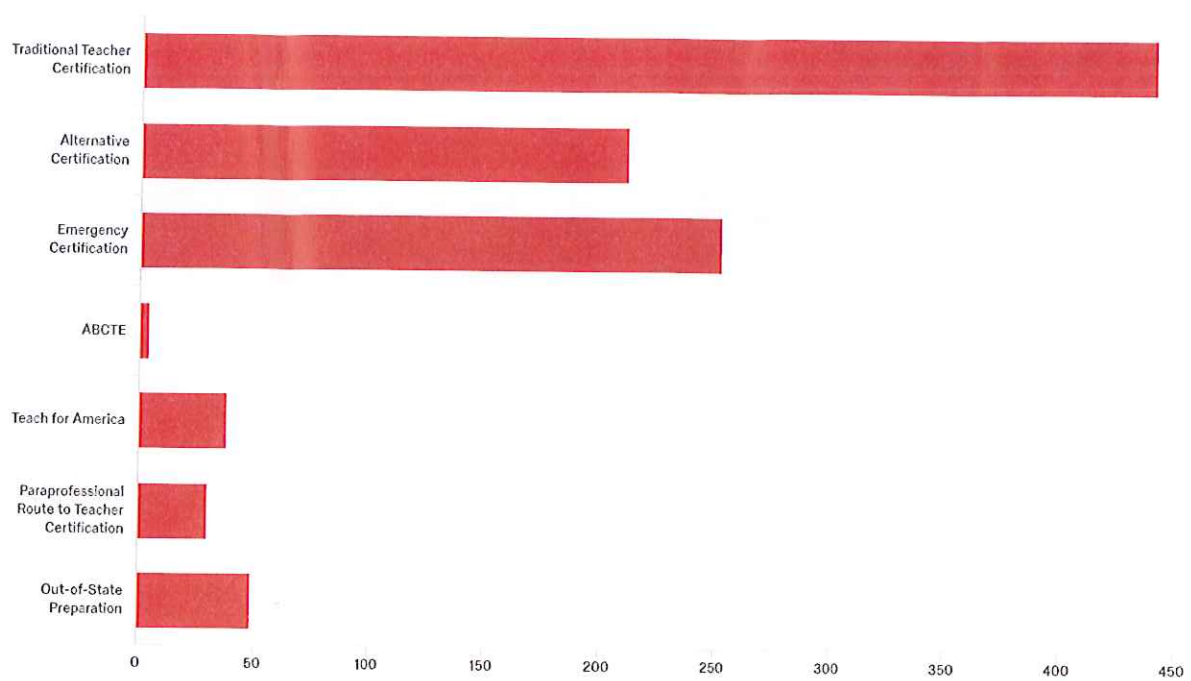


2. Through which route did you receive your teaching license?



| # | Field | Choice Count |
|---|---|--------------|
| 1 | Traditional Teacher Certification | 43.00% 442 |
| 2 | Alternative Certification | 20.62% 212 |
| 3 | Emergency Certification | 24.61% 253 |
| 4 | ABCTE | 0.39% 4 |
| 5 | Teach for America | 3.70% 38 |
| 6 | Paraprofessional Route to Teacher Certification | 2.92% 30 |
| 7 | Out-of-State Preparation | 4.77% 49 |

1028

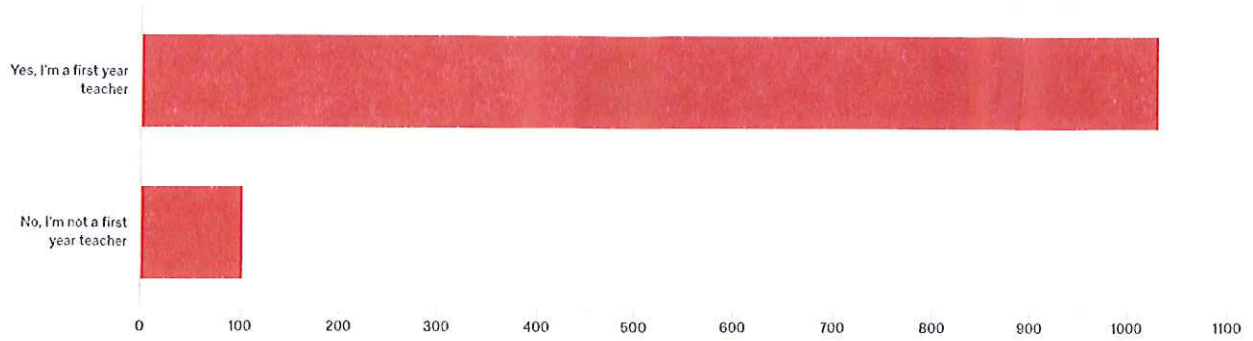
Showing Rows: 1 - 8 Of 8

FYT Full Sample

OEQA First Year Teacher Survey 2017-2018

June 12, 2018 8:27 AM MDT

1. Are you a first year teacher?



| # | Field | Choice Count |
|---|----------------------------------|--------------|
| 1 | Yes, I'm a first year teacher | 90.93% 1032 |
| 2 | No, I'm not a first year teacher | 9.07% 103 |
| | | 1135 |

Showing Rows: 1 - 3 Of 3

2a. In what area did you receive your degree?

In what area did you receive your degree?

Child Development

Spanish

Agriculture Business

1991

Psychology

Music

family studies and gerontology

Biology/Chemistry

General Studies, minor in Psychology

Mass Communications

International Area Studies

Early childhood

Accounting and Business Management

Health and Physical Education Master's of Education

History

Veterinary Medicine

Physical Education

Psychology

MS, May 2003

Bachelor Degree ofnEducation

Bachelor of Science in Education

Criminal Justice

Journalism

Sport Management

business

Agricultural Education

English Literature and Cultural Studies

Spanish

Business Administration

Fine Arts

Elementary Education

BA English

Social studies

Music B.M. / M.M.

Business

Psychology

Psychology

Sociology with a minor in business and criminal justice

Social work

Education

Bachelor of science

instrumental music

Theatre

Health, Physical Education, and Recreation

Multimedia journalism

Chemistry Mathematics

Psychology/Health

Professional Studies

Law (J.D.); Political Science (B.A.)

Psychology/Sociology

Political Science

Communications. LAS

Liberal Studies of Art

Youth ministry

Psychology

B.S. Family Studies

Masters in Science

biology

Interdisciplinary Studies Concentration in Community Based Education

Psychology

Recreation Management

Psychology

Mass Communications: Broadcast/Journalism

Language Arts

Undergrad in Political Science, Master's in Jazz Studies-Music Production

Journalism/Mass Communication

Business

Master of Education in Sports Administration

Business

Physics

Theatre

Music

Early Childhood

Liberal studies

Early Childhood Education

Communications

Elementary Education

Music

elementary education

Accounting

B.M. Music Performance

ESL

Healthcare Administration

Human and Family Science

Business

Journalism

Science

Exercise science -

Criminal Justice

Elementary Education k-8

Accounting

Business, Government

Human and Family Sciences

Health Promotion

Animal Science

Elementary Education

Masters in Education with a concentration in Educational Leadership

Fine Art

Music Education

Sociology

BSW

Business

Bachelor's Degree in Mass Communication Master's Degree in Secondary Education

English

Music

Bachelors of Psychology

Science

History

Biology

Journalism

Music

University of Oklahoma

Business

Bachelor of Science Therapeutic Recreation & Recreation Management

Business

Liberal Arts - Humanities

Social Studies

Strategic Communications

Multi Disciplinary

Sociology, Media Communications

Accounting

Bachelor of Science in Elementary Education

Linguistics, French

Animal Science

Mathematics & Psychology

Business and Law

Religion

General Studies

Secondary English Education

General Studies

Accounting

Business

Chemistry

Elementary Education

Mathematics

Marketing

Master - Engineering Technology Bachelor_ Engineering Technology

Biology

English

Bachelors of science w the full el Ed courses even did student teaching.

Mid-Level Social Studies

Food Science & Nutrition, Bachelors of Science

US History

General Studies with a concentration in PE

Law

Elementary Education

Cell and Molecular Biology Chemistry

Education

General Studies

Psychology

Business Administration

Business Administration

Health, P.E. and Recreation

Business Management

English/Writing

Family Relations and Child Development

Major in General studies. Minor in Psychology

Biology

Family Services

Strategic Communications

Science

Foreign Language Education

Art

Musical Theatre (Bachelor of Arts)

Business Management

Journalism

Applied Liberal Arts

American Studies and History

Intermediate Algebra

physical science, biology

Multi-Disciplinary Studies

English

Business Admin

Sociology

Music

Family studies

Biomedical Science

Physical Education

elementary education

Dance Pedagogy

Human and Family Science

Bachelor of Arts Major: Psychology Minor: Sociology

Oklahoma State

Human Resource Management

Animal Science

Early Childhood Education and Administration

Bachelors Psychology

Exercise Science

Bachelor of fine arts-graphic design

Social Work

Community health

Bachelor of Human Environmental Sciences

Chemistry

Early childhood development and education

Family Life Education

Education

Exercise and Sports Science

Computer Science

Family Relations and Child Development

FAMILY STUDIES AND GERONTOLOGY

BS in psychology; current student Masters in Social Work

Urban Education

Physical Education

Child and Family development

Special Education

Mass Communications

International and Area Studies, minor in Spanish

Masters Degree in Clinical Rehabilitation and Mental Health Counseling

Business

Business Administration

General education

Bachelor of Business Administration and Bachelor in Arts

B.S. Zoology, M.S. Biology, and am about to finish a M.S. in Math and Science Education

Sociology-Criminology

Bs/ science

Environmental science

Economics

Healthcare administration

Theology and education

Journalism

Bachelor of Business Administration in Marketing

Child Development

Sports Administration

Kinesiology

Business Management with a minor in Health, Sport & Exercise Science

English Secondary Education

Liberal education

Chemistry and psychology

Geology

English

Elementary Education

Psychology

Women's Studies

Art

History

BA - Christian Studies MA - anthropology

History

Health and Sports Science

Romance Languages

Liberal Arts

Early Childhood

Zoology, Doctor of Chiropractic

Business, information systems and operations management masters degree. I also been subbing as a second job for years.

Chemistry/ Forensic Science

Spanish

Showing Records: 1 - 245 Of 245

This question was only for those who indicated they held emergency certification.

2b. In what year did you receive your degree?

In what year did you receive your degree?

2014

2016

2007

2002

2013

2017

2016

2002

2007

2016

2014

2006

May 2001

2012

1981

2016

2017

2017

2017

2017

2010

2000

2013

2016

2017

2016

2013

2015

2017

1989

2005

1991

2017

2010

2017

2014

2007

2009

2014

2010- B.A., 2012- Master's

2016

1989

2016

2016

2012

2006

1986; 1983

2003

2010

1992 and 2008

2006

2007

2013

2012

2017

2014

2016

2016

2013

2014

2012

2013

Undergrad-2010, Grad-2012

2011

2011

2016

2000, 2002, 2005

2011

2010

2008

2016

2010

2017

2017

2013

1988 B.M / 1991 M.M

2017

2003

Fall 2016

1999

2017

2013

2012

2015

2018

2017

2006

2017-2018

2006

1989, 1998

2015

2007

2016

2009

2011

2016

2010

2007

1989

Counseling Psychology

2013

B.S. in 1996 and Master's in 2007

2006

2011

2014

2016

2015

2016

1981

2005

Bachelor's - 2004 Masters 2012

2016

2017

2008

2006

2016

2015

2017

2005, 1982

1986

Fall 2016

2014?

1992

2017

2002 and 2005

2015

2014

2017

2012

2015

2017

1994

2012

1988

2001

1988, 1991

2009

2014

2015-16

2017

2002

2008

2008

2015

2017

2005

2014

1996

2009

2009

2003

1989

2012

2016

1998

2002

2013

2015

2016

2003

2013

Musical theatre

2012

2005

1981

2006

2016

2017

1992 BSN, 2007 MA

2011

2013

2002

2012

2016

2014

St Gregory's University

2017

2017

2017

2015

2012

2016

1982

2016

2016

207

2001

2010

2010

2008

1997

2013 Bachelors, 2015 Masters

2011

2015

2016

2017

2000

2003

2017

2010

2015

2002

2013

2017

2002

2017

2015

1996

2009

2005

1st one in 1991, 2nd one in 2016

BS in, MS in Biology in 2016, will finish the MS in Math and Science Education May 2018

2007

2004

2017

2006

2010

1995

2000

2016

2014

2005

2016

2017

General Studies

2016

2015

1980

2017

2017

1995

2003

1982

2014

2010, 2012

2007

2015

1990

2015

2017

2000 and 2006

2002

2016

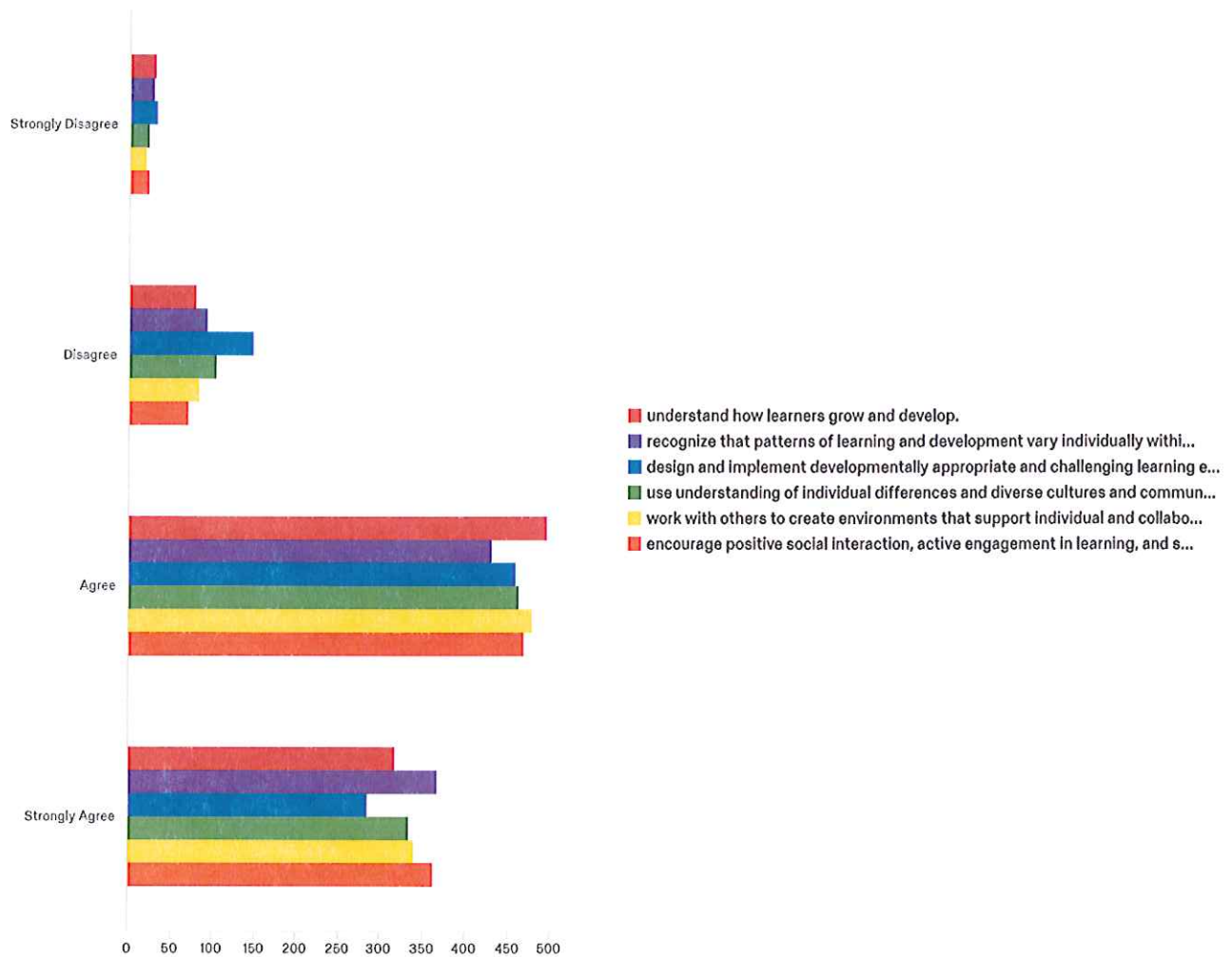
2017

Showing Records: 1 - 244 Of 244

This question was only for those who indicated they held emergency certification.

3. The Learner and Learning Please rate the extent to which you agree with each

statement below. My preparation program/route to certification prepared me to:



| # | Field | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
|---|---|-------------------|------------|------------|----------------|-------|
| 1 | understand how learners grow and develop. | 3.35% 31 | 8.54% 79 | 53.73% 497 | 34.38% 318 | 925 |
| 2 | recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. | 3.15% 29 | 10.09% 93 | 46.85% 432 | 39.91% 368 | 922 |
| 3 | design and implement developmentally appropriate and challenging learning experiences. | 3.56% 33 | 15.97% 148 | 49.62% 460 | 30.85% 286 | 927 |
| 4 | use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 2.48% 23 | 11.23% 104 | 50.11% 464 | 36.18% 335 | 926 |

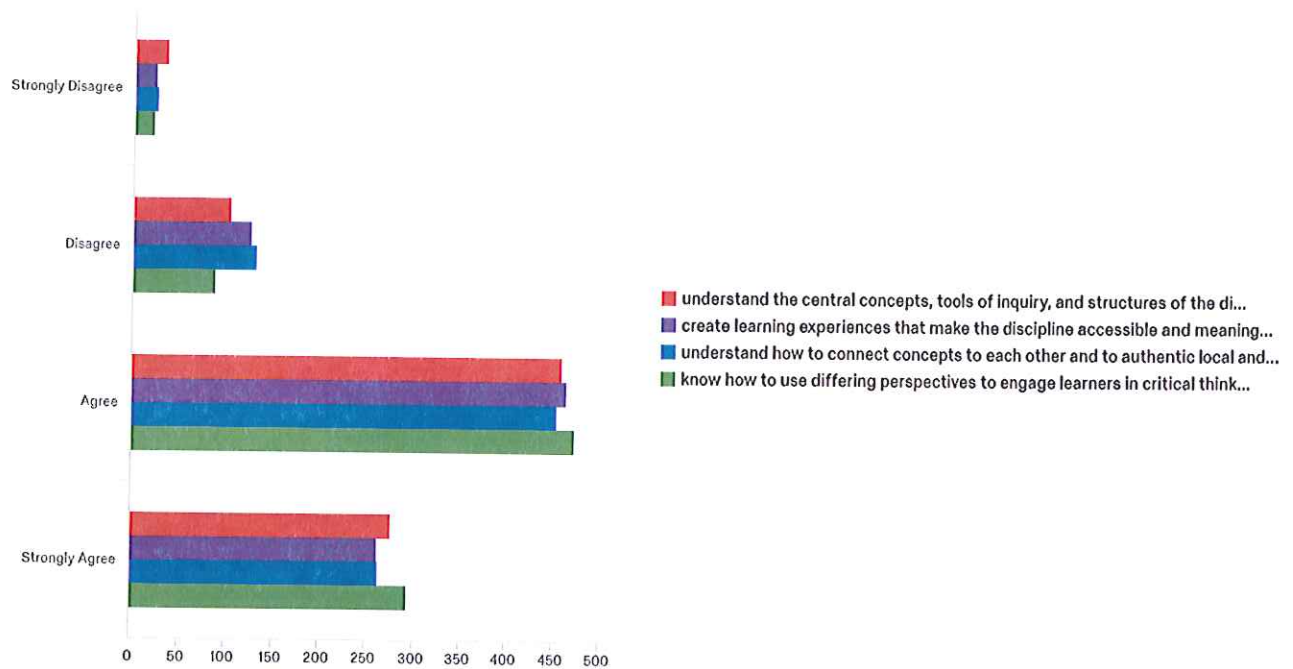
| | | | | | | | | | | |
|---|---|-------|----|-------|----|--------|-----|--------|-----|-----|
| 5 | work with others to create environments that support individual and collaborative learning. | 2.16% | 20 | 8.98% | 83 | 51.95% | 480 | 36.90% | 341 | 924 |
| 6 | encourage positive social interaction, active engagement in learning, and self-motivation. | 2.48% | 23 | 7.56% | 70 | 50.76% | 470 | 39.20% | 363 | 926 |

Showing Rows: 1 - 6 Of 6

Bar graphs visually highlight the fact that, looking at the set of 6 questions measuring Learner and Learning, far more respondents Agreed or Strongly Agreed, than Disagreed or Strongly Disagreed.

4. Content Please rate the extent to which you agree with each statement below. My

preparation program/route to certification prepared me to:



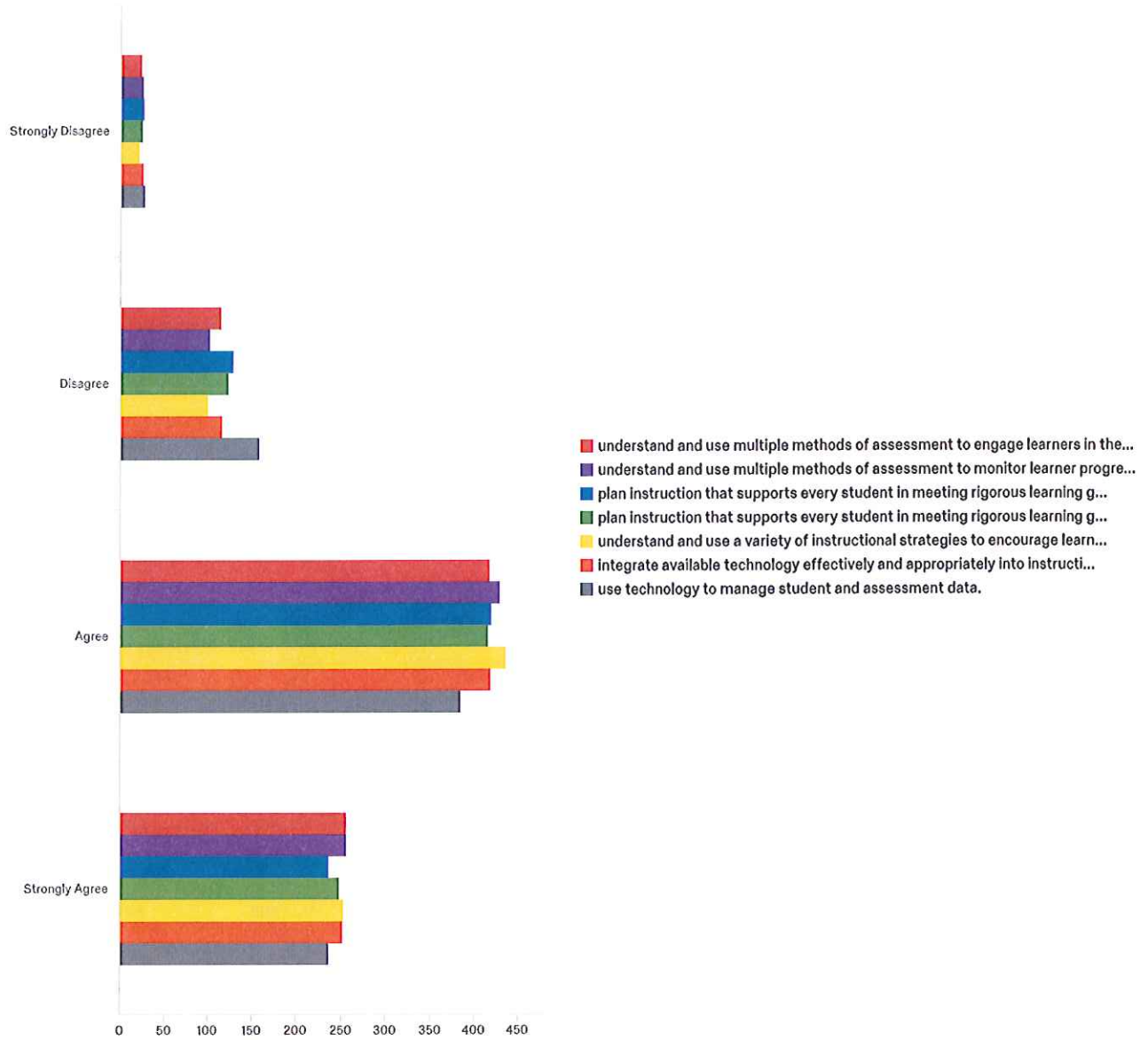
| # | Field | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
|---|--|-------------------|------------|------------|----------------|-------|
| 1 | understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach. | 4.00% 35 | 11.87% 104 | 52.51% 460 | 31.62% 277 | 876 |
| 2 | create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | 2.62% 23 | 14.37% 126 | 53.02% 465 | 29.99% 263 | 877 |
| 3 | understand how to connect concepts to each other and to authentic local and global issues. | 2.85% 25 | 15.07% 132 | 51.94% 455 | 30.14% 264 | 876 |
| 4 | know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. | 2.39% 21 | 10.02% 88 | 53.99% 474 | 33.60% 295 | 878 |

Showing Rows: 1 - 4 Of 4

Bar graphs visually highlight the fact that, looking at the set of 4 questions measuring Content, far more respondents Agreed or Strongly Agreed, than Disagreed or Strongly Disagreed.

5. Instructional Practice Please rate the extent to which you agree with each statement

below. My preparation program/route to certification prepared me to:



| # | Field | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
|---|---|-------------------|------------|------------|----------------|-------|
| 1 | understand and use multiple methods of assessment to engage learners in their own growth and guide learners' decision making. | 2.94% 24 | 14.11% 115 | 51.41% 419 | 31.53% 257 | 815 |
| 2 | understand and use multiple methods of assessment to monitor learner progress and to guide my decision making. | 3.19% 26 | 12.52% 102 | 52.76% 430 | 31.53% 257 | 815 |

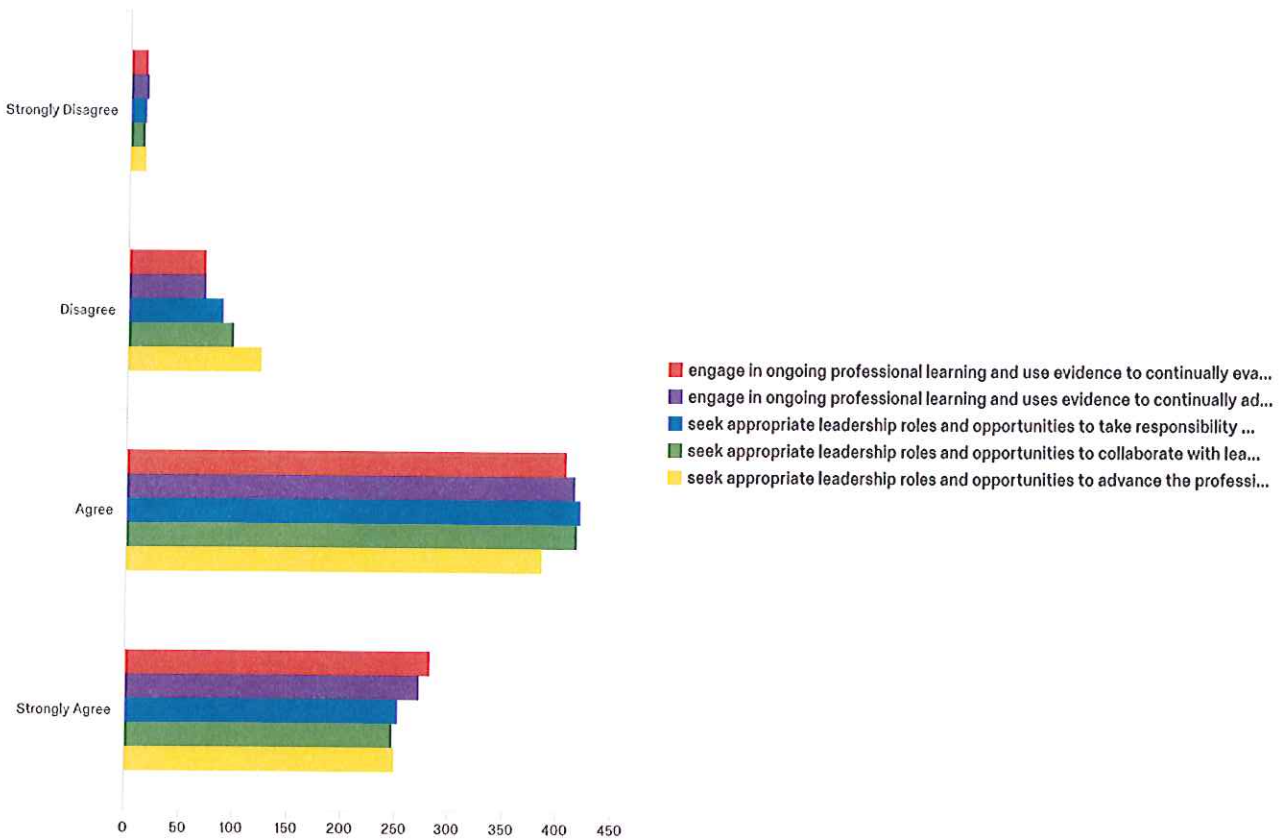
| | | | | | | | | | | |
|---|---|-------|----|--------|-----|--------|-----|--------|-----|-----|
| 3 | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. | 3.32% | 27 | 15.85% | 129 | 51.72% | 421 | 29.12% | 237 | 814 |
| 4 | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context. | 3.07% | 25 | 15.11% | 123 | 51.23% | 417 | 30.59% | 249 | 814 |
| 5 | understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 2.59% | 21 | 12.32% | 100 | 53.82% | 437 | 31.28% | 254 | 812 |
| 6 | integrate available technology effectively and appropriately into instruction. | 3.19% | 26 | 14.23% | 116 | 51.53% | 420 | 31.04% | 253 | 815 |
| 7 | use technology to manage student and assessment data. | 3.46% | 28 | 19.63% | 159 | 47.65% | 386 | 29.26% | 237 | 810 |

Showing Rows: 1 - 7 Of 7

Bar graphs visually highlight the fact that, looking at the set of 7 questions measuring Instructional Practice, far more respondents Agreed or Strongly Agreed, than Disagreed or Strongly Disagreed.

6. Professional Responsibility Please rate the extent to which you agree with each

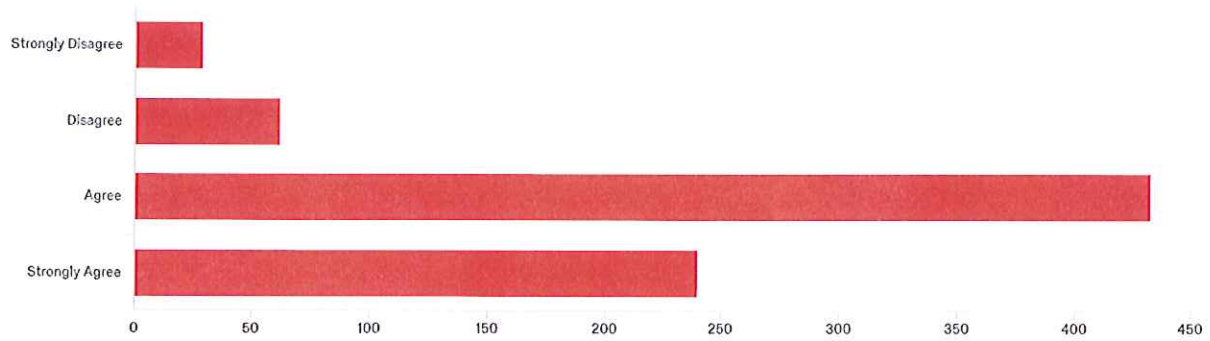
statement below. My preparation program/route to certification prepared me to:



| # | Field | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
|---|--|-------------------|------------|------------|----------------|-------|
| 1 | engage in ongoing professional learning and use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community). | 2.05% 16 | 9.24% 72 | 52.37% 408 | 36.33% 283 | 779 |
| 2 | engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner. | 2.19% 17 | 9.25% 72 | 53.47% 416 | 35.09% 273 | 778 |
| 3 | seek appropriate leadership roles and opportunities to take responsibility for student learning. | 1.93% 15 | 11.33% 88 | 54.18% 421 | 32.56% 253 | 777 |
| 4 | seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 1.80% 14 | 12.60% 98 | 53.73% 418 | 31.88% 248 | 778 |
| 5 | seek appropriate leadership roles and opportunities to advance the profession. | 1.94% 15 | 16.00% 124 | 49.81% 386 | 32.26% 250 | 775 |

Bar graphs visually highlight the fact that, looking at the set of 5 questions measuring Professional Responsibility, far more respondents Agreed or Strongly Agreed, than Disagreed or Strongly Disagreed.

7. Overall, my preparation/route to certification effectively prepared me to have a positive impact on P12 student learning and development.



| # | Field | Choice Count |
|---|-------------------|--------------|
| 1 | Strongly Disagree | 3.80% 29 |
| 2 | Disagree | 8.12% 62 |
| 3 | Agree | 56.68% 433 |
| 4 | Strongly Agree | 31.41% 240 |
| | | 764 |

Showing Rows: 1 - 5 Of 5

8. What courses or experiences in your educator preparation/route to certification stand out as particularly important or meaningful?

What courses or experiences in your educator preparation/route to certification...

Methods - As a teacher in training, we compiled an instructional unit based around a key concept, and were required to have a list of criteria fulfilled before turning it in. It was preparation for the instructional unit I had to compile during my student teaching.

The 2-day CareerTech New Instructor classes.

My time as a student teacher helped me the best. Positive learning experiences with the instructional coach at my school also helped me throughout the year.

Learning in college different methods of learning and how young people learn was important. Also for 1 year I substitute taught and was a TA for the same grade I am teaching. The most meaningful was my first year of teaching experience and professional development that was provided by the principal and instructional coach. On the job training was the most impactful.

Content sessions, mtld relationship, and collaboration with site TFA members

All of my courses at [redacted] played a role in preparing me to be the teacher I am today. Learning the best practices and elements of balanced literacy helped me most.

My Education classes in college.

The SPED bootcamp was a fantastic experience. I learned much and aspire to continue to learn and grow

Professional development provided by [redacted] Paraprofessional class.

Novice Teacher Preparation New Teacher Jump Start Technology in the classroom ELD Summer Summit A few Thoreau Professional Development classes I also took some classes in my country during the summers. I am certified teacher for High School in my country.

I spent three years as an aide in the classroom before moving into a permanent teaching position. I believe the multiple years of service was the most significant in preparing me for my own classroom. I am not certain I would have been as successful after only one year of experience in the classroom.

Learning and understanding the role of having strong positive relationships with your students has taught me to teach with passion and empathy.

Discipline-specific classes

My student teaching internship was the most beneficial part of my college career. I think being able to learn alongside a professional allowed me to see what works and what doesn't work.

Development learning class in college TPS classes covering CKLA and Eureka math

Relationships and conversations with my mentors and professors.

Anything Agriculture related

My time in the military. Being able to take my life experiences and apply them to my teaching style.

N/A

Student teaching.

Teaching social studies in the elementary grades Children's literature Assessment Intervention Teaching math in the primary grades Teaching reading in the primary grades

My No-Nonsense Nurturing coaches from the district were the most impactful in my first year experience. As much as the curriculum training that I received from TFA was helpful, I was not prepared for the behavior management and system setting I had to use in my classroom.

I am a high school English teacher, and having obtained my degree in English I believe that I was more prepared to teach rigorous materials in my discipline. I do find myself behind in pedagogical concepts, but I appreciate my knowledge I gained by focusing on English while receiving my higher education. I believe I have a greater appreciation for Professional Development opportunities and strive to take as much as I can.

All of my education courses through [redacted] were helpful in the preparation of becoming a certified Social Studies teacher.

Professional development training helped with classroom training.

Methods and Materials courses & Educational psychology

all the paperwork. iep's, 504's

psychology, developmental psychology, sociology, family relations and child development,

Classroom management Emerging technology

7 Habits training as well as the teacher mentorship program.

I attended [redacted] and obtained a bachelor's and master's degree there. The field experiences I participated in were especially helpful. I had 5 different placements throughout my schooling.

English Language Arts Methods Composition and Language for Teachers Teaching Shakespeare

My year has been amazing. Thank you for the opportunity and privilege of teaching this year.

The student teaching experience. Particularly the co-teaching model.

All of the education classes available at [redacted] were very thorough in providing undergraduates with the appropriate tools to begin a career in teaching. One aspect that stands out the most in teacher preparedness is internships. I believe that having that classroom experience, and opportunity to observe and aid in the classroom really helped put things into perspective. It also allowed for collaboration experience, and the ability to bounce ideas off one another.

Graduate Secondary Education program at [redacted] and the professional education through [redacted].

I think learning about the social, emotional, and systemic issues that our students face was particularly helpful.

I taught music string methods and violin/viola at [redacted] for 10 years. I taught these students how to teach instrumental string orchestra classes. I left to become the [redacted] and that helped me to further develop interpersonal skills between faculty, parents and students. This year my mentors at [redacted] were incredible. [redacted] was kind and helped to guide me.

The instruction I have had was nothing to what I had to do immediately in a school setting. No class spoke about lesson plans and how to write and implement them. EdPlan was immediately needed for IEPs that had come to term and we hadn't ever talked about how EdPlan works. Too many classes were all about the instructor rather than the education. Doing observation was great and I think more of that sort of experience would be helpful.

Field experiences helped a lot! Some courses that especially helped were: Emerging literacy in early childhood, Practicum, Theory and practice, Teaching math in the early childhood.

Middle School math with

Classroom management

Classroom management and assessment classes.

The reading/literacy class.

Working in the writing center helped at my college helped me learn best practices and various methods of giving feedback to students. My education classes taught me that I needed to be able to create lesson plans from thin air and that I would be able to teach what I want. Both are false. In my first year I encountered other teachers in my department that have been teaching for over 20 years and wanted things done to their standard. Also I had a new principal who was adjusting to a new district as well. Overall I did feel prepared because I had education classes in addition to my subject major.

I learned a lot from my internships. My educational psychology class was very helpful. I learned the most from my subject area classes because of the professors knowledge and help.

Adolescent psychology

How to construct an IEP, how to relate to students with disabilities, and how to manage the classroom.

The professional development and peer influence I have received after beginning in the school district, along with my previous work/life history, have helped me grow into a better teacher, however, nothing on the alternative certification track prepared me for the classroom.

Effective Learning Strategies, Learning and Behavior, and Adolescent Psychology all gave me perspective on people learn and develop ideas. I feel as if my whole undergraduate career was geared towards learning how the mind works and how educators or parents can shape learning and development. We also explored how environments shape learning, which helps me understand differentiated instruction and why that is so important. I also was going to graduate school for School Psychology, which let me see inside different schools and programs that are offered to children with IEPs and taught me how those kiddos need different things to become mastery in a content area.

I would say the mentor ship from my peers, as well as the help from the instructions to help mold me in to an educator.

Technologies in Classroom, Discipline, and pedagogy classes

Absolutely nothing. I paid a bunch of money to take some tests to be certified to teach in Oklahoma. I basically paid money to get a job that grossly underpays and undervalues me.

The courses teach teachers how to use multiple methods to train students to gain a better understanding of curriculum using critical thinking skills. One class that stands out to me was my social studies class because it prepared me to create lesson plans that were integrated.

Teaching Students with Disabilities

The methods classes that discuss and teach you different ways to teach a certain content area

I took an assessment course through the university that helped me understand informal assessments better and how to document growth. The research class helped me set up recording styles for documenting behavior.

I took some classes in college for education. I found that it was helpful to have a mentor teacher who helped out in several areas of teaching whether it is procedures or the grade book.

Student teaching and my professors at [redacted] did an excellent job preparing me.

Theory and pedagogy classes.

all the special education classes.

Since I was alternatively certified I do not have a particular course that prepared me.

My student teaching semester was the most meaningful experience to me because it allowed me to implement all the things I had learned.

Adolescent Psychology, Fundamentals of Leadership, Student Teaching

State testing

Advanced Theory Pedagogy Vocal Techniques and Literature Conducting

Seven years of post-secondary education; almost twenty years practicing law; experience tutoring as a high school student.

FACS basics is a very important course it covers a variety of subjects

I'm currently at [redacted] in Graduate school and I'm taking a course called planning and instruction course that I'm learning so much. This class has help be to properly prepare a lesson plan.

Classroom Behavior and Management was essential for me.

I graduated 24 years ago with Elem Ed degree. This is my first year actually teaching. It is hard to remember that far back!

Curriculum of Education

My experience is a little different than most traditionally-certified teachers. I completed my ed degree in 1989 but then backed into another career, which I did for 28 years before entering the classroom this year (I spent about a year and a half as a sub). There's a lot from my education degree that has been overwritten with other stuff, but the longer I teach the quicker those unused brain cells are waking up.

We talked about class management quite a bit and I was able to start teaching lessons as a freshman in college. It was scary at first, but by the time I was a senior, I was able to teach days in a row going into my internship. I also had a great mentor and I taught everyday for 8 weeks during my internship. The program made sure I was successful before I graduated.

4 years of classes and observation especially all the classes on classroom management, and my semester of internship are irreplaceable.

Early childhood clinicals in public school classrooms and my college private preschool program.

Right now I'm pursuing a masters in elementary education and I am half way though and it has been preparing me more and more.

My student teaching semester. I feel like I learned the most when I was able to work with students. The workload of the classes made it hard to get the best out of my experience in earlier semesters, so I feel like my student teaching semester was best for my learning because my classes were more tailored for ALL of the classes I was taking and applying the material to my teaching experience.

As pre-service educators we were able to participate in a variety of classroom observations, experiences, and teaching demos throughout our 4-year program. Student teaching stands out as the most meaningful pre-service education experience during college.

Hands on training, in class training, and 1 on 1 coaching/modeling or demonstrating (practice)

Methods for Elementary Social Studies, Foundations of Elementary Ed., Student Teaching, and Strategies for Effective Teaching.

Classroom management and special education courses.

Internship @ YMCA youth program Exceptional Child class

The child and adolescent psychology courses were the most relevant to me, as they helped me to understand the mindset of my learners. I also believe that experience in andragogy (adult education) helped me because it allowed me to create a bridge between normal K12 learning structure and higher education structure to better prepare my students.

Teaching summer school helped me have an idea of what my year might look like.

Every single PD through [redacted] was very meaningful to my growing as a teacher.

I think my capstone course project at [redacted] really prepared me for teaching in the classroom.

My Child Development course really helped me understand the different stages children go through and what to look for when dealing with a child that may have special needs.

I had no experience or preparation at all

internship

In grad school I was required to teach undergrad students. Further, the exposure to how this material is taught and participating as a student gave me a good model for the types of lessons and classroom management to implement. In my undergrad I was a debater and I worked with other undergrad students who were new to the activity. I also analyzed the world and information about it, giving me a better understand of cultural and individual difference, as well as leading theories on how to address injustices. In my professional career I has worked in thousands of live musical performances, I was an adjunct professor, taught at debate camps, was the education director for the [redacted] taught numerous private students, and worked directly in [redacted] schools with their music and debate programs.

My full internship where I was able to see the classroom experience was by far the best way for preparing me for my classroom. As for courses offered through the colleges, my literature classes, my advanced comp classes, and Teaching English in Secondary class. My literature classes helped me to become familiar with literature I had not experienced prior to college. My Advanced Comp for Teachers classes helped to challenge me and show me a teaching style that I wanted to implement as a teacher. Finally, my Teaching English in Secondary class helped me in the art of lesson planning, unit preparation, and as an added bonus, technology.

Nothing can quite prepare a first year teacher for how important it is to set-up positive classroom culture early on--give them an inch and they will take several miles. I believe that my background and professional experience prior to becoming a teacher has helped in many ways but without having the traditional path to certification, I first lacked a strong knowledge of classroom management.

Most of the skills I use in the classroom come from being a paraprofessional first and learning from my peers when I was in their classroom.

I did every course available for elementary education except for student teaching so I think those were the most important for me.

I have spent over 15 years in management/corporate training. Through these experiences, I have learned that value of trying to understand where students are beginning and where they need to go. Unlike traditional teacher education programs, my previous experience required me to think critically in a real world setting with real outcomes. Many times, I had to act as a mediator, resolving conflicts between young adults. This taught me to try to understand all sides of an argument - valuable experience for dealing with an 8th grader.

N/A

In the future, emergency certified teachers need a 6-8 week course on becoming a teacher. Because we are emergency certified, we don't get the benefit of a year long practice-teacher internship, we are thrust in with no real world experience or background to draw upon.

ESL courses

The extreme rigor of my Physics degree has given me insight into how lacking my own high school experience was and how loosely standards were applied to the teaching. Due to this I have made it my key objective to return rigor to the Science classroom and develop the fundamental critical thinking skills that students need to be successful.

Nothing really. It seems ts that instructors are teaching us things that are already out of date when we get to the classroom. Instructors like ~~to~~ make efforts to bring a wide experience base to us.

Teaching English in Secondary Schools with Lara Searcy impacted me the most by giving me relevant and practical information and strategies.

I had a practicum each semester to learn the hands on practical learning in the field before graduation.

I learned quite a bit being a teacher's assistant and watching my teammate navigate her profession and interacting with other teachers and parents. I learned classroom management and exceed at that which in turn helps me in areas of teaching I am not very strong in.

My experiences as a special education para professional helped me in preparation to my certification. I learned through observations, parent conferences, staff meetings, being a one on one, professional development and other opportunities for both professional and personal growth. The courses I have taken towards my certification have give me new perspectives in special education laws, out looks in child development and the way their brain works. The handouts and presentations on the different effects on poverty, drugs and economics have on a child's well being. Overall, the experience towards my education to certification has been a very worth while event.

My student teaching helped put to work what my professors had been telling me to do and not to do in the classroom. Having that hands on experience helped me understand these concepts quickly.

My teaching in a University setting helped. I also have been teaching orches for 35 years. All of which was a help. For this year there were wonderful teachers and administrators that helped me.

Learning how to differentiate lesson plans in order to serve GT and low students.

Professional Development meetings.

Student teaching over the course of 2.5 years in a variety of schools. I experienced a low-income elementary school (4th grade), behavioral classroom at the middle school level, "typical" elementary school (grades 2 & 3), and high school special education. This made me even more culturally aware of students backgrounds and helped me to further recognize that some students needs go far beyond academics.

All of my music method classes All of my educational psychology classes All of my music history classes

Long-term substitute teaching, colleague discussions, alternative teacher boot camp course, classroom management courses, and my designated subject courses/online research/help.

Exceptional child

I did not take any education courses.

I coached at [redacted] three years before I started teaching. I feel like that experience helped me in the classroom as well. There was a few college courses at [redacted] that helped me with engagement in the classroom.

Well, my Social Studies class was especially helpful since I am a Social Studies teacher. Other than that, my assessment class or my classroom management class.

Classroom management courses greatly improved my understanding of obtaining a classroom conducive to learning.

I had already been certified and was not taught or shown any of the teaching strategies involved. I learned most of my strategies through new teacher orientation and on the job training.

Because our school has a personalized learning path. All of these things were incredibly applicable and I needed to dive in and learn these things right away, very quickly. I had excellent support staff in my building and my administrator was there every step of the way.

Having a mentor that I could go to at any time.

The methods course I took prepared me for differences in learners and how to put together a lesson to engage the majority of learners. My full internship prepared me for work inside the classroom. However, I think that more time needs to be spent in the classroom because I did not get to see how a career teacher begins the new year with new students.

Internships were very important and meaningful in my preparation to certification. My classroom management classes were very helpful as well.

The 3 years I served as a classroom aide for 2 very different pre-k teachers was the best experience. It allowed me to see and work through actual classroom situations.

Observing veteran teachers was a very meaningful experience for me along with an opportunity to discuss the observation.

My personal experiences being a paraprofessional before and even a substitute teacher at the school prepared for my classroom this year. Coming as a first year teacher is not easy, but being here as a para and substitute for four years made it easy. I knew the building, procedures, and the staff and even a lot of the students. I felt comfortable coming in. The Multi-Tiered Behavior Support Class the school offered during Professional Development Day was very help and meaningful for me. I have not taken any courses yet, but I am enrolled this summer for Reading I and Health. I already talked to [redacted] and [redacted] recommended to also take Reading II and III and a Classroom Management course. [redacted] said these classroom would be great to prepare for teaching.

My two years as a paraprofessional provided most of my experience, being able to observe and be mentored by fellow staff, including traditionally certified spouse.

I earned my degree in Elementary Education at [redacted] and had many wonderful hands-on experiences in classrooms in and around [redacted]. The professors were outstanding and did a great job preparing me for the classroom.

Courses that stand out are: [redacted]. Leadership and Diversity Parent and Family Community Teaching English as a Second Language

The teacher workshops that we attend once a month are quite helpful. They have given me ideas that I hadn't thought of before and gives us as new teachers the opportunity to catch up with one another.

It's to hard to actually simulate and practice being a teacher and being around the students with whatever route you take. The only way you can truly be prepared and ready to take on a classroom to be put in the situation first hand. Sitting in a classroom listening to a professor talk about how it is going to be and about all these different learning styles isn't going to help you much. The best way to learn the ins and outs of being a teacher is by just being put in a classroom to watch and learn, and to get actual hands on experiences.

My science methods course. I had a really good teacher.

reading diagnosis

Learning how to properly implement the No Nonsense Nurturing

making each lesson meaningful to the student and making sure there is an outside connection to it.

I was in a book discussion group this year and we read *The First Days of School* by Harry K. Wong. This book had an abundance of information that really helped me improve my classroom management and instructional techniques. I believe that a teacher who is taking the alternative certification route must be diligent to choose the correct PD courses and opportunities to develop the skills needed to be an effective educator.

My final internship was the most educational, but every education course that is included with the observations/internships helped prepare me for my career

none

I loved my boot camp experience and that prepared me to a large extent for what was expected of me as a special ed teacher. I've been comfortable with IEP meetings, and was prepared for the expectations placed on me in terms of my caseload and the paperwork that went along with that. What I felt unprepared for, was how to handle a large classroom of disruptive, disrespectful teenagers. I felt almost completely untrained in classroom management techniques. I was told to have a routine, be predictable, bond with the students. All this I have done my best to do. I also differentiate the learning and teach to the different levels of kids in the room. But to have a roomful of students where many talk over you, throw things, are openly rude and defiant, this I was not prepared to handle. It's gone on almost all year. I've asked for help, taken the advice of my peers, assigned detentions, made seating charts, offered incentives, rewarded positive behavior, split the class, called parents, but this class remains chaotic. This class makes me cry and feel like a failure regularly. As an alternatively certified educator, I'm required to take courses at the graduate level. I have asked at OU if they have courses in classroom management available, I'm told they do not. There needs to be an ongoing, practical, useful classroom management support instruction available to new teachers. Not just two hours at the Get Fit session, or a quick one day Fast Track lesson.

It is impossible to pick just one. My professors passion for students, public education, and teaching encouraged my own passion to learn and be the best teacher I can be. Each methods course was valuable to me.

All of my teaching reading classes.

My block classes before my student teaching and my student teaching.

English for Elementary Teachers Social Studies for Elementary Teachers Math for Elementary Teachers Science for Elementary Teachers Art/Music for Elementary Teachers

Reading and psychology classes, as well as the classes that cover curriculum.

For me to just sit down and student. I also took the classes to prepare for test. Also to make an investment in teaching what I find very rewarding.

Block 2 stood out with educational psychology and technology. Both professors were fabulous in pushing me to work hard (which increased learning), but still enjoyed their job with an obvious love for educating that became contagious.

Diagnostic and Prescriptive Reading

It helped that I was a Teachers Aid last year. It was like having on the job training. It was the best train I could have ever gotten.

The mentorship program that came after my coursework gave me real world experience in a very supportive and challenging environment with not one, but two teachers long-time guiding my experience.

All of our classes integrated differential learning as well as cross-curriculum which has helped me be able to teach reading while also teaching math, and teach science, but also teach math. It has made me a well rounded teacher. The liberal arts education has influenced the type of education I received for the better.

The field of psychology is related to the teaching of special education.

Classroom Management Field experiences Math modeling courses

I had previously been accepted to teacher education program at [redacted] and completed a full semester with observations before having to change my degree due to life circumstances. These courses did help me to prepare for my current position.

1. Writing workshop 2. Science Methods 3. Creativity in the classroom

10 years as a corporate trainer gave me many years of experience in managing a classroom, while improving and providing cooperative learning techniques. Much insight was gained by identifying the importance of organizing my objectives and creating an effective training plan. Coupled with cooperate experience, I gained a broad expanse of knowledge by going through the educaation curriculum; everything from managing a classroom, incorporating cooperative learning techniques, utilizing diiferential instruction techniques, followed by a 16-week Substitute Teaching Cuurriculum.

Literacy classes

English Language Arts Methods Educational Psychology Educational Assessment

I am a graduate of [redacted]. I feel that my entire educational process prepared me, it is the system of when you take the courses and in what order that made the most difference. Educational Psychology/Field Experience, Methods under the supervision of the greatest professor ever [redacted] head of the [redacted] and also Classroom management with [redacted]. Assessment is also needed.

Methods of Middle School (I was planning on teaching high school, and ended up in middle school- I think back on things from this course almost daily) The rest of the courses listed helped more by preparing me with content and preparation skills to help my students learn more effectively. Methods in Social Studies (Our professor made us do a unit planning guide and a course pacing guide. Afterwards, he told us to never have to do that from scratch again. He told us to take the unit plans and the pacing guide from someone that has taught it before, and adapt it to be our own. I have a brand new elective course for which there are no official standards, and no one has taught it before. The district gave me a brief description of what the course should be about, and a few main points to hit throughout the semester. This course has helped me significantly as it is virtually all from scratch.) My Anthropology, Sociology, Philosophy, and Economics courses helped significantly as I had to basically create a curriculum for my district-mandated elective course. I took topics from each for material, ideas, and content.

all of my early childhood education courses challenged me and brought new insight to my teaching abilities. Also, 16 years in HeadStart prepared me for a great first year teaching in public school.

The Special Ed Boot Camp was very informative and I gleaned a lot from the videos used.

Parent, Teacher and Family Communications was extremely important.

I thought that the hands on approach to all of our sessions were meaningful and helpful. Our instructor was knowledgeable and had a clear and concise way of working us through the issues with us. There was laughter and genuine conversations with real issues that made a world of difference.

My library media class really prepared me to teach L.A. in all subject areas.

Classroom Management Classes and Literacy Courses

There were 2 days in July/early August of New Teacher Orientation at the district level. That helped to give me an overview of how to teach. Working with other teachers in my department somewhat helped, although I found department meetings more of a waste of time than helpful. Honestly, I felt kinda thrown in and had to figure it out as I went along. I still have a lot to learn and I just hope that I did my students justice.

reading and writing courses, Communication Editing,

The workshop on differentiation in the classroom.

My new teacher training at my high school was very helpful and informative. My route to certification did not prepare me in any way for the classroom.

Counseling the culturally different child. Reaching difficult students.

Various Professional development activities.

Behavior Management, yet I feel that it is still not enough. I would like to have more classes or training on dealing with parental issues. I'm teaching my first year in a middle school classroom where behavior, lack of motivation and non parent support (until their kid says something about a teacher) unless they have a complaint.

Classroom Management

My reading/literacy classes stand out as particularly important and meaningful because I learned how to incorporate reading across all subjects. It taught me to pull out any subject with use of a book that is interesting to my students. Cross-curricular lessons help to create a more wide understanding with my students.

All of the Social Studies classes I took with ~~myself~~ and ~~myself~~ stand out as meaningful. Also, we are a 1 to 1 school, therefore my education technology classes with ~~myself~~ were meaningful too.

Continue taking college courses for a master of education degree is what has help the most. Along with as much PD classes ass possible. A very helpful staff that I work with giving advice.

I would have to say that the teacher collaboration in our school is very effective and helpful for my educator preparation.

Practicum, Student teaching, content area classes

Teaching Secondary Mathematics. It helped me see others ways to teach math and challenged me to think outside the box on teaching.

Chemistry and Physics

I loved content-specific courses such as "Teaching English" and "Young Adult Literature." In other classes, I was learning about literature and such, but it was difficult to connect the content with my education major, but in content-specific courses, we gained so many resources specific to literature and education.

All my courses were very meaningful to me. However the reading courses were the most helpful to me. And participating in the summer science camp had a big impact because it gave a taste of what it would be like in my class with a co-teacher.

All of my core courses in college. And first year educator boot camp

My internships

Peer PD discussions

My student teaching class stands out to me the most because I was able to put into practice all the classroom skills that I learned throughout my education preparation.

Internship

Student teaching experience

I was hired the day before school started and my first day teaching was the first day of school. I had no time to prepare. I have had wonderful instructional coaches and mentor teachers who have helped me along the way. I wouldn't necessarily say there was preparation involved in my route to becoming a teacher; it was basically trial by fire. It has been a positive experience, however. I don't know that the route I came to education would be effective for everyone, but it has worked out fine for me.

Learning about different learning styles, and that as a teacher I will have a mix of different learners in my classroom. Also as a special ed. teacher it made me very aware of the laws concerning special education, and the importance of documentation.

Human Development courses Psychology Abnormal Psychology Therapeutic Recreation and Mental Illnesses Program Development

I would have appreciated more training in music specific activities and music specific assessment

the very important to me is help the students to grow teaching all the concepts what they need and they can apply their knowledge in the daily life

I liked the classes that included time to go and work inside of a classroom. That is what gave me the most knowledge about working in a classroom.

Learning how to connect content to real life skills (critical thinking, problem solving, cross-curricular, etc)

They all do, My courses at [redacted] really prepared me for the class setting and my professor, [redacted] did an amazing job making sure we were ready.

I feel college is much about learning content but more about learning how to manage your time and prioritization. Such skills transfer in to any field you choose.

I took a class on Positive Behavior Intervention and Supports that was beneficial. I believe classroom academics and behavior go together. Learning teaching strategies are important to academic achievement and student success. It is also important to know how to deal with behavior and understanding that every behavior serves a function. Learning how to accomplish both of these are critical to overall success.

Lesson preparation

Methodology and classroom management

Standards and meeting the expectations, and classroom preparations to ensure that each child gets the highest teachings that's prepared for them.

My internships throughout my time at [redacted] in my education classes. Being in the classroom was definitely helpful. I learned something from each grade I interned with and each teacher I was assigned to.

Being able to understand my students

Exposure to assistive technology and how to integrate it in the classroom with students.

Developmental Reading for Urban Students, Sociology of Education, Testing and Measurements

Educational Psychology

The Intro to Education (Now Foundations of Education) class helped me understand the beginnings of education and experience it in the field in different settings. Integrated Literacy allowed me to comprehend the concept of teaching units in the classroom at an elementary and middle school level. Overall, Student Teaching better prepared me for the actual profession by placing me in an environment with an experienced educator and eventually take over the class for a period of time.

I was emergency certified so nothing provided by the state of Oklahoma prepared me for anything with only a week's notice before school started. I did some observations during school, and that was helpful. I do however specialize in second language acquisition, and have experience teaching abroad. Those things prepared me very well for this job.

The testing made me study and remember things I learned a long time ago.

Child Development, Child Guidance, and Field Experience

Psy Methods classes

Classroom Management Internships

I was a chemistry major then changed to general studies and focused on psychology/sociology. I am really good working with people and teaching, but there are ABSOLUTELY NO RESOURCES in [redacted] to support an emergency certified teacher and I quit. I went back to [redacted] where I spent 2yrs before teaching. How are you supposed to teach chemistry with no books and shotty internet? Seeing things from the inside really broke my heart!

the reading courses and the math courses that I took stand out to me as particularly important and meaningful.

Being able to interact with students from different backgrounds, with different abilities in a range of ages helped to prepare me for student teaching. Student teaching in a rural area also helped me to develop lessons that were meaningful to students from this area, I was better able to connect with them and discuss the strategies that would further their development and growth.

ELL training, Young Adult Literature, How to Teach Reading

Learning to do hands on activities instead of worksheets.

Student teaching and class room observations were the most helpful.

Early Childhood courses, Cognition and Motivation, and any of my teaching instrumental music ensemble courses.

My professors actually care if about what I was doing. If the professors wouldn't of cared about my education I don't think I would of cared to become a teacher.

The methods courses in college prepared me to understand how students learn as well as how to develop lesson plans that keep students engaged. I also found my special education class incredibly helpful this year.

My Reading Instruction Class. I learned to analyze and test reading skills to better pinpoint what my student is struggling with.

The professional development sessions over Christmas and spring break. Also the study sessions for the certification tests offered by dirmtsrict have been extremely helpful.

The Winter Inspire and Spring Inspire training for new teachers at [redacted] has been a tremendous help to me. I look forward to more training for new teachers through [redacted].

I study in [redacted] and we did pre-student teaching and it gave me real-world experience in the classroom.

Support and interaction from teachers in the building.

Education Psychology, Methods classes for education, Sociology

English/Language Arts Methods, Composition and Language for Teachers (

I graduate college with a non education degree; two years later I began graduate school in secondary education where the majority of my training took place. Doing that at the same time as getting certified alternatively was beneficial because I got to interact with teachers and observe in schools so I could get a feel of the world of education. I was not required to do a student teaching, however, and I feel that would have even better prepared me and I do think that all alternatively certified teachers from now on should so they are more prepared to enter the classroom after graduation.

Courses designed to instruct students in the development of children was a great help to me.

Survey of an Exceptional Child

I believe that my internships were most valuable in helping me understand what being in the classroom was like, but even having experience in the classroom did not adequately prepare me for having a classroom of my own.

Child Physiology, Education Foundation

Interaction with a mentor and learning from developmental classes

On the job learning and training

Mentoring, both from classroom teachers through student teaching and hands-on advisers who took an interest in me was the element that most positively impacted my college experience.

Diversity, cultural awareness, and differentiated instruction.

The experience of being in the classroom and going through the first year of teaching has had the most impact on me. I did not have any Ed. classes in college, and filling the role as a teacher has been eye-opening to the stresses of a daily teacher.

I had a type of instruction class that explored different ways of presenting information in new ways to engage all learners. This one prepared me to show students a variety of ways to learn information and process it. I have been able to present information to students in a variety of different styles for my students this year using this. I also had a social studies course that showed us different ways to be interactive in social studies presentation that helps me keep kids active in learning a sometimes boring subject! My student teaching was my best view of classroom management and how to actually work with 20+ different types of personalities and learners during the day. No other class prepared me for the other things that teachers do during the day besides teach.

I think having parapro experience definitely gave me a much better idea of what I needed to do in the classroom. It allowed me to see first-hand the dynamics of a classroom and the concepts of instruction in action.

The 100 internship days that I completed during my time at That helped me learn how to build bonds and see the effects of my teaching.

My degree is in science, not in education. This has been an advantage and disadvantage. Because I worked in my degree field for many years, I have hands on experiences I can relate to the material I am teaching. I can use real life situations to explain and give examples of the materials. I am at a disadvantage without the proper training in classroom management, lesson planning, or general classroom procedures. I will be taking a classroom management and pedagogical principles class this summer.

What stood out to be was the preparedness emphasized by most of my instructors in my educational classes. The only problem I can see on my day to day interaction with my students was the lack of time spent addressing the real life issues most classroom teachers seem to face daily. More time should be spent on classroom management and discipline in my opinion.

The face-to-face on the job training that I received within my school site was my most meaningful experience during teacher preparation. I was able to meet my co-workers, and begin working with my team to learn about the actual expectations that I had to meet for the school year. The district teacher preparation training was useful because it helped me learn more information about the content area that I would be teaching. However, the district training could not teach me the procedures and expectations for my school site. I believe this was the most important part of my preparation to teach in a school.

with [redacted] at [redacted] taught me a lot about differentiating and also using games, activities and other learning experiences to guide students to learning.

Beginning Instruments Lab II Conducting 4-8 Cognition, Motivation, and Development Students with Exceptionalities

The experience of having that consistent support, feedback and open line of communication with my new teacher mentor once a week helped me to understand teacher language and opened my eyes to situations I might not have known how to approach when it came to assessing students for certain skills and dissecting those assessments in order to establish a plan on how to get students where they need to be in order to succeed.

All of my field observations, as well as the student teaching internship.

Classroom Management Social Studies Methods

Educating Exceptional Learners, Teaching Science Through an Inquiry Approach, Applications of Educational Technology

Middle Level Concepts Practices of Learning and Teaching Assessment

Business communication and being a para professional really helped me become an effective teacher.

Fortunately, I have a background in training and development as well as many years of management. I was able to apply my PREVIOUS experience to this environment to GET MYSELF up to speed and become effective in the classroom. The onboarding experience at TPS leaves much to be desired (as I also have a background in this as well.) So, fortunately for my students I was able to apply my previous experience to the classroom setting. Fortunately, the saving grace for my onboarding is the nice folks that I work with/for at my particular school but this does not reflect on the onboarding practice of TPS as a whole unfortunately.

Because I was an education major, but did not do student teaching, I have had a lot more prep for this job than most alternatively certified people. Doing field experience in degree helped me see what classes were really like, but I wish that we did less hours each year, and spread them out all four years of the program than jamming 30 hours into each semester for 3 semesters.

In both my bachelors and masters programs I learned different developmental theories and stages, learning styles and methods to communicate to different types of learners.

My behavior management class I took for my special education degree.

The labs that I took during my education really prepared me to use innovative and hands on learning experiences for my future students.

I enjoyed my Math Education class and the Schools in American Cultures class a lot.

Inquiry-based science (Science Elementary School), Problem-solving math strategies (Math in the Intermediate Grades), Reading the Primary Grades

Research experience was particularly important. It gave me an opportunity to connect what I learned in my courses with real-world applications.

Institute during the summer was important for allowing me to step into a classroom setting before having to step into my own classroom on August 1.

I had to learn that not every student learn the same so I had to further explain instructions for many lessons to ensure every student succeeded.

My professors were an integral part of learning so many perspectives and alternative ways to assess and plan. The classes at [redacted] were great, but it was the professors that made the difference. Also these professors are still available to me as mentors since I have entered into the work force.

Mentor teachers at my school.

During my internship, my mentor teacher taught me so much. how to have fun while learning, but no nonsense nurturing.

My Social Studies Methods class taught by [redacted] and an assessment class taught by [redacted] were of utmost benefit.

I worked as a TA for several years before getting my teacher certification so my experiences as a TA helped my classroom management. I feel there should be more assistance guiding new teachers, especially on how to evaluate students. I was able to seek out experienced teachers in my building but feel that the district did little to help me.

[redacted] had great professors that cared about my success as an educator. This helped me a lot, just by having relationships with them.

There were no courses required, except the OPTE class, which is not required to be completed immediately. I have three years to complete the class and test. No other classes were required. I took the OGET and will take the OSAT later this month. Frankly, I learned more from being in the school asking questions than from the State of Oklahoma.

TI training

The availability to use various teaching methods to ensure each student is given the opportunity to learn the skills necessary for educational growth in the classroom and beyond.

None

Management and Communication classes

I think the class I took in South Korea helped me a lot because I was in a different country and had to figure things out on my own, I explored a lot on my own.

My student teaching

none

The classes over classroom management were a HUGE help for me. They helped me learned how to have a well behaved and structured class. This made learning to figure out curriculum much easier.

I was not offered or prepared at all by any type of outside prep or training for the alternative certification class or in-service. All aspects of my teaching relate directly from my years as a paraprofessional and a substitute teacher in the public school setting. I did have master level college prep courses for my School Counselor degree, which provided the perspectives on cultural, special needs, specific teaching requirement needs, etc. All classroom preparation and lesson planning have been through my own research and questions to fellow teachers at the school I teach at.

Psychology courses that explain different developmental stages, courses that focus on how to build great lessons and accurately assess learning and give effective feedback.

All of the psychology classes I took helped me to better understand worldview, development, and parent engagement concepts.

Abnormal Psychology Public Speaking Experimental Psychology Psychological Testing

specialty area (math) pedagogy training, modern assessment and class room management.

Ed Psych All Reading Courses Technology Child Development And many more that I can't think of the names for the courses.

The Internship semester, and the class that had us experience urban education

I've had several classroom management courses and with the emergency certification I'm taking college courses in early childhood education which are also helping to prepare me.

As a first year teacher, I have struggled with classroom management. I know this is a very common issue with most teachers. I would suggest a mandatory Classroom Management workshop, class, etc. before being able to enter the classroom, or to be taken within the first year of teaching.

The courses that stood out to me were all of my reading and assessment classes. Definitely classroom management, this one was big for me when I was planning this summer for my classroom. I took away something from every education class in college. There wasn't one that stood out in my mind as being a "waste of time" or not meaningful. However- this might just be a personal weakness but I wish I had better skills with parent communication. The best ways to communicate the good things/bad things ect...

There were two outstanding professors at [redacted] I had [redacted] for grammar studies and [redacted] in ESL classes.

My time as a teachers assistant is the only reason I'm successful as a teacher.

While going through my teacher preparation, there were 2 different experiences that have been in my mind continuously throughout my first year teaching. First, one of my past professors of my Reading Development courses would say that one of the best ways to help students build their vocabulary is to speak to them as if they were not 5 or 6. In other words: no baby talk such as potty, boo boo, teacher, etc. The more familiar they become using larger words, the easier it will be for them when they come across them in a book or other places. Second, my mentor teacher, who taught Kindergarten also, always spoke in even, soft tones. I never heard her raise her voice or yell at the children to get their attention or if they were not following directions. It actually reflected on the students and they seemed to be much calmer than other classes I had visited. Both of these experiences are ones that I have used in my own classroom this year and I have seen great results from both. My students are calmer and more mature in how they respond to situations and their speech/language development has blossomed.

Creativity w/ [redacted] was HUGE in opening my mind & heart to introducing music & art to my students as a way of 'reeling' them in to the learning experience. It is amazing how well my students learn & remember, by simply making a goofy 'representation' from play-dough!

On-the-job-training with hands-on experiences in the classroom and teacher mentors, as well as co-teaching experiences. College curriculum did not prepare me for the real-life/hands on experiences that I have encountered. My experiences have been hands-on learning by doing and mentoring.

I had an excellent student teaching experience. That is all.

psychology and sociology courses courses on human growth and behavior Working in a classroom and witnessing how other teachers run their classrooms

The best teacher is experience. Having the support and guidance from experienced teachers during my first year has been the most vital tool for my success. Without their encouragement, assistance, ideas, and sympathy, I would have been ready to quit before the first semester ended. Prior to entering the classroom, the Alternative route does NOT adequately prepare individuals for the problems they will face. How to manage time for lesson planning and grading; How to gain control of a crowded classroom of mixed-level and diverse backgrounds of students; How to encourage students without becoming discouraged by the overwhelming negativity that comes from students and their parents? These among many others, would send a non-experienced teacher running for the hills. Aside from my passion to instill useful life skills to my high school students, are the comforting words of experienced teachers that each year it will become easier to manage the workload and classroom - give yourself time on the learning curve (3-5 years).

Classroom management is key in the classroom. Having only one 2 hour course in this was not sufficient. I also believe my SPED course was critical to understanding the students in my classroom now; however, I only had one 3 hour class as an "intro" course and this proved to be insufficient as well to address the needs in my classroom.

They all have been meaningful and helped me with my profession.

Psychology courses. Adolescent and educational psychology

N/A

Special Education courses

Keeping track of things from Freshman to Senior year in a Portfolio helped immensely, however, it wasn't stressed enough to keep EVERYTHING so a lot of good things that were taught early on were lost.

JROTC Has an online course that gives you insight to all the material that you will be teaching. The course also gives you teaching materials and strategies for success.

My degree is in Psychology and Sociology, so I feel that I had somewhat of an advantage in most of these areas. I was also a paraprofessional for 3 years before seeking to become alternatively certified, I believe that also gave me an advantage in running a classroom and developing relationships with other teachers, students and parents. I feel it would have been much more difficult to have pursued this certification without them.

My bachelor's degree, associate's degree, student teaching experiences, and substitute teaching experiences were the most helpful in preparing me to be a first year teacher.

Full Internship

I love how [redacted] district offers professional development during our breaks. Those sessions help and allow me to become a better educator for my students.

The internships are very valuable to the certification experience. I was lucky to intern under excellent teachers.

All of them

I am not prepared to teach via the [redacted] certification program nor with my development through [redacted] has made me a better citizen, leader, social justice advocate, and ally. All of that better positions me in the classroom in relation to my students and community, but it does not make me better at translating and delivering content to students.

Student teaching

Multiple observations, Student teaching, ed tech.

English courses in undergrad and grad school.

I would have liked dedicated 1st yr teacher intersession courses. The ones I attended did not address what I needed. I had to figure out how to unpack math standards on my own, my team would not plan with me and my principal did not support me in any way. Every gain and achievement of mine, I have had to fight for, tooth and nail. There is not enough opportunity for collaboration with those who are willing to help bc every break had a scheduled PD in which my principal sucks up every minute, as she does with each PLC. There needs to be more opportunity throughout the year for new teachers to ask for what they need.

Life experience as a leader and teacher, both informally and formally, over nearly three decades in the U.S. Army as both enlisted and officer taught me pedagogy and classroom management skills. Extensive worldwide travel and work with U.S. and foreign governments provided expertise for Social Studies and cross cultural competence. Undergraduate and graduate education in psychology and social work provided the understanding of learning and teaching styles, methods, and assessment technique.

Student teaching Parent communication project Literacy tutoring research projects

Assessment strategies, child psychology, and discipline-based lesson planning (with pre-student-teaching observation hours)

Implementation of technology is important

Classroom management And developmental psychology

social studies teacher work sample uni, and the actual student teaching.

Mentoring

Student teaching was where I learned the most. I wish my program would extend the duration of student teaching from one semester into an entire year.

School and Society All of the elementary content area classes Human Development

My assistant principal has been very open and available for discussion and feedback. Once I learned the personality of my principal she was very open to new ideas and willing to suggest growth opportunities. Several things I did not know or had been presented in initial training too quickly for retention I had to find out on my own or seek out additional training. There were a couple of trainings at Wilson that were excellent such as No-nonsense nurturing, Incorporating Movement Into the Classroom, and Theater in the Class-room. There was also one on poetry for which I have forgotten the name but it was great as well.

Child Psychology, teaching assessment, and teaching physical education K-12

The ability to be in a classroom and have other teachers and an instructional coach help guide me as well as the opportunity for professional development courses really helped me this year.

In overall the relationship that you have to have with your students make everything possible

ELA Methods 6-12 SS Methods 6-12

Learning all of the language and abbreviations special education uses.

Capstone/Student Teaching

I was a paraprofessional for a year, a substitute 1 year, and a pre-k TA for 4 years before having my own class. On the job training was a great way to prepare me for teaching. I also have great co-workers that share ideas and suggestions.

We had a lot of time in actual classrooms through multiple observations, practicums and students teaching. I think these applications and learning experiences from real life classrooms made a huge difference. Our math methods courses really prepared me for teaching math in the 21st century. Our math courses taught us what inquiry or student centered math looks like and why teaching math that way is important. These courses are proving to be vital as many math curriculums are moving in that direction. Our many rigorous courses on how to analyze children's reading and teach them how to read have definitely made a huge impact on my teaching! My understanding of phonics and ability to apply it to my teaching and analysis of my students came purely from my education courses in college. Our social studies and science courses also helped me come into teaching with a passion for those subjects with often get placed on the back burner. While many teachers are intimidated by science, especially FOSS, I feel so prepared to tackle it. I never thought I would enjoy and feel successful teaching science, but I am because of my rigorous and passion filled courses in college! Finally, one of the most important elements of our college classes that truly made all of the courses great were the professors! The courses wouldn't have been the same or nearly as effective without the passionate and knowledgeable professors who I still am able to contact, learn from and share ideas with.

Nothing. I was neither prepared nor trained by anyone. My teacher trainer did not give me any useful tools to make my classroom or teaching more effective. Everything I learned I had to figure out myself. I'm not sure if it was the lack of understanding of my subject area from my trainer's perspective or what but I have felt so alone and so unprepared for the entirety of the year. I did not start feeling confident in myself or my teaching until February, when I finally expressed a little bit of my frustration with my trainer and she arranged for me to take a professional day to shadow my old Spanish teacher. That teacher gave me so many resources and tools that I wish I could go back to the first day and start over because it was exactly what I was lacking. So to loop back to the initial question, nothing from my "trainer" was meaningful or important other than her lack of actual teacher training.

Children's Literature Practicums at different schools

Cultural Diversity and child development were definitely a plus. I also took classroom management and it was very helpful,


Child Development and Psychology, Educational Psychology, Elementary Music Methods, Student Teaching PK-5, Student Teaching 6-12

I think Educational Technology, Role of the American Teacher, and Teaching Reading were the courses that most prepared me for my career. Working with other pre-service teachers in groups to develop lesson plans, complete projects, or teach practice lessons were also impactful in the way of learning how to work with others in education.

Classroom management. If you don't have control over the emotional environment of a class from the start it is very hard to keep everything else on track.

I took the route with the best instructors even if it meant I had to work harder during college. I wanted the best possible education, and I received it.

I am learning each day to figure out how things are done in the public school system. My graduate courses are teaching me useful things that I can incorporate into my classroom. There aren't really any training classes at the district level for new teachers who are emergency certified. I am relying on my own experiences from a private school that I previously taught at for 10 years. But, the state does not recognize this even though these are the skills I am using.

Elementary music methods and all classes taught by. 

Classroom management, reading methods, math methods, science methods, and social studies methods.

Courses that helped prepare me for community demographics, the cycle of poverty, and how to interact with families. Courses that involved child development.

All of my teaching reading courses were the most meaningful, and obviously my student teaching semester as well.

During student teaching, I learned more than I ever did in my courses.

Math methods, diversity classes, and guidance of the young child

The one academic year I spent as a teaching assistant was instrumental in preparing for the first year teaching.

Child/Adolescent Development, and Educating the Exceptional Child, as well as a project based learning class (for science and math)

My assignment to my mentor teacher has been by far the most meaningful. I was assigned a mentor teacher who has really gone above and beyond to show me the ropes and walk me through each step along the way.

PD training

All of my courses and experiences through [redacted] Education program were extremely beneficial in preparing me to have a positive impact on my students. Educational Psychology was a course that developed my understanding of the psychological aspect of children and that is information that I use on a daily basis. I truly think that every teacher should have this knowledge and understanding; this is what builds a solid foundation for teaching children. I believe that Teaching of Reading was very meaningful and provided me with strong strategies and experiences to help my own students become better readers. There are a lot of courses that helped mold me into the teacher that I am today and I cannot imagine getting certified any other way.

My interview was in May during a school day. Between the state and district paperwork issues, I was not fully employed and ready to teach until the day before classes started. There is no excuse as to why it should take a whole summer to process a new employee. Particularly, the state Board of education only met one a month to approve emergency certificates, and my certification wasn't printed and mailed to me for an additional two weeks after I was approved by the state.

The alt cert route did not effectively prepare me for the classroom. The majority of the effective procedures have been learned while on the job from other teachers.

Cross-Content Collaboration Teaching Tolerance

My reading classes stood out the most and prepared me for my career.

Classroom Management should be a requisite before completion.

I went to [redacted]; at which has a thorough and meaningful Education Program. Some unique classes that were in the program that have really prepared me for this year of teaching in my own classroom are: Instructional Equality (awareness of and strategies for students from all backgrounds), Linguistically Diverse Ed (strategies to work with students that at ESLs), Funds of Knowledge (finding and using supports in community to provide more in depth instruction), and Diverse Classrooms (SPED training). I also appreciated that with each main content area class we were required to do Field Study and apply our learning.

Classroom Management was a great college course that helped me. Also, Curriculum Development.

Special education boot camp has the best instructors ever, they were on hand in all learning process and problems, always there willing to help and explain things.

As a theology student, I learned how to make my student's community better. I am not only an educator, but I am a community member, who is working to bring businesses to my student's neighborhoods, so their parents can have jobs and get out of poverty.

Opportunities to observe more experienced educators' lessons, classroom management, and procedures in action.

Student Teaching Curriculum Cycle Teaching Reading (Has tutoring component) Teaching Mathematics (Has tutoring component) Classroom Management

Reading methods for grades PK-8 were significant to me because every subject involves reading. When I understand the process a child goes through to learn how to read I can help with that process and better engage students.

Classroom observations and internship.

Na

My full internship in college was at the school I am now teaching, and that made a big impact. I was able to see how the students can be/would be and how teacher need to respond. I'm 100% sure I could NOT be teaching "successfully" and "happily" where I am without the internship.

Reading Diagnosis Classroom Management

I feel like my university teacher prep program (specifically the special education track) taught me how to teach diverse learners, how to modify information, have competent knowledge regarding the laws that affect my student population, and the professional tools necessary to be flexible and adapt to various teaching situations.

My original path was to teach at university level, as opposed to k-12. My subject area knowledge has breadth and depth that I would not have otherwise had. Additionally, my bachelors degree program centered on a interdisciplinary model which, I believe, effectively prepared me for a broad range of experiences. Finally, even though I was alternatively certified, I continued to educate myself until I could achieve a standard certification.

One of my professors said "Its all about relationships". I've made positive relationships with my students, their parents, and my peers. That has made this stressful unique year, a much easier transision.

Classroom management

The experience that stood out the most was my learning to incorporate multi-media resources to my lesson plans. This allows me to reach more students by getting to use what interests them.

The courses involving child psychology, as well as the classes that were specific to Early Childhood, were particularly beneficial to the methodology of teaching and lesson planning. However, the most valuable part of my certification was 100% my observations and student teaching experiences. Nothing can replace actual interaction with students, and the valuable skill of learning to discipline can only be learned in an actual classroom.

Since I was an ER/Alternative certificate holder, my degree allowed me to learn how to collaborate with all types of people. I use what I have learned about collaborating with all types of business partners to help me with teaching students at different paces/styles and places in their education.

The catalog provided by my district offered a variety of different education-related professional development tools was probably the most meaningful. I got to explore a variety of different areas instead of focusing on one particular course that costs around \$800.

Certification Preparation was pretty good. The curriculum support I received when I started work was non-existent. I did not get the support I needed from [redacted] in the beginning.

Professors at the graduate program at [redacted] were exceptional in their experience with special education.

I spent 10 years as a teaching assistant before I pursued alternative certification. The district I work for offered great professional development classes such as classroom management, differentiated instruction, ELL and Special Ed, google classroom and effects of poverty on learning, just to name a few. Plus, nothing beats on the job training and collaboration with peers. The combination of all of this has helped me be a better teacher.

Behavior management class at [redacted]

I believe the field observations had the greatest impact on my learning.

Educational Psychology

Special Students in the ordinary Classroom

Intern teaching was the most important part of the certification process

The Elementary Education program at [redacted] is lead by the incredible team of: [redacted], [redacted], and [redacted]. Although each of their classes focuses on a core component of the curricula, their holistic approach to education provides a vast source of expertise and countless opportunities for real-world application. I cannot recommend this program highly enough.

When starting the SPED Bootcamp with OKCPS, I had an awesome experience all of my teachers I had were very enjoyable and they all had different ways to handle certain situations and also how to get through to a student or students. Working with them was a great experience and I wished I could have taken them to be my mentor because after I completed my certification I was in a new position by myself with no help from my principals or my co-workers in my department. That was the only downfall with that being said. When I called them they always came out and helped me or walked me through the process.

How to make lesson plans for each class and how to implement classroom management.

Teaching during my classes to my peers really helped prepare me for the classroom.

Relationships to Mentors and older educators.

ELL training

I like the ongoing studies that are required to complete the certification.

My 3rd internship was the most helpful and meaningful to me and prepared me the most.

My classroom management course is the main course that I actually implement what I learned in my classroom. However, this course was one that I took at the beginning of my time in the [redacted] and was only paired with a field experience where I observed, rather than one where I was actively teaching. The classroom management course needs to be moved to a semester where teacher candidates are in charge of a whole group of students and be used as an outlet for them to come work through strategies for specific classroom management issues they are facing. Student teaching is such a bubble because you have all this support from your cooperating school AND your university program and all that support needs to be used to into greatest advantage to help the teacher candidates really grow professionally before they're on their own.

EIPT 3473 Learning, Development, and Assessment for Teaching ILAC 5143 Theory and Research in Education EDSS 4553 Foundations and Mentoring

I believe the most beneficial part of my route to certification is that I have been able to gain a lot of hands on experience and learn what to do as well as what not to do in different scenarios within the classroom. Every day has been a learning experience for me and I am very grateful for the route I have taken.

My Diagnosis course with [redacted] was one of the best courses to help prepare me to differentiate instruction for all my students. I learned the most during my semester of student teaching. I only wish I would have been able to student teach part of a semester at the beginning of the year and also at the end so I would have been prepared for an entire first year. I did my student teaching at the end of the year so I had no idea what the beginning of the year was like. I believe if teachers could teach part of a semester in the beginning of the year and part of a semester at the end of the year, they would have a well rounded 1st year experience and be a little more prepared for their first year teaching.

Since being in the classroom, it has been a positive and impactful experience to get to know my students by seeing how each individual needs and has to use different strategies to learn.

I have a certification in Cheyenne Language. The Cheyenne and Arapaho Teacher Training Program helped me greatly. I previously had taken 2 Cheyenne courses through [redacted] and had been the monitor for the Cheyenne I & II distant learning classes at Watonga High School for 13 years. I learned Cheyenne along with the students. The teacher training program helped me learn class management, different styles of teaching and one on one training with fluent speakers.

Child and Adolescent Psychology Emergent Literature

Psychology, Sociology

Masters in School Counseling and Masters in Educational Leadership. Currently taking classes at [redacted] for Elementary Ed certification.

I had no preparation except the training before school started. Differential teaching was helpful.

The best class I had was probably Teaching Grammar and Methods. They both gave me a glimpse into structure of lesson planning, but unfortunately had nothing on rigor or data-driven planning.

Subject-area courses

Classroom Management

The technology classes are extremely helpful as we move toward a more tech-based society. I also remember tests and measurements.

SPED

Early Childhood Development The Abused Adolescence Consumer Science

Being that I am emergency certified and did not specifically prepare for a teaching career, I would like to highlight that my college coursework in psychology, history, and women's studies particularly apply to teaching. My college atmosphere emphasized that students be able to teach to their peers as a primary method of subject mastery, which has also prepared me for a teaching career. My prior work experiences also helped, particularly my background as a recreation counselor for youth in residential treatment. This was especially important regarding exposure to learning about the effect poverty and trauma have on learning.

My internships were very helpful. I learned more interning then in the actual classroom.

Diversity learning and communication with parents

My internships that I was in allowed me to experience a very wide variety of situations. I learned how to implement what I learned and provided me with experiences that was not cover during my courses.

All of my methods course were very important and meaningful. These courses are a good reference that I continuously use regularly.



Classroom Management, Reading Strategies, and Number Theory.

The most useful course I had in college was over classroom management. If I did not know how to manage a classroom, then everything else that I knew were good things that should be integrated, would become secondary to simply trying to get control of my classroom.

Methods of teaching Educational technologies Student teaching internship

Educational Psychology class

Instrumental Methods Course, covering daily lesson planning, teaching techniques, classroom management, and strategies for the middle school and high school band room class.

My New Teacher Academy with  and  workshops have given me some good information. The issue is having the time to integrate and implement it while struggling just to meet day to day demands. I expect next year will be much better.

None

Educational Psychology stood out as particularly important.

Intermediate math. Teaching social studies. Teaching science. Education assessment.

The emergency certification itself did not help prepare me to teach. However, I have previously taught in the UK, so was able to transfer skills easily

I had an "Assessment" class that really taught me a lot about what I do now to assess my students.

Having the ability to collaborate with others in the education field as well as being honest and open about any concerns or uncertainties that I had.

Classroom Management

Teaching is a skill that you do not learn in school. Yes you can be taught theories, but a good teacher learns through experience. My experience teaching in non traditional areas, ESL in Korea, driver education, and coaching have prepared me to work with students in a traditional setting. I have completed the ABCTE program since obtaining my emergency certification. ABCTE has been great in teaching the theory part of the classroom. I have taken a non-traditional route to my education experience and it has helped me prepare for the classroom.

Classroom management, and methods courses that helped us to develop curriculum ideas

I had a really great mentor, he showed me how to get the most out of my students and to challenge them on a daily basis.

I believe foundations was a great course and the educational assessment class! Also, my PK lead teacher was incredible

Any observation, field experience, and student teaching.

classroom management and math pedagogy

My math methods stood out. I enjoyed going into different classrooms with created lessons.


They were all very helpful.

Reading Methods P-3


Student teaching and observations were particularly meaningful because I got to practice my skills on actual students.

My new teacher mentor provided by the district made all the difference!

My clinical and student teaching gave me the necessary practice and guidance. They helped grow my confidence, so I was ready when I had my own classroom.

All of my classes at  were meaningful and important.

The early childhood osat is so hard no one can pass it. I have taken it many times and get within 3 to pass it. We are short on teachers and the test is made so hard no one can pass.

As a teacher that received emergency certification, I didn't have any courses to prepare me for teaching. However my past experiences such as 10 years of college and grad school, being a student teaching assistant at the  biological station, leading a sports performance programs program for athletes of all ages for over 8 years and coaching youth sports prepared me to interact with, reach out to and intellectually challenge my students. I have also been blessed with some amazing science teachers in my wing with years and years of experience that have helped me so, so much!!!

I worked in the field for many years. I teach CTE to high school students. I love teaching students what I know about technology and helping them learn what there specific strengths are. I have a masters degree with a lot more business field experience and I can educate on what is needed skills, attitude and background courses to encourage students to work in a field they will be good at so they don't get discouraged and fall off the path. Most adults that don't have their success plan fall and can't regain momentum with out the encouraging words of a mentor. They won't have that mentor usually after high school. High school is so important to encourage them what they are strong in and explain what they should go into. And what will help them be successful in life.

Student teaching.

Being a TA for 3 years on top of going through the state boot camp is what prepared me

The many different guest speakers that were brought in.

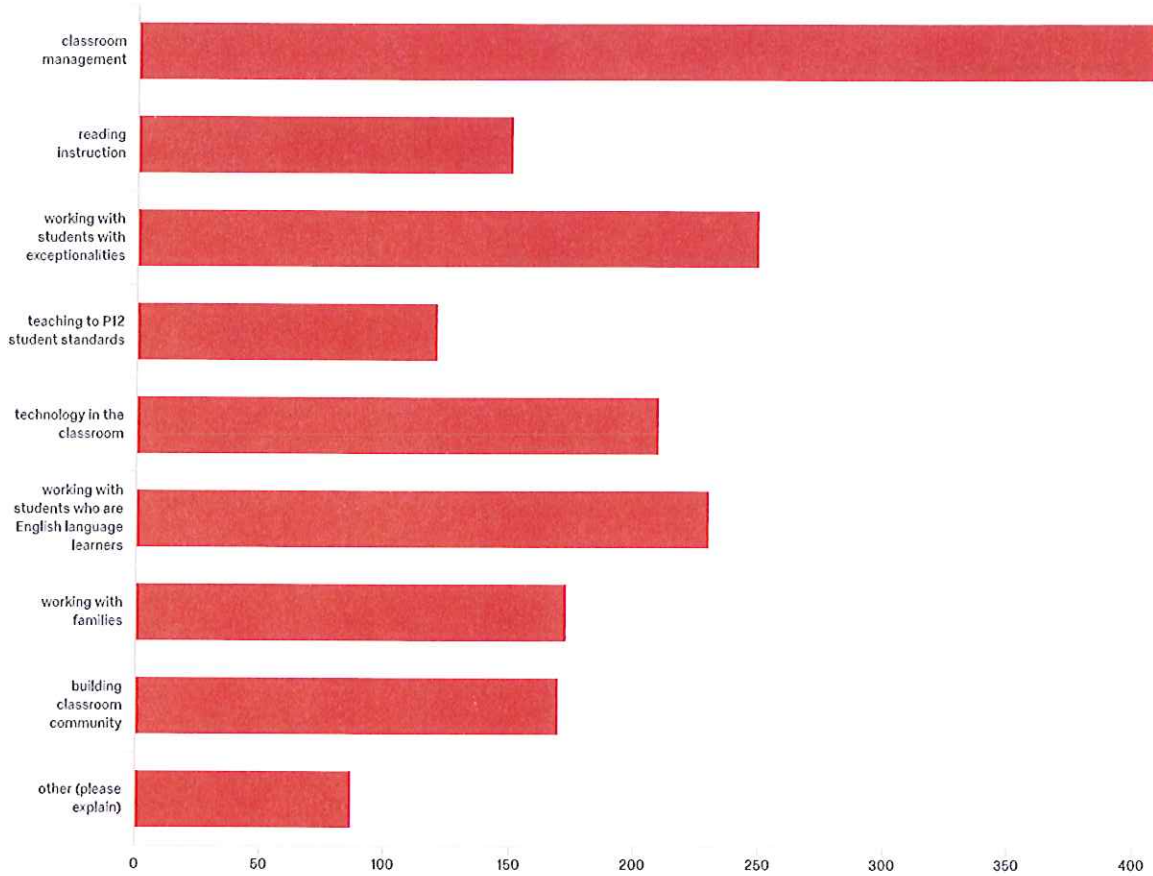
Classroom Management and Language Acquisition

Guidance and classroom management

A course that provided strategies for teaching ELL students.

Showing Records: 1 - 445 Of 445

9. As you near the end of your first year of teaching, in what area(s) could you have used more preparation? (Please check all that apply)



| # | Field | Choice Count |
|---|---|--------------|
| 1 | classroom management | 22.71% 409 |
| 2 | reading instruction | 8.38% 151 |
| 3 | working with students with exceptionalities | 13.88% 250 |
| 4 | teaching to P12 student standards | 6.72% 121 |
| 5 | technology in the classroom | 11.66% 210 |
| 6 | working with students who are English language learners | 12.77% 230 |
| 7 | working with families | 9.61% 173 |
| 8 | building classroom community | 9.44% 170 |
| 9 | other (please explain) | 4.83% 87 |

Showing Rows: 1 - 10 Of 10

other (please explain)

other (please explain)

how to work with students who are exceeding the low expectations and how to foster that growth

Discipline while teaching techniques.

Using time outside the classroom effectively to grade large numbers of students work

More hands on learning opportunities

How to handle violent children in the classroom while teaching and doing required assessments at the same time.

How to conduct teacher table and facilitate centers in the early grades

As a special ed teacher, knowing how to do and what to do with files and forms would have been very beneficial to my job.

discipline

discipline

Objective scoring for writing assignments.

lesson plans/ executing the plans.

IEP goals and services and what it means and what it specifically applies to when given.

be assign a mentor teacher. That would of help a lot

Working with children in a low-income high poverty neighborhood

Researching more into the standards I was having to teach.

IEP set up

It would have been helpful to know what resources were available to help me plan my lessons and build my curriculum before the school year began. Also, it wuld have been helpful if there was better explanation of each standard and how to meet them with all of the crazy testing schedules.

Alternative Certification Training

Writing grants and how to apply for different fundings. Making a simple lesson plan instead of making a four page lesson plan for one thing.

Differentiating learning within the classroom.

How to teach and scaffold writing, especially for ELL students.

There is always more to learn! I feel that my home school administrators and staff were always there for me.

Knowing all the different resources that is available when planning.

establishing routines and procedures

Classroom management would have been more useful if they had used the book teach like a champion. That book taught me classroom management.

Learning how to recognize learning disabilities in my students. My school used standard based grading which I was totally unfamiliar with coming into my school. So learning about the different ways students are assessed.

Needed more Math Diagnostic and Prescriptive Assessment Practices and Intervention Strategies

Organization: to help me keep up with all the student who do not complete assignments and turn them in.

Working with the bad behavior students.

Curriculum development

As a special education teacher, learning about working with our Aides would have helped and learning more about the alternate state testing would have been helpful as well. As a fifth grade teacher knowing were to find the state standard for the special education and learning a strategy to start your lessons for the first month would have been helpful, especially when you are teaching 5 subjects.

general discipline

behavior

Working with difficult coteachers

Dealing with classes that are too large. Dealing with the horrible rates of poverty in the state.

I feel like I had some training in getting to know the students, but certainly trying to find activities to make the students open up to get to know them on a personal basis.

Books would've been a great start!

none

Resources and tools/strategies to ensure that my students have mastered a standard.

Making schedules, itineraries, communicating with other staff/counselors, planning concerts, time management, literally everything that doesn't have to do with teaching that is getting in the way of my teaching.

Guidance on standards and curriculum

Motivating students to engage in the subject matter even if they are not necessarily interested.

Knowing how to prepare for lessons for an entire year

teaching Math in the elementary classroom (my prof./courses with [redacted] at [redacted] did not prepare me for this.

Pacing to meet all the state objectives during the class time

Knowing what tools and resources are available to me and teaching how to effectively use them.

understanding the standards

School Protocol - what is expected in different circumstances/things that are not black and white in a handbook

Lesson Planning

Lesson planning, understanding and implementing standards, how to do report cards, instruction on effective parent-teacher conferences, grading techniques, what to file and keep, PowerSchool instruction,

Working with minimal supplies.

How to work with other teachers. Working with teaches in your grade level and how to do so even when you're very different.

Oklahoma specific standards and classroom interventions

Standard Based Lesson Planning

Writing IEP's and lesson plans.

How to get Family Members to get engaged in their children's learning.

How to better & more formally assess students during extender activities such as artistic representations of their comprehension, or through dramatic play.

co-teaching with another person

Effective lesson planning

teaching academic content. period.

Varied ways to deliver instruction

Teaching my specific subject

How to use EdPlan. How to write an IEP. How to write goals for an IEP. How to create an IEP addendum.

Working with pull out services and in the class paras

Learning about school culture and staff/administration conflicts.

help with RTI and small group specialized instruction

Math curriculum

effective time management

Relationships with Admin

Understanding state standards

Working with paraprofessional and classroom aids.

i would enjoy opportunities that educate us more with autism and lesson planning that compliments our special education efforts.

Discipline

Lesson plans and differentiation of assignments.

There are not enough preparation that exemplifies how a full unit is developed for class. It is not feasible for an educator to spend money out of pocket for every lesson. It would be highly beneficial for students to learn how to take a provided curriculum (ie. Wonders Reading/ELA) and turn that into an effective unit that can meet the needs of 75+ highly diverse individuals.

day to day tasks - gradebooks/grading/etc

Real life lesson planning

Navigation of the overburdening of teachers with trivial administrative tasks that front office should handle.

Working with and adapting to data; grading strategies

Differentiated instruction

Assessments, IEPs, RTIs

Math instruction

Working with administration

10. Please note awards or honors received, degrees or certificates earned, and other recognitions from the current school year.

Please note awards or honors received, degrees or certificates earned, and...

I was recognized by the principal as being innovative by having created a positive and exceptional learning environment, increasing professional growth, and improved measured progress in student learning in my observations.

none

History certification and find out later today if I passed the oget.

Some of my students got Gold, Silver, Bronze and Mention Honorific in our National Spanish Exam that was taken in April.

OERB and Literacy First

This year, in June 2018, I will receive my teaching certification in Early Child. Yeah! :)

Pets in the classroom grant, Donors Choose grant.

No Non-sense Nurturer Certification

Was chosen as site rookie teacher of the year.

Elementary Education

Teacher of the Week

President's Honor Roll, Who's Who award, Bachelor's of Science in Elementary Education

english language learning,

Great Expectations Certificate for the second time.

Several Attendance incentives -

Award of excellence from my Middle school. International Honor Society Recognition. Renewed Teaching Certification for Mild Moderate Special Education.

Academic Coach, MathCounts Coach

Oklahoma Alternative Placement Teaching Certificate.

Junior class sponsor PLC collaboration committee

I chose to become the Junior Class Sponsor. As a first year teacher, this was a big jump! I had to plan NHS prom. Though I was really nervous about the turn out, everything went smoothly. The admin recognized my hard work and effort for the event.

Master's Degree in Curriculum and instruction, math competitions coach

None

Deans Honor Roll

None

Teacher of the month 3D printer grant winner Best in show at technology fair

Kappa Delta Phi 4.0 gpa President's Honor roll

Safe and Healthy School 2017

None

I have taken, and passed on the first attempt, the OSAT in English and the OSAT in U.S. History, Oklahoma History, Government and Economics.

I'm currently in graduate school

Master's of Educational Administration Bachelor's of Science in Health/Physical Education

Rotative sigma, Kappa Delta pi, Academic achievement award for elementary education

I am certified in both Arkansas and Oklahoma. As well as have a degree in P-4 early childhood education.

Teacher of the month for my school and Rookie of the Year for the district.

Basic Archery Instructor

Perfect Attendance award for first 3 quarters of school year

My education did not prepare me to know how to create a lesson plan and to know how to teach the material that students need to learn.

Began a Masters of Special Ed program.

Received Masters of Arts in Teaching with a specialization in Special Education

Teacher of the Week, Recognized on Tulsa Public Schools' Facebook page for an annual campaign, Earned Elementary Subtest 1 and 2 Certifications

I graduated summa cum laude from NSU in December.

Selected for 8th Grade English Summit Program for the 2018/19 school year

Tommy C Beavers Endowed Scholarship for graduate students at the University of Central Oklahoma.

February Teacher of the Month

None.

Chinese teaching certificate ESL teaching certificate

Teacher of the quarter.

n/a

I've made honor roll several times (called the dean's list). I was in a leadership role within the college of education, as well as the University. I graduated Cum Laude. I am dually certified in the state of Oklahoma.

I passed the early childhood OSAT and will be receiving a provisional certification for the paraprofessional to teacher route

B.S. in Elementary Education, Urban Teaching Prep Academy [UTPS] 2-17 cohort, Buck Institute PBL trained.

I'm taking the OSAT next week because I loved my experience in the classroom. I feel like teaching is my calling and so thankful I was able to do it this year.

nothing note-worthy this year

I completed the Apple Teacher program.

Teacher of the Week Professional Growth Award

professional growth award

AGC Coordinator

Finished boot camp last June. No honors, awards, degrees or certificates earned this year.

I completed the 3C real time coaching course.

Scholarships

Bachelor of Science in Education Degree, Elementary Education and Special Education

Teacher of the month, nominated for teacher of the year.

N/A

Certified Elementary Education Certified Special Education Certified Early Childhood

Arthur Staff Hero Award 4.0 Rating on Marzano

Degree in Deaf education, Early childhood, and Elementary Education with teaching certificates in deaf education, early childhood, elementary, and physical education

None so far.

Bachelors Degree in Elementary Education Outstanding Senior Award Who's Who Award Honor Society Award

All evaluations completed by Administrators have been positive this year.

Bachelor of Arts in English Education President's Honor Roll

SLOP certificate, Child abuse Certificate, Mastery Based Grading Certificate. Teacher of the Week.

Recognition for a well developed curriculum for Miro University in Micro Society.

Nomination for Rookie Teacher of The Year

Just my kiddos responding well, that was the greatest reward. I will say that I learned a lot, and will be taking that with me into the next year.

2017-18 Ada City Schools Foundation Grant for "Let Go of my Legos." Kindergarten Top Dog Teacher of the Week

I completed Emergency Certification, followed by Alternative Certification - I am now certified through 2021. I won TPI Amazing Teacher of the Month in February.

I coordinated an international pen-pal project between our school and a middle school in Tel Aviv, Israel.

Top Intern for Social Studies Selected for the Colonial Williamsburg Teachers Institute

I have received My BS with Cum Lauda. I was rewarded several scholarships. I have my Certification in Elementary Education with endorsement in Mid/Mod and Severe /Profound special education.

Recognition for being a good teacher form adm..

our high school band recieved superior ratings

I attended to dual program training because my class is bilingual

Deans honor roll, A.A in child developement and B.A. in early childhood education.

Physics and physical science certifications, Bachelors in secondary ed, currently enrolled in a masters program for physics.

Bachelor of Science degree. Great Expectations Professional Development course certification.

I earned my Masters degree in Special Education - Inclusive Practices during this school year.

Teacher of the Month

N/A

International Honor Society Middle School Math/Science

March Madness Bracket Challenge Winner 2nd Place 3-5 Read-a-Thon

None, I quit because teaching in Oklahoma is AWFUL.

Bachelor's Degree in Elementary Education Cum Laude

Not applicable.

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mild mod certificate

None

None

Art certification

This year I was able to add Severe/Profound certification to my Special Education degree. As a first year teacher, I was recognized by senior students as their favorite/most impactful teacher.

Secondary Teacher of the Month

i cant think of any.

Teacher of the Week for Creek Elementary

I've been lucky to get home before 6:00 each night. I didn't earn any awards, degrees or certifications. I did however have the honor of being called the world's greatest teacher several times each week. I think that counts for something. :)

During my last semester I earned Presidents Honor Roll. My degree is in Elementary Education and I have taken 4 state test for my certification,;

Educational Leadership and Management Certification

I did not receive any additional degrees or certificates thus far, however I did receive excellent scores on each observation and evaluation.

Outstanding Teacher Award for the Month of March (ENHS)

n/a

Outstanding Senior in Math Education Honor Roll

N/A

ELL Training Certificate; multiple district technology Nova level badges (e.g. NOVA badge for Google Classroom)

Top Ten Senior Senior of Significance at Oklahoma State University Detection senior in Human Development Family Sciences

I made president's honor roll three times, got my degree in elementary education from OSU.

Teacher of the Year Nominee Master Teacher for a Month

N/A

Best rapport with students

Business Education and Physical Science

None at this time.

Passed OSÁT 1&2, OGET and OPTE 3 Very positive observation reports from my assistant principal with many 4's and nothing below 3 Very positive feedback from students and parents

I wrote and received a "Reds DNA Gardening" horticulture grant. The grant was awarded by the Public Schools Foundation Grant committee that is a part of the school district that I am employed with. I have also been awarded a large atrium in the main portion of our high school entryway. The current contents of the atrium area will hopefully be recycled for use in other areas of the horticulture program.

n/a

Dean's Honor Roll, Magna Cum Laude, BS degree

I was certified in Great Expectations and certified to teach OERB content as a Science extension.

None

I have earned my certificate in Early Childhood Education and do not have to take any college classes.

My school received a National Blue Ribbon. I personally have not earned any awards but my principal did tell me that if we had an award for first year teachers that she would give it to me.

2015 Associates Degree in Science, Enterprise Development from Oklahoma State University. 2015 Associates Degree in Science from Oklahoma City Community College 2017 Bachelor's degree of Science in Education (EC) 2018 Mari Scott Outstanding ECE Undergraduate Student Award recipient.

Completed the Non-Traditional Boot Camp through the State Department of Education: April 2017-July 2017. Obtained Provisional Certificate in Special Education in Mild to Moderate Disabilities and Severe and Profound Disabilities.

N/A

Personal development certificates earned in classroom management, small groups and organization. Certificate of completion of Fossils to Fuel training.

None

None

M.Ed

We were awarded a grant for almost \$2000 to purchase a classroom set of tuners, we received enough donations from donorschoose.org to purchase a classroom TV that we use like we would a Smartboard, we recieved Excellent and Superior ratings at contest, and I am now a certified First Aider for Mental Health.

Veterans Day recognition.

I have received very good evaluations from my building principal.

Cumlaude, Phi Theta Kappa, Sigma Kappa Delta, President's List, Project Teach, Teacher of the Year nominee,

Bachelors Degree in Social Studies Education I also added a Special Education endorsement to my certificate.

I have taken as much training as i can and incorporated new things as appropriate. Training provided by the district and outside of the district.

School level teacher of the month, finalist (awaiting final interviews) for district rookie teacher of the year, continuing 4.0 GPA in MSW program, first time pass (10-20 points higher than state average) on OGET, 027 OSAT, and 6-12 OPTE within five months of hire.

Masters in Urban Education

Degree in physical education. Certified in physical education and middle level science.

Great Expectations Certified and Google Educator Level 1 Certified

Bachelor degree in Music Education with honors- 2016

None from my first year of teaching.

bachelor in music education

I have been selected for the Oklahoma City Zoo Teacher Advisory Group.

Archery coach, science fair conductor

Graduated cum laude, member of Kappa Delta Pi education honor society.

took the OSAT, waiting on my certificate for alternative certification (only need to take the OPTE for full certification)

Bachelor's in Special education

Bachelor of Science Education

Acceptance to a masters program at the university of Oklahoma.

Teacher of the Month

Perfect Attendance

Geraldine Burns Award for English Excellence from OKCTE Bachelor's in English Education Secondary English Teaching Certification

Attendance Stipend every month this year (have not missed a single school day as of 4/01/18) NNN 3 hour workshop, Online Modules, and "Real Time Teaching" coached. WIDA Training approx. 10hrs Mini-Grant from NSU STEM Program to teach robotics in my class for one month Equity Explorers-PD Group once a month Eureka 1-on-1 Math-Instructional Coach for 6 weeks Girl Scouts Leader for 2-3rd grade

I received an highly efficient observation for my first year teaching, I love my school and my students.

B.S. in Mass Communication from Virginia Commonwealth University Oklahoma Teaching Certificate Making a Difference Award from Hawthorne Elementary School

Elementary education degree

December Teacher of the Month

Outstanding Intern, Graduated with distinction

Nominated for Rookie of the Year Served on committee for Health and Safety of School

OERB 'Fossils to fuels' certificate.

None

Bachelor of science in elementary education

The organizational culture of OKCPS has been the most difficult part of the job.

My observations were "Effective." Beyond that, I have one year left before receiving my Master's in Special Education.

SPED Alternate Provisional

None.

Bachelors of Physical Education, Graduated with honors Cum Laude

N/A

None

Bachelor's of Science in Elementary Education Intermediate Mathematics certification

N/A

Ed Leadership Masters

Nominated for Teacher of the year

Nominee for Teacher of the year

Bachelor's of Science - Education - Secondary English Certification - Secondary English Certification - Speech/Drama/Debate

Elementary education

None

Literacy committee for district

M.ed.in Reading, Elementary Special Education certification

DaVinci Scholar Award

none

none

Social Studies curriculum committee for Kindergarten and Science curriculum committee for Kindergarten

Teacher of the Month for December

I graduated Cum Lada with a grade point of 3.4 or higher

Currently Working towards my alternative certification

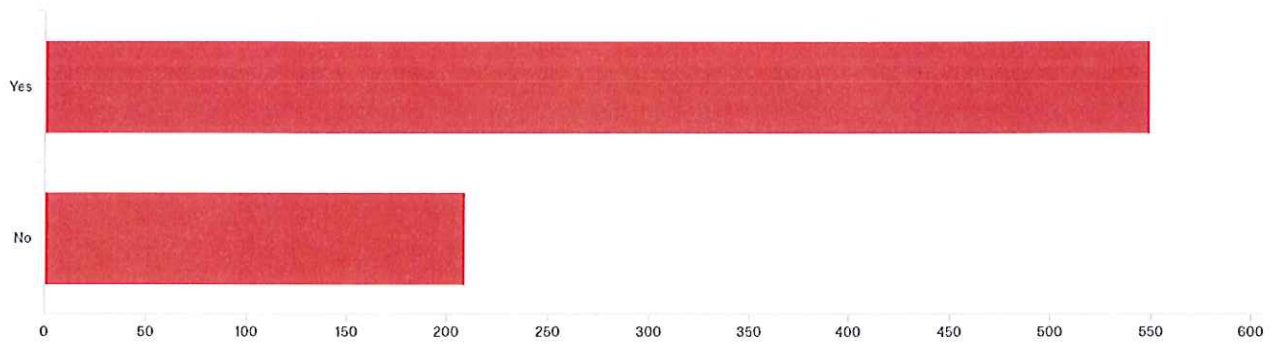
Masters in Information System and Operations Management

Teacher of the Month

None

Showing Records: 1 - 193 Of 193

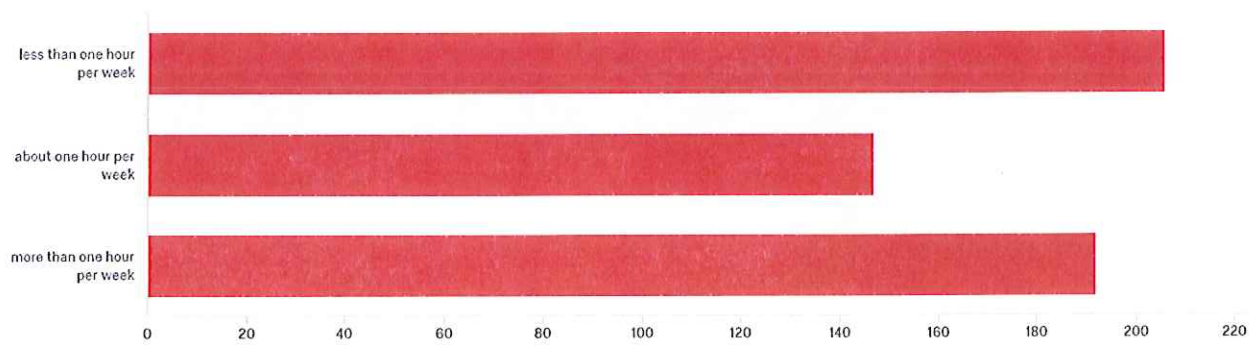
11. Were you assigned a mentor from your school district this school year?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 72.46% 550 |
| 2 | No | 27.54% 209 |
| | | 759 |

Showing Rows: 1 - 3 Of 3

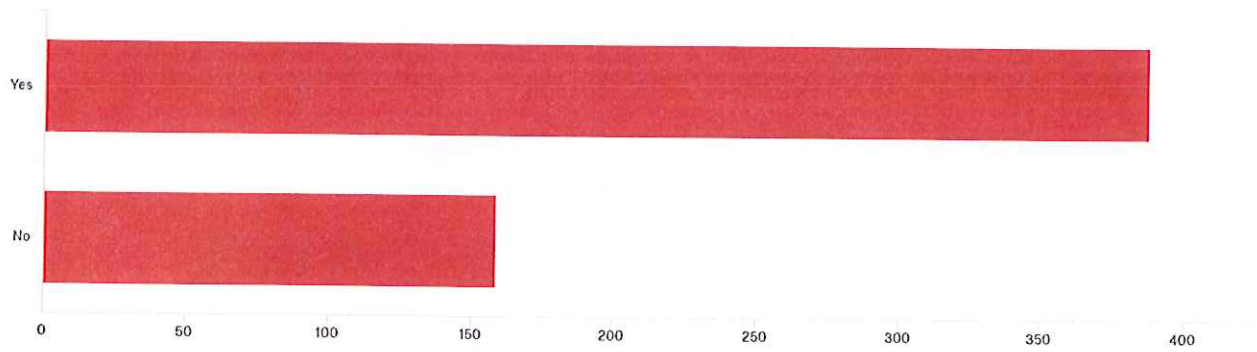
11a. How much time did you spend with your mentor teacher?



| # | Field | Choice Count |
|---|-----------------------------|--------------|
| 1 | less than one hour per week | 37.80% 206 |
| 2 | about one hour per week | 26.97% 147 |
| 3 | more than one hour per week | 35.23% 192 |
| | | 545 |

Showing Rows: 1 - 4 Of 4

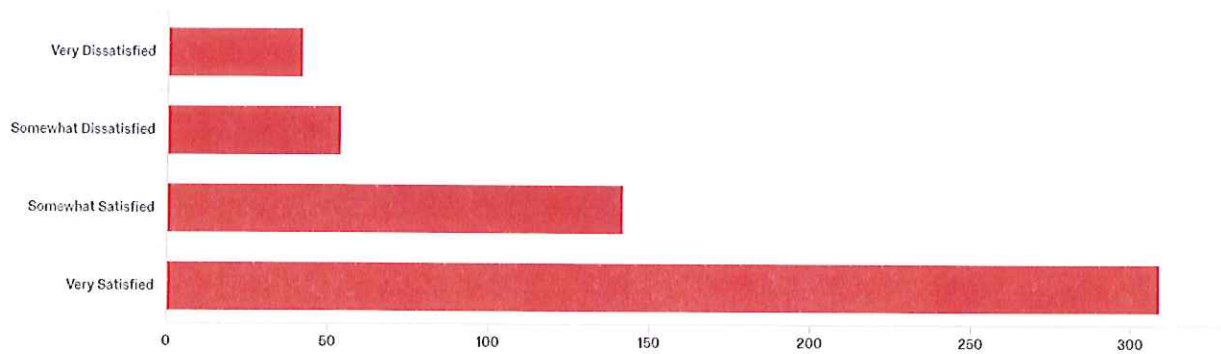
11b. Is your mentor in your same teaching area?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 70.93% 388 |
| 2 | No | 29.07% 159 |
| | | 547 |

Showing Rows: 1 - 3 Of 3

11c. How satisfied are you with your mentoring experience?



| # | Field | Choice Count |
|---|-----------------------|--------------|
| 1 | Very Dissatisfied | 7.68% 42 |
| 2 | Somewhat Dissatisfied | 9.87% 54 |
| 3 | Somewhat Satisfied | 25.96% 142 |
| 4 | Very Satisfied | 56.49% 309 |
| | | 547 |

Showing Rows: 1 - 5 Of 5

11d. How could your mentoring experience have been improved?

How could your mentoring experience have been improved?

I feel like working more closely with a mentor teacher would have been helpful--guidance is necessary to improve, and I didn't see much of that.

Our mentor teacher did not know basic questions I had, like setting up a gradebook and certain school procedures. That is really what first year teachers need help with aside from specific issues. Also, she left a month into school and we never received a new one.

Having set times to meet and reflect with my mentor teacher would have been nice.

Would like to see her more, have her observe me and give feedback

If she could have had her planning period same time as me.

Spending more time together in the classroom

It was the best possible experience

Meeting at a different time other than planning period would help. Before or after school would be better. Because of all the things that occur, our time was shortened. We did our best to make it work.

I know its hard but no one really understands Agriculture education unless they are in it so no mentor teacher truly understands what we go through.

Having a mentor in the science field like I am.

My mentor took time out of her days and weekends to help me improve my craft. I truly believe that she did everything she could to help me be the best I could during my first year of teaching.

I was placed with a mentor who also coaches a Fall and Spring sport, and teaches AP students. I felt that we didn't have the chance to meet as much as we needed to, and that we did not share similar experiences due to the differing curriculum and student demographics. While my mentor teacher was very kind and helpful when I reached out, I did not feel that she had the time to be a devoted mentor.

Provided more in person help.

N/A

I was teaching classes out of my mentor's area

If we were able or allotted a specific time to meet more often.

Having more time to meet together or observe. We were unfortunately too busy to meet more than once per month or once every other month. Perhaps having professional development days built in for either meeting with or observing my mentor. Since we work in the same content area just in different grade levels we wished we could've had time to plan together to make the transition from one grade to the next seem fluid through our curriculum.

N/A

Different Mentor

It was great working with my mentor.

I could have done more to schedule our meetings. Since I have taught at the college level before this year, my mentor did not take the initiative to see where I may need help.

Not waiting until something was due to explain it to prevent being late or unaware.

More description, less prescription.

Being with a mentor that wasn't so abrasive.

I think having more specific tasks for me to practice in the classroom would have been a great help. I would visit with other teachers about how to handle situations and gain better classroom management, but having specific tasks to try would have been beneficial for me.

I wish my Mentor Teacher was teaching the same subject area as I am. Although she helped me quite a bit and our personalities got along, it would have been nice to at least have someone in Special Education.

I was able to ask all of my questions in regards teaching

To start with, I could have been assigned a woman.

Communication and time management was hard for both of us. It was hard to have time to see her and gain insight on how I should approach teaching.

She did not meet with me once after school started.

I have a great mentor and she didn't leave anything out.

My mentor knew nothing about special education. I teach 4-6 and she taught 1st grade. She was most helpful with setting up grades and how to input them. She did go over things with me. Some of it didn't really pertain to my classroom.

My mentor was located at a different school. We met about 5 times this year - during her planning she visited me during my class time. If we could have spent half a day in the classroom before the year started that would have been even better.

We could have actually known we were mentor and mentee. Also we could have received a schedule from the principal about check in dates that we had to meet to make sure all criteria was checked off.

We did not need the monthly meeting/ check lists.. I saw my mentor every day and we always communicated about what was coming up and what needed to be done.

I would have liked to have spent more time with my mentor, especially at the beginning of the year.

I think it just needs to match up with teaching styles and philosophies. I was lucky and had Cherith Aven who I could relate to. We would bounce ideas off each other and it made us both better teachers.

It would have been more helpful to meet before the school year began.

I'm not really sure... It's my first experience.

No improvements necessary.

My mentor could have been more active and engaging throughout the year. Phone calls and visits throughout the year would have been very helpful.

Had another teacher in my field helping me but I am the only science teacher here at my school so that was not possible.

She was only helpful when it came to phonics instruction. Being a new teacher I had no extra curriculum to use and she did not give me anything to use. However my neighbor teachers around me did and I am so glad she stepped up to help me!

I wish I could have seen her a little more throughout the year, but her instruction and mentoring was amazing!

I was assigned a mentor for secondary math, but I also had a special education teacher who also volunteered to be my mentor. My teaching style is not the same as my secondary math co-teacher, but I learned a lot from her. I learned a lot with organization techniques, and things that I do not want to do in the classroom. My special education caseworker mentor really helped me to understand policy and procedures and unofficial rules.

I received one phone call in the summer. I did not see my mentor at all.

At first, I was unsure of the difference my mentor and instructional coach played. Now I understand but the program could maybe benefit from outlining those differences early on.

n/a

N/A

By her being more involved with helping me. I would have to hunt or down and ask for help. I would rather have had someone who would lend a helping hand because they know I would need it not because I always ask for it.

My mentor only had one additional year of teaching than me. More experience would have been beneficial.

I would have like to have had a mentor teacher in my teaching area.

I wish we had more time to learn how to teach the practical daily day to day curriculum instead of spending a lot of time assessing.

If the mentor had been in my area.

I was satisfied.

My mentor teacher could not help me in drafting IEP and how to use the EdPlan program. My school got a whole new special education team this year; therefore, we were all new and had to learn together.

More in class observations at the beginning of the year would have helped me greatly.

This was a challenging year to jump on board for all of the teachers because we were trying to learn a new program and style of teaching. It was challenging for my mentor teacher because she was also trying to learn many of the things that I was learning.

I could have used more time with my mentor at the very beginning of the school year.

More formal observations by mentor. Instructional coaching during teaching.

None my mentor has been here quite some time. No matter what she always made time for me and any question I might of had.

I cannot come up with an example. My mentor is one of the teachers I was an assistant for, so I had a year to observe her way of teaching. We were able to have the same schedule and planning time so we got to touch base everyday for an hour if I had questions and then again after school if I had something more to go over. We collaborated on lesson plans for science and social studies throughout the year to give me experience with developing lesson plans. My mentor knew me well enough already that she knew my personality and I knew hers so the dialog was very open. It has been a wonderful year with my mentor/lead teacher.

If the mentoring teacher was available to observe my classroom while I was teaching?

If I had reached out more.

My mentor was inundated with many responsibilities. Many times our meeting time would have to be rescheduled or canceled.

My mentor is wonderful! But we aren't on the same schedule so it's hard to find time to see each other.

I was very pleased with my mentor experience.

None. She was a great mentor teacher! She helped me in areas that I needed!

My mentoring experience could have been improved if my mentor and I had had more time to spend on curriculum planning strategies and tips.

By reviewing lesson plans and curriculum at an earlier date

My mentor was great. I only had them half of the year so more time.

More intentional mentoring would help but the casual questioning was sufficient.

More structure.

There really just wasn't much of an opportunity to work together and we worked in two very different areas. I found a different mentor in my own department later, which made more sense.

Planned meetings, same plan, etc. There is just no time for her to truly mentor me.

I am very satisfied with my mentoring experience and I don't know how it could be better.

More time in the day.

My mentoring experience could've improved if I was able to observe her in the classroom.

Reducing the amount of classes to prep for. Minimizing many of the distractions during plan time, such as meetings, covering other classes, etc., so that more quality time could be spent with content partner and planning.

If my mentor teacher knew she was my mentor teacher.

Meeting with mentor more frequently

Just the structure of when and how we got together for discussions.

My mentor was selected because we were supposed to teach the same course. However, my schedule changed a couple days before classes started as the student schedules had to be redone. My mentor and I no longer had the same course, and, we also had different planning periods. Since I coached in the fall and in the spring, it made it to where I had no accessibility. After we were no longer linked by subject, I feel as though I should have been given a teacher with my same planning period.

I teach prek she teaches 5th grade very different children I think the veteran pre k teacher should have helped more or the principal should have been more supportive

She is wonderful!

It would have been helpful to have a mentor who was teaching the current grade level as me. In our school's situation, both Pre-K teachers were first year teachers, so our mentor was a Kindergarten teacher. Finding times to meet was difficult. And we were never teaching the same thing. It would have been more helpful to even have a mentor teacher who was the same grade level and at a different school than a mentor at the same school but on a different schedule and grade.

I would have loved being able to work alongside my mentor teacher and bounce teaching material off of her. She doesn't teach the same age or subjects as me.

NA

Her classroom was very far away from mine. She didn't reach out to me more than 2-3 times in the year. I found myself getting more help from another teacher who was physically closer to me and honestly more interested in sharing his advice.

Spending more time with her during her classes

I do not feel that I needed a mentor due to the help and information I received from the Professional Development training, lead teacher, other teachers, Principal and Vice Principal at the school. I would ask each new teacher if they had such amazing support as I have had, then a mentor could be used with someone else who really needed one. If they did not have much support, then a mentor teacher would definitely be needed to help navigate through the first year. My mentor teacher was great.

Regular meetings would have been helpful; however, my mentor was always helpful and available when I had questions.

Been in my area of specialty.

To spend more time working together

It was very inconsistent, and our classrooms are far apart so it was difficult to communicate.

Could have had more help at the beginning of the year, how ever she did not know for about a month that she was my mentor. But when it cam to doing IEPs she was very helpful

Having the same plan time so we could discuss planning strategies and be able to work together with the same grade level.

I was assigned a mentor outside my teaching area and she was always there if I needed anything. I also had the high school drama teacher whom I could lean on and the middle school music teacher. The combination of these three were extremely effective. I don't think the mentor outside my teaching area was necessarily needed, though she is wonderful and I appreciate having her on 'my team.'

Regular check ins and meetings to discuss content area and issues

she was wonderful

Be more deliberate on mentoring and checking how I'm doing. Be more clear when communicating

Maybe if we had the same subject area instead of just both being a science. But overall it has been good.

It was a good experience

No complaints

More time spent learning together.

Enid Public Schools does a good job with the STEPS program in place.

She has been an indispensable asset to me and my students. I don't think there is anything that could be improved.

If we had the same planning time it would have been better. We had to meet mostly after school.

It's honestly too much. She is great and I have learned so much from her but the amount of time I need to spend with her should be cut in half because I got about 2 plan periods per week which was not enough to keep up with planning/grading. I had to take a lot of stuff home and work well past the contract to keep up as I was spending my plan time with my mentor or in team meetings or PLC's every single week.

I have had an amazing experience with my mentor teacher! She has been extremely helpful any time I needed any help. If there is a way to improve, the idea is not going to come from me.

I am a special education resource teacher. Because I am the only special education teacher at my school, I was placed with our school's title one instructional coach. Unfortunately, because our jobs are very different, it made it difficult for her to mentor me.

More observation of my classroom and of hers.

We could have both been told at the same time that we were going to be working together and create a plan to get all of the checklist done.

Guidance with all non-teaching aspects (as previously stated)

No it has been awesome

She was amazing without her I would have been lost.

Weekly or even monthly meetings

My mentor had a baby early in the year and has been (understandably) quite busy with this along with coaching. While my mentor was useful and provided much needed information, I found much more advice for every day ordeals from other colleagues.

I never received a welcome from my mentor teacher. I only hung close to those in my department.

More advance notice of when my mentor was going to be in my classroom

Meeting more would be helpful, but my mentor seemed overwhelmed by responsibilities. I appreciated my mentor's help, but sometimes felt judged for having questions and making mistakes.

I have a very strong education family support network that most others don't have. This helped me the most.

More involved

I rarely saw my mentor after the first few months and we rarely were able to work on a concern over a period of time as her schedule was very overbooked.

We did a full day session in the spring, that would have been helpful to do in the fall as well. It allowed me to answer questions and change direction of what I was doing in the classroom for some things that I was unsure of. Building this in earlier would have helped me with difficulties I had early on. Because of busy schedules sometimes we struggled to meet up to discuss things - a set meeting time for the month would have probably helped us be committed to going over things.

My mentor was wonderful but with 28 kids in her class, she barely had time to help me out. We also had different plan times so our only options were to meet before school or after school. Due to conflicting schedules, we only had one actual mentor meeting all school year. I made do but I think regular meetings are a crucial part of a good mentorship.

If my mentor would have taken time out to help me.

I am extremely satisfied with my mentor teacher. My mentor teacher provided me with a lot of instructional and classroom management support. The only suggestion that I have for improvement is that there may need to be a stronger connection between the school site and the mentor teacher to ensure that first year teachers are being given the same expectations across the board.

Having an outline of what and how teaching looks like. An outline that sets a new teacher up on what they may expect in the classroom, how to redirect when situations aren't going as planned. How a new teacher can outline his or her daily routine and stick to that routine on a day to day basis. Helping a new teacher structure their day to day at the beginning can help them exceed in the long run. Perhaps new teacher mentors have an informal observation in the beginning, then converse on ways to improve or areas to work on when teaching, that way when a new teacher has a real observation via their principal, they are better prepared.

More input and involvement

Been located closer in the building. Have common planning times. Meet with building principal and mentor at least once a month.

More one on one time with my Mentor

My mentor was excellent and I feel very blessed to have been put with her.

Been someone with the same schedule and in the same area of the school as me.

Have a mentor well versed in the same field I teach in.

Meet up more times and get more feedback on how to deal with certain classroom difficulties.

My mentor was a coach, so at times it was hard to schedule times to meet.

Always more planning time. Although we have more than most throughout the week.

My mentor was the best.

Quit trying to justify another unnecessary salaried position. The district mentor just took up my valuable time trying to add even more tasks to my heavy load and make dramatic changes to my classroom instead of small adjustments. My in-school mentor was helpful and checked in frequently, but didn't make my job harder and led by example without draining more money from the district.

If I had more time with her.

I felt the time spent with the mentor was being taken away from time I should have been productive in my classroom. I often dreaded the day the mentor would arrive. I was always relieved if the mentor was unable to come that week.

I am still not sure who my mentor is. So, that itself would be a way to improve my mentor-ship experience.

The district assigned me one at a different site. I did have another teacher take me under her wing at my own site though. That was very helpful. It seemed unnecessary for me to get to another site at 7 AM when I needed to prepare for class that day.

As a first year teacher, I didn't know the questions to ask. My mentor was helpful in some ways, but in other ways unused because I didn't know something would become an issue until I ran into it. There are some things that can't be prepared for. I just had to handle them as they came up.

None needed at this time,

I wasn't sure what to respond when my mentor would ask me what I wanted to focus on and what I felt I had to improve on. I would prefer if my mentor would give me challenges to see how I could develop myself as efficiently as possible as a teacher.

I was satisfied thoroughly with her dedication.

My situation was very different than the normal. From day one we had issues of her wanting to tell me how to run my classroom and me wanting to try things on my own. I think a mentor teacher should understand that they are not in control of their mentee, but there for guidance. I may be a first year teacher, but I do know things. They need to understand that we're learning and need to learn by doing for ourselves.

She was not available, and she was also my supervisor. Was not familiar with my school.

Been with someone in my area

My mentor was unable to answer a lot of my questions. I also did not realize she was my mentor teacher until halfway through the school year when she finally started helping me.

She said she was there if I needed anything, but we never met beyond that. I am very fortunate, however, to have a supportive team on my grade level. I think my mentor teacher being in a different grade level made it harder. But I do know she was there for me if I ever needed to reach out.

I love my mentor teacher. However, I wish I had a mentor or instructional coach who did not have a class of her own. I would have liked the opportunity for him or her to observe my class on more than one or two occasions so I could have feedback on what I am doing right or wrong.

My mentor was great and tried to help in anyway that I needed. At this point though I'm feeling like the meetings are too much, I would like to have her back off a little bit, instead it feels like one more thing I have to do.

I never really used my mentor. I just do not have the time to be able to track her down or meet up with her and talk. I bonded with my fellow kindergarten teacher and have learned so much from her teaching techniques. I also converse with my mother who was a pre-k teacher for over twenty years.

What made the mentoring experience a bit difficult was that in this district, there is a small student population. So I was the only Kindergarten teacher while my mentor was the 1st grade teacher. She had many years of experience with Kindergarten but our minds were not on the same track so to speak. If I had another Kindergarten teacher to share my experiences with I may have received much more insight on a daily bases.

To have been paired up with someone less removed from day to day expectations, such as technology in the classroom, reports, & grading requirements. My mentor is a retired 1st grade teacher who is helping in the Title I reading program.

My assigned mentor suffered a traumatic brain injury a week before school started and was unable to return to school, and I have relied on special education teachers to help me when they have had the time to do so. I have learned the paperwork by doing and learning from my mistakes.

If I could have recognized my own needs sooner, I would have been able to express why I felt like I was drowning for the first 3 months. She was willing to help me, if I could only specify what problem needed worked on. Before the first days of school - a tour of my classroom and other important areas of the school, facilities, and equipment would have been a great help. I didn't know where the copy machine was nor how to use the equipment in my classroom. I didn't know that there was a supply closet in the administrative office. I didn't know what issues were to be directed to which person on the phone list given. I didn't know what recourse was available for student actions - handbook lists offenses, but no guidance on how to handle them.

Assign mentors with similar teaching experiences

My mentor teacher did not receive any training on what to do or how to mentor me. No framework given other than checklists for each month to turn in to our principal. I think our experience would have been even more beneficial had we been through some professional development together as mentee/mentor within the program.

More communication, more resources, more one on one guidance

My mentor could have checked on me and been more supportive.

Possibly by having a mentor teacher that taught the same subject and broke things down for me a little more in depth.

I was vey satisfied with my mentor. Taught me many things, how to use differrent strategies to reach students.

She can be unprofessional by letting personal issues get in the way of work. As the year progresses she has spent less time even speaking to me. It makes it hard to ask questions or get advice. I often seek out another teacher if I have a question.

It was great. So no improvement needed.

My mentor experience has been excellent.

The one I was given had some health issues and has been absent a lot. I don't really have any complaints because there is another teacher who is more experienced that stepped into the role.

Chosen someone who could help me more with my exact subject.

My school assigned me a mentor but there is very little time to collaborate.

Couldn't...great mentor

It was helpful

My mentor teacher is older, and while she is very knowledgeable with her experience, she lacked in her implementation of technology into lessons.

I would have liked my mentor to take more interest in day to day lesson planning

I would have liked to have a mentor that was not on my team to meet with once a week.

We didn't mesh well. It wasn't that we didn't get along, but I was placed with a kindergarten teacher who was just on a different path. My team lead who was only a grade below was more helpful.

Maybe more organized, it great experience and help.

She did nothing

Get someone in the same field. Also my site mentor teacher was new to the school. And my sort of mentor teacher in my field was new to the district.

My mentor experience has been fantastic. I don't think I would change anything.

She could have done her job as a teacher trainer and actually trained me to be a teacher, rather than having to figure everything out on my own. Additionally, they could have given me a trainer that had a better understanding of my subject area.

I have a second mentor who is in another district that teaches the same subject.

Him having a plan hour to come observe and critique me.

None! She has been absolutely amazing.

I would have liked a list written out of all the websites that we are required to use in the classroom and how often the administration wants us to use them in the classroom.

I found my mentor to be extremely helpful. This is based on her and not how the school facilitated.

My mentor and I did not have time built into our schedules to meet so we stopped meeting after the first two months.

More opportunities to observe my mentor and other effective teachers within the school/district. More time to meet with my mentor.

She is truly a life savor, so there isn't anything that she would need to improve in!

My mentor was a 20+ year veteran of the profession. Although she was helpful in many ways, she was also very closed minded and very black and white. She was very strick and not moving in her beliefs and techniques. She dropped me mid year when she got a student teacher.

I do not particularly like the teacher mentor. Not the person, as she is wonderful, I'm just not crazy about the time spent with them or even having one at all. Although I am emergency certified, I have an extensive subject area background and some teaching background, at both the college and high school level. I would have preferred to have a mentor at my school in my subject area who I could have met with periodically who knows what I teach, experiences the challenges particular to our school. I wish the teacher mentors were optional, because being a first year teacher is so hectic, I understand the advice given to me, but saying it easy, implementing it is harder. Having someone observe you, even if not judging, is still uncomfortable, and I feel a lot of the issues I had in my classroom would be solved with smaller class sizes (even just 3 less students would make a difference). I'd rather see funds put for more teachers than for teacher mentors, and just give a stipend or bonus to teachers at each school to help mentor new teachers.

I wish I could have had specific time to observe my mentor in her own classroom.

More structured meeting time.

I would like to have observed more in other classrooms.

My mentor provided mainly social/emotional guidance compared to instructional help. I was provided a math instructional coach who helped me greatly 2 times a week for 6 weeks. This complimented the support from mentor.

More instructional time together.

Meeting more frequently would have been beneficial. We only met once a month.

My mentor is AMAZING!!!

My mentor for this year was the same teacher I interned with last year. I think that helped me a lot!

The mentor I was assigned has only been teaching for a few years and only taught my grade level for one year. She didn't know how to do some things that I needed to know how to do and it made it difficult to communicate with her.

My mentor was outstanding. We visited each others' classrooms, she gave me a reference folder, containing samples of lesson plans, student incentives, grading issues, demographic information and a selection of scenarios from which questions might arise. She provided me with sufficient contact information and gave me room to experience my surroundings before bombarding me with information. She contacted me periodically and encouraged me frequently. I cannot think of one area in which she was less than excellent.

Focus on my needs not just fulfilling random tasks

I actually benefited from the perspectives of all of my grade-level teachers, so it is helpful to have the guidance of a group rather than an individual.

I started empty-handed with very little in the way of teaching resources. Advice on finding supplemental tools to accompany the textbook would have been helpful. I feel like I spent so much of my time searching for things to go with my lessons. Also, it would have been very helpful to know which novels had been taught to which grades in previous years. Some of my time was wasted in selecting materials that had already been studied.

It was very thorough. I would not change it.

It would be great to have more than one mentor. I would have liked to have someone that taught a similar subject/ grade level.

My mentor really did not have much Special Education experience. It was difficult to schedule times with her, as she was always in a hurry. Most of the time, she could not answer any questions that I had. I finally decided to turn to another Special Education teacher, whom I felt had more experience and could always make time for me.

The mentor should be a teacher from the same content area. The mentor should be more open to ideas other than their own.

Working within the limitations of our school, not much could have been changed to improve the mentor process. I am the only 5th grade Reading/ELA teacher at the school, so the advice and experiences I gained from my mentor have been more general than content specific.

Right off the bat, I can not think of anything that that could and/or would need to be improved from my mentoring experience. My mentor is easy to approach about questions and/or concerns, that I may have.

N/A

~~My mentor~~ was amazing and helped me tremendously.

By incorporating weekly meetings

My mentoring experience has been exceptional. She is quick to get materials or answers wherever needed, responds quickly to emails even on weekends or late at night. I simply adore my mentor.

I could not have had a better mentor this year. The only way that the experience could be improved is if she did not have a baby and leave me the last two months of school. However, she is still in constant contact with me and is doing the best she can from a distance!

I was lucky enough to land in a school with a wonderful mentor program. I not only have one amazing mentor, I also have a group of 5 other teachers (including my mentor) who are available to help me with anything. This year has been the smoothest transition. I couldn't have asked for a better group of people to work with.

The only thing would be communicating more.

If the mentor was a Cheyenne speaker.

They assigned me the most senior teacher in my pod as a mentor. The down side is that she had too many auxiliary duties to take on the mentor duties. I would have benefited more from being mentored by a less senior person who was not as busy. I received almost no help at all, and finally, after asking several times for help I had to go to my building principal to get the help I needed.

Na

More involvement More input instead of waiting for questions

Giving her time to observe my teaching and give me pointers. It's impossible in our small school, but it would be nice.

The specific mentor was not helpful. I was able to seek out other advice, information, and guidance from other people, though. They were extremely helpful in navigating my first year

Having a mentor who followed through on giving guidance and fostered team work not individual achievement.

If my mentor teacher were in the same school district

Observing another teacher in action before being in the classroom

I had a wonderful experienced mentor.

Having a mentor teacher on site at all times instead of just meeting once every week (not even once a week- more like twice a month). The mentor teacher should first ask what I need help with, then observe with that in mind.

Having a set time to come and learn things from him rather than short meetings in our hallway between classes.

The teacher I was assigned wasn't the most talkative. Communication was difficult.

Meeting more often

If I could have chosen my mentor. I clicked better with another teacher and she has been more of a mentor. My mentor is on too many committees so I've been put on the back burner with her.

Maybe arranging other first years to observe each other

Mentors should be in the school

More one-in-one observations for classroom management rather than ideas from the mentor teacher without them having stayed or observed my room at all

Actually having meetings once a week would've been great

Closer proximity to one another

She could have been educated more on what her role was as mentor. She didn't give me much mentoring. I had to find a lot of things out myself from other other people.

Assigning me someone who wanted to be my mentor and spend time with me, helping me. Most of the time we don't meet at all.

I would love to be able to observe her more

Send 1st year teachers to classroom management workshops as quickly as possible. Meet them every week to discuss challenges and progress. There are not enough resources [textbooks/online textbooks] to reinforce learning.

My mentor teacher was in my Pod (group of teachers), so I am worked closely with her. I wish I had a mentor in a different Pod because asking questions about help with my partner teacher or pod issues was sometimes a conflict of interest.

It was awesome!

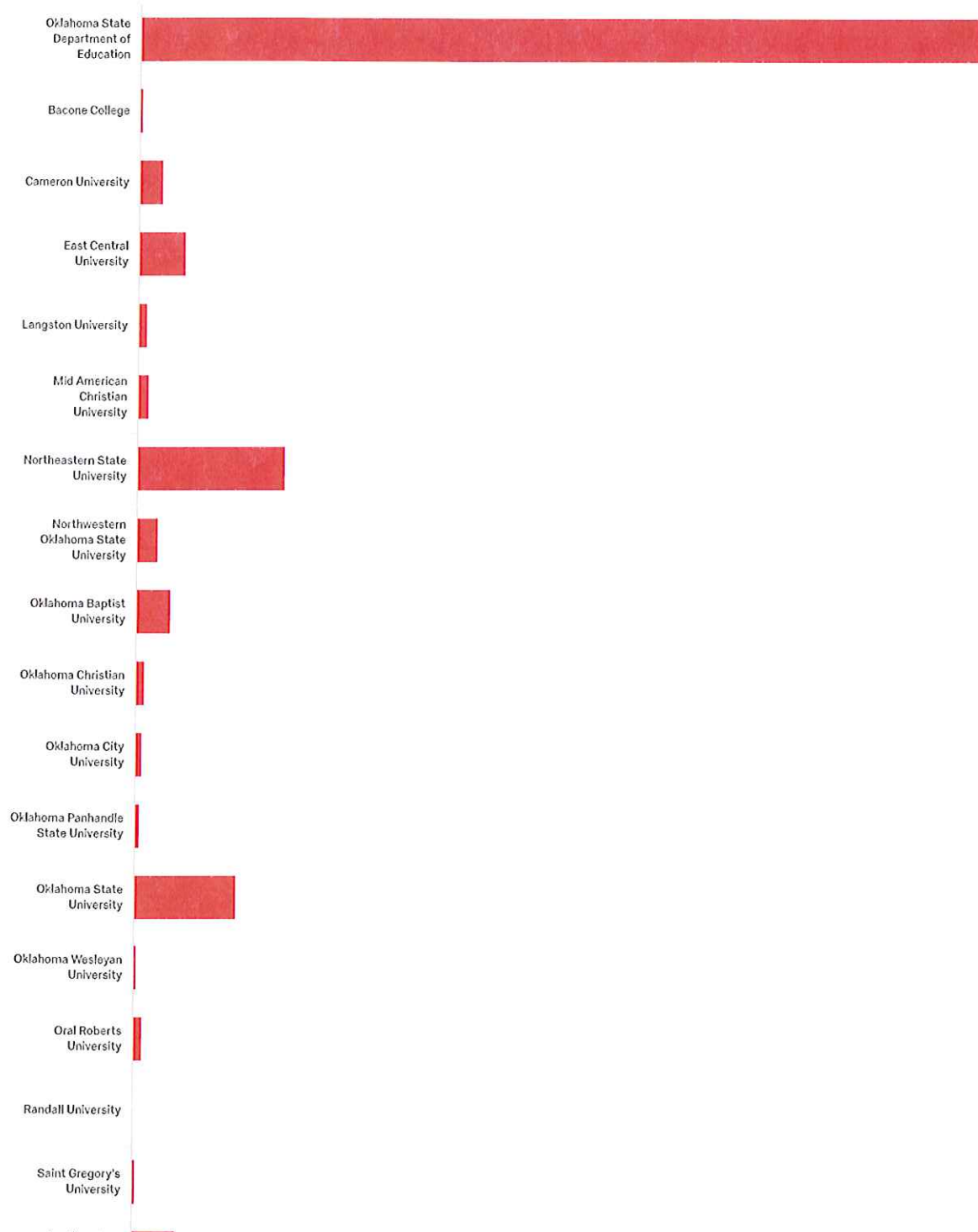
He was great. Could not have asked for any better. Extremely positive and encouraging and appreciate of my time and just being there.

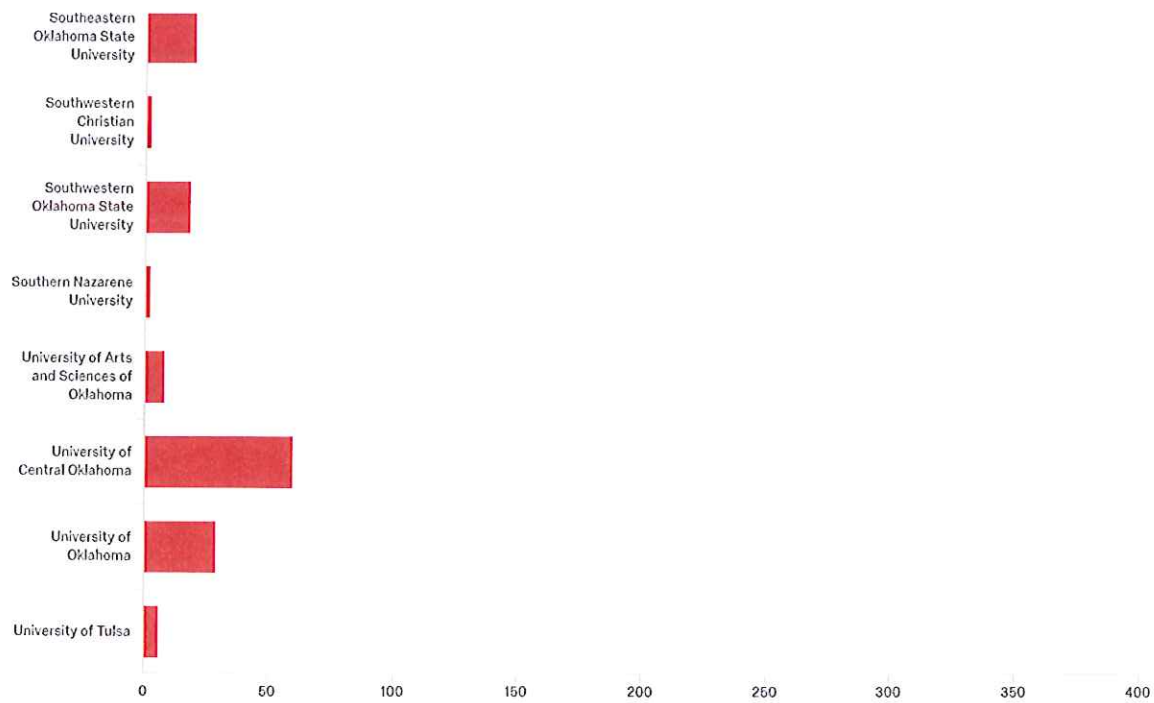
Having a mentor that teaches sped

Have a mentor within my building

Showing Records: 1 - 249 Of 249

12. From which of the following institutions did you receive recommendation for teacher certification? If you hold an alternative or emergency certificate please select Oklahoma State Department of Education.





| # | Field | Choice Count |
|----|--|--------------|
| 1 | Oklahoma State Department of Education | 53.79% 404 |
| 2 | Bacone College | 0.13% 1 |
| 3 | Cameron University | 1.46% 11 |
| 4 | East Central University | 2.93% 22 |
| 5 | Langston University | 0.53% 4 |
| 6 | Mid American Christian University | 0.67% 5 |
| 7 | Northeastern State University | 9.32% 70 |
| 8 | Northwestern Oklahoma State University | 1.33% 10 |
| 9 | Oklahoma Baptist University | 2.13% 16 |
| 10 | Oklahoma Christian University | 0.53% 4 |
| 11 | Oklahoma City University | 0.40% 3 |
| 12 | Oklahoma Panhandle State University | 0.27% 2 |
| 13 | Oklahoma State University | 6.39% 48 |
| 14 | Oklahoma Wesleyan University | 0.13% 1 |
| 15 | Oral Roberts University | 0.53% 4 |
| 16 | Randall University | 0.00% 0 |
| 17 | Saint Gregory's University | 0.13% 1 |

| | | | |
|----|---|-------|----|
| 18 | Southeastern Oklahoma State University | 2.66% | 20 |
| 19 | Southwestern Christian University | 0.27% | 2 |
| 20 | Southwestern Oklahoma State University | 2.40% | 18 |
| 21 | Southern Nazarene University | 0.27% | 2 |
| 22 | University of Arts and Sciences of Oklahoma | 1.07% | 8 |
| 23 | University of Central Oklahoma | 7.99% | 60 |
| 24 | University of Oklahoma | 3.86% | 29 |
| 25 | University of Tulsa | 0.80% | 6 |

751

Showing Rows: 1 - 26 Of 26

12a. Do you plan to remain employed as a teacher in Oklahoma next year? If so, please list up to 3 reasons you plan to stay. If not, please list up to 3 reasons you do not plan to stay.

Do you plan to remain employed as a teacher in Oklahoma next year? If so...

Yes. 1. My family lives in state. 2. Financially, it is difficult to move this year. 3. I am beginning out-of-school programs.

The students in my school district need someone who cares for them. I honor Oklahoma and plan to build a family here. I have a great school family who has we me feel comfortable.

Yes. 1. My family is here. 2. That is honestly the only reason.

Yes I love Oklahoma, the people and the land. Most of my family is here and this is home to some of the nicest people, I have met. Both my husband and my root

Yes. I want to make a difference. I will continue to fight for students here. I believe in making Oklahoma better.

Yes. 1. My family is here 2. I own a home here 3. I am still learning how to be a teacher - I think my second year will be even better

Yes because I like my school and my students. Despite the government and the budget crisis, my students need me, and I like living in OKC.

Yes. 1. My family is here. 2. I grew up here. Those are the only reasons.

Yes, I plan to continue teaching. Certainly not because of the pay or school funding, but because I love inspiring kids to learn!

Yes

Yes. 2 year commitment with TFA.

Yes, My fiancée is still in her last year of college, I would like at least 2 years experience under my belt, I have family here. When my fiancée graduates we may move wherever her job takes her and where I can earn enough as well to support us and start a family.

No, the pay is not substantial enough to withstand the disrespect I received in the profession by students, parents, and other teachers. I do not enjoy the mono

1. Location in relation to family. 2. My fiancée and I purchased our first home here right out of college. 3. I've lived in Oklahoma my entire life, and as an educator I believe in hope for change. I hope that the people of Oklahoma will one day realize that we need to be doing a whole lot more for education.

.....

1. I appreciate the support of my principal and co-workers. 2. Its a job that keeps me in the same schedule as my son's school day. 3. I enjoy being able to encourage the future of Oklahoma.

Yes, I have the Teach Grant obligation to fulfill. I have a strong connection with my school district.

Yes. School Schedule. That's what my degree is in. Texas Teaching Tests are too hard to pass.

No, I do not plan to stay employed as teacher. 1) I have to finish my M.S. degree and complete internship hours 2) The pay is too little 3) Class sizes are too big and not enough resources available to do labs

Yes I am staying in Oklahoma because my family all lives in Oklahoma, my significant other has a job in Oklahoma and The Career Technology Center is a work in Oklahoma.

I am not sure. Oklahoma does not value teachers or public schools. I am considering moving to Texas or Kansas. The schools are not funded and teacher pay is too low. The only way my school has materials is by the PTA support. Teachers and schools should quit absorbing all the cuts and paying for materials out of their own pockets. Class sizes are large and that makes managing 25 to 30 students hard. When legislators or even school administration comes to visit schools, teachers and every thing seem great, but the reality is teaching is a hard job.

I am greatly motivated to make this program more successful by not only my administration but the community as well. I have been encouraged strongly on how the program is making and would like to continue that growth. Oklahoma is where I grew up and I would like to stay here as long as I am able to.

I'm leaning towards yes but it's not definite. 1. I enjoy seeing kids faces eager to learn science. 2. I still want to make a difference in kids lives that will contribute to have school age children and like being on somewhat of the same schedule even though I may still be working on school stuff at home. If I decide to quit teaching because of lack of funding, large class size, and lack of respect and community support.

yes. 1. I am a successful volleyball coach at the high school level. 2. Community is great here in Oklahoma towards academics as well as athletics. 3. My fellow teachers are the same age and are very willing to help.

I do plan to stay in Oklahoma. With the current teacher walkout, my hope has been reestablished. 1. My whole family lives in Oklahoma. 2. The cost of living is affordable. 3. The families I work with are awesome.

Yes, I will stay in Oklahoma for next year. 1. I have a fiancé that is finishing up a degree in Oklahoma. 2. As of now, I am single with no dependents, and I can just support myself. 3. I like the school and community where I work.

No, due to higher paying jobs in other states

Yes, I plan to stay in Oklahoma. I don't have three reasons. I only have one. I plan on staying here because my family lives here.

I do not plan to remain employed as a teacher. The pay is terrible. The amount of time needed to complete lessons and grade. There are too many students in class and not enough meaningful bonds.

Yes. 1. I can't leave for Texas yet as my fiancé needs to finish his certification 2. I can't afford to move to Texas unless my fiancé has a job there 3. I haven't found a job in Texas yet.

1. I have a passion for teaching. 2. I enjoy my job. 3. My kids and I have the same hours. When my kids are home, I can be home with them too.

No 1. Lack of support at state level 2. Lack of funding 3. Lack of respect

Yes. I enjoy my job, and the future of my class, as well as the opportunities I have to grow in this district. However the pay and funding our state neglects, has put my mind to stay employed in Oklahoma. If we cared as much about our schools as prisons I would never have doubt about leaving my home state.

Yes, because I love teaching at my school, I'm not ready to leave yet (not enough savings), and I am working on becoming a better teacher working at a Title I school.

1. My family is here 2. I enjoy the school that I am currently teaching in. 3. I live here.

Yes Hours of work Support of the administration It's a job


I will stay in education at least 5 years to take advantage of loan payoff program.

I plan to teach in Oklahoma next year because my husband has a good job here to support us and the faculty at my current school is amazing.

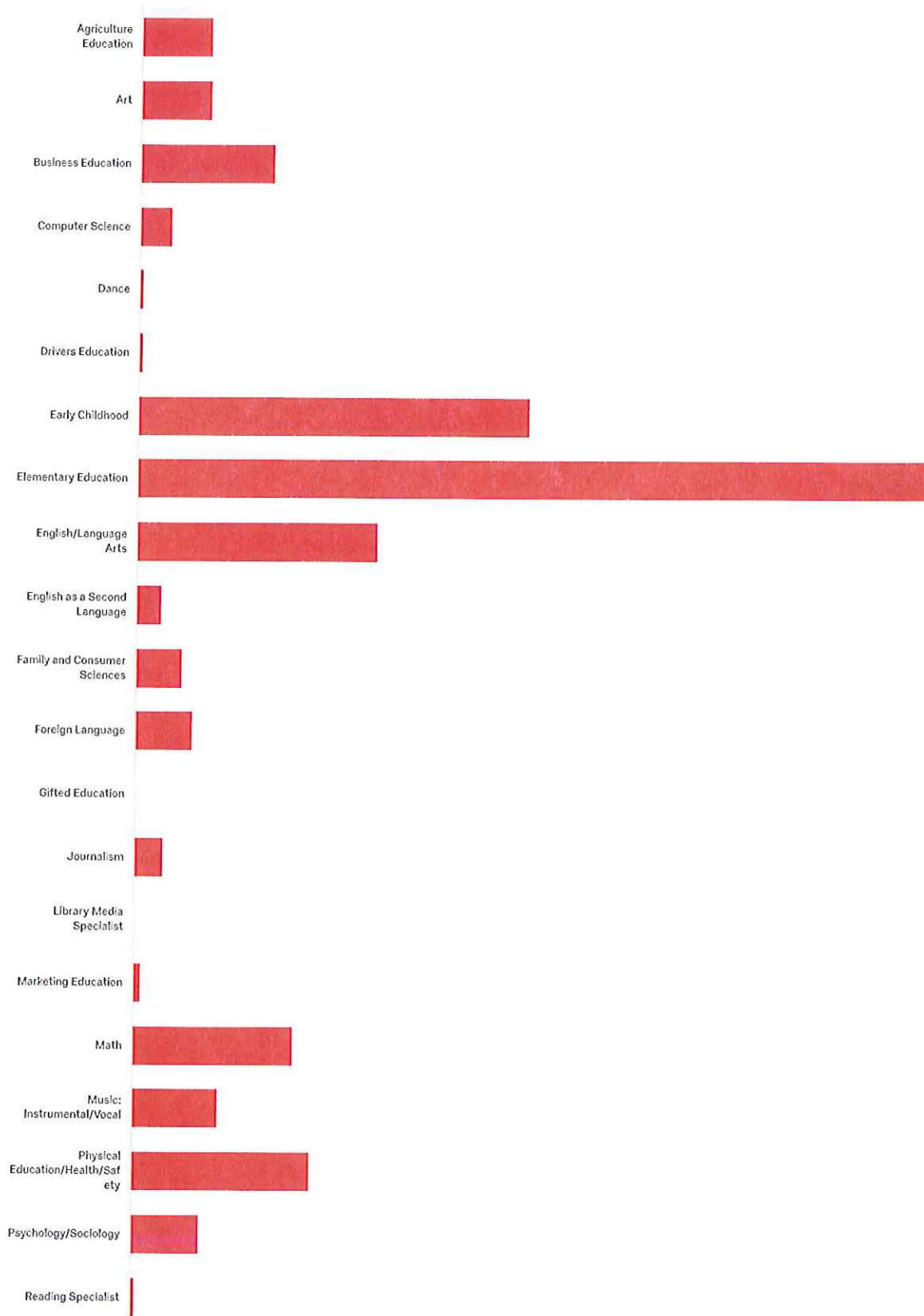
Lots of support from administration and colleagues. I love being there for my students.

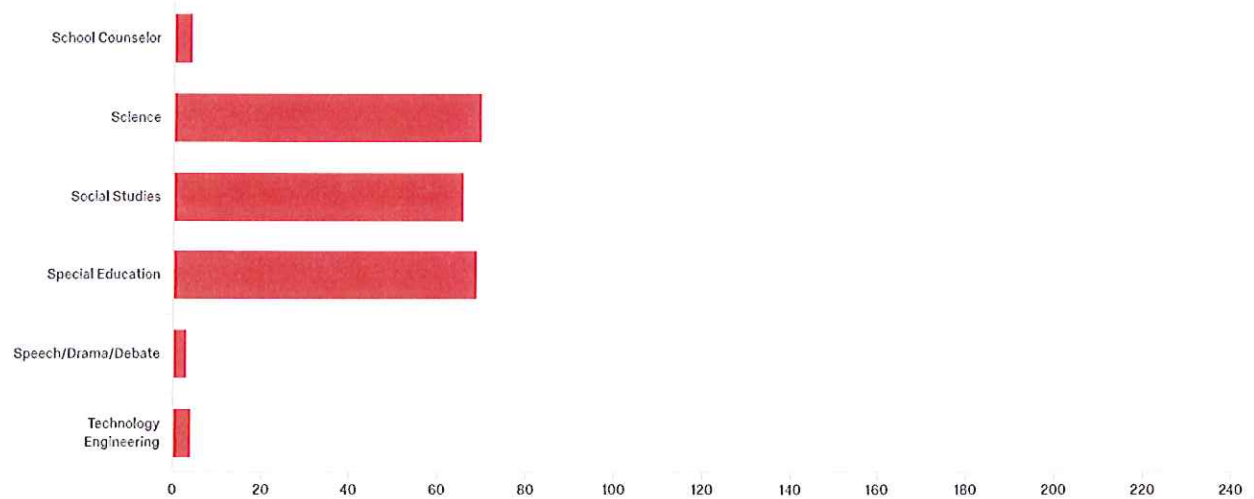
Yes because of my family, student loans, and my school has been welcoming.

Showing Records: 1 - 40 Of 40

This question was for  students only.

13. In what area(s) were you initially certified? (Please check all that apply)



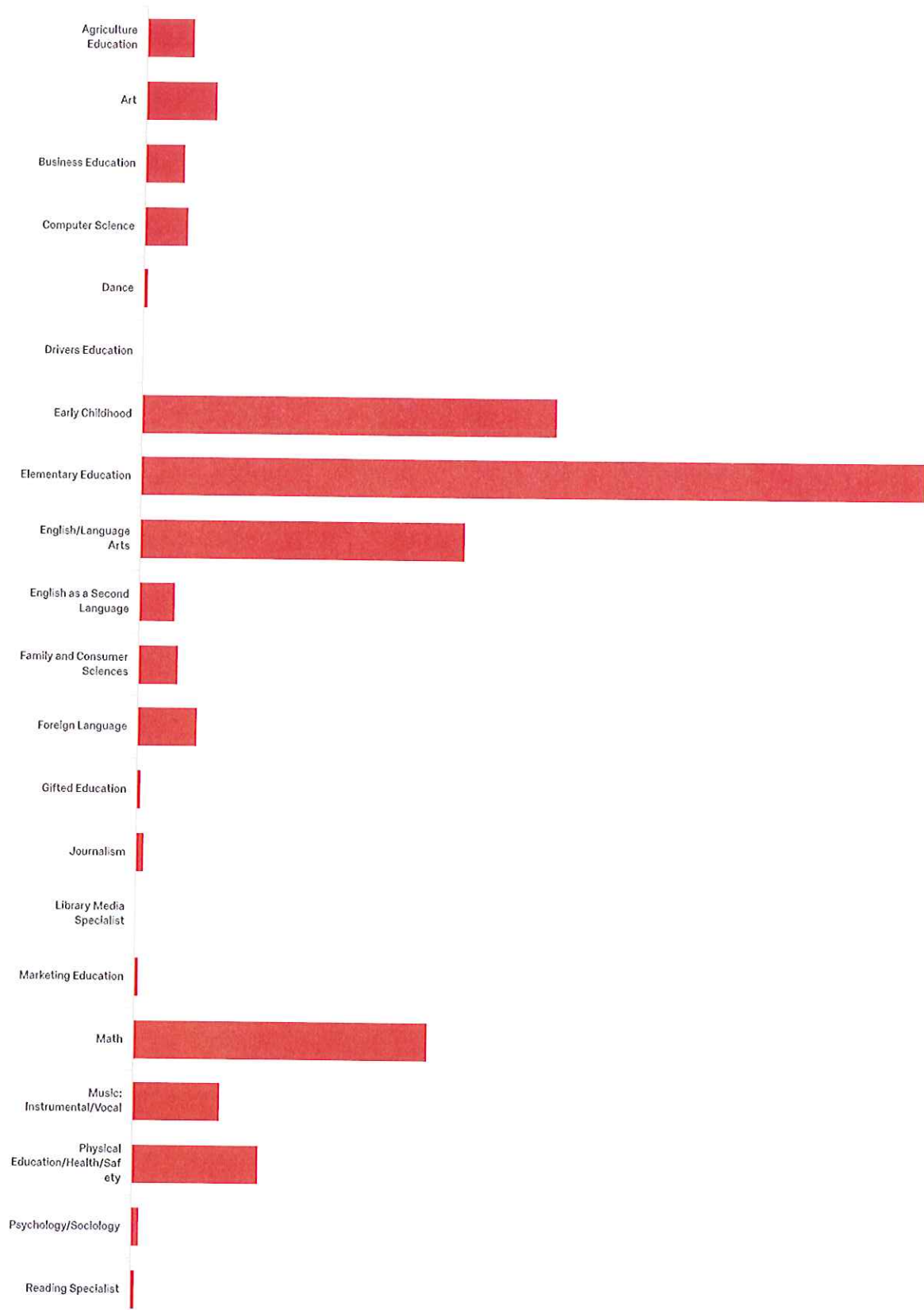


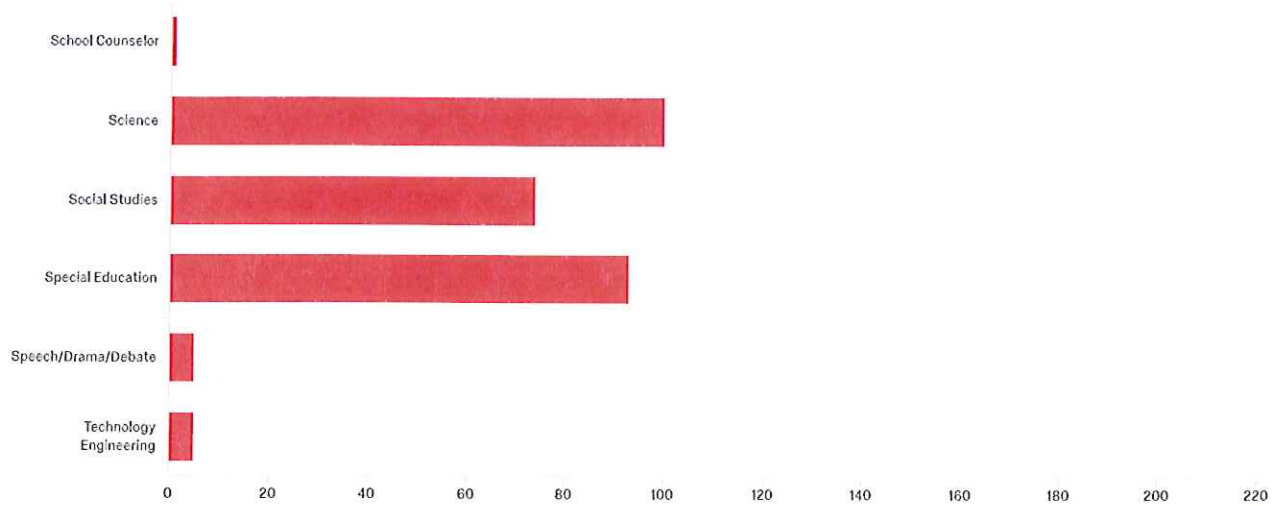
| # | Field | Choice Count |
|----|----------------------------------|--------------|
| 1 | Agriculture Education | 2.24% 20 |
| 2 | Art | 2.24% 20 |
| 3 | Business Education | 4.25% 38 |
| 4 | Computer Science | 1.01% 9 |
| 5 | Dance | 0.11% 1 |
| 6 | Drivers Education | 0.11% 1 |
| 7 | Early Childhood | 12.42% 111 |
| 8 | Elementary Education | 25.17% 225 |
| 9 | English/Language Arts | 7.61% 68 |
| 10 | English as a Second Language | 0.78% 7 |
| 11 | Family and Consumer Sciences | 1.45% 13 |
| 12 | Foreign Language | 1.79% 16 |
| 13 | Gifted Education | 0.00% 0 |
| 14 | Journalism | 0.89% 8 |
| 15 | Library Media Specialist | 0.00% 0 |
| 16 | Marketing Education | 0.22% 2 |
| 17 | Math | 5.03% 45 |
| 18 | Music: Instrumental/Vocal | 2.68% 24 |
| 19 | Physical Education/Health/Safety | 5.59% 50 |
| 20 | Psychology/Sociology | 2.13% 19 |

| | | | |
|----|------------------------|-------|-----|
| 21 | Reading Specialist | 0.11% | 1 |
| 22 | School Counselor | 0.45% | 4 |
| 23 | Science | 7.83% | 70 |
| 24 | Social Studies | 7.38% | 66 |
| 25 | Special Education | 7.72% | 69 |
| 26 | Speech/Drama/Debate | 0.34% | 3 |
| 27 | Technology Engineering | 0.45% | 4 |
| | | | 894 |

Showing Rows: 1 - 28 Of 28

14. What is your current primary teaching assignment? (Please check all that apply)





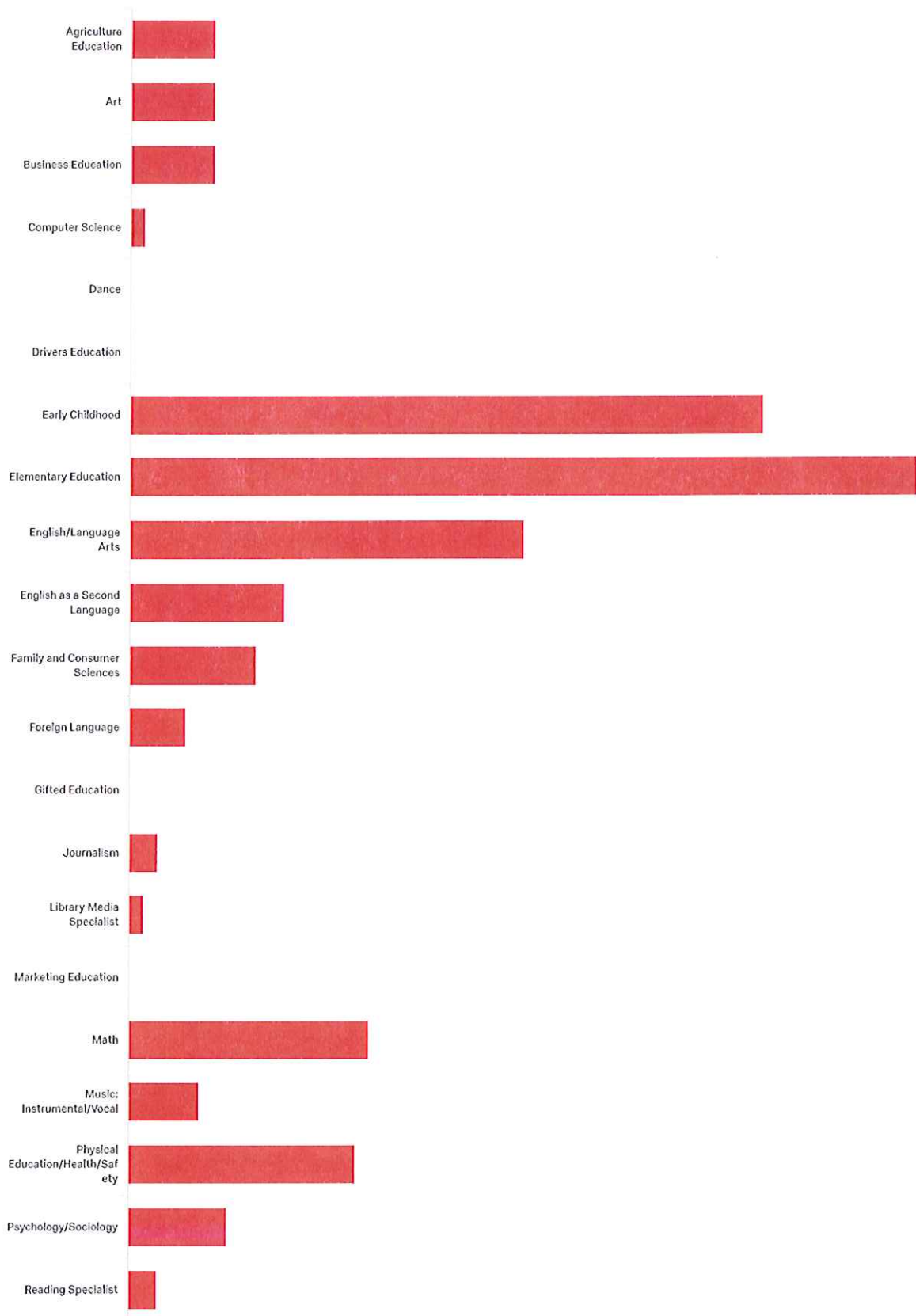
| # | Field | Choice Count |
|----|----------------------------------|--------------|
| 1 | Agriculture Education | 1.35% 12 |
| 2 | Art | 2.02% 18 |
| 3 | Business Education | 1.12% 10 |
| 4 | Computer Science | 1.24% 11 |
| 5 | Dance | 0.11% 1 |
| 6 | Drivers Education | 0.00% 0 |
| 7 | Early Childhood | 11.91% 106 |
| 8 | Elementary Education | 22.58% 201 |
| 9 | English/Language Arts | 9.33% 83 |
| 10 | English as a Second Language | 1.01% 9 |
| 11 | Family and Consumer Sciences | 1.12% 10 |
| 12 | Foreign Language | 1.69% 15 |
| 13 | Gifted Education | 0.11% 1 |
| 14 | Journalism | 0.22% 2 |
| 15 | Library Media Specialist | 0.00% 0 |
| 16 | Marketing Education | 0.11% 1 |
| 17 | Math | 8.43% 75 |
| 18 | Music; Instrumental/Vocal | 2.47% 22 |
| 19 | Physical Education/Health/Safety | 3.60% 32 |
| 20 | Psychology/Sociology | 0.22% 2 |

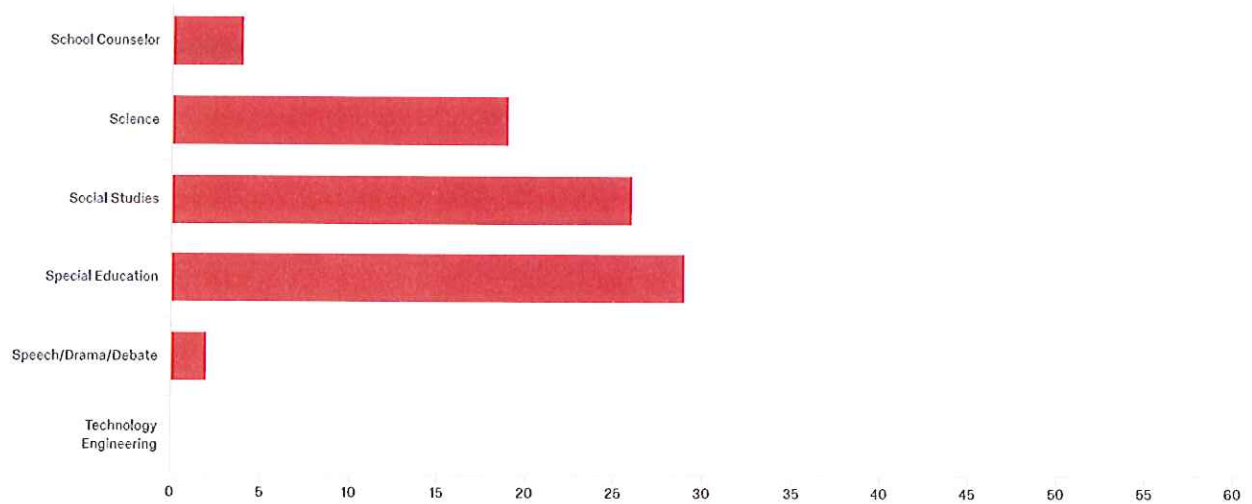
| | | | |
|----|------------------------|--------|-----|
| 21 | Reading Specialist | 0.11% | 1 |
| 22 | School Counselor | 0.11% | 1 |
| 23 | Science | 11.24% | 100 |
| 24 | Social Studies | 8.31% | 74 |
| 25 | Special Education | 10.45% | 93 |
| 26 | Speech/Drama/Debate | 0.56% | 5 |
| 27 | Technology Engineering | 0.56% | 5 |

890

Showing Rows: 1 - 28 Of 28

15. In what additional area(s) are you certified? (Please check all that apply)



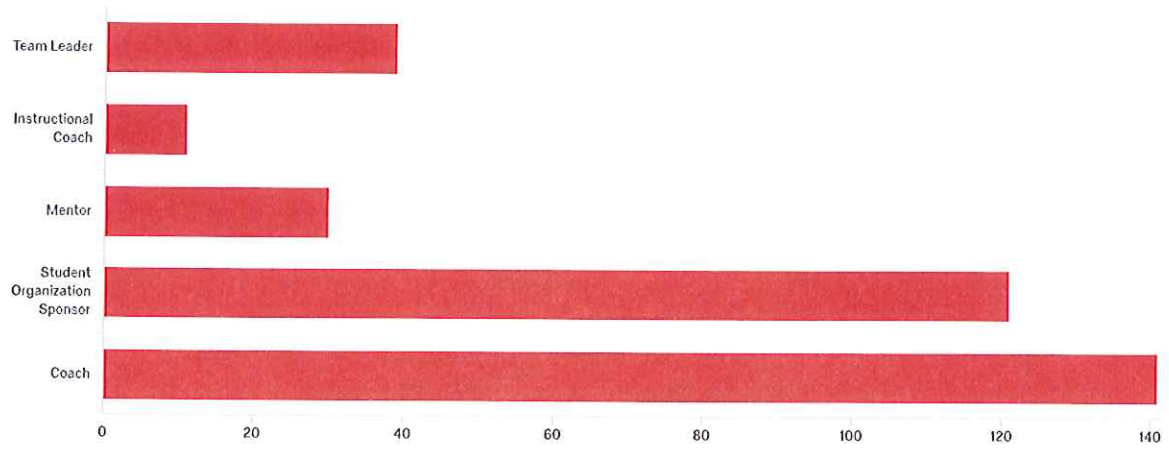


| # | Field | Choice Count |
|----|----------------------------------|--------------|
| 1 | Agriculture Education | 1.99% 6 |
| 2 | Art | 1.99% 6 |
| 3 | Business Education | 1.99% 6 |
| 4 | Computer Science | 0.33% 1 |
| 5 | Dance | 0.00% 0 |
| 6 | Drivers Education | 0.00% 0 |
| 7 | Early Childhood | 14.90% 45 |
| 8 | Elementary Education | 18.54% 56 |
| 9 | English/Language Arts | 9.27% 28 |
| 10 | English as a Second Language | 3.64% 11 |
| 11 | Family and Consumer Sciences | 2.98% 9 |
| 12 | Foreign Language | 1.32% 4 |
| 13 | Gifted Education | 0.00% 0 |
| 14 | Journalism | 0.66% 2 |
| 15 | Library Media Specialist | 0.33% 1 |
| 16 | Marketing Education | 0.00% 0 |
| 17 | Math | 5.63% 17 |
| 18 | Music: Instrumental/Vocal | 1.66% 5 |
| 19 | Physical Education/Health/Safety | 5.30% 16 |
| 20 | Psychology/Sociology | 2.32% 7 |

| | | | |
|----|------------------------|-------|-----|
| 21 | Reading Specialist | 0.66% | 2 |
| 22 | School Counselor | 1.32% | 4 |
| 23 | Science | 6.29% | 19 |
| 24 | Social Studies | 8.61% | 26 |
| 25 | Special Education | 9.60% | 29 |
| 26 | Speech/Drama/Debate | 0.66% | 2 |
| 27 | Technology Engineering | 0.00% | 0 |
| | | | 302 |

Showing Rows: 1 - 28 Of 28

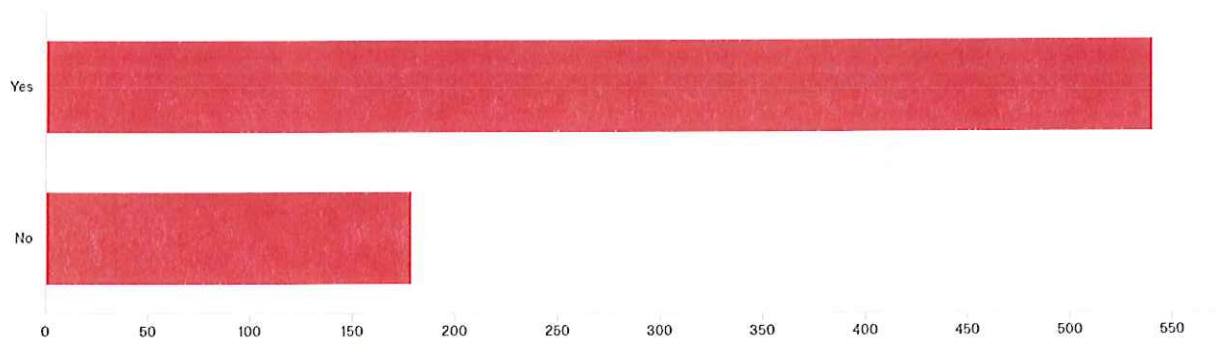
16. What other roles do you fill at your school? (Please check all that apply)



| # | Field | Choice Count |
|---|------------------------------|--------------|
| 1 | Team Leader | 11.40% 39 |
| 2 | Instructional Coach | 3.22% 11 |
| 3 | Mentor | 8.77% 30 |
| 4 | Student Organization Sponsor | 35.38% 121 |
| 5 | Coach | 41.23% 141 |
| | | 342 |

Showing Rows: 1 - 6 Of 6

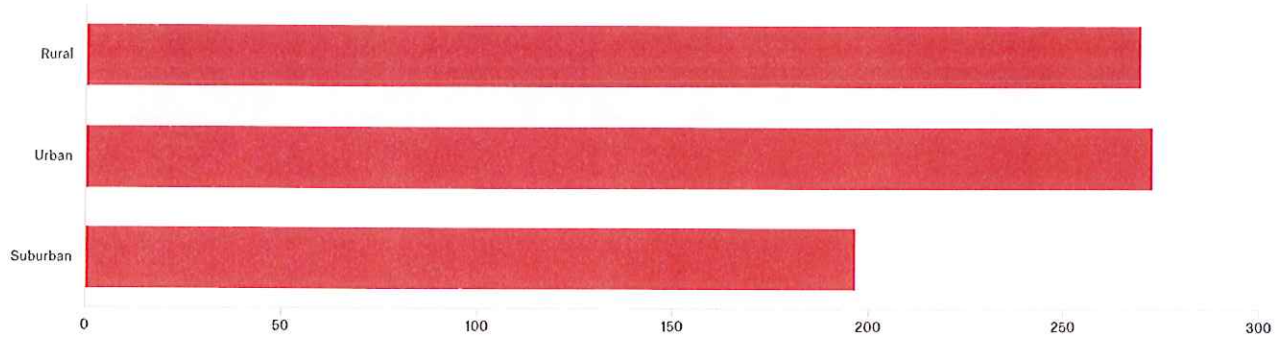
17. Do you teach at a Title I school?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 75.14% 541 |
| 2 | No | 24.86% 179 |
| | | 720 |

Showing Rows: 1 - 3 Of 3

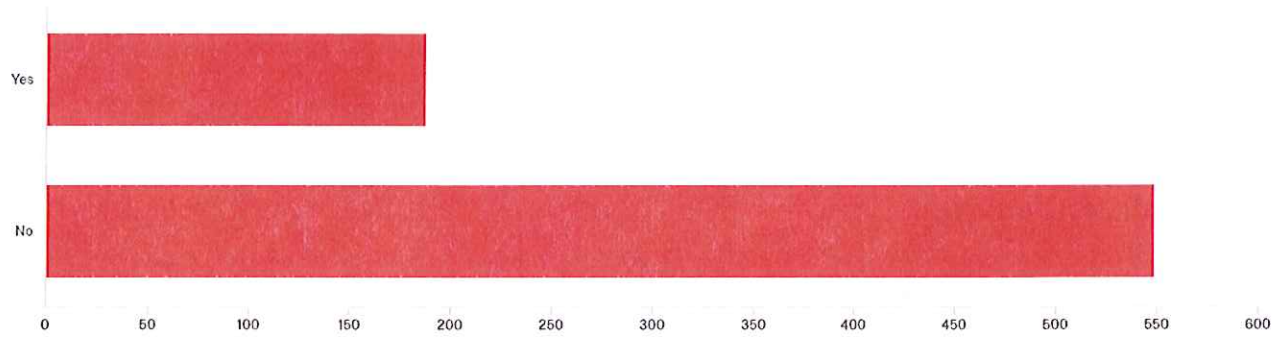
18. Which of the following describes your school district?



| # | Field | Choice Count |
|---|----------|--------------|
| 1 | Rural | 36.49% 270 |
| 2 | Urban | 36.89% 273 |
| 3 | Suburban | 26.62% 197 |
| | | 740 |

Showing Rows: 1 - 4 Of 4

19. As a high school student, did you participate in any programs or classes that influenced your decision to become a teacher?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 25.51% 188 |
| 2 | No | 74.49% 549 |
| | | 737 |

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19a. If yes, please describe (e.g., Future Educators of America/Educators Rising, Teacher Cadet, etc.)

If yes, please describe (e.g., Future Educators of America/Educators Rising...

early childhood practicums

I was a teacher's assistant in second grade and fifth grade classrooms.

Teaching learning track at my high school

Child care certification development (included an elementary education assistant program).

I was a Certified teacher in my country (Mexico) since I was in College.

Child Development 1 Child Development 2

Teacher Cadet and Future Educators of America

Communications course at Jones High School, it was sort of like a Teacher Cadet Program, but focused more on tutoring students.

During my years in college, I did was a substitute in the Public School System

When I went to college that is what I majored in then I changed it and went into Psychology Mental and Health

Agriculture Education/FFA

Model United Nations. International club.

FCCLA, leadership club

I was in a leadership class that worked with students that had special needs.

I was highly involved in my FFA chapter, and was greatly influenced by my Ag instructor; Christy Jennings.

Softball.

Athletics

All State Orchestra Music Orchestra, Band, Choir and Jazz Band Amarillo Symphony violinist in JH / HS

My Algebra 2 math class was taught by a fantastic teacher that inspired me to teach

FFA, National Honors Society, FCA

Sociology class

Exceptional Child

My teachers made me want to be a teacher because of their influence on me.

There was no one particular class - I have simply always loved learning and sharing that knowledge with others.

FFA

Speech/Debate

The National FFA Organization

Teacher Education Program

Family and Consumer Science classes

I had a very good rapport with almost all my teachers.

no

FCCLA, Student Council

I taught swim lessons through Swim America.

Leadership

Choral and Band programs: served in student leadership roles for 2+ years within each program

FFA

FFA FCCLA

Gates Millennium Scholars, Teacher's Daughter, Teacher's Granddaughter

Teach for America

art

Speech and Debate. My most significant mentors were in this activity, and I took an active role in teaching younger students. I was also recruited to work summers at debate camps. In general, I think this was the single most important class any student can take.

Future Teachers of America

FCCLA and Student Worker in the Early Childhood Center

Technology Student Association, and Technology Education courses

FCCLA

I took a VoTech class in high school called "Life Skills". The class put many things in perspective for me in regards to what skills high school students had not learned by their junior and senior year. More importantly what special education students had not mastered or lacked due in part to poverty, lack of parenting skills, exposure to free and growing opportunities to see and visit. It is the common knowledge that we would expect to be taught and modeled.

Teachers of tomorrow, Orientation to teaching

Kindergarten Teacher's Aide

student council FBLA Junior Achievement Youth counselor

teacher assistant, office aid

Ready, Set, Teach

Family and Consumer Sciences Classes

FBLA, My accounting teacher was my inspiration for becoming a teacher.

US History.

My high school English teacher impacted me positively and inspired me to want to be a teacher.

American History

English Classes Headstart student volunteer Sunday School

I was president of Future Farmers of America.

Student Council.

As a parent I was selected to be on the gear up committee and went to the Parent Leadership training.

FFA, Athletics, Link Leader

Sports

As my route to teaching was far from traditional the classes that influenced this decision also were not, however my drama, music, and stage crafts classes were extremely influential in this decision.

aid in band

Just regular electives with fantastic teachers, Musical theater, choir, drama, art

Math & Science Tutor, Student Council

FEA

I enjoy education. All of my classes have lead to the decision to pursue education as a career.

I didn't even know any of those were available. I wanted to be a teacher since I was in elementary school but had never been exposed to those.

Vo-tech Child Development classes

Teacher Assistant

ACT

FFA

Teacher Cadet

Student Council, newspaper staff

FTA

Future Teachers Club, STAY (Students Teaching AIDS to Youth)

I did not participate in any teacher-specific programs, but I was strongly influenced to teach English by my love of my English teachers and classes.

Ffa, fccla,etc.....

Student Council F.C.A.

After school tutoring program pre-k-5th

Band

Math Honor Society

FFA.

Family and Consumer Sciences Class Mentor

FEA

FFA

Athletics.

Future Educators of America, Student Mentor, Family, Career, and Community Leaders of America

Tutor, National Honor Society

Teacher Cadet

I was influenced by my art class as a senior.

FFA

Senior Office, History Club President

Child Development

Academic Tutoring- we would go to schools and tutor one hour.

A local teacher shadowing program

H.O.B.Y. Hugh O'Brian Youth Leadership

Parent of a teacher and always knew I wanted to teach

Band.

Basketball, Track, Cheerleading, and Yearbook/Newspaper staff

PALS, Project Teach

English classes

Went to Urban School

Teacher Cadet

FCCLA

I had a few excellent teachers that influenced my decision. Mrs. Betty Esslinger for Junior English and Mr. Ed for history were so passionate about their subjects and their students. I wanted to have that passion too and to influence students as they did.

Sports

Future Educators of America and vocational school for early childhood

Yes I was part of TAFE the Texas Association of Future Educators. I had two years of education classes with practicums attached to them in high school. I also competed with TAFE at a local and state level in storybook creation and lesson planning/presenting.

Teaching Assistant/office aid

Band, Vocal Music

Leadership

band, being an aid to the middle school band. I was also in NHS, academic team

Teacher internship

Peer Mentoring

No, my high school was rural and very small. It did not offer these programs, but I would have loved them.

Tutoring Students

Peer tutor

Volunteered in special Olympics.

Teacher cadet

Bpa

Future Educators of America

Mentoring programs for the elementary schools.

I tutored out in the area that my school (where I work now) is located. I was able to see the community and see that there was a need for teachers. There was a need for someone who cared. There was a need for someone who would not walk away from them. There was a need someone who would listen. From 15-18 I tutored students and that is what made me go into education.

I was a student intern in a teachers classroom

Teacher cadet

Sports

In Texas/ future educators of america

Sports to be a coach

Yes Agricultural education and FFA.

National Honor Society, Student Council

FFA

I participated in a tutoring program.

FFA

Future Educators of America, STAR/FLYER (local Red Cross peer health education program)

Tech Prep-ECE

FFA Future Teachers of America

Band

Art

ACE Club

Teacher Cadet

Exceptional Child

Denver urban scholars

My career tech class assessment told me to go into social work or teaching however I went into a field that was more difficult for me and I wish I had listened to my mentor but I felt that they were telling me that I was weak not that my strengths were just in a different area. Now I want to teach and I am good at it.

I was an officer on my dance team for 3 years.

During the lunch hour, I worked in the sped room and helped take my peers to the cafeteria.

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End of Report