

Spring 2017 Completers Self Report

Methodology

In Spring 2017, the following email was developed and distributed to recent completers who had taught in a Virginia public P-12 school in the past 3 years. Respondents were enticed to answer by being offered tuition to JMU's summer Content Teaching Academy (CTA). Respondents were identified through the Virginia Department of Education list of where our completers are employed, which is provided to JMU annually in July and provides data on where our completers were employed as of October 1 the previous year.

SPEND SUMMER BREAK AT JMU!

Each summer JMU offers teachers from across Virginia the opportunity to spend a week at JMU to participate in high quality professional development. The 18th Annual Content Teaching Academy (CTA) <http://cta.jmu.edu/> will be held June 26 - 30, 2017 and we want you to join us.

The following academies are available:

K-5 Teachers -- Children's Engineering, Dual Language, Elementary Math and Reading, Project Based Learning, Visual Arts

6-12 Teachers -- Coaching, Dual Language, English, Mathematics, Project Based Learning, Visual Arts

This year we are offering CTA scholarships to our JMU education alums who graduated in the last 3 years and are currently teaching in a Virginia K-12 public school. There are 25 scholarships available, worth approximately \$750.00 each, which will cover the costs of housing, meal plans and registration. Scholarships do not include the cost of optional graduate credit tuition. If you are interested in coming back to JMU and joining us, please click on the link below and complete the short application form.

http://jmu.co1.qualtrics.com/jfe/form/SV_82qDwcjA70P4hqB

Applications are due no later than Monday, MAY 1.

*We will be notifying you of your acceptance on or before May 10. If you are selected, we will send you registration information then. **Do not register prior to notification that you have been selected to participate.***

We hope to see you in June! Best for a successful close to the school year.

Results

Two-hundred fifteen emails were sampled from the pool and two individuals responded. Responses to the survey items are presented below.

For academic year 2016-17, what ratings (e.g. Proficient) did you receive on your teacher evaluation for the 7 Virginia Teacher Performance Standards?

Spring 17 Completer Self Report
Aligns with CAEP Standard 4: 4.1, 4.4

Item	Unacceptable		Needs Improvement/ Developing		Proficient		Exemplary		Total
	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	<i>N</i>
Standard 1 - Professional Knowledge	0%	0	0%	0	100%	2	0%	0	2
Standard 2 - Instructional Planning	0%	0	0%	0	100%	2	0%	0	2
Standard 3 - Instructional Delivery	0%	0	0%	0	0%	1	0%	0	1
Standard 4 - Assessment	0%	0	0%	0	100%	2	0%	0	2
Standard 5 - Learning Environment	0%	0	0%	0	100%	2	0%	0	2
Standard 6 - Professionalism	0%	0	0%	0	100%	2	0%	0	2
Standard 7 - Student Academic Progress (Impact on Student Learning)	0%	0	0%	0	100%	2	0%	0	2
Overall	0%	0	0%	0	100%	2	0%	0	2

Q4 - Of all the students you taught in 2016-17, what percentage showed: (should add up to 100%)

Item	Minimum %	Maximum %	Mean %	N
Increased student growth	70	100	85	2
No change in student growth	0	30	15	2
Decreased student growth	0	0	0	2

Q5 - Please feel free to use this space to explain/comment about the percentages you chose on the previous student growth item.

Overall, data suggested that the vast majority of my students experienced growth over the year. However, the growth itself was not as substantial as I would have like. I was very disappointed in myself that a fairly large percentage of students experienced no growth. There were many factors in this: being a first-year teacher probably chief among them, but other factors such as low literacy rates were very difficult to try and overcome. The main issues that I encountered are outlined in the other response.

At the beginning of the year, 0% of students scored in the proficient range with respect to the Virginia Standards of Learning for Algebra 1. At the end of the year 100% of students scored in the proficient range, as 100% of students passed the VA SOL Algebra 1 test.

Q6 - 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?

My main success has been tying class content into modern issues. This was one of the main reasons that I wanted to become a social studies teacher in the first place, so it is very important to me. Usually every class I try to tie the content that we are learning to either modern issues or some sort of current event. For example, I recently had students read about modern discussions of school funding issues, which we compared to some of the same debates that were occurring during the Civil Rights movement and integration. Although I did not get the participation in discussion that I would have liked, students were still able to see the relevance and the parallels. Two of the greatest challenges at my school and in my classroom, are low reading abilities and lack of student engagement. I think that these two issues are very closely related and should be solved together. Upon reflection, I realize that last year I did a fairly terrible job of ensuring that students were successful in interpreting primary and secondary sources. Many of my students have literacy levels several grades below their age. For example, I had many 11th grade students who were reportedly at a 6th grade reading level. I wanted to help these students as much as I could, but found that I was often really unprepared and uneducated in the subject of helping students with this kind of problem. I would give students unaltered primary sources written in complex language without any kind of preparation and then would become frustrated when they struggled with the material. This year I have implemented many more reading strategies into my classroom instruction, which I think has produced some real tangible results. For example, I have recently had students create comic book-like storyboards for different primary source passages so that students are more creatively testing and demonstrating their comprehension ability of picking out key events and passages from a text. In the future, I hope to research more literacy strategies that I can use in the classroom in order to develop the skills that students need to be confident enough to really tackle a difficult source. The second major issue, student engagement, still presents itself as a major hurdle in the classroom. I have tried different activities such as debates, gallery walks, and other strategies, but I still feel that I am at most getting about 50% of the students to really engage with the material in a meaningful way. This is why I am interested in learning about project based learning, as I think it will be a tool that get the students to really take ownership of learning the material. Obviously, I know that it will not be a "silver bullet" and will solve all of the issues, but I really want to see my students create the content in a way that is meaningful to themselves. This summer I wanted to do some more research in order to gain more skills in introducing and scaffolding these projects so that students are more successful.

The challenge that I faced as a first-year teacher involved behavior management. This is one that most first year teachers would agree. However, over the course of the year, I learned that the best way to manage behaviors is to develop positive student relationships as well as positive behavior reinforcement. The second year of teaching, I was called upon to oversee the freshman class as their class sponsor. This was challenging to balance with all the other demands of teaching along with having no experience in this area. I reached out to other class advisers for support in addition to my mentor, who happened to be the SCA Advisor. I am now in my third year of teaching, and have moved into teaching Algebra 1 inclusion. This has brought its own set of challenges as I teach students with one or more learning disabilities. I am working closely with the special education (inclusion) teacher in the room to develop high quality instruction that works with our student population. My goal is to maintain the 100% SOL pass rate, and help these students achieve their goal of earning a high school diploma.