

Q1 - To what extent do you feel the Teacher Education Program has prepared you for the teaching profession? Was there room for improvement? Please elaborate on your answer.

I feel like this program has prepared me a lot for my future. Though i believe that i have learned more in my placements then in the class. One thing that I felt wasn't truly helpful was some of the assignments in the classes specifically in Science methods. In Science Methods it felt like i was doing a lot of busy work.

I feel the Teacher Education Program has prepared me for the teaching profession. I believe that the entire year's experience was the most vital piece to helping me feel the most prepared to take on a classroom of my own. I believe that there is room for improvement within the classroom learning component of the program. I think it would be more beneficial to spend the time preparing for praxis exams or helping graduates feel better prepared for the interviewing and job application process. These two elements would be more meaningful to the program than other assignments.

I feel the program greatly prepared me to teach within the classroom. However; an area of improvement would be have been to implement a class focused on classroom management skills.

I felt I learned the most in my placements. The classes we had to take throughout our intern year were not at all what I expected. I thought they would teach us how to teach our students and the teachers would demonstrate certain strategies they thought would work well and act as if we were a classroom of elementary students. We spent a lot of our time finding resources and sharing them with the class. Although resources are a good thing to have it is not beneficial to do this over and over again because the chances that I will think back to what a student presented and the specific resource they used while I am teaching is slim to none. I can just google the topic I need and find the resource in a short amount of time.

The Teacher Education Program has prepared me by giving me so much experience in the classroom. From Freshman year to now, I feel that I have a good sense of how a classroom should run and the different day-to-day things I'll see in the classroom, such as chairs being thrown and students willing to help out. I do think that the Graduate year could have been more helpful by giving more strategies on how to teach the content. We received a lot of good strategies and ideas on things to do, but I don't feel I was given enough instruction on how to really implement the strategies.

I feel as though there was definitely room for improvement when it comes to Student Teaching placement and some core classes. Some core classes I felt were rushed or not thoroughly taught to the extent that helped me when I was placed in my practicum assignments. For Student Teaching placement, I think that students should be asked whether they would like an Honors, AP, or IB placement, instead of putting students there and possibly having them not do as well. I also think that during Student Teaching, too many assignments are given for the evening classes which overwhelms students and doesn't allow them to fully dive into their classrooms.

I fee very prepared going into my teaching career. I fee well prepared to align lessons with standards and I feel prepared if I have a diverse classroom, even students with disabilities. I feel like I'm not as prepared with discussing issues with families. But with that comes practice.

The Teacher Education Program has provided me with many strategies to use in my classroom of how to increase learner knowledge. It has also emphasized the importance of seeing students as individuals and discovering ways to motivate them and keep them engaged. Any room for improvement listed in last question.

I feel like Belmont does a great job getting you in the classroom from the start so that you find out if you truly want to be a teacher or not. With that being said, all of my practicum was at inner city metro schools. I understand they want you to experience that, but I never set foot in a private school, and I don't feel like that is very well rounded. I also wish I would have been in more middle schools.

I feel the program provided plenty of opportunities for us to develop the proper skills we need to teach. That being said, being the guinea pig class for a upcoming course is never a good experience.

Pretty well, room for improvement would be to focus more on student teaching and less so on the background and theory.

I feel very prepared. There is always room for improvement and I feel like the EDU department would work on communication to their students a little bit, as well as communication about what is expected for us when it comes to student teaching and gateway interviews.

I feel very prepared to begin my teaching profession after completing my education program. I find the most benefit occurred from the two semester long placements as an intern. That is where I learn and experienced actual teaching, logistics and other background work that occurs as a teacher. The classes gave me a great foundation of knowledge however many become more arbitrary than applicable work while in an internship.

I think the teacher education program has done a great job at preparing me for the teaching profession. The core classes are great, and where I believe I learned the most. The edTPA portion however, I felt was unhelpful, and should be implemented from the beginning of the program.

Very well! I feel well prepared for teaching. I have a great pedagogy library and know the area of future research.

I feel very prepared for my future teaching career, however there are certainly things that I would change about my program. See below for improvements.

I feel decently prepared. I think that there is a lot of room for the intern program to improve by greater collaboration between Belmont professors and mentor teachers...because I love that we have the opportunity to be in a real classroom full time!

I think that the internship program especially has helped to prepare me for the profession. At this point, I feel ready to have a classroom of my own. Certainly, I expect to continue to learn on the job and make many mistakes. Nevertheless, I think it is a credit to the program that I would leave feeling equipped to enter the profession.

Q2 - Did your practicums and clinical placements provide you with experiences in diverse environments? Please elaborate about your experiences.

Yes. My first placement was at Fall Hamilton in 3rd grade and I did get a diverse environment there. My class was very diverse in that we had a handful of really bright students and we also had a handful of ELL students who were behind. We also had some students who needed some extra support. My second placement was at New Hope Academy and it was with preschool. This was completely different from my first placement. At New Hope Academy they are purposeful in making their classrooms diverse in respects to culture, ethnicity, gender, and economic status.

Yes, both of my practicum and clinical placements provided me with experiences in diverse environments. I appreciate my time in both METRO and a private school setting. I believe I was able to see and experience teaching at both ends of what it means to be a well-rounded teacher.

Yes, I was able to experience low income environments, high income environments, low level classes, upper level classes, differentiated classes, etc.

Yes, they did. My first placement was such an amazing experience it inspired me to work in a low income school when I used to fear it.

Yes! Being in the Metro schools during Undergrad was great because they were all different from one another. During my internship, I had a very diverse environment and when I went to my second placement in Williamson County, the environment was much different from first semester at a Metro school. The teaching styles were very different as well, which I think was good for me to see. One mentor was more focused on small groups and the second mentor was more focused on whole group and independent work. Seeing two different grade levels was really helpful as well.

Yes, all of my placements were very diverse, especially the schools I was able to choose on my own. I was able to teach at a mostly ELL school, a priority school, and a typical high school with a diverse population of students. I feel as though I have had experience with plenty of bilingual, exceptional ed, and high achieving students.

Yes both placements were very different and diverse. In my first placement I was in a Davidson County school and my second placement was at a private school.

I believe that my practicum experience were all varied and allowed me to see a variety of different environments. Potentially, I could have experiences private/charter schools a bit more to be able to compare.

The schools were diverse, but my placements were not. I never was in a private school, and had very little middle school experience.

Yes, I was placed in a number of school all over MNPS.

I did have experiences in diverse environments. I worked in Williamson County, private schools, and MNPS.

Very much so. I was able to observe and teach in a wide variety of placements and I am so thankful Belmont has so many relationships with schools so we are able to do so. If i ever was interested in visiting a school Belmont made it happen.

Through having two placements, each for a whole semester, I was able to be a part of twp different schools and classrooms. Each of these were very diverse but in a different way from each other. I found having both experiences very valuable in experiencing the diversity of different variations.

Yes my practicums and placements provided me with many different environments. I worked with Salama, and Cameron LEAD, Brentwood Middle in Williamson Co., and CPA a private school.

Yes. I loved all of my placements and learned so much.

My clinical placements provided me with experiences in diverse environments, as I had one placement in a metropolitan public school and one in a wealthy suburban school. I appreciate the fact that Belmont allows students in the MAT program to provide feedback about where they would like to be placed for their second placement, as I was able to experience a school more like where I want to teach (and will be teaching) in the coming year. I do however believe that Belmont should NEVER place a student in a placement where the mentor

teacher is going on maternity leave. This occurred in my first placement. I was at the disadvantage that I did not have someone to learn from. This is not the idea of the program.

Yes. I chose to stay in one placement all year but my school has students from different backgrounds. My undergrad practicums did an excellent job of providing exposure to diverse environments. I loved getting to spend time in a different school as part of each course.

The practicums *did* put me in diverse environments. But the 20 hours each per semester was absolutely brutal. It made it so difficult to juggle class, classwork, practicum, and a job that I had to choose to quit my job since the hours weren't as flexible as I needed them to be. While I did see more diverse environments, that experience was by no means worth the financial burden I incurred for it.

Q3 - To what extent do you feel your courses and clinical experiences have prepared you for teaching a variety of learners? Please elaborate.

I feel like I was prepared more with my placements especially with my first placement to teach a variety of learners. In my first placement my class was very diverse in that we had a handful of really bright students and some students who were behind and some who were ELL and some who needed behavioral support. In my second placement I also had a couple students who were ready to be pushed to the next level, and I had a student with some behavioral challenges.

I feel my clinical experiences have greatly prepared me for teaching a variety of learners, especially my Spring placement. Although I am thankful to have had the experience that I did in my Fall placement, I feel my mentor and class in the Spring were better able to provide me with more meaningful experience in order to help me feel more confident to run a classroom. I feel that the lesson planning during my courses was beneficial to my learning, but other assignments did not seem as meaningful to my learning.

I feel prepared to teach a variety of learners because I was placed in several different situations.

The clinical experiences have prepared me to teach a variety of learners. The courses did not. A majority of the time I walked out of class thinking that was not beneficial to bettering me as a teacher.

I feel that my courses gave me enough resources to use in order to teach a variety of learners. Each class I had also focused on certain types of learners. For example, classroom management helped us work through issues we will see in a classroom with high behavior. Literacy gave us strategies for EL students, etc. I do feel that my placements also helped give me real life experience working with a variety of learners.

I think that I am prepared enough to get me started, but there could be room for improvement when it comes to clinical experiences. I think that more time Student Teaching would be helpful for those who need more practice than others.

My clinical experiences have really prepared me for teaching a variety of learners. My classes have somewhat helped me. In class we discuss the variety of learners but I feel like we should have done activities of what we would do in a classroom.

Courses have taught me the importance of differentiated learning and UDL. It taught me to see that while modifications and accommodations can be made for specific students, it is important to make lesson plans varied at the start so that it reaches out to learners who use different learning styles or have different intelligences.

I think the classes do the best they can, but ultimately it is being in the classroom that helps you gain the best experience.

I have been placed with a wide variety of ages and ability levels. These experiences have prepared me for my own classroom with its own variety of students.

I feel that I am very prepared for altering my lessons for diverse learners, it was taught in several courses.

I feel like my diverse learners class really prepared me for this and opened my eyes to it. I also am so thankful to have had the student teaching experience, it has prepared me.

I think the courses provided me with a solid foundation for knowledge of the education system, differentiation, diversity and more. There were many times while in the internship that the courses and coursework were not applicable to the classroom but I still value learning about a wide variety because we never know what we will teach in the future. However, even if I were to teach that topic or method in the future, I would realistically not remember a website or thought of a peer for each thing in the future so I find that even hypothetical activities could be made more relevant. I highly valued the professors, their investment and relationship to support the growth of future teacher. The professors made the classes more valuable.

I think my course work, especially the core classes, and my experiences really prepared me for teaching a variety of learners (UDL, 504, IEP, etc.)

Very well. I had a very diverse group of students in my overall experience.

I feel prepared to teach students from a variety of backgrounds and at differentiated levels. In both of my placements, I have served students from diverse backgrounds and students who receive special needs services.

I feel decently prepared.. I'm very happy with my decision to stay at one placement for my whole intern experience because I love my school and mentor teacher. That being said I do think I also really would have benefitted from interning at a school with a high ELL population

I would have liked a course for my specific content area. I realize that the student population might not be varied enough to feasibly offer that. But even like an independent study or something would have been more helpful than some of the generalized classes. The clinical experiences have been great. As mentioned in other entry-boxes, my experiences at my placements have definitely brought me to a point where I feel ready to get into a classroom of my own. I am glad to feel as though I've outgrown my position as a student-teacher/ intern before the end of my placement-- rather than finish and graduate before I feel confident for my first year teaching.

Q4 - Please list course assignments that you feel were most applicable to your clinical experience and why.

Unit plans - i really liked the unit plans for Literacy and Social studies. I actually got to teach those lessons after i wrote them which was extremely beneficial.

Course assignments that were most applicable to my clinical experience included detailed lesson planning both for individual subjects, as well as cross curriculum connections, as well as a behavior intervention model created in the Fall.

Student teaching - hands on experience
Diverse learnings - learning about differentiated instruction. Human Development- learning about the different stages of development.

edTPA lesson plans and videos. The writing was not beneficial, but putting that much thought into every detail of the lesson helped the lesson go smoothly and the students enjoyed it. The integrated unit plan lesson plans. Literacy resource file. It made us explore a lot of different books that we could use in our classrooms.

Classroom management: This class was amazing both in Undergrad and Grad school because it really taught me how to diffuse situations and what I might see in the classroom. Dr. B gave us a lot of resources to use when we have high behavior students and need to figure out what is going on, or even how to figure out the best way to talk to the student to find the root of the problem. Literacy: I never really taught reading, so learning different ways to teach Literacy was great. It was also nice hearing what other teachers are doing in the classroom so I can use some of those strategies for when I have my own classroom. Reflective teaching: Really taking the time to come up with ways to take care of myself during my first year of teaching was very helpful because it's not something I would have considered and done otherwise. Diverse learners: Understanding the variety of learners that are out there was very eye opening to me. Dr. Walker was fantastic in sharing her experiences with the class in her own life and in the classroom. She gave us a lot of case studies where we could work through what types of instruction the student needs in the classroom and really how to utilize UDL. Math for Elementary Teachers: I knew once Dr. Fox walked into the room I would learn a lot about Math and how to teach it. He is very passionate about the subject and really wanted us to learn the material. He gave us a lot of projects to do and activities within our classroom that will work for all grade levels.

Making lesson plans, making a unit plan, and doing background information on every school was definitely the most helpful, although they could have been taught and explained more thoroughly. They were helpful since it's a very structured template for each assignment and there were a lot of pieces to the lesson plans that one may not think of initially.

Course assignments that were most applicable were the lesson plans we had to design. The integrated lesson plans were tough but they made us really think about how to create a well thought out lesson plan.

Course assignments that were most applicable to my clinical experience was the creation of lesson plans that utilize direct instruction, guided discovery, pure discovery, and concrete through abstract lessons.

I think any assignment that actually had to do with teaching and classroom experience was the most helpful.

Cross disciplinary planning

writing lesson plans, making student examples, learning standards

lesson plan writing and just being in the classroom hands on has been so helpful

I think having to integrate content in a unit was helpful in order to see how you can make the most of your time and content by integrating it. I think having practice implementing a behavior plan is helpful.

Anything in Diverse Learners, Edu Psych, and Dr. Hogan's courses were most applicable to my clinical experience because the things I learned were strategies and theories I used and will continue to use. Very realistic teachings.

Literacy strategies, secondary methods, diverse learners, ed psych. I learned the most from Dr. Hogan and Dr. Kimmons.

*Various classroom observations - it is beneficial to see how different teachers teach subjects

I'm general the literacy course assignments were the most beneficial.

Generally, I'd have very positive things to say about the core classes. I have thought back to content from each of those classes numerous times throughout my clinical experiences.

Q5 - Please list course assignments that you feel were least applicable to your clinical experience and why.

Science assignments - A lot if not all the science assignments felt like busy work and was not very applicable to my students.

Course assignments that I feel were least applicable and less meaningful to my clinical experience included assignments such a quizzes from textbooks and other assignments that were not applicable to lesson planning, such as science outlines, weekly math readings from Number Devil, and chapter activities that were not reviewed in class.

Intro to education. Literacy in the community

The ones we had to find multiple resources for a specific topic. (sense of place resource set) Literacy strategy demonstrations, I think there is a more beneficial way to expose us to the strategies.

The edTPA pilot course was the least applicable to my clinical experience. It was hard because I knew I would never have to do edTPA to be a teacher and I couldn't get that out of my head. Leaving my placement early on a Friday was nice, but then sitting through the class was hard because I didn't see a point to it. I also didn't think Foundations was beneficial. Learning about the start of school systems was interesting and something every teacher should do, but I don't feel that it contributed to my learning. The only part of that class that has been reoccurring are the theorists, and even that we learned in our other classes.

The case studies and data for Gateway 4 did not seem as applicable, or they were not helpful because there was a lot of confusion with them.

Resource files. I did not want to spend time looking up books for different subjects. It was mentioned they would be shared with the class and they never were. I feel like searching for books is something I can do when I have a classroom.

Course assignments that were least applicable to my clinical experience was the creation of a lesson plan based on a piece of literature as my clinical experiences followed a more traditional math lesson structure. However, I hope to utilize this assignment in my own classroom.

Honestly, so much of these courses is bullshit. Most of Educational Psychology is completely impractical. When I am in the classroom, I'm not going to be thinking about which theorists are most important, I am going to be doing what is best for my students. A lot of what is learned most students do not even remember. Waste of time.

Text responses in a number of courses

writing book reports on educational theorists, and working with after school programs for SEL. They don't really apply to working in the real world and on your own.

I cannot think of any off the top of my head

Making a set of resources for a specific content will not really be applicable in the future and was not applicable to my current placement. There are several simple chapter assignments or reflections that seemed a little more like busy work than completely applicable. The assignments like that there may be good content intended but it could be learned a different way.

I felt that anything in Literacy in a Diverse Community Arena, and ELL were the least applicable to my clinical experience. Unfortunately, those courses were nothing like I thought they would be, and did not learn what I was expecting. Most of the work in those courses I could have done myself online within an hour, instead of spending all Saturday in a class. They did nothing like the course description, and each teacher pushed their own political agenda. Not something I could use in my clinical experience.

n/a

*70 page unit integrated unit plan (science and math) - this assignment was nothing more than busy work (as was most of the work assigned in Elementary Science Methods). It was a complete waste of time to design a unit plan this intense for a grade that I will not be teaching next year. Time could have been spent learning how to teach science in the elementary classroom, but instead we wasted our time on "Next Generation Science Standards" and this unit plan. The math portion was far less difficult and could be used for many grade levels.

Reflective teaching course...I really liked the activities in the course and Kate is awesome but in this intense of a program we would be much better off just having that night off to work on assignments for other courses or mak
My classroom management course was frustratingly unuseful between the classroom management plan and the behavior self-management project. The classroom management plan felt as though I was just stating the correct combination of buzzwords for a grade. The behavior self-management project was an absolute chore. I spent hours and hours on that project, but as I have spent even more time in the classroom, the project only seems more and more impractical for an actual classroom setting.

Q6 - Are there any areas in which you feel unprepared as a teacher? Please elaborate.

One thing that i wish we did more was talking to parents and making our own weekly news letters. I wish we worked a little more on how to communicate with parents and maybe even make a template of how we would do that.

There are not any areas that I feel unprepared as a teacher.

I could have gained more knowledge on classroom management. However, I have learned a lot throughout my student teaching.

Teaching a student how to read - letter sounds

I feel more overwhelmed than unprepared in setting up my classroom. I know it's all different depending on the teacher, but I don't know where to begin, or how you know something is going to be effective. I've seen a teacher set rules and procedures, but starting from scratch sounds terrifying. I also feel unprepared in teaching reading. I didn't get a good foundation of understanding from either of my placements because my first mentor never showed me how to do it, and my second placement was Math and Science. I feel that I have enough resources to figure it out, but that is definitely my biggest weakness.

When it comes to looking at student or school data and classroom management, I think there would be a lot of room for more teaching and practice since those areas were the ones where I got more help from my mentor during Student Teaching than I did in the classroom.

I do not feel un-prepared, I felt un-prepared with the praxis exams. I think we could have discuss various topics that are on the praxis in class.

I feel a bit unprepared when it comes to class discipline.

I feel unprepared to take the praxis because there is so much on there that is not covered in classes. However, I do feel prepared to teach. I wish there was more classroom management help.

Learning backwards planning would have been good.

Interviewing, navigating the MNPS website for jobs, creating a portfolio for MNPS at the end of a school year.

I wish we would have learned more about what is expected during the praxis exam

I think overall I feel very prepared and eager to teach next year. There areas where I would feel a little less prepared are in other methods of guided reading for grades that I have not been placed in. Areas such as this are not a concern though because I would never know what grades I could be teaching in and the different experiences are valuable. They are also things I will be able to pick up on once in the job.

I feel pretty prepared to teach. I think Belmont does a great job at teaching teachers. I feel VERY prepared to be an advocate for my students as well.

No.

N/A

I can't really pin point a specific area just nervous as any first year teacher will be I think

Classroom management. Secondary students should have their own classroom management class, and the assignments need to be practical, relevant, and applicable.

Q7 - Based on your experience in the Teacher Education program, have you been able to recognize unconscious biases within yourself? Please elaborate.

Yes i have, Just overall this whole experience has opened my eyes to the many different aspects of teaching. I just feel like it is one thing to talk about teaching and a whole other thing to actually teach.

Based upon my experience in the Teacher Education program, I have been able to recognize unconscious biases within myself, but many of these were realized in my undergraduate work in the core education classes.

Yes. I am now able to recognize my bias and address it/fix it.

Yes. When I am grading papers I have to make sure I am not being more forgiving to the students I know are trying their best and are close to the correct answer.

Yes, I have. I certainly believe in the growth mindset and that everyone can learn, but I found myself first semester thinking that none of my students were ever going to grow and that I couldn't do anything to help them in the classroom. It was horrible thinking and I felt awful about myself, but I was definitely biased with some of the students.

I have been able to realize unconscious biases, especially before going to a priority school where I was panicked and fearful of rumors I had heard of the school. Once I started to get to know the students and build relationships, that school ended up being the favorite school out of each one I've gone to throughout my Teacher Education program.

I am not sure. It's not something I have thought of. I think throughout this program I have found new things about myself I didn't know I was capable of.

Through my program, I've been able to see that I do sometimes make assumptions on students based on personal history. However, I have also learned not to rely on this biases as they are often proved incorrect.

I do think that sometimes when you label kids as the "bad students" you have to be careful because even though they have discipline issues, every day is a new day and we have to give them the best chance so that they can succeed. I do not believe I have bias towards gender, race, or religion though.

I was already largely aware of mine. This is not a new concept to me.

Yes, I have trouble taking into account student's home lives when it comes to their school attitudes and I have to work on being patient with each and every student.

yes, this is something i have noticed. I feel like coming into belmont i could not say this but leaving i definitely feel this way.

I have definitely been supported through education at Belmont in order to be aware of biases and supportive and prepared for diversity. I think I was most challenged to become aware of my own potential biases through my practicum experience, which is were the true test and challenge of being a teacher came into play.

At the beginning I definitely started to when we took the quiz online in our first class with Dr. Hogan. Since then, I have been able to recognize it and check it at the door.

Yes. The Harvard bias study was interesting. I also notice I tend to go easier on boys as a mom with two boys and expect more attentive girls.

While teaching, I have learned that I can quickly expect a great deal from some students and less from others. I have learned to practice the idea that all students can equally succeed.

At times and actively try to check...I like that there has been some discussion of biases teachers may hold and how that can negatively impact your teaching..would love to have more on this in coursework. I think it's super relevant particularly at Belmont where a majority of students are the same race and have a similar SES but may end up teaching in schools with a very different population of students than the schools they attended growing up.

I have. My ed psych class with Kimmons was phenomenal. I took it in the summer of 17. If I recall correctly,

Q8 - How has the program prepared you to be an exemplary educator who advocates for children, families and communities? Provide examples.

Yes, I believe that seeing what i saw and experiencing what i experienced especially at Metro has made me a better advocate for the student. I want to do what is best for the student. one specific example is actually at my second placement, we had a student with behavioral challenges and the parent was not on the same page as us. It was interesting to see how my teacher talked to other teachers for support and how she talked to the parents about getting the child some support.

The program has prepared me to be an exemplary educator by providing me with the knowledge and skills to meet the needs of all students, families, and communities both academically, social-emotionally, and physically for overall healthy development.

I believe all of the community outreach that we did allowed me to see the needs within the community.

They have stressed how important building relationships with students and families are. When you work as a team you want the best for that team.

Through Belmont courses and my own experiences, I have learned enough about advocating for children and families and I know I can fight for them when needed. I have a student now who speaks no English and had to take the state tests without any accommodations. My mentor did a great job advocating for the student, and even though she still had to take the test with no accommodations, I saw how powerful it was for my mentor to stand up for the student. I see that there are a lot of things within the Education system that don't make sense or are unfair for many students. All the Belmont courses talk about advocating for students, families, and communities, and I know that by experiencing that in the field and talking about it in the classroom, I can do it within my own class.

It has prepared me in a way that has me looking at every aspect of a students' life and has taught me how to build relationships with my students, families, and community in order to be better teacher and mentor to always advocate for my children no matter what they are going through. I was able to make such strong relationships at my final placement because many students had a lot of personal or home problems that they felt comfortable coming to me with and always left the conversation feeling better and feeling cared about because they know I'm always on their side.

Through the classes. We have discussions and hear ideas that we never thought of. Some work we have done has also helped us with this.

If I were to take just one thing away from this program, it would be the importance of advocating for the students, families, and communities I work with especially when they cannot advocate for themselves. I've witnessed the many ways that students education is impacted by forces outside of my teaching and that in order to get them the best education, I have to tackle these as well.

Well, as art education, if I do not advocate, my program will get cut. So definitely not being afraid to be vocal to the administration and families about what we are doing and why it is important.

I have gained the skills to be an exemplary educator who will advocate for children, families, and communities through each course I've taken here and my variety of placements.

I know how to approach teaching as more than a job. it's not about the art skills, it's about the whole person and giving the child coping skills and self-confidence.

absolutely. I feel like I am going to be an amazing advocate

Belmont education program has definitely emphasized the importance of accepting and supporting diversity alone with the importance of being advocates. Those two areas are clearly exemplified through professors, and the entire education program. Each class reiterates both areas, regardless of the content areas.

This is my favorite part of being an educator, is being an advocate for my students and their families. This program has done a great job preparing me to do that. Courses like Diverse Learners, EDU psych, and any course with Dr. Hogan has showed us how to care for families and be there for our students.

I loved the program's emphasis on advocacy. I feel well prepared to advocate for the families I work with.

I have learned the importance of creating a classroom that is welcoming to all students and is culturally relevant. I have learned the importance of communication.

I think Belmont has done a good job preparing us on this..will really know once I have my own class!

The internship program is fantastic. I was fortunate to have two excellent mentor teachers both semesters, and both of my placements have helped to bring me to a point where I am now more eager than apprehensive to get into a classroom of my own. I don't think I could have gotten to this level of self-confidence through 1 semester of student teaching, and I'm really glad that belmont had the internship program available to serve that end.

Q9 - Do you feel prepared to be a culturally responsive teacher in that you embrace cultural, ethnic and religious differences? Please elaborate.

Yes i do, I really like how Belmont strongly incorporates culturally responsive teaching in all the classes that i took. I also really liked how we were in Metro for the first semester because you get students from all different backgrounds. My second placement was at a christian school so for me it was really interesting to see the difference between a public and a christian private school.

I do feel prepared to be a culturally responsive teacher. I know the importance of embracing all cultural, ethnic and religious differences within my classroom in order to create a safe environment for all children to learn, build relationships, and overall develop in a healthy manner.

Yes. I feel like I will be inclusive of all students

Yes, we discussed this in depth in every single class. Although important information it was very repetitive when our time could have been spent learning something new. I think the professors need to communicate with each other about what they will be doing in class so it is not repeated multiple times.

I do feel somewhat prepared to be a culturally responsive teacher. In my first placement, we had many different ethnicities, but didn't celebrate it within the classroom, which I felt was a shame. In my second placement, we really only had three different students who had different cultures compared to the rest of the class. I do know that celebrating culture is going to be important in my classroom, I just haven't really figured out how to implement it.

I feel prepared to be a culturally responsive teacher for two reasons. One reason is because of my culturally diverse background that I grew up in, and the other is because I was able to go to so many different schools that had all kinds of diverse students from ELL, to special needs, to high achieving. I feel as though I can cater to each student's needs based on the different experiences I have had at all of my placements.

Yes, through my experience in my practicum I have learned to embrace diversity even more than before. The undergrate classes also helped lead up to this.

I find that I will have to do some research on this matter depending on my classroom setting, but I feel prepared to recognize that there are differences that may play a part in my classroom and will need to be looked at.

Yes, I learned how to do lesson plans that embrace cultures from all over the world and to have an inclusive classroom.

Yes, despite the diversity of our program, the students I've interacted with in my placements have helped me to feel prepared to be culturally responsive.

Absolutely, I am always interested in seeing things from other's point of view and to incorporate them into my own.

I feel extremely prepared to get out there and teach once I am ready. I am confident I will be a great teacher and I know that is because Belmont and this program has prepared me.

Belmont education program has definitely emphasized the importance of accepting and supporting diversity along with the importance of being advocates. Those two areas are clearly exemplified through professors, and the entire education program. Each class reiterates both areas, regardless of the content areas. I feel very prepared to support the differences in my classroom.

Yes I do, this program has done a great job of showing us how to be culturally responsive and respectful inside and outside of our classrooms.

Yes. I am very aware of cultural responsiveness and how to teach a diverse classroom of learners.

Yes, but this was not something that was a problem before the program. I have always felt that the classroom is a place where everyone should feel welcome.

Yes. I do think Belmont has done a good job of helping us to be culturally responsive teachers..strong point for Belmont! My mentor teacher is getting her doctorate right now and she said she is just now in a class that addresses culturally responsive teaching and multiculturalism for the first time and I found that very shocking!

Yes and no. Belmont talked a lot about the concept of cultural responsiveness, but I think more could be done to show concrete examples of it. I certainly hope to be an empathetic teacher who affirms the backgrounds of all students. That's who I want to be. But I do think that more could be done in the way of actually talking about the prominent cultures or religions one might encounter and how to be responsive to them.

Q10 - Are you planning to teach right away or take some time off? If you are planning to take time off, please tell why.

teach or sub

I am planning to teach right away.

Yes, I plan to teach right away.

teach right away

I plan to teach right away.

Teach right away

No, going to get my second masters at Vanderbilt.

Right Away.

I think I will teach, but I might get a job that uses my degree but not teach. For ex. work at a nonprofit that teaches kids with cancer photography

Right away

I am planning to teach this fall.

take some time off. my high school student teaching placement left me needing a break. It was a lot to handle and not what I was expecting.

Right Away

Teach right away

Right off if I can get a job that is the right fit for my family life. If not, I will sub until something opens up.

Yes

Teach right away.. fingers crossed

I plan to teach right away.

Q11 - At this point, have you been offered a teaching position? If so, where (district, school, grade level)?

No not yet

I have been offered a teaching position within Sumner County Schools at Station Camp Elementary for Grade 2.

Yes, Private, St. Bernard Academy, 6th/7th level

No

No, but I have a second interview today! (May 2)

Yes, Port St. Lucie County, FL, Treasure Coast High School, 10th grade.

Yes, but I turned it down when I got the acceptance letter. It was a private school in Washington State.

No.

No

No

No

no, I have been told about openings and encouraged to look into them but I will be taking some time off before teaching.

no

Yes I have. A-C Central High School, World History in Ashland, Illinois. (9th and 10th graders)

No.

Yes - Murfreesboro City Schools

No

I have not.

Q12 - Please elaborate on ways the Teacher Education program can improve.

Make the science more applicable

The teacher education program could improve by aligning course assignments to directly relate to the work we are doing in the classroom clinical experiences. The courses could also focus on helping students become more prepared for praxis exams. I feel like I did most of my studying for the praxis exams outside of school and what I was learning in the classroom did not relate to my needs for the praxis. Overall, I do feel prepared to be a teacher and feel like the Teacher Education program has prepared me to be a great teacher.

The teacher education program can improve of creating more distinct lines between classes. A lot of the classes seemed to be review of past classes taken.

I believe the rooms should be set up like an elementary school classroom. The professors should spend more time on content we will be teaching and how best to teach it. It should focus on helping lower students and strategies to bring them up to grade level. We learned strategies, but by having students present it to the class and moving on. For hands on learners that strategy will not be remembered unless they see it used successfully and in depth. During class we spent a lot of time discussing our assignments. I do not feel that was a good use of class time. Answers became repetitive and we already mastered the concept through our homework. Our homework assignments could be projects we would do with our students so we can learn what we like or how we could improve assignments. Practice making assessments instead of just discussing. Getting student work samples and grading them with a rubric. Practice creating a rubric.

I think cutting down the class times, especially for the Grad students, would be much better. Going to a school for a little over 4 hours is a lot. I know there is a lot to be done and a lot of information the professors need to give us, but it takes up a lot of time. In Grad school, working all day and then going to a 2 and a half hour long class, or in some cases, a 4 hour long class is way too much. Condensing the times so that we're not exhausted by the time we leave class is something I highly recommend.

It can improve when it comes to Student Teaching in many ways. First of all, undergraduate students should not be placed in Honors, AP, or IB classes to teach because it is very challenging to handle if a student does not feel fully prepared, thus the students should be asked if they want to teach those classes. It can also improve by not having students take night classes with many long, strenuous assignments in order for the students to fully focus on their student teaching experience so they feel more confident and prepared for their first year of teaching. Lastly, Student Teaching should be more than one semester, and it should not be split up for Secondary Ed majors in the middle of a semester. This doesn't allow for the teacher to build substantial relationships with their students, or once they are finally confident with their students, they have to start over at a new placement.

I think it can improve when it comes to applying for teaching jobs. Dedicating class time for students to apply that way a teacher is with them to help us as well if needed. It's already a job to apply for a job, the extra time in class to do this helps so when we are home we can focus on EdTPA.

I wish there had been more of a focus on classroom management.

Make the classes less about theory, and more practical about real situations in classrooms. Talk about classroom management for different ages. Talk about issues facing education currently with the political situation we are in.

Just plan through a bit more a couple course.

Less classroom time at Belmont and more student teaching time.

More communication and understanding of what the gateway interviews are and more notice on when we have them

With this being the pilot year for edtpa there is more improvements to be made in that but that is expected and made clear by professors. The placements and internships are extremely valuable and should be highly valued. I would strongly encourage more students placed at Waverly Belmont. I would also encourage the use of Glengarry for more than an undergrad class but for internship and student teaching placement in order to get more experience with EL students.

I think that they definitely need to work on the edTPA courses and implement it at the beginning of the program. As well as observe some of their adjunct professors.

Organization. As a whole, our group was told many different things regarding Praxis, classes, etc. And EdTpa is terrible. I understand the need for something more than the Praxis, but EdTpa is just busy work and will honestly keep some people out of the the teaching profession if they believe that is what teaching is going to be like. I cannot express how terrible that experience was. Not the professors, because they were new to it as well, but the entire process. Even if the professors had done it before it still would have been awful for student teachers.

*Communication with students (i.e. finding out we did not get one year of experience until the meeting in late April of last year after we had already paid our deposits, as this equates to a \$1200 pay difference for the next year) *Course work that is not busy work

Coordinate more with mentor teachers/plan ahead with them and make sure course assignments can be used in our placement. Feeling pulled between course work and practicum results in lower quality work for each and causes lower engagement in anything that isn't immediately applicable/required for licensure. Like I was saying with courses such as reflective teaching...I really liked what that course had to offer but people can't engage fully because too stressed out by all the other course work they have for content area courses with stricter grade requirements and the work they are doing for their placement. If the large unit plans we have to make for our course work were actually required to be taught at our placement and were part of the real scope and sequence that would be very very beneficial!! Ditch the Belmont lesson plan.. I guess the new EdTPA plan is a little more applicable since it will be a state requirement but I think it would be helpful to get input from mentors on what plan they do. The Belmont lesson plan is never used in the real world and the mentors have never seen the Belmont lesson plan and don't have time nor the desire to learn it. My mentor teacher is a great teacher but was not able to really help me very much in my planning because she didn't understand what I really needed for Belmont lesson plans. In general I just felt very much like I was working two separate full time jobs all yearcan't stress enough how important I think greater collaboration between Belmont professors and mentor teachers would be for the intern rogram. This also would ensure that mentors really want to be a mentor and aren't just signing up because they want to have another adult in the room to supervise kids and make copies. Required collaboration between mentors and Belmont on the front end would weed out a lot of teachers that don't actually want to mentor someone. I have an amazing mentor teacher and feel EXTREMELY lucky to have gotten her but she could have been even more helpful if she had the chance to collaborate with Belmont because she really cares about helping me become a better teacher!

As someone entering the teaching profession, it seems somewhat predatory for me to have paid Belmont for two three-hour classes for the ed-TPA/ internship courses. I realize that Belmont has to make money. But charging me 6,000 for classes where I do not learn anything and instead work on an assignment seems downright backward. That's well over a month's salary. Not to mention the loans I've spent on the cost of living during the internship. I spent so much money at Belmont for classes that did not do anything, and I feel a little taken advantage of. Make the internship a "lab" so that I'm not paying Belmont thousands to work for free for MNPS. Make the edTPA lab a 1-hour class or something. But I don't think it's right to charge for two 3-hour courses for classes that are not educational in and of themselves. Those were classes where I worked on and submitted my work from my internship, not classes where Belmont *taught* me content.