

Initial Licensure Alumni Satisfaction VERSUS Principal Satisfaction with our Alumni

(Alumni Satisfaction survey sent to 2019 completers, n=36, 39% response rate;

Principal Satisfaction Survey sent to 19 local Principals, n = 6, 32% response rate)

Principal Feedback (Including School Demographics and Hiring) (32% response rate)

| | Yes | No |
|--|-----|----|
| Were you satisfied with the FUS alumni teachers' preparation for their assigned responsibilities in working with PK-12 students? | 6 | 0 |

| | Accomplished | On Target | Developing | Ineffective |
|---|--------------|-----------|------------|-------------|
| Based on performance, how well were FUS alumni teachers prepared to teach their academic subject and grade level? | 3 | 2 | 1 | 0 |

| | Ohio | | | | |
|--|------------|-----------------------------------|----------------------------|-------------|------------------|
| Please indicate the state your school is located in: | 6 | | | | |
| | Elementary | Kindergarten through Eighth grade | Middle Grades/ Junior High | High School | Pre-K through 12 |
| What is the grade level of your school? | 1 | 0 | 1 | 3 | 1 |
| | Urban | Suburban | Rural | | |
| How would you classify your school? | 1 | 2 | 3 | | |
| | 0-250 | 251-500 | 501-750 | 751-1000 | 1001+ |
| What is your student population? | 1 | 2 | 3 | 0 | 0 |
| | 0-3 | 4-6 | 7+ | | |
| Within the last 2 years, how many teachers have you hired from FUS? | 6 | 0 | 0 | | |
| Of the teachers you hired, how many have you hired with each of the following teaching licenses? | 0 | 1 | 2 | 3 | 4 or More |
| Early Childhood (PK – 3) | 4 | 2 | 0 | 0 | 0 |
| Elementary | 4 | 1 | 1 | 0 | 0 |
| Middle Grades English | 6 | 0 | 0 | 0 | 0 |
| Middle Grades Math | 6 | 0 | 0 | 0 | 0 |
| Middle Grades Social Studies | 6 | 0 | 0 | 0 | 0 |
| Middle Grades Science | 6 | 0 | 0 | 0 | 0 |
| Biology | 6 | 0 | 0 | 0 | 0 |
| Math | 5 | 1 | 0 | 0 | 0 |
| English Language Arts | 5 | 1 | 0 | 0 | 0 |
| Social Studies | 6 | 0 | 0 | 0 | 0 |
| Special Education | 4 | 1 | 0 | 1 | 0 |

Alumni Feedback (Including Licensure Area) (14/36 = 39% response rate)

| | 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 grade level? | 5 | 6 | 3 | | | | |

Comparison of **Principal** and **Alumni** Feedback against the standards (Green highlight shows an area where up to 17-21% of one party did not feel well prepared and the blue highlight shows an area where up to 29-33% of one party did not feel well-prepared)

| Considering the majority of FUS alumni teachers, please rate them on the following aspects of professional practices, as stated in the Teaching Standards | Principals Feedback % On Target or above (3 or 4) | Alumni Feedback % On Target or above (3 or 4) |
|---|---|---|
| Design and plan instruction aligned to state standards. CAEP 1.1; InTASC 4; OSTP 2, 4 | 83% | 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 | 83% | 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 | 83% | 79% |

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| 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 | 83% | 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; OTSP 1, 4 | 83% | 86% |
| Identify misconceptions related to content and effectively address them during instruction. CAEP 1.2; InTASC 4; OSTP 2, 4 | 83% | 79% |
| Implement instructional strategies that promote the development of higher-order thinking. CAEP 1.4; InTASC 8; OSTP 4 | 83% | 79% |
| Provide opportunities and guidance for student to consider lesson content from multiple and relevant perspectives. CAEP 1.4; InTASC 8; OSTP 2 | 83% | 71% |
| Use classroom space and materials effectively for the lesson and learners. CAEP 1.1; InTASC 3; OSTP 5 | 83% | 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 | 83% | 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 | 67% | 71% |
| Use technology in a manner that facilitates or enhances student learning. CAEP 1.5; InTASC 8; OSTP 4 | 83% | 93% |
| Use appropriate formative assessments to determine each student's progress and | 83% | 86% |

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| guide instruction. CAEP 1.2; InTASC 6; OSTP 3 |
| Provide multiple opportunities for students to engage in self-assessment of learning. CAEP 1.2; InTASC 6; OSTP 3 |
| Reflect on and evaluate teaching and student learning. CAEP 1.1; InTASC 9; OSTP 3, 7 |
| Display professionalism and appropriate dispositions for teaching children. CAEP 1.1; InTASC 9; OSTP 1, 5, 7 |
| Collaborate with and engage colleagues, parents, community member, and others. CAEP 2.3; InTASC 10; OSTP 6 |
| Takes responsibility for engaging in continuous, purposeful professional development. CAEP 1.1; InTASC 9; OSTP 7 |

| | |
|-----|------|
| | |
| 67% | 71% |
| 83% | 100% |
| 83% | 100% |
| 83% | 79% |
| 83% | 79% |

Program Strengths

Principals' Feedback

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| What are the strengths of the FUS teacher education program, as evidenced by the FUS graduates you have hired? |
| Very well organized |
| Very prepared to enter the classrooms at SCS. Thru early experiences, tutoring opportunities, and student teaching they are familiar with our curriculum and the climate and culture of the buildings. |
| They are professional and hard working individuals that are knowledgeable in their academic fields. |
| They seem to know content |
| FUS graduates seem to be very comfortable with being flexible in an ever-changing environment. They also have a great deal of compassion for students . I believe that the FUS teacher education program does a great job in fostering those traits and building confidence within their candidates. |
| Pedagogy |

Alumni Feedback

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| 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. |
| I believe the special education classes are a major strength of the FUS teacher education program. Even though I am not a 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. |

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| 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 , its 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 |
| The FUS education program taught me the skills, which I have found to be the most beneficial while teaching, of 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 . |
| Showing the importance of teaching reading, all of the field hours that need to be completed (the more experience in the classroom the better!), shadowing teachers, collecting real data in the classroom, writing IEP's (truthfully any of Dr. Sobeck's classes) . |
| Teaching technology and how to have an inviting and warm classroom environment where every student is respected and 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. |

Areas of improvement

Principal Feedback

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| None |
| Professionalism is always an area of improvement for young teachers. For most of them it is their first work experience. |
| None at this time. |
| Some are anti public education and others are just completing with no intention of ever teaching kids other than their own. |
| I would like to see more opportunities for FUS students to have a concentration on severe and profound disabilities . There is a shortage of intervention specialists with severe and profound certification and I feel that FUS could absolutely prepare more intervention specialists for this field. |
| Assessment of student readiness for learning |

Alumni Feedback

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 a lot 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.

One area for improvement in the FUS teacher program is **assisting students with licensing**. While it does not affect 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).

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.

Most of the education classes are geared more towards the early childhood concentration, which makes sense considering the percentage of education majors with that concentration. However, many professors gear all of their assignments toward that, **and it's hard to follow all of the requirements and still have it be relevant for the 7-12 grade band. If professors could simply allow some flexibility in the requirements, or have different requirements available for different concentrations, then the secondary concentrations would walk away with more useful skills and resources.** Also, the edTPA. There are many states that don't use the edTPA; when I was looking for jobs, none of the schools that I applied for and interviewed with (in several different states) asked about the edTPA or even knew what it was. It was \$400 that could have spent on much more necessary things, and it was by far the most stressful part of my student teaching, and it wasn't even close to required for any of the states where I was looking for a job. Even if you had a waiver or something that people had to sign in order to skip out on the edTPA, that says they understand it is highly recommended but are choosing not to participate, or that they had to specifically say where they were looking for jobs or something; there should be some way to get out of it. **One of the most frustrating and stressful parts of completing the edTPA was that it took so much time away from creating lesson plans, assessments, resources, activities, etc. From my students.**

I would also suggest making "Teaching Writing as a Process" one of the requirements for ELA concentration for 7-12. That class is not required, and the only reason I had time in my schedule to take that class (with taking 18 credits each semester) was because I had AP credits that allowed me to take one extra class. **That class was incredibly informative, and I have applied many aspects of that class to my teaching this year.**