COMMON ENTRANCE SURVEY RESULTS:
IB/M TEACHER EDUCATION STUDENTS ENTERING IN 2011-2012

September 2011

The Common Entrance Survey was administered to all incoming students enrolled in the University of Connecticut’s Neag School of Education’s Integrated Bachelor’s/Master’s Teacher Education Program (IB/M) for the 2011-12 school year. This report presents results of this survey, which was completed by 78 students, 55 of whom (70.5%) are female.

- While only 4% of respondents grew up in a home where a language other than English was the primary language, 25.9% of respondents can speak a language other than English. That language is predominantly Spanish.
- 94.8% of respondents attended a public high school.
- The respondents are studying in the fields of Biology, English Language Arts, General Science, Math, Social Studies, and Special Education.
- 57.6% of respondents intend to focus on educating students at the elementary level and 52.5% intend to focus on educating students at the high school level.
- The majority of respondents would like to work at a school with moderate SES, a racially and ethnically diverse student body, and average to high achievement levels.

This report includes information regarding respondents’ experiences working with students with English language learners and those students with disabilities. Additionally, respondents reflect on their experiences with assessment.
Student Demographics

Gender:
(78 Responses)
- Male (55, 70.51%)
- Female (23, 29.49%)

Highest level of education attained by your mother:
(78 Responses)
- Some elementary school
- Some high school
- Completed high school
- Completed junior/community college
- Some college
- Completed college
- Some graduate school
- Completed graduate school
- Unsure

Race/ethnicity:
(78 Responses)
- Asian/Pacific Islander (69, 88.46%)
- Black or African American (23, 30.42%)
- Hispanic American (14, 18.16%)
- White/Caucasian (7, 9.09%)
- Multiple (9, 11.54%)
- Do not wish to supply (2, 2.63%)

Highest level of education attained by your father:
(77 Responses)
- Some elementary school
- Completed middle school
- Completed high school
- Completed junior/community college
- Some college
- Completed college
- Some graduate school
- Completed graduate school
- Unsure
Indicate your oral proficiency in each of these languages:
(77 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1 (Not at all)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2 (2.60%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>71 (92.21%)</td>
<td>4.89</td>
</tr>
<tr>
<td>Chinese</td>
<td>69 (89.61%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Italian</td>
<td>61 (79.22%)</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0 (0.00%)</td>
<td>1.14</td>
</tr>
<tr>
<td>French</td>
<td>52 (67.53%)</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>0 (0.00%)</td>
<td>1.40</td>
</tr>
<tr>
<td>Polish</td>
<td>69 (89.61%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Spanish</td>
<td>18 (23.38%)</td>
<td>23</td>
<td>29</td>
<td>6</td>
<td>1 (1.30%)</td>
<td>2.34</td>
</tr>
<tr>
<td>Other</td>
<td>55 (71.43%)</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1 (1.30%)</td>
<td>1.25</td>
</tr>
</tbody>
</table>
Past Education Characteristics

What type of high school did you attend? (77 Responses)

- Charter/magnet: 2 (2.59%)
- Private (religious or parochial): 3 (3.89%)
- Public: 72 (94.51%)

How would you describe the racial/ethnic composition of your high school? (78 Responses)

- Primarily non-white students: 49 (62.82%)
- A mixture of both white and non-white students: 95 (32.05%)
- Primarily white students: 1 (1.31%)

How would you describe the location of your high school? (78 Responses)

- Rural: 56 (71.79%)
- Suburban: 13 (16.67%)
- Urban: 9 (11.54%)

Which pupil level(s) are your intended focus in the Program. (Please check all that apply.) (78 Responses)

- Elementary school: 45 (57.65%)
- Middle school: 25 (32.05%)
- High school: 41 (52.56%)
Experience with English Language Learners (ELL)

The next several questions refer to your preparation for working with English language learners (ELL) students.

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average Rating</th>
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<tbody>
<tr>
<td>I am prepared to tailor instructional and other services to the needs to ELL students.</td>
<td>5 (7.04%)</td>
<td>10 (14.08%)</td>
<td>25 (35.21%)</td>
<td>16 (22.54%)</td>
<td>15 (21.13%)</td>
<td>3.37</td>
</tr>
<tr>
<td>I possess a clean understanding of the language demands of the content area that I will teach.</td>
<td>8 (11.27%)</td>
<td>5 (7.04%)</td>
<td>21 (29.58%)</td>
<td>27 (38.03%)</td>
<td>10 (14.08%)</td>
<td>3.37</td>
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<tr>
<td>Statement</td>
<td>Percentage</td>
<td>Confidence</td>
<td></td>
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<tr>
<td>I am knowledgeable of teaching strategies and instructional practices for ELL students that are developmentally appropriate.</td>
<td></td>
<td>2.63</td>
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<tr>
<td>I am knowledgeable of alternate ways of giving feedback.</td>
<td></td>
<td>3.18</td>
<td></td>
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<tr>
<td>I am knowledgeable of teaching practices that are attuned to students' language proficiencies and cognitive levels.</td>
<td></td>
<td>2.70</td>
<td></td>
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<tr>
<td>I am knowledgeable of teaching practices that are culturally supportive and relevant.</td>
<td></td>
<td>3.06</td>
<td></td>
<td></td>
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<tr>
<td>If I try hard, I can get through to most of the ELL students.</td>
<td></td>
<td>3.79</td>
<td></td>
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<tr>
<td>I am confident in my ability to handle most discipline problems with ELL students.</td>
<td></td>
<td>3.21</td>
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<tr>
<td>I am confident in my ability to teach all ELL students to high levels.</td>
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<td>3.25</td>
<td></td>
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<tr>
<td>I am confident I am making a difference in the lives of my students.</td>
<td></td>
<td>4.17</td>
<td></td>
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<tr>
<td>I am uncertain how to teach some of my ELL students.</td>
<td></td>
<td>3.56</td>
<td></td>
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<tr>
<td>I feel confident in providing a positive learning environment and create a climate characterized by high expectations.</td>
<td></td>
<td>4.20</td>
<td></td>
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<tr>
<td>I am confident of my skills to effectively communicate with parents and guardians of ELL students.</td>
<td></td>
<td>3.16</td>
<td></td>
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<tr>
<td>I am confident of my skills to provide alternative/performance assessments to ELL students.</td>
<td></td>
<td>3.04</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Statement</td>
<td>6</td>
<td>9</td>
<td>28</td>
<td>24</td>
<td>4</td>
<td>3.15</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>I feel confident in providing linguistically and culturally appropriate learning experiences for ELL students</td>
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</tr>
<tr>
<td>ELL students in the general education classroom setting slows down the progress of the other students in the class.</td>
<td>16</td>
<td>28</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>2.28</td>
</tr>
<tr>
<td>Inclusion of ELL students in general education classes is good in theory, but does not work in the real world.</td>
<td>14</td>
<td>28</td>
<td>24</td>
<td>5</td>
<td>0</td>
<td>2.28</td>
</tr>
<tr>
<td>Immigrant parents do not try to learn English.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>1.65</td>
</tr>
<tr>
<td>In order for ELLs to learn English, their parents should attempt to speak English.</td>
<td></td>
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<td>3.18</td>
</tr>
</tbody>
</table>
Please describe any previous personal experience or academic preparation you have had to equip you to teach ELL students.

(44 Responses)

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td>NONE</td>
</tr>
<tr>
<td>In the preschool and child care center I work at, there are children from many diverse backgrounds. Some children come in barely knowing English and learn it primarily through our center as their parents are not proficient.</td>
</tr>
<tr>
<td>I took Spanish language classes throughout middle school and high school, and I am considering a minor in Spanish.</td>
</tr>
<tr>
<td>I have observed, assisted, and substituted for several elementary ELL classrooms. I have also taught for a youth program which serves many students who come from immigrant families and spoke different languages prior to learning English.</td>
</tr>
<tr>
<td>Having traveled to Haiti three times, I have had to learn to work with a language barrier. I have worked in schools and been required to help the students. It has never been easy, but the students and I were able to reach a middle point and work together effectively. As a result, I am building confidence in my ability to work with ELL students effectively, but at the same time, I know that I have a lot to learn.</td>
</tr>
<tr>
<td>I have volunteered in a bilingual (spanish/english) classroom with students who all spoke varying degrees of English!</td>
</tr>
<tr>
<td>america reads summit meetings</td>
</tr>
<tr>
<td>Before transferring to UConn, I took a Tutoring Seminar at Western New England University where we learned about ESL (English as a Second Language) students and I did my final thesis and project on the subject.</td>
</tr>
<tr>
<td>Diversity Class, Swim Lesson instructor in a diverse environment, Jumpstart</td>
</tr>
<tr>
<td>America Reads ELL training</td>
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<tr>
<td>None whatsoever.</td>
</tr>
<tr>
<td>I observed one ELL class. It was very rowdy and difficult to keep under control. I will feel more confident with ELL students when I have more experience.</td>
</tr>
<tr>
<td>While I've had no academic experience with ELL students I interned last semester in a High School in Cape Town, South Africa where all of the students were ELL's. I had my own history classes that I taught three days a week to Xhosa speaking students.</td>
</tr>
<tr>
<td>I have done a large amount of volunteer work and tutoring in urban schools with a large Spanish-speaking population. Having some knowledge of Spanish has helped me to get through to the Spanish-speaking students that I worked with as they learned the subject material and English language. These students often required more personal attention to be successful.</td>
</tr>
<tr>
<td>I have worked in classrooms in which a majority of the students speak both Spanish and English.</td>
</tr>
<tr>
<td>I've worked with a variety of people with different levels of proficiency with English and have always been able to successfully get my point across.</td>
</tr>
<tr>
<td>volunteering in the Hartford School System</td>
</tr>
<tr>
<td>I have been involved in the Jumpstart program at the University as a Corps Member, Team Leader, and Program Director. It is an early childhood language and literacy program and I have had a lot of experience teaching ELL students.</td>
</tr>
</tbody>
</table>
| For the past 6 years I have been a staff member of Joslin Diabetes Camp and The Barton Center for Diabetes Education. I have worked with both staff and campers of many diverse regions, as well as language barriers. Learning to communicate in an effective manner was essential to have a successful
I took Spanish through AP level, and I have worked in schools in Windham and Hartford that had significant bilingual populations.

I am currently working in a Pre-School with many children who do not speak English. I only know English yet I use symbols and gestures to communicate as I help them learn English. These children speak mostly Chinese.

I worked with an ELL student in a kindergarten classroom whose primary language was Spanish.

I have tutored children in elementary school through Project Academic Advancement. Some of the first graders I worked with didn’t speak a lot of English and a lot of their school work was in Spanish.

One example of my previous experience with ELL students was at Southwest Elementary school in Mansfield. The student was a new addition from Turkey to a first grade classroom. I was assigned to work one on one with him walking around the school helping him to make familiar associations with the building, such as bathroom for example. I believed this was challenging and productive for the student because he was able to get comfortable with his surroundings and was then able to communicate where he was and wanted to go throughout the school. It was very challenging but having pictures placed on certain objects throughout the school definitely helped. Examples include, a picture of boys on the boys bathroom door or pictures of food on the cafeteria door as well.

I understand the frustration of coming to America and not understanding English, I personally do not have this issue. However I have a few close friends who moved to America and only spoke Portuguese, and I see the frustration and issues that arise with them. I understand patience is a must, but as is parent cooperation.

N/A

The only personal experience I’ve had with ELL students was in elementary school, the school I attended had an English as a Second Language (ELS) program, which a few of my peers were in.

Humanitarian trip to Mexico, where native children were attending school to learn English. Classroom experience with children who spoke broken English.

I have had none.

I was an ELL cadet teacher in high school. With this role, I observed a classroom of ELL students and would assist the teacher in teaching these students. I helped them with their classwork, especially reading and writing. I also made my own lesson plan and taught a group of ELL students. I traveled to Washington, DC, and Philadelphia and worked with ELL students at a summer camp teaching them how to read. I am also a tutor in Windham working with ELL students and I would help them with their homework and reading.

4 years of Spanish in Middle and High School.

I have had some personal volunteer experience in schools where there are a great number of ELL students. These experiences have been in urban settings, namely in Hartford at Kinsella Elementary School and during my time studying abroad in London, at Argyle Primary School. During my time at these schools I gained experiences working with ELL students in the classroom, which has proved valuable in helping me begin to learn how to teach ELL students.

In doing some of my observations in a classroom while preparing to apply to Neag, I had the opportunity to spend time in both a classroom that integrated ELL students with traditional students and utilized both English and Spanish in the lessons as well as a classroom for only ELL that aimed to improve the English speaking skills of the students while teaching them the material from the range of disciplines.

In highschool I was involved in a program in which I did student teaching one day a week for a year at a local elementary school. I was often asked to work with a Korean boy who was an ELL student. We
would work together on worksheets of basic English words and I would use the computer to translate directions for him.

I have worked in schools in both Windham and Hartford, which had large ELL and bilingual populations, and I took Spanish through the AP level.

I myself was an ELL student in a bilingual classroom in grades 5 and 6. Having gone through that experience, I know that it is possible to cater to ELL students’ needs so that they can be successful.

In high school I was the president of the Spanish Honor Society and participated in culturally diverse events in which language barriers posed some challenges.

I observed a music teacher who was teaching a class with a good number of ELL students. By watching him work with kids and trying to get them involved as much as he could in the lesson, I learned a few ways to teach ELL students.

I studied abroad and had an internship that worked with learners that English was their second language. I worked with them to teach them English.

I have taken four years of advanced level Spanish, and have had close interactions with English learners, but other than that I have very little experience.

I took Spanish all through high school and my freshman year at UConn. I volunteered in a bilingual classroom working one on one with students during math time.

My girlfriend of 4 years is originally from Puerto Rico. Spanish is the first language of her and her family. Her mother does not speak English.

I have volunteered for the Jumpstart language and literacy program for 2 years and have had many preschool ELL students and have had training to help support their development.

For the past three years, I have traveled to the Dominican Republic as part of a medical mission. In my time there, I have interacted with both Dominicans and Haitians, two groups of people with historic and linguistic differences. I utilized my Spanish language skills to ascertain the needs of the people receiving care, and to give instruction relating to health and personal care.

During an interview to obtain a teaching position, you are told the following: "Students should be proficient in English before before being integrated into the general education classroom." How would you respond to this statement during your interview?

Response

I would explain that I believe that statement is not necessarily true. While these students should have had some exposure to English, proficiency is not crucial to their success.

I think that ELL students can succeed in the general education classroom while also receiving one on one instruction during the school day. I think that students who are not proficient in English can benefit from being in a general education classroom by being indulged with the language of all the students surrounding them. Although it is important that they get private help during the day by a public specialist removing them from the classroom, I do not believe they should have no general education classroom experience at all. Teachers should know how to treat and adapt to these children.

Students who are not fully proficient in English should still be given an opportunity to be integrated into the general education classroom; they should not be automatically dismissed from a class because they are still learning English. Being a part of a general education classroom would enhance
students’ English-speaking skills, and teachers should be willing to work with ELL students to improve their language skills.

Students need not be proficient in English before being integrated into the general education classroom, as long as the teacher is willing to collaborate with other aides and the parents of the student to develop a teaching strategy tailored for the specific student’s needs. Only by immersion into a general education classroom can we hope for the student to become fluent, if not at least proficient in, English.

I disagree with this statement. I've worked with many ELL students who have been integrated into general education classrooms, and I have seen that they can be successful. These students need support, however, and it is the responsibility of teachers and schools to overcome the linguistic barriers of teaching ELL students. I've also known friends, family, and classmates who were not proficient in English before being integrated into the general education classroom, and many have shown success in that environment.

I agree unless the teacher is proficient in the student’s primary language. There are many studies showing that students in an English speaking classroom that only have conversational skills can not catch up fast enough to succeed to their full ability as their English speaking peers.

I feel that you need to integrate them slowly, but you cannot keep them completely apart from other students

While I respect and understand that idea, I have to disagree. I think that students can be a great help to one another, educationally and socially. I think keeping such a student out of the classroom would only deprive her of building valuable social and educational skills. Oftentimes it helps to be in a situation that forces you to step out of your comfort zone and have to adapt to your surroundings. That being said, that student should not be left alone to fend for herself, but rather helped along the way in which a way that forces her to stretch herself, but not in such a way that causes her to despair and thus fall behind. I believe it isn’t one way or another, but rather a medium between the two that with work, is attainable.

I disagree with this statement. I believe that students pick up on a lot of language learning by interacting with other students and trying their best to communicate with them. I do think that they should have some time on their to better their english but should also be a part of the general education classroom.

Absolutely not

That my opinion is the opposite, and while I can see how people would think it would be better to separate struggling students from students who are already proficient in English, both groups can benefit from each other. ELL students will benefit by working with students who already have strong English skills because they will be working with their peers and be surrounded by other students who can help them learn; hearing fluent English also makes a big difference and they would be forced to practice their skills throughout the day and not just through assignments. The students who already are proficient will be further improving their own skills by working with and maybe helping their classmates.

I guess I’d ask the interviewer what specifically defines "proficiency"? A child with no exposure to the English language at all will certainly struggle in a general education classroom, as might a child with very little exposure. These children may need some extra help during the day to aid them with their transition to speaking English. But I certainly disagree with the principle that ELL students do not belong in the classroom with other children their age at all. If kept out of the classroom, these children will fall drastically behind in both classroom material and critical social skills. There needs to be a balance of extra attention and being treated like a normal student.

I disagree with this statement because I firmly believe that children learn better in an environment
Where they are exposed to and encouraged to learn both the academic material and the language.

I would say that I disagree, and that I think integration into the general education classroom would allow an ELL student to gain a better understanding of the language in its context. That being said, I also think it’s appropriate for ELL students to have some time outside of the general classroom, focused solely on learning English as a second language.

I think it is helpful and useful for all students to be able to communicate with each other in the same language. However, with encouragement and help, students can continue to strive to be proficient in English while being integrated into the general education classroom. Students cannot learn without experience and can slowly integrate throughout their high school career.

I believe that part of schooling is to build on and learn from what a student already knows. I do not think it is necessary for the student to be outstanding in English before being integrated into the general classroom. I do believe that the student should have some experience and understanding with the English language to help him or her learn and grow in the classroom. To me, school is about getting an education and learning new skills. Ultimately, any child can be taught to be proficient in English.

I disagree. In order to benefit the student body as a whole I think that ELL’s should take an English class on the side but also take general education classes. While a classroom may slow down on occasion it is important that the ELL’s don’t fall behind on other topics. Immersion is the best way to learn a language anyways. I think we would be starving the ELL’s of a proper education.

I would say that I agree to some extent. Students that do not have any knowledge of English should not be fully immersed in the general education classroom. Still, it could be helpful for the students to be exposed to English-speaking students at some point.

I think that, especially with mathematics (which is almost a language of its own), students can understand the concepts without being able to speak English completely.

Students should be able to be integrated into a general education class even if they are not proficient in English. It is important that the teacher work with the ELL student to ensure that they can learn the material and communicate effectively by other means as well as using English.

In general, I do somewhat agree with the statement because I know that it would be very difficult for me to in a classroom where I was not proficient in the language. However, I will be teaching mathematics and personally I believe that Math is a pretty universal language no matter what background a student is from.

Every student deserves to be in the general education classroom. It would be appropriate to remove the child for language improvement during the normal school day, but the child will benefit more by staying in the general education classroom.

I disagree, because hearing language used around them will help them learn the language.

I think that knowledge can be conveyed through a variety of methods, so that, while common language is important, I do not believe that full proficiency is necessarily a must-have. There are certainly ways to pass on information either through non-oral methods, or through finding common ground that can lead to understanding.

Each child should be handled individually depending on their situation. However most children are able to pick up different languages very quickly. And although they may not be able to produce the language right away children are able to comprehend different languages at a faster rate. Therefore I don’t believe that a student needs to be proficient in English before being integrated into a general education classroom, unless extenuating circumstances require them to do so.

I do not agree with this statement. I believe there should be certain times during the day where students learning English receive special attention, however I believe that most learning can be done
in the general education classroom and they should not be isolated.

While I agree that being proficient in English is key to having a cohesive learning environment, there are other methods available to help with integration into the classroom with an English Language Learner. If possible, an interpreter would be helpful, but using images and photographs to help reinforce the topic will help the English Language Learning student to understand the lesson. Isolating a student until proficiency is reached in the language, may only hinder his or her inclusion into the classroom and could potentially cause the student to fall behind in communication and general social interaction in a school setting.

ELL students who are not yet proficient in English may benefit from being included in discussions held within a general education classroom. The use of English in the classroom will help them to better learn the language while being included.

I would have to disagree. I think that being integrated into the general education classroom can provide both parties (the ELL students and those proficient in English) with valuable lessons. For example, if an ELL student is having a difficult time learning certain verbs or complex sentence structures, an English speaker in the classroom may be able to reinforce what the ELL teacher has been trying to say. Sometimes it's easier to take in information coming from a peer than from someone who may intimidate you, no matter how nice they try to be.

That would depend on how we define the word proficiency. I believe that a student should know and understand basic English before being integrated into the general education classroom. I feel they should know how to speak and write English in order to be successful in a general education classroom. The student should understand enough English to understand most of what the educator is saying in order to receive an effective education.

I disagree with that statement, because an English-speaking classroom is a perfect environment to become proficient in English, where an ELL will have the support of his teacher, classmates, and many language learning resources at his disposal. It can be difficult for an ELL to be able to express himself proficiently in English if it is not spoken at home or in his community. Though he might struggle in a general education classroom with fluent English speakers, this is a perfect environment to receive the support and gain the motivation he needs in order to improve his English speaking skills.

The best way for a child to learn English is from playing and working with English speaking peers. I do not agree with this statement and I would prefer my classroom to welcome all students regardless of language ability.

I would disagree especially for young ages that can pick up languages quickly and being surrounded by English speakers in a classroom setting will help proficiency, although a basic/elementary understanding of English is most helpful in keeping a class together and moving forward.

Disagree, material can be presented in multiple manners simultaneously that can be effective for all students.

I think that all children deserve a proper education. Even if they aren't proficient in English, they need to have the opportunity to better themselves and to be taught.

"I understand your point about having children who are proficient in the classroom setting but I would have to say I disagree. I disagree because I agree with integrating classrooms and without ELL students there is a lack of integration which provides the students with a lack of a variety of social experience. Also, that limits children who don't have the opportunity at home to learn English proficiently at home to learn English and become educated. I believe that children do not choose there home settings they are placed in them so they should have the opportunities to expand their minds and abilities through the open arms of education.

It would be more beneficial to ELL students if they were integrated into the general education
<table>
<thead>
<tr>
<th><strong>A classroom after developing a basic understanding of English because it would expose them to native English speakers and accelerate the development of their English language skills.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I would the student needs to be able to comprehend instructions given by the teachers and respond appropriately, however their English does not have to be perfect. The best way to learn is from your mistakes and a child being forced into a situation where they speak English daily may help them adjust quicker.</td>
</tr>
<tr>
<td>Integration into the general education classroom should not be based on one criterion. Just like it is important for special education students to have the same semblance of normalcy, ELL students should have this privilege as well. I believe that being around the language being spoken as often as possible is just as beneficial, if not more so, in the success of these students gaining the language. Additionally, I believe that being around people their own age in the classroom setting may allow for an even more rapid learning curve for these students.</td>
</tr>
<tr>
<td>I would have to disagree with the statement. Keeping students who are not proficient in English out of the classroom only hinders them. The only way a child will improve their understanding of the English language is to emerge themselves in the language. Socializing with English speakers is necessary to help them succeed. Learning a language takes a lot of practice just like a sport, the only way you're going to improve is to play with those that are better than you. The only way a child is going to become proficient in English is to be in the company of English speakers.</td>
</tr>
<tr>
<td>I believe with work and practice, any child can become a better English speaker. But I also agree that a student who doesn't know any English would pose an extreme challenge to a room full of English speaking pupils. I agree that a student should receive extra help to become fairly proficient in English before working with other English speakers, so that the general curriculum is not altered. Otherwise, this would pose a roadblock in the learning environment of other students.</td>
</tr>
<tr>
<td>Every student deserves a chance to learn. Whether or not a student speaks English should not determine their ability nor opportunities to learn. We should be equipped to teach students with varying language barriers.</td>
</tr>
<tr>
<td>Students should be able to understand the basis of what is being taught in the classroom without requiring constant one-on-one attention from the teacher.</td>
</tr>
<tr>
<td>I believe that a student integrated into the general education classroom will learn to their fullest potential if they are proficient in English. However, you cannot discriminate against a student who is not proficient in English and tell them they are not allowed into the general education classroom. I believe that a happy medium between a yes or no answer to this question is by having students who are not proficient in English be taken out of their general education classroom once a day to an ELL classroom.</td>
</tr>
<tr>
<td>I agree with this statement. If all students in the classroom, as well as the teacher, are proficient in English, it will create a better learning environment because everyone can understand each other and time will not be spent differentiating material for those not proficient in the language.</td>
</tr>
<tr>
<td>Although this statement may seem common sense at first take, this statement is not something that should be settled upon. Separating students that are not proficient in English from the general classroom does not benefit them in any academic or social way. Integration, on the other hand, helps to speed up English language proficiency as well as social progress that would otherwise be inhibited because of the language barrier. It could also be argued that integration for ELL students inhibits the learning of students in the general integration classroom; however, integrating these students supports peer-to-peer learning and strongly benefits the social growth of all students. This statement, therefore, should not be held true in school settings.</td>
</tr>
</tbody>
</table>
| In order for a student to be able to function in a classroom and be able to learn at a passable rate, some proficiency in English is necessary. A student unable to understand or speak any English will not
succeed in the general education classroom.

It is easy to say what should or shouldn't be, but the fact is that not all students will be proficient in English before being integrated into the general education classroom. That does not excuse us of our responsibility as educators to do our utmost to create a positive, proactive learning environment for those students. No matter what a student’s proficiency in English is, we must do our best to accommodate him or her and provide him or her with as many opportunities to learn as possible.

I believe that this situation would have to be evaluated on a case by case basis. I think that for some students, being around native English speakers in a classroom setting could be beneficial for them to learn and grow as English speakers by providing them the opportunity to work and speak with other students to help them learn. However, for some students, being in a general education classroom may prevent some students from improving their English language skills because they would be discouraged from participating and speaking out of fear of making mistakes or being wrong or could struggle to follow some of the material if they did not understand English very well. These such students would probably benefit from being around other ELL students and learning at a pace and in an environment that is more comfortable for them.

I disagree with that statement. The general education classroom is often the student’s only means of learning English. For example, If a student were to immigrate to the U.S. at age 12 and their parents and family do not know English, how will they learn? If these children are not exposed to the language there is no hope for them ever being proficient. The education system now has the proper tools to aid these children so why not.

All students should allowed equal access to education, and teachers should learn to work with students who are learning English as a second language.

I think that students can still be learning English and on there way to becoming proficient in English when they are placed in the classroom. Sometimes it can help students when they are learning a language to e placed with children there age who already know that language. Just by being in the classroom where that language is being spoken the student will learn.

I would respond by acknowledging the fact that this approach may be appropriate for some students, such statements must be modified on a case by case basis. I would then emphasize the fact that as a teacher I strive to provide each child with the best education plan for them as individuals.

I agree with this statement because students should have some basic knowledge of the English language before being placed in a general education classroom, otherwise, the students might feel lost and not benefit from what they're supposed to be learning. Nevertheless, ELL can be successful in general education classrooms if they are simultaneously taking additional classes to improve their English.

I would say this is not always the case and that an English language learner can learn content effectively without having mastered the language quite yet.

I would disagree and state that with guidance, students who fail to be proficient in English can still be successful in general education classrooms. Though it may be more difficult, being in the general education classroom in itself can help motivate the student to learn and become more proficient. The teacher must also be award of this students ability level to ensure that the student is truly advancing rather than falling behind with the language barrier.

I think that it is important for educators to become aware of the fact that in today's society, the language barrier has become a very prominent issue that is sometimes unavoidable. I believe it is imperative for teachers to learn techniques and different learning strategies to accommodate diverse learners rather than isolate them.
Although some may see this as imperative, the inclusion of ELL students often adds more to a classroom, and allows students to explore different cultures and backgrounds of their fellow students. It is very important for students to be proficient in English. However, it simply does not seem reasonable to practical to make it so they have to be proficient before being in a general education classroom. If anything, being included in the classroom will help them become proficient in English even faster.

I do not agree with this statement. I believe that some of the best ways language is understood and learned is by immersing oneself in the language. Language classes could be expensive or a students home environment may constrict them from learning English proficiently. Therefore making an integrated classroom where all students are not proficient in English the best possible classroom. I would say that I believe that everyone has the right to an education in this country. Just because you might not be a proficient English speaker does not mean that you don't have the desire to learn, or the potential for growth. In fact, being in a school and classroom setting would no doubt hasten this child's learning of the English language.

I would disagree with this statement. I think that students learning english should spend some time though out the day in a general education classroom so that they can pick up the language from the peers but also spend some of the day in an ELL classroom going more into the specifics and fully understanding the material. I would disagree with this sentence because there needs to be learning from inclusion and peers as well as in a specialized classroom.

ELL students are thrown into a difficult situation; they are enrolled in a system mostly designed for fluent English speakers and are expected to excel in a second language. Though ELL students do need instruction in the English language, they should not be barred from classes geared towards English-speaking children. The key to their educational success must be supplemental instruction, not exclusionary practices. ELL students may learn successfully in a general education classroom, and indeed may teach their fellow classmates new things as well. It is vital that they learn from their peers while also receiving supplemental instruction in English outside of the general curriculum.
### Experience working with students with disabilities

How confident are you in your ability to do the following on behalf of students with disabilities?  
(66 Responses)

<table>
<thead>
<tr>
<th>activity</th>
<th>Not at all Confident</th>
<th>Moderately Unconfident</th>
<th>Slightly Unconfident</th>
<th>Slightly Confident</th>
<th>Moderately Confident</th>
<th>Very Confident</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically prepare space and materials needed to deliver instruction</td>
<td>2 (3.03%)</td>
<td>6 (9.09%)</td>
<td>3 (4.55%)</td>
<td>10 (15.15%)</td>
<td>28 (42.42%)</td>
<td>16 (24.24%)</td>
<td>1 (1.52%)</td>
</tr>
<tr>
<td>Design lesson plans to provide all learners access to the general curriculum</td>
<td>2 (3.03%)</td>
<td>7 (10.61%)</td>
<td>5 (7.58%)</td>
<td>19 (28.79%)</td>
<td>22 (33.33%)</td>
<td>11 (16.67%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Modify lesson plans to address needs of students with disabilities</td>
<td>3 (4.55%)</td>
<td>2 (3.03%)</td>
<td>8 (12.12%)</td>
<td>22 (33.33%)</td>
<td>22 (33.33%)</td>
<td>9 (13.64%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Maintain a structured learning environment</td>
<td>1 (1.52%)</td>
<td>2 (3.03%)</td>
<td>4 (6.06%)</td>
<td>11 (16.67%)</td>
<td>34 (51.52%)</td>
<td>13 (19.70%)</td>
<td>1 (1.52%)</td>
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<tr>
<td>Use a small number of positively stated expectations</td>
<td>1 (1.52%)</td>
<td>0 (0.00%)</td>
<td>5 (7.58%)</td>
<td>20 (30.30%)</td>
<td>23 (34.85%)</td>
<td>15 (22.73%)</td>
<td>2 (3.03%)</td>
</tr>
<tr>
<td>Reinforce appropriate behavior</td>
<td>1 (1.52%)</td>
<td>0 (0.00%)</td>
<td>2 (3.03%)</td>
<td>8 (12.12%)</td>
<td>26 (39.39%)</td>
<td>25 (37.88%)</td>
<td>2 (3.03%)</td>
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<tr>
<td>Respond to inappropriate behavior</td>
<td>1 (1.52%)</td>
<td>3 (4.55%)</td>
<td>5 (7.58%)</td>
<td>9 (13.64%)</td>
<td>30 (45.45%)</td>
<td>17 (25.76%)</td>
<td>1 (1.52%)</td>
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<tr>
<td>Implement individualized behavior strategies for students with disabilities</td>
<td>2 (3.03%)</td>
<td>4 (6.06%)</td>
<td>12 (18.18%)</td>
<td>18 (27.27%)</td>
<td>23 (34.85%)</td>
<td>6 (9.09%)</td>
<td>1 (1.52%)</td>
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<tr>
<td>Introduce lesson content</td>
<td>1 (1.52%)</td>
<td>2 (3.03%)</td>
<td>7 (10.61%)</td>
<td>19 (28.79%)</td>
<td>23 (34.85%)</td>
<td>12 (18.18%)</td>
<td>2 (3.03%)</td>
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<tr>
<td>Maximize student engagement</td>
<td>1 (1.52%)</td>
<td>3 (4.55%)</td>
<td>6 (9.09%)</td>
<td>17 (25.76%)</td>
<td>20 (30.30%)</td>
<td>17 (25.76%)</td>
<td>2 (3.03%)</td>
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<tr>
<td>Provide performance-based feedback</td>
<td>1 (1.52%)</td>
<td>2 (3.03%)</td>
<td>8 (12.12%)</td>
<td>15 (22.73%)</td>
<td>22 (33.33%)</td>
<td>15 (22.73%)</td>
<td>3 (4.55%)</td>
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<tr>
<td>Activity</td>
<td>Responses</td>
<td>Percentages</td>
<td></td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Review lesson content at the end of instruction</td>
<td>1 (1.52%) 2 (3.03%) 5 (7.58%) 9 (13.64%) 28 (42.42%) 18 (27.27%) 3 (4.55%)</td>
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<tr>
<td>Teach lesson content relevant to student population</td>
<td>1 (1.52%) 4 (6.06%) 4 (6.06%) 19 (28.79%) 20 (30.30%) 16 (24.24%) 2 (3.03%)</td>
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<tr>
<td>Assess student ability and/or knowledge prior to instruction</td>
<td>2 (3.03%) 3 (4.55%) 11 (16.67%) 19 (28.79%) 21 (31.82%) 8 (12.12%) 2 (3.03%)</td>
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<tr>
<td>Assess student outcomes related to IEP during instruction</td>
<td>5 (7.58%) 8 (12.12%) 7 (10.61%) 14 (21.21%) 19 (28.79%) 5 (7.58%) 8 (12.12%)</td>
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<tr>
<td>Assess student response to instruction</td>
<td>1 (1.52%) 4 (6.06%) 8 (12.12%) 16 (24.24%) 22 (33.33%) 13 (19.70%) 1 (1.52%)</td>
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<tr>
<td>Uphold high standards of competence in the practice of the profession</td>
<td>1 (1.52%) 3 (4.55%) 4 (6.06%) 3 (4.55%) 24 (36.36%) 26 (39.39%) 3 (4.55%)</td>
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<tr>
<td>Uphold high standards of integrity in the practice of the profession</td>
<td>1 (1.52%) 2 (3.03%) 4 (6.06%) 2 (3.03%) 26 (39.39%) 27 (40.91%) 3 (4.55%)</td>
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<tr>
<td>Use evidence to guide exercise/exercising sound judgment in the practice of the profession</td>
<td>1 (1.52%) 2 (3.03%) 4 (6.06%) 9 (13.64%) 31 (46.97%) 16 (24.24%) 2 (3.03%)</td>
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<tr>
<td>Engage in professional activities related to continuous learning and advocacy</td>
<td>1 (1.52%) 2 (3.03%) 2 (3.03%) 5 (7.58%) 25 (37.88%) 26 (39.39%) 4 (6.06%)</td>
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<tr>
<td>Collaborate respectfully with all stakeholders</td>
<td>1 (1.52%) 3 (4.55%) 2 (3.03%) 5 (7.58%) 25 (37.88%) 24 (36.36%) 4 (6.06%)</td>
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</tbody>
</table>
Please describe any previous personal experience or academic preparation you have had to equip you to teach individuals with disabilities.

(44 Responses)

Response

NONE

Before transferring to UConn, I attended a private college where I was enrolled in a special education program. I specifically catered to the deaf and hearing impaired, but do have some direct (practicum) as well as indirect (classes) experience in the Florida School for the Deaf and Blind, as well as an integrated classroom in a public school.

A few years ago, I volunteered with Jump Start and had the opportunity to work with young children who had different learning disabilities, such as autism and ADHD. Last year, I was a notetaker for the UConn Center for Students with Disabilities.

In the youth program that I work for, we have several at-risk and/or special education students.

I taught middle school Catechism at my church and had a student with dyslexia and I had to alter the class readings and activities to other tactics to teach the material. Such as different classroom activities and more hands on learning.

Academically, again the Tutoring Seminar class I took and trained for went over all learning disabilities and how to best handle each. I have worked for the Town of Tolland’s Recreation camp and there have always been campers with disabilities. I found autism to be the most struggling to deal with at first, as far as behavior problems, but confidence comes with experience and I am fairly confident in my ability to work with these students in a classroom after working with these kids for the past few summers.

In a classroom setting, I have worked with students with intellectual disabilities, but I have little experience with children with physical disabilities.

I observed many music classes directed towards students with disabilities. I felt confident teaching integrated classes of children with ADD, ADHD, and Aspergers. Many children with severe disabilities responded well to music and I would like to have more experience with them.

I worked in a middle school for a month and occasionally worked with the special ed students.

I tutored a kindergartener with downs syndrome and I worked with classes that had students with disabilities.

I was a tutor reader for a man with visual impairments that took a summer math course. We would go to the class together, I would take notes (while he listened), and then we would do the homework after the class.

I've worked closely with students with disabilities. I feel confident in my abilities to teach the students effectively.

Working at Joslin Diabetes Camp and The Barton Center for Diabetes Education has given me experience with children with various disabilities. These disabilities include Diabetes, Autism and the Autism Spectrum, ADD, ADHD, Down Syndrome, PTSD, and the list goes on. Developing child specific plans with our Social Worker and Camp Director, has given me experience planning and working for
and with individuals with disabilities.

I've worked as a paraprofessional with my town's summer school for the past 3 years.

When in classroom observing, I was in a variety of classrooms with a variety of different students. I watched how the teachers interacted with these students and with the class as a whole, as I would also help out in the classroom.

I have taken Intro to Exceptionality and through previous jobs and volunteer experience I have taught to individuals with all kinds of disabilities.

I have worked with a young boy that had 2 hearing implants and special needs children with a variety of diagnoses such as autism.

N/A

I have volunteered/observed at a site in Southington, CT in a special needs classroom. I learned different ways to differentiate a lesson to best fit students with varying disabilities. I loved this experience because it was inexplicably rewarding. I enhanced a very important trait known as patience in this setting. I found an extreme importance of the usage of manipulations to help the students not only listen to what I was trying to teach them put visualize and touch different helping tools.

N/A

I've had no experience teaching individuals with disabilities. But I worked with a special needs child on a weekly basis during high school and my first year of college. Once a week I brought my mentee to a local fitness center and we worked out. Though I didn't really teach in regards to math or reading, we worked on social skills.

I have had none.

I have been employed by the South Windsor Board of Education as a substitute paraprofessional since January 2011. As a result, I have been working with special education students in grades k-8 every week since then.

I have volunteered in a special education classroom and worked with students of various disabilities. My role was to provide visual and sensory stimulation for these students that allowed them to try to learn basic numbers and letters. I also helped them complete classwork and make sure they were on task.

Throughout my education I have been taught in classrooms where students with disabilities are present. During these classes, I saw how educators both effectively and ineffectively taught such students.

I have not had a great deal of experience in teaching students with disabilities, apart from individual students that are a part of the classrooms that I have volunteered in. These students include individuals who have ADD, ADHD, and cochlear implants, among others. My academic preparation has thus far been limited.

I have worked at a day camp for children aged 3 - 11, and many of the students enrolled at the camp had disabilities we were forced to accommodate.

worked at hillsborough high school extended school year program as a teacher's aide summer of 2009 and 2010; worked at the midland school in north branch, NJ summer of 2010 as a teacher's aide

I had the opportunity to work with a few students with Asperger Syndrome through my job as a UConn new student orientation leader.

I have been an aid to a child with down syndrome. As the teacher led the day's lesson I sat in the back with her. Repeating, in other words what the teacher was saying. I tried my best to make things
I worked at a variety childrens center in a classroom with five year old students with disabilities. I also volunteered at a center for adults with developmental disabilities for two years in the speech department.

I do not have extensive preparation or experience working with students with disabilities, but I have worked with children with behavioral disorders.

I volunteered in a fourth grade classroom in which there were several students with slight disabilities. Volunteered with FAVARH, an organization that works to allow people with intellectual and developmental disabilities achieve their personal best. Aided with art and theatre groups, as well as a unified children's playgroup.

I have had little to no experience working with individuals with disabilities.

I have worked with students with disabilities, however there could always be room for improvement.

I have had experience teaching one student with a mild mental handicap on the Viola. This was an extremely challenging position to be in, but we did make good progress and we were able to work together to help him improve.

I have many experiences with individuals with disabilities. I have a brother with autism who is now 18 years old and have spent most of my life helping him get through the school system. I also took a class which partnered with Camp Horizons, which is a camp for individuals with disabilities where I created lesson plans and carried them out over a volunteer weekend.

Though I have not worked as a tutor for students with disabilities, as a student I was part of a group that worked with special needs students to ensure that they were part of the school community. Having friends and companionship from all walks of life was one of the most valuable things the students learned- both the special needs students and the general education students.
During an interview to obtain a teaching position, you are told the following: "How can a student with disability be educated in a regular education classroom?" How would you respond to this statement during your interview?
(58 Responses)

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student with a disability can be educated just as well as a student without a disability in a regular educated classroom. Lesson plans can always be modified to fit each individual students needs and it is important for the teacher to make clear goals and treat the student with high standards while giving them appropriate guidance to reach them.</td>
</tr>
<tr>
<td>A teacher must fully understand the educational and emotional needs of a student with a disability. A teacher should be willing to design lessons and activities that are accessible to all students. A teacher should never exclude a student with a disability.</td>
</tr>
<tr>
<td>The key is differentiation. Each student, whether they be labeled disabled or not, learns at a different pace and with different styles. Therefore, just as for any other student in a regular education classroom, the teacher needs to work with other staff members to adjust the presentation of the material to fit the learning style of the student.</td>
</tr>
<tr>
<td>With hard work and dedication from the student's teacher. There also needs to be open communication between the teacher and the child's parents/guardians. Hopefully the student has support coming from other areas in addition to the regular education classroom.</td>
</tr>
<tr>
<td>Everyone has different learning styles and a teacher should be able to touch on each different style in the classroom. Students with severe disabilities may not be able to benefit fully from a regular classroom. Also, the teacher may not be able to give an exceptional student the attention or challenge they need to excell, or for the disabled student as well.</td>
</tr>
<tr>
<td>Students with disabilities can be educated just as a normal student. There are some things that you will have to tweak in your plan to make sure everyone enjoys. Just because a student has a disability they should not be considered different</td>
</tr>
<tr>
<td>I believe a student with a disability should be educated in a regular classroom with the aid of a paraprofessional. I believe that the student will benefit from having the attention of both the teacher and the paraprofessional. I also believe that in order for the student to be able to adapt to the classroom schedule that there should be an understood class schedule that everyone adheres to. In doing so, I think that this will help the student focus on the task at hand instead of worrying about what is going to happen next. I also firmly believe that there should very strict rules regarding the treatment of others in the classroom. Kids can be mean, especially to people who are different from them, and so as to create a safe environment for the student with a disability and the other students there needs to be set rules in place regarding behavior. In terms of assignments, I think that all the assignments that the student with the disability receives should achieve the same goal as the assignments given to students without a disability. In order to do so, these assignments should have instructions tailored to the particular student so that she can best understand the task.</td>
</tr>
<tr>
<td>A student with disability can be educated in a regular education classroom with a few adjustments from the teacher and in some cases the assistance of another staff member to work with the student. In many cases the student needs more attention than the teacher can afford to give and the presence of someone else makes a big difference. My differentiating the work the student will have work apprairate for the level they are at.</td>
</tr>
<tr>
<td>Students with disabilities are still intelligent and capable of learning, sometimes a teacher may have to put the extra effort in to work with these students. They may need something explained a different way, or extra time to understand. Once a teacher takes the time to figure out what works for his or</td>
</tr>
</tbody>
</table>
her students, they should be willing to accommodate their lessons accordingly.

This depends on the disability - there's a whole host of issues, and a spectrum that falls within each issue. Some students have incredibly severe disabilities, which makes educating them in the classroom a huge challenge, while others have more moderate disabilities that can worked with quite easily. As a general rule, I believe that most students can be successfully integrated for at least part of the day. Many will need an extra aide working with them one-on-one, but again, it should be evaluated on a case-by-case basis.

A student with a disability can be educated in a regular education classroom by assessing their needs and adapting the classroom practices and curriculum to their needs.

With a good understanding of every student's differing capabilities, and a lesson plan that reflects these differences, I think it is possible to effectively teach in a mainstreamed classroom.

It depends on the student's disability. Children with mild disabilities can be easily be integrated into regular education classrooms with the help of teacher's aids who break the material down for each student one on one outside of that particular class. It is very important for each student with a disability to have resources to help them understand what they learn in regular education classes.

If the disability is intense then an aid may be a good idea as a last resort. It would be better in my opinion for the teacher to help the student with pre-written notes or maybe teach the student new ways to learn/ study content.

A student with disabilities should participate in general class activities that are appropriate for the child's ability level. Some activities should be altered, while others may require assistance from the teacher or a paraprofessional.

When I tutored a man with visual impairments, he was put into the class with everyone else. He ended up getting an A in the class, better than most of the other students.

"He who has a why can withstand any how" - Friedrich Nietzsche

A student regardless of a disability or not has the capability of being educated in a regular education classroom. It's just up to the teacher to help make the process accessible to the student.

Depending on the disability, work can be modified and different expectations can be set. There are many tools to help children with disabilities succeed.

With small adjustments by the instructor, it is very possible for students with disabilities to be educated in a regular education classroom. It just takes a little more commitment on the part of the teacher.

It absolutely depends on what the disability is. If a student can understand to one level, yet communicate to a lower level, then a one-on-one paraprofessional could remedy the situation. If a student understands to a lower level, then extra help could provide a boost, but I really think that it is a situational matter that depends on the student's disability.

While it is important to hold the same behavioral standards for each child in the classroom, educational standards may need to be modified. While it would be helpful to have para's working with disabled children in the classroom, it's more important that the material handed out in class is modified to fit each child's needs so that they recieve the same level of difficulty based on their capability.

Students with disabilities can be educated in a regular classroom just as well as a student without disabilities. In order to reach this goal a specific lesson plan must be created to tailor to the student's disabilities. Developing a lesson plan with the social worker or counselor as well as the parents and student will help to ensure the best learning environment for the student. Some lessons may need to be broken down into smaller steps or reformed to fit the students learning abilities. Working with the student in a large classroom may become easier if an aid is available, but since that is not always
available, it is almost always necessary to break down lessons so that the student will understand.

A classroom professional, such as a teacher, should be aware of the abilities and disabilities of each of their students. With this knowledge, the teacher will be better able to adapt their lesson plans to be beneficial for all students.

I think, given the appropriate support, like a para if need, all students should be included in the regular education classroom. Teachers should be expected to modify lessons so that all students are able to succeed. I know that some students with special needs require more time to take tests or need extra support while completing homework, and that can be provided in a separate classroom in order to ensure success.

I think that depends on the type of disability the student has. The job of a teacher is to reach all students in the classroom, even though they are not teaching individually. For a student with a disability to be educated in a regular education classroom, the teacher must be able to reach those specific students while teaching to the entire class by means of a structured lesson plan that is appropriate for all students.

It would be ideal but impractical to devote more time to this student’s needs, as it is important to give equal attention to all students. The solution that I imagine would work best for a student with a disability would be to prepare separate but similar assignments for this student according to his needs. Separate instruction could be administered after the whole class has been instructed, but it should not take precedent over any other students’ needs.

With the patience and hard work of an effective and dedicated teacher, along with a strong staff, family, and community support all students can achieve.

With the proper tools and knowledge, a student can thrive anywhere. Awareness of the disability lends us to different approaches that can be revised to make a regular education classroom setting functional.

I remember being in middle school and having a couple of students with disability in some of my classes. They always had a teaching aid with them and it seemed to benefit them. I think it is a good thing to have that child learning along with the rest of the class so they don’t feel isolated. I don’t think children with disabilities should be singled out. They should be able to sit and learn in the same classroom as everyone else but have a teaching aid with them. The aid can reinforce important aspects of the lessons and make sure that the student is keeping up with the class.

I believe that all students have the ability to be educated it is just a matter of figuring out the best methods and approaches that work for all students. Lessons need to be challenging to all students. Some lessons may work for all but some need to be more challenging for some while for others a little more simplified. I firmly believe that when a lesson is differentiated to fit all the students abilities that is when you are able to reach out and educate all of the children in the classroom. A student with a disability can be educated in a regular classroom by having the opportunities to have alternative ways to learn the lessons. Also, by placing the children in groups where they work best and can help eachother is also another very beneficial situation for students with disabilities in a regular classroom.

A student with disability can be educated in a regular education classroom if an environment of respect and understanding is cultivated among the students as well as making accomadations to the student's physical and educational needs.

The extent of the disability aside, I think that regular educational classroom teachers should be ready and willing to incorporate any student into their classroom. For physical disabilities, the space the student needs should be made available immediately and regular instruction can ensue. For students with learning disabilities, the key to success besides modification, and assessing and tailoring IEPs to individual students is communication between administration, teacher, parent and student. I think that this is as paramount to the modified teaching practices in order to attain integration into a
A student with disabilities can be educated in a regular education classroom in a few ways. Having a para assist the student, one on one attention form the teacher, or a modified lesson plan are all ways to teach a student with disabilities in a regular education classroom.

I believe it is very helpful to the teacher if another professionally trained adult is present in the classroom to help out with the individual with a disability. This other professional can help the student with a disability learn what others are, at his or her own pace. If this option is not available, the teacher would then need to keep pace with other children, while making time to fit the disabled child's needs.

The use of classroom aides to provide further assistance and help to that student is necessary. With an aide, the student will learn from the primary teacher, however, also receive any extra help that they need to succeed.

Education for a student with a disability can be as simple as interacting with his/her peers. Every student in school is able to take away something from a "regular" classroom, however big or small.

It is very important that a teacher provides each and every student with individualized attention at some point throughout their day teaching. A student with disability can be educated in a regular education classroom by being provided with extra visual and sensory stimulation. They also need to be reinforced positively for good work and should be kept on task, as the teacher should provide focus cues for them.

A student with a physical disability can easily be educated in a regular classroom by arranging the room so it is accessible to all students. A student with a mental disability can be educated in a regular classroom depending of the level of his/her disability. Some students will not benefit from being in a regular classroom, while others will be able to comprehend material with the help of a qualified special education aide. Regardless, having a student with a disability in the classroom provides an education for the other students as well as the teacher.

There are many ways that a student with a disability can be educated in a regular education classroom. Although I have not had much academic preparation in this area as of yet, lesson plans that are differentiated for a range of student abilities including those with disabilities are an extremely important aspect in making integration possible.

A student with a disability should be incorporated into a regular classroom as much as possible, preferably with extra help from an aid so that they may participate in the learning experience with other students without disabilities.

With patience, high expectations, and a positive attitude.

By providing them with the necessary materials in order to make their learning experience easier.

I think that besides being given the accommodations that a student with a disability needs to perform at their highest level, the student should be treated in the same manner as the rest of the students within the classroom and held to the same behavior standards as well.

I believe that the only way to properly educate a student with disability in the classroom is if they have their own personal aid with them. Throughout my childhood I have been apart of many classrooms with children with disabilities. In 6th grade I sat right next to a girl with a disability who had an aid. I was in no way affected negatively from learning. in fact, from her I learned to be more patient and understanding of others. Understanding that everyone has a different way of learning that works for them.

A teacher who is truly prepared can tailor their lessons and teaching strategies to adapt to an ever-shifting environment containing students with various disabilities and language barriers.

A student with disabilities can be educated in a regular classroom by making the lesson plan slightly
different for them but still enough the same for the student to be with the other children. By being positive to the child an helping them along maybe a little more than the other childrens they can still stay in the regular classroom.

I would respond by saying that a student with a disability can be educated in a regular classroom through the use of differentiated instruction, which I believe should be in place in all classrooms and for students of all abilities. Students considered to be "normal" or "able" have a wide range of ability levels as well.

Students with disabilities are able to be educated in regular education classrooms thanks to the efforts of teachers and aids, who provide individualized consideration for the student without calling attention to their disability.

I would say that the student would be able to learn the content just fine with a little extra preparation and extra attention.

A student with a disability can be successfully educated in a regular education classroom if the teacher utilizes differentiated instruction. With this being said, teachers should present material to the class as a whole, while differentiating the teaching methods to appeal to students at all levels and cover the different styles of learners. Then, the teacher should assess the students according to his or her level to ensure they are always advancing.

I think it is of the utmost importance for students as well as educators to remove themselves from the stigma that students with disabilities are not as capable as other students. Educators must stress the value of open-mindedness and acceptance to students as well as giving positive feedback to students who learn at a different pace. So, too, teachers should constantly re-evaluate their teaching strategies to accommodate all students so that learning opportunities can be maximized.

A student with a disability may require more patience and individualized lesson plans customized to fit that individual’s needs, but can definitely be educated in a regular classroom, and will actually benefit from doing so.

With enough patience, any student can be educated in a regular education classroom. While it will take a bit of work to make sure everything runs smoothly, such as making sure the other kids in the classroom respond normally to this student, a student with a disability can be educated with everyone else as long as he or she has the motivation to learn and the teacher can find ways to make sure the student is comfortable.

A student with disabilities is still an able person who can learn just like any other student. A teacher has to be informed and knowledgeable about how to work with a child within a class full of other students. This may be having a teaching aid or spending more one on one time with this student.

Students with disability, while this will take more time from the teacher, will often require extra instruction on the lesson material outside of class. A teacher can work their hardest to make the material accessible to all, but it is also not fair to hold other students back when trying to make sure that one or two students understand. In the music field, if I have the opportunity to choose small weekly group lessons, I would organize them by experience and playing ability, and therefore ensure that any students with disabilities are in a learning environment in which they are supported by not only myself but their peers as well.

I think it is important for every student to spend some time in a regular education classroom but that the amount should vary depending on the severity and type of disability. The student with the disability and the students in the general education classroom have a lot to learn from each other.
There are accommodations that can be made to help a student with a disability be educated in a regular education classroom. Depending on the specific disability, room set up, seating charts, group work, individual work and specialized lesson plans can help a student with a disability learn in a regular education classroom.

Though it is true that students with disabilities require specialized education tailored to their individual needs, it is not true that they should be barred from the regular education classroom. It is possible for teachers to plan lessons that enrich the minds of both groups of students, and it is certainly valuable to both groups of students to interact with one another.
Ideals for future teaching positions

How would you describe the location of this school?
(64 Responses)

- Rural: 2 (3.13%)
- Suburban: 18 (28.13%)
- Urban: 44 (68.75%)

On average, what would be the socio-economic status of the students in this school?
(64 Responses)

- Low SES: 51 (79.69%)
- Middle SES: 1 (1.56%)
- High SES: 2 (3.13%)

How would you describe the racial/ethnic composition of this school? (64 Responses)

- Primarily non-white students: 53 (82.81%)
- A mixture of both white and non-white students: 4 (6.25%)
- Primarily white students: 7 (11.25%)

How you describe this school in terms of its overall achievement level? (64 Responses)

- A low achieving school: 9 (14.06%)
- An average achieving school: 9 (14.06%)
- A high achieving school: 22 (34.38%)
- 33 (51.56%)
Goals for achievement while enrolled in the Teacher Education Program

Ideally, what will be your most important achievements and/or accomplishments in the Teacher Education Program at the Neag School? Upon graduation, I hope to ...

(57 Responses)

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<th>Response</th>
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<td>work in a school system where I can not only make a difference in individual students' lives, but also in the community as a whole. I’d like to be involved in a variety of ways, from academic to extra-curricular. I hope that Neag teaches me how to be a great teacher, leader, motivator, and role model.</td>
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<td>When I graduate, I would like to feel as if I have significantly improved my teaching skills and am ready to begin a teaching career. I would like to know that I have made a difference in the lives of the students I have encountered. I also hope to graduate with Honors in the Neag School of Education Honor’s program.</td>
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<td>enter into a low socioeconomic status suburban town that is low-achieving. I want to go into the school and help to raise the standards of the students. In my experience, schools have been tending toward lowering standards to allow for more homogenous classrooms. Rather than lowering standards, standards need to rise to push students towards higher level goals, whether that be technical school, college, or full-time work.</td>
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<td>... have taken everything that I possibly can take away from the program. I hope that I will have learned as much as possible from the outstanding faculty within the school. Hopefully the things that I take away from the program will allow me to continue working towards becoming as great a teacher as I can become. List of some goals: - maintain a strong GPA - meet and learn from teachers - meet and learn from colleagues/friends - have a successful student observation and teaching experience - participate in the London Study Abroad program - apply for the Fulbright Scholar Program</td>
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<td>Obtain a steady job at a stable school. I would like to start advocating for music education and keeping it an integral part of public school education. I hope to see programs grow instead of being cut in the future.</td>
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<td>get a job as a High School Band Director having a marching band, jazz band, wind ensemble, and percussion ensemble. These don't have to be set up already, I would want to form them or if they were there make them grow. I also would love to go to grad school and eventually teach at a college level. My professors at UConn have made me want to do what they do because I see how much fun they have.</td>
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<td>become a part of Teach for America, and be able to gain experience working in a community that I am not familiar with, and learning how to adapt to the different situations that come about. In that vein, I would love to teach in an urban school. I would also like to try my hand at teaching at a suburban school, one like my old high school. I think there are a lot of students in suburban schools who have become complacent about learning, and because they come from a wealthy town, they think that everything will be handed to them. And that complacency is something I would like to conquer. While I know there is a lot of work to be done in low achieving high schools, I know there is also a lot of work to be done in middle achieving schools, especially regarding attitude, willingness to expand one's mind, and motivation.</td>
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<td>I want to understand how to teach to a whole variety of students, particularly when it comes to reading. Literacy is a hugely important issue for me, and I hope to be able to teach all of my students to be great readers. I also hope to learn how to make the curriculum exciting for my students- I want to make my class memorable.</td>
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<td>I hope to leave Neag with all the resources I need to successfully teach diverse groups of students to achieve the highest standards that their ability allows.</td>
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<td>teach in a school where I can change students’ perceptions of their own abilities for the better, and instill a new faith in the transformative power of education.</td>
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teach at a high school. My dream is to turn an unsuccessful music program into a successful one. I want to encourage students to learn and love music.

I hope to be able to become the kind of teacher I envision myself becoming. I hope to learn from my students and use the skills I will gain from the Neag School of Education to aide me in my future teaching endeavors.

Have more hands on experience than any other person going into the same job field.

work in an urban school like the one I grew up in. I hope I will be prepared to work with younger children that I might motivate them to succeed at a young age.

Have a better understanding of the concepts of teaching in which I am worried about now. Although I feel I would be competent in areas such as catering to individuals needs, I look forward to learning different approaches at this.

Upon graduation, I hope to achieve proficient knowledge and understanding in how to work as a teacher and how to adhere to different students. I hope to make a difference and inspire. Not every student may be the next Einstein, but I do hope to bring about a doorway that could possibly bring out the next Einstein. Teachers are very important. They are the ones that help shape the youth and next generation of the world. In that sense, I don't want to let any parents or guardians down. They entrust their children to us. I hope to be a teacher where students are happy to come to class; or at least where they are not complaining about coming to class. A teacher makes all the difference in learning a new subject. I hope to accomplish all of this and more and am sure that I will be learning a lot in these next three years at NEAG.

find a job in an urban setting. I would like to start urban and then slowly work to suburban. I think that urban schools need a lot of great teachers. I would like to help in the urban cities and then try something new by changing to suburban. I want to have a well rounded teaching experience.

inspire my students to be life long learners. I would like to be able to make students excited about learning and serve as a positive role model.

have gained an understanding of how best to reach my students in a way that is both easy to understand and interesting to them. I hope to have learned various methods of incorporating media into my lessons, as well as ways to connect to the individual students. I also hope to learn effective ways to reward productive behavior and especially to discourage destructive behaviors. All in all, I hope to have discovered ways to effectively pass on my knowledge of my subjects to students in a way that they will remember and enjoy.

Take the information and tools that I have been given in the IB/M program and be able to apply them to any school I may end up at. Whether it be a suburban/urban/rural school, I hope to be able to adjust my teaching in order to provide my students with a high quality education and leave them prepared to enter the next grade.

Upon Graduation I hope to have experience developing lesson plans and putting them into action for all ages and styles of learning. I would like to experience Band, Choral, and general music settings and be prepared to step into any Music Teaching job upon graduation. I also hope to learn more styles and methods of working with language barriers and disabilities so that I am prepared for any challenges. It is my hope that I can gain the skills necessary to be a successful teacher and leader no matter where life takes me.

have gained knowledge and confidence regarding classroom instruction. I plan to feel more comfortable with a variety of classroom settings. Also, I plan to have a better understanding of how best to teach the English language to young adults and adolescents.

feel confident when I have my own classroom. I want to leave knowing I can plan lessons to be successful, on both an educational level and an interactive one. I want to feel that I can maintain control over my
students and implement punishments when necessary. When I leave and realized that I'm in a situation I've never experienced before, I want to know that my time in Neag has prepared me so well that I'll know just what to do, and if I don't I have resources I can use to find the right solution.

Find a stable career in a school that I have described above. I look forward to working with a variety of students, educators and parents, as I help to teach students and help them achieve in their futures.

Prepare my students for life not only academically but also socially. I want to use academics to build good character. I want to spread the thirst for learning to each student, motivating each one to follow their passions. I want to learn skills which will teach me how to challenge each and every student within my classroom.

attain a job working within an elementary school. I hope to take with me the tools I need to reach every child I encounter and make a positive influence/impact on their lives. I hope to make learning fun and have strategies and tools to recognize when something isn't working and be able to change it. I hope to properly assess children's needs and abilities and work to advance their learning, knowledge, and experience in every way possible.

grow not only as a person, but as a teacher and as a mentor. I want to make an impact on childrens' lives and one day be the teacher that they someday look back on and remember positively. I want to be able to feel entirely comfortable in a classroom setting and not feel the least bit intimidated about being responsible for a large group of students.

Receive my bachelor and master's degree in Elementary Education with a concentration in science and a minor in Psychology. I aspire to not only teach in Connecticut but expand my experiences and teach in other surrounding states. I do not want to limit myself because I would not want to limit the students I will come across when I become an educator. I aspire to work with special needs, urban area, as well a lot of ELL students because I really enjoy the challenge as well the unexplainable rewarding feeling you get when they grasp a lesson. I also plan to potentially work my way up into the system and maybe become an education which would also require furthering my degree. I know that upon graduating the NEAG program countless doors are now opened for me and I plan to take advantage of all that is offered.

teach at a high school.

make an impact on an middle achieving, very average urban school that is middle of the road in their English Department and make it one of the highest achieving, highest test scoring English Departments in the State. I want my students to understand the power behind reading and interpreting literature and also the skill of being a good writer as writing is an applicable skill to any field of study. When I graduate I hope to become certified in MA, CT, and NH in order to make myself available to finding the perfect school for my interests.

Upon graduation, I hope to be equipped with the skills and knowledge to teach students with disabilities. The knowledge i acquire will hopefully allow me to make a difference in the lives of the students I will teach!

I hope to hone in on skills that will make me a special teacher who students remember. There are a lot of things about teaching children that I don't already know. I hope to maintain excellent grades, and retain all of the valuable information I have learned through Neag to make me a much better teacher. I want to work cooperatively and closely with other students, so we can share ideas and build off each other. Neag will hopefully help me to look deeper into what motivates children to do different things, and will help me to solve problems in my future career!

Have had more experience with diverse students, including English Language Learners, and students with disabilities so that I will have solidified my decisions to teach in a suburban area, or leave me with the feeling that I would like to teach in an urban district.

I hope to become employed in a school system that closely correlates with the type of education I received.
in my grade school years. If the town of South Windsor has a teacher position open, I would consider it the highest achievement possible to be employed in my hometown. I would also like to develop close relationships with the schools I will be interning at in an attempt to make connections with those towns as well.

Upon graduation, I hope to have learned a wide variety of teaching techniques that will make me capable of teaching students at a whole variety of abilities. I want to be able to teach students who are of a high achieving school as well as a low achieving school. I would like to learn how to keep my students engaged and know when to use certain teaching strategies in order to make my students learn to their fullest potential. I want to have a phenomenal student teaching experience that has changed and shaped me not only as a teacher but as a person, in which it changes my personal views of education overall.

Feel confident that upon entering the teaching profession I received the best education possible, both in the classroom and in "the field", that I possess the skills and knowledge necessary to be a competent and confident teacher ready to educate students of all backgrounds and abilities and help them become the best they can be. I would like to be a "neighborhood teacher", teaching for as long as possible at a high school or middle school near my home and be a recognizable member of the community in which I teach.

I hope to have gained a positive and well-rounded education through various courses, professors, academic experiences, volunteer experiences, student teaching, and research. I hope to feel fully prepared to teach in any environment and better the life of any unique student that I may encounter, as well as have a firm understanding of curriculum and instruction within any school system. Upon graduation, I hope to be looking forward to starting my career within the education field and to feel fully prepared to do so through my time in the Teacher Education Program at the Neag School.

Find a job in a successful and well-run school and immediately set myself up as a major contributor within the school and a valuable member of the teaching staff.

Lead a public school choir to regional (if not national) success and renown as a quality performance organization, and use that experience to address the value of music in education and to stimulate interest in music among students of all ages both in and out of my school of employment.

Understand how to successful conduct a classroom containing children of special needs and make the schooling experience for those children positive and enjoyable.

Through my time studying in Neag's Teacher Education Program, I hope to gain the confidence and skills needed to be able to successful instruct, teach and reach out to my students. My goal right now is to teach high school, although I am unsure of what type of school I would like to teach in (suburban vs urban, achievement level, etc). I am hoping that through my placements, I will be able to discover what type of school setting I would like to teach in and what school setting I think I am best able to help the students in. I am hoping to discover what my strengths and weaknesses are in working with and teaching students so that I will be able to use my strengths improve my weaknesses so that I will be fully prepared to be able to teach and help students to the best of my ability. I think that my most important achievements will be being able to use the skills I learn in my first three semesters in the Neag School in my semester of student teaching, to be able to get the hands on experience in being a teacher.

Be confident in every aspect of educating. I hope to graduate knowing that I am prepared to change hundreds of lives throughout my teaching career by educating, motivating and mentoring.

Upon graduation, I will become a band director and independent professional composer with a commitment to creating powerful and meaningful music with educational ensembles of all ages.

Be confident enough to teach students from kindergarten to high school with disabilities. I would like to know how to run a classroom the best I can by instructing each student positively and sharing and enhancing all students knowledge.

Have gained the confidence and knowledge to have strong classroom management skills. Also, I want to
have established my personal theory of education and gained more experience working with ELL and disabled students, as well as having a working knowledge of modern enrichment programs and educational theories.

teach in an urban setting in a major city. Possibly participate in either Teach for America. I would also like to teach abroad in underdeveloped countries, and ultimately, become involved in educational policy.

Have learned as much as I can about the teaching profession and to be prepared to get a job and effectively teach high school mathematics to many different students.

Learn how to work with students of all levels and adapt to the many environments and disabilities present today. I also hope to gain a number of experiences and challenges that will prepare me for any obstacles my future teaching career may bring.

I hope to become privy to the various strategies for teaching diverse learners in the classroom. I hope through my field placement and student teaching I will also become more culturally aware. I want to be able to handle challenges and conflict in the classroom and become a well-rounded educator who has knowledge of educational expectations in the district in which I teach. Being able to see a student achieve a personal goal and gain confidence will be something for which I strive. Creating a fair and positive classroom environment is also of the utmost importance to me.

I hope to become confident in my ability to perform in a classroom as I want to. I wish to have the knowledge necessary so I can be a quality educator and share my passion with students.

I hope to become a teacher that can greatly affect the lives of my students. I want to make a teacher that will be remembered by my pupils as someone who helped them reach their goals, and greatly impacted their life. I would love to be seen as a good role model for my students, and hope to work in a school in which I will be able to see the direct impact I am making on the school, my students, and their community.

I hope to feel confident enough go out into a school system and teach to the best of my ability. I want to learn the skills to work with students effectively while at the same time having fun with them. I want to be able to communicate in a professional way with my fellow coworkers as well as the administration. And above all, I hope to feel as though I am making a difference in my student's lives.

I feel confident and excited to work with my first class. I will also hope to work in an environment that is challenged with teachers and support within their community.

Feel as prepared as possible to take on any job that I am offered. I realize that I may not be placed in my ideal teaching situation. I may have to take multiple jobs at different schools and different levels. However, I hope that my time here in the Teacher Education Program at the Neag School gives me the set of tools I need and the knowledge to use them in the most effective way for my students and myself. I want to be able to go into any teaching situation and feel comfortable and in control. I hope that by the time I finish the next three years here, I will know how to handle disciplinary action, students with disabilities, students with language barriers, and any other conflict I may come across. I hope that even if I'm not trained to handle a certain situation, that I will be experienced and wise enough to know how to handle it on my own, or how to seek help from other educators. I want to know that I can always know more, and know how to convey that knowledge to my students.

Find a job in the northeast in a city and teach there for a few years then spend the majority in a suburban or rural area in a middle SES area. I hope that Neag will help to better myself as both a teacher and a learner to help me be able to make the greatest impact on my students.

I hope to gain confidence, knowledge, and experience in the program to help me pursue my future goals in life by becoming a inspirational teacher.

Build on the abundance of experience the Neag program will give me to choose a school that is a good fit for my career. Whether that will be urban or rural will depend on my experiences student teaching and observing in the next few years.