

Initial Licensure Satisfaction Surveys - 2020

| | Yes | No | | | | | | | | |
|--|------------------------|------------|-------------------|-----------------------|--------------------|-----------------------|-----------------------|------|----------------|-----------------------|
| Are you currently employed as a teacher? | 16 | 5 | | | | | | | | |
| Do you believe the Franciscan Education Program helped prepare you to teach in light of a Catholic worldview | 19 | 2 | | | | | | | | |
| Is your employer in Ohio? | 9 | 7 | | | | | | | | |
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| | Early Childhood (PK-3) | Elementary | Special Education | Middle Grades English | Middle Grades Math | Middle Grades Science | Grades Social Studies | Math | Social Studies | English Language Arts |
| What is your area of licensure check all that apply? | 12 | 8 | 11 | 2 | 3 | 1 | 1 | | 2 | 1 |

| | Accomplished | On Target | Developing |
|--|--------------|-----------|------------|
| Based on your teaching performance, how well did FUS prepare you to teach your academic subject and grade level? | 8 | 8 | 5 |

< 80% both years

COMPARISON

| | Accomplished (4) | On Target (3) | Developing (2) | Ineffective (1) | % On Target or above (3 or 4) for 2020 | % On Target or above (3 or 4) for 2019 |
|--|------------------|---------------|----------------|-----------------|--|--|
| Design and plan instruction aligned to state standards. CAEP 1.1; InTASC 4; OSTP 2, 4 | 5 | 13 | 1 | 2 | 86% | 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 | 5 | 14 | 2 | 0 | 90% | 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 | 8 | 11 | 1 | 1 | 90% | 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 | 9 | 8 | 3 | 1 | 81% | 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 | 5 | 11 | 3 | 2 | 76% | 86% |

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|--|----|----|---|---|-----|------|
| Identify misconceptions related to content and effectively address them during instruction. CAEP 1.2; InTASC 4; OSTP 2, 4 | 2 | 12 | 6 | 1 | 67% | 79% |
| Implement instructional strategies that promote the development of higher-order thinking. CAEP 1.4; InTASC 8; OSTP 4 | 6 | 8 | 7 | 0 | 67% | 79% |
| Provide opportunities and guidance for student to consider lesson content from multiple and relevant perspectives. CAEP 1.4; InTASC 8; OSTP 2 | 4 | 10 | 6 | 1 | 67% | 71% |
| Use classroom space and materials effectively for the lesson and learners. CAEP 1.1; InTASC 3; OSTP 5 | 7 | 11 | 2 | 1 | 86% | 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 | 12 | 8 | 1 | 0 | 95% | 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 | 6 | 10 | 3 | 2 | 76% | 71% |
| Use technology in a manner that facilitates or enhances student learning. CAEP 1.5; InTASC 8; OSTP 4 | 7 | 11 | 1 | 2 | 86% | 93% |
| Use appropriate formative assessments to determine each student's progress and guide instruction. CAEP 1.2; InTASC 6; OSTP 3 | 4 | 14 | 3 | 0 | 86% | 86% |
| Provide multiple opportunities for students to engage in self-assessment of learning. CAEP 1.2; InTASC 6; OSTP 3 | 4 | 11 | 5 | 1 | 71% | 71% |
| Reflect on and evaluate teaching and student learning. CAEP 1.1; InTASC 9; OSTP 3, 7 | 7 | 12 | 2 | 0 | 90% | 100% |
| Display professionalism and appropriate dispositions for teaching children. CAEP 1.1; InTASC 9; OSTP 1, 5, 7 | 17 | 3 | 1 | 0 | 95% | 100% |
| Collaborate with and engage colleagues, parents, community member, and others. CAEP 2.3; InTASC 10; OSTP 6 | 11 | 7 | 3 | 0 | 86% | 79% |
| Takes responsibility for engaging in continuous, purposeful professional development. CAEP 1.1; InTASC 9; OSTP 7 | 5 | 14 | 2 | 0 | 90% | 79% |

Strengths:

Professors with a passion for teaching, and ensuring you succeed. Strategies for reaching diverse learners, how to build effective lessons while incorporating accommodations and modifications. A UDL mindset, how to incorporate the faith in order to evangelize while teaching (whether in a Catholic or Public setting). Even though I was a Gen. Ed. major, I received a lot of training in sped. ed. which has been immensely helpful in my work as a specialized para. Flexibility, how to work with peers to accomplish a goal.

One strength of the program in my opinion is preparing future teachers to live out catholic teachings even within a public school setting.

The education program was strong in developing awareness of challenges, regarding special needs and cultural differences, that students might face. We also learned and had hands-on practice in co-teaching and meeting with parents.

I feel that FUS has an amazing intervention program offered for teachers. I really loved all of my classes with Dr. Sobeck and feel that she really taught me what it really meant to be a teacher for students with exceptionalities. I really appreciated my time in the classrooms with field and wish I would have had more because I feel that I learned a lot while in the room working with the students.

I am so grateful for the dual licensure program. I use what I learned in my special education classes everyday in my gen ed classroom. I also feel I received great preparation for teaching reading (phonics, etc.).

Very good at getting you a lot of classroom experience! From the special ed perspective, FUS did a great job at teaching the legality of SPED and the parts of an IEP.

I am thankful for the education program for various reasons now that I am in the education field but what I have appreciated the most is how much the professors taught us about co-teaching. I believe I was taught and had to practice it in almost every single class. I am currently co-teaching full time as well as communicating and working with 45 other teachers about my special education students and I would not have been prepared for everything that that entails without the professors stressing that part of teaching so much.

Being able to teach online amidst this past years events has been made easier due to my experiences at FUS. I also didn't realize how prepared I am to teach reading and phonics!! Being able to see strides in my students and accommodate curriculum has been wonderful.

The FUS teacher education program was effective in teaching me how to provide a safe, welcoming, and encouraging environment for my students. It has also taught me how to provide appropriate behavior management practices and how to engage students in a lesson. The program effectively prepared me to work with students with exceptionalities by providing best practices that help them learn and grow as individuals in an inclusive environment.

They helped to form us as a whole person, rather than just a professional going through the motions.

Student teaching which also maintains relations with the community.

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| The teacher education program prepared me for this year by showing multiple online and digital resources- these are really helpful for the hybrid schedule that my school is on currently due to COVID-19. |
| Our catholic identity:) |
| Field & Student teaching, ELISA program, Dr. Rook's math classes, and the reading class with Dr. Poyo |
| . |
| <ol style="list-style-type: none"> 1. Teaching students about the importance of adopting a growth mindset as opposed to a fixed mindset. 2. Being mindful of Bloom's Taxonomy when constructing a lesson plan. 3. Fidelity to the Magisterium and subsequently implementing it into every possible part of the education program. |
| Methods, technology, classroom management, instilling confidence, field opportunities. I felt well prepared to teach. |
| I fell in love with teaching students with disabilities. I think the special education classes at Franciscan are amazing. |
| The strengths of the education program include treating all students with respect, writing and following an IEP, and different technology tools to use. |
| Early childhood reading instruction, phonemic awareness and phonological awareness |

Improvement:

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| I think it would be beneficial for future education majors to have *more* "in-field" experience. While I realize this can be difficult to accomplish since it requires cooperation from local schools, it would be a great way to connect what we are learning to the real world. Field experience was only required 2 semesters, with some field experience (10-15 hours) in other courses before coming to student teaching. Either incorporate more opportunities to be in schools, or consider extending student teaching to 2 semesters (how great would that be, to build relationships with students and see how they grow through the whole year?) |
| Otherwise, I have nothing else to add! I loved my experience and all my professors! |
| An area for improvement would be more time spent in actual classrooms and working with students. |
| The education program was too technology heavy. I know it sounds funny now that we're in a situation that involves much e-learning. I would have preferred learning more about hands-on activities and building student relationships/student engagement than the actual technology. Many students see technology all day at home. It can be helpful as a tool, but I think the students would prefer something more person-based from their teachers. |

I feel that as an intervention specialist/early educator, I should have had more opportunities to work with students in upper grade levels. The highest grade level I had experience with was 3rd grade and I am licensed to teach up to 12th intervention. I am currently teaching middle school and I was very worried entering this age range because I have never worked with students above the 3rd grade. I am very fortunate because I really love my job and students but I wish I would have had more involvement with the older grades to better prepare myself. Also, get rid of the lesson plans that are required for student teaching. They are not practical and did nothing to help me plan and learn how to plan as an actual teacher. My lesson plans for the week are about 1 page and very relaxed which is real life teaching. Also, I had several classes that I learned nothing from at all. Either combine these classes into one big class or get rid of them because they wasted a great deal of my time and money for little or no academic growth.

I would like to have learned more about how to manage and plan things like reading centers and small groups. I would also have liked more on the Language Arts end, such as hands on practice in facilitating class discussions about books and learning explicit ideas for how to teach writing. I teach kindergarten and I don't feel like I was really prepared to teach beginning writers.

From the SPED perspective, learning how to create activities and lessons to target specific goals and objectives. Something where students are building up a "bank" of resources to use once they are in the classroom. I find that a lot of my students' goals are not covered by a specific programmed intervention so I have needed to come up with things myself. Having a better base for that would be helpful! Maybe something to have in the portfolio?

I would have benefitted from learning more about testing in special education. Even just the generic testing that is done during lessons when it comes to things like behavior and performance.

One area for improvement might be the math curriculum classes. I would have liked to take one or two more math classes.

In areas of improvement, the FUS teacher education program could provide more opportunities on how to move on from standardized test scores (what to do next?) and how to use those scores as a tool to better as a teacher and enhance student learning. The program could also provide more information on encouraging student self-assessment for students in early education.

More instruction about effective classroom management strategies and whole year curriculum planning to ensure ALL goals are met for all students. Also, ways to incorporate extra help for struggling students within the school day when additional staff supports are unavailable.

More specific classes for specific education majors.

communication with parents, engaging activities for students on a block schedule, lesson planning, preparation work.

More technology

More practice making units and performing lessons in a university classroom would have been helpful, with critiques from peers and professors afterwards.

1. Giving students more in-depth and clearer instruction during Student Teaching, specifically the EdTPA course. Overall, I did not feel as well prepared as I could have been in preparing for my EdTPA assessments.
2. Be clearer with students as to what their exact requirements are for graduation, seeing that the education program partners with other academic departments in order to collaborate in offering a high school teaching degree in a specific content area. There were a couple of required courses I had to take my senior year that I was unaware of at first, making the academic workload quite difficult. I think this could have been resolved at the outset of my time in the education program.

Catholic worldview seems to be neglected outside of theology and philosophy in the university as a whole (with certain exceptions). Perhaps this is as intended, but I would ask, "What challenges will future teachers face to their Catholic worldview when they enter a secular workplace?" This issue can be seen all over the news as intersectionality/critical race theory/wokeism seeps ever deeper into the primary and secondary education system throughout the country and is in direct contradiction to the Catholic faith (to put it mildly). It is probably the biggest issue of our times and education is at the epicenter of the cultural shift, yet we hear silence on the topic.

I don't think the lesson plans that we are taught to write are practical at all. I also think that many classes provided at Franciscan can be combined into 1 or 2 classes. There are several classes where I only learned a few valuable things and I wasted a lot of hours going to classes where I learned nothing.

The areas for improvement would be how to be an effective co-teacher, modeling how to differentiate instruction, and how special education looks different between elementary, middle school, and high school.

Special education