

UNDERGRADUATE ALUMNI SURVEY

*Executive Summary
Spring 2019*



Initial Preparation Program

Key Findings

Performance

Prepared/Well Prepared

- Knowledge of content and pedagogy
- Knowledge of students
- Set instructional outcomes
- Design coherent instruction
- Create a respectful and supportive learning environment
- Manage classroom procedures to ensure a safe learning environment
- Use a variety of instructional strategies
- Engage students in learning
- Demonstrate flexibility and responsiveness
- Use developmentally appropriate technology to design, implement and assess learning
- Incorporate feedback from other professionals
- Maintain relationships with colleagues, school and community
- Engage in reflective practice
- Clear and accurate oral/written communication skills
- Integrity and acceptance of responsibility for own actions
- Ability to work cooperatively and collaboratively
- Respect, empathy and caring for others
- Openness to diverse perspectives and backgrounds
- Enthusiasm and passion for students and teaching
- Diligence in working to achieve success
- Recognition of the legal and ethical obligations of the profession
- Commitment to the pursuit of professional growth and development

Somewhat Prepared/Prepared/Well Prepared

- Design student assessments
- Manage student behavior
- Articulate instructional expectations
- Use appropriate assessment in instruction
- Maintain accurate records

HIGHLIGHTS

**SURVEY RESPONSES FROM
ALUMNI WHO GRADUATED
FROM KSC INITIAL
PREPARATION PROGRAMS**

**RESPONSE SCALES ARE:
UNPREPARED, SOMEWHAT
PREPARED, PREPARED,
WELL PREPARED, AND NOT
ABLE TO RATE**

36 RESPONSES

**OVERALL PREPARED IN
MOST OF THE CATEGORIES**

Anecdotal Notes & Feedback

Positive Feedback

- My experience in the Winchester program was incredibly valuable. They were forward-thinking and having a background in responsive classroom and standards-based grading has proved very useful. I am able to assist my school in their journey to standards-based grading.
- My experience in the Winchester program was incredibly valuable. They were forward-thinking and having a background in responsive classroom and standards-based grading has proved very useful. I am able to assist my school in their journey to standards-based grading.
- Encouraging teaching diversity even if there wasn't much in the school or classroom.
- The professors at Keene State prepared me quite well to be a teacher. The courses were beneficial and meaningful. I learned a lot and I felt that it was money well spent. I'm glad I made the choice to come to Keene State College instead of Bridgewater State. I feel I got more out of the program here.
- I found all of my field experience very valuable. Spending so much time in the classroom allowed me to be very prepared.
- I was part of the Marlborough Partnership where I had the opportunity to begin my practicum experience during my sophomore year of college. This helped to prepare me for different types of classrooms throughout
- different grade levels K-6.
- Preparing for the foundations of reading test (especially if you want to be teaching in a primary level). Getting into classrooms with excellent teachers. Experience is everything!
- Learning the actual math. My math classes were great, that includes my math education classes.
- I was able to sample multiple grades as well as be in a classroom at least one semester each year. All the experience really helped prepare me for my first job as well as looked good on a resume.

Suggestions

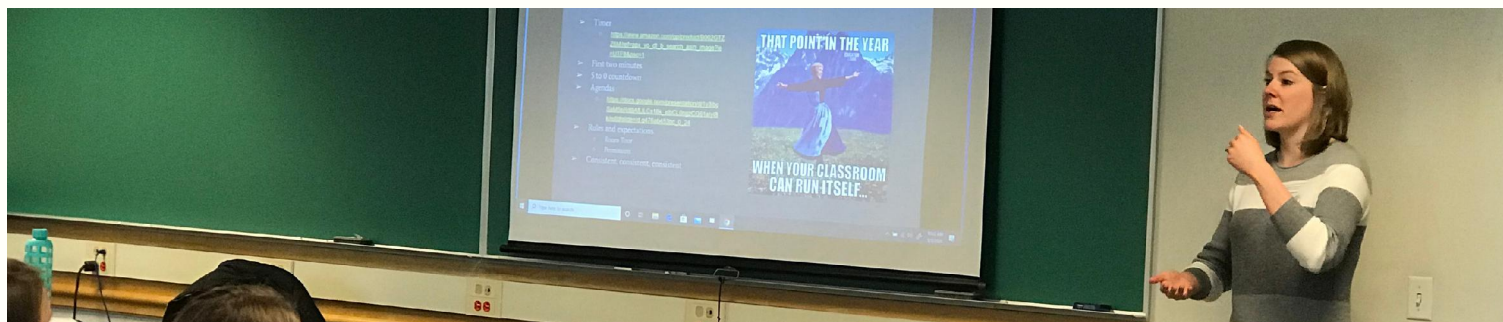
- I think it would be beneficial to have a separate Law and Ethics class required in the Elementary Ed program. I also think that a class specifically on grading would be great. There are so many ways to grade and it
- varies per grade-level.
- I feel I didn't get much instruction in assessment or help with praxis or foundations of reading
- The only component I wish I would've learned more about was how to teach and address English language learners.
- I wish we had more time in the classroom before student teaching.
- In our portfolios it would be nice to have had the teaching standards more prominent. When I did my portfolio this year as a fifth grade classroom teacher I had a difficult time understanding the Teaching Standards. Also, base our evals off of our teaching standards. Incorporating an understanding of math and reading workshop models.
- I wish there was a larger focus on classroom management. While I got some experience in the field that was an area I felt (and still feel) weak in.
- With Early Childhood Development being a newer field, I feel as though the program should be structured differently than elementary ed. There are so many different places to find work in the field of early childhood development and teaching should not be the only one highlighted in this degree.
- I would have liked more one on one mentoring as well as more about the Professional Development system.

**KEENE STATE COLLEGE
EDUCATOR PREPARATION PROGRAM**

Commit to Impact

GRADUATE ALUMNI SURVEY

Executive Summary



Educational Leadership Program

Key Findings

Performance

Prepared/Well Prepared

- Articulate/implement shared vision of learning
- Use data to identify school goals, assess effectiveness and implement plans to achieve goals
- Sustain a school culture and instructional program conducive to learning.
- Develop and supervise the instructional and leadership capacity of school staff.
- Promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- Collaborate with faculty and community members by collecting and analyzing information.
- Act with integrity and fairness to ensure a school system of accountability.
- Model principles of self-awareness, reflective practice, transparency, and ethical behaviors.
- Safeguard the values of democracy, equity and diversity.
- Promote social justice within the school.
- Advocate for school students, families and caregivers.
- Clear and accurate oral communications.
- Integrity and acceptance of responsibilities for own actions.
- Ability to work cooperatively and collaboratively.
- Respect, empathy and caring for others.
- Openness to diverse perspectives and backgrounds.
- Enthusiasm and passion for students and teaching.
- Diligence in working to achieve success.
- Recognition of the legal and ethical obligations.
- Commitment to the pursuit of professional growth and development.

HIGHLIGHTS

SURVEY RESPONSES FROM ALUMNI WHO GRADUATED FROM KSC SPECIAL EDUCATION GRADUATE PROGRAM

RESPONSE SCALES ARE: UNPREPARED, SOMEWHAT PREPARED, PREPARED, WELL PREPARED, AND NOT ABLE TO RATE

11 RESPONSES

OVERALL PREPARED IN MOST OF THE CATEGORIES



Somewhat Prepared/Prepared/Well Prepared

- Evaluate a comprehensive, rigorous and coherent curricular and instructional school program. Efficiently use human, fiscal and technological resources to management school operations. Promote school-based policies and procedures that protect the welfare and safety of students and staff. Mobilize community resources by promoting an understanding, appreciation and use of diverse culture, social and intellectual resources. Respond to community interests and needs through positive relationships with families, caregivers and community partners.
- Evaluate the potential moral and legal consequences of decision making.
- Act to influence local, district, state and national decisions affecting student learning.
- Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
- Clear and accurate written communications.

Anecdotal Notes and General Feedback

- like the size of the class and work along in cohort. Law class is especially helpful.
- small size, approachable and easy to connect with professional professors.
- (Onsite delivery) class in district was very convenient.
- The collaboration nature in working with colleagues and leaders in our district.
- The internship.
- The diversity of courses.
- Some overlap with undergraduate courses in teacher education.
- Required curriculum focused courses were often repetitive.
- Blended classroom of online and class time. The classtime was much more valuable for feedback and growth.
- Internship needs more direction and guidance.
- Challenging to work with classmates who have never taught in real classroom.
- The endless hours of uploading work to TK20
- A class on behavior management and discipline (is needed.)
- Wish more course work on leadership and specific role of a school principal.

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GRADUATE ALUMNI SURVEY

Executive Summary



Special Education Program

Key Findings

Performance

Prepared/Well Prepared

- Deliver content in an organized and meaningful way.
- Use modeling, prompted guided practice and unprompted practice and provide feedback to engage and guide students.
- Clear and accurate written communication skills.
- Ability to work cooperatively and collaboratively.
- Respect, empathy and caring for others
- Enthusiasm and passion for students and learning.
- Diligence in working to achieve success.
- Recognition of the legal and ethical obligations.

Somewhat Prepared/Prepared/Well Prepared

- Use motivational/instructional interventions to teach students for adapting to learning environments
- teach across curricular content areas and individualized instruction
- Incorporate modifications and accommodations to make lesson accessible to individual students.
- Use technology to support instructional planning, lesson delivery and student assessment.
- Incorporate assistive technology
- Incorporate language development and communication skills strategies
- Implement education plans in collaboration with other professional staff.
- Use modeling and guided practice to promote acquisition, fluency, development, maintenance and generalization of knowledge and skills.
- Teach lessons in critical thinking, creative problem solving, and collaboration, self-management and self-awareness.
- Demonstrate ethical principles and professional practices at IEP meetings and instruction.

HIGHLIGHTS

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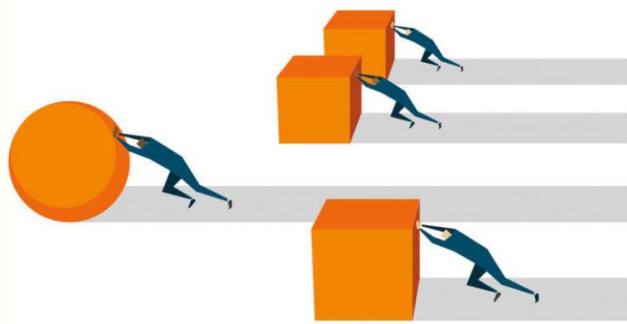
RESPONSE SCALES ARE: UNPREPARED, SOMEWHAT PREPARED, PREPARED, WELL PREPARED, AND NOT ABLE TO RATE

8 RESPONSES

WELL PREPARED IN DISPOSITION

MIXED RE: PREP IN KNOWLEDGE AND SKILLS

LESS PREPARED IN DIRECTING OTHERS TO WORK



Somewhat Prepared/Prepared/Well Prepared (con't)

- Articulate diversity of family, cultures and schools on instruction and assessment Collaborate with other professionals. Clear and accurate oral communication skills. Integrity and acceptance of responsibilities for own actions.
- Openness to diverse perspective and backgrounds
- Commitment to the pursuit of professional growth and development.

Unprepared/Somewhat Prepared/Prepared/Well Prepared

- Intervene safely and appropriately with student in crisis
- Provide direction and guidance to para-educators, tutors and volunteers.

Anecdotal Notes and General Feedback

- ... the biggest biggest biggest help to me is having background in behavior management.
- ... The most valuable thing for me was the internship and learning about standardized tests.
- ... I am extremely pleased with the education and hands-on application I got through this master's program.
- My curriculum and instruction was taught by a kindergarten teacher ... I wish I had done my placement (in elementary school) at a high school to experience a special education model there.
- I have only worked in elementary/middle schools. I have not utilized what I learned about the transition part of IEPs because none of my students I work with are 14 years old.
- How short my time was in high school. I only worked there 2 weeks.
- .. (need more training on) data collection and charting data should be addressed more thoroughly.
- .. (need more) training on mentoring/supervising other staff members (i.e., para educators, tutors)
- ... (need more) in-depth study about different disabilities that school students have.
- ... my program focused very little on how to support students with disabilities beyond middle school. ... I wish the program had included more about how to work in a co-teaching model.
- Training on how to actually work with para professionals.
- ... certain projects were really dragged out. The assessment course should be on how to run 3 year and initial evaluations and how to administer tests we will actually give.

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