

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.

This program has provided me the opportunity to work the whole year in a co-teacher position, which has been invaluable to my growth as a teacher.

I believe working in the classroom helped me the most.

I feel incredibly well prepared! While no program can get you 100% ready for teaching, I feel that this program does a phenomenal job by

I feel very prepared to teach next year given that I've been in a classroom full time for an entire school year.

I feel that this program gave me an in depth view and experience in preparation for teaching. The program helped me with the speed of being a full time teacher and what is to be expected and at the same time gave me knowledge of what I can do to be a better teacher and very good resources towards that excellence. There is always room for improvement but if I was to say an of improvement could be it would be for there to be more focus on the middle grades because though it may not seem like it, there is a difference in middle school and elementary school strategies when teaching.

I feel somewhat prepared. Honestly, my teaching hours at my placement school have prepared me the most. Some of the class discussion was rich, but some classtime was wasted on "busywork." I feel the race and gender class really prepared me. Amazing class. I think that most of the classes could have had more time for questions about how to instruct, not just concepts of literacy or math. While yes, those are important. I feel it is more important that we are taught how to teach literacy and math. I wish there had been more opportunities for us to do mock lessons in class. Still, after most of the classes mixed with my teaching with a few teachers at my placement school, I feel mostly prepared and ready to go for next year.

I feel very prepared, particularly from my placement site. Much of the course work was relevant but I do feel the program could be improved by separating middle school and elementary school students. Much of the class time was irrelevant to me because the instruction was targeted toward another age group.

I feel prepared to lead a classroom effectively.

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

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Yes, my placement school was somewhat diverse. 9% Asian, 10% Hispanic, 28% Black and 53% White. What was lacking was the diversity in the staff. Working with a less diverse staff had its challenging moments at times. The experience taught me how important it is to instill in my students that people of different races, cultures and backgrounds should be able to coexist, learn and accomplish goals together peacefully with a purpose. This experience has shown me that it is possible.

Yes

My experience has provided me with a multitude of experiences. I have been in a number of subjects across every grade level in our building.

I do feel that my practicum prepared me very well. There are pros and cons to only doing one, however. I am very glad that I got to see the arc of an entire school year in one classroom in one school, however, I only know what one school in MNPS is like.

Yes because from grade to grade, students respond differently to procedures and methods. A student can be in 5th grade and by the time they are in 7th grade, their personalities could be different so practicums showed that you have to be able to move and adapt to the environment. This step helped big time when dealing with diverse environments.

Absolutely. My placement school is very diverse. I do feel the administration did not always listen to the residents.

I did get to work with a diverse group, but by working with one group, I do not feel fully prepared to work with different groups of students. I wish we had opportunities to work with other groups of students, even if it was in summer school or for a brief pullout. While I appreciate the benefits of working in a single environment, I also do not feel prepared to work with other ages or populations. Perhaps we could have watched videos of more groups of students as most videos included suburban populations.

Yes, I got a chance to work with students from all walks of life.

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

Taking a course about Diverse Learners afforded me the ability to be able to recognize the needs of all students and ways to assist them more effectively.

I got a chance to work with a variety of students and experience is always best

I feel that my courses and residency school has prepared me incredibly well for teaching a variety of learners. I have been able to see classrooms with very diverse needs. I have been both taught methods as well as seen in action ways to teach a variety of learners through accommodations and differentiations.

I feel that my classes and practicum have prepared me to work with English learners, students with IEPs, students who have experienced trauma, and students who come from lower socioeconomic groups.

To a great extent because every student doesn't learn the same and we have to be aware of that because if we bundle students we would have an array of thoughts and not always a efficient learning curve.

Pretty well. I feel the program should definitely have an option to get your ESL endorsement. This is pretty much necessary for MNPS hiring. I feel like I'm pretty unprepared to teach ESL students.

I feel very prepared to work in an urban school setting. I do wish that I felt a bit more prepared to work with students who have IEPs but understand that sometimes intense Saturday classes cannot cover all materials.

I think the program should include EL courses I had to pursue the endorsement outside of Belmont.

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

Unit plans Practicum Observations Child case study

none were

Our entire Race, Class, and Gender course was absolutely the most applicable to my clinical experience, because it taught me how to identify both personal biases, as well as others' biases, and then how to correct these biases.

Lesson and unit plans (literacy, math, SS, and science), because I was required to do both of these at my placement school; SS resource set, because it helped me look for materials to use in lessons; literacy issue research, because it helped me find strategies to use with my students.

Course assignments where we focused on resources, community help and knowing our students more helped. When we did in depth study on where students struggle not only in education but in their lives outside of school cause that can affect their learning.

The lesson plans were good. But, the residents should maybe have input on what the plan should look like. The make your dream classroom was great because I got to start thinking about next year. I liked doing the unit plans, but the reflections on them did not help me as much.

Lesson plans Unit Plans Literacy Resource Files Student analysis

Literacy Resource File Everything in Child Development as well as Race, Class, & Gender Lesson Planning All things in Math All things in Diverse Learners

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

Creating a resource file Number Devil chapter reviews

all were

I feel as if all course assignments were designed to directly help my teaching practices.

Assignments about theory and theorists. This was helpful for the Praxis but not very useful for my experience at my placement school.

Certain literacy assignments weren't applicable because some or all of us didn't not teach ELA or anything in the area of English or Literature. Those assignments did not necessarily help us with different focus subjects.

The child study was fun, but it did not help me learn as a teacher. A lot of assignments in our literacy class were purely busy work. The lesson plans were good, but assignments like the practicum visits to different grade levels did not help me and were sort of a pain to find time to do as well as instruct at my placement school. The ESL assignment for literacy was a bit of a hassle because we had not really talked about teaching ESL learners a lot in Literacy.

Group resource shares FACTS presentations

My science assignments felt like busy high school work that did not apply to my classroom or a graduate level course.

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

I do not feel completely prepared to effectively write lesson plans.

no i felt working at my school has prepared me

Not applicable!

I feel a little unprepared in classroom management. We didn't address it much in our classes. I did take the classroom management PD to help me but I could use more strategies and assistance.

Learning the discipline scale because it varies from school to school. Learning that degree of where I can get a child to understand policy and not always seem threatening to the student.

I feel mostly ready. I do feel like I need more help with reaching out to EL's and with how to be a good team player when other teachers are not.

Classroom management is my biggest challenge. I feel that this stems from my styles differing from those of my mentor teacher and hope that when I can set classroom procedures to my preferences I will be able to take better command of my classroom in a way that does not make me feel uncomfortable or abrasive. I also feel unprepared to engage with parents.

No, teaching is a practice. I am teaching on my own just fine.

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

Yes, I assumed that since majority of the students in the school were from two family household and most of their parents hold college degrees that the desire to learn would be imbedded in the student. That was not the case. I had to re-shift my thinking and teaching style.

no i have not recognize unconscious biases within myself

Yes!! I was taught to regularly reflect on my thoughts and actions, and get to the root of these. I will be able to analyze the roots, and ensure that my actions were not influenced by unconscious bias.

Yes, our Race Class and Gender course with Dr. Ivey Soto helped me with that, and I'm glad we did it over the summer before the school year started.

Yes because I thought that most students treat some teachers differently cause of race or ethnic background or familiar faces but being an educator you can make a difference to students in any race or background by being fair and challenging.

Yes. I realize I jump to the worse possible conclusion about a child. I can often assume if a "bad kid" has been told on the story is absolutely true.

Yes. As I experience time in the classroom and engage in small group and whole group conversations at Belmont after having training on biases, I feel I can very well notice biases in myself.

Yes and others. We all have it, we just have to check ourselves

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

It has, taking courses that have dealt with biases and teaching the whole child only reinforced my reasons for wanting to become a teacher. Far to often I've witnessed a lack of empathy towards students and families from faculty and staff that may have caused discourse in those relationships unnecessarily. I intend to bring change.

no but no program can get you ready to advocate it is either in you or it is not

YES!!! This program has taught me that relationships are key to the success of both myself as an educator, and of my students. Beyond this, I have built an arsenal of resources to be able to provide to my students and their families, and feel empowered to provide information about these resources to them.

We did several projects involving parent and community involvement in Dr. Ivey Soto and Dr. Flynn Hopper's classes. I also had the opportunity to participate in parent and community events at my placement school, as well as parent meetings.

It has given me the resources and experience to help out in many ways. Working with the community and to help out in different ways by using my strengths to assist the community ans student body.

Like I said earlier, the race and gender class really helped me do this. Dr. Ivey-Soto is amazing! I now have resources from one of our assignments to help my kids and their families.

The program has helped me to value and respect each child. I have also had the opportunity to experience the real needs students have and how teachers must advocate for students and their families to help them meet needs.

I will always advocate for students. I have that desire to do so naturally.

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

Yes, I have a big heart for all people and treat all of my students fair. I intend to be the type of teacher that will encourage all students to be loving and kind to one another.

yes i am prepared to be a culturally responsive teacher in that you embrace cultural, ethnic and religious differences

Yes! I love the differences that make each of us unique. I am prepared to incorporate my students' cultural, ethnic, and religious differences into our classes. I will ensure our classroom is a safe place where everyone is able to express their thoughts and opinions.

Absolutely. We were trained well on the importance of making sure our materials and subject matter represent the diversity of our classrooms.

Yes I feel prepared because everybody comes from a different area of life and walks and they should be embraced in world that can be unpolitical and judgemental. The need to be embraced can make for a better student and a better person and it can start in my classroom.

I do. Race and gender class helped me do this and so did my fellow teachers at my placement school. They've helped me be aware of biases.

Being placed at Tusculum has helped me see a number of cultural groups and how each student has experiences to bring to the table. In the summer, Dr. Ivey Soto gave us tools to become more culturally responsive and elicit the knowledge needed through relationship building and the study of cultures.

Yes- I operate a culturally responsive classroom currently

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

Teach right away.

time off

I'm planning to teach starting in August

Teach right away

Right away. The knowledge and experience we have gained should not be shelved but shared. Let's make a difference right away

I'll be teaching right away.

Yes, I will be teaching beginning in August

I am teaching currently

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

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Yes, Metro Nashville district at Oliver Middle School 7th grade.

no i am not looking for a position just yet

Yes! I have been offered a 6th Grade Math/Science position at Goodlettsville Middle in MNPS

No

No

I have an early agreement from MNPS, but have not been offered a position in a school yet.

Tusculum Elementary School MNPS 1st Grade

Yes MNPS 3rd grade

Q12 - Please elaborate on ways the Residency program can improve.

This program can improve the way they select mentors. Mentors should be invested in their mentees success and be willing to fully abide by the rules and guidelines of being a mentor. Most time it felt the program was geared towards elementary. Program should be designed for all grade levels.

more organized

I would love to see more coursework geared towards the middle school teachers. I know that this will probably change itself through the changes in licensure requirements.

I would do more front loading over the summer, for example, learning how to write lesson plans and how to co-teach with your mentor. I also suggest setting up a meeting with all residents and mentors over the summer so that all are aware of the program expectations before the year starts, and mentors and mentees have a chance to bond before working together. I was very fortunate to have an amazing mentor, but even those small things would have been good to have before starting out. I also suggest integrating the Residency class into other classes. Finally, I was a little disappointed with the math course. I don't feel that it prepared me to teach math at all. On the other hand, both literacy courses gave me endless strategies and knowledge for developing readers. I have truly enjoyed this experience and I feel prepared to have my own classroom next year.

I love this program! I recommend it to all of my fellow friends who want to pursue education. I only want the difference in middle school and elementary school to be acknowledged and not just pushed together.

The residency should be extremely careful when choosing mentor teachers. I think they need to have the mentors fill out some personality test or something to match with the residents. I know there are friends of mine in the program who had a really hard time dealing with a harsh, uncaring, or in some cases, completely controlling mentor. This process should be carefully attended to so this does not happen again. I feel like most of the Belmont staff is great at responding to emails and being attentive, still, when it comes time to take action, sometimes I had to take it myself for things to get done. I had to advocate for myself a few times in my placement school to make a change happen, even if some of the Belmont staff was aware of my struggles. I think this kind

of survey should also happen in the middle of the year with Belmont so that some unnecessary assignments and issues with placement schools can be fixed sooner rather than later.

The structure was loose, particularly at the beginning of the year. Expectations changed frequently and it was confusing as I was not sure exactly what I needed to complete or how I could complete work in advance. I also wish I had more than 3 visits from a supervisor throughout the year as I received little feedback on my teaching throughout the year from Belmont and my mentor.

Placing residents with mentors who truly are leaders. Advocating for residents to truly teach and not run RTI all day.