Graduate Program Review Summary Curriculum and Instruction  
Master of Science Program  
Spring 2006-Fall 2008

Total number of participants -125

#1 - Prepares experienced educators to more effectively design, manage, and implement curriculum.

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Comments:
1. Very much agree.
2. I think the key word is experienced. I found that my background and experiences in teaching allowed me to benefit thoroughly from the C&I program.
3. Differentiated instruction and the whole foundation of the CLI model fits right into meeting the needs of the learning needs.
4. This has helped me to see what my students need and to have the know how to help them.
5. The classes with Dr. Ervay have helped tremendously concerning the design of curriculum.
6. Pleased with information given.
7. Classes have up to date researched based information for teachers to apply into the classroom.
8. Perhaps more credit hours should be required specifically related to designing and implementing curriculum for the Effective Practitioner area of concentration.
9. I’ve been reading a book that discusses how to “work smarter not harder” and I feel that I have learned more about how to manage my teaching time through instruction with the support of this program. More importantly I’ve come to realize how I can become more involved in curriculum design to help contribute to positive changes.
10. I found the class on brain research especially helpful in this goal.
11. I learned much more about the processes involved in curriculum revision and the importance of teacher input into the process.
12. Throughout the courses I have taken at ESU, I have become more aware with designing and managing curriculum within my class and team level, and I have also become more aware of how to make curriculum changes at a district level. As a member of the Olathe cohort, I did feel as though the first 10 hour block was the only time we really looked at curriculum design, and I think that could have been a little stronger in some other areas.
13. I believe that this program provides for an effective experience, yet depending on the professors, will determine to what extent one will learn additional teaching strategies.
14. It gave me an idea of how districts design curriculum. I now have an idea of what all needs to be considered when designing curriculum. It is still not something I would be comfortable doing on my own; I would want a lot of help.
15. This program greatly increased my knowledge and understanding of curriculum development processes.
16. I believe this Masters program has improved my teaching in many ways. I think completing this program while I am teaching is the most effective way to do it because it allows me to practice everything I am learning and therefore, I am actually retaining that information.
17. We were provided with the background information on the foundations and principals of curriculum design and then were able to apply it to our own classroom beyond just the basic lesson plans.

18. We were given the tools….it was most beneficial when our class projects and activities could involve the current curriculum we were teaching.

19. I strongly agree that I have learned a lot of information in this program that will help me design, manage, and implement curriculum more effectively. I feel that this will help me in my teaching career.

20. Instead of commenting on every single question, I would like to add my comments in this one location. I have to say that I never dreamed I would get my master’s degree. In fact, I didn’t think that getting a master’s degree would make me a better teacher. Fortunately, I have discovered two things: 1. On-line education is an awesome opportunity for a multitude of reasons—my reason is because I am a Mom and a Wife, and on-line education made it possible for me to get a master’s degree. 2. A master’s degree in C&I WILL make me a better teacher! I would STRONGLY recommend this program to anyone/everyone! The on-line education at Emporia needs to be advertised more! My experience with Emporia State University has been nothing but a positive experience! Of course there are always bumps in the road, but there has always been someone there to help me out along the way. I hate to name names, but I think they deserve recognition: Dr. Neil, and especially Dr. Cynthia Seguin have had the biggest impact on my master’s degree!! Kudos to them, they are fabulous teachers!

21. The program has helped me to effectively design, manage and implement new ideas into my classroom and my leadership abilities in my building.

22. I found this program to be very beneficial to me because I did not have a strong background in curriculum having gone through music education.

23. I feel confident in being able to continually revise my curriculum once it is in place as well.

24. This program is more than effective. It’s been eye-opening and wonderful.

25. The course work was set up well to thoroughly help me understand all of the concepts and responsibilities that go into developing and successfully implementing a curriculum.

26. The courses did a great job in guiding one in developing units and assessing students throughout. I got a chance to look at many areas of curriculum development and also be able to give my feedback and thoughts on these areas as well.

27. There is a lot of information that is provided in the courses. More information on more uses of curriculum models.

28. I learned a lot about the development, implementation, and validation of a curriculum using the CLI method.

29. Most of the classes I enrolled in did hold significance in the way of me becoming a better educator, however to be honest, I think a lot of the Master’s classes was busy work. Writing a reflection summary and discussing PowerPoints and a new chapter every single day was not an activity that assisted me with my education. By the time someone wants to attain their Master’s degree they are most likely an established adult. A professor can trust that they are reading the assignment and simply ask them to reflect or discuss what they have read.

30. I have been able to use immediately the skills I have learned.

31. I now know of several different formats to help in the design process of units.

32. Although the curriculum course was lead by the students instead of the instructor, the goals of creating/developing/maintaining a curriculum was enforced through much repetition.

33. I feel prepared and empowered to do these things.
34. I feel as if I have learned about many more aspects of curriculum outside of my bachelors degree. I have been required to put myself into many different positions when dealing with curriculum and creating a change a change for the better.

35. Very effective. The courses by Dr. Ervay and Rhonda Renfro were particularly well-structured and full of carefully constructed theory and application.

36. I was very impressed with the program at ESU.

37. Because Dr. Ervay didn’t leave any gray area. He was able to teach us how to take a step by step approach to curriculum and pick the best curriculum given the choices and type of district.

38. ED 820 and ED 886 taught by Dr. Ervay, were two courses which were extremely practical for both the classroom teacher as well as for the future Curriculum Leader/Supervisor. I am now prepared to design, manage, and implement the CLI Model as well as any other curriculum model which I must work with in the future.

39. The first year of instruction through Olathe was extremely influencing upon my teaching style and management. The following years’ courses added to that great foundation.

40. I really enjoyed learning from Dr. Church throughout ED 820. His instructional methods requiring students to create analogies made learning more meaningful and allowed for relationships to be made with life experiences in general.

41. One professor did not utilize good teaching strategies that we all recognize as critical for students to be successful. Our groups probably helped each other learn more about designing curriculum. He was a “Sage on the Stage” instead of a “Guide by the Side.” His classroom skills were lacking. One young lady quit the first week of class because she said he scared her, and another young lady would cry in the bathroom during our breaks because she said he made her feel inept. It was not a brain friendly environment in which good learning could take place. His impressive knowledge would probably best be utilized in development of curriculum, publishing materials, or interpreting data; without face to face contact with students. His online class was a much more positive environment; however there was still some tension and/or concerns as was indicated on the DB. Personally, I did not feel “scared” or intimidated either within the classroom or online. I tried my best to do my assignments and I also tried to keep others upbeat and positive. However, I feel it is important that you be aware of what I observed happening to other students. I filled out an evaluation in the classroom, but I did not receive an evaluation from the online class. The class on developing authentic assessments was, by far, the most beneficial of all classes in the program. This will definitely help me when I work on developing common assessments.

42. The program includes attempts to teach about the CLI model, but does nothing to expose educators to other curriculum designs. Not being exposed to other models is a disadvantage.

43. The only concern I have encountered regarding this program is the limit it has on teaching students about the various types of curriculum models. I believe the CLI model is an excellent model for curriculum development, but it is the only model we looked at in Curriculum model and strategy class. There are a number of times I have interviewed for positions and the interviewer asks me a question regarding another model and I have no idea what he is talking about.

44. I give it a 4…I think that the program has offered lots of information to help teachers to more effectively design, manage, and implement curriculum. The AT&L classes helped me the most.

45. After this program I feel that I dig deeper into the curriculum and better teach to the indicators/objects that I am responsible for.

46. The course work required to complete this course of study prepared me to more effectively design, manage and implement curriculum.
47. The cultural awareness class really helped me open my eyes to things. I have used some great strategies and realized things that I did not even know I did. The research class has helped me plan more effective classes.
48. I feel well prepared to undertake my role as Curriculum Coordinator in August of next academic year.
49. I really enjoyed the curriculum leadership course. It gave such insight into how curriculums are created and what the thought process is. The only thing that I would have liked to have had more practice and experiences with would have been the lesson plan resource. I wish that there would have been more opportunities throughout my instruction to use and implement this plan.
50. I feel that I could successfully use what I have learned in my district to restructure the curriculum.
51. I feel like my knowledge base of curriculum development, design and implementation is definitely one of the areas that has grown the most because of the masters program here at ESU.
52. I feel as though I know so much more about curriculum management and implementation.
53. I did not attend ESU as an undergrad so I feel that I am not totally biased in saying that my education at ESU was superior to the one I received as an undergrad at a similar university in Kansas. I feel that each of my teachers was knowledgeable about their subject area and did a nice job of not only instructing but also making me want to work harder and become a better teacher.
54. I understand how to read and interpret the standards. I know how to design an effective lesson plan that provides differentiated instruction as well as assessments that match the level of questioning. I appreciate how curriculum is implemented and recognize the steps it takes to implement it.
55. I think that the courses are geared toward preparing us for designing and managing curriculum.
56. I feel pretty confident in this area. With Olathe I have had a chance to work with doing these things when we revised our science curriculum a few years ago. I was comfortable with knowing “what I was doing” based on the training I received here.
57. There is a lot of information that is provided in the courses. More information on more uses of curriculum models.
58. I feel that many of the courses did aid in designing more thought out curriculum. Overall, the courses kept that focus throughout.
59. One of the reasons I believe the Teachers College has helped me develop a knowledge-base of designing and implementing our own curriculum is because we were allowed to construct our own learning—something that we expect all teachers to do in our school system.
60. Not only does the effectiveness come from the program, but also the willingness and desire of the student (educator)
61. It is very helpful to understand the whole process of how curriculum writing takes place.
62. The professors knew how to explain things in a way that I could understand which helped me to become a more reflective learner.
63. I feel that my teaching has improved because of my Curriculum and Instruction classes. I have also become more aware of what jobs outside of the classroom are available to me.
64. I feel that I look at my curriculum in a whole new light, especially in how I teach it too! I have definitely gained a heightened sense as to what exactly it is I want my students, of all backgrounds, to learn before I implement the curriculum.
65. I definitely know a lot more about the design process. I haven’t had the personal experience of being a part of the actual process…yet. I am better able to manage and implement the curriculum. I know a lot more about the best ways to go about implementing what needs to be taught and how to best reach all learners.

66. Before taking my graduate classes, I was clueless of how to design or implement a school-wide curriculum.

67. I selected four because I feel very experienced in designing curriculum. I feel like the courses I took gave me the knowledge needed to use better terminology and compose sentences that were more direct than I previously thought to be a good curriculum. I think the program is lacking in the implementation part. We didn’t have any hands on experience in trying to implement any of the curriculums that we wrote.

68. After my courses, I do feel that I look more critically at curriculum and how to better implement curriculum. I also think that it has helped me in terms of searching out individuals who can better help me with curriculum.

69. I came into this program with a non-traditional background, a Wildlife Biology degree. I do not have the past experience from all undergraduate teacher education courses. With that in mind, this program was very effective.

70. In my curriculum models class, the only model we looked at was the CLI model. This is a fine model, but I would be interested in how other models address curriculum.

71. Many of the courses help to deepen understanding.

72. I would add that I would like to see consistency between online classes. The set up from one class to the next was a nightmare at times. Some instructors saved documents under the syllabus, some under the documents section, some in other places. It was very confusing. There should be some guidelines for consistency between the classes and the set up. Also, the comps in this were difficult to complete for someone who did not take a specific class at Emporia. I did not take the research class at Emporia, but had transfer credit. Therefore, I had to do some work to figure out what was being asked in the comps on the research question. Also, the question about the historical, philosophical, and other influences of curriculum was very difficult. I never had that class at Emporia. Again, I had transfer credit. However, I found the book for the foundations class (through a friend) and the answer to the comp was basically an outline of 4 chapters in that book. Had I never found someone who had a connection to the right textbook, I would have missed the question big time! A comp question should not be so tied directly to a specific textbook.

73. Most of the courses do a good job at preparing individuals for curriculum work and leadership opportunities.

74. I now feel prepared to design, manage and implement curriculum. Before this program, I felt like curriculum was complicated and distant from a teacher’s role. However, I have learned that teachers are important curriculum leaders. I now understand the process of working with curriculum and how to manage its implementation.

75. Dr. Ervay’s ED 820 class has been extraordinarily helpful in my first couple years of teaching in being able to break down the state and district curriculum more manageably and in ways that will help students learn more effectively.

#2 -Prepares graduates to supervise, coach, mentor, or supervise student teachers.

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Comments:
1. Pleased with the information given.
2. Feel this could be focused on even more.
3. Assessment especially
4. Absolutely.
5. The practicum really brought all the skills from the courses together (the big picture).
6. I feel more self confident in my role as a school leader.
7. Absolutely. I have changed my thinking and implementation of assessments. I now look at the whole picture. It’s important to me to assess student learning continuously and make adjustments when necessary.
8. I have given many curriculum inservices in my building in which these classes have greatly helped.
9. We can use the knowledge that we have gained in this program to apply it to our own classroom and act as mentors to other educators in our building. We can also share with committee members, administrators to demonstrate our growth as a professional.
10. Again, this program has made me a facilitator of education and helped me become more of a leader in my building.
11. I do not feel like we covered anything on how to effectively supervise other educators. But I was given many ideas on how to help other teachers become more successful.
12. Addressing the role of mentoring would be beneficial, but otherwise this goal was clearly met.
13. The duration of my classes did not specifically teach me nor did I peer evaluate other professions, yet the materials in the classes provided for additional information and teaching to be done. I feel that if I was to evaluate another professional, I would feel confident and have the knowledge to effectively perform the task.
14. School leadership theory with P.K. Duncan was an amazing class that really helped me experience being an agent of change in any possible aspect. However, I was never really given the opportunity to supervise another educator at any time during this program, so although I feel competent enough in my preparedness from the ESU program, I have not had the opportunity to do so.
15. I feel more confident to mentor a new educator now and feel much more knowledgeable about the strategies for instruction of all learners.
16. The thought of collaboration, observation and discussion about what goes on in the classroom is an extremely helpful tool for me. I think that my confidence is aided by what others see and the input provided through reflection and discussion. I would gladly help others become more successful when given the opportunity to mentor.
17. This program has definitely made me a influence in my school when it comes to new ideas and methods, as well as curriculum design.
18. The information we were given put us ahead of our colleagues. We were empowered to share and given the opportunity to present in an elevated style appropriate for colleagues and administration.
19. I feel that this program has prepared me to supervise other educators for the improvement of teaching and student learning, which I plan to do in the future.
20. I feel that I have been able to learn a lot through this program by working so closely with other students. We have been able to learn from others experiences.
21. I feel better prepared to be able to be in charge of other teachers now that I have better educated myself. I have more confidence in my ability to be able to be a leader in the area of instruction.
22. I have already had the opportunities to share what I have learned with my department.
23. I felt that the ability and confidence to supervise other educators only was fostered in the leadership classes and classes I took with professors from Emporia rather than the district.
24. I feel as though I have acquired a wide range of knowledge that I would feel comfortable sharing if needed.

25. I feel now much more confident in my teaching and ways in which I can help out new teachers in educators in their success of their career as well.

26. I don’t recall a course in helping prepare graduates to supervise other educators. However, many of the courses dealt with the improvement of teaching and student learning, so I could be a leader in presenting new strategies.

27. The supervision aspect is limited to understanding structures of curriculum development and the roles of various committee and individuals on those committees. Theoretical understanding of TQM provides some background, but little specific leadership strategies. If supervision is to be a goal for this degree, it would be better to include a course or two from the administrative strand, particular in regard to TQM teamwork leadership.

28. For the most part, I do feel prepared to do these things.

29. The Supervision and Evaluation class asked me to do activities that were very beneficial to my knowledge of what supervision’s goals are. I was able to work with my colleagues during roleplayed observations; this was very beneficial to me as a teacher and future leader in education.

30. This is something that will have to be continued to work on as it takes time for me to feel comfortable.

31. Especially in professional learning communities and curriculum coordinating councils.

32. There were some classes that focused on supervision of others, but I feel that more emphasis was on the ability to implement curriculum in your own classroom.

33. I enjoyed having to analyze and learn from other educators and from analyzing my own teaching styles and techniques. By talking with others I have found you can learn so much more.

34. I know my skills were improved through ESU.

35. Cooperative learning strategies and MI were stressed as well as healthy brain activities and other research based practices. This knowledge could be used to supervise other educators.

36. EA 830, taught by Dr. Church, was one of the most extensive courses that I have ever taken. Dr. Church, an experienced educational leader himself, provided practical knowledge designed to teach us how to be leaders/supervisors by showing us models of great leaders and then having us critique these leaders as well as showing how we would react in various leadership roles.

37. It would be helpful to have the graduate students actually practice “supervising other educators” at some time in the program.

38. I feel the best way to be prepared is to have field experience. ESU doesn’t provide much field experience for educators. Most of the experience is with book learning and communication with other students. I feel it is based upon each individual student whether they use the information learned through the C&I Masters at ESU to its utmost.

39. Marzano’s strategies were extremely helpful. I have successfully implemented some of these in my classroom already.

40. I believe supervising is leading. EA 830 under the direction of Dr. Church presented me with a vast amount of knowledge in the area of leadership. I loved this class and learned a ton!

41. Excellent modeling of teaching strategies and techniques by almost every professor in the program! We realize anything can be said; it is the environment or atmosphere and tone with which something is said that will determine how well it will be received. The good ol’ boy system is dead and buried.

42. Pleased with the information given.

43. Feel this could be focused on even more.

44. assessment especially
Absolutely.
The practicum really brought all the skills from the courses together (the big picture).
I feel more self confident in my role as a school leader.
Absolutely. I have changed my thinking and implementation of assessments. I now look at the whole picture. It’s important to me to assess student learning continuously and make adjustments when necessary.
I have given many curriculum inservices in my building in which these classes have greatly helped.
I feel prepared to work towards becoming an IRT or hopefully an administrator someday…after I finish my Admin degree.
I feel very confident in this area. The AT&L sessions are awesome and I feel I could give others good advice after that.
I think the program has taught me how to be a better educator, which in turn I can teach others what I have learned, but I did not receive formal training on how to supervise other educators.
I have more confidence and am more willing to mentor other teachers.
I feel that I am prepared to supervise others for the improvement of teaching and student learning.
This is something that will have to be continued to work on as it takes time for me to feel comfortable.
My goal in working towards my Masters degree was not to become a curriculum or team leader but the courses did focus on this aspect, yes.
Through the practicum, I have been given the opportunity to actually plan a lesson with a new teacher and mentor her and guide her through all parts of lesson design and implementation. We are getting “field experience.”
I know that my knowledge of teaching strategies is greatly improved.
I know how and what to look for when trying to help students, and can relay this information to other educators to help them meet the needs of their students.
I definitely feel like I could take on the task of supervising and helping those in the teaching field.
I do feel more prepared. Even though I am not in the Curriculum Leadership strand, I do feel comfortable being a leader in improving teaching and student learning.
I have had the opportunity to be a mentor to 3 interns from the ESU program. My classes have made me a better example of what teachers should do to help students learn.
I already feel that I have helped my co-workers in making improvements in their teaching.
I selected four for this category as well, because while I feel that students coming out of the program could easily supervise others, we were never asked to do so. If that is a program goal, we should be given the opportunity to supervise others, we were never asked to do so. If that is a program goal, we should be given the opportunity to supervise a peer in the program and give them ideas for improvement.
I do feel more confident when bring up the issue of curriculum development. I’m now not as intimidated to ask those who are considered experts.
I cannot say that my course of study prepared me to supervise other educators for school improvement. But I have gained more confidence as an educator and feel better equipped to serve as an educational leader.
Maybe have us deal more with SPED and modifying curriculum to meet needs of students.
Reflection and critique is a major part of improving our teaching and student learning. We also have to be open to using new theories, materials, ad styles for such improvement and I think this graduate program did just that.
69. We didn’t practice supervision in this masters very much, but received lots of practice on the correct components to have.

70. I had no idea of the many different types of leadership styles or even the leadership styles that are most effective. The Curriculum Leadership course I took with Dr. Church really gave me a better picture of what it’s like to be a leader to other teachers.

71. Because I teach in the Olathe School District, I had the privilege of attending Advanced Learning and Teaching sessions that counted toward the program. Through those, I was able to see how the Instructional Resource Teachers modeled instructional strategies. I feel prepared to step into a similar role.

#3 - Prepares graduates to be professional change agents in an era of intense school reform.

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Comments:
1. Absolutely prepares…if only our peers allow us to help them.
2. Working on a project that actually required us to apply knowledge to our own buildings and other districts.
3. Yes! I am always trying to help my school reform with the times.
4. I still feel unsure about a few things with the school reform.
5. I don’t know that I’m ready to instigate any change, but I could definitely help with changes.
6. I think this may depend on the individual student. While the program gives the students the potential of training to be professional change agents, it is ultimately the talents and skills of the students that makes them effective change agents.
7. Nothing but real experience can fully prepare you for the challenges of a change agent.
8. The knowledge and application of coursework learned at ESU couple with our district’s reputation for being on the forefront of change will help us implement these changes in our classroom, building and district to increase student learning.
9. The program has prepared me to make the correct choices and be a good model for other educators.
10. All the classes gave me knowledge and confidence to speak up when I need to.
11. Yes, the content and skills covered are very relevant to education today. Courses were presented in a realistic and professional manner with respect to the current educational reforms.
12. This was taught to us through many different graduate classes and by all professors. The importance of being a professional change agent was strongly encouraged and taught by.
13. I feel as though I am much more aware of how to do certain things that would make me a change agent; however, I look forward to the times when I will be able to be a more diligent agent of change.
14. By knowing more about the characteristics of sound research, I am better able to review current data and studies and determine what research is valid. I also understand the importance of change in education and the necessity of having a positive attitude about change, which also affects the attitude of others.
15. Has definitely prepared me for change as well as advising for change.
16. We were exposed to what is out there…..what is current. Information that would be difficult to obtain on our own.
17. This program has prepared me to be a professional change agent in an era of intense school reform, which I learned about through this program.

18. I feel more comfortable and aware when it comes to change. I know that we need to be flexible because things will always be changing.

19. I speak up more in meetings and I feel more confident to do that.

20. We covered enough different scenarios that I think I could be a great asset to helping implement whatever change is needed to benefit a school.

21. Through many of the courses I was able to experience ways in which, as an educator I could make an impact in my own school building or in the district. We looked at areas in which we could help in developing something new or being part of a change. There is a strong emphasis, after the first year, on leadership.

22. I think I gained knowledge regarding what the challenges of school reform are but I don’t think that I yet possess the answers to become an agent of change.

23. Could have used more emphasis in this area.

24. Many of the courses provided research-based material and up-and-coming educational research or strategies that could be implemented into school environments.

25. I feel like the program has done its best to prepare us for the ever changing society on education but the changes have been so much of a huge impact upon what can or cannot be done in the classroom and the affects of NCLB and AYP. I feel like we will all be forever learning what to do next because the changes have such a huge impact upon out students and teachers.

26. Unfortunately, that change may be far off for some of us. But to teach anything less that the ideal, which was done very effectively, would be a disservice.

27. I have gained a lot of information and ways to find information to help understand how things change.

28. From this class I learned a lot about different school reforms and the types of changes that can take place. Very interesting.

29. My practicum, as well as my Leadership Theory class were great in helping here.

30. School reform is one area of education that ESU has taught us well. We’ve been taught to seek the methods that benefit students the most and to change the rest through systemic methods.

31. I feel that this was one of the strengths of all the professors in Curriculum Leadership. Whether it be Cultural Awareness for Educators, Brain Based Learning, Classroom Management, Developing Authentic Assessment, or Beliefs, Values, & Issues in Educational practice, I became fully aware of how education has undergone many changes through the late twentieth century into the current twenty-first century. If all educators are not willing to pursue avenues of professional development, we will not be able to effectively function as teachers and leaders in today’s ever changing world of education.

32. Unless the student is wanting to be part of the change ESU’s masters courses only provided information.

33. I don’t recall anything about being a “change agent”. If this was covered, it was minimal and not in enough detail to make an impression on me.

34. The ability to communicate and receive feedback on DB encouraged comments and suggestions that perhaps would not have been expressed in a different setting. The professors have instilled within me the attitude that anything is possible in a positive environment where all ideas are welcomed with open minds. This interaction led to newfound confidence within me; subsequently, I have been able to carry that over into our district wide grade level meetings.

35. All ESU C&I coursework promoted the importance of being an advocate of change.
36. There have been several classes to prepare you to be positive about change. Through finals in these classes you either make a presentation to demonstrate being a change agent or you actually present to someone. The presenting is complicated because you have to involve someone in something they don’t have a vested interest in.

37. I feel as though I not only know more about areas for school reform, but I also gained invaluable leadership skills that will help me as I pursue this change.

38. Absolutely prepares…if only our peers allow us to help them.

39. Working on a project that actually required us to apply knowledge to our own buildings and other districts.

40. Yes! I am always trying to help my school reform with the times.

41. I still feel unsure about a few things with the school reform.

42. I don’t know that I’m ready to instigate any change, but I could definitely help with changes.

43. I think this may depend on the individual student. While the program gives the students the potential of training to be professional change agents, it is ultimately the talents and skills of the students that makes them effective change agents.

44. Nothing but real experience can fully prepare you for the challenges of a change agent.

45. I believe that I truly understand what has fostered the changes in school reform. I understand what needs to be done and why it needs to happen.

46. Was very up-to-date in the classes so the information presented was current.

47. I have gained a lot of information and ways to find information to help understand how things change.

48. I feel pretty confident in this area. I will probably be joining our school’s Building Level Team in January.

49. The curriculum course and I think the diversity course helped to prepare for intense school change or reform.

50. Many of the courses offered many ideas and strategies to help create change and help improve school educational systems.

51. The content of courses always reflected current research—which is something crucial for any change agent to possess. I know that change is scary, but feel that I have learned how to implement change effectively.

52. I feel that I am more prepared in taking into consideration of student backgrounds and how they learn best especially with our ever-changing society and collaborating with co-workers as a grade-level and school-wide team to best meet the needs of our students.

53. One of the most valuable qualities that a teacher can have is flexibility and management skills. Schools are constantly changing with new data that comes out. It’s best to roll with the changes and to not be too set in “your ways”. The masters program taught me a lot about research and the process of education.

54. While I did learn to think like an administrator, I do not feel I became much of a professional change agent.

55. I took one course with Dr. Ervay that would help me feel like a change agent, but I didn’t get as much out of that course as I wanted. We spent so much time learning about the many different kinds of reform, and how they have been used, but I don’t think I actually have the ability to create my own and actually reform a whole district.

56. I haven’t had the opportunity to be a change agent in intense school reform but I wouldn’t back away from the opportunity if it presents itself.

57. I feel that I understand the nature of curriculum. I am confident that I could help improve curriculum to better meet the needs of our students.

58. Almost all of the classes I’ve taken at Emporia have tried to teach us how to be change agents whether it is in the area of technology, curriculum, diversity or leadership. They have done a fabulous job in showing how we can make changes despite NCLB.
59. I have not yet completed my practicum, so I could not rank this at the highest because so far, talking about change agents has been theoretical, so it is difficult to tell if I could be one in “real” life. Nevertheless, I do have a solid foundation and do feel adequately prepared.

**#4 - Prepares graduates to critically read, synthesize, understand and apply educational research findings to the improvement of curriculum and instruction as related to research.**

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1. The low rating deals with the ineffectiveness of the instructor of the course. I do not feel that I gained much from this class.
2. My Analysis of Research class did not give info on Action Research and I felt lost in that class.
3. There may be more room to challenge students with constructive criticism-push them a little harder.
4. I know how to do it and have liked the information in presentations.
5. Research is difficult to understand… and somehow there needs to be an easier way to present this.
6. I could have used more practice in this area.
7. I definitely grew in this area. I’ve learned the skills to break down each section and analyze the data.
8. This was a very strong component of the entire program!
9. Very much so!
10. In this area of the program I truly learned all that I know about looking critically at research. I did not have formal training like that of Dr. Neill’s class throughout my undergraduate program, nor gained through my teaching experience. This was a wonderful addition of knowledge that I did not have!
11. Thank you Dr. Neill! I would have never thought about researching the author and their background to investigate their interests in the topic. I enjoyed thinking outside the box on this course and feel that I understand more about how articles are written, reviewed and published as well as looking at where the research can mislead or lead readers to believe their viewpoint.
12. I did not have a clue, before Dr. Neill’s class, how to critically read research. His class was one of the most helpful classes in the program.
13. This course was perhaps the most challenging for me, but I did learn how to analyze and critique pieces of literature and distinguish good research from bad.
14. The research class and creating my own action research project gave me the background I need to understand research.
15. As research often conflicts, it is important that teachers are able to identify limitations and flaws in research studies. I feel more prepared now to determine which information is applicable to my own classroom and to the district curriculum.
16. Through analysis of research, I feel that I can more clearly understand the education research that a competent professional should be reading in order to keep abreast of current trends in education. I also think that I have the skills and abilities to critique research (as a matter of fact, I find myself critiquing everything I read in Time and Newsweek) and find it’s meaning for my professional career.
17. Honestly the topic and everything related to research was and is a huge struggle for me. My strengths revolve around student relationships. However, I’m sure that others in the program who understand research would give the course and program a 5.
18. This is an area that I don’t feel as strong in, but it is not due to the educational practices, it is more of a personal issue.
19. In my opinion, Dr. Neill’s research class tied for the most beneficial class during the program.
20. While I have been in this program I have definitely learned to critically read, synthesize, understand and apply educational research findings to the improvement of curriculum and instruction.
21. As I stated in my test, I have been able to effectively read educational research and understand it more than before. I know that some of the research is bogus and not valid.
22. I have a critical eye on research I read today. I can be overly skeptical of any research I read. I have learned that just because some calls it research it does not make it valid.
23. I felt in this area that we had many opportunities for professional reading, reflection and also sharing our gained knowledge with our other classmates as well. It was also nice to get the chance to listen to and gain the knowledge other people had gained.
24. Research classes were thorough in their design and helped me to learn and identify key concepts with research.
25. The course in educational research was taught by someone with a master’s degree. Thus, I presume the instructor is an adjunct professor. The course material is too dense and technical not to be taught by a Ph.D, preferably one with a strong background in research design and implementation.
26. I have learned a lot about how to analyze and critic educational studies and being able to use them to back up a theory or practice.
27. I feel that I can properly analyze a research article’s worth. This was an entirely new skill I acquired.
28. NCLB has required all educators to be able to put research into practice. Therefore, the concept of scientifically based research has taken on immediate importance. All of my online courses taught me how to effectively use educational research to both improve my current teaching methods as well as improve my school district’s current curriculum.
29. The combination of the Analysis of Research class along with the 1 hr Action Based Research class allowed for deep sifting through research and applying it to improvement of C&I.
30. The Analysis of Research class as well as Action Research were very effective here.
31. I found this to happen the most in online classes. It was very meaningful to me.
32. I look at everything with a critical eye now.
33. The Master’s program did a nice job of varying different kinds of instruction and activities so that we could experience different ways to apply our knowledge.
34. The analysis of research class was great in providing information on how to read educational research.
35. I feel like we had a number of opportunities to do this.
36. I believe I can read and understand (to an extent), but not apply or synthesize. I believe this is due to the fact that the professor had retired the spring semester before and was just “filling in” during the summer until a replacement had hired. He told the class we could turn assignments in early so he could look them over them and give feedback. There were about 5 of us who took advantage of this. He then proceeded to grade them, and use our mistakes to re-teach the class without allowing us to correct our mistakes even though the assignment wasn’t really due for another 3 or 4 days.

37. Research class was effective in providing the knowledge of how to determine good from bad research and what ways we can apply that to our classrooms.

38. Yes, however, you have one professor who would disagree with the verbs used within #4. I believe he would want the word discern to be included. Personally, I think to waste hours in a class discussing the one and only exact, appropriate verb wasn’t necessary. I certainly understand what you are asking in #4. His mantra of verbs are imperative was carried out entirely too far. At the graduate level, we all need to be professionals and to feel free to communicate our thoughts and ideas. Most professors are tactful and respectful in leading us along the correct path. Poor people skills have no place within the field of education.

39. Dr. Neil and Dr. Addison both provided me great instruction on education research. I learned the most when I actually completed the research hands-on.

40. After taking Dr. Steve Neill’s course 752, I feel very comfortable in my ability to critically read, synthesize, and apply educational research findings. His timely and constructive feedback was extremely helpful and appreciated.

41. I have a difficult time reading research now… I question everything!

42. The low rating deals with the ineffectiveness of the instructor of the course. I do not feel that I gained much from this class.

43. My Analysis of Research class did not give info on Action Research and I felt lost in that class.

44. There may be more room to challenge students with constructive criticism-push them a little harder.

45. I know how to do it and have liked the information in presentations.

46. Research is difficult to understand… and somehow there needs to be an easier way to present this.

47. I could have used more practice in this area.

48. I definitely grew in this area. I’ve learned the skills to break down each section and analyze the data.

49. I can read and interpret research findings much easier now. I can determine if research is valid or faulty. I understand how it is set up, what role the researchers have in designing the research and why the literature review is so important. I understand what qualitative and quantitative research is.

50. This used to be VERY challenging for me, now I feel that I can do an adequate job and am able to help others to read and synthesize educational research.

51. I feel very confident in this area. Dr. Neill’s class was extremely good and taught me a lot. He made something that could have been terribly boring class into something that gets me thinking every time I see a new study come out!

52. The research class was amazing and really opened my eyes to research.
53. This was something that I learned a lot about and became much more efficient at this. The course was exceptional in helping understand research findings and analyze them.

54. This area was the least effectively presented (though it was a summer term in which I took classes that focused on this).

55. Yes, much of the course work was presented in ways to enable us to use higher level thinking skills. We did much reflection and much evaluating. We were given many opportunities to defend, verify rate assess hypothesize and infer.

56. Research can be overwhelming, but when done correctly can help educators to meet the needs of their students.

57. I am now more aware of the research findings I am reading and what it takes to validate and understand those findings.

58. I have become more interested in educational research to improve curriculum instruction. I have also become more aware of how to critically read, synthesize, understand, and apply the findings because I now know more of what to look for in the research.

59. I know a ton more about educational research than I did at the beginning of the program. I feel like I could look at a research article and find things of importance or reasons that the data might not support the curriculum or instruction that is in place or desired to be put into place.

60. I strongly feel I learned to appreciate the ability to synthesize what I was reading during my graduate studies. My classes taught me to not only read critically, but read with caution for bias and opinions.

61. Maybe it’s because I have taken these courses more recently, but I feel very confident in educational research. I have a much better understanding of how research is conducted and where to find educational research articles.

62. I do think that I know more about research than before I took the courses at ESU. But this is the one area in which I will still seek out advice from persons who are in the area of statistics.

63. I know how the tools to read and understand educational research. I have already applied my findings into the classroom to increase student achievement.

64. Several classes consisted of reading, analyzing, understanding and applying our knowledge. It forced us to see things outside of our typical ‘box’ which is an important aspect to educator and leader success.

65. Very little guidance within the action research course all independent work, and analysis of research was simply an overview because of all the information needed to know about research.

66. This was my least favorite class and I think it was because it was very difficult for me to grasp some of the concepts. I’m not sure if it was the way that the professor presented it, the articles she had us read, etc. I definitely got something out of the class—I cannot look at research without thinking about whether the author did quality research, but I feel least prepared in this area.

67. As a result of the Analysis of Research class, I am now much more critical of the research I read and what type of research is actually worthwhile.

#5 -Prepares graduates to work collaboratively with others to implement and achieve necessary school improvement/reform.

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**Comments**

1. The use of the virtual classroom as well as the discussion board were excellent means for this. I also feel the whole CLI model lends itself to working collaboratively.

2. Dr. Ervay did a great job of having us work together to do this.

3. Absolutely!

4. Doing this work encouraged me to take on more demanding roles in school improvement.

5. I enjoyed EA885 XA Human Relations and group processes which dealt with this topic.

6. Yes.

7. It would have been nice to have been able to meet with instructors, in person a couple of times.

8. I think that part of the issue with this one may have been the fact that much of the program was online, but there were only a few times that I had to work with other colleagues. The times that I did really stretched me as an individual, but I would have liked to have more opportunities to work with colleagues on projects to be change agents.

9. I feel the program is designed to make us work together with other grad students, which is a good thing. It is nice to know I now have other teachers outside my building and district I could go to for help.

10. Olathe district is great about working collaboratively and providing learning opportunities. I think what I am taking most from my master’s work is the ability to dissect the issues, look at opposing viewpoints and consider alternatives I might not have ordinarily considered. I feel more confident about becoming more involved in school improvement plans which terrified me before.

11. I believe that this specific question will apply to me in some area in that I had a group of other professional educators that went through the entire program together. Yet, the program lent itself in many aspects to working with professionals through the coursework.

12. Yes, collaboration was encouraged and stimulated at all points in the program.

13. I don’t think I recall one class in which working collaboratively was not encouraged.

14. There were several courses which required us to take information, research-based strategies, etc. and align it with our school improvement plans, professional growth plans, etc.

15. I feel that I have a much better understanding of the different roles that individuals play in the process of school improvement and school reform. I also better understand the need for my own involvement in the improvement/revision process.

16. Doing this program does not provide many opportunities to do collaborative work in person, but the discussion boards is an awesome way to express new ideas and get new ideas.

17. I was not sure whether or not this would happen, since it was an online program, but now that I have been through this program I do feel prepared to work collaboratively with others to implement and achieve necessary school improvement/reform.

18. With the program being a distance program it has been so nice to be able to work with other students. I feel this has prepared me to work collaboratively with others. I am not a part of our building BLT.

19. Yes, even online classes with the aid of the discussion board!

20. Working together was a huge part of this program whether in class or through virtual classes, we had opportunities to work together all the time. It was nice to be able to bounce ideas off of other people and share our thoughts on the subject that was at hand to be discussed.

21. Professionalism has always been encouraged from this program and I believe that has a lot to do with my confidence in working with others.

22. I think the online programs did the best job they could in helping us collaborate.
23. While there was not a lot on collaboration with online classes, there was a lot of talk about how to collaborate.
24. I feel mostly prepared in this area.
25. Ann Addison did a great job of introducing cooperative learning strategies and allowed us to work in groups for different projects helping us to work collaboratively with others.
26. Again, Dr. Ervay required teams to work together for this purpose.
27. Participation in the various discussion boards allowed me to meet educators across the United States where we were able to comment and reflect upon current educational practice. Perhaps the best collaborative experience was in Dr. Church’s EA 830 course where I worked with a colleague on Tuesday Notes.
28. Yes, the idea of collaboration with others has been a life altering learning experience. The knowledge that you can gain from working with others triples the effect of doing something using only your ideas.
   The great thing is that the program did this without me ever meeting people face to face. The bad thing about it is that the program did this without me ever meeting people face to face. It might be of some value to develop a webcam conference element eventually.
29. Much collaborative work with others, even in the online courses.
30. Within all of my classes, we represented such a divergent group, i.e., inner city, large metropolitan areas; rural, small towns; and suburbs. Throughout this entire program, we discovered that we all have more commonalities than differences. I am thankful for having had this experience.
31. A number of ESU C&I courses provided opportunities to collaboratively team and create presentations. This cooperative learning prepares graduates to work with others to implement and achieve school reform.
32. Collaborative work was used in almost every class and the topics generally had something to do with school improvement.
33. I feel I am capable of working on any team. I feel capable of implementing school improvement. I understand why school improvement/reform needs to change and how to help in that process.
34. The Olathe program was great to meet new people that work in our district but maybe not in my school. It was helpful to have others that are doing the same thing you are.
35. I feel very confident that I could work with others to induce reform.
36. In the majority of my classes, I had to work with teams for various other grad students at different times.
37. Learning how to work collaboratively was an extremely important idea that was focused on throughout the courses.
38. Collaborative learning was focused on and the importance of collaborative learning was stressed.
39. Yes, we were given many opportunities to discuss current issues with colleagues and also opportunities to construct our own knowledge in this area.
40. All but one of my classes were online, so I really didn’t have many experiences working collaboratively with others. In classes that utilized discussion boards, opportunity was present to learn from others’ points of views or experiences, but that was also the effort I put into the experience.
41. It takes teamwork to make goals happen, and working together is the only way to accomplish it.
42. These classes gave us wide ranges of opportunity to collaborate with others and I have taken a lot of information learned back to my own school to share with my colleagues.
Working with lots of others in the masters classes really set up a foundation to work with others outside my building. I think that I come to meetings more prepared to share important ideas and knowledge that I have learned from my classes.

Probably the most school improvement and reform I participated in was in my issues in education class. I was able to attend a school board meeting and work closely with others to assist in the reform ideas.

I do feel like there were multiple opportunities to work collaboratively with others. I think I would do well as a team member, but still lack experience/information needed to actually implement reform.

I do see myself doing this more often. It has helped me as the chair of our school reading committee. I feel more confident when discussing reading issues with my school principal and other within the district.

The only reason this a little lower is due to the fact there was little collaboration with peers from the classes. Only a handful of classes really required discussion using the tools available through Blackboard. I k now this is a hard task to accomplish effectively in an independent/Internet based program.

We worked on many projects with team members which was extremely beneficial as we were able to see other points of view, generate ideas off one another to later implement the best one, and often times we better understand the material when working with someone. Honestly, in the education world-you are always working with multiple teams, so what better way to practice what we preach.

To an extent—a lot of my classes were online and it is very difficult to work with others collaboratively in that type of setting. I think they could have offered some more activities for how to implement school improvement and reform. From a combination of all the classes, I do feel prepared to work in a collaborative manner to improve schools. Currently, I am becoming more involved in that as I work with a new program at my school that we call the Literacy Team

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**#6 - Prepares graduates to seek opportunities to grow professionally, assist others in their professional growth, and cooperate with colleagues in professional endeavors.**

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Comments:
1. Yes.
2. I’ve actually taken the initiative to work with several colleagues, both veteran and rookie teachers, with ways to grow professionally and or seek out info, workshops, or classes that could be taken.
3. I feel more capable & knowledgeable.
4. It is inspiring to keep learning as a staff.
5. Yes.
6. It’s been a great program.
7. I do not feel as though this is a true strength of the program.
8. I think that by enrolling in this program and seeking a Master’s degree that we want to grow professionally, and know we can take what we have learned and assist other professionals in their ability to grow as educators.
9. After my last class I spent time this summer updating my portfolio it was interesting to see how my classroom discipline and philosophy changed in the last couple of years.
10. I do not believe it was the program that prepared me to seek opportunities to grow professionally as much as it was talking with other teachers. It was listening to other teacher’s ways of teaching and managing the classroom that makes me want to learn more about techniques like Love and Logic.

11. Obviously I have grown professionally ten-fold since beginning my master’s, and I believe that I would have the ability to assist others in their professional growth. The more I learn, the more I want to learn about it. I know that sounds cliché, but I can now see so many areas where I am really not strong or would just like to develop my professionalism.

12. I am still seeking the opportunities that come my way. This program has made me realize that there are many ways educators can be involved in the education process, like curriculum work, research analysis, or even administration.

13. Lifelong learning is essential to becoming a master teacher. I am now better prepared to use professional development opportunities, including professional learning communities, to continue to grow as a teacher and to assist others in their growth.

14. The program is inspiring me to continually find new ways to do things and think critically about things.

15. I feel that I have been prepared to seek opportunities to grow professionally, assist others in their professional growth, and cooperate with colleagues in professional endeavors.

16. Yes, as I mentioned before, I am a member of the BLT. I do not think I would have signed up for this without my masters.

17. We did work with other colleagues throughout our program on various issues. However it would have been nice to have more opportunities to work specifically with others on professional growth areas.

18. I feel mostly prepared in this area.

19. Definitely. It can also make a person appear to be an unreasonable challenge when the system is entrenched.

20. I want to do more research in particular areas to help me understand the students I have in my classroom.

21. I have learned that to become a better educator I have to keep my eyes and ears open to any possible professional growth opportunities. These opportunities are there to give me more knowledge on how to become the best educator possible.

22. I felt very self-gratified when my colleagues constantly thanked me for my input regarding key educational issues based upon my 32 years of teaching experience. My professors’ positive feedback also was quite inspirational in making my contributions seem highly valued. I really felt that I was making positive contributions in each course that I took.

23. Yes, but it’s definitely the individual student’s choice as well as the districts’ to seek out those opp. And encourage participation.

24. Even though I am completing my master’s degree, I am still looking for ways to improve my teaching.

25. As a result of these classes I have looked at additional opportunities for professional development relating to subjects presented in class.

26. My practicum experience helped me here.

27. Classes allowed for growth opportunities.

28. When looking at the big picture, either building wide, or district wide, it is eye opening. We are fortunate to have institutions such as ESU offering online degrees. We are the living and great thing examples of how accessible continued professional growth is. It is so exciting to learn and as life ling learners we are able to share with others and it has a domino effect. Coursework throughout the practicum experience prepares graduates in all of these areas.

29. The courses did prepare me to seek professional growth opportunities.

30. I have a more confident attitude. I am now serving on tow committees. One committee is as a representative from my school. It is a reading committee. The other committee is as a
representative for the primary grades. It is on implementing positive discipline in our school. I have never had enough confidence to feel able to serve on district committees before.

31. I want to do more research in particular areas to help me understand the students I have in my classroom.
32. I feel very confident in this area. I feel I would be a good leader and could help other teachers implement sound, researched, proven strategies/curriculum in their classrooms.
33. I think the class discussion boards are a great tool for learning and helping others learn.
34. I am continuing to seek opportunities to grow professionally and look forward to seeing where I go from here.
35. I have always wanted to grow as a professional in my career because with teaching, that is what is expected of us so I take that on very seriously. I have gained the knowledge now to assist others in the teaching field who seek professional growth as well.
36. I think as a model for new teachers interested in getting their masters degree I am a good role model to go for it. I think that it speaks volumes to the character a person has and their commitment to education.
37. Being a distant learning student myself, I feel that my time permitted to cooperate with other colleagues was limited.
38. I feel like I have been shown ways to continue to grow professionally. Having to do research and share the findings with other teachers has shown me how important the process of continuing education is. I realize that I should never fall into a pattern in the way I teach year to year and always be trying to improve.
39. I have had nothing but praise for ESU to share with my colleagues. I’m telling others what ESU works for those students who want to take classes face to face as well as the online courses that are available.
40. I had a great experience! In particular, my Action Research class was a great opportunity for me to grow professionally and to work closely with my professor and another professor in the Teacher’s College at Emporia State University.
41. Again educators have to be able to grow professionally, assist others or they won’t be successful. I took several courses that allowed time to visit and help others with their issues, dilemmas and etc. whether in the classroom, with students, with student’s parents, lesson planning and etc.
42. I definitely have experienced a lot of professional growth since being in the program and have learned ways to help others grow professionally. Additionally, I have learned how to work with peers collaboratively in person and online.
43. I have the background to know where to go to find quality opportunities to grow professionally, whether that be looking back at the material from my ESU courses or knowledgably seeking out new opportunities.

#7 - Prepares graduated to motivate students in a multi-ethnic classroom and/or school, and to work creatively with those student who are at risk while working in an inclusive classroom setting.

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Comments:
1. While the course work regarding diversity of learners and student diversity and needs provided a good background for the purposes of designing curriculum and instruction, I’m
not sure graduates are prepared to motivate students on word creatively in an inclusive classroom.

2. ED 845 XA with Seguin was excellent. However, I was very dissatisfied with ED 535 and learned very little from the course.

3. Yes.

4. Dr. Seguin thanks for making me aware. You’re awesome!

5. Information from these classes can be applied to all students.

6. This added to what I was already doing-teaching at risk students and being a teacher on an inclusion team.

7. I was especially interested in this since it describes my student population. I feel I’ve learned a lot in this area to better serve my students.

8. Cynthia Sequin’s class was very insightful and enjoyable through discussion, video and personal reflection. It was interesting to see what it is we do in our classrooms and how much it varies from district and classroom to classroom.

9. I believe that Dr. Sequin’s class truly revolutionized my teaching, and I am much more culturally sensitive to even positive stereotypes (all Asian-American students are smart); however, I do not teach in a multiethnic setting or with at-risk students. I also have a minor in special education, so I was well-versed in working in an inclusive classroom and meeting the needs of the diverse learners in the areas of special needs-both higher and lower.

10. While a foundation of multicultural education was provided, a more specific, practical approach would have been helpful too.

11. Dr. Seguin mainly teaches all of this! A very part is taught and reviewed by Dr. Bland, while teaching Beliefs, Values, and Issues also taught this. Those two professors cover it heavily.

12. I appreciated how we could take the information presented, ideas, suggestions, and advice and implement it immediately in our classroom.

13. Both beliefs, values and issues and Cultural awareness for educators gave me more ideas, tools, techniques and strategies to help me work in a diverse classroom. I have many tools in my tool belt now to help motivate students.

14. The cultural awareness course gave a great look at different cultures and how to help those students learn.

15. That is probably one of the greatest tools I am taking away from this program.

16. The knowledge I have gained about other cultures and the strategies I have learned to accommodate diverse learners has been especially helpful. My commitment to cooperative learning has been reinforced, and I have learned to appreciate other cultures more and learned ways to help diverse learners be successful in my classroom.

17. I immediately understood many of my students’ behaviors because of ED535.

18. Multiethnic is hard for me at the present time simply because the school I am at has 1% ethnicity in it and that accounts for one student. But the program has given me insight to issues and solutions for those issues.

19. The only bad thing about this is we don’t all get the field experience to do this all the time. Some years we have students with needs and other years we don’t. I don’t feel that until this year, I have been able to motivate these students because I now have them in my class.

20. Dr. Seguin’s class is my other tie for most beneficial class during the program. This class fit directly into my teaching position.

21. I am able to motivate students in a multiethnic classroom and/or school, and to work creatively with those students who are at risk while working in an inclusive classroom and/or school setting, which I am doing currently. The C&I program helped prepare me for it.

22. I am glad I had the opportunity to take a class on helping make my classroom more diverse to meet the needs of all my students. It has helped make me a better educator. I have been able to reach many more students.

23. I was able to gain a great deal of knowledge in this area and learn about backgrounds of various types of students who might be coming into classrooms more and more today, and
how to work with them more effectively. I felt there were so many helpful topics and ideas presented specially in this area throughout courses in this program.

24. Ed 535 was a helpful class in learning how to educate students from all backgrounds.
25. This was the best class. It was exactly what I needed most.
26. Dr. Seguin did an excellent job covering these difficult topics.
27. I hear a lot of good ideas from textbooks, but I would like some fun and easy ideas to work into my day as I am really busy trying to get in subjects I don’t always have time for.
28. Dr. Seguin’s class was great!
29. The technology and multicultural classes were very important to reaching this goal.
30. Cultural awareness was a phenomenal class that challenges teachers to find ways to include everyone and benefit from a mc class.
31. First, I would like to say that Dr. Seguin is truly a master educator. She was my professor for EA 535 and her comprehensive course allowed me to gain invaluable insight in how to work with the diverse multicultural students that I presently teach as well as it had given me much insight on how to work with diverse multicultural students when I become a curriculum leader.
32. Dr. Seguin’s classes were a great tool in implementing multiculturalism into my own classroom.
33. Two of my favorite classes have been dealing with learning to teach different ethnicities and cultures. I find this most valuable when making a connection with my students to enhance their learning.
34. Many opportunities and a strong research base were offered in this area.
35. Very specific strategies given in my multicultural education class.
36. Not so much the multi-ethnic classroom, but definitely how to work with at-risk students through differentiated instruction and multiple intelligence techniques.
37. Awesome diversity instruction!
38. Isn’t it amazing how quickly our demographics in Kansas changed? Your programs directly and quickly addressed these on-going changes. I thank the department visionaries who saw the ELL need and collaborated with districts for Project Best. This has helped many districts within the state to keep up with this almost overnight need that now exists. Years ago, who would have believed that we would have within an elementary building’s classroom walls students with cognitive levels of 12 months, unable to walk or talk; or students with no communication skills and with feeding tubes lying on gurneys being rolled by para from the home classroom into the music room, etc? Differentiated instruction and Response to Intervention are solutions to the diverse classroom needs.
39. I really enjoyed learning from Dr. Limpert throughout ED 535. She is an excellent professor! She is extremely knowledgeable and inspirational.
40. I didn’t realize there were so many stereotypes out there!
41. Brain based, diversity, beliefs/values/issues
42. I have learned tons of new ways to reach all my learners!
43. The cultural diversity course was exceptional! I think that it worked to have us understand and share our own backgrounds so that we could learn how to understand others. This will definitely help in the classroom for our own diverse learners.
44. Initially I was in Project Success to get my ESL Endorsement. I enjoy working with ESL students and I wanted to improve my teaching skills. I feel very prepared to motivate all of my students and to adapt my lessons to reach all of my students.
45. Helped change the climate of my classroom and how I connect with all students. Really changed my mind about the diversity of education.
46. I feel very confident in this area. Dr. Limpert’s class was one of my favorites and it really taught me a lot more about multiculturalism and its importance today.
47. The strategies we researched are current and we were given much opportunity to discuss issues with colleagues.
48. Numerous strategies were given on how to effectively engage students regardless of their background.
49. Multiculturally, my classroom has changed dramatically due to the information learned and the classes I have taken.
50. I do feel more motivated than ever to be more creative in working with students. Even though, as of now, I teach in a school with very little at-risk students, I do feel more prepared to work in any type of situation because I have the knowledge now and I am more culturally and ethnically sensitive.
51. I am definitely much more sensitive to students’ backgrounds and at risk students. I feel more confident in trying new things and being open to those challenges as a result of the program.
52. The diversity class really opened my eyes to why students do what they do. I feel enlightened by the suggestions and activities in that text.
53. I read a lot about multiethnic classrooms, but still don’t feel confident about my abilities to effectively teach those students. The class I took reinforced that idea that teaching in a diverse classroom is hard, but didn’t really give me hands on experience in trying to be the best teacher in that situation.
54. The courses have helped me to see the importance of empowering both students and parents.
55. The one class that focused specifically on this subject was excellent!
56. The course that we take in classroom diversity is career changing. I do not see my students the same. It teachers the importance of accepting each student’s cultural background. By learning about who students are, we as teachers can serve them better.
57. I don’t remember spending much time on this one.
58. I teach in a classroom where students are very needy and need a lot of motivation, so I was able to generate numerous ideas for my classroom. I also teach in a school with high diversity, so we are always learning from exposure and adapting our lessons for all to understand and learn.
59. I wish there would have been more classes about the multi-ethnic classroom and at-risk students because it is becoming such a key factor in education.
60. There was a lot of good information in the Cultural Awareness class, but not a whole lot of practical suggestions that I could apply directly to my classroom.

#8 - Preparers graduates to develop and implement curriculum and instructional practices that lead to organized and well managed classrooms.

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Comments:
1. Yes, although I think the emphasis was on developing and implementing C&I and not on managing classroom (which is a good thing.)
2. I wish I would’ve had Dr. Ervay’s classes sooner.
3. Yes.
4. Dr. Ervay was a big help with the organization part!
5. Several core classes dealt specifically with improving curriculum and instruction. We worked toward the overall organization and management of classrooms.
6. I think that learning about discipline is difficult until a teacher is actually in the classroom. Learning the theories is helpful, but not a substitute for learning on-the-job.
7. The program helped to prepare me to manage students more effectively even though I do not have a written plan.
8. Having a written discipline plan was not something that I think was ever a focus topic; however, effective student management was something that was addressed repeatedly. I do feel that the program could have been a little stronger in this area.

9. Consistency is imperative to effective management in the classroom. By having a written plan, it helps students and teachers be aware of the expectations and consequences for behavior in the classroom. It also helps students learn to be self-disciplined.

10. I don’t actually remember writing student management/behavior plans, but I remember analyzing scenarios and then discussing and brainstorming with classmates on what the best strategy would be.

11. All of these aspects took place during my first year with Ann Addison.

12. I have enjoyed the idea sharing with peer groups and other teachers in the field as well as discussing your concerns and obtaining suggestions to try.

13. The AT&L sessions in Olathe were wonderful for this.

14. I don’t feel that we spent enough time expanding our existing knowledge in these areas.

15. The classroom discipline and methods part of this program has been a great experience for me.

16. This program has helped me prepare a written plan for student management and discipline, and to effectively manage student groups so that optional learning takes place.

17. There were various presentations that we were able to be part of that talked to us about having these types of plans, how to develop them, and also sharing our own plans, thoughts, and ideas with other. It is always nice to be able to hear what other people are doing in their classrooms as well.

18. I did not feel like instruction on management was a strength of this program.

19. I don’t feel that there was a lot of emphasis on student discipline, but there were a lot of opportunities to learn strategies that would in turn lead to better classroom discipline.

20. I made a number of changes to my discipline plan. It will take another two years to fully implement the changes.

21. This program reinforced many things that I have found to be true regarding classroom management.

22. It is crucial for me to know and use the plans that I was provided in a way that fits my teaching needs.

23. Discipline is very important and has a lot to do with creating a safe environment which allows learning to occur.

24. ED 879 did exactly what the course title suggests: I learned how to use discipline in a positive way to influence my students as opposed to using discipline in a negative way.

25. Although this is a dynamic document that needs to be revisited after our graduation.

26. There was minimal course work concerning this topic, but it was enough.

27. The first year of the Master’s program helped here with the C&I meetings.

28. I don’t remember covering discipline in any of my classes, but I do recall discussing the importance of small-group instruction to increase learning.

29. That first year’s instruction gave a wealth of information on how to do this and provided opportunities to practice.

30. Yes, anything can be accomplished within a positive atmosphere. Both behavior and learning need a brain friendly environment to achieve full potential. This philosophy is applicable to both the student within a classroom, or the curriculum director within the district. When a policy is in writing, we are forced to think critically in the development of the management philosophy. Again, I thank the professors for guiding me in this direction.

31. The Olathe AT&L sessions under the direction of Dr. Addison fulfilled such requirements. Everything presented was reflected upon and implemented immediately the day after the session within the general classroom.
32. I don’t feel any of my classes touched on student management and discipline. I would say they taught me how to manage student groups.

33. I feel very confident in my management and discipline strategies, although I do not feel my Master’s program is responsible for that. I taught 7 years in my very rough schools before I came to Olathe and credit my survival of those experiences to my excellent classroom management skills. I don’t think I was ever required to write a plan actually…?

34. The brain based course really helped to understand the importance of group work and how to effectively manage the groups to encourage active learning for students.

35. It is crucial for me to know and use the plans that I was provided in a way that fits my teaching needs.

36. My student management has improved 200%. I have always struggled in that area. My principal for the first time is impressed with my classroom discipline techniques. This is the area that has improved the most.

37. Extended the strategies and ideas that were barely touched on in undergraduate classes and helped implement these in my classroom.

38. A lot of classes made me look at this in great depth. These courses did a good job of preparing me for this.

39. Classroom management has become one of my strengths 😊

40. I have always felt this is one of my strongest areas. In observations made by the principals I’ve taught for have also noted this as one of my strengths, however, I do feel that after the Masters classes I have taken have heightened this strength.

41. I don’t feel that I got as much out of the program in terms of student management and discipline. I feel that I am somewhat confined to the district and building policies.

42. I feel the brain compatible classrooms class was most beneficial to help me with student management and discipline.

43. I do feel like I have a good sense of student management. A lot of those skills came from my undergraduate degree and classroom experience though. It would be good to focus on this a little more in the program.

44. Classroom management course needs to be modified, almost exactly like undergrad class, seemed like lots of review with very little leadership levels present.

45. I don’t feel like I received much of this training in the Master’s program. I felt like I was more prepared to manage other teachers than I was students.

46. This was a focus of some of the AT&L sessions, but I felt like I got basics from my undergrad work and from reading books on my own about classroom management (such as Harry Wong’s classic)

#9 - Prepares graduates to have a working knowledge of computers and technology and their evolving uses in designing and implementing curriculum and instruction.

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Comments:
1. Yes.
2. Dr. Seguin’s class about implementing tech. into the classroom was very inspiring!
3. I would have enjoyed taking a class on this.
4. Yes.
5. Yes, now we just have to worry about supplies.
6. I have a great deal more confidence in myself in using technology within the classroom. I actually have colleagues coming to me for ideas, not the other way around.
7. Technology was always a weakness for me. The ideas and support given by instruction and interaction from peers motivated me.
8. The technology class really did not teach me anything new. Technology classes in a masters program may be beneficial if they do not know very much about technology.
9. This course provided a general overview on technology programs, but because it was condensed into a week we didn’t have much time to delve deeper and learn the ins and outs of the programs. However, I know that technology is always changing so it is hard to keep up! I wanted to add that I appreciated all the different formats for courses such as online, on-site, and ITV. It made it easier to find a class that fit your needs, especially for us distance learners. Is there any way to make the enrollment process more efficient? As a teacher it was very difficult to keep trying to phone in and enroll while students began arriving for the day. (I teach Kindergarten so it was extremely difficult) I didn’t know if web enrollment was a possibility? I’m sure it is overwhelming on both ends!!!
10. Technology continues to profoundly affect our education. It is imperative that teachers continue to gain technological skills in order to keep up with the changing world. It also provides numerous learning opportunities in the classroom and is motivating to students. I feel confident in using the technology that I have available in my classroom. I also feel that this is an area in which I have many opportunities for continual learning. I have established a class website and used spreadsheets and PowerPoint presentations in my classroom, but I still have much room for improvement in this area.
11. I found the practice creating a website especially helpful.
12. Hooray for the technology class! I love the fact that because of that class, I am able to communicate with parents and students more effectively through my own website, and my parents can easily communicate with me! What a huge benefit to any classroom.
13. Technology taught everything that one would need to learn. The only concern with the class was that much of what was being taught was very basic and the class did not go into very much dept with various programs. Spending the time on Word and how to save a document is too basic, all educators know how to accomplish those tasks. Yet the Movie Maker, WebPages and Publisher were great tools to be able to adapt to my current classroom curriculum.
14. I will say that I think there should be a couple more classes in the area of technology. I believe I took one in the Master’s program and one as an undergrad. With the increase in technology in schools, I would love to have more experience in different pieces of technology like palms, moviemaker, and other programs that students will be using.
15. I feel that I have a better understanding of what technology is available to me, but I didn’t get a chance to really practice it and use it while in the program.
16. I have really enjoyed the technology part of this program and have gained valuable information on its uses and the possibilities of it.
17. I am delighted to have this opportunity to thank Emporia State University for the superior C&I program. I entered the program, as I’m sure many teachers do, to obtain a masters or credit monetary one, but rather a desire to increase my knowledge in an area I care so deeply about. I believe that the required courses and my elective courses have prepared me for the ever changing educational system. The preparation has also provided me with the knowledge necessary to create a positive learning environment. I am excited to have been given leadership responsibilities in my district due to my coursework. The ability to use the knowledge I have gained over the last year and a half and apply it in areas that benefit my colleagues and district give me a true sense of pride, not only in my accomplishments, but also towards ESU and the professors in the C&I program. Thank You.
18. I feel like my knowledge of computers and technology, as well as my evolving use in designing and implementing instruction has been strengthened through this program, and I understand a lot more than I did before.

19. Overall I would like to say a big thank you to all of the professors that I have had these past three years. I feel like I am a better teacher thanks to them. I have the confidence now to be a leader in my school and district. I appreciate all the time many of the professors took to answer my many questions. Thank you to all you have done. I have enjoyed getting my master’s at Emporia State. I would highly recommend your program.

20. Maybe additional instruction on technology would help.

21. The technology course was the least effective course I took. I felt as though there was great deal of potential for this course. If felt as though I was given a book and told to figure it out. This class would have been better if it met frequently.

22. The technology class did a phenomenal job of having us develop a unit using various types of technology to help us gain more exposure to new programs. Also, other classes required presentations or assignments to be completed in certain ways, requiring us to use the technology on various occasions.

23. This really opened my eyes to how education needs to change.

24. Emporia has always encouraged the use of technology in teaching.

25. I have learned a lot through the district in means of technology, however I think that the technology class offered is very basic and for teachers who may not work with technology as often as teachers who are new hires or more familiar with technology.

26. I don’t feel like the technology class I took really prepared me for the newer technology that is in the world today. Learning to make a brochure, power-point, and a website was a review. I was hoping to learn more about technology used when actually teaching a lesson to students.

27. No problems here. There were plenty of opportunities for computer work through online courses.

28. The technology class was a great way to learn and develop tools for your classroom use.

29. This was a very high expectation, as it should be. Technology and ignorance don’t go together upon completion of this degree.

30. ED 805 taught by Dr. Seguin, provided me with the important role that technology presently has played and more importantly will play in the future of education. Also, all of my online courses taught me the value of technology in education.

31. The technology class did a nice job of reviewing the programs that are useful in the classroom. Much of this was review for me.

32. I would say rather that it gives a working understanding of how computers and technology have an impact, since we have little direct experience with applying the knowledge. This isn’t in control of the university, obviously. Many school districts don’t have the funds. It might be useful to include a project whereby graduate students develop a technology application (small or large) for their own classrooms.

33. Great! I learned how to use several additional technology programs that I had never tried before.

34. Yes!

35. I was really looking forward to the class on technology integration but was very disappointed by the whole experience. The entire class focused on how important it is to integrate technology. I already know how important it is; I want to know HOW to integrate technology more effectively. It was very disappointing.

36. I loved the book Redefining Literacy for the 21st Century. This has changed the way I view education and the way I teach on a daily basis!

37. The use of technology even in non-technology content classes was great in preparing graduates.
38. Absolutely yes! Dr. Limpert set a high bar for me and a year ago, I would not have believed that I could meet her high expectations of me. However, through her guidance and encouragement, I have accomplished more than I would have ever attempted prior to beginning this course of study. This knowledge and capability had filtered down throughout the entire building. Many teachers are feeling much more comfortable with technology as they see what I’ve achieved. They realize if I have been able to successfully navigate new programs for our curriculum, they can too!

39. I love technology! I enjoyed learning from Mrs. Roper during ED 805; however, the information presented was not new information for me.

40. I’d like to have more information on things I can use with technology. I guess that’s the learner in me. It is just changing so fast. I guess I need to sign up for another tech class.

41. Technology class was my favorite class. It was very helpful. I still feel weak in this area but I understand why it needs to be implemented and I understand the importance of technology. I will view it as a tool not as a separate subject.

42. With the 20th century programs being so technology oriented we must learn just as our students are to keep up with the times. It was helpful to learn programs and ideas to include in teaching!

43. The tech class was based on current technology in my building which was very limited. I did not learn anything new about technology, just reasons why I needed to implement it more.

44. The technology course did help to encourage me to prepare a unit using some technology with-in it (videos, Power Points, and some student based technology work. However, this was not new information for some students, and only encouraged to actually create the lessons. I feel that many of the students already have a working knowledge of computers and technology. I think that opportunities to learn about newer technology uses (such as webquests) would have been more effective for me on the implementation side. The others I already use.

45. I feel very confident in this area although I sure would have liked to have taken more technology classes. I am taking the 2 hour Restructuring Classrooms for Technology class now and it is fantastic. We need more of those types of classes in Olathe, especially since our district has so many resources for us now.

46. I think that this area was quite strong, especially in the areas of looking at technology as a means to an end and not as the end itself.

47. Just the fact we took this program online helped me. We were also presented with current research and were allowed to construct our own knowledge.

48. I use technology daily in my classroom when implementing curriculum and students have become more successful because of it.

49. I feel that I do have a much more advanced knowledge than my colleagues who either do not have a master’s degree or whom did not earn theirs from ESU. I am now the head of our technology team at our building because of the skills and confidence I have attained.

50. Teaching in a school that has been open for only a year and a half, we have all the latest technology. This has definitely assisted in my learning at ESU, and advantage I am very lucky to have.

51. Since most of my classes were taken through distant learning, I was able to use the computer, Internet, and ESU’s websites daily for the completion of my course work.

52. I feel like the technology courses I took were a little outdated. Since technology is constantly changing, it is hard to have the newest up to date information. There was a good focus on how to use it to design curriculum.
53. I will always be trying to find ways to improve my computer knowledge. With technology changing so quickly, I’m not sure I will ever reach expert status. The only suggestion I would provide is to maybe spend more time looking at the actual trends taking place in the classroom with regards to technology. What products are hitting the classrooms, and how are they being implemented?

#10 - Prepares graduates to be a professional as a critical thinker, creative planner, and effective practitioner.

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Comments:
1. Yes but as mentioned in #4, there would be more constructive criticism to challenge students.
2. Yes.
3. Dr. Albrecht was particularly good at this!
4. I am prepared.
5. The assignments in the various courses were always meaningful and enhanced my skills in the areas of critical thinker, creative planner, and an effective practitioner.

#11- Quality and proficient advising was provided.

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Comments:
1. Dr. Ervay is very helpful, but I feel sometimes overwhelmed by the numbers in his caseload.
2. Excellent! Advisors, department chairs, and professors were readily available and provided high quality advising. This area is a program strength!
3. I was very pleased with the support I received from all ESU staff. Thank You.
4. Dr. Seguin was a great advisor—she always answered my emails quickly and completely.
5. Anytime that I needed help, it was just an e-mail or phone call away. I always received immediate assistance when I had a question or concern. I truly feel that there is care and concern on the part of the highly knowledgeable instructors and staff at ESU. Thank You.
6. Yes.
7. Wonderful advising in Dr. Cynthia Seguin and quality instructors!