

DEAF EDUCATION TEACHER PREPARATION PROGRAMS:
A SURVEY OF BEGINNING TEACHERS

Dee Anne Peneston

Dr. Motoko Akiba, Dissertation Supervisor

ABSTRACT

The purpose of this study is to examine deaf education teachers' perceptions on whether colleges/universities adequately prepared them, as well as, how well districts/schools support them for their beginning years of teaching. Additionally, this study provides suggestions regarding what colleges/universities and school leaders can do to ensure beginning teachers a successful year. A total of 62 first through fifth year teachers participated in a quantitative survey that asked their perceptions of their deaf education programs and their districts/school supports.

Providing supports for beginning deaf education teachers begins long before they enter their very first classroom. Ensuring deaf education programs at the collegiate level provide the necessary background/skills are vital to the successful retention and recruitment of new teachers for school systems. However, the support should not stop there. Considering the significant role districts and schools can play in supporting beginning teachers, school systems must increase the support they provide the beginning teacher by doing a variety of things such as providing adequate administrator and mentor support, providing adequate building resources, and providing adequate ongoing professional development.