

Spring 2022 Graduate Satisfaction Survey (n=4)

Selected Response Survey

Question	Excellent (7)	(6)	Good (5)	(4)	Fair (3)	(2)	Poor (1)
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	1 / 25%	1 / 25%	2 / 50%	0	0	0	0
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	3 / 75%	1 / 25%	0	0	0	0	0
3. Competent to establish a learning culture where all students can be successful	3 / 75%	1 / 25%	0	0	0	0	0
4. Ability to create instructional opportunities adapted to the needs of diverse learners	3 / 75%	1 / 25%	0	0	0	0	0
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	3 / 75%	1 / 25%	0	0	0	0	0
6. Familiarity with use of a variety of assessment strategies, both formal and informal.'	3 / 75%	1 / 25%	0	0	0	0	0
7. Ability to critically examine practice through cycle of reflection and self-renewal	2 / 50%	2 / 50%	0	0	0	0	0
8. Ability to promote school mission and foster relationships with parents and outside agencies	3 / 75%	0	1 / 25%	0	0	0	0
9. Advising assistance and competency	3 / 75%	1 / 25%	0	0	0	0	0
10. Teacher Education Curriculum Lab and Library Resources	3 / 75%	1 / 25%	0	0	0	0	0

Open-Ended Response Survey (n=3)

1. **If I had to do student teaching over, I would AND I would not...**

- I would continue to encourage students and work one on one with them, I would not miss any school and community events held at the school.
- I would take my Praxis exams earlier, and I would not have taken my history classes with Professor Rodney Montague, it is impossible to get an A in his course. I would have taken the classes with another professor.
- I would have gotten more trainings in my field such as trainings to help me teach reading and math more effectively. I would not have gotten so attached to my students.

2. **I believe my strengths in student teaching were AND my weakest points were...**

- My strength in student teaching was understanding and being able to explain content and help students with emotional regulation. My weakest point was in classroom management, especially during group time

- My strengths in student teaching were using engaging materials in my lessons. A strength that I also possessed was using visual aids such as anchor charts to instruct students. My weakest points were knowing how to set aside my own struggles with the content and find ways to effectively teach from the Ashlock Program.
 - I believe my strengths include being able to create connections with everyone, teaching effectively, understanding my students' needs. I believe my weakest points of student teaching was my classroom management with my older students.
3. **My college supervisor was... My cooperating teacher was...**
- My cooperating teacher was extremely helpful, she was helpful in me developing skills to provide differentiated instruction and in maintaining a positive outlook in class. My college supervisor was patient and extremely helpful in my understanding of the assigned work
 - My cooperating teacher was very helpful in providing advice on classroom decisions. My college supervisor was available to listen to my struggles and provided advice for my situations. She was always accountable and reliable. She provided constructive criticism that made my teaching more effective.
 - My cooperating teacher was very involved, kind, informational, always available, and helpful. My college supervisor was very flexible, understanding, kind, and inspirational.
4. **Professional education courses at BSC prepared me for student teaching by... AND the Professional Education courses at BSC could be improved by...**
- The education courses prepared me for teaching by helping me understand how to create effective meaningful work, and the courses could be improved by somewhat more focus on classroom management skills.
 - The Professional Education courses at BSC prepared me for student teaching by teaching how to create lesson plans based off of state standards. The program also taught how to deliver instruction in a way that meets the needs of each learning style: kinesthetic, auditory, and visual. I was taught how to differentiate the instruction to meet the needs of lower level students, on level students, and above level students. Through this program, I learned how to self-reflect and make adjustments to my instruction. I was prepared for student teaching by learning about formal assessments and summative assessments. The program could be improved by including a course that teaches future educators how to teach writing. The program could feature methods, strategies, and materials for the writing in elementary classrooms.
 - It prepared me by showing me how to effectively do my job.

Fall 2021 Graduate Satisfaction Survey (n=2)

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	2 / 100%	0	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	1 / 50%	1 / 50%	0	0	
3. Competent to establish a learning culture where all students can be successful	2 / 100%	0	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	1 / 50%	1 / 50%	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	2 / 100%	0	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	2 / 100%	0	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	2 / 100%	0	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	2 / 100%	0	0	0	
9. Advising assistance and competency	2 / 100%	0	0	0	
10. Teacher Education Curriculum Lab and Library Resources	1 / 50%	0	1 / 50%	0	

Open-Ended Response Survey (n=1)

1. **If I had to do student teaching over, I would...**
 - Not change anything
2. **If I had to do student teaching over, I would NOT...**
 - Change anything
3. **I believe my strengths in student teaching were...**
 - My ability to communicate
4. **I believe my weakest points in student teaching were...**
 - Understanding student discipline
5. **My college supervisor was...**
 - helpful, caring, available, and honest
6. **My cooperating teacher was...**

- Wonderful, helpful, kind, extremely helpful
7. **Professional education courses at BSC prepared me for student teaching by...**
 - Teaching me theories and best practices
 8. **The professional education courses need to be...**
 - Held in modern classrooms
 9. **My advice for future student teachers is...**
 - Study for and complete all Praxis testing ASAP
 10. **The most important thing I learned about myself during student teaching was...**
 - My love of watching students learn

Spring 2021 Graduate Satisfaction Survey (n=9)

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	6 / 67%	3 / 33%	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	5 / 56%	4 / 44%	0	0	
3. Competent to establish a learning culture where all students can be successful	6 / 67%	3 / 33%	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	5 / 56%	4 / 44%	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	7 / 78%	2 / 22%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.'	7 / 78%	2 / 22%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	7 / 78%	2 / 22%	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	5 / 56%	4 / 44%	0	0	
9. Advising assistance and competency	6 / 67%	3 / 33%	0	0	
10. Teacher Education Curriculum Lab and Library Resources	6 / 67%	3 / 33%	0	0	

Open-Ended Response Survey

11. **If I had to do student teaching over, I would...**

- try not to stress as much over the length of my lesson plans, and put that energy towards finding different activities and strategies that can help students emerge more in their academic careers.
- Yes!
- Get as much advice as possible from my cooperating teacher and their colleagues
- Substitute
- Have more fun with my students while teaching instead of focusing so much on what I had to get down for my classes.
- I would have went or tried to went more of my own way of teaching versus how my cooperating teacher taught. Of course, I would have taught the content outline she gave me, but I would bring my own teaching personality and way of teaching things.

12. **If I had to do student teaching over, I would NOT...**

- spend as much time on one subject/activity.
- procrastinate.
- Substitute more than a day at a time.
- Have subbed, while it was a great experience I had hardly time in my placement classroom to learn from teacher and prepare for the paperwork that comes with special education.
- I would not have stressed the small stuff of wanting everything to be perfect.

13. **I believe my strengths in student teaching were...**

- classroom management, engaging my students in activities, and connecting with students in order to build professional relationship, which assisted in the teaching and learning process.
- adapting to changes.
- Being able to build positive relationships with students to foster a successful learning experience
- Science and social studies instruction, math instruction, behavior management, classroom management, engagement
- Connecting with students and differentiating for students with different abilities.
- Forming strong relationships with the students, creating engaging activities for the students to complete, and staying organized during the whole student-teaching process.

14. **I believe my weakest points in student teaching were...**

- time management.
- Tiered assessments
- Reading instruction, discipline
- Classroom management when subbing in different classrooms.
- Completely being myself as I would have been if I had my own classroom. Although, I did get more comfortable as time went on. Also, I had complications with time management and behavior management, especially in the beginning of my student teaching experience.

15. **My college supervisor was...**

- helpful, accessible, and involved in my student teaching experience.
- excellent in working with me and very easy to reach.
- Helpful, informative, and understanding
- Kind, motivational, understanding, hardworking, encouraging
- Helpful, kind, knowledgeable, and understanding.
- helpful, present, understanding

16. **My cooperating teacher was...**

- very accessible, helpful to assist me in forming and completing my lesson plans, and very involved in my student teaching experience. My cooperating teacher made many efforts to ensure that I was learning new strategies and techniques daily, as well as understanding the proper measures to take in certain situations.
- amazing. She allowed hands on from day one and this allowed for a lot of growth.

- Informative, caring, and encouraging
 - Kind, encouraging, hardworking, welcoming, helpful
 - Helpful, knowledgeable, wise, caring, realistic, understanding.
 - helpful, giving, flexible, caring, and understanding.
17. **Professional education courses at BSC prepared me for student teaching by...**
- introducing me to IEP's, different assessment types, and different strategies that assist students in learning. Also, I was able to implement the knowledge that I learned about Reading subject into my student teaching experiences.
 - preparing me for lessons and what to expect in the classroom.
 - Providing me with knowledge and tools to be confident in preparing and executing successful lessons
 - Giving me theoretical knowledge on strategies that I use daily
 - Differentiating, classroom management, handling cultural diversity.
 - Knowing what to expect before entering the classroom by having the knowledge and skills to facilitate content knowledge in a diverse classroom setting by differentiating instruction and learning for students. Also, I felt equipped to conduct lesson plans.
18. **The professional education courses need to be...**
- presenting students with the useful information and knowledge that they will implement in their student teaching experiences.
 - sure to include more time on using Weebly since it is required for the portfolio.
 - Left the same
 - More focused on the math and English we will be teaching to students. While we have to take tests on the grade level math and English, science, and social studies, it is hard to remember concepts for each grade level as we're unsure what grade we'll be teaching or subbing in.
 - I feel that if the professional education courses were more hands-on then maybe that would better prepare student teachers to be prepared of what could and can be expected in the classroom setting.
19. **My advice for future student teachers is...**
- build a trusting relationship with your cooperating teacher and students. This will help in that when questions arise, your mentor teacher will not hesitate to answer and students will grasp the information being conveyed to them by you because they know that you care about them.
 - to take in everything that you can from your cooperating teacher and keep a notebook for your own extended learning.
 - Never be afraid of asking for advice and self-reflect
 - Stay motivated! It comes naturally, keep trying
 - Enjoy the experience, while it can be stressful to complete all the assignments and requirements, just have fun. Create fun lessons and do things that they will remember.
 - If you feel that you do not belong or if you feel discouraged, know that you're not alone and that it is totally normal. This season is to help you grow and shape you into the teacher that you thrive to be.
20. **The most important thing I learned about myself during student teaching was...**
- that I am capable of successfully educating students. I also learned how to really reflect on my actions as a teacher in order to improve my lessons for the betterment of the students.
 - that I have to manage time effectively in order to accomplish all the duties required of me.
 - My areas of strengths and weaknesses.
 - How able I am to adapt
 - Special education is truly my passion, and while I would be happy to teach in any classroom, I have such a heart for students that need that little extra help and I enjoy finding ways to make that lightbulb come on.
 - What kind of teacher I want to be for my future students.

Fall 2020 Graduate Satisfaction Survey (n=7)

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	6 / 86%	1 / 14%	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	5 / 71%	2 / 29%	0	0	
3. Competent to establish a learning culture where all students can be successful	5 / 71%	2 / 29%	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	4 / 57%	2 / 29%	1 / 14%	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	5 / 71%	2 / 29%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	4 / 57%	3 / 43%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	6 / 86%	1 / 14%	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	6 / 86%	1 / 14%	0	0	
9. Advising assistance and competency	5 / 71%	2 / 29%	0	0	
10. Teacher Education Curriculum Lab and Library Resources	5 / 71%	2 / 29%	0	0	

Open-Ended Response Survey

21. **If I had to do student teaching over, I would...** No responses.
22. **If I had to do student teaching over, I would NOT...** No responses.
23. **I believe my strengths in student teaching were...** No responses.
24. **I believe my weakest points in student teaching were...** No responses.
25. **My college supervisor was...** No responses.
26. **My cooperating teacher was...** No responses.
27. **Professional education courses at BSC prepared me for student teaching by...** No responses.
28. **The professional education courses need to be...** No responses.
29. **My advice for future student teachers is...**No responses.
30. **The most important thing I learned about myself during student teaching was...**No responses.

Spring 2020 Graduate Satisfaction Survey (n=17)

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	15/88.24%	2/11.76%	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	15/88.24%	2/11.76%	0	0	
3. Competent to establish a learning culture where all students can be successful	16/94.12%	1/5.88%	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	13/76.65%	3/17.65%	1/5.88%	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	15/88.24%	2/11.76%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	15/88.24%	2/11.76%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	15/88.24%	2/11.76%	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	12/70.59%	5/29.41%	0	0	
Campus Resources					
9. Advising assistance and competency	14/82.35%	2/11.76%	1/5.88%	0	
10. Teacher Education Curriculum Lab and Library Resources	13/76.47%	4/23.53%	0	0	

Open-Ended Response Survey

1. If I had to do student teaching over, I would...

- a. Prepare myself more mentally. I would also work on time management.
- b. Attend more professional development opportunities and hug my students a little tighter each day that they left the classroom.
- c. Eat less, consult my advisor more, and not work two jobs.
- d. Focus on classroom management first, then focus on content.
- e. Keep a planner with detailed objectives and observations. I would also maintain better communication.
- f. Begin in the class I started my second placement in. While I learned a lot from my first placement, I feel I would have learned more from my second cooperating teacher, and I wish I had more time with her.

- g. Included more lessons that had games or fun activities. Students really like these types of lessons and they are more engaged.
- h. Strive to discover more classroom management techniques.
- i. Differentiate my lessons more.
- j. Ask to be include more of my style of teaching.
- k. More hands-on, longer time with each placement.
- l. Have more understanding of what is expected for the TPA.
- m. Implement more personal ideas, teaching strategies, and assessments.
- n. Use more activities that involved the students and their individual ideas.
- o. I would definitely do it again. I would if I could be in the classroom I was in for my first placement.

2. If I had to do student teaching over, I would NOT...

- a. Try to worry about accomplishing everything that was on my lesson plan for that day because the students learn at different rates.
- b. Stress over creating the perfect lesson plan and feel that I needed to follow it completely because, more often than not, my lesson was guided by my students and we covered what needed to be covered most but I usually never got to teach exactly according to my lesson plan.
- c. Take the time I had with my students for granted.
- d. Stress about lessons being perfect (attractive, etc.) and not be afraid to make changes in the classroom.
- e. Wait until the last minute to create lesson plans.
- f. Be so hard on myself, if a lesson didn't go as planned. I learned that it's okay if the day doesn't always go exactly as planned.
- g. Allow difficult circumstances to affect my teaching (distractions, student refusal to do work, etc.).
- h. Let my mentor teacher control so much.
- i. Be so nervous and not wait so long to tell of the issues I was dealing with.
- j. Teach with my own opinion in mind.
- k. I would not rely on my mentor teacher as much for resources.
- l. Stress over planning lessons to be perfect.

3. I believe my strengths in student teaching were....

- a. My attitude towards my mentor teacher, students, and other staff. Also, I felt that I was able to bring my level down to a level that students could understand.
- b. My ability to connect with my students by forming relationships with them and creating a positive learning environment.
- c. Differentiating instruction and applying various schools of thought to ensure that multiple modalities of learning were covered.
- d. Understanding content knowledge and connecting with students.
- e. My relationships with the students and providing meaningful and engaging activities.
- f. Building positive relationships with students, reflecting upon my teaching, and using data to make instructional decisions.
- g. Classroom management, being organized, and creating fun engaging lessons.
- h. Communication, engagement, providing multiple modalities, and flexibility.
- i. Creating relationships with students who had been left behind.
- j. Loving the students, getting to know them, and earning respect from them. This caused me to have a connection and really have them engaged in lessons.
- k. Reflecting, working with other teachers, engaging activities.
- l. Creating engaging lessons and connecting with the students.
- m. My communication skills and my ability to connect with each student.
- n. Planning, getting to know the students quickly, learning names, using different strategies, technology, etc.

- o. The engagement of my students.

4. I believe my weakest points in student teaching were...

- a. Time management because every time I looked at the clock it was like class was over.
- b. Time management and being flexible in my planning at first. I always thought that I could have spent more time in different areas that I spent too little time on and that I spent too much time on areas that I could have spent less time on. Additionally, I felt that I always need to cover everything on my lesson plans.
- c. Parental engagement in their child's studies.
- d. Classroom and time management.
- e. Communication
- f. Differentiation and classroom management.
- g. Time management.
- h. Classroom management and providing adequate instruction for both high and low level learners.
- i. Not having as many engaging lessons as I would have preferred.
- j. Not knowing how to aid the blind student and student who did not know how to read English or Spanish.
- k. Classroom management in the beginning.
- l. Lesson planning
- m. I had to reteach myself some topics.
- n. Challenging top students, differentiation.
- o. My time management skills.

5. My college supervisor was....

- a. Very good to me. He was very helpful in giving me helpful tips after lessons were done. Also, he was available to me anytime I needed him which was a major impact because I could count on him for anything.
- b. Wonderful! They always gave such positive critiques that I never felt upset, but rather encouraged and made me feel more confident in myself as my placements went on.
- c. Miss Amanda Banks
- d. An amazing source of knowledge and inspiration
- e. Helpful and understanding.
- f. Very helpful and supportive with his feedback.
- g. Dr. Stiltner. Every single professor at Bluefield State College of Education is wonderful. All the professors are professional, encouraging, and helpful. All of my professors have been very helpful to me while at BSC.
- h. Dr. Darrell Thompson
- i. Excellent!
- j. AMAZING! I could not have done what I did without them.
- k. Excellent. Always willing to help and give feedback.
- l. Amazing!
- m. Irene Mullins
- n. Mrs. Stiltner
- o. Dr. Thompson

6. My cooperating teacher was...

- a. Awesome! Both of my cooperating teachers were very helpful on planning my lessons and helping me present my lessons!
- b. Amazing! I formed such a bond with the teachers from both of my placements. They made me feel welcomed, competent, and capable.
- c. Kimberly Addair
- d. A huge help in getting me through my time as a student teacher.

- e. Helpful and assisted in lesson ideas. They trusted me and allowed me to take lead in the classroom.
- f. Both of my cooperating teachers were amazing. I learned so many different things from each of them. They consistently looked for learning opportunities to help me and provided lots of feedback and assistance needed as well.
- g. Tiffany Thompson- 3rd grade Kellie Knotts- 2nd Grade Glen Fork Elementary and Middle School
- h. Ms. Alison Lester
- i. Helpful at times, but overly controlling.
- j. Nice and helped me at times, but was not ready for a student teacher in her last few months of teaching.
- k. I loved them both! I learned a lot. I was so sad to leave them.
- l. Wonderful.
- m. Ms. Fields Ms. Blankenship
- n. Whitt/Fielder
- o. Mrs. Saunders and Mrs. Paine

7. Professional Education courses at BSC prepared me for student teaching by...

- a. Showing me things that were helpful tips in the classroom that have been used but also giving different examples of what could happen in a classroom.
- b. Helping me to think critically regarding the content material and teaching me the value behind knowing the content material.
- c. Offering a rigorous curriculum that makes teaching seem easier than doing more studies.
- d. Teaching me so many things that I needed to know. From ways to teach content, to differentiation, implementing a variety of modalities and so much more.
- e. Preparing me for necessary skills and encouraging us on a personal level.
- f. Teaching me how to create lesson plans and providing me several teaching and classroom management strategies to store in my “teacher toolbox.”
- g. I was very prepared for student teaching because of the professional education courses at Bluefield State. These course taught me about the needs of students, how to prepare lesson plans, the importance of how a classroom works, and how to differentiate instruction.
- h. Dr. Thompson and Dr. Banks providing me a solid foundation on all the basics. It also provided the guidance I needed in order to develop into a well-rounded educator.
- i. Showing me the importance of classroom management and differentiation.
- j. Classroom management, knowing how to use technology, and ways to prepare fun engaging lessons.
- k. Many things. I learned how to use multiple types of assessments, ideas on how to manage a classroom, how to keep students engaged while still teaching specific objectives.
- l. Putting me in many different classrooms, which prepared me for adapting to any classroom situation.
- m. Learning about many teaching strategies and the psychology of children.
- n. Helping me become familiar with planning lessons, dealing with all tiered students, becoming familiar with different grade levels.
- o. Providing me with the knowledge to be successful.

8. The professional education courses need to be...

- a. A little more hands on. Like actually teaching in front of the classroom and having students be your students.
- b. Hands-on. I felt that I completed a lot of coursework that I would have absorbed better had it been something hands-on.
- c. A little more hands on earlier on to ensure students who plan to be teacher shave in-the-field experiences to be better apply to later studies.

- d. More hands on. I think it would benefit future student teacher to have to teach a lesson with each observation.
- e. More technologically advanced. It would be useful to be able to experiment and have exposure to everyday technology (Elmo, smart boards, programs) that are used on a daily basis in the classroom in a setting other than an actual classroom. Having these at the college to experience and manipulate would be very beneficial.
- f. They're fine the way they are.
- g. N/A
- h. At times, communication was lacking. Showing students exactly what they did incorrectly is important to growth and development to the learner. I like to know what I did incorrectly so that I can keep from doing it again. At times it was difficult to gain feedback and understanding.
- i. I think they are excellent.
- j. They were great!
- k. Maybe add in a video chat or two. Online classes are great, but sometimes just hearing from the instructors is better.
- l. Correlated with teacher books.
- m. Needs to have more opportunities or hours observing different grade levels and schools.
- n. There is nothing that needs to be added.

9. My advice for future student teachers is...

- a. Don't 'stress. Everything will be okay and just enjoy the ride!
- b. Form a relationship with your cooperating teacher. They are there with you every day and want you to be successful. Also, cherish every day that you get to be with your students. If I had known that my second placement would have been cut so short, two weeks into being there, I would have hugged my students tighter each day.
- c. Watch out for Dr. T. He may be a so-so carpenter but his educational expectations are prominent.
- d. Know that you won't get everything right, and that's okay. Be open to and grateful for any and all feedback and use it to help you grow.
- e. Always be over prepared and never be afraid to ask for help.
- f. Cherish the time you have in each placement! It goes by so fast, don't forget to enjoy it!
- g. Ask questions, be involved, and learn as much as you can! The classroom teacher will be able to teach you and teach you so much.
- h. Ask questions and seek help from both your professors and your peers. Communication is key in success. Do not be afraid to make mistakes, it was through mistakes that the greatest lessons are learned.
- i. Find the way you're comfortable teaching and the way your students are receptive and stick with it.
- j. That sometimes you won't be prepared to know what students are dealing with and they need you to be compassionate and caring more than you realize. Try their fun handshakes with them. Go to music and PE with them. Most of all have fun and don't be afraid to tell someone what is going on if you are in a classroom with a teacher who isn't accepting of you.
- k. Listen to your supervisor and cooperating teachers. They've been where you are, and they only have your best interest in mind.
- l. Learn to be flexible with planning. Many interruptions occur daily in the classroom.
- m. Be flexible and allow your mentor to help.
- n. Get to know your students and their background! It can help so much when determining what learning strategies will help the most.
- o. Don't procrastinate on any assignments.

10. The most important thing I learned about myself during student teaching was...

- a. That I am capable of doing this! That I just needed to get experience and gave confidence!

- b. That I overthink way too much. I am my own worse critic and that on the days that I feel inadequate, my students will love me anyways.
- c. It is hard to sit on the other side of a learning experience. Most students have more to teach than to learn.
- d. I can do this.
- e. My joy and excitement for teaching. It made me more confident in my abilities and made me excited for my future.
- f. I genuinely love teaching and it confirmed for me that this is what I'm meant to do.
- g. Student teaching reminded me why I wanted to be a teacher in the first place, to make a difference.
- h. Dedication and hard work pays off. Every day in which I was overwhelmed, I was able to find resolve through the help of others and my love for the students.
- i. I am capable.
- j. That caring and being fun with the students was a part of my teaching style.
- k. I am ready for teaching and I can't wait to be in my own classroom. I loved every minute of being in the classroom. I definitely need to work on managing my classroom, but overall, I'm excited.
- l. I was meant to be a teacher.
- m. I learned that I am flexible and can change my plan with easy transition.
- n. Every teacher is different and will do things differently. Some things won't work and some will. Trial and error. Never doubt yourself and what you're doing.
- o. That I am really excited about my future as a teacher.

Note: The survey link was sent as well as two follow up reminders. We believe that two students did not realize they had already taken the survey, resulting in 17 Responses.

Fall 2019 Graduate Satisfaction Survey (n=2)

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	2/100%	0	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	1/50.0%	1/50.0%	0	0	
3. Competent to establish a learning culture where all students can be successful	2/100%	0	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	2/100%	0	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	2/100%	0	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	1/50.0%	1/50.0%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	1/50.0%	0	1/50.0%	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	2/100%	0	0	0	
Campus Resources					
9. Advising assistance and competency	1/50.0%	1/50.0%	0	0	
10. Teacher Education Curriculum Lab and Library Resources	2/100%	0	0	0	

Open-Ended Response Survey

- 1. If I had to do student teaching over again, I would**
 - a. Ask more questions.
 - b. Research and use different classroom management strategies.
- 2. I had to do student teaching over again, I would NOT...**
 - a. Be passive in my approach. I would initiate even more communication with my cooperating teacher.
 - b. Stress over the little things.
- 3. I believe my strengths in student teaching were...**
 - a. Motivating students.
 - b. My ability to connection with the students and use of examples.

- 4. I believe my weakest points in student teaching were...**
 - a. Finding the balance of kindness and sternness.
 - b. Transitions between parts of the lesson.
- 5. My college supervisor was...**
 - a. Dr. Amanda Banks
 - b. Terene Stiltner
- 6. My cooperating teacher was...**
 - a. Brandon Bailey/Ivory Rowe
 - b. Catherine Evans
- 7. Professional Education courses at BSC prepared me for student teaching by...**
 - a. Teaching me the fundamentals of a lesson plan. Teaching me how to research instructional strategies independently. Teaching me to create ways to monitor progress in myself and students.
 - b. Having me think about each part of the lesson by writing out exactly what I would do, students would do, etc.
- 8. The Professional education courses need to be...**
 - a. Real. There needs to be more opportunities to develop pedagogy before student teaching.
- 9. My advice for future student teachers is...**
 - a. Treat the experience like your job. Value your mentors' and students' time. Take the reins. It will be worth it in the end.
 - b. To over plan lessons and to be sure to have every second accounted for. Also, be consistent and follow through with their expectations.
- 10. The most important thing I learned about myself during student teaching was...**
 - a. I can be too much of a push over at times.
 - b. That I am capable of much more than I ever knew before.

Spring 2019 Graduate Satisfaction Survey (n=3)

Only 3/5 graduates completed the surveys.

Selected Response Survey

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	3/100%	0	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	3/100%	0	0	0	
3. Competent to establish a learning culture where all students can be successful	2/66.67%	1/33.33%	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	2/66.67%	1/33.33%	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	1/33.33%	2/66.67%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	3/100%	0	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	2/66.67%	1/33.33%	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	2/66.67%	1/33.33%	0	0	
Campus Resources					
9. Advising assistance and competency	2/66.67%	0	1/33.33%	0	
10. Teacher Education Curriculum Lab and Library Resources	2/66.67%	1/33.33%	0	0	

Open-Ended Response Survey

31. If I had to do student teaching over, I would...

- If I could do it over again, I would get every resource link, activity, and all materials that I could to prep my future classroom.
- Try to do more hands-on project, assignments, and assessments with the students.
- Take every moment in and ask more questions during my 1st placement.

32. If I had to do student teaching over, I would NOT... (1 skip)

- Waste time on TPA instruction. There were moments that I felt we had to waste in order to keep everyone on the same page but looking back, maybe I should have kept going and pulled absent people in small groups later.

- Be as nervous as I was. Student teaching was a great experience and I will remember my student teaching students for the rest of my life.
- 33. I believe my strengths in student teaching were...(1 skip)**
- I think I was able to connect with the students on a teacher level in order to get them to understand the harder concept at a faster, smoother rate.
 - Patience, understanding, and creativity. I say these characteristics are my strengths because I had a variety of students from different types of home lives. I had to be patient with them so they would tell me the truth in why they did not get an assignment done. I would then have to have an understanding heart and mindset to find a way for this student to get their work done.
- 34. I believe my weakest points in student teaching were...(1 skip)**
- My weaker points was when I would let some of my not as positive student's reactions to my lessons affect me. If they didn't think my activity was fun then it made me feel as though I didn't do a good job. That was not the case it just wasn't as fun for that student.
 - Time management. I struggled with time management in the beginning. As I got further into student teaching, it got better.
- 35. My college supervisor was...**
- Shelia Sargent-Martin was my college supervisor. She was very help to me and it felt as though she was my cheerleader throughout the whole student teaching process. She was always kind and willing to give constructive feedback at all times!
 - Great! He answered all the questions I had and gave me good feedback in my lessons.
 - Dr. Thompson
- 36. My cooperating teacher was...**
- Teresa Inman and Sebring Cook were my cooperating teachers. I was given some of the best in Mercer County! I loved every moment with my teachers and I hope to one day reach their academic enthusiasm goals! They were very inspiring and I am so grateful for all the knowledge they were able to help me gain.
 - Wonderful. Both cooperating teachers were great. I would not have wanted to do student teaching with anyone else.
 - Mrs. Horton and Mrs. Meadows
- 37. Professional education courses at BSC prepared me for student teaching by...**
- Granting me knowledge that was gravely needed in order to get my teaching goals accomplished.
 - Helping me go in with an open mind. They taught me to go in with an open mind because you do know what students go through at home or what issues they might be having.
 - Understanding what was expected of me and how to be a great teacher.
- 38. The professional education courses need to be...(2 skips)**
- Available in the summer. That way someone doesn't have to take all four of the professional education courses at one time. I do not think it should even be allowed that students can take all four at one time. It was the worse experience for me.
- 39. My advice for future student teachers is...**
- Live it up! Those kids love to have you there! It will be the best feeling in the world but it will take so much from you at the same time. Just celebrating the small victories and be a helping leader through the hard time. The ups will have downs but there will be such love in your heart for the students, job, and the achievements.
 - Don't go in nervous. You're going to make mistakes just roll with them. Also, don't be afraid to be a disciplinary. If you go in too nice, some classes will walk all over you.
 - Don't be afraid to ask questions.
- 40. The most important thing I learned about myself during student teaching was...**
- We are not perfect and everything that we do won't be perfect. If you mess up then tell them be honest not just with yourself but your students as well. In the end they will love you for it even more. If you say the wrong page number laugh about it then tell them it was a mistake but we can fix it by flipping

to the other page. Let the students see that you make mistakes and it is okay, now let's model how we can fix this mistake.

- That I made the right decision becoming a teacher. Student teaching has been one of the best experiences of my life thus far. It also taught me how to be a better disciplinary.
- Always continue to learn and grow as an educator.

Fall 2018 Graduate Satisfaction Survey (n=2)

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	2/100%	0	0	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	2/100%	0	0	0	
3. Competent to establish a learning culture where all students can be successful	2/100%	0	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	2/100%	0	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	2/100%	0	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	2/100%	0	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	2/100%	0	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	2/100%	0	0	0	
Campus Resources					
9. Advising assistance and competency	2/100%	0	0	0	
10. Teacher Education Curriculum Lab and Library Resources	2/100%	0	0	0	

Spring 2018 Graduate Satisfaction Survey (n=13)

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	8/61.5%	4/30.8%	1/7.7%	0	
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	9/69.2%	3/23.1%	1/7.7%	0	
3. Competent to establish a learning culture where all students can be successful	9/69.2%	3/23.1%	1/7.7%	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	8/61.5%	5/38.5%	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	8/61.5%	5/38.5%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	8/61.5%	5/38.5%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	8/61.5%	4/30.8%	1/7.7%	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	8/61.5%	4/30.8%	1/7.7%	0	
Campus Resources					
9. Advising assistance and competency	9/69.2%	2/15.4%	1/7.7%	1/7.7%	
10. Teacher Education Curriculum Lab and Library Resources	8/61.5%	3/23.1%	2/15.4%	1/7.7%	

Fall 2017 Graduate Satisfaction Survey (n=5)

Question	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Comments
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	5/100%	0	0	0	Studied CSO's, they were substituted with Common Core
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	2/40%	3/60%	0	0	
3. Competent to establish a learning culture where all students can be successful	2/40%	3/60%	0	0	
4. Ability to create instructional opportunities adapted to the needs of diverse learners	4/80%	1/20%	0	0	
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	4/80%	1/20%	0	0	
6. Familiarity with use of a variety of assessment strategies, both formal and informal.'	3/60%	2/40%	0	0	
7. Ability to critically examine practice through cycle of reflection and self-renewal	5/100%	0	0	0	
8. Ability to promote school mission and foster relationships with parents and outside agencies	2/40%	3/60%	0	0	
Campus Resources					
9. Advising assistance and competency	2/40%	3/60%	0	0	
10. Teacher Education Curriculum Lab and Library Resources	1/20%	4/80%	0	0	

BLUEFIELD STATE COLLEGE
Content Validity Ratio Analysis of
Employer/Graduate Satisfaction Survey

Criteria	# Essential	# Useful, but Not Essential	# Not Essential	CVR
Displays knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	11			1.0
Incorporates variety of technologies to promote problem solving and collaboration	11			1.0
Establishes a learning culture where all students can be successful	11			1.0
Creates instructional opportunities adapted to the needs of diverse learners	11			1.0
Uses a variety of instructional strategies to promote a positive learning environment	11			1.0
Uses a variety of assessment strategies, both formal and informal	11			1.0
Critically examines practice through cycle of reflection and self-renewal	4	7		-0.3
Demonstrates desire to promote school mission and foster relationships with parents and outside agencies	11			1.0

Results: The data in this table is based on survey responses from 11 members of Bluefield State College's Professional Development Schools (PDS) committee. The PDS committee members are faculty from a local school district that partners with Bluefield State College's Teacher Education Program.

Seven of the eight criteria have a validity score of 1, which is the strongest CVR possible based on the sample size. For the remaining criterion – "Critically examines practice through cycle of reflection and self-renewal" – the CVR is -.03.