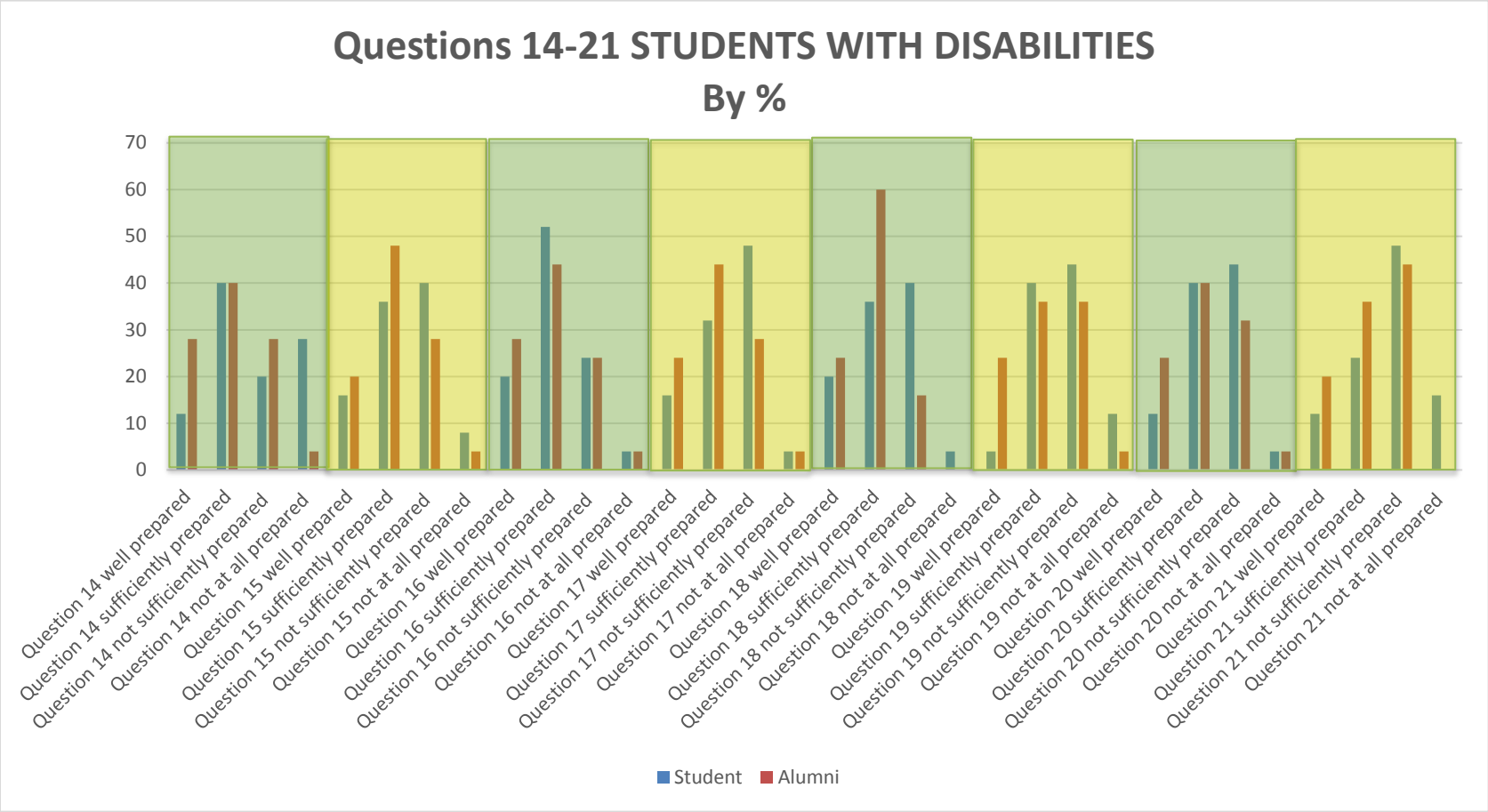


Figure 5.4 Graph - Field Experience A

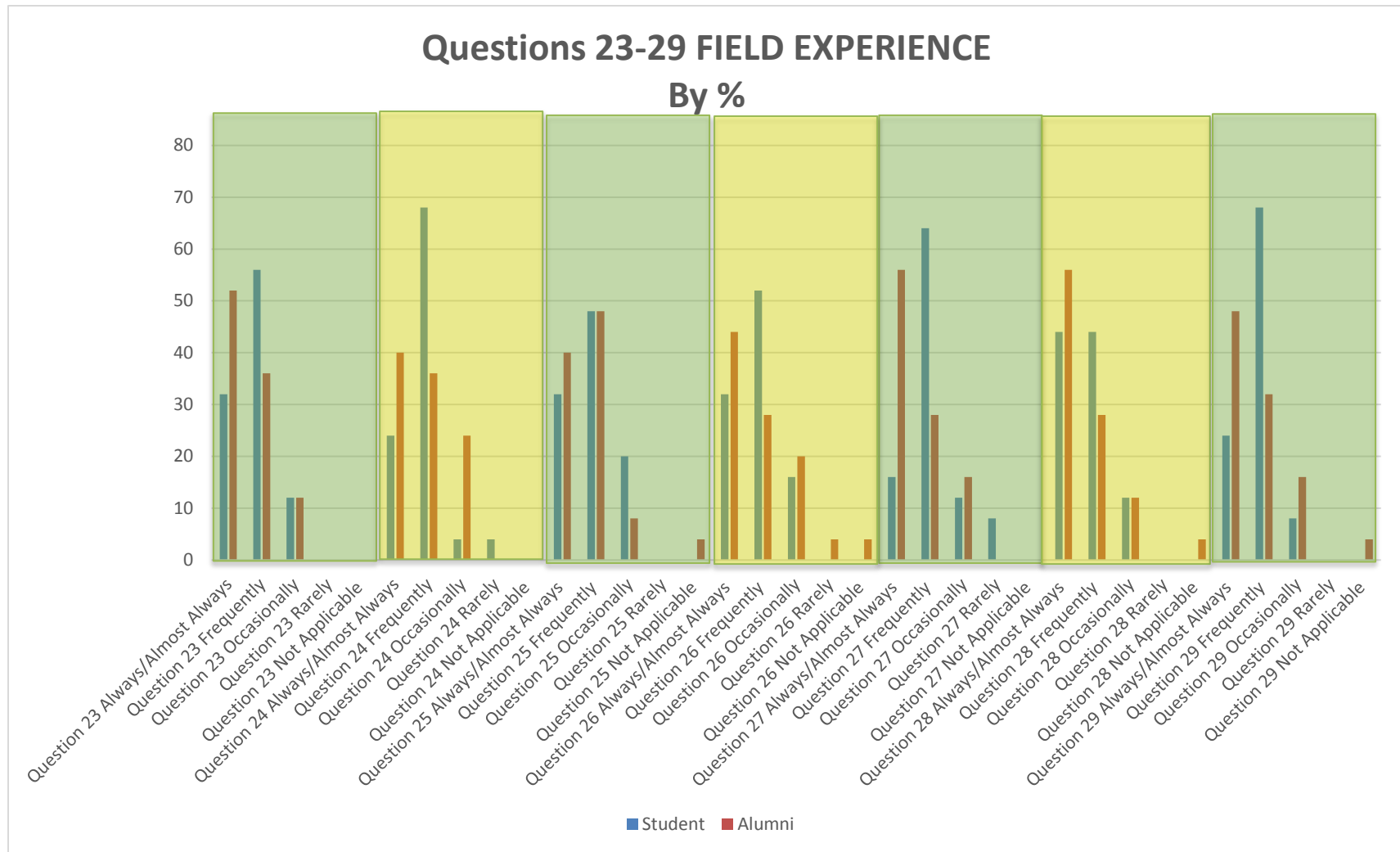


Figure 5.5 Graph - Field Experience B

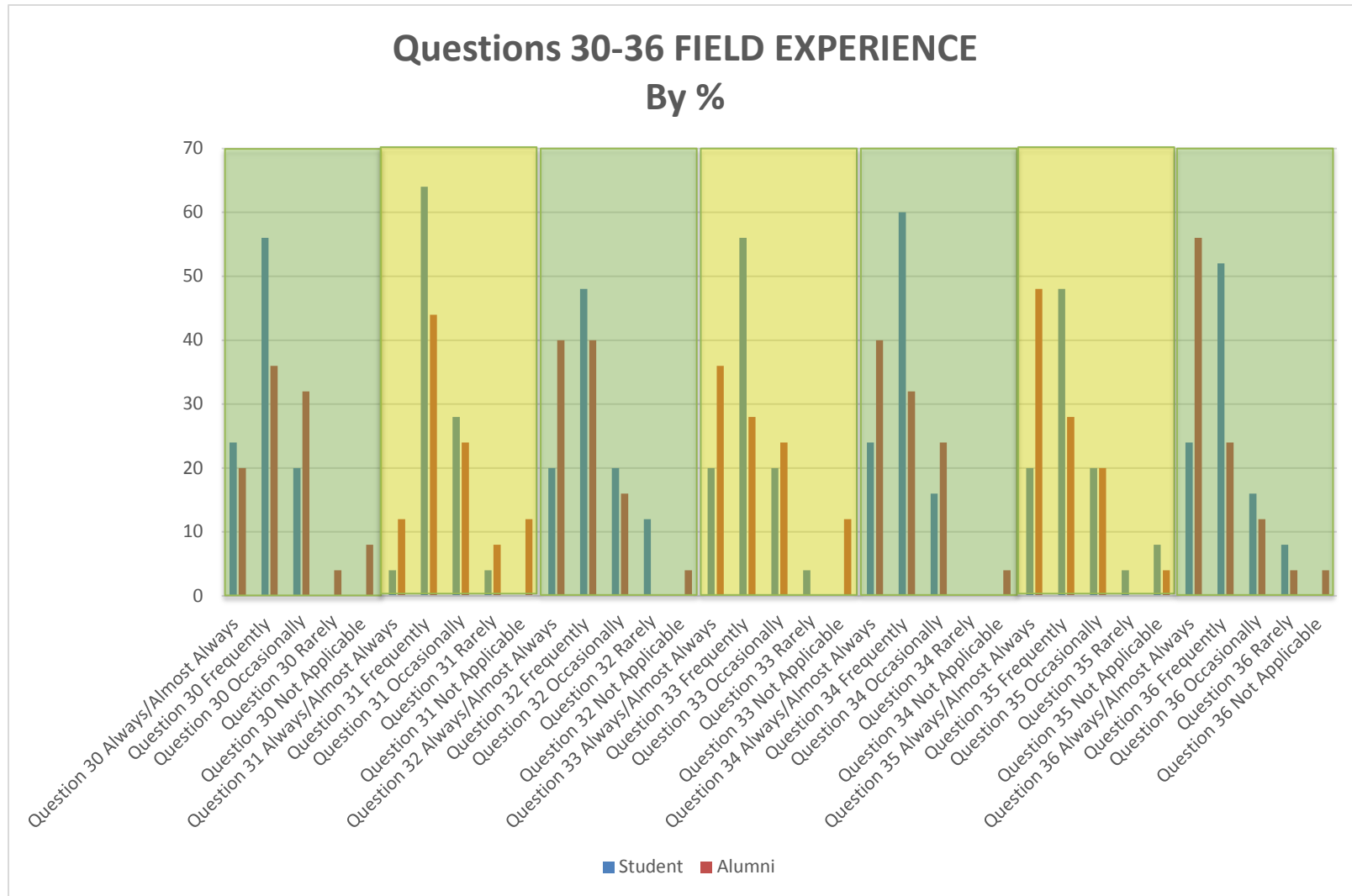
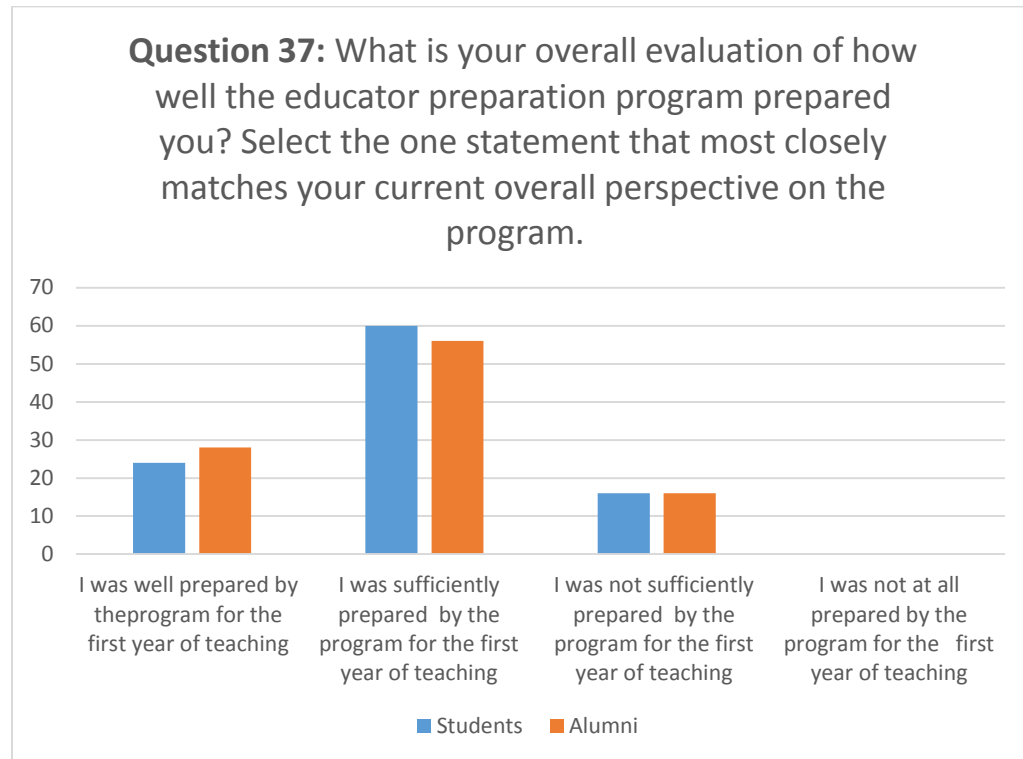


Figure 5.6 Graph - Overall



Conclusion

There are many measures that exist to assess the quality of a teacher preparation program. There are measures that focus on the effectiveness of the teachers based on their student outcomes and achievements. Although the outcome measures are fairly new and are largely untested, outcome measures can also provide useful information and more understanding of the quality of programs that prepare teachers, and demand more accountability from institutions that provide training for teachers. As states and nations and other organizations continue to review and revise the teacher preparation accountability systems, engagement from every key stakeholder is necessary and utmost important. Assessment experts, school leaders, educators, teachers, and students should be involved in the design and implementation of the evaluation system of the teacher preparation program. The stakeholders' understanding of the processes, options, and the challenges in an evaluation of a teacher preparation program is paramount to offer constructive changes needed. There are still challenges in the design of an accountability system for teacher preparation and training programs. There are still many challenges for institutions that prepare teachers in evaluating their programs. For continuous improvement and equity, institutions that prepare teacher preparation programs must be open to self-assessment and ensure quality assurance measures of their training programs. Institutions should consider multiple measures to evaluation their programs. Among the measures, teacher candidate surveys can assess the quality of the teacher preparation program's content and structure.

Implications for Teacher Training and Preparation Programs

The U.S. Department of Education has released proposed regulations to help ensure that teacher training and preparation programs are adequately and effectively preparing educators for the classroom. Currently, the reporting on teacher training preparation programs focus mostly on inputs. The new proposal will focus on outcomes such as how the graduates are doing in the classroom. Information obtained from surveying graduates of the teacher training and preparation programs can provide valuable information to the institution. When designed and administered carefully, the information can be used by policy makers to review and assess the current standards and make recommendations for improvement, and thus should be a required by state or federal statute. The responses from the survey can be used as feedback for accountability, program improvement, and education equity. Although exit evaluation surveys are fairly inexpensive and easy to administer, the significant challenge is to ensure that there are sufficient response rates. The timing of the distribution of the survey is also important and needs to be considered and organized carefully. Another key factor to take into consideration is the data collected from survey results of the graduates of teacher preparation programs may reflect feelings or perceptions of preparedness of the training program and not necessarily actual preparedness or actual quality of the program. Surveys given to graduates are not typically common instruments used among teacher preparation programs and thereby, limiting comparability across programs. Currently, there are many teacher preparation programs using different exit surveys. To better compare across teacher preparation programs, the surveys of graduates should be a common instrument used by all teacher preparation programs. Furthermore, institutions

should continue to follow the candidates to survey them again toward the end of their first, second, and third year of teaching to assess their teaching performance. Another way to measure the performance or effectiveness of the graduates of teacher training and preparation programs is to ask their principals or supervisors about the effectiveness of graduate's teaching performance. Principal surveys can help supervisors pay closer attention where their new hires are coming from and how they are prepared and help them make decisions as they hire new teachers. Additionally, surveys can engage the stakeholders and offer local schools and school districts the chance to provide suggestions and input regarding the preparation and training of teacher candidates.

The new regulations for teacher preparation program accountability build on the reforms and practices already happening in teacher training and preparation programs across the state and the guidelines and recommendations by associations such as the Council for the Accreditation of Educator Preparation and the Council of Chief State School Officers. The surveys can be a useful instrument to get the information needed for the indicators on the performance report for teacher preparation programs. These indicators should at least include the employment outcomes and employment retention rates of their graduates, teacher and employer feedback on the effectiveness of the teacher preparation program, student learning outcomes measured by student growth, and evidence of rigorous program entry and program exit criteria.

Implications for Teacher Training and Preparation Programs in Vietnam

The Vietnam government is working towards strengthening teacher education institutions and establishing a new framework for the provision of training and continuous professional development for school teachers in order to meet the

requirements of Vietnam's Fundamental and Comprehensive Education Reform (FCER). The reform requires the implementation of the National Teacher Education Program (NTEP) from 2016 to 2021 to enhance teacher education programs in Vietnam. The Vietnam Government will need to mobilize experts from all over the world to help develop and implement the strategies for improving the training of teachers and educational leaders. The Ministry of Education and Training (MOET) and Lead Teacher Training University (LTTUs) will work together develop policies and give directives, including monitoring and evaluating Teacher Training Programs. The proposed regulations for FCER should ensure that the teacher training programs are preparing educators for the classroom. The new proposal should focus on outcomes such as how the graduates are doing in the classroom. Part of the monitoring and evaluation of the teacher training programs, a self-evaluation measure of the quality of the teacher preparation and training programs should be required of teacher training institutions. One of the self-evaluative measures should include exit surveys of graduates such as the one from this study. Information obtained from surveying graduates of the teacher preparation programs can provide valuable and useful information to the institution and for improvement in the training of teachers in Vietnam. The findings in this study provided feedback and insights for improvement for the DUEd teacher preparation program and may be helpful to other teacher preparation programs at other institutions as well. Ultimately, accountability is important for continuous program improvement and equity, and sequentially for student achievement. Revising teacher preparation evaluation systems does not begin or end with developing and selecting evaluative measures. Each measure in itself may have inherited weaknesses, but a combination of measures will

provide greater understanding and a comprehensive picture of the quality of the teacher preparation program. Finding the right combinations of measures to fit the needs of the locality is important, but the process should include strategic monitoring and evaluation of the selected measures to determine and ensure the validity, the reliability, and best utility of the measures. The strengths and weaknesses of each of the quality measures should be examined when considering changes. It is important that state and national policies and standards are in place to address the requirements for accountability of the teacher preparation programs. Accrediting agencies, states, teacher training and preparation programs, and school districts will need to collaborate to increase and enhance the data collection, management, and analysis capacity to optimize the utility of the data for program accountability, program improvement, and for equity purposes.

Implications for Further Research

The findings in this study provided feedback and insights for improvement for the DUEd teacher preparation program and may be helpful to other teacher preparation programs at other institutions as well. Additional research is necessary, and capacity building is needed to link the current evaluation capacity to what is needed for accountability.

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APPENDIX A

APPROVAL OF RESEARCH FROM INSTITUTIONAL REVIEW BOARD



DIVISION OF RESEARCH
Institutional Review Boards

APPROVAL OF SUBMISSION

November 10, 2016

Kim Vu

kyvu@uh.edu

Dear Kim Vu:

On 11/10/2016, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Perception of current students and graduates of the University of Education at The University Danang System of the effectiveness of the Teacher Preparation Program at the university.
Investigator:	Kim Vu
IRB ID:	4259
Funding/ Proposed Funding:	Name: 1. Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none">• Consent form HRP - 502a - Appendix C, Category: Consent Form;• University of Danang - Kim Yen Letter Appendix B-1, Category: Letters of Cooperation / Permission;• STUDY SURVEY QUESTIONS Appendix E, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.);• Certified Translation of Study Documents, Category: Translation Assurance;• Recruitment to participate in research - Appendix D - 2 (student teachers) vietnamese, Category: Recruitment Materials;• Consent form HRP - 502a - Appendix C_Vietnamese, Category: Consent Form;• Recruitment to participate in research - Appendix D - 1 (teachers), Category: Recruitment Materials;• Protocol HRP-503 - Kim Yen Vu updated 11-10-2016, Category: IRB Protocol;• Recruitment to participate in research - Appendix D -

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH Institutional Review Boards

	1 (teachers)_vietnamese, Category: Recruitment Materials; • Recruitment to participate in research - Appendix D - 1 (teachers)_vietnamese, Category: Recruitment Materials; • University of Danang - President, Dr. Nam Tran Letter - Appendix B-2, Category: Letters of Cooperation / Permission; • NIH Certificate, Category: Other;
Review Category:	Expedited
Committee Name:	Not Applicable
IRB Coordinator:	Danielle Griffin

The IRB approved the study from 11/10/2016 to 11/9/2017 inclusive. Before 11/9/2017 or within 30 days of study closure, whichever is earlier, you are to submit a continuing review with required explanations. You can submit a continuing review by navigating to the active study and clicking Create Modification / CR.

If continuing review approval is not granted on or before 11/9/2017, approval of this study expires after that date. To document consent, use the consent documents that were approved and stamped by the IRB. Go to the Documents tab to download them.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Office of Research Policies, Compliance and Committees (ORPCC)
 University of Houston, Division of Research
 713 743 9204
cphs@central.uh.edu
<http://www.uh.edu/research/compliance/irb-cphs/>

APPENDIX B.1

REQUEST FOR RESEARCH FROM UNIVERSITY OF DANANG



December 15, 2015

Dear Dr. Nam Tran,

My name is Kim Yen Vu, and I am an educator with 28 years of experience in K-12 public education in America. In the 28 years of service, I have served in the capacity of classroom teacher, guidance counselor, curriculum specialist, assistant principal, and school principal. I am one of the very few Vietnamese Americans in the field of K-12 education in America, and one of the very first Vietnamese Americans to lead a school campus as principal. I am currently a doctoral student in Executive Educational Leadership at the University of Houston. As part of the requirements to graduate, I need to conduct a research project. For my research project, I am studying the effectiveness of the teacher preparation practices at Universities, and particularly, the perceptions of student teacher candidates on how well they think the teacher preparation programs prepare them for the real classrooms. Because I was born in Vietnam, I am keenly interested in studying about the teacher preparation programs at Universities in Southeast Asia and particularly in Vietnam. Thus, I would like to respectfully request your cooperation and approval to conduct a study at your institution, the University of Danang's School of Education. The study will involve a survey questionnaire for students at your institution in their final year in the teacher preparation program, and also a survey questionnaire for students that have graduated at your institution from the teacher preparation program and are currently in their first 5 years of teaching in the field.

Your support is vital for the completion of this academic endeavor. I would like to thank you in advance for assisting me in the completion of this research study project.

Sincerely,

Kim Yen Vu

UNIVERSITY of **HOUSTON** | RESEARCH

APPENDIX B.2

APPROVAL OF RESEARCH FROM UNIVERSITY OF DANANG



ĐẠI HỌC ĐÀ NẴNG
THE UNIVERSITY OF DANANG

Address: 41 Le Duan Str., Danang City, Vietnam ■

Telephone: (84) 511 3891517 | Facsimile: (84) 511 3823683 ■

December 18th, 2015

Mrs. Kim Yen Vu
Doctoral student in Executive Educational Leadership
The University of Houston

Dear Mrs. Kim Yen Vu,

First of all, I would like to send you my thanks for your concern to conduct your research study at University of Education, a member of the University of Danang (UD), in terms of teacher preparation programs at Universities. Therefore, I totally agree with your request and would like to appoint Associate Professor Dr. Le Quang Son, Vice Rector of University of Education, as the main contact to support you in the implementation of your study. If you have any queries, do not hesitate to send email to Associate Professor Dr. Le Quang Son (lqson@dce.udn.vn) and cc me at once. I do believe that your research will help two institutions to share experiences and have many opportunities to collaborate in the field of higher education.

In Vietnam, the Government has a special focus on the basic and comprehensive innovation in education. Accordingly, your study on Executive Educational Leadership is really practical and efficient. I believe that the result of your study will make a significant contribution to the educational innovation in Vietnam in general and the University of Danang in particular.

On the occasion of upcoming Christmas and new year 2016, I wish you a new year full of happiness, success and luck.

Sincerely yours,

Professor Tran Van Nam
President
The University of Danang
Vietnam

APPENDIX C.1

CONSENT TO PARTICIPATE IN RESEARCH FORM IN ENGLISH



Consent to Take Part in a Human Research Study

Title of research study: “Perception of current students and graduates of the University of Education at The University Da Nang System of the effectiveness of the teacher preparation program at the university”

This research project is conducted by Kim Yen Vu from the College of Education at the University of Houston. This project is a part of the investigator’s thesis and is supervised by faculty sponsor, Dr. Angus MacNeil.

Why am I being invited to take part in a research study?

You are invited to take part in a research study because you are a teacher or a student teacher from the teacher preparation program of the University of Education of Danang. You are being invited to take part in this study because the purpose of this study is to explore the perceptions of the teacher training provided by the University of Education of Danang.

What should I know about a research study?

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide, and can ask questions at any time during the study.

Why is this research being done?

The purpose of this study is to determine the degree in which the students of the teacher preparation program and the graduates of this program at the College of Education at the University of Danang’s System perceive to be adequately trained to effectively teach in the real classroom. The result of this study will be useful in the development of the teacher preparation program design at the College of Education at the University of Danang’s System in order to increase effectiveness in preparing teachers for the real classroom, increase teacher effectiveness and student success. Additionally, it can become a reference for the educational reform movement in the K-12 system in Vietnam.

How long will the research last?

We expect that the total amount of time you will need to complete the survey for this research study will be 30 minutes in one visit.

How many people will be studied?

We expect to enroll about 50 people in this research study.

Consent to Take Part in a Human Research Study

What happens if I say yes, I want to be in this research?

You will be one of approximately 50 subjects invited to take part in this project. Once the study is approved by the IRB committee, a survey will be administered in the fall of 2016 to 25 student teachers in their final year of the teacher preparation program at the University of Danang and 25 teachers in their 1st – 5th year of teaching that graduated from the teacher preparation program at the University of Danang. The survey will take place at the University of Education of Danang. The survey will consist of 30 questions in which the participants will answer questions on the perception of teacher preparation program at the University and how well the participants feel it prepared them for the real classrooms. It will take about 30 minutes for the orientation and to get consent and approximately 20-30 minutes to complete the survey. The total time needed will be approximately 1 hour.

What happens if I do not want to be in this research?

You can choose not to take part in the research and it will not be held against you. Taking part in the research project is voluntary and you may refuse to take part or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any research-related questions that make you uncomfortable.

What happens if I say yes, but I change my mind later?

You can leave the research at any time it will not be held against you.

Is there any way being in this study could be bad for me?

There are no foreseeable risks related to the procedures conducted as part of this study.

Will I get anything for being in this study?

There are no costs associated for your participation in this study. There is no monetary compensation or payment for participating in this study.

Will being in this study help me in any way?

There are no known benefits to you from your taking part in this research. While you will not directly benefit from participation, your participation may help investigators better understand the effectiveness in the practices and standards of the teacher preparation programs at the University of Education of Danang and in Vietnam.

What happens to the information collected for the research?

Your taking part in this project is anonymous and no names will be submitted. The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual subject will be identified.

Can I be removed from the research without my OK?

The person in charge of the research study or the sponsor can remove you from the research study if the principal investigator determines that staying in the project is not in your best interest.

Consent to Take Part in a Human Research Study

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, you should talk to the research team: Kim Yen Vu at kyvu@uh.edu or yenkimvu@gmail.com or 1-832-721-7203. You may also contact Dr. Angus MacNeil, faculty sponsor, at AMacNeil@central.uh.edu or 1-281-543-0967

This research has been reviewed and approved by the University of Houston Institutional Review Board (IRB). You may also talk to them at (713) 743-9204 or cphs@central.uh.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

Consent to Take Part in a Human Research Study

Your signature documents your consent to take part in this research.

_____ Signature of subject	_____ Date
_____ Printed name of subject	
_____ Signature of person obtaining consent	_____ Date
_____ Printed name of person obtaining consent	

APPENDIX C.2

CONSENT TO PARTICIPATE IN RESEARCH FORM IN VIETNAMESE



Đơn Chấp Thuận Tham Gia Nghiên Cứu Có Đối Tượng Là Con Người

Tên Đề Tài: “Quan điểm của sinh viên đang theo học và đã tốt nghiệp tại trường Đại Học Sư Phạm- Đại Học Đà Nẵng về sức ảnh hưởng của chương trình giáo viên thực tập.”

Dự án nghiên cứu này được tiến hành bởi Vũ Kim Yến từ trường Sư Phạm, Đại học Houston, và là một phần của luận văn tốt nghiệp do Tiến Sĩ Angus MacNeil hướng dẫn.

Tại sao tôi được mời tham gia vào nghiên cứu này?

Quý vị được mời tham gia vào nghiên cứu này bởi vì quý vị là giáo viên, hoặc là sinh viên sư phạm của chương trình giáo viên thực tập của trường Đại Học Sư Phạm- Đại Học Đà Nẵng. Mục đích của nghiên cứu này là tìm hiểu quan điểm của chương trình đào tạo giáo viên được cung cấp bởi Đại Học Sư Phạm- Đại Học Đà Nẵng.

Tôi cần biết những gì về nghiên cứu này?

- Người phụ trách sẽ giải thích nghiên cứu này cho quý vị.
- Quyết định có tham gia hay không là tùy thuộc vào quý vị.
- Quý vị có thể chọn không tham gia.
- Quý vị có thể đổi ý sau khi đã đồng ý tham gia.
- Quyết định của quý vị sẽ không chống lại quý vị.
- Quý vị có thể đặt mọi câu hỏi trước khi quý vị quyết định tham gia, hoặc bất cứ lúc nào trong khi tham gia.

Tại sao nghiên cứu này được thực hiện?

Mục đích của nghiên cứu này là để xác định mức độ sinh viên đang theo học và đã tốt nghiệp chương trình giáo viên thực tập của trường Đại Học Sư Phạm- Đại Học Đà Nẵng nhận thức về việc đào tạo một cách bài bản nhằm đạt được hiệu quả trong việc giảng dạy tại môi trường thực tế ở lớp học. Kết quả của nghiên cứu này sẽ hữu ích cho việc phát triển thiết kế chương trình giáo viên thực tập tại trường Đại Học Sư Phạm- Đại Học Đà Nẵng nhằm nâng cao hiệu quả cho giáo viên thực tập, giáo viên đứng lớp và học sinh. Ngoài ra, kết quả này có thể trở thành một tài liệu tham khảo cho cải cách giáo dục trong khóa K-12 tại Việt Nam.

Nghiên cứu sẽ kéo dài bao lâu?

Chúng tôi hy vọng rằng tổng thời gian để quý vị hoàn thành bản khảo sát cho nghiên cứu này sẽ là 30 phút trong một lần.

Có bao nhiêu đối tượng sẽ tham gia nghiên cứu này?

Chúng tôi hy vọng có được khoảng 50 người sẽ tham gia trong nghiên cứu này.

Đơn Chấp Thuận Tham Gia Nghiên Cứu Có Đối Tượng Là Con Người

Chuyện gì sẽ xảy ra nếu tôi đồng ý tham gia nghiên cứu này?

You will be one of approximately 50 subjects invited to take part in this project. Once the study is approved by the IRB committee, a survey will be administered in the fall of 2016 to 25 student teachers in their final year of the teacher preparation program at the University of Danang and 25 teachers in their 1st – 5th year of teaching that graduated from the teacher preparation program at the University of Danang. The survey will take place at the University of Education of Danang. The survey will consist of 30 questions in which the participants will answer questions on the perception of teacher preparation program at the University and how well the participants feel it prepared them for the real classrooms. It will take about 30 minutes for the orientation and to get consent and approximately 20-30 minutes to complete the survey. The total time needed will be approximately 1 hour.

Quý vị sẽ là một trong khoảng 50 người được mời tham gia vào dự án này. Khi nghiên cứu này được chấp thuận bởi hội đồng IRB, Một cuộc khảo sát sẽ được tiến hành vào học kỳ mùa thu năm 2016 trên 25 sinh viên sư phạm đang theo học năm cuối cùng và 25 giáo viên có 1-5 năm kinh nghiệm giảng dạy đã tốt nghiệp của chương trình đào tạo giáo viên thực tập tại trường Đại học Đà Nẵng. Bản khảo sát này sẽ được thực hiện tại trường Đại Học Sư Phạm- Đại Học Đà Nẵng. Nó gồm có 30 câu hỏi mà quý vị sẽ trả lời các câu hỏi về sự nhận thức về chương trình giáo viên thực tập và cảm nhận nó trang bị tốt thể nào cho quý vị khi đứng lớp. Khoảng 30 phút đầu tiên dùng để giới thiệu và thu nhận sự đồng ý từ quý vị. 20-30 phút tiếp theo, quý vị sẽ dùng để hoàn thành bản khảo sát. Tổng thời gian hoàn thành cuộc khảo sát là 1 giờ.

Điều gì sẽ xảy ra nếu tôi không muốn tham gia nghiên cứu này?

Quý vị có thể từ chối không tham gia vào nghiên cứu này và điều này sẽ không dùng để chống lại quý vị. Tham gia vào các dự án nghiên cứu này là tự nguyện và quý vị có thể từ chối tham gia hoặc quyết định ngừng tham gia bất cứ lúc nào mà không bị phạt hoặc mất quyền lợi. Quý vị cũng có thể từ chối trả lời bất kỳ câu hỏi liên quan đến nghiên cứu mà làm cho quý vị cảm thấy bất tiện.

Điều gì sẽ xảy ra nếu tôi đổi ý sau khi đã đồng ý tham gia?

Quý vị có thể dừng nghiên cứu bất cứ lúc nào điều này sẽ không dùng để chống lại quý vị

Có bất kỳ nguy cơ hay rủi ro nào xảy đến với tôi khi tham gia nghiên cứu này không?

Nghiên cứu này không mang lại những rủi ro dự đoán trước.

Tôi có nhận được điều gì khi tham gia nghiên cứu này không?

Quý vị sẽ không phải trả bất kỳ chi phí nào cho việc tham gia nghiên cứu này. Đồng thời quý vị cũng không nhận được khoản chi trả hay bồi thường cho việc tham gia nghiên cứu này.

Nghiên cứu này có giúp ích gì cho tôi không?

Mặc dù quý vị sẽ không có những lợi ích trực tiếp nào khi tham gia vào dự án nghiên cứu này, nhưng sự tham gia của quý vị sẽ góp phần hỗ trợ người thực hiện nghiên cứu hiểu rõ hơn về hiệu quả của phương pháp và chất lượng mang lại từ chương trình giáo viên thực tập tại trường đại học ở Việt Nam.

Đơn Chấp Thuận Tham Gia Nghiên Cứu Có Đối Tượng Là Con Người

Điều gì sẽ xảy ra đối với thông tin được thu thập từ nghiên cứu này?

Thông tin cá nhân của quý vị sẽ được bảo mật. Các kết quả của nghiên cứu này có thể sẽ được công bố trên các tạp chí khoa học, tạp chí chuyên ngành, hoặc các buổi thuyết trình về giáo dục; tuy nhiên, kết quả sẽ không công bố danh tính cụ thể của bất kỳ đối tượng tham gia nào.

Tôi có thể bị loại khỏi nghiên cứu mà không có sự đồng ý của tôi không?

Người phụ trách nghiên cứu hoặc nhà tài trợ có thể dừng sự tham gia nghiên cứu này của quý vị nếu họ xác định rằng quý vị không hứng thú trong khi tham gia dự án.

Tôi có thể liên lạc với ai?

If you have questions, concerns, or complaints, or think the research has hurt you, you should talk to the research team: Kim Yen Vu at kyvu@uh.edu or yenkimvu@gmail.com or 1-832-721-7203. You may also contact Dr. Angus MacNeil, faculty sponsor, at AMacNeil@central.uh.edu or 1-281-543-0967

Nếu quý vị có câu hỏi, mối quan tâm, khiếu nại, hoặc cho rằng nghiên cứu đã làm tổn hại đến quý vị, quý vị có thể trao đổi với nhóm nghiên cứu : Vũ Kim Yên qua kyvu@uh.edu , hoặc yenkimvu@gmail.com, hoặc 1-832-721-7203. Quý vị cũng có thể liên lạc với Tiến Sĩ Angus MacNeil, giảng viên phụ trách nghiên cứu, qua AMacNeil@central.uh.edu hoặc 1-281-543-0967.

Nghiên cứu này đã được xem xét và chấp thuận bởi Hội Đồng Bảo Vệ Con Người-Trường Đại Học Houston (IRB). Quý vị cũng có thể liên lạc qua số điện thoại (713) 743-9204 hoặc cphs@central.uh.edu nếu:

- Các câu hỏi, mối quan tâm, hoặc khiếu nại của quý vị không được trả lời bởi nhóm nghiên cứu.
- Quý vị không thể gặp nhóm nghiên cứu.
- Quý vị muốn liên lạc với người nào khác ngoài nhóm nghiên cứu.
- Quý vị có câu hỏi về quyền lợi của đối tượng tham gia nghiên cứu.
- Quý vị muốn nhận thêm thông tin hoặc góp ý về nghiên cứu này

Đơn Chấp Thuận Tham Gia Nghiên Cứu Có Đối Tượng Là Con Người

Chữ ký cho việc chấp thuận tham gia nghiên cứu.

_____	_____
Chữ ký đối tượng tham gia	Ngày Tháng Năm

Họ và tên đối tượng tham gia	
_____	_____
Chữ ký của người thực hiện nghiên cứu	Ngày Tháng Năm

Họ và tên của người thực hiện nghiên cứu	

APPENDIX D.1

SURVEY INSTRUMENT IN ENGLISH

1

Appendix D

SURVEY

The purpose of this survey is a research study to report on the perceptions of students whom have almost completed or have completed a teacher preparation program about the level of preparation you received from your educator preparation at Danang University. This information will be used to promote the preparation of effective teachers and ultimately, all students in Vietnam. Data and analysis from this survey is for the research study for the researcher's dissertation. Data and analysis from this survey will also be shared with the University of Danang for information and self-evaluative purposes. The survey should take approximately 20 minutes to complete. No individual names will be connected with the information provided. If you have any problems or questions about the purpose of this survey, you may email: yenkimvu@gmail.com

Please provide feedback regarding how well you were prepared by your educator preparation programs to be successful in the classroom.

The following questions relate to your preparation to address **the CLASSROOM ENVIRONMENT**. Think about the preparation you received from your educator preparation program when answering the following questions.

Please select your answer from the following:

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

1. To what extent were you prepared to effectively implement discipline-management procedures?

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

2. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

3. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
4. To what extent were you prepared to build and maintain positive rapport with students?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
5. To what extent were you prepared to build and maintain positive rapport and two way communication with students' families?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**

The following questions relate to your preparation to address **INSTRUCTION**. Think about the preparation you received from your educator preparation program when answering the following questions. Please select your answer from the following:

- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
6. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**

7. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
8. To what extent were you prepared to use the results of formative assessment data to guide instruction?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
9. To what extent were you prepared to engage and motivate students through learner centered instruction?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
10. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
11. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
 - **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**

12. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

13. To what extent were you prepared to provide quality and timely feedback to students?

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

The following questions relate to your preparation to address the needs of **STUDENTS WITH DISABILITIES**. Think about the preparation you received from your educator preparation program when answering the following questions.

Please select your answer from the following:

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

14. Did you have students with disabilities in your classroom? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

15. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- **well prepared**
- **sufficiently prepared**
- **not sufficiently prepared**
- **not at all prepared**

16. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
17. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
18. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
19. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
20. To what extent were you prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**

21. To what extent were you prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**
22. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?
- **well prepared**
 - **sufficiently prepared**
 - **not sufficiently prepared**
 - **not at all prepared**

The following questions relate to your **FIELD SUPERVISOR**. Think about the interactions that you had with your Field Supervisor when answering the following questions. Through your responses, you are providing your perception of the structural guidance and ongoing support provided by your Field Supervisor during the Field Supervision time period. Please select your answers from the following:

- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor.**
 - **Not Applicable**
23. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**

24. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
25. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
26. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
27. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**

28. To what extent did your Field Supervisor hold an interactive conference with you after each observation?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
29. To what extent did your Field Supervisor help you to solve problems, make specific recommendations for improvement, or act as your advocate?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
30. Did you ever communicate with your Field Supervisor by email, text, or telephone call?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
31. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**

32. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
33. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, video-conferencing, or face-to-face interaction?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
34. To what extent did your Field Supervisor ask you for ways he/she can support you?
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
35. The Field Supervisor FORMALLY observed me teaching a minimum of three times.
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**

36. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least 3 of my FORMAL observations.
- **Always/Almost Always-All or or almost all of the time the action was performed by the Field Supervisor.**
 - **Frequently-Most of the time the action was performed by the Field Supervisor.**
 - **Occasionally-Some of the time the action was performed by the Field Supervisor.**
 - **Rarely-Infrequently or never the action was performed by the Field Supervisor**
 - **Not Applicable**
37. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.
- **I was well prepared by the program for the first year of teaching.**
 - **I was sufficiently prepared by the program for the first year of teaching.**
 - **I was not sufficiently prepared by the program for the first year of teaching.**
 - **I was not at all prepared by the program for the first year of teaching.**

The contents of the survey are derived and adapted and translated from The Texas Education Agency Educator Preparation Program Candidate Exit Survey.

**THANK YOU FOR YOUR COOPERATION.
YOU HAVE NOW COMPLETED THE SURVEY.**

APPENDIX D.2

SURVEY INSTRUMENT IN VIETNAMESE

1

Phụ lục E

BẢN KHẢO SÁT

Mục đích của cuộc khảo sát này là để tìm hiểu về nhận thức của sinh viên, người mà đã gần như hoàn thành hoặc vừa hoàn thành chương trình giáo viên thực tập tại trường đại học Đà Nẵng. Thông tin này sẽ được sử dụng để thúc đẩy việc đào tạo giáo viên một cách hiệu quả, với mục đích cuối cùng là dành cho học sinh ở Việt Nam. Dữ liệu và sự phân tích thu được từ cuộc khảo sát này sẽ được dùng trong luận án tốt nghiệp của người thực hiện nghiên cứu. Ngoài ra, kết quả này cũng sẽ được chia sẻ với Đại học Đà Nẵng cho mục đích cung cấp thông tin và tự đánh giá. Cuộc khảo sát sẽ mất khoảng 20 phút để hoàn thành. Danh tính cá nhân sẽ được bảo mật khi cung cấp thông tin. Nếu bạn có bất kỳ mối quan tâm hoặc câu hỏi về mục đích của cuộc khảo sát này, xin liên hệ qua địa chỉ email: yenkimvu@gmail.com

Xin vui lòng đóng góp ý kiến dựa trên sự nhận thức của bạn về chương trình giáo viên thực tập để góp phần thành công cho việc giảng dạy tại lớp.

Những câu hỏi sau đây sẽ liên quan đến sự chuẩn bị của bạn cho **MÔI TRƯỜNG LỚP HỌC**. Hãy nghĩ về cách chuẩn bị mà bạn học được từ chương trình giáo viên thực tập khi trả lời những câu hỏi sau.

Xin chọn câu trả lời của bạn trong 4 sự lựa chọn dưới đây:

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

1. Trong phạm vi nào dưới đây, bạn chuẩn bị hiệu quả các thủ tục kỷ luật / quản lý?
 - chuẩn bị rất tốt
 - chuẩn bị đủ
 - chưa chuẩn bị đủ
 - hoàn toàn chưa chuẩn bị
2. Trong phạm vi nào dưới đây, bạn chuẩn bị cho sự giao tiếp rõ ràng với học sinh về nguyên vọng thành tích và hành vi thúc đẩy cũng như khuyến khích sự tự kỷ luật và sự tự học ở học sinh?
 - chuẩn bị rất tốt
 - chuẩn bị đủ
 - chưa chuẩn bị đủ

- **hoàn toàn chưa chuẩn bị**
3. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc hỗ trợ để đạt được một môi trường học tập tích cực, công bằng, và hấp dẫn?
 - **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
 4. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc xây dựng và duy trì mối quan hệ tích cực với học sinh?
 - **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
 5. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc xây dựng và duy trì mối quan hệ tích cực và mối liên hệ với gia đình học sinh?
 - **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**

Những câu hỏi sau đây sẽ liên quan đến sự chuẩn bị của bạn cho **SỰ CHỈ DẪN**. Hãy nghĩ về cách chuẩn bị mà bạn học được từ chương trình giáo viên thực tập khi trả lời những câu hỏi sau.

Xin chọn câu trả lời của bạn trong 4 sự lựa chọn dưới đây:

- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
6. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc đa dạng hóa cách chỉ dẫn nhằm phối hợp tư duy phản biện, sự tìm tòi và giải quyết vấn đề?
 - **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**

7. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc đáp ứng nhu cầu của học sinh bằng cách trở nên linh hoạt trong cách tiếp cận và phân loại phương pháp giảng dạy?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
8. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc sử dụng kết quả của quá trình đánh giá dữ liệu để hướng dẫn giảng dạy?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
9. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc tham gia và thúc đẩy học sinh bằng cách lấy học sinh làm trung tâm giảng dạy?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
10. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc tích hợp những mô hình có hiệu quả như đặt câu hỏi và tự phản ánh (tự đánh giá bản thân) vào chiến lược giảng dạy?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
11. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc đảm nhận vai trò khác nhau trong quá trình giảng dạy (ví dụ người hướng dẫn, người hỗ trợ, người nghe)?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**

12. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc xác định mục tiêu học tập rõ ràng và phù hợp với tiêu chuẩn của nội dung hướng dẫn?

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

13. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc cung cấp các thông tin phản hồi kịp thời và chất lượng đến học sinh?

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

Những câu hỏi sau đây sẽ liên quan đến sự chuẩn bị của bạn cho **HỌC SINH KHUYẾT TẬT**. Hãy nghĩ về cách chuẩn bị mà bạn học được từ chương trình giáo viên thực tập khi trả lời những câu hỏi sau.

Xin chọn câu trả lời của bạn trong 4 sự lựa chọn dưới đây:

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

14. Bạn đã có học sinh khuyết tật trong lớp học của bạn không? Một học sinh được coi là một học sinh khuyết tật nếu em ấy có sự suy yếu về thể chất, nhận thức, hành vi, hoặc những vấn đề liên quan khác.

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

15. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc lựa chọn phương pháp hướng dẫn khác để đáp ứng nhu cầu học tập của học sinh khuyết tật?

- chuẩn bị rất tốt
- chuẩn bị đủ
- chưa chuẩn bị đủ
- hoàn toàn chưa chuẩn bị

16. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc lựa chọn phương pháp hướng dẫn khác để đáp ứng nhu cầu ứng xử của học sinh khuyết tật?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
17. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc cung cấp những cách thích hợp cho học sinh khuyết tật để chứng tỏ năng lực học của mình?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
18. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc hiểu và tuân thủ quy định pháp luật đối với các dịch vụ giáo dục đặc biệt?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
19. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc đưa ra quyết định phù hợp (ví dụ, khi nào và làm thế nào để điều chỉnh/sửa đổi cho việc hướng dẫn, đánh giá, tài liệu, truyền đạt, và các quy trình lớp học) để đáp ứng nhu cầu học tập của học sinh đang theo học Chương Trình Giáo Dục Cá Nhân (Individualized Education Program-IEP)?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
20. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc cộng tác với những người khác, chẳng hạn như trợ giảng và các giáo viên khác, trong việc đáp ứng nhu cầu học tập, phát triển, và hành vi ứng xử của học sinh khuyết tật?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**

21. Trong phạm vi nào dưới đây, bạn chuẩn bị cho việc thực hiện và/ hoặc phát triển các đánh giá chính thức hoặc không chính thức nhằm theo dõi quá trình tiến bộ của học sinh dựa trên mục tiêu của IEP?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**
22. Trong phạm vi nào dưới đây, người dự giờ chia sẻ với bạn những kỳ vọng về sự thể hiện của bạn trên lớp trước mỗi lần dự giờ?
- **chuẩn bị rất tốt**
 - **chuẩn bị đủ**
 - **chưa chuẩn bị đủ**
 - **hoàn toàn chưa chuẩn bị**

Những câu hỏi sau đây sẽ liên quan đến **NGƯỜI DỰ GIỜ** của bạn. Hãy nghĩ về những tương tác bạn có với họ khi trả lời những câu hỏi sau. Từ những phản hồi, bạn đang nhận thức về cách hướng dẫn và sự hỗ trợ liên tục từ người giám sát trong quá trình dự giờ. Xin chọn câu trả lời của bạn trong những sự lựa chọn dưới đây:

- **Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.**
 - **Không có người dự giờ.**
23. Trong phạm vi nào dưới đây, người dự giờ chia sẻ với bạn những kỳ vọng về sự thể hiện của bạn trên lớp trước mỗi lần dự giờ?
- **Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.**
 - **Không có người dự giờ.**

24. Trong phạm vi nào dưới đây, người dự giờ có sử dụng bảng đánh giá để đánh giá sự thể hiện của bạn trên lớp?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
25. Trong phạm vi nào dưới đây, người dự giờ cung cấp bảng báo cáo quan sát của họ về sự thể hiện của bạn trên lớp?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
26. Trong phạm vi nào dưới đây, người dự giờ có cung cấp những phản hồi của họ về sự thể hiện của bạn trên lớp trong vòng 1 tuần của mỗi buổi dự giờ?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
27. Trong phạm vi nào dưới đây, người dự giờ có chỉ ra chiến lược cụ thể nhằm vào những điểm mạnh và điểm yếu về sự thể hiện của bạn trên lớp?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.

28. Trong phạm vi nào dưới đây, người dự giờ có tổ chức một buổi họp với bạn sau mỗi lần dự giờ?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
29. Trong phạm vi nào dưới đây, người dự giờ có giúp đỡ bạn giải quyết những vấn đề, kiến nghị cụ thể để cải thiện, hoặc hoạt động để ủng hộ của bạn?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
30. Bạn có bao giờ liên hệ với người dự giờ qua email, tin nhắn, hoặc điện thoại không?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
31. Trong phạm vi nào dưới đây, người dự giờ có phản hồi sự liên lạc của bạn, ví dụ qua email, tin nhắn, hoặc điện thoại trong vòng 2 ngày làm việc không?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.

32. Trong phạm vi nào dưới đây, người dự giờ có cho bạn cơ hội suy ngẫm về sự thể hiện của bạn trên lớp?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
33. Trong phạm vi nào dưới đây, người dự giờ có cung cấp cho bạn nhiều cách để liên lạc với họ như email, điện thoại, tin nhắn, gọi hội thoại video hoặc gặp trực tiếp?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
34. Trong phạm vi nào dưới đây, người dự giờ có hỏi bạn làm cách nào để hỗ trợ bạn?
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.
35. Người dự giờ CHÍNH THỨC quan sát tôi giảng dạy ít nhất 3 lần.
- Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.
 - Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.
 - Không có người dự giờ.

36. Người dự giờ quan sát tôi giảng dạy trong ít nhất 45 phút trong vòng tối thiểu 3 lần dự giờ chính thức.
- **Người dự giờ luôn luôn/ hầu như/ gần như có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thường xuyên có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ thỉnh thoảng có mặt trong quá trình giảng dạy để thực hiện.**
 - **Người dự giờ hiếm khi hoặc không bao giờ có mặt trong quá trình giảng dạy để thực hiện.**
 - **Không có người dự giờ.**
37. Cho biết sự đánh giá chung về chương trình giáo viên thực tập đã giúp bạn chuẩn bị tốt thế nào? Hãy chọn một trong những câu dưới đây thể hiện gần đúng nhất quan điểm đánh giá của bạn về chương trình.
- **Tôi đã được trang bị rất tốt bởi chương trình trong năm đầu tiên giảng dạy.**
 - **Tôi đã được trang bị đầy đủ bởi chương trình trong năm đầu tiên giảng dạy.**
 - **Tôi chưa được trang bị đầy đủ bởi chương trình trong năm đầu tiên giảng dạy.**
 - **Tôi không thấy sự trang bị nào do chương trình mang lại trong năm đầu tiên giảng dạy.**

Nội dung bản khảo sát này được thu thập, điều chỉnh và phiên dịch từ The Texas Education Agency Educator Preparation Program Candidate Exit Survey.

CẢM ƠN SỰ HỢP TÁC CỦA BẠN TRONG NGHIÊN CỨU TRÊN

BẠN ĐÃ HOÀN THÀNH BẢN KHẢO SÁT.

APPENDIX E.1

RECRUITMENT LETTERS TO PARTICIPATE IN RESEARCH IN ENGLISH



Dear Teachers,

My name is Kim Yen Vu, and I am educator with 28 years of experience in public schools in the United States. I have served as teacher, guidance counselor, and 10 years as educational administrator which includes 8 years as a public school principal. I am attending the University of Houston, and I will be graduating this December with my doctorate in Educational Leadership. As part of the requirements to graduate I need to conduct a research project. I am studying the perceptions of student teachers and teacher graduates on the training they received from the teacher preparation trainings they received.

I am aware of the amount of time involved in doing your job or pursuing your studies; however, I would like to respectfully request your cooperation and grant me the opportunity to administer a survey at your home campus. The survey will take no longer than 30 minutes.

I would like to thank you in advance for assisting me in the completion of this project. Your support is vital for the completion of this academic endeavor. If you decide to participate in my study please let me know at your earliest convenience.

Sincerely,

Kim Yen Vu
yenkimvu@gmail.com
1-832-721-7203



Dear Student Teachers,

My name is Kim Yen Vu, and I am educator with 28 years of experience in public schools in the United States. I have served as teacher, guidance counselor, and 10 years as educational administrator which includes 8 years as a public school principal. I am attending the University of Houston, and I will be graduating this December with my doctorate in Educational Leadership. As part of the requirements to graduate I need to conduct a research project. I am studying the perceptions of student teachers and teacher graduates on the training they received from the teacher preparation trainings they received.

I am aware of the amount of time involved in doing your job or pursuing your studies; however, I would like to respectfully request your cooperation and grant me the opportunity to administer a survey at your home campus. The survey will take no longer than 30 minutes.

I would like to thank you in advance for assisting me in the completion of this project. Your support is vital for the completion of this academic endeavor. If you decide to participate in my study please let me know at your earliest convenience.

Sincerely,

Kim Yen Vu
yenkimvu@gmail.com
1-832-721-7203

APPENDIX E.2

RECRUITMENT LETTERS TO PARTICIPATE IN RESEARCH VIETNAMESE



Kính gửi Quý Thầy Cô,

Tôi là Vũ Kim Yến, người đã có 28 năm kinh nghiệm trong ngành giáo dục tại các trường công lập ở Hoa Kỳ. Tôi đã từng là giáo viên, cố vấn viên, và có 10 năm kinh nghiệm quản lý giáo dục, trong đó có 8 năm làm hiệu trưởng tại trường công lập. Tôi hiện đang theo học Đại học Houston, và sẽ tốt nghiệp vào tháng mười hai này với học vị tiến sĩ chuyên ngành quản lý giáo dục. Là một phần của những yêu cầu tốt nghiệp, tôi cần tiến hành một dự án nghiên cứu về quan điểm của sinh viên đang theo học và đã tốt nghiệp của chương trình tập huấn giáo viên thực tập.

Tôi biết rằng thời gian của quý vị rất quý báu. Tuy nhiên, tôi rất mong nhận được sự hợp tác và cho phép từ quý vị để tôi có cơ hội triển khai bản khảo sát này tại trường. Cuộc khảo sát này sẽ được tiến hành không quá 30 phút.

Tôi xin chân thành cảm ơn sự hỗ trợ của quý vị, đó là một phần rất quan trọng trong việc hoàn thành dự án giáo dục này. Nếu quý vị đồng ý tham gia vào nghiên cứu này, xin vui lòng liên hệ tôi sớm nhất có thể.

Trân trọng,

Vũ Kim Yến
yenkimvu@gmail.com
1-832-721-7203



Kính gửi các bạn sinh viên sư phạm,

Tôi là Vũ Kim Yến, người đã có 28 năm kinh nghiệm trong ngành giáo dục tại các trường công lập ở Hoa Kỳ. Tôi đã từng là giáo viên, cố vấn viên, và có 10 năm kinh nghiệm quản lý giáo dục, trong đó có 8 năm làm hiệu trưởng tại trường công lập. Tôi hiện đang theo học Đại học Houston, và sẽ tốt nghiệp vào tháng mười hai này với học vị tiến sĩ chuyên ngành quản lý giáo dục. Là một phần của những yêu cầu tốt nghiệp, tôi cần tiến hành một dự án nghiên cứu về quan điểm của sinh viên đang theo học và đã tốt nghiệp của chương trình tập huấn giáo viên thực tập.

Tôi biết rằng thời gian của quý vị rất quý báu. Tuy nhiên, tôi rất mong nhận được sự hợp tác và cho phép từ quý vị để tôi có cơ hội triển khai bản khảo sát này tại trường. Cuộc khảo sát này sẽ được tiến hành không quá 30 phút.

Tôi xin chân thành cảm ơn sự hỗ trợ của quý vị, đó là một phần rất quan trọng trong việc hoàn thành dự án giáo dục này. Nếu quý vị đồng ý tham gia vào nghiên cứu này, xin vui lòng liên hệ tôi sớm nhất có thể.

Trân trọng,

Vũ Kim Yến
yenkimvu@gmail.com
1-832-721-7203

APPENDIX F

CERTIFIED TRANSLATION OF DOCUMENTS

9

Nội dung bảng khảo sát này được thu thập, điều chỉnh và biên dịch từ bảng khảo sát đầu ra dành cho ứng viên Chương trình Đào tạo giáo viên thuộc Viện Giáo dục Texas

**CẢM ƠN SỰ HỢP TÁC CỦA BẠN.
BẠN ĐÃ HOÀN THÀNH BẢNG KHẢO SÁT.**

Dịch đúng nội dung từ tiếng Anh sang tiếng Việt Bảng khảo sát về chất lượng đào tạo giáo viên của Đại học Đà Nẵng.

Đà Nẵng, ngày 28 tháng 10 năm 2016

TRUNG TÂM PHỤC VỤ ĐỐI NGOẠI ĐÀ NẴNG

GIÁM ĐỐC



TRẦN HỒNG ĐỨC

