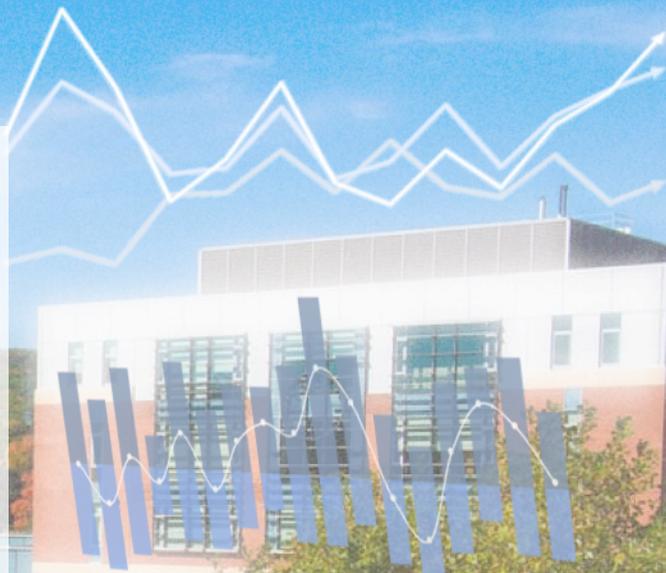




COLLEGE OF EDUCATION - ALUMNI SURVEY



	A	B	C
Model	66.26	10.14	13.30
χ^2	4	3	4
DF	<0.001	0.02	0.01
p (χ^2)	0.78	0.98	0.97
CFI	0.91	0.98	0.98
GFI	0.26	0.10	0.10
RMSEA		0.10	0.10

Spring 2020

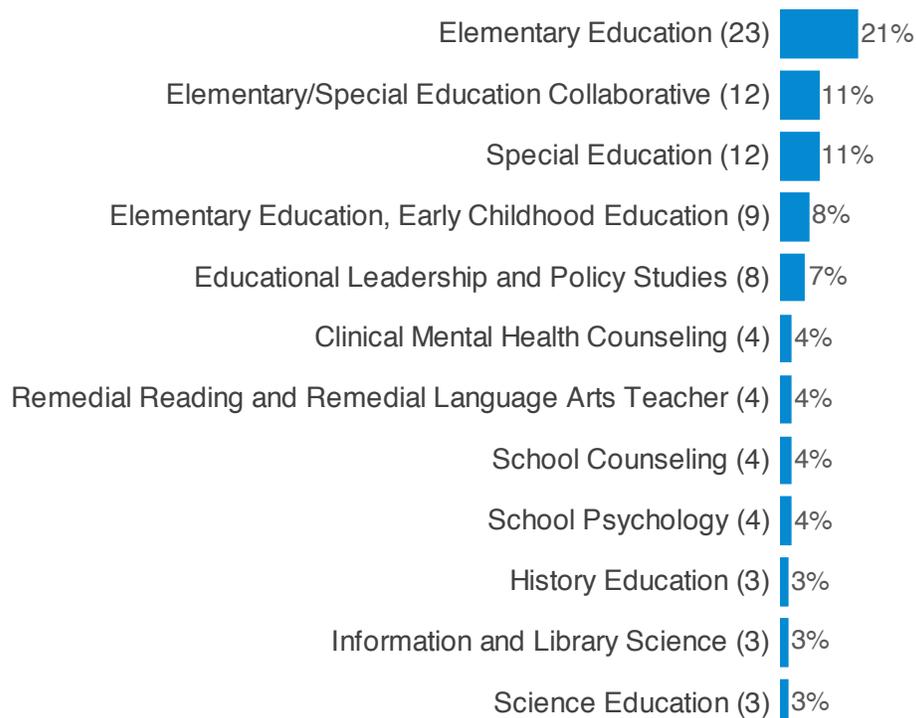
MARCH, 2020

N=108

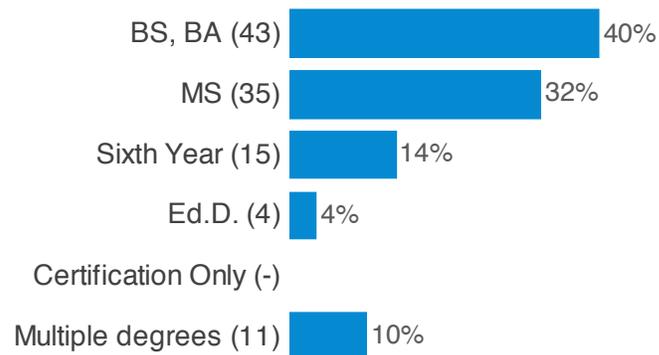
SCOTT L. JACKSON, PH.D.
 DIRECTOR, OFFICE OF ASSESSMENT AND
 ANALYTICS
 ENGLEMAN HALL D218
 JACKSONS38@SOUTHERNCT.EDU



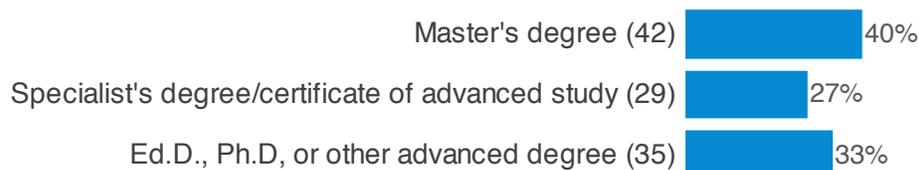
What was your major field of study during this degree?



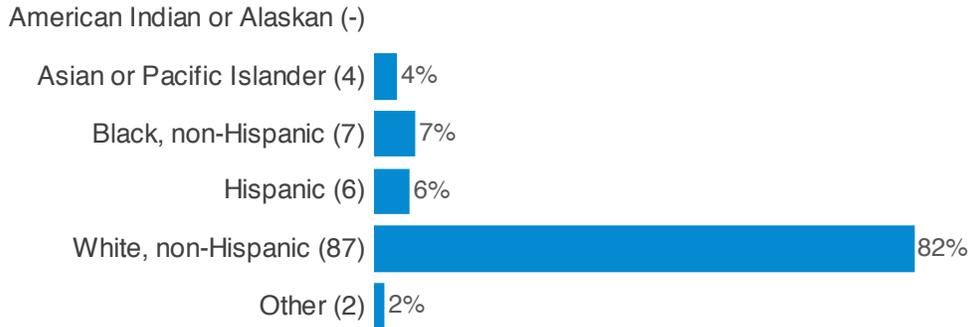
Which of the following do you currently have?



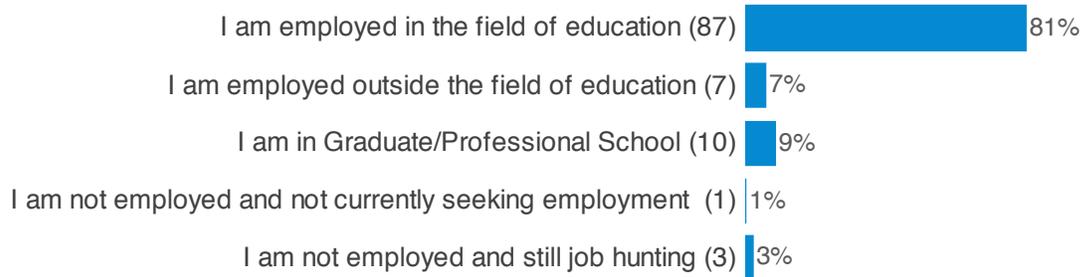
What is the highest degree or highest level of education you hope to attain?



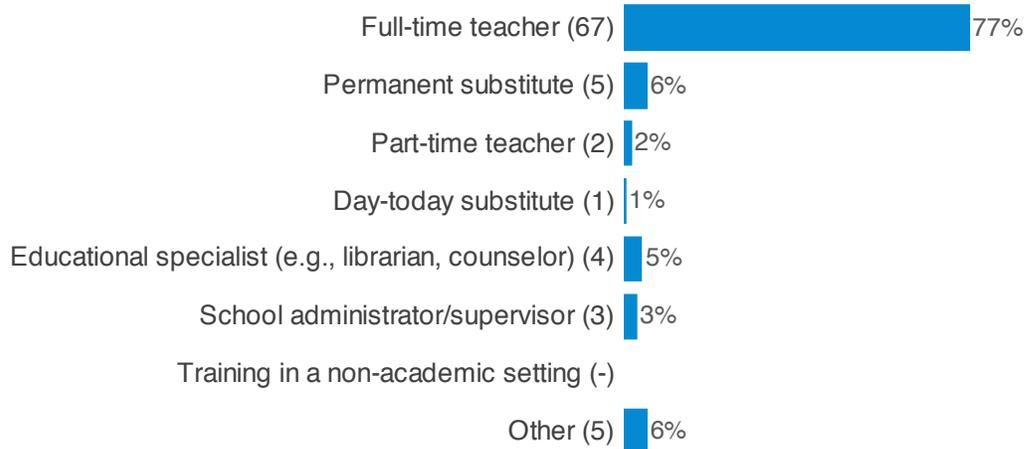
What is your ethnic background?



***Select one of the following: (Select one of the following:)**



How would you describe your current position in education (How would you describe your current position in education?)



The following responses are only from those who responded that "I am employed outside of the field of education" above:

Job title:

Front Desk	Mental Health Clincian
Technical Writer	Clinician
Librarian	Staff Clinician

Name of organization

Connecticut Retina Consultants	Achc
Electric Boat	Wheeler Clinic
Bristol Public Library	Pediatric Medical Group

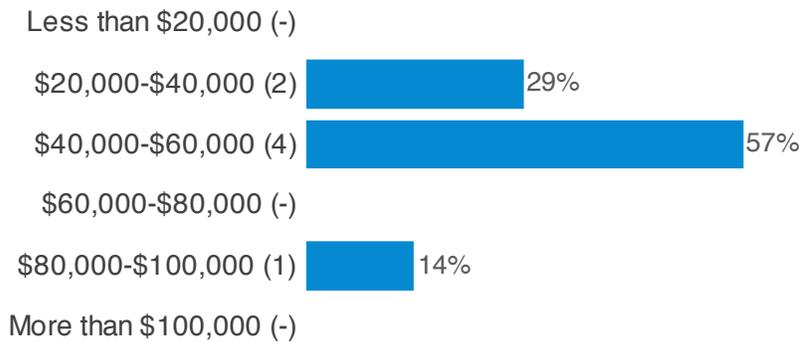
Address (City, State, Zip)

2440 Whitney Ave	1060 Sunset Strip
75 Eastern point road	225 North Main St. Bristol, CT 06010
5 High Street, Bristol CT 06010	Milford, CT

Phone

2032488080
860-302-3391
9543338787
N/A

Salary (confidential, for statistics purposes only)



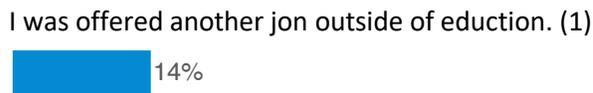
To what extent is your position connected to your most recent degree?



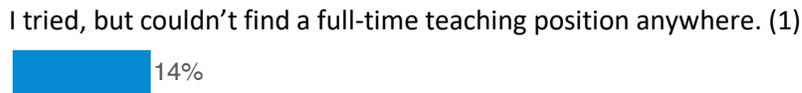
Which of the following statements best describes why you are not in a full-time teaching position at the present time?



I was offered another job within the field of education (e.g., school administrator). (0)



A full-time teaching position was not available in the geographic area where I hoped to reside. (0)



I wanted to continue my education. (0)

I needed to attend home/family affairs



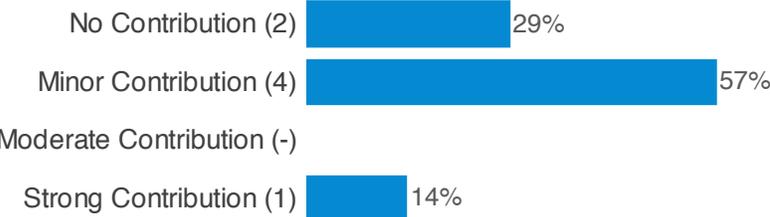
Do you regret you are not a full-time teacher? (Do you regret that you are not a full-time teacher?)



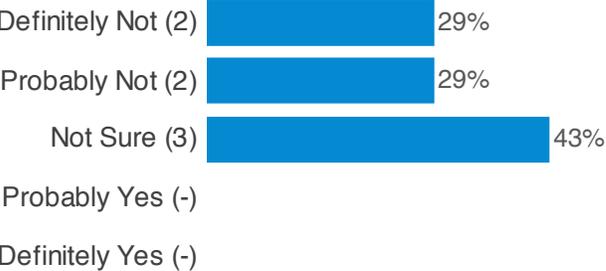
Do you feel you are underemployed (Do you feel you are underemployed?)



To what extent did the work you completed in your teacher education program contribute to your preparation for your current job?



If you had to do it all over again, would you still enroll in a teacher education program?



The following responses are only from those who responded that "I am in Graduate/Professional School" above:

University

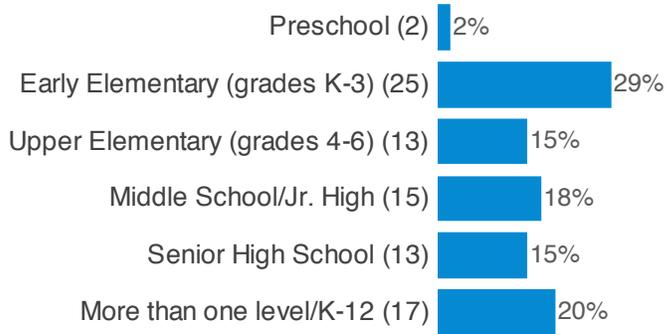
University of Arizona	Southern Connecticut state University
SCSU	Southern Connecticut State University
Southern Connecticut State University	Southern Connecticut State University
Southern Connecticut State University	New England College
Southern Connecticut State University	Southern Connecticut State University

Academic Program

Library and information science master's program
Special education
School Psychology
School Psychology, SYC
Speech & Language Patholgy
M. S. EBD
Special Education Autism
School Psychology
Masters of Business Administration- Sports, Recreations and Management
School Psychology

The following responses are only from those who responded that “I am employed in the field of education” above:

At what grade level do you teach?



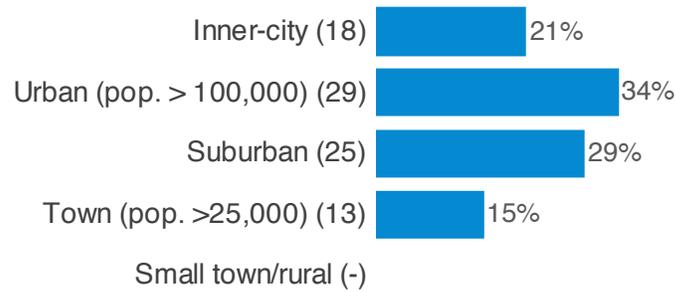
About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed?



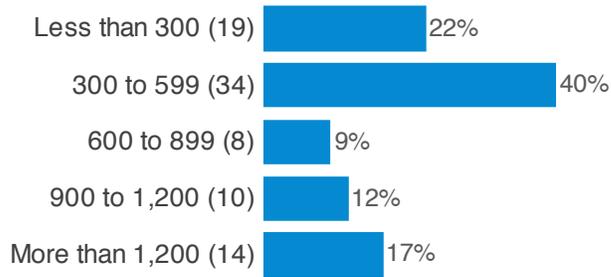
Type:



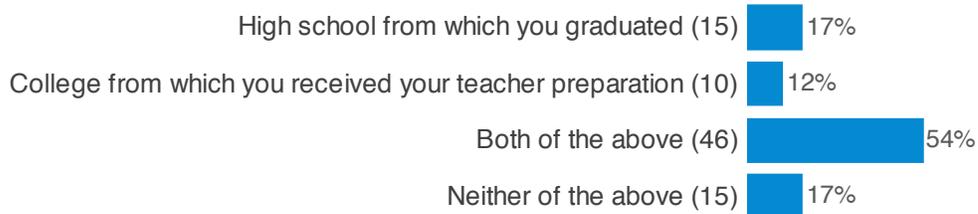
Setting:



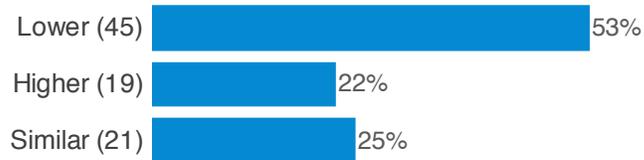
Number of students:



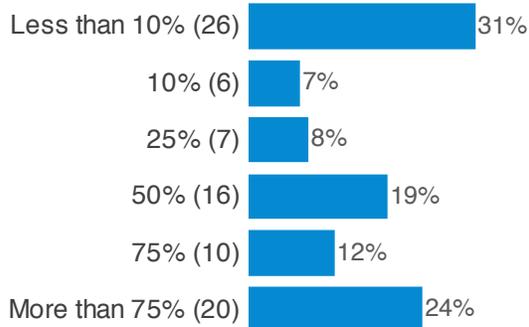
Is the school you teach located within 50 miles of the...



Are the socioeconomic backgrounds of most of your current students lower, higher, or similar to those of your high school classmates?



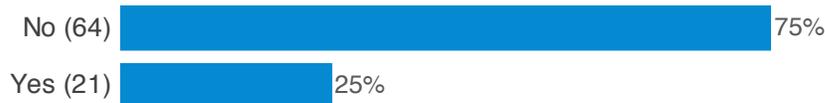
Approximately what portion of the students in your class(es) are students of color?



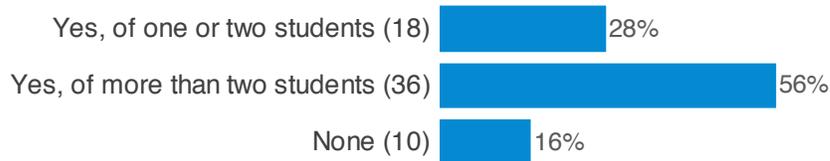
Is this percentage lower, higher, or comparable to the proportion of students of color in your high school class?



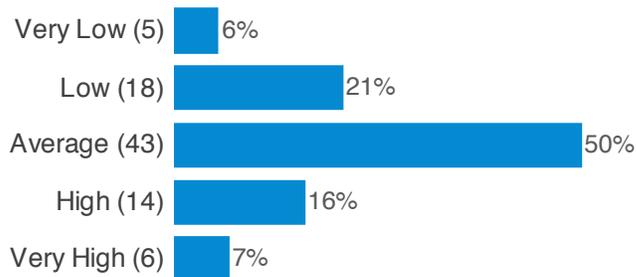
Are you a special education teacher?



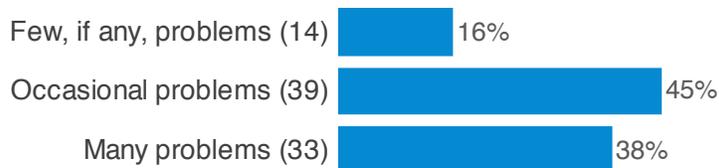
Have you experienced inclusion in your classroom?



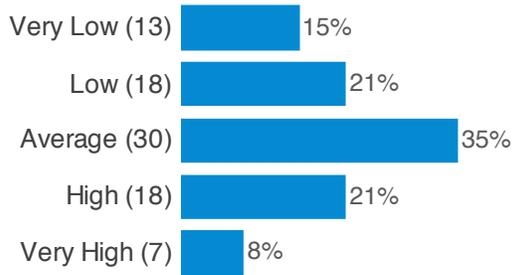
How would you characterize the level of academic motivation of your students?



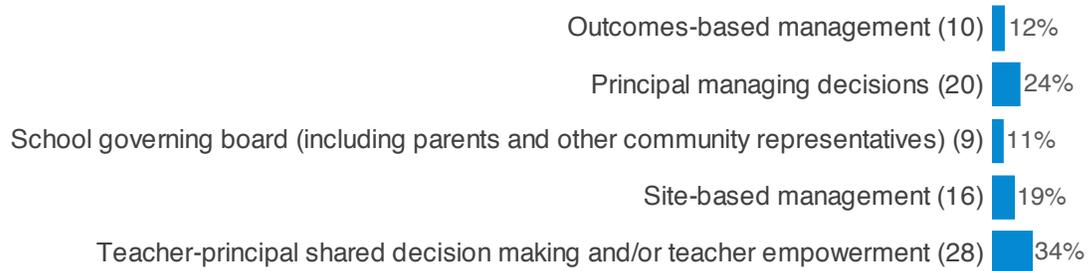
How would you characterize the frequency of behavior problems in your classes?



How would you characterize the level of parent-involvement in your school?



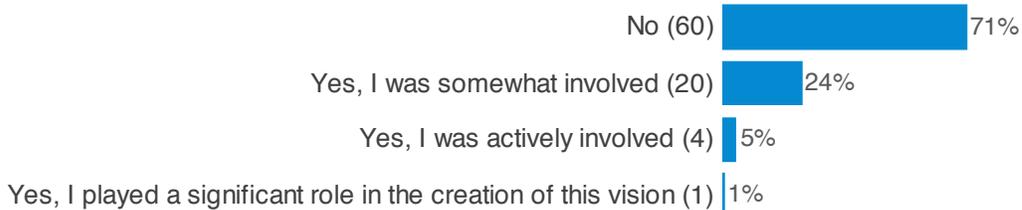
Which of the following School Management Practices does your school employ? (Which of the following school management practices does your school employ?)



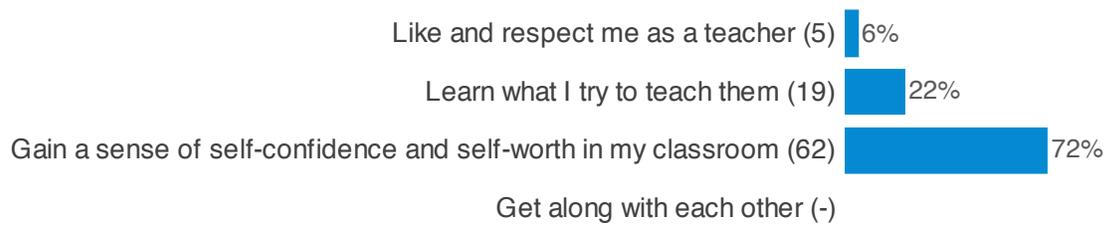
School's vision: Does your school have a clear vision of what you want your students to know and be able to do by the time they graduate?



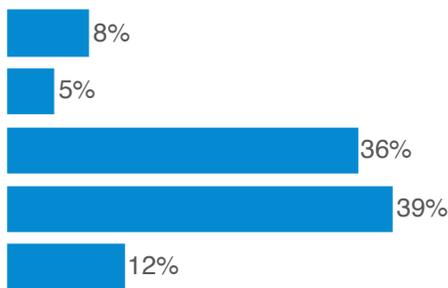
If yes, were you in any way involved with the creation of this vision? (Were you in any way involved with the creation of this vision?)



Which of the following criteria are you most likely to consider when assessing your success as a teacher? The extent to which students...



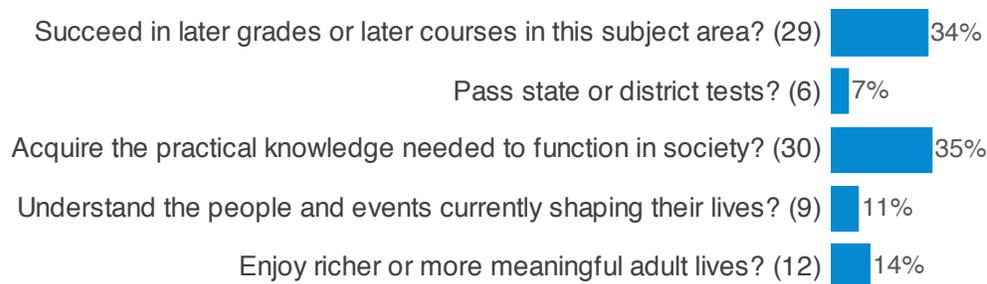
Student behavior problems may result from a number of different sources, including those listed below. Which of these would you rank the the most frequent source of student behavior problems in your classroom(s)?



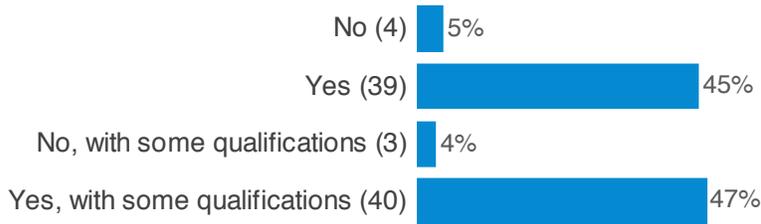
In adapting instruction to address differences in students' academic achievement, you are most likely to vary the...



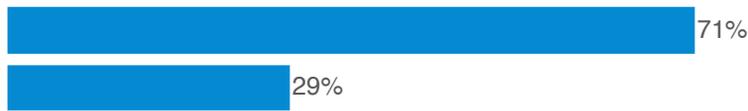
Which of the following questions is most likely to occur to you when you are trying to decide what content to teach or what not to teach? Will knowing this content help students...



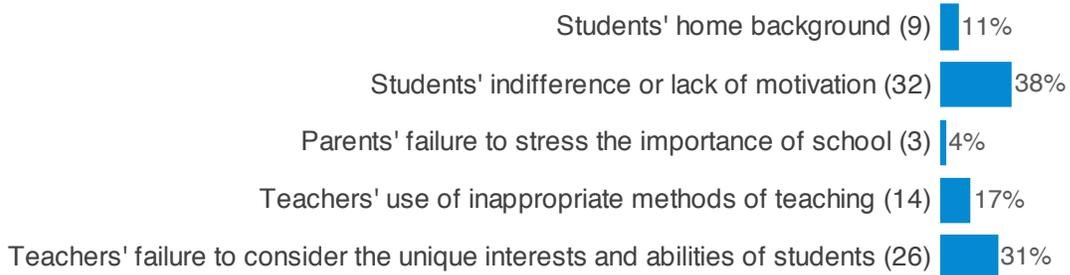
Do you believe you can reach even the most difficult or least motivated students?



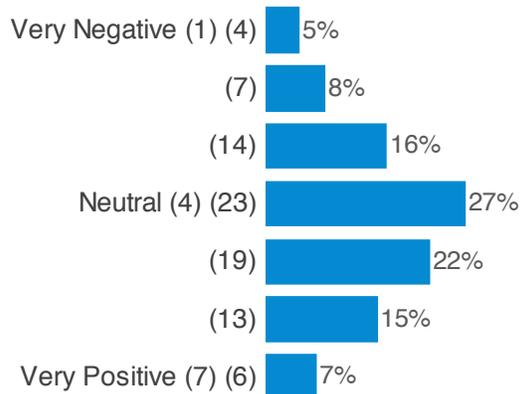
If students seem puzzled or confused at some point during a lesson, what are you most likely to do?



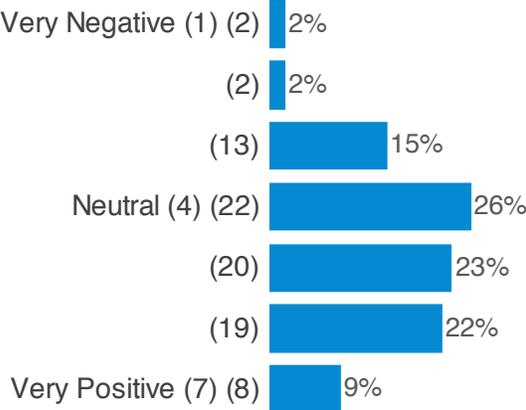
When students fail to achieve intended goals and objectives, that failure is often attributed to one of the following sources. Which do you believe is the most frequent source of failure?



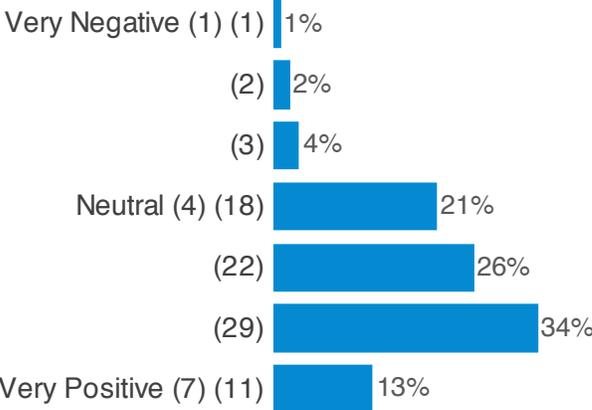
Salary/fringe benefits



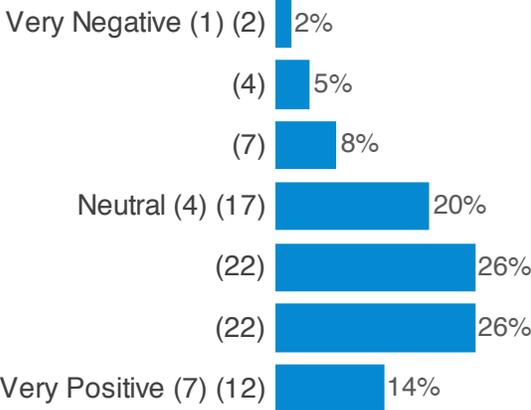
Opportunities for professional advancement



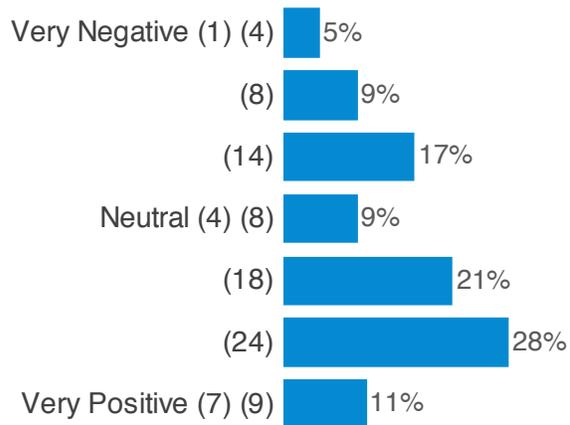
Level of personal/professional challenge



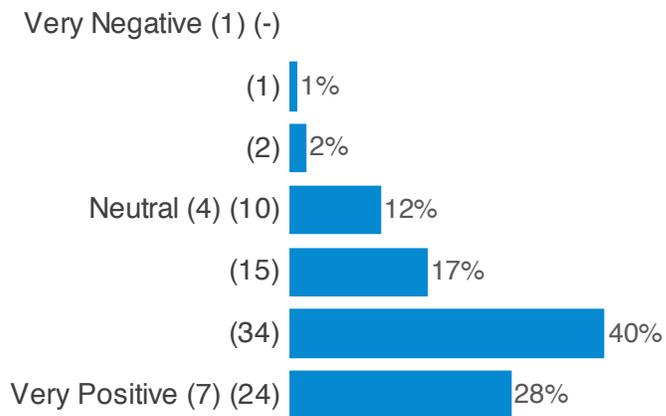
Level of professional autonomy/decision making authority



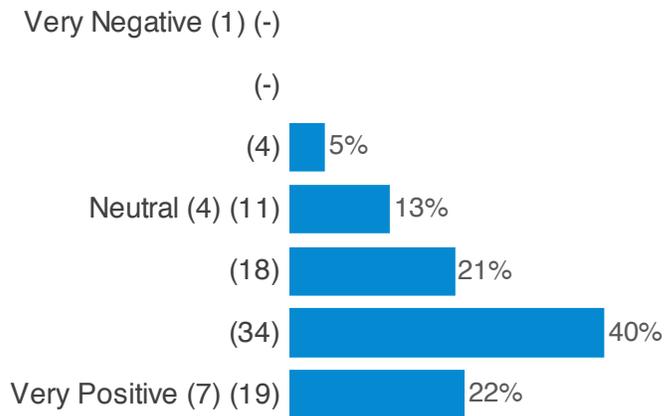
General work conditions (hours, class size, work load, etc.)



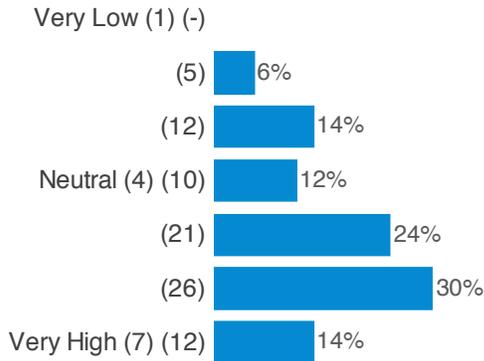
Interactions with colleagues



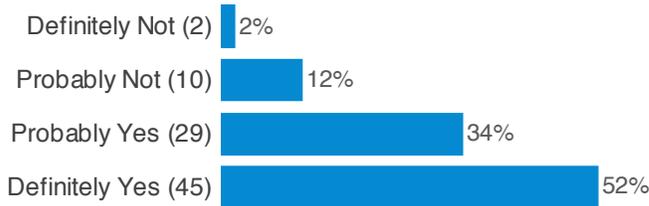
Interactions with students



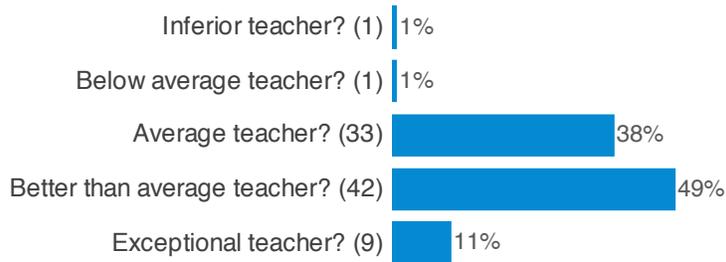
Using the same scale as above: (How would you describe your overall level of satisfaction with your current job?)



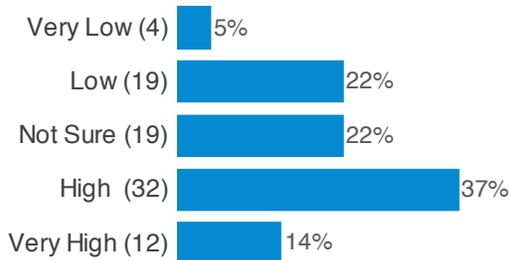
If you had to do it all over again, would still enroll in a teacher education program?



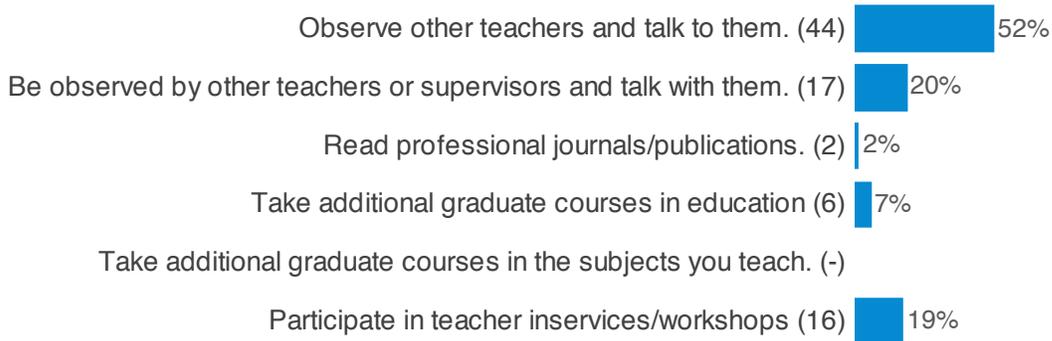
Do you feel you are a(n)...



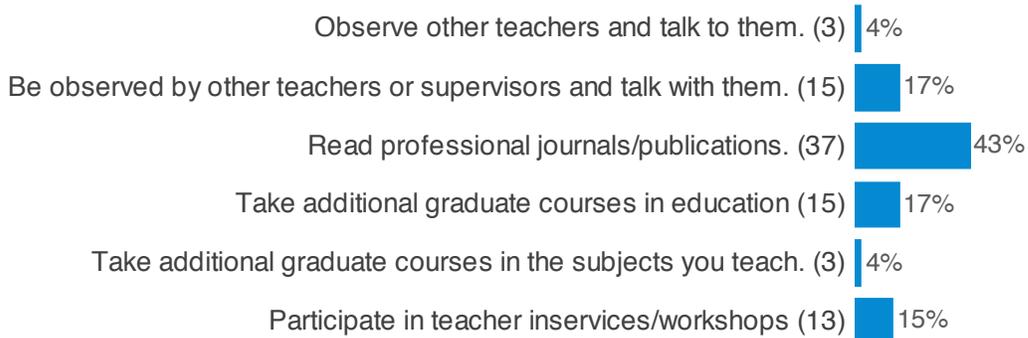
How would you characterize your district's commitment to teachers' professional development (e.g., providing inservice workshops; making available professional materials)



Which of the following activities is most likely to help you become a more effective teacher?



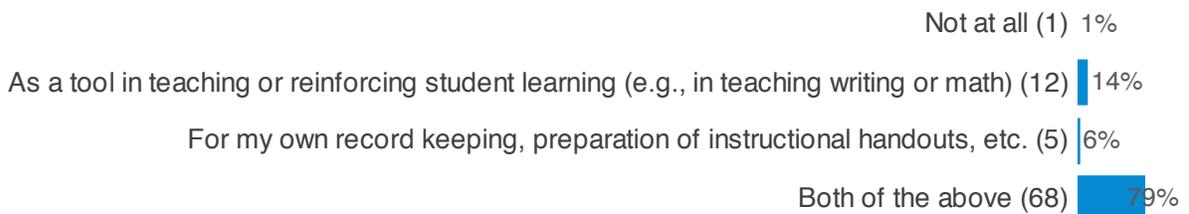
Which of the following activities is least likely to help you become a better teacher?



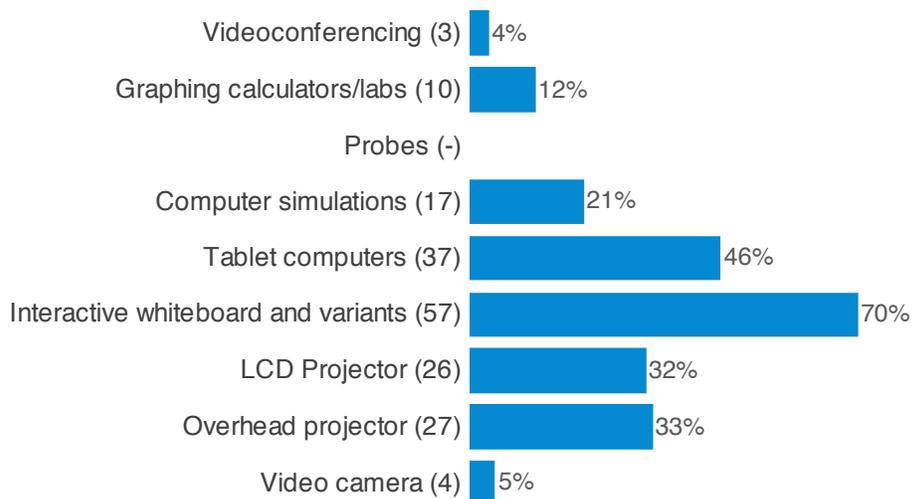
Do you have a desktop or laptop computer in your classroom?



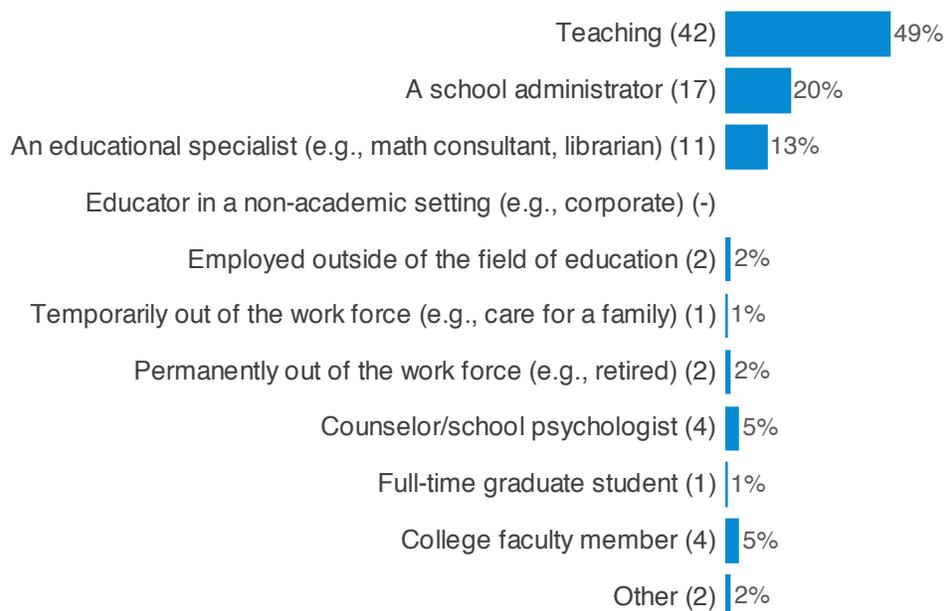
How do you use computers in your teaching?



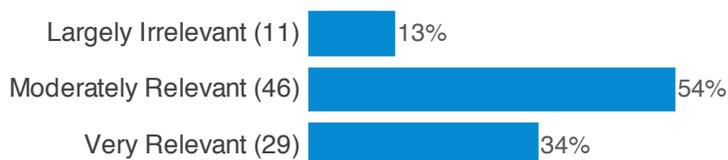
What other kinds of instructional technology do you use in your teaching? (Please select all that apply)



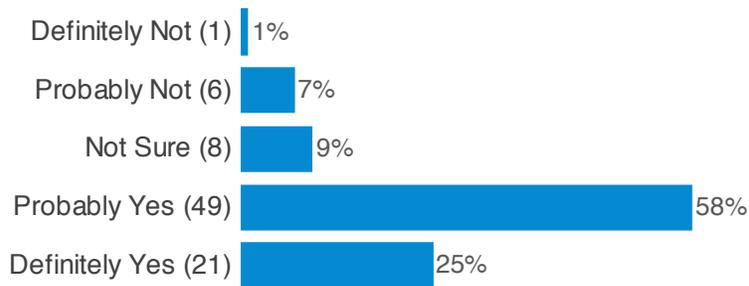
Five years from now, do you plan to be...



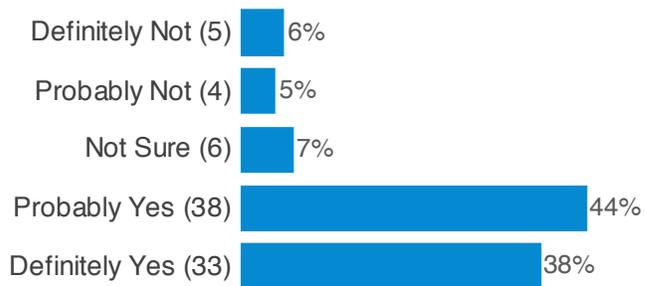
To what extent were college courses in the subject(s) you currently teach relevant to the needs of teachers?



Consider your daily teaching activities. Are these teaching and learning activities that you perceive to promote life long learning?

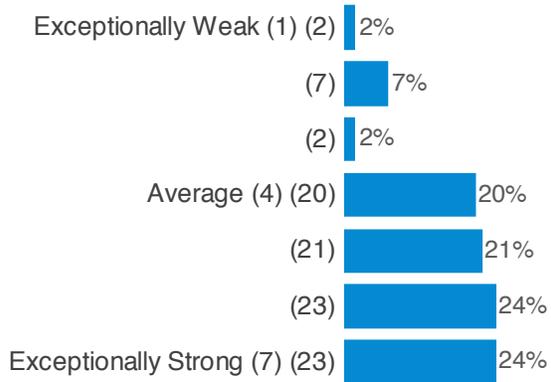


Consider your knowledge, skills and abilities as a teacher. Would you recommend the SCSU teacher education program to other prospective teachers?

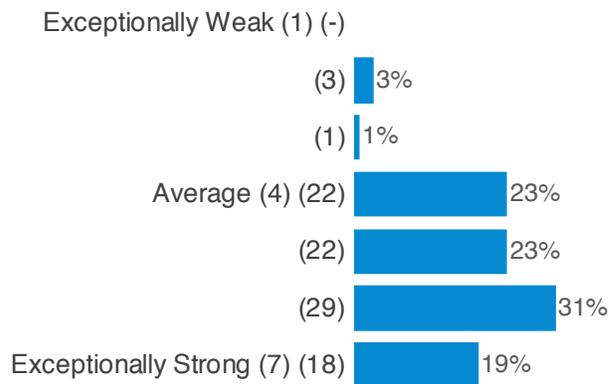


The following responses are for questions that were shown to all respondents:

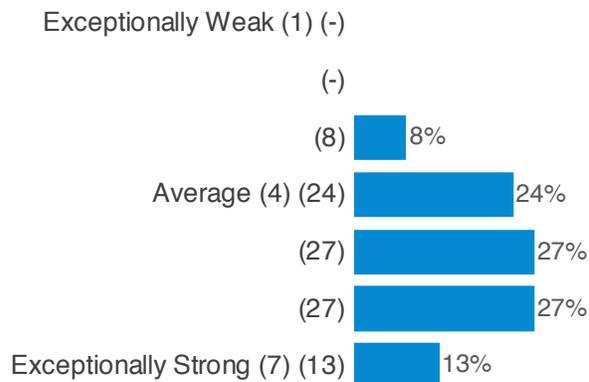
On a scale of 1 to 7, how would you rate the overall quality of... (Field-based experience)



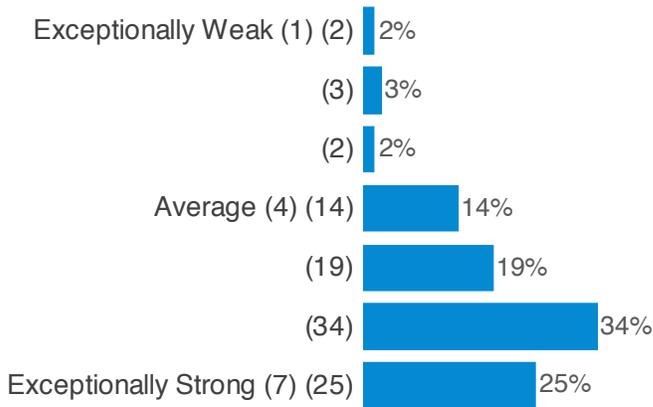
On a scale of 1 to 7, how would you rate the overall quality of... (Education Major)



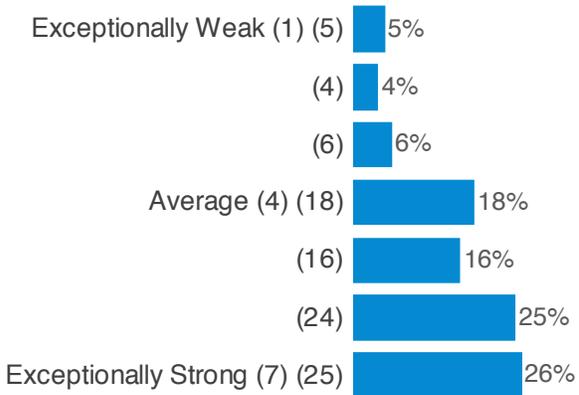
On a scale of 1 to 7, how would you rate the overall quality of... (Instructional Resources (e.g., library))



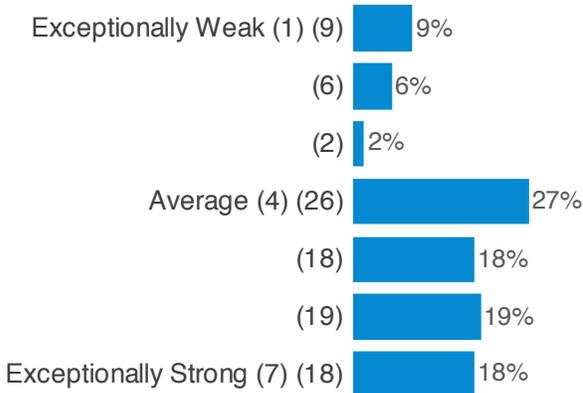
On a scale of 1 to 7, how would you rate the overall quality of... (Student teaching/internship experience)



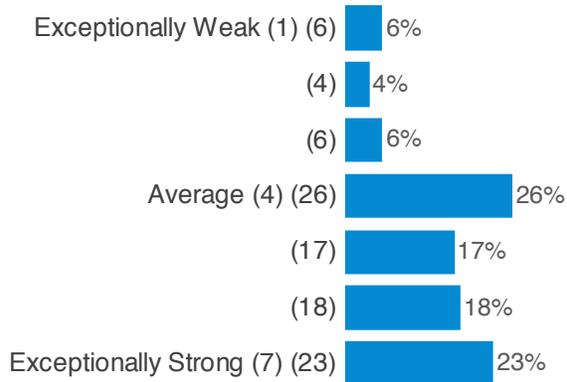
On a scale of 1 to 7, how would you rate the overall quality of... (Feedback from college coordinators/supervisors/faculty)



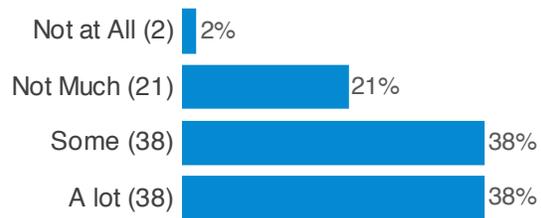
On a scale of 1 to 7, how would you rate the overall quality of... (Advice/counseling from your academic advisor)



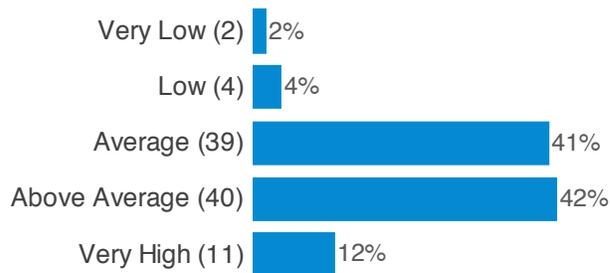
On a scale of 1 to 7, how would you rate the overall quality of... (Advice/counseling from your faculty advisor)



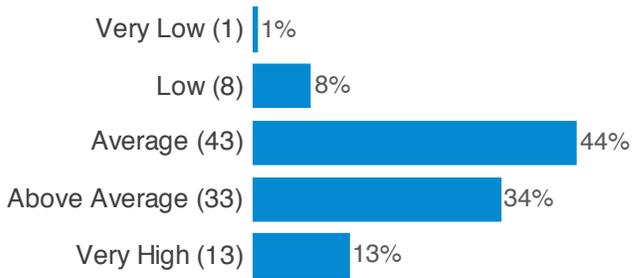
To what extent did your views of the professional roles and responsibilities of teachers change from the time you entered your teacher preparation program to program completion?



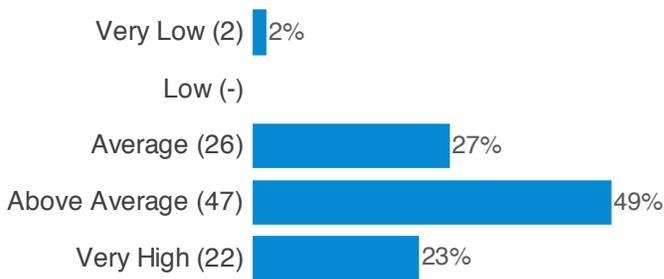
Overall capability compared with other professionals with the same number of years of experience in professional practice



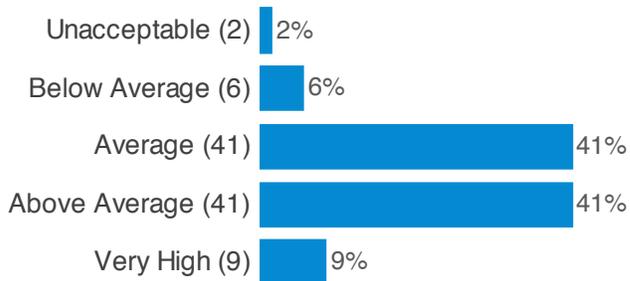
Overall confidence in professional practice



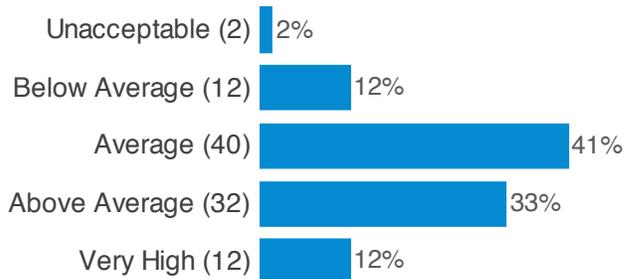
Overall professional behavior



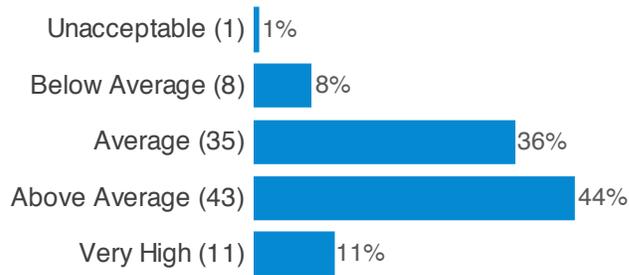
Overall quality of education courses



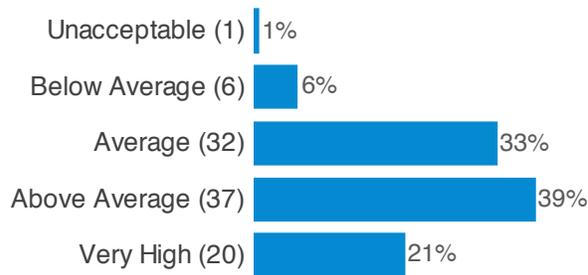
The intellectual challenge of your education course work at SCSU



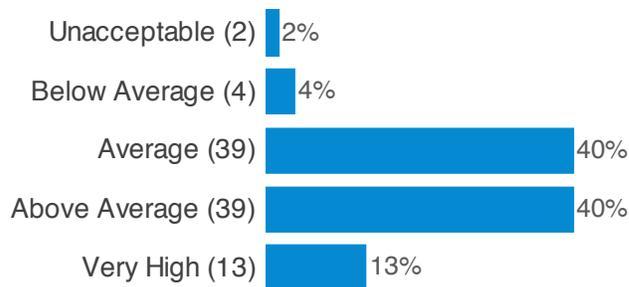
The quality of instruction you received during your course work. (The quality of instruction received during course work)



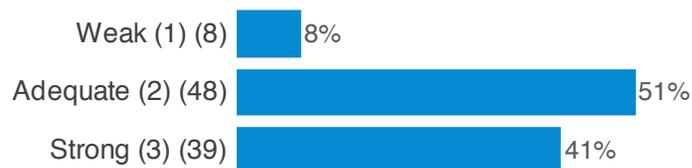
The quality of your cooperating/placement teacher (Quality of cooperating/placement teacher)



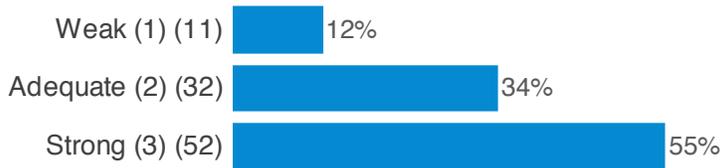
The OVERALL quality of your teacher education experience. (Overall quality of your teacher education experience)



The adequacy of your skills in... (Planning stimulating lessons)



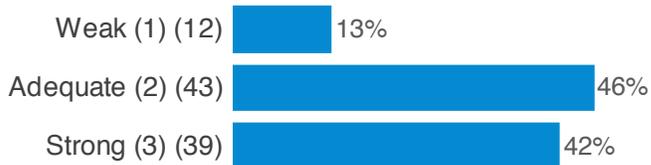
The adequacy of your skills in... (Motivating students to participate in academic tasks)



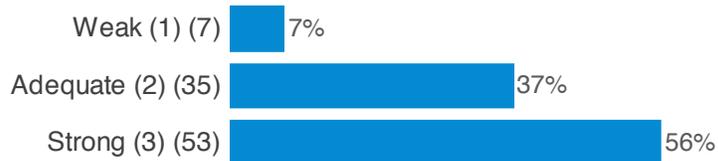
The adequacy of your skills in... (Teaching basic knowledge and skills)



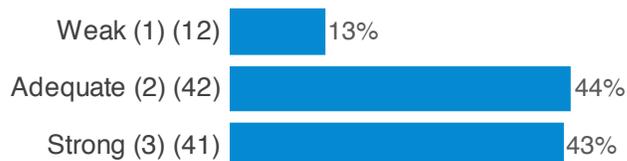
The adequacy of your skills in... (Teaching problem solving and higher-order thinking to all students)



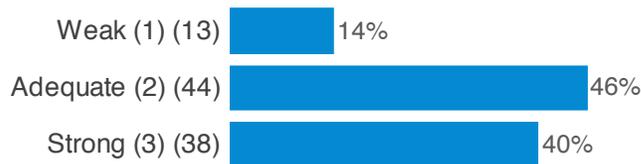
The adequacy of your skills in... (Developing a "sense of community" among the students in your classroom (i.e., a classroom that stresses meaningful collaborations among students))



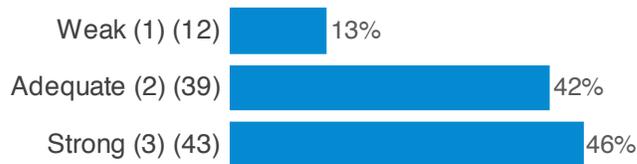
The adequacy of your skills in... (Team teaching and/or interdisciplinary planning and teaching)



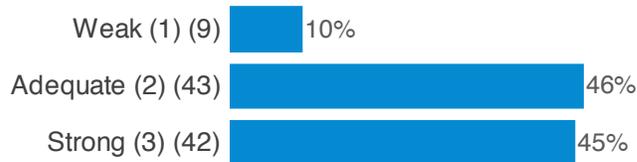
The adequacy of your skills in... (Selecting, preparing, and using educational media)



The adequacy of your skills in... (Using educational technology as a learning tool)



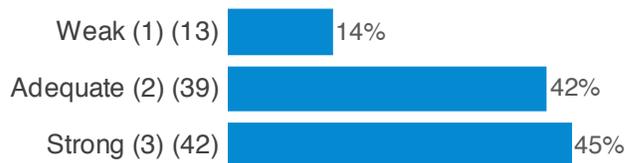
The adequacy of your skills in... (Referring to students for special assistance when appropriate)



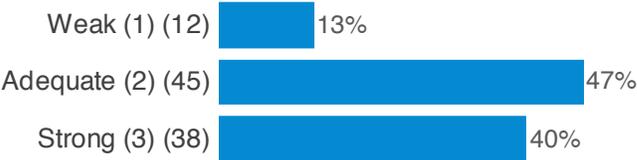
The adequacy of your skills in... (Working with gifted and talented students)



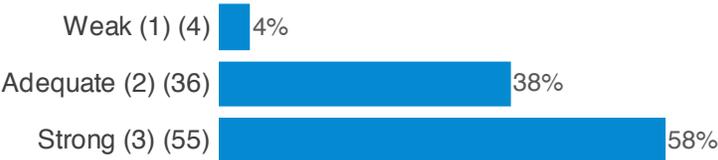
The adequacy of your skills in... (Working in an inclusion setting or with students with special needs)



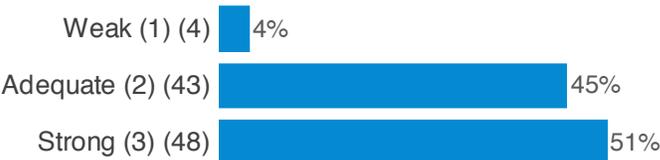
The adequacy of your skills in... (Using literature-based approaches to instruction (e.g., using literacy works to teach social studies))



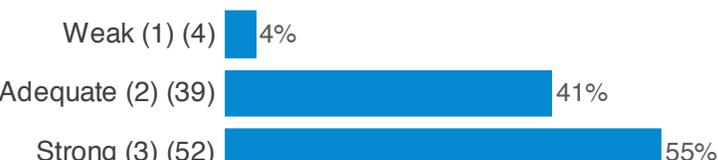
The adequacy of your skills in... (Working with student from diverse racial and ethnic backgrounds)



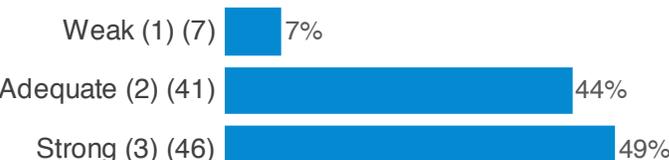
The adequacy of your skills in... (Adapting instruction to address differences in students/academic aptitude)



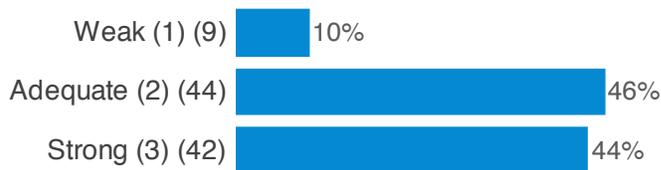
The adequacy of your skills in... (Enhancing students' sense of personal achievement and self-worth)



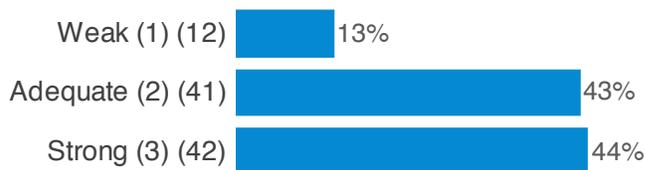
The adequacy of your skills in... (Monitoring students' progress and adjusting instruction accordingly)



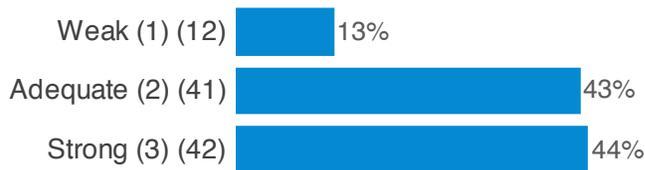
The adequacy of your skills in... (Designing/interpreting measures of student work and achievement)



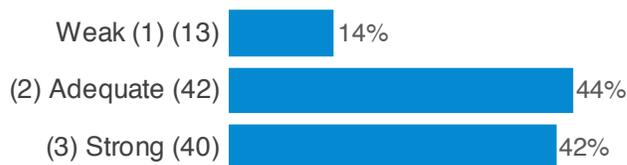
The adequacy of your skills in... (Using alternative assessment practices (portfolios, performance tests, student self-assessment strategies, etc.))



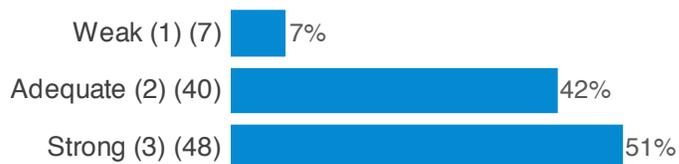
The adequacy of your skills in... (Communication with parents)



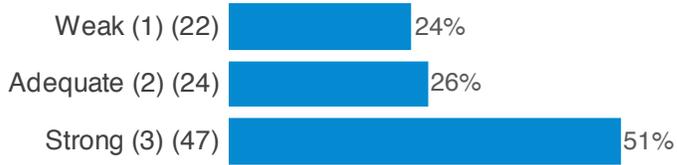
The adequacy of your skills in... (Using the community as a resource for teaching and learning)



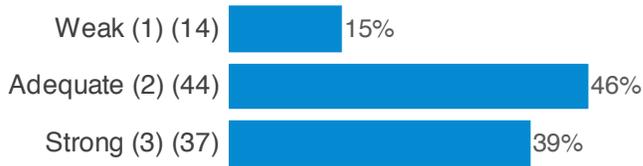
The adequacy of your skills in... (Using cooperative learning techniques (e.g., jigsaw, Think, Pair, Share, or others))



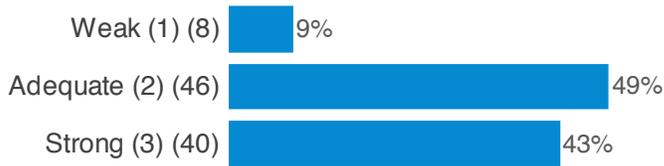
The adequacy of your skills in... (Responding appropriately to disruptive student behaviors)



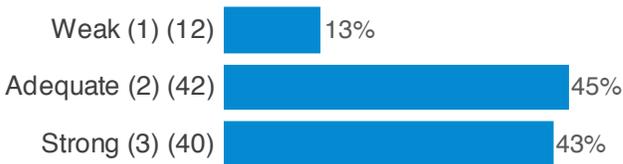
The adequacy of your skills in... (Assessing the expectations of the community and school administration)



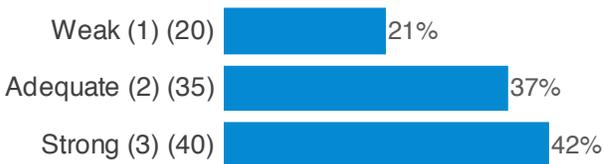
The adequacy of your skills in... (Designing lessons and units of instruction that feature multiple representation of concepts)



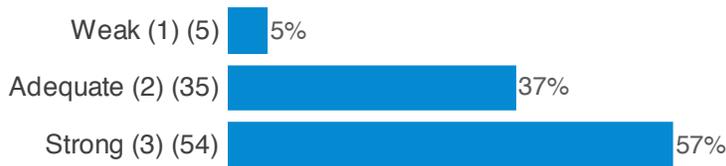
The adequacy of your skills in... (Designing lessons and units of instruction that feature multiple perspectives (e.g., a unit on westward expansion that gives attention to Native American and Anglo perspectives))



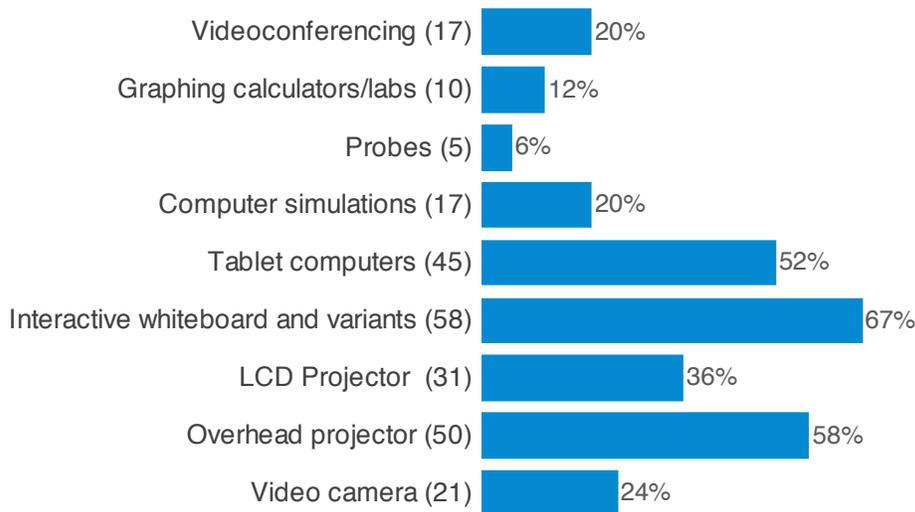
The adequacy of your skills in... (Planning and implementing a successful first week of school)



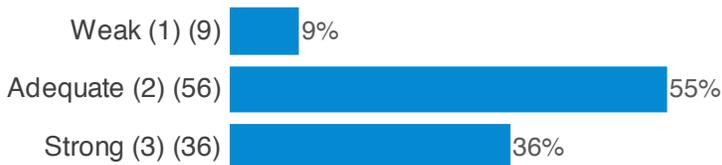
The adequacy of your skills in... (Reflecting upon and improving your teaching performance)



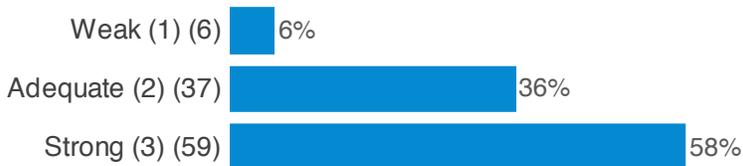
During your program, what kinds of instructional technology were you prepared to use in your teaching? [check all that apply] (During your program, what kinds of instructional technology were you prepare to use in your teaching?)



Your knowledge and understanding of... (Curriculum Development)



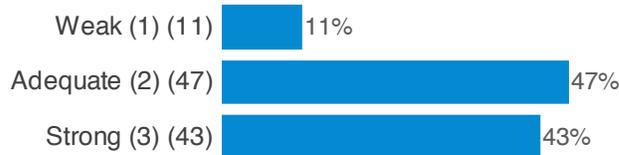
Your knowledge and understanding of... (Children with special needs)



Your knowledge and understanding of... (Communication)



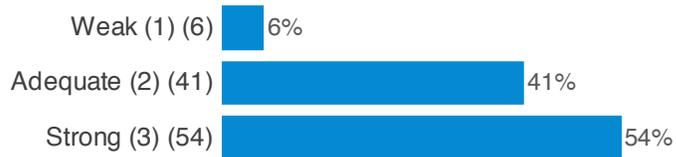
Your knowledge and understanding of... (Educational Research)



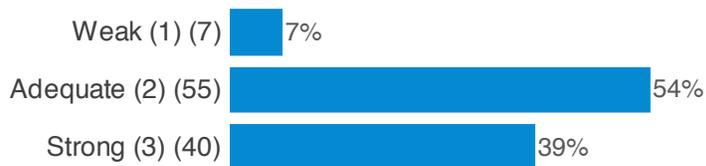
Your knowledge and understanding of... (Child Development)



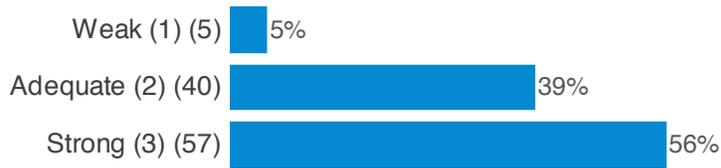
Your knowledge and understanding of... (Multi-cultural issues and perspectives)



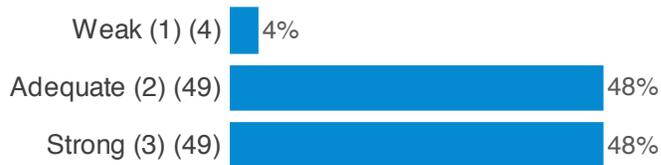
Your knowledge and understanding of... (The historical and philosophical development of thought in your major field)



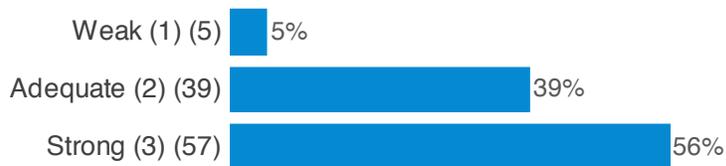
Your knowledge and understanding of... (Contemporary educational issues)



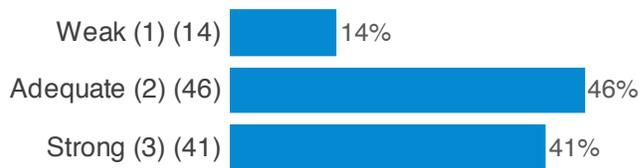
Your knowledge and understanding of... (Theories/principles of how students learn)



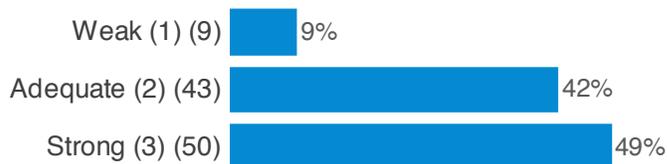
Your knowledge and understanding of... (Child/adolescent growth and development)



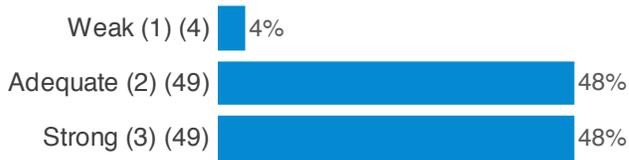
Your knowledge and understanding of... (Social and political roles in American society)



Your knowledge and understanding of... (Your knowledge and understanding of...classroom management techniques/procedures)



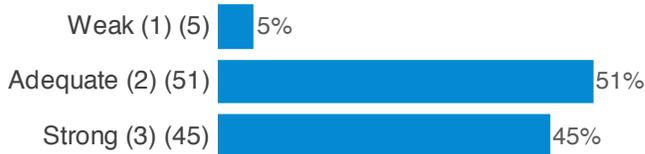
Your knowledge and understanding of... (Legal and ethical responsibilities of teachers)



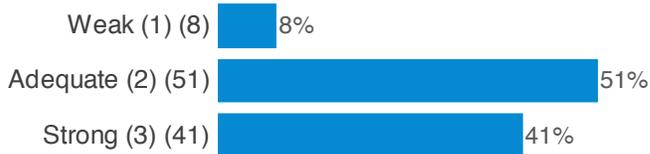
Your knowledge and understanding of... (The subjects you teach)



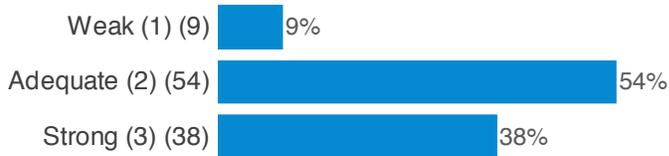
Your knowledge and understanding of... (Educational concepts and theories)



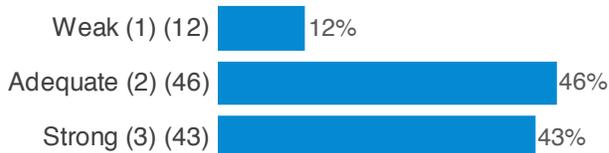
Your knowledge and understanding of... (Classroom research/inquiry strategies)



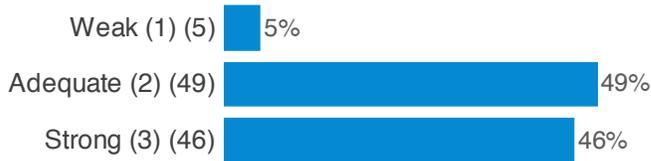
Your knowledge and understanding of... (Measurement techniques)



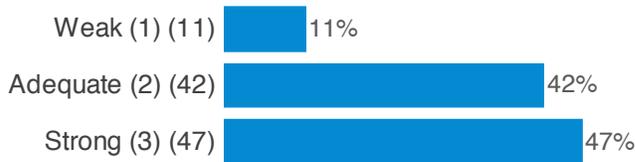
Your knowledge and understanding of... (Recent research in education)



Your knowledge and understanding of... (Professional practice/Pedagogy)



Your knowledge and understanding of... (A variety of assessment strategies)



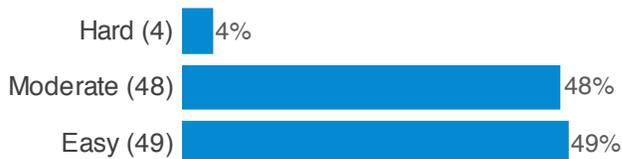
How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Processing application)



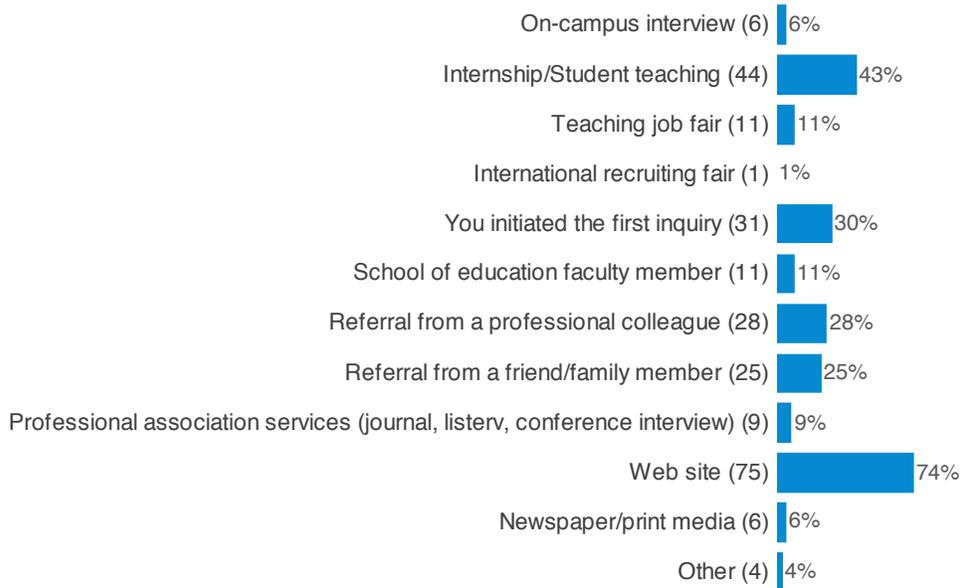
How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Fingerprinting)



How easy/difficult was it for you to be certified with regard to the following: (How easy/difficult was it for you to be certified with regard to the following: Scheduling coursework)



**Generally speaking, what were your job search strategies? [select all that apply]
(Generally speaking, what were your job search strategies?)**



Other:

- REAP, Fairfield Teacher's Agency
- Program similar to CTREAP
- Seeking professional counseling family centers
- School contacted me directly

OPEN-ENDED QUESTION RESPONSES:

[If you are currently employed in the field of education] How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. [Please list only one answer]

- N/A
- Student teaching
- Referral from a professional colleague
- Online applications
- Ctreap
- Friend
- School principal when student teaching
- Referral from professional colleague
- Online
- Website
- I was offered my full time position after accepting a long term sub position from a friend referral. During that sub position, I presented in a PPT and the head of special education for the district then hired me based on my report of the student at the PPT and interview.
- CT REAP
- Working as a building substitute in the district
- I looked on the districts website
- Fairfield Teacher's Agency

If you are currently employed in the field of education How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. *[Please list only one answer]*

Student teaching

CTReap.com

I researched open positions in a district where I wanted to work. I applied to schools through the district's employment website.

CTReap

Indeed

Referral from professional

It was on my grad school webpage that this public schools was looking for early childhood teachers

Website

Family member

Online

A principal (who had spoken with a district I interviewed with) called me and asked me to apply.

Looking online!

Website

Ctreap.net

I first learned about the position from an online job application website called OLAS. This is where most NY jobs are posted.

CT Reap

Website

It was listed on the CEA website. I was relocating from another state.

Ctreap.net

Applied on Applitrack for job openings in Hartford

Church Bulletin

CT Reap

Through a friend already working in the district

Website

District website job posting

Website

Principal emailed me to apply

When I moved to Memphis, I started as a sub (where they pay ~100 dollars a day for lost cost of living - I could deal with that for a bit). While doing so, I found a school in Richland Elementary that I loved working at. I interviewed to teach as a functional skills teacher (even though my major is in elementary education) because I like the school and the idea of helping children with special needs. I got the job and have been happy ever since.

Ctreap.com

CT Reap

Not in education

Online

School District Website

I was talking to one of principle if there is any opening position.

Ctreap

Online

Web site

I was told through a friend by an adjunct professor about the vacancy at a nearby school district and awaited the job posting.

[If you are currently employed in the field of education] How did you FIRST learn about your position? Of the choices in the question above, identify the strategy by which you first learned about your position. [Please list only one answer]

- Principal from school I student taught at
- Web site
- JOB FAIR
- CTREAP
- District website
- CT Reap
- Professor mentioned the position to me and later offered me it.
- Current position via the Internet
- Online
- colleague
- Online research
- Internet
- The school sent me an email
- Worked in the building/word of mouth
- Applitrack
- Online
- A current employee from the school I applied to
- website
- AppliTrack
- Substituting
- CTREAP
- My daughter informed me of the opening in French and that the coordinator of WL wanted me to apply.
- K-12 job spot and CTreap
- I currently work as a TDP in Meriden and this position was referred to me by a family friend who works for the Meriden BOE. This also led to me to be moved in district from one of the regular public high schools to now an academy in town which is an alternative setting for students who choose to not be in a regular school setting.
- The website CTReap
- Referral from a professional colleague.

What kinds of professional experiences have you had since completing your education program (e.g., committees, conference presentations, awards, publications, etc.)

- I'm in graduate school getting a master's in library science, I haven't had any professional experiences yet.
- None
- Dissertation proposal
- Entered graduate school, teacher representative on Data Leadership Team, SBAC testing coordinator, Special Ed Compliance Monitor, School Governance Council member
- None
- Professional experiences include conference attendance and presentation at staff meetings.
- N/a
- Multiple teaching and coaching jobs in an inner city and suburban districts.
- Committees, Conference presentations
- None

What kinds of professional experiences have you had since completing your education program (e.g., committees, conference presentations, awards, publications, etc.)

Social Emotional Committee Network Member

I have attended PBIS training and participate in monthly committee meetings for PBIS initiatives in our school. I have also attended pd for an upcoming science unit.

Working

Nothing.

School discipline collaborative conference

I began my graduate degree in speech and language pathology.

School committees, reading conference co-presenter, awards,

I received my graduate degree from Teachers College and I'm on the inquiry committee at work.

Diversity Committee

I work in a hospital setting and being able to work with students that need that help, feels great

Professional development

PRESENTER OF SEVERAL PROFESSIONAL DEVELOPMENT INCLUDING A NATIONAL CONFERENCE. LEADER IN MY SCHOOL BUILDING IN CHARGE OF COMMITTEES

Professional development

My first year out of college I got a fourth grade teaching position at a private school. This gave me the opportunity to teach both fifth and fourth grade curriculum. Realizing I wanted to be back in public schools I became a permanent building substitute for this year and continue to apply to jobs.

CSCA board of directors, CSCA conference committee, my high schools school climate committee.

Professional development, conferences, personal research and reading, currently in grad school

Worked as a long-term substitute paraprofessional in West Haven for a school year, and then as an interventionist in Middletown for a year and a half and then got a job as a full-time teacher in Hartford.

N/A

Multiple donor choose projects, 3 time grant recipient, school safety coordinator, art contest winner, art show winner 4 years in a row.

Full time job

Building sub and eventually a paraprofessional at Riverfield Elementary in CT (another great school I enjoyed working at), and once I had saved up enough money between that and a job in a pharmacy at CVS, I moved to Memphis to be a float substitute for half a year while looking for an ideal fit. I found one at Richland, the first Memphis school I interviewed at.

Teacher College institute for Reading

Not an education major

N/A

Committed and grad school work

None, attended district PD and CIA.

NA

Working toward publishing a project in the Educational Leadership and Policy Studies department at Southern Connecticut State University

Teacher of the year award, Early Leadership Institute for CEA

N/a

ConnTESOL, Buley Library workshops attending and giving, adjuncting at SCSU

NGSS test writing.

-

Working with students with autism. Getting into the masters program for it.

Social emotional learning committee, graduation task force

I'm still in school

Professional development and workshops held at my places of employment

What kinds of professional experiences have you had since completing your education program (e.g., committees, conference presentations, awards, publications, etc.)

Employment only at this time, but in various counseling practices such as community based agency work, in-home intensive counseling, counseling in a medical practice, etc

I worked for 6 years at a special education outplacement school before moving to another state. There, I substituted in a special education classroom for a year before becoming a full time general education teacher.

I am on a Climate Committee and a union rep at my school. I am also organizing a town wide forum for high school students on college choices, college debt, gap year options, etc. that will be held on March 21st from 9-11A in Madison, CT.

I was given a summer job working with a student from student teaching.

Emerging Leaders Seminar- NCAA Headquarters February 2020 Games Management

Since I am the literacy coach at my school after graduating from Southern, I now support professional learning in our district.

Since completing my education program, after taking a year off to work and travel, I started working in Meriden under their teacher development program. This is for education grads to become a long term sub but also be given an opportunity if something appears in district. I have been moved from Platt High School, to the Success Academy in town which is a MUCH smaller school, going from 900+ students to about 40 students in a small building. Here I am involved in meetings and I will be able to teach at least one class next quarter.

Multiple district committees TEAM Training Grants funded Present PD to district staff

Employment in my field; Ongoing professional development via conferences/workshops; Opportunities to facilitate professional learning communities.

Do you have any closing comments?

None

too much pushing of brainwashed liberal ideologies.

N/a

I loved working with special needs students although I was unaware of “real life” teaching in special education. This includes dangerous students, lacking support from admin and DCF, and confrontational parents. It’s heartbreaking for me to have to leave my passion of teaching for reasons that are barely related to teaching.

No

No

I was hired by the City of New Britain as a new Library Media Specialist DSAP, met all of my requirements and taught at 2 schools but they cut us that year and offered us STEAM positions the following year. I resigned in December 2018 for a full time public librarian position in my city. I am very happy with my choice. I did regret the DSAP route because student teaching would have benefited me more, especially with classroom management.

Thank you!

Southern’s department of education did not adequately prepare me to be a teacher. I learned everything from being in schools on internships. The classes at SCSU in the education department do not teach real world teaching techniques. Classroom management would be a great class to take and one that all education students would benefit from. A class on pedagogy is not going to help any new teacher when a student in an inner city school throws a chair at them and it’s your job to get the class back on task. This actually happened to me in my first teaching job. If southern had education students in more in schools observing and working with veteran teachers who have “seen it all “ at this point, that would be invaluable to all new teachers. Southern’s education class professors are great people but they do not know what it is like in K-12 schools in 2020. Between the issue of cellphones, very crude behavior by students, parent over involvement/ under involvement, there are a whole host of modern issues that need to be addressed in teacher prep programs. To put it bluntly, the only thing I learned at Southern was to make a very detailed lesson plan. Adapting the curriculum to help modern teachers would be the best thing Southern could do to increase enrollment in the education program. As of now, many teachers I have spoken to say that the current reputation of Southern’s education program is a mess. I agree with them.

Do you have any closing comments?

Southern needs to improve courses on classroom management and aggressive behaviors - and also unions

I wish in regards to assessments, Southern would have offered more in that area- the types of SRBI to TEVALS, etc. I really felt my course work didn't even touch in those areas as much as I would have liked.. I felt that I had to learn as I go when I began teaching professionally. I did not feel that Southern prepared me that well as a teacher. I found that I had to be very proactive to learn as I go. I'm fortunate as a new teacher to have a good mentor.

None

Overall I am satisfied with my experience at SCSU. My only frustration was the inconsistency in what was/wasn't required in terms of fingerprints for observations and placements. I ended up paying a large amount for fingerprinting that were never used. I know that other peers of mine felt similarly.

I believe that the program needs more hand on and real life teaching experiences, spending full days in classrooms, especially in urban districts.

N/a

I value the way the graduate program at SCSU prepared me for my advance degree.

Without Southern I wouldn't have made it to Teachers College.

I work at a higher education institution and have been in higher education for the past 10 years. The fact that this survey was solely about K-12 teacher experiences (and didn't even give me the option to choose that I teach in higher education) mirrors the experience that I have had at the College of Education. I felt like the bastard child in all my classes and had to differentiate all lessons and topics to fit my needs and experiences in higher ed. Now I attempted to take the time to provide the school with feedback and none of the questions are applicable for my experiences in higher education. So others don't waste their time like I did I would recommend changing the school's name to "College of K-12 Education" since that apparently is the only levels of education that matters to the administration and faculty.

My only regret about going to southern to get my degree in teaching is that southern does not have an accelerated 5th year masters program like a lot of other teaching colleges in Connecticut do. I feel that that could have changed my career going into the field and made me more prepared. As of right now, I don't have my masters because I'm too busy trying to make money and gain experience, and I am 2 years out of college.

I think being a teacher in today's climate is an impossible endeavor. I do not feel I was prepared enough for how stressful and how stretch thin I would be. This is no longer a career where you can have a decent work/home life balance. For a profession that requires a Master's Degree, the pay is abysmal. I am a special education teacher and the district I work in is reluctant to train me in their general education curriculum (reader's and writer's workshop and Lucy Calkins Phonics). I have to teach myself all three and I have no materials (the gen ed teachers have the materials). If I want the materials, I have to copy theirs. It is maddening. I can see how teacher's get "beat down" and only do the bare minimum. The current structure, red tape and budgetary constraints are ridiculous. If it were not for working with some tremendous children, I would move to the private sector. I cannot imagine doing this for 20+ years, to be honest.

SCSU is very advanced in how the program is run. Getting students into the field as early as Freshman year is very important. As well as making sure we do a full day of student teaching for a whole semester is important. Other schools have students do half days and I do not believe that gives you a full idea of what teaching feels like.

I had an extremely strong professor who taught me my most useful information while at Southern. I had many adequate and knowledgeable professors, and also several who gave frequently outdated or simply incorrect information. I assume this is the same at every school but it was a frustrating (and expensive) experience. I felt well-prepared to teach basic skills in special ed but with I had received more instruction on behavior and classroom management.

Some of the questions that I answered regarding teacher prep didn't exactly apply since I was already employed and did not go to SCSU for my initial teacher training that involved student teaching, etc.

Being in the MS Clinical Mental Health Counseling Program the Teaching preparation questions were not applicable to me: the reason I didn't answer those questions. Overall the graduate program was Above Average, however Field placement was left up to the student and at times changes in the Program Coordinator position of the department made advising lacking.

Do you have any closing comments?

The most I learned about teaching at Southern I got from my last semester-student teaching and taking a classroom management class that wasn't even required. Classroom management should be a required course for all students who have just gotten into the school of education program.

I wish the education department trusted their students and listened to and actively tried to resolve student issues with student success in mind.

My experience at SCSU was great!

Change the policy that 092 students cannot receive their degree and then apply it to the EdD program. You are turning away qualified candidates that have proven themselves to be strong students at your university and you are not supporting the best interests of those students by not accepting their credits later on when they decide.

SCSU is tremendous value for the money and I always put in a good word about it whenever someone asks me where I went to school. SCSU owls are rare in Memphis but extremely common in the town of Fairfield!

Southern did a lot for my professional growth.

N/A

my program had several great courses and teachers but there are other aspects that are completely unacceptable. As a special ed major I never once got exposure or practice in a resource room, self contained program or the opportunity to collaborate with special ed teachers in fieldwork until student teaching. Every fieldwork opportunity was in a general education setting with "typical" students. There were not ANY courses that educated me on standardized testing and evaluation procedures. A huge part of my job is evaluations and I felt completely unprepared. Requiring only 1 course on behavior management is a joke. Behavior management is the most important part of teaching! I feel disappointed with the education I received at southern and hope the program will improve so future teachers will be prepared when they enter their career.

I would have benefited from less instruction in theories and more instruction in things teachers actually use in the classroom such as IEP Direct, writing IEPs, making behavior charts, talking with parents, etc

SCSU needs to add more special education coursework to their Early Childhood program. As a certified PreK-3 teacher with the #113 endorsement, I feel very inadequate to handle my special education students in the kindergarten classroom even though I hold an endorsement that allows me to be a PreK and Kindergarten Special Education Teacher.

I believe that SCSU provided a good education and prepared me for teaching.

I believe SCSU does a poor job of preparing educators towards working in inner city/urban environments. I feel that SCSU focuses too much on educators' "subconscious or unintended bias" in regard to these teaching environments and doesn't provide effective strategies towards effective class management in these environments. I believe more required field placements in these types of environments is essential for aspiring educators since a majority of undergraduate students find employment in these environments.

N/a

I wish I had more help on how to further my education to the next level PHD/ED

I believe the school of education is doing better then comments made by students in other programs. However, I believe there needs to be more variation in field placements in different grades. Example, I was only in 3rd-5th grade class rooms and now I teach grades 9-10. I also feel the field requirements are better than other programs, but could increase.

Do you have any closing comments?

I felt the educational program at Southern gave me a very strong foundation. At Southern I learned how to create instructional materials for my students and I had adequate knowledge in my contact area. The one area that I wish I was better prepared for at Southern was interacting with the parents of students. Pre-service teachers should be trained in how to respond to angry parents that blame the teacher and bully the teacher. Perhaps pre-service teachers could look at sample emails angry parents have sent to teachers or perhaps pre-service teachers could role-play scenarios where a parent storms angrily in the classroom. Pre-service teachers should learn the qualities of a supportive school administration. An unsupportive school administration can cause a beginner teacher to leave the field of education entirely and can cause a beginner teacher to suffer from mental problems. I thought I made a mistake going into the field of education my first year. It turns out I was in a school with administrators that sided with the parents and students and did not give me the support I needed as a first-year teacher. If I haven't moved to a new school in another district I would have never learned what having a supportive school administration looks like or what it is like to actually enjoy going to work rather than working in a school where I was miserable daily and had to constantly fight the tears vibrating behind my eyeballs. Perhaps pre-service teachers should learn the signs of burnout and how to support themselves. Maybe even a forum or online platform where Southern education graduates could ask questions about teaching, voice their concerns about the field of education, and basically have an online community of people that are in the same shoes as them.

Common core standards are not discussed or where not discussed or taught when I was at Southern. However, I use these every day in order to plan accordingly.

Some of the information about my preparedness was not due to educational classes, but other classes outside of educational requirements prepared me for my teaching experience.

The Sixth Year reading program at your school is amazing. It was the best program I have ever been involved in, and I felt prepared to be in the current job I am. Thank you! Also, Regine Randall is an amazing educator and mentor.

I thoroughly enjoyed my graduate educational experiences at SCSU. Thank you!!

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HAVE QUESTIONS?

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