

Evidence S.4.8

# Ball State University Teachers College Exit Survey

Fall 2013 and Spring 2014



# **BALL STATE UNIVERSITY TEACHERS COLLEGE EXIT SURVEY**

**Fall 2013 & Spring 2014 Summary Report**

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## Section I: Executive Summary

This report summarizes results from the 2013-2014 Ball State University Exit Survey. Ball State University had not administered an Exit Survey since the 2010-2011 academic year. In large part, this was due to the acknowledgment that the survey needed significant revision. In the summer of 2013, the survey was revised. As a result, the first time the new survey was administered was in the fall of 2013. In the fall of 2013, there were 133 candidates with a student teaching placement and in the spring of 2014, 266 candidates had a student teaching placement. The Exit Survey was submitted to each candidate about midway through their student teaching placement via Qualtrics (<http://www.qualtrics.com>). An email with a link to the survey was sent to candidates with a fall placement on November 5, 2013, with three email reminders. The survey closed on November 25, 2013. An email with a link to the survey was sent to candidates with a spring placement on April 1, 2014, with four email reminders. The survey closed on April 28, 2014. In addition, university supervisors were asked to remind their candidates to complete the survey and were sent an email reminder on the same day that the candidate was sent an email reminder. Thank you emails were sent to respondents after the close of the survey.

This report represents an aggregation of the data for the two administrations that occurred during the 2013-2014 academic year.

### Background Information

- In the fall of 2013, a total of 133 surveys were emailed to candidates with a student teaching placement. Surveys were received from 102 candidates (76.7%).
- In the spring of 2014, a total of 266 surveys were emailed to candidates with a student teaching placement. Surveys were received from 186 candidates (69.9%).
- In the academic year of 2013-2014, a total of 399 surveys were emailed to candidates with a student teaching placement. Surveys were received from 288 candidates (72.2%).
- All remaining data points will be based on the aggregate total of the 288 candidates who completed the Exit Survey during the 2013-2014 academic year.
- The majority of respondents were female. There were 227 females who completed the survey (78.8%) and there were 61 males who completed the survey (21.2%).

- The most common content areas for student teachers were Elementary Education (39.9%), Elementary/Special Education Dual Major (Mild Intervention) (12.2%), Physical Education (5.2%), Fine Arts: Music (5.2%), Exceptional Needs: Mild Intervention (4.9%), World Language (4.9%), and English/Language Arts (4.9%). If a candidate was assigned to student teach in multiple content areas, s/he was asked to identify all areas.

### Candidate Perceptions of Program & Candidate Confidence

- A total of 37.1% candidates indicated that they “strongly agree” with the statement, “Ball State University’s educator preparation program prepared me to be an effective teacher.” A total of 59.6% “agreed” with this statement. A total of 94.1% either “strongly agreed” or “agreed” with this statement. A total of 2.1% of the respondents “disagreed” with this statement while 1.1% of the respondents “strongly disagreed” with this statement.
- Candidates were asked to rate their abilities in 22 categories aligned to the INTASC Standards. Each respondent was asked to review 22 separate statements aligned to the INTASC Standards and indicate whether they “Strongly Agreed,” “Agreed,” “Disagreed,” or “Strongly Disagreed” with their abilities in regard each category. The five categories with the highest mean value included:
  - 1) I can build positive relationships with school colleagues (3.72)
  - 2) I can plan lessons that are aligned with Indiana content standards (3.69)
  - 3) I can plan lessons that are aligned with school corporation goals, state goals and student learning competencies (3.67)
  - 4) I display enthusiasm for my content area and actively engage students in the content that I teach (3.64)
  - 5) I can utilize methods of self-reflection for instructional preparation (3.62)
- The five categories with the lowest mean values included:
  - 1) I have the necessary skills to work with students who have linguistic differences (2.91)
  - 2) I have the necessary skills to work with students with exceptional needs (3.20)
  - 3) I have a strong understanding of student rights (3.30)
  - 4) I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students (3.36)
  - 5) I feel that I have the knowledge to utilize student assessment data to inform instruction (3.40)

- A total of 43.1% candidates indicated that they “strongly agree” with the statement, “Based on courses and other experiences (immersive experiences, study abroad, internships, conferences, etc.) completed in the subject area(s), I feel that I have a strong foundation of knowledge in my subject area(s).” A total of 50.2% “agreed” with this statement. A total of 93.3% either “strongly agreed” or “agreed” with this statement. A total of 1.4% of the respondents “disagreed” with this statement while 5.3% of the respondents “strongly disagreed” with this statement.
- Candidates were asked about their feelings regarding the value of field experiences in preparing them for their first day of student teaching. In the question, field experience specifically included observations and participations. A total of 26.1% felt that these experiences were “extremely valuable.” A total of 50.2% felt that these experiences were “valuable.” A total of 22.6% felt that these experiences were of “limited value.” A total of 1.1% felt that these experiences were of “no value.”
- Candidates were asked about their future plans. As of the time of the closing of the survey, a total of 6.8% had accepted a teaching position. A total of 87.9% were seeking a teaching position. A total of 1.8% had accepted a position outside of the teaching profession. A total of 3.6% were seeking a position outside of the teaching profession. It should be noted that 102 of these candidates would have answered this question on November 25, 2013, while the rest would have answered the question on April 28, 2014.

## Supervision

### University Supervisors

- A total of 45.4% of candidates indicated that they “strongly agreed” with the following statement, “The university supervisor provided the necessary support to help me succeed during student teaching.” A total of 42.1% “agreed” with this statement. A total of 87.5% either “strongly agreed” or “agreed” with this statement. A total of 10.0% of the respondents “disagreed” with this statement while 2.5% of the respondents “strongly disagreed” with this statement.
- A total of 50.7% of candidates indicated that they “strongly agreed” with the following statement, “Communication (including seminars, group meetings, conferences, visits, telephone calls, and emails) with my university supervisor during student teaching was supportive and enhanced my confidence as a classroom teacher.” A total of 35.7% “agreed” with this statement. A total of 86.4% either “strongly agreed” or “agreed”

with this statement. A total of 11.1% of the respondents “disagreed” with this statement while 2.5% of the respondents “strongly disagreed” with this statement.

- A total of 51.4% of candidates indicated that they “strongly agreed” with the following statement, “The feedback provided by my university supervisor was helpful to my development as a teacher (i.e., feedback was clearly stated with suggestions for improvement).” A total of 35.7% “agreed” with this statement. A total of 87.1% either “strongly agreed” or “agreed” with this statement. A total of 10.0% of the respondents “disagreed” with this statement while 2.9% of the respondents “strongly disagreed” with this statement.

### **Cooperating Teachers**

- Respondents were asked to identify the number of cooperating teachers they had during their experience. A total of 65.7% or 180 had one cooperating teacher. A total of 34.3% or 96 had two or more cooperating teachers. Individuals with two or more cooperating teachers are typically those who have dual major programs (i.e., Dual Major: Elementary Education/Special Education: Mild Intervention). The survey was designed in this manner so that respondents could be a little more specific about which cooperating teacher they were referring to when answering the question. Individuals who answered “two or more” were automatically directed to an unique section of the survey that would ask them to answer separate questions for “cooperating teacher #1,” “cooperating teacher #2,” and “cooperating teacher #3.”

### **One Cooperating Teacher**

- A total of 66.1% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 26.8% “agreed” with this statement. A total of 92.9% either “strongly agreed” or “agreed” with this statement. A total of 4.4% of the respondents “disagreed” with this statement while 2.7% of the respondents “strongly disagreed” with this statement.

### **Two or More Cooperating Teachers**

- **Cooperating Teacher #1:** A total of 64.6% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 29.2% “agreed” with this statement. A total of 93.8% either “strongly agreed” or “agreed” with this statement. A total of 5.2% of the respondents “disagreed” with this statement while 1.0% of the respondents “strongly disagreed” with this statement.

- **Cooperating Teacher #2:** A total of 54.8% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 36.6% “agreed” with this statement. A total of 91.4% either “strongly agreed” or “agreed” with this statement. A total of 4.3% of the respondents “disagreed” with this statement while 4.3% of the respondents “strongly disagreed” with this statement.
- **Cooperating Teacher #3:** A total of 33.3% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 55.6% “agreed” with this statement. A total of 88.9% either “strongly agreed” or “agreed” with this statement. A total of 0.0% of the respondents “disagreed” with this statement while 11.1% of the respondents “strongly disagreed” with this statement.

## Program Components

### Co-Teaching

- Candidates were asked to identify whether they had attended a co-teaching workshop prior to student teaching. A total of 52.9% or 148 identified that they had attended a co-teaching workshop. A total of 47.1% or 132 had not attended a co-teaching workshop. Individuals who selected “no” were automatically skipped to the next section of questions (about their university supervisor).
- A total of 15.5% of candidates indicated that they “strongly agreed” with the following statement, “The co-teaching workshop I attended prior to student teaching provided excellent training for the co-teaching experience with my cooperating teacher during student teaching.” A total of 54.7% “agreed” with this statement. A total of 70.3% either “strongly agreed” or “agreed” with this statement. A total of 25.7% of the respondents “disagreed” with this statement while 4.1% of the respondents “strongly disagreed” with this statement.
- A total of 28.4% of candidates indicated that they “strongly agreed” with the following statement, “Having a co-teaching experience has prepared me to be a better teacher.” A total of 48.0% “agreed” with this statement. A total of 76.4% either “strongly agreed” or “agreed” with this statement. A total of 20.9% of the respondents “disagreed” with this statement while 2.7% of the respondents “strongly disagreed” with this statement.

### Learning Assessment Model Project (LAMP)

- A total of 5.7% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of the LAMP Project prior to student teaching.”

A total of 22.5% “agreed” with this statement. A total of 28.2% either “strongly agreed” or “agreed” with this statement. A total of 38.9% of the respondents “disagreed” with this statement while 32.9% of the respondents “strongly disagreed” with this statement.

- A total of 14.3% of candidates indicated that they “strongly agreed” with the following statement, “The LAMP Project helped me demonstrate my teaching abilities.” A total of 59.3% “agreed” with this statement. A total of 73.6% either “strongly agreed” or “agreed” with this statement. A total of 23.6% of the respondents “disagreed” with this statement and 2.9% of the respondents “strongly disagreed” with this statement.

## **Ball State University Services**

### **Academic Advising**

- Candidates were asked to identify whether they had consulted with an academic advisor prior to enrollment in each semester. A total of 73.4% or 207 identified that they had. A total of 26.6% or 75 had not consulted with an advisor. Individuals who selected “no” were automatically skipped to the next section of questions (about the Office of Teacher Education Services).
- A total of 47.8% of candidates indicated that they “strongly agreed” with the following statement, “My academic advisor provided the necessary support for me to complete my program within four years.” A total of 34.3% “agreed” with this statement. A total of 82.1% either “strongly agreed” or “agreed” with this statement. A total of 12.1% of the respondents “disagreed” with this statement while 5.8% of the respondents “strongly disagreed” with this statement.

### **Office of Teacher Education Services (OTES)**

- A total of 13.1% of candidates indicated that they “strongly agreed” with the following statement, “Office of Teacher Education Services (OTES) staff helped guide me through the process regarding student teaching procedures by offering fair and correct information.” A total of 64.5% “agreed” with this statement. A total of 77.7% either “strongly agreed” or “agreed” with this statement. A total of 18.1% of the respondents “disagreed” with this statement while 4.3% of the respondents “strongly disagreed” with this statement.
- A total of 9.9% of candidates indicated that they “strongly agreed” with the following statement, “Office of Teacher Education Services (OTES) staff helped guide me through the process regarding licensing policies and rules by offering fair and correct information.” A total of 58.2% “agreed” with this statement. A total of 68.1% either “strongly agreed” or “agreed” with this statement. A total of 27.3% of the respondents

“disagreed” with this statement while 4.6% of the respondents “strongly disagreed” with this statement.

## Section II: Introduction

### Summary of Survey Methodology and Distribution

Prior to the 2010-2011, Ball State University had conducted an Exit Survey each semester. However, Ball State University had not administered an Exit Survey since the 2010-2011 academic year. In discussions with faculty during the fall of 2012, it was determined that the survey needed significant revision. In the summer of 2013, the survey was revised. Several other Indiana institutions were contacted to see if they would be willing to share their Exit Survey model. After receipt of these, a first draft of the exit survey was designed. Faculty, university supervisors, and others were asked to provide feedback on the survey. After revisions, the survey was shared with all professional education faculty and with the members of the Professional Education Committee (PEC). A final draft of the survey was completed and the survey was administered for the first time in the fall of 2013. It was determined that the survey would be administered in both semesters of the academic year with combined data from both semesters in one annual report. To ensure the ability to separate data for candidates from the fall and spring, a question was added to the survey asking the candidate to identify the semester in which they completed their student teaching. At the beginning of each semester, the Office of Teacher Education Services (OTES) provided a list of all candidates in a student teaching placement, including the candidate's email address. Using Qualtrics (<http://www.qualtrics.com>), the survey was distributed to all candidates identified by OTES. In the email that included the link, candidates were instructed:

- 1) That the survey would take approximately 20-25 minutes to complete;
- 2) That candidates were to respond to each item with complete candor;
- 3) That survey results would be completely confidential with only group data reported; and,
- 4) That the purpose of the survey would be to gather data for programmatic improvement.

University supervisors were sent a similar email. All emails were sent from Shawn Sriver, Accreditation and Assessment Coordinator, and Jon Dee, Director of Teacher Education Services.

### Fall of 2013

Prior to November 7, 2013, Jon Dee, the Director of OTES briefed university supervisors on the fact that their student teachers would be receiving an email with a link to the Exit Survey. An email with a link to the survey was sent to all candidates. Candidates were instructed that the survey would be open through November 25, 2013. Candidates were sent three email

reminders (November 12, November 17, and November 21). University supervisors were sent a parallel email asking them to remind their student teachers to complete the survey. On November 26, 2013, survey respondents were sent a thank you email.

### **Spring 2014**

Prior to March 25, 2014, Jon Dee, the Director of OTES briefed university supervisors on the fact that their student teachers would be receiving an email with a link to the Exit Survey. An email with a link to the survey was sent to all candidates. Candidates were instructed that the survey would be open through April 28, 2014. Candidates were sent four email reminders (March 31, April 8, April 17, and April 24). University supervisors were sent a parallel email asking them to remind their student teachers to complete the survey. On April 30, 2014, survey respondents were sent a thank you email.

### **Response Rate**

In the fall of 2013, a total of 133 surveys were emailed to candidates with a student teaching placement. Surveys were received from 102 candidates (76.7%). In the spring of 2014, a total of 266 surveys were emailed to candidates with a student teaching placement. Surveys were received from 186 candidates (69.9%). For the entire academic year of 2013-2014, a total of 399 surveys were emailed to candidates with a student teaching placement. Surveys were received from 288 candidates (72.2%).

### **Report Organization**

All data tables in this report include aggregate data for both fall and spring semesters. The only exception is in the demographic section, which includes aggregate data for the academic year and data disaggregated by semester. The sections, data tables, and comment section tables are *not* presented in this report in the same order that they were in the actual survey. In the comment tables, the responses are presented as they were written by the candidate, including words in all caps. The only exception is that obvious typos were corrected; however, if in doubt about what was really intended, the typo was left in the comment.

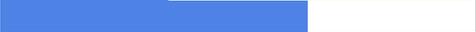
## Section III: Demographics

### Part III.A: Semester

Candidates were asked to identify their gender, the semester in which they completed their student teaching, and the content area(s) that they were completing. For this section, tables have been added that display data for the entire academic year and tables have been added to show the data disaggregated by each semester. When asked to identify their content area(s), students were asked to check all areas that applied. This data is found in **Figure 1.1**.

**Figure 1.1: Survey Respondents, by Semester**

**In which semester did you complete your student teaching?**

#	Semester		Response	%
1	Fall		102	35.4%
2	Spring		186	64.6%
	Total		288	100.0%

### Part III.B: Gender

The majority of respondents were female. There were 227 females who completed the survey (78.8%) and there were 61 males who completed the survey (21.2%). In this instance, aggregate data is provided for the academic year. This data is found in **Figure 1.2**. Data is also disaggregated by the fall and spring semesters. Fall data is found in **Figure 1.3** while spring data is included in **Figure 1.4**.

In the fall of 2013, there were 101 females and 30 males who completed student teaching. As a result, in the fall 21 of 30 males completed the survey (70% of males) while 81 of 101 females completed the survey (79.2% of females). In the spring of 2014, there were 207 females and 56 males who completed student teaching. As a result, in the spring 40 of 56 males completed the survey (71.4% of males) while 146 of 207 females completed the survey (70.5% of females). For the academic year, there were 308 females and 86 males who completed student teaching. As a result, in the academic year 61 of 86 males completed the survey (70.9% of males) while 207 of 308 females completed the survey (67.2% of females). *(Note: In rGrade™, five (5) individuals did not disclose their gender.)*

**Figure 1.2: Survey Respondents, by Gender (Both Semesters)**

**What is your gender?**

#	Gender		Response	%
1	Male		61	21.2%
2	Female		227	78.8%
	Total		288	100.0%

Figure 1.3: Survey Respondents, by Gender (Fall 2013)

What is your gender?

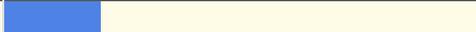
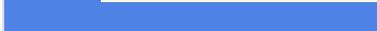
#	Gender		Response	%
1	Male		21	20.6%
2	Female		81	79.4%
	Total		102	100.0%

Figure 1.4: Survey Respondents, by Gender (Spring 2014)

What is your gender?

#	Gender		Response	%
1	Male		40	21.5%
2	Female		146	78.5%
	Total		186	100.0%

Part III.C: Content Area(s)

The most common content areas for student teachers were Elementary Education (39.9%), Elementary/Special Education Dual Major (Mild Intervention) (12.2%), Physical Education (5.2%), Fine Arts: Music (5.2%), Exceptional Needs: Mild Intervention (4.9%), World Language (4.9%), and English/Language Arts (4.9%). If a candidate was assigned to student teach in multiple content areas, s/he was asked to identify all areas.

Candidates who marked “Other” included the following responses:

- K-12 Art Education
- Speech and Hearing
- Middle School Mathematics Education
- Music Education
- Architecture
- Secondary English Education
- Special Education

When possible, data for the candidates who marked “Other” that fit into one of the primary content categories will be merged with the other respondents for that content area when presenting the data disaggregated by program area.

In this instance, aggregate data is provided for the academic year. This data is found in **Figure 1.5**. Data is also disaggregated by the fall and spring semesters. Fall data is found in **Figure 1.6** while spring data is included in **Figure 1.7**.

**Figure 1.5: Content Area(s)—Academic Year**

**Please indicate your major field of study for your undergraduate degree (please check all that apply).**

#	Content Area(s)	Response	%
1	Business	0	0.0%
2	Early Childhood (P-3)	6	2.1%
3	Elementary/Special Education Dual Major (Mild Intervention)	35	12.2%
4	Early Childhood/Early Childhood Special Education Dual Major	4	1.4%
5	English/Language Arts	14	4.9%
6	Exceptional Needs: Mild Intervention	12	4.2%
7	Exceptional Needs: Intense Intervention	9	3.1%
8	Exceptional Needs: Deaf and Hard of Hearing	8	2.8%
9	Exceptional Needs: Early Childhood Special Education	2	0.7%
10	Family and Consumer Sciences	6	2.1%
11	Fine Arts: Music	15	5.2%
12	Fine Arts: Theatre Arts	4	1.4%
13	Fine Arts: Visual Arts	4	1.4%
14	Health Education	7	2.4%
15	Journalism	3	1.0%
16	Mathematics	13	4.5%
17	Physical Education	15	5.2%
18	Science: Chemistry	3	1.0%
19	Science: Earth Space Science	1	0.3%
20	Science: Life Science	2	0.7%
21	Science: Physical Science	0	0.0%
22	Science: Physics	1	0.3%
23	Social Studies: Economics	1	0.3%
24	Social Studies: Geography	5	1.7%
25	Social Studies: Historical Perspectives	10	3.5%
26	Social Studies: Government	11	3.8%
27	Social Studies: Psychology	3	1.0%
28	Social Studies: Sociology	4	1.4%
29	Technology Education	3	1.0%
30	World Language (Please list the language in space provided)	14	4.9%
31	Other (Please specify in space provided)	8	2.8%
32	Elementary Education	115	39.9%

**Figure 1.6: Survey Respondents, by Content Area(s) (Fall 2013)**

**Please indicate your major field of study for your undergraduate degree (please check all that apply).**

#	Content Area(s)	Response	%
1	Business	0	0.0%
2	Early Childhood (P-3)	5	4.9%
3	Elementary/Special Education Dual Major (Mild Intervention)	13	12.7%
4	Early Childhood/Early Childhood Special Education Dual Major	1	1.0%
5	English/Language Arts	5	4.9%

6	Exceptional Needs: Mild Intervention	7	6.9%
7	Exceptional Needs: Intense Intervention	4	3.9%
8	Exceptional Needs: Deaf and Hard of Hearing	4	3.9%
9	Exceptional Needs: Early Childhood Special Education	2	2.0%
10	Family and Consumer Sciences	1	1.0%
11	Fine Arts: Music	5	4.9%
12	Fine Arts: Theatre Arts	1	1.0%
13	Fine Arts: Visual Arts	1	1.0%
14	Health Education	1	1.0%
15	Journalism	0	0.0%
16	Mathematics	2	2.0%
17	Physical Education	5	4.9%
18	Science: Chemistry	2	2.0%
19	Science: Earth Space Science	0	0.0%
20	Science: Life Science	0	0.0%
21	Science: Physical Science	0	0.0%
22	Science: Physics	0	0.0%
23	Social Studies: Economics	1	1.0%
24	Social Studies: Geography	2	2.0%
25	Social Studies: Historical Perspectives	4	3.9%
26	Social Studies: Government	6	5.9%
27	Social Studies: Psychology	3	2.9%
28	Social Studies: Sociology	2	2.0%
29	Technology Education	3	2.9%
30	World Language (Please list the language in space provided)	7	6.9%
31	Other (Please specify in space provided)	4	3.9%
32	Elementary Education	36	35.3%

**Figure 1.7: Survey Respondents, by Content Area(s) (Spring 2014)**

**Please indicate your major field of study for your undergraduate degree (please check all that apply).**

#	Content Area(s)	Response	%
1	Business	0	0.0%
2	Early Childhood (P-3)	1	0.5%
3	Elementary/Special Education Dual Major (Mild Intervention)	22	11.8%
4	Early Childhood/Early Childhood Special Education Dual Major	3	1.6%
5	English/Language Arts	9	4.8%
6	Exceptional Needs: Mild Intervention	5	2.7%
7	Exceptional Needs: Intense Intervention	5	2.7%
8	Exceptional Needs: Deaf and Hard of Hearing	4	2.2%
9	Exceptional Needs: Early Childhood Special Education	0	0.0%
10	Family and Consumer Sciences	5	2.7%
11	Fine Arts: Music	10	5.4%
12	Fine Arts: Theatre Arts	3	1.6%
13	Fine Arts: Visual Arts	3	1.6%
14	Health Education	6	3.2%
15	Journalism	3	1.6%
16	Mathematics	11	5.9%
17	Physical Education	10	5.4%
18	Science: Chemistry	1	0.5%
19	Science: Earth Space Science	1	0.5%
20	Science: Life Science	2	1.1%

21	Science: Physical Science	0	0.0%
22	Science: Physics	1	0.5%
23	Social Studies: Economics	0	0.0%
24	Social Studies: Geography	3	1.6%
25	Social Studies: Historical Perspectives	6	3.2%
26	Social Studies: Government	5	2.7%
27	Social Studies: Psychology	0	0.0%
28	Social Studies: Sociology	2	1.1%
29	Technology Education	0	0.0%
30	World Language (Please list the language in space provided)	7	3.8%
31	Other (Please specify in space provided)	4	2.2%
32	Elementary Education	79	42.5%

## Section IV: Candidate Perceptions of Program & Candidate Confidence

### Part IV.A: Candidate Perception of Quality of Program

A total of 37.1% candidates indicated that they “strongly agree” with the statement, “Ball State University’s educator preparation program prepared me to be an effective teacher.” A total of 59.6% “agreed” with this statement. A total of 94.1% either “strongly agreed” or “agreed” with this statement. A total of 2.1% of the respondents “disagreed” with this statement while 1.1% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 2.1**.

**Figure 2.1: Candidates’ View of Preparation Program**

**Ball State University’s educator preparation program prepared me to be an effective teacher.**

#	Answer	Response	%
4	Strongly Agree	104	37.1%
3	Agree	167	59.6%
2	Disagree	6	2.1%
1	Strongly Disagree	3	1.1%
	Total	280	100.0%

Candidates were asked to provide comments about what they felt was the best part of their preparation program at Ball State University. In **Comment Table 2.1**, the comments made by respondents are listed. Candidates were also asked what to add specific suggestion(s) that would have improved the overall educator preparation program at Ball State University. In **Comment Table 2.2**, the comments made by respondents are listed. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

**Comment Table 2.1: Best Part of Educator Preparation Program**

Overall, what was the best part of your educator preparation program at Ball State University?
Courses [REDACTED] with [REDACTED] and Course [REDACTED] with [REDACTED]-these experiences and educators were hands on and gave corrective instruction to better myself.
I have enjoyed the variety of methods classes. Each of the professors were extremely knowledgeable and helpful and were always willing to meet with me.
The best part was the student teaching experience. I wasn't concerned about writing the perfect plan or having multiple, long assignments. I was more concerned with helping my students succeed and reach their goals.
My methods classes were great. My [REDACTED] class with [REDACTED] provided me with invaluable strategies for teaching writing and also provided several meaningful and realistic field experiences that really made a difference in my teaching confidence.
The experiences, I feel I have had the chance to be in many different classrooms, giving me the experiences that I need.
Working in the school and collaborating with fellow students in practicum and [REDACTED] classes.
I would say my professors helping me and giving me insight throughout my career at BSU.

The content knowledge was the best part of my educator preparation program  
 Having opportunities to meet and observe and teach under some great music educators  
 The hands on learning and working with students.  
 [REDACTED] taught me everything I know.  
 The experiences I was allowed outside of the Ball State classroom.  
 I feel as though the times I was able to be in a classroom were incredibly beneficial for me.  
 Building relationships with some of my teachers, they can be your biggest supporters.  
 The [REDACTED] instructors  
 practicums and the teachers that were a part of these classes.  
 My immersive learning program at the [REDACTED] and Student Teaching have been the two most enlightening opportunities that really helped me figure out if I really wanted to be a teacher!  
 Methods class and student teaching. I learned more with the real application of my content area than any other experiences.  
 [REDACTED] practicum  
 The continual in the classroom experience I was provided before even beginning student teaching. Exposure to the field prior to the 4th and final year of the program.  
 None  
 The background knowledge that I gained as a student at Ball State University, allowed me the tools necessary while out in the field.  
 Student teaching  
 The variety of classes, specifically [REDACTED] and [REDACTED]  
 practicums  
 [REDACTED] and my cooperating teacher. While I learned a lot from all of my other professors and in all of my classes, I have learned the most from these two. Not only did I learn oodles from [REDACTED] classroom management class, but having her as my student teaching advisor has been incredible. My cooperating teacher has been incredible and I would recommend him to any student teacher. These two educators have by far been the best part of my education preparation program here at Ball State.  
 Being able to be in the schools and to work with the teachers that I still keep in contact with, and a few of my professors that I enjoyed being in their classes.  
 Practicum experiences  
 Anytime I was in a classroom with students.  
 Building a relationship with my supervising teacher, students, and other school team members  
 great professors that teach you how to be an effective teacher.  
 Student teaching  
 Being able to be in the classroom many times before student teaching. I felt so much more prepared and knew this was what I wanted to do.  
 [REDACTED] [REDACTED] with [REDACTED] - best class and best professor I ever had. The lessons I learned in that class will stay with me forever.  
 concentration areas  
 My Urban Semester and Student Teaching were the highlights of my BSU career. The classroom experience gave me more preparation than any class that I took on campus. I needed to be in a real classroom with students who I had time to get to know in order to learn and succeed.  
 I liked the methods classes for the content. They prepared me most.  
 Learning and attending all of my [REDACTED] general classes. I learned a lot from them.  
 The professionalism that the [REDACTED] program expects.  
 My academic advisor.  
 Taking [REDACTED] and [REDACTED]. I had [REDACTED] and [REDACTED] who were two of the best professors I had in my college career.  
 Student teaching. Like I mentioned before, nothing prepares a pre-service teacher more for education than simply having to do it. Planning, teaching, parental feedback, lesson plans that are too long (or not long enough, everything hits you at one point or another in the student teaching experience. And that's a great thing, since you need to be able to respond to those dilemmas as a full-time teacher, and having a CT that can help you in those situations is invaluable.

The field experiences provided and the placement for my student teaching. I could not have been placed in a better school with better teachers to work with.

Forming relationships with other education majors in my minor (■■■■), forming relationships with professors in my minor, the supportive attitudes of most of my professors, the supportive actions of my cooperating teacher, the experience of my supervising teacher, working in a PDS school with two other student teachers. Professors who care and made an effort to really support me so I can help support my students.

■■■■ would be hardest teacher yet he had one of the classes where I learned the most.

I loved working with the students. I believe I had a great advisor as well as great classes.

Getting so much experience through practicum courses.

Being able to work with students.

■■■■ courses and studying abroad

Immersion

■■■■ and ■■■■

My professors in my methods courses were phenomenal. They definitely helped prepare me for the teaching aspect! They were absolutely amazing and always extremely helpful.

The best part was student teaching so I could come to realize what kind of teacher I wanted to be and not what Ball State teachers wanted me to be.

getting into classroom at an early age

The best part dealt with reading professional documents to become better prepared within my content area when I was ready to start teaching.

The Saturday ■■■■ Classes were an excellent way to help prepare me for student teaching. I definitely recommend continuing those.

Definitely any time I had to work with the children. It is so different when you're actually in the classroom and I got to form some wonderful bonds with wonderful teachers and children.

All the knowledge, experiences and interactions

I think the variety of classes required, was a beneficial factor. We learn a lot about many different topics and issues involved with education. I feel many of the teachers at Ball State do an amazing job at teaching, and are willing to provide the extra help if needed.

The ■■■■ education faculty were really fantastic. They had high standards for themselves and for the students, and I definitely feel they provided me with the resources to be successful in the classroom.

The contacts you make that continue to help in the future

Student Teaching

SO much time spent in the classrooms!

■■■■'s experience and instruction was the best part.

The time spent in the classroom, the motivated and passionate professors and doctors that extended me love and excitement for teaching.

The experiences I received during student teaching with SMEKENS, Acuity, Study Island, My Big Campus, etc. These are all things that were not taught in my coursework, but I need to know them when I get a teaching job. It would be a lot to take in as a first year teacher, so I'm glad I had the opportunity to work with these aspects during student teaching.

All of the TEACHING experience. actually TEACHING rather than learning about teaching

Student teaching.

Being able to be in the classrooms as much as we were. It really showed me that this is what I want to do, from freshman year.

Working with the Teacher College Staff-every single instructor I had taught with a passion and I can honestly say that I learned something from each professor.

Being given the opportunity to work with children on many different occasions.

learning to work with all ages and all disabilities

■■■■ classes

practicum experiences

Student Teaching

I had some very helpful practicum experiences. I also felt that my first eight week student teaching placement was exactly what I needed for my confidence going into special education. My supervising teacher for my first eight week placement was so helpful and served as a mentor for me during my time at that school.

Overall, the best part was being able to actually teach different lessons with different age levels to see what worked and what didn't work.

Student Teaching

Professors that truly cared.

Going into the classrooms at the [REDACTED] and the schools in [REDACTED] prior to student teaching.

All of the courses

Practicum and student teaching. I really love my [REDACTED] and [REDACTED] class. [REDACTED] was fantastic and I really feel like that class and student teaching was the best. Those should have been at the beginning. The science education preparation was a joke. It was completely unhelpful. We learned ONE model of a lesson plan that isn't even used anymore. The science education program needs to be revamped. All the Burris activities were really a waste of time and did little to prepare me to actually teach science.

It gave me the ability to gain knowledge about how to be an effective teacher.

[REDACTED]. She is excellent at preparing [REDACTED] teachers.

I loved the program

Practicum class

Some of my content area classes. SDB's classes [REDACTED] and [REDACTED]

My academic advisor and content area methods classes.

Classroom experiences from the very beginning, great professors in the education departments

Learning how to help students of different abilities and how to work with families

My student teaching experience.

EDEL-O with [REDACTED]. EDEL [REDACTED] with the woman [REDACTED]. EDEL [REDACTED] with [REDACTED].

The best part was the connections that I made during content courses, observations, practicum, and finally student teaching.

All of my experiences and be able to be in so many diverse placements over my four years.

The relationships I developed along the way

All of my education classes in the School of [REDACTED]. I felt like I did not gain much from the classes in the Teacher's College

I loved having my advisor and same teacher for many courses throughout my program. [REDACTED].

I had a lot of great teachers.

Studying abroad and, overall, being able to put what I learned on campus into action. All of my professors and advisors have been so helpful in getting me to where I am.

The great professors that are there for you! Best professors on campus

The courses that challenged me and I felt like I walked away a better, more educated person greatly helped prepare me to be an educator. For example [REDACTED] [REDACTED] with [REDACTED] had a great impact on me as a future teacher.

[REDACTED] [REDACTED] with [REDACTED], who is tough but will make you a better teacher. Those classes that move you and shape you are so valuable.

### Comment Table 2.2: Suggestions for Improvement of Educator Preparation Program

**If you have additional specific suggestion(s) that would have improved your overall preparation program at Ball State University, please list them in the space provided.**

I think it would be beneficial to follow corrective reading instructors at different schools as part of the practicum for [REDACTED] [REDACTED] because we would be receiving more technical instruction and teacher modeling at the highest and most qualified level.

n/a

Offer more practicum special education courses for dual majors during first two years at BSU.

The only thing I would suggest is getting students Praxis information early.

Get the students in the classroom ASAP. Everything we are learning, especially with assessment and differentiation, makes MUCH more sense when working with real students and real data.

no

I needed more experience teaching more lessons in a concentrated amount of time

Make the classes such as [REDACTED] and [REDACTED] more applicable and useful for future teachers

I'm not sure

There are many things I feel I didn't learn, such as classroom management. I bought 3 resource books to read before I become a first year teacher, so I can fill those gaps.

None.

One clear program with courses listed, not changing. Four people say four different things, very confusing as a student.

none

n/a

Most of the student teaching guidelines and requirements are based on general education not special education. Many things that I was supposed to do, did not apply to my setting. Also, I think that elementary/special ed dual majors need more special education background. They only have a few classes and one practicum right before they take student teaching, and many do not know what is needed in special education.

I think the online portfolio is a complete waste of time. It won't help me get a job. No principal looks at online portfolios because it takes too long.

more experience in the classroom

None, my professors and others were the best!

More practicality, less theory

n/a

More knowledge about administration and how the school operates.

Less psychology classes and more field experiences allowing us to demonstrate our skills.

I know this is specific, but improvement need to be made to the [REDACTED] [REDACTED] and [REDACTED] level courses. I don't know if it was just the professors or the curriculum of the course, but being in those classes did nothing to prepare for my student teaching experience.

Need more experiences or lessons on parent teacher conferences, case conferences, IEP writing, observations for qualification into the [REDACTED] program, etc. Basically, need more experiences with the practical things teachers will face on a daily basis.

Ball State needs to create a curriculum students can realistically complete in four years. The majority of my colleagues in the education program also had to take 18 credit hours along with summer classes nearly every semester. Despite my best efforts, I am still graduating a semester late and will be punished with credit hour charges for not graduating in under four years. I have only taken one class not required by my major or minor but still exceeded the credit hour requirement because the Teacher's College and University add required courses each semester. I feel as prepared as any new teacher could feel and my degree from Ball State helped get me here, but due to administration flaws, I would not suggest Ball State to anyone. Create a reasonable curriculum or remove the four year incentive plan!

Better notification of what is coming and advising students exactly what is expected. Every time I went to a different person/advisor to figure out what was expected I got a different answer.

Again, I believe more experience would have helped along the way.

Provide information on what the LAMP entails.

Allow students to switch majors with certain consequences happening to them.

More specific instructions on rapid weaver and how to upload student teaching things into it

A different university supervisor during student teaching and better placements in my Practicum.

classes to help prepare education students for praxis 2

I feel there should be more preparation for students to get ready for the LAMP. I had never seen one or heard much detail about it until I was already student teaching. In a class prior to student teaching, students should be exposed to the LAMP and ask questions about it, in order to prepare.

I experienced several really excellent TC professors, but I also had some that were less than stellar. I would like to see an aggressive push towards recruiting and retaining more world-class faculty.

n/a

I have no idea what that is

As stated before, more classroom preparation would be better.

I would like to see classes that incorporate the items just listed such as Acuity, ISTEP, Study Island, My Big Campus, Smekens, etc. Obviously these programs are not used at every school, but it would be very helpful to be introduced to them.

Having a more realistic classroom before entering into student teaching.

n/a

The lesson plan template that is introduced and almost three pages long is ridiculous...I realize it is intended to show that pre-service teachers are competent with the idea of lesson planning but it is just ridiculous to require them to write a three-page lesson plan for one lesson in one subject...I would love to see a teacher who would be willing to create that template for every subject and every lesson of everyday, it just wouldn't happen

I didn't feel that OTES ever listened to me as a student.

I did not have good communication with my advisor. I felt like she did not provide the guidance that I needed.

Met and asked for her to meet with me and plan my last two years, seemed reluctant to do so. The advisors need to assure students are on track and keep students notified, especially if the student is asking for help.

1. Do you realize how obnoxious it is to try to type effective feedback one line at a time? Please reformat this so I can see the paragraph I am typing. 2. [REDACTED] education was a joke. It didn't help. I learned far more in my [REDACTED] class. [REDACTED] with [REDACTED] was horrible, it actually negated every good experience in [REDACTED] I had previously. 2. Please allow science education to be its own department, a lot of T.C. decisions clearly reflect that [REDACTED] is its special baby and all the [REDACTED] people are a last minute thought. 3. Here's everything I don't know that I feel I should have learned in educator preparation: 1. How do I plan a school year of material? Does my school tell me what to teach? How do I know when to teach a certain topic? 2. What do I say at parent-teacher conferences? 3. Effective classroom management. What does that even mean? I really just want to know how I don't lose control of my class. 4. School politics. 5. What do I look for in a school employer? 6. How do I write lesson plans in a format other than 5-E? How do I find other formats that make sense? 7. What protections do I have as a teacher? Unions? Are they good or bad? I hear stories of teachers getting fired for crazy things, does that really happen? 8. How can I reach all my students? 9. How do I teach classes of 30 students with no budget? 10. Where do I look to know what I need to cover in a year? 11. Do I need anything special to teach AP classes? 12. What is RISE? 13. Do I get evaluated by schools? 14. Where do I even look for jobs? 15. What exactly does my license cover? 16. I'm not supposed to give rides to students, but what if it's dark and they start walking home when it's cold? 17. Do I need to pre and post-test every unit? Every year? 18. How do I become an effective new teacher when I can't even figure out how to work the copier? 19. How do I handle supporting students if society is against them? 20. Is RISE really going away?

None.

I do not like having to take the Praxis. College classes do not prepare you for this test.

You should group student teachers together with advisors, even if they are from different content areas. Feeling alone in a school, while other student teachers knew each other and met regularly was not the experience I was hoping for. Being in a professional development school I thought I would be given help in finding conferences and professional development meetings to attend. This was not the case and when I did find out that other student teachers in the school were receiving this assistance I felt very unsupported!

More opportunities to get in the classroom prior to student teaching. Find a different mechanism of assessment (LAMP) for student teaching, or have multiple options that we can choose from (LAMP included) for an assessment.

More experience in an urban or diverse setting, more experiences with special needs or ESL students

Spend more time in an actual classroom applying what has been learned in the textbook.

Get rid of the website situation. It is pointless and too time-consuming for its lack of use once we graduate. I also recommend explaining everything due in student teaching in more detail at relevant times within the semester you student teach. Also, try to actually prepare the students for the pedagogy test that just happened to be added and required the last semester of my senior year. Those students need to know what they're getting into.

The professors in the Teachers' College need to actually utilize the teaching strategies they try to teach us in class instead of just lecturing at us all the time.

Less tests that you have to pass. It is very time consuming and a lot of money to spend on these tests.  
None at this time.

I feel a little jaded towards my educational experience in teachers college at Ball State because it was at a time of uncertainty. Beyond Ball states control was the changing education system and uncertainty with testing requirements. Within Ball States control was the construction on teachers college. Trying to pay attention in class while there was construction noise was horrible. Sitting in classes with insulation hanging down while we breathed in who knows what kind of toxins is unacceptable. I believe ball state owes a few semesters of teachers college students an apology.

My number one concern with my program is the academic advisor. [REDACTED] was by far the most frustrating part of my college experience. I feel that I could have been more prepared if [REDACTED] would not have taught our methods courses. I just want to ask that you please help [REDACTED] improve the program. It has the potential to be so valuable, and I hope that it can improve over time.

N/A

Better communication between the [REDACTED] Department and the Teachers College.

Always push for more practical/authentic assessment!

Allow students to move to schools beyond Burriss. Any of the time I spent at Burriss did not prepare me for student teaching. The students are too advanced at that school when compared to the surrounding schools in the county.

The Pearson Pedagogy surprise was ridiculous. The LAMP is useless. Stick with what works streamline the process so redundancies don't become so mind numbing.

I have loved every class that I have been a part of for teaching. I do feel like I was prepared, but student teaching hasn't encouraged me very much because I have only been observed 3 times by my BSU supervisor and feel like I should be getting more specific feedback from my supervisor instead of only my classroom teacher.

make requirements more clear and in plenty time notice

Stop changing the requirements to graduate. So many rules, tests, and classes were changed while I was getting my degree and it are things so difficult.

Teach us how to be teachers. [REDACTED] and [REDACTED] are great classes, but that time should be spent teaching us how to manage a classroom or deal with exceptionalities. Each of those was ONE DAY in Practicum class.

Not at this time

Please get rid of [REDACTED] [REDACTED]. This class in no way helped me to anticipate or deal with the realities of our nation's educational system. I would also say that more practical information should be presented during the methods classes. For example, in [REDACTED] [REDACTED], I learned little more than the 5E lesson plan model, the nature of [REDACTED] as put forth by the [REDACTED], and inquiry. I feel that we should have spent more time learning how to find or develop engaging educational experiences, develop assessments, and incorporate technology into our classes.

more time in the classroom to develop relationships with students

I would like them to do away with the portfolio. I have been told by countless principals, teachers, and even Ball State professors that future employers will never look at it. I feel like it is a waste of A LOT of time and we could show that we have learned the content in a different way.

I didn't have one because of the weather

I felt like it was always a struggle to arrange a time to meet with my academic advisor. She was wonderful I just didn't get to utilize her services.

[REDACTED] should not be a university supervisor.

More immersive experiences

As an [REDACTED] major, I enjoyed the literature classes I had to take, but my student teaching would have been better if I knew more about the classroom and the experience ahead of me. I didn't know anything about how a school ran or what standards I would have to meet. I think it would be beneficial for student teachers to have a classroom management class or standards class.

I think that [REDACTED] department overall could use some new teachers that actually care about the students. I also think that the supervisors for student teachers need to be sought out more carefully. I.E. don't put a high school [REDACTED] teacher in charge of [REDACTED] education.

None.

I know you have been told this time and time again, but get started earlier. My freshman and sophomore years I did not feel like an educator.

Practice interview experience, practice parent/teacher conferences, more situational practice (aka what would you do if a parent does this...)

Look closely at professor and course evaluations and make changes according to those. Many classes did not help me at all ( [REDACTED] ) and many professors did not help me prepare to be a teacher.

none

Once the new curriculum gets set in place I think there will be less confusion and problems.

I felt that some of my professors were not fully prepared to work with college students within this major area. I would suggest checking out the individual professor's feedback forms that are filled out at the end of the semester. Some professors were not helpful in preparing me for this point in my college career.

More time in the classroom. More WHOLE group instruction. More teaching of the lesson and working with classroom management.

N/A

#### EMPLOYMENT READINESS

Less busy work during student teaching. Too many repetitive reflections and graphs for LAMP unit

More hands-on experience. I feel that the reason I am so confident in my abilities to teach students who have disabilities is because of the extra curriculars I involved myself in. I was [REDACTED] for [REDACTED] where we did things like provided child care for children who have autism and their siblings so that their parents could go to a support group. Additionally, I did Prism Project which is a program for Muncie-area kids to learn theatre, music, dance, and social skills and work towards putting on a show. I think that Prism Project and the Special Education Department could benefit from each other by teaming up in some sort of immersive learning experience.

The math department was one of the more negative aspects of my training. The professors were not helpful. I also wish they would be more mindful of what cooperating teacher they pair us with. I understand how hard it is to find placements, but I just feel mine wasn't as positive as I hoped.

More teaching opportunities earlier in my college career.

When implementing new testing requirements in the future, I suggest taking into account when the test began to be offered in comparison to when other education students are graduating. The pedagogy test was not offered until February, yet we were expected to take and pass it before graduating in May (while student teaching). Overall, this seemed unrealistic and unfair to me.

I wish there was someone that I could go to talk about rGrade and answer any questions I had about it. If there was someone, then I was unaware of who or how to set a meeting with that person.

more time with students and better practicum experiences

Learn more about the Germany program and how to work it more effectively. It is a truly wonderful experience but the hassle of getting it going was unnecessary, and I don't feel like the advisors at OTES really understand this environment or how to work with administrators in Germany. The trip could be cheaper, and the housing system is atrocious. I spent 4 months sleeping on a couch in an overcrowded house. That is unacceptable.

N/A

better communication of expectations and due dates

Prepare students for student teaching more by providing practice and presenting the needs of the LAMP prior to student teaching. Let students be more of a part of their student teaching placement, such as having a hand in choosing their grade level- I knew student teachers who were there specifically to teach kindergarten and got placed for student teaching in sixth grade, which is not helping them become prepared at all. And, require some kind of bonding experience between the classroom teacher and the university advisor prior to student teaching.

NA

None at this time.

None

none

Thank God [REDACTED] is retiring. Hopefully someone respects teaching more for the students behind me.

## Part IV.B: Candidate Confidence in Categories Aligned to INTASC Standards

Candidates were asked to rate their abilities in 22 categories aligned to the INTASC Standards. Each respondent was asked to review a 22 separate statements aligned to the INTASC Standards and indicate whether they “Strongly Agreed,” “Agreed,” “Disagreed,” or “Strongly Disagreed” with their abilities in regard each category. In **Figure 2.2**, the INTASC Categories are presented in the order from the highest mean value to the lowest mean value. The lowest ranked category on the list, “I have the necessary skills to work with students who have linguistic differences,” has a significantly lower mean at 2.90 than the next lowest category, “I have the necessary skills to work with students with exceptional needs,” which has a mean of 3.20.

**Figure 2.2: INTASC Categories**

The next section of the survey will ask you to rate your abilities in 22 categories aligned to the INTASC Standards. After completion of the educator preparation program at Ball State University, how would you rate your abilities in the following categories?

#	INTASC Category	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
1	I can build positive relationships with school colleagues	2	4	67	215	288	3.72
2	I can plan lessons that are aligned with Indiana content standards	0	1	87	195	283	3.69
3	I can plan lessons that are aligned with school corporation goals, state goals and student learning competencies	1	1	87	194	283	3.67
4	I display enthusiasm for my content area and actively engage students in the content that I teach	0	1	99	183	283	3.64
5	I can utilize methods of self-reflection for instructional preparation	1	4	99	184	288	3.62
6	I can promote responsible use of technology to actively engage learners	0	5	109	169	283	3.58
7	I can use multiple methods of formal and informal assessments that support, verify, and document learning	1	5	116	166	288	3.55
8 (t)	I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students	0	2	125	156	283	3.54
8 (t)	I can plan an appropriate sequence of learning experiences that include short and long term goals	0	4	122	157	283	3.54

9	I can build positive relationships with learners and their families and the larger community	0	8	120	160	288	3.53
10 (t)	I have a strong knowledge of the content I teach	3	2	126	157	288	3.52
10 (t)	I can use and interpret both verbal and non-verbal clues to assess understanding	1	1	134	151	287	3.52
11	I can implement a classroom management system that promotes a positive and safe learning environment for all learners	1	5	127	150	283	3.51
12	I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge	1	4	134	149	288	3.50
13	My instructional strategies promote the idea that students can learn and grow at a high level	1	3	137	146	287	3.49
14 (t)	I understand the needs of diverse learners and use teaching approaches designed to respect all learners	1	8	130	148	287	3.48
14 (t)	I can promote both creative and critical thinking in students	1	3	140	143	287	3.48
15	I feel that I have the knowledge to utilize student assessment data to inform instruction	1	9	152	126	288	3.40
16	I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students	1	14	152	121	288	3.36
17	I have a strong understanding of student rights	2	25	144	116	287	3.30
18	I have the necessary skills to work with students with exceptional needs	7	29	152	99	287	3.20
19	I have the necessary skills to work with students who have linguistic differences	10	77	130	70	287	2.91

#### Part IV.C: Candidate Confidence in Content Knowledge

In the survey, candidates were instructed to base the answers to their questions in this section on the content area(s) that they identified in the demographic section. A total of 43.1% candidates indicated that they “strongly agree” with the statement, “Based on courses and other experiences (immersive experiences, study abroad, internships, conferences, etc.) completed in the subject area(s), I feel that I have a strong foundation of knowledge in my subject area(s).” A total of 50.2% “agreed” with this statement. A total of 93.3% either “strongly agreed” or “agreed” with this statement. A total of 1.4% of the respondents

“disagreed” with this statement while 5.3% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 2.3**.

**Figure 2.3: Candidates’ Confidence Regarding Content Knowledge**

**Based on courses and other experiences (immersive experience, study abroad, internships, conferences, etc.) completed in the subject area(s), I feel that I have a strong foundation of knowledge in my subject area(s).**

#	Answer	Response	%
4	Strongly Agree	122	43.1%
3	Agree	142	50.2%
2	Disagree	4	1.4%
1	Strongly Disagree	15	5.3%
	Total	283	100.0%

Candidates were asked to provide comments about how the program with regard to their knowledge of content. Candidates were asked to list the most valuable part of the program related to content knowledge and their comments are found in **Comment Table 2.3**. Candidates were also asked to provide specific suggestions on how the program could have enhanced their content knowledge and these comments are found in **Comment Table 2.4**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

**Comment Table 2.3: Most Valuable Component of Subject Area Knowledge Base**

What was the most valuable part of your program (including immersive experiences, study abroad, internships, conferences, etc.) that helped strengthen the knowledge you gained in your subject area(s)?
immersive experiences in my practicum at Apple Tree and Burriss Laboratory School
I think the most valuable part of my program was the availability of all my professors. They were always there to answer any questions, provide feedback, and chat. I would also say that it was great to have so many chances to be in the field in different areas before student teaching.
Working in the classroom has been the most valuable experience. Being in the classroom and teaching prepares you for the real experience as a teacher.
The [REDACTED] core sequence provided me with a variety of [REDACTED] courses in literature, writing, and technology.
Being able to experience as much as possible, meaning going to as many events as I could to better strengthen my teaching.
The class that helped me the most was [REDACTED] phonetics. Learning the details of pronunciation and errors helped me in my own speech and with students.
I would say that conferences and just knowledge from my classes. My [REDACTED] classes taught me nothing. My class with [REDACTED], and my [REDACTED] classes were very beneficial.
My student teaching experience abroad
Being able to teach at different band camps throughout the summer
practicums
Student Teaching
The two special education practicum experiences, but those experiences also depend on whose classroom you go to. The teacher can make or break the experience. I wish I had more practicum experience.

I studied abroad in Australia my sophomore year and was able to spend a couple of days a week in a classroom. Spending that amount of time in a classroom that early in my college career allowed me to get an idea of how to run a classroom.

Student Teaching

■■ ■■

The practicums and professional development activities that were provided for us.

For deaf education, doing the immersive program at the ■■■■■■■■ was the best experience. I think this should be done closer to graduating to be able to retain Signing skills.

Methods course in subject area

One year practicum at ■■■■■■■■, total immersion in the language and culture, as well as experience in the classroom.

The four practicum experiences required for the major

My strengthening of knowledge came from coaching, volunteering and working at the recreation center not school

■■■■ ■■■, which taught me to look at the learner individually, and have assessed where they are and what I need to do to get them where they need to be.

There was one practicum experience that I really enjoyed and felt a connection to the students and the material taught.

Practicums, behavior classes, testing classes

The field experiences were the most valuable part of the program. One can only be taught so much inside a classroom about having their own classroom, before they must just experience things and discover things on their own.

Practicum and being able to be in the schools

practicum experiences

study abroad

Doing research on my own.

Immersive experience

Being able to spend/live my sophomore year at the ■■■■■■■■.

When we got to teach real students and apply what we've learned

classes

Urban Semester

I was immersed in my content, working in different areas, such as tech theatre, directing, acting, and teaching. I would, however, like to have gotten more experience in the tech side of things in order to further my confidence.

Ensembles

Studying abroad and seeing a kindergarten classroom in Australia

Doing research over the past summer really helped to open my eyes to some of the realities of ■■■■■■■■. Everything in high school ■■■■■■■■ is so neutered and clean, since it is mostly stuff that has been done a billion times before. In my research experience at BSU, however, I was doing experiments that nobody had ever done, with slightly unpredictable results. It opened my eyes to the real world of ■■■■■■■■ and allowed me to share that experience with my students.

The field experiences provided and having both classroom teacher and professor feedback.

Working in such a small minor department, Teaching ■■■ and forming strong relationships with the students in the department along with ■■■■■■■■. Also, ■■■■■■■■ teaching style and how ■■■ organized my ■■■ practicum.

The mentoring program I learned how to communicate with professors.

EVERYTHING! I believe that experience is the most important. It is very important to practice everything that was learned in books before being pushed to do it all alone.

Working directly with students.

The most valuable part was apply the skills that learned to complete various immersive learning experiences.

Studying abroad really helped me because I realized that there is not one right way to teach students.

Immersive

student teaching

The most valuable part of my program was my experience student teaching in Germany on Ramstein Air Base. Throughout my time spent here, I was able to experience a culturally diverse location and group of students. Being around children and teachers who are out teaching right now.

Higher level course and classroom experience

I tried to seek out art related internships before I began teaching. I assisted at an art museum in the education department, the Saturday Art Classes helped tremendously, and I assisted in other art classrooms too before student teaching. These small teaching moments were the most valuable.

Student teaching, all the hands on experience I had.

The immersive learning project I completed with [REDACTED] at the Preschool Lab. I still use the lessons I taught over there in my classroom today. The experience taught me to think of the lessons as a whole unit, rather than just individual lessons.

When the teacher is willing to speak with you and answer any questions you have, it really helps. Forming a good relationship with most of the teachers has definitely helped me to strengthen my knowledge in education private lessons and large ensemble performing experience

Study Abroad

Studying abroad for student teaching. I definitely believe that being in general education and having the cross-curricular subjects, it is difficult to be knowledgeable across the board. The necessary content knowledge also varies greatly by grade level.

Study abroad and the foreign language conference IFLTA that I went to while student teaching.

Simply going to class and talking with professors was the most valuable aspect for me.

Being a reading concentration and having the opportunity to be immersed in a classroom for three days a week made me feel more comfortable teaching and instructing language arts and reading.

While completing student teaching, I was introduced to Study Island, My Big Campus, Acuity, etc. I also called parents on a regular basis and consulted co-workers often. This was the most valuable knowledge that I gained. The vast amount of classroom time!

Courses where I had to go into the classroom at various schools and teach lessons.

The most valuable part was all of the practicum classes. I am so fortunate to be a part of a college that immerses its students into the setting they are training to have a career in.

Internship

The student practicums

practicums

Having the activity classes because not only were they teaching content, they were also teaching classroom management.

Having real time working with students was the most beneficial part of my undergrad experience. These experiences strengthened my knowledge of my subject area because I was practicing skills I had learned.

The courses designed to go into depth on how to teach each subject area

I worked at an autism camp this summer.

Extensive and varied [REDACTED] classes

I had a great experience in the [REDACTED] program and would highly recommend it for other students given the world we are entering. Additionally, for students who are neither [REDACTED] nor [REDACTED]. I would highly recommend observations/immersive experiences for all students even without those as additional licensure areas.

Field experience was the most valuable part.

Student teaching

Additional courses I took outside of the teacher's college and requirements. (History)

Immersive learning.

Immersive experiences and in class peer evaluations

It wasn't really anything with my program, it was opportunities I sought because of the lack of my program.

Working at the tutoring center and working in the chemistry stockroom, helped most with knowledge of my content area.

Intense practicum classes.

[REDACTED] and [REDACTED]

classroom management

We don't have true immersive experiences other than practicum. It is hard to gain a firm understand in my whole content area, since each area is so different from the others. For example, teaching sewing is very different from teaching cooking and teaching cooking is different from teach about interior design. Our field is so vast that it is hard for use to have a strong understand of each class. Constant learning and inquiring are the only ways one will succeed in teaching this subject.

just courses and some extra reading I've done on my own

I am a graduate students and did not complete my content area courses at BSU.

Understanding how to find resources and actually being in the classroom speaking with other teachers

Just being in actual classroom with living, breathing children.

Having great professors who have had real experiences teaching at the secondary level.

The most valuable part of the program was all immersive experiences/practicum courses.

My study abroad through the [REDACTED] program where I was immersed in the school for three or four days and then three full weeks.

Having a supportive and understanding department that challenges you to be the best in that department's field of study regardless of whether or not you will be an educator or focus solely on that field.

Student teaching and my experiences before student teaching were the best that helped me gain knowledge in my subject.

Immersive learning classes, specifically structured like SS [REDACTED] with [REDACTED].

My [REDACTED] Methods courses

Connection with students and other teachers in the building.

Going into a variety of classrooms

[REDACTED] study abroad program in England helped me understand co-teaching more

Practicum Experiences and Study Abroad

The most valuable courses were the ones that taught me to be a teacher; [REDACTED]

I felt that my nutrition/foods classes were the most valuable part of my experience. I also had the opportunity to attend [REDACTED] conferences which were very beneficial for me. Overall, I was not pleased with quite a few of my classes in the [REDACTED] department, but I believe that I learned the most from the food and nutrition teachers.

Attending conferences and who I was placed with for student teaching.

### Comment Table 2.4: Suggestions for Improving Foundation of Subject Area Knowledge

#### What specific suggestion(s) would you have to improve the foundation of knowledge in your subject area(s)?

Corrective Reading Instruction

I think I could music education majors should have to take acoustics.

Less classes that will do nothing to support being a teacher (theatre arts, fitness walking). These classes take up time and money and have no purpose for my future.

None, I feel like I have a strong foundation in [REDACTED] because of my coursework.

I am not exactly sure, perhaps more support with state standards. Understanding the amount that needs to be covered in a certain period of time.

[REDACTED] gave Ed. majors the opportunity to tutor students for class as a project. I would suggest more of these opportunities.

More work with IEP's, and what teachers do to prepare for the school year. Like what happens in the summer days weeks before school starts?

Teach more lessons in a concentrated amount of time prior to student teaching

More quality instruction on learning and how to teach secondary instruments.

The more hands on experiences, the better prepared we will be as future educators.

Make everyone have history as a content area

The only way to improve the foundation of knowledge in my opinion is experience, being placed in the setting.  
none

I'm not sure.

Creating tests

Less focus on lesson planning and more focus on situational experiences and family planning nights and parental involvement.

Hire professors who know more about the topic. There were some professors who I thought we not as qualified for the position as they thought.

Nothing

none

Fitness based classes, redoing the whole [REDACTED], example jump roping was never taught

I wish I would have had more co-teaching experiences with the classroom teacher, so that I could see what it was like to come into someone else's classroom and modify my lessons according to what the teacher wants for their students.

None

I would have liked to have been more exposed to different behavior scenarios

none

The special ed law class needs to be later on in the program. This class is at the start of the program and by the end of the program many of us have forgotten, and now is the time that we really have to know the law. Also, some of the classes that are required to be taken together is not needed, if they are only offered one semester. I have a few friends myself included that had to take an extra semester because classes were required to be taken together and not offered each semester.

I feel that I have a great foundation of knowledge in [REDACTED], but am not able to share a lot of it with my students because it is so advanced. I would like to have learned more about things that secondary students could understand and study themselves.

Teach me the content instead of how to teach it. I need to know what I'm teaching more than different ideas of how to teach it.

N/A

Besides looking at pair versions of how IEPs are written, letting us get to see what the new data base looks like and how it may differ from the previous types of IEPs written.

Still think more time inside the classroom would make it more beneficial

n/a I felt very confident in the content areas that I taught, and I was in fifth grade.

I don't have any besides that I want to have more opportunities.

I would make sure that professors provide multiple resources to websites, books, etc., for the pre-service teachers to keep hold of. I wish I had professors that would have offered more ideas from their past experiences as teachers.

We have a lot of repetitive classes. There need to be more secondary ensemble classes and less general music classes.

Less psychology classes and more core content courses.

More real world examples before being expected to write lessons and teach

None at the present moment.

Need more/better opportunities in special education program in writing IEP's for students

Help students learn how to EFFECTIVELY use a teacher's guide. Teach how to structure instruction based on curriculum maps. Provide more time in the classroom to experience the whole day from the perspective of a teacher. Even if students are working as classroom aids, this experience may be more helpful than teaching small groups. Teach different lesson plan formats, strategies, and adaptable activities.

Have special education professors teaching special education major students. Anytime I ever had a problem with a professor they were outside of the special education realm.

Again, I think more experience would help. I also believe that the LAMP needs to be changed to fit the severe and mild programs. It is not easy to do, mainly because it hard to plan a LAMP in the severe program.

In [REDACTED] and [REDACTED] teach more about what is taught in elementary school along with how to teach it.

Application of the information.

More doing and less sitting

nothing

Increased amount of time spent teaching and working in the classroom.

Class to help complete praxis 2

The grammar classes were not very helpful in my learning while in classes at Ball State. They did not fully prepare me for teaching grammar.

I felt I did not get adequate training in the needs of special education students. As an elementary art teacher I am being pulled into the resource room to assist and felt unprepared to handle the needs of some of the students. I strongly feel there needs to be more instruction on types of disabilities and strategies to assist these students.

I think it would be nice to have had a class on the other aspects of being a teacher besides teaching, like the benefits and disadvantages of being in a teacher's union, or what's a 401k, etc.

More hands on experience, less book work.

MORE HANDS ON EXPERIENCE! We need more submersion in the field, rather than just allotted time. Junior year should be spent more in the field planning whole lessons and units.

I did my study abroad on my own in a place with very few [REDACTED] speakers. I lived with a host family instead of renting an apartment, and I taught [REDACTED] at a local school. All of these things helped me improve my foundation of knowledge in [REDACTED].

Experience

None, personal motivation and time to study and learn

I would like to see courses in my content area that are tailored to teaching instead of just taking general [REDACTED] courses.

In reference to my specific concentration I have no suggestions, but having content classes focused on science and [REDACTED] would have helped with the student teaching process.

I would have liked to be more familiar with the curriculum across the board as far as grade levels. Although my concentration was in [REDACTED], I may very well get a job elsewhere. I would like to be more familiar with the standards for all grade levels. I also feel it is important to be familiar with what students in the grade lower and above are learning so that I know where they are coming from and where they are going.

Make sure practicum teachers let you TEACH

N/A

We could have covered some other content areas. I think that swimming is extremely important but it was not included. It is a life saving skill! I think that future physical education programs should include it.

I think we should do more work with collecting and assessing data. Then we should practice taking data and making decisions about teaching students. This is a required skill for our field and we did not get much experience with it.

N/A

none

Take further survey courses. In addition to content classes that are more in-depth (such as [REDACTED] [REDACTED] but more wide ranging survey courses in American and World history would also be good.

The one thing I would change would be to have more field experience with actually teaching content to learn first hand.

No suggestion

I would suggest that teachers should actually teach some State and World Connections lessons.

none

Audit [REDACTED] after the final year of [REDACTED]. It's more of a shock to go from [REDACTED] back down to general [REDACTED].

More time to implement the learning of mathematical strategies instead of feeling like I'm failing because the class doesn't make sense.

All the [REDACTED] classes really only teach how to teach [REDACTED], I was on my own.  
more experience with kids

Reexamine the content being taught in the classes we are required to take and see if these classes are truly teaching us the material we will need to know to teach to the state standards.

More focus on deeper content material

Require a longer study abroad for world language teachers.

I would have like more training with special needs and [REDACTED] students

Having students spend more time in an actual classroom with real students, applying what they have read in their textbooks.

I don't know that I have any more suggestions concerning this area.

We need to have more ability to work within our content area with students to test the things we learned.

Since the Indiana Department of Education states that my initial license allows me to teach Environmental Science courses; I feel that I would have been better prepared with at least 1 more NREM course or 2.

To always listen to your supervisors and to always go to everything that you possibly can to better yourself and give you more experience in that subject area. Always be willing to do more and make bigger steps to better yourself and your students.

The [redacted] department. Unfortunately, I hear too often of people redoing, failing, or switching major due to our educator math courses. Many of the teachers who teach [redacted] are terrible educator based on the foundations and principles we learn in the teachers college. I once over-heard a math teacher meeting, and I am finally glad I am able to give this information to someone higher up, but I over-heard them say, "the more students failing Maths [redacted] the less we have struggling in [redacted]." I am appalled.

Nothing. I felt that I was well prepared for student teaching.

More instruction time in the classroom

Have use more [redacted] textbooks and other resources when gaining knowledge for lesson planning

More on classroom management/giving us the experience to test it out

I feel that the senior level courses taught me a great deal about the different subject areas. Having more hands on teaching experience would help to strengthen that knowledge.

It would be nice to reevaluate the standards for our major. For instance, for child development we do not learn the information needed to teach the child development classes in a high school setting. Working in the preschool through ball state was an awful experience, and I did not learn a lot from all of the time I spent there.

Another valuable change for the [redacted] program would be the advisor. Unfortunately, she was very unprofessional and did not teach us the information that we really needed to go out into the field.

More information, I felt like I had to really dig to get any answers. My advisor/ methods teacher was never really all that knowledgeable and was a poor teacher. She would do instruction in ways she told us to never do. If I had a strong foundation to begin with, I feel that I would be more confident than I am.

More "teaching" literature classes rather than just literature classes.

More experience with students with special needs.

Full day experiences in schools early so student teachers can decide if teaching is right for them

I feel like I have a good grasp of my content

Honestly, more classes actually geared toward my specific major, and less general education courses. I found that most of the general education courses (including [redacted]) rarely related to my content area ([redacted]) and I felt that my time would be better used if I had more content area courses in the [redacted] education department. Obviously some general ed courses are needed, but maybe have them broken into separate groups such as specials, core classes, lab-based classes, etc.

I think that there should be a writing course for [redacted] majors. This was the one area that I had no idea about going in to student teaching. Thankfully, I have a teacher that is passionate about writing and has been able to teach me a lot about how it should look in a classroom. If I had not had this experience, I don't think I would feel as prepared to teaching writing in my own classroom.

It's not the fault of the program, but I didn't have as much opportunity to teach [redacted] because my practicum was during [redacted] time in the classroom.

Helping us find ways to know the content more

Allow us more time to take more subject area classes.

how to prepare for students who don't have critical prior knowledge needed

More method classes that teach us not only out content areas but also how to teach them.

#### Part IV.D: Pre-Student Teaching Field Experiences

Candidates were asked about their feelings regarding the value of field experiences in preparing them for their first day of student teaching. For this question, field experience specifically included observations and participations that were required prior to student teaching. A total

of 26.1% felt that these experiences were “extremely valuable.” A total of 50.2% felt that these experiences were “valuable.” A total of 22.6% felt that these experiences were of “limited value.” A total of 1.1% felt that these experiences were of “no value.” This data is found in **Figure 2.4**.

**Figure 2.4: Candidates’ Perceptions Regarding Field Experiences**

**Which of the following best describes your feelings about the field experiences that you had (observations, participations) prior to student teaching?**

#	Answer		Response	%
4	They were extremely valuable in preparing me for my first day of student teaching.		74	26.1%
3	They were valuable in preparing me for my first day of student teaching.		142	50.2%
2	They were of limited value in preparing me for my first day of student teaching.		64	22.6%
1	They were of no value in preparing me for my first day of student teaching.		3	1.1%
	Total		283	100.0%

Candidates were asked to provide comments about regarding the field experiences that they completed prior to student teaching at Ball State University. In **Comment Table 2.5**, the comments made by respondents regarding suggestions that would make the experience more valuable are listed. Candidates were also asked what to add specific suggestion(s) that would have improved the overall educator preparation program at Ball State University. In **Comment Table 2.6**, the comments made by respondents when asked to provide the most valuable learning experience obtained through their pre-student teaching field experiences are listed. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

**Comment Table 2.5: Suggestions for Improving Pre-Student Teaching Field Experiences**

Based on your pre-student teaching field experiences, what suggestions would you have to make the experience more valuable?
There could be a better special education practicum because I do not feel as prepared to go into the work force in a special education classroom. I feel much more prepared to enter the general education classroom.
It would be nice to have more of an administrative role prior to student teaching so that you do not have to learn everything while student teaching.
Allow the college students to work more with the teacher in teaching the lessons the teacher has prepared. When a student is only concerned about creating a perfect lesson (which is not practical at all in the real world of teaching), the student misses out of the actual "doing" and teaching the content. Let pre-service teachers teach and practice rather than plan, plan, plan!!
I really think a full course on working with students with special needs for the general educator would be extremely beneficial. I also would have benefited from a full class on classroom management. My Practicum in class time was valuable, but the time out in the field was not very valuable at all to my personal growth as a teacher.
Better prepare you for the formal assessment side of things.
Give more specific guidelines to observations. Tell students to look for differentiation techniques, and have them interview.

Make sure that students have experience in all grades before going out into the real world.

Have the students teach more lessons in a concentrated amount of time prior to student teaching.

Allow for more time in front of students. Either more visits or make it more of a priority to get in front of students and teach.

Have an open mind, use all practicums, and lessons from other classes as a guide to help prepare for student teaching.

They need to be earlier such as freshman or sophomore year.

I would have liked to have more field experiences in multiple different settings, whether it was my major area of study or not. This would have introduced me to other things to see what else I may like and want to get into.

I think it would be valuable to have more experiences in the classroom before student teaching. If it could be worked out to be in one classroom for an extended period of time (more experiences like [REDACTED]) it would be beneficial.

Having the ability to observe and be in classrooms of different grades.

Ball state needs to put a greater value on writing tests and pretest. I had very little knowledge of this and it showed when creating that part of my lamp.

Lesson planning should not be so long and drawn out. I feel that it is not needed and just the basics were needed to complete student teaching. I would also have the grade levels that the students are placed in be in a variety. I felt that I was placed in classrooms that were very close in age and I experienced the same experiences with some children.

More experience so we can learn the students at a deeper level, such as internships.

REQUIRE SPECIAL EDUCATION COURSES FOR \*ALL\* MAJORS

Need to start teaching earlier, need more fitness based classes because that is mainly what all the students want.

If the time we spent in the field would have been every day, we would have a greater understanding of what goes on after the hour that we are there.

I would like to have a say in where my placements are so that they are more enjoyable.

More field experiences!

teach full lessons more that are aligned in the classroom

These experiences were great but they would be more beneficial/realistic if they were in a wider variety of elementary schools in the area (rather than a majority at Burris).

Have the students get more engaged in the school. While in practicum I had a teacher that used me for copy making, not for teaching. I think that the schools should allow the students to be more involved.

More time in the classrooms and less time creating "perfect" lesson plans because they don't exist.

Professors need to understand that their class is not the only field experience class we have.

More visits to your future student teaching classroom once you receive a placement

More freedom to pick what school we get placed at

There should be more involvement in the classroom. Show the students the extra things that happen after school, such as meetings, parent teacher conferences, emails, organization, etc.

I did Urban Semester, and though I felt like I was giving up a lot of my college experience on campus, it was the best decision I've ever made. I felt so well prepared to student teach. It felt like I had done it once already. I wish every student could participate in a program like it because it was fantastic!

I would like more Practicum-like experience that explores the theory that we are required to learn. I would also suggest more practical classes, such as using technology or large group management. I would really just like to have been in a classroom sooner.

I would suggest that pre-service teachers should be in the classroom more often. They need to learn more about the feel of classroom management skills, and how to create lesson plans that are more differentiated. I also feel that pre-service teachers should be required to take a technology class before student teaching.

I think more field time is always positive. A lot of music students do this on their own anyway in working with marching bands and teaching private lessons.

Spend more time in the classroom

The only suggestion I really have is that pre-service teachers need to be in front of the class as much as possible. Whether that's teaching their peers or teaching students in their content area, there is no suitable comparison for simply having to go through the motions so that you can get used to the pacing and rhythm of teaching.

More whole class teaching experiences instead of small group instruction

It would be helpful to have more experience learning how to plan content for an entire day for both whole and small group instruction. Except for two days in my [REDACTED] [REDACTED] course, all of my field experience was two or three times weekly working with three or fewer students. This type of experience did not prepare me for the skills necessary to organize an entire classroom for full-day instruction. There was no "big picture."

Make sure they will be more like your actual student teaching experiences. For example I am a mild disability major and had practicum in general education and severe/profound special education placements.

I would suggest more experience. I would require a practicum for each semester of being in the program. I believe that experience makes for better practice, especially for hand-on learners.

I would have liked to get more practicum experience in a Special Education classroom.

Ultimately, I would suggest that the professors in the department structure the courses in a way that allows Pre-service teachers to apply their skills.

It would be beneficial to complete more whole group teaching.

Putting more than 5 practicum students in a classroom is hard to teach because there is a lot of help. I think longer time in classrooms than 50 minutes would be beneficial.

nothing

Actually go in and observe the teachers that practicum students will be placed with. I was placed both times with teachers who really did not want to relinquish control of the classroom. I mainly observed and taught small groups throughout the entirety of my practicum experience.

Provide more realistic settings, Burriss is not realistic when it comes to numbers and behavior issues.

Help with praxis 2

To make the experiences more valuable, I would suggest that students have more opportunities to get in front of a classroom other than teaching at Burriss one time or simply observing a couple times before being independent in student teaching.

Overall, I really enjoyed the observations. They were extremely helpful and I took a lot of other teacher's idea and concepts and used them in my own classrooms. The observations were one of the most informative aspects before student teaching.

Well, I am an [REDACTED] and because I had to take some [REDACTED] classes I didn't get a choice as to what classrooms I would get to be in. So for a couple of my practicums I was in [REDACTED] which are grades that are out of my licensure. It would have been nice if there was an [REDACTED] section of each course that was guaranteed to get a [REDACTED] grade classroom experience.

I wish I had more hands on experience and less observations.

There is absolutely no way to make this experience any better! I cannot explain how much I am learning in just the 16 weeks I have been in the classroom. A methods course will not even begin to prepare you for your first day, or even first weeks of teaching. All of the "hands on" experience is so beneficial to how you learn how to be an effective teacher. You take the time to learn what works, what doesn't.

I have had great field experiences prior to my student teaching.

Spending more time in the classroom

More time spent in the classroom and with the teachers. Planning and teaching a single lesson a few times throughout the semester is extremely different than the day to day planning that takes place in the real classroom.

Before I started student teaching I didn't really know what to expect, for example things that I was required to observe and write about in certain classes were things that I never looked for when doing my student teaching observations. I observed problems that related to my general classroom.

Make sure that students are spending time in diverse settings... not just Burriss.

I strongly believe we need more time in real classrooms before actually student teaching.

More time in the classroom, building relationships within schools and classroom communities.

I do not feel that I had enough whole-group interaction at Ball State. My 75 hours were in a daycare facility, which helped me to manage a medium sized group and I taught two lessons to an entire class. The rest of my field experiences were with individuals or very small groups.

Have more observations in pre-student teaching

To have more realistic experiences with students that are not in private schools.

Although Burriss was a great school to start off in, I feel that it would have helped to have been placed in [REDACTED]. The diversity would have better prepared me for an actual teaching position.

Rather than studying as much of the text-based ideas, allow students to implement in real life. Do the things we need to learn, not just read about it.

More field work - more practicums and experiences with the children for certain classes

More frequent observations

The experience was good but it does not truly mimic teaching in a classroom. The kids behaved differently when they know you are only there once a week as opposed to being there for a full 8 weeks.

I believe that we need to spend more time in the classroom prior to student teaching in order to be more prepared. We need real-life classroom experiences to prepare us because we would normally go in for one lesson and leave and that is not extremely practical. It was helpful at the time but I had some experience going into student teaching. However, I am not sure if we can be completely prepared before we begin student teaching.

There weren't many whole group experiences prior to student teaching, more whole group experience would help prepare more adequately.

More exposure to special education scenarios

I felt very prepared for student teaching. I cannot make any suggestions to improve my prior experiences.

In the Practicum course I would have in addition to observing 2 teachers (for secondary ed) I would have an interview of those 2 teachers on aspects of their philosophy of education, classroom management style, and instructional strategies. Perhaps even more that just those 2 teachers, maybe teachers within the field at Burriss as well. See how a teacher establishes goals and how those are developed and taught throughout the course of a semester/year.

I think it would have been beneficial to be in the classroom more throughout the teaching program. I felt that the field experiences were few and far between.

Having the opportunity to plan and teach one full instructional day.

Students need to be teaching more whole class lesson plans prior to student teaching.

Being in a school daily, instead of walking into one class teaching and then leaving

Practicum was the most valuable. But every observation from the beginning of my educator preparation was less helpful.

A better chance to observe whole classroom instruction instead of teaching groups of 2 or 3 students.

I'm not sure if practicum is still set up as every other day, but it was not effective when I did it - it's hard to build rapport or classroom management when you don't see students every day.

More experience inside the classroom

More practicum time. The time sitting in the classroom observing various teachers who you only see once in your life does not give you a full understanding of what kind of teacher they truly are. This is especially true if you observe on a day when there is a sub or the teacher has a video or something similar planned. Getting to know a teacher and learning from their experience is where the true value lies.

Get in the classroom more, and do more realistic lesson plans.

Eliminate observations and extend practicum time.

More diverse classroom settings.... greater diversity of students prior to student teaching.

Provide pre-student teachers with the opportunity to apply what they have learned about differentiation in an actual classroom based on data provided by the classroom teacher. By this I mean, come up with various activities to meet the needs of the students in the classroom.

Taking more responsibility in the administrative part of the teacher responsibilities.

We need some way to be in the schools longer to really work on our classroom management. By only going in the schools twice a week or so, the [REDACTED] students don't care about the people who cost and what they have to say. So, why would they want to listen to us if we have no authority?

I feel that requiring more earlier would have been more beneficial to my experience. For example if there was an immersive learning option for secondary education that could be completed similar to the one for elementary education. This would have at least given the option for classroom experience other than just observations and the Practicum Course.

All of my experiences were great, I would say that I would like a few more observations in the special education experiences. I felt like I wasn't that prepared for student teaching in that one. Also I would probably ask that

supervisors aren't always looking to change things but to just give you suggestions on areas of improvement and give you ideas on things to try. This is how my supervisors were and it made me connect more with them and feel more respected as a future teacher.

I suggest full day integration multiple days a week. Students prior to student teaching do not experience a full school day routine over multiple days, when this happens in student teaching many become tired and overwhelmed.

More experience in the mild interventions placement

More hands-on experience

Although what we do as student teachers is realistic, not everything we are required to do is, and it wastes valuable planning time.

Have a suggested timeline on when student teachers should begin taking on more in the classroom. Such as how much they should take on by week 5

I think there needs to be more immersive opportunities before student teaching. Even if it's spending one week, all week in a classroom environment.

It appeared that some field teachers in the practicum program did not know why we were there. It would be nice to have some type of agenda or completion list for students to complete before the practicum experience is over. I had one teacher who only wanted me to observe the class the whole time, and I had another teacher who wanted me to do everything. There needs to be a clear responsibility list for field teachers to understand why we are in their classrooms to begin with.

More practicum, I felt like I did not have enough experience in the classroom before starting student teaching. WAY too many observations. Need more time to actually teach rather than to sit there and observe "okay" teachers.

More opportunities to interact with the students before the first day.

Require more full day observation days.

### Comment Table 2.6: Most Valuable Lessons from Pre-Student Teaching Field Experiences

**Please describe the most important thing that you learned from your pre-student teaching field experiences.**

Developmentally appropriate tasks and that children learn actively through repeated experiences; all of [REDACTED] courses prepared me the best for my student teaching placement.

I learned what some of my major strengths and weaknesses were prior to student teaching and was able to address and work on specific things before student teaching.

The most important thing I learned is that you must first connect with the students before they will trust and respect you.

I learned it is important to establish working relationships of mutual respect with colleagues.

Understanding that all students learn differently and that it is your job to foster their learning.

The time in the classroom in practicum was the most useful. Learning how to work with the students one-on-one

Classroom management

My content knowledge helped me the most.

How to be comfortable in front of all ages of students.

Everything that happened prior to student-teaching has helped prepare me for student teaching. Take nothing for granted.

Bell Ringers

How to differentiate questions to the students based on skill levels while teaching a group.

It is hard to pick the most important, but definitely one of the most important things that I learned is establishing a classroom management plan from the beginning. No teaching will get done if the class is not managed well.

Classroom management and the importance of connecting with students, colleagues, and families.

Classroom management

Fostering relationships with children, parents, and other teachers. Managing my time and lesson planning time. Evaluation of myself and improving myself as a teacher.

Take notes and learn as much as you can from the teacher you are working with. They are the best resource you have from that point on.

I learned valuable classroom management.

Jump in, make mistakes and learn from them before you start student teaching. Show your creative side, get comfortable in a classroom.

There are a variety of different environments within the special education field, each of which you must respond and handle according to the specific needs.

How to build and implement a lesson plan, addressing the common core standards.

Every classroom is different and every teacher teaches in their own unique way.

different strategies

that the methods we learn in TC classes really are used in the schools now and that we should really pay close attention to them

I learned how to establish myself as their teacher first, before their friend.

Have good connections with student parents

How to write a detailed lesson plan

I learned to be more comfortable up in front of students.

How to interact with large groups of students, not just one on one

how to write a lesson plan

Be as flexible as possible within a decent range because things will happen or pop up

How to apply bookwork and things read in classes to the real classroom setting and real students

Classroom management

content knowledge

During my urban semester, I realized how important relationship were to teaching. During Urban I was able to build lasting relationships. Having those relationships with my students was crucial to my success. I did not get to build those relationships at Burris and other pre-student teaching practicums.

I learned how to interact with students to make them trust the things that I am saying and teaching them. That helped some in the classroom during student teaching.

The most important thing I learned from student teaching that it takes a lot of knowledge, patience, care, respect, trust, and enthusiasm to be a positive teacher for your students.

I learned that classroom management would be a challenge.

Classroom Management

Time management....Things always take longer than you expect

Honestly, there weren't many things that I learned prior to doing my practicum. My [redacted] courses were tedious and distracted with no real focus, so until I took my practicum course, I felt massively underequipped to approach my student teaching. Practicum helped by forcing me to take on the role of a teacher, even if it was only for 3 days a week.

How to plan cross-curricular lessons

Time management.

How important it is to bond with your students and create a community of learners.

I learned some of the class management skills, due to not having classes about class management.

How to incorporate technology into lessons in order to engage each learner.

The most important thing I learned was always find ways to tailor lesson instructions to a student's needs.

Flexibility

testing to find a student's reading level in [redacted] [redacted]

I learned the importance of being flexible and understanding that everything does not always go as expected.

How to properly write a lesson plan from start to finish.

INTASC principles and meaning of them in classroom

The most important thing I learned dealt with how to use technology efficiently in the classroom.

Flexibility. I am so glad this was stressed before I came, because it truly is the key to teaching. In the observations I saw a lot of the teachers roll with what came toward them and my [redacted] professor really stressed this concept.

Management is key. If you are unable to manage your students and keep them engaged they won't listen to you and it will only be frustrating for both yourself and your students.

How to lesson plan.

Honestly, nothing that can compare to what I am learning now. Maybe classroom management strategies?

You must adapt lessons to meet the needs of all students. The children develop at different times. Use observation and assessment to adjust lessons.

Planning

I learned about the proper implementation of assertive discipline and other techniques in dealing with classrooms, particularly as not all students are always compliant.

Time management is key to staying on top of things and aware of what the students are and are not understanding.

The importance of flexibility. Things to wrong and that's okay. Being in the education industry, flexibility and a positive attitude will lead you to success.

Teaching methods. Also the basic way to handle classes through practicum observations.

It allowed hands-on experience so that when student teaching came, it wasn't overwhelming.

I learned more content which has allowed me to explain concepts to students in the best way possible.

How to properly structure a lesson in which differentiated instruction is included and reinforced by the teacher.

The most important thing I learned from my pre-student teaching field experiences was how to create unique hands on lessons (without a textbook) that kept the students interested and engaged.

How to differentiate to different learning styles and levels

The variety of experiences that I gained before student teaching really allowed for me to get a sense of all the different kinds of learners there are.

How to plan lessons and make unit plans.

The most important thing I learned was to be open-minded. Being in [redacted] [redacted] really helped me become a teacher that will be accepting of all students.

Planning ahead with lessons! The Pre-Lamp project in [redacted] [redacted] also eased the LAMP project in student teaching.

not every child learn the same and as the teacher you need to adapt you lessons based around you children

How to complete lesson plans effectively and correctly

Besides content learning I think that learning about classroom management was the most important thing.

What worked best was when the instructors talked about the experiences that happened to them and how they handled the situation.

I learned that in order to promote reading and improvement, students need to be reading books at their instructional levels. If they are reading things in their frustration level, they will remain frustrated with reading. I also learned that it is important to utilize student interest as much as possible to promote reading.

The classroom management course was most valuable prior to student teaching.

Lesson planning is everything

I learned to incorporate technology.

Was able to see how the day to day operations of a classroom are and to create lesson plans and actually implement them

I learned how to explain concepts to students where they would understand. I also learned how to teach students in a classroom setting.

How to create a lesson plan.

Lesson planning and the use of technology.

How to make a meaningful lesson for students to be engaged in and understand the content.

Everything

From practicum, the most important thing I learned was that students will sometimes say they understand something, but it turns out that they don't.

I learned a lot more about the differences in students from class to class, grade to grade, and school to school.

All of my social studies-specific classes were highly valuable.

classroom management

What not to do!

Working with teachers in my field.

middle school classroom management
How to plan lessons and adapt in the moment.
How to partner with families by providing them with various way of helping their students at home as well as providing them with places to go if they need help.
Every class has its own personality, needs, and interests.
I participated in a study abroad where I was immersed in the school for three whole weeks and three or four days prior. This allowed me to get to know the students, be a rule enforcer, and have a place in the classroom. This was the most valuable because I was able to see my teacher’s ways of discipline and methods of teaching. We need to have all pre-service teachers do this.
That flexibility is the key to teaching.
I learned that each school is different and something that may work at one school and with those students will or may not work with the students at the next school. I have learned to adjust other experiences that I have had and what I have done to see if they can work with other students. Sometimes they do and sometimes they don’t.
Student classroom behavior across grade levels
The importance of planning ahead
The student project I completed helped to prepare me for student teaching

**Part IV.E: Future Plans**

Candidates were asked about their future plans. As of the time of the closing of the survey, a total of 6.8% had accepted a teaching position. A total of 87.9% were seeking a teaching position. A total of 1.8% had accepted a position outside of the teaching profession. A total of 3.6% were seeking a position outside of the teaching profession. It should be noted that 102 of these candidates would have answered this question on November 25, 2013, while the rest would have answered the question on April 28, 2014.

Candidates were also asked to provide their home email address to allow us to contact them in the future. For reasons of privacy, those email addresses have not been included in this report and will not be included in any document viewed by the public. In addition, if candidates answered that they had 1) accepted a teaching position or 2) accepted a position outside of the profession, they were asked to list the organization. Because this question was asked to provide a potential method for us to make contact with the candidate in the future, these responses are not included in this report. This data is found in **Figure 2.5**.

**Figure 2.5: Future Plans**

**Please select the statement that best describes your future plans.**

#	Answer	Response	%
1	I have accepted a teaching position. (Please specify the school district where you have accepted a position in the space provided.)	19	6.8%
2	I have accepted a position outside of the teaching profession (Please specify the name of the position and the organization where you have accepted a position in the space provided.)	5	1.8%
3	I am still seeking a teaching position.	246	87.9%
4	I am still seeking a position outside of the teaching profession.	10	3.6%
	Total	280	100.0%

Candidates who responded “I am still seeking a position outside of the teaching profession,” were asked to briefly comment on the reason. In **Comment Table 2.7**, the comments made by respondents are listed.

**Comment Table 2.7: Reasons for Seeking a Position outside of Teaching**

<b>If you do not plan to seek a teaching position, please give a brief description as to why.</b>
I plan to teach after my 2-year commitment at my job.
I am not sure what I want to do yet. I want to work with children, but probably not in the school setting.
I plan to apply to do an internship year with Ball State's CRU organization. I don't plan to never seek a teaching position, but I want to take this opportunity before I look into them.
I am more interested in building my content area knowledge before I pursue a teaching position.
After completing this semester, I have realized that this is not what I want to do right now with my life.
My supervisor and cooperating teacher have taken any desire to teach out of me. I feel that I was treated extremely unfairly and highly disrespected. I now will have no references for applications, and have no confidence in teaching anymore. I hope to take a break from it and hopefully return to the profession in the future. I hope to substitute in other schools to maybe prove to myself that every school system is not like the one I am in currently. However, as of right now I need to get out of the profession and gain some self-esteem back.
The amount of work I will be expected to do as a teacher is not worth the paycheck I would receive. I also get no joy from planning lessons or curriculum.
I am seeking a teaching position through [REDACTED] a [REDACTED] to teach abroad
I don't feel comfortable answering this question. I am unsure of the plans I have as of this time and will eventually be an educator.
Overall, I felt that my student teaching experience taught me more about what I shouldn't do in the classroom every day. It made me very tired because I felt like I wasn't receiving the help and guidance I needed. I am seeking other employment until I feel more motivated and excited about school again. I never questioned being a teacher until my student teaching experience because it was so difficult and ineffective.
RISE... Once children's scores do not reflect my ability as a teacher, maybe I'll consider it.
I want to pursue a study in sacred music and have been offered a full tuition scholarship with paid internship at the [REDACTED]. I will eventually be seeking a teaching position, as this is one of several career options that I do love.
I am not done until July, if I can pass the new Pearson core, due to take in 2 weeks. I would love to graduate in July but I still have to pay for 3 more classes.

## Section V: Supervision of Student Teachers

### Part V.A: University Supervisors

A total of 45.4% of candidates indicated that they “strongly agreed” with the following statement, “The university supervisor provided the necessary support to help me succeed during student teaching.” A total of 42.1% “agreed” with this statement. A total of 87.5% either “strongly agreed” or “agreed” with this statement. A total of 10.0% of the respondents “disagreed” with this statement while 2.5% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.1**.

**Figure 3.1: Support from University Supervisors**

**The University Supervisor provided the necessary support to help me succeed during student teaching.**

#	Answer	Response	%
4	Strongly Agree	127	45.4%
3	Agree	118	42.1%
2	Disagree	28	10.0%
1	Strongly Disagree	7	2.5%
	Total	280	100.0%

A total of 50.7% of candidates indicated that they “strongly agreed” with the following statement, “Communication (including seminars, group meetings, conferences, visits, telephone calls, and emails) with my university supervisor during student teaching was supportive and enhanced my confidence as a classroom teacher.” A total of 35.7% “agreed” with this statement. A total of 86.4% either “strongly agreed” or “agreed” with this statement. A total of 11.1% of the respondents “disagreed” with this statement while 2.5% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.2**.

**Figure 3.2: Communication from University Supervisors**

**Communication (including seminars, group meetings, conferences, visits, telephone calls, and emails) with my university supervisor during student teaching was supportive and enhanced my confidence as a classroom teacher.**

#	Answer	Response	%
4	Strongly Agree	142	50.7%
3	Agree	100	35.7%
2	Disagree	31	11.1%
1	Strongly Disagree	7	2.5%
	Total	280	100.0%

A total of 51.4% of candidates indicated that they “strongly agreed” with the following statement, “The feedback provided by my university supervisor was helpful to my development

as a teacher (i.e., feedback was clearly stated with suggestions for improvement).” A total of 35.7% “agreed” with this statement. A total of 87.1% either “strongly agreed” or “agreed” with this statement. A total of 10.0% of the respondents “disagreed” with this statement while 2.9% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.3**.

**Figure 3.3: Feedback from University Supervisors**

**The feedback provided by my university supervisor was helpful to my development as a teacher (i.e., feedback was clearly stated with suggestions for improvement).**

#	Answer	Response	%
4	Strongly Agree	144	51.4%
3	Agree	100	35.7%
2	Disagree	28	10.0%
1	Strongly Disagree	8	2.9%
	Total	280	100.0%

Candidates were asked to provide comments regarding their university supervisor. Candidates were asked to list any compliments that they had for their university supervisor and these comments are found in **Comment Table 3.1**. Candidates were also asked to provide specific suggestions on how the experience with university supervisors could have been improved and these comments are found in **Comment Table 3.2**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

**Comment Table 3.1: Compliments for University Supervisors**

What compliments do you have for your university supervisor?
He was very encouraging and was open-minded to various ways of completing a task
Thank you for being able to make it to Indianapolis to observe me. It was quite a long drive for you. Your comments were always detailed and helpful. I think I have done my best to take each comment into consideration and apply it.
My advisor, [REDACTED], was great! Very friendly, helpful, fair, and available. He was always willing to help. Thanks [REDACTED]!
My university supervisor was amazing! She provided me with the support I seemed to be lacking from my cooperating teachers and helped me problem-solve various situations that came up during the experience. She was the best part of my experience!
Very flexible, willing to work with you, supportive. I was lucky to have her as a supervisor.
Fantastic support and communication. I also REALLY appreciate the opportunity to turn in our LAMP to her to have her look over it before submitting the final copy to BSU.
My university supervisor was so awesome! [REDACTED] was very friendly, flexible, and very understanding! She trusted us to be good teachers and do our work as we should. She would be very complimentary but also help and give feedback when needed.
He had a lot going on and places to be while he was here
[REDACTED] was incredibly supportive and always had insightful feedback that either encouraged or was constructive, or both.
Very patient, kind, and understanding. He is very calm and gives great feedback both encouraging and improvements. His calm demeanor has helped me to relax and meet all of my goals.
Did a great job being positive.
He is always kind, willing to help, and understanding in all ways.

I felt as though my supervisor was very supportive during the entire student teaching experience. She was always willing to answer any questions I had. It is clear that she works hard to help all of her student teachers have a positive student teaching experience.

She was great and helped me feel more confident in the classroom!

Friendly

Very helpful, and insightful, my teacher was also always available.

He was easy to communicate with and always had kind remarks to help improve and correct what I need to work on.

Enthusiastic, energetic, passionate.

Wonderful! I would not have survived in this classroom any longer without her support.

Both of my supervisors were incredible with adapting to my other outside experiences. They were both supportive, helpful, encouraging, and understanding with pursuing my soccer career.

Communicated well, always helpful and answered any questions I had for her

Thank you for all of the helpful critiques. I was able to change my way of thinking and performing for the better! Thanks so much, [REDACTED]!

He was extremely positive with feedback and suggestions and was always supportive.

[REDACTED] was awesome. She was always extremely positive and gave helpful suggestions.

For always answering my questions and having confidence in me and always giving me advice and compliments [REDACTED] is awesome! She has been so incredibly helpful throughout my entire student teaching experience. She constantly is providing us with feedback and ideas of new things to try in our classroom. I can't imagine having such a successful semester without [REDACTED]!

My supervisor was wonderful. He always kept us updated, and was also very positive with everyone in my group including myself. He kept in contact with us and also let us know well in advance what he expected from us. She always got back to me immediately, whether it was texting or emails. And she did a great job of making me feel at ease when I was freaking out, and I did that a lot.

I would have liked to meet with her more. More guidance with LAMP and showcase

Expecting a distinguished on everything I submitted made me want to do even better on my assignments She was amazing and really helped me through this experience. She understood my situation and was very helpful in both providing ways to improve my teaching and giving me advice on how to keep pressing on even though I had a terrible classroom teacher (she also thought my classroom teacher was a terrible teacher).

[REDACTED] was my biggest cheerleader. He helped me improve by being a reflective partner with me through this process.

Very informative... and very observant, which is nice, so I can learn from my mistakes.

[REDACTED] was very easy to work with. She was always very kind to me.

It was very helpful to have a supervisor who understood theatre and could give me the necessary feedback to my content as well as my management. He was also very great at being specific and helping me find a middle ground between the experience I wanted and the experience I was getting.

Always showed concern for me to make sure everything was going ok! She always would make sure I had everything I needed and would always give me great feedback.

She was very supportive and caring.

Gives good feedback.

?

My supervisor has been a major help this semester. He made an effort to visit in the classroom every other week, which enables him to monitor progress very closely and make frequent suggestions for improvement. When going through our reflections and journals and such, he will generally respond to what we have if there is something out of the ordinary, and that feedback is crucial for a student teacher approaching a full-time teaching position.

Would always take a minute to talk to me when I would call her.

[REDACTED] [REDACTED] is exceptional at her job. She knows exactly what needs to be done, is effective in communicating expectations, and is always reasonable.

He always responded promptly when I emailed him a question.

He was always prompt for observations. He gave great advice and would often tell stories about his teaching experience.

Thank you for being honest on my evaluations. It has helped me grow.

None.

Absolutely none.

Helpful

She was great. She was very positive and helpful. She gave many suggestions, as well as encouragement throughout the semester.

I really don't have any. My university supervisor was the worst part of my student teaching experience. He really had no idea how an English Education classroom worked, and his meetings were confusing and often useless.

He was able to see me teach multiple times and provide feedback.

Always open for direct communication

My university supervisor was always willing to help, give support, give advice, and guide me to make sure that I am having the best student teaching experience possible.

She was great! Very supportive, helpful, and patient!

She is very nice and easy going.

They didn't give up on me and helped me succeed!

■■■■ was with me EVERY step of the way. She gave me certain ways how to "tweak" my lessons to make them perfect. She also gave me great advice on my LAMP project.

She was willing to meet with me or talk on the phone whenever I needed her. She helped me get through some tough times. She was there to reassure my competence and strength in education.

He has been very easy to work with, supportive, and responsive to my needs.

He is very attentive to my needs, listens, and offers good advice.

Enthusiastic, somewhat understanding and willing to be flexible at times

I know that I had by far the best supervisor that I could at Ball State, could tell him anything and he understands the pressures and work that go along with student teaching, wouldn't recommend getting rid of him anytime soon if you want successful teachers

Thank you for all the support you have given me.

■■■■ was always very positive in his observations.

■■■■ always encouraged us to contact him with anything we might need. He was very helpful. everything. He was amazing.

She got back to me every time I needed help or needed assistance in a timely manner. She told me areas where I needed to improve which helped me grow as a professional.

Very positive person

Easy to talk to, gave great advice, made me feel comfortable-had the feeling she was there to help see me through this process.

Very helpful throughout my experience. Worked hard to communicate with others to be able to answer any questions we had that he didn't have answers too.

Always on time, and always wanted to help if you had an issue

She did a wonderful job overseeing my experience. She truly cared about my successes and failures.

She was very encouraging! She gave me feedback a lot and this was helpful for me to grow.

As a first year supervisor, she did an amazing job making sure we were all on the same page and completed the necessary tasks to benefit our experience to its greatest potential.

She was a great supervisor...I don't think she could have helped more than she did

I felt that I could easily contact my university supervisor. She was extremely positive, and I valued her feedback and time.

Very understanding. Quick to return emails, calls, texts. Very supportive.

She was a great help throughout my student teaching and allowed me to have the confidence I needed to get through the semester.

I felt like ■■■■ wanted each of us to succeed and was willing to answer questions or provide feedback at all times.

■■■■ was a great this semester! He provided with the correct help whenever I needed it yet let me have my space. I also really liked how he trusted me and my work!

Great feedback

I liked that he was laid-back. It helped reduce pressure when he would observe the classroom. I liked the feedback and discussions we had in seminars too.

Answers questions when asked.

██████████ is fantastic at what he does. I appreciate that he's realistic rather than idealistic, like some other TC professionals, and offers real-world solutions and suggestions.

She was amazing!

Thank you helping me identify my weaknesses.

Flexible and helpful

She was always positive.

She did an excellent job her first year as a supervisor! Was very positive, offered a great deal of resources and suggestions.

She was always prompt at getting back to me.

He was very personable and realistic about every situation. I am very fortunate to have been placed with him. I couldn't have asked for a better university supervisor. He had the perfect mentality to support my needs and help me further myself as an educator.

He was very laid back

██████████ is amazing. ██████████ is one of the best supervisors I have had. ██████████ is always there willing to help and to answer any questions. He always asks us what will make us better. ██████████ questions and experience have really helped me grow during my student teaching experience.

Very laid back and helps to make student teaching more manageable and less overwhelming and stressful, MR ██████████

She was always very encouraging of me.

Very nice

My university supervisor was nice and helpful.

Although very helpful, I didn't always understand her feedback on my lesson plans. It was also difficult to take her suggestions, at times, because she is not in my classroom every day to see the reason for why we do certain things.

Very nice and caring guy. I know that I can talk to him whenever I need too.

My supervisor is amazing! I feel so lucky to have him. His classroom teacher and principal experience make him such as asset. He gives me constructive feedback to improve myself as a teacher. I feel like he just gets it.

### Comment Table 3.2: Suggestions to Improve Experience with University Supervisor

What specific suggestion(s) would you have to improve the experience you had with your university supervisor?
I would have liked for there to be clearer directions on completing the online portfolio document.
n/a
I had a great advisor. As far as I am concerned, he did everything possible to help me succeed.
Nothing, she was amazing.
Honestly, none. ██████████ has been absolutely fantastic!
none
Be more available to the student teachers
Nothing
Give notes about LAMP grade so we can see your thoughts while grading.
N/A
I don't have any suggestions, he did a great job.
none
I'm not sure
It would have helped greatly if my supervisor had a background in elementary education
I would have them be a little less suggesting about how we are supposed to teach and a little more welcoming about how we would like to teach. Welcome our ideas into the classroom.

None. I was very pleased with my experience, he helped us all along the way and even answered silly questions when they came up.

More clear and concise communication, no forcing extra duties on all of us (should be left to outstanding candidates to do so on their own power), more substantial suggestions during observations instead of just restating what I performed

none

n/a

None

n/a

Make everyone have [REDACTED] as their supervisor.

N/A

My university supervisor was more of just a body in the classroom when observing me in the classroom. I was given general feedback that was basically the same after every lesson observation. At times it was very difficult to contact my university supervisor due to other conferences he was attending and not having an internet connection or phone to be reached at. Also, I experienced several problems during my first placement with my first cooperating teacher and my university supervisor did not provide me with the guidance that I believe I should have received which then turned it to larger problems as the semester progressed. I believe that the assignments were given with unclear directions and due dates which then lead to confusion and everything having to be done and once.

I would have liked a few more reminders when things were due to help me remember because there is a lot to do.

Provide a specific day/time as to when they will be observing

more meetings, always time to discuss lessons after observation

Getting more clarification on some of the notes that are left or suggestions on the observation forms. Also wanting to be able to see my reflection observation from them after the first placement. That way I could see other areas that may have needed more attention to them for them to be fixed

more help with the portfolio

I felt out of the loop with her. There were so many times that I never got responses from my emails, and there were many weeks where I wouldn't even see her at school. She always canceled meetings after school and there were times that I didn't know about meetings she was having. I felt very out of the loop as to what my expectations were. I also wish that she provided feedback every time that she came. There were times that I didn't hear anything and other times where she just sent a summary of my lesson instead of positive comments and things to work on. My favorite supervisor during practicums always gave me three positives and three things to work on after every lesson that he observed. I loved that kind of feedback and the language and the balance of positive and things to work on.

Though I understand his strain, I would have liked to have been able to be closer to him in [REDACTED] in order to easily manage the seminar classes and other workshops that were offered.

n/a

N/A

She is extremely busy.

I hardly saw my university supervisor

The only thing I can think of is to have more check-in meetings with the other student teachers. When we come together and get to share our experiences, we can get feedback from multiple sources who are going through the same or similar experiences. These dynamic viewpoints would allow us to grow together and see how we could all improve or prepare ourselves for a situation.

My university supervisor was not good at returning emails in a timely fashion (usually 48 hours or more passed). Also, there were never any suggestions for what I could do to improve my teaching. I would be marked basic or proficient in some areas instead of distinguished but she would not tell me what I could do to improve those areas to be marked higher.

More guidance about LAMP planning and requirements. I felt lost at times concerning the planning aspect. Implementation went well and so did my final reflections, but the planning process was confusing. Guidance on how to gather artifacts.

He needs to be flexible with time when observation because in special education the daily schedule can change at any moment depending on the students' needs and behavior.

When giving advice, I wish he would have thought about the age group I was working with when giving advice. The advice he gave sometimes was for an older age group.

Please respond to emails.

None.

Retire.

None

Nothing

Student teachers need to work with supervisors who actually understand their content area.

I know it was tough for him, but I teach a subject that is completely different then classroom work and I think he may have difficult grading me accordingly.

Sometimes confused on what was expected... Wasn't very clear at times

I wouldn't have any suggestions. My university supervisor was everything she should have been.

I would have enjoyed more of the seminars. I felt I got a lot out of meeting with the other teachers in my group and would have liked to have more of the time together discussing what needs to be done.

I felt like I was a little in the dark throughout the whole experience. I know it's not her responsibility to make sure we're doing everything we should, but I felt like a little more reminders or nudging or heads up would have been greatly appreciated.

Find more time to come in and observe

Provide a little more examples and guidance with the LAMP.

Improving the lack of communication, especially while he was traveling. We went 5-7 days at times without hearing from or seeing him, no returns to emails. Expectations were unclear and confusing, especially as the semester went on.

■■■■ could give more critical feedback that would be constructive.

Be in the school more than two times a week. Do not cancel seminars, hold meetings to keep up on concerns, questions, and issues that arise.

None, I had a great experience with him and have no complaints.

Nothing. he was perfect

To be more organized and communicate with the student teachers more frequently

Just taking the time to read the reflections. The first week was great in getting back to me about my reflection but I felt it slipping as time went on.

Would have liked more constructive criticism during observations to know what I could work on to improve as a teacher

I would have liked more time to talk with her after her observations.

Sometimes the schedule and expectations for assignments were confusing. After asking questions, she helped me understand. I would suggest making things clear the first time to avoid getting many questions for students.

n/a

N/A

nothing

No suggestions.

None.... ■■■■ was THE BEST supervisor!

none

Sometimes there would be contradictions between what I was critiqued on and what was said later, but that happens.

Be more involved and check in with us. Give us more information regarding the requirements for the LAMP and what we are supposed to do when we present at the end of the semester.

None needed, he was a pro.

She was awesome!

Be more supportive and explain what I need to do more clearly. I offend felt alone and confused! Since I am the only student teacher in my field I have no one to bounce ideas off of or discuss issues with. I would have liked to be with other student teachers!!!! I also felt like I was constantly defending myself! Nothing I did was ever "good enough".

Become more informed in the requirements that each student has from their content area for projects that need to be completed.

I would suggest not comparing one student teacher's experience to another student teacher's experience. For me personally, hearing about how well my fellow classmates were doing while I was doing a little poorly did little to build my confidence nor did it help me in any way.

none

If at all possible maybe reduce the number of student teacher's he had or have one solely for secondary education and elementary education.

He could have given me constructive criticism and actually addressed my concerns, rather than "good job" and pushing off my concerns.

None.

I would ask his to visit more, I just genuinely enjoy his presence in the classroom.

Please arrive to observe me on time!!

More organization, expectations of what to expect, timeline of everything that is due

More communication about the reason for the classroom structure, so that way she knows why I do certain things.

Maybe have more university supervisors, so they have less students and student teachers could have an observation every week.

N/A

I wish she could have come around more often!

More communication at the beginning of the semester.

A little more communication would have been nice, at least through email if not in person. At least to see how everything was going and to keep tabs on what I still needed to accomplish.

I think it would be helpful if the university supervisor could help with the artifacts on each INTASC principle.

The hardest part I have had is figuring out how my artifacts fit into the principles. I know I have a ton of artifacts, but I am confused about where they fall and could use help from someone that has worked with previous student teachers.

Don't take our whining personally. Especially at the first seminar, but over all our homesickness is not a reflection on you.

Observing us more. I have only been officially observed by my supervisor 3 times and have only received feedback 2 times. I was hoping for my supervisor to see me teach more and offer me specific ways to improve. I feel like I haven't gotten any feedback from just my supervisor because she hasn't observed me very much and only listens to what my classroom teacher says.

Give more feedback on written assignments.

Know more about RapidWeaver

Rest!

Understanding of the ELED lamp project could be improved

I think that, my supervisor has been less than helpful in advising and being supportive of me this semester. I got the general impression that, if push came to shove, he/she would not be sympathetic to my stance. For this reason, I will have not felt comfortable sharing my concerns or criticisms with him/her this semester.

none

The only suggestion I would have is to answer emails faster, but she typically answers within 24 hours.

Stay on top of e-mails from students. Often times these are when a lot of questions come up and need attention

Not to have too many other obligations that they cannot help out those who are student teaching.

## Part V.B: Cooperating Teachers

Respondents were asked to identify the number of cooperating teachers they had during their experience. A total of 65.7% or 180 had one cooperating teacher. A total of 34.3% or 96 had two or more cooperating teachers. Individuals with two or more cooperating teachers are

typically those who have dual major programs (i.e., Dual Major: Elementary Education/Special Education: Mild Intervention). The survey was designed in this manner so that respondents could be a little more specific about which cooperating teacher they were referring to when answering the question. Individuals who answered “one cooperating teacher” were automatically directed the next section (on co-teaching) bypassing questions about “cooperating teacher #1,” “cooperating teacher #2,” and “cooperating teacher #3.” Individuals who answered “two or more” were automatically directed to a unique section of the survey that would ask them to answer separate questions for “cooperating teacher #1,” “cooperating teacher #2,” and “cooperating teacher #3.” Data for the number of cooperating teachers each candidate had is found in **Figure 3.4**.

**Figure 3.4: Number of Cooperating Teachers**

**How many cooperating teachers did you have during your student teaching experience?**

#	Answer	Response	%
1	One	184	65.7%
2	Two or more	96	34.3%
	Total	280	100.0%

#### Part V.B.1: Data for Candidates with One Cooperating Teacher

A total of 66.1% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 26.8% “agreed” with this statement. A total of 92.9% either “strongly agreed” or “agreed” with this statement. A total of 4.4% of the respondents “disagreed” with this statement while 2.7% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.5**.

**Figure 3.5: Confidence in Cooperating Teacher (Candidates with One Cooperating Teacher)**

**My cooperating teacher provided the necessary support to help me succeed during student teaching.**

#	Answer	Response	%
4	Strongly Agree	121	66.1%
3	Agree	49	26.8%
2	Disagree	8	4.4%
1	Strongly Disagree	5	2.7%
	Total	183	100.0%

#### Part V.B.2: Data for Candidates with Two or More Cooperating Teachers

In order to allow candidates with multiple cooperating teachers to give responses specific to each of their cooperating teachers, individuals who answered “two or more” were automatically directed to a unique section of the survey that would ask them to answer separate questions for “cooperating teacher #1,” “cooperating teacher #2,” and “cooperating

teacher #3.” Generally, it was implied through question order in the survey that a person who had multiple cooperating teachers would respond by identifying the first cooperating teacher they had as “cooperating teacher #1,” and the second cooperating teacher they had as “cooperating teacher #2.”

**Cooperating Teacher #1:** A total of 64.6% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 29.2% “agreed” with this statement. A total of 93.8% either “strongly agreed” or “agreed” with the statement. A total of 5.2% of the respondents “disagreed” with this statement while 1.0% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.6**.

**Figure 3.6: Confidence in Cooperating Teacher (Candidates with Multiple Cooperating Teacher—Cooperating Teacher #1)**

**My cooperating teacher provided the necessary support to help me succeed during student teaching.**

#	Answer	Response	%
4	Strongly Agree	62	64.6%
3	Agree	28	29.2%
2	Disagree	5	5.2%
1	Strongly Disagree	1	1.0%
	Total	96	100.0%

**Cooperating Teacher #2:** A total of 54.8% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help me succeed during student teaching.” A total of 36.6% “agreed” with this statement. A total of 91.4% either “strongly agreed” or “agreed” with this statement. A total of 4.3% of the respondents “disagreed” with this statement while 4.3% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.7**.

**Figure 3.7: Confidence in Cooperating Teacher (Candidates with Multiple Cooperating Teacher—Cooperating Teacher #2)**

**My cooperating teacher provided the necessary support to help me succeed during student teaching.**

#	Answer	Response	%
4	Strongly Agree	51	54.8%
3	Agree	34	36.6%
2	Disagree	4	4.3%
1	Strongly Disagree	4	4.3%
	Total	93	100.0%

**Cooperating Teacher #3:** A total of 33.3% of candidates indicated that they “strongly agreed” with the following statement, “My cooperating teacher provided the necessary support to help

me succeed during student teaching.” A total of 55.6% “agreed” with this statement. A total of 88.9% either “strongly agreed” or “agreed” with this statement. A total of 0.0% of the respondents “disagreed” with this statement while 11.1% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 3.8**.

**Figure 3.8: Confidence in Cooperating Teacher (Candidates with Multiple Cooperating Teacher—Cooperating Teacher #3)**

**My cooperating teacher provided the necessary support to help me succeed during student teaching.**

#	Answer	Response	%
4	Strongly Agree	3	33.3%
3	Agree	5	55.6%
2	Disagree	0	0.0%
1	Strongly Disagree	1	11.1%
	Total	9	100.0%

### Part V.B.3: Comments from Candidates about their Cooperating Teacher

All candidates were asked to provide comments regarding their cooperating teacher. Candidates were asked to list the best part of their experience with their cooperating teacher and these comments are found in **Comment Table 3.3**. Candidates were also asked to provide specific suggestions on how the experience with their cooperating teacher could have been improved and these comments are found in **Comment Table 3.4**. Candidates with multiple cooperating teachers were asked the same question and their comments are included in the same table below. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

**Comment Table 3.3: Best Part of Working with Cooperating Teacher**

What was the best part of the experience you had with your cooperating teacher? (These responses are from those who had only <u>one</u> cooperating teacher.)
She gave me specific feedback, both positive and negative that helped me grow during student teaching. It has been a pleasure working with her.
It was just so wonderful learning from her and watching her work with the kids. We're different in our approaches, and it was very good for me to see these other methods.
Every day was a learning experience and he was trusting enough to give me two classes that I've been teaching since the first day of school
Being able to teach with her and on my own.
My cooperating teacher has been absolutely wonderful! I am her first student teacher, but she has not been hesitant at all to let me take things over. She has willingly allowed me to try new things, which has led to many good learning experiences for me!
I have built a great relationship with my cooperating teaching. She was an amazing teacher to learn from and observe. I have truly enjoyed my time working with her. I often find myself getting sad knowing that my time with her and her classroom is ending because of how blessed I have felt having the opportunity to work alongside her.

### Great relationship

Overall, he couldn't have been more open and welcoming as a person, not just a cooperating teacher. Through his warm personality, both of us thrived in the experience.

### Learned what not to do as a teacher

Learning how to build a better classroom management strategy for my future classrooms, and working with someone to meet not only the students' needs but the teachers as well.

My teacher and I got along very well. I felt that we bonded, which made the experience much more enjoyable.

It is very hard to choose one best part of my experience with my cooperating teacher. My teacher has been fantastic and I am incredibly blessed to have had the opportunity to learn from him. I think one of the best parts was having someone that I could always ask questions, no matter what they dealt with. My cooperating teacher was once in the same shoes that I am in now and so he has been able to help answer questions and walk me through this semester.

Her willingness to help me when I needed it and to step back and let me go out on my own when I needed it.

She really made me feel like I am doing a great job. She has places I can improve in but she always pairs it with a compliment. She is a great teacher and mentor and I would recommend her to anyone.

friendly, open, not too serious or strict, made me feel comfortable, honest

I learned what I did not want to do and act like as a teacher.

### Learning daily from her

Knows how to conduct a classroom and make teaching meaningful for the students

He was very relaxed and easy-going. Our personalities in the classroom complimented each other really well. I loved working with him!

Using her for input and advice during difficult points in the classroom and learning from her experience.

I learned so much from my teacher. I learned to improve even more on my organization skills, creativity, and gathered many resources.

He allowed me to run the classroom my way and let me learn from my own mistakes.

The greatest thing about my CT is that she has been teaching for 20 years, which means she knows her stuff.

She also knows that she needs to keep modifying and correcting her approach to teaching so that she can better translate the information to the students. Watching her do this and trying to do it myself has been an amazing challenge, and honestly not one that I've always accomplished. Having the experience, however, sets me up quite well to do what I need to do in order to continually improve myself as a full time teacher.

The relationship I formed with my classroom teacher has been the most helpful experience. He was very supportive and we were able to plan instruction together.

There wasn't one.

Everything! My cooperating teacher was awesome and really helped me through everything

My teacher provided me with support at every point. She was constantly providing help and advice whenever I needed it.

easy to work with at times

My cooperating teacher was always willing to give advice, a helping hand, and a way to improve my teaching. She was complimentary when I needed it, reflective when I needed her to be, and helpful when I needed the help. She is the ideal co-teacher and cooperating teacher.

She left me with a lot of freedom in what I could teach the students. She trusted me with her classroom, but was still there to provide extra help if I needed it. I was extremely happy with my cooperating teacher.

She did a great job at gradually giving me more responsibility in the classroom. She provided me with helpful hints and strategies that are important for teaching a class. She was so friendly, easy to approach and always knew of ways that I could better myself as a teacher.

Watching him work with the children, and differentiate his instruction based on the group he was working with or the day, was incredible.

Our personalities mesh very well, meaning we're thinking in a similar way most of the time.

Getting the opportunity to see teaching that is "outside the box" that is interactive and engaging so that students are excited and ready to learn.

I was shown EVERYTHING. I was included in Acuity remediation, ALL staff meetings and training, I was required to contact parents and consult with the other staff on a weekly basis. I was also put in charge of the fourth

grade performance at the Veteran's Day program. These experiences greatly helped my communication and leadership skills, along with the knowledge needed for my first year of teaching.

She let me teach at my own pace and learn my own lessons in the classroom

All the knowledge, experiences, and new information that she had learned. She always shared information with me even if it didn't involve me too much she would still allow for me to see what it is like really to be a teacher.

She gave me resources to help me plan my lessons.

My cooperating teacher was very relatable and understanding throughout the entire process aside from being extremely helpful.

Every single day was awesome with him...I learned a lot of valuable information from him and he has prepared me for owning my own classroom more than the past couple of years in college. You can only learn so much about teaching from a book before you have to be put into situations and converse about the possible outcomes and how to go about them in the correct manner.

Allowed me to use many of her previous resources to focus on classroom management skills

The best part was being able to see how another teacher ran his/her classroom and why they do certain procedures.

Co-teaching

She was an AWESOME role model and provided me with all the help I needed to become ready for my own classroom!

I think we got a long really well. It really helped take a lot of the pressure off when teaching and the experience became more about learning what it means to be a good teacher.

She is a very good teacher and guided me in how to teach content adequately, how to adjust classroom management strategies, and how to have a balance between work and life outside of the school.

I taught from day one.

variety experience

Learning from her suggestions and experience. She knows so much about this field that I learned just by watching her.

She was extremely nice and a wonderful role model for someone aspiring to be a teacher.

The day in and day out discussion of "school-life/Teaching-skills that aren't taught in the classroom

She allowed me to solo teach all classes almost immediately.

She was an amazing teacher! Great classroom management, allowed me to have experiences but was great at co-teaching. Learned a great deal from her

She provided me with a lot of great ideas as well as always pushed me to do a lot more than I ever thought I could have. I was very lucky to have worked so closely with one of the most effective teachers in the school.

Coming to class every day and being enthusiastic and intentional with everything we have taught.

The best part of the experience that I had with my cooperating teacher was co-teaching.

The confidence he gave me in the fact that I do know my subject areas and that he helped me further my knowledge in the few areas that I have less confidence in.

The freedom to try new things in her classroom

When she allows me to make mistakes on my own and then we talk about how I can make it better next time.

My cooperating teacher is awesome. We mesh well and have similar teaching styles. We have a mutual respect for each other that the students pick up on.

I have a great cooperating teacher who has helped me and given me guidance along the way.

She was always there helping me. I could get a hold of her at any time and was there to give me as many resources as she possibly could. I could not be happier with this experience and could not thank her enough for everything she has taught me.

She has supported me in trying new things, and has let me see whether they work or not.

Co-planning every day and every lesson

We really interacted well together with the co-teaching model. When one would be instructing a group of students, the other was going around individually helping students to make sure all were helped each class period. I learned a lot about having high expectations for the students, but working with them to insure their success.

My cooperating teacher always helps me to make sure I continue growing with my teaching experience. She provides me with suggestions on how to improve and gives me a variety of materials that will help me with my

teaching. She allows me to participate in experiences that will benefit me as a first year teacher, so I know what to expect in the future.

She helped me as a whole person not just as a student teacher.

My teacher was always willing to give me resources when I needed them.

She was incredibly willing to help me in any way that she could and gave me plenty of support and resources when I began to take over her classes.

She has completely accepted me in all of her classes and fully supports me while I try to do the same for her.

Gaining relationships with the children in my class

Real life application conversation

She encouraged me to seek out a number of opportunities that I would not have otherwise known about.

We work really well together and our goals to teach the students to help them reach their full potential is the same.

She supported me in my teaching and became a great mentor

when she left the room and I was able to teach completely on my own and feel like a real teacher

I don't know how this happened, but I was placed with someone who was opposite and personality and philosophy than I am. Which has been fabulous. I am improving in all of my weak areas, and still getting to utilize all of my strong areas.

She taught me so much and was willing to work and incorporate me into her classroom

He let me use the classroom to explore my management style and offered suggestions on ways to improve. He never hindered my learning process.

I learned how to deal with adversity amongst co-workers.

I enjoyed that he was kind and seemed interested in my life.

Just the learning experience in the classroom.

My cooperating teacher was always there, and always supportive of me and my decisions. She made herself readily available for discussions and any advice.

My teacher has had student teachers in the past and attended Ball State as a student teacher herself. She was very helpful in allowing me to get done what I needed for Ball State while also providing me with tips and information for teaching after college. She was very helpful, understanding, and she was a great mentor for me.

He has helped me look for jobs and has given me to support and has helped me succeed.

We worked really well together. We had similar personalities, which helped us implement co-teaching models.

His support and encouragement. He allowed me explore different instructional strategies and encouraged me to try new ideas. He was always open for fresh, creative instruction. He also was demonstrated a strong sense of respect towards the students.

She was very open to anything that I wanted to try.

We are completely open and honest with one another about how well a lesson may or may not have gone. This has allowed me to reflect critically upon myself as to how I could have changed a lesson plan to make it better.

He was very understanding and supportive. He also was always open to my suggestions and very flexible

Classroom management experience

Ability to plan and teach together

We got along very well and were able to do a lot of co-teaching even when we didn't necessarily plan for it to happen that way.

I did not have a positive experience with my cooperating teacher.

He let me take over teaching the classroom very quickly, and gave me a ton of opportunities to learn.

Becoming a part of the classroom and developing relationships with my cooperating teacher and students

He had a lot of knowledge and was wonderful with job preparation

having the freedom to make mistakes but then receiving constructive feedback

That he trusted me to be alone with the students (there was a para).

My teacher allowed me take over her classroom fairly early and I was able to try my own methods in her class.

We also worked very well together and had a lot of fun throughout the process.

She taught me a lot about things that I wouldn't do in the classroom. When she would communicate with me, she would give me some good advice.

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #1.**

I was welcomed in and encouraged to complete all tasks in the job description and allowed me to make changes in her classroom.

Cooperating teacher #1 was a great example of an effective teacher. She taught me so much. She was so welcoming, friendly, and appreciative of my hard work. I appreciate all of her support and guidance.

Learning about various classroom management strategies to use with juniors and seniors by observing her rapport with students.

I was able to experience the first day of school. That was my favorite part, starting with the students. I was lucky to have gained all the extra experiences that I did with my first cooperating teacher.

He has been a huge help and has taught me patience, and how to handle younger children.

He was a great person with something positive to say about everything.

I had never heard of her position and I loved being exposed to the position.

I learned what it was like to work in the resource setting.

I loved the age group I had and the superior staff that I had at the school I was placed. They were very helpful with certain situations and very understanding.

She trusted me to run the class

Received excellent support, ideas, encouragement, learning experiences, and support in other life endeavors.

Was a part of an amazing staff who balanced both professionalism and a fun environment to work in.

learned a lot from her

Working with different students both in the gen ed classroom and doing pull out interventions

her teaching me so much and always having confidence in me

I had two teachers in my first placement and they were both wonderful. Very helpful and encouraging and made me feel welcomed in the school.

Getting to work in a general education classroom setting

How well we worked together and built a friendship

All of the conference I was able to go to and the professional development meetings I was able to attend.

I was able to teach in every class and gained a lot of experience with having a full teaching schedule as well as with classroom management.

The ability to have open discussions about how teaching really is

Cooperating teacher #1 had me dive right in and take on teaching all lessons from day 1. I found this helpful because there was no better way to gain experience then to just jump right in.

Collaborating with the general education teacher

She gave me as many resources that she possibly could, and helped me to experience what mild special education is all about!

Being included in discussions about student behavior or how to make each individual succeed.

Telling me the truth about my progress and what I needed to do in order to become a proper professional educator.

Helped me with all information and very relaxed and helpful

He was able to show me things that I did not want to become. He also made sure that I worked to teach to the standards.

She was excellent and talking to me like I was an actual teacher. We discussed daily how the day went and what we noticed about the students to improve our teaching. She was very encouraging and friendly.

All the memories!

She was positive, upbeat, a joy to work with! I enjoyed every single day spent with her. She boosted my confidence and gave me great resources to use!

She treated me with respect and as a colleague. She forwarded me school and parent emails so I would be in the loop. She made me feel like a part of the school community.

Her expectations for the students and myself were extremely high, which allowed me to have high expectations as well.

She was very down-to-earth which made the experience significantly less stressful than what I anticipated it to be.

She was very helpful and a wonderful person to shadow. She was there for me and helped with ideas. I had the best experience with her.

Learning how busy special educators are and how well prepared they have to be

He was a younger teacher and remembered his student teaching experience well. He was very motivated to teach me everything I needed to know to be successful. All the things he wish someone would have told him during his experience. We were able to talk about everything that was happening and reflect upon it together.

I was able to experience two full weeks of being the classroom teacher.

I felt completely comfortable communicating with my first cooperating teacher. She and I had a mutual respect for each other from day one. She respected me as a student teacher who was about to begin a career. She served as a mentor for me during my first student teaching placement. When a lesson didn't work, I felt comfortable confiding in her to brainstorm ideas on how to improve the lesson. I hope that she continues to take student teachers because my experience was completely positive and she was an amazing educator who truly cared about her students.

My cooperating teacher went through the same program I was in. We both have the same beliefs and management styles.

Volunteering coach for football team. Excellent experience

She helped guide me through student teaching and allowed me to take the reins when the time came.

She was always willing to help me with lesson planning and gave great advice and willing to let me do my own thing, but always gave extra help when needed.

The relationship I built with her.

She had experience in all grade areas for students with moderate and severe disabilities.

Their caring attitude.

She kept me on track, but also get unrealistic goals for us at times that only took away from out planning time

Learning her organization techniques.

Cooperating teacher #1 really helped me get the know the staff, and learn about my students

How to stay patient and teach in a different diversity of students than previously experienced

She gives me positive feedback in addition to ways to improve.

She was very flexible and understanding threw the experience and helped me when I needed it

She let me be the teacher and was open to all of my ideas even if they didn't align with hers. She let me experience what it truly feels like to be a teacher with a full class while still supporting me through feedback and advice. She also answered any questions I had at the drop of the hat which was awesome. Lastly, I was able to create a relationship with her because she was able to build a sense of trust with me and had confidence in my teaching.

I built a great relationship with the cooperating teacher and received feedback from her. She helped me along the way anytime I needed it.

I learned so much from my first cooperating teacher. I had never had a good experience in a resource room, until I was with my cooperating teacher. I learned so much and actually am considering being a resource teacher now.

We became like friends, we enjoyed working together and we worked very well with each other

Constant engagement with what I was doing every day

I was given time to work independently with students.

She really helped me with planning for a grade I was unfamiliar with.

The best part was how well we worked together by the end of my experience. It started out rough, but we came together and made it work.

Very personable and honest.

Learning classroom management and how different it can be depending on the student.

Always willing to help me and made me feel welcome from day one.

Communicating very effectively about the way I taught and how I could improve every day

Tyson and I have a wonderful co teaching relationship and I feel that he offers me excellent insight on a daily basis about my teaching.

Specific comments to immediately improve

Helping with school-wide fundraiser

The resources and advice!!!

Supportive and very creative. Has a lot of good ideas for class activities

She helped me learn my strengths and weaknesses and encouraged me to do most of the classroom activities quickly since I was only there for a limited time.

co-teaching

Great positive relationship and she wanted me to learn and succeed

Learning of course. I learned better management skills for elementary.

Teacher 1 gave me detailed feedback after every class I taught. Teacher 1 also provided me with lots of resources including tests, study guides, rubrics, handouts, and PowerPoints that I could use when developing lessons or when I have my own classroom.

They were so nice and welcoming.

I learn so much from her such as how to handle parents.

I liked the different observations and advice that she gave me to make me a better teacher.

She was so supportive and let me sit in on every meeting she had giving me a great experience.

She gave me many opportunities that I didn't get to experience before. She was a great teacher and I learnt a lot from her.

She was so incredibly supportive and helpful every step of the way. She treated me as an equal and I was so grateful for her guidance.

I was able to participate in IEP meetings.

I am learning to be more comfortable in front of a classroom.

I got along very well with my first cooperating teacher and she and I shared many teaching values. She had a lot of previous teaching experience and provided me with great feedback on how to improve. I really appreciated her feedback. She is someone that I strive to model my teaching after.

Being able to share previous teaching experiences as well as information amongst peers and myself. I also enjoyed the collaboration and constant advice I received from my cooperating teacher. He was never shy to tell me the truth, but also did a great job of working on my mistakes with me.

Not really a good cooperating teacher

working with elementary schoolers

My teacher was very supportive of me, guide me when I needed it.

He was really great about teaching me the basics of being a teacher, like how to handle disruptive students (some with Autism), and how to handle daily issues that arose.

She was very helpful and really let me take over the class early in the semester.

He was very good at forcing me to reflect on my own teaching. He helped me to come to realizations on my own.

Discussing past experiences in teaching. Learning how education has changed in the past ten years. Talking about effective teaching strategies.

Learning how and what to teach at the elementary level.

The different levels of education I was able to work with.

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #2.**

She helped me build my self-confidence with the infant/toddler age group

Teacher #2 answered all of my questions and helped me to feel very prepared going into the field of special education.

Learning how to handle parent-teacher conferences.

She let me take the classroom, as if it was my own. Making suggestions and providing support. I was lucky to have her as a cooperating teacher.

The flexibility and resources offered to me to help me get through the experience in the mild resource room.

He pushed me to be a better teacher

Her position is most like the one I have in the spring.

Learning how to manage and organize a classroom.

I had a wonderful placement and a wonderful teacher that helped me through the entire experience and provided me many materials to assist me in teaching.

The teacher provided me with A LOT of feedback and was always observing how I was running the class, instead of writing lessons or not paying attention!

Received encouragement, was able to contribute daily and effectively with support when needed. Established a great relationship

Learning about disciplining

Learning about students with severe and multiple disabilities and how to meet their needs.

learning different resources to use for resource students

Same as the first. Both my teachers in my first placement were helpful and positive.

I was given an abundance amount of resources and feedback throughout my teaching experience in the special education classroom placement with my second cooperating teacher.

Being part of a team

Having the opportunity to meet more of the student's parents and teaching the class as a whole

I had a lot of freedom to do what I wanted with lessons.

Teacher #2 provided me with ample opportunities that would help me in my future career as a special educator. She was always there whenever I needed her for ANYTHING and she really helped show me how the co-teaching model works and how effective it can be (especially the planning aspect of it).

Information I gained about working with very challenging students.

Everything! She helped me with resources, as well as getting the experience that I needed. She is helping me gain more knowledge on behaviors in the classroom and is guiding me to become the best special education teacher that I could possibly be!

Being able to find out what needed to do in terms of teaching students in the secondary level.

I was able to halo students reach benchmarks

He was extremely understanding and helpful in all aspects of student teaching. He provided me information and cues to better myself in the classroom.

She encourages me to have fun when making my plans and has definitely been comfortable with trusting me with many responsibilities.

All the memories! All the help I received from them!

She gave the best constructive criticism! Tons of wonderful resources and a wide range of information

Allowing me to organize a field trip.

Attitude and her strong work ethic, willing to help with any questions I had

She was so helpful in answering any questions I had throughout the experience.

She was very down-to-earth as well. She was so on-top of things and organized.

Gaining knowledge about what it is like working in a daycare. She is also very helpful and good to work with. I gained many great ideas working with her.

learning how to run a non-traditional classroom

She gave me a lot of freedom with what I wanted to teach.

She welcomed me to the classroom right away and accepted me as part of the team. She offered both positive and constructive feedback often. We collaborated together with many different ideas for the classroom.

The best part of my experience with my second cooperating teacher was that we both had the same styles of teaching.

Daily interactions. Working together on classroom discipline and issues

She let me take the main role from day 1. She just let me do my thing and when I had a question she was there to help. She is great to bounce ideas off of as well when working with so many different grades and types of students.

Learning to be flexible of students and teachers schedules

Very knowledge

Caring Attitude

I was able to learn from my classroom teacher and she always helped me simplify my plans to make them less confusing to me and the students.

EVERYTHING.

She really helped me tailor my teaching style

I learned how to work more with special needs students

flexibility with students

Allowing me to experiment and try new things in the classroom. She also was there at all times to support and back up my teaching throughout my entire experience.

We built a great relationship. she had me getting involved right away in the beginning

I am learning a lot of information. I think the best part so far is seeing how to use curriculum in a life skills classroom.

She was extremely organized, and had gave me a lot of her materials to show me an example of ways to do certain things.

Very flexible and open to me attempting to perform in my own style

I feel as though I am a part of the team for my second placement.

Adjusting to the differences and learning the different systems they use.

My second cooperating teacher has been fantastic and so helpful. I would say the best part about being with her is that she is helping me through everything and showing me specific things. We have become very close and I have loved my experience so far with her.

She was very nice and provides me with opportunities to grow.

Her complete trust in me and treating me like I was a colleague, yet still remembering that I am learning.

Very welcoming and inviting always willing to help.

The teacher was there to answer any questions I had about the classroom, school, students, and staff. I learned how to handle the middle school experience better.

We have put out successful newspaper, yearbook, and online publications.

diversity of classes to work with

Didn't have one

She showed me the importance of communicating clearly and apologizing if you are concerned that someone may have been offended. Communication is key in special education!

Working with students in an age group I was not exposed to prior to student teaching.

She was very knowledgeable and available to help me with any requirements and suggestions for me

The best part was learning a rotation circle for round robin tournaments that works every single time. It is something I didn't pick up in classes at Ball State.

Teacher 2 placed me in front of the class quickly. It has forced me to learn music quickly and get more comfortable in front of the students.

They were nice and welcoming.

She taught me how to make modifications to tests for students with special needs.

She let me observe when I needed since I was not completely comfortable at first when dealing with those students with special needs.

She has allowed me to take a lot of responsibility for the day to day operations of the classroom.

She helped me so much. I liked how she gave me great advice and tips to help me do better.

He was confident very early on with letting me control the class, his confidence in me gave me confidence in myself.

I was able to see and implement guided reading.

I have developed more knowledge about how to work effectively with ■■■ students.

My second cooperating teacher has been able to provide me with a lot of experience and advice in working in different types of special education programs, and schools with different demographics and administrators. She has been very proactive and willing to show me how the school's special education system works and how to interact with parents and the school's staff and administration. She has shared a lot of professional advice with me.

The best part of my experience with cooperation teacher 2 was being able to use different activities and approaches in order to capture their attention and motivation. These kids are a little bit more fun to have in class, more so than high schoolers, because of their desire to participate.

Having a more structured experience

Love him. Very supportive, in situations with the students he backed every decision I made with them. Of course, I would seek his approval.

My teacher is a ball of energy, so it was a fantastic way to start off every day, even if I could never quite reach her energy level.

She was very helpful and let me take over the class early in the semester.

She gave me good feedback and was not afraid to pull punches.  
 Talking about classroom management and student behavior. Talking about their teaching experience both positive and negative.  
 Teaching me not only about teaching the students but also helping me with my plans after graduation.  
 The experience with different cultures of my own

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #3.**

I have learned a lot about math, with being in math classrooms all day  
 Being part of a team  
 Understanding trails that a new teacher has to go through.  
 She was extremely passionate about her job and sharing anything that was needed. I was able to ask all kinds of questions with almost immediate feedback. She was also available during out of school hours as well.  
 none  
 working with the diverse set of students  
 Always inviting and made me feel welcome from day one.

**Comment Table 3.4: Suggestions for Improving Experience with Cooperating Teacher**

**Based on your experience, what suggestion would you have for your cooperating teacher to make your experience more successful?**

**(These responses are from those who had only one cooperating teacher.)**

I have no suggestions.  
 Slow down when you talk and plan. Sometimes your mind is in many places planning many things at once, and it's hard for me to keep up with you and process what we're talking about. Remember that it's my first time with everything, including thinking everything out.  
 N/A  
 none  
 Nothing! She was wonderful.  
 None  
 I have no suggestions.  
 Be readily available, consult with the student teacher (not just when a lesson went bad), more personable/less awkward in the classroom, read the lesson plans, not interrupt in the middle of a lesson about doing something which you were doing but she wasn't aware because she wasn't paying attention  
 n/a  
 I wouldn't have any suggestions for my cooperating teacher, because he has been amazing.  
 start doing more of the teaching on my own sooner  
 None, my cooperating teacher was great  
 For her to not come in and undermine me and start yelling at kids for things such as having their scissors the wrong way and have them flip a card for that so they get down on themselves and lose confidence in their abilities.  
 I would have liked to have the opportunity to shadow other teachers to see other approaches and styles (We do have those 2 observations but I would like to have two week long observations)  
 Nothing... amazing cooperating teacher!  
 I don't have any. He was great and so easy to work with! Others would be lucky to have him as a supervising teacher.  
 I would like to have been given more responsibility pertaining to the fall production, even if it was just working back stage.  
 n/a  
 I really don't have much in the way of criticism toward my CT. She was a wonderful woman and gave me plenty of opportunities to both plan the class and teach the students. She let me run the class the way I wanted to, for the most part, which let me try out things that worked as well as things that didn't.  
 Ask me after I graduate.

Nothing

Maybe to take the Benchmarks a little more seriously. I'm not sure she really understood how they should be conducted.

have her guide me more and also have an understanding of what is expected out me

I wouldn't have any suggestion.

None, she was great!

n/a

I would have liked to have more communication between him, myself, and my supervisor at all times.

I really would have liked to have someone to give me resources and materials from class, I received nothing because there was nothing to give. Also having someone trained in high school education would have been more helpful than [REDACTED].

I would like to see more creativity in the classroom regarding technology.

I would not change a thing about my student teaching process. She was an amazing cooperating teacher and answered all my questions when needed, and guided me to create successful and engaging lessons.

None. My cooperating teacher has had MANY student teachers before me and is now retiring. He clearly had experience with student teachers. I really do not feel there was anything he could have done that he didn't.

more communication, better understanding that I will make mistakes

Be more involved in the students. Leave the things you are having trouble with at home and focus on the students when you are at school. Be more prepared for school days.

None, she was very helpful!

He couldn't have done anything better

Nothing

More communication in terms of assessing students, looking at results, and contacting parents.

None.... this semester was great!

None- everything was great. I felt like I had a good mix of doing and learning.

Not expecting me to teach exactly like her.

He's leaving the teaching profession, so I doubt he'll need it.

not be so critical in benchmark grading

none

If you notice a drop in quality of work say something immediately, don't wait!

improve language skills, be more familiar with own school's policies and procedures in order to inform student teacher, don't ask to "steal" all of student teacher's materials, notify student teacher of requirements such as giving quarterly exams to students, improve foreign language pedagogy

None at this point.

None.

That he shouldn't retire and should keep teaching until he can have another student teacher.

Give some positive feedback every once in a while. I receive many critics, but some positive ones would help my self-esteem greatly.

My cooperating teacher doesn't need any improvement. She is receptive to any ideas I have which is one of the biggest concerns of any student teacher.

NA

It was extremely successful.

A little more backup when I am teaching for the whole day.

I don't think you can ever have too much time planning together, so just more intentional time spent together outside of class to plan and discuss common goals for projects.

No suggestions

I wasn't entirely sure that she trusted me. I understand the level of trust you have to have to hand your class over to a student teacher, but you have to be willing to give your class over and find something else to do for a week.

Highlighting strengths and not just weaknesses. It is good for us who are just starting out to hear that we aren't doing all bad things and that we are also doing good things as a teacher.

Give me more critical feedback.

She is wonderful. That is all :)

Co-teach and don't have me just take over

None at this time

My cooperating teacher needs to take a class about working with diverse groups of people. Certain things, both presented to the students and said to me, during the course of the semester were wholly inappropriate and offensive. I would also have benefited from more concrete suggestions and advice. I readily admit that I made mistakes this semester, but I feel that I have had to rely on my own reflective abilities to address and learn from these issues rather than having a constructive outside perspective. Finally, I feel that I have been taken advantage of a number of times this semester as a student teacher. My cooperating teacher has been absent from the classroom for a total of nine days this semester (seven of which were consecutive) for a variety of reasons from going to a conference (which I deem as totally acceptable) to running personal, non-school-related errands (which I deem as totally unacceptable). As a student teacher, I was required to work as an unpaid substitute teacher - often without notice - which, frankly, is unfair and abusive.

I don't really have a suggestion. I felt 100% comfortable going to my cooperating teacher with any question I have and she has been nothing but helpful the entire semester.

CO TEACH AS MUCH AS POSSIBLE. Help your student teacher find lesson ideas. Teach them about your classroom management strategies. Don't assume BSU taught them all they need to know because guess what!?!?! THEY CERTAINLY DID NOT!

My cooperating teacher has been wonderful and very helpful.

Absolutely none she was wonderful!

N/A

I believe that cooperating teachers should have at least 5 years of teaching experience before taking on a student teacher.

He could have been more critical or paid more attention to my actual teaching. I wish I had gotten more feedback.

None.

I will probably be her last student teacher, but turning over at least one period immediately would have expedited things. As it was we tried co-teaching methods and several of them simply didn't work.

Nothing! She did great and I would recommend her for anyone!

none

if my teacher was given more information on what student teaching entailed, it would have been more successful

I would suggest cooperating teachers to give even more feedback than just for the benchmark conferences.

Communication about expectations could be a little bit better.

N/A

None

More feedback. Suggestions for improvements. Strengths and weaknesses

I would suggest she try to give more positive feedback. I understand constructive criticism is required, but it's hard to be confident when I'm always told what I'm doing wrong. I would also suggest to be open to relinquishing some control. After all, student teachers need time to TEACH.

I don't think I would give him a suggestion, but I would suggest that they send more of information to him about student teaching and what I have to do.

None

a positive attitude towards having a student teacher

Maybe go over their classroom management plan/discipline strategies at the beginning of the experience

I'm not here to "replace" their job. I am here to gain experience and learn, and if you're not willing to provide a quality environment for learning and instruction for myself and our students, then you probably shouldn't get a student teacher.

I've had a very successful experience and I don't know of any suggestions to make for my cooperating teacher.

To give more guidance, feedback, and constructive criticism to your student teacher and to stop being so involved in your personal life and on your cell phone during the school day.

I do not have any suggestions. My cooperating teacher was very helpful.

I have no suggestions my cooperating teacher was wonderful!

A little more feedback on improvement

provide more lesson plans for me to follow

I have no suggestions-- I feel very prepared because my cooperating teacher has gone above and beyond for me.

None. My cooperating teacher was amazing! Thank you, [REDACTED] at West View/Central High!

Make sure to be fully informed of the practices of Ball State and of specific requirements

It would have been nice to have a bit more control over the lessons, without feeling like I was putting the students behind the other classes.

I would have liked to have more known access to materials that were in the school. I sometimes felt like I was going in blind on planning the lessons by only having a standard to go off of.

Release some of the important subjects, such as guided reading to me sooner.

No suggestions. My cooperating teacher has been amazing!

I have no suggestions for my cooperating teacher at this time.

Completely exceeded my expectations and I could not have asked for a better cooperating teacher.

Not to openly contradict what I teach. (From state standards)

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #1.**

Teacher #1 did everything possible to make my experience successful.

I would really have liked to try more co-teaching. I basically followed the lessons and sketches she had for the semester, but she left the room and essentially left me in charge to teach her content and lessons.

Honestly I don't have many suggestions, maybe offering more support toward the beginning and easing away. However I preferred starting quick and gaining a lot of responsibility early on.

Nothing, I think he does a great job! He is helpful, flexible, and always offering to help.

I needed to hear more criticism

Remember when you have a student-teacher, your entire position is an example. Be considerate and adapt normal routines for the student teacher.

A little more positive feedback would be helpful.

More teaching experiences for the student teacher and more time with the students.

Don't throw student teachers into the fire when they haven't even observed the teacher actually teaching! I didn't know what to do for 5 weeks because I didn't ever get to see her teach.

None. She was wonderful.

To give me more feedback, if I could have improved in certain areas.

Place student teachers with cooperating teachers that are more aware of the important role that they have on the student teacher, along with all of the responsibilities that come along with having a student teacher.

I would suggest having a more positive attitude.

Do more planning with the student teacher to make the co-teaching model more effective. Provide more examples of creative ways to teach a lesson that have worked for you in the past.

Be more flexible with time needed for my lamp project.

I would have not changed anything about my experience. I would suggest that she required me to use more technology.

Provide information on things added to schedule earlier, so I can prepare or plan lessons around it.

None, she basically did everything to make understand what I needed to be successful as a teacher.

Let me design the plans more than just once

Offer more guidance, suggestions, and support with the LAMP unit. Be more organized.

Provide a little more guidance... especially towards the end of the semester

Be more willing to let your student teachers take over sooner.

To give me more criticism. I wanted to know what I was doing well and what exactly I needed to improve on.

I don't have any suggestions. I had a very good experience with her.

tell me things I am doing wrong before the end of the semester so I can fix them

I have nothing.

It would have been nice to have more specific feedback, either constructive or positive. I never knew where I stood with her until it was time for benchmark conferences.

None. I hope she is placed with more student teachers in the future.

I wouldn't. She let me have full control of the classroom but was always willing to step in when I needed the help.

More organized, have a timeline of when assignments are supposed to be due

Gave us do the journal entry and goals/reflection statements at the beginning and end of our student teaching. Having us do that every single week just adds on to the stress and is unrealistic. Although I understand the purpose for them, it just makes student teachers' experiences much more valuable when more time is spent on what actually counts for our grade.

Be more positive and patient.

availability outside of scheduled class time

She was great and I would not change it

none, she was awesome

just having more knowledge and information on the requirements for me to complete for student teaching and my portfolio so she could help guide me more with that

I honestly do not have any suggestions.

I don't think they could do anything differently but they just played some games and activities that we were taught not to teach during our coursework, it doesn't make either one right or wrong, it was just different.

It would have been nice to feel more welcomed and/or considered as a part of the community for my first placement.

A suggestion I would have is to guide me more as a student teacher. I felt "on my own" more than anything and I had to work my way up to being guided by my teacher.

Be more critical.

Though the schedule is very hectic and busy, it would be nice if while I was teaching you could have written down some notes of how you think I did and what I could do better. That way, we could have gone over it at lunch or after school and not forgotten about it. And this way, I wouldn't feel bad about asking when there is so much other work to be done.

Continue to work on providing positive feedback

We should have more formal benchmark conferences.

Just keep doing things the way he has been!

None. She was wonderful!

I think the experience was fine as it was.

Establish some sort of classroom management system that the student can teacher to try to use and implement.

They were perfect.

Be in the room more.

I do not think she could have made it more successful.

None, she was awesome!

Keep being wonderful, any student teacher that gets to work with her will grow and improve so much.

Use more constructive criticism/tact; be more open to new ideas; accept that her way is not the only way; be more consistent in what she expects from me/more clear in her communication.

I was the first student teacher that my first cooperating teacher had, so we went through some of the process together. Neither of us had previous experience with BSU's student teaching program. She was always willing to help me, and very supportive of the process.

I feel like here really isn't any suggestions I would make. Other than maybe using more cooperating teaching in class, rather than just my solo teaching, I wouldn't make any changes.

Be more supportive and helpful

None she did great.

I would have liked it if my teacher had been a little more open to my questions, but that wasn't his personality.

I always felt like I was interrupting something important when I needed to ask a question.

Help more with my requirements with student teaching outside of lesson planning.

I feel like I was either observing or teaching on my own. I feel like more time where I was teaching with the in room support of my CT would have helped me feel more comfortable and improved my teaching more quickly.

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #2.**

I had a very successful experience working with teacher #2. I am appreciative of all she did for me.  
Stay in the room! He left me in charge from day 1 and essentially allowed me to do anything I wanted with the course. While this was a great experience for me, he had little to no feedback to give to me because he never really watched me teach.

A little more guidance when it comes to following IEPs.

nothing

I wanted a little more help, but the way he handled situations pushed me to learn

Be organized and be a good example of what I want to be more than showing me what I may not want to be when I teach.

Include me in more of the planning process before it is my turn to plan.

None. I am happy with how my teacher handled me during the weeks, she made sure I was comfortable.

guide me through the different programs more

Give more feedback if I could better my teaching

Time management; having a student teacher requires extra time to be given by the cooperating teacher and I am not sure that my cooperating teacher was informed of the amount of paperwork that she was required to fill out. For example the Benchmark book and end of placement summation

It would have been helpful to have had seating charts when I started this placement to get to know the students faster.

Provide some experience in the behavior side of things so that I have a better awareness of all the tools used to control that.

Time to communicate because I feel like sometimes I am one other thing that she has to deal with.

I wish that she would have prompted me to be more independent and possibly take a few days off, so that I could have seen what it was like to take over the classroom alone for a few days. I believe that this would have been helpful during the first few weeks to help me know what I needed to focus on.

Be more specific with instructions and rewards

None. It was hard working with the time we had, and she did a good job of making sure I got adequate teaching time.

I have no suggestions!

Be more respectful. Keep an open line of communication. Participate in co-teaching. Offer more guidance and support during group time and center time. Help the student teacher feel welcome. Be more positive.

Give me more constructive criticism. I wanted to know what to work on.

Again I have no suggestions. She was a great person to work with and very helpful.

none

She wasn't a very good communicator. I went the first 6 weeks thinking I was doing great to find out that behind my back she started talking poorly about me. I needed her to provide those suggestions to me to help me grow. Not to just let me do my own thing. She also wasn't certified [REDACTED]. She didn't know the standards and she didn't know the INTASC principles. She was upset with my planning and even wanted me to write plans for the classes that she was teaching and that I had no part of. I am not a mind reader so more communication would have been nice.

My experience was great and I would not have changed anything!

Being more active in my learning.

More organized

None-great experience.

not to "baby" students who have been disciplined for misbehavior or let them talk their way out of situations, because then the students don't change or fix the issue

Remember that I am not her, anytime I do something that she wouldn't, it's a dumb idea. Furthermore, every mistake I make "offends" her

more time to talk with student teacher in and out of the classroom

I often felt that I was labeled as the "student teacher" which made me feel belittled in front of the children. Try and incorporate the student teacher as much as you can so that they feel accepted and comfortable in the classroom setting

I think a more in depth explanation of some of the curriculum or how the curriculum would maybe benefit me in hearing. But, I honestly don't have any suggestions that would make things more successful.

Nothing she could personally do but I think OTEs should have reconsidered my location because the school I was at was going through great change while I was there.

I cannot think of any.

No suggestions! I would recommend any student to have her!

Be more critical and providing more structure.

Possibly set a time in the schedule for us to collaborate and also for you to have a chance to give me more feedback.

Be more connected with your student teacher. Communicate more, observe the lessons the student teacher is teaching, and provide feedback

He should be more clear with his students about his expectations for them.

connect better with the student-teacher to cover more assessment of the student-teacher (more feedback)

None! I felt like she was very helpful in preparing me for what I will face in a real classroom.

I feel my teacher could have developed skills more the first week of badminton or done a better job previewing and demonstrating skills for students and placing more of an emphasis on the skills students would need to participate and infuse strategy. Other than that, the next few weeks seemed fine to me.

Teacher 2 could have given more info regarding goals for classes I was not always with.

They were perfect.

Allow me to be more involved from the beginning.

I do not think she could make it more successful.

None, she is a great teacher/cooperating teacher.

I felt like I didn't get as much feedback as I would have liked.

I had already had eight weeks of student teaching experience and was used to being the lead teacher when I came to my second placement. It was difficult for me to step back from being the lead teacher. I felt ready to be the lead teacher in my second placement before I got to experience being lead teacher. I would have liked to have taken over more responsibilities sooner.

I wouldn't really change much. Other than I feel like I was thrown into teaching very quickly for my second placement and would've loved to have more time to observe how he runs his class and what strategies he uses when instructing his students.

More feedback

None, awesome.

She's been great. I really don't have any suggestions for improvement.

It would be nice if he were more helpful with the student teaching requirements outside of lesson planning.

I often felt like I was on her bad side. Also, I wished that I could have had more opportunities to discuss the reasoning behind the decisions she made in the classroom so I could learn to think like her.

**These responses are from those who had multiple cooperating teachers. These responses are specific to Cooperating Teacher #3.**

Feedback on how I could be better

more time to talk with student teacher in and out of the classroom

## Section VI: Program Components

### Part VI.A: LAMP

A total of 5.7% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of the LAMP Project prior to student teaching.” A total of 22.5% “agreed” with this statement. A total of 28.2% either “strongly agreed” or “agreed” with this statement. A total of 38.9% of the respondents “disagreed” with this statement while 32.9% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 4.1**.

A total of 14.3% of candidates indicated that they “strongly agreed” with the following statement, “The LAMP Project helped me demonstrate my teaching abilities.” A total of 59.3% “agreed” with this statement. A total of 73.6% either “strongly agreed” or “agreed” with this statement. A total of 23.6% of the respondents “disagreed” with this statement and 2.9% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 4.2**.

In a discussion among faculty at a Decision Point Dialogue meeting in the 2011-2012 academic year, one issue that was discussed was whether programs were doing an adequate job of introducing LAMP early enough in the preparation program. To help find out, the question, “I had a clear understanding of the LAMP Project prior to student teaching,” as added to this survey. One of the key findings from this survey is that candidates felt that they needed more instruction on what to expect from the LAMP Project prior to student teaching. As programs review the data from this survey, a review of how LAMP is discussed in the program prior to student teaching may be warranted.

**Figure 4.1: Understanding LAMP Prior to Student Teaching**  
**I had a clear understanding of the LAMP Project prior to student teaching.**

#	Answer	Response	%
4	Strongly Agree	16	5.7%
3	Agree	63	22.5%
2	Disagree	109	38.9%
1	Strongly Disagree	92	32.9%
	Total	280	100.0%

**Figure 4.2: Value of LAMP**  
**The LAMP Project helped me demonstrate my teaching abilities.**

#	Answer	Response	%
4	Strongly Agree	40	14.3%
3	Agree	166	59.3%
2	Disagree	66	23.6%
1	Strongly Disagree	8	2.9%
	Total	280	100.0%

Candidates were asked to provide comments regarding their LAMP Project. Candidates were asked to list the most valuable lesson learned from LAMP and these comments are found in **Comment Table 4.1**. Candidates were also asked to provide specific suggestions on to improve their experience with LAMP and these comments are found in **Comment Table 4.2**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

#### Comment Table 4.1: Most Valuable Lessons from LAMP

What was the most valuable thing you learned during your LAMP experience?
It was nice being able to pre and post-test the students because it built a huge amount of confidence in my teaching ability.
The most valuable thing is to be clear with instructions, do not let students yell out answers and questions, and that it is possible to get middle school orchestra students singing and in two part harmony.
Teacher don't need to write out page after page of lesson plans. Teachers don't have time to create these types of plans. They are not practical. Be effective, use your time, and create meaningful experiences.
Using student data to drive instruction is an absolutely invaluable way to teach!
The importance of assessment. I feel I was able to take a lot from assessments that I made through my experience.
How to compile everything and demonstrate how I have met the standards. VERY useful considering current teacher evaluation programs
I learned how to implement my discipline plants, and how to manage the classroom to how I wanted it to be for my lessons.
How to learn on my own
The value of empirical data/research and how to use it as a tool to validate your teaching
That I can actually teach. I have what it takes and the LAMP was a tangible object to demonstrate my skill and passion all in one.
N/A
How to make the graphs.
I learned a lot about using a curriculum that is required, but I also learned about how to support the curriculum with other activities.
Having the opportunity to incorporate different subjects into a content area.
Creating a unit
I felt that it was an unnecessary part of teaching that caused a lot of stress and did not help us show our teaching. Our teachers saw our teaching throughout the time that we were there and they were able to get the right picture of our teaching then.
The lesson I chose was probably a little minor to what students could have accomplished in the 8 days.
How to plan effectively.
How to create a project at the end of the unit.
Importance of data driven instruction especially in special education
I can use it in my portfolio
That I could go outside of the box and teach the common core standards in a fun thematic unit!
Be flexible
it helped me become creative with my lessons
I learned a lot about pre-tests and planning a unit based off of the information gained from a pre-test.

I made a LAMP in one of my classes, so before student teaching I knew all the requirements. I guess what I learned the most is that unit plans do not always go as planned.

How to conduct pre and post tests and evaluate the data from both teaching a lesson from start to finish

How to compare student data

how to make a graph

Everything that goes into planning a lesson for two weeks time and the amount of preparation it takes to get it done

The value of providing hands on experiences to my students since we had to follow a planned curriculum for every other subject.

Honestly, I did not learn anything from the LAMP experience. It was basically the same thing I did in EDEL 350 and all it did was validate I can make great lesson plans. I'm going to be frank- I think it was a complete waste of time. I believe it is a good experience PRIOR to student teaching. During student teaching, I would have liked an assignment/project that challenged me. The LAMP did not challenge me or aid me in becoming a better teacher.

Nothing... I found it to be a burden with the curriculum and class... I thought units all semester long with the school curriculum.

I liked planning for long term and having things prepped and ready.

The most valuable thing that I learned during my LAMP is the amount of planning and preparation that goes into a unit.

Just the outline

I learned what it would be like to do an assessment project for administration in a real school setting.

How to effectively incorporate multiple subject areas in a unit

The most valuable thing I learned from the LAMP was time management. Full-time teaching while doing graph-intensive evaluation and such is brutal and taught me how to just buckle down and get through it. It also showed me what I'm capable of accomplishing as a teacher, and being able to look back at the LAMP and say "I did that" is a wonderful feeling.

I learned the importance of giving a pre-test and using the data to drive your instruction for the unit.

Reasonable expectations for pacing long-term units

How to load files online and make a portfolio online.

I learned how to plan ahead and focus on one subject area.

How develop and create a unit plan with assessments, a student project and graphs that show the students' growth.

I learned that many students learn specific material a different paces.

As a teacher, you will always have to change things up no matter how in depth your lesson plans are.

Time management

stringing lessons together

I learned about the importance of planning ahead and working with standards.

How to provide a pre and post test to see if the students learned anything during the process.

how to create a full 10-day unit

The most valuable thing I learned was how to reflect and change plans based on student performance.

You have to keep the students engaged.

I'm not finished with my LAMP as of yet (Nov 19th)

Having the students make the connection and understand the concepts being taught!

Know your students and their abilities. I have learned to differentiate lessons, and to expect the unexpected.

I learned some techniques to implement pre- and post- assessment into a performance environment (and some things not to do!)

Again, time management is key.

The value of pre and post assessment.

Keeping organized and lesson planning with an end goal in mind.

Hands-on activities are what the students remember.

The LAMP project did force me to extensively plan and document everything, almost to the point of madness, but it was still a great lesson in preparation.

I had the opportunity to complete a 10 day unit on a [REDACTED] topic, which I would have never been given the chance to do during my time spent at University.

To be honest, I feel that I learned planning too far in advance was not a good idea. As I got closer to teaching my LAMP, the needs of my students had changed. I needed to do some revamping, that I would not have done if I wouldn't have planned so far in advance. I also learned a lot between the time I started my LAMP and when I was ready to teach. These newfound skills caused me to revamp also to make my LAMP better. This was work that would not need to be done. Obviously waiting too long is not good either, but I feel I planned too far in advance.

Preparation for evaluation models a job will have

How to adjust lesson plans to fit the needs of my students.

How much you learn based on the student's work. The test results do not really do justice as to what the students learned.

How to make my lessons each day flow into each other, continuous learning.

I was able to see how pre-tests worked and they helped me base my lessons around it.

how to get it done within the remaining time of your placement

Organization

I learned how to assess pre- and post-test data. This helped me evaluate my teaching and make decisions for my teaching in the future.

Time management

Data and how you can use it to show improvement or regression

I learned the importance of data collection to show progress, even though it was minimal.

I think the LAMP is a well-rounded and necessary project for the most part, but in either the methods course or practicum class would include more aspects such as creating assessment that aligns with standards

The most valuable thing was learning how to create/teach a unit plan with the students.

Putting together an interdisciplinary unit and creating pre and post-tests.

Planning!

How to make a unit lesson plan that would be meaningful to my students.

Being able to plan detailed lesson and being able to make changes mid-lesson

The LAMP project really just helped me tie together all my previous knowledge. I didn't really feel like it helped me show anything, but it helped me tie all my preparation together into a better understanding of the process when teaching.

There is a lot of data in teaching.

Not much - the only thing that differed from the unit plan I already had to do for [REDACTED] was the graphs.

that I could plan and carry out a unit for 10 days

How to successfully design and conduct a student project.

That this is not real life in a classroom!

Learning how to graph data on excel

n/a

How to implement a 10-day unit.

Teachers have to be flexible and adjust to things that don't go well or don't work.

To be flexible in the lessons that you plan and then teach.

That trying to complete a project with first graders can be difficult, but can be done. Trying to use data was hard, and I wish that I would have thought more about it and tried a different approach that I did, but the LAMP that I did was great and the students seemed to really enjoy it.

Pre-planning, however, I don't feel that it is a crucial component to my ability to teach and implement strategies.

Sometimes teachers must go back and reteach material that did not sink in with the students the first time.

It is a lot of work.

I got to see my students have fun by doing experiments and actually learning how to think and be like scientists, which was very rewarding.

Planning a unit takes A LOT of work. Get started early and check in with you teacher often.

I learned the importance of a pre-test in the classroom. Before I thought it wasn't necessary, but after administering it, I discovered that some students didn't know the answer to some of the questions I assumed they knew, and I didn't plan on teaching.

The pre-test and post-test helped me understand what areas I needed to work on with the students. It also was rewarding to see the students' scores increase after I taught them for two weeks. I would like to use this practice sometimes in my future career.

#### Comment Table 4.2: Suggestions to Improve LAMP Experience

##### What specific suggestion(s) would you have to improve your overall experience with LAMP?

I was told I did not need to complete the graphs as long as I completed data to show my improvements. I am still unsure if that is true or not but I collected data and used an excel spreadsheet but did not create graphs for my supervisor.

n/a

Less requirements. More practical. No graphs (unless there is a pre and post-test graph). Make the LAMP more useful.

Provide students with explanations for what LAMP is throughout their undergraduate experience. I went in expecting it to be this horrible and scary thing and it was actually very similar to things I had done in the past and a very good way to show my mastery of INTASC principles.

Tell us more about it beforehand! Put more activities into our preliminary classes and practicum, and let us know how that will be a part of the LAMP.

I would make sure that you start early gathering artifacts for your LAMP.

Have more resources to answer questions on a specific basis

Make it more applicable to the specific area/age group that you are student teaching with

Provide examples early in the semester.

Student teaching is hard enough let alone to have to complete a project like the LAMP it should be better addressed and looked at.

I heard some university teachers expect two LAMP projects. I believe only one is necessary.

It would be nice to have a better understanding about the LAMP project before student teaching actually starts.

It is something that you hear bits and pieces about, but don't get any real information about it. I came into student teaching only knowing the nightmare stories that other teachers had told me. Now that I have done it, I realize that it was not nearly as terrible as others had made it out to be.

Ten days is too long for some topics.

Take out the graphs

Make it not as extensive and long, make it more directed to our teaching and take out the unnecessary parts.

I don't feel like I received much feedback on my grade and it totally stressed me out when I got my grade back with no feedback.

Never ever have any university supervisor suggest a "Practice LAMP". Too stressful and that should never ever be encouraged.

make it 5 days, its hard with 3 days sports and two days fitness

n/a

none

Clearer information and information PRIOR to student teaching

be more specific with graphs in the instructions

The actual LAMP binder with all of the material inside of it was a little bit much. A lot of the required information was repeated three or four times within the unit. While I 100% agree with the importance of the pre- and post-tests and the lesson plans, I found the majority of the rest of the information unnecessary. Again, a lot of the information was repeated multiple times throughout the unit. I just feel like the majority of a student teacher's time should be focused on their teaching and planning.

Doing a 2 week unit in special education is a lot different than a 2 week unit in gen-ed. I think that there needs to be different requirements for special education. My kids need the material repeated many times, so a two week unit I am reviewing the concepts for the majority of the days.

Introduce to students what a LAMP is before student teaching. I was unaware of what all a LAMP entailed until I began my student teaching placements. It was a bit overwhelming and I believe some of the confusion could have been eliminated by being introduced to the LAMP earlier on in my Ball State courses.

There is so much data that we have to collect and put together that actual teachers never have to do. They compare the pre and post-test and that's it. They don't make graphs. I would have much rather written a paper than done the graphs.

A lot of the work I was required to do (reflections and goals, complete lesson plans) I was told I will never use during a real teaching job

Not so much pressure on the LAMP. Not so many graphs and narratives

Keep talking about importance of the LAMP but not psych new student teachers out about it. Yes it is important but the University makes it seem like it is extremely hard. It is more time consuming than difficult

Not make it as extensive. A 5 day unit would be sufficient especially with everything else you have to do during student teaching.

Get rid of it.

I don't really understand the purpose of it.

None. It was beneficial.

I would have liked to have been able to have a bit more of a choice in the content. I had a lot of ideas that I wanted to try but not a lot of options to do it.

I would say that professors need to provide better feedback on how to connect a LAMP all together. I think that pre-services teachers should be assigned to teach just more than one day of the lamp. That way they can learn how to make a solid pre and post-test, how to collect data, and how to make sure that their lamp will be successful.

There are a lot of redundant sections. In the narratives the same questions occur in different ones. This seems excessive.

Give all the details and requirements before the actual teaching of the project

Update the graphing instructions. Depending on what piece of paper you looked at, there were sometimes confusing instructions about how many graphs we needed and what data needed to be represented. Other than that, things seemed to flow pretty smoothly.

N/A

Guidance in how to plan the LAMP project. Expectations for daily assessments (is homework acceptable, how do I realistically implement this without falling behind in content area, what are the creative expectations, what is realistic, provide examples in blackboard)

In special education it is difficult to be not flexible in having to complete 10 lessons in a row in a specific time frame.

I wish the LAMP was designed for special education majors. I felt that some of it was hard to complete for our major.

Provide more information on what the LAMP is and what it includes (possibly in education classes) before student teaching begins.

I wouldn't change it because the LAMP project truly allows a pre-service teacher to learn how to make a unit plan.

There was way too much random work.

More instructions. Especially on how to upload it

There should not have to be so much extra stuff with the lessons, for example the narratives explaining and the specific skill objectives...it just seemed like a lot of busy work that is very unrealistic. As a teacher, you will not sit down and do a unit the way that we are expected to do the LAMP.

LAMP needs to be introduced and thoroughly explained prior to student teaching. During practicum, it would honestly be a very good idea to introduce students to this activity and maybe have them practice creating one. a lot of time consuming work, don't have time to focus on resume building

My overall experience with LAMP would have improved if I would have had more time from the start to work on what I wanted to plan my LAMP out to be.

It is very repetitive. I felt like I was saying the same things over and over again. The narratives at the end aren't necessary and just take up too much wasted time.

Definitely would be nice if there was one course that everyone took that explained in great detail what the LAMP was, what it should look like, etc.

n/a

I really struggled with the finishing the LAMP within the first 8 weeks of school. In kindergarten, the students are still learning how to be at school. Teaching procedures and expectations at the same time as teaching my unit was difficult. I think for future student teachers who have to do the LAMP in the first 8 weeks, they should get in contact with the classroom teacher and supervisor a few weeks prior the beginning of school to discuss the LAMP and possible choices for the theme. This would make it easier for the student teacher to get a head start on the work.

Do not include the weekly goals and video analysis

It needs to be introduced, by a professor, prior to the student teaching semester.

Don't make it digital, I am having so much trouble with it because I did everything in paper form, and that's what I will do after I get done student teaching as well

The LAMP doesn't represent a real-world example of teaching.

Weekly meetings to discuss questions and concerns.

It was a lot of information and hard to remember all the little components, but I don't feel there's anything that could be done to help this.

n/a

For it to be explained more in depth and to be able to see an example of a completed LAMP would be helpful. While I was doing my LAMP I felt like I was not sure if I was doing it all correctly or what I for sure needed to have.

Having more of an idea of when everything was due.

N/A

More information about it beforehand, during the "first day student teaching seminar". I thought that during the first day I would learn more about LAMP and be able to ask questions ahead of time, but there wasn't anything mentioned about it, and that caused more stress than needed.

more assistance from supervisor (discuss during seminar)

I have nothing.

There are a lot of reflections associated with this LAMP. I think it is important to reflect but it was a little too much.

I don't think all of the graphs were necessary, and there was a lot of repetition in the required information.

N/A

I wish it was geared more towards special education student teachers. There should be a different criteria for us.

I think there was a lot to the LAMP that wasn't reality to being an actual teacher and there were several items in the LAMP project that were already stated somewhere else in the project. I felt that some of it was busy work.

No suggestions.

Some of the materials required for the LAMP, I thought, were a little obvious and required wasteful time.

none

Show examples before student teaching. Everyone made it out to be a really big deal. It went a lot smoother than I thought it would be.

None.

I enjoyed it

Clear explanations or instruction in university classes leading up to student teaching.

less redundant narratives

Do not require a visual. Make requirements for "project" clearer.

There needs to be a class for practicing student teachers to attend that clearly states as well as provides explicit examples of what is expected and how things are to be done

Getting started earlier in my personal experience.

Incorporate more detailed information sooner into the education program.

Teach the student teachers how to create graphs and give examples of ways that would be best suited to pre-assess and post-assess the students.

Make it more student driven, all the students and components of the lamp do not always add up, it's almost a cookie cutter method.

They need to modify it for music education because it does not always fit with the structure of a choral or band class.

Make the project less general education based. The rubric is very general education based and often found myself having difficult with the rubric in a special education classroom.

Have a seminar for student teaching to come too. Have an outline and examples of what it should look like.

Have step-by-step directions of how to put it together.

Make the expectations more clear. Inform the student teachers ahead of time that you should include multiple strategies.

A LAMP informational meeting would be nice.

I would like to know all of the details and have examples of LAMP from the beginning of the semester.

More information earlier before starting LAMP

Have some sort of meeting or SOMETHING to prepare us for all of what we have to do. So many of us had no idea what we were doing and just kind of "winged" it.

More guidance from the supervisor.

It is a long process

I think that if I was given more information throughout all of my education courses about the LAMP project so that I knew and understood what was expected of me going into it, I think that would be the best help.

I think that the LAMP should be explained prior to student teaching to give us time to "prepare." I had no idea what the LAMP project was until the third week of student teaching. It was a term I had heard before, but I did not know what it exactly was. I also think there shouldn't be so much pressure on the idea of the LAMP. As teachers, we have planned units before in previous classes, but we stress about this unit because of the pressure Ball State puts on us.

I understand. We have to have proof that we learned something in four years. We have come out of student teaching with an experience though. I have no way to improve the LAMP because it is fundamentally flawed. Let me choose what to show you in relation to the 10 INTASC principles. Look at my portfolio and reflections. The LAMP is added work for no reason. None of the teachers in my school much less my CT would actually put this much work into a single unit. It's inane.

Having a workshop of some kind and having the supervisor make sure our lessons are good so that we don't have to teach them and then figure out that they weren't done the correct way.

Give us more specific instructions before student teaching. It was all very overwhelming.

## Part VI.B: Co-Teaching

Candidates were asked to identify whether they had attended a co-teaching workshop prior to student teaching. A total of 52.9% or 148 identified that they had attended a co-teaching workshop. A total of 47.1% or 132 had not attended a co-teaching workshop. Individuals who selected “no” were automatically skipped to the next section of questions (about their university supervisor). By skipping people who answered “no” to the next section, this ensured that only people who had attended a co-teaching workshop would answer the remaining questions in the co-teaching section of the survey. This data is found in **Figure 4.3**.

**Figure 4.3: Co-Teaching Workshop Attendance**

**Did you attend a co-teaching workshop prior to student teaching?**

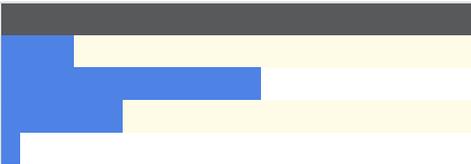
#	Answer	Response	%
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1	Yes		148	52.9%
2	No		132	47.1%
	Total		280	100.0%

A total of 15.5% of candidates indicated that they “strongly agreed” with the following statement, “The co-teaching workshop I attended prior to student teaching provided excellent training for the co-teaching experience with my cooperating teacher during student teaching.” A total of 54.7% “agreed” with this statement. A total of 70.3% either “strongly agreed” or “agreed” with this statement. A total of 25.7% of the respondents “disagreed” with this statement while 4.1% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 4.4**.

**Figure 4.4: Value of Co-Teaching Workshop**

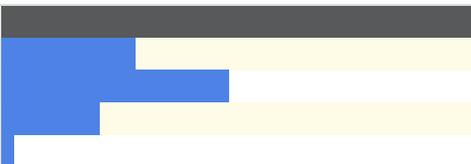
**The co-teaching workshop I attended prior to student teaching provided excellent training for the co-teaching experience with my cooperating teacher during student teaching.**

#	Answer		Response	%
4	Strongly Agree		23	15.5%
3	Agree		81	54.7%
2	Disagree		38	25.7%
1	Strongly Disagree		6	4.1%
	Total		148	100.0%

A total of 28.4% of candidates indicated that they “strongly agreed” with the following statement, “Having a co-teaching experience has prepared me to be a better teacher.” A total of 48.0% “agreed” with this statement. A total of 76.4% either “strongly agreed” or “agreed” with this statement. A total of 20.9% of the respondents “disagreed” with this statement while 2.7% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 4.5**.

**Figure 4.5: Value of Co-Teaching Experience**

**Having a co-teaching experience has prepared me to be a better teacher.**

#	Answer		Response	%
4	Strongly Agree		42	28.4%
3	Agree		71	48.0%
2	Disagree		31	20.9%
1	Strongly Disagree		4	2.7%
	Total		148	100.0%

Candidates that answered “yes” to the question regarding attendance at a co-teaching workshop prior to student teaching were asked to provide comments regarding their perceptions of the co-teaching workshop and experience. In **Comment Table 4.3**, the comments from candidates regarding the best part of the co-teaching workshop are included. In **Comment Table 4.4**, the comments from candidates regarding the best part of the co-teaching experience are included. In **Comment Table 4.5**, the suggestions from candidates

regarding how to improve the co-teaching workshop are included. In **Comment Table 4.6**, the suggestions from candidates regarding how to improve the co-teaching experience are included. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

### Comment Table 4.3: Best Part of Co-Teaching Workshop

What was the best part of the co-teaching workshop?
Learning the different teaching models
While I was teaching my cooperating teacher was able to give me and the students comments and suggestions that helped. She was also able to hear things I could not from where I was in the classroom and I was then able to address them. When she was teaching, I was able to walk around the room and answer any questions the students have without having to disrupt class. I got to know the majority of the students this way.
The lunch.
The strategies provided were beneficial, though both of my cooperating teachers agreed that they did not want to use co-teaching and that they thought it wasn't beneficial for students.
I enjoyed being able to meet my teacher and touch base a little bit.
Learning the different ways of co-teaching. It isn't just one teach one assist, there are multiple ways to co teach in a classroom.
I loved that it allowed my cooperating teacher and I with our first opportunity to work together and get to know one another a little bit.
Getting to meet with your teacher and talking with them about strategies
Discussions and meeting cooperating teacher prior to starting the semester.
Being able to meet with cooperating teachers and work through schedules, lessons, situational prompts
none
Getting to know my co-teacher better and for the first time really.
Getting to meet my teacher and discuss ideas
not much...besides getting to work with my cooperating teacher
Being able to meet with my cooperating teacher before going into the placement
learning best practices
I was excited to begin. It would have been an awesome way for me to get to know my teacher better if he had been there.
That was a long time ago. I think the best thing they did was give us a summary of what we went over throughout the workshop. It was nice to have something solid to look back on after so that my CT and I could look at what we had covered and what we hadn't covered as far as co-teaching is involved.
Learning how to effectively plan together to make the most out of lessons and provide your students with great opportunities. Learning about the various co-teaching strategies was very helpful as well.
The meet and greet was the only valuable experience of the co-teaching workshop.
I was not able to attend with my teacher because of a work conflict this summer so it was not as valuable to me.
Discussing teaching styles.
time to talk with my cooperating teacher
Having the opportunity to get together with my teacher and discuss how we will handle co-teaching.
Learning the different ways to co-teach and applying them to my teaching.

Listening to others teachers' experiences and ideas.

Seeing how different techniques are used in the classroom was somewhat helpful.

Being able to get to know the co-teacher and getting a level of personal comfort with her.

learning about all the different ways to co-teach

Learning the ways to co-teach and chance to talk to coordinating teacher about how you can co-teach well together

The fact that I got to spend more time with my instructors before the school year.

It helped lay down the basis of how the semester would go. It helped us realize that we were to work together through most of the semester rather than a sink or swim situation.

I attended with my first placement student teaching teacher. She and I were able to brainstorm ideas on what kind of teaching would work well in our resource room setting. My second student teaching teacher did not attend with me.

It was being able to learn more about all of the different ways you are able to co-teach within the classroom.

Learning co-teaching strategies.

Learning the different types of balance that exist with teachers in the same classroom.

Learning co-teaching strategies

it reviewed all of the co-teaching strategies

Getting to meet with my classroom teacher before my placement

Having a chance to connect with my cooperating teacher on a much deeper and personal level.

The information packet to refer back to throughout this semester.

The best part of the co-teaching workshop was getting to know my cooperating teacher and learning about the process of co-teaching.

Being there with my teacher to make sure we were both on the same page.

I got to learn about my teacher's school's curriculum map, which helped me know what we would be planning ahead of time. I was also able to learn the value of co-teaching.

Learning the different ways you can co-teach

Free food. :)

Being able to meet my co-teacher

I was able to meet my co-teacher before starting student teaching.

Getting to know my teachers prior to entering the school.

Getting to meet my teacher and see what we had in common as far as teaching philosophies.

Description of co teaching models

getting to meet with my teachers and get to know them better

I enjoyed sitting with other teachers and student teachers and getting some words of wisdom from other experienced teachers.

I got to have another introduction to my cooperating teacher before the year began.

Learning different ways the classroom teacher and student teacher can teach together. It is hard though because we barely used any of those ways because we weren't able to do it with what I needed to teach and get done for Ball State.

Seeing the different models of co-teaching

New strategies to implement

learning how to make your classroom an effective learning environment and collaborating with teachers to create meaningful lessons

Getting to meet my teacher more

meeting my cooperating teacher

Learning about the different types of co-teaching and how co-teaching changes throughout the semester

Talking with my supervising teacher

The best part was gaining potential ideas to implement. I also liked getting to meet my cooperating teacher before student teaching.

the McCallisters food that was provided

I didn't find it terribly helpful. It gave insight about it to my supervising teacher but I already knew it from classes.

The best part of the co-teaching workshop was getting to know my cooperating teacher and how she as a person works.

Getting to work alongside of my co-teacher before being in the classroom.

I did not find the co-teaching workshop helpful.

Getting to bounce ideas off my cooperating teacher about co-teaching and the curriculum

Learning how to collaborate with other teachers to make the most of instruction.

I didn't not enjoy the workshop because my cooperating teacher did not show up.

Meeting other student teachers that would be in my school.

I learned how to effectively work as a team with another teacher.

Learning what was all involved in co-teaching

The best part was being able to work with my teacher and coming up with ideas for our time together and then being able to check those ideas to make sure we were doing everything right.

Open discussion with the classroom teachers about what they are looking for in a student teacher.

Getting to meet teacher and creating those relationships

Learning about the co-teaching model

Meeting my teacher

demonstrated what they expected of both teachers, and how to work together to be successful

Getting more comfortable around my cooperating teacher.

Getting to meet and work with my first grade team for the first time.

The data

Providing an opportunity to build a relationship with my classroom teacher.

meeting my teacher

It was useless.

Being able to meet my cooperating teacher was the best part of the workshop.

Getting to know and work with my cooperating teacher.

Meeting my teacher, as well as others in my building.

I liked the book they showed us how to make. As a special education major, most of the information was not new. I even had several of the worksheets.

I was already working with my teacher, so it wasn't anything new for us; however, I thought it was a good workshop especially for those who hadn't worked with their teachers yet.

The best part of the co-teaching workshop was having the opportunity to get to know my classroom teacher better before being in the classroom.

information/handouts

Got to get to know my cooperating teacher.

The nachos and the experience of meeting my classroom supervising teacher.

It gave me a better idea as to what co-teaching looked like and how we could incorporate that into the class.

Learning about co-teaching.

Bonding with my classroom teacher, while learning about her and her teaching styles!

I was able to interact with my teachers before starting in the classroom.

Meeting my teacher before hand and be able to strategize with her

The video explanations helped me understand the papers.

Comment Table 4.4: Best Part of Co-Teaching Experience

What was the best part of the co-teaching experience?
Implementing different models and linking my prior teaching to a model
The best part was that I was able to have a model teach while I was assisting and then have her help me when I was teaching.
Working with two great, friendly, effective teachers.
I didn't really have a co-teaching experience. I was basically left in charge most of the time.
It was nice to know that my cooperating teacher was there to support me.
Having another teacher to work with, and bounce ideas off of.
My cooperating teacher and I work very well together. She will sometimes add something in while I am teaching and is always very respectful about it. Her doing this has helped me to learn about the type of information to provide students, how to make directions clearer, etc.
Learning how to work with colleagues and how helpful they can be.
Utilizing a variety of co-teaching methods and becoming effective in all of them
teaching together
Realizing that I can come into a room that is not mine, and build memories and leave feeling like I was part of the class all along.
working with and learning from my teacher
Having all three of my teachers attend
I did not experience much of a co-teaching experience in either placement. It was mostly a one-teach one-observe in both placements.
Interacting back and forth with the students together... always helpful to have a second opinion.
I loved having someone to bounce ideas off of and plan with. The power of two in the classroom was so evident!
Honestly, it was just really nice having another teacher in the room sometimes. On days like test reviews, when student needs are often diverse, having a co-teacher that can help individual students while I lead the majority through a problem is invaluable.
Learning how to plan lessons together and being able to set up a lot of stations for the students so they are having fun and learning a lot at the same time. Having the support of the classroom teacher at all times was very helpful as well.
Flexibility in the teaching schedule. Not being obligated to hand over a specific amount of the day in regulated increments made planning and transitioning between who has control of the classroom more productive.
In the first placement I learned how to work with my general education teacher. In my second placement there was not as much co teaching because it was a resource room.
Being able to plan lessons with more than one perspective or idea.
Having someone else in the classroom to make things more meaningful for students, and be able to give students more one on one attention
Having an extra set of eyes in the classroom to ensure that all students have a great learning experience.
It was nice to have that extra support when needed. It was also nice to break the students up into smaller sections.
Bouncing ideas from one teacher to the other.
It is nice to get a break sometimes from being in front of the students. Allowing the other teacher to teach while you monitor and assist students, is a nice change.

Co-teaching does allow us to split classes into smaller groups, allowing us to have a more orderly classroom.

Gained a lot of knowledge from multiple teachers in the building and getting to work with a groups of students every day for a semester.

Having someone there for me to answer questions and offer suggestions.

working together and being able to help all the children who needed it instead of only being able to focus on a small group

station teaching effectively

That I always had someone to stand behind me on the decisions I made.

I loved being a part of the staff and broadening my horizon as far as what grade I am comfortable with teaching. I felt as if I was an equal, and I was constantly learning from my peers.

When I co-taught with my first student teaching teacher, we utilized co-teaching to work on different skills with students while they were in the resource room.

It was nice to have more flexibility with teaching the students and being able to put them into groups more often.

Not completely taking over a strange classroom and the classroom teacher being able to help you more.

Getting the chance to learn alongside an experienced teacher and be guided by her.

I didn't co-teach. I was handed the class from beginning to end.

I did not co teach during my student teaching semester

Being able to help students who needed individual attention. 2 teachers is truly better than 1! You can meet with more students and the lessons reach more students.

Once again, having the opportunity of connecting with my cooperating teacher.

Constant self-evaluation to determine how we could have done things better as a team.

The best part of the co-teaching experience was learning new strategies to use in the classroom.

Communicating well with my teacher

It honestly made me feel like I could teach my student more effectively, knowing I had another teacher to not only help guide me through my lesson, but also help instruct it. We co-taught in various ways using the "co-teaching record sheet" provided by my supervisor.

Always having someone there to help you.

I have had a chance to build myself as a teacher and gain confidence in my teaching abilities. I feel confident as a lead classroom teacher.

Although co-teaching is not realistic for my future teaching job, I felt that this was a great way to ease me into full-time teaching. I was able to have the support of my co-teacher while I taught. If I made a mistake, my co-teacher would jump in with ease. Co-teaching helped me to look like a professional to the students from day one. I was able to gain the respect of the students when the teacher treated me as an equal.

Never feeling like it was a sink or swim experience. My co- teacher was there if I needed some more information while teaching.

The fact that my teachers were always in the classroom to help me.

Learning how my cooperating teacher and I work together.

not being known as a student teaching and more as an additional teacher, i gained a lot more respect

The projects that we were able to accomplish were successful because there were two of us working with the students and planning lessons and we were able to create successful projects.

I was able to have someone to look to for help that had experience in the classroom. It also has allowed me to work with smaller groups because we can each take a group of students.

We really have only used one way of co-teaching because the other didn't seem all that beneficial.

Getting to make decisions on my own, learning how to handle certain behavior issues, how to manage time inside and outside of school

I felt like a partner not a student

Collaborating to create meaningful lessons and working as a team

Knowing that I was not on my own all the time.

i did not have much of a co-teaching experience. but I liked being able to ease into things

Having an experienced teacher as a role model to learn from. To have someone to brainstorm and trouble shoot with. To have that constant evaluation of your progress.

Having two perspectives of teaching

The best parts were the moments where we realized how cohesive we were while teaching together.

I did not truly have a co-teaching experience

It was nice to have someone who could guide me along the way.

So far, I haven't used very many of the types of co-teaching. I do think, it has made my teacher more aware and we are able to co-plan which is beneficial. We do a lot of small group instruction.

Having someone there to talk to and bounce ideas off of. Student teaching can be incredibly isolating. We as student teachers have no time to hang out with friends and generally spend hours and hours thinking about and making lessons. Our families usually get pretty tired about hearing our lessons and ideas.

I think that co-teaching was an easy transition because in many of my Ball State courses we have spent time co-teaching with other peers.

Being a critical part of a classroom away from BSU every day

learning from my teacher

Collaborating with other teachers to make the most of instruction.

We were able to fully engage with all of the students with both of us teaching.

I didn't do co-teaching.

It has given me more confidence as I am student teaching.

Being able to practice what I've learned and learn new things along the way

I haven't gotten too many experiences with co-teaching yet, but I am hoping I will once I return from spring break.

Feeling like an equal as opposed to a student teacher has allowed me to be more confident in my abilities as a teacher.

having someone to help you

Being able to co-teach in a fun way

Not as stressful

Working with my teacher

Working together

I cannot even pick one part. Right now we are working on our big project on the Western Hemisphere together. The kids are loving having both of us at their disposal.

Having someone there to help teach so that we were able to differentiate lessons better and have more support for our students.

I don't know...I didn't really agree with it...

My classroom teacher and I co-taught very well together. Overall, that experience was great! learning

I got to catch up with my cooperating teacher. I was able to work with her for four weeks the previous semester. We swapped notes on what we were planning for my student teaching.

The co-teaching experience gives both the cooperating teacher and myself the opportunity to learn from each other and become better teachers.

Being able to build off of each with lessons. I feel like it was more beneficial for the students to have two heads working together.

Experiencing the daily highs and lows of real teaching and being able to make decisions based upon observations of my students.

A chance to work with a distinguished teacher.

The best part of the co-teaching experience was having the support and guidance of a more experienced teacher.

Learning from teachers with multiple years of experience.

Being able to bounce ideas off my teacher.

Teaching

Being able to learn from the classroom teacher before teaching on my own.

I never really co-taught with my teachers.

Giving students more attention and instructional time.

It allowed me to work side by side with a professional and learn from them.

that I had someone there for me for almost anything inside and outside the classroom

#### Comment Table 4.5: Suggestions to Improve Co-Teaching Workshop

##### What specific suggestion(s) would you have to improve the co-teaching workshop?

The length of the workshop was ridiculous. The information could have been covered in less than two hours. Also, the presentation was information we have already learned. Having to attend another conference was a bit much.

Have the teacher/student teacher pair practice teaching a model co-teaching lesson to a small group. Make sure that university supervisors emphasize co-teaching with the cooperating teachers during observations and on visits.

I do not have any suggestions.

none

none

N/A

It was a lot of repeating from what I learned in previous classes.

More condensed

Not have it

Explain to the co-op teacher what your role is in the classroom. That student teachers are going to teach for an extended amount of time, but not take your students away from you.

There were not many options to choose from around Indianapolis

My first cooperating teacher had never heard of co-teaching strategies before. Possibly providing cooperating teachers with information regarding co-teaching prior to receiving their student teacher.

make it more realistic

more examples

Make sure that the two come together. My supervising teacher wasn't there, and I wished he would've been. I felt inferior at the beginning and like I couldn't share what I learned with him. It would have been most beneficial to have us both there.

The workshop was so long ago I'm not entirely sure I'd remember specifically anything to improve it. Maybe the only thing would be having some sort of example demonstrated, where either attendees or the presenters actively model co-teaching in a mock-scenario. This would allow everyone in the room to get an idea of what co-teaching can look like.

Provide more hands on activities for the student teacher and teachers to do together. Maybe provide activities that allow them to get to know one another better as well.

Be sure that the teacher and student teacher can go at the same time. There was limited notice about this workshop.

Don't talk so much about the statistics about co-teaching

I would suggest to have more time to discuss with my cooperating teacher.

I think it is mostly geared towards the teachers. I didn't really provide any information that wasn't already drilled into our brains at BSU.

Be more direct that the student teacher is NOT to do all the planning and teaching, rather that both teachers collaborate and work together to teach the class.

I think the workshop sets an unrealistic example of being able to have access to multiple teachers in one classroom, which doesn't really happen all that often.

There is a part where they ask the teachers to let the student teachers know what they will be teaching the first week of school, for me that seemed very overwhelming and I would suggest allowing the student teacher a week of just getting used to the classroom, students, teacher, etc. before really planning.

N/A

Ensuring that it actually happens. Did not happen ever in placement #1 even when I asked

At the workshop I was told that I had to start on the first day of school since I was a fall student teacher. Also, that my 16 weeks started ticking then. I found out afterwards that my clock didn't start ticking until the first day of Ball States school year. That means I spent an extra three weeks at the school that counted for nothing. I am almost out of resources since I started with those three weeks and now I am not sure about how I will make it to the real end date. So in total I will be spending 19 weeks at the school and the only time I am missing is finals week. I wish someone would have told me the truth.

n/a

It was very informative. None.

nothing

Too lengthy.

None.

Spend more time with co-operating teachers who have not had exposure to co-teaching. Show them videos as examples.

Actively doing more than just talking about it. We had a lot of information on why it was beneficial, but not a good grasp of how it should actually look. Maybe bring in good co-teachers to speak about the experience and offer suggestions.

None at this point.

Maybe have the student teacher and classroom teacher plan a short lesson together got practice.

(We may have done this, though.)

None

I don't think the meeting needs to be quite so long.

NA

N/A

Some of the co-teaching strategies DO NOT work.

More time to practice co-teaching.

it was long

Condense it, make information available beforehand so that both teachers and student teachers can better prepare ahead of time. Honestly, the facts about how well the system works were very dull and I would much rather just learn about the program and how it works at Ball State instead of how well it worked in Minnesota or wherever they did the testing.

It seemed too informative. It was redundant with the description of each term of co-teaching; especially when I have never used the terms past that meeting.

Showing us examples of how student teachers and classroom teachers have incorporated the different ways to co-teach.

Have more hands-on activities, so we weren't waiting until it was over

Web accessible

It was WAY too long.

More hands on activities

Have more HANDS ON TRAINING. Have teachers bring lesson plans and have the student teachers try to teach them to a small group.

I thought the information was valuable, but I think it was really drawn out. When you draw out the information like that I lose focus and some of that information doesn't sink in.

Follow through with the methods. Ask the student teachers how they used it to improve their lessons.

Have only the supervising teachers attend, we already have learned this in every single class.

I think requiring both teachers (if there are multiple cooperating teachers) to attend would be beneficial.

I felt like it was of limited worth. I feel like a more hands on approach would be most beneficial.

It was very repetitive and "obvious" information that student's senior year are aware of. I think that they could do more to just talk about possible obstacles in student teaching and how the cooperating teacher/student teacher could be prepared for these obstacles.

Not just read off the Power Point.

Hold more closer to the start of student teaching

None

Make it more relevant to my subject area. It was pointless for me to attend because it was impractical for my field.

N/A

None

None!

To be perfectly honest, I didn't find it entirely informational or beneficial.

Have more than one.

more time for lesson planning/ prepare student teacher for how their classroom works

More time to work with our teacher

none

Make this a requirement for cooperating teachers if it is going to happen. I had to do mine without my cooperating teacher, which did not make the experience as beneficial for me.

No suggestions at this time.

none

None. Send the students into the field with their teacher for a couple weeks before student teaching. That would be worth while.

I think it would be helpful to give the cooperating teacher and the pre-service teacher more of an opportunity to discuss lesson ideas.

I would make it more interactive in practicing the different types of ways to co-teach.

Have more time to just talk with your cooperating teacher and figure out specifics of what needs to be accomplished and when.

I think it should be a video for you and your cooperating teacher to watch together. Neither of my teachers were able to make it.

Have team building activities during the workshop.

Not to push so much co-teaching. It doesn't seem realistic.
Perhaps have hard shell tacos as an option as well and a little hot sauce. You've gotta live spicy sometimes. In all seriousness, I feel that the workshop was informative, but we hardly used the co-teaching model other than a week prior to my lamp project because I was in 8 week placements. It just didn't fit well with such a short amount of time to teach.
N/A
I liked it as is
Try not to make it as long.
More available dates?
I have no suggestions.
Having more meaningful activities.
Don't put so much emphasis on it. It is a nice way to ease into student teaching but it is not very useful once the student teacher needs time to have the classroom to themselves. It is also not very practical in a true classroom environment.
I enjoyed getting time to plan together; maybe a little more time would be better? Or asking the students/teachers to come prepared with a subject or lesson in mind?
Don't make it as long.
I think some of the suggestions were more geared toward an elementary classroom. I think there should be more distinct suggestions between elementary and secondary sometimes.
Not sure
lifty
None.
PowerPoints with that much information can easily be read by us during the workshop. There should be more hands-on learning.
More time to practice a certain way of teaching and then reflect on it. Maybe every 3 weeks everyone teaches with a certain style and then compares notes.
The only thing that I did not like is that my teacher did not come and I felt unimportant. It was not a good way to start our relationship.
None. Much of it was information I had already learned in [REDACTED] courses.
I agree with what the program says.
I felt that it met its purpose.
Show video examples of different methods of co-teaching
The workshop still left me with some questions about co-teaching. Besides having a list, maybe some real life examples would help.

**Comment Table 4.6: Suggestions to Improve Co-Teaching Experience**

What specific suggestion(s) would you have to improve the co-teaching experience?
n/a
No suggestions. My experience was fine.
Make sure it happens! I didn't have co-teaching in my experience, even though I still feel like I learned a lot doing things on my own. It was definitely more of a "sink or swim" experience.
none
none
If cooperating teacher don't attend the workshop, make sure they receive paperwork about co-teaching.
none

A list of other peers (student teachers) contact information to have someone to talk to do that is not biased.

none

See last comment

I loved my teacher

none

I don't think I have any, which is strange. My CT and I worked through a majority of the co-teaching strategies as our space allowed, and students seemed to enjoy it as much as we did.

Loved the co-teaching experience but I feel it would be beneficial for the student teacher to have teaching time without the cooperating teacher as that hindered the respect that was given to the student teacher from the students. My first cooperating teacher would shout negative things to me from across the room so due to that disrespect, the students thought they could be disrespectful at times too.

That if you are a special education major you already know all about co teaching.

I don't know

I think the co-teaching experience has been wonderful, and I would not change it.

N/A

I would have loved to be placed with an elementary teacher who was actually certified physical education. Her lack of knowledge in the area truly affected the experience and caused an issue in our relationship.

n/a

It should be mandatory for co-teaching teachers to attend the meeting. My second teacher did not attend and I wish she would have.

nothing

None.

None.

Only approve supervising teachers who agree to do it.

Show co-operating teachers what co-teaching looks like in the classroom. Don't just talk about theory.

None at this point.

Make the material available on Ball State's website

Make everything we have to do as realistic as possible, and provide more realistic goals for us to work toward. Other than that, my experience has been very beneficial!

None

I know that there was confusion about how long the co-teaching takes place and how long the full-time teaching takes place. If the supervisors could made this clear from the beginning, then student teachers could understand their roles.

N/A

None.

A little more guidance as to when only one should be teaching and when we should co-teach.

Offer more varied times

N/A

No suggestions

Having the classroom teacher leave more often. It is hard to be yourself and gain confidence when your classroom teacher is always in the room and it isn't all that realistic for when we get our own classroom.

Either limit the amount of days we co-taught a week, so we had time for a job to make money, rather than struggling to pay for gas to get to and from the school and pay for school at the same time, or be

given money since we are basically paying to do a full-time job. 4 months with no income is ridiculous, when some internships can get paid. It's also ridiculous that we shouldn't get paid if we substitute.

None at this time

I think it depends on each person's experience and should be talked about with the student teacher's Ball State supervisor

co teach MORE

I know that the LAMP is important so that people that haven't been a constantly observing your experience can evaluate your ability to teach. But it is so stressful and somewhat unrealistic.

There needs to be some sort of emotional support while going through this experience. Instead of writing journal entries, my time would have been better spent in a group of student teachers going through the same issues I am.

Co-teaching within the classroom would be a good start

I think just informing or maybe reminding the cooperating teachers of how things are supposed to work in a co-teaching setting may be beneficial. I think part of the reason we are not necessarily co-teaching is because of lack of staff and so we aren't able to co-teach a lot, it's more individual teaching.

Set specific criteria for when you should be co-teaching and when you should be solo in the student teaching experience.

None

none

Allow more student teachers the opportunity to co-teach and not just in PDS schools.

None

Make it more relevant to my subject area

N/A

More time

None!

N/A

None.

None

none

I do not have any suggestions.

I have no suggestions we were provided with ample information as to how to properly co-teach in the classroom.

I would place myself in a different school - the urban environment was a lot for a student teacher to take on by themselves

Send students to their cooperating teachers for a couple weeks prior to student teaching.

Co-teaching experience should be a longer experience, maybe for a few weeks before the start of student teaching so that student teaching can focus more on giving the student the opportunity to show his or her teaching abilities.

I enjoyed my experience.

Provide more guidance and guidelines for the LAMP unit.

N/A

Co-teaching is good but it is not what we will experience after student teaching.

I would have liked more lessons where we taught skills in small groups and switched the groups to the other group so we could have had smaller groups to teach the first few weeks. I feel we did not use it as much or as well as we could have. That being said, everything worked out well as we worked it out.

Have more interaction between the teacher and student teacher

I was lucky and had a classroom teacher who was up to trying any ideas and co-teaching styles. Learn your teacher's teaching styles asap, and collaboration different ideas and strategies.

I think it was a good experience, but I would want to see what I could do on my own. So, a little more independence for student teachers.

nothing, my experience was beyond great

I have no suggestions.

I feel that it was a little unrealistic. Although it gave me some relief, in reality I wouldn't have an extra set of hands.

I do not have any suggestions.

Use it to start the student teaching process but don't expect people to use it all the way through.

I thought it was great. I wouldn't change it.

I think that it's hard to maintain being a student while being a teacher. It would have been a lot better for me if I had opportunity to meet more with my supervisor and ask questions. It was hard to be teaching full-time to ask her questions while she was visiting.

Not sure

work more

None.

Not make us worry about side-assignments and let us focus on our teaching! Portfolios shouldn't impact our teaching.

I wish my teacher would have helped me practice more of the co-teaching strategies.

None.

I do not have any

To have more experience with every type of model, have a goal to try and teach with certain models each week or month.

Make the student teaching experience a full year.

More qualitative feedback, rather than a quantitative ranking system (Basic, Proficient, Distinguished).

more feedback

Check up more on student teachers

## Section VII: Educator Preparation Provider Services

### Part VII.A: Academic Advising

Candidates were asked to identify whether they had consulted with an academic advisor prior to enrollment in each semester. A total of 73.4% or 207 identified that they had. A total of 26.6% or 75 had not consulted with an advisor. Individuals who selected “no” were automatically skipped to the next section of questions (about the Office of Teacher Education Services). This data is found in **Figure 5.1**.

A total of 47.8% of candidates indicated that they “strongly agreed” with the following statement, “My academic advisor provided the necessary support for me to complete my program within four years.” A total of 34.3% “agreed” with this statement. A total of 82.1% either “strongly agreed” or “agreed” with this statement. A total of 12.1% of the respondents “disagreed” with this statement while 5.8% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 5.2**.

**Figure 5.1: Consultation with Academic Advising**

**I consulted with my academic advisor prior to enrollment in each semester.**

#	Answer	Response	%
1	Yes	207	73.4%
2	No	75	26.6%
	Total	282	100.0%

**Figure 5.2: Support from Academic Advising**

**My academic advisor provided the necessary support for me to complete my program within four years.**

#	Answer	Response	%
4	Strongly Agree	99	47.8%
3	Agree	71	34.3%
2	Disagree	25	12.1%
1	Strongly Disagree	12	5.8%
	Total	207	100.0%

Candidates were asked to provide comments regarding academic advising. Candidates were asked to list any complements that they had for their academic advising and these comments are found in **Comment Table 5.1**. Candidates were also asked to provide specific suggestions on how the experience with academic advising could have been improved and these comments are found in **Comment Table 5.2**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

Comment Table 5.1: Compliments for Academic Advising

**What compliments would you have for your academic advisor or the academic advising experience?**

I am really grateful that she was always, and still is, there to talk with me about school or life. She has never hesitated to give me help and advice.

She was always friendly and knowledgeable.

My advisor, was a helpful, supportive, encouraging woman. I was very lucky to have her as my advisor.

With there just being two of them, I think they do a great job!

■■■■ was always easy to work with and was able to answer any and all questions I had throughout my undergraduate experience.

The athletic advising office is what helped me!

They were willing to set up meetings.

■■■■ was always extremely helpful when I had questions about my classes, my four year plan, etc. I always appreciated her positive attitude as well.

Not clear. Made me aware of things that needed to be completed when it was too late.

My freshman advisor was confused/had to heavy of a work load but my advisor once I was in the teaching program was very good and made sure I had all of my classes and was on track to graduate

She got me on track and was able to help me graduate in 4.5 years instead of 5 years.

He was kind, friendly, and always open to help.

Very willing to work with my university athletic practice times each semester

She was always helpful and answered all my emails

■■■■, you are an amazing person! You read all of my question filled emails, and responded very quickly! I could not have asked for a better advisor to assist me on this journey! Thank you!

I loved ■■■■. She was always incredibly helpful!

My academic advisor was fantastic! She helped me plan out my entire college schedule during the Fall of my sophomore year. She also helped arrange my schedule in a way that I am graduating in 3 and a half years!

Thank you thank you ■■■■!

■■■■ was always available through email or meeting face-to-face and was easy to talk to.

She was always polite and answered all my questions and if she didn't know an answer she told me where I could go to get one and gave a phone number or email.

Every advisor should create a four year plan with their students. I had to switch advisors.

My freshman advisor was awful and messed up my schedule but my ■■■■ one was wonderful and very knowledgeable and was always willing to help me and answer my questions.

■■■■ was always available, kind and understanding. I felt like she was cheering for me.

Very nice, helpful, and generous. Gave great guidance.

■■■■ was wonderful at meeting up and setting me up for success! I felt in the loop and like she really wanted me to do well! I was even able to graduate in three and a half years with her help.

I felt really well taken care of in terms of planning and getting what I needed.

Always prompt in responding to emails and making sure my questions were answered efficiently.

My academic advisor is very knowledgeable of the ■■■■ program.

Extremely dedicated to getting me through college.

She was always available when I needed her and would spend as much time answering questions as I needed.

She never made me feel like she was rushing me out of her office and she always worked hard helping me come up with my class plans.

My academic advisor was helpful in planning a four year plan. In addition, if I had a question she always responded promptly. However, even though I registered for summer courses and 18 credit hour semesters, with the additional courses the Teacher's College adds each year, I was unable to graduate in under eight semesters.

She was always there when I needed someone to talk to, as well as answered my emails as quickly as possible. She always had great advice, even though she scared me during my sophomore year. She was always looking out our best interest!

■■■■ was able to answer any question I had and provided great suggestions.

They were friendly and always available for consultation.

Able to answer all the questions I had

██████████ was extremely helpful in many ways, not only for schedule related issues but as well as helped with lesson planning and guidance.

Emailing but needed to be more personal

My advisor was always willing to help me accomplish what I needed to in order to graduate on time.

I changed my major my junior year, so I was behind from the get go. My advisor was extremely helpful in arranging my classes and getting me on the right track. His assistance was vital for the completion of my degree and was extremely thankful for this guidance and help throughout my time at Ball State.

they encouraged me in my ambitions

They were very helpful

██████████ knows exactly what to say/do for his students in order to be extremely successful! He made sure to double/triple check my degree plan before I moved on, to make sure I was set for the next level. He was great at giving advice and could be reached at any time.

██████████ was always prepared with my files in front of her and always helpful in answering my questions. She helped me make a plan and stick to it.

Always friendly and happy to help out in any way. It was always very easy to schedule an appointment.

My advisor made the process very easy; he was always prepared, kept detailed and up-to-date files on my own degree progress, and actively stayed abreast of changes in course requirements and enrollment procedures.

Informative, organized, honest

██████████ was very helpful in everything that I did. Someone that I wouldn't have been able to graduate without, give that man a medal and a raise.

Very helpful.

Always on top of it! Always willing to communicate! The person in which kept me sane and organized! She was simply amazing!

Whenever I had no idea what I was supposed to do ██████████ always made it seem so much easier.

Give good suggestions and are easy to work with

She was very good at getting back to you in a timely manner if you had a problem and she was very helpful when I changed my major completely from business to elementary education.

She always responded to be within a timely manner. There were always general emails being sent to us, reminding us of important information or important deadlines.

Very helpful in getting me in all my classes and helping me graduate on time. She was always available when I needed her.

Always available when I needed her

She did a wonderful job at helping me get ready for graduation and working with other departments to see which classes were offered when and when I should take them.

██████████ is a highly effective advisor. She is knowledgeable about the requirements for education majors and she made it easy to get the requirements. She offered helpful suggests and sent reminders about requirements such as CPR/First Aid training and things of that nature.

I felt that my academic advisor did her job well.

It was a great resource to have that allowed me to always make sure that I was on track to getting my degree.

Always quick and informational email replies.

She was great at advising me

██████████ was great in keeping us informed of what was required at each step of the way. He helped us navigate hurdles because the chemistry department and Teacher's college don't collaborate.

They did what they could to be helpful, but weren't always the best at communicating new requirements for the teaching license.

helpful

My advisor was wonderful, I was always able to get in touch with her, and we were able to sit down each semester and adjust the plan for completing my education.

For the first 3 years of my academic career, had unstable advising, was floating without an advisor for about a year. Eventually found advisor who took me on and helped guide me the final two years

My academic advisor was spectacular and always available. He was knowledgeable and always willing to help.

Very helpful, on top of her game, always knew what requirements I needed and had good suggestions

██████████ was always very helpful and always got back to me within a reasonable amount of time. I could not have asked for a better academic advisor.

My academic advisor encouraged me to become a part of Student Leadership Corps.

None.

██████████ was an amazing academic advisor, she was always willing to answer the phone when I called and always helped me when I needed it or answered any questions. She was always there through a meeting, phone call, or email.

██████████ was the greatest Asset in my four year journey. She truly cares about each individual student's success and does her best to well prepare and guide up in our journey.

Most of the time they knew what they were talking about. They were very understanding.

██████████ has always been very helpful and has gone above and beyond to make sure that I am on the right track toward graduation.

She was FANTASTIC! Always there is I needed anything and guided me along the path to graduate in 4 years.

N/A

I have no compliments, other than she did her job sometimes. She did what she needed to do, but she never extended any further.

Even when they made a mistake, they were very candid and apologized and devised a plan that worked for me and still helped me graduate in four years.

██████████ always had everything laid out for me and took me step by step through the years

██████████ was very supportive and encouraging when helping advise the courses I need to take for my major. Any time she was not sure of an answer, she would immediately call or email the office in question and attain an answer for me. She did whatever she could to make sure I succeeded in my courses and kept on the right track.

Always very prepared and helpful. Also she responds to emails in an appropriate amount of time.

Take a breath and say no to people every once in a while.

She was always helpful and nice

██████████ was very helpful and understanding throughout the experience

██████████ is a very kind person.

Thank you for answering every question I had and always making time to talk or discuss about anything. I'm so thankful my advisor was organized, professional, and caring during my four years

██████████ - sought to keep me updated on testing requirements and making sure I received the most of my courses.

Better understand how to meet honors requirements with ██████████ degree

He was very organized and always had my plans up to date.

I really was not assigned an academic advisor in education because this was not the first program that I was admitted into, but ██████████ was a lifesaver and was always willing to work with me in order to get the requirements for both of my degrees worked out! KUDOS and many THANKS to her!!!!

I had a special education adviser to begin with who was not helpful one bit. I even enrolled in the wrong courses and did not have a four year plan. I switched to an ██████████ one and she had my entire four years planned when I arrived.

She did everything possible to help her students. She was great!

██████████ was a wonderful academic advisor. She was a wonderful instructor. I have learned so much from her and I respect how educated she is on the material she is instructing.

██████████ was an awesome advisor who guided me through my college career, making sure I always made the best choices for classes and kept me on track with all of the new tests. She also would respond to email that same day!

Always thoroughly answered my questions in a timely manner

none

██████████ helped me plan out my complete four years my freshman year at Ball State. She allowed me to make the most of each course. She was a tremendous help in planning out my courses.

All my questions were always answered and she made me feel very confident in completing my degree on time.

██████████ is awesome. She is so personable and approachable. She will go out of her way to answer your questions and help you out. She always made sure to ask how you were doing, and took a lot of interest in you as an individual.

My advisor made my planning for each semester easy with no problem

You were amazing. Without your help, I wouldn't be getting ready to graduate.

### Comment Table 5.2: Specific Suggestions for Improving Academic Advising Experience

#### What specific suggestion(s) would you have to improve the academic advising experience?

Ensuring that credits transferring in are accounted for and classes are being taken that are not needed. I was told I needed English 104 and half way through the semester I was told I did not need it. I was not reimbursed for the course.

I do not have any suggestions.

Please respond to emails in a quicker fashion. When calling, you are never able to directly speak to an advisor. When there are immediate issues, it is stressful as a college student to not be able to reach someone who can help.

More support your freshmen year, it is important to inform students who have declared a major. I felt lost when I went into my second year.

Hire more advisors. For there just being two of them they do an amazing job

Nothing now that the school of music is all web-based instead of having to go through 5 different people to sign up for classes.

An advisory especially for teaching majors not just in one of the content areas.

Unfortunately, I had a negative experience on multiple occasions with my advisors. My experiences delayed my graduation and hurt me financially. Every academic advisor should be knowledgeable about what classes need to be taken and when.

none

More advisers so each adviser has less students

make sure that they know what they are talking about and have all of the materials necessary to help their students graduate in the amount of years that they want

Make sure freshmen advisors know all the majors BSU offers because I was misguided that BSU didn't offer an exceptional needs, deaf/hard of hearing program

Make methods professors more involved with academic advising.

Better communication between the ██████████, athletic advising center, and the different colleges and advisors included

None

n/a

strongly encourage all students to use their advisor and let them help you

none

have strong advisors that know the requirements for majors and can help you plan ahead

Not have freshman advisors and have an advisor in your major or have better prepared freshman ones that are willing to research the answers to questions and help you.

nothing

none

None

n/a

My first couple of years I had a ██████████ for my advisor. He didn't know much about the Ed program.

N/A

The teacher's college should either grandfather people into the program, or restrict the amount of courses they add to the degree requirement each year. Also, be more public about how to register for classes which require any type of special permission. In addition, make this process faster and easier. Publicize the required student teacher meeting more professionally and formally.

I would advise everyone to listen to what the advisor says. It would have been amazing to have a practicum during each semester.

Possibly have more advisors, so it's easier to make an appointment, although, my advisor was great at answering emails.

None

more courses to get praxis 2 completed and help with it

I always met with an advisor who wasn't technically my advisor. The advisor that I was given through Ball State was unaware of the specific needs that I would have in order to graduate in four years.

I was extremely happy with my experience. No suggestions needed.

Be more aware of possible changes and be able to actually give advice on what is smart and what isn't.

I think my advisor did a great job, and really helped me to get where I am

n/a

None, Ball State made it more difficult for him then he did for me

More opportunities to meet as a department to discuss current issues; instead of simply e-mailing.

Department Heads are fantastic advisors

More detailed answers and explanations. Updating students on information faster

N/A

I feel that it was hard for me to know who my advisor was for my minor and my concentration. This needs to be stated more obviously to people in the future.

better communication between each other

Prepare students to get done in the shortest amount of time possible

I have nothing.

It was hard to get appointments at times so there may be a need for another advisor in the education field.

Nothing.

Required meetings and a more detailed 4-year map. Elementary education is so difficult to finish in three years unless summers courses or 18+ credit hours are taken every semester.

none

None, [REDACTED] was fantastic. I don't know about other colleges/departments though.

Just more communication with the state and their new requirements, then linking it back to EVERY student.

she was fine

None, it was great!

Simplify it. Maybe keep one advisor per student throughout most of the academic career. If do switch a student's advisor throughout academic career, explain the reasons the switch is being a made, and the purpose of it

none

None at this point.

None.

None.

Nothing

More organized about what courses you need

None

None

Unfortunately, the academic advising in the [REDACTED] program is very poor. When I, along with other students in the program were not getting the support that we needed, I went to another advisor for advice. Unfortunately, when my advisor found out about this, she decided to make my college experience very difficult. I have tried to inform higher powers about my extremely negative experience with [REDACTED], but unfortunately my voice has not been heard. I hope that teachers college or other necessary departments will please reevaluate the advisor for [REDACTED]. This has been the most frustrating part of my college experience. After a while, I just became my own advisor because I could not deal with my advisor anymore. She was not informed about the program, and she could not give us any of the information we needed to continue with our degrees. I would just ask that teachers college PLEASE find a way to give all of the necessary information to advisors. Information such as how to sign up for teachers college, what program changes are made, what is needed in our portfolios, and how to begin the practicum and student teaching experiences needs to be released to our advisor.

I felt she did the minimum, she told us what I needed to take and that was about it. She talked about students to other students and was just overall unprofessional.

More information as to what is required for major/concentration.

have a specific advisor starting first semester of freshman year

I feel like information can sometimes be hard to find even for advisors, whatever can be done to simplify where information is about testing, course load, decision points, etc, should be done in order to help organize information and make it more accessible.

Having more availability (if possible because I know there are a lot of us)

Snacks are always good!!

None at this time

██████████ did little to help me during the four years I spent as her advisee. She was late to advising meetings and was little help once she arrived. I had a general feeling she expected me to advise myself which, in my opinion, is unacceptable. I am wholly in support of learning to be autonomous and self-directed as an educator but, in my opinion, that has to evolve over time. ██████████ was of little to no help to me when planning my schedule, not adequately prompt in responding to emails, often disrespectful or passive aggressive, and generally unable to answer the questions I asked of her.

none, my advisor was phenomenal

Stress Immersive experience more

N/A

The special education adviser was no help.

None.

I have no suggestions.

I wish that all academic advisors were like ██████████ and how helpful she was. I know of some students who are in the education major who have an advisor, but they never see them since they do not respond to emails.

More ways to book appointments

none

None

I think there was a lot of confusion about certain classes and tests, but that was all due to the fact that the program and curriculum was changing. I'm sure it will all get worked out and be better once the new stuff is implemented.

None

None

N/A

I would suggest more knowledge on outside activities.

None. ██████████ is outstanding.

My Freshman Advisor was not at all knowledgeable about the program, nor was she knowledgeable about how to find out the information on my program. She gave me a four year plan that was created in 2008 when the year was 2010. These sheets are available to anyone that walks by on the 7th floor of TC. I had to consult with advisors in the department to ensure I was taking the correct classes.

Send email updates more frequently

Being able to see a detailed description of courses being offered and suggested

Make sure freshman advisors know about the majors of the students they advise.

none

Communicate more information on everything that we need to accomplish as teaching majors instead of finding out about information close to when it is prevalent.

None that I know of. They were extremely knowledgeable and helped me with my specific wants and needs.

I had a great experience with my academic advising and personally, I wouldn't change anything about it.

better agenda of a time-frame to have requirements done for licensing

Be more specific about what is a requirement rather than having students take classes that do not end up counting for anything.

My advisor changed half way through my degree, and I was not advised of necessary changes in my degree. Improvements would be in communication between advisors and students, because I got zero communication with my second advisor.

No

none

I do not have any suggestions. I had a great experience with my advisor.

## Part VII.B: Office of Teacher Education Services (OTES)

A total of 13.1% of candidates indicated that they “strongly agreed” with the following statement, “Office of Teacher Education Services (OTES) staff helped guide me through the process regarding student teaching procedures by offering fair and correct information.” A total of 64.5% “agreed” with this statement. A total of 77.7% either “strongly agreed” or “agreed” with this statement. A total of 18.1% of the respondents “disagreed” with this statement while 4.3% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 5.3**.

A total of 9.9% of candidates indicated that they “strongly agreed” with the following statement: “Office of Teacher Education Services (OTES) staff helped guide me through the process regarding licensing policies and rules by offering fair and correct information.” A total of 58.2% “agreed” with this statement. A total of 68.1% either “strongly agreed” or “agreed” with this statement. A total of 27.3% of the respondents “disagreed” with this statement while 4.6% of the respondents “strongly disagreed” with this statement. This data is found in **Figure 5.4**.

**Figure 5.3: Interactions with OTES (Student Teaching)**  
Office of Teacher Education Services (OTES) staff helped guide me through the process regarding student teaching procedures by offering fair and correct information.

#	Answer	Response	%
4	Strongly Agree	37	13.1%
3	Agree	182	64.5%
2	Disagree	51	18.1%
1	Strongly Disagree	12	4.3%
	Total	282	100.0%

**Figure 5.4: Interactions with OTES (Licensing)**  
Office of Teacher Education Services (OTES) staff helped guide me through the process regarding licensing policies and rules by offering fair and correct information.

#	Answer	Response	%
4	Strongly Agree	28	9.9%
3	Agree	164	58.2%
2	Disagree	77	27.3%
1	Strongly Disagree	13	4.6%
	Total	282	100.0%

Candidates were asked to provide comments regarding their experience with the Office of Teachers Education Services (OTES). Candidates were asked to list any complements that they had for OTES and these comments are found in **Comment Table 5.3**. Candidates were also asked to provide specific suggestions on how the experience with OTES could have been improved and these comments are found in **Comment Table 5.4**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

### Comment Table 5.3: Compliments for OTES

What compliments would you have for OTES?
Everything has always been clear.
The meetings (prior to student teaching) were organized.
The student teaching application seminar was very informative.
I believe that they have tried to do everything they can to make sure you are as prepared as possible for your future.
The information that we received in the convocation just before starting Student Teaching was excellent. I also very much like the size of our groups with our university supervisors. The small group collaboration is very helpful.
They were helpful in helping us prepare for student teaching in Germany
Always very professional
They do a good job.
Communicate good through email
They were helpful in answering my questions whenever I went to their office.
I have appreciated the prompt responses to questions I have had, even if it was to let me know they were looking into something and would get back in touch with me soon.
I have always received the correct information that I needed to know about student teaching.
Had to get ahold of. Rude at times
When I spoke to them they were always very kind and very helpful.
They are able to guide you on how student teaching should be done.
They are very prompt.
Answered my licensing questions quickly.
Wonderful flexibility, communication, and aid in unique student teaching situation
none
Thanks for your continued support!
quick responses to emails
responding quickly and accurate information
none
Getting a placement in my first choice county
Emailed back most of the time.
Worked with me to get a placement. Students teaching application process runs smoothly
When asking questions I was always given a clear answer
Maybe more emails for guidance

I was so impressed with [REDACTED]. I met him the week that he was hired, asked him a question that he didn't know, and he personally emailed me with my answer! He also called me by first and last name at the meeting at the beginning of student teaching! I loved how he was trying to get to know us! He was fantastic!

It was nice of them to offer portfolio sessions.

Provided me with information that is valuable for my teaching career.

I really didn't have interaction with them other than the first meeting of the semester and e-mails.

?

I honestly haven't had much interaction OTES until I started approaching my semester of student teaching, but everybody there seems to know their stuff. Any questions I had were answered in full, and that's a great thing.

N/A

The new department chair is willing to adapt to meet other's needs.

None I did not even get information about the student teaching training lucky enough my host teacher was able to contact me to send me information.

They always answered my questions promptly!

Information provided to me was useful.

None.

OTES was the only helpful part of my student teaching experience. When I had an issue and my classroom teacher and supervisor were not helpful in the slightest, OTES helped me through and is the only reason I will graduate.

None

teacher career fair is an awesome opportunity

They gave their information to my professors, who then passed the information on to me and my classmates.

I had a difficult time during my student teaching placement and getting correct answers about what I actually needed to teach. I had to use outside resources to find these answers. Other than that, they were helpful when asked upon.

Make the guidelines more clear about what to complete during student teaching and better understanding of what is expected

I felt like I was given plenty of information about student teaching.

They were kind to me when I needed to change the location of my student teaching placements.

They make sure that all the information on rGrade is up to date and set to go.

They were thorough in making sure they were providing me with accurate information.

Helpful

Given the current state of Indiana's licensing procedure, they're doing the best they could possibly do with the information they have.

I was really impressed with our beginning seminar. I feel that it was very informative and covered everything.

n/a

N/A

Told exact directions of how and when to apply for student teaching

I am upset with the new testing system for licensing. I was told that if I took Praxis before September that I wouldn't have to worry about the new testing system. Then I found out that the new testing system is actually two tests. One for content and one for pedagogy. Why should we have to take a pedagogy test if we majored in a pedagogy program? This to me feels like a waste of time and resources seeing as how it is another \$115. I wish someone would have told me the truth about the fact that it didn't matter when I took Praxis 2 because it doesn't mean anything.

Offer a clear understanding of how to apply for a teaching license.

N/A

Until student teaching, barely consulted with OTES

They gave a lot of quick and useful information on what to do to get my license. They also gave a lot of useful information on what I needed to be successful in student teaching.

Having several meetings for applying for student teaching and the informational meeting the week beginning student teaching.

Information is always there when you need it!

none

They gave information out when needed.
helpful
Thank you for always responding to questions the first time I ask them!
██████ always replies to emails very quickly, which is much appreciated.
OTES was always very helpful when I visited them.
The introduction workshop was fantastic to prepare for student teaching.
None.
That they ended up getting my placement finalized. Other than that there are not too many things I can say as a positive towards OTES.
They were willing to help whenever needed.
They update profiles very quickly.
Nothing, I feel that OTES could improve in their organization and ways of providing information to students earlier.
They were good about sending out emails.
Every time I called, they were always so helpful, especially during this big transition.
OTES is typically pretty quick to respond to questions.
I was pleased that a lot of information could be found online regarding the teaching program. I was also happy that I had such a great practicum instructor, ██████, who was able to help get my class the information we needed.
Always up to date and could easily answer any questions I had. Has information in multiple places.
None.
Very informative and made it easy to know what is required of me to get my license.
OTES was very helpful especially in finding me an amazing placement quickly.
A few of the staff members were friendly when I needed help or guidance filling something out or turning paperwork in.
They have a quick response when you send them an e-mail or question.
They do well with the resources they have.
Make sure we can have that meeting at the beginning of the semester. It was hard this semester because of the weather, but I feel that I wasn't as prepared as I should have been.
They were very nice when I talked to them.
██████ was extremely helpful in assisting me with my application for Student Teaching.
More clear direction with the new testing requirements not just a post on rGrade
They have always been very pleasant when I approached them (in person or electronically) with questions or concerns.
Quick responses in emails
They send good emails with detailed information.
no comment
Whenever I called or stopped in all of the people working there were friendly and abligent.
They offer many workshops and opportunities.
I received a quick placement.
They did good giving the information needed for student teachers to be successful.
Other than student teaching, I have not had much interaction with OTES.
Always readily available for help and advising. ██████ has been an exceptional director of the program.
I think that they do a good job of keeping in communication with students. I understand that the ██████ department has seen many changes in recent years and I think they are doing a good job of trying to keep students informed on the changes.

**Comment Table 5.4: Suggestion(s) for Improving the OTES Experience**

<b>What specific suggestion(s) would you have to improve the OTES experience?</b>
I do not have suggestions.
Be more friendly and welcoming to students. When dealing with the ladies in the OTES office, I always had a negative experience. They were never friendly or happy.

Be more friendly! OTES staff seemed to be harsh and intimidating in all of the interactions I had with them. The Praxis II, has been something that I know many people have struggled with, perhaps offering a prep course? I don't know if that directly applies to OTES, but I do think it is important to look at results of the Praxis II. I would like to see more testing windows as well.

Talk to the students more from the very beginning. As soon as the students enter Teacher's College, start giving them information about how everything works. A visual timeline of what should be done when would be VERY helpful!

Let students more about what OTES is their freshman year

I have none

Make it more obvious where certain offices are and who you need to go to for certain things, such as admittance to Teachers College

If possible, it would help to know all of what is required for graduation. Maybe provide a checklist at the orientation to make sure we know what we need.

More communication on what classes to take.

A flyer with all of the graduating requirements once you have started student teaching, such as licensing information or necessary trainings.

none

I'm not sure

Make information more accessible for students

N/A

If they don't hear back from schools about student teaching, send the application on to more schools or resend the application! Making students wait until 4 weeks before school is UNFAIR!

More educator-wide emails about processes for student teaching and licensure information.

Be less rude.

none

n/a

I have yet to hear much about licensing

n/a

I never really heard anything about OTES or from OTES until I began my student teaching. I wish that I would have known about them earlier so that I would have been able to utilize more of their services.

I did not receive any help from OTES. I received all of my student teaching information through my university supervisor.

emailing back quicker

more guidance with graduation ad licensing requirements (CPR)

Let students know more about where they stand in the placement process. I brought a background check to get an email a month later to bring a background check which I had just done. I felt like the process was unorganized. I also emailed a question during student teaching, never got a response, emailed my advisor who said she didn't know but gave me the email of someone specific, who then replied no kindly and I never got my answer. I was very disappointed in the response from the office I had been getting from student teaching placement through student teaching.

more emails

I wish they would email us information about licensing. They gave some information at the beginning at the meeting, but at that point we are too far away from licensing to be worried about it. I'm nearing the end now and have no idea what I'm supposed to do. I wish they would email us a reminder of how to do it all.

I would like to receive emails telling me when student teaching meetings are, when portfolios are due, or any other meetings or needs that I have to be aware of. Just overall communication was really poor.

n/a

N/A

I don't really remember many interactions with OTES

The only thing I can think of is getting students involved with them earlier. I'm not sure how to do that specifically, but I didn't really know what OTES was until my practicum and student teaching experiences were at hand.

N/A

Not a helpful department. When trying to contact or seek information, my questions are met with hostility. The OTES office did very little to instruct where to take suicide prevention courses. In addition, they did not specify which type of CPR license teachers need or where to take this courses.

Better communication with students about changes happening in the education system. For example when licensing changed I personally had to contact the licensure head of Indiana to find out the correct information. I would have a few meetings about student teaching.

More information on LAMP needs to be given before student teaching meeting, so students can be more prepared.

Inform individual personally about the changes in the licensing program, their progress in rGrade, the scores for the praxis, and their placements for student teaching.

None

nothing

OTES needs to clarify what services they provide and where they were. I honestly never really contacted anyone from OTES unless I was unable to get the information from my professors.

More emails

I feel mostly insecure about my knowledge of how to be licensed.

I am still having a lot of trouble finding things on the website.

I learned a lot about my major and concentration from my department and not from OTES.

Send out emails that provide information about licensing. What license we need to obtain and how to obtain it.

Though they were thorough, response time (though my case was unusual) was extremely delayed.

n/a

Takes too long to give out the student teaching placements.

I often feel that OTES doesn't update us enough on developing issues regarding licensing.

Allowing a time to meet, in which student teachers have the opportunity to walk through the licensing process together.

Nothing specific, but it would be nice if there was an email listed on the main page for generic questions

n/a

I still have no idea on how to apply for my teaching license. They should have a class or sheet or something to help people through the process.

Placing students at a school before a month before they are to start teaching.

N/A

communication

find placements in a shorter amount of time, before I have to be there the next week

Helping guide students through the student teaching experiences in the cases of enrolling and getting assigned a school...I had a horrible experience with OTES that in the long run ended up costing me more money to stay for longer than I needed and was treated very rudely by staff while trying to get enrolled in student teaching...very disappointed

I wish that they would change some of the information that we are given for student teaching that we don't use/need anymore because of technology updates.

I sometimes felt I could not call the office because they were too busy to give me the information I was wanting or answer my concerns.

Be more hands-on. Many times BSU students have to search for the correct information.

none

Several times the office staff would get up in arms about procedures when I had specific instructions from a person in OTES to do something different. Make sure everyone is on the same page, or at least the person answering the phones doesn't need to pass judgment when all I'm doing is what I am told.

Be more proactive than reactive with potential student questions.

n/a

None

None, the person who was not helpful to me is no longer employed in the OTES office!

Communication with students.

When a student suggests that he or she feels the placement that has been determined is poor, take time to investigate why the students believes this to be true. Also, the director must improve his internal and external customer service skills and work on replying to emails and requests in a more timely and friendly manner.  
None at this point.

Explain the process for applying for a teaching license.

Maybe offer more opportunities for the students who are living off campus? Also, don't strip all the benefits of being a Ball State student just because there are many student living off campus for their student teaching. We are still paying tuition and working for no pay.

Since Ball State has such a large education program where we routinely have 300+ student teachers each semester plus the hundreds of undergraduates filing for observations/placements; I feel that a larger department or just more efficient practices would be the best way to improve.

None.

Due to changes in policies over this past year, I feel that I was often on my own. I found out much information from other educators and when confronted OTES about issues or dates, test, or policies, they were often behind or could not answer my questions.

I feel like they sent me into student teaching blind. They didn't provide me with much information about how the semester should look at all. It was incredibly frustrating.

Just keep emailing students frequently on any changes

None at this time

If the office staff was a little friendlier when students came in

Like I mentioned previously, I wish that OTES would inform the academic advisors about the necessary information we need for the teaching program. I had to make various calls to OTES, and each person would say something different about what was needed for the programs. Any kind of list with guidelines would help students better understand their responsibilities to complete the program in four years.

Continue doing what they are doing.

Often times I received very negative instruction from OTES saying "how incredibly difficult everything is" when it is not. Be more positive... teaching is already a scary field to go in to.

More open meetings/open houses to meet with students to answer any questions.

It could be very intimidating at times when trying to understand what was expected of me or what I needed to turn in, and I know that they are bombarded with confused students, but to be as welcoming as possible, especially for new students. To also make paperwork more available to students, such as observation paperwork, if that could somehow be done online, at least the request forms, I think that would help ease a lot of unneeded stress for both sides.

I think that OTES needs to have more contact with the student teachers. Our training session was changed due to weather problems in the beginning of the semester, but they never made an additional attempt to contact us or explain any material from the beginning.

Stick up for the student teachers. At a state level, you need to prevent issues like the licensing exam debacle from taking place by protesting the strange implementation timing.

Offering more ways to help us pass the necessary tests to get our license.

I don't think the suicide prevention necessity was made clear until way too late into the semester. Also, the transition between PRAXIS II and Pearson Core Pedagogy was not "fair" for students graduating in May 2014

I understand that the Texas program is good and many people go there each semester but when a student says that it's not an option please except that and not try to force them into it...

None at this time

I feel that there is little to no information disseminated about licensing. Because this semester has been odd - to say the least - it may be that, had we had a formal orientation at the beginning of the semester, we would have covered when and how to obtain a teaching license (including the necessary tests). Notwithstanding, I feel that in the area of licensing, OTES has disappointed me.

Having more definite answers

They need to tell us more about licensing requirements such as suicide prevention and CPR certification earlier in the program.

Make sure you're on the same page with the advisors. Often times I would get two totally different answers and that made things such as scheduling or registering for things difficult

Letting underclassmen know of OTES before they begin student teaching  
give us more information about what is due at the end of student teaching. I have 5 weeks left and still am  
basically clueless about my LAMP final presentation and showcase  
I really didn't know what all OTES could do to help me through my experience, so I don't think I fully utilized  
them.

## Section IX: Survey Instrument

The survey instrument that candidates completed is below. As stated earlier in this report, the data in this report is not presented in the same order as the questions were presented to candidates completing the survey.

### Exit Survey

#### Instructions

The purpose of this survey is to gain information about our educator preparation program. All of the data will be used to make improvements to our teacher education program and to the overall service we offer to our students.

All information you provide is completely confidential and only group data will be reported. Please respond to each item with complete candor. Your assistance is greatly appreciated.

#### Section I: Demographic Data

##### 1. Gender

- a. Male
- b. Female

##### 2. Please indicate your major field of study for your undergraduate degree (please check all that apply)

- a. Business
- b. Early Childhood (Pre-3)
- c. Elementary
- d. Elementary/Special Education Dual Major (Mild Intervention)
- e. Early Childhood/Early Childhood Special Education Dual Major
- f. English/Language Arts
- g. Exceptional Needs: Mild Intervention
- h. Exceptional Needs: Intense Intervention
- i. Exceptional Needs: Deaf and Hard of Hearing
- j. Exceptional Needs: Early Childhood Special Education
- k. Family and Consumer Sciences
- l. Fine Arts: Visual Arts
- m. Fine Arts: Music
- n. World Language
- o. Health Education
- p. Journalism
- q. Mathematics
- r. Physical Education
- s. Science: Earth Space Science
- t. Science: Life Science
- u. Science: Physics
- v. Science: Chemistry
- w. Science: Physical Science
- x. Social Studies

- y. Fine Arts: Theatre Education
- z. Technology Education
- aa. Other (Please Specify)

**3. In which semester are you completing your student teaching?**

- a. Fall
- b. Spring

**Section II: Candidates' Confidence in Preparation**

*(NOTE: The goal is to align these categories with the categories included in the employer satisfaction survey. However, based on feedback, I had to make a few changes. As a result, I will also make the same changes to future employer surveys.*

**4.**

<i>After completion of the teacher preparation program at Ball State University, how would you rate your abilities in the following categories?</i>	<b>1- Strongly Disagree</b>	<b>2- Disagree</b>	<b>3- Agree</b>	<b>4- Strongly Agree</b>
I have a strong knowledge of the content I teach				
I feel that I have the knowledge to utilize student assessment data to inform instruction				
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students				
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge				
I can use multiple methods of formal and informal assessments that support, verify, and document learning				
I can utilize methods of self-assessment for instruction preparation.				
I can build positive relationships with school colleagues				
I can build positive relationships with learners and their families and the larger community				
I have a strong understanding of student rights.				
My instructional strategies promote the idea that students				

can learn and grow at a high level				
I understand the needs of diverse learners and use teaching approaches designed to respect all learners				
I have the necessary skills to work with students with exceptional needs				
I have the necessary skills to work with students who have linguistic differences				
I can promote both creative and critical thinking in students				
I can use and interpret both verbal and non-verbal clues to assess understanding				
I can promote responsible use of technology to actively engage learners				
I can implement a classroom management system that promotes a positive and safe learning environment for all students				
I display enthusiasm for my content area and actively engage students in the content I teach				
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students				
I can plan an appropriate sequence of learning experiences that include short and long term goals				
I plan lessons that are aligned with school district and state goals and student learning competencies.				
I plan lessons that are aligned with Indiana content standards				

**Section III: Field Experiences Prior to Student Teaching**

The following questions refer to your field experiences *prior* to student teaching.

- 5. Which of the following best describes your feelings about the field experiences that you had (observations, participations) *prior* to student teaching?**

- a. They were of no value in preparing me for my first day of student teaching.
- b. They were of limited value in preparing me for my first day of student teaching.
- c. They were valuable in preparing me for my first day of student teaching.
- d. They were extremely valuable in preparing me for my first day of student teaching.

**6. Please describe the most important thing that you learned from your pre-student teaching field experiences?**

**7. Based upon your pre-student teaching field experience(s), what suggestions would you have to make the experience(s) more valuable?**

#### **Section IV: Subject Knowledge Preparation**

In questions 8-10, describe how well prepared you feel in the major subject area listed on your license (the content area(s) that you identified as your major field of study in question #2).

8. Based on courses and other experiences (immersive experiences, study abroad, internship, conferences, etc.) completed in my subject area, I feel that I have a strong foundation of knowledge in my content area?
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
9. What was the most valuable part of your program (including study abroad, internship, conferences, etc.) that helped strengthen your content knowledge you gained in your subject area?
10. What specific suggestion(s) would you have to improve the experience you had in gaining a strong foundation of knowledge in your subject area?

#### **Section V: Academic Advising**

**11. I consulted with my academic advisor prior to enrollment in each semester.**

- a. No (if no, please indicate why in the space provided)
- b. Yes

*If you selected no, please skip to question 13.*

**12. My academic advisor provided the necessary support for me to complete my program within four years.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**13. What compliments would you have for your academic advisor or the academic advising experience?**

**14. What specific suggestion(s) would you have to improve the academic advising experience?**

**Section VI: Office of Teacher Education Services (OTES)**

**15. Office of Teacher Education Services staff helped guide me through the process regarding student teaching procedures by offering fair and correct information.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**16. Office of Teacher Education Services (OTES) staff helped guide me through the process regarding licensing policies and rules by offering fair and correct information.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**17. What compliments would you have for OTES?**

**18. What specific suggestion(s) would you have to improve the OTES experience?**

**Section VII: Cooperating Teacher**

If you had only **one** cooperating teacher during your student teaching please answer **question 19-21**. Students who had a split placement (one cooperating teacher for the *first eight weeks* and a different cooperating teacher for the *second eight weeks* should skip to **question 22**).

**19. My cooperating teacher provided the necessary support to help me succeed during student teaching.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**20. What was the best part of the experience you had with your cooperating teacher(s).**

**21. Based upon your experience, what suggestions would you have for your cooperating teacher to make your experience more productive?**

*Students who had only one cooperating teacher during their placement should skip to **question 28**.*

If you had a split placement that included one cooperating teacher for the *first eight weeks* and a different cooperating teacher for the *second eight weeks* please answer **questions 22-27**.

**22. My cooperating teacher for the *first eight weeks* provided the necessary support to help me succeed during student teaching.**

- a. Strongly Disagree
- b. Disagree

- c. Agree
- d. Strongly Agree

**23. What was the best part of the experience you had with the cooperating teacher during the *first eight weeks* of your placement?**

**24. Based upon your experience, what suggestions would you have for your cooperating teacher during the *first eight weeks* of your placement to make your experience more productive?**

**25. My cooperating teacher for the *second eight weeks* provided the necessary support to help me succeed during student teaching.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**26. What was the best part of the experience you had with the cooperating teacher during the *second eight weeks* of your placement?**

**27. Based upon your experience, what suggestions would you have for your cooperating teacher during the *second eight weeks* of your placement to make your experience more productive?**

**Section VIII: Co-Teaching**

**28. Did you attend a co-teaching workshop prior to student teaching?**

- a. No
- b. Yes

*If you answer "No" please skip to Section IX.*

**29. The co-teaching workshop I attended prior to student teaching provided excellent training for the co-teaching experience with my cooperating teacher during student teaching.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**30. Having co-teaching training and experience has made me a better teacher.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**31. What was the best part of the co-teaching workshop?**

**32. What was the best part of the co-teaching experience?**

**33. What specific suggestion(s) would you have to improve the co-teaching workshop?**

**34. What specific suggestion(s) would you have to improve the co-teaching experience?**

**Section IX: University Supervisor**

**35. The university supervisor provided the necessary support to help me succeed during student teaching.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**36. Communication (including seminars, group meetings, conferences, visits, telephone calls, and emails) with my university supervisor during student teaching was supportive and enhanced my confidence as a classroom teacher?**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**37. The feedback provided by my university supervisor was helpful to my development as a teacher (i.e., feedback was clearly stated with suggestions for improvement).**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**38. What compliments do you have for your university supervisor?**

**39. What specific suggestion(s) would you have to improve the experience you had with your university supervisor?**

**Section IX: LAMP**

**40. I had a clear understanding of the LAMP Project prior to student teaching.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**41. The LAMP Project helped me demonstrate my teaching abilities.**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**42. What was the most valuable thing you learned during your LAMP experience?**

**43. What specific suggestions would you have to improve your overall experience with LAMP?**

**Section X: Future Plans**

**44. Please tell us about your future plans:**

- a. I have accepted a teaching position. (Please specify the school district where you have accepted a position in the space provided.)
- b. I have accepted a position outside of the teaching profession. (Please specify the organization where you have accepted a position in the space provided.)
- c. I am still seeking a teaching position.
- d. I am still seeking a position outside of the teaching profession.

**45. If you do not plan to seek a teaching position, please give a brief description as to why.**

**Section XI: Overall Satisfaction with Program**

**46. Ball State University's teacher preparation program prepared me to be an effective teacher?**

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

**Section XII: Open Ended Comments for Overall Program**

**47. What was the best part of your overall teacher preparation program at Ball State University?**

**48. If you have *additional* specific suggestion(s) that would improve your overall teacher education program at Ball State University, please list them in the space provided?**

**49. In an effort to continually improve our program, we plan to collect survey data from individuals who have completed our program after obtaining some experience in a teaching position. As a result, we would like for you to list an email address where we might be able to contact you after leaving Ball State University. Please leave the email address in the space provided.**