

GRADUATE SURVEY

Department of Education Teacher Preparation Program

Gallaudet University

1984-1989

Course Work

25. In Education, which are the most valuable courses/experiences you took, and why?

- Internship at public school with an interpreter, experience gained by working with children
- Language development I & II wow! I developed a complete understanding of the English language and it made teaching grammar, sentence structure, elaboration, etc so much easier! I could diagnose and analyze language so easily.
- Sign Courses ASL IV or V? + SEE were SO helpful in preparing me for teaching adequately and understanding the culture
- Reading class really helped me get creative in instruction
- The class on Infant Development was very good and helped me understand the different stages an infant does or doesn't go through
- Language development I&II helped my own writing and in return helped me teach deaf children better
- Teaching reading, general background knowledge
- Method, instructional development
- Reading for the students with hearing impairments was a thorough class with many practical ideas which could be used in a variety of settings and students

- Curriculum in Secondary Schools was helpful in my writing of the schools ASL program
- Learning Theories and Application, was helpful in developing objectives and learning goals
- Teaching Exceptional children helpful to effectively deal with deaf and hearing students with learning challenges
- I felt all classes I took were excellent
- Curriculum Development Course helped me prepare for my master's program
- Methods in teach courses gave me a lot of ideas on how to teach each subject with activities
- Student Teaching @ MSSD very relevant to my major
- Student teaching – reflections of the real world
- My student teaching experiences were most valuable. It gave me a true feel for the classroom
- Can't remember been so long
- My management, transition and multiple HC courses were most valuable. There was a wealth of information and the professors were highly organized and communicated the information effectively
- Ed and Psychology of the HI good overview/Intro helped scaffold all subsequent learning
- Signing exact English
- Internships
- Transformational grammar language acquisition I & II they gave me a foundation to become an ESOL teacher
- Teaching methods, teachers prepared me well and I had no problem in graduate school or at work
- Range of communication modes ASL, MCE, cued speech gave me greater flexibility in meeting the needs of students
- All the courses I had in the 1st year grad school prepared me for the job
- Teaching reading with Dr. LaSasso was most useful when I was teaching
- MHHI courses, I use the information on a daily basis

- Intro to deaf education
- Research development
- ASL Classes for fluency
- Research professional validation when working with families
- Bilingual summer course
- Language development courses
- Sign language classes
- Deaf culture/multi cultural courses
- Audio logy, reading courses
- Practicum I was able to apply in real life the things I was learning in class
- MHHI course in disabilities other than deafness. Many of our students have additional needs
- Language Development I & II “Key to Life” the school where I work utilizes a language-integrated model
- Reading courses assessments personal interest, springboard for further skill development
- Overall experience interacting with both deaf and hearing students
- Curriculum writing it helped me evaluate strength and weaknesses of alter students and create lessons plans
- Student teaching I learned a lot about how students respond and learn
- Out of classroom discussions with department faculty about various topics/aspects of education
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26. In Education, which course/experiences were of the least value to you, and why?

- None
- Speech class was not of value for the first 7 years of my professional life due to the population, setting and nature of my position. However, I recognize the value and need for them. Later when I worked in mainstream setting it became valuable but I was “behind” in my knowledge, curriculum development, I couldn’t relate to it, hard to grasp the total idea

- Foundations on Education
- There were two classes on Syntax I enjoyed, however, I don't believe I used the information when I taught
- None! All were valuable!
- Speech
- Education Tech
- Educational Psychology at MA level the same as the BA level course
- Preparation of education materials out dated now
- I feel all my classes have benefited me
- Parent involvement, nothing stands out about this course for me. Knowledge must not have been new or useful
- Special topics instructor wanted to use a VT course. This had such great potential – wasted
- Some course had “busy work” type assignments, depth of thought not uniformly required
- Assessment!
- Multimedia it did not really fit with ECE but loved the class
- Audio logy, speech Science, Speech development I &II, I worked at Bi-Bi- school which had a trained audiologist and speech pathologist
- The language development, taking 26 different tests caused increased anxiety!
- Teaching speech class not a focus of curricula
- Language was a self taught course was not something I was motivated by
- Reading – spit back professor's theory learned nothing
- Language development I think that was the class that we had to analyze all the sentence structures
- All the speech courses I have never used this in the programs work for
- Into to education technology YIKES! Explore use of Video/Voice etc
- Media applications, this changes very rapidly
- Language, the course was focused on the grammatical/structural part of language the mechanics did not help me

- Educational Psychology to clinical real life is not so cut and dried. I learned more on my 1st day student teaching than in class
- Research

27. What courses taken in other departments were most valuable to you, and why?

- Drama Classes, it applied to my teaching skills especially with deaf children
- Audio logy, learning about the ear was thorough and beneficial
- Assessment classes, loved the professor and the exposure to all the different tests
- Research, I found the topic fascinating! I also gained the ability to read research and develop the ability to determine what was applicable to the classroom and modify as needed
- I took a course at GWU on Premature Infants which was excellent and has helped me as a Parent-Infant educator
- Library Sciences, assisted in my writing and research efforts
- Communication Art and Hearing Disorders, very relevant to my preset job
- Language development
- Reading instruction, sex education
- Psychology courses such as Learning Theories and intro to Psych those courses are applicable closely to students in terms of their learning behavior and way of thinking
- Education statistics helped me preparing for graduate school
- Taking other courses was discouraged
- Computer programming (Apple IIe) it was fun and gave me creative ideas
- Public speaking prepared me for the field of teaching
- Don't remember log time ago
- My ASL courses this was the first time I studied ASL and the knowledge was invaluable
- Computer literacy was new to me and I got great instruction on how to use them
- Took very few in other departments, did use consortium for course work at GWU which was very useful to get larger picture of education not so narrowly focused
- PE

- In-depth studies of language development, because that's what teaching deaf kids is all about!
- Psychology course helped in knowing Why certain behaviors occurred
- Audio logy, more well rounded
- TC class helped me understand where many parents are coming from and helped me solidify my belief in using ASL
- Educational Psychology III methodological challenges
- Visual gestural communication this is invaluable when communicating with recent deaf immigrants
- ASL, Cued speech gave me a more rounded skill base
- Math
- Except cued English broadened my knowledge base of visual representations of English
- Counseling
- Sociology excellent instructor I was able to apply what I learned to other classes

28. What courses taken in other departments were least valuable to you, and why?

- None
- I majored MHHI so to me other departments were regular deaf education, linguistics and sign instruction all valuable
- Math in applications didn't use them at all
- PSA BORING not applicable to HS
- Instructional Development machines used in course were outdated upon graduation and skills learned have never been used at the HS level
- Don't remember a very long time ago
- Philosophy doesn't apply to me at work at all
- Economics, Algebra II neither applied to my major
- Speech via audio logy dept not applicable
- Intro to audio logy should have been very valuable but the instructor was not motivated to be there, poorly taught
- Educational Technology

- “Required” courses that were taught by the old guard who used “rote method” of teaching
- PE

29. Are there courses you think should be added to the offerings in the Education Program?

- I can't think of one
- Instruction of Math needs to be more involved, more emphasis on methods, hands-on instruction, problem solving, critical thinking
- Working with parents needs to be a full semester course, the psychology of working with families is necessary to be an effective educator
- Differentiated instruction how to meet the needs of all children
- School Politics and School Laws
- Computer Education, integrating technology in the classroom
- Classroom management, modifying student behaviors
- I think the deaf education majors should have at least one MHHI class!
- Learning Disability at least introduce this topic
- Diversity related courses especially in awareness and sensitivity of teaching
- Positive- discipline
- More instruction on teaching students with LD's or better instruction
- Incorporating the internet and its benefits into teaching
- How to deal with the whole student, their feelings, emotional growth etc.
- I went through the program bilingual and cultural aspects of teaching the deaf were not available, I would hope that they are now part of the standard program
- I'd like to see more of a wider scope for sign language systems very few programs today are Bi-Bi
- Parents conference
- IEP, How to Present
- Class management

- Any computer related courses especially how to use computer programs etc. geared towards MHH children
- More about language development and ASL development more on reading and math. Less emphasis on the speech and hearing side of things. Course load was very biased
- I hope ASL is there now
- Parent liaison
- Teaching methods, hands-on for those who don't have an undergraduate degree in Education
- Classes on inclusion Model Classroom
- Parent teacher relationships
- Department of Social Science
- School politics
- On-going programs/course via satellite
- More classes in regular deaf education for multi-handicapped HI majors
- A course in teaching multi disabled students are limited language pre-tens and teens who are recently immigrated
- You should require cued speech, ASL and SEE II not everyone will end up in a residential setting using ASL different modes for different kids, you need to be prepared for a variety of work environments
- Compute courses

30. Did your courses adequately prepare you for your teaching role? Why?

- Yes, I was asked to supervise curriculums in a school due to my experience-studying curriculum in Gallaudet. I'm familiar with SAT tests too.
- No one is ever completely ready to teach that first year, I wish I had been required to make long range goals, write plans for the first week, plan several units a d "pretend" I had my own class to do "under supervision"
- I gave up seeking a teaching position after no one would hire me due to lack of teaching experience, how do I get a teaching job?
- Yes

- Yes, I felt very prepared when I started teaching!
- I ended up teaching SLO classes and later in typical classes. The last year I taught full time I taught speech/language that was the year I used my learning the most
- I did feel adequately prepared because I knew how to work in theme units and encourage language
- Yes, but time has changed and so are the students that we are teaching today
- Teachers need to update their knowledge including new ways to get into the mind and hearts of our new generation
- Hard to say I had taught previously
- I felt that the program was comprehensive enough for me to get started
- Classroom discipline or role playing would have been a big plus, also teaching methods course and curriculum instruction would could have been better
- Student teaching and the availability of my supervisors were most prepared me for teaching
- I had intensive training that gave me the necessary content and skills for future deaf education positions
- No, only teaching really prepares you, it was a really good program
- Yes it took me a year of training, it helps me to prepare to teach the students
- Yes I was able to write objectives, lesson plans etc without problems
- Yes I felt I had the best preparation entering the field of most of my peers! I do believe however, that my undergraduate studies in education were vital in giving me a strong basis in teaching strategies classroom organization etc.
- Course helped me to understand other disabilities and how to work with them more effectively
- In some ways yes but most teaching is learned in the field
- Yes very much!
- I am presently teaching in a public school with children who have a variety of disabilities of which language skills are mostly delayed. My training in language development has been very helpful
- Yes I learned that is important is how you know where to get information you need

- I felt inadequately prepared upon graduation with regard to teaching reading and writing and did not teach the first year out as a result
- Huge difference can be seen in teachers coming out of GU VS others so much more to my first year of teaching because of my experiences at GU
- Most of the classes were designed to help us become better teachers
- An ideal teaching program would have extensive student teaching program paired with a 2 year mentorship program
- I think professors should be required to teach in a school setting for one semester every 5 years. Deaf education is constantly changing and with medical intervention we have an entire new breed of deaf student
- I was well prepared for grad school and developed skills in lesson planning and organization I use now

Practicum and Internship

34. Do you have suggestions to improve the *practicum* experiences?

- Variety of settings, communication modes and philosophies ins VERY important and exposure to a variety should be required
- Students in the Education Program should be carefully evaluated in the following areas: lessons goals/objectives, lesson implementation and learning activities, testing and classroom management and discipline
- I think the scope of students and services I saw were excellent and very extensive!
- Increase from 2 to 3 times a week or two all day vs. 2 half days
- Make sure students know basics of or has had practice with writing lesson plans prior to practicum
- Moot for me...practicum were at residential or day school sites. This is unrealistic of the need and job market. I think each teacher candidate should do student teaching
- Make them longer
- More experience
- Guided paperwork rather than paperwork done just to provide records and dates
- Have some type of practicum each semester even if it is only observation

- Variety is a positive aspect that was helpful in providing a broad base of experience
- Require a speech/oral placement if that is still not in place was very valuable
- Give students a variety of placements and modes of communication

35. Do you have suggestions for improving the *student teaching/internship* experiences?

- None
- It should be required that all program participants participate in ALL types of settings – Residential, mainstream, oral, TC cued speech, deaf supervising teacher and hearing teacher as well as Internet work.
- Broad knowledge and acceptance of diversity is critical in making excellent educational programming plans for children
- Give the students more challenging placements
- Require weekly contact with university advisor re how internship is going some placements are so far away advisor can not visit or visits one time only
- No Keep it the SAME!
- Make sure all students have experiences in residential, day school and resource rooms in range of options
- In no fewer than 3 different education settings/communications modes
- Expand to other schools outside of the VA/MD/DC area
- A mentor program would help graduate students
- Have some variety, most placements were in school for the deaf
- Two sites worked well
- Be more aware of cooperating teaches and what they are doing in their classrooms
- Reading clinic was very intensive and helped to show it could be used at a high school level in a 2 hour daily block

- Be able to provide supervision at all times. It is difficult in my case. I know that supervisors do a lot better job in the Spring

General Evaluation

1. In retrospect, what do you see as the specific strengths of our program, the most helpful things you acquired from the Teacher preparation Program?

- Teachers and advisors had been very helpful and the classes were great and unforgettable
- Being in a signing world I was part of the culture which was invaluable
- The variety of classes and requirements covered every possible angle
- It was a thrill to learn under so many noted professionals
- Requiring us to do our student teaching in regular ed (hearing) classrooms
- Developing lessons goals, curriculum and instructions, and teaching evaluation and preparing tests/exams
- The internships and assignments connected to them
- Type of exams “take home exam” really helped with my critical thinking
- Hand on experience in teaching helped me to prepare in real world taught me to develop structure lessons plans and daily activities. The students were sooo great!
- Ready contact with professional in the program
- Good practicum and internship sites
- I acquired patience with students and skills for breaking down instruction
- Certain qualified faculty members
- Working together with the other students in the program, having 2 student teaching experiences
- Rigorous coursework, high standards, top notch staff opportunities to interact with deaf students and deaf professionals, a wealth of resources on deafness and relevant coursework with useful assignments

- Located at Gallaudet gives a great opportunity to interact with students and faculty who themselves are deaf or hard of hearing
- I thought the programs was strong
- Teaching methods courses are very helpful
- A deep understanding of the culture which many deaf kids will grow into and appreciation of all that culture
- How to build lesson plans behavior charts. This tool has been very useful to me in writing PPS and even test plans for software testing
- I learned theory and teaching methods for reading and language development
- The exposure to deaf adults and deaf culture first hand
- Location within a deaf university
- Well rounded curriculum
- Diversity of graduate students
- General deaf issues throughout the university and curriculum
- A two-year program is essential for graduate to acquire the knowledge and skill. Most students have been better off if they had some teaching experience prior to attending at grad level
- An understanding of language development and how it applies to deaf children

2. What do you see as weaknesses of the program?

- None
- Reading materials and language Arts instruction needs to be extensive as well as the teaching of MATH
- Signing proficiency exams should be INTENSE! I didn't feel graduates are fluent enough to teach
- Update program to standard and changes in our existing schools
- Too much separation between deaf education and MHHI majors should be more inclusion
- Need more time meeting with co-operating teacher and university supervisor, we met only twice for 15 minutes

- It was based on rote regurgitation there was no creative thinking or true cognitive activity
- One weakness passing graduating students who will not make good teachers
- Lack of intimacy between students and some faculty members
- Maybe more on adapting materials. In my state we are now required to use the district curriculum as it contains the skills tested in state-wide testing
- Entry level hearing students who arrive with no or poor signing skills. They make it more difficult to develop positive relationships with deaf undergraduates since they perpetuate the negative stereotypes of hearing people
- I feel that the university ignores the deaf/hard of hearing both children and adults, you need to offer more coursework, orientation aimed at the majority who are Deaf/hard or hearing
- During my student teaching/experiences they were not positive. Despite successful teaching prior to my years at Gallaudet and no problems during course work I was unprepared to teach hearing students
- No student to student mentoring i.e. seniors with potential freshman/sophomores
- The program required too many speech/hearing related courses. There is so much more out there.
- More emphasis should be placed on learning theory and growth and development. All the ASL courses conflicted with required Education courses
- I didn't feel it was as flexible as it needed to be.
- Though well rounded some classes were overkill (speech especially)
- Not requiring ASL was definitely a weakness
- Too much theory not enough practicality
- Lack of professors signing/deaf culture background
- No deaf staff
- The course work is so rigid and requires completion of one course before another it did not allow much room to take other courses.
- Not requiring a variety of communication modes
- Not having a strong social/emotional class most kids from hearing families have issues

- The real focus of development of reading skills by older deaf students (HS level) remediation programs, how to teach a wide variety of intellectual abilities within one classroom
- The schedule of courses offered a secondary education with whatever major does not fit well with education classes in my time

3. What suggestions would you make for improving the Teacher Preparation Program at Gallaudet University?

- ASL skills for all Educational teachers
- More Deaf/HH instructors are needed so that students are immersed in the language completely
- Tolerance by the undergraduate population would be nice!
- Bring in qualified instructors regardless if they possess a Ph.D., a Ph.D. should not be the “be all” and “end all” to determine if a faculty member is qualified.
- Strongly recommend that adjunct faculty be brought in that do not have PhD status but may have expertise that would benefit students
- Offer more scholarships to students wanting to enter the graduate program in Education
- I think it is fabulous
- I suggest requiring American Sign Language Proficiency Interview to pass
- Would suggest the students become teachers aide for a full semester (2 or 3 times a week) in the fall before they become student teaches in the spring. I spent a lot of time doing classroom observation in the fall semester didn't benefit me at all
- Think outside the box
- Expect ASL & Contact signing fluency of students determine and implement your mission
- Do more curriculum development instruction, this is still a weak spot, class should provide more practice less lecture
- Establish more activities to maintain the “close distance” between students and all faculty members for the department
- Include bilingual education training and coursework in cultural aspects of teaching the deaf

- Include information on curriculum planning: what should be taught at various levels etc.
- Offer more experiences with the university's placement and communication choices
- Make sure your graduates are FLUENT in ASL, FSE and some kind of MCE to many grads are poor signers
- The new course should help students to pass Teacher examination. I found that although the teachers are trained they still fail the test. I think it should be offered to them so they can prepare to take the test
- Impaired learning by cooperating teachers for that reason I left the specialty of teaching hearing impaired children and have been successful in a classroom for more than 15 years
- Choose your cooperating teachers Very carefully
- Expand choices of courses
- Expand choices for practicum/student teaching allow students to have input on where they can go
- Focus more on classroom experiences and growth on the child as a whole
- Balance English Language development with ASL language development
- Another course on reading and curriculum development
- Deaf professors
- ASL Classes as well as other sign classes mostly for theory and knowing "what is out there"
- Treating students like grad students giving the opportunity to teach each other instead of memorizing and spitting back theory
- Mentoring programs are very useful for the new teacher. An internship needs to be flexible so that one can have a mentor as well as a cooperative teacher which are very different roles
- More/any classes from the counseling and psych department
- Continue Sp/Audi to be a focus not only in Bi-Bi approach not everyone uses ASL
- Sign language requirements
- Make changes in schedule to accommodate Secondary Education students