



TEACHER EDUCATION

Office of Teacher
Education & Licensure

Teacher Education Program Exit Survey
2018-2019



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Purdue University Teacher Education Program Exit Survey 2018-2019

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 2018-2019 survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

In November 2018 and April 2019, the Office of Teacher Education and Licensure, in collaboration with the Office of Clinical Practice, distributed the Teacher Education Program Exit Survey with instructions via the Purdue Qualtrics Survey System to 82 Fall 2018 and 158 Spring/Summer 2019 student teachers. The response rate for the survey follows:

Fall 2018: 68.3% (Out of 82 student teachers, 56 responded)

Spring 2019: 68.4% (Out of 158 student teachers, 108 responded)

A total of 164 student teachers responded for an overall return rate of 68%. Approximately 41% of the survey respondents were Elementary Education majors. The remaining respondents completed secondary and all schools (P-12) education majors. The response rate slightly increased from 66% in 2017-18 to 68% in 2018-19.

The major findings from the survey follow:

- Many candidates (97%) 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.
- A majority of the candidates (97%) 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.
- 91% 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.
- Most candidates (95%) 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 (96%) 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.

- Almost all candidates (98%) 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.
- The majority of candidates (95%) 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.
- A greater number 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.
- 98% of the respondents considered that they had been treated professionally by their academic advisors, and 90% of the candidates agreed that their advisors were available when requested and responsive to their needs. Majority of the candidates (85%) believed that their advisors were knowledgeable about the Teacher Education Program and university procedures.
- 90% of candidates were satisfied with their teacher education program.

Some of the 164 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, Online (Grad level Special Ed (initial), 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	22	25	88%
Art Education	5	7	71%
Early Childhood Education and Exceptional Needs	12	18	67%
Elementary Education and Special Education (Dual)	13	13	100%
Elementary Education (Solely)	55	69	80%
Engineering Technology Teacher Education	5	8	63%
English (Language Arts) Education	6	17	35%
Exceptional Needs: Intense and/or Mild Intervention (Graduate Level Initial)	18	39	46%
Exceptional Needs: Intense and/or Mild Intervention (Undergraduate)	3	3	100%
Family and Consumer Sciences Education	5	7	71%
Mathematics Education	8	10	80%
Physical Education and Health Education	0	0	0%
Science: Chemistry	0	3	0%
Science: Earth/Space Sciences	0	0	0%
Science: Life Sciences (Biology)	3	3	100%
Science: Physics	0	0	0%
Social Studies	9	18	50%

Descriptive Statistics of the Responses to the Quantitative Questions

Item	Statement	Number of responses	Mean	Standard Deviation
Data for Items 2-16 are located on pages 5-8.				
2	I understand how learners grow and develop.	146	3.44	0.67
3	I recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	147	3.54	0.73
4	I can design and implement developmentally appropriate and challenging learning experiences.	148	3.47	0.81
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.	145	3.51	0.73

Item	Statement	Number of responses	Mean	Standard Deviation
6.a	I can work with others to create environments that support and encourage: - individual learning.	144	3.58	0.64
6.b	I can work with others to create environments that support and encourage:-collaborative learning.	143	3.65	0.60
6.c	I can work with others to create environments that support and encourage:-positive social interaction.	144	3.59	0.67
6.d	I can work with others to create environments that support and encourage:-active engagement in learning.	144	3.58	0.67
6.e	I can work with others to create environments that support and encourage:-self-motivation.	144	3.41	0.80
7	I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.	143	3.50	0.38
8	I can create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	144	3.42	0.61
9.a	I understand how to connect concepts and use differing perspectives to engage learners in:-critical thinking.	143	3.30	0.87
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.	143	3.33	0.97
10.a	I understand and can use multiple methods of assessment to:-engage learners in their own growth.	142	3.35	0.91
10.b	I understand and can use multiple methods of assessment to:-monitor learner progress.	142	3.50	0.74
10.c	I understand and can use multiple methods of assessment to:-guide my own and my students' decision making.	142	3.42	0.73
11.a	I can plan instruction that supports every student in meeting rigorous learning goals by drawing upon my knowledge of: content areas.	140	3.51	0.68
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.	140	3.36	0.83
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.	140	3.39	0.83
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.	137	3.47	0.74
12.b	I understand and can use a variety of instructional strategies to encourage learners to:-build skills to apply knowledge in meaningful ways.	137	3.45	0.74
13	I engage in ongoing professional learning. I engage in ongoing professional learning.	134	3.62	0.68
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).	134	3.49	0.69
15	I can adapt practice to meet the needs of each learner. I can adapt practice to meet the needs of each learner.	135	3.51	0.72
16.a	I can seek appropriate leadership roles and opportunities to: take responsibility for student learning to ensure his/her growth.	134	3.48	0.65
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.	134	3.52	0.75

Item	Statement	Number of responses	Mean	Standard Deviation
Data for items 17-21 are located on page 8-11.				
17	I was treated professionally by my academic advisor.	109	4.17	0.76
18	My academic advisor was knowledgeable about the Teacher Education Program and university procedures.	126	3.33	1.10
19	My academic advisor was available.	125	3.45	0.92
20	My academic advisor was responsive to my needs.	126	3.52	0.76
Data for items 21 are located on page 11-21.				
21	Overall, how satisfied are you with your teacher education program?	123	3.21	0.89

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
1(1%)	3(2%)	73(50%)	69(47%)	18	146

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(1%)	3(2%)	56(38%)	86(59%)	17	147

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
3(2%)	4(3%)	62(42%)	79(53%)	16	148

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(1%)	3(2%)	59(41%)	81(56%)	19	145

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

Individual learning.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	2(1%)	53(37%)	88(61%)	20	144

Collaborative learning.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	1(1%)	45(31%)	96(67%)	21	143

Positive social interaction.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	1(1%)	51(35%)	90(63%)	21	143

Active engagement in learning.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	3(2%)	51(35%)	89(62%)	20	144

Self-motivation.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	6(4%)	67(47%)	69(48%)	20	144

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
1(1%)	1(1%)	67(47%)	74(52%)	21	143

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(1%)	5(3%)	68(47%)	69(48%)	20	144

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
2(1%)	10(7%)	74(52%)	57(40%)	21	143

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
4(3%)	10(7%)	64(45%)	65(45%)	21	143

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
2(1%)	11(8%)	64(45%)	65(46%)	22	142

Monitor learner progress.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	3(2%)	59(42%)	78(55%)	22	142

Guide my own and my students' decision making.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	3(2%)	71(50%)	66(46%)	22	142

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
2(1%)	1(1%)	60(43%)	77(55%)	24	140

Curriculum, cross-disciplinary skills, and pedagogy.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	7(5%)	69(49%)	62(44%)	24	140

Learners and the community context.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	7(5%)	66(47%)	65(46%)	24	140

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
2(1%)	3(2%)	61(45%)	71(52%)	27	137

Build skills to apply knowledge in meaningful ways.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	3(2%)	64(47%)	68(50%)	27	137

13. I engage in ongoing professional learning.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	1(1%)	43(32%)	88(66%)	30	134

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
2(1%)	1(1%)	60(45%)	71(53%)	30	134

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	4(3%)	55(41%)	75(56%)	29	135

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
1(1%)	2(1%)	63(47%)	68(51%)	30	134

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
2(1%)	3(2%)	52(39%)	77(57%)	30	134

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%)	0(0%)	43(34%)	81(64%)	38	126

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
4(3%)	14(11%)	44(35%)	64(51%)	38	126

19. My academic advisor was available.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	11(9%)	44(35%)	69(55%)	39	125

20. My academic advisor was responsive to my needs.

Strongly Disagree	Disagree	Agree	Strongly Agree	Non-response	Response
1(1%)	5(4%)	48(38%)	72(57%)	38	126

21. Comments about your academic advisor.

Text Responses	
1	[Name] was a fantastic academic advisor, and I was lucky to have her. She greatly assisted in answering any and all questions I had throughout my four years here at Purdue, and provided all kinds of great suggestions on classes to take and ways to be involved on campus. Additionally, it was very nice to walk into an appointment and be asked on how classes were going, how I was doing, how my life has been, etc. Thank you very much, [Name], for your service!
2	She was amazing! [Name] kept me on track and helped me graduate in 4 years while taking on a minor. She always answered my questions and was available when needed.
3	I had many different ones and each of them were helpful. The whole College of Education advisors were great!
4	I've had four different full time academic advisors while here and all four were wonderful, I cannot say enough positive things about the advisors we have in the College of Education, even advisors who were not assigned to me were always friendly and helpful.

5	During my time in the College of Education, I went through four academic advisors. All of my advisors were very helpful, but it was hard because I pretty much had a new advisor each year.
6	[Name] was very helpful! If I was willing to seek out her assistance, she was more than willing to help out!
7	Wonderful!
8	In my time at Purdue I had 4 academic advisors. This survey is based on my most recent.
9	She was awesome!
10	I've had two academic advisors, and both were great! They helped me immensely throughout my time at Purdue.
11	I had to take a lot of replacement courses in order to graduate on time due to my advisor placing me in a wrong course or forgetting to put me in one when I was supposed to take it. I took my plan of study completely out of order.
12	She did a fantastic job! She was always available, if not in person her emails were timely. She was very helpful and always willing to give advice and help where she could. She was also very personable and treated me like an individual and not just another student at her job.
13	Loved [Name] and [Name]
14	She was always very helpful along the way. She answered my questions to the best of her ability.
15	None
16	I had so many academic advisors so there wasn't much consistency. I spent most of my meetings trying to catch the advisor up to speed with what I have already done. I additionally did not get consistent planning support because of this.
17	My advisor was very helpful during my program. At times I felt she was a little overwhelmed with everything she had to do, but she was always there to help me.
18	N/A
19	Switched advisors before my senior year.
20	[Name] was not very familiar with the mathematics education program, and often did not have an answer for my questions regarding courses or student teaching. I also felt like she did not provide enough guidance on the sequence that I took my math courses. Since most of the upper division mathematics courses can be taken in any order, she basically just told me to take them however I wanted. I think that it would have been really helpful to have taken proof analysis earlier in my course sequence, as writing proofs is essential to all upper division mathematics courses.
21	None of my former academic advisors are currently employed by Purdue.
22	There were times when I was misinformed about what dates things needed to be done by.
23	I had a different academic advisor every year.
24	I had four academic advisors over the course of my time at Purdue. I wish I could have been able to make a connection with my advisor, but they were only at Purdue for a short time.
25	The COE advising team is incredible. I have never had a question not answered. With that, I have had a few academic advisors, all of which I became close to and knew would steer me in the right direction.
26	Ultimately, I am not sure who my advisor was as I was told that my advisor was changed for the student teaching experience.
27	[Name] has been wonderful in helping me through this process. She has been supportive and understanding of any struggles I have had along the way and also communicates effectively.
28	She really doesn't know much about English Ed. Often times she gave me false information or misleading information. I had to search for the classes I should take because she never knew what was going to be offered.
29	My advisor [Name] was great! She helped me when I transferred into education and helped me to achieve my goal in 5 years.
30	[Name] has been wonderful!

31	[Name] has been incredibly supportive of my success; what has been difficult is knowing about education courses, as she is in the College of Science.
32	Very helpful academically but would have liked more support going into student teaching. (Even if this isn't their specific job for student teaching, if there was someone else who could have been in charge from Purdue for the out-of-state student teachers, just for edTPA reasons or even for comforts sake, because even though our advisor was wonderful from Texas, she didn't know much about our program to graduate Purdue.)
33	[Name] was the most wonderful advisor! She left last year, but I could count on her for anything and everything. I felt that she prepared me, encouraged me, and pushed me to do my best. The new advisor I have only met once and it was a very brief meeting.
34	My academic advisor was very encouraging throughout my student teaching experience. She gave me great insight and direction when needed. I felt very blessed to have gotten her as my advisor since she and I were nearly the same age which helped in understanding relationships, work ethic, technology, etc. She was a superior leader and mentor.
35	[Name] is so helpful and made my experience amazing.
36	My academic advisor always answered my questions on a timely manner and followed up with concerns that I had.
37	My academic advisor was great!
38	[Name] had a lot to complete on her own these last few years. Managing an entire major of Agriculture Education students as the academic advisor and leaving little room for time to work 1-on-1 with students, her pressing limits were shown through her work. [Name] does a phenomenal job working with students, she is knowledgeable, however she need assistance managing the entire major of AgEd students. Especially for us to get the most effective and enjoyable advisor experience.
39	My academic advisor was new to math education, but she did a great job for not knowing much to start.
40	She was awesome and extremely helpful!
41	There was very poor communication in beginning of the semester. I wish I could have had a lot more observations done on my lessons. I think I only had maybe less than five formal observations this whole semester.
42	She has been nothing but a great mentor during my 4 years! I set up a meeting with her just to discuss pursuing a job and to discuss student teaching. An advisor, mentor, and friend all in one!
43	My academic adviser did not seem to understand my major and how it overlaps the liberal arts and education colleges.
44	I had three (maybe four?) academic advisors for my time at Purdue. [Name] was my math ed advisor and I cannot think of a better person to be an advisor. She was phenomenal, hell she was over-the-top to be honest. Actually the only reason I stuck with math for so long was because she got me the help I needed. [Name] was my girl, she was also awesome. I would say she was less rigorous than my former advisor but I'll have you know that girl knew her stuff and fueled my need for confirmation in tough times. My other advisor [Name] (had to look him up) reached out to me via email but other than that there wasn't much the fella could do because I was already set and on my way out. He gave me a congrats email so that was nice. I assume he would have been fine. I may have had an advisor that I am forgetting but those are the three I know.
45	If [Name] is my advisor, I would say I strongly agree. Other than that information, I am unaware of any actual advisor that was helpful in setting me up with my classes.
46	She was very encouraging in her feedback and suggested effective ways to improve my teaching.
47	One of the most supportive individuals in my undergraduate career.
48	I didn't have much interaction with my advisor.
49	[Name] was very quick to respond to an email and ready to help whenever needed. She was patient and kind. Very welcoming whenever I had a meeting with her. She offered great advice!
50	I had many issues with my advisor and when I brought them up with her superior, nothing changed. I felt like my academic advisor did not take me seriously and did not care much about my success and my financial needs.

51	My advisor was very flexible with meeting times and was always available through email communication. She responds in a quick fashion that is clear to understand. She also reached out to me when she heard that I had a close relative pass away during my student teaching. She made sure to let me know she was there if I needed anything. This was a great reassurance and showed me that she cared and showed her support for me.
52	She was awesome with everything! She helped me through certain assignments and always replied within a timely manner.
53	She was great.
54	Very responsive and helpful!
55	My academic advisor from the Polytechnic was great, but the lack of communication from the College of Education about gates, class requirements, and just general information was extremely disappointing. There needs to be a requirement for ETTE students to have an academic advisor in the College of Education as well that they meet with at least once a semester.
56	Love my advisor, but no one had information on edTPA until I had to begin submitting assignments for it.
57	I had the same academic advisor for the first three years of my college experience and she did a fantastic job keeping me on track. Between graduating early and the additional requirements of a minor and the Honors College curriculum, there were a lot of pieces to manage and she made sure that I would fulfill each one. She also helped make sure that my summer jobs were contributing to my future teacher resume and pushed me to become involved in ways I wouldn't have on my own, including research.
58	I answered these questions regarding [Name]. She was my primary advisor and was an amazing help throughout my time at Purdue. She was always willing to answer my emails quickly and was just a wonderful person to talk to about anything. She was truly the best advisor I had had at Purdue.
59	[Name] was absolutely wonderful! He knew about most things and was incredibly helpful throughout this entire process. I am truly grateful to have been able to work with him.
60	Focuses too much on the needs improvement. Didn't tell me enough what I was doing well at, which made me feel like I wasn't cut out to be a teacher.
61	I felt as though she never tried to get to know me. She didn't acknowledge my extracurricular accolades or interests. I was just another student to check off the list. She never pronounced my name correctly.
62	She has been great.
63	I think that the College of Education needs to do a better job of communicating things with the Ag Ed Department. Ag Ed is its own area and I do not think the College of Education does a good job of including us in Ag Ed because of how strong and tight knit we are in our area. Otherwise my academic advisor is doing a good job in relation to things in our content.
64	I did not have much contact with my advisor. I think in my time here, I've had at least 3 advisors. Although the ones I've had have been helpful, it's very difficult to fully understand a student's needs when you are there a short period of time. I tend to figure out what I need on my own research.
65	She was very nice and always responded to my questions in a timely manner.
66	My academic supervisor was very helpful, except I had several questions throughout the student teaching process that I felt could have been explained prior to starting student teaching. I felt very unprepared and lost during the process because due dates and assignments were very unclear and confusing.
67	I had to be very proactive the entire time I was in college. There were multiple semesters my advisor told me to take classes I did not need, or to not take classes I did need. If it wasn't for me looking over my entire course work, transcripts, and myPurduePlan I would not be graduating this semester. It was very frustrating the entire time she was my advisor.
68	I always asked questions via email, and they were always answered promptly and professionally.
69	Excellent

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
40(30%)	63(47%)	2(2%)	6(5%)	9(7%)	13(10%)	133

Text Responses	
1.	Taking additional California exams to get my license here
2.	teaching in my same, previous position
3.	Occupational Therapy school
4.	Teach for America Indianapolis
5.	Taking 1 final class in fall 2019, graduating in December, then teaching in South Korea for 1 year
6.	I have been offered a position
7.	Volunteering for a year
8.	Substitute teaching
9.	I accepted an Indiana teaching position for a semester while I look for a job in Michigan.
10.	Graduate school - Higher Education
11.	seeking a teaching position abroad

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

Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Non-response	Response
2(2%)	10(8%)	71(58%)	40(33%)	41	123

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

Text Responses	
1	Being constantly available and giving direct feedback are probably the qualities that I really appreciated during my time as a TTT student. Since I don't have much exposure to the teacher education, any kind of information is important. While I have some understanding of teaching through the eyes of a student and a one-month substitute teacher, there are many information, nuances, actions, etc. that I do not know. So having a source of information to judge how to conduct myself and style my own teaching is critical.
2	I feel that all of the courses taken have allowed me to be prepared for a teaching position. All of the instructors and faculty were always professional, but more importantly, they all seemed to genuinely care for each of their students and their academic and personal well-being.
3	Overall, I thought it was a good program. I have learned a lot and I feel like I have been adequately challenged. I specifically liked the Student Teaching Seminars during EDPS 56600.
4	Overall, class sizes are perfect and function well with each class. History courses do a fantastic job at preparing social studies educators for the classroom. ECON 219 is the only ECON that is ever really needed because it covers the content so thoroughly. EDCI 265 and 205 are great courses that really help.
5	Professor [Name] has amazing knowledge of the FCS field but I felt that the other courses I was required to take were unrelated to my teaching position and the license I am applying for.
6	I really like the amount of field experience we have. Each block enabled me to become more comfortable teaching because each semester the amount of my actual teaching gradually increased. I do think the more field experience and opportunities to teach actual lessons is most helpful, so I would consider increasing the amount of teaching opportunities within these blocks.
7	The entire program was sound and amazing.

8	YDAE 440 - Teaching Methods in Agricultural Education EDST 20010 - Educational Policies and Laws Block 1 Study Abroad in Jamaica for Ag Ed Majors (equivalent of EDCI 205/EDCI 285)
9	Within the specific subject, the program was fantastic and well targeted towards what was necessary to learn.
10	We do a lot with math and reading and that's great.
11	[Name] taught the most useful and memorable courses at Purdue University. [Name], though new and still learning Purdue's system, continuously advocated for her students and pushed us to be our very best. I'm not sure if there's anyone in the world that I respect more. [Name] and [Name] were massive supports.
12	The math education program produces students with a strong content background. I felt very prepared to pass my content test and was not at all worried about being able to answer questions students have for me about any of the content.
13	I feel strongest in the content area of literacy.
14	Great support of academic theory and understanding of standards
15	Every single person that is a part of Early Childhood is incredibly wonderful! I could not have asked for better people to learn from these last 4 years. Each professor is exceptionally knowledgeable in their area. Every one of the staff are well connected to each other and try to integrate situations and material across the curriculum. Each and every one of them are always readily available to help in any way that you could think of. I know that I would not have learned as much or been as prepared to go into student teaching, and the workforce, if I would have been in a different program.
16	All but one teacher were great. [Name] was wonderful
17	I feel like I learned a lot of quality information in both of [Name]'s classes EDPS 462 and EDPS 460. Also, the lesson planning and teaching experiences I had in EDCI 363 were very helpful with building my confidence as a teacher and giving me a chance to teach lessons and plan activities every week.
18	N/A
19	[Name] and [Name] were very helpful in helping me evolve my educational philosophies and become the teacher I am.
20	One of the major strengths is [Name] - his classes were informative and he was a great resource.
21	The block classes are great! Student teaching is AMAZING! I think that it has well prepared me for my own classroom.
22	Many great instructors.
23	I formed valuable bonds with a few of my instructors/ professors during my time at Purdue. I believe that my reading concentration will be greatly beneficial to me as I search for a position in a primary classroom. I logged many hours in the classroom from field experiences (upwards of about 130), which I consider to be highly important to any teacher preparation program. I taught in almost every grade level that I will be certified to teach with the exception of kindergarten and 4th grade. I enjoyed teaching in numerous schools and corporations, which I think was very educational and important as well. I am privy to prominent educational theory and researchers, such as Vygotsky, Piaget, and Montessori. I consider many of these strengths to be results of my classes in the TEP.
24	strong science program and teaching science
25	Professor [Name] Most of my other instructors were okay. Classes that focus on teaching practices and approaches.
26	field experience gave me a lot of helpful experience
27	The faculty has been mostly very helpful and willing to meet up with students which was great. They were flexible and understanding. The science and math classes we took were all full of quality content and enjoyable.
28	Learning how to differentiate instruction, getting practice working with all age groups included in the early childhood education degree (birth - 3rd grade), the professors themselves - all wonderful to work with and great at preparing us!

29	Overall great program and I was satisfied with my experience. All courses were great and instructors were kind and informative. Educational research was great!
30	BIOL 48300 (Conservation Biology) was probably my most applicable course in all of my content classes. Learning more specifics about ecology and also how to make an impact on the environment, how to conserve, was incredibly helpful. EDPS 50100 (Intro to School Counseling) was helpful in understanding students outside of just the classroom.
31	I think that overall the fact that the program provides potential teachers with the ability to visit schools so often of different grade levels is an amazing opportunity because, even if you're not teaching, you're still getting comfortable with the idea of a classroom. All the courses dealing with this were very successful.
32	All of my academic supervisors were helpful and supportive.
33	There were several courses that I found extremely helpful. I absolutely loved my instructor for the transition/co-teaching course. She was exceptional in every way. I loved how she made a collaborative videotape weekly summing up our discussion posts. [Name] was my AT instructor. Despite feeling overworked in that course since I had to do 5 EdTPA assignments, he had a way of making me feel less stressed by his light-hearted rich comments. The faculty took a keen interest in their students by even mailing me a congratulations card when my first grandson was born last summer. They were always very accommodating and helpful.
34	[Name], [Name], [Name], [Name], [Name] These were the best and most helpful professors at Purdue. They taught the most effective courses and were times I grew the most. These were exceptional teachers.
35	I think that the content covered through the program helped to prepare me to be an effective teacher. I like the focus on research based interventions and the emphasis on collaboration. The faculty were very informative and had a lot of real world experience in the classroom. It was nice to get a broader picture of the field through professors.
36	Animal Science classes and Introduction to agriculture classes.
37	Some faculty are very supportive and encouraging of students and their desire to enter the teaching profession.
38	Senior year courses in YDAE 440 was amazing! Most beneficial course that led to academic success and learning.
39	The instructors were great, and the math education classes were very fruitful for my learning.
40	The HDFS courses I took were extremely helpful for the most part. They gave applicable advice and knowledge and gave me a place to practice that in my practicum. Dr. [Name] and Dr. [Name], Dr. [Name] were some of the best instructors and I learned a lot of useful information from their classes. Overall, I felt my classes and practicum experiences prepared me to enter the field.
41	Well I wrote a whole thing for these two and Purdue's qualtrics crashed so that's nice. Shorter version this time around: Strengths were two main professors: [Name] and [Name] (if that's how you spell it). They were the only ones who I thought their grading was actually good and worth reading. I was always good at writing so I can write a paper but these two were the only professors I had in the education field (nowhere else of course) that graded my content instead of my writing ability. Honorable Mention is [Name], her 309 class was the only class where our teaching was taken seriously in the classroom and was able to really practice our craft. The class was really easy however so I wouldn't really say it was intense, but I did learn a lot from her. Give her my thanks. My history/economics/Poli Sci classes were all great and made me love my degree.
42	The courses prepared me in teaching the content and how to teach the content in a creative, effective method.
43	I think that in every literacy block, the instructors make the class. It is very important for me to have a teacher that continues to work in the classroom, and it is very clear that those instructors have that experience.
44	EDPS 51500 is the course I've retained the most from. Maybe because it was focused on one topic, broken up into weekly assignments? [Name] was my best instructor--her feedback on my lesson plans was exactly what I needed to hear, and always things I wouldn't have thought of myself. Throughout the program, I learned the most from those with lots of actual classroom experience.

45	[Name] was a wonderful professor for Social Studies in the Elementary Classroom. She was challenging, but she pushed us to create cohesive lesson plans that helped me throughout my student teaching The English as a Second Language class was very helpful in learning about the WIDA chart and how to incorporate individualized instruction for English Language Learners. I think more classes in this subject would have been helpful. I would have liked more practice with a variety of proficiency levels. Dr. [Name] for Learning and Motivation was wonderful! He was organized and clear and I was given information and asked to apply it to a classroom. It was practical and I still think about it today.
46	[Name] is an excellent University Supervisor. She always provided quick feedback that helped me grow as a teacher.
47	All courses taught by [Name] (AD 202, 302, 303 and 402) are incredible. They have helped me immensely as I have done my student teaching. Student teaching has been such great experience and given me many connections for my teaching career.
48	Rigorous planning and being over-prepared
49	Great practice in lesson planning! Textbooks were excellent and highly informative! Instructors were helpful and committed to ensuring that my performance was of high quality throughout! Clear, precise directions. Consistent delivery!
50	I very much enjoyed the courses EDPS 51500, EDPS 57300, and EDPS 57701. I believe these courses are unique to Purdue's program and gave me a "leg up" on the competition in terms of general preparedness for working with students with special needs. I enjoyed the research, projects, and reading that accompanied those courses because they gave me information about students I haven't had the opportunity to work with, but that I may work with in the future. Those courses gave me research and knowledge that I will keep with me for the rest of my career.
51	Cohort comfortability. Professors. Balanced practicums. Research opportunities.
52	The courses that really stuck out to me as highly effective are Dr. [Name]'s and Dr. [Name]'s courses. These professors were the best I have had. They really had practical ways to incorporate their courses into my future classroom - which I really enjoyed! They were also amazing professors. They had wonderful ideas and were encouraging to their students in terms of our learning.
53	Many of the classes I have taken have been very helpful. I enjoy learning the teaching perspective classes more than the content classes. I feel that it was important for me to what it is like to teach rather than be taught.
54	All Ag related content/classes were great! Learned a lot but there is a major disconnect from the College of Education and Ag Ed.
55	I felt like the research course was both challenging and informative.
56	Block 4 and Block 5 courses (not the ELL class).
57	Communication with the supervisor was very good.
58	EDPS 565 class had a lot of useful information.
59	I feel that the dual program has not prepared me for special education. The majority of the focus was on general education.

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

Text Responses	
1	Need to learn more about teaching independently. Also need more experience create content in all grade levels

2	While the coursework prepared me for teaching lessons that are differentiated and well-planned, the amount of time spent in a classroom for other classes was insufficient. Understanding how students respond to the lesson plans and content is important and more time spent in a classroom to see those responses would be beneficial.
3	What needs improvement is the stress that you're not really a college student anymore. You're a professional.
4	We don't do enough with edTPA! I had one class (EDPS 270) that we actually did anything with it, and even then it was just Task 1. It was ridiculous going into student teaching that it made such a big chunk of our grade without ever even being exposed to Task 2 and 3 until we were having to do it. [Name] didn't even give us the seminar about how to do Task 3 until after we had to submit our first one, so our grades sucked because we had no guidance for it EVER until after we'd done it.
5	We did not have a math education class until senior year, and the main focus was edTPA. We could have learned much more other than creating a portfolio where the score does not matter for licensing.
6	There were a lot of changes that were made during the program. The sheer number of changes made the program feel very chaotic at times. Some changes (such as the CPAST) were made mid-semester. Other changes were made mid program, such as eliminating the requirement to be a member of the CEC and the use of the portfolio program as well as eliminating the professional disposition requirement during the student practicum. These changes would have been good changes, except they were made too late in the program to make a difference to me. I already had to pay for my membership to CEC and had paid for my portfolio for the year so the money was wasted. Other students had completed work on their professional disposition and lost that time when the requirement was suddenly removed. The edTPA was also frustrating because it seemed to be almost thrown at us as a requirement for the program to graduate. Altogether, it made the program seem as if it was still in development instead of an established program.
7	There were a lot of changes during student teaching and I feel that it should have been planned better for our semester.
8	There are a lot of needed areas of growth. I felt a lot of the classes required were either a waste of time or not helpful.
9	The student teaching process was a lot to handle at one time. There were several assignments due each week which made it challenging to teach all day in the classroom on top of several assignments that are due outside of the classroom. Because I was spending so much time on Purdue assignments, I did not feel prepared in the classroom and I think it affected my teaching as a whole. The assignments that were required seemed to be 'busy work', and are not realistic for when I am an actual teacher. For example, the lesson plans that were required each week (varying from 3-5) required a lot of time and work and are not realistic for teachers. After seeing how my cooperating teachers write their lesson plans, the lesson plans I created seemed to be busy work as well as other assignments. Possibly decreasing the amount of work that is required and more visits to the classroom would be beneficial. Student teaching should be about time spent in the classroom, learning new strategies, ways to teach, and creating relationships with teachers and students; not assignments that seem a bit pointless.
10	The only thing I would suggest is a little more emphasis on how to reach the families of children.
11	The majority of my instructors were top-notch but the instructor I had for my methods course must have been new because her feedback was weeks late which was disconcerting for those of us who want to make sure we do things right. Feedback is crucial. Maybe that was planned so we could understand the importance of timely feedback for our students. Overall, I think Purdue's online Master's Sped Program was rigorous, rewarding, and of great value. I would highly recommend it to anyone seeking licensure.
12	The general education courses were not as helpful to art education. Since art education is a specific area, it seems to get overlooked in the general education courses.
13	The course prepared me well for a career in elementary and middle school teaching. However, I would have liked more input on how special education looks like in High School. I felt a little under prepared for my student teaching placement in high school because most of the resources and information in the Masters' Program are focused on K-8 or even K-5 grades, to be more specific.
14	The chemistry class is completely not needed. Many of the science classes are too much content and not enough application. If a few of those could be condensed and replaced with a child development or child psych course I think it would be much more helpful.

15	The ELL class in block 5 did not meet enough with the students. We only taught a few lessons, and they seemed arbitrary and we couldn't really show growth.
16	Science 490 - curriculum report layout
17	Prepare more for an actual classroom setting. How to reply to parent emails, how to properly plan a unit, make a lesson plan, make a rubric, talk with administration, how to apply for a job, make a resume etc.
18	One course I think really needs extra attention is our math methods class. (EDCI 364). I was hoping that this class would give helpful resources and ideas for teaching math in the Elementary classroom, but I did not actually learn much about this. I think this course could be improved to actually teach about math methods, because when I took this course, I really did not learn anything.
19	One area would definitely be the lack of information during this TTT program. To go completely theoretical talks (with EDCI 425 and research) then directly into Student Teaching, I felt like I didn't understand anything I was taught. I think this program would definitely have to be an actual full year (entire summer session as well) to understand the nuances and other formalities that a teacher has to train for. My experience seems pretty analogous to what students go through in math classes (ironically). Everything makes sense in the class, and I'm able to comprehend everything there. However, trying to actually apply those lessons is absolutely difficult.
20	One area of improvement would be with Dr. [Name] - during science courses he was often off topic and I do not feel like I maximized my time in that class. Rather than talk about science instruction he wanted to talk about diversity and politics.
21	Need more learning about learning and teaching strategies
22	Need more REAL classroom time. Going into a classroom for 2 hours a week isn't anywhere near the reality of teaching, which is why I feel so many students fall on their face in student teaching. This applies to all courses with TIP experiences.
23	N/A
24	My student teaching classroom was projected to be paperless by next year. However, at Purdue, there were no assignments or practicum experiences in classrooms with iPads. It would be very helpful to have a full class on technology, specific to classroom applications.
25	My experiences in EDCI 364 and 365 could have been better. We spend a lot of time teaching reading in multiple classes, but we do not have many opportunities to teach whole group math lessons. It would have been helpful to teach multiple low-stakes math and science lessons rather than teaching a few important ones.
26	My HDFS 409 course was not very helpful. I don't believe the instructor took much time in thinking about the course and the content she delivered was information I could have found with a simple google search. I don't think I was very well prepared to teach science. EDPS 573 was also unhelpful. The information provided wasn't of high quality and the instruction wasn't helpful in preparing me to work with individuals with more profound needs. The structure of that class wasn't helpful. EDCI 270 could have easily been taught in a two week seminar. They just had us do busy work that didn't advance our knowledge at all. EDPS 45901 - Assistive Technology was also an extreme waste of time. The instructor, Dr. [Name], introduced some interesting technology in the first two week and then proceeded to tell us about the SAME technology and how you could use it to teach different subjects in similar ways for the rest of the semester. It was a frustratingly boring class.
27	More time spent learning about differentiating instruction for students. Learning how to group students for various subjects and how to structure a lesson with differentiation. Also, learning how to read an IEP and specific ways to help the student. More instruction on classroom management and effective/ineffective motivators behaviorally for students. Less science courses as there was so much repetition and I felt that I learned the same content over and over. Most schools only have 30min of science, therefore our courses seemed overkill.
28	More time in the classroom. This is experience is much more helpful then sitting in the classroom, because there are some situations that you cannot be prepared for without experiencing it.

29	It would be helpful if all of the faculty was supportive and encouraging of students.
30	Introduce student teaching material during end of sophomore year and junior year. Rather than waiting til Senior year to discuss and practice those qualities of lesson planning and teaching demonstration that majority of students experience the semester before student teaching.
31	In regards to academic improvement, I think it would be important to have more math and science methods courses.
32	In educational class, particularly the later kind that consisted of only people in my content area of social studies education, namely 423, 433, 498, The professors and content of the class had very little to do with actual teaching and was too theoretical. When I most wanted and needed the support of learning what teaching social studies in a real classroom, the professors and the content was incredibly out of touch with how things operate in reality. Also, there are too many economics requires for social studies education which could and should easily be replaced with additional field experiences.
33	I would love to see a class designated to Dyslexia and Autism. I feel as if these are two things that are looked over, and not discussed much, but are very apparent in the classroom.
34	I would have liked more practice doing things that we will actually do as teachers and not as much focus on the edTPA. I understand it is important and does take practice, but I don't feel there was enough practice with doing other things. I also would have liked more online lectures, powerpoints, etc. from instructors of courses. Overall though, I am happy with how it all went!
35	I wish there would have been more classes on classroom management, how to deal with behavioral issues, and how to identify students for an IEP or RTI.
36	I wish that secondary majors had a course on teaching ELL students. When I got to my student teaching placement, I had some level 2 ELL students who I felt much unprepared to teach or even communicate with. I also wish that mathematics education would teach other lesson planning styles in addition to Launch-Explore-Summary (LES). I think that LES lesson can be wonderful for certain topics, but they are difficult, if not impossible to implement regularly in the classroom. And since this was the only lesson style we were taught, I had no other resources from my classes to go off for planning lessons on days I did not use LES.
37	I wish I had more field experience. Reviewing content with study.com while student teaching has been so beneficial. Having real world experience while reviewing these topics has deepened my learning. Why do we teach strategies to deepen students learning and learning at higher level thinking when our professors don't do it with us? Except my TLI courses - this exert is for EDCI/EDPS
38	I think the class that was the biggest disappointment for me was EDCI 370, the ELL class. It could have been a very beneficial class for me, but I don't think I learned what I should have. We did not learn much about how to teach ELL students because the professor, [Name], did not teach effectively. We spent an entire lesson where he spoke in Cambodian, and I know that we were supposed to see how it feels to be an ELL, but it did not need to be an entire lesson's worth. I felt it was a waste of my time because I could have spent that class learning about teaching ELLs. Also, EDCI 325/326 could have been combined into one class as they were very similar.
39	I think the biggest area of improvement is not any one specific course or instructor, but is a curriculum-wide problem of not introducing students to well-developed lessons and lesson plans early on in their studies. Giving students a chance to practice teaching in their first couple of years, even if it is awkward and poorly done, would provide valuable experience.
40	I received almost no instruction on how to teach high schoolers. EDCI 421 (life science methods) provided some knowledge on how this process works, but it was a much sped up process as it was trying to educate me on a complicated topic in just one semester. BIOL 231 and 241, while helpful, went far more in depth than is in any way necessary for a high school biology teaching degree. Teachers need less content and more pedagogy at Purdue, as I got almost no pedagogy.

41	I had virtually no experience working with students with IEPs or 504 plans. All of my knowledge surrounding how to teach students with special needs came from experience during student teaching. I possess limited knowledge of how to identify early signs of potential disabilities, such as autism, learning disabilities, or emotional/ behavioral disabilities. I taught one math lesson in front of children before student teaching (Math Methods course - EDCI 364 in the spring of my junior year), and I co-taught one science lesson in front of children before student teaching (Science Methods course - EDCI 365 in the spring of my junior year). This did not prepare me whatsoever for teaching math and science every day during student teaching, let alone for edTPA. I had never planned a unit of instruction, made a test, made a study guide, or made relevant evaluation criteria before student teaching. I would have liked to have learned about child development in any capacity, such as stages of growth/ maturity, emotional/ social development, etc. I would like to know more about why songs are frequently used as means of instruction in the kindergarten classroom, for example. I did not feel as though current technology was utilized as much as it could have been; my school uses Google Suite for just about everything, and I learned all the capabilities of Google Classroom within my first week of student teaching. I did not receive much support during student teaching. My supervisor rarely provided me with any positive feedback throughout the entire experience. I would have liked to meet with more teacher candidates during the experience, like a once a week or even once a month after school, to discuss successes, failures, and lessons learned, and so on.
42	I felt that the letters that we received during the summer were repetitive and unnecessary. I felt the same way about the grammar lessons. These felt like busy work and did not further my knowledge of teaching.
43	I felt that a major gap in our education as education professionals is that we did not have ANY course of child psychology or even any basic psychology. I felt this would have helped in the self-confidence area of our children as well as the needed discipline area. We have a LOT of classes on developing reading, which is good for a reading concentration, but I feel like it was very repetitive and I could have used more classes on behavior in the classroom. The class about classroom management was helpful, but if behavior could have been integrated into that or even another class with behavior, I think all candidates would have been more prepared to enter the job as teacher. Also, I don't know much about this, but if we take an English Language Learners class, is there any way to tack on a ELL certificate onto there? I don't know about the requirements for it, but in thinking about our class that entirely supported these students, I think that graduating with an ELL certificate is so helpful that it puts newly graduated seniors far above any other applicant. Just a thought, I don't have much background on the whole process.
44	I feel like there is a disconnect in the TTT program. Most time professors don't know much about the program or you struggle to find information about the program.
45	I did not like the discussion post requirement in most classes, because it felt like a waste of time. I could tell that most of my peers were just writing something to get it done (myself included) and I think I would have done fine in my classes without that requirement. I especially did not like the courses that required a discussion post and literacy circle post (EDPS 57300 is one of these), because it felt like busy work. I would have much rather put my time and effort into the class projects, rather than these weekly assignments.
46	Horticulture Science classes and Agriculture Power classes.

47	<p>Education Courses that most definitely need improvement: Technology courses, whatever course number Dr. [Name] 's class is. That class was about a whole two years behind where we are as a society in terms of technology in the classroom. We didn't even actually use a smartboard outside of "here's how you do the literal most basic things ever that you could have learned on your own" yet every class you will have in student teaching has a smartboard. Luckily I am pretty good at figuring things out like that on my own so I was able to excel using it, but definitely not because of that class. The use of bad third party systems like Camtasia was ridiculous... Power Point and MANY other programs have MUCH better UI's and application than that. It's the dang (pardon my French) TECHNOLOGY in education course you would at least think they would be up to date somewhat with what's out there. Go on reddit and look at the tens of thousands of better software one should be familiar with on teaching resources and you would have a much better experience with technology in the classroom. And I know what you're thinking "[Name], you didn't have that course recently and much could have changed." I have many friends in education below my class and even a couple that JUST took this class; it's the same thing. Multiculturalism course: It was the most okay thing in the world. I thought it was awesome when I took it because it was just so dang easy and not emphasized in its importance. More than half of the students didn't go to any of the events they were supposed to because it wasn't monitored in the slightest. My professor (couldn't tell you her name) was definitely versed in multiculturalism, but wasn't good at relaying that to us at all. All that I know I've had to learn it myself. Teaching in general: We are in the classroom twice before student teaching... Twice. I was at Tecumseh and West Lafayette. We need to get student teachers in the classroom much more often. I know that must be nearly impossible but man at least space them out... It was right when we get to college and then I don't see another classroom until I Student Teach. I had a great experience and that's because this job fits my personality perfectly, so I was able to easily assume the role as Teacher. But that's not how we are going to provide good teachers in the future, not everyone loves to talk and has a knack at making things interesting and fun. They need more experience. Experience in my college classrooms: These college courses do not do nearly enough role playing as teachers. I know they do a ton, but none of them are true role-plays. Their grading is weak and thus require weak preparation and performance. It's like we are just trying to push as many people through the system as possible and we should be making this much more rigorous as a program. Education as a whole gets a bad rap as the "easy" major to go into for a college degree. I cannot say that any of my education course, aside from those listed in the strength section, were at all tough. I know that classes don't have to be near impossible to warrant good results, heck I think our math department sucks because it is too hard, but please make it at least challenging. I saw students turning in papers they wrote 10 minutes before class started and obtaining full marks for the class. Did they actually learn anything? I seriously doubt it. This should be a major that challenges and hardens its students into great and phenomenal educators. Or at least give them an arsenal of strategies to fall back on if they are doubting themselves.</p>
48	<p>Edps 545 I had difficulty with the content and the professor at times was unsupportive or the expectations were not clear. I feel as though I communicated when I needed help and the content was not useful</p>
49	<p>EDPS 235/EDPS 265: CTE Integration - I was put in CTE groups of teachers - Ag, FACCS, etc - because the college class instructors did not know how to approach us. They would literally preach about how you need to meet each student where they are and then tell CTE teachers that they did not know how to do that same inclusion principle for us.</p>
50	<p>EDPS 56510 (Collaboration & Transition): way too much time spent on collaboration. With a preK-12 license, transition occurs in many situations, would have been more helpful to have the class mainly focus on transition. If I'm in this master's program I most likely have work experience and hopefully know how to work with others already. Spend a week teaching about the different versions of co-teaching and move on. EDPS 56500 (Intervention Strategies): some great and necessary information (took all my licensing exams immediately after this course and passed all 3 on the first try), but would be nice in this class (or others if it fits better) to have more concrete examples of teaching methods that have worked for students with varying disabilities (for example, teachers have used x, y, and z for students with ADHD, or strategies for classroom management).</p>

51	EDCI 433 and 498 were classes where I would turn in work that I felt I had no idea what I was doing. I would receive an extremely low score then be shown how it was supposed to be completed to receive a higher score. I would rather have been shown how to do my work correctly first before I ever submitted rather than receiving scores lower than 40 on most 1st submissions. This was consistent with my friends who took 433 and 498 with me.
52	EDCI 327 for Early Childhood students should not be required as it is a waste of a one credit hour class that does not prepare you for assessments. My other courses prepared me better for the use of assessments than that class did.
53	Details regarding a linguistics course have been made known and do not need to be discussed further, but [Name] should not be an instructor. Regarding other courses, I do not feel as if we had enough field experience prior to our full-time semester. Just observing or teaching 1-2 lessons total, per semester, was insufficient. What would be helpful is learning more about how to plan units-- but not just with the main objectives/standards in mind. A single class period has more than just 1 lesson and assessment. Throughout the year we have continuous grammar, vocab, AR projects, etc., but all we learned at Purdue was how to create a specific lesson about, say, and a book that we probably would never use anyway. We were not taught how to run a classroom, just how to present small snippets of targeted instruction. Learning how to tie in every element of English Education BEFORE tackling it in the real world would be helpful for future teacher candidates.
54	Content field too varied and all encompassing Not enough focus on all areas
55	Consistency throughout courses with lesson plan formats, introducing lesson plan components used in student teaching in earlier courses
56	Connection of College of Education being more open to understanding the different areas in Ag Ed.....or making Ag Ed its own area, separate from the College of Education. The education courses that are required by the College of Education for Ag Ed students do not model or seem appropriate for Ag Ed. They are more based around elementary education students and a majority of the material is not applicable for Ag Ed.
57	Communication of requirements! More focus on pedagogy. More genuine time in the classroom
58	Classes that grades were heavily weighted by a project due at the end of class are extremely stressful because if I misunderstand a requirement or otherwise don't do well there's no way to improve my grade. If I get a bad grade from a lack of effort, I deserve it, but if most of the grade weight is at the end and I don't do well on that project, it's a shame there's no recovery then.
59	Better organization in all courses
60	Assessment preparation - classes that prepare us to assess students and plan instruction based on assessment.
61	As mentioned previously, I would like more information earlier in the program regarding very extensive final edTPA submission. I honestly feel under-prepared and overwhelmed going into this process. I know I have all the tools to accomplish this task, but I know that without the webinar to go over the submission process, I would be lost and scared. Even now I am getting materials together to turn in because I was unaware of all the ways you could complete the 3 Tasks.