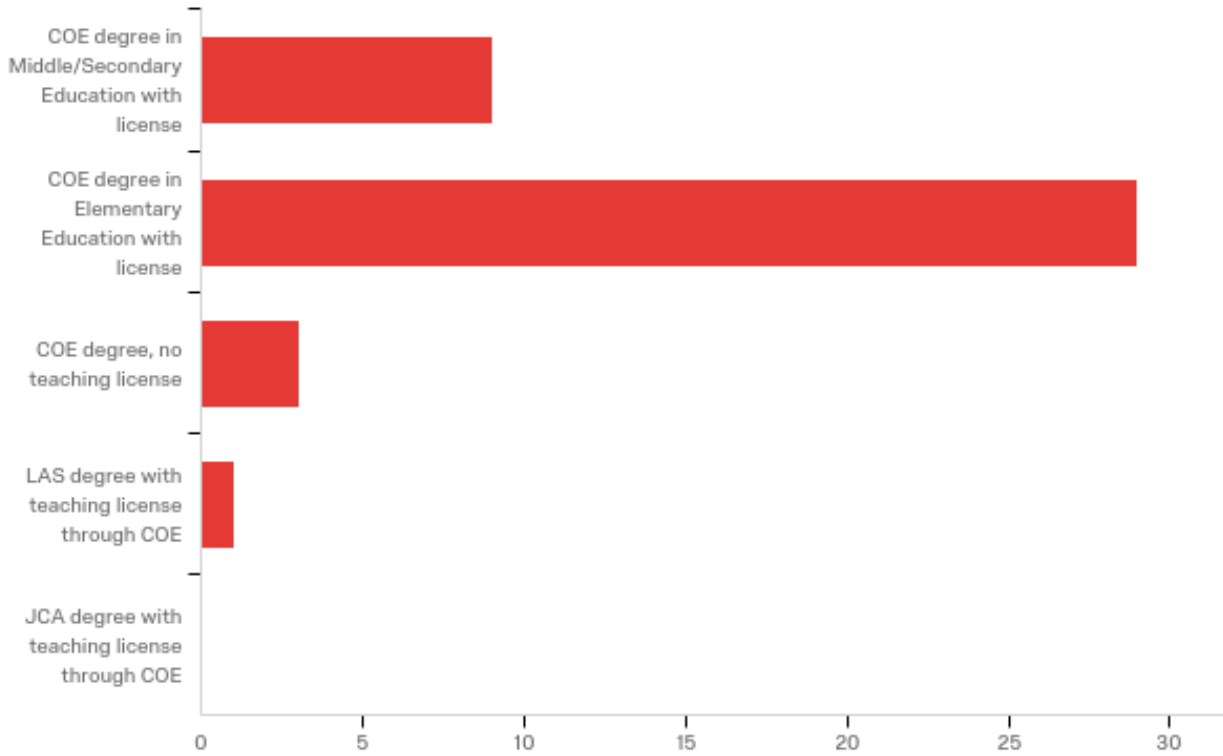


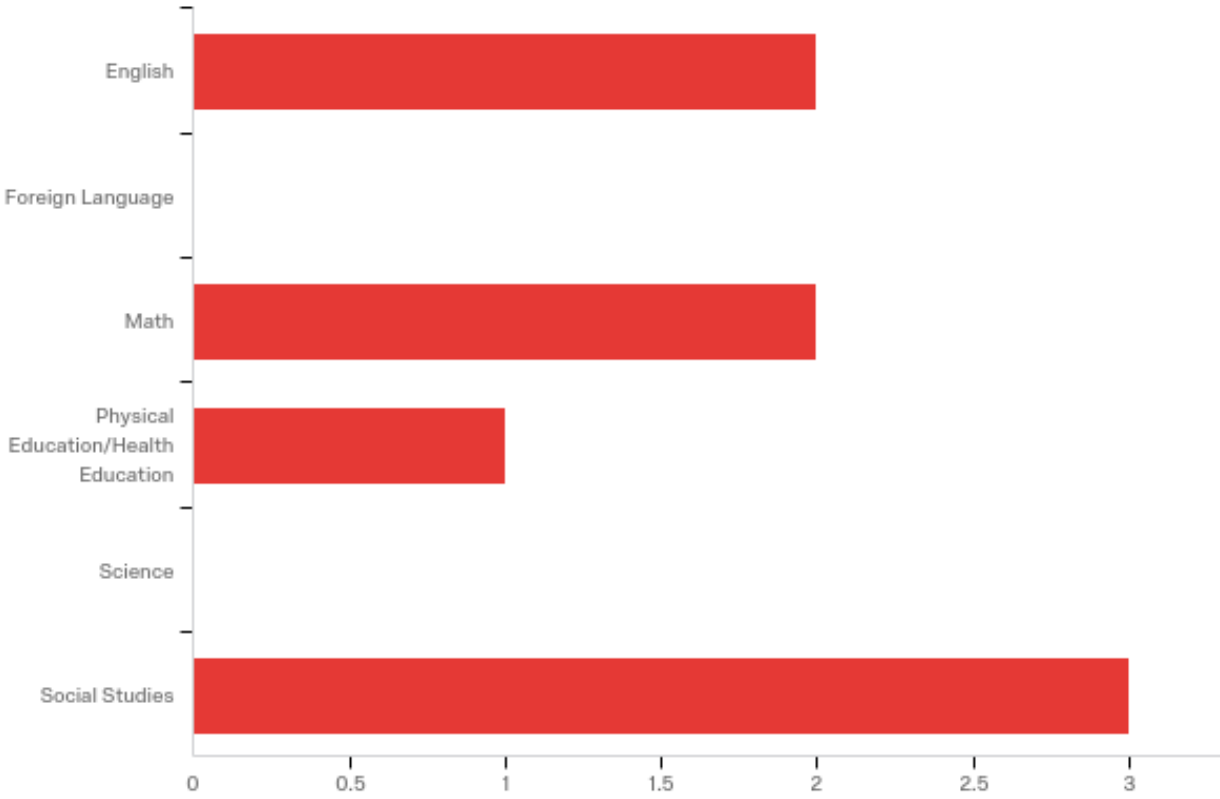
COE Exit Survey 2019

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



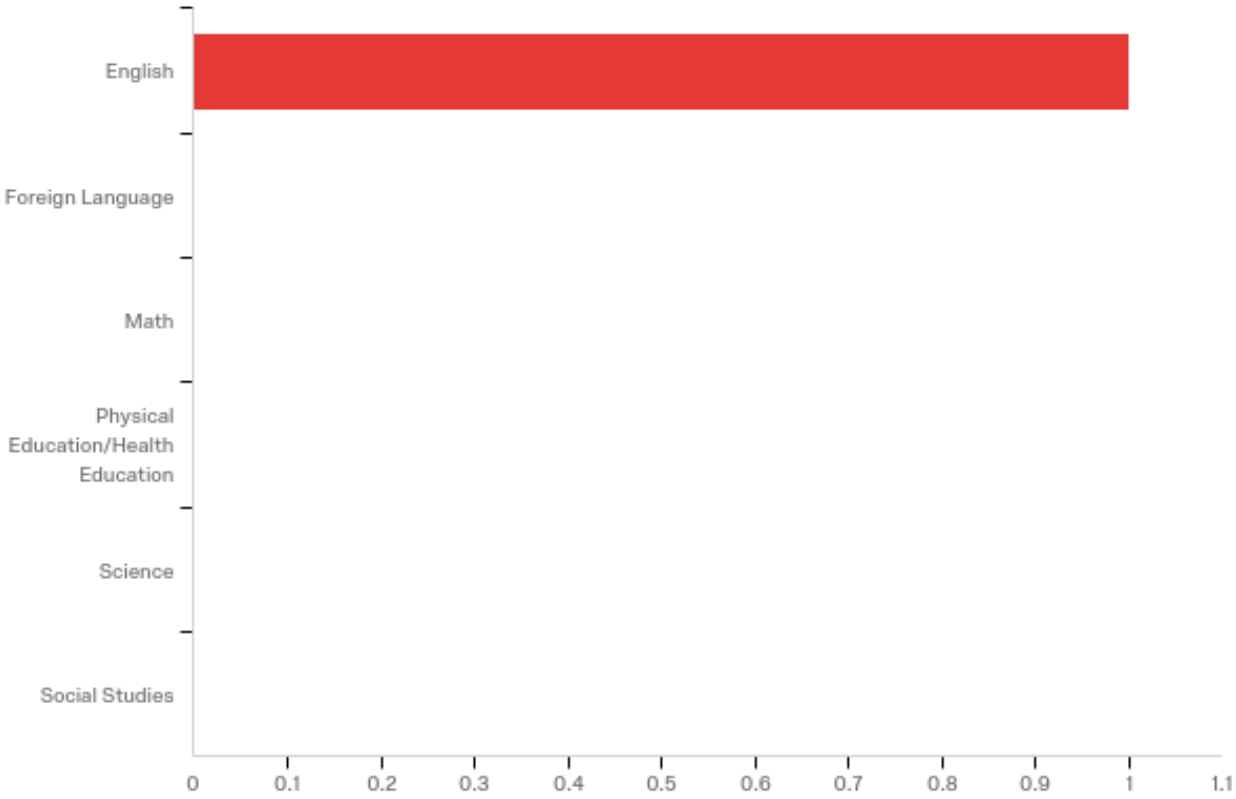
#	Answer	%	Count
1	COE degree in Middle/Secondary Education with license	21.43%	9
2	COE degree in Elementary Education with license	69.05%	29
3	COE degree, no teaching license	7.14%	3
4	LAS degree with teaching license through COE	2.38%	1
5	JCA degree with teaching license through COE	0.00%	0
	Total	100%	42

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



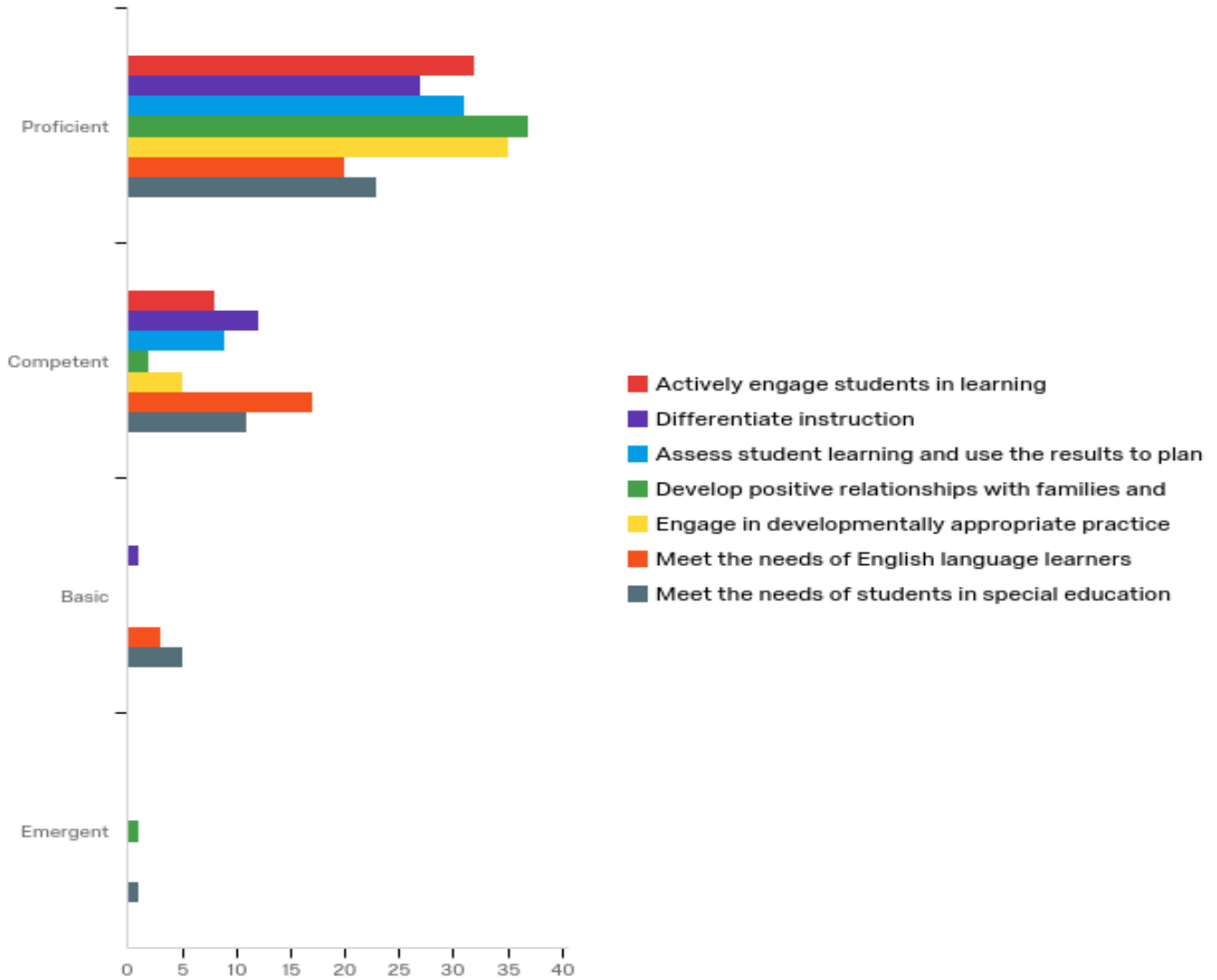
#	Answer	%	Count
1	English	25.00%	2
2	Foreign Language	0.00%	0
3	Math	25.00%	2
4	Physical Education/Health Education	12.50%	1
5	Science	0.00%	0
6	Social Studies	37.50%	3
	Total	100%	8

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



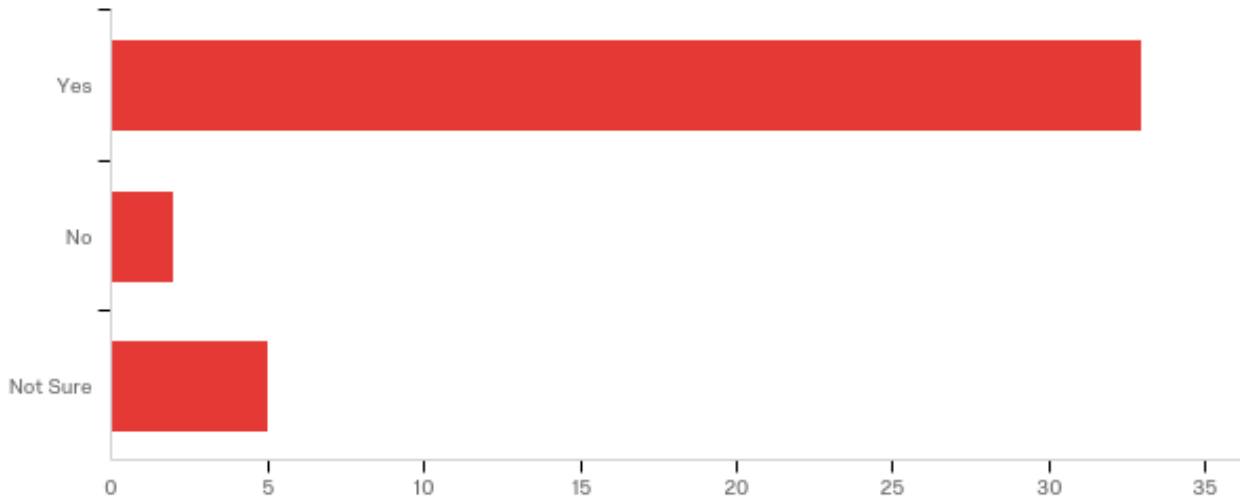
#	Answer	%	Count
1	English	100.00%	1
2	Foreign Language	0.00%	0
3	Math	0.00%	0
4	Physical Education/Health Education	0.00%	0
5	Science	0.00%	0
6	Social Studies	0.00%	0
	Total	100%	1

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



#	Question	Proficient	Competent	Basic	Emergent	Total
1	Actively engage students in learning	80.00% 32	20.00% 8	0.00% 0	0.00% 0	40
2	Differentiate instruction	67.50% 27	30.00% 12	2.50% 1	0.00% 0	40
3	Assess student learning and use the results to plan	77.50% 31	22.50% 9	0.00% 0	0.00% 0	40
4	Develop positive relationships with families and	92.50% 37	5.00% 2	0.00% 0	2.50% 1	40
5	Engage in developmentally appropriate practice	87.50% 35	12.50% 5	0.00% 0	0.00% 0	40
6	Meet the needs of English language learners	50.00% 20	42.50% 17	7.50% 3	0.00% 0	40
7	Meet the needs of students in special education	57.50% 23	27.50% 11	12.50% 5	2.50% 1	40

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?



#	Answer	%	Count
1	Yes	82.50%	33
2	No	5.00%	2
3	Not Sure	12.50%	5
	Total	100%	40

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

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I think my early years in the college of ed were more beneficial than the latter.

The people and the relationships have been phenomenal.

2 full semesters of student teaching

All of the in-classroom time before student teaching.

Hands on experiences

The professors made each concept and each class interesting and riveting

Close community and having multiple exposures to practicums & teaching; opportunities to explore new communities (within Indy and outside the country)

The professors are the most supportive people that I have ever met!

Having the opportunity to be in the classrooms since our first year.

The amount of time we were able to be in classrooms from freshman year moving forward

I really enjoyed during the beginning programs that the classes pushed students into a classroom to see teachers in actions and what surrounding classrooms look like in the area. I felt pretty prepared coming into my student teaching placement and enjoyed that we were all at the same school. I believe that the preparation built in to teach ELL students is revolutionary for a school of education and appreciate the support I've received in that area.

The most valuable aspect of my COE experience was my hands on experiences since the first class. I feel so confident that I am prepared to go out into the work force because i have been in schools learning, implementing, and experiencing since my freshman year

Block B - learning specific instructional methods and strategies for working with students COE Study Abroad

All of the experiences I've had.

All the classroom experience! Love the Reggio Emilia experience and focus on inquiry and project based learning. Additionally, professors are very supportive.

Asset-based thinking, image of child, the entire Reggio Emilia approach to education, and the personal professors who truly care

I believe that the most beneficial aspect of my education preparation program was having two separate student teaching placements. I feel properly qualified and prepared to enter into the field, because I have had experiences that extend further than the normal college graduate.

Shelly Furuness is a rockstar who does so much to help keep students calm, challenged, and prepared for the future.

The hands-on experience with children is something that was offered immediately within my education courses, which I believe allowed me to feel more comfortable upon approaching my student teaching placement.

I loved how hands on the whole program was. The professors are basically second parents and so supportive. Every person in the program supports one another and wants what is best for one another. I love how Butler Education puts such a large emphasis on how you make your students feel, that we stay in the field for a long time, and that we always lead with love.

Having first-hand experience in classrooms rights from the start benefited me tremendously in terms of allowing me to start considering and applying my personal philosophy and see the impact I can have.

The relationships with my professors. I knew that they would be there for me with whatever I needed.

The amount of time I was able to spend actually student teaching, or teaching in general.

The hands on experiences I had with students and schools at the very beginning of my time at Butler through student teaching has been so helpful and has well prepared me for my field.

The Practicum experiences.

The most beneficial aspect of the educator preparation program was the amount of first-hand experience. It is a wonderful opportunity to be able to go into classrooms from the time you begin your journey in the College of Education. These experiences allow you to observe diverse instructional techniques, interact with students, and have genuine discussions with professionals. Many of the teachers are transparent with you and are willing to answer any questions you have while offering a number of other supports.

I am so thankful for the relationships that I built. However, the most beneficial was the hands on experiences from day one.

The hands-on learning opportunities and in-class experience gave me the ability to work through what is being taught and implementing it for myself.

Being able to be in classrooms in every semester being in the program.

The professors giving us the attention we needed to succeed!

I think it was the support of the professors that allowed me to see everything that education could be. I felt so supported and pushed to be the best me I could be. They got you in classrooms right away and it allowed for maximum growth.

Being able to get out in schools to observe and practice.

The professors who were so knowledgeable and willing to provide support at all times.

The most beneficial aspect of this program were both the supportive professors and the plentiful practicum experiences.

The relationships I formed with a couple professors and my peers.

I believe how quickly we were introduced to the classrooms. I thought that was a beneficial aspect. I was disappointed to only step foot in 1-2 Middle/Secondary building prior to Core III instruction.

While I am not convinced of the effectiveness of all the COE professors, I do feel that the faculty as a whole is highly personable and very supportive of students. The COE seems to cultivate a comfortable, relaxed environment, which is much appreciated amid the chaos of college. In terms of the teacher preparation program, ED 498 led by Dr. Kandel-Cisco was a highly effective course. I felt that I learned essential theory regarding ENL education and was able to practice implementing key strategies. The COE has many community partnerships, both within Indiana and beyond, that provide numerous unique opportunities for students to deepen their studies.

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

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Focus on people who don't want to teach in Indiana and help them as well.

More time with feedback would be beneficial. I enjoy that part.

honestly not much, this was an excellent program!

More content education before blocks.

N/A

the Block B structure

encouragement and front loading as incoming freshman, or second semester freshman in regards to scheduling if study abroad is a thought (how to best allow education students to study abroad, graduate in four years, and still get in all of their required courses)

Opportunities for exposure to the details of the job earlier on.

Making sure that all individuals feel as if the professors are supporting them and feel confident in their work.

Using class time wisely, especially during lab class senior year. While it was nice to get to see our peers, the time often felt it could be better spent in other ways. For example, the professors continually stressed asset-based thinking but then scheduled time each week for a "job search freakout". Overall, the time I spent in lab class did not feel productive.

Transparency in what is expected of students throughout their time in the program. I constantly felt as though I knew what I needed to do to complete the program and graduate, however it seemed as though the professors and by extension the school was constantly adding extra assessments, assignments, or projects for me to complete for their benefit. I did not feel prepared for those, especially the EdTPA. I did not know how to tackle such a large project and did not feel as though there was adequate support in completing such a monumental task.

I think it is important to provide more feedback from students that encourages them to always improve and not be complacent

More experience in working with diverse learners + differentiating instruction

More help with behavior management techniques.

Better training on how white educators in particular can teach in a culturally relevant manner; time to learn about the HUGE role race plays in the classroom and equity issues surrounding this topic. Better use of time. Actually use FULL class time to teach. Additionally, beef up special education department. I felt unprepared going into student teaching in SPED.

consistency in our mission & vision/core values (not all professors teach in a way that aligns with the COE philosophy)

Many of the classes felt unorganized to me with a lack of structure for practicums. Some of Butler's connections with schools in the surrounding area did not seem strong or healthy as there was always a lack of communication in expectations between students and the teachers in the schools. In turn, this often made students question the value of the practicum, and made completing certain assignments for the course (connected to the practicum) far more complicated/difficult than they should have been. Some assignments seemed to go over-the-top not because we as students should not be expected to write long papers (We absolutely should! Writing is great for the brain), but the prompts seemed to be overly simplistic to the point where an extensive paper seemed like overkill on the material (ahem, the 30 page classroom management plan that seemed to be significant only because of the length, rather than the content). Lastly, the COE needs to improve consistency in what is being taught between CORE level courses so that students are all scaffolded to the same place when they reach higher level, specialized courses.

The one thing that I struggled with in the beginning of student teaching was how to handle negative behavior in terms of behavior management, I wanted to effectively redirect my students without being a disruption to those working or without interrupting the learning environment. I somewhat felt as if this was not an aspect of education that we commented on much. However, I was able to learn a variety of strategies for behavior management with the support of my co-operating teacher first semester,

I believe I would have retained a bit more information had I been tested more often in my special education classes. I think that intervention is such a detail- oriented field, and I wish going into my second placement that I remembered more details.

I'd love to have more extracurricular opportunities to interact with the community and have that experiential learning. A greater focus on special education would also be amazing for those students who are included in our general education classrooms but still require differentiation. Practical tips and experience would make me more confident in that area!

The final class during student teaching. Most of it was beneficial, but I would have enjoyed more practical help (resume writing, cover letter writing, etc.).

HMHSE students who know they will be student teaching should be in the class with the other secondary educators at Pike to be more familiarized with the school.

One thing I really struggled with this year was the EdTPA. I think there should be some more help and guidance through that than we got this year.

I think an improvement to the program would be making the students more aware of the minors that the College of Education offers. For example, I was unaware of what an English Language Learning student was until I enrolled ED398 and ED498 Junior year. During student teaching I really enjoyed working with ELL students and would have liked to minor in it if I had been aware that it was an option earlier in my college career.

I felt that all of my classes were of value until the senior year capstone class. I would love to see this class morph into something that helps prepare candidates for jobs and future employment. I felt as though the entire year was "fluff." For example, the majority of energy was spent on things with no value like EDTPA, yet we were left unsure how to write cover letters, apply for jobs, etc. The two educators are phenomenal people, but the course needs revamping.

I think that an improvement that can be made is a longer block B practicum! I don't feel like I had enough time in the intermediate elementary setting, especially since I did all of my student teachings in the primary setting. If not this, then differentiating age groups for student teaching so preservice teachers have experience in both settings!

I believe more time spent in practicum during the block classes would be beneficial in preparation for student teaching and helping the candidate actually identify if they would prefer primary or intermediate.

Lower the amount of money student teachers have to spend

I think it would be really beneficial to check in with placements individually. I know professors do this but if it was more formal that would be better. An email or a 5 min meeting just checking in would be great !

More classes on special education and english language learners.

Cost of University

I would have really liked being exposed to the weeds of licensure and the job process earlier than my second semester of junior year. This created high stress about the whole situation. If it were built into a class earlier on, I would have felt much more prepared for what was coming my senior year.

Equitable treatment of all students. Care when placing students with cooperating teachers--do background research to ensure you're not placing them in dangerous, toxic environments. Advocating for/believing in students--they are your priority, not the college's reputation or the cooperating teachers.

label what the HMHSE program actually is. It is really hard for students to do anything other than be a PE teacher with this degree when they advertise the major as applicable to a variety of careers. The course load is too full to allow students to get outside classes for their own goals.

One improvement that could be made in the educator preparation program can be the openness and connectivity of courses. Many of us have discussed the possibility of adding additional COE minors to our degrees; however, when we finally see we are 1-2 classes shy of achieving that minor it is too late to add it. I believe this can be shown at the end of Core II. I am specifically referring to the Diverse Learners Minor. I also believe the importance of ELL/ENL instructional practice should be touched on earlier in the collegiate coursework.

I have often felt that the secondary program is overlooked in favor of the elementary education program. There seem to be few professors with considerable (or recent) experience at the secondary level, particularly high school, and I think this is a real disservice to secondary education majors. I also feel that certain subjects, most notably math, are lacking in representation. Good teaching is largely universal, but it would be helpful to learn from a professor that understands the content of the secondary education students. Many of the courses we are required to take are ineffectual. I envisioned my education would involve deep questioning and exploration of my educational philosophy as well as the complex societal forces underlying educational policy and realities in schools. Instead, I found many (but certainly not all) assignments to require only surface level thinking and function more as "busy work" than anything. I think more focus should be placed on meaningful discussion and reflection. The effectiveness of certain professors needs to be reviewed. I have encountered several that were entirely ineffectual given their disorganization, lack of curriculum design, and general unresponsiveness to students.

Q6 - 6. Other comments:

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I just kinda felt left behind. I feel as if since I was not the one perfect student that I was constantly forgotten. I want to teach in Illinois and have had to do all my applications by myself with no help. When I reached out to my

teachers and became vulnerable, I had no follow up. This semester has been really rough and I got hardly any help through it.

n/a

Overall, I think the personnel here at Butler are phenomenal and I would do it all over again simply to take classes from professors I haven't had the opportunity to take classes with. I think that the professors are truly experts in their fields and it shows because they receive such recognition.

There could be some financial assistance for the student teachers. It is really tough to work a 40 hour job for free. Additionally, you are paying full tuition, transportation costs, supplies for your lessons, and food for lunch every day. Furthermore, the \$300 for edTPA, cost of licensure exams, and the other requirements for certification really add up.

LOVE COE

The teachers I worked with within the COE for my core classes were amazing. Some of the HMHSE teachers need to broaden their views to see that a majority of these students do not want to teach PE. Although the major is in the college of education, they make it seem that we will have time to reach goals that do not relate to teaching. While I enjoyed my four years at Butler, I wish that I would have truly known what this major consisted of before I started the program.

Personally, I felt more of a drive and focus on the Elementary Education students compared to the Middle/Secondary students. Maybe that is just a false perspective, but I thought it was worth sharing. I would not exchange any of my 4 years of experience within the COE. I am excited to see how the COE continues to grow and advance with the addition of South Campus.