

One to Five Year Survey

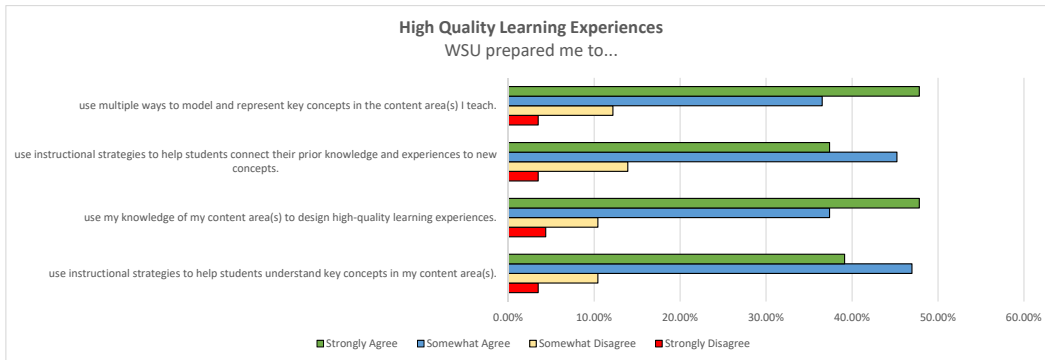
A Survey of those Individuals who Obtained an Initial Teaching Certificate from Fall 2012 through Spring/Summer 2017

1 - This question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students.

"High quality learning experiences" are learning opportunities and classroom experiences that are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
use instructional strategies to help students understand key concepts in my content area(s).	3.48%	10.43%	46.96%	39.13%
use my knowledge of my content area(s) to design high-quality learning experiences.	4.35%	10.43%	37.39%	47.83%
use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	3.48%	13.91%	45.22%	37.39%
use multiple ways to model and represent key concepts in the content area(s) I teach.	3.48%	12.17%	36.52%	47.83%

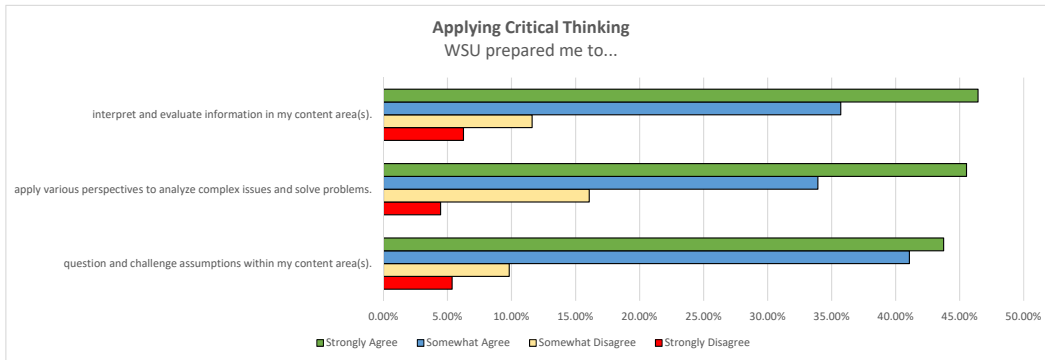


2 - This question set asks about your preparation in APPLYING CRITICAL THINKING in your content area(s).

"Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

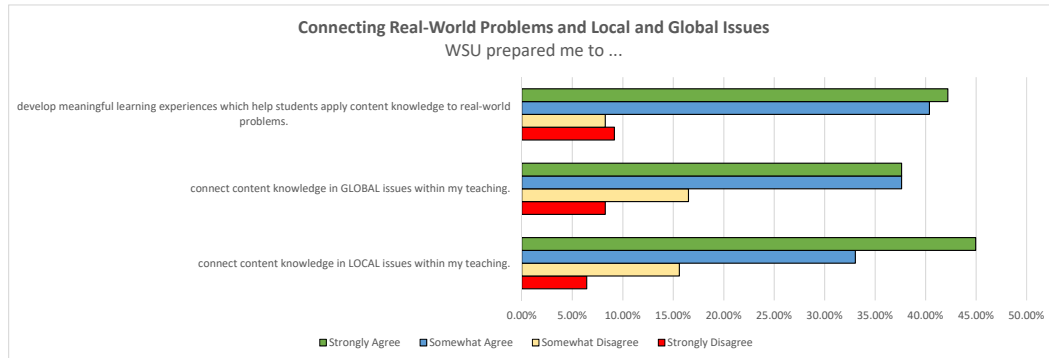
In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
question and challenge assumptions within my content area(s).	5.36%	9.82%	41.07%	43.75%
apply various perspectives to analyze complex issues and solve problems.	4.46%	16.07%	33.93%	45.54%
interpret and evaluate information in my content area(s).	6.25%	11.61%	35.71%	46.43%



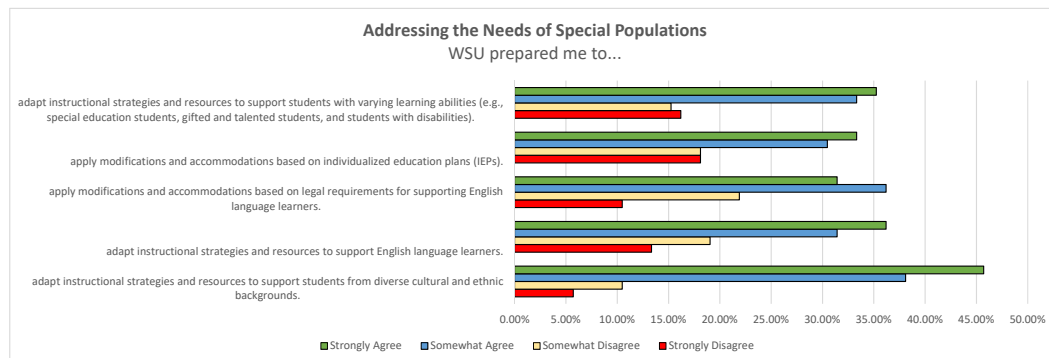
3 - This question set asks about your preparation in CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching. "Connecting real-world problems and local and global issues" means the teacher can verbalize and connect the content in a manner necessary to discuss relevant issues. In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
connect content knowledge in LOCAL issues within my teaching.	6.42%	15.60%	33.03%	44.95%
connect content knowledge in GLOBAL issues within my teaching.	8.26%	16.51%	37.61%	37.61%
develop meaningful learning experiences which help students apply content knowledge to real-world problems.	9.17%	8.26%	40.37%	42.20%



4 - This question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS. For this section, please think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups. In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	5.71%	10.48%	38.10%	45.71%
adapt instructional strategies and resources to support English language learners.	13.33%	19.05%	31.43%	36.19%
apply modifications and accommodations based on legal requirements for supporting English language learners.	10.48%	21.90%	36.19%	31.43%
apply modifications and accommodations based on individualized education plans (IEPs).	18.10%	18.10%	30.48%	33.33%
adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	16.19%	15.24%	33.33%	35.24%

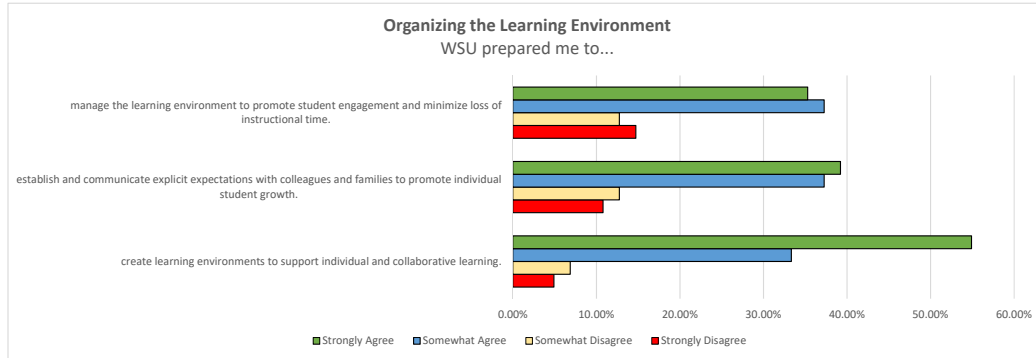


5 - This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT.

Please think about how you were prepared to create learning environments to support individual and collaborative learning, positive social interaction, and active engagement in learning.

In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
create learning environments to support individual and collaborative learning.	4.90%	6.86%	33.33%	54.90%
establish and communicate explicit expectations with colleagues and families to promote individual student growth.	10.78%	12.75%	37.25%	39.22%
manage the learning environment to promote student engagement and minimize loss of instructional time.	14.71%	12.75%	37.25%	35.29%

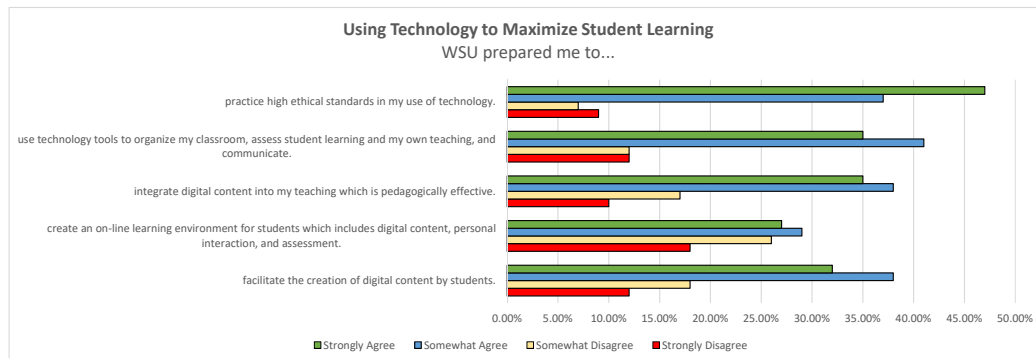


6 - This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.

Think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents/guardians.

In retrospect, Wayne State University prepared me to...

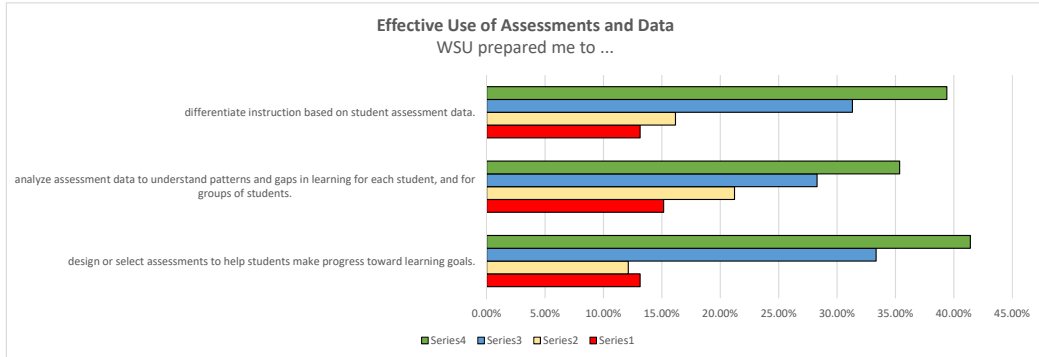
Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
facilitate the creation of digital content by students.	12.00%	18.00%	38.00%	32.00%
create an on-line learning environment for students which includes digital content, personal interaction, and assessment.	18.00%	26.00%	29.00%	27.00%
integrate digital content into my teaching which is pedagogically effective.	10.00%	17.00%	38.00%	35.00%
use technology tools to organize my classroom, assess student learning and my own teaching, and communicate.	12.00%	12.00%	41.00%	35.00%
practice high ethical standards in my use of technology.	9.00%	7.00%	37.00%	47.00%



7 - This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA.

Think about how you were prepared to use student assessments and data to assess student learning, diagnose student needs, and plan for and differentiate instruction. In retrospect, Wayne State University prepared me to...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
design or select assessments to help students make progress toward learning goals.	13.13%	12.12%	33.33%	41.41%
analyze assessment data to understand patterns and gaps in learning for each student, and for groups of students.	15.15%	21.21%	28.28%	35.35%
differentiate instruction based on student assessment data.	13.13%	16.16%	31.31%	39.39%

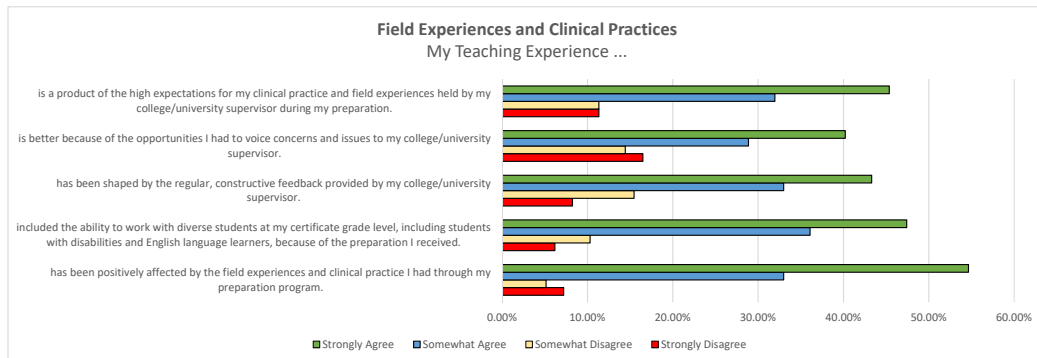


8 - This question set asks about your FIELD EXPERIENCES AND CLINICAL PRACTICES.

Think about how the college/university provided authentic field experiences and clinical practices offered in collaboration with K-12 schools, and supported your development to become an effective teacher.

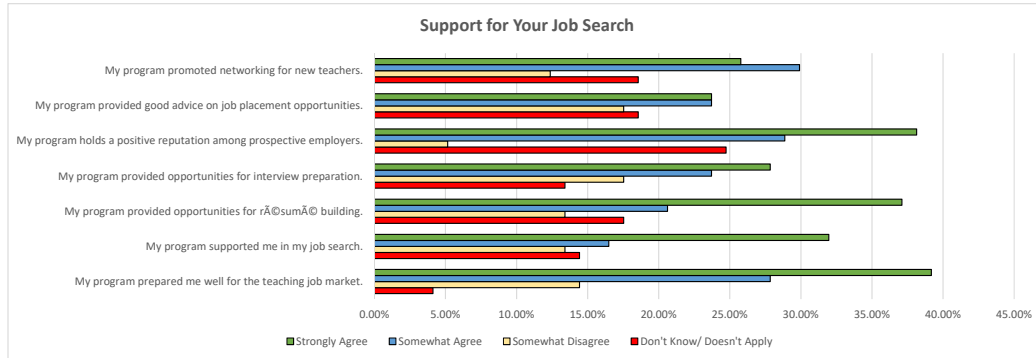
I feel my teaching experience ...

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
has been positively affected by the field experiences and clinical practice I had through my preparation program.	7.22%	5.15%	32.99%	54.64%
included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	6.19%	10.31%	36.08%	47.42%
has been shaped by the regular, constructive feedback provided by my college/university supervisor.	8.25%	15.46%	32.99%	43.30%
is better because of the opportunities I had to voice concerns and issues to my college/university supervisor.	16.49%	14.43%	28.87%	40.21%
is a product of the high expectations for my clinical practice and field experiences held by my college/university supervisor during my preparation.	11.34%	11.34%	31.96%	45.36%



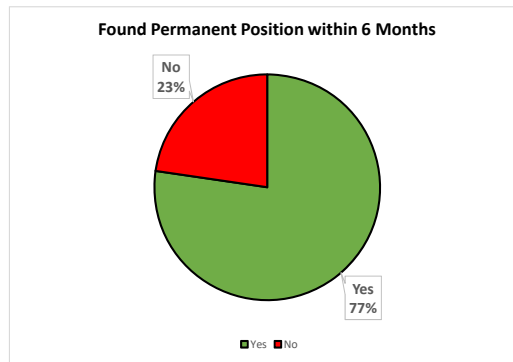
9 - This question set asks about your experiences in receiving SUPPORT FOR YOUR JOB SEARCH FROM YOUR EDUCATION PROGRAM.

Question	Don't Know/ Doesn't Apply	Somewhat Disagree	Somewhat Agree	Strongly Agree
My program prepared me well for the teaching job market.	4.12%	14.43%	27.84%	39.18%
My program supported me in my job search.	14.43%	13.40%	16.49%	31.96%
My program provided opportunities for rÃ©sumÃ© building.	17.53%	13.40%	20.62%	37.11%
My program provided opportunities for interview preparation.	13.40%	17.53%	23.71%	27.84%
My program holds a positive reputation among prospective employers.	24.74%	5.15%	28.87%	38.14%
My program provided good advice on job placement opportunities.	18.56%	17.53%	23.71%	23.71%
My program promoted networking for new teachers.	18.56%	12.37%	29.90%	25.77%



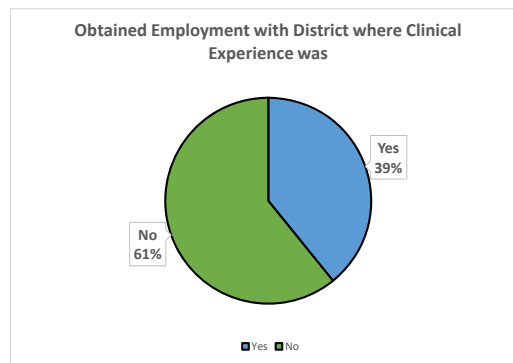
10 - Did you find a permanent position within 6 months of graduation and/or earning your teaching certificate ?

Answer	Percent
Yes	77.32%
No	22.68%



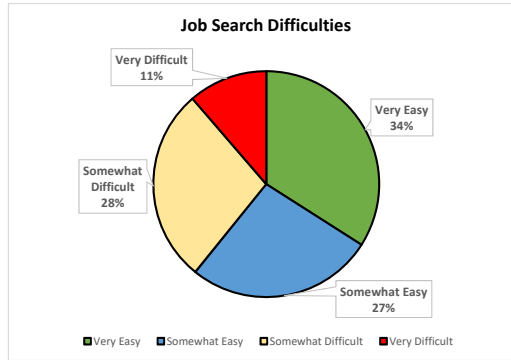
11 - Did you obtain employment in the school district where you completed a WSU clinical experience?

Answer	Percent
Yes	39.18%
No	60.82%



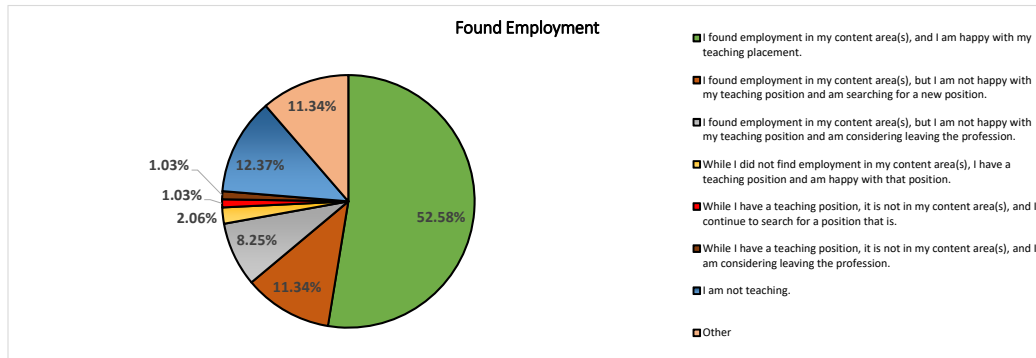
12 - In your opinion, how difficult was it (or, if it applies, how difficult is it), to find a job in your content area(s)?

Answer	Percent
Very Easy	34.02%
Somewhat Easy	26.80%
Somewhat Difficult	27.84%
Very Difficult	11.34%



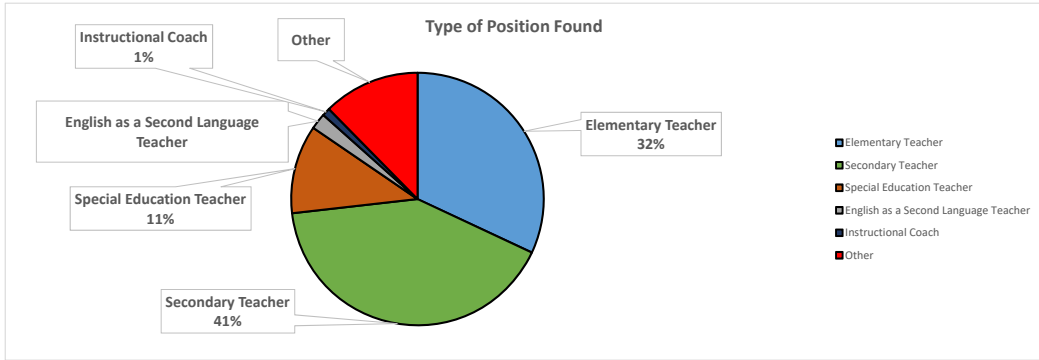
13 - Which of the following is true?

Answer	Percent
I found employment in my content area(s), and I am happy with my teaching placement.	52.58%
I found employment in my content area(s), but I am not happy with my teaching position and am searching for a new position.	11.34%
I found employment in my content area(s), but I am not happy with my teaching position and am considering leaving the profession.	8.25%
While I did not find employment in my content area(s), I have a teaching position and am happy with that position.	2.06%
While I have a teaching position, it is not in my content area(s), and I continue to search for a position that is.	1.03%
While I have a teaching position, it is not in my content area(s), and I am considering leaving the profession.	1.03%
I am not teaching.	12.37%
Other	11.34%



14 - What type of position did you obtain?

Answer	Percent
Elementary Teacher	31.96%
Secondary Teacher	41.24%
Special Education Teacher	11.34%
English as a Second Language Teacher	2.06%
Instructional Coach	1.03%
Other	12.37%

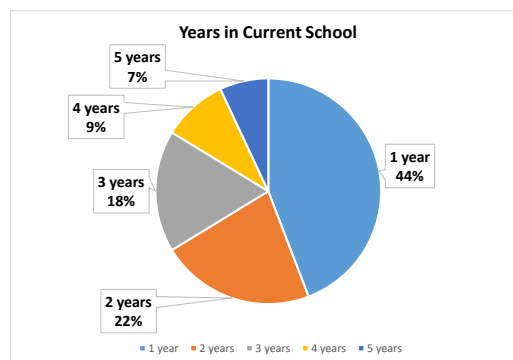


15 - What district are you working in?	Number
Alpena Public Schools	1
Ann Arbor Public Schools	1
Brighton Public Schools	1
Chippewa Valley	1
Clarkston	1
Cleveland Metropolitan School District	1
Conner Creek Academy East	2
Cornerstone Charter Schools	1
Cranbrook Schools	1
Currently out of State, Gwinnett County, North Gwinnett Cluster, in Georgia.	1
Dearborn Public Schools	3
Dearborn Heights	2
Detroit Edison Public School Academy	1
Detroit Public School Community District	14
Dexter	1
Dryden Community Schools	1
EA Escuela Avancemos	1
East China School District	1
Eastpointe Community Schools	1
Ecorse	1
Ferndale Public Schools	1
Frontier International Academy	1
Gibraltar Public Schools	1
Global educational excellence	1
Hamadeh Educational Services	1
Hamtramck	2
Hartland Consolidated Schools	1
HES	1
Hope Academy	1
Lincoln Park Public Schools	1
Litchfield Elementary School in AZ	1
Macomb intermediate schools	2
Madison Heights	1
National Heritage Academies Charter Schools (Detroit)	3
Oxford	1
Plymouth canton community schools	1
Pontiac Academy for Excellence, High School	1
Richmond Community School District	1
River Rouge	1
Romulus Community Schools	1
Scottsdale Unified School District	1
Southwest Detroit Community School	1
University Prep	2
Van Buren	1
Van Dyke	1
Warren Consolidated	2
Woodhaven-Brownstown	1
Wyandotte Public Schools	2
Ypsilanti	1
I am not teaching	9
Private school	3

16. What other district(s) have you worked in since earning your teaching certification?	Number
Anchor Bay, East Detroit	1
Berkley	1
Casa Richard Academy	1
Charter school	3
Clintondale Community Schools	1
Dearborn Public Schools	2
Detroit Public School Community District	4
Detroit Warrendale Charter Academy	1
EAA Detroit	2
Ferndale Public Schools	1
Fitzgerald Public Schools	1
Garden City	1
George Crockett Academy	1
Hanley Harper group	1
Hope of Detroit Academy	1
Millford	1
Monroe Public Schools	1
National Heritage Academies	2
New Paradigm	1
None	32
Oak Park School District	1
Richmond	1
Several	1
Troy School District	1
University Prep Academy	1
Warren Consolidated	3
Warren, MI, USA & Bydgoszcz, Poland	1
Wayne County	1
Wayne-Westland	1
Not everyone works in a district some people work in charters.	1

17 - What school are you currently working at?	Number
A. L. Holmes Academy of Blended Learning	
Allen Elementary and Mitchell Elementary	
Ann Visger	
Besser Elementary	
Bloomfield Christian School	
Bovenschen	
Bridge Academy West	
Carter Middle School	
Cass Technical High School	2
Cocopah Middle School, in Scottsdale, AZ	
Cranbrook Schools	
Dearborn High	
DEPSA	
Detroit Country Day	
Detroit Cristo Rey High School	
Dryden Jr/Sr High School	
EA Escuela Avancemos	
Early Childhood Center	
Eastpointe HS	
Ecorse HS	
Everest Collegiate High School	
Flagship Charter Academy	
Fox	
Frederick Douglass Academy for Young Men	
Frontier International Academy	
Greenfield Union Elementary/Middle School	
Halecreek Elementary	
Hamtramck Academy	2
Henry Ford Academy for Creative Studies	
Hoben Elementary	
Hope Academy	
Keith Bovenschen School	
Keys Grace Academy	
Lakeville elementary in oxford	
Lincoln Elementary	
Lincoln Park High School	
Livingston Christian, St Pauls Lutherun, Ann Arbor	
MacDowell Preparatory Academy	
Madison-Carver Academy	
Michigan Collegiate High School	2
Oakland International Academy	
Owen Intermediate - Van Buren	
Parsons Elementary	
Polk Elementary	
Rather Not Specify.	
Richmond High School	
Riverside Elementary	
Riverview East High School	
Robert H Jamison	
Sacred Heart Catholic School	
Salina Elementary School	
Southeastern High School	
Southwest Detroit Community School	
Star International Academy	
Thorne Elementary	
Universal Academy	
University Prep Academy High School	2
University setting	
Wayne State College of Education Early Childhood Center	
Western International High School	2
Wigwam Creek Middle School	
Woodhaven High School	
Woodrow Wilson Middle School	
Wylie Elementary School	

18 - How long have you taught at this school?	%
1 year	44.19%
2 years	22.09%
3 years	17.44%
4 years	9.30%
5 years	6.98%



19 - If you have taught at other schools, please list the schools	Number
A. L. Holmes Academy of Blended Learning	
Academy of International Studies	
Allen Academy	
Bagley Elementary School	
Bentley	
Besser Elementary	
Bovenschen	
Bridge Academy West	
Bryant Middle School	
Burger Baylor	
Carter	
Charlotte Mason Community School	
Chippewa Valley	
Clindondale High School	
Crescent Wood Elementary	
Daivd Hicks Elementary	
Denby High School	
Detroit Academy of Arts and Sciences	
Detroit Cristo Rey High School	
Detroit Edison Public School Academy	
Detroit Leadership Academy	
EAA	
East English Village High School	
Ecorse High School	
Ferndale Lower Elementary	
Fitzgerald High School	
Ford Early Learning Center	
Forest Park Eeementary	
Gardner	
George Crockett Academy	
Hamtramck Academy	
HFASCS	
Hoben	
Hope Academy	2
Inkster High School	
International Preparatory Academy	
Jalen Rose Leadership Academy	
Kazimierz Wielki University	
Laurus Academy	
Maconce Elementary	
Madison-Carver Academy - Cornerstone	
Marshall Upper Elementary	
Michigan Collegiate High School	
Morse Elementary - Troy Schools	
Naldrett Elementary	
Norup	
Old Redford Academy	2
Plymouth Educational Center	2
Richmond Elementary School	
Richmond Middle School	
Riverside Elementary	
Sanborn Elementary	
SER Learning Academy	
Stout Middle School	
Taylor International Academy	
The Dearborn Academy	
Thirkelly Elementary	
Universal Academy	2
University Academy	
University Prep Academy Middle School	
Verrado Middle School	
Warren Mott High School	
Warrendal Charter	
Washington Parks	
Westside Christian Academy	
Westview Elementary	
Wigwam Creek Middle School	
YCMS	

We would welcome any comments, suggestions or ideas you wish to share with us about your teaching experience and your teacher preparation experience. All information shared will be reviewed for programmatic improvement purposes.

<p>My experience with faculty at Wayne State was excellent. However, the supervisors for the student teaching experience were not as helpful as they could have been. Stronger mentorship would have been appreciated.</p>
<p>I had a great experience while at Wayne State. I learned a lot about teaching in a diverse school and it has helped me in more ways than one while teaching on my own. I look forward to one day coming back and teaching in the city.</p>
<p>You need to let teachers pick their placement outside of Detroit and other urban areas. It has been extremely difficult for me to obtain a job in a public school because I've only been placed and worked at urban charter schools.</p>
<p>We needed to receive more education in the world of IEPs, 504 plans, etc. etc. While the learning we did receive in all disciplines was pretty and creative, innovative and fun, that isn't real teaching. I have a son who now has an IEP and I am realizing now more than ever that we were not prepared for this at all as pre-educators. Differentiating instruction was only breezed over. There needs to be more in depth and intensive education in these areas. Autism education should be required. 1 in 56 kids have ASD, so the chances we will have an Autistic child in our class are great! Children come from harsh backgrounds, full of violence and abuse; we need education in how to handle these situations effectively. Lastly, we need help in learning about REAL WORLD TEACHING. In a world where its actually SCARY to go to school, we need further education. We cannot focus on projects that we will never in a million years have time to do with our students. We cannot focus on frilly fun bulletin boards. We have to focus on teaching the children of NOW. We have to be prepared to deal with the parents, too. I am not teaching now because not only could I not find a job, but I also am scared to go back into that world again. Education is a scary place. It is so rewarding to see the fruits of our labor but my goodness we are not prepared upon leaving Wayne State.</p>
<p>Add a comprehensive course on Classroom Management Techniques</p>
<p>job placement/assistance</p>
<p>I would suggest teaching classroom management strategies. That was one element that made my first year of teaching difficult.</p>
<p>I currently teach in a self-contained SXI classroom with students ages 20-23 years old. I did my student teaching at the school I was hired at and believe this experience had a major impact on getting a job so quickly after graduation. I recently was talking to a friend that is completing their special education Bachelors degree in CI, like I did, at WSU. I was appalled that she is not able to do her student teaching at Bovenschen like I did because "it is a self-contained school that does not support inclusion." I strongly feel that with the special needs my students have they would not do well in a regular education classroom. Most of my students are non-verbal, have severe learning disabilities, are in wheelchairs, and have seizures. Some of my students are tube fed and most of the others need their food specially prepared for them (ground, pureed, add thick-it to their drinks so they are the correct consistency, etc.). One of my students is currently on oxygen that must be checked every couple of hours. From all 5 years of my teaching only 2 of my students have been toilet trained. My students unique needs do not lend well to a general education classroom with inclusion. I am sad to hear that WSU is not helping the shortage of teachers in our most vulnerable students by encouraging student teachers who are passionate about helping severely impaired students do their student teaching at my school. If the education program at WSU was that narrow-minded when I originally got my Bachelors I would have chosen a different school. I hope in the future WSU changes this policy and returns to supporting ALL teachers and students of ALL abilities.</p>
<p>I found that much of what I learned was helpful to me as a person but not as useful as a teacher. I think that preparation programs should focus more on things teachers will really be doing (powerschools, DRA/other testing, certification renewal/Moecs, graduation, etc). I learned more from real experience than looking at PowerPoints for 3 hrs in class.</p>
<p>More preparation on classroom management</p>
<p>Work on inclusion in all coursework, job search and employment services, and more real world experiences tied into coursework.</p>
<p>I think it would be a positive addition for General Ed teachers to complete at least two weeks working in an ASD room. I make this suggestion because, I have found as a General Ed. Teacher I have had inclusive students in my class and although I loved having the variety in the room I felt unprepared to work well with the students because of the lack of hands on experience. Student teachers should be required to sit in at least 3 all school meetings.</p>
<p>The best part of the program was my student teaching placement with Renee Fletcher in Fitzgerald High School. She was fabulous to work with, and I would highly advise sending any future students her way if possible. Also, one of the most impactful teachers in the COE was Dr. Tilles, and adviser Fawne Allosery is amazing. I tried to get in touch with Dr. Tilles a year after I graduated to thank her, but I could not find her contact information anywhere. If she is still around, please pass along to her my deepest thanks and warmest appreciation. Overall, I had a positive experience of the WSU education program and have been able to pursue and achieve my career goals since leaving. Thank you and God bless!</p>
<p>It would be nice if support for professional development hours would be given for people who are working g in private schools, but still need/want to maintain state certification.</p>
<p>I feel that covering more on teaching students who are classified as EI would be very helpful.</p>
<p>I do not recall receiving any type of instruction on how to accommodate assignments for students with IEPs or 504s. These students were referenced during discussion and lecture but the documentation and the types of accommodations certain students are granted was never covered. It would have been helpful to have several examples of the types of accommodations a non special education teacher might be required to make to their instruction or assignments/assessments. A special education teacher or lead from a local district that came in with concrete examples, even for just one class session, would have been exponentially more helpful. I also would have benefitted from more information on recertification. This was again always mentioned but it was never explained in detail what is expected, and how to properly document professional development for recertification. Thank you.</p>
<p>I could have used some more instruction on classroom management</p>
<p>I feel like WSU did not prepare me at all for what teaching is like. I feel that it was a waste of time and money. I would have learned more from actually being in the field and working with kids on a daily basis. WSU should prepare their students for the politics involved in teaching, behavior management, and how to input hours and what hours you need into the MOECS website. I feel at such a loss with this profession because I did not get proper training and it makes me want to leave the profession. I felt that many professors at WSU were inadequate and out of date. I found jobs as soon as I graduate, not from any help from the university, but from my own experiences, talking to teachers in the field, and doing extra research on my own outside of my college courses. I would not recommend this program to anyone and have specifically told college bound teacher cadets to not go to WSU because of their teaching program.</p>
<p>The teaching program should allow prospective students to be placed in the program within the first year in order to get an idea early of the reality of the profession. The lesson plan format implemented by Wayne State was obsolete.(creating unit plans) In reality schools have their own individual lesson plan format. Also, in college students should be taught how to use the curriculum as a resource only and how to create lessons based on the curriculum because a lot of principals dont want you to solely use the text. Also, daily 5 should be taught because that is highly used in schools. In addition, how to create lessons based on data. Data is huge in schools and often times the students are on many different levels so teaching how to differentiate a skill is important. Basically teaching is a hands on job and can't be truly learned unless in the classroom early. I have received highly effective ratings however I feel Wayne State did not prepare me for the reality of the position.</p>
<p>I felt WSU provided me with most of what I needed to have to be an effective teacher. The rest I had to learn based on actual experience in the field.</p>
<p>There should be more courses for teaching diverse learners including languages other than Dstandard English.</p>
<p>I was more than prepared to enter the field of education in an urban setting. WSU did an excellent job of making me an effective/highly effective teacher.</p>
<p>Some of the questions in this survey left me with no options but to choose a school or district and this was not my experience. I am happy with my ESL certification I received from WSU. I hope the bilingual bicultural dept. is doing well. I recently heard they are going through some changes.</p>
<p>WSU has a terrible teaching program, especially in special education. You need updated information and experienced professors. You also do not help prepare students for the MTTC.</p>
<p>There should be more focus on special education student teaching for special education majors</p>
<p>A seminar on classroom management strategies and conducting parent teacher conferences would be beneficial.</p>
<p>I was prepared for my first year of teaching by taking a summer job teaching reading classes. My experience with Wayne State's College of Education was negative. I have only become a successful teacher because of my own abilities and initiative. Wayne State's "co-teaching" student teaching placements did nothing to help me grow as a teacher and, in fact, reduced my faith in my school. This is because I watched as my completely inept partner was passed through the program with As.</p>
<p>As a former music education student, the gap between the music education department and the education department is huge and, as students, we fell through the cracks. It often seemed we were an afterthought, particularly to the CoE.</p>