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## University of North Georgia

## College of Education

## Inductee (First-Year Teacher) Information and Survey Results

## Inductee Information:

- Number of 2017 Inductees: **197**
- Number of 2015-2016 Completers: **243**
- Approximate Percentage of Inductees (First-Year Teachers) with Georgia Public School Positions in 2017: **81.07%** (This number does not account for graduate school numbers, including Educational Leadership and the advanced Master of Education degrees, included in the total number of completers).

## Survey:

N: 33

Response Rate: 16.75%

## Key:

- 4: Strongly agree
- 3: Agree
- 2: Disagree
- 1: Strongly disagree

1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.
  - a. Average: 3.48
2. Plan instruction incorporating the basic theories of student development appropriate to my students.
  - a. Average: 3.52
3. Deliver instruction incorporating the basic theories of student development appropriate to my students.
  - a. Average: 3.48
4. Develop and manage a collaborative classroom in which all students have ownership.
  - a. Average: 3.36
5. Implement effective classroom management strategies and procedures in all school areas.
  - a. Average: 3.30
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.
  - a. Average: 3.55
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.
  - a. Average: 3.42

Survey developed and implemented by the Georgia Professional Standards Commission.

8. 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.
  - a. Average: 2.97
9. 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.
  - a. Average: 3.45
10. 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.
  - a. Average: 3.09
11. 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.
  - a. Average: 3.15
12. Use technological tools and a variety of communication strategies to build communities that engage learners.
  - a. Average: 3.21
13. Create experiences to build accurate conceptual understandings when students have misconceptions.
  - a. Average: 3.15
14. Create opportunities for students to learn, practice, and master academic language.
  - a. Average: 3.24
15. Use academic language in a way that encourages learners to integrate content areas.
  - a. Average: 3.21
16. Utilize strategies to create learning environments which engage students in individual and collaborative learning.
  - a. Average: 3.33
17. Create opportunities for learners to develop diverse social and cultural perspectives.
  - a. Average: 3.15
18. Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.
  - a. Average: 3.24
19. Examine data to understand each learner's progress and learning needs.
  - a. Average: 3.15
20. Engage learners in monitoring their own progress.
  - a. Average: 2.91
21. Develop supports for literacy development across content areas.
  - a. Average: 3.27
22. Develop flexible learning environments that foster discovery, exploration, and expression.
  - a. Average: 3.24
23. Utilize a variety of technological resources to support and promote student learning.
  - a. Average: 3.18

24. Promote students' responsible use of interactive technologies.
  - a. Average: 3.09
25. Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs.
  - a. Average: 3.36
26. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs.
  - a. Average: 3.15
27. Use formative and summative data to adjust instruction to enhance learning.
  - a. Average: 3.27
28. Use a variety of evidence-based practices to differentiate and support learning.
  - a. Average: 3.36
29. Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.
  - a. Average: 3.33
30. Align instructional goals and activities with state and district performance standards.
  - a. Average: 3.36
31. Use ongoing analysis and reflection to improve planning and practice.
  - a. Average: 3.42
32. Seek professional development opportunities to further develop my practice.
  - a. Average: 3.21
33. Work collaboratively with colleagues and other professionals.
  - a. Average: 3.52
34. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.
  - a. Average: 3.58
35. Contribute to positive changes in practice and advance the teaching profession.
  - a. Average: 3.36
36. 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. Open ended question.
  - a. My program strongly emphasized differentiated learning/personalized learning, using data to inform instruction, student ownership of their own learning process, and stakeholder accountability.
  - b. Understanding the significance of using research based practices, and not flashy, commercialized materials or strategies that may not have a strong evidenced-based foundation.
  - c. Understanding the culture of students, making all students feel safe and important.  
Aligning standards
  - d. My program did an excellent job of teaching me how to read and understand the academic standards of my content area. It also did a great job of helping me understand how to write a meaningful lesson plan.
  - e. Content knowledge
  - f. My program helped me to learn how to utilize information and to work well with others.

- g. My program gave me experience with research, strategies for instruction, and differentiating content.
  - h. We were very well versed in creating unit plans and lesson plans.
  - i. My educator preparation program did a wonderful job of preparing me because I was in the classroom three days a week for two years on top of my student teaching for five days a week my senior year. It placed me in high diversity schools, low diversity sch[ools].
  - j. My educator prep program prepared me for all of the additional responsibilities of teaching by requiring us to attend pre-planning, after school events, and teacher planning days. I also felt extremely prepared to differentiate in order to meet the needs
  - k. Technology as a focus. Differentiation
  - l. The strengths of the program: planning based on state standards, recognizing different abilities on my students and planning accordingly, using assessment as a tool to monitor learning, and learning of educational jargon.
  - m. Variety of differing perspectives on educational instruction from professors.
  - n. Planning, instructional technology, differentiation, small group planning, TKES, Special Education Students (ESS) needs
  - o. My program's strength was the sheer amount of time learning teachers were in the classroom. We were introduced to many things such as IEP, RTI, and EIP first hand. Not all programs allow a student teacher to attend real IEP meetings.
  - p. The strongest part of our teacher preparation program was that we were able to have years of student internship experience and a whole semester of student teaching. The different placements we were in helped me to be able to know what to expect in differe[nt settings].
37. 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. Open ended question.
- a. I feel as if the program prepared me in the best possible way. Hands on experience is the best way for teachers to learn how to teach and we had a good bit of it in our program. I feel as though the classes that we took prepared us well with the book knowledge needed to better understand our students and their needs.
  - b. I think that the things I lacked the most going into my first year were classroom management strategies and parent communication. Although we read about and discussed these items, student teachers do not get a chance to set up classroom management procedures or communicate with parents as much as the real teacher.
  - c. Not necessarily at fault for this, but the paperwork and organization of it felt a little out of hand at times. Of course, it was all depending on the district's paperwork policy and requirements in which I am employed at. I was excellent at RTI paperwork and organizational skills during the education program, but had a reality check in my first year.
  - d. It would be beneficial to prospective teachers to work with students of varying abilities within special education. Such as severe/profound as well as ABA/Autism.
  - e. Getting feedback from a subject area professional about my teaching while being a student teacher, having more student teaching requirements, including different subject

- areas' required lesson preparation and teaching while being monitored and helped by a subject area specialist. Having learned more teaching strategies.
- f. ANY KIND OF CLASSROOM MANAGEMENT! the class called classroom management" did not prepare us in any way shape or form for handling a class. No techniques for silencing a talkitive class
  - g. My greatest difficulty this year has been figuring out how to play along with the politics in the school system. I also did not feel prepared to manage a paraprofessional in the classroom.
  - h. More classroom management practice. Scenarios for dealing with very difficult students.
  - i. I would have liked to see and study examples of assessments and what makes something worthy of being a summative grade versus a formative grade. I also would have benefited from a class on working with coteachers.
  - j. I think that we could have been taught better how to co-teach, especially within a special education setting.
  - k. My program only had one class on creating assessments and understanding data. I really needed more opportunities to practice creating meaningful rubrics, assessments, and then analyzing student response to said assessments.
  - l. The program needs to be more specific for those of us working in a specialized area- art, music, drama, etc. The programs focuses on academic areas and ways to incorporate technology and strategies within them. These incorporations DO NOT work for teachers that see the entire school.
  - m. I feel like we mainly focused on ELL and students with disabilities
  - n. I found a position in an inner-city school with severely limited resources and constant administration turnover. I did not have the knowledge or exposure to strategies to meet the needs of high-risk students.
  - o. I wish I would have been better prepared to deal with apathetic co-teachers/team members.