

# GRADUATE SURVEY

## Department of Education Teacher Preparation Program

### Gallaudet University

1990 -1995

#### Course Work

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

- Multicultural
- Reading (Teaching)
- Language development
- Teaching reading course
- Teaching reading to the deaf because its crucial
- Prior to my current teaching assignment, I was an itinerant teacher, the program during my time never touched on the topic of possible job assignments at schools with a low number of deaf or hard of hearing students
- Hands on courses VS less lecturing
- Classroom lecturers/speakers talking about “Real world “ experiences
- Student teaching helped me a lot
- Reading class
- Learning how to set goals and lesson planning was helpful
- Being at Gallaudet and being surrounded by sign language
- Methods of teaching math
- Instructional development

- Introduction to children's literacy
- Methods of Teaching Math, high expectations honest constructive feedback
- Methods of teaching reading
- Advanced story telling in ASL this was by far an excellent class, it helped me to learn and read a story more in ASL and connect the ASL to English print. It changed my approach to teaching reading
- Language development
- Parent and Infant class
- Courses that allowed reflective thinking vs. lectures is math and multicultural classes
- Creative writing
- Special needs
- Practicum EDU 785 & 787
- Language development classes offered at the time were not relevant
- Semantics and syntax content useful
- Health risks for teachers
- Educational psychology
- EDU 709 Reading and deafness, Instructional methods course because its content was exceptional
- Content area social studies
- Deaf perspectives
- Teaching reading
- Content of Teaching English
- Language Arts and Reading
- MHHI course
- Reading and deafness course
- Structure ASL/ENG
- Family, Child development
- ASL
- Reading, deafness and audio logy these classes prepared me teaching
- Instructional Education

- Portfolio assessment
- Lesson plan courses with actual examples and hands-on experiences
- How to teach/what approach
- Communication in the classroom
- Reading course
- Deaf education
- Multi-handicapped
- IEP writing
- School politics
- Parent resistance
- Internship was the most relevant to what I was doing
- Reading/language acquisition
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**26. In Education, which course/experiences were of the least value to you, and why?**

- Speech development
- Educational technology could have learned on-the-job
- Audio logy because as teachers we are rarely asked to interpret audiograms
- Sign classes, hearing and language analysis helps with assessing student's language use and understanding
- Any courses that taught only one specific way to write a lesson plan (this is different from what I actually do)
- Computer writing program
- Instructional development
- Sign communication
- Reading Phonics course not useful at all
- Methods of teaching Elem. Math
- Speech and audio logy
- Multiculturalism very challenging

- Deep English grammar course in lieu of deep ASL grammar course we need both
- Many of the courses taught by adjunct professors were not really connected to the program
- Methods of teaching reading and computer literacy, teachers were not clear on their goals and did not take time to give extra help
- Children' literature
- Literacy acquisition class, class was too abstract we just talked about literacy in summary terms
- Psychology of deafness
- Lectures I ended up not learning much the classes I remember most are the hands-on classes
- EDU 719 Deafness – educational perspective
- Language
- Multicultural foundations and research methods helped prepare me in some ways
- Multicultural education not enough substance
- ADM 821 Issues and trends in Education its content was poorly designed
- Methods of communication
- Speech never used it
- Instructional development
- Special Ed insufficient content
- Student aiding
- Language acquisition poor structure
- The multicultural classes
- Speech development
- ASL deaf culture classes
- Reading methods
- Being placed in practicum with BAD teachers stunted learning
- Plans/lesson plans
- Reading for Deaf students
- Summer course on Elementary reading poor!
- Individualized Instruction was NOT well taught

- Methods – had some undergraduate level course work
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**27. What courses taken in other departments were most valuable to you, and why?**

- Audio logy courses, they helped me get my first teaching job and helped me understand more about children's health, teaching delivery and how they wok together
- ASL helpful for teaching hose students who are fluent in that language
- SEE helpful for those who use English
- Any math courses, history courses, writing courses
- Spanish (needed to be speaking classes not written)
- Art History, some psychology classes
- Research
- Art History and American History I teach 3<sup>rd</sup> grade Social Studies having background knowledge is very helpful
- Speech language pathology great foundational course that has helped my tremendously
- Pediatric audio logy
- COU 795, Lin 707 insights in to culture and understanding of influence between languages
- Audio logy a whole semester was too much
- LIN 745 Language/Cultures of the Deaf, because it helped to gain a solid anthropological attitude to deaf education
- Linguistics course – the whys of understanding ASL
- History
- Children's literature
- Teaching English
- Nutrition and Family Crisis at Home Econ Dept.
- Group counseling skills
- Intern in Edu K-12

- Linguistics
- Audio logy and linguistics
- Sign Language the ore the better
- Not classes but workshops on or related to Ed/ASL
- ASL linguistics
- ASL and gestures class
- Counseling courses

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

- Sign Communication
- PE Courses
- Behavior management I was able to graduate w/o any training in this. This was my biggest weakness in student teaching
- Audio logy rehabilitation
- Biology again it takes outstanding teachers to make their classes worthwhile, fun and beneficial
- Introduction to research, the class went over my head I wasn't able to process the information
- Signed English
- Speech audio logy
- Assessment and IEP courses
- Anything that relates to speech
- Elementary development
- Some psychology courses they overlapped
- Research statistics
- Cued speech haven't used

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

- Training should have included, how to write IEPs and educational reports, how to be resourceful and creative
- More practicum experiences, we had a lot but even more real experience would have been great!
- Technology courses, more hands on learning courses
- More communication courses – how to talk to: parents, students and administrators
- Long student teaching frame
- Integration of technology in instruction
- Teaching multi-level classroom
- Something like Art History change the goals for the computer literacy course – update it
- Child development
- Classroom management, reporting, diversity and communication with parents
- Students with different learning styles
- I think the advanced ASL story telling should be a full semester course
- Assessment
- Special education
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- More curriculum and psychology instruction
- Effective parent communication
- Confidentiality training
- IEP assessment preparation
- Kid literature – teaching methods
- Student teaching
- High School VS Elementary VS Infant more specific focus
- More behavior management
- More multiple disabilities and LD courses

- More specific deaf VS hard of hearing courses
- More exposure to student VS expect teaching
- Counseling and more role playing
- Deaf studies!
- Many teachers do not know how to talk with students there needs to be relationship building
- More methods classes for those who lack them
- Roles and ethics, writing assessments
- Education Law
- Ethics Classes
- Integrating technology in to classes
- SOL and any tests from other states
- MORE computer skills
- IDEA and IEP skills
- Teaching multi-level classes
- Adapting curriculum to meet student needs
- Curriculum writing
- More emphasis needs to be placed on instructing Deaf students with Learning disabilities one class is not enough
- Classroom and staff management courses would be great
- A class on developing IEPs and how evaluations effect IEPs
- Classes on ADHA and autism, we need more had-on experience with kids
- Teaching reading to deaf children and the parent infant program
- ASL and deaf studies
- Family interaction and relationship course
- Assessment tools
- Required special education evaluating deaf students
- Interpreter training courses
- IEP writing

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

- For the most part yes.
- Yes, I felt entering teaching field as a first year teacher I was ready and had the skills I needed to complete a successful year
- Some of the classes did but most courses did not really prepare me for the actual classroom or for the real world
- There needs to be more classes with guest speakers from actual schools and more hands on training
- Fairly, I think. The professors were far removed from what's happening in the actual classroom they didn't always reflect the "real world"
- Yes, the instructional development and methods of teaching courses gave me some guidance in developing activities and learning centers for the classroom
- Yes, the classes I took helped me to learn different approaches to teaching reading and developing language among the deaf and hard of hearing
- Yes and No when I left I found many new updated things that I had no chance to learn about while at GU
- Yes I felt knowledgeable and comfortable in the classroom
- Yes but students need more experience with IEPs and IFSPs and management tools

### **Practicum and Internship**

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

- My practicum was unusual in the fact that my co-operating teacher's 6-month-old daughter contracted meningitis and died. She took leave, the school DID NOT provide a substitute and Gallaudet did NOT change my placement even though my supervisor was aware I had no co-operating teacher and was left to do the job myself
- More!
- Including Internet teaching placements

- More time in the classroom, only use Master teachers
- Practicum and internships with poor teachers are a WASTE of TIME
- Make the lesson plan writing more realistic to real classroom day to day planning who has time to script exactly what questions your class will ask?
- Perhaps more exposure to ARD preparations or IEP planning is warranted, exposure to students with disabilities
- Arrange for meetings where students can exchange experiences
- Increase interaction between supervising teacher and student
- Written requirements did not enhance the experience
- I wished I had the opportunity to work with various programs and experience with Bi-Bi programs
- Make sure that education students have met their training requirements before going out to teach, be able to communicate with deaf students fluently!
- Make sure student philosophies match those of the teacher, or inform student of differences
- Longer period of weeks
- Not always pleasant
- Try to get teachers who know what they are doing
- Get RID of student aiding
- There were many students should be required to do different sorts of placements
- Students should continue to be placed in a variety of settings not only residential
- Observe the permanent teachers first prior to placement of students to ensure the experience will be useful
- Better evaluation of where students are placed
- Because I had student teach exp as an undergrad I was ready for more challenges during the practicum
- My internships were not very helpful due to my poor signing ability, but supervisor showed up 5 weeks after I started
- Require a variety of settings that serve Deaf/HH students

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

- I would suggest if circumstances are repeated i.e. teacher takes leave allow for student to be re-assigned
- Student teachers should attend IEP meetings and learn how to write IEP's and how the team approach works in implementing and IEP
- Longer teaching experience is a MUST. Instead of 9 weeks go 14-16 weeks
- Could have used more advice and supervision from University Supervisor
- We had two internships for a shorter time, it would have been better to have had one internship for a longer period of time
- Students learn the most here, you need to have competent co-operating teachers
- My student teaching experience was atrocious at Kendall for 7 weeks with a deaf teacher who left me in the classroom alone most of the time I taught (rarely observed) and supervising professor visited only once towards the end. Second placement almost as bad as first with two teachers who created too many of their own signs
- Pick great teachers and train them support them and use them. Listen to their feedback
- Should have an opportunity to have SOME working experience with students, we want to teach, I didn't get that opportunity
- Please check out teaching sites and co-operating teachers more carefully
- Provide more support to student teachers
- Have the option to connect with second supervisor
- Make more positive offers of support for those who are struggling in a bad work environment
- Student teaching was the pivotal experience for me I because I was given flexibility and allowed to go to a bilingual school alone
- Offer peer mentoring
- Longer period of weeks
- Let supervisor be CLEAR on EXPECTATIONS a guide book would be helpful
- Match a skilled and conscientious teacher with student
- I was told some students were sent to do student teaching due to poor signing skills, graduation Bar needs to be set higher
- Place students with schools in areas they are interested in living

- If student teaching is required the placements should yield valuable and interesting experiences
- Supervisors need to be more realistic
- Internships need to be more advanced
- Graduate students need more experience both in teaching and signing
- More contact with University supervisor
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## **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?**

- Exposure to sign and deaf culture
- Being on campus, being totally immersed in deaf culture I gained a sensitivity that I would not have gained elsewhere
- The knowledge of the staff and willingness to discuss areas of concern and the specific focus on the development of language in deaf culture
- Any courses that had guest speakers hands on training student teaching experiences, classroom observations were all helpful to me
- Exposure to deaf teachers and their teaching models
- Thank you for sending out this survey!
- I am very satisfied with the classes I have taken over the last several summers
- Quality of professors – top notch
- Student prep to me was the most beneficial
- Diversity of faculty
- I acquired a higher tolerance for frustrating circumstances, improved my level of patience
- Accessibility of advisors to people who are working in the summer only program
- Curriculum planning and development!

- Ability to develop sensitivity to students individual needs
- Having deaf staff
- Communication skills with colleagues
- Small number of student to staff ratio is nice
- Excellence and up to date instructors
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## **2. What do you see as weaknesses of the program?**

- I was asked to present material to my fellow classmates that I had not had instruction on. I had to read the material rather than present, I felt this was unfair
- Academic strength
- Developing skills in teaching evaluating and developing speech
- Evaluation for placement in ASL classes needed, it was assumed that I had a basic understanding of ASL I was placed in a Level II class and struggled
- Add more deaf studies and deaf history classes
- More courses involving communication processes
- Need more hands-on type courses as a student being involved in actual classroom is very beneficial
- I wish that the Ed department would have been more firmly set in a philosophy of teaching deaf students
- Recruit teachers in the field to either teach or be guest speakers
- Lack of support and scaffolding to improve my teaching skills. I did well in my graduate classroom work but needed lots of input in the classroom, I received next to no help during my student teaching from either the cooperating teacher or my supervising professor
- Keep us with best practices in education
- Preparing students for out of state credential processes!
- Professors/Assoc. lacked in knowing current trends in teaching
- There seems to be a lack of communication between departments and registrar office, my transcripts are a mess and I have yet to get my diploma

- Way too much work as far as reports, papers etc, I felt like all I was doing was typing reports
- IEP goal planning
- NO Thesis – NO COMPS!!!
- The program was not demanding enough
- Training in dealing with demanding/persistent parents
- Too little insight into the needs of foreign students taking part in the ceremonies ahead of time
- Need information on what classes needed for teachers certification
- Packing in credit hours in a 2 year program
- The lack of diversity in faculty not just racially but philosophically
- Tense political climate
- More support from faculty for students
- Make advisors more accessible
- It has not provided ready to use strategies how to over-come autocratic resistance in implementing best practices in a traditional non-democratic educational establishment
- The inflexibility of the requirements
- Value teaching more!
- Classroom management
- Some course should be removed from the agenda due to out-mooted information
- Some professors stressed punctuality and feed back but did not do as they preached
- Technology classes
- Assessment information
- Access to advisor during the summer-only classes
- People that do not sign well should not be given passing grades
- Speech class was not helpful
- Few professor's skilled in ASL
- Professors who are out of touch should be removed
- Introduction to interacting with deaf parents more preplanned opportunities to socialize
- "Out of touch" professors should be removed

- Schools in public education
- Audio logy classes
- Lack of fluent signers
- Not all professors practice what they preach

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

- Prior to teaching having students do more “unit” planning “real life” lesson plans and managing teaching tasks
- Classes in working in mainstream /public school setting
- Practical application experience in using all the evaluation tools (assessment, tests (formal) etc) I used a few
- Signing practically fluently I needed input with students positive and constructive teaching
- Set higher standards
- Give students the opportunity to do field work with deaf students
- Deaf graduate students who are raised on an oral tradition they need extra support
- Give students the information on what they need to do in order to qualify or apply for clear credentials from the state they want to teach in
- GU Associate professors could work a bit more closely with current seasoned classroom teachers
- More “counseling” techniques for dealing with grieving parents
- Information on cochlear implants
- Need more updated courses
- GU needs to add more classes on teaching hard of hearing students
- More time needed talking about kids how to challenge them, how to see and respond to them
- Teach students more about the “reality” of the field
- Better coordination between faculty

- Higher expectations would make better teachers
- More opportunities for students to get support when having problems
- More coordination with real classroom teachers
- Receptive ASL skills
- Have advisor help with planning
- Include only student teaching experience not student aiding
- Offer more courses on preparing students to face literacy problems in deaf students
- Include PRAXIS test info
- Continue summer-only program but offer wider selection of course offerings
- Stress greater amount of emphasis on teaching Deaf students with additional cognitive disabilities
- You need to offer more classes in ASL
- Change reading methods course
- Do not make a full audio logy course a requirement
- Put more students on a Bi-Bi course track
- Adding IEP development classes
- Set up some sort of lab school partnership with Kendall and MSSD
- Set up “socials” for hearing and deaf students to meet
- Observe teachers in action prior to placement
- Expand classes that regard teaching children with multiple disabilities
- Teachers of deaf students have to take whatever is out there. I had a specific program and course of training, this prepared me well for young children
- Make more use of MSSD and Kendall provide socials for students to meet
- Keep up wit the latest technology and trends!
- Accept only grad students who have had at least three years experience in teaching public schools
- Better communication
- More tolerance
-