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Evaluating Professional Preparation in Professional Practice

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Evaluating Professional Preparation in Professional Practice

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Project Goals

- Revamp previous survey of teacher education candidates to provide and increase quality of data for:
  - Program assessment
  - NCATE and NCATE SPA accreditation needs
- Develop and pilot an electronic survey system to address:
  - Previous low return rates
  - Needs for a multiple versions of survey to address candidates/alumni in different stages of their careers.
Project Challenges and Actions

- Selecting an appropriate electronic survey mechanism.
  - Moved from planning development in iWebfolio to university based system with the support of Andrew Huang in Academic Technology and Instructional Services.

- Time delay between graduation and when graduation names are verified.
  - Proposed change for round two of survey: Tie initial survey to completion of internship, not graduation.

- Low rate of participant return of invitation and slow rate of return and survey completion
Graduates were sent a card inviting them to participate in survey.

- 639 cards sent
  - 4.9% agreed to participate
  - 1.3% did not provide forwarding mailing address
  - 0.3% did not provide valid e-mail address
  - 93.6% elected to not participate

Participants were sent an e-mail with URL for survey, with closing date for survey.

Incentives: Drawing for those who returned card electing to participate, second drawing for those who completed survey.
Survey Findings – Current Status

- 92.3% have received Michigan certification/licensure
- 53.8% still seeking full time employment
- 46.2% employed or no long seeking employment in education field.
- 76.9% plan to stay in Michigan
- Seeking employment primarily through: Education Job Fair and district job postings
Survey Findings
Teacher Education Program

- Advising
  - Candidates cited a mismatch in information between advisors in the College of Education and the College of Arts and Sciences. Approx. 42% indicated they received consistent program planning assistance between the two colleges.
  - Two topics emerged as primary issues in advising: General Education requirements and Content/Discipline course requirements for secondary education majors
Survey Findings
Teacher Education Program

- Coursework and Faculty
  - Areas the received high or moderate high rankings
    - Instructor content knowledge
    - Emphasis on diversity
    - Use of technology
    - Promoting critical thinking, problem solving, reflection and professional dispositions
  - Areas that received moderate low or low rankings
    - Moderate satisfaction in use of differentiated instruction strategies
    - Adjusting instruction to maximize learning
Survey Findings
Teacher Education Program

- Internship
  - Areas of strength and/or high satisfaction
    - Opportunities to apply and reflect on content and pedagogical content knowledge
    - Opportunity to work with high quality field professionals
    - Opportunity to work with diverse student populations
  - Areas of concern and/or moderate and low satisfaction
    - Internship seminars that were general in nature and did not address needs of candidates
    - University field supervisors current knowledge of school based issues
Planned Modifications of Survey and Survey Administration

- Use Internship enrollment lists and send invitations at the end of the internship semester – not waiting for graduation clearance
- Add additional questions in demographics so that findings candidates in K-12, Elementary and Secondary education can be disaggregated
- Solicit feedback from stakeholders on strategies to increase participation
- Explore methods for making entire process electronic with a goal of reducing time between invitation to participate and candidates taking survey.