

1 year Alumni Survey (Spring 2019)
No. of responses = 35



Survey Results

1. Part 1: Demographic and Contact Information

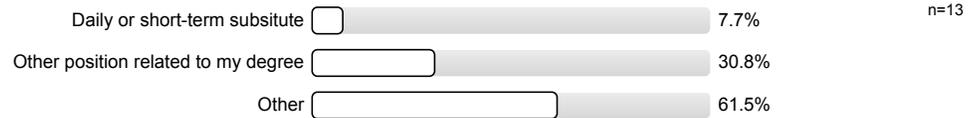
1.5) In which degree/certification programs were you enrolled at Kutztown University?



1.6) Are you employed as a long-term substitute or contracted position in Education? If no, skip to 1.10.



1.10) If you are not employed as a long-term substitute or contracted position, what is the nature of your employment?

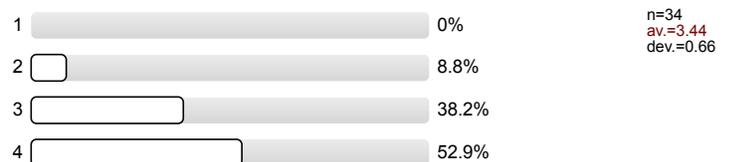


2. Part 2: Preparation for Employment

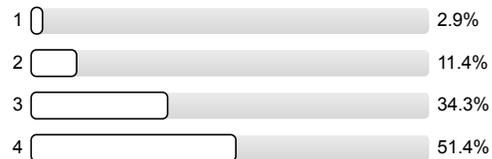
2.1) Understand concepts, knowledge, and skills in my content area(s).



2.2) Plan instruction, using knowledge of subject matter, learning process, and student development.



2.3) Create and manage a positive classroom environment.



n=35
av.=3.34
dev.=0.8

2.4) Use instructional strategies that promote active student learning.



n=35
av.=3.37
dev.=0.77

2.5) Deliver instruction enthusiastically.



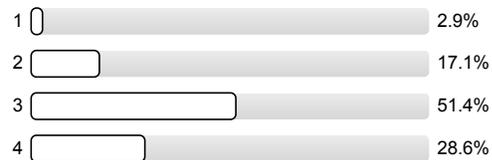
n=34
av.=3.59
dev.=0.7

2.6) Use a variety of assessments to determine students' strengths, needs, and ongoing growth.



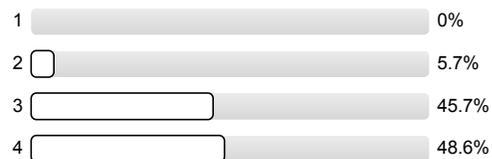
n=35
av.=3.06
dev.=0.87

2.7) Use data to inform and adjust instruction.



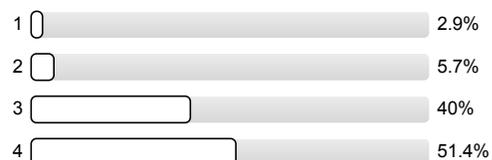
n=35
av.=3.06
dev.=0.76

2.8) Vary content, strategies, and/or products to differentiate instruction.



n=35
av.=3.43
dev.=0.61

2.9) Use technology to advance instruction.



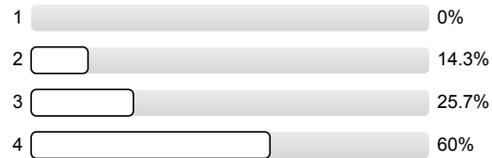
n=35
av.=3.4
dev.=0.74

2.10) Teach students with a wide variety of exceptional needs, including behavior.



n=35
av.=3.09
dev.=0.85

2.11) Honor diverse cultures and incorporate culturally responsive materials.



n=35
av.=3.46
dev.=0.74

2.12) Teach in ways that support English language learners.



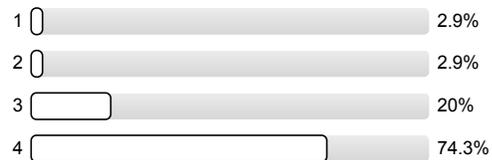
n=35
av.=2.91
dev.=0.98

2.13) Act professionally and ethically, using appropriate interpersonal skills.



n=35
av.=3.71
dev.=0.57

2.14) Understand value of working with colleagues, families, and community agencies in meeting student needs.



n=35
av.=3.66
dev.=0.68

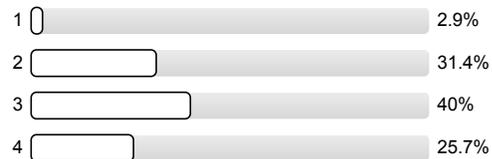
2.15) Engage in professional growth, including self-reflection, as a means to improve instruction.



n=34
av.=3.68
dev.=0.53

3. Part 3: Program Structure and Procedures

3.1) Quality of preparation for job search and interviewing process.



n=35
av.=2.89
dev.=0.83

3.3) Quality of student teaching experience.

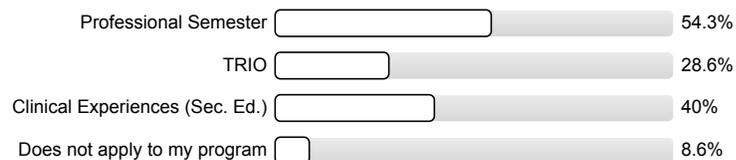


n=35
av.=3.26
dev.=0.82

3.7) Quality of **pre-student teaching** experience (ProSem, TRIO, Clinical Experience, etc.)

n=32
av.=3.13
dev.=0.87

3.8) Mark all the categories that relate to your program.



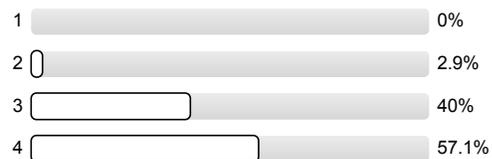
n=35

3.11) Quality of faculty advisement.



n=35
av.=3.49
dev.=0.7

3.12) Quality of your interactions with faculty.



n=35
av.=3.54
dev.=0.56

3.13) Your opportunities for professional activities (conference, guest speakers, assist with research, etc.).



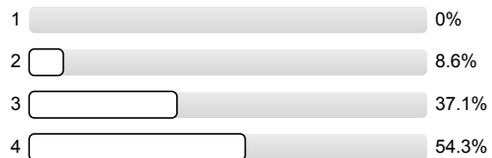
n=35
av.=3.31
dev.=0.83

3.14) Awareness of faculty involvement in research.



n=35
av.=2.69
dev.=1.02

3.15) Overall quality of your Education Program.



n=35
av.=3.46
dev.=0.66

^{1.4)} Month and Year of Graduation

- 05/2018 (4 Counts)
- 12/17
- 12/2017
- 6/2018
- Dec 2017
- Dec. 2018
- December 2016
- December 2017 (3 Counts)
- June 2018
- May 2018 (19 Counts)
- May, 2018 (2 Counts)

^{1.7)} If yes, how long have you been teaching?

- 1 1/2 years
- 1 Year
- 1 year (10 Counts)
- 1.5 years (2 Counts)
- 13 month
- 5 months
- 6 months
- A year and a half.
- Salaried Sub for 8 months - contract for 2019/2020 school year

- Since September
- Since September.
- since January 2018

1.8) If yes, provide the name of the school district, school, and grade level or subject areas.

- Allentown SD, Roosevelt Elementary, 5th grade - Prince William County VA, Dale City Elementary, 3rd grade
- Behavioral Health Associates Autistic Support
- Central York, North Hills Elementary School, 4th Grade ELA
- Daniel Boone SD and HS
- El Camino Academy in Bogotá, Colombia 9th-12th grade English (both ELL and AP)
- Flemington Raritan School District, Robert Hunter Elementary School, Grade 3, All Subjects
- Governor Mifflin, Autistic Support grades 2-4
- Governor mifflin school district
- Hamburg Area School District, Tilden Elementary, Kindergarten
- Hamburg area School District grade 10-12 physics
- Hoke County Schools McLaughlin Elementary 3rd grade Science
- Lake Riveria Middle School, 8th grade and 6th grade
- Lehigh Career and Technical Institute, Mechatronics
- Long term sub 2018-2019 school year: EPSD, Emmaus High School teaching Physics and Global Science Inquiry Full, contracted position for 2019-2020 School year: EPSD, Emmaus High School teaching Algebra 1 and Geometry
- Midwestern Intermediate Unit IV
- Mount Carmel Area SD, Mount Carmel Area Elementary, PreK-6
- Muhlenberg School District, Muhlenberg Senior High School, 10-12th grade, math
- Overbrook School for the Blind, Early Childhood (Special Education, pre-K)
- Reading School District, 10th and Green Elementary, Kindergarten/First Grade Learning Support
- Warwick School District, Kissel Hill Elementary, K-6 librarian
- Wyoming Valley West SD 9th Grade Learning Support
- York City School District, Hannah Penn Elementary Spanish, Grades: K-8th

1.9) If yes, please provide the name and email of your principal (or supervisor who observed you and/or evaluated you this year). We will be contacting them to fill out a survey regarding how our program prepared you for the job. Results will be kept anonymous.

- Brandon Hufnagel
- Chad Curry chad.curry@gmsd.org
- Chris Beissel ChrBei@hasdhawks.org
- Darin VanNorman vannormand@lcti.org
- Eric Schaeffer (asst. principal, evaluator last year)
- Kevin Youcheff, kyoucheff@cysd.k12.pa.us
- Lacie Cucciuffo; ; laccuc@hasdhawks.org

- Lorie Gamble
lgamble@eastpennsd.org
- Sara Jane Gúzman
sara.guzman@eca.edu.co
- Susan Lozada lozadas@readingsd.org ; Erin Brown browne@readingsd.org
- aaron.sborz@dboone.org
- mbaratta@wvwsd.org

3. Part 3: Program Structure and Procedures

- 3.2) What could the College of Education at Kutztown University do differently, in anything, to better prepare you for the job search and interviewing process?
- Add some resume and interview content into classes.
 - Be more inclusive of the music, art, and library science education majors. Myself and my classmates in music personally felt we were missing out on important information that fell through the cracks between the College of Ed. and the Music Ed. faculty.
 - Do more conferences that include mock interviews. Have a better and more informed resume building program through the CDC. They are not on the same page for education.
 - Give us more practice with interview questions and skills. I remember this being done, but it was in a stressful manner. It would be more beneficial in a laid-back classroom environment.
 - Have job fair hours that are not during the school day for those who are substitute teaching and don't have time off. Prepare students with up to date teaching methods. Provide more opportunities for students in the Masters in Teaching to meet administrators in the are.
 - I felt well prepared. Kutztown helped me learn how to interview so that I was confident going into the job fair.
 - I was lucky that one opportunity led quickly to a job, but many of my classmates struggled to find a position and said they felt unsupported. I think the career center should be more active in working with student educators early in their search and stick with them until they find a position, rather than staying back as a more passive resource that most don't know to use.
 - I wish our professors gave us more strategies on how to handle behavior.
 - Just be realistic that you more than likely won't find a job. I was told I would be able to easily find a job and here we are a year later and still nothing.
 - Make students aware of teaching resources and databases for jobs much earlier.
 - Mock interviews, examples in teaching a lesson plan during an interview, most interviews will not even look at portfolio how to condense what we know from our portfolio for our interviewers
 - More hands-on, in the class room experience.
 - More practice interviews, and more information on what to prepare for a demo lesson.
 - More theoretical preparation might be helpful, in addition to the job fair requirement.
 - N/A (2 Counts)
 - None
 - Offer an interview class, give resources for finding teaching jobs
 - Other interviewers
 - Overall my experience at the job fair and practicum workshops prepared me for the interviewing process. However, when it came to job searching, there definitely could have been additional assistance. Going over how to write a resume and cover letter would definitely be helpful. Also providing tips about what to highlight about yourself or your experiences on your resume would be helpful.
 - Practice a variety of interview settings, go over appropriate ways to answer questions
 - Prepare future educators to manage larger classe sizes, behaviorally, academic, and grading wise.
 - Suggest to students to make their resume not only stand out in content, but also in it's appearance and format. Allow for 1st year teachers to return to lead a session with teacher candidates to discuss what the interview climate is like currently. Many professors interviewed

years ago and common/standard practices have changed.

- Work with resume set up and more moc interviews. Help make connections within school districts to hire teachers right after graduation
- n/a

3.4) Where did you student teach?

- Allentown and East Penn
- Allentown; Blue Mountain
- Antietam Middle/Senior High School
- Bethel Elementary and Honey Brook Elementary
- Blue Mountain Elementary
- Blue Mountain SD and Allentown SD
- Brandywine Heights Elementary
- Brandywine Heights and Wilson SD
- Broughal Middle School and Oley Valley Middle School
- Carbon Lehigh Intermediate Unit and Brandywine School District
- Conrad Weiser & Fleetwood
- Dieruff High School (3 Counts)
- Dieruff High School, Allentown
- Dieruff high school
- Freedom High School
- I honestly can't remember
- Kutztown Middle, Harrison- Morton Middle (ASD)
- Lower Macungie Middle School
- Marvine Elemntary, Cheston Elementary
- Northwestern Lehigh Elementary School and Muhlenberg Elementary Center
- Parkland High School
- Penn Bernville Elementary and Conrad Weiser Middle School
- Reading and Exeter
- Shoemaker Elementary and Schuylkill Haven Middle School
- Tilden Elementary, Oley Valley Middle School
- Upper providence lower pottsgrove
- William Allen High School
- Wilson High School (2 Counts)
- Wyomissing
- Wyomissing Area Jr/Sr High School
- Wyomissing Jr/Sr High, Northwestern Lehigh Elementary Schools

3.5) What were the strengths of your student teaching experiences?

- Both positive learning environments, used both areas of my degree in both schools (spanish and sped)
- Building a positive relationship with students, including technology in the classroom, and taking initiative.
- Building ongoing relationships with cooperating teachers
Having the same class for pro-sem and student teaching
- Collaboration
- Community of learners
- Diversity, Openmindedness, created a sense of belonging and was flexible to my ideas.
- Engagement, enthusiasm, organization
- Feedback
- Great cooperative teachers that used evidence based practices.
- Having a helpful and reliable co-op
- Having two different placements definitely helped me to become a stronger educator. My first placement was in an affluent school district, with only 17, 2nd-grade students that I was responsible for. During this placement, I was able to master my lesson delivery, develop useful assessments and push myself to manage my planning and preparation. My second placement was in an inner-city environment, where I was only responsible for teaching Math and Science to 3rd grade. In this placement I had 66 students total, 33 at one time. This placement challenged me to work on my classroom management as well as my skills with differentiating instruction for ALL learners. Although the placements were drastically different, both have helped me in my first year of teaching.
- I had a fantastic coop who mentored me into a great teacher
- I had an amazing experience! I grew a lot as a teacher. I had first hand experience at differentiating instruction and I applied many of the teaching strategies that I learned at KU.
- I had considerable freedom as a teacher and a wide variety of classes and students.
- I had the opportunity to teach students of diverse backgrounds.
Learned many techniques for delivering content.
Taught various levels of courses.
Opportunity to work with many faculty members.
- I was learning from a very experienced teacher, which was really helpful because she was incredibly knowledgeable.
- In a one-to-one classroom, using technology everyday,
- It helped me understand the challenges of teaching in a full classroom of students, and become familiar with many of the expectations of teachers outside of instruction such as PD and maintaining student records
- Just giving me the experience to be in a classroom and actually "control" the students rather just observing.
- Learned a lot about classroom management and how to handle different behaviors
Got to see two different sets of curriculums and the positives and negatives with them
- Learning how to be more independent with writing lessons and making teaching decisions
- Mentor teachers, support from administration, ability to discover who I am as a novice teacher, my professors.
- My co-op pushed me to challenge myself and encouraged me to self-reflect and evaluate on top of being a stellar example of a quality teacher/librarian. Additionally, my supervisor from the department of library and learning technology was very thorough and supportive.
- My strengths were being able to make connections and build relationships with the students.
- My strengths were that I was put into two extreme opposite areas. This prepare me how to handle diverse group of students and people.
One strength I had was mt rapport with my students and keeping my lessons hands on.
- Second Placement: great co-op and professor, variety of learning experiences, lesson planning/delivery, differentiation, classroom management
- Single school for duration
- The opportunity to try all new things through support of my cooperating teacher and an affluent student population.

- Using resources and developing report
- Wonderful and understanding co-op and supervisor
- Working in an urban school. Being placed with other students in my content area so we could support each other.
- Working with children with challenging behavior
- classroom management

3.6) Looking back, how could student teaching be changed to prepare you better?

- Be matched with a teacher that fits my personality
- Completing more assessments on students and research rather than majority of the workload being lesson plans.
- Focus on behavior management in some sort of class or part of a class.
- Get an additional week to get to meet the students and work with the teachers.
- Give more help with classroom management techniques, helpful professors
- I don't think I would make any changes
- I feel the coops could have been prepared better for having someone in their classroom
- I know My strengths as a teacher
- I wish I would have had some time to observe my co-teacher rather than be up front the whole time.
- I would like to have been put in a school with a different socio-economic population. Also, my first placement was one where they used scripted instruction. That was not useful to me as a student teacher.
- I would not change anything about my student teaching experiences.
- I'm not sure, but I felt that it wasn't connected well with our class materials - there was a disconnect between classroom instruction in student teaching and the courses intended to relate to student teaching that were at KU
- If the experience had been more positive, I would have been better prepared. I would also have been more prepared if I was able to choose where I was going to be student teaching as well as grade level.
- It could of prepare me better
- It would help if a classroom management class was taught here at Kutztown. That is one of the toughest elements to teaching, and it needs to be discussed before we go into the field in much greater depth and detail.
- Longer time within classrooms
- More consistency in expectations of observations by ku faculty
- More criticism, placed in an area with more diverse populations.
- More experience with technology such as Google Classroom, but I understand that Dieruff did not use that technology.
- My second coop opened my eyes to the type of teacher I didn't want to be, I feel some coops are not the best choice.
- N/A (4 Counts)
- N/A (I was just really overwhelmed while student teaching)
- N/a
- No class at the same time as student teaching (Masters in Teaching) - it was too stressful and took valuable time away from planning time for my student teaching placement. Having a supervisor that I had met before the start of student teaching and had some idea of his/her expectations. Also a supervisor who was dependable, reliable, and had good communication skills.
- Put us in the classroom sooner rather than later. If I had that opportunity to be in control of the classroom prior to the end of my junior year
- I wouldn't have kept my major. I feel like I wasted my time and money getting a degree in education. XXXXXXXX ruined the teaching experience for me and I honestly don't ever want to be a teacher.
- Using data more to drive instruction rather than just the pacing guides/curriculum

3.9) What were the strengths of your pre-student teaching field experience of your preparation program?

- -
- Aligned with real life teaching and methods in the field. Experiences to teach outside the class.
- Allowing us opportunities to practice not only writing lesson plans, but also practicing teaching, pacing, etc. with peers prior to being in front of a classroom.
- Creating inclusive lessons
- Excellent diversity of placements
- Experience
- Getting into the classroom to get a feel of how things are run in a school and working with students.
- Getting me into the classroom and actually experience what teaching is like.
- I don't know what this refers to
- I feel that the classes that I took in pro-sem prepared me the MOST for student teaching. Having each class designated to one subject area, definitely allowed me to feel comfortable in my field experiences.
- I got to explore different topics and multicultural events.
- I like how I learned about different teaching styles while also observing different grades.
- I loved working with ELL students and getting to experience two completely different school environments.
- I really enjoyed the school district I was in, my coworkers, the grade level, and the positive feedback I was receiving.
- Inner city, being present in the classroom full time
- Integration into understanding the day-to-day life of an educator
- Knowing my cooperating teacher and students prior to student teaching
- Made me realize that I prefer middle school students over high school and elementary school students.
- My coop allowed me to completely take over her classroom, which was a success.
- My rapport with my students and cooperating teacher.
- None
- Paired very nicely with cooperating teacher, was given plenty of time to acclimate to a classroom environment.
- Urban setting
- Variety of placements

3.10) Looking back, how could your pre-student teaching field experience of your program be improved?

- -
- Being able to spend an entire day observing, rather than a few periods, would be beneficial.
- Being placed with a teacher who actually wanted to help me learn and grow as a teacher myself
- Different settings for placements not in the same district for both trio and prosem
- Find teachers who are genuinely passionate about their subject to pair us with (I know that can be difficult when trying to find so many placements).
- Find teachers who are willing to take students for both areas of concentration. Had a high school teacher tell me to go work with "those kids", who had IEPs, made me think about what happened when I wasn't there observing.
- Have us do more than a minimum of 5 lessons. I did the bare minimum because I was terrified to teach and that only hurt my student teaching experience. There should be a minimum of 8 lessons. (1 per week)
- I actually wish that the clinical experiences were more than once per week. I learned a lot from these placements.

- I think that there need to be more classes like pro-sem. Many students come to pro-sem feeling like they are being pushed to limit and overworked. This is because this is the "first taste" of teaching. I think that having more classes that are similar to pro-sem, with as many lessons and assignments would be beneficial. I also believe that there needs to be more training in literacy with the prek-4 certification. There needs to be more time spent on word study, writing, and reading instruction. The school that I currently teach at uses Lucy Calkin's Readers and Writer's Workshop model. Showing students these models of reading and writing would definitely be helpful and would show students an authentic way to teach literacy.
- I wish I would have known my co-teacher early and I could have observed his room before my student teaching semester.
- Increased focus on classroom/behavior management.
- Longer time in classroom, less time in courses on campus.
- More involvement in the classroom
- More opportunity in class with hands-on learning should be two semesters instead of just one.
- My coop had to be told to release more responsibility to me by my professor.
- N/A (2 Counts)
- N/a (2 Counts)
- Teaching how to work with gen ed/special ed teachers and how that collaboration needs to be better fostered in schools
- Teaching more original lessons.
- Teaching more than just one lesson per subject- maybe plan and teach the unit in pro-sem instead of student teaching.
- Very confusing to get consistent information when it varies from each music ed faculty in the department. For future classes it would be great to have a more structured system for field experience.

3.16) If you are teaching, what has been most surprising to you about your first year(s) of teaching?

- - Student behavior
- - Scheduling
- - Paperwork/preparation
- Dealing with parents
- How hard classroom management actually is.
- How many ideas are available on the internet for lesson planning. Really not too much though. Student teaching really got me over the "hump" of transitioning from the classroom to actual teaching day in and day out.
- How many questions you have and how many different answers colleagues will give you
- How much more time and work it is to plan, prepare, and teach. Using data for every part of every lesson.
- How quickly a group of students will take to you.
- How the students are acting older and older. How they dress much older than how I dress in middle school.
- I currently teach Pre-k, what has been most surprising is that I'd rather be teaching the little kids over the high school kids. Also, the amount of things I tell kids in a day not to do.
- I didnt Realize how many students really do have challenging behaviors and don't get the help that they and their family need.
- Lack of direct support from cooperating teachers and districts, and the number of challenges that go beyond the scope of what was taught in class (extensively IEP-heavy classes, lack of institutional support, operation with minimal or no resources)
- My school uses MCL, this design is very different than anything I learned at KU.
- N/A
- No one teaches you how to deal with crazy parents via email or phone, I've been lucky to have the amount of support in my school to have them look over my replies before I hit send.
- Teachers never truly get breaks. We're always thinking about our students, but I don't think I'd have it any other way.
- The challenges faced by my students and how it affects them inside the classroom.

- The different ways a school works. Proper behavior and professionalism is a great thing to teach. It does not fit the grid that KU has aligned and students at KU should learn to expect the unexpected.
- The difficulty in maintaining student engagement, and the challenge of differentiating effectively. It is overwhelming to try to cover everything and consider all possible factors in only 40 minute classes. Most of KU courses focused on lesson planning for 55+ minute classes, but regardless of class length also talked about differentiating theoretically more than in practical application.
- The focus on trauma-informed teaching. This is HUGE in education right now and it wasn't explicitly taught or covered in KU. I think this can be a huge benefit for students.
- The part that was most surprising to me was how much the school relies on technology. The school was one-to-one with 9th and 10th grade last year and is going to be fully one-to-one this year. Chromebooks and Google Classroom play a huge role in the classroom for inquiry learning, notes, presentations, activities, quizzes, homework, projects, etc. This was a stark contrast to Dieruff High School where technology did not play a critical role in education.
- What was the most surprising to me was the amount of work that goes into running a classroom. Student teaching prepared me for planning and preparing my lessons, as well as managing daily classroom procedures. However, a LOT more goes into teaching than lessons and daily procedures. Report cards, conferences, parent communication, staff meetings, creating student growth objectives, partaking in professional development and professional learning communities have also been important pieces of my first year of teaching.
- You can plan a lesson to the detail but improvisation is what will get you through the lesson

3.17) If you are teaching, what can the College of Education at Kutztown University do to support you during your first year(s) of teaching?

- -
- Advisor check up once or twice a year.
- Better prepare for the different programs or lack of programs a school may use. My school does not use and programs to guide instruction and that threw me for a loop after student teaching.
- Check in on us! :)
- Chocolate and beer
- Example professional development, link former students with professors to answer questions or discuss classroom activities
- Have a chat allowing us to ask our professors for advice on certain situations
- I would like some templates for pre-k through 4 to see how they differ from high school.
- Include us back on campus for talks and discussions to help us digest all that we are working with and how to prep the next generation.
- More support throughout interview process, reaching out to follow-up. I strongly encourage KU implementing a Pilot where they bring out a set of recent graduates to have presentations and authentic discussions with upcoming graduates.
- N/A (4 Counts)
- Nothing
- Nothing, the COE of Kutztown University has provided me with a strong foundation to allow me to begin my career as a teacher.
- Offer evening discussions with professors, recent graduates for guidance.
- Prepare you with what basic necessities help a classroom run smoothly.

3.18) What recommendations do you have for future Kutztown University students and graduates?

- -
- Ask lots of questions now! It will better prepare you for your first year.
- Attend as many interviews as you can!
- Be as active in the classroom, with the students, and the school as possible. Never say "no" to any opportunity, because you are afraid of failing.
- Be prepared for anything. If you don't think it'll happen, it's guaranteed to happen.
- Connect current students with us. Generally, I'd say we're happy to help!

- Don't stress the small stuff. Life is so much more than your grades and experiences in college.
- Encourage ESY and other external programs. More involvement in school activities and trips into the community. Go to school board meetings, basketball games, pretend they are their students! The more hands on in freshman and sophomore years, the better the next will be.
- Focus on classroom management and forming relationships with the students not who has the best lesson plan/assessment
- Get out there and teach - even better if you can do it at a variety of schools with a variety of student populations.
- I think it is important for students and graduates to be aware of their options post graduation. I am a current grad student at KU and I am very happy with my program.
- Keep your head up (:
Once you make it through your first year of teaching, it's all good - you'll never have to do your first year of teaching ever again
- N/A
- Overall, Kutztown is an excellent place, filled with wonderful educators who are here to help and make a difference. I have grown so much as a person these last five years, and Kutztown was and still is a vehicle that helped shape me into the man I am today.
- See above.
- Start applying as soon as possible and don't sell yourself short in the application process. Many students right out of college feel discouraged or feel that they are not experienced enough to get hired. They believe that a school district will only want to hire experienced teachers, rather than a teacher that is right out of college. However, that is not always the case! Many of the schools that I applied to were looking for newer teachers to add to their staff because of their energy, excitement, and willingness to work hard. A new teacher is willing to take risks with their instructional choices and will definitely put a HUGE amount of effort into each day. A principal that I interviewed with said that she always looked for the "new teacher glow" when interviewing candidates.
- Take advantage of the resources!!! Faculty, the career center, etc.
- Take the risk and move out of the state to find a job. It breaks me heart to see people stay at home and work minimum wage jobs when they have a degree to teach. I took that risk and moved to Virginia, where i have no family in the state, and I've had the best first year teaching. I've made countless friends and memories.
- Take your time through interview processes, it needs to be a good fit on both ends- the interviewer and the person being interviewed.
- Use what you learn from experiences to better your future endeavors.
- speak up and advocate for yourself. If you want to do something speak up. If your advise is not helping speak up.