Employer Perspectives on the Performance of Graduates from The Patton College of Education

Principals and Superintendents Share Insights and Professional Development Needs

Catalog No. 204SOECA0512
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The Gladys W. and David H. Patton College of Education at Ohio University (The Patton College of Education) sought to collect meaningful feedback about its graduates’ preparation from their employers. Through careful collaboration and the use of a pilot group, Eduventures and The Patton College of Education were able to design and launch a comprehensive survey. The data collection and analysis described in this report are intended to serve two primary purposes. First, the survey and interview data can augment The Patton College of Education’s institutional records of its graduates’ preparation. Second, and perhaps more significantly, this data can inform program evaluation and redesign.

Guiding Questions

- How well prepared are graduates of The Patton College of Education according the College’s conceptual framework?
- What program areas might The Patton College of Education consider revising or adding?
- According to principals and superintendents, what are the top professional development interests and needs of educators in Ohio?
Data Presented in This Report Were Gathered Using a Web-based Survey. The Survey Instrument was Developed by Eduventures Analysts in Collaboration With The Patton College of Education

Survey Open • March 26, 2012 – April 24, 2012

Sample Size • 741 (Principals and Superintendants)

Completers • 27 (Includes 12 who indicated they have never hired graduates of The Patton College of Education)

Response Rate • 3.6%

• Survey questions dealt mostly with employers’ perceptions of The Patton College of Education graduates’ performance across standards linked to the Interstate Teacher Assessment and Support Consortium (InTASC).

• Results are summarized in the executive summary, as well as in a dashboard (for quick reference) and in visual representations in Appendix A.

• In addition to likert scale and multiple choice questions, the survey included several opened ended questions. The answers to these questions can be seen in narrative form in Appendix B.

Limitations
While an N of 15 (respondents who indicated they had hired The Patton College of Education graduates) is sufficient to begin speculating on the performance of graduates across competency areas, it should be noted that this respondent group may not be representative of The Patton College of Education’s total graduate population. Therefore, caution should be exercised when drawing conclusions based on these data, and findings should be interpreted as directional in nature.
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Executive Summary

In General, Employers Expressed Satisfaction with the Performance of The Patton College of Education Graduates Across the College’s InTASC-aligned Standards

- Eight InTASC-aligned standards garnered the highest satisfaction ratings from employers (over 85% satisfied, highly satisfied, or completely satisfied):
  - Demonstrate content knowledge in the specific subject they teach (93%)
  - Communicate effectively with students (93%)
  - Implement lesson plans (93%)
  - Conduct him- or herself with integrity in interactions with students (93%)
  - Collaborate with other instructors (87%)
  - Communicate effectively with colleagues (87%)
  - Develop lesson plans (87%)
  - Contribute productively to school-wide goals (87%)

- Employers gave low ratings (60% or fewer are highly satisfied, completely satisfied or satisfied) in the following four areas:
  - “Differentiate instruction to accommodate English Language Learner populations” (7% - It should be noted that 80% of employers were not able to rate this standard)
  - “Demonstrate a working knowledge of current educational research” (47%)
  - “Show an awareness of issues of education policy” (40%)
  - “Differentiate instruction to accommodate inclusion classrooms” (53%)

- In terms of professional development, nearly 90% of employers find their current professional development programs to be useful.
  - Refer to Appendix B for narrative responses from employers regarding professional development.
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Recommendations

The Patton College of Education Should Consider Focusing Resources on the Competency Areas Rated Lowest by Employers

• There are four competency areas where fewer than 60% of employers were highly satisfied, completely satisfied or satisfied.
  • The Patton College of Education can devote resources to curricula and field experiences that prepare students to excel in these competency areas, such as communication with various stakeholders, formative/summative assessment, and self-assessment practices.
    • The Patton College of Education might benefit from involving employers in this process.
  • Long-term, and after making changes to program content, curricula and field experiences, The Patton College of Education might engage in a follow-up round of data collection to gauge the effect of the changes made.
  • In interviews, The Patton College of Education may also want to ask employers to identify the authorization levels or content areas The Patton College-prepared-employees teach. This would allow The Patton College of Education to segment the data to link graduate performance back to their individual preparation program.
• While most employers report finding their professional development programs to be useful, there may be an opportunity to provide professional development services to the districts where employers are not finding their current professional development programs to be useful. In particular, The Patton College of Education could develop professional development that addresses employers’ requests such as: more “hands-on” opportunities for teachers to learn or a more pronounced focus on issues of rural education.
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Findings: Overview of Employers’ Perceptions

Employers’ Perception of The Patton College of Education Graduates’ Quality of Preparation Across All Domains (Percent Highly Satisfied, Completely Satisfied and Satisfied)

Contribute productively to school-wide goals
Demonstrate a working knowledge of current educational research
Show an awareness of issues of education policy at the state or national level
Participate productively in mentee-mentee relationships
Seek out opportunity for professional development
Engage in self-assessment of his or her own work
Work to compensate for his/her own biases and deepen cultural awareness
Incorporate character development
Interact productively with students of different cultural or ethnic backgrounds
Differentiate instruction to accommodate inclusion classrooms
Differentiate instruction to accommodate students with IEPs
Differentiate instruction to accommodate English Language Learner

Conduct him- or herself with integrity in interactions with students

Vary his/her role in the instructional process (e.g., instructor, facilitator, …)

Demonstrate content knowledge in the specific subject they teach (e.g., biology, history, …)

Engage students’ strengths to promote learning (e.g., designs lesson plans …)

Align lesson plans to state standards
Implement lesson plans
Develop lesson plans
Use summative assessment fairly to inform better instruction
Use formative assessment fairly to inform better instruction
Manage students’ behavior in the classroom
Communicate effectively with colleagues
Communicate effectively with parents
Communicate effectively with students
Incorporate community resources (e.g., museums, parks, social service …)
Collaborate with other instructors

Seek support when necessary to accommodate different learners’ needs
Use technology to augment students’ learning experiences
Revise curriculum thoughtfully to reflect experience in the classroom

Stimulate learner reflection on prior content knowledge and its connections …

Find support when necessary to accommodate different learners’ needs
Contribute productively to school-wide goals
Demonstrate a working knowledge of current educational research
Show an awareness of issues of education policy at the state or national level
Participate productively in mentee-mentee relationships
Seek out opportunity for professional development
Engage in self-assessment of his or her own work
Work to compensate for his/her own biases and deepen cultural awareness
Incorporate character development
Interact productively with students of different cultural or ethnic backgrounds
Differentiate instruction to accommodate inclusion classrooms
Differentiate instruction to accommodate students with IEPs
Differentiate instruction to accommodate English Language Learner

Conduct him- or herself with integrity in interactions with students

Vary his/her role in the instructional process (e.g., instructor, facilitator, …)
Two-Thirds of Responding Employers Have Hired a Patton College of Education Teacher in the Last Year

When was the last year you hired a teacher or administrator who graduated from The Patton College of Education?

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The Majority of Responding Employers Find Their Current Professional Development Programs to be Useful

Have you observed any substantive distinctions between your employees who graduated from The Patton College of Education and those who graduated from other programs?

- Yes: 33.3%
- No: 66.7%

Do you consider your current professional development programs to be useful?

- Yes: 86.7%
- No: 13.3%

N=15

Open Ended Responses to These Questions are Provided in Appendix B
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As The Patton College of Education Begins to Use These Data to Make Key Decisions, the Eduventures Team Can Provide On-Going Support During the Interview Process and Beyond

- Eduventures can set up a conference call with The Patton College of Education to discuss the data provided in this report. While this would provide the opportunity to discuss the methodology, as well as implications and limitations of these data, it might also give Eduventures a chance to identify areas where additional research would be helpful.

- Areas for follow-up research may include:
  - Interviews with select employers to gain additional insight regarding graduate performance, program revision, and their specific professional needs. (N.B.: An interview component has already been identified as a means to supplement this survey data.)
  - A follow-up survey to gauge the effect of changes made to programs
  - Case-studies of SOEs that have successfully designed and implemented new professional development programming.
Appendix A contains graphs that represent employers’ satisfaction with The Patton College of Education graduates’ performance across The College’s standards (which correlate to InTASC standards).

Each of the 33 graphs in this section focuses exclusively on the data collected with one of the 33 items on the survey.
How satisfied are you with The Patton College of Education graduates’ ability to:

- Demonstrate content knowledge in the specific subject they teach (e.g., math, science, special education)

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

Engage students’ strengths to promote learning (e.g., designs lesson plans that incorporate different learning styles)

- Not able to rate: 0.0%
- Completely Satisfied: 20.0%
- Highly Satisfied: 20.0%
- Satisfied: 33.3%
- Somewhat Satisfied: 26.7%
- Not at All Satisfied: 0.0%

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Collaborate with other instructors

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Incorporate community resources (e.g., museums, parks, social service agencies) to benefit student learning

N=15

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How satisfied are you with The Patton College of Education graduates’ ability to:

Communicate effectively with students

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

Communicate effectively with parents

- Not able to rate: 0.0%
- Completely Satisfied: 13.3%
- Highly Satisfied: 33.3%
- Satisfied: 26.7%
- Somewhat Satisfied: 20.0%
- Not at All Satisfied: 6.7%

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Communicate effectively with colleagues

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Manage students’ behavior in the classroom

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Use formative assessment fairly to inform better instruction

**Chart:**
- Not able to rate: 13.3%
- Completely Satisfied: 13.3%
- Highly Satisfied: 13.3%
- Satisfied: 40.0%
- Somewhat Satisfied: 20.0%
- Not at All Satisfied: 13.3%

N=15

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Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

Use summative assessment fairly to inform better instruction

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N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

- Develop lesson plans

Not able to rate: 0.0%
Completely Satisfied: 20.0%
Highly Satisfied: 20.0%
Satisfied: 46.7%
Somewhat Satisfied: 6.7%
Not at All Satisfied: 6.7%

N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

- Implement lesson plans

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Align lesson plans to state standards

- Not able to rate
- Completely Satisfied
- Highly Satisfied
- Satisfied
- Somewhat Satisfied
- Not at All Satisfied

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

Revise curriculum thoughtfully to reflect experience in the classroom

- Not able to rate: 6.7%
- Completely Satisfied: 20.0%
- Highly Satisfied: 13.3%
- Satisfied: 26.7%
- Somewhat Satisfied: 26.7%
- Not at All Satisfied: 6.7%

N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

- Use technology to augment students’ learning experiences
  - Not able to rate: 6.7%
  - Completely Satisfied: 20.0%
  - Highly Satisfied: 20.0%
  - Satisfied: 40.0%
  - Somewhat Satisfied: 13.3%
  - Not at All Satisfied: 6.7%

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How satisfied are you with The Patton College of Education graduates’ ability to:

- Seek support when necessary to accommodate different learners’ needs

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How satisfied are you with The Patton College of Education graduates’ ability to:

- Stimulate learner reflection on prior content knowledge and its connections to new experiences and content

- Not able to rate
- Completely Satisfied
- Highly Satisfied
- Satisfied
- Somewhat Satisfied
- Not at All Satisfied

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Use current resources to enable learning through a variety of forms and methods

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience)

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How satisfied are you with The Patton College of Education graduates’ ability to:

Conduct him- or herself with integrity in interactions with students

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N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

- Differentiate instruction to accommodate students with emotional challenges

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N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

- Differentiate instruction to accommodate English Language Learner populations

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Differentiate instruction to accommodate students with IEPs

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N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

![Bar Chart]

Differentiate instruction to accommodate inclusion classrooms

- Not able to rate: 20.0%
- Completely Satisfied: 20.0%
- Highly Satisfied: 20.0%
- Satisfied: 13.3%
- Somewhat Satisfied: 26.7%
- Not at All Satisfied: 0.0%

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- **Interact productively with students of different cultural or ethnic backgrounds**

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How satisfied are you with The Patton College of Education graduates’ ability to:

- Incorporate character development (e.g., lessons that address self-esteem, motivation, tenacity, teamwork) into curriculum

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How satisfied are you with The Patton College of Education graduates’ ability to:

- Work to compensate for his/her own biases and deepen cultural awareness

- Not able to rate
- Completely Satisfied
- Highly Satisfied
- Satisfied
- Somewhat Satisfied
- Not at All Satisfied

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Engage in self-assessment of his or her own work

13.3% Not able to rate
6.7% Completely Satisfied
26.7% Highly Satisfied
26.7% Satisfied
20.0% Somewhat Satisfied
13.3% Not at All Satisfied

N=15
Appendix A

How satisfied are you with The Patton College of Education graduates’ ability to:

Seek out opportunity for professional development

Not able to rate: 6.7%
Completely Satisfied: 13.3%
Highly Satisfied: 20.0%
Satisfied: 26.7%
Somewhat Satisfied: 33.3%
Not at All Satisfied: 0.0%

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

Participate productively in mentor-mentee relationships

N=15
How satisfied are you with The Patton College of Education graduates’ ability to:

- Show an awareness of issues of education policy at the state or national level

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How satisfied are you with The Patton College of Education graduates’ ability to:

- Demonstrate a working knowledge of current educational research

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How satisfied are you with The Patton College of Education graduates’ ability to:

Contribute productively to school-wide goals

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Appendix B comprehensively reports the narrative responses given by employers for the open-ended questions in the survey.

**Open Ended Questions Include:**

- In what ways do you perceive The Patton College of Education graduates to be different from graduates of other teacher preparation programs?
- Do you consider your current professional development programs to be useful? If “Yes,” Please describe briefly how and why you think they are useful. If “No,” Please explain any ways in which you think the current programs could be improved.
- In what ways do you think your teachers—regardless of the institution from which they graduated—have been best prepared by their teacher preparation programs?
- In what areas do you think your teachers—regardless of the institution from which they graduated—have the weakest preparation?
- In what ways do you perceive The Patton College of Education as an institution to be different from other teacher preparation programs?

N.B.: A few answers were omitted from this report because they lacked relevance to the question asked.
Have you observed any substantive distinctions between your employees who graduated from The Patton College of Education and those who graduated from other programs? If “yes,” in what ways do you perceive The Patton College of Education graduates to be different from graduates of other teacher preparation programs?

OU graduates have not sounded as knowledgeable in the interviews. They do not use the terminology that graduates from other universities use, and therefore they do not interview as well.

OU students sometimes assume they will receive an edge in the hiring process since they are local, and they try to really sell their knowledge of the local curriculum and schools. However, they should really focus on more research-based strategies (including brain research) and specific instructional practices they would utilize to improve student achievement. A portfolio of cute activities does not help tell the interview team what they bring to the table. They should be able to share in dialogue about best practices. Many refer to what the classroom teacher shared with them or what they have seen others do vs. what they bring to the classroom that is new and exciting to the field based on strong research-based practices. For example, many have never heard of Marzano’s meta analysis or Eric Jensen’s brain research information. They also are not aware of the new Common Core or Ohio Model Standards now available on ODE’s site.

Your teachers are knowledgeable but application seems to be where things break down. The only way I can see to improve that is for them to “see it in action” in the classroom setting. Often they come to observe but they don’t really recognize what “it” looks like or they seem unsure about what it is they are supposed to be observing. Observation in a really good special ed class with differentiated instruction in place really would help them to do a better job of planning differentiated instruction in the regular classroom. I have hired several teachers that have graduated from your program and the majority of them have done well with a good mentor and have become really great teachers.

As noted above, the ones in the partnership are well prepared in all aspects of teaching, as compared to other programs, they are much better prepared.

Graduates have a strong sense of honoring diversity.
Do you consider your current professional development programs to be useful? If Yes, Please describe briefly how and why you think they are useful.

• The current professional development is directly tied to district and building goals and current trends in education to assist in serving all students.
• We are trying to be on the forefront of education. We get involved in pilot programs when the opportunity presents itself. We are always looking ahead.
• Our Professional Development is job-embedded and research-based.
• They are directly related to the job assignment and can be implemented regularly.
• We don’t use OU for these. We use State Support Team members for district and building training and individual teachers choose to do master's work at other institutions where it is more convenient and in some cases, rated better.
• All current PD must meet the definition of HQPD.
• Our PD programs are train the trainer models that allow teachers/principals the opportunity to share research based practices. The teachers try these strategies and then return to share what did/did not work. There are also weekly book club sessions (follow up to Comet/Impact classes) and weekly Problem Solving Team RTI meetings and TBT meetings.
• Most of our current PD is related to the new common core academic standards. It is relevant to the rapidly changing curriculum and assessment reform efforts at the state/national level.
• We have used our best teachers to mentor and when we have a need we have been able to get professional development both locally and in Columbus.
• We use our own staff as experts in reading and writing across the curriculum and have seen instruction improve as reflected in higher student achievement.
• We have a highly effective PD program. We send staff to workshops throughout the year. We also bring in experts to train our staff in research-based practices. Our PD is on-going and always contains follow-ups to see that individuals understand processes and feel comfortable with them.
• In house training on specific strategies and using data from our students to direct our professional development.
• we plan them
• We have focused our PD on the needs of the staff.
• Addresses current issues in education such as formative instruction, differentiated instruction, use of pacing guides, and the implementation of the common core.
• We tailor or pd to fit our needs
• Our PD is dealing with the Revised Content Standards.
• Some are useful. Many are based upon what Battelle for Kids and our legislature determine to be important, not so much what the educators feel is important.
• They need to meet teacher needs.
Do you consider your current professional development programs to be useful? If No, Please explain any ways in which you think the current programs could be improved.

- The programs are good and relevant. The current issue is with teacher implementation at the classroom level.

- Sometimes we do too much.

- More hands on and catered to different grade levels.

- Teach students to access student progress. Help them understand when to reteach a concept.

- More conveniently scheduled and more options available for current educators.

- Far longer as student teaching experiences and restore the apprenticeship program that kept the same student with a teacher for an extended period of time.

- I wish that the cost for districts were lower and that the programs could be more accommodating in relation to time and length.

- On-going work with school districts is essential when preparing teachers for the real world.

- More time is needed.

- Time is always an issue. How do we involve all staff without taking them from the classroom and impacting kids learning?

- We do a fine job for not hiring outside individuals or companies to do the work

- We need to help each teacher, regardless of years of experience, to implement these new standards and be responsible for student mastery.

- Getting more hand-on practice with the standards.

- Let educators and communities determine what should be taught and how it should be assessed with input from legislators and the business roundtable...not the other way around.
In what ways do you think your teachers—regardless of the institution from which they graduated—have been best prepared by their teacher preparation programs?

• content areas
• New teachers seem to have an understanding that they are going to have to differentiate. They are much more flexible than our veteran educators. They seem to also understand the essentials of formative assessment.
• Lesson Planning
• Knowledge of content and expectations of the job seem to be strengths.
• Get them in the classroom early in their four years. Students need as much experience as possible in handling classrooms with I/E students in it.
• Academic content knowledge
• Bowling Green and Toledo graduates have been most impressive in their knowledge of differentiating instruction and working with challenging emotional issues. They came full prepared to initiate RTI and had already been given ample background about the new Common Core.
• Nothing prepares them like actual experience. First year is always rough. I feel past experiences with children prepare them more for the elementary teaching job than teacher preparation programs—although the teacher prep programs are very valuable.
• Teachers are prepared with knowledge of content but they need to have more observation/interaction in the classroom. The syllabus needs to state what the student is to be learning during this evaluation so that our teachers can let them know when they are presenting something that relates to the syllabus. Most college students do not know (it) when they see (it) and that is understandable but teachers need to know what it is the student is to take away from the experience so they can point out the particular areas the student is to be learning about. Ex: differentiated instruction, behavior plans in use, content standards etc...
• The teachers that come from our partnership are well prepared in all aspects. Sometimes they have a bit too high opinion of themselves, but they are good learners in all aspects of the work. The teacher I am referring to in this survey, the last we hired from OU, did not come from the partnership.
• Most new teachers seem to be more open to using a variety of teaching strategies. Generally, they recognize that the days of the focus being on teachers has shifted. I think most would agree that school is about learning...not teaching.
• Actual classroom settings and less theory.
• Technology; Standards; Organization
• Instructional practices
• They are well versed in applying technology skills to any classroom.
• They have spent much time in classroom situations by the time they graduate.
• Student teachers need exemplary models to follow when they are doing their student teaching and field work. There classes need to be taught by exemplary teachers with current, real world experience.
Appendix B

In what areas do you think your teachers—regardless of the institution from which they graduated—have the weakest preparation?

• Classroom management, differentiation, technology, formative assessment, standards based grading.
• Handling students and meeting student needs. Being able to access progress toward state standards. When to reteach mastery of content.
• A common thread is simply not enough time as a student teacher. At this level the experience should be similar to school psychology internships and should be a year long or at least an entire semester.
• Different types of assessment -- formative, summative
• Accommodating children of such wide variety of ability levels in one classroom; how to adjust and recognize from assessment that children aren't grasping something and then re-teaching in a new way

• Most of the teachers are at a loss when it comes to discipline and behavior plans. They are also weak in providing differentiated instruction in the classroom. One of my biggest concerns is the lack of professionalism, accountability and going the extra mile. Today teachers in general do not seem to be self sacrificing when it comes to going the extra mile for that student that just can't get it. I HAVE A PROGRAM CALLED "PROJECT MORE" THAT IS A VOLUNTEER READING PROGRAM FOR AT RISK STUDENTS. IF YOU COULD REQUIRE YOUR STUDENTS TO SPEND AT LEAST 1 HOUR PER DAY FOUR DAYS PER WEEK PROVIDING READING INTERVENTION (WE HAVE THE MATERIALS) TO 2 STUDENTS, THEN THEY COULD ACTUALLY EXPERIENCE AND LEARN IN A "HANDS ON ENVIRONMENT" WHAT TAKES PLACE WHEN YOU ARE TEACHING READING. IT GIVES STUDENT TEACHERS AND VOLUNTEERS THE SAME FEELING AND KNOWLEDGE THAT A TEACHER GETS IN A REGULAR CLASSROOM WHEN THEY TEACH A CHILD TO READ. THIS ALSO WOULD HELP YOUR STUDENTS TO SEE THE PROGRESSION OF TEACHING READING AND THEY WOULD BECOME BETTER READING TEACHERS. PLEASE CONTACT ME SO WE CAN SET SOMETHING UP WITH OHIO UNIVERSITY STUDENTS. MOST OF THE "PROJECT MORE" PROGRAMS ACROSS THE STATE HAVE A LOCAL UNIVERSITY THAT HAS COMMITTED TO WORKING JOINTLY WITH THE SCHOOL DISTRICT. EX: MIAMI UNIV., OHIO STATE UNIV. ETC.

• I think many new (and seasoned teachers) have a difficult time running a highly effective differentiated classroom. Many feel uncomfortable with students doing a variety of different things in one room at the same time.
• Actual classroom practices of classroom management, relationships with parents, real implementation of lessons and real scoring of student work.
• Understanding different methods of meeting students needs.
• Communication with Parents

Problem Solving (ways to deal problem students)
• Diversity of students
• Grading practices, use of data driven decision making, classroom management.
• Content standards
• They do not know how to deal with children who are mainstreamed but have learning difficulties.
• Learning to deal with everyday person to person situations are sometimes difficult to prepare for ahead of time.
• Interventions, especially those dealing with behaviors. Tact and diplomacy when dealing with parents. The ability to differentiate instruction to a multitude of student differences.
In what ways do you perceive The Patton College of Education as an institution to be different from other teacher preparation programs?

• The rural education outreach.

• I can not answer that. Each student is different with different personalities.

• It is not as willing to accommodate the needs of teachers in the field who need added licensure areas or coursework. Classes are sometimes only offered in the day when teachers are working.

• Very collaborative with local schools and districts