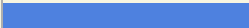





#	Answer		Response	%
1	2004 or earlier		0	0%
2	2005		0	0%
3	2006		0	0%
4	2007		0	0%
5	2008		1	1%
6	2009		0	0%
7	2010		3	4%
8				


#	Answer	Response	%
1	4 yr. Special Ed - General Curriculum	2	2%
2	5 yr. Special Ed - General Curriculum	6	6%
3	4 yr. Early Childhood/Early Childhood Special Ed	0	0%
4	Early Childhood Special Ed - Traditional Grad	1	1%
5	Art	0	0%
6	Dance	0	0%
7	Deaf and hard of hearing	1	1%
8	Elementary	27	29%
9	Middle Education	4	4%

10



#	Answer		Response	%
1	K - 12 Teacher		47	52%
2	Other school personnel. Please specify.		10	11%
3	Other education-related position. Please specify.		10	11%
4	Other employment (not education-related)		9	10%
5	Currently seeking employment in education			

#	Answer		Response	%
1	Elementary (K - 6)		22	47%
3	Middle Grades (6 - 8)		8	17%
4	Secondary (9 - 12)		14	30%
5	Post secondary		0	0%
6	Other		3	6%
7	Preschool		0	0%
Total			47	100%

	Schools			
24	Prince William County Schools		5	9%
25	Albemare County Schools		0	0%
26	Bedford County Schools		0	0%
27	Charlottesville City Schools		0	0%
28	Louisa County Schools		0	0%
29	Lynchburg City			





#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total
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#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total
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#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.	2	10	26	21	59	3.12
2	Uses a variety of assessment strategies and instruments (including formative and summative) that are valid and appropriate for the content and for the student population.	1	8	27	26	62	3.26
3	Involves students in setting learning goals and monitoring their own progress.	4	14	22	21	61	2.98
4	Gives constructive and frequent feedback to students on their learning.	1	7	23	28	59	3.32

	being fair, caring, respectful, and enthusiastic.						
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#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Collaborates and communicates effectively within the school community to promote students' well-being and success.	1	2	26	29	58	3.43

Adheres to

2

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
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targets.

#	Answer	Response	%
1	I was NOT PREPARED in the submect matter I teach		

#	Answer		Response	%
1	I was NOT trained to work with students with IEPs. I received		9	15%

2

#	Answer		Response	%
1	I am certain that I would choose teaching again.		28	45%
2	I would probably choose teaching again.		21	34%
3	It is not likely that I would choose teaching again.		8	13%
4	I am certain that I would not choose teaching again.		5	8%
	Total		62	100%

Text Response

Adding a mandatory multicultural class to any education major! The information is extremely important!

I truly believe that there are several courses that should be included in the elementary education program that currently are not. Those that I would encourage to be included would include: Multicultural Education, Incorporating Technology into Education, and Alternative Reading Approaches. I realize that these don't fit in the current time frame of the program. I almost think it would benefit the students in the program to stretch the program out and include another semester.

How to quickly plan lessons that are well structured. Once I began teaching, I realized that I had not mastered lesson planning to be done effectively and quickly.

More Education Technology courses. One semester is not enough!

Being in the elementary education setting, I find there are still things that I have not gotten to experience or implement that future teachers need to understand and know, such as obtaining assessment data. In Montgomery County, we use F&P data frequently to monitor student progress. Having student taught in Montgomery County, I expected the opportunity to implement this assessment; however, I was never given the chance. I feel as if it should be a requirement for all students in the teacher preparation program at Radford University to implement assessment within the classroom during their student-teaching placement(s) in order

assessment and probably did learn different ways of assessing learners, but there wasn't as much of a focus on it in the field placements as there could have been. My feedback always occurred right after the lesson, so the results of the assessment were never taken into consideration, and I don't remember an instance when we discussed a way that I could have assessed my students differently. I believe that having time to grade/evaluate students' learning before meeting to discuss observations would be helpful. It sheds new light on how the lesson truly went, and what could have been done differently. It also directly correlates to the way that many teachers are now being assessed by their principals. For example, I set a SMART goal at

More content subject area training for special education

I can think of no significant changes.

Adding more with ELL learners would be helpful - I have students in my room with no English comprehension which was challenging at first. Everything is about differentiation - I have 4 complete different curriculum for my reading groups and I did not feel prepared for that.

We need more preparation in writing lesson plans. We did practice this, but I feel that more time should be devoted to this. Also, more information on IEP's, 504 plans and RTI management should be included.

Student teaching, I believe, does not provide an accurate picture of what teaching actually entails. I was not prepared for beginning or end of the year procedures for my classroom. I also came I to teaching with an unrealistic expectation of how my classroom would run. I'm not sure exactly what could be done to help. Maybe provide time at the beginning/end of the year during student teacher to help classroom teachers with set up and cumulative folders, etc.

I felt very well prepared throughout my undergraduate and graduate programs at Radford to teach primary students to read but I felt incredibly unprepared to help upper elementary students become better readers. Most of the large school systems in Virginia use Jan Richardson's Guided Reading curriculum and I was not introduced to this program at all while at Radford. I also was unprepared when it comes to the process for putting a general education student up for special education services. I didn't concentrate in special education and felt my program and classes was too light in this area. The program could also benefit from having prospective teachers participate in a PLT or CLT meeting to prepare them for the fast

Text Response

I feel that the biggest strength of the teacher preparation program at Radford University are the field experiences. It has truly prepared me for a real life classroom.

The faculty - they are top of the line and are so amazing in preparing future teachers.

The instructors. Their dedication and devotion to student success is amazing.

The faculty is a phenomenal group of professionals with great expertise in their fields. Their professional experience adds great depth to their understanding of the needs of teachers entering the profession and educational leaders entering new positions.

I feel as if the blocking and student-teaching experiences are, by far, the most rewarding part of the teacher preparation course. It's not enough to go into a classroom at RU and hear how to teacher; it's the "going" and "doing" that helps people learn. At least, that's what it was for me. Getting into the classroom and fully experiencing a "day-in-the-life" is what reinforced my belief that teaching is what I wanted to do.

It prepares you for real-life experiences and prepares you for challenges you might face. You will also develop close relationships with all of your colleagues and professors.

Well rounded Extremely hands on faculty Prepare students well for the job market

The curriculum and instruction program for graduate students was phenomenal. Could not be happier with my decision to stay at Radford for another year. The professors teaching in STEL have had an immeasurable impact on my professional

of Education and the surrounding schools. Pulaski County, Montgomery County, and Radford City all welcome RU field placements (blocking students and student teachers) into their districts because they are highly skilled and trained to be a positive additional to the classroom environment.

That you really get to experience what it'll be like to be a teacher and get more training than other programs out there!

- Faculty - Fantastic relationships with surrounding schools/counties

I wasn't in the teacher prep program

I think the program was great at giving me a feel for what teaching is actually like, and how to interact with and understand the students. We have professors who taught, and still teach, in the public schools. I think that link really strengthens how

Text Response

Keep up the good work!

It truly is top notch. Regardless of what anyone thinks - I feel that without the preparation I received at RU, I would not be adequately prepared to teach the students in today's classrooms.

It would be nice to have some sort of community group, club, or organization for the teaching students. They have their cohort but rarely get to interact with other students in their field.

It was a great experience.

The program should offer more online courses for teachers to