

Alumni Survey Fall 2014 Full Report

Last Modified: 02/03/2015

1. In what year did you graduate from the School of Teacher Education and Leadership at Radford University.

#	Answer	Response	%
1	2004 or earlier	0	0%
2	2005	0	0%
3	2006	0	0%
4	2007	0	0%
5	2008	1	1%
6	2009	0	0%
7	2010	3	4%
8	2012	14	17%
9	2013	24	29%
10	2011	18	21%
11	2014	22	26%
12	I have not yet completed a program in the College of Education.	2	2%
Total		84	100%

2. Describe the program(s) you completed in the School of Teacher Education and Leadership at Radford University.

#	Answer	Response	%
1	Undergraduate	49	53%
2	Graduate	27	29%
3	Both undergraduate and graduate	17	18%
Total		93	100%

3. Describe the program(s) you completed in the School of Teacher Education and Leadership at Radford University.

#	Answer	Response	%
1	4 yr. Special Ed - General Curriculum	2	2%
2	5 yr. Special Ed - General Curriculum	6	6%
3	4 yr. Early Childhood/Early Childhood Special Ed	0	0%
4	Early Childhood Special Ed - Traditional Grad	1	1%
5	Art	0	0%
6	Dance	0	0%
7	Deaf and hard of hearing	1	1%
8	Elementary	27	29%
9	Middle Education	4	4%
10	Music	0	0%
11	Health and Physical Education	8	9%
12	Secondary Science	3	3%
13	Secondary English	5	5%
14	Secondary Math	4	4%
15	Secondary Social Science	4	4%
16	Other	23	25%
17	5 yr. Early Childhood/Early Childhood Special Ed	5	5%
	Total	93	100%

Other

Educational Technology

Recreation

M.S. Educational Leadership

Counselor Education

Exercise Sports Science

MS in Ed (Curriculum & Instruction)

Ed. Leadership

School Counseling

Sports Administration

Curriculum and Instruction

Exercise, sport, and health education

Educational Leadership

Counselor Education

ed leadership

Nutrition & Dietetics

Counselor Education

Mathematics Education

Instructional Design and Tech

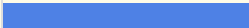






Education Leadership

Athletic Training

Curriculum and Instruction

Special Education-General Curriculum

4. Describe your current employment.

#	Answer		Response	%
1	K - 12 Teacher		47	52%
2	Other school personnel. Please specify.		10	11%
3	Other education-related position. Please specify.		10	11%
4	Other employment (not education-related)		9	10%
5	Currently seeking employment in education		4	4%
6	Currently seeking employment in a field other than education		6	7%
7	Preschool Teacher		5	5%
	Total		91	100%

Other school personnel. Please specify.	Other education-related position. Please specify.
Middle School Program Asst. for after school programs	Associate Director of Technology in New Student Programs at Radford University
assistant principal	pursuing masters degree
aide	Faculty-Professional Academic Advisor
aide	Resident Director at Coastal Carolina University
Kindergarten Enrichment	Reading Teacher (interventionist)
Literacy Aide	Graduate School and part-time teaching
Teacher on Administrative Assignment	Psychology Intern with Stone Mountain Health Services
School Counselor	Community College Professor/University Instructor
TDT Counselor principal	

5. Grade level taught.

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

Other













6-12

intermediate 5/6

Itinerant special education k-12

6. My School Division:

#	Answer	Response	%
1	Chesterfield County Schools	2	4%
2	Goochland County Public Schools	0	0%
3	Hanover County Schools	2	4%
4	Henrico County Public Schools	1	2%
5	Petersburg City Schools	0	0%
6	Richmond City Schools	2	4%
7	Chesapeake Public Schools	1	2%
8	Hampton City Public Schools	3	6%
9	Newport News City Public Schools	1	2%
10	Suffolk Schools	0	0%
11	Virginia Beach City Schools	2	4%
12	Williamsburg-James City County Schools	0	0%
13	York County Public Schools	1	2%
14	Fredericksburg City Schools	0	0%
15	Gloucester County Public Schools	0	0%
16	Spotsylvania County Schools	0	0%
17	Stafford County Schools	0	0%
18	Alexandria Public Schools	0	0%
19	Arlington County Schools	0	0%
20	Fairfax County Schools	3	6%
21	Fauquier County Schools	0	0%
22	Frederick County Schools	0	0%
23	Loudon County	5	9%

	Schools			
24	Prince William County Schools		5	9%
25	Albemare County Schools		0	0%
26	Bedford County Schools		0	0%
27	Charlottesville City Schools		0	0%
28	Louisa County Schools		0	0%
29	Lynchburg City Schools		0	0%
30	Nelson County Schools		0	0%
31	Botetourt County Schools		1	2%
32	Danville City Schools		1	2%
33	Floyd County Schools		0	0%
34	Franklin County Public Schools		3	6%
35	Henry County Schools		1	2%
36	Martinsville City Schools		0	0%
37	Montgomery County Schools		6	11%
38	Roanoke City Schools		1	2%
39	Roanoke County Schools		1	2%
40	Salem Schools		0	0%
41	Carroll County Schools		0	0%
42	Giles County Schools		1	2%
43	Pulaski County Schools		5	9%
44	Radford City Schools		1	2%
45	Wythe County Schools		0	0%
46	Halifax County Schools		0	0%
47	Other		5	9%
	Total		54	100%

7. How many years have you been in your current position?

#	Answer		Response	%
1	This is my first year		31	39%
2	2 - 4		40	51%
3	5 - 7		4	5%
4	8 - 10		3	4%
5	More than 10 years		1	1%
	Total		79	100%

8. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Effectively addresses appropriate curriculum standards.	1	6	29	26	62	3.29
2	Demonstrates an accurate knowledge of subject matter and skills relevant to the subject area(s) taught.	1	6	29	26	62	3.29
3	Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.	1	8	23	32	64	3.34
4	Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	1	5	26	32	64	3.39

9. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Aligns lesson objectives to the school's curriculum and to student learning needs.	2	5	28	27	62	3.29
2	Plans time realistically for pacing, content mastery, and transitions.	5	8	24	26	63	3.13

10. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Engages and maintains students in active learning through a variety of effective instructional strategies and resources.	1	7	24	31	63	3.35
2	Uses instructional technology to enhance student learning.	4	3	23	34	64	3.36
3	Communicates clearly and checks for understanding.	2	4	25	32	63	3.38
4	Differentiates instruction to meet the needs of all students.	3	8	26	26	63	3.19

11. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

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

5	Uses both formative and summative assessments as tools to inform, guide, and adjust students' learning.	1	6	27	27	61	3.31
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12. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Arranges the classroom to maximize learning while providing a safe environment.	1	6	24	27	58	3.33
2	Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.	1	2	27	29	59	3.42
3	Respects students' diversity, including language, culture, race, gender, and special needs.	1	0	19	41	61	3.64
4	Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	2	6	25	26	59	3.27
5	Establishes a climate of trust and teamwork be	1	3	20	36	60	3.52

being fair, caring, respectful, and enthusiastic.						
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13. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Collaborates and communicates effectively within the school community to promote students' well-being and success.	1	2	26	29	58	3.43
2	Adheres to federal and state laws, school and division policies, and ethical guidelines.	0	3	21	34	58	3.53
3	Engages in activities outside the classroom intended for school and student enhancement.	1	8	27	22	58	3.21
4	Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.	2	9	18	26	55	3.24
5	Demonstrates consistent mastery of standard oral and written English in all communication.	0	3	21	34	58	3.53

14. Please rate how well-prepared you feel in each of the areas below, as a result of the program at Radford University.

#	Question	Unprepared	Somewhat prepared	Adequately prepared	Very well prepared	Total Responses	Mean
1	Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.	1	11	24	22	58	3.16
2	Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.	0	13	24	20	57	3.12
3	Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning	0	16	20	21	57	3.09

targets.						
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15. Have you worked with limited English proficiency students?

#	Answer	Response	%
9	Yes	31	50%
10	No	31	50%
	Total	62	100%

16. Were you trained to work with limited English proficiency students?

#	Answer	Response	%
1	I received NO training for working with these students.	27	44%
2	I received MINIMAL training for working with these students	27	44%
3	I received SUFFICIENT training for working with these students	8	13%
4	I received EXCELLENT training for working with these students	0	0%
	Total	62	100%

17. If you are a Special Education teacher, have you been sufficiently prepared in the subject matter you teach?

#	Answer	Response	%
1	I was NOT PREPARED in the submect matter I teach	1	2%
2	I was SOMEWHAT PREPARED in the subject matter I teach.	2	3%
3	I was ADEQUATELY PREPARED in the subject matter I teach.	2	3%
4	I was VERY WELL PREPARED in the subject matter I teach	6	10%
0	I am not a special education teacher	50	82%
	Total	61	100%

Statistic	Value
Min Value	0
Max Value	4
Mean	0.57
Variance	1.72
Standard Deviation	1.31
Total Responses	61

18. If you are a general education teacher, do you feel you have been sufficiently prepared to work with students with Individualized Education Plans (IEPs)?

#	Answer		Response	%
1	I was NOT trained to work with students with IEPs.		9	15%
2	I received LITTLE training for working with students with IEPs		12	20%
3	I received SUFFICIENT training for working with students with IEPs.		19	31%
4	I received EXCELLENT training for working with students with Individual Education Plans		10	16%
0	I am a special education teacher		11	18%
	Total		61	100%

19. Would you choose teaching as a career if you were making the decision again?

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

20. Are there any changes that you would recommend to improve teacher preparation at Radford University?

Text Response

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

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

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

More Education Technology courses. One semester is not enough!

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

No, all the professors were great.

Most objectives were targeted by a project, which is not how real life works, it created an artificial experience. Allow more involvement in schools earlier on. It is crazy to wait until the 4th year to finally allow in school experience. Incorporate more technology courses. Having one objective in a class relate to technology is ridiculous and not helpful. I feel extremely unprepared to work with technology in the classroom. Take student feedback throughout the blocking and student teaching semester. Often we forget comments or are not as motivated to respond 6 months later. We need a mandatory course in regards to ELL. The majority of the areas we student teach in are heterogeneous and do not allow for ELL experience. In reality most of us will be working with ELL students.

Students seeking to obtain their undergraduate degree in a secondary education subject area should be in the classroom sooner than senior year. Several of my peers dropped out of the program halfway through senior year because it was their FIRST time in the classroom. Our elementary counterparts had been in the classroom observing since sophomore, sometimes even freshman year. We needed to experience writing lesson plans, observing in the classroom, and, if possible, teaching a lesson or two prior to our final year in college. By that time, it was too late to explore a completely different career path. Personally, I know that I have chosen the right career path. However, I cannot express how important it is for all students seeking this path to observe in the classroom as soon as possible. I feel as if there were an advisor specifically for these freshman-junior students, we would have been a bit more prepared for what we were getting ourselves into.

I think Radford University does an amazing job preparing new teachers but there are changes at the state level that need to be addressed that have ruined my dreams of remaining a educator.

More realistic lesson planning.

I believe that methods of assessment (not just knowing the difference between formative and summative or how to use assessment data) was somewhat lacking. I know that we talked about

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

More classroom management discussions

I entered the graduate program with twenty years of teaching experience (seven of those being the general educator in a collaborative kindergarten classroom). The one thing that stood out to me the most was the naivety of the young college students with no experience in the classroom. I found myself many times saying something similar to "In the ideal world that would be a great suggestion/idea to implement but the reality of a public school is...." (whether it was management with number of students, requests for equipment for students, writing of goals, etc.) The general thought I experienced among the college aged students is "If I write it, then they [the school] has to provide it." And we all know it should be written with the number one priority being the needs of the student but the reality in public schools in Virginia is that the number one priority is the budget. If there's no money for it, it's not going to happen and administration does not look fondly upon IEP's written when the checks can't be cashed. So while I believe in the teachings that are occurring in radford classrooms, I also see a need to have students think "out of the box" for ways the childrens' needs can be met with minimal resources at hand.

More training on applying and interviewing for jobs. Assistance with job placement. Especially for alumni who are struggling to obtain a job in their field.

Classes on differentiated instruction for AIG education.

There should be more time spent on preparing and practicing for interviews.

Interview practice.

Work more with Classroom Management and how to get students more accountable for their work. How to teach math concepts to children. How to teach reading groups.

No more of that group therapy stuff where we had a meeting twice a week with the people training to be guidance counselors. And the English class with the diphthongs and complex terminology was unnecessary.

Any opportunities to work with parents would better prepare for the "real world"

I would provide more training on Marzano's strategies which seem to be what the surrounding counties of RU are implementing in their schools. Also now with inclusion of Special Education students, it would be beneficial to offer more classes about specific disabilities, IEP's, 504's, and the laws pertaining to Special Education.

Possibly a closer screening process for potential co-op teachers. My co-op teacher was very petty, and she had a "do as I say, not as I do" attitude.

N/A

NO

I think I would have benefited from a more in depth look at assessment techniques. I feel least prepared to take assessment data and use it to report on student progress. We learned a number of assessment techniques, but less so what to do with that information. Maybe learning how schools report assessments, or the math behind the reports. I'd like to be able to more specifically target which areas students need the most work in.

I would suggest spending more time on classroom management and community building techniques. I would also add more parent-teacher interaction practices.

None.

More content subject area training for special education

I can think of no significant changes.

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

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

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

I felt very well prepared throughout my undergraduate and graduate programs at Radford to teach primary students to read but I felt incredibly unprepared to help upper elementary students become better readers. Most of the large school systems in Virginia use Jan Richardson's Guided Reading curriculum and I was not introduced to this program at all while at Radford. I also was unprepared when it comes to the process for putting a general education student up for special education services. I didn't concentrate in special education and felt my program and classes was too light in this area. The program could also benefit from having prospective teachers participate in a PLT or CLT meeting to prepare them for the fast-paced planning structure many schools are using. While preparing my lessons during student teaching, I spent a lot longer preparing than is reasonable or attainable in the real world. This is understandable as it was our first real experience, but having a basis for comparison would be very helpful.

I still struggle with following the pacing guides for subjects. Practice in planning multiple units might help.

Provide more instruction on ways contact parents and stay in touch with them

No. I had a wonderful experience there.

For Special Education programs, I feel that it would have been beneficial for me to have taken more courses to help with reading instruction.

21. What do you feel are the biggest strengths of the teacher preparation program at Radford University?

Text Response

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

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

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

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

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

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

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

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

Everyone of my professors at Radford shined their own experiences and styles of teaching which have shaped me into the type of educator I am today.

Listening to real life stories from people like Dr. Ann Mary Roberts.

The teacher preparation program I was in (K-12 Special Education, General Curriculum) covers so many topics without losing the depth of those topics. The professors were all deeply passionate about their specialty, whether it was reading instruction, appropriately educating students on an adapted curriculum, or teaching math in a way that reaches all learners, and that passion was contagious. Because of the required courses and their diversity as far as which degrees are required to take them, I believe that I have a great understanding not only of what special educators are supposed to do, but how the rest of the teachers in the building--reading specialists, school psychologists, speech/language pathologists--fits into what I am supposed to do.

In school experience, wonderful professors

Dr. Hoover is the biggest strength in the teacher preparation program at Radford. She holds the standard high; I came out of her classes knowing exactly what to do with each piece of paperwork, strategies for different needs, etc.

Hands on learning and practice

Strong teachers with strong programs in assessments and special education

I felt I learned the most from Dr. Jones. She is one professor who taught me and gave me material that I've used in my own classroom.

two semester field experience

Professors, curriculum, cooperating teachers when student teaching.

Teaching Differentiation, real life experiences in the classroom through blocking and student teaching were the biggest strengths in preparation for teaching.

The training on how to align lessons with SOL standards.

Accountability, Discipline, importance of research - you all also believe in your students which allowed me to succeed.

One of the biggest assets that Radford University offers is the partnerships between the College

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

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

- Faculty - Fantastic relationships with surrounding schools/counties

I wasn't in the teacher prep program

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

I have experienced a great deal of success since I have become an educator in North Carolina. I attribute most of that success to my education at Radford. The professors and their passion for teaching are the biggest strengths. The professors are inspiring in every way. They hold high expectations for all of their students. They helped mold my teaching philosophy into what it is today. The content was extremely relevant to actual teaching. I use a great deal of strategies I've learned at Radford still to this day. I hold Dr. Wallace, Dr. Triplett, Dr. Morrison, and Dr. Easterling in high regards. I spent six years at Radford University and these professors have had the greatest impact on my life. They are truly exceptional teacher leaders.

The availability of the professors and their willingness to perform above and beyond their expected duties.

Ability to identify and accommodate for a diverse group of students

The math content classes.

The teachers who teach the education classes. I know I could still reach out to any of the professors and they would do their best to help me with what I needed.

The relationship students form with the professors and cooperating teachers is great. I always felt that someone would be there to help me along the way no matter what.

The teachers in the teacher prep program provided an excellent model of how to be an effective and engaging teacher.

The amount of time I physically spent working with students and teachers in a real classroom is the biggest strength of Radford's program. In comparison with other young teachers from different universities, I spent significantly more time teaching than they did and I believe it benefitted me more than anything else could have. I can't emphasize enough how much the blocking and student teaching program prepared me simply from putting me in the classroom. I also think the early literacy instruction I received while at Radford was exceptional. I understood the different literacy stages and how to implement early reading strategies effectively.

The instructors are the strength of the program at Radford.

I am so happy with the education I received at Radford. I really felt prepared (as well as I could be) for my first year of teaching. The hardest part for me (and still is) finding time to do all the things teachers have to do. As far as the other aspects of teaching, I think I was prepared to enter the teaching profession. I really liked learning the 5E model and Dr. Easterling taught me a lot of really basic teaching ideas I still think about today (i.e., the way to design a test, grade a test, manage a classroom, etc.). I also really learned a lot from Dr. Hilden's reading class.

The special education program is great.

The special education and general education mixed cohorts

I am a hands on learner. I got many opportunities to learn my studies in that way.

Student teaching placements

22. Do you have any additional comments regarding teacher preparation at Radford University?

Text Response

Keep up the good work!

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

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

It was a great experience.

The program should offer more online courses for teachers to utilize while fulfilling their continuing education credits.

Radford needs to get a different professor to teach the speech and language class. She was very ineffective - much babbling about insignificant issues rather than staying on topic, completely unorganized in her teaching, grading, and return of feedback (which usually was none). She was irresponsible during the term I had her, disappearing for days without letting anyone know where she was or that she wasn't going to have internet access...all the week before the major project was due. The entire class had som many questions about certain parts of the project she had failed to go over before she decided to leave and she didn't return until the night before the final product was due. It was very frustrating and her nonchalant reactions were aggravating because her grading wasn't nearly so nonchalant.

All the knowledge is useless if you cannot land an interview or job

No

Keep one advisor the whole time.... having a different advisor every semester confused me.

Love RU's program! I felt very prepared to begin my career.

Professors are very good.

Excellent program that produces highly skilled and trained educators.

No

N/A

No

I would have loved to have a course, or part of a course, dedicated to classroom management techniques.

While I felt extremely prepared upon completing graduate school, I did not feel prepared after completing my undergraduate degree. I would suggest making the undergraduate degree more rigorous, or only offering a teaching license upon completion of a Master's in education.

Very organized program.

I was challenged and felt respected by my professors through the whole experience, especially by Kevin LoPresto during my graduate research project.

I would definitely choose Radford as my teacher prep school again.

Radford University's teaching preparation program is an exceptional way to prepare to be a teacher. I did not give many of the highest rating for the standards only because I don't think any program can prepare prospective teachers for the completely overwhelming task they will be facing when they accept their first job. But when I compare my first year and the first year of teachers from other universities, I am so thankful I chose Radford. Despite being totally out of my depth, I had a strong foundation to push myself up from because of Radford's program.

No