

Initial Completer Survey & Focus Group Summary

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Section I: Executive Summary for the Initial Completer Survey

The document presents findings from surveys and focus groups with recent teacher preparation program (TPP) completers to evaluate program effectiveness. Data was collected from 15 completers in Fall 2024 and 12 completers in Fall 2023 across multiple education disciplines including Elementary Education, Secondary English, Mathematics, Physical Education, Science, Social Studies, and Agricultural Education.

Overall, completers rated their preparation positively across all InTASC standards, with most scores between 4.0-5.0 on a 5-point scale. Areas of strength included professional ethics and dispositions (scores 4.7-4.9), planning for instruction (improved from 4.3 to 4.9), leadership and collaboration (improved from 4.3 to 4.9), and content knowledge (improved from 4.2 to 4.7). Mathematics program completers consistently provided the highest ratings, with most scores at 5.0.

Areas identified for improvement included preparation for teaching English Language Learners (ELL), which saw declining scores from 3.7 to 3.3, and inconsistent ratings for technology integration and assessment implementation. The focus group further emphasized the need for enhanced classroom management training, as participants consistently noted feeling underprepared for behavioral challenges. Additionally, completers desired more practical preparation for working with special education students, supporting students with varied reading abilities, and implementing effective communication strategies with parents.

Qualitative feedback highlighted program strengths including extended classroom experiences, supportive faculty, practical application of learning, and preparation for building student relationships. Completers particularly valued the extended teaching placements, which offered authentic classroom experience. Several participants noted that their field experiences were the most valuable component of their preparation, especially when paired with supportive mentor teachers.

Recommended improvements included updated literacy instruction incorporating the science of reading, stronger content area preparation, more realistic lesson planning approaches, improved curriculum structuring, and enhanced classroom management strategies. Many completers noted a disconnect between theoretical preparation and classroom realities, suggesting a need for more practical, real-world applications throughout the program. Several also requested additional preparation for working with students with widely varying abilities and needs within the same classroom.

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 for this round of review are from the fall semesters of 2023 and 2024. 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 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

Completers across several teacher education programs (TPPs), rated many facets of their preparation higher in the Fall of 2024 than 2023. Completers scores demonstrated strong development in professional dispositions and ethics, with most scores falling between 4.0 and 5.0, indicating completers felt prepared in these areas. Scores for planning and leadership also show consistent growth.

Areas of strength, as scored by completers were professional ethics and dispositions, planning for instruction, leadership and collaboration, as well as content knowledge. Professional ethics and dispositions had scores ranging from 4.7 to 4.9. While planning for instruction saw significant improvement, with scores increasing from 4.3 to 4.9. Leadership and collaboration have also showed strong growth, with scores rising from 4.3 to 4.9. Furthermore, content knowledge has improved from 4.2 to 4.7. Areas that scored lower and thus may be areas that need attention were knowledge about English Language Learners (ELL) for which scores decreased from 3.7 to 3.3. While technology integration and assessment implementation both had variability in scoring across programs.

The two completers from the Math TPP scored their preparation as strong with most scores being 5.0. While the Elementary TPP completers showed some variability, particularly in ELL support. The English TPP completers scored their program higher in Fall 2024 than 2023 in most areas, indicating an increased satisfaction with their preparation. In addition, agriculture program completers have scored their program as strong within both data collection groupings. 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		-	-	-	-	-	-	-
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 1, learner development, as above average both years with scores ranging from 4.4-4.7. Elementary completers scored each standard slightly higher in Fall 2024 with an average score of 5.0 for both standards. Math scores remained stable from year to year but with only one completer scoring for each year these scores should be considered but not used as a singular point for decisions about changes to the program. All other TPPs had no comparison data at this point. 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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 2, learning differences, as above average except in the areas relating to their preparation for English Language Learners (ELL). Questions on inclusive learning and gifted/talented support maintained relatively strong scores across both reporting periods. Completers from Mathematics shows improvement across most questions. While Elementary Education showed declines across multiple standards. In 2023 Elementary had five completers respond while only two in 2024 when analyzing the data the EPP took this into consideration. The EPP program maintains relatively stable scores across all questions related to InTASC 2 with slight variations. 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								
		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								
		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								
		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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 3, learning environment, as above average across both reporting periods. The question on collaboration support shows strong preparation while environment management shows mixed results. Mathematics completers scored their preparation higher in Fall 2024 than in Fall 2023. While Elementary Education showed slightly increased scores over the reporting period. The English completers scored their preparation in environment management as below average while collaboration was above average. 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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 4, content knowledge and Standard 5, application of content, as above average with scores increasing across all questions except for supporting students collaborative learning. Mathematics and Elementary completers consistently scored all questions as above average while English completers felt prepared in content knowledge but less in the development of collaborative learning. Completors across all TPPs scored their preparation in content knowledge as their strongest area. While the ability to develop a collaborative learning environment showed declining score between the two reporting periods. 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								
		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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 6, assessment, as above average with scores showing slight improvement from Fall 2023 (4.3) to Fall 2024 (4.6). All program completers rate their preparation in assessment as above average except for the TPPs of Agriculture and English. Given that the number of responders is small for each of these TPPs the evidence was used and part of a larger review when looking at program changes. 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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 7, planning for instruction, as above average with scores showing slight improvement from Fall 2023 (4.3) to Fall 2024 (4.9). All program completers rate their preparation in assessment as above average with increased scores over the two reporting periods for both Math and Elementary completers. 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								
		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

Initial completers rated their preparation in relation to InTASC Standard 8, instructional strategies, as above average although a slight decline in scores in association with the question on supporting students' higher order thinking skills was seen. Math completers scored both questions higher in Fall of 2024 while Elementary scores declined. Given that the overall responses for Elementary went from 5 (Fall 2023) to 2 (Fall 2024) a review of data measuring InTASC Standard 8 needs to be done across assessments. Despite this decline scores were stable across the two reporting periods. 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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 9, professional learning and ethical practice, as above averages with the overall range of scores improving from Fall 2023 (4.3) to Fall 2024 (4.6). Both completers in the areas of Math and English showed consistent scores across reporting periods while Elementary showed mixed results. Again, the EPP considered this against the change in responders from one reporting period to the other. Across all TPPs professional ethics rated the strongest results while professional learning showed the most improved scores. Variability is seen in ethics as they relate to technology, but overall professional ethics preparation is seen as excellent. 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								
		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								
		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								
		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								
		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

Initial completers rated their preparation in relation to InTASC Standard 10, leadership and collaboration, are scored as above average and show improvement in scores across all questions from Fall 2023 to Fall 2024. Mathematics completers showed greater confidence in their preparation across reporting periods, while elementary showed mixed confidence, and English felt stronger in collaboration skills but less confident in overall leadership. Across all TPPs the question on family and professional collaboration showed the strongest performance (both 4.97). While taking

leadership within schools is the lowest scoring question it did see improved results. Despite this above average overall score across most standards were reported. 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								
		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								
		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								
		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?”

Initial program completers identified extended classroom experience, supportive faculty, practical application of learning, and a focus on student relationships as strengths of the TPPs. Completers from the Elementary and Physical Education programs saw value in practical experience with subject integration. While English completers responses focused in on instructional techniques and differentiation. Math and Science highlighted strong classroom environment and student relationships preparation in their feedback. This analysis suggests that while each program has unique strengths, there are common elements that contribute to successful teacher preparation across all programs. The emphasis on practical experience and relationship-building appears to be particularly valued by graduates across programs. 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?”

Fall 2025	
TPP	Comment
Fall 2024	
Elementary	<ul style="list-style-type: none"> 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. Learning through our everyday teacher practices so it actually felt applicable immediately.
English	<ul style="list-style-type: none"> My teacher education program taught me many different instructional techniques and how to differentiate, as well as how to teach to the standards.
Math	<ul style="list-style-type: none"> Classroom environment
Fall 2023	

Agriculture	<ul style="list-style-type: none"> • Prepared us well for the content we would be teaching
Elementary	<ul style="list-style-type: none"> • Getting us out into the schools for an extended time period during my senior year.
Math	<ul style="list-style-type: none"> • My teacher education program prepared me to deal with diverse backgrounds of students and to form relationships with kids.
Physical Education	<ul style="list-style-type: none"> • 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.
Science	<ul style="list-style-type: none"> • WVU Teach provided an excellent learning environment where many of the instructors modeled how to build relationships with students and help them succeed.
Social Studies	<ul style="list-style-type: none"> • 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. • Preparing me for helping the students to the best of my ability.

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

Initial program completers identified the following areas needing improvement as content and curriculum alignment. The need for updated literacy instruction in elementary education, incorporation of the science of reading, stronger content area preparation in social studies, more realistic lesson planning approaches, and improved curriculum structuring skills were all mentioned. Balancing theory and practice was also seen as an essential improvement. Another area mentioned repeatedly is classroom management and student support, with insufficient preparation for behavioral challenges, a need for ELL support strategies, dealing with challenging behaviors, parent communication strategies, and building effective learning environments being identified as areas needing improvement.

Program-specific patterns reveal that elementary education want stronger literacy instruction and more practical classroom management strategies, with concerns about course relevance on preparation. The English program emphasized classroom management, parent communication needs, ELL support strategies, and behavioral management preparation as in need of improvement. While Mathematics focused on practical teaching skills, curriculum structure needs, and building thinking classroom environments. Agriculture highlights administrative and logistical preparation, practical operational skills, and program management aspects as needing improvement and finally, Social Studies emphasized content knowledge depth and the impact.

Cross-program improvement trends included a reality gap, with multiple programs citing a disconnect between preparation and reality, a need for more practical, applicable experiences, and a balance between theory and implementation. Emerging challenges included were behavioral management, parent communication, ELL support, and modern classroom dynamics. Structural needs cited involve earlier practical experience, more realistic requirements, and better integration of theory and practice. 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?”

Fall 2025	
TPP	Comment
Fall 2024	
Elementary	<ul style="list-style-type: none"> 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. 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.
English	<ul style="list-style-type: none"> 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.
Math	<ul style="list-style-type: none"> Building thinking classrooms
Fall 2023	
Agriculture	<ul style="list-style-type: none"> 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.
Elementary	<ul style="list-style-type: none"> Due to most of my schooling being during peak COVID, I felt a bit under-prepared at actually writing and creating lessons. 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.
Math	<ul style="list-style-type: none"> 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.
Physical Education	<ul style="list-style-type: none"> 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.
Social Studies	<ul style="list-style-type: none"> 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). 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.

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. It 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.
- Lots 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 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 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.