

To: Department Chairs
From: Don Maness, Dean, College of Education
Mary Jane Bradley, Director, Professional Education Programs
Date: June 29, 2010
Subject: Follow-up Survey of Teacher Education Graduates 2006-2007 and 2008-2009

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 (including appropriate PRAXIS scores). 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 2006-07 and 2008-09 years. 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 2006-07 or 2008-09. Five hundred sixty-five (565) graduates were e-mailed a web site address to complete the survey on-line with seventy-four (74) graduates completing the survey for a thirteen and one tenth percent (13.1%) return rate. With the return rate low, the decision was made to focus on programs having a twenty-five percent (25%) rate or higher during the 2008-2009 school year.

Table 1: Respondents by Programs Across Both Years

Programs	Total
Early Childhood	36
Special Education	5
Middle Level – LA/SS	10
Middle Level – M/S	7
Secondary Education:	
Agriculture	1
Art	1
Business	4
English	1
Instrumental Music	0
Vocal Music	1
Languages – Spanish	1
Mathematics	3
Physical Education/Health	2
Science	0
Social Studies	2
Total Secondary Education	16
Grand Total of Respondents	74

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 11-16 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 2006-07 and 2008-09 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, 2010 (see letter on page 18 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 20, 2010 asking former students to complete the survey on-line by May 26, 2010 if they had not already done so (see letter on page 19 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 11-16).

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 the lower number return rate, the decision was made to report all respondents and participants for four program areas (each area that had 25% responders or higher) for only the 2008-2009 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

Of the total 74 respondents, 34.0% of the participants in the study graduated in 2006-07 and 66.0% graduated in 2008-09.

Location of Hours Completed. The respondents indicated that 61.2% completed 124 hours or more at the Jonesboro campus, 32.7% indicated completing 61-123 hours at the Jonesboro campus, and 6.1% 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: 54.8% completed 61 hours or more at a 2 year program, 30.9% completed 45-60 hours at a 2 year program, and 14.3% completed 1-44 hours at a 2 year program.

Employment. Of the respondents, 81.6% indicated that they are currently teaching, 16.3% have taught but are now engaged in other employment, 2.0% are unemployed, and 0.0% have taught but are not currently teaching. Of the individuals currently teaching, 12.2% are teaching in Craighead County, 78% are teaching in Arkansas but outside of Craighead County, 7.3% are teaching in Missouri, and 2.4% are teaching outside Arkansas and Missouri.

First Year Teaching Help. The respondents indicated their desire of help wanted from the following individuals: 52.9% would have liked help from a school administrator, 58.8% would have liked help from an assigned mentor, 73.5% would have liked help from other teachers, 35.3% would have liked help from a university professor, and 5.9% 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 four programs, Early Childhood – Special Education, Middle Level, Business, and Math Education, for the year 2008-09. Table 2, page 9, is provided to describe data (percentages) for all respondents for the 2008-09 school year. Table 3, page 21, is provided to describe data (percentages) by graduates in the Early Childhood/Special Education (ECH/SPED) program for the 2008-09 school year. Table 4, page 22, also describes the ECH/SPED program data showing the means for each indicator. Table 5,

page 24, is provided to describe data (percentages) by graduates in the Middle Level program for 2008-2009. Table 6, page 25, also describes the Middle Level program data showing the mean for each indicator. Table 7, page 28, is provided to describe data (percentages) by graduates in the Business program for 2008-2009. Table 8, page 29, also describes the Business program data showing the mean for each indicator. Table 9, page 31, is provided to describe data (percentages) by graduates in the Math program for 2008-2009. Table 10, page 32, also describes Math program data showing the mean for each indicator.

Comments

Participants responded to two open-ended questions about the teaching field and to 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 four program areas, Early Childhood/Special Education, Middle Level, Business, and Math. Graduates indicated the strengths of the program and areas of academic instruction that would have better prepared them as teachers.

Dissemination of the Data

Four departments received a follow-up assessment of the teacher education program for 2008-2009 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, 2008-2009

		All Respondents with Teaching Experience 2008-2009 n = 50		
		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	96.0%	4.0%	0.0%
	2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	80.0%	20.0%	0.0%
	3. demonstrate effective communication skills was	82.0%	16.0%	2.0%
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	68.0%	28.0%	4.0%
	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	64.0%	32.0%	4.0%
	6. implement a variety of teaching models was	68.0%	30.0%	2.0%
	7. utilize appropriate classroom management was	54.0%	42.0%	4.0%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	74.0%	20.0%	6.0%
	9. reflect on teaching and learning was	80.0%	16.0%	4.0%
Overall Professional Indicators				
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	78.0%	20.0%	2.0%
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	56.0%	42.0%	2.0%

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, 2010

Dear Student:

Arkansas State University is requesting your assistance in assessing the teacher education program curriculum and your preparedness as a teacher. Please go to the following web page, <http://www.education.astate.edu/pep/html>, click on the survey link (Follow-Up Questionnaire) 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 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 **a few minutes** to complete this important educational survey.

Please complete the online survey **as soon as possible** but no later than **March 12, 2010**. 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,

A

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

April 20, 2010

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, <http://education.astate.edu/pep/survey.html>, (Follow-Up Questionnaire) 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 Wednesday, May 26, 2010. 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,

A

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/Special Education Respondents, 2008-2009

		Early Childhood/ Special Education 2008-2009 n = 5		
		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	80.0%	20.0%	0.0%
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	60.0%	20.0%	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	60.0%	40.0%	0.0%
	6. implement a variety of teaching models was	60.0%	40.0%	0.0%
	7. utilize appropriate classroom management was	20.0%	80.0%	0.0%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	20.0%	60.0%	20.0%
	9. reflect on teaching and learning was	80.0%	20.0%	0.0%
Overall Professional Indicators				
	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	40.0%	60.0%	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 4
Means of Early Childhood/Special Education Respondents, 2008-2009

		Early Childhood/ Special Education 2008-2009 n = 5	
		*Ref Mean	Actual Mean
Conceptual Framework	The teacher education graduate's perception of his/her ability to		
1. behave in a professional, ethical, and legal manner was	2.96	3.00	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.80	3.00	
3. demonstrate effective communication skills was	2.80	2.80	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.64	2.40	
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	2.60	2.60	
6. implement a variety of teaching models was	2.66	2.60	
7. utilize appropriate classroom management was	2.50	2.20	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.68	2.00	
9. reflect on teaching and learning was	2.76	2.80	
Overall Professional Indicators			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.76	3.00	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.54	2.40	

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

**Major: Early Childhood/Special Education
2008-2009**

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

- I would recommend for the person to go straight regular education. ASU Teacher Education Department gets students ready to walk into a regular classroom but the special education department does not prepare you to teach special ed.
- It is a great program.
- I recommend the teacher education program, but I do not recommend the P-4/Special ed. dual program because you are not prepared enough for the Praxis.
- I would recommend other students to only do the p-4 program. I would not recommend the special education program unless it was available in class rather than online.

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

- Not to go with the Prek-4 special education degree.
- Teaching is a very rewarding job.
- I would advise them to make sure they are being prepared before graduating.
- Make sure you use your time wisely!!!!

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

- The field experiences.
- Internship
- The field experience and Internship. I think more hands on experience is a MUST!!!!
- Student teaching

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

- Something needs to be done with the Pre-K through 4th grade with the special education endorsement. The special education department is bringing down the Teacher Ed. department. The Teacher Ed. Department prepares their students fully to be ready to step into the classroom. I can't say that for the Special Education Department.
- assessments and classroom management
- Just more time in the field.
- The Special education portion of the program.

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 Middle Level Education Respondents, 2008-2009

		Middle Level Education 2008-2009 n = 10		
		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	80.0%	20.0%	0.0%
	3. demonstrate effective communication skills was	70.0%	30.0%	0.0%
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	60.0%	40.0%	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	60.0%	40.0%	0.0%
	6. implement a variety of teaching models was	70.0%	30.0%	0.0%
	7. utilize appropriate classroom management was	60.0%	40.0%	0.0%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	70.0%	30.0%	0.0%
	9. reflect on teaching and learning was	60.0%	40.0%	0.0%
Overall Professional Indicators				
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	90.0%	10.0%	0.0%
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	70.0%	30.0%	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 6
Means of Middle Level Education Respondents, 2008-2009

		Middle Level Education 2008-2009 n = 10	
		*Ref Mean	Actual Mean
Conceptual Framework	The teacher education graduate's perception of his/her ability to		
	1. behave in a professional, ethical, and legal manner was	2.96	3.00
	2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.80	2.80
	3. demonstrate effective communication skills was	2.80	2.70
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.64	2.60
	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	2.60	2.60
	6. implement a variety of teaching models was	2.66	2.70
	7. utilize appropriate classroom management was	2.50	2.60
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.68	2.70
	9. reflect on teaching and learning was	2.76	2.60
Overall Professional Indicators			
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.76	2.90
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.54	2.70

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

**Major: Middle Level Education
2008-2009**

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

- Dr. Keyes will strive to make you the best teacher you can be, so get ready to work! There is a lot of work involved in the program, but it is worth it!
- Great distance learning program. Wonderful teachers.
- yes
- Try the ASU Teacher Ed program because they faculty take care of you.
- Very flexible, professor/student ratio was great, professors always ready and willing to help!
- I loved being able to finish my degree in the small school atmosphere at ASU BEEBE

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

- Make sure you are going into education because you really want your students to succeed. If you have that attitude, as I do, you won't mind the after hours work you don't get paid for!
- You have to have a lot of patience. Don't get into it for the money! :) It is the most rewarding job I have ever done.
- There is nothing more rewarding than working with the youth!!!
- I would recommend. No comments though.

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

- I hated extensive lesson plans, but having every minute of my lessons planned and overplanning so there is no down time allow me to keep my students engaged. Although my lesson plans are not even close to being as wordy as the PET model, thankfully!
- Field 3
- I feel like Field II as well as my internship best prepared me for my first year teaching.
- Internship and field experiences.
- Field experience
- The internships!!!
- The variety of classes.

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

**Major: Middle Level Education continued
2008-2009**

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

- There needs to be a full semester class on Classroom Management. Lumping it with another class is ridiculous. Without good CM, a teacher spends most of the class period maintaining control and little instruction takes place. When I attended UCA a CM class was mandatory. The Integrating Technology class was a waste of my time. Nothing I did in there was worth the class. The programs we used were mostly for P-4 and did not benefit me at all. They were expensive to buy and to use the school's required using a comp. lab that was not always open or available. As I was a commuter who drove 65 miles one way, it was difficult to get everything done. Hyperstudio was the biggest waste of my time. I would much rather have had a classroom management course.
- More in class teaching
- I feel like there needs to be more time spent on the PRAXIS 3. I did not feel like it was mentioned enough or that we got any real preparation for it.
- We need to be using pathwise lesson plan format like the other local universities use. ASU uses PET model from livetext, but that is not what we are required to use to prepare for the Praxis III testing once we start testing. I feel that I was at a disadvantage since other new teachers were familiar with writing pathwise lesson plans, but I was not. I feel strongly that this should be changed.
- Maybe allowing a few days to get your resumes out there in the central Arkansas area. One day in Jonesboro was not helpful to me personally.
- Some of the classes that we took our first semester, senior year were useless.

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 Business Education Respondents, 2008-2009

		Business Education 2008-2009 n = 3		
		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	66.67%	33.33%	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	66.67%	33.33%	0.0%
	6. implement a variety of teaching models was	66.67%	33.33%	0.0%
	7. utilize appropriate classroom management was	33.33%	66.67%	0.0%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	74.0%	20.0%	6.0%
	9. reflect on teaching and learning was	100.0%	0.0%	0.0%
Overall Professional Indicators				
	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	66.67%	33.33%	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 Business Education Respondents, 2008-2009

		Business Education 2008-2009 n = 3	
		*Ref Mean	Actual Mean
Conceptual Framework	The teacher education graduate's perception of his/her ability to		
	1. behave in a professional, ethical, and legal manner was	2.96	3.00
	2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.80	3.00
	3. demonstrate effective communication skills was	2.80	3.00
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.64	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	2.60	2.67
	6. implement a variety of teaching models was	2.66	2.67
	7. utilize appropriate classroom management was	2.50	2.33
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.68	3.00
	9. reflect on teaching and learning was	2.76	2.67
Overall Professional Indicators			
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.76	3.00
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.54	2.67

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

**Major: Business Education
2008-2009**

10. If you would recommend ASU's Teacher Education Program to someone else, what recommendation(s) would you make?
- I would recommend ASU's teacher education program to anyone interested in the teaching profession. All the professors, and doctors I recieved instruction from were professional. They prepared me for my teaching career by using real life examples and teaching to me not at me.
 - That it is a great program to get you started in education.
 - Go into an area where the schools need more than 1 or 2 teachers in that area. The problem I have run into is no openings.
11. If you would recommend the teaching field to someone else, what recommendation(s) would you make?
- I would recommend the teaching field to anyone who has a wide variety of interests, and seeks a high level of personal professional achievement.
 - That teaching is a calling, and it takes a certain type of person to do so and be truly happy at it.
 - Make sure it is what you want to do and go into an area that requires alot of teachers in that area.
12. What part(s) of the teacher education program best prepared you for your teaching experience?
- Student Internship, Psycology course on behavior
 - The psychology classes and education classes
 - Internship
13. What area(s) do you feel need to be addressed in the teacher education program to better prepare you as a teacher?
- a course over the liabilities of teaching, insurances, and teacher organizations available to join.
 - How to deal with various types of students, i.e. slow learners, trouble makers, attention seekers, etc.
 - I had an excellent teacher that I interned under but I had some classmates that did not have.

\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 Math Education Respondents, 2008-2009

		Math 2008-2009 n = 3		
		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	33.33%	66.67%	0.0%
	3. demonstrate effective communication skills was	66.67%	33.33%	0.0%
	4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	66.67%	33.33%	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	33.33%	66.67%	0.0%
	6. implement a variety of teaching models was	66.67%	33.33%	0.0%
	7. utilize appropriate classroom management was	33.33%	33.33%	33.33%
	8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	100.0%	0.0%	0.0%
	9. reflect on teaching and learning was	66.67%	33.33%	0.0%
Overall Professional Indicators				
	10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	66.67%	33.33%	0.0%
	11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	66.67%	33.33%	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 Math Education Respondents, 2008-2009

		Math Education 2008-2009 n = 3	
		*Ref Mean	Actual Mean
Conceptual Framework	The teacher education graduate's perception of his/her ability to		
1. behave in a professional, ethical, and legal manner was	2.96	3.00	
2. develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential was	2.80	2.33	
3. demonstrate effective communication skills was	2.80	2.67	
4. plan and implement curriculum appropriate to the students, grade level, content, and course objectives was	2.64	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	2.60	2.33	
6. implement a variety of teaching models was	2.66	2.67	
7. utilize appropriate classroom management was	2.50	2.00	
8. utilize a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities was	2.68	3.00	
9. reflect on teaching and learning was	2.76	2.67	
Overall Professional Indicators			
10. My ability to continually invest in professional and personal development to increase value to students and colleagues was	2.76	2.67	
11. From my preparation by ASU's Teacher Education Program, my ability to teach in today's schools was	2.54	2.67	

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

**Major: Math Education
2008-2009**

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

- pressure instructors to include more about classroom management.
- Start researching what you will be teaching early so that when you are going through the program, you will be able to incorporate the general concepts into specific procedures, utilizing state frameworks, for future use

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

- Be sure you love the field you are pursuing
- Start thinking like a teacher!!!

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

- educational phsyc.
- The content specific courses and the internship.

...and Ed Psych with Dr. Jones...

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

- How to deal with the consistantly disruptive student.
- I would like to have had more focused, content specific courses. The ONE I had was great and I also learned a lot during the internship, but it would have been nice to have more specific teaching strategies specific to my content.

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