



TEACHER EDUCATION

Office of Professional  
Preparation & Licensure

Teacher Education Program Exit Survey  
2017-2018



## TEACHER EDUCATION

### Purdue University Teacher Education Program Exit Survey 2017-2018

The main purpose of the Teacher Education Program Exit Survey is to identify the strengths and areas for improvement in the Purdue University Teacher Education Program and to provide feedback to faculty for possible program revisions. The 2017-2018 survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

In November 2017 and April 2018, the Office of Professional Preparation and Licensure, in collaboration with the Office of Field Experiences, distributed the Teacher Education Program Exit Survey with instructions via the Purdue Qualtrics Survey System to 69 Fall 2017 and 142 Spring/Summer 2018 student teachers. The response rate for the survey follows:

Fall 2017: 46.4% (Out of 69 student teachers, 32 responded)

Spring 2018: 76.1% (Out of 142 student teachers, 108 responded)

A total of 140 student teachers responded for an overall return rate of 66%. Approximately 51% of the survey respondents were Elementary Education majors. The remaining respondents completed secondary and all schools (P-12) education majors. The response rate decreased from 70% in 2016-17 to 66% in 2017-18.

The major findings from the survey follow:

- A majority of the candidates (95%) assessed that they understand how learners grow and develop, can recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
- Many candidates (95%) reported that they are able to use their understanding of individual differences and diverse cultures and communities to work independently or collaboratively with others to create inclusive, supportive and encouraging learning environments. They also believe they are able to design and implement developmentally appropriate and challenging learning experiences that foster individual and collaborative learning, positive social interactions, and students' active engagement in learning to promote positive student outcomes in meeting high standards of learning.
- 93% of the candidates rated that they understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Almost all the candidates (98%) found that they are able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon their knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, learners and the community context.
- Most candidates (97%) found that they understand and can use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.

- Maximum candidates (95%) reported that they understand the central concepts, tools of inquiry, and structures of the content areas they teach and are able to create learning experiences that make the information accessible and meaningful for learners to assure mastery of the content.
- A greater number of candidates (96%) rated that they understand and can use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide their own and their students' decision making.
- Approximately (98%) of candidates found that they can use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community). They also believe they are able to adapt practice to meet the needs of each learner.
- The majority of candidates (97%) considered that they engage in ongoing professional development and seek appropriate leadership roles and opportunities to take responsibility for student learning to ensure his/her professional growth and to collaborate with learners, families, colleagues, other school professionals and community members to advance the education profession.
- 96% of the respondents considered that they had been treated professionally by their academic advisors, and 94% of the candidates agreed that their advisors were available when requested and responsive to their needs. Most of the candidates (92%) believed that their advisors were knowledgeable about the Teacher Education Program and university procedures.
- 92% of candidates were satisfied with their teacher education program.

Some of the 140 respondents completed more than one licensure program (e.g., Elementary Education & Exceptional Needs: Mild Intervention). The pool of candidates represents students completing the traditional (undergraduate) and alternative (Post-baccalaureate, STEM Goes Rural, and Transition to Teaching) teacher education programs.

Below is a full compilation of the survey results.

1. I completed the following licensure program(s) at Purdue.

Instructional/Teaching	Total number of Respondents	Total number of Program completers	Percentage of respondents
Agricultural Education	18	25	72%
Art Education	0	4	0%
Early Childhood Education and Exceptional Needs	10	16	63%
Elementary Education and Special Education (Dual)	13	21	62%
Elementary Education (Solely)	58	76	76%
Engineering Technology Teacher Education	3	6	50%
English (Language Arts) Education	6	8	75%
Exceptional Needs: Intense and/or Mild Intervention (Graduate Level Initial)	6	13	46%
Family and Consumer Sciences Education	7	7	100%
Mathematics Education	8	13	62%
Physical Education and Health Education	1	2	50%
Science: Chemistry	0	2	0%
Science: Earth/Space Sciences	0	1	0%
Science: Life Sciences (Biology)	2	2	100%
Science: Physics	2	2	100%
Social Studies	6	13	46%
Total	140	211	66%

**Descriptive Statistics of the Responses to the Quantitative Questions**

Item	Statement	Number of responses	Mean	Standard Deviation
<b>Data for Items 2-16 are located on pages 5-8.</b>				
2	I understand how learners grow and develop.	121	3.31	0.83
3	I recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	123	3.49	0.70
4	I can design and implement developmentally appropriate and challenging learning experiences	123	3.43	0.76
5	I can use my understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	119	3.38	0.76

Item	Statement	Number of responses	Mean	Standard Deviation
6.a	I can work with others to create environments that support and encourage: - individual learning	118	3.48	0.74
6.b	I can work with others to create environments that support and encourage:-collaborative learning	117	3.50	0.71
6.c	I can work with others to create environments that support and encourage:-positive social interaction	117	3.46	0.74
6.d	I can work with others to create environments that support and encourage:-active engagement in learning	117	3.44	0.77
6.e	I can work with others to create environments that support and encourage:-self-motivation	117	3.32	0.78
7	I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach	115	3.37	0.80
8	I can create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	116	3.35	0.76
9.a	I understand how to connect concepts and use differing perspectives to engage learners in:-critical thinking	112	3.31	0.75
9.b	I understand how to connect concepts and use differing perspectives to engage learners in:-creativity and collaborative problem solving related to authentic local and global issues	111	3.28	0.81
10.a	I understand and can use multiple methods of assessment to:-engage learners in their own growth	111	3.39	0.63
10.b	I understand and can use multiple methods of assessment to:-monitor learner progress	110	3.46	0.60
10.c	I understand and can use multiple methods of assessment to:-guide my own and my students' decision making.	110	3.43	0.68
11.a	I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon my knowledge of: content areas.	110	3.48	0.55
11.b	I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon my knowledge of: curriculum, cross-disciplinary skills, and pedagogy.	110	3.40	0.71
11.c	I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon my knowledge of learners and the community context	110	3.39	0.59
12.a	I understand and can use a variety of instructional strategies to encourage learners to:-develop deep understanding of content areas and their connections	109	3.41	0.63
12.b	I understand and can use a variety of instructional strategies to encourage learners to:-build skills to apply knowledge in meaningful ways.	110	3.47	0.64
13	I engage in ongoing professional learning. I engage in ongoing professional learning	105	3.52	0.69
14	I can use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community)	105	3.43	0.64
15	I can adapt practice to meet the needs of each learner. I can adapt practice to meet the needs of each learner.	107	3.40	0.79
16.a	I can seek appropriate leadership roles and opportunities to: take responsibility for student learning to ensure his/her growth.	108	3.44	0.60
16.b	I can seek appropriate leadership roles and opportunities to:- collaborate with learners, families, colleagues, other school professionals and community members to advance the profession	108	3.48	0.55

Item	Statement	Number of responses	Mean	Standard Deviation
<b>Data for items 17-21 are located on page 8-11.</b>				
17	I was treated professionally by my academic advisor.	109	3.61	0.76
18	My academic advisor was knowledgeable about the Teacher Education Program and university procedures.	109	3.46	0.92
19	My academic advisor was available.	108	3.47	0.83
20	My academic advisor was responsive to my needs.	106	3.42	1.03
<b>Data for items 21 are located on page 11-21.</b>				
21	Overall, how satisfied are you with your teacher education program?	109	3.23	0.82

**2 - 16. Please read each of the following statements and indicate your degree of agreement with the statement using the following scale: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree**

**2. I understand how learners grow and develop.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
3(2%)	4(3%)	66(55%)	48(40%)	19	121

**3. I recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	1(1%)	55(45%)	65(53%)	17	123

**4. I can design and implement developmentally appropriate and challenging learning experiences.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	3(2%)	58(47%)	60(49%)	17	123

**5. I can use my understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	3(3%)	62(52%)	52(44%)	21	119

**6. I can work with others to create environments that support and encourage:**

**Individual learning.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	2(2%)	51(43%)	63(53%)	22	118

**Collaborative learning.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	1(1%)	51(43%)	63(53%)	23	117

**Positive social interaction.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	2(2%)	53(45%)	60(51%)	23	117

**Active engagement in learning.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	3(3%)	53(45%)	59(50%)	23	117

**Self-motivation.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	12(8%)	74(49%)	65(43%)	23	117

**7. I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
3(3%)	2(2%)	59(51%)	51(44%)	25	115

**8. I can create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	3(3%)	63(54%)	48(41%)	24	116

**9. I understand how to connect concepts and use differing perspectives to engage learners in:**

**Critical thinking.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	5(4%)	64(57%)	42(38%)	28	112

**Creativity and collaborative problem solving related to authentic local and global issues.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	7(6%)	63(56%)	40(36%)	29	111

**10. I understand and can use multiple methods of assessment to:**

**Engage learners in their own growth.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	3(3%)	62(56%)	46(41%)	29	111

**Monitor learner progress.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	2(2%)	55(50%)	53(48%)	30	110

**Guide my own and my students' decision making.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	4(4%)	55(50%)	51(46%)	30	110

**11. I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon my knowledge of:**

**Content areas.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	1(1%)	55(50%)	54(49%)	30	110

**Curriculum, cross-disciplinary skills, and pedagogy.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	5(5%)	56(51%)	49(45%)	30	110

**Learners and the community context.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	2(2%)	63(57%)	45(41%)	30	110

**12. I understand and can use a variety of instructional strategies to encourage learners to:**

**Develop deep understanding of content areas and their connections.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	3(3%)	58(53%)	48(44%)	31	109

**Build skills to apply knowledge in meaningful ways.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	3(3%)	52(48%)	55(50%)	30	110

**13. I engage in ongoing professional learning.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	2(2%)	43(41%)	59(56%)	35	105

**14. I can use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community).**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	1(1%)	55(52%)	48(46%)	35	105

**15. I can adapt practice to meet the needs of each learner.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	5(5%)	51(48%)	50(47%)	33	107

**16. I can seek appropriate leadership roles and opportunities to:**

**Take responsibility for student learning to ensure his/her growth.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	2(2%)	57(53%)	49(45%)	32	108

**Collaborate with learners, families, colleagues, other school professionals, and community members to advance the profession.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
0(0%)	1(1%)	54(50%)	53(49%)	32	108

**17 - 21. The following items address your interactions with your academic advisor. Please read each of the following statements and indicate your degree of agreement with the statement using the following scale:**

**Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.**

**17. I was treated professionally by my academic advisor.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	2(2%)	32(29%)	73(67%)	31	109

**18. My academic advisor was knowledgeable about the Teacher Education Program and university procedures.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
3(3%)	5(5%)	40(37%)	61(56%)	31	109

**19. My academic advisor was available.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(2%)	4(4%)	43(40%)	59(55%)	32	108

**20. My academic advisor was responsive to my needs.**

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
4(4%)	7(7%)	36(34%)	59(56%)	34	106

**21. Comments about your academic advisor.**

Text Responses	
1.	She was great, always helpful and willing to answer questions
2.	With being not in the college of education, my advisor was unfamiliar with any classes or procedures that are required for the education licensure or requirements.
3.	Love my College of Science advisor! My program isn't in the College of Ed, so I never interacted with a CoE advisor
4.	[Name] always made it a point to make sure that she was connecting with me on a personal level as well as academic. She did not make me feel like I was just a number. We were in this together.
5.	I thought she was unhelpful, disorganized, and almost useless. She told me about things late, responded to emails late, and I felt as though I was not where I needed to be in my degree plan.
6.	[Name] was a wonderful academic advisor. She cared about me being successful with my schoolwork and with my extra-curricular pursuits.

7.	I've had 3 different advisors throughout my college experience. [Name] and [Name] were both great advisors. They supported me more than just my academic. They are what makes Purdue's education program great. I have never met with my third academic advisor because of student teaching schedule, but I am sure she is great too! They truly are amazing people!
8.	[Name] was extremely helpful. He helped me navigate a program that was very difficult to understand at times. He was always very responsive to my questions and helpful.
9.	Each academic advisor that I had was for the most part knowledgeable on the content of my needs, but it was unfortunate that over my four years here, I had three advisors. It was difficult going into my student teaching, where I had a lot of questions, and did not have an advisor that I personally knew to go to.
10.	[Name] was the absolute best. She knew me personally and always had the answer. If she wasn't sure, she would ask until she got an answer for me. I LOVED her as an advisor!!
11.	My academic advisor ([Name]) did a fantastic job to help me stay on track and provide me with lots of resources to help me succeed.
12.	I didn't meet my academic advisor. I feel that it isn't fair for them to be evaluated by this. My original advisor left my senior year and I had a temporary one to schedule classes.
13.	She's the best!
14.	These answers are in regard to my current academic advisor, [Name]. My original advisor in the College of Liberal Arts was [Name]. [Name] was, frankly, a nightmare. She set me up for an additional year of school, discouraged me from majoring in my chosen major, and repeatedly told me that studying abroad was a waste of time, money, and only encouraged by Purdue because "employees are forced to tell kids about it." She nearly talked me out of studying abroad, but luckily other adults in my life encouraged me to still enroll in a program. [Name] advised me to not enroll in a course that is necessary for my major, and two semesters later told me that I could not graduate on time. [Name] has been an absolute pleasure, and I could not recommend him enough. [Name] is an attentive, caring, responsive, helpful, and advocating advisor that all students deserve.
15.	Great lady, but there were some issues. I did not have as many problems in terms of reaching her and getting what I needed, but others in my major definitely have. I also often used other faculty instead.
16.	I had three academic advisors since freshman year. All were very helpful but it was difficult to get to know them because I was moved so often.
17.	She is an amazing human being. I will miss meeting with her.
18.	She was always willing to help and very knowledgeable.
19.	She was always kind and helpful in all of our meetings. Family and Consumer Sciences has undergone a lot of change in the last few years at Purdue and she stayed as knowledgeable and up to date as possible with her information. It was always helpful meeting with my advisor and I always felt better and more confident about my plans after leaving our conversations.
20.	[Name] was great, I think she may actually be one of the best advisors on campus (besides [Name], but I'm biased there because [Name] 's my aunt). I know I've heard bad things about the English Education advisor or the EAPS advisor, but I have never had any issues with [Name], she knows everything about the classes I want/need to take, she knows if there will be conflicts next semester and sometimes makes guesses about if there will be conflicts 2, 3, or even 4 semesters in the future based off of the past. When I wanted to add a major she was very accommodating and knew exactly what classes I would have to add. On the rare occasion she didn't have the answer to one of my questions right in front of her, she knew who I needed to call or email to get the answer. All in all, nothing but praise and thanks to [Name]. Probably would have flunked out or stayed an extra year without her.
21.	I kept getting a new academic advisor and it made it challenging to really get to know that person and have them really understand who I was and what I wanted to do.
22.	I had a few different advisors. [Name] was the BEST! She helped me so much!
23.	Sometimes was difficult to get a hold of and communicate through email, seemed like I always had to go to her office to get answers to my questions.
24.	My academic advisor was immensely helpful throughout my purdue career.
25.	He was inconsistent informing me I was doing strong then reversed his opinion on my final grade

26.	My academic advisor always promptly answered my questions, responded to emails and provided helpful and clear feedback.
27.	Being a transfer student, there was a lot of extra things I had to do, [Name] was there for me every step of the way. She was so invested in my education and personal well-being. I cannot thank her enough for everything she did for me!
28.	My advisor was phenomenal. She was very supportive and went above and beyond to ensure my success.
29.	Always quick to respond, helpful, thorough and clear with expectations, always able to clarify misunderstandings.
30.	[Name] was always so helpful. She was readily available and was able to answer any question I had about the TEP.
31.	[Name] was great, whenever I had a question she was there to answer it. Usually within a day if not that day! I highly recommend her to anyone going through the education program!
32.	[Name] is wonderful! She was sincere in wanting me to succeed, and I always felt supported. It was a joy to get to know her over the years.
33.	My academic advisor was always available whenever I needed assistance, whether it was by a quick reply by email or being able to meet. She was very accommodating while I was transferring to Purdue and even allowed for a phone meeting instead of meeting in person because I lived far away. She has always been there for support academically as well as emotionally. She is an amazing advisor and an even better person!
34.	The only encounter I had with my academic advisor was through a class she taught. During this survey I had to access the My Purdue Plan of Study to even determine who my academic advisor was. The above questions should be answered with a neutral feeling-I did not solicit help nor was it offered.
35.	[Name] is awesome! I always felt prepared and that she genuinely cared and wanted to help me be successful any way that she could.
36.	I didn't always feel welcomed, and sometimes felt judged about my grades or other things.
37.	I love her. She is the best!

**22. Please tell us about your future plans (select all that apply).\***

**Choice: Other (Please specify in text box)**

Accepted a teaching job	Still seeking a teaching job	Accepted a non-teaching job	Still seeking a non-teaching job	Continuing my schooling	Other	Total
36(30%)	62(51%)	3(2%)	5(4%)	7(6%)	9(7%)	122

Text Responses	
1.	Have an offer for a teaching position but am still looking at other teaching options
2.	I have been accepted into an 8 month leadership/discipleship program
3.	Law School
4.	Have an interview set up for today and next week!
5.	Maternity Leave

**23. Overall, how satisfied are you with your teacher education program.**

Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Non-response	Response
1(1%)	8(7%)	65(60%)	35(32%)	31	109

## 24. Areas of Academic Strength in specific courses (content and professional education), instructors, and faculty.

Text Responses	
1.	I like that we get to go in the classroom and teach lessons and be with students that is so beneficial to helping us grow and learn as teachers.
2.	The faculty and staff is phenomenal. I wish that we would have had the opportunity to work with more faculty in the college of education towards the end of the undergrad, not just in the beginning classes.
3.	I love how my supervisor was very prepared and was able to communicate.
4.	[Name] is very knowledgeable and I enjoyed the Math Ed courses I took with her. I feel like I learned a lot and was supported as a student and teacher. I also gained a strong background in mathematics. All my math classes were challenging and deepened my understanding of math.
5.	Children's media with [Name], HK 320 and 322, Classroom Management with [Name] and Economics with [Name] were great courses and instructors from whom I learned a lot. Block 5 (I believe) with literacy in the primary classroom which had us tutor students was a wonderful learning experience.
6.	EDPS 430-Useful and extremely valuable to the learning, loved [Name] TIP-most valuable part of the entire program because of the whole program
7.	There are a lot of experienced instructors and professors. For example, [Name] and [Name] were both teachers and college educators. They have helped me to understand the teaching concept as a teacher, and showed how it could be done in a real classroom. Many other instructors have done so as well.
8.	The instructors I encountered were very understanding of my schedule as a teacher, and made accommodations for me.
9.	The courses leading up to student teaching need to gradually lead up better. The lessons plan format should be the same through all blocks
10.	I think some of the strengths of the academic program is the large amount of field experience that we are able to have. It is very helpful to be able to put the material that we are learning in class into action in the actual classroom. I also think the literacy courses are very much a strength of the program in terms of all of the different literacy methods we learn about and the opportunities we have to apply them.
11.	My math education courses were phenomenal, I wish there were more like them!! Very tailored to what we needed.
12.	The Professors in the ETTE content area were excellent.
13.	I liked how interactive and friendly all the staff was and how they pushed for my academic success.
14.	Instructors in my specific content area are great! Always helpful, thoughtful, and encouraging!
15.	I thought that many of the methods courses were particularly helpful. I learned a lot from the literacy methods courses.
16.	I felt like the amount of hands-on classroom experience was the most helpful part about the program. From the beginning of freshman year, I was getting real world experience in a classroom, which showed me how to apply the things I was learning in lecture. Without the TIP experiences, the classroom knowledge is pointless, so I loved putting the things I was learning to use.
17.	I feel that all of my courses provided me with an exceptional learning experience, and most of the faculty and instructors were helpful and professional.
18.	The general agriculture and agriculture selective courses were strong. Additionally [Name]'s class was awesome. Further, I really enjoyed [Name] 's approach to learning. He made sure that we were using our time efficiently and did not waste our time just to fill up the hour.
19.	I feel very comfortable teaching reading and writing to my students. I feel more comfortable teaching to younger grades since this is where the focus always was.
20.	I wish we had spent more time learning about assessments. I think we need more than 1 credit hour of study in that area.
21.	I feel very prepared to teach children how to read and write. I also feel very comfortable working with ELLs.
22.	Diversified courses in terms of rigor and academic level.
23.	Quality of instruction is high as is the amount of field experiences throughout the program.
24.	I wish the content courses would have been more relevant to the field. I feel like I wasted my time in a lot of science courses because nothing could be applied to the classroom.

25.	I love how much time we get to spend in classrooms throughout the four years and how many different grade levels we get to spend time in. I loved Block 4 (tutoring and literacy). I got the most out of the professional education courses because I felt like that was really going to help me in my future teaching position. Most faculty was very approachable and friendly.
26.	It has a lot of knowledgeable faculty and instructors that have had experience in the classroom and they are always trying new teaching strategies and ideas. I think some of the course were well constructed and prepared students well. I also think that they have provided us with a well thought out experience for student teaching and professional development during that process.
27.	The field experience is extremely necessary and useful.
28.	Elementary Education courses. [Name] and [Name] are absolutely incredible professors. I learned more in their classes than in any of the others I was a part of at Purdue
29.	Classroom management, Reading and English, Planning developmentally appropriate activities.
30.	In the literacy classes and the math course 364, I felt the instructors did an amazing job of not only teaching us the content themselves, but teaching us how to teach that same content to young learners.
31.	Professor [Name] and Professor [Name] were very helpful in connecting my teaching philosophies and research to actual lesson and content. I also think my teachers were well learned in their particular educational fields.
32.	The strengths are in the content. The weakness are in the methods of teaching. I was not prepared and methods was nothing like real world teaching
33.	I feel like I was very well prepared in knowing all of the components of an effective lesson plan. I feel like I have been thoroughly taught in the areas that are most important in teaching: planning, teaching, assessing, and analyzing. I feel very prepared to take over my own classroom.
34.	I valued the "hands-on" or "real life" situations in which the concepts of the class were incorporated into the experience. I did not like that these experiences were sprung on me at the beginning of each new class, an overview of expectations would have been appreciated as the class is just 8 weeks long.
35.	Provided excellent materials to refer to such as the three teaching books purchased before student teaching began. Information was always readily available in those books and directions were clear. Expectations were established clearly as well. Weekly grammar was very much needed and I appreciated how my supervisor came to visit my classroom each week to check up and observe how I was doing.
36.	I loved my core ECEEN courses and professors, especially [Name], [Name], [Name] & [Name]. Also [Name] was very good (HDFS 390). EDCI 270 gave a good tech foundation for an older person coming back. EDCI 325 Literacy was very good with [Name]. I loved being in a small cohort of about 16 people. I loved how much we were encouraged to collaborate both within the cohort and other/bigger classes (EDPS 265, HDFS 280, EDCI 270). I love how much and how varied our field experiences were. I like the hybrid classes I had (Stat 113, EDCI 270). I loved that I had the opportunity to do the post-baccalaureate licensing only option to get the amazing quality of education that Purdue consistently offers. This ECEEN major/department is amazing and I hope they/it can stay amazing as it grows. I love that tuition didn't go up while I was here and that we finally got a good football coach. I am Ever Grateful, Ever True. Boiler Up!
37.	Course content is applicable and relevant to the field.
38.	n/a
39.	Courses that fuse teaching/educational strategies with content such as Econ 219 are incredibly helpful.
40.	I would say I have three main professors to accredit my learning at Purdue and my readiness for the field I am entering. [Name], [Name], and [Name]. Without these three ladies, I would have never been able to teach like I am now. I truly believe that I was 100% prepared by these ladies for my student teaching before I started it. I am very happy to have been taught by them.
41.	I believe that one area of academic strength are class sizes. I was able to get to know my professors and make sure I could get the help I needed.
42.	[Name] has exponentially grown my understanding and growth in FACS Education.
43.	The class topics were very relevant to the profession.
44.	I felt that I was prepared in literacy areas for the most part. I feel that that is a majority of what we learn.

**25. Areas Needing Academic Improvement in specific courses (content and professional education), instructors, and faculty.**

Text Responses	
1.	Incorporate more licensing practice (exams and cpr) into coursework
2.	The assessment course could use some improvement.
3.	The grammar quizzes. I think there should be something on Blackboard for them.
4.	Many of the education courses I took before 425 and 426 seemed to be repetitive and not that helpful. It seemed like they were more helpful to elementary education majors and didn't address a lot at the secondary level.
5.	The special education program needs serious attention if Purdue plans to keep that option. There was barely any structure and classes did not always build on prior knowledge. Hiring more knowledgeable professors for this and clarifying what Purdue expects them to teach would be a good start. I feel more than ready to teach in the general education setting, but I would not accept a job in special education. I do appreciate all the work that some of my dedicated special education professors did. However, it is very clear special education and elementary education do not speak which creates a lot of repetition for course to course.
6.	Linguistics should be taught with Literacy in the primary grades for optimal application and use. More ELL and Exceptional needs courses would be a great addition to the curriculum.
7.	TIP- more involvement in actual teaching from block 2 and on. I got to student teaching and felt lost Current education developments- more information about Indiana state tests, different formats of state tests and progress monitoring, RTI practice, exposure to IEP meetings or implementation
8.	One of my least favorite parts of the program are instructors that either treat us as elementary students, or only teach us the theory without relating to the classroom. I've had some great Graduates TA who had supported and helped me grow as a teacher. I've also had TA that only care about themselves, who only gives assignments without thoughtful feedbacks. I felt like they can really benefit from some of the education courses and learned to be an educator.
9.	TTT program offers no online classes, but participants are already employed. Very little direction although my advisor was an awesome person I was such a small part of their responsibilities that I was very frustrated.
10.	My biggest disappointment was the lack of support I encountered in trying to navigate the program. Until I was able to get in contact with [Name], I had a very difficult time understanding the application process to get into the Transition to Teaching program. No one seemed to have a straight answer for me on how the application process works. It was very frustrating at the time.
11.	An area in need of academic improvement are the math and science courses. STEM is so important and essential for us to learn about it if we are expected to teach this to and encourage this to our students. The math courses were alright, but the science courses could use some improvement. I appreciate that we do labs and such that we can use in the classroom, but we have to look more into the instructional means of how we would teach them. The course on how to teach science in the elementary classroom was not adequate to addressing what it should have when I took it. I know that there has been some modifications since Spring of 2017, but I think it should be assessed.
12.	The general education courses need some work. More collaboration between instructors so there is less repetition.
13.	Why on Earth did I take the same classes as Elementary and Special Education Majors? The content, strategies, and classroom management are totally different, and most of my courses, in the school of Education were beyond useless. They should be split between secondary and elementary education.
14.	The new pilot program for Special and Elementary dual majors needs more set instructions for what is expected of special education portion of the student teaching.
15.	There need to be more classes just about assessments and how they can be used. Also, lesson plan templates need to be consistent throughout the whole process aligning with the ones used in student teaching.
16.	I think that some assignments in my course work were unnecessary and I viewed a few as simple busy work. Possibly create assignments more based on being a future successful teacher.
17.	There needs to be a course focused on being a new teacher. This could include a weekly guest speaker that addresses some part of being a new teacher.

	Block V of elementary education was not very beneficial to me. During my science methods course, we never talked about science education and my math methods course didn't give me the toolbox of instructional strategies that I had gotten from other classes.
18.	Instructors often provided a lot of busy work that was unnecessary to what I actually need to know as a teacher. I felt like a lot of the program is just instructors trying to make the program hard on us, by doing work that is not actually beneficial, but is meant to simply keep us busy.
19.	I find that the policies of the education program are geared to more traditional students, and I feel as though it made it more difficult for me as a non-traditional student. Some staff, especially [Name], did not understand that I had different needs as an older student with a child. Overall, I think that all of the classes need to take absences into consideration when dealing with someone who works a full-time job or has a family. This program is creating barriers for students who are non-traditional, and something needs to change!
20.	The two "block three" courses lacked much of a purpose. This is especially true for anyone who went through an FFA program. They were also extremely repetitive. The individual (who has since moved from Purdue) who taught my multicultural education course was extremely unprofessional. She called me a crazy catholic numerous times (I am not Catholic) after I simply state the reason McDonald's probably doesn't sell goat meat and instead fish was more about marketability than religion. She also was very rude to many other students in the class, and our final project grades deeply reflected that. I still got an A and knew that it was her last semester, otherwise I would have reported her. I think pre-screening some of those TAs is crucial. Several students discussed dropping education because of that class.
21.	I do not feel comfortable teaching science or math. Although we had many content courses on these subjects, we only had one methods course for each and I did not feel like I learned much from either course. If I did, it was only geared towards younger grades so it isn't helpful for teaching older grades. I also struggle with classroom management because our one course on this was more geared towards research instead of practices. Student teaching was very stressful due to Purdue course work so I was not able to focus on teaching and trying new things to use in my future classroom.
22.	I feel that I could use more knowledge on special education and how to navigate IEPs and the RTI process.
23.	More content specific classes for FACS ed majors. There are some content areas that I do not feel prepared to teach, because Purdue didn't offer sufficient courses in that area. For example, sewing, housing and interior design, and general personal finance.
24.	Block 5: science, math and especially ELL need serious change and improvement. Science course was confusing and materials, expectations and evaluations were not always clear. This was with [Name] as the instructor. ELL course was far too strict, time-consuming and stressful. [Name] was the instructor for this course. There needs to be MUCH more communication between the Elementary ed side and the Special ed sides of the program. College students going into field experiences should NOT be responsible for providing all the materials needed to use with the students. This cost was very high and unnecessary.
25.	I did not get as much out of the content courses. Sure I learned the content, but I didn't really learn ways or get ideas of how to incorporate or teach that content in my future classroom.
26.	I think the education technology needs a little improvement and would be more hands on. I also think there should be some preparation before student teaching to show us the basics of some of the online programs or resources we could use in a classroom. I also think student teaching needs to be consistent through all content areas, since some are 10 weeks, 12 weeks, 16 weeks. I think there needs to be built in week at the end or middle to apply for jobs and get those experiences. It is really difficult going the full 16 weeks and trying to do applications. I also think classroom management, assessment practices, and education psychology could be stronger courses and should be take at the end of the 4 years rather than at the beginning. There should also be more TIP experiences for secondary education teachers because it was difficult to jump into student teaching. Overall though, I really do feel like Purdue has prepared me for a career and instilled a growth mindset to be a lifelong learner.

27.	<p>TIP experiences are so different from actually teaching that they are almost worthless, at least in my experience. The only one I found helpful was the 6 week 424 one right before student teaching. Maybe elementary education is different, but for secondary education the mentor teachers just sit you in the back to watch them. Maybe they have you grade something. There was little to no learning on my part in ANY of the TIP programs, and during those 6 weeks right before student teaching when we actually got a good TIP program, it had me reeling because I felt COMPLETELY unprepared for it.</p> <p>If you want us to watch the teacher and learn how to effectively communicate with students, then make a class on that, or have us watch videos of teachers or something, because if anything we're getting in the way, and it confuses the students because there's some random college kid in the back just watching them, not knowing what to do. (some students in my classes I'm student teaching right now brought that up about another observer and I had to explain the difference to them). In my opinion, having us go in to do nothing but watch how a teacher communicates is a complete waste of our time and gas money (or if you're like me in fall 2016, an hour on CityBus because none of the 4 people in the class assigned to the school had cars).</p> <p>On the other hand, if the idea is to have us get experience talking to and teaching students before we go into student teaching, TELL SOMEONE THAT, because I never got that impression.</p> <p>Also, completely different issue, EDCI 285 is so politically slanted I might as well have been on the wall and I learned nothing the whole class. Maybe that's because I couldn't see or hear through the liberal fog that permeated the whole class, or maybe it was literally just [Name] speaking nonsense for 16 weeks. Either way, the class needs to either change or go away. I am not here to learn about how America is bad for not being socialist, I'm here to learn how to teach. The socioeconomic "paradise" of Scandinavia has NOTHING to do with that, and I'm still confused about why/how we talked about that and nothing else for a whole class period.</p> <p>That same semester I had a class on US foreign policy taught by [Name], who I believe is LITERALLY a card carrying member of the American Communist Party, and he NEVER went on the types of rants we would get in that class. Something needs to change in that class, whether that's a new curriculum or new instructors or just deleting the whole class, because it is so completely ineffective that it was the sole reason why my friend [Name] dropped out of Social Studies Education and transferred to Psychology. Something needs to change.</p>
28.	<p>SPED courses- what a complete mess.</p> <p>Communication throughout the SPED program with leadership about what requirements are and what will be/has been taking place has been abysmal.</p> <p>I also do not feel prepared to teach special education.</p>
29.	<p>The general education needs to have more special education training. They need a better class to teach them how to differentiate for the students.</p> <p>The student teaching program also needs to spread out the assignments more to get flexibility.</p>
30.	<p>I still don't feel confident to teach math. Science.</p>
31.	<p>In some courses, specifically the science courses, I felt that some of the instructors only knew about the content and did not know how to teach elementary students. They were very knowledgeable in the content and taught that part well, but I feel that I did not learn a lot about how to take what I have learned to teach other students.</p>
32.	<p>I think that there needs to be more classes akin to the secondary education economics class taught by [Name]. There needs to be one in history and political science. Also a more comprehensive teaching on how to plan and schedule a whole semester of content would be helpful. I feel like I was given all of the puzzle pieces of teaching, but don't fully know how to connect them all together.</p>
33.	<p>One area where I feel I needed more preparation in is classroom management. I do not feel that we received a lot of instruction on classroom management strategies.</p>

34.	<p>Overall, I feel that the courses were adequate in meeting the needs for this degree. I was not a teacher prior to starting this program. A course that focused on composing an IEP would have been helpful. I received the most assistance with this during my student teaching through discussions with my advisor. I have reviewed multiple IEPs from multiple sites (work, practicum and student teaching) and there were numerous differences in the quality and content. My advisor provided me with a guide to writing the summary of the student's current levels which was very helpful. It seems as though undergraduates get this in class. Maybe this could be an elective for students like myself that are seeking initial licensure.</p> <p>I only had one disappointing experience with an instructor. I don't remember her name, just her actions. Most of the students in the class had the same issue: responding to emails. I still have yet to receive a response to two emails regarding the final project. Since this is an online degree, I feel that it is unacceptable for any instructor or staff member to not return an email.</p>
35.	<p>The course EDPS 459 need to be improved. For ECEEN majors, the class is essentially a repeat of information that we have learned in a combination of our other classes. The course included a lot of busy work that was irrelevant to our major and was also incorrect information.</p>
36.	<p>Surprise or unannounced visits should be added onto weekly observations by the supervisor. That way, the teacher candidate will not only be prepared on that specific day ahead of time but also every time he or she teaches in the classroom.</p>
37.	<p>I was disappointed to have [Name] replaced by [Name] for courses because [Name] was pulled to do research. Both of those instructors were terrible. The EDPS 327 Assessment class was not well matched to ECE so it seemed like a waste of time. The EDPS 459 Assistive Technology class was lame - the instructor wasn't great [Name], there seemed to be tension between Ed &amp; ECE majors, and it repeated things from other classes (HDFS 390 Medical Management, EDPS 265 Inclusion, and EDCI 270 Technology). Finally, I was pretty unhappy that it was so hard to get into AD 201. I couldn't get in until my last semester and I would have much rather done it sooner or even in the summer. They need more sections! I loved that class when I got in it, though. [Name] was great!</p>
38.	<p>I would suggest a more consistent lesson plan format starting from freshman year. A new format is required each semester for each class and then completely different when student teaching comes around.</p>
39.	<p>n/a</p>
40.	<p>More courses that fuse content with teaching methods such as Econ 219 and less classes that are just random history classes/econ classes would be helpful.</p>
41.	<p>HK440. [Name] is a very kind man, and very knowledgeable but the design of the course and how it was graded I felt was unfair.</p>
42.	<p>There needs to be drastic improvement in teaching us about Special Education, even if we are not majoring in Special Ed. We were given one course in which we all learned about special needs within the classroom, and to be quite honest, it was not a helpful course at all. The biggest area I feel VERY underprepared in is with understanding special needs and accommodating to them in a high school classroom. I feel prepared for handling ADHD, but there are SO many more needs I am seeing in my classroom that I was not prepared for at all.</p>
43.	<p>I believe it would be helpful to have a virtual class option and/or group discussions to get ideas from teachers and fellow students. This class was too heavy on the R/R/FC.</p> <p>The program should include some pedagogy (maybe an optional class) for those seeking licensure.</p>
44.	<p>Math and science. I did not feel prepared in math to begin teaching and knowing how to present concepts. Honestly, I learned the most through being in the classroom student teaching. The classes at Purdue were nice, but they did not give a very truthful light to how a regular day would actually go. They [Purdue] push you to incorporate a lot of things like ALLS and motivators that students have not even heard of until they begin student teaching. They need to make sure that what they are teaching before student teaching will actually be applicable in the future.</p>

45.	<p>I strongly feel, even after student teaching, that there is no need for so many science and math courses. They should be replaced with more education classes and field experiences because that is what prepares us. I feel almost all my science and math was a waste of time.</p> <p>As far at the student teaching program goes. I believe there is way too much work towards the end. At that time in the program, I was planning, teaching, making, grading, etc. everything by myself (as was expected from Purdue), adding the extra assignments that were very long and confusing only added to my stress and list of things I did not have time to do. I did not feel any of the assignments towards the end helped me in any way. Being in the classroom, working with my teacher and the students is how I learned what being a teacher was like and what I needed to know how to do. The Purdue assignments did not teach me that, they only added to the list of work. I was highly displeased with this part of the experience, and will not look back very fondly on that aspect.</p>
46.	<p>Incorporate more licensing practice (exams and cpr) into coursework</p>