

## 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. 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 indicated in the 2023 results is higher than in other recent years. had a slightly higher average rating of their preparedness ( $M=3.41$ ) in comparison to those surveyed in 2019 ( $M=3.35$ ), 2020 ( $M=3.30$ ), 2021 ( $M=3.32$ ), and 2022 ( $M=3.21$ ).

Over time, 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 (2020,  $M=3.41$ ; 2021,  $M=3.47$ ; 2022,  $M=3.33$ ; 2023,  $M=3.32$ ); using formative and summative data to adjust instruction to enhance learning (2020,  $M=3.46$ ; 2021,  $M=3.43$ ; 2022,  $M=3.37$ ; 2023,  $M=3.46$ ); Using formative and summative data to adjust instruction to enhance learning (2020,  $M=3.46$ ; 2021,  $M=3.43$ ; 2022,  $M=3.37$ ; 2023,  $M=3.45$ ); aligning instructional goals and activities with state and district performance standards (2020,  $M=3.51$ ; 2021,  $M=3.57$ ; 2022,  $M=3.44$ ; 2023,  $M=3.47$ ); working collaboratively with colleagues and other professionals standards (2020,  $M=3.65$ ; 2021,  $M=3.60$ ; 2022,  $M=3.37$ ; 2023,  $M=3.49$ ); understanding, upholding, and following professional ethics, policies, and legal codes of conduct (2020,  $M=3.81$ ; 2021,  $M=3.60$ ; 2022,  $M=3.56$ ; 2023,  $M=3.66$ ).

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We did notice a few trending areas in which first-year teachers indicated a slightly lower level of preparedness. To be clear, though, a mean of 3.00 is indicative of inductee teachers' agreement about being prepared in these areas. For one, first-year teachers expressed slightly less prepared in differentiating learning for specific student groups: gifted students (2020,  $M = 2.93$ ; 2021,  $M = 3.06$ ; 2022,  $M = 3.00$ ; 2023,  $M = 3.08$ ), English language learners (2020,  $M = 2.95$ ; 2021,  $M = 3.00$ ; 2022,  $M = 3.03$ ; 2023,  $M = 2.995$ ), and students considered "at risk" (2020,  $M = 3.00$ ; 2021,  $M = 2.97$ ; 2022,  $M = 2.93$ ; 2023,  $M = 3.00$ ). Still, they were slightly more confident in differentiating learning for students with special needs (2020,  $M = 3.21$ ; 2021,  $M = 3.22$ ; 2022,  $M = 3.28$ ; 2023,  $M = 3.26$ ). 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 additional area in which first-year teachers felt less comfortable (2020,  $M = 2.97$ ; 2021,  $M = 2.93$ ; 2022,  $M = 2.93$ ; 2023,  $M = 3.18$ ). These are all areas on which we will focus moving forward.

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**Table 1**

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

#	Question	<b>2020</b> 43/205 Surveys Completed 20.98% Response Rate	<b>2021</b> 33/173 Surveys Completed 19.1% Response Rate	<b>2022</b> 29/238 Surveys Completed 12.18% Response Rate	<b>2023</b> 38/236 Surveys Completed 16.10% Response Rate
		Mean = 3.30 Median = 3.0 Mode = 3.00	Mean = 3.32 Median = 3.00 Mode = 4.00	Mean = 3.14 Median = 4.00 Mode = 4.00	Mean = 3.41 Median = 4.00 Mode = 4.00
A	Were you employed as a teacher while you were enrolled in your educator preparation program?	No = 95% Yes = 5%	No = 91% Yes = 9%	No = 100% Yes = 0%	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 = 97% Yes = 3%	No = 76.32% Yes = 23.68%
C	Did you teach in the same school system and in the same building during the fall and the spring?	No = 93% Yes = 7%	No = 100% Yes = 0%	No = 21% Yes = 79%	No = 94.74% Yes = 5.25%
1	Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	$\bar{x} = 3.40$	$\bar{x} = 3.36$	$\bar{x} = 3.31$	$\bar{x} = 3.5$
2	Plan instruction incorporating the basic theories of student development appropriate to my students.	$\bar{x} = 3.26$	$\bar{x} = 3.27$	$\bar{x} = 3.28$	$\bar{x} = 3.32$
3	Deliver instruction incorporating the basic theories of student development appropriate to my students.	$\bar{x} = 3.33$	$\bar{x} = 3.30$	$\bar{x} = 3.17$	$\bar{x} = 3.32$
4	Develop and manage a collaborative classroom in which all students have ownership.	$\bar{x} = 3.26$	$\bar{x} = 3.48$	$\bar{x} = 3.14$	$\bar{x} = 3.53$
5	Implement effective classroom management strategies and procedures in all school areas.	$\bar{x} = 3.26$	$\bar{x} = 3.12$	$\bar{x} = 2.96$	$\bar{x} = 3.42$
6	Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.	$\bar{x} = 3.42$	$\bar{x} = 3.33$	$\bar{x} = 3.21$	$\bar{x} = 3.45$

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7	Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	$\bar{x} = 3.33$	$\bar{x} = 3.30$	$\bar{x} = 3.14$	$\bar{x} = 3.42$
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	$\bar{x} = 2.93$	$\bar{x} = 3.06$	$\bar{x} = 3.00$	$\bar{x} = 3.08$
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	$\bar{x} = 3.21$	$\bar{x} = 3.22$	$\bar{x} = 3.28$	$\bar{x} = 3.26$
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	$\bar{x} = 2.95$	$\bar{x} = 3.00$	$\bar{x} = 3.03$	$\bar{x} = 2.95$
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	$\bar{x} = 3.00$	$\bar{x} = 2.97$	$\bar{x} = 2.93$	$\bar{x} = 3.00$
9	Use technological tools and a variety of communication strategies to build communities that engage learners.	$\bar{x} = 3.21$	$\bar{x} = 3.41$	$\bar{x} = 3.19$	$\bar{x} = 3.49$
10	Create experiences to build accurate conceptual understandings when students have misconceptions.	$\bar{x} = 3.21$	$\bar{x} = 3.34$	$\bar{x} = 3.15$	$\bar{x} = 3.27$
11	Create opportunities for students to learn, practice, and master academic language.	$\bar{x} = 3.36$	$\bar{x} = 3.31$	$\bar{x} = 3.37$	$\bar{x} = 3.35$
12	Use academic language in a way that encourages learners to integrate content areas.	$\bar{x} = 3.26$	$\bar{x} = 3.31$	$\bar{x} = 3.26$	$\bar{x} = 3.51$
13	Utilize strategies to create learning environments which engage students in individual and collaborative learning.	$\bar{x} = 3.41$	$\bar{x} = 3.47$	$\bar{x} = 3.33$	$\bar{x} = 3.41$

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14	Create opportunities for learners to develop diverse social and cultural perspectives.	$\bar{x} = 3.26$	$\bar{x} = 3.42$	$\bar{x} = 3.30$	$\bar{x} = 3.43$
15	Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	$\bar{x} = 3.26$	$\bar{x} = 3.39$	$\bar{x} = 3.15$	$\bar{x} = 3.42$
16	Examine data to understand each learner's progress and learning needs.	$\bar{x} = 3.32$	$\bar{x} = 3.37$	$\bar{x} = 3.19$	$\bar{x} = 3.51$
17	Engage learners in monitoring their own progress.	$\bar{x} = 2.97$	$\bar{x} = 2.93$	$\bar{x} = 2.93$	$\bar{x} = 3.27$
18	Develop supports for literacy development across content areas.	$\bar{x} = 3.11$	$\bar{x} = 3.13$	$\bar{x} = 3.11$	$\bar{x} = 3.24$
19	Develop flexible learning environments that foster discovery, exploration, and expression.	$\bar{x} = 3.22$	$\bar{x} = 3.37$	$\bar{x} = 3.19$	$\bar{x} = 3.41$
20	Utilize a variety of technological resources to support and promote student learning.	$\bar{x} = 3.29$	$\bar{x} = 3.33$	$\bar{x} = 3.11$	$\bar{x} = 3.46$
21	Promote students' responsible use of interactive technologies.	$\bar{x} = 3.24$	$\bar{x} = 3.03$	$\bar{x} = 3.15$	$\bar{x} = 3.41$
22	Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	$\bar{x} = 3.46$	$\bar{x} = 3.50$	$\bar{x} = 3.22$	$\bar{x} = 3.62$
23	Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs.	$\bar{x} = 3.24$	$\bar{x} = 3.30$	$\bar{x} = 3.07$	$\bar{x} = 3.57$
24	Use formative and summative data to adjust instruction to enhance learning.	$\bar{x} = 3.46$	$\bar{x} = 3.43$	$\bar{x} = 3.37$	$\bar{x} = 3.54$
25	Use a variety of evidence-based practices to differentiate and support learning.	$\bar{x} = 3.35$	$\bar{x} = 3.33$	$\bar{x} = 3.30$	$\bar{x} = 3.41$
26	Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	$\bar{x} = 3.41$	$\bar{x} = 3.33$	$\bar{x} = 3.33$	$\bar{x} = 3.49$

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27	Align instructional goals and activities with state and district performance standards.	$\bar{x} = 3.51$	$\bar{x} = 3.57$	$\bar{x} = 3.44$	$\bar{x} = 3.56$
28	Use ongoing analysis and reflection to improve planning and practice.	$\bar{x} = 3.38$	$\bar{x} = 3.43$	$\bar{x} = 3.26$	$\bar{x} = 3.50$
29	Seek professional development opportunities to further develop my practice.	$\bar{x} = 3.41$	$\bar{x} = 3.37$	$\bar{x} = 3.41$	$\bar{x} = 3.46$
30	Work collaboratively with colleagues and other professionals.	$\bar{x} = 3.65$	$\bar{x} = 3.60$	$\bar{x} = 3.37$	$\bar{x} = 3.64$
31	Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	$\bar{x} = 3.81$	$\bar{x} = 3.60$	$\bar{x} = 3.56$	$\bar{x} = 3.75$
32	Contribute to positive changes in practice and advance the teaching profession.	$\bar{x} = 3.65$	$\bar{x} = 3.40$	$\bar{x} = 3.33$	$\bar{x} = 3.64$
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>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</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</p>	<p>I loved my teacher prep program and feel more prepared for the classroom than some educators who have been teaching in the field for some time.</p> <p>My educator preparation program strength is have different types of teachers with a different teaching skills.</p> <p>The strengths were for learning how to incorporate both gen-Ed and sped students into your lessons in order to maximize their learning and what works as most helpful for them</p> <p>My program prepared me to use data in an effective manner and to collaborate with my</p>

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		<p>implement in writing lesson plans and collaborate with other teachers and administrators and 2) providing me with ample opportunity in the scho</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 mo</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 sett</p> <p>The emphasis on getting to know your students and their intrests 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>routines ready and set up and I 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</p>	<p>colleagues on a regular basis. The program emphasized and encouraged students to participate in co-taught classrooms.</p> <p>The strengths of my educator preparation program was allowing all student teachers to student teach and observe in classrooms beginning in junior year instead of only in senior year of the program.</p> <p>Picking up on strategies easily to help make work easier. Utilizing tools given to me.</p> <p>I was familiar with classroom management and how to handle behaviors appropriately.</p> <p>Strengths were in developing reasonable syllabi; classroom procedures and expectations; and developing test questions.</p> <p>They prepared me well to lesson plan and I had a lot of hours in the field during my internship.</p> <p>Some strengths of the program were being able to go into the school and actually experience</p>
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		<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</p>	<p>My program prepared me for lesson planning, assessments, 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>plans to support students. 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>	<p>the things that we would not other wise experience in lecture.</p> <p>The program excelled in preparing us for instruction and assessment construction; ensuring that we understood expectations and methods surrounding standard alignment. The program also did as well as it could in preparing for classroom management strategie</p> <p>I loved having lots of time in the classroom.</p> <p>they were very big on management which was useful. I still feel like a million things needed to be learned this year and the next; however the emphasis on the program was there and helped.</p> <p>Data digs Differentiation collaboration</p> <p>There were very specific professors/classes that helped me or that I draw from in my career now. The majority of the program was pretty much wasted. I use little to nothing on a daily basis and feel there</p>
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		<p>ability levels and differentiate 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>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>	<p>were many ways I could have been better prepared.</p> <p>A huge strength about the program was that it prepared me very well to differentiate for all my students. I had a great experience with collaborating with my team.</p> <p>Having a lot of field placement experience.</p> <p>The strengths of my program were teaching me how to really dive into the state standards; what they meant; and figuring out how to tie that into my teaching. I also feel a strength of the program was teaching us how to differentiate by using student data</p> <p>The educator preparation program that I attended helped me most with differentiation; formative and summative assessments; lesson planning; technology; and much more.</p> <p>Taught me effective instructional strategies and classroom management strategies.</p>
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		<p>Strengths include: autonomy when doing assignments with 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>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</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</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</p>	<p>I would like more specific training for ELL learners and I would like the gifted program to be embedded within the program.</p> <p>My educator preparation program could have done better on preparing me on all the type of students that would be in my classroom and how to</p>

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		<p>collection, monitoring data, 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</p>	<p>assessments to guide instruction.</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 that 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. Providing more information on low incidence classrooms and</p>	<p>from other states and from other countries. It was very 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>	<p>support them. My educator preparation program could have also focus more on how to create a healthy relationship in</p> <p>The program is not realistic for a classroom in which students are not proficient in grade level reading or math. Much of the instruction in the program assumes that students come to their new grade level having achieved proficient skills at lower grade l</p> <p>They could have better prepared me by teaching more classroom management strategies and realistic learning for all types of learners.</p> <p>Have more mentor teachers care and that really push the preparing student teachers harder instead of giving them an easy senior year and leaving them out to dry</p> <p>The education program gave me the time and experience to see how a classroom was kind of ran but small group was something that I felt under prepared with. Giving assessments and placing</p>
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		<p>second education I feel they 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>working with paraprofessionals.</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 &amp; 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</p>	<p>students into group and running the classroom with different station</p> <p>Secondary Science and Math education was not the focus of the program at UNG and this was very much evident. Most of the classes were geared towards other contents or grade levels. This made it difficult to apply certain aspects of my program to my conten</p> <p>How to manage behavior issues including how to respond to a situation.</p> <p>I think that allowing us to go into the school at the beginning of the year instead of just part of the way through the year will help other students get a better understanding of the first couple of weeks.</p> <p>There was little to no preparation or training in relation to how to battle student apathy. This is probably the number one issue in education now; manifesting symptoms such as technology abuse; truancy; and assignment neglect. On the contrary; I believe</p>
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		<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>teachers and how to interview 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>	<p>Academically and content wise they did great. However; i would love to see them move towards more classroom management. Especially how to deal with parents and aggressive students and teachers that lack support from admin.</p> <p>helping us construct real lessons rather than tell us big overarching categories of things to include in lessons. in other words; don't just say you should have an opener to stimulate schema; you should have a small lesson; then go into individual work; t</p> <p>Class room management parent conversations</p> <p>The daily skills; rather than the repetitive psychological courses and aspects. The schools have PD for that; I needed to know how to teach on a daily basis; and the program (except for maybe 4 courses; 3 not required; but electives) did little to nothing</p> <p>Less classes and more hands on learning. Only a handful of</p>
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		<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 rigerous we couldnít 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 youre 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</p>	<p>professors taught useful material that I am using. The most knowledge I got was mainly from my time spent in the classroom speaking to people who were still in the classroom.</p> <p>Teaching us more about the <b>IMPORTANCE</b> of classroom management; how to really manage a room in details; and talking about the different behaviors we would run into as educators and how to handle them. Several first year teachers I went into teaching with a</p> <p>I believe the educator preparation program I attended could have better prepared me for gifted students; data review; parent communication; and all the first year teacher meetings.</p> <p>More emphasis on effective curriculum planning.</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>		<p>system at my school that 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.</p> <p>I think my prep program was a pretty exact microcosm of the current educational methods and system.</p> <p>During my first year, I looked back on my time in the education program and would have like more classroom mangament exposure. I was taught a lot about it, but it would have been more beneficial to learn more real life situations.</p> <p>Better help and resources for classroom management, how to help students with trauma and how to handle extreme behaviors. I think there should be a class on child trauma. So many kids deal with it and if you know what to look for and how their brains are responding it helps you know how to help them</p>	
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				<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</p>	
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				parents. I also wish that more 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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