

WTEP Survey 2006 Summary



Conducted by WYSAC in Spring, 2006

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Sample/Method

- ❑ CoEd Residency Students (RS) in spring 2006 (N=171) [Does not include UWCC; Does include Post-Bacc] ELEM: 83; SEC: 82; MUS: 6
- ❑ Mentor Teachers (MT) in spring 2006 (N=208)
- ❑ 16 WY districts including 5 PLC districts
- ❑ Pre-letter, mailed survey, telephone reminder, option to complete by phone
- ❑ RS response: 102 for a response rate of 61%
- ❑ MT response: 141 for a response rate of 86%
- ❑ Survey items targeted the 10 CoEd Standards (26 “preparedness” items) & areas related to the Residency
- ❑ RS survey: 36 items including 2 open response
- ❑ MT survey: 45 items including 2 open response

RS Demographics

- Majority teacher ed coursework
 - UW Laramie: 93.1%
 - UWCC: 2.0%
 - WY Community College: 3.9%
 - Other: 1%
- PLC?
 - Yes: 81.6% No: 18.4%
- Major
 - ELEM (+Sp Ed): 48%
 - SEC (+Art): 49.1%
 - MUS & PE: each 1% (N=1 each)

MT Demographics

- Majority teacher ed coursework
 - UW Laramie: 95.7%
 - WY Community College: 1.4%
 - Other: 1.4%
 - Don't know: 1.4%
- PLC?
 - Yes: 72.6% No: 27.4%
- Major
 - ELEM (+Sp Ed): 51.8%
 - SEC (+Art): 46.1%
 - MUS: 2.1%

Agree & Strongly Agree—”Preparedness”

- 5-point Likert scale of Strongly Agree to Strongly Disagree
- No Responses were excluded from analysis
- On all but 1 of the 26 items, more than half of the RSs & MTs agree that the WTEP prepares residents for these aspects of their career
 - Disagreement: “understand the history of the social and political role of schooling in the U.S.” RS: 58.8% agree or strongly agree; MT: 44.7% agree or strongly agree

Agree & Strongly

Agree—”Preparedness” (cont.)

- On 13 of 26 items, MTs rated RSs as being more prepared than the RSs rated themselves
- Best prepared
 - MT: 87.2% agree or strongly agree
“demonstrate effective verbal communication techniques”
 - RS: 93.1% agree or strongly agree
“understand how factors in the students’ environment outside of school may influence their life and learning”

Agree & Strongly

Agree—”Preparedness” (cont.)

□ Least prepared

- MT: only 44.7% agree or strongly agree “understand the history of the social and political role of schooling in the U.S.”
- RS: only 52.9% agree or strongly agree “demonstrate effective non-verbal communication techniques”

MT Top 3--“Preparedness”

- “demonstrate effective verbal techniques” (87.2%)
- “be a ‘reflective practitioner’, one who continually evaluates the effects of my choices and actions on others” (85.8%)
- “demonstrate mastery of the key subject matter needed to achieve curriculum goals” (83.6%)

RS Top 3--“Preparedness”

- “understand how factors in the students’ environment outside of school may influence their life and learning” (93.1%)
- “understand how students differ in their approaches to learning” (89.2%)
- “understand and use informal assessment strategies” (88.3%)

Disagree & Strongly Disagree—“Preparedness”

- ❑ MT: 12.8% disagree or strongly disagree agree “understand and use informal assessment strategies” and “understand individual and group motivation”
- ❑ RS: 19.6% disagree or strongly disagree “demonstrate effective non-verbal communication techniques”

Discrepancies--“Preparedness”

- “demonstrate effective verbal techniques”
MT higher
- “demonstrate effective media techniques”
MT higher
- “understand and use informal assessment strategies” RS higher
- “use assessment to evaluate the development of the learner in various areas”
RS higher

Information re: Residency

- Less than 75% of the MTs agreed or strongly agreed with the quality and/or quantity of information received in 5 categories:
 - MT expectations
 - RS outcomes
 - Usefulness of written documentation provided to the RS
 - Outcomes understandable to the RS
 - WTEP orientation of the RS to the district & school

Information re: Residency (cont.)

- Less than 50% of the RSs agreed or strongly agreed with the quantity and/or quality of information received in 3 categories:
 - Usefulness of written documentation provided to the RS
 - Outcomes understandable to the RS
 - WTEP orientation of the RS to the district & school

MT Participation in the WTEP

Agreed or Strongly Agreed

- ❑ 85.9% "I was well prepared to evaluate the performance of my Resident at the end of the Residency experience."
- ❑ 71.0% "Participation in the WTEP has positively affected student achievement in my classroom."
- ❑ 62.1% "I received fair incentives (rewards, compensation, or other) for my participation as a mentor teacher."
- ❑ 13.4% "The expectations for evaluation and supervision placed on me as a mentor teacher were excessive."

Number of Field Visits

- Range: 0 to 13+ with about 12 MTs and 10 RSs reporting 8 or more visits and 2 (MT & RS) reporting 0
- Both groups clustered around 3 or 4 visits
- Means: 4.12 (RS) and 3.72 (MT)
- 65.3% of the RS said visits were “about right”
- 70.7% of the MT said visits were “about right”

MT Strengths: Additional Comments

- ❑ Supervision & support during Residency
- ❑ Number of visits & quality of feedback
- ❑ Quality of RSs
- ❑ Residency that starts first day of district calendar in January
- ❑ Cooperative & communicative UW faculty & staff
- ❑ Balance of prep in content & pedagogy
- ❑ PLCs
- ❑ Follow-up from IIIA to IIIB by UW faculty
- ❑ Early field experiences
- ❑ Team approach for preservice to inservice

MT Suggestions: Additional Comments

- ❑ Increased prep in literacy & assessment areas
- ❑ Schedule seminars outside of school/class time
- ❑ Increase field experience time during Methods
- ❑ Do away with PLCs
- ❑ Inconsistent communications, expectations, requirements
- ❑ Require RSs to start the school year
- ❑ Need MT preparation
- ❑ Increase visits
- ❑ Hold the line on “mediocrity” before Residency

RS Strengths: *Additional Comments*

- ❑ Quality of faculty
- ❑ Focus on planning, assessment, & teaching strategies
- ❑ Field time pre-Residency and length of Residency
- ❑ PLCs
- ❑ Enough rigor to build self-confidence
- ❑ Quality Residency structure

RS Suggestions: Additional Comments

- ❑ Confusion over program changes after admission
- ❑ Raise expectations for academics and professional behaviors throughout
- ❑ Increase field experience time during Methods
- ❑ Improve ALL communications and advising
- ❑ Faculty, students, mentors, etc. need to be “on the same page”; too much conflicting information
- ❑ Not so good for non-PLC placements
- ❑ Do away with PLCs
- ❑ Increase content requirements & increase rigor of Methods
- ❑ Dissatisfaction with the placement process/result

Other Context

- ❑ These students were required to complete a “shortened” EDEX course during their Methods semester in the transition to EDEX 2484
- ❑ If they had not already completed EDST 3500, they were required to complete EDST 3550
- ❑ They were the first cohort to complete fall Methods courses without the residential field experience requirement
- ❑ Final cohort to complete Residency under 2.50 cum GPA requirement
- ❑ This survey will be conducted in even-numbered years henceforth; odd-numbered years: grads 2-3 years past and principals