Initial Report

Education Survey of Graduates

August 16th 2016, 2:15 pm EDT

Q1 - What year did you graduate?
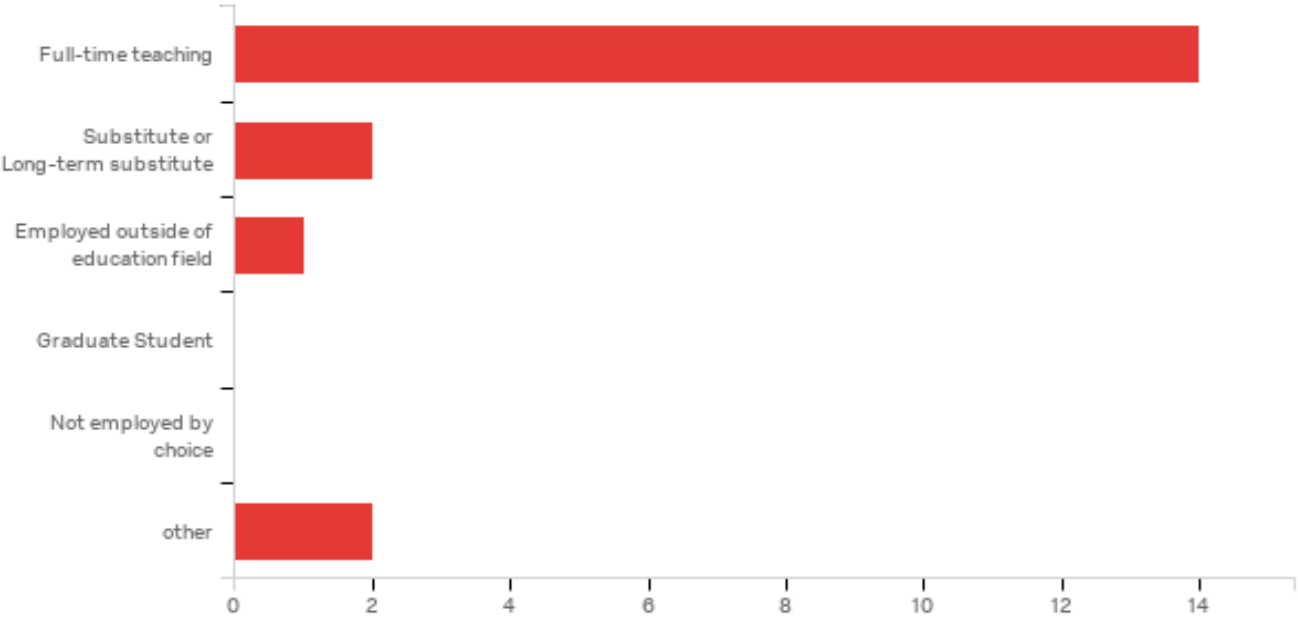
Answer	%	Count
2009-2010 Academic Year	10.53%	2
2010-2011 Academic Year	21.05%	4
2011-2012 Academic Year	10.53%	2
2012-2013 Academic Year	15.79%	3
2013-2014 Academic Year	10.53%	2
2014-2015 Academic Year	31.58%	6
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
What year did you graduate?	1.00	6.00	3.89	1.80	3.25	19	42.11%	57.89%

Q2 - What certification areas do you hold? (Click all that apply)

Answer	%	Count
Elementary Education K-6	36.84%	7
Elementary / Special Education K-6	36.84%	7
Secondary Special Education K-6	5.26%	1
Elementary Studies & Child Development	10.53%	2
UDL (multi categorical Special Education)	10.53%	2
Wellness Education Pre-K - Adult	5.26%	1
Wellness Studies & Fitness	0.00%	0
Biology Education 9-Adult	5.26%	1
English 5-Adult	15.79%	3
General Science 5-Adult	5.26%	1
Social Studies 5-Adult	10.53%	2
Total	100%	19

Q3 - What is your current employment status?

Answer	%	Count
Full-time teaching	73.68%	14
Substitute or Long-term substitute	10.53%	2
Employed outside of education field	5.26%	1
Graduate Student	0.00%	0
Not employed by choice	0.00%	0
other	10.53%	2
Total	100%	19

other

other
Daycare teacher
Worship and Music Operations at Gateway Church in Dallas TX

Q5 - Standard 1: Curriculum and Planning

- Core Content

- Pedagogy

- Setting Goals & Objectives fo Learning

- Designing Instruction

- Student Assessment

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	36.84%	7
1 - Emerging	15.79%	3
0 - Unsatisfactory	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.68	0.73	0.53	19	100.00%	52.63%

Q6 - Standard 2: The Learner and the Learning Environment:

- Understanding Intellectual/Cognitive, Social and Emotional Development

- Creating an Environment of Respect and Rapport

- Establishing a Culture for Learning

- Implementing Classroom Procedures

- Managing Student Behaviors

- Organizing the Learning Environment

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	42.11%	8
1 - Emerging	10.53%	2
0 - Unsatisfactory	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.63	0.67	0.44	19	100.00%	52.63%

Q8 - Standard 3: Teaching

- Importance of Content

- Communicating with Students

- Questioning and Discussion Techniques

- Student Engagement

- Use of Assessments in Instruction

- Flexibility and Responsiveness

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	36.84%	7
1 - Emerging	15.79%	3
0 - Unsatisfactory	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.68	0.73	0.53	19	100.00%	52.63%

Q9 - Standard 4: Professional Responsibilities for Self-Renewal

- Professional Learning

- Professional Collaborative Practice

- Reflection on Practice

- Professional Contribution

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	52.63%	10
1 - Emerging	0.00%	0
0 - Unsatisfactory	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	2.00	1.53	0.50	0.25	19	100.00%	52.63%

Q10 - Standard 5: Professional Responsibilities for School and Community

- School Mission

- School-wide Activities

- Learner-Centered Culture

- Student Support Systems

- Student Management Systems

- School, Family and Community Connections

- Strategic Planning/Continous Improvement

- Teacher Leadership

- Ethical Standards

Answer	%	Count
3 - Distinguished	36.84%	7
2 - Accomplished	52.63%	10
1 - Emerging	10.53%	2
0 - Unsatisfactory	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.74	0.64	0.40	19	100.00%	63.16%

Q11 - Demonstrates an understanding of the subject(s) in their content certification areas.

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	36.84%	7
1 - Emerging	15.79%	3
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.68	0.73	0.53	19	100.00%	15.79%

Q12 - Understands and practices research-based instructional and assessment strategies.

Answer	%	Count
3 - Distinguished	42.11%	8
2 - Accomplished	36.84%	7
1 - Emerging	21.05%	4
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.79	0.77	0.59	19	100.00%	21.05%

Q13 - Models dispositions that the Education Program has identified as appropriate for caring teachers.

Answer	%	Count
3 - Distinguished	57.89%	11
2 - Accomplished	42.11%	8
1 - Emerging	0.00%	0
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	2.00	1.42	0.49	0.24	19	100.00%	0.00%

Q14 - Exhibits professionalism both individually as a reflective practitioner and as a participant in a larger professional community.

Answer	%	Count
3 - Distinguished	52.63%	10
2 - Accomplished	36.84%	7
1 - Emerging	5.26%	1
0 - Unsatisfactory	5.26%	1
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	4.00	1.63	0.81	0.65	19	94.74%	10.53%

Q15 - Understands learning how to learn

Answer	%	Count
3 - Distinguished	57.89%	11
2 - Accomplished	31.58%	6
1 - Emerging	10.53%	2
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.53	0.68	0.46	19	100.00%	10.53%

Q17 - Demonstrates multicultural perspectives & accuracy

Answer	%	Count
3 - Distinguished	52.63%	10
2 - Accomplished	31.58%	6
1 - Emerging	15.79%	3
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.63	0.74	0.55	19	100.00%	15.79%

Q18 - Uses and integrates technology

Answer	%	Count
3 - Distinguished	36.84%	7
2 - Accomplished	52.63%	10
1 - Emerging	10.53%	2
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.74	0.64	0.40	19	100.00%	10.53%

Q19 - Applies 21st Century Learning Skills

Answer	%	Count
3 - Distinguished	47.37%	9
2 - Accomplished	47.37%	9
1 - Emerging	5.26%	1
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.58	0.59	0.35	19	100.00%	5.26%

Q20 - Demonstrates overall preparation

Answer	%	Count
3 - Distinguished	52.63%	10
2 - Accomplished	42.11%	8
1 - Emerging	5.26%	1
0 - Unsatisfactory	0.00%	0
Not Observed	0.00%	0
Total	100%	19

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Please choose	1.00	3.00	1.53	0.60	0.35	19	100.00%	5.26%

Q21 - Please share any additional thoughts about the strengths or weaknesses of your Education Program experience at UC.

Please share any additional thoughts about the strengths or weaknesses of y...
I enjoyed my time at UC and feel the university does a good job overall in preparing students for the professional environment. In particular, the field experiences mandatory throughout the program along with the student teaching element are most critical. However, the Education Program did not prepare students as well as it could have to take and pass the multiple Praxis exams necessary for program completion. This was evident in several students struggling to pass these exams or making less than exceptional scores unless they purchased outside study materials. A bigger emphasis on concepts related to passing these exams would have been beneficial for myself and other students in the program. Otherwise, the Education Department does an excellent job and I would recommend the program to incoming students.
I truly value the education I received from UC. I feel that I was fully competent to step foot into a classroom. I feel that when up against other teachers / colleagues, I have a much deeper understanding of curriculum, classroom management, creating lifelong learners, and developing lessons to meet each student's need. Thank you for helping me become a lifelong learner!
During my senior year at UC, I was really thrilled that Dr. Ray Singleton was able to take the head over the Education Department. Before he was Head, It was very difficult to plan for the future or talk about it. I always dreaded even advising with the person before Dr. Singleton came. He has really changed the outlook of Education majors in a positive way. The strengths of the Education Program include the organization, class times, and of course Professors. I had some great Education Professors. They taught me great things about diversity in the classroom. I would say a weakness of the program would be that I wish I actually could have student taught for a whole year. I think that if students were able to do this, they could spend more time getting to know their cooperating teachers and students and really learning all their is to know about two grade levels, instead of seven weeks in each.
The reading and math teaching methods classes should have been much more rigorous and demanding than they were. I have found that I know much less than my counterparts (fellow first year teachers).
I enjoyed all of my special education classes and the teachers who taught them. I could tell they felt strongly about their field and wanted to pass that compassion on to us. We spent the majority of our time discussing different types of disabilities and what comes along with them which I know is very important. However, I wish we would have spent more time discussing strategies that help students with their specific disabilities. I also wish we would have went into more detail about the special education testing process and how to understand the results of these tests. A huge part of my job now is the PAPERWORK! Which I do not feel I was prepared for. My time at UC help me decide that special education was where I wanted to be and I appreciate that. I am now in my 3rd year of teaching special education and these are the things that have stood out to me.
The only thing I didn't feel extremely prepared for was classroom management; however, that was due to a lack of practice in college and not due to a lack of curriculum on the topic. I would have also benefited from another science class for educators. Overall, my experience as a UC student was great! Dr. Blackwood prepared me for running my own classroom very well. My science professors have also had a huge impact on me teaching in the science classroom.
As a first year teacher, I quickly realized the amount of useful knowledge I aquired while at the University of Charleston. I have successfully applied techinques and strategies that I practiced throughout my four years at the University. I would recommend this education program to anyone who wishes to become an educator!
My experience with the Education Program at UC was phenomenal. I wouldn't trade the education that I received there for anything. I was at UC from 2009 to 2011. Sadly, I have heard that since my graduation the program has had issues. Hopefully those are considered and resolved so that future educators can be just as well prepared as I

was upon entering the profession of my dreams.

I felt very well-prepared to teach once I got into a classroom, though more method classes as the secondary level would have been helpful.

I feel that the biggest weakness is UCs requirements in the student teaching semester. Teaching, as I did for three years after graduation, is completely different from student-teaching semester. I wish I had been more prepared for what having my own classroom entailed. Though, I am not sure this can b taught; it may only be able to be experienced. In addition, I feel that there was a lot of teaching in college regarding low SES communities and situations. High SES communities seemed to be neglected in discussion and consideration. I taught in a low SES school for one year and an upper SES school for my last two. The differences were insurmountable.

I feel that I was extremely prepared for my first year of teaching as well as for my entire career. The idea that you could constantly grow as a teacher was on replay in my head, and I think it will always be a reminder to be the best I can be. My placements were effective and diverse, giving me a wide range of behaviors and routines to practice. I have nothing but positive things to say about my experience.

A weakness of the UDL program was that the students were never shown an example of an IEP or how to fill one out. When I took my first job, I had to have another teacher walk me through the entire process. Therefore, I recommend that the UDL program find a way to incorporate the IEP document in its teachings.