

# All Institutions

## First Year Teacher Survey

### Q2 - Is the person completing this survey a first year teacher?

#	Answer	%	Count
3	I am a first year teacher	94.99%	929
4	I am not a first year teacher	5.01%	49
	Total	100%	978

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Is the person completing this survey a first year teacher?	3.00	4.00	3.05	0.22	0.05	978	100.00%	100.00%

Q3 - Through which route did you receive your teaching license?

#	Answer	%	Count
1	Traditional Teacher Certification	48.25%	442
2	Alternative Certification	23.58%	216
3	Emergency Certification	15.28%	140
4	ABCTE	0.22%	2
5	Teach for America	5.35%	49
6	Paraprofessional route to teacher certification	3.71%	34
7	Out-of-state preparation	3.60%	33
	Total	100%	916

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Through which route did you receive your teaching license?	1.00	7.00	2.16	1.61	2.59	916	87.12%	12.66%

Q4 - For each statement below, please indicate your level of agreement using the scale provided. My educator preparation program prepared me to:

Question	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
1. understand how learners grow and develop.	2.55% 19	2.41% 18	3.89% 29	15.15% 113	45.04% 336	30.97% 231	746
2. recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	2.69% 20	2.02% 15	3.23% 24	13.31% 99	43.41% 323	35.35% 263	744
3. design and implement developmentally appropriate and challenging learning experiences.	2.70% 20	2.83% 21	6.74% 50	19.54% 145	41.64% 309	26.55% 197	742
4. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2.69% 20	2.55% 19	4.70% 35	18.82% 140	41.53% 309	29.70% 221	744
5. work with others to create environments that support individual and collaborative learning.	2.70% 20	1.35% 10	3.23% 24	14.82% 110	45.28% 336	32.61% 242	742
6. encourage positive social interaction,	2.56% 19	1.62% 12	3.10% 23	14.56% 108	42.99% 319	35.18% 261	742

active engagement in learning, and self-motivation.

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7. understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.	3.11%	23	3.11%	23	5.01%	37	18.27%	135	42.76%	316	27.74%	205	739
8. create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	2.70%	20	2.70%	20	5.27%	39	19.05%	141	45.14%	334	25.14%	186	740
9. understand how to connect concepts to each other and to authentic local and global issues.	2.84%	21	2.43%	18	6.49%	48	23.38%	173	40.54%	300	24.32%	180	740
10. know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	2.72%	20	2.31%	17	3.26%	24	21.60%	159	41.58%	306	28.53%	210	736
11. understand and use multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	2.44%	18	2.71%	20	4.75%	35	21.71%	160	41.66%	307	26.73%	197	737
12. understand and use multiple methods of assessment to monitor learner progress and to	2.57%	19	3.11%	23	4.87%	36	21.38%	158	40.87%	302	27.20%	201	739

guide my decision-making.

13. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

2.71% 20 4.07% 30 5.97% 44 22.66% 167 40.03% 295 24.56% 181 737

14. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.

2.71% 20 4.19% 31 6.63% 49 22.87% 169 40.05% 296 23.55% 174 739

15. 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.

2.85% 21 2.58% 19 3.80% 28 20.62% 152 44.37% 327 25.78% 190 737

16. integrate technology effectively and appropriately into instruction.

3.26% 24 3.80% 28 7.60% 56 21.98% 162 35.96% 265 27.41% 202 737

17. engage in ongoing professional learning and use evidence to

2.44% 18 2.30% 17 3.39% 25 16.67% 123 40.24% 297 34.96% 258 738

continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community).

18. engage in ongoing professional learning and use evidence to continually adapt practice to meet the needs of each learner.

19. seek appropriate leadership roles and opportunities to take responsibility for student learning.

20. seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

2.30%	17	2.71%	20	3.52%	26	17.46%	129	40.05%	296	33.96%	251	739
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2.71%	20	2.03%	15	4.87%	36	19.49%	144	43.71%	323	27.20%	201	739
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2.85%	21	2.03%	15	4.88%	36	20.05%	148	43.36%	320	26.83%	198	738
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	1. understand how learners grow and develop.	1.00	6.00	4.91	1.11	1.23	746	8.85%	91.15%
2	2. recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	1.00	6.00	4.99	1.11	1.23	744	7.93%	92.07%
3	3. design and implement developmentally appropriate and challenging learning experiences.	1.00	6.00	4.74	1.16	1.35	742	12.26%	87.74%
4	4. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1.00	6.00	4.83	1.14	1.30	744	9.95%	90.05%
5	5. work with others to create environments that support individual and collaborative learning.	1.00	6.00	4.96	1.07	1.16	742	7.28%	92.72%
6	6. encourage positive social interaction, active engagement in learning, and self-motivation.	1.00	6.00	4.99	1.08	1.18	742	7.28%	92.72%
7	7. understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.	1.00	6.00	4.78	1.18	1.39	739	11.23%	88.77%
8	8. create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	1.00	6.00	4.77	1.13	1.27	740	10.68%	89.32%
9	9. understand how to connect concepts to each other and to	1.00	6.00	4.69	1.15	1.32	740	11.76%	88.24%

	authentic local and global issues.								
10	10. know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	1.00	6.00	4.83	1.12	1.24	736	8.29%	91.71%
11	11. understand and use multiple-methods of assessment to engage learners in their own growth and guide learners' decision making.	1.00	6.00	4.78	1.12	1.26	737	9.91%	90.09%
12	12. understand and use multiple methods of assessment to monitor learner progress and to guide my decision-making.	1.00	6.00	4.76	1.15	1.32	739	10.55%	89.45%
13	13. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	1.00	6.00	4.67	1.18	1.40	737	12.75%	87.25%
14	14. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	1.00	6.00	4.64	1.19	1.41	739	13.53%	86.47%
15	15. 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.	1.00	6.00	4.78	1.12	1.26	737	9.23%	90.77%
16	16. integrate technology effectively and	1.00	6.00	4.66	1.24	1.54	737	14.65%	85.35%



	appropriately into instruction.								
17	17. 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).	1.00	6.00	4.95	1.12	1.25	738	8.13%	91.87%
18	18. engage in ongoing professional learning and use evidence to continually adapt practice to meet the needs of each learner.	1.00	6.00	4.92	1.12	1.26	739	8.53%	91.47%
19	19. seek appropriate leadership roles and opportunities to take responsibility for student learning.	1.00	6.00	4.81	1.11	1.24	739	9.61%	90.39%
20	20. seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	1.00	6.00	4.80	1.12	1.26	738	9.76%	90.24%

Q5 - Overall, I felt I was well prepared.

#	Answer	%	Count
1	Strongly Disagree	3.86%	28
2	Disagree	3.86%	28
3	Somewhat Disagree	7.31%	53
4	Somewhat Agree	24.55%	178
5	Agree	40.28%	292
6	Strongly Agree	20.14%	146
	Total	100%	725

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Overall, I felt I was well prepared.	1.00	6.00	4.54	1.22	1.49	725	15.03%	84.97%

Q6 - Were any of your educator preparation courses delivered in a P12 classroom?

#	Answer	%	Count
1	Yes	23.25%	156
2	No	76.75%	515
	Total	100%	671

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Were any of your educator preparation courses delivered in a P12 classroom?	1.00	2.00	1.77	0.42	0.18	671	100.00%	100.00%

Q7 - Was your student teaching experience based on a co-teaching/student teaching model (e.g. St. Cloud University Model)?

#	Answer	%	Count
1	Yes	43.90%	295
2	No	56.10%	377
	Total	100%	672

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Was your student teaching experience based on a co-teaching/student teaching model (e.g. St. Cloud University Model)?	1.00	2.00	1.56	0.50	0.25	672	100.00%	100.00%

**Q8 - What courses or experiences in your teacher education program stand out as particularly important or meaningful? Explain.**

What courses or experiences in your teacher education program stand ou...

All courses-and or experiences were meaningful!

Anything hands on was more beneficial for me, made it a better learning experience

The things I learned about developing a healthy teacher/student really help me build rapport with most all of my students. I was able to be a firm but caring resource for the students oftentimes.

Child development, helped me to better understand the development process.

Child Psychology helped me understand a child's developing mind and now I can deal and help my students effectively.

I did not attend a teacher education program, so I learned when I got to the classroom as a teacher.

Social justice courses

I had to create my own integrated lesson plans for a variety of subjects.

Courses that were concentrated on my specific area of teaching (Early Childhood Education) were very meaningful. Courses where multiple teaching areas were represented were helpful but not as useful as a classroom teacher.

My favorite course was Classroom Management. Even though this happened while I was student teaching, I left that class with many tools and theories that I still pull from to this day. It was not completely focused in a text book. We had many real-life scenarios that we needed to work through. My student teaching experience was amazing, also. I ended up student teaching during the spring, which made setting up procedures in the fall difficult, but I got to witness test prep which was very valuable!

NA

Any course where I had to teach a whole class and not a small group.

masters degree included in program, very helpful

The Methods class with [redacted] really helped me understand the science standards along with how to create inquiry based lessons.

Since I am going the para to teacher route and hold a degree in Organizational Leadership, I would have to say the reading courses were most beneficial for my 3rd grade classroom.

Acting as a TA for other teachers, watching them do their jobs.

Classroom management-techniques to work with a large group of students

Learning more about the way children think.

The child and adolescent development and learning course I took really impacted my ability to understand what students were capable of and what kinds of learning expectations I could generate for various ages and developmental levels.

Differentiated Instruction

My student teaching placement in First Grade, because it was the experience I needed to get my current job.

n/a

I was alternatively certified and did not attend any teacher education program prior to teaching.

Co teaching was meaningful to me. I took over the class and my instructors let me teach independently from then on.

Classroom management courses / Assessment driven instruction / Building a classroom community

Behavior modification

My methods courses and preclinical prep and experience

educational psychology. It teaches how kids use their cognitive abilities and how to engage them.

Elementary Music Methods prepared me the most for what it would be like to teach an elementary class.

They were all important in their own ways. I like the theory of teaching best because of ( ) I found his theories to be interesting and motivating in my teaching techniques. And I tried to implement his theories in my classroom everyday.

Behavior management-special ed

My art education class was beneficial in providing multiple art education styles to work with.

I have not taken any courses yet. I answer all the questions based off my "shadowing" of pre k teachers and also working as an assistant.

Meeting with a 1st grade teacher for class at her school was an eye opener. Hearing her just talk and share her experiences.

Assessment course and content courses.

Boot camp-Field Experience assignment

Some experiences that stand out as important to me are the observing and teaching in the classroom.

An assistive technology class that taught universal methods

Educational psychology courses and fundamentals courses.

A well rounded education helped me in my first year. The university I graduated from made sure we attended classes in different subjects, not just our primary majors.

Working creatively with the students to get them to engaged.

Being a paraprofessional in a special education class was helpful in training me to work with a variety of children with special needs. I was able to work easily with special needs students in my own class, along with easily working with the their special education teacher.

Schools in American cultures - great picture into inner-city/rural school life. We need more classroom time though! I truly believe we should change the schedule for education majors. They should spend a full-day in a classroom, once a week, starting their junior year. Though I had some wonderful classes, nothing could've prepared me like classroom experience!

Group development opportunities are a lot more helpful and create a better environment for self-reflection on how you are progressing. Courses that were heavy on the group component proved most useful.

Social political power courses

n/a i am alternatively certified. I only had intro to teaching in my undergrad studies.

Early childhood classes that broke down the development of a child

n/a

I had several meaningful classes at OU Tulsa.

I only took tests, I had no teacher education program

I thought it was meaningful when we got to participate in activities that we could take straight to the classroom and use with our own students. / / It was always meaningful when our professors (who had taught in an elementary classroom) would share about the experiences, whether it was how they dealt with a tough student/coworker/parent, lessons that seemed awesome but bombed when they were taught, activities that worked/didn't work - stories about their successes and failures. These personal stories gave me more insight to what teaching is like, helped prepared me, and motivated me to work hard and strive to become the best teacher I could be. / / As a student throughout school, I always made good grades in reading, but I was never really motivated to read outside of school and didn't enjoy the subject that much. I was worried about how I would be able to motivate my future students who might feel the same way. The professors in our literacy classes did a great job of showing us activities we could use that would engage reluctant readers. One of these activities that stood out to me was literature circles. I had not participated in these before, and I really enjoyed it. I could definitely see how it could motivate students to read, and it was something I could definitely use with my (future) students. / / In most of my education courses, the professors did a great job of emphasizing the importance of teaching to all types of learning styles. For example, in math, some students might simply "get" a certain strategy, some might need manipulatives, some might need to see a video, etc. As a teacher, it is imperative that you present information in different ways in an effort to reach all learners. / / The mentoring course is another one that stands out. I remember discussing the need for students to move and some great activities we learned about that would allow students to move and learn at the same time. I used several of the activities learned in that class during my student teaching as well as in my own classroom during my first year of teaching. The mentoring professor often shared personal stories from her teaching experience, and I found that to be very meaningful. As a retired 30 year United States Marine, I was prepared to enter the classroom from my military experience to educate our students on the subject matter.

All of my internships created meaningful learning opportunities. Every teacher I followed taught me how to become a better teacher. I also enjoyed all the classes at NSU. I felt those classes gave me the knowledge to understand the fundamentals of the classroom.

Other than one education class I took in college for how to teach foreign languages, all I had was the required training the week before school started. I think the most beneficial courses, if you will, were the presentations on how to do activities that make the students move around the classroom so that they stay active. I did not have much experience with that previously.

Did not have any

Three levels of field experience - urban, suburban, rural / Student Teaching - semester long / Special Education /

Technology in education / Educational Assessments

the OeRB ones were helpful

none

I didn't have a teacher education program.

My reading and child development courses were the courses that are meaningful as I taught my first year.

N/A

NA

Student teaching

The different opportunities to have lots of internship time in the classroom

Observing other teachers classrooms in the building.

The integrating technology course was helpful, as well as edpsych.

n/a

AGED 4200 which was Oklahoma State agricultural-education's student teaching program. I found field experience to be much more useful than much of the theory we had learned about in the classroom that did not translate well to an actual teaching environment.

Many hours observing and hands on practice in a variety of classroom settings. All courses and content on balanced literacy.

The class which stands out as having been the most meaningful was Teaching Intermediate Reading because the teacher not only taught the content, but added classroom management strategies and taught multiple ways to implement what we were learning in our own classrooms.

I believe the continued PD I have throughout the year is particularly important as it has allowed me to continue to grow with my students. I think I have benefited in learning how to create a culturally responsive.

All courses. Especially classroom management.

Teacher Internship/Practicum.

My student teaching was the most beneficial because I had so much hands on time with students and lesson planning.

My last internship, student teaching experience because I was split in two 8 week sessions at different sites and in different types of classrooms. Hands on experiences.

Classes given to teach urban students.

- Effective/efficient sustainable, critical feedback / - Test prep / - Prioritizing and planning teacher/personal life balance / - Vocab instruction / - Intervention instruction / - Guided reading instruction

Teacher, parent, child

class on cultural diversity

Differentiation learning in the classroom. / / / /

Multicultural and Diversity Issues in Curriculum / Educational Advocacy and Leadership

Survey of the Exceptional Child

Classes that taught reality and focused on relevant experiences not just abstract ideas

Various reading courses because they broke down sounds of letters

Classroom management

Reading Diagnosis - that class really helped me understand how to apply the assessments used to meet the needs of a student. / Math concepts - that class helped me to understand how to break down standards to make sure students understand the background knowledge as well as effective strategies to help students succeed with that concept.

Oklahoma Dept of Education Special Education Bootcamp

Edsp 3054

My assessment course in my Masters program was especially insightful. In undergrad, my family, school and community class was meaningful and stands out for me now when I deal with parents and school-community events.

A technology in education course we had along with projects where we had to co-teach with another student.

None

Language and culture / Special Needs

Academic achievement cohort was very useful. Real life useful stuff I was able to implement immediately

Student teaching was the only real experience that seemed helpful because I was actually in the classroom with teacher responsibilities.

My internships are where I learned the most.

Teaching Upper Elementary Math, I actually learned a lot about my own math skill-and because more proficient in the area.

Student Teaching

Methods courses gave me a basis on which to build my teaching.

Student teaching because it allowed me to apply the knowledge that up to that point had only been theory to me.

Any field experiences because they provide real life experiences.

I loved getting to tutor students in reading at NSU and also actually getting into the classroom during internships...I am more of a hands-on type of person so actually teaching my lessons and seeing how they worked for some students was pretty neat.

Have not had teacher education program.

In my education I took a class specially geared towards special education. This helped me in understanding individual students' needs and how to differentiate instruction.

Teaching Art in Public Schools - The material presented was realistic, applicable to any art classroom. Time spent in the classroom for this course helped prepare me for work. I volunteered 4.5 years in public school, assisting and teaching art. This time allowed me excellent observation time.

Internship. It is the closest that you get to knowing what the profession is like. I think that more of the observation courses should be hands on, not just one lesson or sitting and watching.

Creative Expressions, Diverse Learners and Integrated curriculum as well as my time at the Lab and student teaching made the largest impact on me. Thought these courses and experiences I was exposed to a multitude of different learning/ teaching strategies and the unique skills and differences each child brings to the table.

Foundations of Education and classroom management are two extremely important classes to take before teaching because they teach you about the styles of teaching and how to handle different situations that might arise in the classroom.

My practicums and student teaching experiences stand out. This is when I was able to see what we were learning at work. I also appreciated being able to come back to the classroom and having a discussion with professors and other classmates.

I did not attend a teacher education program

Students with Exceptionalities / / Description of exceptionalities that cause interruptions in learning along with ways to differentiate instruction for each exceptionality. / / Additionally, all the classes which taught how to write a lesson plan and tie it into multiple subjects.

Children's Literature. I found any lesson can be tied to literature. This class helped me to focus, all subjects, around reading and it was very meaningful to my students to hear lessons through children's books, picture books, as well as short novels.

I found differential lesson plans and teaching techniques the most meaningful and helpful.

Role of the Teacher At Oklahoma State University



Student teaching due to the fact of being forced to learn OJT style.

My professors came in to the class to watch us teach during more than one semester. We had a course that was a little like group student teaching. The students referred to it as intro to student teaching. We could then watch our young peers teach and gain experience and confidence together, with the watchful guidance of experienced teachers in the public school class and from colligate professors.

Honestly, all of my courses in teacher education were meaningful. I appreciated all of the time that we spent in the classroom. Pittsburg State University started requiring an extra semester of observation as part of the student teaching that I feel will be beneficial to future students.

All the "Behavior" classes

Media and Technology at Cameron University

I value all of my education and content classes but the most helpful courses were those in an actual classroom - my internship courses. Nothing prepares you for your own classroom like actual classroom teaching experience. I couldn't have imagined the level of adaptability necessary to combat the daily interruptions and student activities. I believe that the most valuable experiences, relating to my certification process up to this point, are the years that I have invested as a paraprofessional.

The college class that taught the students how to make and use lesson plans. / Learning different ways students learn was very helpful when I was teaching the students a new concept.

All

Student teaching was extremely helpful, as I had the chance to practically apply all of the knowledge I gained!

The math classes I took helped me the most. The intro to PE was very helpful and I learned a ton in that class.

educational technology integration. I am able to speak with confidence when discussing how to effectively use technology for learning and assessment, and not just using tech for tech's sake. Also evaluation and assessment has made me the go to assessment writer for the science department.

The most meaningful and helpful experiences involved being in the classroom, learning about the psychology of children, or hearing the experiences of professors who were previously PK-12 teachers. These were few and far between, but helped prepare me for the classroom far more than all my other classes combined.

As for the courses I have completed, it was a Boot Camp and two classes thus far at Northeastern State University. And still have intentions to returning in the Fall. But as for experience and understanding all the paperwork for Edplan, it can not be taught in a classroom. One must truly have hands on experiences working with program and understanding the protocol of the paperwork. It learn the compliance of the state system and how it operates. When working in a school, every district has their own rubrik so this too, takes learning as you are working with that school district.

My special education classes were very important for me as a first year teacher at my school. My students needed additional assistance in Reading and Math due to low scores and learning disabilities. I was able to apply what I learned in my SPED classes to assist my students and provide them the skills they needed to be successful.

My degree is in Child Development, therefore I am emergency certified for teaching. I feel like several of the classes still stood out to me and allowed me to feel prepared to teach. Play, development, and curriculum stood out to me. I feel that it presented a great understanding of the importance of play in schools as well as mixing play with curriculum teaching.

Previous work experience

The Early Childhood education approach I had.

Student engagement. It's something that is ongoing and is an important factor in achieving learning goals.

The exceptional child

Coteaching using the St. Cloud model was particularly helpful in teaching and fostering collaboration between coworkers.

I did not take any education courses recently I am emergency certified.

Reading Diagnosis, ELED Science

I have not taken any courses yet...

They were all beneficial.

I only have a couple of teacher education courses. I took a course that allowed students to be teachers for the course. This class was very helpful in planning lessons. I also got a lot of good experience explaining mathematics concepts.

Advance Reading Diagnosis, this course aids the teacher in identifying gaps that a reader may have.

Student Teaching was extremely useful and important. I learned the most about myself as a teacher and was able to think through ideas as well as put them to use. The observations were also meaningful.

N/A

OPSU really prepared me to engage students and be as creative as possible and loving!

The college courses geared towards the curriculum I teach (English, Grammar, and Literature) were the most beneficial, as they provided countless opportunities to improve my existing lesson plans and ideas, as well as opened my eyes to various forms of teaching and assessing.

Teacher Parent Child / Lab experience /

how to teach to different student levels so that every student can participate in meaningful learning.

WAS NOT IN A TEACHER EDUCATION PROGRAM. Received my certification through the paraprofessional route. Had no classes was thrown in head first and had to learn as I went along.

My teacher education program provided experience with inquiry based learning, such as project approach. I wish I could have incorporated this more, however I know that education is moving towards more hands on, inquiry based learning.

n/a

That the syllabus changed 4 times in two years, and the students did not get grandfathered in. Constant class changes.

In class observations and feedback.

The lack of student teaching in my masters degree program

n/a

n/a

I was not enrolled in any teaching educational program.

Early Childhood Literacy course / Parent and Community Involvement course / SMARTBoard training

Lesson plans and staying on them regardless of the classroom issues or behaviors. Stay focused and let the emotions control you.

Mostly seemed like it was meant for general education teachers and I had to find ways to adapt for special education/autism

Reading Strategies classes. It helped prepared me giving different tools to help my students understand text.

Teaching summer school through TFA

Instrumental music instruction and theory

My early childhood classes especially classroom management.

Technology use in the classroom - This has proved valuable in a school that uses 1:1 for my classroom.

I was not in a teacher education program.

Student teaching semester. You really do not realize how school works until you are teaching a class yourself.

Lesson planning; Because it helped me be more prepared in what I would be doing day to day in the classroom-- filling time with educational activities.

Teaching Intermediate Math because it is the subject and grades that I am actually teaching.

None!

All of my math courses - UCO set me up for success in a powerful way.

I have only taken two masters of Education Courses so far. I learned a lot in my Foundations of Literacy course. It was very helpful in teaching me the terminology used to teach phonics to the students.

The development of children because knowing how they evolve and think is key to understanding.

Cultural foundations / Reading instruction / Methods courses

My method classes. That's where I got most of my lesson ideas from.

Classroom Dynamics

The most important part of my education program was when I got to be in the classrooms gaining experience. I also felt like I was truly learning something when I got to observe teachers in a classroom setting.

Collaboration with other team members. Professional Development.

Learning about how children develop in their mathematical and language skills, as well as cognitive development in general.

Professional development geared toward helping us with discipline issues in the classroom

I did not complete a teacher education program

Method classes for instrumental music

Child and Adolescent psychology. This course, particularly the instructor, helped prepare me for the realities of the classroom far more than any other experience. [redacted] modeled and explained how to be an effective teacher.

Teaching Math in Early Education - developed foundational ideas for how students learn. We were given a new number system which created disequilibrium.

I think that the more developmental classes were the best.

Learning how to teach culturally relevant pedagogy over the summer helped tremendously.

There are many courses and experiences in my teacher education program that were effective and meaningful, but the greatest tool would be--experience-- and that can only be learned through time.

Social Studies because it was the only class that taught us to look at different perspectives.

None of my experiences or classes stand out as particularly meaningful. However, I did have teachers that were remarkable and meaningful for their passion for teaching.

teaching math classes

Differentiated instruction-how to catch the attention of every learner

No teacher education program.

Taking the educational psychology course was very beneficial to my understanding of learners.

Having a mentor available for any questions that arose was very helpful. I have a supportive staff that helped me anytime I needed it. /

Methods of secondary art was a useful class because it really made practice and understand how to create, use and follow lesson plans.

Evaluations from my principal and outside sources. Evaluator from our local university.

In my last semester before student teaching my professor modeled a lot of great lessons for us to use as well as had us peer teaching so I learned a lot.

internship

Nothing. I received no support.

Educational Technology. Classroom Management. Human Development.

Classroom Management, Teaching-Language Arts, Social Studies, Science, and Reading.

Special Education reading resource training at Rosa Parks, Tulsa.

N/A

observations and student teaching. you learn the most from actually being in a classroom and seeing the day to day requirements

Spending all of my time with my mentor teacher to see what they did daily was helpful. Being given responsibilities helped as well. /

Discussion of culture

I did not have any. I was alternatively certified.

I feel the most important part of my teacher education program was the student teaching. You can study and go over all the concepts you want but until you actually put those methods to use you're not sure how they will work for you.

N/A

activity 7 real life interview , resume and applications

Educational Assessment, Educational Psychology, and Student Teaching

Classroom management

Foundations of education and content classes are the information that I use most often in daily teaching.

All of the pedagogy classes within the music department and also Principles of Teaching Secondary school.

The "Teaching Shakespeare" course stands out the most because the professor taught us multiple ways to bring Shakespeare to the 21st Century.

Student teaching, field experience

I was got my alternative certification. I did not attend a teacher education program.

Primary Reading / Education of the exceptional child

Visual Arts in the Elementary Classroom- How to incorporate art into all subject areas / Educational Technology- Presented the many different ways technology can help in the classroom /

Having the opportunity to be immersed in many different types of schools and socioeconomic cultures

Classroom Management: we learned different techniques and watched videos about how they were used.

Open relationships with my mentor teachers

My Bachelor's is not in education. Never the less, I worked as a TA with a teacher that had been teaching for 30 years, and I learned so much from her.

Special education courses

Some of the most valuable courses in my teacher education program were Human Development and Classroom Management. Human Development taught me about various theories and stages of human development, (Piaget and Erikson for example) which allowed me to better plan and teach students with differentiated methods and learning styles. Classroom Management taught me many valuable methods to utilize in my classroom to maintain order and organization.

My Social Studies curriculum class with [redacted] was excellent.

There was no coursework/preparation/training for the alternative route. I took 2 tests that demonstrated I had the knowledge and then was awarded an alternative, 3 year certification.

Most of my preparation was done through the Smart Start program provided by Edmond Public Schools, and the lesson in multi-modal learning was the most helpful. It made it so much easier to prepare and adjust lessons to engage a larger spectrum of learners.

In my penultimate semester, I was assigned to teach multiple lessons to classroom teachers from across the area so they could monitor my teaching abilities and give feedback.

Childhood behavior

We were able to start observing and volunteering in different classrooms from the very beginning of the program. This gave me the opportunity to see a lot of various types of classroom management, instructional techniques and classroom setups.

Having to do observations for several different places: urban, rural, middle school, and elementary. It really helped me focus on what level I wanted to teach at.

My internships in other classes were the most helpful and most meaningful in my undergrad.

Creative learning techniques.

Positive behavior support and classroom management.

I haven't had any formal teacher education, but my experience as a Pre-K assistant last year was invaluable!

Practicum-field experience in special education classroom

Education Technology was very useful in learning about different technology available. I also think the most helpful courses were my Science and Social Studies courses because the teachers taught us about strong assessment and group activities.

Teaching Reading courses / Student Teaching

Student Teaching / Social Studies Methods / Instruction Courses giving examples we could use in the future

I was not in a teacher education program. I am teaching this year with an emergency certificate.

My Internship with E.S.O.L. students was extremely helpful with integrating other cultures into my curriculum.

The LPS Intro week and the mentoring from my school elevator and experienced teachers.

internship

My pedagogy classes were especially helpful. In it instructors essentially went with us step-by-step through the process of introducing and practicing music to a choir.

What is a TEACHER EDUCATION PROGRAM???

over 120 hours of k-12 classroom experiences; math "comprehension" taken before math methods

I learned a lot while students teaching.

Each of my classroom observations.

My pre-reading and pre-writing classes were especially helpful as a Kindergarten teacher.

Special Education Boot Camp

My primary math class taught me a great deal about how students learn math and good instructional strategies to help them. My science methods class taught me how to plan inquiry-based lessons to make science more engaging. My classroom management class was taught by a current educator and utilized her practical experiences.

The Classroom Assessment course was meaningful and very important. I feel that it has helped me develop great tools to assess the learning of my students.

Reading- Our teacher explained how kids can see things differently than we do, or even other students. Our job was to figure out how are they interpreting it so that we can better explain it to where they can understand it.

Educational Psychology was my favorite education course. We covered many different aspects of how learning takes place and how certain needs need to be met before learning can begin.

I had a social studies course which helped me learn about the inquiry part of teaching, and how important it was. All of my courses made sure we were aware that each student was different, and learned in different ways.

Classroom management was extremely important. Setting up the right procedures and rules in the classroom is CRUCIAL. I had only one class covering this topic... I did not (and still do not) feel well prepared for this area of teaching.

Children's Literature, and Teaching Language Arts (primary and middle school) prepared me in the aspect of lesson-preparation and thinking outside the box for lesson ideas. Teaching Middle School Math was the most effective in getting me to break through my fear of public speaking. Teaching Science provided me with countless opportunities to experience science. My own experiences have become a knowledge base to extend my students' learning.

More of the training on no-nonsense nurturing. I think it seems common sense when you talk about it but the more in depth you go into training you realize what pieces you can continue to strengthen and which strategies you need to start putting into place that aren't currently factoring into your practice.

My foundations courses with [redacted] were the highlight of my educational experience in the College of Education. The theories we studied, considered and thoroughly discussed helped me to establish a clearly defined pedagogical philosophy.

Observations were required throughout my education at John Brown University. Nothing can prepare you for the classroom as well as actual time in the classroom.

I did not take education classes prior to teaching.

I felt like my most important course throughout my teaching education was the course I took on classroom management. This is one of the hardest concepts to teach without the proper experience. This was the most important course that I took because it is one of the most important things that a new teacher can do in his or her classroom.

I did not receive any courses or experiences from teaching programs or teachers that helped influence my decisions in teaching.

?

Reading in secondary schools, this class showed me how different students learn on different levels.

My teaching mentor helped me fully prepare for the school year. Weekly meetings were held with my mentor to help me prepare for the following week. We used this time to go over teaching techniques and answer any concerns or questions I had.

Ed Psych /

I was attending UCO working on my masters of Special Education before I began the journey of teaching. I started the Boot Camp through the State Dept. and then continued with my education classes. I had already been a para for about 15 yrs before I started to teach so I felt very comfortable in the environment. I also went about the program backwards from the others I knew so I didn't have the stress of testing (I had already tested, trying to get my 18 hrs in because I was only a few hrs shy of receiving them only 6 months into my teaching career). This made a huge difference in how I was able to approach teaching and the level of time and confidence I was and am able to put in to my students.

\*I also have a traditional degree in which I did student teach for three years. / \*WE WANT MORE SPECIAL ED COURSES!

none

Each of the courses, and internships were important and meaningful.

n/a

Literacy methods course was good.

I received zero training from an education program

The boot camp was phenomenal in preparing me for special education paperwork. I went through NSU summer boot camp prior to beginning my first year. I felt much more at ease coming into the classroom, knowing I could write an IEP. Also, taking the RTI and assessment class through NSU gave me so much more knowledge on the RTI process and how it needs to be implemented.

I was not in a teacher education program. I was a Classical Studies major at OU, my emphasis was on Latin Education. I know Latin well, and knowing my subject matter helped me be the teacher that I am. I lacked Classroom Management training and experience, but I adapted well, because I preached mutual respect from day 1.

no

Language development, behavioral psychology, reward interventions, positive reinforcement techniques for lower elementary school

The mentor program during student teaching.

My degree focused on the Spanish Language and the bare minimum on education.

All of the courses that involved being in an actual classroom were the most helpful. When teachers shared their real life experiences, I got more out of that than just regular old book lectures.

Courses involving differentiation because whether you teach special education or general education you will be required to teach students with different abilities, learning styles, and interests.

Any time in a classroom was the most important!

Working with a mentor teacher to gain insight into methods.

The two different observations I did at two different schools and my internship.

I am emergency certified and teaching a Pre-k class this year as my first year. I did not go to college for teaching, but I do feel as though I was very prepared. I did not complete student teaching, but I am teaching along with 2 other Pre-k teachers this year and it has been very helpful. I am alternatively certifying.

Development courses

Observing skilled teachers at work in the classroom, effectively implementing theory into practice, has been most beneficial.

I had no Teacher prep program

My practicum courses and internship were the most meaningful, because it was time spent in the classroom watching ideas be carried out.

All courses regarding diversity gave me a deeper understanding of the things that I don't understand coming from only my background. I am able to empathize with and fight for my students better because of this.

All of the special ed courses I took were the most helpful to me:-

Education Psychology and Ed Seminar: They were discussion based and went beyond what is written in the books that we were assigned in the courses.

I did not take any preparation program.

My reading classes and my hands on math class

The field experience was my favorite. I was able to sit in various classrooms and see the teaching styles of different teachers. I picked up a lot of interesting techniques, information, and ideas from this. I also was able to see the different learning styles of children, as well as the different types of distractions, and classroom management techniques that teachers use in their classes.

Student teaching because it actually got me into the classroom and working with students.

My student teaching for the Special Education Department gave me real life situations and experiences that were valuable to me in becoming a teacher over my own classroom.

Having an early childhood clinic to work with real children to help me prepare for my future classroom.

Classroom management courses were key for me because that is what I was most worried about since I am a fairly laid-back person. I am thankful for the preparation, and I continue to learn new methods.

Did not have official teacher training.

Classroom Management---without classroom management, learning cannot occur.

not applicable, alternatively certified

Working with an experienced teacher during my student teaching. It really helped me understand how to control and understand a classroom environment.

n/a

In my program we were able to have classroom experience pretty early on, which helped decide on content area as well as being just generally a beneficial learning experience.

Engaging with students of all grade levels throughout the program. I feel there actually needs to be more of this especially early in the program.

I was properly trained to integrate technology & use it with every lesson.

Classroom management because it was a lot more hands-on and dealt with real-world scenarios instead of just theories.

Time to Teach, Leadership course



OSDE Accommodations & Modifications Special Education Course and professional development provided by the district.

The lessons that were directed toward the hands on learning.

developmental psychology

I only took one year of MEd classes in preparation for teaching. There were a few that were tremendous assets, primarily classroom management and instructional strategies courses at Cameron University. In these courses, we learned how to present course material in unique, engaging ways, how to assess student understanding, how to encourage student-led learning, writing lesson and unit plans, and extensive work with classroom management practices. We also studied legal issues that affect teachers, and developed plans for communicating with parents. For a "crash course" in teaching, her two classes at CU were perfect. We had a student teaching program that had us facilitate learning in a BIOL 1114 Lab setting assisting TAs in instruction and guiding students, prior to our Student Teaching experience. This helped us practice our teaching practices in a more rigorous environment and develop inquiry practices prior to implementing them in a less structured environment.

Student teaching. Learned so much from my mentoring teacher and got real-life, hands-on experience

Student teaching and Observations. I feel like there is no better way to learn than to be in the field.

Science and Social Studies

Students with Exceptionalities- making accommodations/modifications in the general ed classroom. Could have used more of this... / / Literacy courses / / Subject-area courses

Didn't take any teaching education ... anything.

Child development, ESL 1 and 2, and Working with Children with Reading disabilities

Classroom management was the most important because in current classrooms, you cannot teach if you don't have classroom management.

The student teaching semester was where I learned the most and it prepared me for teaching more than any of the classes.

The Secondary Methods course for English was the class that prepared me the most for teaching.

My classroom management class because it made me think about the different management ways for different classes. I constantly have new ideas for my classroom management, whether that is for my whole class or individuals. / / I also enjoyed learning the different types of assessment throughout my core classes. I have a wide variety of different assessments I use every day that are useful creative.

Everything is beneficial, because every course is connected.

Intro to teaching course, every time you step into your class be prepare to teach.

Theory and Practice- play based research: This class showed me the importance of play, and how students learn best through meaningful hands-on experiences. / / /

My course on assessments, my student teaching experience, and my English Ed courses.

Advanced Foundations, Multiculturalism, Learning Theories, Mild/Mod Disabilities

Literacy in Early Childhood was a course that was meaningful to choose literacy rich text for students.

I'm an Autistic teacher, the course work I have had prepared me to understand the areas I need to connect with my students.

None

It was very important and helpful to have the ability to teach in student teaching. For my placement I started off teaching one lesson a day for a week and each week added an additional lesson until I was eventually teaching the entire day. This helped me to get the experience I needed at an appropriate pace.

As a secondary-science educator, I took a methods course that allowed me to facilitate the intro to biology laboratory for an entire semester. Being able to teach at a higher level and inquiry style lab, I was able to see the variance in science content knowledge that students and use it to their advantage. For instance, students who were from another state may have a strong background in chemistry, where as students from another school have a strong content knowledge of biology. Seeing students apply their knowledge to formulate a final question to test and going through the entire research process was extremely beneficial.

Educational Technology has been particularly important because there have been opportunities to explore adding tech to my class using school funds, so having an understanding of how to practically and valuably integrate technology into teaching and learning has been a strength. I can speak with authority and experience because of my courses and work at OU. My principal sought me out to ask my advice on technology paths we might take in our school. //

My SPED class perhaps offered the most practical information and training.

The assessment course - learning different methods to assess different goals/targets was wonderful.

The social studies specific classes because it went more in depth into subject matter that I will be teaching. Also the class dedicated to students in different cultures also helped me learn how to work with students from all backgrounds.

Learning the ins and outs of EdPlan to write student IEPs.

The courses that made us collaborate with our peers by completing projects that result in demonstration processes.

I really think the technical courses that demonstrate how to utilize the smart board effectively and how to use computer applications to engage students were the best courses. Applications such as gonoodle - body spell, freeze it among a plethora of other engaging apps kept students engaged and participating.

Cognitive Thinking and Learning, Educational Psychology, Child Psychology

Student teaching was the most important and meaningful experience. It allowed me to work with others and see some excellent techniques to utilize in my own classroom. Seeing how other educators prepare their day and teach to the curriculum helped me prepare and take on the responsibility to teach in the classroom of my own.

Assistive Technology- Exposed to many different opportunities with AT that I did not know were available.

Courses about assessment tools, classroom management, and parent teacher child relationships were helpful to me this year. My student teaching experience was the most helpful experience I had through my degree program. You just learn and grow SO much from being in the classroom.

n/a

All of the experiences in the classroom were helpful.

Culturally relevant pedagogy

I didn't take any education program

My early childhood classes that described different ways of approaching education for children that age. Allowing me to be a classroom teacher who felt comfortable with more exploration and less traditional based teaching which is necessary for a PreK level. Also learning different ways document change and growth and not rely on all the typical standard testing mandated my the school or state to prove a child's growth.

With TFA we have our 6 week institute that is designed to give us a foundation for the school year. That is to say, the resource that was most valuable to me as a first year teacher was the Elementary Content Specialist at TFA who I met with periodically throughout the year. This individual was able to help me identify the specific needs in my classroom and help me strategize ways to meet the needs of my diverse learners.

I have enjoyed being able to make my students aware of social issues so that they can use their education to make stands for themselves.

My School in Society class was the most helpful. It prepared me to be ready for different cultures and other things to take into consideration.

I took child development classes during college which really helped me. I understand that each student is different and know the stages of child development. This guides me in my teaching and my expectations for my children.

Special Education because I learned about many different disabilities and how to differentiate instruction for students with those disabilities. Behavior management because that's a major part of education, although I still feel I was not completely prepared to handle some of the behaviors I've now faced.

All of my courses were very hands on and I learned more by learning that way.

DEI Sessions

English Methods was important because it helped give us many tools in our toolbelt.

None

Experience writing lesson plans and applying them

All of my special education classes...

My differentiation in teaching class was meaningful because it taught me the different learning styles of students and how to approach each learning style.

All the experiences we had in the classroom..

All literacy classes.

What stands out to me is engaging with students outside of the classroom. Through after school activities and field trips we take, it has allowed me to know students on a different level.

I did not have a teacher education program

Reading Diagnosis was by far the best and most beneficial course. The professor taught how to differentiate instruction for students.

Online and flexible (military supportive university).

- Teaching summer school / This gave me an opportunity to work with students as their teacher, practice management techniques, and implement lessons. / - Phonics instruction / The instruction was very specific, detailed, and gave practical and important information. I still defer to these sessions for current teaching practice. / - Guided reading/intervention instruction / I received this training later than phonics, although, it was similar in effect. / - Sustainable Feedback / Giving appropriate writing feedback that will lead to change of writing practice and not take hours to provide. / - Test Prep / Preparing and planning for state testing. / Novel Studies / - Learning how to set up a novel study sustainably. / / I sought out help with effective and efficient planning that would make everything more feasible and sustainable. I research and do a lot on my own, too, but didn't have enough time to figure everything out that I needed to to be able to implement everything effectively for my students. /

Family, school, and community and practicum classes.

The last 2 years of my education program really focused on teaching science through inquiry as well as what science is and is not. I think this was the most important thing I learned!

I would say all of my methods classes really helped me know how to reach different learners and engage them.

Student Teaching because I actually had a hands on visual experience.

All my early childhood classes were especially helpful in planning developmentally appropriate activities and lessons for my students. The Literacy Assessment course was also extremely helpful and I still use the materials from that class to help me assess my students.

The reading strategies I learned were very effective for my first grade classroom.

#### Emergent Literacy, Assessment, Creativity

##### Teaching in the classroom

The only training I had was three days of PET training in my district. I am alternatively certified. No student teaching, etc.

I was a special needs paraprofessional last school year, so that helped me to be more prepared for what to expect as a teacher.

My masters degree taught me a lot about it.

I was alternatively certified so my experience mentoring and teaching was most meaningful for me.

#### Educational Technology

Clinical experiences were helpful because they were hands-on classroom work.

Math, science, and social studies courses and how to integrate each into each other for time constraints in the classroom compared to the standards we have to teach.

Field experiences were the most important and meaningful experiences. We were able to interact with the students and observe a real classroom environment before co-teaching during student teaching.

##### Classroom Management

Education Technology was fun and gave me many different learning ideas but I wish that I was able to put that to use in my school! Unfortunately I couldn't since my school doesn't have enough computers for us to use.

The Math course I attended was awesome. I feel very capable in creating and teaching those lessons.

I got to teach a test prep class for at-risk kids. That was tremendously helpful.

I really enjoyed my Technology in Education class, because I became more aware on how to try to incorporate STEM in my English classroom

##### special education

Teaching English in Secondary Schools was the only course related directly to my degree, and it gave me the most useful tools from my entire school experience.

My experience was hands on in the classroom. It was helpful to see things actually work and not work.

Since I ended up teaching science, I drew a lot on the one science education class we had, especially the 5 E model.

##### Reading classes/ materials for children

Curriculum Development. Understanding learning how to really plan out my own unit and lessons has been a lifesaver. Knowing I need to start a unit with the understanding of my end result rather than the beginning I feel has been key.

The course that I found most helpful was my Diagnosis class. I was able to meet with a student once a week and tutor that child in reading. This was the most meaningful because I was able to be in the situation instead of just being told about it.

Classes specific to foreign language pedagogy were especially helpful as they gave concrete strategies and activities rather than abstract ideals.

I didn't enroll in a teacher education program. My several post-graduate hours in English equipped me to critically read and analyze literature and philosophy.

Language Development, Reading 1&2 Curriculum and instruction, Mathematical Structures 1&2,

Educational Psychology and Student Teaching

N/A

Alternative certification....did not have any teacher ed. classes.

Students with Disabilities / Brain Development

I learned the most by actually being in the classroom and learning through trial and error. Those experiences are the ones that have made me a better teacher.

I had a particularly excellent graduate course entitled "Principles of Learning and Teaching" which gave a view of the theoretical underpinnings of education.

My teacher education program was about developing your whole self. / USAO is a liberal arts university that believes in interdisciplinary education. I believe the well-rounded education I received there has served me well in the classroom.

Internship

My first internship class. It introduced me to the kind of life I intended to join. The teacher told us frankly what to expect pay wise, work wise, how our lives would be, and what hard things we were going to face in our upcoming classes and our internships. Without [redacted] and that class I would not have been ready for the hardships that teaching classes bring. I appreciated knowing what I was getting into even if I was still shocked by it when I got there.

graduate program of education. it was the most in depth.

Math classes

Social Studies Methods, Educational Psychology, and Educational Assessment

Trauma informed care. With the students that I have it is incredibly useful in day to day work.

My education technology class and student teaching experience were, in my opinion, the only courses I took that gave me valuable information about teaching. The tech class gave practice and clear examples of things to do in real world classes. A lot of my other classes seemed trite. The questions in this survey reflect that to an extent. Connecting my lesson about central angles and arc measures to a "global and local context" is a little ridiculous, and many of my classes were on subjects like this instead of the day-to-day running of a classroom.

Classroom management and Creative experiments, prepared for the real classroom and different fun lessons that children will love & did love.

Field experience 1-4

student teaching

Any class dealing with curriculum and families

All internships and tutoring programs. All reading classes were extremely helpful.

My cooperating teachers were both very knowledgeable about their fields (elementary general music and middle school choir, respectively) and knew how to teach each concept in a context easily understood by their students. As far as teaching music goes, I felt my professors in the music side of my degree were far more knowledgeable in how to apply teaching strategies to non-traditional classrooms settings (in particular non-general classroom settings) than the faculty in the School of Urban Education. While much of the material covered in my regular Education classes were helpful, I feel the content covered by the music faculty was far more relevant and presented more appropriately. The only one of my Education courses I really felt were actually remotely applicable to my field were Child Language Development and the one about special needs students. Most of the

others did not feel as though the strategies taught were really translatable to a non-traditional classroom setting and I would have rather spent my time gaining knowledge that would help in my field rather than simply lumping specialists (music, art, P.E, etc.) in with regular teachers.

Reading in the content area

The courses that stand out to me as particularly important were the ones where we had to create units and a year long matrix. Even though I do not do a yearly matrix now, it helped me realize how to set up my lesson plans based on how many days we might be out or what I want to accomplish over one year.

None

Alternatively Certified no teacher ed program.

Diagnosis of Reading / Classroom Management

Math for upper grades, art, clinical experiences, classroom management, social studies and science

N/A

I entered through an alternate program and did not take courses.

Science and social studies for elementary teachers ( ).

How to involve students of all different backgrounds and how my identity impacts my classroom management.

My program involved 60 hours of pre-clinical training through the use of videos and then a 60 hour clinical training that involved on-site observations and then a 16 week student teaching portion. The student teaching was divided into 8 weeks in the general education classroom and 8 weeks in a special education classroom. The amount of exposure I got through these portions prepared me for situations in that I was very familiar with the classroom environment before I even had to teach anything.

The class that stood out the most to me was the Educational Assessment class. I learned the most useful and meaningful things in this class. I learned assessment is so much more than I thought and can be done in so many different ways.

Student teaching stood out because I really had the chance to get into a classroom and teach consistently with students.

I learned most of my teaching strategies by working as a teaching assistant while in graduate school. My background is in biochemistry and nutrition.

No program before school started.

Child development, classroom management

No nonsense nurturing

Education prep classes at southeastern.

Student teaching is where I learned the most useful information.

They were very considerate to Emergency Certified teachers, as our district loses and hires about 20-30 teachers every year. The administration is used to dealing with ill-prepared incoming teachers.

Field experiences in the classroom.

The teaching content areas were particularly important for me, because they showed me how to teach students actual content and how to prepare it.

Classroom management was very applicable to the teaching profession.

SPED classes. I have many kids with special needs and the insight from my one SPED class has helped.

The block courses before student teaching

Classes on cultural diversity, leadership.

Reading training, Math concepts

Emergency Certified. / My undergraduate is in Business HR. / My graduate degree is in Leadership and Management. I would say that the most valuable classes in both degrees that apply to teaching revolved around understanding diversity and how to differentiate leadership to encourage engagement across multiple demographics.

Pedagogy I & II, because we were given different strategies to be able to teach subgroups such as SPED and ELL effectively.

Didn't participate in a teacher education program.

NA

I took several classes on special education. It helped me understand my role in their education. As well as their rights and my rights.

One of my Special Education courses was extremely helpful in knowing how to spot diverse learners and different ways that things can be modified for those learners.

N/A I read books in preparation for teaching and alternative certification.

Children's Literature- We learned about children's literature and how to use it in a classroom /

Through my program, I was able to experience teaching in an actual classroom which helped me practice instruction and classroom management strategies.

Technology. I liked learning about smart boards and how to use them.

Methods courses & student teaching experience

Classroom Management- Lots of modeling was done. Good, helpful, and practical make and takes were used.

Teaching Management

Assessment and Intervention in Reading, Teaching Mathematics in Primary Grades / / Prepared me for more real-world applications with hands-on activities and games to teach these to children of different levels

Anytime spent in an actual classroom is very valuable

Internships. Real world experience.

Math

## Q9 - Given the challenges you have faced as a classroom teacher, in what area could you have used more preparation?

Given the challenges you have faced as a classroom teacher, in what ar...

implementing curriculum

Making lesson for fun for Math students. / E.g.. Interactive Notebook / Incorporating students' interests and / passions in my lessons/engagement.

Classroom management

I could've been more organized but as the school year went on, my administrators did a very good job of helping me grow in the area of organization.

Classroom management

Classroom management

Honestly, in all areas, but particularly in differentiation prior to stepping into a classroom.

Behavior management

I wish I was more prepared in teaching the curriculum that we used in the classroom. The curriculum taught was new to everyone in the school district this year.

I could have definitely used more preparation in classroom management/discipline areas. My university provided a two hour course in this area specifically and it was a class where multiple teaching areas were represented. It would have been much more helpful to be able to take a course that concentrated on my specific teaching area, Early-Childhood Education. Mostly, because classroom management/discipline looks completely different in ECE than it does in Secondary Education so it would make sense to create a class that addresses each teaching area individually.

Despite what was mentioned above, classroom management will always be somewhere we need to improve!

Classroom Management

More actual teaching experience. I don't feel like one semester was enough.

classroom management, lesson planning

I wish I had learned more about mapping curriculum and how to manage certain negative classroom behaviors.

Reading comprehension and vocabulary strategies

Secondary ed is a completely different animal than teaching on the college level. Alternatively certified (and emergency certified) teachers need some kind of boot camp prior to the beginning of the school year. OKCPS thinks it's providing adequate professional development, but it doesn't.

Classroom management / Developing my own curriculum-since curriculum was not provided for me- just standards and expectations /

methods to ease grading and facilitate feedback to students /

Management

classroom management

CLASSROOM MANAGEMENT - I feel like this was glossed over as important but few actual strategies were talked about or practiced in courses. / / MATH FOCUSED TEACHING STRATEGIES - All my of methods course was focused on general pedagogy, with no real focus on how best to teach my specific subject.



Creating CFA's

Classroom management.

n/a

Classroom management

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Lack of support for discipline issues, both from admin and parents.

Classroom management and working with students with special needs

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IEP development

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Discipline

I feel like as music educators, we have to create our own curriculum which makes the first year very stressful.

I did not feel-unprepared I was ready for my classroom day one and felt that I was ready and able to do each and every day.

Creating curriculum.

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Classroom management.

Crowd control

Parent contact was an area I was the least comfortable. How to have efficient and meaningful conferences. Emergency situations as well. Having the death of a student and trying to answer all the concerned parents.

Teaching laws and requirements needed to be fulfilled once a teaching position is obtained.

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Class management

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Classroom Management

Paperwork. I learned how to write an IEP great but there was so much more that I was unprepared for. I have the duties of a SPED director as well as teacher.

Technology integration, math instruction ( the primary focus was on literacy skills).

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Technology based in the classroom.

Phonic awareness.

i would have liked more preparation in the Accelerated Reading program. Keeping up with what they were reading and checking goals met was a challenge.

CLASSROOM MANAGEMENT. Does every high school teacher say that after their first year? Teach us how to build relationships while also maintaining an aspect of professionalism.

Deciphering the language used on some of the standards. Lots of "catch phrasing" that isn't relevant to what is actually being expected.

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Dealing with parents and social/emotional issues that students face

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Behavioral management cycle

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Classroom management

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Classroom management and dealing with problematic behaviors

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Classroom Management and knowledge of programs that are used by teachers.

NA

Students motivation

Lesson planning, classroom discipline, and assessment preparation.

Review.

Dealing with certain behaviors and/or how to talk to parents

It was covered by the school administration prior to entering the classroom. The most challenging aspect is just getting experience by going through the first year. I do not believe there is any magic formula for knowing everything. I had great teacher peers that I could ask anything to.

Reading. NSU provides three reading classes, which are great but I still felt overwhelmed with certain students. I taught 4th grade and had two students who could not read. I wish I could have learned more techniques for older children with reading disabilities.

Classroom management, the layout of the school (where things are located like the cafeteria or the auditorium), rules and policies that I am expected to follow (e.g. dress code for teachers, what rules and objectives should be posted in my room, what the limitations and expectations are when interacting with students [e.g. physical contact, can't be alone in a closed room with a student, etc.], etc.), and how to complete the certification process when you are only emergency certified

None

Classroom management

Use of google applications and technology /

Classroom management / Curriculum

not letting the students comments get under my skin

all

Use of technology.

Classroom management

I could have used more preparation in lesson planning and classroom management.

Classroom management/ discipline

NA

Classroom management

More classroom/behavior management

classroom management, discipline, dealing with parents and all the other things you have to do as a teacher that don't have to do with teaching kids.

Creating quizzes and tests.

I don't think anyone can properly be prepared for classroom management.

Lesson Planning, Time management

n/a

Organizational skills and consistent discipline are two skills I need to improve on during my second year.

Classroom organization and parent communication

Literacy First

I could have used more preparation in the day to day working of a classroom through more in class experience. Delivering content is the easy part of teaching. I had no idea how much extra work was required.

I could have used my preparation with classroom management tactics specific to an ECE classroom.

Behavior management, teaching strategies

Classroom management, working with parents, working with special needs students.

Classroom management and curriculum for special education specifically.

Since we have no text books having more free learning tools that can be used for group work.

- Understanding the developmental progression of students in the age bracket I work with. / - Writing instruction / - Reading skill instruction (effectively teaching the different reading skills and bringing the students up to a 4th grade level of understanding/practice). / - Integration of SIOP or ESL strategies into the classroom. / - Cross-curricular-teaching

Class management and parent communication. Delivering a clear message and lesson plan.

Classroom management

what the tolerable norms at the school for redirective action

Classroom management was the toughest.

Classroom management in a low-income, low parental support, low budget, low scoring school district/area.

We need classroom management ideas that suit each teacher's personality. I felt like I had no tools in my toolbox regarding classroom management.

Lesson planning for multiple level student populations.

Classroom management, working with emotionally disturbed children

Behavioral management

More classroom experience / How to build curriculum from standards /

Elementary Classroom Management - I know classroom management is challenging considering you never know what the dynamic of your classroom will be like, however it would be helpful to have more information about several of the different strategies you could use as well as a baseline for how you would implement them. I had a difficult time finding a strategy that worked for me as well as my students and that caused inconsistency. I think if I would have had some sort of guideline for different strategies (i.e. Blurts, taking away a bean whenever a student talks out after asked to raise hand) and some ways to implement that within the classroom would have helped me to be more consistent. There were so many questions I had when it came to classroom management. / I also think that I needed to be better prepared for deciphering the curriculums. When I opened the teachers editions of my math, reading, language, social studies, and science curriculums I was overwhelmed by the amount of information I saw there. I had no idea what to do with all of it. I think I had to create a couple of lesson plans using different curriculum books it would have helped me to better understand what I was looking at and not be so overwhelmed.

Classroom management

School discipline, strategy to help get students away from phones. Schools being on the same page as you. Getting students who make threats away from the classroom.

Understanding how to diffuse arguments among students.

Classroom management. It's something that you can't really be prepared for, we had one course over it but more preparation in that area would be helpful

Planning or procedures relating directly to my subject area.

Assessing acknowledgment among students

Incentive and consequences

Small group instruction

Discipline/classroom management

More time in the classroom because classes don't prepare you for the real experience.

I feel as if I could have used more preparation in classroom management as I had to figure most of that out on my own.

Classroom management has been very difficult. Knowing how to set up a classroom has been difficult.

Classroom management

Classroom management and student discipline.

Applying the curriculum in a way that builds upon prior knowledge and allows the students to have a more hands on experience in the classroom. I am currently looking for ideas that will enable my students to have a more hands on experience in my classroom.

How to handle extreme behavior problems. How to handle parent situations.

I think learning more about how to do centers in your classroom would be beneficial for all Elementary majors. I also think I needed to take more classes or learn more about Autism and how to teach more students with special needs.

Another year of teacher aid assistant.

Classroom management. More practice at the beginning of a school year would have been more beneficial.

Technology training is always a plus!

Classroom management

TLE, Marzano, etc. Knowing the ways that schools are actually ran, not just general ideas about it.

Specific behavior protocols, as well as creating behavior plans. As a new teacher I have had to create behavior plans for three different behavior issues with three different students. Had I had more preparation and knowledge regarding behavior issues and behavior plans I would of been more confident addressing these difficulties.

Classroom management is a class that I feel needs for emphasis to prepare future teachers for the classroom environment.

Disciplinary and classroom management. The courses were great and informative, but not enough hands on work was done to really prepare an instructor for the ability to shut-down certain behaviors.

I would have liked to have more strategies on how to help students who act out. We talked a lot about setting up classroom rules and the environment but I needed more tools in my toolbox to help the rowdy and disruptive students.

Lesson plans, classroom management, ways to get resources for my classroom and teaching tools that does not include me having to pay out of my own pocket

~The actual designing processes of a classroom theme, making the walls, and centers. / ~Organizing all the paperwork such as grading, inputting grades, teacher handbooks, teacher manuals, behavior plans, absent student work, student work that is turned in late, work from other teachers who pull students for extra help, how to match up those assignments to what is being taught in the main classroom, the reading tests; benchmark, literacy, and fluency, spelling tests "Words-Their-Way", The ELL paper, parent /teacher conferences papers, End of year pass/fail papers, LIEP paperwork. / ~ Most importantly, separating politically passing students from students that really need to be retained...It is such a long, gray line. Extremely confusing and daunting.

I could have used more preparation on assessment and units of study. These areas were particularly difficult because I was not aware of how to really assess 30 students in the classroom on every project or assignment we completed. Furthermore, I was unsure what to do after I had assessed students to move in a positive direction.

Dealing with difficult students and finding resources through the school district

I feel I was completely prepared to be a teacher. I believe what I have left to learn is going to come from being a teacher.

ELL adaptations and modifications

Classroom Management.

Methodology of Music Education. My university had great teachers who gave us wonderful advice for planning lessons, but not so much as how to structure a good curriculum that has a natural flow.

I think that having more time in the classroom is always helpful. We did talk about what to do in certain instances. I think it is very hard to teach classroom management not in a classroom.

Data collection

Understanding the dynamic of student ability for the same age/class.

As a secondary teacher, it was important to me to understand how learner's development from the beginning; however, very little psychological information was given regarding the teenager's mind. I would have benefitted from an adolescent psychology or transitioning to adulthood class.

As a collaborative special education teacher, I feel the greatest challenge I faced was getting the regular education classroom teachers to collaborate.

Class room control and how to gain the trust of the students / / / / / / / / Classroom control. / / / / /

Assessment / BEHAVIOR

Technology Integration

Classroom management, there can always be more preparation in that area.

I wish I had more preparation in dealing with defiant children.

Classroom management. But like real things: identify procedures you'll need, write procedures, how to teach procedures

In how to differentiate between the different levels of learners and what they need.

Developing lesson plans that coordinate with the standards, setting routines and procedures for students at the beginning of the year, how to find appropriate trainings/further education, and just general knowledge a teacher will need in the classroom.

I'm a Special Educator , I feel there is too much focus on Edplan and not the learner. Once the IEP is complete an educator should not have to focus on all that paperwork before the IEP and then after it is complete they are still focusing on paperwork to make sure everything is complete. And when this is done with 20 plus learners throughout the whole school year, it makes it difficult to focus on learner. / Also, the state would like for their teachers to be highly qualified so this means more education for themselves once again another distraction the

educator is forced to focus on besides their students. All the while if they have family , we would like to have some freedoms with them but with some much added to an educators load it all gets complicated.

The challenges I faced in the classroom was the different level of learners. I had a mixture of low and high learners but the majority of my class were low learners. Lesson plans were a challenge because I had to met the needs of the different levels of my students in class. I was able to have my IC help me with addressing those challenges in my classroom.

Classroom management and challenging behaviors /

The new curriculum, CKLA and the schedule give by our principal does not allow for any much-needed early childhood time. Dramatic play, building with blocks (STEM), etc. We are required to do reading interventions on children who enter kindergarten with the assumption they know nothing. My children start the day (with schedule given by principal), 3 hours of non-stop instruction, lunch, 15 min recess, 30 min math, specials, followed by more math until end of the day. / For kindergarten, CKLA does not at ALL align with MAP. We have to do reading interventions on their MAP scores, which will never be indicative of what they have learned through our curriculum. MAP needs to be taken away from kindergarten, or SRA (which is NOT used at all schools) which also has nothing to do with curriculum and actually confuses the students based on CKLA and learning the letter sounds for the 1st 1/2 of the year. /

I could have use more preparation in lesson planning, where the full 50 minutes of instructional time are use completely.

Reading

Curriculum and instruction techniques to help maintain student engagement.

Classroom management

Classroom management

Curriculum, quick easy content, preparing for six subjects daily is difficult. Transitioning students from subject to subject or room to room is challenging.

Teaching to students of trauma and students that are high poverty. I have felt a lack of preparation in regards to leveled reading groups at the teacher table. I also feel that not enough practice was provided for classroom management.

How to handle real life situations that come up in the classroom such as discipline and emotional problems.

classroom managment

RTI - but not through college. I wish Edmond Public Schools prepared me more for this.

One area that I would like to have more preparation is classroom management. I also would have liked to be more prepared in dealing with the high amount of conflict.

Teaching grammar

classroom management.

I feel more Professional development throughout the year would have been beneficial.

The curriculum used in the classrooms like basals and all of that. Also, teaching phonics!

Classroom management should be held in a higher regard as my classroom management courses did not fully prepare me for gaining and maintaining respect in the classroom. Unfortunately, the classroom management courses I attended in college were mixed in with early childhood, elementary, and secondary. It should go without saying that what works well in an elementary classroom might not translate appropriately to a secondary classroom. I wish I would have had the opportunity to take a Classroom Management course geared towards the age I teach (secondary) as my age and grade levels were not a primary focus in the classroom.

## Discipline

Dealing with discipline problems with no support from home.

WAS NOT IN A TEACHER EDUCATION PROGRAM. Received my certification through the paraprofessional route. Had no classes was thrown in head first and had to learn as I went along. / / 1. Classroom Management / 2. Reading Block / 3. Ongoing Assessments

I could have used more preparation in assessment awareness. I feel as if my university did not prepare me in how much is actually a reality in the every day classroom.

lesson plan formats

Classroom management.

Understanding the development of the middle-school mind: moving from child inclusion of games and "fun" for every lesson with tangible, concrete concepts (adding, subtracting, multiplying, dividing) to more abstract, less interactive concepts (balancing equations, variables, ratios, etc.)

classroom management

discipline and classroom management

Classroom Management. College doesn't really give you any course in how to manage a classroom, at least not in Early Childhood Education.

Classroom Management

Classroom behavior and training in Alpha Plus.

Classroom management, finding resources for the certain standards not in the curriculum and recording data.

small group reading instruction

As a co-teacher leading the classroom more often. This will come with experience. Often times I heard that I am an aide or helper. I will need to make sure that it is clear that both adults in the room are teachers.

Differentiation in curriculum, building an effective curriculum, finding ways to track student progress, writing effective IEPs, classroom management, para management, behavior intervention

classroom management

Classroom management and Discipline.

Not any challenges I couldn't handle. I could use more time with the beginning band students

reading, literacy

Classroom management.

All of the above.

Beginning of the school. / I had never seen the first day of school until I had to do it myself. I believe there should be a course where you required to attend the first day of school.

Classroom Management

Middle School students and lesson ideas

Have not needed anymore.

Classroom management.

Classroom management. / Dealing with the wide array of student capabilities in any given classroom.

I would love to have training in basic teaching skills because I am an emergency certified teacher.

More special needs experiences, if I was new to those situations it would be very frightening to a new teacher. Since I was a para first I was awaked to those melt downs and etc.

Management / Planning /

Standards. I struggled with how to teach them and in what order.

Unmotivated and apathetic students. Students being overtly insulting and rude. An apparent lack of maturity in many students in they seemed to lack self-control. Lack of support for discipline alternatives from administration, A system or menu with a time schedule fro my area of teaching, that instructs me on the paperwork that is needed, how to complete it, and a time schedule of when it is due.

I would have been nice if we had been instructed on first week of school procedures, such as writing a syllabus, setting procedures and expectations, ect.

Assistance in helping with math, literacy and other centers.

RTI

conflict resolution

classroom management

organizational/clerical information

Developing lesson plans. We did create some lesson plans. I feel an entire semester, at least, dedicated to creating lesson plans would have been very beneficial.

Talking and conferencing with parents; this is done the majority of the day.

Classroom discipline should be more developed.

Classroom management.

Diversity--different levels and types of learners and how to reach them all in the short amount of time (and still be effective) while individualizing instruction for so many.

Class room management and true differentiation and how to execute that in the classroom. By true differentiation I mean how to implement instruction for students who are truly on a different level and having them do one or two problems less wont' work.

Handling multiple issues simultaneously would be helpful, as I had several IEP students in my classroom as well as a handful of non-IEP students that had emotional and begavioral issues. It is hard to prepare for handling all of these issues simultaneously while still trying to prepare meaningful and rigorous lessons.

parent communication, behavior

Classroom management on behavior and enriching higher students in the classroom.

Classroom management, assessments

Knowledge of student tracking software, and who to direct questions too.

My classroom management could have been used more preparation.

Consistent discipline. I needed to understand the boundaries of discipline better before I entered the classroom.

Classroom management.



We could have learned more about managing discipline problems. It is also tough to plan and teach when students are several grade levels behind. I wish I would have had more preparation for this reality in my current school district.

Better understanding of different teaching concepts. Getting more feedback from students.

Classroom management.

classroom management and discipline

Student teaching needs to be a full year. Student teachers need time to develop actual lesson for every section and better understand how to implement discipline systems from beginning to end.

More preparation with formative assessments and reading/adjusting according to student needs.

Understanding how to give assessments such as: running records, CBMs, Tier III.

Daily lesson plans, and time management.

I need more work in classroom management but I think this is something that is learned through experience

Classroom management.

Technologies and teacher resources available. I learned a ton this first year. It would have been nice to have a list of resources available at the beginning of the school year.

Discipline and behavior management, lesson planning

lesson timing... but that is something that cant be taught, it just has to be learned.

I would like to have had more technology integration training.

Classroom management

n/a

Classroom Management, time management, politics of school, how to be more hireable

Classroom management

Discipline, classroom management, etc.

Understanding how administration and daily paperwork is done.

Classroom Management, discipline and behavior problems particularly.

How to lesson plan and organize my classroom

Communication with Parents

Curriculum design and planning. How to make a plan for the entire year such as a pacing guide.

Parent involvement and classroom management

Learning how to manage teachers assistance's.

Classroom disipline

Classroom management. Overall I think that all teaching students need more time in the actual classroom.

Understand how to help students build on short term memory. /

## Lesson Planning

I feel like I could have been better trained in the area of assessment and more training in making a year-long curriculum.

Assignment/ grade level appropriate determination. / / Classroom management. / / Intentional non-learners.

Classroom management, appropriate discipline/consequence schedule, "what is a standard," how to lesson plan with standards in mind, etc...

## Technology

Definitely classroom management, with more focus on what school policies actually are, and how they are supposed to be implemented. A class or session focusing on writing a syllabus and establishing classroom procedures would have been really helpful to me, as someone who was alternatively certified.

I could have used more preparation in classroom management, preparation that would give me real-life examples of how to handle specific situations. I would appreciate more than just a framework of strategies.

How to use the resources the school gives you to teach. It was hard to use books that tell you what to say instead of just looking up a standard and making an activity to go with it.

I could have used more instruction on handling defiant students.

I think the thing I have struggled the most this year is classroom management.

## Classroom Management

Classroom discipline has been a nightmare. I was totally unprepared for this!

Planning and curriculum.

Lesson preparation and practical implementation of lessons.

Behavior concerns

I have felt inadequately prepared for the "drama" of children's lives--how to handle their tears when dad deserts them or mom and dad separate or daddy's hitting mommy etc.

Paperwork-lesson plans, inputting grades

Classroom management and learning about diversity would be most helpful to have more preparation.

## Classroom Management

Assessment / Differentiation / Small group instruction

I could have used more on discipline and classroom management

Classroom Management / Higher level thinking strategies

On how to prepare lesson plans based on the Oklahoma standards.

## Classroom Discipline

Rules and procedures at the school. Coming from teaching at the university to a K12 was a learning experience.

Creating lesson plans and assessment strategies for SPED students, IEP students, etc. / / I also went into teaching having NO idea how to manage a classroom. Classes in college focused on "inquiry-based teaching" practices, which is nice, but a little pointless when you get into a classroom of 30+ kids and don't know how to properly instill discipline, community, etc.

Engagement, differentiation, and mastery tracking

I wish I had more preparation in elementary music education. I could have used classes that explained, linearly, how to progress a music student from preschool until they reach performance classes like choir or band.

ALL AREAS!!!

My K-6 education focused on the younger grades. I would have appreciated more preparation for teaching methods and behavior management for the middle school level.

I wish I was better prepared in what to do with behavior issues.

Classroom management and special education

Classroom management and instruction differentiation.

The area that I would like to be prepared for more would have been the paper work side. Being a special education teacher, there is a lot of paper work and documents to learn.

Diversity issues and how to take students' cultural backgrounds into consideration, making sure the curriculum isn't biased

Classroom management and creating lessons to engage all of the students.

Discipline.

Classroom management/discipline

Disciplining and more classroom management techniques. Those are the areas in which I am still struggling and needing to do more research on.

I could have used more preparation in the discipline area. I was able to easily adapt to each student eventually, but the first semester was spent trying to figure out how to relate to them.

I could have used a lot more preparation in classroom management, how to use technology in the classroom (even things as simple as being more comfortable and knowledgeable about smartboards), teacher/parent communication options, discipline, motivating unmotivated students, etc.

Classroom management! Practical things like different ways to arrange desks and Using popcicle sticks to divide them into groups! And thinking about what order the kids should be in line. Preparing for kids to go home in different ways...all of that was new and scary to me on the first day. I felt like I was going to lose them all day long.

Classroom management, how to teach students routines for centers, etc.

The professional aspect of teaching. The learning curve of lesson planning, organization, grading, etc.... has been extremely difficult to adapt to this year. I am thankful that our program focused so much on pedagogical theory, but I do wish that the professional aspect of how to lesson plan, develop curriculum, grading policies, syllabus, etc.. would have had more time and focus dedicated to it. Honestly, I would have loved to have a class that deals specifically with how to organize the paperwork of teaching, if nothing less.

I could have used more preparation in helping children calm in stressful situation. Workshops are often the only source for this.

Management.

Ways to communicate with parents

Within my education degree, I was only required to take one class regarding special needs education. I was sorely unprepared for this part of my career because of this. I learned more about this subject during my student teaching semester than I did my entire college experience.

All...the mentor program is a complete fail if you don't have a mentor that communicates or guides you in any area!!

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Class room size management.

Classroom technology was difficult to use at first, but my mentor helped me build slides that would help students understand new concepts.

Classroom management. Discipline options. Time management.

Lesson planning and classroom management

I could have used more prep in reading. As a special ed major we take reading classes for the general education students and that does not fit my classroom. All of my students learn very differently and surely not in the traditional way. I feel like I do not give them enough in the area of reading.

\*Differentiating / How to help gen ed teachers differentiate/ Help gen ed teachers understand SPED students. (and get that they have a disability, not behavior struggles) / \*Paperwork

time to prepare

How to grade students, and how to deal with parents. I have had an overwhelming response from parents; threats to report me to the board if I don't give certain grades, demanding resources that I don't have or won't give (books or test), demanding that I accept extremely late work, blaming me for students that refuse to do any work in class, expecting me to teach them so they can teach their children, upset with the challenging standards, demanding teacher meetings, demanding accommodations.

classroom management and behavior interventions

Classroom management & activity planning. Understanding more of the technical discussions that would take place with other teachers.

The alternative certification needs some sort of training program, even if it is only a 1 day seminar on what to expect. Classroom management and curriculum building would be helpful.

Coming in as an alternately certified teacher I should have taken a class on how to teach reading. That is what most of my students struggle with and they all struggle with different parts of reading. It's been difficult finding ways to teach each one what they've needed.

Classroom Management.

I could have used more preparation in real life scenarios. Not all classrooms have 20 students and all work out perfectly. I was pretty overwhelmed when classes of 75-120 started coming into our little gym. I have had to modify things and adapt. Many of the things we learned in classes we based on a moderate amount of students.

Curriculum development

As a sped teacher, I would have liked to know what files to keep, what documents to keep accessible, how to organize my files and with what measures to regularly assess my students. For example, about 8 months into my first year, it occurred to me to compile an excel grid of all my students information; IEP date, MEEGS date, BIP date, related services checkboxes like counseling, bus, speech, OT, birthdate, reading level, services, and parental contact info. Really helps to know what data points matter most about the students on a daily basis, or what info I need to have on-hand about them, but I had nobody to help organize that information, which was a huge learning curve, aside from all the professionals I talk between and planning lessons and interventions, etc.

Special education law, working with paraprofessionals.

Possibly classroom management

Classroom management (dealing with difficult children, bullying, students who cannot get along, discipline methods/options).

I would have liked to have more preparation in classroom management.

I studied special education, which is so diverse. It is important to understand, not only what disabilities there are, but what positions special educators may take on. I feel like a lot of classes focused on one type of SPED, but ignore all others. / / Additionally, the SPED coursework neglected to teach anything about instructional content. I did not learn what skills were age/grade appropriate in school, but went on to teach in a resource class, where that information is important to know.

I could have used more preparation in the preparation of assessments.

#### Classroom Management

In the actual lesson planning aspect. We had to do five page long lesson plans and did not teach us anything. That is not reality.

Knowing how to accommodate all children on different levels academically, and assure that they are all improving and thriving with their academic experience.

#### Curriculum

Actually teaching classes.

Classroom management, definitely.

Understanding state standards and how to best teach them, structure of time in class, finding resources that are appropriate when the appropriate resources are unable to be provided through the school system. I could also have used some preparation on how to handle extreme discipline issues within the classroom when administration is unable to effectively deal with it.

What we're actually required to teach!

#### Paperwork

I have absolutely no support from my staff or "mentor." I would have been better prepared by a mentor who had a passion for teaching and was kind. She has no interest in anything and does not enjoy helping anyone.

#### discipline

Supplies. I could have used a budget for supplies, but seeing as how the State of Oklahoma doesn't value Public Education, I had to use my own personal funds to buy supplies for my classroom. Also, what is expected with the Oklahoma Academic Standards. They're written in a foreign language. As a teacher, the last thing I want to have to decipher is rather or not I have covered the whole academic standard in my lesson because the way they are written, is so broad. It can be confusing. It would be nice to have a straight and simple, to the point definition of what is supposed to be taught for 3rd grade ELA or 4th grade Math Problem Solving. It's extremely frustrating. I usually just throw a dart at one and hope for the best.

Motivating students to complete work and learn on their own.

Preparation for the State Tests that are involved. The biggest hindrance for me was not passing one of the many tests I had to take and not knowing which answers were wrong so I could correct myself. I have had to take one test over and over and only knowing what I made in each area but not knowing which answers were wrong so I could study and get it right once and for all. So I have had to study countless hours and just hoping the material I am studying is what I need to be studying in order to pass.

Copy machine and other office supply

Handling intentional non-learners.

Yes

Time management.

Lesson planning and classroom management

Classroom management, granted I had education on management, but I feel I could have used more information on it.

creating assessments

Mostly I feel like my teaching strategies get stale pretty quickly and I don't have a large enough reservoir of strategies to keep things interesting.

Being departmentalized, behavioral problems, changes in subject being taught, Daily 5 / Centers is challenging with the grade being taught ( not age appropriate), constant changes in routine

Aligning state standards with students work.

Realistic classroom management.

Technology training, parent relationships/involvement, and student motivation.

Learning and implementing the computer/digital programs.

Keeping my students engaged and have a desire to learn just to learn

Realistic lesson planning and time management/utilization. Content assessment and deconfliction.

I would have LOVED to know more from my school/district about how to handle the business transactions of school. How do I make purchases with school money? From what vendors can we purchase supplies? What do I have to sign when they come in? What paperwork is required to accept donations from local businesses? How do I make travel requests or take students on field trips? Who do I contact to request sack lunches for students on said field trips? How do I get a bus driver and how much does it cost? What rules apply to fundraisers, issuing receipts, etc.? If I want to host an event at the school, who do I need to talk to for approval? I spent a LOT of time and energy trying to negotiate the bureaucracy for using and procuring resources during my first year, and I feel like nobody offered any guidance in this area prior to me starting. Heck, I didn't even know I was required to keep a paper grade book until Spring Break!

I could have used more preparation in understanding Marzano methods, scaling learning objectives, and how teachers are evaluated, but I think that the more generalized approach based around good practices is a good and more lasting method in training as evaluation methods that are used will likely change over the years.

School paperwork, i.e expense reports, travel reports, etc. also, classroom discipline.

Discipline

The use of technology in the classroom.

RtI

Teaching is easy. The interference from regulations, mandates, and state focused goals is 100% of the problem.

I feel I was fully prepared.

I felt like I was as prepared as I could be through college. Some of the things I've learned could have only come from being the sole teacher with my own classroom.

I needed more classroom experience, because that is the only way to learn all that needs to be known /

No one prepares you for how little Oklahoma State Legislature cares about its students and teachers. As a young, first year teacher, it is ridiculous that I am having to spend my own money preparing my classroom, buying supplies, and ensuring that my students are well taken care of. These students are the future of our state and country. They should be treated with dignity and respect along with their teachers. Oklahoma teachers will continue to move to other states unless something is done about it. The Oklahoma government needs to stop worrying about unnecessary items and start worrying about the future of this country.

I think looking at different curriculum guides and planning lessons on that for each subject. I hadn't seen a teacher's curriculum guide until I was a student teacher and that was a little challenging to understand.

More preparation in classroom management would have been nice.

Class management

Classroom management

Behavior management.

Classroom management, parent involvement, and technology

Education is every changing and it's almost impossible to learn everything inside of the classroom. Learning in most all situations happens outside of the classroom in a real world environment, on the job training. Professional development is another necessary tool as a teacher and is impossible to teach someone the importance of it. For me that happened teaching at Head Start, that experience helped me now in public school setting.

Lesson plans connected to Autistic classroom and grading scale for Autistic students.

Management, lesson planning, content knowledge, time management, child development, assessments

classroom management

Behavior management

Being able to address student needs with access to limited resources

I could have used more time and guidance spent on classroom routines and procedures and how to teach them to students. I need to know about different approaches like CHAMPS or PBIS. It would have been nice to have some procedures and corresponding procedural lessons ready to go when I started day one.

Classroom management, curriculum development, and instrument repair.

Classroom management and use of technology.

Classroom management would be something that I wish I had more preparation for.

Teaching reading.

more observations for classroom management

Classroom management

Classroom rituals and routines

Behavior management

Curriculum Planning and Managing teacher assistants

I would've LOVED more classroom management courses, especially one that focused on beginning of the year procedures and setting up routines/expectations. I think that is the hardest thing for first year teachers because none of our classes focus on that and with student teaching you really don't get to observe those first few weeks of school which are VITAL to setting up a successful school year. I also would've loved to have observed in classrooms during the first few days of school. A course on small group instruction and RTI would've been extremely helpful as well.

Classroom Management! Not much any trainer can do to help as I believe each child/ class will be different and as such, there are different ways to remedy/ solve any possible problem

Behavioral issues, special needs, and how to discipline students that just don't care.

Familiarity with Oklahoma and Common Core Standards

Classroom management for economically disadvantaged areas.

Assessments across different grade level / Remediation / Differentiation

The only challenge I faced was grading those with IEPs

Deal with students with needs that are not autism or Down's syndrome. My children this year had multiple different emotional needs or diagnosis such as RAD and dealing with all those needs especially in a child's first year of school is very challenging.

Curriculum development - my school does not have any curriculum and all teachers are responsible for developing their own. Additionally, we are a small school so there were not many opportunities for collaboration with veteran teachers or anyone who taught the same grade and subject as I did.

How to deal with students emotional problems. They don't prepare us for a student who loses a dad in a car accident or a brother to suicide. These are important skills I could've used.

I could have used more preparation in student behavior management.

I could have used more preparation in the ELL spectrum. I was prepared for Spanish, but not for the other student I had from a country by Sudan.

At the beginning of the year I taught 2nd grade at a different OKCPS school. Six weeks into the school year I was moved to another school due to low enrollment. I know teach Pre-K. I had a very difficult time teaching 2nd grade. It was challenging due to their behavior. I had close to 30 students in my class and it seemed out of control. The students were very aggressive and far behind academically. I wish I would have known how to handle a class like that. I didn't even know that a 2nd grade classroom could be like that. I think it's important that each new teacher understands the community they are going to be teaching in. They need to understand the issues the students face inside and outside the classroom. I also could have used more classroom management techniques.

Classroom/Behavior Management. Also, specific programs and tools used for progress monitoring and tiered interventions.

Being able to teach with minimal resources. In college they place you in internships with a lot of teaching resources. More training in classroom management.

Standards

Classroom Management

Classroom management for middle school. / How to help kids who are apathetic towards school and grades.

Every

Classroom management/discipline

Assessments and changing instruction from the assessment information.

Classroom management

Classroom management

Behaviors that occur in the classroom and the lack of support that we receive in the classroom and not knowing how to handle it.

How to effectively manage and fix consistent behavior and disrespect problems. Overcoming team differences based on teaching experience and preparation.

I wish I knew how to handle certain parents more. We spend a lot of time preparing for our students that we have very little preparation of how to deal with different types of parents and the relevance of family engagement.

classroom management

Over all, just ways to teach subjects, and how to handle behaviors that are difficult in the classroom.

EdPlan!

I would have really appreciated a course on understanding the psychology and development of the age range of the students I would be teaching. I was overwhelmed by trying to figure out how to deal with and effectively teach the students I was working with because I hadn't had extensive exposure to working with that age group



before to understand how kids at that age function. / / I also would have appreciated having courses on effective and efficient teaching strategies specific to my content area from the very beginning. I want to be creative and teach in ways other than a black-and-white standard model, but having something solid to start out with would have helped me feel less like I was consistently floundering and failing, especially in the first few months. / / Another course that would have been helpful would have been / / I would also have appreciated from the beginning a session on planning your schedule effectively to allow for time to take care of personal needs.

I would have liked more classes on working with children with special needs, specifically Autism.

How to deal with behaviors

Better realistic lesson planning.

Classroom behavior!!! I was not prepared for it especially because I am only 22 without a child of my own. I think they need to have a class on that alone during a semester, if a class could even prepare you for the real world of disciplines for behavior.

Classroom Management

Dealing with students who have issues at home. I feel I could have been more prepared in how to talk to struggling students.

I could have used more preparation with learning about response to intervention (RTI) and specific interventions that could be successful.

Behavior problems

Classes in Responsive classroom and Conscience dicipline3.

Challenging behaviors

Classroom management

Classroom Management.

Management

Ways to redirect and classroom management

Students with special needs

Lesson Planning and / Assessment /

I could have used more preparation in real-world differentiation.

Classroom management, classroom set up

Adaptations would be an area I wish I felt more prepared in. Whether this is due to a student having a behavioral problem, last minute lesson decisions, or getting a new student on a random day without any notice.

Defiant Students, unmoitivated students

I would have liked to have more classroom management instruction and time as a student teacher. Classroom management is tough to learn in theory. I would have loved to have a full year of student teaching in order to observe and practice classroom management throughout the whole year.

Information about RTI and practice reading data.

Classroom Management!! The course I took made it seem like no big deal and if you had a procedure in place for everything, your year would be golden. Not the case! I have struggled greatly with this all year.

Smart Board training.

I would have liked more preparation on disciplining oversized classrooms and using unique consequences besides detentions and sending students to the office.

classroom management

Curriculum planning. Classroom management, specifically dealing with challenging students.

Classroom management

Classroom and behavior management

I am an Elementary Ed major but ended up teaching in middle school, so I definitely could have used more than one class about teaching middle school.

Classroom management/ behavior

I feel I could have used more preparation in classroom management. The class I felt was taken really late, so I never got a lot of practice implementing those strategies. Also, during teacher education I feel like we are taught with an understanding that our schools will come with some things (and they end up not due to budget cuts).

Classroom management. How to start the year off. I HAD NO IDEA HOW TO DO ANYTHING!!!

Accommodating IEP and gifted students in the same classroom while maintaining personal sanity.

Law enforcement, or how to discipline little snakes.

Pre-K strategies

Analyzing standards to see exactly what all the students need to know to meet that standard. (Pick apart standards)

classroom management, diverse learners

Disrespectful students and how to keep them going after the testing time is over because they did not want to learn anything. Students not turning in homework and parents complaining because their student was not turning in their homework.

Needed much more support in classroom management.

Assessments / Data (Record Keeping)

I could have benefited by having the opportunity of seeing certain instructional units taught in various ways. I had this opportunity in student teaching and observations, but there was not enough of it, in my opinion.

Motivation strategies.

The politics of the profession. How to collaborate with others and how to work with the community.

None

Classroom Discipline, who to contact for what problem, what constitutes sending a kid to the principal or using the emergency number to call a SRO. Most of these are little things that you wonder about. For schools without a mentor teacher program for first years, this would be extra useful information.

co-teaching

n/a

Classroom Management, and time management

Creating modified content related to the Oklahoma Education standards.

Discipline was never discussed to a meaningful extent in my courses, and I floundered at the beginning of the year. I now know the ground rules I will set and the personality that I will affect to set the tone for the next year, but I had no preparation at all in this dimension.

Classroom discipline, classroom management is one thing we did get a lot of. However, it only goes so far with some students. When a teacher's hands are tied on certain discipline action and the students know it. Behavior is going to be a consist issue regardless if you have excellent classroom management.

classroom management/ discipline

Classroom Management

Dealing with how to prioritize time

Working with ELL students.

Classroom management is something I wish was covered in more detail. Most of the strategies I have used this year in my classroom came directly from my cooperating teachers during student teaching, although a select few came from my music professors. We are expected to keep students engaged, but we are not adequately prepared during college on effective ways to accomplish this. I realize different strategies work better in different situations, but some more general classroom management would have been helpful and much appreciated.

patience

I could have used more preparation in learning how to handle practical situations, i.e. parent-teacher contact, behavior issues in the classroom, etc. I also understand however, that we learn every time one of these situations is presented to us and it is hard to teach that.

/ Classroom management + resources available to facilitate teaching

I do not feel like I was prepared for student behavior issues, or assessments

Alternatively Certified no teacher ed program.

Special Education (iep, modifications) /

Classroom management

N/A

Creating lesson plans and how to execute them.

Preparing for a state test!

Response to intervention. I cannot stress this enough.

How to lesson plan, what to do when a student starts screaming in your face, what to do if a student wont work, what to do if a student etc etc.

I think that I could have used more preparation in the planning/organization that goes with special education.

Classroom management. Knowing how to help and support the kids who are very low as well as challenge the ones who need challenging, all in the same class.

Classroom management

I needed more preparation in elementary music education. I had none when I graduated and my first job was part time elementary K-5, and part time band director 6-12.

Classroom management.

I needed more hands on in the classroom help.

none that I can think of

Working at a title 1 school I was not well prepared for the lack of student's common knowledge.

made myself more in tune with technology

Classroom management and time management for grading and prep work.

We are instructed to use Guided Reading in our classroom, and there was no training for us teachers everything the third and fourth grade, only the lower elementary. I personally feel the Guided Reading is more beneficial for the lower grades, but if the administration is going to make the upper elementary teachers participate, they need better training.

Classroom management

Classroom management, the rules and regulations of being a teacher, the acronyms everyone throws around us like we know what they are saying, and more practice actually implementing our lesson plans.

Differentiation/special education modification strategies

Classroom management

LOTS more classroom management classes!!!!!!!

Classroom behavior

Classroom Management

Class room standards for Oklahoma

Behavioral management, Edplan

Classroom management.

How to effectively teach in urban/inner city school districts; How to practically deal with behavior issues.

Classroom Management. I had no idea that some kids wouldn't listen or that they would be so disruptive.

Basic logistics of day to day activities.

classroom management.

Classroom management/communication with families

Classroom management, we were always given theory but not a real way to practice some of the harder situations that I have faced.

Classroom management.

I could have used more preparation in thematic units. So, making lesson plans with themes in mind.

I believe most of the challenges I have faced will be handled better as I continue to gain experience.

incorporating technology to lessons and time management. Also how to pass the tests. I'm having a hard time passing the OSAT. I'm not sure why we need to know all the math and civil war stuff when I teach first grade.

Discipline techniques

Diversity in the classroom.

Multiple classes through out a day. Making that transition every hour

Classroom Management

How to take a purchased curriculum you are required to use and make it your own.

Classroom Management.

Reading

**Q10 - 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,...

rookie of the year nominee

Building strong relationships with my co-workers and students and watching us all progress in certain areas was my reward.

N/A

Writing workshop, OERB workshop, Everyday math workshop

n/a

I have not received any awards this year. I am applying for a provisional teaching license. I am also looking at Oklahoma Universities to gain a masters degree in elementary education to gain further educational insights in teaching in the elementary classroom.

National Teaching Honor Society, Bachelor's Degree in Science-Early Childhood Education

NA

Does teacher of the year nomination count?

None.

-

Masters of Science in Applied Mathematics / Bachelors of Science in Mathematics and Secondary Education / Certified to teach Advanced and Intermediate Mathematics in Oklahoma /

I completed my Masters Degree, inducted into The Golden Key International honor society, certificate of completion for Literacy First, certificate for Fountas & Pinnell training

None

n/a

Teacher of the Month /

None

N/A.

I did not receive any honors or Awards degrees or certificates during my first year of teaching.

Special education certifio

I received the High School Teacher of the Year as a first year teacher. I also received the Masonic award for Teacher of Today.

B.S. Business Administration, Minor in Management

none

I was given the, "Most Obvious Sorority Girl" award from MHS because I applied the concept of big/little to friendships in Julius Caesar. The kids loved it. They also are having me co-teach again because, "You are the only person everyone can get along with" - this feels like good news.

N/A

None

Just my bachelors in biology.

Nominated for teacher of the year

Alternative Certification

Teacher of the Month

I don't understand this question. In my first teaching year I earned perfect attendance for the first semester, but I didn't win any awards. My completing of nsu I graduated with honors

I am currently teaching so am not in school; therefore, I have no school award for the current school year. I did get a perfect attendance award as I have not missed any days other than 1.5 days which was for testing so that I could complete my certification process.

Staff Teacher of the Month / Superhero of the Week

none

N/A

Highly effective teacher

Professional growth, positive attitude, and reliable.

None

n/a

Rookie of the Year

N/A

None

Working towards graduate program degree.

Bachelors Degree (BS) in Special Education - mild/mod disorders with certification in Elementary Education K-8 and Special Education- Mild/Moderate Disorders PK-12.

This question should have been implied before I took this quiz so I could have been prepared to share this information.

1 year of completion

Donors choose award

my evaluation I received innovating in two areas

n/a

I helped with Junior Botball this year after going to training at Noble Foundation. I also attended several professional development courses.

Outstanding Pre-service teacher / First year teacher: outstanding new teacher of the month

N/a

None

I graduated Summa Cum Laude in December 2015 with a Bachelors Degree in Early Childhood Education.

Tier III Behavior Training with Dr. Laura Riffel / (30 hours completed) / / 11 hours towards my Masters in Mild/Moderate Special Education degree completed

I earned my Masters degree in summer of 2016. I am taking GE methodology courses over the summer

A degree in mathematics education, membership to Kappa Delta Pi.

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None

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BSM-Elementary Education

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Honor Roll

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None

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Oklahoma Teacher certificate / Bachelors in Science Education /

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Lions Club student awards, 1st & 2nd were achieved locally and regionally. Students were able to compete at the state level. / Red Dirt Youth Art awards were achieved. Multiple first place winners and several top three place winners were chosen. This competition covers 100 mile radius of Enid.

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superlative awards, student awards, OU recruiter, presented at vertical alignment meeting for the district, nominated to represent the district in a national academic study

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NA

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I have received professional development hours in Fossils to Fuel 1 and 2 programs. These programs are helpful to the STEM after school program that I taught this school year.

---

I am a certifies Great Expectations teacher.

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Great Expectations Training Certificate / Recognized for first testing experience, job-well-done. /

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I do not have any, I will be taking more courses during the Summer months.

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None

---

GE course / CHAMPs

---

BA Instrumental Music Pk-12

---

N/A

---

Magna Cum Laude

---

none

---

Teacher of the month.

---

N/A

---

N/A

---

I received multiple scholarships and honors based off my GPA.

---

I've been selected to go 1:1 with chromebooks in my classroom

---

N/A

---

I completed two classes at Northeastern State University plus survived Edplan.



I have become fully teacher certified

None

N/A

Bachelors degree in ELED, Teaching Certification for 1st-8th, 2016-2017 Outstanding Graduate SOSU

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n/a

N/A

N/A

None yet! :)

BS in Early Childhood Education

WAS NOT IN A TEACHER EDUCATION PROGRAM. Received my certification through the paraprofessional route. Had no classes was thrown in head first and had to learn as I went along. / / 1. Leadership Member / 2. FAC Member / 3. Lead Science Teacher (1-2 quarter) / 4. ILD Book Review Member

Early Childhood Education Bachelor's

Champion for children nominee

none

Bachelors and Masters in Secondary Education

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nominated for teacher of the year

n/a

n/a

Began Masters of Education/Special Education at the University of Phoenix.

none

Teacher of the Month (February ) and Rookie of the Year finalist

NA

n/a.

n/a

None

Teacher of the Month

Outstanding Eled Graduate Student - UCO / Nominated for teacher of the year at my school site /

I was inducted into the Phi Sigma Iota Honors Society at Cameron University in April of this year.

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Assoc. Early Childhood / Bachelors Early childhood Early Elementary

Outstanding Graduate of Early Childhood Education from UCO, Master's degree in Early Childhood Education from UCO will be completed summer 2017, teaching certificate obtained December 2016.

B-ME, graduate summa cum laude / MM - Conducting / /

I received "teacher of the semester", for lack of a better term, in this year. It is an award given by the junior high. It is student nominated and administration chosen.

Team player, most improved, above and beyond award.

Nothing.

Perfect attendance--multiple months.

I got no recognitions or honors from my school year, but I do not believe any others got any either, other than the one nominated for Teacher of the Year.

My assistant principal submitted me for rookie teacher of the year (I did not win). 58 hours of professional development.

BA in Technology and emergency teaching certification.

Emergency Teaching Certificate. Passed the OGET test.

None

I was nominated for rookie teacher of the year.

Character first award / Middle level english certification

N/A

N/A

I received my Oklahoma Teaching Certificate for Biological Sciences.

Teacher of the Month

N/A

N/A

n/a

None

Future Teacher Award / English Society Honors / Education Society Honors

Staff teacher of the month

Teacher of the Month / Teacher of the Year Nominee

Degree- Bachelor of Science in Elementary Education and Mild/Moderate disabilities. / President's honor roll 2014-2016 / Kappa Delta Pi (educational fraternity)- Secretary /

None

NA

Deans list (college) / OSAT Early Childhood

none.

Certified in World History, US History, US Government, Oklahoma History, World Geography, and Economics. / I received a sizable scholarship the last two years of college for academic achievement. / I have a Bachelor of Arts in History Education / I graduated Summa Cum Laude. /

None

N/A

n/a

I have earned many in college but none while teaching this year. I barely can keep my head afloat with all the demands and trying to be ready for class each day!

None

I received a school award nominated by other teachers for my hard work.

Some Professional Development?

Mustang Public Schools Rookie Teacher of the Year

N/A

Certification for Coaching.

added cert. in Physical Science / / Received ~\$10,000 grant in order to buy laptops for science lab at my middle school

Graduated magna cum laude Summer 2016 BMEd (Vocal/general music K-12) degree / Certificate to teach Vocal and general music K-12 / /

BA in Elementary Education, 2015

New Teacher of the Month.

teacher of the month

N/A

OTTIS training

None

Master's degree in elementary math

B.A. in Romance Languages Education, International Honor Society in Education- Kappa Delta Pi, and The International Foreign Language Honor Society-Phi Sigma Iota.

I'm not sure why this is appropriate or necessary?

I graduated with honors from Northeastern State University and received my Bachelor's of Science in Elementary Education.

Received a \$900 grant for my classroom, received teacher of the month for May 2017.

B.S. Elementary Education, Kappa Delta Phi Educational Honor Society, 4th grade curriculum "rep."

U.S. History, Economics, and Government certification. / Outstanding senior of the year for my graduating year at OU. / BS Social Studies Education. /

None

Emergency Certification

?

Bachelor of Journalism, cum laude from the University of Texas Tech

I am working on my Master of Special Education.

na

none

BA in elementary education, member of kappa delta pi, honor roll

na

I should receive my Initial Certification for Alternate Certification in a couple of weeks. I will be going to graduate school with the Moore Cohort next Fall for Education Administration, Curriculum/Supervision. I received a scholarship to attend a training tour for Latin Teachers in Rome, Italy this summer.

Bachelors of Science in Communication Disorders, / Temporary teaching license / Classroom culture cert, / PTA secretary / BBall assistant coach / Kickstarter design group participant, / Design Innovation Fellowship at 36 Degrees North participant for summer 2017

Certified in Therops

Summa Cum Laude

Early Childhood Education Degree

Bachelors of Science with a Minor in Sociology. I am certified in Secondary United States History, Oklahoma History, Government, and Economics.

I have a bachelors of Arts. I majored in psychology and minored in sociology.

N/A

Provisional teaching certificate for mild/moderate disabilities.

N/A

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None.

Teacher of the Month / Great Expectations Grant Recipient to attend the Great Expectations summer workshop / PetSmart Grant award winner

Graduated Magna Cum Laude

N/A

n/a

Kappa Delta Pi member, Bachelors of Science in Education (Certified Deaf Education Pk-12, English 5-12, Speech/Drama/Debate Pk-12), Alpha Psi Omega member/president, Bachelor of Arts in Theater (Emphasis on Theater in the Classroom)

n/a

Rookie Teacher of the Year

Participated in a TED X talk program / NO additional certifications at this time earned /

Rookie of the year nominee

I was nominated for Teacher of Today by my adviser.

I was recognized as a highly effective teacher 3.9/5

N/A

I earned a 4.6 out of 5 on my teacher evaluation for the year.

Elementary certification / Early Childhood certification / Presidents Honor roll last 2 semesters of college

I have earned a certificate in Safety and Procedures as well as in teaching A.P. U. S. History.

I earned a certificate from the math department.

Dean's Honor Role, Bachelors of Science in Education- Early Childhood Education, Early Childhood Teaching Certification

B.A. English Ed

Autistic training in Behavior

None

selected to be a part of the 1:1 technology integration team for the next school year / Chair of PBIS Committee / asked to be a member of the Gifted and Talented-Education committee

n/a

N/A

None. In the process of completing a Master's program in Autism Spectrum Disorders.

None

Began working towards my masters degree in Special Education

N/A

Bachelor's degree, Great expectations training, literacy first training.

My class became published authors

n/a

None

From the University of Central Oklahoma, I have a Bachelor's Degree in Family Life Education: Family and Marriage as well as a minor in Sociology and another minor in Human Environmental Sciences. During my time at UCO I was on the President's Honor Roll 4 times and the Dean's Honor Roll 2 times.

Nominated for rookie teacher of the year.

N/A

N/A

Masters in Special Education

Not applicable

Bachelors degree in Early Childhood

Recommended to rehire and loop up with my grade level to the next grade level.

I'm a first year teacher with TFA and so working towards my certification which I will receive at the end of the program. I have earned the apple award at my school.

None

Bs in Special Education / Certification in Early Childhood

I have a bachelors in early childhood education and a masters in special education, graduating both with honors. As of this year I have attended many conferences and was nominated for Rookie Teacher of the Year.

I received 3 but I can't remember what they were called.

Certified OK elementary teaching certificate

4.9 on all Observations

Attendance Award 1st Quarter

I collaborated with the high school drama department and a Veterans Museum to participate and expose students to all kinds of visual art opportunities. Teacher of the Month in February that was student selected.

I received the honor of Sayre High School Teacher of the Year.

Catch the Dream - October 2016

None

Instructional Leader of the Month

DaVinci scholar award, certified in elementary and early childhood

Oklahoma State Teacher Certification. / Bachelor of Science in Elementary Education, graduated cum laude.

Rookie Teacher of the Year nomination

I took 79 hours of Professional Development. I received higher than average evaluation scores.

I have a bachelors of arts in education

Graduated Summa Cum Laude. / Nominated for teacher of the year.

Mid-Level Science Certification

N/A

Teacher of the month-October

NONE

Suma Cum Laude

masters degree

n/a

Bachelors of Arts in Education

Rookie Teacher of the Year.

Several different professional developments, head of Gifted and Talent program, a member of health and leadership committee.

Teacher of the week award

Cum Laude, Bachelors Degree

I completed my Orff Schulwerk Level 1 training, which is a step to being certified to teach the Orff Schulwerk method in music. I also wrote a grant for new Orff barred instruments and won approximately \$1500 to buy six xylophones and a metallophone. I directed two programs, one in each semester with approximately 100 4th and 5th grade students at Christmas and 125 2nd and 3rd graders in the spring.

None

NEH Summer Research Scholar / Jump\$tart Oklahoma Scholarship to National Conference Winner / NGPF Scholarship to National Conference Winner / OCEE Master Teacher / Under Consideration for Next Gen Personal Finance Innovator of the Year award /

Bachelor of Science in Elementary Education

N/A

None

?

N/A

Munckhkin's choice award for freshman class spirit. Teacher spotlight for classroom culture and climate. Teacher of the month award for overall excellence in the classroom.

none

behavior documentation training (behavior doctor),

Interpreter

Biology Education Senior Award / Degree: B. S. Ed. Science Education

Highly qualified teacher's certificate / Bachelor's Degree / Summa Cum Laude Graduate

I received two President's Honor Awards and one Dean Honor Award. I am certified in Elementary Education with another certification in Middle Level English Language Arts.

Cum laude

N/A

Earned Master's degree during the school year in Management and Leadership. / Achieved effective or highly effective ratings in teacher evaluation and observation conferences.

Teacher of the Month; Nomination for Teacher of the Year

February Teacher of the Month

I have completed over 130 hours of Professional Development just in my first year of teaching. I am constantly seeking new knowledge.

None

none

Kappa Delta Pi

PTO Grand o \$300 / DonorsChoose project of \$400

Elementary Education

**Q11 - Were you assigned a mentor from your school district this school year?**

#	Answer	%	Count
1	Yes	74.44%	498
2	No	25.56%	171
	Total	100%	669

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Were you assigned a mentor from your school district this school year?	1.00	2.00	1.26	0.44	0.19	669	100.00%	100.00%

**Q12 - Please indicate the number of contact hours with your mentor teacher:**

#	Answer	%	Count
1	1 or more hours per week	32.63%	218
2	1-3 hours per month	25.30%	169
3	4-7 hours per month	15.42%	103
4	I did not have a mentor.	26.65%	178
	Total	100%	668

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Please indicate the number of contact hours with your mentor teacher:	1.00	4.00	2.36	1.19	1.42	668	73.35%	67.37%



**Q13 - Is your mentor in your same teaching area?**

#	Answer	%	Count
1	Yes	59.32%	382
2	No	40.68%	262
	Total	100%	644

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Is your mentor in your same teaching area?	1.00	2.00	1.41	0.49	0.24	644	100.00%	100.00%

**Q14 - How satisfied are you with your mentoring experience?**

#	Answer	%	Count
1	Very Dissatisfied	5.38%	20
2	Dissatisfied	4.84%	18
3	Somewhat Dissatisfied	4.84%	18
4	Neutral	9.14%	34
5	Somewhat Satisfied	8.06%	30
6	Satisfied	28.23%	105
7	Very Satisfied	39.52%	147
	Total	100%	372

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	How satisfied are you with your mentoring experience?	1.00	7.00	5.52	1.78	3.17	372	15.05%	75.81%

## Q15 - How can the mentoring experience be improved?

How can the mentoring experience be improved?

N/A

I wish my mentor was available more times during the week to be a part of my classroom experience. She was very helpful when she visited.

Talk about the "must knows" in teaching or in other words, the things the mentor wished she would have known being a first year teacher.

student teaching would have been helpful as part of a masters degree program.

Have a teacher at your school mentor you, instead of someone who mentors 85 teachers.

I didn't have a mentor.

na I had very good support

I started out with a mentor whom did not want to be there, than I had a mentor that was young and really had no clue of what she was suppose to be doing. Mentors need to more experience and need more training.

It would have been nice to have her in my room more to observe me and give me tips. She was too busy with her classroom though.

I had a wonderful mentor who did everything in her power to help me have a successful first year.

She was wonderful.

I would have liked the ability to have more time during the teaching day to watch My Mentor teach and you have her watch me to give pointers and advice during a school year. We were able to watch one another I would just have preferred to have more time.

Proper introduction to the mentor. I was not introduced, she just showed up to my room. I was apprehensive about it at first, but the situation ended up being great! She is awesome and was everything for my first year!

I had an excellent experience

I had a really great mentor!

Na

A checklist for first year teachers before the start of the year to review with their mentor would be great.

Have more time to study the mentor teacher in there way of teaching.

Required us to observe their class.

If my mentor used technology more. He is old school and believes in old fashioned teaching. He is good however, one of the best in our district.

Choose a teacher who uses engaging strategies

More time meeting with the mentor

Well I would have loved support from my mentor. I frequently asked her for assistance and didn't receive it. She had great lessons but never shared them with anyone. She was frequently late with her lesson plan.

Give us a little more time together before school starts so that way the new teacher doesn't have to bother the mentor very much once school starts

I think a mentor should be assigned from the moment a teacher is hired. The mentor should be teaching the same curriculum as the new teacher that way they can work on the curriculum together, share lessons, and generally prepare together.

more time and sit down talks. He stopped coming by as much because he thought i was doing so good.

more contact

I had contact with the mentor of another teacher, and the mentor did a fantastic job of observing, identifying problem areas, and giving suggestions for improvement.

More time to view and give feedback in classroom.

None

I'm not sure.

More sharing of ideas and instructional material

The mentoring experiences was not very structured. I felt like often I was not sure what to ask, and so my mentor teacher was not sure how to help me. She was extremely helpful any time I came to her with questions, and often provided me with activities or ideas for my room. I think a more structured way for the mentor teacher to guide would make it better for the new teacher and the mentor teacher.

More hands on and helpful. Meet more often.

It would have been awesome to observe my mentor more

By providing resources for the mentor teacher to give to me. Actual check in times.

N/a

I had a wonderful mentor! She answered any questions I had and brought information she thought I would need to my attention!

Mentor was told 24 hours total and when we both went to sign the sheets at the end of the school year it said upwards of 70. The school did no training program for the mentor nor did they facilitate any trainings for the both of us during the school year. The mentor teacher must be trained this training can be provided by the school district but was never implemented. Norman Public Schools has not done a mentor training in three years. This is unacceptable.

We did not receive paperwork for what was expected from us until November, luckily my mentor teacher and I were close so we ended up doing everything needed but if we weren't, we wouldn't have known what to do.

While I was "given" a mentor there was no requirement to meet or any other services offered to new teachers.

It would help to know she existed and for her to actually mentor.

More help with classroom management.

Mt teacher aid assistant was a better mentor to me than the teacher assigned to mentor me.

If there were required hours to be logged.

My mentor teacher never helped me and I don't think she likes me. She did not like it when I would come to her with questions, so I stopped going to her. Some weeks she will not talk to me at all. Another teacher in my building has been very helpful. I am glad I found her.

Adding more time in the day so that you can meet with your mentor longer, time for reflection.

My mentor is on site with me on my grade level. No improvements are needed.

My mentor and I did not meet very often at all. I wish we were suppose to keep a log of our meeting times to keep the mentor accountable for meeting with the new teacher.

My mentor was amazing! No improvements necessary.

I do not believe my mentor could have done anything to make it better, she gave advice and help when needed and was constantly there for assistance.

More mentoring than entering my classroom once and telling me what I am missing on my walls.

Remembering that the new teachers do nit know all the testing, rules, or otherwise that needs to be completed within a year.

I wish I had more time to observe her.

My mentor was assigned to me a little late. I was at least a month into teaching. She would come to my room occasionally to check on me, but that was really it. We didn't have anything structured. I feel more structure would have been beneficial. However, all of my fellow teachers were really good about answering all of my questions.

I would have felt more confident if I would have had a mentor that taught the same subjects as he/she did. I would have been more able to pace myself.

My mentor taught in the grade above me, so she was able to offer help when I asked for it. I may have benefited from planning with her.

N/A

N/A

I had a fabulous mentor and we had great contact with one another.

My mentor was fantastic

More guidance on how to teach reading.

My mentor was not a good teacher and had to leave mid year

I have a fantastic mentor.

None

By having one

I don't have a lot of improvements here. I had a great mentor!

It's great!

I don't have any recommendations for improving the mentoring opportunity, as my mentor was wonderful. She was available when necessary, and I never felt worried, embarrassed, or uncomfortable asking for er opinion or help. I had a great support system, not only with my mentor, but also with the educators in my building, my field, and my principal. I was very fortunate to get hired on to such a wonderful school and district my first year.

I would love to have a mentor from another school or grade level so there would be opportunities for diverse growth.

Assign someone close to your room so that there is more access.

Just helps me meet all the requirements that career tech has / helps me included all tools need for career tech

n/a

More interaction

Maybe having a designated schedule to visit one another on the calendar.

it was great in my case

My mentor was never officially assigned--my PLC team lead acted as mentor for me.

More official meetings regarding progress and concerns between one another.

No improvement needed.

Honestly, most of my mentoring came from the people on my teaching team because they were close to me and I always met with them anyways. It was harder to find time with my actual mentor, who also was a very busy person. In the future I think a better mentor may be someone who is on the team with you.

More classroom observations.

Train the mentors in how to properly provide feedback and critique

In my case, I could not have asked for a better mentoring experience. It was the same teacher that supervised my student teaching. She always had time for me. I had more contact than the 4-7 hours a month. I had at least 2 hours a week contact, often more.

Being able to watch how she teaches for a day at the beginning of the year.

The mentor that I was initially assigned made minimal connections with me. The one who stepped in for him/her has been awesome. It is essential that first year teachers have a mentor who is active in their support!

nothing

Have a mentor that takes the time to help and offers it daily.

A better designed checklist of things to cover in meetings. Some of the things we covered weren't as helpful as the questions I just asked.

None

Offering mentoring to new teachers should be requisite!

The teacher that was my mentor hardly ever checked in with me. We had a pacing sheet of things we were supposed to discuss but never did. I am not sure if they signed off on the list or not because they are supposed to turn it back in. I have relied on another teacher for help though, they have really taken me under their wing.

It's great

Allowing more time together to collaborate, such as during weekly PD time.

I was very blessed with a great mentor teacher. I wish I could have witnessed her teach some lessons.

My mentor was not very helpful to me but I found other people who were willing and able to help greatly. I would suggest the mentor assigned be willing and able to take time from his/her schedule to ensure new teacher is doing well.

My mentor was amazing.

n/a

As far as student teaching goes, the work should be split more completely. I also believe that student teachers should be in charge of planning more of the lessons, since that is the majority of our job during our first year.

My mentor teacher was not made aware that she was my mentor until mid year.

Visits from OU mentor periodically during the first year.

Someone who observes my class and shares how I can improve.

I would have liked to have a mentor that wasn't on my team. I would have liked to have had a fine line between a mentor and a teammate that plans with me.

More time to figure out what direction the class room curriculum will go.

My mentor was amazing! I feel like I would be lost with out her help and support

To have more time to actually work with me on a task, so I can learn as we do it together.

Scheduled times to meet with Mentor, perhaps once a month.

I am fairly independent, and I like to figure things out on my own, so the mentor was not as necessary as for other first-year teachers.

My mentor teacher was great. We were actually meeting and she was unofficially mentoring me from the beginning of the year. Unfortunately, we were not made aware of the mentoring program from our administration until four weeks before school ended. Because of this, we missed out on many of the mentoring program benefits.

My mentor could iniate mentorship in any way. Maybe even ask me how teaching is going my first year?

I would like to have more time with the mentor.

At the beginning of the year my mentor teacher said, "Evidently I'm your mentor teacher, so let me know if you have any questions." We've had lots of contact throughout the year because we work on the same team, but I've never known what her role as a mentor is. I think some more clarification about what the program is and how it can be a benefit would be nice.

N/A

Be sure that the mentor is someone in the same teaching subject. It was so helpful to have a guide that was teaching exactly what I was.

By receiving more Direction from Administration.....Maybe...???

Better mentor.

The mentor program is working really good the way it is.

NA

In rural schools, we are all very busy, so our mentor teacher can't always be there when at any given moment. That is to be expected though.

More time in group discussion and planning as a grade level team along with the mentoring.

help more at the beginning

The mentor and the principle should be required to log time and involvement with the new instructor and be held accountable for failure to comply.

I can't think of any improvements.

It was a large time commitment. The items my district had my mentor go over were not helpful or meaningful. I would have preferred to select my own mentor whom I agreed with.

Mentoring time should be counted toward professional development hours.

I have been very satisfied. I really have not needed to use her very much. Only in the areas of trying questions on how the district does certain things etc...not really on the classroom.

He has been a constant source of resources, experience, motivation, and innovative thinking. I am so grateful for his collaboration efforts.

I've had a great mentor. I think the only way it could be improved would be to make it available to all teachers, I know some struggle to find a good mentor.

Actually mentoring, or even just checking on me would be a good start.

She never contacted me except when she found out there was money involved at the end of the year.

I feel the mentoring person should mentor and not critique in a mean way and judge you on every little thing you do. I honestly did not need my mentor because I was satisfied with asking my team leader questions and for help. The mentor gave too many extra things for us to do, that honestly that did not help me and took up time that could have been spent doing class work. I think the mentor should be called upon when needed or check in once a month, but not every week.

It would be good to connect with the mentor before the beginning of the school year to help prepare.

I had an exceptional mentor and I do not believe that my mentoring experience could be improved.

For me personally it was perfect because my mentor was on my team. Others had a harder time meeting with their mentor because they were not on the same team.

In my case, I do not think it can be improved because I have had an amazing mentor who has helped me greatly and supported me as well.

More specific time to go over what is expected and make observations.

Mine was great; I have no complaints!

I had a wonderful Mentor Teacher and do not think anything really needed improved.

By being provided a mentor who actually wanted to be a mentor. I believe she got stuck doing something she didn't want to do, therefore extended no help at all to me.

There really aren't many improvements I would make. My mentor has been amazing. She is always able to answer my questions that I may have. She's always been kind to me and has taken me under her wing like a daughter. She's a great mentor!!!!

It would be nice to be closer to her room so that I can see her more often or faster when a problem or question arises.

I can not really think of how it can be improved, my experience was great. Any questions or frustrations that have come my way my mentor has been there for me.

I would have preferred to have a mentor with the same planning period or at least time during the day set aside for biweekly collaboration.

While my mentor individually was great, the program our school utilizes for mentoring is a joke. Each monthly meeting ends up with a handful of veteran teachers dominating the conversation and class. They see it as an opportunity to impress their bosses instead of helping new teachers. To me it would be more useful to have the mentor teacher follow more of a TLE approach... allowing the mentor/mentee to each come into the others class and observe with the opportunity to ask questions.

N/A

n/a

More help at the beginning of the semester with developing those first lesson plans and more direction with a curriculum based on the other grades' curriculum.

Teachers could be paired with someone who is more of a veteran.

I had a knowledgeable and very experienced teacher as a mentor.

I see my mentor everyday, I speak to them on matters and concerns inbetween classes. A weekly reflection on pros and cons may be additionally helpful in review over the year and in keeping track of progress in units

My mentor has been awesome, but not a district wide teacher, which is entirely not her fault or my home school's fault. This is important because I am a district wide teacher and that placed severe limitations on anything that would have been much more productive.

I can't think of any improvements needed. My mentoring experience has been great.

My mentor was amazing. No way to improve.

I have a unique experience that might differ from other first year teachers. / / I was a student intern for a full semester at the school I teach at now. During my internship, I learned practically everything a first year teacher learned. So, when I got my own classroom and a mentor, I believe my mentor felt that I didn't truly need a mentor because I knew quite a lot about the school, the faculty, and so on. So, in my experience of mentorship, it hard has been anything. I received a text during the summer before my first full year teaching saying that she's my mentor. But I haven't met with her other than the first initial first meeting at my training at the beginning of the year. She has checked on me about twice this whole school year (both events involving parents... meet the teacher and parent teacher conferences). / / I almost feel she is not the mentoring type. I've gone to other teachers of the same grade level and content about lessons, advice, and such. I wish I had a better experience with a mentor, but I understand if she felt no need to mentor me because I knew a lot and have been here a full year before getting my own classroom.

My teacher dropped out of teaching, and there was no replacement due to worker's comp.

none

I understand that my mentor is also a fellow teacher so it's difficult to manage and plan for herself and then to think about my needs. In the beginning of the school year she helped when I needed her advice the most and that was a great foundation for the year.

Making sure the Autistic or any Special Ed teacher has an understanding of how to develop appropriate lesson plans and how to grade their students work based on their individual abilities.

While I absolutely LOVED having the same planning period as my mentor (we're close in age and get along very well), it would have been nice to be able to observe her in the classroom.

I was satisfied with mine, she worked eagerly with me and was readily available anytime I had a question.

Having someone who has a positive outlook on helping others / Someone who is more experienced

Put new teachers with a teacher in the same field. My first mentor was a gen ed teacher and I teach special ed. After discussing this issue with my principal my mentor was changed but it was the end of the year so my experience was not good.

I think the expectations of a mentor teacher relationship should be defined by each school district so that the mentor knows what the expectation is as well as the mentee. I love my mentor teacher as a colleague, but not so much as a mentor. She was helpful when I asked questions and gave me her lesson plans at the beginning of the year, but that was about the extent of her mentor help. Sometimes I felt intimidated to ask questions for fear of it being shared with other member of our team. I could've used a lot of support for classroom management and routines at the beginning of the year. My mentor teacher and I have different teaching methods and views on how to set up our classroom, how we do center rotations, etc. It would be helpful to be matched with someone of a similar teaching style.

It is going on well. [redacted] it is the best. She is NEVER too busy to give a listening ear. I appreciate her so much. / And my TEACH FOR AMERICA FAMILY was amazing! Could not have done it without them! Thanks to [redacted], Et Al.

I had a great experience.

We could have more artifacts to share as we begin in the beginning of our first year.

My mentor is amazing, so I do not see any improvements needed.



NA

Mentor teachers should have to fill out forms and observe you weekly\monthly. / / My mentor teacher doesn't ever just check on me.

My advisor through the University was not in my subject line so it was difficult for her to assess my lessons.

Actual do their job

More structure such as scheduled meetings

My mentor spent no time with me.

It would have been more beneficial to have a mentor in my same area of teaching.

More time in the classroom with the mentor teacher and observations from them.

More contact and more observations to be available for behavior advice.

I think that more contact from my mentor would have been more beneficial.

Do more EdPlan together.

I liked that we had a list of topics to cover every month but I wish they were more specific to our content area such as more special education or early childhood material instead of testing, parent contact, and differentiation.

I'm not sure, because I had the most amazing teacher and friend as my mentor.

I had a great mentor teacher it was just difficult at times because we were located in different buildings.

I could have received more help and ideas on how to handle some of my students with behavior problems.

I honestly have absolutely enjoyed my mentoring experience.

My mentor teacher did not help me very much. I would've liked. Menti teacher that wanted to help.

It could have improved by setting aside time to meet together, and providing goals.

N/A

Maybe a handbook could've been given to me about things to expect with my school. It was hard for my mentor teacher to make me aware of everything all the time because she was super busy too!

My Principal said she was not worried about my development- not like she was/would be with other first year teachers. I'm older and I have older kids so she said I teach with more knowledge and confidence than typical 1st year teachers. So my mentor had a student teacher 2nd semester. I feel it would have been a better mentoring experience had she not had a student teacher, as well.

She is the department head, so she is very busy. It is difficult to have a one on one conversation with her

More interaction and guidance

I'm not sure. I didn't meet with my mentor teacher very often, but I didn't mind because I didn't really agree with her teaching style. Maybe new teachers could complete a survey about their needs in a mentor teacher before the school year to get better matches.

I enjoyed my mentor experience. My mentor was in the same grade as me just across the hall. I was able to communicate with her daily with any issues that I was having.

Give me some daily activity ideas. None of my college of student teaching was focused on pre-k even though it's a part of my program.

Even though I am already a certified teacher with my own classes to teach, I would like to be able to observe other teachers in my subject area 2-4 times a year in order to gain insight and ideas about how to better teach my students.

As long as they keep assigning new teachers to mentors who know what they are doing, are close by to help, and are willing to listen to and help with even the smallest issues, they should be fine.

I had an amazing mentor.

More contact; there wasn't a whole lot of mentoring going on.

More time to collaborate at the beginning of the year

I wish I was given more direction.

More proactive at getting together

I thought it was great.

More regular interactions

I don't know

It would be better if we weren't across the school from each other.

The mentor should have the same planning period as their pupil.

Establish a formal checklist or plan which would be used to hit certain areas.

My principal did not get me with a mentor until very late in the year and then did not explain at all the expectation. My mentor is fabulous, but neither of us are really sure what we are supposed to be doing. Our principal is highly lacking in the communication area.

I loved my mentor and she is in the special education field as well, however, she is a resource/pull-out teacher and I am a self-contained teacher so our classroom environments were very different.

I wish I had been partnered with someone who did not teach at my school. I was partnered with the head high school band director and they acted more like my boss than my mentor.

Please don't make the 1st year teaching experience more stressful than it already is.

My mentor taught me a few things that I learned after being given an admonishment that were against school rules. I was unaware due to the comments and training I received from my mentors. I had to seek my own mentors when I began working at my school there was not anyone assigned to me.

Mine did not need improvement.

On time meeting

Have more PD time together.

I wasn't really assigned a mentor teacher, but she took my under her wing and we spend a lot of time each week on the following week of planning. I think it would be very hard on me if she had not done this for me.

I only got a mentor teacher closer to the end of the year, so the whole rest of the time it would have been nice to have someone to go to if I needed help.

Go more in depth on subjects and things that happen in the school district.

More time to have my class covered to go observe their room.

Mine has been great

Q16 - In what area(s) were you initially certified? (Please check all that apply.)

#	Answer	%	Count
1	Elementary Education	29.04%	246
2	Early Childhood	15.82%	134
3	Special Education	9.56%	81
4	Foreign Language	1.30%	11
6	Math	8.03%	68
7	Science	7.32%	62
8	English	7.79%	66
9	Social Studies	7.67%	65
10	Instrumental/Vocal Music	2.48%	21
11	Physical Education/Health/Safety	2.24%	19
12	Art	1.18%	10
13	Business Education	3.78%	32
14	Gifted Education	0.00%	0
15	Family and Consumer Sciences	0.59%	5
16	Speech/Drama/Debate	1.65%	14
17	Agriculture Education	1.18%	10
18	Library Media Specialist	0.00%	0
19	School Counselor	0.12%	1
20	Reading Specialist	0.12%	1
5	Gifted Talented	0.12%	1
	Total	100%	847

Q17 - What is your current primary teaching assignment? (Please choose at least one of the followings, you may choose more than one options.)

#	Question	PreK	Grade 1 - 3	Grade 4 - 6	Grade 7 -9	Grade 10 - 12					
1	Early Childhood	56.03%	79	19.61%	71	4.80%	18	5.99%	16	3.72%	7
2	Elementary	9.22%	13	28.45%	103	23.20%	87	0.75%	2	0.00%	0
3	Math	1.42%	2	7.73%	28	13.07%	49	14.98%	40	11.17%	21
4	Science	2.13%	3	6.63%	24	9.60%	36	17.23%	46	17.02%	32
5	Social Studies	1.42%	2	7.18%	26	10.13%	38	10.49%	28	13.30%	25
6	English	2.13%	3	7.18%	26	12.53%	47	17.23%	46	15.96%	30
7	Foreign Language	0.00%	0	0.83%	3	0.80%	3	2.62%	7	4.79%	9
8	Physical Education/Health/Safety	2.84%	4	2.49%	9	2.67%	10	1.50%	4	2.66%	5
9	Special Education	18.44%	26	11.60%	42	12.80%	48	8.61%	23	10.11%	19
10	Instrumental/Vocal Music	4.26%	6	2.76%	10	4.00%	15	4.87%	13	5.85%	11
11	Business	0.00%	0	0.28%	1	0.00%	0	2.25%	6	3.19%	6
12	Family and Consumer Sciences	0.00%	0	0.28%	1	0.27%	1	0.75%	2	1.06%	2
13	Business Education	0.00%	0	0.28%	1	0.00%	0	3.37%	9	4.26%	8
14	Agriculture Education	0.00%	0	0.28%	1	0.27%	1	1.87%	5	2.66%	5
15	Gifted/Talented	0.00%	0	1.10%	4	0.80%	3	0.75%	2	0.00%	0
16	Art	0.71%	1	1.38%	5	2.13%	8	3.00%	8	1.60%	3
17	School Counselor	0.71%	1	0.28%	1	0.27%	1	0.00%	0	0.00%	0
18	Library Media Specialist	0.71%	1	0.55%	2	0.27%	1	0.37%	1	0.00%	0
19	Reading Specialist	0.00%	0	0.83%	3	0.80%	3	0.00%	0	0.00%	0
20	Speech/Drama/Debate	0.00%	0	0.28%	1	1.60%	6	3.37%	9	2.66%	5
	Total	Total	141	Total	362	Total	375	Total	267	Total	188

Q18 - In what additional area(s) are you certified? (Please check all that apply.)

#	Answer	%	Count
1	Elementary Education	25.88%	103
2	Early Childhood	16.83%	67
3	Special Education	9.30%	37
4	Foreign Language	1.01%	4
6	Math	8.29%	33
7	Science	8.54%	34
8	English	9.30%	37
9	Social Studies	6.28%	25
10	Instrumental/Vocal Music	2.01%	8
11	Physical Education/Health/Safety	2.76%	11
12	Art	1.01%	4
13	Business Education	4.52%	18
14	Gifted Education	0.25%	1
15	Family and Consumer Sciences	1.01%	4
16	Speech/Drama/Debate	1.76%	7
17	Agriculture Education	0.75%	3
5	Library Media Specialist	0.00%	0
18	School Counselor	0.00%	0
19	Reading Specialist	0.00%	0
20	Agriculture Education	0.50%	2
	Total	100%	398

Q19 - In which other roles do your currently participate?

#	Answer	%	Count
1	Team Leader	12.71%	30
2	Instructional Coach	2.97%	7
3	Mentor	7.20%	17
4	Student Organization Sponsor	42.37%	100
5	Coach	34.75%	82
	Total	100%	236

Q20 - Do you teach in a Title I school?

#	Answer	%	Count
1	Yes	72.14%	461
2	No	27.86%	178
	Total	100%	639

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Do you teach in a Title I school?	1.00	2.00	1.28	0.45	0.20	639	100.00%	100.00%

Q21 - Which of the following describes your school district?

#	Answer	%	Count
1	Rural	35.11%	231
2	Urban	33.13%	218
3	Suburban	31.76%	209
	Total	100%	658

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Which of the following describes your school district?	1.00	3.00	1.97	0.82	0.67	658	100.00%	100.00%

Q22 - From which institution did you receive recommendation for teacher certification? (If you hold an alternative or emergency certificate please select the Oklahoma State Department of Education.)

#	Answer	%	Count
1	Bacone College	0.00%	0
2	Cameron University	3.89%	26
3	East Central University	2.54%	17
4	Randall University	0.00%	0
5	Langston University	0.30%	2
6	Mid-America Christian University	0.60%	4
7	Northeastern State University	7.19%	48
8	Northwestern Oklahoma State University	2.10%	14
9	Oklahoma Baptist University	1.20%	8
10	Oklahoma Christian University	0.30%	2
11	Oklahoma City University	0.75%	5
12	Oklahoma Panhandle State University	0.75%	5
13	Oklahoma State University	11.38%	76

14	Oklahoma Wesleyan University	1.05%	7
15	Oral Roberts University	0.90%	6
16	St. Gregory's University	0.30%	2
17	Southeastern Oklahoma State University	2.25%	15
18	Southern Nazarene University	0.45%	3
19	Southwestern Christian University	0.00%	0
20	Southwestern Oklahoma State University	2.10%	14
21	University of Central Oklahoma	8.98%	60
22	University of Oklahoma	4.79%	32
23	University of Science and Arts of Oklahoma	1.95%	13
24	The University of Tulsa	0.75%	5
25	Oklahoma State Department of Education	36.23%	242
26	Out-of-State University	9.28%	62
	Total	100%	668

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	From which institution did you receive recommendation for teacher certification? (If you hold an alternative or emergency certificate please select the Oklahoma State Department of Education.)	2.00	26.00	18.91	7.62	58.05	668	6.44%	46.26%



**Q23 - Did you participate in any high school programs and/or classes that influenced your decision to become a teacher?**

#	Answer	%	Count
1	Yes	16.84%	111
2	No	83.16%	548
	Total	100%	659

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Did you participate in any high school programs and/or classes that influenced your decision to become a teacher?	1.00	2.00	1.83	0.37	0.14	659	100.00%	100.00%

**Q24 - If yes, please describe. i.e. Future Educators of America/Educators Rising, Teacher Cadet, etc..**

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

- Youth Leadership Exchange OKC
- Teacher shadowing program
- I was a teacher's assistant during some of my high school classes. I really enjoyed helping out the teachers that I had in school.
- Work Ready for Oklahoma
- Gear up, Family and consumer sciences, Home ED
- Theatre, Choir, State Choir
- Ag Ed
- AP English, Sky Ranch Christian Camps
- Troops to Teachers
- Biology, chemistry, physics, and Spanish classes
- National Keyboard Arts Associates
- The National FFA Organization played the biggest part in influencing me to become an agricultural education instructor.

Future Teachers class

N/A

My mother was a teacher that influenced me.

- College Conducting Class - we read, discussed, and practiced effective teaching pedagogy / - Urban Project with InterVarsity Christian Fellowship - college program focusing on the challenges facing minority groups in the city and urban areas of America (food, education, housing, work, etc.) / - Poverty and Public Health in Rural Lancaster - college program focusing on the challenges facing the community of rural Lancaster county

Student helper in a prek class

I was not in any class or organization that was geared toward education specifically but I feel that many of the organizations that I did participate in fueled my passion for teaching. FCCLA and Student Council helped me to be in a leadership role as well as collaborate with others. It taught me team building and cooperation. In each of the activities that I participated in I saw the impact we had on students and knew that I wanted to be there for students in the future. I also participated in a school program that allowed members of sports teams and the band to go to the T-1 classroom on Fridays and help those students read books. I loved the feeling of helping another student to read as well as seeing the look on their face when this high school kid walked in to the room to help them!

Metro Tech- Child Care Program

Future Teachers

Exceptional child

Music

Tiny Tigers Preschool Mentor Program

Future Teachers of America

DECA

I was involved in concurrent enrollment and the Upward Bound program at UCO that allowed me to take college hours while still in high school. I particularly enjoyed taking Intro to Psychology while still in high school. That is when I found the educational program to be of particular interest to me.

Dads make a Difference program in middle school, and working as a Okcps Pre k teacher assistant

Peer tutoring for special education students

It wasn't technically a program. My high school, Woodlands Academy of the Sacred Heart, required community service. I volunteered as a tutor and I loved it.

Peer tutoring

Student helper in Kindergarten

Tutoring/Job shadowing

Tutoring Programs / Pom and Cheer camp

Future Educators of America

High school honor choir / High school band

Mentorship program where I got to work in a fifth grade classroom in the afternoons.

Future Teachers of America

Work Ready for Oklahoma

Early Childhood Education program through Tri-County Technology Center in Bartlesville.

Private Schools Pre-K teacher's assistant

High School Band

I went to Autry Technology and took Early Childhood and Hospitality

FFA

Future Educators of America

no

All band activities (marching band, jazz band, pep band, concert bands, region/honor bands, musical pit, etc.) and leadership roles within those activities / NHS

I was a very strong student in high school and loved many different facets of high school life, so I want other students to enjoy schools as much as I did.

Student Aide in the Severe\Profound special education class my senior year.

National Honor Society

During my internship for my bachelor I was at the YMCA, I was in charge of coaching a 8 and under coed soccer team. I LOVED IT! / After graduating from college, I worked in my field for 5 years and decided I needed to find out how to get my teaching certificate because that is what I wanted to do the rest of my life, work with children.

My high school art classes inspired me to teach art.

In 1980-82 I was a teacher's aid in my high school's special education classroom. It was a pilot program called: PEOPEL

N/A

Peer and elementary tutoring

band, jazz band, marching band, music theory

Ag Ed

Teacher Cadet

Future Teachers of America

Wrestling

Teachers aide for a second grade classroom two years in a row.

I was a teacher mentor helper in high school. My mom was a teacher, and I had amazing teachers in college that helped my assurance in my degree choice.

Teaching Professions

F.F.A. but my time in Biology was the biggest influence with a great teacher.

elementary teacher assistant

We had an after school program at the school I attended. I worked there for several years. It helped me to see that teaching was something I was passionate about.

I took American Sign Language with a speech-language pathologist which caused me to pursue my bachelors in speech therapy and a masters degree in literacy education.

Future Educators of America

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Circle of Friends / Worked with soocial needs in High School

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Teacher Aid

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N/A

Future Farmers of America, my instructor inspired me in high school to become an Agricultural Instructor.

Teacher Cadet and Circle of Friends (special education)

Rotary Youth Leadership Awards summer camp

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Dance, Drama, STUCO, Family Consumer Science

Future Educators of America / National Honor Society

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N.A.

I was an education reported at the local newspaper for two years prior to teaching. I loved covering all the school events, school board meetings and achievements at our district and the time spent in these buildings with students influenced me to seek certification.

I was a math tutor afterschool, not necessarily a official program just a paid tutor.

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FTA Future Teachers of America

I was a teacher's assistant for a 1st grade class my senior year.

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Freshman Adviser

My love for learning makes me passionate about teaching. While I was in school, my peers called me "teacher's pet" because I so much my respect for my teachers. I [redacted] the assistant principal of my High School was a real inspiration to me, and she is one of the major reasons I pursued a teaching career. Her ability to guide students, her fairness, and her sense of justice made me aspire these things to my own classroom.

Best Buddies, completed internship for extended school year program in Maryland and another internship in a 4th grade classroom at a Dept of Defense school in Italy

Sociology courses

FCCLA

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All of my English teachers in the Moore Public Schools system influenced me to become a teacher myself.

NA

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American Indian Tutoring

none

American Sign Language (Thank you Westmoore).

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We had a class called service learning. We spent a little over an hour a day in an elementary school classroom. I also volunteered for special olympics with different clubs such as Be The Change and National Honor Society.

FCCLA and Senior aid to a kindergarten class.

Teachers Aid

Honors/AP English

Tutoring younger students

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N/A

AVID, CIS

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IEP math

I participated in choir all throughout high school, where I was inspired to become a music teacher by my choir director. My sophomore and senior years of high school, I was a member of the Oklahoma Music Educators Association's Allstate Women's Honor choir.

Texas Future Music Educators

I did participate in the Teacher Preparation Academy led by [REDACTED] UCO. She is wonderful. The workshop was in 2011 or 2012.

n/a

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Theatre Service Learning

Athletics, my coaches and teachers who motivated me to become a better young man got me here

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FFA

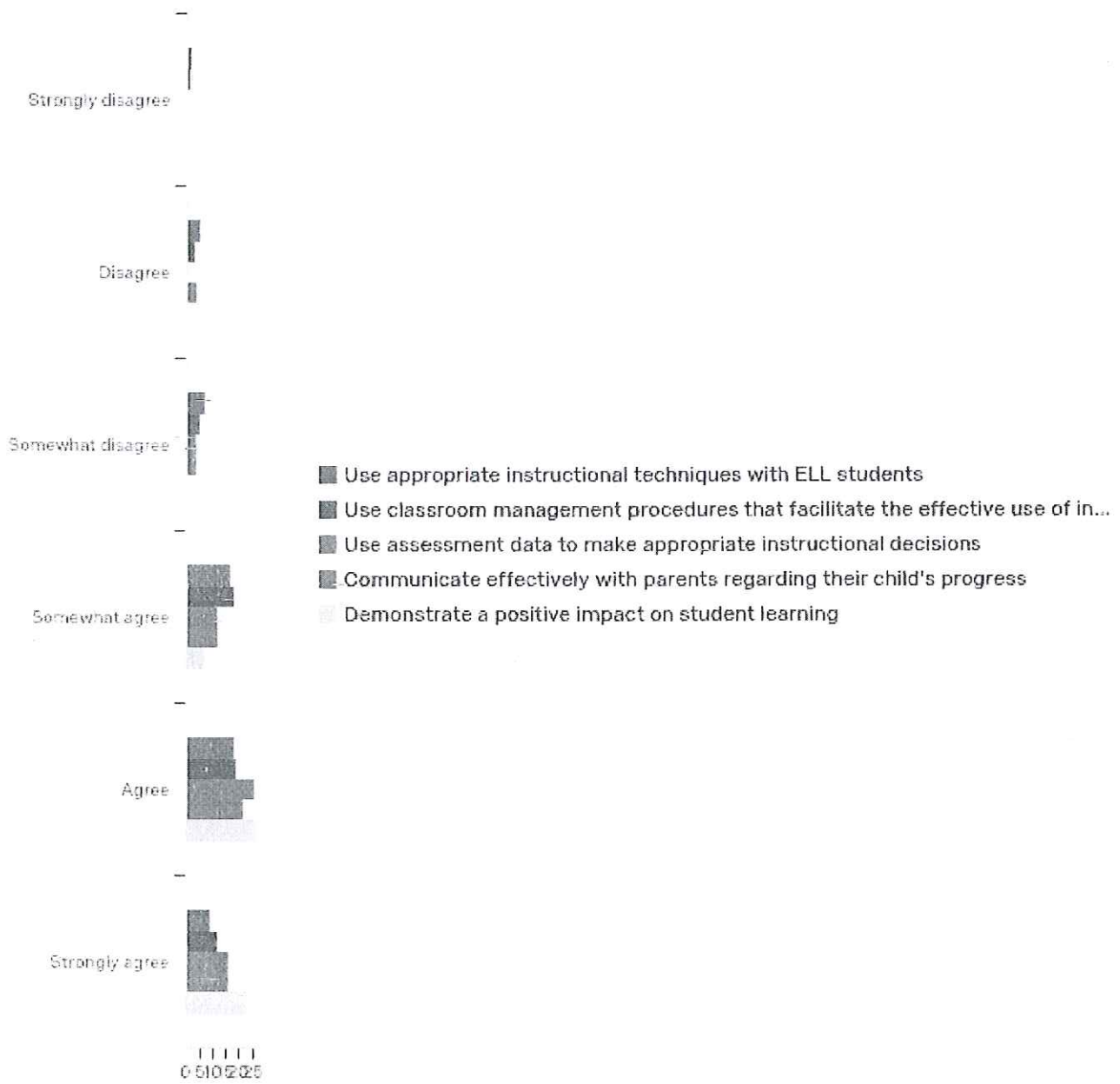
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Select chorus, drama, musical theatre

In 1981-82 I was a student aid in the Special Education classroom. It was a pilot program called: PEOPEL Program. It took place at Nathan Hale HS in Tulsa, OK.

AP US History, Student Council

Q26 - My teacher preparation program prepared me to:



#	Question	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	Use appropriate instructional techniques with ELL students	66.67% 2	41.67% 5	35.00% 7	25.76% 17	16.07% 18	11.69% 9
2	Use classroom management	33.33% 1	25.00% 3	25.00% 5	27.27% 18	16.96% 19	15.58% 12

procedures that facilitate the effective use of instructional time, minimizing disruptions

3	Use assessment data to make appropriate instructional decisions	0.00%	0	0.00%	0	20.00%	4	18.18%	12	23.21%	26	20.78%	16
4	Communicate effectively with parents regarding their child's progress	0.00%	0	33.33%	4	20.00%	4	18.18%	12	19.64%	22	20.78%	16
5	Demonstrate a positive impact on student learning	0.00%	0	0.00%	0	0.00%	0	10.61%	7	24.11%	27	31.17%	24
	Total	Total	3	Total	12	Total	20	Total	66	Total	112	Total	77

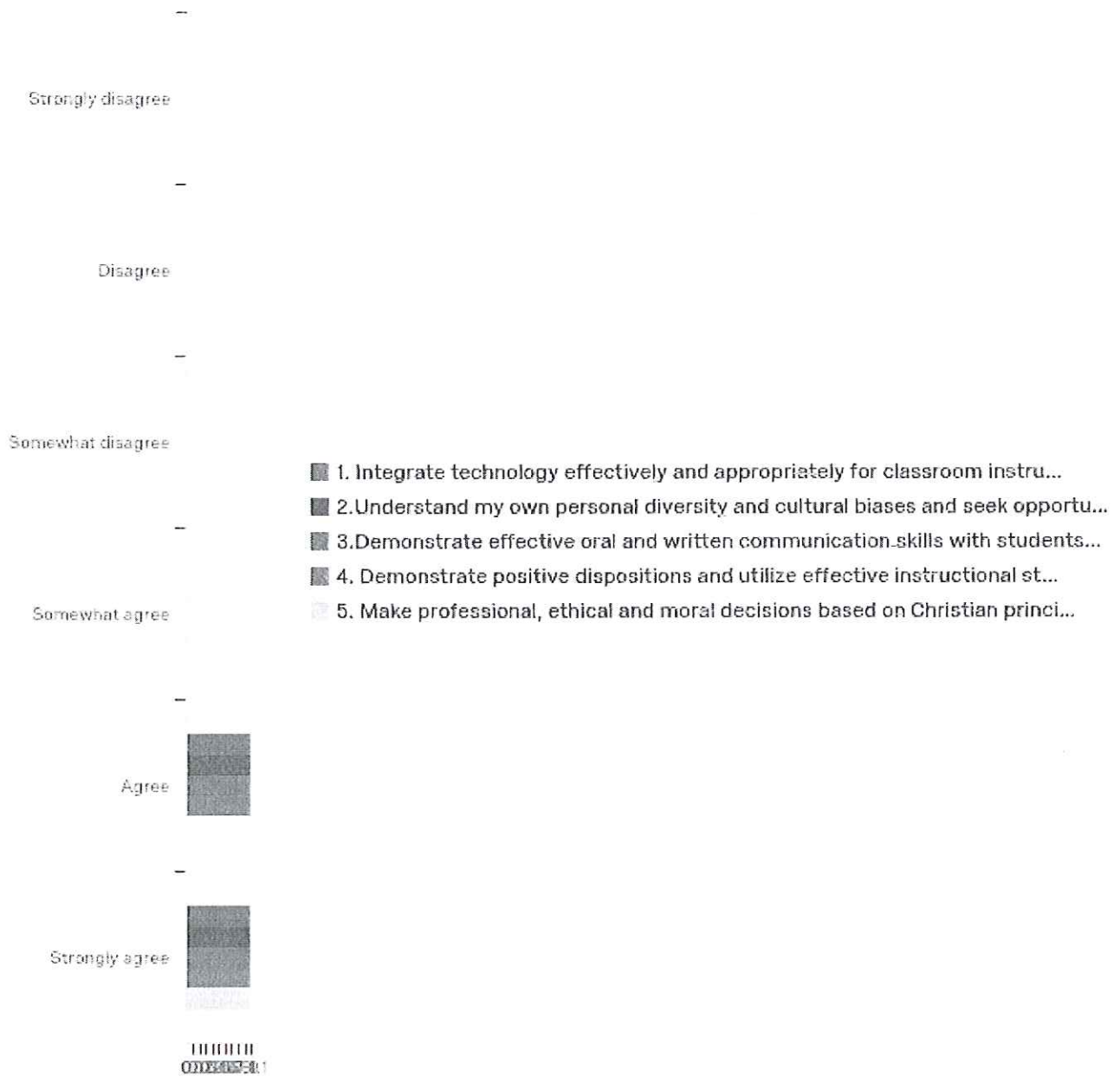




and my own professional practice.

2	2. Demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.00%	1	16.67%	1
3	3. Model and apply technology standards as I design, implement, and assess learning to engage students, improve learning, and enrich professional practice.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	33.33%	2
4	4. Positively impact student learning	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	33.33%	2
	Total	Total	0	Total	0	Total	0	Total	0	Total	2	Total	6

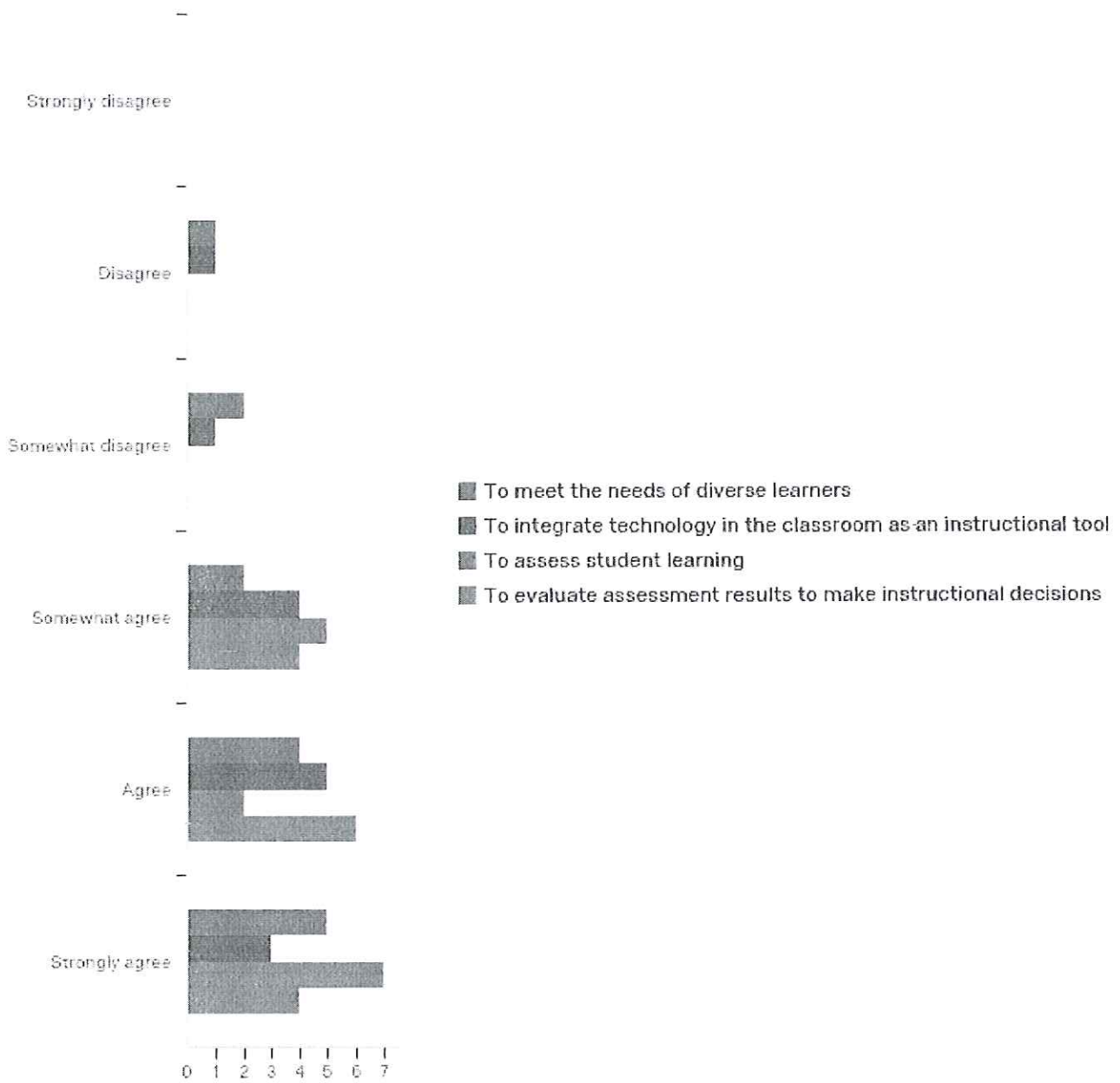
Q28 - My teacher preparation program prepared me to :



#	Question	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	1. Integrate technology effectively and appropriately for classroom instruction, student assessment and record keeping.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 1	20.00% 1

2	2.Understand my own personal diversity and cultural biases and seek opportunities to learn more about my students' cultures.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25.00%	1	20.00%	1
3	3.Demonstrate effective oral and written communication skills with students, colleagues, and families/caregivers.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25.00%	1	20.00%	1
4	4. Demonstrate positive dispositions and utilize effective instructional strategies toward positively impacting P-12 student learning by demonstrating a commitment to the belief that ALL students in my classroom can learn.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25.00%	1	20.00%	1
5	5. Make professional, ethical and moral decisions based on Christian principles.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	20.00%	1
	Total	Total	0	Total	0	Total	0	Total	0	Total	4	Total	5

Q29 - [redacted] prepared me to:



#	Question	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree						
1	To meet the needs of diverse learners	0.00%	0	50.00%	1	66.67%	2	13.33%	2	23.53%	4	26.32%	5
2	To integrate technology in the classroom as an	0.00%	0	50.00%	1	33.33%	1	26.67%	4	29.41%	5	15.79%	3

3	instructional tool To assess student learning	0.00%	0	0.00%	0	0.00%	0	33.33%	5	11.76%	2	36.84%	7
4	To evaluate assessment results to make instructional decisions	0.00%	0	0.00%	0	0.00%	0	26.67%	4	35.29%	6	21.05%	4
	Total	Total	0	Total	2	Total	3	Total	15	Total	17	Total	19

