

Suggestions/Comments for the Teacher Education Program–Fall 2007

All comments below were taken directly from the exit interview survey and were typed exactly as written by the students.

Classroom Management Experience:

“More classroom management instruction.”

“I would offer more instruction in classroom management and lesson planning in the MSIL program. It seems that we lacked in that area which may have caused some difficulty during student teaching.”

Notebooks/Portfolios:

“The program could use a class just for understanding the portfolio even if it is just a one hour credit class. I think this would help prepare for student teaching.”

“Student teaching notebook requirements almost border on excessive busywork. I felt like every time I walked down the hall I had to write a reflection on it.”

“Get rid of the portfolio. It has no benefit whatsoever. Just took away from prep time for class. Student teaching notebooks helped.”

“When having the portfolio checked, please make sure all the advisors are on the same page with the items that need to be in it.”

“Better explanation on portfolio.”

“I think it would be helpful for everybody to be on the same page as far as the portfolio is concerned.”

“I thought the portfolio was a complete waste of time. It would also be easier to complete the portfolio if all the professors had the same idea of what it should look like and what the pieces put in it should be. Every professor has a different way they like it. So, it gets changed every time a different professor looks at it.”

Field Experiences/Student Teaching:

“More experiences in a classroom with students with disabilities and experiences in an inclusion setting. I did get practicum experience and student teaching experience, but I just wish I would have had practice in inclusion before student teaching.”

“More time spent in classrooms.”

“Placement at the Children’s Center on campus should change. There is no need for student teachers to have to be in the 0-3 year old room.”

“I loved the student teaching program. Having all the information presented in one day was overwhelming. I wasn’t prepared for my first observation. Yikes! Though I had a wonderful supervisor; she walked me through it all.”

“My student teaching experience was awesome. I feel that our first seminar was overwhelming. It was a lot of information. My University supervisor was great. I’m so glad that I had her as my supervisor. She was very helpful and walked me through everything.”

“It was great that I was allowed to student teach in middle Tennessee!”

“Start your student teaching experience when the regular school starts. It would be good to see how you have given out lots of papers, collect money, and put students in your class.”

Communication in TEP/ Advising:

“The University Supervisors stay in contact with you and help you along the way.”

“Advisors need to know exactly what should be in a portfolio. Making a student repeatedly change his or her portfolio is pointless. The advisor should know and adhere by those guidelines at all times.”

“I think that advisors should help in give us the information we need to graduate and become certified teachers.”

Courses:

“More classes directed toward secondary majors.”

“Split elementary and secondary majors in some classes such as classroom management to receive more grade level appropriate instruction.”

“A secondary major class should be devoted to works that we teach and how to teach them.”

“Math 191-192 work load is ridiculous! It is not fair to transfer such credits from other colleges. The load here needs to be downsized!”

“Allow more than one day for seminar. It seemed to be too much information all at once. It was a bit overwhelming!”

“More teachers in TCED 303.”

“In method classes I would like to discuss the material of how to teach students vs. race, religion, and political issues.”

Other:

“Grad program does not address MSIL students well. There should be more hands-on instead of theory for MSIL students.”

“In graduate program-I didn’t feel there was enough time in a classroom before student teaching began.”

“I feel as though the program is more directed to Pre K-6 teachers rather than secondary.”

“More phonics!”

“We need a better way to report problems without fear of retribution.”

“Grad program needs strengthening in lesson plan creation.”

“I do not have any suggestions that would enhance the teacher education program. My experience here was wonderful and it taught me how to be a wonderful and caring teacher.”

“I wouldn’t change a thing.”

“Please, please, please help untraditional (art teachers, etc.) get through the program a little smoother.”

“Great experience!”

“The best part about the education program is that it forces us to get a very broad yet still thorough exposure to content knowledge. I am most excited about leaving UTM with simply all of the general knowledge that I have gained. So thank you for that. My biggest problem with the education department stemmed from my desire to get a minor in another subject. I personally see no problem with an education major with a minor and would view that as making us more marketable. Don't 'hold us back' in a way when it comes to us wanting to extend our focuses of learning while at the university. You're knocking the legs out from under us who want to learn as much as we can. PLEASE change this for future students. Time is not an issue; if the student is determined to complete the classes required for a certain minor, he/she will get it done. Thank you for all the time you put in placing us where we want as best as you can.”