



UW College of Education Teacher Program Survey 2007

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UW College of Education Teacher Program Survey 2007

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UW College of Education Teacher Education Program Survey 2007

1. Introduction

The College of Education at the University of Wyoming enlisted the Survey Research Center (SRC) of the Wyoming Survey & Analysis Center (WYSAC) to conduct their bi-annual assessments of how well it prepares its graduates for their jobs as teachers. The project envisioned 2 surveys, the first with recent College of Education graduates and the second with principals of schools who employ UW College of Education graduates. This is the second iteration of this evaluation of the UW College of Education Teacher Education Program conducted by the SRC. The first one was conducted in 2005.

2. Methods

The questionnaires used in this year's survey were the same as the ones used in 2005. Also, the design of the data collection administration for this year replicated the one used in 2005.

The survey of graduates was administered as a telephone survey. The College of Education provided the SRC with a list of students who graduated from the college in 2005 and 2006.

The design of the study was such that only principals whom the graduates had given permission to contact would receive the employers' survey, to be administered by mail with telephone calls to non-respondents.

The initial sample of UW College of Education graduates (2005 and 2006) consisted of 388 records for which phone numbers were available. Attempts were made to obtain a current phone number for the graduate if the phone number on record was found not to be current. Phone numbers were called up to 19 times in April 2007 before further efforts to complete a survey were ceased. Initial refusals were attempted a second time. 164 numbers were either disconnected, or otherwise not eligible. A total of 115 interviews were completed, which brings the response rate for eligible numbers to 51%.

As mentioned, the employers' (that is, school principals) survey was a mail survey with phone calls to non-respondents, conducted in May and June of 2005. The questions asked of the principals were the same 12 core preparedness questions asked of recent graduates. They were asked about UW graduates in general and not about any one graduate in particular. The SRC obtained 78 consents from graduates with at least partial contact information. An effort was made to obtain full contact information by way of Internet search, etc. The mixed mode of administering the survey of school principals yielded a response rate of 68%. A total of 52 surveys were either received in the mail or completed over the phone.

3. Organization of this report

This report presents the results of both the 2005 and the 2007 surveys. They are organized as follows.

First are the key findings from the survey of recent graduates and the survey of school principals who employ UW College of Education graduates. The data are presented in tables and graphs and accompanied by a short narrative.

Appendix 1 of this report presents the results of the survey of graduates with 2005 and 2007 data presented side by side. The raw frequency counts and percentage distributions of responses to all items on the graduates' questionnaire are presented, with the wording and in the order they were asked of the respondents to the phone survey. Missing values of "Don't know" and "No answer" are excluded from the percentage calculations. Concluding Appendix 1 are the graduates' responses to the open-ended questions along with text analysis of these.

Appendix 2 presents the results of the survey of principals with 2005 and 2007 data presented side by side. The raw frequency counts and percentage distributions of responses to all items on the employer questionnaire are presented, with the wording and in the order they appeared in the phone follow-up survey. Again, missing values of "Don't know" and "No answer" are excluded from the percentage calculations. Concluding Appendix 2 are the principals' responses to the open-ended questions with text analysis of these.

Appendix 3 contains a copy of the mail-out survey distributed to the principals, as well as the cover letter from Dean Patricia McClurg which accompanied the survey.

Throughout the report we discuss graduates in 2005 and graduates in 2007. In the first case the data reflect findings for those who graduated in 2002, 2003 and 2004. In the second, the data reflect findings for those that graduated in 2005 and 2006.

4. Key findings

University of Wyoming College of Education graduates were mainly employed as teachers in Wyoming, and were well-regarded by the principals who supervised them. Self-evaluations of the graduates' preparedness to deal with most aspects of teaching were generally high, as were the evaluations that their principals provided. There were some interesting differences in perceptions between the two groups, as well as between years 2005 and 2007, which will be explored in detail later.

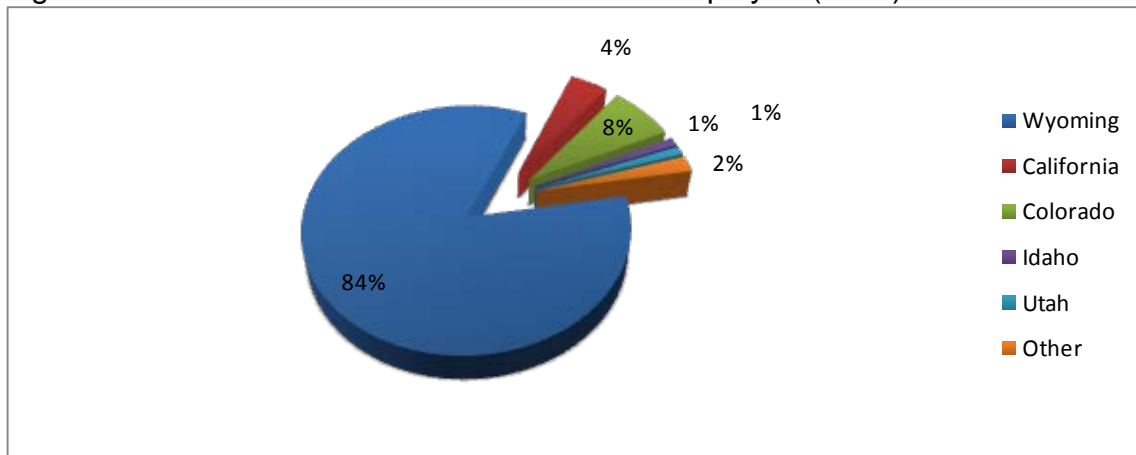
In 2007 over eighty percent (82.3%) of recent College of Education graduates surveyed were working as teachers at the time they were interviewed. Graduates from the Casper campus (82.4%) were slightly more likely to be working as teachers than those from the Laramie campus (81.4%) and Powell had the highest percentage at 90%. As seen in Table 1 there is a nearly 10 percentage points increase from 2005 in the number of recent graduates employed as teachers.

Table 1: Graduates Employed as Teachers

Campus of Graduation	Employed as Teachers 2005		Employed as Teachers 2007	
	N	Percent	N	Percent
Laramie	191	74.3%	86	81.4%
Casper	42	66.7%	17	82.4%
Powell	9	66.7%	10	90.0%
Total	242	72.7%	113	82.3%

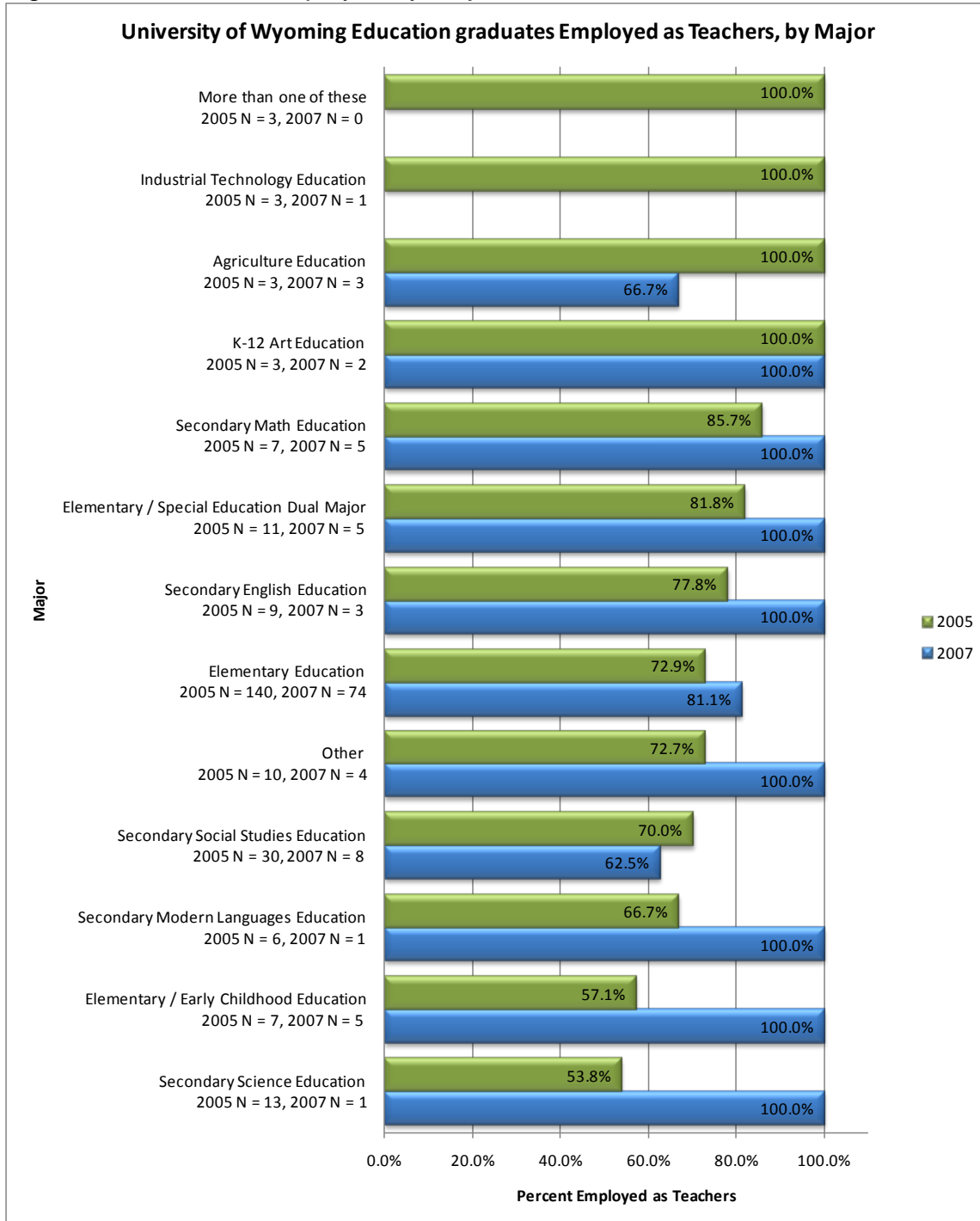
Approximately 84% of graduates surveyed in 2007 who were employed as teachers were working within the state of Wyoming. As shown in Figure 1 below, the second-highest proportion (8%) was working in the neighboring state of Colorado. Very few graduates were working in other states, including California (4%), Idaho (1%), Utah (1%).

Figure 1: State Where Recent Graduates are Employed (2007)



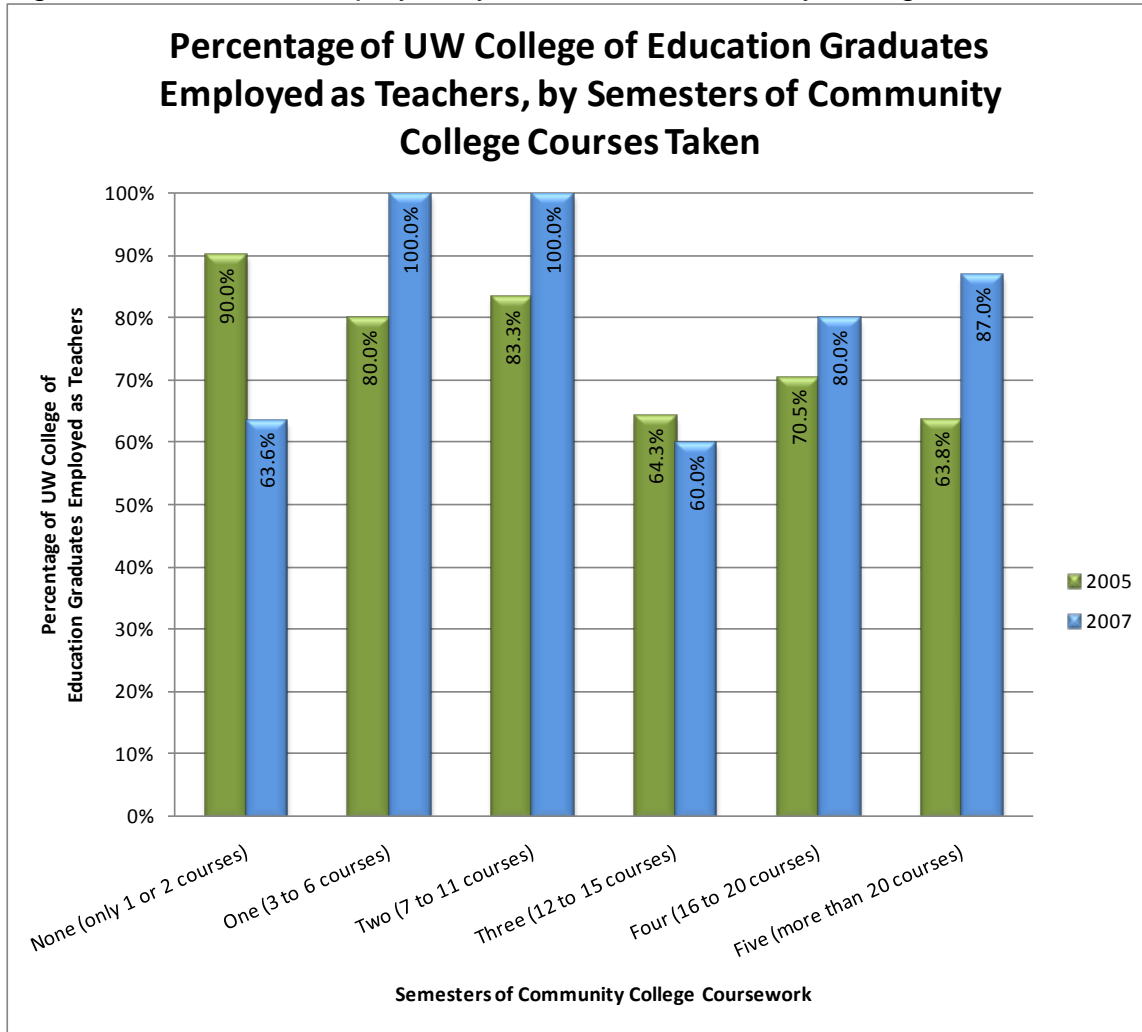
As in 2005, there was wide variation by major in the proportion of graduate respondents who were working as teachers. As shown in Figure 2, the largest single major was Elementary Education, and most (81.1%) of those graduates were employed as teachers (up from 2005). Note also that all but two categories see an increase in percentage working as teachers, with many majors with 100% of the graduates working. Secondary Social Studies Education experienced a decrease to 62.5% employed as teachers, down from 70% in 2005 and Agricultural Education is down to 66.7% from 100% in 2005 (although it is worth noting the small numbers of graduates with that particular major: 3).

Figure 2: Graduates Employed by Major



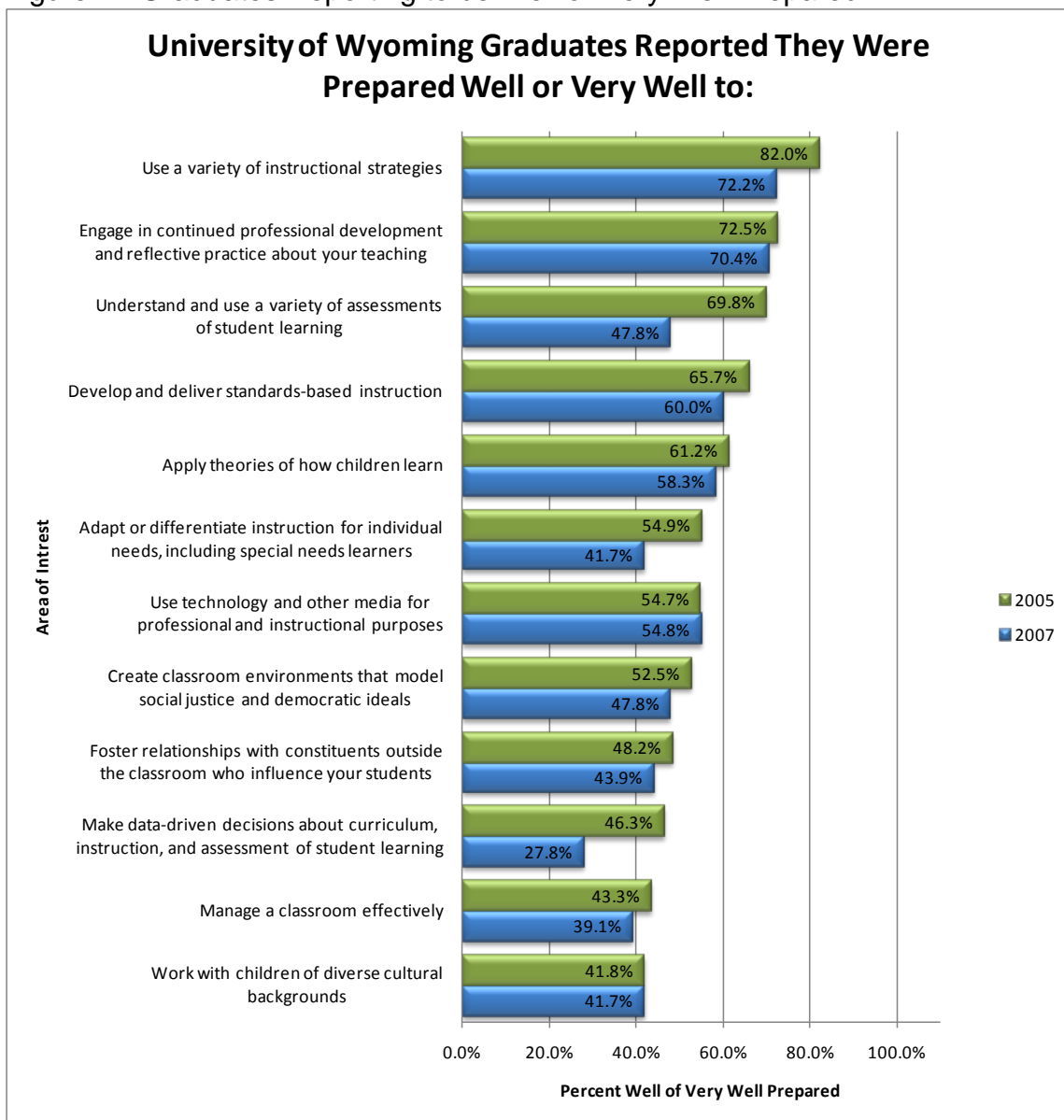
While in 2005 we saw a generally negative relationship between the number of semesters of coursework taken at community colleges and the likelihood of a College of Education graduate working as a teacher, the same trend is not seen in 2007. While the percentage of graduates who had taken courses from a community college went up slightly (from 62.4% to 65.2%; See question 3 in Appendix 1-A) the trend found in the previous study is not as clear, with 100% of those taking one or two semesters worth of classes being employed as teachers.

Figure 3: Graduates Employed by Amount of Community College Coursework



As in 2005, recent graduates now teaching professionally and the principals who employ them were asked a battery of twelve questions concerning the preparedness of the graduates. In the 2005 study, more than half of the graduates reported being “very well” or “well” prepared in 8 of the 12 areas of interest, as shown in Figure 4. In 2007 in only 5 of the 12 areas more than half of the respondents perceive themselves to be “very well” or “well” prepared. In fact, while the top two categories remain the same, there is a statistically significant drop in the graduates perception of how well they are prepared “to use a variety of instructional strategies”-- from 82% to 72.2%. We find another statistically significant drop from 69.8% to 47.8% in the preparedness to “understand and use a variety of assessments of student learning.” How prepared they are to “make data-driven decisions about curriculum, instruction, and assessment of student learning” was perceived as “very well” and “well” by only 46.3% of recent graduates in 2005 and in 2007 this number has dropped significantly to 27.8%.

Figure 4: Graduates Reporting to be Well or Very Well Prepared



In Table 2 (on the next page), principals' responses are compared side by side with the graduates' responses, with both the 2005 and 2007 data presented. The results are ranked in order of the greatest differences occurring after the principals' responses are subtracted from the graduates' responses (from the 2005 study). The largest discrepancy from 2005 (in the preparedness to "use a variety of instructional strategies") saw a decrease, though a large discrepancy does still exist. Narrowing the gap is due largely to the decrease in the number of recent graduates who perceive themselves "very well" and "well" prepared. In 2005, 82% of graduates felt they were "well" or "very well" prepared to use a variety of instructional strategies compared to 72.2% in 2007. This difference is found to be statistically significant.

In 2005, a proportion of principals nearly 25 percentage points lower than that of the graduates reported that teachers who graduated from UW were prepared to "understand and use a variety of assessments of student learning" (69.8% for graduates, 44.9% for principals). In 2007, the discrepancy practically disappeared, though it seems that this is due to graduates lowering their perception of preparedness to match that of their principals (47.8% for graduates, 49% for principals).

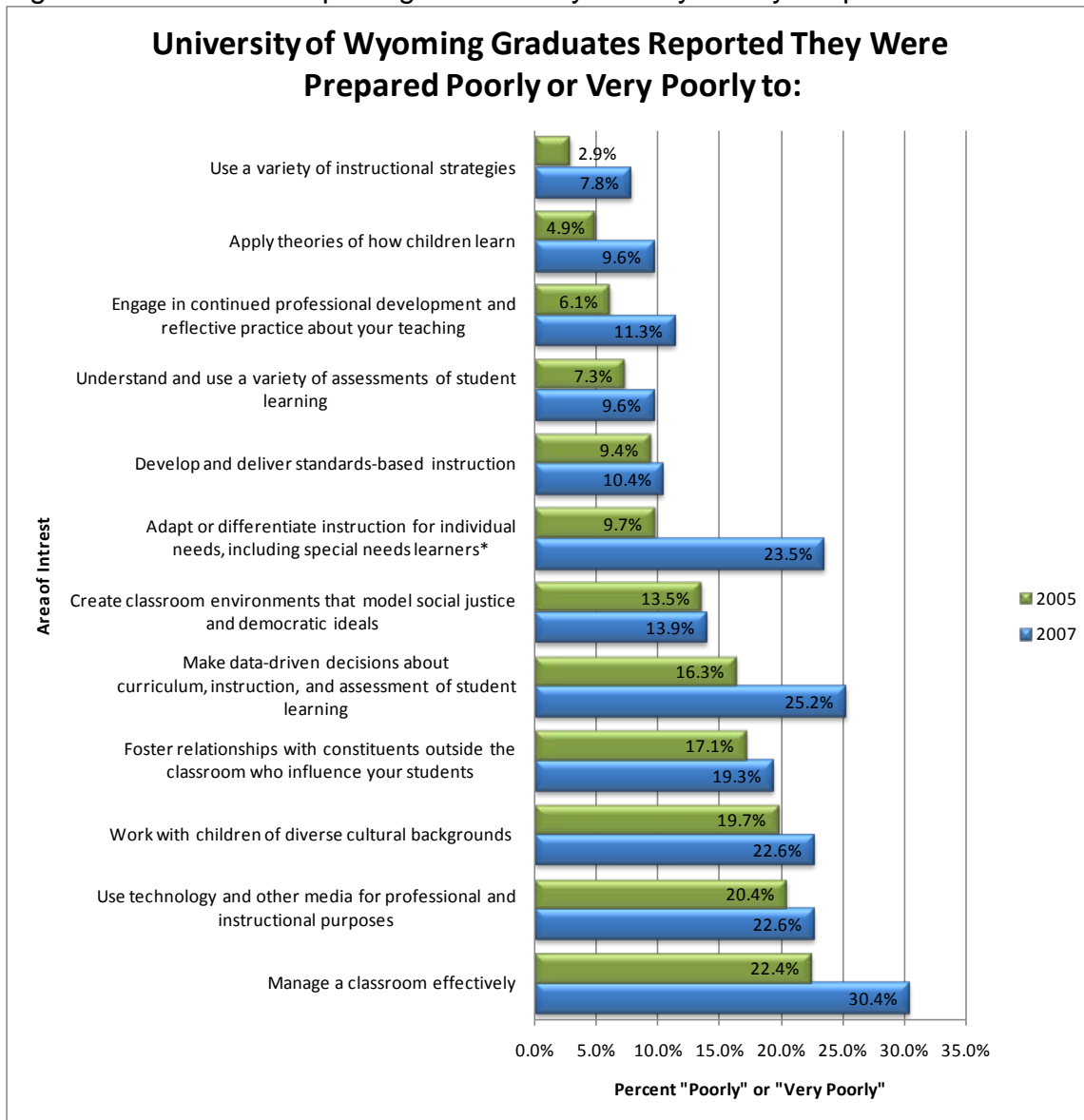
Interestingly, as in 2005, principals have a higher level of satisfaction with their teachers' preparedness on a number of categories. Of note, principals found that UW graduates were better prepared to "foster relationships with constituents outside the classroom who influence students" and to "manage a classroom effectively" than did the graduates themselves. The discrepancy is much higher in 2007 for these two categories than it was in 2005.

Table 2: Comparison of Graduates and Principals Reporting Well or Very Well Prepared

Perceptions of Graduates Employed as Teachers: Preparedness According to the Graduates and their Principals			
Question	Well or Very Well Prepared		
	Graduates	Principals	Difference (in percentage points)
Use a variety of instructional strategies			
2005	82.0%	50.7%	31.3
2007	72.2%	46.2%	26.0
Understand and use a variety of assessments of student learning			
2005	69.8%	44.9%	24.9
2007	47.8%	49.0%	-1.2
Make data-driven decisions about curriculum, instruction, and assessment of student learning			
2005	46.3%	31.9%	14.4
2007	27.8%	29.4%	-1.6
Apply theories of how children learn			
2005	61.2%	55.1%	6.1
2007	58.3%	53.8%	4.5
Develop and deliver standards-based instruction			
2005	65.7%	60.3%	5.4
2007	60.0%	56.9%	3.1
Engage in continued professional development and reflective practice about your teaching			
2005	72.5%	71.0%	1.5
2007	70.4%	76.5%	-6.1
Adapt or differentiate instruction for individual needs, including special needs learners			
2005	54.9%	53.6%	1.3
2007	41.7%	46.2%	-4.5
Foster relationships with constituents outside the classroom who influence your students			
2005	48.2%	50.7%	-2.5
2007	43.9%	62.7%	-18.8
Manage a classroom effectively			
2005	43.3%	48.6%	-5.3
2007	39.1%	55.8%	-16.7
Use technology and other media for professional and instructional purposes			
2005	54.7%	60.3%	-5.6
2007	54.8%	60.8%	-6.0
Create classroom environments that model social justice and democratic ideals			
2005	52.5%	62.3%	-9.8
2007	47.8%	53.1%	-5.3
Work with children of diverse cultural backgrounds			
2005	41.8%	59.1%	-17.3
2007	41.7%	53.8%	-12.1

As was done in the 2005 study, a separate analysis is presented to concentrate on answers of “poorly” or “very poorly” prepared in order to highlight areas in which there was a general feeling that UW College of Education graduates were less well prepared. Figure 5 shows that in every single category, the percentage of graduates rating themselves as “poorly” or “very poorly” prepared went up in 2007, including statistically significant jumps in how well prepared graduates felt to “adapt or differentiate instruction for individual needs, including special needs learners” (from 9.7% to 23.5%), and “to make data driven decisions about curriculum, instruction, and assessment of student learning” (from 16.3% to 25.2%). Noticeable but not statistically significant was the difference in how poorly the graduates felt prepared to “manage a classroom effectively” (from 22.4% to 30.4%).

Figure 5: Graduates Reporting to be Poorly or Very Poorly Prepared



Once again, the responses of “poorly” and “very poorly” prepared provided by recent graduates and their principals on the 12 items of interest in 2005 and 2007 are compared (Table 3, on the next page). The items are ranked in order of the greatest differences occurring after the principals’ responses are subtracted from the graduates’ responses (in the 2005 data). In 2005, on 6 out of the 12 items, the percentage of recent graduates reporting to be “poorly” and “very poorly” prepared was higher than the percentage of principals sharing the same belief. In 2007 the same is true for 7 of the 12 items.

In 2005 the biggest discrepancy in perception was about how “poorly” and “very poorly” the UW College of Education graduates are prepared to “manage a classroom effectively”. In 2007, that disparity went even higher. The shift is due to an increased uncertainty on the part of the graduates.

Other items on which the opinions of graduates and principals differ much more substantially in 2007 than they did in 2005 are the following:

- “Engage in continued professional development and reflective practice about your teaching” (11.3 percentage points up from -4.0). In this case the change is due to an increase in the uncertainty on the part of graduates and in no principals reporting that UW College of Education teachers were “poorly” or “very poorly” prepared on that item.
- “Use a variety of instructional strategies” (-15.3 points up from -7.2) In this case, although poor preparedness was reported by both more graduates and principals, the increase on the part of the principals was more substantial.

As in 2005, graduates feel insecure about classroom management, use of technology and other media for professional and instructional purposes, work with children of diverse cultural backgrounds, fostering relationships with constituents outside the classroom who influence their students. On these items, the principals agree with the graduates to a much lesser extent.

The two items on which both graduates and principals surveyed in 2007 agree that graduates are poorly prepared are “making data driven decisions” and “how to adapt and differentiate instruction for individual needs”. There was less agreement in 2005. The change is due mainly due to principals being less convinced in the preparedness of graduates.

Table 3: Comparison of Graduates and Principals Reporting Poorly or Very Poorly Prepared

Perceptions of Graduates Employed as Teachers: Preparedness According to the Graduates and their Principals			
Question	Poorly or Very Poorly		
	Graduates	Principals	Difference (in percentage points)
Manage a classroom effectively			
2005	22.4%	7.1%	15.3
2007	30.4%	9.6%	20.8
Use technology and other media for professional and instructional purposes			
2005	20.4%	5.9%	14.5
2007	22.6%	15.7%	6.9
Work with children of diverse cultural backgrounds			
2005	19.7%	6.1%	13.6
2007	22.6%	11.5%	11.1
Create classroom environments that model social justice and democratic ideals			
2005	13.5%	2.9%	10.6
2007	13.9%	10.2%	3.7
Foster relationships with constituents outside the classroom who influence your students			
2005	17.1%	8.7%	8.4
2007	19.3%	7.8%	11.5
Develop and deliver standards-based instruction			
2005	9.4%	8.8%	0.6
2007	10.4%	11.8%	-1.4
Apply theories of how children learn			
2005	4.9%	5.8%	-0.9
2007	9.6%	7.7%	1.9
Make data-driven decisions about curriculum, instruction, and assessment of student learning			
2005	16.3%	17.4%	-1.1
2007	25.2%	27.5%	-2.3
Adapt or differentiate instruction for individual needs, including special needs learners			
2005	9.7%	13.0%	-3.3
2007	23.5%	26.9%	-3.4
Engage in continued professional development and reflective practice about your teaching			
2005	6.1%	10.1%	-4.0
2007	11.3%	0.0%	11.3
Use a variety of instructional strategies			
2005	2.9%	10.1%	-7.2
2007	7.8%	23.1%	-15.3
Understand and use a variety of assessments of student learning			
2005	7.3%	17.4%	-10.1
2007	9.6%	19.6%	-10.0

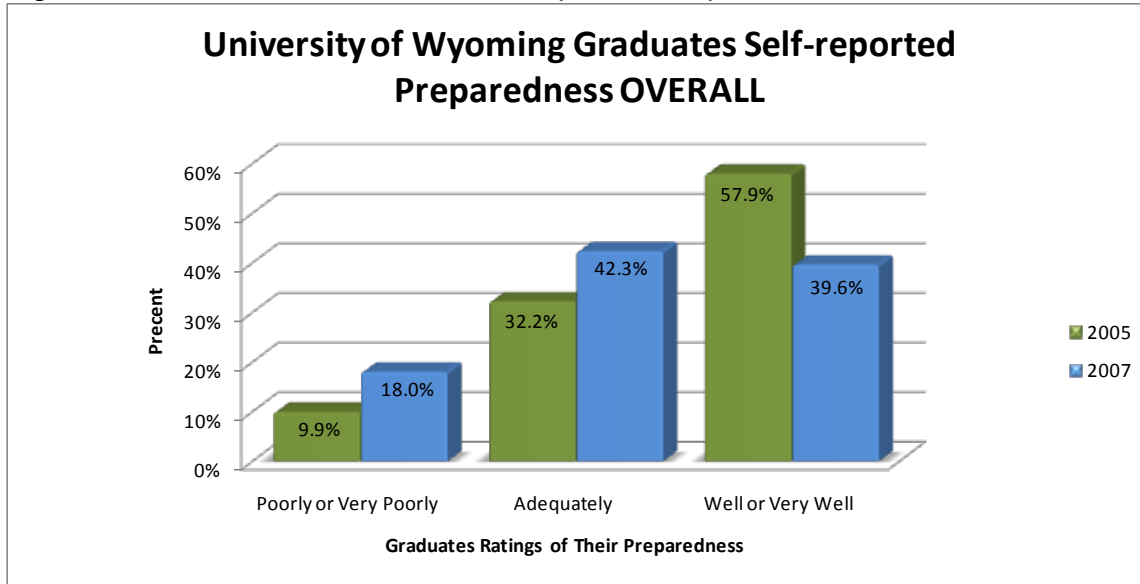
In 2005 those with more semesters of community college who reported working as teachers appeared to be more confident of being “well” or “very well” prepared, as shown in Table 4 below. As in Tables 2 and 3, the areas have been ranked in order of the greatest differences (occurring in 2005). The findings from 2007 do not support those from 2005. The trend seems to be reversed. Needless to say, there is need of more data before any conclusions could be made on the influence of the amount of Community College of coursework on the perceptions of preparedness.

Table 4: Community College Coursework by Preparedness

Amount of Community College Coursework in Relation to Perceptions of Preparedness			
Question	Well or Very Well Prepared		
	4 or more semesters of CC courses	3 or fewer semesters of CC courses	Difference (in percentage points)
Work with children of diverse cultural backgrounds			
2005	53.8%	30.4%	23.4
2007	37.2%	50.0%	-12.8
Manage a classroom effectively			
2005	49.5%	33.3%	16.2
2007	32.6%	50.0%	-17.4
Understand and use a variety of assessments of student learning			
2005	73.6%	57.9%	15.7
2007	46.5%	53.3%	-6.8
Use a variety of instructional strategies			
2005	85.7%	73.7%	12
2007	67.4%	73.3%	-5.9
Engage in continued professional development and reflective practice about your teaching			
2005	77.8%	66.7%	11.1
2007	67.4%	70.0%	-2.6
Make data-driven decisions about curriculum, instruction, and assessment of student learning			
2005	52.2%	42.1%	10.1
2007	25.6%	20.0%	5.6
Foster relationships with constituents outside the classroom who influence your students			
2005	49.5%	43.9%	5.6
2007	44.2%	50.0%	-5.8
Create classroom environments that model social justice and democratic ideals			
2005	56.2%	51.8%	4.4
2007	39.5%	53.3%	-13.8
Develop and deliver standards-based instruction			
2005	64.8%	64.9%	-0.1
2007	60.5%	70.0%	-9.5
Adapt or differentiate instruction for individual needs, including special needs learners			
2005	50.8%	53.3%	-2.5
2007	41.9%	50.0%	-8.1
Apply theories of how children learn			
2005	58.2%	61.4%	-3.2
2007	58.1%	60.0%	-1.9
Use technology and other media for professional and instructional purposes			
2005	52.7%	56.1%	-3.4
2007	48.8%	60.0%	-11.2

Graduates were also asked to rate their preparedness OVERALL for their first year of teaching (see Appendix 1-A, Q25). Figure 6 shows results from both 2005 and 2007:

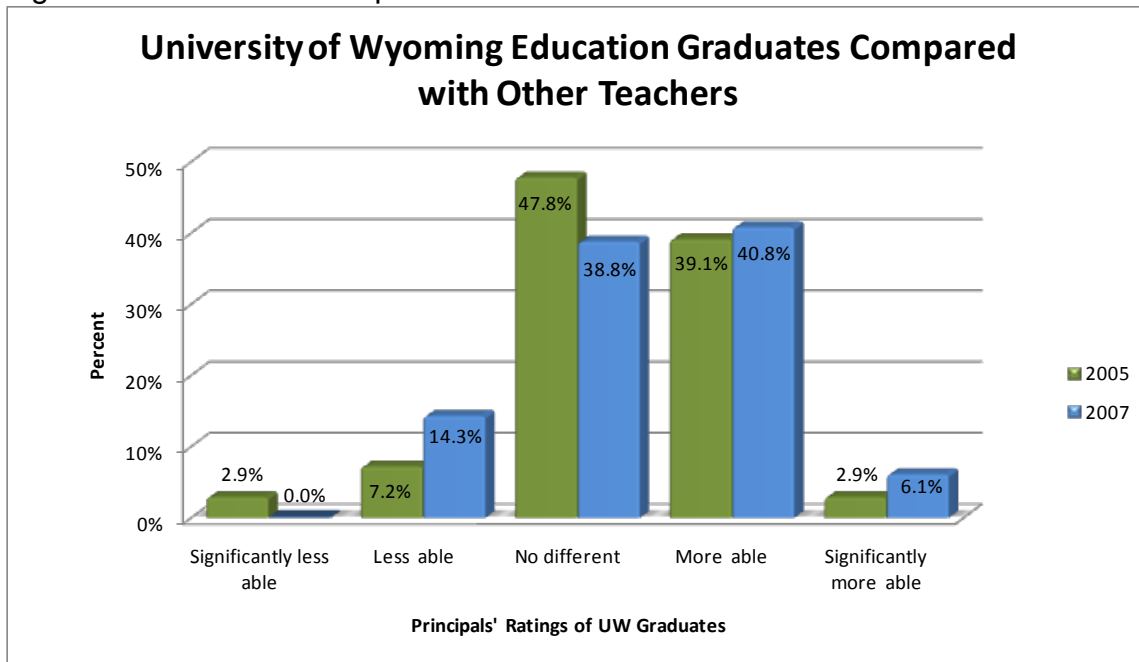
Figure 6: Graduates OVERALL Self-reported Preparedness



The 2007 data indicate an increase in the percentage of graduates who feel very poorly, poorly, and adequately prepared for their first year of teaching (from 42.1% in 2005 to 60.3% in 2007). We also see a decrease in the percentage of graduates who feel well or very well prepared (from 57.9% in 2005 to 39.6% in 2007). It is important to note that while these differences are statistically significant, the cohorts between the two studies are different in that the 2005 study included also graduates in their third year of teaching, when an additional year of being in the teaching environment may have influenced their perspective on the past. In any case, upcoming iterations of the survey will be very informative as to whether a trend could be established.

Finally, when asked how they would compare UW teacher education graduates with other graduates who have similar lengths of teaching experience, principals largely gave favorable opinions of the UW graduates. As shown in Figure 7 below, more than 47% of principals considered UW graduates more able or significantly more able than other teachers, while only 14.3% of principals considered them to be less able or significantly less able. In comparison to 2005, the almost 9 percentage points lost from the “No different” category can be found distributed about equally in the “Less able,” “More able,” and “Significantly more able” categories. Overall, the trend remains the same and suggests that principals feel that UW graduates are quite able to perform as teachers as compared to others.

Figure 7: Graduates Compared to Other Teachers



5. Conclusion

This second iteration of a combined graduate/employer survey, as with the first, gives generally high marks to the UW College of Education for the preparation its students receive. Most notably, there was an increase in the number of graduates employed as teachers, many of whom considered by principals to be more able at the beginning of their careers than other teachers with similar experience. Specific areas where either the graduates or the principals feel lower confidence have been highlighted above. These findings may indicate where additional attention is needed in the curriculum. It should also be noted that as future iterations of this survey are administered, more “trend analysis” will be available. Detailed results from both surveys follow.

6. Appendices

Appendix 1-A: Frequency and Percentage Distributions – Graduates

Respondents in 2005 = 245

Respondents in 2007 = 115

Hello, I'm calling from the University of Wyoming Survey Research Center.

My name is [First Name]

Is this [phone number]?

[If Yes] May I speak with _____?

[If Yes] We are asking questions to gather information from UW College of Education graduates about the teacher education program. Your participation is entirely voluntary and you will not be identified in any of our reports. The survey should take less than 10 minutes. Are you willing to help us with this?

[If Yes] Thanks! First I need to ask if you are 18 years or older?

[If Yes] The information that you provide will be used to help the UW College of Education to improve its teacher education program. If you have questions or concerns about this survey, I can give you a phone number to call.

[If Yes] You don't have to answer any questions you don't want to, and you can end the interview at any time. First, I need to confirm. Are you a graduate of the UW College of Education

[If Yes]

1. For your Bachelor's degree, did you graduate from the Laramie campus, the Casper campus, or the Powell campus?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Laramie Campus)	191	78.9	86	76.1
(Casper Campus)	42	17.4	17	15.0
(Powell Campus)	9	3.7	10	8.8
Total Valid	242	100.0	113	100.0
(Don't Know/Not Sure)	3		2	
(No Answer/Refused)	0		0	
Total Missing	3		2	
Total	245		115	

2. What was your major?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Elementary Education)	140	57.1	74	66.1
(Elementary/Special Education dual major)	11	4.5	5	4.5
(Elementary/Early Childhood Education)	7	2.9	5	4.5
(English as a Second Language Education)	0	0.0	0	0.0
(Middle Grade Education)	0	0.0	0	0.0
(K-12 Art Education)	3	1.2	2	1.8
(K-12 Music Education)	0	0.0	0	0.0
(Secondary English Education)	9	3.7	3	2.7
(Secondary Math Education)	7	2.9	5	4.5
(Secondary Science Education)	13	5.3	1	.9
(Secondary Social Studies Education)	30	12.2	8	7.1
(Secondary Modern Languages Education)	6	2.4	1	.9
(Agriculture Education)	3	1.2	3	2.7
(Industrial Technology Education)	3	1.2	1	.9
(More than one of the above)	3	1.2	0	0.0
(Other: please specify)	10	4.1	4	3.6
Total Valid	245	100.0	112	100.0
(Don't Know/Not sure)	0		3	
(No Answer/Refused)	0		0	
Total Missing	0		3	
Total	245		115	

See Appendix 1-B for
complete text listing.

3. As part of your undergraduate degree, did you take any classes from a community college?

[If needed:] If you took classes from the UW programs at Casper or Powell, these are not considered community colleges classes. Please count only classes that you actually took from Casper College, Northwest College, another Wyoming community college, or a community college in another state.

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Yes)	153	62.4	75	65.2
(No)	92	37.6	40	34.8
Total Valid	245	100.0	115	100.0
(Don't Know/Not Sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

➤ Skip to question 5.

4. How many semesters of coursework did you complete at a community college?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(None - only 1 or 2 courses)	10	6.8	11	15.1
(One semester - 3 to 6 courses)	15	10.1	5	6.8
(Two semesters - 7 to 11 courses)	18	12.2	9	12.3
(Three semesters - 12 to 15 courses)	14	9.5	5	6.8
(Four semesters - 16 to 20 courses)	44	29.7	20	27.4
(Five or more semesters - more than 20 courses)	47	31.8	23	31.5
Total Valid	148	100.0	73	100.0
(Don't Know/Not Sure)	5		2	
(No Answer/Refused)	0		0	
System Missing	92		40	
Total Missing	97		42	
Total	245		115	

5. Do you have more than one certification or endorsement?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Yes)	109	44.5	37	32.5
(No)	136	55.5	77	67.5
Total Valid	245	100.0	114	100.0
(Don't Know/Not sure)	0		1	
(No Answer/Refused)	0		0	
Total Missing	0		1	
Total	245		115	

➤ Skip to question 7.

6. What are your certifications and endorsements? (Check all that apply.)

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Elementary Education)	15	13.8	12	33.3
(Elementary/Special Education dual major)	18	16.5	4	11.1
(Elementary/Early Childhood Education)	10	9.2	7	19.4
(English as a Second Language Education)	1	.9	0	0.0
(Middle Grades Education)	43	39.4	12	33.3
(K-12 Art Education)	2	1.8	0	0.0
(K-12 Music Education)	0	0	0	0.0
(Secondary English Education)	5	4.6	2	5.6
(Secondary Math Education)	3	2.8	1	2.8
(Secondary Science Education)	6	5.5	0	0.0
(Secondary Social Studies Education)	5	4.6	3	8.3
(Secondary Modern Languages Education)	3	2.8	0	0.0
(Agriculture Education)	1	.9	0	0.0
(Industrial Technology Education)	2	1.8	0	0.0
(Other: please specify)	40	36.7	20	55.6
Total Valid	109		36	
(Don't know/Not sure)	0		0	
(No answer/refused)	0		1	
System Missing	136		78	
Total Missing	136		79	
Total	245		115	

See Appendix 1-B for
complete text listing.

7. Are you currently employed as a teacher?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Yes)	178	72.7	94	81.7
(No)	67	27.3	21	18.3
Total Valid	245	100.0	115	100.0
(No Answer/Refused)			0	
Total Missing			0	
Total			115	

➤ Skip to question 13.

8. What grade-levels do you teach? (Check all that apply.)

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Elementary (or Primary)	107	60.1	62	68.9
Junior High	19	10.7	6	6.7
Middle School	25	14.0	12	13.3
High School	40	22.5	20	22.2
Total Valid	178		90	
(No Answer/Refused)	0		4	
System Missing	67		21	
Total Missing	67		25	
Total	245		115	

If Elementary only, or Elementary plus any higher grades, ask question 9. If only higher grades, skip to question 11.

9. And what grades do you teach in Elementary (or Primary) school? (Check all that apply.)

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Kindergarten	36	34.0	26	42.6
First grade	41	38.7	21	34.4
Second grade	38	35.8	21	34.4
Third grade	36	34.0	20	32.8
Fourth grade	36	34.0	17	27.9
Fifth grade	40	37.7	22	36.1
Sixth Grade	29	27.4	12	19.7
Total Valid	106		61	
(No Answer/Refused)	1		1	
System Missing	138		53	
Total Missing	139		54	
Total	245		115	

If Elementary teaching only, skip to question 12.

10. Not counting your teaching in Elementary (or Primary) grades, what subjects do you teach above the Elementary (or Primary) level? (Check all that apply)

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
English	1	25.0	1	100.0
Math	1	25.0	1	100.0
Science	1	25.0	1	100.0
Arts	2	50.0	1	100.0
Music	1	25.0	1	100.0
Other	3	75.0	0	0.0
Total Valid	4		1	
(No answer/Refused)	0		1	
System Missing	241		113	
Total Missing	0		114	
Total	245		115	

After answering question 10, skip to question 12. Ask question 11 of those teaching only above the Elementary (Primary) grades.

11. What subjects do you teach? (Check all that apply)

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
English	16	22.5	8	28.6
Math	18	25.4	11	39.3
Science	15	21.1	4	14.3
Arts	8	11.3	1	3.6
Music	2	2.8	0	0.0
Other	43	60.6	13	46.4
Total Valid	71		28	
(No answer/Refused)	0		0	
System Missing	174		87	
Total Missing	174		87	
Total	245		115	

12. In what state do you currently work?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Wyoming	126	70.8	79	84.0
California	5	2.8	4	4.3
Colorado	23	12.9	7	7.4
Idaho	1	.6	1	1.1
Montana	1	.6	0	0.0
Nebraska	1	.6	0	0.0
North Dakota	2	1.1	0	0.0
South Dakota	1	.6	0	0.0
Utah	0	0.0	1	1.1
Other (please specify:)	18	10.1	2	2.1
Total Valid	178	100.0	94	100.0
(No answer)	0		0	
System Missing	67		21	
Total Missing	67		21	
Total	245		115	

See Appendix 1-B for complete text listing.

The following questions ask about how well the University of Wyoming's teacher education program prepared you in twelve different areas. Please rate your preparation on a scale of 1 to 5. Use a rating of 1 for "Very Poorly," a 2 for "Poorly," a 3 for "Adequately," a 4 for "Well," and a 5 for "Very Well."

Using that scale, how well did the University of Wyoming prepare you to:

13. Apply theories of how children learn?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	2	.8	2	1.7
(Poorly)	10	4.1	9	7.8
(Adequately)	83	33.9	37	32.2
(Well)	120	49.0	54	47.0
(Very Well)	30	12.2	13	11.3
Total Valid	245	100.0	115	100.0
(Don't know Not sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

14. To adapt or differentiate instruction for individual needs, including special needs learners?

[If needed]: How well did the University of Wyoming prepare you to adapt or differentiate instruction for individual needs, including special needs learners?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	2	1.1	5	4.3
(Poorly)	15	8.6	22	19.1
(Adequately)	62	35.4	40	34.8
(Well)	67	38.3	39	33.9
(Very Well)	29	16.6	9	7.8
Total Valid	175	100.0	115	100.0
(Don't know/Not sure)	0		0	
(No Answer/Refused)	0		0	
System Missing*	70		0	
Total Missing	70		0	
Total	245		115	

* In 2005 this item was asked only of respondents reached for the follow-up survey

15. To work with children of diverse cultural backgrounds?

[If needed]: How well did the University of Wyoming prepare you to work with children of diverse cultural backgrounds?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	14	5.7	4	3.5
(Poorly)	34	13.9	22	19.1
(Adequately)	94	38.5	41	35.7
(Well)	83	34.0	37	32.2
(Very Well)	19	7.8	11	9.6
Total Valid	244	100.0	115	100.0
(Don't know/Not sure)	0		0	
(No Answer/Refused)	1		0	
Total Missing	1		0	
Total	245		115	

16. To use a variety of instructional strategies?

[If needed]: How well did the University of Wyoming prepare you to use a variety of instructional strategies?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	2	.8	3	2.6
(Poorly)	5	2.0	6	5.2
(Adequately)	37	15.1	23	20.0
(Well)	118	48.2	53	46.1
(Very Well)	83	33.9	30	26.1
Total Valid	245	100.0	115	100.0
(Don't know/Not sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

17. To manage a classroom effectively?

[If needed]: How well did the University of Wyoming prepare you to manage a classroom effectively?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	17	6.9	8	7.0
(Poorly)	38	15.5	27	23.5
(Adequately)	84	34.3	35	30.4
(Well)	73	29.8	31	27.0
(Very Well)	33	13.5	14	12.2
Total Valid	245	100.0	115	100.0
(Don't know/Not sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

18. To create classroom environments that model social justice and democratic ideals?

[If needed]: How well did the University of Wyoming prepare you to create classroom environments that model social justice and democratic ideals?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	8	3.3	6	5.2
(Poorly)	25	10.3	10	8.7
(Adequately)	82	33.9	44	38.3
(Well)	98	40.5	38	33.0
(Very Well)	29	12.0	17	14.8
Total Valid	242	100.0	115	100.0
(Don't Know/Not Sure)	2		0	
(No Answer/Refused)	1		0	
Total Missing	3		0	
Total	245		115	

19. To use technology and other media for professional and instructional purposes?

[If needed]: How well did the University of Wyoming prepare you to use technology and other media for professional and instructional purposes?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	6	2.4	4	3.5
(Poorly)	44	18.0	22	19.1
(Adequately)	61	24.9	26	22.6
(Well)	73	29.8	49	42.6
(Very Well)	61	24.9	14	12.2
Total Valid	245	100.0	115	100.0
(Don't Know/Not Sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

20. To develop and deliver standards-based instruction?

[If needed]: How well did the University of Wyoming prepare you to develop and deliver standards-based instruction?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	4	1.6	2	1.7
(Poorly)	19	7.8	10	8.7
(Adequately)	61	24.9	34	29.6
(Well)	96	39.2	45	39.1
(Very Well)	65	26.5	24	20.9
Total Valid	245	100.0	115	100.0
(Don't Know/Not Sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

21. To understand and use a variety of assessments of student learning?

[If needed]: How well did the University of Wyoming prepare you to understand and use a variety of assessments of student learning?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	3	1.2	2	1.7
(Poorly)	15	6.1	9	7.8
(Adequately)	56	22.9	49	42.6
(Well)	120	49.0	38	33.0
(Very Well)	51	20.8	17	14.8
Total Valid	245	100.0	115	100.0
(Don't Know/Not Sure)	0		0	
(No Answer/Refused)	0		0	
Total Missing	0		0	
Total	245		115	

22. To make data-driven decisions about curriculum, instruction, and assessment of student learning?

[If needed]: How well did the University of Wyoming prepare you to make data-driven decisions about curriculum, instruction, and assessment of student learning?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	7	2.9	6	5.2
(Poorly)	33	13.5	23	20.0
(Adequately)	91	37.3	54	47.0
(Well)	93	38.1	27	23.5
(Very Well)	20	8.2	5	4.3
Total Valid	244	100.0	115	100.0
(Don't Know/Not Sure)	1		0	
(No Answer/Refused)	0		0	
Total Missing	1		0	
Total	245		115	

23. To engage in continued professional development and reflective practice about your teaching?

[If needed]: How well did the University of Wyoming prepare you to engage in continued professional development and reflective practice about your teaching?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	4	1.6	2	1.7
(Poorly)	11	4.5	11	9.6
(Adequately)	52	21.3	21	18.3
(Well)	115	47.1	58	50.4
(Very Well)	62	25.4	23	20.0
Total Valid	244	100.0	115	100.0
(Don't Know/Not Sure)	1		0	
(No Answer/Refused)	0		0	
Total Missing	1		0	
Total	245		115	

24. To foster relationships with constituents outside the classroom who influence your students?

[If needed]: How well did the University of Wyoming prepare you to foster relationships with constituents outside the classroom who influence your students?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	9	3.7	3	2.6
(Poorly)	33	13.5	19	16.7
(Adequately)	85	34.7	42	36.8
(Well)	89	36.3	36	31.6
(Very Well)	29	11.8	14	12.3
Total Valid	245	100.0	114	100.0
(Don't Know/Not sure)	0		1	
(No Answer/Refused)	0		0	
Total Missing	0		1	
Total	245		115	

25. Using the same 5-point scale, from Very Poorly to Very Well, how prepared were you OVERALL for your first year of teaching?

[If needed]: How well did the University of Wyoming prepare you for your first year of teaching?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
(Very Poorly)	6	2.6	2	1.8
(Poorly)	17	7.3	18	16.2
(Adequately)	75	32.2	47	42.3
(Well)	111	47.6	34	30.6
(Very Well)	24	10.3	10	9.0
Total Valid	233	100.0	111	100.0
(Don't Know/Not Sure)	9		4	
(No Answer/Refused)	3		0	
Total Missing	12		4	
Total	245		115	

26. Thinking about your OVERALL teacher education program at UW, what would you say were its main strengths?

- See Appendix I-B for complete text listings.

27. Do you have any suggestions for improving the program?

[If needed]: Is there anything you can think of that might help improve the teacher education program at the University of Wyoming? What would those things be?

- See Appendix I-B for complete text listings.

Thank you so much for taking the time to answer our questions! Have a good evening.

28. Respondent's gender.

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Male	59	24.1	22	19.1
Female	186	75.9	93	80.9
Total	245	100.0	115	100.0

Appendix 1-B: Open Ended Responses – Graduates

2. What was your major?

- English communications.
- English.
- Secondary agriculture education.
- Spanish.

6. What are your certifications and endorsements? (Check all that apply.)

- Bachelor of Arts, coaching certification.
- BS in home economics education.
- Business.
- Coaching in wrestling.
- Coaching.
- Coaching.
- Coaching.
- Coaching.
- Coaching.
- Drama (BFA in theater).
- Highly qualified for math and science at middle school.
- Highly qualified in math at middle school level.
- Library media.
- Masters.
- Psychology.
- Sociology and psychology, areas of specialty.
- Specialty in creative arts.
- Theater.
- Volleyball, basketball, and track.
- Wyoming and California certification.

12. In what state do you currently work? (Other Specified)

- Arizona.
- Kansas.

26. Thinking about your OVERALL teacher education program at UW, what would you say were its main strengths?

- A lot of one-on-one time with your pedagogy professor.
- Ability to communicate with professors openly, the excellent support staff at University of Wyoming, flexibility with nontraditional students like myself, and emphasis on taking advantage of scholarships.
- Ability to relate to the teachers and the small classrooms.
- All the student contact time they had required, but they have changed it since I did it.
- Balanced literacy approaching, differentiating teaching.
- Being able to be in the classroom starting as a sophomore.
- Being able to be in the classroom.
- Being able to go into the classrooms.
- Being in the classroom, and they offer different classes on different things.
- Building relationships in the school community.
- Class size is good; the Methods program was the most beneficial.
- Classroom management and their help with lesson planning. Overall strategies they provided.
- Collaboration between classes.
- Community building and meeting differentiated needs.
- Considering where I was, small class size.
- Creating an environment.
- Cultural diversity, instructional strategies even though it doesn't work in the real world, and children's exposure to literature.
- Deb Parkinson from the College of Education, variety of classes, and how the student teaching worked out.
- Differentiated instruction, classroom management, and technology.
- Direct instruction.
- Diversity since they placed me in Riverton so I worked on an Indian Reservation.
- Diversity.
- Faculty and staff were very helpful and supportive.
- Getting experience in the classroom.
- Getting in the classrooms. A lot of in-class experience.
- Getting the info that you need to get ready to get into the classroom to do student teaching.
- Giving us different ideas about how to do lessons and match them to standards.
- Having my professors in the classroom with me so I didn't have to do everything online.
- I don't know. I learned more from student teaching than anything else.
- I felt like I had a good background with the math. I teach five different levels of math and I felt well prepared for that.
- I had knowledgeable professors and the coursework was meaningful. We had a lot of assignments that teachers need to know how to do like lesson plans, how to contact parents, writing letters, and stuff like that. I had internet classes and that seemed to work.
- I liked that it was close, it was in Powell.
- I liked the small class sizes. The professors were very nice.
- I liked the student teaching.

- I think the biggest thing is getting to work in classrooms with students for several years even before the student teaching.
- I thought that they were really great instructors, and they used a lot of creative ways to engage students and to encourage learning.
- I was kind of disgusted with the whole program. I liked that they offered it for Outreach.
- I wasn't impressed with the education program at all. The only strengths were outside the College of Education.
- I went to Casper College. The class size was small.
- Information about children's needs.
- Instructional strategies and language arts.
- Instructional strategies, classroom management, differentiating instruction.
- Instructional strategies, cooperative learning, direct instruction and making lesson plans. Differentiated learning in the classroom.
- It didn't have a lot.
- It stresses theory more than application. They prepare for assessments pretty well.
- It was a strong literacy based program. We were always taught to incorporate literature
- It was personal, I felt like I could come to teachers with questions.
- It's very specified to the area in which you're going to be teaching. They give us in-class experience. The instructors were exceptional.
- Literacy Methods course.
- Lots of classroom time, knowledgeable instructors.
- Math education. Learning how to teach math.
- Methods classes, technology.
- Methods instructor was very good and supportive and gave out lots of ideas.
- Organization, classroom management skills.
- Practicum part, which the University of Wyoming didn't have anything to do with.
- Preparing me for the reading and writing portion of teaching.
- Professionalism and educating in patience.
- Professors and their delivery of instruction.
- Quality of instructors at the upper division level.
- Small class size.
- Small classes and how individualized they can be.
- Special education.
- Teacher as a Decision Maker class was done well.
- Teaching theories and the diversity in the classroom and differentiating instruction.
- Technology and differentiation.
- Technology and planning.
- Technology in the classroom.
- That they had us in classrooms early. They were good on the diversity training in diverse cultures. Lesson planning.
- That they included Teaching with Microcomputers. I would also say some people on the faculty were very helpful. There were several people in the five years I was in Laramie that were very helpful. My mentor teacher.
- The amount of field work that we did.

- The amount of time with children. They knew the standards and the programs for what we would use.

- The classroom management classes.
- The content of education.

- **The democratic learning environment and the student teaching.**
- The early education program.
- The fact that they allow us to go into the classroom to teach and give us feedback off of that.
- The faculty is very good. They show a lot of enthusiasm towards students and us.
- The flexibility of the places I could take classes.
- The good thing was that we had a [unintelligible] instructor that was amazing.
- The hands-on: being able to work in the classrooms with the kids.
- The instruction with management and the different instructional styles, but I was on a Powell campus which I think is completely different from the Laramie campus.
- The instructors.
- The interactions that we were able to get with actual classrooms.
- The knowledge of the professors and the willingness to work with the teachers.
- The lab school to go into. A constant source to go and evaluate inside a classroom.
- The mentoring program.
- The methods class right before you student teach.
- The practicum classes.
- The professors.
- The professors.
- The small class size.
- The special education program.
- The staff and the Teacher as a Decision Maker class.
- The student teaching aspects of the classroom, getting into a real classroom. The support of Leslie Rush has been continually helpful to me.
- The teachers really cared about the students.
- There was a lot of time in the classroom.
- They are good at preparing and allowing you to interpret on your own to get what you need to get done.
- They gave me a lot of observation experience before my student teaching.
- They really stressed a lot of cultural diversity.
- Time to get experience in the classroom.
- Very willing professors. Great faculty. More specifically, my professors.
- We covered quite a few different subjects.
- Well qualified instructors. I had a good teaching school for student teaching.
- When they put me out to teach, student teaching.

27. Do you have any suggestions for improving the program?

- A classroom management class, maybe like a Fred Jones or Boys Town classroom management course. Also a course on using assessments to guide instruction. Also to prepare students to be test-takers on state assessments.
- A lot more time with the kids and actual teaching experiences, not as much theory.
- Adding behavior management courses.
- Better help with job placement after graduation.
- Credits were not transferring from community colleges in Wyoming.
- Do more with special education because I was not prepared for that, because I was not required to take it.
- Doing the human development course later on would be a better approach because you tend to forget what was said. It is so early on I had a hard time remembering what was discussed. They should work more hand in hand with the PTSB.
- Ease of placement in student teaching.
- Education is always a pendulum, but how to cover standards needs to be covered more clearly. The assessment isn't covered as well as I'd like.
- For the agriculture education programs, for getting agriculture education students more under the mentor, and under more agriculture teachers.
- Get all of the teacher wannabes into the classroom even more. Classroom management is huge.
- Get more qualified professors and more discipline in accountability of coursework; the curriculum was subpar in general. I would suggest more practical experience and more time in the classroom and less time learning about statistics. Quantitative Reasoning.
- Get some speakers who have actually been in education and understand some of the current theories and models of education such as brain based activities. Classroom management.
- Get teachers in the classroom faster and more time than just the last semester of college. Spend more time in actual classrooms.
- Going out into the classrooms more.
- Have more professors have doctorates, not just doctorate students.
- Have the student teaching process be longer. We need more experience in the classroom.
- Having more hands-on experience in classrooms and being given tools that you can take into the classroom. It would also help if the school district would bring some of those curriculum and standards into the Methods courses so you will be aware of what you needed.
- I don't feel I was prepared enough from the classes. I learned more from student teaching.
- I don't think that people should be triple-phasing. Sometimes better mentor teachers than you're assigned to. Should have training for the mentor teachers.
- I needed more instruction specifically reading: how to teach reading to the kids.
- I think that the instructors should talk to each other more, so we get more balance. A lot of different classes teach the same thing, and they teach it over and over.
- I think that they need to get the counselors, and everyone involved. My mentor didn't know what was going on, and they had no idea how to answer my questions. Everyone should be on the same page.
- I think the whole program needs to be seriously looked at because there is no standard based instruction. Especially in the field of the art.

- I think they need to be more flexible with your placement site for student teaching. Their assessment class needs to be improved for assessment tools.
- I think to make it apply to actual teaching now, spend more time in classroom, and less time writing papers, unless they're lesson plans.
- I was unprepared for the amount of planning. I would suggest teaching more organization and planning skills.
- I wasn't notified about my teaching certificate from the PTSB. There was a lack of communication about what to do after graduation.
- I would like to see higher expectations, I would like to see people follow through and make sure that people in education should really be there. There were many people allowed to continue in the program although they weren't interested in working with children.
- I would like to see them get you more into the data and technology.
- I would much rather have fewer hoops to jump through to get through the initial part. There needs to be more core courses and less of the education classes. I need more of the core for history.
- I would offer a study group for the Praxis assessment before the actual assessment, just because a lot of the questions are not very practical for a lot of the educators.
- If things correlated better with the school districts and their standards, it would be helpful.
- In our second to last semester, our Methods courses were not helpful in preparing us for student teaching. The overall program didn't really give a good idea of what student teaching would be like or what teaching would be like in general. There was not enough practical application.
- Instead of having a pedagogy class focus so much on teaching theories, actually get practice doing it, and teaching peers, and getting feedback from the peers.
- It doesn't seem to be consistent.
- It needs to be a little more hands-on in the last two years.
- I've heard that they are going to discontinue the Outreach education, and this is a bad idea, because they need to reach smaller communities.
- Let student teaching begin before it begins now.
- Let the students start teaching in the fall instead of the spring.
- Listening to the voice of students, repetitiveness of the classes, and more time in the classroom.
- Make student teaching year-long.
- More about the commercial-based programs.
- More classroom management classes.
- More classroom time.
- More classroom time. Get kids in there from the very beginning.
- More content, math majors should have to worry about math, agriculture more about agriculture, etc.
- More cultural diversity classes.
- More experience in the classroom.
- More hands-on experience in schools, other than the observations labs that are required on the 2000 level.
- More hands-on.
- More in class hands-on practicum work. It has to be real world. Being lectured to is inadequate. They need to get into the classroom frequently.

- More in-class time. They need to focus more on the application rather than the theory. They need to quit making so many changes and figure out what they're trying to do. They need to quit making so many changes all the time.

- More knowledge and instruction on working with special needs children.
- More real world application. They don't prepare you for assessment, parents, or problem behaviors.
- More special education training.
- More special education, we only had one in our Methods class.
- More time in a classroom, because they don't specifically designate a lot of time for that.
- More time in classrooms. As far as Methods go, students need more time in the classroom before they student teach. They need more instruction on literacy components.
- More time in the classroom.
- More time in the classroom. More time teaching the curriculum like reading or math.
- More work with reading and teaching reading. Teaching decoding skills.
- Multiple environments would be better than just one.
- My last year was very poor. It wasn't very organized. A lot of students in my class did not know many terms that we should have known by that time. Maybe they wait until the last semester to teach us stuff they should have taught earlier on.
- No program can completely prepare you for real life.
- Not the elementary education program.
- Put it back in Powell.
- Really focus on classroom management strategies and how to be organized as a new teacher.
- Renegotiate with Laramie County School District #1 to let student teachers teach here and let them make the assignments.
- Some of the classes could be more academically challenging and the program could be more selective. Some people are in it for the wrong reasons.
- Spend more time in the classroom, that is, spend more time student teaching.
- Student engagement. Improving differentiated instruction. Classroom management. Especially in Title I schools where you have very diverse needs.
- Talk more about what to do in the beginning of the school year. How to build the management and how to get going. Somehow go over the different programs that are in schools, (Bridges, etc.)
- The elementary Methods teachers need to be observed more themselves.
- The hardest part was all the programs they modeled for us at the University of Wyoming were not relevant to the programs they were actually using in schools. More help and more realistic expectations. More standards-based experience.
- The Laramie campus needs organizational skills, they are poor.
- The program in Powell is being cut, and I think it's sad that they're losing a benefit in our community.
- The teachers need to focus more on getting teachers experience in the classroom sooner. They should focus more on classroom management skills.
- There needs to be a vast abundance of more communication within the departments, They need better advisors, and they need to set the students up better for student teaching.
- There needs to be more support for student teaching.
- There wasn't a whole lot on classroom management or classroom discipline. Most of the placement programs were hard to get through and understand.
- There wasn't near enough literacy instruction.
- They had it set up for elementary majors mainly, if you're a secondary education teacher, you're screwed.
- They need than more than one semester in a classroom. The student teachers really don't get enough in nine weeks to understand what it is really like. They need more time.
- They need to be in classroom environments more so they know what they are prepared for.

- They need to get more organized and know who their students are.
- They need to have a classroom management class because when I took the class they only had one week of teaching management. They need to spend more time teaching teachers how to control their classroom. That is why I only felt adequate from my first year on.
- They need to significantly increase their technology and special education instruction to regular education teachers.
- We did a lot of busywork. I think spending more time in classrooms would be a big help.
- We focused a lot on cooperative learning and how to make a classroom into a certain way, they really pushed toward cooperative learning. They should research the classrooms around the area, because what they taught us wasn't realistic.
- We need more classroom management instructions. We need more time as student teachers.
- When I was going through there were two math classes and they should combine those two, teaching the basic math and spending more time teaching us how to teach the math. Because of the basic math most people knew the math but not how to teach it, focusing more on that.
- When we got in with secondary math teachers, we test with a lot of stuff but we never spent enough time on any one thing. Need more practice with the data driven.
- When you are student teaching, I think you should teach one lower grade and one higher grade, especially in elementary school because they are so different.
- Working on their literacy aspect of teaching. Teaching reading.
- Year long student teaching. More special education.

Appendix 1-C: Text Analysis – Graduates

Categorizing Open-Ended Responses

Two open-ended items in the survey (Questions 26 and 27) asked about the strengths and weaknesses of the overall teacher education program at the University of Wyoming. With the help of a software tool (the SPSS Text Analysis module) that uses an artificial intelligence engine, WYSAC categorized the responses to these items. This appendix summarizes the steps in that analysis and presents the results.

Analysis of the items proceeded according to the following steps:

Step 1: Creation of preliminary categories.

This step is based on both a classification technique based on frequency (offered through the software itself) and a review of the responses.

Q26 ...main strengths...

Technology – Indicates that “technology in the classroom” is mentioned as a main strength of the teacher education program.

Classroom management – Indicates that the teaching of classroom management is mentioned as a main strength of the teacher education program.

Class composition/size – Indicates that the composition and/or size of UW classes is mentioned as a main strength of the teacher education program.

Instructional strategies – Indicates that the instructional strategies taught at UW are mentioned as a main strength of the teacher education program.

Student teaching – Indicates that student teaching is mentioned as a main strength of the teacher education program.

Classroom experience – Indicates that experience in the classroom (in-field work) is mentioned as a main strength of the teacher education program.

Instructors/Professors/Mentors – Indicates that the instructors/professors/mentors are mentioned as a main strength of the teacher education program.

Coursework – Indicates that coursework (specifically or in general) is mentioned as a main strength of the teacher education program.

Other – Indicates a response that does not fit in the previous categories.

Don't know/not sure – Indicates that the respondent did not know or is not sure of the answer.

Q27 ...suggestions for improving...

Instruction/curriculum – Indicates that the teacher education program could improve instruction and/or the curriculum (specific courses or in general).

Classroom experience – Indicates that the teacher education program could improve in offering more or better classroom experience (in-field work).

Classroom management – Indicates that the teacher education program could improve in teaching classroom management.

Student teaching – Indicates that the teacher education program could improve the student teaching portion of the program.

Other – Indicates a response that does not fit in the previous categories.

Step 2: Extract “terms” from the data.

This is done automatically with the SPSS text analysis tool, using its library of terms. Terms can be groups of words, phrases, or individual words (as indicated below in *italics*). An extracted term summarizes a single concept found in the responses, but is not always a verbatim quotation from any one response.

Step 3: Manually assign terms to categories, adding new categories if necessary.

This step consists of reading each extracted term and determining within which, if any, of the preliminary categories the term belongs.

Step 4: Categorize responses based on the terms they contain.

This is done automatically by the software, using the associations between terms and categories defined in the previous step. A response may contain multiple terms, and therefore a single response may be assigned to more than one category.

Step 5: Consider forcing responses into categories.

If a response is still uncategorized, it can be forced into a category. This is helpful when an overall idea is conveyed in the response, but there are no useful terms to categorize. The report below indicates the forced responses for each category.

Step 6: Consider forcing responses out of categories.

Occasionally a term that has been associated, in general, with a particular category is found to contradict that general association when examined in the full context of a specific response. In such cases, that response is forced out of the category, as indicated below.

The results of applying this 6-step process are presented next, for the two items that were so analyzed. Categories are arranged in order of frequency.

Question #26: Thinking about your OVERALL teacher education program at UW, what would you say were its main strengths?

The following data comes from 115 open-ended responses.

	Frequency 2007	Valid Percent 2007
Instructors/Professors /Mentors	31	27.0
Coursework	21	18.3
Instructional strategies	19	16.5
Classroom experience	17	14.8
Other	12	10.4
Student teaching	10	18.7
Class composition/size	10	18.7
Classroom management	5	4.3
Technology	5	4.3
Total Valid	103	
(No answer/Refused)	130	
Don't know/Not sure	12	
Total Missing	142	
Total	245	

Categories:

Instructors/Professors/Mentors [31 total (2 forced in)]– Indicates that the instructors/professors/mentors are mentioned as a main strength of the teacher education program.

Terms:

- *faculty*
- *instruction*
- *instructors*
- *knowledge of the professors*
- *mentor teacher*
- *mentoring program*
- *professors*
- *professors in the classroom*
- *quality of instructors*
- *staff*
- *support staff at university*
- *teachers*

Forced-in responses:

- A lot of one-on-one time with your pedagogy
- Methods instructor was very good and supportive and gave out lots of ideas.

Coursework [21 total]– Indicates that coursework (specifically or in general) is mentioned as a main strength of the teacher education program.

Terms:

- *class*
- *content of education*
- *course*
- *coursework*
- *delivery of instruction*
- *democratic learning environment*
- *early education program*
- *internet class*
- *language arts*
- *literacy methods*
- *math*
- *methods class*
- *methods program*
- *observation experience*
- *practicum*
- *practicum class*
- *subjects*
- *theory*
- *variety of class*

Instructional strategies [19 total]– Indicates that the instructional strategies taught at UW are mentioned as a main strength of the teacher education program.

Terms:

- *assessments*
- *child exposure to literature*
- *cultural diversity*
- *direct instruction*
- *diversity in the classroom*
- *diversity training*
- *encourage learning*
- *ideas*
- *instructional strategies*
- *instructional styles*
- *learning in the classroom*
- *lesson planning*
- *lesson plans*
- *lessons*
- *literacy*
- *reading and writing portion of teaching*
- *standards*
- *strategies*

Classroom experience [17 total (7 forced in)]– Indicates that experience in the classroom (in-field work) is mentioned as a main strength of the teacher education program.

Terms:

- *classroom*
- *classroom time*
- *experience in the classroom*
- *lab school*
- *student contact time*
- *work in classrooms*

Forced-in responses:

- Being able to be in the classroom.
- The fact that they allow us to go into the classroom to teach and give us feedback off of that.
- Getting in the classrooms. A lot of in-class experience.
- Being able to go into the classrooms.
- Being able to be in the classroom starting as a sophomore.
- There was a lot of time in the classroom.
- Being in the classroom, and they offer different classes on different things.

Don't know/not sure [12 total]– Indicates that the respondent did not know or is not sure of the answer.

Terms:

- *don't know*

Other [12 total (12 forced in)]– Indicates a response that does not fit in the previous categories.

Forced-in responses:

- It didn't have a lot.
- Professionalism and educating in patience.
- Special education.
- They are good at preparing and allowing you to interpret on your own to get what you need to get done.
- Information about children's needs.
- I was kind of disgusted with the whole program. I liked that they offered it for Outreach.
- I liked that it was close, it was in Powell.
- Creating an environment.
- I wasn't impressed with the education program at all. The only strengths were outside the College of Education.
- Building relationships in the school community.
- The special education program.
- Community building and meeting differentiated needs.

Student teaching [10 total]– Indicates that student teaching is mentioned as a main strength of the teacher education program.

Terms:

- *field work*
- *student teaching*
- *teaching school for student teaching*

Class composition/size [10 total]– Indicates that the composition and/or size of UW classes is mentioned as a main strength of the teacher education program.

Terms:

- *class size*
- *diversity*
- *small*

Classroom management [5 total]– Indicates that the teaching of classroom management is mentioned as a main strength of the teacher education program.

Terms:

- *classroom management*
- *classroom management class*
- *classroom management skills*

Technology [5 total]– Indicates that “technology in the classroom” is mentioned as a main strength of the teacher education program.

Terms:

- *technology*
- *technology in the classroom*

Question #27: Do you have any suggestions for improving the program?

The following data comes from 98 open-ended responses.

	Frequency 2007	Valid Percent 2007
Instruction/Curriculum	54	55.1
Classroom experience	31	31.6
Student teaching	16	16.3
Other	13	13.3
Classroom management	13	13.3
Total Valid	98	
(No answer/Refused)	147	
Total Missing	147	
Total	245	

Categories:

Instruction/curriculum [54 total (4 forced in)]– Indicates that the teacher education program could improve instruction and/or the curriculum (specific courses or in general).

Terms:

- *advisors*
- *agriculture*
- *agriculture teachers*
- *assessment class*
- *assessment tools*
- *assessments to guide instruction*
- *basic math*
- *busywork*
- *classroom management class*
- *courses*
- *cover standards*
- *cultural diversity class*
- *current theories*
- *curriculum*
- *discipline in accountability*
- *education class*
- *education instruction*
- *education programs*
- *education teachers*
- *education training*
- *educators*
- *elementary methods teachers*
- *expectations*
- *feedback from the peers*
- *human development course*
- *instruction*
- *instructors*
- *lesson plans*
- *literacy instruction*
- *math*
- *math class*
- *mentor*
- *mentor teachers*
- *methods*
- *methods courses*
- *models of education*
- *observations labs*
- *offer a study group*
- *organizational skills*
- *pedagogy class*
- *planning skills*
- *professors*
- *quantitative reasoning*
- *reading*
- *repetitiveness of the class*

- *secondary education teacher*
- *skills*
- *special*
- *standards*
- *standards-based experience*
- *statistics*
- *teach the math*
- *teaching*
- *teaching certificate from the ptsb*
- *teaching reading*
- *teaching the basic math*
- *test*
- *test takers*
- *theory*
- *time learning*
- *training for the mentor teachers*

Forced-in response:

- I don't feel I was prepared enough from the classes. I learned more from student teaching.
- More special education, we only had one in our Methods class.
- My last year was very poor. It wasn't very organized. A lot of students in my class did not know many terms that we should have known by that time. Maybe they wait until the last semester to teach us stuff they should have taught earlier on.
- Some of the classes could be more academically challenging and the program could be more selective. Some people are in it for the wrong reasons.

Classroom experience [31 total (2 forced in)– Indicates that the teacher education program could improve in offering more or better classroom experience (in-field work).

Terms:

- *experience*
- *experience in the classroom*
- *hands-on*
- *hands-on experience in classrooms*
- *hands-on experience in schools*
- *practical application*
- *practice*
- *practicum work*
- *research the classrooms*
- *semester in a classroom*
- *teachers experience in the classroom*
- *teachers in the classroom*
- *teaching experiences*
- *time in the classroom*
- *time teaching*
- *time teaching teachers*
- *world application*

Forced-in responses:

- Going out into the classrooms more.

- Multiple environments would be better than just one.

Student teaching [16 totals]– Indicates that the teacher education program could improve the student teaching portion of the program.

Terms:

- *placement in student teaching*
- *placement programs*
- *placement site for student teaching*
- *student teachers*
- *student teaching*
- *student teaching process*
- *students start teaching*
- *support for student teaching*
- *time student teaching*

Other [13 total (10 forced in)]– Indicates a response that does not fit in the previous categories.

Terms:

- *job placement*
- *technology*

Forced-in responses:

- Credits were not transferring from community colleges in Wyoming.
- I don't know.
- It doesn't seem to be consistent.
- I've heard that they are going to discontinue the Outreach education, and this is a bad idea, because they need to reach smaller communities.
- More about the commercial-based programs.
- No program can completely prepare you for real life.
- Not the elementary education program.
- Put it back in Powell.
- The program in Powell is being cut, and I think it's sad that they're losing a benefit in our community.
- They need to get more organized and know who their students are.

Classroom management [13 total (1 forced in)]– Indicates that the teacher education program could improve in teaching classroom management.

Terms:

- *behavior management*
- *build the management*
- *classroom*
- *classroom discipline*
- *classroom management*
- *classroom management course*
- *classroom management instructions*
- *control their classroom*

- *teaching management*

Forced in responses:

- Really focus on classroom management strategies and how to be organized as a new teacher.

Appendix 2-A: Frequency and Percentage Distributions - Principals

Respondents 2005 = 70

Respondents 2007 = 52

Hello, I'm calling from the University of Wyoming Survey Research Center.

My name is [First Name]

Is this _____ ?

[If Yes] We are asking questions to gather information about your perceptions of how well the UW teacher education program prepares its graduates for their jobs as teachers. We appreciate you taking the time to complete this survey. The Survey Research Center will keep your answers strictly confidential.

1. How many full-time teachers are currently employed in all schools for which you are the principal?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
1-5	2	2.9	2	3.8
6-10	3	4.3	5	9.6
11-20	19	27.5	17	32.7
21-30	25	36.2	16	30.8
More than 30	20	29.0	12	23.1
Total Valid	69	100.0	52	100.0
Don't Know	1		0	
Total	70		52	

2. How many full-time teachers, currently employed in all schools for which you are the principal are graduates of the UW teacher education program?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
1-5	20	40.8	21	41.2
6-10	10	20.4	10	19.6
11-20	14	28.6	16	31.4
21-30	4	8.2	3	5.9
More than 30	1	2.0	1	2.0
Total Valid	49	100.0	51	100.0
Don't know	21			
No answer	0		1	
Total	70		52	

3. What percent of the full-time teachers, currently employed in all schools for which you are the principal, are graduates of the UW teacher education program?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Less than 10%	10	18.5	7	13.7
10% - 19%	4	7.4	5	9.8
20% - 29%	5	9.3	6	11.8
30% - 39%	3	5.6	6	11.8
40% - 49%	8	14.8	8	15.7
50% - 59%	8	14.8	7	13.7
60% - 69%	5	9.3	5	9.8
70% - 79%	5	9.3	2	3.9
80% - 89%	4	7.4	1	2.0
90% or more	2	3.7	4	7.8
Total Valid	54	100.0	51	100.0
Don't know	16			
No answer			1	
Total	70		52	

Now think about UW teacher education graduates whom you have hired over the last three to five years as a group. Please rate their preparedness for their job as teachers as compared to all other teachers hired during the same timeframe.

How prepared are teachers from the University of Wyoming to:

4. Manage a classroom effectively?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	1	1.4	1	1.9
Poorly	4	5.7	4	7.7
Adequately	31	44.3	18	34.6
Well	22	31.4	23	44.2
Very Well	12	17.1	6	11.5
Total Valid	70	100.0	52	100.0

5. To apply theories of how children learn?

[If needed]: How prepared are teachers from the University of Wyoming to apply theories of how children learn?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	1.9
Poorly	4	5.8	3	5.8
Adequately	27	39.1	20	38.5
Well	28	40.6	21	40.4
Very Well	10	14.5	7	13.5
Total Valid	69	100.0	52	100.0
No Answer/Refused	1		0	
Total	70		52	

6. To work with children of diverse cultural backgrounds?

[If needed]: How prepared are teachers from the University of Wyoming to work with children of diverse cultural backgrounds?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	1.9
Poorly	4	6.1	5	9.6
Adequately	23	34.8	18	34.6
Well	30	45.5	22	42.3
Very Well	9	13.6	6	11.5
Total Valid	66	100.0	52	100.0
Don't Know/Not Sure	3		0	
No Answer/Refused	1		0	
Total Missing	4		0	
Total	70		52	

7. To adapt or differentiate instruction for individual needs, including special needs learners?

[If needed]: How prepared are teachers from the University of Wyoming to adapt or differentiate instruction for individual needs, including special needs learners?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	2	3.8
Poorly	9	13.0	12	23.1
Adequately	23	33.3	14	26.9
Well	27	39.1	17	32.7
Very Well	10	14.5	7	13.5
Total Valid	69	100.0	52	100.0
No Answer/Refused	1		0	
Total	70		52	

8. To use a variety of instructional strategies?

[If needed]: How prepared are teachers from the University of Wyoming to use a variety of instructional strategies?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	1.9
Poorly	7	10.1	11	21.2
Adequately	27	39.1	16	30.8
Well	25	36.2	19	36.5
Very Well	10	14.5	5	9.6
Total Valid	69	100.0	52	100.0
No Answer/Refused	1		0	
Total	70		52	

9. To create classroom environments that model social justice and democratic ideals?

[If needed]: How prepared are teachers from the University of Wyoming to create classroom environments that model social justice and democratic ideals?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	2	4.1
Poorly	2	2.9	3	6.1
Adequately	24	34.8	18	36.7
Well	34	49.3	18	36.7
Very Well	9	13.0	8	16.3
Total Valid	69	100.0	49	100.0
No Answer/Refused	1		3	
Total	70		52	

10. To use technology and other media for professional and instructional purposes?

[If needed]: How prepared are teachers from the University of Wyoming to use technology and media for professional and instructional purposes?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	2.0
Poorly	4	5.9	7	13.7
Adequately	23	33.8	12	23.5
Well	31	45.6	21	41.2
Very Well	10	14.7	10	19.6
Total Valid	68	100.0	51	100.0
Don't Know/Not Sure	1		1	
No Answer/Refused	1			
Total Missing	2		1	
Total	70		52	

11. To develop and deliver standards-based instruction?

[If needed]: How prepared are teachers from the University of Wyoming to develop and deliver standards-based instruction?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	2.0
Poorly	6	8.8	5	9.8
Adequately	21	30.9	16	31.4
Well	32	47.1	20	39.2
Very Well	9	13.2	9	17.6
Total Valid	68	100.0	51	100.0
Don't Know/Not Sure	1		1	
No Answer/Refused	1			
Total Missing	2		1	
Total	70		52	

12. To understand and use a variety of assessments of student learning?

[If needed]: How prepared are teachers from the University of Wyoming to understand and use a variety of assessments of student learning?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	0	0.0
Poorly	12	17.4	10	19.6
Adequately	26	37.7	16	31.4
Well	27	39.1	18	35.3
Very Well	4	5.8	7	13.7
Total Valid	69	100.0	51	100.0
No Answer/Refused	1		1	
Total	70		52	

13. To make data-driven decisions about curriculum, instruction, and assessment of student learning?

[If needed]: How prepared are teachers from the University of Wyoming to make data-driven decisions about curriculum, instruction, and assessment of student learning?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	2.0
Poorly	12	17.4	13	25.5
Adequately	35	50.7	22	43.1
Well	19	27.5	11	21.6
Very Well	3	4.3	4	7.8
Total Valid	69	100.0	51	100.0
No Answer/Refused	1		1	
Total	70		52	

14. To engage in continued professional development and reflective practice about your teaching?

[If needed]: How prepared are teachers from the University of Wyoming to engage in continued professional development and reflective practice about teaching?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	0	0.0
Poorly	7	10.1	0	0.0
Adequately	13	18.8	12	23.5
Well	34	49.3	23	45.1
Very Well	15	21.7	16	31.4
Total Valid	69	100.0	51	100.0
No Answer/Refused	1		1	
Total	70		52	

15. To foster relationships with constituents outside the classroom who influence your students? [If

needed]: How prepared are teachers from the University of Wyoming to foster relationships with constituents outside the classroom who influence your students?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Very Poorly	0	0.0	1	2.0
Poorly	6	8.7	3	5.9
Adequately	28	40.6	15	29.4
Well	28	40.6	25	49.0
Very Well	7	10.1	7	13.7
Total Valid	69	100.0	51	100.0
No Answer/Refused	1		1	
Total	70		52	

16. In general, how would you compare UW teacher education graduates with other graduates who have similar lengths of teaching experience?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007
Significantly less able	2	2.9	0	0.0
Less able	5	7.2	7	14.3
No different	33	47.8	19	38.8
More able	27	39.1	20	40.8
Significantly more able	2	2.9	3	6.1
Total Valid	69	100.0	49	100.0
No Answer/Refused	1		3	
Total	70		52	

17. Are there any additional comments you would like to make about UW teacher education graduates' preparation for teaching?

- See Appendix 2 – B. for complete text listings.

Appendix 2-B: Open Ended Questions – Principals

17. Are there any additional comments you would like to make about UW teacher education graduates' preparation for teaching?

- I believe the two weak areas in the teacher preparation programs are teaching reading and using technology to assist instruction. (Software applications to use with children.)
- I have five teachers on staff that have been hired over the three years. Two teachers are among my best, and two are average and one is below average.
- I have three University of Wyoming graduates on teaching staff. Number one: educational facilitator for district. Number two: first year veteran, good teacher. Number three: classroom management weak. Thank you.
- I think those students who are committed to learning about how children learn and assessing their needs are the cream of the crop so to speak, and no matter what university you get those youngsters from, they tend to do very well in how they get hired. I certainly look at applications for their major and their minor. In other words, if they are elementary education I look for something that would make them more successful: literacy, special education, and the last two years GPA. I'm not as concerned with the first two years. One of the things I would recommend to graduating students that are applying: research for a particular grade level or subject for what they are applying. They spent four years preparing, they ought to spend a few hours preparing for a particular interview. Specific knowledge gets the job.
- Just in general, I've been in Gillette for 27 years and I've had a number of student teachers come in, and in the last six or seven years I've seen a remarkable improvement in the quality of the students.
- Many new graduates are coming to our school very poorly prepared in conventions and grammar. Thanks for asking my opinion.
- Many of the University of Wyoming graduates we hire at our school have had an opportunity to student teach in our building. We have been able to give them additional training and in-service so they could make a smoother transition into our school as a full time teacher.
- More and more, classroom management is a challenge with different types of students. There should be a class that concentrates on management options for teachers and an understanding of individual needs in this area. University of Wyoming teachers are very willing to learn and apply skills.
- Most of my comments are based on one teacher who just graduated from the University of Wyoming in Vocational Agriculture Education. This teacher knows very little of agriculture education classroom.
- My experience has been that education students are "theory rich" but "experience poor". The University of Wyoming is not teaching programs that our district has adopted, e.g. balanced literacy with guided reading.
- My University of Wyoming grads were there 20-30 years ago so data may not be helpful.
- Need more special education training.
- Not in general, but I do a mentoring program with our new grads, and the thing that always surfaces is that we would like to see more focus on the parent component. With NCLB and parent involvement, it would be nice to have graduates know how to create relationships with the parents and how to make the parents a part of education.
- Several of your graduates struggle with classroom management and planning.
- Students are coming out of school very well-versed in standards based education and data based decision making.

- Teachers have a voracious appetite for learning. What our teachers do with tech, curriculum, assessment, professional development, etc. are learned and taught at the district level.
- Thank you!
- The areas that we see the most concern is being able to put together a standards based unit.
- The most recent staff from the University of Wyoming we have hire are on track to be top-notch educators. They are smart, confident, and willing to put in extra time with students.
- The need for good teachers is great! I would like University of Wyoming and PTSB to work together to develop more paths for non-traditional educators to become “trained” and highly qualified, e.g. math and science!
- The new graduates do not know how to teach reading well.
- The University of Wyoming graduate education programs have helped our teachers significantly improve their instruction and has improved student performance.
- University of Wyoming teacher education graduates are generally well prepared to begin teaching. There is no substitute for on-the-job training.
- UW/CC students have had (up to a year) more classroom experiences, more able to manage student behavior. Few student/student teachers have an understanding of standards-constructivist approach (from either school). Higher level questioning, students think-pair share work as community, understand how to use manipulatives, find ways for students to manipulate ideas/concepts. No clear understanding of how writing connects. Lack of understanding of how to teach reading. Have to do major work with student teachers/new teachers to be up to par. Best prepared teachers came from five year program. (I hate to say this because they only got a B.A.) but still much better prepared.
- We are a private preschool so there is not a “principal”. This survey was filled out by a director of the facility. Thank you.
- We are a Reading First school. They had no exposure to this federal initiative. The classroom management and exposure to the Reading First initiative were their greatest challenges.
- You have a very good program. Out of the five or six colleges in the area, I would like to put the University of Wyoming at the top.

Appendix 3-A: Letters & Questionnaire - Principals

[College of Education letterhead]

April 25, 2007

Dear School Principal:

Teacher preparation and other education-related fields are constantly changing, requiring new knowledge and new skills. The attached survey is designed to help us assess the needs of school districts, and the effectiveness of our teacher education programs in meeting those needs. We intend to use the survey findings to identify strategies to expand and strengthen our curriculum offerings and program requirements. We began this data collection in 2005 and have in place a plan for continued data collection in odd-numbered years. Since we plan to track our graduates into their third year of teaching, you may receive two surveys for a graduate you have hired over this period of time.

The University of Wyoming's College of Education would be most grateful for your assistance in assuring the continuing relevance and effectiveness of our programs that prepare preservice teachers for successful careers. Please take a few minutes to complete the attached survey. We believe that this data is necessary to inform future decisions related to building the skills and proficiencies of future graduates. We believe that this data is important as we consider opportunities to develop the skills and proficiencies of future graduates. We ask that you complete the latest survey with your most current responses, even if you completed the survey in 2005.

We have engaged the Survey Research Center of the Wyoming Survey and Analysis Center to administer the data collection and data analysis for this project thus ensuring impartial and unbiased results. You will see an ID number on the questionnaire. The sole purpose of it is to track non-response, so that those who have already completed the survey will not be bothered with future mailings. Your responses will remain completely confidential.

The survey should take no more than 5 minutes to complete. Thank you for your cooperation and all that you do to support the preparation of quality educators!

Sincerely yours,

Patricia A. McClurg
Dean, UW College of Education

University of Wyoming College of Education Graduates Teacher Preparedness Survey 2007

This survey is about your perceptions of how well the UW teacher education program prepares its graduates for their jobs as teachers. We appreciate you taking the time to complete this survey. The Survey Research Center will keep your answers strictly confidential.

- 1. How many full-time teachers are currently employed in all schools for which you are the principal?**

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full-time teachers

- 2. How many full-time teachers, currently employed in all schools for which you are the principal are graduates of the UW teacher education program?**

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UW graduate teachers

- 3. What percent of the full-time teachers, currently employed in all schools for which you are the principal are graduates of the UW teacher education program?**

- Less than 10%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% or more

Now think about UW teacher education graduates whom you have hired over the last three to five years as a group. Please rate their preparedness for their job as teachers as compared to all other teachers hired during the same timeframe.

How prepared are teachers from the University of Wyoming to:

- 4. Manage a classroom effectively?**

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

- 5. Apply theories of how children learn?**

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

- 6. Work with children of diverse cultural backgrounds?**

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

- 7. Adapt or differentiate instruction for individual needs, including special needs learners?**

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

- 8. Use a variety of instructional strategies?**

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

9. Create classroom environments that model social justice and democratic ideals?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

10. Use technology and other media for professional and instructional purposes?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

11. Develop and deliver standards-based instruction?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

12. Understand and use a variety of assessments of student learning?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

13. Make data-driven decisions about curriculum, instruction, and assessment of student learning?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

14. Engage in continued professional development and reflective practice about their teaching?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

15. Foster relationships with constituents outside the classroom who influence your students?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

16. In general, how would you compare UW teacher education graduates with other graduates who have similar lengths of teaching experience?

- Significantly less able
- Less able
- No different
- More able
- Significantly more able

17. Are there any additional comments you would like to make about UW teacher education graduates' preparation for teaching?

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