



# New Teacher Survey

**Results - BC Teacher Education Program Graduate Report**

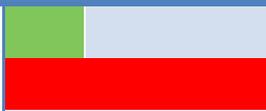
**2015**

## BC Teachers' Council New Teacher Survey: BC Graduates Respondents

### 1. I consent to my personal information being collected, stored and accessed for the purposes outlined above.

Response	Chart	Percentage	Count
Yes		99.9%	1220
No		0.1%	1
		<b>Total Responses</b>	<b>1221</b>

### 2. What is your gender?

Response	Chart	Percentage	Count
Male		23.1%	280
Female		76.6%	928
Other		0.3%	4
		<b>Total Responses</b>	<b>1212</b>

### 3. What is your age?

Response	Chart	Percentage	Count
18–24 years old		7.6%	93
25–34 years old		68.7%	838
35–44 years old		16.2%	198
45–54 years old		5.7%	70
55–64 years old		1.4%	17
65–74 years old		0.1%	1
75 years or older		0.2%	2
		<b>Total Responses</b>	<b>1219</b>

### 4. Are you a member of a visible minority? (optional)

Response	Chart	Percentage	Count
Yes		11.7%	134
No		88.3%	1015
		<b>Total Responses</b>	<b>1149</b>

**5. Do you identify as Aboriginal, that is, First Nations, Metis or Inuit? (optional)**

Response	Chart	Percentage	Count
Yes		4.9%	57
No		95.1%	1112
		<b>Total Responses</b>	<b>1169</b>

**6. If you identify as Aboriginal are you: (optional)**

Response	Chart	Percentage	Count
First Nations		60.7%	34
Metis		39.3%	22
Inuit		0.0%	0
		<b>Total Responses</b>	<b>56</b>

**7. When did you complete your teacher education program?**

Response	Chart	Percentage	Count
2006 or earlier		0.5%	6
2007		0.1%	1
2008		0.7%	8
2009		4.8%	58
2010		18.9%	231
2011		20.5%	250
2012		20.5%	250
2013		19.4%	236
2014		14.7%	179
		<b>Total Responses</b>	<b>1219</b>

### 8. Where did you complete your teacher education program?

Response	Chart	Percentage	Count
SFU: Burnaby or Surrey Campus		27.6%	337
SFU: Alaska Highway Consortium on Teacher Education (AHCOTE)		0.4%	5
TRU		2.8%	34
TWU		1.6%	20
UBC: Okanagan		6.8%	83
UBC: Vancouver: Vancouver Campus		29.5%	360
UBC: Vancouver West Kootenay Teacher Education Program (WKTEP)		1.1%	14
UFV		1.5%	18
UNBC: Prince George		2.0%	24
UNBC: Quesnel		0.0%	0
UNBC: Terrace		0.7%	8
UVIC: Victoria Campus		16.6%	203
UVIC: College of the Rockies (EKTEP)		0.3%	4
VIA		9.1%	111
Other:		0.0%	0
<b>Total Responses</b>			<b>1221</b>

### 9. What type of teacher education program did you complete?

Response	Chart	Percentage	Count
Post degree program		41.3%	499
Bachelor of education program		58.7%	708
<b>Total Responses</b>			<b>1207</b>

### 10. What was the focus of your teacher education program?

Response	Chart	Percentage	Count
Elementary		49.1%	599
Middle		5.7%	70
Secondary		45.1%	550
<b>Total Responses</b>			<b>1219</b>

#	Response
1.	* I really wish that Special Education as a subject area/focus had been offered to us during that program !
2.	2 year program, special ed concentration
3.	After obtaining my Bed, I completed the TESL Diploma program at <a href="#">personal privacy</a>
4.	All levels were focused on, but the courses seemed elementary-focused
5.	All of the above. I completed a concurrent degrees program during which I completed my 2 degrees and had 4 practicum placements.
6.	Although I completed a secondary focus, the cohort I was a part of for the first two semesters of my program was mixed with elementary, middle, and secondary focused teacher candidates. As such our training was not necessarily narrowed into the distinct age levels.
7.	And middle school Grade 7
8.	Art
9.	Art
10.	Art and English focus
11.	Art centered
12.	Art Major
13.	Because I also have my ECEC diploma, my practicums, unfortunately, were assigned to only kindergarten. I would have liked to have had experience in other grades.
14.	BEd in Secondary Music and Social Studies
15.	Biology
16.	Biology
17.	biology/ ELL
18.	Business Ed Specialty
19.	Chem and math
20.	Chemistry and Physics
21.	Chemistry with a minor in Information Technology Education
22.	Chemistry/Mathematics
23.	Community/environmental education
24.	Concurrent degree program- practicum placements at primary, intermediate and secondary levels
25.	Core French
26.	Core French specialization
27.	Drama and English
28.	Drama English
29.	Early learning minor (kindergarten)
30.	ECE
31.	EFI
32.	Elementary and Secondary combined - PE focus
33.	Elementary in Surrey goes to gr 7; Middle in Coquitlam covers gr 6-8. I covered gr. 6 and gr. 3
34.	English
35.	English
36.	English
37.	English and Mathematics
38.	English language learners
39.	English specialization
40.	English, Social Studies, ESL
41.	ENGLISH/ART SUBJECT AREAS
42.	ESL focus
43.	FAME- Fine Arts and Multimedia Education

44.	Fine Arts
45.	Fine Arts
46.	Forced to do upgrading after moving from <b>personal privacy</b> and lapsed certificate just over 10 years old.
47.	French
48.	French concentration
49.	French Education
50.	French Education and Kindergarten Concentrations
51.	French immersion
52.	French Immersion
53.	French Immersion
54.	French immersion
55.	French Immersion
56.	French immersion
57.	French immersion Program
58.	French Immersion secondary cohort
59.	French Immersion specialty
60.	French Language
61.	French language and global studies
62.	French module
63.	French Second Language
64.	French Specialization
65.	French Specialization
66.	Generalist with a focus on art-based learning
67.	Grade 1
68.	Had practicums in gr 4/5,1/2, 8 English and a French, gr1
69.	Home Economics
70.	Home Economics
71.	Home economics
72.	Home Economics
73.	Humanities
74.	Humanities
75.	Humanities specialization
76.	I actually took the Concurrent Program at <b>personal privacy</b> where I completed my Bachelor of Arts at the same time as my Bachelor of Education. As a result I had over the course of 3.5 years practicums in grade 2, 6, 8-11
77.	I also did a Post Bacc in Special Ed which focuses primarily on elementary.
78.	I can teach all grades and initially received teacher certification in the <b>personal privacy</b> however, and was just in the <b>personal privacy</b> for a small four years.
79.	I complete an updating teaching diploma
80.	I completed one of four practicums with grade 8s and was trained to teach kindergarten to grade twelve.
81.	I did a concurrent BEd with my Post Degree Program
82.	I did my recertification in Home economics
83.	I do not feel that the program adequately prepared me for teaching. There needed to be more lessons on hands on classroom intervention. More information about teaching related jobs would have been helpful.
84.	I don't have my bachelor of education, I am certified for the language.
85.	I graduated with a B. Ed and M. Ed from <b>personal privacy</b> let me do a 6 week practicum to get recertified.
86.	I took courses specific to middle school, but prepared for high school English.
87.	I was in a k-12 module. My personal focus was secondary school
88.	I was part of the first secondary cohort a <b>personal privacy</b> they were not ready for a secondary program. It felt very elementary

	focused except for the practicum in the high school.
89.	I'm still working on my degree
90.	Indigenous Education and Literacy
91.	Intermediate
92.	Intermediate (gr 4-7)
93.	Intermediate Generalists With a prior certificate in TESL
94.	International module at <a href="#">personal privacy</a>
95.	International program
96.	It was a combination of Elementary/Middle and Secondary.
97.	It was combined middle / secondary
98.	It's a K-12 degree program
99.	K-12 music education
100.	K-12, Focus on Secondary
101.	K-3 focus
102.	K-7
103.	K-7
104.	K-9
105.	Learning disabilities
106.	Learning Disabilities minor
107.	LifeWork Module; social emotional learning/social justice focus
108.	literature, French
109.	Math & Science Specialty
110.	Math and Science
111.	mathematics was my specialty
112.	Minors in Psychology and TESL
113.	Much of the material was still quite elementary-focused
114.	Music
115.	Music
116.	Music
117.	Music
118.	Music Education
119.	My main focus was Elementary, however there was a mistake in practicum placement, I was placed in High school practicum not middle school so, was given option to finish and now can teach K-12
120.	My module was classified as a K-12 Module and included content pertaining to teaching in all three areas
121.	Participated in a research project that placed 16 English-area teachers together in one cohort. We shared all classes together and spent 1 full day/week observing at <a href="#">personal privacy</a>
122.	PE Specialty (so able to do Secondary as well)
123.	Physical education and history
124.	Physical Education Specialty
125.	Physics
126.	Physics teacher
127.	Physics, math
128.	Practicums focused on Middle
129.	Primary
130.	Primary Specialist
131.	Problem Based Learning
132.	Program was good, very prepared on how to write lesson plans. Needs more practicum experience though
133.	Science

134.	Science
135.	Science (minor in Environmental Education)
136.	Science / Chemistry
137.	Science and Math
138.	Science and Math
139.	Science as a teachable
140.	Science education
141.	Secondary FSL.
142.	Secondary Physics and Biology double concentration
143.	Secondary science
144.	Social and emotional learning
145.	Social Emotional Learning Cohort
146.	Social Responsibility and Environmental Sustainability 2 year Cohort
147.	Social Studies
148.	Social Studies
149.	Social Studies
150.	Social Studies / Geography / Aboriginal Ed.
151.	Social Studies and English
152.	Social Studies and Special Ed
153.	Social Studies/Biology
154.	Social Studies/Drama
155.	SPED as minor
156.	STEM
157.	Sustainability Module
158.	Teaching areas English and Spanish
159.	Tech Ed.
160.	technology education
161.	Technology Teacher Education
162.	Terrible
163.	The focus of the program is K-7 but I focused on the middle school years (6-9) for my practicum experience, as this is where I want to teach.
164.	The program was more geared toward elementary students, I felt it lacked in secondary content
165.	Trades and technology
166.	upper elementary
167.	Visual Arts
168.	wanted high school but they said my French was only good at the CORE middle level
169.	Wanted to do elementary but did my practicum in the grade six class.
170.	We were the first Middle Years Cohort at <small>personal privacy</small> received a BEd).
171.	With a concentration in special ed
172.	With a concentration in special education
173.	with concentrations in English and drama.

### 11. When did you receive your teaching certificate?

Response	Chart	Percentage	Count
2010		21.4%	261
2011		19.8%	241
2012		19.7%	240
2013		19.2%	234
2014		19.8%	241
		<b>Total Responses</b>	<b>1217</b>

### 12. Have you sought employment as a K-12 teacher since becoming certified?

Response	Chart	Percentage	Count
Yes		96.2%	1166
No		3.8%	46
		<b>Total Responses</b>	<b>1212</b>

#	Response
1.	After graduating I furthered my education and took special education courses during the 2012/2013 school year.
2.	After my practicum, I did not want to teach. The total lack of oversight of teachers supervising student teachers is broaching on unethical. My supervisor swore at me, put me down and was wholly unprofessional. <span style="color: red;">personal privacy</span> <span style="color: red;">personal privacy</span>
3.	Applied for the sub list in multiple districts and never could get on!
4.	Applied to the <span style="color: red;">personal privacy</span> exclusively
5.	As a TOC in <span style="color: red;">personal privacy</span>
6.	As I am in a position of not being able to re-locate elsewhere due to spouse's career and family commitments, I am very, limited. I have not been able to get an interview let alone get on a TOC list for our district.
7.	BC fundamentally needs more qualified specialist teachers, however, the lack of adequate funding for this important area is adversely affecting many students.
8.	But I decided not to pursue it as it was unlikely that I would get a full time position in the next year or two.
9.	Couldn't find work - the program intake was significantly larger than the jobs available. We were told at the start of the program we'd be lucky to get work.
10.	Currently Employed on Contract and TOC mixture.
11.	Currently pursuing graduate degree in Special Education.
12.	Currently working as a TOC in <span style="color: red;">personal privacy</span>
13.	Extremely difficult to secure employment in BC. Had to apply outside of BC, which ultimately resulted in a permanent and continuing contract in <span style="color: red;">personal privacy</span>
14.	FSL
15.	Full time contract in <span style="color: red;">personal privacy</span> started January 2011
16.	Got on a private school sub list but never worked there
17.	Grade 4/5/6/7 EFI
18.	Had an interview and was declined due to inexperience
19.	I am currently taking a year off to travel
20.	I am not employed yet because I did secondary practicum but have daycare experience of 7 years so did My Montessori primary teacher course from <span style="color: red;">personal privacy</span> to get into the teaching system

21.	I am on an on-call list
22.	I applied for jobs internationally
23.	I got hired almost immediately but "it's all who you know."
24.	I got on the TOC list after 1 year of trying.
25.	I have a job in a small private school. I can't get into a public district.
26.	I have completed applications for personal privacy
27.	I have had a few short term contracts: Grade 3, Grade 11 and 12 Chemistry, Music, TOC
28.	I have not been able to find public school positions after teaching in the independent system
29.	I have only applied for 2 positions this far and am in the process of applying to more.
30.	I have sought employment both in and out of British Columbia. I taught in personal for three years from 2011 to 2014.
31.	I have taken a position as a personal privacy
32.	I have worked in personal since certification.
33.	I moved away after I received my degree and received my teaching certificate in personal privacy 2005-2006
34.	I moved from my practicum district immediately upon graduation to a district a few hours away, so it was impossible to expect that I would apply to this district. Apparently, this was a fatal career mistake.
35.	I moved out of province right after completing
36.	I moved to the personal where I work as a tutor at a public high school.
37.	I sought employment as soon as I completed the teaching program.
38.	I sought subbing jobs because I was quickly hired by a college to teach post secondary communications on contract
39.	I still have no luck to find a job.
40.	I submitted applications to several districts even before certification.
41.	I teach English in personal privacy
42.	I was hired right out of school at an independent school in personal privacy
43.	I was offered a job in June 2014 - had a confirmed job for September teaching full time in a religious private school.
44.	I went to personal to seek employment, due to the lack of options in BC.
45.	I'm currently teaching in personal privacy
46.	Immense difficulty securing even a part time job
47.	personal privacy
48.	personal privacy
49.	personal privacy
50.	In local school districts, as well as independent schools.
51.	In three districts!
52.	It has been very challenging even trying to find a full time job teaching.
53.	It is very difficult to find full employment.
54.	It took me 3.5 years of job sharing and working as a teacher on call before I was able to get my own classroom.
55.	It took two years to be hired on by a school district in personal privacy I ended up as a teacher assistant in private school until personal was ready to hire
56.	Just completing my practicum Dec.12/14
57.	Moved to personal to work as a teacher
58.	need a better reference
59.	No; personal privacy The number of teaching opportunities in BC in 2010-2011 seemed bleak.
60.	Nonstop for 5 years.
61.	Not employed
62.	On a part-time, casual basis (substitute teaching).
63.	Only as a Teacher On Call
64.	Only in personal privacy
65.	Only personal call as a TOC

66.	originally got hired in the <span style="color: red;">personal privacy</span> district. Went over 3weeks without being called once.
67.	Overseas
68.	Overseas BC school
69.	Received a temporary contract immediately after completion of my degree.
70.	Seeking but not finding. No one is willing to give a chance to new teachers unless you know someone in the school.
71.	Teacher on Call and small contract
72.	TEACHER TEACHING ON CALL
73.	teaching abroad
74.	TOC
75.	TOC
76.	TOC 4year
77.	Took extra training before getting hired
78.	Unsuccessfully in the public system, Successfully in International Schools.
79.	Was employed in the k-12 field within 4 months of graduating
80.	Was hired ASAP. Really enjoyed <span style="color: red;">personal privacy</span>
81.	With no luck in the public school system
82.	Yes, but didn't start applying until Jan. 2011

### 13. Have you been employed as a K-12 teacher at any time since becoming certified?

Response	Chart	Percentage	Count
Yes		88.0%	1020
No		12.0%	139
		<b>Total Responses</b>	<b>1159</b>

#	Response
1.	1 week substitute for a Montessori Kindergarten
2.	A .2 position (1 day a week) <span style="color: red;">personal privacy</span>
3.	actually employed before my certificate was issued
4.	After 2 years
5.	After a long and difficult period of almost three years of applying with absolutely no responses.
6.	All part Time contracts
7.	As a teacher on call
8.	As a Teacher on Call
9.	As a Teacher on Call
10.	As a teacher teaching on call
11.	As a teacher-on-call
12.	As a TOC
13.	As a TOC
14.	As a TOC
15.	As a TOC in a private school. No luck with the public system at the moment.
16.	As a TTOC
17.	As a TTOC
18.	As a TTOC
19.	As a TTOC and received extended contracts
20.	As a TTOC, not anything more.
21.	As an associate faculty in an independent school and as a TOC in a public school

22.	At a BC offshore school in <a href="#">personal privacy</a>
23.	At a BC Offshore School in <a href="#">personal privacy</a>
24.	BC offshore school
25.	BIS Canada - BC Offshore School, <a href="#">personal privacy</a>
26.	British Columbia International School- <a href="#">personal privacy</a>
27.	Can't find work
28.	<a href="#">personal privacy</a>
29.	Consistently employed since Dec.12 - Present
30.	Couldn't even get on the substitute list.
31.	Currently employed as a Teacher on Call
32.	Currently Employed on Contract and TOC mixture.
33.	Currently have a full-time classroom teaching job since September 2014. i knew about this back in June of 2014.
34.	Employed as a Preschool teacher
35.	Employment mainly at offshore schools in <a href="#">personal privacy</a> and now as a TOC at a local private school
36.	For over half of the time I taught in <a href="#">personal privacy</a> was employed at a certified K-12 BC offshore school.
37.	Found a job as a youth pastor. I hope to return to teaching one day but am worried that working at a church will be a 'black mark' in an interview, even though I fully understand and agree that my faith must be completely separate from my job.
38.	Full-Time Substitute Teacher in <a href="#">personal privacy</a> (Spring 2014)
39.	Have not heard a word from anyone, even after volunteering in numerous schools for over a year and a half.
40.	Hired in three districts within a month of graduating; hired as a full time continuing teacher in June of 2014
41.	<a href="#">personal privacy</a>
42.	I am a TOC in <a href="#">personal privacy</a>
43.	I am currently working as a teacher on call
44.	I gained employment at an offshore school within a month of receiving my certificate
45.	I got a high paying job right out of university in another field. I went into teacher three years after graduating as I did not want to regret not being a teacher.
46.	I had a full time position from which I resigned
47.	I had a term position at <a href="#">personal privacy</a>
48.	I have a .60 position in my specialty
49.	I have been employed with full-time (1.0 FTE) term and continuing positions since I was hired in August of 2011.
50.	I have been fully employed since obtaining my certification
51.	I have obtained a position as a grade 5 teacher at a BC accredited school in <a href="#">personal privacy</a> . This was a decision I made, in order to get classroom experience, rather than work as a TTOC for the first half of my career.
52.	I have subbed on <a href="#">personal privacy</a> a few years in a row after the college year ends in April.
53.	I have volunteered over 300 hours in a new district and even completed 4 formal observations with administration.
54.	I moved to <a href="#">personal privacy</a> in the 2013/2014 school year and was hired as a grade 2 teacher.
55.	I moved to <a href="#">personal privacy</a> for experience.
56.	I taught 1 year at a private school in <a href="#">personal privacy</a> , but haven't found Secondary School work since returning to <a href="#">personal privacy</a>
57.	I teach grades 8-12 at a First Nations School
58.	I was employed as TTOC approximately 3 months after being certified.
59.	I was employed teaching Advanced Level Geography (Year 12 & 13) in <a href="#">personal privacy</a> for three years (Cambridge International Curriculum). Afterwards, I taught Year 8 & 9 Society and Environment in <a href="#">personal privacy</a>
60.	I was hired in <a href="#">personal privacy</a> in 2014, three months after completing the teaching program, and have been working with the district ever since.
61.	I worked as a K-12 teacher prior to certification as well in another country
62.	I worked at a private <a href="#">personal privacy</a> school full time for 1 year, and have now been working as a TOC for the <a href="#">personal privacy</a> school board for the past 4 months.
63.	In <a href="#">personal privacy</a>

64.	In <b>personal privacy</b>
65.	In <b>personal privacy</b>
66.	In the process at the moment
67.	In the <b>personal privacy</b> only as a substitute.
68.	In, short, temporary contracts, <b>personal privacy</b>
69.	Independent School Substitute
70.	It has been very difficult getting and retaining full-time work over the last five years, despite having two teachable areas. Districts need more trained, certified teachers, especially in Special Education. Funding must be made available for this purpose so that students are properly supported.
71.	I've applied to all of the districts in <b>personal privacy</b> . I've had 3 interviews in the public system.
72.	I've taught for three years in <b>personal privacy</b> I have never been employed in BC.
73.	<b>personal privacy</b>
74.	Mainly as a TOC, with 1 month as a contract teacher in <b>personal privacy</b>
75.	More than 30 years teaching at International Schools
76.	mostly as a volunteer in the classroom
77.	Moved to <b>personal privacy</b> to teach as I'm not going to waste the prime years of my life subbing or working less than full time. Got a job 1 week out of school being finished with perm. full time.
78.	<b>personal privacy</b> grade 1/2 split
79.	Not in a school district or private school, but as an outreach teacher
80.	Not is a classroom yet but I am employed as a teacher tutor.
81.	Not yet employed
82.	On a part-time, casual basis (substitute teaching).
83.	On call, not contract
84.	Only .05
85.	Only as a substitute teacher
86.	Only as a Teacher On Call
87.	Only as a TOC in private schools- - I have not been employed in the public school districts which I would prefer
88.	only as a TOC!
89.	Only as a TTOC
90.	only for three weeks
91.	Only in <b>personal privacy</b> Not BC
92.	Only very recently. There are not many opportunities for teachers who are just starting out in my District.
93.	Part-time TOC at an independent school, and part-time ECEC work.
94.	<b>personal privacy</b> , Lower and Middle School, Teaching Hebrew
95.	Private school for two years but now unemployed and looking for any teaching position in <b>personal privacy</b>
96.	<b>personal privacy</b> as a current TTOC; formerly with <b>personal privacy</b>
97.	Since Feb 2012
98.	Spent an entire year unemployed as a teacher after completing PDP. No districts were hiring, not even as a TOC
99.	Strictly as a Teacher-Teaching-On-Call.
100.	Summer School Teacher
101.	Summerschool
102.	Taught at a BC Certified Offshore School in <b>personal privacy</b>
103.	Teacher on call
104.	Teacher on call
105.	Temporary contracts only, and TTOCing.
106.	Third school year working for <b>personal privacy</b>
107.	TOC
108.	TOC

109.	TOC
110.	TOC
111.	TOC
112.	TOC
113.	TOC in <b>personal privacy</b> and hired as full time grade one at <b>personal privacy</b>
114.	TOC job
115.	TOC Position
116.	TOC with <b>personal privacy</b> School Board
117.	TOC'd for 3 years until getting a part time teaching job
118.	Took me three years to get hired as a TOC, after getting my certificate. I applied in all the SD's <b>personal privacy</b> <b>personal privacy</b> didn't get a job interview for three years.
119.	TTOC
120.	TTOC
121.	TTOC
122.	TTOC
123.	TTOC
124.	TTOC - Teacher Teaching on Call
125.	<b>personal privacy</b>
126.	Working at community college, private schools, home schools. No dice with public school (yet).
127.	Yes but took some time.
128.	Yes but TTOC for 3 years now.
129.	Yes, as a primary school teacher at an independent school.
130.	Yes, <b>personal privacy</b> Oct. 2011 <b>personal privacy</b> Jan. 2012

#### 14. Are you currently in a paid K-12 teaching position?

Response	Chart	Percentage	Count
Yes: in BC public school system		58.5%	680
Yes: in BC independent school system		13.1%	152
Yes: in BC First Nations Band School		2.1%	24
Yes: in a BC Offshore School		2.8%	32
Yes: in another Canadian jurisdiction		3.1%	36
Yes: outside of Canada		3.4%	40
No		17.1%	199
		<b>Total Responses</b>	<b>1163</b>

#	Response
1.	0.57
2.	1.0 FTE Grade 6 Generalist in <b>personal privacy</b>
3.	4 LD contracts ranging from 5 months to 3 months. This year is a 10 month
4.	A TTOC
5.	<b>personal privacy</b>
6.	All my 2+ years of teaching have been at BC Offshore Schools
7.	Also a TOC in BC public school system

8.	Also currently employed as a TOC for <b>personal privacy</b>
9.	Also in community college upgrading program.
10.	Also in private system
11.	Also, TTOC for BC First Nations Band Schools
12.	And a First nations band school
13.	And in an independent school
14.	And independent and Band
15.	As a teacher on call
16.	As a teacher on Call
17.	As a TOC
18.	As a TOC
19.	As a TOC in independent schools as well as public
20.	As a TTOC
21.	As a TTOC
22.	As a TTOC
23.	As well as in adult basic education at a university
24.	BC Public High School 10-12.
25.	<b>personal privacy</b>
26.	<b>personal privacy</b>
27.	<b>personal privacy</b>
28.	Currently employed with <b>personal privacy</b>
29.	<b>personal privacy</b>
30.	<b>personal privacy</b>
31.	Despite doing my practicum in <b>personal privacy</b> and living there, I have never been called for an interview in the district. I worked in the private system for two years, before finding a position in <b>personal privacy</b> however, despite having applied to <b>personal privacy</b> every year since I graduated, I have not been contacted by any of these districts. <b>personal privacy</b> told me that because I didn't do my practicum in <b>personal privacy</b> and was not a resident, I should not apply.
32.	Disability pension at moment
33.	English Language Teaching Program in <b>personal privacy</b>
34.	Had to relocate countries to find employment, the retirement boom never happened
35.	I am a TOC currently in both the BC public school system and the BC First Nations Band School system
36.	I am a TTOC - I only get paid when I am dispatched to work, on a day-by-day basis.
37.	I am also a teacher on call in a private school.
38.	I am currently a teacher on call (T.O.C.)
39.	I am employed as an outreach teacher for <b>personal privacy</b>
40.	I am leaving this week as I do not make a livable income
41.	I am privately employed in the education field.
42.	I am <b>personal privacy</b> and tutoring one <b>personal privacy</b> who attends high school in <b>personal privacy</b>
43.	I am working as a full time teacher in a BC independent school
44.	I can't get home because I support my family back home.
45.	I found employment overseas and when I came back I was unable to enter a school district. As I have a family to support I could not afford to be a TTOC.
46.	I have emailed various HR positions within local districts to seek guidance but they do not answer questions
47.	I have only recently taken up employment after having taken a hiatus for child care reasons. I plan to return to this hiatus in the new year following the end of my contract.
48.	I live and teach in the <b>personal privacy</b>
49.	I opted not to have a contract so I could travel.

50.	personal privacy	I felt I'll equipped to deal with the parents of a demanding school and worked in a poorly built portable with very demanding students though it was a wealthy school and area in personal privacy
51.		I was able to work a 10% K job share and and little terms here and there, although they didn't count as "terms". Two years in a row, I started up the class only to be bumped about a month later.
52.		I was also previously employed in a BC offshore school
53.	personal privacy	I was teaching at personal privacy and supplementing my income subbing on personal privacy where I used to live. I have just moved to personal privacy because I got hired by personal privacy. I will be in the same boat for about 2-3 years.
54.		I work as a TOC
55.		I work at a college teaching gr 10-12 math and science
56.		I work for a public school and an independent DL school. The DL school was my first paid teaching position.
57.		I work for both public and independent school systems
58.		If you count TTOCing. If not, then no. I am not in a teaching position.
59.		In the process at the moment
60.		Innovation and adaptations for practical learning are encouraged in the independent setting - truly love this about it
61.	personal privacy	Public Secondary School, Foods and Agriculture teacher
62.		Just as a TOC
63.	personal privacy	
64.	personal privacy	
65.		need job near community & housing
66.		No I am still on Call and its been 4 years in the district I have been hired in
67.		On Call and Temp Contract.
68.	personal privacy	
69.	personal privacy	
70.	personal privacy	
71.	personal privacy	
72.		only as a teacher on call
73.		Only as a TOC
74.		Only current employment as a TOC at a private school
75.		Preschool
76.		Previous 4 years was at an Offshore school
77.		Private ESL school
78.	personal privacy	but taught part-time in personal privacy and TTOC'd in personal privacy
79.	personal privacy	School Distric personal privacy
80.		see above comments
81.		Small contract
82.		stay at home mom of two and pregnant with my third
83.		Teaching adult and continuing education
84.		teaching gr. 10-12: Math + science
85.		teaching in public and independent--it won't let me check both
86.		Toc this year, no positions available with my qualifications
87.		trying desperately
88.		TTOC
89.		TTOC
90.	personal privacy	state school through an agency
91.		Unavailable for most of this school year due to another job.
92.		Unemployed
93.	personal privacy	since Oct. 2014

94.	personal privacy
95.	Was just hired on January 13th
96.	personal privacy
97.	Working as a principal
98.	Yes - In BC public and independent school systems.

**15. If you are currently employed in a paid K-12 position, what type of position?**

Response	Chart	Percentage	Count
TTOC - (how many days a week?)		28.7%	282
P/t - (how many days a week?)		14.9%	146
F/t		56.4%	553
		<b>Total Responses</b>	<b>981</b>

**If you are currently employed in a paid K-12 position, what type of position? (TTOC – days/ wk)**

Response
1. -
2. 0.5
3. 0 for intermediate elementary
4. 0 or 1
5. 0.5
6. 0-2
7. 0-3
8. 0-3
9. 0-3
10. 0-5
11. 1
12. 1
13. 1
14. 1
15. 1 day / week
16. 1 day a month
17. 1 day / week approx
18. 1.5
19. 1-2
20. 1-2
21. 1-2
22. 1-2
23. 1-2
24. 1-2 days in a month
25. 1-2/month
26. 1-3
27. 1-3
28. 1-3
29. 1-3 days a month For a private school on an Indian reserve.
30. 1-4 days a week - BC First Nations Band Schools

31.	1--5
32.	1-5 - variable.
33.	2
34.	2
35.	2
36.	2
37.	2
38.	2
39.	2
40.	2
41.	2
42.	2
43.	2
44.	2
45.	2
46.	2
47.	2
48.	2
49.	2 days a week - average
50.	2.5
51.	2.5-3 days a week - average
52.	2-3
53.	2-3
54.	2-3
55.	2-3
56.	2-3
57.	2-3
58.	2-3
59.	2-3
60.	2-3
61.	2-3
62.	2-3
63.	2-3 days per week on average, seems to be increasing
64.	2-4
65.	2-4
66.	2-4
67.	2-4
68.	2-5
69.	2-5
70.	2-5 - typically 4
71.	2-5 days a week
72.	3
73.	3
74.	3
75.	3
76.	3
77.	3
78.	3

79.	3
80.	3
81.	3
82.	3
83.	3
84.	3
85.	3
86.	3
87.	3
88.	3
89.	3
90.	3 - average
91.	3 - average
92.	3 - average
93.	3 - average
94.	3 days a week
95.	3.5-4
96.	3-4
97.	3-4
98.	3-4
99.	3-4
100.	3-4
101.	3-4
102.	3-4
103.	3-4
104.	3-4
105.	3-4 days a week on average
106.	3-4 days per week on average
107.	3-5
108.	3-5
109.	3-5
110.	3-5
111.	3-5
112.	3-5
113.	3-5
114.	3-5
115.	3-5
116.	3-5
117.	3-5
118.	3-5
119.	3-5
120.	3-5
121.	3-5
122.	3-5 days a week
123.	3-5 days a week, but most of the time I am in <b>personal privacy</b>
124.	3-5 days per week
125.	4
126.	4

<b>127</b>	4
<b>128</b>	4
<b>129</b>	4
<b>130</b>	4
<b>131</b>	4
<b>132</b>	4
<b>133</b>	4
<b>134</b>	4
<b>135</b>	4
<b>136</b>	4
<b>137</b>	4
<b>138</b>	4 - average
<b>139</b>	4 days on average
<b>140</b>	4 on average
<b>141</b>	4 to 5 days a week
<b>142</b>	4 to 5 days a week
<b>143</b>	4 to 5 days a week
<b>144</b>	4.5
<b>145</b>	4/5 days - usually full time
<b>146</b>	4-5
<b>147</b>	4-5
<b>148</b>	4-5
<b>149</b>	4-5
<b>150</b>	4-5
<b>151</b>	4-5
<b>152</b>	4-5
<b>153</b>	4-5
<b>154</b>	4-5
<b>155</b>	4-5
<b>156</b>	4-5
<b>157</b>	4-5
<b>158</b>	4-5
<b>159</b>	4-5
<b>160</b>	4-5
<b>161</b>	4-5
<b>162</b>	4-5
<b>163</b>	4-5
<b>164</b>	4-5
<b>165</b>	4-5
<b>166</b>	4-5 days a week
<b>167</b>	4-5 days a week
<b>168</b>	4-5 days a week
<b>169</b>	4-5 days a week
<b>170</b>	4-5 days a week - usually
<b>171</b>	4-5 days a week.
<b>172</b>	4-5 days per week
<b>173</b>	4-5 days/ week
<b>174</b>	4-5 days/week

175	4-5 days/week
176	4-5 days/week approx.
177	5
178	5
179	5
180	5
181	5
182	5
183	5
184	5
185	5
186	5
187	5
188	5
189	5
190	5
191	5
192	5
193	5
194	5
195	5
196	5
197	5
198	5
199	5
200	5
201	5
202	5
203	5
204	5
205	5
206	5
207	5
208	5
209	5
210	5
211	5
212	5
213	5
214	5
215	5
216	5
217	5
218	5
219	5
220	5
221	5
223	5

224	5 - typically
225	5 days a week
226	5 days a week
227	5 days a week
228	5 days a week
229	5 days a week
230	5 days a week
231	5 days a week
232	5 days a week - not sure about January/15
233	About 4
234	About 4 on average
235	About 5 days a week
236	Anywhere from 1 - 4 days
237	Anywhere from 2-4 calls a week.
238	Anywhere from 3-5 days a week
239	At least twice a week
240	Available 5 days but typically work 3 or 4
241	Available 5 days per week. Receiving 3+ calls per week.
242	Averaged 4 last year (but not necessarily full days)
243	personal privacy
244	personal privacy
245	personal privacy was teaching 3 days a week min
246	Depends on the week
247	For most of this year it has been about 2 days a week. Now that priorities have been recalled, it is more like 4-5 days a week (only in the last 2 weeks).
248	Full time on a temporary contract from November to June.
249	Irregular
250	Just started!
251	Less than 1
252	Less than one
253	Not weekly - usually 2 per month
254	personal privacy average 3-5 days per week
255	Only TOC'd 1 day
256	Temporary contract
257	TTOC
258	Usually none
259	Varies
260	Varies
261	Varies on time of year, sometimes 0-1. sometimes 3-5
262	Very few days per year
263	Was lots when I was on
264	Zero so far, just started Jan 5

**If you are currently employed in a paid K-12 position, what type of position? (P/t - days/ wk)**

#	Response
1.	0.2 = 1 day/week. Aboriginal Education Success Teacher personal privacy
2.	0.2 contract
3.	0.2 contract

4.	0.25
5.	0.25 position English 11, TOC the rest of the time
6.	0.28 Contract (5 days a week but only in afternoons). Presently, I am teaching Math and Science Grade 9 for a 4 week contract (3 blocks, 5 days a week)
7.	0.35 4 days a week afternoons
8.	0.43 FTE
9.	0.5
10.	0.5= 3 hrs/day every day of the week
11.	0.57
12.	0.57
13.	0.57 contract
14.	0.57 contract - everyday.
15.	0.57 FTE
16.	0.571 Scholarship Counselling and TOC
17.	0.5714 FTE
18.	0.6 contract at a Junior Secondary
19.	0.6 FTE (two half days and two full days) teaching French Immersion
20.	0.625 FTE
21.	0.71 contract
22.	0.714 position, 5 days a week
23.	0.72
24.	0.76
25.	0.8
26.	0.8 as a grade 5/6 teacher
27.	0.803 FTE 5 days a week <span style="color: red;">personal privacy</span>
28.	0.857 fte
29.	0.858
30.	0.86 FTE
31.	0.87
32.	0.875
33.	1
34.	1 block 2-3 days a week
35.	1 block a day
36.	1 Block per day.
37.	1 day/week
38.	1 day/week plus TTOC 3-4 days/week
39.	1.5 days plus TTOC
40.	2
41.	2
42.	2
43.	2
44.	2
45.	2
46.	2
47.	2
48.	2
49.	2
50.	2

51.	2 (.5 contract)
52.	2 days a week
53.	2 days a week (0.367 FTE)
54.	2 or 3 (.571)
55.	2.5
56.	2.5
57.	2.5 days a week. I TA 3 blocks and teach 1 block
58.	2-3
59.	2-3
60.	2-3
61.	2-3
62.	2-3
63.	2-3 days alternating with a job share partner
64.	2-4 days per week.
65.	3
66.	3
67.	3
68.	3
69.	3
70.	3
71.	3
72.	3
73.	3
74.	3
75.	3
76.	3
77.	3
78.	3 days
79.	3 days
80.	3 days a week
81.	3 days a week
82.	3 days a week (wed-fri)
83.	3- Full time in January
84.	3.5
85.	3.5
86.	3.75
87.	3.75
88.	3/4 time 5 days a week
89.	4
90.	4
91.	4
92.	4
93.	4
94.	4
95.	4
96.	4
97.	4
98.	4

99.	4
100.	4
101.	4
102.	4
103.	4
104.	4
105.	4 days
106.	4 days (1 block)
107.	4 days a week
108.	4 days a week
109.	4 days per week
110.	4 days/ week temporary contract
111.	4 days/week
112.	4 mornings a week (.4) and also TOC
113.	4.5
114.	4.5
115.	4.5 days
116.	4.5 days a week
117.	5
118.	5
119.	5
120.	5
121.	5
122.	5
123.	5
124.	5 days a week .74 FTE
125.	5 days a week and a teacher on call
126.	5 days a week, 3 hrs
127.	5 days per week, but a 75% position
128.	5 days, but only at a .82 FTE
129.	5 days, half time but need to beat school at least 3,of 4 blocks.
130.	5 mornings, 3 afternoons
131.	57% Specialty Position. 5 half days/week.
132.	85% full time payment although I work from 9-4:45 each day <a href="#">personal privacy</a>
133.	a.m. only LD contract 5 days/week
134.	Every yday, one day i teach 4 classes, the other i teach 2, then it starts again.
135.	Every day 0.586 FTE
136.	Every day 2 mornings and teacher on call on day 1
137.	Every day, 85.7% term contract
138.	Every other day
139.	Every other day at a <a href="#">personal privacy</a>
140.	Every other day for the year (linear system)
141.	Five days at 80%
142.	Full time, but only in a temporary contract until June 2015
143.	Half days 5 days a week

#	Response
1.	@ a tutoring company called <a href="#">personal privacy</a>

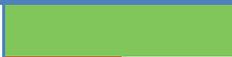
2.	0.2 FTE with TTOCing the other 4 days/week
3.	0.60fte contract; 3 full days and 2 TTOC days in <a href="#">personal privacy</a>
4.	0.714 position - 5 days a week
5.	0.8 Teacher Librarian
6.	0.82 FTE between 3 schools
7.	0.86 contract
8.	0.9 FTE
9.	113 days seniority in first year
10.	2 days continuing position, 3 days TOC
11.	2 job shares at 40% each, 1 day to TOC or I often take the day off to prep/do work for my classes
12.	3 days in a contract, 2 days on call
13.	4 days TOC, 1 day temporary contract
14.	5 days of full day availability, but seldom requested to teach 5 full days
15.	Adult self-paced at a college
16.	Also a TTOC on alternate days
17.	Also due to my ability to speak French last year I work full time in between three positions at an independent school as a teacher on call and a two day classroom teacher
18.	Also on a 0.1 contract (half day a week)
19.	Also TOC 1-2 days a week
20.	Also TOCing.
21.	Also TTOC for <a href="#">personal privacy</a>
22.	Although i am not a 1.0 or FTE i work over 55 hours a week
23.	And 2 days a week part-time as well
24.	And TTOCing the other days
25.	Associate Teacher position
26.	B.C. Offshore School
27.	Both a TTOC and part time position (I wasn't able to section both options)
28.	<a href="#">personal privacy</a>
29.	Classroom Teacher Grade 6.
30.	Continuing
31.	Continuing contract
32.	Contract
33.	Contract Sept - March
34.	Courses taught: Math 9, Math 10, Math 12, Physics 11, Calculus 12
35.	<a href="#">personal privacy</a>
36.	<a href="#">personal privacy</a>
37.	currently full time <a href="#">personal privacy</a>
38.	Currently in temporary contract
39.	Currently in the second year of a 1.0 FTE Grade 3/4 & Technology position
40.	Currently looking to TOC in the public school system.
41.	<a href="#">personal privacy</a>
42.	<a href="#">personal privacy</a>
43.	Despite doing my practicum in <a href="#">personal privacy</a> and living there, I have never been called for an interview in the district. I worked in the private system for two years, before finding a position in <a href="#">personal privacy</a> however, despite having applied to <a href="#">personal privacy</a> every year since I graduated, I have not been contacted by any of these districts. <a href="#">personal privacy</a> even told me that because I didn't do my practicum in <a href="#">personal privacy</a> and was not a resident, I should not apply
44.	DOC

45.	During busy times I work usually 4-5 days a week, but slower times (eg. beginning of school year, pro-d weeks) I'm lucky to get 1-2 days a day a week
46.	Elementary Special Education Teacher
47.	First full time, full year, temporary contract.
48.	French Immersion Grade 4 in <a href="#">personal privacy</a> School Board
49.	FTE 0.5 teacher, 0.25 principal, 0.25 tutoring
50.	full time on layoff, so ttoc while i wait
51.	Full time permanent TTOC - received a full time contract but was surplusd the same year.
52.	Full time teacher in <a href="#">personal privacy</a>
53.	Full time, continuing contact
54.	Grade 1 continuing
55.	Grade 1 French Immersion
56.	grade 1 French immersion mat leave
57.	Grade 5
58.	Have had contracts (both full time and 0.57 part time), but do not currently hold one.
59.	Have had various contracts ranging from 0.14 to 0.75 FTE
60.	high demand for technology education
61.	I also teach on call 1 day a week.
62.	I also TOC on the 3 days for <a href="#">personal privacy</a> and <a href="#">personal privacy</a>
63.	I also work as a TTOC on my non-contract days
64.	I am a full time teacher in an alternative education program
65.	I am a teacher that acts as a resource in science and math classrooms for both teachers and students
66.	I am a TOC AND have a part time contract. With the two combined, I usually work 5 days a week and get TOC work evert day I am not teaching in my own classroom.
67.	I am a TTOC for 2 days a week.
68.	i am always available there aren't always calls
69.	I am certified in Secondary but am teaching Grade 6 in an Elementary School.
70.	I am currently doing a multi-month half time TOC position.
71.	I am currently laid off. I previously taught full time for three years.
72.	I am currently only teaching one course. This would be considered a 0.25 position.
73.	I am in my fourth temp contract in <a href="#">personal privacy</a> and I TTOC as much as possible between contracts.
74.	I am working at an online school <a href="#">personal privacy</a> it is wonderful.
75.	I had a .25 contract 2013/2014, and I have a .856 contract (jobshare) from Sept 2014-Dec 2014
76.	I had to go to <a href="#">personal privacy</a> full time work.
77.	I have a .261 contract
78.	I have a .6 position (wed-fri), and then TOC 2 days a week (I mostly get called in for both those days)
79.	I have a 0.58 contract
80.	I have a 0.86 contract for the year
81.	I have a limited duration contract (beginning Sept. ending June)
82.	I have a part time contunue position 4 days / week and 1 day TOC / week
83.	I have a part-time position in University administration and TOC on days when I do not have work at the other position
84.	I have only found jobs abroad. I work in <a href="#">personal privacy</a>
85.	I just got a 0.6 at a school and am on call 2 days a week now
86.	I just got hired 3 weeks ago
87.	I just last month gained a full time position teaching a Year 2 classroom after 2 1/2 years on the supply list here.
88.	I just started teaching on call and so far have been getting a number of calls. In my first week I taught 50% of the

	school days that week and I have so far booked two out of the three days I have been available in the second week.
89.	I moved to a very small rural community to get a job, as it was very challenging everywhere else I applied.
90.	I only get full-time work as a TTOC because I'm a French teacher able to teach in French Immersion & Core French
91.	I teach 3 different contracts at the same school in order to have full time work. I teach French as a Second Language, ELL/ELs and grade 1.
92.	I TOC the other days in two districts and could work everyday for the most part
93.	I was a TOC mostly at GISS, sometimes at the elementary schools. High school was my preference.
94.	I was a TTOC for three months after being hired. I got a .6 FTE contract within 6 months and a 1.0 FTE within 1.4 years of being hired.
95.	I was at a BC offshore school for 3 years and am now at an IB world school in <a href="#">personal privacy</a>
96.	I was employed as a full time teacher from 2010-2014, but declining enrollment meant staff lay-offs.
97.	I work a .74 FTE
98.	I work at a private educational clinic.
99.	I work two days a week and TTOC the other three days.
100.	I'm in a long term assignment.
101.	In a school in the <a href="#">personal privacy</a> with BC accreditation
102.	In <a href="#">personal privacy</a>
103.	integration
104.	Intern
105.	International school
106.	It all depends on the time of year. It also depends on connections, as my district enabled teachers to request a teacher.
107.	I've had full-time employment for the past two years, but with the huge number of layoffs in my district I could not get full time employment this year. I am currently splitting my time between two schools and four different positions (a combination of classroom teaching and student services at both schools)
108.	language
109.	Learning Assistance Coordinator/Resource
110.	limited due to contract with university
111.	long-term sub
112.	<a href="#">personal privacy</a>
113.	More than 1 position-Language teacher, learning assistance.
114.	music teacher at 3 schools
115.	My current teaching position is only 9 hours per week
116.	My district does not currently accept requests for regular TTOCs - hence reduced work opportunities due to large number of recall teachers.
117.	Not employed
118.	Not quite steady enough to live off of
119.	<a href="#">personal privacy</a>
120.	On a temp assignment <a href="#">personal privacy</a> TTOC on days that I am not in the job share position.
121.	On a year to year contract
122.	<a href="#">personal privacy</a>
123.	Part Time and TOC
124.	part time by choice, <a href="#">personal privacy</a>
125.	Preschool
126.	Private school in <a href="#">personal privacy</a>
127.	so far 1 call only
128.	Sometimes it's three days a week, or four or five, but sometimes it's one day a week. The instability is really challenging.

129.	Split between 2 schools, but 1.0 FTE
130.	Teacher adviser
131.	Teacher Intern
132.	teaching k/1 French immersion, last year 1/2 grades they told me in my program I couldn't do my practicum in, therefore wasting my practicum experience for not the current realities
133.	Teaching special needs children, K-3
134.	Temporary
135.	Temporary Contract
136.	Temporary Contracts that are full time, but not continuing status and no guarantee for a job next year
137.	Temporary until the return of the incumbent (yet to be determined)
138.	term
139.	This is by choice, I have a full time continuing status but took a reduction this year.
140.	This is my third contract and it is .75 FTE. Once completed, my next contract will be my continuing
141.	This is not a sustainable or reasonable way to make a living. The TOC situation is a struggle and a hardship on aspiring teachers.
142.	Time and frequency of tutoring is based on necessity and availability.
143.	TOC when not working contract hours
144.	TOC: Currently on a 6 month, FT contract as a Special Education teacher.
145.	TTOC 2.5 days a week
146.	TTOC Fridays
147.	Until January. Then I will TTOC again
148.	Was teaching grade 2 full time
149.	Was TTOC for only 3 months
150.	Was working a combination of TTOC and limited duration contracts. 75% time
151.	Work as a teacher on call 3 days a week as I hold a 2 day contract
152.	Working as a full-time principal

### 16. Are you currently employed in the subject area(s) in which you were trained?

Response	Chart	Percentage	Count
Yes		66.2%	747
No		33.8%	381
<b>Total Responses</b>			<b>1128</b>

#	Response
1.	Adult Education with <span style="color: red;">personal privacy</span>
2.	All grades
3.	Also English
4.	Also teaching Core French (no post-secondary training)
5.	Although I do teach in my subject areas on occasion, there is no guarantee of what I will end up teaching
6.	Although not formally trained in online learning, I am teaching online courses in my trained subject areas
7.	Among others
8.	And new subjects as well
9.	And others
10.	And others
11.	As a TOC. I often teach outside of my trained area.
12.	As a TTOC however, I get called in to teach a variety of grades and subjects and have spent almost as much time

	teaching elementary as I do teaching Secondary English (what I was trained in).
13.	As a TTOC I am in various subject fields constantly
14.	As a TTOC, sometimes I am, sometimes I am not.
15.	As well as a couple options in which I wasn't trained
16.	As well as other subjects
17.	personal privacy
18.	BEd. in Elementary French immersion and I got hired for High School Dance & Drama (my previous degree was in Dance)
19.	But extensive background in this subject area and have completed Post Graduate Diploma in Home Ec Education (2013) at personal privacy
20.	But I also need to draw a lot from my first degree (BA in Music)
21.	But not the grade level (I'm at an elementary)
22.	certified to TTOC Social Studies, Geography, History
23.	Could not get enough work to feed my family or pay bills
24.	Currently teaching gr. 4-7
25.	Elementary and Middle school generalist
26.	Elementary band and choir, rather than secondary.
27.	French
28.	French Immersion
29.	French Immersion
30.	French only, although I'm also trained in Socials
31.	French yes, level no
32.	Generalist K-7 was my training and I am now working as a Resource Teacher
33.	Grade 2
34.	Grade 6 Generalist
35.	I also completed an additional qualification in French as a Second Language
36.	I also teach many classes outside of my training area.
37.	I am a homeschool teacher
38.	I am an identified intermediate teacher (practicum was in 6/7) but all four contracts have been primary jobs. In personal privacy not given priority for available primary jobs regardless of experience because they see me as "intermediate", which is ridiculous and frustrating considering my entire contract experience has been primary.
39.	I am currently employed in a Secondary School working in a Special Education program.
40.	I am doing resource room support for English Language Learners and Learning Assistance
41.	I am employed as a Resource Teacher for which I received no training for
42.	I am teaching 1-2 courses that I was directly trained in while the other classes are somewhat new to me
43.	I am teaching French immersion, which was not part of my program.
44.	I am teaching high school French Immersion. I am not a trained high school teacher and I do not feel qualified to be teaching French Immersion
45.	I am teaching high school science. I have a science degree, but I was trained to teach elementary.
46.	I assume this question is directed at secondary teachers, which I am not. I do not have a specific area of expertise.
47.	I currently lecture at a university and college. I teach 2 days a month at an independent school.
48.	I did my BEd in Secondary Social Studies and after not being hired by any districts, completed a Diploma in Home Economics. I am currently employed as a Home Ec teacher.
49.	I did not train in LSS Or ALT, but I am teaching all subjects: English, PE, Social Studies, Science, etc
50.	I do however work outside of that for shifts.
51.	I focused on the middle years.
52.	I generally get called to TTOC in my teachable subject areas, though not always.
53.	I get calls for k-12 all subjects
54.	I get more call outs for elementary level than I do secondary

55.	I have a masters and am employed as an itinerant teacher
56.	I have a wide variety of areas I can teach and I am called for TTOC work for all of those areas.
57.	I have had many jobs, but none have been in a subject I am trained for. Parts have been but never the whole job.
58.	I have only taught my subject area three times (three classes) in three years of teaching (14% of all classes I've taught). It's very frustrating.
59.	I most often am at elementary schools, however as a TTOC you are often working in a vast variety of subject areas.
60.	I mostly teach in elementary and middle schools as a TOC, I have the option of saying no (which I do) if I'm offered a job where I feel the subject or grade is out of my competency
61.	I now teach High School
62.	I retrained as a special educator
63.	I teach English/Language Arts in another form, so this is a more "yes" than "no" situation.
64.	I teach one block of the subject in which I was trained. The other 5 courses I teach are in different subjects.
65.	I teach some subjects I was trained in and some I was not
66.	I trained to teach secondary French in English-speaking schools and have been teaching as an elementary English specialist in the Francophone School District for my entire teaching career up to this point
67.	I was
68.	I was for my first 4 years, but just this year had to change due to cuts.
69.	I was last year (French and Social Studies)
70.	I was part of the French Language and Global Studies program (FLAGS)
71.	I was trained as a high school English and French teacher, and currently teach grade 6/7 French Immersion
72.	I was trained in English and French, and I am teaching English, French, and Socials
73.	I was trained in middle school, but I am teaching grade 10 and 11 Sciences
74.	I was trained in Physics and Science, but I am teaching Media Arts and Drafting & Design as I used to work as a mechanical engineer.
75.	I wasn't trained to be a TTOC
76.	I work K-7. <a href="#">personal privacy</a> <a href="#">personal privacy</a> At the moment I'm making arrangements to move <a href="#">personal privacy</a>
77.	I work one-on-one with teens.
78.	IB PYP
79.	I'm a 8-12 SS teacher, with a Masters in Arts, and have taught Communications, English, Drama/Theatre, and French.
80.	I'm also acting as the tech at our school and have been teaching grades 6 & 7 including Secondary.
81.	I'm in Learning assistance and resource this year.
82.	In an adapted (Special Education) class for English and Socials. I'm also teaching leadership.
83.	Inclusive Support Teacher, trained in grade 2/3 Elementary Generalist
84.	integration teacher
85.	It changes daily
86.	It seems completely by chance if you can ever teach what you're trained to do.
87.	It varies from day to day
88.	<a href="#">personal privacy</a>
89.	Lab Instructor for <a href="#">personal privacy</a>
90.	Last year, I was teaching a class (Fine Arts) I have no training in.
91.	Lots of high school and middle school TOC jobs lately
92.	Math and Computing Science
93.	Mathematics
94.	Middle school and senior Math and Sciences
95.	Minor in Early Primary. Currently working in a K/1 classroom.
96.	Most of the time - I don't really get a choice as to which classes I end up in as a TOC
97.	Most of the time I get called out to teach something I am qualified to teach; however, sometimes I get called for something I do not feel confident teaching, like French or math.

98.	Mostly
99.	Mostly. More so in secondary school. In middle school I teach all subjects.
100.	Mostly; my focus was with grades k-2, and I'm working with grades 4-7. However, I am doing outreach and special education, and am just completing my PSC in Special Education
101.	My calls are for any subject
102.	My specialty is elementary but I work in a high school
103.	My subject areas are quite diverse so I have some courses that I wasn't officially trained in but overall yes.
104.	N/A
105.	Not always.
106.	Not employed
107.	Not really, but kind of, due to my undergrad classes and personal life experience
108.	Not specifically, I am teaching grade 8 FAAS
109.	Occasionally I am required to teach subjects which are not my specialty.
110.	Often yes, although I do lots of elementary and middle school classroom teaching as well.
111.	On call to ALL grades and subjects
112.	personal privacy Was working same field
113.	Only because I enjoy teaching alternative education
114.	Partially - however working in a middle school, so only one subject is in my qualified area, the other 4 are not.
115.	Partially. I work as a platooning teacher in an elementary school system teaching French and Art.
116.	Partly
117.	Partly, employed in more subject area's than I was trained in. 3/7 course are in my field of science/math
118.	Provide healthy living professional for elementary and middle schools with personal privacy
119.	Social Studies focus, but currently teaching a little of everything
120.	Some of them
121.	Sometimes
122.	Sometimes
123.	Sometimes when my call out is for my subject area
124.	Sometimes, TTOCs are given limited choice
125.	Sometimes.
126.	Sort of - I work with teens (grades 6 through college age, actually). The job has given me a TON of experiences that would be very useful for teaching, and yet I worry that my resume will work against me when I return to teaching.
127.	Sort of: PDP in Core French, now teaching Immersion
128.	Special needs
129.	Specialist, using prior education outside of B.ed program
130.	SS11
131.	Student support has always been an important aspect of my teacher training.
132.	Teaching Dance currently
133.	Teaching in secondary school - trained for elementary
134.	Teaching Middle School Hebrew, not High School English!
135.	Technically yes, however, the training did not include any information about working in other schools systems, and minimal amount about how other school systems work, or issues affecting them.
136.	Technology education
137.	TOC classification for my subject
138.	TOC elementary
139.	Trained as an K-7 generalist, currently teaching grade 7 and 8 English to EAL learners in an international school
140.	Trained elementary, teaching high school English. Though I also have an English degree.
141.	Trained FSL - employed in FI
142.	Trained in high school FSL, employed in primary immersion.

143.	Trained in secondary Art and English - Teaching all subjects in Grade 6
144.	Trained in technology education, but also teaching two subjects outside my training.
145.	Trained K-12 with PE and Music specialties. Not teaching PE or Music and teaching Pre-school aged kids.
146.	TTOC
147.	TTOCing K-12
148.	TTOCing. Sometimes in my subject.
149.	TTOCs don't have much say in the subject they are called for
150.	Typically working with students in my subject areas but with special needs classes for which I lack training.
151.	We rarely focused on High School in the program
152.	With an some additional subjects (PE and computer science)
153.	Working in primary although trained as intermediate teacher
154.	Yes and No- because I am on call, I cover almost every subject area.
155.	Yes and No-depends on the Teacher I am filling in for
156.	Yes but I also had prior training before graduating from <b>personal privacy</b>
157.	Yes I teach PE but in also have English and I was certified in home ec
158.	Yes, but I am working in French, although trained in English.

**17. Did you take a methods or design for learning course in the subject area(s) in which you were preparing to teach?**

Response	Chart	Percentage	Count
Yes, in all elementary subject areas		31.7%	380
Yes, in some elementary areas		17.5%	210
Yes, in my secondary subject area(s)		43.5%	522
No, I did not take any methods courses		7.3%	88
<b>Total Responses</b>			<b>1200</b>

#	Response
1.	And in secondary - I am middle secondary trained
2.	Both English & Mathematics Designs for Learning
3.	Both Socials and English
4.	But it did not help me prepare for the work force when I had to actually apply it.
5.	But it was for French as a second language and not for French Immersion which I am teaching. I am a <b>personal privacy</b>
6.	But they were low quality courses.
7.	But, not for elementary focus, which I do teach infrequently.
8.	Chemistry and Physics
9.	Designs for learning course in my subject area for all grades
10.	Didn't do French
11.	English / Socials
12.	Excluding music, which I don't teach.
13.	French
14.	Fully qualified in Social Studies and Special Ed and feel <b>personal privacy</b> I did a very good job in providing instruction in these areas.
15.	Home Economics
16.	However the courses did not help me deal with issues other than curriculum
17.	I actually took methods courses in all secondary subject areas, regardless of if they were my speciality

18.	I also enrolled in a pilot program that focused on technology within curriculum design.
19.	I also took a focused methodology course in Kindergarten instruction
20.	I also took elementary music methods course.
21.	I am also teaching subjects which I am not qualified for, and which I have not taken methods courses for.
22.	I am unclear what you mean by 'methods', curriculum planning was included in all our courses.
23.	I can't actually remember, I think I did, but it wasn't memorable or helpful apparently.
24.	I can't remember
25.	I can't remember...
26.	I did a Problem Based Learning course which didn't include what can be considered a methods course.
27.	I did both secondary and elementary methods
28.	I did not take any courses with <del>personal privacy</del> everything was done with <del>personal privacy</del>
29.	I did take several method classes however none applied directly to my current position (learning assistance/resource)
30.	I do not know. Maybe it was called something else at the university I attended.
31.	I do not recall specifically taking a methods or design for learning course although I think it was integrated into several courses. I learned most during my practicums however.
32.	I don't know what this is, so I don't know how to answer the question
33.	I don't think it should be so divisive elem/secondary. So much was info missed, esp. planning, classroom management
34.	I learned more in one Pro-D day than in 2 of the 3 months of my methods course
35.	I only took one methods course
36.	I really don't know. My program qualifie me to teach K-7, and I was declined an interview for a gr.5 position, because I did my practicum in K. This upset me because some people made a big stink about what grade they were doing their practicum in. The grade/opportunity is directly linked to the availability of school accociates, during my year we had a mix of K-3 and there was only one 4/5 class. Pacticums should be seen as an assest, as we are all qualified K-7.
37.	I studied secondary education, but teach mainly elementary now
38.	I teach business Ed. I have a minor in Business but my teaching Major is Art. So I only took Art Education courses!
39.	I took "the biology of middle school"; not sure that counts in your classification, but it certainly helped me design my methods. I took the PDP program, before taking the BC Teacher's certificate, and that had several design components.
40.	I took a methods course in my secondary subject area (English) as well as Drama.
41.	I took a methods of research course in my post graduate degree
42.	I took FSL and Mathematics but there were many more that would've been really helpful to have, but only two courses required and only time for two methodology courses if you wanted to complete your degree on time
43.	I took methods courses with a focus on 8-12 but now work full time in K-7- Wish I'd taken some K-7 methods courses.
44.	I took methods in French for Secondary School but also taught Social Studies as well as French in the elementary school (did not feel as prepared for the younger kids)
45.	I tutor math, so I took courses at the local community college to upgrade my math skills. I also took courses necessary to become certified in the <del>personal privacy</del>
46.	I was maxed out for credits and was told I was unable to take any elementary methods courses
47.	I'm actually not sure what this is so I can't answer, but I don't think so
48.	I'm not exactly sure what this entails. I took courses that spoke on how to plan and instruct in specific subject areas, and may have touched on physical design of the classroom.
49.	I'm sure UBC would claim that I took courses in all areas, but given my experience I'd disagree
50.	It was a science methods class but it was elementary focused. We did exactly the same course that the 2 elementary focused cohorts did. <del>perswas in a way</del> ready to take a secondary cohort.
51.	It was a waste of time. I took Designs for Learning Art and it was a total joke.
52.	I've taken a methods course in Socials teaching, but have not taught it consistantly.
53.	Just for English; one was not offered for drama.
54.	Language arts, math
55.	Math and literacy
56.	Math and Science, but not teaching science right now.

57.	Methods course in English at <a href="#">personal privacy</a> in 2010
58.	Methods courses at <a href="#">personal privacy</a> were titled 'Curriculum Instruction' and 'Instructional Design'.
59.	Middle school focus
60.	Middle School Methods
61.	Middle School Methods
62.	My methods course for science was elementary, math was secondary, English was elementary - I teach secondary although the elementary methods courses have proven to be incredibly useful in a high school setting (surprising!)
63.	My program offered methods courses in most subject areas
64.	No language curriculum
65.	NOT TOO SUREHOW YOU DEFINE DESIGN/METHODS COURSE... <a href="#">personal privacy</a>
66.	Not for secondary French
67.	Not sure what this is, or if I took something similar under a different name
68.	Nothing can prepare you for the lack of resources and support in the current school system
69.	Now from 2015 I am enrolled in <a href="#">personal privacy</a>
70.	Reading and math
71.	Sorry but I do not understand the question
72.	Sorry, but I do not understand this question clearly.
73.	The course was not good. The professor essentially got us to buy a book and she read from the book. It was very disappointing and not practical.
74.	The duration of the teaching program did not allow for time to take courses in all elementary areas. I chose to take courses in elementary math, reading/writing, science, and EAL.
75.	The mathematics course i took in th education program did not prepare me for designing and teaching math
76.	there were no methods courses available for my specialty, I did prod in service for my colleagues in b ed program
77.	This course occurred while teaching in an independent school in <a href="#">personal privacy</a> When I graduated from my program in <a href="#">personal privacy</a> felt that this was an area in which I required more practice.
78.	Those were requirements for our program that we learn methods in all subject areas.
79.	To gain more then a trivial or sequential understanding of this, I had to do considerable research beyond what I was taught within my program.
80.	Two years training at <a href="#">personal privacy</a> before going to <a href="#">personal privacy</a>
81.	<a href="#">personal privacy</a> had some sort of a methods sections to all subjects
82.	Unsure
83.	Very helpful
84.	Was middle school focused so I had a little from elementary and a little from secondary.
85.	What is a methods course?
86.	Yes during the BEd program, most were not useful in retrospect as the teaching methods were out of date.
87.	Yes, but not in all my secondary subject areas
88.	Yes, but the focus of the courses were for K-3
89.	Yes, but methods class at <a href="#">personal privacy</a> was completely useless. Would help if teacher actually had real experience in tech ed.

**18. How much do you agree or disagree with each the following statements about the classes you took on campus during your teacher education program:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>The course work was challenging and rigorous.</b>	<b>121</b> <b>(12.8%)</b>	<b>473</b> <b>(50.2%)</b>	<b>267</b> <b>(28.3%)</b>	<b>80</b> <b>(8.5%)</b>	<b>2</b> <b>(0.2%)</b>	<b>943</b>
The topics of study were relevant and useful.	119 (12.6%)	581 (61.3%)	191 (20.1%)	55 (5.8%)	2 (0.2%)	948
<b>The assigned readings were relevant and useful.</b>	<b>95</b> <b>(10.1%)</b>	<b>557</b> <b>(59.0%)</b>	<b>224</b> <b>(23.7%)</b>	<b>66</b> <b>(7.0%)</b>	<b>2</b> <b>(0.2%)</b>	<b>944</b>
My instructors expected me to give full effort at all times.	362 (38.3%)	488 (51.6%)	77 (8.1%)	16 (1.7%)	3 (0.3%)	946
<b>I was provided with constructive feedback that improved my knowledge and skills regarding teaching and learning.</b>	<b>241</b> <b>(25.6%)</b>	<b>507</b> <b>(53.8%)</b>	<b>156</b> <b>(16.6%)</b>	<b>36</b> <b>(3.8%)</b>	<b>2</b> <b>(0.2%)</b>	<b>942</b>
I received appropriate mentorship and support.	272 (28.8%)	430 (45.6%)	184 (19.5%)	56 (5.9%)	1 (0.1%)	943

**19. How much do you agree or disagree that your teacher education program prepared you to support the diverse needs of learners, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Recognize and work effectively with students with special needs (i.e. learning, developmental or intellectual).</b>	<b>67</b> <b>(7.2%)</b>	<b>397</b> <b>(42.4%)</b>	<b>311</b> <b>(33.2%)</b>	<b>159</b> <b>(17.0%)</b>	<b>3</b> <b>(0.3%)</b>	<b>937</b>
Recognize and work effectively with students with physical disabilities.	41 (4.4%)	228 (24.3%)	434 (46.2%)	223 (23.7%)	14 (1.5%)	940
<b>Recognize and work effectively with students with emotional or behavioral disorders.</b>	<b>50</b> <b>(5.3%)</b>	<b>297</b> <b>(31.6%)</b>	<b>382</b> <b>(40.6%)</b>	<b>207</b> <b>(22.0%)</b>	<b>4</b> <b>(0.4%)</b>	<b>940</b>
Recognize and work effectively with, students at risk (from lower socio-economic status, dysfunctional or violent homes, in care of the Ministry of Children and Family Development).	62 (6.6%)	299 (31.9%)	388 (41.4%)	184 (19.6%)	5 (0.5%)	938
<b>Recognize when support services of other professionals/ paraprofessionals are required (i.e. police, health care workers, Aboriginal workers, social workers)</b>	<b>73</b> <b>(7.8%)</b>	<b>350</b> <b>(37.2%)</b>	<b>338</b> <b>(35.9%)</b>	<b>174</b> <b>(18.5%)</b>	<b>6</b> <b>(0.6%)</b>	<b>941</b>
Work effectively with other professionals/paraprofessionals to improve learning for students.	117 (12.5%)	430 (45.8%)	269 (28.7%)	117 (12.5%)	5 (0.5%)	938

**20. How much do you agree or disagree that your teacher education program prepared you to work with First Nations, Inuit and Metis students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and appreciate the cultural and linguistic diversity of Aboriginal peoples in BC.</b>	<b>169</b> <b>(18.0%)</b>	<b>431</b> <b>(46.0%)</b>	<b>212</b> <b>(22.6%)</b>	<b>113</b> <b>(12.1%)</b>	<b>12</b> <b>(1.3%)</b>	<b>937</b>
Understand the history and legacy of residential schools and assimilation in BC and Canada.	220 (23.5%)	423 (45.2%)	168 (18.0%)	112 (12.0%)	12 (1.3%)	935
<b>Understand impacts of this history for Aboriginal students and families.</b>	<b>206</b> <b>(22.0%)</b>	<b>406</b> <b>(43.3%)</b>	<b>198</b> <b>(21.1%)</b>	<b>113</b> <b>(12.1%)</b>	<b>14</b> <b>(1.5%)</b>	<b>937</b>
Understand how to work effectively with Aboriginal students, families and communities.	100 (10.7%)	289 (30.9%)	372 (39.7%)	156 (16.7%)	19 (2.0%)	936
<b>Identify and access relevant resources related to Aboriginal content and curriculum.</b>	<b>120</b> <b>(12.9%)</b>	<b>356</b> <b>(38.2%)</b>	<b>292</b> <b>(31.3%)</b>	<b>146</b> <b>(15.7%)</b>	<b>18</b> <b>(1.9%)</b>	<b>932</b>
Integrate Aboriginal content and pedagogy into the curriculum.	119 (12.8%)	370 (39.7%)	289 (31.0%)	137 (14.7%)	18 (1.9%)	933
<b>Recognize and address discrimination and racism of Aboriginal peoples in the K-12 system.</b>	<b>137</b> <b>(14.7%)</b>	<b>382</b> <b>(40.9%)</b>	<b>261</b> <b>(27.9%)</b>	<b>133</b> <b>(14.2%)</b>	<b>21</b> <b>(2.2%)</b>	<b>934</b>
Recognize your own biases and how to overcome them.	169 (18.2%)	452 (48.5%)	182 (19.5%)	95 (10.2%)	33 (3.5%)	931

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**21. How much do you agree or disagree that your teacher education program prepared you to develop an inclusive learning environment for students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and embrace the diversity of students (gender, sexual orientation, ethnicity and religion etc.).</b>	<b>250</b> <b>(26.8%)</b>	<b>513</b> <b>(55.0%)</b>	<b>126</b> <b>(13.5%)</b>	<b>35</b> <b>(3.8%)</b>	<b>9</b> <b>(1.0%)</b>	<b>933</b>
Develop a welcoming, inclusive and respectful learning environment.	352 (37.8%)	509 (54.7%)	47 (5.0%)	19 (2.0%)	4 (0.4%)	931
<b>Recognize and work effectively with students who are immigrants, refugees and/ or English Language Learners.</b>	<b>164</b> <b>(17.6%)</b>	<b>432</b> <b>(46.3%)</b>	<b>274</b> <b>(29.4%)</b>	<b>58</b> <b>(6.2%)</b>	<b>5</b> <b>(0.5%)</b>	<b>933</b>
Recognize and address discrimination and racism in the K-12 system.	159 (17.1%)	428 (46.0%)	279 (30.0%)	58 (6.2%)	7 (0.8%)	931
<b>Recognize and respond effectively to instances of violence and bullying.</b>	<b>161</b> <b>(17.3%)</b>	<b>420</b> <b>(45.1%)</b>	<b>277</b> <b>(29.7%)</b>	<b>72</b> <b>(7.7%)</b>	<b>2</b> <b>(0.2%)</b>	<b>932</b>
Understand how to assist students to access other supports (e.g. Ministry of Education/Health/Children and Family Development initiatives)	74 (8.0%)	305 (32.8%)	396 (42.6%)	148 (15.9%)	7 (0.8%)	930
<b>Recognize and respect different cultural perspectives on education.</b>	<b>187</b> <b>(20.1%)</b>	<b>517</b> <b>(55.5%)</b>	<b>175</b> <b>(18.8%)</b>	<b>46</b> <b>(4.9%)</b>	<b>6</b> <b>(0.6%)</b>	<b>931</b>
Recognize personal biases and how to overcome them.	166 (17.9%)	544 (58.6%)	159 (17.1%)	41 (4.4%)	18 (1.9%)	928

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**22. How much do you agree or disagree that your teacher education program prepared you to manage a classroom and the behaviour of students, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and apply knowledge of student growth and development.</b>	<b>190</b> <b>(20.4%)</b>	<b>572</b> <b>(61.5%)</b>	<b>131</b> <b>(14.1%)</b>	<b>34</b> <b>(3.7%)</b>	<b>3</b> <b>(0.3%)</b>	<b>930</b>
Develop and implement a variety of behaviour management strategies.	181 (19.5%)	443 (47.6%)	224 (24.1%)	79 (8.5%)	3 (0.3%)	930
<b>Develop and implement instructional techniques to engage students.</b>	<b>271</b> <b>(29.1%)</b>	<b>536</b> <b>(57.6%)</b>	<b>86</b> <b>(9.2%)</b>	<b>33</b> <b>(3.5%)</b>	<b>4</b> <b>(0.4%)</b>	<b>930</b>
Develop and implement classroom routines and protocols to facilitate learning.	245 (26.3%)	492 (52.9%)	139 (14.9%)	52 (5.6%)	2 (0.2%)	930
<b>Design and arrange the learning environment to facilitate learning.</b>	<b>215</b> <b>(23.2%)</b>	<b>485</b> <b>(52.3%)</b>	<b>180</b> <b>(19.4%)</b>	<b>43</b> <b>(4.6%)</b>	<b>5</b> <b>(0.5%)</b>	<b>928</b>
Interact with students in a respectful and non-judgmental manner.	302 (32.6%)	543 (58.6%)	56 (6.0%)	2 0 (2.2%)	5 (0.5%)	926
<b>Support the development of self-regulation in students.</b>	<b>151</b> <b>(16.3%)</b>	<b>439</b> <b>(47.3%)</b>	<b>268</b> <b>(28.8%)</b>	<b>65</b> <b>(7.0%)</b>	<b>6</b> <b>(0.6%)</b>	<b>929</b>

**23. How much do you agree or disagree that your teacher education program prepared you to communicate and interact with students, parents and colleagues, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Develop effective and respectful communication skills.</b>	<b>193</b> <b>(20.9%)</b>	<b>548</b> <b>(59.3%)</b>	<b>148</b> <b>(16.0%)</b>	<b>27</b> <b>(2.9%)</b>	<b>8</b> <b>(0.9%)</b>	<b>924</b>
Use appropriate inquiry techniques to facilitate learning and promote critical thinking.	221 (23.9%)	531 (57.5%)	138 (14.9%)	32 (3.5%)	2 (0.2%)	924
<b>Integrate appropriate technology into the learning environment.</b>	<b>204</b> <b>(22.2%)</b>	<b>486</b> <b>(52.8%)</b>	<b>172</b> <b>(18.7%)</b>	<b>55</b> <b>(6.0%)</b>	<b>3</b> <b>(0.3%)</b>	<b>920</b>
Involve parents, in a timely fashion, to support student learning.	117 (12.7%)	434 (47.0%)	315 (34.1%)	54 (5.8%)	4 (0.4%)	924
<b>Develop skills in conflict and dispute resolution.</b>	<b>111</b> <b>(12.1%)</b>	<b>402</b> <b>(43.8%)</b>	<b>325</b> <b>(35.4%)</b>	<b>76</b> <b>(8.3%)</b>	<b>4</b> <b>(0.4%)</b>	<b>918</b>
Facilitate respectful and thoughtful classroom discussions.	232 (25.2%)	564 (61.4%)	97 (10.6%)	24 (2.6%)	2 (0.2%)	919

**24. How much do you agree or disagree that your teacher education program prepared you to plan effective learning experiences, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Interpret and operationalize curriculum documents (i.e. IRP's).</b>	<b>272</b> <b>(29.6%)</b>	<b>455</b> <b>(49.5%)</b>	<b>125</b> <b>(13.6%)</b>	<b>66</b> <b>(7.2%)</b>	<b>1</b> <b>(0.1%)</b>	<b>919</b>
Create developmentally appropriate engaging, inclusive and personalized learning experiences.	228 (24.8%)	515 (56.0%)	136 (14.8%)	40 (4.3%)	1 (0.1%)	920
<b>Understand the connections among big ideas, learning strategies, content, and assessment.</b>	<b>277</b> <b>(30.1%)</b>	<b>496</b> <b>(53.9%)</b>	<b>109</b> <b>(11.8%)</b>	<b>36</b> <b>(3.9%)</b>	<b>2</b> <b>(0.2%)</b>	<b>920</b>
Understand the connection between teaching practices and engagement of students.	281 (30.6%)	533 (58.0%)	78 (8.5%)	25 (2.7%)	2 (0.2%)	919
<b>Scaffold instructional experiences based on prior learning.</b>	<b>298</b> <b>(32.5%)</b>	<b>519</b> <b>(56.5%)</b>	<b>79</b> <b>(8.6%)</b>	<b>20</b> <b>(2.2%)</b>	<b>2</b> <b>(0.2%)</b>	<b>918</b>
Differentiate learning.	231 (25.1%)	480 (52.2%)	169 (18.4%)	36 (3.9%)	3 (0.3%)	919
<b>Develop curriculum that is inclusive of all learners.</b>	<b>209</b> <b>(22.7%)</b>	<b>492</b> <b>(53.5%)</b>	<b>177</b> <b>(19.2%)</b>	<b>39</b> <b>(4.2%)</b>	<b>3</b> <b>(0.3%)</b>	<b>920</b>
Integrate appropriate technology into the learning environment.	204 (22.2%)	482 (52.6%)	173 (18.9%)	55 (6.0%)	3 (0.3%)	917
<b>Develop and utilize different instructional techniques as appropriate.</b>	<b>233</b> <b>(25.5%)</b>	<b>551</b> <b>(60.3%)</b>	<b>102</b> <b>(11.2%)</b>	<b>27</b> <b>(3.0%)</b>	<b>1</b> <b>(0.1%)</b>	<b>914</b>

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25. How much do you agree or disagree that your teacher education program prepared you to assess/evaluate student learning by helping you to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Understand and apply focused, respectful types of feedback.</b>	<b>211</b>	<b>558</b>	<b>123</b>	<b>19</b>	<b>3</b>	<b>914</b>
	<b>(23.1%)</b>	<b>(61.1%)</b>	<b>(13.5%)</b>	<b>(2.1%)</b>	<b>(0.3%)</b>	
Understand and apply assessment as, for and of learning.	284	510	93	27	1	915
	(31.0%)	(55.7%)	(10.2%)	(3.0%)	(0.1%)	
<b>Develop, evaluate and apply different assessment tools.</b>	<b>232</b>	<b>493</b>	<b>154</b>	<b>32</b>	<b>1</b>	<b>912</b>
	<b>(25.4%)</b>	<b>(54.1%)</b>	<b>(16.9%)</b>	<b>(3.5%)</b>	<b>(0.1%)</b>	
Develop, evaluate and apply different reporting tools.	159	448	254	52	3	916
	(17.4%)	(48.9%)	(27.7%)	(5.7%)	(0.3%)	
<b>Involve students in their own assessment/ reporting.</b>	<b>242</b>	<b>509</b>	<b>131</b>	<b>29</b>	<b>1</b>	<b>912</b>
	<b>(26.5%)</b>	<b>(55.8%)</b>	<b>(14.4%)</b>	<b>(3.2%)</b>	<b>(0.1%)</b>	
Understand that students learn at different rates and evaluate based on what has been learned and not when it was learned.	257	498	123	33	2	913
	(28.1%)	(54.5%)	(13.5%)	(3.6%)	(0.2%)	
<b>Recognize the value of authentic assessment opportunities.</b>	<b>264</b>	<b>492</b>	<b>116</b>	<b>32</b>	<b>5</b>	<b>909</b>
	<b>(29.0%)</b>	<b>(54.1%)</b>	<b>(12.8%)</b>	<b>(3.5%)</b>	<b>(0.6%)</b>	

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**26. How much do you agree or disagree that your teacher education program prepared you to understand your professional role and legal responsibilities, by helping you to:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>	<b>Total Responses</b>
<b>Understand general concepts of the School Act, Independent School Act and Teachers Act.</b>	<b>145</b> <b>(15.8%)</b>	<b>423</b> <b>(46.2%)</b>	<b>249</b> <b>(27.2%)</b>	<b>96</b> <b>(10.5%)</b>	<b>3</b> <b>(0.3%)</b>	<b>916</b>
Understand and apply the Standards for the Education, Competence and Professional Conduct of Educators in BC, on and off duty.	245 (26.7%)	509 (55.6%)	108 (11.8%)	52 (5.7%)	2 (0.2%)	916
<b>Understand the principles embedded in the UN Convention on the Rights of the Child (child rights).</b>	<b>137</b> <b>(15.0%)</b>	<b>369</b> <b>(40.3%)</b>	<b>294</b> <b>(32.1%)</b>	<b>111</b> <b>(12.1%)</b>	<b>4</b> <b>(0.4%)</b>	<b>915</b>
Understand the role of the Teacher Regulation Branch.	161 (17.6%)	506 (55.2%)	172 (18.8%)	66 (7.2%)	12 (1.3%)	917
<b>Understand the role of the Commissioner for Teacher Regulation.</b>	<b>86</b> <b>(9.4%)</b>	<b>300</b> <b>(32.8%)</b>	<b>375</b> <b>(41.0%)</b>	<b>135</b> <b>(14.8%)</b>	<b>18</b> <b>(2.0%)</b>	<b>914</b>
Understanding your duty to report to the Commissioner for Teacher Regulation as required by the Teachers Act.	106 (11.6%)	351 (38.4%)	316 (34.6%)	127 (13.9%)	14 (1.5%)	914
<b>Recognize and report cases of child physical, sexual or emotional abuse to the Ministry of Children and Family Development as required by the Child, Family and Community Service Act.</b>	<b>286</b> <b>(31.3%)</b>	<b>477</b> <b>(52.2%)</b>	<b>98</b> <b>(10.7%)</b>	<b>50</b> <b>(5.5%)</b>	<b>3</b> <b>(0.3%)</b>	<b>914</b>
Recognize grooming behaviours and possible pedophilia.	127 (13.8%)	360 (39.3%)	292 (31.8%)	132 (14.4%)	6 (0.7%)	917
<b>Use social media and electronic communications in a professional manner.</b>	<b>304</b> <b>(33.2%)</b>	<b>477</b> <b>(52.1%)</b>	<b>100</b> <b>(10.9%)</b>	<b>30</b> <b>(3.3%)</b>	<b>4</b> <b>(0.4%)</b>	<b>915</b>
Recognize the limits of your professional qualifications and seek help when specialized assistance is necessary.	215 (23.6%)	504 (55.3%)	145 (15.9%)	45 (4.9%)	2 (0.2%)	911

**27. How much do you agree or disagree that your teacher education program prepared you to be a reflective practitioner, by helping you to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>Continually examine your practice to allow for professional growth.</b>	<b>416</b> <b>(45.5%)</b>	<b>449</b> <b>(49.1%)</b>	<b>34</b> <b>(3.7%)</b>	<b>13</b> <b>(1.4%)</b>	<b>2</b> <b>(0.2%)</b>	<b>914</b>
Use appropriate research to inform and improve your practice.	298 (32.7%)	494 (54.2%)	105 (11.5%)	13 (1.4%)	2 (0.2%)	912
<b>Collaborate with fellow practitioners in professional learning.</b>	<b>376</b> <b>(41.1%)</b>	<b>476</b> <b>(52.1%)</b>	<b>47</b> <b>(5.1%)</b>	<b>13</b> <b>(1.4%)</b>	<b>2</b> <b>(0.2%)</b>	<b>914</b>
Accept constructive feedback regarding your teaching.	411 (44.9%)	463 (50.5%)	31 (3.4%)	8 (0.9%)	3 (0.3%)	916
<b>Develop inquiry skills.</b>	<b>319</b> <b>(34.9%)</b>	<b>463</b> <b>(50.7%)</b>	<b>113</b> <b>(12.4%)</b>	<b>14</b> <b>(1.5%)</b>	<b>4</b> <b>(0.4%)</b>	<b>913</b>
Understand and develop self-regulation skills.	264 (28.8%)	466 (50.9%)	148 (16.2%)	30 (3.3%)	8 (0.9%)	916
<b>Develop and refine a personal teaching philosophy.</b>	<b>378</b> <b>(41.3%)</b>	<b>471</b> <b>(51.5%)</b>	<b>50</b> <b>(5.5%)</b>	<b>11</b> <b>(1.2%)</b>	<b>5</b> <b>(0.5%)</b>	<b>915</b>

**28. How much do you agree or disagree with the following statements about your final practicum experience:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
<b>My program course work prepared me to succeed in my practicum.</b>	<b>184</b> <b>(20.1%)</b>	<b>430</b> <b>(47.0%)</b>	<b>208</b> <b>(22.8%)</b>	<b>80</b> <b>(8.8%)</b>	<b>12</b> <b>(1.3%)</b>	<b>914</b>
The methods/ strategies/ theory learned in my course work matched the practises I observed during my practicum	141 (15.4%)	407 (44.4%)	262 (28.6%)	97 (10.6%)	10 (1.1%)	917
<b>During my practicum I implemented what I learned in my course work.</b>	<b>206</b> <b>(22.5%)</b>	<b>507</b> <b>(55.3%)</b>	<b>139</b> <b>(15.2%)</b>	<b>49</b> <b>(5.3%)</b>	<b>15</b> <b>(1.6%)</b>	<b>916</b>
The length of the practicum was sufficient to gain necessary experience	257 (28.0%)	403 (43.9%)	167 (18.2%)	89 (9.7%)	1 (0.1%)	917
<b>I felt supported by my sponsor teachers.</b>	<b>493</b> <b>(53.8%)</b>	<b>279</b> <b>(30.5%)</b>	<b>76</b> <b>(8.3%)</b>	<b>66</b> <b>(7.2%)</b>	<b>2</b> <b>(0.2%)</b>	<b>916</b>
I felt supported by my faculty advisor.	489 (53.4%)	285 (31.1%)	79 (8.6%)	63 (6.9%)	0 (0.0%)	916

## 29. How much do you agree with the following statement:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total Responses
My teacher education program prepared me for the realities for the K – 12 classroom.	112 (12.3%)	448 (49.1%)	256 (28.0%)	90 (9.9%)	7 (0.8%)	913

## 30. What might have prepared you better to meet the realities of teaching in the K-12 system?

#	Response
1.	"Realities" is the key word here - most of the courses were not classroom-focussed at all, and offered little insight into what the day-to-day experience of teachers was. In my experience, the subject-specific courses were the most successful, but came at the end of the program, after the practicum. There should be way more of these, and sooner in the program.
2.	A better assessment class. It was pretty theoretical. I would have like more real-world assignments.
3.	A better program with more applicable thoughtful coursework and a year long course on assessment.
4.	A better transition between classwork and practicum (we were literally given 1 week between major essays). Also a more gradual process...setting up the practicum more than a couple of weeks before so we could meet supervisor, start transition, perhaps have chats about expectations and realities with sponsor teachers and supervisor in ADVANCE. I had to set up my own second practicum as by 2 weeks before none had yet been found for me as there were too many students in my program needing to find schools. It was a super frustrating way to start a practicum.
5.	A challenging, or "busy" class would have been best to get the practical experience needed to understand the realities of the K-12 system.
6.	A class strictly on classroom management would have been great.
7.	A cohort-specific assessment course. (I was in art - and the assessment course wasn't applicable)
8.	A course dealing with classroom management
9.	A course dedicated to Assessment. A longer practicum.
10.	A course on assessment, sponsor teachers who were in the classroom <b>personal privacy</b> , and more mentorship opportunities. Also, a course specifically designed for teaching in offshore schools should have been offered.
11.	A course on classroom management and being able to observe teaching in multiple schools, rather than just one.
12.	A course on everything you'll need to know about practicum; the practical matters
13.	A course on First Nations, Inuit and Metis focuses, which has since been integrated into the program.
14.	A different practicum schedule, such as a week in classrooms followed by a week of analysis, critique, and prep for another practicum week, repeat.
15.	A different variety of courses that our more relevant to everyday teaching.
16.	A focus on practical classroom strategies instead of reading educational research papers...
17.	A knowledge of special education might have prepared me better for my teaching career
18.	A little less theory and a little more "how to." Don't just tell me what a philosophy of education is, help me write one and equip with the tools to refine it over the years. A little less emphasis on reflection; which is important and I enjoy doing.
19.	A longer mentorship. The practicum shouldn't be longer, but the contact between experts and novices shouldn't end when teacher training does.
20.	A longer practicum

21.	A longer practicum - this was the single best learning experience of the program by far, perhaps several practica in multiple school settings (inner city etc.) - the only way to really become a better teacher is to actually teach! I also would have liked more of a say in which grade I completed my practicum. I really wanted early primary, but ended up in 3/4... I found my way back to K/1 once hired, but I missed out on a valuable learning experience that I knew would have been much more beneficial to me.
22.	A longer practicum (an entire school year, from first to last day, would have been more useful), or more explicit teaching of things like classroom management strategies, etc.
23.	a longer practicum (I chose 'disagree' for support by teacher sponsor because my first practicum teacher was not supportive, while the second one was); more experience working with students with emotional/behavioural issues and physical disabilities.
24.	A longer practicum experience in the classroom, and how to better assess students final learning
25.	A longer practicum experience. Would be very beneficial to be able to observe other classroom teachers as well.
26.	A longer practicum isn't necessarily the solution, but the Education Program did not prepare me for the 'real world'. More interactive assignments may provide future students with a better reality of teaching.
27.	A longer practicum, more hands on experiences, more relevant classes
28.	A longer practicum, more relevant support from the faculty advisor
29.	A longer practicum or multiple practica in different classes.
30.	A longer practicum or more to go into a school
31.	A longer program, it felt like we were introduced to all the things we needed to know and do, but didn't have time to fully understand them or implement them. Teachers also need more exposure to teaching. I think a gradual release of responsibility method is needed where new teachers work with a mentor teacher for the first 3-4 years of their career.
32.	A longer teacher education program with longer and more practicums. Also, theory and strategies for dealing with behaviour and classroom management, as a teacher and as a TIOC. Also, in depth coursework that pertains more directly to elementary, middle or highschool, as well as an opportunity to take coursework in all relevant subject areas to not only learn the curriculum well but also resources, strategies, and frameworks for planning, teaching, and assessing within those subject areas (the four month span to take coursework in your choice of subject areas did not provide enough time to take coursework in all elementary subjects).
33.	A longer time in the practicum would have given us a more realistic view of what a classroom entails. Moreover, the coursework that we went through did not specifically help us in the classroom. I feel the biggest issue in the classroom is classroom management, yet we did not have any mandatory classes regarding this; we had supplemental optional classes which we could take (if there was room). I think classroom management should be a mandatory course.
34.	A methods course for Aboriginal Education and how to implement it in the classroom.
35.	A mock-TOC day would have been very beneficial.
36.	A more applicable methods based course that would give ideas on what to teach and how... I relied a lot on my previous post secondary experience for ideas/projects. It would have been helpful to have more hands-on experiences before the practicum
37.	A more explicit and better understanding of job opportunities.
38.	A more rigorous approach to problem solving.. sure assess for learning, deal with behaviours, etc... but what is next. More experience with the long-game ideas - management of behaviour over time rather than daily strategies, etc.
39.	A more suitable school associate. Most often, these individuals are not screened or questioned to why they would like a student teacher. This role is a big commitment as teachers like me rely on the appropriate guidance and mentorship to succeed.
40.	A more thorough understanding of Spec.Ed., Realities of First Nations communities/populations,

41.	A photocopier, smart board, and other devices to practice on. Also how to use Bcesis.
42.	A practicum in French immersion, previewing more texts and available resources, recognizing how much of a teacher's time is spent in different activities unrelated to the learning of the students and how to balance even making units when you're thrown in the deep end not knowing what you'll reach from year to year, and having no provided time to prepare.
43.	A program geared specifically towards secondary teaching would have been very beneficial. A larger component focusing on support/special education would have been very beneficial.
44.	A racially diverse student body and professors. Place Indigenous education course and emotional learning focused courses at the beginning of the program instead of crammed in at the end. Have real conversations related to systemic racism and colonization within the education system and society at large. People need to face their own power and privilege before they interact with children. Weave various educational philosophies throughout the courses such as Montessori, Waldorf, etc. Break the silos of separate subjects and create interdisciplinary courses that reflect the reality our students will face in an interconnected world. Finally, abolish the requirement of the inadequate B.Ed for teaching and make it a Masters program where students can research their own passions in education, or a masters outside of the education department, such as psych, communications, child and youth care, etc.
45.	A school based mentor/coach. A practicum that was not linear.
46.	A series of courses that provide teachers with the hidden realities of the job - constant communication with parents, report writing (I reports, report cards etc), the complexities of teaching to IEPs and adaptations. The realities of planning on the fly, constant interruptions in school days such as assemblies, meetings, block switches, I days and the rest. The program was great at creating teachers who can teach to a class of engaged, present learners. But it failed to prepare us for the reality of disrespectful, unaccountable students, students with serious learning disabilities or social and familial dysfunction.
47.	A stronger focus on practicum learning BEFORE practicum teaching. More time observing/learning from a wider variety of sponsor teachers/classrooms and a stronger focus on practicum learning than university classroom learning.
48.	A stronger understanding of the diverse dynamic of learning and social needs in the classroom. There needs to be more information and training offered to student teachers around how to access community and ministry support; and when accessing this support is appropriate. Working with integrated systems such as BCESIS and other reporting programs would be beneficial as well. In addition, I feel there is a disconnect between the understanding of the roles of paraprofessional support in the classroom and how teachers can best work with EA's, APA specialists etc. to create a supportive and integrated classroom. I rely daily on my previous experiences working as an Educational Assistant and my other experiences working with diverse learners pre-teacher training. I feel all student teachers should have a minimum amount of hours working with individuals with diverse needs in the community as well as in the classroom before being accepted into teaching roles, in order to develop a greater and holistic approach when developing their teaching pedagogy.
49.	A variety of different practicum scenarios, where you go to a variety of different socio-economic levels of schools.
50.	A variety of in classroom practicums. While seeing one class from the beginning of the year to the end of the year was rewarding it was also highly limiting in developing a diversity of skills and teaching techniques for all ages.
51.	A year long apprenticeship program
52.	Actual classes on classroom routines for K-7, ways to organize a classroom. More classes on mental health and what causes students to have anxiety and to be alarmed. I needed more information on mental health students.
53.	Actual methodological instruction for French Education. Our French program consisted of learning about the CEFL - CECR scales of reference for languages, and then researching teaching techniques and presenting them to the class. I expected and paid for expert teaching on French methodology, and was not provided with this.
54.	Actual methodology by which i mean applicable curriculum development and not just the history of curricular criticism. less holding hands and singing songs and more applicable how-to's.
55.	Actual useful tips and strategies that are modelled by our instructors and opportunities to try them out.

56.	Actually looking at research based strategies tied to cognitive functioning, and learning how to implement those strategies through guided practice. Too much time was spent on the "teacher as person" part of the course, while the professional development of the educator through exposure to theory, and workshops around course building/assessment building were non-existent.
57.	Actually looking at what is currently best practice, not best practice from 10 years ago. More actual strategies and classroom management less theory
58.	Additional practicum experience in order to understand the realities of the classroom better.
59.	All student teachers come to the program with different needs so my personal preferences may not extrapolate well, but I join the PDPP already flush with personal motivation so what I needed was hands-on experience. I would have liked to have more classroom experience along the way; teacher shadowing, the occasional lesson taught for students, and being added to classrooms in a support role so we could assist real instructors with their scheduling, lesson planning, and implementation.
60.	Alternative teaching experiences outside of the K-12 system given the lack of job opportunities, or a practicum that required on-call experiences so to better prepare for the first 1-5 years of work.
61.	An actual team-teaching mentor environment over longer periods of time (possibly not consecutively).
62.	An early practicum or more time in an actual k-12 classroom.
63.	An internship, instead of a practicum. Teaching fewer classes, but learning how to teach them well instead of a highly-stressful nearly full-load of classes.
64.	An introduction/acknowledgment/awareness that just as there are different types of learners, there are different types of teachers
65.	An orientation once I graduated about hiring process and the realities of the teaching world. It has a lot to do with marketing and putting yourself out there.
66.	Another practicum in a different school or grade to maximize employability. More hands on experience. Focus on not only teaching but the goings-on in a school and learning about roles in school community.
67.	Anything
68.	As a practicing special education teacher who is currently completing a Master's in special education I am aware that I and other teachers had limited experience thinking about or learning about how to effectively use an education assistant in my class. I also have a varied background in working with adults and children with special needs and behavior challenges and I think that teacher education programs would benefit from more education on FBA and behavior intervention planning.
69.	As someone who was in an elementary program I find that I have received no information about high school aged students. It would be helpful to have had some strategies for teaching 8-12, information on the development and psychology of teens as well as information on the curriculum/structure of high school.
70.	assessment course, report card writing, how to deal with stress related to the job (principals, defiant students...), how to teach all grade levels not just middle school, maybe attaching us to a mentor teacher for the first few years of teaching
71.	At least some time in a practicum setting with less pressure. it was far too intense for me to effectively learn.
72.	At the end of the program we were given the impression that we would land a job in our subject area (with about 3-4 years TOC experience). It would have been nice to know that you will most likely be teaching in a subject for which you may not have been trained since most of those positions require quite a bit of seniority. For example, I completed my practicum in <a href="#">personal privacy</a>
73.	Authentic Indigenous Knowledge Systems (in this territory the focus should be on Sto:lo) integrated across all theory and method courses. Courses teaching non-Aboriginal students about what "unceded" territory actually is, about the various ways the Indian Act oppresses First Nations people, about linguistic genocide, cultural genocide and how the "myth" of the "Indian problem" has been constructed. In that way, teacher programs may support my colleagues to have a true understanding of who First Nations and Aboriginal peoples are and an honest history represented, as well as inculcating within them a responsibility to carry this knowledge forward into the communities in which they teach.
74.	Basic class management skills, such as age appropriate attention grabbers.
75.	Because my practicing took place towards the middle of the year, classroom routines and expectations were already established. I don't feel like I was provided with

	enough information about this. I also feel like I was unprepared to access the support services available to me.
76.	Behaviour, mental health courses, more practical experiences in all grade levels
77.	Being able to see a variety of classrooms.
78.	being given a realistic overview or view of what today's child/a classroom full of them really looks like as well as information regarding many of the real life challenges and burdens the students are bringing into the classroom with them. as well as the lack of support
79.	Being in a classroom at the start of the year (September) to see how to set up a classroom and routines. Also, although assessment was covered in depth, we never learned anything about how to write report cards.
80.	Being in different types of schools during my Bach. Ed. I would of liked to be in band schools, private schools, and public schools. I was only subjected to go to public schools. When I took my first teaching job in an isolated community there was nothing in my courses that prepared me for personal and professional struggles that I came across when living and working in isolation.
81.	Being included in a k-12 model. Should have been secondary only. More practicum, less classroom work.
82.	Being taught by teachers currently teaching. more applicable discussions/planning and less theoretical. Learning classroom management and assessment techniques BEFORE our practicum. More discussion/practice regarding differentiated instruction and students with behaviour issues/special needs.
83.	Being taught by teachers who've actually taught in a secondary classroom.
84.	Being told that there are zero jobs available for teachers in BC so that I could have taken a different program and perhaps been specialized or chosen a different profession so that I would not still be unemployed. Stop training new teachers!!!!!!
85.	Better course design and instruction for special needs and assessment classes.
86.	Better course work on assessment (e.g. how do you properly do observational assessment?) and a universally designed classroom.
87.	Better guidance of what questions to ask sponsor teachers; plan for setting up a classroom
88.	Better Instructors, more relevant course material, more in school training.
89.	Better preparation for the first year practicum and more thought needs to be put towards who is a sponsor teacher. My first practicum I was unprepared, and had a very difficult time with my sponsor teacher -constantly told that she didn't even want a practicum student in the first place, told me she was begged to take anther student. Why would you want someone like that to work with a student teacher?
90.	Better selection and monitoring of practicum supervisor teachers. My teacher was often not present and offered little support. He had substitute teachers conduct most of my observations, <b>personal privacy</b> We rarely met with a practicum supervisor from <b>personal privacy</b> More support would have improved my experience significantly.
91.	Better understanding of classroom management
92.	Better understanding of curriculum mapping, unit planning and lesson planning. Greater emphasis on interactions with parents, coworkers.
93.	By incorporating an earlier and more regular interaction with schools and the realities of teaching within the system, teacher education students would be able to match experience, learning, and contexts more appropriately and effectively.
94.	Case studies. more on management.
95.	Choosing a better university, that support and stands behind the practicum teacher when they say you are doing a good job, and not stab them in the back ....
96.	Classes focused on behaviour management, and assessment.
97.	Classes were based on teaching US history, social studies, curriculum, math etc. I was in this program to learn how to teach these things to children. I would have had a much larger benefit by giving me tools to use in the classroom and more on assessment. The first nations class was good to learn about residential schools, but a 4 hour class with a 5 minute break did not help me appreciate the culture or learn a lot about it. Also I wanted to know how to incorporate aboriginal studies in my class

	without it being a 'unit' and none of this was talked about. It was all just teaching us the same bit of history ove and over.
98.	Classroom management skills
99.	Classroom management skills training
100.	Classroom management skills, appropriate practical assessment techniques, working with students with special needs
101.	Classroom management skills, dealing with parents, Greater support & guidance during practicum
102.	Classroom management strategies
103.	Classroom management strategies, emotional/behavioural strategies, how to help children who have experienced trauma, abuse or chronic poverty
104.	classroom management strategies, recognizing and dealing with behavioral issues
105.	Classroom Management course.. unable to teach any subjects without classroom management. Information on being a TOC and how to manage behaviour. Setting up classroom managements in September. What as a new teacher you need to know.
106.	Classroom management strategies coursework
107.	Classroom teachers needs more support even though my schooling prepared me as much as they could, in reality, classrooms are a big challenge with many demands and needs that have to be met on a daily basis with little to no support. One person can not successfully meet the needs of today's students.
108.	Conceptual understanding of my subject area so that I don't end up teaching how I was taught when I was in high school.
109.	Course work first then practicum. Longer time in practicum. Less coursework. The real learning happens when in the real teaching setting
110.	Courses designed for assessment and special needs were scheduled after practicum had ended. Personally I relied on my sponsor teacher to help develop materials for students with special needs in my practicum class. Technology in the classroom was non existent (one instructor gave us a mini lesson on how to use a smart board because we asked) Finally inquiry was a waste of resources. I joined an inquiry group with the school board in <small>personal privacy</small> which was very useful. At <small>personal privacy</small> our instructor didn't come to the inquiry class it was our "work time" given to write a paper. Classic first year university "pick a topic, look up a few sources, write a paper" very dull, no spark or flavour
111.	Courses that are specifically geared towards primary teachers (not K-12), as well as more emphasis on aboriginal families, student with learning disabilities, classroom management, behavior management, effective tools for communicating tactfully and effectively with parents or guardians (as well as setting limits), inquiry and differentiation, how to set up a classroom, etc.
112.	Coursework and lead up to practicum only made up about 10% of what I needed to know and learn in my everyday teaching. The practicum made up the strong majority of experiences required.
113.	Coursework instructors who were actually teachers and had experience in a classroom
114.	Coursework more relevant to unit planning and working with LD students.
115.	Coursework on Aboriginal Education, Inclusive Teaching- meeting the needs of all students, especially those with IEPs, What to expect as a TTOC, observing more teachers with their classes, Coursework and practicum experience for assessment and reporting, Information about seniority and hiring systems in BC
116.	Coursework should be done prior to the long practicum. There was not nearly enough time to cover essential topics to the necessary extent during the first semester. I think an additional semester of preparing students to face the varied needs of all students, effective planning and assessing, as well as classroom management would be incredibly helpful. Ideally, this would fall in between the first, introductory semester and the coursework semester, allowing student teachers to enter the long practicum prepared as best they can be rather than being placed in a position where you more or less only learn from your mistakes. Of course this type of experiential learning is wonderful and unavoidable but all the student teachers I spoke with felt incredibly unprepared by the time of the long practicum. Having another semester of theory so as to not rush through or neglect important topics as previously noted would be great; as would having the coursework semester prior to the long practicum.

117.	Cover more basics (teaching techniques, daily strategies, realities in the classroom, organizing, ect.). Also cover non classroom teaching roles (Learning Assistance, Mainstream, ELL teacher, Resource Room, ect.). Finally offer information on being a TOC with strategies and techniques.
118.	Dealing with behavioural and socio-economic issues in the classroom-teaching traumatized children
119.	Dealing with other staff members, unions, parents, ECEs, etc.
120.	Developing a classroom environment from September. as a student we ease into someone's classroom and don't see the development of classroom environments
121.	Different grade level experience
122.	Discussing the role of a TTOC further in class
123.	Diverse classroom opportunities in a variety of grade levels.
124.	Diverse practicum experiences
125.	Divide the long practicum of 10 weeks into 5 weeks each with a break of 2 weeks. The two weeks be spent in university for group report, discussions and reflections under the guidance of FA.
126.	Doing a practicum from the start of the year, to watch routines set up, class set up, etc.
127.	doing a practicum in September
128.	Doing my practicum in a less privileged district than I did.
129.	During the job action of 2011, report cards were not to be done. I missed an important part of my education in this regard. As a result, when it recently came time to do report cards in my first contract, I was at a loss.
130.	During the practicum regularly scheduled meetings will be helpful as opposed to sporadic and rushed de-briefs
131.	Earlier practicum, realistic job market outlook
132.	Even MORE time spent in the classroom teaching; a longer practicum. Also, more time spent on math literacy and how to teach it as these two areas are the most crucial in elementary and it is the one are where i feel very unprepared. An emphasis on setting up a literacy program in the classroom and even a full mock year plan would be helpful. Having to teach more relevant language arts (taking over guided reading, literacy circles, novel study etc.).
133.	Experience in a real classroom during the education program.
134.	Experience in other types of learning environments. For example, students with physical and learning disabilities
135.	Experience with elementary classes, particularly primary.
136.	Experiences in different schools; All my experiences were in an upper middle class neighborhood that does not reflect the experiences I have had in many schools TTOCing and teaching.
137.	Extra experience
138.	First, those involved in the teacher education racket need to offer an explicit warning about employment prospects. They need to state that jobs in a community that is not remote are few and far between. They should tell aspiring teachers that upon graduation they will be fortunate to get casual work. They should state that BC produces at least 1000 more teachers per year than are actually needed. They should state that if they do land a contract they will be scrambling every June to land a new one. They should know that they will likely be a perennial EI recipient. This is the reality of the teaching game. As far as classroom teaching goes, proper mentorship is what is needed. But again due to the instability of the work, it is rarely given.
139.	Focus on how to work with students with special needs.
140.	Focus on TOC work because that's what I did for the first two years of work. Longer practicum and variety in classroom setting to get diverse experience.
141.	Further instruction on classroom management, assessment and differentiated learning
142.	Further training in writing report cards

143.	Getting more info on TTOCing.
144.	Greater practicum experience at both elementary and secondary levels
145.	Grounded in my own traditional teaching methods, holistic learning, special needs
146.	Have CURRENT high school teachers teaching the university courses. Some classes were taught by Phd students with ZERO teaching experience.
147.	Have former elementary school teachers teaching the actual courses as opposed to former high school teachers, university professors, former administrative staff.
148.	Have the teachers at the practice what they are supposed to teaching us. If they want to talk to us about differentiated learning they could demonstrate it to us instead of just giving a PowerPoint presentation about it.
149.	Having a better Student Advisor and Faculty Advisor. I will never forget how awful they were to me. My experience during my practicum is nowhere near how positive it actually is as a real teacher.
150.	Having a four year degree that focused on subject areas was unhelpful. Teacher training should be four years of education classes with far more practicum and mentoring. Faculty advisors need to be recently practicing teachers and not former administrators.
151.	Having a PE methods teacher who specialized in secondary rather than elementary. (given that we signed up for a secondary methods course)
152.	Having a specialist Faculty Advisor rather than a generalist. Also being able to teach more across the spectrum rather than only in subject area (perhaps have mandatory Teacher-On-Call responsibilities more regularly during the program?)
153.	Having all the theory courses be mandatory to take.
154.	Having an FA that is an elementary teacher. Mine was high school and there were only 3 elementary student teachers in my cohort
155.	Having more experience with and education surrounding support systems available to students, and the process by which to access them (speech, counseling, ministry support, etc.). Also, more experience and training in how to refer students for assessments when concerned about possible learning disabilities or intellectual disabilities.
156.	Having more experiences in the classroom, as well as more faculty advisers who teach in the K-12 classroom and can share personal experience. Less theory classes and more reality 101 classes.
157.	Having more practicum time so there is time to actually get comfortable with the students and get a true perspective of how a class works through time and experience. The short practicum such as mine didn't allow the time needed for students to stop seeing me as a guest.
158.	Having more support to plan units for practicum, and more strategies to choose from for planning. I also really needed help on my practicum because I was being treated horribly by my teacher sponsor, and my supervisor didn't bother to look into it. <b>personal privacy</b> <b>personal privacy</b> I. I just figured it all out myself, but I am very lucky I was smart enough to pull it off. Some help from my university supervisor would have gone a long way in in planning and in helping my confidence. It took a long time to get over the damage done by my sponsor teacher. The program should also include how to start a school year in September and how to create a year plan. That was a bit tough to figure out when I got my first job. How to write an IEP would be good to see in school too.
159.	Having practicum experience in both intermediate and primary grade levels. My practicum experience only took place in grade 7 and most of my work experience has been in primary classes grade two and down. Apart from two courses I took during my teacher ed year, no other part of the program, including my practicum prepared me for the challenges of teaching emergent readers. Everything related to early literacy I have had to go back and research, using what we studied in my literacy courses as my starting point. Another discussion that would have been valuable would have been that of students with executive functioning disorders. It's too easy to get frustrated with these students and mislabel the issue as one of laziness/a poor attitude when there could be a legitimate reason to account for their lack of organization. <b>personal privacy</b> and it was only a couple years later when reading an article about executive functioning disorders that I knew they exist.

160.	Having teachers that actually had classroom experience. Not PhD candidates and professors that have been out of the classroom for 20+ years.
161.	Having the same number of preps a first time teacher may receive (on practicum taught 3 different subjects, first contract had 6)
162.	Honestly my practicums prepared me the best. And I did have some great teachers but also some that weren't great. Nothing can prepare you like hands on experience. More teaching about ESL and special needs would be beneficial
163.	How I could use the technology in the class, how I could innovate in students' learning process and how I could effectively plan an IEP for students with special needs.
164.	How to actually gain jobs afterwards. I am now an unemployed teacher living on EI but all of my evaluations were successful and I have two years of full time classroom experience. It is a highly frustrating situation to be willing and able to work but not be able to find TOC positions or classroom positions.
165.	How to actually get a job after you come out of school
166.	How to actually teach to 30 very different students with different needs, levels, cultures, etc.
167.	How to better support students diverse abilities, without support of other staff and EAs, because this is the reality in classrooms. There is not enough support in schools for the needs that are increasing, and there sometimes is no EA replacement. Strategies to cope with the overwhelming feeling of not being able to help all students on a daily basis.
168.	How to create a lesson plan that is meaningful, short/practical enough to use in class from people who did this everyday for a living. Real lessons and lesson plans that they used themselves combined with their own metacognition about the planning, strengths and weaknesses of it. How to organize a class in terms of seating plan strategies, how to plan a course using just an IRP, and how to actually role-play real situations of defiance or bullying, disrespect in a fishbowl classroom scenario.
169.	How to create and report on students with IEP's, combined aboriginal courses into one and have a longer course for students with disabilities. Assessment course needs to be in first year in order to be able to assess during first practicum.
170.	How to deal with conflict between students and some strategies go working as a TOC
171.	How to deal with overwhelming responsibilities (teacher burn out), enhancing my organizational skills, and implementing effective classroom management techniques.
172.	How to implement differentiation with limited resources and behavioural challenges. How to addresses students in extreme poverty. How to lesson plan for courses outside subject specialty
173.	How to plan lessons for 30+ kids with different needs, how to use grading systems, classroom mgmt and conflict resolution techniques.
174.	How to structure instruction for differentiated learning and specific strategies for dealing with students with special needs. The special needs and vulnerable students component of the program is weak. I felt compelled to enroll in a special education program to fill in the holes of my education degree. I feel in this way the program failed to prepare me for the divergent needs of students. I also feel that the content components are lacking. I am pursuing my Montessori credential, which is bringing the content to life for me in a way that my degree program didn't. I am being exposed to materials and approaches that are clear, inspired and insightful. I was left to figure out how to do that for my own practicum. I feel if I could have just done the Montessori training and the Special Education diploma that I would be well equipped to handle the needs of a classroom where I didn't feel perfectly prepared following my degree program.
175.	How to work effectively with SEAs in the classroom
176.	How to write report cards and facilitate parent/teacher interviews. Even more classroom management, I don't know if you can ever get enough ideas.
177.	I am not the best to ask about this as I went straight into a BC offshore school in <del>personal time</del> <sup>the</sup> most difficulty I had was adapting to the culture there.
178.	I am unable to answer all the questions as I do not have a teaching position as of yet.
179.	I believe courses on exceptionalities and creating inclusive settings should have been longer and before practicum. There needed to be more researching resulting in practical lesson and unit plans or classroom development rather than a paper.

180.	I believe my training at <del>personal privacy</del> prepared me as best it could- the reality of the profession is dynamic and fluid. The preparedness comes with experience and time. The best thing that was reinforced in the program was the essential need to be flexible and adaptable.
181.	I believe new teachers should have a mentor in the school when they start.
182.	I believe the teacher education program should be a full school year so that future teachers could be better prepared for all that takes place throughout the school year (IEP meetings, report cards, how to begin the year, how to organize the curriculum for the year, parent/teacher interviews, fieldtrips, volunteering for school teams, staff meetings, etc)
183.	I believe there are many aspects of teaching that can only be learned in the field. The practicum was adequate to provide a realistic experience of what the teaching profession entails. However, a paid apprenticeship with a mentor that lasted a year or more would provide a stronger foundation for all starting teachers. There is no way to address all the fine details and varying elements that teaching entails through course work and a practicum. It takes years to begin truly understanding the practice of teaching. Lastly, practicums in private schools should only be assigned upon the specific request of the pdp student. Being placed in a private school significantly delayed my ability to find employment in the public school system.
184.	<p>I could say so much here... 1) Practicums need to be longer. Period. I needed more time in a real classroom, not in my module writing reflections and playing games with my co-module-mates. (I loved module, I had fun and learned a lot, but now that I'm a teacher, I see that it is lacking in this area). Yes, I would have paid more money for tuition if I had known that 2 short practicums wasn't enough to adequately prepare me. 2) I had coursework semester after my practicums, I am on the fence if that's a good thing - I did well in my course work (all A+ in five courses), was that b/c I had the practical experience? Or would my coursework helped in my practicum? 3) I love <del>personal privacy</del> <del>my two</del> degrees there, but there was so much focus on creating educators, and not enough practical experience and work in the classroom to make us prepared. Maybe it is b/c <del>personal privacy</del> <del>to</del> create teachers that can adequately reflect on their practice, therefore be well-acquainted with their strengths/weaknesses and the things that make a good educator, and then therefore be able to adjust to the realities of the classroom? 4) When people ask me about becoming a teacher/going to PDP I say don't bother. Maybe my case <del>personal privacy</del></p> <p><del>personal privacy</del> I feel like there are too many people being pumped out of the teacher training courses in BC and not enough jobs. So in a way, I blame the universities for taking on so many students in their programs. I also don't think the things that teacher's (apparently) strike for this year is going to translate into more jobs or real changes in the classroom, so I tell this to people who ask me about becoming a teacher. All this negativity aside...I love being a teacher, I have the best colleagues in the world, I have really fun, silly, bright and challenging students, and it's really amazing to FINALLY be a teacher after 3 years of despair waiting for the opportunity to get into the classroom! I love my job!!! :)</p>
185.	I did my practicum in High School core French and I am now teaching elementary school. The only reason that I can teach elementary school is because I did extra volunteer work and I have parents who teach it. It would have been helpful to be taught more about the system in general (ex: spend a week in a class of a different level). It would also have been helpful if we talked more about ways to assess and how to do report cards.
186.	I did not do my course until after my final teaching practicum, so it was not necessarily relevant to me at the time. I learned the most and got the most out of my practicum experiences. I think there needs to be more of a focus on dealing with the reality of meeting the challenges of a wide range of learners, children with severe behaviours, getting support to meet the needs of your students. My teaching practicums did not prepare me for the "typical" classroom - high needs (behaviour, learning, and emotional), high EAL populations, how to support my high achievers, etc. and that was a big shock when I started teaching my own class.
187.	I didn't feel fully prepared by the teacher education program, but a lot of that learning takes place in the first few years of teaching where you just have to figure it out. Nobody's going to be that amazing their first year of teaching. We'll make mistakes and we'll pick ourselves up and do better. That's the main thing the program should emphasize, I believe. Reflective practice, and resilience when faced with failure.

188.	I didn't realize just how little the government cares about public schools. Maybe Christy Clark should speak at teacher education programs and explain herself.
189.	I don't know that anything could have prepared us for having our own classroom. It was an awful reality check after having two very successful practicums.
190.	I feel I would have been better prepared by seeing a September in the schools.
191.	I feel like when I was in the program, we learned a lot. But now that I've been working in the system for a few years, I realize how much the program needs an overhaul. I didn't learn anything about learning disabilities - and that, in hindsight, was a major disservice. I have since invested a lot of my own money and time in educating myself in a variety of things that really my PDP program should have covered.
192.	I feel my school associate really took me under her wing showing me the ropes. At <del>personal privacy</del> I really didn't like how we were expected to read and then we relied on our classmates to do a presentation. There was one <del>personal privacy</del> teacher who showed us how to do a formal lesson plan, all of us followed that routine. Learning Running Records was more confusing then it needed to be. Anyway, I strongly feel, <del>personal privacy</del> was good for thoery and an great opportunity to support each others growth; however, the real learning for me personally, occurred during my practicum and with <del>personal privacy</del> professional development opportunities.
193.	I feel strongly that more in depth study related to teaching reading is a significant weakness in the program. I feel this extremely important element of teaching at ANY grade level is essentially ignored in the program. This is a essential skill I believe all teachers need to have as there are struggling and reluctant readers at EVERY grade level. Reading is a skill that is essential in many subjects as well, so there are cross curricular implications. This skill has endurance. I believe part of the problem with the lack of reading skills for many students is a result of teachers not knowing how to teach reading/writing effectively. Our education system is contributing to the literacy issues we see in schools. All teachers should be required to complete some practical experience teaching emergent and developing readers. Additionally, many of the same elements apply to mathematics. Too many teachers are unsure about how to effectively teach mathematics. Many/most teachers I have observed <del>personal privacy</del> teach math how they learned math. My math methodologies course was excellent at <del>personal privacy</del> but not nearly long enough. The same applies to the 'language arts' course. Each course was only one semester. It may be different in 5 year programs, but in the post bacc, it is not nearly enough. There are several courses that could be eliminated and the time better spent on foundational methods and in-depth learning related to literacy/numeracy.
194.	I feel that a longer practicum or several practicums with various mentor teachers would provide beginner teachers with more opportunities to gain insight into the classroom. I also feel that mentor teachers expected us (the student teachers) to arrive knowing how to do everything independently.
195.	I feel that I am very prepared for the realities of teaching in the K-12 system. The area in which I wish there was more information given to me would be how to proficiently complete report cards
196.	I feel that more emphasis on how to individualize learning and support students with IEPs would have been very beneficial.
197.	I feel that the direction of learning/teaching prior to the practicum did not reflect or consider the realities that I have faced in schools since. I learned that 50% of new teachers change careers during their first 5 years. Why then do we not spend considerable time learning how to be effective TOC's?
198.	I feel very well prepared
199.	I felt like the course work was directed towards the "ideal" class scenario which there never is. The reality will always be you have IEP's, AEP's, behaviours, lack of resources, etc.
200.	I felt that I gained the necessary experience my practicum to teach in the particular age range that I worked within. However, if I was placed in a classroom outside of that age range, I think it would have been exceedingly challenging to be a first year teacher in a new age environment. More practica experience in different age ranges and areas might remedy this.
201.	I focused on K and loved it. I am not prepared to teach other grades
202.	I found I learned a bit more from instructors who had actually been in classrooms, vs. those who had a more research-based background. The majority of what I learned came from my sponsor teachers in the practicum experience.

203.	I had 7 years teaching experience in francophone environment. The 1 year recertification I have got from my PQP program was wonderful. I will attend educational workshops as often as I can to improve my teaching practice.
204.	I had a minor in art and a major in anthropology. There are very few jobs available for someone who only knows about art and a little social studies. I would like to have more knowledge about the curriculum content in more subjects. I was not aware of the realities for TOC trying to find work in <del>personal primean</del> , TOC must have experience before being hired or know someone.
205.	I had an adjunct faculty advisor for my final practicum which hindered my success by not having build a previous rapport.
206.	I had my practicum in the <del>personal primean</del> and I had also been a teacher in various setting before that. I would support half of the coursework being a practicum. Two years of theory is enough. After that, it should be professional development. It would be better to have 4 semesters of unpaid practicums than 4 semesters of theory - how else can we find work? (Not by sitting in the classroom.)
207.	I really appreciated the materials and skills that I learned in my program, with its focus on secondary. However, starting out as a TTOC I was available for elementary classes as well and many classroom management techniques for that age group were foreign to me. It would be good to have a brief cursory course included that helps with the opposite program- quick lessons for subs left without plans etc...
208.	I started in September so that meant that I did my short and long practicum before my theory courses which I took last. It would have made more sense to start w/ theory and then go into the practicums. Also, I chose to do Post Bacc in Special Ed because I felt my B.Ed program did not address learning disabilities, ESL, diverse learners, self-regulation, etc.
209.	I started my long practicum at the same time of a beginning of a new semester. My SA was very good as he allowed me to start the class and helped me develop the kind of class environment I want. I think it's very beneficial to have that chance to start a class rather than come in in the middle to a classroom who's environment and atmosphere is already developed by the teacher.
210.	I think I would have benefitted from two practicums: a short one after a semester of theory, and a longer one after I have made sense of my first practicum. I felt that there was not enough time during my practicum to really reflect on my practices and grow. I felt like all my reflection happened after my practicum, when it was too late to improve. I needed more time in the classroom before learning all the great theory I learned at my university courses because I had a limited frame of reference into which to put that theory. I would have really appreciated more structure to the sponsor teacher-teacher candidate relationship. I had a hard time connecting with my sponsors (I had three).
211.	I think it would have been very useful to get into a classroom a lot earlier, similar to BC nurses. I also think it would have been very useful to learn the realities of classrooms in BC and teaching overall.
212.	I think more emphasis should be placed on how teaching is not about being the best academic, but more on human relationships and services. Too many student teachers at the time focused on just looking at their subject areas instead at good practice in general first
213.	I think more in class experience on a weekly basis would be very beneficial
214.	I think Secondary teachers and Elementary teachers should observe or practice TOC these types of classrooms to better understand their colleagues.
215.	I think that teacher certification should be a paid apprenticeship program where you are working in the field longer before certification, get spread out opportunities for relevant coursework like apprentices do, and I think that the type of coursework needs a major overhaul. Aboriginal perspectives, history and current realities need to be addressed as do special education needs and social emotional coping skills of kids. I pursued my own coursework in order to mend these gaps and was able to obtain work in a First Nations setting.
216.	I think that the structure of the program left a lot of loose ends in that after finishing my first practicum it was summer and all my experiences would float until September and not really brought up for discussion or how to fix things that went wrong. In the Final Practicum it was the same. My practicum was finished and therefore the degree. I feel if there was a structure that maybe had teaching in the morning and classroom in the afternoon so that we could discuss issues occurring in the class with more feedback from not only peers but instructors as well instead of being let off for summer with no avenue to go over some of my experiences.

217.	I think there is no better reality than to be thrown into the classroom and actually teach. I learned much more during my practicums than in any of my course work. Practicums were the most relevant for my teaching abilities today.
218.	I think there needs to be a period of mentoring support that is offered to teachers in their first and second years of practice. They should be partnered with a group of seasoned teachers that are willing to offer suggestions and support- moral and otherwise. Perhaps even longer than the first two years. Perhaps team teaching is a requirement for the first few years.
219.	I was fully prepared to meet the challenge of classroom teaching, but what I was not prepared for was the political nonsense involved in hiring, union/non-union agendas, weighing the pros/cons of public vs. private education, the union model of hiring (ie. experience over qualification or best fit for the job) and finally, the uncertainty of employment.
220.	I was given a class in which a particular student liked to try to get teachers fired or in trouble. I was not made to be aware of this and was put in a situation where as a teacher, I responded appropriately, but as a student teacher was made a scapegoat of a teacher and principal's inability to support my learning or recognize their own responsibility in the process. As a result, my learning was stunted and I went into survival mode <b>personal privacy</b> <b>personal privacy</b> There was no support from my practicum advisor, though she was <b>personal privacy</b> and has the ability to protect me. I know she was afraid but should not have needed to be.
221.	I was in the FSL program, we should have learned more about immersion. We all end up teaching it!
222.	I was not specifically trained to teach at an IB school. Creating inquiry for math is challenging and needed to be covered specifically.
223.	I was really impressed with my education program. I think there is some subjectivity in experience due to the personal relationship between the Student Teacher and their Faculty and School Associates, but mine were amazingly supportive.
224.	I was very fortunate in that I had an excellent sponsor teacher and an excellent faculty advisor. I know that was not the case for everyone, and even people placed within the same school and department as myself. I think this was the most useful and beneficial part of my B.Ed. though I am undecided as to whether more time in the practicum would be beneficial or not. I think it would very much have to do with who your FA and SA were. In contrast, I was very disappointed with a large number of the classes that I took through <b>personal privacy</b> of all, but many. I felt that a lot of teachers tried to teach primarily through modelling. While I understand the value in this, a year of being spoken to as though you're in grade 8 can be very frustrating and I think leads to a great deal of wasted time. There were many many four hour classes that I felt could have been conducted in an hour. Or, had the class been conducted as more of a conversation among graduates having experience, ideas, and a capacity to learn those four hours could have been much more constructive. People often say that education programs are fluffy. I came in with <b>personal privacy</b> and unfortunately have to say that I largely agree. Also, the four hour classes would often assign a great deal of homework and I often felt my time would have been better spent not in class, but completing the assignments independently. I think that creates a miscommunication/disconnect in terms of what the level of education and expectations are. I did have some very good, very experienced, and often very passionate teachers who had a lot of enthusiasm, and a lot of good ideas to share. But there were a few teachers that I thought were not up to a standard that I would have expected of an education program. I was disappointed as I would expect only the best to be teaching the teachers. Overall, I think a consistently high standard of teaching would benefit the program. And less fluff, less modeling, and more constructive class time. Or less class time and more of that time being allocated to assignment time.
225.	I was very well prepared.
226.	I wish there was a "neutral" option for the above questions!!! Also, my 2 classrooms I'm in now are very different. One is more challenging, especially with behaviours of students. I believe that overall my practicum prepared me but how can one short year prepare anyone for the realities of what you may face as a teacher? Being a first year teacher is a LOT of hard work and I feel I have a very poor work/life balance at this time.
227.	I wish they had informed us how truly underfunded the system is, and how little our government seems to care about actual student progress in meaningful ways.
228.	I would be better prepared if I was doing the program now than 7 years ago. Aboriginal education content is mandatory and very important
229.	I would have liked a bit more focus on how to lesson and unit plan as I felt that there wasn't as much focus/time as their could have been (I've only created the units

	and lessons I taught in my practicum). I also would have liked a bit more focus on special education and strategies for helping children with exceptionalities (particularly in terms of specific strategies for particular exceptionalities). I also think it would have been helpful to have even just a day or two looking at the reality of TTOCing and how to handle the very different teaching experience that you face as a TTOC (e.g. management, unfamiliarity with the course material , etc.)
230.	I would have liked to get a job. The reality is that there are no jobs available for teachers in British Columbia right now and for the last 5 years!
231.	I would have liked to have done a case study in a classroom with significant needs. My current classroom configuration has 3 students with ASD, one intensive behaviour and one complex needs student with significant behaviour challenges. I teach in a regular Grade 1 class, and this is my reality. I was not prepared for this in University at all.
232.	I would have liked to have gained more practice with assessment tools and reporting strategies. I found assessment to be a challenging aspect of the practicum. I would have liked more mentorship with using scales and understanding how to determine a summative grade.
233.	I would have liked to have had more time in the classroom. The first semester at <b>personal privacy</b> allowed us to visit classrooms once a week including an inclusive 2 week practicum. I would have liked to have been observing a complete year. That is, I would have liked to have observed a teacher setting up the school year. Lastly, because I had a practicum in an intermediate classroom, I feel I missed out learning and observing how to teach reading and writing to early primary children. Yes, I did have courses in this area, but seeing programs actually implemented would have prepared me better for the grade 2 position I currently have. ( I taught grade 5 in my practicum.)
234.	I would suggest implementing a test-building and assessment methods course in college.
235.	IEP review. Assessment techniques. Connecting differentiated instruction with the realities of provincial exams. Review adaptations and modifications. More adaptation strategies.
236.	If I had fully realized the state of dysfunction and lack of support and funding in schools today I wouldn't have become a teacher. It is shameful what is happening to bc's public schools. My class has <b>personal privacy</b> working well below grade level, one At a K 1 level <b>personal privacy</b> it is a gong show and I feel intensely sorry for the quiet owned who need help that I rarely get to. <b>personal privacy</b> Nothing should prepare a teacher to enter into this. It is not OK. I have had shorter contracts in schools with higher SES, and that was fine, so I know it's not me. I am a good teacher. What has happened to schools is bullshit.
237.	If I was teaching in the same kind of school as my practicum, middle to upper class students with lots of support at home, my practicum would have been spot on. I work in <b>personal privacy</b> was not prepared for what I walked into behaviourally, emotionally or socially
238.	If my sponsor teacher had given more control over daily activities during my practicum
239.	if someone told me specifically to go into upper math or French if I wanted a job upon graduation
240.	If they had allowed us to spend more time preparing units and lessons (collaboratively) during our teaching education year rather than the fluff they made us do, I might have been more prepared to enter the work force and perhaps be able to sleep more than 3 hours per night. I felt so unprepared to start working as a teacher and it felt like <b>personal privacy</b> <b>personal privacy</b> There is little to no support for new teachers, and old teachers rarely if ever want to share their resources. I started to teach <b>personal privacy</b> I feel like I was doomed to fail and am really not ok with that. Please find a way to better support new teachers. My experience is not anything abnormal, I have heard from many new teachers and other teachers that have left the profession that teaching is a revolving door profession and I can definitely understand why. There should be encouraging reasons for motivated, young and energetic teachers to stay, <b>personal privacy</b>
241.	I'm not currently teaching in the K-12 system, but am working with students on the Autism spectrum and learning about dealing with anxiety in the classroom and how to address and prevent it would have been an incredibly valuable experience from my teacher education program. Also, learning collaborative problem solving skills to address issues that arise in the classroom would have also been a huge benefit.
242.	I'm not sure that in the university setting it is possible to meet the realities of teaching. Universities are very theoretical and teaching is very hands on. Greater focus

	on mentorship would help student teachers to understand the realities of teaching and how to integrate theory into practice through one-to-one discussion and inquiry, not just a faculty advisor parachuting in once a week to provide "feedback" on a snapshot of that particular lesson.
243.	In one semester we did relevant coursework, reflections, activities and seminars alongside our short practicum. This was a very effective way to learn legal issues, teaching strategies, and curriculum documents, among other things. I felt this was very useful and relevant. I learnt the most about the classroom and teaching on my long practicum. I feel that while the semester of solid coursework was still useful, it came after my long practicum making it less useful. Perhaps if the practicum was longer and some of the coursework was integrated through the practicum it would have been more useful. However, I understand that the logistics of this would be challenging. I believe that a full year of practicum would be useful, especially for learning more about assessment and reporting.
244.	In the September intake for <del>person DP</del> , the coursework comes after both practicums, in the summer. Therefore, none of the things I learned in those courses were used in a classroom until I got hired by a district. Poor program organization, in my opinion.
245.	Increased focus on practical information and resources to be used in the classroom. Less emphasis on theory and philosophy of education.
246.	Info about working with students with IEPs, disabilities, differing socioeconomic statuses
247.	Instead of doing two methods courses in the same subject and/or repeating some of the materials covered in courses (I took and paid for four courses that were similar to each other!)...allow candidates to take methods courses in other subject areas as that is what they will be teaching; have a course on integrating technology into lessons; make classroom management a mandatory course before the practicum; make assessment course more relevant; fewer repeat courses (look at course curriculum and if it's similar to another course, get rid of it, fewer time wasting courses; more on engaging all Learners when you have seven IEPs and no support in class.
248.	Instruction on how to teach students to read.
249.	Intensive planning review for elective subjects. I had no support on how to properly plan for elective subjects
250.	Interaction with parents and what to do. What to do after receiving your degree. How to apply for teaching positions.
251.	It enabled me to integrate well into the BC curriculum, although I had over 20years of teaching experience
252.	It might have been better to have been taught by public school teachers in the K-12 system or at the very least teachers in the K-12 system who have *recently* been teaching in the K-12 system. Nearly all of what I learned about teaching I learned while on practicum and from my mentor teachers. Theory can be great, but it must be balanced with practical applications and that was severely lacking. Also, many of the professors in my Secondary Education Post-Degree Program were elementary teachers who had been out of the classroom for many years. The teacher education program I completed needs to give its head a shake. There was absolutely no preparation with regards to the current dynamics in BC Education. We never discussed the ongoing court cases before the Supreme Court. We did not discuss the lack of funding in BC schools. We were not prepared to teach students with major behavioral, emotional and learning disabilities. <del>personal privacy</del> Classroom management in my program was an elective course that is not being offered this year. Are you kidding me? That course was the single most valuable course in my program to prepare me for practicum. Almost everything I learned that was valuable and applicable for entering my first classroom I learned from one professor. My cohort and I were also completely in the dark when it came to applying for jobs after we finished our program. It would have been great to have been able to speak to representatives from local districts before we were finished. I could go on, but I think that's enough for now.
253.	It seems useless to discuss teaching methods, etc without being in the practicum and applying these principles. My SA was not a teacher for me, but I allowed her time outside the classroom. She told me that personally. My FA did not prepare me for lesson planning or assessment. I was not supported enough and my lack of confidence prevented me from creating opportunities to succeed after graduating.
254.	It would be better if I learned more about classroom management techniques during my teacher program.
255.	It would be better if the practicum period is longer than 12 weeks, should take up half of the program.
256.	It would have been beneficial to practice creating long and short term plans and not just units for one or two subjects.

257.	It would have been extremely helpful to have had a mini-course on how to navigate the varied stages of a teaching career. Eg. how to proceed with initial hiring; what are the seniority and hiring processes once you've started as a TTOC; what happens if you teach abroad and then return; info about the BCTF pension plan -- how it works, who has a voice in where the money is invested; on that vein, more information in general about the way a union is structured and the way independent schools are structured; info about the Distance Learning schools; etc etc . I recognize that there are so many possibilities when it comes to shaping a career in education. I'm not asking for a course that would provide all the info to every possible career, just a course that would give us students a place to ask these questions and have someone knowledgeable point us towards answers. Switching gears a bit: I found our teaching program to be heavily focussed on curriculum at the expense of spending time learning how to be an advocate for children. I would have appreciated and introduction to and practice navigating all the different social services that can be called on to support youth. Eg. friendship centres, speech pathologists, educational psychologists, food programmes, gifted education networks, families!!, etc. I left feeling like I knew how to work with statistically average students, but feel very unprepared for gifted students and students with any kind of learning disability.
258.	It's not long enough, it's not real enough, and it's not practical enough.
259.	Knowing how to deal with the behaviour issues encountered, knowing how to implement more strategies to engage and assess vulnerable learners, knowing how to use the BcEsis and the whole reporting system, knowing how to manage a classroom with extremely different abilities.
260.	Knowledge about the materials used in school was lacking, at least in the English skills class. In other words, we should have more knowledge about novels, short stories, plays that are generally used, from a teaching perspective. My Major in English is higher end than high schools use and there is not enough time to know all that is needed when you go into a practicum. Knowledge is power and knowledge removes the fear of not knowing.
261.	Learn about how to do report cards, not just assessment of individual assignments. Practice different classroom management techniques and develop a discipline plan. Transition from lesson plans and Unit overviews to Daybook planning. Give student teachers a chance to teach a lesson in high school, even if they are in the elementary program. Give everyone a chance to teach a lesson in an independent religious school where teacher views and biases actually come to the forefront. Learn how to interact with the principal in dealing with difficult students. Focus on practical strategies more than theory. Match grade preference with the long practicum, not based on just giving variety or location preference.
262.	Learn how to handle children with behaviour issues and traumatic home lives
263.	Learn more about legalities around reporting abuse, note taking, connecting with parents <span style="color: red;">personal privacy</span> did a great job of developing sense of self as a teacher to allow me to be flexible as I inevitably enter many new teaching situations.
264.	Learn what IEPs are and how to write them and work with students who have them - learn about report cards and how to manage your time around them - learn about SPED categories - learn about "non-traditional" school programs in different districts, and visit them (for more than just an afternoon- maybe a week or two) - observe some of the "best" teachers in a particular district, regardless of their course specialties, and after observing them a few times, have them come up on campus and lead a workshop for the PDP students - spend less time doing "finding" yourself as a person - these programs need to have the ability to "fail" students (it is an open secret that if you get accepted, you will pass, unless you sabotage your year in PDP in some way or another) - I could go on, but the lack of prep time (which student teachers need to be more aware of) prohibits me
265.	Learning about Cognitive Development; Catering to Learner diversity
266.	Learning classroom management, conflict resolution between students, how to adapt for students with learning differences, adapting for and teaching English language learners, and composing report cards.
267.	Learning more about difficult behaviours, discipline, report and diagnose abuse in children, how to communicate with parents.
268.	Learning more about IEP's --> Having an instructor who was engaging and who gave examples of what an IEP would look like and how you would go about getting one together. Also, it would have been nice to know a bit more about how children are taken in and out of the class for support or counselling. What that looks like, how to help them make up the work they miss, etc...

269.	Learning more about the administrative duties of the teacher in a traditional school environment. More examples of exemplary teaching strategies. A handful of the instructors in my program practiced exemplary teaching themselves (it would be useful if all did); we as ed students learn much from observation of our own ed program instructors. Also, more emphasis on using technology in the classroom as a required subject (not taught as an elective focus).
270.	Learning more about unions and governments. Being prepared to teach in classrooms with many IEPs, mental health issues and anxiety issues. Learning more about classroom management, discipline actions that work, project tuning.
271.	Learning more classroom management techniques.
272.	Learning more specific classroom management strategies.
273.	Learning the basics instead of all the advanced theory they try to ram down your throat at <b>personal privacy</b>
274.	Learning TOC strategies. Learning how to teach to a variety of learners. Learning how to gain respect from older students. Learn how to be able to teach to a big classroom of a variety of learning abilities and behaviours.
275.	Less emphasis on lesson planning and more on child support, LSS, ELL, etc.
276.	Less focus on theory and more 'hands-on' learning in program courses. Modelling to us, getting us to practice teaching things/lessons to our cohort class. Allowing us an appropriate amount of time to develop units and making the curriculum classes, such as math and science, more applicable to our learning.
277.	Less lectures and more modelled strategies, classroom visits, and hands on learning for us.
278.	Less theoretical course work and more practical planning and collaborating
279.	Less theoretical discussion and more practical tools and resources
280.	Less theory and more practical courses
281.	Less theory and more practical, applicable and realistic information
282.	less theory based courses <b>personal privacy</b> , more practical courses, more ESL, special education and Learning disabilities courses (courses I took after graduation which have helped me in my classroom)
283.	Less theory in the classroom, more "real life" situations in the classroom. WAY MORE. Teaching us more about what a typical day/start up to year should look like. I was totally overwhelmed when I first started my own classroom. We should have had a basics "Setting Up Your Classroom 101" course to prepare us for this.
284.	Less theory work in the program and much more role playing/hands on real class situations. The practicum became more valuable but was a high pressure situation that could be mimicked in the program to better prepare teachers and relieve some of the anxiety.
285.	Less theory, more practice.
286.	Less theory; more practical skill development
287.	Less time on theory and collaboration with other teaching students and more time on practical applications of teaching skills. More work with Learning Plans, IEPs, social and emotional support, how to deal with the Ministry of Children and families, how to assess PM benchmarks for more than one day, etc. etc. etc.
288.	lesson planning
289.	Lesson planning and a more thorough review of planning strategies/how to lesson plan/prepare materials before starting my practicum. I.E. Provide examples of a days' worth of materials, or unit plan, etc.
290.	Longer practicum
291.	Longer practicum
292.	Longer Practicum - Full Year in the class room both observing and teaching
293.	Longer practicum and formal mentorship program post practicum for the first year of teaching.
294.	Longer practicum and with different grades

<b>295.</b>	Longer practicum experience and more TTOC practical experience; considering I have been in that position since completing my B.Ed.
<b>296.</b>	Longer practicum experience. I believe it should be based on an apprentice model where a student teacher is paired with a mentor for 2-3 years and should be responsible for developing and reporting a curricular program over 1-2 years and theory should be interspersed with practical experience, not taking the predominant position as it is now. This is based on my experience in a one year program with a 3 month practicum.
<b>297.</b>	Longer practicum experiences would have allowed me to more fully appreciate the many responsibilities of a classroom teacher. Though I am currently working as a TTOC, I have been on contract for the past two years as a secondary science teacher. Having now experienced how stressful and demanding the life of a classroom teacher is, I feel that my practicum experiences were not long enough to really allow me to take on many of the responsibilities of my sponsor teacher.
<b>298.</b>	longer practicum in varying grades
<b>299.</b>	Longer practicum period or more than 1 long-term practicum.
<b>300.</b>	Longer practicum time, starting at day one of the semester and ending with the final exam, as well as including some practical experience as a TTOC.
<b>301.</b>	Longer practicum with more practice using assessment
<b>302.</b>	Longer practicum, different opportunities to watch a bigger variety of teachers with different teaching methods in different settings and circumstances.
<b>303.</b>	Longer practicum, have at least SOME choice in practicum faculty advisor and sponsor teacher, more freedom in lesson construction.
<b>304.</b>	longer practicum, practical classes in classroom management, ell courses, more aboriginal content
<b>305.</b>	Longer practicum. more practical techniques and strategies to use in the classroom.
<b>306.</b>	Longer practicum; practicum experience outside of grade specialization.
<b>307.</b>	Longer practicums and use of IRP's and assessment strategies in all practicums. Work with special need students during practicums.
<b>308.</b>	Longer practicums that occur sooner. Participating, observing curriculum planning sessions with other experienced teachers. Observing and/or participating in an open house, parent-teacher conference. Access to a plethora of communication examples between home and school. Opportunities to work with specialists as they meet the needs of the students with learning challenges. Opportunities to work with challenging behaviours. Some of the courses focusing on numeracy and literacy would have been more effective if we could use what we had just been taught with actual elementary school students. I remember in PE we had the opportunity to teach a small group of students PE skills and I think this would have also been excellent practice with literacy and numeracy outside of actual practicums.
<b>309.</b>	Longer Practicums. Course work should be focused more on lesson planning and real-life situations rather than just theory. 20% theory 80% hands on.
<b>310.</b>	Longer practicums, less coursework. Teaching should be an apprenticeship program where you get to learn from a master and see the entire school year from beginning to end.
<b>311.</b>	Longer time in the classroom
<b>312.</b>	Longer training, like a year long practicum. Much more discussion and experience with learning disabilities, other disabilities, etc. Both hands on and theoretical. Much more discussion about what good assessment is/should be. How to create lessons that make more thoughtful responses, less rote recall. I learned most of these things on the job, thanks to being part of a school that has such amazing staff to support me in that.
<b>313.</b>	Longer, more variety of practicum placements
<b>314.</b>	Longer/more practicums, a mentor that I agreed with their practices,
<b>315.</b>	M
<b>316.</b>	Make it a longer program; there are so many topics to cover in such a short time frame.
<b>317.</b>	Make student teachers be Education Assistants for a week or shadow an EA.
<b>318.</b>	Make sure the classroom teacher is not a temporary teacher or a substitute teacher who doesn't really care about mentorship. Choose FAs who are not inherently racist and provide a feedback system that can help FAs improve.

319.	Mandatory seminars on classroom management and special education.
320.	Many of the items I have disagreed with I have gained an understanding of in my practice as a teacher. I am not sure it is possible to understand each item above in the time it takes to get a degree in education. It has been in my specialization through diploma work and mentorship on the job that I have met many of the challenges above and would credit this as far more important. Thus, I think that the practical aspect of the Teacher Ed Program needs to be revamped.
321.	Many people from my cohort were not fully prepared for the actual jobs we got in the K-12 system. Examples: people TOCing for several years, not feeling completely prepared to be a resource, helping teacher. Understanding the limits in the public system. There was little to no training in my year (graduated 2010) regarding technology as learning tool.
322.	Material located in the "teach like a champion book" and the one in the coursera course "Surviving your rookie year". Also, I was fortunate to get a training from the cooperative learning PSA during my PDP. but I think the material of the PSA should be covered at university.
323.	Maybe 1 practicum between K and 7 and one between 8 and 12....since we're certified to teach anywhere between K and 12.
324.	Mental Health Issues, bullying, ELL
325.	Mentoring
326.	More instruction in technology
327.	More practicum time. Teachers more willing to support. Offer info about how To get a job.
328.	More time spent in a classroom, with more teaching practice.
329.	More about how to teach children with special needs
330.	More about special needs, minorities, etc. and less about talking about our feelings. Much more could have been done during the 401/402 semester. We spent at least an hour a day talking as a group about our feelings and reflection - it wasn't concrete and I would have loved to learn more about many of the questions I marked "disagree" on in this survey.
331.	More and better training in classroom management, PBL, interdisciplinary inquiry projects, STEM/STEAM education
332.	More assessment as learning. It is a constant reality that your practicum report establishes your chances of employment in BC as a teacher. The pressure to get a perfect score makes the practicum a negative experience, especially if sponsor teachers are critical instead of supportive. Teaching skills develop over time, not in three months. Sponsor teachers should also be properly vetted to ensure they are capable and willing to help student teachers develop in a way that meets the current pedagogy for learning.
333.	More assessment work with rubrics, not marking EVERYTHING, how to decide what to mark, what not to mark, etc.
334.	More assessment, more focus on when it is necessary to access outside help in different areas. As someone working in a First Nations setting, I feel that most of the other students in my program would be very unequipped to handle the cultural differences <span style="color: red;">personal privacy</span>
335.	More chances to observe in real classrooms within a variety of schools. We should have been able to be in schools for one day every week, and our reflections should have been collected and assessed. I only had two practicums: my program didn't enable us to have other experiences in schools. I also learned nothing about summative assessment from my program: nothing about the math involved in grading, how to grade, what to grade.
336.	More class time, you don't realize just how diverse the classroom really is until you can spend a large amount of time in different classrooms. Especially in rural areas of BC. Education programs should integrate practicum components as early as day 1., pair students with mentor teachers and have them in a real classroom helping, delivering lessons, being a part of the planning process, etc. so they can learn the realities of being a teacher.
337.	More classes about cultural diversity, classes on how to support special needs students; I was also trained to teach secondary level, but now I teach elementary and my courses did not prepare me to that, as I didn't know how to teach young children to read for instance.
338.	More classroom and observation time. Guest speakers who are current teachers.

339.	More classroom management strategies, special education training, self-regulation,
340.	More classroom management support and more specific evaluation courses (I am a science teacher. I don't need to know how to evaluate an essay, I need to learn how to give and mark effective problem solving assessments)
341.	More classroom management techniques, listening skills, and learning how to use gradebook systems
342.	More classroom management training
343.	More classroom observation during early years of degree
344.	More classroom observations and teaching opportunities
345.	More comprehensive discussion of different learning environments instead of focusing on public school classrooms
346.	More course work on behaviour management, psychology, child development
347.	More course work on special education specifically gifted education.
348.	More courses on special education, behaviour management
349.	More course-work on classroom a management techniques and experiential learning or role-playing to practice management skills. More rigorous course-work in teaching literacy and in particular phonological awareness and a deeper and more rigorous understanding of all elements so they are retained and implemented after graduation. One course is not enough. Differentiated instructional strategies for all type of learners, including ELL, exceptionalities, and behaviour students. More practical coursework around this with practical and useful strategies that we practice implementing.
350.	More coursework with special needs students and aboriginal students
351.	More direct, specific teaching of how to set up classroom, plan for differentiated learning, implement management, design and implement lesson plans including specific content (ie teaching aboriginal content, ss units etc.) and then having in school opportunities to integrate these specific skills throughout the length of the program, rather than being given abstract tasks out of context.
352.	More discussion around behavioural issues
353.	More emphasis on how to support struggling students, a better understanding of strategies the learning support teacher uses with students. There should be a course offering near the end of the program to highlight the realities of what it is like to be a beginning teacher- how to build an effective resume/cover letter, how to deal with not getting employment right away, how to be an effective TTOC as that is where most people start, etc. I found that we came out prepared to teach but not necessarily prepared with how to mentally deal with the fact that finding employment is very challenging. Many from my program struggled to get work or moved away to find a job.
354.	More emphasis on the practicum (ie an apprenticeship model), several practica at different schools
355.	More examples from the teacher's experiences, real day-to-day nitty-gritty examples of misbehavior, or classroom routines that support learning, etc. Also case scenarios of struggling students to determine appropriate measures at what stages (adapting/modifying/referring for IEPs etc)
356.	More experience in a different classroom setting. My teaching experience in the lower mainland could not in any way have prepared me for the realities of teaching up north. The population and culture is VERY different.
357.	More experience in a variety of classrooms from K-7 (especially observing before starting a practicum)
358.	More experience in elementary classrooms
359.	More experience in facilities/programs with different learners (e.g. OG tutoring, programs for developmentally delayed youth, etc.)
360.	More experience in multiple schools
361.	More experience in the classroom. Being taught the skills was helpful but learning to use them fully on an actual class would have been more successful
362.	More experience observing other grades/classes where I was not expected to teach as well.

363.	More experience with Special Education and at risk youth
364.	More experts being brought in to discuss certain topics (e.g. Aboriginal Education, pedagogy)
365.	More exposure to what the realities actually are. Including: creating relationships with students, reporting procedures, quick lesson plan preparation, how to deal with parents, how to balance life and work (there was no course or information on self-care, and given the burn out rate is so high for teachers, it is an absolute necessity)
366.	More focus (courses) in assessment, classroom management and aboriginal education
367.	More focus on assessment and current math practices.
368.	More focus on classroom climate and behaviour
369.	More Focus on classroom management an more reality checks: it's who you know and there are NO jobs so good luck sucker!
370.	More focus on classroom management strategies especially when working with challenging students. I think there should be more focus on practical side of teaching and a little less on theories.
371.	More focus on how to deal with subject-specific teaching skills (ie: for science, learn lab safety and experimental techniques)
372.	more focus on how to teach and more practice rather than all the research as its more important to know how to teach
373.	More focus on how to teach subjects, rather than theory. Practical things like: how to teach reading and math.
374.	More focus on inclusion and special needs kids. A practicum at different grade levels would have been nice too.
375.	More focus on Secondary level students.
376.	More focus on special education; More practicum experience.
377.	More focus on special needs students and adapting curriculum for differentiation
378.	More focus on teaching split grades
379.	More focus on teaching, less focus on a concern that teachers aren't sufficiently sensitive about other ways of being. It's not that being sensitive in these ways isn't important, but it seemed like half our year was dedicated to these topics. I had experience teaching before the program so I had some skills to work on during my time, but was really surprised that there was so little emphasis on the practical skills required in teaching. Very little emphasis on behaviour management, presentation skills, utilizing technology.
380.	More guidance, feedback, and experiences regarding the nuts-and-bolts of planning, classroom management, and assessment
381.	More hands on
382.	More hands on behavioural management; acting out MANY scenarios and positive ways to handle them; a final practicum that is a full-term (so you can work with the class to set the tone, guidelines, etc to create a safe, positive learning and explorative environment together (as opposed to inheriting the mentor teachers rules)
383.	More hands on experience and methods classes. Less academic theory.
384.	More hands on interactions with education partners to better understand roles and responsibilities
385.	More hands on learning about what works and what does not during teacher education program instead of a bunch of theory.
386.	More help finding a job.
387.	More in-class time, watching our Faculty Advisors implement what they were teaching us.
388.	More information about learning disabilities and mental health disorders in children.
389.	More information and practice dealing with IEP writing and working with students with special needs
390.	More information and practice with INCLUSIVE education policies and how to achieve an inclusive classroom.

391.	More information on how to read/create IEPs and how to manage several in your class
392.	More information on special education and being a substitute teacher.
393.	More information on special needs. Realities of the classroom. Services that are available for teachers and students.
394.	More information on students with disabilities
395.	More information on working with designated children, ELL, and a more concise and clear understanding of how to apply assesment with different learners
396.	More information re: School Act, how to work with SEAs, communications with admin, more understanding of all of the roles of the unions and school board offices, the reality of the amount of layoffs and how long it could take to get a job
397.	More information regarding students with special needs and reporting (IEPs etc)
398.	More in-school experience where we could practice applying different educational techniques and philosophies.
399.	More instruction about: communicating with parents, how to handle disputes between students and behaviour problems in the primary grades, how to properly assess and collect data for report cards, how to write report card comments, how to find resources (instead of making everything from scratch), how to adapt and modify assignments for students with IEPs, how to teach French, etc.. Overall more instruction for practical, day-to-day issues that teachers really face in their first few years of teaching. Less time spent on complexity theory and other theoretical models that would be more useful to a teacher going back to complete a masters degree.
400.	MORE INSTRUCTION GIVEN ON EXPECTATIONS FOR PRACTICUM (IE: UNIT PLANS, DAILY LESSON PLANS)
401.	More instruction on the realities of TOC work would have been appreciated. More instruction focused on dealing with children living in poverty and/or difficult family life.
402.	More instruction regarding special needs students and how to create specialized programing for those students not just lessening the worl or lowering expectations.
403.	More instruction regarding special needs students in the classroom
404.	More instruction that was relevant for educators teaching in the Physics and Mathematics fields. Many of my courses were focused on humanities students and were frankly irrelevant. I can recall doing tableau's as a dramatic way to teach factoring polynomials. My instructors were largely ignorant of anything useful in a science classroom.
405.	More interaction with parents and administration
406.	More intercultural education, discuss issues of child rights and how to access the necessary help. i know about aboriginal rights and the effects of the residential schooling, however i don't feel confident enough to tackle these issues. i would have liked training on how to deal with child poverty, child abuse, behavioural issues, etc. practicums should be much longer to allow student teachers to fully see a whole year of teaching and be able to witness first hand how-to deal with many of these issues.
407.	More knowledge of special needs, how to work with EA's, preparing for TTOC'ing More on classroom routines
408.	More learning about special needs, IEP's, how to help students with different looking difficulties, and how to differentiate instruction to meet their needs
409.	More learning and strategies for students with special needs and communication deficits
410.	More methodology classes.
411.	More methods classes, more foundations classes, fewer sessional instructors, reduce size of program by 90% and stop making the BEd program the cash cows of floundering education departments. By drastically reducing the class size, an interview process could be initiated and the caliber of teacher candidates could improve drastically. Either have grades or don't have grades, but don't just decide to grade the last two courses without telling students and then make that their average for the degree. Fewer courses in political correctness, i.e. promotion of alternative sexual orientations at the cost of respecting religious and cultural freedoms, fewer courses on First Nations- integrate it into other courses. Professionalize the program more so that the standards of teachers and consequently teaching improves.

412.	More methods courses from different perspectives.
413.	More observation days and case studies. Behavior management classes. Specific skills for working with ESL. Specific skills for teaching special needs (understanding the autism range). More observation days in each area of the school (LST, library, music, French, each grade...)
414.	More observation in the school systems before the course work is started. A lot of theories are based in the abstract and more hands on in the beginning would make the use of class time more relevant.
415.	More of an emphasis on working with students with special needs.
416.	More on the job experience
417.	More opportunities prior to actually practicum teaching to have more opportunity to spend time in schools observing and engaging in class room activities.
418.	More opportunities to jobs.
419.	More opportunities to see and develop subject specific lesson plans and activities
420.	More opportunities to work with and observe students who face struggles in the classroom arising from diverse socio-cultural backgrounds, students with special learning needs, physical disabilities etc.
421.	more pedagogical coursework for my specialty, being able to access practicum experiences based on my specialty, more understanding of different govt ministries like social services, more on teaching children with exceptionalities
422.	More practicum time. I feel I leaned the most while I was in my practicum. A year plan would be in nice to have included as well as, how to communicate with parents better. as,
423.	More practica, fewer weeks of classes
424.	More practical classroom management learning opportunities
425.	More practical courses on classroom management techniques. More hands on ideas on activities to do in the classroom. Practicums in a variety of schools and grades. More classes on assessment; I only had one course and it was after my practicum..
426.	More practical courses, more planning time for the practicum, different practicum experiences instead of just one long practicum (e.g. also in an elementary setting).
427.	More practical coursework on systems and organizing classroom to maximize effective learning...how to keep track of students work, stay on top of marking, plan schedules, etc.
428.	More practical examples and experiences (ie problem based learning, scenarios, etc). Lesson planning is such a small part of the job of the teacher when you factor in dealing with parents, student with exceptionalities, etc.
429.	More practical experience with a genuine, supportive sponsor teacher.
430.	more practical experience with a master teacher / being linked with more than one sponsor teacher and vetting the sponsor teachers more carefully to ensure they are current with practices
431.	More practical experience, less course work that has no practical value. More education about the realities of the teaching profession, including poor job prospects and the current educational climate in BC.
432.	More practical experiences, or more walk throughs to see more schools and grade levels. More screening for school associates to make sure they're doing it for the right reasons (they want to help a new teacher learn and not for university credits), let student teachers evaluate their SAs and not just their FAs
433.	More practical experiences/ observations of teaching
434.	More practical knowledge about what goes on in the classroom on a daily basis. What experts are available to me and when to utilize them. How to make lesson plans that can fit on a post-it note.
435.	More practical knowledge and less social justice. I had 4 classes concerning social justice, and only one, 6 week course on assessment which was the first class of the

	program so I had very little contextual understanding. I also felt we learned very few classroom management strategies or how to prepare as a TTOC (which is where the majority of us remain for years).
436.	More practical knowledge on assessment, routines, adaptations, behaviour problems and special needs
437.	More practical knowledge or integration of theory into classroom.
438.	More practical strategies for supporting students with learning disabilities
439.	More practical studies for what the reality of the job is by giving a more focused educational program.
440.	More practical workshops on the basics: Lesson planning, TOCing, Report Cards, and situational issues such as cheating on a test, etc
441.	More practical, hands-on lesson ideas, unit planning, and actually experimenting with the implementation of said unit plans. Research projects would be more helpful in a Masters program, as it's the practical tools that teachers really need as they walk into their first teaching positions. The burn out rate is too high among young teachers, and so much of that comes from the overwhelming workload and assessment load thrust on us in the first years. The philosophies and academia are less helpful in the long run; I can barely remember any of those lessons, but I remember all of the practical tips and lessons offered to me by a methodology teacher.
442.	More practical, realistic strategies and less vague idealism.
443.	More practice and instruction in lesson and unit design and implementation BEFORE the long practicum.
444.	More practicum and less education courses. Or a better and more focused teacher education program. Most of the courses were mass produced and very outdated for what is happening in schools. You end up learning everything in your practicum and you only have a good experience in that based on your practicum teacher. I was lucky enough to have 2 great practicum teachers. I heard from several other people that their teachers were terrible it ruined any learning experience that might have been available to them. In my opinion three things need to change. First of all the entrance requirements for all teacher education programs in BC need to be looked at. They need to become much more strict and rigorous in selecting suitable candidates. This profession is not for everyone with a bachelor's degree it takes a huge amount of social skill and enthusiasm. This will also help with the teacher job market. Ever notice that there are way too many teachers than there are teaching jobs. In the lower mainland, some people stay on the TOC list for decades waiting to get a full time job. I'd don't think it's necessarily because their are poor teachers. When you are on the bottom of the seniority list with ten years of experience and you are still a TOC, chances are the job market is saturated with too many other people looking for the same job as you. If we can't get more money for more jobs, lets at least make sure the people who are getting the jobs are the best suited for it. Secondly the programs should be longer and be structured to work more closely with practicum teachers. The teachers and professors who teach at the university should be taking the education students into classes and working on all of the techniques and strategies in the classroom setting. None of the things you do in regular teacher education classes make sense unless you can test them in a real classroom with real students. Thirdly, practicum teachers need to be vetted and trained. I believe there should be entire practicum schools where there are specialists who train and run the practicum teacher program. That way there would be no chance of getting a terrible practicum teacher, and you could still have participation from different areas and experience a variety of teaching styles.
445.	More practicum experience and experience across different grade levels.
446.	More practicum experience in a wider range of settings.
447.	More practicum experience throughout the entire program in various grades rather than a few weeks at the end of term. As well, the program needs to focus more on assessment on a practical level.
448.	More practicum experience would have helped. Maybe three separate practicum experiences instead of one short and one long experience.
449.	More practicum experience, starting with more time spent in the classroom, learning classroom management etc, before having to create large learning tools.
450.	More practicum experience.
451.	More practicum experience. More classroom experience. I actually learned more about teaching in my <span style="color: red;">personal privacy</span> than I did at <span style="color: red;">personal privacy</span>

452.	More practicum or more longer
453.	More practicum time and less "theory" work at <b>personal privacy</b>
454.	More practicum time and less class time with out of touch instructors.
455.	More practicum time and making the assignments correspond to teaching!
456.	More practicum time in additional short practica placements in classes at varied levels, schools, etc. A course in classroom logistics/management.
457.	More practicum time, more instruction in the diverse needs of the students and how to meet them.
458.	More practicum time.
459.	More practicum time/experience
460.	More practicums in different classroom settings
461.	More practicums. A practicum during the start of the year.
462.	More preparation for Report Card writing
463.	More real experience in the classroom. I think teachers need at least 6 months continuous mentorship (especially at the start of the year in starting up a classroom) to get a true sense of what is needed to teach.
464.	More real life experiences
465.	More realistic experiences,, information about school based team meetings, iep's, Less reflection, more qualified/hands on experience instructors,
466.	More realistic, applicable strategies and every day instances that we experience in a classroom would be beneficial (how to solve conflicts with two students, the best way to inform parents of behavioural issues in the classroom, how to request counselling time for students or how to write IEP's). Much of the coursework focused on specific subject areas, when realistically we needed to learn how to handle every day classroom issues between students, parents, administrators, and other staff members.
467.	More relevant behaviour management, especially for those with severe behaviour
468.	More relevant courses - the UBC summer semester was an absolute joke. A few relevant courses, but the evaluation classes and whatever <b>personal privacy</b> taught, both in the auditorium, were a complete waste of time. <b>personal privacy</b>
469.	More relevant coursework - the coursework that was part of my education degree was largely irrelevant to classroom realities, and for the most part was taught by academics, not classroom teachers. The time spent in classroom practicums and on campus with my faculty advisor was extremely relevant and I learned an incredible amount. A longer program that provided more concentrated time in classroom/with faculty advisor, with less university coursework, would be useful.
470.	More required, practical and useful Special Education courses, and information about how to better support aboriginal students.
471.	More school visits, wherein teaching responsibilities were gradually released. We only had ONE 12 week practicum.
472.	More seconded teachers as professors. People with actual experience in the system, rather than academics with little to no real teaching experience. Many of the educational theories espoused by our more academic professors probably work great in a bubble, but are unrealistic with real students. Also, experince with the technological reality of our underfunded public schools (i.e. VCR 101) rather than the technological fantasy of what we hope our schools will have. Learning to use a smart board was a big waste of my time.
473.	More special education courses, more behaviour management courses, longer practicum.
474.	More special needs training. How to interpret IEP's.
475.	More specific instruction and preparation for meeting the needs of learners with special needs.
476.	More strategies for working with children with exceptionalities.
477.	More strategies on how to effectively manage behaviour issues that arise in a classroom (Code H students in particular).

478.	More stringent expectations for requirements to complete a Bachelor of Education with a secondary focus; because I only had minors and the minors were unrelated, I have had difficulty getting a job. Not even my advisor told me that that would cause difficulties, though I did inquire about it. They assured me I "would have no problem getting a job". I now work in post-secondary education.
479.	More subject area training and focus will better prepare teacher candidates.
480.	More support and more experience
481.	More support in the above learning areas to which I did not answer 'Strongly Agree' may have better prepared me. And early honesty regarding the availability of teaching jobs in BC... Although I feel quite prepared and the realities seem harsh regardless of my level of preparedness.
482.	More talk about differentiated learning. As in, teaching Math 9 - some students need much more support whereas some "get it" right away and are bored. How to deal with that and 30 children in the class? Very challenging.
483.	more targeted coursework (instead of discussing general ideas, be specific and do more case studies and have teachers share their experience instead of relying on student teachers to share the few experiences they have had)
484.	More teaching time and more feedback and higher expectations during course work and practicum work. There is not enough practicum time and the practicum time is not collaborative enough nor is it focused on teacher development. The focus of the current practicum structure is that either you sink or you swim.
485.	More than 1 hour of assessment seminar. More classroom management.
486.	More than a 5 week crash course in Special Education! I never saw a sample IEP the entire time I was in school to become a teacher. I certainly didn't need to be running around the gym, pretending I was a car, playing red light, green light for an entire semester when I was in a secondary focused cohort. Special Education could have taken up all that time.
487.	More theory and practice
488.	More theory and research would have been helpful. You cannot learn to teach without making your own mistakes in the classroom, but having a stronger theoretical and research-based framework before starting would have been more helpful.
489.	More time earlier in our program, spent in a classroom. Opportunities to learn about and see First Nations schools in practice. More guest lectures from teachers and principals who are working at more difficult schools, rather than one guest from the best school in town. Better course/program surrounding working with students who have disabilities or impairments. The structure of the one at <del>person</del> taught very little and has left me frustrated with a lack of knowledge that I feel the course should have taught.
490.	More time in actual classrooms, instructors who have worked more recently or still currently work in classrooms
491.	More time in an actual classroom. The short practicum should be an observation time for at least 1 month everyday and the long should be for at least 3 months everyday. We should also be placed in classrooms with designated behaviours and learning disabilities as that is the reality of the classroom today.
492.	more time in classroom
493.	More time in practicum, and in program, with opportunity to be with different classes or age groups. But, I would not have been able to do a 2 year program, as I was leaving another career and have family/financial obligations.
494.	More time in practicum; less time in <del>person</del> classroom. An apprenticeship program model.
495.	More time in schools; better instructors
496.	More time in the classroom at the beginning of PDP. Less time philosophizing about teaching.
497.	More time in the classroom while doing courses so that we can try some of the things we are learning. (weekly visits or monthly or bi-weekly visits throughout the year or an internship in one classroom for the year). opportunities to observe many different teachers and different schools.
498.	More time in the classroom, more time to develop and practice unit/lesson plans

499.	More time in the practicum setting. The academic side of the course was good, but it often overshadowed practicality in the workplace. I am not using a lot of stuff I learned from my degree partly because it has very little practical application to what I am now doing as an educator.
500.	More time in varied schools, with various types of learners.
501.	More time observing and being in real classrooms, less time sitting in class and listening to lectures
502.	More time observing, practicum teachers who know how to mentor and don't just want time off, seeing a larger variety of classes/schools
503.	More time on assessment! The class we had on assessment was excellent but one term is not long enough to learn about assessment.
504.	More time on classroom management and longer practicums teaching at 100% workload.
505.	More time spent on classroom management strategies, less focus on writing detailed day plans that don't happen in real life, a class on center based learning and more focus on student directed teaching, practicum to start at beginning of year or to finish at end of year...so much more!
506.	More time spent discussing classroom management techniques and differentiated assessments
507.	More time spent in classrooms either observing or doing mini instruction prior to practicum. Also, more discussion (perhaps an entire course) about First Nations epistemology and cultural history. Too, having course work to help us prepare for and identify students with social, emotional struggles.
508.	More time spent in practicing and less time spent in a classroom learning in theory .
509.	More time spent in the classroom
510.	More time spent in the classroom. More time spent on lesson and unit planning instead of theory courses. More emphasis on how to teach/work with/assess students with needs (emotional, behavioural, etc.).
511.	more time spent on assessment and behaviour
512.	More time spent on developing lesson plans, unit plans, year plans, because a lot of what a teacher does is planning. Also, more time spent on differentiating learning and classroom management.
513.	More time spent on linking theory to practice. More experience with building and implementing lesson plans and units and assessment. Perhaps a set of shorter practicums where you can put your plans into practice and see what needs to be changed. Less theory - although it is important and more focus on the goal of being prepared for the long practicum. Also, more focus on how to collect data for assessment as you go.
514.	More time spent on management and special education
515.	More time spent on planning complete units, and not lessons. More time in the practicum team teaching/planning with the sponsor teacher. More time focusing on the realities of the classroom, not the theory of an ideal classroom. More time spent on how to implement best practices.
516.	More time talking about actual work situation in BC, including covering ALL different systems of education, including homeschooling and unschooling movements.
517.	More time to observe during a longer practicum, team-teaching/coaching w help of mentor teacher. Thoroughly looking at effective assessment strategies. Being shown how to better use the curriculum documents & turn the PLOs into teachable lessons.
518.	More time with less teaching responsibilities in a practicum experience and more subject-specific instruction during coursework.
519.	More TOC days during phase out
520.	More training in behaviour needs, specifically related to students with behaviour disorders. -more training in the demands of the job and how to not burn out. I graduated and landed a full-time teaching job the following year and it was a tough year for me in terms of boundaries. I had been trained in all the thing I SHOULD be doing, but no one had trained me on how to prioritize and the realities that at a certain point you need to stop. You can only do what you can. My teacher-ed inspired an already inspired young adult to want to even make more change no matter what the personal cost. I believe Teacher Education Programs should include a section on how to prevent teacher burnout. This needs to go beyond Sleep, Eat Well, and Exercise. Teachers need to know when to stop and go home and not to do more marking. I am a hard worker, but I had to learn on my own how to stop at the end of the day.

521.	More understanding of the roles of supervisors/administration
522.	More useful courses and teachers. I was really disappointed with the lack of practical application in many of the courses. There was so much theory thrown at you, and no opportunity to apply it. Some teachers were so out of touch with the reality of teaching (ex. I had a teacher ask me to mentor her on her teaching of our class, and I had to help her with her unit and semester plan - so annoying when I paid \$550 for the course). Many of the courses I took were a big repeat of what I did in my final year of my <b>personal privacy</b> so that felt like a waste of time to have to relearn all that info - it would have been nice to have been able to take other courses to get more training in.
523.	More varied practica with varied sponsor teachers who are supportive
524.	More variety, chances to see the out of classroom activities, orientation process
525.	More work in language arts development and knowledge of the district support services.
526.	More work in the classroom environment, more co-planning
527.	More work on specific teaching area curriculum planning. Better/more experienced instructors teaching us about disabilities and first nation's issues. How to deal with issues in the classroom. How to seek support when having issues in a practicum.
528.	Most of the professors (2/3) were technologically incompetent. They all love using buzz words but rarely demonstrated that the practices worked in their own teaching.
529.	Much more hands on experiences in classrooms, all throughout the teacher education program, instead of just having two practicums and a lot of coursework.
530.	Much more practical help. I didn't need 8 classes of theory on the same subject.
531.	Much more time spent on how to deal with children exhibiting difficult behaviours. More time spent on support of the whole family, and support of children living in poverty. Discussion about how to talk to and support parents.
532.	Much of the course work could have been dramatically condensed and summarized, without any cost to the quality of its outcome. For example, hours were spent in lectures on lectures listing the minutia of different governing bodies in bc. This could have been delivered and assessed in a fraction of the time, leaving us available to plan effective content for our practicum work. more formalized collaboration time with our peers, during practicum, also would have been tremendously beneficial.
533.	My course work was AFTER my practicums - not helpful! Nothing prepared me for the realities of the classroom. The professional development program needs to be completed revamped, in my opinion. I suggest a semester of courses FIRST (to help establish unit plans, an understanding, etc.) followed by a COMPLETE school year with a school associate. I had no idea what the beginning or the end of the school year was comprised of. Plus, I feel that it is important to be completely integrated into a school to get a better sense of the every day challenges. Essentially, teachers now act as educators, nurses, social workers, parent, counsellor, planners, organizers, etc. The PDP experience does not, in any way, prepare you for all that is about to hit you. So, having a full year in a school would, at the very least, expose you to all of the ups and downs and give you time to accustom yourself to what is coming - from supervision shifts, to establishing the routines at the beginning (lunch room protocols, recess expectations, class reviews, IEP meetings, ELL assessments, reading-level assessments, etc.) and end of year processes (final report cards, tying loose ends, end of year IEP meetings, layoffs, job applications processes, etc.).
534.	My experience has only been in the <b>personal privacy</b> where work in many challenging situations that aren't as prevalent in most of B.C. I don't recall much, if any, instruction on differentiated instruction (the buzz word of the day) or adapted and modified students. Having to figure this out as I go has been a challenge. Also having been shown some teaching literacy techniques to First Nation students would have been a great help.
535.	My experience left me feeling over critical judgment was exercised too often and an imbalanced priority placed on control and standardized lesson evaluations. So less pressure from an emphasis on perfection and more recognition for what is done well and what would I want help with and what our collective inquiry develops, towards my agreement to focus on, for my improvement.
536.	My only suggestion would be to have a practicum block during the first week of school to see how teachers start off the year.

537.	My teaching program left more like a money making machine than a program to challenge and support future teachers.
538.	My time in the classroom and more time collaborating with teachers.
539.	My time at <b>personal privacy</b> was great experience. I was like a few others that had a few years in after school/ Summer programs which help beyond words with dealing with children. Have been TOCing for a year and now in a Full time grade 3 class this year I feel that our program could have given some more behaviour strategies. Dealing with self regulation, anger, trauma, etc. It is one thing to deal with behaviours, and another to have to TEACH as well. We could have spent more time around writing report card comments. Having learned a math program and spelling such as Fullerton's math that is going around and spelling such as McCracken or words their way could be helpful. I also thought afterword's that having lessons or units as a province or district "ready to go" would be invaluable - teachers always say "don't reinvent the wheel" and then they go ahead and reinvent it. As a new teacher to take the time to come up with a unit (and <b>personal privacy</b> taught us how very well) it not going to happen, a new teacher can't take the time (I don't even want to remember how many hrs I put in creating whole complete units) to make them. Having an online data base of unites/lesson I'm sure would make new teachers speechless, and probably shed a few tears. Perhaps in the near future. I guess that would be the biggest help- having lessons ready to go. You don't want to bug to many teachers for stuff, the internet only offers so much, and we as new teachers, and not even sure what possibilities we have. Along with having units and lesson I would say watching othe teachers teach. Ever since leaving the program I have been DYING to watch another teacher work their "magic" but now that I am a "teacher" when would I ever be able to watch a lesson. I would have loved to have more watching time., Perhaps evening built into TOCing the first year(s) just a few sessions from some "wow" teachers. My last comment is on my practicum/ mentor teacher. I understand that it is hard to find teachers to pair up with student teachers. Even so, I had a very poor experience. To be honest, looking back, I am disgusted how I could be pair (or how I was allowed) with an unmotivated, unethical, passionless, deflated, pessimistic , pretentious teacher could A be teaching (but I guess that is a whole other union issue) and B be responsible to TRAIN and MENTOR me. I thank the stars that I have a school of amazing teachers to fall back on, including the principal and my faculty team. I survived. I can safely say I think If anyone else was paired they would not have. So if you take anything from my long rant (you can see I don't want to be doing any planning work a the moment) Try, just try to have teachers who are at least middle of the road to have student teachers. If they can't name three Ipad apps, they blow a FOX40 whistle in the CLASSROOM, disregard IEPs, and cause anxiety in their students, maybe, just maybe they can get off the "hook" for taking in a student teacher. PS- I think why so many new teachers leave is that they are treated the same as a 10 year teacher. They are not. But the same pressures are there. Perhaps if there was a resource area- with those lessons and units and ideas- let it be on-line or a physical space. Just like Universities have a writing centre - This connects to my theory of lessons and units being available for any teacher- I'm doing space this term- I'm new so I don't have my trade mark space unit yet. Its' 2014. Why on earth should I create a unit or even try to paste on together- such a waste of time. Perhaps in our program we should have done more swapping ?
540.	Needs to have more of a focus on the more legal side of things like explaining the school act and how to prepare teachers when they witness abuse and the like.
541.	No weak, wishy-washy programs. Clearly I was overwhelmingly disappointed with my education program. I felt the majority of it was useless at at times despicably disappointing instruction, instructors and practicality. It did little to nothing to prepare me to be any better of a teacher during this program. The program needs to revamped and reconsidered.
542.	Not being switched to another faculty associate for the long practicum. More time spent on unit-planning.
543.	Not currently teaching because there weren't any jobs available, and I wasn't willing to teach overseas. Perhaps include more discussion about alternative uses for teacher education, as the skills learned are very valuable.
544.	Not for myself per se but I think that more attention could be placed on giving new teachers strategies for working with special needs students as well as students with behaviour issues.
545.	Not so much focusing on curriculum but the every day battles students face in and out of school. As an elementary school teacher, I spend more time teaching about social and emotional competencies than I do curriculum. Times have changed in the past 20 years and it's not just about the academics anymore.
546.	Nothing - I was fortunate enough to have a fairly complex classroom to complete my practicum. There was a full-time EA in the class with whom I learned to

	collaborate and work with and was able to acknowledge open-ended lessons and differentiation firsthand.
547.	Observing several full lesson plans in action in a classroom where many teaching theories, strategies, and effective practices are applied so that the education students are able to "visualize" and truly understand what certain practices look like in action. Some time to reflect upon the observations made with the teacher teaching the class or another teacher observing would be helpful as well. Personally, I learn best by watching or doing. So perhaps some team-teaching with a sponsor teacher that uses the teaching practices discussed in the education program or best teaching practices would have been helpful because it would allow the student teacher to try out strategies. Finally, I felt that my sponsor teacher did not provide me with enough support, guidance, and mentorship which would have truly helped improve my practicum experience and overall learning during the practicum. I feel very strongly that sponsor teachers need to be screened so that the teacher education programs are certain that they will provide the appropriate mentorship and support or at the very least, they understand or have had some training on effective ways to mentor a student teacher.
548.	Observing the beginning of school in September, Being included in report cards
549.	Obtaining employment is a sure reality that has struck a lot of beginning teacher especially beginning <b>personal privacy</b> I thought my district would be happy to have <b>personal privacy</b> visible to be in the district but it is tough to get in a district with many teacher in this school. I do however notice that with the majority of <b>personal privacy</b> I eventually seeked employment out of education but miss teaching desperately. =(
550.	One of the areas that I struggled with when I started my job was how to assess, what should be used as assessment, how much assessment is enough, how to organize and calculate letter grades, how to write a report card do in primary, intermediate, and high school, and finally how too earl with high maintenance parents. I felt very unprepared for all the administrative duties such as developing a schedule that follows government regulations on minutes spent per subject per week.. How to design your day book, how to develop short and long term plans for all subjects taught. Thankfully I was paired with a mentor in the school who was able to show me all that had to be done..
551.	One practicum at the beginning of the year to understand reality of starting a school year, implementing all protocols and procedures. Assessment methods focused on Middle School. Better idea of the reporting system for report cards.
552.	Only having one or two consistent assessment teachers rather than 8. Doing more work with IEP's, what are they, why are they important...etc.
553.	Our assessment course should have taken place over 3 months, not 3 weeks.
554.	Our structured coursework in the <b>personal privacy</b> program was after my certification practicum. Had that been before, I could have used what I had learned in the classroom instead of finding out what I could have done after the fact.
555.	PDP focuses too much on specific lesson planning and doesn't allow for inquiry based or student-centred practices - which is best practice. The realities of teaching are that you need to be flexible and cannot plan units weeks in advance and ignore the wants and needs of your students. I did not learn anything about writing or interpreting IEPs, working with learning disabled or physically disabled students, or how to effectively incorporate Aboriginal content. Although I did feel well-prepared to teach following PDP I still do not feel that 8 weeks gives an adequate picture of what teaching really is.
556.	Perhaps having a more spread-out practicum, rather than simply having the long practicum at the end.
557.	Perhaps if my studies a <b>personal privacy</b> actually pertained to Technology Education. The Technology Education program at <b>personal privacy</b> was a waste of time, and had nothing to do with what actually goes on in Technology Education classes.
558.	Perhaps more variety in practicums and school advisors.
559.	Placements in community, LAC, LSS environments as well as public courses. More support in how to keep records. WAY MORE Behaviour management support. More self regulation and social emotional support for SS. More instruction in development of IEPs, differentiated learning, resource room etc. Most of the skills I have for teaching I gained from other experiences and life experience. The program helped me primarily with IRPs, assessment, and instructional strategies
560.	Planning and delivering learning activities with students prior to practicum.

561.	Possible secondary model practicum - rather than solely elementary. It also would have been nice to be introduced more thoroughly to reporting tools such as BCesis prior to entering the classroom.
562.	Possibly creating mock report cards, and putting together all the term assignments for the report cards.
563.	Possibly more mock TOC days to know what to expect
564.	Practica at different schools; more differentiation of content (many courses felt like repeats of previous courses)
565.	Practical things. All math and Science Students should be given a user version of Examview and a week of instruction on how to use the program to build authentic assessments that can be dynamic to save you in your first practicum or first year of teaching. One ProD day taught me, I wish I knew more how to use this one program that comes with EVERY BC Math or Science Textbook.
566.	Practical tools such as using BCesis, strategies for psychological challenges of demanding profession, health and wellness during full-time work or teaching on call
567.	Practical use of assessment tools introduced. Resources available at schools (Counsellors, Social workers, etc..) to help students in need.
568.	Practicality - paid internship in schools to learn how to teach instead of practicum-based where we work for free without having been properly trained at the start. It would be helpful to learn from the get-go how to unit plan, plan for a year, lesson plan etc, and learn strategies and methods for teaching and assessment. All the fluffy stuff should be saved for the summer courses, or taken out entirely. Lots of time wasted during the BEd, and I've never met anyone who says otherwise. It's a shame, but it honestly feels more like a money grab than a place where we learn practicalities that will help us succeed in this career.
569.	Practice, role-playing
570.	Practicum experience
571.	Practicum experience (even short) in an elementary environment to develop a small toolkit of go-to, meaningful activities for when there is no day plan.
572.	Practicum experience throughout the year and in multiple grades. There is a big disconnect between university and what goes on in elementary schools.
573.	Practicum that starts earlier in the year, followed by some course work, then more practice teaching.
574.	Putting all the useful courses at the start in September before the practicum rather than after in the summer. All the courses on diversity, though important, are less important than classroom management techniques etc. to have before practicum.
575.	Real life applicable uses for assessment, shortcoming of the system, less kumbaya style courses
576.	Realistic discussion of the reasons for the disparity between current theory and current practice in schools, and how to negotiate this situation.
577.	Realistic ways of addressing bullying and racism, strategies for differentiation without chaos, and how to successfully apply for positions in BC
578.	Relevant classroom practices. less pop teaching culture
579.	Report card writing
580.	Secondary trained teachers should spend time at the elementary school level. The reality is as a TOC you will be in all levels.
581.	Seeing more classrooms. My year TOCing taught me more about classroom management, assessments and different ideas than I learned in my education program
582.	structured its program so that I had many of my Ed classes after I had already completed my long practicum. This was not very practical.
583.	Since most teachers start as TTOC, it would make sense to prepare us as TTOC outside of our focused area as well.
584.	Since the only available teaching positions are for French Immersion, we should have had intensive French.
585.	Social justice, anti-racist education, inclusive education program practices, needs of ELL learners,
586.	Some mention of how to deal with all the "administrivia!"
587.	Once I graduated, the program has changed for the better offering more class room teaching experience before our practicums
588.	Spending more time in a variety of classrooms for full days rather than parts of days.

589.	Spending more time in practicum and a bit less time at the university doing coursework would have been beneficial. It would be beneficial to spend time in the classroom and gain more experience teaching without being constantly evaluated.
590.	Spending some more time in an elementary school setting (not just secondary)
591.	Sponsor teachers who align with <span style="color: red;">personal philosophy</span> teaching philosophies; More connection with administration; Supervised TTOC experience because most new teachers don't have the opportunity to do any lesson planning for the first several years.
592.	Stamina training, and setting up the classroom at the start of the school year; also more strategies for the reality of teaching middle school. The classroom management aspect was much more serious in real life. I had 32 kids, mixed grade 6 and 7's, and 6 children had "designations" in a medium sized classroom. Thank goodness my mentor-teacher was AWESOME or it would have been overwhelming.
593.	Strategies to deal with a good work-life balance to ensure I do not burn out.
594.	Strategies to differentiate learning to meet needs of the multi level split classes
595.	Stronger mentorship throughout the practicums. More education about the responsibilities of a teacher aside from directly teaching students.
596.	Structured instruction on the development and implementation of unit plans. -Structured instruction and implementation of effective classroom routines as a means to support learning and assist with classroom dynamics.
597.	Student teachers only had a week and a half to prepare their lesson and unit plans before starting their practicum. I believe that having more time to plan out the lesson and unit plans ahead of time would have given me the opportunity to be better prepared to meet the realities of teaching in the K-12 system. It also would have given me the opportunity to focus more on "teaching" instead of just the "planning" part.
598.	Supportive Mentorship (from sponsor teachers)
599.	Taking a post bac course in learning disabilities/special education. I felt that my PDP/BEEd was not enough.
600.	Teacher training
601.	Teacher training needs to be approached in a pragmatic way. Many Education professors have been out of the classroom for 15+ years and fall back on conceptual discussions about abstract subjects. It may be interesting to discuss ideas like "education as a free trade product" but it has nothing to do with the actual experience of teaching as a job. In particular, at least those of us with undergraduate degrees in a subject area actually know our content. I was shocked by how many B.Ed. holders (5 year Ed program) I have met who basically got their degree from doing presentations and discussions, and don't have any substantive understanding of the subjects that become their teachables. Programs need to be far more rigorous. The assumption has become "just apply to the ed faculty" for many who don't know what to do after their undergraduate work. With minimum requirements of 65% <span style="color: red;">personal philosophy</span> is a sorry state of affairs. Honestly we should have an 80% requirement for averages to apply for teaching programs (post undergraduate) and we should totally rehaul the 5 year Ed program into a more well rounded academic foundation (not just socialization and politically correct issues). As far as I am concerned, the Ed faculty mostly exists to affirm a certain way of thinking and attitude in keeping with particular ideas, and if you're lucky you will get a good sponsor/faculty adviser who can constitute real learning for you on the job.
602.	Teachers should start their teacher education day 1 with a bachelors in education. NOT a bach of arts with a teaching program in the end,. Day one should be in the classrooms and planning lessons and being exposed to the teaching profession. And not a crash course in 1 year.
603.	Teaching different grades
604.	Teaching on call is not teaching your specialty areas. Being a TTOC is the norm for most starting teachers, which requires many different skills than having your own classroom and your own teaching style and philosophy implemented day today. Furthermore, the realities of teaching are that in order to pay your bills you will most likely end up teaching outside your subject area. Lastly, mentor ship and formative assessment once you do start teaching your subject area usually comes in consistently if at all.
605.	That you are on your own. And you wont find out any of the ways that things work unless you ask.

606.	The 6 credits of kindergarten curriculum required to teach K i <b>personal privacy</b>
607.	The class I learned the most in was taught by a current practicing elementary school teacher. His immediate examples and current and relevant experience definitely prepared us for the realities of teaching in the K-12 system. Other instructors seemed so far away from the current profession, it was more theory, and no connection to the realities of teaching.
608.	The course readings helped teachers cultivate sympathy for the diverse learners in schools. But none of them were designed to cultivate sympathy for new teachers having to deal with these learners. I didn't know how much was realistic to accomplish, or to what extent, as a new teacher, I could challenge different practices. The readings were all about delivering good service despite any reality. The reality made it difficult to deliver good service. Therefore, the readings should have been about how best to cope with the reality to the degree that it is possible to do so, rather than about the need to overcome reality. In this survey, which basically checks whether the readings have covered all the basis (Aboriginal Ed, ESL ed, learning disabilities, domestic abuse at home, pedophilia by teachers), where are the questions about the competition among teachers (new and old) to retain their jobs, and the barriers to mentoring and collaboration this creates? Where are the questions about the demands of parents at different socioeconomic brackets, which are contradictory? Why do you give us only one line to write any comments?
609.	The coursework was irrelevant to the realities of teaching. We needed more coursework in developing modified curriculum, working with students with disabilities/learning issues, and more/diverse assessment tools and rubrics. I felt the in-class work at <b>personal privacy</b> absolute waste of time and was very frustrating in its lack of any kind of practical or applicable information.
610.	The focus was on teaching and not on behaviour management - there needs to be way more taught on managing behaviour, teaching self regulation, differentiated instructions, how to deal with bullying etc.
611.	The issue with special needs (a huge and broad category) is there is not enough time to go over each type of need and how to effectively deal with it in the classroom setting. We are given general ideas but also told that most students with issues will have IEP's which spell out the issues but do not always have solutions. Differentiation while vital can be very difficult to implement especially when no two special needs children are the same. Also not every student with an IEP has their own personal EA or there is only one EA for several students. This is less a problem with the teacher education program and more with the realities of our education system and the lack of sufficient support that exists for special needs children (including physical, mental, developmental etc)
612.	The Language Arts component of <b>personal privacy</b> was sadly lacking. Still impacted by that.
613.	The main problem with the program, and one that is a problem in most programs (having just been a mentor to a student teacher in my classroom) is that MOST professors are so out of touch with the actual classroom experience that most have no idea what is actually going on in a classroom. How to actually manage a group of 30 kids with behaviours etc. I strongly believe that all professors MUST be practicing teachers or the programs are useless. You shouldn't be teaching about best practice if you don't actually know it since you haven't been in a classroom. After 5 years of on the job training I now feel that I'm a great teacher. I have used very little from what I learned in school as most of it is theoretical nonsense that doesn't actually work in the classroom setting unless you have the perfect group of students. My main point? Professors MUST be practicing teachers NOT just people with a doctorate or a couple of years in the classroom 20 years ago.
614.	The more time spent in the classroom with mentors the better!
615.	The on-campus courses were not very helpful at all, and secondary and elementary student-teachers should NOT be in the same modules. Also, having coursework after doing the practicum seems unnecessary and was frustrating. Very little time was given to the "nuts and bolts" of the education system - there was lots of "soft" learning and talking about feelings but very few skills or facts were learned. Also, having the on-campus coursework as pass/fail is ridiculous - those students who put in significantly more effort than others ended with the same result.
616.	The opportunity to get into schools in September to see how procedures and expectations are implemented and taught at the beginning of the school year would have made me feel better prepared for a career as a teacher
617.	The PDP program should be rearranged to be more of an apprenticeship type program. Student teachers would be better served to work alongside experienced teachers for a full school year.

618.	The PDPP accelerated program did not allow time for a thoughtful or critical educational experience. Unfortunately, the majority of professors were more interested in grooming "cookie-cutter" elementary school teachers and discouraged critical thinking or questions that challenged their authority. Discussions of gender, race, sexuality, and diversity were discouraged as "inappropriate" for elementary aged students. Thankfully, my previous experiences as a counsellor and child care worker allowed me to apply those skills in the practicum setting. There were a handful of courses that were useful and had instructors who were interested in teaching future teachers. These teachers provided me with a wealth of knowledge and support during the difficult PDPP program. The best experience is getting into a school and actually experiencing the realities of teaching in the 21st century. More practica would be beneficial.
619.	The politics of my first practicum are worthy of a lawsuit, but I don't have the money, <del>personally</del> <del>effort</del> high and dry.
620.	personal privacy
621.	The program could have addressed the realities of employment in the current system and better ensured participants graduated with teachables to achieve employment
622.	The program intentions are the best but I don't know if anything besides getting out there and doing the job can fully prepare a teacher for what is to come. Every student brings a new experience and classroom can only prepare us for so many of those experiences.
623.	The program really works from the assumption that its graduates will be working in the BC public school system, but it doesn't seem to take into account the admissions policy to take in more students then there are jobs on the premise that graduates can seek opportunities abroad and in band schools. The programs marketing and content don't match, leaving graduates to have to learn a lot on the job, which in many cases leaves children vulnerable to poor practices.
624.	The program was conducted satisfactorily
625.	The programme needs longer more intensive method classes in the arts. Right now, I am qualified to teach visual art to grade 7s with only a grade 7 education in visual art plus one 6 week course at <del>personal</del> <del>privam</del> . The same might be said of others in terms of music. No other courses (PE, Math, Science, Lit) will students enter the programme and BE CERTIFIED to teach a course with so little education. Why are the arts so diminished? We can't expect children to learn adequately in the arts if the instructors have pretty much the same education as they do. But that is what is happening now. How did we get to this sad point? With the diminishing numbers of Art Specialists in the schools in BC, we need increase the amount of time pre-service teachers (especially Elementary) spend learning about the arts. The Teacher Regulation Board must have the courage to recognize what the arts brings to education and children and support these benefits by insisting that teachers have more arts based courses before entering the programme or provide a longer, more intensive method course for visual art and music. And where the hell did drama go? Why was that not a part of my programme at <del>personal</del> <del>privacy</del> . Yes, a good teacher would be using drama consistently in an elementary class.
626.	The reality about the lack of provision for EA time in many classrooms that need it. You should definitely expect more designations.
627.	The reality is, students in the lower mainland are very different than rural students or Aboriginal students. Start teachers off in the hard spots, not the easy ones.
628.	The reality of parent-teacher interactions, reporting language, career morale, union information, budget cuts and the history of government actions towards BC Education
629.	The science teaching methodology course did not give me any methodologies that I feel inspire inquiry in the classroom. IT WAS ALL about not lecturing to students but the instructor lectured the entire time. He modelled nothing. I would have also liked a course in the use of technology in the classroom, maybe something that showed the possible uses or software out there.
630.	The secondary program should be longer than one year. Many of the courses taken in the summer semester would've been helpful during practicum. I felt like there wasn't enough emphasis on tangible application of knowledge, there was a lot of theory, which is important, but there needs to be more specific methods. I learned more from reading books after the B.Ed program than I ever did in the program. And the books were free from the library.
631.	The stats of actually getting a job/ how long you are on a TOC list average etc..
632.	The truth is that unfortunately there are many administrative activities outside of the classroom that I knew nothing about but consumes a tremendous amount of

	time.
633.	The university seemed more concerned about developing new teachers than creating good teachers. A total lack of supervision seems to be rapid
634.	Theory that was based in practice. Real teaching needs to occur sooner.
635.	There is no amount of education that can prepare you for teaching in this current system. There is no amount of schooling that can teach you how to teach a class of personal privacy  try to image what kind of training could set you up for that. There is no magic wand of behaviour management that sorts out all these problems most of the time. The students all have very specific needs and I cannot meet them if I am constantly being pulled in three directions to "manage behaviour". To top off all of the things happening in the classroom there are also parents who despite no matter what action you take are angry and are set about badgering you because they are really mad at the principal but despite being "reminded" to use a respectful tone said parent continues to badger. Please try to imagine how much education a person would need to handle just one day like this in education because this is one day in my life right now. I work 10 hours most days while at school and still bring work home. There is no amount of education that could prepare a person for the reality of teaching. I love my students and my government should take a bigger interest in education not surveys and campaigns.
636.	There is no real way to fully help prepare anyone for teaching except teaching. The <del>personal privacy</del> program focused a lot of attention on lesson plans, big ideas, and assessment which was good.
637.	There is nothing about a practicum that teaches work/life balance. In a practicum you are expected to be a full time teacher and a full time student completing reviews and reflections. I fully agree that reflecting on your practice is important, but they are the first thing to go when you realize you can't go at practicum speed for a full school year. And that's unfortunate. Also, the course work before the practicum was so focused on reading and creating documents. Year plans, month plans, daily plans, minute by minute lesson plans, there should have been more on student interaction and support.
638.	There is too great of an emphasis on being a great teacher and getting good reports in hopes of getting a job. It was an environment that students didn't want to bring up issues that they were having that could have been great learning examples. The environment was competitive.
639.	There MUST be a component in Secondary on how to read, write and communicate cross curricular, more active learning cross with practical and theoretical knowledge
640.	There needs to be a higher emphasis placed on students with special needs. There was only 2 classes to take in the entire program that could help you with it, and that was not enough time to effectively understand what different individuals need in a real classroom application. All but two classes I took during my education program, I essentially did not make use of, as they were good suggestions but did not have real world application. Realistically, I learned more in my first practicum than I did in the year and a half in the Ed Program.
641.	There needs to be much more instruction on inclusion and how it impacts a learning environment. Also, I think Spec. Ed should be a mandatory class built into the program outline.
642.	There should have been a more rigorous entrance standard applied to the program. In addition, I should have received more specific methods courses in the Elementary subjects I am expected to teach. Also, I should have had a course on ethics and legal issues for teacher along with a classroom set-up and management course. I was taught virtually nothing about assessment nor did I receive meaningful instruction in how to meet the needs of diverse learners.
643.	There was no discussion or instruction on how to manage teaching a split grade classroom. I spent my final practicum in a split grade as well the majority of my time as a TOC, yet we never had any formal instruction on incorporating PLO's to address split grade classes or strategies for how to teach to multiple grades.
644.	There were almost no actual applicable classroom teaching skills in the <del>personal privacy</del> Bachelor of Education program. It was a glorified masters propped up by irrelevant readings, wholly inapplicable skills and faculty and instructors who often lacked actual K-12 Teaching experience. I not only felt ripped off for how much I was paying per class, but angry that such a program was even allowed to be qualified for certification of new teachers when it almost completely failed to give new teachers the

	necessary skills to succeed. Only a few select professors/instructors with prior teaching experience were able to adequately teach some skills.
645.	Things are not so "cut and dry" in the real classroom. I think it would be incredibly valuable to do longer practicums and more gradual. For example, in the first practicum allow much more observation time and let the student build up more in all subjects instead of just 2 or 3. The same thing should go for the second with more observation and working on lessons with the practicum teacher. I don't think the first practicum is long enough and I think the last one could have been longer. I think it would also be beneficial that of the 3 practicums that the students take on at least one of them needs to be in a high-risk/low income school. It is a VERY different experience as a teacher dealing in a high income school versus low income. Not being exposed to both of those experiences puts you at a disadvantage I believe.
646.	This program lacked practical application. The methodology courses were ideology courses. In other words, not effective in a real teaching environment. I was never taught how to put a unit plan together although I was asked to do it (in one course) and assessed on it. Both my practicum placements were with reluctant teachers who were asked last minute. Neither teacher wanted to be involved. I had the sense that finding sponsor teachers was difficult. I learned most of what I know about teaching from a 1 month instruction in second language learning certificate taken outside of this program. This program taught me to plan units, and lessons which were then assessed. I was also given practical feedback on lessons which I taught each day of the course.
647.	Though my program did not prepare me for the realities, it did prepare me to have the capacity to deal with the realities. It did not provide me with the tools i needed for every situation, but did provide me with the resiliency and resourcefulness to deal with the stresses and challenges of the classroom.
648.	Three practicums instead of two and more opportunities to work with different grades.
649.	Tips and tricks to a health interview and more preparation for a clean and professional resume . . . I was out of practice and some others had never written one!
650.	Tips on how to make life as a teacher more efficient (via assessment, marking, reporting)
651.	To be honest there should be an apprenticeship program that allows for more "in class" time. A three month practicum is far to short to fully grasp the entire school atmosphere. Especially when it comes to responsibilities outside the classroom.
652.	To have more opportunity within the classroom either observing or teaching. To structure the program into logical progressions and to encourage more communication between faculty.
653.	To have the opportunity to practice-teach in a variety of classrooms/schools.
654.	To not go through PDP and continue my teaching at the university / college level. Practical experience is where I learned to teach, not this silly excuse of a program.
655.	To understand the roles of paraprofessionals and special educators, to be able to work in a school based team, to be able to work with students with special needs
656.	Two practicums in different schools with different grade levels so that you have a different group with it's own set of challenges and different resources, different styles of mentors and collaborators.
657.	Two separate practicum experiences - one primary and one intermediate
658.	Two studies and simulations showing how to put formative and summative assessment together successfully
659.	personally as a advisor, I was very disappointed. Many faculty are out of touch or inexperienced, virtually no real methods classes so basic classroom management and lesson/unit planning was barely touched, practicum is too short, and courses all seem to cover the same thing over and over and over while leaving huge gaps in our experience. Critical discussion about anything was squashed. Tons of busy work. No acknowledgement, let alone support, of "deskless" electives (art, tech ed, music) in the full-cohort classes. The only people who seemed satisfied were those who were naive and didn't realize how feeble the curriculum is.
660.	Understanding How to teach different learners at the same time. I think that there needs to be stringent psychological testing of teacher applicants into the program. There are some down right crazy people out there that have their teaching certificate that should not be teaching. I think there should be a small amount of people that become teachers so that the professional caliber of who is a teacher is on par with the qualifications of a police officer or doctor in the

	psychological/interpersonal skills. It is sad to see so many of the same type of uptight people becoming teachers.
661.	Understanding the roles of all the adults in a school.
662.	Unprejudiced, non-sexist, self-aware instructors, rather than useless sessional instructors.
663.	Use the time spent writing essays more effectively.
664.	Visits-testimonies from real classrooms, visits from professionals (counselors, support workers), better equipped faculty advisors
665.	Vocal Training and Coaching
666.	We did our course work, including the methodology courses, after our practicum so we couldn't implement what we learned during our practicums.
667.	We don't really learn how to deal with colleagues and I had to figure out that on my own in my first year teaching.
668.	We function in a k-12 system but our program is limited to focusing on secondary or elementary. Once we get into the teaching world, we need to accept whatever job becomes available and teachers end up teaching a grade that they have not yet developed skills or strategies for at all. I think it would be beneficial to do a short practicum in the "other" age group than your specialization is in, at least it gives you depth of understanding of how classrooms of different age groups function and you can understand where the students are coming from or going to.
669.	We had to take courses after our final practicums were completed, which was not effective because it would have been best to take these courses before so that we can use the information and resources in our practicum.
670.	We were not taught how to deal with overcrowding, 11 IEPs and no SEAs, not enough money to provide resources for students. We were encouraged to use technology in the classroom but were not told that most schools cannot afford to outfit each classroom with a projector and a computer (bring your own laptop, buy your own projector).
671.	Weed out the mediocre teacher candidates and push them out of the program. They're dead weight, and a real shame to the profession. I want to be surrounded by people who want to learn and become great teachers...not just people who want to get into it because they cannot figure out what else to do in life.
672.	Weekly class visits
673.	Which courses I should have taken to gain extra accreditation and acquire a job
674.	While we did some unit planning, we never learned to do year long curriculum outlines. I would have liked to see more in our coursework about inclusive classrooms and strategies to combat and recognize bulky behaviours.
675.	With cash strapped districts and lack of assistants and other professional resources, students should be made aware that teaching in this day and age will be extremely stressful and you will spend majority of your day managing behaviours in classrooms that are full to capacity. It is very, draining and frustrating for teachers and students. When I required to do upgrading for BC, instead of just upgrading LA, Math, Science, Social and Math it would have been helpful to have a required course on First Nations, inclusivity, technology etc. I was only required to upgrade the academics not other supportive programs.
676.	Work in resource room
677.	Would be good to learn more about working with students with physical and developmental disabilities and how to work with EAs to support these students
678.	Would have appreciated more whole year planning. I can plan units very well but the whole year is quite overwhelming.
679.	Writing report cards. Teaching subjects you don't like or have limited experience with.
680.	You should have a course that prepares teachers for the reality of unemployment. Or perhaps universities should not be putting so many hundreds of students through the program to begin with to prevent the mass competition for jobs in areas like Vancouver. The reality is that unless you are willing to go abroad or to northern Bc, the chances of actually getting a job are very slim. I was not prepared for this struggle and to be so over educated yet so unneeded by society.

**31. Please share with us any additional comments about how your teacher education program prepared you for the realities of the classroom.**

#	Response
1.	A great FA and an emphasis on emerging technologies really helped me care out a niche for myself.
2.	A lot of the theory wasn't practical and didn't transfer to the actual classroom.
3.	Accommodating school events and provided me with opportunities to value the importance of being flexible, prioritizing activities and engaging in collegial collaboration
4.	Additional challenges include: balancing personalized learning with increasing class sizes, and supporting higher numbers of students with learning disabilities.
5.	All Education programs should include options for specialization in order to better prepare new teachers for the inclusive environment of the BC public schools and First Nation Schools. This should include more courses on management strategies, special education, EALL, First Nation Education and/or behavioural/exceptionalities. Working as a TTOC for both a public district and for First Nation Schools, I still feel like I need more professional development or more specialization course work, but I cannot afford to do so without full-time work or a school support system.
6.	All in all a great program
7.	Alternative learning, know native, French, Spanish, localiams
8.	Amazing assessment instructor - <i>personal privacy</i>
9.	Amazing faculty, I learned the most just from being a student to some of the most progressive and incredible teachers and participating in their (they would say our) classroom.
10.	as said above
11.	Assessment: my methods courses did not have much time to work with this. They did their best. The assessment course dedicated to assessment was a joke. The professor should not, in my opinion, be teaching anyone of any age and demonstrated no understanding of irony when she used techniques to teach and asses teacher candidates that were listed, in her materials, as poor techniques for learning and assessment. As a positive, my SS methods teacher, Drama methods teacher, Communications teacher, and FA were excellent. Sadly, not all teacher candidates shared my experience. I found students in the English cohort were woefully unprepared for their practicums.
12.	Assessment course was excellent and the most useful one.
13.	At <i>personal privacy</i> did not learn enough about how to teach all the subjects. You could only pick 3 and so I didn't have any education on how to teach science, art or P.E (I chose to learn about teaching reading, writing and math).
14.	At <i>personal privacy</i> you do your coursework after your practicums. I appreciate and agree with this practice.
15.	Because I work in a Montessori environment, and both my practicum experiences were in a Montessori environment, my experiences between the classroom at <i>personal privacy</i> and the field were less aligned. I was prepared for this. Also, I have experience in schools as an EA, and that contributed a lot to my understanding and helped me engage more with certain aspects of the program.
16.	Building a network of colleagues and resources
17.	Commuting as a teacher in <i>personal privacy</i> adversely affected my ability to perform my job more than I ever imagined. The regulation branch told me to move to <i>personal privacy</i> to

be central when I first arrived in **personal privacy** without a clue, so I did. Living in **personal privacy** guaranteed that I would have a harried commute to wherever I worked and **personal privacy**. This was prep time wasted and piece of mind obliterated. Looking back, I wish I did not take their advice and had instead moved to an area where they were hiring in greater numbers, **personal privacy**. The impact of living far away from my work while in **personal privacy** was immeasurably large and damaging in various different ways. We moved to **personal privacy**. I wish they had mentioned something about this during school. The practicalities of commuting and ways to find work when you are done **personal privacy** and I did not have time to fool around with this. A whole course about getting work - from resumes to information interviews - would have been fantastic. Another issue completely - I absolutely hated online learning and teaching when I was in school. Oddly, online teaching has turned out to be a wonderful, soul-saving, and suitable experience for me and my family. Online learning and teaching has opened several doors (initiation and creative problem solving are encouraged) and online teaching has also made my quality of life increase by the thousands - not measurable. I am surprised by this myself - in many different ways - although the more I learn about online teaching (blended, there must be face-to-face contact via Skype for connection and authentication purposes or it doesn't work for most learners) the more comfort I feel, knowing that the learners and the teachers have the opportunity to focus on their strengths and tailor education to learner strengths. It would have been nice to take a course about teaching via Moodle - or even just using Moodle in the classroom - marking multiple choice tests by hand is a terrible waste of teacher brains, not to mention time. :) Hope this is helpful and I apologize for the essay answer.

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|------------|--|
| <b>18.</b> | Course in general was good.  |
| <b>19.</b> | Course work that was more practical rather than theoretical  |
| <b>20.</b> | Course work was redundant. Often taught the same thing by 4 different instructors in one semester.   |
| <b>21.</b> | Coursework after practicum was useless. i had zero opportunity to use the things i learned until AFTER i was hired. It is like giving someone a bathing suit, telling them to swim, teaching them to swim, then expecting them to compete in swimming. the PDP was the least rational training process, and the worst example of educational practice i have ever seen.  |
| <b>22.</b> | Coursework was not relevant to any realities of the classroom, we were in Secondary treated like elementary-aged children, not adult students  |
| <b>23.</b> | Create more intense screening process for faculty and school associates to ensure they are genuinely helpful   |
| <b>24.</b> | Dealing with crazy parents. Tips for meetings.   |
| <b>25.</b> | DURING MY TEACHER EDUCATION PROGRAM I FELT LIKE WE WERE EXPECTED TO DEVELOP LESSON PLANS IN AN "IDEAL" CLASSROOM. THE REALITY IS THAT THIS IS NOT A NORM. HAVING STUDENTS DEVELOP LESSONS ON BOTH ENDS OF THE SPECTURUM WOULD BE HELPFUL. ALSO HELPING STUDENTS UNDERSTAND WHAT HAPPENS ONCE THEY JOIN THE UNION WOULD BE BENEFICIAL. ALSO, CLASSES WHERE TEACHERS ARE PREPARED TO TOC- OR HOW TO GET ONTO TOC LISTS. MORE PRACTICAL EXPERIENCE AS OPPOSE TO THEORY. REALLY GREAT COURSES ON METHODS USED IN CLASSES, AND ASSESSMENT PRACTICES, HOWEVER MORE ABOUT BEHAVIOURS AND STRATEGIES TO USE IN THE CLASSROOM WOULD BE MORE HELPFUL.                                  |
| <b>26.</b> | Especially with the market for teachers right now I personally believe that BC University's are accepting too many students into their PDP programs. I know many, many new teachers - myself included - who are struggling to find consistent work. I know many, many teachers who have been on the TOC list for nearly 10 years and cannot claim a permanent contract. The system is over loaded with teachers and it is unfair to train so many new aspiring teachers who have little hope of making an immediate career out of it.  |
| <b>27.</b> | Even though numerous instructors said there's lots of diversity in the classroom and to prepare for it, I feel that the in class on paper preparation was ideal and that we never focused on the actual realities of a classroom....we never learned how to teach to say my current class of 1 IEP, 2 behaviour, 3 kids that will have an IEP once they get testing and 6 students lower than kindergarten level (the class is grade 1 in Jan.)...all without support. I feel like we needed more trainging on how to teach a class where you may need to address the vast needs of 4-6 different groupings of abilities and levels...with students who can't read or write. |
| <b>28.</b> | Excellent  |
| <b>29.</b> | FA and SA were open-minded and supportive.   |

30.	Faculty associates were great support in the classroom but everything else was pathetic.
31.	Fantastic use of classroom visits and out of classroom experiences.
32.	Far more focus on teaching students how to read and do math, as opposed to covering the curriculum. The curriculum is the easy part, how to effectively teach is the hard part. Also focus on evidenced based practice and teach me how to read research and access research databases for myself.
33.	Fewer instructors who are PhD candidates and more instructors with 10+ years of classroom experience.
34.	Final practicum was critical
35.	For elementary it would be beneficial to have a course on how to teach students to read. Looking at phonics and different reading strategies.
36.	Fund public schools- we should not have to fight so hard for simple things like resource teachers and decent textbooks.
37.	Get the current subject teacher in the school to be adjunct lecturer.
38.	Give more resources to use and spend more time getting teachers into their chosen spot, not just what is available.
39.	Go into the classroom early, and talk to practicing teachers to gain an understanding of areas that might challenge you in the classroom. Required placement with at risk and/or special needs students.
40.	Good focus on different learner, ethics, methods, planning, classroom management
41.	Good teaching strategies that are engaging. Differentiated learning strategies. How to create very detailed and practically unrealistic lesson plans.
42.	Great practicum experiences, good classroom knowledge
43.	Having 4 practicum placements made me very prepared for the realities of the classroom. Others who only complete 2 placements may feel differently.
44.	Having a class with just the tech-ed cohort was fantastic. Our instructor was a retired administrator and had taught in the public school system for 25 years. It was great to be able to have open conversations with him and not to be reluctant to ask questions. The small numbers of our cohort also helped.
45.	Having excellent mentor teachers and professors with years of classroom experience helped prepare me the most for the realities of the classroom. Along with the professors who had a true passion for education and were able to pass it along to future teachers.
46.	Having experience in multiple specialized setting <b>personal privacy</b>
47.	Having the same faculty advisor on campus as in the classroom environment during my practicum was extremely helpful. It is too bad that <b>person is moving</b> away from this system.
48.	How to dress, how to become qualified, being able to meet fellow educators
49.	how to start a classroom up, how to maintain and introduce routines, not being so focused on the curriculum content (we can all look that up easily on the internet) but how to create meaningful connections in the classroom to learning.
50.	How to untangle the bureaucracy of it all so as to be able to actually help your students.
51.	I also think there should have been more course work available to those who want to pursue special education teaching roles
52.	I appreciated how much practica teaching experience we were part of before entering the teaching profession
53.	I appreciated the First Nations inclusion content as well as how to incorporate FN ways of teaching and knowing into the curriculum. However, the reality is in a K-12 classroom, 1 teacher has up to 30 students + teaches 3 other classes. The marking load is high as is the behavioural challenges. It can be really isolating and stressful coming into this environment, and not feeling supported in the first few years.
54.	I attribute none of my abilities as a teacher to my official training, aside from my excellent second practicum.
55.	I believe that my professors did the best that they could to prepare us, however I believe that teacher education programs should (like the nursing program), be a 4 year degree that deals exclusively with education (as opposed to 3 years in a different program, then only 2 focussing on education). There is too much to cover in only 2 years, and more time needs to be spent IN the classrooms. Also, child / adolescent / human development should be included in education programs (I took them as

	electives during my first 3 years, and they weren't a prerequisite to the education program, however I have used the knowledge gained from those courses frequently).
56.	I believe that my teacher education program was very proficient in giving me various classroom management techniques. I have consistently been complimented on my classroom management skills as a teacher teaching on call; I believe that my program aided me in developing this skill. I feel that having excellent classroom management is very helpful in achieving a healthy classroom environment. I am very glad that my teacher education program provided me with this skill.
57.	I believe that there should be a feedback system in place regarding sponsor teacher/teacher candidates. My first practicum was with a very difficult teacher, who I would describe as a work place bully. I had no support system or avenue to take to make a complaint. Fortunately, my second practicum was fantastic.
58.	I believe <b>personal privacy</b> has a good grasp on the reality of what is required to prepare new teachers. That being said, it can be difficult to instruct on some aspects of teaching. It isn't until you are in the classroom yourself that you can experience certain forms of learning and teaching.
59.	I can't imagine how someone with just a certificate is prepared. I think teaching should be treated more like a skilled trade, as it takes years to get "journeymen status." The practicum experiences were nicely timed (lengthwise).
60.	I chose agree that the program prepared me but I would have liked to have chosen "Agree somewhat" as once I started Teaching on Call and now have my own class have realized many daily realities are not mentioned. More practical experience in schools would help immensely.
61.	I completed the early years diploma at ubc right after completing the b.ed and found I learned so much more because the courses were longer, had more depth, and assignment products could be put into use in the classroom.
62.	I did course work after I had completed my practicums so I didn't have the theories to apply while I was in the classroom
63.	I did my recertification therefore, all the above questions can't be answered , I am completely satisfied with my teachers, professors who guided me for my entire certification
64.	I did not feel that the program prepared me for the realities of teaching. The program was very ideologically driven with a focus on theory and little focus on practical skills.
65.	I did not find that teacher education program prepared me for how subjective the practicum experience would be in terms of how I would be critiqued/evaluated and I was unprepared for the political dynamics that exist and influence the school environment.
66.	I did part of my practicum at the <b>personal privacy</b> which is why I 'agreed' about the part of working with alternate/behaviour challenged students. Otherwise, I would've put 'disagree'. There needs to be a lot more emphasis on modified learning plans and when to contact parents.
67.	I didn't really feel like a lot of what I was learning could be applied in my practicum...There were a lot of good ideas profs shared that I probably wouldn't remember when I had the opportunity to get my own classroom.
68.	I don't know if coursework can ever prepare you for the realities of today's very challenging classroom.
69.	I don't think it did.
70.	I don't think it is possible for a one year teacher education program to adequately prepare you for classroom teaching. At best programs skim the surface and the teacher hopefully encounter situations through experience that strengthen their practice. I think most people who enter the profession are self reflective and seek opportunities for professional development and it is these qualities rather than the preparation provided by the education program that makes the teacher. Also, it is up to chance whether you are fortunate to have a school sponsor who is willing to be a mentor and who is committed to professional development. A student teacher caught in a bad practicum situation, no matter how supportive their faculty advisor, is trapped because if they complain about the person who is providing them with a reference they put their entire practicum in jeopardy. it is easier to go along to get along knowing that you may not be getting the best experience possible.
71.	I feel overall, my main socials methods course and my small group version of Principles of Teaching and communications classes (thanks to the instructors) were most helpful and practical . The rest I did as filler and found repetitive. I found the instructors for the lectures for Principles of Teaching, assessment, the social aspect of

	education and classroom management did not engage me as a learner. I learned more on the job as a teacher.
72.	I feel that I was not sufficiently prepared for the classroom the first time around. I did not complete my long practicum the first time due to personal issues, but I feel I was actually lucky that circumstances forced me an to "redo" my practicum. My second Faculty Advisor and School Advisor took on much more of a mentorship position and supported my learning so much more effectively. I feel that the choice of FA and SA is vitally important to the success of a practicum.
73.	I feel that my personal experiences and values prepared me better than my course work. observation and practicums were helpful, but the coursework seemed to be irrelevant a lot of the time
74.	I feel that subjects on the heavy responsibility and expectations that teachers face on a daily basis are almost taboo. I was not prepared for my first year of teaching where I found myself in a class with <b>personal privacy</b> , and all in the middle of a massive province-wide teachers strike. I wish that there had been more discussion on the politics of the profession.
75.	I feel that the practicum was useful but what I learned in the classroom was not effective enough to prepare me for the reality of teaching.
76.	I feel that theoretical work will never match the importance and usefulness of practical work (ie: practicums and practical experience are far more beneficial than course work). That being said, we covered many topics that many of us did not get to experience during our practicums (largely because of school locations and socioeconomic backgrounds presented in each school). In my final practicum district, each school varied so greatly (from "well off" neighbourhoods to struggling community schools) that no one person had the same experience. Personally, I was at a higher socioeconomic school, so I was unable to experience many things that went on in community schools, like lunch programs and integrating First Nations influences into the classroom and school. I feel like I missed out on this experience that could have shaped my practicum in a very different manner than it did.
77.	I feel there should be more consistency between practicum supervisors. Some supervisors expect very little from the student teachers while others require much more work. Also, these practicum supervisors should have be required to have taught in a classroom sometime in the last five years and what we deal with now is vastly different than it was 20 years ago. The supervisors need to be aware of what the student teachers must realistically deal with and be able to achieve during their practicums.
78.	I felt - and continue to feel - extremely dissatisfied with my teacher education program experience. It did not prepare me enough, and I felt underwhelmed throughout the first three months of the program. 80% of my class felt angry at the end, like we paid for a program that provided very little. The PDP program didn't even collect our assignments! We were also forced to use a draft curriculum that -four years later - has yet to be implemented. We never looked at the School Act or learned about the different kinds of schools that exist.
79.	I felt it didn't; <b>personal privacy</b> program was a joke and a waste of time. I'd already completed a 30-hour teaching ESL program at <b>personal privacy</b> which taught me SO much more about teaching and was more applicable even across subject areas.
80.	I felt it was a lot of we throw you in the pool; now learn to swim
81.	I felt like I learned everything on my practicum, and most of the academic courses were a waste of my time, as I didn't learn a lot of value---the exception was were the actual teachers who were teaching courses, as they had relevant teaching experiences and imparted a lot of practical knowledge.
82.	I felt much was about the ideal classroom not the reality of the classroom.
83.	I felt prepared for my practicum and enjoyed my practicum very much. However, I have not taught since then because finding a teaching job is extremely difficult. There were too many people in the program to be teachers and not enough jobs for all.
84.	I felt that the Teacher Education program was too "high-minded" in the sense that we spent a lot of time on "feel-good" activities rather than the nitty gritty of planning, preparing and understanding. We seldom spent time on concrete things. Rather than sit down and actually go over a unit/lesson plan, we were simply told to go do it with very little starting point or framework. Also, our faculty associates often tried to use one method to reflect and work with each one of us rather than cater to our different needs. Personally, I feel that writing in a journal is a useless waste of mine and my reflection would be better served in discussion or forum, yet I was forced to keep a journal because it was what they wanted. Also, because we were the pilot year of the ABED and SPED integration, these subjects were simply dealt

	with with one project placed terribly in the middle of our practicum. We were forced to waste our time on one of these projects when we would have been better served completing such a thing outside of practicum time - it's stressful enough! These projects though, hardly dealt with the scope of Aboriginal or Special Education at all. Waste of time. Honestly, most of my teaching skills were developed after years of volunteering and working with children, and common sense. Teacher education was a hoop I jumped through to get my certification.
85.	I felt there was a wide divide between what we were taught in the classroom and how we were to practice in the practicum class. I was thankful for an amazing final practicum which helped me strengthen all of my skills.
86.	I felt very prepared getting my bachelors of education from <del>personal privacy</del> In the last three years I am lucky to have as many contracts as I have.that being said I have seldom taught the age or subject I am trained in, so thoughtful assessment and differentiated instruction are important to me; howeverLimited prep time has caused my practice to regress from my philosophy simply because I don't have the time to learn subjects and teach the way I want to teach.
87.	I found that it was too personal, more about collaborating and less about knowing the content that you will teach and building lessons off that knowledge. Collaboration, although important, is not the reality, mainly, and knowing your subjects from a teacher's view is more important, I believe.
88.	I found the PDP program to be a poor use of time. I expect a short (1 month) learning section followed by a lengthy co-teaching session would be much more practical and effective.
89.	I found the time inside the classroom mostly useless. It was useful for getting me in the headspace of teaching, but it would have been great if I had learned how to make a lesson plan instead of going on a scavenger hunt or playing a game where we shape our bodies into a washing machine (I'm not kidding). It's also ridiculous to have an elementary/secondary module. Much of my time was wasted listening to discussions of how to teach students to sit cross-legged and mind their personal space. This is time we could have spent teaching in front of each other and getting feedback. I am grateful for my SA and for my friends who never tire of education discussions.
90.	I found <del>personal privacy</del> a very good job preparing me for how to teach individual subjects, create unit plans and lesson plans. However, I found these were sometimes idealized. Often, we have so much curriculum to cover that we don't have the time to do all of things we would love to do. My Unit plans basically had to be chucked in my practicum and made again because I had been over-ambitious.
91.	I fully enjoyed my program. i felt that I had a solid foundation going into the program a physc degree with a focus on child development. We also had a Fist Nations education course which helped a lot. My prosocial course shaped my teaching practice. I was able to prevent many potential problems because of what I learned about establishing an inclusive classroom. We also had a 3 week assessment course and I recieved excellent reviews and specifically noted were my assessments and report cards.
92.	I greatly appreciated the experience of my teachers from his/her K-12 teaching. They had real experience in the grades I want to teach. I could see, and learned from, the benefits of different styles of teaching from what she/he had actually done.
93.	I had a challenging and amazing practicum in a First Nations school. This was a first time for the TEP program and a first time for the school I had my practica in. This was very useful for me.
94.	I had a difficult and diverse classroom of students, this helped prepare me for different situation.
95.	I had an offshore practicum that was helpful since there are few jobs in BC
96.	I had great people who went above and beyond who worked for the university, but the program itself was lacking.
97.	I had one great teacher who gave me many suggestions, however, I had another that was barely ever in the classroom and didn't teach me anything except to keep hard copies of everything. I think having a sponsor teacher who was dedicated helped prepare me for the realities of the classroom
98.	I had one mentor who was supportive and helpful, and another two who were also supportive until I inadvertently insulted them due to my poor communications skills in handing a particular conflict. I realize that if I had not challenged or openly insulted these two (due to my over idealism) with regard to how much the students should be reading on their own and with regard to how much to give them to write, I would not have come off as trying to be superior. Even though I do not teach in K-

	12 due to bad professional experiences with the latter two, I now have a stable, decent paying job teaching ESL in a place where people expect me to do my job competently, but where I am not expected (unlike in the institution that trained me) to change reality but work constructively within its bounds. And in this job (unlike the school where I did my practicum) I am allowed to challenge people in authority with regard to best practices and to make changes to curriculum design. I am completing this survey because I want to ask, to what extent are those new to the K-12 teaching profession rewarded mainly on their ability to accommodate, accommodate, and accommodate some more? In this survey there is a plethora of multiple-choice questions about others' expectations of teachers, and few text boxes about the extent to which the K-12 system has been so stripped of funding that these expectations can no longer be met by teachers.
99.	I had poor support from my practicum teachers and university supervisor.
100.	I had previously taught abroad so I was already comfortable in the classroom and standing up there. I think there should have been more opportunities for us to practice teaching before being in the classroom with our peers or giving short day lectures or visits to a classroom once a week for a taste. I was fine but it was really a shock for many of my classmates to go straight from all these papers and theory to planning lessons and dealing with real kids!
101.	I had some fabulous courses in the history of education, psychoeducational learning and transformative inquiry. Additionally, the mandatory Indigenous education course at <del>personal privacy</del> CRUCIAL for teachers to even begin to understand the complexities of working within urban First Nations communities. We should have several mandatory courses regarding working with First Nations students, as well as for working with immigrant and refugee students.
102.	I had the opportunity to 'be in charge' which helped me gain confidence in my abilities to be a teacher. I learned new methods that work efficiently and effectively with today's students.
103.	I have taught as a teacher on call overseas but am not currently teaching, so feel i cannot answer this question or 28 adequately.
104.	I have to say that my main issue is that it was changed from a 5 year to a 4 year program the year I started to I feel as though I have been penalized for this. Meaning some of my colleagues get paid for a 5 year after doing 2 years of electives and 3 of upper level classes where as to qualify for 5 year I must complete 4 years of upper level courses. I just feel it is a money saving technique and I am very upset by it.
105.	I knew that I was going to teach in a French immersion or Francophone education setting. My teacher education program did not prepare me well to do this, and did not acknowledge that I would benefit from practice work in this type of setting.
106.	I learn best through hands-on experiences. While I found my coursework helpful, I think having more contact with students would have better prepared me for teaching.
107.	I learned how to be reflective and compassionate, but too much was left unspoken, or explained away as we would gro/learn during the experiential practicum. I do not feel that myself and my colleagues left the program adequately prepared, which is a reflection of <del>person ID Pro</del> program. Admissions and course content should fall to the TRB - the standards are far too lax and frankly unacceptable.
108.	I learned more during a few weeks in practicum than 2 years in the program. We need more practical, hands on education.
109.	I learned that all behaviours are meaningful.
110.	I learnt the most in practicums and at professional development days. I found the program to have a lot of "busy work" that did not transfer to classroom realities.
111.	I left with the big overall impression that abiding by the curriculum documents was THE essential piece. I was not prepared for how to implement strategies/lesson plans etc. when I have extremely disruptive behaviours, and MANY needs (emotionally, socially) in my classroom that are not supported appropriately with additional adult. I feel I simply cannot do the many wonderful kinds of things I'd planned to do because I am just managing behaviour. EVERY course should have component on management strategies. We should HAVE to observe/teach in challenging classrooms. There should be a continued mentorship program. Overall, I did not feel prepared AT ALL for the realities of 22 4 and 5 year olds with just me.
112.	I like the module/cohort set-up, because you automatically have a community of people to support you, share resources and with whom to share the really life-changing experience.

113.	I like the shift towards a community based module instead of an academic based module.
114.	I liked dealing with <b>personal privacy</b> as an institution. The staff of the department were very accessible and approachable.
115.	I loved my training and I imagine that I might never have felt prepared enough and perhaps never will. I am fortunate to be working in a very small independent school that works collaboratively. I have been mentored by all of the staff in a loving and supportive way with resources, emotional support, encouragement and advice and I would not have been able to manage the stress of the job without that support.
116.	I loved teachers college for the connections to wonderful teachers that I met, but did not find a lot of the classes that I took to be super useful.
117.	I must say that by taking the post-degree diploma in Special Education Teacher Specialty (SETS) actually reflects more authentically what is seen in a typical classroom. It would seem that teachers in the Education Program would definitely benefit from some of this type of learning. Also, I did not seem confident with the Education program teachings of assessment, numeracy and literacy; I thought these were lightly touched on.
118.	I obtained my first teaching job in <b>personal privacy</b> . This was due in part to my background in social work. However, I felt that I was very prepared to apply my knowledge to the practices and curriculum in a new province. In fact, <b>personal privacy</b> is in the process of teaching teachers how to work with outcomes based planning and rubrics for assessment.
119.	I often explain my path to teaching and promote the <b>personal privacy</b> program
120.	I quite enjoyed my practicum experience and had an amazing school advisor. I found this the most valuable part of my teacher training experience. This year I decided to take on a student teacher in the hopes of being able to share the same type of support and to help with the payments of my masters program (seeing as it has always been that you receive three credits towards courses at <b>personal privacy</b> I have to say that I am quite disappointed with <b>personal privacy</b> as they only offer one credit for taking on a student teacher and did not inform the school advisors of this change (which happened this year) until the student teacher had completed the two week practicum. I thought this was very poor practice. I believe that one credit is a bit of an insult for the amount of time one invests in trying to make it a good and informative experience for the teacher candidate. I believe that until they change this, teachers should be discouraged from taking on student teachers from <b>personal privacy</b>
121.	I really appreciated the number of practicums I was able to experience. Courses were generally very useful and the professors were very supportive.
122.	I really enjoyed my experience at <b>personal privacy</b> and believed it prepared me very well for my life as a teacher. I find it unfortunate that because I did a four year Bachelor of Education program I am paid less than my colleagues that completed a post-degree program and received far less relevant education courses. I now wish I had taken a five year degree program for <b>personal privacy</b> even though I thoroughly enjoyed my experience at <b>personal privacy</b>
123.	I really enjoyed the hands on learning
124.	I really enjoyed y teaching practicum and had great support though out, but am unable to answer these question as I do not have a teaching position as of yet. I would not be fare for me to comment when I do not have teacher experience in a class other than the practicum.
125.	I really think that on the whole my program prepared me for the realities of the classroom and feel in particular that the Faculty Advisors I had went above and beyond to support me and give me as much of a foundation as they could within the time and program constraints. I have a solid theoretical foundation but the practical emphasis of my program I think played a key role in how confident I am in the classroom. I also liked that my program mixed elementary, middle, and secondary teachers together for the first 2 semesters of my program because: I think that the fundamentals of good teaching apply across grades; it gave us an opportunity to learn valuable ideas, strategies, and insight from other levels of expertise that I have been able to adapt to my subject/grade level; it gave me a better understanding of what children learn at each level and how better to scaffold and draw on prior knowledge; and as a working TTOC I was a lot less anxious about working outside my subject/age level because my mixed cohort had already exposed me to and prepared me somewhat for them.
126.	I sought out opportunities to diversify my own learning and experiences. As a result I continue to gain experiences in many environments. For people with just music as teaching areas they are not well prepared to teach a non-music class.
127.	I state above that I do not feel that the program I partook prepared me for the realities of dealing with diverse learners. We spent whole courses on these subjects; however I have not yet had to deal with a student with an IEP in my classroom. We had plenty of theory, but until I can work directly and frequently with students who

	face that kind of challenge, I cannot truly comprehend how I might better assist those students. My lack of experience limits the degree to which I feel prepared AT THIS STAGE to take on those challenges.
128.	I teach at a challenging school where not all students and parents care about education.
129.	I think a year to do a teaching degree is too short. It should go back to the 5 year degree that it was before. That way you are talking about education for 5 years and during those 5 years you have practicums ect.
130.	I think back now and my faculty associate was completely ill equipped to support us as students. <b>personal privacy</b> and was not fully present in my crucial years of early learning. It was a complete waste of the first two semesters. Thank goodness the second FA picked us up, but our whole cohort felt very unsupported.
131.	I think it is important to note that it appears that many students in the Teacher Education program appear to be pushed through so that the Universities make money. I think it should be more difficult to pass the teacher education program. My program was inquiry based, and although it felt frustrating at times, I feel like I benefited from the Problem Based Learning style of the cohort, and would highly recommend it.
132.	I think it would be fabulous if beginning teachers could be in their practicum or spend some time observing in the classroom environment right at the beginning of the year! To see how an experienced teacher sets the tone and creates the safe learning environment for their class dynamics would be a fabulous experience.
133.	I think that a lot of the realities of teaching are not represented in the Teacher Education program; the program highlights best case scenarios. I don't think there would be an appropriate method to give us insight into some of the realities beyond experiencing them.
134.	I think that more time in classrooms would help.
135.	I think that my program was well-rounded, well-taught, and overall excellent in preparing me to teach. However, I think that the realities of many classrooms today are not conducive to as much teaching as I have been trained for. Too many students with complex learning, behavioural, and home dynamics make it very difficult to teach effectively. Much of what teachers do in many of today's classrooms is behaviour management, teaching self-regulation, differentiating for multi-grade academic abilities in each classroom, and counseling. We have huge societal problems that must be addressed, and need more support in the classroom to address many of these problems.
136.	I think that they did a fine job with what they had. As a PDP, they had a lot to cover in only 1.5 years time. I believe that it was "OK." If I were the curriculum organizer for the Teacher Education Program, I would have done things differently - if possible.
137.	I think the program is adequate for teaching what teachers need to know. What I think the candidates need to prepare for after certification is the time and commitment it takes to develop as an individual teacher. Be patient and seek out the support networks in your school and district. Finally, always be available as a TOC even if it means working at different schools.
138.	I think these questions could be answered differently based on the classes taken and the teachers instructing them. For example, I took an Education class on Aboriginal culture/language, whereas many others probably didn't. In addition, some of the questions on diversity and behaviour do not specify whether the practicum prepared me, or the coursework. For me it was my teaching practicum that prepared me for these aspects.
139.	I thought the program was too theory based and not enough practical components. I felt I learned everything during my practicum experience and thankfully I had an amazing sponsor teacher. I worked for 2 years as an assistant teacher where I gained lots of my knowledge that I possess now. As teachers in BC we may have to teach French and yet it is not a requirement - interesting... Overall I was incredibly disappointed with my experience at <b>personal privacy</b> <del>personal privacy</del> Early childhood course at <b>personal privacy</b> <del>personal privacy</del> I learned more in that one 5 week online course than I did in the two year education program at <b>personal privacy</b>
140.	I thought the TOC day was a great idea! I had a great practicum and I felt that the practicum prepared me well.
141.	I took a Bachelor of Elementary Education which means I had 3 years of courses on teaching. It taught me to reflect and when I look at the problem currently it is that I have no support whatsoever in my classroom. I reflect and I see wonderful little people who are suffering because their other friends in the class who need more support are not getting the support they need. I see my student <b>personal privacy</b>

personal privacy

personal privacy My students need more support; my teacher program doesn't need more work.

- 142.** I truly believe that only my practicum and maybe 15% of the rest of my teacher education program prepared me accurately for this profession. The rest I have had to learn along the way through trial and error, and usually the help of other teachers. I strongly believe that the public looks at teachers with huge expectations and the reality is, teachers don't get that much training. Most of our training comes from experiences, tough lessons, and perseverance. We always talk about or hear about we (teachers) need to do this more, we need to think about diversity, assessment for learning, helping students with IEP's or special needs, etc. But in the end most days I'm just trying to keep myself afloat for the next lesson, the next run in with a difficult or troubled student. More training is needed, and it needs to be focused, useful, and allotted in the school calendar. I'm really glad to see this survey, I've been thinking for a long time about my experience with teacher education. It really bothers me that I spent a lot of money to go to a university and take all those courses when I could have actually asked to volunteer in a high school classroom and my overall experience probably would have been the same. Thank you for this survey, one word of advice, make these comment bars extendable! I hate having to use the arrow key to scroll all the way back to see what I've written. Come on guys, this is rule 5 of being a teacher. Fill out your own survey before you send it out to the kids.
- 143.** I was fortunate to have an amazing practicum supervisor who I believed help prepare me the most for the realities of teaching.
- 144.** I was hoping for more interactions with classrooms and some courses had too much emphasis over the year when others, that I thought were more important, such as assessments and how to report and grade, were short and abrupt.
- 145.** I was in a cohort with a focus on First Nations/Aboriginal students and families. I appreciated the focus.
- 146.** I was in the IPTEM program, aboriginal teacher education module.
- 147.** I was in the personal privacy Program and was an EA for 6 years prior to becoming a teacher. I worked in an personal privacy for 4 of those years and therefore it is hard for me to determine what I learned when.
- 148.** I was lucky to have two teachers who were expert and high expectations for me. However, the program only narrowly focused on teaching practices and I still struggle to figure out the non-teaching aspects of the classroom. Support in this area is not readily available that I am aware of within my district, or the ministry of education.
- 149.** I was lucky to have worked with youth for a long time prior to my teacher training. In many senses, this previous experience better prepared me for the realities of the classroom than anything done in PDP. Also, my BA in psychology has served me very well in my teaching career.
- 150.** I was not prepared to be thrown into teaching different subjects.
- 151.** I was offered a full time teaching job in personal rights after I graduated from my teacher education program. I felt that my teacher education program was not very sufficient in preparing me for my first year as a full time teacher. I actually struggled quite a bit during my first year. My second year was definitely much better as I have developed the skills necessary to be an effective teacher. That is why I would have liked to have a longer practicum during my teacher education program.
- 152.** I was very disappointed to find that this program, which is basically one of two programs offered in BC, was so expensive yet so useless in terms of preparation for a career in teaching.
- 153.** I was woefully unprepared for teaching in a classroom. While I had an excellent grasp of the material, I had to spend my first two years learning how to teach that material to students at lower levels. Honestly, I feel I gained little from my B.Ed. degree/training program. It was not until I worked on my Master's that truly appropriate information was given.
- 154.** I wish that I was given more practical experience. I remember doing a lot of self-reflection in the teacher program like (what colour represents me). I wish more time was spent on practical things like how to organize a reading program for beginning readers. I feel like I didn't learn any practical experience in my program. I think more time should be spent in the classroom where new teachers can observe a number of teaching styles (how they organize their class, how they create a welcoming learning environment with programs such as Tribes, how much time they spend on each subject area, etc. I didn't even know what the beginning of the year should look like in a kindergarten classroom. I think teachers would be better prepared if they could follow a class throughout the year. It would also be valuable if

	prospective teachers could observe in different classrooms to see that different styles can still achieve a common goal.
155.	I wish there was more consistency with the schools/cohorts because I feel that teachers come out having different levels of experience despite earning the same qualification. I also hate the fact that I'm only considered "qualified" for intermediate despite my experience as noted above. And what kills me is that the school districts vary so much on this. In Surrey I would be qualified for primary but in Richmond I'm not?!?! Doesn't make sense. Had I known that before my program I would have chosen a different practicum.
156.	I wish we had lessons on report card writing and testing. But ultimately I think you need to get in there and just learn as you go.
157.	I would not recommend this program to anyone. I've never experienced anything so unprofessional.
158.	I would recommend a better screening process for sponsor teachers. Mine did it to get credits at University and had no intention of providing mentorship or guidance.
159.	In
160.	In 2010 at <del>persone had to</del> talk a course about philosophy of teaching. This was a waste of money and time. We need to focus on REAL things that matter in todays classroom- how to work with an EA, what to do if there are no EA's, how to prepare as a TOC. The best thing was the practicum. Having classes with our specialty subject was also helpful.
161.	In general, BC is training too many teachers for the needs in the system; the TRB should regulate the number of students enrolled in teacher training to prevent people taking on significant debt when jobs are not available.
162.	In some ways, it was excellent. But some of the professors were so outdated as to be a waste of time and money.
163.	In the Middle School cohort we actually got to go into classrooms during our methods course, and practice lessons with middle school aged students.
164.	Instate a 2-year program instead of 1 year.
165.	Instructional and behavior management strategies were helpful.
166.	Intensive pre-req courses prepared me well.
167.	It all depends on the sponsor teacher. The one I had for 75% of my practicum was perfect for me. Our approaches and personalities worked very well together. I think it would be worth trying to get the right sponsor and student together. I think it can make all the difference in the world - in terms of the teacher education program.
168.	It did not at all. The only valuable piece of the BEd program was the long practicum. My practicum was the only time during the entire program where I gained skills and learned about the realities of the classroom. In all honesty, the course work required felt like a money grab and seemed like filler. There was nothing innovative, challenging or practical about the course work. For the most part, the instructors were out of practice and not in touch with the current realities of the classroom.
169.	it did not I had to learn thought trial and error in the real world
170.	It did not.
171.	It didn't
172.	It didn't.
173.	It didn't. Furthermore, why are post secondary institutions allowed to continue to pump out hundreds of new teachers each year when that doesn't even come close to the job opportunities available.
174.	It has changed my ways of handling various situations in the classroom
175.	It helped build communication and collaboration skills, and was a good starting point for unit and lesson planning, but overall after I finished I felt like there were a lot of things I was unsure about and now that I have been teaching in a district for almost a year, I think there were many times when the program did not necessarily prepare me for the realities of the classroom, or the life or experiences as a TTOC.
176.	It is a necessity to screen sponsor teachers. Every teacher is not equipped to become a sponsor.
177.	It is hard to complete this survey accurately as questions are broad and the courses within the program were not executed with the same degree of skill or success

	(some instructors were enlightening others were disorganized or not present). I learned a great deal from the program and would return to <b>personal privacy</b> . Weak points in the program are technology and inquiry. While the courses on assessment and special needs were useful they came after practicum and therefore did not prepare me for the classroom environment at all. Instead the courses seemed vague after having to learn independently how to work with students with special needs.
178.	It is hard to evaluate the program on the whole. I have many outstanding courses and a few that were useless
179.	It is imperative that Universities tackle the saying "jumping through the hoops." Student's should not feel that their degree is just a necessary obstacle to becoming a teacher. Education systems are responsible for the future, let us convince next generation teacher's that their learning is valuable.
180.	It prepared me for teaching secondary art, but not for substituting in other areas and did not prepare me for interviews. I am a <b>personal privacy</b> yet cannot get a job. Its outrageous.
181.	It prepared me kind if to TOC, but definitely not to have my own class within 2 years of graduating
182.	It prepared me well in practical ways, to work within a system that replicates social injustice. That is, classroom management techniques and how to teach to a typical learner. However, many learners are not typical or should be expected to be. i Would like to see teacher training become more specialized as we are demanding too much from generalists and ignoring them needs of students for equal access to Education.
183.	It prepared me well in terms of thinking of the different kinds of assessment to use and when and why to use them. As well, it prepared me well to consider different types of modifications to consider for students and how to create an inclusive and supportive classroom environment.
184.	It seemed fast but sufficient for most
185.	it sufficiently prepared me. chemistry with FA and SA'S is paramount to success
186.	it was a great program but I guess I feel that all education programs are idealistic and don't fully prepare you for class size and composition as it stands
187.	It was a wonderful experience, very practical. I really enjoyed all courses but one; all professors/teachers/field staff/supervisors were excellent and provided positive constructive feedback that was concrete and effective. Great learning experience-Thank you.
188.	It was a wonderful program where inclusivity and diversity were the focuses of our learning. We were actively taught how to maintain and use a diverse learning environment to embrace all learners. We were also directly instructed by a member of the Aboriginal community about the knowledge for and in the classroom and the interactions with students.
189.	It was evident that <b>perswas happy</b> to push people through the program for tuition money. There were many people who should not have passed, then and now. <b>personal privacy</b> is not the only one guilty of that. Stop letting so many people into this profession when there is no jobs, it should be harder to get into teacher education programs and harder to pass.
190.	It was excellent. The <b>personal privacy</b> program is highly valued, as it ought to be.
191.	It was obvious that many of my instructors were passionate about teaching and genuinely cared about my experience as a learner. Those are the teachers that were the most influential in what I remembered and used. There were a few instructors who passed on information not in the way that learners learn best - by doing. Feedback is a tricky thing and I don't know that the feedback I shared - at the end of a course - was very useful. In this survey I felt that there needed to be another option between disagree and agree.
192.	It wasn't really until the practicum that I got a real feel for what it takes to make proper lesson plan.
193.	It wasn't until I got into the classroom(s) that I realized the skills I needed to possess in order to be successful. Talking about teaching and playing warm and fuzzy games for the first 4-5 weeks does not tell you if a person is ready to be a teacher or not. Please send future students directly to schools/classrooms and then bring them back to play warm/fuzzy games for a week, but no longer than that.
194.	It would have been nice to learn how to work with CEAs and other adults in the classroom.
195.	Just because I responded to disagree doesn't mean it didn't get taught, just possibly not very well.

196.	Learning how to teach specific planned lessons. Learning how to teach lessons in a variety of ways to a variety of students. The theory of how children develop, and Bloom's taxonomy. How to be reflective and journal.
197.	Lesson planning, reflection, assessment
198.	Let Science teachers spend the year preparing lessons.
199.	personal privacy got us out into the classroom a LOT, (for a methods class, not practicum). This was an excellent use of time.
200.	Lots of hands on and practical teaching, very open and knowledgeable instructors, taught to reflect and accept success and failure
201.	Loved the guest speakers my teachers brought in, as well as the classroom practicums felt that time spend watching other teachers (good ones) is a valuable thing that even now I would like to do.
202.	majority of the people "teaching" in th personal privacy program were not teachers, or had very little experience to draw on. Very research focused and not practical. Overemphasis on "class control" not much on learning and teaching
203.	Making Special Ed, ESL, First Nations courses mandatory. Also more training on conflict resolution w/ parents. With regards to the questions on First Nations and addressing bias and racism, I did that on my own BEFORE I did my B.Ed. My B.Ed course did not teach me that, I already knew it and have always been proactive about learning about First Nations history and reflecting on racism and bias. But I do think all teachers should do course work on this, especially recognizing personal and systemic bias and racism.
204.	Many classes focused too much on history and theory, a more practical approach is more helpful, with new and innovative ideas.
205.	mentorship training for school Associates
206.	methods, strategies, and theories learned in course work did not always apply in my practicum.
207.	More exposure of expected of a teacher outside teaching
208.	more information on learning disabilities, coding and strategies to assist students
209.	More knowledge of other curriculums outside of BC.
210.	More music education, better support learning about English Language learners, teaching learners with physical disabilities and other learning challenges.
211.	More opportunities to observe, discuss and practice various classroom management strategies/ techniques
212.	More practicums would have been helpful
213.	more prepare lesson, give lesson. more multi-tasking skills while dealing with behaviour and distractions.
214.	More prof's with relevant classroom experience. Too many people with little, outdated or no high school experience. Fire them and hire people one - two years removed from the public school system.
215.	More strategies should be taught to teachers for how to deal with various demands in the class so children don't fall through the cracks and teachers avoid burn-out or resentment of their work.
216.	More time in practicum between the big and small practicums! More teaching time during the year.
217.	More time with specific content, especially in English language arts working with phonemes, strategies for teaching reading especially reading intervention strategies.
218.	more time with students. less time writing papers. how is writing an essay supposed to help me teach kindergarten kids? or how is learning about proofs? they don't help. practical experience is where I have learned most things. things that can't be learned in a university classroom.
219.	Most of the course work was fluffy filler. Maybe it works for the English / arts students but as a Science math teacher I found it ridiculous that we had to learn how they taught. All the useful stuff from those kind of course (10 months) could be condensed down to a short 2 month program that would save students becoming teachers a lot of money. The History course was so valuable. The Adolescent development and Psychology course were so beneficial. Also the Classroom management techniques taught by personal privacy were so helpful. Differentiated instruction and UDL should NOT be an optional summer institute but mandatory for all

	<p>education students. I was disappointed with the Science methods course, i feel it was weak. The Assessment course left practicality far behind. A lot of differences between what we learn in Education and what goes on in the real world. Shocking difference. It would be nice to admit in the courses how far short of these practices the typical teacher falls so we can know what to expect. Thanks for asking for feedback. I felt I couldn't share a lot of my thoughts during my summer institute for fear of being removed from the program. Sometimes i think that the instructors only wanted to hear what they wanted to hear and not what we truly felt. I felt ripped off at the end of my degree because I feel like I paid mostly for about 3-4 of my 14 courses. Its the longest program out there, it falls on the worst times for trying to get summer work, and most of it is fluffy filler. I was not impressed with Education and although I don't know what the other education programs are like out there, I recommend them over anything shorter must be better condensed.</p>
220.	My adjunct faculty advisor and my sponsor teacher for my long practicum were very mean, argumentative, rude, disengaged and restrictive, it made my experience a nightmare
221.	My campus-based teacher education did not support me enough in my subject area and a methods course, instead of a designs for learning course, would have been greatly beneficial
222.	My cohort focused on ELL. This has been useful, but as a TTOC, I feel like I will need to put in some time before I really know what I'm doing, and feel totally confident about pedagogical choices.
223.	My educational psychology classes were very useful to me as a teacher. However, my other classes were lacking substance and often did not really address the learning environment of the classroom.
224.	My faculty advisors were spectacular, and their mentorship and guidance framed my approach to education. Every minute spent in classroom practicums was valuable. However, there was far too much time spent in completely useless, irrelevant university courses, taught by people who are too far removed from the day-to-day reality of K-12 classrooms. I was completely unprepared to be a teacher on call.
225.	My final practicum experience was incredibly rewarding, and taught me a lot about myself, my students, and my role as a teacher.
226.	My first faculty advisor was awful (quite useless!) I suggest reviewing FA teaching practices
227.	My first SA and FA were horrible, but it taught me to not let someone hold me back. Thanks to their lack of support and skepticism I have been able to find a full time teaching position.
228.	My music ed program at prepared me very well. We had to glaze over most of the content because there simply was not enough time. Which may have been a funding or schedule issue.
229.	My overall impression of the Bachelor of Education program at was negative. The majority of the courses were focused on more academic viewpoints of education and practices, rather than anything useful in the classroom. There were only one or two classes in which I learned the majority of what I use in the classroom currently, and they were both taught by practicing secondary teachers, who were invaluable sources of information and inspiration. The practicum is also a huge portion of what you learn, and mine was a very negative experience. While I understand that finding placements for everyone is a difficult task, there should be more screening of sponsor teachers in place, or a change in the program to fit in multiple placements so candidates have the chance to work with different sponsor teachers.
230.	My practicum is really what prepared me for the realities of the classroom. Exposure to various classrooms, cultures, SES class levels, SAs with different teaching styles, grade levels, and programs is necessary for early teacher success.
231.	My previous experience as a support worker truly prepared me for the realities of a classroom. I think that everyone who becomes a teacher would be well served to spend some time as an ed assistant.
232.	My professors were quite honest about the realities of the classroom and worked diligently to prepare me for them. I am extremely grateful for the teacher education I received at Before beginning the program I anticipated receiving high quality education and educational experiences, which is exactly what happened. I also take responsibility for areas in which I am less prepared because I was given ample opportunity to explore those areas while attending the program. Through my teacher education program I actually developed great skills for deep and lifelong learning and, as promised, I am filled with relentless hope. These gifts

	from my program seem most vital as preparation for the realities of the current and changing classroom. Again, I remain grateful.
233.	My program had a LOT of practicum (22 weeks total). I felt prepared to teach even before finishing the final practicum.
234.	my program prepared me to develop my teaching philosophy and determine who I am as a teacher, unfortunately knowing that the teacher persona is only half the job. I would have liked a lot more training and in depth.
235.	My program was amazing for aboriginal and environmental education integration. Programs should include more support for experiential and outdoor education, implementing cross-disciplinary hands on learning.
236.	My program was extremely strong related to assessment practices and there were many courses that were excellent and exceeded my expectations (i.e. Assessment, Inclusive Education/Special Needs, Social Justice, Language Acquisition and ELL Learners, Principles of Teaching and Learning), Math Methods). Other courses were strong (i.e. Social Studies Methods, Visual Arts, Performing Arts), but I do not experience them as being essential skills. I would love to see this course content integrated with literacy instruction (and I do believe this is possible). I feel the post bacc program should be longer.
237.	My sponsor teacher and Faculty advisor were and continue to be an amazing support network for me. I am constantly able to receive feedback from them even 2 years after I graduated. For that reason alone I would give a rave review of my overall experience.
238.	My sponsor teacher was challenging but incredibly supportive and therefore I was able to take the theory from my program and inquire about the reality of that in a classroom. Unfortunately I think that the University repeated too many courses or course content which was a waste of my time and money, and not effective. When I started teaching for a living, I quickly learned that the theory of my Education program was absolute nonsense in the reality of a school.
239.	My teacher education program courses were largely irrelevant to helping me develop the skills I currently have as a teacher. I feel I basically did all my learning on practicum due to the conversations, modelling, feedback, and support of my sponsor teacher. If I had not been placed in such a beneficial practicum, I doubt I would be able to handle or understand the current challenges and needs for a public school classroom. Furthermore, I doubt I would have been qualified to be hired if my learning were based solely on my actual courses rather than my practicum.
240.	My teacher education program did not adequately prepare me for the reality that there are 3 teachers to 1 job in BC and that it was unlikely that I would even get into a classroom unless I left the country.
241.	My teacher education program focused development as professionals within the school system. This approach is more generalized but the core skills including continual refinement and reflection facilitated a strong foundation. Although these skills translated to many aspects of the classroom, more technical details such as tonal control and visual design principles could have been incorporated or analyzed prior to final practica
242.	N/A
243.	Need to include more TTOC insight
244.	Need to learn how to work with split classes, how to make the curriculum work with both grades
245.	Needs to be more practical!!!
246.	No matter how great the program is, no matter how supportive and wonderful your sponsor teachers and faculty associates really are, nothing can prepare you for trying to set up a classroom and set up a year overview for the first time.
247.	Not applicable
248.	Not enough concrete theoretical/academic content before the practicums. There are academics who study educational practice, but instead of reading and discussing their work, we got second hand personal stories and experiences from our FA. That info would have been useful to have prior to entering the profession/classroom.
249.	Nothing prepared me ( or could have prepared me) for the reality of having so many overwhelmingly complex students with Nowhere near enough time or support to address needs. Also, I was told, but did not fully understand, the amount of money I would have to spend out of my own pocket on teaching materials and programming tools for my students.

<b>250.</b>	One of my methodology classes was taught by a current teacher, and she gave us firm examples of what worked or didn't work within a classroom environment. While trying in her own philosophy of teaching, she gave us practical tools to use as we teach, which I am still using today after 3 years of full time teaching. We valued her experiences as a teacher as she was entrenched in that life at the same time as she taught us.
<b>251.</b>	Only having 1 long-term practicum is not a very realistic way to prepare for the real world of teaching. I think the program should have at least 1 more long-term practicum, and potentially be 18-24 months long to ensure adequate growth as a teacher.
<b>252.</b>	Only my practicum was useful
<b>253.</b>	Our program was a ne program at the time I enrolled. We had some great experiences but we were also treated like test subjects. There was to much theory and not enough practical. My subject is art and we were not fairly represented by the faculty but just lumped in with the other humanities from which art teaching differs quite dramatically at times. I quite often found our courses frustrating, full of ideal situations, technology, essay writing. Not enough help with the reality of teaching, how to help our learners who come from dysfunctional homes or have behaviour issues.
<b>254.</b>	Our program was VERY thorough. I feel like they really couldn't have done much more. If anything, I would have liked to observe more teachers in practice
<b>255.</b>	Overall the <b>personal teaching</b> program was nowhere near the amount of academic rigor I had come to expect from <b>personal privacy</b> and I was disappointed with the French specialist program.
<b>256.</b>	Overall, I felt adequately prepared for my first year.
<b>257.</b>	Overall, I felt very poorly prepare for teaching after the teacher education program at <b>personal privacy</b>
<b>258.</b>	Please encourage students to utilize local LSA and Education Forums as support groups and collaboration
<b>259.</b>	Please keep the Enriched Practicums. I can count on one hand the number of my fellow graduates who now work for a school board. Having other teaching experiences helped me to know that I can teach anywhere and it will be just as rewarding, if not more so, than teaching in a classroom.
<b>260.</b>	Poor communication between teachers and students about how hard it is to get work as a teacher. There are limited positions out there and the school made it seem as if everyone would be teaching by next year,
<b>261.</b>	Practicums are a bit of a "trial by fire" approach and don't do enough scaffolding to ease the transition into the profession. It's too much of a sink or swim.
<b>262.</b>	Practicums are the best way to prepare for the realities of the classroom.
<b>263.</b>	real life teaching prepared me for the classroom. BEd prepared me to keep getting up when I was down.
<b>264.</b>	Roberto Bolano was once asked why he did not attend university and he replied that he feared it would be like high school in that he would learn nothing. For me the <b>personal privacy</b> program was worse -don't get me wrong I didn't learn anything-I left feeling like a mark <b>personal privacy</b> needed me.
<b>265.</b>	seemed like some profs had a too idealized view of what a real classroom is like, vs the nitty gritty details of teaching in a classroom without many resources or help or with lots of students who have behavioral or developmental challenges (ie: what life for a new teacher without experience would be like, or even teaching at inner city schools vs affluent neighborhoods with lots of extra PAC funding to help round things out)
<b>266.</b>	Shorten the "theory" work at <b>personal privacy</b> to 3 months and the practicum to 3 months for a total of two terms instead of one full year.
<b>267.</b>	sink or swim approach, If you can do a practicum you can teach. There were a lot of good ideas from other students, and from some of my courses
<b>268.</b>	Some good real world anecdotes and a majority of the professors were fantastic. Strong support from the curriculum library and one of the resource librarians who took time out of her day to help me prepare for my teaching position in a First Nations school and assist with finding helpful books.
<b>269.</b>	Some of the courses were great, while other courses were pretty useless. Some of the courses would have been great to experience after having been a teacher, but had little effect prior to being a teacher.
<b>270.</b>	Some of the courses were outstanding, some were not at all valuable. They demanded a great deal of course work, but a lot of it seemed more like hoop-jumping than useful assignments.

271.	Somewhat
272.	Sponsor Teachers need to be chosen more carefully, providing that their practices are the same as what is taught in the program. There was MUCH differentiation here between different practicum experiences I heard about.
273.	strong TA support, some useful textbooks I still use,
274.	Taught me to work hard, be humble, and constantly reflect
275.	teachers should be trained and rewarded for being practicum supervisors. we had great theory, but insufficient and poor practicum experiences.
276.	teaching certification should be endorsed in the subject areas.
277.	Teaching is much easier than the teacher program makes it out to be. It's a lot of work to learn material and make lesson plans, but it's not difficult. There are so many resources, and simply asking fellow teachers provides you with a wealth of knowledge.
278.	Tech was fantastic. I work now at 1:1 ipad school and am fully operational because of the tech classes I took. The Aboriginal course I took through <del>personal privacy</del> was phenomenal also at helping non-aboriginals to understand the challenges of being a teacher and assisting aboriginal students.
279.	The program certainly did not prepare me for my own classroom. It made the transition to teaching on call easier but I was absolutely not prepared for a full year contract. I have not returned to teaching after my first contract because I do not feel I have the tools to teach. <del>personal privacy</del> <del>personal privacy</del> Over 12 hour days and constant criticism (not constructive) from administration drove me out. Another colleague is leaving this year after experiencing the same thing. It was the most difficult decision to leave the job I trained so hard for and that I enjoyed until the reality of being a new teacher hit. There was no support for a brand new teacher in a first contract.
280.	The 10 week practicum was too short. Having a 3 week extended 'community field experience' was useless and could have been better spent in the classroom. All of the courses at <del>personal privacy</del> were geared toward the academics - Math, Science, English, Socials etc. For those of us who are in elective courses ie Tech Ed, the coursework did not apply to us for feel relevant to how we were going to be teaching. In addition, the infusing of academic language was too much. There were words that I barely understood. If I don't know the academic jargon, how can we expect students and parents to? Especially now that so much of the lower mainland habitants do not have English as their first language. Let's get back to basics and what actually works.
281.	The Aboriginal Education courses were useful.
282.	The best classes were the ones where our teachers modeled what they were teaching. Unfortunately, there was SO much reading and busy work, that it left almost no time for us to discuss and question what we were seeing in the classroom on practicum.
283.	The best part was when I started my practicum where I applied what I learned in the classroom.
284.	The best preparation is practicum, and the Special Ed course should have come sooner and been longer than a 2.5-week intensive.
285.	The class I found most relevant was my special needs class. It is the only class that I can honestly say adequately prepared me for realities in the classroom.
286.	The class was never a problem.
287.	The classes were forgettable and we spent too much time talking and not enough time practicing. The practicum was practical. My first supervisor was terribly untactful and didn't give me very many suggestions on ways to improve. She only pointed out strengths and weaknesses.
288.	The classroom I was placed in was a privileged and homogenized community that certainly did not reflect the diversity of culture and needs that I have discovered since.
289.	The coursework was almost useless - a yearlong practicum would be better
290.	The ed program was so out of touch with how education actually functions.
291.	The education program a <del>personal privacy</del> joke. There shouldn't be a program if you can't get hired after graduating. <del>personal privacy</del> to get hired because no one wants us here. I have volunteered for over a year and a half at elementary schools around <del>Not Responsive</del> and I still hear the same thing : "we aren't

	<p>hiring yet." Give me a break. Thanks for 3 amazing professors and the 12 worst professors of my life. <b>personal privacy</b> deserves all the props in the world because he was a phenomenal, life changing, educator that taught us the right things about teaching (not that I get to use any of my educational skills anytime soon).</p>
292.	<p>The education program i completed did not prepare me for the realities of the classroom. The practicum were more useful and learning in the classroom provided me with real learning experiences.</p>
293.	<p>The experience of having a TOC day in which I would switch classrooms with another practicum student to experience what it is like to be a TOC was very beneficial for when I was a TOC before being hired full time.</p>
294.	<p>The extensive lesson planning and unit planning were extremely helpful, exposure to and creating mock report cards as well as various strategies to use in the class such as instructional, motivational, and behaviour management</p>
295.	<p>The FA's make your programs successful or unsuccessful. Hire with caution and care.</p>
296.	<p>The Field Experience Office dropped the ball big-time. Students were placed late, and poorly, and were regularly met with arrogance and indifference. Similarly the senior administration operated several steps removed from the day-to-day affairs of the program, and when legitimate issues were raised (one course lost its instructor halfway through, and the instructor was not replaced - we essentially taught ourselves for the entire second half) the student-teachers' concerns were disregarded. While I realize this provided some insight into how we can expect to be supported by some of the less qualified/talented school administrators down the road, I don't believe the lesson was intentional or purposeful. The Field Experience Office in particular could do with some deflation of hubris.</p>
297.	<p>The final practicum was the part of the program that was the most beneficial. The more in-class experience, the better. I enjoyed the methods courses as they related directly to the subject I would be teaching. The ESL, Literacy and Technology courses were also extremely relevant. A full course on ancient educational philosophers was not necessarily relevant to the realities in the modern classroom.</p>
298.	<p>The final program at <b>personal privacy</b> was wonderful due ONLY to the supportive staff. The <b>personal privacy</b> teacher evaluator was useless. I worked as a teacher in <b>personal privacy</b> and never experienced the neurotic expectations of the <b>personal privacy</b> staff and evaluators when I took my first teaching practicum a <b>personal privacy</b> years ago. I would also NEVER recommend <b>personal privacy</b> or <b>personal privacy</b> again.</p>
299.	<p>the first question about my courses is too general- some courses were extremely useful, well planned, and supported my growth and provided mentorship, while others were disorganized, unuseful and poorly taught. There should be more than one question- I cannot lump all of my classes together.</p>
300.	<p>The French education program are not really French. We use a lot of English resources.</p>
301.	<p>The French Language Appreciation test that <b>personal privacy</b> has French teachers write is a bogus cash grab. Being <b>personal privacy</b> with a degree in the language, and having lived in <b>personal privacy</b> I failed the test and wasn't qualified to teach French Immersion. I strongly feel that this exam is flawed and should be revised.</p>
302.	<p>The knowledge gained about supporting English Language learners was certainly helpful for meeting the demands of my classroom. It was nice having practical, easy to remember strategies for reaching a diverse linguistic group.</p>
303.	<p>The long practicum with some remarkable sponsor teachers is really what made my experience unforgettable. However during my short practicum when I encountered issues with my school associate I did not have the support I would expect from my faculty advisor.</p>
304.	<p>The main reason why my education program prepared me to work with at-risk students was because I was in the Indigenous perspectives module.</p>
305.	<p>The majority of the things they teach us in teacher education programs have no bearing in the classroom. Having hands-on experience would be a far better teaching tool than book work.</p>
306.	<p>The Methods courses (Social Studies and German) were by far the most useful of the degree and then Philosophy of Education. Too many vague courses where the purpose was not at all clear, even by the end of the program.</p>
307.	<p>The most valuable part of of my teacher training happened during my practicum. It was there I learned nearly all the skills that have helped me in my 2.5 years of teaching since. What I learned in university was certainly interesting and opened my mind to many things but the professional development I have sought outside of</p>

	my degree has proved infinitely more relevant. I think the BEd needs to be a full-time 2 year program that provides learning opportunities to better support the current realities teachers face on the job.
308.	The off-campus program allowed for many hours of practical experience; we applied what we learned in the Uni classroom to lessons in local elementary schools. This was outside of practicum experience and was extremely valuable.
309.	The on-going support of my mentor teacher still reaches to me today. Fantastic contacts made.
310.	The only real value from my program was the assessment classes, which were a valuable tool in my day to day teaching.
311.	The only reality that I experienced was how hard and competitive it is to even get on the TTOC list and find employment. I also feel that I took courses through <small>personal privacy</small> and had to retake courses when in reality I would have liked to take specialized courses to hopefully have gained more doors to lead to employment rather than taking courses over when I transferred to <small>personal privacy</small> . If I knew that it was going to be this hard to seek employment I may have taken another avenue. I would encourage you to prepare your students now to specialize in courses to open up more options. Now that I graduated I feel that I never gained satisfaction with career and employment. Sorry for the honesty, I'm not sure this is what you want to hear but this is the reality after graduation.
312.	the practical courses were the best, such as assessment, unit planning/methods and electives to gain more hands on practice as well as the scaffolding, inclusive/adaptations course. Reading theories and papers were not that helpful.
313.	The Practicum component should be front loaded. I feel that I would have more questions about how and why following the practicum experience. The course work following the practicum was less then helpful.
314.	The practicum should've been longer. Going into classes once per week was good, as it allowed me to connect with my students. Far more of an emphasis needs to be placed on how to teach students with needs/IEP's because quite a few students have needs that are not met in the classroom.
315.	The practicum was an appropriate length of time to help prepare me for the classroom.
316.	The practicums were stupendous, as well as the indigenous education program
317.	The practicums were the most useful way to prepare for the realities of the classroom.
318.	The program a <small>personal privacy</small> consisted of a bunch of hoop jumping. Too much theory taught my professors that cared more about tenure than the future teachers in their classes. Some had not ever spent time in a public school classroom other than when they themselves were in school! I was disappointed by many aspects of <small>personal privacy</small> program and wish I could have attended <small>personal privacy</small> (required different pre-reqs) as it seems this program prepares students for teaching in a manner far superior to <small>personal privacy</small>
319.	the program did not really focus on the realities of a technology education classroom. It was focused more on academic courses. The vast majority of the teachings had little relevance to the realities of my classroom. While I agree that many of the topics listed above where taught to me at <small>personal privacy</small> I do not agree with the amount of time that was spent on them or the importance/weight they were given. For the most part it is common sense. If you have to be taught ad out diversity in all it's forms in a teacher education program perhaps you should reconsider being a teacher. I has that knowledge enforced in me since I was a child in the 80's. There are many organizations in North America continuing to raise awareness of the subject. I feel too much time was dedicated to the subject of diversity and inclusion that could have been better spent on the more practical aspects of teaching such as an introduction to the provincial software for reporting marks and attendance. Such an arcane and user unfriendly software merits at least an introductory course rather than trying to figure it out while also getting a grip on your first teaching assignment. Perhaps BED programs could take a look at how colleges run their trade/skills programs and apply some of those methods. Get out of the ivory tour mentality and get a little dirty in the field. (A sentiment I heard expressed by a few instructors as well.)
320.	The program was 5.5 years long. The theory was too heavy (the meat), instead of the spice. Theory is important but this is a program of how to teach, not how teaching evolved over time. It should be much more hands-on and relevant to beginning teachers, instead of lectures and then practicums. I ended up learning many "catch" words such as "inclusion", "best-practices", "think, pair, share", but no idea how to teach or use them in reality.
321.	The program was a good opportunity for me to grow and reflect emotionally, socially, and cognitively.

322.	the program was exceptional in theory. It forced a teacher to think about how things should be and discussed the notions that it might not be like that in the workforce, but that we should strive for what is in the best interest of our students and our profession. Ergo, the courses were broad and general, not focusing on our specialization and the realities of the classroom.
323.	The program was largely a waste of time for me. The practicum experiences were great, but I already had the skills needed to teach. The courses were a waste of time, with the exception of two particularly incredible instructors in PE and Science. More credit needs to be given for professional experiences outside of teaching, as many come into teaching with a host of experiences and mostly just need the practical experience.
324.	The quality of instruction in my program varied wildly from class to class; some subjects were barely addressed due to low quality of instruction in my teacher education program.
325.	The real learning happened during my practicum.
326.	The realities of how diverse one classroom can be from another of the same grade was a good experience to have during my long practicum.
327.	The required Indigenous studies course was excellent. There should have been an additional mandatory one too, as well as specific courses about understanding racial/sexual/gender/socio-economic diversity and privilege, because I think many of the student teachers would have benefited from this.
328.	The social justice course was critical in examining my own biases before the practicum.
329.	The success stories were spotty...dependent on the individual instructor. Those that were successful avoided simply listing items to be remembered, and maximized applicable knowledge and skills to the classroom experience.
330.	The teacher ed program mostly focused on writing lesson plans, which is not a reality in the classroom. It is a good starting block to see unit ideas, goals and outcomes, and to get is familiar with the curriculum but I have not made a formal lesson plan since. More time should be focused on the actual realities of the classroom- differentiating, keeping kids engaged, timing activities, appropriate classroom management/discipline strategies
331.	The teacher education program at <a href="#">personal privacy</a> felt like a big hoop to jump through to get to the business of actually teaching. My faculty advisor and sponsor teacher were excellent, but the majority of the methods courses (minus one on social justice) were not that inspiring. I would have liked more practicum time and more varied exposure to different schools.
332.	The teacher education program had no practical value, it was more concerned with imposing its ideology than giving us the tools to be effective teachers. Technology, lesson planning, classroom management, teaching resources...all of those was barely covered. If truth be told, this program has been taken over by gender studies zealots and consisted mainly in condemning what they refer to as hegemonic dominant codes of masculinity. Please follow the following link to get a feel what it was like to be in this program. The speaker is no other than the <a href="#">personal privacy</a>
333.	The teacher education program prepared me by affirming my pre-existing value system. The theory and reflective practice learned was helpful. In terms of practical realities, the program was less helpful. Time management in terms of how to allocate time and energy for report cards would have been helpful. Practical tips from real-life teachers on how to prioritize lessons, assessment, students' needs, etc would have been helpful. A large part of the program was spent discussing beliefs, rather than the realities and methods of successful classroom teachers.
334.	The teacher education program prepared me for the realities of the classroom overwhelmingly because I had a very good School Associate. The coursework was secondary and an after thought. Finding the right School Associate is imperative for student teachers to understand the realities of the classroom as well as learning techniques to better manage the classroom. My coursework did help me, because I did a minor in Learning Disabilities which required a practicum. Aside from that, throughout our coursework we did not really have an opportunity to learn what we learned in the courses.
335.	The teacher education program was sufficient, but I would have benefited from more 'hands-on' learning and experiences, including assessment practices for various situations. The program instructors did a great job of building us student-teachers up, only for us to be torn down in the first weeks of practicum.
336.	The teacher education programs are not selective enough. Our government admits too many students into these programs at public institutions every year, yet publicly denounce our profession for having too many unemployed teachers. Until the government values high quality PUBLIC education and encourages universities to foster

	high quality PUBLIC educators, the system in BC will continue to have unrest among the teachers and pupils. These pre-service teacher programs are only useful if they help strengthen our education system, not dilute it by churning out thousands of incapable teachers every year simply for the sake of the bottom line of our institutions.
337.	The teacher program at <b>personal privacy</b> makes good use of current classroom practices such as PM Benchmarks, and BC IRP Performance Standards as methods of assessment while also introducing students to new pedagogical thinking. However, their NUMERACY department has fully embraced some new pedagogical thinking leaving students to arrive in their practicum with no idea about programs such as Math Makes Sense or Jump Math which some teachers are still using. it would be interesting if the faculty of education could provide future teachers with a way to integrate these older programs with new pedagogical thinking thus allowing student teachers an opportunity to be prepared for what might be in their school/classroom while still teaching them new and interesting methods of teaching. Certainly, I have learned that the old and the new can be combined into successful programs.
338.	The teacher program prepared me to be a classroom teacher, but the reality is that even with both English & Math as my subject areas I wasn't going to have an opportunity to teach my own classroom for 4-5 years. The program does not prepare teachers to be TTOCs, which is how we spend most of our time. In my opinion, the entire system needs an overhaul. The teacher program should be structured more like a trade, which graduated certification. Level 1 would focus on skills needed to be a TTOC such as classroom management. Completing it would allow you to apply to districts as a short term TTOC only. Then Level 2 would prepare you to lesson plan for longer assignments. And finally Level 3 would prepare you to completely manage your own classroom for an entire year.
339.	The teachings were very skewed towards humanities type courses and did not much prepare us for teaching math or science.
340.	The theory of teaching that we learned in the beginning of the program had no impact on me until I had some classroom experience to see and understand how I can apply it to the classroom. There was no connection between the classroom and the theory by the teachers of the theory classes. In reality, the theory that I learned does apply to my teaching practice; however, that connection was not made clear in the instruction. It would be helpful for teacher educators to make that connection and express how the theory works in real teaching practice. Also, many theory teachers did not model good teaching theory in their teaching practice, so I did not see the connection in that regard either.
341.	The way <b>personal privacy</b> brings us into the classroom <b>personal privacy</b> and then we go back and debrief was powerful learning. It's easier to understand something when you can see it, and some excellent professors at <b>personal privacy</b> really tried to do this as much as they could.
342.	Theory and discussions were helpful, but lacked relevance or applicability.
343.	There is a big push in schools it seems to use technology, and I think this is great. Many courses in my program sent us out to discover some of what was out there. I do however remember being frustrated in particular by all the smart board talk. All year everyone talked about it, but I didn't even touch one over the course of the program. Also, it seemed that everyone was expected to create all of their own materials for practicum. I think this is great, and valuable. I think it's important to work through the curriculum and have some creative freedom, but I also felt that there was not enough time to work through this before hand. I think we could have again benefited from reallocating class time toward these useful projects, especially when all the members of a cohort are together in class and could collaborate and share ideas. I think more emphasis on collaboration, and I mean this as something different than necessarily group work, would also benefit the program.
344.	There is a lot of focus on awareness of diversity in the program and in this survey. I feel that while that content came through strongly in the program, there really isn't any kind of medium to assess or address when graduates aren't showing the desired behaviours or attitudes. We had many discussions about diversity of race, gender, culture and economic opportunity, but when ignorant or oppressive ideas and comments surfaced they weren't challenged or really even addressed. I suppose one could argue that the facilitator was modelling the acceptance that should be displayed by teachers in a classroom, but there needs to be a line that says that certain attitudes should not be permitted in a classroom full stop. Along the same lines, I don't feel as though students who are minorities or are from other than upper middle-class backgrounds are taken seriously or supported to develop as a teacher. <b>personal privacy</b> <b>personal privacy</b> I can only imagine how people with more pronounced differences would feel in the program. Worse yet, those same condescending attitudes that I felt from my peers continues into classroom teachers' attitudes towards lower socioeconomic families. These ideas need to be challenged, and when they do, they need the support

	of the faculty. Surely they admit enough people that not everyone who graduates is equally suitable for the position of classroom teacher. They could afford to tell a few that it's not for them, because it really isn't for everyone.
345.	There is too much information (at least in the science and math curricula) to effectively apply any of the theories of learning that we learned in the education programs. I have learned that the reality of classroom learning is largely: 1) present info 2) practice info 3) test on info 4) repeat. There is little room for deeper learning to take place, but even if there was room there are way too many students in the classroom for any out-of-the-box teaching to be effective. The education program would have been much more helpful if it was 10 months of practicum and 2 months of classes. The only classes we need are on 1) child development 2) the education system in BC and 3) how to design lessons/curriculum. 99% of the useful things I learned during the program came from practicums.
346.	There should be a course on how teaching staff and support staff should communicate with one another.
347.	There should be fewer students admitted to teacher education programs. Classes are too full and not enough care and attention is given to those who are motivated to succeed and who want to improve.
348.	There was a huge discrepancy between what we were taught during the course work portion and what was expected / demonstrated during practicum.
349.	There was so much that was missing from the program -like how to create a lesson plan for instance, that are the nuts and bolts of teaching.
350.	There were a lot of courses at <del>personal privacy</del> that were offered but not required. Leaving the program without them presented me with significant gaps in my readiness to teach. A few courses that I think are particularly important that are currently only seen as electives are: French, early childhood literacy, anti-racist and multicultural education, social lives of school children (which deals with bullying) and learning disabilities. The required Canadian history course covers some Aboriginal history but gives no insight in to how to work with these populations or develop meaningful curricula incorporating Aboriginal culture. In every class I teach there is always at least 2 (sometimes up to 7) designated children. We were never taught how to write an IEP, although student services jobs are open to new teachers. Also, there was no ethics course offered (elective or required) that covered reporting, code of ethics, professionalism etc.
351.	There were good opportunities for collaboration, and making connections with more experienced teachers.
352.	These questions were very poorly worded. For example, for how well the teacher education program prepared me to have an inclusive and welcoming classroom: it didn't need to prepare me because I already fully believed in inclusive environments, so how should I have answered that question? Also, why was there no "neutral" option? "Not applicable" and "neutral" are not the same. There should have been an option that one already had that knowledge/those skills and didn't need to be taught them.
353.	They certainly didn't prepare me for the lack of jobs.
354.	This is horrible to type on so I am not leaving any more comments.
355.	This is not really applicable to me as I did not complete a program recently, just a 6 week practicum to transfer my credentials from <del>personal privacy</del>
356.	This survey included many questions about the methods course. Sept start at <del>personal privacy</del> means you take your methods course after your practicum. To see change in practice, that methods course should be before the practicum. Furthermore, I learned the most from my incredible <del>personal privacy</del> faculty advisor and my school advisor. Their support made me the successful teacher I am. Not any of the coursework I took. The coursework was hoop-jumping. Getting to talk through lessons and strategies with my advisors helped me improve.
357.	<del>personal privacy</del> has a very good program in terms of length, where practicums are placed, collaborative learning and a general feeling of community. They lack an effective Math or Language Arts instructor which I think has <del>personal privacy</del> A lot of these things simply need to be learned in the field so I would rather we spent more time in a practicum.
358.	Though the practicum was one of the most difficult experiences I have ever had in teaching, it was the most valuable and informed me of the realities of the classroom while giving me a venue to practice and grow as a professional.
359.	Though they aren't funded the same, elective subjects need more light in the teaching programs. Since I wasn't able to participate in elementary subjects I felt very

	isolated in my abilities and spectrum of subject matter. Faculty advisors need to be more rounded in the arts if they are going to be assisting future art teachers in being successful
360.	To be honest, PDP exposed me to the regulation branches and ministry expectations, to some unit planning, etc., but it did NOT in any way prepare me for having my own classroom and all of its expectations - the chaotic regular day of a teacher. Consequently, I strongly believe that, to be fair to new teachers, they have more hands-on exposure to what a typical day looks like - again, from beginning to end. This would be less intimidating and stressful. As I've heard repeatedly and experienced myself, it takes five years before you truly feel that you've reached a more comfortable place where you're not run ragged every day. Therefore, avoiding these first few years somewhat would benefit everyone as the goal - to effectively provide a rich learning environment for the students - would be more easily attainable.
361.	Too much theoretical stuff (Education and society, education & media, etc.) that seemed like sociology or psychology undergrad coursework. I already knew how to write essays...I wanted more practical teaching tips.
362.	Total waste of time; program lets anyone in and forces the schools (practicum) to weed out unacceptable candidates.
363.	Train less teachers. There is a shortage of jobs. Only allow people into the programs that are qualified and passionate. Teaching programs should not be a money grab. Make it a requirement to have more varied practices experience outside the classroom. Can people do practicums in learning support/resource rooms? More direct instruction on how to best use EA's and a general sense of paperwork, designations, external agencies, etc. Also, have districts better equipped to support new teachers. The transition from student teacher to working teacher is abrupt and unsupported.
364.	longer practicum was beneficial in preparing me. I learned more in practicum than in the 2 year program. That being said, practicum placement key and faculty needs to ensure each student-mentor placement is a good match. Furthermore, a great emphasis on supporting the needs of diverse learners needs to be in place. Documents such as IEPs need to be further explored as this was never touched on in my program. Lastly, I feel that in an effort to push people through and continue to keep collecting tuition, the program does not hold as high standards for practicum evaluation as they should. In my honest opinion, numerous teacher candidates passed their first, second and third practicums who should never have passed. Now, they are struggling to get jobs because they don't have great references from their teacher mentor or principal, and don't interview well. This keeps them out of the teaching profession, which is probably a good thing. However, I believe provides false hope in allowing them to think they are succeeding in order to keep collecting their money and have good graduation rates. I can't speak to all years of graduates from but this is an honest opinion for my cohort.
365.	Two words: If you don't know her yet, you should get on that.
366.	U
367.	2 year option certainly helped me prepare for most of the realities of the school system.
368.	failed entirely in addressing actual realities of Secondary classroom teaching, and the entire program felt cobbled together by academics who had extremely limited Secondary teaching experience. It also elt like numerous department were pathetically contesting to have their own desired courses mandatory in the program, and most of said courses were useless when it came to actual toolbox items, classroom teaching strategies and assessment and teaching tips and tricks to actually use. needs to go back to brass tacks in terms of helping new teachers actually learn how to teach, as it is currently obsessed with philosophy and academia's take ON classroom teaching instead of the actual thing.
369.	Socials Studies Methods course was THE best planning and lesson/unit preparation guidance I could have asked for ! were actively teaching TCs from other subject areas AND other University programs the year we were doing our practicum... kind of amusing really. In my opinion, the teacher education program at would be more successful in preparing teacher candidates for the classroom if it: 1) was two years long (WAY TOO much crammed into too short a time) and, 2) more comprehensive Special Education courses --- aim for five --- within the program to help US support those students who need help the most ! ! Finally, it is too evident how the pervasive lack of adequate funding to public education has degraded the system AND short-changed students. This, more than anything else, is what needs to addressed and improved. BC students deserve a whole lot better --- and the funds going to private education could be reduced to help make this happen.
370.	was a complete waste of time. We didn't learn any of the basics for what to do in the classroom. All we got was advanced theory. ex: we had 3 courses on inquiry,

	<p>but nothing on classroom management. We learned how to make a blog, but not how to use a smart board, or chrome books, google ed apps, ipads, or even basics like projectors or photocopiers (to be fair these things baffled all our professors too). The only reason I was prepared as I was was because of the training at <b>personal privacy</b> We tried to support each other to learn what we actually needed to know as best we could. But without <b>personal privacy</b> fellow classmates I would have been completely screwed. Everybody in the education department at <b>personal privacy</b> should be fired and only people with 10+ years of experience ACTUALLY TEACHING should be hired. At our graduation the Dean made a comment that she looks forward to seeing us there to further our education, and the entire grad class burst out laughing. Things need to seriously change there.</p>
<b>371.</b>	<p><b>personal privacy</b> has an excellent program which rigorously prepared me for the classroom. I really hope that I can become employed soon in the lower mainland.</p>
<b>372.</b>	<p><b>personal privacy</b> is great. They have a 14 goal areas which include all aspects. They really drilled in assessment, as , for, of. pushed for true validity. They showed why being reflected is a must (even if at times we were all sick of being reflected of reflecting) The small group made for better connections. They cared about each and everyone of us, which allowed for a better learning environment.</p>
<b>373.</b>	<p><b>personal privacy</b> has an excellent focus on First Nations and Aboriginal education, and on 2nd language teaching.</p>
<b>374.</b>	<p><b>personal privacy</b> has a terrible PDP program. I am embarrassed to have graduated from there.</p>
<b>375.</b>	<p><b>personal privacy</b> did a great job of preparing me for the real world of teaching.</p>
<b>376.</b>	<p><b>personal privacy</b> has one of the best teacher programs in the province. Comparing notes with other teachers consistently re-reinforces that observation.</p>
<b>377.</b>	<p>We didn't learn a lot about how to actually be a teacher. We learned how to plan a unit of grade 4 science, which doesn't exactly apply to our future. It's hard to use much of what we studied in University and apply it to being a TOC or a contract teacher.</p>
<b>378.</b>	<p>We had lots of preparation on the role of the teacher, social justice, special needs, liability, etc. Not enough preparation re: practical classroom management, organization, and curriculum development. Way too many inquiry activities. Organization of the <b>personal privacy</b> program needs an overhaul. Also, program should listen to student feedback. Students had been complaining about the assessment course for years without any change being implemented. Professors need to be held more accountable. I had a professor who clearly did not care about the course--he used the previous year's syllabus, had no book list, did not hand back our final essays, and did not even seem to know we were secondary teachers--he kept talking about elementary.</p>
<b>379.</b>	<p>We learn all of this fantastic, progressive ideologies and techniques but are then often placed in positions where the school associates do not share or use this practices. This leads to a sense of resentment among many student teachers. Perhaps, preparing student teacher expectations would help avoid some of this initial shock and resentment (though that may be too strong of a word for most cases!).</p>
<b>380.</b>	<p>We learned a lot of useless material during our teacher education. In reality the practicum is by far the most useful part of the education program.</p>
<b>381.</b>	<p>We need the teacher education program to be rooted in research based teaching practices, first and foremost, and we need more integration of Aboriginal issues and special needs concerns. Effective development of social and emotional coping skills need to be taught to teachers as that's a high priority for all students. Students can't learn until they are ready to learn - emotionally available for learning - and that often requires active implementation of social emotional programming.</p>
<b>382.</b>	<p>We received training and workshops on meeting the needs of special need students but the reality and the scope of the issue means the courses could only paint general pictures in broad brush strokes. It is simply a matter of there not being enough time an far too many issues to cover.</p>
<b>383.</b>	<p>We should have had a Classroom Management class during EACH YEAR of our teacher training. It is the basics of teaching and we only got it our first year, before we went into our practicums and it wasn't at the right time. We needed to continually have an opportunity to refine and talk about skills, strategies and techniques that WORKED from EXPERIENCE in the classroom. Definitely I feel this is a must in the <b>personal privacy</b> Ed program. More, more, more classroom management teachings. Also for middle school and high school focus. Our focus was elementary but a lot of my fellow grads and myself have gone on to teach at the high school level.</p>
<b>384.</b>	<p>We very rarely talked about how to teach any subjects outside of individual units of my specialization.</p>
<b>385.</b>	<p>What has helped me most in my teaching is my previous work experience in supporting children with disabilities and my Master's Coursework in Special Education. The</p>

	degree really only provided me with an understanding of the BC curriculum not how to support students with the curriculum, especially children who are struggling.
386.	What I discovered on my practicum was that theory doesn't always apply well. When it does apply (everything can be traced back to theory) you realize that it takes time to implement. I had a very small understanding of my professional and legal role as a teacher outside of "what should I do if my students wants to be friends on Face Book." My student advisers (teachers) are tired of new ides because they take time they don't feel they have with current classroom compositions. And my experience echoed theirs, new ideas and theories change often and come with an agendas. My real grievance with <del>persons that</del> <del>they</del> didn't help me discover what kind of teacher I want to be or what kind of issues I might care about. They trained me to be the kind of teacher they believe should be educating children. There were some great classes and some excellent instructors but for the most part there was a great void between the classroom I was sitting in and the classrooms I was standing in front of.
387.	When I took my PDP, aboriginal education was still not required but we were told that the following years would have that.
388.	While in the moment, I enjoyed the course work that <del>person offered</del> but looking back on it and now teaching, I needed more practicum experiences to help me connect with how to teach literacy, etc.
389.	While my teacher edu program gave me a wealth of information that I was able to apply in the classroom, it did not prepare me adequately for the reality (vs. ideality) of classroom life. New teachers really need so much more time OBSERVING a variety of teachers/classrooms before they can begin to teach themselves either in practicum or after graduation. In addition, I think a stronger focus on COLLABORATION with sponsor teachers would be more helpful than the "What can you come up with on your own?" expectation. Collaboration is the heart and goal of all good teachers, yet the current practicum setup is so contrary to that practice.
390.	With the French program I find it a lot different than English, especially when it comes to your "qualifying" grade test.. which doesn't show the realities of hiring districts or the realities of what you can teach. I was therefore in grade 7-8 core French (1 hr a week) and when I got hired I was in a 1/2 French immersion classroom. Having to recreate all lessons, activities and mind set. This is a common frustration I've heard between many co workers.
391.	Would have been nice to have a second practicum experience.
392.	Would have loved to see multiple classrooms.... spend a half a day or so in several different classrooms...
393.	You can't improve without experience
394.	You should also offer student teachers a chance to learn how to TOC properly as this is not something they get prepared for beforehand
395.	You've asked a lot of questions about preparation for racism, special needs, abuse and I don't remember getting that information in school. I did get the basics though-- creating a low threat/high challenge classroom with mutual respect and agreements at the outset. Also the practice of self-reflection and seeking ongoing pro-d has kept me moving forward. I loved my time in school, but I think I could have used more practice, more time for different examples and a few days in a real classroom followed by analysis--that was very helpful in later stages. It would have been great to add more lesson planning and delivery to a classroom we'd visited, to try things on more often. before ending the academic portions.