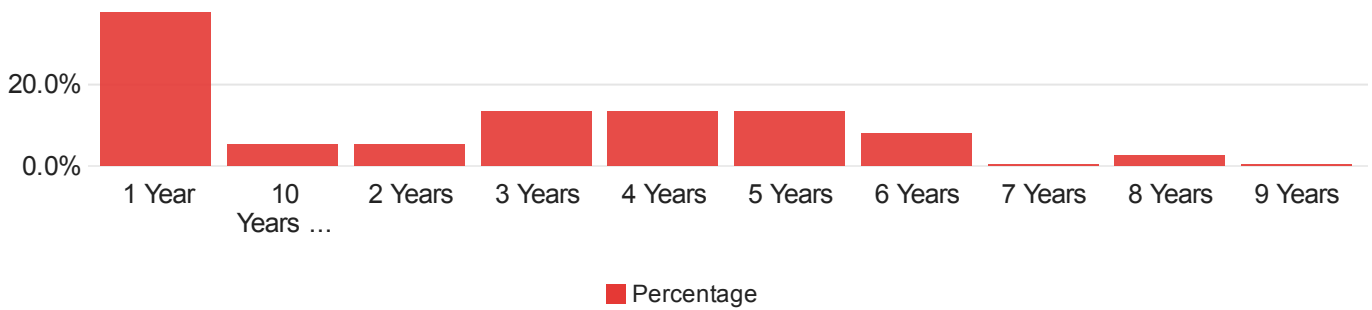
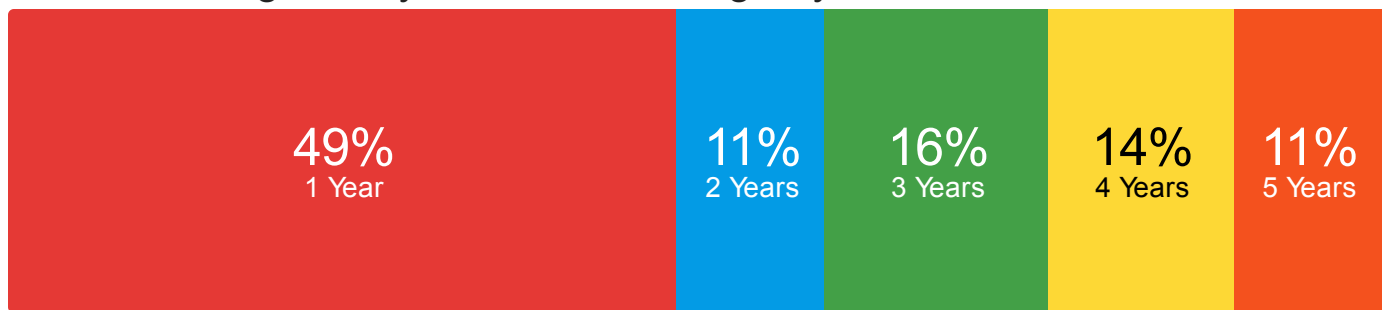


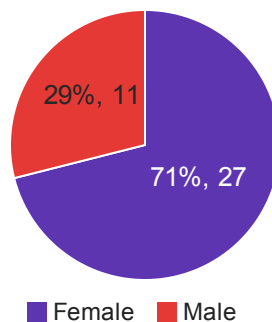
Q4 - How long have you been teaching?



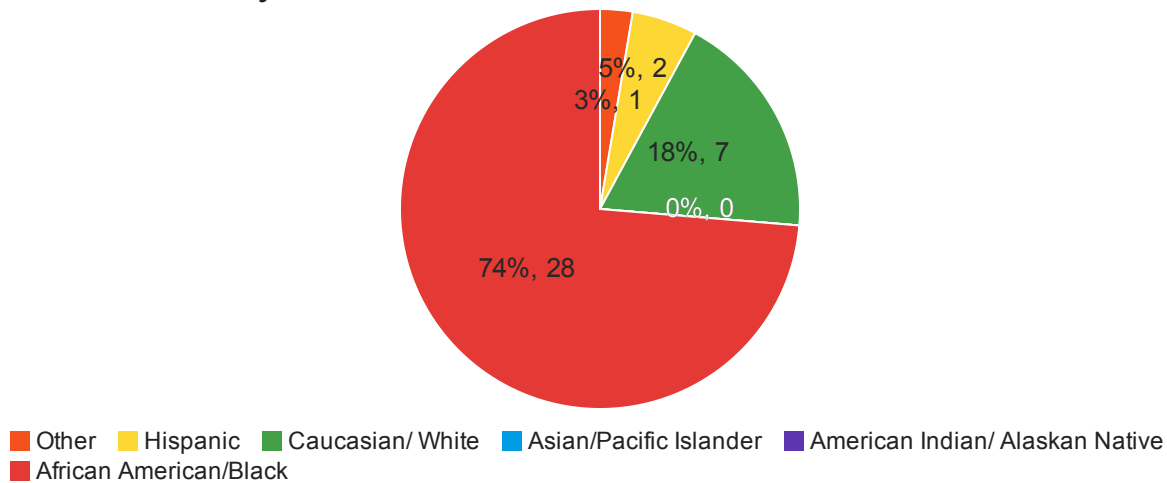
Q5 - How long have you been teaching at your current school?



Q7 - Your gender



Q8 - Race/ethnicity



Teacher Preparation Program Outcome I ~ Content Knowledge Based on your pr...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
The ability to know the facts and principles of the subject matter in my content area	2.00	4.00	3.30	0.61	0.37	37
The ability to demonstrate how to represent the content area accurately	2.00	4.00	3.27	0.64	0.41	37
The ability to utilize effective strategies/techniques in the field of study, including the use of technology	2.00	4.00	3.49	0.60	0.36	37
Overall content knowledge	1.00	4.00	3.39	0.72	0.52	36

Teacher Preparation Program Outcome II ~ Learner and Learning

Based on you...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
The ability to understand how learners think and reason about the subject content	1.00	4.00	3.18	0.79	0.62	38	121.00
The ability to help learners develop critical thinking skills and cognitive structures	1.00	4.00	3.08	0.84	0.70	38	117.00
The ability to differentiate instruction and adapt teaching style to match the learners' levels of understanding and way of thinking	1.00	4.00	3.34	0.84	0.70	38	127.00

The ability to know and demonstrate how to assess individual growth and academic progress	1.00	4.00	3.24	0.78	0.60	38	123.00
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Select a field

Teacher Preparation Program Outcome III ~ Instructional Practices Based on y...

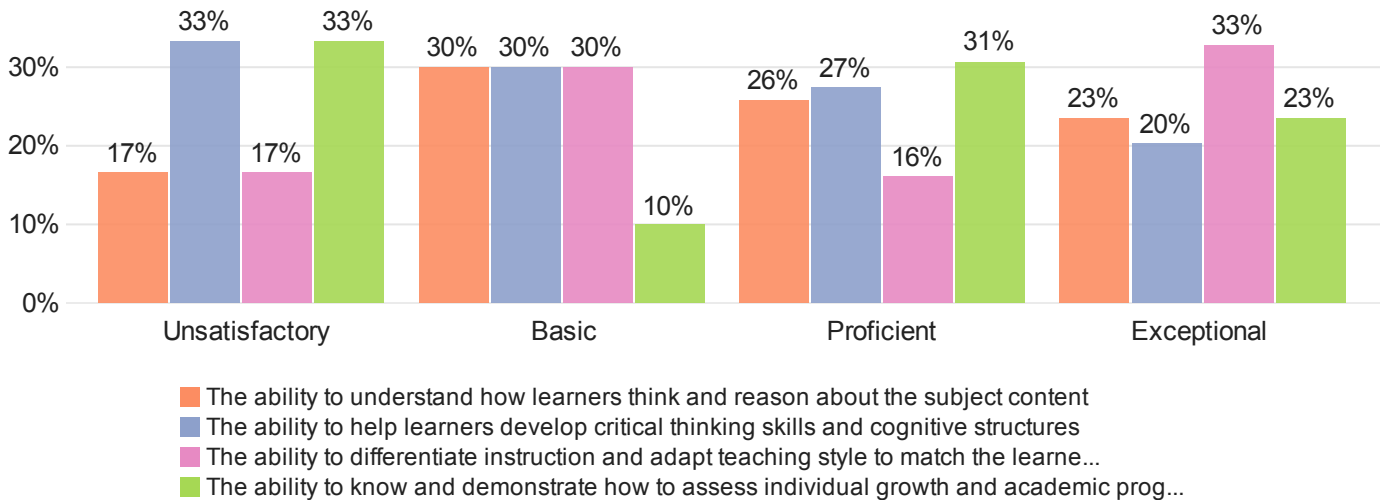
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
The ability to create a collaborative learning environment	2.00	4.00	3.49	0.64	0.41	37
The ability to know and demonstrate how to facilitate solutions to problems	1.00	4.00	3.24	0.82	0.67	37
The ability to manage an effective learning environment	1.00	4.00	3.18	0.88	0.78	38
A commitment to and the ability to work with families	1.00	4.00	3.14	0.91	0.82	37

Teacher Preparation Program Outcome IV ~ Professional Responsibility Based o...

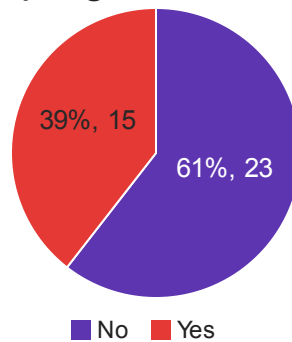
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
A commitment to and the ability to demonstrate high ethical and professional values	2.00	4.00	3.56	0.64	0.41	36
The ability to work in a collaborative environment as part of a team	2.00	4.00	3.58	0.59	0.35	38
The ability to encourage students' efforts while challenging students to do their best	2.00	4.00	3.58	0.63	0.40	38

The ability to promote a learning climate of caring and trust	2.00	4.00	3.63	0.53	0.29	38
The ability to help students set achievable goals	2.00	4.00	3.39	0.71	0.50	38

Q14 - How would you rate the overall performance of the Teacher Education Program at VSU?



Q15 - Have you been promoted to a leadership position within a school since the completion of your program?



If yes, please identify the title of the position to which you were promoted.

N/A

N/A

N/A

Lead Language Arts teacher/grade level chair

N/A

Math Specialist

Teacher of Year 2018, Numerous committee leader positions

N/A

N/A

Department Chair and District Leader

Team Lead or Grade Level Chair

N/A

N/A

Mentor; Grade Level Chairperson

N/A

N/A

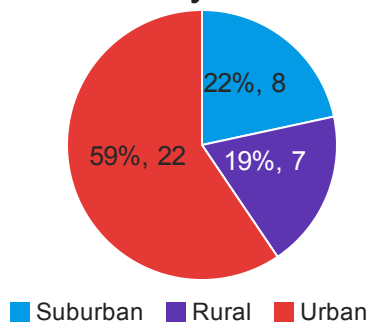
N/A

N/A

Critical Response Teacher & Administrative Aide

Lead Teacher; Administrator Aid

Q18 - Type of school district where you are currently employed.



What are some areas of strengths regarding VSU's Teacher Preparation Program?

Imbuing future teachers with the ability to reach every learner where they are.

N/A

Interactive Science courses.

Vsu' teacher prep program taught me the strength of flexibility and collaboration and the significance in education.

N/A

*Creating Caring, Competent, and Effective educators

The use of technology and all of the experience you receive from student teaching and field experiences

The professors genuinely care about you succeeding

N/A

Weekly Supervision with classmates, pop up observation of content and teacher supervisors, attending teacher fair, and attending conferences

Preparing for the RVE with Dr. Rudd and having courses with Dr. Spencer really stuck with me in preparation for teaching. With Dr. Rudd's class, I can truly say I understand the terminology as far as being in the field. It didn't click until I was in here and learning along as I went but it wasn't hard to adapt because I was more than prepared book wise. With Dr. Spencer's class, I took a lot away from that course as well. Being in there then lead me to teach at the Summer Science Camp where I feel I had a better understanding for the kinds of students I would encounter, working in the Petersburg school system.

The professors are always open to innovative ideas and were very helpful. They have prepared me to be the teacher that I am now. Since my graduation, I have successfully strengthened my students growth in all subjects and have created a supportive learning environment within my classroom because of what I have learned at VSU.

The staff and teachers genuinely care about the success of its students

N/A

1. Through the instructors stories and situations they have encountered, you realize you encounter similar situations that could be handled the same. 2. The technology aspect was well taught and a variety of resources were shown to us on what we could use in the classroom. 3. During the student teaching portion the professors were there every step of the way.

Professor looking out and following up with you on certain topics

The encouragement given and support given. Practical experiences to gain knowledge.

N/A

There were SOME professors who truly believed in student success and made sure we were well prepared

N/A

What are some areas that need improvement regarding VSU's Teacher Preparation Program?

Modern and a variety off modern technology. More practical lessons vs theory

N/A

Classroom management

Preparation in the urban areas

N/A

*Graduating more male educators

More hands-on courses when it comes to classroom management. Although this was a great program, I admit i was a little blindsided my first year as a teacher with how to manage my own classroom. It would be great to have a course specifically geared towards incorporating and creating actual techniques that can be used in your own future classroom. Maybe an add-on to the Classroom Management course.

N/A

Guided reading

Proximity of schools (Had to travel to Richmond daily) and establish a teacher workroom on campus with resources (lamentation, hole punch, lesson plan samples, etc)

Classroom Management needs to be revamped. I do know that I feel as if I was less prepared when knowing how to truly manage a class even though I know you can gain a better understanding from being in a classroom. I do feel like the teaching for Classroom Management is outdated or taught in regards of a more suburban setting rather than a low-poverty / title one/ urban setting.

Classroom management needs some improvement. That is a key component to a successful classroom. Techniques could be given to help with conflicts in the classroom.

The classes are taught by professors who have been out of the general ed classroom and didn't have knowledge of current trends in education The reading classes should be focused on teaching reading to elementary students. It was primarily focusseing on passing the RVE assessment.

N/A

1. Teaching how to effectively lesson plan. 2. Giving more time to spend in the classroom and not just during student teaching. That way students will know if this is really the profession they want to be in. 3. During undergraduate studies the students should be able to sit in an IEP Meeting to get an early understanding how the IEP process works. 4. An early upload of artifacts for the final presentation portfolio. (I know this was new to the department but this area still needs improvement.)

Proper advising of students for program completion

Teaching reading and assessing reading.

N/A

SOME professors showed a level of favoritism, unethical practices, lack of preparation and biases making it hard to learn material

N/A

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