Common Metrics
Fall 2018-Summer 2019 Exit Survey

Network for Excellence in Teaching (NExT)

Super Aggregate Report

February 2020
Introduction

In 2009, 14 institutions in MN, ND, and SD formed a collaborative to improve their teacher preparation programs with attention to four areas: recruitment, preparation, post-graduation employment and support, and assessment. The 14 institutions became known as the Network for Excellence in Teaching (NExT). This group created four surveys: Entry, Exit, Transition to Teaching, and Supervisor. The surveys were developed using a rigorous process that included multiple psychometric analyses, focus groups, pilot testing, revision, and careful alignment with accreditation standards.

The Exit, Transition to Teaching, and Supervisor Surveys are all aligned with one another and the InTASC Standards. The InTASC Standards are used by CAEP, the nation’s largest accreditor of teacher preparation programs. Because the surveys are also aligned with one another, items and sections are able to be compared across surveys. The Exit Survey, Transition to Teaching Survey and Supervisor Survey were revised in 2016 in response to the most recent psychometric analysis. The validity and reliability analysis can be found in Appendix A.

1.) Exit Survey—administered to teacher candidates near the completion of student teaching
2.) Transition to Teaching Survey (TTS)—administered to program completers in the spring following the academic year of graduation
3.) Supervisor Survey—administered in the spring following the academic year of graduation to employers of program completers who are teaching

Copyright and Permission for Use
The NExT institutions hold the copyright on these surveys. Institutions have agreed not to alter the surveys. However, items may be added to the end the surveys for individual institutional use. The institutions in this collaborative contribute the results of their surveys to a network aggregate. Institutions are encouraged to use survey data for research and program improvement. Appendix B presents guidelines for writing about the surveys and data.

Accreditation and Program Approval
These surveys support accreditation and program approval at both the state and national level through their alignment with both the InTASC and CAEP accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support ND state program approval and CAEP standard 1.1. Additionally, the Exit Survey, Section C, focuses the candidate’s experience with student teaching and includes several items that allow the candidate to provide feedback about the cooperating teacher and university supervisor. These items can be used as evidence for CAEP standard 2.2. The Supervisor Survey is strong evidence for CAEP standard 4.3, and the Transition to Teaching survey can be used as evidence for CAEP standard 4.4.
This Report
This report presents the findings from the surveys administered to teacher candidates after the completion of student teaching. The Exit Survey asks teacher candidates to assess how well prepared they felt for student teaching. The survey asks teacher candidates to rate how well prepared they felt in the areas of instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and professional responsibilities. The ratings are on a 4-point scale and include the following descriptors: Agree, Tend to Agree, Tend to Disagree, and Disagree.

Survey Administration
NExT teacher preparation programs were responsible for administering the survey to their student teachers during the 2018-19 academic year. The surveys were administered electronically through either Qualtrics, Survey Monkey, or institutional platforms.

Response Rate
The response rate for the 2018-19 Exit Survey for the Super Aggregate is 3061 out of 3716 possible respondents, for a response rate of 82.13%. One school did not provide their cohort population. The following institutions contributed data to this report: University of Alaska, Anchorage; University of Alaska, Fairbanks; University of Alaska, Southeast; Dickinson State University; Minot State University; Mayville State University; Turtle Mountain Community College; University of Jamestown; University of Mary; University of North Dakota; Augsburg University; Bethel University; Concordia University, St. Paul; Hamline University; Minnesota State University, Mankato; Minnesota State University, Moorhead; North Dakota State University; St. Cloud State University; St. Catherine University; University of St. Thomas; University of Minnesota, Twin Cities; University of South Dakota; Valley City State University; Winona State University; Bluefield State College; Concord University; Marshal University; Shepherd University; University of Charleston; West Liberty University; West Virginia State University; West Virginia University; West Virginia University at Parkersburg; Glenville State College; Wayne State College; University of Minnesota, Morris; University of Wisconsin, Whitewater; and Colorado State University.

Findings
Tables 1-3 provide contextual information.

Survey Section A
Section A of the survey asks candidates to rate their levels of satisfaction with various aspects of their teacher preparation program. Candidates responded using the following scale: very dissatisfied; dissatisfied; satisfied; very satisfied. The final item in this section asks the candidates if they would recommend their teacher preparation program to others using a 4-point scale with the following descriptors: definitely yes, probably yes, probably no, definitely no.

Survey Section B
Section B of the survey asks candidates to rate their satisfaction with four areas of their teacher preparation: instructional practices, diverse learners, learning environment, and professional
practices. Candidates responded using the following scale: does not apply; disagree; tend to disagree; tend to agree; and agree.

Survey Section C
Section C of the survey asks candidates to rate their quality of supervision by both the university supervisor and school-based cooperating teacher. Candidates responded using the following scale: does not apply; disagree; tend to disagree; tend to agree; and agree. Candidates were also asked to describe their supervision such as frequency of observations and who visited from the university.

Survey Section D
Section D of the survey asks candidates about their future plans including how long they plan to teach and where.

Survey Section E
Section E collects candidate demographics such as gender, age, and languages spoken.

Notes:
In some instances, respondents do not complete a follow-up question after indicating a response to branching item (i.e., “if yes…,” “if no…”).

For any “mark all that apply” items, the total percentage may exceed 100 and the total # may exceed the number of respondents.

In some instances, the number of descriptions of “other” may not match the number of respondents that selected “other.”

Due to rounding to the nearest tenth, the percent column may not add up to 100.
SECTION A. YOUR PROGRAM

Table 1. For what licensure area did you prepare to teach? (Check all that apply.)

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>#</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>278</td>
<td>9.08</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>1331</td>
<td>43.48</td>
</tr>
<tr>
<td>Special Education</td>
<td>414</td>
<td>13.52</td>
</tr>
<tr>
<td>K-12 Education (5-12, 7-12, or 9-12)</td>
<td>796</td>
<td>26.00</td>
</tr>
</tbody>
</table>

Note. Data from item A1.

Table 2. If you completed a K-12 licensure program, indicate your subject area. (Check all that apply.)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>#</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>66</td>
<td>15.38</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>63</td>
<td>14.69</td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>4</td>
<td>0.93</td>
</tr>
<tr>
<td>Music</td>
<td>95</td>
<td>22.14</td>
</tr>
<tr>
<td>Physical Education</td>
<td>138</td>
<td>32.17</td>
</tr>
<tr>
<td>Reading</td>
<td>12</td>
<td>2.80</td>
</tr>
<tr>
<td>World Languages</td>
<td>36</td>
<td>8.39</td>
</tr>
<tr>
<td>Health</td>
<td>31</td>
<td>7.23</td>
</tr>
<tr>
<td>School Library-Media</td>
<td>1</td>
<td>0.23</td>
</tr>
<tr>
<td>Wellness</td>
<td>7</td>
<td>1.63</td>
</tr>
<tr>
<td>Other*</td>
<td>44</td>
<td>10.26</td>
</tr>
</tbody>
</table>

Note. Data from item A1.

\*Other responses are included in the appendices.
Table 3. If you completed a secondary education licensure program, indicate your subject area. (Check all that apply.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>#</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>47</td>
<td>5.90</td>
</tr>
<tr>
<td>English</td>
<td>192</td>
<td>24.12</td>
</tr>
<tr>
<td>Health</td>
<td>51</td>
<td>6.41</td>
</tr>
<tr>
<td>Mathematics</td>
<td>139</td>
<td>17.46</td>
</tr>
<tr>
<td>Science</td>
<td>133</td>
<td>16.71</td>
</tr>
<tr>
<td>Social Studies</td>
<td>245</td>
<td>30.78</td>
</tr>
<tr>
<td>Technology</td>
<td>8</td>
<td>1.01</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>4</td>
<td>0.50</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
<td>0.25</td>
</tr>
<tr>
<td>Technology Education</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Agriculture</td>
<td>9</td>
<td>1.13</td>
</tr>
<tr>
<td>Driver Education</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Journalism</td>
<td>3</td>
<td>0.38</td>
</tr>
<tr>
<td>Marketing</td>
<td>2</td>
<td>0.25</td>
</tr>
<tr>
<td>Oral Communications</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9</td>
<td>1.13</td>
</tr>
<tr>
<td>Social Studies</td>
<td>27</td>
<td>3.39</td>
</tr>
<tr>
<td>Other*</td>
<td>56</td>
<td>7.04</td>
</tr>
</tbody>
</table>

Note. Data from item A1.

*Other responses are included in the appendices.
Table 4. Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Total Respondents</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising on professional education program requirements.</td>
<td>2939</td>
<td>57</td>
<td>273</td>
<td>1562</td>
<td>1047</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.94</td>
<td>9.29</td>
<td>53.15</td>
<td>35.62</td>
</tr>
<tr>
<td>Advising on content course requirements.</td>
<td>2941</td>
<td>48</td>
<td>220</td>
<td>1552</td>
<td>1121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.63</td>
<td>7.48</td>
<td>52.77</td>
<td>38.12</td>
</tr>
<tr>
<td>Quality of instruction in your teacher preparation courses.</td>
<td>2937</td>
<td>31</td>
<td>217</td>
<td>1654</td>
<td>1035</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.06</td>
<td>7.39</td>
<td>56.32</td>
<td>35.24</td>
</tr>
<tr>
<td>Balance between theory and practice in your teacher</td>
<td>2936</td>
<td>67</td>
<td>396</td>
<td>1614</td>
<td>859</td>
</tr>
<tr>
<td>preparation courses.</td>
<td></td>
<td>2.28</td>
<td>13.49</td>
<td>54.97</td>
<td>29.26</td>
</tr>
<tr>
<td>Integration of technology throughout your teacher</td>
<td>2941</td>
<td>42</td>
<td>390</td>
<td>1643</td>
<td>866</td>
</tr>
<tr>
<td>preparation program.</td>
<td></td>
<td>1.43</td>
<td>13.26</td>
<td>55.87</td>
<td>29.45</td>
</tr>
<tr>
<td>Coherence between your coursework and field experiences</td>
<td>2936</td>
<td>52</td>
<td>372</td>
<td>1602</td>
<td>910</td>
</tr>
<tr>
<td>prior to student teaching.</td>
<td></td>
<td>1.77</td>
<td>12.67</td>
<td>54.56</td>
<td>30.99</td>
</tr>
<tr>
<td>Quality of field experiences prior to student teaching.</td>
<td>2938</td>
<td>34</td>
<td>298</td>
<td>1491</td>
<td>1115</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.16</td>
<td>10.14</td>
<td>50.75</td>
<td>37.95</td>
</tr>
<tr>
<td>Your student teaching placement site.</td>
<td>2942</td>
<td>40</td>
<td>106</td>
<td>783</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.36</td>
<td>3.60</td>
<td>26.61</td>
<td>68.42</td>
</tr>
</tbody>
</table>

*Note.* Data from items A2a-h.
Table 5. Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising on professional education program requirements.</td>
<td>2939</td>
<td>3.22</td>
<td>0.69</td>
</tr>
<tr>
<td>Advising on content course requirements.</td>
<td>2941</td>
<td>3.27</td>
<td>0.67</td>
</tr>
<tr>
<td>Quality of instruction in your teacher preparation courses.</td>
<td>2937</td>
<td>3.26</td>
<td>0.63</td>
</tr>
<tr>
<td>Balance between theory and practice in your teacher preparation courses.</td>
<td>2936</td>
<td>3.11</td>
<td>0.71</td>
</tr>
<tr>
<td>Integration of technology throughout your teacher preparation program.</td>
<td>2941</td>
<td>3.13</td>
<td>0.68</td>
</tr>
<tr>
<td>Coherence between your coursework and field experiences prior to student teaching.</td>
<td>2936</td>
<td>3.15</td>
<td>0.70</td>
</tr>
<tr>
<td>Quality of field experiences prior to student teaching.</td>
<td>2938</td>
<td>3.25</td>
<td>0.68</td>
</tr>
<tr>
<td>Your student teaching placement site.</td>
<td>2942</td>
<td>3.62</td>
<td>0.62</td>
</tr>
</tbody>
</table>

Note. Data from items A2a-h. Scale: 1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Satisfied; 4 = Very Satisfied.
Table 6. Would you recommend your teacher education program to other prospective teachers?

<table>
<thead>
<tr>
<th></th>
<th>n = 2929</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>1563</td>
<td>53.36</td>
</tr>
<tr>
<td>Probably yes</td>
<td>1049</td>
<td>35.81</td>
</tr>
<tr>
<td>Probably no</td>
<td>249</td>
<td>8.50</td>
</tr>
<tr>
<td>Definitely no</td>
<td>68</td>
<td>2.32</td>
</tr>
</tbody>
</table>

*Note.* Data from item A3. Respondents’ reasons for recommending or not recommending their teacher education program are included in Appendix D.
SECTION B. PREPARATION FOR TEACHING

Table 7. Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively teach the subject matter in my licensure area.</td>
<td>3040</td>
<td>35</td>
<td>1.15</td>
<td>133</td>
<td>994</td>
</tr>
<tr>
<td>Select instructional strategies to align with learning goals and standards.</td>
<td>3038</td>
<td>14</td>
<td>0.46</td>
<td>133</td>
<td>1002</td>
</tr>
<tr>
<td>Design activities where students engage with subject matter from a variety of perspectives.</td>
<td>3036</td>
<td>18</td>
<td>0.59</td>
<td>175</td>
<td>987</td>
</tr>
<tr>
<td>Account for students’ prior knowledge or experiences in instructional planning.</td>
<td>3028</td>
<td>21</td>
<td>0.69</td>
<td>178</td>
<td>1055</td>
</tr>
<tr>
<td>Design long-range instructional plans that meet curricular goals.</td>
<td>3035</td>
<td>60</td>
<td>1.98</td>
<td>342</td>
<td>1067</td>
</tr>
<tr>
<td>Regularly adjust instructional plans to meet students’ needs.</td>
<td>3030</td>
<td>35</td>
<td>1.16</td>
<td>232</td>
<td>992</td>
</tr>
<tr>
<td>Plan lessons with clear learning objectives/goals in mind.</td>
<td>Total Respondents</td>
<td>Disagree</td>
<td>Tend to Disagree</td>
<td>Tend to Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>n</td>
<td>3038</td>
<td>18</td>
<td>0.59</td>
<td>90</td>
<td>2.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>807</td>
<td>26.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2123</td>
<td>69.88</td>
</tr>
<tr>
<td>Design and modify assessments to match learning objectives.</td>
<td>3032</td>
<td>31</td>
<td>1.02</td>
<td>188</td>
<td>6.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>997</td>
<td>32.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1816</td>
<td>59.89</td>
</tr>
<tr>
<td>Provide students with meaningful feedback to guide next steps in learning.</td>
<td>3034</td>
<td>36</td>
<td>1.19</td>
<td>250</td>
<td>8.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1037</td>
<td>34.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1711</td>
<td>56.39</td>
</tr>
<tr>
<td>Engage students in self-assessment strategies.</td>
<td>3033</td>
<td>44</td>
<td>1.45</td>
<td>382</td>
<td>12.59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1117</td>
<td>36.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1490</td>
<td>49.13</td>
</tr>
<tr>
<td>Use formative and summative assessments to inform instructional practice.</td>
<td>3028</td>
<td>20</td>
<td>0.66</td>
<td>143</td>
<td>4.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>943</td>
<td>31.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1922</td>
<td>63.47</td>
</tr>
<tr>
<td>Understand issues of reliability and validity in assessment.</td>
<td>3031</td>
<td>42</td>
<td>1.39</td>
<td>267</td>
<td>8.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1046</td>
<td>34.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1676</td>
<td>55.30</td>
</tr>
<tr>
<td>Analyze appropriate types of assessment data to identify student learning needs.</td>
<td>3030</td>
<td>44</td>
<td>1.45</td>
<td>275</td>
<td>9.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1088</td>
<td>35.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1623</td>
<td>53.56</td>
</tr>
<tr>
<td>Differentiate assessment for all learners.</td>
<td>2926</td>
<td>51</td>
<td>1.74</td>
<td>324</td>
<td>11.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1037</td>
<td>35.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1514</td>
<td>51.74</td>
</tr>
<tr>
<td>Use digital and interactive technologies to achieve instructional goals.</td>
<td>Total Respondents</td>
<td>Disagree</td>
<td>Tend to Disagree</td>
<td>Tend to Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3033</td>
<td>55</td>
<td>1.81</td>
<td>357</td>
<td>11.77</td>
<td>1112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage students in using a range of technology tools to achieve learning goals.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3029</td>
<td>49</td>
<td>1.62</td>
<td>339</td>
<td>11.19</td>
<td>1109</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help students develop critical thinking processes.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3030</td>
<td>32</td>
<td>1.06</td>
<td>223</td>
<td>7.36</td>
<td>1146</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help students develop skills to solve complex problems.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3027</td>
<td>33</td>
<td>1.09</td>
<td>260</td>
<td>8.59</td>
<td>1156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand how interdisciplinary themes connect to core subjects.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3029</td>
<td>46</td>
<td>1.52</td>
<td>257</td>
<td>8.48</td>
<td>1128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Know where and how to access resources to build global awareness and understanding.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3030</td>
<td>53</td>
<td>1.75</td>
<td>355</td>
<td>11.72</td>
<td>1149</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help students analyze multiple sources of evidence to draw sound conclusions.</th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3030</td>
<td>56</td>
<td>1.85</td>
<td>252</td>
<td>8.32</td>
<td>1173</td>
</tr>
</tbody>
</table>

*Note.* Data from items B1a-t
Table 8. Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively teach the subject matter in my licensure area.</td>
<td>3040</td>
<td>3.55</td>
<td>0.64</td>
</tr>
<tr>
<td>Select instructional strategies to align with learning goals and standards.</td>
<td>3038</td>
<td>3.57</td>
<td>0.60</td>
</tr>
<tr>
<td>Design activities where students engage with subject matter from a variety of perspectives.</td>
<td>3036</td>
<td>3.54</td>
<td>0.63</td>
</tr>
<tr>
<td>Account for students’ prior knowledge or experiences in instructional planning.</td>
<td>3028</td>
<td>3.51</td>
<td>0.64</td>
</tr>
<tr>
<td>Design long-range instructional plans that meet curricular goals.</td>
<td>3035</td>
<td>3.36</td>
<td>0.76</td>
</tr>
<tr>
<td>Regularly adjust instructional plans to meet students’ needs.</td>
<td>3030</td>
<td>3.48</td>
<td>0.69</td>
</tr>
<tr>
<td>Plan lessons with clear learning objectives/goals in mind.</td>
<td>3038</td>
<td>3.66</td>
<td>0.57</td>
</tr>
<tr>
<td>Design and modify assessments to match learning objectives.</td>
<td>3032</td>
<td>3.52</td>
<td>0.66</td>
</tr>
<tr>
<td>Provide students with meaningful feedback to guide next steps in learning.</td>
<td>3034</td>
<td>3.46</td>
<td>0.70</td>
</tr>
<tr>
<td>Engage students in self-assessment strategies.</td>
<td>3033</td>
<td>3.34</td>
<td>0.75</td>
</tr>
<tr>
<td>Use formative and summative assessments to inform instructional practice.</td>
<td>3028</td>
<td>3.57</td>
<td>0.62</td>
</tr>
<tr>
<td>Understand issues of reliability and validity in assessment.</td>
<td>3031</td>
<td>3.44</td>
<td>0.71</td>
</tr>
<tr>
<td>Analyze appropriate types of assessment data to identify student learning needs.</td>
<td>3030</td>
<td>3.42</td>
<td>0.72</td>
</tr>
<tr>
<td>Differentiate assessment for all learners.</td>
<td>2926</td>
<td>3.37</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Use digital and interactive technologies to achieve instructional</td>
<td>3033</td>
<td>3.34</td>
<td>0.75</td>
</tr>
<tr>
<td>goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage students in using a range of technology tools to achieve</td>
<td>3029</td>
<td>3.36</td>
<td>0.74</td>
</tr>
<tr>
<td>learning goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students develop critical thinking processes.</td>
<td>3030</td>
<td>3.44</td>
<td>0.68</td>
</tr>
<tr>
<td>Help students develop skills to solve complex problems.</td>
<td>3027</td>
<td>3.41</td>
<td>0.69</td>
</tr>
<tr>
<td>Understand how interdisciplinary themes connect to core subjects.</td>
<td>3029</td>
<td>3.41</td>
<td>0.71</td>
</tr>
<tr>
<td>Know where and how to access resources to build global awareness</td>
<td>3030</td>
<td>3.33</td>
<td>0.75</td>
</tr>
<tr>
<td>and understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students analyze multiple sources of evidence to draw</td>
<td>3030</td>
<td>3.39</td>
<td>0.72</td>
</tr>
<tr>
<td>sound conclusions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Data from items B1a-t. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.
Table 9. Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Effectively teach students from culturally and ethnically diverse backgrounds and communities.</td>
<td>3032</td>
<td>71</td>
<td>2.34</td>
<td>288</td>
<td>9.50</td>
</tr>
<tr>
<td>Differentiate instruction for a variety of learning needs.</td>
<td>3032</td>
<td>49</td>
<td>1.62</td>
<td>249</td>
<td>8.21</td>
</tr>
<tr>
<td>Differentiate for students at varied developmental levels.</td>
<td>3028</td>
<td>56</td>
<td>1.85</td>
<td>300</td>
<td>9.91</td>
</tr>
<tr>
<td>Differentiate to meet the needs of students from various socioeconomic backgrounds.</td>
<td>3031</td>
<td>76</td>
<td>2.51</td>
<td>332</td>
<td>10.95</td>
</tr>
<tr>
<td>Differentiate instruction for students with IEPs and 504 plans.</td>
<td>3030</td>
<td>117</td>
<td>3.86</td>
<td>451</td>
<td>14.88</td>
</tr>
<tr>
<td>Differentiate instruction for students with mental health needs.</td>
<td>3029</td>
<td>182</td>
<td>6.01</td>
<td>589</td>
<td>19.45</td>
</tr>
<tr>
<td>Differentiate instruction for gifted and talented students.</td>
<td>3026</td>
<td>173</td>
<td>5.72</td>
<td>559</td>
<td>18.47</td>
</tr>
<tr>
<td>Differentiate instruction for English-language learners.</td>
<td>3027</td>
<td>145</td>
<td>4.79</td>
<td>500</td>
<td>16.52</td>
</tr>
<tr>
<td>Access resources to foster learning for students with diverse needs.</td>
<td>3028</td>
<td>89</td>
<td>2.94</td>
<td>381</td>
<td>12.58</td>
</tr>
</tbody>
</table>

Note. Data from items B2a-j.
Table 10. Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th>Task Description</th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively teach students from culturally and ethnically diverse backgrounds and communities.</td>
<td>3032</td>
<td>3.36</td>
<td>0.75</td>
</tr>
<tr>
<td>Differentiate instruction for a variety of learning needs.</td>
<td>3032</td>
<td>3.45</td>
<td>0.71</td>
</tr>
<tr>
<td>Differentiate for students at varied developmental levels.</td>
<td>3028</td>
<td>3.41</td>
<td>0.74</td>
</tr>
<tr>
<td>Differentiate to meet the needs of students from various socioeconomic backgrounds.</td>
<td>3031</td>
<td>3.35</td>
<td>0.77</td>
</tr>
<tr>
<td>Differentiate instruction for students with IEPs and 504 plans.</td>
<td>3030</td>
<td>3.24</td>
<td>0.84</td>
</tr>
<tr>
<td>Differentiate instruction for students with mental health needs.</td>
<td>3029</td>
<td>3.08</td>
<td>0.91</td>
</tr>
<tr>
<td>Differentiate instruction for gifted and talented students.</td>
<td>3026</td>
<td>3.09</td>
<td>0.89</td>
</tr>
<tr>
<td>Differentiate instruction for English-language learners.</td>
<td>3027</td>
<td>3.15</td>
<td>0.86</td>
</tr>
<tr>
<td>Access resources to foster learning for students with diverse needs.</td>
<td>3028</td>
<td>3.28</td>
<td>0.79</td>
</tr>
</tbody>
</table>

*Note. Data from items B2a-j. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.*
Table 11. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Clearly communicate expectations for appropriate student behavior.</td>
<td>3030</td>
<td>31</td>
<td>1.02</td>
<td>145</td>
<td>4.79</td>
</tr>
<tr>
<td>Use effective communication skills and strategies to convey ideas and information to students.</td>
<td>3030</td>
<td>24</td>
<td>0.79</td>
<td>100</td>
<td>3.30</td>
</tr>
<tr>
<td>Connect core content to real-life experiences for students.</td>
<td>3028</td>
<td>27</td>
<td>0.89</td>
<td>150</td>
<td>4.95</td>
</tr>
<tr>
<td>Help students work together to achieve learning goals.</td>
<td>3024</td>
<td>16</td>
<td>0.53</td>
<td>131</td>
<td>4.33</td>
</tr>
<tr>
<td>Develop and maintain a classroom environment that promotes student engagement.</td>
<td>3029</td>
<td>24</td>
<td>0.79</td>
<td>140</td>
<td>4.62</td>
</tr>
<tr>
<td>Respond appropriately to student behavior.</td>
<td>3027</td>
<td>74</td>
<td>2.44</td>
<td>289</td>
<td>9.55</td>
</tr>
<tr>
<td>Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.</td>
<td>3027</td>
<td>26</td>
<td>0.86</td>
<td>131</td>
<td>4.33</td>
</tr>
<tr>
<td>Help students regulate their own behavior.</td>
<td>3029</td>
<td>83</td>
<td>2.74</td>
<td>378</td>
<td>12.48</td>
</tr>
<tr>
<td>Effectively organize the physical environment of the classroom for instruction.</td>
<td>2951</td>
<td>63</td>
<td>2.13</td>
<td>202</td>
<td>6.85</td>
</tr>
</tbody>
</table>

*Note.* Data from items B3a-i.
Table 12. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly communicate expectations for appropriate student behavior.</td>
<td>3030</td>
<td>3.56</td>
<td>0.63</td>
</tr>
<tr>
<td>Use effective communication skills and strategies to convey ideas and information to students.</td>
<td>3030</td>
<td>3.61</td>
<td>0.59</td>
</tr>
<tr>
<td>Connect core content to real-life experiences for students.</td>
<td>3028</td>
<td>3.56</td>
<td>0.63</td>
</tr>
<tr>
<td>Help students work together to achieve learning goals.</td>
<td>3024</td>
<td>3.59</td>
<td>0.60</td>
</tr>
<tr>
<td>Develop and maintain a classroom environment that promotes student engagement.</td>
<td>3029</td>
<td>3.59</td>
<td>0.62</td>
</tr>
<tr>
<td>Respond appropriately to student behavior.</td>
<td>3027</td>
<td>3.42</td>
<td>0.76</td>
</tr>
<tr>
<td>Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.</td>
<td>3027</td>
<td>3.59</td>
<td>0.62</td>
</tr>
<tr>
<td>Help students regulate their own behavior.</td>
<td>3029</td>
<td>3.31</td>
<td>0.79</td>
</tr>
<tr>
<td>Effectively organize the physical environment of the classroom for instruction.</td>
<td>2951</td>
<td>3.49</td>
<td>0.72</td>
</tr>
</tbody>
</table>

Note. Data from items B3a-i. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.
Table 13. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Seek out learning opportunities that align with my professional development goals.</td>
<td>3028</td>
<td>43</td>
<td>1.42</td>
<td>286</td>
<td>9.45</td>
</tr>
<tr>
<td>Access the professional literature to expand my knowledge about teaching and learning.</td>
<td>3027</td>
<td>35</td>
<td>1.16</td>
<td>258</td>
<td>8.52</td>
</tr>
<tr>
<td>Collaborate with parents and guardians to support student learning.</td>
<td>3025</td>
<td>103</td>
<td>3.40</td>
<td>435</td>
<td>14.38</td>
</tr>
<tr>
<td>Collaborate with teaching colleagues to improve student performance.</td>
<td>3024</td>
<td>42</td>
<td>1.39</td>
<td>160</td>
<td>5.29</td>
</tr>
<tr>
<td>Use colleague feedback to support my development as a teacher.</td>
<td>3027</td>
<td>36</td>
<td>1.19</td>
<td>137</td>
<td>4.53</td>
</tr>
<tr>
<td>Uphold laws related to student rights and teacher responsibility.</td>
<td>3024</td>
<td>48</td>
<td>1.59</td>
<td>172</td>
<td>5.69</td>
</tr>
<tr>
<td>Act as an advocate for all students.</td>
<td>2924</td>
<td>14</td>
<td>0.48</td>
<td>78</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Note. Data from items B4a-f.
Table 14. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek out learning opportunities that align with my professional</td>
<td>3028</td>
<td>3.42</td>
<td>0.72</td>
</tr>
<tr>
<td>development goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access the professional literature to expand my knowledge</td>
<td>3027</td>
<td>3.45</td>
<td>0.70</td>
</tr>
<tr>
<td>about teaching and learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with parents and guardians to support student</td>
<td>3025</td>
<td>3.26</td>
<td>0.83</td>
</tr>
<tr>
<td>learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with teaching colleagues to improve student</td>
<td>3024</td>
<td>3.54</td>
<td>0.66</td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use colleague feedback to support my development as a teacher.</td>
<td>3027</td>
<td>3.57</td>
<td>0.64</td>
</tr>
<tr>
<td>Uphold laws related to student rights and teacher</td>
<td>3024</td>
<td>3.55</td>
<td>0.68</td>
</tr>
<tr>
<td>responsibility.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act as an advocate for all students.</td>
<td>2924</td>
<td>3.67</td>
<td>0.55</td>
</tr>
</tbody>
</table>

*Note.* Data from items B4a-f. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.
SECTION C. STUDENT TEACHING

Table 15. University or College Supervisor. (A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate.) My university or college supervisor…

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Was available when I needed help.</td>
<td>3025</td>
<td>42</td>
<td>1.39</td>
<td>98</td>
<td>3.24</td>
</tr>
<tr>
<td>Acted as a liaison between me and the school.</td>
<td>3021</td>
<td>88</td>
<td>2.91</td>
<td>186</td>
<td>6.16</td>
</tr>
<tr>
<td>Gave me constructive feedback on my teaching.</td>
<td>3024</td>
<td>49</td>
<td>1.62</td>
<td>115</td>
<td>3.80</td>
</tr>
<tr>
<td>Helped me understand my roles and responsibilities as a student teacher.</td>
<td>3022</td>
<td>48</td>
<td>1.59</td>
<td>105</td>
<td>3.47</td>
</tr>
<tr>
<td>Helped me develop as a reflective practitioner.</td>
<td>3019</td>
<td>52</td>
<td>1.72</td>
<td>89</td>
<td>2.95</td>
</tr>
</tbody>
</table>

Note. Data from items C1a-e.
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Table 16. University or College Supervisor. (A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate.)

My university or college supervisor…

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was available when I needed help.</td>
<td>3025</td>
<td>3.73</td>
<td>0.59</td>
</tr>
<tr>
<td>Acted as a liaison between me and the school.</td>
<td>3021</td>
<td>3.58</td>
<td>0.74</td>
</tr>
<tr>
<td>Gave me constructive feedback on my teaching.</td>
<td>3024</td>
<td>3.71</td>
<td>0.62</td>
</tr>
<tr>
<td>Helped me understand my roles and responsibilities as a student teacher.</td>
<td>3022</td>
<td>3.71</td>
<td>0.61</td>
</tr>
<tr>
<td>Helped me develop as a reflective practitioner.</td>
<td>3019</td>
<td>3.71</td>
<td>0.61</td>
</tr>
</tbody>
</table>

Note. Data from items C1a-e. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.
Table 17. To the best of your knowledge, how many times did your university or college supervisor visit your student teaching classroom when you were actively teaching?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>59</td>
<td>2.03</td>
</tr>
<tr>
<td>1-2</td>
<td>208</td>
<td>7.16</td>
</tr>
<tr>
<td>3-4</td>
<td>1062</td>
<td>36.57</td>
</tr>
<tr>
<td>5-6</td>
<td>875</td>
<td>30.13</td>
</tr>
<tr>
<td>7-8</td>
<td>371</td>
<td>12.78</td>
</tr>
<tr>
<td>9-10</td>
<td>135</td>
<td>4.65</td>
</tr>
<tr>
<td>More than 10</td>
<td>194</td>
<td>6.68</td>
</tr>
</tbody>
</table>

Note. Data from item C2.
Table 18. To the best of your knowledge, how many times did you discuss your student teaching in face-to-face conferences with your university or college supervisor? Include/count conversations longer than 10 minutes.

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>59</td>
<td>2.03</td>
</tr>
<tr>
<td>1-2</td>
<td>208</td>
<td>7.16</td>
</tr>
<tr>
<td>3-4</td>
<td>1062</td>
<td>36.57</td>
</tr>
<tr>
<td>5-6</td>
<td>875</td>
<td>30.13</td>
</tr>
<tr>
<td>7-8</td>
<td>371</td>
<td>12.78</td>
</tr>
<tr>
<td>9-10</td>
<td>135</td>
<td>4.65</td>
</tr>
<tr>
<td>More than 10</td>
<td>194</td>
<td>6.68</td>
</tr>
</tbody>
</table>

Note. Data from item C3.

Table 19. Besides your university or college supervisor, did anyone else from your university or college visit you at your student teaching site?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>529</td>
<td>17.63</td>
</tr>
<tr>
<td>No</td>
<td>2472</td>
<td>82.37</td>
</tr>
</tbody>
</table>

Note. Data from item C4.
Table 20. If yes, check all that apply.

<table>
<thead>
<tr>
<th>Role</th>
<th>n</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other university or college supervisor</td>
<td>130</td>
<td>24.57</td>
</tr>
<tr>
<td>University or college’s field experience coordinator/supervisor</td>
<td>169</td>
<td>31.95</td>
</tr>
<tr>
<td>Teacher education faculty</td>
<td>178</td>
<td>33.65</td>
</tr>
<tr>
<td>Content faculty</td>
<td>86</td>
<td>16.26</td>
</tr>
<tr>
<td>Other faculty</td>
<td>37</td>
<td>6.99</td>
</tr>
<tr>
<td>Graduate student</td>
<td>28</td>
<td>5.29</td>
</tr>
<tr>
<td>Peer teacher candidate</td>
<td>86</td>
<td>16.26</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>9.07</td>
</tr>
</tbody>
</table>

*Note. Data from item C4. Includes respondents who answered “yes” to the item in Table 21.*
Table 21. If you experienced significant challenges during your student teaching, did you receive the help you needed?

<table>
<thead>
<tr>
<th></th>
<th>n = 3000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>Yes</td>
<td>1225</td>
</tr>
<tr>
<td>No</td>
<td>154</td>
</tr>
<tr>
<td>Does not apply</td>
<td>1621</td>
</tr>
</tbody>
</table>

*Note.* Data from item C5.

Table 22. Cooperating Teacher/Co-Teacher. *(A cooperating teacher is the teacher in an educational setting who works with, helps, and advises the teacher candidate.*) Please respond based on your most recent student teaching placement. My cooperating teacher/co-teacher...

<table>
<thead>
<tr>
<th></th>
<th>Total Respondents</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
</tr>
<tr>
<td>Provided adequate opportunities for me to observe the classroom.</td>
<td>3014</td>
<td>13</td>
<td>0.43</td>
<td>34</td>
<td>1.13</td>
</tr>
<tr>
<td>Provided adequate time for planning.</td>
<td>3014</td>
<td>36</td>
<td>1.19</td>
<td>108</td>
<td>3.58</td>
</tr>
<tr>
<td>Helped me with classroom management.</td>
<td>3010</td>
<td>36</td>
<td>1.20</td>
<td>101</td>
<td>3.36</td>
</tr>
<tr>
<td>Made me feel welcome.</td>
<td>3010</td>
<td>42</td>
<td>1.40</td>
<td>77</td>
<td>2.56</td>
</tr>
<tr>
<td>Gave me constructive feedback on my teaching.</td>
<td>3015</td>
<td>51</td>
<td>1.69</td>
<td>131</td>
<td>4.34</td>
</tr>
<tr>
<td>Let me experiment with my own teaching ideas.</td>
<td>3014</td>
<td>52</td>
<td>1.73</td>
<td>111</td>
<td>3.68</td>
</tr>
<tr>
<td>Included me in parent-teacher conferences, school meetings, and other professional experiences.</td>
<td>Total Respondents</td>
<td>Disagree</td>
<td>Tend to Disagree</td>
<td>Tend to Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>n</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
<td>Percent</td>
<td>#</td>
</tr>
<tr>
<td>3011</td>
<td>20</td>
<td>0.66</td>
<td>40</td>
<td>1.33</td>
<td>283</td>
</tr>
<tr>
<td>Included me in parent-teacher conferences, school meetings, and other professional experiences.</td>
<td>3010</td>
<td>17</td>
<td>0.56</td>
<td>46</td>
<td>1.53</td>
</tr>
<tr>
<td>Helped me develop as a reflective practitioner.</td>
<td>3017</td>
<td>37</td>
<td>1.23</td>
<td>108</td>
<td>3.58</td>
</tr>
<tr>
<td>Helped me plan differentiated instruction for a variety of learning needs.</td>
<td>3013</td>
<td>93</td>
<td>3.09</td>
<td>167</td>
<td>5.54</td>
</tr>
<tr>
<td>Helped me use student data to inform instruction.</td>
<td>3009</td>
<td>84</td>
<td>2.79</td>
<td>167</td>
<td>5.55</td>
</tr>
</tbody>
</table>

*Note.* Data from items C6a-k.
Table 23. Cooperating Teacher/Co-Teacher. (A cooperating teacher is the teacher in an educational setting who works with, helps, and advises the teacher candidate.) Please respond based on your most recent student teaching placement.
My cooperating teacher/co-teacher…

| Provided adequate opportunities for me to observe the classroom. | 3014 | 3.88 | 0.39 |
| Provided adequate time for planning. | 3014 | 3.78 | 0.56 |
| Helped me with classroom management. | 3010 | 3.78 | 0.56 |
| Made me feel welcome. | 3010 | 3.82 | 0.53 |
| Gave me constructive feedback on my teaching. | 3015 | 3.73 | 0.62 |
| Let me experiment with my own teaching ideas. | 3014 | 3.76 | 0.60 |
| Included me in parent-teacher conferences, school meetings, and other professional experiences. | 3011 | 3.86 | 0.43 |
| Shared ideas and materials. | 3010 | 3.86 | 0.43 |
| Helped me develop as a reflective practitioner. | 3017 | 3.76 | 0.57 |
| Helped me plan differentiated instruction for a variety of learning needs. | 3013 | 3.64 | 0.73 |
| Helped me use student data to inform instruction. | 3009 | 3.66 | 0.71 |

Note. Data from items C6a-k. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.
SECTION D. FUTURE PLANS

Table 24. How long do you plan to teach?

<table>
<thead>
<tr>
<th></th>
<th>n = 2947</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>1-2 years</td>
<td>26</td>
</tr>
<tr>
<td>3-5 years</td>
<td>130</td>
</tr>
<tr>
<td>6-10 years</td>
<td>268</td>
</tr>
<tr>
<td>11 or more years</td>
<td>2471</td>
</tr>
<tr>
<td>I do not plan to teach</td>
<td>52</td>
</tr>
</tbody>
</table>

*Note.* Data from item D1.
Table 25. Where would you consider teaching? Mark all that apply.

<table>
<thead>
<tr>
<th>Location</th>
<th>n = 3061</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>1851</td>
<td>60.47</td>
</tr>
<tr>
<td>North Dakota</td>
<td>605</td>
<td>19.76</td>
</tr>
<tr>
<td>West Virginia</td>
<td>370</td>
<td>12.09</td>
</tr>
<tr>
<td>South Dakota</td>
<td>299</td>
<td>9.77</td>
</tr>
<tr>
<td>Ohio</td>
<td>138</td>
<td>4.51</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>132</td>
<td>4.31</td>
</tr>
<tr>
<td>Virginia</td>
<td>103</td>
<td>3.36</td>
</tr>
<tr>
<td>Kentucky</td>
<td>94</td>
<td>3.07</td>
</tr>
<tr>
<td>Alaska</td>
<td>92</td>
<td>3.01</td>
</tr>
<tr>
<td>Nebraska</td>
<td>87</td>
<td>2.84</td>
</tr>
<tr>
<td>South Carolina</td>
<td>78</td>
<td>2.55</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>69</td>
<td>2.25</td>
</tr>
<tr>
<td>North Carolina</td>
<td>68</td>
<td>2.22</td>
</tr>
<tr>
<td>Florida</td>
<td>50</td>
<td>1.63</td>
</tr>
<tr>
<td>Montana</td>
<td>49</td>
<td>1.60</td>
</tr>
<tr>
<td>Wyoming</td>
<td>47</td>
<td>1.54</td>
</tr>
<tr>
<td>Omaha</td>
<td>47</td>
<td>1.54</td>
</tr>
<tr>
<td>Maryland</td>
<td>47</td>
<td>1.54</td>
</tr>
<tr>
<td>Illinois</td>
<td>31</td>
<td>1.01</td>
</tr>
<tr>
<td>Iowa</td>
<td>20</td>
<td>0.65</td>
</tr>
<tr>
<td>Colorado</td>
<td>13</td>
<td>0.42</td>
</tr>
<tr>
<td>American Indian Reservation</td>
<td>331</td>
<td>10.81</td>
</tr>
<tr>
<td>Other States in the US</td>
<td>1128</td>
<td>36.85</td>
</tr>
<tr>
<td>Outside the U.S.</td>
<td>553</td>
<td>18.07</td>
</tr>
<tr>
<td>Other</td>
<td>71</td>
<td>2.32</td>
</tr>
</tbody>
</table>

Note. Data from item D2.
SECTION E. YOUR BACKGROUND

Table 26. What is your gender?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>717</td>
<td>23.85</td>
</tr>
<tr>
<td>Female</td>
<td>2289</td>
<td>76.15</td>
</tr>
</tbody>
</table>

Note. Data from item E1.

Table 27. What is your race/ethnicity?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>#</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>46</td>
<td>1.50</td>
</tr>
<tr>
<td>Asian</td>
<td>90</td>
<td>2.94</td>
</tr>
<tr>
<td>Black or African American</td>
<td>68</td>
<td>2.22</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>92</td>
<td>3.01</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>6</td>
<td>0.20</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>2626</td>
<td>85.79</td>
</tr>
<tr>
<td>Other</td>
<td>41</td>
<td>1.34</td>
</tr>
</tbody>
</table>

Note. Data from item E3.
Table 28. Is English your native language?

<table>
<thead>
<tr>
<th></th>
<th>n = 2896</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2786</td>
<td>96.20</td>
</tr>
<tr>
<td>No</td>
<td>110</td>
<td>3.80</td>
</tr>
</tbody>
</table>

*Note.* Data from item E4.

Table 29. Do you fluently speak a language other than English?

<table>
<thead>
<tr>
<th></th>
<th>n = 2894</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>320</td>
<td>11.06</td>
</tr>
<tr>
<td>No</td>
<td>2574</td>
<td>88.94</td>
</tr>
</tbody>
</table>

*Note.* Data from item E5.
Appendix A: 2017 Exit Survey Exploratory Factor Analysis

An exploratory factor analysis was performed to test the validity and reliability of the Exit Survey data, which includes Part A, Your Program; Part B, Preparation for Teaching; and Part C, Student Teaching. Other sections of the survey were not included since they do not contain scale-level data. An exploratory factor analysis (EFA) helps to make decisions on which survey items should be retained, revised or eliminated from each section based on how well they contribute to the overall understanding of the construct.

Methodology
The correlation, reliability matrix, and exploratory factor analysis were conducted using SAS 9.4, PROC CORR and PROC FACTOR procedures. To compute the factors and evaluate the latent structure of the items for each part of the survey, the principal axis method with varimax rotation was utilized. The determinant, Kaiser-Meyer-Olkin (KMO), and Bartlett test were conducted to test the assumptions before performing the factor analysis. The determinant suggests whether items are too close to run the analysis; KMO ensures enough survey items are predicted by each factor; the Bartlett tests whether the items have sufficient correlations to perform the factor analysis.

Results Summary
Test of Assumptions
Assumptions of sampling adequacy (KMO) and normal distribution across samples (Bartlett’s Test) were both met for all parts of the Exit Survey. However, the determinant was lower than ideal for Parts B and C, which indicates potential problems with collinearity, indicating that some variables are highly correlated and are likely redundant. The test results were similar to the 2014-2015 Exit Survey data.

Part A
Correlations were calculated to determine relationships among items. According to Cohen (1988), correlation coefficients between 0.1 and 0.29 represent a weak correlation between two variables, 0.3 and 0.49 suggest a moderate correlation, and coefficients from 0.5 to 1.0 are strong correlations. Based on this guideline, most of the bivariate correlations among items in Part A were moderate, ranging from weak (.191) to strong (.736). Item a2h_site had weak correlations with all other items in Section A2, indicating this item might represent a separate construct from others in Section A2.

Two factors retained in Section A2. Items a2c_inst, a2d_bal, a2e_tech, a2f_coh, a2g_prior, and a2h_site loaded onto Factor 1 (related to Program Quality) and items a2a_educ and a2b_cont loaded onto Factor 2 (related to Advising). All of the items had strong factor loadings ranging from .52 to .75.

Part B: Preparation for Teaching
An EFA was completed for Part B, which contains four sections: Section B1, Instructional Practice; Section B2, Diverse Learners; Section B3, Learning Environment; and Section B4, Professionalism. All 46 items in Part B were included in this analysis. Five factors were retained in the factor analysis, in total accounting 95% of the variance. The factor loadings were good for all retained items, ranging from .40 to .73.
Table 1. Section B: “Preparation for Teaching” Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Items</th>
<th>Primary Topic</th>
<th>Variance Explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b1a_subj, b1b_strat, b1c_pers, b1d_prior, b1e_goals, b1f_adj, b1g_plan, b1h_match, b1i_fdbk, b1j_self, b1k_assess, b1l_rel, b1m_approp, b1mm_diff, b1p_criti, b1q_complex, b1r_itdsp, and b1t_conc</td>
<td>Instructional Practice</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>b2a_ethn, b2b_diff, b2c_dev, b2d_socio, b2e_IEP, b2f_mentl, b2g_gift, b2h_ELL, and b2i_resour</td>
<td>Diverse Learners</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>b3a_expec, b3b_comm, b3c_real, b3d_work, b3e_envi, b3f_behav, b3g_diff, b3h_reg, b3i_phys, and b4g_advo</td>
<td>Learning Environment</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>b4a_opp, b4b_lite, b4c_pare, b4d_coll, b4e_dev, and b4f_legal</td>
<td>Professionalism</td>
<td>13%</td>
</tr>
<tr>
<td>5</td>
<td>b1n_digi, b1o_range, and b1s_glbl</td>
<td>Technology and Resources</td>
<td>11%</td>
</tr>
</tbody>
</table>

Section B1: Instructional Practice
Eighteen items from Section B1, Instructional Practice, loaded onto Factor 1, as shown in Table 3. All of these items related to instructional practice. Items b1t_conc and b1s_glbl cross loaded with Factor 5, Technology and Resources, while b1mm_diff cross loaded with Factor 2, Learning Environment. These two cross-loaded items in Factor 1 may contribute to the ambiguous loading.

Three items b1n_digi b1o_range, and b1s_glbl, loaded onto Factor 5, Technology and Resources. This is similar with findings from the 2014-2015 Exit Survey factor analysis, except the item b1t_conc loaded onto Factor 1.

Section B2: Diverse Learners
All items in Section B2 loaded highest onto Factor 2 indicating that Section B2 represents one scale related to diverse learners. In addition, there is no items cross loaded with other factors in Section B2.

Section B3: Learning Environment
All items from Section B3 and item b4g_advo from Section B4 loaded strongly onto Factor 3. This suggests that these items represent one scale related to learning environment. Item b4g_advo closely cross loaded with Factor 1, suggesting this item might be ambiguous loading onto either Factor 1 or Factor 3.

Section B4: Professionalism
All items in Section 4 cross loaded onto Factor 4, Professionalism, except the item b4g_advo loaded onto Section 3. This suggests that these items can be used to measure one Professionalism scale for future analysis. No items cross loaded onto other factors, indicating that these items make up on construct.

Part C
All items in Section C1 had strong bivariate correlations ranging from .665 to .819, potentially indicating student teachers who perceived their supervisors to be strong in one area also perceived them to be strong in other areas. Section C6 items all had moderate to strong bivariate correlations ranging from .430 to .791. Correlations between the two sections (C1 & C6) are weak, suggesting student teachers’ perceptions of their faculty supervisor and cooperating teacher might not correlate with each other. Two factors were retained in the factor analysis. Factor 1 accounted 64% of the variance and Factor 2 accounted 35% of the variance. Factor loadings were strong, ranging from .62 to .89.

Table 2. Part C: “Student Teaching” Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Items</th>
<th>Primary Topic</th>
<th>Variance Explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>c6a_opp, c6b_time, c6c_clas, c6d_welc, c6e_fdbk, c6f_exp, c6g_incl, c6h_shar, c6i_dev, c6j_plan, and c6k_data</td>
<td>Cooperating Teaching</td>
<td>64%</td>
</tr>
</tbody>
</table>
Instrument Reliability
The reliability of the scales suggested by the factor loadings was assessed using Cronbach’s alpha. All reliability estimates are included in Table 7.

Table 3. Reliability Analysis

<table>
<thead>
<tr>
<th>Part</th>
<th>Scale</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section A2: Program Structure/Quality—Overall</td>
<td>0.85</td>
</tr>
<tr>
<td>A</td>
<td>Advising</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Program Quality</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td>Part B: Preparation for Teaching—Overall</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>Instructional Practice</td>
<td>0.91</td>
</tr>
<tr>
<td>B</td>
<td>Learning Environment</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Diverse Learners</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>Technology and Resources</td>
<td>0.86</td>
</tr>
<tr>
<td></td>
<td>Sections C1: University/College Supervisor and C6: Cooperating Teacher/Co-teacher—Overall</td>
<td>0.92</td>
</tr>
<tr>
<td>C</td>
<td>Cooperating Teacher</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>University/College Supervisor</td>
<td>0.93</td>
</tr>
</tbody>
</table>

The alpha coefficients are all greater than .70, indicating good internal consistency for these constructs.

The factor analysis conducted suggests that the scales identified by the 2016-2017 Exit Survey data have relatively good reliability as a measure of these constructs. As discussed in the previous sections, revising and eliminating some items could potentially increase the validity and reliability of the instrument. All the possible revisions depend on the survey purpose.

References

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Appendix B: Guidelines for Writing about Common Metrics Data and Surveys

The NExT Common Metrics group supports excellence in teacher preparation through research and use of valid and reliable instruments for program improvement. The Common Metrics data offer numerous opportunities to researchers, and we are excited to promote this work. The following list provides guidelines for appropriate reference and citations when referring to the data and surveys. These guidelines apply to both formal and informal writing about Common Metrics data and surveys.

- The surveys may not be presented in full or part (i.e., the survey may not be provided in the appendices or a list of survey items in a results table).

- Survey items may not be presented word-for-word; rather, the topic of the item can be presented (e.g., instructing English learners or providing feedback). Sharing of specific items is a violation of copyright.

- When reporting about single items, make clear that the items were extracted from an instrument that is meant to be used in whole and that the items are part of factors that include multiple items. Validity and reliability data only apply to intact factors and surveys.

- Reporting should focus on outcomes. We recommend that results are presented by factor. (See factor analysis reports.)

- Please note that while the data belong to the institution, the surveys are owned by NExT. NExT surveys should be cited in formal and informal writing and presentations. This is the citation format recommended by NExT complying with APA guidelines:


Appendix C: Narrative Responses

*Note.* The responses were not cleaned for spelling or grammar and names of individuals were redacted.

**Table 1. If you completed a K-12 licensure program, indicate your subject area “other” responses:**

- K-12 Dance & Theater Arts
- Special Education
- Elementary Education
- Middle School Science
- Communication/Art/Literature
- Autism Spectrum Disorder
- Emotional Behavior Disorder
- Autism Spectrum Disorder
- Middle School Math Minor
- Developmental Adapted Physical Education
- Academic and Behavioral Specialist (ABS)
- Developmental Adapted Physical Education
- Autism Spectrum Disorder
- Academic and Behavioral Specialist (ABS)
- Emotional Behavior Disorder
- Special Education
- Social Studies
- sped
- Special Education
- Academic Behavior Strategist
- Special Education: Developmental Disabilities
- Health and DAPE
- Special Education Developmental Disabilities
- Family and Consumer Science
- Middle Level
- Middle Level & German
- Business Education
- Special Education

**Table 2. If you completed a secondary education licensure program, indicate your subject area “other” responses:**

- Music
- Art
- History
- Communications
- Band/Choir/Piano Music Ed.

**A3. Would you recommend your teacher education program to other prospective teachers?**

- Some of the workshops were helpful especially with classroom management. The edTPA workshops were great and helped me pace myself throughout this entire process.
- I had a primarily positive experience in my teacher preparation program at [redacted] and have suggested it to others who are beginning their education journey.
- I am very satisfied with my experience at [redacted]. The course options and times that classes are offered can fit most people's schedules. The tuition amount is very reasonable in comparison to other graduate programs in the
area. My experience at [redacted] has been wonderful!

- A handful of incredible instructors, and a progressive general understanding of education.
- Some teachers were better than others in regards to relevance, but all shared a common curriculum, which made the classes seems sequential and necessary.
- The small class sizes and ease of class scheduling made my time at [redacted] valuable. Professors had the time and availability to answer questions both inside and outside of classes and seemed to enjoy building relationships with their students.
- Advising was not present at all. I had to organize all of my own education. The department put the department before the student every time. The department made grave errors in set up of classes.
- The program made sure I was prepared in all educational settings.
- The teachers for this program are extremely competent and enthusiastic about what they are teaching.
- I think the [redacted] program is a very good fit for working adults like myself.
- I really enjoyed working with [redacted]. [redacted] has a great teacher prep program, as I felt well-prepared for student teaching.
- I felt that [redacted] gave me a solid education and a foundation to build on for the future.
- Preparation courses were in line with addressing all 10 standards in a comprehensible way.
- I feel the classes prepared me well, yet I wouldn't recommend [redacted] in general.
- The teaching program was well organized and facilitated my learning.
- The program was fine.
- I felt that [REDACTED] testing wasn't explained in advance. I also felt that edTPA could have been explained better and with better examples. I'm a visual person and when it came time to the end of edTPA I was lost on some of the commentary stuff and instructional material requirements.
- I began at [redacted] in 2014 in the [redacted] program. I appreciate the flexibility of class schedule as an adult learner.
- I feel that the program has helped prepare me to be a good teacher, and I think the school's mission and focus on urban education are important for this.
- I feel as prepared as I could be to be a new teacher.
- The program requirements can be very confusing. I frequently had to ask for help with questions about what to register for, where to get a field placement, how to use moodle or tk20. The staff at [redacted] were always willing to help me navigate the program requirements, they answered my questions quickly, or directed me to a person who could help. I felt supported in my endeavors, even when I felt a bit lost. On top of that, the professors who taught my courses were well prepared, challenging, and approachable. I knew what was expected in each course, and I felt supported in completing the assignments.
- I felt the program focused too much on theory and not enough on practice and content. I also felt like communication could have been more clear. Many things felt disorganized, and in general I was often frustrated with the amount of time I had to put in to find clarification on matters. Placement for field hours took too long especially when considering the timeline for the work required. After edTPA, it seems if we were taught to the test, which is understandable. Maybe I just didn't quite understand what the program was when I enrolled, therefore my expectations weren't met.
- My advisor quit a month before the school year started and I got placed with a new advisor very last minute. This advisor was absolutely amazing, however, I do not feel that it was fair the the student teachers on her caseload her the advisor herself for having to take on the job of two advisors. She did an amazing job of balancing everything, however, it was clear that she had a lot on her plate. I just do not feel that the University handled this well.
- The teacher preparation program I highly recommend to prospective teachers if they are looking for a program that works around people who work part or full-time jobs. It was extremely beneficial to have evening classes and the professors are incredibly accommodating to us who work and go to school at the same time. I always tell people [redacted] is one of the only programs that offers this kind of arrangement for a teaching degree. I also strongly believe that this program advocates for teachers to be culturally responsive and prepares us for in-classroom experience in multiple settings.
- The program at [redacted] was really great in a lot of ways, but it also left a lot to be desired. For instance, the first time I was told that I needed to complete [REDACTED] tests before student teaching was the student teaching seminar in December. That's not a lot of time to complete those tests. As I was looking through the tests, I noticed that there was a form where you can align each [REDACTED] test/subtest with certain courses you take. It would have been so amazing if the Ed Department would have pushed students to take tests while taking certain courses, so that the information was fresh in our minds and so we would know the requirements to get licensed way earlier. I know this is kind of the way it is for most education programs, but there was so much theory and not a lot of
application of theory. I think I would have remembered so much more if we had more application of the theory. For instance, learning about the theories in child psychology and then watching videos of students that reinforced or challenged those theories. This isn’t so much about the content, but I had three different advisors in three years in the Ed office. It was jarring, it was hard to find stability and advice through my advisors, and I was never told why my advisor had been switched. I felt inconsequential, like I was just being tossed around to whoever. I really wish I could have had the same advisor the whole time. Overall, I really did have a good experience in the program, I just think there are definitely some improvements that could be made.

• There is a lot of support from advisors and instructors - they genuinely want to help you be successful.
• I would most likely not recommend [redacted] because of a few reasons. The quality and coherence between courses and field experience were not what I think they should have been. I do not think they gave me enough opportunities to teach students before student teaching. Also, I do not think there was enough opportunities or courses to unpack the social studies secondary content because it is one course for an area that has so many aspects.
• Overall, I felt the instructors were instructing from their professional experience and could share current, real-time situations teachers are faced with. There has been a genuine concern for my success and understanding. Most instructors invited teacher candidates into their workspace if needed for observations, questions, and mentoring. The program also has a great focus on addressing students as individuals and addressing all of their needs beyond academics. [redacted] has done an outstanding job being clear in what needs to be completed. which classes need to be taken and she has been motivational. One area where I have been somewhat disappointed is with the instructor diversity in gender, race, and ethnicity. I understand the lack of diversity is a reflection of the current public school demographics, still, I would have liked to experience more diversity. I believe hearing underrepresented teacher experiences would have been more beneficial for all teaching candidates. The use of and teaching technology was also an area that lacked. As schools advance with technology, more use in the teaching program would offer better preparation.
• I would recommend this teacher preparation program to another prospective teacher, because this program has taught me how to incorporate diversity within my teaching and it has helped to prepare me with the confidence to teach in front of a classroom. I feel that most of the professors in the education department provide you with helpful ways to teach successfully with all students. There are certain viewpoints that are pushed upon you by professors that I didn't always agree with, but for the most part, all professors do their best to be inclusive of all students and all ideas.
• I would recommend the program to them, but share with them all the information I didn't receive until 2 months before my student teaching. e.g. required tests, available schools to student teach at, and warn them of the frustrating process/estimated time-line.
• I actually did recommend [redacted] to a prospective teacher. I think it is a very strong program with good teachers and a nice balance between theory and practice. I also like the focus on urban education. I also like that professors and administrator are available for any questions or concerns. It is that type of personal experience that sets [redacted] apart.
• The individualized attention from both Professors and Administration was phenomenal. I felt supported as I worked to integrate pedagogy content and my subject content. And the pacing allowed me to fully absorb the information.
• I was satisfied with most aspects of this program, but it had some downfalls. I feel that field experience should be limited to the 30/30/30 that the degree requires. It wasn't exactly a waste of time because I think that that is where you learn the most, but it was overly expected with over 120+ hours throughout the program. Also the EdTPA should not be something that is required during student teaching. It has an adverse effect on the process of student teaching, because all we are wary of is this looming project. Instead we could be focusing on our students, the experience, and the many other aspects of student teaching. I feel that the program could be more streamlined and efficient.
• My experiences at [redacted] in their teacher preparation program were incredibly insightful, inspiring, and impactful. For the most part, I felt that my teachers were supportive while challenging me to push myself to grow as a teacher. I appreciate that the program is geared towards working adults, which the professors are also understanding of, as the needs of family, work, and school are sometimes challenging to balance.
• I think that [redacted] has a great program that really focuses on urban education. We are not teaching only white students or students who are similar to us. We are teaching a range of students who come in with so many experiences and that makes a difference in the classroom. [redacted] prepares and supports you to do just that. Also [redacted] has a great community overall and is in a great place right in the center of the city and that brings its own set of experiences.
• This program will get students ready to become a teacher. To succeed in the program you need to be hard working
and challenge yourself to be better.

- The community of educators is very welcoming and the instructors are always available to assist.
- Overall the program has been helpful but I think there has been a lack of communication between music ed and the education department. For example, I didn't know about the [REDACTED]s until the end of my junior year, I think I should’ve known about this before. Also, I’ve had many questions over the years about tk20 that my advisor couldn’t answer until he talked to someone else and it felt like a waste of time.
- I was disappointed that the program is touted as one that caters to working adults with families. Oftentimes, the class days and times offered for some courses did not allow one to balance work/home/student life. Also, the initial meetings I had my advisors indicated that you could only take 21 credits as dual grad/undergrad courses. This changed at some point in 2017, but it was not communicated and it upsets me that I missed out taking 3 credits as a dual course. I was also disappointed that the Master’s program tracks were all eliminated but one. In addition, I wish that I had been exposed to language demand and function and syntax and discourse prior to edTPA. Had I even had to do one lesson plan with these elements, I would have felt more confident and prepared when it came to doing my edTPA. I didn't feel comfortable with the work I produced and second guessed my responses due to never had been exposed to that vocabulary. Those elements were something that I was already doing in my teaching, all day, everyday but hadn't ever had a name tied to them.
- The teacher preparation program I was in was very fulfilling to attend. I believe I was as prepared as I could be for my teacher placement because of my advisor/ professor [redacted], as well as the methods courses I attended.
- The program itself is very disorganized and isn't set up very well. The staff that is supposed to support and help the teacher candidate don't know what they are doing or they are very bad at what they do. They do not keep in contact with the teacher candidate about important things such as keeping track of where they are sending the student teachers and there is overall a general lack of communication. The teacher candidate has to initiate a conversation in order to find out some sort of information or they get a very round about answer that doesn't help the teacher candidate at all. I am going to be continuing on with my Masters and it would make sense to continue at [redacted], but because of their incompetence I will be seeking further education else where. This program and college discourages me from becoming a teacher. Most of the staff have PHDs and they don't know what they are doing. How do they expect new teacher candidates who are looking to these staff members as mentors to comply and meet deadlines when they are so disorganized and at times don't know what they are doing.
- I feel that the program at [redacted] was a great fit for someone who wanted to keep working but also further their education and get their teaching licence. The professors are great and very helpful when preparing you for your student teacher experience.
- [redacted]'s professors and staff are very helpful and personable. You can tell that they really want you to succeed and will help you succeed.
- I would as long as they already had experience working with the cooperating teacher, because the prospective teacher would already know the cooperating teacher’s expectations of leading the classroom.
- This is a great program for working adults.
- I believe there is a strong support system in the program. All educators want to see their students succeed and be great teachers.
- I feel that [redacted] provided a lot of valuable experiences, and is a well-known name in the education sector, but they need to work on supporting teachers one on one especially towards that end of the program.
- I would recommend the [redacted] program to anyone interested because the staff has been incredibly helpful and responsive to my needs. [redacted] fit my schedule and the pacing of the teacher licensing program was ideal.
- even though the theory wasn't super applicable, I learned a lot in the field experiences (despite them being chaotic). The issue of finding a placement for field experience (first only able to place me in the boys and girls club and [redacted] elementary) was irritating but ended up not being a major setback. my excellent student teaching placement and advisor more than made up for all of that.
- It was not made very clear the exact requirements and time frame of all of the courses that would be required. Some of my field experience placements were not very helpful- such as an afterschool program.
- I was neither overly satisfied nor dissatisfied.
- I had a good experience at [redacted] and feel like the field experience placements and student teaching placement have given me a lot of experiences to prepare me for teaching.
- I would recommend based on the general quality of the program and the flexibility in completing the program. I would hesitate to recommend based on the lack of instruction in classroom management.
- Overall I had a good experience in the [redacted] teacher prep program. I wish there had been more opportunities to be in a classroom in a more permanent way before student teaching, but I understand the limitations and I think the [redacted] program did a good job with the reality of school.
• I feel as if all the requirement were not as clear at the beginning of the program and in total it took to long.
• For the most part, the program went well. I think the teacher I learned the most from was [redacted] because he was currently practicing and every week he gave us scenarios that he had to deal with that week which made learning theory and then practicing them a lot more understandable.
• I think that this teaching program will teach you many things that will give you a good insight about what it's like to be a teacher and experiencing the things that you'll be doing everyday in a classroom. To me, the best things about this program are the professors! There are some professors that are just wonderful inspiration and they will show you how passionate they are about this teaching field and the content of their course. The field experience portion in this program is also great as well. It gives you the hours that would help you to experience seeing what its like to be in a classroom and working with students with all different ranges of learning ability.
• The class schedules were workable with the schedule of the working adult.
• I would say probably yes because I thought that everything worked well together with the different classes and I learned a lot of information on how to become a well equipped phy ed and health teacher.
• It was a good program, however, I feel as if many of the classes were redundant in their subject matter, i.e. methods, intro to middle level, pedagogy, and literacy
• Program is going away
• Not a nice person. Talks bad behind your back. Doesn't offer any mentorship or tells you if you are doing something wrong, she just gets mad at you and gives you silent treatment.
My teacher wasn’t good, but there are a ton of other great teachers at this school.
• I hope that the education program does some revamping, but overall, I have enjoyed being a part of the program. There are very supportive professors and other staff which has been incredible. Some of the classes did not feel beneficial which was very frustrating.
• [redacted] prepares students amazingly to enter the workforce. They have the most practicum student teaching opportunities than any other school in the metro area.
• [redacted] has gone above and beyond to prepare me as a teacher.
• I felt prepared throughout my student teaching and really felt my professors cared about my success.
• I feel prepared going into my first job this next month. The professors, for the most part, were very knowledgable in their content area and were able to prepare us for each content area that we will be teaching.
• Yes, I absolutely loved the teacher education program at [redacted]. The connections made with professors and their investment in their students was one of my favorite parts about the program. I also felt very equip to go out into my student teaching and make a difference based on the knowledge I have from the program.
• It has made me feel prepared to confidently step into a classroom in the future.
• I feel like overall there is a disconnect between the music department and the education department. Meaning, that they don’t know what the other has done, pedagogically wise in teaching us. The education department doesn’t realize how different a rehearsal setting is from a normal classroom when dealing with secondary students. Then the music department needs to prepare us more in how to run a rehearsal setting or a general music setting. Most of the time it is good reminders, which is great to know and keep, but to know how we music student teachers use our time I think is important. There is a lack of materials in creating curriculum for music students, and what they have is out dated. And there are no study materials provided for taking state exams, even though there are materials for other areas of study. Overall though, walking into student teaching I did feel prepared teach and to teach efficiently.
• I felt supported throughout my years at [redacted] by all my professors. I had great placements where I was able to learn a lot about the field of education in various contexts. I also received instruction that I have found relevant to my student teaching experience and thanks to this education I am able to speak knowledgeably about best practice and research.
• I feel as though [redacted] prepared me to be the best of the best teacher. I really feel as though I am ready for anything in the teaching field.
• I think my teacher education program offers amazing experiences and field placements that offer a lot of good training and preparation for the education field.
• [redacted] does an excellent job at preparing teacher candidates on educating them on what is considered best practice, classroom management, and research principles.
• Great preparation. Not very accommodating.
• Overall, it is a great program. There’s a reason it is number one in the Midwest. However, I am disappointed in the advising and communication aspects of the program on the faculty/[redacted] side of classes and student teaching. It inhibited a lot of my experiences and created a lot of unnecessary tension and confusion.
• Overall I feel like I learned what I needed to know, but some of the classes felt theoretical and not very practical
• I feel very prepared and supported by my program.
The teacher education preparation program at [redacted] offers unique opportunities to see coursework and theory in practice through a variety of different school placements and cultural experiences while supporting your growth and learning as a developing professional.

It is incredibly hands on and there is a lot of help from staff.

I think [redacted] does a pretty good job with preparing students to teach. I enjoyed all of the placements in a variety of schools to help me become a well-rounded applicant.

I had an amazing experience and I grew more than I ever thought I would during this program.

This program goes above and beyond in preparing teacher candidates for their own classroom. I appreciate how often I was in the classroom and how often I was able to put my own lessons into practice. I liked that the professors used strategies that they were teaching us. I feel very prepared.

Provides a lot of hands-on experience alongside of classes in order to facilitate learning. Professors are very helpful and want you to succeed. Coordinating teachers are usually helpful and provide useful suggestions and/or support.

[redacted] prepared me very well for the classroom, both in education courses and in the amount of time in the classroom. The professors care deeply about our futures as educators and do an excellent job preparing us holistically.

Program offers the resources to grow into a quality teacher.

Both [redacted] and [redacted] looked over us as if we were their own children. They prepared us and still continue to support us on our journey.

[redacted], especially ESL classes have been so positive and formative! I love the passion behind my professors' own teaching - it's contagious.

My professors all made efforts to know me as an individual, aside from my coursework during their class. They modeled how to be excellent teachers by being ones that cared for the wellbeing and growth of each of their students and seamlessly integrated best practices into their own teaching.

I would highly recommend [redacted]'s teacher education program to prospective teachers. In fact, I have! It has been amazing to see the connections between the courses I took all four years and how they have prepared me for the teaching profession. There is a direct correlation between the coursework and real life teaching experiences that I am currently experiencing. I strongly believe that I would not be as prepared for the teaching profession had I gone through any other program. Throughout the process, I did not necessarily realize just how valuable the education I was receiving was. After four years, I was really able to see just how well prepared I really am because of the program. This is why I would recommend this program to any prospective teacher.

Lots of field experience, quality education in [redacted] classes, overall professors were helpful

I think that [redacted] does an amazing job with their elementary education program. I have an unique experience of starting as an elementary education major and completing Block one of this program before switching to math education (5-12). I think on the other hand, that [redacted] could greatly improve their secondary education program. We need more requirements in our placements before student teaching to get in front of the classroom, be given more responsibilities in the classroom and see connections between our [redacted] classes and our classroom placements. They were both too separate which made the classroom experience not as effective as it should have been. Also, we should be given the option as secondary to been in the same classroom all year round, like the elementary education students do with residency. Also, our student teaching seminars seemed to be disorganized and not as useful as the elementary education students (when they had guest speakers and different topics than we did).

As much emphasis should be made on improving the secondary education program as [redacted] puts on the elementary education program.

I would recommend [redacted]'s teacher preparation program. [redacted] takes more time than most University's to properly prepare you to be a teacher in todays schools. The only reason I answered "Probably Yes" is due to the fact that we weren't taught explicitly about classroom management which is a large part of teaching.

My Coordinating teacher was wonderful. She was a great mentor and allowed me to jump into teaching. She allowed me to just be alone in the classroom so I could be the classroom teacher with out her.

The program allows future teachers to learn from great professionals who have had great success in their respective fields. The program makes sure all are prepared to be the best educators possible.

I would recommend because the quality of education is very high and it is clear that the professors care deeply about students. However, while being at my student teaching placement, I realized that I needed more training on using various types of technology and integrating them into lessons. For example, I was at a school that used iPads, Chromebooks, and a various amount of QR codes but I would have appreciated a bit more experience using these in lessons with guidance from my professors.

I also would have appreciated more training on formal and informal assessments and differentiation. This was
covered in theory but I did not receive much feedback on the quality of my assessments used in my lessons. This would have been nice going forward as I am still a bit unsure of how to create a quality assessment, something that is essential to teaching.

• [redacted] university prepared me for the real world! The residency program was the best decision.
• It is clear that the instructors in my university's education department are passionate about their profession and take their jobs as professors of education very seriously. Just because this program did not work for me personally does not automatically mean it won't work for someone else. In fact, I think the success that [redacted] graduates in this field have had in the workplace, as well as the reputation that this education department has among the greater [redacted] education community, is a strong testament to the long-term effectiveness of this program.

• [redacted] professors care very deeply about teacher candidates, and about students they will one day teach. However, all of the professors are former middle school history teachers. If you are not going to be a middle school history teacher, this is unhelpful. While they are brilliant, and very able to provide insight into how to teach core content classes, I believe this program does not equip elective content teachers as well as others. My methods class was the only class I took that I feel prepared me to teach Spanish. World Language is a very different scenario than math class or history class, and while all the professors I had were experts at what they were teaching, they were not teaching world language education. I was also very unimpressed with the secondary placement coordinator. He left several of k-12 majors this year without elementary placements, and I had to find my own elementary placement outside of the placements he set up for me.

• I would recommend the teacher education program based on how prepared I felt going into student teaching.

• [redacted] prepared me to be an excellent teacher. I felt that all of my classes and practicums truly helped me as I headed into student teaching.

• It's very good!

• Field experience was almost never discussed in classes. Classes were very theory heavy and "application"•

• teachings that was taught were often things I never used or thought about in student teaching. Most classes catered heavily toward Language Arts and Social Studies. So STEM and arts students were often not supported and had to bend a lot of coursework to fit the molds of other subjects. From most of my professors it was clear that they had no concept of what was taught in my subject let alone how to teach it. It was also clear that many professors had likely taught mostly private schools or middle to upper class schools. When I stepped foot into my student teaching - a school that had a gun threat two weeks prior to my start and had free reduced lunch rate of over 50% - most things I was taught about management and expectations for students no longer applied. I don't mean to sound overly negative - many of the professors and things I learned in classes were great, and the education office staff were incredible. I just had a lot of frustration throughout my 4 years in education and feel that if I was a bit older I would have transferred to another program because of the lack of support I felt for my major and my heart for low-income teaching settings.

• I would probably recommend [redacted] education course to others because of the reputation that it has. However, I would not hesitate to let them know that they can get the same education somewhere else with less time commitment. I believe that [redacted] education program requires an extensive amount of time to be put into it that isn't always necessary. This caused frustration at times for undergrad students. However, the content that is taught, and the field experiences I have had, have prepared me well for teaching.

• Night classes so I could work full time during the year before student teaching - this was a big deal

• yes, overall [redacted] has a great program. I absolutely hate your messy disorganized moodles but otherwise I enjoyed every class.

• it is thorough and comprehensive. Excellent teachers

• In person is the best way to learn. professors are real teachers who can share experiences

• While I did not have a good experience in my content area course, every other course was beneficial. All other courses were difficult but manageable.

• The quality of the professors is what stands out the most to me - the fact that the professors are currently educators or administrators was a huge asset to their teaching.

• Sound program with excellent teachers and a great reputation in schools.

• [redacted] teacher education program works very well for working adults. The course times and integrating a hybrid type course was very effective. The professors are competent in their content areas and are more than willing to help with anything. [redacted] is very understanding of life happenings and will support you with whatever you need.

• It provides information that would help a prospective teacher become a stronger educator, and there is a mix between audio and visual supports

• Having put in the work, I do feel confident that [redacted] has prepared me to be a teacher right away.
• [redacted] Universities graduate education program has been able to manage the program in a way that allowed me to work full time while obtaining the essential tools I needed in order to student teacher in the schools I was placed in. This allowed me to live the life I wanted, all the while being able to transition into the new profession I have chosen.
• I would recommend this program for the following reasons:

1. Great quality of content
2. Great teachers
3. Flexible schedule that allowed me to work while in school
4. Cohort style program that allowed for students to get to know each other
• I felt supported throughout my program.
• It depended what the teachers are looking for. I found the program to be much more expensive than I had anticipated. I was also frustrated with the student teaching experience and the edtpa. I don't think many of the hoops we had to jump through made us better teachers.
• Overall, I was satisfied with the [redacted] Teacher Education Program. However, I was unhappy with the student teaching part of the program, including site selection and cooperating teachers. I would caution another prospective teacher about having a plan in place for their student teaching.
• Great support and resources during my time here at [redacted] in the MAT Program
• I would like to recommend it because I how to be a better teacher that any school will hire.
• I felt prepared to become a teacher as I left the program.
• I believe my teachers and professors truly cared about me and my future success.
• It was a quickly paced program
• The professors were teachers who taught how to teach and modeled it as they taught.
• I would say that overall I enjoyed working with the professors and other teacher candidates, but I am dissatisfied with how some of the communications have played out. I did not feel I was very supported while working through my edTPA and some of the requirements are not beneficial if you are already teaching on a tier 2 license. I would say that [redacted] could do a better job of supporting the students who are teaching concurrently with the program because some of the assignments just seemed like busy work.
• High quality professors who are actually still in schools. Because of this, the instruction has been very grounded.
• The program is well organized, top notch professors who really cared about and supported each student.
• I was well prepared to start student teaching. [redacted] set us up for success on our edTPA, I felt well prepared for that. I was able to work with another student teacher from a different university and they did not have the experiences we had and I am so thankful for that.
• As a student that came from another state and another country, I feel that [redacted] was very welcoming. The faculty and advisors are very helpful with all my questions and concerns.
• The program was extremely on-point and useful as I was already teaching special ed. The classroom information was immediately put to use.
• This program was flexible enough for me to be working full-time as I was completing the program. The professors were very flexible and compassionate, it was clear that they truly cared about our mental health and success. I have not experienced that prior to coming to [redacted]. It was extremely helpful hearing about our professor's personal experiences in the field. They shared resources that were valuable to my position as a SPED teacher. I was able to make connections and generalize all of the coursework to my current position.
• Six week courses are not for everyone; I liked that model, I know some people do not care for that.
• Yes I would recommend the [redacted] program to another teacher looking to get their [redacted] licence.
• As a student that came from another state and another country, I feel that [redacted] was very welcoming. The faculty and advisors are very helpful with all my questions and concerns.
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• Six week courses are not for everyone; I liked that model, I know some people do not care for that.
• Yes I would recommend the [redacted] program to another teacher looking to get their [redacted] licence.
• I would have like more in person classes.
• I feel adequately prepared to teach EBD students.
• I found the professors to be thorough and I could tell that they loved their subject. I found some of the professors to be deeply inspiring. I found [redacted] focus on the opportunity gap and on equity to be inspiring.
• Most of the course work did not have PRACTICAL applications in the field. All work was theoretical "best practice". There should be more focus on getting students in front of their peers to practice what they are learning about instead of writing papers about it. We are in this program to BE TEACHERS not administrators or researchers.
• I know it's difficult to accommodate everyone, but field experiences were varied in quality and tended to be far away from living/working locations for everyone in my cohort.
• This program is culturally relevant, engaging, and advanced. I feel extremely prepared going into the classroom and that is due to the clinical experiences available to me and the holistic coursework presented by professors.
• I thought the program was very helpful for people who wanted to keep working throughout the program. It was nice to be able to keep my job and take classes at night. I also thought the quality of most professors was very great. However, a couple were pretty bad...
• I would recommend my teacher preparation program to a prospective teacher based on the courses that I took. The content was important, current, and helped me to have a successful student teaching experience. I felt very prepared to student teach and I now feel very prepared to start my career in teaching. I also would recommend my program based on the professors. Almost every single professor I had was very knowledgeable and passionate in their subject area. They all helped me to shape my values and beliefs as an educator and they helped me to acquire the necessary skills I will need to be successful. The only hesitation I have in recommending my program is based on advising in the program. I had terrible experiences with advising during my program. More than once, I was advised to register for a certain class only to arrive at class the first night and be told by the professor that I didn't have the necessary prerequisites met. I also had an advisor create a course plan for me that had 2 courses missing from it. Luckily I crossed checked the plan with information online and was able to realize this before it was too late. I also had many classes at the beginning of my program be cancelled - causing me to have to take a few courses out of sequence. Many times I emailed to get advise on courses to take, course requirements, etc. and often received different answers from different people in the advising offices. This was really frustrating.
• Except for my poorly taught Ed psych and the 2credit critical literacy class, the classes were well taught by knowledgable instructors. There was a good mixture of subjects and aspects of teaching covered, although I don't know if you can ever feel fully prepared to be a classroom teacher because there is so much to know.
• There needs to be a full theatre and dance methods course. Being lumped in with English is not helpful! We need more arts staff in the masters program as a whole! Theory to practice needs to be more unified across the board. I feel I would have benefited from both [redacted] and [redacted] theory to practice but they don't teach a part one and a part 2!
• I feel like [redacted] is committed to best practices for teaching and in pushing teacher candidates to apply those practices to the classrooms they are working in.
• I felt staff were knowledgeable and prepared to share real-world application to the theories presented in class. Going into my student teaching, I noticed I was prepared and understood most expectations at my placement. Overall, I recommend this program to a prospective teacher.
• I feel that my classes and experiences through [redacted] have given me a positive perspective regarding the teaching field, and the content [redacted] teaches has empowered me and made me feel confident in front of a classroom.
• I do believe the [redacted] University teacher preparation program was a good program for me but it was intense and required you to have a lot of background knowledge in the world of education (which I did) and I believe my friends who didn't have that background struggled.
• I think [redacted] prepares teachers with both content knowledge and practice. I would tell prospective teachers that the road is longer than you may think between coursework, student teaching, etc.
• [redacted] has great host of professors and professional relationships with schools in the [redacted].
• Lack of guidance from advisor (3 different advisors came and left, I still don't know who is my advisor is). Lied about flexibility of the program about field hours (I was told that the school allows students to do most of the hours at the school they are working at, which turned out not to be true) I had to drive miles out to a different school just to do after school placement and the teachers at the field placement had no clue what do to with us). No guidance at all for testing [redacted] I had to ask an advisor from a different university to help explain the process.
• [redacted] has a really flexible program for working students BUT that being said they do not know how to be supportive to adult graduate students. There seems to be a disconnect between the two worlds of undergrad and graduate students and how to fully support them!
• It is a great program and I feel like I have learned a lot that I can apply into my future career.
• I would never recommend this program to anyone. I actually strongly advise against it. This saddens me because I received my Bachelor's from [redacted] and I love the school. The program is chaotic, and since I have been in the program requirements have changed and there is no grandfather system. It is impossible to get a hold of an advisor to get questions answered and the professors and content are extremely hit or miss. It doesn't seem to matter how many of us go to the dean or complete evaluations. [redacted] is not interested in our opinion.
• All of my professors that I worked with for my content courses and student teaching were great. If I was making my recommendation solely based on professors, I would recommend the program. However, I was not impressed with the advising, process of finding placements, and advertisement of being for those who work full time. My first semester, an adviser made a completely wrong course plan for me and I had to change it all after meeting with a second adviser. For my student teaching placement, I was never notified when I had one. I reached out to the
coordinator and asked and she said I didn't have one yet, and then I received an email from another person asking why I hadn't reached out to my CT. It made me look unprofessional and started my placement off on the wrong foot. My CT said wasn't going to let me student teach with her, but explaining that I didn't ever receive my placement, she allowed me to be in her classroom. My placements for clinicals before student teaching were also received late and made it difficult to get the hours completed. This program is advertised to be doable while working full time, but unless you are working full time in the schools, it should not be advertised as such as there are many clinical experiences that must be completed which means one has to take ample time off work.

• The Program has prepared me well for the profession.
• There are small class sizes, and educators who work in the field currently as teachers. There was a lot of support in planning lessons and getting feedback on where to improve.
• I feel that [redacted] has done a great job preparing me for student teaching. There has been great support from professors.

• Overall yes I think [redacted] has an excellent teacher preparation program, however I think that it tends to be too theoretical. I wish more time had been spent on strategies and how to teach concepts as opposed to more abstract pedagogical theories. I also wish that I had been given guidance as to how to plan an entire unit or tie lessons together into a coherent string - I think [redacted] tends to stress individual lessons too much.
• I would highly recommend the teacher preparation program at [redacted] University. The coursework was well designed and prepared me for my student teaching experience. I was especially appreciative of the small class sizes and personal attention I could get from my instructors when needed. The instructors are very knowledgeable of current teaching pedagogy that helped me to be a much better teacher.
• I felt like my program prepared me to be a teacher only under idealistic circumstances, which did not translate to my student teaching experience. The things I was asked to observe during my methods classes and clinical experiences helped me be a reflective professional, but gave me an inaccurate picture of the day-to-day practices of a general classroom teacher.

• I would recommend [redacted] education program for many reasons. The small class sizes, and the excellent professors lead to having close relationships and great instruction throughout my time here. I am an undergraduate student getting my license after graduation, and I liked how the program let me take graduate level courses and be prepared to get licensed right after graduating. I thought that [redacted] was a challenging program in a good way. For an undergraduate though, it was very challenging to double major. I am glad that I understood right away to schedule my classes so that I could graduate, but many students I know who are double majoring in education had a hard time fitting all required classes for their majors into their schedules. I also didn't feel prepared when going into student teaching to practice behavior management. I know that the [redacted] class is taught by two different professors here, and they each do it a little differently. I had the professor who didn't cover behavior management at all, but she taught us how to lesson plan super well. I think that it would be beneficial to have a class that covers behavior management, because this is something that was a stand out lacking point of the program to me.

• It depends on the person and what they were looking for.
• I really enjoyed my cohort. My colleagues were so supportive of one another and I could not have asked for a better supervisor than [redacted].

• This program was flexible where someone who was working would be able to take classes. However, some of the clinical experiences were not flexible for working adults.
• I feel this program prepared me well to be an elementary school teacher. I do feel that many of my courses, specifically the literacy course, was more focused on primary grades and did not provide a very holistic view of elementary literacy - we spent a lot of time focusing on fluency, and the foundations of reading without much discussion of comprehension. I also felt that with the exception of my literacy course about multi-modal literacy, any theory or practice in teaching with technology was non-existent. Overall, I was really happy with my experience at [redacted], but it definitely wasn't perfect.
• The only piece of [redacted] program that was problematic for me was the field experience work prior to student teaching. Living outside of the metro area, [redacted] placements did not even attempt to accommodate my commute, even when I offered specific names and locations for potential contacts. In addition, most of my placements reflected very similar learning environments, and I don't feel that I was adequately able to witness the many different forms classroom learning can take.
• I would characterize my experience at [redacted] as monotonous, expensive, and White. I was challenged by the bureaucracy and busy work. However where I desired the challenge, such as in my writing and epistemology, I was not challenged. I do not believe that [redacted] can continue to boast of its emphasis in “diverse” education in good faith, as there was a great disconnect between notions of culturally sustaining pedagogies and instruction in lesson planning. Furthermore, on countless occasions I witnessed both students and some professors engage in racism,
sexism, etc without pushback. My positive experiences included [redacted] with [redacted] and Education and [redacted] with [redacted].

• I had a lot of experience in classrooms prior to student teaching.
• Very helpful with any questions that came up. If I had an issue I never worried that there wouldn't be someone on campus to help me.
• It was a very thorough program.
• Flexible scheduling of classes
• I feel that I am better prepared as a teacher with most of the content. My second cooperating teacher, [redacted] was wonderful!
• It was ok.
• I really like [redacted] and how they focus on the urban education piece. It helps prepare teachers for the area that we live in and how to deal with people from all walks of life.
• I think that the program is fine, but most of what we learn about teaching isn't as valuable as working in a classroom.
• Agree and I already have recommended to people who are interested in going back to school to be a teacher. The program was well rounded, well run, I feel ready to teach. It has been a long time since I was in school, and not only did [redacted] bring me up to speed, they concentrated in areas that were needed both content and pedagogy. Professors were recently in the classroom (or still in the classroom). Excellent placements for observation and student teaching. Very happy with program overall.
• Until student teaching, the program was designed to work with students that are already working a full time job.
• Well put together program.
• I felt strongly supported by my professors at [redacted]. I only met with an advisor at the beginning of my program to determine what classes to take. After that, my advisor was changed around several times, and I wasn't sure who to contact, but I could still go to the professors when I had questions. We incorporated some technology in the teacher prep program. What I would have liked is if we learned how to create lessons where students are using technology to analyze scientific data because that's something I will want to do in my future class that wasn't covered.
• I felt that [redacted] program prepared me very well for the requirements of being a teacher. I felt that they did a great job with thoughtful placements during methods classes and with student teaching. I especially enjoyed and learned from the focus on culturally relevant pedagogy.
• I feel it put me on solid footing and has established a recognition that teaching requires continual reflection and learning.
• Emphasis on creating inclusive classrooms.
• I have had fabulous and knowledgeable teachers and I am thankful for the support I have received from them. I have also enjoyed learning in groups and having my supervisors advice and encouragement during student teacher. As someone who has been in the classroom for quite a while often times sharing learning with students that have never been in a classroom was not the best setting for me. I am very disappointed on how I was advised at the beginning of my program, I am ending not with my license and that was not was I was told when I enrolled.
• The instructors at [redacted] are knowledgeable and care a lot about their students. I feel like I was given multiple opportunities to learn and grow in my own teaching practice. I came to [redacted] with a lot of passion, but am now leaving the program with the tools and experience to succeed as a teacher. I also really enjoyed the flexibility of the program and how adult-friendly the schedules are. As a new mom, my instructors have been more than understanding of the many responsibilities I have in my personal life. I would absolutely recommend the MAT program to friends and family.
• I feel very well prepared. With the courses here, I have explored different types of teaching strategies, students, classroom management, and etc. I now know what to do to be an effective teacher.
• [redacted] has a very good program for ESL, but some of the classes were very difficult because there was a lot of information to be absorbed in a very short time period. I also think that a lot of the seminar time was wasted with things that didn't really help me with completing the edtpa.
• It is flexible and has friendly staff.
• I think that the program was generally good. However, I wish that instructors were more accomplished in academia. I only had one instructor who was active in ESL research, and while it was great to learn about his endeavors, I would have liked to experience more of that connection.
• I'm hesitant for those who have had the experience that I had in the program. I came into the program with a plethora of experience in the education field. However, my work experiences were not factored into my course work which made the classes seem dull, and redundant. There needs to be a creation of "opt out" or "test out" of specific content, and pedagogy classes for me to recommend this program. There is no reason that I should be
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giving a 45 minute presentation in my methods class AND THEN go to a community college to take an insignificant public speaking class which only had 3-5 minute speeches. It is quite ridiculous that the program does not have these specific content courses/objectives BUILT into their pedagogy classes. Every one of the communication classes for my major were a joke and a waste of time and money. Also, I protested to try and have some of the credits covered through my undergraduate studies as an English and Philosophy double major, but I was denied. I think that [redacted] needs to be flexible and work with professionals who have a lot of experience so that they are not wasting their time and money. Especially when the program is advertised as being flexible and accommodating for professionals like us. With this in mind, my scores will be lower on the sequential questions BECAUSE I have had a plethora of knowledge and experience which made this program seem ineffective for my personal studies and experience.

• The professors are very passionate at what they do and they are always available to answer any questions or concerns that I may have.
• The program professors are very helpful and gave me lots of advice, the seminars are helpful as well.
• I think a student should go to school where they believe they will get the best education. For myself, it's hard to imagine a better place to do that than [redacted], but I am not the same as everyone.
• The program is flexible enough for working adults.
• There's a lot of changes going on currently within and outside of the education department.
• The professors were very knowledgeable about elementary education and wanted each and every one of us to succeed as teachers.
• It is a good program
• A really great course with a lot of preparation for teaching. I really enjoyed most of the professors, and my field experiences were excellent.
• Yes, because I feel that I learned a lot and improved as a teacher
• I think [redacted] offers a strong teacher preparation program, I feel that the special education instruction that we are given is more in depth than other programs. The professors really care and they are extremely supportive and helpful.
• Without being able to compare, they seemed flexible and appropriately communicative of requirements.
• It is an organized program that prepared me to be a teacher.
• I feel confident that I am ready to teach after graduating from this program.
• I feel that the online option was a nice option.
• The program help for real world teaching.
• I loved my program, I loved all of the people in the program. However, the [REDACTED] tests that are required are beyond frustrating, and cost a lot of money that I cannot afford.
• I had great field and student teaching experiences.
• Everything that we learned in our classes aligned with the way things were done at the school I student taught at.
• I would highly recommend [redacted] to those interested because I feel they have prepared me for success. At times, it was rough, but they were only making me a stronger teacher and pushing me to my best. This program has set me up for success.
• Some of the professors were making life horrible but learned a lot through the plethora amount of hours in field experience.
• Yes, absolutely! I would recommend my teacher education program because it prepared me for the career of my dreams!
• Student teaching gives you the practice necessary to become a successful teacher.
• Great school to get the skills to carry into the classroom
• Good classroom experience with students
• I feel more than ready to begin my career as a teacher
• I feel like I learned a lot in the field experiences - but not for people who struggle with online classes
• I enjoy the convenience of not having to drive to [redacted]. All of the professors have been very supportive from the beginning of the program and even now!
• Great field experience of getting hands-on experience of things applied with the learning concepts being taught.
• good mentor to follow, firm expectations
• Student teaching is a great opportunity, but there are plenty of things I could offer for improvements towards future placements.
• I had a great experience, my mentor teacher was amazing and I learned a lot. I feel confident to run a classroom on my own.
• [redacted] is notoriously poor at understanding & addressing needs of fine arts content areas in their

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instruction despite previously documented criticisms.
• I think that there is some improvements to be made, but I do feel prepared as a future educator. I would recommend but would suggest improvements.
• There is no communication between the two departments and nothing made sense until I had to actually do the edTPA in level 4.
• Great at career developing
• The online program fit my lifestyle well (mom of a two year old, expecting my second child, completed two graduate courses at once while also teaching full time)
• I would recommend to people who are interested in going into the teaching field.
• Lots of experience included.
• I often just felt in the way. I learned a lot over the course of the semester but I didn't feel welcome there.
• Did not feel there was enough classes that talked about working with students with autism, there was only 2 classes and I am receiving an Autism license.
• The program that I was enrolled in had excellent faculty and the best research and information.
• Overall it was a great program but there are certain areas where things need improvement.
• Because this program at [redacted] is very hands on. They do not just lecture on contents from a textbook, but rather puts this knowledge into hands-on practice. Truly giving you a preparation that leaves you with a feeling of confidence.
• The supervisors are great!
• To be professionally qualified.
• I had a good experience, but
• Its nice.
• Very easy to complete online, great courses and professors, and the ability to do on-the-job student teaching was fantastic!
• Yes, very pleased with the education program
• I liked that the classes were online and could do all of the coursework easily on the computer.
• This was a great teaching program and everything was very helpful!
• For the most part, everything was great! I would say there needs to be more clarification and advising in the edTPA prior to student teaching and more real-life scenarios before getting out into the field with class management
• The program successfully prepared me to lead a classroom and become an educator.
• The department does a good job at preparing you for entering the field following graduation.
• I feel very prepared for my future career!
• Block 3 changed my outlook on this program. I was sat down with a group of peers to defend my grade. When I was discussing why I thought I earned a certain grade I was shut down by a professor in front of my peers. More than just that happened as well.
• The full online programs are very convenient for students who are already working full time jobs.
• I would recommend the Autism Spectrum Disorder program with [redacted]. [redacted] has in-depth experience with ASD pedagogy. She also embraces her students.
• This program really helped to prepare me for my future career
• This program is very rigorous, but it definitely prepares you for the real world.
• The criticism from some of the professors was not constructive, and it seemed that a few of the instructors were very concerned with placement (job) rates, as opposed to if we were learning and improving.
• It is a tough program, but the amount of time I've sent in a classroom is invaluable.
• Helpful an encouraging
• Probably yes because [redacted] has a reputation for preparing teacher candidates effectively and getting jobs right after graduation.
• Work at own pace and online.
• I was not satisfied with a few instructors that I had. My mentor teachers from my student teaching experience received no information from [redacted]. A lot of the student teaching information was confusing and requirements were not consistent from [redacted] staff
• It was a great experience and I learned a lot
• I like the fact that it is completely online. Working adults do not have time to attend 3 hour classes.
• I would recommend this program because the amount of the face to face interaction with students and practicing teachers. The experience in the classroom has made this program very valuable and authentic along with the support.
• I feel like I needed more preparation with teaching practices and lesson planning. I also wish that I would have gotten more practice with the edTPA.
• I feel confident in my abilities as an educator because of the program.
• I was happy with it
• The lack of communication between faculty was frustrating because nobody was on the same page about important information which led to major confusion.
• Yes, I feel repaired and ready to start teaching for real!
• Only probably yes, simply because requiring the edTPA is the biggest waste of time that I have ever experienced in education.
• Great learning experience
• Got me the degree I wanted...
• I liked that the teacher education program was available as a hybrid program so that I could continue to work.
• Loved all my supervisors and teachers but the organization and logistics of everything was a little shaky. Had enough to worry about with school and that added stress.
• This program needs to incorporate an early childhood development and milestones class. If you do not have an Early Childhood license, you will not know how to teach ECSE.
• I love [redacted] but at times I felt that we were learning more about how to work with students theoretically rather than in actuality.
• The coursework was very rigorous and prepared me well for my student teaching placements, as well as jobs in the future.
• I think [redacted] has a great teaching program and really got me ready for teaching.
• Great professors, appropriate up to date information, lots of available resources.
• It is truly helpful, but I will say stress what the prospective teacher is getting into.
• The resource I got from my graduate ASD courses were amazing!
• I would recommend the teacher education program to anyone who is wanting to become a teacher because [redacted] has a great program that provides students with a great education with having many different opportunities to get into the classroom and teach.
• I felt that my professors were invested in my success and worked hard to prepare me for a future career in teaching. I also felt supported throughout my student teaching experience.
• My advisers were very helpful and the faculty in the elementary education program were very helpful and supportive. I had a lot of teaching experience before my student teacher and felt very prepared.
• I felt I learned theory and practice that I can apply to many grade levels. I would have liked more special education and ELL classes to go further in depth on best practice for students who are supported by these programs.
• It is a very solid program with flexibility for working teachers.
• It's not all about the EdTpa
• [redacted]
• The graduate program was a simple way to do online and provided the help I needed to be successful in the classroom
• I enjoyed the program and think others would too.
• I thought this program prepared you and educated you on important teacher language and proficiency to become in outstanding teacher.
• The educational program is great and focuses on diversity which I really appreciated.
• I came here to learn how to teach kids and get away from the old way of going and sitting in class. Instead I go to class and listen to them lecture about how things are changing but not showing how to engage kids.
• Although it was disorganized at times, I am happy with my experiences, especially the TESL department.
• I was able to compete the program on-line while balancing work and family.
• For me to recommend another student to the teacher program at [redacted], the only change would be something with the [redacted] class. It was very frustrating not knowing the expectations on assignments and the professor was no help when asking questions.
• The expectations are high but achievable, but there is miscommunication all across the board and a lack of consistency: some staff members tell us one thing others tell us something completely different so it can be confusing.
• Yes, I had a good experience.
• I loved the hands on/ field experience hours that we got to spend in the different classrooms. I have colleagues in other colleges who have had no where near as many field hours.
• Amount of field experience and edTPA practice
• Much of the course work is repetitive and requires excessive reading. Students are unable to work during their 4 semesters of blocks. Not enough time is spent on teaching content areas or behavior management
• Because we are provided with many hours of field experience.
• It is a rigorous program, we need more practice with backwards design and planning with the end in mind earlier in teaching experiences and classes.
• It prepared me well.
• I would recommend this program to others because it is the best program that offers the most teaching experience. It may be rigorous, but it is a great representation for what the real world is like.
• I feel very prepared for teaching thanks to SOME of my professors and all involved in my field experiences. The only professor that I did not feel welcomed by was [redacted], he has clear favorites and is very biased.
• It was manageable.
• I would recommend this teacher program to another teacher because I received the most out of connecting course work into our field experiences. I was able to use the knowledge I am gaining and put it into practice right away.
• online accessibility; quality of professional instruction
• I have gained valuable knowledge and experience which have helped me to improve as a teacher. I feel prepared to become a teacher because of my teacher education program.
• I could say enough good things about this program. It has fully prepared me for my teaching career. I was offered a job in early April.
• There are a lot of areas in which I believe the program has room for growth, but at the end of the day I feel prepared.
• I have enjoyed the program
• I always heard about how great this education program was... but when i started my [redacted] courses i was vastly dissatisfied! My content courses were awesome and really good but the complaints with how the [redacted] courses were taught and ran make a long list.
• She was organized and highly knowledgeable about teaching
• The rigor of coursework, field experiences, and student teaching helped prepare me for the classroom in the way I needed to balance how to complete tasks in a timely manner.
• The professors are great and I feel very prepared going into my first year teaching.
• Student Teaching placement was far away for full year student teaching and [redacted] was not flexible in switching.
• The amount of time spent in the classroom attributes to high levels of success that I have encountered.
• Preparation on part of the [redacted] is excellent. Allowed for smooth transition between classroom and field assignments.
• NONE
• In my opinion there is some miscommunication between departments and students. The amount of work is crazy specially with people that is already working. Differentiation between grad and undergrad student program since we already have different experience
• It is a great place to be to learn about students. It helps you grow as a person and as a teacher.
• At times the program may not seem like they know what they are doing, but they do and they are trying their best to fit everyone’s needs.
• Because overall it is a good program, but the communication can be frustrating at times.
• help was offered if needed, someone was always available
• I was well trained and feel ready to teach.
• This program needs a lot of improvement but I still learned a lot.
• Overall it is a good program but there are some things can be fixed to make it better.
• It prepared me well for teaching.
• They are helpful at preparing teachers to be successful in the field.
• [redacted] is more affordable than [redacted] for Library Media Education
• It has been a solid program and prepared me very well to be a teacher.
• Learn multiple strategies to work with students.
• It is a good program, but the [redacted] classes need to be revamped and made relevant to today’s teaching.
• I think the content that we were taught was great, but there was a lack of communication within the university that often caused added stress on us as students.
• N/A
• I liked how much experience we got.
• If someone asks me my opinion of the program, I would tell them I feel well-prepared for the future as an educators. However, the program needs to work on communication and when I ran into issues in the program I felt as they were not handled properly.
• I had an amazing experience
• Students at [redacted] were left aside
• The unprofessional mistakes made by a select number of advisors and supervisors stand out. They prolonged many students' time at the university through class advising and there was varied levels of support for the last year depending on the supervisor.
• online accessibility perfect for balancing work/school
• More clinical hours than other programs
• It was reasonably convenient, but some processes could be streamlined.
• It has taught me a lot!
• I did not feel that this program was helpful in preparing me to teach. There was not any direct instruction on how to complete the EdTPA...just the handbook itself. It was difficult to use this as primary "instruction" to learn from.
• Good teachers and resources.
• Good hands on experience and knowledgeable professors.
• Most of my instructors seemed burned out and uninspired.
• It's a good program but has room for improvement
• Great results on testing, i.e. edtpa and [redacted].
• It was awful. It made me not want to be a teacher. The reason that I still might recommend it, however, is that you can also get your Masters Degree.
• [redacted] was difficult and would not help meet my needs in my current professional role. [redacted] ended up being super helpful though and understood but still not user friendly
• disorganized
• Yes, but know that not all professors will prepare you to teach their content area.
• I had an overall good experience.
• I felt like it prepared me well
• I feel this is a beneficial program. Especially with in field work.
• I think that the program offers teacher candidates with great opportunities in the classroom during field experience and student teaching. However, communication from the program is often disorganized and there is a lack of support for teacher candidates.
• yes
• Year long student teaching was nice
• I would for convenience. Half of the Instructors in the Masters program are exceptional, and the others proved difficult to work with, absent, or confusing. Also being a graduate student lumped in with undergrads for seminars and courses wasn't beneficial
• The professors are very helpful and want you to succeed. Everything is online which is convenient when working fulltime.
• It help the students understand what is needed from them in order to be a successful teacher
• The professors pushed you to be better educators while guiding you through the process.
• It was great experience and very beneficial to have student teaching for a full year!
• need better field experiences, and more in depth classes surrounding ASD, DCD, and behavior management.
• Great program
• It was very beneficial and I was supported with everything.
• Overall good and easily accessible
• My mentor teachers were great and i had an overall great experience."
• I enjoyed the large amount of hands-on, in the classroom experience.
• Because the content that is taught throughout the program is all directed to creating you into a great teacher
• I already have my LD special education license but was adding an EBD license. I didn't feel I learned anything new from my teachers.
• N/A
• Many areas were very unorganized and I do not feel as thought I was taught real teaching skills - we were just & “taught to the test”; the EdTPA.
• Ease of access when not on campus. Good inline instruction.
• Put together well
• I would recommend this program because teacher candidates get much more in-classroom experience compared to
other teaching programs. However, I feel as if too much time was spent on the edTPA, and students got really burned out from it.

- I thought the full year of student teaching and the two months of field experience really helped.
- I was very fortunate with my student teaching placement, not only did my mentor teacher help me learn and grow, but other teachers and specialists helped me grow to become a well rounded teacher.
- I feel that I received all of the training that I needed to be an effective teacher.
- The program is easy to follow and prepares you well.
- The program offers a full year of student teaching.
- I would recommend it because everyone is very helpful with any question you have.
- It was a good program.
- The program was very useful and the [redacted] staff helped equip us to be the best teachers we could be.

- n/a
- all online, easier for working adults to complete
- The one credit class we have to take while doing our EDTPA's is ridiculous
- Have negative experience with my [redacted] provided supervisor
- Mentor teacher is great and the instructors but the advising supervisors are not as knowledgable as I would like in addition to other personnel
- While I was not satisfied with the [redacted] department the English department at my University was phenomenal and very helpful in pedagogy and content.
- Yes, because of great experience with classroom and behavior management
- There's no tangible support for non-core content areas.
- Overall it was a great program but there needs to be way more alignment with education and content programs.
- It seemed like a lot of the work was purposeless and uninformative
- I have heard from others at other places that they have a tougher time adjusting to a classroom.
- Yes, I feel as if the program has prepared me for teaching.
- The program focused too much on theory and less on actual teaching skills. I had a HORRENDOUS mentor for level 3 field. If it were not for my current mentor and U. supervisor I would not be prepared to teach.
- I have received my bachelor's and now masters degree from [redacted] and I have been very pleased with both programs.
- Only because my placement was a 75 mile commute and I spent over 2000 dollars on car up keep and gas, along with many 3 hour commutes due to storms.
- No
- There is a lot of experience in the classroom that makes you feel confident in running your own classroom.
- I would recommend this program because you get a lot of experience in the classroom and the staff are knowledgeable about their field.
- Supportive staff, knowledgeable instructors, online platform was easy to use
- The way it is laid out and the cost is far too high when compared to other schools. The things we were asked to purchase and the way we went about things was not conducive to true preparation for teaching. I felt deceived and cheated by the amount I paid.
- It was though out and I learned a lot through the experience
- Because they give you clear outlines of what to do and prepare you well for the edTPA and you get a really good supervisor.
- I like how they get you into the schools from semester 1. This is what I found to be the most useful part of the program by far.
- Some confusion
- I love my program and the professors I had throughout.
- I feel prepared for my future.
- It is a decent program, but it could use some improvement. With each level we had one great professor and one not so great professor. I also really could have used more EdTPA support.
- I feel that it's a good program
- Even though it is a difficult program, I know the level of rigor will help anyone who completes it become a highly qualified teacher.
- The support by academic advisors and university supervisors was very helpful.
- Online
- Very useful and great people to help guide you along the way
- It is a great program but some field placement mentor teacher were bad. Level 2 placement
• It's a quality program that is improving.
• I feel so prepared to have my classroom
• The experiences and challenges that this student teaching experience has allowed me has been invaluable to my development as a teacher.
• flexibility, quick response time from professors, online classes
• excellent program
• The online program struggled with communication and expectations were often unclear
• It was very flexible while working on the job
• The amount of rigor that our program has sets apart from others in the state and nation.
• Convenient for working parent. Quality content and professors.
• I feel like there needs to be a bit more congruence in the [redacted] department.
• [redacted] gave me so many opportunities to get my foot in the door in many different school districts and the experience I already had before I started student teaching helped me with my final semester. The program all around is great and I will recommend this program to people for the rest of my life because I believe in it making great teachers!
• I would recommend this program to another student because of the experience I had in my student teaching placement. Through the use of this experience I was able to give so much insight, examples, and suggestions from my knowledge given to me at [redacted]. My cooperating teacher told me on numerous occasions that she did not have the opportunity to take assessment courses, communication class, classroom management, and other specific methods we had the chance to learn in this program. Another key factor to why I would recommend this program is the amount of field work through all the years you are able to have. I would not feel as confident as a teacher right now if i did not get the amount of practice I was given throughout my schooling.
• The course professors are very likable and knowledgeable (with the exception of a select few). They are a very supportive group of professors that want you to succeed and will assist you whenever you need more instruction.
• [redacted] had a good reputations and they lived up to it.
• [redacted] is the state teacher's college, so if someone wants to get into education they should pursue this institution. My problems with the program are not enough to make me turn someone away from the things that they learn here as well as the respect that is associated with [redacted] with regards to educators.
• I would recommend [redacted] to prospective teachers, because it is a great program.
• Our numbers are dropping. People are not wanting to be teachers anymore. I have witnessed multiple students drop out due to the education department. I cannot truthfully say I would recommend getting into the program because of the events that I have witnessed.
• I had a good experience and I think other people would too.
• [redacted] has been very helpful, especially my advisor. [redacted] made me feel comfortable in my educational experience. Within my classes, I’ve learned skills that can be applied to the classroom, as well as my daily life.
• I think [redacted] gives students a lot of hands on experience that aligns excellently with what is being learned in the classroom. It allows students to apply what they are learning. The TESL program is small, close, and personal. You are valued and poured into by professors and classmates.
• [redacted] does a wonderful job with the embedded courses. The only issue is that the first 2 embeds focus on younger grades and the 3rd focused on older grades. There is no balance.
• Yes, most of the professors really care about you and want to help you become the best teacher possible.
• I feel very prepared for teaching because of [redacted] and the [redacted] department.
• I would recommend the teacher education program to other prospective teachers because of the amount of skills and strategies along with knowledge that is learned throughout the process. The faculty provided me with everything I needed to know before heading into my student teaching placement. If there was something I wasn't sure of they were there to offer support to me as a student in order to succeed.
• I think this program is one of the best options in [redacted] because of all of the field experience however I was not very impressed with the problems I had with paperwork and communication with the university. I of course realize this was just my own experience and do not let it effect my view of the program as a whole.
• The professors care about your progress and complete understanding of your content and in the education world.
• [redacted] is the queen of English and everyone going for [redacted] should be in her program.
• Most professors were great to work with and the campus is small.
• While the program had great practicum experiences and instructors who were knowledgeable about the content they were teaching, I felt that the program was not accessible or accommodating to non-traditional students. As the number of non-traditional students continues to grow, I hope that the college will take this into consideration and modify aspects of the program that make it difficult for people who may have families at home or commute from a...
distance by taking the different needs of these non-traditional students into account. I heard many times as I was preparing to be a teacher that the field of teaching needs more diversity. A great way to do this would be to make the program more accommodating to students from these non-traditional backgrounds. For example, students who are commuting could have the option to set up their own practicum experiences in schools that are closer to where they live. Having more options for class times or online/hybrid class options would also help to increase interest in the program from non-traditional students. I also think that many non-traditional students have prior experience in many areas that should be considered as they enter the teaching program, a more streamlined program could interest more non-traditional students as they often do not feel they have the time to complete a five year teaching degree, which is how long I was told it would take me as I entered the program. I would be happy to have a more in-depth discussion about this, and I know there are other non-traditional students who would be interested in communicating their concerns as well.

• I heard rumors that the [redacted] program that I was enrolled in may not be happening anymore.
• I felt that I had enough materials to bring with me to my student teaching experience. I felt that I was adequately prepared and could do just about anything. The only thing I wish I would have received from my program was the real-life application of some of the things I was doing in the classroom. I noticed that I would try to do the things that my program taught me, but sometimes there is not enough time to prepare or execute them.
• I would recommend my teacher education program to another prospective teacher because I feel as though the content and experiences throughout the courses have prepared me for my own teaching. There are only a few instances where I felt that more could have been focused on in the classroom before student teaching (things to consider after completing student teaching): i.e. applying for jobs, filling out online applications, more focus on the interview process, etc.
• Good teaching program.
• it is a very strong program and it prepared me for my future teaching as well as provided lots of experience opportunity in the fields.
• In my opinion, this question is hard to answer because I do not know much about other university education programs. I would recommend the Elementary Inclusive Education program at [redacted] to other prospective teachers because the degree is inclusive. I appreciated this portion of the degree and I felt as though it better prepared me for the field. I also enjoyed the multiple practicum experiences, which greatly grew my skills and confidence. I also enjoyed the majority of content related courses at [redacted]. However, I do wish our program would focus more on social studies and science, and teaching social studies or science in our practicums, rather than focusing strictly on reading and math. I would also inform prospective teachers of the student teaching policy. I believe we should be able to student teach wherever we please WITHOUT paying a ridiculous fee. I have grown so much as an [redacted] teacher candidate by seeing the [redacted] community AND student teaching in a smaller district two and a half hours away. I think [redacted] teacher candidates should be encouraged to student teach wherever they like without having to pay an outrageous amount. I believe many [redacted] students would NOT have attended [redacted] if we were aware of the student teaching policy before we attended school there. Thus, I would quickly inform prospective teachers of the student teaching policy so they are aware once they reach the step of student teaching.
• I feel that [redacted] has adequately prepared me for teaching with the course content, practicums, etc.
• My advisor, [redacted], was extremely helpful in every way possible. If she didn't know an answer to one of my questions, she made it her priority to find someone who could assist me. I have nothing negative to say about advising. I highly recommend joining a learning community for additional support. As a whole, I am satisfied with the quality of instruction I received at [redacted]. [redacted], [redacted], [redacted], [redacted], and [redacted] contributed greatly to my success as a teacher candidate. If these were the only professors I was scoring, I would say that I was very satisfied with my instruction at [redacted]. However, the quality of instruction is very inconsistent in this program. Requirements, expectations, and content vary greatly by professor, which leads to gaps in knowledge across teacher candidates based on who they had for certain courses. I don't feel like there is a great balance between theory and practice in this program. We are expected to remember theory from freshman year when we enter [redacted] during our junior year, and were chastised for not remembering specifics about theorists we had not heard about since [redacted] two years prior. Theory should be taught with a spiral approach where we frequently revisit old content in meaningful contexts rather than being expected to remember it without revisiting it at all. In addition, theory should be taught in such a way that it connects with practice naturally. I feel like we were taught theory and practice separately, so when it came time to include and justify theory in our lessons, we were all a bit clueless. There is little to no integration of technology in this program. D2L is used by most professors, but the extent to which it is used varies. There is only one technology course, and it did little to prepare me for the technology I use during student teaching. I have had to teach myself how to be proficient in Synergy, GoGuardian,
and Google Classroom. There needs to be more communication with classroom teachers in the area to see what type of technology is relevant. Coherence between coursework and field experience was there, but I always felt like the gap between our first and second rounds of [redacted] and [redacted] were wasted. An exception to this is [redacted] from [redacted], who used this time to teach us how to do Running Records before our next round. I personally had no problems with any of my field experiences, but I've heard many stories of cooperating teachers who played favorites between partners, didn't give up control of the classroom at all, and other problems with other candidates. In addition, the buildup of teaching experience is not well balanced across the embedded courses. [redacted] and [redacted] are minimal instruction, but for [redacted] you're suddenly strongly encouraged to teach every day. It's a bit jarring. I would recommed having teacher candidates teach one lesson during [redacted] if the goal is to weed out students who don't actually want to teach. A lot of people don't realize they don't want to teach until at least [redacted], but that's pretty late. The lesson during [redacted] could be planned and prepped by the teacher, just taught by the student. My student teaching placement has been incredibly helpful in teaching me the skills I will need to be a successful teacher. I have no complaints.

- They did introduce the edTPA prior to student teaching, however, it was not introduced UNTIL the semester RIGHT BEFORE student teaching. We completed a mock edTPA in groups, but did not receive feedback before having to start the actual edTPA. Therefore, I had no clue if I had the right idea about how to go about my edTPA.
- Overall, I really enjoyed my time here. However, there were a lot of hoops to go through in terms of getting a placement in [redacted] that worked for my schedule, a Supervisor during my student teaching that really wasn't there at all even though that was his job, and other things that really hindered my experience at times that was just really problematic. Did I enjoy this whole experience? Yes. Did I absolutely love everything that happened on my way to graduation? Definitely not.
- I say probably yes because although I haven't experienced teacher education programs I feel like [redacted] overall is a supportive environment and good college experience. It's hard to think back and give a solid yes/no because there was so much inconsistency. The first year of advising was the worst and I wish I had someone sit down with me to map out every course to get it completed in four years, and then as we go and as I got earlier and earlier windows for registration I could fit in different courses as needed. I was lucky to have the support of the Education Learning Community and I highly recommend that to anyone interested in Education because they have other students who are taking the same courses as you and you can rely on each other for borrowing textbooks, figuring out schedules, and what courses to try not to take in the same semester due to workload. I did not receive this type of support from advisors. My advisor [redacted] was so supportive and always encouraged me. Overall, I am satisfied with the quality of instruction, but this changed based on who you had as a professor. One of the most effective professors, [redacted], made everyone feel like art was something they could do, made the content accessible, directly connected the content with the assessment, and always had examples of what he was looking for. This type of approach should be referenced and repeated in other courses as well. The balance between theory and practice could be improved by telling advisors to recommend a time to take certain classes, since they are referenced very closely in other classes later on. In my experience, I took [redacted] in my Frosh year, but then was expected to remember very closely what was taught in that class and be able to reference it off the top of my head in my Junior year [redacted] class. In order to support this, incorporate these key ideas and theorists in a circular fashion as review through other courses as well. Later on, in the lesson plans, I always found it difficult to reference a particular theory or theorist but we never really discussed it in a class setting. Even though we learned about these theorists, correctly applying them in a lesson plan needs more support in the program. We had one class directly dedicated to technology and how to integrate it, and there were good ideas in there with SMART boards and apps. You could also add in more practice with Google Classroom, how to format images from the internet into word documents for print-out templates for the classroom, and other relevant technology from recent practicums or local classrooms. However, this was the only time we really were taught about integrating technology.
- It is a good preparation program and talking to students who attended other universities, our program is set above.
- I would recommend my teacher education program because I felt that all of my professors were passionate about the field. They all had different experiences to bring to the table and share with the class. They chose assignments that were relevant to what I was doing in the classroom.
- I would specifically recommend the [redacted] education program because of the intensity of the education [redacted] provides. The ED courses were mediocre, so I would only recommend someone if they are interested in pursuing an English degree specifically due to the supports received in content/theory courses.
- I believe that I grew as a person and an educator through the program. However, there was a lot of busy work and jumping through hoops that seemed a little bit excessive and unnecessary.
- I would explain how great of a program it was and how accredited the University is but I would also explain the area of [redacted].
• N/A
• Absolutely! The professors trained us in using effective teaching methods with the basis of care and relationships with our students. There were beneficial assignments and conversation that related directly to our fieldwork. I felt I was truly developed into a professional.
• The ESL program at [redacted] does a fantastic job discussing theory as well as practice. I feel I’m exiting the program with a reasonable understanding of how to assess student language needs and have the knowledge for what steps to take to help them progress.
• This teacher program at [redacted] made me feel completely ready to become a teacher and get a job in the field.
• I like the amount of practicums you get with the program. Allows you to see a variety of grades and schools which is nice. Some of the classes however seemed pointless (art, music, health, technology) and just busy work.
• The school has a great program and great staff that help you every step of the way.
• I would recommend this program to people who want to become educators. One thing I would tell them though is to ensure they get an advisor in their particular area, such as SPED. I also would tell them they need to research all requirements for graduation prior to entering to ensure there is no confusion with what is needed to be taken.
• yes I would because the connection i’ve made with my teachers has been outstanding. Its led me to greater opportunities.
• Hey, why not. It's not like I know any others.
• MOST of the staff is great and helpful. MOST of the courses are helpful.
• One of the aspects of my education at [redacted] that I felt was extremely beneficial was how quickly I was able to get hands on experience in the field of teaching. By the second semester of freshman year, I was able to be in the classroom working with students, which greatly helped me to feel peace about choosing the right career and also made the learning in the classroom so much more meaningful.
• I loved being in the classroom every semester and getting a well rounded view of education from different perspectives. Such as the special education, technology, politics of education, as well as the different core classes. The professors were phenomenal and the students within the classes were exceptional. The high standards [redacted] has for its students in the education program makes this program far superior, in my opinion, to others.
• I would recommend because of certain professors that made my experience better.
• Our main health and physical education instructor has chased more people out of the profession then any teacher i know. [redacted] does not know how to fully prepare us to become future educators. The sole purpose for not recommending a prospective teacher to here is because of her.
• I felt that my education at [redacted] strongly prepared me for not only my student teaching placement, but the [redacted] exams as well.
• I thought I was prepared to enter into the classroom and begin teaching. I also felt I was prepared and had the necessary tools, knowledge, and support needed to deal with any issues I would experience.
• I feel that the program helped prepare me for becoming a teacher but lacked in a couple areas. There was no integration of technology, which could prove to be a problem depending on the individuals place of work. I also felt a bit of a disconnect between what we are taught to have our students do and what is feasible and realistic in a classroom setting. The practicums and student teaching experience, especially the student teaching experience, were fantastic and were the most memorable and helpful parts of the entire program. The content specific ed courses I took were great at providing a plethora of tools to use in the classroom but I would have liked to have more opportunities to put them into practice because some things sound good on paper but are not manageable in a real classroom setting. Over all the Ed program at [redacted] was satisfactory.
• I would recommend my teacher education program because of the vast amount of placement time in schools during practicum semesters.
• I really like my teacher education program. it allowed me to learn more about education and set me up for success. All of my professors were caring and cared about me as a person.
• [redacted] is a great college for Education Majors. I do wish that they provided more experiences in math.
• I felt more than prepared heading into student teaching thanks to all of the relevant experiences provided during the Elementary Education coursework, such as Embedded Experience.
• I would highly recommend the [redacted] teacher education program. From the very first education course you take at [redacted] you immersed in field work! The small class sizes allow you to collaborate with peers and form professional links with professors and other professionals.
• good program
• I believe the teachers care and are passionate about the students they are teaching and how they are preparing teachers. The elementary program does an amazing job of preparing their candidates. The Secondary, does what they can in the courses they have. I mean 3 chances to be in a classroom before student teaching and none of them
are more than 60 hours is a bit ridiculous. I felt over prepared in the content and under prepared in the knowledge of teaching.

- Hands-on experience MANY times before student teaching, many practicums and volunteer work required by classes. Professors who are knowledgeable, have experience in the field, understanding/personable. Lots of opportunities to extend knowledge through extra projects, trips, clubs, opportunities, etc.
- Both my education courses and music courses did a great job of preparing me for my student teaching experience. All professors are very willing to help, and are knowledgeable about the content. My main problem is the communication between the education department and the music department. I was not always notified by the education department when I needed to be in certain phases of my program. The music department was under the assumption that certain topics had been discussed with all majors (SARTE, student teaching application, curriculum worksheet, etc.) which did not always happen. Having more communication between the education department and the music department would be beneficial in that aspect, as well as feeling like a member of the education community.
- I felt the professors at [redacted] prepared me well for the world of teaching
- I grew quite a bit in my teaching style and experience throughout this program. It has really prepared me for student teaching!
- We get so many experiences in the field!
- I think [redacted] does a great job of getting students into local classrooms. I feel that is the best experience anyone can get-so much better than learning in on campus. I feel I am much more prepared because of the multiple opportunities that were provided.
- The Early Childhood professors are so friendly and amazing to work with. They treat you like colleagues and like you are already a teacher. They were so helpful, even after hours. You could tell how passionate they are of their work and how much they care about preparing us as future teachers. I couldn't have had a better experience!
- I felt a great connection to not only my professors but also my advisor. Everyone at [redacted] was willing to help in any area that was needed. The classes were hands on and intimate, allowing for more of an individualized education experience.
- The program was high quality and I believe I learned a lot during my experience. I enjoyed working with all my cooperating teachers, supervisors and professors. I felt like they cared not only about my education but also about me.
- I think the best part of the program is that you get to be in the classroom every semester focusing on different areas that will help prepare you for the student teaching experience. I think the only thing that I would do differently is incorporate teaching math within the classroom environment sooner than [redacted]. It's awesome to learn from real teachers and get to put yourself in the position to find out if it fits you before you get all the way into it.
- I feel as though I was greatly prepared for entering the student teaching experience and feeling like I knew what to do. There was a lot of learning to happen in student teaching, but my knowledge and experiences prior to student teaching gave me the confidence I needed to be able to start and make mistakes and be able to learn from them.
- My education program experience prepared me for the basics in what I needed to know. However, I didn't feel that I was prepared enough for student teaching by my practicum experience.
- [redacted] teacher education program prepared me in a good way that taught me how to be mindful and respectful of all my students while also learning how to gain respect from my students. I do think that a lot of what we did might have been overkill, as the last few weeks of [redacted] were pretty useless, and were only important because of the practicum. Also, the [redacted] practicum was a complete waste of time, as there were 5 children at the [redacted], and about 8-10 teacher candidates every time we went, so it was challenging to get much out of it.
- There are so many experiences! I loved being in the classroom. However, there were some inconsistencies in the program. I also felt like I needed more child development.
- [redacted] is a good school. People respect the program.
- It is a good program with a great reputation.
- I think the idea of EdTPA is great and I think [redacted] does a great job of preparing us. However, some departments do not do enough to get us ready for the EdTPA and could be worked on.
- I appreciate the immediate placement into a classroom during the first year. This was highly beneficial for practice in a classroom setting, but also a great way to know if the program was the right fit. The practicum placements every year show growth in the education curriculum content and was another great example of additional practice for all students. All students learn best by doing and [redacted] program really allows student to practice becoming a teacher instead of only learning about it. A very meaningful experience.
- Very educational and helpful, I learned a lot.
- Our program really gives students a chance to get into the classroom and apply what they've learned throughout...
their courses. We also provide a lot of valuable classes that prepare students for their future classroom.

• I would recommend it because the class sizes are not that big so you get to ask a lot of questions and get to know the other teacher candidates in your class as well as your professors. I also like that we got to be in the classroom at least once a year so that was helpful to get to that exposure and experience.

• This program is comprehensive and the education professors are excellent.

• There was a lot going on with one of the professors last semester. We were required to write these extensive lesson plans, about 15 pages worth. When realistically lesson plans in the field are about 1 page if even. Between our department and [redacted] the lesson plan templates do not match up. If you want students to be successful use the same lesson plan template across the board.

• I feel very well prepared to enter the teaching profession. I was fortunate to have great placements throughout all of my practicum and student teaching experiences. [redacted] does a great job of preparing and informing teacher candidates of current and real world teaching experiences and opportunities.

• This program seems to offer a lot of experiences that and also pushes its educators more then what I have heard of other programs. The only complaint I have is that they do not get us in to classrooms early or often enough. Many people in the [redacted] programs are required to sub before they student teach and that would have been a good experience.

• I believe the expectations that [redacted] has for their students is higher than other colleges improving our chances of getting a job in the future. I also encourage all education majors to get a special education licensure in addition and [redacted] allows this.

• It is comprehensive, intense, and the demand from the teacher candidates is high. I believe that we put out high quality teachers because of the rigor of the program.

• The way the program is set up gives you lots of experience before getting to your student teaching. Your responsibility builds up each semester and really prepares you for student teaching.

• I really loved how much time we were able to spend in field experiences. I feel that I am more prepared to be a teacher because of the amount of time we spend in the field. I also know how relationships are emphasized at [redacted] and I believe that in all of my experiences I made relationships that helped me to become a more qualified educator.

• The field experience opportunities.

• [redacted] teacher education program is wonderful, but I have had some issues with my university supervisor (student teaching).

• They help you with everything you need when you are a senior.

• After talking to others going into elementary education at other universities, I always feel more aware and prepared than they are.

• I think this is is a decent, but not GREAT program. I think this graduating class defiantly have a lot of complaints about staff and how they were constantly changing the program throughout our experience.

• Spend more instruction time on teaching us effective teaching strategies and how to use them. More time writing or understanding the process of writing IEPs. Spend less time on edTPA rubrics and writing.

• There were some parts of the teacher education program that were not perfect. The preparation for EdTPA prior to the semester of student teaching was poor. The courses the semester before student teaching were many times pointless. However, the field experiences, including student teaching, were very positive.

• They prepared me very well with their knowledge.

• As I am going to be graduating in the fall I feel very unprepared to become a special education teacher. I know more about the edTPA than anything that would prepare me to be a teacher in the classroom. This program is very disorganized and I would not recommend coming here for an educational program. [redacted] does not even know my name after having him as my professor for three years. He cannot help any of us because he doesn't know the answer to anything and just brushes all of the problems off. I don't understand how he can be the director of special education when he's never been an actual teacher in a classroom. We should not spend so much time worrying about the edTPA that we don't need to graduate and focus more time on the licensure tests that we ACTUALLY need to become a teacher. That is a joke and a lot of things need to be improved in the special education department.

• I have been well prepared.

• I have recommended others to come to [redacted] for the teacher education program. However, I am unhappy with how things are run. I understand that the teacher education program is in a state of transition. I know other candidates that are beginning their blocks soon. They have/will be learning more than I did because I was "lost" in that transitional stage. While this is great for new and upcoming teachers, it doesn't help me. I think that in a few of my content courses I relied on Pinterest way too much. While I understand Pinterest is a great teaching tool, I don't
think my content courses should rely on Pinterest. I wish I was educated more on how to teach those content areas. I think [redacted] overall is a great school, I just feel I was "lost" for most of my education, and had to fill in those gaps while I have been in student teaching.

• My Major professor provided vital information to be successful in the world of Physical Education. In the education department, a good chunk of my professor did provide information that will be beneficial though I felt other professors ignored our content area and focused more on others students in similar fields as them.

• I enjoyed the program but I feel that unless you're SPED or EL ED, you don't get enough of the pedagogy. Especially with EdTPA. They had classes, I heard of it but that was it.

• After I asked for a better field experience placement that would be more aligned with my future teaching goals, I was told I was “narrow minded”, I was told it “meets requirements”. My concerns were ignored and the Dean of Education mocked my teaching goals. There is no way I would recommend this program.

• I love the schools I have been placed in, the teachers were very helpful.

• If you are engaged in your learning, then you will be successful in the program. There is a multitude of opportunities provided by the teacher education program at [redacted].

• [redacted] teacher education program is certifiable, yes, but does not prepare student teachers for the real world application of the book work we learned in our education courses.

• I feel well prepared to teach in birth to 1st grade from my courses and student teaching experiences.

• I think that [redacted] did a great job of preparing me for career as a teacher.

• Overall it was a good program that I think the people running it, know what they are doing. I feel like there are a couple areas of growth that could be expanded upon such as using more technology, or maybe even a short technology class once a week so that teachers truly know what could be out there when they get to their first job, and how the technology could be fully utilized in a classroom.

• No real exposure on the EdTPA until student teaching, which is too late at that point. Most of what I learned in terms of teaching was during student teaching, very little of what I learned in class was useful.

• very good

• Probably yes, good method courses. Other courses could use work. The things I learned at this college seemed behind the times. My other college I felt valued teachers more and I learned more in depth about teaching versus here.

• Only if the head of the board is hiring instructors that are beneficial for the students when needing the correct materials and preparation for student teaching.

• I felt like I was prepared fairly well in most areas to become a teacher.

• The arts education program has frustrated me my entire time here! Not only did they try cutting the program my year here that I had transferred they also never made it clear that I needed an education advisor no one had reached out to me or anything so I was planning my classes on my own due to the fact that my art advisor was retiring and they didn’t have someone ready to fill her position. I have felt very annoyed by this whole experience and if anyone were to ask me I will be honest and tell them! They only thing that has helped me is going into the classroom itself! Other then being very satisfied and have a great student teaching experience that’s really the only thing I can Praise this school for and that’s also because that was what I had requested!

• It’s not the course work was bad, there were other issues that made me disappointed in the program. The professors with some of these courses were just there to get a paycheck. There was a lot of unprofessionalism and unpreparedness. There was too much overlap between the early childhood education and the secondary programs that left secondary programs behind as the classes were focused on early childhood.

• Problems and lack of communication with placements. /

• The program does a quality job of setting students up for teaching. There is undoubtedly some over-reliance on technology that makes one question how the program could survive without, say, PowerPoint in the event that one is not interested in teaching in a technologically advanced locale. But those prospective teachers are admittedly few and far between, and the institution cannot alter their entire program in pursuit of making sure those rare teachers are prepared for a non-high-tech world.

• I was disappointed with how the content was delivered to us during our teacher preparation classes. And how the social studies content courses do not integrate teaching instructions.

• Lack of advisers during the program, incorrect information on pursuing major. Adjunct teachers for most core curriculum teachers.

• Great support from my CT and supervisor!

• Most of the classes in the teacher preparation program included information that was extremely useful. I did have some classes that the professor only used examples that weren’t going to be as useful in a middle school or high school setting. So those classes maybe should be adjusted so that there is more information that will be useful for the
5-12 and 9-12 majors. An example would be the ELL class that all education majors need to take.

• Lack of guidance throughout the program. Example: when to take courses, when they are offered, and how to plan for your. There was a few times in my personal experience when I was set back by the lack of structure, guidance, and support from my advisors.

• Most or our mentors were very good in our program and the placements I was given throughout my program were awesome.

• Sharing of many experiences

• Everything felt very disorganized and there was a large lack of communication. I didn't know what was required of me to ensure graduation, I could never get ahold of my advisor and I know the very basics of due process.

Throughout the program, I kept being told not to 'freak out' about the EdTPA, which in turn caused anxiety for me. I felt poorly prepared for the EdTPA the semester we started. Most of my knowledge has come from previous job experiences, field experiences, and my student teaching. Theory was talked about and examples were given of how to look for behaviors and academic needs but little was really explained about what to do once they are found.

• Strong support, quality program, the program is helpful, especially when it comes to the edTPA

• I would recommend my teacher education program to another prospective teacher, because [redacted] has been relatively reliable with courses, tuition, opportunities, and experiences.

• The education program has terrible communication, [redacted] has been extremely disrespectful to me and not understanding, and not the best instructors. This has been very disappointing because I came here because it was known as a teacher school. I would not recommend [redacted] to any education majors.

• Because there were a lot of misunderstandings and bad communication about expectations within the course work and other field experience requirements.

• I did not have a good experience in the beginning of my time here. I had to find my own adviser to get answers about what next steps to take. Before this I had two advisors who did not email me back. I also feel as though the education department needs to improve on communication. There was a lot of confusion with dates of when to be different places. This could be improved with both cooperating teachers and also the teacher candidates.

• This teacher education program provides ample field experience opportunities to apply content knowledge to content application.

• Overall, I enjoyed the program.

• The program prepared me for a degree that is amazing to get in to. There are a vast shortage of technology teachers in the state.

• I sometimes felt that I didn’t have the support I needed especially about being placed in the [redacted] schools. What we learned in class would work for smaller school districts, but coming from a smaller school and then being placed in almost all [redacted] schools for my placement, I definitely felt unprepared and had to learn on my own.

• Too much talk about diversity, but not enough implementation. Theories after theories without practice. Professors are not being followed up on as far as their course work taught or how and they go years on teaching without nothing being done. Not enough student support.

• Decent program, could use more educators in the field. More edTPA prep. More movement type courses.

• There were few surprises when I chose to enter the [redacted] major. The two advisors at the time had plenty of briefings to keep me informed. Those advisors are no longer part of the [redacted] major, so I cannot determine if this information flow will stay the same.

• Throughout my education I always felt "out of the loop" with what my program requirements were despite active listening in classes and full attendance. Details were always skipped, overlooked, or passed off. If not for a student who graduated before me guiding me along, I’m sure I would have missed very important deadlines. Now that I am in my student teaching placements, teachers are talking about certain elements within special education that we only very briefly discussed in my classes. They are also in disbelief about the gaps in my education. In my 3 years of attending classes at [redacted] I have only missed 1 single class period due to an emergency and I have a 4.0 GPA. This stated, I should not feel that I have missed so many elements in my education. The lack of accountability among professors and the awful communications skills made my time in this program very challenging. I am also very disappointed at the amount of projects submitted on D2L that were never even opened by university professors.

• I would recommend my program because I think it is a good program. However, there are many teachers who I didn't feel were very good and actually made class non-enjoyable.

• There are many like-minded students here who form a great support system going through the program.

• I still do not feel completely ready to be a teacher. I learned more from my CT than any one of my courses at [redacted].

• The best support I received throughout my program was from my [redacted] advisor. He made sure to meet with me each semester and was always prompt in responding to any questions or concerns I had throughout the school
year. The advising I received from [redacted] professors was often hurried and lacked much sense concern for my personal success as a student and teacher. / / Although [redacted] was a thorough course that introduced us to many of the technologies we might have available to us in schools, none of my other courses focused on technology integration. As more and more schools continue to add new technologies, apps, etc. to their curriculum, those should also be added to the curriculum at [redacted]. Professors should integrate them into their classes rather than teaching us in terms of theoretical (e.g. This is a technology you MIGHT encounter). / / [redacted] is an affordable option, especially for future educators.

- I feel the instructors have done a great job giving us resources and advice on our future classrooms.
- It was a tad disorganized and difficult to receive advising help when needed, due to lack of email responses. However I had great placements, but some classes I learned very little from as well.
- Very poor communication between university staff members regarding dates and requirements.
- The [redacted] have a program where student teachers are in the classroom near constantly once they begin their blocks, and have much more structured transitions from student to teacher.
- I would, but I would suggest that they check out who some of the professors are in the course. I encountered a few that I would not recommend to others. Also, some of our field experiences were pointless and a waste of time, so that is one con I would share with someone wanting to join the program.
- The city is tough and the classes could hold you more accountable.
- There were many moments when I was coming in as a transferred, first generation, student of color that I felt like no one in the Ed department was willing to stop and explain things to me. I felt very left to fight for myself than having the support of the professors or an advisor.
- My advisor/ supervisor have not been helpful, and honestly I would not be graduating if I relied on them.
- I really appreciate the professors willingness to work with students and wanting them to graduate, feel prepared, and not overload busy work. I loved a lot of the block 3 and 4 classes which has really prepared me and I will use the things I learned from these two blocks. However, I do not feel like block 1 and 2 were filled with courses I'll take things away from.
- I have only been involved with the Student Teaching experience through [redacted]
- I never got appropriate guidance or support from the faculty.
- During my time in the teacher education program i felt there was a clear division between my content courses and my pedagogy courses. My teaching education courses did not relate to the real classroom experiences i had. There needs to be more opportunity for field experiences earlier in the program. My instructors for the education courses were not helpful and the content was too broad across all fields of education. A more centralized pedagogy course would help tremendously. (Ex. [redacted], [redacted])
- I think this program has a lot of connections and the schools are more or less great to work with; however, there are a lot of internal program issues, but it's inexpensive.
- I feel like our department focused a lot on theory throughout my time here at [redacted], I didn't really feel like I was prepared to teach all that well. I would have liked to get more work in on writing IEP's over theories, we had one opportunity to write an IEP and it was at the very beginning of the my Special Education career, that instruction didn't seem like how some of my cooperating teachers in student teaching write their IEP's. The communication in this department needs some improvement. If these changes were made to the curriculum I would definitely recommend this program to a future teacher. I think some of the staffing changes that have been made this school year was a mistake in the department.
- Great school and support service through the education system.
- I did not find [redacted] prepared me to be a successful teacher. The content was poor and a majority of the teachers seemed unprepared and unprofessional. [redacted] completely left us on our own for the EDTPA up until our student teaching. I will highly advise prospective students to choose another university to attend. This program seemed like a joke and failed to meet needs for the social studies group.
- Maybe
- I thought that the programs itself is great. I was able to complete everything on time. And I felt like all of my professors wanted to help me succeed and be great.
- It wasn't the greatest program in my eyes but it does the trick. I feel that we need more hands on content learning and if edTPA is so important then we should be doing some of that all through the program to better prepare the students or just not do it all together.
- I think the teacher education program has prepared me well for going out into the field as a student teacher.
- The special education department, especially [redacted], was not knowledgeable in the areas of requirements that we had to meet for graduation. Did not respond to emails or question brought to him. There were multiple experiences throughout my education that affected my view of the program, as well as, my graduation date. There
were only two full-time professors, [redacted] and [redacted], that helped and truly supported students throughout my college career. The best and most knowledgeable professors were adjuncts who are no longer with [redacted]. My advice moving forward is if you are going to have a special education department head, that they should be experienced out in the field of special education so they can properly help and prepare teacher candidates.

- The [redacted] classes were very beneficial.
- Very nice Ed school with requirements that are above and beyond. Content area specifically was a little lacking in advising, but otherwise fine.
- I have enjoyed the set-up of being able to go out to teaching and then be able to come back and discuss and learn more. There have been some classes that I have not enjoyed or have not prepared me well, but for the most part I have really enjoyed my time here. Most of the professors are great!
- I think I’ve been prepared to be a good teacher.
- I learned more in my student teaching placement and on the job. The instructors at [redacted] did not give timely feedback on assignments. Most of the assignments in D2L weren’t even opened.
- I was very happy with the student teaching processes that I received. My cooperating teachers are excellent have a great knowledge base to share with me as I grow into a teaching professional. I have had tons of support from advisors, [redacted] supervisors, and other professors that I have collaborated with during my 4 years at school. The biggest factor for me was the support that I received during my placements.
- [redacted] was a great place to go to college, but there were times that the teacher preparation courses were lacking in essential that’s needed to be successful. At times, I feel unprepared for the teaching world and feel that I could’ve gotten more support.
- The program was not well supported due to some of the newer teachers. Our class was caught in the drama of faculty leaving and some coming so we were not very well instructed on what we needed to know out in the field. The paperwork was basically glazed over and not really covered to the extent that we will face when in the work force. It was a very frustrating thing for my CT to have to sort through.
- Program was not organized and did not prepare me for student teaching.
- I would recommend because I have overall had a fabulous experience even despite some bumps along the way. / / However, I strongly suggest consider putting methods course among many others into the summer session(s), instead of coupling it with the edTPA and student teaching. / / As far as technology goes, we need more practice in class with this stuff (i.e. programs and applications that are available in every setting, like BYOD schools, i.e. Nearpod or Google for Edu, Peardeck etc) / / ACES Trainings is a must!
- Miscommunications between students and university about course requirements.
- The math classes were great, and my math adviser was great. / / My education classes were not great and not a nice use of time. They felt unorganized, unrelated, unprepared, and failed to ever connect intimately with my needs.
- I would now now that there are some new faculty teaching. I think a new dean of kanisiology would help make less stress in the program.
- I am feeling very very unprepared with the content I was taught in my courses. Our professor focussed on the EdTPA more than something more useful that I will need in my field. I do NOT know how to write an IEP, do the paper work and the basic information that I should know in becoming a teacher. I know more about the EdTPA and it is extremely disappointing given the fact that I will be a teacher in a short few months. I'm very stressed about being a teacher with the information I was taught in my classes. The head of the SPED department has never been a teacher in an actual classroom but is in charge of the information we are given. I feel as though I need to know teach myself how to be a special education teacher being thrown into the field.
- I appreciated how much the professors truly cared about me during my blocks. I could tell that they were doing their best to help me succeed and prepare me for the real world.
- First student teaching placement was awesome, second placement is horrific. The support felt from [redacted] is nonexistent.
- Professors were unhelpful, wouldnt respond to emails, lacked connection and interest in the students and their college journey.
- I thought a lot of the coursework was "pinterest"-based rather than practical, hands-on, applicable information. When I pay for an education, I expect that I'm receiving information I CAN'T get without being in a university. Much of the "preparation" was on my own, with materials I found (not information in the texts or professor-given) to help fill the many gaps in the education. The classroom management course did NOT prepare for the classroom (watching movies and having class discussions without a focus do NOT prepare me for the classroom). I do not think the classes prepared me for the Basic Skills tests, NES-[REDACTED] test, and the edTPA the professors TRIED to help, but much of the information was given too late in the game. / / I never learned how to teach a child to read. / / Much of the material/information given did NOT prepare for field placements or student teaching.
• It is close by and in [redacted]
• In reference to my first placement, I learned a lot but my cooperating teacher made it extremely difficult. She was closed off and didn't offer encouragement throughout my placement. I don't feel expectations were explained effectively. I feel [redacted] should offer classes on classroom management and an initial understanding of who we are as teachers in the beginning.
• I would because of the student teaching and field experiences.
• Communication between program representatives and students was lacking in knowledge, confusing and at times misleading. No one seemed to know what was going on, courses were constantly changed and bounced around between the different blocks. The course work did not prepare me for my student teaching experience at all - I was not given tools to use, relevant theory to practice, I was not able to even look at a teaching manual or common core standards. Most of my new knowledge gained was from my cooperating teacher at my student teaching placement. She is the one who introduced me to new tools, current ideologies and theories, and classroom management styles. Many of my courses required independent readings and no applied practice, resources, or tools. The program also did not prepare me for my [redacted] or edTPA.
• The quality of instruction left me feeling very unprepared for the classroom. Too much focus is placed on edtpa and not on how to be an effective teacher. I was provided with little tools how to be successful for me and my future students. I only learned a great deal from my cooperating teachers.
• There was a disconnect within the Special Education Department. I felt unprepared for my future teaching experiences due to the inconsistencies with the department and expectations.
• I've dealt with a lot of changes with my placements and incorrect information that I was given that has put me back in my placement setting. I've also felt very unsupported by the people who have placed me and their understanding to my struggles and worries during this time. My supervisor has been such a supportive person for me, and so have my previous professors during this time. I just wish that the people who placed me cared more for how I am doing with 2 placements during this busy time.
• There was a lot of content that was not taught to us while in school here. We basically had to find everything out on our own. We were not even told until this semester the tests we had to take to become a teacher, yet we had multiple classes on the edTPA which does nothing for graduation or hiring purposes. I feel like we could have been informed of more things, I learned a lot of the requirements from the people who I knew that were in the program before me. I feel like I know more about the edTPA then I do teaching. One of our professors has never even taught in a classroom before, yet he is teaching us how to be teachers. This said teacher still doesn't know a few of the students names in their classes even though we have had him for 3 years. The special education program needs to have professors that are actually invested in our learning, not their own personal lives. There were only two professors that cared about us in the program. [redacted] and [redacted]. I wish I actually knew how to write an IEP instead of how to write an edTPA.
• I would recommend it because I the professors I have had for my pedagogy classes have been very helpful, and have given me a semi realistic view of what I will see in the classroom. However, I do wish that [redacted] communicated with students about deadlines and events better, and that we were more aware of what was required of us before we went out into the field, rather than telling us a few days before we have to have it done.
• This program may be going through a major change but, it has been quite unfortunate for me. I felt as though I was thrown into a placement and did not know the key basics of special education; IEPs and Evaluations. In fact, our ONLY evaluation project was pulled from us and we did not have to do it. While it was nice to have something off our plate, it's a very important component to being a SPED teacher. My CT's were very shocked that I did not know much on IEP's or evaluation. I felt extremely unprepared. I learned most of my knowledge of key things from my CT's, they were amazing. /I've had some amazing professors at [redacted] that were so knowledgeable that ended up being let go or only taught one or two courses. Some of my best professors were Adjuncts and not the [redacted] hired professors. I think I was given very little meaningful information for my future career. I'm very lucky to have parents that are teachers, great mentors in the school district I'm going to be employed in as well as awesome CT's. / When preparing for my [redacted], the content was stuff that was completely out of the realm of the content that we were given during our classes and did help me prepare for those exams. I had to seek out separate resources to find answers to the specific content. / My [redacted] student teaching supervisor was less than helpful for me and made my experience quite upsetting and hard. This was discussed with [redacted] but, I still feel as though it is extremely important for this fact to be known, my experience with my supervisor was not good. My actual placement was wonderful, I loved my kiddos and my CT's but, my [redacted] experience for my senior year was less than great. My program chair did not treat me well when I brought this concern to him. I had to jump major hoops just to get an answer as to why this was happening. I was told that the actions of my [redacted] supervisor was not the correct way of doing so by multiple [redacted] sources and it still continued to happen. Very unfortunate semester to say the
least. I’d be happy to answer any questions the administration or those who are concerned may have.

• Yes, I would, there’s a few changes I would make but overall I think it’s a quality program.
• I feel I was very well informed in all areas of elementary education and becoming a teacher.
• I feel this program has prepared me enough for the educational career. I would recommend this education program to other prospective teachers.
• My CT was not a good fit for me and it made it hard to truly learn and enjoy the field I am going into. I notified [redacted] and nothing was done about it.
• It is inexpensive and does a good job overall. The school is small enough that professors give personal attention if needed. The vast majority of staff have been very supportive of the needs of individuals while still allowing students to develop autonomy.
• It’s hard to make a decision because there are so few professors in the major.
• [redacted] did not have the distance learning classes I needed and was not helpful or accommodating. I had to get a partnership extended with / [redacted] to include my major. My professional training through [redacted] FasTack program.
• Office of Clinical Experience did not work well with students request on location preferences. Many students in my program received placements an hour or more away from their homes/campus when the particular students did not have means of transportation. / / A lot of the time it felt like professors were working against you and not with you. / / During my time in the education program, I felt like what I was learning did not relate to teaching. / / The courses were very politically biased.
• Awful organization / Hard to get in touch with professors / Unclear expectations and requirements
• Lack of communication
• The field experience opportunities are second to none.
• I am at school for 5 years due to advising at the school. Once I reported my advisor for lack of help/care I was told there was nothing anyone could do. Then this advisor became my professor. This was a very hard situation and I wish I would have been very supportive. / / The was a great lack of organization within the program. My CT is very frustrated with the lack of understanding from the university on issues of dates and times things are due.
• I believe that [redacted] SPED/ABS program is having an identity issue and that getting a license at our university is not looked upon as an asset anymore in the education field. I feel prepared for teaching because of the experiences that I had before entering the program because a lot of the things that need to be learned in the special education classroom can only be learned by hands on experience, not my professors that haven't worked in the field for many years or aren't familiar with teaching in [redacted].
• Bad University supervisors and bad professors
• I was able to successfully make my way through the program and made wonderful relationships throughout the process.
• There was a lot of confusion in the program. Especially with the Para to Teacher program.
• I think that [redacted] does a very good job of getting their students ready for teaching. I think there is a lot of hoops that you need to job through but that is with any school. I think there are times that the school, in general, wants to get their money but the professor is very caring and make sure you get everything that you need to be successful. They are all mostly very understanding about personal things.
• I felt that the field experience opportunities that we were in prior to student teacher did not adequately set us up for success, they were not typical of what we would be experiencing in the field. We had a very short time that we were with the classes each time that we were there. In the assessment class we were in a classroom for three hours at a time and were told that we were to observe and limit interaction.
• I do not feel that there is enough communication between the [redacted] staff and myself during student teaching. I feel that as a graduate student there is not enough support for myself and classmates in letting us know what the requirements are of teaching requirements (like edTPA). I have had to ask for information and constantly make sure that I am being given the resources I need - I have not been given them at the beginning of my student teaching.
• I think that the program has been very helpful. There are some things that I wished I would've been taught more. Even though there are some things that I wished I was taught, I believe that I was still prepared very well. I was supported by many teachers.
• I am not happy with the intense focus on the edTPA and I didn’t appreciate how as a teaching candidate I am being asked to adhere to a standardized test to determine my overall abilities when that mindset goes against everything I stand for as a educator. I felt that there was too much emphasis placed on doing well on the edTPA and not enough time was devoted to being in the classroom, interacting with kids, and honing the skills that are imperative in building relationships with students.
• Poor quality of preparation from professors and program during preparatory classes. In one class, the instruction
did not teach us anything. Instead, the students were told to present chapters of the text as a group as discuss with the class. The instructor, [redacted], did not provide any guidance for expectations and even cut the class short by three weeks to go on vacation. Very poor quality of instructing.

- I learned a lot during my field experience/ student teaching and I felt very prepared for that.
- The disorganization and unprofessionalism higher up through the kinesiology department made it very difficult to be successful in this area of study.
- The program is not very organized. Many things were thrown at us last minute or changed when it came to our placements. Expectations weren't always clear when we were in the field. I don't like that as an El. Ed. major our student teaching is broken up into two parts. I was placed in the same grade for all of my field experiences except my student teaching placement. I feel like I didn't get to see what teaching at all levels was like.
- It was sufficient but not excellent.
- [redacted] has a well-rounded program for the most part. Many of my courses were geared for ESL. As a Spanish major, it took a lot of mental effort to constantly adapt the material to apply to my content. It was possible but very frustrating at times.
- I think [redacted] has prepared me to be a successful teacher. I was given the opportunity to have many field experiences in various school before graduating. Although [redacted] did a great job preparing me in the [redacted] department, I think spending more time in the [redacted] department would be beneficial.
- I feel like I was well prepared for student teaching. I believe a lot of the coursework was based on theory and not so much actual practice, we talked about some great theories but we didn't look at the practicality of these theories. It seemed like these theories would be great in a perfect world but that is not the reality. Also, the EdTPA I feel is very distracting for my Student Teaching experience. It is a HUGE added stressor that is put on us and I do not find it helpful in the least. I would have liked to take on more teaching duties during my student teaching, like completely taking over the classes or creating new lessons, but I did not have the time for it because of the EdTPA. My CT, my advisor, and my university supervisor are well aware of my ability as a teacher. A little snippet of my teaching in the first few weeks of me starting to teach is not a good indicator of how I am/will be as a teacher.
- I don't feel that I was given enough guidance through the program and my plan through my time here
- I feel that several of our professors were very far removed from the teaching profession and did not provide relevant information about the field. I feel that there was a lot of wasted time doing busy work and not really focusing on real world teaching topics. I also feel that there was a huge lack of communication from leaders in the special education department and didn't typically hear back when an answer was needed. I feel that my advisor was wonderful and kept me updated with any questions I needed answered. I feel that [redacted] and [redacted] were huge assets to this program and appreciate all of the help and support they offered.
- I would recommend this because the faculty here are very helpful and caring for their students. They want the best for you and will support you in anyway.
- The program felt good and very supported from the content side. I did not feel as supported as I needed from the ED side.
- Overall, I had a great experience. However, there were setbacks. I didn't find any of the ED classes to be particularly helpful. I think music ed majors would benefit from more instruction from music professors on the education side of things.
- I had a great advisor and all the instructors in my teaching emphasis (geography/social studies) are really good! They all are very professional, exceptionally knowledgeable in their perspective fields and inspiring in their own unique ways. The 'education' teachers are well informed with today's education requirements, routines, and trends. They helped prepare me to be a true professional and have shaped my excitement for teaching.
- I would like to talk to someone more formally about my experience, and response. / (K-12 Visual Art Education Program) / / This program has lacked many things in the last 2 years, I do not have time to highlight them all in this response, and do not believe it is appropriate. / / The one thing I believe [redacted] should know, is that this path degree has lacked clear leadership since the last department (director, advisor, and leader) retired from her position. This should be obvious, but that being said. Administration has done nothing to fill this position, except give me random Adjunct professors that do not care about you. My Adjunct professors have come and gone, semestery. Never having any consistency, from the department or [redacted] university. / / If anyone would like to meet with me and discuss further. I would like to have some communication on this point and how it is changing at [redacted]. / / Thanks, / [redacted] / [redacted]
- I was in the Para to teacher program with the school district and nothing about this program was easy. I would of much rather of done the program on my own. In a Special Education we were not provided any writing days for the EDTPA. When asked about this one professor told me that special education is “special” and that they didn’t want any of the students to miss our student teaching. Well, doing the EdTPA I felt that there was no support and my
score will reflect that. I feel that there was a lack of information in our classes to fully prepare me for my student teaching.

- While many aspects feel out of date such as info on a few important dates/events only being readily available on physical bulletin boards and emailed at a very short notice. I either received a heavily delayed response or no response at all on important matters with the [redacted]. However, the professors are very dedicated, knowledgeable, and easy to work with.
- I would recommend this to others. Although, I had a few kinks in my student teaching placement. I would like it if you did a personality survey prior to placing us in a classroom. This way we don't have as many problems with our Cooperating teacher. / / I am placed in an amazing classroom. I am happy I could end my student teaching in Stride with my Cooperating teacher.
- I felt that there needed to be much more integration between content course and methods course. We only took 1-2 courses that combined social studies with education. [redacted] was the most valuable course I took throughout the program, and I think it would be very beneficial to intertwine similar courses throughout the program. The instructors for my education courses were not helpful. Much more practical advice and experiences that combine my content area with instruction strategies would be much more useful!
- I would recommend this program to someone because it is affordable, not that far from home, and is pretty reputable when compared to other programs.
- The teaching program has great intentions for teaching preparation, but I feel that some professors were not qualified to teach specific content courses.
- I felt that their could have been better professors for some of the content classes. I felt that there could've been better instruction and explaining about the exceptions.
- Great teachers and the program gives you an ample amount of chances to be out in the field.
- I am indifferent if I would refer someone to the prep program. I feel that there were times during student teaching that I was clueless because this was something not brought up in any of my classes. The classes were convenient. I
- My Kindergarten cooperating teacher is not the best to learn from. She has a very negative view and does not integrate the elements I find important in an early childhood setting. I also do not feel like one class on technology was enough in this day and age.
- A great program with great teachers. [redacted] and [redacted] are phenomenal and very knowledgeable, they played a huge part in my success.
- Although I think there are disconnect between classroom instruction and field experiences, I am coming confident this is the best teacher preparation program in [redacted]. The faculty was very personable and d day fated to their student’s success.
- I felt supported in my learning, and I feel like I had a lot of opportunity to gain some experience in a classroom environment.
- Field experiences and content classes were great, but the education classes were not. There was not a whole lot that I learned in my education classes that I was able to apply in the schools. Professors are teaching us how to teach kids when they haven’t taught kids in years.
- I thought it did a good enough job. I just think actually teaching helps instead of listening to lecture and theory most of the time. Practice is key for comfortability in the classroom.
- You learn so much from the professors as to what to expect as a new teacher candidate.
- I do love [redacted] and feel that they prepared me a decent amount for teaching. There are aspects of the program that could use changes. There needs to be a lot more about coteaching and technology as we never learned about coteaching. It was maybe spoken about once or twice but there was no practice for it. There was also only one class that integrated technology and that was the technology course. There should be more practice with that. There should also be more support in block 4 because we were not notified that we could apply after our edTPA scores were in. There was word of mouth between students and a lot of confusion. So, there needs to be more support in that aspect. There is also way too many pull back dates to talk about edTPA. I understand that it is very important, but I don't need to be pulled from my classroom to have "writing days" or sit through lectures about the rubrics that we have heard countless times.
- Tuition is cheap
- I feel like my content courses were pretty valuable for the most part. [redacted] and [redacted] are some of the best professors I have known. However, I feel like most of my Education specific classes weren't the best use of my time. The entire semester before student teaching wasn't useful, as I did not learn anything new. I think that time could be better spent getting more familiar with the edTPA and actually going out in the teaching field. There is only so much theory and stuff that you can learn until you NEED to go out and practice it.
- There is a lack of organization in the special education program. In general professors are unresponsive to emails,
and they seem to give conflicting information on program requirements or no information at all. Finding answers to questions is extremely frustrating because staff members each hold different towers of information, so you have to be sure you ask the exact right person. I feel like some of the things I really need to know were glossed over (achievement testing, interpreting rating scales)... I am thankful that I have had some very solid field experience and student teaching experiences, because otherwise I would be tremendously unprepared for teaching (despite my 4.0 GPA).

- It is a good program, but it does not prepare you for all of the behaviors and real life situations that you will experience.
- Becoming a teacher through [redacted] has been consistently confusing and frustrating. I have felt unsure along every step of the way because of lack of communication even when I would reach out for support. There is a huge disconnect between the art department and the education department that has caused me to delay graduation a semester. My placements through every experience have been frustrating because of CT inability to navigate university systems, like tk20, and inability to find a place for me to begin with. [redacted] should not have been teaching future educators. He literally covered the same content every week, using the same PowerPoint. [redacted] was a great advisor but was not replaced by a art education advisor. [redacted] who is concudered to be advisor was not helpful. In the 3 years he was my advisor I have never met him in person.

- Lack of communication from the head of the department / Lack of feedback and opening of classwork / Lack of understanding to non traditional students / Mainly the disorganization and characteristics of the head of department
- Many professors seem out of touch with reality. They have been out of the classroom for too long. Also, we had no writing days for the edTPA. Having the methods class during student teaching is ridiculous. It requires too much of us. We are planning and teaching our lessons, doing the edTPA, and working on assignments. It definitely takes away from our teaching.

- Your opinions are not accepted if it goes against the professors. You get threatened by a teacher because of a simple question you ask. Some classes weren’t taught the way it said it would be taught in the syllabus. I expected a lot more than what I got. I honestly feel like I got half of an education so I should only have to pay back half of my loans. I did not get the education I paid for.
- The secondary education program has failed to put its students first and hire reliable and valuable instructors for the college courses. The program has also failed to keep incompetent instructors/professors accountable for their useless teaching strategies or course content. I have only learned from my field experiences/student teaching and a select few professors at this university. A majority of the teachers seem to be underprepared or disengaged. I feel bad for the few professors and supervisors that actually care about this University, the program and the students in the program. When being asked by potential future education majors I will not shy away from encouraging them to go to another University such as [redacted] where they seem to be interested in their students success versus the security of the inefficient professors.

- There are good and bad aspects of the program. [redacted] is generally regarded as having a very strong education program, which is true, but a lot of the ED courses barely discussed things I would have liked to know by the time student teaching rolled around. Wasting my time with conferences to give us information that could EASILY be integrated into any of our ED courses is counter productive. Find a way to break these conferences down and integrate the material into our other ED courses so I don't have to miss a day with students would be the best place to start. I would still recommend this program to others, but not without informing them of what is being neglected on.

- I don't think that the courses help me become successful as a teacher by the way they were spaced out. The EdTPA is WAY too high on the list of completion/importance. I feel strategies and other important things were pushed aside (for example co-teaching).
- Advising and program requirements were often jumbled and not communicated well. The art program in particular, in my opinion, needs to be completely restructured and revised. I would not recommend anyone to attend this program until a second look is taken at the leadership in the art education department. We often got incorrect information and even recently, one of our courses was incorrectly placed in our DARS report, causing a massive amount of confusion. There were many unnecessary hoops to jump through and things that were missing in my education. I feel that some of the education staff believe they are supporting their students, but our experiences have given us a different idea of that.

- For tech ed, I feel that I was not properly prepared with skills in each content area that I will be given as a tech ed teacher.
- This program not only gives you the tools to help you succeed as a new teacher but also provides extra opportunities to gain field experience before your student teaching semester.
- It feels like your program isn't run efficiently. No one is on the same page between the ed department and content
areas. It's very frustrating and misinformation abounds. / 
• I like the way it is set up. I like how much we are in the classroom and how we ease into each experience so we can get to know the students before we're expected to teach a lesson or lead.
• It was disorganized and did not fulfill my needs as a student. I would have benefited more from actual learning theories and practice. I felt that a lot of the coursework was irrelevant. Several professors were very unhelpful when it came to preparing and supporting us with student teaching.
• I was initially slated in a Para to Teacher Cohort that fell apart. I feel there were many glitches in moving through the courses and finding out later about prerequisite math course that interrupted my whole experience. I learned more from my peers about how to navigate through the college experience that any college staff or program. / I did not always feel supported by my professors. Emails were not answered in a timely manner or at all. Feedback on assignments were late and sometimes there wasn’t any at all. I actually received some final grades and could see that some of my assignments were never even opened or looked at. If I have to do the work, my professors should have to do their part also.
• Some of the things we learned were very applicable, while in some cases I came into experiences not having learned anything about popular things within schools currently. I feel as if a number of our professors were very likeable but didn’t inform us well for teaching. Most of the things I’ve learned were from my textbook or from my field experiences.
• Yes it is a good program. The program cares about you and your education.
• I feel like there is a disconnect between content area teachers and the school of ed teachers. The expectations are not clear when we have to talk to our content education teachers. My advisor did not have a clear idea of the education expectations or when I need to complete certain classes. Also the time requirement in the field experiences before student teaching is too little. There should be more active time in the classroom and in front of the classroom before student teaching to develop those skills before student teaching comes and we need to be in front. Also during student teaching get the student teachers in front of the class right away so the class is theirs. I had to fight my student teacher to allow me to take three classes from the beginning.
• I would, I have learned a lot from our mentors and professors
• There were a lot of unanswered questions throughout my whole experience at [redacted]. If it were not for my peers in my classes, there is no way that I would have come this far. /The lack of communication, professors not answering emails and professors saying " I'll check on that" and never getting back to you is very unprofessional. I felt very unprepared going into student teaching, as student teaching is something I looked forward to my whole college career, I felt defeated with the lack of knowledge I was sent into Student teaching.
• The faculty are wonderful and do their best to work with students who need help. The one issue was that the program seems to hold back information from students for odd reasons. I heard the phrases such as "backwards design" throughout the entire program but it wasn't until the final semester before student teaching that those terms were even somewhat explained. There was also only one SPED course (it was good but it was the only one), which left me feeling very unprepared to help students with special needs.
• Good school and good teachers. Advising can be improved, and Education Students should be prepared more for EDTPA.
• Most of the classes were useful for the special education field. Others, not so much.
• I enjoyed many aspects of the program at [redacted] from time he friendly Environment to to the amount I learned.
• The school's high standards truly prepare you for the realistic demands of an educator. I would not recommend to those I feel already struggle to balance priorities in life as this school expects much out of their students. In turn, [redacted] has a reputation of student teachers as well as candidate teachers that schools want.
• I thought the professors truly cared and supported each of their students. I enjoyed my time at [redacted] and felt prepared for my student teaching.
• My program was sufficiently rigorous to set me up for success in my student teaching. I felt that I came out of each class with the information and skills that I needed. The professors did an excellent job "practicing what they preach" by both using best practices when teaching and teaching us best practices. They had high expectations for us and challenged us to constantly improve. They showed sincere care and gentleness throughout the process. / The only reason that I would not recommend this program to and other prospective teacher is that the schedule of classes is fairly inflexible, which makes it tremendously challenging for working professionals and parents to participate in the courses.
• I don't know how well marketable I will be, so that is the only reason why I am not choosing "Definitely No." For how much it costs, it was not worth it. I felt so belittled by several members of facility. I feel I am a very good teacher, and school is/was hard for me. Professors looked more at my school work than my fieldwork experience and evaluations. It was also extremely hard for me to get my middle level degree, which was hard to jump through
hoops alone. I felt that the program was close-minded, didn't care about students and their needs. We are taught a lot about ways to look at students though many lens, which the program didn't do. Overall, I felt that the program taught us several things, but didn't apply those same concepts to their teaching.

- I wouldn't recommend it because there were so many hoops that we had to jump through that wasn't talked about in the initial application to the program. I also wasn't really satisfied with the education that I received, I was mostly able to play school and get this degree. Most of the teacher I had were elementary school teachers and not able to fully answer my questions about my degree plan. There were also teachers that I had that I felt weren't qualified to teach students or they didn't get the correct information on what to teach or how to teach.
- I received all of the help I needed.
- Because PE is no longer offered at [redacted] I felt like I was more of an [redacted] student than a [redacted] student. The classes I took at [redacted] for my education courses were not related to my field and the content struggled to relate to my content area. I also had so many advisors that I felt that a lot was missed as far as what is expected of me, what classes I should be taking, and what classes are no longer available to me. My experiences at [redacted] was not as positive or beneficial as those from [redacted].
- She would not allow me to take over after asking multiple times. She would say rude comments to me and about me throughout my time at student teaching. I did not receive any feedback for the 1st half until my advisor finally mentioned that it is important to do. Even though I would ask for it. I do think she is an incredible teacher but not a good mentor. I found myself lost a majority of the time and I felt that I could have made way more improvements if my cooperating teacher took the time to talk to me and provide feedback. I had a really rough experience.
- This program does not adequately prepare prospective teachers. Student teaching is where we actually learn to be teachers. The [redacted] education program is 100% taught in the teach-to-test method. The focus of the education program was the mastery of the edTPA, though the edTPA is not required for the [redacted] license. [redacted] was a successful course and [redacted] is a fabulous professor. [redacted] is also a very helpful professor. [redacted], however, is completely teach-to-test methodology and we only made one lesson plan during the entirety of our semester with [redacted]. [redacted] also failed to assign me the majority of my fieldwork placements, including my student teaching placement. I was left to my own devices to find teaching placements. This was deeply unprofessional that [redacted] failed to fine placements for the majority of my education. Overall, the program was deeply disappointing and a shame to [redacted].
- Because the connections that I made in the program were ones that I will keep long after leaving [redacted]. It was a great thing to be a part of!
- The program at [redacted] has prepared me for my career. The advisors are very helpful and clearly care about the future of education and educators.
- This program is marketed for working adults but it is not that. I may recommend the program for someone as an undergrad or straight out of college but not as a graduate student. It was definitely geared for someone younger without real life working experience.
- As much as I learned from individual faculty at [redacted], the fieldwork experiences and thread of information regarding things such as licensure, [redacted] tests, etc. I also felt that I was not valued in previous fieldwork placements, and know that there were prior students with the same placements had similar issues.
- Overall the program was good. It was lacking in the technology teaching area as far as modern technology goes. There were some websites that were mention that was great. But as far as how to use smart boards and things like that, it was very little.
- I would definitely recommend my teacher education program to future teachers. I felt like all of the professors in this department genuinely care about how you're doing and if you need extra help. I felt like I learned a lot and I also enjoyed taking the classes that we are required to take.
- The professors in this program are really great and they all care about how their students are doing. They expanded our learning outside of the textbooks and helped us figure out how the content would apply in the classroom. I think the only thing that's missing from the program is a longer amount of time on classroom management and organization. I think it would be beneficial to spend time talking different ways to organize a room and how to build bulletin boards to promote student learning.
- The program is fine but the cost of [redacted] is high.
- I found the work done in the classroom prepared you for the student teaching experience. The lesson planning and [redacted] classes were extremely valuable. The field placements before student teaching I wish were more closely aligned with the classes being taught.
- This was a hard questions for me because I believe the professors in the Education Department are absolutely amazing. However, I think there is some disconnect between the administration, the students, and the professors. Therefore, I would not go out of my way to tell someone to recommend this program.
• Although I was able to get a variety of experiences from different types of teachers with varying levels of experience prior to student teaching, I feel like my frustrations with one of my student teaching placements were not being heard. It felt as if because I spoke on my frustrations at the beginning of my experience that it was dismissed and that I was assumed I'd enjoy my experience eventually. Student concerns should be listened to and acted upon. Also, during the courses on dismantling racism/ableism in the classroom, it is important to realize that the realization that some of the readings can be triggering for students of marginalized identities. The readings/assignments seemed targeted towards a more homogenous audience.
• Highest quality educational experience I have had!!
• I would recommend it because I see it as a program that is on the rise and has some people in charge with the right vision for the future of the program.
• It is too expensive and the edTPA is too difficult for a starting teacher. The [redacted] websites are difficult to navigate and it is confusing who to contact for what questions about classes or the program.
• The only suggestion I have is that because I am already a licensed teacher, and I got my elementary degree from [redacted], some of my coursework overlapped. I wish there would be a separate track for a person who had never had experience teaching and someone who does. I feel like I could have less work in [redacted] (my most disappointing class) and more time learning and applying paperwork techniques and data collection. Now that I am in a special education position, I feel that is where I have deficits in my teaching. I know how to design a lesson and teach content, but I don't feel as prepared to create data collection sheets, hold eval and IEP meetings, and carrying out due process. Also, because I chose a license in ASD ad am teaching resource, I feel I could have had a more focus on qualifying criteria, and determining continuing needs. More special education specific. Also, I realize that the [redacted] class is what allows us to get our Master's Degree, but I don't full believe creating a study correlate with my effectiveness as a teacher and it felt like more busy work than beneficial to my career as a elementary teacher. / / Overall, I liked working with my professors and feel that I am a pretty confident teacher, and I have [redacted] to thank for that because I am fully educated by you, but that education has also allowed me to see some areas I would have liked to be different to feel even more confident as an educator. [redacted] does a great job teaching about best practice and that has taken me a long way in my journey as an educator thus far. I would recommend [redacted] to other prospective teachers.
• Unorganized. Difficulty with communication. Far less quality education than my undergrad program in education from a different university. Felt I wasn't learning anything the first year of cohort, but was still made to take those classes despite providing syllabi from undergrad. Classes were disorganized and a lot felt were a waste of time.
• There were teachers who really cared, and did a good job - and then there were a group of professors who really did not put together thoughtful or meaningful coursework. It was limited in scope and learning style, and I felt like a lot of the coursework was not aligned with classroom success. Teachers also didn't demonstrate GOOD TEACHER which is hugely important in a teacher preparation program.
• Good classroom experiences.
• Great resources, professors, and preparation for the future.
• There was a lot of turnover and people not communicating with each other regarding my specific situation. I did not have a great [redacted] experience and felt that I never got a answer back from people when I reached out to people in higher up. I was very happy with some of professors and their support to get through classes.
• I would recommend the [redacted] teacher prep program due to the expertise and caring of the instructions. I was truly supported from start to finish, even though I was an online student.
• [redacted] did a great job of preparing me for the real world; especially in regard to understanding due process.
• It was really hard with all the role changes of admin throughout the 2.5 years i was in the program. Better organization to help keep the flow.
• The courses were interesting and not overly demanding for students who are also working full-time.
• There was a lot of shifting in the administration and course requirements in the program that caused some problems was needed for completion.
• [redacted] was very helpful and responsive to all questions I had throughout the entire program. I felt very supported.
• I thought my program prepared me well for clinical practice and felt supported throughout the process.
• [redacted] prepares you well and they offer many resources during the program.
• While the majority of my above answers seemed positive, a. there is not a selection for neither good nor bad (minimum of answers would be such), b. the education program was very unorganized throughout my experience, and c. I did not have the most positive experience at [redacted] with their administration.
• I have nothing else to compare it to, but for the most part it set me up for success.
• I feel that the teachers tried to help us but there were so many changes in professors it was really hard to know who
to contact for help. Everything really seemed messed up at times. Also so many of the professors did things so differently it was difficult to keep up. There was not a lot of consistency. Also I was told something when I started the program and about half way through it changed. Things were very frustrating at times.

- [redacted] is an incredible program to work with. I transferred mid program from [redacted] and was very happy with my choice in [redacted]
- The early childhood special education program at [redacted] was a giant mess since [redacted] left. It was a mess, we had/still have no advisor that is extremely knowledgeable in the field. I know that others tried to pick up the slack, but I've felt as though the ECSE program and I, personally, did not matter to the university for years. Plus, [redacted] is WAY too expensive. I know the credit price has been dropped now, but that didn't stop me from spending an exorbitant amount of money on my education that included virtually NO advising. The whole thing was not handled well and I think it affected my level of education. Thank goodness [redacted] took on as much as she did to support us or I don't think this program would have survived.
- I felt prepared going into my student teaching experience due to the coursework I had completed.
- I enjoy the fact that I can continue to call my old professors long after I’ve completed their class and get help. The [redacted] special education staff is very knowledgeable about special education students and the special education laws. I have recommend [redacted] special education program to many.
- My mentor teacher was very helpful in making sure I was confident in running her room but helped allow me the space to figure things out for myself when needed
- The [redacted] Department of Education do a great job in guiding their teacher canidates.
- At times I was very confused as to which classes I was required to take
- This program provides flexible schedule for teachers. In addition, the professors support students with diverse needs with great enthusiasm.
- Communication was poor. I did not feel that program was structured appropriately and it was not always communicated with me my courses or if something was missing.
- I am someone who likes to be organized and know what my four year plan looks like. Although I had some bumps in the road due to outside problems, the education program is set out in a way that in-coming students will know what to expect in the next four years.
- There were often struggles with getting placed on time and thus stress as a result of trying to rush to complete field requirements. Also, I felt as though there was often a lack of communication from the department to students, which was a bummer. I had to guess what was expected of me and hope that I was correct in completing requirements. / / However, the support from the department when it comes to student teaching is awesome. They are pretty organized and helpful during that period. I also had great education professors throughout my time in the program. / / The organizational sense is what makes me hesitant to recommend my program, but otherwise the people involved are wonderful and helpful.
- I was definitely frustrated with the placement aspect the most. For the first two field experiences [redacted] placed me and it took over half a semester so I had to rush to finish it. / For the third I placed myself for both Health and PE. / What was the toughest though was driving an hour each way everyday from my home to the school I taught at for student teaching. It was a huge financial strain and time drain (10 hours each week just driving which multiplied by 13 weeks is 130 hours). It was a great experience but I thought a school like [redacted] would have enough connections to find something in the [redacted] school district or just anywhere in the [redacted]. I made it through because I was able to work weekends and I deal with the cards I am dealt. That said I had virtually no free time, and I know a lot of people would struggle or fail given this situation.
- Technology — really pushed in the [redacted] course, but somewhat lacking prior to that. / Field experiences — I’m glad we got into a classroom early on rather than wait till clinical practice, but they were very short experiences because many got placed late in the semester. It felt very observational and not very hands-on. Getting in the classrooms earlier in the year and at regular intervals would be better.
- There are a lot of required courses but the education faculty care so much about us.
- The program gave me strong relationships in the educational world, and I feel prepared to be a teacher. The professors are extremely knowledgeable, and have your best interest in mind. I learned and grew so much as an educator and person!
- This program was seamless for me, as it was part of the [redacted] program, so having the support, not only of my school placement, but my cohort and instructors was imperative in helping me be successful.
- I feel well prepared with all the field experience. My best classes were the content courses right before student teaching because of the great professors. Up until that point, I didn't necessarily like the teacher prep program, but I liked [redacted] and I wanted to become a teacher. After my last courses, I feel much more prepared and I learned so much more practical advice from my professors.
• I learned a lot at [redacted] but I would warn other prospective teachers that the program is VERY expensive and the communication from staff was lacking. Most of my professors were great with communication. I did hear the day before class started from several professors which is very stressful as it is an expensive class, I didn't have my books bought and I wanted to do my best. The communication was the worst coming from other people at [redacted]. I would hear 3-4 different ways on how to do one task and would end up doing it incorrect half the time because no one seemed to be on the same page.

• I learned a great deal on working with special needs students and collaborating with staff.

• I transferred to [redacted] after 2 years and nearly completed with [redacted] Master's in Teacher program(originally k-6 elementary ed. license), I also spent all four years of undergraduate at [redacted] and was a two sport athlete(not very good), but nonetheless extremely loyal to [redacted] and thought highly of it. / / [redacted] does not have any business even trying to compete with [redacted]. I spent 6 years there and loved it, but this program made me wonder what my undergraduate experience would have been like had I gone to [redacted]. Everything about [redacted] was more conducive to learning and development both professionally and as a person. I actually learned about best practices and how to do my job. People took the time to teach and went out of there way to make sure we actually learned the skills and could apply them. Not everything was perfect, but I still can't say enough about this program. The 3 best teachers/professors I have ever had(each of whom had a totally different way) at any school k - graduate school are [redacted], [redacted], and [redacted].

• I feel the program is very comprehensive and the instructors all cared about my progress. / / Also the program progressed in a logical useful way that was helpful to teach me many aspects of education and special education. / / More preparation needed for EdTPA plus more support during the EtTPA process

• I primarily enjoyed all of my courses at [redacted] but there were a few issues. Fall 2018 had a new teacher in charge of the [redacted] course and I felt though she was nice and she was trying to be helpful, the actual course didn't really teach me much and I had expected more. Prior to the Fall of 2018, I was given information regarding my field placement experiences that turned out to be entirely wrong. I also thought the edTPA help that was offered was primarily centered towards the elementary education candidates versus secondary. I would ask questions and none of the three would be able to truly give me an answer. I also didn't pass all three Tasks on my initial attempt and the initial response from the edTPA coordinator was unhelpful and almost disrespectful. After I made an effort to correct the situation, she is now being helpful and friendly.

• [redacted] teacher education program is one of the highest ranked in the state of [redacted]. School districts want to hire [redacted] alu[redacted]i because they know how great this program is! / / That being said, as a student who has gone through the program, it could still use a lot of work. As great as it is, I do not feel prepared enough in certain areas. Content not related to the teacher program needs to become related to it. All required courses need to be related to our major; for example, I am an elementary education major who had to take four science courses that were college level information. These four courses did not prepare me to teach science to 5-to-12-year-olds. This is just one example of an improvement that I believe needs to be made to this program.

• I was placed in a co-taught kindergarten classroom with 2 mentor teachers and 2 student teachers for an entire school year. Our class had 47 students and 5 adults in the classroom most days. I do not feel that this is an accurate representation of what a first year teacher will experience in their own classroom and, as such, I do not feel that I received the best professional experience as a student teacher in this environment. The teacher education program at [redacted] is excellent but my individual placement did not, in my opinion, provide the optimal learning experience for me as a student teacher.

• Great way to get the license with a very hands on approach.

• [redacted] did a great job preparing me for my student teaching. I do wish students had more of a say of where they got to student teach as the student has their own best practice in mind.

• Even though there are some things I would like to see change within the program, there is absolutely nothing like it in [redacted]. It is an amazing once in a lifetime opportunity.

• It is a great way to apply what you are learning, while you are learning.

• Year long residency is too long

• I am pleased with the timing of things. It has been a huge sacrafice for my family and I.

• Direct application to job. very resourceful

• There were so many unsaid things through the program that was revealed towards the end of the school year that should have been shared sooner than later. There were definitely favorites among the classmates. There were things shared with some but not everybody.

• There is a very high time commitment combined with high stress environments.

• The instruction that I received in the music-specific classes was applicable, interesting, and very helpful. The music-education faculty are knowledgeable and helpful, and they were wonderful to interact with. However, both
they and I (and the other students in my cohort) were almost always a little confused about the requirements for the general education courses and all of the forms and evaluations we had to do throughout the program. And it seemed to me that some of the people in the education department itself were confused too; more than once when I emailed someone with a question, they did not know the answer and did not know who in the department would know. Generally, I felt the education department seemed disorganized and lacked communication. However, my music experiences were excellent, and much of what I did in my general education classes was helpful as I developed teaching dispositions. So I would recommend [redacted] to someone looking to complete a music education teacher preparation program, but I could not speak for the other content areas, because if they do not support their students and try to help them like my professors helped me, I think it would be quite stressful to try to navigate the education department.

- I LOVE the roll over program. Being in the same classroom for both Field 3 and clinical practice is amazing. I got to really know the students and what it is like to be a teacher.
- I have learned a great deal this year.
- I personally think that the school of education is rather unorganized and it can be easy for things to slip between the cracks, or for information to be communicated at the last minute. However, I think the expectations and philosophy of the school is fantastic. The music education instructors are undoubtedly some of the best out there. I appreciate the emphasis on bringing my full self into my teaching, rather than prescribing to a specific teacher persona.
- I had a previous degree in elementary education, so I felt super prepared for a placement in a special education setting. I did not feel lost during course learning because I had seen most of the information in an educational setting before. I believe that for people who have never taught before a residency program would be pretty difficult and extra stressful, so I would recommend the program to an organized person, but not to someone who was not ready for a challenging learning experience.
- This intensive program enables me to deepen my knowledge in special education, therefore, I can provide better support and care for students with special needs.
- Very rigorous, I feel very prepared to teach.
- Supportive environment, great instructors, challenging content/course work.
- Creates pathways for non-licensed staff to become teachers without the stress of requiring pristine academic grades to enroll. The professors and supervisors are understanding of adults in higher educations and their circumstances outside of school.
- They are very good teachers.
- I would recommend it because it was a great fit for me.
- Because it's a good opportunity if education is your passion.
- She was an incredible teacher and it showed with her teaching.
- I would recommend the Graduate Teacher Education program to another prospective teacher because this program allows for flexibility in completing requirements and there is a strong cohesion between departments in order to make sure that all requirements are completed in a reasonable time frame.
- Great experience!!
- In comparison to other education graduate programs that I have friends that I have gone to, I feel more than prepared to begin my teaching career.
- useful and meaningful
- I felt that the courses that I have taken have prepared me for my clinical practice experience. Once I stepped out into the field and taught full time, I felt confident in my abilities to teach on my own and that is because of the courses and professors I had.
- I would recommend this because preparing teachers in courses across [redacted] needs improvement as a whole. So, [redacted] is good for graduate studies in relation to others. / / But, I do think the communication between the department and graduate students is VERY poor and made it hard for me to know what I should be doing and when to do.
- Attending [redacted] and being in the teacher preparation program here, I was in the classroom my first semester and was given the opportunity to spend many hours in the classroom throughout my four years. In speaking with friends who attended different colleges, that is unique to our program. The faculty in the education department is also second to none. They are so supportive and go above and beyond for us students.
- Overall, I feel mostly satisfied with how well the program helped prepare me for the field. There were several instances, however, where I was less than impressed with the program's record keeping and clarity of stated program requirements (redacted), keeping track of prerequisite courses taken, etc.) and official communications overall.
- Absolutely. I feel known and valued by my professors and I sincerely see them as some of the most
knowledgeable, heartfelt people I know.
• The program has areas of growth in stress reduction for candidates with more precarious or demanding home/family situations. Supports beyond district resources must be implemented and pushed-into seminars and classes to ensure that unexpected events do not result in candidates being unable to turn anywhere. Clearer connections to campus resources for disability, mental health, etc would be helpful at the beginning of the year -- check-in more often and proactively like is done at Gateway check-ins.
• [redacted] faculty and professors really care about their education students. We are guided to our own full potential both in university classrooms and on the field.
• It has been a faster route to completing a licensure program. The year long field experience has been wonderful to get experience for my first year teaching. I feel like the mentor teacher aspect of the program has been great. I think the courses have aligned well to the clinical experience.
• Excellent full-year residency experience, accelerated timeline, quality instruction.
• Yes, it’s a great program with good mentors and supervisor who provide feedback that are useful for growth.
• It was great to have a residency program that covered the entire school year
• I felt the coursework was far too disconnected from the classroom, and that there is a lack of training on effective teaching strategies and too much focus on theory and research.
• Yes, there was a lot of support in this program that is not always given.
• When I leave this university, I believe that I have all the tools necessary to be a successful teacher. I believe that this due in large to the teacher education program at the [redacted].
• I would recommend it because of the quality of instructors at the [redacted]. I feel confident in my abilities to tackle the job duties that special education teachers are responsible for and know I have many resources available to me.
• I felt like I took some courses that were not relevant to ECSE. I wish there were more courses specifically for ECSE. Additionally, I felt like the teacher education program is unorganized and unprepared. I did not get placed for my [redacted] student teaching until the end of October, which affected my student teaching experience.
• I enjoyed my professors and felt that many of my classes have prepared me for my future in education.
• I would definitely recommend students to attend the [redacted] to obtain a degree in music education because I believe the program offers quality opportunities to be engaged with partnered schools, small group discussion, and the tight-nit education community. I would also address my concerns with the program and the school as a whole in order to best inform the applicants and help guide them on their journey.
• Some issues but overall good.
• I feel that the [redacted] has prepared me well for the field of special education. They work to keep current with research-based interventions and incorporate a variety of necessary coursework into the program. I also felt that all of the teacher preparatory courses I was expected to take were useful in the work I am doing now as a student teacher. The professors have been great instructors as well as mentors.
• I feel very prepared with all of the due process and paperwork aspects, plus in giving standardized tests.
• The program, materials, and resources given to us in this program surpass that of all other schools in which I know people in their education programs. Walking away from this program with resources on due process, diversity, collaboration, etc make me feel extremely prepared to go into the field of special education. I also feel that the professors and faculty in this program gave me personal attention, care, and expertise.
• the practicums were wonderful and the professors/TAs are helpful, knowledgeable, and kind.
• I felt the teacher preparation coursework was more busywork than actual practical, applicable work. The class that was the most helpful was [redacted] class for assessment.
• I felt like I always got different answers from advisers and teachers about the program, license, requirements to graduate and teach / -loved experiential part of it but didn't get much out of classes / -classes so long and at night -opportunities to take classes during day too would have been nice / -practicums could be difficult to get to without a car (bus routes could take an hour and then you are only there for 1.5 hrs twice a week) prefer the three hour once a week model / -all of the classes i took on "diversity" in the classroom were taught by white people????????? and were very oversimplified and not useful- should be challenged way more to think about identity and privilege / -need more creative assignments- ditch busy work and make every assignment very practical /
• I would recommend it to other prospective teachers because of the very supportive professors in the program.
• I felt that the preparation that we were given was at a very high level and we also were able to work with very distinguished faculty that are supportive and have a lot of wisdom to share.
• It is insightful to spend a full-time prospective teacher to experience and have knowledge of how the classroom, curriculum, and school operate.
• The program is catered to individuals who live in the [redacted] area. It's extremely hard for those who are not
from the area, or who do not live in the state. It also needs to be made clear that the program has a mandatory 5th year. When I entered the elementary education undergraduate program, it was brought up to us as an optional 5th year. The program sucks you in and makes it difficult to even try to get your teaching license at another program.

- If someone wanted to go into special ed I would recommend this program because there are a lot of classes that really help prepare you for practical experience and gives you a lot of opportunities to practice.
- It’s a one year program and the requirements are taken care of for you.
- I really enjoyed student teaching, but some of the course material did not always relate to our student teaching site. I wish we learned more about behavior management, class management, and even how to handle restraints in our graduate classes. A lot of the courses seemed like review from undergrad. I wish we learned more practical teaching knowledge that could help us with on-site work.
- Almost all of the professors I had exceeded my expectations, and when I needed help on things, they were willing to accommodate. It was clear that my direct supervisors have my professional interest in mind, and also care about how I am doing personally/emotionally. My main concern was the communication on the part of the ELL course and the rest of our professors. It seems disconnected and they don't seem to have any idea what we are doing with the rest of our program (when are we in the classroom, when are we not) and did not give what I felt like was an appropriate amount of reminders at appropriate times. Classes/assignments would come out of nowhere, much unlike other courses where professors would check in weekly and make sure that you were doing okay and give you a heads up for things (redacted), especially--great fellow.
- As a strings person, there is very little string background in the band-centered school of music. Seems like a great opportunity for band educators and string players who want to learn more about band!
- The Early Childhood Special Education Program had a very heavy focus on the K-12 grades, and the licence I will be receiving only goes up to age 6. This was also not something most people knew, I was repeatedly told my licence for up to 3rd grade which is inaccurate. Additionally, many/most of my professors did not know much about early childhood and the ECSE group was left on our own to figure out how to connect the course content to our program. Finishing the program I learned a lot about Special Education, but not much about early childhood which was my master degree area.
- I believe that the program is labor intensive and does not adequately prepare students for licensure requirements. I believe that some of my graduate professors did not adequately teach me best practices or prepare me for teaching their content (specifically, my EL class was a big disappointment). I was told that 98% of students receive teaching jobs after graduation, and now I am told that number may not accurately the current trend. I believe that the university's focus on diversity and urban schools is greatly important; however, I urge the program to consider rural placements for students who reside outside the metro.
- It depends on what they are looking for. This program is super intense for a year and I would be sure to tell them that. Some people have other things going on allowing them not to be all in.
- The people are great.
- [redacted] was absolutely amazing! She is seriously the best teacher ever!
- I would probably recommend [redacted] to another prospective candidate if the school had more advisors available to help all teachers. I had a hard time meeting a face to face appointment with my advisor due to them being out of the country or too busy with their schedule. I think the school should hire someone who is not a professor, not a Ph.D. candidate working for funding to take these roles. Our school should hire someone or more and designate them specifically to advising roles and helping with each individual candidate.
- Able to get a masters AND license in a year, most of the professors are amazing.
- I think this program prepares me to be the best “first-year” teacher I can be and encourages culturally relevant pedagogy which is important whether you teach in urban areas or suburban or rural.
- I really liked the opportunities that we received through the program. I just feel like it was disorganized and didn't really teach us things that we can actually use. I feel like I am still kind of going into the field blind.
- There are areas that I would like to improve, but I thought that overall, this was a good program. I still think that the [redacted] has the best program in the surrounding states.
- This program was challenging but I feel very prepared to teach from rising up to this challenge.
- The practicum experience is beneficial and the support from the [redacted] staff is exceptional.
- She is absolutely amazing to work with!!! I will be taking so much of what she does into my own classroom
- To be perfectly candid, the only reason why I answered 'Probably no' vs. 'Definitely no' is because I've recently been informed that [redacted] is taking over the program. He was a shining light of inspiration during this program and it was unfortunate that we only had him for 8 weeks. For the most part, I found that this program has lacked any sense of academic rigor or true guidance on teaching and practice. Many students in my program were put down, questioned, and asked to defend their passion for teaching. It was a rarity that a teacher validated us or gave us any
semblance that we were doing something good or right. I feel that majority of the courses have not prepared me to
teach. I know nothing about classroom management. I know the bare minimum about how to write an effective
lesson plan. I know no real, practical ways how to teach kids to read or write. I could go on and on about the other
long list of skills needed to enter the profession of teaching that we have been barred from, but I fear I have a limit
on how much I can write. The program claims that it is social justice oriented and rooted in culturally relevant
pedagogy yet our EL class was a few online modules filled with fluff and no real practical advice. My cohort begged
time and again for guidance on differentiation, management, lesson planning, assessment, and just general
practice and we were told that there is "just too much out there we couldn't possibly teach you what to do." To me,
this was an explicit cop-out for having to teach us any substance. For receiving my Masters degree, I feel
overwhelmingly unprepared for the workforce. This is not just a sentiment from my own experience but rather
something that I have discussed in length with my fellow cohort members. The program is appallingly unorganized.
This "you'll figure it out on your own" attitude is not what I am paying thousands and thousands of dollars for--I am
paying this money to learn from experts in the field who can show me/my fellow cohort members how to be the best
for our students. Please do better for future teachers next time around.
• My adviser has been with me throughout graduate and undergraduate studies, she knows the best ways to aid in the
process.
• I think that this program has a lot of value to offer to prospective teachers. Although, I believe that there should be
more methods-like courses offered prior to the student teaching experience, such as social studies, science, and ELL.
Also, having more coherence in the methods courses with placements to prepare teaching candidates about what to
do in the classroom versus just the theory behind it would be very beneficial. I felt very unprepared when I first
stepped into the classroom as I only had theories to back up what I thought would be a good idea, but didn't know
how to actually implement the suggested practices.
• I have learned so much more about teaching and the career of an educator than I had thought possible. I am
constantly encouraged and supported throughout this career and that will continue into my first year as an educator.
The instructors were flexible and willing to work with everyone's individual schedules, which at some points could be
very complex and varied between one to another.
• I felt that I was well taught and prepared. I do not feel that I am lacking in any areas as I prepare to teach.
• It's quick and I’m leaving feeling prepared to be a teacher.
• I would recommend it to people who are willing to work really hard for 1 year to get ready to teach. The program
is not 100% perfect (no program is), but I have enjoyed my time. One improvement would be to give more
comprehensive info up front about how all the pieces (the projects, readings, schedules, etc.) fit together. It's coming
together now that we are looking toward applying to licenses and jobs, but I remember being lost in a haze of
sometimes random-feeling assignments in the first two semester.
• I know our education program is one of the best around, and there are staff members I have intense trust in (such as
[redacted]). On the other hand, the undergraduate special education program is still very much in progress and
hasn't solidified itself fantastically yet, so I think I would caution people to scope it out a bit before applying if they
are in undergrad to see if it has become something worth pursuing.
• It makes me feel very prepared for my first year of teaching
• This program is very challenging, yet does an amazing job preparing us a teachers to be ready for our own
classroom.
• Well developed relationships with cohort and staff
• Good program for the non-typical student
• It is a good program, but there are times that I feel the classes don't really prepare you for what you will be doing
in the schools. Furthermore, the fact that we still have classes while we are trying to take over teaching is really
annoying because I should be able to focus on student teaching, but instead I have to try to prioritize writing debriefs
of problems and adapting math tasks and all these assignments that seem kind of pointless and not helpful. The thing
that would be helpful is if I was allowed to focus on planning lessons and teaching those lessons, not having to do a
million things for a course that isn't preparing me to teach. I also dislike how they always throw the questions back
at us--the whole point of the teaching program is to have access to teachers who have classroom experience, but then
I feel like every time I ask a question, it gets thrown out to my cohort. This is great sometimes to get ideas, but these
people don't have any more experience than I do in a classroom, so if I'm asking a question it means i want the input
of someone who has had multiple years teaching in a classroom and might have some insight into my problem. I'm not
looking for hypothetical answers from cohort members who have an opinion on the topic, I want an answer
based on classroom experience. It's frustrating when I feel like all the answers we ever get are "well what do you all
think?" If I wanted to know what everyone else thought, I would have asked everyone else.
• I do like the program that the U provides, however there are are many areas that could be improved in terms of
organization of instructors (not hiring professors last minute to avoid cramming a semester of classes into half a semester), having a balance between theory and practice because I felt that a lot of what I learned was theory and it wasn't applicable to myself as an educator, and integrating technology throughout the semester because I feel like I learned about 1-2 platforms and programs that I could envision integrating into my own classroom. Also, the devices I have at my placement is not the same as what we learned about therefore I cannot apply any of that knowledge to where I am at currently. / The literacy courses were redundant. Both [redacted] and [redacted] were replicas of what we did during the [redacted] in undergrad. At most it was a review of different levels of literacy and writing students can be at. However, it was mostly busywork and not the best use of time. / I would have liked more out of the Social Studies class. I do not feel that the U, in the undergrad and the graduate level, prepared me to teach social studies. The U does a great job in highlighting social justice in the classroom but there was no support in applying it to practice. I do not feel prepared to teach social studies standards that live up to the expectations I hold myself as an educator of color who wants to see change in the system and I wish the U did more to prepare teachers in that area by providing tangible resources, lesson plan examples, and how to navigate social justice in the classroom.

- The program’s expectations are not reasonable given the lack of support to make sure we succeed. The problem is not that the expectations are high but that the program instructors themselves seem too overwhelmed to provide sufficient support to ensure that we can meet those expectations. For instance, we were told to write a UBD lesson plan everyday. However, I rarely receive feedback from my supervisor, who as a PhD candidate, seemed to be overwhelmed with their own studies. In one of my classes, I never received any feedback from one of the instructions for the whole semester. / When the expectations are high without enough support, it created an unhealthy and stressful environment among our cohort. Though it’s not wholly the program's responsibility since it also has to meet state-mandated requirements, it's still sad to see that the program has uncritically bought into the stress-inducing/accountability system that has been contributing to teacher burnouts. I feel like I’m well on my path towards burnout even before I’ve gotten my first teaching job as a result of my experience in the program. I know that the professors in the program genuinely care about the students and are passionate about the work they're doing. But despite their best intentions, they've inadvertently created an unhealthy learning environment. / / The program’s emphasis on edTPA and regarding edTPA as the gold standard of assessment for teacher ed program perhaps exemplifies the program's priority of rigor and accountability at the expense of students' socio-emotional well-being. Putting such a high stake on such a stress-inducing project negatively affected my mental health and hinders me from performing at my best both as a student and a student-teacher. It's disheartening to realize that while the program emphasizes the importance of authentic assessments, it relies on the most inauthentic form of assessment to evaluate us. I hope the program does some soul-searching to figure out how it can better support future teacher candidates without becoming part of the system that has produced teachers who are undervalued and overworked.

- Most of the courses at the [redacted] are low quality and generally taught by people who could not handle teaching. As a student, it did not feel like my instructors were passionate about the subject matter or cared about me personally.

- There is far too much of an emphasis on irrelevant content. It felt like over half of what we are learning will never be used again, and it took away valuable time that could have been used to actually help us learn to teach.

- It is a ton of work, but very beneficial. I’ve felt ready for my own classroom for awhile now

- I have learned so much more than how to teach. I have learned and will always be constantly learning how to work with youth and how to serve them depending on their individual needs. This program really expedited that learning. It’s a quick year-long program but it has a lot of negative aspects that some people may not want to deal with.

- The main courses related to Math Ed were satisfactory. The other required courses were more unsatisfactory.

- It provides many opportunities to gain field experience with many connections. For the price compared to other institutions and how prepared we are I could see why others would go elsewhere for the same program

- If the person is interested in learning educational theory with an emphasis of the specific [redacted] race issue in preparation for teaching, this program will be a positive step in their path. If the person already has an education degree there may be other programs that fit them better.

- I absolutely loved this program. I wish they would have introduced the edTPA requirements earlier and clearer but overall I am thoroughly pleased with it all

- Thirteen months to get an M.Ed/ILP is great motivation!

- I thought that this program prepared me for teaching in my given content area. I feel as though my undergrad only taught me surface level material, whereas my graduate school went in depth and taught me how to be an effective teacher.

- The diversity of practical experience we receive through our field placements each semester; the breadth of experience and knowledge held by the professors; the standard of excellence when understanding and using evidence-based practices; the cutting edge research that is developed and at our fingertips here; the positive
relationships I made with fellow classmates.

• The agricultural education courses themselves were good. With that said, I am incredibly dissatisfied with the east bank courses (ex: [redacted], [redacted], etc.) that were offered. I felt the instructors were all very unprepared and challenging to work with and the courses themselves were very repetitive from what we learned in previous courses and lacked content to fully support us as pre-service teachers. The times of the courses conflicted with my content courses and this caused a lot of challenges with finishing my degree as well. Not enough emphasis was placed on working with special needs learners and way too much emphasis was placed on discussing culture, diversity, etc. Now, I am student teaching in a school district where over half of my students have IEPs and I am discovering that I am not adequately prepared to serve them and am struggling with the edTPA as a result. Discussion on diversity and inclusion is important and I am not saying that it should go away completely. However, consider that we also need to be prepared to work with diversity in a sense of diverse learning abilities, in addition to diverse demographics (skin color, gender, etc.). I will definitely not be recommending my friends and/or future students interested in pursuing education to attend the [redacted] until something changes with this.

• I don't think it's a good fit for everyone. The stress and necessary time may be too much for some. I also think there is a serious lack in clarity of communication. Furthermore, there are some amazing course and professors and some that are not.

• Feel confident and prepared to enter the classroom with continued support coming

• I would recommend this program because it does provide great experiences within a classroom. I feel that this program has helped me by giving me tools to succeed and be an effective mathematics teacher.

• It's a quality program that has thoroughly prepared me for my job field.

• This program has knowledgable and relatable professors. I felt supported throughout my experience both by my professors and peers. Although it is expensive, it is worth it.

• Lots of support from Advisors, instructors, and other teacher candidates. Lots of great practical experience

• The program has set me up to be a culturally responsive teacher knowing content as well as being culturally competent

• It was unorganized & nobody knew what was going on

• This has not been a good experience for many in the program for a lot of reasons. The student teaching placements frequently have been out of the range of reasonable travel. There have been a lot of partial treatment. Students who are told one thing when other students are not held to the same principles. Students have been allowed to choose their own student teaching placements when others are out in very stressful situations. There's very little communication between classes. We frequently cover things in one class and then do the exact same thing in another class. Classes outside of the art umbrella have no idea what art teachers even do and lump us in with the English cohort, the lessons not reflecting art practices in the slightest. The worst though has been professor and advisor conduct. Professor quality has varied to the extreme. There have been wonderful professors who have taught us so much and care so much and some professors who frankly should not be teaching in this or any program. Some professors and advisors have been hostile, demeaning, and unprofessional. One professor meant to teach us about the EdTPA consistently gave us information that was counter to what the actual edtpa workers stated when I questioned them about his answers. I feel our grades have been in the hands of professors who use their personal bias against certain students. The lack of professionalism does not match the reputation that [redacted] prides itself in.

• I would recommend it, but I have concerns that I would make sure they are aware of. The main problem is the intensity of the program. There is no room for life to happen outside the program. To make it through this program it seems like you have to devote your entire life to it. It much easier for those who have a lot of privilege to do well. For a program that is focused on social justice, I felt they should be able to navigate this better. I like learning about theory and backwards planning, but also seemed disconnected to the student teaching experience, where we were given little room to utilize our plans or feel like human beings. It seems like we are in the power of the cooperating teaching despite their background or focus of our program's teaching philosophy. There is lots of mixed messages that I'm trying to figure out.

• I feel that my education program has thoroughly prepared me to be successful. However, I wouldn't necessarily recommend the masters program to everyone wanting to be an early childhood educator, depending on their end goal (not all careers need a masters degree).

• Because it is a very quick but intensive program to get your teaching license and your Master's degree in one swoop. The instructors are great and supportive in your journey to becoming an educator. [redacted] is the best!

• My first placement was amazing. I don't think it could've gone better. I learned so much in that time I will forever be grateful for the experience. But my second placement has been pretty much a waste of time. My CT is not ready for a student teacher. I'm in 3 math classes as an assistant with absolutely no EL instruction at all. Most of my time
is teaching math which isn't even my area of study. The University should've made a better choice with matching up a competent teacher with a new teacher candidate. The instruction had its ups and downs. Many times the class did not get the "why?" of the lessons. Much of the information being given seemed to be time fillers to take up 3 hours of lecture (which is a long time for anyone to sit through). We formed a committee to keep conversation open with instructors which helped I think. But overall, I think that there shouldn't be a push to fill up class hours if what we need to know can be condensed into smaller time frames that more efficiently get the points across and allow us to remember it rather than drag on and force people to stare at their computers or phones. Sometimes lectures were engaging, other times they were the complete opposite.

- Good [redacted] program, not a great district partnership program
- Overall it was a lot of work and some of it definitely felt like busy work at a time when we had no time for anything. However even with that, it still was one of the more interesting programs I had done and I feel prepared as a teacher! Plus the cohort this year has been amazing.
- There were no field experiences before student teaching. / a3. I would encourage working parents to look for multiple options, not just this program. / / 1) Spend more time on classroom management, not just "building relationships with students" / 2) Spend more time on trauma responsive teaching, such as ACES awareness and training. What do you do when a student tell you (or another student) to F--- off? What do you do when your CT has not cultivated a positive, managed environment before you arrive? How do you balance compassion with trauma responsiveness.... etc. / 3) [redacted] (online) course was terrible and should be eliminated or changed. Instead, the [redacted] (redacted) should be a summer course BEFORE fall student teaching. This course is the BEST teacher preparation course in the program. Keep it, enhance it, break it up into two modules, whatever it takes to get this course into the hands of candidates before they student teach. / 4) Communication with non-education course instructors: The summer psychology course instructor (graduate student) and the fall psychology course instructors did not communicate at all with each other and maybe not with the [redacted] staff. They didn't know what we covered, how we covered it, etc. The fall instructors had the wrong dates on the Canvas calendar, didn't use any of their own strategies to teach the course (they lectured the whole time with power points). The fall instructors nipped at each other in front of class. They released readings and assignments late (after the dates they promised). The content was good. The delivery was very unprofessional. The technology teacher ([redacted]) had no idea how many credits we were taking plus student teaching until the last day of class. These things are basic communications that need to be done so professors can plan appropriate, informed, graduate level courses for the program. / 5) Professionalism of the teacher candidates: They missed class, missed assignments, didn't participate in group work, went on extended vacations, etc. This affected those who did do their work on time (i.e. we all got "punished" in Spring placement because of their irresponsibility). / 6) More advisement for non-traditional students, professional students, and students with families would be helpful. This program needs to decide who they are serving. If it's not for professionals with additional obligations, then say so at the beginning and advise them of other programs in the area that may serve them better. Child care options, [redacted] summer kid camps, etc. should be part of the acceptance letter correspondence so parents know there are helps on campus for their children (especially in the summer) during class times. / 7) The [redacted] required class needs to begin the day after orientation. This is a required course with tons of work for one credit. It is necessary, but could easily be done before the crazy summer begins. / 8) The program should have multiple paths for those with mental health or professional obligations. / 9) EL class should be in a semester, not broken up (Maybe instead of the summer [redacted] course - 4-6 online modules with 3 evening or weekend sessions??) / 10) There needs to be a seminar (two Saturdays) for those who need technology basics (ipad on screen, school/grades management software, google classroom, etc). Maybe two sessions of the regular technology course are "optional" for those with advanced skills and those who need the basics can attend them if they choose. / 11) Thank you, thank you, thank you for [redacted], [redacted], [redacted] and [redacted]. Couldn't have made it without the four of you!!!!!
- The longevity of this program really helped me feel prepared for going into my first year teaching.
- I feel like the program went above and beyond to prepare me for my future career as a teacher. However, I feel like the program is not for everyone because it is a bit overwhelming and stressful. Also, there is an entire course built around the edTPA submission which seems like a waste of time and money because edTPA scores are not currently a requirement for teaching in the state of Minnesota.
- There are a lot of opportunities.
- This program did a great job of immersing me in theory and helping me apply that theory to practice. It explored a of different issues in repeating cycles so that I could revisit them again and again and gain deeper understanding. Most of the professors were very good teachers who assigned interesting and relevant readings and projects. I feel very prepared to teach art, and I feel like I have gained a lot of essential knowledge/understanding to rely on and build on in the field of education.
• This program prepared me to have my own classroom.
• The [redacted] program is unique. There is not another program that I am aware of in the mid-west, that adheres to such high standards for [redacted] teachers and this is imperative to the future success of [redacted] children.
• This program is expensive and highly time consuming. It’s not realistic if you need to work part time.
• This program was fast, intense, but I feel prepared for the workforce. With that being said, it is expensive and very difficult to work during the program. I think the financial aspect could be a deterrent for many people.
• This program is amazing. I would recommend it for the quality of instruction, the organization with which the program progresses, and the personal investment of each of the professors in our content area. It is no small feat to complete a 13 month master's program and teaching license.
• I had a wonderful experience and feel very prepared to enter the workforce
• This has been a great program. I feel the courses were useful and I got a lot out of them. The teachers have been extremely helpful and made themselves available for questions, advice, and listening. I feel well-prepared for teaching and if something comes up, I feel like I have several people I could contact for support and help. I really liked the environment of the program and would recommend it to anyone looking to go into special education.
• I think that there are likely programs that are organized better than this one. I am most concerned with the lack of integration of practice into the summer and fall semester. In particular, the area of assessment (not testing, but rather, measuring growth) is barely addressed in our coursework. I do not feel equipped to evaluate student reading or writing. Furthermore, the [redacted] course did not prepare me to work with English Learners. I feel like this should be integrated into all of our coursework, rather than relegated to a course that meets in person a total of three times over a 15 month period.
• I feel it adequately prepared me for science teaching, largely because of the work of [redacted].
• Overall, the teacher education program was effective. I feel better prepared to teach young people. My greatest qualm with the program was the balance between theory and practice. There is heavy emphasis on theory that does not fit with the placement. We consume this grandiose theory and then are placed in suburban schools with little freedom. I do not expect the university to change the system or problems in public education; however, I would like more practicality engrained into the program's curriculum.
• It is very beneficial to have the entire year of student teaching prior to getting your own teaching job. However, I have frustrations with the program and inconsistencies across cohorts/supervisors. I also don't think the program prepares students for non-academic situations in the school--i.e. working with homeless students, students who have experienced trauma, etc.
• It is a hard program but worth it for how quickly you can get your teaching license and the amount of knowledge you gain.
• I have had a great experience with my mentor teacher and being able to co-teach for a full school year has been invaluable. All of the support I have received from my professors and supervisors has also been extremely helpful in my learning and in helping be balance out the workload.
• Great educators in the science department and covers all aspects of teaching.
• It is an intense year program, but you are getting the first-year teacher experience in this program. You get to see an entire school year from start to finish, which not most teachers get before their real first year of teaching. You are also being mentored the entire time, which helps with the first year experience as well.
• I like the structure of the program and feel supported by my program staff, especially [redacted].
• There are definitely issues in this program, notably incoherence between different classes/teachers/programs, but overall the expectations are high, progressive theory is sound, and the U's resources are impressive.
• The secondary Social Studies program claims to be "social-justice oriented," but there is little ethnic, racial, religious, gender, sexual diversity within the Social Studies instructors, and there were few applicable lessons about working with and for such diverse learners. / / Additionally, NONE of the Social Studies instructors have ever taught in [redacted]- the most diverse districts in the state. Additionally, the majority of my instructors did not know how to work with a high level of English Language learning students in a classroom setting. / / Thankfully, [redacted], one of the ESL class teachers currently teaches in Saint Paul and was knowledgeable in the area. However, ridiculously, the required ESL class we needed to take was online. ELs are the highest growing population in the state, and there are arguably more adaptations and accommodations needed for those students than for Special Education students in mainstream classrooms; however, teaching to ELs was barely touched upon in classes. The Social Studies instructors were all nice, and knowledgeable about other things, but not that knowledgeable about things that the program advertised (ie being for social-justice). / / [redacted], [redacted], and [redacted] were all fantastic instructors.
• It really depends on the person, their financial situation, and how willing they are to drop EVERYTHING aside from school for a year.
• I liked the program and didn't mind that we covered a lot of theory rather than practical applications. However, both of my student teaching placements were horrible due to my cooperating teachers. There's (probably?) a shortage of cooperating teachers, so they take any they can get and there is obviously no vetting process for cooperating teachers. My cooperating teacher had only taught ESL for one year before taking on a student teacher, had serious pedagogical deficits, and didn't care about teaching language at all.
• fast time to licensure
• I would recommend this program to another prospective teacher because it offers an opportunity to combine coursework with field experience on a regular basis, taking what is learned, building upon it, and applying it within the placement classroom. In addition, I believe it has shaped me into the individual and future teacher that I am today as I gained a lot of hands-on teaching experience and learned a lot about how I aim to create and maintain my own classroom culture.
• This program is very accelerated, so I felt like a lot of things were just touched on and I am still unsure about a lot of things I learned or I forgot what I had learned as it was so quick. Overall It has been a stressful but good experience. I feel I have the resources I need to be a successful teacher.
• Overall, the program is very comprehensive, specifically the early childhood program. The ECE professors are the best you can get and the courses are applicable and interesting.
• I would recommend this program to those seeking to become licensed teachers, who want to get their license quickly and efficiently. I would also say that those who go through this program without experience teaching or working as an EA or with students for at least a year, would find this program ineffectual in fulfilling enough practicum hours to be prepared for a 5-12 license.
• It has high name recognition, it's the fastest to finish, and you're more likely to be hired at a district school than a charter.
• I think the timeline of the program is a definite strength, and the size of the cohort was good. Any larger size of cohort and I think it would have been less of a good fit in terms of getting individualized support in the program. The program leads have been a strength of the program in helping encourage me to develop my own paths and identity as a teacher.
• Overall, the program felt very disorganized. There didn't seem to be much communication between administration and instructors. Much of the coursework and theory was repeated while certain topics were repeatedly ignored or pushed aside.
• The program does a great job of integrating coursework with field work. Most of the assignment are very practical and help me to improve my practice. I got great feedback from my professors and supervisors. The research and theories we work with are relevant and the latest in the field. The university also did a great job helping me trouble shooting professional challenges in my field placements.
• It is a quick program that has a very close cohort and addresses a lot of important concepts. I do wish there was more about practice than theory, though.
• I enjoy the cohort model, in which all 25 of us have the same courses. I believe my professors with the social studies department are intelligent, kind, and great resources. / / While I would definitely recommend the program, I do believe the weakness of the program is the course outside of the content area. There was little communication and professor often didn't know if we were in a placement or not, or what we previous have learned.
• Faculty is not very fair, plays favorites, and is pretty removed from the current classroom. Focus is put on product rather than the children.
• I was supported academically and personally by professors and advisors.
• I felt very prepared to teach.
• It's rigorous and challenging and sometimes tedious but a quality program
• I have completed enjoyed my student teaching experience. I think most of the coursework has been relevant, with a few exceptions.
• I believe the program provides wonderful experience and opportunity to grow as a teacher. The program assignments and communication between pre service teachers, professors, and co teachers was lacking. I felt that the set up of the courses occasionally led to stress on our part as assignments were unnecessarily piled up around the same due date. The edtpa for example could have been started when we got back from break in January leading to less assignments while we are searching for jobs in the spring.
• The year-long student teaching experience was extremely beneficial as I was able to see how my CT set up the class expectations and carried them out through the year.
• great staff!!!!
• It's efficient to get both a Master's degree, licensure, and student teaching done in a school year.
• The length of the program worked well for me as I had a bachelor's degree prior to seeking my teaching license.
The intensive one year masters program was the only length that worked for my financial situation, anything longer would not have been manageable. The one year placement is also an advantage. As I did not have as much teaching experience as many of my peers prior to my student teaching, the one year placement worked well to immerse me fully into school and teaching culture. The University was also very supportive in preparing me to apply for jobs in my field near the end of the program with the requirement of a resume, cover letter, and letters of recommendation. 
• The invaluable experience of a full year of student teaching gives you the full depth and complexity of what goes into teaching. Also, employers have a greater chance to view your practices.
• I feel that this program did a very good job of educating me about how the educational system is broken but gave me few practical tools for how to fix it. I now have a strong educational theory background but have had to independently develop essentially all pedagogical skills. There was drastically more theory than practice in this program, and while the social justice component of the program is vital and I am very glad to have had it, it was prized over any learning of how to actually teach. The program's sequence could also be improved--almost all lesson planning instruction came after we were required to plan most of our lessons--it seemed to be a case of too little, too late. We also had several projects that were extremely difficult to complete due to program sequencing; for example, we had multiple projects for our English Language Learners class that required us to use our practicum time to complete them, but we did not even begin a practicum placement until the projects were due. This sequencing drastically reduced the value of the practicum, as I spent mine scrambling to complete seemingly-arbitrary assignments instead of doing the essential relationship-building that would have made my entire experience much more useful to the students and to me. I also felt unsupported by my program's leadership and was not comfortable speaking with them about any concerns because they had consistently treated me dismissively in our other interactions.
• The agricultural education community at the [redacted] is a small, tight-knit group that is always focused on helping teachers and teacher candidates be as prepared as possible for the classroom. I also really appreciated that both [redacted] and [redacted] had previous experience teaching agricultural education at the high school level and were able to share that experience with us. Both professors also "keep it real" and give us training and advice that is actually usable in the "real" world.
• I would love to recommend this program to everyone but there was a hard time with taking courses if it did not fit the schedule. There were not a lot of other options. It would also be nice to have more feedback from professors. They would give feedback but it would take weeks or months and by that time it was hard to change what I had planned because I was unaware of how I could improve and utilize their suggestions.
• No comment.
• The program seemed very disorganized and the courses at times covered the same material as other courses. We had assignments meant to prepare us for the edTPA due a few days before the edTPA (not helpful, in fact it was a pain to do while trying to finish the edTPA). A lot of the course work felt like busy work which was frustrating when trying to student teach, go to class, and work to provide for myself.
• It's very busy. It feels undoable sometimes especially in spring semester. Additionally, 22 credits in the fall was wildly unmanageable. Student teaching was the most useful for me but seemed to have the least importance/accountability when compared to the readings/theory/ assignments unrelated to teaching.
• The program is rigorous but clearly is meant to help prepare you for the challenge that is teaching.
• Earning a master's degree and teaching license in a year is a no easy task. This program is rigorous but flows in such a way to ensure teacher candidates' success.
• It was fast paced and I was able to finish in the time allowed.
• It is a great program that gets its participants to the place they need to be to become the educator that they wish to be. The program makes sure that teaching candidates get through the program with the requirements necessary to apply to a [REDACTED] license and obtain a Master of Education degree. My only complaint is that overall, the program seems a bit unorganized and chaotic. There is also a lot of wasted time in classes. I would like time to be used most effectively, especially when we are all so busy.
• The connections between the readings and discussion in class were very limited. A lot of the work in some of the classes felt like busy work rather than had a great connection to the coursework. There was very little direct instruction on how to practically teach (i.e. this is how to write a lesson plan, or manage a classroom.) We spent very little time on these practical aspects prior to beginning student teaching.
• The instructors are not only knowledgeable, all of them have taught before. They have been where we are now, and can offer supports and strategies that are useful for us to succeed.
• I really appreciate the university's focus on culturally relevant pedagogy, and specifically appreciate the early childhood program's focus on whole-child, interdisciplinary, developmentally appropriate instruction. These elements, in particular, I believe set it apart from other programs. I also really appreciate the full-year coteaching
experience, as it allows teacher candidates to observe and interact with all the relationship- and routine-building practices that are essential at the beginning of the year, and then understand fully how those relationships and routines play into classroom management throughout the year.

- The [redacted] is a great school and the teaching classes that I took for agricultural education were good but the classes that I had to take over on [redacted] were incredibly unhelpful and very similar throughout all their units.
- The administration and cohort model are both top notch. Most of the instructors are fantastic. A few instructors, however, made the experience a good chunk worse.
- I really enjoyed the year long experience.
- I feel that the [redacted] has prepared me well for student teaching and becoming an actual teacher. I think there could be more classes that specific to teaching in an agricultural education classroom and not taking as many classes in [redacted]. Also, my agricultural education teachers are not very good at giving timely feedback.
- I would recommend it to a person who can steer their own experience. There wasn’t a lot of supervision or oversight so a person who doesn’t know what they are doing will struggle.
- I had an immense amount of difficulty getting in contact with my academic advisor, [redacted], throughout the entirety of the program. I would recommend that she does not help other students, as it would take weeks to get a response from her. I have heard this same critique of her from others.
- The year long student teaching experience is the best way to prepare teachers for their first year of teaching. I believe that this program has a strength in that area and that course materials tie in closely to our teaching experiences.
- I fluctuate between probably yes and probably no here. For me, it would heavily depend on who I was making the recommendation to and what their circumstances are. One major concern is that this program is incredibly expensive, and the speed of the program, while desirable in some ways, is also prohibitive to those who don’t have another outside support system who can help them financially throughout the year. There are also some additional issues that come into play because of the speed of this program. It honestly felt like the program was streamlined too heavily to keep up with the breakneck pace at which we were expected to complete material. Because of this, it feels like certain areas of teacher education did not get the amount of time they needed, specifically ELL and SPED courses as they relate directly to the different content areas. All of that being said, it is a good program for those who have outside systems of monetary support and for those who have significant experience in education already which can mitigate the issues caused by the speed of the program, and for people who fall into those categories I would recommend the program.
- Great cohort, good teachers, and I feel prepared to go into a teaching role this coming year.
- Because the year long experience is incredible and absolutely prepared me to be a teacher.
- Just not practical enough - so many things did not seem like they prepared me for teaching. For example, classroom management. / / A lot of redundancy in theory - I want to focus on practices and not talk about the same theory across multiple classes. It makes sense to me that reflection should come WITH practice, but it seems like I am trying to imagine teaching first and reflecting on what I think it is, rather than being in a school.
- The majority of my instructors were incredible to work with and informative.
- Lots of in the classroom experience combined with coursework and theory that have prepared me to be a teacher.
- This program is short and intense. It is very efficient and well planned. The cohort could focus more on ESL folks and less on World language folks. Some readings are not very relevant and lots of times no alternative reading materials provided, especially for the world language Chinese.
- The year long student teaching placement was very beneficial and my advisor and co-teacher were very helpful
- Lots of field experience / Great early childhood instructors / Possibility of getting both EC and El Ed license together
- It wasn’t great, but it’s better than other options in Minnesota.
- This has been a wonderful program for me, but is very intense and is a lot to juggle on top of the amount of homework, classes and full-time student teaching. I would want to make sure that the prospective teacher understood.
- I like that the [redacted] has a dedication to addressing how social justice can be included into teaching practices. I also just felt like I was challenged just the right amount and that I am not prepared to move on as a teacher.
- It's difficult to survive 13-14 months with very little income. I took out the maximum amount of financial aid and the excess is barely allowing me to survive. I have supportive parents, but I would not be able to do this program without them. Too much time is spent on the EdTPA. while the skills are valuable, the intense process does not translate into the real world. There is also a disconnect between many of the instructors/professors. We spent 6 months learning theory only to have other professors tell us it is wrong or lacking.
- I think there is a lot of secrecy and confusion higher up in the department that made me often question the
credibility of this program. It sometimes seemed that some instructors and other staff members weren't actually there to support us throughout this process. Especially during times of stress, we often felt that we were not being listened to. However, I do know that one of my most liked professors is going to be leading the department next year which is why I marked "probably yes" instead of "probably no." The theory that we learned was great and important but it didn't feel like there was a balance. In our practicum sites, we wasted all this time focusing on YPAR (which hasn't come up again since) and we could've been dedicating our time to connecting other theories to our classroom work. There wasn't enough attention to our students as diverse human beings. We only discussed race and LGBT+ issues, for example, briefly and shallowly. Some instructors were better than others. The ELL class was just terrible and I learned virtually nothing from it. A large majority of my learning has occurred during student teaching which is expected but I hoped to have more coming into student teaching.

- This program was high quality and I am very satisfied with my placement.
- A full year of student teaching is very beneficial to new teachers in preparing them for their first year.
- I felt this program was disorganized. It was difficult with so many different advisors.
- It was really great and I learned a lot
- The year-long placement for student-teaching makes such a difference in terms of integration into a school and preparedness for full-time teaching. I've been very impressed with my course instructors throughout the program and felt everyone balanced practical and theory-based experiences and instruction well.
- It is an advanced accelerated program, but it was a good preparatory program.
- We didn't get enough experience in schools.
- This program was so supportive and [redacted] is absolutely amazing. I feel so well prepped to go out into this career and know that I have support from the mentors of this program at anytime in the future.
- I liked the University.
- As a student teacher and candidate of color, there were many aspects of this program that presented some specific challenges for me. I promised myself I would speak up about this at the end of my program, so here it goes. The [redacted] (I finished my undergraduate degree there also), in conjunction with [redacted], is intensely lacking in its understanding of diversity training for teachers, and general student programming for an increasingly diverse student population. The amount of time I spent seeking outside resources and support during inappropriate programming or due to limited representation of my experiences as a person of color is completely unacceptable. Beyond these issues (which are substantial), the expertise of instructors, content presentation and opportunities for involvement/networking are spectacular. I don't mean this to imply that the [redacted] provides an inadequate education to members of the dominant culture in Minnesota. However, I would discourage any peers or colleagues of color from attending this institution, simply because of the breadth and depth of problems related to race/ethnicity/culture which are largely unaddressed or supported at this time. I hope to see some growth in this area of responsive education at the [redacted] in the future.
- The teaching program seemed somewhat disorganized- there were points where I did not know what I was supposed to be doing or where I was supposed to be and when. There were also points were I felt like I had no support system in the program and did not think that the program was acting in my best interest, which was discouraging and depressing. / / That being said, I also loved the professors and felt like I learned a lot of good information. It's a toss up whether I would want to knowingly direct someone into this program after feeling how I did at points during the year that felt directly related to the decisions made by the program.
- The teacher preparation program did a great job of preparing me to be a teacher. However, the one criticism I have is the pace of the program. I understand that it was meant to be condensed, however, it was extremely overwhelming at times. I WOULD recommend this program to another perspective teacher but only if they were extremely efficient with their time and ready for the workload of the program.
- I felt the program worked well with my special situations and helped me complete the masters program in reasonable amount of time. I felt like how staffing looked and what roles everyone was playing, and whether or not programming was offered was a moving target. It felt like the U was kind of disorganized at times.
- It was good, great group of people, got done in a year. It was a lot sometimes
- This full year long student teaching experience really helped me feel what my first FULL year will be like in a school community. I think the full year helps you get a better feel of classroom management, classroom environment, student relationships, staff and school relationships etc, because you really have the time to see all of those things play out over the course of a year.
- I feel that this program lacked consistency and communication among course instructors. It was my experience that not all instructors were acting from a place to teach but rather from a place to practice their research and went as far to say that that was the focus of the university. I did not feel supported by all and this left me feeling that the instruction was disingenuous. I did not experience them all using the methods that they themselves were instructing.
me to use. There many times when I did not get what I needed or even requested from my program supervisor. He seemed very disconnected from teaching and from the program. He was very impatient and rarely had time to help students and would rudely address them or shush them in class discussions. / When I reached out to the licensure program co-lead for assistance with my student teaching placement that was a difficult location for me to travel to without a car, I was told to be happy with the fact that I even had a second placement because that was more then she could say for the other cohort members. I had to work out borrowing a car and then latter found out that she made accommodations for other folks who were in a similar transportation experience as I. I felt that I made this very clear on the information form we were asked to feel out regarding placements and transportation needs, but did not feel that my concerns were valued or taken seriously. / Also, I did not feel that this program prepared me well for the edTPA and yet I was expected to do well and to pay a lot of money for doing it. / The final reason I would not recommend this program is that my student teaching supervisor was not well prepared and I believe this is partially because she was not set up for success. She often shared that she did not know what she was doing and this was her first time supervising. I feel that as a first time supervisor she too should have had a supervisor with her to make sure she understood her responsibilities. My family invested in this program and I paid to have the reputation of the [redacted] prepare me to be the best and not to have a supervisor that was ill-prepared to support me in this journey. I was lucky to have an incredible cooperating teacher for my second student teaching placement, because I learned important skills from her.

- The ECSE program is really unorganized. The math and reading courses were required to take did not prepare us to work with students in early childhood. The course work also didn't require learning about typical development, which is important to know when working with children who are not typical. The program overall focuses on the paperwork and due process instead of teaching and teaching strategies. Even during student teaching, the goal packet was very heavy in paperwork/due process focus instead of classroom management and student development. The early childhood courses are poorly designed and I left them more lost and confused. [redacted] should probably let the teacher's she hires design and teach their class. There just wasn't enough strategies included in the classes and all the examples provided showed what not to do rather than what you should do. There is a lot of team work in those classes which is tough for those who are new to SPED because those members who know their stuff already usually talk over and go too fast for the newer students to understand. It really affected my ability to learn the skills that were being taught. I would recommend the program for the ASD courses, those were so clear and I learned so much from them. EDTPA should not be conducted during student teaching, it takes away from the only time we had to really learn how to be a teacher.

- Working with [redacted] was a wonderful experience and I would highly recommend going through her program. I feel well prepared to be a teacher!

- This program is the most efficient and high-quality way to receive a teaching license in [REDACTED]. Without this program, it would have taken me 2-3 years to achieve the same amount of coursework and receive the same degrees. The professors are passionate about their work and do their best to support us in becoming excellent teachers. The only reason I would "probably" recommend it and not "definitely" is because of the financial burden.

- I think it depends on what the person is looking for in a teacher prep program. I think this program is good for people who want to teach in an urban area and already have some classroom experience. For people who have limited classroom experience, I would probably tell them to look for a program that allows them to have more hands-on experience before the last quarter of the year.

- Affordable education. It's hard to say because the two music education teachers I worked with will either be on sabbatical next year or will have retired. I do not know whether the quality of the program will be the same, worse, or better.

- I thought the program was a great program to gain our masters degree and licensure. I did feel that a few of the classes were very repetitive in content when there were areas such as simple language objectives that should have been a greater focus. Otherwise the program was good and feel that it set us up well for our future positions.

- The amount of opportunities to be taken advantage of via bands, orchestras, etc are of many, and given the vibrant [redacted] arts community, there are a lot of connections the [redacted] has. The amount of seemingly unnecessary length of classes/courses in [redacted] as part of the [redacted] degree in K-12 music was very frustrating. There were many in-person classes that could have been online or condensed into a workshop. The extra time could have been more suited for a music technology course, extending the instrument techniques courses, and other areas of music left typically unexplored. There are a lot of skills present day teachers need that are overlooked and able to be provided in a University setting.

- I found when searching for jobs having a degree from the [redacted] set me a part from other candidates. Although I cannot speak to other programs and how well they prepare their students I do feel as though the [redacted] has prepared me for the teaching position I will have next year. I have also noticed new theories and ideas or processes
that are coming into the district I am in right now are all things I have learned about already and am familiar with thanks to the [redacted]. I believe the program I was part of was up to date and provided me with a cutting edge education which I am grateful for.

- I think it is too politically charged which, in turn, detracts from a focus on many other key aspects of human development and learning. A key question for the program going forward is whether it should be grounded in a social justice framework. That construct influenced everything we did from top to bottom.

- Lots of variety of classes and great instructors.

- I believe that this is a program that creates high-quality educators. It is very intensive, but it's worth it. I feel like I'm prepared to be a great educator now!

- The on-line format of the classes makes it manageable for a student who has other obligations. The program is intense, with high expectations from the staff, but I felt that it prepared me for student teaching.

- Endless reflection was excessive. A bit too much discussion centered on theory without preparing for what it's actually like in practice. Disrespected by a certain professor. [redacted] class was like surprise homework.

- Classes were very helpful and interesting. Online classes were the best for someone who is currently working. Professors, like [redacted], gave a lot of support while teaching.

- I felt that I was prepared but maybe talk about how other certifications may help with securing a job after graduation.

- Overall, I felt that we learned lots of theory and practice that we were able to apply to our field work. I did feel that classes got very repetitive and "busy-work" was then given to fill out the course.

- It was a great experience

- The [redacted] is a well experienced and well respected institution for teacher training.

- It is great for getting a lot done in a short period of time and I survived the end of it, so for that reason I would recommend it. The cohort was great, field experience was good (though lack of communication about what to expect), but I feel like student needs were not met and concerns were not taken seriously. I have never had so much conflict with instructors prior to this program (though again, some instructors were great!)

- A year long opportunity to student teach is priceless and definitely gives you an advantage as a first year teacher

- It was thorough preparation. Also, it is very specialized (hard to get a parent educators license anywhere else)

- It was great and I learned so much

- While this year was a lot, I really feel like it prepared me to teach in a classroom and grew my confidence and skills in a supported environment.

- The [redacted] School of Education program has prepared me well and has created a learning environment that has allowed me to succeed in all aspects.

- It was good, but I wish that there had been less math classes and more classes on how to actually lesson plan and teach math in different ways.

- I think that the teacher education program at [redacted] is very good, however, I think it is a bit too much. Having 2 semesters of residency is fine, but after the first semester the coursework is more of a burden than anything. I feel like my placement is teaching me more than homework at this point.

- I believe that sometimes, I felt as if I was part of the mix of students and wasn't really concerned for. Many times, I would have questions and felt as if I was redirected in circles of many people. I also felt that I was just pushed through college along with the many other students present.

- I think my program did a great job of preparing me for becoming a teacher. I am an over achiever and love to learn as much as possible, so I believe that I am only "satisfied" with these areas for this reason.

- I said definitely yes, and this is because of how caring teachers and administration have been toward my future. I would like to see more of a personal touch from online professors. Several had minimal involvement with individualized learning, and this made me at times feel disconnected from the university and the experience. I suggested in every online class to have more video content of the person teaching the class. This should include lectures and individualized feedback.

- Yes I would recommend our teacher education program. I feel that our program really prepares student teachers for any job placement. I have learned so much in all three of my different placements. I like the year-long because it prepared me for any job in the future. I feel more comfortable applying for a wide-range of jobs because of all of my different placements.

- I more than likely would. However, I truly believe that advising for Secondary history education is well under done. I went through my years as a secondary ed major thinking I could teach multiple classes under the term social studies. That is how my advisor explained it to me. However, I then learned how I would only be able to teach American History and World History. I truly believe that there should be further explanation on what Secondary History Education covers. I honestly would have done more classes if I'd known to make sure I could teach more
classes in the Social Studies field.
• I enjoyed this teacher education program as the residency is a year long. As a student teacher, you get so much more experience and feedback when you are in a few placements for a whole year rather than a semester.
• I am satisfied with this program.
• PE is different because there's not a ton of coursework that relates to our classroom, so I found it difficult to relate a lot of the stuff.
• Great program, lots of opportunity to teach.
• I love the year long aspect of it. You learn a lot and come out more prepared in the end.
• Very energetic. Super helpful. I learned so much and would recommend fully.
• I would, but I would warn them about the problems that can arise when going into student teaching, such as logistics, assignments during the residency, and miscommunication between instructor and mentor teacher.
• I love the year-long residency. I also liked the Methods classes I took within the program preparing me for my career.
• The teacher education program I have experienced was great for me. I would hesitate to recommend to someone who may not have the means to complete a year-long internship. The unpaid aspect makes this year very difficult to live comfortably.
• I loved having the yearlong experience and being able to see a classroom from start to finish. I felt that I was prepared for student teaching and that my classes gave me the materials to successfully complete my student teaching.
• Very well structured and great supervisors.
• I served as an ambassador for recruiting to the SoE at [redacted]. I did this because I truly believe [redacted] teacher preparation program is exceptional in comparison to many [redacted] schools. Coming from a state that totes [redacted] as the top teacher preparation program, I knew upon visiting [redacted] that [redacted] would better prepare me for my career. The professionals here have all served as classroom teachers, they are aware of trending education issues, and they take their work in teacher preparation very seriously. I never felt unequipped during my year of student teaching to do my job and I anticipate I will not feel unequipped going into my first year as a professional educator.
• While the program cannot teach you everything you need to know to succeed, they do an excellent job preparing you to the best of their abilities. The supervisors always have your back, as best as they can anyway, and are always able to help you out when needed if given the proper amount of time to get back to you. / / I also think that the year-long process is invaluable to your development as a teacher; it not only simulates a proper school year but allows you the time you need to develop the relationships that are necessary to grow as a professional, and as a person.
• I would recommend it because the best way to learn how to be a teacher is through hands on experience. There were some things that I would like more information on ex: how to organize a classroom library, how to organize my classroom. I also believe that some of the coursework that I completed didn't help me out in the real world classroom environment and that time could have been used for something else.
• [redacted] does a great job of preparing you for the real world and the classroom experiences that come with it. They help you understand the different way students learn, how you can help them and a variety of strategies to help you manage your room. The experiences you get here in and outside of the classroom are ones that will last a lifetime!
• You get a full year to see the classroom, students, and working in a school and figuring out what you will be getting into before it actually starts.
• A year of student teaching is too long. Many prep courses were taught by teachers who maybe didn't have a passion for teaching new teachers.
• I think that there should be more experiences in classrooms. I also took credits to get a reading minor which I learned I could not have a reading minor unless it was graduate credits. We were misinformed and it was advertised that we were receiving minors when we graduated.
• Loved working with the math department. They were always super supportive and helpful. Sometimes working with the education department felt un-personal with the exception of a few people. [redacted] was always amazing to work with and very helpful. There seems to be more of a focus on elementary education majors than there is on secondary education majors. It felt like we were back burned by the department a lot.
• I had a great experience
• I think that student teaching for a full year is very beneficial. I don't think I would have felt prepared if I only did a few weeks.
• I would definitely recommend this education program to other because of the year long residency. There are a couple of recommendation I might make--have more opportunity to be in a classroom prior to our senior year and
have the math courses scheduled differently (this may be the math buildings job). Junior year with [redacted] and [redacted] at the same time was very difficult for many of us and caused many of us to believe we may not graduate on time.

• I believe that a year long student teaching is far too long. If I didn't have a family house I never would have been able to financially afford to student teach. I did this all while working a second job as well and I still was struggling money wise. Another part of my teaching program was my placement I was placed in [redacted] and while there are many great teachers there my mentor teacher for middle school Social Studies, [redacted], mentored me very little and I had to create an entire curriculum myself.

• I would likely recommend the [redacted] to another prospective teacher, but I would consider recommending other colleges first. Although the education I received was good, there are other colleges that I have heard of that have a better education program, in my opinion. I think the education program at [redacted] is lacking in field experiences and internships throughout the first 3 years of college.

• It's a better school than [redacted].

• I felt very prepared in some areas but very underprepared in others. Important to note that endorsement classes are at an endorsement level so we need more experience in those endorsements before having a residency placement!

• I felt like there should have been more classroom experience before residency. I didn't feel prepared for residency and I felt like it was overwhelming with everything that is expected of us. We had the workload of a full time teacher and a full time college student which left little time for anything else including self care. I also think that the technology classes were interesting but it was difficult to integrate into certain lower income schools and I feel like it unfairly effected our grades. Now that I am done with residency I do feel prepared, but I feel like I spent the entire year completely stressed out and miserable.

• I absolutely love that this program offers a year-long residency, and that alone makes it stand out to other schools' programs. I think that we get a lot of opportunities to be in a classroom, but at the same time there could have been a little more. For example, a field experience that we had to get 50 hours over the course of a semester or something. That way it gave us more of a chance to connect with students and learn more effective teaching strategies prior to our residency.

• I personally feel that there needs to more time in the field before throwing us into a year long residency. If it were not for my years of experience in the daycare, I do not feel that I would have been prepared at all for a structured teaching setting. The only time that we were in the classroom previous to a teaching placement was a two-day long field experience and a week long internship which was in a middle school setting, not even relating to our major. I also feel that I did not get the support that I needed from my advisor along the way. She was not there when needed and she did not take into consideration that I am planning on going back to [redacted] to teach since the day that I stepped back into the University. She did not throughly look through my transcripts and I had to take two classes again, which only costs me more money and a lose of time. During my last semester of residency I finally asked for the third time if I had another [redacted] to take since I would be going back to [redacted] to teach and at that time is which she decided to tell me yes. If it were not for me looking AGAIN, I would have missed this and not had it on my license. I have had AMAZING instructors throughout my time here, but my advising here has been less then subpar, which is a huge impact on my education here and much needed unnecessary stress.

• I feel That there is much that could be better. I understand that you can take an ELED lesson or game or activity and use it in a higher grade level but then show us that you yourself can do that. I would also like more personal feedback and help when I reach out. I also realize that you should always take away the good things instead of the bad but you make the negatives out shine the positives.

• I really liked the full year residency program, however, it was tough to go a whole year being unpaid.

• Overall, I think the program at [redacted] is good. I am in the [redacted], and I feel as though several of the courses I took (which were online) were not well-designed and did not give me the tools I needed to integrate teaching theory into my practice as a teacher. However, the majority of the in-person courses I took were taught by intelligent, engaging instructors who used their own teaching experience to provide excellent context for the learning we did.

• The residency program was very beneficial and prepared me to be an educator pretty much by itself. Most of the online classes that were required for my program, [redacted], were very educational while not being overly stressful and difficult. Some of the online classes could use some improvement.

• I had so many issues with the registrar at [redacted] that it almost prevented me from graduating on time. I spent a ridiculous amount of time trying to fix things that the registrar missed, and these issues included taking a course I wasn't aware or informed of until months before graduation and email responses from the registrar that took MONTHS for them to respond back to. I had to change my course catalog from 2015 to 2017 (which was a process I completed a year prior, but they claimed they 'never received the paperwork' even after I handed it to them myself.
and they told me it would be taken care of), and this conundrum almost prevented me from graduating on time. Also, the music department at [redacted] experienced so much turnover that it was hard to be successful despite the lack of continuity. I hope they can flourish in the future, despite the complete lack of adequate resources and inability to retain faculty members. The education department itself was helpful, yet one of the courses required during the student teaching semester were completely a waste of time. This course, which lasted for one hour every coursework day, consisted of the instructor going on and on about topics hardly relevant to the subject content, and I do believe I learned more about her personal life than I ever did about the subject I was PAYING for and REQUIRED to learn about. I feel like I had to jump over so many obstacles just to graduate, and most of those obstacles were unnecessary. I am still thankful for the few instructors who helped me along the way, especially in the education department.

• Although the coursework was difficult to manage on top of teaching sometimes, it helps you become organized if you weren’t already. Also the supervisors were awesome and very easy to work with.
• Advisors and the Student Teaching Supervisor’s were very helpful in guiding my way through all the coursework.
• This program was amazing at giving me the confidence and materials to teach my own classroom. I have grown so much as an educator and feel like I am ready to teach!
• If you plan on staying in [redacted] its a great way to get the doors open. If you don’t it might be best to get your degree in that state.
• I had a great experience at [redacted]. I learned a lot and can’t wait to take it out and use it in my own classroom.
• I had some really helpful professors and I felt that most of the classes were beneficial and directly correlated with what I would be doing in the classroom.
• [redacted] was an amazing teacher. She was able and willing to help me with everything I needed. As far as [redacted] they were so helpful to me as well. They out did themselves in everything we needed. I felt comfortable enough to talk to any one of the teachers or admin that were there.
• I love the education program. I thought all of the teachers do a very good job at accommodating to your needs.
• I have learned so much more in this semester of student teaching than the previous 3 years in class.
• The placements were great. I loved all the in-school opportunities. I was able to work with a variety of grades at different schools. Great professors.
• I believe our professors prepare us well for for our student teaching experience. Our professors were very kind and willing to help you out when you needed it. They also made sure that you were successful.
• It allows for personal and intellectual growth, and inspires you to make a difference. The program gave me all the tools necessary to be a prepared, confident, and impactful teacher
• The instructors want you to succeed and will go out of their way to make sure you do
• I think the instructors did a great job. They truly cared about our success and were available to us so easily. They answered any or all questions that we may have had.
• You get the experience you need to confidently put yourself in a classroom as an educator. There are no shortcuts, you do the work, learn from experience and grow from being outside of your comfort zone.
• Its the best year long program in the state and is the best for any one going into the education field.
• Because the year long residency really gets you ready to be a teacher.
• The year long residency really makes me feel prepared for the outside world.
• I would recommend this program to anyone because we learn so much in so little time. I also love how it is hands-on experience with guidance. I loved getting feedback on my lessons from not only my supervisor but my mentor as well. I also feel like they really push you to be the best teacher you can be without putting too much pressure on you.
• It prepared me well for my future.
• It is a great program and a great experience.
• Its a good program and I appreciate that you have a year long placement built into you degree.
• I have absolutely zero complaints for the education program, except for my first mentor teacher. There were complaints about this mentor teacher with student teachers before me, I had a terrible experience, and no she has another student teacher. I think that someone from the School of Education needs to at least talk with this mentor teacher, or completely stop utilizing her as a mentor. / / Other than that, the course work was a great flow. It did not overwhelm me, and it helped me as a teacher. It made me teach and think outside of the box. For example, the assessment toolbox made me actually document different forms of assessment. This already helped me out greatly one day in the classroom when my mentor teacher was gone. I realized the students were running ahead of schedule so I whipped something out from that toolbox. Real life practices are occurring through this student teacher program.
• The program gave me the time and education that I know will help me in the future. Between the course and the instructors this is a great place to learn and prepare to be a teacher.
• This education program prepared me for my future as a teacher.
• I have learned so much from this program. I think the year long program is great. One really important skill I have learned through this experience is that I am confident in my teaching and lesson planning skills that I know I am prepared to take over a class and could start with my classroom tomorrow. I am so grateful for this program and the experiences I have had throughout this year.
• I would recommend it because the supervisors are very qualified and help you a lot in your adventure.
• [redacted] has always been ranked really high for their education program and that's actually why I decided to go here. Their staff has been amazing at getting future teachers prepared and to feel as ready as they possibly can for education. I don't think I've ever met more supporting instructors that make you feel safe in their environment. Definitely ready to have my own classroom!
• I think that the Education department needs to be updated completely. They are teaching methods that have been long changed in the education department. There are teachers who are teaching that there should not be any true or false tests, and then they go ahead and give true and false test. The assessment teachers haven't taught in a school other than a university for years. I think that in order to have the education department better, the school needs to find teachers who just came out of the public schools, that way they can actually give life experiences.
• My supervisors on campus are very passionate about education and my learning and preparation for entering into the teaching profession.
• Makes you learn from experience.
• I would recommend to someone who is looking to be a teacher because I had many good experiences in this program. It has caring professors who want you to succeed and will help you in any way possible. You don't have to be afraid to ask questions because most likely a few others will have the same question, and things are gone over multiple times. One class felt more like busywork than the others, but I would recommend prospective teachers take that class before student teaching. The classes provide very good content that is beneficial in the classroom and helps develop your teaching philosophies. Overall, I would definitely recommend this program to a prospective teacher.
• It was well aligned with [redacted] but if a student wants to go to a different state to teach it is very difficult.
• Highly ranked program. effective
• I think it prepared me well.
• I think that it is a great program that helped me become a teacher! I also feel that I was not as prepared for the edTPA as much as a could have been.
• Professors really got to know you.
• Yes, felt like they prepared us well.
• [redacted] is a great place that really prepares their teachers for the job.
• I benefitted from the teacher education program, however a lot of the time I felt like I was drowning and didn't know where to ask for help.
• The teacher preparation program at [redacted] does a fantastic job for teaching future teachers. The only thing I would like to see a change in is the ability for students in the preparation program to get more opportunities to actually teach schoolaged children instead of their peers.
• The amount of experience within a classroom with students is immeasurable. The closeness you have with support is also so beneficial and unlike any other programs.
• It was a great program and really prepared me for the teaching profession in the field of special education.
• [redacted] has an incredible teaching program with wonderful instructors that are there to help you become a successful, innovative teacher.
• It was good and enjoyable
• I had a great experience here at [redacted].
• I feel very well prepared as a future teacher
• I love the town of [redacted] and most of the teachers in the education program have your best interests in mind. I feel I gained a lot from the program.
• I would recommend this program to another prospective teacher because of the great experience I had at [redacted]. I thought that the program prepared me well for student teaching.
• I liked my time at [redacted]. The teachers were very nice and approachable.
• I would recommend my teacher education program because of the amazing professors. Class sizes are small and professors are always there to assist.
• Good program overall, usually answers questions thoroughly and to the best of their ability. [redacted] is well known throughout the country as a great school for obtaining an education license.
• I thought it was a good experience.
• [redacted] is a great school with a great program and will be a good fit for anyone looking into teaching.
• There were things that I loved about [redacted] Education program and there are other things that I wish would have been different. I did not have a good advisor throughout my time in classes and felt stressed out every time I was signing up for classes.
• I would because [redacted] is a well known education program that is highly respected in the Midwest.
• The secondary math department is second to none. The professors are excellent and have prepared all of the teachers to the best of their ability. We have learned so much and are very prepared to teach.
• The secondary mathematics program was always willing to help when needed, and always supportive.
• Because it is a place where you can learn the best practices from some reason great former teachers.
• The Math Ed Department shows they care about you and want you to succeed.
• I would recommend the teacher education program at [redacted] because I think the professors have good experience and provided me with the knowledge I needed to succeed in student teaching.
• I have learned a lot throughout my teacher education program, and believe [redacted] will continue to improve the program in years to come for future teachers to get the most out of the program.
• I enjoyed working with most of my professors. My academic advisor was always there to answer questions and helped out in any way as a friend would. They were relatable and helpful in all circumstances that arose.
• I wish I had a more positive advising experience. I felt as though my advisor was not prepared or knowledgeable about program requirements. When I had questions, she was often unable to answer them for me.
• It is a great program with exceptional professors. The professors know what they are doing, and are willing to help you become successful as long as you are working on it too.
• I believe that there are many things that are wrong with the education program. It is very unorganized and everyone tells you something different. I've learned more in my first two weeks of student teaching than I did through my classes.
• The program is very good at teaching future educators on how to become a teacher. I learned a lot about classroom management, assessment, and how to build relationships with students. I feel that those are main concepts that a college student needs to know before going into student teaching.
• [redacted] gave students lots of opportunities to work in schools and work with students. However, many of the projects and assignments were virtually identical between classes and felt very repetitive.
• Great professors that not only teach from experience but also up-to date pedagogy with a successful blend of lecture and in the field experience
• [redacted] does a great job with involving student experiences and teaching classes with relevance to our experiences.
• I love the college in general. I had some really great professors. I also felt as though I had more field placements then other colleges provide for their students.
• [redacted] has a good program but lacks to go into depth on some important things such as the edTPA process.
• This teacher education program is a rigorous program but has very well prepared me for my student teaching experience. I have been highly satisfied with my professors and colleges throughout my past 4.5 years at [redacted] and highly recommend this program to any who are looking to go into education.
• I had a quality education at [redacted]. I feel they prepared me pretty well for student teaching.
• At times I was very let down by the [redacted] education program. I was not properly placed in the correct field multiple times. I was also not given a placement multiple semesters. I hope this changes in the future as this experience is important to prepare students for student teaching. Additionally, the English department and the Education Department need to communicate. They need to build a bridge for students to make sure what we are learning in the English department is applicable and relevant in K-12 teaching.
• I enjoyed many of the professors that I had as well as the town and community of [redacted].
• I enjoyed studying at [redacted] and working toward my teaching degree. I had a great time at my student teaching placement, and am very happy with my time here.
• I would recommend someone to get their special education degree at [redacted]. The professors are very knowledgeable in what they are teaching. There are some areas that they could prepare us more in, for example writing IEPs.
• The courses successfully taught the content to the students of the university, however I felt as though the field experience required per course did not always align with the content being taught in the class. I often found myself sitting in a classroom, observing without knowing my purpose of being there.
• Great field experience opportunities.
• I would, because I believe there are a few key professors who are excellent. In addition, I believe the methods teachers are superb in their ability to prepare us for becoming a teacher. However, the downfall is in the majority of
education foundation courses and their clinical practices. It did little to nothing to prepare me for becoming a teacher in my content area.

- I would recommend [redacted]. I did not have an advisor that I thought was resourceful. I felt like an annoyance when I had questions with a few of the staff members at [redacted], my advisor being one of them. There were many phenomenal people that I could use as resources however. Good examples would be [redacted], [redacted] and [redacted]. I think good teachers and people to look up to make the difference.
- The teacher responsible for the Art Education portion of my education is a very nice person but overall inept professor. He was also my advisor and routinely had no idea what classes I needed for my education requirements. I am satisfied with the rest of my [redacted] education but my content specific courses for how to teach art were a joke with a constantly unprepared teacher who spent more time ranting about Lady Gaga than teaching the content.
- I would recommend to others, because I felt prepared for the most part going in to student teaching. There were things that I did not know about going in but I learned through experience.
- I think [redacted] does a great job at preparing educators, however, for secondary majors, I felt there was not enough communication between my content department and the education department. For example, during an advising meeting I asked my advisor when I should apply for student teaching, he said I didn't need to and that they would email me when my coursework was complete. After waiting and waiting, I found out from another secondary education major (different content areas) that we needed to apply and I ended up turning in my application late due to this. I also felt that I did not get enough courses on education. I felt more education courses would have been beneficial instead of history courses.
- I feel the program gave students preparation and the experience in the classroom needed for student teaching and teaching in the future.
- [redacted] was able to place me in the school I hoped to be at and within the grade levels I requested too. I have enjoyed working in the school and feel that I am learning a great deal from the teachers, administrators and the students I am working with. I believe this experience is helping prepare me for being a teacher in the future.
- I feel like [redacted] prepares their students well to be future educators. There are always things to improve on, but I am very pleased with the education I have received.
- Great hands-on and in-class learning opportunities!
- I do think it is a good program. I like the focus on the theory.
- Very helpful program.
- I had an incredible academic advisor, [redacted], who went above and beyond for me to make sure I was prepared. I also was fortunate to take coursework with [redacted], who prepared me more for my future career, and edTPA than anything or anyone else. [redacted] is a math professor, who sees a need for more practical information and practice than the education program does. I would definitely recommend if there were Education classes that taught me the same content I learned in my math courses with [redacted].
- There are professors I did not always enjoy working with, and there were many that did an excellent job. There has been a professor who left that really made me love the program I was a part of and I do not know if it I would have been successful without her.
- Almost all of the clinical experience prior to student teaching did not align or relate to Special Education.
- These programs are working very hard to stay current and provide their students with the best possible education they can. We need more placements in Health and Physical education though.
- I enjoyed the professors that taught the courses and I felt as though they were very helpful and gave us useful knowledge.
- I felt prepared to create learning objectives and to align my objectives with standards. In addition, I had opportunities to learn about different teaching practices and to practice some of those theories.
- It was a great program and I enjoyed and learned a lot from the classes I took here.
- I did not like where I was student teaching or my clinical placements. I was put into classrooms that were always applicable with my content area. Also, student teaching placement the teachers did not really practice good teaching practices with new updated content.
- I definitely would recommend this education program as the professors have recently changed the program to what it should be like. They are on the proper track of preparing future educators. However, the one thing I would change would be to add more PESS courses and eliminate some of the EDFD courses because Physical Education is so different than other content areas.
- I had positive experiences with my professors, peers, and advisors. However, almost all field experiences prior to student teaching did not align with my licensure.
- Professors are personable and knowledge. They create connections with their students and pass on their knowledge to students. Overall, I feel like the program prepared me well for teaching.
• I would highly recommend the secondary math education program at [redacted]! [redacted] is outstanding at preparing us for what we will truly utilize in student teaching and in our future careers. [redacted] and [redacted] are two other professors who made a significant impact on my education at [redacted]. They did a great job of connecting the content to teaching.

• I do not think that the educators for the art education program are suitable to help students. My advisor had no clue what he was doing and although he taught me aspects of art, he had not taught me anything to do with education.

• My clinical placements during professional education classes offered very little in both actual classroom settings or content area. Almost all of my hours were not in art classrooms, or classrooms at all. Although there are things that I can extract from those placements, I feel that it is a misrepresentation of the hours of classroom preparation advertised by the [redacted] Education Program. I do understand the amount of student teachers placed within the community can be problematic. However, I don't think [redacted] should count towards classroom time. My art education advisor, although a considerate and compassionate educator, was often unaware of timing of the professional sequence and requirements in the program. The students relied more on each other to navigate the program in the department.

• I enjoyed the program itself and the atmosphere. The only problem I had was with the way field experience was set, and how it was played out in the schools. I felt that the field experience did not prepare enough prior to student teaching.

• I enjoyed the program itself. The atmosphere and interaction with classmates was great. I didn't always like professors and their instructing. Some were not personable and unavailable often outside of class. I also did not feel prepared for the edTPA either. The edTPA was barely talked about in class and was always saved until the last day of class, even though it is the biggest part of our education program. It is a good program and I enjoyed it, but the edTPA needs to be a bigger priority for classes to prepare us for it.

• My advisor did not support me; however, I went to TRIO and met with [redacted], who was very great. She helped me by helping advise me. So, I had great success because of her help.

• The placements prior to student teaching are very poorly chosen and there is a lot of confusion.

• I would recommend the teacher education program because of the passion for the profession that all the advisors and professors have. Many of them will do anything to help you get where you want to be. I really felt as though they not only cared about my academics, but also about me personally. One thing I would say is to ask questions due to many factors in the teacher education program that can be confusing. For example, like what are the course requirements and when to apply for certain things. However, there is always someone that is able to answer any questions or concerns you may have.

• I would recommend the program because the professors do try to be engaging for the most part like they are teaching us to be. They talk about being a lifelong learner, having a growth mindset, and the importance of student centeredness. I enjoyed most of my field experience placements and I'm still in contact with one of the teachers. [redacted] has a great reputation and I feel like the teachers are experts in the respective classes. They try their best to prepare us for student teaching and getting a job, but they acknowledge there's no way of being fully prepared because we're all still learning.

• The Physical education program is absolutely outstanding for how we were prepared prior to student teaching compared to other education focus areas at [redacted]. I was not satisfied with the education program, except for [redacted] class. The education professors have difficulty relating to the health and physical education settings, and several professors use theories and practices that are far outdated or irrelevant to current cultures.

• Overall good, but there are spotty aspects.

• My teaching program was located in [redacted] where I live and it was nice to have an option to get my degree at home. I would recommend more coherence between the [redacted], [redacted] and [redacted] campuses because there are still some things that need to be worked out such as tech support. My teachers worked with me when I was experiencing personal difficulties, which was fantastic.

• I would definitely recommend the special education program. The staff there are extremely helpful and have a lot of experience. I felt the experience I received successfully prepared me for the job, except in the area of classroom management. The online classroom management course was an absolute joke. I would not recommend the art education program. The staff in the art program butt heads, and the studios are dirty, the art department was not a comforting place to be compared to my experience getting an associates degree in fine arts at a community college.

• I feel the classes did not prepare the students for the classroom rigors. Transitions in the classroom are very essential to the classroom day and are the hardest for children. We did not discuss this nor were given little information on handling transitions.

• They did not prepare us for edTPA and were little to no help when completing edTPA.

• I would recommend it based on the professors that I had in the special education program and the education
program. However what would keep me from recommending the program is the field experience that I have had up until student teaching. I have not been placed within my specific field for many of my placements and I feel like that is the best way to learn.

• I think that many of the actual professors in the program are very passionate and wonderful teachers. However, I do think that we are not prepared enough to go into student teaching because there is a real lack of serious field experience. I also think that our "technology" class is a complete joke and that students need to be taught more about the technology that will be seen in the future classes they will do field experience in and will one day teach in. The professors were great but the program used a little work.

• I enjoyed my time at [redacted]. The longer I spend out in the field, the more I am starting to realize how much I missed out on here. They really need to update their courses and take the student surveys in to consideration. Special Ed needs to teach less history and textbook theory and teach real world situations. The practicum placements need to align with my major or cancel them. I spent a lot of time in gen ed classes and my student teaching experience is the first time I’ve experienced classes with disabilities.

• No, I only had 3 good professors that helped and educated me to become a great teacher. Most of my other class were spent wasting time, professors were either talking about their personal lives or just taking a 3 hour class to learn each of our names. The people that are in charge of the education office, have been very rude when working with myself and other teacher candidates. They were not taking our questions or suggestions seriously. Also there are very few special education field placements before our [redacted] which I think is ridiculous. I had to go out on my own to my home district to get experience. Also many of my fellow students were placed in the wrong placement, eg. they were a Sped DD major but placed in a SPEd LD class. And when we try to find our own placements the people in charge get mad, but when they can’t do their job, it seems to work better when we find our own placements. Also most of the advisors here don’t know anything, the ones that do, have tons of extra students coming up to them for help, which isn’t fair to them.

• This is an oppity for a quality education with comprehensive coursework and excellent professors. Mentoring continues after graduation.

• I feel prepared to become a teacher. I have had positive feedback from my cooperating teacher and her colleagues stating they believe [redacted] best prepares new teachers.

• I think the program does well with preparing the students for the education field. As an ESL major, I feel like I was not fully prepared to teach in an ESL classroom. I had very little experience in any ESL classroom prior to student teaching and when I entered the classroom for student teaching, I felt like I was unprepared to work with the students and had been given no instruction about WIDA or access testing which is a big part of ESL teaching.

• More time in classroom

• Definitely yes because I was satisfied with all aspects of the [redacted] teacher education program.

• They prepared us very well and really care about us and our teaching career

• They prepare you very thoroughly and give you many opportunities to practice what we are learning.

• After all the courses I took for this program I feel I was prepared for teaching in the real world. Also the placement I got helped me a lot with classroom management.

• It is a great program that is closer to home!

• Some aspects were better than others- the technology instruction and classroom management courses could have been better. Still not sure how to use a smartboard.

• It was a program that was doable with some areas that still need improvement.

• I said probably, because I feel that there lacks a lot of perspective in being a teacher of color and other identities.

• [redacted] was there to help you along the way in each and every step. I have learned many different strategies to teach all students. The professors are very helpful and knowledgeable, while also being passionate about what they are teaching.

• The program is very supportive and has been able to help me in not only my education, but also my personal life.

• I think I am very prepared after this program to go out in the field of special education.

• The Program prepared me for the field. I feel as though I am ready to teach in a [redacted] Classroom.

• I feel as though I was very prepared from my education program. I feel proud to have been a [redacted] teaching student.

• Prepares you from the get go.

• This program was very helpful and insightful during all course classes and field experiences.

• [redacted] offers classes that are relatable to student teaching but I would love for more classes on dealing with behaviors, strategies, and course work (math, science, history, etc.)

• I felt like this teacher preparation program prepared me for this profession because I was not only taught strategies but also was provided opportunities to practice what I was learning.
• I felt that some of the Professors at [redacted] did not prepare me enough, but there are some Professors that motivated me to be an amazing teacher and gave me the skills to accomplish this.
• As a physical education major, I felt that the education courses were very irrelevant to my future position working in a gym. I learned best in my content related courses, and felt that they even covered most of the information that I had learned in my teacher preparation courses anyways. It felt redundant and unnecessary.
• The program was well laid out and every professor looks out for your best interest and wants you to succeed.
• Overall good school
• There a lot of difficulties throughout the program to get into the correct classes. There was also confusion on what courses to take for my minor.
• I am a health and physical education major and had one placement with a health teacher. The courses did not correlate with the PE and health majors.
• Overall, this was a great experience. I loved the hands-on aspect and the number of clinical hours I spent in the classroom, observing and teaching lessons. This was a very helpful aspect when it came time to student teach.
• I thought the education program here at [redacted] prepared me well for student teaching, however, there were certain classes and professors that did not prepare me well at all. This had an affect on my [REDACTED] licensure tests and in my student teaching experiences.
• My placements were rarely relevant to my class and sometimes were not given on time
• The [redacted] cohort is better than I can imagine and prepares you in more ways than you can even think of.
• I would recommend this program to anybody that currently works in the school system. It worked perfect for me as a working parent and spouse.
• It was a decent program, but there was definitely a disconnect in communication. In my junior year of the program the professors we all “seniors, seniors, seniors” and this year when I was a senior it was “juniors, juniors, juniors.”
• We were kind of thrown to the wind while on the program. Not enough communication.
• Yes, allowed a lot of hands on practice. Plus, the [redacted] program was a great option for still being able to live at home.
• The education program here does not fully relate to Physical Education/health education. They target these courses to the classroom teachers and everything we learn in these classes I have learned 10X better in my Content courses.
• Overall very organized, very well put together
• There was many difficulties I ran into with organization of classes. Some of the time my teachers or advisor did not know what classes I needed to take to complete my major in the timely manner. The organization of some of the classes as well were not always very helpful. I did love a good set of my classes and felt they helped prepare me, however, I also had a handful that I did not feel were beneficial to me. For some of my classes we did not get into the classrooms to be able to apply what we have learned so student teaching was a big hit to me and a lot more was thrown at me that I feel was not covered in my classes. We also did not touch a lot on diversity of array of learners enough so I learned a lot of that in my student teaching experience.
• I love [redacted] and I think I learned a lot of great things here. However, I feel some things could have been done differently and been more organized.
• [redacted] offers many different courses that touch on very important aspects in education and the profession of teaching. The staff is also very accommodating to student needs.
• I think [redacted] is a great institution with a welcoming atmosphere and helpful professors. I would specifically recommend prospective teachers in my field because the professors in my specific content department are what made my experience as a prospective program exceptional.
• Yes I would, because the experience with the classes and the professors were very valuable.
• I would absolutely recommend the [redacted] elementary education program to someone else because the professors/advisors are great! They teach, help, and guide you through everything along the way.
• I love [redacted] and I think [redacted] did a great job at preparing me to be a teacher.
• This program is awesome! My professors went out their way to help me succeed. They always were able to help me if needed and they gave me lots of support.
• I would recommend it because I love the flexibility the program provides. I also love the fact that a sense of family and community was created by being in the cohort.
• The education program does a good job at preparing you for the field and the majority of the professors are caring, professional, and knowledgable in their content.
• I really enjoyed the classes I took at [redacted]. However, when trying to find information about the program itself, the professors didn't have the answers. There was one professor who knew the answers in a timely manner or could point to the correct answer, otherwise your answer was not clear. In addition, I didn't have any opportunities in my specialty as far as field experience until I was student teaching, all my other field experiences were not in my
specialty area, which was extremely frustrating. I feel like I am better at a specialty that I don't even have the course work to back up because that is where I learned in the field.

• Professors are very nice!
• I would recommend [redacted] to others however, I feel there were some aspects to be approved upon. Two aspects would be more behavior management courses and math and reading teaching strategies. I felt like I was very underprepared in those two aspects.
• The program worked out great for continuing education
• Because the teacher education program I feel has effectively prepared me for becoming a teacher and I feel like it could be a program that helps other prospective teachers.
• We got lots of experience, even if it wasn't in the right placement (DD).
• I felt [redacted] is a positive place to learn and grow. I feel that they put the interest of their students at the front of their decision making, and try their best to ensure the best experience for each and every one of their students.
• I met many amazing people and faculty members throughout this experience. I felt supported by my peers and as if I was receiving a quality education that will serve its purpose and beyond in the future.
• It is a good program but there is a lack of communication between the main campus and the [redacted] site. I realize this program is still new and needs improvements, but the communication was very frustrating.
• I would recommend the [redacted] program to another prospective teacher, IF there is a reform in what students are required to do during their field experiences. In my field experiences as a secondary major, I was never given the opportunity to teach a lesson like my fellow Elementary Education peers were.
• I believe that [redacted] prepared me very well for my student teaching experience and the professors truly cared about me as an individual.
• It may have been a tough program, and can be stressful at times but it was because they were pushing you to be your best and they wanted nothing less. The time they took to work with you and make sure what you are doing is going to help you in the future.
• I would recommend this program, I feel prepared to teach in my own classroom.
• [redacted] teacher education program does a great job of preparing potential teachers for their career in the field.
• I would recommend my teacher education program to another prospective teacher because I believe I received an excellent education and am confident that [redacted] prepared me for everything I will need to be an amazing teacher.
• I am apart of the para to teacher program with [redacted] and [redacted] Public Schools and this program was intense, but we were able to go to classes while keeping our para jobs which was important to me.
• It is a good program, but I wish there was more field experiences that would benefit us.
• Yes, I think that this education program is good, and prepares you very well. One thing that I do think that could be improved is having the supervisors and education department to be more informal about the stuff that needs to be done earlier on, and not so much so close to the end of the semester. Overall, it was a great experience, however I think the timing of the information that we received about graduating, and receiving our license could be improved. I found it to be very stressful and information overload to have to a couple weeks before graduation.
• The instructors genuinely care about each and every student. We do a lot of collaborative group work throughout our course work and get to know others around us. We also have a lot of clinical experience to help assist in our preparation as future educators.
• I would recommend this program for another prospective teacher because of the quality of professors. My professors were knowledgeable and personable. I always felt as though I could approach them and they could answer any questions I had. I put probably yes instead of definitely because I felt as though I was constantly confused on requirements, deadlines for applying for the program/student teaching, etc. I typically found this information out from other students.
• I would recommend the Elementary Education Program because of the multiple opportunities there are to work with students in the school. Also, the support from the instructors is wonderful and continuous.
• I did the para to teacher program and I thoroughly enjoyed having current and former elementary school teachers teaching my college courses. They gave us an authentic perspective of what it's like to be a teacher and showed us the tools they use in their classrooms.
• I had support I needed. Teachers and faculty members consider you concerns
• [redacted] did well and the administration does a lot of work.
• Overall, I feel as though I came out of [redacted] prepared to teach and therefore I would recommend this program to future students looking into the education field. However, there were still a few areas were content could be improved and that is why I did not choose definitely yes.
• I would recommend the para-to-teacher program to prospective teachers with the exception of certain the quality of
some teachers and their styles of teaching. Some teachers in certain courses did not offer adequate support and guidance to students when it was needed the most.

• [redacted] prepares the candidate on how to teach course work. I felt very prepared going into my student teaching experience.
• My advising through my college career I had been passed around from advisor to advisor I had a total of 4 through the education department.
• I feel like it was a great experience and I loved my teachers and cohort.
• Every single step of the way, [redacted] has had some error, or an advisor who didn't know how to help me get through my courses. I struggled getting materials, I've had to pour extra money into things I didn't need, had to run back and forth between two departments that were unsure whether or not I needed to contact them for different supports or even basic scheduling, and only recently got an advisor who knew how to assist me. [redacted] is fantastic, and my time in [redacted] office from being accidently not placed in the correct major was also pleasant, considering the events that lead to it.
• I’ve been to four different colleges and [redacted] is easily the one that stands out as the least impressive.
• I feel that this is a great program for paraprofessional to take that next step to become a teacher. I recommend this program to my colleagues all the time.
• Every teacher that I have worked with says that [redacted] is the best institution for teacher preparation.
• Yes because it was very hands on and I felt very prepared going into student teaching.
• [redacted] gave me the ability to prepare extremely well for becoming a teacher and to be able to express my passion for teaching.
• Staffing changes had made the program not as smooth as it could have been. One professor poorly explained most of what she taught and I would not recommend based on her, however, she will no longer be with the program. I would never recommend the math teacher that teaches the [redacted] class in the [redacted] program. We lobbied to remove him from his position, other classes had also discussed doing so. [redacted] [redacted], and [redacted] were wonderful professors and mentors. / The technology was dissatisfied because of Ipad use. Ipads were not functional for what we need and was never used by anyone in my cohort. However, the program overall is wonderful and we were given ample opportunities to be in the classroom!
• I feel as an upcoming teacher I was placed with a lot of experience before going into student teaching.
• There is a lot of great field experiences, however, the thing that I would like fixed in the future to help prospective teachers is fixing communication between the [redacted] program and [redacted]. There was a lot of miscommunication between our program and left my cohort confused many times.
• I believe [redacted] well prepares teacher candidates to enter in their own career of teaching with the use of practice and theory. [redacted] prepares teacher candidates with an abundance of experiences within the designated licensure area. If I could recommend one thing, it would be to prepare teacher candidates with more opportunities to teach in front of a large group. For example, elementary teachers teaching a 3rd grade class on their own.
• The classes were rigorous, but adequately prepared me for student teaching. Many of the professors are wonderful and kind, as well as accommodating when needed.
• Although there are various theories taught on the academic aspect, there needs to be further instruction for behavior management and mental health implemented into the teaching courses. There needs to be more focus of team teaching and collaboration with special education majors and general education majors. With the collaboration, we are creating a better learning environment for our students.
• I would recommend to someone to wait a few years before going through this program as it is still new and needs further time to be fully developed as a well operating “machine”.
• Yes, because I believe that it is pretty good. I believe that there needs to be more technology that is not only taught about but also be given a chance to use it.
• Great for working students.
• Really gets you prepared for the teaching world.
• They are very supportive!!
• I would give an incoming student all the facts of my experience and allow them to make their own decision.
• This program is very helpful with understanding not only how to teach children the content needed, but also how to understand behavior management, mindfulness, relationship building, and classroom community.
• Our professors are so passionate and really care about us and the students we will impact. They are current on research and are constantly adjusting the program to make it better.
• Disorganized, lack of systemic structure makes students feel unsupported. Would prefer a more individualized learning experience aspect where future teachers get to have more of a say in their learning and instructional experience.
• Lots of support from professors. They really care about your education and you as a future teacher!
  • I believe the [redacted] teacher education program prepared us to work in diverse schools and be successful.
  • I loved [redacted] program but my high school placement ruined part of my student teaching.
  • The staff really supports you as you go through each step. I felt like the coursework really prepared me and made
    planning lessons second nature now. Also through their support and firsthand experience of teaching I never felt
    alone during student teaching or during my coursework.
  • I felt well prepared in the classroom, but wish I would have been made aware of things like content exams the fall
    before my student teaching.
  • This program really has prepared me to be a teacher and was very intimate. I love how the professors got to know
    me as a person.
  • With all the coursework prior to student teaching, it was definitely worth it. From the lesson plans and unit plans, I
    honestly think that it prepared me how to write my lesson plans when I was student teaching. However, I have also
    been told from others that [redacted] is the most competitive and hardest Teacher Education program there is around
    the city. Rather than thinking this statement as negative but also looking at it from a positive perspective because it
    makes be a better competitor. Learning how to write lesson plans, I wish that there was a course, or be more in depth
    in [redacted] course, or better yet, early on if possible, to be in detail of [redacted] such as syntax and discourse, etc.
    Comparing to other universities like the [redacted], has a course that focuses on technology and how to work with
    different technologies so that teacher candidates are prepared for the changing world. It would be great to have a
    course that focus on technology and allowing students to work with these different technologies so that they are also
    prepared for new tech in the changing schools.
  • I felt confident going into it. Sometimes I wish there was more support and feedback for me to improve, but I
    enjoyed my time in this program and learned a lot.
  • I learned so much during my time at [redacted]. I feel prepared to go out and start my first year teaching!
  • Overall the teacher education program was a great experience and I grew a lot. There could have been a bit more
    information provided at specific times that would have been beneficial. For example a checklist for each specific
    teacher program - content areas, elementary ed, secondary ed, and early pre-K. It would be nice if the checklists had
    all of the tests that were needed to take, as well as specific tasks related to the education area.
  • Professors for most of our classes were not invested in us. Feedback and responses to email were not their priority
  • Great to work with, respectful and approachable
  • Lack of communication between students and requirements from university, teacher ed program
  • Most professors were not engaged or invested in our learning. They were not prepared or knowledgeable on the
    subject matter, and I did a lot of self-taught learning.
  • I do not feel prepared to manage a classroom despite a 4.0 GPA.
  • I believe there needs to be stronger communication between faculty and students. Many things were left unknown,
    and we were surprised by some of the tasks we needed to accomplish, or there weren’t clear directions given.
  • Convenience of program. Cost effective.
  • It's less expensive than others.
  • I enjoyed my journey
  • The professors at in the Teacher Education Program are amazing, helpful and want to ensure you succeed both in
    the classroom and outside of the classroom.
  • The lack of communication, support and teacher quality from [redacted] makes it difficult for me to recommend
    this program to prospective teachers.
  • Other than the preparation for edTPA, I think [redacted] prepared me very well for my new life as a teacher. I
    think there is room for a LOT of improvement for [redacted] role in helping us prepare for edTPA.
  • Being in an online MAT with licensure program provided very inconsistent teaching overall. Perhaps because
    many were adjunct professors with too many responsibilities to do a good job. I also felt very disconnected from the
    campus and networking opportunities to find teaching observation sites.
  • Understanding that the program is fairly new, I understand growing pains. To fully recommend, the adjunct
    professors and education coordinators need to show students that they are communicating about requirements and
    assignment details. We should also have meetings with our advisor to ensure that we are on the same page as we
    move through the program. There were so many requirements that piled up during student teaching. I believe that
    much of this could have been done prior during our coursework.
  • Some of the instructors were great, others were not very good quality. Field experiences were sometimes difficult
    to set up since we were coordinating them on our own.
  • I would encourage prospective teachers to research all local programs and compare them in great detail. I have
    had long discussions with students from other schools and another program may have been a better fit for me.
• [redacted] staff worked with my busy schedule and was able to make sure I was able to work while going to school without many conflicts.
• It is a good fit for people like me. The online video classes allows us to work and get our license at the same time. There is, however, a lot of miscommunication and uncertainty with all the instructors, student handbook, and program coordinators that I think is not okay. I also felt the program lacked in the area of classroom management and specific instructional strategies that are what teachers are actually using in Minnesota today.
• The program is great!
• I would because [redacted] is a well-known program, the staff get to know you personally, and you get to know your peers and work as a team with them.
• The instructors were all so relatable. I enjoyed my time at [redacted].
• They prepared me well, and I got a job!
• I am most likely to recommend the program because it was affordable and had a nice timeline, but I think that other programs may better prepare preservice teachers.
• I would recommend it for my time at [redacted], but nothing specific about this program necessarily stuck out.
• I feel that [redacted] did not do a great job at preparing for teaching, need more opportunities to be in the classroom prior to student teaching as well as more practical tools for teaching. A lot was focused on theory and only one methods class that could have been expanded out to two separate classes.
• Overall, the whole experience has been great.
• Both [redacted] and [redacted] allowed me to practice my own teaching styles and gave feedback to help improve management and transitions. I was given the opportunity to take over the entire classroom.
• Really unsure, Compared to other Schools of Education: [redacted] has really low standards. This isn't in regards to my programs as [redacted] does a awesome job! However, I think over preparedness for real world experiences are low. I wish that Education professors demand more [redacted], but taught like [redacted] and [redacted].
• [redacted] does an excellent job in supporting, encouraging, and assisting throughout the entire teacher education program.
• High quality program. I transferred colleges to [redacted], and found this University to be of higher quality than my first one.
• I really enjoyed my experience through the [redacted] education program. I liked all my teachers at the university and I felt that I was properly prepared for student teaching.
• I felt that I was well prepared for entering the classroom.
• I feel prepared to have my own classroom now. I think that is what this program aims to do, so I think the program has done something right. Other potential teacher candidates should be prepared to do so as well.
• I would recommend this teacher program. I feel that the professors here are dedicated to helping students get the education they need to be successful teachers
• I don't know how it compares to others. I was dissatisfied with two of my education professors but I also had a few that I was very satisfied with.
• I chose "probably yes" because I had some great experiences here at [redacted], but I also had some bad ones as well. Some of the instructors in the Education Program didn't prepare me well enough, and I also disagree with their teaching style, because it seems outdated and too far removed from how students and education is today. For the most part, I had a really good time, and I built relationships with amazing instructors.
• There was little to no field practice before student teaching started. There was too much theory, and not enough practice. We did practice with each other, but prior to student teaching I had not taught one lesson to actual secondary school students. We spent so much time and energy making excruciatingly detailed lesson/unit plans, without even getting a chance to put them into practice before student teaching. We did go and observe classes, but watching somebody else teach can only prepare you so much. I learned more in the three months that I student taught than I did in 3 years preparing for student teaching. / / Math-education specific feedback: I had to re-learn every single math topic that I taught while student teaching. We spend countless hours doing 400-level math classes that we will literally never use again in our lives, and then we forget how to do the math that we are going to ACTUALLY teach. Why is there no class that refreshes our secondary level math skills? It could be a one semester class that goes through tons of core concepts and problems. We could do it at an extremely fast pace, since we are adept at math, and it would be extremely helpful to do before student teaching. If I wanted to be a mathematician I would have majored in Mathematics, but I want to be a teacher. Taking Abstract Algebra and Real Analysis do absolutely NOTHING for me as a future teacher. We only had one class that was specific to teaching mathematics. A single one semester class, in 3 years, specifically about teaching mathematics. In a major that is supposed to produce math teachers. It boggles my mind that there is a mathematics education curriculum that has only ONE class specifically related to teaching mathematics. Not only is it the only class, but half of the class was about use of
technology as well? Why are these two very important, and very different concepts being shoved together in to one class? I genuinely can't believe that the course requirements only includes one half of a one semester class dedicated specifically to mathematics education. This is a system that is supposed to produce math teachers, but instead produces math lecturers. The lack of field experience, the lack of relevant mathematical preparation, and the lack of mathematics education specific courses left me both unprepared to student teach, and extremely frustrated. / • I feel that the [redacted] education program equipped me with the skills, content knowledge, and experiences that will help me become the best teacher I can be. I feel very prepared.  
• [redacted] teacher preparation program was willing to work me in allowing me to grow into a true professional that was capable of completing the rigors of student teaching. The single most important thing that [redacted] did was allow me to learn from my own mistakes. I always felt like the people had my best interests at heart.  
• I believe that [redacted] School of Education (SoE) has a lot to offer other prospective teachers in terms of student-teacher interaction and in advising. Additionally, working with the faculty in the SoE has consistently been a great experience. That being said, I do believe that the program could integrate more aspects of actual teaching into the curriculum. I think that the program should place a greater emphasis on developing teaching skills in terms of presenting content prior to the student teaching experience. That is, to help teacher candidates build an array of pedagogical teaching methods.  
• [redacted] was always their to assist me with any questions I had whether it was on lesson planning, test making, student discipline, etc. He is a true master of his craft and has been recognized from the state of [redacted] a plethora of times for teaching. He was very easy to get along with  
• I would only recommend it if they were doing it in [redacted] state. If you are looking for a placement out of state, it's a lot of emailing, big adjustments, and not much of a support. While all the feedback for each lesson were really helpful I think that a lot of paperwork in capstone portfolio can be more polished. It might have to do with the fact that English is my second language, but It seemed like a lot of the questions for pre-visit and post visits materials were confusing and stressful.  
• While there are a handful of Education teachers who are phenomenal, they are out-numbered by the teachers who fail to embody the exact strategies and attitude that they are teaching us to practice when we have our own classroom. Furthermore, the amount of hours that we must complete in classrooms to meet observation requirements is incredibly strenuous when you have a full class schedule and a job to help pay for bills (the majority of all college students). I was required to observe for 90 hours in one semester while working two part-time jobs and taking 20 credits worth of courses. There was no mismanagement on my advisor's part for creating my schedule; it had to work out this way, and the work load nearly suffocated me.  
• I would (probably) recommend my teacher education program to another prospective student because for the most part it does a good job at balancing field experience with paper work. Throughout the program, I felt that I was given plenty of opportunity to experience hands-on teaching without being weighed down with copious amounts of busy work. This is comparing my experience with the experiences of fellow education students from different universities. The one exception which keeps my answer from reaching a "definitely" is during the student teaching semester when we are assigned an extensive capstone project.  
• The [redacted] Teacher Education program is a solid program. The professors are easy to get along with and speak from great experience.  
• 'outdated teachings / - not enough hands-on realistic practice / - not challenging coursework / tedious assignments / - program does not teach HOW to do to skills such as adapt for IEP, differentiate, etc. / - our state required Native American & mental health trainings are sub-par  
• I believe it's an effective course of study with a supportive faculty that are willing to both push and stop and encourage you.  
• the teacher education program does not reflect the actual duties and tasks of teaching. For example, lesson plans are out of date and are hardly ever used. Most teachers (besides [redacted] & [redacted]) did not teach me anything. Instead, my education classes were a waste of time--I would rather learn & PRACTICE things such as adapting tests & assignments for IEPs, how to collaborate units, pacing AP classes, engaging unmotivated students. / Lesson objectives & standards are also NOT important (at least for my subject manner). Teachers hardly ever write lesson objectives and spending three years working with them at [redacted] was pointless. /  
• Professors that care.  
• [redacted] does not have a well established World Language Education program. Students have to go to [redacted] to take the methods course, but there are a lot of other classes that language teacher should be taking as well, that are not offered at [redacted]. The diversity class at [redacted] also does not do the best job of preparing students for real life diverse students. I think this programs rigor and content needs to be increased to make sure the students that are leaving the program are highly trained and prepared to teach.
• I wish we were required to spend more than just 10 hours per semester in a classroom. I also felt not as prepared as I could've been before my [redacted] and student teaching.
• I feel like I am as prepared as I can be with limited field experience. Plus all the professors are great to work with.
• I would most likely recommend the teacher education program at [redacted] to others because I found the field experience within each class very helpful. I also thought that the courses required were helpful and my advisor was very helpful in making sure I knew what to take and what I was missing. The main reason that I am not a definitely yes above was because I had a few instructors in my education classes that had never taught before, they had a doctorate in a science course and had only taught at the college level. These teachers were not much help in making lesson plans since they had no experience in doing this for a high/middle school class.
• I think the required courses do not align with where education is adapting and growing towards. Should talk about personalized learning, standards based grading, technology, and career/college/military readiness. The focus is so much on common sense problems and textbook problems, but not enough on adaptability and changes kids deal with today in the changing landscape of education, especially in [redacted].
• I believe the [redacted] Education program prepares students very well for their future careers in education. The program is challenging and incorporates a variety of topics, ideas, practices, etc., and give the opportunity to practice them before student teaching.
• To be quite honest, I went to [redacted] because they were the only nearby school that offered FACS Education. While I feel prepared to teach, I think if I had come into college with less confidence and awareness of my own ability, this program would not have prepared me enough. I know [redacted] works to get their education students into classrooms during their first semester on campus and I think that's something [redacted] should implement. I also think the courses should have a more intentional focus. For instance, during [redacted] students should create materials that they will actually use during their student teaching. That would've been extremely helpful in trying to get us to plan nontraditional lessons; the time crunch and pressure of student teaching sometimes causes student teachers to fall back on not-so-great teaching methods. I'm not saying [redacted] program is awful, but I just think it could be more intentional. I do want to say that I found [redacted], [redacted], and [redacted] to be pivotal teachers in the education program. While there are many other great teachers at [redacted], I found these 3 to be excellent. They challenge their students and put a strong focus on the critical parts of teaching; such as planning a good lesson, teaching literacy through your content, building relationships, and handling difficult situations. Without these three teachers I would be far less prepared for teaching than I am.
• I would rate my satisfaction with advising "very satisfied" based on my experiences with [redacted] and [redacted]. However, I had an absolutely horrible experience with [redacted]. She never once actually met with me face-to-face, and ignored the vast majority of my e-mails. When I needed her to approve my application for the School of Education I spent three weeks trying to track her down, and finally had to just leave the application in her box because she never communicated with me once. She did not answer e-mails or phone calls and was never present at her posted office hours. It was a terrible advising experience, and her refusal to do her job almost kept me from getting into the program and could have set me back by at least a full semester. I was extremely grateful when [redacted] volunteered to be my adviser since he has been nothing but helpful.
• I feel more confident in my teaching because of this program.
• I think [redacted] does a good job have an overall comprehensive idea of what teaching needs to include. I know every program does this, but lesson plans are not real concept used in the education world and I believe so much time is wasted doing lesson plans and unit plans. It would be better to have teachers spend more time in the classroom being an active part of the teaching. [redacted] does a 60 hour observation and I think this is very beneficial. 16 hours you barely get to know the classroom. / In 60 hours, you would be able to get a better idea of what goes into teacher. / / This is a crazy idea, but I think student teaching needs to happen in two parts. You should be required to teach after 2-4 semesters in the program and then be able to build off of that. It is hard to learn so much theory and apply it to teaching without seeing it in a real classroom.
• For our methods courses, I did not feel as though our instructor was the most enthused about the topics and at times seemed burnt out. This lead to a lack of engagement by us as students. / I also do not feel as though the field experience observations were very applicable or to the fullest potential. Observations in the [redacted] area seem to be bombarded by the universities. Many of my cooperating observing teachers seemed to reluctantly welcome me into their classroom and point me to the back of the room to "observe" them in a very passive way. Very rarely was it engaging or informational. Lastly, in my final and only practicum prior to student teaching, I was placed in a elementary school which was somewhat relevant but lacking that applicable experience of a high school FACS classroom setting.
• The teacher education program at [redacted] is of good quality. Some of the course work sort of seemed irrelevant; however, some people may see the use for it.
• I did not have an experience that I felt lived up to my expectations of what the program should be. That includes everything from the relevance and usefulness of coursework to the instructors and their abilities (or inabilities) to connect with students and be efficient and effective teachers.

• Great educators, great program.

• I feel that there is a lot of room for growth in [redacted] teacher ed program. Several professors such as [redacted], [redacted], and [redacted] were great at their jobs but we also needed more experience in a classroom. We should have been required to make and teach lessons early on to continue to learn and grow more.

• Yes - good teachers and content for the most part. Would have liked more practicum hours in schools - before student teaching I had only taught a few lessons to a class, so it would have been nice to have more experience before that. I know it is hard for practicum teachers to have students come in and teach lessons so I understand that it would be challenging to add this in. Perhaps a program where education students work with kids in local schools, whether it's tutoring or coaching, so they get an opportunity to work with students. / The loss of some of the endorsement programs would be a downside. / I also would have liked more information about licensure, [redacted] exams, and teaching in different states throughout the program, particularly before Student Teaching.

• I believe this program successfully prepared me to become a teacher and gave me the experience I needed to improve at teaching. The faculty and support staff were helpful at ensuring I was on the right track.

• I was satisfied with most of the education professors and felt prepared. After student teaching, I understand why we learned and did the things we did more than I did while I was taking the courses. I was not satisfied with the English methods courses which were a little disappointing because those were courses I was looking forward to taking. It was equal parts of the instructor and instruction.

• There are great teachers but I would definitely recommend certain teachers over others.

• Good program that is very qualified and recognized

• The [redacted] education program is a very well rounded program filled with lots of meaningful experiences.

• Great intro education classes and great specialty (Health and PE) education classes. Student teaching was a great experience and felt prepared!

• I felt that I was "in the dark" the whole time because I think administration just assumes that we know everything, and when I would ask questions to clarify, the responses that I would get were unfriendly. Also, the fee for [redacted] should have been included in the overall charge for the SOE. I have used it every year to upload assignments, and every year, I have had to pay to renew my subscription, even though I paid for the four year subscription.

• I would recommend the program because there is a great staff to work with, and everything is laid out pretty nicely. However, I would make sure that the person advocates to be placed in both a middle school and high school, as for all my observations, including student teaching, have been at the middle school level.

• I liked the program, but I would have appreciated more in the field experiences that weren't just observations. I also think it would have been nice to talk about things like what professional learning committees and standards-based grading are more thoroughly and to maybe experience those in a field experience. I also would have liked to see more integration of technology like PowerSchool, Doc Cams, etc... that teachers regularly used.

• The coursework provided enables a student the ability to progress in their content area as well as the education portion in a sufficient manner.

• While I really enjoyed my time at [redacted] I would change the way they do placements before student teaching. I believe that students should be placed in course specific classrooms to help them truly see what they would be doing in the future. Yes, it is good to see other subject matters classrooms and there teaching styles but I think it is also important to go to your content area classrooms. I was placed in one [redacted] classroom before I student taught. In my opinion this needs to change.

• I felt that [redacted] has professors who do care about the profession and enjoy seeing others do well in this field. I love the atmosphere of [redacted] and felt that I was supported in my endeavors. I enjoyed all the field experiences and opportunities to be out in the education field.

• I don't feel that I was I was prepared at all for what teaching would be like. / My English methods courses were ineffective for teaching me the things I was supposed to learn in them. I cannot speak for other disciplines, but the English courses did not prepare me or teach me things that helped when I was teaching writing and reading to students.

• Throughout my experience at [redacted] I didn't feel that the content we went over was the most beneficial for teaching; a lot of what was lectured on was common sense in the realm of teaching practices. My biggest issue with the English Ed program was that, while there were a handful of wonderful professors that were extremely knowledgeable, personable, and helpful, there were also a few that seemed to value putting students down in order to "treat us like colleagues, instead of students". Throughout my experience at [redacted] I felt that a handful of
professors cared more about their own research/programs, than putting in the effort to effectively educate students. A professor making comments that the current English students "didn't understand the effort it took to be teachers", in my opinion, is offensive and completely incorrect. I think that goes to show the small amount of work some professors took to get to know their students. / On a lighter note, I think something that would be useful, for both students and placements for practicum hours, would be to allow students to rate their teacher they completed hours with. I found that a handful of teachers I was placed with were not great examples/experiences. I want to note that [redacted] was amazing with advising, and assisting whenever I needed help. She genuinely cared about the success of her students. She was a gem and will be greatly missed.
• The teacher prep program at [redacted] is good. However, I do feel like the education prep classes do not do an adequate job of getting students a hands-on experience teaching. I feel I was prepared to student teach, but mainly because of the [redacted] Ed courses as opposed to the EDUC classes.
• I feel very unprepared for teaching in practice. Our classes were very theory heavy, but did not really account for the realities of classrooms and being a teacher.
• I enjoyed my time at [redacted] and that was partially because of the great people I had as my advisors.
• If I knew then what I know now I would have rather went to [redacted]. Specifically because I know that their art education program is better. It was very frustrating taking the 2 art methods classes combined as one and then having to go to registration and records and submit and resubmit course waiver forms.
• It is a great experience and there are so many things that somebody can do in a classroom.
• [redacted] did a great job at mixing practical experiences and classroom work. While it was a jump into student teaching, the experiences and the knowledge came back to me as time went on. The professors I had did a great job at preparing me for the teaching world.
• I feel that [redacted] School of Education is geared more towards social science and english education than STEM education. I didn't feel as prepared for teaching math as those in the previously mentioned area being that the education classes do seem to cater to them more than my area. I also wish there was more than one methods class for math education being that other areas do have more of those classes. I also gained the most amount of preparation for teaching from that one methods class than most of my other education classes. Even the rubrics for student teaching are geared more towards social science and english education.
• I very much enjoyed and feel as if I have greatly benefited from the education courses at [redacted]. The instructors are very knowledgeable and approachable. However, I often times would feel dissatisfied with the field experiences. I believe that field experiences are a vital part of teacher preparation, but there were many times in which I felt as if I was just there to fulfill my required hours. My field experiences were not always meaningful and I felt that many times they were not benefiting my education or were not related to the class coursework.
• I would recommend this program because it completely prepares all teacher candidates completely for graduation and working in the field.
• I feel like [redacted] takes a lot of time and care to produce well prepared teachers
• Most everything was great, I went through the online classroom management class and my wife went through the in-class classroom management course and understands/applies/remembers/relates to the concepts in that class much better than I can even remember learning about in class.
• Many things were disorganized in the education program. I am still unclear on certain procedures that occurred in the program. My biggest suggestion would be to reevaluate the staff. One professor([redacted]) in particular made me feel like the program was a joke. This teacher was rude to students and made derogatory remarks. Whenever I think back on my experience in the program this teacher is the first thing that comes to mind and how awful and useless the classes I had with him were. The field experience prior to student teaching were not very helpful and was very difficult to manage along with work and other classes. While I did enjoy my time at [redacted], when the education program is compared to what I have heard from others is that [redacted] is lacking. I also would have liked to have more support and to be prepared for job applications.
• The support that was provided by the professors was exceptional. The counselor's support prior to fall 2018 was also exceptional. I would no longer suggest it however due to the lack of transparency through the administration and lack of support that was shown after the accreditation news from January of 2019.
• [redacted] is not continuing to support Early Childhood Special Education. No [redacted] at [redacted]
• This is the only program in [redacted] that prepares people for working in Special Education Preschool and Infant Learning Early Intervention settings.
• I would not recommend it to a friend because it was falling apart for my last 12 months, especially my last semester. The professors that I had and could trust were interim or quitting. My academic advisor, though less than dependable, was tenured and also quit suddenly in the middle of the semester. Thus, in my final months, I did not have a professor to turn to for support during a crisis in my student teaching, nor an academic advisor that I had met.
• Besides the fact that SOE will no longer be an option, my experience at [redacted] has been subpar. The communication and organization in the SOE was horrible. There was no orientation, information was usually barely in time, and my advisor was absent and cancelled classes almost 1/2 of the Fall semester. I find the level of rigor to be lacking in all classes that I have attended at [redacted], and the SOE was no different. What made the program and classes difficult was how little we were informed along the way, no ideas of what to expect, and a revolving door of professors/teachers. I would NOT recommend the School of Ed nor [redacted]. I have a very high regard for my field experience (practicum and internship) hosts, I got most of my support and information about how to navigate the [redacted] and teaching tips from those experiences as well as substitute teaching.

• I feel as though I received a very good education and feel well prepared to teach in the fall.
• I originally started with [redacted] as my advisor. I was never contacted when he left and received no information on my new advisor until I made multiple calls to the Registrar and the SOE. My new advisor then had no idea of what my program was, what classes I needed to graduate, nor any documentation I would need post graduation. I received conflicting information from multiple sources. [redacted] told me that to graduate I would have to quit my job. I called the State [redacted] and they gave me information that was in complete contrast to everything provided to me by the SOE. My music advisor had much more information and help, but their hands were tied because the SOE would not transfer my advisory to them, so everything had to go to them, then to the SOE, then to the state and back. When the accreditation failed, I was given no information for almost two weeks and upon calling my new advisor, the only advice was to stay the course, but there was no clarity on even what the course was.

I was not able to register for two required courses to graduate at first because the classes did not have a distance component which a number of us needed. Then the professors worked to make the class accessible, but 7 weeks into the semester, I was summarily dropped from those classes without warning, causing my final projects to be submitted late and many other issues. It was finally resolved, but only after I made multiple phone calls and emails to offices all over [redacted]. [redacted] has been a huge help in facilitating my completion of this degree and hopefully actually graduating. Unfortunately, I was really excited to begin this program and talked highly of it wh

• It got me a degree in [redacted] that wasn’t too bad. Everything was learned in Student teaching.
• The [redacted] Teacher Education Program provided me a way to get certification through on-line classes. The students in my classes were from all over [redacted], which made it very interesting and gave me more information about [redacted] its school system.

• The whole program fell apart while was in it. The SoE lost accreditation, the staff all moved on to different jobs, and the SoE is closing after the summer. Even if [redacted] decided to resume the program, I would need some reassurance that the administration had rectified the issues the program had in the past before I could even consider recommending [redacted] over a program like [redacted] or [redacted].

• It no longer exists as of August 2019
• Lack of organization, accountability or effort to communicate with students in the program. Doesn't matter anyways since [redacted] is closing the SOE
• Because it's not accredited
• I have learned an incredible amount. I wouldn't want to have graduated from any other school.
• There is no longer an education program at [redacted] and I don't not think distance learning is a sufficient way to educate future teachers.

When I was researching which [redacted] school I would like to attend for my post bac license, not only did [redacted] and [redacted] return my millions of emails and phone calls, spending time in [redacted] was more realistic for me. While I was attending classes, I thought the teachers were genuine with their support for my success. Though the work was strenuous, in comparison to teachers who shared their student teaching experience with me, I am more prepared to walk into a teaching position.

• I think the program is very rigorous, which is helpful in preparing you for teaching. I think teaching is a hard job and it would suck if you didn't find that out until after you had your degree and started teaching. I think I am a much better teacher and a much better person in general because of all the growing I had to do this year.
• This program prepares a person well to be a teacher. It puts you out in the field, which is so essential to being a teacher. Experience is what's needed most. [redacted] does a good job of providing ideas and theories and then allowing students to go out and practice.
• Because it is very rigorous and I feel well prepared for my own classroom.
• The [redacted] elementary education program is of very high quality - clearly research-based, with thoughtful
instructors and engaging courses. The year-long internship is the perfect way to prepare for having my own classroom. I feel very prepared to become a teacher.

- I find the [redacted] education program to be very well rounded and supportive of their students. They are willing to work individually with students to help them get the education they desire.
- Yes because it helps to prepare for the teaching profession in terms of lesson planning, student assessment, types of assessment, classroom management, content teaching, so much more.
- The advisors are very helpful and supportive. They never leave you unheard or unassisted. They even check in to make sure you get required paperwork done on time. The teachers are flexible and understanding. The entire School of Education is encouraging you to pursue this shared passion of teaching [redacted] youth, and it's just a really great program that is feasible to attain while working full time.
- The instructors are amazing!
- I visited a variety of school sites and grades, all of which were assigned to accommodate my lack of personal transportation prior to the teaching year. My placement for the student teaching year was clearly thoughtfully considered to optimize my growth and experience, with care given for personality compatibility with the mentor. The integration of coursework with student teaching was difficult and time-consuming, but I feel that it has prepared me for the time-consuming and difficult nature of the responsibilities of running a classroom.
- The professors are amazing and so wise. I gained so much experience through having an entire year in my classroom. The school of ed was very accepting and loving and helpful.
- It's reliable and you can count on the credentials.
- Although I feel well prepared, I would not recommend this to anyone. It was a true hardship to be unemployed for a year, and it would be impossible without a strong support system. I was often at the school for longer than twelve hours. My work-life balance was completely run by work.
- The support that we received from the School of Education staff and those involved was even better than expected. I felt encouraged and knew that the professors would do their best to work with me.
- Class work and real life experience seemed disjointed. Of all the universities who teach a multicultural approach to teaching and are located in the middle of a large [redacted] Native population one would think [redacted] would be a great Native educator school but alas, it is not.
- The program at [redacted] does a fantastic job combining course work with on site learning.
- What other option do you have? The whole year-long setup is ridiculous with way too much observation time. And heaven-forbid someone without the financial means to work a full-time job for 9 months for free wants to become a teacher...

The 2nd semester setup needs to either have different options or be revamped. To pick up a class and then hand it back to the mentor teacher may sound nice in theory, but it's unrealistic in practice. They never become your classes because they're simply on loan from your mentor teacher. Say you are teaching XYZ class 1st period all semester and handing back 2nd period XYZ class to the mentor in April after having picked it up in February. Both the mentor and intern will want 1st and 2nd hour to align, if not just for the sake of simplicity (same lesson on the same day with the same tests, etc.). Instead, in order to get the 500 hours, have us take over all classes at the start of 2nd semester and give them all back at one time. As long as we know it's coming, we'll have time to prepare for it. That is the only way those classes will be ours to truly design and experiment with.

- Great teachers and staff who will work with you to achieve your academic goals
- The one year internship has prepared me to be in charge of my own classroom. I have witnessed the beginning of the year and how to set up a successful classroom and all the transitions that happen throughout the year.
- The [redacted] education program was very supportive throughout the internship year. The professors all demonstrated their passion for education.
- The fact that the Secondary Education program is completely online is so great. It allows for flexibility of location, which is so critical if you are trying to work, raise a family, and work towards academic/career goals. The professors are knowledgeable, down-to-earth, supportive, practical, and encouraging. I felt well-prepared during the program to begin teaching.
- I feel like there are gaps in our program that can be filled by either streamlining it with the education dept or by better communication between the music dept and the education dept.
- There was a large disconnect between what we were learning at the university, and what we put in practice at the school.
- The preparation of this program is of exceptional quality because it is rigorous, the instructors care about you, and it provides you with thorough practice with the tools you will need to succeed as a teacher.
- Being required to attend a full year internship allows you to see a full year, start to finish and everything in
between. Having to teach a unit on each subject gives you the idea of how to build and relay information for the students. Slowly working our way, subject by subject before being thrown in to full time student teaching. The experience of full time student teaching also is a great experience, not as scary as it sounds!

- The curriculum is tough but worth the effort. The teaching mentors are very well versed in instructing interns and coaching toward success.
- I learned so much through practice
- The program built off my previous education and work experience very well. The content and instruction usually supported my educational and professional goals.
- At times the program was disorganized and I heard things like "you can do this now but we are in the process of changing things." There seemed to be miscommunication between instructors and expectations varied between them for assignments.
- highly efficient means to meet professional goals
- [redacted] understands the unique challenges its students face, particularly those who are enrolled via distance. Not everyone has the luxury of moving to [redacted] and attending college as a full-time student, and [redacted] is very accommodating to those who are juggling work, family, AND school. Classes are often offered later in the day to allow students to fit them into their schedules. Courses are rigorous, relevant, and prepare students for educational positions. [redacted] staff WANT students to succeed.
- I felt like this program prepared me to teach. It was well rounded, balanced, integrated, and comprehensive.
- I think it's a good program.
- It provided me with the opportunity to do what I love, learning from highly qualified professors in a reasonable amount of time.
- Program was great fit for a working professional transitioning into teaching; flexible scheduling, practical courses that are helpful in the classroom, good ratio of faculty to students.
- The program was too demanding and did not provide enough support. I felt like I just was thrown into teaching, sink or swim, without much support from host teacher or [redacted] supervisor. Also the requirements of both teaching and studying were grueling, and did not allow me to do either one properly.
- It's expensive, but the convenience and quality are worth it.
- Its a good program for people who are at a distance or already professionals in another area. The staff is very accommodating in a good way and helped me make a transition to a new profession.
- [redacted]
- Online Learning does have issues of its own (usually technology related). This can at times impact communication. Also, curriculum development does not need to be three semesters. That can all be taught in one semester. The professors were all responsive and helpful.
- Outstanding educators who individualize their approach to each student.
- This program allowed me to pursue my passions and secondary learning without uprooting from my home community. I feel that I learned very much from my distance coursework, and direct counseling from advisors.
- I like the part where we do two semesters, and where we take [redacted]. [redacted] was the best! (Tell [redacted] that)
- The [redacted] education program is intensive and having never formally taught before entering the program I was very nervous. I feel that I was more than adequately trained to be a successful classroom teacher through the high expectations in the program and the combination of practice- and theory-based learning.
- Good program. Quality instructors. Distance education
- I appreciate the program for preparing me to teach, However, some courses felt more beneficial than others.
- The program is set up to include anyone who has the self discipline, and good internet access.
- Throughout the time of my enrollment I was provided with wise and experienced instruction that helped me to develop my educational philosophy as well as an understanding of how to put that philosophy into practice.
- I had previously, but there are a lot of changes happening within the department this year and I'm not sure how that is all going to work out.
- The MAT program was very thorough and I never felt unprepared to engage with students when that part of the program came about.
- This is a stellar program. The program was rigorous and prepared me extremely well for my goal of being an effective educator. The teaching and learning philosophy of the [redacted] school of education aligned with my personal philosophy exceedingly well. Completing this program has caused me to experience the most growth of my entire life.
- I appreciated both the expertise and the availability of my professors. I also felt like [redacted] had a good relationship with the local school district, so that I was supported in my teacher education from both organizations,
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and they worked well together. My student teaching placement could not have been better.

• The professors were helpful, knowledgeable and supportive.
• I had a great experience while pursuing my MAT. I know that the nature of the distance program is online and not having much contact with classmates, but I think the one thing that I was missing was peer support or a person that you could talk to about class.
• It was efficient and high quality.
• Overall, I liked all my professors and their syllabus preparations. There was one professor whom I had in numerous classes that I did not care for her teaching style. She was nice, but her syllabuses were not always current and directions were not located in one easy-to-find location. Myself and other students spent a great deal of time finding all the parts of the assignment within her blackboard set-up. Likewise, this professor did not follow the principles she was teaching. For example, she taught us not to overwhelm our students with too much information at one time, yet she required us to read 8 different chapters from varying resources in one week on top of participating in group discussions and answering a series of research questions. If I was just taking her class, this might have been fine, but I had other classes that I needed to prep for and prepare lessons for such as in my Practicum classes. During class, she would sometimes have us discuss political viewpoints that were important to her that were not relevant to what we were learning in class. An example is; we skipped talking about what we had prepared prior to class so we could talk about someone who carved an inappropriate something on a bench on the [redacted] campus. This was a waste of time for us and inappropriate, but it pushed her political button, and so we had to participate in group discussion about this. Total waste of time and my money since we are not even at the [redacted] campus. She was also notorious for blocking political speech that she did not agree with. THIS SHOULD NOT BE HAPPENING! We are taught that we, as educators, are not to be pushing our own political agendas. Likewise, our professors should not be pushing their political agendas onto us.
• The administration was never very helpful with advising and slow to respond. From May 2018-today (April 2019) there are NO original professors still in the program. Felt very abandoned by the staff before the loss of accreditation even happened.
• The lack of communication and transparency after the loss of programmatic accreditation was inexcusable, and it started from the top down. Even the ombudsman assigned to the secondary program after the programmatic accreditation loss was unavailable immediately following the debacle. I honestly do not see how I can recommend a program that made promises to provide an accredited education in exchange for money, time, and effort, and then failed to meet that promise while withholding information that accreditation loss was even possible. Just because you do not anticipate the loss of accreditation does not mean you should not communicate the possibility with your program participants- especially if it affects hundreds of people.
• The [redacted] program was never great. Advising was almost non-existent, and administratively the program was completely disorganized. Most of my best classes were taught by adjunct professors. Those adjuncts could just as easily be hired by [redacted] or [redacted].
• This makes me conflicted. I love my SOE [redacted] professors and I felt that I did get a quality education there from most of my courses. But I think that the administration failed us and gave us the most stressful semester of our lives (on top of our internship already being stressful enough as it is). The saddest part is that many of us didn't even know the possibility of the SOE losing accreditation was an issue until it was too late. Because of that, it would be very hard for me to recommend it.
• Currently, I am not sure if I would recommend [redacted] teacher education program to someone because of my situation. It was extremely stressful transferring to [redacted] in the middle of my senior year. The way [redacted] handled the whole situation did not settle right with me.
• I didn't feel supported or guided with my professors at [redacted]
• Even beyond the Accreditation issue, [redacted] SoE had little to no oversight over the Secondary Ed program. Even if they had authority, they didn't use it. The program was in desperate need of full-time faculty and the staff they did have was either bailing from the University, avoiding professional responsibility, or both. One such professor provided zero feedback didn't review our artifacts, coerced us to work with elementary students, never presented pedagogy outside his accepted theories, and skipped class with either no notice or little notice. Then would travel out of state to promote his program that we were making happen with OUR effort. Even if this professor is no longer at [redacted], [redacted] let him do this.
• [redacted], [redacted], [redacted] were and are liars. Don't go to a school run by opaque liars.
• Unresponsive and unorganized.
• The professors were kind and had excellent experience in their fields of expertise. I enjoyed my time at [redacted], although I felt it could have been more rigorous at times. It was the right fit for me at the time when I was enrolled. [redacted] satisfies the rest of my needs as I developed as a student teacher.
• Not to minimize my experience in on the [redacted] program, but my limited experience with [redacted] suggest that their program is more organized, the courses more academically aligned, and I've seen no evidence to suggest any sort of "agenda" driven materials. Prior to my [redacted] experiences, I was generally satisfied with my [redacted] experiences (and still am), But my experiences at [redacted] suggest that this program will better prepare graduates to take charge of their own classrooms. At present, I think it would be irresponsible to recommend [redacted] when there is a better alternative available. That is not to disparage the good program offered at [redacted], it is to say that [redacted] is probably the better program.

• The program at [redacted] shares no relation to the same program at [redacted]. The second I moved out of [redacted], my experience started to become much better. [redacted] is wreaked with problems from professors not in touch with real life teaching and theory ([redacted]), to advising people giving out the wrong information multiple times to critical steps throughout my time there. The placements were last minute, not within your grade levels and with people that seem to not want any student teachers in the classroom. The fact that [redacted] has lost their accreditation was to no surprise to myself and only validated the view and feelings that I have had over my time at [redacted] College of Education. Over the last 4-5 years the best professors in the college were systematically removed from the program for budget concerns and streamlining of classes.

• The professors are all very caring and model effective teaching.
• I learned a lot of information in various areas related to teaching and formed lifelong relationships with not only my peers, but also my instructors. The instructors I had throughout my education were of high quality and very easy/fun to work with!
• It was a great experience! I learned a lot.
• The versatility of doing the program online or on campus was awesome. This makes it very accessible for many different people to have the opportunity to utilize this program.
• I appreciated the very personable education I received. I thought it was a quality education with lots of information given to me in a multitude of facets.
• I have had an amazing experience from my online program and recommend it to others. In fact, I have recommended three people for the program in the last month because I am so pleased!
• I thought the program was well-organized and the professors were wonderful to work with.
• [redacted] did a great job of preparing me to become a teacher. The professors there also show you the qualities that a teacher should a possess. I feel that anyone that goes through the program will notice this and implement it into their future as a teacher. This is why I would recommend the teacher education program at [redacted] to another prospective teacher.
• I would recommend because the professors care about you and want to help you the best possible way.
• I thought that the teacher program was good. I think that there could be a little more explanation in certain areas for those different learners (like me). Maybe be given a notice that the [redacted] II is needed to graduate, because I am a bad test taker and I knew it was going to take me longer. I still didn't have enough time with planning.
• I was happy with the program and with the teachers at [redacted]. I wish the online program would offer the [redacted] courses each semester as I had to graduate later than I would have had to on campus.
• The only issue with the program is it is designed to much for elementary education rather than secondary, and it doesn't correlate well to Physical Education & Health.
• I would recommend the education program at [redacted] because I believe there are many faculty members here that really care for their students.
• I feel that [redacted] sets very high expectations. Because of this, the teachers who leave [redacted] are very prepared for the teaching field.
• [redacted] has a great Education Program and they set you up for a lot of great experiences. I was very pleased to go to a university that gave me an opportunity for various teaching experiences.
• I think I would because knowing my professors, they see a realistic approach towards learning how to teach. A lot of them do not stand on ceremony in a way because they try to figure out how best to work on what they can improve.
• It is a great option if not close to another school to be able to take online.
• [redacted] gives you a close knit school feel with a great education program. Professors care for your future and do what they can to help!
• I think [redacted] is the best college for teaching because of all the professors. They are very personal and get to know you as a person. Also, the small school is very welcoming and everyone works well together. The education is also very affordable.
• Does a very nice job of preparing us to become teachers.
• The flexibility in scheduling was the main reason I transferred to [redacted]. I was able to work in the school while
earning my degree. Once I started my classes, the coursework was reasonable and relevant to what I was seeing in the school on a daily basis.

- Great instructors, only thing I didn't like was the amount of theory over actually being in a classroom. More observation and more interaction with students and teachers is what I would've preferred.
- Many of the professors at [redacted] go above and beyond to ensure the success of the students. It is very reassuring to be part of a program that cares so much about the education of their learners.
- The great ratio of students to teachers and all of the great opportunities that are provided.
- [redacted] teacher education program is one of a kind. If someone wants to become a teacher, they will not find a more supportive, flexible, and hardworking staff, who's only goal is to prepare their students to become the best educator they can possibly be.
- I believe that the experiences, coursework, and relationships built with professionals at [redacted] ensures that students are successful at [redacted] and beyond.
- [redacted] was a blessing. The staff was always there when I needed them. The teaching program was amazing and will help you in becoming the best teacher you can be.
- I feel very prepared to go out and teach in my own classroom after going through the teacher education program at [redacted].
- I feel that [redacted] has prepared me to be the best teacher that I can be, and that the only way that I can improve from here is to have my own classroom and gain experience in the field.
- Because [redacted] has an incredible staff and education program and has done a great job for many a years.
- The teacher education program is very personable.
- I really enjoyed the program especially because it was all online and it was nice that you guys made it so you did not have to work their 6 weeks in summer and we were able to do it as a night class. All the teachers in the program were so helpful and willing to help you when you did not understand an assignment and help you succeed in the program.
- Small classroom sizes and many in-classroom hours.
- I had a great experience at [redacted] and felt prepared for my student teaching.
- All depends on the person is looking for in a school
- I would highly recommend the teacher education program because the program provided many opportunities to become an effective educator. However, I would be hesitant to encourage anyone to complete a program entirely online. I often felt like just another number in my classes and that I was missing out on a lot of personal connections. It would be awesome to always have the option to join classes virtually for the online program.
- I chose [redacted] because I wanted to attend a University where I would be allowed the opportunity to get to know my professors and colleagues on a first-name basis. I wanted to have smaller class sizes and received this opportunity at [redacted]. I was given the opportunity to be in a variety of different classrooms throughout my educational career. However, I didn't always have the best cooperating teachers during my experiences. During these field experiences, I feel that there was a heavy emphasis on developing and carrying out lessons in science and/or social studies. After having experienced student teaching and the interview process, I would have liked there to be a greater emphasis on the area of reading and language arts. I feel a majority of my professors were well prepared and taught me valuable skills as a pre-service educator.
- There are many experienced professors in the education program willing to put in the extra time to give the best advancements to be a successful educator.
- [redacted] is a great institution for people who want to become educators, because you have the opportunity to really get to know your professors and know they are invested in your success.
- I felt that due to being in an online program, I did not have adequate opportunity to observe other teachers before being placed for student teaching.
- I believe the program is very invested in student success and quite impressed by the ability of the instructors within the Department.
- [redacted] teaches quality teaching methods and you will be exposed to many different educational theories.
- The online programs were easy to navigate and very convenient. I felt that the instruction was of high quality and at times rigorous. For those reasons, I would recommend the program to traditional or non-traditional students
- This program was entirely online and I had amazing mentors from a distance that answered any questions I had. I'm very impressed with the overall program and the college.
- The instructors are top notch and really know their content. Also, I feel like each of them truly cares about your success. I feel completely confident that I will be able to start my first year as a teacher applying a wide variety of teaching methods.
- I felt that [redacted] and my advisers worked with me in creating a plan to graduate and receive my teaching
licensure. They went above and beyond to accommodate to my busy life and still ensure the proper education to develop me in to a successful teacher. All of my teachers were great at communicating and maintaining a high expectation. I learned many aspects of teaching through their instruction and look forward to continue my growth as a teacher.

- The instructors were readily accessible for help.
- All of the professors care about their students and were easy to talk to. I enjoyed studying at [redacted].
- Yes, because I learned quite a lot of skills and disciplines of the education world.
- The Education Program at [redacted] is complete with professors that care about you and your success and prepare you to go into the classroom and be an effective teacher.
- The program was rigorous and designed to prepare us for life in the classroom. I felt very prepared to enter the classroom and take control of classes.
- The courses required for this program are great. However, there are flaws. Overall, the program is very unorganized and there is often work assigned that does not seem to relate to the course, “busy work.” I also think that there should be continuous checks on student courses. Unfortunately, I had to take a course that would be considered a general course that was missed. Thankfully, I was able to graduate with this missing course and take it in the summer; however, I do not think something like this should be missed.
- I think there needs to be more communication between the teacher education and the music departments. I often had a rough time where the two departments didn't talk about needed classes, or scheduled over each other.
- Not a definite yes because at times I did not feel things were organized. Sometimes things were thrown on us last minute which caused a lot of stress. Finally, I believe some of the requirements are unnecessary.
- I honestly believe they do a great job of preparing us.
- Our program at [redacted] is rigorous. They more than prepare you to become an educator in the education field. They expect excellence from their students.
- I would recommend it to people I know would be serious about it because it is a tough program.
- Local, affordable. Awesome support and very good level of education offered.
- Though it's nice at times, the teacher education program that I took part in was not very in-depth. There were many things that I saw on different tests to get my license that I had learned in my first teacher course and hadn't been reminded of since. The communication between the instructors and myself was spotty at times, which didn't bother me except for when I needed a definitive answer and wasn't able to get it. The instructors are very nice, professional and helpful, which helped to keep things going the way they should.
- I love how personable everyone is at [redacted], its a great experience, and I will always recommend [redacted] to anyone.
- They do a good job preparing you, and getting you ready for the classroom
- I feel that the [redacted] provides a well-rounded education to its graduates. However, at times, I felt that the incorporation of technology didn't prepare me for the amount of technology present in school systems. In addition to this, the correlation of teaching topics wasn't always as progressive with teaching techniques and current trends as I feel it could've been.
- I will use this space to identify some of the issues that I saw with the program as there was no other space provided. I think, for the most part, the university does a good job preparing students. However, there are some areas that are very poor, and have little preparation for us students. If you look at my answers, the fields where I put “tend to disagree” on, I didn’t get too much help in those areas. Most of the time these were areas that I improved on in different experiences not through the university, such as my time working at [redacted]. I also think if [redacted] wasn’t my professor, and I had relied solely on the teacher Ed department, I would have missed a lot of what you guys asked for on this survey. I do think I am ready to enter the field, I just think there are some thing that need to be worked on.
- [redacted] Teacher Education program effectively taught me the concepts and trained me in the skills I needed to know to be a teacher. The faculty are knowledgeable, personable, and enjoyable to learn from. Participating in the Teacher Education program at [redacted] means more than taking a few classes; it means becoming an integrated part of a community of teachers and students who care about learning.
- I feel that the my professors have the means to give their students all the needed material and opportunities to give needed experiences. Knowing that I was unsatisfied with the lack of practice I had in a lot of areas when going into my student teaching. Still it was nice knowing I could reach out an ask for help when needed.
- I think our program has some great new teachers in it that are going to grow the education program and bring new ideas. I would have appreciated a little more organization in determining requirements and content specific courses.
- No complaints. Great program.
- Although many of the education staff at [redacted] mean well, at many times throughout my education career I felt
that classes fell short of my expectations. Some professors were extremely professional and went above and beyond to help students. Other times I felt as though certain professors did not care about my personal or educational well-being and mostly just wanted a platform to throw their weight around. However, many of those professors are no longer at [redacted], so I cannot attest to what the newer professors are like in the classroom since I did not have them in class.

Also, I feel that my understanding of educational theories is also extremely subpar compared to my peers who went through other teacher education plans at comparable schools (such as [redacted] and [redacted]). This played a large part in my anxieties in taking the [redacted] II as I did not feel prepared for that exam.

Another issue that I had with the [redacted] Education program was that many classes felt outdated, superficial, or pointless—or some combination of those three. I know those are strong words to use, so I would like to explain why or how some of these classes felt this way.

For the classes that felt outdated, I noticed that we would be using textbooks published before the year 2000 and the professor's response would be Well, things haven't changed that much. I believe that things have, indeed, changed a lot since the year 2000, and I believe that [redacted] is doing a disservice to the students in its program that are going to be the future educators of the world's children by not using the most up-to-date materials, ideas, and philosophies that are available to us. Even if that includes supplemental material from online articles or texts, I believe should be a bigger step in the right direction for [redacted]. I think that the new SMART Lab will be a big asset for this, but technology isn't always the most important part of teaching. Our students are (and should always be) the center of our efforts as teachers, and I think it's important to know the psychologies, ideologies, and theories behind teaching concepts in order to help us teach our students to the best of our abilities.

Another issue that I had with certain classes is that they seemed superficial. I understand that there is a plethora of information available in the world about how to teach students effectively. I also understand that there are time restraints to courses. However, that doesn't mean that we should neglect to teach aspects of it in depth. One of the most useful courses I've taken within the [redacted] Education program was [redacted] with adjunct professor [redacted]. Her expertise in all matters related to accommodations and differentiations in the classroom has been beneficial to me in all areas when I was in the classroom—including my practicum, my student teaching, and my time as a paraprofessional. She covered a wide variety of ideas and philosophies while teaching them at a great-enough depth so that I could actually apply the concept to the real world. With the number of students in the world falling under the umbrella of special needs, I believe that every student going through the education program—including elementary, secondary, music, physical ed, and special ed—should have to take that class.

Finally—and this refers only to a small number of classes that I had at [redacted], but enough that I feel this is warranted—some courses were pointless. I believe this is more because of the way they were actually taught and not necessarily the content that was intended to be taught. This included [redacted] and [redacted]. These two classes were taught by adjuncts. As previously mentioned, I have no issue with adjuncts teaching courses; some of them can be very good (such as [redacted]) and I believe it can be very good for students working through the Education program to have “boots-on-the-ground” adjunct professors who are currently teaching in local schools. However, the two adjuncts that I had for these courses were subpar in what I needed and expected from the education program here. I believe that if I had had better guidance in [redacted], I would not have struggled so much with educational theories—since this is the class where I was supposed to learn it. However, my adjunct for that class instead came in and talked a lot about a student he once had that used to defecate into their hands, roll their excrement into small balls, and then store them in their desk to throw at the adjunct. While that story works well to scare students away from wanting to teach, that doesn’t teach me anything about how I should apply theories of education in the classroom. That’s honestly the only thing I remember from that class, and I feel that as a program [redacted] can do better. Again, I don’t know if that particular adjunct is still teaching, but I do know that class made me consider dropping out of the education program entirely. When it came to [redacted], I felt that this class was a combination of pointless (meaning that assessments/projects didn’t seem to have a “real world” value) as well as outdated (old
textbook without newer teaching methods). For example, we spent a massive amount of time on literature circles within this class. However, during my observations at various schools all over the state of [redacted], many schools are going away from literature circles because that doesn’t get students to read. There are too many other “more enjoyable” things that students would rather be doing than sitting down and reading a novel. Instead of learning countless things to do with literature circles, I would have rather learned more ways to get students involved and invested in reading and their ability to read. That seems to be the biggest challenge that English teachers face today, and that is something that I believe I will struggle with the most as I first begin teaching.

Also, although there were many classroom observation opportunities provided to students, I believe it would be beneficial for students to spend time in bigger school districts if possible. I was lucky since I was able to do my practicum in [redacted] and my student teaching in [redacted]; however, many out-of-state students who come here are at a disadvantage because many of them will be going home to places with bigger populations than that of [redacted] for their student teaching, and I believe that it would be especially beneficial to all out-of-state students that we have in the education department.

There are some things that I think the education department does well with. I believe that the [redacted] course was extremely effective, and I believe that [redacted] as well as [redacted] was extremely beneficial for learning about the diversity of learners and how to address that in the classroom.

As far as content goes, I believe my English professors did a very good job of teaching me the content which I needed to learn in order to teach that content to my students. However, I do believe that it would be beneficial having one or two more “modern” literature classes at [redacted]. This is something I have brought up with [redacted] in the past and I hope can become more mainstream there.

Finally, I want to say that some of the education teachers I had at [redacted] truly made a large difference in my personal and academic well-being at [redacted], [redacted] and [redacted], I truly could not have made it through my schooling while simultaneously battling the things that I went through (both at Jamestown and in life in general) without either of you. I appreciated all the advice (again, both in the classroom and in life in general) that both of you gave me throughout my time at [redacted]. I do believe that your hearts and minds are in the right place with this program, and from what I’ve heard, [redacted], [redacted], and [redacted] are all doing a really great job, and I’m happy to hear that things are going well. However, based on some of my personal experiences in the town of [redacted] as well as with the Education program, I probably

- I feel that the teacher education program prepared me for the real world of teaching and that they will prepare the next class of teachers just as well.
- I would explain that professors have the time for more personal connections with students.
- I feel that the teacher education program has given me the tools too be a successful first year teacher. I feel prepared to run a classroom of my own.
- I feel very prepared for any future jobs with the education received through [redacted]
- Very good teachers at [redacted].
- The field experiences provided excellent experiences working with a variety of different teachers, in different classroom settings. The professors teaching the teacher education program always had our best interest in mind, and brought real-life scenarios to share with us in class.
- I felt that I have received a great education through the teacher education program. I have learned a lot about teaching and techniques that I can use.
- I loved my time at [redacted] and the teachers that I had. As I reflect on my time my largest wish would be more time in a classroom. You can never get enough classroom experience prior to student teaching.
- I would recommend the [redacted] Teaching Program because it gives you the opportunity to push your learning down multiple avenues at one time. If you put your mind to it, you can cover multiple minors and degrees because some of the classes are able to be used in multiple areas. I would also recommend this program because it has the [redacted]. That was by far one of the most valuable experiences I had in college and I think every student should have to do it at some point before they graduate.
- I felt well prepared and supported throughout the coursework.
- The [redacted] Public Schools district is a great place to start a career in education and to practice techniques
learned at [redacted].
• It was a good program filled with professors who are passionate about what they do
• The professors are all very nice and insightful when it comes to education.
• I think [redacted] is a beautiful campus and I would recommend it to anyone for many reasons; however, the education program would be something I’d recommend one to consider if it’d be the right option for them. I’d honestly probably do it all again, but faculty just simply wasn’t nice in the main office. I had two GREAT advisors, [redacted] & and [redacted]. Other than these two, I can’t say I felt very welcomed or important by anyone else in the office. This NEEDS to change. I also felt as though I didn’t learn very much as it appears in a real classroom setting. I learned a limited amount on guided practices, my technology knowledge I feel should be strengthened, and I lack the knowledge of some common topics such as how to grade with standards based grading.
• I think that the Kinesiology and Teacher Ed departments do a really good job of making sure we are taking the correct courses. I will say though that since I was a Kinesiology major a common dislike is how little communication there is between the departments in knowing courses, dates & deadlines, and information on licensure. There needs to be more communication between the departments making sure the [redacted] department is up to speed in dates & deadlines as I felt rushed more times than one trying to make deadlines
• There is a great balance between observation, [redacted] courses and actual teaching in a classroom. Professors are knowledgeable and great mentors.
• I had incredible advisors that guided me throughout the program to ensure I was always on the right track from the minute that I was accepted into the Education program.
• I would probably recommend this yes. However, [redacted] has full knowledge of the different areas teachers go to after graduating from here and there is not much covered for those areas when it comes to licensure specifically, and many other school content areas as well. There is also not much covered on standards or curriculum. Also UbD's are actually the most useless, waste of time assignments that have ever been assigned throughout my entire college experience. Less busy work and more ACTUAL work would be way more effective when preparing students for the field experience.
• I had a very beneficial learning experience in the teacher education program at [redacted]. My professors, advisors, and supervisors were all very helpful and supportive throughout my courses. I feel that I was given many opportunities to learn in a variety of ways; field experience, peer collaboration, presentations, speakers, creating lessons, studying curriculum and strategies/tools to use in my future as a teacher.
• The program itself seems solid, if a little end-heavy towards the end of the degree. The first few classes are introductory, yes, and it makes sense the latter courses are more challenging. However, some of the middle courses did not seem to be particularly useful. I am thinking particularly of [redacted] and [redacted]. The ideas of the courses make sense, but they can also be boiled down into a few sentences: for tech "find what technology your district requires and/or you prefer and use it" and for development and ed "kids are going through puberty and can have changing wants and needs depending on the day, week, or grade". Again all good ideas but didn't seem to necessitate a full semester long course to me. [redacted] as well as [redacted] and [redacted] were harder courses but some of my favorites in the program.
• If the person does not plan on living in [redacted] they should not go to this school. Even when told to the instructors and advisors that I planned on teaching and living in [redacted], they never thought to tell me that I would need a middle school minor to fill in what I was missing by going through a ND school vs a [redacted] school. There is also very little experience with technology on campus such as there being no smartboards even though almost any school you go to has one in every classroom. I also felt that the school itself does not care for the students individually and just looks at how to get them through school for statistical purposes and to make money. The Education program is the only place I found instructors and faculty that seemed to care about the students at [redacted].
• It was a good program with many professors who care about you
• I personally enjoyed my experience in the education program. It did seem like more and more issues arose towards the end of my time at [redacted]. Based on these issues, I may be a little hesitant to recommend the program to someone else. / I also entered the program knowing that I wanted to go back to Minnesota to teach. While [redacted] does know a lot about [redacted] schools and licensure, I ended up having to do a lot of extra work. I was required to take the [redacted] licensure tests when I never had any intention of applying for a [redacted] teaching license.
• The [redacted] Education Program has wonderful professors who truly care for what's best for the students attending [redacted].
• I think that my time in the Teaching and Learning department has been during a transitional period. There were some uncertainties about what classes and field work I was supposed to do in terms of teaching Art as well as some
I loved the success and most of the courses were beneficial. The field experiences I was able to have greatly benefited me. I would recommend this program to prospective teachers because I feel like the instructors really cared for my elementary program and a happy to recommend someone to the teacher education program. I would recommend this. The faculty really cared about the students and knew what they were doing. I would be until my student teaching experience. The only suggestion I have for improvement is to include more field experience. I feel most prepared for teaching based off of my experience, that include more full days and longer time observing teachers in the field. I also did not feel prepared in terms of technology. The school I was at in [redacted] was much more technology advanced and integrated than I was ready for as it relates to education. But overall, this has been a WONDERFUL program and I would (and have) recommended it to many.

The instructors were very informative and helpful. The courses pertained perfectly to the degree. The teachers are all so kind and supportive of new and upcoming teachers.

It’s a great program filled with many well educated teachers that are willing to go the extra mile for you.

I had a good experience at [redacted]. I thought the classes for the most part were worth while. Many of the teachers are classroom teachers or have been in the classroom which makes them able to give stories from experience.

I loved my experience with my cooperating teacher and supervisor they have really made an impart of my learning!

Great teachers that prepared me well, the only issue is that it is in [redacted] and super cold!

[redacted] prepared me with an excellent student teaching placement, and was very competent in getting me on the best track to complete my degree. I was a returning student with a "mish-mash" of required courses completed.

[redacted] was very flexible with helping me put together the best schedule to get done earlier than I expected. The only suggestion I have for improvement is to include more field experience. I feel most prepared for teaching based off of my experiences as a paraprofessional, and field experience. The classwork and theory is helpful, but I learned most from being actually present in a classroom.

I really enjoyed the instructors I had. They really helped prepare me for successful student teaching experiences. The one thing I would change is to stress to students how much work is put in outside of the classroom. I knew from the program that some work would have to be brought home, but I did not realize how many hours every day it would be until my student teaching experience.

I would recommend, but I would tell them that they want to be sure they are going to want to be a teacher because it is a lot of work and time to earn the degree.

It was great!

I really enjoy the faculty at [redacted]. Any class with [redacted] or [redacted] is always a great go to. The classes are rigorous, but you learn so much. I would also recommend taking a class with [redacted]. She teaches content that is currently used in the classroom like running records, how to analyze handwriting, how to conduct morning meeting, etc. All the material taught in her class is important. The faculty members are what make the [redacted] Education program amazing.

We have had a multitude of field experiences and the professors are very helpful and really get to know you as a professional to help you excel.

I would recommend this. The faculty really cared about the students and knew what they were doing. I would be happy to recommend someone to the teacher education program.

Every teacher I had was great, knowledgeable and organized. I felt very prepared for going out to my student teaching.

The program seems to be more geared towards elementary education. It would be better if it was split into an elementary program and a secondary program.

I would recommend this program to prospective teachers because I feel like the instructors really cared for my success and most of the courses were beneficial. The field experiences I was able to have greatly benefited me.

I love the education program and think it was so helpful for my education. I have talked to current teachers who
say they never got the chance to have as much field experience as I have had and observe other classrooms.

- The teacher education program at [redacted] was one of the best experiences I have had throughout my time at [redacted] and am so grateful for all the things that they have taught me to be the best teacher I can be.

- Great program, Only problem is you do not get much true practice until you are thrown into your student teaching experience.

- Hands on learning environment with the resident teacher program

- I am very unhappy with how my placement was handled. I wanted to do looping but the ball was dropped in this area.

- I felt as though I left the program feeling very prepared for my future. I liked the amount of resources we got and practice teaching/lesson planning.

- The teachers are friendly. The people in the department helped me out when I was struggling. Everyone in the department genuinely cares about the students and wants them to succeed.

- I thought that [redacted] did a great job using the all online format. Although it could get overwhelming with a large number of small assignments, it was all manageable.

- I felt that the classes throughout my university experience were often repetitive and only gave me a basis of knowledge. I mostly learned everything through my student teaching experience.

- I feel like [redacted] prepared me for my future career as a teacher.

- It uses a variety of ways to prepare you for teaching. The courses are very helpful along with TEAM. The cooperating teachers are also amazing.

- Yes, because it was always fun and built great relationships with my classmates.

- I would recommend kinesiology with the physical education route because it prepares you more by including more field placements in the courses as well as a wide variety of physical education options and backgrounds.

- I have been very impressed with the teacher education program at the [redacted] for music. One thing that gets a little frustrating is that the specialists are often neglected from T&L. We have specific things that are not always addressed to us with the best communication between the music building and the education building.

- Yes I feel as though [redacted] prepared me for my career as a teacher.

- The field experience is so important and my supervisor was phenomenal and I was paired with great teachers. It made a world of difference and I am very happy with my experience. I wish I would have more field experience prior to be out student teaching, maybe even just a week with a teacher or so to see how the schools operate prior to be placed into student teaching.

- I thoroughly enjoyed all of my instructors and field experiences.

- It is a fair program. It gives you a decent amount of experience before student teaching which is nice.

- It was a good rogame and they were very helpful.

- Personally, I was slightly upset that I was unable to spend more time in elementary schools during my placements. I am very happy that I was able to gain a lot of experience in regard to middle level education, but during my time, I did not have one long term whole class elementary field placement while at [redacted]. With that being said, I have no other complaints about the program. The instructors were extremely helpful in regard to my development as a future educator and I am very happy with my choice in attending [redacted].

- Yes, the teachers here care very much about what we do and provide excellent feedback.

- [redacted] has a really good education program with many amazing teachers, however, there are very limited sections for each class. I always found myself getting one of the last days to register for class EVERY semester even though my grades are good and I am graduating early. Along with getting a crappy registration date I would have to get an override into a certain class my last three semesters to be able to graduate on time. This process was very stressful to the point I almost transferred schools. Whenever someone asks me about the program I tell them my struggles and how I would never do the undergrad program here again if given the option.

- Great program

- Prepared me well!

- Overall, I had an amazing experience in my teacher education program. I learned so much, and I feel ready to be a teacher!

- I feel that [redacted] Teacher Education Program provided me with a great foundation for my teaching career. I was appropriately challenged in areas which I needed to grow in, and given many hands on experiences to apply what I learned in class.

- The [redacted] is filled with professors who care. All of the field work we were able to do changed my teaching career for the better.

- The faculty in this program are amazing. I have had a lot of professors that have supported me and helped me get to where I am today.
I believe that [redacted] teacher education program fully prepares you for the profession of teaching. The various field placements and frequent visits to schools to teach lessons were scattered in throughout the program. I have seen many different schools, grade levels, student abilities, teaching styles, and classroom management tools. I have written lesson plan after lesson plan and have learned how to accommodate the varying needs of students. At the beginning of the program I did not feel ready to take on a classroom of my own, but as I end the program, I can honestly say that I feel ready.

The [redacted] teacher education program adequately prepares all teacher candidates for a fruitful career in their chosen field of education. Teacher candidates have a wealth of information at their fingertips by just reaching out to the teacher education professors and instructors. The instructors and professors are very knowledgable and care deeply about their students. There are many areas of study for all candidates to choose from that will help them succeed in an area that they have interest in. Because of the campus, [redacted] teacher candidates have other awesome opportunities that other colleges are not able to provide (such as tours of the aerospace buildings and unique STEAM trainings through [redacted] grants). It's amazing how much [redacted] can offer to it's teacher candidates.

Although it fell short in some areas, [redacted] helped prepare me for many situations in the classroom.

Liked my professors and teachers, lots of field experience

I have started my first year of teaching this year and it has gone so wonderfully. I have learned so much in this program that I am able to directly apply to my teaching.

Great program, very helpful for future teaching experiences.

Our program is amazing! Our instructors and professors are so incredibly kind and educated and you can tell they are really passionate about education! I just wish we would've had more field work rather than in school work!

I absolutely loved every single day of being at [redacted]. All of the courses and professors were amazing.

The Teacher Education Program fully prepares future educators for student teaching. Through coursework there is meaningful instruction with multiple opportunities for practicums.

The Education program at [redacted] focuses very well on making sure students are learning what they need to prepare to be a teacher. There are many great lectures and student-led discussions, and the amount of field experience required has been very helpful.

There are some things I didn't like or would change, but it was overall positive.

I have had multiple amazing experiences through teaching program to help prepare me for the future!

There were many opportunities to be in the field and gain experience alongside the preparation courses on campus. I feel my education is valued and my degree is well regarded.

Yes.

I really enjoyed my time here at [redacted] and I think that another person looking into the field of elementary education would enjoy it as well.

I don't think you have enough technology training, it was a lot to get used to when student teaching how to work the boards. I also think there needs to be more field experiences in the courses. I felt like we didn't have enough, field experiences, I only felt confortable since I worked in a school prior as a para.

Lots of experience, great professors

I feel like the Physical Education program has a nice balance of classroom and field experience. They want us to get out into the schools and practice instead of trying to practice on students that are pretending to be elementary aged. There are times that we try to teach to close to what the textbook says, especially when our cooperating teachers tell us the realistic approach of how that would work.

[redacted] has many options for aspiring teachers when it comes to personalizing their education and specialties. The fieldwork that is required correlates to experience you'll need once it comes to student teaching. The only reason why I did not select "Definitely Yes" is because of my advisor that I had. It seemed as if she didn't know who I was and was not keeping any sort of track of my status as a student under her watch. For example, recently I had received an email telling me I had a course to take that is only offered in the fall. I'm graduating this May so you can see where I would be worried and concerned being that there's only a few weeks left of the semester. Prior to this I had already applied for graduation and had it been accepted. I also went through and checked to see if all of my coursework had a green checkmark by it, meaning that it was satisfied and everything looked good. So when I received this email I was genuinely worried. I emailed back wondering why I had received the email being that there were a few weeks left until graduation and I had double checked to see if I had taken the course and it said I had. She told me that it was only meant for people who hadn't taken the course yet. This isn't the first time I've received an email that I shouldn't have. With emails like this I feel like I'm just a number and a student she's required to advise. / / Aside from my advisor I also feel like the program only sets students up to be a teacher in just [redacted]. There was one day where we learned more about licensure in [redacted] along with [redacted] but that's about it.
Since [redacted] has reciprocity with [redacted] for tuition, I also feel like we should be able to personalize our education more to be better prepared to get licensed in [redacted]. For example, non of my [redacted] exams matter for the [redacted] license. For me this was a huge waste of money to do since I plan to go to [redacted] for teaching. I didn't want to move schools when I decided to go into teaching because I knew that [redacted] was a great school with a phenomenal teaching program. So in the future I would like to see the teaching program helping those students who plan on teaching out of [redacted] such as preparing them for the [redacted] tests.

- I would suggest this teacher education program because the professors are all there to help you learn, especially the further you get into the program. It is also great that the [redacted] public schools are so willing and eager to allow [redacted] students to do field work within their classrooms. This hands on experience taught me so much!
- The courses were somewhat helpful.
- I feel like this program prepares us so well with so many different field experiences and resources to help prepare us for after graduation.
- This program had exceptional professors who care about your education.
- I would definitely recommend this program to another prospective teacher, however sometimes I feel as if it would have been beneficial to have less theory taught at you and more integration into observing a classroom over multiple years. I know that this isn't entirely realistic but it really feels like there is a ton of separation between coursework and how much information we have to know for the education program that doesn't feel relevant once we enter the field for student teaching.
- Many of the professors throughout my experience are very dedicated and passionate about their work. The majority strive to stay up to date on the progression of education approaches today and want to do all they can for you to succeed.
- Great instructors that care about you as an individual, important content in the courses
- Great program with a lot of opportunities to get out and observe several different schools and educators.
- Overall I think that I gained a lot of valuable information from the program. I think my hesitancy with the above question, and why I put "Probably Yes" instead of "Definitely Yes," would be rooted in individual instructors. I think the program as a whole is also geared more towards an elementary mindset, especially certain instructors, and taking courses from them didn't feel as worthwhile as it could have. In this sense I wish there had been more choice for individual courses and instructors, so that I could take a class that was geared more middle or high school mindset instead of elementary.
- I would tell them that the courses are good for rookie teachers who want to be professionals. I would more recommend this program to people who are looking to teach at the elementary level is seemed like most of the classes were more geared toward elementary education.
- I feel that the program did a good job at preparing me for teaching.
- [redacted] has a great plan in place for getting new teachers in the field, though it would be beneficial to place them at the beginning in the subject they are getting their degree in. I was placed in a Resource Education room, which was not my preferred subject at all. It was still experience but not the experience I wanted. / / Every Intro to Education should have the students know about being a para for the school or getting their substitute license because that would benefit not only them but the schools. I did not know you could be a substitute or a para until my student teaching experience. I could have easily subbed or been in the schools earlier if I had known. / / There were also some classes that I took that I did not learn anything in. It was not what I expected. [redacted] I assumed we would learn to use Smartboard and other things that teachers use in the schools. But we just learned about the aspects of it and I felt my money and time were wasted in this class. /
- The professors were knowledgable and were quick to respond, the instruction were clear and informative.
- There is quality faculty and staff in this College, and they are very professional, and care deeply about the students. I think that [redacted] did a fantastic job at preparing me for my future teaching career!
- I felt that a lot of my professors had experience in only elementary schools.
- Not definitely yes, because I think they are areas for improvement. For secondary folks, there is always a disconnect and often times it feels as though classes are elementary based. That is not to say I would not recommend this program. I talked about [redacted] with my students all the time. I raved about the University, but I had frustrations along the way. However, I felt more than prepared to student teach. I felt confident, organized, well prepared, and comfortable in front of students and that is because of the preparation I had along the way.
- Yes I would. Every instructor wants to help you succeed. The program is very collaborative, which is how teaching is as a career.
- I always felt that I was really getting taken care of and that the University and everyone involved wanted what was best for me. There was never a question unanswered and I always felt confident I was taking care of everything that needed to be taken care of.
• I would recommend this program to my peers looking into the field of education. The [redacted] education program provides a wealth of experiences to prepare you to be a teacher. The class sizes are conducive to learning. I also think that the teachers and supervisors do a great job in making sure you are suitable and ready to teach.
• Overall, as a prospective teacher I feel I have had a largely positive experience and I feel prepared to begin my journey as an educator.
• The advisors that I worked with, were helpful when I was struggling, and helped place me with a cooperating teacher that would lead me toward success.
• Does a good job preparing potential students for the real deal
• I am very proud of my education, and know that I will leave prepared for my future.
• I feel like the experiences I've had have been very positive overall and would recommend [redacted] for ed majors. My only complaints at this stage are a result of the current transition period of the program and some of the tools they use. Because of how things are different now, I was unable to go to some of my older peers to ask for applicable advice. I don't think this is anyones fault, but just a result of the program building and improving over time which is a good thing. My other point I would like to bring forward is that I wish the music and general ed department had better communication, because both are solid programs, but sometimes as a music student, I felt out of the loop in terms of ed requirements, advisors, etc. This could have been my own fault, but it led to me feeling behind at times.
• The professors want you to succeed. [redacted] teaching is looked at as one of the best teaching programs throughout the state. The teachers care about you as a person and will make time to help you in any way possible.
• I would likely recommend the [redacted] to another prospective teacher only if I knew that they were a fairly independent worker. The classes were excellent, and the advising meetings were helpful, but as a K-12 Music student, I noticed that I had to do a lot of question asking to reconcile a lack of communication between the Music and Education departments. Both sides were actively working to improve communication, but had I not had the confidence to ask for myself, there are several items from the Education Department that I would have completely missed.
• The program really allows you to develop your own philosophy as a teacher. It allowed me to spend a lot of time in classrooms prior to student teaching. For student teaching, I am able to focus on the students and not worry about case studies that some other colleges have to do during student teaching.
• I enjoyed the smaller class sizes, and thought I received valuable insight and resources for the teaching profession. I also really liked the Education Program's faculty.
• I would certainly recommend my program to other prospective teachers because of our overall development of the ENTIRE teacher as a person. We not only learn about curriculum and classroom management but we dive deeper into ethical dilemmas and collaborate to come up with several possible solutions.
• The teacher education program here at the [redacted] did a great job with the one-on-one in each of my classes. Each one of my professors where open to help when I needed.
• I would recommend this program to other prospective teacher because I feel this program has prepared me in multiple ways to not only become a good educator, but also to become a good professional and person. I feel all of my instructors desire my success and there was a very healthy and positive learning environment in many of my classes. I also enjoy the fact that my instructors know my name and had an open door for questions and concerns.
• This program has prepared me to be a teacher in ways I didn't even know I had to be prepared. The professors and other resources provided to us as students were immensely helpful throughout my experience at [redacted]. I would recommend [redacted] education program to anyone I know who is going into the education profession.
• The professors genuine cared about my education. The instruction and in-class experience enhanced my time in my student teaching experience.
• All of the teachers that are at the [redacted] do a great job. They do a great job at preparing you for your student teaching experience. The teachers that I have had at the [redacted] have always went above and beyond to help me when I needed help with something.
• The program is constantly evolving which is beneficial to the constant change of education in general. I would as that the teachers of our placements be screened more thoroughly and observed before placement regularly.
• I was part of the first class of year round students and I felt completely forgotten about. There were no advisors or faculty members who had been trained to help me schedule classes around a different, non-typical schedule. I was constantly switched from advisor to advisor through circumstances that were not the university's fault, however they were extremely slow about getting me a new advisor when one passed away or one retired. My information was also not passed from advisor to advisor and I had to constantly re-tell my situation to new people. I did not feel like the university cared about my education, only that they got my tuition money and left me to my own devices. I understand that this is college and that it is my responsibility to organize my education, but I can only organize what
I have information for. I frequently inquired about when I needed to have certain tests done for my license, but I was stonewalled in many situations and had to fight for information. Due to the uncharacteristic nature of my schedule, I hoped to have an advisor that understood how to organize classes in the best way for summer classes and fall classes. This was not the case. There were no faculty who understood how summer classes worked or how taking certain classes over the summer would impact my fall semesters. I did a semester in Rome, since one advisor told me it would be possible to do a semester abroad and still graduate on time with the year-round campus. It was only after I was in Rome for 2.5 months that I was contacted and informed that I would be graduating a semester behind because of how my schedule worked out. I was now on the hook for another semester of college, and since it was an extra semester, my scholarship would not cover it. This only happened because I was told that the semester abroad would not slow me down, when in fact it did. There was a schedule that was made that showed I would graduate a semester late if I studied abroad, however it was locked in a file cabinet that belonged to an advisor who had passed away, so I had no access to it. There was also an argument that was made that said I graduated a semester late because I added a minor degree. The minor degree was not added until about a year after I was informed I would graduate a semester late, so my minor degree had no impact. I will be following up with the financial aid department and seeking further financial help, as I felt abandoned by the University and the Education department and was put on the line for a few thousand dollars that was not expected. When I explained my situation to my education department-appointed advisor, I was made to feel that none of this was her problem and that she was not going to help me in the slightest (she has made good on this feeling and to this day has continued to not offer any help). I heard many good things about the [redacted], and I was very disappointed in the treatment of my problems. I have also talked to other students in the education department and I am not alone in this sentiment.

• Overall, my education and preparation for my degree has been satisfactory. Teachers and administrators have been helpful when I have approached with questions and/or concerns, and I believe I have been given a solid foundation to become a sound, compassionate, competent, and ethical teacher.
• The classes at the [redacted] were extremely relevant and informative; the teachers truly cared about their students.
• No complaints really
• I am satisfied with what I have been taught and experienced at the [redacted]. I believe I am prepared to go into the work force with the information that has been presented to me.
• I greatly enjoyed and learned a lot through this program.
• I have felt about as prepared as anyone can be for teaching :) The amount of resources available to me made me feel supported and prepared to enter into the field of teaching.
• There is a great program and the [redacted]. They help prepare you the best they could possibly be.
• I felt so very supported throughout the whole process. I felt that I got a very well rounded education that prepared me for teaching. The great amount of time in the field was so important and helpful.
• Great communication. Lots of opportunity for career. Keep you on track.
• I believe that the [redacted] education program has prepared me for student teaching and a lifelong career in the teaching field, especially compared to my peers at other colleges and universities. I was developed both as a teacher and as a professional and I will be forever grateful for everything I learned from my professors who have helped to form me into the teacher I am today.
• We were very well prepared to enter the field and all of the faculty were amazing
• Although I believe this program did prepare me for the educational field, I feel as though I could be more prepared. For example, I would have liked to have had an experience in the classroom in my first year in order to make theories that we were learning about into a concrete idea. This would help make a reference for everything learned within the classroom.
• I think the professors are well prepared to teach future educators and have done what they can to make the experiences in the course work as relateable as possible.
• I felt well prepared to teach students in the content as well as the pedagogy, and being taught how to reach the student as a whole person and different methods for dealing with those "gray areas."
• This is in regards to a response about being satisfied with coherence between coursework and field experiences. I feel the coursework was good, but it would be nice to have more information such as what to expect/how to prepare for IEP meetings, difficult classroom situations, parent-teacher conferences, etc.
• The program provides future teachers with experiences that allow them to put what they have learned to use. The various in-class opportunities helped make the learning more concrete.
• [redacted] education program greatly exceeded all of my expectations. I am more prepared than ever to take on my career as a teacher. The courses are meaningful, practical, and fun. On top of this, the culture of the program is welcoming, genuine, and caring.
• It was a great program and I had such a great experience. I feel prepared to teach!
• I think the [redacted] education program is one that is highly thought of by others and does its best to help students become the best future teachers that they possibly can.
• I would recommend this program because I believe it is the best one in the state of [redacted]. It not only provides you with the resources needed to be a great educator but it also entails a staff that forms great relationships with students and does their personal best to development and incredible learning environment.
• I was very satisfied with every aspect of my preparation. My professors, advisor, and all supervisors had my best interest in mind and went above and beyond to prepare me.
• [redacted] produces opportunities to develop an influential educator who is prepared to enter the field of education.
• I would recommend this program to other prospective teachers because I feel that I have gotten quality preparation for my future career. The program cares about you as a person and your plan for the future and takes that into consideration throughout your education.
• It would depend on the attitude of the person. There are moments in the teacher preparation process that need to be taken as important even though they may not seem like it. There were times that I had concerns, and although they were listened to nothing was ever really fixed. My concerns were legitimate and now because they were not listened to, I do not feel adequately prepared to enter the world of education.
• I have thoroughly enjoyed my time at the [redacted] in my department. I have already recommended the program to others and will continue to do so.
• I would recommend the teacher education program because the faculty cares about your success as an educator. If you have any questions or concerns, the professors are willing to help you. The program challenges you to be the best educator you can be.
• Great faculty; they really care about you as a person before you as an educator. Solid preparation with practicums prior to student teaching.
• [redacted] is known for their education program, so I tell anyone who is even remotely interested in [redacted] or teaching about the program. With business, that department is also great. I recommend [redacted] to many people.
• It was amazing and helped me out so much!
• I think [redacted] gave a lot of hands on experience. I just wish that the experience was more classroom based, and not during after school club. I wish we could have done more team teaching, either with other students, or a classroom teacher.
• SO great to get out in the schools right away.
• There are a lot of good qualities about the teaching program at the school and it can be very easy to move through the program with the help of fellow classmates and professors.
• The amount of experience we get before student teaching is incredible at [redacted]. I felt completely prepared going into student teaching. The classes aligned with the clinicals perfectly. The small class sizes make it a great environment to ask many questions and receive individualized answers. The professors are very aware of our individual needs as educators and address them quickly. I loved the sense of community.
• I believe [redacted] prepared me fairly well for the work place. The majority of the professors did a great job preparing us for the future and also gave us the best possible experience.
• I love the teaching community at [redacted]!!
• My advisor [redacted] is amazing! She helped me figure out the rest of my college career. Everyone I have had in the elementary education program has been delightful and helpful.
• Math Department and the Education Department staff were easy to get a hold of to ask questions. They were there even outside of school work hours to help. I found it very helpful. When at a different university it was hard to get specialized attention from the professors themselves instead of TA’s.
• Throughout my experience in the teacher education program, I felt most all of my professors and advisors truly cared about my experience. If I ever had a question or concern, I always knew I had many sources to turn to (current and/or previous instructors).
• Though I have some concerns about specific areas of the program (mostly from my content department), I do still feel it is an approachable and convenient path towards an education degree.
• I felt like most of the education courses were geared towards elementary education. Anyone specializing in a secondary ed course felt left behind. There seemed to be lot of miscommunication to students or professors outside of [redacted]. Secondary education students seemed to be an after thought.
• [redacted] has a great program for education majors.
• Everything went great.
• The length of the program was beneficial in regards to forming relationships with students.
• I think I came out of my program well prepared for teaching. My student teaching placement has been very beneficial and the time frame in which it was completed has been great. I like the longer placement one time more
than multiple shorter placements.
• Although there are still minor flaws, like with all programs, I believe that [redacted] is the best place in the state for education majors. I have been over the moon satisfied with the support, the experiences, the relationships, and all other things that this program provides. I could not have asked for a better experience. / / **The dissatisfied part e. is just the under preparation of use of technology, not necessarily because it wasn't addressed, I just feel like that it cannot be prepared for with the advancement of new technology in schools (SmartBoards, iPads, Doc. cameras, etc.)
• Yes, some of the professors that I have had are fantastic. The areas where I think our program lacks, is giving us students that real world experience and knowledge prior to being placed in the classroom.
• I definitely would because it's not extensive. It's beyond welcoming and friendly. There's one on one relationships between the students and the professors, the class sizes are small. The schools within the area are phenomenal to work with, also.
• [redacted] has a great program and teachers that build relationships with the students. Also because all of the experiences in clinicals prepares us for students teaching.
• I thought it was a very thorough experience!
• Great school, great program
• The organization of this program between the general education and special education programs is awful. Along with many professors that should not be teaching. There should be a requirement of a minimum number of years spent in a real classroom in a high school or elementary school before people are allowed to teach teachers how to be teachers.
• It is a great program and everyone should check it out.
• The teaching program at [redacted] has done a good job at mostly preparing me to be out in the classroom. As with anything, there are always tweaks that could be made to make the experience a little better, but still a good program.
• [redacted] teacher education program was amazing. I loved getting into classrooms my first semester of college so that I was able to know if this profession is what I was definitely wanting to go into.
• The field experiences that we get even in our first year of university have been the most beneficial part of the program. We get ample field experience and gives us an opportunity to practice what we are learning in our classes.
• The instructors in the education department at [redacted] take time to get to know each students on a personal level. They assisted in any complications or stressors the student may have has during their education. The coursework is appropriate and helpful for the degree being pursued.
• Great instructors! Always willing to help and make sure you succeed.
• I think the education program is good at [redacted], but being from Canada there has been a hard transition so i probably wouldn't recommend it to other Canadians as a first choice, but still think it is a solid program.
• The preparation is excellent, professors are knowledgeable and caring,and we receive depth and breadth of training.
• For the special Education course, I would. The reason being that the preparation courses and field experiences are of high quality compared to other programs around the US. I have learned things that not even working professionals know. It makes me feel proud to have done this program at [redacted]
• [redacted] teacher education program was great to work with and always kept me on task to graduate on time. They were very accommodating especially during my deployment.
• In my experiences with other colleges regarding a Math Education program, I have come across a total of 4 different UC’s, none have come anywhere near to be compared to the quality of education that I have received at [redacted]. I would highly recommend this University for the field of education. The faculty and staff were always helpful, kind, understanding, and charitable to work with. Every professor in math and in education at [redacted] come second to none. I am very confident in what I know and what I will do with my degree and I only have them to thank. A very special thank you to [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], and [redacted]. They have all made my experience superlative (of the highest quality and degree).
• I like how they program is starting to get students in the classroom early in the ed program
• Great people and a great program
• I learned so much from my education teachers, through modeling and through their teaching. I feel prepared for my teaching career all thanks to the teachers I have had!
• There are many quality instructors but the program itself could use some modifications as far as course requirements.
• Small class sizes were personable and informal. Was able to discuss freely any thoughts, concerns, doubt, questions. Very willing professors and helpful classmates.
• I think my time at [redacted] has taught me very much and provided me with a solid foundation for my future
teaching career.
• It was great
• Yes, the courses and teacher do a great job at providing the correct information.
• [redacted] grossly unprepares students for student teaching compared to schools like [redacted]. My adviser didn't listen to me when I asked for help and talked down to me when I tried to push myself and my work load. I was misaddressed in my semester planning when I entered the college and it resulted in me having to spend $4,000 unnecessarily for summer school courses.
• I believe I have had a well rounded education here, the only drawback for me was the advising. I have had several bad advisors who either didn't want to meet, didn't give me correct information or I had trouble contacting in general.
• I believe [redacted] has a good education program.
• I think that the student teachers need more experience before field study. Observation is not enough, especially when it's only one day a week for eight weeks. We need more time in the classroom before we student teach. I also think we need more instruction on technology - one class period for one class was not enough. I felt very unprepared when I got to my classroom and they were using google classroom and smart boards.
• I would make sure that they stay on top of the requirements to graduate. To make sure that they stay on top of their advisers about the changes made to the program so they can graduate on time. Requirements can be difficult to locate and search for when needed. Some requirements are not highlighted unless carefully searching for it. Otherwise, most of my courses prepared me for student teaching, except for [redacted]. I would tell them to really study and find outside sources for the [redacted].
• There is a wide variety of courses to ensure success
• The program does its best to prepare you for the field experience.
• Overall, [redacted] does a wonderful job laying everything out for you. I have heard of many other colleges that make coming to the point of student teaching a very rocky road.
• Overall, I have been very satisfied with the teacher education program at [redacted]. Specifically my methods courses provided me with a great amount of knowledge I needed to be successful in student teaching experience. The only things I have been dissatisfied with in the program are (1) the amount of emphasis on writing lesson plans when actual teacher do not write formal lesson plans and (2) the lack of variety I've had in my field placements. While by license will be 1-8 I've only ever participated in 3rd (twice) and 6th (twice).
• It's a good program, but there are things that need improvement.
• I felt that the program allowed for a lot of opportunity to learn about teaching practices. Courses seemed very appropriate for the profession. The edTPA seminar was extremely helpful.
• The amount of field opportunities and volunteer opportunities were extremely helpful. Nothing prepares you to teach like teaching.
• I feel that the professors in this program truly have their students' best interests at heart, and advocate for their students whenever necessary. The courses have all had components to them that have proved to be relevant for my field and student teaching experiences, and have given me tools to be successful in the classroom. My supervisor for both field and student teaching is phenomenal and someone who truly has been my biggest supporter and advocate throughout the most important parts of the program, and that is invaluable.
• I think there should be more experience in the classroom prior to student teaching. I like that there are now two field studies, but I feel there should be more than that - the [redacted] in the [redacted] school district was a really great experience and I feel that we should have more opportunities like that.
• I would because it prepares you with the amount of work being a teacher is. However, I think they put a lot of emphasis on the lesson planning when in reality, we do not need to create in depth lesson plans that take us hours and hours to complete.
• I have been judged based on my transcript from people in the education department that refused to meet with me to get an impression of me face to face rather than based on a piece of paper. I was mis-advised on multiple occasions throughout my time here. My field study placement was far from ideal.

I will say that those experiences leave out a handful of very helpful professors, however, administratively, the college leaves a lot to be desired.
• The courses themselves were fine, however I did not have the greatest experience with the program overall. My advisor was amazing and did everything to help me with all the little bumps along the way however [redacted] either does not take their art education program seriously, or they simply don't care. I felt I was always being told no one knew the answers to my questions because I was art ed and they were not trained well to answer my questions. The [redacted] art department and the college of ed also have terrible communication making it very stressful on art ed
majors when there is a misunderstanding or requirements. The school needs to have a better plan for these students and not put them on the back burner or leave them to run around calling every person to find simple answers.

- The college of education has seemed to let me down a lot. The amount of in classroom experience is low before student teaching. Most of the professors do not practice what they preach and will just babble without any class involvement or variation throughout an entire course. Also being placed late for field study has left a sour taste in my mouth for this department. Needs drastic changes in practice!
- Teaching is a great opportunity for individuals who are looking to influence many young people. This program could be better in some areas, but all around the professors truly care about you and your well being.
- My coursework applied to my placements, but could have had more that applied in practice.
- Overall the experience in the teacher education program was average. There needs to be more hands on field experience before going into student teaching.
- Online methods courses were tough to do, and I feel did not prepare me as well as in-person.
- I felt very unadvised as to what classes to take and it was very hard to find anyone to help me. Even my advisor. There needs to be less classroom time and more time in elementary classrooms with students getting to practice and learn what goes on "behind the scenes" as a teacher. There is a lot that I did not know or feel prepared for now that I see what it is like to be in a teacher's shoes everyday. There is a couple classes that I think are very beneficial: [redacted] with [redacted], [redacted] with [redacted], and both reading classes with [redacted] and [redacted].
- I would recommend my teacher education program to another prospective teacher because it allows you to teach a range of grades from first to eighth. The program also had advisers who helped me complete my program with little issues, as well as advisers who wanted me to succeed. The professors in the program were also really helpful and were always available for questions and extra help.
- [redacted] was honestly a bit boring and difficult to pay attention to Friday mornings. This made it a bit of a struggle to absorb all the material we were covering. Also not the most satisfied with my literacy in the disciplines professor (i am drawing a blank on her name at the moment).
- I think it has plenty of room for improvement, but so do other programs. This is a good one.
- I would say yes, but there are a few things that I am unsatisfied with. There is a lack of communication when it comes to informing students on what the requirements are for their program as well as what needs to be completed prior to graduation. Many times I was told different things from people about the same topic leaving me confused and not being aware of some course requirements. I have been able to register for classes that I have not had requirements for, and have had to leave the course 2-3 weeks in because of that. I haven't been able to get into courses for 3 consecutive semesters due to the limited amount of space for a required course that was only provided once a week. I have talked to multiple advisors in one semester and was told a different thing by each one, messing up my graduation timeline. There were 3 different semesters where I have been told I will be graduating, and I am just graduating now, on May 18th, 2019. I don't appreciate how much time and money being enrolled in this program on top of paying out how state. There needs to be a better form of communication and respect for the students enrolled in the College of Education. Overall, I have enjoyed my experiences in class with my professors, however, I have not enjoyed the office side of things when it comes to communicating with the staff members in the College of Education.
- I thoroughly enjoyed my classes and the content I was taught here in the education program. I felt that [redacted], in comparison to other universities, focuses on what I feel are the very valuable aspects of teaching. I feel well prepared to step out into the world of teaching having went through the [redacted] Education department. However, the advising has been an absolute nightmare for me since I have gotten here. I am a transfer student, maybe that plays a roll, however, when I say a nightmare, I am making a vast understatement. It is worse than pulling teeth to get anyone to listen or to help. Once you find someone to offer help, they give you the wrong information. I am aware of all of the changes in advisors, but there is no excuse for the extra money I have spent and everything I have gone through just to take the classes I needed for my degree. I would advise students thinking of coming here to heavily consider the advising aspect of the program which has left it hard for me to remember all the good in my education I’ve received here at [redacted].
- I would recommend my teaching education program, because it offers many field study experiences, motivates individuals to become successful teachers, and is very informative.
- This program is very challenging compared with other colleges and it takes a lot of commitment. However, I was disappointed with the lack of communication, especially with field placements.
- This program really prepared me for teaching and gave me a lot of different tools to be successful in a classroom.
- I appreciated how the special education program requires students to complete 3 semesters worth of field experiences. Each field experience pertained to the realities of special education; push-in services, co-teaching and behavior management.
• The advising was terrible, some professors rarely knew what they were doing and lacked direction, their is a disconnect between what is learned in the classroom and what actually happens in a school, large amount of miscommunication to graduate students. I would only recommend this school for the price, face to face classes, and prep for the [redacted].
• The teacher education program was helpful in preparing me for student teaching. I would recommend it to prospective teachers because it took me through all of the necessary steps in order to adequately prepare for the EDTPA and to become a successful teacher.
• I enjoyed most of my experiences within the program, advising and other requirements were not the same across the board of advisors.
• I would, but I would recommend it much, much more highly if student teachers were paid. It's extremely difficult to navigate student teaching as an adult student. I'm not living on campus and cannot take out large amounts of loans because it messes up my prospects for buying a house after I graduate. It excludes people from your program that might not be able to afford to go back to school and not work/be paid for 6 months leading up to graduation. I have bills to pay and putting all of that on my wife is not fair.
• Communication was very low and the expectations, were not made clear. It was very frustrating to be left in the dark.
• Some teachers were great, some classes were truly a waste of time and still do not see why I wasted so much time.
• Love the small classes and how dedicated most of the professors are.
• All the professors and advisors are really helpful and supportive.
• The classes to prepare teachers are great at [redacted]. Also, the office of field experience was great when it came to helping me find a school that fit. I appreciate all that they went through to do so.
• I feel that this program has definitely prepared me for my future teaching career.
• My teacher education program has A LOT of issues that they need to resolve before I would feel comfortable recommending the program. With methods classes only available online, I feel discouraged telling anyone about our program as most industry professionals and educators laugh when they hear our methods courses are online. The courses are inconsistent, have a lack of quality education professionals that teach the courses, and the educators are very unprofessional.
• Advising was poor, supervisor was poor, classes did not prepare me to actually teach.
• I thought that everything I have experienced at [redacted] was good. I had one problem in [redacted] when I transferred here. I had been put in the wrong math class, I had already taken the class at my old college. The university made me take a W even though it was them who told me to take it. I do not think that this is an education program issue though. It would be nice to have advisors from the actual college there when we are registering.
• It has a lot of modern tools that help you bring new ideas into the classroom.
• Classes are entirely theory with very little practice. The only reason I had any practice prior to field/student teaching is because I sought out teaching opportunities on my own. There needs to be major change in the upper level education courses (except [redacted] with [redacted]) so that we know more about the practical aspects of teaching. For example, every professor I have ever had has talked about the importance of differentiating, but nobody has ever taught me HOW to do it. I honestly have no clue
• Very disorganized, advisers do not know information, hard to figure out what requirements you need to have
• As a returning adult student, the program that's designed for post-high school students isn't very convenient for adult students. I hear that [redacted] is piloting a 1 year program that will be more convenient which will make it more likely for me to recommend it.
• There are many positive things to the teacher education program, such as the rigor of the coursework and the actual experience. However, some of the education classes could be revamped by including more relevant topics within the education field. More behavioral focus, more inquiry ideas to focus on, that some lecture is okay, and that actual teaching is different than learning about teaching.
• The teaching profession is a great and rewarding career. I like that fact that a lot of the professors in the College of Education have been in the field before. I also like the fact that they understand busy work isn't effective and everything that is assigned is purposeful.
• I believe that the courses that I have taken here in the education program have been very helpful and prepared me
• I think overall [redacted] teacher preparation program is pretty good, but I do think the classes need to correlate a lot more to schools. I felt that a lot of what I learned in my [redacted] classes has not been relevant to what I am doing in my student teaching placement.
• I do feel that a "Classroom Management" course should be required prior to student teaching and that is not the case with this program. A lot of the focus was on language which is absolutely important, but management is
equally if not more important for the day to day life as a teacher. That is the biggest downfall I've noticed in this program.

- Yes because [redacted] does a really nice job at preparing their future teachers for the real world of teaching.
- It's a local college for those who may not be able to travel.
- The teaching program at [redacted] has been a very good experience, I have really enjoyed how immersive the program has been.
- Course work doesn't prepare us for when we get in the classroom except [redacted]. In some classes I felt that it wasn't built for my licensing.
- I would though I would advise them to ask lots of questions. At times I was mis-advised which led to setbacks. I feel unprepared for parts of edtpa as at no time on lesson plans was there a discussion on academic language with how to include this important component.
- I feel this program has been beneficial to me because I have learned key strategies that will help me in the future.
- This class is beneficial to keep you on track for the work that's due and allows you to be able to ask questions when necessary.
- For the most part I like It
- She has shown me a lot and has given me many opportunities to learn.
- Because it worked well
- I loved my time here at [redacted]. I learned so much and I feel very prepared for my future

- We get a lot of good experience prior to student teaching
- because everything worked well and smoothly.
- Yes, just got a little rough when the major requirements went through a change.
- Yes- Especially if the edTPA was gone.
- It was a good program with great instructors
- I had speed bumps with an advisor and teacher. Not a lot of experience is actually teaching. Not a lot of technology experience, which was needed for edtpa
- The advising here has caused me so many issues. [redacted] is the only person here who was an advocate for me, however, many other advisers especially in the Special Education Department made me feel as if they didn’t care. Not only did they screw up my plan by picking the wrong courses and making me take extra classes, but then they made me feel like it was my fault and my doing when they were reprimanded about it. This experience made me become more responsible and an advocate for myself because I couldn’t depend on any one else’s help. I had to depend on a family friend, who is the Dean of Students at the [redacted], to help me because I never failed any courses and was always on track, and then I was notified I had to take summer classes and an extra semester to even graduate after five years. I am very disappointed by the lack of knowledge from the advisers that caused me to waste an excessive amount of money and time that I will never get back.
- [redacted] has given me many opportunities outside of the classroom to increase and practice my skills. That being said, I know of multiple classmates who felt very frustrated with numerous aspects of the coursework.
- I don't even recommend teaching to people at this point. I'm getting out, not going to teach, why in the world should I feed a poor innocent soul to the wolves?
- The staff was inconsistent with presenting information and would make several changes to the class outline without notice. Assignment requirements and scores were changed without notice and if it was questioned the response was that we should have known. I am very disappointed with the lack of professionalism from some of the staff towards the graduate students.

The only two staff that I feel I learned the most from and treated us with respect was [redacted] and [redacted]. They spoke to us like equals and were able to carry on meaningful conversations with us.

- It is a good program in of itself - Advising leaves something to be desired.
- [redacted], although disorganized and confusing, allows you to get multiple field experiences before you graduate. [redacted] is also a very reputable school, although I believe the program needs work. Schools look for graduates from [redacted] to hire.
- I was provided with plenty of opportunities to observe and teach in the classrooms which directly applied to my expertise.
- It seemed to go well. I was not in it long and there were some bad and good classes just like any other program.
- Before this year, I had few problems with the business education preparation program. However, this past semester I had to complete 2 methods courses online. When telling teachers in the field that my methods classes were online they responded with a laugh. This has made me distrust the University. Also, it felt as if the professors didn't care
about the students. The feedback my classmate received on one of his lesson plans was "this is bullshit". The amount of work that was involved in the two 8 week online methods courses was overwhelming and truly took away from my field experience at the time.

- The reason that I would not recommend this program to other students, is because I really feel like the program has a lot of things that really need to be worked out. Overall though, this university really was an awesome experience.
- I enjoyed it and felt like I had a lot of classroom experience that started day one and I had the opportunity to observe every grade level.
- I loved the practicum experience, and I also appreciated having a content major.
- The music education program is what prepared me the most. I think the school of education could add some things to there classes and other content that is being done so everyone can have the well rounded experience I did. I feel like other content areas do not prepare people as well for student teaching as the music ed students.
- Everything I learned in my music education courses were fantastic. It made any courses taught by the school of education fairly useless. I feel more time spent teaching is necessary and some education for technology would be. The course which I took on technology and assessment did not teach me anything.
- All of the [redacted] advising staff and professors within the program were amazing and so helpful throughout the entire process.
- I feel very prepared for the workforce
- It’s a nice balance. Though I wish entrance into the program was based less on GPA and more on personality. There are too many people in the program who might have the grades to be “teachers” but are terrible with kids.
- Please add an interview process to the program to enter not just superficial GPA requirements.
- Yes. I felt very lucky to go through the art education program.
- There were definitely some times where classes were a bit strained where teacher beliefs and practices did not feel entirely inclusive and had more bias on the topics of where they were passionate. It made interacting with them a little difficult in the chance of keeping things neutral, but it was still doable.
- This program is AMAZING! I could not have asked for a better education preparation program. I feel like all of the necessary tools and experiences were given to me. Everything from tech in the classroom to the way education is viewed in the country to hands-on experiences. I am going to tell everyone who wants to be an educator to come to [redacted] to do this program. I have felt like all of my life puzzle pieces fell into place and the reason is because of this program. I can't imagine having it any other way. It was perfectly structured and I loved the different class requirements and the practicums.
- Great hands on experience in the classroom and great faculty and advisors
- Small class sizes
- Support from peers and teachers
- It was rigorous yet very supportive. I feel very prepared to start my career as a teacher.
- I felt that there was little to no practice applying any of the theory we were taught. Nor were we taught applicable theory. I would have appreciated more practical application.
- Despite the improvements that I think could be made, the program is still a good program. There is some disconnect between the theory taught in the courses and what to expect as a teacher in a real classroom, but the rigor of the program prepared me for dealing with any difficult or stressful situation regardless.
- Overall, I feel that I gained a wonderful education here at [redacted]. I felt fully prepared to go into student teaching.
- [redacted] has a great program that gets you into hands on experiences right away! Most of the faculty at [redacted] are amazing and want you to succeed.
- This program has highly prepared me to take over my own classroom and be as successful as possible from the very beginning. The scaffolding and experiences I have received are above my expectations and I believe will make me the best possible teacher moving forward.
- At [redacted], I feel that I received a very well-rounded education of teaching.
- It has the right amount of rigor to make you a quality teacher. But don’t go into it thinking it’ll be a cakewalk.
- The small campus allows you to really connect with professors and your cohort, but they ensure to give you experiences outside of your small bubble which benefits you when looking for a job in the wider state, country, or world.
- The small class sizes, variety and quantity of classroom experiences, the critical and multiple perspectives we were encouraged to take in classes
- As this program is an intensive one, I feel that I am better prepared and my understanding of pedagogical practices and the public school institutions. However, I feel that there is a very large push to "get on board or get out" at times (seen by student drop out rate, and rigor of tasks required in short amount of time). I feel that the requirements of the courses curriculum are varied and provide a holistic understanding of the act of teaching, but the
rigor does not help with students retention of concepts. Specifically, when examining the [REDACTED] secondary education pedagogy exam, confidence of myself and other students were extremely low based on discussions with peers, a byproduct I believe from cramming information in a short amount of time. Also, when students are to the point in which we all applaud one another for receiving 6-7 hours of sleep the night prior, obviously retention of concepts are quite low without given the chance to formulate ideas into working memory through sleep, (not to mention sleep deprivation diminishing engagement in class,) and there should be some concerns over the overall program curriculum.

- I thoroughly enjoyed [redacted] education program and had wonderful experiences that helped shape me into the teacher I am today.
- I feel that it has prepared me to become a great teacher! The professors and staff are amazing!
- I had an incredible experience here and the support of the educators was exceeded my expectations.
- Small program, helpful instructors, good classes.
- I felt pretty prepared for the program despite a few encounters with various education staff members. I also wish that technology was more heavily focused on and use was encouraged throughout the program. I feel like this would have made my experience more relevant to real-world teaching.
- The program assisted in preparing me to teach and gave me numerous opportunities to do so.
- This program has many strengths - practicum placements, multicultural experience, lesson planning prep, quality professors, etc. However, I did not feel as prepared for student teaching as I hoped. My biggest struggle was classroom management, handling sensitive topics, and time management. I am aware that these are all areas that can best be learned through experiences. I think one way to better prepare candidates for student teaching is to ensure that there is a strong sense of communication between the education program and any practicum placements. Often times, my CT's were the ones that were unaware of what was expected of me and what responsibilities to give me. I think there should be a strong relationship between the program and the CT so that they are able to know clearly what our roll as a practicum student is.
- The education program has amazing staff that I believe prepared me for my future as a teacher.
- There was definitely a strong degree of understanding and passion on behalf of the educators. However, the resources available to the secondary education staff in particular are lacking. Classroom facilities are not always optimal and conducive to teaching and learning. Additionally, I had wished I would have been able to take some classes earlier and that they were not so directly linked to one another, but I understand the need for it to be a two-semester program for those who are coming to [redacted] for this program alone.
- I think it was more difficult than most other education programs would have been, but I also think that it has made me better prepared to be a teacher.
- I wish we had spent more time on practicing for our EdTPA, the ASL assignment was helpful but I wish we had access to the rubrics that the EdTPA used earlier. Overall a very good preparation but I would have liked more practice with paperwork side of education.
- The professors made the content meaningful and interesting to learn.
- All of the professors at [redacted] have been very helpful and my second placement teacher has been as well.
- With the smaller class sizes students have more opportunity to ask questions and discover. My professors were truly amazing when it came to feedback on assignments as well as openness whenever I was in need of assistance. I have had my ups and downs in college, and I knew that I could lean on my professors both personally and professionally. You will be the instruction to help you succeed and thrive. I would recommend [redacted] Teacher Education to my friends because I know they made me a quality teacher!
- [redacted] teacher education program is fluent in its fundamental practices as well as how they are translated to students for their own use. I have had nothing but support from faculty at [redacted] and would argue it to be the best teacher education program that you can potentially enter.
- I would recommend my teacher education program with other prospective teachers because the program was great. My professors work really hard to be there for you when you have any questions. If they don’t know the answer right away, they will research and find the answer for you.
- Great program!
- Because they did a lot to help me through my internship.
- [redacted] is known for being an education school, and I think that’s still an asset to education of future teachers. The professors care about every student within the educati
- The program is very professional and informative. The hands-on experience you get is a lot better than setting in a classroom.
- I enjoyed my time in the program. The teachers were very helpful in preparing me to teach and helping me during student teaching, so I would definitely recommend the program to others.
• The professors help and guide so much, and give you a lot of insight into teaching.
• Overall successful teacher school for the area
• I liked my experience at [redacted]. It's perfect for prospective teachers.
• A majority of the professors all really care about the students and make you feel important. Professors take an interest in the students life and make you feel at home.
• At [redacted] you are not just a student. They genuinely care about you and your education. I have been blessed with the greatest professors at college. They have helped instill t
• [redacted] prepared me properly for my teaching career. I feel that the professors truly care about their students and want them to succeed.
• [redacted] Teacher Education program runs off of the values instilled to the institution in its beginning history, but yet the program adapts itself to the socio-economic stat
• I feel as though I have received an amazing education at [redacted]. I have learned many tools that I need for the future as a teacher.
• [redacted] teacher education is very professional and helpful. It has a family like atmosphere.
• The teacher educatoin program at [redacted] incorporates a large amount of clinical experiences with a rigorous course load that adequately prepares the teacher candidate for a potential career in education.
• I feel prepared after student teaching, but the 15 hour field experiences need to be reevaluated.
• I love my content area so I would recommend it to anyone. The most difficult part of my experience here at [redacted] was that my advisor left my junior year and there was no replacement until this current semester. This made preparaing for content related courses and teaching experiences difficult. I had to meet with different people for evaluations and scheduling and the inconsistency was hard to follow.
• I feel that [redacted] fully prepared me to teach in the future.
• The Education Program at [redacted] is one of the greatest programs at [redacted]. I believe the program has great professors who are extremely helpful to their students and are genuinely interested in helping their students succeed.
• The College of Ed is a great program. I came to [redacted] as a biology major and as a sophomore transferred to the College of Ed. I knew nothing about the college and the requirements that they had but they took me in with open arms and I was able to complete my certifications in both English 5 to adult and Science 5 to 9 in just 3 years. The College of Ed at [redacted] is a great program and I would recommend them to anyone.
• I feel that the education courses at [redacted] inspired me to be a teacher and helped prepare me to become an effective teacher.
• The Cohort was very convenient for me. It was nice to graduate with a degree from [redacted] without having to move on campus. There were some communication issues in the beginning of the cohort, which explains the dissatisfied selections. However, those issues were resolved during student teaching and I feel that I received any assistance needed from [redacted]. The communication and available assistance from [redacted] simply was not there during level 1 and level 2 placements. I also think those field experiences could use some tweaking.
• I felt very unprepared for student teaching. My English courses better prepared me, as well as [redacted] and [redacted] instruction.
• It was an enlightening experience that helped prepare me for my future career in education.
• They were very good on communication and what forms needed to be filled out.
• Always worked well with me and helped whenever needed.
• I love it.
• It is local
• This program is very thorough, and continuously growing every year.
• Knowledgeable & diverse set of professors that prepare teacher candidates for the educational workforce
• It was a great experience. I made a lot of new friends and developed so much as a teacher/person.
• I feel as though [redacted] prepared me for everything I needed to know going into the schools. I also feel that student teaching in such a trauma-ridden area prepared me to work in those kinds of areas in the future because I never had a "perfect" classroom where I didn't have problems with students and that prepared me for those situations in the future.
• I would recommend this teacher education program to anyone thinking about education has a major. This program has been beyond helpful and I have had nothing but positive experiences.
• There are good aspects and bad aspects of the program but I think the good outweighs the bad.
• The program is ran by excellent, professional educators, there was difficulty at times in connecting my field with the classroom until I got to level 2 and student teaching when I was able to be in that environment.
• The administration here genuinely cares about you and your success.
• It worked out for me, so it must be decent.
Common Metrics

• [redacted] is a cornerstone of [redacted] and the surrounding area's society. What helps make this so is its dedication to train and mold educators for the region's future.
• I feel that I learned a lot through my experience and was provided with a lot of additional support.
• I did not feel comfortable with my elementary music program. The Elementary methods teacher is old fashioned, and has been using the same lesson plans for years. Standards, information and methods are all outdated. Class need a facelift. My [redacted] classes were insightful and educational. Thought the [redacted] classes were repetitive.
• I think the program prepared me really well for teaching. [redacted] is an excellent county and I loved all of my clinical placements.
• This has been a great program to be apart of. I have learned so much through my professors and advisors that have helped me grow as a person and an educator. I am proud to be a future alu[redacted] of the College of Ed.
• The experience was enlightening and prepared me for a variety of teaching situations
• I would recommend the [redacted] Education Program to another prospective teacher because I feel as though I received the best preparation to become a teacher.
• The location of the education program is central to many good schools in the state and allows for cooperation of local teachers and other profession in the area of concentration. It allows for teacher candidates to form relationships with schools prior to certification.
• I would recommend this program because everyone is so friendly, even faculty
• I would because it is a small program which has allows people to form friendships and feel comfortable throughout the program. Professors are very easy to get along with.
• It’s not perfect, but [redacted] is more economically feasible than other universities.
• [redacted] education program was the most accepting, supportive program I’ve ever been a part of. The faculty members know you by name and will definitely make sure you succeed in all aspects.
• I feel as if the College of Education prepares me well for teaching. I have grown so much each semester.
• Overall, [redacted] is a quality university.
• The professors really care about you and it is easy to make connections. The department truly cares about you succeeding.
• I believe I received a quality education. Through the small, tight knit programs, I was able to build lasting relationships with friends, professors, and other [redacted] Staff.
• The college was always very helpful, the professors were very knowledgable, what I was taught in the classroom was very relevant and useful when I had to teach.
• I think the teacher education program at [redacted] is great, and definitely prepares you for student teaching, there is only one thing I was dissatisfied with: the preparation of technology equipment in classrooms. I think it would be beneficial to have a class that teaches teacher candidates to use classroom materials such as: Elmos, smart boards, projectors, printers, etc. I was in a few situations during my student teaching where I didn't know how to use such things.
• I feel like the [redacted] education program does a great job of building empathy and compassion in their teacher candidates, which is a priority for me. I learned so much more than I ever could have imagined.
• I would highly recommend aspiring teachers to enroll in [redacted] education program. I know that I am prepared to be a teacher because of the instruction, opportunities, and experience I gained from being in this program.
• I feel like [redacted] has prepared me to be a successful teacher in the public school system!
• If the person was going into elementary education, then I would certainly recommend [redacted]. However, if they were going into secondary, it would be a probably no. Secondary ed does not do as great of a job to prepare teacher candidates for the work force as they should. There is not enough application and practice of skills learned.
• For as many good professors there are in the college there are unsatisfactory by my standards. I believe the college should put more emphasis on understanding special education and preparing us for the classroom, rather than relearning psychological theories in 4-5 courses. I also believe some professors and the program itself requires many tasks that do not contribute to our professional development aside from putting us through busy work (which is something teachers will face in their careers, but I feel are unnecessary in college).
• It was a wonderful and helpful program to be a part of and go through.
• [redacted] has a good education program with some amazing professors. However, this program did not teach its candidates how to incorporate technology in the classroom.
• Being a Music Education major, I feel that [redacted] has done a good job preparing me as a musician and a teacher. I walked into student teaching confident of my abilities and have had no probl
• I feel that I was well prepared. This program was wonderful.
• [redacted] has some wonderful professors that go above and beyond for their students.
• I would recommend the teacher education program to another prospective teacher because the professors at
[redacted] are excellent and help prepare you for teaching.

- I have received massive amounts of support from professors in the education program. I feel I have learned a lot and am fully prepared to take on the role of teacher in my own classroom. I have
- I feel as prepared as I can be to a teacher
- At times, there was a lack of communication of requirements. Also, there were many changes throughout my time at [redacted] (edTPA, acceptable [redacted], portfolios) that made it difficult to get a
- Yes, I would recommend this program to prospective students. This program is filled with quality instruction and teachers. They offer a lot of knowledge and wisdom.
- [redacted] is the most caring, kind, organized, and knowledgeable professor that I had in all three of my degree programs. She worked hard to make sure we were prepared for student teaching an
- I would because the professors are very helpful, kind, and supportive towards their students. All of the professors (art, art-ed, ed) are all very knowledgeable and eager to share what they kn
- I would recommend my teacher education program to another prospective teacher because I had quality field experiences with caring and reliable cooperating teachers. The classes at [redacted] tha
- Not as engaging as I thought it would be. Not enough time in the field to prepare.
- [redacted] Education Department has been wonderful to me and very helpful to me throughout my four years there. The field experience has been exceptional and the faculty is outstanding.
- If communication was more effective throughout the professors at [redacted] I would be more apt to recommend but there were often times one professor told you would thing and another would tell
- Dealing with the smaller programs allowed more one on one time, and for me that is incredibly important. Having the closer relationships and connections with your peers and teachers really hel
- I felt I was well prepared for student teaching.
- Overall, the teacher education program was beneficial, but they could have prepared us more for student teaching and our future careers.
- I would’ve liked more experience in the classroom before student teaching.
- Overall, I have a very good experience in the teacher education program and would recommend it to another prospective teacher.
- [redacted] teaching program is great and I feel prepared to be a teacher. However, there is a lot of confusion because I came to [redacted] from out of state. Some of the tests that [redacted] requires
- I felt this program was one that prepared me well and the professors care about how well you succeed.
- [redacted] did a great job at preparing the students for student teaching.
- Although I feel that there could have been some improvements, it was still a solid teacher education program.
- I would because I feel prepared, but I do feel the education program at [redacted] needs to improve. None of the professors/advisors are on the same page or have the same information, so many of
- I felt so welcomed with both of my cooperating teachers. They went out of their way to make me feel like part of the school. Both were always looking for teaching moments to allow me to contin
- Does not prepare you for real teaching.
- I think my program did a good job at preparing me for any type of music teaching job, but I think there is a large disconnect between the education department and the content areas that needs
- [redacted] education faculty provided an excellent education for me, providing significant insight into what is to be expected of me when I get in to my own classroom.
- I had nothing but positive experiences while here at [redacted] and would 100% recommend the program to others.
- The [redacted] Education Department was not extremely big so we got a lot of one on one help. Any time I had a question they were there to help me answer It. It was a phenomenal
- The [redacted] places prospective teachers in the classroom in the first semester of their career. This is a rarity for other universities and it is the aspect that allowed me to
- Absolutely. The faculty at [redacted] is caring, compassionate, and understanding. The coursework is extremely applicable for a teaching career. It is a joyful and memorable exper
- It is a good program that is getting better from some small problems that are easily fixed.
- The professors are very professional and care about their students.
- I had so many opportunities to volunteer and earn experience in the classroom before I even started my block semester. I think that is very vital for students to get that experience early on.
- I felt very well prepared for student teaching by my teacher education program, specifically this past year. The block and student teaching semesters taught me a lot, and I used the theories a
- Everything felt disorganized and I did not feel as if the University had adequately prepared me for my student teaching experience. I did not learn many skills or ideas that would help me succ
Overall, I think that the department is full of caring and skilled professors who are willing to help students accomplish both their personal and academic goals. The faculty in this program de

This is a fantastic program. The Health & Physical Education teacher will go above and beyond to make sure their students are prepared to begin a classroom.

[redacted] did a great job preparing me to become a teacher. The education I received here was excellent and challenged me to become a better student and future educator. I would

I felt prepared and ready to take on a classroom.

This program really cares about the students in their program and how successful they are in their program.

My music education teacher was fantastic and knew exactly what he was talking about, and he is why I would recommend this program. However, the actual education department of [redacted]

Everyone is very helpful and the program is fantastic.

I felt that this program prepared me for the most part for student teaching. However, I felt that we did not have enough field experience where we were interacting with students as a teacher.

The program has been very helpful throughout my time here. I feel that getting my education here has helped me to become a better teacher.

I would definitely recommend this program to anyone coming into the profession. I feel that our education department prepared me content-wise, but I wish we were prepared better for our lesson

The people do not know what they are doing. At multiple points I was lied to and consistently told things that were unsure about. There were also times that people clearly had no clue what nee

The education department at [redacted] could be a little more organized. As a secondary education major, I did not feel very prepared for the education department. My education cl

I feel that the program thoroughly prepared me to be a teacher.

I felt more than prepared to take on a position as a [redacted]. Although it has it's challenges, I felt prepared by this program, and I had the confidence, skills and ability to be successful.

I would recommend because I learned a lot and it gave me the skills I needed to teach and be successful in the classroom.

It has been a great experience.

This program has more of a personal focus on candidates rather than other programs that do not give as much attention and care.

I believe that State offers the best preparation for teachers. I not only feel prepared to teach, but know that many schools prefer State graduates to hire because they are more prepared for t

All of the professors care and want to make sure you meet your goals. [redacted] is the third education program I have been a part of and it has been by far the best one.

I have friends in teacher preparation courses at other universities, and their coursework is not nearly as rigorous as [redacted]. I feel as though this university ensures that students are prepar

[redacted] education program has prepared me and has given me the confidence to teach in my own classroom.

Had an incredible experience in which I grew and learned so much. My professors helped shape me into the educator and person I am today. The program itself stands unmatched. I feel that I am

[redacted] Education program is one of the best, if not the best, in the whole state. Each of the professors care about your success and give you the skills and technique

The professors in this program are nothing short of amazing! I feel so prepared to have my own classroom.

It is a very thorough program.

encouraging and welcoming

Great program! Very helpful and beneficial!

[redacted] Teacher Education Program was amazing! This was the only program that I have been in that the educators felt involved in my educational experience not only on Campus, but

The program has great teachers that are enthusiastic and love the teaching profession. The teachers and staff are willing to work with you. The counselor was always there to help and answer an

Because it prepared me very well

It was a great program where I met many other passionate teachers.

I feel so ready to begin my teaching journey in my own classroom

The five year program is wonderful! I feel very prepared to enter my first classroom. I am sad that others will not get to experience this program since it is leaving the university soon.

The program is great in that you can complete your Master's degree in a five year period and you also get a great amount of experience in the classroom at one of the partnering [redacted] schools.

Because it is being discontinued
• Well, the five year program is ending, so I can't really recommend it, but if there was something similar than maybe.
• The Five Year Teacher Education Program has provided me with extensive opportunities to integrate my understanding of the teaching profession within the current education career field. This pr
• I believe that the program really prepares us for what it is really like to be in the classroom, and the amount of experience it gives us is exceptional.
• I was able to take numerous method courses and pedagogy courses. My student teaching placement was very educational.
• It is great work for a masters degree
• The experience gained through this program is great
• awesome
• Wonderful and supportive professor and extensive experience opportunities within the school
• Lack of communication and workload is too much and involves a lot of irrelevant things.
• Although the 5-Yr Education program has some issues, there's no beating a bachelor's and master's in 5 years, especially with the amount of experience you get in the classroom.
• I feel that the amount of time and effort are utilized if they are taken advantage of in our school and work.
• Some of the placement schools, should not be placement schools.
• The program is rigorous, but I know that I will be prepared to be in a classroom.
• I learned more than I ever thought was imaginable while having those field placements to apply it to.
• I think that it really prepared me to become a teacher!
• This program is the only program I know of that prepares you this well for the your first year of teaching. The amount of hours you are in a classroom is so beneficial.
• Number of field hours.
• It's high quality and will give you all the tools you need to be a great teacher.
• I would recommend this program because it not only developed me as a teacher but also as a person.
• So much hands on experience and staff are always willing to help and provides support often.
• I think that some of the program felt very inauthentic, but I also think that it gave a lot of classroom experience that will prepare me for my first year.
• The amount of experience throughout the program was great. We learned innovative practices.
• Overall it was okay, but there was a lot of wasted time in the classroom. Primarily assignments that were not applicable and repeated readings about the same things we had read about for years
• It was a welcoming community from the start!
• I feel very prepared to teacher in the upcoming months.
• Overall it does allow you to have a lot of experience in the classroom. Would suggest no taking an endorsement area.
• You learn a lot and you save a whole year of school.
• I felt prepared based on the amount of time that I got to have in the classroom.
• Getting your masters in 5 years.
• It prepares you well for your teaching career.
• I would recommend my teacher education program because it was a very interactive program with a wonderful support system.
• I loved this program overall and have had lots of helpful colleagues.
• Yes, because of the opportunities given to gain extensive experience in various classrooms/grade levels.
• It truly prepares you by providing you the experience in the classroom.
• I feel very prepared for my future teaching!
• I loved the 5-Year Teacher Education program. I had wonderful teachers and our curriculum was so informative and helpful. I truly grew as a teacher through this program and I am so blessed to
• This program offers so much clinical experience in the classroom that you just don't see in every teacher education program. It provides ample classroom experience opportunities in multiple gr
• Well, it doesn't exist so
• It is tricky to navigate, but most of the ways that it pushes you forces you to become inseparable with your cohort and challenges you to push past your comfort zone for more realistic experie
• I felt I got a lot of experience in the field to prepare for life after college.
• You have to have have a degree from somewhere and [redacted], [redacted], and [redacted] were absolutely excellent educators.
• Good experience
• We had plenty of time in our placements which helped a bunch towards my development as an educator.
• It has the most supportive, passionate faculty,
• This is a great program
• Well it’s ending but I wouldn’t because of the unprofessional and incompetent advisor of the 5 year program. She jeopardized my entrance into my masters year and had done nothing to help me. B
• I feel as though it is one of the better available although we can always improve.
• It's great!
• Very comprehensive
• This program helped me to feel liberally educated and prepared for the classroom
• I feel that this program has done a good job of preparing me to be a teacher.
• It has really helped- especially all the field experience. Without the field experience, I wouldn't understand how to apply theories from coursework to the classroom.
• Disorganized about what is desired of the soon to be teachers. As teachers of to-be teachers, not all good examples.
• I think some things could be improved with the program, I believe students need more opportunity to spend time in an actual classroom such as shadowing earlier on in the program.
• need more time in the classroom
• With it being the only agriculture program within the state, it serves as the best way for students to save money as they would not have to go out of state to become certified in the profession.
• There is a great amount of change going on in the faculty and there is some uncertainty about the future of the program.
• Great program and great instructors that are willing to work with you.
• This program is very welcoming, which is why I would definitely recommend the program to another student.
• The program is very good. I felt adequately prepared for teaching.
• I would recommend my teaching education program to other future teachers because the supervisors work closely with the students to prepare them for the student teaching experience.
• This educational program is well designed, but needs to not have as large of a course load.
• Most of the teachers were great. They taught me a lot and were very helpful. My student teaching at the public school was great and they placed me with an excellent teacher who taught me a lot
• I had an amazing experience here and gained a lot of new knowledge and experience. I would recommend new teachers to come here for sure.
• it helped me deepen my understanding of being in a classroom and learning the trial and error process of teaching.
• Great program and the special education directors, advisors, and professors are so helpful and are willing to work with you.
• I feel like I’m prepared for my career.
• I gained valuable information in my field that I apply to my teaching job and my students. I was able to work full time while taking my classes and during practicum. Professors offered their
• I feel unprepared for writing IEPs and designing instruction aligned with standards. We briefly touched on this but a relative is going through another program and it devotes entire classes to
• [redacted] requirements did not always coincide with those of [redacted]. This provided challenges in arranging
• for field experience and student teaching placement
• The program provided good information and practical experience.
• I enjoyed the instruction I was given through this program at [redacted]. Also I enjoyed being able to balance
• school work with full-time teaching during the entire duration of the program, without t
• There are a few issues that made some parts of this experience unnecessarily difficult: / 1. The observation hours required for each course should be posted as part of the description for the
• The program was very overwhelming at times. edTPA was difficult to understand what was actual expected.
• The [redacted] Teacher Education Program is an extensive process that prepares young teachers for their careers through pedagogical study and applied theory.
• I would recommend the teaching program because it prepares students to be successful in their field.
• As a member of this program I experienced a variety view points, up to date information, and collaboration with the outside world. I feel I have been incredibly prepared for my career.
• [redacted] has a very diverse curriculum that prepares you for a myriad of different contexts of music education.
• This program prepares students for all areas in which they may teach. There are many programs in which students have to choose a path of music education, despite coming out with an all-encompa
• The (CT) was very helpful with how to approach ensemble expectations and goals for assignments and assessments. The teacher was able to perform musical abilities for most instruments, and allo
• It's all inclusive in the sense that all music areas are covered. The only downside to it is that if you want to specialize in an area of music education, you can't at the undergraduate level.
• This program is well designed and helps students towards their goal of teaching music.
• The program is strenuous, and therefore I would not recommend it to everyone. It will ensure that, should you make it to your student teaching placement, you will have all of the skills you need.
• Yes if you want to be in [redacted]
• While I enjoyed my time in the education program, at times it was difficult to schedule courses. I had multiple situations where the courses that I needed to complete my graduation requirement
• I feel well prepared
• I liked the program because it allowed for a decent school/work/life balance because of the online courses. Some courses I was less satisfied with than others, and some would be better suited
• I feel like I ultimately learned a lot from the student teaching experience. I felt the coursework was a little heavy on theory, rather than practice.
• I have a love/hate relationship with [redacted]. I would likely recommend the program to somebody already enrolled or living in [redacted], but would not recommend relocating for this program as other.
• I felt like this program had little to no regard for my personal situation and felt no remorse for putting me at a huge disadvantage both financially and emotionally. I was not able to get the
• The program was a great option for me, as I was returning to graduate school with an undergraduate degree in something that was not education. I was extremely disappointed in the lack of community
• There is a lot of room for improvement within the program, however I felt it was overall satisfactory in helping me meet the requirements to become a teacher.
• I was all-around pleased with my experience in the MAC program. I felt like the teachers I worked with for my observation and student teaching placements were thoughtfully chosen as people I was
• This program has not prepared me for teaching in a real classroom. It has focused on theory in an ideal setting and not on the real world applications of teaching. My advising experience has been
• I recommend this program to other students who are seeking an educational career. I have had great experiences with the student teaching process and learned a lot through this experience
• Overall I am disappointed with this program. I was very excited coming into this program because I thought I would learn the practical applications of theory to teaching. However, I felt there
• I would recommend this program to other students. Although, I do feel the communication between the students and adviser could be better. Over the past year and a half, I feel there were a lot
• This program was not bad, and I feel that overall, it prepared me for the most part. However, it seemed pretty unorganized and it seems as though things were not communicated many times. Also,
• I would recommend the teacher education program to another prospective teacher. However, I do think there needs to be more instruction on basic child development and simply how to be with and
• I would recommend the program overall. I feel prepared to be an educator but strongly due to my own ambition, support from peers, and a majority of the professors. There was a severe lack of
• I would recommend [redacted] to another prospective teacher primarily because of the rigor of the program, but also because of the intimacy of the program. From the beginning, I felt like I had the a
• [redacted] went above and beyond to help me whenever I needed anything, provided me with wonderful feedback, and was an all around great mentor and support system through a really chaotic
• As a non-traditional student already employed and working full-time by a board of education, I really appreciated the flexibility my professors provided me. They allowed me to submit things easily.
• It has been a great learning experience. I have had the privilege of working with many wonderful professors, and they have taught me so much. It has been rewarding to be in this program.
• I would recommend this program to someone else because I liked that we had field experience before student teaching and got to see what it was like to be in the classroom.
• The program is tailored to meet the needs of students. Students will become successful in the program.
• Half the time in our program (before full time student teaching) I felt like I didn't really know what I was doing. I feel like we needed more courses on managing behavior, since that is a big
• caring and helpful professors.
• It was a high-quality program that prepared me for any experience post-graduation.
• They prepare you to successfully teach and pass the licensure portfolio in order to graduate and prepare you for a full-time position.
• I would recommend this program because of the quality teaching staff and expert knowledge of the [redacted] staff.
• Because the professors actually care about your well being
• Because the professors are very helpful and care about your education
• I was satisfied
• I feel well prepared
• I would recommend the program, but I can't definitively say that I would. The program is still very early; I am in the second graduating class of [redacted], so many of the experiences I had were
• [redacted] is rigorous and can be a difficult addition to a strenuous major. I would recommend the program to anyone that is passionate about education and is seriously considering a career in teaching.
• My college experience was not conventional. I switched majors while I was in the program so that might be why. Overall, I believe my experience with the program has been mostly positive.
• Physical education major be more involved with the education department. Currently feels secluded
• I would recommend the teacher education program because it gets students ready for their future as an educator.
• My professors were absolutely wonderful in helping me prepare to become an educator. They are knowledgeable about the content and were able to help and guide me when needed. I adore every one
• It has been a wonderful learning experience for me. I highly recommend the online Masters program. It is especially beneficial for working adults. The flexibility was essential to my success.
• I feel very prepared and confident to begin my career as a teacher.
• I would recommend my teacher education program to another prospective teacher because while I stepped into my own classroom as a Teacher in Residence, I felt very prepared and ready to have a
• Certain professors have prepared me for the field.
• I would recommend [redacted] teacher education program to another prospective teacher because I have learned many skills that are crucial in the education field. I believe [redacted] is a great school.
• Solid preparation and support from the school.
• I would recommend this program to prospective teachers because it is local, affordable, and applicable (to some degree) in the real world of teaching. It is as applicable as a textbook education.
• [redacted] program is very comprehensive and the classes with field placement experiences enhance one another and are designed to create a progression in the teaching student's abilities to take
• [redacted] Education program is top of the line. It was a wonderful program that has shaped my life forever.
• I believe this teacher education program prepared me for the student teaching experience.
• Good professors, excellent balance of instruction and field placement, well organized department
• I feel that [redacted] has an excellent education program that gives plenty of real world experiences prior to student teaching.
• I felt [redacted] is very well known for this program, and now that I have completed it, I understand why. It is hard, but so worth it.
• Its a great way to make a difference in kids lives.
• [redacted] has many hours required before student teaching to prepare you for student teaching.
• I would recommend this program to others because it is a well rounded program.
• [redacted] has a great Education program
• [redacted] has a quality education program.
• I believe that I have learned a lot from my time at [redacted], and I have had some wonderful professors who have inspired me. However, I am not a traditional student. I commuted to the university
• [redacted] has excellent academics, but I truly feel that it is so terrible in the other aspects of being a university, (such as the department of residency) that it makes me apprehensive to recommend
• [redacted] has prepared me to teach and I have found information I have learned to be very practical for my classroom, as I currently teach on permit.
• I would recommend the program to another person seeking an education degree because of the intensified coursework and programs you must apply for. I feel like [redacted] prepares you for everything.
• [redacted] has one of the best education programs for teachers in my opinion.
• I love that [redacted] requires you to pass your [redacted] prior to acceptance into the teaching program as well as prior to student teaching.
• I have learned so much throughout the program. I love that we are in the classroom early and are placed in a variety of environments to ensure this is the correct fit for us. The education department
• It was an excellent program that helped me gain valuable experience towards certification and a future career in teaching.
• Overall the teaching program is great and runs very smoothly.
• Yes, [redacted] prepared us well.
• It was good
• It is affordable and the professors genuinely care about you and making you a great teacher.
• I believe that [redacted] has a quality program that is willing to help people of any age who wish to make teaching their career. I have grown so much as a person and as a teacher through the program.
• I feel very good prepared to have my own classroom based on all of the field experience we received in this program.
• Our education is affordable and the best. We are receiving more experience than any other college in our state, at a much lower cost. Our professors value our success and the impact we will have.
• I strongly feel that this course has prepared me in every way to enter the teaching field. Although I am aware, I will never be finished learning, I am confident enough in my teaching ability.
• I would because the education program prepares you to be an excellent teacher as soon as you graduate. The people involved in the education program care about their students and invest in them.
• Yes, [redacted] has an amazing education program they are so helpful and really want to see everyone succeed.
• You are very prepared and comfortable to enter any classroom.
• The program has provided a lot of wonderful hands-on experience that gets you into the classroom with a variety of grade levels. The courses are well planned and provide you with skills that you need.
• The advising that I received after being accepted into the education program was incredibly helpful, my professors seemed genuinely interested in helping me. I enjoyed every field experience provided.
• [redacted] has a great staff of educators that really want you to succeed and it might not always be sunshine and rainbows but they are preparing you to be the best teachers in the field of education.
• I almost had to go to another school to do a class that was no longer at [redacted] due to an advising error. Luckily, after some hassle and panic, I was able to get it taken care of.
• I feel like I have been fully prepared to have my own classroom upon graduation.
• I feel over prepared and ready to begin my career as a teacher.
• I recommend the teacher education program to everyone that I can. However, coming from [redacted] I find it difficult to get people to attend this education program because they are not aware of it.
• I would recommend the teacher education program to others because of the satisfaction that I have had throughout my time at [redacted]. This program welcomes all students with open arms and are willing to help.
• I would recommend this education program to another prospective teacher because I believe this program prepares its teachers to take over their own classroom upon graduation. The small knit community and the teachers that they have teaching the classes do not prepare us in ways that they should and instead focus on themes.
• I feel very prepared to face teaching in a classroom, both elementary and secondary. I also felt that the program is strenuous, yet, rewarding and very relevant to what I need in the classroom.
• I think the program prepared me to teach, but at times found the expectations difficult, being a non-traditional student. If you are a person with children or have to work, it is very hard to.
• The professors and supervisors need to be monitored more often. They do things that they shouldn’t be such as grading unfairly, discriminating against various students, not having effective communication.
• My advisor didn't notice I was missing a class until I brought it to their attention. This almost caused me to have to take a class at another school to spend more money as [redacted] didn't offer.
• Yes, because I think we are well prepared, but I do not think the schedule works well for mom-traditional students at times.