

## GaPSC Inductee Perceptions of Preparation Survey

### About

The Georgia Professional Standards Commission (GaPSC) developed the *Inductee Perceptions of Preparation Survey* in 2017 in alignment with state and national standards, including the InTASC standards. As seen through the survey questions in the table below, this data provides Educator Preparation Providers (EPPs) with first-year teachers' feedback on their preparation and perceptions of their impact on P-12 student learning and development during their first year in the classroom. The survey includes four questions about

-two scaled questions with response  
Where a 0 appears, this represents a non-answer. Zeros should not  
be included in any average of responses.  
two open-ended questions.

### Administration

To distribute the survey, the GaPSC emails

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We did notice a few trending areas in which first-year teachers indicated a slightly lower level of preparedness. To be clear, though, a mean of 3.00 is indicative of inductee  
For one, first-year teachers expressed slightly

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14	Create opportunities for learners to develop diverse social and cultural perspectives.	= 3.26	= 3.42	= 3.30	= 3.43
15	Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	= 3.26	= 3.39	= 3.15	= 3.42
16	and learning needs.	= 3.32	= 3.37		

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27	Align instructional goals and activities with state and district performance standards.	= 3.51	= 3.57	= 3.44	= 3.56
28	Use ongoing analysis and reflection to improve planning and practice.	= 3.38	= 3.43	= 3.26	= 3.50
29	Seek professional development opportunities to further develop my practice.	= 3.41	= 3.37	= 3.41	= 3.46
30	Work collaboratively with colleagues and other professionals.	= 3.65	= 3.60	= 3.37	= 3.64
31	Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	= 3.81	= 3.60	= 3.56	= 3.75
32	Contribute to positive changes in practice and advance the teaching profession.	= 3.65	= 3.40	= 3.33	= 3.64

T1 Reflecting on what you needed to know for your first year of teaching, what were the strengths of your educator preparation program? Please do not

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implement in writing lesson plans and collaborate with other teachers and administrators and 2) providing me with ample opportunity in the scho

I was very well equipped for classroom management, communication with parents, connecting with students, and teaching.

My program did a great job of preparing me for all of these things.

The program taught me that no student is one size fits all. Students have a wide range of needs and abilities and you have to meet them where they are and build from there. The program also taught me that building rapport with my students is one of the mo

Strengths of the prep program circle around the ability to find and utilize resources. Resources can range from technology to actually using outside experts. Another strength would be teaching about the different cultures in a classroom and the importance

One strength was the amount of student teaching I completed. We did more than most educator preparation programs, and that is where I learned the most.

How to write lesson plans, technology, collaborative planning

The student teaching portion was an excellent experience, however there was absolutely no reason why it needed to last 9 months long. Six months of experience in my opinion was adequate, and that way student teachers could experience different school sett

The emphasis on getting to know your students and their intrests as well as their struggles.

It was research based. I think that they did a really good job at teaching how to differentiate by different students and their needs.

Time management.

routines ready and set up and I nothing.

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My teacher educator preparation program really prepared me for planning and creating lessons based on the needs of my students.

The best part of my specific program was that there were only 4 of us going through it together so we were very close and that helped me learn about collaboration and working together. I think I am able to work so well with colleagues due to this.

Relationships with students, other interns, teachers, and parents

My program was really helpful for me. I learned how to implement effective classroom engagement and management.

The hands on experience was really helpful in my educator preparation program. I had plenty of experience with student teaching, and this helped in my own classroom.

The biggest strength of my program was preparing me to work with students of different

My program prepared me for lesson planning, assessments, and classroom management. I also was prepared for the diverse needs of my students. This includes students with disabilities, as well as, students who are gifted.

My program made my life \*\*\*\*. Thank you UNG

Being placed in a classroom with the help and support of an experienced teacher for an entire year was invaluable. Further, I benefitted from having a mentor in my program who observed me and gave me both positive and constructive feedback.

plans to support students. Understanding the GA grade curriculum and the importance of teaching that material.

Strategies for social-







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collection, monitoring data,  
identifying needs in students,  
etc

I think more focus on diverse  
students such as SpEd and EL  
would be helpful in really  
learning how to differentiate  
and accommodate the range of  
levels.

As a first year special  
education teacher I wish that  
the program would have  
allowed me to practice  
preparing an IEP.



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Reading!! I do not feel I was properly prepared to teach and assess reading.

Make more emphasis on Special Education as part of the degree. I felt like a lot of my preparation for Special Education came from the real-life experiences and mentor at the school I am employed at.

I can't think of anything else that my educator preparation program could have done any better. It was a great program.

One weakness of the program was that it was catered to the specific county in which I completed my student teaching. There were many things I found that I was taught that is not common practice in the county in which I currently work. I also found that

I feel less prepared for differentiation with gifted students than for struggling ones. More time spent on that subject would have been helpful

We spent too much time preparing our EdTPA

teachers and how to interview schools to determine if the teacher is a good fit.

Ways to encourage students to try

I could have been better prepared with analyzing data and using the data to guide my instruction.

I would have enjoyed learning more linguistics and phonology. I would also have enjoyed learning more about classroom management strategies and seeing those implemented.

I wished we would have had more practice in developing IEPs.

My program really needs to help prepare teachers for classroom management and modern student behaviors. The program was overall unorganized and although not overly difficult made our lives unnecessarily more stressful. The program also felt catered to middle grades educators, so secondary people felt left out of learning opportunities.

Academically and content wise they did great. However; I would love to see them move towards more classroom management. Especially how to deal with parents and aggressive students and teachers that lack support from admin.

helping us construct real lessons rather than tell us big overarching categories of things to include in lessons. In other words; don't just say you should have an opener to stimulate schema; you should have a small lesson; then go into individual work; t

Class room management  
parent conversations

The daily skills; rather than the repetitive psychological courses and aspects. The schools have PD for that; I needed to know how to teach on a daily basis; and the program (except for may[ ])JTJ



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Focus more on the paperwork side of Special Education and how to help students meet their goals.

Need more emphasis on reaching at-risk high school students when things like drugs, gang activity, violence,

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The focus could have shifted toward more real life experiences.

Teaching during Covid has been exhausting, especially when prepping and planning at a new school where I have to conform to group lesson arcs. I get to teach in my own way but do not determine the timing or get to write my own exams.



