Initial Report
*Fall 2019 Survey of Student Teachers*
**October 26th 2020, 12:15 pm MDT**

**Q2 - Which level of the program are did you complete?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | False |  | True |  |
| 1 | Undergraduate - BSE | 100.00% | 1 | 75.71% | 53 |
| 2 | Post-baccalaureate - Graduate student | 0.00% | 0 | 24.29% | 17 |
|  | Total | Total | 1 | Total | 70 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | False | 1.00 | 1.00 | 1.00 | 0.00 | 0.00 | 1 |
| 2 | True | 1.00 | 2.00 | 1.24 | 0.43 | 0.18 | 70 |

**Q3 - Which certification program are you in?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Question | False | True |
| 1 | Art Education | 0 | 1 |
| 2 | Early Childhood | 1 | 30 |
| 3 | Early Childhood - Dual Special Education | 0 | 28 |
| 4 | MDLV Grades 4-8 | 0 | 4 |
| 5 | Music Education | 0 | 1 |
| 6 | Secondary English | 0 | 2 |
| 7 | Secondary Foreign Language (French, German, or Spanish) | 0 | 0 |
| 8 | Secondary Math | 0 | 0 |
| 9 | Secondary Science (Chemistry, Earth Science, Biology, or Physics) | 0 | 1 |
| 10 | Secondary Social Studies | 0 | 0 |
| 11 | Technology Engineering Education | 0 | 0 |
| 12 | Other: Please specify. | 0 | 3 |
|  | Total | 1 | 70 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | False | 2.00 | 2.00 | 2.00 | 0.00 | 0.00 | 1 |
| 2 | True | 1.00 | 12.00 | 3.19 | 2.19 | 4.81 | 70 |

**Q4 - Please Rate your satisfaction with support and services that are part of the overall teacher education program:**

(a) Advisement help for scheduling of education course (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 19 | 19 |
| Satisfied | 2.56% | 1 | 97.44% | 38 | 39 |
| Dissatisfied | 0.00% | 0 | 100.00% | 12 | 12 |
| Very Dissatisfied | 0.00% | 0 | 100.00% | 1 | 1 |

(b) Advisement and communication of APS requirements (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 15 | 15 |
| Satisfied | 2.38% | 1 | 97.62% | 41 | 42 |
| Dissatisfied | 0.00% | 0 | 100.00% | 14 | 14 |
| Very Dissatisfied | 0.00% | 0 | 0.00% | 0 | 0 |

(c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 11 | 11 |
| Satisfied | 0.00% | 0 | 100.00% | 46 | 46 |
| Dissatisfied | 7.14% | 1 | 92.86% | 13 | 14 |
| Very Dissatisfied | 0.00% | 0 | 0.00% | 0 | 0 |

(d) Support and services from the certification office including directions for completing TIMS application. (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 18 | 18 |
| Satisfied | 2.22% | 1 | 97.78% | 44 | 45 |
| Dissatisfied | 0.00% | 0 | 100.00% | 6 | 6 |
| Very Dissatisfied | 0.00% | 0 | 100.00% | 2 | 2 |

(e) Information on Millersville Website related to teacher education programs (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 16 | 16 |
| Satisfied | 2.27% | 1 | 97.73% | 43 | 44 |
| Dissatisfied | 0.00% | 0 | 100.00% | 11 | 11 |
| Very Dissatisfied | 0.00% | 0 | 0.00% | 0 | 0 |

(f) Services and support provided by field services. (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 15 | 15 |
| Satisfied | 0.00% | 0 | 100.00% | 37 | 37 |
| Dissatisfied | 5.56% | 1 | 94.44% | 17 | 18 |
| Very Dissatisfied | 0.00% | 0 | 100.00% | 1 | 1 |

(g) Clarity of expectations regarding professional dispositions. (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 30 | 30 |
| Satisfied | 2.63% | 1 | 97.37% | 37 | 38 |
| Dissatisfied | 0.00% | 0 | 100.00% | 2 | 2 |
| Very Dissatisfied | 0.00% | 0 | 100.00% | 1 | 1 |

(h) Support for developing interview skills. (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 24 | 24 |
| Satisfied | 0.00% | 0 | 100.00% | 40 | 40 |
| Dissatisfied | 14.29% | 1 | 85.71% | 6 | 7 |
| Very Dissatisfied | 0.00% | 0 | 0.00% | 0 | 0 |

(i) Support for looking for a teaching position. (Select one option)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 13 | 13 |
| Satisfied | 0.00% | 0 | 100.00% | 43 | 43 |
| Dissatisfied | 6.67% | 1 | 93.33% | 14 | 15 |
| Very Dissatisfied | 0.00% | 0 | 0.00% | 0 | 0 |

(j) Connection with teacher education faculty and events since your admission to Millersville

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | False |  | True |  | Total |
| Very Satisfied | 0.00% | 0 | 100.00% | 16 | 16 |
| Satisfied | 2.17% | 1 | 97.83% | 45 | 46 |
| Dissatisfied | 0.00% | 0 | 100.00% | 8 | 8 |
| Very Dissatisfied | 0.00% | 0 | 100.00% | 1 | 1 |

False

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Field | Mean | Std Deviation | Count |
| 1 | (a) Advisement help for scheduling of education course (Select one option) | 2.00 | 0.00 | 1 |
| 2 | (b) Advisement and communication of APS requirements (Select one option) | 2.00 | 0.00 | 1 |
| 3 | (c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option) | 3.00 | 0.00 | 1 |
| 4 | (d) Support and services from the certification office including directions for completing TIMS application. (Select one option) | 2.00 | 0.00 | 1 |
| 5 | (e) Information on Millersville Website related to teacher education programs (Select one option) | 2.00 | 0.00 | 1 |
| 6 | (f) Services and support provided by field services. (Select one option) | 3.00 | 0.00 | 1 |
| 7 | (g) Clarity of expectations regarding professional dispositions. (Select one option) | 2.00 | 0.00 | 1 |
| 8 | (h) Support for developing interview skills. (Select one option) | 3.00 | 0.00 | 1 |
| 9 | (i) Support for looking for a teaching position. (Select one option) | 3.00 | 0.00 | 1 |
| 10 | (j) Connection with teacher education faculty and events since your admission to Millersville | 2.00 | 0.00 | 1 |

True

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Field | Mean | Std Deviation | Count |
| 1 | (a) Advisement help for scheduling of education course (Select one option) | 1.93 | 0.70 | 70 |
| 2 | (b) Advisement and communication of APS requirements (Select one option) | 1.99 | 0.64 | 70 |
| 3 | (c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option) | 2.03 | 0.58 | 70 |
| 4 | (d) Support and services from the certification office including directions for completing TIMS application. (Select one option) | 1.89 | 0.67 | 70 |
| 5 | (e) Information on Millersville Website related to teacher education programs (Select one option) | 1.93 | 0.62 | 70 |
| 6 | (f) Services and support provided by field services. (Select one option) | 2.06 | 0.71 | 70 |
| 7 | (g) Clarity of expectations regarding professional dispositions. (Select one option) | 1.63 | 0.61 | 70 |
| 8 | (h) Support for developing interview skills. (Select one option) | 1.74 | 0.60 | 70 |
| 9 | (i) Support for looking for a teaching position. (Select one option) | 2.01 | 0.62 | 70 |
| 10 | (j) Connection with teacher education faculty and events since your admission to Millersville | 1.91 | 0.63 | 70 |

**Q5 - Do you have other feedback about support and services that will help us improve our programs??**

False
Do you have other feedback about support and services that will help us improve our programs??

True

|  |
| --- |
| Do you have other feedback about support and services that will help us improve our programs?? |
| None |
| Post-bacc scheduling can get confusing, and it seemed at times that I was caught in the middle of departments. |
| Throughout my time at Millersville I had multiple issues with my advisor as well as field services. My advisor was never organized or helped me personally with questions. He was very demeaning at times and did not communicate when I had to retake a class. He also gave me the wrong TAP number once, which resulted in me not getting into the classes that I needed until a whole semester later. No organization or consideration was taken about my personal coursework. Field services did not take my address and where I was commuting from into consideration for my student teaching placement. I commuted 120 miles A DAY for 16 weeks, without working, and paid for my own gas with no income the whole semester. This is very draining for me to have to go through and it has lead me to the decision of going elsewhere when I continue my education. If I could start over and do it all again, I would not choose Millersville. |
| The aristocratic narcissism that seems to run the field services office needs to be replaced and restructured. I have literally never heard of any other Univerisity forbidding student teacher from contacting or networking with school districts, and abandoning students if they violate this policy even accidentally. Many institutions even encourage and appreciate student teacher initiative in contacting school district administration! The MU field services office is positively feudalistic. |
| During my time at Millersville I have had an overall wonderful experience! However, I always dreaded having to meet with my advisor in order to register for classes. My advisor (Hossain) was not helpful in the scheduling process. EVERY time I was scheduled to meet with him he tried to reschedule. I am a mom who worked full time and went to school full time. Rescheduling happens and I understand that, but this was an every semester issue with him. On one occasion I had to reach out to a Professor of mine (P. Himmalee) who was more helpful to me than he was. When I wasn't able to contact him after he requested a reschedule, she contacted him and got the information I needed from him within a few minutes. I also had a wonderful experience with my student teaching supervisor (George Vaites). He was very helpful and personable during my student teaching term. I highly recommend allowing students to stay in their professional block 2 placement while student teaching. I did this and it allowed for me to get started right away in my placement. |
| Do not wait until student teaching semester to explain TIMs and the the steps to certification. The entire process was confusing and many of us felt like it was thrown at us. |
| MU website lacked some of the information I was looking for. |
| Burnout prevention help for student teachers. |
| A little more info on Praxis requirements. That’s the only thing that confused me (I figured it out from a recent alumnus). |
| I have been very impressed with the experiences and support received through my education at Millersville. I would have appreciated more advice about steps after graduation. For example, like what to do if you've been approached about a job opportunity before graduation. |
| I think the program does a great job at helping candidates prepare for interviews. I also appreciate that there are emails sent about prospective jobs. |
| Being a Post-Bacc it was already strange enough and confusing to know what to do or where to start. In many ways, I felt fully supported and guided in the right direction. When it came to finishing up my certification there was some uncertainty I still had. especially finding out that post-baccs do not get to walk for any sort of completion of our program which is upsetting. In the furture it would be wonderful if there was a meeting for all post-baccs so we could feel free to ask questions and know for sure what is expected on our end. |
| Although I loved my program, the downfall was field services and the certification office. Placements were always last minute. Most of the time I barely had time to communicate with the cooperating teacher prior to my start in their classroom because of the delay in receiving placements. The workers of the certification office are very kind, however, they often lacked the information to help us effectively. Many times when we would have education meetings such as student teaching orientations or dean's seminars, they would take the stage and open the floor for questions. However, their answers to these questions were often "I'm not sure about that" "I would have to check on that" "Email me and I'll try to figure that out for you". In all honesty, they seemed to not be very knowledgeable in certification. I loved my program and I don't write this feedback to be mean or discouraging, but rather to provide honest feedback that could hopefully allow Millersville the opportunity to reassess the effectiveness of some of their offices and better the experiences of the coming classes. I loved Millersville and it's outstanding education program. I feel as if it did a fantastic job preparing us to be effective teachers. |
| I felt that many things were handled poorly. My placement was a horrible commute even though there were open placements closer that I knew about. Field services did nothing to help accommodate. Also, there should be separate events for post-bacc students. |
| Maybe try to consolidate the dual program into 4 years? Overall, very satisfied with various field placements to see different settings. |
| I think that Post-Bacc students get very lost among grad students as well as undergrad students. |
| Na |
| Post-bacc students are very unique and do not need a lot of the same seminars that undergrads do. Most post-bccs have worked in a school for many months to many years. We understand how to be professional as many of us have had “real” jobs before entering the program. It is more beneficial for us to know things like (how to apply for Cert if you already have a tims, what do we look like coming in for an interview, what to do with our almost masters? It also felt like our program is an after thought as far as organization goes. Many of our degree audits have been incorrect the entire program, we really only knew what classes to sign up for through conversation, but I do think our class times are great and the professors are very understanding that life happens. |
| Before assigning students to co ops for student teaching the co ops should go through an evaluation process to make sure putting a student teacher with them will be a good fit. I wished that we had an actual workshop when completing the TIMS for us to ask questions along the way. Also if the presentations from the meetings we had were emailed to us for further reference. |
| No |
| I would say that advisors should also be supervised. Not all professors should be advisors, there are some that were not helped/screwed over when it came to scheduling. Also, not having enough classes or seats as well. |
| At times it feels like the post bacc students are an afterthought to the university sometimes. Hard to get in touch with advisors and scheduling. |
| Maybe it is just the way I learn, could there be a video potentially added as one completes their TIMS application. |
| I think we should be informed about a lot of the certification requirements earlier. I was completely taken by surprise when learning about TIMS, the PECT, the request from MU, and other requirements needed for certification, so I think we should be told about them sooner. |
| My advisor is the reason why I am graduating and have a job after college. Dr. Long went above and beyond for not only me but all of her students. I felt safe, heard and supported through every step of my education process due to Dr. Long. |
| None. Everything was great. Maybe less visits by our supervisor. We ran out of time and had to rush in certain days. Also, the PDE was completely pointless to me and served no purpose. It was very repetitive. Other than that, everything went well. |
| When getting ready to become certified it would have been more helpful had there been a walk through of what we needed to do instead of just saying you need to do this. Also, at times was very difficult to find/figure out what steps to do for certification. Even with the calendar it was a lot of pieces to put together on our own. If somehow there could be only 1 thing to be turned into Millersville where we just put all of our information and then turn it in to be certified it would make it less confusing and questioning ourselves as to what we've completed and what we haven't. |
| I have found the certification program as far as courses and professors to be ideal. I've truly enjoyed my time learning in classes and will surely apply gained knowledge in the field of education. I do wish, however, during the student teaching experience that post-bacc students and undergrads were assigned separately. This way, student teachers are collaborating with those who come from similar background knowledge and experiences. |

False
Do you have other feedback about support and services that will help us improve our programs??

True

|  |
| --- |
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| None |
| Post-bacc scheduling can get confusing, and it seemed at times that I was caught in the middle of departments. |
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| I felt that many things were handled poorly. My placement was a horrible commute even though there were open placements closer that I knew about. Field services did nothing to help accommodate. Also, there should be separate events for post-bacc students. |
| Maybe try to consolidate the dual program into 4 years? Overall, very satisfied with various field placements to see different settings. |
| I think that Post-Bacc students get very lost among grad students as well as undergrad students. |
| Na |
| Post-bacc students are very unique and do not need a lot of the same seminars that undergrads do. Most post-bccs have worked in a school for many months to many years. We understand how to be professional as many of us have had “real” jobs before entering the program. It is more beneficial for us to know things like (how to apply for Cert if you already have a tims, what do we look like coming in for an interview, what to do with our almost masters? It also felt like our program is an after thought as far as organization goes. Many of our degree audits have been incorrect the entire program, we really only knew what classes to sign up for through conversation, but I do think our class times are great and the professors are very understanding that life happens. |
| Before assigning students to co ops for student teaching the co ops should go through an evaluation process to make sure putting a student teacher with them will be a good fit. I wished that we had an actual workshop when completing the TIMS for us to ask questions along the way. Also if the presentations from the meetings we had were emailed to us for further reference. |
| No |
| I would say that advisors should also be supervised. Not all professors should be advisors, there are some that were not helped/screwed over when it came to scheduling. Also, not having enough classes or seats as well. |
| At times it feels like the post bacc students are an afterthought to the university sometimes. Hard to get in touch with advisors and scheduling. |
| Maybe it is just the way I learn, could there be a video potentially added as one completes their TIMS application. |
| I think we should be informed about a lot of the certification requirements earlier. I was completely taken by surprise when learning about TIMS, the PECT, the request from MU, and other requirements needed for certification, so I think we should be told about them sooner. |
| My advisor is the reason why I am graduating and have a job after college. Dr. Long went above and beyond for not only me but all of her students. I felt safe, heard and supported through every step of my education process due to Dr. Long. |
| None. Everything was great. Maybe less visits by our supervisor. We ran out of time and had to rush in certain days. Also, the PDE was completely pointless to me and served no purpose. It was very repetitive. Other than that, everything went well. |
| When getting ready to become certified it would have been more helpful had there been a walk through of what we needed to do instead of just saying you need to do this. Also, at times was very difficult to find/figure out what steps to do for certification. Even with the calendar it was a lot of pieces to put together on our own. If somehow there could be only 1 thing to be turned into Millersville where we just put all of our information and then turn it in to be certified it would make it less confusing and questioning ourselves as to what we've completed and what we haven't. |
| I have found the certification program as far as courses and professors to be ideal. I've truly enjoyed my time learning in classes and will surely apply gained knowledge in the field of education. I do wish, however, during the student teaching experience that post-bacc students and undergrads were assigned separately. This way, student teachers are collaborating with those who come from similar background knowledge and experiences. |

**Q6 - Please rate how well Millersville programs prepared you to be an effective beginning teacher.**

(a) Explain important concepts clearly to students (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 32 | 32 |
| Sufficiently prepared | 0 | 36 | 36 |
| Insufficiently prepared | 0 | 2 | 2 |
| Not prepared at all | 0 | 0 | 0 |

(b) Align practice to PA Standards Aligned System (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 40 | 40 |
| Sufficiently prepared | 0 | 29 | 29 |
| Insufficiently prepared | 0 | 1 | 1 |
| Not prepared at all | 0 | 0 | 0 |

(c) Differentiate instruction to meet the needs of students. (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 38 | 38 |
| Sufficiently prepared | 0 | 30 | 30 |
| Insufficiently prepared | 0 | 2 | 2 |
| Not prepared at all | 0 | 0 | 0 |

(d) Develop formative and summative assessments aligned to learning goals. (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 31 | 31 |
| Sufficiently prepared | 0 | 35 | 35 |
| Insufficiently prepared | 0 | 4 | 4 |
| Not prepared at all | 0 | 0 | 0 |

(e) Implement accommodations for students with special needs (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 28 | 28 |
| Sufficiently prepared | 0 | 34 | 34 |
| Insufficiently prepared | 0 | 8 | 8 |
| Not prepared at all | 0 | 0 | 0 |

(f) Establish effective classroom management procedures. (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 29 | 29 |
| Sufficiently prepared | 0 | 30 | 30 |
| Insufficiently prepared | 0 | 11 | 11 |
| Not prepared at all | 0 | 0 | 0 |

(g) Create positive learning environments that foster respectful interactions (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 44 | 44 |
| Sufficiently prepared | 0 | 23 | 23 |
| Insufficiently prepared | 0 | 3 | 3 |
| Not prepared at all | 0 | 0 | 0 |

(h) Effectively respond to disruptive students. (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 20 | 20 |
| Sufficiently prepared | 0 | 36 | 36 |
| Insufficiently prepared | 0 | 12 | 12 |
| Not prepared at all | 0 | 2 | 2 |

(i) Prepare lesson and unit plans (Select one option)

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 44 | 44 |
| Sufficiently prepared | 0 | 21 | 21 |
| Insufficiently prepared | 0 | 5 | 5 |
| Not prepared at all | 0 | 0 | 0 |

(j) Demonstrate ethical and professional behaviors.

|  |  |  |  |
| --- | --- | --- | --- |
| Question | False | True | Total |
| Well prepared | 0 | 48 | 48 |
| Sufficiently prepared | 0 | 21 | 21 |
| Insufficiently prepared | 0 | 1 | 1 |
| Not prepared at all | 0 | 0 | 0 |

False

|  |  |  |
| --- | --- | --- |
| # | Field | Count |
| 1 | (a) Explain important concepts clearly to students (Select one option) | 0 |
| 2 | (b) Align practice to PA Standards Aligned System (Select one option) | 0 |
| 3 | (c) Differentiate instruction to meet the needs of students. (Select one option) | 0 |
| 4 | (d) Develop formative and summative assessments aligned to learning goals. (Select one option) | 0 |
| 5 | (e) Implement accommodations for students with special needs (Select one option) | 0 |
| 6 | (f) Establish effective classroom management procedures. (Select one option) | 0 |
| 7 | (g) Create positive learning environments that foster respectful interactions (Select one option) | 0 |
| 8 | (h) Effectively respond to disruptive students. (Select one option) | 0 |
| 9 | (i) Prepare lesson and unit plans (Select one option) | 0 |
| 10 | (j) Demonstrate ethical and professional behaviors. | 0 |

True

|  |  |  |
| --- | --- | --- |
| # | Field | Count |
| 1 | (a) Explain important concepts clearly to students (Select one option) | 70 |
| 2 | (b) Align practice to PA Standards Aligned System (Select one option) | 70 |
| 3 | (c) Differentiate instruction to meet the needs of students. (Select one option) | 70 |
| 4 | (d) Develop formative and summative assessments aligned to learning goals. (Select one option) | 70 |
| 5 | (e) Implement accommodations for students with special needs (Select one option) | 70 |
| 6 | (f) Establish effective classroom management procedures. (Select one option) | 70 |
| 7 | (g) Create positive learning environments that foster respectful interactions (Select one option) | 70 |
| 8 | (h) Effectively respond to disruptive students. (Select one option) | 70 |
| 9 | (i) Prepare lesson and unit plans (Select one option) | 70 |
| 10 | (j) Demonstrate ethical and professional behaviors. | 70 |

**Q7 - How well did Millersville programs prepare you to be an effective beginning teacher?**

(a) Effectively engage students in active learning (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 39 | 39 |
| 2 | Sufficiently prepared | 0 | 30 | 30 |
| 3 | Insufficiently prepared | 0 | 1 | 1 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(b) Support student use of technology. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 28 | 28 |
| 2 | Sufficiently prepared | 0 | 33 | 33 |
| 3 | Insufficiently prepared | 0 | 9 | 9 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(c) Encourage student inquiry and critical thinking. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 38 | 38 |
| 2 | Sufficiently prepared | 0 | 30 | 30 |
| 3 | Insufficiently prepared | 0 | 2 | 2 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(d) Involve students in formative assessment to help students monitor their own learning. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 34 | 34 |
| 2 | Sufficiently prepared | 0 | 31 | 31 |
| 3 | Insufficiently prepared | 0 | 5 | 5 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(e) Implement accommodations for English Language learners. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 29 | 29 |
| 2 | Sufficiently prepared | 0 | 28 | 28 |
| 3 | Insufficiently prepared | 0 | 12 | 12 |
| 4 | Not prepared at all | 0 | 1 | 1 |

(f) Ask reflective questions about your own teaching. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 37 | 37 |
| 2 | Sufficiently prepared | 0 | 29 | 29 |
| 3 | Insufficiently prepared | 0 | 4 | 4 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(g) Demonstrate the dispositions of a professional teacher. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 46 | 46 |
| 2 | Sufficiently prepared | 0 | 21 | 21 |
| 3 | Insufficiently prepared | 0 | 3 | 3 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(h) Work collaboratively with other professionals. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 43 | 43 |
| 2 | Sufficiently prepared | 0 | 26 | 26 |
| 3 | Insufficiently prepared | 0 | 1 | 1 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(i) Use the PDE Standards Aligned System website. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 35 | 35 |
| 2 | Sufficiently prepared | 0 | 30 | 30 |
| 3 | Insufficiently prepared | 0 | 5 | 5 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(j) Understand the Danielson Framework for Effective Teaching. (Select one option)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 22 | 22 |
| 2 | Sufficiently prepared | 0 | 38 | 38 |
| 3 | Insufficiently prepared | 0 | 10 | 10 |
| 4 | Not prepared at all | 0 | 0 | 0 |

(k) Use technology in multiple ways.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | False | True | Total |
| 1 | Well prepared | 0 | 32 | 32 |
| 2 | Sufficiently prepared | 0 | 31 | 31 |
| 3 | Insufficiently prepared | 0 | 7 | 7 |
| 4 | Not prepared at all | 0 | 0 | 0 |

False

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | (a) Effectively engage students in active learning (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 2 | (b) Support student use of technology. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 3 | (c) Encourage student inquiry and critical thinking. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 4 | (d) Involve students in formative assessment to help students monitor their own learning. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 5 | (e) Implement accommodations for English Language learners. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 6 | (f) Ask reflective questions about your own teaching. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 7 | (g) Demonstrate the dispositions of a professional teacher. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 8 | (h) Work collaboratively with other professionals. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 9 | (i) Use the PDE Standards Aligned System website. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 10 | (j) Understand the Danielson Framework for Effective Teaching. (Select one option) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 11 | (k) Use technology in multiple ways. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |

True

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | (a) Effectively engage students in active learning (Select one option) | 1.00 | 3.00 | 1.46 | 0.53 | 0.28 | 70 |
| 2 | (b) Support student use of technology. (Select one option) | 1.00 | 3.00 | 1.73 | 0.67 | 0.45 | 70 |
| 3 | (c) Encourage student inquiry and critical thinking. (Select one option) | 1.00 | 3.00 | 1.49 | 0.55 | 0.31 | 70 |
| 4 | (d) Involve students in formative assessment to help students monitor their own learning. (Select one option) | 1.00 | 3.00 | 1.59 | 0.62 | 0.39 | 70 |
| 5 | (e) Implement accommodations for English Language learners. (Select one option) | 1.00 | 4.00 | 1.79 | 0.77 | 0.60 | 70 |
| 6 | (f) Ask reflective questions about your own teaching. (Select one option) | 1.00 | 3.00 | 1.53 | 0.60 | 0.36 | 70 |
| 7 | (g) Demonstrate the dispositions of a professional teacher. (Select one option) | 1.00 | 3.00 | 1.39 | 0.57 | 0.32 | 70 |
| 8 | (h) Work collaboratively with other professionals. (Select one option) | 1.00 | 3.00 | 1.40 | 0.52 | 0.27 | 70 |
| 9 | (i) Use the PDE Standards Aligned System website. (Select one option) | 1.00 | 3.00 | 1.57 | 0.62 | 0.39 | 70 |
| 10 | (j) Understand the Danielson Framework for Effective Teaching. (Select one option) | 1.00 | 3.00 | 1.83 | 0.65 | 0.43 | 70 |
| 11 | (k) Use technology in multiple ways. | 1.00 | 3.00 | 1.64 | 0.66 | 0.43 | 70 |

**Q8 - We would like to find out about your early experiences with the job seeking process. Please check all that apply:**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Question | False | True |
| 1 | I have not started applying for positions yet. | 0 | 21 |
| 2 | I have applied for positions but have not received offers to interview | 0 | 10 |
| 3 | I have had at least one interview opportunity already | 0 | 15 |
| 4 | I have had more than one interview opportunity | 0 | 11 |
| 5 | I have had an offer for a position out-of-state | 0 | 2 |
| 6 | I have had an offer for a position in-state | 0 | 16 |
| 7 | Other (Please specify) | 0 | 4 |
|  | Total | 0 | 79 |

False
Other (Please specify) - Text

True

|  |
| --- |
| Other (Please specify) - Text |
| The school I was student teaching at put me on their subbing list. |
| Two offers for Head Start programs |
| I am in the hiring process for STS and am working on an Applitrack application. |
| I have decided to change my career path. |

|  |  |  |
| --- | --- | --- |
| # | We would like to find out about your early experiences with the job seeking process. Please check all that apply: - Selected Choice | Count |
| 1 | False | 0.00 |
| 2 | True | 70.00 |

**Q9 - 8. Do you have other feedback about your preparation that will help us improve our programs?**

False
8. Do you have other feedback about your preparation that will help us improve our programs?

True

|  |
| --- |
| 8. Do you have other feedback about your preparation that will help us improve our programs? |
| None |
| Giving Special Education majors more experience with writing IEP's because my mentor teacher stressed how important this skill is right away. Make the advisement easier for post-bacc students because there were some mistakes upfront, and then Dr. McCollum-Clark had to create a special summer course to fix the problem. More of a focus on classroom management with real practice for beginning teachers. Could create more opportunities for Special Education students to see classrooms for the different kinds of disabilities in districts and at the IU13. |
| Incorporating technology in the classroom is inevitable, being updated in ways is the challenge. Behavior management class should have a small field component, where the student-teacher has to do some data tracking, just to observe the child and the effects on everyone's learning. Identify triggers and responses effectively. |
| Majority of my professors throughout my major were all very helpful and personable. They were approachable when I had concerns or questions, and assisted me in becoming the teacher I am today. |
| I think it would be helpful for students to get more experience in classroom management. I believe this is the area I, and many other student teachers struggled with the most when we started student teaching. |
| Leniency in missing field for interviews. |
| The reason why I checked off anything other than "well prepared is because I am a post-bacc student working on getting my certification. I completed my undegrad at PSU so a lot of those did not apply to me. |
| Na |
| We are very well prepared for academics and planning but not very prepared for behavior and real life teaching situations. |
| No |
| I am still pretty unclear about the PDE and TIMS website. It would have been helpful to have a clear explanation about the importance and purposes of both websites while completing necessary requirements for PDE and TIMS. |
| I feel like there is a lot of stuff that goes on behind the scenes when it comes to teaching. I feel maybe have professors better explain just how to balance everything. It is clear teachers are pulled into different directions but help them develop ways to ensure all aspects of teaching are being properly addressed. Also there is so much teachers need to be aware of when it comes to having students with IEPs or adaptations in a general education classroom. There could be more of an emphasis on how to manage all different students all at once. Lastly I think by potentially requiring a language within the teaching curriculum would be beneficial. I have seen there continues to be ELL students so as beginning teachers we need to be more prepared to ensure all students are feeling successful. |
| I think we should have more interview preparation over time as well as portfolio preparation advice. There was the Dean's Seminar on Interviewing halfway through the last semester, and no advice about portfolios. These are things that I do not feel prepared for and wish that I was. |
| Many of the classes in the Education department seemed to overlap the others. There was not much new content after taking many of the classes and it felt as if we were not gaining new information to help us as future educators. I did not feel as if I was prepared for many of the things I encountered while student teaching. Many of the systems and processes that are used in every school were not taught and I felt lost. Also, being an ERCH major the only SPED class that taught us anything about the Special Ed world was the first one we took. All of the others just talked about assessments that are used for all students or did not focus on special ed at all. It would have been SO much more helpful had we had a class on accommodation and modifications, how to read an IEP becuase while I will never write one I need to understand it and know what is expected of me and I did not feel prepared for that until I investigated on my own with my cooperating techer to help guide me. I also did not understand the difference between a 504 and an IEP and a few others because they were never talked about in classes at Millersville. I also was lost on the different forms of special ed rooms and what they do different in each of them. I was unsure of how to get a student evaluated, who you go to, what to do. Classroom management is such an important part that everyone struggles with but I do not feel that we were given strategies or talked about it much in our classes so we had some idea of what to do or how to react with students when they give different behaviors than what we are expecting. It felt in the classes that they often repeated themselves class after class even when the title of the class sounded different. |
| Although I had very positive experiences taking courses with Millersville, I do believe that the post-bacc students lacked some knowledge in key areas of teaching pedagogy. There was only one class required for technology, and no reference to the Danielson model at all. I do feel that these areas are very critical for preparing adult learners when entering this profession. |