

**Evidence S.1.26**

**CAEP Standards Alignment: 1.1, 1.2, 1.4, 1.5, 3.6,5.3**

**BALL STATE UNIVERSITY  
TEACHERS COLLEGE EXIT  
SURVEY  
Aggregate Data**

Fall 2016 & Spring 2017 Summary Report

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## Section I: Executive Summary

This report summarizes results from the 2016-2017 Ball State University Exit Survey. Prior to 2013-2014, 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. The revised survey was administered in the 2013-2014 and 2014-2015 academic year as established in the summer of 2013. In the summer of 2015, after a review of the survey data, faculty determined that the data on the section related to LAMP was not collecting the type of data that was needed to help programs improve their instruction. The questions and the data were structured to comment more on logistical issues with regard to LAMP rather than instruction of LAMP and how our candidates perceived their preparation with regard to the elements of LAMP that programs wanted them to master (i.e., lesson planning, impact on P-12 learning, etc.). As a result, the previous questions were scrapped in favor of a series of six (6) questions, developed and approved by faculty, designed to provide more useful data. In addition, a new section was added to provide data on the iCare functions in the EPP and to gather data on how candidates felt about their preparation regarding the technologies employed by the school district where student teaching was completed. This section of the survey was designed to parallel the other sections of the survey that asked our candidates for their perceptions on the services provided by our EPP.

In March of 2017, the EPP received feedback from CAEP as part of the Optional Instrument Review. Although this feedback was not received in time to make revisions for the 2016-2017 Academic Year administration, faculty and staff have reviewed the feedback and plan to make revisions prior to the 2017-2018 administration. These revisions will include aligning questions in the survey to InTASC and/or CAEP Standards and reviewing questions to make sure that no leading statements are presented and to make sure that respondents are not asked to respond to two separate concepts in one question. Staff also plans to explore whether the resources exist to code the open-ended responses. One recommendation that the EPP has already addressed concerns the longitudinal study. A longitudinal study, including data from this administration, has been created and will be placed in the CAEP evidence room and be shared with all programs for review.

In the fall of 2015, there were 92 candidates with a student teaching placement and in the spring of 2016, 243 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 October 26, 2016, with three email reminders. The survey closed on November 24, 2016. For spring candidates, an email with a link to the survey was sent to candidates with a spring placement on March 30, 2017, with four email reminders. The survey closed on April 25, 2017. 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 2015-2016 academic year.

### **Background Information**

- In the fall of 2015, a total of 92 surveys were emailed to candidates with a student teaching placement. Surveys were received from 74 candidates (80.4%).
- In the spring of 2016, a total of 243 surveys were emailed to candidates with a student teaching placement. Surveys were received from 176 candidates (72.4%).
- In the academic year of 2015-2016, a total of 335 surveys were emailed to candidates with a student teaching placement. Surveys were received from 250 candidates (74.6%).
- All remaining data points will be based on the aggregate total of the 195 candidates who completed the Exit Survey during the 2015-2016 academic year.
- The majority of respondents were female. There were 210 females who started the survey (84%) and there were 45 males who started the survey (18%).
- The most common content areas for student teachers were Elementary Education (42.6%), Elementary/Special Education Dual Major (Mild Intervention) (10.8%), Music (6.4%), Exceptional Needs: Mild Intervention (6%), and English/Language Arts (5.6%). 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 38.7% 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 56.6% “agreed” with this statement. A total of 95.3% either “strongly agreed” or “agreed” with this statement. A total of 3.8% of the respondents “disagreed” with this statement while 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 (3.71)

- 2) I display enthusiasm for my content area and actively engage students in the content that I teach (3.65)
  - 3) I can utilize methods of self-reflection for instructional preparation (3.59)
  - 4) I can plan lessons that are aligned with school corporation goals, state goals and student learning competencies (3.58)
  - 5) I have strong knowledge of the content I teach (3.56)
- The five categories with the lowest mean values included:
    - 1) I have the necessary skills to work with students who have linguistic differences (2.94)
    - 2) I have the necessary skills to work with students with exceptional needs (3.14)
    - 3) I feel prepared to meet the needs of high ability students in my classroom (3.24)
    - 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 have a good understanding of student rights (3.39)

## Field Experiences

- A total of 39.9% 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 55.2% “agreed” with this statement. A total of 95.1% either “strongly agreed” or “agreed” with this statement. A total of 2.2% of the respondents “disagreed” with this statement while 2.7% 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 32% felt that these experiences were “extremely valuable.” A total of 46.9% felt that these experiences were “valuable.” A total of 19.7% felt that these experiences were of “limited value.” A total of 1.3% felt that these experiences were of “no value.”
- A new questions was added in this administration of the survey. The question was to find out how many participated in various immersive experiences. Respondents were asked to skip the question if they did not participate in an immersive experience. A total of 111 indicated that they participated in an immersive experience. A total of 49.6% indicated that they participated in Schools within the Context of Community while 7.2% participated in the urban experience and 8.1% participated in EDEL-O (England). A total of 35.1% participated in another urban experience. These will be listed in the main report.

### University Supervisors

- A total of 50% 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 42.5% “agreed” with this statement. A total of 92.5% either “strongly agreed” or “agreed” with this statement. A total of 7.1% of the respondents “disagreed” with this statement while 1% of the respondents “strongly disagreed” with this statement.
- A total of 48.6% 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 43.9% “agreed” with this statement. A total of 92.5% either “strongly agreed” or “agreed” with this statement. A total of 6% of the respondents “disagreed” with this statement while 1.4% of the respondents “strongly disagreed” with this statement.
- A total of 52.4% 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 39.2% “agreed” with this statement. A total of 91.5% either “strongly agreed” or “agreed” with this statement. A total of 8.5% of the respondents “disagreed” with this statement while 0% 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 62.8% or 137 had one cooperating teacher. A total of 37.2% or 81 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 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.”

### One Cooperating Teacher

- A total of 67.9% 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 21.9% “agreed” with this statement. A total of 89.8% either “strongly agreed” or “agreed” with this statement. A total of 8.8% of the respondents “disagreed” with this statement while 1.5% of the respondents “strongly disagreed” with this statement.

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

- **Cooperating Teacher #1:** A total of 69.1% 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 22.2% “agreed” with this statement. A total of 91.4% either “strongly agreed” or “agreed” with this statement. A total of 3.7% of the respondents “disagreed” with this statement while 4.9% of the respondents “strongly disagreed” with this statement.
- **Cooperating Teacher #2:** A total of 61% 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 29.9% “agreed” with this statement. A total of 93% either “strongly agreed” or “agreed” with this statement. A total of 9.1% of the respondents “disagreed” with this statement while 0.0% of the respondents “strongly disagreed” with this statement.
- **Cooperating Teacher #3:** A total of 25% 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 25% “agreed” with this statement. A total of 50% either “strongly agreed” or “agreed” with this statement. A total of 25% of the respondents “disagreed” with this statement while 25% 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 63.1% or 135 identified that they had attended a co-teaching workshop. A total of 36.9% or 79 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 11.4% 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 62% “agreed” with this statement. A total of 73.4% either “strongly agreed” or “agreed” with this statement. A total of 24.1% of the respondents

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

- In previous surveys, the question was, “Having a co-teaching experience has prepared me to be a better teacher.” After looking at the data, this question was changed to “My co-teacher and I successfully implemented the co-teaching strategies during my student teaching.” It was felt that the new phrasing of this question would give programs better data on which to make programmatic improvements. A total of 26.9% of candidates indicated that they “strongly agreed” with the new statement. A total of 48.7% “agreed” with this statement. A total of 75.6% either “strongly agreed” or “agreed” with this statement. A total of 18% of the respondents “disagreed” with this statement while 6.4% of the respondents “strongly disagreed” with this statement.

### **Learning Assessment Model Project (LAMP)**

In the summer of 2015, after a review of the survey data, faculty determined that the data on the section related to LAMP was not collecting the type of data that was needed to help programs improved their instruction. The questions and the data were structured to comment more on logistical issues with regard to LAMP rather than instruction of LAMP and how our candidates perceived their preparation with regard to the elements of LAMP that programs wanted them to master (i.e., lesson planning, impact on P-12 learning, etc.). As a result, the previous questions were scrapped in favor of a series of six (6) new questions, developed and approved by faculty, designed to provide more useful data.

- A total of 25.9% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of pre- and post-test assessment prior to student teaching.” A total of 51.4% “agreed” with this statement. A total of 77.4% either “strongly agreed” or “agreed” with this statement. A total of 20.3% of the respondents “disagreed” with this statement while 2.4% of the respondents “strongly disagreed” with this statement.
- A total of 24.1% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of how to develop a thematic/unit plan prior to student teaching.” A total of 59.9% “agreed” with this statement. A total of 84% either “strongly agreed” or “agreed” with this statement. A total of 14.6% of the respondents “disagreed” with this statement while 1.4% of the respondents “strongly disagreed” with this statement.
- A total of 30.2% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of how to incorporate technology/media into my teaching activities prior to student teaching.” A total of 58.5% “agreed” with this statement. A total of 88.7% either “strongly agreed” or “agreed” with this statement. A total of 8.5% of the respondents “disagreed” with this statement while 2.8% of the respondents “strongly disagreed” with this statement.

- A total of 37.7% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of formative and summative assessment prior to student teaching.” A total of 55.7% “agreed” with this statement. A total of 93.4% either “strongly agreed” or “agreed” with this statement. A total of 6.7% of the respondents “disagreed” with this statement while 0% of the respondents “strongly disagreed” with this statement.
- A total of 19.8% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of how to use student assessment data to guide instructional decision making prior to student teaching.” A total of 54.7% “agreed” with this statement. A total of 74.5% either “strongly agreed” or “agreed” with this statement. A total of 22.2% of the respondents “disagreed” with this statement while 3.3% of the respondents “strongly disagreed” with this statement.
- A total of 19.3% of candidates indicated that they “strongly agreed” with the following statement, “I had a clear understanding of rubric development and use prior to student teaching.” A total of 61.8% “agreed” with this statement. A total of 81.1% either “strongly agreed” or “agreed” with this statement. A total of 16.5% of the respondents “disagreed” with this statement while 2.4% 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 80.1% or 177 identified that they had. A total of 19.9% or 44 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 36% 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 48% “agreed” with this statement. A total of 84% either “strongly agreed” or “agreed” with this statement. A total of 13.4% of the respondents “disagreed” with this statement while 2.9% of the respondents “strongly disagreed” with this statement.

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

- A total of 10.9% 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 student teaching procedures by offering fair and correct information.” A total of 61.5% “agreed” with this statement. A total of 72.4% either “strongly agreed” or “agreed” with this statement. A total of 20.4% of the respondents

“disagreed” with this statement while 7.2% of the respondents “strongly disagreed” with this statement.

- A total of 6.3% 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 38.9% “agreed” with this statement. A total of 45.2% either “strongly agreed” or “agreed” with this statement. A total of 40.3% of the respondents “disagreed” with this statement while 14.5% of the respondents “strongly disagreed” with this statement.

## **Ball State University Services: iCare & Technology**

### **Technology**

- A total of 29.7% of candidates indicated that they “strongly agreed” with the following statement, “I felt adequately prepared to utilize the technologies employed by school districts where I completed field experiences/student teaching.” A total of 58.5% “agreed” with this statement. A total of 88.2% either “strongly agreed” or “agreed” with this statement. A total of 9.9% of the respondents “disagreed” with this statement while 1.9% of the respondents “strongly disagreed” with this statement.

### **iCare**

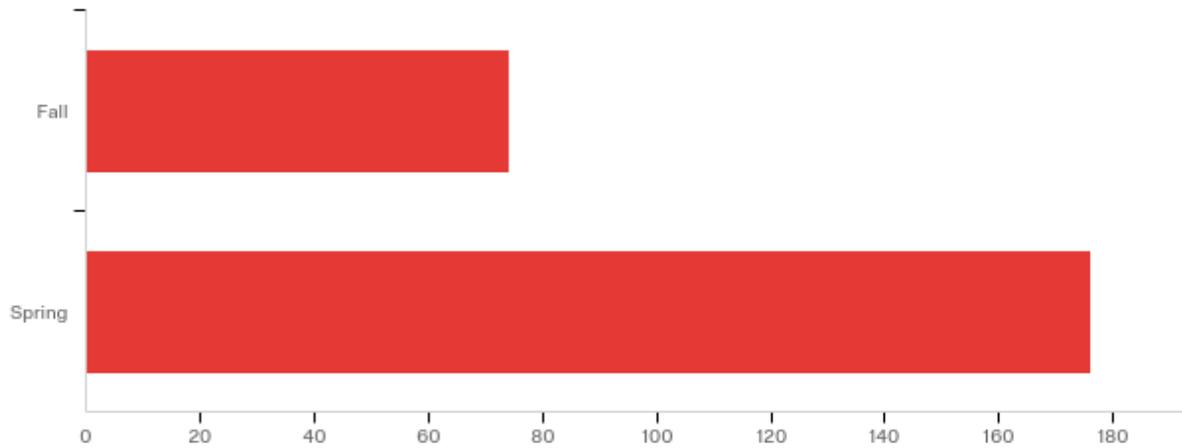
- Candidates were asked to identify whether they had utilized iCare at any time during the completion of their program. A total of 71% or 151 identified that they had utilized iCare. A total of 28.9% or 61 did not utilize iCare. Individuals who selected “no” were automatically skipped to the next section of questions (about their university supervisor).
- A total of 29.1% of candidates indicated that they “strongly agreed” with the following statement, “My experience with iCare was extremely positive as they addressed my technological issues effectively.” A total of 62.9% “agreed” with this statement. A total of 92.1% either “strongly agreed” or “agreed” with this statement. A total of 8% of the respondents “disagreed” with this statement while 0% of the respondents “strongly disagreed” with this statement.

## Section VII: Introduction

### Section III: Demographics

#### Part III.A: Semester

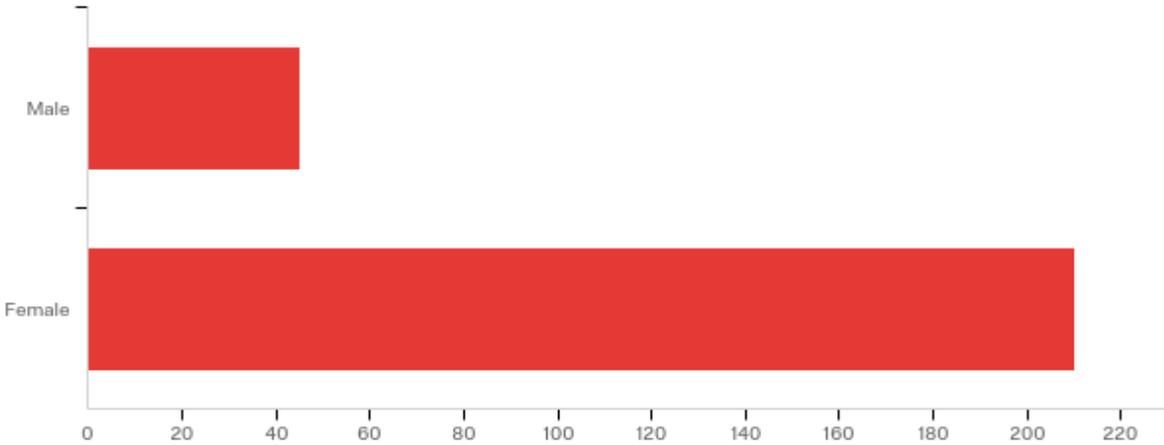
**Figure 1.1: Survey Respondents, by Semester**



#	Answer	%	Count
1	Fall	29.60%	74
2	Spring	70.40%	176
	Total	100%	250

#### Part III.B: Gender

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



#	Answer	%	Count
1	Male	17.65%	45
2	Female	82.35%	210
	Total	100%	255

### Part III.C: Content Area(s)

**Figure 1.3: Survey Respondents, by Content Area(s)**

#	Answer	%	Count
1	Business	0.00%	0
2	Early Childhood (P-3)	3.19%	8
3	Elementary/Special Education Dual Major (Mild Intervention)	10.76%	27
4	Early Childhood/Early Childhood Special Education Dual Major	2.39%	6
32	Elementary Education	42.63%	107
5	English/Language Arts	5.58%	14
6	Exceptional Needs: Mild Intervention	5.98%	15
7	Exceptional Needs: Intense Intervention	4.78%	12
8	Exceptional Needs: Deaf and Hard of Hearing	2.39%	6
9	Exceptional Needs: Early Childhood Special Education	0.80%	2
10	Family and Consumer Sciences	1.59%	4

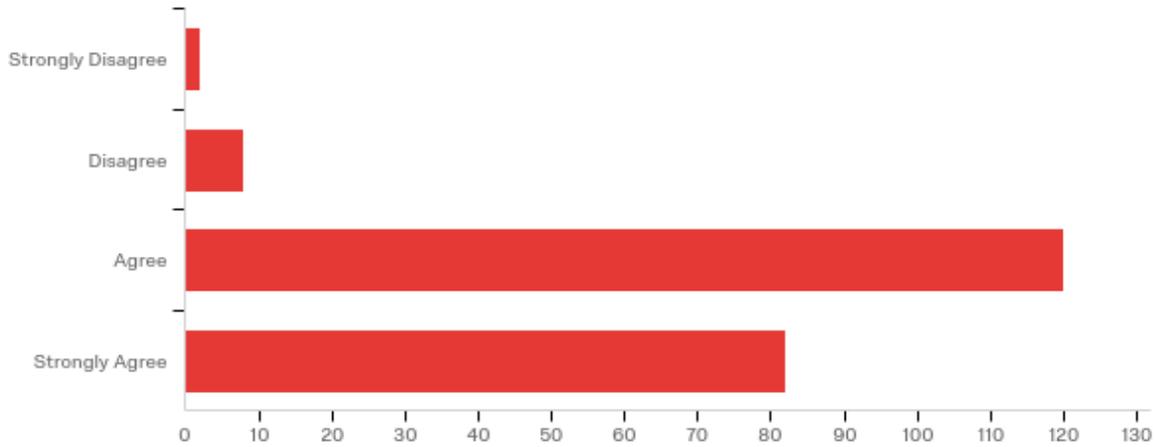
14	Health Education	4.78%	12
15	Journalism	0.40%	1
16	Mathematics	3.19%	8
11	Music	6.37%	16
17	Physical Education	4.38%	11
18	Science: Chemistry	0.00%	0
19	Science: Earth Space Science	0.00%	0
20	Science: Life Science	1.99%	5
21	Science: Physical Science	0.00%	0
22	Science: Physics	0.00%	0
23	Social Studies: Economics	0.80%	2
24	Social Studies: Geography	1.99%	5
25	Social Studies: Historical Perspectives	3.59%	9
26	Social Studies: Government	1.99%	5
27	Social Studies: Psychology	0.80%	2
28	Social Studies: Sociology	1.20%	3
29	Technology Education	0.40%	1
12	Theatre Arts	0.40%	1
13	Visual Arts	2.39%	6
30	World Language (Please list the language in space provided)	1.99%	5
31	Other (Please specify in space provided)	2.39%	6
	Total	100%	251

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

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

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

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



#	Answer	%	Count
1	Strongly Disagree	0.94%	2
2	Disagree	3.77%	8
3	Agree	56.60%	120
4	Strongly Agree	38.68%	82
	Total	100%	212

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

Science Methods Classes, gave me a great perspective on how to incorporate inquiry based learning.

My severe interventions professor, [REDACTED]. She taught me so much throughout my years at Ball State. She wasn't only an advisor but also a friend and supporter. She was always looking out for what was best for us and wanting us to be so successful.

I loved the professors, the classes, and the atmosphere of Ball State University.

Professors

Practicums

The connections I made with professors. The staff is amazing and has helped me outside of my time in their classes. They have truly shaped me in to the educator and person I am today.

My final reading practicum was hard work, but very rewarding. My placement and classroom teacher for student teaching was absolutely amazing!

Student teaching

The amount of field experience I got prior to student teaching was the best part of the prep program at BSU.

Participating in Students Within the Context of Community.

My classes with [REDACTED] and [REDACTED].

Making the Classroom management plan

The handful of practicums I was able to take and a handful of supportive, knowledgeable professors.

Student teaching

The professors are what make the program great. [REDACTED] [REDACTED] are some of the absolute best! I'm grateful to have had the opportunity to be in their classes and grow as a future educator.

The many practicum classes

Being able to learn from equality professionals during my lectures and feeling that I was growing and processing throughout my entire experience at Ball State. Overall I would make the comment that my teachers and professors were understanding and ALWAYS modeled the type of teachers I want to be.

Getting to meet some great students

Schools within the Context of Community and my Student teaching placement. The helpful professors in the department that were always supportive of me and the opportunities available to be involved in a number of different ways including organizations like SEA, College Mentors for Kids, etc.

All the professors willing to help, encourage, and guide me.

Most of my professors were extremely caring and supportive. Their encouraging attitudes really helped me to keep going and push through at times.

Student Teaching

professors who i was able to connect with

Many of my teacher's college classes, like EDMUL and EDFO were amazing. Any time I could get up and teach, I was benefiting!

How early they got me in to classrooms to get used to the environment.

my severe disabilities classes. I enjoyed all of these classes and feel that I learned a lot to prepare me to teach severe disabilities.

the information i learned and the professors I had

Ms. [REDACTED]

The best part for me is student teaching, because I am able to put everything I learned into practice and my cooperating teacher is there to help me and guide me as I learn. I have felt the

most growth over my four years of college in student teaching, because I am able to see what each strategy looks like, and practice putting it to action.

My experienced and qualified professors, and my engaged and thoughtful classmates.

Participating in the practicum courses because they provided me with the opportunity to see if teaching was truly something that I could do as a future career before I reached my final year in college.

Learning how to be an effective teacher, how to build relationships, and feel confident in yourself.

The knowledge I obtained on how to go about creating lessons that the students will find fun and valuable to their everyday lives.

██████████ was very knowledgeable about the field. She prepared me to be a good teacher. It was a great experience.

The experience within the classrooms and the professors that helped me get to this point!

Anything besides EDSE 150

The people I met along the way, including friends, professors, teachers, and the like.

Student teaching

All of the field and practicum experiences that have been available. Experienced professors who can use their own past teaching experiences as examples and models when teaching us.

Connections which I have made.

professors, immersion in the classroom, classroom experiences

instrumental tech classes

Meeting other people

The best part of my preparation has been the classroom experiences. Getting to practice classroom strategies in real life situations is more helpful than just listening to a lecture. Applying my skills prepared me for my student teaching and future classroom experiences.

All of the ELED practicum experiences

the students that I was able to connect with during the process

Classroom experience and great professors

Dr. ██████████

The best part of my educator preparation program was SCC. Like I said before this program turned me into the teacher I am today and still continues to challenge my views of the world.

Student Teaching

Being in the classroom.

Student Teaching at Lapel Elementary School

Student teaching and coaching basketball at the elementary school.

Student teaching has been the best part of my educator preparation program. It has been the most realistic and I have been able to spend a significant amount of time in the classroom. With practicums it feels like you are in and then out, or you are only there for a few hours of the day, but with student teaching you are there all day, everyday and it really gives you a more real look at the life and expectations of a teacher. You see what demands are put on teachers by the corporations, the students, the parents, and the community. After doing student teaching, I feel so much more confident and ready for my own classroom.

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my immersive experiences

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N/A

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My classmates.

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The professors I had. [REDACTED]. I'm sure there are others, but these were the bomb.com

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Being able to get to spend time with my classroom teacher before going into the classroom. Also being able to get to know the students before the start of my experience.

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Developing a strong relationship with my professors and colleagues.

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My overall experience at Ball State was great. I learned so much about myself through each practicum experience and watching myself grow as an educator through interactive experiences.

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The art education professors

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Student Teaching. I realized that I can and will be a good teacher

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Full on experience

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The field experiences

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The fact that we got to be in the classrooms before student teaching

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The best part of the educator preparation program had to be some of the amazing and inspirational professors I had. Ball State is blessed in their Elementary Education program to have professors who care so deeply about the field of education. Without these amazing people the Elementary Education department would not be the same and I know that I would not be the teacher I am today without them.

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Practicum experiences

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Some of my teachers. There are a select few who are simply excellent. Ball State should be proud to have them.

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The courses and opportunities to take part in an immersive learning experience.

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getting to work with students early in the classes

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The diversity of classrooms that I was exposed to and the different ways of teaching I saw.

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The professors and staff at Ball State University

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My immersive learning experience and my student teaching.

Getting the privilege of studying under and learning from my English/Language Arts methods professors [REDACTED]

I loved meeting so many amazing, PASSIONATE people

Majority of the professors. They were accommodating and professional. Always there to answer questions, very supportive, and VERY caring. I couldn't imagine completing this program at any other school

Student Teaching!

[REDACTED], and her wealth of knowledge, and her teaching of problem solving to best help students.

EDEL O Experience

Schools within the Context of community/Student teaching. I think student teaching should be a year long experience though

My department was great (because of my department head. She is absolutely wonderful). Student Teaching has also been a great and beneficial experience.

Immersion into the classroom

The fantastic professors that I had in my content area. ([REDACTED])

The guidance and support from the professors

Ball State provided us with the necessary experiences to get practicum experience before. A lot of the schools that participated in the Aldine program have never been in a school until now.

All of my wonderful professors

The professors and particularly my peer students really made the program great for me. Also the full-year student teaching placement really allowed me to form good relationships with my students. But that

The best part of my experience at Ball State is by far student teaching.

Student Teaching

Field experience but mostly the experience I received through my major because it was tailored to my area of theatre. TC field experiences were available but were primarily tailored to tutoring and experiences classes in the major areas of English, Mathematics, or Social Studies.

The best part of my educator preparation program was making friends with other English education students.

The immersive learning experiences

Some of the instructors have inspired me to continue teaching and to never lose the passion.

I am so glad to have been able to be work with professionals early on in my education. I have produced a postive repoire with several individuals, and have been taught so many great instructional stratgies. My professors within the field have been extremely helpful and I could not have asked for a better experience.

Working with my practicum teachers and gaining classroom experience.

The professors and practicums Ball State has are a great asset to the program. They were full of information and very personable. They are all people that I will never forget and will continue to look up to.

Being a mathematics education major. We laughed at all the stuff teacher's college wanted us to do.

Upper level content specific methods classes.

The caring professors. They were very dedicated to their jobs and the success of their students. This was great examples of how the next generation of teachers should be

The best part about my educator preparation program at Ball State was definitely getting to know the girls in my classes and learning alongside them. I loved that most of my professors had us co-teaching when we went into the classrooms. It gave me a chance to gain confidence as a teacher, while also learning from my co-teacher who was also a Ball State student. Being "in it together" was very helpful and a positive experience for me.

Getting to go out in the field early in my career and get great examples and lessons from professors in the field as well.

It provided an opportunity to grow and challenge myself as a teacher.

The best part was being in the field quite often. Even if the experiences/programs weren't very good, it still gave me a chance to become comfortable in the classroom.

The time in the field!

The professors

Living at the Indiana School for the Deaf

The caring and knowledgeable professors.

Taking the immersive courses.

the experience

Actually being in the school

I am glad that I have grown as an educator, because I was not very good (and still not great!) at teaching. Ball State has helped me prepare myself for growth in the future. :)

██████████ and my practicums experiences

Immersive experiences

My student teaching experiences

Getting to be in the classroom my first year!

The professors were great and very supportive

The multiple immersive learning programs that I took part in really prepared me for classroom experiences

Music education staff

The amazing teachers in the English Ed program, they have been so helpful and encouraging. Also student teaching, I feel that I have learned the most from this experience.

The practicum experiences

My content knowledge professors. This isn't to say that I didn't learn from my TC professors; however, my English Education professors were fundamental in my success. Without them I wouldn't be nearly as effective as I am today.

realizing the doing of teaching

The best part was my program - OTEs didn't do anything great to make me feel prepared. If anything, OTEs made me feel less prepared. My content professors were the real motivators and information givers to help prepare us.

Student teaching!

Meeting such amazing teacher in the community, and giving me motivation to be the best.

My first student teaching placement, Prairie Trace Elementary was a very encouraging environment to do student teaching in.

the content that was taught I was able to incorporate and utilize it in my classroom

The best part of my education program was getting to know the amazing professors and fellow pre-service teachers in my content area. I feel like I have a strong foundation in English content. Student teaching has helped me only further my knowledge and learn from trial and error.

Collaborating with other to improve education.

the relationships that I have built with my professors who have helped mold me in to the teacher that I want to become and how to create a successful, safe, and positive environment for my future students.

Immersive learning

EDEL 200, my professors, and my academic supervisor

student teaching

The education professors. You could tell they loved what they did

How personal my teachers were

Student teaching

The professors are devoted to what they do and are excellent teachers. I cannot say I had a bad professor in the Teacher's College. I also enjoy being a part of an immersive program, it really helped me prepare for Student Teaching. I still think the school should have more opportunities for hands on off campus learning.

Being in the classrooms

The best part was student teaching. It gave me a ton of helpful experience and growth.

The professors!

The professors and my classmates!!!

I've had some amazing experiences at Ball State. I've had some amazing teachers who have taught me so much and have made a huge impact on me. I think the best part has been learning from so many amazing professors who truly have passion for the job.

Schools Within the Context of Community

The best part was the great professors and also the connections to schools with excellent cooperating teachers. We were given excellent opportunities to grow.

Leaving!

The professors.

I felt that the quality of education for this program prepared me very well

The caring professors in the Education program

Learning from the different perspectives of each professor. Most of my professors had a lot of great advice.

The genuine care and concern all professionals and professors had for my well being and for my future.

practicum experiences

the community

My immersive experience with [REDACTED], Schools Within the Context of the Community, was without a doubt, my best experience. This was because I was in the classroom and also learned a ton about the community. My student teaching placement was amazing because I learned more than I ever thought possible. I also grew a lot as a person and a pre-service teacher.

The classroom experience as I went throughout the program. From the start of the program, Ball State had me in classrooms, interacting with students.

EDEL - O, practicums

The myriad of opportunities I was given to field teach prior to student teaching and to then becoming a licensed teacher.

being held to high expectations!

The professors.

Schools Within the Context of Community program

Field Experiences

I loved learning from professors who genuinely cared about our success (like all good teachers should), and that many of them taught through example.

Professors like [REDACTED]

Have the opportunity to get into the field.

Student teaching and collaborating with my peers. Branching out and getting involved.

My adviser encouraged me through out the whole program.

The best part was being able to build and grow as an educator.

The professors and their help over the years

Having a lot of wonderful teachers that are happy to help, even after I don't have them as professors.

The professors and their experience.

The School of Music's education program provided me with some of the most effective preparation for teaching. The wealth of outside experiences allowed me to develop my pedagogical knowledge and skills in a real setting from the first semester.

My professors and their knowledge

██████████ classes and student teaching

The support that I received from my professors throughout the years. The Teacher's College is an amazing place to be; it felt like a family and I never felt unappreciated. My professors pushed me because they knew I could succeed and I am forever grateful. I could not have picked a better university for my teaching degree. It will miss BSU terribly when I graduate and move on with my career.

Getting the variety of experiences, not only in the classroom but with skills to be successful. Working with others, designing lessons and projects, and more!

Student Teaching. I think immersion is the most important. We need more of that!

The experiences offered such as speakers, resources available (career center, CASA tutoring, basement of bracken), and the professors.

EDEL 300- ██████████

The student teaching component. I learned a lot through my cooperating teacher and my supervisor. I also had a few other strong professors throughout my Ball State experience who offered information and practice that was useful in building my teaching skills.

The chance to learn from my great teachers and to be able to learn from them. I think that made it the best when it came to the schooling

**Comment Table 2.2:                    Suggestions for Improvement of Educator Preparation Programs**

DO NOT sign up for the Germany program if you are a special education major--especially severe. It was a LONG process where I was very disappointed with how the end was handled. We were just left out there to figure everything out after receiving a new placement. We felt even more lost since our supervisor was new and she was not given much guidance either. Not

an ideal placement at all since I am driving an hour each way to get to each placement. Overall, loved the program prior to student teaching. VERY disappointed in OTEs and their lack of communication after not finding me a placement in Germany after I had been signed up for the program for nearly TWO YEARS.

Just let the separation between the Teacher's College and the School of Music be. Let it happen. Everything is easier that way.

Better advising center, more workshops/courses on student teaching, the job hunt process, and life after graduation.

Professors who adapt to student needs

We need to be in the classroom more. You can't teach because you read a book. You can teach because you actually went out and practices and tried

More course work and understanding on differentiation to help students with all different kinds of needs.

Give more opportunities for teaching. Give more opportunities for different content areas to collaborate together in cross-disciplinary units.

none

I would have liked to have been in the classroom more, so that I could have been more immersed in the schools to practice and observe more things that could have helped with student teaching.

The teacher college advisors and the math department need to have better communications so that future students are not deprived of an extra license because they were not allowed to take their very last class.

Some classes are overlapped and are not necessary

n/a

More experience teaching math. I believe that was the subject I had the least amount of experience in going into student teaching.

In EDSE 150 or any of the introductory teaching classes, we need to know everything that we will be doing for the next four years.

N/A

More time in the classroom from the beginning

more field experiences earlier on. When actually applying the content from class in a classroom it changes your understanding of the material.

I know instructors have many students to juggle, but in certain circumstances, I wish my instructors had reached out sooner when they noticed I was struggling. It wasn't until late in my third year I realized I needed some additional supports in the classroom, and I did not know how to ask for help. I think that if an instructor had approached me sooner, things may have gone differently. Some instructors tried to offer support, but on the other hand, I did not always know what support I needed.

Please focus more on instructing or creating lessons for a 90 minute reading block. Please give us more special education practicums.

Digital portfolios are not necessary

I think there should be more of a focus on experiences starting with freshman year. Teaching is so depended on the experiences you have and if they started early teachers would be that much more prepared when they are actually asked to teach a lesson. I would also suggest name tags for the students to wear when they go into schools. I have seen the ones wore by other schools and they always look way more professional then the students at ball state.

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More field experience and immersive learning, more communication

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Stop making pre-service teachers learn information that has nothing to do with teaching. I can think of at least 8 courses that are a complete waste of my time.

---

Student teach in the fall, instead of going 8 weeks before I graduate. The kids are very unfocused and use to following their teachers rules and management system that it is very hard to change things up especially with older kids.

---

I have loved my time at Ball State however, the student teaching placement process is clearly flawed and needs some work. I am not the only student who has had issues and I would expect a much better system from such a great university.

---

I took more math classes than I did education classes. I don't feel like I know enough about education to be able to do things like differentiate well, teach to different types of learners, classroom management, etc.

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Having more support from Ball State during student teaching. We are placed in schools and the schools feel like can do whatever they want with us. A method to ensure that University goals and expectations are being met (as in co-teaching, limited subbing, etc.)

---

Overall, it't too extra. You have to do a lot of busy work and lame stuff. I realize that I will have to do that throughout my career, so maybe this was just training me how to put up with menial tasks that only serve the purpose of doing them to say I did. Also, I was lied to a lot. Some professors have a VERY idealistic view of education - rainbows and butterflies. I learned very quickly that this is not the case. I would love to hold a seminar and tell everything I went through during student teaching that I was not taught in class.

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none

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n/a

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As mentioned before I really wish that Ball State had more classes and a practicum to prepare me for students with special needs. This is my largest suggestion and I really think it needs to be something Ball State considers in order to fully prepare their teachers.

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Seek out better cooperating teachers particularly in Germany student teaching program, don't switch a portfolio format midway through the school year, include social studies pedagogy for elementary education and not just methods.

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Professors need to stop using their classes to push their social justice warrior agendas.

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Make sure all of your professors are effective at their job.

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There needs to be more expericence with students and working with students with special needs. I would be totally unprepared to teach a special education class.

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Classroom exposure should be for longer blocks of time (2 hours rather than 1)

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Have math concentration elementary education majors go into the classroom and teach students math. Also make it more of an elementary math and not a college math.

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If I am paying tuition to a university, I expect full support from that university. Meetings held with every single education major is a good way to let students feel like they might slip through the cracks.

I know the math courses are structured to be beneficial, but I found them not as beneficial as they should be. I've had 3 different math professors during my academic career, and 2 of them were unhelpful during their course. Granted, math is the subject where I struggle, however I still feel like I should have been taught better. I felt slightly insecure about my math teaching abilities during student teaching.

I cannot stress enough how important it is for pre-service teachers to be in the classroom as often as possible.

The behavior class required for severe/mild SPED majors should be taken later during the entire class sequence.

Student teaching for 16 weeks especially in the Spring was extremely difficult. The classroom already has things in place or doesn't and you have to fix it. Student teaching should be a year long experience.

Better communication between departments and teacher college. A revision of the LAMP project. It is not realistic to the actual classroom and includes things that teachers don't actually do (i.e. Teacher's don't typically send a letter home to parents to introduce a unit. I should not have to justify why I do or do not have a project, etc.). If you are being an effective teacher, you should already be doing units and lessons. Doing a complete LAMP project felt unnecessary and time consuming. There needs to be more emphasis on my actual teaching and less on whether or not I can write down a specific two-week unit (if I made it to student teaching, I should be able to do that anyway).

I have already mentioned the importance of better communication. The structure of this particular program and its lack of adequate communication has been a difficult challenge to overcome.

Stop requiring so much of us. There are way too many hoops to jump through, and we need to be focusing more on being teachers and less on doing unnecessary projects.

I think Ball State should set up host families for the students who travel to Germany or Texas to student teach. It was very difficult financially to support yourself while student teaching.

If [REDACTED] took [REDACTED] place, he should have been able to help my classmates and me with our program-specific issues as [REDACTED] would have. This was not the case and has put my classmates and myself at a great disadvantage. No one was able to answer our questions about licensing and some graduation procedures meaning that now we are all delayed in receiving my licenses and some of us cannot apply for positions in the districts we wished to work in, and one of my classmates will not even be able to graduate on time so he will be even further delayed as he tries to find a job. We all feel that our program has done a great job at preparing us to be classroom teachers, but the disorganization of the program and the lack of help we've received from Ball State is incredibly disappointing.

N/A. But seriously consider the student teacher mentor thing because I'm sure I'm not the only one who would be willing to participate! :)

If possible more field experience options from TC that cater to the arts. I felt that most volunteer work and field experience I was teaching outside of my content area and while I was gaining teaching experience I was not experiencing my content area and I may not be teaching what the students needed since I was not an expert in the areas they needed help in.

Better support for student teaching; it's such an isolating experience that it's easy to feel overwhelmed. More education classes over literature classes would have better prepared me (even an ed. tech. class instead of digital literacies); degree requirements did not adequately prepare me for student teaching.

More experience in the classroom prior to student teaching

More field experiences sooner; it sometimes is too idealized and not actual real-world experience-based.

No current suggestions.

More classroom experience required rather than busy work in college courses.

Be more up front about the ST application and placement decision making process.

More variety and options with grade levels for practicum experiences. Mostly all of my experiences were with 1st grade but I would have loved more experience with higher grades like 4th-6th grade

More practicum experiences, more instruction in content areas such as science and social studies

More time in the field!!

Get new professors in the Deaf Education classes after your year at ISD. The professors now do not challenge us and they do not prepare you for taking the Deaf Education license exam. Immersive classes should be more available and mandatory. It is the only real way to help us be prepared.

#### COMMUNICATE WITH THE OTHER DEPARTMENTS

Na

I believe that I am very prepared and I would make no changes to the program.

Better math teachers

None

More classroom experience for those that do not take part in immersive programs

none

Provide immersion options for special education. A lot of the really awesome experiences that I wanted to participate in did not cover courses that were required for special education and could not be fit into my schedule. Also, offer more secondary experience and knowledge. Too much is el-ed based and lumped with their program. Provide mild majors with a professor who can help with scheduling and is knowledgeable about the programs.

The busy work that is part of the Education programs needs to be managed differently. Several other students feel like throughout our time at Ball State we were told time and time again that we should never assign busy work. Yet, a lot of us feel like the LAMP requirements are above and beyond what they needs to be. Not only are we expected to be full time teachers with no other jobs, but we are also expected to be full time students. It is a lot to do at once, and

feeling like we have so much busy work that it is unmanageable is so frustrating. It is unfair to our student teaching experience.

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get students more experience out in the schools

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Get rid of the portfolio! Don't give busy work to educators when we are told not to give busy work to our students. Get education majors in the field earlier. Consider student teaching during two semesters (entire year like an internship). Hire staff that is knowledgeable, but can actually teach. I assume all professors are greater researchers and respected in their field, but that doesn't mean they will be an effective teacher. All the reflective writing is not necessary. Effective educators are able to reflect all the time even while they are teaching to make changes, so their students can succeed. I shouldn't have to turn those reflections into a writing just for busy work once a week during student teaching. Also, by getting rid of the portfolio it would be more effective to meet with your director of your program to reflect in conferences, instead of just again writing an x-amount of words to jump through a hoop. Definitely improve discussing licensing with students. I have had better look at knowing about the testing by visiting the IDOE Website than anything at Ball State.

---

LAMP - Since special education trends are going towards inclusive settings, it was hard for me to complete the LAMP unit to the requirements. Also grading InTASC when looking at an inclusive setting for special ed/itinerate Deaf ed.

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I think that the student teaching supervisors should have their expectations more uniform.

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A lot of the required work during student teaching is nothing but busy work that does not assist or help me feel more confident in my ability as a teacher. I feel as though I could be focusing on much more important things, but instead I am forced to worry about mundane assignments that do not matter in the grand scheme of student teaching and do not help me to become a better student teacher. In order to be able to fully immerse myself in student teaching, I would love to be able to put all of my focus on student teaching rather than worrying about completing busy work. Compared to a lot of other schools that have student teachers in the area, BSU definitely makes their student teachers do the most outside work, which would be fine if the work was not a waste of everyone's time to complete and grade. I think Ball State really needs to focus on what the important aspect of student teaching is which is to prepare future educators in the best way possible not weigh them down or cause unnecessary stress with useless assignments.

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More immersive learning

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In student teaching, have assignments that help prepare us for our future classrooms. Portfolios are not used. I've been through a teaching interview and they don't want to look through a portfolio they want to talk to you about what your classroom will look like not what you did while in someone else's classroom. A good project would be for students to show how their future classroom would look like based on the InTASC principles and what they experienced in student teaching. That would help students be more prepared for their own classroom and for interviews. It would also show they are effective, ready teachers, which is what the portfolio is for, correct?

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more about special education and GT and less about RTI

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More time in the classroom

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More off campus and in the schools opportunities earlier in college. I have learned the MOST from the experiences where I have been in a school rather than from just sitting in a college classroom.

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The teachers at ball state need to be consistent. I had several new teachers throughout my time at Ball State who were not very effective. Multiple teachers constantly changed due dates of assignments because they did not properly inform student s how to complete assignments prior to the due date. This would greatly effect me because I would attempt to complete the assignment on time without proper knowledge of how to. I would already have the assignment submitted online before the due date was extended and then would struggle to redo the assignment. Also I was informed far too late that I would have to redo an assignment in one particular class. This led to the failure of the class and pushed my entire time in college back a semester so that I could retake that class. If I had been informed sooner of my poor performance, I could have improved it and still passed the class. Also, all teachers should get together and agree on specific rubrics for how to teach and write lesson plans. It was very annoying to get a positive grade from one teacher and a low grade from another teacher over the same performance. I understand that teachers have different philosophies, but an agreed on philosophy should be stated for the entire music teaching program so that conflicts do not occur.

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More details about how school works on a day to day basis.

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More experiences like Schools Within the Context of Community

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Perhaps a clearer list of requirements would be helpful, and giving more opportunities to actually teach in the classroom from the beginning.

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The majority of the instructors are so out of touch with education in the classroom they are not effective. Being out of a regular classroom or never being in a classroom is the integral part of teaching and knowing how to teach another individual how to teach. The disconnect could not be bigger. Theories are all well and good but they are not all realistic. Asking for these comments on this exit survey is just a way to cover yourselves because nothing will ever change. Its to easy to sit and theorize than work hard and make realistic, substantive, worthwhile change and real world relating change that actually prepares new teachers for the challenges they face in the classroom.

---

More classroom management and preparation for behavior issues in class. More guidance on grades, gradebooks, etc.

---

pay me

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I think that diving into the more realistic side of teaching would be great to have like, giving assessments, ISTEP, iRead, helping with students with disabilities, working with teachers in the school who aren't supportive, creating lessons for ELL, and creating lessons with more than one strategy always.

---

More classroom time. Allow students to be engaged with the community of their students.

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More experience

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Discuss websites or places where future teachers can find resources. It would save a lot of time just searching Google, if a few credible and helpful sites were discussed.

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There were a lot of unnecessary assignments during student teaching.

I would have appreciated some suggestions from my teachers on where to student teach. I was not sure where to be placed or which teacher I would work well with.

1) No student teaching fee. It doesn't make sense. We pay for the credits as though we're still using the facilities on campus and the time of multiple faculty members, but all of that has become moot due to our student teaching placement with the exception of our supervisor. Treating student teaching as an unpaid internship makes sense, but PAYING for an internship on top of all other university fees, especially an internship in which we actively contribute to a school systems by co-teaching (which the teachers college was sure to emphasize is highly advantageous) and occasional subbing, seems absurd and unethical. We already cannot work while student teaching. If there is a reason teachers are mostly white and middle-class, this may be it, because the price is ridiculous. 2) The LAMP unit is outdated and convoluted. There is more than one section that asks for an almost exact or exact repeat of previously explained information, such as "What accommodations did you make?" The technology section seems to be growing unnecessary with ever increasing proliferation of media in schools and in students' possession. As noted before as well, the LAMP asks students to create and analyze data they had never before been asked to create, and the emphasis on data is painful in humanities settings. The interdisciplinary connection requirement, while useful, may also be difficult to implement in situations with strict curriculums and classrooms. The unit also fails to account for the emphasis on co-teaching that the Teachers College is now pushing, since it is driven so much by the student and their instruction. Perhaps a section on the ways in which co-teaching and co-planning were considered and implemented would be appropriate. 3) Teachers college needs to be better prepared, and the website needs to be more student friendly. On more than one occasion during student teaching, we were told to turn in a document we never received, or we were instructed to find a resource that no longer exists online. This kind of problem makes student teaching much more frustrating than it already is and, worse, decreases confidence in the Teachers College as an entity that cares about its students and can provide help and support to them when needed. These problems also greatly increase students' frustration with mandatory assignments and other assessments, since they become much more difficult and cumbersome than necessary.

None. It was a wonderful experience :)

No comment.

More accurate information ahead of time

Stick with one thing portfolio because it got so confusing about what needed to be done at different points and made me not what to do anything later because whats the point if its just going to switch in 6 months

#### **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 that they were included in the survey and display the number of

respondents who answered “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree” for each category. In **Figure 2.3**, the tables show all 22 categories by “Minimum,” “Maximum,” “Mean,” “Standard Deviation,” and “Variance.”

**Figure 2.2: InTASC Categories (Responses by Number)**

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?

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1	I have a strong knowledge of the content I teach	0.00%	0	1.26%	3	41.18%	98	57.56%	137	238
2	I feel that I have the knowledge to utilize student assessment data to inform instruction	0.00%	0	2.52%	6	48.74%	116	48.74%	116	238
3	I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students	0.84%	2	7.56%	18	46.64%	111	44.96%	107	238
4	I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge	0.00%	0	3.36%	8	48.32%	115	48.32%	115	238
5	I can use multiple methods of formal and informal assessments that support, verify,	0.00%	0	1.26%	3	43.28%	103	55.46%	132	238

	and document learning									
6	I can utilize methods of self-reflection for instructional preparation	0.00%	0	0.42%	1	40.34%	96	59.24%	141	238
7	I can build positive relationships with school colleagues	0.00%	0	0.42%	1	28.15%	67	71.43%	170	238
8	I can build positive relationships with learners and their families and the larger community	0.00%	0	4.62%	11	36.55%	87	58.82%	140	238

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1	I have a strong understanding of student rights	0.43%	1	5.58%	13	48.50%	113	45.49%	106	233
2	My instructional strategies promote the idea that students can learn and grow at a high level	0.00%	0	1.72%	4	42.49%	99	55.79%	130	233
3	I understand the needs of diverse learners and use teaching approaches designed to respect all learners	0.00%	0	3.86%	9	39.91%	93	56.22%	131	233
4	I have the necessary skills to work with students with exceptional needs	2.15%	5	21.89%	51	36.05%	84	39.91%	93	233
8	I feel prepared to meet the needs of	0.86%	2	12.02%	28	48.93%	114	38.20%	89	233

	high ability students in my classroom.									
5	I have the necessary skills to work with students who have linguistic differences	5.15%	12	20.60%	48	48.93%	114	25.32%	59	233
6	I can promote both creative and critical thinking in students	0.00%	0	2.58%	6	45.06%	105	52.36%	122	233
7	I can use and interpret both verbal and non-verbal clues to assess understanding	0.00%	0	4.72%	11	42.92%	100	52.36%	122	233
<b>#</b>	<b>Question</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Total</b>
1	I can promote responsible use of technology to actively engage learners	0.00%	0	2.63%	6	42.54%	97	54.82%	125	228
2	I can implement a classroom management system that promotes a positive and safe learning environment for all learners	0.00%	0	2.63%	6	40.35%	92	57.02%	130	228
3	I display enthusiasm for my content area and actively engage students in the content that I teach	0.00%	0	2.63%	6	29.39%	67	67.98%	155	228
4	I create developmentally appropriate instruction that	0.00%	0	2.63%	6	41.23%	94	56.14%	128	228

	takes into account strengths, interests, and the needs of students									
5	I can plan an appropriate sequence of learning experiences that include short and long term goals	0.00%	0	1.75%	4	45.61%	104	52.63%	120	228
6	I can plan lessons that are aligned with school corporation goals and student learning competencies	0.00%	0	0.88%	2	40.35%	92	58.77%	134	228
7	I can plan lessons that are aligned with Indiana P-12 college and career ready academic standards	0.00%	0	2.63%	6	43.42%	99	53.95%	123	228

**Figure 2.3: InTASC Categories (Responses by Mean, Standard Deviation, etc.)**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
I have a strong knowledge of the content I teach	2.00	4.00	3.56	0.52	0.27	238
I feel that I have the knowledge to utilize student assessment data to inform instruction	2.00	4.00	3.46	0.55	0.30	238
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing	1.00	4.00	3.36	0.66	0.43	238

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	2.00	4.00	3.45	0.56	0.31	238
I can use multiple methods of formal and informal assessments that support, verify, and document learning	2.00	4.00	3.54	0.52	0.27	238
I can utilize methods of self-reflection for instructional preparation	2.00	4.00	3.59	0.50	0.25	238
I can build positive relationships with school colleagues	2.00	4.00	3.71	0.46	0.21	238
I can build positive relationships with learners and their families and the larger community	2.00	4.00	3.54	0.58	0.34	238
<b>Field</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
I have a strong understanding of student rights	1.00	4.00	3.39	0.61	0.38	233
My instructional strategies promote the idea that students can learn and grow at a high level	2.00	4.00	3.54	0.53	0.28	233
I understand the needs of diverse learners and use teaching approaches designed to respect all learners	2.00	4.00	3.52	0.57	0.33	233
I have the necessary skills to work with students with exceptional needs	1.00	4.00	3.14	0.83	0.69	233
I feel prepared to meet the needs of high ability students in my classroom.	1.00	4.00	3.24	0.69	0.48	233

I have the necessary skills to work with students who have linguistic differences	1.00	4.00	2.94	0.81	0.66	233
I can promote both creative and critical thinking in students	2.00	4.00	3.50	0.55	0.30	233
I can use and interpret both verbal and non-verbal clues to assess understanding	2.00	4.00	3.48	0.59	0.34	233
<b>Field</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
I can promote responsible use of technology to actively engage learners	2.00	4.00	3.52	0.55	0.30	228
I can implement a classroom management system that promotes a positive and safe learning environment for all learners	2.00	4.00	3.54	0.55	0.30	228
I display enthusiasm for my content area and actively engage students in the content that I teach	2.00	4.00	3.65	0.53	0.28	228
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students	2.00	4.00	3.54	0.55	0.30	228
I can plan an appropriate sequence of learning experiences that include short and long term goals	2.00	4.00	3.51	0.53	0.29	228
I can plan lessons that are aligned with school corporation goals and student learning competencies	2.00	4.00	3.58	0.51	0.26	228
I can plan lessons that are aligned with Indiana P-12 college and career ready academic standards	2.00	4.00	3.51	0.55	0.30	228

Part IV.C: Candidate Confidence in Content Knowledge

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

Got to see how diverse learners operate and different approaches teachers take in giving instruction
Hands on
Although I applied and was accepted to the Germany student teaching program, I was not found a placement and therefore did not experience any immersive experience, study abroad, internship, etc.
NCTE, ENG 412, ENG 444, ENG 491, ENG 395
immersive experiences
multiple practicums in many different classrooms
I believe that the feedback between professor and classroom teacher was the part that helped me strengthen my knowledge in these areas.
Most definitely my final reading practicum with [REDACTED].
Student Teaching. (I studied abroad before I transferred to Ball State).
Beginning immersive experiences Sophomore year and not any later than that.
The most valuable part of my program was learning how to create a diverse classroom that meets the needs of all of my students.
Applying what I learned in the classroom.
Prof. [REDACTED]
Asking my cooperating teacher several questions about materials and such.
I did not have an opportunity to do any practicums at BSU due to transferring but I assume these were incredible opportunities since I have heard about them from other students.
Immersive experiences
Any field experience is great
Teaching myself the content to help the students
Immersive experiences in multiple classrooms
EDEL 381 and EDEL 300 with [REDACTED]. She was able to give me confidence in my teaching and showed us teaching strategies and passion that I was lucky to experience.
Getting in to a classroom and teaching the material.
100% the Schools within the Context of Community program changed the way I teach, the way I think about teaching, the way I see community impact schools, the way I treat students,

everything I feel confident about teaching was pushed even more so with the SCC program. I owe my love for teaching and students 50% to the SCC program. The support I received and continue to receive from everyone from the program makes me the passionate educator I am.

Being able to be in the classroom and see for myself.

Immersive learning experiences were the most valuable part of my program because it's where I was able to grow as a teacher and apply what I had learned in the classroom to real life experiences.

I believe that student teaching has helped strengthen my knowledge of teaching. Ball State did their best to prepare me for student teaching, but it's not until you are placed in a classroom and are in charge of the class for two or more weeks, that you gain your biggest experiences and lessons.

the subject area specific courses

In my area, we were able to take entirely different classes from different areas of campus, like taking an anatomy class in one department, and a drug& alcohol class in another, etc. etc.

Gave for good variety

It was so immersive that I grew a huge amount over only a few months.

practicum experiences helped me practice and gain confidence in teaching strategies

immersive experiences in the practicums I had and amazing professors.

Ms. [REDACTED] EDEL 440 course

The most valuable part was being immersed in the classroom and being able to put the skills and strategies that I learned in the classroom and put them into practice. I was able to see what they looked like by observing different teachers and how they handle situations.

An open, discussion- and project-based learning format in my ESL classes, taught by Dr. [REDACTED].

The most valuable part of my program was being able to learn content, management, and strategies and then applying them myself in immersive experiences.

Building relationships with the students and teachers.

ISD practicum

co teaching with my instructing teacher

The most valuable part of my program was learning the various instructional strategies that are used in intense classrooms.

Working with the different curriculum and seeing what another country uses as curriculum. Also being in the school for the whole day!

Just having to work through it and see what you have to do.

The fact that I was able to be immersed into the diverse classrooms so often.

amazing professors like [REDACTED] who truly and genuinely care about making us great teachers.

The content courses

practicum experiences

It allowed me to make a personal connection to my content area.

Immersive

The most valuable part of the program for me was implementation and using my knowledge in the classroom setting.

Practicums

an amazing co-operating teacher.

Gettint to actually put that knowledge into practice in the classroom.

Year long immersive experience with the Muncie Burris choir

Where can I start, I think the entire thing was the most valuable part. It turned me into the teacher I am today, but I will narrow it down to two. The first of these two is experiences outside the classroom. Until SCC I didn't realize how much happened outside the classroom and what was really effecting the students when they came into my classroom. The second part is the time in the classroom, SCC gave me so much teaching experience. I feel like I got over my uncomfortableness of teaching out at this time instead of later when several of my peers were going through it.

The amount of classes taken in my content area.

Being in the school

The most important part for me was learning how to interact and teach to children with mild and moderate disabilities by a hands-on day camp instead of in a lecture hall.

I did not participate in a program besides student teaching. Once you click an option on the previous questions, you have to answer.

I would not say that there is really one thing that strengthened my knowledge in particular. As a dual major I had a lot of special education courses that took the place of elementary education classes, but I loved the special education courses because I learned so much. The second special education course I took was all about the laws of special education, which really introduced me to a lot of the important things dealing with special education. I also took a course where I assessed a student and wrote reports based on those assessments. Those two courses really helped shape my understanding of special education and helped me feel more confident in the area of special education. My elementary education practicum, I think EDEL 300 maybe, was the best experience for me in regards to the elementary education side of my degree. Getting into the classroom and putting what I had learned to the test was great. I also benefited greatly from the classroom management course.

immersive experiences

The higher level math courses that was more of the "why" and taught us the methods behind what we are teaching our students.

Being in school all day

Being able to be involved in the community, and learning how to communicate with different members of the school community.

The most valuable part of my program was being able to have a mixture of instructional seminars with professors, but also being in a classroom at the same time. (EDRD 450)

Elementary practicum (AED 304-305) and AED 399

AED 305 in which we as pre service teachers are solely responsible for a full classroom (lesson plans, management, pacing, behavior, etc.)

Apprentice Teaching

Field experiences

Working with a different curriculum and gaining more experience being at the front of the classroom and developing rapport with teachers and students I just met.

I think they all played an important part but really being in the immersive experiences and getting into the classrooms really helped.

The most valuable part of my program was getting to do a practicum at the Indiana School for the Deaf. I was completely immersed in the Deaf community and was able to learn a lot from that experience.

The most valuable part of my program that helped strengthen the knowledge I gained was the immersive program I participated in. This is when I was able to actually spend all day in the classroom for two days a week. This experience made me a stronger student teacher because it strengthened my knowledge and ability to apply what I had learned.

I learned through trial and error and had feedback from my supervisors. Cooperating teachers don't often give realistic or helpful feedback

I feel that I've learned more about myself, my subject area, my career, and my students during a few weeks of student teaching than I learned in three and a half years of classroom instruction.

It was looking in the material ahead of time and studying it like you had a test the next day. It was also the courses that helped you through different strategies and creating different variations to reach all of your students.

EDRD 427 and 450 actually had us in the classroom and teaching. i learn best by actually teaching the content and reflecting.

Classes taught on knowldege

I think creating lesson plans for all different subjects really helped preservice teachers to realize the extent to which all subjects are taught

Immersive learning

Methods course. AED 399

My immersive experience when I was at the school for two full days a week.

EDEL-O helped me get a feel for what it is like in a classroom all day and what it means to be with students for more than an hour

I think being a child development major before I switched helped because I was already that major so I knew so much about it. The labs were very helpful as well

I really enjoyed teaching and planning for the EDEL 300, EDEL 311, and EDRD 400 course black I took.

I took a semester off of school and became a full time instructional assistant at a K-3 Elementary School. I learned more there than I did in almost all of my college courses. I was emmersed in classrooms, teaching small RTI groups and whole group lessons from a variety of teachers with a writers of teaching styles. I would not be the teacher I am today without that learning experience.

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Implementing practices learned in the classroom in a classroom, and then problem solving with professors and classmates.

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Study abroad while teaching multiple lessons and being in the school all day

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Being able to be in the classroom everyday was extremely important in the development as a teacher. The professors that worked with us were also helpful as they displayed a growth mindset.

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The most important aspect in strengthening my knowledge has all come from student teaching. I learned a great deal in my methods classes and the content classes I took, but nothing has been as major as actually student teaching and learning certain things as my students learn it. Ball State did not offer many immersive conferences or experience that were appealing enough to participate in.

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Teaching practicum

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Study abroad in England.

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Practicum experiences in public schools

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I feel that learning and practicing my classroom management plan was very important. Classroom management aids in all the procedures and skills the students will learn.

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My two immersive learning opportunities

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My time at Calvin College where I studied my content area

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The more experience in the classroom the better the learning. I feel like I didn't learn as much in my classes that were simply lectures. I wish that we had more classroom time in some of our practicums as well. EDEL 350 was the most helpful because it was the first time that I taught whole class instruction by myself.

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Attending state conference for physical / health educators

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After directing two shows through my program I feel confident in my ability to handle after school programs for both middle school and high school as well as in an ethnically diverse region

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Methods courses

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How to become a culturally responsive teacher

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Apprentice Teaching in Methods courses.

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The most valuable part of any program is the ability to work with individuals in the field, and experience the actual job process and expectations.

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The most valuable part of my program was working with the practicum teachers I was with in the classroom.

I was placed in a small town, low-income school. This is an experience that I have not been a part of yet, so I have learned a lot working with them and their families over the semester.

Dr. [REDACTED] all the way

Content classes. Upper level content pedagogy classes.

having a concentration in reading, seeing how a Yorktown teacher implemented their reading block every day was a valuable learning experience

I would say that the most valuable experiences came from actually being in the classroom. Having that "real life" experience is what taught me the most.

I feel as though all of the subject areas I already knew almost everything that was being taught. One of the classes I learned the most content knowledge from was SCI 397. I actually learned new things and got to read through the standards multiple times.

Student Teaching

The most valuable part of my program were the continuous field-experiences since Sophomore year. Starting out in the field early was amazing.

The actual time in the field with students.

The best part of my program was being able to live for one year at the Indiana School for the Deaf.

Student teaching

Practicums

Being in a school every single day, when before then I was in one a couple of times in a semester.

practicum and actually being in the classroom

Long term planning

Talking with my coordinating teachers about teaching episodes

Methods classes

Practicums experiences

Immersive experiences

How to serve students from different socioeconomic levels.

The connections made with mentoring teachers

hands on experiences

Immersion in the Deaf community and opportunities to teach using ASL, as well as observe the workings of the school itself, including IEP meetings, etc.

Learning about family/community engagement

Working with real students and encountering real issues

The most valuable part of my program has been student teaching.

The more advanced practicums helped strengthen the knowledge I gained because the class sizes were smaller and I had more interaction with the professor. Meeting for class and talking about concepts that I could immediately go teach and being able to talk to the small group and professor about the results.

Aside from Student Teaching, collaboration between professors, like Dr. [REDACTED], and my peers. I learned much more from discussing with her and my fellow classmates than I ever did sitting in a class and simply observing.

being in the classroom, actually teaching the lessons during my immersive experiences

The professors I have in my department tried their hardest to prepare us for the real world classrooms with little to no actual time in those real world classrooms.

Conferences were the biggest help.

Being able to work with students that may be in my future classrooms.

Immersive experiences - as a special education teacher your subject area is every subject, so being able to adapt and work on my toes and know where to look for resources

hands on experience out in the schools before student teaching

Completing the Classroom Management Plan

While I benefitted greatly from my content methods courses, the most beneficial part of my program was student teaching. I felt as though it was the most enriching, realistic experience. Prior to this semester, I've been sheltered from the realities of teaching.

Student interaction

The idea of teaching the WHOLE CHILD, not just the student in the chair in your classroom. All students come into school with different backgrounds and it's the teacher's job to get everyone up to speed and excelling in education.

The multiple opportunities of applying what we are taught in the classroom and having that net of making mistakes early on and having our professors and classroom teachers there for constant feedback

Immersive learning

My most valuable class was EDEL 200. That was the only class I felt like I really learned how to work in a classroom. It is the only class I felt like I truly used in my student teaching experience.

Getting to see all of the various methods teachers use in their classes

Having one on one conferences that tell you what you can do better as well as how to implement those changes to do better. Being in the classroom was crucial.

Just getting out there and being with the kids and learning how to act with them

Immersive experiences in various levels of classes and content areas throughout different schools.

Getting to APPLY the knowledge throughout the semester.

## Being in the classroom

The tech classes (brass tech, woodwind tech, etc.) were very helpful. They explained how to use all the basic instruments which has greatly helped me in student teaching. Other very helpful classes were MUSE classes. These explained helpful pedagogies and the history of teaching. This helped me know the best ways to teach and how teaching has developed (or not developed) over the years. Music theory was also extremely helpful because I can now analyze scores and know how they are supposed to sound and why.

EDEL-O experience let me get a taste of how a typical school day is carried out, which was very beneficial!

The EDEL-O experience was the best thing I could have done. I learned so much in that short span of time because I was allowed to truly get the feel of being in a classroom on a consistent basis. It was beyond beneficial and I am so appreciative of that experience.

The most valuable part of the program was that we were treated as teachers, not Ball State students. We were expected to be teachers. We were not focused on writing a 3 page lesson plan for a 10-minute center activity. We were expected to focus on content, getting to know our students, and getting involved in the community.

Finally being placed in a preschool environment for my first student teaching placement.

The most valuable part of my program was taking part in the KIIS Regensburg study abroad program. Being immersed in the target language helped me to become more fluent and more comfortable speaking in the target language, thus providing me with the necessary tools to pass this knowledge on to my students.

Easily the most valuable part was being in the classroom and being given opportunities to teach.

The hands on experience with students who have disabilities. Being able to work with them and help my cooperating teacher through the students struggles was more valuable than just watching.

## EDEL 350

Working with others in the experience helped me to learn from others' feedback.

collaborating with teachers and other professionals

## Practicum experiences

Being able to be in a classroom for more than just one isolated lesson. During my immersive experience, it was like a smaller student teaching experience so I was in the classroom every single day instead of just four isolated lessons.

The immersive program I participated in was helpful in the sense that I was able to see a school day from start to finish as opposed to a single hour within the day.

Literacy courses & classes with [REDACTED] prepared me for real life circumstances such as parent teacher conferences, bulletin boards, family partnerships, etc.

So many opportunities and requirements of pre-student teaching field experiences and professional development opportunities.

art classes

Being in the classroom having to look at the standards.

You need to get to know your students and form a connection or they will be more reluctant to learn from you. Your students don't care how much you know but how much you care.

Planning and implementing lessons

I learn best by example, so the field experiences were the most valuable for me.

How to set up a unit and use multiple disciplines.

student-teacher interaction

The program allowed me to see what it is like to be in the classroom for long, extended periods of times.

Being able to work on practicing the content in authentic ways.

Going out into the schools and teaching the material

Having practicums in a lot of my classes throughout school really helped prepare me for being in the classroom for student teaching. I learned a lot more from being in the classrooms than I did in my classes at BSU.

Masterclasses and Clinicians coming in to refine our skill and strategies.

The Burris Immersive Project prepared me for student teaching more than any course could have. There is no experience as valuable as actually being out in the field every day as a teacher.

Creating sympathy for students from different backgrounds, practicing flexibility and cooperative problem solving, and learning deeper aspects of content-related knowledge

Classroom experience and Dr. [REDACTED] severe intervention courses.

Student teaching for sure. However, EDEL 350 was a great experience for me and it taught me so much and it really prepared me for what I would experience during student teaching.

Seeing the way a full time teacher teaches their class for several months. I also found it very valuable to watch and learn from other teachers both in my content area and in others.

100% my student teaching experience. I have learned and grown so much. Nothing prepares you for it honestly, immersion is the best way to learn. I think there should be more times in our major where we are immersed in the classroom for a long period of time.

Student teaching, planning a unit, classroom management classes, and EDPS classes.

student teaching

Being able to be close with my Profs because they made it easier to understand things. Plus the knowledge they had from working in the schools made it great so we had real life context

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

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More classes that focus specifically on the standards taught in the grade levels will be studying

I think that the special education professors did a great job of teaching us plenty of information about our major. If anything, I think general education majors need more exposure to special education so that they at least have an awareness of their responsibilities if they have a student with disabilities in their classroom.

I want to have access to more diverse literature. We should also do more with linguistics in the future.

n/a

working in IEP

I would find it more useful to study the content of the standards we will be teaching.

No suggestions

unsure

I feel that focusing on perfecting one lesson plan every couple of weeks is the most ridiculous aspect of my study. I was smacked in the face with lesson plans during student teaching because I was writing plans for five classes, five days a week. 25 lesson plans a week is a huge difference coming from one every couple of weeks.

I believe it would be beneficial for students to observe in classrooms more often during their freshman year. The sooner students are able to get in the classroom, the better.

Combine some of the class together. There is some repeat material and material that compliments each other that would be helpful if they were taught together.

More talking about the actual disabilities

More real world teaching involvement and special education training.

Make sure all staff are all well adversed and are on the same level

more content related classes that cover instruction for all grade levels that a license covers.

I don't know

Ball State needs to teach the content not just how to teach it.

More special education classes - practicum and discussion based

We learn a lot of math knowledge, which is good. However, we do not learn enough about how to teach that math knowledge. It's great to have the knowledge yourself, but if you do not know how to teach it to others it's not useful as a teacher.

There needs to be more instructional time spent teaching students strategies for differentiation for response to instruction. Students need more experience on how to develop lesson plans with enrichment for students who are ready and ways to help students who need intervention. I have had to learn this on my own I feel with intermittent discussions along the way but never direct teaching of how to do this. This could almost be a course in itself. I do not feel prepared

to meet at the needs in my classroom and I believe Ball State could work to improve this for future educators.

I feel that most of my SPED classes focused a lot on RTI and I feel I just kept relearning about it.

I think there should be a foundations of music theory class that every student can take their first semester, regardless of whether or not they are able to test into it.

more field experience for subject areas

Give more opportunities to teach them.

Make the earlier language classes more immersive and authentic.

i felt prepared that my severe disabilities classes prepared me for teaching

doing research and planning accoringdly

NA

Taking my last subject area course alongside

I was required to take more classes in my concentration area and believe that I have a strong foundation there, I do not believe that I have a strong foundation in the other subjects and feel almost as if I did not recieve enough classes in some areas. For example, one online special education class was required from me, however I do not believe that I learned enough from that class to be able to fully support a special education student.

n/a

I would have liked to take less core classes and more teaching specific courses.

Having more experience teaching all the subjects and creating lesson plans in every subject.

None

the math classes I was required for this degree were absolutely pathetic. I speak incredibly highly of our education program, but I truly can't tell you one take away I hold with me from any math course I took at Ball State.

More methods classes to discuss the 'hows' to teach the content.

Personal connections allow you to be more confident and more passionate when discussing concepts that may be boring for most students. Personal stories can make the content more meaningful.

Strengthen all of them in helping students prepare for the real world. Nothing we did showed real world work

I feel very unprepared to teach a 90 minute reading block. More, better instruction in this area. Tutoring students in EDRD 430 is not sufficient.

I believe more experiece with IEPS with creating them with technoloy and not by hand would be very beneficial.

More discussion of real life circumstances and open forum to collaborate with peers and ask questions

I think more interaction with content and with teaching. Teaching all comes from practice and I feel like I learned more in a 16 week placement then I did in 3.5 years at ball state.

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More immersive learning.

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Don't make us take classes just to waste our time and give the university money for no reason. We could have graduated in half the time if we took only the classes that matter.

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I would require more special education classes for ELED majors. I do not think one course can fully grasp how important it is to be able to teach to children with disabilities that will be in inclusive classrooms.

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Focus more on health.

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I do not have any specific suggestions at this time.

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everyone should be required to be in a whole class environment by junior year

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More classes that teach the "why" behind all high school math subjects.

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Learning content at an elementary level rather than college level

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I would suggest that you try and teach subjects you are unfamiliar with so that you learn how to teach them.

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No suggestions

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I would just recommend being able to have more experience in each subject area, this way you feel comfortable and ready to teach a variety of different subject areas.

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I would suggest professors giving a wider range of the type of different ways content is taught in a variety of schools in order to better prepare us for different school settings.

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The Educational Foundations course (EDFO 420) was too short. It would have been better as 2 semesters- I don't feel as though I fully understood all that was covered in that course.

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Longer time in a single classroom

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More field experiences

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Once again, really getting into the special education classroom before student teaching would be great!

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Specifically there needs to be more courses about special education for the general education students. This needs to also be offered as a practicum during the school year in order to prepare us for students with special needs in our future classrooms. It's great that there is an opportunity in the summer, but realistically some of us have full time jobs we need to work to make ends meet during the summer.

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Social studies practicum in a classroom as well as special education practicum in a classroom

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I think it would be beneficial if Ball State would do some curriculum mapping to make sure that everything is covered. It would also be monumentally beneficial if [REDACTED] would actually teach grammar and linguistic history instead of using her classes as a social justice platform. I could have used some actual historical and grammatical knowledge on the Pearson exams.

Make sure you have a wide range of material and to reach all grade levels or show some example of each because it is a different story in each grade level and how you approach each content area.

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More practical uses of the content

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Have math concentrations go into the classroom and teach.

---

More reviewing the content (math, reading) than doing the little activity or reviewing a list of activities to do with students

---

There was a running trend of professors allowing group discussion to take up an excessive amount of class instruction time. There were frequent times when I wished that my class time was spent getting my money's worth from an actual professor and less from my peers. English/Language Arts is an inherently easy content area to spend a lot of time discussing, but I frequently felt as though many assignments were purely structured around the personal opinion of either myself or my peers, all of which was not helpful for me to learn from. Opinion based teaching of literature should be less emphasized in content courses by a large percentage.

---

I wish we had more teaching classes, especially about classroom management.

---

I would suggest to stop co-planning sooner in the program. Student teaching has you individually planning 20+ lessons a week, and I was co-planning all the way to EDEL 350. I think it'd be more beneficial if education majors had the opportunity to plan more on their own.

---

Putting that knowledge to use in an actual classroom. None of my kindergarten primary classes involved working with children. It was all just lecture based.

---

More diversity classes, such as EDFO 420. In today's world, teachers need to be more educated about diversity of all kinds, not just curriculum diversity.

---

More experiences

---

I am licensed K-6. However I know nothing about teaching 4-6 content. Most classes seemed to be geared towards K-3. I think a pre-service teacher should have experience in all grades at least once during their preparation.

---

Simple more time in the classroom actually teaching it. Learning the content is the easy part, teaching it to others is the real challenge.

---

A couple of content area courses in the summer

---

Make classes available more frequently. It's hard to get a good foundation in your subject area when you have to take half of your classes at a different campus because BSU's classes don't fit into your schedule.

---

I don't have any suggestions about the foundation of knowledge. I believe Ball State's program prepared me for my student teaching position and career after college.

---

I feel fine

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More teaching opportunities during practicum classes

---

N/A

I feel my area does a very good job at setting up students to become strong teachers by getting them involved in a variety of field experiences throughout their time at the university

---

N/A

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More practice and experience in the classroom

---

I have great content knowledge in my subject area, but not enough ways to represent the content and engage learners in the process.

---

The only suggestion I have would be to explain the political system of schools and discuss unions and other important information regarding the corporation of a school system.

---

I would have liked to learn more about what my job will actually consist of rather than assignments that have little purpose.

---

██████████ should not be able to give advice to any mathematics education majors in practicum. Her advice and suggestions are useless. She should just tell us math people to go to a different source for help.

---

Change the content exam requirement, they are all so different and don't genuinley reflect most of the in-class learning.

---

Whole group teaching and whole group classroom management

---

I feel like there should be options to take different subject area classes if you already know most of the material. Something that can push your learning further or have you do a more immersive semester in that subject area. Or simply just being able to test out of subject areas and being aware of the option would be nice as well.

---

Suggestions on what classes are crucial to take over others.

---

We need to focus our instrument techniques courses around the pedagogy of how to play the instrument and then focus on learning to play each instrument. We focus on how to teach classes or the history of the instruments and that honestly isn't what I need from that class. There are other classes that focus on those things. As someone who is getting ready to teach for a career, I wish I felt more comfortable with playing each instrument and sharing the pedagogy of playing a specific instrument with my students.

---

None

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The Deaf Education courses after sophomore year are very poorly run. They do not give us the appropriate information we need in order to complete the Pearson Exam and the instructors were lazy. I do not feel like I got a lot of good information out of the Deaf Education Courses my Junior and Senior year. There needs to be a more strict curriculum that professors can follow in order to prepare us to take the licensure exam.

---

Need a lot more instruction in content areas and how to specifically teach content

---

Like we are required to take an intro to special education class, I believe all education majors should take an introductory course to ESL teaching.

---

Make the classes apply to something other than just so we know context. Have us do practicum classes and create actual lesson plans to use in actual classrooms.

---

actual communication between the English department and Teachers College/OTES, there were so many times that I had to COMPLETELY change my schedule around to fit in a TC class because it was only offered at the times that I needed to be available for English classes.

---

Also, my English classes would be scheduled throughout the day, so it made it hard to go to observations outside of practicum.

---

Na

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Have us apply what we know more by giving us maybe more opportunities to try different things in the field. I know there are observations that the professors need to complete to evaluate us, but perhaps do a different type of evaluation instead of just "normal teaching."

---

More methods classes

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More immersion portions of classes

---

Having the opportunity to plan an entire weeks worth of lessons

---

more practice with implementing data collecting and observation

---

Content taught in Deaf Education courses does not sufficiently cover information required for the Indiana Deaf Educators Licensing test.

---

N/A

---

I think we need more linguistics classes.

---

My licensure is K-12, but I took at least 75% of the same classes as the elementary or dual majors when it came to content areas. Where are the courses that talk about geometry, algebra, and biology in middle and high school. Why are all the classes that are outsourced to other departments all elementary based. I took how many math and English ed classes, but they were all concepts for "the elementary teacher". I want to work in a high school and the knowledge base I received from the program did not really support that. I think the special education program is outsourced to different departments a little too much. I sometimes felt like I was a dual major more than a special ed major.

---

Offer more Linguistics courses, teach more classes specifically about how to include technology in the classroom, actually teach cross disciplinary teaching rather than simply discussing it.

---

Have us apply that knowledge learned in other core/pedagogy classes

---

More time in classrooms before we get to practicum. Going to practicum with limited time in classes beforehand was like dropping us in the deep end of a pool for the first time and expecting us to swim.

---

I cannot really think of much. Although I would get rid of a lot of the busy work that education courses make you do. Namely the Portfolio and the LAMP because that is extra work that you have to do that will not be done as a professional.

---

More ways of looking at working with others in inclusive special education settings

---

Better science classes. More geared for just education majors

---

Teach things that are currently relevant to teaching rather than focusing so much on past techniques.

---

I would suggest more field experience to base units and assignments off of. When designing units prior to student teaching, I didn't understand how to make accommodations or differentiate for students I didn't know, or didn't have data for.

---

Writing and implementing more lessons

More special education courses for gen. ed. majors!!! One REQUIRED class is not going to be enough.

N/A

Keep students informed on professional development conferences in the surrounding area

I feel like we should have more classes teaching us specifics in the classroom such as what types of technology to use and how to use them, how to organize your classroom, what types of materials you will need, how to fill out a grade book, how to determine how to grade students, what type of homework should you provide, if any, how to teach students to work in groups, or how to differentiate lessons easily (there should be a class just about differentiation).

more time talking about exceptional students (SPED, GT, ETC.)

Have some of them more in class just because I think that that will help students learn a little bit more

Immersive opportunities offered in all subject areas

Being able to create more lesson plans in order to apply the knowledge.

More diverse schools

Sight Singing and ear training should have been by far the most helpful class to a future music educator, but it was so horribly organized. My first year there was a computer program that allowed students to practice at home, but so few students didn't do it or did poorly with it that they took it out. This program was actually really helpful to me, but people struggled with it because they were lazy and chose not to put the effort into it. A lack of effort should not be rewarded with the removal of the program. That would be like letting my students not take a test because they all complained about it. If I did that they would complain about all assignments expecting the same result. The reason students couldn't pass the program is because they could not hear the notes which is a vital skill out in the field. With the removal of this program, I did not advance much farther in the class. I got through these classes ok, but I did not really learn from them the way I should have. I also felt like I would just relearn the same material every semester as review because everyone was so far behind. A teacher would say "all right you guys already understand all point A so we will move on to point B." and the students would say "we don't even understand point A yet." So the class would just repeat the same information indefinitely and never learn very much. This class needs to be restructured so that students can properly train their ears before going out in the field.

I did not have a lot of knowledge about how the school year is supposed to start until I got to student teaching. I wish that professors would have been more forthcoming with how crazy the beginning of school could be.

Like I have stated previously, I believe there needs to be more hands on experiences and consistent time spent in the classrooms.

Through student teaching I have struggled with meeting the needs of high ability learners, and low ability learners. I believe I needed more knowledge of how to meet all learners needs. I only had to take one Special Education class. That was not enough to prepare me for student teaching experience.

Allow us to stay in the same student teaching placement for the whole duration of student teaching so we are part of the beginning and ending of the school year.

Studying abroad is a must if you are teaching a foreign language. I am seeking out opportunities to go abroad in German-speaking countries after college as well, including but not limited to internships, Masters programs, etc.

This question is very subjective. It is impossible to say one thing. We must take into context the demographics and the economic support the school has. Dreaming how to improve the foundation of knowledge in my subject area is easy but useless. We must adapt to the classroom we are given and begin with the students content knowledge and build from there.

Prior experience in the classroom. I felt my prior experience was limited so during my student teaching I was learning things I should have already known.

More availability of immersive opportunities

Explanation of how to plan day to day in your classroom, and how interventions are chosen. What is on you as a teacher, and what decisions come from your school

For ESL, I would like to do more practice in the classroom instead of just tutoring because I found that it is so much different in the classroom when there are native speakers and ELLs.

There should be more math courses and opportunities to practice within the classroom.

Have more practicums with diverse grade levels AND subjects. I had a lot of practice with younger grades in science and some reading, which led me to struggle teaching higher grades for student teaching (age wise and content wise)

Include more opportunities for outside events or volunteering in music, such as working with church choirs or study abroad opportunities.

get paid to go to conferences

We should have looked at the standards more. Going through them and interpreting them together at Ball State before we were allowed to go out and be in the classroom.

More time in the classroom.

I wish I had learned more specific details about the disabilities I would be working with.

Spending more time in each grade and working with more standards. This can help us to better understand the learning progression through the years, it can also help prepare us for the licensure tests. I feel that the courses do not really prepare you for the licensure tests because of how broad they are.

N/A

Immerse the students within the state standards and do more with it

If there is any way to add more practicums into the classes, then do it!

I really found value in apply the large content subjects like developing an advocacy presentation or putting together a choral handbook.

More non-elementary/secondary school related experiences--in order to explain why content knowledge is important and useful in the real world and to come up with authentic experiences that have context outside of the classroom--in English, to understand how students write beyond tests and read beyond literature

n/a

More special education experience for regular ELED majors. We only have to take one SPED course and I feel as though this was not enough. I think that a practicum for students who are not a dual major in a special education classroom would be SO beneficial so that we have more experience with these kiddos.

Less testing, and more doing/experiencing. Many students would just cram for tests and then the information would be impossible to retain...if students were teaching over and over again they would learn better from doing and practicing. Even if they struggle they will learn and grow.

No comment.

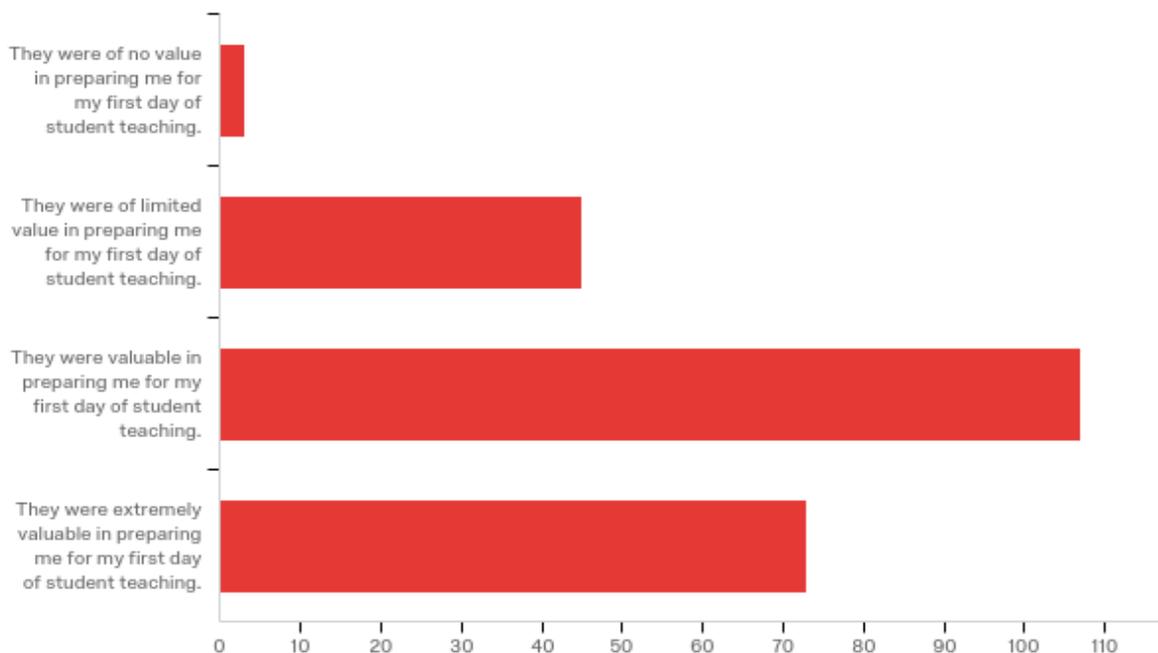
How to approach behavioral issues in class.

I would strongly suggest a course in which we are supposed to re-read novels that I will be required to teach children

Just to get into the field more just so then other students are more comfortable with student teaching

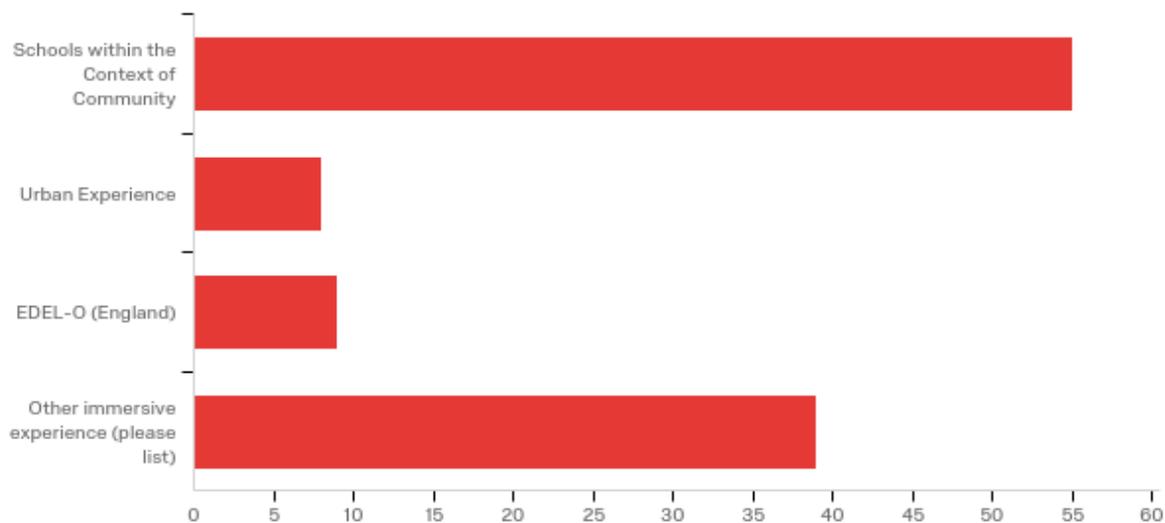
#### Part IV.D: Pre-Student Field Experiences

Figure 2.4: Candidates' Perceptions Regarding Field Experiences



#	Answer	%	Count
1	They were of no value in preparing me for my first day of student teaching.	1.32%	3
2	They were of limited value in preparing me for my first day of student teaching.	19.74%	45
3	They were valuable in preparing me for my first day of student teaching.	46.93%	107
4	They were extremely valuable in preparing me for my first day of student teaching.	32.02%	73
	Total	100%	228

**Figure 2.5: Candidates Participation in Immersive Experiences**



#	Answer	%	Count
1	Schools within the Context of Community	49.55%	55
2	Urban Experience	7.21%	8
3	EDEL-O (England)	8.11%	9
4	Other immersive experience (please list)	35.14%	39
	Total	100%	111

Other immersive experience (please list)

EDEL 233

edel 350/ss397; edrd 427/450; edrd 430

N/A

ELED/SS

EDEL 231

Ms. [REDACTED] immersive course at Huffer

Urban & Charter Experience

reading block immersive program

practicum

Study Abroad

High Riding Art and Equestrian Camp

Reading immersive

SPCE 302 at the Youth Opportunity Center

High Riding Art and Equestrian and EDEL 300, 311/EDRD 400 at Pleasant View Elementary School

both schools within the context of community and EDEL-O

Apprentice teacher at Burriss

Developing Children's Mathematical Proficiency in Cultural Contexts

305/ss 376 immersive

Math and cultural context

EDEL 300, EDEL 311, EDRD 400 block

Woodrow Wilson Teaching Fellowship

Reading and math immersive learning

Spring semester 2015 with Dr. Rice

Can't check all that apply. Your system is flawed.

Indiana School for the Deaf Residential Internship

SCC and EDEL-O

Burriss Choral Program

Developing Children's Mathematical Proficiency in Cultural Contexts (EDEL 350, EDFO 420, MATH 391); (Families for Forward Thinking (EDEL 231 Immersive)

Indiana School for the Deaf

Longfellow Elementary, Mitchell Elementary, Storer Elementary School,

I am German and started my education to become a teacher in German classrooms, which was a lot more practical and child focused. We were in our placement classrooms every day of the week for a whole year and only in school classes once or twice a month.

Partners in Literacy

Math focused immersive program with [REDACTED]

Partners in Literacy

Burriss Immersive Project (School of Music)

Study abroad, VBC

**Comment Table 2.6:            Suggestions for Improving Pre-Student Teaching Field Experiences**

Based on your pre-student teaching field experiences, what suggestions would...

More time teaching in the classroom, More development in Assessment & reaching students with IEP's/504's

I would recommend finding a way to allow pre-service teachers to interact with parents to understand that relationship better. I would also like to see lesson plan formats become more similar across the different professors. It was sometimes difficult when different professors had different lesson plan formats specifically for his or her class.

We need more of those experiences in the future.

more immersive

go more into detail about Indiana IEP system

I would suggest the students and classroom teachers work together more regularly through out the semester. I felt like I did not learn the flow of planning and teaching the correct content because during practicums we were placed 3-4 times per semester in a classroom. I felt it was not enough time to get to know the classroom environment, students, and classroom teacher in order to be successful in the beginning practicums.

I am a reading concentration so I had a dual course 12 hour reading practicum the semester before student teaching. It was very challenging, but great preparation for student teaching. I think an extensive practicum like this with high expectations would be great for everyone to go through prior to student teaching.

There should be more opportunity earlier in the program for lesson planning.

I do not feel that the School of Music could have provided anything more with pre-student teaching field experiences. I felt perfectly prepared on my first day of student teaching because

my professors when above and beyond in the years prior to get me to schools that would benefit my future in the field.

Students need to be more informed about the LAMP assignment, I believe it would be beneficial for every student teacher to receive the same syllabus with the same requirements, regardless of their supervisor. This would ensure that every student teacher is meeting the same requirements and is held to the same expectations.

Learning how do the teacher plan lessons. Seeing more of the school day other than in your concentration.

More choice on which grade

Require more instruction, classes, and outside observations and involvement to general education and specialty majors in special education classes.

More experiences to teach in classrooms

More involved practicums.

Get us in the classroom sooner

More of them. Every class in teachers college should have some form of field experience

Picking teachers that are known around for good teaching. Not teachers that hate their job, because it will make a long experience and turn others away from the profession

Practicum classes for SS 397

Have all students collaborate with other teachers in the building such as resource teachers, speech teachers and special education so that we get experience working with these other types of professionals and learn more about how to help our students inside our classroom.

Teaching students need to be in the classroom sooner. We in the secondary programs do not get out in schools til the semester before student teaching and that's not enough time to prepare us for a classroom.

More students in ALL education fields need to be in the classroom at least 2 semesters prior to student teaching if not even more.

For dual majors, I believe more practicums in special education classrooms would be more valuable. If a student is a dual major, in a general ed practicum they could be placed in a sped classroom.

I think there would be value in having different teachers at different levels come in and talk about different classroom management methods that work for them. I feel like I wasn't equipped with any classroom management skills besides two methods that have worked for professors of mine, who have very different personality types than mine. I would like more classroom management training.

Include more time spent in various classrooms.

I suggest rethinking how Early Childhood placements are done. I feel like I was not able to gain strong sense of how teaching will be once I graduate because I was too focused on being able to complete all of my assignments for my student teaching placement, especially with my second placement. Due to have two weeks of spring break and presenting my portfolio a week before the end of my student teaching, I only had 6 weeks to get comfortable with my class, do my LAMP unit, as well as all of the other requirements for Ball State.

more field experiences

Have more of them, all of the time. Don't wait until senior year to get us into the schools! Start FRESHMAN YEAR. More interaction. More observation. More connections with teachers. More more more more.

Get out in to the field more and make sure that there are ample opportunities to teach in the classroom.

more practice with planning lessons would be helpful

Have truly helpful and engaged supervising teachers that actually want to encourage and uplift the student during their practicum experience.

More practicum experiences in the classroom, and more chances to solo teach.

I wished I was in the classroom more than I was before student teaching.

The main thing is just ensuring that every class that is designed for them can actually have them. I know that's a challenge, but it would have been valuable to have field experiences in my science and social studies practicum courses.

I think field experiences are very valuable because they provide pre-service teachers with an opportunity to see if they truly enjoy teaching as they implement their own lesson plans and interact with their students. I would also suggest that these field experience classes have time to meet as a class, which is easiest on MWF classes or double block TR classes. There was one class in which we had very limited time with our professor learning content and we spent most of our time in the field. While I felt as if I learned from the field, I lacked in content knowledge because we never had an opportunity to meet.

More time in the classroom and teaching.

Teachers need to be certified teacher and been teaching from a couple of years.

Go into a school and teach all day a couple days a semester.

I feel that my practicums would have been more valuable if I would have had more an intense classroom. I had to take two mild practicums which I felt was unnecessary since my major was intense.

Being in the classroom longer than an hour or two. Seeing more of the day would be beneficial before going into student teaching.

None. You can only learn so much from watching someone else and not doing it yourself.

More special education time. I felt extremely unprepared for a special education placement after having only 1 sped field placement the semester before student teaching.

I would say that we should have had more practicums. Being in the actual classroom is the best form of preparation.

More opportunities in the classroom and with students.

The semester before the practicum class do a short term equivalent. maybe 1-2 weeks in length.

More time in the classroom

We should teach more math lessons.

More practicum time

N/A

Be in the classroom much more often! Especially to help with classroom management

I feel that the pre-student teaching field experiences I had were valuable to my success and I do not have any suggestions at this time.

1. More special education practicums. 2. Try harder to send students to schools other than Burris, it is a better academic experience.

For the first practicum give examples and explanations of what you expect out of them. Also, have professors/teachers that have an idea of what they are doing for the class, and not just putting someone there.

Make them more frequent, and more realistic to a school day. Teaching for one to two hours two to three times a week is not really a good picture of student teaching.

Longer field placements

A more in-depth screening of potential cooperating teachers to insure their understanding of the purpose and expectations they have as a mentor teacher.

I think getting me into a classroom early to see how a school day goes. For the longest time I felt like a lesson was they big thing that should take a long time but in reality its like a short 10 or 15 minute thing. I also wish I had more opportunities to work with student with exceptionalities. I also wish I was able to use curriculum more while planning my instruction since this is such a large part of teaching.

More of them.

Have a principal at the school actually know our names, don't let the school treat us like slaves, and have our previous classes teach us what is actually going to happen in the real world, not 'fluff' classes that mean nothing.

More time in the classroom

Spend more than one hour in a single class. I learn the best from teaching a lesson and then being able to edit and revise it for the next class.

I enjoyed most of my pre-student teaching field experiences, but there were times when I did not feel like the university and the schools I was doing observations and practicums in were on the same page. I think that better communication between the professors would help each class get the most out of the experiences. Often times I would talk to friends in the same course, but a different section and their requirements would be completely different. I think it would be a good idea to make every section of the course have the same requirements. I also think that the university should offer more guidance to the teachers in the schools. There were many times where the teachers did not really know what was expected of them or what they were to be doing in order to help me as a pre-service teacher. This made it difficult as a student to understand what to do and how to do things.

At least two practicum courses with whole class settings should be required for all students prior to student teaching.

Get participants out into the field before senior year.

---

I wish that these experiences were provided sooner than my junior year.

---

Variety of schools - not just Burriss. More time in the schools, less time learning how to make an extensive lesson plan.

---

I would recommend students have more than one experience in each subject area before entering student teaching. This way students are prepared and feel comfortable teaching each subject. Also try to get students in each grade level at least once, because you don't know what grade level you will be placed in. So having that experience before student teaching will help the students feel comfortable in each grade level.

---

I would just trying your best to make sure that you allign field experiences that are in settings where practicum teachers are welcomed by the classroom teachers.

---

Looking back, I think it would have been beneficial to make whole group lessons more frequently than choosing a target student. In both of my student teaching placements, I have done more whole group lessons than anything else and I think I would have been more prepared if this was a requirement in my practicum experiences.

---

This might be difficult, but practicum classroom teachers should take more lead on involving practicum students. A lot of practicum students aren't sure how they should get involved without stepping on the classroom teacher's toes. As long as students know they'll have to take more initiative in student teaching, I think it would be beneficial for the classroom teacher to lead them during practicum. Also, more discussion about classroom management would be helpful. Classroom management is hard to learn and it really only comes through experience, so talking about that more would be great.

---

More outside observations earlier in the program (sophomore or freshman year)

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More time in a single placement. Splitting my placements allowed me to only have 8 weeks in a single classroom.

---

I would like to have had more experiences in the special education classrooms before student teaching.

---

As a Deaf Education major I was able to do a practicum at the Indiana School for the Deaf. This experience was wonderful and really helped prepare me for my student teaching. Other practicums, such as the special education practicum, were not as successful in preparing me for student teaching. Student teaching requires much more than what I was used to from any other practicum. We take practicums at the same time as classes so I am aware that attending and planning daily for the practicum placement is almost impossible.

---

To make experiences more valuable before student teaching I would suggest striving to have ball state students in classrooms more frequently. For example three days a week in the classroom for more than just an hour is more valuable than once a week for an hour.

---

Need exposure to special education classrooms and situations. Also need to see differentiation in action. Teachers use us to help them differentiate but the reality in our classrooms is that we will be doing it alone.

---

I don't think Burriss should be used as a place for practicums. I feel it is not a realistic school setting.

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More field experience prior to student teaching ie more observations, more practicum time, etc

I felt that all mini-lessons I taught were not valuable at all. If anything, they gave me a completely wrong idea of what student teaching would be like. Practicum was extremely useful while I was in the field, but the class itself was useless and a total waste of time (other than the occasional guest speaker). I felt that we should have spent more time in the field and less time in the classroom.

I would have liked more communication with the classroom teachers, especially when I was going for tutoring sessions in my reading courses. I felt as though there was not a lot of communication and wanted to know what the student needed to work on specifically because I was with the student for such a short amount of time.

I would recommend having the students in an actual elementary classroom as early as the 200 level classes.

There need to be more and you need to have access to more of the teacher resources. Real teachers don't pull every lesson from thin air like we have to do before student teaching. There is almost always something to guide you.

Pre-Service teachers need to spend longer sections of time in the classroom so that they get a larger snapshot of what it takes to be a teacher throughout an entire day.

Have student teachers in the classroom sooner and more often.

More time in the field (longer than 50 minutes and more frequently), also the ability to pretest the students

Cooperative teachers need to be given far more information and support from university faculty. When Cooperative teachers are aware of what is needed from visiting Ball State students they are far more helpful.

I wish FACS education had the chance to get involved in the classroom sooner. When I was elementary education we got the chance to immediately get engaged but whereas with secondary, I feel that we don't get as much help and preparation.

Assign placements at Burriss ONLY in EDEL 200 classes and lower. Other schools are more realistic for your 300 & 400 level courses.

Per-service teachers need to be in the classroom as much as possible starting junior year. Our practicum experiences consist of group projects and co-teaching and that is not realistic. We need more individual whole group lessons to prepare us for the reality of teaching 25 students at a time. I wish that I also would have received more knowledge on differentiation when it comes to low ability and high ability students.

Almost all assignments related to the pre-student teaching field experiences were individual student lessons. These assignments were valuable to me, but I quickly learned during student teaching that I did not know how to manage a class of 10 students with severe disabilities. The practicum assignments for the severe disabilities program should include and require students to teach an entire class lesson or class management projects, not only one-on-one lessons.

More experiences and more observations

Pre-service teachers need to spend more time in a classroom, in a school setting, and working with students with a variety of needs.

I wasn't really in the classroom until practicum and I think we should be involved in the classroom way before that. One semester's worth of 8 weeks in a classroom does not prepare you for student teaching like it should. The required 10 hours of observation were useless.

The program needs to have better communication with its student teachers. There have been many issues that have arose that could not be resolved because the leaders in the program did not have the correct information. It has been a very difficult experience in that regard.

---

Allow students more choice in where and when they are placed.

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More whole group teaching experiences consecutive days

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I would suggest having more of a variety of schools to teach at. Most of the times the classes were too short to go anywhere except for Burris.

---

I didn't have them as I'm a Woodrow Wilson Fellow so I went right into student teaching

---

I would like to be contacted more by Ball State. I felt very confused and like I was missing something going in to my first day of student teaching. I also had other people texting/calling me asking if they missed something because they hadn't heard from anyone either. I think it might be helpful to ask if student teachers from the previous semester would be willing to email or chat with students getting ready to student teach. I would definitely participate in a program like that to benefit future ball state students.

---

Make lesson planning more realistic

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Have at least a few days during practicum be mandatory full days, just so future teachers know what a full school day feels like

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Get pre-service teachers teaching in actual classrooms earlier; keep these pre-service teachers accountable for actually teaching in these pre-student teaching field experiences, as well, so that the experiences are better preparation for student teaching and so that pre-service teachers can actually determine whether or not they want to teach before student teaching.

---

Longer time in the classroom, and more classes should be practicum based

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More apprentice teaching experience in other methods courses. Greater emphasis on long-term planning and curriculum development.

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I do not have any current suggestions.

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More classroom experience

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I only really had one class that I was in the school multiple times a week. I feel like more involvement within the schools and working with classroom teachers would be more beneficial.

---

██████████ was of little to no help. Because my major is mathematics, she could hardly apply any of the teaching methods to mathematics. She was obsessed with Anderson. Anderson schools are terrible and the teachers there are terrible as well. Practicum was of little to no value to me. She states that she is licensed in mathematics, but yet does not know anything about systems of equations, which is a very basic math concept that anyone who is licensed in math can do.

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Incorporating extracurricular involvement, more emphasis/requirements for co-teaching, more time in front of classroom than 80 minutes

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more experience with whole group teaching individually instead of co-teaching so much

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When I began student teaching, I definitely felt incompetent when it came to content areas. Our pre-student teaching courses taught me how to teach, but not what to teach. I would

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suggest giving college students more experience with the actual content that they will be teaching their students.

Students should be given more opportunities to do whole group instruction. I also think that in the upper levels, such as EDEL 350 students should be left alone to teach the class at least once. It's much easier to teach when there's another teacher in the room to help with management.

I believe they need to have at least one lesson taught in front of a class their Freshman or Sophomore year.

Pick schools that will actually help me. While it is great to learn what not to do, I want to mainly learn what actually works in a real classroom. Not all of my experiences were worth my time.

Allow preservice teachers to go into the field sooner. More experience the better!

Pre service teachers need to be exposed more to whole-class instruction opportunities.

Informing our supervising teachers that we should be more involved in the teaching process. We are not there as just a helper in the classroom to do copies, organizing, etc. We want to learn how to teach!

Look into placements more closely before placing. Make sure the teacher understands what the expectations are. Observe the class before placing there to see what it is really like.

Make them all practicum. Non-practicum classes didn't help me at all with learning how to teach. If I wasn't in Schools Within the Context of Community I would have no idea what to do in a classroom because I was not prepared enough by regular classes, I had to seek out immersion programs in order to become prepared.

Have an idea of where the student teacher candidate is going to be placed for student teaching, then place them in a school that has the same environment (class demographics, age level, etc.) I went from observing a class for students specifically with behavior issues to student teaching in an area that rarely sees any fights.

Na

techniques on how to be more social with educators and strategies on how to get to know students

Secondary education teachers need more field experience than just practicum

I had wonderful placements in Muncie and learned a lot. However, I do not feel it is appropriate to place a practicum with a second year teacher who.

Having practicum experiences for science and social studies

I feel like it was a waste of time when I went in to teach one or two lessons to a group of students because I didn't know them as learners. It wasn't the actual "teaching" I need to practice but everything else that came with it. This is why I really enjoyed my practicum classes.

Get more involved in more lesson planning in pre-student teaching field experiences.

More guidance for both students and cooperating teachers in requirements to actively teach in the field experience based on indiana standards.

Long term field experiences are much more beneficial than one day field experiences here and there

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Work with a variety of demographics- we really only experienced one type of student

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Let us go into the classroom earlier!!! It is ridiculous that we had our first experiences teaching lessons to real students the semester before student teaching. We made a few (we should have made more) lesson plans and unit plans in courses over the years, but we never actually got to experience working with those plans with real students. We needed the experience of seeing that lesson plans sometimes do not go as planned. We never got that experience. Also, I was placed with a teacher during my practicum that was not even licensed in my subject area but was teaching it anyways. He had no idea what he was doing and the kids were struggling so hard. I think those teachers need to be screened more intensely to ensure we actually learn something from them. I learned nothing, except exactly what not to do, from my first practicum placement.

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Have the students teach more lessons. I really only "taught" lessons in practicum when my professor came to observe. Otherwise I was just a helper in the room really. If the students were required to teach more lessons, I think it would be helpful.

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Practicum needs to be longer. This isn't to say that you should be able to step into their classroom and take over. I simply mean that four weeks in a classroom to begin understanding what it is actually like is not long enough. Student Teaching becomes stressful for people because we aren't fully aware of what we should expect when we walk through those doors. It feels unfair that we are thrown into classrooms to Student Teach when we have barely been in one before day one of Student Teaching.

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During practica, have the the classroom teachers talk to the practica students, help them reflect and set goals for what to work on. Get them used to doing that same routine they will eventually do with their cooperating teaching during student teaching.

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Secondary Ed students need more time in secondary classrooms. We had hardly any time in classrooms before practicum, and NO time pre-practicum to be able to teach and efficiently interact with students. It was too much observation, even though it was an incredibly small amount of time (a maximum of 5 observations during 2 BSU courses) that we have to try to fit in on our own time. If we are expected to go to local secondary schools, that time needs to be during the time when our classes meet at BSU. It's ridiculous that we are expected to take 15-18 hours worth of classes, have time after school for homework, studying, and groups, have part time jobs for most of us to be able to live on our own, and then be expected to take time out of our personal lives to fit in short (pretty pointless) visits to Muncie schools.

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Get all education majors in the field earlier. Theory is good, but nothing can prepare you for 115 students a day with limited reading skills, some that know no English, and not to mention behavioral issues that come with teaching in a diverse, low socially-economic corporation.

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I think all experiences were great, and helped me prepare for Student Teaching.

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Ensure that practicum teachers are accountable and knowledgeable mentors - especially within the Muncie Community

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More time out in the field with elementary level students

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Longer and more frequent. 350 prepared me best. More like that would be good.

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In EDEL 350 do away with partner teaching whenever possible.

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I think pre-service student teachers need more realistic field experiences. I think there could be more coordination to get students into practicums with their student teaching cooperating teacher.

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Too much of an emphasis on PE and not enough Health

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I think more time in the classroom with students would be better

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More diverse opportunities to teach students around the community (outside of Burriss)

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N/A

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Have students do full immersive learning like SCC more often

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We could have more field experience throughout our time at Ball State. Also, we should go to more schools. Burriss is not the same as public schools at all. Also, Burriss students are too used to Ball State students to the point they don't really care if we are there or not. Finally, in my experience I didn't meet any Burriss teachers that were welcoming to Ball State students or to work with us.

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More time in a classroom

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Allow students more opportunities to practice their classroom management skills in a typical classroom. I also never had a full day observation until student teaching and I think that would be helpful numerous times throughout the semester.

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Go out in the schools more then just one time per week

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Being in schools settings for longer periods, doing more lesson plans, and learning how to differentiate for ALL diverse learners

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Lesson planning

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Letting us choose

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Experiences need to be closer together. Seeing a class only once or twice a week prevents the practicing teacher from effectively connecting with students and seeing their growth. Also, cooperating teachers need to provide more information about the students and give more feedback to the pre-student teacher. Sometimes I felt as if I was being used for free labor rather than learning anything from my pre-student teaching experiences. Also I would receive ratings that were less than perfect with little to no explanation. All ratings were kept secret from the student teacher. I would get a 7 out of 10 with no idea why or how to improve. I would also have no idea how the teacher gave me such a rating considering I often taught in a separate room by myself while the other teacher taught a different set of students in another room.

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More full day experiences in the schools.

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I feel that there are not as many realistic field experiences needed to prepare us for student teaching. I was barely in the classroom through my Ball State classes. I was able to get more experience because I studied abroad, but I know that many others did not have that opportunity. I feel that there should be more time spent in classrooms on a consistent basis, so it is possible to get to know students better and build relationships. Then allowing us to use data from previous experiences with students to plan instruction.

The only valuable pre-student teaching field experience I had was Schools Within the Context of Community at Longfellow Elementary. It was real-world teaching and classroom immersion. My professors did not expect lesson plans that were word for word of what I was going to say. My professors did not have unrealistic expectations on me to teach in the "perfect" way. That experience was valuable. Math 395, EDRD 430, and many other practicum classes did not in any way prepare me to teach in a classroom. They were too concerned about the format of a lesson plan, instead of preparing me with content knowledge.

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More frequent participation in actual elementary classrooms

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spend more time in the placement classrooms, make the classes more practical instead of lectures

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We need to be active in the classroom more before student teaching. Instead of simply doing an observation, we need to get the teaching experience. The first time I actually got to teach was during my practicum, but that was such a short amount of time that I feel like I didn't get as much out of it as I could have. Observations are useful, but personally I learn better by doing rather than seeing.

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Students entering the education field need much more classroom experience. Just observing is not enough. The demographics of where we are placed dictates the type of classroom experience we will have and those differences make all of the difference in the world.

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I think that pre-student teaching field experiences need to be longer and more often. Students should be required full day time in the classroom before student teaching even if they are not teaching the whole time. This will allow students to observe classroom management strategies better.

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Having more whole class instruction and differentiating

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There were some experiences in the class before student teaching that could have been more helpful. I think that it's important to allow us to have the opportunity to get to know the students better before planning lessons. In a lot of my experiences we were told to create a lesson plan and we met the students the day we taught it. It's hard to teach a lesson when you haven't develop relationships and you aren't able to learn how to create a lesson based on the students' needs.

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Engage in the aspects of the classroom that are not directly working with students. Attend staff meetings, understand all of the paperwork that needs to be filled out, what pressures are the administration putting on the staff, contacting parents, see curriculum maps, do progress monitoring, understand the reason behind decisions made in the classroom, etc.

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None

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I wish that my other classes would have prepared me/at least mentioned LAMP before student teaching.

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More collaboration with the classroom teachers in which you pushed into their class.

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Having pre-student teaching field experiences was incredibly valuable and useful in preparing me for student teaching, my only suggestion is that we continue doing it and I also wish that as we got farther into the program, we spend more time of each visit teaching and less time observing.

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get paid during student teaching!

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Student teaching is all day and all subjects. Prior to my student teaching, I was in the classroom twice a week to three times a week for a couple of hours at a time... It isn't realistic to go from two or three times a week for one to two hours to all day 7 hours. Another aspect that would be useful is to allow more whole class teaching. Often times in my field studies I cotaught with others and to be very honest, that isn't how student teaching will always be. In my case, I was not given the choice to coteach with my cooperating teacher. My two suggestions would be to have more time in the classroom and to have more whole class solo teaching.

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To make them more valueable would be allowing more time to get to know the students before planning a lesson. Planning a successful lesson without the students in mind with not be successful.

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Need more consistency with teacher mentors.

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More real life classroom time

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After being observed and doing benchmark conferences in my student teaching, I feel like doing this in field experiences, even at the end of the placement, would have helped me grow even more.

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Having a balance of experiences in all grades Prek-3rd.

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If possible have more time in the classroom within one grade level. Not just teaching one or two lessons within that grade level. Just doing a couple of lessons on one topic, does not really help you get to know all of hte different standards within that grade and how they mesh together.

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During my pre-student teching field experiences, I felt as if I needed to have more class time with actual students. I feel that most of my time at Ball State was spent in a college classroom with my peers learning the same material over and over. I think that the classes need to be cut, meaning that some of my "required" classes I took at Ball State are basically review classes that I sat through and learned the same material over again that I had already sat through in a different class. A lot of my work was intertwined and we did a lot of the same projects and assignments in multiples of my classes. The three math classes that we are forced to complete before student teahing are torturous and I think that, to make it fair, that one teacher should be designated to teach Math 201 or Math 391 or at least have the teachers collaborate on what material is to be covered. I took Math 202 three times and every time I took the class, I learned material that was so far fetched from what the prior classes I had taken taught me. It is not fair to some students who get stuck with the "hard teachers" to have to retake classes and pay more money just because they didn't get a C when other peers were passing with 100% without trying because they were able to take the "easy teachers". That statement also applies to many,many other classes at Ball State, not just the math department.

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More opportunities to build relationships with the kids before we do our lessons. We definitely need more practice trying to create lessons that are based on student needs and that are differentiated. Its difficult to do that without having a relationship with the students.

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Keep having the students in Muncie schools as much as possible. I learned the most when I was out in the schools

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From a dual-major's perspective, I think it would be beneficial to have more practice and exposure to creating IEPs and realistic RTI processes.

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I would have loved to have a placement in special needs. In my K-12 program we did not have much opportunity for that in our courses and I would have loved the chance to do so.

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Being able to utilize classroom management techniques more often prior to student teaching would be beneficial. Because of the nature of pre-student teaching field experiences, it's difficult to be able to regularly practice these.

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More time discussing, experiencing, and reflecting upon field-specific issues such as classroom management in an actual classroom

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Carefully choosing placements for students to learn from teachers who are highly qualified and willing to ACTUALLY let bsu student learners to be involved in the teaching aspect of the classroom more so than just using them as an extra set of hands to do the work that they or paraprofessionals don't want to do.

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I would have liked to take more classes on special education. Even though I wasn't a dual major, I think it would have been extremely beneficial for me going into student teaching. I feel as though I was not as prepared as I would have liked to teach students with higher needs in the classroom.

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Overall more experience with a variety of classrooms, grades, and students. More connections to the InTASC standards.

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With some of the practicums, I felt as though I didn't have enough teaching time. If possible, increase teaching time for more management and learning experiences.

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I think that there needs to be classes on behavior. Yes, implementing a good classroom management is important. However, there needs to be more on how to deal with certain behavior issues. I learned quickly in my student teaching that that is one of the most IMPORTANT things, and I felt blindsided.

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Do not place pre-service teachers at Burris. Very unrealistic and everything is disorganized.

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More variety. (low income,high income communities)

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If I were to have more specific expectations prior to my experiences before student teaching, I feel as though the experiences would have been more valuable. I did not know how to sign up for all classes without meeting with an advisor, I didn't know what practicum entailed, and I didn't even know where to go until a few days before the first day of school.

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Make it so you are in the school more days out of the week so you can have a better understanding on how things work in the school

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### **Comment Table 2.7: Most Valuable Lessons from Pre-Student Teaching Field Experiences**

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#### **Inquiry and Problem Based Learning**

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Learn how to feel comfortable in a new classroom right away. Put yourself out there and you will benefit greatly.

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The most important thing that I learned from my pre-student teaching field experiences was how to interact with other professionals in the field and students.

classroom management

Sometimes you may have something planned, and it may not go exactly as plan... pick yourself up and reflect on what you could change and make it better next time

The most important thing I learned in pre-student teaching field work was to be prepared. There is a lot of preparation that goes in to writing the lesson and planning the materials. Be prepared before you step foot in the classroom.

In my reading practicum I really had the opportunity to learn how to differentiate for students and I became much more comfortable with classroom management.

How to actually implement your ideas and plans in a classroom. Realizing that nothing will go exactly as planned and learning to be flexible.

Bringing your A-Game every single day with classroom management is VITAL. Being consistent every single day in managing the classroom is tiring but simple needs to be done.

I learned how to write a lesson plan, including important elements like differentiation, accommodations, state standards, etc.

Ask your professors and classmates for help and ideas.

Classroom management

Being over prepared and organized is very important to becoming a successful teacher.

How to correctly pace in lessons and ensuring students understand the content before continuing into a lesson

Classroom management

That each demographic is different and you need to teach to that

Lesson planning

How to implement a classroom management plan

How to lesson plan efficiently. Once you start student teaching, the focus isn't as heavy on the lesson planning because the teacher and supervisor understand that you are obviously capable of planning if you have made it to this point. I appreciate the fact that as I am student teaching I am given more freedom in my planning and am provided the opportunities to attempt different instructional strategies and ideas than I was during the practicums.

it gave me experiences to implement my teaching and lesson plans before going into student teaching

I learned how to write lesson plans and practice implementing them.

How to work with students and build relationships so the learning could be more valuable for them.

I learned how to plan effectively and get used to the many responsibilities teachers balance. I was also able to practice making connections and building relationships with students while balancing how to develop content to keep them engaged for them to see me as a teaching figure not only a friend.

Classroom Management and always have more planned than less.

Learning how to teach music literacy was the most important thing I learned from pre-student teaching.

Classroom management, preparedness, organization

I learned that teachers always have room to grow and help your students, no matter how long a teacher has been teaching. There is always a way that teachers can enhance their teaching and make learning more fun and engaging for students.

differentiation

My only pre-student teaching field experiences were 8 weeks in EDJH/EDSE and I was only able to teach 1-2 classes, so I guess observing a regular school day was good? Beyond that, not much.

Don't be afraid to mess up and learn from your experiences.

how to apply strategies learned in BSU classes

The general experience of being in a classroom all day long and getting exposure of teaching students

The most valuable thing I did during my pre-student teaching field experiences that taught me the most was the classroom management project in Mrs. Allred's EDEL 300 course. The classroom management project required me to take everything I have learned about the field of education and apply it to a real-world application that I will use one day.

The most important thing I learned about was classroom management and strategies that I can use to have control in the classroom.

I learned about teaching students at a different developmental and ability level from what I was accustomed to.

I learned that it was okay to fail. Teachers must be able to accept failure with their lesson plans, but reflect on that failure, learn from it, and fix it the next day with their students. As a result, teachers will always be learning and adapting to their students' learning abilities.

How to write lesson plans.

I learned what not to do.

Classroom management

I learned how to put together valuable lesson plans and the most successful instructional strategies that worked with the population of students that I am interested in. I also liked working with various teachers to see their teaching styles. I learned a lot just by helping out other teachers.

Behavior management

That there are going to be students who do and think completely different than you think they would.

The development of a classroom management plan.

classroom management

The content knowledge.

How to actually control and manage a classroom.

Classroom management and classroom procedures

I learned how to create a lesson plan and pace my lessons.

Classroom management

How to work with other teachers.

Content

The most important thing I gained from my pre-student teaching field experiences was the importance of classroom management, and how to use different strategies for different groups of students.

How to create a small unit and classroom management plan. EDEL 300, 350

Rapport and creativity

Lesson planning and implementation

Different ways to run a classroom that work or don't work

The most important thing I learned from my pre-student teaching field experience was culturally relevant teaching. I use it everyday while planning my lessons and interacting with the students. I also form super strong relationships with my students because of my experiences that taught me. A student doesn't care how much you know until they know how much you care.

Implementation of lessons.

The best way to learn is to actually be in the school. Also, ██████████ EDPS 393 class is the biggest waste of my time.

That you need to implement classroom management from the beginning

Be on time.

The most important thing I learned from my pre-student teaching field experiences is that experience really does help you feel more comfortable and confident in the classroom and helps you see the real side of being a teacher rather than the textbook version of what it is like to be a teacher. I also learned how important it is to be flexible.

how to engage with the community outside of the classroom

N/A

Classroom Management

I learned that you should learn what classroom management style their teacher uses and try to follow it.

Every school is different. All students are different. You have to be flexible.

There are two really important things that I learned in my field experiences before student teaching and that was in EDEL 350 and EDEL 300. Learning how to put a classroom

management plan in place, and putting together a unit plan and teaching it before student teaching helped me know how to begin a successful student teaching experience.

I learned a wide variety of instructional strategies to use with students and which classroom management techniques work best for certain types of students.

Every child/class is different. You never know what to expect. There were lessons that I planned that I thought would be great, but the students didn't respond how I had thought they would.

The most important thing I learned in practicum was how to have small talk with students. I was always really bad at small talk and practicum really helped with that.

The importance of a flexible schedule. Challenge the students by giving them reasonable time frames to complete assignments but be willing to extend the due date when it seems the activity will take longer than expected.

I was an apprentice teacher my entire junior year. I saw how a years worth of curriculum played out instead of random lessons here and there.

Practice planning

Co-teaching and working with the teacher

I have learned that you need to be excited about what you are teaching otherwise the students will never be excited to learn it.

Aside from becoming fluent in sign language while doing my practicum at the Indiana School for the Deaf, I would say the most important thing I learned from my pre-student teaching field experiences was how to assess students and differentiate my lessons according to student results.

The most important thing I learned from field experiences is how to utilize specific instructional strategies that were taught in lecture at ball state. Without having field experiences to experiment with these strategies I would have gone into student teacher unprepared to apply best practices as a whole.

Various classroom management strategies and teaching ideologies

How to use my reading and books in other subject areas

I learned from practicum that talking about what it means to teach and actually doing it are two different things. I think that it is a shame that we always assumed a perfect classroom. It is a real shock when you learn that none of your eighth graders can tell you anything about the country's history. That they don't know what the Revolutionary War is or why it is important. Methods versus reality is shocking.

Whole group instruction was the most important because many of the field experiences that I had the opportunity to have were mostly made out of small groups. It takes some time getting used to whole group instruction then it does small group.

The most important thing I learned was how to become a culturally responsive teacher. (Schools Within the Context of Community)

How to work with a wide range of students

I think lesson plan creation and practice was essential.

How to spend an entire day in the classroom and manage a schedule

All classes are different and you have to teach to their differences.

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How to jump into a brand new place and appear to fit in

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Practice implementing lesson plans with actual students was by far the most valuable experience.

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It was a sneak peak of it. It was good to get a feel for a classroom and try to set the tone of how I wanted to be as a teacher.

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Classroom management in EDEL 300, and using classroom management in EDEL 350

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The most important thing that I learned during my pre-student teaching field experiences was to observe the students and get to know the classroom teachers so that you could come to understand the students strengths and weaknesses in the little amount of time that you are able to work with them. I just wish I had more time in the classroom to get to know the students.

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How to determine antecedents and appropriate consequences, including positive consequences for challenging behaviors!! The knowledge gained from the assignments related to behavior and the function of behavior is really invaluable to teachers working with students with challenging behaviors.

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To get more comfortable preparing and teaching lessons

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In schools within the context of community i learned how to be a culturally responsive teacher. Had I not taken that class I would not have even known what that meant.

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The most important things I learned came from my practicum placements and my methods classes. Those are what helped prepare me. BUT the only truly useful aspect of practicum came from the actual classroom placements, not the instructional portion. I would have rather spent more time in the actual classroom.

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Being immersed in the classroom has helped me learn to solve problems efficiently and effectively under pressure and time constraints.

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I learned that it is better to insist on taking an active part in the classroom, than it is to accept an inactive roll.

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Writing lesson plans, classroom management

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The most important thing that I learned was to be flexible, and that sometimes your plans won't go as planned.

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Seeing a variety of teaching methods was very helpful. It allowed me to recreate a combination of what worked best for me.

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N/A

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The most important thing I learned was classroom management. I would be lost without it because having good classroom management helps other things fall into place. If I had a crazy and unmanageable classroom, then I wouldn't be able to do any actual teaching.

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Getting my feet wet in the school setting and interacting with students instead of peers my age.

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It is very difficult to teach in an area you have not studied in depth

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The most important thing that I learned from my pre-student teaching field experiences is that I don't want to teach as my career; on the level of what I learned that helped me with student teaching, I learned that active engagement is important, but really, my pre-student teaching

field experiences helped me to understand that I don't want to teach for a living and that I should have changed my major.

The importance of being flexible, and taking advantage of opportunities provided outside of the school to become involved within the community

I gained a lot of experience with the content I am teaching.

The most important thing that I have learned was how to create meaningful instruction for students, while also making sure that instruction is interesting, applicable, and useful. Instruction should have a purpose.

I learned from my practicum teachers in the classroom the best.

All teachers are different in their teaching styles, but it is important to take all of them in so that you have a bunch of options when it is your turn to be in charge.

Everything that I learned in Dr. ██████████ class was the most helpful. She knows how to relate to her students and make them feel great about themselves.

Your patience will be tested, you have to remember the long term goals and why you teach.

learner development and expectations (where they are compared to grade level, are they behind? are they ahead?)

The most important thing I learned from pre-student teaching field experiences was classroom management skills and techniques.

The most valuable thing I learned was getting to see different forms of management in all of the different grades and settings. It was also very helpful to create a miniature lamp unit in EDEL 350 because it did not seem so intimidating when it came time to actually do it for student teaching.

Gave me perspective on how it would be teaching.

The most important thing I learned was to always be prepared for that day because lessons won't always go how you would like them to so at least having a plan helps.

That lessons aren't always going to go as planned and ideas may not work, but just take it one day at a time.

N/A, I felt the field experiences did not prepare me enough.

How to manage classroom behaviors

Classroom management!! This is something that cannot be taught but rather has to be learned in the classroom.

I learned from my immersive programs a great deal, but nothing from campus classes.

How to grade in a timely manner...that's it

Na

Understanding the differences between schools and grade levels.

I was able to practice establishing myself as an educator so I felt prepared for student teaching

There is only so much you can learn about teaching from a book. My practicums have taught me how to be flexible, classroom management skills, as well as how to first hand implement research based instructional strategies specially chosen to fit the needs of your students.

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Lesson plans are different when out into action.

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How to prepare lessons and how to adapt a lesson if it doesn't go as planned.

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How important it is to know your students as individual learners.

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professionalism

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I was able to build rapport with students, create and teach unit lesson plans, and develop confidence and become comfortable in my teaching abilities.

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The importance of building relationships with my students prior to expected them to learn from and trust me

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Enthusiasm is everything

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During my experience at my middle school placement I had a horrible mentor teacher. He was not licensed in English but was teaching them English. While I was there the only day he had a lesson planned was on the day he was being observed by the principal. I only learned what not to do as a teacher from this experience and it was miserable for me. I felt horrible leaving those students with the teacher they had. I learned it is horrible to talk about the levels your students are on while they are in the room or tell them they are "too dumb" to understand what we are doing in class....which this teacher did.

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I learned that no two classrooms, especially in special education, are the same. The set up of the room whether it be resource or self-contained can vary dramatically. I enjoyed getting to experience how different professionals set up and ran their programs and services.

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I learned how to observe a classroom, and to recognize what does and does not work in a classroom. It's the important part of understanding how to reflect and tweak what doesn't work that is important. Field observations lack that experience.

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I have learned multiple strategies to help reach all my students and help them be successful.

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We weren't in classrooms enough pre-practicum for me to learn anything of substance. The most valuable information I learned about classrooms, I learned in my Ball State courses from my professors.

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I learned that you have to be confident. You are in charge.

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Stay flexible, you never know what is going to happen inside the classroom that will mess up your whole schedule

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EDRD 420 - Using assessment data and developing lessons/goal based on those assessments

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Time-management and discipline within your lessons

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Patience

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The most important thing I learned from my pre-student teaching field experiences is that it is important to establish respect from students before expecting them to actively participate in your lessons.

Real classrooms are not always the dream classroom. I learned how to design units for students without much parental support, during a time of unrest in the Muncie Community.

Be confident and know your lesson plan

Things do not always go as planned.

Every class dynamic is different.

Learning multiple classroom management strategies so that now I have morphed and meshed different ones that I have observed and learned and created my own that is just as effective for my students and also to my liking where I feel that there is a balance.

Classroom management

We are meant to teach equally, even if the world treats people unfairly

The most important thing I have learned in my field experience is how to manage different types of classrooms.

It was nice to have so many different placements to get a glimpse of how others teach in their classrooms and be able to use those things in your own way

It is crucial to stay organized with all material.

How to use different resources to help make a lesson plan

Classroom management plan

It is hard to teach without first building strong relationships with the students you are teaching. You have to know the students in order to teach them!

Co teaching

I learned that teaching in someone else's classroom is difficult. The students do not know you or respect you and you have to earn that respect from them. This is again difficult to do since you are only in the classroom once or twice a week. Also there is a huge understanding gap between students and teachers. You have to explain things in great detail when in the field even concepts that may seem basic.

Every school is going to be different and just because you might not have had the best field experience at one place doesn't mean you should give up!

Collaboration amongst other school professionals.

I feel that I learned a great deal about classroom management. I feel that I quickly knew how to keep students on track and which strategies were most helpful and beneficial in keeping students where they needed to be.

The most important thing I learned came from Schools Within the Context of Community. I learned that without a positive, caring relationship with each and every student they will not effectively learn from you.

Techniques to use in behavior management

The most valuable thing I gained from my pre-student teaching experiences was an opportunity to see different learning styles. It helped me to decide what was best for me and I got to work with a teacher during my practicum.

Nothing!

How to prepare an engaging lesson that was hands on and diverse.

How to plan for various activities

For most of my field experiences before student teaching, I didn't know the students before coming to teach nor did I know the teacher's classroom management plan. I did learn to be flexible with how I managed the group I got as I wasn't able to use their normal class management plan.

Teacher collaboration/co-teaching

Building rapport with students, and making those interactions natural with attention to feedback they are giving

I found the observation to be important.

The first would be all about teaching reading at a young age and how important it is to expose the students/kiddos to texts early on. Also, how to manage a classroom in a positive and encouraging way.

The most important thing or skills I learned prior to student teaching were classroom management skills.

The most important thing I learned from pre-student teaching field experiences was the importance of building relationships and rapport with students as well as the importance of good time management in the classroom as well as strategies to have good time management in the classroom.

its nothing like they teach you in class!

The most important thing I learned were some strategies I use for students with disabilities.

The most important I learned from my student teaching experience is what do I do with data. I have never seen or talked about what happens after testing or those DIBELS test. However, I was able to sit in on many days meetings and understand the data and understand what the next steps were from the data.

Lesson planning

Getting to know your students

The most important thing I learned was how to be flexible with planning and scheduling.

To not plan more than I can handle on my own, especially when it involves materials I need to make.

Planning a unit in EDEL 350 and SPCE 365/66 (not sure of the number for SPCE)

Classroom Management Plan. Mrs. [REDACTED]

I had ideas of ways to teach effectively.

The most important thing that I learned from my pre-student teaching field experiences was the atmosphere of the classroom and the learning environment and how this plays a crucial role in student learning.

I learned how to work with others to create and teach a lesson.

Laws, classroom management, and teaching strategies/approaches

All of the lesson plans, observations, and feedback I got back from Mrs. [REDACTED] in EDEL 350. It taught me how to make a lesson plan format that I have used in my student teaching.

Knowing that you aren't perfect and it is totally acceptable to ask your CT for help.

Professionalism and student diversity

The most important thing I learned was behavior management skills and creating differentiated materials to engage students.

Teaching is all about the students. The classroom should be student centered and focus on educating the whole child.

How to be flexible and make adjustments in all areas of teaching. Even when things don't go as planned, or even badly it is important to learn how to turn it into a learning experience.

Classroom management. Attention getters, how to discipline if needed, etc. it's all super important.

I would say the classroom management plan. I don't think it is necessary to write it all out in the way that we did, but that is a solid start to a great classroom.

The importance of collaborating with others.

withitness

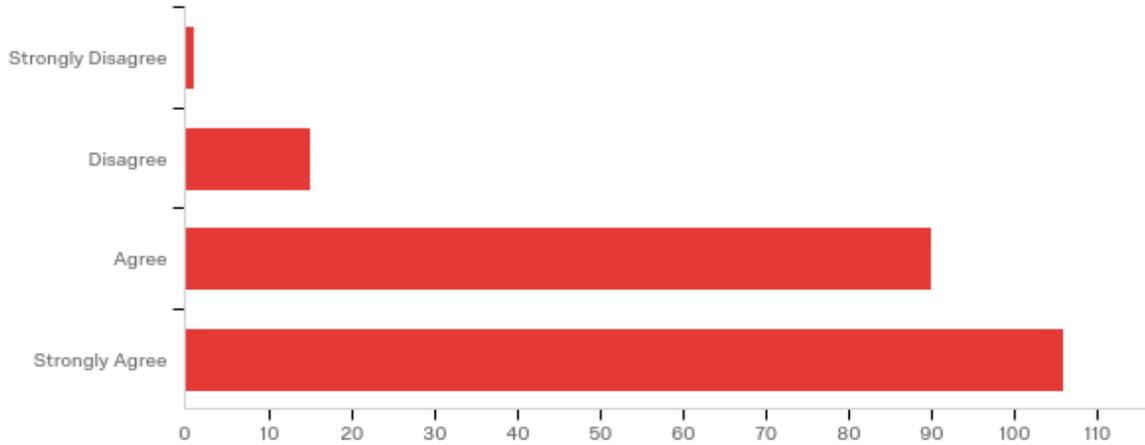
I learned that I love working with students. I think that there should be more experiences for secondary education majors to work with students early in the program, because some people might not realize that they are unable to work with students. I also learned how to adapt to different school corporations and teaching styles.

Being able to see how other people in my major taught a class and also how the teachers taught. Summer camp though was the biggest thing that helped me in my pre-student teaching

## **Section V: Supervision of Student Teaching**

### **Part V.A: University Supervisors**

#### **Figure 3.1: Support from University Supervisors**



#	Answer	%	Count
1	Strongly Disagree	0.47%	1
2	Disagree	7.08%	15
3	Agree	42.45%	90
4	Strongly Agree	50.00%	106
	Total	100%	212

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

What compliments do you have for your university supervisor?

Very kind, helpful, and sought to support me through this journey. Corrected me and challenged me when needed. Provided me with helpful examples to improve my instruction.

Helpful and comforting

helpful, willing to meet, flexible, adapted to our needs

Great job! I felt like I knew what I needed to do at all points.

Supportive and upbeat to push us through

He was very positive and uplifting

I believe both were very dedicated to their jobs. They were very supportive and understanding and were always giving great feed back in a timely manner.

He was very flexible and supportive.

I had two supervisors. They were both very kind, flexible, and supportive.

My supervisor was extremely helpful. She provided positive and constructive feedback in an orderly manner that allowed me to make improvements

Mrs. [REDACTED] is an angel sent from Heaven above. She was a constant source of encouragement and positivity during the most difficult times.

Very calm and kind, always encouraging and supportive.

She did a great job and did what was needed to be done.

Nice

She was an excellent supervisor and incredibly helpful and supportive.

I had two as mentioned in the past sections. It is important they all have the same expectations and assignments. My two supervisors differences were like black and white. So hard to get used to the changes between the two especially when trying to finish student teaching.

Pleasant to talk to.

Polly is the best! Very supportive and quick to communicate!

My first supervisor was great - helpful and attentive. My second supervisor was not easy to reach - doesn't answer emails or texts often enough and didn't have an understanding of early childhood dual majors

I had two different supervisors. The second supervisor I had was great at keeping up with us and checking in on our teaching and asked about our questions and concerns.

She was never available. And she never gave me any formal notes on my teaching or took the time to get to know my classroom setting and my environment. It felt like she didn't care at all and thus I had to figure everything out on my own.

She never gave me feedback that felt critical but rather was helpful and giving suggestions. She always gave praise along with suggestions.

Always there for me and always willing to help.

Patient, very willing to help, made sure I was on the right track

none

very nice and understandable

Sue Paul is great! She always texted me back with answers to my questions and I knew she always had my back.

All advice given was necessary and important for me becoming a better teacher.

He was willing to help as needed and helped prepare for interviews/future teaching

he did an amazing job

My university supervisor was amazing. She was always willing to help, or provide feedback. Her line of communication was always open.

She was very helpful with her feedback she gave me. She was always available if I had any questions throughout student teaching. She is always willing to answer any questions that I had.

██████████ is highly qualified, provides a lot of structure, and cares deeply about the education of both the Ball State students and the children they teach.

She was always there to help me and always willing to meet up with anyone if we had questions or concerns. She was great.

He offered good ideas and was very good at offering positive comments along with suggestions.

She gave great feedback and was very easy to approach to ask questions.

Keep up what you are doing.

He was always very honest with me! Never afraid to say what he thought about my lessons, did not sugar coat anything.

Very good at keeping me on track and organized. Great feedback and suggestions.

Very positive and easy to talk to. Very flexible.

Support when needed, both for education and personal.

very helpful, motivating, positive

Very understanding, helpful, and knowledgeable.

Always wants the best for you

My supervisor is extremely qualified for her position. I have had support from instructors in the past, but I feel that this supervisor has been the most supportive of my specific academic needs. She was kind and always helpful. She answered my questions thoroughly and in a constructive manner that helped me improve myself.

She really understood the stress of student teaching and made me feel like I wasn't alone when I was becoming very overwhelmed.

My supervisor was very kind and supportive

I really appreciated having ██████████ as a supervisor. I felt both encouraged and challenged, and she helped me think through different issues.

Willing to meet with me on an one on one basis when convenient for me to help me be successful with LAMP and other aspects of my placement; very open about communication

Fabulous!

She always provided me with feedback on how to improve as a teacher. She also was always willing to answer any of my questions

I appreciated the clear and direct feedback.

She was always willing to help and would answer at any point in the night.

She was very good at giving feedback in a positive way while also giving me specific goals to work towards.

Very very very helpful

My supervisor was thrown into this just as I was thrown into finding a placement in Indiana. She was very easy going and laid back. She understood that there were things we were all unsure about and was always trying to find answers for us. She was very helpful.

---

She was supportive and always there if I needed help on anything

---

N/A

---

Very present

---

Giving me great feedback on what I can work on and what I have done well. Also, She was very supportive.

---

Very understanding, very clear. I felt like she cared about us, but knew we all could accomplish the tasks.

---

██████████ was super helpful. She was always available to answer my questions and got back to me in a timely manner. She also gave me feedback that was super helpful and made me open my eyes to different experiences. I really appreciated her constant reassures that I was doing an awesome job. I loved that she always started with the strengths of my lessons and then went into what I could improve.

---

My supervisor was truly amazing, and supported me throughout my entire experience. She made an effort to make a strong connection with my classroom teacher and my students!

---

She always provided feedback in a timely manner.

---

Very easy to reach and quick with replies and feedback

---

Great! She always gave me feedback on my weekly journals. She asked how I was doing with Lamp and other projects frequently.

---

Useful stories

---

I had two supervisors. The first gave such valuable feedback and also made herself available during seminars and e-mail. My second made herself available through e-mail.

---

My university supervisor was a large supporter all throughout student teaching I felt that I could ask her absolutely anything. She also consistently pushed me to be even better I have not felt like in student teaching that I am totally satisfied with my teaching skills and a big part of that is because my supervisor continued to see how I could be even better in every observation. Giving a student teacher all distinguished does not push them to be even better, there is always room for improvement.

---

Helpful feedback on all assignments and teaching observations

---

She is amazing. She always had the answers (or knew where to get them), she was understanding and helpful. I was lucky to be her supervisee.

---

She is an amazing person and lets you know when there is an issue that needs to be dealt with. She is also very straight forward and clear on what she expects and how she wants things done and turned in. She has been happy to answer any questions that I may have and is very helpful and reassuring when I am not sure of myself. I could not have asked for a better university supervisor!

---

There was a lack of communication in many aspects. She was also clearly on the teacher's side when there were disagreements.

---

She was always very open and responsive to questions.

---

She was extremely supportive and helpful through my entire experience

---

Always positive and sweet.

---

My university supervisor was always willing to do whatever was necessary to help me understand what was needed from me, went above and beyond by sending reminders, I felt completely supported by my university supervisor.

---

I absolutely love that she is one of my biggest supporters and I know she wants the best for me

---

██████████ was great. She always responded to my emails (there were many), and she kept in contact with us weekly at the minimum. She made sure that we knew what was due and when. She was flexible with our teaching schedules and overall a supportive presence during this experience.

---

She is so positive and always providing us with new and creative things to try with our students!

---

██████████ was incredible. He was full of advice and positivity. I was never nervous to be observed or to talk with him. He encouraged me regularly throughout the semester.

---

Supportive and constructive compliments and criticism

---

My university supervisor really helped me improve. she observed me often, gave helpful feedback, mad the due dates reasonable, and was easy to get into contact with.

---

My supervisor was VERY hard to reach. There were a lot of unanswered emails and little communication from him sometimes. He observed the same period every time he visited, which was frustrating because he never saw me with any other kids in any other classes. His feedback was somewhat useful. The very last observation he did wasn't even in the actual classroom; he didn't watch me teach. He talked to me during that time about various things, but then still evaluated me on my teaching? It didn't make sense and now there is no progression between my last evaluation and this one because he sent the same form.

---

He was by far the most helpful person out of the entire program. He gave me lots of great, detailed feedback and made sure that I received that feedback in a timely manner. He also made an effort to try to find out the answers to many of my questions and concerns regarding the program. I was very thankful to have ██████████ assistance and guidance.

---

He was a wonderful supervisor in spite of all of the ridiculous rules put upon us both. He was far more worried about whether I was getting what I needed than whether the university was getting what they wanted.

---

Very flexible and easy to get along with

---

██████████ was a wonderful University Supervisor! She made sure to take time out of her own day to check on us students outside of her observations. She also made sure to ask if there was anything she could do to help us succeed.

---

Always positive and helpful!

---

He's been pretty much holding the program together in the spring semester, it's much appreciated

---

I was thrilled to find out that ██████████ was my supervisor. I love how much she communicated with all of us. I never felt lost or out of the loop. She provided me with all of

---

the necessary support that I needed and more. I appreciate her feedback and efforts to help me learn and grow in my teaching abilities this semester.

---

Very invested in my success

---

He's great

---

Not too overbearing

---

Very kind, and always willing to help

---

Well, he showed up.

---

My university supervisor has been a great asset in my student teaching experience. He has always treated me like a professional and is always positive. I could not have asked for a better support system during this time.

---

She was nice.

---

My supervisor was always willing to help. Even from the very beginning when I didn't have a placement and she hardly knew me, she went out of her way to personally call me to try to help me with my issue. She also called other times throughout the semester to make sure that she was able to fully answer questions that I had emailed her.

---

She keeps me on track and makes sure I have everything in on time.

---

She rocks. She is an exemplar example of the type of educator we should all be and she has our back.

---

She was very understanding of certain situations and very positive!

---

My supervisor provided a constant encouragement and provided me with so much constructive criticism. She always had positive things to say and gave me helpful suggestions to take into consideration during my next lesson. She was great!

---

She was great and helped me grow as a teacher.

---

Very supportive and willing to take time to help me improve as a teacher

---

██████████ provided me with the upmost support during student teaching. I can honestly say I would not have completed my student teaching experience without her support and guidance.

---

She is the best supervisor out there! She gives great feedback, communicates weekly, and always visited me in school. Overall, my supervisor encouraged and supported me, while still pointing out the things that I needed to work on. She gets an A+ in my book!

---

She was very knowledgeable, gave constructive criticism and always supported me emotionally and academically

---

She was very thoughtful and supportive. She was always there whenever we needed help and good at giving constructive criticism.

---

She's done a great job.

---

██████████ is a wonderful university supervisor who helped me become (slowly) more confident in myself as a teacher

---

Na

Thank you for being my university supervisor! I have had some difficult moments, but they have all been worth it!

He is very personable and always willing to provide help or advice when needed. He's is always very positive and encouraging when providing feedback even when it is constructive criticism.

Thanks for all the feedback!

He gave very specific feedback and was very willing to answer questions that I had while planning my unit

She was the greatest! Extremely helpful, supportive, and encouraging. She went out of her way to help me and provide additional resources without me even having to ask.

Very organized, and returned my emails and questions in a very timely manner. Very personable as well

She responded to every concern, provided additional resources to help me, and gave helpful feedback on lessons. I especially appreciate her care and compassion for all the student teachers - little things like really reading all the way through every journal entry and stopping by each school to wish us a "happy spring break" made a big difference. :)

██████████ is the greatest ever

Great communicator. Always there when I needed her. Gave great feedback and advice.

Great communication- always able to help

██████████ is amazing. I really got lucky with my cooperating teacher and university supervisor. She has worked so hard for us and helped us as much as she could, all while being pregnant. She is a rockstar.

He was very encouraging and understanding. His reassurance and communication was helpful and comforting.

Discussing what you have observed has been one of the most help parts of my development as a teacher. Thank you so much!

She helped me gain confidence and always gave me compliments, but room to improve.

Gave great feedback.

Thanks for answering my questions and concerns in a timely, respectful manner. Also, thank you for your confidence in my ability.

He was very involved, and was very knowledgeable in the field.

He was incredibly encouraging and quick the answer email and questions.

VERY supportive and encouraging

Very knowledgeable.

My university supervisor has been my professor for the past few years, so we have a really good relationship. It was beneficial having someone that I was used to, and could feel comfortable talking to.

She always responded in appropriate amount of time.

I absolutely loved my first university supervisor Professor [REDACTED]. She was lively, and always put our questions and concerns first. One of her main objectives was that we felt comfortable in the setting that they were helping us as well in succeeding in our student teaching experience. An extraordinary professor and someone that I look to as a professional role model in the education field.

Thanks for being harsh when I needed it

My supervisor, [REDACTED], was the most supportive person throughout my student teaching. She gave me helpful hints and was understanding throughout the entire experience.

very helpful and flexible

No suggestions

He was encouraging by telling me what I did right not just what I did wrong.

She helps out with questions and she is also understanding of things that happen in life

Always available to ask questions and willing to help in any way that she can.

My supervisor was AMAZING! She gave me a lot of feedback and was ALWAYS willing to help with a smile. She is devoted to what she does and genuinely wants her student teachers to succeed.

Was always available for anything I needed

My university supervisor did a great job of giving me guidance and feedback after reading my later reflections and also after my observations. She was mostly kind, but also direct about where I was and where I needed to be headed. She gave me great advice that I would use to increase my teaching effectively.

My university supervisor is exceptionally kind and willing to listen.

[REDACTED] was always there to help and guide me. He offered great feedback and was always encouraging!

She has been helpful in giving me areas that need improving.

I have had him as a professor several times throughout my Ball State career, so I was comfortable with him in the room. He gave good feedback and made sure I was on track.

My university supervisor was outstanding in every way.

Her observations were well explained and she offered help when asked.

She was very communicative and was helpful and easy to get ahold of

She is awesome! She cares so much for her students and their well being!

Extremely helpful, supportive, and present in my experience. She was always just a phone call or email away and I felt confident in knowing I had her support with anything throughout my semester.

They let me know what standing I had for passing student teaching

She was so kind and supported us so well each and every day. She was always there when we needed to talk, needed advice, ideas, or had questions. She was kind but she would make sure

to give us feedback and suggestions to make us better. I could not have asked for a better cooperating teacher.

She was supportive and always encouraging. She was able to assess my performance based on my specific abilities as opposed to where she wanted me to be.

She was very supportive and made sure to always include praise as well as specific strategies for improvement. She also was much more patient than I deserved, and I am very grateful for that.

n/a

She was very willing to help in any way.

She had good ideas for ways to engage the students more. She was helpful to me throughout the LAMP process.

She was always positive with an encouragement or critique

Very helpful and always nice

This was his first semester as a supervisor so he did not have the familiarity that some supervisors do. However, he went out of his way to find answers to my questions and got back to me as soon as he could. He also provided me with materials to support our discussions after observations.

Very friendly and easy to talk to

She always had something positive to say even if other things were rough

Thanks for all you did. You really helped and answered any questions I had.

Mr. Hutton made this experience easy and less stressful.

Very helpful

She has been so positive and encouraging throughout my experience. She was happy to answer any and all questions I had throughout my student teaching.

Thank you for ongoing support and finding strategies that will help me. I really appreciate you assessing me on my overall growth from beginning to end and not necessarily a rubric each time I teach.

She was very supportive during my difficult times and helped me understand my situation better when I was having trouble

Always provided helpful feedback on how to improve my teaching and always provided encouraging words on a weekly basis. He stood back and allowed me to be a "teacher" but was there to support me in my learning experiences.

I had [REDACTED] as my supervisor. She was fantastic. She made me feel so welcome in the school that I was in and she was always there if I had any questions. She was so understanding of any situations that came about and was so accommodating. She had great tips for teaching; especially after observations. Her feedback was great and it was so spot on for what would work in the classroom. When I would implement her tips in my classroom, they always worked and my confidence in myself grew so much.

Very good at giving helpful suggestions

Wow! I have so much to say about Veronica, but probably not enough room!

██████████ was/is AMAZING. Thank you for always being my confidence boost and making me feel like the best teacher. She always had the best feedback and was always sooooo positive. I admire her love for life and for teaching.

██████████ is AMAZING. She always had reassuring comments and feedback to provide and constructive feedback to help me grow as a professional. She was open and available to talk at ALL times and encouraged us to come to her for anything. Dr. ██████████ is very professional and worked hard to make sure we had an amazing experience.

Very understanding. ██████████ was a great supervisor

She was incredibly organized, kind, and personable. She set high expectations, but they were all valuable in order for me to become an effective student teacher.

She was caring and understanding about the things that were going on in life and still helped me get the things done that I had to for student teaching

### **Comment Table 3.2:            Suggestions to Improve Experience with University Supervisors**

none

More specific expectation

I believe the suggestion would be more specific requirements before placement begins for background checks etc. ( I know our situation was different because she did not start with us until after our student teaching began, but for future experiences.)

I would have liked the guidelines for projects like my lamp to be a little more specific.

I feel that ██████████ did everything possible to make this a beneficial and positive experience for me. I have no criticisms.

More clear expectations and requirements. Most visits to the classroom to observe teaching.

Don't let things get so far out of hand. If there is a worry, address it immediately, don't wait.

More info

ALL NEED TO HAVE THE SAME EXPECTATIONS AND ASSIGNMENTS. TOO MUCH OF A DIFFERENCE BETWEEN THE TWO I HAD.

Try to get concrete answers to questions before sharing information. I presented my portfolio the wrong way because I was told 3 how to present it three different times prior to the presentation but when I presented, I was told I did it wrong. Have a supervisor that is experienced in the field of education they are supervising. Be more constructive on observations, although I appreciated the good grades, I never received any constructive criticism. Talked to teachers during observation. Not very punctual.

Email back quicker

Know the requirements of early childhood/special ed dual majors

I had two different supervisors. My first supervisor was not as receptive to support, while her heart was in the right place I think that she does a lot of different things teaching at ball state, supervisor, and as a family. At times it seemed like she had more important things going on besides being there to communicate with us. I think that it would benefit student teachers who have two separate placements to have the same supervisor throughout the entire 16 weeks. I do not think it is fair the way it is being done because they do not get to see our growth throughout the entire time. The supervisors would also be more able to offer support and it would great a more meaningful relationship between the supervisor and student teacher.

She doesn't need to be an advisor anymore. She can't keep the student teacher inform enough.

They were absolutely amazing supervisors.

I would like to have seen and met with my supervisor more. I felt like I was not able to develop as close of a relationship with my supervisor as I had wanted to.

more specific direction

None

More communication maybe.

I would appreciate more information after observations. I did not always understand the comments/scores on rubrics.

more face-to-face communication if possible

Make the instructions and guidelines for the LAMP project more specific and clearer.

I do not know how my supervisor could truly judge my potential as a future educator because he observed me a total of maybe four hours and we never met for seminars or group meetings. I never once recieved the opportunity to talk to my fellow student teachers from other schools about their experiences or the chance to discuss anything with them. I felt the only support group I had was with my co-teacher and her grade level partner; there was no support from my fellow student teachers because we didn't have the opportunity to support each other.

none

Make sure he is on time and shows up to all set meeting times.

A little more communication would be good. But overall it was a great experience!

None

I was not very impressed by my university supervisor. He very bluntly criticized my lessons and offered me resources that supported my "mistakes." I'm not sure if he ever really read through the materials he sent me because they would often reinforce my original lessons or ideas that he said were not best practice. This was often very confusing to me. He was incredibly condescending to me throughout the entire process, he made me feel as if I didn't know what I was doing because I was a student teacher. After my first observation, I considered walking away from the profession because of his comments and the way he worded them. My cooperating teacher and building principle were often confused by his actions and

thought he was demeaning as well. My building principle said she was looking for a job for me to take at the end of the semester, but my interactions with my university supervisor made me feel like I would never get hired. I would suggest that the university takes into account the impact their supervisors can have on qualified students and their self-perception. I've never been one to cringe at constructive criticism, but almost all of my interactions with him were defeating and hindering in some way. My hope for the future of the program is that each student teacher is more worried about the quality of education she is delivering to her students rather than the image she feels like she has to portray to her university supervisor.

---

Maybe a little more communication over the semester to keep us updated.

---

At the beginning of the semester she regularly commented on my reflections and artifacts, but stopped doing so halfway through the semester. Felt disconnected at times.

---

More digital communication, utilize the blackboard site and post some of the documents that were only handed out there.

---

More direct one on one meetings for communication... more group meetings

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None

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Not be so critical on little things like handwriting

---

I have no suggestions for improvement at this time.

---

I think a biweekly collaboration among student teachers in the building, guided by the supervisor might be helpful.

---

Responding to emails in a more clear manner. If something important comes up please call that allows us to get to the phone sooner.

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None

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I understand that she was busy but I would have like to have gotten to know her better before she came in and watched me teach. She even told me that she thought I was going to be nervous and shy while working with my students when in fact I am the opposite. She would have know this if she got to know me before watching me teach and would have given better feedback on how to improve.

---

More communication, getting classmates together for seminars

---

Be fair to all students. Sometimes, she would be firm with one student, and wishy-washy with another student teacher. That's not right.

---

Nothing

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I would suggest that OTEs better prepare supervisors by offering them materials that outline the requirements and their responsibilities as supervisors. I think that because my supervisor was brought on last minute she was not given proper training or was properly communicated with.

---

more detailed and specific feedback

---

A supervisor who responds to emails/texts/calls, who shows up when she finally says she will and on time, who knows the answers to my questions, who is better aware of things through TC (like my portfolio, the CT W-9 form, licensure questions, etc).

n/a

I don't have any suggestions that would have improved my experience with my supervisor. She was great!

The only suggestion I have is just be a little more clear on describing goals and the constructim criticism provided after observations.

I would suggest that my supervisor talk more about the LAMP unit, because I feel as though I taught and figured out how to complete my LAMP on my own.

none. She came to every seminar with me

Isn't able to help with TK20

For my second one, to have seminars each week or for her to come to the school once a week for questions to be answered in person would have been helpful and productive.

I have none, honestly she was so great.

Plan your pregnancies better ;)

None.

Have a shared calendar where dates and times are more readily available

None

The materials that are given to university supervisors are heinously difficult to navigate and odiously unorginized. University supervisors have to do just as much work as students would have to do without a supervisor to find out what is needed for their student teachers! University supervisors can do their jobs better when the materials they are provided with are not next to impossible to navigate and understand.

Better with communicating with phone

N/a

she is very busy. But I do with that I had more time to talk with her one on one

None

N/A

Better communication, needs to be able to be reached by email. Better feedback and needs to see a variety of different teachings.

Stop putting so many rules and requirements on supervisors. When they are required to jump through a million hoops, they can't support student teachers very well.

Better communication skills

I would make any suggestions. [REDACTED] has a great understanding of what is expected of us and her job duties.

He's been great

None!

none

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n/a

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More advance warnings for due dates and more low-risk, honest check-ins

---

Hold meeting on LAMP earlier in semester

---

Constructive feedback regarding overarching pedagogical methods rather than small, technical issues.

---

No suggestions.

---

N/A

---

Being able to meet and discuss more one-on-one after observations of teaching

---

None! My experience with my supervisor was great!

---

She is very slow at responding to emails and is not very consistent when it comes to communication. I also think that she is not clear at all on certain things that she wants throughout the semester. She says that she wants one thing but then I would hear from someone else in our seminar group that it's something completely different. Also with in person communication during seminars she never sticks around to discuss the observation or allow me to ask questions afterwards. She leaves so quickly after every observation.

---

It can be very difficult to find the line between grading me based off of what you expect to see from what I have learned at Ball State and what I can actually apply in student teaching. I have just spent almost four years learning amazing things about teaching from Ball State, and I can't wait to try those experiences out in my own job. But, I can't apply everything to student teaching. It isn't my classroom or my program. You will have to understand if I can't show you everything that you want to see because I can't do all of those things. Grade me based off of what you see, not what you wish you could have seen.

---

I wish I got to see her more

---

None.

---

There were some times when my university supervisor was unsure of something that TC was expecting, so, once again, communication

---

Na

---

I don't think that there is any real "improvements," but I could have been more pro-active about getting to know my university supervisor

---

I think that he already has a good system of completing things and I do not recommend making any changes.

---

Providing information about the lamp sooner.

---

None - she was amazing

---

Be more direct and focused during providing lesson plan feedback

---

N/A

none

I wish I could have seen her in person more, she was enjoyable.

Having a supervisor that was actually in my content area. It was a struggle to get help with LAMP and portfolio work when my supervisor was just as unfamiliar with everything as I was.

Get Ball State to get rid of some of the requirements (i.e. Portfolio and LAMP).

It did not always seem like my supervisor and the university were in direct contact. Expectations for the portfolio and assignments were understood by all.

none

VERY strict. Helpful in the long run I'm sure

N/A

More feedback

I would have liked to have more seminars.

N/A

none. She was perfect.

No suggestions

Be more informative about the lamp project and the digital portfolio.

N/A

The only thing the would have been helpful is having the LAMP meeting earlier in the semester...within the the first month.

Talk more about the licensing exams

She did pretty well. I would appreciate maybe meeting more frequently to get questions answered that come up throughout student teaching.

Email replies sometimes took longer than 24 hours. This was our only form of communication, so waiting for an email reply for over 24 hours was not helpful. Other than that everything worked well.

There is nothing in particular that comes to mind. I feel like I was given a good amount of help from my supervisor.

Non needed, outstanding!

Provided more information about what is needed throughout the student teaching experience.

None

I did not feel like communication was good. They did not have timely responses to my emails, expectations were not laid out clearly, and I honestly did not feel like I got much out of those relationships.

I really do not have any. She did a great job preparing us for what teaching would be like.

n/a

At the beginning of the semester I felt like my supervisor was very respectful of my feelings, and towards the end of the semester I felt like that respect was going away.

More communication. More examples of what is expected.

None

I would suggest to make planning ahead for observations a priority, so that he is able to see the most productive lessons.

Better communication through email and responding in a timely manner. Being on time for observations/visits/seminar days.

A few more seminars. One maybe could be to build LAMP ideas and actually talk with other student teachers and see what they think. Have an objective writing seminar at the beginning of student teaching to remind everyone how they should be written.

Give us examples. My peers and I were so lost when doing the lamp that we had to find an example of a LAMP and use it as a base for ours. She showed us examples during one meeting, but took them back. We asked for them to be sent to us, but she never did. Lesson plans and expectations need to be more clearly defined.

She knows where she needs to improve since it was her first time.

None

Nothing at all. I was very happy with my experience!

It was fine

None

More time spent in the classroom with me, don't be late if you come to only one class period while I am teaching.

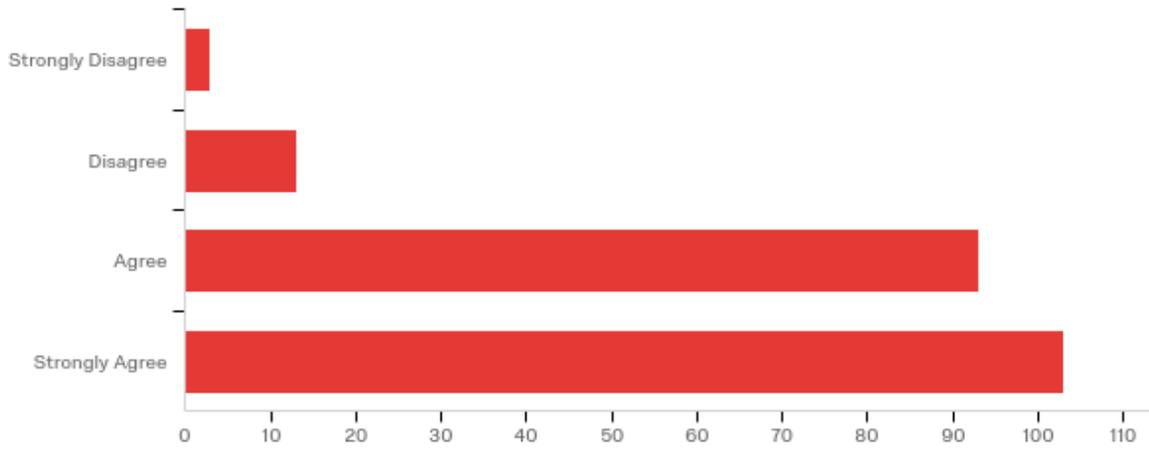
Zero! She was awesome. I got very lucky.

None

none

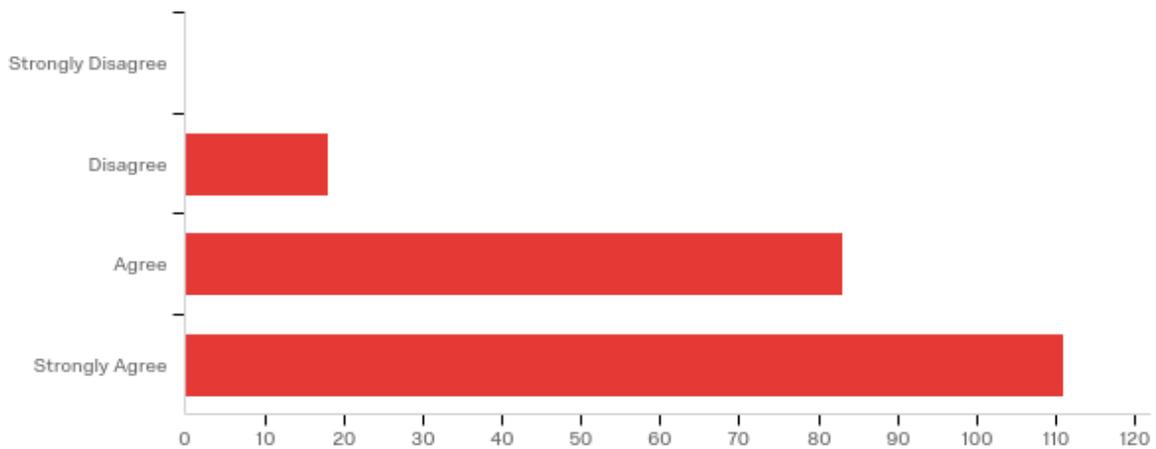
Nothing that comes to mind

**Figure 3.2: Communication from University Supervisors**



#	Answer	%	Count
1	Strongly Disagree	1.42%	3
2	Disagree	6.13%	13
3	Agree	43.87%	93
4	Strongly Agree	48.58%	103
	Total	100%	212

**Figure 3.3: Feedback from University Supervisors**

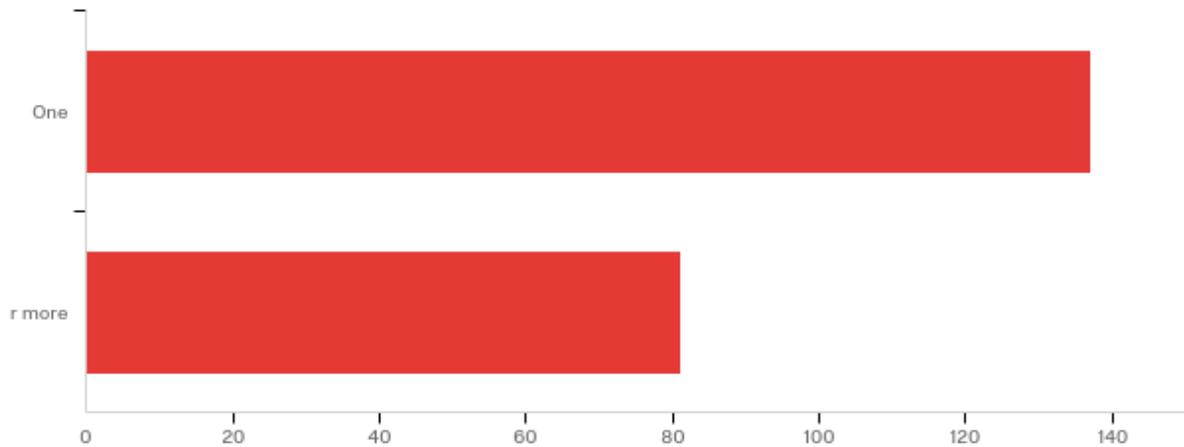


#	Answer	%	Count
1	Strongly Disagree	0.00%	0
2	Disagree	8.49%	18

3	Agree	39.15%	83
4	Strongly Agree	52.36%	111
	Total	100%	212

**Part V.B: Cooperating Teachers**

**Figure 3.4: Number of Cooperating Teachers**



#	Answer	%	Count
1	One	62.84%	137
2	Two or more	37.16%	81
	Total	100%	218

**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...

My cooperating teacher provided me with a lot of feedback

Open minded

She was very flexible after being thrown into this experience. She was flexible and accepting of the circumstances. She was enthusiastic and always willing to help.

My cooperating teacher was very helpful and supportive. I was able to work with my cooperating teacher and the student teacher and classroom teacher from the other third grade room, which was very helpful.

Learning from her past experiences.

Just co teaching she was great

She was flexible

That she gives me the opportunity to try new ideas in the classroom.

He is extremely helpful when I have questions and did a great job at helping me through my experiences. He also made sure I was kept in the loop of all the goes on st the school.

She was so supportive of me in everything I did. She offered suggestions without feeling critical or rude and she allowed me to try different strategies I wanted in order to see how it went. She also made it clear that the class and classroom was as much mine as it was hers. She made me feel like her equal. She was a fantastic CT.

She was actually willing to help.

learning about the parts of education not discussed within the university program

He was amazing. SO supportive, so kind, always help to guide me, and I truly felt like I could trust him

I learned so much by just talking to him about what he liked and disliked about each of my lessons on a daily basis.

The support she provided.

She was able to meet me where I was in my learning and teaching skills. She was able to help me become a better teacher and guide me to the next step that I needed to go to next.

Developing a co-teaching and co-planning relationship has been really valuable; my teacher accepts my ideas and offers useful critiques and suggestions, helping me improve my teaching.

My cooperating teacher established an honest and positive level of communication. She held me to high expectations, but guided and assisted me in reaching those challenging goals.

Getting along with the cooperating teacher! She really helped me if I had any questions and would let me know how I was doing!

The relationship we formed.

She was incredibly helpful during student teaching and was a great model throughout the semester! I am incredibly grateful to have been placed with her. She definitely helped me become a better teacher.

That he was so experienced and really wanted to try and help me succeed.

How well we worked together and all the resources I gained from her.

The transition from being a student teacher and having the mentality of a student and growing into that of a teacher and embracing that side.

Helped when I asked questions. Very open to what I could do with lessons

She helped me learn multiple methods of differentiation when working with students who have disabilities.

---

We are very similar people and she was willing to help me when I needed it.

---

We had really good conversations about areas of strength and weakness, and how to grow in them. I felt both encouraged and challenged.

---

She respected me as an equal

---

I know how to do everything now because I had a "sink or swim" experience with little to no support.

---

She was always willing to help and modeled excellent teaching strategies to use. I was able to learn new things then try them in a supportive environment.

---

Explicit communication.

---

She was real, and understood that we have a life outside of student teaching. She reminded me that student teaching is important, but being healthy and enjoying myself is what real-life is about.

---

She was very supportive with the decisions I made with my lessons and was open to doing things differently than she normally does.

---

Because of my situation, I did not have the opportunity to get to know my cooperating teacher very well prior to the first day of school. I think the best part of the experience for me was that she was very understanding and willing to help me with anything. She wanted to give me a good experience and offer as much wisdom as she could. We really connected on a personal and professional level and I am grateful that God placed me with her. She helped me overcome a lot of my stress about the Germany situation and I have learned so much from her about how to be a great teacher and an even better person.

---

I have a split classroom, so my cooperating teacher really helped to scaffold how to plan for a split class.

---

She gave awesome feedback and made sure to point out the positives along with the things that needed more work.

---

Gaining resources

---

We got along well. We saw eye-to-eye on most issues. He was never passive aggressive or made me feel inferior. I felt like we were learning together as we went, yet he was still a source of information and experience.

---

My cooperating teacher and I got along really well. We were able to bounce off one another while teaching and she was extremely helpful throughout my entire process.

---

We grew to develop a strong friendship on top of our strong professional relationship.

---

The collaborative planning and constant feedback on performance

---

Ms Ingles always listens. She was helpful in any way I asked. She always knew how to improve my lessons, she told me honestly and professionally.

---

My cooperating teacher really helped with my growing in the classroom.

---

We were able to collaborate on a regular basis and in a very effective manner. She also was very open to my new ideas, I never felt limited in student teaching.

---

I had nearly full control of the classroom for a long amount of time

---

She was positive and helpful

---

Getting to teach the students.

---

We had a very open and respectful relationship. I always felt safe to ask him questions and he always gave me immediate and constructive advice

---

She was extremely helpful and encouraging. She had so much knowledge to share with me

---

She is amazing and has helped me through every step of this process. She has given me materials to help me succeed.

---

She was always willing to help if asked and very understanding about life happening sometimes.

---

My cooperative teacher is a fantastic educator for her students and for me. She was constructive in her critiques, encouraging, easy to get along with, and incredibly wise. Even when my cooperating teacher was not directly advising me or helping me, I was able to learn from their teaching style, best practices, and their classroom management. My cooperating teacher was simply wonderful.

---

My cooperating teacher and I got along great and had very similar demeanors, so student teaching has been a very enjoyable experience.

---

She was such a great teacher for me to learn from. She has taught me amazing classroom management strategies as well as different assessment and differentiation strategies. I have learned so much during my student teaching experience.

---

Helping with a community family night

---

My cooperating teacher showed me how to be more laid back, flexible, and to try new things.

---

Just learning from them. It has been amazing to work with another professional who shares the same passion as you. My CT has helped me every step of the way and I have grown considerably because of it. He has helped me become the great teacher I knew I could become. We were a great fit for each other and that definitely helps this process go much smoother.

---

All of it. I could not have asked for a better mentor.

---

Learning classroom management and community involvement

---

My cooperating teacher worked with me a lot on the classroom management portion of having a classroom.

---

She was so helpful and organized. That will really help me to be a better teacher!

---

I learned the majority of what I'll need to know in the real teaching world from her

---

I loved working with my cooperating teacher. She really made my student teaching experience like a dream. I felt like a partner and not someone who was working under her authority. She provided me with lots of support and helped boost my confidence for my future teaching career.

---

The best part of my experience has been working with my cooperating teacher to discover what in my teaching style is effective and what I need to implement to improve. For example, I need set much stricter and clearer guidelines for discipline in my classroom so that students

know what I expect of them rather than getting frustrated when they act in a way I didn't expect

The best part of the experience was being able to discuss pedagogy in an applicable way.

My teacher providing me with as much full time teaching as possible, and providing me with ample feedback.

Talking about ways to improve and different ways to vary the rehearsal process.

I have gained many resources from her and many helpful tips from her both verbally and also just watching how she runs her class.

The students. All the way.

We get along well, co-plan very easily, and communicate easily.

Learning how to have a fun but successful teacher relationship with the students

She was SO helpful. Always going the extra mile to give me advice and constructive criticism. At the end of each day, she would tell me what she thought went well, and that was very encouraging.

She was very friendly and able to connect with me. She put me at ease from the beginning and assured me that I would do everything just fine. Even when I felt as though I did not do my best she assured me that everything was fine and that something's just come with practice and time. She was able to give me enough control but not too much that it was overwhelming.

We got along great and worked great together.

My cooperating teacher was very organized and taught me more about the administrative side of being a teacher, which I desperately needed. She was also willing to help me prepare for finding a job.

She let me try new activities and experiment new things.

She established from day one with the students that I am just as much of a teacher as her and has always let me be active in working with the students.

My CT has been wonderful at giving me opportunities to take over early on and learn from what I've done

I like the talk sessions about how to improve after teaching. He is frank with me and I am completely open to improvement

She was SO supportive of everything and gave me the best advice

Learning so much and being so welcoming into her classroom. Couldn't have asked for a better ct.

NOTHING

Getting involved in additional aspects of the school that she was apart of

Everything- my teacher has been the absolute best. I could never have asked for a better mentor during this experience.

My cooperating teacher and myself have grown incredibly close. I have learned more from her this semester than I ever could have imagined. My pedagogy classes really stressed goals that are often not always attainable in the average classroom, and because of this I was nervous

about teaching My CT has done an amazing job about teaching me how to become an awesome teacher in a sane and practical way.

The best part was working together to help the kids succeed.

The open communication and feedback. Providing me with ample resources to make sure I felt comfortable teaching content that would be rewarding and informative for my students.

Being treated as a professional colleague.

Amazing

He has always been very supportive and willing to help me out in whatever ways he possibly can.

My CT and I quickly became friends and bonded over several mutual interests. I could not ask for a kinder mentor.

The teacher was an excellent to observe and learn from

She always addressed my questions

Reflecting and improving on my teaching instruction with her help and years of experience and support.

My cooperative teacher gave me many opportunities to write lesson plans and TEACH. I loved that she didn't have a problem sharing her classroom and students with me. She was VERY accommodating to my student teaching requirements.

My cooperating teacher was over all very open to me experimenting with new teaching strategies with the students and was always willing to give and receive open and honest feedback.

She is so good at what she does. I have learned so much from her in these 16 weeks. She has been beyond helpful in guiding me and teaching me strategies for teaching. She has been blunt when needed and honest in everything she has experienced as a teacher.

She was able to guide me and help me improve my teaching by pushing me to learn more and more. She has helped me to get comfortable in the classroom. She has been very helpful in fostering my own teaching style. Overall, she is wonderful.

The advice of classroom procedures and how to handle situations was invaluable.

Learning about the extra things that go into teaching such as case conference meetings, report cards, etc.

I was able to learn from her effective classroom management style.

The relationship we formed from working together everyday. She was an incredible mentor, teacher, and friend.

Open communication and trust

Being able to reflect with her every day. We would talk about and reflect over the day together at the end. We would laugh about funny things the kids did, what went really well, what could be improved, and what I am thinking about the next day. We were able to talk a lot and really connect on the every day activities in the room.

He was extremely supportive and scaffolded my role within the classroom according to my abilities, never overloading me.

she also went through the same program at BSU

Being able to see my cooperating teacher teach. They were an effective teacher and I learned a lot from them.

The best part of the experience with my cooperating teacher and sitting down and talking and reflecting on the day, how I am doing, how she was doing, just overall reflection was the best part because it allowed me to stop and rethink everyday and take it all in.

The ability to learn and gain lots of knowledge while I was with her.

Great advice and extremely helpful

Co-planning and learning about what the students need to succeed.

helpfulness

The best part was building a close relationship with my cooperating teacher and the abundant knowledge she taught me.

I enjoyed learning from my cooperating teacher. I struggled with classroom management and my cooperating teacher was very good at it. I learned a lot from her and was able to observe what was effective

Was the confidence she gave me while teaching. She gave me the tools I needed to succeed, bought me books to help create my own successful classroom, and was more than happy to help with any questions or concerns I had throughout my student teaching experience.

My CT was very helpful and accommodating. She is willing to really work with me and help me succeed not only for me but also for our students.

Cooperating teacher was generous, cooperative, and supportive

I would say the connection that I built with her. The communication that we had between the two of us was so incredibly helpful and she taught me so much. I feel as though I have become a better teacher solely because of my time with her. She was so welcoming and was so happy to have me in her classroom and was so willing to teach me and make me a better educator for my future students. I will miss her dearly.

Being able to be honest and real about teaching and the teaching life. Also sharing moments from the classroom!

Honestly, all of it. My CT is nothing short of amazing and we have actually become good friends. She has taught me so much and has watched me soar. It has been great feeling. I also have a pretty awesome class, so it makes for a wonderful experience.

We got along very well. It was easier to teach together and work together when we had that relationship. She truly wants me to succeed and works hard WITH me. She was always willing to help in any way she could and was an excellent mentor for me, always making me feel wanted and like I was doing well. Our students noticed this relationship and I think it helped them as well.

Absolutely everything. My cooperating teacher was kind, offered constructive criticism, provided plenty of opportunities to teach without being overwhelming

What was the best part of your experience you had with cooperating teacher...

I worked really well with my first cooperation teacher in Practicum. I loved how she let me teach more than some of the other Practicum people.

---

Learning the ins and outs of working with students in a general education classroom and how she provides services in the classroom

---

My first cooperating teacher was always helping me learn to self-reflect. I was her 23rd student teacher so she was very prepared to help me with all aspects of my student teaching. She also helped with different areas of my teaching strengths and weaknesses. She was amazing to learn from and learn with.

---

Learning how to persevere despite a difficult relationship with a coworker.

---

I learned to not sweat the small things.

---

She is so connected with her students and has strong relationships with students, their families, colleagues, and community members.

---

She was an amazing teacher and truly cared for her students and gave me feedback that helped me grow as a teacher.

---

Good modeling!

---

She did not do much. I believe all BSU student teaching supervisors need to have the same expectations and requirements. The difference between my two supervisors was insane. The first barely responded to emails and made us do more work than normal supervisors. I believe that she did not actually read my lesson plans because when coming into the classroom she never knew what I was doing or what the goal of the lesson was.

---

We co-taught and it worked out very well. She was always willing to help even after I left her classroom. She had a positive attitude about everything.

---

She did a good job of letting me gradually take over responsibility

---

I learned how to adapt to different teaching styles

---

She allowed me to try new things and showed me ways that I could incorporate those into my future classroom

---

She provided me with amazing advice and a wonderful overall experience.

---

gaining new experiences with mild disabilities

---

The guidance and advice she gave to me was immeasurable

---

That it was only 8 weeks long

---

She was very welcoming and was willing to let me try what I wanted to.

---

She is supportive every step of the way.

---

She gave me complete freedom in the classroom and wisely offered advice when she felt I needed it. I could not have asked for a better placement. She was also just a very kind woman.

---

co-teaching, classroom management, classroom planning, overall experience was wonderful

---

Very helpful with tips on how to improve my teaching.

---

She allowed me free range of doing what ever I thought is necessary or new ways to teach the students to help them understand the material.

---

---

Everything!

---

Reflections after my lessons.

---

The best part of my experience was the learning how to create interactive lesson plans for students with moderate disabilities in elementary school. I also learned that the more patience you have, the better.

---

She pushed me

---

She gave me valuable feedback and was there to help me when needed.

---

He was amazing. He really let me make the classes mine. He trusted me and allowed me to really grow into the position. I feel very confident in his class and I feel trusted.

---

Learning so much more than what could ever be taught in the classroom and showing me the real world version of a teacher's life.

---

She is more similar to me and is someone who really cares about my success and offers support with giving feedback

---

Learning how to manage an entire class, and feeling supported and learning what strategies helped her throughout her experience and WHY it worked.

---

He has been honest and straightforward about what has worked and has not worked for him previously. He had given me access to lots of support and materials for lesson as well as lots of support in trying new ideas or strategies in the classroom.

---

The elementary students.

---

The first cooperating teacher and I had a lot in common, and built a personal and professional relationship. She constantly was allowing me to work with her and show me how to use Indiana IEP. She also gave me several instructions, and left me with a world of knowledge when discussing school systems and instruction.

---

The school and students were nice.

---

A lot of collaborating

---

Learning how to manage a general education classroom.

---

I was given full control to learn through hands on experience

---

Everything

---

Completing my LAMP project.

---

I really enjoyed collaborating with her when planning and teaching my unit

---

She gave me positive feedback and criticism to help me be a better teacher

---

Teaching in a resource setting that was out of my comfort zone, but I ended up loving

---

The opportunity to work with younger students with disabilities and better understand how to work with them through trial and error and observation of other teachers.

---

She taught me so much more than I could've ever imagined, I couldn't begin to choose one thing.

---

---

The teacher was so welcoming. She created a space for me to have in the room and supported and encouraged me constantly. She asked that I teach some certain content, but gave me complete control on how I did it in order to really get my feet wet and try things out.

---

She helped me with everything, she was very supportive and taught me a lot.

---

The relationships I built not only with my cooperating teacher but with the whole school. My teacher allowed me to experience situations on my own

---

Great connection and gave me support and critical feedback constantly

---

I loved her warm and friendly personality. She was very personable and understood the position that I was in because she was once a student teacher at Ball State as well years ago. She made the classroom fun and lively and I never felt that I could not come to her with questions and concerns or even talking in general. I felt like her co-worker and not just my role model in the classroom. I absolutely loved my first cooperating teacher, and she is the reason why I decided to apply for a position in that Early childhood center.

---

Babies!

---

Our personalities and teaching styles matched really well, so it was easy to model myself after her.

---

Getting to work with him and listening to his ideas on teaching in everyday conversation

---

She was laid back and let me try new things.

---

She made it so it was fun and easy to work with her

---

Very ready to co teach

---

cooperating teacher #1 said some of the nicest things I have ever heard while I was teaching with him. He told me I had the confidence and ability to become a great teacher. He also gave me many helpful hints of how to become a better teacher and was honest about how I was teaching. He made me want to become better and showed me how to become better.

---

She is so knowledgeable about teaching! She gave me a lot of freedom to make my own mistakes, which was very valuable.

---

She was helpful and willing to work with me. She helped me improve in a meaningful way. She always encouraged me and became a great friend.

---

she made me feel welcome, created a great learning environment for me, and she gave me the chance to bring myself into the classroom, introduce my ideas, helped me further develop my teaching personality, she strongly supported me in my wish to stay at my first placement for the whole duration of our student teaching

---

Co-teaching

---

The friendship that occurred between me and my teacher. She was always giving me tips and encouraging me.

---

We built a relationship, and she provided me with the experiences in the classroom that she knew would prepare me the most for getting a classroom of my own.

---

She was an amazing role model. Provided a lot of constructive criticism. Learned by doing but also by observing her management and teaching techniques.

---

---

Both of my cooperating teachers were incredibly supportive of me as a teacher and also personally. At the beginning of the semester they both would explain to me why they were doing something a certain way, and each time they corrected a teaching strategy or musical technique I was using they would explain why. I also enjoyed them both very much as people and getting to know them and both cooperating teachers becoming colleagues instead of just supervisors.

---

She was very welcoming to me and allowed me to jump in right away. She worked hard to create my place in her classroom equal to hers (where appropriate) and provided extra materials to help further my professional development.

---

The positive and fun climate that was created and the learning that occurred.

---

She showed me a joy for teaching cooking.

---

Picture perfect model teacher. I learned an enormous amount

---

Learning to understand how fully inclusive schools are ran and what that looks like for a mild special education teacher. I enjoyed working with General education teachers along with my cooperating teacher.

---

Watching how they interact with the student. The way they taught was different from any other teacher I have ever seen. It was a great learning experience to see a teacher who uses non-traditional methods of instruction; and they were successful in teaching the content.

---

She showed me how to be happy with what I am doing and different things I can do make it fun for the kids as well

---

What was the best part of your experience you had with cooperating teacher...

---

My CT for the second half of Practicum was my CT for Student Teaching.

---

Learning how to handle behaviors

---

My cooperating teacher for my second placement was also amazing. She was very optimistic. She showed me around the school and to other staff members so I felt as if I was one of them. I also felt she was great at co-teaching with me through out our experience. We were very in sync with how we planned our lessons, taught, and changed them on the fly based on different school day interruptions.

---

Learning how to manage my classroom well and having her full support.

---

She was a breath of fresh air on the days I felt most discouraged.

---

She was very open to my ideas and trying new lessons, activities, and materials.

---

My five-day plan

---

Informative

---

She seemed to understand her role better than my first BSU supervisor. Yes she had more work, but it was to better us. She also kept in contact and actually responded to emails!

---

Let me be involved and eventually take over most of her responsibilities. Treated me as an equal and offered great support.

---

---

She was very supportive, always giving me feedback, very supportive during the planning process

---

She treated me like a real teacher and we co-taught well, which made it a positive experience

---

This teacher was amazing. She was constantly coming up with things to talk about with me when it comes to how to run my future classroom. Her suggestions on my teaching was great and she was always there to support me.

---

She has provided me with advice that I can readily take with me when I begin my own classroom.

---

Learning to manage a classroom and classroom staff. Learning new ways to prepare students for postsecondary transition

---

she was helpful and explained the ins and outs of being a teacher

---

Teacher work with me, let me make mistakes and let me reflect to learn what need to be done to fix my mistakes.

---

She was so knowledgeable and offered so much guidance. She gave me good advice on how to better my teaching and was very supportive throughout the process.

---

She was very accommodating to my schedule as I kind of had to arrange my own special education placement according to my supervisor. She was also very kind as well. Kindness always helps!

---

communication, planning, guiding, special education guidance

---

the environment that I was in was very inviting and she was very casual about allowing me to take care of incidents in the classroom.

---

Discuss more, provide me with more resources

---

Allowing me to have full choice on what I taught.

---

I have never been in a classroom where students focus strictly on academics. I have learned so much already about creating lessons that are engaging, interactive, and informative with the help of my second cooperative teacher.

---

She was flexible

---

She was helpful while still letting me go on my own

---

I got to see a very different teaching style in CT #2s class.

---

Giving me so many tools and opportunities to advance myself and being a part of the decision making process. It means so much more than standing on the sideline watching everything instead of being able to do. I am very grateful that I got so many opportunities to participate and develop my knowledge and skills as an educator.

---

She taught me how to be organized and it's okay to be old school still

---

Learning how to meet the needs of diverse learners, and how to manage that aspect in the classroom. It is really amazing to see the program she has mapped out, and how to schedule and manage for that setting.

---

She gave me a lot of space in which to learn. She dictated very little of my options with my teaching strategies allowing for a very open canvas from which to work.

---

---

Very informative, engaging, and provided me with multiple insights to teaching along with other aspects of working at a high school.

---

The best part of my experience was that I was able to work with my cooperating teacher on improving my teaching techniques, and watching her work with AAC devices as well as with the students. I can tell that she still has a passion for teaching.

---

He was very helpful and provided me with valuable information in the field.

---

Really easygoing and easy to talk to about my ideas

---

He helped me develop my ASL skills greatly and always gave constructive feedback. He communicated well and was always prepared to help me in any way I needed.

---

Full hands on experience

---

1 to 1 instruction / small group

---

I am only in the second week of my second placement but so far it has been wonderful.

---

Brainstorming ways to meet the various needs of students

---

She was very supportive of everything I wanted to do for my LAMP

---

I was able to change lessons and the flow of the classroom, and try whatever I like

---

SO much helpful feedback! Modeling of AWESOME teaching strategies and many tips while I was teaching. She was never judgemental, and always encouraging.

---

Constant example of excellence

---

I am not sure that there has been a best part yet.

---

She taught me more of the difficult things that we have to deal with with severe special education.

---

She provided me with many resources.

---

The best experience that I've had so far has honestly come from my students in the classroom.

---

Let the ST have the freedom to change curriculum

---

a lot of helpful hints and tricks

---

Getting to do some administrative tasks that aren't necessarily addressed in classes including fundraisers and field trips

---

She provided me with lots of materials and feedback.

---

He taught me how to interact with the high school students and it made it easier for me to teach

---

Assists

---

Cooperating teacher #2 would give me great advice as well. He was a bit younger so I felt like would work with me more than expect me to follow whatever he said. I knew he was a far better musician than I, but he would still help me become a better musician and teacher while

---

---

listening to my input about what to do. I feel like we agreed on a lot of things philosophically as well.

---

She gave me so much freedom to work with students and create my own plans

---

She was helpful, and took time out of her evening or school day to help me with ideas and planning.

---

Full time experience as a real teacher

---

EVERY DAY she gave me feedback it was super helpful!

---

She is amazing with students, and we built an awesome relationship. She paid attention to what I needed to learn and what I knew and took the time to form me.

---

Teaching in an age group I feel confident in. Having her trust me with the lessons and wanting me to teach as much as I wanted.

---

Both of my cooperating teachers were incredibly supportive of me as a teacher and also personally. At the beginning of the semester they both would explain to me why they were doing something a certain way, and each time they corrected a teaching strategy or musical technique I was using they would explain why. I also enjoyed them both very much as people and getting to know them and both cooperating teachers becoming colleagues instead of just supervisors.

---

This part of my placement was the special education portion, and was a new inclusionary practice within the school. It was very refreshing to do a push-in rather than a pull-out program and learn how it all should work.

---

She showed me how to incorporate multiple teaching strategies in a day.

---

Picture perfect model teacher. I learned an enormous amount.

---

Being fully included in daily routines and being allowed to fully participate in every aspect of what a special education teacher does on a daily basis.

---

I was able to do everything a full time paid teacher would do. Attendance, grades, instruction, assessment, and more. This teacher was a great role model; the way they care about the students and have a good medium of strict and friendly attributes.

---

I was able to learn how to do things on the computer more and how to deal with high school students! I also learned a lot more about health class as well!

---

Please answer this question only if you had a third cooperating teacher. O...

---

In my experience with my third cooperating teacher, the best part was learning about how to interact with parents. This school was half day preschool so we had to interact with parents four times a day through drop-off and pick-up. It was beneficial for me to learn how to approach different conversations with parents.

---

n/a

---

It was an extremely hard class, taught me a lot on management

---

**Comment Table 3.4:                    Suggestions for Improving Experience with Cooperating Teacher**

---

When providing criticism (which is expected) it should be done in a manner that builds up the student teacher and doesn't tear them down. I often felt ashamed when I messed up and was fearful in trying out new things. I recognize my communication could have been better but I also didn't feel very appreciated as a student teacher. I often felt like a burden. I missed out on having a mentor relationship.

---

None.

---

Less critical more understanding

---

I think my experience was very successful. I appreciated the great feedback and direction.

---

Don't have any

---

Making the student feel welcomed and part of the staff not just another student

---

Absolutely nothing. She is the best!

---

At the beginning of the semester tell the class that I am here to be their teacher too and thus I deserve and should get the same respect they give you.

---

Nothing. She was awesome. Supportive, helpful, great mentor, kind, patient, demonstrated what she gave me advice on. She didn't just give me suggestions and then move on she modeled strategies for me and I was able to see their effect. She also modeled being an effective practitioner by displaying up to date trends and strategies in her class.

---

n/a

---

None! He was awesome

---

I think everything i could have learned was perfect and present in what we talked about.

---

Provide clearer instructions and guidelines for the LAMP project.

---

I do not think she could have made my experience any more successful because I felt guided, supported, included, and most of all a better teacher than I was when I first walked into her classroom.

---

I cannot think of anything. She has made my experience very enjoyable and successful.

---

n/a

---

In all honesty she was great! I don't think I would change a thing.

---

A little more communication as to what is working and what is not on a more frequent basis.

---

She was very understanding and patient as I grew over the semester.

---

Communication and understanding limitations of student teachers, do not have as much experience as they do.

---

Be more friendly.

---

Some things could have been explained more clearly, and responses to questions I asked in the classroom could have been more helpfull

---

I would have liked a little bit more feedback, negative or positive.

---

Nothing really- I felt like it was a good experience overall.

---

Ease me into each class by having me teach partial periods, rather than just giving me one class at a time to completely teach on my own

---

I don't have any suggestions at this time

---

Be more firm.

---

No suggestions. I had a great experience.

---

I was the first student teacher that my cooperating teacher had ever had, but I would have never guessed that. She was helpful in the beginning and guided me in the right direction. Once I felt comfortable and confident she let me do my thing and was always there when I had questions. She was wonderful and I would reccommend others to request her for their student teaching cooperating teacher if they could.

---

I would have liked to have more specific feedback

---

Phase out sooner/better in the beginning so I have more control from the start.

---

Following the university plans and layout of co-teaching ... lining up with university expectations

---

None at the moment

---

My experience was perfect and I wouldn't have any recommendations. She made my experience super successful and if I was placed with anyone else I am not sure it would have been as successful as it was with her.

---

I would suggest trying to be more involved in the planning stages when student teachers are in charge of teaching and offering more ideas and ways to teach.

---

none

---

none. I wouldn't change a thing

---

N/A

---

pay attention to my teaching rather than just listening and not seeing. Don't use my personality to judge my ability to teach.

---

Be more organized and have a classroom management plan

---

Allow me to actually teach full time because I did not. Also, provided positive feedback more often.

---

None

---

Model what is expected of ST, no gossiping, doing work on time and being approachable/polite to all colleagues

---

Cooperating teachers would be far more helpful if they were supported more by university staff.

---

She was perfect; I wouldn't change a thing.

---

No suggestions! She is amazing!

---

Attend and try to implement the coteaching model

---

I did not feel comfortable using all best practices I wanted to because she was very attached to the books, basal readers, and worksheets. Learning for these students was drill and practice and sink or swim. School should engage the learners, this is something I would recommend for my cooperating teacher.

---

My CT has been perfect and I honestly have no suggestions.

---

I only wished that my placement was more accurate to my major. I'm teaching humanities, and I really know nothing about middle school social studies.

---

Providing more guidance in the classroom

---

I would suggest having more planning time to co-plan lessons. In addition, I would suggest not using their student teacher to complete tedious tasks and to use me in an educational way.

---

She was great! She's gone through the process many times before, so she's quite experienced

---

None. Don't change a thing!

---

N/a

---

Support the student teacher more in planning, and in continuing co-teaching as needed, especially when asked for help.

---

Outline expectations more clearly and define specific goals with me along the way.

---

None. She was great.

---

None really, things that could have gone better involve my own communication.

---

allowing for more personal creativity with the lesson plans and how to add in more differentiation during whole group teachings

---

Keep up what you are doing.

---

I think if my cooperating teacher and I had just sat down at the very beginning and talked about her expectations in depth my experience would have gone a lot smoother. There were some moments where I was frustrated because I was unaware of her specific expectations for me and my role. As a new person suddenly thrown into their classroom I was too overwhelmed to even think about having that discussion. It would have been helpful if she had initiated it right away.

---

More understanding that we are still "students"

---

None, she's been amazing.

---

Getting to know the school/CT at least a semester before beginning student teaching

---

I'm not sure. I have enough freedom to do what I want, while I still do everything that is necessary.

---

Nothing

---

NO MORE PLACEMENTS WITH TOM HAYES AT BEN DAVIS HIGH SCHOOL

---

I was not provided with much guidance at all. It was more of a sink or swim. I also was unable to really experience co-teaching.

---

Let me stay with her as my mentor as I go into teaching

---

None, I could not have asked for a better CT or a better student teaching experience.

---

Perhaps we needed to reflect more often, perhaps once a week, about any improvements I could be making.

---

Cannot really think of one, because my cooperating teacher has had many experiences with student teachers. Though I would appreciate it if he could get Ball State to get rid of all the busy work they make student teachers do during student teaching.

---

Make sure to let future student teachers teach more and take on more responsibility.

---

N/A

---

I would have liked to have designated planning times

---

Be positive. Listen to suggestions. Work with your student teacher. Work together, do not just tell her exactly what to do.

---

N/A

---

I would say being willing to sit and co plan with me lesson plans. Also, giving me more feedback after lesson plans in ways I can improve for next time.

---

Helping rather than just telling me

---

More communication about what each class will be doing and what is expected of the student teacher to cover.

---

She has been great. I don't have any complaints.

---

I have no suggestions. She has exceeded my expectations going into my student teaching.

---

Continue to place the student teacher into the environment as soon as possible and DO NOT participate in the team teaching (not realistic).

---

More feedback after lessons

---

Maybe a little more guidance in the beginning like when I was first starting to plan units. I felt like I just came up with things and had to do a lot of revisions, which is good, but I would have really benefited from more guidance in the beginning.

---

n/a

---

My cooperating teacher is a great teacher but I felt like I was not doing anything right. I wish they would have come to me about any issues they had with me rather than going to my supervisor. I only wanted to do right by them and felt like I never was doing what they wanted. I know that I have some downfalls, but I needed their help and I felt like I couldn't ask for it.

---

Nothing, it was perfect!

More insight on how she plans her lessons

When specific strategies are expected be sure to communicate them, so that they can be included in plans.

open up more

Nothing. I don't think she could have been more helpful than she has been. She's an incredible teacher and I'm so lucky to have been placed with her.

If there is something I should adjust while I am teaching, go ahead and step in and give me guidance. I am sure this varies between student teachers.

More content knowledge and more room to experiment with instructional strategies; less focus on test prep and worksheet work; more focus on authentic applications and essential understandings

None. she was fantastic

I honestly cannot think of anything. It has been great since day one.

Give me more feedback as to what I should improve on or my strengths. Inform me of all the resources she has that I can use to teach different content to students.

Based on your experience, what suggestion would you have for cooperating te...

none she was great

To make my experience more successful, I would not have any suggestions.

Be more clear about expectations.

Pay attention to dates and the requirements of your student teacher.

None, she is wonderful! I would highly recommend for future student teachers to mentor with her.

She did a great job.

More feedback

Actually read emails and lesson plans to understand what students are doing when coming to observe them. Make sure all supervisors are on the same page with expectations

To give more constructive feedback.

She didn't have a lot of guidance as far as lesson planning. She gave me the freedom to do whatever I wanted to do, but at the beginning I could have used more guidance

Be more open for communication

Try to be more open to ideas and letting the student teachers take over the classroom, I felt like an aid a lot of the time.

None

It would be helpful to work with IEPs more and learn about progress monitoring

nothing, she did everything perfectly

---

Teachers need to be willing to give up some control of thier classroom for the student teacher to learn and not make them teach exacty like them.

---

Nothing, she was good!

---

Give direction when direction is necessary, but also allow failures because real growth happens there.

---

Phrase how the CT says something things that the CT would prefer to do.

---

Nothing

---

n/a

---

I would tell cooperating teacher #1 to relax a little and let others take control in the classroom. I was never able to take over the classroom on my own because her inability to give up control.

---

n/a

---

Don't do the students work for them.

---

Not to unload all of these ideas all at once and giving the student teacher more time to adjust to the rigorous curriculum before starting the LAMP no more than two weeks in.

---

To be more clear with what she expects in lessons from the get go

---

Honestly, nothing. I learned so much even in the first two weeks of being in her classroom. I couldn't have imagined it going more smoothly while learning so much, not only about my field, but myself as a teacher as well.

---

Teacher #1 struggled to provide with insight regarding the elementary setting

---

Currently, I do not have any suggestions for her. I think she should participate in helping a student teacher in the future.

---

I would have her be more helpful for her student teachers rather than making them figure out and do everything on their own.

---

Communicate. Communicate. Communicate. It was frustrating to not know what she expected of me and to not know what the lesson plans were. She would always change the plans on my last minute without giving me any warning. Communication is key!

---

I did not get to see him teach a lot and I did not get a lot of professional development/ advice

---

Na

---

She was an amazing cooperating teacher and I believe she did a fantastic job.

---

Giving notice a little sooner about what I would be teaching the following week

---

Be straightforward with your expectations of me and any other teacher you are working with

---

Clearer expectations, communication, and guidance in teaching practice, as well as the opportunity to have truly taken over full responsibility for all components of her classroom as I should have been allowed to do.

---

None

---

---

No suggestions... the experience was perfect!

---

none

---

N/A

---

Be more critical

---

Give a little more specific criticism.

---

No suggestions in mind

---

Be a bit more critical so that you know how to improve.

---

N/A

---

Cooperating teacher #1 was terrible at planning. He had no long term plan for the semester whatsoever. Each piece of music was chosen between each concert. At the beginning of the year, no music was yet picked out. The music for the second concert was not picked out until after the first concert. I would also have to ask him everyday to plan out the next day before I left. He would email the days lesson plan 5 minutes before school started which would not give me enough time to effectively plan for the day. This has improved over time, but likely because I have constantly asked, rather than him taking the initiative on his own. He also over programs his students a little bit and uses embarrassment and frustration as motivation tools occasionally.

---

More brainstorm experiences for LAMP unit

---

keep being amazing !!!!!!!!!!!

---

Having me partake in the state assessments even it if is just assisting and watching.

---

Jump in if there is something missing during my lamp so that students don't struggle with it later on standardized tests

---

I honestly do not have any suggestions for her. I had a great experience!

---

To plan and prepare lesson plans a little further in advance. Try not to change plans short notice as often. It is great to be flexible with your lesson plans in case things need/have to be changed, but maybe not so flexible.

---

Being clearer in how much they want to be involved in my teaching and how much of a role they expect to play while I'm teaching

---

More engagement and help overall; I mostly did their busy work and observed. I would have liked to have deeper conversation about teaching and everything included in that category.

---

I have nothing. She was amazing and I couldn't be happier with the time that I had with her!

---

Based on your experience, what suggestion would you have for cooperating te...

---

Give me some time to fill out applications. Towards the end of April, the phase-out process needs to begin. I can't be teaching every class, doing licensing exams, and applying for jobs all at the same time.

---

none she was great

---

---

I have no suggestions.

---

n/a

---

None

---

Not to have a student teacher again.

---

More feedback

---

Honestly give us less work to do. If we want to write lesson plans like our classroom teacher then let us. Do not make us do video recordings and post them. We have enough work towards the end of the year to have to do all this extra work.

---

Walk through some process a little more (IEP's, conferences).

---

none

---

None! It was a great experience!!

---

nothing, she was amazing to me

---

Nothing, she was amazing!

---

Offer as many resources and strategies as possible!

---

more special education groups

---

Be willing to give up more control and be more communicative.

---

Get more involved and organized

---

I would ask that he would have been more proactive about welcoming me to the school and introducing me to the faculty and staff.

---

I would have liked to see more of her lesson plans to help me design my own, but overall she did a wonderful job of walking me through the steps it takes to create an academic focused lesson plan.

---

Be more organized and stop taking the easy way

---

Don't have a student teacher if you aren't willing to let them teach the material.

---

None.

---

To be more understanding and honest. She is retiring this year and is very checked out so I feel that I could have had more guidance and feedback than I got

---

More informal evaluation of myself just so I know what I am doing right and what I could improve on day to day based on individual situations in the classroom.

---

I would recommend that she give a little more structure as far as what topics she wants to cover at a certain time. Sometimes I was not sure how deep I should go into a topic.

---

none

---

This cooperating teacher is very much set in her ways, which is a bit intimidating for me. I would suggest that she makes the student teacher feel more included in the classroom.

---

---

None

---

Teach me more about the iep process

---

Na

---

Nothing. She is so knowledgeable and resourcesful. I have already learned so much from her in two short weeks.

---

Provide a little more support and feedback my first week teaching the corrective reading programs

---

Make me feel more welcome in the classroom, I was unsure of my role for the beginning of my placement and felt a little uncomfortable

---

None

---

Nothing - she was amazing!

---

Communicate with me more. I am new in this room and I do not want to overstep and do something to offend you. I am looking to you for guidance and support. Make room for me in your class and make me feel like a valued addition to the room.

---

More individualized freedom and more chances to implement my own ideas

---

keep a positive mindset, not always say all the negatives about the school

---

I personally feel that it would be better if I sat down and spoke to somone from the OTES office. I have not had a great experience at my second placement and the only thing that has kept me happy are the students.

---

Let ST have the freedom to change curriculum

---

Give me a chance to fail, so I can learn from that too.

---

No suggestions

---

Give ways to improve.

---

N/A

---

Cooperating teacher #2 needs to stand up for himself. Both teachers would privately complain about each other from time to time to me, but they would never address the problems they had directly, at least not to my knowledge. I feel like if these two teachers would sit down and calmly talk about their differences in teaching philosophy and expectations the program as a whole would be more successful.

---

A little more structure and guidance

---

Show me places to access resources that will help me in my first year of teaching

---

More guidance on ideas/transitions. Everything she said has always been positive (which is nice), but I want to learn and grow from each time.

---

We still have IEP meetings coming up and have discussed this topic already, but my suggestion for my teacher would be to allow me to work with Indiana IEP online program a little bit more so I can become more comfortable while I have guidance.

---

I would suggest they take less time focusing on extra curricular parts of the school during class time, sometimes I felt left alone and had questions unanswered.

I have nothing that comes to mind. It was a great experience!

Please answer this question only if you had a third cooperating teacher. O...

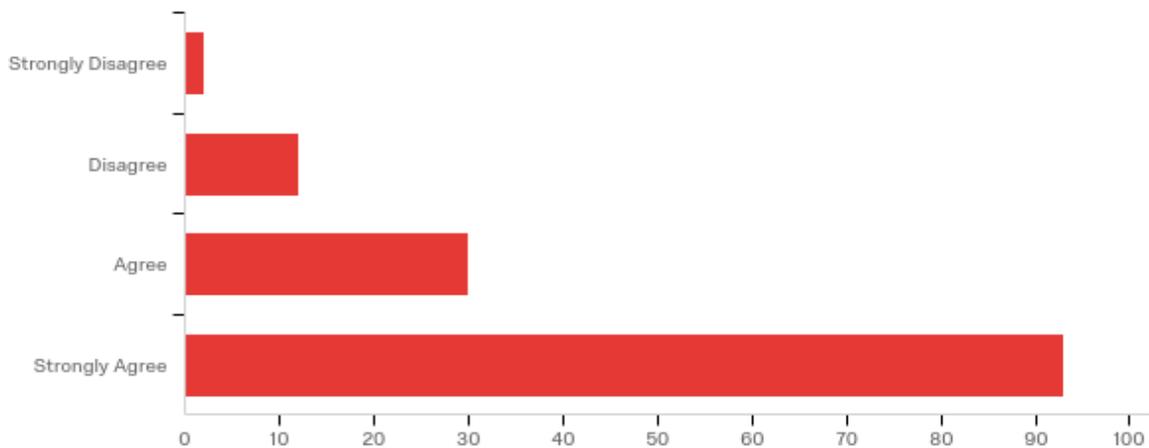
In my experience with my third cooperating teacher, the best part was learning about how to interact with parents. This school was half day preschool so we had to interact with parents four times a day through drop-off and pick-up. It was beneficial for me to learn how to approach different conversations with parents.

n/a

It was an extremely hard class, taught me a lot on management

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

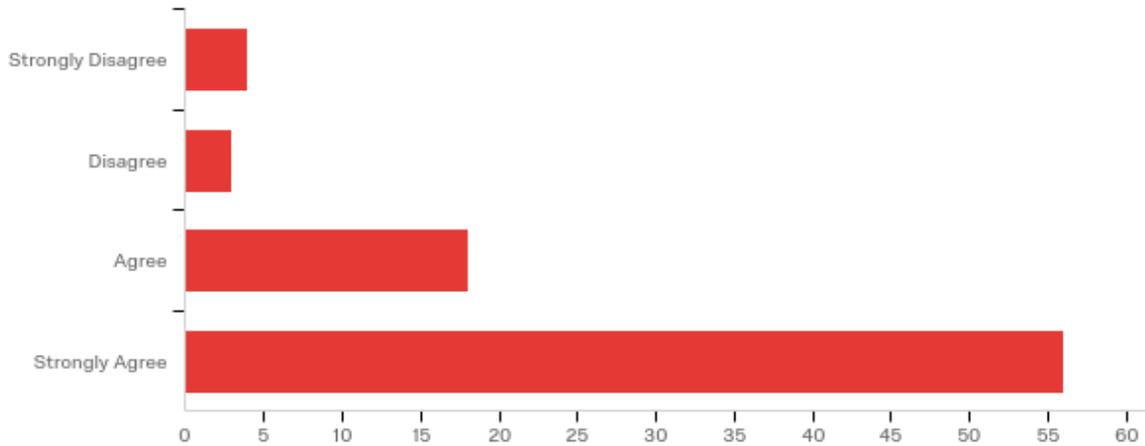
**Figure 3.5: Confidence in Cooperating Teacher (Candidates with One Cooperating Teacher)**



#	Answer	%	Count
1	Strongly Disagree	1.46%	2
2	Disagree	8.76%	12
3	Agree	21.90%	30
4	Strongly Agree	67.88%	93
	Total	100%	137

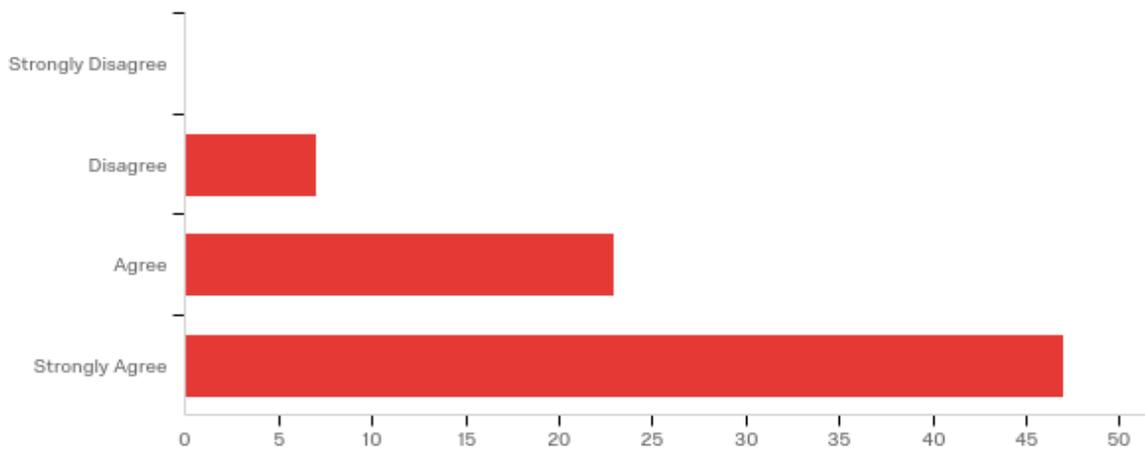
**Part V.B.2: Data for Candidates with Two or More Cooperating Teachers**

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



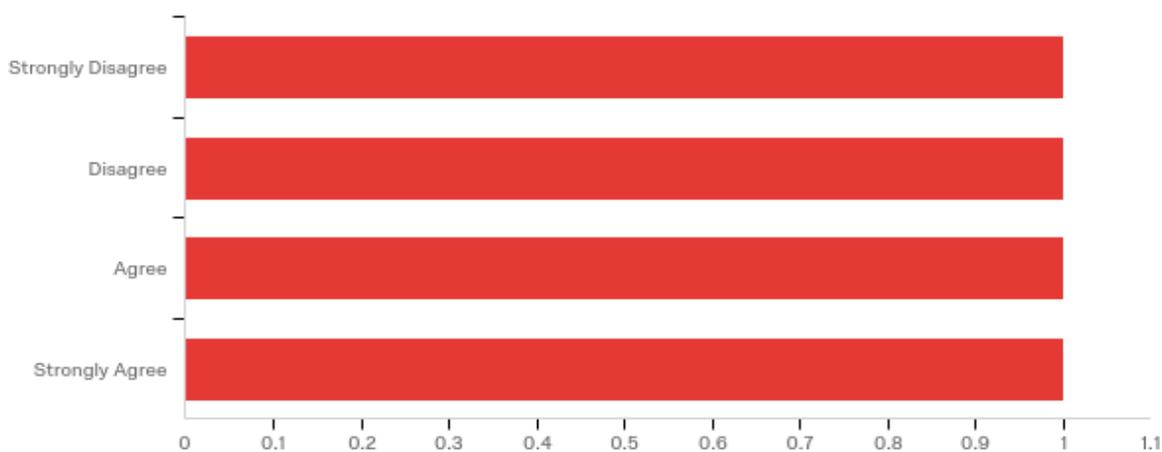
#	Answer	%	Count
1	Strongly Disagree	4.94%	4
2	Disagree	3.70%	3
3	Agree	22.22%	18
4	Strongly Agree	69.14%	56
	Total	100%	81

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



#	Answer	%	Count
1	Strongly Disagree	0.00%	0
2	Disagree	9.09%	7
3	Agree	29.87%	23
4	Strongly Agree	61.04%	47
	Total	100%	77

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



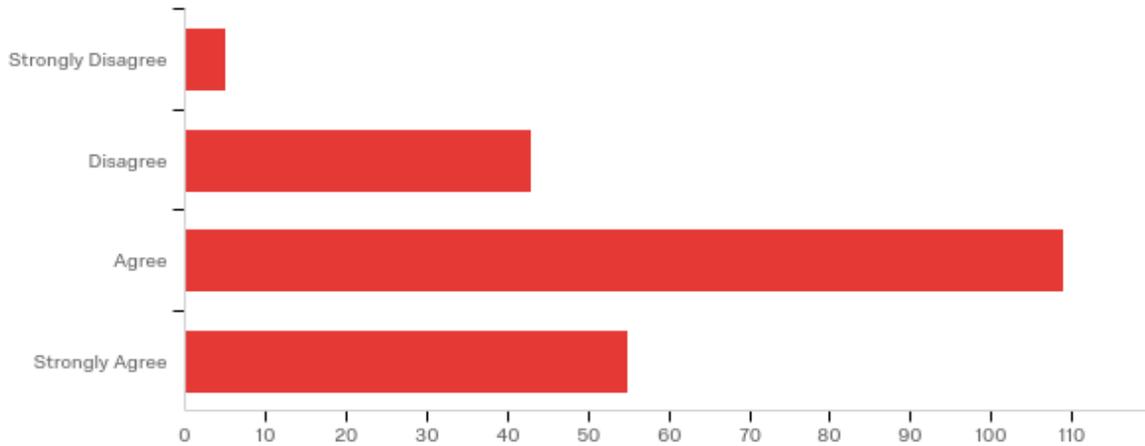
#	Answer	%	Count
1	Strongly Disagree	25.00%	1
2	Disagree	25.00%	1
3	Agree	25.00%	1
4	Strongly Agree	25.00%	1
	Total	100%	4

## Section VI: Program Components

Part VI.A: LAMP

**Figure 4.1: LAMP: Pre- and Post-Test Assessment**

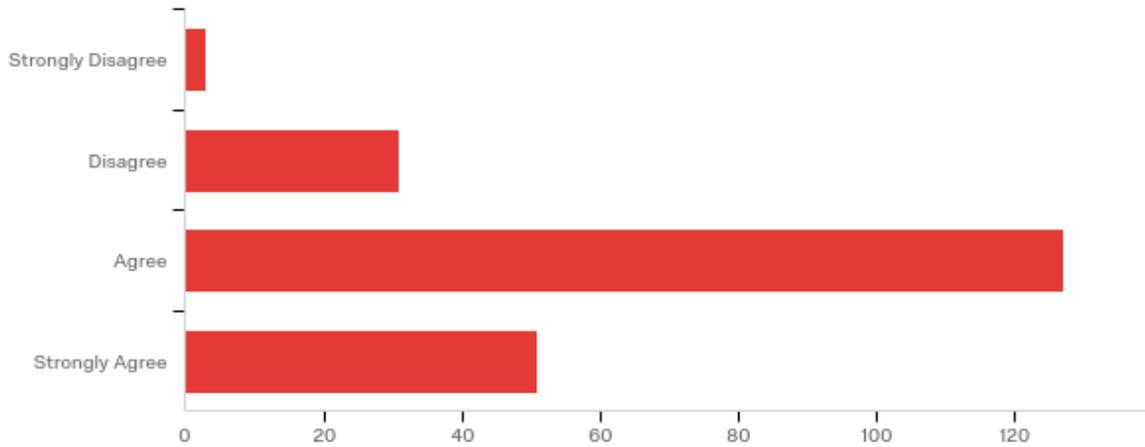
I had a clear understanding of pre- and post-test assessment prior to student teaching.



#	Answer	%	Count
1	Strongly Disagree	2.36%	5
2	Disagree	20.28%	43
3	Agree	51.42%	109
4	Strongly Agree	25.94%	55
	Total	100%	212

**Figure 4.2: LAMP: Thematic/Unit Plan**

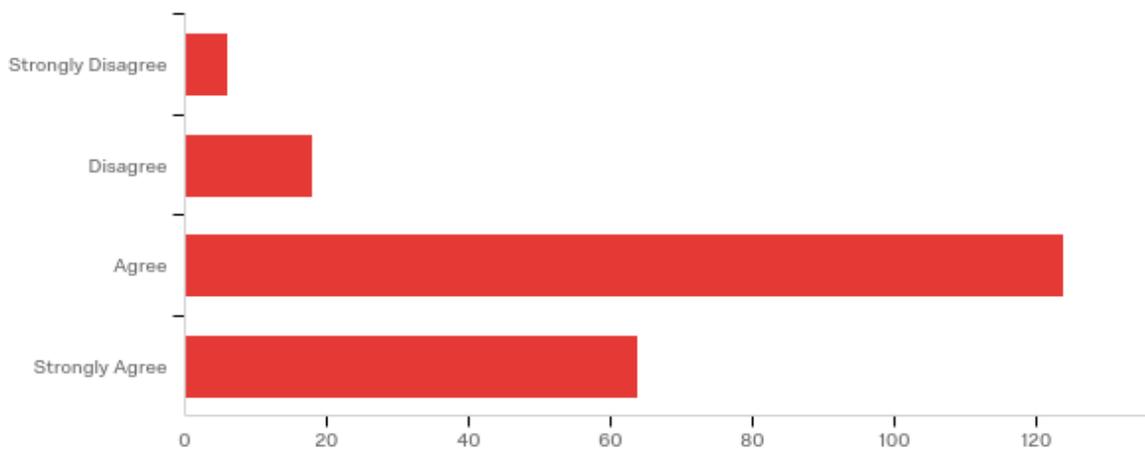
I had a clear understanding of how to develop a thematic/unit plan prior to student teaching.



#	Answer	%	Count
1	Strongly Disagree	1.42%	3
2	Disagree	14.62%	31
3	Agree	59.91%	127
4	Strongly Agree	24.06%	51
	Total	100%	212

**Figure 4.3: LAMP: Technology/Media**

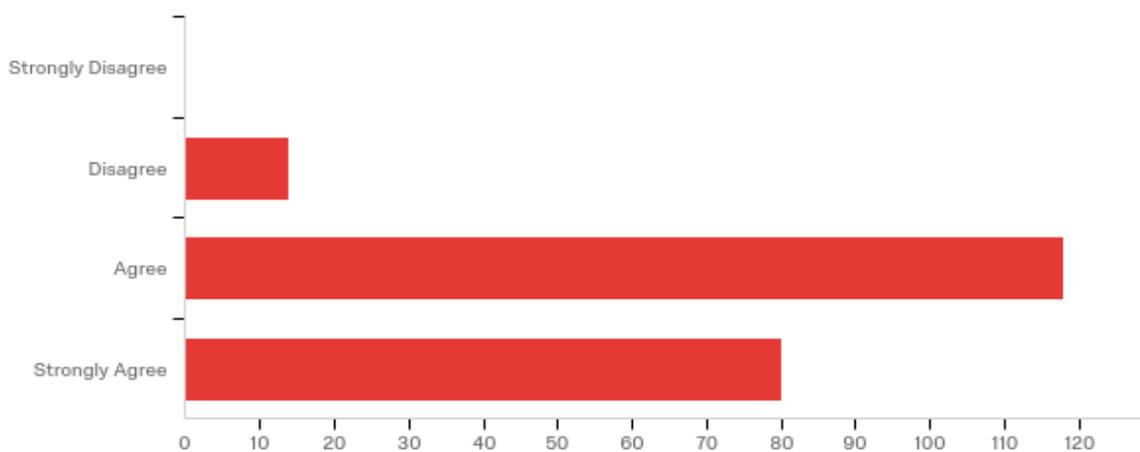
**I had a clear understanding of how to incorporate technology/media into my teaching activities prior to student teaching.**



#	Answer	%	Count
1	Strongly Disagree	2.83%	6
2	Disagree	8.49%	18
3	Agree	58.49%	124
4	Strongly Agree	30.19%	64
	Total	100%	212

**Figure 4.4: LAMP: Formative/Summative Assessments**

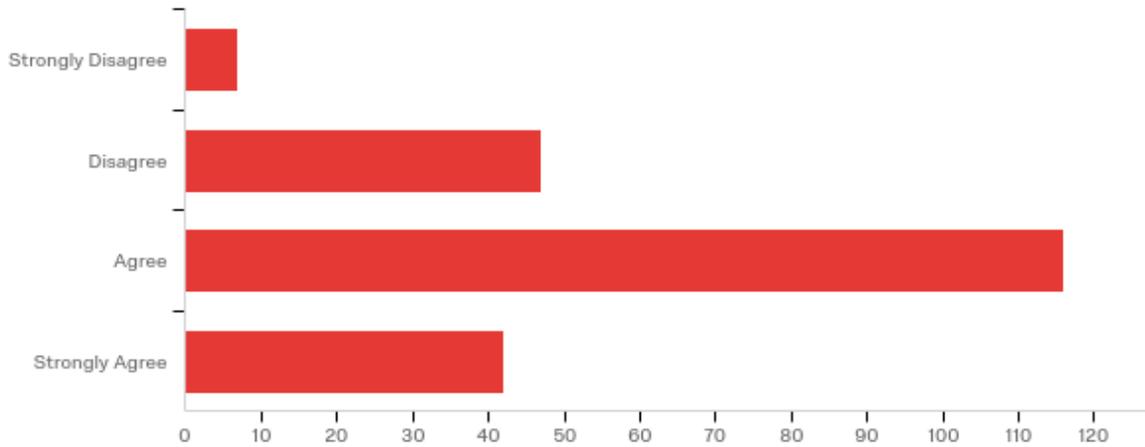
**I had a clear understanding of formative and summative assessment prior to student teaching.**



#	Answer	%	Count
6	Strongly Disagree	0.00%	0
7	Disagree	6.60%	14
8	Agree	55.66%	118
9	Strongly Agree	37.74%	80
	Total	100%	212

**Figure 4.5: LAMP: Use of Student Assessment Data to Guide Instruction**

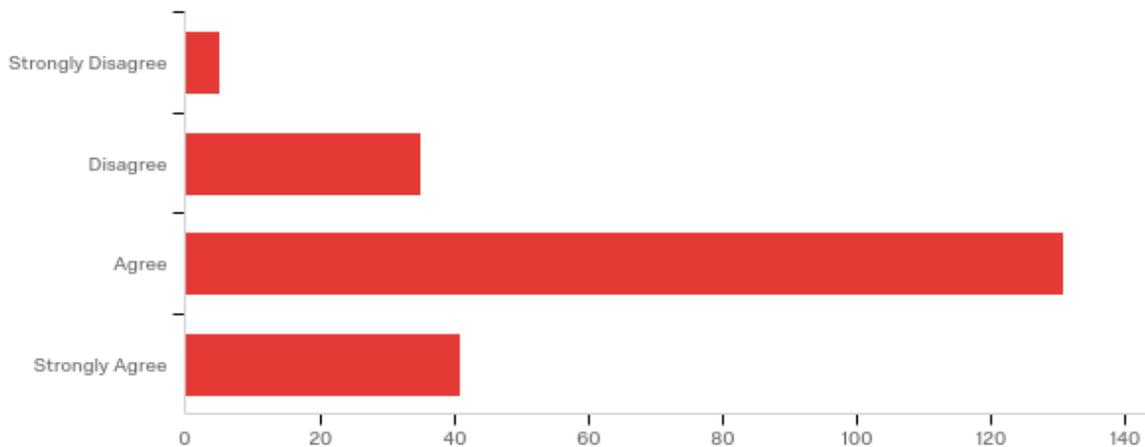
**I had a clear understanding of how to use student assessment data to guide instructional decision making prior to student teaching.**



#	Answer	%	Count
6	Strongly Disagree	3.30%	7
7	Disagree	22.17%	47
8	Agree	54.72%	116
9	Strongly Agree	19.81%	42
	Total	100%	212

**Figure 4.6: LAMP: Rubric Development**

**I had a clear understanding of rubric development and use prior to student teaching.**



#	Answer	%	Count
1	Strongly Disagree	2.36%	5

2	Disagree	16.51%	35
3	Agree	61.79%	131
4	Strongly Agree	19.34%	41
	Total	100%	212

**Comment Table 4.1: Suggestions to Improve LAMP Experience**

Assessment was the hardest part of the unit. Knowing how to use assessment to my advantage and change my instruction was incredibly difficult to develop.
I think that they need to focus more on working with other standards besides just the Indiana standards. I also think that they need to better explain the smaller, yet tedious components of the project.
require in a class to make a mock one so we can feel more confident and know what is required
I would have just liked more specific directions of what components they wanted other than the obvious parts (lesson plans, resources, data).
Having more opportunities for lesson planning earlier in the program.
The requirement for standards was never clear to me.
More clarification about the LAMP unit during the student teaching meeting prior to student teaching.
Exceptions need to be made for schools that have very limited technology. That should not be counted against the student teacher.
More details/templates
Discuss different instructional strategies that teachers can use in the classrooms.
I think the EDPS class really prepares you for the LAMP
Have a class/workshop about the LAMP unit so it does not seem so daunting when it is time to create it.
Learning more about rubric development and unit plan development
Go over requirements of LAMP at the student teaching meeting or at the beginning of the student teaching experience with the supervisor
TELL us what the lamp is in a specific class. I think that it can be challenging to stress the importance of the lamp without telling us in depth about the different components and what is expected. All I received related to the lamp was a sample unit and a template.
I had done a LAMP in a practicum experience, thus I knew what to do. Otherwise I would not have because it was never discussed with me.
The LAMP project asks students to write their own pre and post tests. This is something I had no experience with and it took me many many answers to get it right. This took away from my

planning for other subject areas for my CT and made me look unprepared. I would have preferred having more understanding of how to write test questions. I also did not know how to write a rubric. I was able to use examples to help me and it was not too bad but I did not feel that I had any expectations from Ball State on how to write one and felt like it was up to me to figure it out.

Provide more information and help for preparing student teachers for their LAMP unit.

more unit practice

Get rid of LAMP. Let each content area create their own versions. Sometimes LAMP doesn't work well with all content areas.

Have more LAMP workshops. There are still things i am learning about LAMP and mine is due in a few weeks.

more practice with each of these areas in BSU classes

having an example to look at to know the structure looks correct

Make them available. I never had someone explain to me what the LAMP Project was. Professors would only mention it, but never explain it.

I would have liked to have seen assessments given to students and have practiced using assessments to get more comfortable with them.

Requiring or recommending a class dedicated to integrating technology would be useful, or building this component into EDEL 300/350 more effectively.

I had only one class in which we discussed rubrics and I did not feel confident with them. I had also never used student data to help guide my future plans or adjustments. While I learned quickly in my student teaching how to accomplish these things, I do not believe they were completed very well.

SPCE teachers need an undated rubric

n/a

I felt well prepared for the LAMP project. [REDACTED] was great at preparing us for it.

practicing graphing data and recording pretests and post tests in that way.

I'm not sure.

N/A i felt prepared for the LAMP project

More instruction and practice

More experience in creating projects/ rubrics

the 395 unit plan and LAMP do not line up in reality versus the classroom, a more realistic approach to the unit plan that is less heavy on the emphasis of aspects which don't really matter in classroom.

It's pointless. We do units all the time, and putting all the emphasis and amount of stuff we have to do is unrealistic

No one even knows that the LAMP is except 10 day lesson plans.

More communication and information about the project prior to student teaching semester

I would suggest structuring other unit assignments similar to LAMP so lamp doesn't seem as overwhelming when you start because you are familiar with it.

Give details about the LAMP Project Freshman year in introductory courses.

Teach us what we need to know. When we began this semester, none of us had any idea what was expected of us. Our advisor just threw out terms to use without explaining anything. It was horrible.

Give more examples and different templates.

I would either create a course to have students do a smaller version of the LAMP, or incorporate more of the aspects of the project into other courses. The LAMP is a lot of work and I do not think people realize how much time and organization it takes to complete the project.

There should be more practice in practicum courses in making units.

N/A

n/a

I would just explain to the students that you have been doing this every year and that to really break it down in sections because then you're not overwhelmed with it as a whole.

Professors before student teaching should incorporate different parts of the LAMP into their class so student teachers understand how to create a LAMP effectively.

I think it would have been helpful for my supervisor to hold a seminar or meeting to talk through all the components of the LAMP unit step by step.

I would have liked an example to take home and explore.

n/a

Nothing

Utilizing national standards at all was not something I was familiar with before LAMP. Being sure students can access these before student teaching and know how to use them would be good.

Grade/developmentally appropriate requirements. For example, I can develop a rubric to grade my students' projects but if they can't read a rubric because prior to my placement it was not used in the classroom, it means nothing to my students. Rubrics are also not very developmentally appropriate for primary grades.

Maybe practice of graphing. Though it would be best to get rid of graphing altogether.

I suggest teaching students how to build off of each assessment and not count against time taken when classroom students score low on a formative assessment and lesson plans are not followed exactly. If it is expected of student teachers to build off of lesson plans, but when they do not work out and another plan must be made on the spot, they need to be prepared for that. It is unnerving when your LAMP is taking so much longer than you expected and you don't know if it is your students not understanding the content or if you are not reaching all of the students.

Use more simplistic directions and don't be so repetitive!

The books that we were given are ridiculous to navigate and are unbelievably difficult to understand. There must be a better way to tell student teachers what must be involved in their LAMP Projects. At the very least someone must organize the information with a table of contents!

More information before student teaching begins

n/a

I would suggest a class or a seminar for pre-service teachers to attend that reviewed how to read and interpret pre and post test data as well as the importance of the data.

None

I did mini lamps in three of my classes, but I don't think every student did that. each class should talk about the LAMP at least.

LAMP should ideally be easy to complete, based on what we have done in our methods courses. LAMP isn't hard, it's just time consuming and contains parts that are unnecessary.

It would be great to have the instructions and detailed information about the expectations of the LAMP project PRIOR starting the student teaching experience. We were told on several occasions that we would receive that information but we never did until a few weeks or so into the student teaching experience (Spring 2017).

Make prior experiences more realistic by allowing us to use them in actual classrooms. Make the LAMP project more realistic by not forcing us to jump through so many unnecessary and unrealistic hoops.

More specific information given in person.

I think that it would be beneficial that all classes that require students to make lesson plans or units should use the same outline. Many times I used different lesson plan formats before my time of student teaching, so I think it would be beneficial to student teachers to learn how to create lesson plans and assessments early on.

Some kind of format/informational brochure prior to student teaching so we can get started earlier.

No one really told us what the LAMP project was for quite some time. Finally my supervisor took the super long and confusing document explaining the project, and summarized it, extracting the requirements. Unfortunately, some of my classmates in the program had already blindly started the project and had to re-do parts of it to meet the requirements that we were never told about (such as the bulletin board and letter to parents)

I wish that I could have seen more examples of specific components of the project at a grade level that was closer to mine. I also think that I was terrified for my LAMP because everyone puts so much pressure on it and makes it seem like a huge deal. I did not think it was that bad because I spread it out and it was all stuff I would have been doing in the classroom anyway.

none

I would have liked the assignment to have been more clearly linked to my LAMP unit. In my class, I felt that it was mostly implied that this was tied to your LAMP project and so while doing the work I was never fully sure I was working towards the larger project. I think it

would also be effective to provide examples of LAMP projects from various subject areas to let people know what they are working towards.

Better prepare students for these components during practicum

More instruction on thematic units

Long-term planning guidelines and how to get from one day to the next with review, new material, and closure.

No current suggestions

I would have like to have more experience creating my own content for lessons, graphing assessment data, and creating rubrics. I hardly had any experience with these things prior to student teaching.

More instruction and less length.

I think that we should have spent more time developing units that we could actually use in the classroom. I don't feel as though I ever had an experience developing a unit plan for rehearsing a band class.

More clear instructions based on what age group you will be student teaching with. For example, modifying the LAMP to fit high school and then to fit elementary

Give the instructions earlier on. Perhaps at the very beginning of Senior year or at the end of Junior year. Maybe there should also be a different class where students can do a mini LAMP just to see what they are getting into for their student teaching.

Get rid of the LAMP project. It's useless, takes up so much time away from being involved in our classroom and there's no reason to make one when we don't have to do that in our classroom anyway.

Have an in-service day when ALL of the student teachers come and learn about the LAMP, because when talking to other student teachers we all had different ideas of what to do

Change in graphs.

First of all, TELL US ABOUT IT DURING OUR PRACTICUM! Explain everything and maybe even have us prepare for it during practicum. It is a large project. At least let us start a framework of what it will look like during practicum.

The way it had me graph data did not make sense and I did not find it helpful to assessing how much my students knew

Nothing

The OTES office should provide a more clear and laid out explanation of LAMP during orientation. The whole thing was EXTREMELY confusing to start at first, I caught on but had no clue what I was doing when I first started

None - being required to essentially create one (with a little less vigorous requirements) in SPCE376 was very helpful in preparing me for the LAMP

Have a course that covers what the LAMP is and how to best complete it

To do more with assessments in practicum experiences

Spend more time discussing exactly what it is and what we need to do- the first time we encountered any details wasn't until student teaching had already begun

I wish we had more information on what it would consist of before student teaching. Everyone talked about it like a scary myth but it really was not that scary. I wish I would have known more of what to expect but everyone made it seem like it was top-secret and couldn't be talked about until student teaching.

The LAMP needs to be a discussion way before practicum. Even in practicum it is barely covered, and it seems unfair to make such a massive part of student teaching almost a surprise.

Further work with assessments, have undergraduates practice further.

Talk about it before the semester prior to student teaching. Give AMPLE examples so we feel prepared.

LAMPs not really helpful. You design units and teach units all the time, but creating full-blown lesson plans are not relevant. Teachers only do that after an observation, which happens once a semester.

Creating the project and rubric were the biggest struggle for me with the components of the LAMP.

I was extremely unclear about the expectations for LAMP prior to student teaching. Fortunately, a professor in my content area invited all of us English Ed student teachers to a meeting, where she would explain it all in detail. Had she not done this, we would have been completely lost. I think OTES could create more communication to students on what the expectations are for LAMP. Things like this should not be a mystery, but rather as clear as possible.

I would have liked to have more than one seminar.

Talk about what the LAMP is in other classes! If I had known it was just a unit then I wouldn't have been scared

Discuss how to use testing information.

Discuss the details of the LAMP a bit more

Talk about it earlier and also not make it so important at times. I feel like students worry about that more and lose focus of the teaching

Larger library of student exemplars from past LAMP Projects

Having us write more interdisciplinary units! I had written 1 interdisciplinary unit in my social studies methods class prior to student teaching! I also feel like we need to be taught more on how to read assessments and how to use those to direct teaching. Lastly, I felt very unprepared when it came to simple ways to differentiate for diverse learners.

In classes before resemble a LAMP

The LAMP should be explicitly mentioned and explained in a class prior to student teaching. Also, if the P in LAMP stands for Project, it should never be referred to as the LAMP Project. It is redundant to call it the Learning Assessment Model Project Project... Also, stop making everything into an acronym, its really annoying. No one probably even knows what LAMP stands for, they just know that it's a giant project done in student teaching.

I wish that the LAMP project was covered over a longer period of time. I think that it was only discussed in about two lectures prior to my student teaching and because I took student teaching in the Fall it would have been nice to have a refresher meeting before walking into the placement on day one.

I would have loved to have examples from the start!

I think it would be helpful to hear about LAMP all throughout classes leading up to student teaching. I think hearing the terminology would be beneficial in feeling more prepared for it. There were still times that I didn't know throughout student teaching what all was required for the LAMP project. I think younger students could benefit from hearing early on about what is required of this project.

I feel there needs to be a specific list of requirements for the LAMP unit. It would make it easier for me to know exactly what requirements I need to meet beforehand.

LAMP is overrated, too much hyped, the requirements of details is not realistic. I believe the major reason for LAMP is to the continuing of giving students busy work and to extend the requirements of the teaching degree. I am not angry and ranting, I am giving an honest statement and I say that because I know nothing will change at the university.

More information about exactly what is needed. An example for students to view and use as a reference throughout the process.

Having more opportunities to create a unit besides EDEL 350

To have a workshop for it and more and better examples of one

Understanding how to adapt many of the requirements to different settings

Just talking about it more before student teaching. It seemed like the LAMP unit was this big top secret thing that we were all scared of prior to student teaching. I just want to talk about it more and be more open about what it is.

My only suggestion is that I would like to learn more about technology in the music classroom specifically so that I could have felt more prepared and comfortable to include technology in my LAMP Project.

n/a

I personally, knew what the LAMP was because I was always asking questions about it. I know a lot of people in education who don't even know what LAMP is. Knowledge about the project should have been more. Another way to improve the LAMP process is having more practice with making graphs. The last suggestion I would have would be to really stress the fact about the narratives and how important it is to have pictures of student work and of basically everything.

Rubric development

Talk more about the LAMP unit in classes

I almost wish that we would have had a full explanation of each piece of the LAMP project to eliminate some confusion.

Having the LAMP Syllabus in advance. Put it in orientation packet.

Practice using pre/post test data to alter lessons based on the data.

Producing a mini lamp in a course

It would be helpful to create a simple or modified version of the LAMP before doing it in student teaching. I did not have a clear understanding of what was expected from me until after I did some digging.

We never, EVER learned how to graph data and "use" it the way we were told to do for the LAMP before we had to do it. We did have to make several pre- and post-tests in our coursework before student teaching, but those were always made without context and in something of a void. Compiling, graphing, understanding, and using data was an entirely new set of skills that was thrown at us in the LAMP project without prior preparation, and the heavy amount of focus on those skill sets made it seem like a gaping hole in our knowledge during the creation of the LAMP unit. It would be useful to cover in at least one course how to analyze and use this kind of graphed data, perhaps using actual past test data from real classrooms.

None

I would just suggest more time spent on preparing students for what the LAMP is and what they need to include in it. Everyone always said it was crazy hard and a lot to do. I just wish I would have had more practice with a few things included; so just go through practicing each part of the LAMP the exact way it should be turned in.

Have examples and templates on what to include for the LAMP. Before actually doing the LAMP, nobody really knows what it is. Inform the younger students on what it is BEFORE student teaching. Don't make it a surprise for new student teachers. It's not all that bad.

I think the LAMP is great. However, I do think we need to be making for units like so in our classes just to have that practice round rather than completely stressing about it during student teaching. I discovered it was not bad at all, but I do wish I would have done one before.

More help with classroom management.

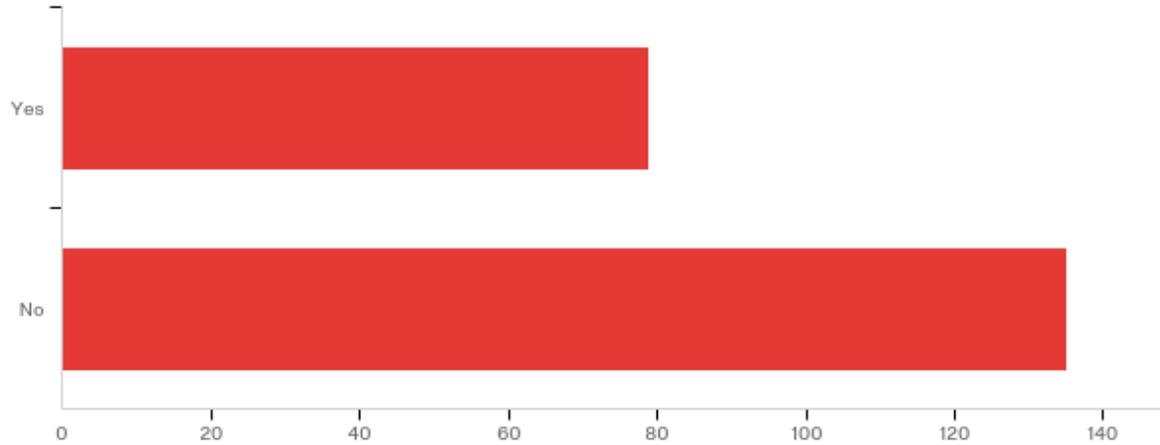
I think the LAMP Project would be much more effective with more explanation, examples, and a valid purpose for completing some of the components. I don't understand the purpose of the in-depth graphing, the reiterating of explanations throughout the project, and the purpose of a pre-test and post-test that may not make sense for a particular unit/content.

Not make it so big. I think it takes away from the experience that I have at the school. I worry more about it and not my teaching which is what I should be worried about.

## Part VI.B: Co-Teaching

### Figure 4.7: Co-Teaching Workshop Attendance

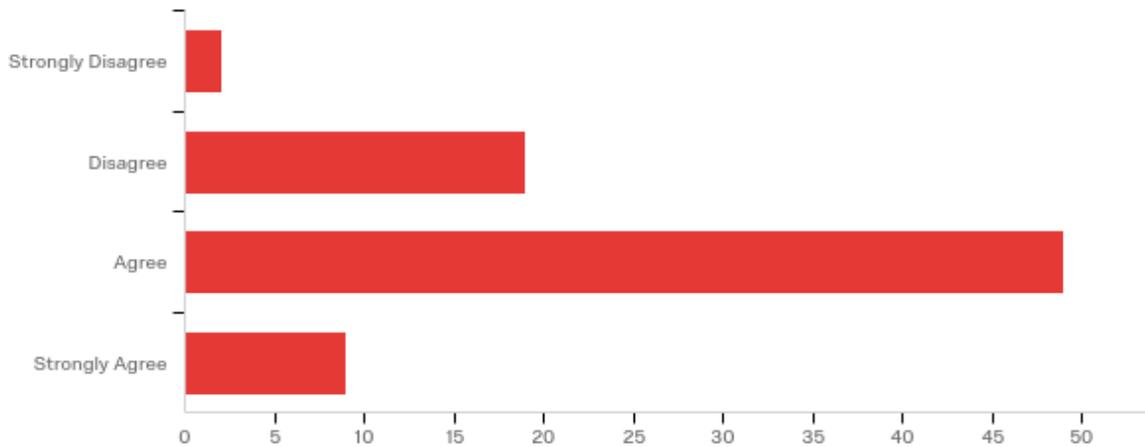
Did you attend a co-teaching workshop prior to student teaching?



#	Answer	%	Count
1	Yes	36.92%	79
2	No	63.08%	135
	Total	100%	214

**Figure 4.8: 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.

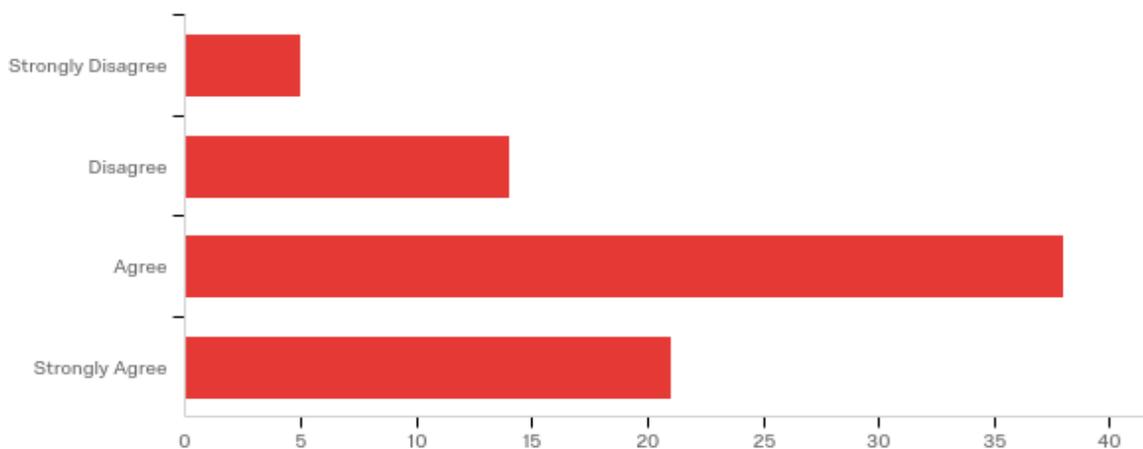


#	Answer	%	Count
1	Strongly Disagree	2.53%	2
2	Disagree	24.05%	19

3	Agree	62.03%	49
4	Strongly Agree	11.39%	9
	Total	100%	79

**Figure 4.9: Co-Teaching Workshop Experience**

**My co-teacher and I successfully implemented the co-teaching strategies during my student teaching.**



#	Answer	%	Count
1	Strongly Disagree	6.41%	5
2	Disagree	17.95%	14
3	Agree	48.72%	38
4	Strongly Agree	26.92%	21
	Total	100%	78

**Comment Table 4.2: Best Part of Co-Teaching Workshop**

What was the best part of the co-teaching workshop?

Learning about the progression of the semester

learning the requirements

I think the best part of the co-teaching workshop was getting together with my first two students teachers and getting to know them personally.

Meeting with my first CT and discussing how things would be in the classroom. CT 2 never attended.

---

Informative

---

Getting more information about student teaching. Meeting my cooperating teacher in an informal way.

---

It was a chance to talk to my CT about our teaching styles ahead of time and just a chance to get to know each other before jumping in to the semester.

---

partner exercises

---

It brought up important issues about communication that my teacher and I were able to work through before we actually taught together.

---

It provided me with the information that was expected of me for student teaching.

---

Helped me get to know my teacher and the schools rules.

---

Meeting my teacher.

---

making an initial connection with CT.

---

Learning the best way to communicate with my cooperating teacher.

---

It gave good questions to think about.

---

I learned a lot and enjoyed it but my cooperating teacher did not feel the need to implement any of the strategies we learned about. She basically took a vacation from her job while I did everything for her.

---

Gave more details about what to expect during student teaching.

---

Getting to talk about hypothetical situations with my teaching before student teaching

---

It allowed me and my teacher to get our toes in the water with each other before I was in the classroom full time with her.

---

Hearing the funny scenarios that have happened in prior experiences.

---

Being able to get to know my classroom teacher, and how we would handle different situations if they arose.

---

Discussing how best to approach communication and criticism

---

Meeting and talking with my cooperating teacher before student teaching

---

I like how it brought up different situations that could happen in the classroom

---

Learning about how to effectively implement co-teaching strategies.

---

The end

---

Being able to run through scenarios and see how my cooperating teacher answered those questions.

---

Getting to work with your teacher beforehand.

---

It was a great start into easing into the classroom and it's great with labs

---

N/a

---

The presentation was clear and helpful

---

The food

---

I got to meet my CT on campus, and there were some free handouts like candy, pens, and folders.

---

Meeting the teacher

---

Lunch

---

The best part was learning more about my cooperating teacher and thinking of how we will use these strategies.

---

The free stuff and paper resources.

---

meeting her in a professional environment to both hear Ball States expectations of student teaching

---

Learning about all of the different co-teaching strategies was helpful, and I also really enjoyed the "role playing" segment that we did with our cooperating teachers. It helped us get to know each other better and figure out how we should approach each other when tough situations arise.

---

Explaining co-teaching

---

Getting to see my cooperating teachers

---

It answered a lot, not all but a lot, of the questions that I had about student teaching

---

It was very informative

---

Learning about expectations during student teaching

---

Nothing- it was all common sense.

---

Being provided questions to ask each other about past experiences and communication preferences. Things that are critical to know, but I would not have necessarily asked on my own.

---

Getting to know my CT before arriving at the school visit.

---

Getting to know my cooperating teacher

---

Nothing.

---

I went alone, so nothing

---

I feel that I was given the information that was needed to be successful for student teaching.

---

Having more information about co-teaching options

---

n/a

The information

Working with my CT, and determining modes of communication. Also just getting to know my CT better.

The best part was learning the different co-teaching strategies.

Learning important information and being around the staff

The relationship-building advice and communication problem troubleshooting

Getting to collaborate with my teacher about ways to implement the strategies

No comment.

Just meeting my teacher was the best part

**Comment Table 4.3: Best Part of Co-Teaching Experience**

What was the best part of the co-teaching experience?

Being able to learn from my co-teacher's instructional methods

learning how to collaborate

I believe it was great to co-teach. In my first two placements, I feel we were able to adapt quickly and learn from one another through out this experience.

Growth

Taking control of the classroom. Being able to see the students all day everyday. Learning experiences.

Allowed the class to see us both as teachers working together.

feeling like i had a safety net or personal coach

Having an effective teacher who actively cared about the quality of my teaching and my student teaching experience.

The best part of my co-teaching experience was getting the opportunity to work with my co-teacher. She provided me with many opportunities, challenges, information, and support. I believe I had a wonderful experience simply because of her.

that i got to see what its like to be the teacher in charge, with some help from my cooperating teacher.

It was very difficult to do co-teaching in the environment I was in. It was not practical because it is not realistic to always have two teachers working together. The school district I am in barely has money for teachers necessary let alone co-teachers. I feel that the co-teaching model should not have been pushed so much. It just made the experience forced.

n/a

Well, actually the best part was when I took over the class for full instruction for 3 weeks.

Working together to make sure students succeeded, and knowing there was someone else working towards the same goal with me.

---

Having the chance to work with more students individually and in small groups.

---

How supportive and helpful my co-teacher was about everything

---

The feedback she was able to provide me.

---

Working together

---

We were able to bounce off each others ideas when teaching. My classroom teacher may have been able to relate to the students better than I could have at times, and vice versa. We were able to both be part of the students learning.

---

Open communication with co-teacher

---

Everything

---

The best part of co-teaching was the clear benefits it provided students with in the class.

---

Having some time to get procedural things taken care of at the beginning of class (catching students up who missed, taking attendance, etc.)

---

Feeling like the lead teacher and having her input and suggestions so I can make accurate decisions when creating groups.

---

We both can help several strudents and can bring different perspectives and guidance

---

Splitting the class into two groups based on academic level. This helped both higher ability learners and lower ability learners.

---

I didn't have a chance to use the model

---

Having a second person to bounce ideas off of and help with managing the classroom

---

We mostly just did whatever worked for us while ignoring most of the instructions that we were given.

---

Getting to know the other teacher

---

Being able to work with each other's strengths

---

Getting real-world experience. This was the vast majority of my program, and i felt it was very practical

---

I used the co-teaching model in the first placement, but only a few times in the second. My other cooperating teacher does not believe the co-teaching is the best method for learning to teach.

---

All of it. The kids.

---

Being able to support student success because they had an extra adult that cared for their learning

---

The best part of the co-teaching experience was learning different instructional techniques from my cooperating teacher. She opened my eyes to different ways to teach subjects that I never would have thought of on my own.

It guided me into teaching the entire class.

---

N/A

---

Having a more experienced teacher to learn from

---

It allowed for me to learn a lot from my cooperative teacher instead of the 'sink or swim' way of thinking

---

Did not have any

---

Learning from someone who is a master in the field.

---

Getting to work with my amazing CT and having her give me strong feedback on how I am able to improve.

---

allowing to help differentiate for the students

---

Knowing I had someone to lean on - especially if I couldn't clarify information or think of new ways to get the info across.

---

Knowing I can talk to someone for help

---

I think the best part was being allowed to fully experience what it is like to be the teacher, while also having someone there to guide situations that I have yet to learn. I was able to fully immerse myself in teaching and making connections with the kids, which I had yet to fully experience.

---

I loved getting to work with an experienced teacher who was willing to work with me and help me through my struggles. Tag teaming made teaching more enjoyable for us and the students.

---

Gaining more confidence in the classroom without sole responsibility

---

Since my experience was rushed because of my IU course, we didn't really get the chance to co-teach.

---

Learning and working with a veteran teacher.

---

n/a

---

Great to get the experience

---

Being able to feed off of each other, or go back and forth was the best part for me.

---

The best part was being able to observe her teaching styles and methods and implement those in my way.

---

Learning the right and wrong things to do as a teacher. It was very helpful and I loved the constant professional communication

---

Getting a voice in the classroom

---

Being able to work together with another educator and collaborate. It was nice to be able to have two minds and work together for the better of the students.

---

Having a great teacher to work with was the best part. It was just so smooth and I didn't feel like I was sticking to strategies. It just flowed.

---

Meet my teacher to be honest

**Comment Table 4.4:            Suggestions to Improve Co-Teaching Workshop**

What specific suggestion(s) would you have to improve the co-teaching works...
Give more examples about how to co-teach and clearly define the role for each party involved.
Let CTs and Student Teachers get to know each other a little.
offer in more cities other than muncie for the commuters
Not as long
I already knew about co-teaching strategies from courses so spending less time on that and more time on student teaching requirements.
I do not remember enough from the workshop to provide an improvement suggestion.
more meaningful discussion
The co-teaching workshop allowed the co-teachers the opportunity to get to know each other, however it simply stated different strategies that should be used. It did not explain them, demonstrate them, or allow the teachers an opportunity to practice using them.
none
Make the information more relevant. I felt that none of the information helped me much. It was a waste of two hours besides meeting my teacher. Everything said at the workshop I had already learned in school.
Less structure, more one on one time between CT and ST candidate to figure out specifically what can work.
n/a
N/A
It was awkward. I felt uncomfortable. A lot of it was review information. It was also late in the night. I felt like it wasn't promoted and I had to search for when it was. I was also confused if it was mandatory or not. I hear a lot of teacher saying it's a waste of time. I think you should get rid of it, although I still use the pen I got...
At times I felt like the discussion was really repetitive and the meeting could of been done in a shorter amount of time. Due to the repetitive conversation.
Offer in more locations or more frequently
none.
I suggest making this mandatory for all student teachers and cooperating teachers.
Again, don't just read me slides and papers. I can read.
Having more time to discuss with my cooperating teacher and seeing and understanding how everything would work before being in the classroom.

Give more examples for ALL content areas including FACS

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n/a

---

Encourage cooperating teachers to come even if they have been before

---

More information about co-teaching in the classroom; maybe more practice role playing those strategies

---

Either talk more about the rules and directions that we are supposed to be following, or give us more time to talk to our CTs about our shared expectations. There was too much of a combination. I didn't get enough of either of those to be helpful.

---

More guided practice

---

I didn't find it valuable because most of what was presented didn't apply to me as a Woodrow Wilson Fellow.

---

No suggestions.

---

More on-campus location. Maybe organized by school district so STs with similar school expectations can meet with others and CTs could maybe carpool or pre-plan for meetins.

---

nothing

---

More explanation on how to implement it in other subject areas.

---

More one on one time with my cooperating teachers

---

Make sure the teachers know it's not their time to do nothing, they should still be involved

---

have it earlier so student teachers can really get to know their CT

---

N/A

---

none

---

Offer more variety of times. Maybe more Saturdays? Or an online version? Even a videotape that two could watch together. Scheduling is hard especially when students may not live in Muncie over the summer and then teachers are working during the school year.

---

have us practice scenarios or show examples for what the co teaching strategies would look like

---

They're pointless - co-teaching is WAY too hard to implement in student teaching. In the real world, the chances of me having a co-teacher that actually knows my content is slim to none. It's great to have my CT in the room if I have questions, but it's not realistic to make us co-teach throughout the semester. I had to be completely on my own the majority of the semester so I wasn't dependent on another teacher when I get my own class.

---

Make sure the teacher that is invited is the teacher that you will actually be with.

---

Be sure to make it better for students who have to go without CT.

---

I think things just need to be explained in more detail. There could also be more specific examples of the classroom and issues that arise there.

---

My cooperating teacher felt that Ball State acted arrogantly during the co-teaching workshop.

---

Nothing

Ask all students to attend

do it after the first week of school

Demonstrations of co-teaching strategies

Nothing

Make sure that everyone can attend.

One during the student teaching experience as well as beforehand

It was a little long. A lot of it was information that we already heard in orientation and I felt like it was not necessary to repeat all of it.

I thought the workshop was a waste of time. What really makes great co-teachers is 2 teachers who can communicate well and just love to teach. Experience with your CT is the only workshop you need.

N/A

#### **Comment Table 4.5:            Suggestions to Improve Co-Teaching Experience**

What specific suggestion(s) would you have to improve the co-teaching exper...

Give more support to students who have never co-taught before let alone student teach before. This could look like trying to implement co-teaching into practicum experiences.

More info given to the cooperating teacher

Be more specific on requirements. Change the application process back to the way it was so it is not so up in the air.

My experience was great.

less reflections

I believe that the expectations and requirements of assignments, portfolios, and final presentations was not well defined, organized, or stated. I often felt as if I completed things incorrectly because the requirements were not clearly stated, TK20 was never even presented to me (I was expected to learn it on my own or use my own time to visit the tech. center even though I usually could never make it there before they closed), and overall support from Ball State was not there while I was teaching.

To not have us complete the LAMP and the 22 artifacts. I as well as many other students think it is WAY too much to do. We are trying to teach all subjects, do our weekly assignments, pass our teaching tests to obtain our license, trying to find a job and on top of all of that we have two huge projects that take copious amounts of time. I have had many anxiety attacks over this and I think it would be in your best interest to change something about it.

Do not force it so much. It is not practical in the real world.

better communication.

I think weekly goals is a little extreme, some goals have to be long term. And weekly goals should be able to go beyond INTASC standards, some goals go beyond 10.5 standard for the span of 16 weeks, especially when we need 3 every week.

Provide more examples/how to better implement co-teaching in the actual classroom.

It feels too linear, like a checklist. Sometimes forcing these co-teaching methods is unnatural and awkward. They should happen naturally. I felt like I was always doing them just to say I did.

I wouldn't have any suggestions to improve my co-teaching experience with my classroom teacher.

video examples of each co-teaching strategy

More guidance for the portfolio

N/A

I feel as though it is not realistic

Don't expect co-teaching every day. Encourage students to spend time doing things alone. The reality is that MOST teaching work solo. It is good to have experience co-teaching, but solo teaching should really be the focus. It's completely unreasonable to discourage student teachers and CTs from solo teaching when they really should be getting that practice since it's most likely what they will be doing.

Actually implement the co-teaching strategies that were talked about and develop more of a system rather than saying that this is your classroom and having the student teacher figure it out.

Teach mentor teachers how to co-teach.

I would try it more often to see how it truly works

n/a

Stress that cooperating teachers are expected to implement co-teaching

More co-teaching support outside of myself and my cooperating teacher

Stop trying to force certain methods on teachers and students. Just let us do whatever works for us.

Nothing, it's been great

No suggestions.

N/A

nothing, my co-teacher let me take over the teaching quickly but was always there for support, especially in the beginning

Giving specific subject examples to implement co-teaching

none

More time for independent teaching needs to be worked in. Co-Teaching is not very realistic, and might leave several people unprepared for the real world of teaching,

try it often, make goals

Get rid of it. It's pointless.

N/A

I had a great experience, which is greatly because of my teacher that I was placed with. I think that the requirements need to be the same across the board. I know some supervisors require a lot less work than others, which can be frustrating when you feel that you are doing a lot more work than others.

Requirements for meetings once a week for cooperating teachers and student teachers to give feedback

n/a

Clearer portfolio guidelines

We didn't really end up co-teaching due to my limited time at the school. I wish we would have done more to get opportunities to plan together

More practice beforehand with actual content-area content

None

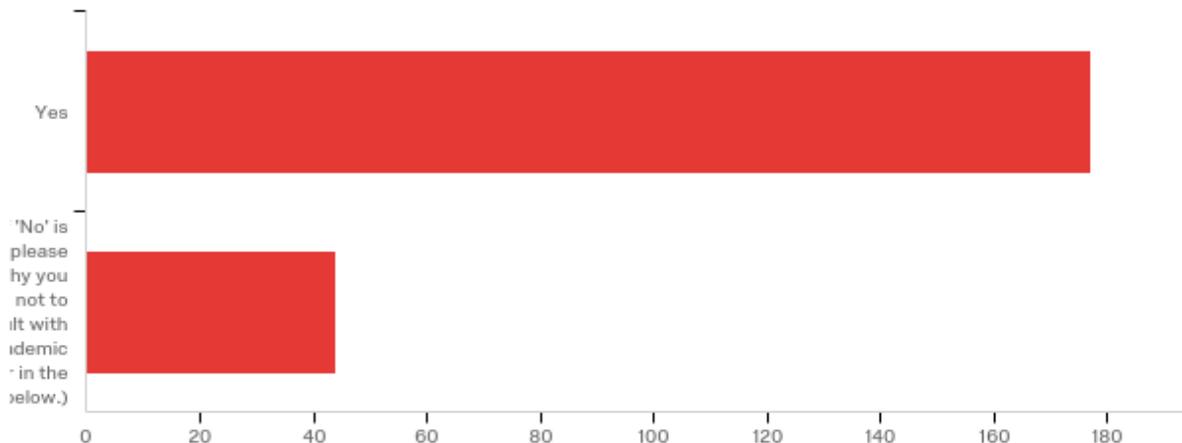
None.

N/A

## Section VII: Educator Preparation Provider Services

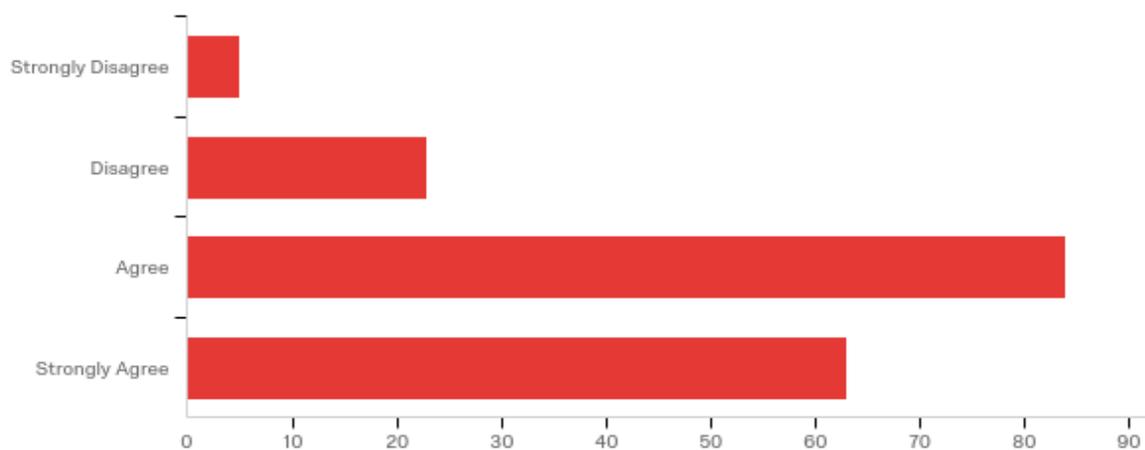
### Part VII.A: Academic Advising

**Figure 5.1: Consultation with Academic Advising**  
**I consulted with my academic advisor prior to enrollment in each semester.**



#	Answer	%	Count
1	Yes	80.09%	177
2	No (If 'No' is selected, please explain why you opted not to consult with your academic advisor in the space below.)	19.91%	44
	Total	100%	221

**Figure 5.2: Support from Academic Advising**  
**My academic advisor provided the necessary support for me to complete my program within four years.**



#	Answer	%	Count
1	Strongly Disagree	2.86%	5
2	Disagree	13.14%	23
3	Agree	48.00%	84
4	Strongly Agree	36.00%	63
	Total	100%	175

Candidates were asked to provide comments regarding academic advising. Candidates who indicated that they did NOT meet with an academic advisor were asked to list the reason why. These reasons are found in **Comment Table 5.1**. Candidates were asked to list any compliments that they had for their academic advising and these comments are found in **Comment Table 5.2**. 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 5.3**. In the **Comment Table(s)**, any specific names have been [REDACTED] to provide privacy.

### **Comment Table 5.1: Reasons for opting not to consult with an Academic Advisor**

No (If 'No' is selected, please explain why you opted not to consult with y...

---

I didn't want to take the time.

---

It was an inconvenience

---

I would talk to my advisor, however she often had no idea what classes I needed to take or what the requirements were to take those classes. In fact, I lost my ability to receive a second licensure because my advisor failed to inform me of changes that had occurred and thus I was ineligible to take my very last class I needed to receive this license. My advisor failed me and cost me both time and money. I might as well have never gone to her.

---

Because many times they did not know what they were doing until I got to my most recent adviser.

---

I didn't before going into student teaching.

---

Followed the plan created by the School of Music office

---

Didn't see the point -- could schedule on my own

---

I took my schedule into my own hands because I heard too many horror stories of academic advisors not doing their job properly. I made my own schedule every single semester without any help.

---

Attempted to do so and they told me that they didn't have an idea of how to arrange my classes and that I had to do it myself when there were difficulties and prerequisites that I was not aware of. Made me go an extra year.

---

Academic advisor provided any possible instruction I may have needed in class to all of his advisees

---

I did not need to every semester because I followed my four-year plan unless I had any questions.

---

I didn't need them.

---

I had a long term schedule made up and I just followed that.

---

Did not know who they were

---

I created my own schedule for my first year, then met with Dr. Hartman before my second. She created a four year plan that I felt I could easily follow, then did. I did not need to get further help (other than the few instances when I needed permissions for certain classes.)

---

I was able to figure it out myself.

---

I felt I had a good understanding of what I needed to do

---

My advisor was in no way beneficial to me. It was not until my senior year that I had a solid advisor who understood the requirements of my major. The advisor prior to that was not familiar with Social Studies Education and because of this, she ended up messing up one of my concentrations. I figured out quickly that it was all just easier to do myself.

I felt I had an excellent understanding about what I needed to do.

I made the yearly plan with her but felt comfortable with where I was

My program has a set course schedule

I didn't think I needed to.

I am on track.

Cause I didn't need to.

I followed the 4-year plan exactly so there were some semesters that I didn't need to consult my academic advisor. I only ever consulted with the music faculty advisors as well.

Felt like I had my plan under control

We made a four-year plan and I did not think it was necessary to meet with them every semester.

I met with my honors advisor more often than my teaching one.

I didn't meet with her after sophomore year, as I felt I had a grip on my schedule and four year plan.

After the first year, I had a 4-year plan printed out that I decided to follow. I still consulted my advisor for other advice (credit discrepancies, if I should take certain classes, etc.) but found it unnecessary to visit their office prior to each registration period.

No particular reason

I felt that they didn't listen to what I needed or wanted in my schedule, so I would just create it myself.

I had a solid four-year plan that I made freshman year, and I was even able to complete it early due to transferred credit from high school. The only time I met with my advisor was to decide which study abroad program would be most suitable for my needs.

I did not meet with my advisor every time because we set a long term plan up when I did go.

I had the four year plan layout with courses.

I didn't consult my advisor, because she didn't want me to take anything over 12 credit hours so I took matters into my own hands. I scheduled myself for 21 credits a semester and still made Dean's List. My advisor was not helpful.

I did not. I had to completely change my minor last semester because Ball State did not offer the classes I needed that spring semester. It was a mess and I just took matters into my own hands because I had many communication errors with my advisor.

### Comment Table 5.2: Compliments for Academic Advising

**What compliments would you have for your academic advisor or the academic advising experience?**

What compliments would you have for your academic advisor or the academic a...

---

I appreciate your willingness to help

---

Super helpful and realistic

---

It was helpful that my academic advisor was also a professor for many of my courses. She was VERY aware of all the classes I needed to take, when they were offered, and what order to take them in. She was very helpful when I struggled to find a spot in a required course.

---

She was helpful

---

My academic advisor was always prepared before my appointments. He answered phone calls/emails to my questions quickly and thoroughly. He also helped plan further semesters with knowledge of my personality and what he believed would work out for me. He was always right.

---

They were always available to answer my questions.

---

unsure

---

██████ did absolutely everything in his power (and then some) to keep me sane, focused on both academics and mental health, happy, passionate, safe, and so much more. He puts his all into each of his students. He is truly a blessing. I would not have made it to graduation without him.

---

She was extremely helpful, ensured that I was meeting all of my requirements to graduate in four years, and truly cared about my success as a student.

---

My advisor is amazing!!

---

Providing necessary steps

---

He was an excellent advisor.

---

He was very kind but tended to not have all the answers and would direct me elsewhere. I understand it may not be your department but as an advisor, I believe you should know a large amount of questions students have coming through the door. Also make sure a transfer student understands all exams and tests that are needed. I arrived and heard about exams and tests through students not my advisor during our meetings.

---

I do not have any compliments

---

My athletic advisor was great. Teaching advisor. Didn't really help. And gave me a schedule with classes I couldn't get into

---

██████ was the absolute best! Always willing to meet with me whenever I wanted and would always answer my questions completely. If she didn't know the answers, she would find them immediately. I'm grateful she was my advisor for the past two years!

---

None

---

They helped me organize my classes and stay on track.

---

She did not communicate with me very well. And then when I needed help would brush it off. She was not very supportive as an advisor.

He communicated well and if he didn't know the answer to something he gave me the names or resources in order to help me find an answer.

Audie was very willing to help.

I had the best academic advisor in the entire school of music!

thanks for the help and resources

I love [REDACTED] She's AMAZING!! Always there for me!

Thank you for always helping me when i needed it and never hesitating to give me great advice.

my advisor was very helpful in answering any questions. She was always willing to help in every way possible.

helped when I asked

NA

She helped me see all of my options and helped me plan my classes for three years until graduation. She walked me through the processes and was there for me if I needed any help or had any questions.

My advisor was very responsive to my questions and concerns and did a good job of following through with commitments made when speaking with me.

they're great at what they do

[REDACTED] was great both as a teacher and an advisor. She had answers to everything and was willing to help figure issues out.

He was there to discuss anything that I needed and responded quickly to emails.

Mr. [REDACTED] was amazing, personable, kind, and confident in my abilities when I wasn't so sure. He is also patient and willing to work more than he needs to in order to ensure his students are taken care of. Wish he could be my academic advisor in grad school, too!

Get the advisor you need for your major immediately.

none.

She was super helpful and approachable

My advisor was always able to answer all of my questions and kept me on the right track for graduation.

My advisor was very helpful during my time on campus. He was experienced and made sure to look out for my personal needs we discussed any concerns about classes. I felt supported and he was especially helpful when answering any questions I had.

He was very helpful in solving any issues that arose- which happened somewhat often because my schedule was rather complicated.

When I asked him random questions he would always find an answer. I also told him freshman year, I wanted to be in SCC and he reworked my schedule so I was always on track to be in the program.

She likes to talk.

Very knowledgeable.

My advisor was very knowledgeable about the courses I needed to take and the best order to take them in. He also provided me with materials to help me with the CASA and Pearson tests.

she suggested valuable programs

My academic adviser was very accommodating and would always treat me with respect and would always hear me out.

My academic supervisor ( ) was extremely helpful. He always made sure that my questions were answered and helped me figure out classes that I still needed to take and what different options there were. If he was unsure of an answer, he would get ahold of someone who would be able to answer your question so that you left the meeting feeling sure of what to do. I would highly recommend going before signing up for classes each semester.

They were very open about trying to find the resources needed to help foster any questions.

My advisor was really good at making time for each of us. She met with us whenever we needed assistance and was a big help in figuring out what classes I needed to take and in what order.

Dr. was always helpful, available, and understanding.

Dr. is a rockstar! He knows exactly what is going on with all of his students advisees.

was a wonderful model and advocate for all of her students

He knew all of my plans each time I walked in

My academic advisor was great! She really helped with having a plan and then a back up plan as well.

was always prepared for our meetings and consistently assisted me in staying on a path to success. I am so glad he pushed me to get my Pearson tests done early!

It was amazing and incredibly helpful to have to work with. She was very focused on you once you walked into her office and made sure you were on the right track. I always felt a good connection with her and she never once told me I was doing a bad job or put me down in any way. She was always very kind and caring and willing to listen to your ideas and what classes you needed to get into. She was very helpful in the beginning too, especially when I wasn't sure of what classes I needed to take. She also sent me outside resources to help me find the information that I was looking for, like the England immersive, student teaching, and graduation.

They sometimes give wrong information. Excoecially the freshman ones.

He was great and always knew what he was talking about.

She was always very happy and optimistic.

Most advisors act as though they have no time to help you, which makes you feel as though the decisions about the next four years of your life are being made in haste, which does not inspire any confidence. The advisor that I ended up with (eventually) took the time to work things out with me and made me feel as though getting things worked out was their top priority. I felt taken care of and relieved when my advisor was able to help me.

She is so warm and welcoming. I feel like I can go to her with questions or concerns and I'm thankful for that

I planned to graduate a year early and my advisor helped me do so without a hassle or run-around. I really appreciated the support and encouragement.

He was always kind.

It was clear and to the point. I like that.

Helpful and clear concise meetings

N/A

██████████ was thrown into a role that she was given little to no guidance in. She worked hard to handle all that was being thrown at her but the fellows were still left in the dark without much information, primarily because no one was relaying information to ██████████

They were always available and always tried their best to work with my special circumstances.

I appreciate that if I had a meeting with him he was able to answer my questions in a timely manner.

Invested in helping you graduate in 4 years regardless of how many major changes you previously had

He is a genuinely caring individual who works extremely long hours to make sure that we feel prepared for our futures. Without him, I believe it would be extremely difficult to become a theatre teacher because no other human being I know of is willing to sacrifice so much of his time to cover every aspect of theatre we participate in.

Very helpful and encouraging

██████████ was the best advisor because she helped organize my classroom agenda early on in my college years, starting my freshman year. She has given a lot of helpful advice regarding career options.

Cate was very willing to meet with me every semester and she made sure that all of the classes that I was signing up for were appropriate. She was also easy to schedule with and made sure to send out reminder emails to her students about coming to see her.

My advisor did a great job at helping me finish in 4 years. After changing my major for a semester, he helped me get back on track even through it required summer classes and heavier course loads for a couple semesters

I know a lot of people had problems with their advisors but Audie was always fairly helpful and made sure that I was taking all of the classes I needed to graduate on time.

Great help!

They were always there for me and could answer my questions when I had them!

She was very knowledgeable and very caring.

He helped me schedule classes.

██████████ is wonderful, BUT there still needs to be A LOT MORE communication between the English dept and TC

Keep it up

---

Thank you for the advice!

---

My adviser was very helpful in getting me in the classes I needed in order to be successful and graduate on time

---

██████████ is a wonder advisor as well as instruction. She is very knowledgeable in her area and has lots to offer students.

---

She was very willing to answer questions

---

My advisor was so helpful and kind. She always had my best interest in mind. I would not have felt as confident as I did without her

---

Be involved and check in on the students you advise, send them emails and reach out to them. It's nice to know you have that support and help if you need it.

---

My honors college advisor, ██████████, was EXTREMELY helpful in helping me develop a plan for all 4 years to ensure I would be able to fit them all in and graduate on time. My teacher's college advisor, Audie Murphy, always responded promptly to my e-mails and quickly following through on any request I had of him.

---

I am extremely thankful for the guidance and advice I was provided with to make sure I graduated in 4 years

---

██████████ is absolutely the best- his knowledge of the program, the system, and what I needed to do in order to succeed was second to none!

---

I had both ██████████, and I could not have asked for better advisors. Both of them always made time to advise me whether it was a meeting, a quick discussion after class, or a large group meeting about advising. These two women were fundamental to my success throughout my time at Ball State.

---

He always reviewed over my progress, asked what questions I had, and always made sure I had the resources I needed.

---

Always making sure that I knew what classes I needed and doing her best to make sure that I wasn't overwhelming myself with work. (Shoutout to ██████████.)

---

She was awesome, always wanted what was best for me.

---

He led me in the correct direction and was always accessible.

---

Very helpful and knowledgeable, I felt I could come talk to her about anything

---

Wouldn't change a thing. ██████████ is stellar and so helpful!

---

She has been great.

---

She was always available

---

My first advisor that I had in the teacher college was absolutely awful. I felt that she didn't have my best interest at heart. When I received my new advisor, she really understood my prior experience and made sure that I wouldn't have the same. She was more than friendly, concerned about making sure that I had all the courses, directing me to the people that I needed to speak to about a course or about graduation ASAP and always checked in from time to time.

---

Great job

---

She was always encouraging.

---

They do a good job at calming nerves and anxiety

---

She helped me get the things done I needed and made it personal the whole time!

---

N/A

---

It was easy to schedule appointments with my advisor and the appointments were quick and to the point of what I needed to do to stay on track.

---

Schedule laid out

---

I was given two academic advisors. My honors advisor I would visit every semester and she would give me helpful advice. However, I did not complete the honors portion of my degree because I ran out of time to do my honors thesis. My other advisor was a Music Performance advisor! this occurred because when I originally signed up to attend Ball State, Music education was not an option as a major on the website. I signed up to be a music performance major and then was able to switch my major after being enrolled. However, my advisor was never changed and I was left with an advisor who through no fault of his own was unable to sufficiently help me. However, he did frequently consult music teaching advisors to relay the proper information to me when necessary.

---

Cate was always able to help me and was a great asset during the two years I had her as my advisor.

---

██████████ was beyond helpful and sympathetic to anything I needed assistance on. He was genuine every time we met. I felt that he cared to give me the best experience possible.

---

She was perfect and had everything done before I even walked in to her office for my appointment, but sadly she retired when I transferred to Ball State after she planned out everything for me.

---

I was told all of my credits would transfer from Ivy Tech. Nothing could have been further from the truth. My time at Ball State has been a nightmare. I have 13 classes that was never applied to my degree that offset my graduation one semester and I took summer school classes. It has been a joke. I do not recommend any one attending Ball State University.

---

She was quick, but constructive and helpful

---

He always cared for my best interest and was super encouraging!

---

very helpful

---

My advisor changed three times in my first semester at Ball State as a transfer student. I finally got ██████████ and I knew she cared. She worked with me and set me up in the best possible way. She seemed like the only staff really concerned about the best thing for me as an individual. She is amazing!!!

---

Lack of information

---

I really enjoyed working with ██████████. He always did whatever he could to help me plan my semester, get me in to programs and classes that I needed, and encouraged me to go for both of my concentrations instead of just picking on. He did a great job as an advisor.

---

They were extremely helpful in keeping me on track to graduate. He made himself available via email and always answered any questions I had.

---

██████████ was an exceptional advisor. He always checked in when it came time for scheduling the next semester and always knew either the answer to my questions or how to figure out the answers to my questions. It was also incredibly beneficial to have the advisor I interacted with so frequently be the advisor for my major.

I was not able to finish in four years exactly. I am currently student teaching in the Fall of 2016 and will graduate in December... However, my advisor gave it to me straight. He said this was the best option for me, and that is what I did. He also showed me the four year plan more than once and we revised it. He knew what he was talking about most of the time, but he allowed me to ask questions and have a say in it as well. By the end of my time with my advisor, he knew what classes would work best together for me and that was great.

Very knowledgeable

Always willing to help

She was always quick with responding to my emails.

Friendly and patient

He always made sure I had all of my requirements filled.

██████████ was a great academic advisor. He was quick to reply to my questions and sat through many meetings with me to not only figure out my major, but to get me completed in 4 years after not having my major decided until sophomore year.

She did an amazing job of helping me and encouraging me in any area.

Thanks for helping me each semester and from year to year

Excellent patience.

Academic advisor helped me to avoid scheduling disasters

██████████ was phenomenal to work with and was always able to help work out any issues that may have arose during planning for the next semester.

None. I had a wonderful advisor who helped me throughout the years. She fought hard for me when I ran into problems at the end of my junior year. She was amazing.

She was very helpful when classes wouldn't work out. Also helpful finding summer classes in and out of BSU.

She always worked her hardest to make sure I was making the most of my time, graduating on time, and advising me on what classes to take together and what not.

I worked mainly with the head of the English Department, as I switched majors. She was incredibly helpful throughout the complicated process.

She cared about what we did and would help us with everything that we did. She was amazing and I couldn't do any of this without her!

### Comment Table 5.3: Specific Suggestions for Improving Academic Advising Experience

**What specific suggestion(s) would you have to improve the academic advising experience?**

What specific suggestion(s) would you have to improve the academic advising...

There was a significant lack of communication as to what the science department and otes required for secondary science teachers

At the beginning of my education at ball state, I went through three different advisors before receiving my special education advisor. This made it very difficult to create a relationship with my advisor.

none

I would suggest more knowledge for them to help out with testing support help for our licensing tests.

No suggestions

Advisors should be much more familiar with requirements, make it clear to students in the beginning. I was a transfer student who felt as though I was only getting bits and pieces at a time and I kept having things sprung on me that I was not aware of or expecting. I know it is my responsibility to know about my program, but it is an advisor's job to make sure that I do.

Understand the courses and how they will relate to others

This is not [REDACTED] fault, it is my university advisor's fault for not paying attention to detail. I wanted to add a minor in Psychology my Sophomore year. My university advisor made me a double major in mused and psych. I was not notified about this issue until it was too late and Ball State did not offer a minor in psychology any longer.

Students need to be informed about the CASA and Pearson exams even sooner than they are informed. Many students struggle with passing these exams within the allotted time. I think more students would be prepared for employment if these tests are passed sooner.

Being able to have more control over the math department.

Answer simple question when you need them instead of making you schedule an appointment

Learn better answers when they do not know. Research frequently asked questions and instead of giving a phone number for a different department try to actually answer the questions the best you can

Know what major your students are in and the requirements for each one. Have a better knowledge for the program.

I don't know

Get us out in four years. Have he capability to move classes and get people into the course they need to move on.

Advisors should know how to help, know the courses and what their students need to take

Try to know more about the things that advisors should know about, I went into my meetings often times knowing more about classes, praxis exams, etc. and my advisor would not know the answers to my questions at times.

Work with the student. Don't just print out a paper and say you are on track. Actually go through the classes with them and help the student through it.

Require students to see their academic advisor before scheduling classes.

n/a

---

None

---

Have students check in with their advisor at least once a month.

---

none

---

assisting students when they know they might need help not when the student asks

---

Inform students of different requirements, and be kind to help students with questions.

---

Setting out a suggested schedule of study for graduate students returning for education certifications would be a big plus; my advisor and I were often confused about how to plan out my time at Ball State. One big issue was not being able to access DegreeWorks (I believe this is the name for the online area where undergraduates can plan out their course of study) because I was a graduate student, even though I took only undergraduate classes. As it was, I ended up with a number of scheduling challenges, most notably ending up having to take a practicum course alongside my student teaching in order to complete my concentration area study on time.

---

n/a

---

██████████ was great! I would have liked to have her as an advisor from the beginning though. My freshman advisor was not very helpful.

---

I don't have any.

---

Push it hard to freshman! I didn't know who my academic advisor was for a while and I could have benefitted from him when I was a lost freshman trying to schedule classes!

---

Get the advisor you need for your major immediately.

---

They should know all areas of degree, not just education or not just content area. This disconnect was problematic.

---

I have no suggestions at the present time.

---

My advisor tried to convince me to take classes I didn't need to take so I would spend more money. She was not helpful and if it weren't for DegreeWorks online that I can check myself, who knows if I would've graduated on time. She (██████████) was very rarely available for consultation and never fully answered my questions. At one point in time I had to email an advisor that wasn't mine in order to have my questions answered.

---

I can't think of any suggestions at this time.

---

More communication.

---

Actually know what in the world she is talking about. Everytime I went in there, she had to call multiple people over the simplest questions. She should not be an advisor.

---

Send updated emails about big projects and assignments due in the major.

---

I do not have any specific suggestions at this time.

---

advisors should be experts on everything TC offers

---

n/a

I don't really have any suggestions about how to improve the advising experience.

I would suggest being a little more attentive to students and providing a variety of options and resources.

There is nothing I would change.

None

Students must email or meet with their advisor before registering for each semester

n/a

Nothing

N/A

I felt my advisor did not know what she needed to know to fully help me with my preparation. She was not knowledgeable

None.

Have a better understanding of my major and what I need

None

Know what is going on, maybe review students file before the meeting, also follow through (i.e. when stating one is going to check on something, do so, don't leave the student hanging)

If there is not a limit to how much an advisor can take on themselves, there should be. No one wants to go to an "advisor" who has no time to give advice.

To not play favorites as much

N/A

I wish that they would have gotten to know me rather than just being another person that they looked up on the computer.

None.

none

I was able to graduate in four years because of the work I put into scheduling my classes not my advisor. I simply met with them as a formality. Advisors need to be well versed in all classes their students need to take to guide them when there is confusion. Also, they should probably know the Indiana requirements for getting and obtaining your teaching license or an out of state license.

Better communication. The student teachers need to know detailed information about what is expected of them.

Stop switching around which advisors belong with which students.

Involvement in graduation

N/A

---

none

---

N/a

---

Provide more resources

---

I do not have any suggestions.

---

Have advisors be more available and willing to get you done within four years.

---

I have not had bad experience, but I have had many peers say that they did not take certain classes at the right time, took unnecessary classes, etc., so it would be beneficial to all sit down and make sure that everyone know what needs to be taken and when, so that everyone is successful.

---

None other than encouraging students to complete as many as their Pearson Exams prior to student teaching that they feel comfortable taking. Most of the material on the test is what you cover in class so student teaching will not help you that much more with taking them. Taking them right after your last on-campus semester was most beneficial to me!

---

The only suggestion I can think of is to have more study materials for the CASA/Pearson tests readily available to either rent or buy rather than having to use them in TC.

---

More communication

---

Better collaboration or understanding of the honors program

---

My advisor didn't know about my Spanish concentration requirements and because of his lack of knowledge in the area I had to take a night class with student teaching which has been very stressful. Having the advisors know about ALL concentration areas in detail and when they can take certain classes is my suggestion.

---

COMMUNICATION. I cannot stress this enough, and having more than 2 sections of practicum open when there are like 50 Ed students...

---

Na

---

Even though you aren't supposed to "self-advise," strong students can take on more loads! Maybe understand the time limits that some ensembles have. For example, I was not able to do Wind Ensemble because it conflicted with percussion class.

---

None at the moment.

---

Make sure the advisors are more educated. Too many questions not answered during some visits.

---

More consistency and communication between advisers

---

None

---

Too many Deaf Education majors are unaware of the required program at the Indiana School for the Deaf and sign leases or commit to other housing in Muncie for their sophomore year before they find out about the program - this should be something EVERY Deaf Education major knows about if they have declared that major, even before orientation.

N/A

---

Requirements could be quite a bit more streamlined or clearly outlined- too many hoops to jump through

---

If they could email out ASAP when immersive experiences were going to be available, so all students had the same opportunities to apply for them, rather than finding out during an advising meeting.

---

Making sure that 4-year plans are more accessible and making sure to have Freshman/Sophomore students walked through DegreeWorks to keep track of where they are and what they need to cover in each DP section.

---

Easier outline of requirements per specific semesters.

---

Connecting with students early on in their college career (just reaching out freshman year)

---

more knowledge on how to get licensed in other states for those students who are out-of- state residents

---

Don't make students wait until after grades are due to register for their next semester classes. It causes a lot of unnecessary stress and frustration for the fear of not being able to get into the classes that are needed to graduate on time.

---

i think the teachers college academic advising has TREMENDOUSLY improved since I started in Fall 2011.

---

Know more on the student teaching side, because I looked to you for answers and you said you didn't know that it was Jon Dees job

---

N/A

---

N/A

---

More friendly and welcoming environment.

---

Making sure classes are available

---

If someone switches majors you should switch them to an advisor that better matches with their new major, even if they do not switch their major by that much.

---

I wish I would have had a red flag raised prior to me applying to graduate (or student teaching for that matter) that I had NOT completed all of my core classes yet. Because of this, I will have to take yet another semester for an online Tier 1 course and although I will be able to walk in December (by special request with the Dean's office) I won't receive my diploma till May.

---

TC Advising was different when I first started at Ball State. The program that is going now is great!

---

I don't have any suggestions.

---

Be prepared.

---

The advisors should provide students a laid out plan with all of the classes they need to graduate. Ivy Tech provided me a schedule one time, I followed it exactly, never talked to an advisor after the first time and graduated on time exactly as the schedule showed.

---

Nothing

Social Studies 397, I think you all already know that though :) That was a huge hassle but I see that they are now doing things to stop the craziness that occurred with trying to get into that class. They need more professors to teach that class.

---

Not my current advisors fault, but I ended up taking a the wrong course for a History requirement. My advisor at the time had told me that it would qualify for my requirement and helped me sign up for it. The next semester, after taking the course, I found out that it didn't. I spent the money to take the course during the summer only to find it was a waste of my money. I realize that everyone makes mistakes, but advisors should be given clear directions on what course requirements we have so that they don't give us wrong directions.

---

Have the departments and the advising center communicate better. They sometimes do not seem on the same page, and that is incredibly important when dealing with scheduling something as technical as the process of getting programs completed in order and timely

---

Create goals with the students to complete each semester.

---

Work closer with the ESL concentration people so that I could get all of my questions/resources from the same place instead of working through two different departments.

---

I recognize the importance of having a freshman advisor, but my freshman and honors college advisor did not know how to properly advise me on classes needed within the school of music or what my schedule combining the school of music and the honors college should or could most effectively look like. I think that having just one advisor instead of many could be most beneficial.

---

N/A

---

Easier access to registration

---

Keep better track of which courses are offered when, and plan better to prevent students taking summer classes.

---

none at this time

---

N/A

---

Make sure the advisors know the classes the students in the major need to take. There was always some confusion.

---

The handouts for the 4-year plan really helped when registering for class. If there were any issues, the 4-year plan helped.

---

More communication between departments and between Teachers College and content areas-- nobody seems to know what Teachers College is doing and vice versa, which creates a sense of separation and confusion

---

n/a

---

None

---

Get students introduced quickly to their advisers, even if they just picked a new major. This can help in determining if it is what they want to do for their career.

---

Keeping students informed on when requirements change, giving students who need classes first preference based on graduation rate. For example: Don't let a first semester junior register for a methods class when a student who is student teaching the next semester needs it. The

student who is closer to student teaching should have first priority, especially if they have a good GPA and are not retaining the class.

Nothing that comes to my mind.

## Part VII.B: Office of Teacher Education Services

### 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.

### Figure 5.4: Consultation with Academic Advising

Office of Teacher Education Services (OTES) staff helped guide me through the process regarding licensing policies and rules by offering fair and correct information.

Candidates were asked to provide comments regarding their experience with the Office of Teacher 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 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: Complements for OTES

What compliments would you have for OTES?

OTES was not especially helpful for special education majors.

You all work hard. That is obvious.

friendly and helpful

Offering free help with the preparation for studying and taking our licensing tests.

They were very flexible when placing me for student teaching

[REDACTED] was incredibly helpful to me during my time student teaching and I am very appreciative to him and the rest of the staff for being so flexible, understanding, and willing to work with me.

Thank you for not making music students switch to another program for our E-Portfolios.

I think it is very beneficial that resources and practice tests are provided through the office of teacher education services to help students pass their Pearson and CASA tests.

Professional

They did not do much

none

Put more information about licensing

OTES needs to be more open about the student teaching process. They tell you to contact whenever, but they will not openly communicate.

Student teaching meeting was helpful

You do not communicate with secondary education students. We are left in the dark most of the time to figure things out on our own.

very direct and clear

The big group meetings were good!

Good job getting placements done in a more timely manner.

I received most information from my advisor.

they placed me where i wanted

NA

They have done a good job of sending out key info in a timely manner and in following up when things aren't completed on time. The orientations and trainings I have attended have been thorough, informative, and enjoyable.

They need a better method of communication. The information given is limited and students must seek out people in order to receive the needed amount of information. The information is also presented with short deadlines.

I have not receive any information about testing to get my license

they're great at what they do.

Nothing specific. Most of my help came from [REDACTED] but I never had any issues with OTES.

Helpful when asked questions.

None

I like how they laid all the student teaching information out for us to see from the beginning.

I appreciate all their help and efforts in getting me into the student teaching program.

Truthfully I don't know what that office is.

Nice updated website with information

n/a

n/a

They are willing to work extra hours to make sure that everything works out.

They were helpful in preparation for student teaching- things like co-teaching workshops and the orientation meeting were good and beneficial.

None

They were very efficient with telling me my student teaching placement.

NOTHING. They were so rude and would not help at all.

Very nice.

Honestly, I am very disappointed in OTES after my student teaching placement experience. I do not have any compliments at this time.

none

N/A

none

They reply to emails quickly

They answered questions about what was expected of you and what to expect about the experience.

Always there to answer questions.

Polite demeanor

n/a

N/A

They were knowledgeable

None.

They do a great job of giving the needed information to make up the portfolio and LAMP.

They do not place some people in appropriate placements.

Send papers out and not just emails.

Very real about the student teaching experience, spoke very frankly

They are honest

N//A

I liked how the student teaching orientation was the semester before student teaching that helped prepare us and caused less stress.

Reachable and accommodating

N/A

I have no idea what this office even is. My department has provided me very solid information, luckily.

None.

I really don't have any. The iCare corner was a nice resource.

N/A

They knew nothing about my program, so they offered me no help.

They were friendly and helpful every time I needed help/went to OTES.

None

They are sure to provide many valuable resources throughout the year to support future teachers

N/A

I did not use OTES for much of anything.

Over the years, the OTES department has rapidly responded to any concerns or questions that I have had.

They are easy to find/intitally contact.

Better knowledge and preparation for applying for a license.

None

None

Placement late. Wrong placement. Took forever to reply to messages.

Thank you for helping all of us out! :)

They were very helpful in allowing me to student teach outside the normal realms

Be more involved in helping students acquire a license

I was provided with the necessary information

None- I had essentially zero contact with them, so they weren't helpful at all

none

I am about to graduate in 6 weeks and I have no idea or information on how to apply for my actual license.

You offered various times to meet for student teaching.

In regards to the student teaching workshop, it went well when I attended.

Literally none.

They do not really engage much with secondary majors.

I received my placement in a timely manner.

License Reciprocity

I think OTES does make a good effort in helping student teachers get to each step in the program.

They always stayed in contact with me.

They are always very helpful and professional.

You all have difficult jobs of placing people, thank you

N/A

Easy to get ahold of and answers are given right away.

When I emailed or called, they were very quick to answer my questions. The office is very organized and I knew what was expected of me when I went to practicums or student teaching.

Helpful

Never felt like my questions were valued

They are very structured and deliver information explicitly

I feel that I have gotten information, but I do not feel that has always been explained in great detail.

They have been extremely helpful in providing me with needed information, even going out of their way to help me since I was out of the country during orientation and was given several opportunities outside of student teaching.

The OTES staff are nice.

You guys follow through with what you promise without much prompting and "harassing" from the students. You care to serve the college students well

None

They have also replied to questions quickly or will send you to someone that can answer your question.

If there was an option to choose neutral on the previous two questions, I would have chosen that answer because I really never had any interactions with OTES in my four years here. The only exception to that statement was during my first student teaching orientation meeting, but music students had already completed much of that since we were in schools observing and teaching much of our time at Ball State as well as having already completed our ePortfolios prior to the meeting, but even then OTES was a bit helpful but much of the information did not pertain to me. I have spent my time at BSU receiving knowledge and guidance from the Music Education faculty as opposed to OTES.

more help with licensure

They are good at informing students about the upcoming events they need to do.

None

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---

I enjoyed the co-teaching worksho[

---

Student teaching happened and I think completion of the program will then happen afterwards

---

Some of the information about student teaching seemed a bit confusing at times. For example, when we attended the orientation for ST, we were told that we could visit the school two times or visit once and then go to a co-teaching conference. However, later in the summer, we received an email that made it sound like we HAD to attend the conference in connection between the two visits so I went. It was just a little confusing.

---

None.

---

None

---

They did help me find a placement late in the summer because one bailed on me

#### **Comment Table 5.4: Suggestions for Improving the OTES Experience**

What specific suggestion(s) would you have to improve the OTES experience?

---

OTES did not communicate clearly with me about the specific expectations for my new student teaching placement after I was not given a placement in the Germany program. When I was not placed in the Germany program, I had to find out through an AUTOMATED EMAIL from another office for study abroad that I was withdrawn from the program. There was no personal phone call or attempt made by anyone to communicate that to me. I had gone through so much trouble and waiting for this program but was disappointed a week before we left. I was VERY disappointed that I was not given any personal message or apology for not being placed in this program. There was LITTLE flexibility with the new placements. I think that if you sign up for the study abroad option, you should have to have a back up Indiana option already set up. It was crazy being placed a week before and we were completely lost when we got there since we didn't go through the same training that the other student teachers had gone through. I would not recommend any special education major to apply for the Germany program.

---

I still have no idea how to get my license. Why don't we cover this?

---

Come to a class and discuss the process of getting your license

---

none

---

no suggestions

---

n/a

---

More clear communication with students via email.

More information on the licensing information and when we can apply if graduating in the summer or fall.

---

Get info out about placements faster

---

Be more welcoming when we walk into the office

---

Improve attitude and be more willing to help and answer questions. Be more understanding.

---

I don't know

---

Communication with the students and a lot better organization skills

---

Have everything figured out before students start student teaching. I went into student teaching and my supervisor changed the night before I began. There was confusion with artifacts and portfolios. Otes changed the number of artifacts early childhood dual majors needed one week before our first experience ended. Early childhood gets thrown on the back burner. Get organized before giving out information.

---

Go to the teaching classes at each stage and discuss what's next. What do they need to do? Who do they need to contact? Keep them informed from Freshman year to Graduation.

---

I feel I have no idea how to get my license. And I don't feel it was ever communicated to me. I do not know how to find suicide prevention programs or CPR classes in order to finalize my license requirements. All I knew is that I needed to pass the tests. I also had to find out on my own through research on the DOE site that I can't apply for my license until after graduation. This is most definitely an area of weakness in OTES. There needs to be clearer communication about licensing other than just information about the Pearson tests.

---

I would suggest that OTES clearly define their expectations for teaching before students are placed in their student teaching experiences. I was required to do 22 artifacts for an 8 week placement and OTES changed it to 11 artifacts a week before out placement was over. This was unfair for the other Early Childhood students and myself because the information was unclear and changing from the very start.

---

n/a

---

Everything felt so scattered. I would suggest really improving the iCare website and having all of the information in one central place. Do not just rely on a once a year group meeting. Keep all paperwork and information on the website, and create an FAQ page.

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None

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More information for special education majors. I did not feel like we received as much information/ as quickly as other majors.

---

help everyone get where they need to be for student teaching

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NA

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n/a

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Be more available. The few times I emailed staff from OTES, it took forever to get a response if I got one at all. It was just easier to go in.

---

I don't have any specific suggestions.

---

Things are not communicated very well up front when you first begin the degree and then you are hit with a lot all at the same time.

More information about licensing tests. Specifically the special tests that reading and math concentrations have to take.

N/A

Frequent emails about any modifications, if any, to the requirements

more information accessible online rather than in the seminars.

To be more transparent about placements... Communication was lacking when there was issues with placements

Get back to student in a timely manner. Update student teaching placements at a quicker rate

More information about life after graduation specified to teachers. The career center does not know as much about the field of education.

More contact and interaction with students- I really only talked to them at those pre student teaching meetings.

Better communication

I didn't have any contact with them until student teaching. I think the suggestion I would make is to make pre-student teaching students know they exist.

More communication.

Get new people. I have never met so many rude and unwilling to help people in my life compared to OTES.

Get more involved with PE students.

After attending all of the meetings regarding student teaching in Germany, filling out paper work for the study abroad office, making my payment to the bursar office, and being told repeatedly that a placement will likely be found for me in Germany, I was told that a placement could not be found. I had been planning and attending information meetings for two years about student teaching in Germany and was encouraged my many to enroll in this experience. The process was stressful and very poorly constructed. I often went weeks without hearing anything and in my opinion was not accurately informed on the status of my placement. I was told many times leading up to the news of a placement that OTES was "optimistic" about my placement. Upon hearing that was not found a placement in Germany, staff members were in contact with me asking what I would like to do when moving forward on a placement in Indiana. However, my requests were met with half hearted replies and in my opinion attempts at meeting my needs and what was best for me in the situation. Because of the lack of effort that I felt was being put into finding me a new placement, I was forced to find a place to stay near my new placement just a few days before starting school. I was not familiar with the school or the teacher and did not feel prepared AT ALL! My suggestions to OTES is to require all students who choose alternative student teaching placements (Texas, Germany, etc.) to also go through the process of finding a placement in Indiana. Students should be required to observe in the school and meet with the teacher in the Indiana school they could be placed in. This would give each student a back up plant if anything were to go wrong with their alternate placement. I would have been very grateful for this when I was

going through the placement process. I was scrambling and on edge, worried, devastated, heartbroken, and so many other things. The thing that makes all of this worse is that now that I have been doing my student teaching in Indiana and only have about 3 weeks left, I have never received a call or email from the people who "helped" me throughout the process of finding new placement. They were so quick to say that they care about me and want to help me find the best option, yet they have never checked to see how things have been going, if I am enjoying my placement and student teaching, nothing. And that just proves to me that they do not really care about us as students at all... And I find that to be pretty sad.

OTES is not helpful and does not communicate clearly or effectively. They should not release placement positions until they have figured them out for everyone in a timely manner. Also, I figured everything out for licensing on my own, OTES did not help me at all.

I had no idea when I needed to take my licensure exam, if I needed to send my results to BSU, or what to do once I passed the exams -- neither does my student teaching supervisor. On top of that, I couldn't find any specifics on the website, it just took me in circles.

n/a

Sometimes it is a little over-the-top and extensive. Lighten up on certain requirements. I've gone to bed at 8 every night. Sometimes the PDS extra requirements are too much. It feels like busy work rather than gaining valuable experience.

I would just recommend to reassure the students not to feel overwhelmed. Sometimes I left the meetings feeling like how am I going to accomplish all this. I would also recommend having other students who have already participated in these experiences to talk to the students, so that they have someone to relate to.

Try to offer more guidance and explain how things work step by step.

I never received information regarding licensing information from OTES.

Offer more functional and useful information

I would have liked more communication and guidance during the student teaching process and what is required on the portfolio, there really was none.

I wish they would send more information earlier for student teachers to get started on their application to get their license. A lot of us are done with pearsons and it would be nice to have information about getting CPR and other certifications out of the way. I feel currently lost because they have not provided information about licensing and it is April.

We are never informed about licensing requirements or when we will get our licenses

faster at placements and more understanding

I have no idea how to acquire a teaching license. So that would be good information to have. Communication is terrible. Talk to your departments and students. The orientation was a waste of time until we met with our supervisors. Give me the papers I need, and don't just read what they say during the meeting. Fire [REDACTED]. I have never seen such a disgracefully terrible teacher in my life. She refuses to see her own mistakes, and everything I learned in that class was taught to me by other students or by myself. (EDPS 390)

There needs to be more information about licensing and how to go about that and what to do after student teaching and graduation.

Make sure special education dual majors work with special needs students. I am so unprepared for special needs students.

---

Tell us about licensing more.

---

Start talking to students earlier, to prepare them (or attempt to) of what is coming next

---

Be more flexible

---

N/A

---

I don't know a lot about the Office of Teachers Education Services and Clinical Practice experience.

---

None

---

when applying for student teaching the pre-service teacher should have a say in what grade they are placed in.

---

Better communication, earlier. I had barely ever even been contacted by Teacher's College until I started applying to student teach. As previously stated, my department always gave me more and better information, but it was clear the lack of communication between Teacher's College and the different departments. I think out Student Teaching Orientation should be earlier, more mid-semester. Also, information needs to be updated. The syllabus for LAMP and the final Portfolio Presentation is NOT up to date and contains things that are no longer done. The LAMP syllabus specifically states that there are examples of certain things and there are not (i.e. graphs). I even checked the website, was referred to a certain link, and the link no longer worked. If there are changes they need to be clearly communicated and the information quickly shared with each department and student.

---

The student teachers need to know exactly how to apply for their teaching licensure after completion of the required state tests. Not knowing this information has hinder myself and several others from applying for the license needed to teach in a K-12 school.

---

Disseminate information more quickly and accurately. None of the information that I got about my student teaching or liscencing ever came from OTES first, nor was the information from OTES very accurate.

---

N/A

---

I have no idea how licensing works

---

Communicate with the Woodrow Wilson Fellowship (or the similar program that may or may not exist in the future)

---

More communication with students who are about to begin student teaching

---

Make a better bridge between Health & P.E. and teachers college. Seems to be poor communication between teachers college and P.E. department.

---

Please Please Please work with our academic advisors to find a fitting student teaching position from the very beginning of the process. I was not placed in a student teaching position that my advisor and OTES agreed on until almost the last week of fall classes. I understand that OTES must place many student teachers but for my content area it is difficult to find many acceptable teachers that will provide a worthwhile experience. My academic advisor knows the teachers in Indiana and working with him will expedite the process I am sure.

Communicate more often and more clearly with pre-service teachers. We often had no idea what was going on in OTES and were left in the dark about what we needed to do and how things worked until it was late in the game.

---

Provide more readily accessible resources

---

More highly qualified instructors

---

I would suggest that the OTES relates information to all teaching majors, and not specifically general education courses. Some of the staff were not aware of some of the procedures to take for student teaching in special education.

---

Student teaching placements need to be placed sooner and communication needs to be do ASAP with certain situations. Many times I felt left in the dust and ignored.

---

Stop making everything relate to elementary education majors.

---

Consistency of information between different levels of OTES. Make sure the emails they send out apply to the people they are addressing. Be more up front with students about the realities of what is going on with OTES and student teaching placements.

---

The only information that OTES gave me about licensing were the study times available. I had to figure out on my own which tests I was to take, when Ball State provides testing, etc. I think OTES could do a better job of offering all around information for all aspects of licensing (why, when, how, where, etc.)

---

I never wanted to go into the OTES office for fear of being patronized. Every time I went in there to ask a question it seemed as though no one could help me and they were always trying to get me out as quickly as possible. I also wish that there were thorough step by step directions on how to sign up for you Pearson exams because I just had to ask around to random people in my classes that knew.

---

More communication

---

Need to place students in more appropriate places

---

Give us information instead of us hearing it by word of mouth. Emails would be nice give dates when we need to have stuff done by, e.i. licensing tests.

---

When someone asks them a question, they should try and help us find the answers instead of brushing us off and telling us to look up the information. Having them at least give us a website or walking through our question with us would help. Otherwise I have not found this office helpful in any way at all.

---

I have no idea what to do with my CPR training and my Suicide Prevention training, and I feel like a burden when I walk into OTES

---

Have Tara Green in charge. She was the most help to me.

---

I'm not sure.

---

More friendly

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None

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AN ONLINE CHECKLIST OF EVERYTHING THAT STUDENTS NEED TO DO TO BECOME TEACHERS AS WELL AS HOW TO DO THEM

N/A

Communicate?

I think you need to be more clear on licensing procedures. I feel like most of the information from your office is not given to students until we ask for it. You leave us wondering so much. Since we are not Elementary Ed, we do not get the same information.

OTES gives out a lot of confusing information. Often we are told something, and then a few weeks later we are told something else. OTES needs to do a much better job at communicating with professors that teach content knowledge as well. Often professor could not give us answers about portfolio questions. In a few occasions we were required to go to OTES meetings, and no one had informed out content knowledge professor that over half of their class would be absent due to a required meeting. OTES has very poor communication skills outside of TC.

I do not remember being given specific information about how to apply for my license after student teaching and graduating.

Get information to Ed majors earlier than is happening now. People shouldn't be 2 weeks out from the end of the semester before student teaching not knowing where they're being placed.

Do not just throw people to things. Actually discuss licensing with individuals.

If there was more communication prior to student teaching and the expectations. I felt very nervous starting student teaching and my supervisor did not have many answers to the questions I had.

More willing to help. Customer service. Maybe have advisors through OTES for student teachers.

I did not officially receive my student teaching placement until a month before I was scheduled to begin. The messaging for the entire process could have been clearer, especially among each discipline.

Not sure

orientation should be done with supervisor instead of as whole group to make it more relevant to your specific placement, and get specific questions answered

I don't have any suggestions in mind

N/A

n/a

Staff more friendly.

Be more human. Don't try to scare us! encourage us!

I think that there needs to be more sympathy for situational experiences. I feel that my best interest was not always taken into account, or at least it wasn't show in demeanour if problems came up.

Perhaps more followup during the school year would be nice, but I don't feel like anything was lacking.

Student must be given more time in the classroom. Some type of oversight should be given to monitor instructors. I was penalized and viciously attacked for sharing my views which I was told I must do to pass a class.

More priority to get those students who student teach the next semester placed before those who student teacher 2 semesters away.

Better information about licensing earlier in the semester

I think you guys do a wonderful job. The job of coordinating student teachers is definitely not easy. I would say that my first placement in student teaching did not fit my degree at all though. I am a special education major, and my first placement did not have any students with special needs.

I had to ask about licensing; so just being really upfront or ahead of the game on that stuff since my school is ending before other schools.

Better communication.

I think the biggest suggestion I would have for OTES is to work more in conjunction with the Music Education faculty. What I mean by that is to make sure that information we are receiving is pertinent to us, so as to not confuse music education students, specifically regarding ePortfolio and student teaching applications, which we do with the music education faculty instead of with OTES.

more help with testing like free practice tests like they offer at IU

Be more involved in the learning process of students. One way to do this is to have more seminars about what to expect from student teaching by having people who have student taught the last semester. I think that if I would have been told what to expect BEFORE I was student teaching would have been extremely beneficial.

Better communication with student teachers. Also, providing information earlier.

More info

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I would give a crash course on how to use the new portfolio for those that are using it for the first time when it is brand new. Have someone become an expert, and then have them share with all that have to use it and be evaluated on it.

It seemed like everyone was on different pages.

Be more involved with the freshman

My program was overlooked when discussing teacher licensing, so I had to speak with my advisor to understand what was really going on.

Information was difficult to find, often incorrect or incomplete, and understanding the program was difficult; the website was hard to navigate and did not always contain information that was said to be there; necessary paperwork and other important documents were difficult to locate online or in person; my best recommendation is to update information on bsu's website so that it's easier to navigate and so that students can easily locate anything needed online in the case that anything becomes confusing (and things become confusing quite often)

As a special education major I feel that there needs to be a specific section of individuals to help guide special education majors in preparing for student teaching. A lot of information was not relayed to me prior to my placements for student teaching.

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None

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I think they should reach out more to students, everyone is busy including them; however their job should include contacting students and making sure they understand what they need to know.

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Inform education students freshman year of what they need to take/pass exam wise (liscence exams, CASA, etc.)

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BE FRIENDLY. Without OTES, we would be so lost. I felt like a soldier in my meetings. Student teaching is an exciting time and a moment to be incredibly proud of ourselves. Give students a little more credit for getting there.

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I would have to say that things need to be put into place sooner because I feel very unprepared for student teaching because of how late i got placed