

## Principals Survey Report

Aligns with CAEP Standard 3: 3.5, Standard 4: 4.1, 4.2, 4.3

### **Principals Survey Report**

#### **Executive Summary**

This survey was administered to Virginia P-12 public school principals via Qualtrics® survey with the survey link open from June 24 through October 24, 2016. A total of 219 emails (169 K-8 principals and 50 HS principals) were sent in June 2016, with reminders sent periodically throughout the time period during which the survey was open.

After cleaning data (deleting empty records and those who indicated they did not have any of our graduates), there were 44 usable records in the dataset. This calculates to a 20.1% response rate for this survey.

For the most part, employers indicated that students were trained in the 7 areas that correspond to Virginia's Teacher Performance standards. Compared to the other six areas, the area in which our graduates were perceived as having the lowest level of training is in utilizing relevant student data to measure student progress and guide instruction (68% of responses indicated that our graduates Often/Always have this training, and 27% Sometimes have this training).

Areas of improvement noted by employers include Differentiation, Reading Education, Classroom Management and Work Ethic. Employers indicated that the addition of a Special Education course for all candidates would be helpful to better prepare them for the profession.

#### **Survey Items**

Item data are reported below in the order they appeared in the online survey. Light editing was made to comments, and identifying information was removed. Percentages may not total 100% due to rounding, or if questions allowed respondents to check multiple answers.

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*How many JMU teacher ed graduates were employed at your school during the 2015-16 school year?*

Answer	%	Count
1	34%	15
2	18%	8
3	11%	5
4	7%	3
5 or more	18%	8
I'm unsure about how many	9%	4
(Not answered)	2%	1
Total	~100%	44

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*Please indicate ANY/ALL professional education licensure area(s) of the teachers you employ from JMU (CHECK ALL THAT APPLY).*

<b>Answer</b>	<b>% of responses</b>	<b>Count</b>
Art	2%	2
Biology	2%	2
Earth Science/Geology	4%	3
Early Childhood	11%	9
Early Childhood Special Education	1%	1
Elementary Education	32%	26
English	5%	4
English as a Second Language	4%	3
Foreign Language	1%	1
Mathematics	4%	3
Middle Education	6%	5
Music/Band/Chorus	7%	6
Physical and Health Education	4%	3
Reading Education	2%	2
Social Studies	4%	3
Special Education	9%	7
Other (please specify)	2%	2

Administration

Guidance

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*To what extent did the new teachers (JMU trained) do the following?*

Question	Never / Rarely		Sometimes		Often / Always		Total <i>N</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
Provide relevant learning experiences for the students	2%	1	14%	6	84%	37	44
Develop instructional planning that met the needs of all students	2%	1	11%	5	86%	38	44
Use a variety of instructional strategies to meet individual learning needs	5%	2	7%	3	88%	38	43
Utilize relevant student data to measure student progress and guide instruction	5%	2	27%	12	68%	30	44
Provide a positive student-centered environment that is conducive to learning	2%	1	11%	5	86%	38	44
Demonstrate professionalism	0%	0	12%	5	88%	38	43
Have a positive impact on student learning through effective teaching	5%	2	9%	4	86%	37	43

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*Please use this space to elaborate on your responses if you wish.*

The one teacher who graduated from JMU who taught at \_\_HS was poorly prepared to manage a learning environment of high school students and teach the standards to prepare them for not only performing proficiently with the course standards, but also on the SOL. She became overwhelmed easily and resigned at the end of the school year. Upon hiring her we provided support through instructional coaching from in school and from the district office. In addition, we hired an outside consultant to work with her with classroom management strategies.

I am always pleased with JMU graduates as hires.

Need more training on classroom environment and behavior

The teachers are varied. One in particular is stellar in classroom management while the other 2 are effective. All gather data but need more work on using the data to guide and change instruction.

Both of my JMU grads are phenomenal educators, in every way. They are outstanding!!

JMU teacher ed. students are very well-prepared in terms of technology and methodology. They are above the average in terms of teachers coming into \_\_HS.

Every JMU teacher I have hired in the last 4 years has been a very well prepared teacher with strong classroom management and instructional skills. After being a principal for the past 12 1/2 years, I have found the JMU consistently prepares their graduates for success in the classroom and I purposefully look to interview JMU candidates for any open position.

***Overall, to what extent were the JMU Teacher Ed graduates prepared for their assigned responsibilities? Please indicate your overall choice on a scale of 0% (Prepared for NONE of their responsibilities) to 100% (Prepared for ALL of their assigned responsibilities)***

Field	Minimum	Maximum	Mean	sd	median
preparedness	19	100	83.7	14.8	87

*Finally, please provide any information that you think would be helpful to us in the future, as we plan and review our curriculum and policies. For example, if there are areas of needed improvement or areas you perceive are our strengths, we would appreciate your comments.*

**Diversity/differentiation:**

Continue to stress the diverse needs of students and how to differentiate instructional strategies to meet the needs of those students who do not fit the norm. Meeting the needs of Students with disabilities, in particular, who must meet the same standard of expectation as required by state standardized testing for all students is an area of concern in public education.

Provide students with experiences related to inclusive practices and with experiences on how to plan and differentiate instructional practices for the gifted learners.

Our JMU student teachers are prepared for teaching. They are not always equipped to address the needs of a diverse (SES, ESL, Sped) classroom, yet they are very willing to learn and give it their best. They also know to reach out to mentors, colleagues and CLT members, for ideas, support and advice.

**Special Education:**

We would like to see all teacher preparatory programs provide all teachers a minimum of one special education course. All teachers would benefit from a class that provided a special education overview,

Continued efforts in exceptional education strategies would be beneficial for all general education teachers.

**Classroom Management:**

Classroom management is an area in which our newer teachers most need support. They are well prepared when it comes to lesson planning, alignment, best instructional practices, and using data to inform instruction.

Classroom management is always an area to support for any new teacher.

The students are prepared instructionally and most have strong classroom management skills. The JMU grads interview exceptionally well. Most are lacking with ELL experience, of which is fine, as long as they are willing to learn. Out of the five graduates I have hired in the last 3 years, one has been a superstar, 2 are above average, 1 is average but moving up, and 1 really struggled and is leaving the profession. That one was coachable but got off to a rocky start with **classroom management**. Overall, JMU is doing a great job preparing the students, so thank you.

We had an excellent JMU grad who was a first year teacher. She did an excellent job differentiating instruction but struggled with **classroom management** more than most first year teachers.

**Reading/Literacy:**

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Specific literacy instruction should be included in the curriculum. Specifically, how to identify why children are having difficulty learning to read and more importantly, what to do as a result of this difficulty. More of the same is not helping students grow.

Better reading instruction is needed to include whole group mini-lessons, what to do in small guided reading groups, and how to monitor and motivate students' independent reading.

### **Multiple areas:**

A few areas of growth I have noticed for pre-service teachers are:

- differentiation - doesn't always have to be small group instruction
- reading instruction - teachers need a better foundation of strategies they can use to teach students how to read and comprehend what they are reading
- providing differentiation and support to English Language Learners

It is critical that you prepare your graduates for work in challenged schools. This involves specific preparation in the areas of reading instruction, intervention (RtI) and most specifically with practicum and/or student teaching experience in working in placements that have students with diverse needs. In addition, taking a classroom management course should be REQUIRED, not elective.

Classroom management, data analysis and training in guided reading strategies is areas to focus on.

### **Work ethic:**

I would just stress the concept of work ethic. I have seen in the past 5 years an upward trend in teacher preparation and methodology, but a downward trend in work ethic, time at school, etc. - not just from JMU grads, but from all younger teachers. This may be generational.

I believe that all new teachers need to understand that this is not a 9-4 opportunity. Our profession requires many hours beyond the contract day and that we cannot engage in the use of cell phones while we are teaching. This seems to be a new trend.

### **Overall Quality:**

James Madison produces excellent candidates for teaching. Graduates are consistently prepared for the teaching profession and have positive work experiences when they enter the work force.

Continue to build the strong foundation that you are currently providing. While graduates may not have the background in a particular instructional strategy or focus, they have all had a strong foundation and worked well with coaches and administration to train in specific instructional areas (i.e., word study, guided reading, guided math, writer's workshop, etc.)

### **Other feedback:**

I have hired ten plus JMU teachers in the past five years. Most of them have been student interns at our school. I would like to keep the relationship with JMU, but understand that many JMU students are doing their internships in Loudoun County. Please consider encouraging your students to come to Fairfax County.

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The one teacher we hired wanted to teach band; however, with minimal opportunities for this across the commonwealth she had also received certification in math through JMU with a minor. I would highly suggest supporting this teachers to a great extent as it is likely that they will have to enter a classroom in a field other than band prior to landing their ideal job.

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Learning Targets/ Lesson Objectives --> linking to formative assessments throughout the lesson

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It would be very helpful for graduates to have more experience working with students with moderate behavior needs.

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Student teaching experiences need to provide students with experience in current research based practices

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As our school system moves towards personalized learning for students, this may be an area for future focus as part of their curriculum. Additionally, the need to co-teach in an inclusive learning environment is essential. Continued opportunities for students to build their repertoire of co-teaching strategies and practices would be advantageous. We have consistently found our teachers who have participated in the JMU teacher training to be well prepared to work with diverse learners!

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JMU graduates are usually exceptionally prepared for the classroom. One recommendation - student - teacher connectedness - how to create purposeful and meaningful relationships with their students.

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