

Executive Summary of Program Survey Feedback 21.22

Contexts

Last November, the Office of Undergraduate and Teacher Education (UTE) sent out a number of reports (17.18 Post Graduate Survey Report, 20.21 Student Teaching Report and edTPA Data Analysis of Three-Year Trends (2018-2021) to 11 program coordinators and ask for their feedback on the data. Nine programs returned their feedback. The feedback form asks for information on **a)** forms of Early Field Experience **b)** observations of positive aspects and concerns in reviewing the data **c)** programs' plans or initiatives in response to concerns **d)** an update on 2019-2020 program initiatives or plan for continuous improvement. This is an executive summary of the feedback from faculty that highlights both common patterns and some programs' specific aspects.

1. Modes of Early Field Experience (EFE)

Most program completers for 2020-2021 only had virtual EFE except for the Secondary Mathematics with in-person field experience in spring 2020, tutoring via zoom in fall 2020 and a mix of online, in-person or hybrid in spring 2021.

Two programs commented that the virtual experience was not satisfactory and artificial due to limited interaction with students (only two hours per week or students would not turn on camera) and challenging in terms of working with collaborating teachers in the online environment.

That said, programs also mentioned how different platforms such as ATLAS or GoReact were helpful in providing feedback for preservice teachers. Some programs established close connections with school partners.

2. Observations of positive aspects of programs

2.1. 2020-2021 Student Teaching (ST) Report

Positive aspects noticed by program coordinators

- Candidates received support from faculty (Elementary Literacy Ed, T2T, English Ed, Visual Arts)
- Positive assessment from supervising teachers (Social Studies Ed, Secondary Math, T2T)
- Increased admission (Teaching All Learners, English Ed)
- 100% program completion rate (Early Childhood Ed)

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***Comments on the ST report

- In consideration of the pandemic's special circumstances, Social Studies Ed program coordinator commented that despite receiving high scores from supervising teachers, the faculty would not read too much into the data for improvement given the changing nature of planning and instruction and a lack of evaluative antecedent.

2.2. *edTPA Analysis*

- Most programs had a high passing rate on the first try
- There was an increase in the overall average (Visual Arts, Social Studies Ed, Early Childhood, World Languages, TAL, Secondary Math)

2.3. *2017-2018 Post Graduate Survey Report*

- Graduates reported a general satisfaction with the overall program preparation (Social Studies Ed, T2T, TAL)
- Graduates acknowledged that faculty are knowledgeable and supportive

***Comments on the 2017-2018 Post Graduate Report

- Low response rate for most programs
- For some programs, the responses in the 2017-2018 post graduate survey report might not fully reflect the current program due to structural changes after candidates graduated

3. Observations of potential concerns

3.1 2020-2021 Student Teaching Report

- Across programs, differentiated instruction and assessment are identified as areas for improvement from both student teachers and supervising teachers.
- Students report less confidence in preparation, particularly in terms of instruction and methods (T2T, Social Studies Education, Visual Arts, Elementary Literacy, Early Childhood).
- For two programs, students raised concerns about instructors either not being supportive or involved in the course as much.

3.2 EdTPA analysis

- There is a range of responses to potential concerns picked up by faculty. For ECE, Task 3 (Assessment) is still more difficult than others, while Task 2 (Instruction) is the most challenging for Secondary Math and T2T.
- ECE program coordinators raised a question about the rigor of the test as looking at almost universal pass rate, although Social Studies candidates had low pass rate on the first try.

3.3 2017-2018 Post Graduate Survey Report

There is a range of concerns reported by program coordinators, yet they seem to vary from one program to another. The concerns include:

- Quality of instructors
- Classroom management and assessment
- The needs for flexible course options such as electives, more ELL and Special Ed coursework for secondary content area students
- Graduates did not value edTPA or many high level math courses at the expense of spending more time in classrooms.
- A need for preparing for developing IEPs

4. Discussion and initiatives generated among faculty

There are two kinds of initiatives and changes suggested by faculty – structural change and substantive adjustment.

Structural changes proposed by faculty include:

- Consider creating courses that respond to candidates' needs such as pedagogy-focused courses not just traditional higher level mathematics courses.
- Move courses in blocks and explain the program design's intention to prepare a solid foundation for candidates in their field experience.
- Work on course alignment

Substantive adjustment

- Continue to explicitly address issues of differentiation, assessment, and classroom management

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- Use edTPA lesson plan format in field experience course and embed more edTPA tasks in coursework.
- Work with district leaders to find ways to collaborate on IEP training and development

5. Update on last year's plan

Most programs do not provide an update on last year's initiatives. For those that did, program coordinators confirmed continuing work on program improvement, yet reinstated the complexities of the situations created by the pandemic.

******SOME COMPARISONS BETWEEN THIS YEAR'S FEEDBACK AND LAST YEAR'S FEEDBACK.**

In preparing this summary, in reviewing last year's feedback (attached), noted below are highlights some pertaining issues as well as some differences. It is worth noting that this year's feedback is less detailed compared to that of last year. Some program coordinators also alluded to this year's special circumstances and expressed caution about reading too much into the survey results.

Continuing patterns

- Faculty support and overall program preparation satisfaction
- Challenges with differentiated instruction
- High level of employment
- Challenges of classroom management (although last year, classroom management showed up more frequently than in this year's feedback).
- Low enrollment (while some programs acknowledged a continuing pattern of low enrollment, others in fact have higher admission)
- Concern about the relevance of edTPA

Some differences

- Last year, the feedback concerned a lot about the disconnect between coursework and field experience. However, such disconnect was not mentioned for any program in this year's feedback.
- As noted above, last year's feedback was more detailed and program coordinators referred to more specific aspects such as lesson planning, content knowledge and collaboration, or integrating instructions with state standards. Meanwhile, those aspects are not referred in this year's feedback.