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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

Pilot Study Logistics



- 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 that 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.