

Recent Completers Self Report
James Madison University

Methodology

Each summer, the Virginia Department of Education (VDoE) provides JMU with a list of where our professional education completers were employed as of Oct. 1 the previous year. Included on this list is completer name, licensure area, school name and school division. Our EPP locates email addresses for each completer so that they can be contacted via survey. Note that the list provided by the VDoE does not include any information on: 1) completers who were not employed as of Oct. 1 of the previous year; 2) completers who are working in private institutions, and 3) completers who are employed in public P-12 settings outside of Virginia. Usable Ns (for which emails could be sent) for each completion year were as follows:

Completion year	N
2013-14	267
2014-15	266
2015-16	238

Respondents were contacted by program faculty via email and asked to complete a survey on Qualtrics®. A message preceding the email explains that the data are needed for accreditation purposes and that their names will neither be collected nor associated with the data in any way. Survey items align to and address the 7 Virginia Teacher Performance Standards (VTPAS):

- Standard 1 - Professional Knowledge
- Standard 2 - Instructional Planning
- Standard 3 - Instructional Delivery
- Standard 4 - Assessment of and for Student Learning
- Standard 5 - Learning Environment
- Standard 6 - Professionalism
- Standard 7 - Student Academic Progress (Impact on Student Learning)

Summary of Findings

Because numbers of responders within licensure areas are low, we chose not to disaggregate by program. Looking at ratings on Standard 7 of the VTPAS (Impact on Student Learning), 100% of respondents reported that they scored at the *Proficient* or *Exemplary* level. When asked whether their JMU program prepared them to address the seven areas that teachers are evaluated on in Virginia, the majority indicated that at JMU they were prepared *Quite a Bit* or *A Lot* on all areas.

For all three completion cohorts, student learning growth was evident in about 60% of their classroom students, as opposed to no change or a decrease in growth. Qualitative comments that follow attest to the nuances that accompany the construct of student growth. For example:

- *All of my students grew even though they might not have met the school's expectation of growth.*
- *I did have one student (out of 8) who changed schools in the middle of the year who would have shown no/decreased growth due to outside factors*
- *All my students grew in one way or another, either as people or academically.*

Finally, in asking completers to reflect on their successes and challenges, some common themes emerged.

Successes

- Developing relationships with students, parents, and other school personnel
- Student’s growth in academics and communication
- Use of technology
- Progress monitoring

Challenges

- Time management and paperwork
- Behavior management
- Information on IEPs/504s and Special Education
 - How they differ from county to county
- Lack of differentiated instructional ideas
- Large range of student ability within classroom

Survey items and results

1. Which teacher licensure program did you complete at JMU (mark all that apply)?

Question	2013 - 2014		2014 - 2015		2015 - 2016		Total
	%	N	%	N	%	N	N
Elementary Ed	0%	0	57%	4	43%	3	7
Early Childhood Ed (ECED): Post-bac MAT	0%	0	0%	0	0%	0	0
Early Childhood Special Ed (ECSE): Post-bac MAT	0%	0	0%	0	0%	0	0
French	0%	0	0%	0	0%	0	0
German	0%	0	0%	0	0%	0	0
Spanish	0%	0	50%	1	50%	1	2
Health and Physical Ed	0%	0	0%	0	0%	0	0
Inclusive Early Childhood Ed (ECED & ECSE)	15%	2	46%	6	38%	5	13
Middle Grades Ed	17%	1	50%	3	33%	2	6
Biology	33%	1	67%	2	0%	0	3
Chemistry	0%	0	0%	0	0%	0	0
Earth Science	0%	0	0%	0	0%	0	0
English	33%	1	67%	2	0%	0	3
Mathematics	0%	0	75%	3	25%	1	4
Physics	0%	0	100%	1	0%	0	1
Social Studies	0%	0	50%	1	50%	1	2
Special Ed K-12 Gen Curr: 5-yr initial lic MAT	8%	1	23%	3	69%	9	13
Special Ed K-12 Gen Curr: Post-bac MAT	0%	0	50%	1	50%	1	2
Special Ed K-12 Adapted Curr: Post-bac MAT	0%	0	50%	1	50%	1	2
TESOL: 4-yr initial lic	0%	0	50%	1	50%	1	2
Other (explain):	0%	0	0%	0	100%	1	1

Other (explain): Also completed classes to obtain Special Education K-12 Adapted Curriculum during the 5-year program.

2. Grade level(s) taught during your most recently completed year of teaching (mark all that apply):

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Aligns with CAEP Standard 3: 3.5; CAEP Standard 4: 4.1, 4.4

Question	2013 - 2014		2014 - 2015		2015 - 2016	
	%	N	%	N	%	N
Pre-K (4 -year-old)	11%	1	56%	5	33%	3
Pre-K (3-year-old)	33%	2	33%	2	33%	2
Kindergarten	0%	0	40%	2	60%	3
Grade 1	0%	0	80%	4	20%	1
Grade 2	10%	1	40%	4	50%	5
Grade 3	14%	1	14%	1	71%	5
Grade 4	0%	0	50%	1	50%	1
Grade 5	0%	0	17%	1	83%	5
Grade 6	25%	2	25%	2	50%	4
Grade 7	40%	2	20%	1	40%	2
Grade 8	38%	3	50%	4	13%	1
Grade 9	8%	1	62%	8	31%	4
Grade 10	6%	1	67%	12	28%	5
Grade 11	6%	1	61%	11	33%	6
Grade 12	6%	1	63%	10	31%	5

3. Please provide the following information for your most recently completed year of teaching:
a. School division

2013 - 2014

- Fairfax County Public Schools
- Loudoun County Public Schools
- Roanoke County Schools
- Rockingham County Public Schools
- Virginia Beach City Public Schools
- Williamsburg-James City County

2014 - 2015

- Albemarle County Public Schools
- Chesapeake County Public Schools
- Chesterfield County Public Schools
- Fairfax County Public Schools (6)
- Franklin County Public Schools
- Goochland County Public Schools
- Hanover County Public Schools (2)
- Harrisonburg City Public Schools
- Henrico County Public Schools (2)
- Loudoun County Public Schools
- Madison County Public Schools (2)
- Manassas Park City Schools
- Newport News Public Schools
- Norfolk Public Schools
- Rockingham County Public Schools
- Shenandoah County Public Schools
- Stafford County Public Schools
- Virginia Beach City Public Schools

2015 - 2016

- Alexandria City Public Schools
- Augusta County Public Schools

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- Botetourt County Public Schools
- Chesapeake County Public Schools (2)
- Fairfax County Public Schools (7)
- Henrico County Public Schools
- Henry County Public Schools
- King George County Public Schools
- Loudoun County Public Schools (3)
- Page County Public Schools
- Prince William County Public Schools (2)
- Rockingham County Public Schools

b. Additional Endorsement(s), if any (e.g., Algebra 1, Journalism, ESL, etc.)

2013 - 2014

- Algebra 1 (2)
- Chemistry
- English
- Gifted Education (2)
- Mathematics
- Theatre

2014 - 2015

- Algebra 1 (5)
- Autism Certification (2)
- Earth Science
- English
- ESL
- Mathematics
- Technology Education

2015 - 2016

- Algebra 1 (2)
- Adapted Curriculum
- Autism Certification
- English
- TESOL

4. For your most recently completed year of teaching, what ratings did you receive on your teacher evaluation for each of the seven Virginia Teacher Performance Standards shown below?

2013 - 2014

Question	Unacceptable		Needs Improvement / Developing		Proficient		Exemplary		Total
	%	N	%	N	%	N	%	N	
Standard 1 - Professional Knowledge	0%	0	0%	0	50%	3	50%	3	6
Standard 2 - Instructional Planning	0%	0	0%	0	83%	5	17%	1	6
Standard 3 - Instructional Delivery	0%	0	0%	0	67%	4	33%	2	6
Standard 4 - Assessment of and for Student Learning	0%	0	0%	0	67%	4	33%	2	6
Standard 5 - Learning Environment	0%	0	0%	0	33%	2	67%	4	6
Standard 6 - Professionalism	0%	0	0%	0	50%	3	50%	3	6

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Standard 7 - Student Academic Progress (Impact on Student Learning)	0%	0	0%	0	50%	3	50%	3	6
Overall	0%	0	0%	0	67%	4	33%	2	6

2014 - 2015

Question	Unacceptable		Needs Improvement / Developing		Proficient		Exemplary		Total
	%	N	%	N	%	N	%	N	N
Standard 1 - Professional Knowledge	0%	0	0%	0	52%	14	48%	13	27
Standard 2 - Instructional Planning	0%	0	0%	0	63%	17	37%	10	27
Standard 3 - Instructional Delivery	0%	0	0%	0	59%	16	41%	11	27
Standard 4 - Assessment of and for Student Learning	0%	0	0%	0	70%	19	30%	8	27
Standard 5 - Learning Environment	0%	0	4%	1	30%	8	67%	18	27
Standard 6 - Professionalism	0%	0	0%	0	48%	13	52%	14	27
Standard 7 - Student Academic Progress (Impact on Student Learning)	0%	0	0%	0	63%	17	37%	10	27
Overall	0%	0	0%	0	67%	18	33%	9	27

2015 - 2016

Question	Unacceptable		Needs Improvement / Developing		Proficient		Exemplary		Total
	%	N	%	N	%	N	%	N	N
Standard 1 - Professional Knowledge	0%	0	0%	0	74%	17	26%	6	23
Standard 2 - Instructional Planning	0%	0	0%	0	65%	15	35%	8	23
Standard 3 - Instructional Delivery	0%	0	0%	0	70%	16	30%	7	23
Standard 4 - Assessment of and for Student Learning	0%	0	0%	0	65%	15	35%	8	23
Standard 5 - Learning Environment	0%	0	0%	0	52%	12	48%	11	23
Standard 6 - Professionalism	0%	0	0%	0	57%	13	43%	10	23
Standard 7 - Student Academic Progress (Impact on Student Learning)	0%	0	0%	0	61%	14	39%	9	23
Overall	0%	0	0%	0	74%	17	26%	6	23

5. As a new (or relatively new) teacher, to what extent did your program prepare you to do the following:

2013 - 2014

Question	Not at All		Very Little		Somewhat		Quite a Bit		A Lot!		Total
	%	N	%	N	%	N	%	N	%	N	N
Provide relevant learning experiences for your students	0%	0	0%	0	17%	1	50%	3	33%	2	6
Develop instructional planning to meet the needs of all students	0%	0	0%	0	0%	0	67%	4	33%	2	6
Use a variety of instructional strategies to meet individual learning needs	0%	0	0%	0	17%	1	50%	3	33%	2	6
Utilize relevant student data to measure student progress and guide instruction	0%	0	0%	0	17%	1	17%	1	67%	4	6

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Provide a positive student-centered environment that is conducive to learning	0%	0	0%	0	17%	1	17%	1	67%	4	6
Demonstrate professionalism	0%	0	0%	0	0%	0	17%	1	83%	5	6
Have a positive impact on student learning through effective teaching	0%	0	0%	0	0%	0	17%	1	83%	5	6

2014 - 2015

Question	Not at All		Very Little		Somewhat		Quite a Bit		A Lot!		Total
	%	N	%	N	%	N	%	N	%	N	N
Provide relevant learning experiences for your students	0%	0	0%	0	15%	4	33%	9	52%	14	27
Develop instructional planning to meet the needs of all students	0%	0	4%	1	4%	1	37%	10	56%	15	27
Use a variety of instructional strategies to meet individual learning needs	0%	0	4%	1	4%	1	26%	7	67%	18	27
Utilize relevant student data to measure student progress and guide instruction	0%	0	4%	1	7%	2	48%	13	41%	11	27
Provide a positive student-centered environment that is conducive to learning	0%	0	4%	1	4%	1	19%	5	74%	20	27
Demonstrate professionalism	0%	0	4%	1	4%	1	22%	6	70%	19	27
Have a positive impact on student learning through effective teaching	0%	0	0%	0	7%	2	26%	7	67%	18	27

2015 - 2016

Question	Not at All		Very Little		Somewhat		Quite a Bit		A Lot!		Total
	%	N	%	N	%	N	%	N	%	N	N
Provide relevant learning experiences for your students	0%	0	0%	0	13%	3	43%	10	43%	10	23
Develop instructional planning to meet the needs of all students	0%	0	4%	1	13%	3	43%	10	39%	9	23
Use a variety of instructional strategies to meet individual learning needs	0%	0	9%	2	0%	0	48%	11	43%	10	23
Utilize relevant student data to measure student progress and guide instruction	0%	0	13%	3	13%	3	39%	9	35%	8	23
Provide a positive student-centered environment that is conducive to learning	0%	0	0%	0	9%	2	13%	3	78%	18	23
Demonstrate professionalism	0%	0	0%	0	4%	1	13%	3	83%	19	23
Have a positive impact on student learning through effective teaching	0%	0	0%	0	0%	0	30%	7	70%	16	23

6. Of all the students you taught in 2016-17, what percentage showed an increase, a decrease, or no change in student growth? Note: percentages should add up to 100%.

2013 - 2014

	Minimum %	Maximum %	Mean %	sd	N
Increased student growth	64	100	94	13	6
No change in student growth	0	25	5	9	6

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Decreased student growth | 0 | 11 | 2 | 4 | 6

2014 - 2015

	Minimum %	Maximum %	Mean %	sd	N
Increased student growth	60	100	92	11	27
No change in student growth	0	30	7	9	27
Decreased student growth	0	10	1	3	27

2015 - 2016

	Minimum %	Maximum %	Mean %	sd	N
Increased student growth	59	100	90	14	23
No change in student growth	0	28	6	8	23
Decreased student growth	0	38	4	10	23

7. Please explain/comment about the percentages you chose on the previous student growth item.

2013 - 2014

All students made growth over the year. Even with the diverse group that I had in regards to level and disability categories. Learning to manage my time and data across two grades and 6 classrooms was difficult, but I feel JMU prepared me for this.

All students displayed academic, social, and self-help growth

All of my students made progress in multiple developmental areas

Many of my students showed significant growth throughout the school year. I had a few that behavior in and out of the classroom affected achievement to not grow as much as others.

The assessment was a selected-response matching with titles of theatre personnel and their job descriptions (I teach theatre now). Most students made significant gains.

2014 - 2015

I taught the collaborative classroom and had 7 out of 18 students with IEP's.

100% of my students demonstrated growth in reading and/or math, as measured by observation, running records, SMART Goal data, assessment data, reading levels, etc.

All of my students made some growth in reading and in math. However, only 8 out of 17 of my students were reading on or above grade level by the end (but all moved up on the DRA scores).

All of my students grew even though they might not have met the school's expectation of growth.

Based on our school's SMARTR goal assessment and increase in SOL scores.

All of my students received higher scores on the end-of-year post-assessment than the pre-assessment.

Last year I taught AP Biology and Biology II: Ecology, I felt that most of my Ecology and all of my AP Biology students made good growth. However, I did have some students only complete work to "get by" and I had some students who may have decreased progress they chose not to engage in the material and it was difficult for me to get the motivated or to buy in.

All of my students improved throughout the year who were consistently in class. I had several students who had trouble with attendance and they struggled to improve from missing so much school. However, they did pass and learn enough material to move on, I would just not classify them as increasing their growth.

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I did have one student (out of 8) who changed schools in the middle of the year who would have shown no/decreased growth due to outside factors

All my students grew in one way or another, either as people or academically.

According to my SMARTR goal data, 90% of students increased either somewhere between baseline and end-of-year assessments. 10% of students did not show grow between the SMARTR assessments. I teach Category A students (HFA, HDHD/ADD, SLD) in both self-contained and teamed-taught settings.

I teach at a special education school. All of my students met a majority of their IEP objectives as well as most of individual overall goals. Some students did not meet the criterion levels set for the goals, but did acquire new skills during my past year

All of my children grew socially emotionally and in pals data

I had a couple of students who I don't think I got to reach as much as I would have liked. However, for both students I had in mind there were extenuating circumstances. Mainly neither student completed the full school year with me for various reasons.

Last year, I had 18 students in my inclusive preschool classroom. Of those 18 students, we had 3 students with IEPs (1 DD, 1 Autism, and 1 OHI). Three students were 3 years old turning 4 and would continue preschool for an additional year. The rest were 4 turning 5. Out of my students, 17 of them showed progress throughout the year academically and socially. One student both improved and regressed throughout the year. I feel that home life played a major role in this. For example, at the beginning of the year he was not potty-trained. Mid-year we reached a point where he would let us know he needed to use the bathroom and did so independently. At the end of the year, he had regressed to where he was at the beginning of the year.

Growth measured by PALS data and individual objectives.

All of my students demonstrated growth on at least one or more of their IEP goals.

Every student demonstrated growth

This data is based on the percentage of students who showed measurable growth in the skills assessed on the Writing SOL test. The data was compared using the pre- and post- assessment data gathered. Each of the assessments featured questions taken from released SOL Writing exams, as well as a persuasive essay.

I collected data using the PALS Countywide Writing Assessment which I administered at the beginning, middle, and end of the year. Based on the data collected, 98% of students positively progressed in the Vocabulary section of the rubric showing that they were able to expanded their Spanish vocabulary and use them appropriately in context. Only 2% of students showed no growth in the Vocabulary section of the rubric from the beginning of the year to the end of the year. These two students only used basic, Level 1 vocabulary in both of their responses and showed no progress in understanding the new, Level 2 vocabulary words. These two students also had several absences throughout the year, missing months at a time, which affected their ability to positively progress in the class.

I taught some students with disabilities and accompanying IEPs/504s that would have benefited from a collaborative classroom as opposed to the general education class I taught.

All of my students last year either learned the curriculum necessary to pass the class and SOL or learned some but not enough to pass. Either way, all students grew from where they started.

Most of my students showed growth on the SMARTR goal I chose to assess them.

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Most of my students showed great growth throughout the school year, but I did have a handful that showed little to no growth

2015 - 2016

All students showed growth in all subjects throughout the year. Individual growth varied.

My SMART Goal that I created focused on the students' PALs reading results. Every student grew at least a year's growth in reading.

Over half of my caseload kids showed progress- academically, behaviorally, or socially.

98% of students grew in the math content knowledge throughout the course of the year (at least for year-long tracked strands). The 2% that did not "grow" performed the same due to taking the class prior to the school year, so they knew the information assessed at the beginning of the year.

All of my students demonstrated growth in all academic areas during the 2016-2017 school year.

I had 2 students show decreased student growth due to impeding maladaptive behaviors. The student who showed no change in student growth because the student came well into the 3rd quarter and adjusting to the new routines impeded her ability to show student growth.

I worked with ED, LD, and ID students who all worked really hard to learn the information at hand. A few, however, did not make any significant progress from the pre-assessment to the post-assessment.

All students made growth on their own personal level. I teach special education preschool, so for some students this was simply an increase of verbal output, while for others there was a more typical route of growth through increasing math/language/motor/self-help skills.

All of my students showed growth from the beginning of the year to the end of the year

Based on the PALS (which was used as the basis of my SMARTR goal) while not all students met the goal of knowing 13 uppercase letters all students increased in the number of uppercase letters they were able to identify.

After reviewing all informal and formal observations, as well as assessments such as PALs and Numeracy, all of my students showed increased student growth except for one. Although this one student, who was diagnosed with apraxia and KBG syndrome, showed amazing growth socially and emotionally, she did not show much growth academically.

I taught over 70 students throughout the school day and all showed growth, but the ones who didn't increase in grade level testing account for the no change section.

According to on-going reading tests (DRA and PALS), the students increased at least two DRA levels from the beginning of the year to the end of the year.

We measure student growth through a pre-/post-test as well as a "student growth measure" (SGM), which is a word problem that requires multiple steps and asks students to thoroughly explain their reasoning and draw any pertinent pictures to include with their conclusion. I had 100% of students show growth but that is mostly due to the fact that almost 100% of them left the SGM blank at the beginning of the year, and therefore at the end of the year, by writing anything relevant to the problem, they are showing growth.

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- 8. In order to gain some insight about your impact on student learning, please reflect on your successes in your first year(s) of teaching. Conversely, what challenges have you experienced? What goals have you set for yourself to overcome these challenges?**

2013 - 2014

We use the DRA and PALs for progress monitoring. All of my students made progress towards their goals. Our work with the DIBELS at JMU helped with running records and identifying areas of need for students.

I have a teaching position in one of my endorsement areas (Gifted Education) and while the JMU program prepared me, theoretically, for the topic, I did not have any practical experience other than working with advanced students in my Biology student teaching placements. I have essentially spent the last years curriculum building with minimal resources and no explicit standards as the head of my department of one with a unique situation concerning student assessment and growth. I definitely have a more practical appreciation for the variety of students that qualify for gifted services and have enjoyed the challenges of running my program but there was a very steep learning curve that I didn't quite know I was getting into. Because there are so many facets to my position I have had to become more organized than I ever was before, have learned how to use technology efficiently to best help students and also to communicate with parents, staff, and administration, and have worked to compile resources to help me best assist students in their own personal growth.

Successes: watching all of my students grow and learn through the year. Simple things, like being able to put their breakfast in the bag by themselves, and more advanced, academic things, like recognizing sight words. Challenges: I have a large range in abilities/ages in my current class. I am working hard to create an environment and lessons that can be differentiated to meet everyone's needs. This isn't the easiest when your class ranges from typically developing five year olds to 2 year olds with a developmental delay! I'm just taking it one day, one lesson at a time with these kiddos (: Goals: really focusing on differentiation, being super thoughtful while lesson planning, using my IAs in ways to assist with differentiation

I feel my greatest successes come from meeting a variety of student needs in the classroom. I teach a blended class so I have a variety of children with special needs, and all of the gen-ed students I teach have one or more "risk factors" (poverty, homelessness, prematurely birth, incarcerated parent, etc.). I have found my greatest challenge to be providing an appropriate amount of support to my instructional assistant and being assertive when appropriate with other adults in the classroom. I have made a lot of personal growth in this area and am still working on it. I have put expectations and prompts for adults in writing in the classroom, made zoning schedules, and debriefed with my instructional assistants multiple times per week to improve in this area.

My first year I was able to teach at the same school I did my student teaching at in Fairfax County, so my transition was extremely smooth. I did feel confident in being able to develop relationships with my students and a general idea on the structure I wanted for my class. I struggled with coming up with differentiated instructional ideas during my 1st year.

I felt very well-prepared in terms of instructional planning and assessment; however, I found I had a steep learning curve with issues such as interacting with parents and working within a school's behavior management and grading systems. For the most part, I have relied on consulting with other teachers who have much more experience for guidance on dealing with these challenges. *A note about the ratings from my performance review - every other teacher to whom I talked also received all "proficients" with one "exemplary" - usually in learning environment. Unless a teacher specifically contests a rating, it seems that most administrators in Virginia Beach default to rating everyone "proficient," even if they would probably qualify for "exemplary," since they as administrators face more scrutiny when ranking teachers "exemplary." Just a thought in case data appears skewed in more cases than mine.

2014 - 2015

I feel that I am able to incorporate technology fairly well in my lessons. I do feel like I struggle with some behavior management. I also feel that I face challenges when creating literacy groups. I started taking a behavior management course to help manage my more difficult students. I also have been working with my school's literacy specialist to improve my guided reading groups.

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The biggest challenges for me were the situations my students went through and how I could be for them in more ways than just teaching the curriculum. I personally have communicated with all parties involved to try to meet the needs of my students in the best way possible. Some issues only experience will help, but communication will always help.

Determination to have each student be able to understand the curriculum and providing each student with enough opportunities to learn. The greatest challenge was helping students change their mindset. Once they were able to go beyond a fixed mindset, they saw their own success. One of my goals is to help students become better problem solvers and education every student about the importance of a growth mindset.

My main success has been engaging students with accessible, student-centered activities and formative assessments that help them meet the learning targets and help them take ownership over their learning. My biggest challenge has been the time-consuming nature of creating materials that help me engage students. My primary goal to overcome this challenge has been to have a healthy work-life balance.

Time Management. It seems that every year so far, I have had different and New classes to teach, and it seems like I never have enough planning time and so I am taking work home with me. I make detailed To Do lists to help me focus and prioritize my work. Not collecting data, but using data to drive instruction. I found that I am constantly assessing my students but rarely did I have the time to redirect and change my instruction because the grading part took too long. This year it is my goal to use technology to help me assess my students (and collect data) to better drive my instruction.

I concentrate primarily on my student relationships. I build a classroom community full of respect and trust, which allows us to pursue the mathematics together and learn together. Building these relationships has really driven my instruction and creates the ability to use student-centered, performance task based inquiry learning. The students are not afraid to fail because they use it to learn from their mistakes. My biggest issues have been dealing with absent students and going through all of the paperwork that does not assist with my teaching.

I've had a difficult time keeping staff members in my room, I have several students with severe needs and it makes it difficult to continue working for little pay with challenging students. I've had a lot of difficulty with behavior management. I know we took a class on behavior management but more classes would have been helpful as well as how to deal with paraprofessionals. I've had several students who have made great strides with their significant language and communication challenges. I've worked closely with the speech pathologist on this but the implementation throughout the day is coming from me. I've had students begin tacting and labeling pictures with the corresponding word who came to me a year ago unable to attend for longer than 5 seconds and couldn't read.

The biggest challenges that I have is all the paperwork. The questions that I ask my co-workers usually relate to paperwork. I am great at creating good relationships with my students. I provide a safe environment in my resource class where everyone feels comfortable. I work hard to make sure all my students are working as hard as they can. Goals: Experience will help me with the paperwork.

I teach only English courses, which I had little practice with in college. We had some reading classes, but those primarily catered towards developing readers at elementary ages. As a new teacher, the greatest challenge was understanding a brand-new curriculum, while balancing all the responsibilities of a sped teacher. Another challenge was learning to collect documentation for student goal. At JMU, we learned how to write effective goals and IEPs. We did not learn how to collect documentation on student goals. A goal of mine to collect student data for IEP goals throughout the course of quarter, rather than waiting until I have to code goals for quarter report cards.

I work in an ABA setting in which all of students access the adapted curriculum. I currently teach in Massachusetts and work with students aged 8-11. My challenges came from time management of paperwork and not from my teacher preparation. I cannot express how well the IECE program prepared me for measuring student success and professionalism. In order to better serve my students, I have started new organizational systems in my classroom to ensure that I am helping my students learn as many skills and adaptive behaviors as possible.

It's been a good few years I would have liked more experience in the grade I teach now I have set goals to push myself to become a better teacher

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I think my experiences included collaborating with the other teachers on my team as well as the special education teachers, time management and commitment, and particularly building relationships with parents and families. I experienced challenges in terms of communication/teaming with a specific parent, feeling unsupported by one of my administrators, and felt like I could improve in my small group reading instruction. My goal is to better support students in learning different reading strategies as well as increase their sight word knowledge base.

I feel that our program gave me the knowledge I needed to have my own classroom. The biggest challenge was actually doing it. My biggest goal is to take one day at a time and do the best I can. At the end of the day, I decide what I can do differently next time.

I was very well prepared to set up a classroom, create and implement effective lesson plans, and differentiate my instruction based on student needs. I also feel that I had great practice developing positive relationships with students and meeting students where they are developmentally based on my training at JMU. I have reached out to my supervisors and supports within my county to help me develop strategies to help establish stronger home to school connections. I have greatly appreciated how many different practicum and student teaching experiences I was able to participate in while at JMU.

My program prepared me well in regards to individualized instruction, a variety of effective instructional strategies, and collaboration. One area that I feel I could have benefited from more instruction of is student assessment. I feel that I wasn't taught a great enough variety of assessment tools.

The time commitment is the greatest challenge. Additional responsibilities and duties as a public-school teacher can be discussed, but not truly understood until experienced. Continued time management improvement has been and will be a major goal for the foreseeable future.

I felt and continue to feel prepared to teach effectively in my classroom. Strengths: Planning, creating a positive classroom environment, preparing SMART goals and creating my portfolio. Weaknesses: Behavior management, effective and efficient grading. This year, I plan to consult with more experienced teachers about methods they use to ensure good behavior management in the classroom. For me, this goes beyond basic behavioral issues and deals more with making sure students are genuinely engaged and actively listening. Dr. Doubet provided the framework necessary to create effective rubrics, so I think I just need to go back and look at some of the notes and resources I used during her class to help improve my grading overall.

The first couple years of teaching have definitely brought both challenges as well as amazing experiences. JMU prepared me VERY well for entering and managing my own classroom. Lesson planning was a breeze, evaluating informative and formative assessments felt familiar and comfortable, and I had experience building student relationships, establishing rules and procedures, and creating a comfortable learning environment so I didn't feel like I was entering the classroom blind. One of the most challenging parts going into teaching on my own was classroom management. I felt that JMU prepared me well in knowing how to handle misbehavior and use preventative planning techniques to keep students on task and decrease disruptive behavior, but there will always be that one student that makes you work and challenges you, and I have had to work hard with some students to build a relationship with them, address concerns I've had about them in the classroom, and figure out a way to help them succeed. Even though this has been challenging, this is one of the things I like most about teaching. I love being able to help students who need it. It can be very rewarding in the end. The only other thing that has been challenging is differentiating. I know we learned a binder of different techniques at JMU about how to differentiate in the classroom, but when you're actually lesson planning and planning for multiple preps, you don't always have time to differentiate for every student during each activity, every class. It can get very challenging and it is definitely something that I plan to continue to work on in future years. It is actually one of my goals that I set for myself in my end of the year evaluation last year.

My biggest success this year dealt with developing a positive learning environment. The safe and positive classroom I and my students were able to develop allowed them to feel sharing their opinions on class material, cooperating in small group assignments, and collaborating on feedback opportunities with their peers. My biggest challenge, however, was accommodating for students with IEPs/504s as well as students who exhibited behaviors of learning, behavioral, and emotional disorders but did not have an IEP/504. In class, we covered the bare minimum when it came to students with

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disabilities. I knew what an IEP was, but I had no idea how to plan lessons or create assessments to accommodate students with one. For the majority of the year, I was consulting guidance counselors about best practices for students with particular disabilities and accommodations, as I had no previous exposure to them. I'm sure this question was intended for a different answer, but while I'm here and talking about it, I'd like to express I felt very ill-prepared for students with disabilities and would have greatly appreciated taking a course that exposed me to the different disabilities students might have and how to incorporate strategies and learning tools to help with specific disabilities or required accommodations found in IEPs/504s. When it comes to goal-setting for this challenge, I believe that consulting with the guidance department was successful. However, in order to expand my personal understanding and ability to provide the best education for these students, I have taken measures to learn more about them through professional development opportunities.

Successes- maintaining a 98% SOL pass rate, cultivating a positive classroom environment/community, forming excellent student-teacher relationships Challenges- gaining respect of students and parents upon first meeting due to my age

My successes include building classroom community and strong student-teacher relationships. I have strong classroom management skills which help me deal with behavior issues and insure student learning. Also my mindset of being a lifelong learner has helped me overcome any challenges in the classroom because I look at them as learning experiences. I feel that I haven't faced many challenges because of my mindset. I have taken each one head on and learned from it. I feel that JMU has prepared me for all that I have faced in my 3 years of teaching. Thanks to the professors for being honest, knowledgeable and caring, they have been the cornerstone of my teaching skills.

Successes: building relationships with students, creating a safe and productive classroom environment, setting and meeting my SMART goals. Challenges: staying organized while managing three preps, coaching, and sponsoring clubs, and staying on top of classroom management

2015 - 2016

I felt JMU prepared me very well in terms of instruction - we focused a lot on how to teach to individual needs and differentiate instruction. The biggest challenge was all of the back work that comes with being a teacher/case manager that are hard to experience until you are actually in the job - it would be helpful to look at IEPs from different counties and delve deeper into the IEP processes.

I felt prepared in terms of lesson/unit planning. However, I was lost with language arts. I feel the READ classes were less than satisfactory in terms of real-world teaching. Guided reading should be emphasized in JMU's program, along with writing, word study, handwriting, vocabulary, and language arts skills.

My first year was challenging, yet wonderful. I was blessed with coworkers who helped me the whole way. They helped to structure my lesson plan template and help to plan the varying units. I am thankful that JMU helped me to create fun and engaging lessons, with the mindset that focuses on student learning, rather than just fun activities. I have SOLs to support each lesson I have created. Challenges: Special Education - I still do not feel well-equipped with how to handle sped. students in my room. I was not given experiences with how to handle these students via student teaching, practicum, or through classes. I think this should be a requirement for soon-to-be teachers. Every classroom will likely have sped. students, even if it is only for half an hour a day. Guided Reading -- I was sorely ill-equipped when it comes to knowing how to teach reading. Entering into this school, I had to confess that my guided reading would need assistance. Through working with the school-board reading specialist here, I have been able to pull groups, but this really needed to be a class on how to apply the Words their Way books. I felt like the reading classes I took were high on information, but honestly, it was not helpful in the long-term. Understanding what Pals or Fontas and Pinnell are and how to form groups would have been much more helpful to entering the work field. During student teaching, I almost was failed out of the program due to the fact that I did not have that background knowledge. I genuinely appreciated my time at JMU and I do believe they have helped me to become the teacher that I am today, but I do think those two aspects really need attention. I took a classroom management class as one of my electives, but I do also believe that a class like that should be mandatory. We are taught the what of teaching, but not the how - and managing behaviors is a massive HOW. Giving us tools and strategies for that would be helpful.

I was successful in building rapport with students and their parents. I also grew in independence with completing paperwork, leading IEP/eligibility/FBA meetings, and asking for help when I needed it. I had many challenges last year, including conflicts

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Aligns with CAEP Standard 3: 3.5; CAEP Standard 4: 4.1, 4.4

with co-workers, collaborating with paraprofessionals, receiving support from administration regarding responsibilities I was assigned, and working with 2 caseload students who ended up with Behavior Intervention Plans (BIPs) by the end of the year. I set goals for myself including clear, constant communication with administration (especially when it comes to my students with behavior plans), and requesting support staff (paras) as needed but not in excess.

I found last year to be a rather successful first year of teaching. I learned so much from my colleagues and students, and I know what areas I would like to improve on this year. I built relationships with my students all year long and had a class behavior plan in place, which helped the classroom to be a safe and productive environment. Students were provided challenge questions each unit as well as reflection questions, so they could evaluate themselves on what they had learned. Conversely, the challenges I faced were with common planning time. I taught two grades, so I did not have planning with my sixth-grade team. It made it difficult for making common assessments, asking questions to better my teaching practices, etc. I made it work though, and found ways to stay on top of the material for my sixth-grade students. One of my other challenges were making sure to plan enough for my students who already knew the material, as well as challenging those students. Some of the goals I have set in place for this year are to have resources available for my students if they get done early and to challenge my students more. I am also trying to give my students "brain breaks" every 10 minutes or so, to allow for more thinking to happen.

I felt JMU prepared me very well in terms of instruction - we focused a lot on how to teach to individual needs and differentiate instruction. The biggest challenge was all of the back work that comes with being a teacher/case manager that are hard to experience until you are actually in the job - it would be helpful to look at IEPs from different counties and delve deeper into the IEP processes.

This past year was my first-year teaching as a non-categorical special education teacher (the only teacher with this position in my school). One of the major challenges of my first year was working with students on an adapted curriculum (across 4 different grade levels) with not a lot of support or guidance. In order to be successful, I knew I needed to reach out to resources that could help me throughout my first year. Even though my first-year teaching was extremely challenging, I worked extremely hard to ensure that all of my students were making progress and learning in their best learning environment. All of my hard work paid off because each of my students made a year of growth in the area of reading, made progress in all other academic areas, and received pass advanced scores in all academic areas on the VAAP.

- Taught a self-contained class that helped me grow as a professional (success) - Built strong relationships with my students and colleagues (success) - Finding time throughout the day to talk with IEP students on my caseload (challenge). - Talk more with IEP students about grades, success stories, and things they need to work on.

I felt that I was very effective in making sure all students were cared for, felt loved, and felt appreciated for who they were. I made sure to celebrate the small things, from recognizing a letter in a book, to effectively working on potty training. Due to this, our class environment was very inviting and the students knew they were in a safe place. I also felt very successful in embedding their learning into play. The program I entered into had no formal curriculum, and this was a struggle in the beginning to try and make sure that I had planned out a year-long plan for when we would work on various skills. But, due to this, I felt like I had the freedom to embed their learning through play, where-else I may have felt obligated to have a stricter form of "math" etc. time. The most difficult challenge was preparing for the vast differences in student's needs in my special education classroom, and in finding the tools to help them all succeed simultaneously. To help overcome this, I have signed up for various different conferences and webinar series, as well as use some of my classroom funding each year to help build a bank of sensory and Assistive Technology supplies so that as I get new students, I will have the tools needed to help them.

All of my students made progress from the beginning of the year to the end of the year. I had very few manipulatives and worked in a focus school, so there were school board personnel constantly coming in and observing but not giving any feedback which was difficult. I set a goal to be better prepared and organized this year. I also am using some of my lessons that went well last year again this year to help make this year less stressful.

Teaching in a Head Start setting I loved watching the progress my students made and the relationships that were built. When a student who refused to talk to adults began to talk spontaneously to me and other teachers during May I was overjoyed to know I had made her feel comfortable enough in classroom. My biggest challenge was teaching a play based curriculum. I struggled to integrate the academic content in a way that was natural and easily assessed. I switched grade levels this year

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due to lack of support from the central office. My goal or this year is to identify ways to integrate play into my 3rd grade classroom.

As a first-year teacher, I had many academic successes. I had some behaviors in my classroom that I supported and minimized with effective strategies that I put into place. I also had 14 out of 17 students complete the year above developmental range (according to PALs, Numeracy, and Teaching Strategies Gold)! The challenges I have experienced are ensuring that I am differentiation enough within the classroom to meet all needs. I feel very confident in differentiating for behavioral needs, but feel as though I sometimes run out of ideas for academic differentiation in the preschool classroom.

During my first year, I was able to utilize a lot of my student-centered activities and differentiation I had learned during student teaching and MSSE classes to help my students based on their needs. However, I did feel like I needed more growth in the area of teaching reading and spelling. In the next few years, I want to take more classes and professional developments that focus on teaching reading and spelling.

A success of my first year of teaching: I survived! As I prepare for year two and reflect on year one, I found that my teaching last year was boring, and while I don't love that, I think that sometimes it's necessary. Trying to get the hang of having a full-time job, balancing school, a social life, learning the rules of the school, the traditions of the school, investing in relationships with kids... is a lot! I am very much looking forward to integrating so much more of what I learned at JMU this year. The first year is so overwhelming that unfortunately, using a colleagues' notes that are already made and ready to go is easiest, and sometimes the only, way to survive. In the first-year you can only give your focus to so many things and I found that I gave the majority of my focus on making relationships with kids. I had a student who had never passed a math SOL or math class in his life pass my class with a C! It was a constant struggle but he and I worked so hard and he was so proud of finally passing a class. In the end, I think my success with students was more important than making my lessons flashy and exciting. However, I can't be boring forever! As I said before, I very much look forward to implementing so much more of the pedagogy, activities, and lessons that I learned at JMU this upcoming school year.