

Initial Licensure Alumni Survey Results

	Yes	No						
Are you currently employed as a teacher?	13	1						
	Early Childhood (PK-3)	Elementary	Special Education	Middle Grades Math	Middle Grades Social Studies	Math	Social Studies	
What is your area of licensure check all that apply?	6	6	4	1	1	3	2	
	Accomplished	On Target	Developing					
Based on your teaching performance, how well did FUS prepare you to teach your academic subject and	5	6	3					
	Accomplished (4)	On Target (3)	Developing (2)	Ineffective (1)				% On Target or above (3 or 4)
Design and plan instruction aligned to state standards. CAEP 1.1; InTASC 4; OSTP 2, 4	8	4	2	0				86%
Use clear and correct written and verbal language that communicates content in a manner appropriate for students. CAEP 1.3; InTASC 1; OSTP 4	7	7	0	0				100%
Clearly communicate (via verbal and body language) expectations and confidence in students' abilities to meet these expectations. CAEP 1.1; InTASC 3, OSTP 1, 5	6	5	3	0				79%
Communicate clear standards of conduct, show awareness of student behavior, and respond in ways that are both appropriate and respectful of students. CAEP 1.1; InTASC 3; OSTP 5	7	4	3	0				79%

Use a variety of instructional strategies that actively engage students and meet diverse needs (students with exceptionalities, ELL, social-economic, racial/ethnic) CAEP 1.4; InTASC 8; OSTP 1, 4	6	6	2	0	86%
Identify misconceptions related to content and effectively address them during instruction. CAEP 1.2; InTASC 4; OSTP 2, 4	2	9	3	0	79%
Implement instructional strategies that promote the development of higher-order thinking. CAEP 1.4;	3	8	3	0	79%
Provide opportunities and guidance for student to consider lesson content from multiple and relevant perspectives. CAEP 1.4; InTASC 8; OSTP 2	5	5	4	0	71%
Use classroom space and materials effectively for the lesson and learners. CAEP 1.1; InTASC 3; OSTP 5	5	7	2	0	86%
Create a classroom environment that is both emotionally and physically safe by treating all student with respect and concern. CAEP 1.1; InTASC 3; OSTP 5	10	4	0	0	100%
Co-teach lessons with the special educator or other professionals in a manner that enhances student learning. CAEP 2.3; InTASC 8; OSTP 4, 6	2	8	4	0	71%
Use technology in a manner that facilitates or enhances student learning. CAEP 1.5; InTASC 8; OSTP 4	10	3	1	0	93%
Use appropriate formative assessments to determine each student's progress and guide instruction. CAEP 1.2; InTASC 6; OSTP 3	4	8	2	0	86%
Provide multiple opportunities for students to engage in self-assessment of learning. CAEP 1.2; InTASC 6; OSTP 3	4	6	4	0	71%
Reflect on and evaluate teaching and student learning. CAEP 1.1; InTASC 9; OSTP 3, 7	9	5	0	0	100%
Display professionalism and appropriate dispositions for teaching children. CAEP 1.1; InTASC 9; OSTP 1, 5, 7	10	4	0	0	100%

Collaborate with and engage colleagues, parents, community member, and others. CAEP 2.3; InTASC 10; OSTP 6	5	6	3	0
Takes responsibility for engaging in continuous, purposeful professional development. CAEP 1.1; InTASC 9; OSTP 7	5	6	3	0

79%
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Strengths:

The early experience part of the program is really what solidified my desire to teach. I love that Franciscan offers that because a lot of universities don't until your students teaching.
special education teacher, I have found that I apply these skills most frequently in my classroom. Also, although I do not teach ELA and social studies, I feel I would have been more prepared to teach and integrate these concepts rather than math and science.
I think the strengths of the FUS teachers education program based off of what I was able to retain and utilize in my current school are, especially right now, the experiences I was able to have with teaching with the use of technology. Although I did not plan to use technology much in my own classroom, I am SO thankful for the opportunity to learn how to use so many resources, because now we are all in charge of using exactly that in this quarantine. Additionally, I think I was prepared well with my expectations of how to work with families and communities that were not previously engaged with the school. I had a lot of great experience learning how to navigate those interactions.
I feel I was very well prepared to teach an inclusive classroom. I am able to differentiate my instruction to meet the needs of learners based on the ideas and strategies taught to me by the FUS faculty.
It's ability to equip students with effective teaching strategies, it's ability to provide students with diverse and traditional field experiences.
Franciscan gave me a great foundation to begin my teaching career. Something that I think is a strength of the Franciscan Education Program is all the courses made us reflect on our methods and become reflective practitioners. Many classes, like Dr. McVey's class where we tutored elementary students in reading and Dr. Rook's class that walked us through the EdTPA process, really forced us to ask ourselves the reasons behind our methods of instructions and if what we did helped the students become the best that they can be.
Faculty

collaborating and co-teaching using a variety of methods with a sp. ed. educator, of incorporating any type of standard into lessons, of using technology effectively in a lesson to improve learning and not just for the sake of using technology, and of recognizing the importance of providing a safe learning environment where students know that they are loved so they can focus on their learning.

classroom the better!), shadowing teachers, collecting real data in the classroom, writing IEP's (truthfully any of Dr.Sobeck's classes).

heard.

The strength of the program is the opportunity it gives for hands on experience with teaching students through tutoring, field experience, presenting projects in classrooms, etc.

A safe, loving classroom environment. Literacy enrichment in all areas. Use of technology.

The compulsory classes in the FUS teacher education program have a reputation for being redundant or full of busy work, but in reality, these classes are engraining certain educational concepts into our minds. I believe there are many aspects of the teacher education program that are unappreciated and unrealized. This includes a fluency with lesson planning, an awareness of the types of learners, creativity/out-of-the-box thinking just to name the first few that come to mind.

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Improvement:

I think one of the biggest things is having more of an emphasis on collaboration and co-teaching. I am in my first year and I already have a co-teacher/sped teacher in my classroom. Also, the fact that you have to collaborate with other teachers that teach your same subject.

My school departmentalizes within grade levels. I am teaching solely science and math. I felt underprepared to teach the strategies to my students and found I had to take alot of time reaching myself the concepts as well as trying to plan engaging activities. I think the elementary education math classes need improvement and there needs to be more practice implementing teaching techniques for math later in the program. The math classes I took at FUS were freshman year and the beginning on junior year. It would have been more beneficial to take them later in the program to have more understanding of how to apply the concepts and strategies in the classroom.

I think some areas of improvement would definitely be more preparation for behavior management or student/teacher relationship building and maintenance especially. Maybe I am more hyper aware of this lack of guidance because I now teach at a charter school in the Bronx, NY, but I did not learn much about behavior management and how to navigate potential issues with students and between students. Maybe that is where our early experiences and student teaching come into play, but I was placed in very well behaved schools.

performance as a teacher, it is something that is needed to teach in most schools. Licensing tests, the process to obtain a Ohio teaching license, and how to apply for a license in another state is not addressed in any class. This is really helpful information that should be shared with students entering the field. Even just a workshop would be beneficial to students (maybe during student teaching).

Effective methods for parent communication

I feel that some of the classes were watered down and could have been a bit more rigorous and included higher ordered thinking (ie. studying different educational philosophies to develop your own teaching philosophy over the course of 4 years, not just a 100 level class). While I enjoyed the more simple classes, I don't think learning how to make a board game from a children's book was the best use of my time.

More content specific courses. Field experience with more purpose and giving better guidance by the advisors who seem to give either misguided or bad advice in regards of courses to take, paths to follow and even the simple task of course selection and graduation requirements. The education department was extremely confusing in that aspect- with what tests were needed to be taken, courses that were necessary, what could be swapped out etc. There is little flexibility in the education department and this was not really valued as I know several students who were on the verge of not graduating on time for very preventable reasons that were just overlooked by advisors.

There were some courses that were required for all education majors but did not apply to certain licensure areas and seemed unfit.

How to make your own performance criteria (rubrics) for your students when not using the rubrics from a curriculum.

As someone who concentrated in AYA Mathematics, I believe that having classes or instruction (or even seminars) that offer insight specific to AYA Math student educators would be very useful. I feel like I have been prepared as an educator, but not necessarily as an educator in the mathematics classroom.

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