

GRADUATE SURVEY

Department of Education Teacher Preparation Program

Gallaudet University

1996 - 2001

Course Work

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

- Infant development
- Pediatric audio logy
- Counseling independent study
- Practicum – real world experience
- Student teaching
- Internship – showed me deaf kids in public schools can work
- Reading in classroom – excellent strategies for fostering reading among deaf students
- Assessment part of a daily routine will help you to develop crucial senses
- Writing class
- Curriculum development helped me realize the importance of thinking
- All the parent infant courses
- Courses related to special needs
- Reading classes
- Families with deaf children, assessment of young children
- Practicum and internship

- Development of young children
- Practicum and internships
- Teaching reading to deaf students
- ASL linguistics
- Methods courses
- Children's literature
- Individual study – special needs
- Practicum and student teaching
- Reading and deafness
- Deaf students with special needs
- Signing in class
- Methods courses
- Edu 719 Deafness
- Edu 761 Multiculturalism
- Edf 720 Researching
- Language and culture courses
- Methods of Teaching, May
- Language Acquisition
- Reading
- Language Art and Children's literature
- All courses were valuable and important, I wish some were more in-depth
- Student teaching/Internship/practicum, hands-on training and working with parents
- Methods of Teaching English
- Adolescent Literature
- Special needs
- Families with Deaf Children had a big impact on me. It forced me to see things from another family's or parent's perspective
- ALL FCEE courses
- EDU 721 Applied behavior Analysis and Precision teaching
- EDU 709 Instructional methods: Developing Reading abilities
- EDU 761 Individualizing instruction law and IEP techniques

- Educational Drama
- Reading and Deafness was the most valuable course because it helped me identify academic concerns for Deaf and hard of Hearing students
- Behavior management
- CLC
- Practicum
- Methods courses! Very useful!
- Methods of teaching, because I learned how to do lessons plans and assessments
- Whole language
- Language acquisition and cognitive development I use it on my job daily
- Reading and Deafness
- Writing
- Children's Literature, being able to use these books to create multi-level cross curricula is relevant
- Auditory (KDB) the world is full of not just deaf students, to understand hearing loss on all levels is very important
- Math course
- Intro to special needs
- Writing, reading/deafness courses
- Methods of teaching math, excellent instructor and motivating content
- Internship and practicum gave me the opportunity to taste what teaching looks like
- Student teaching
- Communication collaboration preparation to provide families with information on communication options
- Children's literature, I learned so much and understood more about which books are important or not for children
- IEP law was very heavily tested on PRAXIS II, Special Ed test helped in IEP meetings
- The MP classes, LD class I learned what was applicable to my job
- Special Ed law not required Should Be. Alternative assignments not required but Should Be

- Sign Communication in the classroom
- Student teaching was the MOST valuable to me! I learned a lot from this experience
- ASL 6 Real Life ASL
- Student Teaching – real world teaching
- Play-based Assessment of Young Children, to be able to assess abilities of students who have limited language
- Short one week class on Parent/Child Interaction was helpful
- Reading and Deafness
- Curriculum and Instruction
- Classroom applications of Sign communication
- Courses related to early intervention
- Family and children assessments
- Linguistic courses! Linguistic courses!
- In-depth preparation on working with parents and infants

26. In Education, which course/experiences were of the least value to you, and why?

- Reading and deafness teacher gave negative comments that turned students off
- Multicultural Education – learnt nothing
- Intro to research – don't see relevance
- Audio logy – no value except for certification
- Speech class
- Research classes
- Methods of communication
- Curriculum and intro to young children
- MA curriculum too general
- Curriculum development for deaf elementary schools children
- Instructional development – old ideas no new information
- Reading class no relevance

- EDU 709 Reading and the Deaf I felt was unrealistic what does cued and pronouncing weird words have to do with teaching?
- I'd rather not say since this IS supposed to be anonymous
- Speech language
- Curriculum – there was a lot of repeated information
- Reading and Deafness too much emphasis on one area
- Reading and Deafness, this course discussed why deaf student have lower skills but not HOW to improve reading skills
- Introduction to Research, unnecessary because we already took this course during the BA program
- Curriculum, boring and outdated
- Computer Lit – outdated
- Instructional materials – outdated
- EDU 719 Deafness: An Educational Perspective, it was apparent that the instructor had no interest in teaching the course
- All classes had potential but some poorly taught
- Second audio logy course – One is enough
- Perspectives of Deaf Education
- Educational Psychology – I didn't learn much in this class
- Curriculum rarely incorporated new information no challenge or objective in class
- Research – unless you are a PhD candidate
- Language acquisition too much of the course was based on reading articles and regurgitating information back to the teacher
- Deaf perspectives
- Curriculum development good theory taught baldy
- Multicultural foundation of education same old stuff
- Instructional Education, one of the MSSD teachers and it was a huge waste because of technique problems
- Classroom applications of sign communication, don't see HOW it relates
- Language acquisition good but too focused on elementary special needs
- Research class a Waste of Time

- Multi-cultural
- Instruction to individuals with special needs

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

- Child development
- Independent study – counseling department
- American History and Math
- Audio logy very helpful in IEP's
- ASL
- Building relationships to understand linguistics of ASL and English
- Psychology
- Linguistics
- Developing relationships with families and children
- Western Civilization
- American History
- Holocaust studies
- Deaf studies
- English
- Theater
- English Linguistics
- LIN707 ASL Structure
- LIN 707
- Linguistic acquisition and cognitive development
- Structure of Language: English/ASL was very valuable course because it helped reflect on how students use language
- Sign Language classes helped develop my signing skills
- Didn't take any courses in other departments
- Didn't get the opportunity to take other classes
- Linguistics beneficial to learn how ASL is structured

- Linguistics 707 because I primarily teach English to deaf children
- Ling Touch but the courses is needed
- Public speaking class the class helped me become a better speaker
- Families with Deaf Children true bonding amongst classmates

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

- Amplification
- Economics
- Speech
- Linguistics
- Speech development and audio logical-oral communication
- Intro to audio logy
- Structure of Language (LIN 707) left me feeling like nothing was learned
- History and Math, not really interested in these
- Math 101, 102, 371, 372 they do not apply to elementary school level children, these are skills they learn in high school
- I had a difficult time in ASL class linguistics understanding the instructor. I needed more information about this but had a tough time getting the mot out of the course

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

- Adult learning theory
- Intro to counseling techniques
- An increased focus on students with additional disabilities
- An increased focus on meting State standards
- Bi-Bi program courses

- Multiple disabilities should be required
- A course in cochlear implants would be helpful
- Courses on Bilingual education including philosophy and pedagogy
- How to handle parents who are in process of divorce separation to help student cope with this situation
- How to handle parents who are in a custody battle and neglect abuse charges are filed
- MCE manual coded English instruction course
- Need to allow more electives
- IEP's
- Assessment
- Teaching writing to deaf students
- Critical thinking skills
- Bilingual approaches
- Cued speech
- Assistive technology
- ASL course on reading books with deaf children
- Behavioral/Classroom discipline
- Classroom management
- Linguistics courses
- Bi-lingual approach
- Issues and Trends in Deaf Education
- Some courses related to IEP and teaching writing
- Diagnostics and assessment in deaf education
- Multimedia
- Educational technology
- Stronger Multicultural Education
- Some English courses because of its lack of application to education, I learned more in methods classes
- Perhaps how to apply different speech and auditory training to teaching babies. The reality is that many parents want some oral/auditory skills for their children

- Methods of Teaching Reading (Secondary) for those students who have fallen through the cracks and can not read at 17
- A technology course
- Grant writing
- Discipline/Classroom management
- IEPs not only on severely disabled students but on “normal” deaf students as well
- A brief course on preparing ourselves for the emotional and mental feelings we will face as teachers
- More courses that relate specifically to teaching English to Deaf Children, the courses now teach that it is difficult for Deaf children but not WHY
- Courses that relate to specific disabilities LD, ADHD etc
- AS much as I believe that graduate programs should be focused on research I would like to see more methods classes at the graduate level. The population of students we are teaching demand variety and many teacher are limited in their plans
- Integrating technology
- Behavior management what do you do with a tough kid?
- How to set up classrooms for different level students and how to teach them all at the same time
- Bi-Bi philosophy
- How can you handle students with multi-disabilities and how can you modify teaching plans and still teach regular kids
- An intensive English grammar course
- Background training overview of other communication options
- Something with classroom management skills
- Preparation for practicum
- Special Education Law
- Alternative assessments
- Sign interaction chance for new signers to socialize with deaf students makes for a more comfortable learning environment
- Counseling courses for FCEE programs

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

- Yes, helped me to improve my teaching methods and knowledge of how to encourage children to be motivated and allowed me to enjoy teaching
- A course on behavior management
- For the most part gave me a strong base to grow and continue learning
- Yes, I believe I had a well rounded background and the experience with different methods and special needs has given me a strong knowledge base to work with families and children
- I was well prepared because my professor's gave me a good indication of what teaching would entail
- I was already teaching when I attended GU summer's program I feel it strengthened my teaching
- Yes overall courses have prepared me for my teaching role
- Yes especially the practicum experiences
- Pretty much but nothing can prepare you for your first day of teaching!
- Only a few did because they focused on multiple disabilities – my major
- No way, I wasn't prepared to face expectations, the lice, death, weapons, parents etc.
- No, but I don't believe any course can prepare a person for teaching
- Yes and No. Quality of Education is good but I needed more preparation with IEP and Real-Life situations such as maintaining grade-book (a realistic one) and lessons planning
- Yes, especially my undergraduate classes, grad school focused more on theory
- Yes, it gave a foundation to which I can actively build upon

- Some of them Yes! “Signed Communication application in the classroom” educated us on how to use ASL
- Yes, but nothing every really prepares you until you are doing it
- Yes I had a strong group of peers and many good teachers
- Nothing except the “real thing” could even 100% prepare one for teaching, however, more content focused on teaching strategies, applying technology would be valuable
- Yes I think as a teacher I am more qualified than other well known Deaf Education Teacher Prep programs
- Yes!
- Assessment was good but not enough
- Somewhat should have done the 2 year program, Advanced studies with no prior early childhood background really limited my opportunities
- Yes they provided me with good overview and perspectives of teaching deaf children, also gave me good contacts and resources if I needed more information
- Yes but taking PRAXIS 1 & 2, I wasn’t prepared for this! I think everyone should be required to take PRAXIS during their first year

Practicum and Internship

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

- A variety of school programs
- They are short it is hard to get to know a program or form a bond with the teacher and follow requirements of class
- Make sure teachers are aware of expectations
- University supervisors need to be more readily available
- Visit teacher before hand, wrong placement can be harmful

- Perhaps encourage students to vary each edu setting to have more well rounded experience
- Make sure teachers know the area we are working in and have them offer advice as needed
- I felt that more supervision was needed
- Make placement in good advance time to help us to find places to stay
- Make sure teachers are willing to take practicum students under their wing
- Focus on student's majors allow students to return to a school more than once
- I believe that having a mentor to guide students from point A to point Z is the Key to success
- The practicum experience that GU sets up is great But some of the Cooperating teachers were SHADY
- Provide pre-practicum workshop or classes to prepare students
- Expectations are unclear, also try to assign an intern to a subject age appropriate areas in order to make the experience more valuable
- To ensure that students will experience working with children with special needs
- Have willing faculty as supervisors
- I think the second practicum should require MORE teaching there was a lot of observation
- Have willing teachers as practicum student guides
- Be better organized as a whole
- I would like to see more collaboration between the university supervisor and the cooperating teacher for every course
- Develop specific courses for educational interpreters we are in need of them in the future
- Have placements in mainstream programs, not only residential schools
- Better supervision
- More discussion with supervisor and class practicum continues
- Placement in appropriate setting
- Better management

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

- Increase the length of student teaching time
- No mine was fantastic!
- Supervisor needs to be more accountable in how they grade you, there should be at least two faculty members involved
- A real plus experiences I had various settings and methods
- I felt pushed to go to my placement, remember to listen to concerns
- Having a graduate mentor would be a great addition
- Allow room for flexibility in placement
- Try to find more programs in the MD area for those who live in MD
- More frequent visits from supervisor
- I strongly suggest that supervisors who have huge responsibilities NOT be assigned to supervise students
- Can't emphasize the importance of having a good interpreter!!
- Have supervisor check on other supervisors! My supervisor only visited once, how do I get accurate feed back from a 5 minutes of observation?
- For faculty to know the programs well before sending student teachers
- To extend the length of the experience make it a whole semester
- More regular feed back with university supervisor. I would send volumes of work in and to this day received no feedback
- Better supervision, clear explanation of expectations
- University supervisor should come in every week to evaluate teaching style that would be very helpful
- Set up online discussion with class as it continues

- More contact from GU staff!

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?

- Wonderful caring and knowledgeable faculty
- I acquired skills that I use every day
- Really strong core courses
- Talented teachers
- Program is well developed
- Great variety of internships and practicum settings
- Lots of resources
- Willingness to explore all areas
- Clear communication
- Internship best experience for me
- Access to experts in the field, immersion in the deaf community
- Methods classes
- The strength of this program is that it provides us with a variety of approaches and views, in the end we can choose what we liked based on what we learned
- I believe that the UG program was the best as for Grad program in some areas it wasn't "deaf" friendly, some teachers signed and spoke at the same time so it was really difficult to understand and follow sometimes
- Most of our classes in our MA program required teamwork with team members; it is an ideal place to get to know team members.
- Family Centered early Childhood program is very well rounded
- A terrific advisor is a necessity!
- The journal writing required weekly very helpful on teaching and look at the weeks activities critically analyzing what worked and what didn't and why

- Friendly, helpful, fun!

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

- Students should have a job working with young children while attending college that way students will know if they want a teaching future
- Trends to prepare teachers for working with deaf only students in residential setting not everyone lives in that world
- Some professors have lost touch with the outside world
- General feeling that everyone is part of a family – I didn't feel welcomed
- Unequal access due to communication/signing issues
- No common philosophy or standing
- For some classes lack of updated or current materials
- More information on the job market after graduation and what to expect
- It would be easy to lose the “no voice” policy to me that was essential, made me understand better how it was to experience a visually based world
- Too many methodology options are offered
- Help future teaches to prepare and learn how to handle family situations
- You have some dinosaurs teaching
- Too much reliance on ASL
- Offer more electives
- Technology use for both Windows and Mac
- Professors with adequate sign skill and those that refuse to sign (voice-off)
- Prepare students more for the special needs deaf students and the interview process
- Not being up-to-date teaching same old same old every year
- Some professors too extreme in behaviors There is some favoritism among them and their students
- The need to incorporate views using ASL/Bilingual approaches
- Lack of training in educational testing and writing IEPs, more and more districts give these tests

- Interaction and relationship with faculty members, rarely see faculty around at the Departments
- Some professors REALLY need to update their act
- Outdated classes
- Inflexible
- Red tape bureaucracy
- Not easily tailored to fit individual needs
- Not enough focus on “Real World” teaching experiences/preparation
- Need more deaf staff
- Not enough time!
- I felt I didn’t get enough support.
- Sign language we don’t practice enough
- Outdated information MD classes
- Disorganized practicum placements
- Lack of flexibility very hard to “fit” my schedule to the Dept. of Edu. Limited time and classes
- We need to emphasize learning more about deaf culture and ASL
- It seems like almost anyone can become a teacher, some students have really NOT worked hard and are still passed and NOTHING has been done to prevent that from happening
- Some teachers have the same information from 4 years ago, it constantly changes so should the classes
- Communication
- Teacher communication mode – they should teach using ASL
- Tenure given to certain professors
- Advisors, it is important to have advisors be available for students
- Supervision of practicum and internships
- Required classes conflict with beneficial electives within department
- Making signing skill more important
- Unrelated coursework
- Too much time in classroom

- Not enough intellectual discussions VS actual teaching exp.
- Management of field placements
- Communication between faculty
- Sign – comm. In classrooms should be discouraged

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

- Continue working with parent and Infant students and higher education
- Stress the importance of family in learning
- Anyone who lives on campus should get more information on community services available to on-site students
- Focus more on ASL-English and bilingual education
- Dissertation committee should have 3 members not 5
- Incorporate the Education degree and Deaf Education degree at BA level
- Some professors need to improve their ASL skills so that language of instruction doesn't need to be such a big deal
- Build on experiences of students who come in to the graduate program with teaching experience
- Establish good rapport with students
- More classes that focus on MHHI
- I strongly recommend that students take intro to researching before they take other courses many other classes require research and critiques
- Keep doing what you are doing and investigate opportunities to use ASL as path to English literacy for deaf children
- Creating a diagnostic/evaluation course
- All students should have to take some multi-disability classes because these days it is rare to find a teaching job that doesn't have students with a disability other than deafness
- More courses that focus on methods of teaching English to deaf children

- Teaching HOW to teach reading to deaf children or modeling methods used and requiring students to demonstrate their technique via video tape presentation
- Need a new resource room open for BA/MA/PhD students, study room with computer network access
- Reduce “aural” courses
- Introduce bilingual education
- I would suggest having a course on Legal issues in Education, IEP and Cochlear implants
- Classroom management – more classes
- Update curriculums
- Get rid of weaknesses affecting program
- I understand that the ECE program is now in the progress of re-structuring and I am happy to hear it. Improving the quality of Ece will recruit more deaf students to the program
- More outside of class workshops since there are no electives
- More interaction between hearing and deaf at start of program
- Have more deaf education teachers take a multiple disability course
- Integrating technology courses
- Make students work harder especially with their English its very important when you write IEPs to be accurate in your grammar plus your are constantly writing notes to parents
- Modify courses you need to take
- Seminars should be more interesting, share student experiences at internships
- Better supervision for practicum
- Clear and standard expectations for internship and practicum
- Allow more student input
- Every semester mandate student meeting where grievances are shared and dealt with
- “Peer” program set-up for 1st year students