

TWO-TO-FIVE-YEAR FOLLOW UP STUDY (2010)/ NEW  
DATA ADDED

ST. CLOUD STATE UNIVERSITY COLLEGE OF  
EDUCATION

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## **TABLE OF CONTENTS**

Introduction		3
Method		3
Demographics		3
Results		6
 <b>Tables</b>		
Table 1	Gender of two-to –five year follow up respondents	3
Table 2	Respondents’ year of graduation	4
Table 3	Level of licensure	4
Table 4	Racial ethnic identification of respondents	5
Table 5	Percent of students of color served by SCSU completers	5
Table 6	Employment status of respondents	6
Table 7	Respondents’ “first teaching licensure” content area	6
Table 8	Responses on items and scales reflecting INTASC Principles	8
Table 9	Responses on items and scales reflecting INTASC Principles (descending mean order).	9
Table 10	Responses on <i>all</i> individual items in order of presentation on the survey	10
Table 11	Responses on <i>all</i> individual items (descending order by mean value)	11
 <b>Figures</b>		
Figure 1	Attitude toward the teaching profession	12
 Appendix A		
	<b>Please note that the written comments on the surveys were so voluminous and so thought provoking that we elected to include them verbatim in Appendix A of this report. Note that they are arranged by department or program, where that information was available.</b>	13

## **Two-to Five-Year Follow up Study 2009 (With Added 2010 Data)**

### **Introduction**

**Sample.** The St. Cloud State University foundation provided names and addresses of 1,090 graduates of teacher training programs at the institution from 2004 to 2007 (up to 2010, summer). With an expected non-delivery rate that increases by year, we estimate that approximately 1 in three could not be delivered (e.g., 360). This suggests a reasonable target population of 730. From this number, 198 were returned for an estimated rate of 27%; this compares to a return rate of about 30% for the instruments sent out in 2008.

**Demographics.** The mean age of respondents was 29.4 (SD = 6.4). Ages of respondents ranged from 22 to 53. Given the fact that respondents represented graduates of St. Cloud State two- to five years beyond graduation and that ages differ at graduation; these appear to be a very representative sample of unit completers.

Tables one-seven provide descriptive information about the sample who returned surveys in this, the second cycle of the study. Please note that all data for the last two cycles of the study are employed in this analysis (data collected and reported in 2008 = 317, data collected in 2009 = 198 for a total of 515).

Several features of respondents deserve mention. Respondents were predominately female (91.5%). This may reflect both the characteristics of the target population and the willing of male respondents to return questionnaires.

Table 1. Gender of two-to-five year follow up respondents.

Gender	Frequency	Percent	Valid Percent
Male	53	10.3	10.3
Female	461	89.5	89.7
Missing	1	0.2	-----
Total	515	100.0	100.0

A reasonable distribution of returns was attained by graduation year (See table 2)

Table 2. Respondents' year of graduation from SCSU.

Year Graduated	Frequency	Percent	Valid Percent
2001	20	3.9	3.9
2002	65	12.6	12.8
2003	103	20.0	20.3
2004	116	22.5	22.8
2005	87	16.9	17.1
2006	55	10.7	10.8
2007	37	7.2	7.3
Other (Prior to '01)	25	4.9	4.9
Total	508	98.6	100.0
Missing	7	1.4	----
Total	515	100.0	----

Over 9 in 10 respondents earned their first license at the baccalaureate level (Table 3). It is noteworthy that the 26 postgraduate “first license” earners could be disaggregated for analysis (especially in the future as greater numbers of respondents accrue). The numbers of teachers who earned their first license at the post-baccalaureate level will increase as more years are added to the follow-up study. Though not shown below about 95% of respondents earned their first license at St. Cloud State.

Table 3. Level of first licensure.

Level	Frequency	Percent	Valid Percent
Bachelor's	477	92.6	92.6
Post bachelors	38	7.4	7.4
Total	515	100.0	100.0

As has been true of other self-report follow-up data, the great majority of respondents listed themselves as white/ Euro-American (98.3%, see Table 4). The racial/ethnic configuration of the student body in the unit has been addressed in several other reports.

Table 4. Racial ethnic identification of respondents.

Racial/ Ethnic ID	Frequency	Percent	Valid Percent
Asian/Pacific Islander	2	.4	.4
American Indian/Alaskan Native	2	.4	.4
Latino/a	2	.4	.4
White (Not Latino/a origin)	503	97.7	98.2
Other	3	.6	.6
Total	512	99.4	100.0
Missing	3	.6	----
Total	515	100.0	----

Candidates were asked to estimate the percent of students of color that they served in their setting (Item phrased in terms of the entire school or program). These data are provided in Table 5. The schools in which St. Cloud State completers serve are quite diverse. Just under half of completers who responded to the item work in schools with 5% or less students of color (45.8%).

Table 5. Percent of students of Color served by SCSU completers.

Respondent estimate of the proportion of students of color in their school (Category)	Frequency	Percent	Valid Percent
School less than 5%	171	33.2	45.8
6-25%	110	21.4	29.5
26-50%	38	7.4	10.2
51-75%	21	4.1	5.6
76-95%	17	3.3	4.6
More than 96%	16	3.1	4.3
Total	373	72.4	100.0
Missing	142	27.6	-----
TOTAL	515	100.0	-----

Nearly 7 of 10 respondents were working full time as educators in direct service to children (65.4%). Only 12% reported themselves completely out of the education field (not teaching or on leave). Data for current employment status are entered into Table 6.

Table 6. Employment status of respondents.

Employment Status	Frequency	Percent	Valid Percent
Full-time	333	64.7	65.4
Part-time	27	5.2	5.3
Substitute	50	9.7	9.8
Paraprofessional	4	.8	.8
Not teaching	55	10.7	10.8
On leave from teaching	7	1.4	1.4
School administrator	7	1.4	1.4
Other	26	5.0	5.1
Total	509	98.8	100.0
Missing	6	1.2	-----
Total	515	100.0	-----

Table 7 shows the distribution of respondents' education area. As more years of follow up data are collected it will be increasingly possible to disaggregate by program. At this point (2010) it is probably expeditious to produce separate reports for early childhood education, special education, elementary (k-8), and secondary/k-12.

Table 7. Respondents' "first teaching licensure" content area.

Teaching License Area	Frequency	Percent	Valid Percent
Early childhood (birth-grade three)	70	13.6	14.1
Elementary K-8	244	47.4	49.0
Special education	112	21.7	22.5
Parent Education	1	.2	.2
K-12	19	3.7	3.8
Physical Education	9	1.7	1.8
Not Applicable	2	.4	.4
Sec-Social studies	41	8.0	8.2
Total	498	96.7	100.0
Missing	17	3.3	-----
TOTAL	515	100.0	-----

### **Performance Results**

**INTASC Principles.** The two-to-five-year follow up survey was designed with as few items as possible in order to maximize return rate. Thus, some of the INTASC Principles were assessed via two items, some with only one.

Data are arranged by INTASC Principle in Table 8. The *Percent Prepared* column is not,

strictly-speaking, comparable across INTASC Principles. This is because the “percent prepared” values were calculated differently as a function of the number of items measuring each principle. For the first four INTASC Principles, “prepared” represented mean values (across two items) ranging from 2.500 to 4.00 (e.g., from the scale’s conceptual midpoint to the maximum score possible). On the other principles (each represented by an individual item), values of “3” and “4” were re-coded as “prepared.” Because of this procedure, values for scales are slightly inflated compared to standards reflected by only one item.

Table 9 contains scales and items reflecting standards in descending order. Note that the means are comparable, though the “percent prepared” values are not (when considering scales versus standards reflected by individual items).

Table 9. Responses on items and scales reflecting INTASC Principles (descending order by mean).

INTASC Principle	Explanation	$r_{xx}$	Mean	SD	Percent Prepared
<b>Standard 3. Diversity</b> (Items 14, 15)	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	.67	3.43	.57	97.1
<b>Standard 1. Subject Matter</b> (Items 11,12)	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	.69	3.16	.62	91.6
<b>Standard 4. Instructional Strategies</b> (Items 11, 16)	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	.64	3.10	.62	91.2
<b>Standard 2. Student Learning</b> (Items 11, 13)	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	.70	3.09	.61	90.6
<b>Standard 6.</b> ( <i>Communication</i> ). Item 18 Effectively communicate with students verbally and in writing	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	----	3.09	.71	82.8
<b>Standard 9.</b> ( <i>Reflection &amp; Professional Development</i> ). (Items 21, 22)	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	.63	3.02	.67	87.5
<b>Standard 5. Learning Environment</b> (Item 17)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	----	3.00	.73	77.1

Table 9, continued

INTASC Principle	Explanation	$r_{xx}$	Mean	SD	Percent Prepared
<b>Standard 7.</b> ( <i>Planning Instruction</i> ). (Items 13, 17, 19)	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	.75	2.98	.61	78.9
<b>Standard 10.</b> ( <i>Partnerships</i> ). Item 23, Build strong relationship with parents, community members and other professionals	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	----	2.94	.86	70.2
<b>Standard 8.</b> ( <i>Assessment</i> ). (Items 10, 20)	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	.68	2.93	.63	85.6

These long-range follow along data appear qualitatively similar to the short-term self-ratings of senior completers. Candidates (and graduates) rate themselves highest on Diversity and lowest on Assessment. We collected more data in the summer of '10 and added them to these existing data. Please find these data in Table 10.

Table 10. Added data from 2010 (New N = 841).

	N	Mean	SD
<b><u>Program Strengths</u></b>			
Hold high expectations for all students	837	3.48	.51
Demonstrate a respect for diversity	841	3.38	.47
Positively impact student learning through your teaching	839	3.22	.59
Apply self-reflective practices to your teaching	841	3.17	.71
<b><u>Neutral Items</u></b>			
Demonstrate knowledge of content	841	3.15	.75
Analyze student learning and connect your instruction to it	840	3.02	.72
Effectively communicate with students verbally and in writing	836	3.07	.71
Create instructional plans where curriculum and methods are integrated with demonstrated student needs	840	3.02	.77
Impact on student learning	827	3.01	.67



Table 10 continued

	N	Mean	SD
Maximize the amount of time that students spend actively engaged in learning tasks	841	3.10	.75
<b><u>Needs Improvement</u></b>			
Monitor and adjust instructional strategies to demonstrate student needs, including technology use	841	2.89	.76
Build strong relationship with parents, community members and other professionals	831	2.91	.76
Participate in meaningful professional development opportunities	734	2.94	.80
Effectively employ assessment in instruction	838	2.81	.72

A difference from what is seen in the short-term studies is that these veteran educators, as might be expected, rate themselves higher on student learning and subject matter (at least in terms of rank order) than do the seniors in the other studies.

**All items.** Tables 10 and 11 include descriptive data on all items. Table 10 is arranged in the order that items were presented to respondents. Table 11 includes all items in descending order by *percent prepared*. The *Percent Prepared* column was developed by re-coding the two highest values (“3” + “4”) as “prepared. By extension, this means that values of “1” and “2” indicate that the candidate rated themselves as “unprepared.”

Table 10. Responses on *all* individual items in order of presentation on the survey.

Item	Mean	SD	Percent Prepared
Qn1110 Impact on student learning	3.01	.66	81.5
Qn1211 Positively impact student learning through your teaching	3.23	.65	88.9
Qn1312 Demonstrate knowledge of content	3.08	.76	80.3
Qn1413 Analyze student learning and connect your instruction to it	2.94	.74	74.0
Qn1514 Demonstrate a respect for diversity	3.42	.68	91.0
Qn1615 Hold high expectations for all students	3.44	.64	93.6
Qn1716 Monitor and adjust instructional strategies to demonstrate student needs, including technology use	2.96	.79	74.2
Qn1817 Maximize the amount of time that students spend actively engaged in learning tasks	3.00	.73	77.1
Qn1918 Effectively communicate with students verbally and in writing	3.09	.71	82.8
Qn2019 Create instructional plans where curriculum and methods are integrated with demonstrated student needs	2.99	.77	75.8

Qn2120 Effectively employing assessment in instruction	2.84	.78	67.3
Qn2221 Apply self-reflective practices to your teaching	3.14	.75	81.2
Qn2322 Participate in meaningful professional development opportunities	2.91	.82	72.4
Qn2423 Build strong relationship with parents, community members and other professionals	2.94	.85	70.2

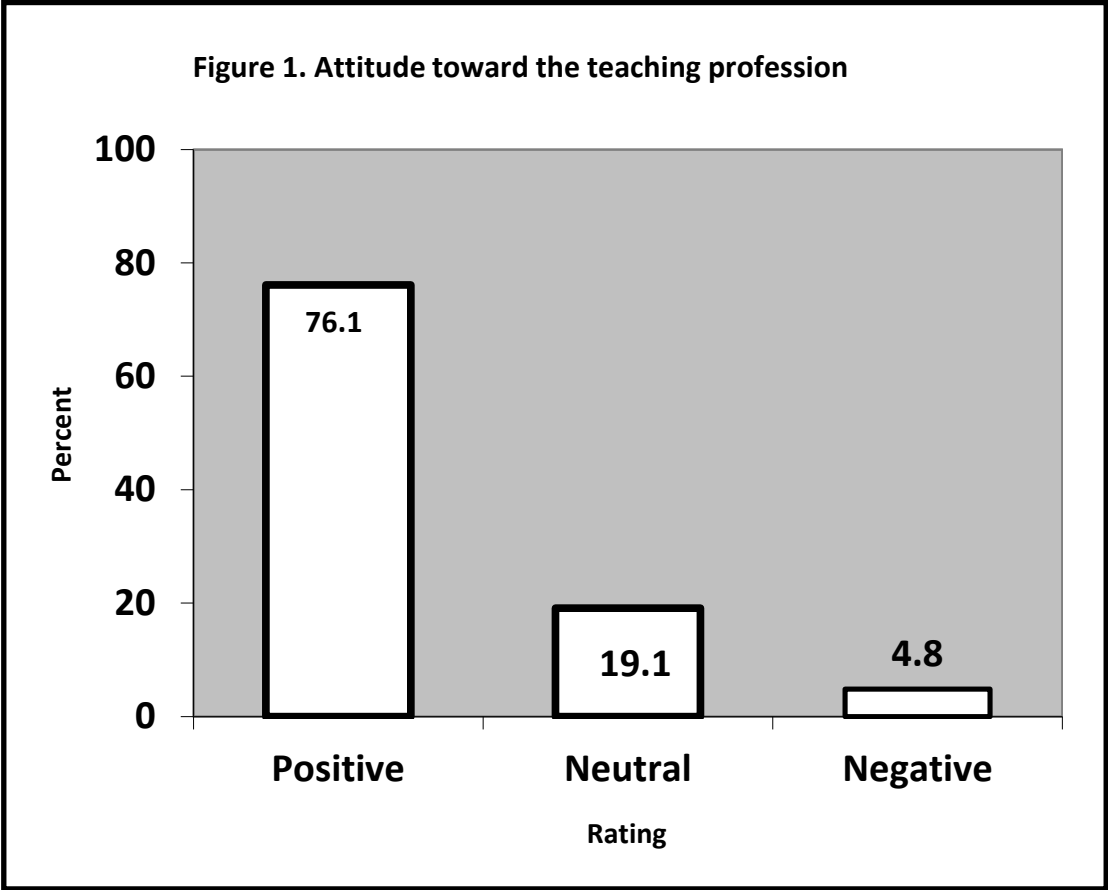
Table 11. Responses on *all* individual items (descending order by *percent prepared* value).

Item	Mean	SD	Percent Prepared
Qn1615 Hold high expectations for all students	3.44	.64	93.6
Qn1514 Demonstrate a respect for diversity	3.42	.68	91.0
Qn1211 Positively impact student learning through your teaching	3.23	.65	88.9
Qn1918 Effectively communicate with students verbally and in writing	3.09	.71	82.8
Qn1110 Impact on student learning	3.01	.66	81.5
Qn2221 Apply self-reflective practices to your teaching	3.14	.75	81.2
Qn1312 Demonstrate knowledge of content	3.08	.76	80.3
Qn1817 Maximize the amount of time that students spend actively engaged in learning tasks	3.00	.73	77.1
Qn2019 Create instructional plans where curriculum and methods are integrated with demonstrated student needs	2.99	.77	75.8
Qn1716 Monitor and adjust instructional strategies to demonstrate student needs, including technology use	2.96	.79	74.2
Qn1413 Analyze student learning and connect your instruction to it	2.94	.74	74.0
Qn2322 Participate in meaningful professional development opportunities	2.91	.82	72.4
Qn2423 Build strong relationship with parents, community members and other professionals	2.94	.85	70.2
Qn2120 Effectively employing assessment in instruction	2.84	.78	67.3

As can be seen in Table 11, candidates rated themselves as highest on diversity preparation, affecting student learning, impact of their teaching on student learning, and communication. Assessment (+ analysis of student learning), professional development, and participation in professional development were the lowest-ranked aspects of St. Cloud State's teacher preparation program.

Candidates were asked to rate their current view of the teaching profession. As can be seen in Figure 1 below, it is heartening that 3 in 4 graduates, two to five years away from graduation (or slightly longer) remain positive about their careers.

All qualitative comments (from the current year, 2009) are listed in Appendix A. We elected to provide these data without comment, though names were excised.



Appendix A  
2009 Two-to-Five year Follow Up  
Written Comments

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
<b>Comments from alumni who self-identified as having graduated from CFS</b>			
1	2005 CFS	<p>The CFS program gave me a very strong base in understanding child development and ways to guide and impact young learners.</p> <p>I felt very confident in behavior management due to a very effective class on guidance of young children.</p> <p>I was well prepared to guide social/emotional learners.</p>	<p>Because most of the college preparation was focused on the child's cognitive, social, physical development, I struggled to find affective teaching practices that worked directly with specific writing, reading and math techniques. More of an emphasis on standards would have helped me know what direction to go with teaching strategies.</p>
2	2003 CFS		<p>Spend less time on lesson plan writing and more on behavior management. You never really need to write lesson plans like we practiced and if you have a classroom with control, you can cover more curriculums and help those struggling.</p>
17	2007 CFS	<p>Knowledge of child development</p> <p>Incorporating responsive classroom into your own classroom</p> <p>Teacher work sample (gives you a brief glimpse into self-reflection on student learning and assessment).</p>	<p>Role play parent/ teacher conference (giving "bad "news</p> <ul style="list-style-type: none"> <li>-more classroom time in elementary Ed(different grades)</li> <li>-more exposure to different curriculums (pre-K + eled)</li> <li>-how to write a year-long curriculum</li> <li>-how to "teach" kids to read specific strategies</li> <li>-ways to get parents involved at school +at home.</li> </ul>
23	2005 CFS	<p>I felt I had a personal relationship with many of the professors &amp; could relate &amp;utilize their skills&amp; knowledge.</p> <p>I cherish the opportunity I had to students taught in Costa Rica. A highlight of college program- keep promoting &amp;offering students access to this.</p> <p>-I also felt I got a lot of great information on diversity &amp; how that is related in the classroom &amp; with families.</p>	<p>More time in classrooms, workshops etc towards beginning&amp; throughout major. In child&amp; family studies I didn't feel I really got experience or enough experiences in classrooms prior to student teaching.</p> <ul style="list-style-type: none"> <li>-more hands on experiences with assessment &amp; ways to develop your own way with students.</li> <li>-more experience &amp; information regarding students with special needs this has been very challenging for me as a reg. early educator &amp; having to work&amp; refer these young children in the start of their education.</li> </ul>

## Appendix A. Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
30	2006  CFS	I feel that my knowledge of child development is very strong.  I feel that my field experiences were very valuable in applying my knowledge to teaching.	I would suggest more required field experience-possible to each course whenever possible.  I feel that I could have had more preparation in behavior management strategies and working with students with challenging behaviors and disabilities.  Suggestions: videos of scenarios at common behavior problems and real life strategies of how and what to do in those situations. Also some kind of graduation preparation- resume building, cover letter etc.
31	2005  CFS	I think it was great when the program added the course on technology because schools are looking for people who can use& teach with technology.  We had a lot of experience in birth-pre K settings- volunteer/observation.	The program focused on pregnancy, infants, toddlers and preschoolers' development but not much on K-3 development & teaching methods.  I think the program should have included a course on preK-grade3 curriculum which would incorporate identifying what skills are taught and ideas to teach those skills (lessons, activities.).  It would have been nice to have the option to see actual curriculum and other teaching materials to have a better understanding of what well be teaching. That's the biggest [issue]  Also, more volunteering and observation in a K-3 settings.
60	2004  CFS		I am not as prepared as I need to be.  I struggle with how to assess- how to create assessment plans for school readiness and actually do it within the context of my school day.
66	2003 CFS	Hands on learning, actual practice of methods taught.	Writing resume/cover letter  Mock- interviews
90	1994  CFS	Methods + student teaching experiences were wonderful + key to my success as a teacher.  All parents Ed courses were extremely valuable.	Possible more field work exposure to various aspects of ECFE  +additional programs out there like work with child care provider. Home visits.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
93	2003  CFS	Great staffs that get to know the students. I loved my human relations class. It really taught me a lot +opened my eyes to new idea+ different ways to [deal with] diversity.	More hands on games+ activities to do with the students especially classroom management tips( ex: Dr. Jean website)  We spent a lot of time learning theory +best practices but I didn't have actual things (lessons, songs, strategies for brain, gym etc) to use when I started teaching.  More emphasis on K-3 setting with my license and not just in methods. Most of our classes were infant PreK.
153	2006  CFS	Self reflecting  Liked the B-3 philosophy	As a kindergarten teacher for 3 years, I think every student teacher should be placed in a K setting. Kindergarten is a very unique grade compared to the rest!
161	2004  CFS	We work a lot with work sampling authentic assessment in the field.	We touched on it (authentic assessment) in school but building on that would be a big help to new teachers.  Posting lessons on web, setting up class websites is something we do. We didn't touch a lot on that but maybe you do now just a thought.
189	  CFS		I think my licensure really limited my opportunities. As a Birth 3 <sup>rd</sup> grade teacher most of my opportunities have been with preschool. Do not want to teach K-3 which was discussed in my licensure choice. I think your university should offer PreK- 6 <sup>th</sup> grade licensure.
198	2006  CFS	Literacy, Pre-K education, different types of education (Headstart, Montessori, Reggio Emilia etc.)	Job placement!!  Renewing teaching license.
176	2008  CFS		-More exposure to teaching strategies/philosophies other than the traditional ex: Montessori.  -More guidance from area school administrators about what they are looking for when sorting applications or resume do's and don'ts specific to teaching jobs.  -A program to license up to 6 <sup>th</sup> grade before helping in trying to get a job.
54	1997  ECSE	Specific curriculum practice (i.e. reading mastery)  assessment process,  goal writing,  child-first standing.	-Management of paraprofessional  -data collection.  -Assistive technology-basic switch use  -Alternative curriculums(when to use)

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
123	ECSE	Strengths: Strong foundations in child development and content areas. Professors were approachable & helpful.	More emphasis on working effectively with parents. ECSE teachers should have classes in the parent education field as much of our day is spent consulting with parents.
<b>Comments from alumni who self-identified as having graduated from Elementary/ K-8 Programs</b>			
3	2005  ELED	The student teaching program was strong. You gave us time to reflect and work on projects for the classroom.  Staff support was also great.	I would like to suggest a few ideas for the teaching program.  1. Responsive classroom- more than morning meeting. Power of words, first 6 weeks.  2. Research on daily 5  3. I really like Alphy Kohn's ideas on feedback  4. Constructivism in the classroom.  5. Backwards design as compared to the "normal" lesson.
15	2005 ELED	Keep the 2 semesters of learning/student teaching. It was good to see beginning and end of the year. The more time the better.	
16	2003 ELED	Have a class on how to keep your license (renew)	
22	2005 ELED	Assessing lessons and learning both during and after the lesson.  -diversity in the classroom	How to get the most from professional development opportunities and how to determine which opportunities are worth pursuing.
29	2006  ELED	Love for reading and language implementation with science	-not enough special Ed instruction or psychology. St. Cloud state is lacking greatly in preparing future teachers in this area.  Did not prepare me for instructional diversity and curriculum preparation for gifted & struggling students. Most of this could have been achieved by greater content knowledge. The better you know a subject the better you can teach it to all levels.  If it wasn't for the taking all the extra science classes I took, I wouldn't have passed the praxis exam for license. I'm disappointed in the level of education offered at SCSU for our future teachers.



## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
32	2006 ELED	Small school program!	State testing for kids, how to give the tests .What on them?  How to develop lessons from a teacher's manual.
34	2003 ELED		More time in the classroom. Especially at the beginning of the program.  Include a phonics class/ refresher course
35	2005 ELED		Preparing teachers to teach specific content area (i.e. how to read, multiply).  -inform teachers of all the different types of schools(i.e. public, charter, Montessori)
42	2003 ELED	A strength of SCSU program is how often future teachers had to prepare lessons and present them in front of the class. This was very good practice.	I really wish we would had a class that practiced interviewing for a teaching position (this was difficult without any mock practice.)  Also, practice doing parent/teacher conference-what to focus on, manage time, collect data etc.  These are both a big part of teaching and I didn't initially feel prepared.
47	2004 ELED	Any activities in classrooms were beneficial.  I was placed at different grades --that helped me to decide which level I liked working with best.	I was left with the impression that every lesson plan should be created from scratch+ to not use the teacher guides. I agree solely using lesser plans from the guides would get boring but as a new teacher there is enough stress+ thinking that I have to create even single lesson plan from scratch was overwhelming. But I felt if I didn't I wouldn't be a good teacher.
49	2004 ELED		I think that there should be more information on how to maintain +further your education/license as a teacher before you graduate. Maybe include it in your student teaching
50	2003 ELED	-K-8 licensure  -small class size  -knowledgeable instructors  -site supervisor was great during student teaching experience.	More time in a classroom  -lesson plans that are really used day to day not a whole paper  -more classes related to reading and/or reading strategies  -more classes related to teaching math.
52	2004 ELED		More instruction on learning how to communicate with parents
55	2004 ELED		Job prep  -setting up classroom  -more SPED classes for regular Ed teachers

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
56	2004 ELED		It would be nice to have a class with just tips and ideas that can actually be used in a classroom such as management & reward techniques.
58	2004 ELED	Strengths are the connection with teachers through field & student teaching.	Placement for student teaching. Having a K-8 license and only student teaching in primary setting didn't get me prepared for a middle school setting the only way I was prepared for that was subbing. When license is so wide placing in two areas would be better.
59	2003 ELED	The staff was wonderful.  The lit. Program was most useful and practical.	All of the class should have you do lesson plans that you can use in classroom.  Not so much culture emphasis that will come in your classroom.  Not such an emphasis on reflection –it is good to reflect but you shouldn't have to write paper after paper of reflection.  More community relations should be offered.
62	2005 ELED	Lesson planning  morning meeting,  assessment,  self reflection,  teamwork/group work,  student teaching,  content, visited some curriculums(i.e. everyday math)	Technology  gifted education,  special education,  using the state standards,  assessment,  Development (conferences, lectures etc) even more content, lessons on how to “fit in all in”  phonic instructions.
64	2007 ELED	Urban block	Better support system for student teacher if there are complaints. There are too many hours to jump through” if there is a problem with a university teacher. My co-teacher agreed with that.
71	2006 ELED	The length of student teaching  -hands on learning  -responsive classroom  -no tests but presentations & written assignments.  -I will definitely be taking SCSU student teachers in the future.	Even more time to experience classrooms. This I feel was 90% of my learning! You learn from experience and situations. But still [need] class to reflect/communicate  -Intro daily 5-ideas for structure.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
76	2003  ELED	Keep your great professors instead of losing them: Professor 1, Professor 2, Professor 3	Spend less time creating lesson plans- that are not used in my school and more on something else- maybe technology or...  grant writing.
80	2005  ELED		Should have a course for working with paraprofessionals or the role of the paraprofessionals.
83	2004  ELED		More preparation for all teachers/program in working with ELL and Sped Ed students  Specific information on how to align district and state standards.  More classes on classroom management and strategies for working with challenging behaviors.
85	2003 ELED	experience provided	None. It was great
87	2004  ELED	I enjoyed SCSU classes and really liked being in my student teaching classroom. I think being in the classroom is what gave me the strength and knowledge to become a teacher.	With a lack of teaching jobs, I would have liked more help in preparing for other career opportunities using my educational background
88	  SPED		The curriculum explorations  - more equipment comprehension  -experience/transition
89	2004  ELED	-classroom exposure  -content spread  -lesson planning	-other school atmospheres such as private or charter schools  -practical assignments that are closer to what we would do in the classroom  -understanding what curriculums are out there and how to use them and extend them.
92	  ELED	Student teaching component was strong. I have found my experiences at SCSU are broader than many of my colleagues.  -diversity training/education at SCSU especially Human Relations was exceptional. I have used Professor 1's class more than any other(Social Justice)	Flexibility in programming. I was a mature student returning for a second career (late 30's) yet no alterations could be made in "block" system in the college of Education. I loved and did well in part due to my life experience. I did not belong in some classes could have benefitted from others (Advanced programs)

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
95	2004 ELED		Help more with job placement
101	2003 ELED	I appreciated all the time we spent in the field. First field experience 1st gr, middle school and 2-8 week blocks of student teaching, along with the beginning of the school year. There is no substitute for hands on experience.	How and where to use technology in the classroom. I however can see this being difficult since every school has different technology available to them (even with the same district)
106	ELED	The field experience gives students a real glimpse of teaching –there should be one every semester.  Professors (most of them) have experience in the field.	-Get over the diversity issue. You can only take in so much.  -Get away from developing curriculum teach the students how to read use a manual. The state regulates so much of what we teach it is more valuable to go off what is expected by the state.  -student teaching should start earlier if possible so new “teachers” are able to see before the school year hassle.
108	2004 ELED		Specialty test-social studies-very difficult to pass.
109	ELED	I taught in an Elementary setting for 3 years until taking leave for family care and I found that there is much strength I have/had because of my SCSU experience. When looking back at what I was praised for it comes down to the professors that I lucked out with-those that actually taught and were in districts in the past brought to me the real-life skills I needed in the classroom. They also chose “buzz” words + books well-such as responsible classroom skills in Professor 1’s class	As stated above, I believe that some professors were out of touch with the classroom and therefore created meaningless projects and unregulated topics. It seems that most of these professors were never in a classroom or have not been for years.
115	2007 ELED	The professors knew the field and wanted us to be as prepared as possible.	

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
116	2003  ELED	There were good classes that professors “modeled” good teaching. It would be most beneficial to future teachers for this to be the case at least 90% at time.  Everyone learns through hands-on active learning no matter their age.	More content (meaning content those K-5 teachers taken) math, science, Eng, Reading etc.  Skip the long lesson plans with all the adaptations (no one ever has time or use for those.)  Have students teach more at college.  Teach starting with standards then assessment + last sessions.
117	2007  ELED		I wasn't prepared for all the testing that goes on at elementary level (MCA's). I feel that with some excellent studying resources for students I would have been more prepared. This testing is very important to a lot of schools.
122	ELED	I learned the most from my time student teaching.	Students in the program need more time in the classrooms with the kids. Again I saw the greatest value working with my coop teacher in the classroom.
126	2003  ELED	I found that the program's focus on collaborative planning was really beneficial.  I had always felt that I was well prepared for lesson and curriculum.	Much of what is not learned about teaching is picked up “on the fly” while at that first job and peer monitors are an invaluable resources.  I would suggest graduate courses or workshops for veteran teachers on how to mentor new employees in their building.  I would also suggest getting student teachers more involved with Career Services. The job market is very tight. Maybe get a principal or two that are willing to conduct mock interviews and critique resumes and cover letters as well.
127	2003  ELED		Many instructors focused on work that had no application in actual teaching setting.  I felt several assignments were a waste of time & money.  The politics of the faculty has a very negative impact on its students & has left me with a very negative towards SCSU.
131	2007  ELED	Exposure to children's literatures and use of responsive class-room	Curriculum building and  more diverse ways of classroom management & organization.
135	ELED		Cooperating teachers who are positive & open minded to practice that is DAP.  Preparing for interviews & applications to make you stand apart.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
136	2005 ELED		Spent too much time creating lessons when we should have been taught how to best use the LP book that everyone uses
138	2005  ELED	-Urban block  -Long term student teaching  -Supportive professors  -hands on experiences	Time management  -strategies (in the classroom ex: lesson planning and out of classroom ex: grading papers)  Organization strategies (file systems etc)  Be real about how hard it is to tenure in a school district.
141	2004  ELED	Still loved it though	I felt unprepared to teach the content.  I could write out my lesson plans for unconventional teaching. However, when it came to teaching normal phonics or following the curriculum the school gives you that was different.  I taught 1 <sup>st</sup> grade for two years and learned more from trial & error the 1 <sup>st</sup> year and felt very unprepared.  Teach more on planning lessons using the curriculum a school would provide and  working with learning disabilities & diagnosing them
142	2007 ELED		I believe that there is only so much to learn in the college classroom setting. I think college students should spend more time in the classroom setting student teaching.
143	2007 ELED	The cooperative learning among peers.	I really think that a whole course on responsive classroom should be added to the program.
149	2005 ELED	Felt very comfortable with children literature.	Rethinking teaching strategies based on assessment. It is okay to re-teach something if the students did not learn it the first time.  Ability to teach it a different way so help more students understand
152	2006 ELED	Truly enjoyed Urban Block +really opened up my mind/methods of teaching. Gave great insight to teaching children of diversity.	Professional development sessions/ methods taught to all groups (I only got one part while others I graduated with got more) ex Responsive classroom.  Assessment techniques
156	ELED		What an actual classroom is like: Crabby parents crummy administration budget cuts (not real world!!)

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
157	2003  ELED	My intro to Education professor and my "Teaching Social Sciences" professor were the best at providing resources for my future teaching assignments.	<p>I would suggest however that both of these classes be divided into two parts. Too much information (vital info) is covered in these two courses- some further discussion/instruction would be good.</p> <p>Student assessment strategies were not well taught at SCSU.</p> <p>Practical strategies need to be taught not ones that may seem "fair"</p> <p>Further education on students with special needs would have been helpful. In today's classroom regular Ed teacher are juggling many levels of learners in one class.</p>
160	2004 ELED	Going to the schools for field experience	More time spent with real life experience
162	2007  ELED	I really enjoyed the Urban Block program with Professors 1 and 2. They with forever influence my teaching.	<p>I did complete my student teaching through the urban education program + the one downside is that we did not get to use technology beyond an overhead projector.</p> <p>I also think the cognate area particularly social studies do not prepare students unless that student takes additional Soc. Studies courses outside required courses.</p> <p>One of the block 2 courses for K-8 licensure was fairly pointless. I can't even point to one single thing I learned. It felt like a huge waste of my time.</p> <p>It would also be beneficial to have more PRAXISII preparation courses.</p>
164	ELED	Teaching experience,  content+ knowledge,  diversity,  differentiation	Assessment,  technology
165	2003  ELED	Self reflective practice	I think that student could use more experience working with teacher manuals. It's important to be able to take a lesson from the books your school wants you to teach from and be able to make them your own. Ones that would fit with your students learning styles.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
166	2007  ELED	<p>I felt a sense of community within the program enabling me to better develop that in the field.</p> <p>A good idea of what a good middle school program looks like was made very clear.</p> <p>Writing lesson plans and teaching those plans out was taught well.</p> <p>SPED minor was necessary to learn all that was needed to begin field.</p>	<p>I learned more from my SPED minor than my El. Ed licensure program in regards to assessment of students' progress, adjusting instruction to meet the needs of all students and communicating with students at all levels.</p> <p>I would recommend integrating more SPED classes (besides SPED 203) to bring knowledge in these areas especially assessment.</p>
171	2004  ELED		<p>More family related courses: how to deal with difficult families and those in need. What resources are available?</p> <p>A strategies course on teaching reading would be very helpful.</p> <p>Interviewing skills &amp; my principal has told me that students from the U of M stand out in interviewing! SCSU need help</p> <p>The classes offered how a teacher could differentiate their lessons.</p>
174	2004 ELED		Technology
177	2005 ELED	Liked the 3 teaching experiences we had primary, middle school, student teaching. I think the more time you spend in the classroom prior to teaching the better	More preparation for classroom management may be during/after student teaching so you would have examples to reflect on.
179	ELED	<p>K-6 did a nice job with teaching how to engage students in learning, self reflective practices, respect for diversity+ high student expectations.</p> <p>LD- I learned a lot more content doing my Master's better than bachelors experience with learning curriculum, testing etc.</p>	<p>You need to do more on phonics! I teach at an LD school and had to learn phonic stuff on the job because I got very little (if any) at SCSU.</p> <p>You should have at least one class that teaches phonics + introduces students to the curricula that are available.</p> <p>It should also be used during student teaching. All teachers should have it elem, secondary + SPED.</p>
183	ELED	<p>My knowledge of children literature and engaging students with it was well developed.</p> <p>I was adequately prepared to teach K-3 students.</p>	<p>I spent many hours' units' lessons from scratch. I have not touched them.</p> <p>I as a regular Ed teacher felt much unprepared to teach students with special education needs, too much background not enough strategies.</p>



## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
187	ELED		-Union information -contract language -educator disciplines
<b>Comments from alumni who self-identified as having graduated from Special Education</b>			
5	2000  SPED	SCSU did an excellent job in preparing me for teaching and assessment.  Strengths- SCSU staff a well-rounded program.	PLC's
10	2005 SPED	Data collection strategies and assessment use	More hands on experience in very low level classrooms and experience on how to handle behavior issues in low functioning students
37	2005 SPED	Probes(AIMS) diverse populations student teaching	Assessment due process betters IEP writing.  More technology
43	2006 SPED		More instruction in the areas of curriculum and alignment with students using assessment to collect data and monitor student progress.
44	2007  SPED	Working hands on with assessment tools.	More time/experience working with teachers in the field in the area of due process.  -Attending IEP's  -Evaluation meetings  Courses did address these areas but paperwork can be very overwhelming when you are in real life situations.  Problem solving techniques when working with parents.  Para supervisor/training.
45	2003  SPED	The assessment class taught by Professor 1 that required us to use and learn a large variety of types of assessments and write reports based on the results is something wonderful that many of my peers never experienced & wished they had keep up that style of class.	Transition. How to evaluate needs what are specific goals for those needs- most goal writing is based on academic skills but those of us who had work with H.S students don't have effective tools, nor were we taught well how to determine those needs & what are measurable goals to meet those needs.
46	2005 SPED	Plenty of experiences in the field	Writing evaluation reports, presenting it to the team at managements.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
57	SPED	I think the faculty is very passionate about the field of education and I think the more experiences that foster the desire to make a difference in the world the better off they will be as teachers. It is this desire that makes the best teachers.	In the programs, I think there is a lot of emphasis on content/information, yet teacher candidates (Sp. Ed) have expressed a desire for more experience applying what they have learned. I don't know if volunteering could be a part of or a requirement of the Special education program or have a longer student teaching experience to satisfy the needs.
61	2007 SPED	AAC class. Covered many topics you encounter as a teacher.  Did well teaching us to advocate for students	Talk about instruction and IEP goals for severely cognitive impaired students.  Teach how to approach and talk with administration when there are issues and how to deal with difficult administrators. (i.e. principles/SPED coordinators)
65	2006 SPED	SCSU Sped program does a wonderful job of preparing teachers for diversity in the classroom  as well as communicating with parents & families,	I would like to see more focus on co-teaching and content.  One suggestion might be to discuss the complexity of working with other educators and the politics with sped.
67	2005 SPED	Cohorts are strength for the teaching program. Students have the opportunity to meet or get to know their classmates- create a sense of unity.	Teacher placement
75	2006 SPED	I felt I prepared to develop rapport with my students-especially in a diverse classroom.  The professors did an awesome job keeping it student centered +putting students first,  I look forward to completing my masters at SCSU in near future.	When I started as a SPED teacher (my first year I was very overwhelmed with IEP's and Eval. reports. I knew what an IEP was and how to write one but didn't understand how to follow dates or conduct meetings.
77	2005 SPED	Looking @individual needs  -making adaptations  -communication/relationships building	See #14 17 19 of survey
78	2003 SPED	Field experiences student teaching and all hands on experiences were most helpful.  Mentors were also very helpful	Focus on writing IEP's, present levels goals, objectives, adaptations, etc.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
79	2003 SPED	<p>I am very proud of [the] education I received from SCSU.</p> <p>I feel as though I was challenged yet guided through my program.</p> <p>I appreciated being able to be in the field early.</p> <p>I definitely was prepared for my career!</p>	<p>Making your future SPED teachers highly qualified and prepared to teach in the core area.</p> <p>Also making sure they are ready to develop curriculum and do whatever/and beyond they are told! I feel I was prepared.</p>
100	2000 SPED	<p>I'm back for the 3<sup>rd</sup> time &amp; I am very satisfied with the admin Program (Educational leadership).</p>	<p>More direct hands on activities (use SPED forms)</p> <p>-not so many group projects</p> <p>-do case study projects, require students to analyze previous test records + student files</p> <p>-facilitates &amp; parent mtg.</p> <p>-do more "real life" activities.</p>
105	2005 SPED	<p>I appreciated the many opportunities for different field experiences. Examples: I was able to have experience in 3 classrooms plus my student teaching experience.</p> <p>Also I appreciated great professors such as Professors 1-3.</p>	<p>Instructors. For example Professor 1 was a very negative rude professor who did nothing to prepare future teachers for the profession. His class was a complete waste of time and money.</p>
112	2004 SPED	<p>positive field experiences.</p>	<p>Job placement, discusses "politics" and difficulties of workings with an agency and/or school district. Was not prepared for either.</p>
113	2004 SPED	<p>This SCSU did a good job and they need to continue to let student know what high expectations need to be carried throughout their teaching career.</p>	<p>More instructing on implementing different curriculum when main curriculum does not work (more knowledge on research based material).</p>
121	2005 SPED	<p>I felt prepared in my license area. I feel staff@ SCSU prepared me for my job. You can't possibly learn everything @SCSU for teaching. A lot of it comes from hands on @ real life situations in the teaching field.</p> <p>Overall I am very satisfied with my experience @ SCSU.</p>	<p>As a teacher of DCD MM/SP students I am in charge of 6 to 7 Para's a year. I wish there was more instruction on how to work with Para-professionals. How to manage them get them to see the important of student independence. This is the one area &amp; feels I lack a lot of knowledge.</p>

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
124	SPED	The instructors were great I felt that I could easily talk with them.  They also appeared to genuinely feel strongly about the field.	My practicum was only a 6 week program in the summer at Pleasantview Elm. It did not at all prepare me for my profession.  I wrote no IEP's nor did I attend any staffing.
125	2007 SPED	BIPS  -progress monitoring  -all the different areas of student teaching and going to schools.	-teaching strategies for self- contained EBD rooms  -IEP's are different than what SCSU teaches you.  -More discussions on accommodations/ modifications.  -discuss ways to work effectively with teachers who don't support Special Ed. FBA's!!
132	2007 SPED	Some flexibility in student teaching locations.  Communication devices +speech class very helpful.	Need to have more classes specific to licensure area DCD was briefly skimmed in most classes.  Need more instruction on how to successfully interact & partner with paras and parents
140	2003 SPED	I found the LD program to be helpful in the area of curriculum and direct instruction. I think that continuing to drill these methods into new teachers is helpful!	In the SPED department there need to be more training on how to write IEPs and assessments  Regular Ed teachers usually have a hard time understanding them and thank its up to the SPED teacher to do all the teaching if a student has an IEP.  Teach new teachers about the politics and the business end of SPED such as 3 <sup>rd</sup> party billing.
146	2004 SPED	To build in hands on learning for children with SPED needs.  Really learned how to modify and change curriculum to fit an individual need.	For the SPED program, no one or nothing could have prepared me for the paperwork.  More class time and instruction would have been beneficial to be an effective eval. reporter and JEP writer.
170	SPED	Great relationships between staff & students.  Professors have great experience  Professors are personable & approachable.  Good projects  I love the summer internships/ student teaching	Talk about distinct politics and money issues (bring up various scenarios) so students learn this ahs a big impact.  Talk about how to work with non SPED (& non-SPED knowledge) staff  Need for relationship and trust.  Learn more cross categorical b/c more schools are going that way.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
180	2007  SPED		Was not instructed on LD qualification criteria.  When I took the course the state was revising the LD criteria, so nothing about qualifying students under SPED was taught. So in my first few years of teaching I have felt very unprepared evaluating, reading + discussing student assessments with parents & colleagues since I don't even know the qualification criteria myself!. Thankfully I have felt comfortable with one senior colleague this past year and I was able to learn from her.
190	SPED	.	College gave me knowledge of theories in education but not as much practical hands on experience.  It would be great to have teachers come in and talk to students in regards to scheduling, communicating with mainstream teachers and modifying curriculum.  The actual writing of report was great but the paper/pencil reports are not practical. It would be great to have a computer based program to learn how to navigate through the IEP & ESR pages.
191	2006 SPED		More due process exposure
192	SPED	Professors are very knowledgeable!  Lots of field practice!  Education community is very respectful towards anyone + everyone.	More instruction on creating & maintaining strong relationship with parents, students and the community. Especially when parents may seem unwilling teach about the diversity more in-depth.
194	2004 SPED	Classroom experience+ I liked the professors who had life experiences	The hoops+ BS we have to jump through to complete the programs
<b>Comments from alumni who self-identified as having graduated from A K-12 or 5-12 Program (Secondary, K-12)</b>			
<b>1. Art (Visual) Education (ART)</b>			
11	2006  ART	Human relations class	It was very confusing when I attended SCSU [as to] what classes I needed to take. No one knew for sure how to help me either.
24	2007  ART		More time in the field. Less time teaching us in a classroom. We need to be practicing teaching more.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
48	ART	Some strength was practicum and student teaching that were required. You learn much from them, bad, good things. Things to do & learn things what not to do.	There was a sever lack is classroom management. Discipline is a key factor in having students learn. Without it, you have lost your students.
175	2007 ART	Professionalism & relationship with professors and classmates.	What happens in the first year of teaching?
<b>2. Communication Arts and Literature (CAL)</b>			
7	2007  CAL		<p>A lot of the concepts are over taught-there is a lot of depth but no breadth in content.</p> <p>In the Eng. Classes- I never read the literature and still graduated magna cum laude.Eng classes require no work ( except Professors A and B) &amp; is all hoop-jumping!</p> <p>Quit focusing on diversity- it's overkill &amp; makes people disrespect more.</p> <p>Do not use Teacher A at St. Cloud Tech as a student teaching assignment. I went home crying everyday because she is an insult to the profession. She does not teach –she flirts and makes friendships --tells stories at personal nature.</p>
12	2005  CAL	<p>Excellent pedagogical preparation in Comm. Art and Lit program.</p> <p>Practical unit preparation</p>	<p>More time looking at one preparing for content area standards.</p> <p>Prepare for better understanding of SPED.</p> <p>Some sort of teacher “tool kit” to take with after graduation.</p>

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
21	2004  CAL	<p>Most pedagogy training useful and up to date-methodology, learning-strategies, assessment etc.</p> <p>-human relations +diversity training great</p> <p>-I am a Comm. Arts&amp; Lit major, so my communication training was exceptional.</p> <p>-great background in literature and how to interpret it.</p> <p>-Good background in philosophy+logic-I use this in my institution. All in all SCSU is a great school and prepared me for my teaching career.</p>	<p>-More about teaching grammar</p> <p>-more about students- cell phones etc</p> <p>-more about teaching reading</p> <p>-more about students with ADHD, ADD</p> <p>-more about Special Ed-adapting learning &amp; assessments</p> <p>-more about students who are at risk.</p> <p>-more test prep-reading&amp; writing state tests-clearer understanding of tests and teacher responsibility in terms of success or failure of students-</p> <p>more exposure to tests and how to teach to the tests (Even though I hate he thought).</p>
68	CAL	<p>SCSU prepared me very well to enter my field.</p> <p>I formed relationship at SCSU that will assist me throughout my teaching career.</p> <p>I especially enjoyed my student teaching experience. SCSU did a very good job matching me with an extremely relevant cooperative teacher, both personally and geographically</p> <p>Overall, I am very happy.</p>	<p>I feel that I could have had a bit more emphasis on technology. I feel that I may not have been as technologically prepared as other teachers that I work with.</p> <p>Also incorporating some work interviews would be helpful.</p>
145	2005  CAL	<p>Strong content instruction</p>	<p>Concept of professional learning communities</p> <p>-practical +useful formative assessments</p> <p>-creating accurate summative assessments</p> <p>-grading on student achievement.</p>
<b>3. Mathematics Education</b>			
96	2005  MATH	<p>Lesson planning</p> <p>Diversity Education</p> <p>Math strategies classes</p>	<p>Dealing with “real-life” classroom discipline issues</p> <p>-disrespectful behavior</p> <p>-Put downs</p> <p>Address how to handle but also emphasis that these can be avoided/reduced when a classroom is a community</p>

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
111	2007 MATH		Give more practical teaching and how to handle them;  way too much time was spent on learning theory and other information that is rarely or never applied.
195	2006 MATH		Include course options in online teaching
<b>4. Music Education</b>			
70	2004 MUSI	Great instructions concerning diversity  -great professional development especially student teaching.  -observations + reflection with coop teachers  -I have since acted as a coop teacher & reflecting realize how well prepared my coop teacher was in connection with SCSU and their expectations of him.	I would have liked more instruction specific to teaching within my content area. At time it felt like I was getting two separate degrees, one in my content area and another in general education. For a person teaching outside at a normal classroom setting a measurable amount of education content seemed important & maybe could have been made so if taught in a less within my content area.
151	2006 MUSI	Good diversity education.  Good music department	Not enough practical training in planning lessons.  Too much theory not enough practical.
154	2005 MUS	SCSU teachers are very caring and helpful. I always felt like I was truly important!  I also thought my HURL classes were great and were very meaningful to me as a teacher and as a person.  The music department did a great job preparing me. I am very satisfied with my Education from SCSU.	Thinking back to most of the classes in the ED program, I remember a lot of lecture. Teachers talking about making learning meaningful and differentiated. However most of the time the teachers would assign a reading and then talk about it .  I would love to see SCSU teachers assign more teaching tasks, rather than work on classroom management & organization skills.  There are so many times I wish I knew more strategies for helping students who have difficulties learning or behavior problems, I think that the students of SCSU ED department need to role play and critique more often to discover methods that work for them



## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
<b>5. Physical Education/ Health</b>			
102	2005 PHYS ED (K-12)	The only thing I feel that could be improved on in the HPRESS department is to provide more activities and ideas to use when in the field.	Make sure students entering the education program are meeting with an appropriate counselor and are well informed on the process of the program along with the correct Praxis & PPST tests that need to be taken. I had some major issues with the above mentioned and it cost me a lot of time and money.  I was extremely unsatisfied with St. Cloud State with the exception of the HPRERS department
134	2005 PHYS ED	Well trained in Professionalism  -very good at educating on diversity among students	
167	PHYS ED	Very helpful	and some professors were willing to help more than others  Make the Education classes more beneficial to students in the PE program. All Ed classes seemed set up for classroom teachers, the professor didn't know how PE setting works.
184	2004 HLTH	Knowledge that your SPED staff offers to the field and how they utilize this.	More emphasis on observing current teaching style & methods of current teachers during certain courses (more hands-on)
<b>6. Science Education</b>			
40	2005      SCI		Actively do more teaching and  Don't let people do their field experience and student teaching with the same person.  Also, no student teacher in advanced level classes. For instance teaching Biology a required is different than teaching an anatomy elective.  Classes to review content that you will actually teach. Take a current Biology book and learn how to teach the content students will need.  Some stuff/taught I never learned @SCSU. I basically had to teach myself the content +then know it well enough to teach.
110	2005  SCI	In the science Ed. Dept, ongoing look at curriculum and repeated practice in classroom presentation.	Have more time focused on putting together and using text book material for lessons. Look at how text and material (support) work together and could be developed.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
155	2006 SCI  BIO	Lesson planning on a day to day basis.	UBD-Unit Backwards Design- how do I plan a unit? What are my "essential questions?"  Collection & use analysis of student data.
193	2003  SCI	I think the student teaching experience helped me grow as a teacher. I learned more during that time then in the black classes.	I would suggest eliminating the block classes where you spent 10 weeks @ a school. Replace this with more student teaching.  Have future teachers spent more time in the classroom observing helping and learning instead of doing research or writing lesson plans.  Let them get ideas from experienced teachers in all teaching areas. Have them observe teachers in every curriculum area and take notes on the differences. (Different grade levels too.)
<b>7. Social Studies Education (SOCS)</b>			
13	2004 SOCS		There is no or very little time spent on literacy. We really all not prepared to teach students strategies for content area reading.
13	2004 SOCS		There is no or very little time spent on literacy. We really all not prepared to teach students strategies for content area reading.
25	2007 SOCS	Introduced a good overview of content knowledge.  Nice class and classroom set ups.	I really enjoyed [the program]
38	2004  SOCS	It was a cost effective school.  I was placed with a former SCSU Prof. for a student teaching (who was let go) who taught me how to teach.	Employ educators with real world experience  -The faculty on many occasions taught us to lower standards and undermine racial minorities.  -Have standards and accountability for the Ed Dept that prepares students for their career.  -Pay coop teachers since we were charged for clinical exp. And they do most of the work in that dept.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
63	2007 SOCS	<p>Social studies requirements were good, feel prepared.</p> <p>Students teaching were awesome-great program.</p> <p>Teacher preparation courses were tough &amp; repetitive but very worthwhile.</p>	<p>-Technology courses in –online grad book software</p> <p>-smart board technology</p> <p>-More guidance for continuing Ed to renew clock hours for those who don't have full time jobs.</p> <p>-Networks for conferences or resource training</p> <p>-Explaining requirements for renewing.</p>
69	2004 SOCS	<p>Student teaching gave me the most experience and showed what teaching was really like.</p>	<p>There should be more than one semester at student teaching.</p> <p>SCSU always focused on the idealistic rather than the realistic. That is fine, it is always good to strive for something better but left me floundering in the day- to-day teaching world.</p> <p>Spend more time in how to deal with behavior issues and how to get the students' attention</p>
82	2007 SOCS		<p>Need to focus more on creating lessons to teaching standards.</p> <p>Also need more training on creating lesson plans and teaching them.</p> <p>More unit planning.</p>
98	2004 SOCS		<p>I would like to see more on educational law. I think everyone should be required to take a course in that subject if in the ed. Program.</p> <p>The more time spent in a classroom the better textbooks and professors are great but you don't leave a thing until you step foot into your own classroom!</p>
144	SOCS	Good mentor teachers at SCSU	More hands on teaching at school.
172	2004 SOCS	<p>St. Cloud state did a great job with content &amp; I did not fully take advantage of it.</p>	<p>SCSU need to improve on “real classroom: strategies. I was not prepared for the management or multitasking it takes in the school setting.</p> <p>SCSU needed to do a better job explaining the difficulties of the job + not act as though it would always be perfect classes.</p> <p>I did not learn a single discipline procedure at state. I was lucky to get great cooperating teachers that helped me out.</p>

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
196	2005  SOCS	Student teaching, actual classroom experience.	This (student teaching) should be lengthened. All the rest is mere fluff in comparison to actual experience & guidance/assessment of the prospective teacher in a real setting.  I was more than ½ way thru my degree when I found out how flooded the soc studies area is. I would have appreciated advanced warning so I could add another area of licensure or changed altogether to another area.
<b>8. Technology Education</b>			
28	2003  TECH ED	Tech Ed. (Professor 1) is great	-Professors with more experiences.  More field experience with stipend  -more assessment methods  -community building activities in classrooms
41	2004  TECH ED		More examples of strategies, resources to use.  More realistic strategies and less theory of teaching.  Also, more info on what happens outside of instruction. How to deal with parents/situations outside of class.  One thing I have learned is there is much more to teaching than instructing!

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
<b>9. World Languages (WRLD LANG)</b>			
19	2007 WRLD LANG	I had a few classes that allowed me to discuss ideas w/ other students (future teachers) and classes that gave us opportunities to create lessons and units. Those were helpful	World language needs a better program.  PRAXIS II is very difficult to pass. Need some opportunities/more guidance.  -It would be much more beneficial if there were more opportunities to discuss experiences in the field with other students.  Many of the later classes were almost useless since many of us didn't have experience.  Field experiences should be sooner and method and other courses later (after some field experiences).  -Ideas for order: -Introduction to Ed -Observation of classrooms -More Ed Classes -field experiences -method courses and classes designed for discussion -Student teaching
<b>10. K-12 only identifier</b>			
148	2003 K-12		Include more classes on classroom management techniques.
<b>Unaffiliated: Comments from alumni who did not identify their program affiliation</b>			
73	2007		-More classroom time  -Hand on teaching  -Have one lesson-design different methods to reach same goal.  -apply strategies to different kids- how do they work  -interviewing strategies  -Politics-how schools "really" work.
97	2007	Great Diversity+ human Relation courses  student teaching was great experience	A few of the professors need to be more professional towards students and not judge someone just by looking at them.

## Appendix A, Continued

Code	Year Grad	Strengths in SCSU program to build on in the future	Areas for improvement
99	2004		If there could be more classes to prepare students for PPST + other test that would have been helpful
114	2006	Friendly, responsible staff.  Professor 1 was terrific at explaining experiences.	More rigorous research on instructional strategies (effective),  more professors besides Professor 2 teaching morning meeting/responsive classroom.  More ways to formally assess (continuous) theories such as constructivism, not mentioned in Ed. Department.
133	2003	Teachers style and method of working with students	Have students do some stays with more teachers mix with time back at school to discuss.  Reflect with the teachers at school, learning classroom management and techniques etc.
181	2004		Classroom management  -Strategies for new teachers to begin their careers  -diversity classes (HURL)