

GaPSC Inductee Perceptions of Preparation Survey

About

The Georgia Professional Standards Commission (GaPSC) developed the *Inductee Perceptions of Preparation Survey* in 2017 in alignment with state and national standards, including the InTASC standards. As seen through the survey questions in the table below, this data provides Educator Preparation Providers (EPPs) with first-year teachers' feedback on their preparation and perceptions of their impact on P-12 student learning and development during their first year in the classroom. The survey includes four questions about current employment that are answered with "Yes" (1) or "No" (0) responses and thirty-two scaled questions with response options for "Strongly agree" (4), "Agree" (3), "Disagree" (2), "Strongly disagree" (1), and "No response" (0). On the scaled questions, the GaPSC notes that "Where a 0 appears, this represents a non-answer. Zeros should not be included in any average of responses." The survey concludes with two open-ended questions.

Administration

To distribute the survey, the GaPSC emails all induction teachers asking them to complete the survey in April of each year. Then results are shared with the EPPs, from which these new teachers graduated approximately a year after collecting the responses. Since implementing the *Inductee Perceptions of Preparation Survey* in 2017, it has been challenging to increase the response rate. After the first year of survey distribution, the GaPSC recommended we follow up with an email to increase participation. The GaPSC announces to the EPPs when they will distribute the surveys, and we email our alums with a request to complete the survey from the GaPSC. The GaPSC provides EPPs with an email contact list. However, we commonly find that the induction teachers do not update their email addresses from their university account, which expires after graduation. Each year, we look up all induction-level teachers on the list to ensure we have the correct emails to contact them regarding the survey. At our annual certification meetings, we remind our candidates to update their email addresses to permanent ones. These efforts have helped some, but the response rate is still low, between 18% to 21% from 2019 to 2021. We had a considerable decrease in the response rate in 2022 at 12.24%. The GaPSC delayed the 2022 survey administration to mid-May of 2022 with a due date in June 2022. This is when local educators finish their school year and leave work for the summer. The survey's delay most likely led to lower response rates in 2022. With a low survey rate, it is difficult to draw conclusions or make any generalizations about program preparation. Additionally, the manner in which this data is provided does not allow us to disaggregate the data by program. This could be due, in part, to issues of confidentiality for smaller programs. Thus, the data below is for the EPP as a whole.

Results

The results of the *Inductee Perceptions of Preparation Survey* are included in Table 1 below. Please note that this survey produces lagging data, with new teachers surveyed regarding their perceptions of preparation one year after program completion and results being released by the GaPSC the following year. For example, a student would complete the program in 2021, complete the survey one year later in 2022, and then the GaPSC would release the results one year later, in 2023, to the EPP. Overall, inductee satisfaction is high. However, the educators who completed their programs during the pandemic and began teaching in 2021 had a slightly lower average rating of their preparedness ($M=3.21$) in comparison to those surveyed in 2019 ($M=3.35$), 2020 ($M=3.30$) and 2021($M=3.32$).

Over the four years, the data indicate that most induction-level or first-year teachers graduating from our EPP felt prepared in the areas of planning, instructing, and assessing all students and in their ethical and professional behaviors as educators. Inductee teachers indicated their highest level of preparedness in areas such as utilizing strategies to create learning environments that engage students in individual and collaborative learning (2019, $M = 3.46$; 2020, $M = 3.41$; 2021, $M=3.47$; 2022, $M=3.33$); using formative and summative data to adjust instruction to enhance learning (2019, $M = 3.56$; 2020, $M =3.46$; 2021, $M=3.43$; 2022, $M=3.37$); aligning instructional goals and activities with state and district performance standards (2019, $M = 3.44$; 2020, $M =3.51$; 2021, $M=3.57$; 2022, $M=3.44$); working collaboratively with colleagues and other professionals standards (2019,

GaPSC Inductee Perceptions of Preparation Survey

$M = 3.40$; 2020, $M = 3.65$; 2021, $M = 3.60$; 2022, $M = 3.37$); understanding, upholding, and following professional ethics, policies, and legal codes of conduct (2019, $M = 3.76$; 2020, $M = 3.81$; 2021, $M = 3.60$; 2022, $M = 3.56$).

We did notice a few trending areas in which first-year teachers indicated a slightly lower level of preparedness. For one, first-year teachers expressed slightly less prepared in differentiating learning for specific student groups: gifted students (2019, $M = 2.85$; 2020, $M = 2.93$; 2021, $M = 3.06$; 2022, $M = 3.00$), English language learners (2019, $M = 3.04$; 2020, $M = 2.95$; 2021, $M = 3.00$; 2022, $M = 3.03$), and students considered “at risk” (2019, $M = 3.04$; 2020, $M = 3.00$; 2021, $M = 2.97$; 2022, $M = 2.93$). Still, they were slightly more confident in differentiating learning for students with special needs (2019, $M = 3.30$; 2020, $M = 3.21$; 2021, $M = 3.22$; 2022, $M = 3.28$). This data is consistent across all four years, and this lets us know that we need to continue our emphasis and work on differentiation in our curriculum for all programs. Generally, we know that differentiation is a topic with which candidates and completers feel less confident. Even with years of experience, many teachers struggle with differentiation, which is certainly a topic on which we have placed increased emphasis. And lastly, the ability to engage learners in monitoring their progress was an area in which first-year teachers felt less comfortable (2019, $M = 2.88$; 2020, $M = 2.97$; 2021, $M = 2.93$; 2022, $M = 2.93$). These are all areas on which we will focus moving forward.

GaPSC Inductee Perceptions of Preparation Survey

Table 1

The Mean Scores for the GaPSC Inductee Perceptions of Preparation Survey by Year

#	Question	2019 27/152 Surveys Completed 17.76% Response Rate	2020 43/205 Surveys Completed 20.98% Response Rate	2021 33/173 Surveys Completed 19.1% Response Rate	2022 29/237 Surveys Completed 12.24% Response Rate
		Mean = 3.35 Median = 3.00 Mode = 3.00	Mean = 3.30 Median = 3.0 Mode = 3.00	Mean = 3.32 Median = 3.00 Mode = 4.00	Mean = 3.21 Median = 3.00 Mode = 3.00
A	Were you employed as a teacher while you were enrolled in your educator preparation program?	No = 85% Yes = 15%	No = 95% Yes = 5%	No = 91% Yes = 9%	No = 100% Yes = 0%
B	Were you employed as a paraprofessional while you were enrolled in your educator preparation program?	No = 100% Yes = 0%	No = 100% Yes = 0%	No = 100% Yes = 0%	No = 97% Yes = 3%
C	Did you teach in the same school system and in the same building during the fall and the spring?	No = 78% Yes = 22%	No = 93% Yes = 7%	No = 100% Yes = 0%	No = 21% Yes = 79%
1	Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	$\bar{x} = 3.33$	$\bar{x} = 3.40$	$\bar{x} = 3.36$	$\bar{x} = 3.31$
2	Plan instruction incorporating the basic theories of student development appropriate to my students.	$\bar{x} = 3.37$	$\bar{x} = 3.26$	$\bar{x} = 3.27$	$\bar{x} = 3.28$
3	Deliver instruction incorporating the basic theories of student development appropriate to my students.	$\bar{x} = 3.33$	$\bar{x} = 3.33$	$\bar{x} = 3.30$	$\bar{x} = 3.17$
4	Develop and manage a collaborative classroom in which all students have ownership.	$\bar{x} = 3.33$	$\bar{x} = 3.26$	$\bar{x} = 3.48$	$\bar{x} = 3.14$
5	Implement effective classroom management strategies and procedures in all school areas.	$\bar{x} = 3.11$	$\bar{x} = 3.26$	$\bar{x} = 3.12$	$\bar{x} = 2.96$
6	Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.	$\bar{x} = 3.56$	$\bar{x} = 3.42$	$\bar{x} = 3.33$	$\bar{x} = 3.21$

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GaPSC Inductee Perceptions of Preparation Survey

7	Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	$\bar{x} = 3.52$	$\bar{x} = 3.33$	$\bar{x} = 3.30$	$\bar{x} = 3.14$
8a	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students	$\bar{x} = 2.85$	$\bar{x} = 2.93$	$\bar{x} = 3.06$	$\bar{x} = 3.00$
8b	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities	$\bar{x} = 3.30$	$\bar{x} = 3.21$	$\bar{x} = 3.22$	$\bar{x} = 3.28$
8c	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners	$\bar{x} = 3.04$	$\bar{x} = 2.95$	$\bar{x} = 3.00$	$\bar{x} = 3.03$
8d	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students	$\bar{x} = 3.04$	$\bar{x} = 3.00$	$\bar{x} = 2.97$	$\bar{x} = 2.93$
9	Use technological tools and a variety of communication strategies to build communities that engage learners.	$\bar{x} = 3.42$	$\bar{x} = 3.21$	$\bar{x} = 3.41$	$\bar{x} = 3.19$
10	Create experiences to build accurate conceptual understandings when students have misconceptions.	$\bar{x} = 3.15$	$\bar{x} = 3.21$	$\bar{x} = 3.34$	$\bar{x} = 3.15$
11	Create opportunities for students to learn, practice, and master academic language.	$\bar{x} = 3.38$	$\bar{x} = 3.36$	$\bar{x} = 3.31$	$\bar{x} = 3.37$
12	Use academic language in a way that encourages learners to integrate content areas.	$\bar{x} = 3.31$	$\bar{x} = 3.26$	$\bar{x} = 3.31$	$\bar{x} = 3.26$
13	Utilize strategies to create learning environments which engage students in individual and collaborative learning.	$\bar{x} = 3.46$	$\bar{x} = 3.41$	$\bar{x} = 3.47$	$\bar{x} = 3.33$

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GaPSC Inductee Perceptions of Preparation Survey

14	Create opportunities for learners to develop diverse social and cultural perspectives.	$\bar{x} = 3.31$	$\bar{x} = 3.26$	$\bar{x} = 3.42$	$\bar{x} = 3.30$
15	Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	$\bar{x} = 3.23$	$\bar{x} = 3.26$	$\bar{x} = 3.39$	$\bar{x} = 3.15$
16	Examine data to understand each learner's progress and learning needs.	$\bar{x} = 3.36$	$\bar{x} = 3.32$	$\bar{x} = 3.37$	$\bar{x} = 3.19$
17	Engage learners in monitoring their own progress.	$\bar{x} = 2.88$	$\bar{x} = 2.97$	$\bar{x} = 2.93$	$\bar{x} = 2.93$
18	Develop supports for literacy development across content areas.	$\bar{x} = 3.32$	$\bar{x} = 3.11$	$\bar{x} = 3.13$	$\bar{x} = 3.11$
19	Develop flexible learning environments that foster discovery, exploration, and expression.	$\bar{x} = 3.28$	$\bar{x} = 3.22$	$\bar{x} = 3.37$	$\bar{x} = 3.19$
20	Utilize a variety of technological resources to support and promote student learning.	$\bar{x} = 3.44$	$\bar{x} = 3.29$	$\bar{x} = 3.33$	$\bar{x} = 3.11$
21	Promote students' responsible use of interactive technologies.	$\bar{x} = 3.36$	$\bar{x} = 3.24$	$\bar{x} = 3.03$	$\bar{x} = 3.15$
22	Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	$\bar{x} = 3.60$	$\bar{x} = 3.46$	$\bar{x} = 3.50$	$\bar{x} = 3.22$
23	Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs.	$\bar{x} = 3.32$	$\bar{x} = 3.24$	$\bar{x} = 3.30$	$\bar{x} = 3.07$
24	Use formative and summative data to adjust instruction to enhance learning.	$\bar{x} = 3.56$	$\bar{x} = 3.46$	$\bar{x} = 3.43$	$\bar{x} = 3.37$
25	Use a variety of evidence-based practices to differentiate and support learning.	$\bar{x} = 3.44$	$\bar{x} = 3.35$	$\bar{x} = 3.33$	$\bar{x} = 3.30$
26	Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	$\bar{x} = 3.52$	$\bar{x} = 3.41$	$\bar{x} = 3.33$	$\bar{x} = 3.33$
27	Align instructional goals and activities with state and district performance standards.	$\bar{x} = 3.44$	$\bar{x} = 3.51$	$\bar{x} = 3.57$	$\bar{x} = 3.44$

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GaPSC Inductee Perceptions of Preparation Survey

28	Use ongoing analysis and reflection to improve planning and practice.	$\bar{x} = 3.56$	$\bar{x} = 3.38$	$\bar{x} = 3.43$	$\bar{x} = 3.26$
29	Seek professional development opportunities to further develop my practice.	$\bar{x} = 3.40$	$\bar{x} = 3.41$	$\bar{x} = 3.37$	$\bar{x} = 3.41$
30	Work collaboratively with colleagues and other professionals.	$\bar{x} = 3.40$	$\bar{x} = 3.65$	$\bar{x} = 3.60$	$\bar{x} = 3.37$
31	Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	$\bar{x} = 3.76$	$\bar{x} = 3.81$	$\bar{x} = 3.60$	$\bar{x} = 3.56$
32	Contribute to positive changes in practice and advance the teaching profession.	$\bar{x} = 3.48$	$\bar{x} = 3.65$	$\bar{x} = 3.40$	$\bar{x} = 3.33$
T1	Reflecting on what you needed to know for your first year of teaching, what were the strengths of your educator preparation program? Please do not mention specific people or places, so we may more easily anonymize your response.	<p>Professors focused on conceptual understanding and the usage of academic vocabulary.</p> <p>I loved that we were able to intern for two years and get experience in a different classroom each quarter.</p> <p>Differentiation and assessment</p> <p>The program did an excellent job of preparing me for diversity within the classroom as well as foundational principles needed to plan and prepare lessons. Many hours interning in classrooms also helped prepare me for the classroom.</p> <p>We had several opportunities to experience instructional</p>	<p>I felt very prepared when teaching content that pertained to reading and writing. I also felt confident coming up with classroom management strategies that worked with my classroom.</p> <p>I feel my program only taught me how to accomplish passing scores for edTPA.</p> <p>The greatest strength was time spent in the classroom because hands on experience is the only way to be successful in this profession.</p> <p>The strengths of my program were as follows: 1) Providing me with a wheelhouse of academic language that I can implement in writing lesson plans and collaborate with</p>	<p>With all of the focus being on passing the edTPA, there weren't any real, applicable strengths for me being a better science teacher. I learned more from my teacher mentors than my prep program.</p> <p>Strengths of my educator preparation program were differentiation, communication, collaboration, and technology integration.</p> <p>Our program was very unique in that we spent a lot of time discussing the good and the bad that we had encountered in our first year as teachers. We did a lot of discussion-based meetings from the text we were reading.</p>	<p>I now work in a much more poverty stricken area compared to where I student taught (even though I student taught with many different diversity levels). I never realized how much poverty (and ELL) sets back student development and abilities and how to stoop way below their level to accommodate. I also feel like I was not ready at all with behavior management. I was only told that it is only something you can learn from doing which I don't believe is true. Also, I did not feel prepared for the first few weeks on my own because when I observed this as a student teacher the mentor teacher already had lessons and routines ready and set up and I</p>

GaPSC Inductee Perceptions of Preparation Survey

	<p>strategies within our own classrooms and during instructional time on campus.</p> <p>Reading focus and a strong understand of what students with disabilities need</p> <p>The strengths were classes that encouraged taking risks and letting the students choose what they read/wrote. Also, classes that allowed us to create lessons and practice with our cohort were very helpful.</p> <p>I was able to complete field placement hours and student teaching for two years in two different school systems. Having many hours in the classroom, I gained knowledge of teaching first hand. Those experiences helped shaped me into the teacher that I am now.</p> <p>I completed this program during my third year as a teacher. I found that a lot of the information was not perfected throughout the learning process. I don't think I would have been anymore prepared for my first year if I</p>	<p>other teachers and administrators and 2) providing me with ample opportunity in the school</p> <p>I was very well equipped for classroom management, communication with parents, connecting with students, and teaching.</p> <p>My program did a great job of preparing me for all of these things.</p> <p>The program taught me that no student is one size fits all. Students have a wide range of needs and abilities and you have to meet them where they are and build from there. The program also taught me that building rapport with my students is one of the most important aspects of teaching.</p> <p>Strengths of the prep program circle around the ability to find and utilize resources. Resources can range from technology to actually using outside experts. Another strength would be teaching about the different cultures in a classroom and the importance</p>	<p>One strength was the amount of student teaching I completed. We did more than most educator preparation programs, and that is where I learned the most.</p> <p>How to write lesson plans, technology, collaborative planning</p> <p>The student teaching portion was an excellent experience, however there was absolutely no reason why it needed to last 9 months long. Six months of experience in my opinion was adequate, and that way student teachers could experience different school settings.</p> <p>The emphasis on getting to know your students and their interests as well as their struggles.</p> <p>It was research based. I think that they did a really good job at teaching how to differentiate by different students and their needs.</p> <p>Time management.</p> <p>My program prepared me for lesson planning, assessments,</p>	<p>didn't know how to start from nothing.</p> <p>Strengths of my educator preparation program were the emphasis that was placed on differentiation, understanding learning differences, and the basics of lesson planning, IEP's and 504's. I also leaned heavily on the skills and experience I acquired during my internship.</p> <p>Understanding the importance of professional development and engaging with the community of our placement school and eventual careers; professionalism and proper communication; utilizing fun and engaging lesson; integrating technology</p> <p>My educator preparation program did well at teaching me multiple strategies for instruction, classroom management, and proper lesson planning that focused on researched-based theories.</p> <p>Using formative and summative assessments to gauge and change daily lesson plans to support students.</p>
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GaPSC Inductee Perceptions of Preparation Survey

	<p>had done this program first. The Professor in my program were extremely open and honest about what to expect and how to handle the first year. They also were available when I had questions or needed help.</p> <p>Good professors. Basic psych theory.</p> <p>One strength is the fact that my program had us in the classroom at least 3 days a week for 2 full years. Some things you really can't know unless you are there to experience it.</p> <p>I believe my program taught me what education was SUPPOSED to be. However, when I came into education, elementary school was so bounded by state test, they were not following true education. So it was the public school systems that were failing and the re</p> <p>Lesson planning, reading strategies, cultural differences.</p>	<p>My teacher educator preparation program really prepared me for planning and creating lessons based on the needs of my students.</p> <p>The best part of my specific program was that there were only 4 of us going through it together so we were very close and that helped me learn about collaboration and working together. I think I am able to work so well with colleagues due to this.</p> <p>Relationships with students, other interns, teachers, and parents</p> <p>My program was really helpful for me. I learned how to implement effective classroom engagement and management.</p> <p>The hands on experience was really helpful in my educator preparation program. I had plenty of experience with student teaching, and this helped in my own classroom.</p> <p>The biggest strength of my program was preparing me to work with students of different ability levels and differentiate</p>	<p>and classroom management. I also was prepared for the diverse needs of my students. This includes students with disabilities, as well as, students who are gifted.</p> <p>My program made my life ****. Thank you UNG</p> <p>Being placed in a classroom with the help and support of an experienced teacher for an entire year was invaluable. Further, I benefitted from having a mentor in my program who observed me and gave me both positive and constructive feedback.</p>	<p>Understanding the GA grade curriculum and the importance of teaching that material.</p> <p>Strategies for social-emotional learning</p> <p>The strengths of my educator preparation program were classroom management and instructional strategies.</p> <p>The content knowledge was extremely beneficial. I have used numerous activities and strategies that I learned from courses and mentor teachers.</p> <p>Hands-on experience</p> <p>Helped prepare us to work together with coworkers. Got us prepared to analyze student data to inform our instruction.</p> <p>My strengths were in my classroom management skills and my ability to look at a child as a whole.</p> <p>Gave me understanding of a lot of vocabulary and theoretical frameworks</p>
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GaPSC Inductee Perceptions of Preparation Survey

		<p>material to fit the needs of each student.</p> <p>Classroom management strategies</p> <p>The professors were amazing. They still keep in contact with their students. They cared about each student and wanted them to all be successful. The program gave us good resources.</p> <p>UNG did an amazing job preparing me for my first year of teaching, and I think a lot of that is due to the amount of student teaching we had to participate in. Though it seemed like a lot at the time and was most definitely more than other schools, it tur</p> <p>Overall, I don't think there are a lot of things my program could have done differently to prepare me for my first year. I think the statement "nothing can prepare you for this" matches how I felt starting the year. I think the only thing that could make</p> <p>Strengths include: autonomy when doing assignments with</p>	<p>I think UNG prepared me for all of the "technical" aspects of becoming a teacher. I feel like I've been able to plan and implement lessons effectively</p> <p>Paying tuition to student teach for 950 hours (for free) in the classroom really showed me how teachers are appreciated (and also why there is a shortage. It did, however, prepare me for the first year of teaching (that I don't think any other "experience" could.</p> <p>We were able to experience a verity of classroom environments through our two year program. Therefore, we were exposed to more content areas and different types of educators.</p> <p>They showed strengths with using data to inform instruction, how to teach students with disabilities and how to help ELLs</p> <p>The program did help me learn how to time manage.</p> <p>The teaching program did provide theoretical foundations but provided few opportunities</p>
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GaPSC Inductee Perceptions of Preparation Survey

		<p>little expectation; because it allowed education students to think critically in order to problem solve, and figure out what the professor was asking of us.</p> <p>The program prepared me for classroom management, assessing, and differentiation.</p> <p>Good assessment practices and data analysis strategies</p> <p>Our faculty. They gave me the instruction and personal feedback that was very helpful. The program was also well planned and I have seen many of the things we learned in our courses. Our in class material has "came to life" so to speak as I have witness</p>		<p>to apply that learning to the classroom itself. The teachers were knowledgeable and available, which I appreciated.</p>	
T2	<p>How do you think your educator preparation program could have better prepared you for your first year in the classroom? Please do not mention specific people or places, so we may more easily anonymize your response.</p>	<p>Classroom management could have been more heavily emphasized.</p> <p>I wish we had more training on ESOL instruction and students.</p> <p>Classroom management</p> <p>Vetting mentor teachers would be the best thing any preparation program could do to better prepare students for</p>	<p>I could have felt more prepared when it comes to dealing with parent relationships as well as using technology outside of the classroom.</p> <p>I think the Special Education program missed out on opportunities that would have provided me with more experience in IEP's, data collection, monitoring data,</p>	<p>Get rid of some of the ***** busy work and focus on applicable, content-based strategies. Better edTPA prep since that is what really matters when trying to earn a certificate.</p> <p>I still need help in creating and picking quality assessments and using data from those assessments to guide instruction.</p>	<p>See above. I also wish I had more pre made lesson plans for the beginning of the year when students don't know how to do school yet</p> <p>There was one area that I feel I could have received better preparation: I had several new students arrive mid-year and even late in the school year from other states and from other countries. It was very</p>

GaPSC Inductee Perceptions of Preparation Survey

	<p>teaching full-time. In all but two of seven placements, I felt I learned more of what not to do, than what to do. From outdated educational pra</p> <p>I think more lessons in fast and effective assessments for content specific areas would be hugely beneficial.</p> <p>I did not have strong preparation in what to do outside of a self contained classroom situation which made behavior management difficult my first year. I also struggled to understand how to effectively balance all parts of teaching once I was employed ful</p> <p>My program could have been more realistic with how students behave and how much students are actually willing to work. Classroom management instruction was too idealistic. Lastly, the program should have told us more detailed and helpful tips such as how</p> <p>The coursework could have been less demanding so that more time and commitment</p>	<p>identifying needs in students, etc</p> <p>I think more focus on diverse students such as SpEd and EL would be helpful in really learning how to differentiate and accommodate the range of levels.</p> <p>As a first year special education teacher I wish that the program would have allowed me to practice preparing an IEP.</p> <p>I do not feel that my program could have better prepared me, however the years I spent as a substitute prior to my induction into the program better prepared me for solo teaching than any amount of time in student teaching could.</p> <p>No one could have prepared any teacher for digital learning because of COVID-19. MORE Technology integration within content areas would have greatly helped with this.</p> <p>I ended up going into special education and even though my program was just general second education I feel they</p>	<p>I would've preferred that our program was not so much a sharing opportunity, but it was geared more towards problem-solving. I know that being a first-year teacher I had a lot of questions about programs and testing used within the county, but we only tal</p> <p>I really needed more effective classroom management strategies (rather than simply studying theorists) as well as how to best support students with disabilities. I did not learn at all how to support students with disabilities in my singular SPED class.</p> <p>Behavior management. Cultural differences.</p> <p>Addressing the needs of students who are more than 2 grade levels below.</p> <p>Facilitated more networking and professional development experiences/workshops.</p> <p>Providing more information on low incidence classrooms and working with paraprofessionals.</p>	<p>difficult to get them assimilated and caught up to the rest of the class academically. I didn't have any training in how to deal with this situation. The same could be said for students with long absences due to covid. It was very difficult to figure out how to help them catch up once they returned.</p> <p>Frankly, the educator preparation I participated in caused me more questions and stress than anything. This could've been due to covid. But I found myself leaving the program feeling more unprepared than prepared. I've learned and experienced so much more in my first year of teaching than my program ever taught me. I thought I'd be the best I could be coming from my program. But I quickly found out that I truly know nothing. My program could stand to improve everything that their secondary education seeks to teach as what I was taught was not nearly enough to feel competent and successful on my own.</p>
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GaPSC Inductee Perceptions of Preparation Survey

	<p>could be put forth in the actual classroom.</p> <p>Less perfect. The program and EDTPA set up this unrealistic classroom. I don't see how that allows people to learn anything.</p> <p>I believe they could have provided more instruction on Classroom management. We only had one course specific to this. It was much different once I got into my own classroom.</p> <p>Teaching how to teach project based" and "discovery" learning. Teaching how to think through creating lessons that actually connect to students' real lives. Teaching to the individual</p> <p>I think my program should have made sure we had experience in all grade levels. Most of my placements were in lower grades, but I am currently teaching 5th grade and next year I will be teaching 4th. Although I did have two months of student teaching in 5</p>	<p>could have done a better job with preparing me for the diverse needs special education students have. I've often struggled with teaching some</p> <p>Classroom Management is truly hard to teach. It is just from pure practice. A class devoted to this in person is pointless. If your resources and activities are strong, your classroom management can reflect it. It is much more productive to spend time exp</p> <p>I wished I had an opportunity to explore more special education classrooms, especially for students with severe disabilities. I could have really benefited from different classroom management strategies for students with severe autism, as well as differen</p> <p>There was only 1 art education professor and she was also our advisor. She had too much on her plate at once and we only got to hear things from one perspective.</p>	<p>Classroom management. I think that dissecting standards in the specific content a little more would be beneficial.</p> <p>N/A</p> <p>My program prepared me very well. I have no suggestions here.</p> <p>They could have allowed me the time to rest so that I dont feel burnt out and wanting to quit after one year. Working over 80 hours & then straight into a pandemic, virtual teaching job. I want to quit. Thanks UNG.</p>	<p>My educator preparation program could improve by teaching teacher candidates how to respond to parents when they are concerned/angry with you, how to deal with colleagues who are not supportive, how to stand your ground as a first-year teacher when nobody will take you up on new and fresh ideas, practicing professionalism, and much more. No educator preparation program will prepare any teacher for what it's actually like to work in a school system as a first-year teacher because all schools are different with diverse individuals teaching and leading.</p> <p>Working with students after the pandemic who have behavioral issues and learning deficiencies. (Classroom management to a new level?) Dealing with administrators who may not be realistic as to how much teachers can accomplish in one year and don't necessarily support the needs of teachers. How to assess a schools ability to be a supportive environment for the teachers and how to interview</p>
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GaPSC Inductee Perceptions of Preparation Survey

		<p>I think my education preparation program failed to face the reality of public school systems today. Although they did mention it, they didn't really prepare us for what we were fixing to step into. If we were told the truth, there would be many less teach Advanced students, classroom management (I loved this class but felt what I learned to be difficult to actually implement).</p>	<p>Reading!! I do not feel I was properly prepared to teach and assess reading.</p> <p>Make more emphasis on Special Education as part of the degree. I felt like a lot of my preparation for Special Education came from the real-life experiences and mentor at the school I am employed at.</p> <p>I can't think of anything else that my educator preparation program could have done any better. It was a great program.</p> <p>One weakness of the program was that it was catered to the specific county in which I completed my student teaching. There were many things I found that I was taught that is not common practice in the county in which I currently work. I also found that</p> <p>I feel less prepared for differentiation with gifted students than for struggling ones. More time spent on that subject would have been helpful</p> <p>We spent too much time preparing our EdTPA</p>	<p>schools to determine if the teacher is a good fit.</p> <p>Ways to encourage students to try</p> <p>I could have been better prepared with analyzing data and using the data to guide my instruction.</p> <p>I would have enjoyed learning more linguistics and phonology. I would also have enjoyed learning more about classroom management strategies and seeing those implemented.</p> <p>I wished we would have had more practice in developing IEPs.</p> <p>My program really needs to help prepare teachers for classroom management and modern student behaviors. The program was overall unorganized and although not overly difficult made our lives unnecessarily more stressful. The program also felt catered to middle grades educators, so secondary people felt left out of learning opportunities.</p>
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GaPSC Inductee Perceptions of Preparation Survey

		<p>submission- time that could've better be spent on or her more practical and immediately useful things.</p> <p>I teach special ed. I don't feel like we were very prepared for special ed. We had lots of classes but because our college program was so rigorous we couldn't focus a lot on each class. I think giving us more tools and lesson preparation for special ed wo</p> <p>I think we could have discussed how to work with gifted students a little more. For example, we discussed scaffolding, but we never really learned how to scaffold up, only down.</p> <p>I think this is a hard question. There are so many different scenarios that walk into your classroom it's hard to pinpoint a specific area. I think differentiation plays a big part of this equation. In my first year I had a classroom with 7 ELL students,</p> <p>More classroom management strategies, along with how to differentiate for lower students rather than gifted.</p>		<p>I didn't realize my mental health would decline and that I would not have a lot of time to take care of myself. It was really hard in the beginning months, but slowly has gotten better.</p> <p>Needs more instruction on practical classroom management.</p> <p>The biggest struggle I had was establishing class room management strategies. This is difficult to learn and practice before having your own classroom because as you're going through school you are borrowing someone else's classroom and their own management techniques that might not work for you personally in your own classroom. I also wish we had more support with the social and emotional learning that students need. As a fifth grade teacher I was surprised at how much drama and little "fires" I would need to help my students work through and it was very difficult to navigate as a first year teacher. I thankfully had a big support system at my school that</p>
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		<p>Focus more on the paperwork side of Special Education and how to help students meet their goals.</p> <p>Need more emphasis on reaching at-risk high school students when things like drugs, gang activity, violence, poverty, and lack of parental involvement threaten their education</p> <p>I feel if we had classroom videos of different teachers to watch. Seeing how different approaches work with students in classroom management and lesson delivery. Being with 2 teachers gives you a varied perspective. I feel more observation via video would</p>		would step in and assist but I don't feel that I was completely prepared for all of that. It also doesn't help that I started teaching in a pandemic when children's social experiences were interrupted and damaged.
				I think my prep program was a pretty exact microcosm of the current educational methods and system.

GaPSC Inductee Perceptions of Preparation Survey

				<p>The focus could have shifted toward more real life experiences.</p> <p>Teaching during Covid has been exhausting, especially when prepping and planning at a new school where I have to conform to group lesson arcs. I get to teach in my own way but do not determine the timing or get to write my own exams. My standards are higher than the other teachers and I would approach the class differently. Given all of these curricular constraints and expectations on top of reteaching students how to appropriately behave in a classroom, do homework, and generally improve motivation has been challenging. It has left me little time to differentiate or create additional activities for my students. It has been frustrating to work with IRR co-teachers that are coaches and don't respond to my lesson plans or do their own preparation. I wish that the teacher preparation program had dealt more with appropriate, but difficult conversations with colleagues, students, and parents. I also wish that more</p>
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				assignments had been connected to my student teaching environment. I certainly learned enough, but the overwhelming expectations of this year have made me wonder if I remember any of the details of differentiation, developing literacy within my field, or creating interesting activities that engage students using varied strategies and methods.
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