

**To:** Department Chairs  
**From:** Greg Meeks, Interim Dean, College of Education  
Jane Marie Dewailly, Interim Director, Professional Education Programs  
**Date:** August 1, 2011  
**Subject:** Follow-up Survey of Teacher Education Graduates 2009-2010

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Attached are the data about your teacher education program as perceived by alumni. Please take time to meet with the faculty and student representatives that deal with your assessment process to explore and discuss the implications of these findings. Under our Unit Assessment System, COPE requires all professional education programs to carefully examine all program data. We are looking for the program changes you will be making as a result of these multiple data.

I appreciate your interest and labors in the assessment process, and thank you in advance for your contributions to making this process work.

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## Introduction

The overall purpose of the follow-up assessment was to provide data for continued improvement and development of academic and professional programs at Arkansas State University (ASU). The Professional Education Unit uses this survey as one component of the unit assessment system. The data secured from this survey will be one of multiple assessment sources used to document the quality of programs to prepare candidates, to refine and revise the conceptual framework and programs, and to determine former students' perceptions of their abilities to perform as teachers in classrooms. The Arkansas State University College of Education Follow-Up Questionnaire, Part II, reflects the ASU undergraduate conceptual framework, Learning to Teach, Teaching to Learn.

The follow-up assessment criteria have evolved over the years using NCATE standards as guides. Criteria were originally developed in 1970 using the following NCATE standards.

- The institution conducts a well-defined plan of evaluating the teachers it prepares.
- The institution uses the evaluation results in the study for development and improvement of its teacher education programs.

Currently, the criteria were developed focusing on nine outcomes of the conceptual framework for the initial program during the 2009-2010 year. The following standards of the NCATE Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education were considered in the development of the follow-up survey:

- Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional

dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

- **Standard 2: Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

### Purpose of the Survey

The purpose of the Follow-Up Survey of Teacher Education Graduates was to provide an assessment of the teacher education program by former graduates. One and three years past graduation alumni were surveyed to assess the teacher education program curriculum and their preparedness as teachers. Through the survey, the Professional Education Unit sought to obtain important information for future curricular and other program decisions to help ensure that its programs and graduates are of the highest quality. This assessment examines the graduates' perceptions of their competence of content knowledge and demonstration of teaching that leads to student learning.

### Method

#### **Participants**

The participants for the follow-up survey were teacher education graduates who had interned in 2007-08 or 2009-10. Five hundred thirty-six (536) graduates were e-mailed or mailed a web site address to complete the survey on-line. Thirty-four (34) out of two hundred forty-six graduates completed the survey for the 2007-08 school year with a thirteen and eight tenths percent (13.8%) return rate. Sixty (60) out of two hundred ninety graduates completed the

survey for the 2009-10 school year with a return rate of twenty and seven tenths percent (20.7%) return rate. With the return rate low, the decision was made to focus on programs having at least 3 or more respondents during the 2009-2010 school year.

**Table 1: Respondents by Programs for 2009-2010**

<b>Programs</b>	<b>Total Respondents</b>	<b>Total Respondents for Part 2 (Teaching)</b>
Early Childhood	24	22
Special Education	6	6
Middle Level – LA/SS	6	6
Middle Level – M/S	7	5
<b>Secondary Education:</b>		
Agriculture	1	1
Art	1	1
Business	2	1
English	2	2
Vocal Music	1	1
Mathematics	1	1
Physical Education/Health	4	3
Science	1	1
Social Studies	3	3
Speech and Drama	1	0
<b>Total Secondary Education</b>	<b>17</b>	
<b>Grand Total of Respondents</b>	<b>74</b>	<b>53</b>

## Survey

After a review of the NCATE Standards and using the nine outcomes of the Learning to Teach, Teaching to Learn Conceptual Framework, a survey was designed for graduates to assess the teacher education program (see survey on pages 12-17 in Appendix A). The survey consisted of three major parts as described below.

Demographics. The first part of the survey, demographics, was used to collect data on the year of graduation, area of licensure, major, and primary campus. The demographics portion also provided information on each graduate's teaching area(s) and grade levels(s), whether the graduate was currently teaching or not, individual(s) that they would have desired help from during the first year of teaching, and where the graduates are currently teaching.

Evaluation of the Teacher Education Program. The second part of the survey was used to have graduates indicate their personal/professional competency in a classroom on eleven (11) indicators corresponding to the nine outcomes of the conceptual framework for the initial teacher education program. Each student was asked to select one of the following: quite competent, reasonably competent or not very competent.

Comments. The third part of the survey consisted of four open-ended questions. The first open-ended question focused on whether the respondent would recommend ASU's teacher education program to someone else. The second question addressed whether the respondent would recommend the teaching field to someone else. The last part of this section consisted of two open-ended questions asking graduates to identify part(s) of the teacher education program that best prepared them for the teaching experiences and areas of academic instruction that would have better prepared them as teachers.

## **Procedure**

Using an address attained from the form Teacher Education Program End-of-Year Assessment Meeting during the exit evaluation for interns and also using the e-mail address on file in the Alumni Office records, addresses of all interns from 2009-10 were secured for the mailing of the website address graduates would use to access and complete the survey. A survey was emailed on February 2, 2011, (see letter on page 19 in Appendix B) to each graduate asking that they complete an on-line survey to help in assessing the teacher education program. A second correspondence was sent via e-mail on April 12, 2011, asking former students to complete the survey on-line by May 27, 2011, if they had not already done so (see letter on page 20 in Appendix B). The participants were asked to rate eleven (11) descriptors corresponding to the nine outcomes of the revised conceptual framework for the teacher education program (see survey in Appendix A, pages 12-17).

Data from Part I and III was imported into a database to derive the information for the demographics and the open-ended questions. Micro Soft Excel was used to code all information in Part II, Evaluation of the Teacher Education Program, using a three point Likert-type scale with a 3 corresponding with “quite competent”, 2 for “reasonably competent”, and 1 for “not very competent”. With a low number return rate, the decision was made to report all respondents and participants for six program areas (each area that had 3 or more responders) for only the 2009-2010 school year. A reference mean was placed next to each group’s mean for program faculty to make comparisons.

## **Results**

The purpose of the study was to provide an assessment of the teacher education program by graduates of the program. Results of the study were presented in three parts:

(a) demographics, (b) evaluation of the teacher education program, and (c) comments.

### **Demographics**

All 60 respondents graduated in 2009-2010.

Location of Hours Completed. The respondents indicated that 68.3% completed 124 hours or more at the Jonesboro campus, 28.3% indicated completing 61-123 hours at the Jonesboro campus, and 3.3% indicated completing 1-60 hours at the Jonesboro campus. Of the participants who responded to completing hours at a 2 year program, the data indicated the following: 56.7% completed 61 hours or more at a 2 year program, 16.7% completed 45-60 hours at a 2 year program, 3.3% completed 1-44 hours at a 2 year program, and 23.3% completed 0 hours at a 2 year program.

Employment. Of the respondents, 66.7% indicated that they are currently teaching, 16.7% have taught but are now engaged in other employment, 6.7% are unemployed, and 10.0% have taught but are not currently teaching. Of the individuals currently teaching, 9.3% are teaching in Craighead County, 83.7% are teaching in Arkansas but outside of Craighead County, 2.3% are teaching in Missouri, and 4.7% are teaching outside Arkansas and Missouri.

First Year Teaching Help. The respondents indicated their desire of help wanted from the following individuals: 42.9% would have liked help from a school administrator, 68.6% would have liked help from an assigned mentor, 51.4% would have liked help from other teachers, 22.9% would have liked help from a university professor, and 11.4% would have liked help from other individuals, such as the Professional Education Programs, parents, and specifically more help with the Praxis III.

## **Evaluation of Teacher Education Program**

The evaluation consists of results for six programs, Early Childhood, Early Childhood/Special Education, Middle Level (Language Arts/Social Studies), Middle Level (Math/Science), Physical Education, and Social Studies, for the year 2009-10. Table 2, page 10, is provided to describe data (percentages) for all respondents to part 2 of the survey for the 2009-10 school year. Table 3, page 22, is provided to describe data (percentages) by graduates in the Early Childhood (ECH) program for the 2009-10 school year. Table 4, page 23, also describes the ECH program data showing the means for each indicator. Table 5, page 28, is provided to describe data (percentages) by graduates in the Early Childhood/Special Education (ECH/SPED) program for 2009-2010. Table 6, page 29, also describes ECH/SPED program data showing the mean for each indicator. Table 7, page 32, is provided to describe data (percentages) by graduates in the Middle Level (Language Arts/Social Studies) program for 2009-2010. Table 8, page 33, also describes the Middle Level (Language Arts/Social Studies) program data showing the mean for each indicator. Table 9, page 36, is provided to describe data (percentages) by graduates in the Middle Level (Math/Science) program for 2009-2010. Table 10, page 37, also describes Middle Level (Math/Science) program data showing the mean for each indicator. Table 11, page 40, provides program data (percentages) by graduates in the Physical Education program for 2009-2010. Table 12, page 41, also describes Physical Education program data showing the mean for each indicator. Table 13, page 43, provides program data (percentages) by graduates in the Social Studies program for 2009-2010. Table 14, page 44, also describes Social Studies program data showing the mean for each indicator.

## **Comments**

Participants responded to two open-ended questions about the teaching field and two open-ended questions regarding the ASU teacher preparation program. In Appendix C, the open-ended responses for each program follow the survey results.

The participants' responses to the two open-ended questions regarding the teacher preparation program are provided by the six program areas, Early Childhood, Early Childhood/Special Education, Middle Level (Language Arts/Social Studies), Middle Level (Math/Science), Physical Education, and Social Studies. Graduates indicated the strengths of the program and areas of academic instruction that would have better prepared them as teachers.

### **Dissemination of the Data**

Six departments received a follow-up assessment of the teacher education program for 2009-2010 delineating evaluation of program by graduates. The results of each program were disseminated to the department chair and program coordinator to be used as one source of data to share with faculty for reflection and discussion regarding program actions to be taken.

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 2**  
**Percentages of All Respondents, 2009-2010**

		<b>All Respondents with Teaching Experience 2009-2010 n = 53</b>		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
	1. behave in a professional, ethical, and legal manner was	92.5%	7.5%	0.0%
	2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	88.7%	11.3%	0.0%
	3. demonstrate effective communication skills was	86.8%	13.2%	0.0%
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	77.4%	22.6%	0.0%
	5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	81.1%	18.9%	0.0%
	6. implement a variety of teaching models was	71.7%	26.4%	1.9%
	7. utilize appropriate classroom management was	75.5%	15.1%	5.7%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	75.5%	24.5%	0.0%
	9. reflect on teaching and learning was	90.6%	9.4%	0.0%
<b>Overall Professional Indicators</b>				
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	77.4%	22.6%	0.0%
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	71.7%	26.4%	1.9%

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

# Appendix A

## Follow-up Survey (2010) 2

### 1. Instructions

There are three parts to the survey: Demographics, Evaluation of the Teacher Education Program, and Comments. If you have taught since graduation, you will complete all three parts. If you have not taught since graduation, you will fill out Part I and Part III.

## Follow-up Survey (2010) 2

### 2. Part I: Demographics

**\* 1. Choose your year of graduation**

2006/2007

2008/2009

**\* 2. Number of ASU Jonesboro hours completed**

124 or higher

61-123

1-60

**\* 3. Number of 2 year program hours completed**

61 or higher

45-60

1-44

0

**\* 4. What campus did you primarily attend classes during the last 2 years of your program?**

Arkansas Northeastern College (ANC)

ASU-Beebe

ASU-Jonesboro

ASU-Mountain Home

East Arkansas Community College (EACC)

## Follow-up Survey (2010) 2

### \* 5. Area of Licensure

- Early Childhood (P-4)
- Early Childhood/Special Education (P-4)
- Middle Level Language Arts/Social Studies (4-8)
- Middle Level Math/Science (4-8)
- Agriculture 7-12
- Art (P-8 and 7-12)
- Business 7-12
- English 7-12
- French 7-12
- Math 7-12
- Music/Instrumental (P-8 and 7-12)
- Music/Vocal (P-8 and 7-12)
- Physical Education (P-8 and 7-12)
- Science 7-12
- Social Studies 7-12
- Spanish 7-12
- Speech and Drama 7-12

### \* 6. Please check one of the following:

- I am currently teaching
- I have taught since completion of my program but am not currently teaching
- I have not taught, but I am engaged in other employment
- Unemployed

## Follow-up Survey (2010) 2

### 3. If you have not taught since graduation, please go to Part III Comments

#### 1. During your first year of teaching, would you have liked help from any of the following: (Check all that apply)

school administrator

assigned teacher

other teachers

university supervisor

Other (please specify)

#### 2. Where are you currently teaching?

In Craighead County of Arkansas

In Arkansas (outside of Craighead County)

In Missouri

Outside Arkansas and Missouri

## Follow-up Survey (2010) 2

### 4. Part II: Evaluation of the Teacher Education Program

Directions: Please read each item carefully and indicate your current personal/professional competency on each of these items. Check the appropriate box using the following key: Quite Competent, Reasonably Competent, and Not Very Competent.

#### 1. Check the appropriate box.

	Quite Competent	Reasonably Competent	Not Very Competent
1. My ability to behave in a professional, ethical, and legal manner was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My ability to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My ability to demonstrate effective communication skills was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My ability to plan and implement curriculum appropriate to the students, grade level, content and course objectives was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My ability to understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My ability to implement a variety of teaching models was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My ability to utilize appropriate classroom management was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My ability to utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My ability to reflect on teaching and learning was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Follow-up Survey (2010) 2

### 5. Part III: Comments

**1. If you would recommend ASU's teacher education program to someone else, what recommendation(s) would you make?**

**If you would not recommend ASU's teacher education program, no comment necessary.**

**2. If you would recommend the teaching field to someone else, what recommendation(s) would you make?**

**If you would not recommend the teaching field, no comment necessary.**

**3. What part(s) of the teacher education program best prepared you for your teaching experience?**

**4. What area(s) do you feel need to be addressed in the teacher education program to better prepare you as a teacher?**

# Appendix B

February 2, 2011

Dear Students,

Arkansas State University is requesting your assistance in assessing the Teacher Education Program's curriculum and your preparedness as a teacher. The survey will take only 5-10 minutes to complete. Please go to the following web page, <https://www.surveymonkey.com/s.aspx> , and complete the questionnaire so that we may have information about program strengths and areas for improvement. The survey is completely anonymous. We value your input and it will be used for recommended program changes.

There are three major parts to the survey: Demographics, Evaluation fo the Teacher Education Program, and Comments. If you have taught since graduation, you will fill out all three parts. If you have not taught since graduation, you will fill out Part I and Part III only. Please take a few minutes to complete this important educational survey.

Please complete the online survey as soon as possible, but no later than Friday, March 11, 2011.

I would like to thank you for the time you have taken to complete this questionnaire and the information you have provided to the Teacher Education Program.

Sincerely,

Dr. Mary Jane Bradley  
Professional Education Programs Director

April 12, 2011

Dear Students

Arkansas State University is requesting your assistance once again if you did not complete the on-line survey in February and early March. Please take ten minutes of your time to go to the following web page, <https://www.surveymonkey.com/s.aspx> , (Follow-Up Questionnaire) and complete the questionnaire so that we may have information about program strengths and areas of improvement. The survey is completely anonymous. We value your input and it will be used for recommended program changes.

There are three major parts to the survey: Demographics, Evaluation of the Teacher Education Program, and Comments. If you have taught since graduation, you will complete all three parts. If you have not taught since graduation, you will fill out Part I and Part III. Please take ten minutes to complete this important educational survey.

Please complete the on-line survey by Friday, May 27, 2011. On behalf of the College of Education, I would like to thank you for the time you have taken to complete this questionnaire and the information you have provided about the teacher education program.

Sincerely,

Mary Jane Bradley, Ed.D.  
Professional Education Programs Director

# Appendix C

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES**  
**ARKANSAS STATE UNIVERSITY**

**Table 3**  
**Percentages of Early Childhood Respondents, 2009-2010**

		<b>Early Childhood 2009-2010 n = 22</b>		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
	<b>1. behave in a professional, ethical, and legal manner was</b>	100.0%	0.0%	0.0%
	<b>2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was</b>	90.9%	9.1%	0.0%
	<b>3. demonstrate effective communication skills was</b>	90.9%	9.1%	0.0%
	<b>4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was</b>	77.3%	22.7%	20.0%
	<b>5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was</b>	91.3%	8.7%	0.0%
	<b>6. implement a variety of teaching models was</b>	81.8%	18.2%	0.0%
	<b>7. utilize appropriate classroom management was</b>	72.7%	18.1%	4.5%
	<b>8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was</b>	81.8%	18.2%	20.0%
	<b>9. reflect on teaching and learning was</b>	95.5%	4.5%	0.0%
<b>Overall Professional Indicators</b>				
	<b>10. My ability to continually invest in professional and personal development to increase value to students and colleagues was</b>	77.3%	22.7%	0.0%
	<b>11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was</b>	77.3%	22.7%	0.0%

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 4**  
**Means of Early Childhood Respondents, 2009-2010**

		<b>Early Childhood 2009-2010 n = 22</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
	<b>1. behave in a professional, ethical, and legal manner was</b>	2.92	3.00
	<b>2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was</b>	2.89	2.91
	<b>3. demonstrate effective communication skills was</b>	2.87	2.91
	<b>4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was</b>	2.77	2.40
	<b>5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was</b>	2.81	2.60
	<b>6. implement a variety of teaching models was</b>	2.70	2.60
	<b>7. utilize appropriate classroom management was</b>	2.81	2.59
	<b>8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was</b>	2.75	2.00
	<b>9. reflect on teaching and learning was</b>	2.91	2.80
<b>Overall Professional Indicators</b>			
	<b>10. My ability to continually invest in professional and personal development to increase value to students and colleagues was</b>	2.77	3.00
	<b>11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was</b>	2.70	2.40

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Early Childhood  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- Make sure to have plenty of personal contact with your advisers and professors and ensure that you get a letter of recommendation from each instructor during your last few semesters.
- You learn a lot of the necessary things you need to learn in order to be a great teacher.
- I would say they are very helpful in preparing you for teaching.  
I would recommend that they take their classes at MSCC-ASU. The class sizes are small and they create a family atmosphere
- Make sure that you are not a procrastinator and that you maintain a good relationship with all professors.
- Students need more classroom management skills Students need to be prepared to teach in today's classroom. They need to learn to follow schedules. In the classroom, you can't take as long as you want to teach a lesson. Field students should be taught that up-front.
- The teacher education program at ASU provided me with a great amount of teaching opportunities in the classroom. They prepared me in the most appropriate manner and I recommend it to anyone!
- It's important to have teachers with recent public school teaching experience available to consult with on certain issues. If your last experience in a public school was 20 years ago; can you relate because things have changed tremendously, since then.
- I would recommend the Teacher Education Program at ASU because I feel it completely gets you prepared for your own classroom. The experiences I recieved especially made me ready for my own classroom.
- I would recommend to them to go to the Beebe campus if at all possible. The teaching staff is wonderful and knowledgable.
- I would recommend that they will never be prepared for the actuality of the classroom. ASU will prepare them for the actual curriculum and planning, however, it is a whole new world once you have your own classroom. Just listen to the teachers. They prepare you for the basics.
- The teachers are very knowledge about the areas that they teach and are always ready to help in any way possible.

13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?

- Have fun with the students! If you show them that you enjoy life and enjoy them then they will do the same (for the most part).
- It is very fulfilling getting to teach others about things that they will need to succeed in life.

**Note: Responses were typed by students online with no changes by the PEP office.**

- I would recommend that they be certain that teaching is what they want. It is a tough job and most teachers spend MUCH more time working than just 8 to 3! However, it is very rewarding!
- This field is all about the children you encounter on a daily basis.
- Visit every grade of the degree you are obtaining. Once you are hired, begin working on basic lesson plans, centers, etc.
- I would but unsure what I would say to them.
- Plan, plan, plan. OVER plan. Listen to teachers about classroom management and diversity.
- That there would be more hands on practice as you learn new things in school.

14. What part(s) of the teacher education program best prepared you for your teaching experience?

- During the internship and field three experiences we were assigned to do a portfolio. The work that I did on that portfolio helped me prepare for some of what was to come.
- Lesson planning, the class we took on testing, and our field experiences.
- Internship
- The time spent in field experiences helped to prepare me the most. Those experiences are invaluable!
- The field experiences were the most important to me.
- Internship. It would have been good to have more experience in the classroom prior to internship.
- My internship and field placements prepared me the most for my career.
- The actual field experiences
- Preinternship and final Internship, there is no substitute for direct hands-on experience in a classroom.
- Field experiences and the fact that there were so many of them. The opportunity to be in various grades and do such a vast assortment of activities and projects was awesome!
- The close peer-to-teacher communication The reading classes were high caliber
- My best preparation for teaching did not come from ASU but from actually working in the classroom.
- Knowing how to do lesson plans was a huge part to prepare me for a classroom.
- internship and field 3
- The most preparation I got was from the field experiences. Those are vital no matter how much we despised them while going!
- Being in the actual classroom with the actual classroom teacher.
- Mrs. Sherris Bond's classes and her modeling during instruction--I learned so much about teaching from her.

**Note: Responses were typed by students online with no changes by the PEP office.**

15. What area(s) do you feel need to be addressed in the teacher education program to better prepare you as a teacher?

- Ensure that all supervising teachers are doing it for the right reason. In my experience, not all are willing to take part in allowing the intern to take full control of the class or they are completely absent and do not give any advice or help.
- I feel that a lot of emphasis is placed on teaching to the lowest achieving students in the class, but we are not really taught how to handle the higher achieving students. I feel that this needs to be addressed a little bit more.
- I believe people in the Teacher Ed program would be more prepared for their first year if they spent more of their experiences at the beginning of the school year. Most teachers do their internship in January. By January, the teachers and the children have already established a routine and procedures. I think student teachers would benefit from spending time learning how to implement beginning-of-school procedures and routines. That is the area in which I felt most unprepared in my kindergarten classroom.
- There must be more instruction on communicating with parents and applying different teaching methods according to the required frameworks. There also needs to be instruction on breaking down the frameworks and SLE's
- More experience within the classroom prior to internship.
- Students should be trained how to teach guided reading. They should be taught how to assess data in all subjects to pinpoint problems and develop solutions. Classroom management techniques would be helpful.
- The student teaching (field III internship) was a disaster. I did not do my internship in Jonesboro and did not feel like my university supervisor could answer questions as to what I needed to do while in the field. There were many things that were not explained well, if at all, during the meeting prior to beginning the internship which left me feeling overwhelmed. I was a straight A student so I can only imagine what some of the other girls must have felt regarding this issue.
- The Social Foundations course needs to be reviewed. The content could have been more applicable, but the teacher was unkind, not professional about sharing his view points, and saw his way as an end all be all. His focus on the instruction for this course needs to be much more balanced. Most of your professors are great models for teaching, but he exhibited no part of a teacher that I would intend to become.
- During my classes at ASU I was constantly doing "busy" work. This did not help prepare me for the real world of teaching.
- I felt the classroom management class might not have helped as much as I wished it would have.
- more field experience or more hands-on experience in the college class from teachers more in tune with today's classrooms.
- Classes

**Note: Responses were typed by students online with no changes by the PEP office.**

- I think it would be nice for the program to take a closer look at what tools teachers use in their classrooms; such as, DIBELS testing, DRA testing, Benchmark exams, Retention information, 504's. However, I remember covering many of those aspects but they are also things that have to have real life connections to them before you understand them completely. So maybe more real life connections. I don't know. Just things that I can think of that stress me out sometimes. :)
- Classroom management, more lesson planning - not assignments but professor helped plans, not so much Preschool, need to incorporate more experience in the field of K-4.
- The supervising teachers that interns are placed with. They take advantage of interns and use them to do their job rather than modeling to them appropriate strategies to use during teaching, etc...
- The theory portion of the program. There needs to be more real world connection

**Note: Responses were typed by students online with no changes by the PEP office.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 5**  
**Percentages of Early Childhood/Special Education Respondents, 2009-2010**

		Early Childhood/ Special Education 2009-2010 n = 6		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
1. behave in a professional, ethical, and legal manner was	83.3%	16.7%	0.0%	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	83.3%	16.7%	0.0%	
3. demonstrate effective communication skills was	50.0%	50.0%	0.0%	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	66.7%	33.3%	20.0%	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	66.7%	33.3%	0.0%	
6. implement a variety of teaching models was	66.7%	16.7%	16.7%	
7. utilize appropriate classroom management was	66.7%	33.3%	0.0%	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	66.7%	33.3%	0.0%	
9. reflect on teaching and learning was	83.3%	16.7%	0.0%	
<b>Overall Professional Indicators</b>				
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	66.7%	33.3%	0.0%	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	66.7%	16.7%	16.7%	

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 6**  
**Means of Early Childhood/Special Education Respondents, 2009-2010**

		<b>Early Childhood/ Special Education 2009-2010 n = 6</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
	1. behave in a professional, ethical, and legal manner was	2.92	2.83
	2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.89	2.83
	3. demonstrate effective communication skills was	2.87	2.50
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.77	2.67
	5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	2.81	2.67
	6. implement a variety of teaching models was	2.70	2.50
	7. utilize appropriate classroom management was	2.81	2.67
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.75	2.67
	9. reflect on teaching and learning was	2.91	2.83
<b>Overall Professional Indicators</b>			
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.77	2.67
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.70	2.50

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Early Childhood/Special Education  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?
- I would recommend that they attend ASU because there is a variety of classes and you learn many essential tools for the career you are pursuing.
  - I would recommend taking classes in person on the Beebe campus, however the special education department and online special education classes are not something I would recommend people take online. There was an extreme amount of disregard from the instructors for the students and their struggles or questions as we progressed through the Special Education program.
  - I would recommend they complete the entire two year degree before transferring to the education program. I would not recommend completing the dual certification EC/SPED at the Beebe campus because there is not someone at the campus to mentor the students working on SPED. It is very difficult to complete the online portion with only sporadic email/phone contact with professors who are knowledgeable in the area of SPED.
  - I feel that a ASU's Teacher Education Program provided a quality education. I was hired before completing the program and am confident in my ability as a highly effective teacher.
13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?
- It's not about the love for the children its about wanting to see them bloom as individuals.
  - I would recommend the teaching field to others. However, I would strongly urge them not to take part in ASU's Teacher Education Program.
  - Make sure this is what you love. Not just like, or enjoy... but truly love, and get excited to get up and do each day.
  - I would recommend they substitute extensively before taking on the responsibility of teaching.
  - Teaching, especially in the special education field, is a challenging, yet rewarding career. I feel blessed to be a part of it.
14. What part(s) of the teacher education program best prepared you for your teaching experience?
- The hands on classes such as Dr. Lina Owens and Mrs. Bond's classes.
  - Student Internship was the only time I actually learned "how to teach."
  - The field experiences
  - I think Dr. McMurtry, Ms. Fleming, Dr. Phillipino, and Mrs. Hagge do an excellent job. They are obviously intelligent, caring professors who go the extra mile to help their students succeed.

**Note: Responses were typed by students online with no changes by the PEP office.**

- I feel that the authentic instruction, field experience, and hands-on activities provided by ASU's Teacher Education Program best prepared me for teaching.

15. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- Parent/Teacher Communication, there should really be a whole class on it.
- More experience in the classroom. Assignments that we can actually apply to our future in the classroom. Professors that have actually taught in the classroom and who have taught in the classroom in the past 5 years!!
- SPECIAL EDUCATION DEPARTMENT
- Give instruction on more appropriate areas of technology. Stop spending time on areas of technology that we will never use such as Hyperstudio and Kidpix and give instruction on the use of Samrtboard/Promethean technology that I use everyday in the classroom. Having resources to use that involve these two programs that is appropriate for my grade level would be very helpful or having the knowledge of how to create a program/tool to use that is appropriate for my grade level would be wonderful. Instruction in specific tools of assessment would be helpful. Assessment tools that are required by the Ar Dept of Ed should be taught in college extensively not just touched on. Hands on classroom management instruction would be helpful too. The children are becoming more and more unruly and immune to discipline so having a more extensive "bag of tricks" would be useful. Stress being tough in the beginning and you can lighten up as the year progresses- you can not start out easy and get tougher.
- As a dual major, ECH/Special Education P-4, I would have liked to have had more field experience in special education classrooms. Both Field 3 placements were required to be carried out in regular education classrooms. I would have preferred one to have been in a special education setting.

**Note: Responses were typed by students online with no changes by the PEP office.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES**  
**ARKANSAS STATE UNIVERSITY**

**Table 7**

**Percentages of Middle Level Education (Language Arts/Social Studies) Respondents, 2009-2010**

<b>Middle Level Education Language Arts/Social Studies 2009-2010 n = 6</b>		
Quite Competent	Reasonably Competent	Not Very Competent

Conceptual Framework	The teacher education graduate's perception of his/her ability to		
1. behave in a professional, ethical, and legal manner was	100.0%	0.0%	0.0%
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	100.0%	0.0%	0.0%
3. demonstrate effective communication skills was	100.0%	0.0%	0.0%
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	83.3%	16.7%	20.0%
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	33.3%	66.7%	0.0%
6. implement a variety of teaching models was	66.7%	33.3%	0.0%
7. utilize appropriate classroom management was	100.0%	0.0%	0.0%
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	33.3%	66.7%	20.0%
9. reflect on teaching and learning was	100.0%	0.0%	0.0%
<b>Overall Professional Indicators</b>			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	100.0%	0.0%	0.0%
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	83.3%	16.7%	0.0%

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 8**

**Means of Middle Level Education (Language Arts/Social Studies)  
Respondents, 2009-2010**

		<b>Middle Level Education Language Arts/ Social Studies 2009-2010 n = 6</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
1. behave in a professional, ethical, and legal manner was	2.92	3.00	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.89	3.00	
3. demonstrate effective communication skills was	2.87	3.00	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.77	2.83	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	2.81	2.33	
6. implement a variety of teaching models was	2.70	2.67	
7. utilize appropriate classroom management was	2.81	3.00	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.75	2.33	
9. reflect on teaching and learning was	2.91	3.00	
<b>Overall Professional Indicators</b>			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.77	3.00	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.70	2.83	

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Middle Level Education (Language Arts/Social Studies)  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- I would **HIGHLY** recommend the ASU Beebe campus for the teacher education program.
- Make sure and stay in good contact with your mentor and enjoy your time there.
- Always be prepared and professional. The ASU's Teacher Education Program will do everything in their power to help make you an excellent teacher. You will have to do the rest. Be prepared to work and always welcome any advice they may give.
- It is convenient. It gave me a foundation on which to build a great teaching career.
- I loved my small classes at ASU Beebe and the professors. They were able to be not only professors but also friends. I feel I was very able to fill the position I am now in because of my preparation there.

13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?

- To do it you **HAVE** to love it and the kids!
- Teaching is a very rewarding career. Very hard work, low pay, but worth every second!
- Make sure it is something that you love and remember to do it all for the kids.
- Be patient and creative. Every student is different and you need to be able to differentiate your instruction for your different learners.
- Study and learn the terminology of the teaching career field. Learn many teaching strategies. A lot of information is glazed over due to time constraints. It is up to each individual to learn items on their own, and I feel teaching strategies is the most important.
- Teaching is the most rewarding profession I have been involved in. This is my second time around education and career choice. I love it!

14. What part(s) of the teacher education program best prepared you for your teaching experience?

- Internship
- The feedback I received during my internships was the most valuable.
- The student teaching, but you still do not learn everything you need to know to teach in your own classroom.
- Field Experiences, technology classes, Classroom Management
- Internship

15. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- Focusing on frameworks, assessments, and how to map out curriculum for an entire year rather than just one lesson plan

**Note: Responses were typed by students online with no changes by the PEP office.**

- I would like to have had more classes on Special education. I did not realize how many of these special needs students are actually in the regular classroom. I became quite familiar with the terminology from the one class that I was required to take, but after getting my own class, I quickly realized that I had no idea what it really meant to follow an IEP or how to refer students for testing.
- I feel what needs to be addressed is more reality. Teaching in your own classroom is completely different than what you learn sitting in class. Also, more useable teaching materials for classes.
- more courses that help you integrate technology into the classroom and more focus on how to differentiate your instruction. Also more focus on the inclusion classroom and what exactly that entails.
- Teaching strategies - teachers need to be taught. There are too many students teaching each other at ASU Beebe campus. I was not taught how to grade writing. I was not taught how to differentiate properly. Mid level program students need experience and expertise to model. We did not need each other to teach theorists and strategies.
- Pathwise needs to be addressed much more. Other new teachers were prepared for getting ready for Praxis III and I really wasn't.

**Note: Responses were typed by students online with no changes by the PEP office.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 9**

**Percentages of Middle Level Education (Math/Science) Respondents, 2009-2010**

		Middle Level Education Math/Science 2009-2010 n = 5		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
1. behave in a professional, ethical, and legal manner was		80.0%	20.0%	0.0%
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was		60.0%	40.0%	0.0%
3. demonstrate effective communication skills was		80.0%	20.0%	0.0%
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was		100.0%	0.0%	0.0%
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was		100.0%	0.0%	0.0%
6. implement a variety of teaching models was		60.0%	40.0%	0.0%
7. utilize appropriate classroom management was		60.0%	0.0%	40.0%
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was		80.0%	20.0%	0.0%
9. reflect on teaching and learning was		80.0%	20.0%	0.0%
<b>Overall Professional Indicators</b>				
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was		60.0%	40.0%	0.0%
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was		60.0%	40.0%	0.0%

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 10**

**Means of Middle Level Education (Math/Science) Respondents, 2009-2010**

		<b>Middle Level Education Math/Science 2009-2010 n = 5</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
1. behave in a professional, ethical, and legal manner was	2.92	2.80	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.89	2.60	
3. demonstrate effective communication skills was	2.87	2.80	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.77	3.00	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	2.81	3.00	
6. implement a variety of teaching models was	2.70	2.60	
7. utilize appropriate classroom management was	2.81	2.20	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.75	2.80	
9. reflect on teaching and learning was	2.91	2.80	
<b>Overall Professional Indicators</b>			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.77	2.60	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.70	2.60	

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Middle Level Education (Math/Science)  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- Left me very prepared
- Take ESL, Mathematics, or Reading degree.
- The Teacher Ed Dept at ASU-Jonesboro is incredibly gifted. The staff is very knowledgeable about the current issues in schools. They produce well educated educators, and take in pride in making sure that all of their teacher candidates are well prepared for the road ahead in education.
- Program gave me very valuable tools for effective teaching.

13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?

- High school teacher
- Get a secondary level certification,
- I would recommend that all field students experience Dr. Dixie Keyes. She is a valuable asset to the ASU Teacher Ed Dept. Her field students learn a tremendous amount of information that will carry them beyond their field experience.
- Enriching and satisfying.

14. What part(s) of the teacher education program best prepared you for your teaching experience?

- Internships
- Pedegogy is where I was completely prepared.
- The student teaching, but you still do not learn everything you need to know to teach in your own classroom.
- Field II was a great preparation for me, but being an intern gives you more insight into the career. However nothing prepares you like your first year teaching experience.
- the internship and field experiences
- I was well prepared for lesson/curriculum planning and how to deal with students and parents.

15. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- Less use of live text and more hard copy portfolios
- I could not pass the praxis II content exam because I was NOT prepared for the social studies and science content questions.

**Note: Responses were typed by students online with no changes by the PEP office.**

- I feel that the education jargon: IEP, AIP, AYP, etc should be addressed. As a first year teacher there are so many things that you really will not learn until you actually begin...
- classroom management, and more about paperwork and standards issues teachers deal with
- I could have used more tips on how to organize/set up student files and classroom paperwork. Totally unprepared to deal with an administrator who gives no support with out of control students.

**Note: Responses were typed by students online with no changes by the PEP office.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 11**  
**Percentages of Physical Education Respondents, 2009-2010**

		<b>Physical Education 2009-2010 n = 3</b>		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
	<b>1. behave in a professional, ethical, and legal manner was</b>	66.7%	33.3%	0.0%
	<b>2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was</b>	100.0%	0.0%	0.0%
	<b>3. demonstrate effective communication skills was</b>	100.0%	0.0%	0.0%
	<b>4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was</b>	100.0%	0.0%	0.0%
	<b>5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was</b>	100.0%	0.0%	0.0%
	<b>6. implement a variety of teaching models was</b>	33.3%	66.7%	0.0%
	<b>7. utilize appropriate classroom management was</b>	100.0%	0.0%	0.0%
	<b>8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was</b>	100.0%	0.0%	0.0%
	<b>9. reflect on teaching and learning was</b>	100.0%	0.0%	0.0%
<b>Overall Professional Indicators</b>				
	<b>10. My ability to continually invest in professional and personal development to increase value to students and colleagues was</b>	100.0%	0.0%	0.0%
	<b>11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was</b>	100.0%	0.0%	0.0%

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 12**

**Means of Physical Education Respondents, 2009-2010**

		<b>Physical Education 2009-2010 n = 3</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
1. behave in a professional, ethical, and legal manner was	2.92	2.66	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.89	3.00	
3. demonstrate effective communication skills was	2.87	3.00	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.77	3.00	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	2.81	3.00	
6. implement a variety of teaching models was	2.70	2.33	
7. utilize appropriate classroom management was	2.81	3.00	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.75	3.00	
9. reflect on teaching and learning was	2.91	3.00	
<b>Overall Professional Indicators</b>			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.70	3.00	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.77	3.00	

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Physical Education  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?
- I feel that ASU does a excellent job in preparing students to become professional teachers.
  - Don't take your practice teaching lightly.
13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?
- That they attend ASU to redeive their teaching degree.
  - Get involved in a school district and work there to see how things are done.
14. What part(s) of the teacher education program best prepared you for your teaching experience?
- The hands on experience best prepared me for teaching. Having the observations and student internship is what I felt made me better prepared.
  - All of it.
15. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?
- The area I believe that needs to be addressed is helping graduate students get hired. Once I received my degree and teaching certificate I was on my own to find a job. I know the job market is tight but there wasn't much aid in helping students find that first job.
  - None

**Note: Responses were typed by students online with no changes by the PEP office.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 13**  
**Percentages of Social Studies Respondents, 2009-2010**

		<b>Social Studies 2009-2010 n = 3</b>		
		Quite Competent	Reasonably Competent	Not Very Competent
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>			
1. behave in a professional, ethical, and legal manner was	100.0%	0.0%	0.0%	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	100.0%	0.0%	0.0%	
3. demonstrate effective communication skills was	100.0%	0.0%	0.0%	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	66.7%	33.3%	0.0%	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	66.7%	33.3%	0.0%	
6. implement a variety of teaching models was	66.7%	33.3%	0.0%	
7. utilize appropriate classroom management was	100.0%	0.0%	0.0%	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	100.0%	0.0%	6.0%	
9. reflect on teaching and learning was	100.0%	0.0%	0.0%	
<b>Overall Professional Indicators</b>				
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	66.7%	33.3%	0.0%	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	66.7%	33.3%	0.0%	

**Note: One or more respondent omitted one or more question; therefore, percentages may not equal 100.**

**FOLLOW-UP SURVEY OF TEACHER EDUCATION GRADUATES  
ARKANSAS STATE UNIVERSITY**

**Table 14**  
**Means of Social Studies Respondents, 2009-2010**

		<b>Social Studies 2009-2010 n = 3</b>	
		<b>*Ref Mean</b>	<b>Actual Mean</b>
<b>Conceptual Framework</b>	<b>The teacher education graduate's perception of his/her ability to</b>		
1. behave in a professional, ethical, and legal manner was	2.92	3.00	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.89	3.00	
3. demonstrate effective communication skills was	2.87	3.00	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.77	2.66	
5. understand central concepts, tools of inquiry, and structures of the discipline(s) facilitates creating learning experiences that make the aspects of the subject matter meaningful for students was	2.81	2.66	
6. implement a variety of teaching models was	2.70	2.66	
7. utilize appropriate classroom management was	2.81	3.00	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.75	3.00	
9. reflect on teaching and learning was	2.91	3.00	
<b>Overall Professional Indicators</b>			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.76	2.66	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.54	2.66	

**\*Reference means are the mean scores from the 12 responding major groups' mean. (Mean of the means)**

**Major: Social Studies  
2009-2010**

12. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?

- The program is worthwhile. The only thing I would change is allowing more teaching opportunities in the earlier phases of the program.

13. If you would recommend the teaching field to someone else, what recommendation(s) would you make?

- Social Studies is a very difficult job to get but worthwhile.

14. What part(s) of the teacher education program best prepared you for your teaching experience?

- DR. HOGUE, She was the greatest help to me.

15. What area(s) do you feel need to be addressed in the teacher education program to better prepare you as a teacher?

**Note: Responses were typed by students online with no changes by the PEP office.**