

Completer Satisfaction Survey

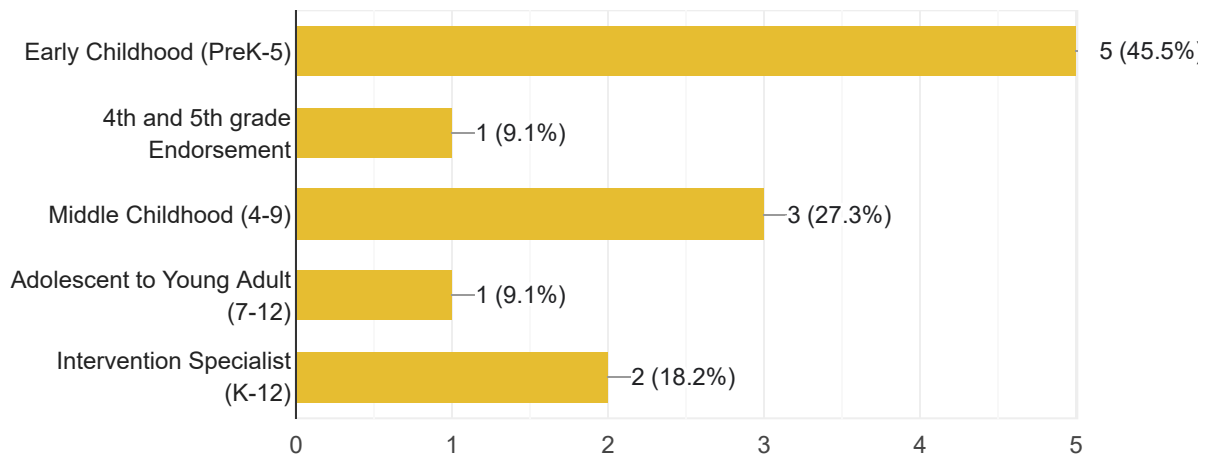
11 responses

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In what area do you hold a license? (Check all that apply)

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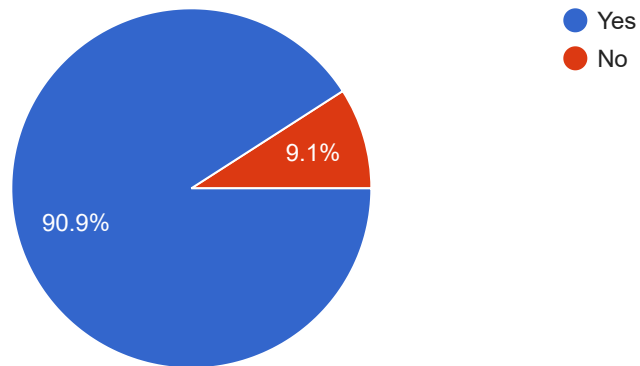
11 responses



Are you currently teaching in your licensure area?

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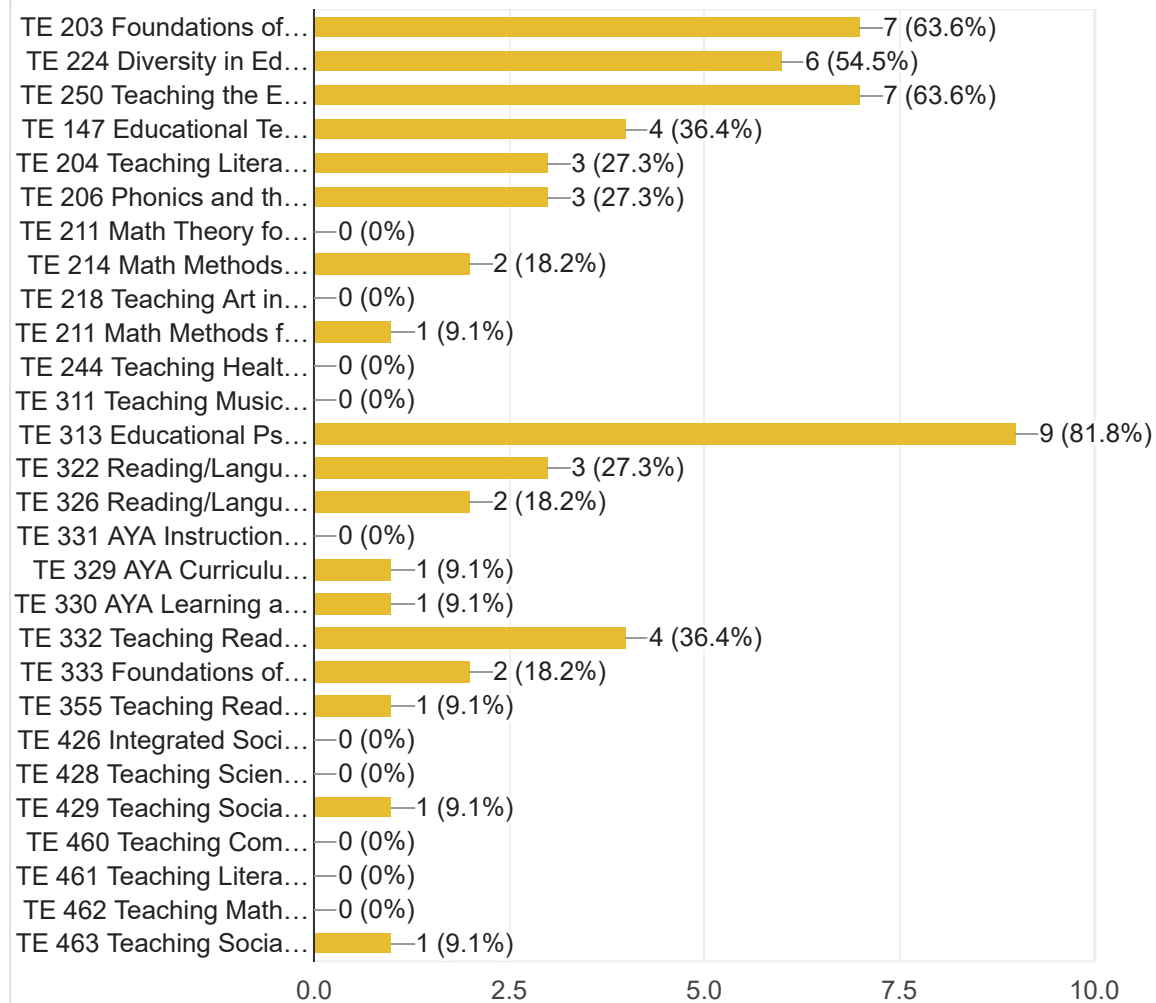
11 responses



Which Teacher Ed courses at OCU were most helpful in your first year of teaching? (Check all that apply)



11 responses



What was your favorite course in the OCU Teacher Ed program? (Use list above)

11 responses

TE 332 Teaching Reading in the Content Area

I enjoyed the Education psychology course

Phonics/Ed Psych

Teaching Literature and Writing for Young Children

TE 333 foundations of literacy

Educational Technology

TE 250 was my favorite course.

All of the content area courses (ELA and Social Studies)

TE 250 Teaching the Exceptional Child

TE 203 Foundations of Education

Math Methods



Please explain your answer above. Why was the course your favorite?

11 responses

This course was the most beneficial as we need to use cross-curricular knowledge. It helped me see how to apply reading to math. This coming year I will be teaching social studies as well.

Very applicable information that can be used no matter the grade level I teach while having my certification

These courses were both extremely applicable to my first year of teaching. Dr. Bruce and Mrs. Stevenson were wonderful professors and taught these courses with the intentions of us being able to use the practices in our classrooms.

This course was my favorite because the professor did an excellent job of not only teaching the content but providing us with material that is proven to be very helpful in the classroom.

I enjoyed interacting with the different groups of children

This course taught me valuable technological skills that I use in the classroom almost daily.

TE 250 was my favorite because I learned an abundance of information on exceptionalities I may see in my classroom. I learned how to accommodate, differentiate, and meet students' needs specifically.

I was particularly thankful for this course during my first year of teaching because I was able to help a student receive an IEP. I remembered learning about the process in this course, and it gave me confidence in the situation.

All these courses were so helpful in utilizing strategies and teaching methods that help me be so much more effective as an educator! I now teach ELA, and I was able to form a better foundation as well as better understand how to connect with them in all their exceptionalities and diversity.

This course helped prepare me the most for my career.

This course was my favorite because it truly gave me a foundation that helped me through the



rest of the program. It helped me to create my own personal philosophy of education, while also getting experience in the classroom. It helped me to ignite my passion for teaching and it brought confirmation that I had chosen the right major. I will never forget some of our class discussions.

I have wanted to teach math for awhile. I remember this course opening my eyes to the different activities and strategies I could use in the math classroom. It also helped me to

understand how middle school students will react to certain types of teaching styles, what works and what does not work, and how to make math more interactive.

What was your least favorite course in the OCU Teacher Ed program? (Use list above)

11 responses

TE 214 Math Methods for Middle Childhood

Music for early childhood

The math, science/social studies, and physical education methods courses were my least favorite because they did not seem necessary.

Teaching Music for Early Childhood

TE 426

Teaching Music for early childhood

TE 311 was my least favorite course.

Math Methods and Phonics

TE 218 Teaching Art in Early Childhood

My least favorite course was TE 331 AYA Instructional Techniques for Learners with Exceptionalities.

Educational Psychology



Please explain your answer above. Why was the course your least favorite?

11 responses

I would have liked to see the course more hands on through the use of manipulatives. For example, what tools can I use to help me teach fractions.

This course was not helpful for my certification

The math, science/social studies, and physical education methods courses were my least favorite because they did not seem necessary. It felt as though we were getting ideas for activities rather than being taught teaching methods for these subjects. I did not feel equipped To teach these subjects.

This course was focused more on learning about music rather than how to teach it. As a result of this I struggled with this class because I had a hard time understanding the content.

Circumstances made it an online course but the endorsement also split it into 2 courses. Cohorts under PK-5 had 1 course but PK-3+4/5 had 2 course and twice the work. I didn't do well with the online format.

This course did not prepare me to teach in the classroom. It was fun at times but I felt that it was not helpful.

TE 311 was my least favorite course because the professor gave a vast amount of work that did not apply to my job.

Nothing against these classes at all, they were wonderful! Phonics has just never been my strong suit, but my instructor was wonderful and made it make sense in a new way. Math Methods was fun too, but it's not my concentration. However I was able to learn many strategies and concepts that I can adapt to align with ELA.

I feel like this course does not apply to my career area. I have not used anything taught in this course in my current job.

This was my least favorite course because I didn't take away as many practical, hands-on tools as I did from my other classes. I wish I learned a little more about how to differentiate in a general education classroom setting.



Educational Psychology was my least favorite because it was hard to understand. There also seemed to be a vast amount of information that was important but I could just not grasp it.

Which specific instructional strategies that you learned at OCU have you put into practice in your classroom?

11 responses

Varying educational psychology behavior management strategies, importance of relationships, getting kids up and moving to improve engagement

Teaching to all students in my classroom.

The main strategies came from Mrs. Stevenson's Phonics and Reading classes and the textbooks that we had.

A strategy that I use quiet frequently is the KWL chart.

I'm not teaching.

I have put to use some attention-getting strategies to use such as "Mac and cheese, everybody freeze."

I use a lot of cooperative learning in my classroom. Students work together academically and speak to one another on their level.

Whenever I can, I try to make learning hands-on. I have manipulatives and sensory activities that are used frequently.

Classroom management, data-driven lesson planning using formative and summative assessment, research-based strategizing, scaffolding instruction and questioning, implementing social-emotional learning, integrating technology, critical thinking, and differentiation. Collaborating with staff and administration, open-communication and correspondence with students, flexibility, student-tailored activities, monitoring progress, need-based scheduling, appealing to all learning types and incorporating interest and choice. Social-emotional connectedness, student-teacher rapport, self awareness and peer relationships, incentivizing, and collaborating and cooperating with staff. Open communication with parents as well and giving them a role in their students learning

All phonics-based strategies, all math-based strategies, anything with manipulatives or a hands on approach, and all strategies thought about differentiating instruction.



I have used the jigsaw method of teaching several times, as well as methods of differentiation.

I have used hands on learning in the classroom and then I have used lecture style learning. With 7th graders I have seen way more success with hands on because they get to experience the math for themselves.

Do you feel you were adequately prepared at OCU for your future classroom? (Yes or no) Why or why not?

11 responses

Yes due to the relationships professors created with students to prepare us for our classroom.

No. It seems like most teaching strategies were outdated. By the time I was given my 1st teaching job, most strategies were no longer used.

Yes.

Yes, I felt prepared to teach the content. However, I did not feel prepared to deal with classroom management.

Yes I'm most ways but I was not prepared for the politics of administrations and schools in general. The pandemic made everyone change what they did and it was difficult to check the boxes for what I needed to finish.

No. There are many things about teaching in the real world that I feel nothing could prepare me for.

Yes, because I was able to pass all of my tests and use my knowledge from OCU during my first year of teaching.

Yes, OCU equipped me with so many great strategies to strengthen my pedagogy. They gave me life lessons on how to connect with students beyond instruction on a personal level as well. I also loved how everything was Christ-centered, and when we have that love of Christ in us, it will overflow to our students in all we say and do for His glory and for the betterment of their future.

I do not feel like I was fully prepared to teach in my future classroom by the program at OCU. There were many things (according to my mentor teacher in my first year) that I should have been taught in my undergraduate years before graduating. I did not learn anything about an IEP, 504, ETR, etc. I learned what the documents were and their purpose, but did not learn anything else about them. I feel like an in-depth course for a few weeks of in-depth learning about each



section of the documents, seeing examples of the documents, and practice writing the documents would have been extremely helpful. I also feel like there should have been more opportunities for teacher Ed candidates to work with peers on strategizing and implementing activities for a diverse group of students. A lot of the courses I took focus on the methods behind the content and not initiating the content in the classroom.

Yes, I feel like OCU taught me everything about teaching that is possible to teach in a classroom setting. There were certainly things that came up during my first year of teaching that I had to learn, but I understand that a lot of it just comes with experience.

Yes, I feel that OCU did their best to prepare me for most instances. There have been times when I wish I had training for something, but understand that you can only be trained for so many different encounters and situations. It is hard to cover them all.



How did the advisors in the Teacher Ed program at OCU ensure that you completed all the necessary courses for graduation? Please explain.

11 responses

Yes, I graduated on time adding a third concentration.

Great Communication

Mrs. Elder always kept my courses and graduation completion track organized. I never had to wonder if I was getting everything scheduled or completed because Mrs. Elder was very helpful and organized.

The advisors were extremely helpful. They always were willing to talk and explain anything that I was confused about. They also went through all the classes that I had taken and all that I still needed during each semester meeting.

Honestly, it was all a blur. The director and advisor checked on me through emails and other forms of communication.

I met with my advisor Carrie Elder on a regular basis to discuss my schedule. She was very helpful in giving me advise and making sure that I stayed on track to graduate.

My advisors made a checklist of all the courses I would need, and we went through the list together at the end of each year to make sure I was on track for graduation.

They always checked in on me, answered all my questions, and gave me reminders, encouragement, and scheduled everything perfectly to where I received the instruction I needed as well as the courses I wanted even when it was hard to line up.

The advisers of the teacher education program at OCU were amazing. They would answer any question I had about anything. Their doors are always open and students were always welcome to stop in and talk about their current programs and any worries or thoughts they had about sad program. The advisers were always willing to take time to sit down with individual students and ensure that they were on the right track to graduate in their desired program. They explained why each course was necessary for the licensure desired and continuously made sure that students were taking all needed courses for their desired licensure.



The advisors at OCU were so helpful throughout the process. Carrie Elder met with students one on one about their schedules and would also be available to talk about difficulties, struggles, or conflicts. She was very approachable and was definitely as accommodating to everyone as she could be. She also worked with student athletes to come up with ideal class and field experience schedules in consideration of the athletic calendar as well.

I would meet with my advisor before the start of every semester and she would make sure I was aware of my course load and which classes I was taking. She would inform me of the amount of credits I still had left and what I would need to graduate. I came from another college in Ohio so she was very helpful with my transferred credits.



Did you feel like the faculty and staff of the OCU Teacher Ed program provided support and mentoring during your time in the program? (Yes or no) Please explain.

11 responses

Yes!!! They still do :)

Yes they were always there for me

Yes, all of my professors were encouraging and helpful, especially after my observations during field experience.

Yes I do feel that they provided support. As I said in another response they were always willing to talk to us even if it was because we were having a bad day.

Yes, they always went above and beyond to help me in the ways they could.

Yes. Staff was always available when I needed them and they were helpful in any situation I was facing.

Yes, the doors were always open for help and support.

Yes, my teachers were always available to reach out to, and they were so helpful in every class and taught me so much. I will miss our time together because not only were they major influences in laying my foundation as a teacher, I can draw on everything I learned from their mentorship for years to come. It also felt like one big family because they weren't just interested in me as a student but also me as a person.

I feel like the faculty and staff of the OCU teacher education program provided tremendous support and mentoring during my time in the program. As stated above, the advisers, professors, and faculty members were always willing to meet with students and discuss anything that students were worried about. I could come to any of the above mentioned people about a lesson plan, go teacher question, placement question, etc. and they would provide the appropriate support and mentor me in those areas. The faculty and staff members occasionally reach out to me even though I have graduated and started my own career. They continuously check in on me to make sure that things are going well and they remind me to reach out if I ever need anything.



They absolutely provided support and mentoring throughout my time in the program. Many professors gave their personal phone numbers and were always available for texts and phone calls, which is above and beyond. They also took extra time in building relationships with their students and caring about us outside of the classroom as well. They also build a great community for the program, through events and providing snacks and coffee to the students in the program.

Yes, I felt like I was part of a family at OCU and that I could reach out whenever to talk about whatever.



Do you feel you were adequately prepared to create assessments and use data to drive your teaching? Why or why not?

11 responses

Yes and no. I feel like I was prepared to create assessments and use data to drive instruction, but I would have liked to know more about the technology tool applicable to create assessments.

Yes but it was difficult to apply those assessments not knowing what grade level I would be teaching.

Yes, the Assessment Data Project during student teaching helped me with this a lot along with my mentor teacher's help.

I do feel very prepared in creating assessments and using data because we practiced this so much in several of my classes.

I was prepared and I am better for it. However, I found the amount of work I had to do in student teaching was not necessary nor possible in some circumstances.

Yes. Thanks to observations in real schools I was given the chance to do this and see the results of my teaching which was helpful.

Yes, because we practiced this skill repeatedly. Every lesson plan that we created needed an assessment. We would make our lesson plans based on the data we were collecting in the classroom.

Yes, I learned how to formulate assessments, rubrics, and reflect on data to inform what to reteach and identify students strengths and weaknesses and meet them where they are.

I feel like I could have been more prepared to create assessments and use data to drive my teaching. There were several opportunities for students to create their own assessments and use data they collected to guide teaching. I feel like a few more opportunities to do this would have been helpful. I believe if more classroom like examples were shown that would've made things easier in my first year of teaching.

Yes, the AYA Curriculum and Instruction course was very helpful to me, and I still use the



Yes, the AFA curriculum and instruction course was very helpful to me, and I still use the textbook for reference.

No, I believe this may be something that could be emphasized in the future at OCU. I do not feel as though classes were specific enough to these topics although they have become very important in my job.

Do you feel you were adequately prepared to teach effectively, write lesson and unit plans and create engaging activities for learning? Why or why not?

11 responses

Yes! Creating engagement is crucial in every lesson I teach. That typically comes in the form of technology, centers, manipulatives, or a combination.

Yes I feel like OCU provided a strong, standards based lesson plan that I can use for years to come.

Yes.

I do feel prepared because we practiced this so much in multiple classes.

Yes but I found that long drawn out lesson plans were not a realistic part of daily teaching.

Yes. I was given plenty of opportunities to create lesson plans and also to hear from other future educators and their lesson plans which gave me ideas and was helpful.

Yes, yes, yes!! What I learned most was how to write lessons and units that were engaging and effective. We practiced this so much.

Yes, all of the classes consistently coincided with each other to solidify what to include in a lesson, how to make it research-based, adapt it to best suit my specific kids, make it timely and engaging, have multiple facets, and how to scaffold and differentiate. I have a variety of resources from my years at OCU to pull from, too!

I feel like I was adequately prepared to write lesson and unit plans, although I do not use what I was taught on these topics in my career. I am not required to submit any type of lesson plan. There were plenty of opportunities for students to practice creating engaging activities for learning and I feel like those opportunities have helped me in my first year of teaching.

The lesson planning and unit planning processes that we were taught is very thorough, and it definitely gave me a good framework for planning engaging activities! I still try to use this template in my planning.



Yes, lesson plans were something that was emphasized quite a lot at OCU. We were over prepared in the best way to create lesson plans and activities in the classroom.

Do you feel you were adequately prepared to use technology in your classroom? Why or why not?

11 responses

No, I get technology develops and changes; however, I would have like to know more about the technology to make assessments and videos. Now that I am getting my Masters in Integrating Technology in the Classroom, I am learning more tools.

No. Technology courses should not be taken during the 1st semester of the teaching programs. By the time 4 years go by, most technology is reinvented. For example, I was taking Ed tech in 2018 and the highlighted technology was Microsoft PowerPoint. Now that I am graduated PowerPoint is no longer effective or even usable.

Yes.

I felt prepared going into the classroom however the school district that I teach in uses different technology than what I leaned about. So I had to learn how to use a new system.

Yes, we used it constantly.

Yes. Technology is ever changing in the world, but I feel that Educational Technology gave me a good enough handle on it.

I learned about different technologies used in the classroom at OCU. However, I'm not tech-savvy. I'm getting better now that I'm using it daily. I needed more practice than most people, but OCU did give me the opportunity to learn about them.

All of my courses reminded me that technology wasn't just an add-on to a lesson anymore, that it's something to think about from the very beginning and incorporate. I learned so many cool tech tools in Ed Tech as well as other awesome websites to utilize in my other classes, too.

I would have felt more prepared to use technology in my classroom if the Ed technology course was taken in my junior or senior year. Taking the course as a freshman was helpful, but most of the strategies I learned and resources that were discussed had either changed or been forgotten by the time I graduated four years later.



The educational technology class taught me a lot. However, I feel as though it could have been slightly more practical on an every day use basis, such as teaching more about Google, Microsoft office, digital organization techniques, etc.

Yes, in the traditional sense, we were taught to use technology. My only negative comment would be that when COVID hit I had no idea how to present a fully online middle school math classroom to my students. This, however, is something no college could have been able to predict.

Do you feel you were adequately prepared in classroom management for your classroom? Why or why not?

11 responses

Yes! The district I teach at told me I could do my own classroom management. The system I implemented worked great. All using strategies from OCU.

No. I feel like this is something that nobody can really train you for. It's a matter of being able to go with the flow and this is something that takes years to master.

I feel that there could be more assistance/preparation for classroom management in the teacher education program.

The school that I teach in is in a high poverty area with several behavioral problems so I did not feel prepared in classroom management.

Yes but I wish there had been more instruction in how to communicate with parents, coworkers and administration.

No. Classroom management is a big challenge. Maybe I would've benefited from more practice using classroom management strategies.

Yes, I learned many different ways to handle classroom management. Not one plan will work for every student, so I needed to incorporate several strategies to help my classroom function properly.

Yes, although I feel like classroom management is something that no matter how much you learn about it, it's not until you are applying that knowledge in real-world scenarios that you realize you're always going to be learning in that area. We're forever learners in all areas as educators of course, but classroom management especially is something that you become ready by doing, I feel.

I feel like I was adequately prepared to manage a classroom. Things are always different when you have your own classroom, but I use the strategies I was taught on classroom management on a daily basis.



Classroom management is one area I did not feel as prepared in, simply because it takes a lot of practice and experience, which is subjective to how much cooperating teachers allow the teacher candidates to share in the responsibility of classroom management during their field experience. Again, I feel like the OCU Teacher Ed program taught me everything possible about classroom management.

Yes, classroom management was another important topic in my classes. I feel that our professors knew how important it would be when we got our own positions.

Have you received any awards, promotions or appointments to a committee? If yes, please explain.

11 responses

No

No.

Yes, I was on a district math committee this year and will be this year as well. Last year we rewrote the district math curriculum.

I was appointed to be on the 3-5 Literacy team for my district. This is a new program for my district and is a team of 14 people across all of the schools in my district.

Not yet.

No, I have not.

I'm a Track coach for Middle School girls if that counts as an appointment

I have not received awards, promotions, or appointments to a committee at this point in my teaching career, but I have gotten several job offers and feel as though I was very prepared for the interview process as well.



Lastly, please give us final thoughts about your satisfaction with your preparation for the classroom. What are we doing well? In what ways can we improve?

11 responses

Everything was great minus my technology class. I also wish the math methods class would have included more manipulatives and how to use them.

While pedagogies are important, I do not see the relevancy as to why the memorization of certain founders of education were so driven in all of my classes. A lesser focus on that and a stronger focus on classroom management would be great. OCU did a great job implementing the importance of creating relationships in your classroom. This is a tool that will never change and was very helpful

More education on classroom management practices would be extremely helpful.

Overall I had a really good experience at OCU and I learned a lot that has been and will be helpful to me during my teaching career. The only thing that I think would be helpful is if I would have learned more about classroom management.

I had a great education, though student teaching and my first "teaching" job was extremely difficult and did not pan out. My professors and faculty enriched my life and capacity to teach. I would not suggest having methods classes online and allow them to incorporate multiple content areas. I wish there had been more talk of how to actually find the right teaching position. What questions to ask and such, other than that I enjoyed my education even through the anxiety attacks and tears.

I really loved the student teaching portion of my education. I loved having a mentor and someone to show me the ropes and to guide me through teaching. In the way of improvement, I would love to see more practice with IEP's and other documents that ISs come into contact with on a regular basis. I was given no training in this and I would love to see more of that.

I am very satisfied with my preparation for the classroom. The Teacher Ed program does a great job of getting us in the classroom and giving us plenty of field experience.

I'm very excited to take what I learned at OCU and imoact my students the best I can. I'm very grateful for my professors always being available when I needed them, and I will miss my time at OCU. It would be wonderful to stay and keep on learning as I feel I have so much more to



grow in, but they gave me what I need to branch out and learn from experience.

****They did such a great job on teaching everything including Classroom Management. It still might be cool to have a course specifically dedicated to classroom management strategies :)**

My time at OCU prepared me for my own classroom in a variety of ways as mentioned above. The professors, faculty members, and staff members are great at providing support and answering questions. There were several opportunities for teacher Ed candidates to be out in the community working with children and that was extremely helpful. I was placed in a variety of classroom settings which has also been helpful to implement various things learned in those settings to my own classroom.

OCU gave me such a solid foundation for my teaching career, and I am thankful for my time there! I loved how much the professors cared about teaching us to grow our passion for teaching, and they always went above and beyond.

I felt that the human aspect side of teaching was covered very well. For example, behavioral, social-emotional learning, classroom management, and how to build relationships with students. All these things were hit on very well because we knew that was the priority. When it came to technology and data I did not feel as prepared as I wanted to be. I think that there could be classes more specific to data driven assessments and how to teach with technology in the future to emphasize to new candidates how important these topics will be.

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