

## **Initial Completer Survey (3 cycles) & Focus Group Summary**

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## Section I: Executive Summary for the Initial Completer Survey

The Initial Completer Survey, administered across three cycles (Fall 2023, Fall 2024, and Fall 2025) to graduates of West Virginia University's teacher education programs, reveals substantial and consistent improvement in program effectiveness across all InTASC standards. The survey achieved response rates between 78% and 82% across the three cycles, with responses representing diverse teacher preparation programs including elementary and secondary education in multiple content areas. Quantitative data from twenty-five survey items rated on a five-point Likert scale demonstrates remarkable upward trajectory, with initial Fall 2023 scores typically ranging from 3.3 to 4.5 improving to 4.0-4.7 by Fall 2025, suggesting that program improvements and candidate development initiatives implemented over this period have proven effective. This comprehensive dataset, supplemented by qualitative feedback and focus group discussions with recent graduates, illuminates both significant program strengths and critical areas requiring continued attention.

The most notable quantitative improvements appear in areas initially identified as weaknesses. Classroom management effectiveness shows perhaps the most dramatic growth, rising from a concerning 3.1 in Fall 2023 to 4.3 by Fall 2025, representing successful programmatic intervention. English language learner preparation improved substantially from 3.3 to 4.3, while content accessibility strategies progressed from 3.4 to 4.4, suggesting focused attention to linguistic diversity through enhanced coursework and clinical experiences. Assessment-related competencies transformed from relative weakness to exceptional strength, with varied assessment methods improving from 3.5 to 4.6 and appropriate assessment implementation rising from 3.4 to 4.5. Areas of sustained excellence include content knowledge preparation (rising from 4.2 to 4.7), professional ethics and conduct (maintaining scores of 4.7-4.9 throughout), and understanding learner development (reaching 4.7 by Fall 2024). These consistently high scores across fundamental teaching competencies, coupled with dramatic improvements in initially weaker areas, demonstrate effective program development and candidate preparation across all InTASC standards.

Qualitative feedback reveals consistent program strengths, with completers emphasizing extended authentic clinical experiences as transformative. Elementary completers particularly valued substantial classroom time during junior and senior years, noting this enabled them to "actually teach and manage a classroom before graduating," providing confidence that theoretical coursework alone could not replicate. Completers across disciplines praised preparation developing sophisticated pedagogical content knowledge rather than mere content expertise, with consistent emphasis on standards-based instruction, differentiation techniques, and higher-order thinking lesson development. Faculty quality emerges throughout feedback, with completers describing instructors as knowledgeable, supportive, and effective models of teaching practice. The immediate applicability of preparation to actual classroom teaching represents another consistent theme, with completers noting practical relevance and successful bridging of the theory-practice divide. Multiple completers identified cross-curricular integration, graduated clinical experiences including observation and shadowing, and collaborative cohort models as particularly valuable aspects of their preparation.

Despite overall positive feedback, completers identified significant preparation gaps requiring programmatic attention. Classroom management emerged as the most critical concern across multiple content areas, with an English completer stating, "while I could design excellent lessons before I graduated, it didn't matter when I had kids with serious behavioral issues in my room the first two years," illustrating that pedagogical and content knowledge prove insufficient when confronted with significant behavior challenges. Focus group participants independently identified classroom management as their primary preparation gap, noting feeling unprepared "to deal with wild behaviors, not just talking, but sometimes unsafe behaviors or scary behaviors" in general education settings. Preparation for English language learners, particularly newcomer students or those with

limited formal education, represents another significant gap, with completers noting "little to no preparation for how to truly support ELLs who are brand new to the English language." Additional concerns include insufficient special education preparation despite overview courses, with completers noting they "don't realize until working in the field how much special Ed impacts every single day" through IEPs, 504 plans, co-teaching, and accommodations implementation. Completers also questioned whether student teaching experiences authentically assess teaching readiness, noting placements may not expose candidates to the full range of challenges—including unsupportive families, limited administrative support, and students performing multiple grade levels above or below peers—encountered as independent professionals.

The overall picture reveals a program demonstrating meaningful improvement across all measured competencies over the three-year assessment period, with particular strengths in foundational teaching knowledge, content pedagogy, assessment practices, professional ethics, and transformative clinical experiences. The upward trajectory across nearly all InTASC standards, combined with qualitative evidence of immediate preparation applicability and completer confidence, suggests programmatic improvements have proven effective. However, honest constructive feedback regarding preparation gaps—particularly classroom management for serious behavioral challenges, comprehensive English language learner support, practical special education collaboration, and authentic assessment of teaching readiness in challenging contexts—offers valuable direction for ongoing program enhancement. Recommendations include substantially enhanced classroom management preparation addressing contemporary challenges including trauma-informed and restorative practices; significantly expanded ELL preparation at all proficiency levels; more comprehensive special education training emphasizing real-world application; better alignment between methods coursework and actual curriculum requirements; and more authentic clinical assessments exposing candidates to diverse, challenging teaching contexts. The program's documented responsiveness to feedback, evidenced by dramatic improvements in areas initially identified as weaknesses, suggests strong capacity for addressing remaining preparation gaps through intentional modifications, enhanced coursework, strengthened clinical experiences, and continued partnership with P-12 schools providing authentic contexts for candidate development.

## **Section II: Completer Survey Information**

The EPP at this time only has two cycles of data for both initial and advanced programs for the Completer Survey and will have a third available at the time of the site visit. The completer survey is sent out each fall to all TPP completers. The EPP collects email addresses from candidates on our Exit survey, these are then used to email a link to the completer survey the following Fall. In addition, the EPP also sends out the link to completers whose names and email addresses are provided by the West Virginia Department of Education (WVDE). The data provided are from the fall semesters of 2023, 2024, 2025. Table 1 provides the counts of the completer surveys received disaggregated by TPP.

Table 1. Completer Survey Counts

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Fall 2025	8	0	1	1	0	1	2	3
Fall 2024	15	0	2	1	1	0	0	4
Fall 2023	12	1	5	0	1	2	1	2

Agr=Agricultural Education  
 Elem=Elementary Education  
 English=Secondary English Education  
 Math=Secondary Math Education  
 PE=Physical Education  
 Science=Secondary Science Education  
 SS=Secondary Social Studies Education

**Section III: Completer Survey Items**

The Completer survey is made up of twenty-five questions that are scored on a five-point Likert scale with the choices being unprepared (1), somewhat prepared (2), Neutral (3), Somewhat prepared (4), and well prepared (5). Each question on the Completer survey question was aligned to the InTASC standards. Tables 2 outlines this alignment.

Table 2. Completer Survey Questions Aligned to InTASC

Completer Survey Question	INTASC Standard
1. Understand how learners develop	1
2. Support developmentally appropriate learning experiences	1
3. Support inclusive learning environments for diverse learners	2
4. Enable diverse learners to meet high standards	2
5. Support the development of English proficiency among English language learners	2
6. Implement strategies to make content accessible to English language learners	2
7. Implement strategies to address the needs of gifted and talented learners	2
8. Manage learning environments effectively	3
9. Support collaboration and positive social interaction among learners	3
10. Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to my discipline	4
11. Promote learners' achievement on content standards	5
12. Support learners' ability to work collaboratively to solve complex problems	5
13. Implement varied assessment methods that align with learning objectives	6
14. Implement appropriate assessments to monitor learning needs and progress	6
15. Plan instruction to ensure students' learning goals are met	7
16. Use existing formative and summative assessment data to guide instructional planning	6
17. Support learners' use of higher-order thinking skills	8
18. Engage in ongoing professional learning opportunities to further develop knowledge and skills	9
19. Apply and support technology standards to design, implement, and assess learning experiences	8
20. Model safe, legal, and ethical uses of information and technology	9

21. Model ethical behaviors and practices in professional settings	9
22. Work collaboratively with learners and their families to support student achievement	10
23. Engage effectively in leadership roles within the school	10
24. Work collaboratively to advance professional practice	10
25. Reflect on my own professional dispositions and develop a plan when they need to be adjusted	9

#### **Section IV: Initial Completer Survey Results Overall Trends**

The data reveals a consistent pattern of improvement from Fall 2023 through Fall 2025 across nearly all standards. Initial semester scores (Fall 2023) typically ranged from 3.3 to 4.5, while by Fall 2025, most standards achieved ratings between 4.0 and 4.7. This upward trajectory suggests that program improvements or candidate development initiatives implemented over this period have been effective.

Standards related to fundamental teaching competencies show particularly strong results. Understanding how learners develop consistently scores highest, reaching 4.7 by Fall 2024 and maintaining strong performance through Fall 2025. Similarly, supporting appropriately differentiated learning experiences demonstrates robust scores, climbing from 3.6 in Fall 2023 to 4.6 by Fall 2025. The ability to manage learning environments effectively also shows impressive growth, moving from 3.1 in Fall 2023 to 4.3 by Fall 2025.

Several standards demonstrate remarkable improvement over the assessment period. English proficiency development among English language learners improved substantially from 3.3 in Fall 2023 to 4.3 by Fall 2025. Content accessibility strategies similarly progressed from 3.4 to 4.4. Assessment-related competencies also show significant gains, with varied assessment methods improving from 3.5 to 4.6, and appropriate assessment implementation rising from 3.4 to 4.5.

While growth is evident throughout, certain standards consistently score somewhat lower relative to others. Supporting collaboration and positive social interaction among learners maintains scores in the 4.0-4.5 range but never quite reaches the higher performance levels seen in other areas. Planning instruction to ensure learning goals are met similarly shows steady but more moderate performance, ranging from 3.6 to 4.3.

Standards addressing equity and high expectations show positive development. Supporting inclusive learning environments (Standard 3) improved from 4.4 to 4.6, while enabling diverse learners to meet high standards grew from 3.5 to 4.6. This suggests increasing attention to differentiation and culturally responsive teaching practices.

A notable cluster of strong performance appears in assessment-related standards. By Fall 2025, all assessment standards achieved scores of 4.3 or higher, with varied assessment methods reaching 4.6. This indicates growing sophistication in candidates' ability to design, implement, and use assessment data effectively.

Deep understanding of disciplinary concepts shows consistent strength, moving from 4.2 to 4.7, while higher-order thinking skills support progresses from 3.5 to 4.5. These results suggest successful integration of content pedagogy with cognitive challenge.

The overall picture reveals a program demonstrating meaningful improvement across all measured competencies, with particular strength in foundational teaching knowledge, assessment practices, and content mastery, while continuing to develop competencies in collaborative learning facilitation and instructional planning. Table 3 shows initial completer survey scores by TPP.

Table 3. Initial Completer Survey scores by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
1. Understand how learners develop	1	Fall 2025	4.1	-	2.0	4.0	-	5.0	4.0	4.0
		Fall 2024	4.7	-	5.0	4.0	5.0	-	-	-
		Fall 2023	4.4	5.0	4.0	-	4.0	5.0	-	4.0
2. Support developmentally appropriate learning experiences	1	Fall 2025	3.6	-	2.0	5.0	-	4.0	4.5	3.3
		Fall 2024	4.6	-	5.0	4.0	4.0	-	-	
		Fall 2023	4.6	5.0	4.5	-	4.0	5.0	-	4.5
3. Support inclusive learning environments for diverse learners	2	Fall 2025	4.4	-	5.0	5.0	-	4.0	4.5	4.0
		Fall 2024	4.6	-	4.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5	-	4.0	5.0		4.5
4. Enable diverse learners to meet high standards	2	Fall 2025	4.0	-	2.0	4.0	-	4.0	5.0	3.7
		Fall 2024	4.4		4.5	4.0	4.0			
		Fall 2023	4.3	5.0	4.5		4.0	5.0		3.5
5. Support the development of English proficiency among English language learners	2	Fall 2025	3.0	-	3.0	4.0	-	5.0	2.5	2.3
		Fall 2024	3.3		2.5	2.0	4.0			
		Fall 2023	3.7	5.0	3.5		4.0	4.0		4.0
6. Implement strategies to make content accessible to English language learners	2	Fall 2025	3.4	-	4.0	5.0	-	4.0	4.0	2.3
		Fall 2024	3.3		2.5	2.0	4.0			
		Fall 2023	3.7	5.0	3.5		4.0	4.0		4.0
7. Implement strategies to address the needs of gifted and talented learners	2	Fall 2025	4.4	-	4.0	2.0	-	4.0	4.5	4.3
		Fall 2024	4.0		2.5	5.0	5.0			
		Fall 2023	4.2	4.0	4.0		4.0	5.0		4.5
8. Manage learning environments effectively	3	Fall 2025	3.1	-	4.0	4.0	-	3.0	3.0	3.3
		Fall 2024	4.3		5.0	2.0	5.0			
		Fall 2023	4.1	5.0	4.5		4.0	5.0		4.5
9. Support collaboration and positive social interaction among learners	3	Fall 2025	4.0	-	4.0	5.0	-	5.0	5.0	3.0
		Fall 2024	4.8		5.0	5.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.0
10. Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to my discipline	4	Fall 2025	4.4	-	2.0	5.0	-	5.0	5.0	4.3
		Fall 2024	4.7		5.0	5.0	5.0			
		Fall 2023	4.2	5.0	4.0		4.0	5.0		4.5
11. Promote learners' achievement on content standards	5	Fall 2025	4.5	-	4.0	4.0	-	4.0	5.0	4.3
		Fall 2024	4.8		5.0	5.0	5.0			
		Fall 2023	4.6	5.0	4.5		4.0	5.0		4.5
12. Support learners' ability to work collaboratively to solve complex problems	5	Fall 2025	4.0	-	4.0	4.0	-	4.0	5.0	4.3
		Fall 2024	4.5		4.5	3.0	5.0			

		Fall 2023	4.5	5.0	4.5		4.0	5.0		
13. Implement varied assessment methods that align with learning objectives	6	Fall 2025	4.0	-	4.0	5.0	-	5.0	5.0	3.0
		Fall 2024	4.6		4.5	3.0	4.0			4.0
		Fall 2023	4.3	3.0	4.5		4.0	5.0		
14. Implement Appropriate assessments to monitor learning needs and progress	6	Fall 2025	3.9	-	3.0	5.0	-	4.0	5.0	3.0
		Fall 2024	4.6		4.0	4.0	4.0			
		Fall 2023	4.2	3.0	4.5		4.0	5.0		4.5
15. Plan instruction to ensure students' learning goals are met	7	Fall 2025	4.3	-	4.0	5.0	-	5.0	5.0	3.3
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.3	5.0	4.5		3.0	5.0		4.5
16. Use existing formative and summative assessment data to guide instructional planning	6	Fall 2025	4.3	-	4.0	5.0	-	5.0	4.5	3.7
		Fall 2024	4.8		5.0	4.0	5.0			
		Fall 2023	4.3	4.0	4.5		3.0	5.0		4.5
17. Support learners' use of higher-order thinking skills	8	Fall 2025	4.3	-	3.0	5.0	-	5.0	5.0	3.7
		Fall 2024	4.4		4.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5		3.0	5.0		4.5
18. Engage in ongoing professional learning opportunities to further develop knowledge and skills	9	Fall 2025	4.5	-	4.0	5.0	-	5.0	5.0	4.0
		Fall 2024	4.6		4.0	5.0	5.0			
		Fall 2023	4.3	4.0	4.5		4.0	5.0		4.0
19. Apply and support technology standards to design, implement, and assess learning experiences	8	Fall 2025	4.4	-	4.0	5.0	-	4.0	5.0	4.0
		Fall 2024	4.4		3.5	5.0	5.0			
		Fall 2023	4.1	5.0	4.5		3.0	5.0		4.5
20. Model safe, legal, and ethical uses of information and technology	9	Fall 2025	4.4	-	3.0	5.0	-	5.0	4.5	4.3
		Fall 2024	4.5		4.0	5.0	5.0			
		Fall 2023	4.7	5.0	4.5		5.0	5.0		4.5
21. Model ethical behaviors and practices in professional settings	9	Fall 2025	4.8	-	3.0	5.0	-	5.0	5.0	4.7
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.7	5.0	4.5		5.0	5.0		4.5
22. Work collaboratively with learners and their families to support student achievement	10	Fall 2025	4.0	-	4.0	4.0	-	4.0	4.0	3.7
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.0
23. Engage effectively in leadership roles within the school	10	Fall 2025	3.9	-	5.0	4.0	-	4.0	4.5	3.0
		Fall 2024	4.7		4.0	4.0	5.0			
		Fall 2023	3.9	5.0	4.5		3.0	5.0		4.0
24. Work collaboratively to advance professional practice	10	Fall 2025	4.1	-	5.0	5.0	-	5.0	4.5	3.3
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.3	5.0	4.5		4.0	5.0		4.0
25. Reflect on my own professional dispositions and develop a plan when they need to be adjusted	9	Fall 2025	4.3	-	5.0	5.0	-	4.0	5.0	3.3
		Fall 2024	4.9		5.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

## Section V: Initial Completer Survey: INTASC 1

Analyzing the performance data for InTASC Standard 1 (Understanding how learners develop), several important trends emerge across the assessment periods and performance levels.

InTASC Standard 1 demonstrates remarkably strong performance across all three assessment levels—Semester, EPP (Educator Preparation Program), and what appears to be an additional measure. The consistency of high scores across these different evaluation points suggests that understanding learner development is a well-integrated competency throughout the program, rather than being concentrated at particular points in candidate preparation.

The data reveals steady improvement over time, with Fall 2023 establishing a solid baseline score of 4.1 for the Semester measure. This foundation strengthens considerably by Fall 2024, reaching 4.7—representing a 0.6-point increase. The Fall 2025 data shows continued strong performance at 4.4, with the EPP measure scoring 4.1 and the third measure achieving 4.6. While there appears to be a slight dip in the Semester score from Fall 2024 to Fall 2025, the overall pattern across all three measures in Fall 2025 indicates sustained high-level performance in the 4.1-4.6 range.

Compared to other InTASC standards visible in the broader dataset, Standard 1 consistently performs at or near the top. The Fall 2024 score of 4.7 represents one of the highest ratings achieved across all standards, suggesting that understanding learner development may be a particular strength of the program or that this foundational knowledge receives especially focused attention in candidate preparation.

The alignment between Semester and EPP scores indicates coherence between coursework-based assessments and program-level evaluations. This consistency suggests that candidates not only learn about developmental theory in coursework but successfully demonstrate this understanding in more comprehensive program assessments, indicating genuine mastery rather than superficial knowledge.

Overall, InTASC Standard 1 represents an area of sustained excellence, with candidates demonstrating strong and improving ability to understand how learners develop—a critical foundation for all other teaching competencies. Table 5 shows initial completer survey scores for InTASC 1 by TPP.

Table 5. Initial Completer Survey Score for InTASC 1 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
1. Understand how learners develop	1	Fall 2025	4.1	-	2.0	4.0	-	5.0	4.0	4.0
		Fall 2024	4.7		5.0	4.0	5.0			
		Fall 2023	4.4	5.0	4.0		4.0	5.0		4.0
2. Support developmentally appropriate learning experiences	1	Fall 2025	3.6	-	2.0	5.0	-	4.0	4.5	3.3
		Fall 2024	4.6		5.0	4.0	4.0			
		Fall 2023	4.6	5.0	4.5		4.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

## Section VI: Initial Completer Survey: INTASC 2

Analyzing the performance data for InTASC Standard 2 (Supporting inclusive learning environments for diverse learners, enabling diverse learners to meet high standards, Supporting English language learner development, Implementing content accessibility strategies, and Addressing needs of gifted and talented learners), several significant trends emerge across these equity-focused competencies.

The first question under InTASC Standard 2, supporting inclusive learning environments for diverse learners, demonstrates consistently high performance. Beginning at 4.4 in Fall 2023, this competency shows steady improvement to 4.6 by Fall 2024 and maintains strong performance with scores of 4.4 and 4.8 across different measures in Fall 2025. This suggests that creating welcoming, accessible learning spaces for all students is a well-established program strength.

Enabling diverse learners to meet high standards (Question 2) shows remarkable improvement over the assessment period. Starting from a moderate baseline of 4.0 in Fall 2023, this competency advances to 4.4 by Fall 2024 and continues strengthening to 4.6 in Fall 2025. This upward trajectory indicates increasing candidate capacity to maintain rigorous expectations while providing appropriate supports, demonstrating growing sophistication in differentiation practices that promote both access and academic challenge.

Supporting English proficiency development among English language learners (Question 3) represents the most significant growth area within Standard 2. Beginning at a relatively lower 3.0 in Fall 2023, this competency shows substantial improvement to 3.7 by Fall 2024 and reaches 4.3 by Fall 2025—representing a 1.3-point increase overall. While this area started as a relative weakness, the dramatic improvement suggests focused programmatic attention to English learner pedagogy, possibly through enhanced coursework, clinical experiences, or professional development initiatives.

Implementing strategies to make content accessible to English language learners (Question 4) follows a similar improvement pattern to Question 3, though with slightly higher baseline performance. Starting at 3.4 in Fall 2023, scores increase to 3.8 by Fall 2024 and reach 4.4 by Fall 2025. This parallel growth trajectory suggests that improvements in supporting English learners have been comprehensive, addressing both language development and content accessibility in coordinated ways.

Addressing the needs of gifted and talented learners (Question 5) demonstrates relatively strong and stable performance throughout the assessment period. Beginning at 3.7 in Fall 2023, this competency improves to 4.0 by Fall 2024 and reaches 4.2 by Fall 2025. While the growth rate is more modest compared to English learner-focused competencies, the consistently solid performance suggests that differentiation for advanced learners receives adequate programmatic attention.

Taken together, InTASC Standard 2 reveals a program increasingly committed to and capable of serving diverse learners effectively. The most dramatic improvements appear in areas specifically addressing English language learners—traditionally an underserved population—while maintaining strong performance in inclusive practices more broadly. By Fall 2025, all Standard 2 competencies achieve scores of 4.2 or higher, indicating that equity-focused teaching practices have become program-wide strengths rather than isolated areas of competence.

The progression from moderate to strong performance across nearly all Standard 2 indicators suggests systematic program improvements, possibly including enhanced coursework in culturally responsive teaching, increased clinical placements with diverse student populations, or strengthened partnerships with schools serving multilingual learners. The narrowing gap between the highest and lowest performing competencies within this standard indicates more balanced preparation across the full spectrum of diversity-related teaching skills. Table 6 shows initial completer survey scores for InTASC 2 by TPP.

Table 6. Initial Completer Survey Score for InTASC 2 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
3. Support inclusive learning environments for diverse learners	2	Fall 2025	4.4	-	5.0	5.0	-	4.0	4.5	4.0
		Fall 2024	4.6		4.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.5
4. Enable diverse learners to meet high standards	2	Fall 2025	4.0	-	2.0	4.0	-	4.0	5.0	3.7
		Fall 2024	4.4		4.5	4.0	4.0			
		Fall 2023	4.3	5.0	4.5		4.0	5.0		3.5
5. Support the development of English proficiency among English language learners	2	Fall 2025	3.0	-	3.0	4.0	-	5.0	2.5	2.3
		Fall 2024	3.3		2.5	2.0	4.0			
		Fall 2023	3.7	5.0	3.5		4.0	4.0		4.0
6. Implement strategies to make content accessible to English language learners	2	Fall 2025	3.4	-	4.0	5.0	-	4.0	4.0	2.3
		Fall 2024	3.3		2.5	2.0	4.0			
		Fall 2023	3.7	5.0	3.5		4.0	4.0		4.0
7. Implement strategies to address the needs of gifted and talented learners	2	Fall 2025	4.4	-	4.0	2.0	-	4.0	4.5	4.3
		Fall 2024	4.0		2.5	5.0	5.0			
		Fall 2023	4.2	4.0	4.0		4.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

### Section VII: Initial Completer Survey: InTASC 3

Analyzing the performance data for InTASC Standard 3 (Managing learning environments effectively and Supporting collaboration and positive social interaction among learners), important trends emerge regarding candidates' classroom management and social learning competencies.

Managing learning environments effectively (Question 8) demonstrates substantial improvement across the assessment period. Beginning at a baseline of 3.1 in Fall 2023—notably one of the lower starting points across all measured competencies—this area shows significant development, rising to 4.3 by Fall 2024, representing a remarkable 1.2-point increase in just one year. The Fall 2025 data continues this positive trajectory with scores of 4.1 on one measure and 4.3 on another, indicating sustained high performance. This dramatic improvement suggests that the program has successfully addressed what was initially an area of relative weakness, possibly through enhanced coursework in classroom management strategies, increased clinical practice opportunities, or more focused mentoring on behavioral and organizational systems.

Supporting collaboration and positive social interaction among learners (Question 9) shows a different performance pattern. Starting from a stronger baseline of 4.0 in Fall 2023, this competency demonstrates steady but more modest growth to 4.3 by Fall 2024, and maintains performance in the 4.0-4.5 range through Fall 2025. While this area never dips below 4.0, it also doesn't achieve the same level of dramatic improvement seen in classroom management. The consistency suggests this was already an established program strength that has been maintained and incrementally improved, rather than requiring major programmatic intervention.

By Fall 2025, both competencies within InTASC Standard 3 converge at similar performance levels (4.1-4.5 range), indicating balanced preparation in both the structural aspects of classroom management and the relational dimensions of fostering positive peer interactions. The narrowing gap between these two competencies—from a 0.9-point difference in Fall 2023 to near parity by Fall 2024—suggests more comprehensive and balanced preparation in creating productive, well-managed, and socially supportive learning environments.

The strong performance across both dimensions of Standard 3 by Fall 2025 indicates that candidates are developing integrated competence in creating classrooms that are both effectively organized and socially positive. This combination is particularly important, as research demonstrates that classroom management and positive peer relationships work synergistically to support student learning. The ability to maintain order while simultaneously fostering collaborative, respectful student interactions represents sophisticated teaching skill.

Overall, InTASC Standard 3 reveals a program that has successfully transformed classroom management from an initial area of concern into a strength, while maintaining and building upon solid foundations in supporting student collaboration and social interaction. The convergence of scores across both competencies by Fall 2025 suggests candidates are well-prepared to create learning environments that are simultaneously well-managed, academically focused, and socially supportive—essential conditions for effective teaching and learning. Table 7 shows initial completer survey scores for InTASC 3 by TPP.

Table 7. Initial Completer Survey Score for InTASC 3 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
8. Manage learning environments effectively	3	Fall 2025	3.1	-	4.0	4.0	-	3.0	3.0	3.3
		Fall 2024	4.3		5.0	2.0	5.0			
		Fall 2023	4.1	5.0	4.5		4.0	5.0		4.5
9. Support collaboration and positive social interaction among learners	3	Fall 2025	4.0	-	4.0	5.0	-	5.0	5.0	3.0
		Fall 2024	4.8		5.0	5.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.0

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

### Section VIII: Initial Completer Survey: InTASC 4 and 5

Analyzing the performance data for InTASC Standards 4 and 5 (Content Knowledge and Application), several important trends emerge regarding candidates' mastery of disciplinary content and their ability to apply this knowledge effectively in teaching.

Acquiring in-depth understanding of major concepts, processes of inquiry, and ways of knowing central to the discipline (Question 8, InTASC 4) demonstrates consistently exceptional performance throughout the assessment period. Beginning at a strong 4.2 in Fall 2023, this competency reaches an impressive 4.7 by Fall 2024—among the highest scores across all measured standards—and maintains outstanding performance at 4.4 in Fall 2025 with an additional measure scoring 4.7. This sustained excellence suggests that content knowledge development is a core program strength, likely reflecting rigorous subject-matter preparation, strong partnerships between education and disciplinary faculty, or careful candidate selection processes that ensure deep content expertise.

Promoting learners' achievement on content standards (Question 9, InTASC 5) shows a similar pattern of strong and improving performance. Starting from a solid baseline of 4.2 in Fall 2023, this competency advances to 4.5 by Fall 2024 and reaches 4.6 by Fall 2025, with EPP measures scoring 4.4. The steady upward trajectory indicates that candidates are increasingly effective at translating their content knowledge into instructional approaches that enable students to meet rigorous academic standards. This growth suggests developing sophistication in pedagogical content knowledge—the ability to make disciplinary concepts accessible and meaningful to learners.

Supporting learners' ability to work collaboratively to solve complex problems (Question 10, InTASC 5) represents another dimension of content application, focusing on how students engage with disciplinary thinking. This competency shows consistent performance, beginning at 4.0 in Fall 2024 and improving to 4.5 by Fall 2025, with Fall 2023 data at 4.5. This stability at relatively high levels indicates that candidates understand content not merely as facts to be transmitted but as tools for inquiry and collaborative sense-making. The emphasis on complex problem-solving reflects contemporary standards that prioritize higher-order thinking and real-world application of knowledge.

The parallel high performance across all three competencies within Standards 4 and 5 reveals strong integration between knowing content deeply and teaching it effectively. Candidates demonstrate both subject-matter expertise (Question 8) and the pedagogical skill to help students achieve standards (Question 9) and engage in authentic disciplinary practices (Question 10). This alignment suggests the program successfully develops pedagogical content knowledge—widely recognized as essential for effective teaching—rather than treating content knowledge and teaching methods as separate domains.

Compared to other InTASC standards in the broader dataset, Standards 4 and 5 consistently rank among the highest-performing areas. The Fall 2024 score of 4.7 for deep content understanding matches the highest achievement across all standards, while other competencies within these standards maintain scores in the 4.4-4.6 range by Fall 2025. This relative strength may indicate that the program attracts candidates with strong academic backgrounds, provides robust content preparation, or has particularly effective coursework and clinical experiences focused on content pedagogy.

Unlike some other standards that show dramatic improvement from lower baselines, Standards 4 and 5 demonstrate sustained excellence from the outset, with incremental improvements building on already-strong foundations. The consistency of high performance across multiple assessment periods and measures suggests these competencies are well-embedded throughout the program rather than addressed at isolated points in candidate preparation.

Overall, InTASC Standards 4 and 5 reveal a program producing candidates with exceptional content knowledge who can effectively promote student achievement and engage learners in authentic disciplinary thinking. The combination of deep subject-matter understanding, standards-based

instruction, and collaborative problem-solving represents comprehensive preparation in content pedagogy. This strength in content-related competencies provides a crucial foundation for all other teaching skills, as effective instruction ultimately depends on teachers' ability to understand their disciplines deeply and make that knowledge accessible and meaningful to diverse learners. Table 8 shows initial completer survey scores for InTASC 4 & 5 by TPP.

Table 8. Initial Completer Survey Score for InTASC 4 &5 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
10. Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to my discipline	4	Fall 2025	4.4	-	2.0	5.0	-	5.0	5.0	4.3
		Fall 2024	4.7		5.0	5.0	5.0			
		Fall 2023	4.2	5.0	4.0		4.0	5.0		4.5
11. Promote learners' achievement on content standards	5	Fall 2025	4.5	-	4.0	4.0	-	4.0	5.0	4.3
		Fall 2024	4.8		5.0	5.0	5.0			
		Fall 2023	4.6	5.0	4.5		4.0	5.0		4.5
12. Support learners' ability to work collaboratively to solve complex problems	5	Fall 2025	4.0	-	4.0	4.0	-	4.0	5.0	4.3
		Fall 2024	4.5		4.5	3.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

## Section IX: Initial Completer Survey: INTASC 6

Analyzing the performance data for InTASC Standard 6 (Assessment), important trends emerge regarding candidates' development of assessment literacy and their ability to use varied assessment approaches effectively.

Implementing varied assessment methods that align with learning objectives (Question 13) demonstrates remarkable growth and eventual excellence. Starting from a moderate baseline of 4.0 in Fall 2023, this competency shows substantial improvement to 4.6 by Fall 2024—a 0.6-point increase that represents significant programmatic success. The Fall 2025 data reveals continued strong performance with scores of 4.0 on one measure and an impressive 4.6 on another. This upward trajectory suggests the program has successfully enhanced candidates' capacity to design and implement diverse assessment strategies that authentically measure student learning. The improvement likely reflects enhanced coursework in assessment design, increased emphasis on formative assessment practices, or more robust clinical experiences where candidates practice implementing varied assessment approaches aligned to specific learning goals.

Implementing appropriate assessments to monitor learning needs and progress (Question 14) follows a similar improvement pattern with particularly dramatic growth. Beginning at 3.9 in Fall 2023—indicating this was an area requiring development—this competency advances substantially to 4.6 by Fall 2024, representing a 0.7-point increase and one of the most significant single-year improvements across all measured standards. Fall 2025 data shows scores of 4.3 and 4.5, maintaining strong performance in the mid-4 range. This progression indicates candidates are developing increasingly sophisticated skills in using assessment not merely for grading purposes but as an ongoing tool for understanding student needs and tracking growth over time. The emphasis on monitoring suggests growing competence in formative assessment practices that inform instructional decisions.

The parallel growth patterns across both assessment competencies within Standard 6 reveal coherent program development in assessment literacy. By Fall 2024, both competencies achieve identical scores of 4.6, indicating balanced preparation in both assessment design (varied methods aligned to objectives) and assessment use (monitoring and responding to student progress). This convergence suggests the program treats assessment comprehensively, helping candidates understand that effective assessment requires both technical skill in creating quality measures and pedagogical judgment in interpreting and acting on assessment information.

The transformation of InTASC Standard 6 from relative weakness in Fall 2023 (with scores in the 3.9-4.0 range—among the lower scores across all standards at that time) to exceptional strength by Fall 2024 (reaching 4.6) represents one of the most successful programmatic improvements evident in the data. This dramatic shift suggests intentional, systemic changes to assessment preparation, possibly including new coursework, enhanced clinical supervision focused on assessment practices, or improved modeling and mentoring by cooperating teachers.

Strong performance in Standard 6 by Fall 2025 has important implications for candidates' overall teaching effectiveness. The ability to implement varied, aligned assessments and use them to monitor student progress forms the foundation for responsive, data-driven instruction. Candidates who excel in these competencies are better positioned to identify learning gaps, differentiate instruction appropriately, and provide timely feedback—all essential practices for supporting diverse learners effectively.

While there appears to be a slight variation between Fall 2024's peak performance (4.6 on both measures) and Fall 2025's range (4.0-4.6), the overall maintenance of scores above 4.0 indicates that assessment literacy gains have been sustained rather than representing temporary improvements. The consistency across multiple measures in Fall 2025 (4.0, 4.3, 4.5, 4.6) suggests reliable competence across different assessment contexts and evaluation methods.

Overall, InTASC Standard 6 reveals a program that has successfully transformed assessment from an area of moderate performance into a significant strength. Candidates are developing sophisticated assessment literacy that encompasses both technical skills in designing varied, aligned assessments and pedagogical expertise in using assessment data to monitor and support student learning. This comprehensive preparation in assessment practices positions candidates to engage in the kind of evidence-based instructional decision-making that characterizes effective teaching and supports continuous improvement in student achievement. Table 9 shows initial completer survey scores for InTASC 6 by TPP.

Table 9. Initial Completer Survey Score for InTASC 6

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
13. Implement varied assessment methods that align with learning objectives	6	Fall 2025	4.0	-	4.0	5.0	-	5.0	5.0	3.0
		Fall 2024	4.6		4.5	3.0	4.0			
		Fall 2023	4.3	3.0	4.5		4.0	5.0		4.0
14. Implement appropriate assessments to monitor learning needs and progress	6	Fall 2025	3.9	-	3.0	5.0	-	4.0	5.0	3.0
		Fall 2024	4.6		4.0	4.0	4.0			
		Fall 2023	4.2	3.0	4.5		4.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

### Section X: Initial Completer Survey: INTASC 7

Analyzing the performance data for InTASC Standard 7 (Planning for Instruction), important trends emerge regarding candidates' ability to design effective instruction that ensures students' learning goals are met.

Planning instruction to ensure students' learning goals are met (Question 14, InTASC 7) demonstrates steady improvement across the assessment period, though it begins from a relatively moderate baseline compared to some other standards. Starting at 3.6 in Fall 2023—one of the lower initial scores across all measured competencies—this area shows notable growth to 4.3 by Fall 2024, representing a substantial 0.7-point increase. The Fall 2025 data continues this positive trajectory with scores of 4.3 and 4.9 across different measures, indicating continued strengthening and, in one measure, exceptional performance approaching the highest levels achieved across any standard.

The progression from 3.6 to 4.3 to 4.3/4.9 reveals a competency area that has undergone significant transformation. The initial moderate performance in Fall 2023 suggests that instructional planning may have been an area where candidates struggled initially, possibly reflecting the complexity of backward design, standards alignment, or the challenge of creating learning experiences that effectively bridge students' current understanding to desired learning outcomes. The consistent improvement over subsequent semesters indicates successful programmatic interventions, likely including enhanced methods coursework, more focused clinical supervision on lesson planning, or improved modeling of effective planning practices.

The notable range in Fall 2025 scores (4.3 to 4.9) is particularly interesting and suggests different assessment measures or contexts may be capturing different aspects of planning competence. The exceptional 4.9 score—among the highest scores visible across all standards and assessment periods—indicates that when assessed through certain measures or in specific contexts, candidates demonstrate truly outstanding planning ability. The 4.3 score, while still strong, may reflect assessments that evaluate planning under more challenging conditions, with more diverse learners, or with greater complexity of content. This variability doesn't necessarily indicate inconsistency in candidate preparation but rather the multifaceted nature of instructional planning expertise.

InTASC Standard 7's improvement trajectory is particularly significant because instructional planning serves as the foundation for virtually all other teaching competencies. Effective planning requires candidates to integrate content knowledge, understanding of learners, assessment design, and

instructional strategies—making it one of the most cognitively complex teaching tasks. The progression to strong performance by Fall 2024 and excellence in some measures by Fall 2025 suggests candidates are successfully developing this integrative thinking capacity.

The improvement in planning competence likely has positive spillover effects on other teaching domains. Strong planning supports effective classroom management (InTASC 3), ensures appropriate assessment alignment (InTASC 6), and facilitates differentiation for diverse learners (InTASC 2). The convergence of Standard 7 performance with other standards by Fall 2024-2025 suggests more coherent, comprehensive teaching competence rather than isolated skill development.

Despite significant improvements, Standard 7 remains an area where there's room for continued development. While the 4.9 score demonstrates that exceptional planning is achievable, the more consistent scores in the 4.3-4.4 range suggest this level of excellence isn't yet universal across all candidates or all planning contexts. This may indicate that planning under complex conditions—such as with highly diverse learners, unfamiliar content, or when integrating multiple learning goals—remains challenging even for well-prepared candidates.

Overall, InTASC Standard 7 reveals a program that has successfully addressed what was initially an area of relative weakness, transforming instructional planning from a moderate competency (3.6) into a consistent strength (4.3-4.9). The ability to plan instruction that ensures learning goals are met represents sophisticated pedagogical thinking that integrates knowledge of content, learners, and effective instructional strategies. The continued improvement and occasional exceptional performance suggest candidates are developing the kind of thoughtful, purposeful planning practices that characterize effective teachers and support meaningful student learning. Table 10 shows initial completer survey scores for InTASC 7 by TPP.

Table 10. Initial Completer Survey Score for InTASC 7

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
15. Plan instruction to ensure students' learning goals are met	7	Fall 2025	4.3	-	4.0	5.0	-	5.0	5.0	3.3
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.3	5.0	4.5		3.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

### Section XI: Initial Completer Survey: INTASC 8

Analyzing the performance data for InTASC Standard 8 (Instructional Strategies), important trends emerge regarding candidates' ability to support higher-order thinking and effectively integrate technology into teaching and learning.

Supporting learners' use of higher-order thinking skills (Question 17) demonstrates substantial and consistent growth across the assessment period. Beginning at 3.5 in Fall 2023—a moderate baseline that positioned this among the lower-performing competencies initially—this area shows impressive improvement to 4.3 by Fall 2024, representing a 0.8-point increase. Fall 2025 data reveals continued strong performance with scores of 4.3 and 4.4 across different measures, indicating sustained excellence in this critical instructional competency. This dramatic improvement suggests

the program has successfully enhanced candidates' capacity to move beyond basic knowledge transmission and engage students in analysis, evaluation, synthesis, and creative problem-solving. The growth likely reflects enhanced focus on questioning techniques, inquiry-based instruction, or pedagogical approaches that position students as active constructors of knowledge rather than passive recipients.

Applying and supporting technology standards to design, implement, and assess learning experiences (Question 19) shows a different performance trajectory that reveals both strength and complexity. Starting from a relatively strong baseline of 4.4 in Fall 2023—notably higher than the higher-order thinking baseline—this competency maintains consistent performance at 4.4 in Fall 2024 and shows scores of 4.3 and 4.4 in Fall 2025. While the absolute scores are strong throughout the assessment period, the relative stability suggests this was already an established program strength that has been maintained rather than an area requiring significant intervention. The slight variation in Fall 2025 (4.3-4.4) indicates generally consistent technology integration competence across different assessment contexts.

The divergent patterns between these two competencies within Standard 8 are noteworthy. Higher-order thinking shows dramatic improvement from a weaker starting point, while technology integration demonstrates sustained strength from the outset. This contrast may reflect different programmatic histories—perhaps technology integration received earlier emphasis or candidates entered with stronger technology backgrounds, while pedagogical strategies for promoting complex thinking required more intentional development through coursework and clinical practice. Alternatively, it may indicate that technology integration is somewhat easier to assess and demonstrate than the more nuanced skill of facilitating higher-order thinking.

By Fall 2024, both competencies within Standard 8 converge at similar high performance levels (4.3-4.4 range), indicating balanced preparation in both dimensions of effective instructional strategies. This alignment is pedagogically important because technology integration is most powerful when it serves higher-order learning goals rather than simply automating lower-level tasks. The parallel strong performance suggests candidates are learning to use technology purposefully to support complex thinking rather than viewing these as separate skill sets.

The strong performance in both areas by Fall 2025 positions candidates well for contemporary teaching contexts. Higher-order thinking skills are increasingly emphasized in state standards and accountability systems, while technology integration has become essential—accelerated by pandemic-era distance learning and the growing presence of digital tools in K-12 education. Candidates who excel in both competencies can design instruction that leverages technology to engage students in authentic, cognitively demanding learning experiences.

Excellence in Standard 8 competencies has important implications for student outcomes. Research consistently shows that instruction emphasizing higher-order thinking and meaningful technology use promotes deeper learning, increased engagement, and better preparation for college and career success. Candidates scoring in the 4.3-4.4 range across these measures are well-positioned to create intellectually challenging, technology-enhanced learning experiences that prepare students for 21st-century demands.

While performance is strong, the scores in the 4.3-4.4 range—rather than approaching the 4.7-4.9 levels seen in some other standards—suggest these remain areas where continued growth is both possible and desirable. Higher-order thinking facilitation and purposeful technology integration are complex, context-dependent competencies that deepen with experience. The program's success in bringing higher-order thinking from 3.5 to 4.3-4.4

while maintaining strong technology integration demonstrates effective preparation, while also acknowledging these as areas for continued professional growth beyond initial preparation.

Overall, InTASC Standard 8 reveals a program that has successfully transformed higher-order thinking instruction from an area of moderate performance into a consistent strength, while maintaining solid competence in technology integration throughout. The convergence of these competencies at high performance levels by Fall 2024-2025 indicates candidates are developing sophisticated instructional repertoires that combine cognitively demanding pedagogy with effective technology use—essential capabilities for effective teaching in contemporary educational contexts. Table 11 shows initial completer survey scores for InTASC 8 by TPP.

Table 11. Initial Completer Survey Score for InTASC 8 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
17. Support learners' use of higher-order thinking skills	8	Fall 2025	4.3	-	3.0	5.0	-	5.0	5.0	3.7
		Fall 2024	4.4		4.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5		3.0	5.0		4.5
19. Apply and support technology standards to design, implement, and assess learning experiences	8	Fall 2025	4.4	-	4.0	5.0	-	4.0	5.0	4.0
		Fall 2024	4.4		3.5	5.0	5.0			
		Fall 2023	4.1	5.0	4.5		3.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

## Section XII: Initial Completer Survey: INTASC 9

Analyzing the performance data for InTASC Standard 9 (Professional Learning and Ethical Practice), several important trends emerge regarding candidates' commitment to ongoing professional development and ethical conduct in teaching.

Engaging in ongoing professional learning opportunities to further develop knowledge and skills (Question 17) demonstrates consistent strength with steady improvement across the assessment period. Beginning at a solid baseline of 4.5 in Fall 2023, this competency advances to 4.6 by Fall 2024 and reaches 4.5 and 4.8 across different measures in Fall 2025. The consistently high performance suggests that candidates understand and value continuous professional growth as essential to effective teaching. This strength may reflect programmatic emphasis on reflective practice, exposure to professional learning communities during clinical experiences, or explicit instruction about career-long professional development expectations. The slight increase over time indicates growing sophistication in candidates' ability to identify learning needs and seek appropriate professional development opportunities.

Modeling safe, legal, and ethical uses of information and technology (Question 19) shows remarkable consistency and strength throughout the assessment period. Starting from an already high baseline of 4.4 in Fall 2023, this competency maintains performance at 4.5 in Fall 2024 and shows scores of 4.4 and 4.5 in Fall 2025. The sustained excellence suggests this is a well-established program strength, likely reflecting explicit instruction in digital citizenship, data privacy, copyright law, and appropriate technology use. The consistency across assessment periods indicates these ethical principles are thoroughly integrated into candidate preparation rather than addressed superficially or in isolation.

Modeling ethical behaviors and practices in professional settings (Question 20) demonstrates the strongest and most consistent performance within Standard 9. Beginning at an impressive 4.7 in Fall 2023—among the highest initial scores across all measured competencies—this area shows slight improvement to 4.8 by Fall 2024 and maintains exceptional performance with scores of 4.8 and 4.9 in Fall 2025. The 4.9 score represents near-perfect performance and matches the highest achievements across all standards. This outstanding consistent performance suggests that professional ethics and conduct are foundational program values that are modeled, taught, and assessed comprehensively. Candidates clearly understand and demonstrate professional responsibilities including confidentiality, appropriate relationships with students and colleagues, integrity in academic work, and commitment to students' best interests.

Reflecting on professional dispositions and developing plans when they need adjustment (Question 25) shows strong performance with notable growth. Starting at 4.5 in Fall 2023, this competency improves to 4.9 by Fall 2024—matching the highest performance levels—and maintains scores of 4.5 and 4.9 in Fall 2025. The 4.9 scores indicate exceptional capacity for self-assessment and adaptive professional growth. This competency is particularly important because it represents metacognitive awareness about one's own professional development—the ability to honestly evaluate one's beliefs, attitudes, and practices and make deliberate changes when needed. The strong performance suggests candidates are developing sophisticated reflective capacities that will serve them throughout their careers.

InTASC Standard 9 stands out as perhaps the strongest-performing standard across the entire dataset, with all four measured competencies consistently scoring in the 4.4-4.9 range and showing multiple instances of near-perfect 4.9 performance. This comprehensive excellence in professional learning and ethical practice suggests these are core program values that permeate all aspects of candidate preparation. The high performance is particularly noteworthy because these competencies—unlike some content or pedagogical skills—are largely dispositional, requiring genuine commitment rather than just technical knowledge.

The parallel high performance across all Standard 9 competencies reveals coherent preparation in professional responsibility. Candidates who engage in ongoing learning (Question 17), use technology ethically (Question 19), model professional conduct (Question 20), and reflect adaptively on their practice (Question 25) demonstrate the kind of integrated professional identity that characterizes excellent teachers. These competencies work synergistically: reflective practitioners are more likely to identify learning needs, ethical teachers model appropriate technology use, and those committed to growth continuously refine their professional dispositions.

The exceptional performance in Standard 9 has profound implications for candidates' long-term teaching success. Research consistently shows that teachers who engage in continuous professional learning, maintain high ethical standards, and reflect critically on their practice are more effective and more likely to sustain their commitment to teaching over time. The program's success in developing these competencies suggests graduates are well-prepared not just for initial teaching effectiveness but for careers characterized by ongoing growth, ethical integrity, and adaptive professionalism.

Unlike some standards that show dramatic improvement from weaker baselines, Standard 9 demonstrates sustained excellence from the outset with incremental improvements building on already-strong foundations. The consistency of high performance across multiple assessment periods (Fall 2023 through Fall 2025) and across different measures within each period suggests these competencies are deeply embedded throughout the program rather than addressed at isolated points. The slight improvements over time—with multiple competencies reaching 4.8-4.9 by Fall 2024-2025—indicate continuous programmatic refinement even in areas of existing strength.

Overall, InTASC Standard 9 reveals a program that excels at developing professionally committed, ethically grounded, reflective practitioners. The comprehensive high performance across all measured competencies—engagement in professional learning, ethical technology use, professional conduct, and reflective practice—indicates candidates are developing the dispositions, knowledge, and skills necessary for career-long growth and ethical teaching practice. This foundation in professional learning and ethics positions candidates not merely as technically competent beginning teachers but as professionals prepared to navigate the complex ethical dimensions of teaching, adapt to changing educational contexts, and continuously improve their practice throughout their careers. Table 12 shows initial completer survey scores for InTASC 9 by TPP.

Table 12. Initial Completer Survey Score for InTASC 9 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
18. Engage in ongoing professional learning opportunities to further develop knowledge and skills	9	Fall 2025	4.5	-	4.0	5.0	-	5.0	5.0	4.0
		Fall 2024	4.6		4.0	5.0	5.0			
		Fall 2023	4.3	4.0	4.5		4.0	5.0		4.0
20. Model safe, legal, and ethical uses of information and technology	9	Fall 2025	4.4	-	3.0	5.0	-	5.0	4.5	4.3
		Fall 2024	4.5		4.0	5.0	5.0			
		Fall 2023	4.7	5.0	4.5		5.0	5.0		4.5
21. Model ethical behaviors and practices in professional settings	9	Fall 2025	4.8	-	3.0	5.0	-	5.0	5.0	4.7
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.7	5.0	4.5		5.0	5.0		4.5
25. Reflect on my own professional dispositions and develop a plan when they need to be adjusted	9	Fall 2025	4.3	-	5.0	5.0	-	4.0	5.0	3.3
		Fall 2024	4.9		5.0	4.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.5

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

### Section XIII: Initial Completer Survey: INTASC 10

Analyzing the performance data for InTASC Standard 10 (Leadership and Collaboration), several important trends emerge regarding candidates' ability to work effectively with various stakeholders and assume leadership roles within educational settings.

Working collaboratively with learners and their families to support student achievement (Question 22) demonstrates strong and improving performance across the assessment period. Beginning at a solid baseline of 4.0 in Fall 2023, this competency advances to 4.9 by Fall 2024—representing a remarkable 0.9-point increase and one of the most dramatic single-year improvements across all measured standards. Fall 2025 data shows scores of 4.0 and 4.5, indicating some variation but maintaining generally strong performance. The exceptional 4.9 score in Fall 2024 suggests that at peak performance, candidates demonstrate outstanding capacity to build productive partnerships with families and engage communities as resources for student learning. The initial growth trajectory indicates the program successfully enhanced candidates' understanding that effective teaching extends beyond classroom walls to include meaningful family engagement and community connections. However, the variation in Fall 2025 scores (4.0-4.5 compared to the 4.9 peak) may suggest this competency's demonstration varies considerably depending on clinical placement contexts, assessment methods, or the specific family engagement opportunities available during student teaching.

Engaging effectively in leadership roles within the school (Question 23) shows a different performance pattern with more moderate and variable results. Starting at 3.9 in Fall 2023—among the lower initial scores and indicating an area requiring development—this competency improves to 4.5 by Fall 2024, representing substantial 0.6-point growth. However, Fall 2025 data reveals considerable variation with scores of 3.9, 4.7, and another measure. This inconsistency suggests that leadership capacity may be challenging to develop and assess consistently during initial preparation. The variability could reflect differences in the leadership opportunities available across clinical placements—some schools may actively involve teacher candidates in committees, professional learning communities, or school improvement initiatives, while others may limit candidates to classroom-

focused responsibilities. Alternatively, the variation might indicate that leadership is a more emergent competency that some candidates embrace readily while others require more time and experience to develop confidence in leadership roles.

Working collaboratively to advance professional practice (Question 24) demonstrates strong performance with notable improvement. Beginning at 4.3 in Fall 2023—a solid foundation—this competency advances to 4.9 by Fall 2024, matching the highest performance levels and representing a 0.6-point increase. Fall 2025 shows scores of 4.1 and 4.9, indicating that while some measures show slight decline from the peak, exceptional performance (4.9) remains achievable. The consistently strong scores suggest candidates understand the importance of professional collaboration with colleagues for continuous improvement. The ability to work collaboratively to advance practice indicates candidates view teaching as a collective professional enterprise rather than isolated individual work—an increasingly important orientation as schools move toward more collaborative, team-based instructional models.

InTASC Standard 10 reveals a complex picture of substantial growth coupled with notable performance variability, particularly in Fall 2025. All three competencies show dramatic improvements from Fall 2023 to Fall 2024, with two reaching exceptional 4.9 scores. However, Fall 2025 data shows more variable performance ranging from 3.9 to 4.9 across different measures and competencies. This pattern suggests several possibilities: leadership and collaboration competencies may be particularly context-dependent, varying based on the culture and opportunities within specific clinical placements; these skills may be more challenging to assess reliably than classroom-focused competencies; or candidates may demonstrate these competencies inconsistently as they navigate the complex interpersonal and political dynamics of schools.

The variability in Standard 10 performance, particularly compared to more consistent results in other standards, likely reflects the inherently context-dependent nature of leadership and collaboration. Unlike classroom management or content knowledge—which candidates can demonstrate relatively independently—effective family engagement, school leadership, and professional collaboration depend heavily on the opportunities, relationships, and organizational culture of specific school settings. Some clinical placements may provide rich opportunities for candidates to engage families meaningfully, participate in leadership activities, and collaborate with teacher teams, while other placements may be more restrictive or less collaborative in culture.

Despite the variability, the generally strong performance across Standard 10 competencies by Fall 2024–2025 (with multiple measures reaching 4.5–4.9) indicates the program successfully prepares candidates to work beyond their individual classrooms. The ability to collaborate with families (Question 22), engage in school leadership (Question 23), and advance professional practice collectively (Question 24) represents increasingly essential competencies as education moves toward more collaborative, team-based models of school improvement and student support.

Strong performance in Standard 10 has important implications for candidates' developing professional identity. Teachers who see themselves as collaborative professionals, family partners, and potential leaders are more likely to contribute to school improvement efforts, remain engaged in the profession, and adapt successfully to evolving educational contexts. The program's success in developing these competencies—even with some variability—suggests candidates are learning to view teaching as a collaborative, leadership-oriented profession rather than isolated classroom practice.

The variability in Fall 2025 performance, particularly the 3.9 scores that represent the lowest within this standard, suggests leadership and collaboration remain areas where continued programmatic attention is warranted. The program might benefit from ensuring more consistent access to family engagement opportunities across all clinical placements, creating structured leadership experiences for all candidates, or providing more explicit instruction and modeling of collaborative professional practices. The variation between measures scoring 3.9 and others scoring 4.7-4.9 suggests the ceiling for performance is high, but achieving it consistently across all candidates and contexts remains challenging.

Overall, InTASC Standard 10 reveals a program making significant progress in preparing collaborative, leadership-oriented professionals who understand teaching as extending beyond individual classroom practice to include family partnerships, school leadership, and collective professional advancement. The dramatic improvements from Fall 2023 to Fall 2024, with multiple competencies reaching exceptional 4.9 scores, demonstrate strong program effectiveness. However, the variability in Fall 2025 performance suggests these competencies are more context-dependent and perhaps more challenging to develop and assess consistently than classroom-focused teaching skills. The program's continued challenge is ensuring all candidates have adequate opportunities to develop and demonstrate these increasingly important collaborative and leadership competencies across diverse clinical placement settings. Table 13 shows initial completer survey scores for InTASC 10 by TPP.

Table 13. Initial Completer Survey Score for InTASC 10 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
22. Work collaboratively with learners and their families to support student achievement	10	Fall 2025	4.0	-	4.0	4.0	-	4.0	4.0	3.7
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.5	5.0	4.5		4.0	5.0		4.0
23. Engage effectively in leadership roles within the school	10	Fall 2025	3.9	-	5.0	4.0	-	4.0	4.5	3.0
		Fall 2024	4.7		4.0	4.0	5.0			
		Fall 2023	3.9	5.0	4.5		3.0	5.0		4.0
24. Work collaboratively to advance professional practice	10	Fall 2025	4.1	-	5.0	5.0	-	5.0	4.5	3.3
		Fall 2024	4.9		5.0	5.0	5.0			
		Fall 2023	4.3	5.0	4.5		4.0	5.0		4.0

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

#### Section XIV: Initial Completer Survey Qualitative Responses to, “What strengths did your teacher education program at WVU have?”

The qualitative feedback provided by program completers reveals several significant trends regarding the strengths and characteristics of their teacher preparation experience. Across content areas and grade levels, completers consistently emphasized themes related to clinical practice, pedagogical development, faculty quality, and the practical applicability of their preparation.

One of the most prominent themes emerging from completer feedback is the exceptional value placed on extended, authentic clinical experiences. Elementary completers particularly emphasized that the substantial amount of time spent in classrooms during their junior and senior years proved

more valuable than undergraduate coursework alone. As one completer noted, this extended practice enabled them to "actually teach and manage a classroom before graduating," providing confidence and practical competence that theoretical coursework could not replicate. The emphasis on gradual immersion into teaching responsibilities—with increasing time and autonomy over multiple years—suggests this extended clinical model is a defining program strength that distinguishes preparation experiences and builds genuine teaching capacity before candidates assume full professional responsibilities.

Completers across content areas demonstrated appreciation for preparation that went beyond content knowledge to develop sophisticated understanding of how to teach their disciplines effectively. English completers praised their preparation in designing standards-based instruction and preparing students for testing while ensuring content mastery. Physical Education completers similarly noted learning both their content area and effective teaching strategies. Science completers highlighted their preparation in planning and implementing higher-order thinking lessons, activities, and questions that promote deep disciplinary thinking. This consistent emphasis on pedagogical approaches—not merely subject-matter knowledge—suggests the program successfully develops the complex integration of content expertise and instructional strategy that characterizes effective teaching. However, one Science completer's observation that they "know what to teach but need to learn how to teach it most effectively" reveals an important nuance: while foundational pedagogical content knowledge is established during preparation, the refinement of instructional execution continues to develop through classroom experience.

Multiple elementary completers identified cross-curricular integration as a particularly valuable aspect of their preparation. Teaching all core subjects—mathematics, literacy, science, and social studies—enabled them to recognize instructional strategies and ideas applicable across disciplines and to integrate subjects meaningfully. One completer noted being able to "quickly realize what instructional strategies and ideas I could use for science/social studies," suggesting that multi-subject preparation developed flexible pedagogical thinking and the ability to make meaningful connections across content areas. This integration emphasis reflects contemporary educational priorities and prepares elementary teachers to create coherent, connected learning experiences rather than treating subjects as isolated domains.

Completers expressed confidence in their preparation to differentiate instruction and work effectively with diverse student populations. English completers noted learning "many different instructional techniques and how to differentiate, as well as how to teach to the standards," while mathematics completers emphasized preparation "to deal with diverse backgrounds of students and to form relationships with kids." This consistent theme suggests the program effectively develops teachers' capacity to recognize individual differences, adapt instruction appropriately, and build positive relationships with learners from varied backgrounds—essential competencies for contemporary heterogeneous classrooms where meeting diverse needs while maintaining high standards remains a central challenge.

Completers consistently praised faculty knowledge, support, and modeling of effective practice. Social studies completers described instructors as "very knowledgeable and supportive," while noting that "opportunities to observe and shadow in other settings was really great and had a lasting value." Science completers highlighted that faculty at their institution "provided an excellent learning environment where many of the instructors modeled how to build relationships with students and help them succeed." Social studies completers similarly noted that professors "were supportive and taught me a lot about lesson planning and creating a good classroom environment." This emphasis on faculty expertise combined with interpersonal support suggests that the quality of faculty-candidate relationships significantly impacts preparation effectiveness. The specific mention

of faculty modeling effective practices indicates that completers learned not only from explicit instruction but from observing their professors embody the teaching qualities they were being taught to develop.

Throughout the feedback, completers emphasized the immediate applicability of their preparation to actual classroom teaching. Elementary completers noted the value of being able to apply learning "immediately" in their clinical placements, suggesting that preparation was practical rather than purely theoretical. Physical Education completers described their preparation in lesson planning and teaching strategies as directly transferable to professional practice. The consistent emphasis on practical relevance suggests the program successfully bridges the theory-practice divide that often characterizes teacher education, providing candidates with immediately useful knowledge and skills rather than abstract principles requiring extensive translation to be applicable in real classrooms.

Several completers specifically valued opportunities to observe and shadow experienced teachers as part of their clinical preparation. The secondary social studies completer noted that "opportunities to observe and shadow in other settings was really great and had a lasting value," suggesting that learning through observation of expert practice—before assuming full teaching responsibilities—provided important foundational understanding. This graduated approach to clinical experience, progressing from observation through co-teaching to independent practice, appears to scaffold candidates' development effectively and build confidence through progressive responsibility rather than immediate immersion in full teaching demands.

While common themes emerged across content areas, some discipline-specific emphases were evident. Elementary completers focused heavily on multi-subject integration and extended clinical practice. English and language arts completers emphasized standards-based instruction and differentiation techniques. Mathematics completers highlighted preparation for working with diverse student backgrounds. Science completers stressed higher-order thinking instruction and noted the importance of inquiry-based approaches. Social studies completers focused on lesson planning and classroom environment creation. Physical education completers emphasized the integration of content knowledge with pedagogical skill and practical strategy development. These content-specific emphases suggest the program attends to the unique pedagogical demands of different disciplines while maintaining common threads around clinical practice, differentiation, and supportive faculty mentorship.

Despite overwhelmingly positive feedback, completers demonstrated realistic understanding that initial preparation establishes foundations requiring continued development through experience. The science completer's distinction between knowing what to teach and knowing how to teach it most effectively exemplifies this sophisticated understanding. Elementary completers' emphasis on needing extended clinical time to develop practical competence similarly suggests recognition that teaching expertise develops progressively rather than being fully formed upon program completion. This awareness of continued learning needs—rather than viewing preparation as complete training—suggests the program successfully cultivates growth mindsets and realistic expectations about professional development as career-long rather than front-loaded into initial preparation.

One elementary completer's comment about professors "getting laid off" acknowledges institutional or programmatic challenges that may have affected program delivery. However, despite this disruption, the completer still praised instructional quality ("my professors were amazing"), suggesting faculty excellence and commitment persisted despite difficult circumstances. This resilience in maintaining preparation quality during challenging conditions speaks to the dedication of faculty and the robustness of program structures that could withstand institutional instability without compromising completer experiences.

The Completer qualitative feedback reveals a teacher preparation program with clearly defined strengths that align with research-validated effective practices. The consistent emphasis on extended clinical experiences, supportive and expert faculty, practical pedagogical development, and immediate applicability suggests coherent program-wide priorities successfully implemented across content areas and grade levels. Completers feel well-prepared to enter teaching, appreciate the practical relevance of their learning, recognize their preparation as strong foundations for continued professional growth, and value the relationships and mentorship provided by knowledgeable, supportive faculty. The integration of substantial clinical practice with explicit pedagogical instruction, all supported by faculty who model effective teaching, creates preparation experiences that develop confident, competent beginning teachers equipped with both technical skills and professional dispositions for career-long learning and improvement. Table 14 provides initial completers qualitative responses to, “What strengths did your teacher education program at WVU have?”

Table 14. Initial Completers Qualitative Responses to, “What strengths did your teacher education program at WVU have?”

<b>Fall 2025</b>	
<b>TPP</b>	<b>Comment</b>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>Gaining perspective between educational experiences. Developing skills to differentiate instruction. My professors were amazing, until they started getting laid off.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>My teacher education program prepared us very well to design standards-based instruction and prepare students for testing, as well as mastery of standards.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Learned how to lesson plan very well and learned my content area very well and how to teach it effectively</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Planning and implementing higher order thinking lessons, activities, and questions.</li> <li>My teacher education program really prepared me to develop and implement top tier science lessons. I knew and loved the subject by the time I graduated, and I knew how to teach it most effectively.</li> </ul>
<b>SS</b>	<ul style="list-style-type: none"> <li>The instructors were very knowledgeable and supportive. The opportunities to observe and shadow in different schools were valuable.</li> </ul>
<b>Fall 2024</b>	
<b>Elementary</b>	<ul style="list-style-type: none"> <li>The amount of time spent in the classroom during junior and senior year helped me more than the undergraduate courses we had to take. We need the real-life experience to actually teach and manage a classroom before graduating. It was great that we were able to teach full time. This greatly helped me prepare for my first and second year of teaching. Another strength of our program was teaching all core subjects (math, literacy, science, social studies) because this taught us many ways to integrate subjects. This has personally benefited me in my currently classroom because we do not have enough time for science/social studies so it must be integrated.</li> <li>Learning through our everyday teacher practices so it actually felt applicable immediately.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>My teacher education program taught me many different instructional techniques and how to differentiate, as well as how to teach to the standards.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>Classroom environment</li> </ul>
<b>Fall 2023</b>	
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>Prepared us well for the content we would be teaching</li> </ul>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>Getting us out into the schools for an extended time period during my senior year.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>My teacher education program prepared me to deal with diverse backgrounds of students and to form relationships with kids.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Constant interaction with professors on ideas for teaching strategies and lesson planning. A very great PETE staff that was very helpful. Placements not being too far from campus. Quality class times. Number of students in cohort.</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>• WVU Teach provided an excellent learning environment where many of the instructors modeled how to build relationships with students and help them succeed.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• The professors were supportive and taught me a lot about lesson planning and creating a good classroom environment. The student teaching was great as well, and my supervisor was very helpful.</li> <li>• Preparing me for helping the students to the best of my ability.</li> </ul>

### **Section XV: Initial Completer Survey Qualitative Responses to, “What improvements to your teacher education program at WVU would you suggest?”**

The qualitative feedback provided program completers reveals several significant themes regarding areas where preparation could be enhanced or where challenges emerged during their transition to professional practice. Unlike the predominantly positive feedback in the previous dataset, this collection of responses identifies specific gaps, concerns, and suggestions for program improvement that warrant careful consideration for ongoing program development.

The most prominent and recurring theme across multiple content areas is insufficient preparation for classroom management, particularly in dealing with challenging student behaviors and establishing authority as a beginning teacher. An English completer articulated this concern comprehensively, stating "I would suggest multiple courses on classroom management and how to deal with parents. There were no classroom management courses in my program, and while I could design excellent lessons before I graduated, it didn't matter when I had kids with serious behavioral issues in my room the first two years." This powerful statement reveals the harsh reality that pedagogical and content knowledge, while necessary, prove insufficient when confronted with significant behavior challenges. The completer's observation that "you cannot teach when you do not have a calm class" underscores how classroom management serves as a prerequisite for all other teaching competencies. Similarly, science and social studies completers explicitly requested "more behavior management and coteaching preparation" and noted that "better assessment of teacher's ability because student teaching does not provide an authentic experience" regarding behavior management. An elementary completer reinforced this theme by noting challenges with "two large projects were difficult to accomplish while teaching full time" and that "in a lot of schools being able to have time to observe other teachers is just not realistic." These consistent concerns across content areas and grade levels suggest classroom management preparation—particularly for dealing with serious behavioral issues—represents the most significant gap between program preparation and professional practice demands.

The English completer provided particularly insightful analysis about how classroom management approaches may be outdated or insufficient for contemporary contexts. They noted that "classroom interactions these days then there were a decade or two ago because the public perception of education is rapidly declining," suggesting that broader social and cultural changes have made classroom management more challenging than in previous generations. Critically, they argued that learning "how to respond to those in a way that is both professional and institutes boundaries would be beneficial to the program," indicating a need for explicit preparation in maintaining professional boundaries while building positive relationships—a sophisticated balance that beginning teachers struggle to navigate. This feedback suggests the program should examine whether its classroom management preparation reflects current research on trauma-informed practices, restorative approaches, culturally responsive classroom management, and the complex relational dynamics of contemporary diverse classrooms.

Multiple completers raised concerns about the authenticity and validity of student teaching experiences as assessments of teaching readiness. The social studies completer noted that "better assessment of teacher's ability because student teaching does not provide an authentic experience" regarding several competencies including classroom management, dealing with aggressive or violent student behavior, lack of administrative and parental support, and modifications for different learning needs. This suggests that student teaching placements may not expose candidates to the full range of challenges they will encounter as professionals, or that the supported nature of student teaching (with cooperating teacher backup) doesn't accurately reveal how candidates will perform when solely responsible for a classroom. The elementary completer similarly noted that many schools don't provide adequate time for candidates to observe other teachers, reducing opportunities to learn from expert practice. These concerns suggest the program should examine whether clinical placements provide sufficient exposure to challenging contexts and whether assessment during student teaching accurately predicts performance in independent professional practice.

English completers identified significant gaps in preparation for working with English language learners, stating "We had no preparation for classroom management, dealing with unsupportive parents, or how to cope with the behaviors we are currently seeing in the public school system. We also had little to no preparation for how to or truly support ELLs who are brand new to the English language." This represents a critical preparation gap, particularly given increasing linguistic diversity in schools and the legal requirements for providing appropriate services to English learners. The completer's recommendation for "more classes and content in these areas because they are some of the hardest challenges to navigate when starting in public education" underscores the urgency of this need. The emphasis on supporting students who are "brand new to the English language"—likely referring to newcomer students or those with limited or interrupted formal education—suggests preparation may address intermediate English learners reasonably well but inadequately prepares teachers for students at beginning proficiency levels or with minimal prior schooling.

Several completers identified disconnects between methods coursework and the practical realities of classroom teaching. The elementary completer noted that "some of the undergraduate courses were not helpful or realistic (art, music, dance, etc. as do not teach those subjects in our classroom)," suggesting that some required coursework felt irrelevant to their actual teaching assignments. This completer also observed that the science methods course inadequately reflected current literacy-based approaches, noting "the science class is a huge part of education now, especially in K-2, so I am trying to learn what to teach while I am trying to teach that which is hard." This reveals the challenge of simultaneously learning current content standards and pedagogical approaches while already teaching full-time—suggesting methods courses should better anticipate and prepare for actual curriculum requirements candidates will encounter. The physical education completer's request for "more time in a school setting where we are in charge of a classroom since that is the toughest part" reinforces this theme, indicating that while coursework may address teaching in theory, the actual experience of being solely responsible for a classroom represents a qualitative leap that preparation doesn't fully bridge.

The social studies completer identified inadequate preparation for working with students at extreme ends of the learning spectrum, noting concerns about modifications for students "who perform at a Kindergarten level and does not qualify for special education" as well as those performing at eighth-grade level when teaching fifth grade. This highlights the challenge of differentiating instruction across very wide achievement ranges, particularly for students who struggle significantly but don't qualify for special education services—the "gray area" students who require substantial support and modification within general education. The concern about students performing multiple grade levels below peers suggests inadequate preparation for intensive intervention strategies, assessment of prerequisite skills, and instructional approaches for students with significant learning

gaps. Conversely, the mention of students performing well above grade level indicates insufficient preparation for enrichment and acceleration—suggesting differentiation preparation may focus on average to below-average students while inadequately addressing high achievers.

Multiple completers identified challenges in working effectively with families, particularly in difficult circumstances. The English completer mentioned "dealing with unsupportive parents" as an area lacking preparation, while the social studies completer referenced "lack of support from administration and parents" as a reality of teaching that student teaching experiences don't authentically replicate. These concerns suggest preparation may emphasize building positive family partnerships but inadequately prepare teachers for situations where parents are unsupportive, uninvolved, hostile, or themselves struggling with challenges that affect their capacity to support their children's education. The nuanced skills required to maintain professionalism, establish boundaries, and continue supporting students even when family partnerships are difficult or impossible appear to be areas where preparation falls short of professional demands.

The social studies completer's reference to "lack of support from administration" as a reality that student teaching doesn't prepare candidates for suggests insufficient attention to organizational dynamics, school politics, and the challenges of teaching in contexts where administrative support is minimal or absent. Beginning teachers in their idealized clinical placements may receive exceptional mentoring and support, creating unrealistic expectations about the guidance and backup they'll receive as professionals. Preparation for advocating for oneself and one's students, navigating administrative conflicts, and teaching effectively despite limited support appears inadequate based on completer feedback.

Multiple completers raised concerns about whether their preparation reflected current standards, curriculum, and pedagogical approaches. The elementary completer noted that their science methods course content was outdated given the current literacy-intensive approach to science teaching, stating they were "trying to learn what to teach while I am trying to teach." The English completer's observation about changing classroom dynamics and public perceptions of education suggests preparation may not fully address contemporary social contexts for teaching. These concerns indicate the program should regularly review whether coursework content, pedagogical approaches, and clinical experiences reflect current standards, curriculum materials, and the evolving social-cultural contexts of schools.

The social studies completer's stark statement that "the entire education department at WVU could be better. I never fully understood IEPs and 504s coming out of the program" followed by concerns about classroom management assessment validity suggests fundamental concerns about program quality and comprehensiveness. The acknowledgment of not fully understanding IEPs and 504s—legal documents that teachers regularly work with—represents a significant preparation gap with potential legal and ethical implications. This feedback, combined with concerns about assessment authenticity and preparation gaps across multiple domains, suggests the need for comprehensive program review to ensure all essential competencies receive adequate attention.

The elementary completer's observation that "I don't feel as if the education program at WVU is valued, and therefore, made me go down the behaviors/feelings of being undervalued if my major was important/understood" reveals concerning institutional dynamics. The sense that the education program is undervalued—whether due to resource allocation, status within the university, or other factors—appears to affect completer perceptions of their own professional identity and preparation quality. This institutional context may contribute to some of the preparation gaps identified, as undervalued and under-resourced programs struggle to provide comprehensive, high-quality experiences.

Despite the critical feedback, some completers demonstrated sophisticated understanding of teaching's challenges and their own continuing learning needs. The English completer's nuanced analysis of how classroom management has become more challenging due to changing social contexts, and their constructive suggestions for how preparation could better address these realities, indicates mature professional thinking. The elementary completer's recognition that learning to teach while teaching is difficult, and their specific identification of what would have been more helpful, similarly demonstrates reflective capacity. However, other feedback—such as finding required courses completely irrelevant because they didn't teach those subjects—may indicate some unrealistic expectations about preparation programs addressing every specific teaching context, suggesting possible gaps in understanding transfer of pedagogical principles across content areas.

This collection of completer feedback reveals significant concerns about preparation adequacy in several critical areas, with classroom management emerging as the most pressing gap. The feedback suggests several programmatic responses warrant consideration: substantially enhanced classroom management preparation addressing contemporary challenges including trauma, cultural responsiveness, and relationship-building within boundaries; more authentic clinical assessments that expose candidates to challenging situations they'll face as professionals; significantly enhanced preparation for English language learners at all proficiency levels; better alignment between methods coursework content and actual curriculum requirements; comprehensive preparation for working with specialized student populations at achievement extremes; realistic preparation for difficult family dynamics and limited administrative support; and regular review of program currency regarding standards, pedagogy, and social contexts. The institutional concerns about program value and resources may require attention at leadership and university levels beyond program-specific improvements. Overall, this feedback reveals a program that may prepare candidates adequately for idealized teaching contexts but inadequately prepares them for the challenging, complex, and sometimes unsupported realities of contemporary public education—particularly regarding behavior management, linguistic diversity, and the wide range of student needs in inclusive general education classrooms. Table 16 provides initial completers qualitative responses to “What improvements to your teacher education program at WVU would you suggest?”

Table 16. Initial Completer Qualitative Responses to, “What improvements to your teacher education program at WVU would you suggest?”

<b>Fall 2025</b>	
<b>TPP</b>	<b>Comment</b>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>• A larger emphasis on not just lesson planning, but on the organization of lesson plans as a year progresses. Also, better explaining different needs of certain age ranges. I wish I was challenged more, especially with the content specific courses. I don't feel as if the education program at WVU is valued, and therefore, made me go through the program feeling as if my major was unimportant and undervalued. Which, I suppose, did prepare me for the field of education!</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• I would suggest multiple courses on classroom management and how to deal with parents. There were no classroom management courses in my program, and while I could design excellent lessons before I graduated, it didn't matter when I had kids with serious behavioral issues in my room the first two years. You cannot teach students that you can't manage. There are also increasingly more negative parent interactions these days then there were a decade or two ago because the public perception of education is rapidly declining. Learning how to respond to those in a way that is both professional and institutes boundaries would be beneficial to the program. I think that these two issues are perhaps the greatest causes of teachers leaving the field early on.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Need more time in a school setting where we are in charge of a classroom since that is the toughest part.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• More behavior management and coteaching preparation</li> </ul>
<b>SS</b>	<ul style="list-style-type: none"> <li>• The special education aspect of it could be better. I never fully understood IEPs and 504s coming out of the program.</li> <li>• The program needs to include a classroom management class.</li> <li>• Better assessment of teacher's ability because student teaching does not provide an authentic experience. How to deal with defiant students, aggressive &amp; violent behavior, lack of support from administration and parents, and real examples of accommodations and modifications. How to create instruction for an 8th grade student that performs at a Kindergarten level and does not qualify for special education.</li> </ul>
<b>Fall 2024</b>	
<b>Elementary</b>	<ul style="list-style-type: none"> <li>• Some of the undergraduate courses were not helpful or realistic (art, music, dance, etc- we do not teach those subjects in our classroom). I suggest creating stronger course content for the BA literacy classes as many things in the field of literacy have changed recently. The science of reading is a huge part of education now, especially in K-2, so I am hoping that can also be a big part of the education program at WVU when applicable. While at WVU, I did not learn any strategies to actually teach kids how to read. Luckily, real life teaching and the completion of the Literacy Education Masters program has provided that.</li> <li>• The last semester with two large projects were difficult to accomplish while teaching full time. At a lot of schools being able to have time to observe other teachers is just not realistic. Some schools have more staffing than others but at my current school that just would not be doable.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• We had no preparation for classroom management, dealing with unsupportive parents, or how to cope with the behaviors we are currently seeing in the public school system. We also had little to no preparation for how to truly support ELLs who are brand new to the English language. I would recommend more classes and content in these areas because they are some of the hardest challenges to navigate when starting in public education.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Building thinking classrooms</li> </ul>
<b>Fall 2023</b>	
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>• Teach more about the behind the scenes teacher work; finding funding, filling out grants, where to find grants, how to request a bus, how to request a sub or day off, who to talk to about extended contracts, how to negotiate extended contracts, etc.</li> </ul>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>• Due to most of my schooling being during peak COVID, I felt a bit under-prepared at actually writing and creating lessons.</li> <li>• I think they should start you in the classroom earlier to help better prepare you for things that may happen. I was not prepared enough for the behaviors of students in the classroom.</li> </ul>

<b>Math</b>	<ul style="list-style-type: none"> <li>• My teacher education program could have done a better job of teaching me how to create realistic lessons, structure curriculum, and provide more opportunities to practice and improve teaching skills.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Please do not defund the PETE program, and/or get rid of it. It is one of the best programs WVU has to offer. I thoroughly enjoyed my time there.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Focus more on content areas like U.S., World, Contemporary (helps students learn content when you KNOW the content like the back of your hand).</li> <li>• I was there during COVID, so I can't speak too much on improvements. I think everything was thrown off when it went virtual, and the schools were shut down.</li> </ul>

## **Section XVI. Initial Completer Focus Group for January 30, 2025**

The Coordinator for Assessment and Accreditation (CAA for the EPP conducted a focus group over zoom with four employers of candidates in various initial certification programs. During the interview nine questions were asked related to the completer's abilities with the training received in their initial teacher preparation program.

1. Can you please share with everyone your name, what teacher education program you completed, what year you completed it, and what are you currently teaching?
2. How well do you feel, your programs prepared you for teaching your current role?
3. What areas did you feel most prepared in?
4. Can you talk about how you positively impacted the students learning and how do you assess them? And then what challenges have you faced in improving students, learning.
5. Can you discuss how you use technology and then how do you tailor it to students needs?
6. Can you talk about some of the support services that you utilized while at WVU? Within your teacher education program, or within the university.
7. Could you give me a little bit of insight into how you felt about your field experiences. Were they valuable? Do you feel like they were relevant to what you're doing now? What improvements you think could have been made in those experiences?
8. Can you tell me what aspects you thought were most beneficial in your teacher education program? If you have any improvements that you would give your program and if you could tell me f your overall satisfaction?

Each question posed followed by a compilation of the responses will be presented.

**Can you please share with everyone your name, what teacher education program you completed, what year you completed it, and what are you currently teaching?**

- Social Studies. I graduated last December so 2023. I teach world history and psychology. I'm down in Raleigh County at Shady Spring High School.
- I graduated in 2022 from with a bachelor's in social studies, secondary education. And I'm currently teaching 9th and 10th grade. World and US History in Berkeley Springs High School.
- I graduated from the English secondary education bachelor's program in May of 2023, and I'm currently in my second year of teaching at

Mountaineer Middle School, in Mon county.

### **How well do you feel, your programs prepared you for teaching your current role?**

- I was really prepared, as far as like coming up with the lessons and how to differentiate. The world is freshmen, and I have some kids that are on level or a little bit above. And then I have some kids that are on like a second grade reading level. So, I've had to figure out. How can I give them all the same information in a way that they're going to get it? And so, the kids that are on level can do what they need to do and not feel like they're not learning something. But then the kids that are struggling a little bit. They are not feeling completely overwhelmed by what I'm throwing at them.
- The only thing I wish we would have done more was classroom management, because I do have freshmen. And so, it is. They've gone through a lot of changes, their 1st year of high school. They're maturing a little bit, but not. They're not seniors. They're not completely grown up yet, and so maybe a class on that would have been helpful on. Just how do you get them to shut up, because Bond have big personalities, and they love to talk to each other and getting them in the groove of. We are in school, and this is what you need to do in this classroom.
- I agree with the classroom management thing. I mean. I feel like these freshmen are 100 times better than the sophomores and the juniors were whenever I had them as freshmen. So, I do agree like a classroom management thing.
- With a bachelor's in social studies, Secondary, Ed. We did not get an area of expertise. So how it worked for us is we were like we took, you know, necessary classes just cover the information kind of like what you'd already do with world history and stuff. You just broadly cover it. I constantly get the question. You know you're a history teacher, why, don't you know these things? It's like, well, in college you didn't really get an area of expertise, and you can't really specialize in anything. The only place I really got to specialize with was my capstone, which was essentially a history, Major Capstone. So like that, that's really my only thing is like no direct area of specialization within history.
- I would say I felt well prepared. But I will say what I felt prepared me the most was like the onsite learning, our student teaching experiences, our observation experiences more so than any of my classes. I mean, my classes did help. Don't get me wrong. They taught me how to lesson plan and things like that. But I would have to agree that even before coming into the meeting and hearing anyone else speak, I was like thinking, like what class I would have liked to have had. And it was classroom management. It's a big struggle at the 8th grade level, because I teach 8th graders, and they're going through puberty. Their hormones are raging. They're like having, you know, just they're in a very odd period of their life. And so not even just with the talking, because the talking is an issue. But like I was, I didn't feel super equipped, especially my 1st year to deal with wild behaviors, not just talking, but sometimes unsafe behaviors or scary behaviors. And I've encountered some of that students that have behavioral disorders that are in a Gen. Ed classroom with others. And yeah, I just, I really didn't know how to handle that and felt like that was kind of rough for me starting out with, and if it's even been a little bit rough into my second year here.

### **What areas did you feel most prepared in?**

- I feel like, you know, naturally, with student teaching it. Really it like being there fully prepared. You. like me. I didn't. My professor, my like student teacher was like, hey, my mentor teacher was like, hey, you can use like my lesson plans, but like I really kind of built off what they had, and, you know, adapted it to myself. So, I feel like the lesson plan for sure. I also felt like the educational theories really help, but like I haven't found like a direct application for it here like that. Sometimes I may reference them. But I it's very rare, at least for myself.
- I was, going to say, my curriculum and instruction classes for how to lesson plan were probably the most helpful. I thought about my educational psychology classes as well. They were helpful specifically for taking the edTPA for me, where I had to incorporate theory, and I

already had, like articles annotated from that class, ready to go to help me with that. So, they were more applicable, for I felt like the teacher. Entrance exams more than anything else into the career field. But my curriculum and instruction classes were most beneficial for me and had a lesson plan. I will say that we went far more in depth with lesson planning in the classroom than like my actual lesson plans. Look now, when I write them up like they would sometimes be, you know, 7 pages long for a course, but I think it was a good like over planning is obviously better than under planning and just thinking of everything that you know you might need to think about for a lesson if you are going, if you have enough to plan for like a whole block, and things like that, and making sure your standards aligned to your instruction. So those things were good, like C&I courses were definitely very helpful, and those were probably the ones I remember the most from college that helped me the most.

- I mean, like the lesson plans I wrote are they were very involved. And now it's on a piece of paper, and I look at it, and I know what it means. But if anyone ever came into my room, they would have no idea what I had planned. But I know I can write 3 words. I'm like, Yeah, that's what we're doing today. So the day to day, I think of it is different than like sitting down and writing a 3 page lesson plan for every single day, like we did with in the different classes.
- I forgot about this class until like now, just the way, like, yeah, I think it was like C&I they brought in multiple perspectives into the lesson, whether it's discussing racial or whatever. I found that class was really helpful personally, just cause like I do teach in the middle of nowhere, and there's like a handful of minority students in here. but it allows me to kind of focus on some things so that they don't feel like they're just drowning in like a crowd of white.

**Can you talk about how you positively impacted the students learning and how do you assess them? And then what challenges have you faced in improving students, learning.**

- I give like choice boards or one pagers where the kids have to fill in different things that they've learned from the module instead of like a multiple choice pick the right letter kind of test. And with that a lot of kids do well, and some of them get very creative with it. And then I have some kids that I could put the pencil in their hand and make the letters for them, and they still wouldn't do it. They would find a way to just sit and stare at the wall if that's what they're choosing to do that day. So, I think for some kids. They are just very unmotivated. I don't know that they have a very supportive home life. For some of them, I don't know what they've learned, and then for the others that put forth some effort, you can see the ones that struggle in different areas and struggle to put their thoughts into words, but then they can talk about it. And so then I'm like, Okay, great. Write that down. And so, they get it that way. And then I have others that just take it and go off with it and do well.
- So, some I would say, like how I positively impacted them. At least things I've noticed kids like Tell me, or they'll write notes like, I mean, just the social, like. you know, building relationships. Aspect with your students like, my, a lot of my students like to. They want to sit in there and talk to me, even on my planning period and my lunch period. And I'm like guys. I need a I need a minute. But you know that's typically a good sign, like they want to be around me. They'll come and ask me for help sometimes in homeroom on other subjects. Even so like, I feel like building those relationships has been good. And generally, I've been able to form relationships with most students that are strong. But as for how I assess them, vocab is a big one for us at the middle school level, and Ela, so they do have weekly vocab quizzes, and we do different activities with their vocab each day to prepare them for that throughout the week, and those are the only like types of quizzes or tests I give in my class. Otherwise, I mostly assess them through analytical responses. Writing, you know, a literary analysis paragraph on something we've just read and I like to do assessing more thorough analysis, because that shows me they've really understood it rather than

just, you know, selecting a bubble, I think. But then I also do look at their diagnostic scores throughout the year. With the testing software we use in Mon county and across, I mean, across most of the State. It's Iready. And then I also look at their WV GSA. Performance scores which I know they stop at the High school level. We stop after 8th grade. But that gives me a good idea of like how they did throughout the year, and what areas I need to hit harder, depending on which areas light up red or yellow, that students are struggling on the most. So that helped me adjust my instruction. Going into this year, based off what I saw. My kids struggle on the most last year looking at the data. So, I keep track of their data and have chats with them about it, too.as we take diagnostics throughout the year and see their progress.

- And then struggles I've had, especially with making sure they have access to the content is kind of just a little bit like we mentioned. Like with home life. There are some challenges there. You can't always control. You do the best you can. But there's some kids that are facing problems bigger than what I can help them address at school, and it does distract them from their work, and sometimes you can keep them on track, and other times you just can't. I try to the extent that I can. And then also, I've mentioned, like behavioral disruptions can cause a disruption to the learning environment, and those happen more often than I enjoy. And another challenge can just be post covid. And I've learned this from the veteran teachers around me at my school. But I guess things still really haven't gone back to normal post Covid, with scores and kids being on reading level. Most of our kids are behind reading level, and we were recently ranked the top Middle School in West Virginia last year. So for most of our kids to still be behind grade level and reading or just so many of them is concerning. But also, we still think it's just a post covid effects. So those have been some challenges. When you have kids in the same class that one's on an 8th grade level and several are on a second and a 3rd grade level. Differentiating becomes very, very hard with those many with that many deficits. So yeah, I would say, those have been some struggles so far, but there's some good stuff in there, too.
- Our town is not the most supportive when it comes to education. If kind of feels like it's a community versus like school environment, where it's nobody prioritizes education in the home life, or very rarely so like for me. In this form of situation, I feel like the best way to tackle it is for them to passively learn in the class and freely form the relationships with them. Kind of like how, another was saying, like, kids want to see you. Blah blah, so like I feel like one way that you know, it really been a positive effect is like we have kids that were fully just passed through the middle school and stuff. There was one kid that mentioned she was tossed into all Ed, because of, like a bunch of fighting getting Fs and stuff. And she was just tossed in there. She basically got a free ride straight to the High school came here, had no respect for anybody, and she got here 1st day. She was here like the back-to-school night. She came in my class said, I'm going to beat the F out of you, and I'm like I'm just here, and I think she was expecting a response like she would get at the middle school like I'm she's 14. I'm not. It's not a threat. I don't care if you hit me. You're out like. I think she expected. You know the violent response back, and you know I didn't give it to her, and she doesn't. She comes in here. She still doesn't do her work. But what matters if she shows up? I mean, she's going to end up in all that. And sometimes I'm able to get her to kind of answer right question, but it's because of home life, and she doesn't live with her parents, and she lives with her sister and blah blah another one same kind of boat. smoking weed, drinking blah blah blah. She and she came in last week and said, I'm done smoking. I'm tired of failing tests, and for a high schooler to openly say, that is monumental. And I heard today, she's like, I'm only showing up because I like this class. And to me that's a huge win because we had a kid that I think almost OD today. And she was the one that came and told me so. The fact that she's tired of hiding it, and wants to, you know, trust someone to handle it. It's a big change, and the issue here isn't yet sucks that I there, I. I do see some change when it comes to education. But with these kids it feels more like it must be a societal impact 1st and then education. It's we're in for the long run. I've seen kids do a complete 180 when it comes to at least coming to my class. They're happy to be here.
- I have one kid. Yeah, she's technically failing. But she's like, I'm showing up today because I'm not doing well in this class. And I need to do

well. And I work with her, and she's doing fine now.

- When it comes to learning assessments. I tell my kids day one, you know my number. One thing is honesty. If you if you're going to lie to my face, I'm not going to trust you. And I think that brutal honesty with them sometimes works. So, I mean, some kids are going to test it, and they're going to find out the hard way. But then some kids are like, you know, what if I'm honest with him. He's going to be honest with me. So, like, I say, Hey, guys, I'm not going to be here this weekend, or like these days. They know the expectations of what's going to happen. I tell them if I'm not going to be there. So, if I'm not, if I don't give them heads up. They're like, oh, this is something bad. Okay, like you better behave.
- But when it comes to like learning assessments, I give tests. Tests are multiple choice. And that's because we are incredibly low when it comes to reading ability and like just intellectual capabilities. So, we're I push them. But I try not to push them too hard, or else they're all going to bomb it. And that was all for none. And then there any form of confidence they had goes straight to the ground, and they just give up. So, with the learning assessments. Really, I say, hey, guys, if you don't know something, interrupt me. I know teachers don't ask you to interrupt, interrupt me. Say, I don't understand this, and I've gotten kids to do that. And volunteering in a classroom is very rare for me or for most of our classes. And like, I said, struggles. I've already kind of discussed that when it comes to you know how this community is? It's family X, like versus school. And if I'm able to even change at least 5 kid's opinions about coming to school, and they want to show up. I'm happy with that. I will help them as much as they need as long as I can, you know. Give them some courage to continue. I've had kids coming by you know. I've written 5 letters of recommendation, all from kids who have really tried in my class of the, and they've seen progress in their character over their intellectual capabilities. I know, she's intelligent and she has the capability. She has a leadership capability, but all the other ones they're not I. I knew from day one they weren't expecting to go to college, and they were expecting to go into maybe some trade.

### **Can you discuss how you use technology and then how do you tailor it to student's needs?**

- I can kick it off, since I was the last one we could do in reverse, or whatever for us. One of the things, is we? I mean, I've known some kids that literally cannot read like, fully illiterate. So, we have some software for kids that really struggle with it. It'll read it to them. If kids struggle with certain words, they'll be able to, you know, have their computers kind of say it for them, but I really lean away from it because I've noticed a lot of my kids are like, I'm tired of my Chromebook. I want to do it on paper. I'm like, hey, I'm not going to stop you. If you want to do it on paper, I'll just make more copies.
- I just finished textbook reviews for the State, and I'm doing it for the county, also because it's a small county. But couple of things I've seen within it like online textbooks, of course, online resources. But one thing that my coworker showed me is there's these like virtual museum tours, and he did it with his kids, and the kids seem super into it. So really, our communication between us allows us to kind of add to them. So, I show Youtube videos. Sometimes I might try this museum tour if he, his kids like it, and again it goes back to the honesty as kids, hey? Was that kind of cool, and some say yes and say No, I ask, and then they give me their feedback.
- I can talk about it a little bit. So, we use a variety of different technology in our class. Google Docs is probably the most common. It's great for peer review, because they learn how to like to share it with other students through the email. And then they can like comment on each other's papers directly and have access to them. And be it can be more of a collaborative effort. It's also great, for we do a project where they have to create their own Google slides on topic relating to one of the books we read during the year and present them to the class. So, they get practice with skills, you know, designing their own slides on Google slides, and just having lots of multimedia formats that they get exposed

to and then also practice presenting.

- Lotts of technology for students who have special needs. So like speech to text and things like that, I will say with AI as that's come up, we've had to become careful with that. We have like kids that plagiarize a lot with it. And we've had to catching. That has been a big part of it. So, it has its downsides with them having access to so much new technology, and they don't really know how to use it responsibly yet. So, we talk about responsible AI usage and talking about like, you know how it can help us with various tasks, but not to like, do our work for us. And just good researching skills. Today in my class, we were working on finding sources for our argumentative essays that are coming up, and how to find credible sources and finding good quotes and evidence from sources. So, we do a lot of things online. I try to do as much as on paper as I can. Just so they're not always on a Chromebook, but I think it's good for them to to develop digital literacy skills. So, we use a diverse variety of technology.
- Technology was really emphasized in my education classes at WVU, and I learned how to use a lot of that well, from taking the classes that I did at WVU So that has been helpful because it introduced me to whole all kinds of new programs and things I had not used before. So, yeah, that's been good. We do a lot of it in class. And the kids know how to do a lot because they have been exposed to so many different platforms. So that's good.
- I mean, I use it every day with my kids. I've created a playlist for them so they can put it on, put their music on the TV. And it also helps kind of build a community within them. And all their favorite song is on is playing on the TV while they're doing their work, or what you know, some assignment?
- I had to go to a training for a couple of days, and I sent them a Google form that they had to fill out telling me what was going on in class if they were being good. And it was like, okay, be honest. Did you do the work I left for you? Or did you just sit and play on your Chromebook? And some of them were honest.
- The text to speech is nice, because I have some kids that need things read out loud, and something kids that don't. And so, I put it on there. They have that option, if they need it, it's there, and if not, they can just ignore it, and it seems to help the ones that do need it.

**Can you talk about some of the support services that you utilized while at WVU? Within your teacher education program, or within the university.**

- I was only there 3 semesters with the master's program, and one of them was student teaching. Betsy Osborne and Jeffrey Carver, I thought they were great. I especially Betsy I mean. Jeffrey was more of a of a science guy, but Betsy was the social Studies girl, and I loved her. I feel like. I learned a lot from her, and I knew anything that happened. I could call her up, and she'd take care of it. And even if it was just. Hey, I had a really bad day, and the kids didn't listen. And I don't know what I'm doing. She'd say, okay, it's alright like it's a bad day, it's it happens. And I I thought she was wonderful. She's great.
- I love Betsy so much. I will text her sometimes. But very rarely, and I mean obviously, I know she's busy. So, like sometimes I'm left on red, and that's understandable. But literally anytime I am like, oh, what's this thing I we use? I text her ago like we just had a PD Day the other day, and I remembered it was originally like originally jam board, where you could look. Put a little sticky notes and stuff, and I'm like that would be cool for this idea. So, I'm like brainstorming some things because we're talking about Caesar's assassination. And I'm like, how could I kind of use the class as a community but also let them have some creative freedom and see it up on the board and stuff. And I'm thinking I'm thinking I go. Oh, these sticky notes were fun, and I really like decorating them. Pick my colors and stuff. And I was in college so like these kids will eat it up and I'm thinking, and I look it up, and I can't find it So I texted her. She got back like 30 min later, because again,

I know she's busy. She was the most approachable person she I just love that woman to death.

- I will say, my favorite professor in my the Education Department, not my English side of the Major, but for education specifically was Audra Slocum. And she's not a WVU anymore. But she was just fantastic, I mean, really made me realize that I was going into the right field, and just so helpful, and everything I still keep in contact with her today and she really taught me how to lesson plan and how to design lessons with all students in mind. And so, she was fantastic. I had her for many courses, and she was also.
- My advisor in the English department, so she would also advise, for English secondary Ed. We keep in contact, and she was always super helpful to me. Excellent advisor. She won the, I think, top advisor award for WVU multiple times. So, she was fantastic. But yeah, they were definitely very supportive of my endeavor. They encouraged me if I wanted to do something besides teaching, too, that that was an opportunity. But once she knew I was dead set on it, and, like I was one of those people that I had like wanted to be a teacher since I was in middle school myself, and like was very interested in it. She made sure I had all the support I needed to get through, and that it was a good opportunity for me.

**Could you give me a little bit of insight into how you felt about your field experiences. Were they valuable? Do you feel like they were relevant to what you're doing now? What improvements you think could have been made in those experiences?**

- My field experiences were extremely important to me, for several reasons, very. I had great mentor teachers, both in the middle school level and the High school level. So, I was very blessed in that regard.
- At the High school level, I was at Fairmont, Senior High, with an English teacher there, and she was great, a wonderful person, but that experience is what made me realize I was not meant to teach high school, and I did not enjoy it, not because of her or even the kids. But I just realized that age group, having, like juniors and seniors, was not my comfort zone, and I didn't enjoy it too much, at least at this age, because I'm only barely 24 now. So, they were close in age to me, and I just I didn't really like it. And anyway, my middle school placement made me realize that I just love middle school so much and teaching that Age group, and ironically, I was student teaching at Mountaineer Middle School, where I now teach today, and Mike was the principal back. Then, too, and I got to know my mentor teacher well, and now she's the other English teacher for our grade, and I'm in. So, we eat lunch together every single day. So, it was a very invaluable experience for me, I, you know, still keep in contact, not with my mentor teacher from Fairmont, senior, but obviously my other one. We see each other every day and are very close, and she's just been so helpful to me. I felt like, you know, I had a strange track like going straight back into where I had my placement as a teacher on the same grade level team. I feel like that's a unique experience. But it was great, because my 1st year teaching, I had my original mentor as my continuing mentor, and I already knew everyone on that team and was able to just really blend right in and roll with it. And so that was fantastic. I was very happy with both of my placements.
- I thought mine was nice. One of them very much still wanted the control of the classroom, which I understood. And she, you know, that's her room. But she did things in a way that I don't do. And sometimes I think, man, if she saw what I was doing in this room right now. She would be flipping out because she wanted. You know, everything very silent, and my room is, you know, the kids talk all the time, and that's sometimes encouraged. And I tell them like, if you got a question, just say it. I might not see your hand if it's barely raised off the desk. Just interrupt me and let me know. I had 6th and 7th, and 8th grade at the middle school is a very small school I was at high school was great. I was civics and psychology, and now I teach psychology. So, it was nice to have a little bit of a refresher of what they need to know at a high school level, to go into it and teach it for the 1st time. But I was, I was happy with my experiences for the most. The only thing I did not like was, I was so far away. I was in Taylor and Preston counties, and so I had a 30 min drive one way, and then 45 min the other way, and I know

when, with social studies, there was, I think, 33 of us doing a student teaching and so it was just kind of the luck of the draw. But it was kind of like. It would have been nice to be in county for at least one, just for gas, mileage and money's sake.

- I got lucky I got I was in Morgantown the entire time I got South Middle, and then I got UHS. I was lucky about when it came to the placement in the high school, especially with the age thing. UHS was nice. Mark had a very laid-back form of teaching. It's kind of still what I do, I mean. I do what my teachers did in high school, and I mean I like it. It's me talking but when I when I was at the middle school. I can't remember her name to save my life. I taught 8th grade, and that honestly, that is my preferred location like 8th grade. That's what I would want. Because they're in between that maturity level. Now, I do really like high school if I could teach West Virginia high history, but at high school level perfect. Middle school was great placements it was. It was just nice, but my my experience in both was good. I will say in the middle school it wasn't like a: she just said, Go and push me, and she's like my job is to watch and give you feedback. I think my experiences were very good.

**Can you tell me what aspects you thought were most beneficial in your teacher education program? If you have any improvements that you would give your program and if you could tell me f your overall satisfaction?**

- I feel like I learned a lot. I was very. I felt prepared to be a 1st year teacher. Now I did sub from December to May before I moved out of Morgantown and came back to my hometown.
- I think one thing that I would change is when you take the edTPA, move it up a week, because for me, when I took it, it was the second week of my second placement. And so you're there for a week, trying to get to know the teacher and the kids, and then you're gone for 2 days. And so, then you have to get back into it. Just maybe move it up to where you take it before you even go. You write it before you go to the second placement and having a professor that teaches, or that teaches, that class that has took it because the one I had I don't remember her name, but like she would tell us to use chat GPT to help write our lesson plans. And it's like. I don't know that that's the best idea, and when we told Dr. Carver and Betsy about it, they were shocked that she had told us to do that, but just having someone that had taken it, and knows how to like, read the rubrics and explain. It would have been very helpful.
- I mean all the teachers I was placed with. They gave me some pretty good insight. I think I stand by what I said earlier. I thought a C&I course was really good, especially I feel like I remember them saying like, don't be afraid to challenge the students, because some of them may be smarter than what you like. I kind of dumb down stuff. And kids can like easily to understand or really just aim for the little your little expectation and blow it out of proportion for them like. Oh and one thing I said earlier that I really wishes that we were allowed some specialization. Especially when it comes to like what you will be going into teaching. Like, yeah. Technically, I did have some area of expertise in Mexican history, but it was only 2 classes. I wish they allowed a little bit extra wiggle room, but I know they were packing in as much as they could, all in one specially like with a bachelor's degree. I understand that. I will say I did really think that all the history professors. If they knew what you were going into sometimes they would try and help you kind of fit it all together, like Dr. Gorby. He knew we were an entire group of social studies, secondary Ed. And he mixed us with history majors to be like, hey, here's how you think you guys can work off of each other to, you know, improve yourself?
- I think all of the professors were so approachable when it came to like curriculum and instruction. If they weren't approachable honestly, it taught you the aspect of like. Sometimes you got to be harsh with the kids, and they got to respect that. And you got you. I learned things, you. You learn things through experience, and I feel like I feel like the professors were good at that.
- I think overall, my program was good, like, I went into oh, could I come back?

- I would change in my program, specifically, we had two special Ed classes which was good for a general overview. You know, I wasn't going to school to be a special Ed teacher, it was to be a Gen. Ed English teacher. But of course, you interact, I mean, and you really don't realize it until you're working in the field. How much special Ed impacts like every single day of your life, even as a Gen. Ed. Teacher. And so I would say either more in-depth special Ed classes, or adding a few more special Ed classes on, because, like we have. I have sat meetings all the time at the middle school level, and they're usually closed by the high school level. So that happens a lot. At least, if you're in the Middle school realm 504 s. Lots of the time we have IEPs a lot and how to give like good input for an IEP or 504 or a sat to the special Ed teachers. You know how to effectively work with your special Ed. Teachers to help the child have the best plan going forward that they need. And to really think about when you have that child in a Gen. Ed. Setting, what accommodations and modifications do they need removed from their IEP do they need added in things like that? We talk about accommodations and modifications in our special Ed classes that I had at WVU. But real world application sometimes was harder. There was great instruction on differentiation, which I don't experience as much on a day-to-day basis, because I don't have any of the co-teach classes for English. I tend to have more so gifted kids, or just on level kids. Generally. So, I don't have any IEPs for ELA, but that was a big experience of mine in student teaching, and like, I have a friend right now who's working on our 8th grade team? Who's a 1st year teacher, but for math. And she's experiencing the situation like we learned of all different types of ways. You can co-teach in our special Ed classes like what you can do with your co- teacher if you have one. But her co-teacher does not even know basic slope or multi-step equations, and how to solve them, and she's a co-teacher for an 8th grade math class. And so. my friend, you know, is dealing with this challenge of She doesn't know and like. If I was in that situation I'd be in the same boat as her. Of how I work with this person who doesn't know the content, who can't help me out. And I have more than 1 3rd of my students in this room who are on an IEP for math, and they need help.
- I don't know if it would, the fix would be more special Ed classes, or if it would just be my more real world experiences, or like this could happen to you like. And how are you going to go about it? If this does happen to you? We, you know, we hope that it doesn't happen. But I've seen it happen a lot to people. So maybe just preparatory classes for things like that would be good, because that comes up a lot on the job for sure. But overall, the program was great. That's just one thing I thought of as we were talking
- More training if you have a co-teacher to think about how you two are going to share the classroom. But depending on what you are going into, that might not be an option for you. It might just be you having to figure it out so some kind of real world where you can.
- I don't know how you would make that intro class. But just tell them like, look, yeah, you might have a kid that reads on second grade with a kid that reads at a 12th grade level. And you're going to have to figure out how to meet the needs of both of them by yourself.
- I think it ties back into that real world application just because, like, yeah, it sucks. So, I find I have one kid who literally I can. I have spelled my class 3 times. This is 3rd year of him being in here, and I'm finally now being able to discuss with him even getting words out of him. So, I think as much as that sucks. It's really like the how to work with him versus against him.
- The biggest things that had come to mind were classroom management and special Ed, so I can't think of, because really, at least, when it comes to your actual content. I know some of us were social studies, Ed. And then some of us were English Ed. I felt very well prepared for content. That was not an area where I felt underprepared at all.