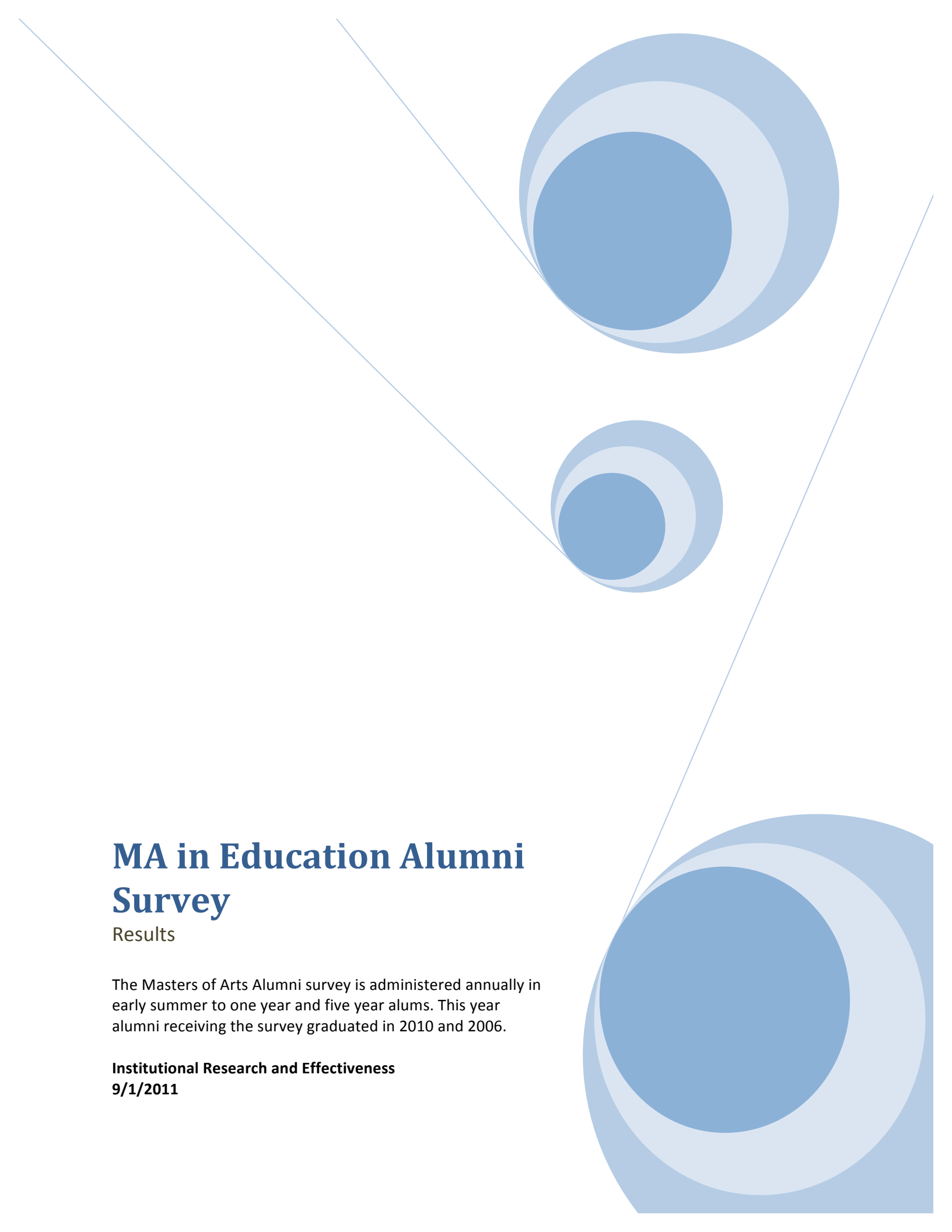




MA in Education Alumni Survey

Results

The Masters of Arts Alumni survey is administered annually in early summer to one year and five year alums. This year alumni receiving the survey graduated in 2010 and 2006.

Institutional Research and Effectiveness
9/1/2011

Education Dept Alumni Survey Results
Summer 2011
Masters of Arts Program

 Summary

○ **Background Information**

- Response rate of 46.8% i.e. survey was sent to 94 alums, 44 responded.
- Three-quarters of the 44 respondents completed their MA in Ed., program a year ago.
- “Diverse needs strategist rates: at-risk” highest in tracks completed at 18% and “Curriculum & instruction practitioner: middle” lowest at 2%.

○ **Current Position**

- Teaching —84% is currently teaching 16% is not.
- Subjects — a 23% majority of the subjects selected by the 44 responders teach in special education. The least selected subjects, at 2%, are art and biology.
- Grades — one person out of the 44 teaches pre-kindergarten. The rest seem relatively distributed with the majority teaching upper classes.
- Type of school — 84% teach in public schools, 16% in private.
- Accreditation — 95% teach in accredited schools, 5% in unaccredited.
- Location — 62% teach in Pa., 22% in Va., and 16% outside Pa., and Va.
- Diversity — widely ranging for “not much” to sprinklings of Latino, Hong, Russian, Middle Eastern, Asian, etc.

○ **Program outcomes**

- Scholarship — mean ratings between “well” and “very well.”
- Inquiry — mean ratings between “well” and “very well.”
- Professional knowledge — mean ratings between “well” and “very well.”
- Communication — mean ratings between “well” and “very well.”
- Caring —predominant mean ratings between “very well” to “extremely well.”
- Leadership — mean ratings between “well” and “very well.”

○ **Program overall effectiveness** — mean rating between “effective” and “very effective.”

○ **facebook** — 19 of the 39 respondents are not on facebook, 13 are on facebook and would join an education department facebook group. 7 are on facebook but wouldn't join the group.

○ **Administrator Response:** only one response –infeasible for comparison purposes. The comments/qualitative data is however included at the end of this report.

Results in detail

✚ Background Information

- 75% of the 44 respondents completed their MA in Ed program last year, 25% five years ago.
- **Tracks Completed (44 total respondents):**
 - **Literacy agent:** (6) 13.6%
 - **Diverse needs strategist: at-risk:** (8) 18.2%
 - **Curriculum & instruction practitioner: elementary:** (4) 9.1%
 - **Curriculum & instruction practitioner: middle:** (1) 2.3%
 - **Curriculum & instruction practitioner: high:** (5) 11.4%
 - **English as a second language, additional endorsement:** (5) 11.4%
 - **English as a second language, initial licensure:** (4) 9.1%
 - **Reading specialist, additional endorsement:** (5) 11.4%
 - **Special education:** (6) 13.6%

	last year		five years ago		Total	
	N	%	N	%	N	%
Completed MA in Education program:	33	75.0%	11	25.0%	44	100.0%

✚ Current Position:

- **Teaching:** of 44 respondents 84.1% are currently teaching, 15.9% are not
- **Type of school:** of 37 respondents 83.8% teach in public schools, 16.2% in private schools
- **Accreditation:** of 37 respondents 94.6% teach in accredited schools, 5.4% in unaccredited.
- **Location of school:** of 37 respondents, 62.2% teach in Pa., 21.6% in Va., and 16.2% outside Pa., and Va.
- **Subjects** –*I am currently teaching in the following subject area(s):*
 - Art: selected by one (2.3%) out of 44 respondents
 - Biology: selected by one (2.3%) out of 44 respondents
 - English: selected by nine (20.5%) out of 44 respondents
 - English as a Second Language: selected by six (13.6%) out of 44 respondents
 - History & Social Sciences: selected by four (9.1%) out of 44 respondents
 - Mathematics: selected by five (11.4%) out of 44 respondents
 - Special Education: selected by ten (22.7%) out of 44 respondents
 - Chemistry, Computer Science, French, German, Health & Physical Education, Journalism, Music, Physics, Spanish, and Theater Arts were not selected
 - Other:
 - Elementary Science
 - Elementary ed
 - Earth Science
 - Chinese-mandarin
 - Elementary Classroom

- Elementary
- Elementary Reading
- Preaching
- Business
- Reading
- **Grades** – *I am currently teaching in the following grade level(s):*
 - Prekindergarten: selected by one (2.3%) out of 44 respondents
 - Kindergarten: selected by seven (15.9%) out of 44 respondents
 - 1st: selected by eight (18.2%) out of 44 respondents
 - 2nd: selected by eight (18.2%) out of 44 respondents
 - 3rd: selected by eleven (25%) out of 44 respondents
 - 4th: selected by ten (22.7%) out of 44 respondents
 - 5th: selected by nine (20.5%) out of 44 respondents
 - 6th: selected by four (9.1%) out of 44 respondents
 - 7th: selected by five (11.4%) out of 44 respondents
 - 8th: selected by four (9.1%) out of 44 respondents
 - 9th: selected by eight (18.2%) out of 44 respondents
 - 10th: selected by ten (22.7%) out of 44 respondents
 - 11th: selected by ten (22.7%) out of 44 respondents
 - 12th: selected by nine (20.5%) out of 44 respondents
- **You indicated that you are not currently teaching –what is your current occupation?**
 - I am teaching at Harrisburg Community College.
 - Sales Associate at a Rite Aid pharmacy.
 - Program Coordinator with a small non-profit working with individuals with mental health issues
 - Stay-at-home mom
 - Studies
 - Education Coordinator. I oversee education services for 15 early childhood education classrooms in Lebanon County
 - Director of Human Resources
- **How would you describe the diversity at your school?**
 - Majority Caucasian with a sprinkling of Hmong, Russian, Iraqi, Pakistani, Vietnamese, and Latino students.
 - County school, many students on free and reduced lunch, significant Latino/Hispanic population, some Russian, Kurdish and other European/Middle Eastern very few Asian, Black.
 - 1/3 of school black or Hispanic; 2/3 of school free or reduced lunch; 2/3 male
 - I am teaching in a program for adult learners in the community. We serve students with the same spectrum of native languages found in the public schools. Our students are from a variety of career backgrounds and countries, but mainly from Central America, Mexico, Iraq and the Ukraine.
 - It is growing...the district had the reputation of "rich suburbia," however; it borders Lancaster City and has been pulling more students of different ethnic backgrounds as well as socio-economic backgrounds.
 - Our school is diverse in ability, gender, and race
 - Not much
 - Current enrollment is 270. There are 131 students in high school (grades 9-12), 77 students in middle school (grades 5-8), 62 students in the elementary school (grades

PreK-4), and 12 home-school associates. The student body is represented by 69 congregations (e.g., Mennonite, Hindu, and Catholic, non-denominational), 28 school districts, and 5 international students (e.g., South Korea, Egypt). Additionally, 10 % of the student population are from diverse cultures (e.g., Indian, Brazilian, Mexican, bi-racial), and 17% receive free or reduced lunches. Fifty to seventy faculty and staff represent denominational (e.g., Mennonite, Catholic, Lutheran), cultural (e.g., Brazilian, Mexican, German, Dutch) and educational (e.g., B.S., M.S., Ph.D.) diversity.

- Urban setting
- Mostly middle to upper class students and the population is mostly white.
- Very diverse, Hispanic, African American and white
- Our student population is mainly Caucasian with minimal diversity. Our students also come from similar backgrounds.
- Only 10 % diverse students
- Little diversity.
- 60% Hispanic 20% black 10% white 10% other
- Mostly Caucasian, not very diverse
- Minimal
- A small Asian population but mostly Caucasian
- Rural, white majority. My school is the ESL school so about 3-5 ESL students per class
- Approximately 1/4 is ethnic.
- Racial diversity: low-under 10%, but growing. Presently at @50% free and reduced lunch
- Some Hispanic, Russian, and African American. Probably only about 8%.
- Second highest percentage in the district

	Yes		No		Total	
	N	%	N	%	N	%
Are you currently teaching?	37	84.1%	7	15.9%	44	100.0%

	private		public		Total	
	N	%	N	%	N	%
I teach in a school that is:	6	16.2%	31	83.8%	37	100%

	accredited		not accredited		Total	
	N	%	N	%	N	%
My school is:	35	94.6%	2	5.4%	37	100%

	outside Virginia or Pennsylvania		in Pennsylvania		in Virginia		Total	
	N	%	N	%	N	%	N	%
My school is located	6	16.2%	23	62.2%	8	21.6%	37	100%

Currently teaching in the following subject area(s):	Not selected		Yes		Total	
	N	%	N	%	N	%
Art	43	97.7%	1	2.3%	44	100%
Biology	43	97.7%	1	2.3%	44	100%
Chemistry	44	100.0%	0	.0%	44	100%
Computer Science	44	100.0%	0	.0%	44	100%
English	35	79.5%	9	20.5%	44	100%
English as a Second Language	38	86.4%	6	13.6%	44	100%
French	44	100.0%	0	.0%	44	100%
German	44	100.0%	0	.0%	44	100%
Health & Physical Education	44	100.0%	0	.0%	44	100%
History & Social Sciences	40	90.9%	4	9.1%	44	100%
Journalism	44	100.0%	0	.0%	44	100%
Mathematics	39	88.6%	5	11.4%	44	100%
Music	44	100.0%	0	.0%	44	100%
Physics	44	100.0%	0	.0%	44	100%
Spanish	44	100.0%	0	.0%	44	100%
Special Education	34	77.3%	10	22.7%	44	100%
Theater Arts	44	100.0%	0	.0%	44	100%

I am currently teaching in the following grade level(s):	Not selected		Yes		Total	
	N	%	N	%	N	%
Pre Kindergarten	43	97.7%	1	2.3%	44	100%
Kindergarten	37	84.1%	7	15.9%	44	100%
1st	36	81.8%	8	18.2%	44	100%
2nd	36	81.8%	8	18.2%	44	100%
3rd	33	75.0%	11	25.0%	44	100%

4th	34	77.3%	10	22.7%	44	100%
5th	35	79.5%	9	20.5%	44	100%
6th	40	90.9%	4	9.1%	44	100%
7th	39	88.6%	5	11.4%	44	100%
8th	40	90.9%	4	9.1%	44	100%
9th	36	81.8%	8	18.2%	44	100%
10th	34	77.3%	10	22.7%	44	100%
11th	34	77.3%	10	22.7%	44	100%
12th	35	79.5%	9	20.5%	44	100%

✚ Program Outcomes –scholarship

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I seek continuous learning opportunities regarding specialty knowledge to enhance student learning: *mean response of 3.97*
- I am knowledgeable about and currently use professional literature and professional development activities to enhance my performance in my professional responsibilities: *mean response of 4*
- I understand how constructivist teaching can enhance the learning of my students: *mean response of 4.05*

✚ Program Outcomes – Inquiry

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I use principles of action research, inquiry, and critical thinking to inform decision-making within my classroom and school: *mean response of 3.51*
- I am viewed by my colleagues as a life-long learner who values inquiry in professional development: *mean response of 4.16*
- I choose to consider multiple perspectives and to use critical thinking to self-assess in order to make informed decisions: *mean response of 4.11*

✚ Program Outcomes – Professional Knowledge

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I use a constructivist frame to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students: *mean response of 3.70*
- I plan appropriate instruction based upon knowledge of subject matter, students, the learning context, and curriculum: *mean response of 4.24*
- I use research-based practice to be an agent of change in my classroom in order to engage all students in learning: *mean response of 4.03*
- I use assessment on a daily basis to shape my instructional planning, not just as a summative assessment tool: *mean response of 3.68*
- I am regarded by my peers as an effective instructional strategist: *mean response of 4.03*

✚ Program Outcomes – Communication

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction: *mean response of 4.05*
- I work to empower all students and their families through collaboration and appropriate communication with others: *mean response of 3.83*
- I work to empower self and colleagues through collaboration and effective communication with others: *mean response of 3.86*
- I am viewed by my colleagues as an effective communicator: *mean response of 3.97*
- I embrace new technologies and their use in the educational setting: *mean response of 3.81*

✚ Program Outcomes – Caring

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I advocate for all students in a way that nurtures the potential of each student: *mean response of 4.35*
- I value diversity and establish a well-managed instructional environment based on principles of peacebuilding: *mean response of 4.30*
- I integrate knowledge of moral, ethical, and legal responsibilities using multicultural and peacebuilding perspectives: *mean response of 4.25*
- I promote compassionate and just learning environments: *mean response of 4.38*
- I regulate my emotions and take professional responsibility for my actions: *mean response of 4.16*

✚ Program Outcomes –Leadership

Please rate how well each statement describes you:

(1=Not at all, 2=Marginally, 3=Well, 4=Very well and 5=Extremely well)

- I model collaborative behavior through self-control, enthusiasm, celebration of diverse views, and intellectual curiosity: *mean response of 4.22*
- I engage in reflective practice: *mean response of 4.16*
- I seek to bring about fair and just systematic change within the educational context: *mean response of 3.89*
- My colleagues view me as engaging in and advocating for appropriate professional practices: *mean response of 3.86*

Program Outcomes – scholarship	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I seek continuous learning opportunities regarding specialty knowledge to enhance student learning.	0	.0%	1	2.7%	7	18.9%	21	56.8%	8	21.6%	3.97

I am knowledgeable about and currently use professional literature and professional development activities to enhance my performance in my professional responsibilities.	0	.0%	0	.0%	9	24.3%	19	51.4%	9	24.3%	4.00
I understand how constructivist teaching can enhance the learning of my students.	1	2.7%	0	.0%	6	16.2%	19	51.4%	11	29.7%	4.05

Program Outcomes – Inquiry	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I use principles of action research, inquiry, and critical thinking to inform decision-making within my classroom and school.	1	2.7%	3	8.1%	14	37.8%	14	37.8%	5	13.5%	3.51
I am viewed by my colleagues as a life-long learner who values inquiry in professional development.	0	.0%	1	2.7%	6	16.2%	16	43.2%	14	37.8%	4.16
I choose to consider multiple perspectives and to use critical thinking to self-assess in order to make informed decisions.	0	.0%	1	2.7%	6	16.2%	18	48.6%	12	32.4%	4.11

Program Outcomes – Professional Knowledge	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean

I use a constructivist frame to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.	1	2.7%	1	2.7%	11	29.7%	19	51.4%	5	13.5%	3.70
I plan appropriate instruction based upon knowledge of subject matter, students, the learning context, and curriculum.	0	.0%	0	.0%	4	10.8%	20	54.1%	13	35.1%	4.24
I use research-based practice to be an agent of change in my classroom in order to engage all students in learning.	0	.0%	2	5.4%	4	10.8%	22	59.5%	9	24.3%	4.03
I use assessment on a daily basis to shape my instructional planning, not just as a summative assessment tool.	1	2.7%	1	2.7%	14	37.8%	14	37.8%	7	18.9%	3.68
I am regarded by my peers as an effective instructional strategist.	0	.0%	0	.0%	11	30.6%	13	36.1%	12	33.3%	4.03

Program Outcomes – Communication	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	0	.0%	0	.0%	10	27.0%	15	40.5%	12	32.4%	4.05

I work to empower all students and their families through collaboration and appropriate communication with others.	0	.0%	1	2.8%	11	30.6%	17	47.2%	7	19.4%	3.83
I work to empower self and colleagues through collaboration and effective communication with others.	0	.0%	0	.0%	14	38.9%	13	36.1%	9	25.0%	3.86
I am viewed by my colleagues as an effective communicator.	0	.0%	0	.0%	10	27.8%	17	47.2%	9	25.0%	3.97
I embrace new technologies and their use in the educational setting.	0	.0%	2	5.4%	14	37.8%	10	27.0%	11	29.7%	3.81

Program Outcomes – Caring	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I advocate for all students in a way that nurtures the potential of each student.	0	.0%	0	.0%	5	13.5%	14	37.8%	18	48.6%	4.35
I value diversity and establish a well-managed instructional environment based on principles of peacebuilding	0	.0%	0	.0%	7	18.9%	12	32.4%	18	48.6%	4.30
I integrate knowledge of moral, ethical, and legal responsibilities using multicultural and peacebuilding perspectives	0	.0%	0	.0%	6	16.7%	15	41.7%	15	41.7%	4.25

I promote compassionate and just learning environments	0	.0%	0	.0%	5	13.5%	13	35.1%	19	51.4%	4.38
I regulate my emotions and take professional responsibility for my actions.	0	.0%	0	.0%	5	13.5%	21	56.8%	11	29.7%	4.16

Program Outcomes – Leadership	Not at all		Marginally		Well		Very well		Extremely well		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I model collaborative behavior through self-control, enthusiasm, celebration of diverse views, and intellectual curiosity.	0	.0%	0	.0%	4	11.1%	20	55.6%	12	33.3%	4.22
I engage in reflective practice.	0	.0%	2	5.4%	5	13.5%	15	40.5%	15	40.5%	4.16
I seek to bring about fair and just systematic change within the educational context.	0	.0%	0	.0%	13	35.1%	15	40.5%	9	24.3%	3.89
My colleagues view me as engaging in and advocating for appropriate professional practices.	1	2.8%	1	2.8%	10	27.8%	14	38.9%	10	27.8%	3.86

Overall Program Effectiveness

(1= Very ineffective, 2= Ineffective, 3= Somewhat effective, 4= Effective and 5= Very effective)

- Select the rating that best describes the overall effectiveness of the Master of Arts in Education program in enriching you as a teacher-leader who advocates for all children and youth? **Mean response of 4.40**
- How have you been changed by EMU's MA in Education program?
 - I now have a better understanding of the "why" behind "how" I teach.
 - I am reflective in my craft, sensitive to using research based practices, and update myself in the evolving world of technology.
 - I am more aware of how my teaching is shaped by what each person--teacher or learner--brings to the classroom.

- Allowing the classroom to become more of a community environment - holding more effective meetings - Conflict Resolution
- I understand and use elements of action research, encourage the use of professional publications/journals, and actively use the methods of peacebuilding and restorative justice in my school setting.
- Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.
- I make informed decisions regarding best practices in my classroom. My knowledge base has increased, especially in the area of literacy.
- Think more about my teaching practices for best student outcome.
- Emu's MA in Education program helped me to included conflict resolution techniques into my behavior management plan, which is used on a daily basis. They also helped to give me strategies and confidence with collaborating and teaching with fellow educators.
- I am more prepared as a teacher and the program makes me a better educator.
- Not only have I learned how to be a peacebuilding constructivist teacher, but I also came to Christ, partially because of EMU
- I have been changed in that I understand peace building more. I am more aware of cultural diverse materials available. I feel proud that I have my Master's degree.
- I have valued highly the opportunity to learn with students from other disciplines in some of my classes. I have been significantly impacted by the constructivist perspective on education. I have also LOVED most of my professors, who were very focused on students as individuals as well as experts on their topics.
- I was inspired by several instructors via their passion for teaching all students using a cooperative/constructivist approach. The assignments at EMU helped me first to understand and then later to implement reflective practice and constructivism in my classroom.
- 1. Looking at students with a more democratic spirit and allowing them such a spirit. 2. Recognizing the students' potentialities and acting accordingly. 3. Being aware of the competencies of technologies and making use of them more effectively. 4. While leading, guiding, assisting, and challenging the students, a teacher should not forget that self-improvement is required and necessary. 5. Though limitations exist, once their mind is set, students and teachers together can achieve miracles.
- I've become more aggressive in advocating for change in my school and community.
- Reflect, put the knowledge into practice.
- I have been better equipped to teach. I have learned a lot about my area of study. Dialogue with other teachers has broadened my horizons.
- Many of the instructors modeled constructivist teaching, which strengthened my own commitment to provide the same community for my students. The Peacebuilding class changed me-you can't through that course with someone like J. Mullet and come out unchanged. I have better skills now to be a peacebuilder myself.

I have to say, as a non-Mennonite, I was changed by the grace and example of living one's faith that I saw throughout my time at EMU. From Pam Rutt, who guided us all, to the instructors and so many of the students-it was a wonderful experience and I am grateful I was on that journey. I started taking classes because of a recommendation from a colleague who told me it was a very teacher-friendly program-no busy work that wouldn't actually benefit you in your teaching. I stayed with the program for that reason and because it made me a better person as well as a better educator. I had many wonderful literacy teachers, Debbie Denlinger and Susan Finn-Miller are two in particular who helped me to become a better educator and to expand my thinking. The Family and Community Literacy course had a much greater effect on me than I thought it would. It opened my eyes to the way students and families may see us as educators, and may be intimidated which can look like apathy. The trip to McCaskey H.S to the classes for ELL and G.E.D students profoundly affected me. The support I received during my action research from Susan Finn-Miller was

- Have more of an interest in reading professional literature. Observe and do some documenting of the effectiveness of instructional practices.
- When I plan, I am thinking about the reason behind why I am choosing to teach this lesson. What will my students learn from this.
- EMU's MA in Education program's greatest effect may be in the first course I took--the course on constructivism. It articulated and affirmed many things I already believed about education, particularly with regard to meeting kids where they are and going from there, with regard to seeing each student as a unique reader of a given piece of literature...
- Rejuvenated my thinking. New ideas and philosophies.
- Although reflection is an important part of my activities, I still need to improve in this area.
- Since I obtained my MA from EMU approx. 20 years after my BS degree in Education, I feel that my MA education has made me a true professional in my teaching career. I continue to be impressed with the quality of education, the emphasis on teacher collaboration, and the professional teaching staff at EMU
- This program has caused me to be even more self reflective in my teaching practices.
- Confidence in my subject area. I feel that I have more specific knowledge in the area of literacy instruction, an expert in my field.
- Constant pursuit of excellence.
- Confidence in teaching
- More reflective of my instruction practices and the outcomes of those practices
- Prepared me for the Reading Specialist Praxis test. Developed my confidence in sharing my ideas with others.
- I have discovered/developed a strong commitment to professional collaboration. I have also learned that I am committed to students being involved in their own learning environment.
- My whole perspective of myself as a teacher has changed. I think you have made me a reluctant leader. I now search for research to clarify and substantiate my "teacher intuition " before I present it to others. I now know HOW to find, read and use research. I feel more confident in presenting to peers because my knowledge is now rooted in research. Administrators who have one view of how things should be done no longer intimidate me. I learned from Kay Frunzi how to deal with 'intimidators',

'meeting wallflowers' (who have great minds and don't speak up), and administrators who have never been in my classroom (ESL) but tell me exactly how to teach. I also learned from her how to speak to and react to parents and how to remain more professional when I passionately want to speak. I adapted (rewrote as vocabulary lessons) the Harcourt Storytown spelling lessons for grades 4 and 5 for ELLs and focused on what the students, not the basal reader needed. My action research proved statistically that my intuitions about ELL needs were correct (What a great 'aha!' moment!). The actual writing of my action research disciplined me to write professionally which will increase others' respect for what I have to write. In conclusion, the EMU program gave me the confidence to substantiate, trust my past experiences, and 'teacher intuition'. Additionally, EMU taught me the skills to professionally express my ideas to others. Thank you! My EMU MA experience changed my whole perspective and subsequently my life and showed me there is still so much work to do!

- What do you identify as the strengths of your teacher preparation program?
 - Opportunity to collaborate with practicing teachers from all over the county.
 - Opened my mind to other ideas... 2 examples... the Constructivist class with Myron and the diversity class with Luke were excellent.
 - Personal, caring attention; focus on research base practice; encouragement to investigate new connections and stretch oneself beyond presented material
 - Reflective practice, regard for diversity, exposure to non-violent communication
 - Projects can be transferred into professional practices/lessons - Professors were patient and willing to work with me - The sharing of information and ideas amongst classmates
 - Networking between educators from many different disciplines.
 - 1) Knowledge of special education foundational theories, applicable laws, due process, and ethical principles as a basis for behavior management, collaboration, instructional practice and assessment. 2) Knowledge of social structures and research bases for understanding risk and resiliency in children and youth. 3) Knowledge of the range of factors, including the impact of current societal patterns that may place students at-risk for educational failure. 4) Knowledge of current models and practices for connecting and empowering schools and community organizations to build resilient settings for at-risk students, based on current research Special Education. 5) Demonstrate advanced ability to utilize formal and informal assessments to design long and short term learning experiences that are individually designed, enhance language development, and value cultural diversity. (CEC 5,6,7,8). 6) Identify effective instructional, behavioral, and assessment strategies, informed by current research and best practice, that promote challenging learning results, and generalization of skills across environments and lifespan for students with exceptional learning needs. 7) Identify the research-based models for building learning environments that are conducive to retaining and supporting students who are at-risk. 8) Develop collaborative strategies for preparing students with ELN to make productive transitions in a way that encourages self-advocacy and increased independence. 9) Translate teaming and collaboration theory into practice for delivering educational services that are culturally, linguistically, academically, and socially responsive to the needs of at-risk children and youth. 10) Analyze models based on current research, for integrating students with exceptional learning needs,

including those from culturally and linguistically diverse backgrounds, across learning environments. 11) Develop professional and ethical beliefs and behaviors for initiating change in the education and delivery of services to at-risk children and youth. 12) Identify the components of ethical and professional practice which allow special educators to engage in learning communities that benefit individuals with ELN, their families, colleagues and their own professional growth. 13) Identify the components necessary for establishing a network of family, school and community personnel for the identification of the risk factors, necessary interventions, and subsequent assessment plans for increasing student resiliency and sustained participation of the student in the learning environment.

What changes or additional experiences would you recommend for program improvement?

- More instruction and assignment in differentiating instruction
- Classes with current issues... for special education, secondary transition is huge. Other ideas... 21st century learning, student engagement
- I would like to take writing courses, to supplement the reading specialist program, such as those suggested by the National Writing Project.
- Special Education supervisory certificate program or educational leadership with principal certification
- I appreciate the computer lab which is now available at EMU's Lancaster Campus which was not available when I was a student several years ago. I would recommend having the advisor for the Action Research project is from the local area and not from Virginia when the student is in Lancaster. This was a source of great frustration and a liability for me when working on my Action Research project. I almost gave up because of it. Sheer determination and God's help were the main reasons I could complete the project.
- Require every MA student to receive certification in peacebuilding and development.
- Use of virtual programs, internet based materials.
- I love the EMU education program and recommend it to my fellow teachers. I wish that they had a Principle Certification program so that I could further my education through EMU.
- Address and acknowledge other schools of thought and not be so parochially constructivist, i.e., be more diverse.
- Nothing! EMU is a top notch school. I wish they had an EdD program.
- I would have liked to have been given the opportunity to follow a different strand for my Master's degree. It was not my first choice, but it was, at the time, the only one offered to me. It was sometimes difficult to have all learning fit appropriately with elementary teachers mixed in with high school teachers. I would have liked less team bonding, although fun, I would have preferred to use my time better.
- I really appreciate the one-credit mini-courses that have been offered. They offer high-quality professional development that is focused on emerging knowledge in specific areas.
- My hope for the program is that it will remain true to its mission and Christian values.
- Keep the liberal arts in mind, adding more new and developed technology-oriented courses
- I would enjoy taking more classes that are more specific within each curriculum area
- I think the program is well put together. Changes recommended on end of class surveys have been taken into consideration and classes have improved for students who followed

- I felt the staff, Pam and Don, were responsive to our feedback. I was fortunate to have very positive experiences. I trust you will continue to consider the feedback from others who may not have felt as supported with their mentors.
- Reading program should provide more instruction on how to diagnosis and most importantly, work with reading disabilities (mostly, how do we help students who are dyslexic or have other reading difficulties?)
- Good program--I didn't come out of it with a list of things to change. Sorry!
- Keep the workload to keep the student focus on educational goals in the classroom.
- The option of getting a principal or supervisory certificate with the program.
- A bit more upfront knowledge of the action research process, it was more manageable than I anticipated.
- Action Research needs to be addressed
- Better training/preparation for action research mentors
- I could certainly have benefitted at times by having an advisor who actually knew me. While Pam and Gloria provided great administrative support, there were times when I would have liked it have someone who knew me to talk to about course selection.
- 1. A list of required computer/technology competencies for each graduate. A) Perhaps a help desk where students may request technology instruction when they need it. B) Perhaps a Saturday when future action researchers are tested for or taught unknown computer competencies 2. Clearer expectations for Action research 3. Clearer expectations for power point presentations. (I.e. you don't put your bibliography on a power point. My own children updated my power point; I was so outdated!)

The EMU Education Department is considering creating a facebook group for the purpose of communicating with alumni. Would you join this group?

(1=Yes, 2=No (I use facebook, but I would not join this group) and 3=No (I do not use facebook.)

- The average number (2.15) of the 39 respondents has a facebook page but wouldn't join this group.

	Yes		No (I use facebook, but I would not join this group.)		No (I do not use facebook.)		Total
	N	%	N	%	N	%	Mean
The EMU Education Department is considering creating a facebook group for the purpose of communicating with alumni. Would you join this group?	13	33.3%	7	17.9%	19	48.7%	2.15

Administrator survey responses

- Only one administrator responded, not feasible for comparative purposes. However, this is the qualitative response:

- *What strengths does this Master of Arts in Education graduate have?*
 - Mrs. Tomlinson is a thoughtful teacher who "seeks first to understand." Given the nature of her position (serving 16 school districts and over 50 students) she demonstrates excellent communication and collaborative skills.