

**James Madison University  
Survey of 2018 Completers**

In Summer 2019, 195 graduates from 2018 were contacted to complete the survey. Of those contacted, 6 emails were returned, resulting in 184 usable emails. Of these, 58 responded (32% response rate). The names and licensure data provided by Virginia Department of Education in July 2019 were used as the basis of our contact list. Respondents are licensed in Art Education, Biology, Elementary Education, English, Inclusive Early Childhood Education (Early Childhood and Early Childhood Special Education), Mathematics, Middle Education, Music (Vocal and Instrumental), Physical Health Education, Special Education General Curriculum, Special Education Adapted Curriculum, Social Studies, and Algebra I.

Nearly all (97%) of respondents indicated they will have the same teaching position in 2019-2020 as they had in 2018-2019.

Over 70% of respondents **Agreed** or **Strongly Agreed** that due to their preparation at JMU, as a new teacher they felt prepared to:

- teach students with disabilities effectively
- provide instruction to students from low-income families, and
- effectively teach in rural schools.

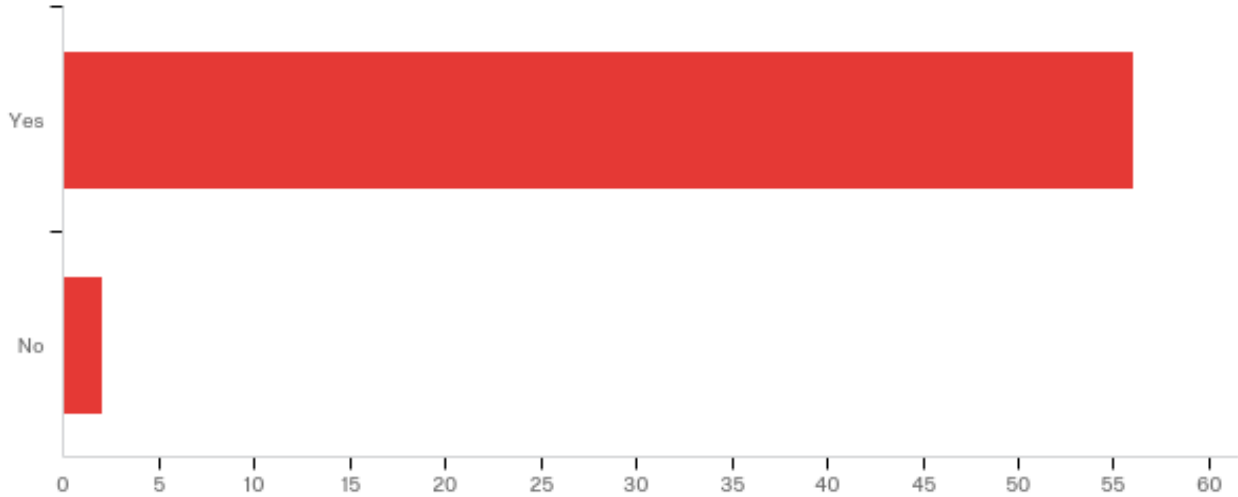
When asked to what extent they were prepared to exhibit the competencies that align to the 7 Virginia Teacher Performance Standards, over 70% feel **Often** or **Always** prepared to:

- Provide relevant learning experiences for students (Standard 1);
- Develop instructional planning to meet the needs of all students (Standard 2);
- Use a variety of instructional strategies to meet individual learning needs (Standard 3);
- Provide a positive student-centered environment that is conducive to learning (Standard 5);
- Demonstrate professionalism (Standard 6); and
- Have a positive impact on student learning through effective teaching (Standard 7).

The vast majority (86%,  $n=50$ ) of respondents answered that they were evaluated by an administrator during their first year of teaching. Forty-one of these respondents provided comments to share their results; all indicated that they **Met** or **Exceeded** standards.

A recurring theme throughout the survey related to areas of weakness were not knowing enough about IEP and 504 plans, and not feeling prepared to teach reading. Many respondents were also not prepared for the number of administrative tasks that are included with classroom teaching. Finally, there were multiple comments about lack of preparation to communicate with parents effectively.

**1. Do you have the same teaching position in 2019-20 that you had in 2018-19?**



Answer	%	Count
Yes	97%	56
No	3%	2
<b>Total</b>	<b>100%</b>	<b>58</b>

**Q1a - If no, please indicate what has changed.**

The grade level changed.

**Q2 - As a result of my JMU preparation in professional education, as a teacher I was prepared to ...**

Question	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Don't Know/ Not Applicable		Total N
	%	n	%	n	%	n	%	n	%	n	%	n	
... teach students with disabilities effectively.	0%	0	17%	10	7%	4	<b>43%</b>	<b>25</b>	<b>31%</b>	<b>18</b>	2%	1	58
... participate as a member of individualized education program (IEP) teams.	2%	1	17%	10	14%	8	36%	21	26%	15	5%	3	58
... effectively teach students who are limited in English proficiency.	2%	1	21%	12	16%	9	48%	28	10%	6	3%	2	58
... provide instruction to students from low-income families.	0%	0	7%	4	3%	2	<b>41%</b>	<b>24</b>	<b>43%</b>	<b>25</b>	5%	3	58
... effectively teach in urban schools.	0%	0	3%	2	17%	10	41%	24	26%	15	12%	7	58
... effectively teach in rural schools.	0%	0	2%	1	5%	3	<b>37%</b>	<b>21</b>	<b>42%</b>	<b>24</b>	14%	8	57

## Q2a - Please use this space to elaborate on any of your above answers, if you wish.

### IEPs:

#### Elementary Education:

- I wish I would have had more experience actually attending, analyzing, and working with students that have an IEP, are in the child study process, or need specific accommodations to meet specified goals.
- I wish I was taught the process of IEPs, such as how to refer a student, what the teacher's role is in an IEP meeting, etc.
- I think it would be nice to have a little more experience with IEP meetings before going into your first-year teaching. Maybe having a mock experience where you can talk about all the different people that are involved and their jobs. It would also be helpful to know the general process for how to get a child tested. I know it varies slightly for different counties, but the general basis would be good to know as a classroom teacher.
- I did not receive any instruction on child study or IEPs at JMU.
- I wasn't required to take a course where I would be taught about IEPs or 504. I also wasn't taught about how to work with students with emotional disorders. My student teaching had it and it was a shock and I had no idea how to approach it and got zero feedback from professors because "that's not what they taught". I've had to wing it and learn as I go in my career so I'm hoping JMU starts to have more classes that teach about those rather than some of the fluff ones we take in grad school.

#### Special Education:

- I think we need as much exposure to IEPs as we can get throughout the years of schooling because the paperwork and meetings are a very large part of being a case manager. I did feel prepared, but the more practice and exposure the better. *(General and Adapted Curriculum)*

### ELLs:

#### Special Education:

- Working with ELL parents without using any help of applications has proved difficult for me this year. *(General Curriculum)*

### Diversity:

#### Elementary Education:

- I feel like JMU did really well in educating us on the importance of diversity and understanding that everyone comes from a different background, which should be celebrated. However, I think JMU could have done better at providing more resources to help those low-income and more rural pockets of students.

### Disabilities:

#### Elementary Education:

- I did not take any [Special Education] courses, therefore I did not feel adequately prepared to successfully aid my students with disabilities. I may have had better tools had I taken those courses.
- As a collaborative teacher this year, I do not feel like I had the appropriate instruction in course work to be considered comfortable in this position. I personally am fine working with students with disabilities, but I would have loved to know more academically about it.

### General Comments:

#### Elementary Education:

- I work in a suburban area. Of my kindergarten class of 23 students, I had one student in child study, no students with IEPs and no English language learners. While I do feel like JMU has provided me with the tools to teach a diverse set of students, I did not necessarily use those tools this year.

Survey of Completers  
Aligns with CAEP Standard 4: 4.4

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- I am proud to be a COE alumnus!
  - I don't believe there is a way to prepare for teaching, you just have to work through it, however JMU did provide tools to use.
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Inclusive Early Childhood Education:

- The JMU [Inclusive early Childhood Education] program has given me the tools to handle the necessary job requirements within an ECSE and ECIP classroom. I feel confident leading and writing IEP's, fostering parent/teacher relationships, and managing an array of behaviors. JMU has taught me to be a continuous learner; as well as help me to realize that it is okay to seek clarification and how to work collaboratively within a team of professionals.
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Secondary Education:

- Dr. XXXX was amazing! Everything in that class is so applicable and helpful today. (*Social Studies*)
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**Q3 - As a new teacher, to what extent were you prepared to do the following?**

Question	Never / Rarely		Sometimes		Often / Always		Total N
	%	n	%	n	%	n	
Provide relevant learning experiences for your students	0%	0	21%	12	79%	46	58
Develop instructional planning to meet the needs of all students	0%	0	19%	11	81%	47	58
Use a variety of instructional strategies to meet individual learning needs	2%	1	10%	6	88%	51	58
Utilize relevant student data to measure student progress and guide instruction	0%	0	<b>36%</b>	<b>21</b>	64%	37	58
Provide a positive student-centered environment that is conducive to learning	0%	0	10%	6	90%	52	58
Demonstrate professionalism	0%	0	0%	0	100%	58	58
Have a positive impact on student learning through effective teaching	0%	0	5%	3	95%	55	58

The 36% (n=21) students who indicated that they are "Sometimes" prepared to utilize relevant student data were distributed across a variety of licensure areas.

**Q3a - Please use this space to elaborate on any of your above answers, if you wish.**

Elementary Education:

- I felt very prepared in my first-year teaching thanks to JMU's amazing education program!

Inclusive Early Childhood Education:

- I have been able to successful track progress monitoring and develop functional data sheets based on student goals.

Secondary Education:

- Meeting individual student needs is SO hard as an individual teacher with 30 students. I was just trying to survive last year. This year, I am teaching four classes with a co-teacher, which makes individualizing instruction significantly easier. *(English)*

**Q4 - As a new teacher, to what extent were you prepared to do the following?**

Question	Never / Rarely		Sometimes		Often		Total
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>N</i>
Integrate technology effectively into curricula and instruction	2%	1	34%	20	64%	37	58
Use technology effectively to collect data to improve teaching and learning	5%	3	47%	27	48%	28	58
Use technology effectively to manage data to improve teaching and learning	3%	2	45%	26	52%	30	58
Use technology effectively to analyze data to improve teaching and learning	5%	3	48%	28	47%	27	58

**Q4a - Please use this space to elaborate on any of your above answers, if you wish.**

Elementary Education:

- JMU did a great job with this!
- At my school we don't have my technology so that was not my go to for learning and evaluating student learning
- My school piloted a 1-1 device ratio in grades 3-5. I was a 4th grade teacher so we were able to incorporate technology every day.
- As the recipient of the 2018 STEM Excellence Award, technology is big at my school. My Technology in Education grad course helped me tremendously as it relates to incorporating technology into my classroom.
- I personally took a tech class at JMU to help me so I knew of some resources going in but it would have been helpful for JMU to offer a course on what to use for remediation or more specifically reading if we get poor data back what do we do. Learning some strategies and knowing more of the vocabulary would have been helpful. A lot of schools have 1:1 so learning how to use google classroom and interactive notebooks would have been EXTREMELY helpful!

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Inclusive Early Childhood Education:

- I feel comfortable using technology in my classroom as a resource to engage young children, and provide meaningful and developmentally appropriate activities.
- Last year we did not have much access to technology- this year we received a grant for class kindles & I am planning to implement them during LA rotations and for core extension!

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Music:

- I am adept at the above tasks, but not as a result of my training at JMU (*Instrumental*)

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Physical Health Education:

- I had the confidence going into my first-year teaching to try different forms of technology- iPads, Bee Bots, Plickers, etc.

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Secondary Education:

- Learning the ropes of teaching was not easy, so technology fell by the wayside. However, I look to next year to improve upon this. (*Mathematics*)

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Special Education:

- Technology was readily available for me, but not for my support staff. This made it more difficult to use technology to manage and maintain data. (*General Curriculum*)

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Special Education:

- We spent a lot of time taking data and interpreting it, which was so incredibly helpful. With that being said, I would have liked to spend a little more time with the technology piece and ways that you can show the data with students and parents in a simple and efficient way. It needs to be presented in a way that all people can understand without educational jargon and be efficient to make. We have so many students and not enough time in the day!! (*General and Adapted Curriculum*)



### Q5 - As a new teacher, did you encounter any job responsibilities for which you were not adequately prepared? Please explain.

#### Helping students with diverse needs:

##### Elementary Education:

- When a student is struggling and you have the data but now you're faced with the "what now" on remediation. You can only differentiate so much in order for the student to not feel like they are singled out.
- Completing child study/IEPs
- Aiding students with disabilities, since these courses were not required. I believe that I would have been better equipped had I taken these courses, however, that could have been arranged by me and isn't a reflection of the university's SPED course quality.
- IEP and child study.

##### Inclusive Early Childhood Education:

- Although I feel that JMU massively prepared me for the real world, something that I feel I would have liked some more experience with is the flow of IEP meetings and student re-evaluation. JMU gave me the tools to maneuver these situations; however, possibly holding a mock IEP in the classroom or asking students to hold a mock IEP as a project could be useful for upcoming new teachers.

##### Middle Education:

- I think that we were not well equipped for EL students or the reality of the SPED program. I have since implemented a co-teaching model that works for myself and my two SPED-qualified teachers that are in the math classroom with me. But they were not used to being math teachers. Instead, other teachers seemed to keep them at the back of the room.

##### Secondary Education:

- It would be nice if we learned in the program how an IEP or 504 meeting goes. Maybe do a mock meeting of some sort. *(Social Studies)*
- I also did not know what to expect at all going into IEP and 504 meetings. *(Social Studies)*
- I was not prepared to teach English Language Learners. I had/have many students who are either Level 3 ELLs or former ELs and it is quite difficult at times. Dr. XXXX's class touched on ways to support these learners in class, but again, the learning curve was so significant that it was difficult to really help them. *(English)*
- EL students and their families *(English)*
- I did not feel prepared to provide feedback in IEP and 504 meetings. *(English)*

##### Special Education:

- Eligibility meetings and paperwork, MD meetings - focused a lot on the IEP writing but not on all the other details of special education paperwork. *(General and Adapted Curriculum)*

#### Reading:

##### Elementary Education:

- Teaching guided reading. Participating in reading programs that were laid out. Conducting word study. Preparing for small group lessons
- I would have also loved to learn more about guided reading groups and strategy groups for reader's workshop time.
- Reading workshop. I love JMU and I love the professors but I felt severely under prepared to teach reading and I know many others feel the same. I didn't know how you make them and then what exactly you do in the reading groups and for how long. Students need to learn how to chunk out a reading group

and how to identify what students need to be in each group and then provide us with resources to use going in! I think if I had learned Orton Gillingham or Leveled Literacy I would have felt a little better.

- I was completely lost when it came to teaching guided reading. (*with Alg I add-on*)
- As a new 1st Grade teacher I felt unprepared to teach guided reading. Our READ courses never addressed guided reading or the Jan Richardson guided reading plan. My mentor had to give me a crash course in the basics of guided reading and thankfully was able to observe a few different teachers do guided reading throughout my first-year teaching. In my opinion this MUST be addressed in some course throughout the education program, if not given a whole class itself.

**Inclusive Early Childhood Education:**

- Yes, I was not prepared to teach reading. It was extremely difficult for me. The reading classes need to go in depth about guided reading. I had no clue how to run a reading group or reading workshop.

**Testing:**

**Elementary Education:**

- I wish we were taught how to give statewide tests, such as PALs and DRAs.

**Secondary Education:**

- Administering SOLs. (I didn't grow up in Virginia.) (*English*)

**Working with Colleagues**

**Elementary Education:**

- Being a collaborative teacher.

**Physical Health Education:**

- Dealing with difficult co-workers

**Secondary Education:**

- Dealing with administration, especially in situations where you don't think they are being ethical. (*Math*)
- No, there wasn't anything I was "not prepared for". Many experiences, however, were a learning curve. I was fortunately surrounded by a wonderful, helpful staff that made everything easier - which may not be the same for many other first year teachers. (*English*)

**Special Education:**

- Managing paraprofessionals (*General and Adapted Curriculum*)

**Classroom Management:**

**Elementary Education:**

- I had a student with some pretty extreme behavioral problems that I didn't feel prepared to handle. I didn't feel like that was something that talked about enough in the Elementary Education program.
- Classroom management.

**Middle Education:**

- I was unprepared for how to emotionally deal with middle school students. (Psych was lacking in requirements)

**Music:**

- classroom management is the biggest aspect of teaching that is not addressed/strategized for in undergraduate coursework (*Vocal*)

**Secondary Education:**

- Classroom Management - practical strategies for urban students (*English*)

**Special Education:**

- I was responsible for students with severe emotional disabilities. These students I felt like I had not been adequately prepared to teach. Specifically, I had students who would run out of the building, scream in anger, and try to attack me and other students. I needed significantly more training from my school

district on how to handle students with severe emotional disabilities. We used MANDT and UKERU training programs. *(General Curriculum)*

**Teaching:**

Elementary Education:

- curriculum pacing

Secondary Education:

- I did not feel prepared planning a novel study unit. Other than that, I felt pretty prepared. *(English)*
- I felt like I was not prepared to plan entire units. None of my JMU classes had us focus on developing a flow of a unit from start to end. Developing unit plans should be incorporated into the content specific educations that we take at the undergrad and grad level. *(Math)*
- I was well-informed by my cooperating teachers during student teaching of all of the responsibilities, or I saw them through my cooperating teacher's actions. *(Math)*
- I was placed in the role of curriculum team lead and while that was unusual, more information on what a curriculum team is and how it works could have been helpful in one of our instructional classes. Maybe if we had a group project at some point where 3-4 people had to plan a unit together to simulate a curriculum team. *(Social Studies)*

**Administrative tasks:**

Elementary Education:

- Completing report cards/professional comments
- Writing report card comments was difficult. As a student at JMU, I understand that we can't write comments, but perhaps having practice would've been beneficial.
- Yes, I encountered many responsibilities that I was not prepared for. A lot of them were centered around the "secretary" perspective of being a teacher. Such things include: handling money for field trips and lunch, receipting money, effective ways to relay information from the classroom to home, effective ways to monitor homework and reading outside of the classroom, how to find ways to move students around and what seating choices should or should not be available, and ways to handle one-on-one conversations with students either positive or negative.

Physical Health Education:

- Jumping into a specialist role where I jump around to different schools, I wasn't prepared the best for the small drills that happen throughout the year. (fire, intruder, etc.)
- My biggest challenge as a first-year teacher was taking on the fundraising roles I was expected to continue (Boosterthon and Kids Heart Challenge aka Jump Rope for Heart). I was fully prepared, though, for the day to day teaching and management.

Secondary Education:

- I was surprised a lot about all of the logistical things that I had to do as a teacher that took a lot of time. *(Social Studies)*

Special Education:

- VAAP ideas, planning, implementing, etc. *(General and Adapted Curriculum)*

**Parents:**

Elementary Education:

- Dealing with difficult parents
- Conducting a parent teacher conference

Inclusive Early Childhood Education:

- Yes, however I feel as though there are many things teachers come across/deal with that no college course could prepare teachers for. (i.e. issues with parents)

Survey of Completers  
Aligns with CAEP Standard 4: 4.4

Secondary Education:

- Parent communication, positive and negative. (*Mathematics*)
- Parent Communication - tools, strategies, etc. (*English*)

**Other:**

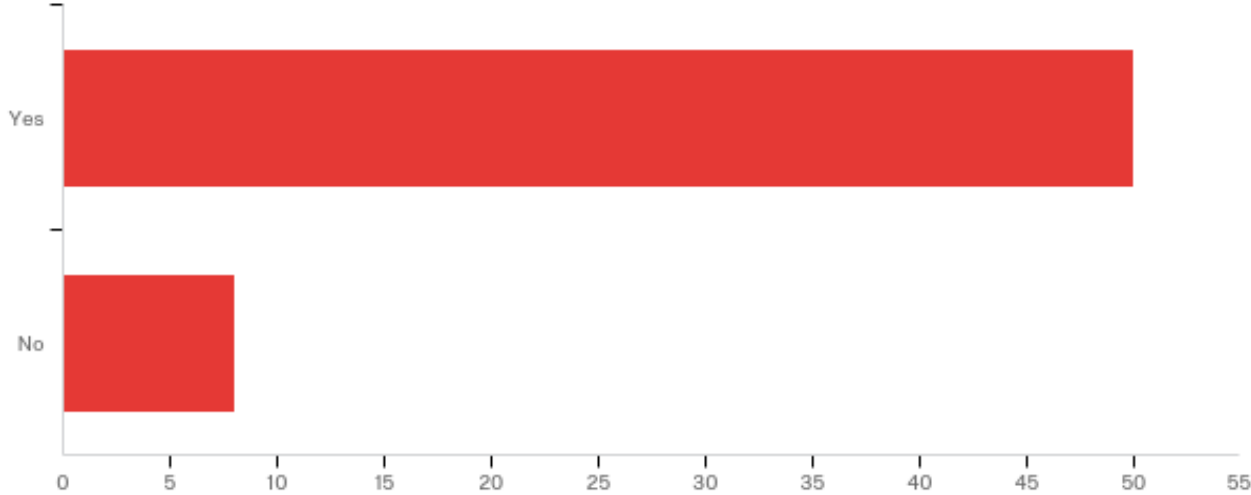
Elementary Education:

- The interview process.
- It's a whole different type of teaching that I wish I was better prepared for. But in a regular gen ed classroom, I was just fine! I thank JMU for their help in my teaching career!
- A lot of things in teaching are learned through experience. So I definitely learned a lot of new things last year, but I was never thrown anything that I wasn't able to handle thanks to the background JMU helped create.

Physical Health Education:

- I felt adequately prepared.

**Q6 - During your first year of teaching (2018-19) were you evaluated by an administrator on the Virginia Teacher Performance Evaluation Standards?**



Answer	%	Count
Yes	86%	50
No	14%	8
<b>Total</b>	<b>100%</b>	<b>58</b>

**Q6a - If you are willing, please share, in your own words, the results of your Virginia Teacher Performance Evaluation for 2018-19.** Of the 50% who answered yes in Q6, 41 respondents (71%) provided comments.

Elementary Education:

- "I love JMU grads. Your app always goes to the top of the pile."
- I was found effective and majority of the categories and highly effective in a few of the categories, specifically differentiation.
- I received an overall score of 3.4 out of 4 on my final evaluation. I met all of my goals for standards 1-6 and exceeded my goal for standard #7, which was student academic growth. I exceeded this goal because I had 68 percent of my class make one year's growth in reading and 32 percent of my class exceed one year's growth in reading. I feel proud of myself for getting this score as my first VA teacher performance evaluation, and I look forward to continuing to grow as a teacher.
- I scored average or above average in each of the 7 standards.
- The administrator that I worked with was not very present throughout the year. They did not really observe me in settings that I thought they would. When she did evaluate me, she evaluated me as effective.
- I received positive feedback with suggestions to increase confidence and grow in fluency with the curriculum.
- I had lack of support from my administration and I believe that it reflected in my teaching and evaluation
- I received a 3/4 in each category, with the exception of professionalism, where I received a 4/4. My principal made it clear that I've demonstrated excellent work, but there is always room to grow, hence the 3/4. He mentioned that he was proud of my initiative, my love for teaching and my students and the way that I carry myself in and out of school.
- I do not remember the exact score. However, what I remember is that my administrators really highlighted my ability to cultivate a great classroom environment that is safe, understanding, competitive, and cooperative. My students always felt comfortable, able to speak freely, and had their emotions/feelings understood by myself and their peers. Everything else was standard being a first-year teacher and not a master at everything yet.
- Mine went really well. They said I had a lot of new creative strategies when it came to math. They loved the involvement of games which is something I learned from my math education professor!
- I received meeting expectations in all content areas on both a mid-year and end of year observation using the Virginia Teacher Performance Evaluation.
- I received exceeds standards in learning environment and meeting for the rest of the areas.
- I was given the highest rating in each category.
- I was considered an effective teacher.
- I felt like year one was a year of growth. JMU did an amazing job preparing me to educate students. When they let me loose to teach my own class, I could apply everything I learned from my teacher ed program.
- I was given a passing rating on my evaluation. I was told that I had good classroom management, did well with lesson planning, and worked well with my grade level team.
- I scored in the developing stage. Which is 2/4— after discussion with the principal she said that almost all first-year teachers receive this mark.
- I was deemed an effective teacher in all categories. *(with Algebra I add-on)*

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Inclusive Early Childhood Education:

- I received Effective or Highly Effective on all performance standards during my summative evaluation last year (which I believed used the VA Teacher Performance Eval)
- I received exceeds expectations and was told that I was an impressive first-year teacher that exhibits experience of 4-5th year teachers.

## Survey of Completers

Aligns with CAEP Standard 4: 4.4

- My administrator gave me a more exceeds than meets expectations. She was very impressed with how my first year went.

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### Middle Education:

- I passed proficient on all standards. (*Math and Science*)
- I was meeting all criteria (*English and Social Studies*)

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### Music:

- My administration said met or exceeded all of the standards. (*Vocal*)
- met/exceeded expectations in teaching effectiveness for 2018-2019 school year (*Vocal*)

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### Physical Health Education:

- My administration believed I was doing very well with my first year here. The students enjoyed how I taught and slowly picked up and fine-tuned their skills along the way. Areas of improvement would be reaching out to families and to collaborate with other specialists more often.
- I was given "Effective" for all seven standards. However, my administrator watched me teach twice over the course of the entire year. I was not appropriately evaluated along with the rest of my team. We have a new administrator this year!
- I was performing at expectation. Some detail was given during my evaluation, but there was some confusion and hesitation with knowing what was being observed by my administration.

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### Secondary Education:

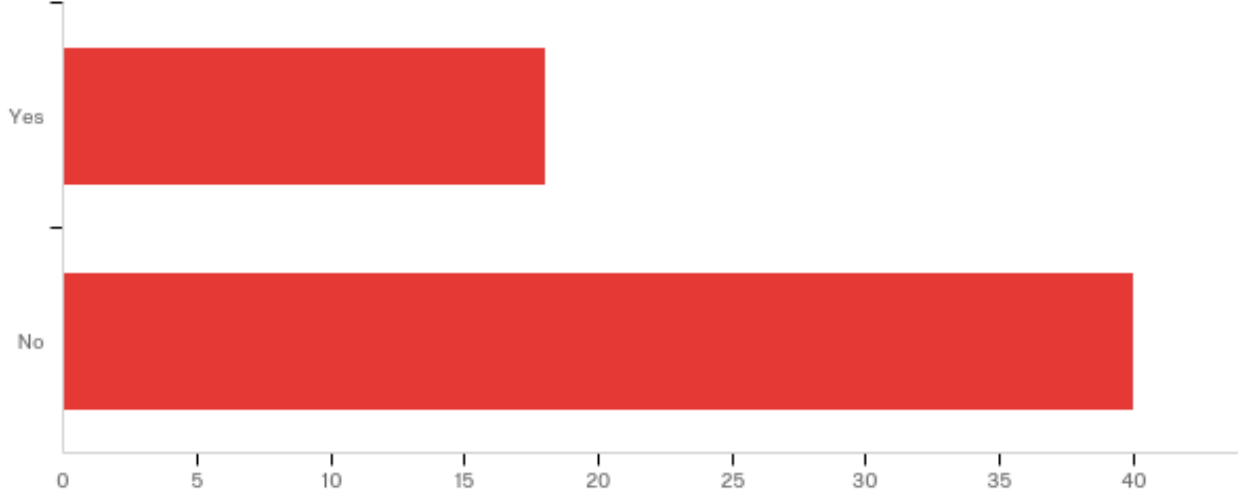
- I was told that I am well planned and organized for lessons. I integrate content in an interactive and engaging manner. (*Biology*)
- I received a proficient score of 30. I had a lot of positive feedback. I was told to work on my transitions between activities and classroom management. (*English*)
- Meets expectations on all criteria (*English*)
- I received all "Effective" for each standard. The only standard I was not evaluated on was Standard 7 (student academic progress). Overall, I was observed as having a calm and welcoming environment for students, having a solid understanding of the English content area, and participating often and effectively in IEP and 504 meetings. (*English*)
- I met expectations in every area and exceeded expectations in one. I didn't need any individualized growth plan, though my administration gave me great advice for going into my second year. (*English*)
- Overall score of 2.95 at mid-year evaluation. Overall score of 3.07 at the final-year evaluation. (*English*)
- My performance evaluation went really well! My admin was pleased with my professional knowledge (content and pedagogy) and said that my work was well above the average for a standard first year teacher coming right out of a teacher prep program. (*Math*)
- The administrators gave me positive feedback with minor areas to improve. One of the administrators told me to incorporate more technology into the classroom (a goal I have for this upcoming year). All of the administrators who evaluated me mentioned the respect the students show for me, which was a great compliment to hear. (*Math*)
- They were very impressed with what I brought to their school. 100% of my Algebra 1 students passed the Algebra 1 SOL. They said that all of their most thorough, effective teachers are from JMU. (*Math*)
- Proficient/Exemplary. (*Social Studies*)
- Positive feedback from administrator. The Evaluation process was much easier than JMU courses prepared us for. (*Social Studies*)
- I feel that JMU prepared me instructionally to handle stresses and challenges of teaching. (*Social Studies*)

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### Special Education:

- Proficient in all categories. My administration was happy with my performance as a first-year teacher. (*General Curriculum*)
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**Q7 - While at JMU, was there anything that made it difficult to complete your teacher education program?**



Answer	%	Count
Yes	31%	18
No	69%	40
<b>Total</b>	<b>100%</b>	<b>58</b>



### Q7a - If you answered YES to the above question, please explain:

#### Field experience:

##### Elementary Education:

- Certain placements were not ideal, some teachers were not actually helpful/did not let go of things in order to further learning.

##### Inclusive Early Childhood Education:

- washed-up cooperating teachers in the surrounding counties; however, JMU did a great job of changing my placement if I felt I wasn't receiving an adequate learning experience.

##### Secondary Education:

- My first student teaching experience was extremely difficult. I was placed in a high school classroom with the same teacher for fall practicum and then high school student teaching. By the time I was halfway through the student teaching, I wanted to quit the program and leave the profession. I stayed because of my amazing JMU professors and the support/encouragement they offered me. Be very transparent with students (if this is possible) that placement changes can occur if necessary. *(Math)*

#### Classes/Scheduling:

##### Music:

- The way the Music and Education classes were paired together made it difficult while making schedules. Also I felt that we should have had the same opportunity for the 5th year masters program, as we are considered part of the undergraduate education program. *(Vocal)*

##### Secondary Education:

- READ 440 was a challenge since it was limited to mostly English and history. *(Math)*

#### Rigor:

##### Elementary Education:

- You have to put in work. Which you should.

##### Secondary Education:

- Student teaching while completing the TWS project. Only SEED students were required to complete these two very time-consuming tasks at the same time. *(English)*

#### Instructors/Professors:

##### Elementary Education:

- I, personally, felt that the program is too "cookie-cutter," and it wants the teachers coming out to all think and teach the same. I was different, along with a couple of my peers, and we did not come out in a cookie-cutter way which was met with some resistance from certain faculty and staff.

##### Middle Education:

- I had a hard time with a teacher in the program early on that did not speak success into my life as a future teacher, which really affected my self-confidence in my teaching ability throughout the education program. *(Science and Math)*

##### Secondary Education:

- Dr. XXXX gave me a very hard time during my methodology course. Her and dr. XXXX pulled me and a few other students aside and asked if I even wanted to be a teacher and that because I XXXX as a hobby of mine that I should become a XXXXer instead of a teacher. This was very hurtful and insulting to me, especially because it was the spring semester of my senior year, so I had already spent years doing the coursework for the program. While I understand the need to discuss with students if a professor thinks a student may need a push or time to think about their career goals, however, I felt that I was delivered in a very unprofessional manner. *(Social Studies)*

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Special Education:

- I felt that communication among staff at JMU was not adequate. They would lose papers and often they would not support each other's teachings. This was a result of lack of planning and communication. I felt that teachers did not always support all students. Many students felt that favoritism was at play with the JMU education professors. *(General Curriculum)*

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**Finances:**

Elementary Education:

- I had to work in addition to student teaching to pay for my education.

Music:

- financial need *(Vocal)*

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Secondary Education:

- It was hard to complete my education without being able to have a job. (I understand that it's the way it had to be, though, given the nature of my degree.) *(English)*
- I needed a job to afford graduate school, and it was almost impossible to work and complete student teaching at the same time. My second student teaching placement was an hour away from Harrisonburg, so this made holding a job even more challenging. Student teaching is an unpaid internship, and it making JMU students pay graduate tuition rates to complete student teaching puts an unfair burden on them once they become teachers. *(English)*

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**Other:**

Elementary Education:

- The lack of information about due dates specifically with the Praxis and when one would be applying to the Teacher ED program.

Music:

- The music teacher education program had a significant negative impact on my mental health, motivation, and creative agency. *(Instrumental)*

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Physical Health Education:

- Overall I loved the classes but there were times that it seemed like we were fighting against each other for our diplomas, even though we stress the idea of "beg, borrow, and steal" as educators.

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Secondary Education:

- I learned a lot about the middle and end of the school year, but nothing about the first day/week of school. That was the only aspect that I felt unprepared with going into my first year. Everything else was a breeze thanks to JMU. *(Math)*

## Q8 - If there is anything you'd like to tell us about the strengths and weaknesses of our programs, please do so in the space below.

### Strengths:

#### Elementary Education:

- Some strengths were the 300 level and grad school level professors. They were all very equipped to help start and end the program. They were knowledgeable, experienced, and understanding. XXXX should be teaching any and every section she can because she was truly incredible.
- I thoroughly enjoyed my experience at JMU and I think it has one of the best education programs. I felt way more prepared than other first year teachers at my school.
- XXXX -- truly incredible.
- JMU teachers are well equipped and well prepared to teach in the modern-day classroom.
- I felt very prepared going through the year with all of the classes that we had at JMU.
- JMU did a great job preparing us for teaching a diverse population of students. I also felt very prepared to teach math as a result of our math course work.
- Math is a strength for our program, it gave examples, strategies, and resources!

#### Inclusive Early Childhood Education:

- I was definitely prepared with a positive attitude about parents and students. That is the greatest strength of JMU's teacher prep program.
- I felt very prepared in the following areas: behavior and classroom management, including kids with disabilities in my classroom, and teaching early literacy skills.
- I felt very prepared for my first year of teaching, IECE is a great program!

#### Secondary Education:

- How well you care about the success of your future educators (*English*)
- I honestly feel as if I came out a head and shoulders above other first year teachers from different schools. I felt adequately prepared to enter the field as an equal to seasoned teachers and didn't feel entirely lost at sea. I think that JMU prepared me well to transition into the career as much as reasonably possible. (*English*)
- The graduate program for secondary education was overall fantastic. I already knew everything that was covered in new teacher meetings because of my time at JMU. (*Math*)
- I don't know how I would have survived my first year of teaching without the knowledge I acquired from the JMU program. JMU taught me so much and I'm incredibly grateful! The 5-year master's program was absolutely fantastic and the variety of classes (and professors teaching them) are very good. I'm blown away by the JMU education department. I feel really lucky to have the professors that I had. (*Math*)
- I think it would have been more beneficial if we did more role-play activities, or mock activities, where we learn what to expect and practice how to do our best in the many different types of meetings that we go through as teachers. Overall, I think I learned some amazing strategies in the program so much so I have never felt like I have no idea what to do for an activity one day. Also, all the professors are truly so much help. The final masters project was a solid practice run at keeping track of data, which we of course need to do our first-year teaching. So it would have been a bit more helpful if that project was framed more so in a way that we knew that we will need to do exactly that when we are under evaluation. (*Social Studies*)
- My first year made it clear that James Madison has a highly effective and regarded program. I felt VERY prepared. (*Social Studies*)

#### Physical Health Education:

- The biggest strengths of the program are the high expectations, being realistic of what we might face in the "real world" and the depth and breadth of the content covered. The comprehensive exam also gave

## Survey of Completers

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me the confidence to professionally and fully state my thoughts and reasons for something. The in-classroom experiences were also a major strength.

- Variety of classes Practicum experiences; Adapted PE courses; Small cohorts; Professionalism; Technology course Resources/connections

### Special Education:

- I really felt prepared as an educator on most parts of teaching. I loved the adapted curriculum classes and I still have some of my binders here in my classroom for reference. (*General and Adapted Curriculum*)

### Weaknesses:

#### Elementary Education:

- I feel like the reading department could support teachers better by teaching us how to give and analyze VA statewide tests. I also believe this department could progress in the area of teaching what reading workshop should look like. It would have been beneficial to understand the reading workshop framework, as well as how to plan and conduct guided reading groups and strategies groups before my first year of teaching. I also believe a classroom management course would be beneficial for future teachers because classroom management is very important in order to have the entire year run smoothly. My last recommendation would be to have a course on Project Based Learning. The school where I teach uses this form of teaching and it is AMAZING. It provides authentic and rigorous learning experiences for each and every student. I have seen this style of teaching first hand and truly believe it is the best way to teach!
- Should teach about IEP and Child Study process.
- Get students in the classroom to actually read with the kids. They need to know how to both work with a student one on one while also managing an entire room. Classroom management is key. I strongly recommend making a classroom management class required so that students can leave the course already knowing what classroom management system they are going to use (if they have the choice) before they even graduate. This way they have all the materials to start off strong and don't have to figure it out as they go.
- An increased focus on just how to teach reading would be beneficial. We learned about how kids learn to read and the different theories about that, but when it comes to planning guided reading or read aloud lessons, the lessons fell short.
- Some weaknesses were the 400 level classes. Some of them were boring, repetitive to each other, and some of the professors lacked the emotion to get us excited about teaching those content areas, except for XXXX. I think some revising should be done with the staff to find educators who bring out the diversity, experiences, lifestyles, goals, and ambitions of the future teachers, and not try to form them into a mold.
- The one weakness I felt and still do a little is reading. I think if JMU could strengthen the reading department then it would be perfect.
- I wish I would've known about the TESOL program sooner when I was at JMU. I found out about it at the end of my junior year and it was too late to get that certification
- The biggest weakness in the program is the READ courses. Very little of what we learned in these classes is actually what we need to know in order to teach reading. We should be taught how to administer PALS, how to administer a DRA, how to progress monitor students, how to teach phonics/ word study and how to teach guided reading.
- Reading was a very weak program which did very little to help me in teaching. Overall, the program could use more thorough classes on reading and then they could use classes for special needs for gen ed teachers. In grad school I think it would be helpful to offer courses that act like pd. Ones that teach you the different up to date methods being used by teachers currently and showing us what resources we need to implement them properly.
- The READ classes need to be re-evaluated. Most counties near JMU use a scripted language-arts plan so without a scripted plan I was lost.

Survey of Completers  
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Middle Education:

- More special education and ELL courses (*English and Social Studies*)

Physical Health Education:

- I think every professor should practice what they preach with the saying "you can't teach students who are hungry". With that I mean, if someone isn't doing the best, there can sometimes be other factors that cause them not to be 110% focused and it sometimes helps to reach out to that person instead of blowing them off as a 'lazy person'
- Weaknesses: Resources/Strategies for ELL learners: -Learning about the different levels and how to modify lessons for each level (especially when you have 5-10 ELL students in each class and they are all at different levels). -Modifying lessons for students with learning disabilities in order to help them reach their IEP goals.

Secondary Education:

- Lack of diverse staff & lack of diverse students. (By diverse, I mean racially diverse) (*English*)
- I enjoyed the program and learned a lot, but it needs to be more affordable for all students. (*English*)
- I think that Differentiation should be a year-long course. (*English*)
- The only suggestion I would make is to incorporate more practice for activities and accommodations for students with IEPs and 504s. (*Math*)

Special Education:

- Collaborating with general education teachers for gen ed teachers, more paperwork exposure, lesson planning that is realistic for a full-time teacher - scripting is great for learning, but we still need to learn ways to make our lesson plans detailed but in a timely and organized fashion. (*General and Adapted Curriculum*)

**Other:**

Secondary Education:

- I was disappointed to hear JMU no longer will support the 5-year program. While I am not sure if this is a common trend among other schools and JMU is following, or if Virginia law is requiring it, I believe it is not as beneficial to students. As a secondary education teacher, having the full four years to dive deep into the content (math major, history major, etc.) provided us students with deeper understandings than we could have received in 4 years, while also having our education classes. With this change, I am unsure of if that means the students do not dive in as deeply to education if they choose to enter the teacher force and not pursue a master's degree. If this is the case, JMU is providing a disadvantage to these students who do not get to enter the wonderful and challenging master's program that so many before them completed. The master's program, specifically the TWS, was extremely beneficial to forcing us pre-service teachers to truly understand what goes into making a lesson and what should be considered when constructing a lesson. These practices will be used for my entire career. While these can be taught through experience, it was very helpful to experience this while in graduate school because we were with a community of fellow peers going through the same experience. We left with more confidence than imaginable. I thoroughly enjoyed my time in the master's program and would hope many others can enjoy this experience in the 5-year program. (*Math*)
- I think it would have been more beneficial if we did more role-play activities, or mock activities, where we learn what to expect and practice how to do our best in the many different types of meetings that we go through as teachers. Overall, I think I learned some amazing strategies in the program so much so I have never felt like I have no idea what to do for an activity one day. Also, all the professors are truly so much help. The final masters project was a solid practice run at keeping track of data, which we of course need to do our first-year teaching. So, it would have been a bit more helpful if that project was framed more so in a way that we knew that we will need to do exactly that when we are under evaluation. (*Social Studies*)