

**Evaluation from Area Principals  
2007-2008**

Evaluate teachers who have been trained at Austin Peay State University **as a group** on the following questions with 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

<b>Teacher Skills</b>	Elementary	Middle School	High School
Teachers who completed their education program from APSU within the last five years have in-depth knowledge of the subject matter.	3.2	3.3	3.5
Teachers who completed their education program from APSU within the last five years reflect a thorough understanding of pedagogical content knowledge.	3.3	3.3	3.5
Teachers who completed their education program from APSU within the last five years reflect a thorough understanding of professional and pedagogical knowledge and skills.	3.3	3.2	3.4
Teachers who completed their education program from APSU within the last five years reflect the dispositions expected of professional educators.	3.4	3.5	3.4
Teachers who completed their education program from APSU within the last five years accurately assess and analyze student learning and make appropriate adjustments to instruction based on these assessments.	3.0	3.1	3.0
Teachers who completed their education program from APSU within the last five years have a broad knowledge of instructional strategies.	3.1	3.2	3.3
Teachers who completed their education program from APSU within the last five years present their content in clear and meaningful ways.	3.3	3.4	3.3
Teachers who completed their education program from APSU within the last five years integrate technology into their teaching.	3.2	3.7	3.2
Teachers who completed their education program from APSU within the last five years create learning experiences based on the developmental level and prior experience of their students.	3.1	3.1	3.0
Teachers who completed their education program from APSU within the last five years design instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs	2.9	3.0	2.8
Teachers who completed their education program from APSU within the last five years uses classroom management techniques that foster self-control and self discipline	3.2	3.0	2.8
Teachers who completed their education program from APSU within the last five years demonstrate productive leadership or team membership skills that facilitate the development of mutually beneficial goals designed to make the entire school a productive learning environment	3.3	3.5	3.0

Teachers who completed their education program from APSU within the last five years organize systematically and maintain useful records of student work and performance .	3.4	3.5	3.4
Teachers who completed their education program from APSU within the last five years communicate student progress knowledgeably and responsibly to students, parents, and appropriate others.	3.3	3.5	3.4

**What do you consider to be the greatest strength of teachers who have completed their education program at APSU within the last five years?**

Use of technology

They are usually well prepared and many of them listen.

Ability to manage classroom with appropriate discipline

Strong use of technology for instructional purpose

Prepared as 1<sup>st</sup> year teachers to handle responsibilities

Instructional strategies

The ability to incorporate technology into their classrooms

The teachers who have been trained at APSU come to us with a strong pedagogical base to build upon.

Generally well prepared, confident, and ready to work on a TEAM

Energy of expectations

Their professionalism and desire to work with children – They are team players and work hard to have productive learning environments!

Ability to make plans based on standards

They seem ready and willing to take on the abundance of responsibilities they have as elementary school teachers. Professionalism is evident in most of the teachers.

A core knowledge of instruction which translates to a positive affect on student achievement

The ability to work in professional learning teams, share teaching strategies, ideas, and the ability to assess student’s needs.

Willing to learn - College prepares them very little for the reality of the classroom.

APSU teachers know and understand the importance of research-based, standards-driven curriculum.

Teachers are very knowledgeable of their content. The surprise is the behavior of students. Sixth grade students are good students for the most part. Seventh and eighth graders are very difficult to motivate and inspire.

It is definitely content knowledge, followed by collegial professionalism

Understanding differentiated instruction. But teachers in different subject areas vary greatly in training. It should be more consistent. For example, social studies teachers do not seem to be as well trained as foreign language instructors.

They have HQ status coming out of college already – this is a big help. Teachers have a broad knowledge of Rdg. and the newer best practices in this area. Their prior experiences have made them very ready to be in the classroom and be effective.

Instructing students in the content areas

They are very familiar with technology and are willing to plan hands on lessons for students

General desire to do well and work in student's best interest

Technology integration

They have been in classrooms before their student teaching experience, and they have a broader knowledge of expectations and instructional strategies.

Professional attitude and technology skills

Knowledge of standards-based teaching expectations

Planning

They work well as a team player. All in all, I think APSU produces great educators. It's just some that slip through the cracks.

### **What do you consider to be the greatest weakness of teachers who have completed their education program at APSU within the last five years?**

Knowledge of scope/sequence

Some of the teachers know everything about education (they believe)

Teachers are not connected with students to the degree I would like to see. Teachers need to feel more responsibility for a student's grade rather than merely saying "they aren't studying, etc"

Adapting to different levels of learning.

Our teachers do not exhibit any detectable issues. We are satisfied with their preparation.

Undergraduate program has been very positive. However, I have not received the same reports for the Graduate studies especially in regards to professional conduct and expectation of the teachers. I have teachers on alternative licenses who have not experienced or gained quality instruction or attitude from your staff.

Although not a big problem, classroom management for new teachers seems to be weaker than other skills. This improves with experience.

Dealing with difficult students, not only discipline problems but the wide range of learning disabilities.

Discipline practices

Young teachers lack prior experience. One semester of student teaching only gives them an idea of whether or not they want to teach. Teachers have to experience the classroom and grow on their own.

Differentiated instructional strategies for different ability levels

Not as familiar with Kentucky's core content, KTIP program, PBS

Classroom management is always a concern for all young teachers.

Work ethic/ commitment - If you are walking out the door at the dismissal bell you'd better be tugging a bag of "homework". Arrive early.

Detail of paperwork – cosmetics of teaching (rolls, policies) standards

It is very hard for new teachers to maintain discipline by being consistent and having high expectations.

Assessment of student achievement

Ability to model instruction

Classroom management and knowledge of best practices

The systemic undertones of effective schools

Differentiated instruction, best practices and reading strategies

Classroom management

Continue improving using and teaching integration of technology. Our world is changing rapidly and students are the ones in need of being the first to learn.

Classroom management – all colleges

I have not seen major weaknesses. I would stress professional communication skills.

Need to be on cutting edge of new trends in education

It is not just APSU but all teacher institutions, teachers need to learn a new bag of tricks to work with unmotivated students. Learn to evaluate students with more objective methods other than paper/pencil and still not be too subjective.

Individualizing instruction based upon assessments

How to actually develop and maintain a great classroom environment where the best teaching and learning can occur

It varies greatly from teacher to teacher. More consistency by department would be good.

I think a better background or awareness in Title 1 or Special ed programs would be helpful and knowledge of tests that schools use.(Dibles, STAR, Running Records, etc)

Teachers in this program need more hands on. They need more classroom experience.

Knowledge of the many aspects of teaching responsibilities and expectations for professionalism

Need greater emphasis on solving and addressing individual needs of students they teach

Subject matter knowledge assessment strategies and classroom management

Classroom management techniques continue to be a need

Being familiar with the program of the Internship in KY and classroom management skills.

Classroom management skills, record keeping

Lack of knowledge of CMCSS goals and strategies

Classroom management, same as all programs from other universities

Lack of exposure to best practice strategies and the ability to differentiate instruction for the diverse needs of students.

New teachers need a more realistic approach to the job of teaching. It is hard and the expectations are high.

Classroom management techniques

Professionalism

Current instructional strategies

They aren't prepared for special needs students and low socioeconomic disadvantaged students and being able to relate to them.

Their lack of understanding of accommodations, modifications, Special Ed. And 504.

Being able to "connect" with students and make the subject matter relevant to the real world.

### **What suggestions do you have to improve the education program at APSU?**

Communication with schools

More experiences or longer. Communication with parents and staff could be taught more.

Help teachers understand the need to do all they can to help students – particularly at risk students to be successful in school

Across the colleges teachers seem to have a weaker broad base of knowledge.

Teachers need more work on classroom management, classroom control. Learning how to diffuse a incident instead of making it worse.

I think you all are doing a great job!

Cultural awareness and technology

Expose them to KTIP and other education “reforms” pertinent to Kentucky

Start early in their college days watching highly effective teachers. Have system or schools identify high performing teachers these kids can model.

Doing well! Only 2 students in last 5 years that could not work for me. Most are ready.

All seem to have necessary skills. Honesty – personal attributes or lack of – can sometimes get in the way.

Very good program – enjoy the student teachers

Continue to work on understanding how to manage a 90 minute reading block and to have high quality learning stations.

A stronger emphasis in secondary teacher training in curriculum mapping, pacing guides, formative assessment test item analysis

Model, model, model

Study Marzano and others who are research based in their studies

Continue working in partnership with the school system to train teachers in best practice district initiatives

It is important to strengthen teachers understanding of school effectiveness.

In depth instruction in differentiated instruction, best practices, reading strategies

Work with the students to understand how to keep the students on task and not have the problems in the classroom.

Keep up the great job!

Expand student teaching experience – full year

Instructional strategies for hard to reach, all subgroups of AYP

All colleges need to help their students develop skills for better classroom management.

Impress upon them that they cannot work 8-3 and expect their students to meet NCLB requirements.

Problems dealing with parents who will not back them as well as motivating low performing students.

Managing a diverse classroom – how to work with one group while meaningful learning activities are done by other students

Perhaps guest teachers who have overcome classroom management issues and can share their experiences and techniques/skills

Consistency among departments

Overall, APSU meets or exceeds beginning teachers expectations.

To be sure students understand KY standards

Continue the observations and connections with CMCSS teachers

TIM model would be a great addition.

I would like to see a class devoted completely to classroom management techniques

Teach the learning styles of students and tools to address them

Improve with experience so that student teachers can have the opportunity to see classroom management in action.

Expose to data driven lesson activities. Increase real world teaching experiences, through field observations. Increase instruction in the area of special education and or inclusive classroom settings.

Give APSU graduates a data bank of technology resources and classroom management techniques to pull from when they begin teaching.

Continue relationship with CMCSS which continues to grow tremendously. The district initiatives are research-based. Tremendous student growth is being shown.

More time spent in classroom

There used to be a program entitled “Best of the Best” APSU students and classroom teachers were paired for entire year.

Continue to incorporate instructional strategies: Differentiated instruction, balanced literacy model, rigor and relevance, best practices

They need more exposure to special needs students like autism and more exposure in how to relate to parents with low socioeconomic children.

Continue to increase the number of hours required to observe in classrooms. This is the most valuable resource for future teachers.

Teach 6 + 1 writing traits to all student teachers.

**If you have not retained teachers trained at APSU within the last five years, please provide information about problems the teacher or teachers encountered? How could APSU have helped to prevent this problem?** No problem

Classroom management

Best practices

I have not had to let anyone go in the past 5 years. Thank goodness!!

I have been very pleased with the quality of young teachers you (APSU) have been putting out. As we all know the corner stone of all education is the "classroom teacher"

Teachers who were not retained were poor disciplinarians. They did not get that students were getting as many behavior cues from other students as the teacher. APSU might consider teaching positive behavior support as part of teacher training.

I have not terminated any teacher from APSU within the last 5 years.

We did not rehire one APSU teacher. She lacked the personal and professional organizational skills needed to be successful in our setting.

If any were, it was before I became principal

I am presently considering not retaining an APSU teacher. The problems are related to classroom teaching strategies and classroom management techniques.

The one I have let go never understood the importance of high quality lessons, time on task, and professional responsibilities

I had a teacher resign in Nov. 2007 after being hired in Aug. 2007. She could not handle classroom management. However, she did reveal that she even had problems with her own children in this area.

The only teachers that I have not retained were lazy, unmotivated, and lacked basic social skills. Most of the time, people with these characteristics are systematically eliminated from the hiring test because of low GPAs and not completing the education program. I think everyone in the field of education (elementary-college) has lowered the bar, allowing some "slackers" to slip through.