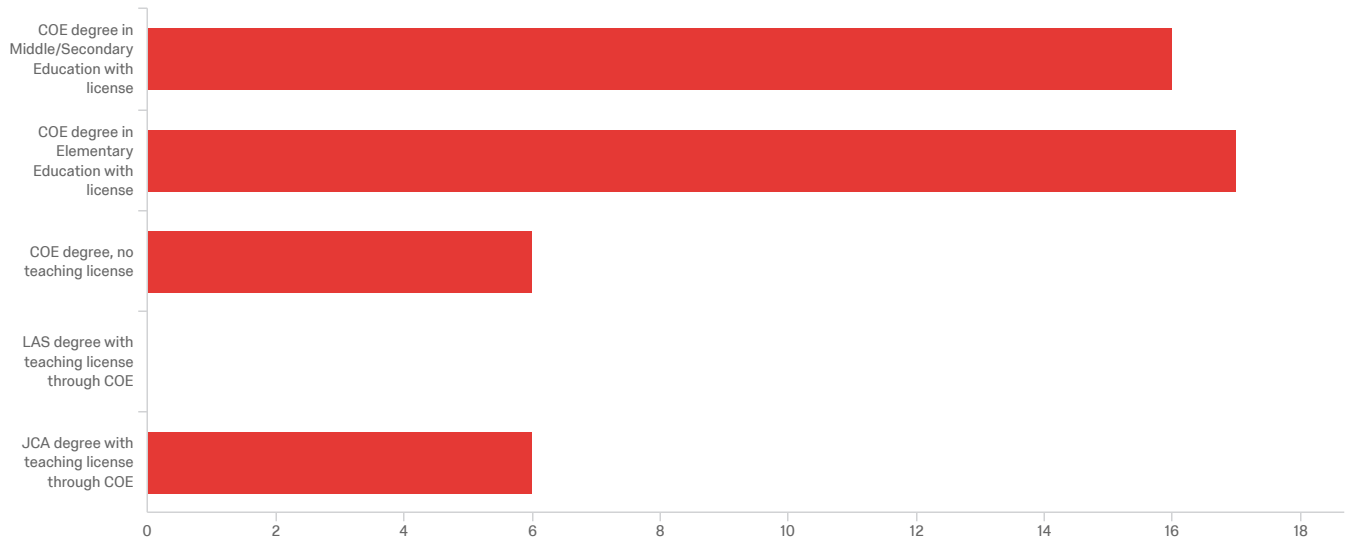


Default Report

COE Exit Survey 2018

May 14, 2018 7:40 AM MDT

Q1 - 1. What degree/license pattern best describes you?

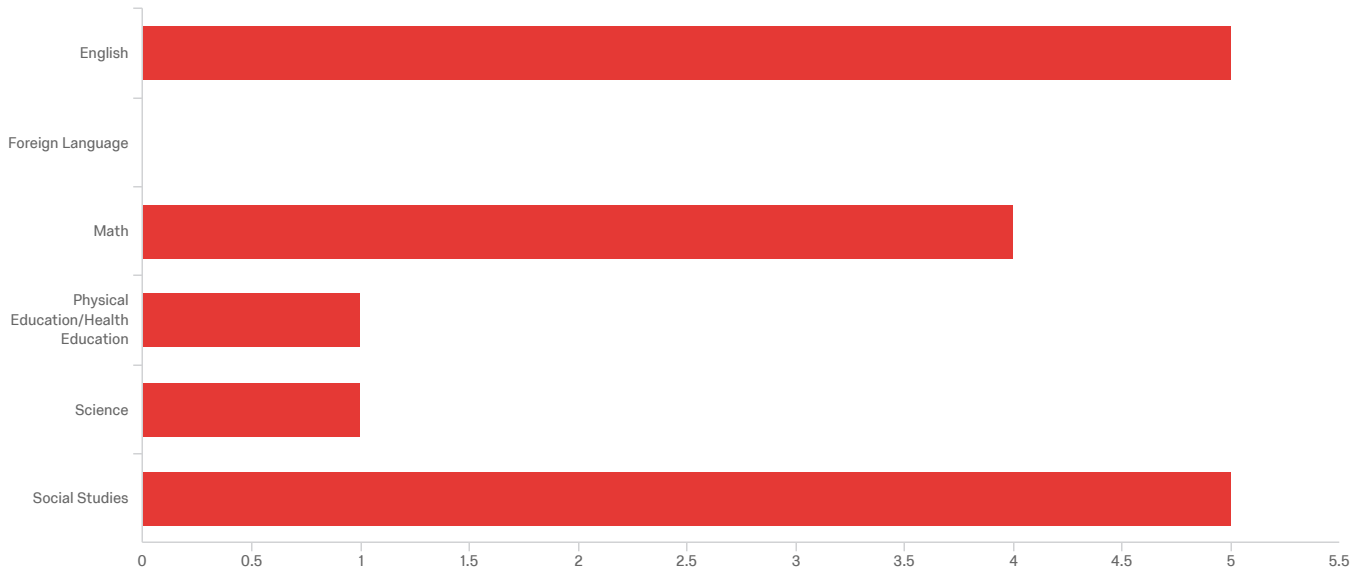


#	Field	Choice Count
1	COE degree in Middle/Secondary Education with license	35.56% 16
2	COE degree in Elementary Education with license	37.78% 17
3	COE degree, no teaching license	13.33% 6
4	LAS degree with teaching license through COE	0.00% 0
5	JCA degree with teaching license through COE	13.33% 6

45

Showing Rows: 1 - 6 Of 6

Q1.2 - If you chose "COE degree in Middle/Secondary Education with license", what was the content area of your program?



#	Field	Choice Count
1	English	31.25% 5
2	Foreign Language	0.00% 0
3	Math	25.00% 4
4	Physical Education/Health Education	6.25% 1
5	Science	6.25% 1
6	Social Studies	31.25% 5

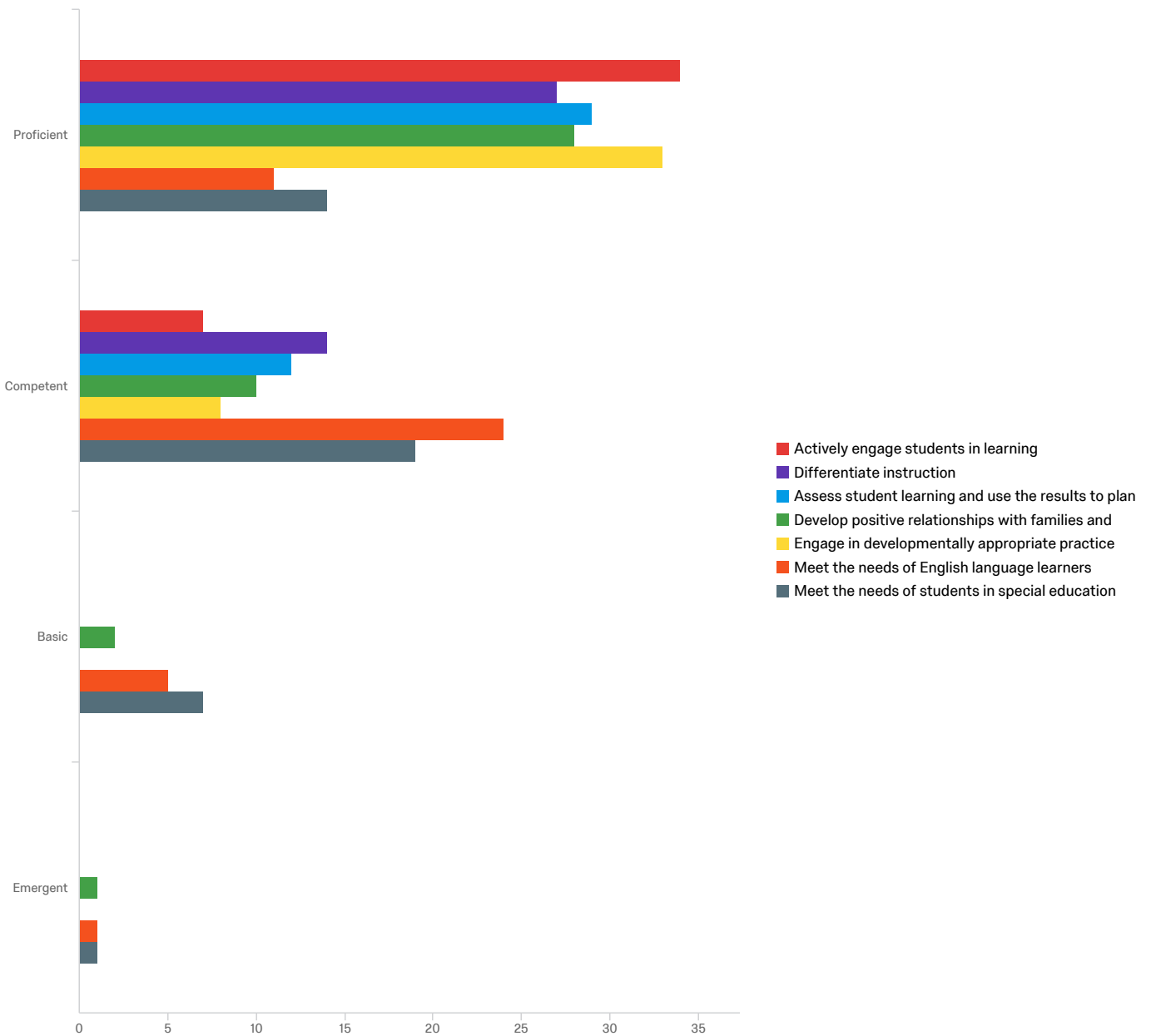
Q1.3 - If you chose "LAS degree with teaching through COE", what was the content area of your program?



#	Field	Choice Count
1	English	0.00% 0
2	Foreign Language	0.00% 0
3	Math	0.00% 0
4	Physical Education/Health Education	0.00% 0
5	Science	0.00% 0
6	Social Studies	0.00% 0
		0

Showing Rows: 1 - 7 Of 7

Q2 - 2. Based on your Butler College of Education experience, please rate your ability to:

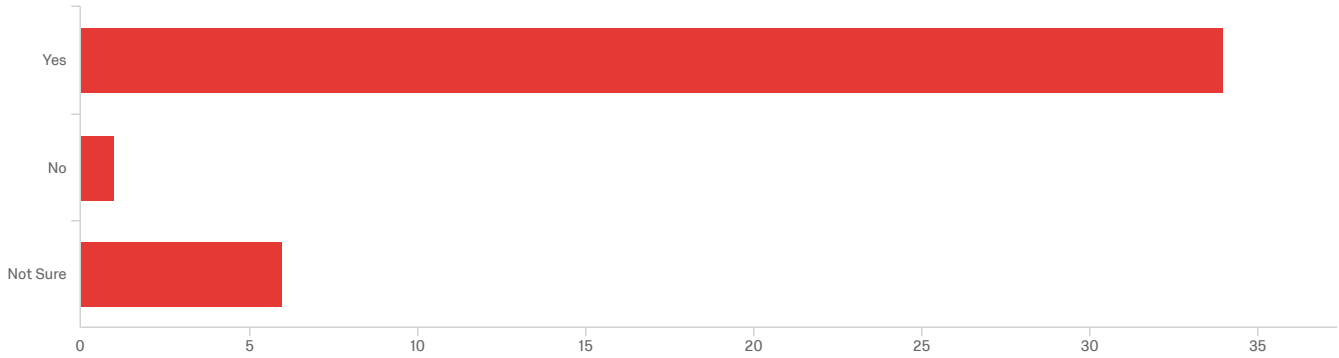


#	Field	Proficient	Competent	Basic	Emergent	Total
1	Actively engage students in learning	82.93% 34	17.07% 7	0.00% 0	0.00% 0	41
2	Differentiate instruction	65.85% 27	34.15% 14	0.00% 0	0.00% 0	41
3	Assess student learning and use the results to plan	70.73% 29	29.27% 12	0.00% 0	0.00% 0	41
4	Develop positive relationships with families and	68.29% 28	24.39% 10	4.88% 2	2.44% 1	41
5	Engage in developmentally appropriate practice	80.49% 33	19.51% 8	0.00% 0	0.00% 0	41
6	Meet the needs of English language learners	26.83% 11	58.54% 24	12.20% 5	2.44% 1	41

7	Meet the needs of students in special education	34.15%	14	46.34%	19	17.07%	7	2.44%	1	41
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Showing Rows: 1 - 7 Of 7

Q3 - 3. Consider your overall experience in the College of Education, if you had it to do over again, would you still enroll in Butler's education program?



#	Field	Choice Count
1	Yes	82.93% 34
2	No	2.44% 1
3	Not Sure	14.63% 6
		41

Showing Rows: 1 - 4 Of 4

Q4 - 4. What was the most beneficial aspect of your educator preparation program?

4. What was the most beneficial aspect of your teacher preparation program?

The professors availability and commitment to me as a student

The semester before student teaching started where we were at Pike and got to ease into Student teaching. It made student teaching go that much better and was extremely beneficial.

I really appreciate the fact that we are able to student teach for 2 semesters.

The guidance and support from the professors during each stage made a big difference throughout all of the off-campus experiences. Teachers were willing to work closely with us to make sure our needs were met and that our instruction was visible and supported

Field experience, tutoring experience at North Central and similar experiences where I was immersed in a classroom where I could build relationships with students and have more responsibilities

Student-Teaching, and the Special Education Law course

Relationships with professors. Having professors multiple times beginning Core I or II and ending with them in Student Teaching really allowed us to make connections to past courses and grow. I love the constant spiral-back to ABT and although sometimes it may have seemed redundant, it often came at a time when we needed that reminder. Lastly, the close relationship with LAS. As a Middle/Secondary student, it is critical to have a close relationship with your content. I love how connected my courses were between COE and LAS, as well as the ability to take part in the FYS fellows! Overall, I felt well prepared for student teaching and I now feel prepared for life after graduation.

Supportive Teachers

Visiting many classrooms starting freshman year. I think the exposure to different schools, classrooms, and teachers helped me to be able to understand what my teaching philosophy and what I want/do not want to include in my future classroom.

Field placements and observations. Having over 850 hours spent in schools may have made me more prepared than I could have ever imagined for student teaching and my first year of teaching.

All of the opportunities we had to practice and learn from experience teaching in the Indianapolis community. Student teaching for a full year was extremely beneficial in preparing me to manage my own classroom.

When I was able to get hands on with clients, it allowed me to shape who I am as an educator. (HMHSE)

Getting all the experience in schools starting freshman year.

Faculty who would actually listen to what I have to say and respond/help.

Student teaching

The actual hands on experience I was able to gain during student teaching, and the observations and feedback from experienced teachers and professors.

A couple highlights of the program include: - the support from the faculty and staff throughout - courses on ELLs - all of the time spent in the field and in classrooms to help prepare us for our own classrooms

Personable, caring, experienced, passionate professors

The best thing about the COE program is that we get into classrooms in the first semester. I loved having SO MUCH practicum experience because I truly feel as if it helped me be best prepared for my future teaching.

Student teaching, internships, classroom experience in general.

Student teaching!

The COE has given me so many tools and resources that will help me be successful in teaching. They help me think outside of the box and be creative in lesson planning and execution.

Hands on experience with children!

the most beneficial aspect of this program is the community that is established amongst its students and professors. This program creates a community that allows students to feel not only supported, but also gives us the resources for peer-professional development.

Real life experiences

All the opportunities for actual experience teaching in schools.

The most beneficial aspect is the year long student teaching and excellent education Blocks that help us become educators!

Student teaching.

Time in the classroom, staff investment/involvement in my academic years, alumni involvement in program

The most beneficial aspect of my educator preparation program was the supportive professors.

Student teaching was an amazing opportunity to put what we learned into practice.

I feel like I got a lot of classroom time to interact with students and meet professionals and develop relationships with them before I became a student teacher. This helped me step into student teaching with the confidence that I could keep up with my peers who had decades of years of experience on me. Additionally, it helped me feel at home in someone else's classroom because I had so much practice adhering to another teacher's policies, procedures, and norms.

The support

Getting to be in so many different classrooms and have so many different field experiences.

Real school connections and experiences

I feel prepared to lesson plan and engage in meaningful conversations with my students and colleagues. Both of my cooperating teachers were shocked to see how prepared and knowledgeable I was in the classroom.

The various field experiences throughout the four years of the program.

Having a year of student teaching.

Getting to go to schools and teach different groups of kids.

My special ed classes.

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Q5 - 5. What is one improvement that could be made in the educator preparation program?

5. What is one improvement that could be made in the teacher preparation pr...

I wish that we would have spoken more about resumes, cover letters, letters of introduction, etc when applying for jobs. Also it would have been beneficial to get information for those who may want to go out of state.

Either introducing the CWS while we are completing our edTPA work, so that it can be done together. Additionally, the last week of student teaching was more difficult because we had both Mega Moments, the Campus Interview Day, and still have to find time to complete applications. It would have been beneficial to have more time to prepare for it, whether it be through finishing our second placement earlier or having another day off where we could prepare more effectively. This could also help to make completing the CWS better.

I would have liked to have visited more schools that were not necessarily Reggio inspired.

I believe it would be beneficial to have a check in point before the final year where professors remind students about the requirements for their E-portfolio and go over what opportunities there are coming up to complete it, such as professional developments, conferences, and other requirements that could be met

I wish there were stronger mentors within Science Education. For example, looking back I wish I had more contacts of classrooms I could have visited to get to know science teachers in the community beyond IPS, Pike, and Washington Township. I know I could have done something about this, but didn't have the motivation to do so during my early years :)

I would love to see more discussion (even a course) on working with the unique needs of english language learners and/or students from low-income families. These are areas that I feel were not addressed in the COE courses I took.

Slightly more structure. I love how fluid and open-ended much of the COE mindset is, however sometimes the blurred lines of deadlines/course assignments didn't press enough upon the significance of the material. Much of the work that was done in Core II and III was necessary information for student teaching, and should be held to that standard. However, on the flipside the ability to allow students to figure out what is important for themselves and put as much energy into it as they deem fit also encourages students to take accountability for their own education... In short, slightly more clarity and structure would be nice!

none

I believe that there needs to be more taught on student behavior. While we believe that students are good people that can make bad choices, I feel that there is not a focus on dealing with behavior. At times during the program, I felt like negative behaviors were basically ignored. Behavior is communication and it is motivated, and I feel like I did not learn that until I attended professional development outside of Butler.

Having more content-based preparation before the semester prior to student teaching. Learning content literacy strategies before this time would have also been helpful in ED327, ED398 and ED498, as well as other classes. This also allows students to see if they are in the proper field or not earlier.

We could spend more time learning about classroom management strategies

The HMHSE major allowing for those who want to work in the fitness world or rehab world to have less on the education side and more on the science side that prepares these individuals for a masters program/PT School/ Athletic Training Masters. The education piece is important but, these individuals including myself are looking to get hands on with clients and have continued practice away from a school setting like a PE teacher.

Maybe having us have shorter class times in block A and block B.

A lot of my learning felt very theoretical- just a bunch of ideas floating around that I may or may not actually hang onto and remember. It was sometimes tricky for me to apply all those theories and ideas into real practice. So making the knowledge we are receiving more practical and always relating it to what to do in the classroom would have been really helpful.

Somehow make more student teaching earlier on - less rigorous for sure, but some form of actual student teaching vs internship earlier in the degree path

Make sure the cooperating mentors are dedicated to actually mentoring their student teachers so that the experience can be more meaningful and we can learn from our experiences.

There was a gap between education and math and having a math pedagogy course aimed at 5-12 mathematics would definitely help as future students start to student teach.

Assure a high quality of student teaching placements and cooperating mentors for all teacher candidates

I really feel as if the special education classes need to be revisited and revamped. I am getting my license in SPED but I do not think I am currently able to teach in a SPED environment. I feel like I could have learned more and been better prepared to service that community of learners. I also wish that the COE offered classes working and learning about gifted learners. That is an entire community that we never learned about how to accommodate them or help them learn.

Student teachers should be able to evaluate their advisers just as we evaluate other professors. Student teachers should also be encouraged, possibly even required, to be placed at a school with at least 40% free/reduced lunch; this would prepare us to be open-minded thinkers, be prepared for any job, and understand the points of view of students from all backgrounds. Internships and other classroom experiences should also follow this philosophy.

We need more classes on how to teach math.

I feel very prepared for teaching elementary, but do not feel as comfortable teaching in the area of my minor. I wish there were more opportunities to apply what I learned in those courses, other than just student teaching.

I think that there could be more consistency and intention in our field placements. Certain field placements seemed like they were done just for the sake of doing it, rather than intentional in how they would help us build relationships with the students and teachers at these placements.

If you want to take the licensure route, teach within the COE and move over to HMHSE instead of the other way around.

I felt a lack of content knowledge and comfort in teaching the 4 core subject areas. We only get 1 semester of content for 2 areas. However, I don't have any suggestions on how to squeeze that in because the other courses we take are so valuable as well! In all honesty I also felt a strong lack of knowledge in special education, the courses I took with the instructors I had did not prepare me for what special education is truly like as a student teacher. I am confident with saying I learned everything about special ed student teaching instead of having a stronger background before I entered like I do general education.

I think that requiring more classroom experience in tandem with coursework would be best. Even doing a preliminary seminar type class where you meet once a week (or every two weeks) during your allotted class time (which could still be a 2-3 per week class) and use the other two meeting times as observation/in classroom time with students at an off campus location. Or all students could go to the same school to observe in order to accommodate younger students who may not have transportation.

Content Pedagogy. Learning to specifically teach my content area verses general pedagogy.

I believe focusing more on the different types of classroom management is one thing that could have been better. I feel like I am kind of on my own with classroom management. I know what strategies are somewhat frowned upon, but I do not feel prepared to implement classroom management on the first day of school.

I believe that the professors do an outstanding job and prepare us for the future very well. A little improvement could possibly be to create some type of lesson book throughout our classes at Butler. I took notes on ideas, but it would be an amazing resource if we had a binder of some kind that has each lesson we discuss described within it for future use.

The course that Professor Furuness teaches for the Writing Fellows needs to be incorporated earlier for English Education majors. That class taught me the most specifically about TEACHING ENGLISH, not just "teaching" or "English" as separate disciplines. For the longest time, I felt like I was being taught to be a teacher, and I was being taught English. I was very stressed about how that would all come together in my mind so I could effectively teach. Having a specific project or activity in an ED class to do with your content area classmates is simply not enough instruction. I do not believe that is the fault of my ED professors, you cannot simultaneously teach social studies teachers to integrate their pedagogy and history knowledge while teaching math teachers to do the same with math and pedagogy. We need classes such as Professor Furuness' to bridge that gap. He could specifically teach us how to be English teachers. Additionally, the content of his class was exceptionally valuable to us because he could go so deep into everything. One of my peers said she brought up "Writing to Learn" in her interview and that her interviewers were thrilled. We did not have instruction on that until first semester senior year and that's just too late!

More information provided about other opportunities that can be pursued besides teaching if receiving and education degree

Rethink the seminar for student teaching. Connect the underclassmen with upperclassmen through some sort of mentoring.

An even greater emphasis on theory and practice could potentially be made to improve the program and give students a better chance for success.

For those wanting to go out of state, there is little to no support at all. This was most disappointing to me about the College of Education. You prepare us very well to teach in Indiana schools as well as provide us many opportunities to interview in Indiana, but this is not the same in other states. This has to be improved if you want to continue to drive in student from other states other than Indiana.

Teaching everyday school things like lamination, how to work big fancy copy machines, and what it is like to plan curriculum for the following year.

Have classes focused on the state tests. It's hard to pass them when we don't have much knowledge of content

Nothing

ED241 if you take it separate from the block.

Q6 - 6. Other comments:

6. Other comments:

Love the CoE. Love all of you people.

N/A

Thank you for the wonderful experience. I am continually grateful for all that this college has taught me. I am forever grateful that I transferred to the College of Education!!

I have loved my experience as part of Butler's COE!

Thank you for an incredible 4 years. I truly feel that I made the right decision coming to Butler, and that is all because of the home I have had at the COE. Whether in or out of class, I have experienced growth as a person and a teacher, and my family, friends, and I thank you for that. Go Dawgs!

I really enjoyed my time here and the COE is a great College!

I have enjoyed my time with the COE and feel that I am truly prepared to be a teacher.

For the middle/secondary field placement, I think that there should be an adjustment to the seminar portion of the experience. This seminar often seems like we are meeting just to meet, and takes away valuable time that student teachers could be using to catch up on work or work on meaningful lesson plans. While this seminar creates a space for reflection and communication between students and teachers, the two hours every week requirement is too much. The amount of time spent actually working in this seminar compared to how long we are there is not even. This class seems like the teachers are often just finding ways to fill the time, rather than allowing students to have this time to decompress and get what they need to finish done.

I am speechless when it comes to everything the COE has provided me. You are rockstars and I hope to only watch you grow stronger!

There are a lot of great things about COE. I enjoyed my experience and I know there is truly no schooling that can prepare you for your first year of teaching, but I feel like we need to have more time in front of kids instead of learning about kids. This is still important, but I think if it was paired in a way where there was less classroom lecture time and more classroom observation/practice based learning it would be more beneficial. For example, in my special education class I don't remember once going to a classroom and seeing how a special education teacher works with their students. That is problematic in my mind as without any context to apply what we are learning, I don't feel as prepared as I could be in that area.

Butler University has an excellent program. I would somehow fit in the Neuroscience in Education certification in the program. I loved taking the first course and plan to take the rest of the courses needed for the certification. I wish that my special education courses seemed more serious. I loved them, but I feel like I did not get adequate feedback to truly be the best Special education teacher I can be.

Just a special shout out to Dr. Furuness, Dr. Adams, Dr. Brooks, and Professor Mitchell: Marina Gibson appreciates you are the support you gave her. The confidence you have in Marina's teaching abilities means the world to her and she is ready to go out in the community and do you proud.

N/A

Overall, I had a fulfilling experience in the College of Education. Thank you to all my professors who supported me along the way!

Two semesters of student teaching is the best thing you could do for future educators.

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End of Report

