UW College of Education Teacher Education Program Survey, 2009

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Table of Contents

List of Tables

List of Figures

UW College of Education Teacher Education Program Survey, 2009

1. Introduction

The College of Education at the University of Wyoming (UW) 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 incorporates two surveys; the first with recent College of Education graduates and the second with principals of schools who employ recent UW College of Education graduates. This is the third iteration of this evaluation of the UW College of Education Teacher Education Program carried out by the SRC. The first one was conducted in 2005, the second - in 2007.

2. Organization of this Report

This report presents the results from this year's survey, as well as from both previous (2005 and 2007) iterations and is organized as follows:

- *Section 1* briefly introduces the project and recounts relevant history.
- *Section 2* lists the organization of the report.
- *Section 3* details the methodology employed for the survey. This section also contains discussion of response rate for the 2009 survey.
- *Section 4* describes the key findings from the surveys. The data are presented in tables and graphs and accompanied by a short narrative.
- *Section 5* summarizes the results from the current iteration of the survey in a brief conclusion.
- *Appendix A* presents the 2005, 2007, and 2009 results of the survey of recent UW College of Education graduates. All data are presented side in tables by side, and include raw frequency counts and percentage distributions of responses to all items on the graduates' questionnaire. Questions 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 valid percentage calculations. Test for statistical significance of differences observed were run on the battery of 12 preparedness questions and the results of those tests are indicated in each table. Concluding Appendix A are the graduates' responses to the open-ended questions along with the relevant text analysis.
- *Appendix B* presents the 2005, 2007, and 2009 results of the survey of principals. All data are presented in tables side by side, and include raw frequency counts and percentage distributions of responses to all items on the employer questionnaire. Questions 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 valid percentage calculations. Test for statistical significance of differences observed were run on the battery of 12 preparedness questions and the results of those tests are indicated in each table. Appearing next are the principals' responses to the open-ended questions. Concluding Appendix B contains a copy of the mail-out survey distributed to the principals, as well as the cover letter from Dean Kay Persichitte which accompanied the survey.

Results from 2005, 2007, and 2009 are discussed throughout the report. In the case of 2005, the data reflect findings for those who graduated in 2002, 2003 and 2004. Regarding 2007, the data reflect findings for those who graduated in 2005 and 2006. Finally, 2009 data reflects findings for those who graduated from the UW College of Education Teacher Education Program in 2007 and 2008.

3. Methods

The questionnaire employed for the survey of recent graduates was slightly modified from the past iterations. Based upon recommendation from the College of Education, additional response choices were added to select questions regarding major.

In the previous two iterations, the survey of graduates was administered as a telephone survey. This year, the design of the study was modified to include an additional mode of data collection as the questionnaire was programmed for online completion using the University of Wyoming's online survey tool. Providing respondents with the online mode was implemented with the aim of procuring more completions, specifically from graduates who were unreachable via telephone but contact was possible through USP mail or email.

The survey administration was designed as a three-tiered mode of contact as contact would be attempted through three modes: telephone, email, and mail and, as indicated, as dual mode of data collection. Graduates would move down through the tiers dependent on the contact information available, exhausting all possible contact options. To begin, all for whom there was a phone number on file would be contacted by telephone and the interview would be administered by phone. For the second stage, those for whom there was no phone on file and those who could not be reached for a variety of reasons by phone, but who would have an email on file would be sent email invitations to participate online. The latter group would be also invited to provide a phone number at which they could be reached. Finally, all remaining graduates who had not responded to the emails and those for whom only a mail address was available would be mailed letters inviting them to participate in the study.

The SRC obtained the list of UW College of Education Teacher Education Program 2007 and 2008 graduates from the UW Alumni Association. Only those who graduated with an undergraduate degree were included in the pool of respondents. That initial contact list included 408 contacts. Of those only 292 had a phone number on file. The sub group of 116 records with no phone number on file created the bases for the email and mail modes of contact. Of the 116 records with no phone number on file, 68 had an email address on file and 48 only a mail address . The 68 records with no phone, but with an email address on file comprised the initial pool for the email mode of contact.

As indicated, the original list of contact contained 48 records for which there was neither a phone number, nor an email address on file. For these, attempts were made to obtain a current phone number or valid email address via online searching. These efforts located phone numbers for 8 graduates, which were added to the pool to be contacted by phone. Across the entire survey 300 graduates were attempted by phone. Phone numbers were called up to 16 times in February 2009 if previous call attempts did not result in a completed survey, an irate refusal, a disconnected number, or an otherwise ineligible number, before callings effort to complete the survey were ceased. Initial soft refusals were attempted a second time.

Meanwhile the online survey was finalized. The initial pool of respondents with whom contact was attempted by email was built from all graduates there was no phone number on file, but for whom there was an email address on file. As calling proceeded an additional group of respondents were moved down to the group to be contacted by email. These were all potential respondents with whom phone contact was not established, but for whom there was an email address on file. A large majority of emails sent were returned as undeliverable. All of these records were added to the pool that would be contacted by mail. Up to 2 email reminders were sent to all non-responders to the

email invitation if the initial email had not bounced back. Across the entire surveying period a total of 162 graduates were attempted through email.

The subgroup of respondents who comprised the pool to contacted by phone consisted of all records for whom there were neither a phone numbers, nor an email address on file, or such were not found through on-line searches, and all records for which the email bounced back as undeliverable, plus all potential responders who did not respond to the emails sent out. This group was mailed an invitation to participate in the online version of the survey, or call in and complete the survey over the phone. During the data collection period, a small number of graduates were found to have no useable contact information at all; it was identified as either incorrect or missing. For these graduates, attempts were made to locate additional contact information online, including the pay-for-use site peoplefinder.com and free sites such as whitepages.com. These efforts resulted in 2 additional addresses for graduates, who were promptly mailed an invitation. Overall, 252 letters of invitation to participate in the survey were mailed via USPS. All non-responders were sent one reminder letter about a week later after the initial mailing.

In the end all graduates received an invitation to participate in the survey via at least one available method: phone, email, or mail. Of the original 408 graduates, contact was attempted by way of all three modes with 85, by way of two modes with 136, and using only one mode with 187. After these efforts, it was determined that only 13 graduates could be excluded from the response rate calculation. These 13 graduates are the ones unreachable via phone or email, and when mailed a paper invitation it was eventually returned as incorrectly addressed or undeliverable. As a result of these efforts, a total of 131 telephone interviews were completed and an additional 30 completions were obtained online. Thus, the 161 total completions provide a response rate of 41%.

It should be noted that while the addition of the email and mail modes for soliciting participation and the addition of the online survey component to this year's survey administration design increased the total number of completions, not excluding the disconnected or otherwise not eligible phone numbers from the calculation of the response rate achieved (which would be the case in a phone survey) in effect lowered the overall response rate. Possibly accurate addresses for the graduates associated with these phone numbers were either already on file or obtained by way of additional searches. Though most of the addresses did not result in a completion, since they were not returned as undeliverable or incorrectly addressed, they were not excluded from the response rate calculation. Thus, the increased effective size of the pool of respondents affected negatively the overall response rate as calculated. However, the additional effort employed in launching the online survey component and attempting to contact potential respondents by phone, email, and/or mail resulted in a higher completion rate.

The design of the study was such that only principals for whom the graduates had given permission to contact would receive the employers' survey. This survey was administered by mail, with telephone calls to non-respondents. The employers' survey was conducted in April and May 2009. The questionnaire used in the current iteration of the survey was identical to the ones used in the past. The questions asked of the principals were the same 12 core preparedness questions asked of recent graduates along with 4 additional questions. Principals were asked only about recently hired UW graduates, and not about any one graduate in particular.

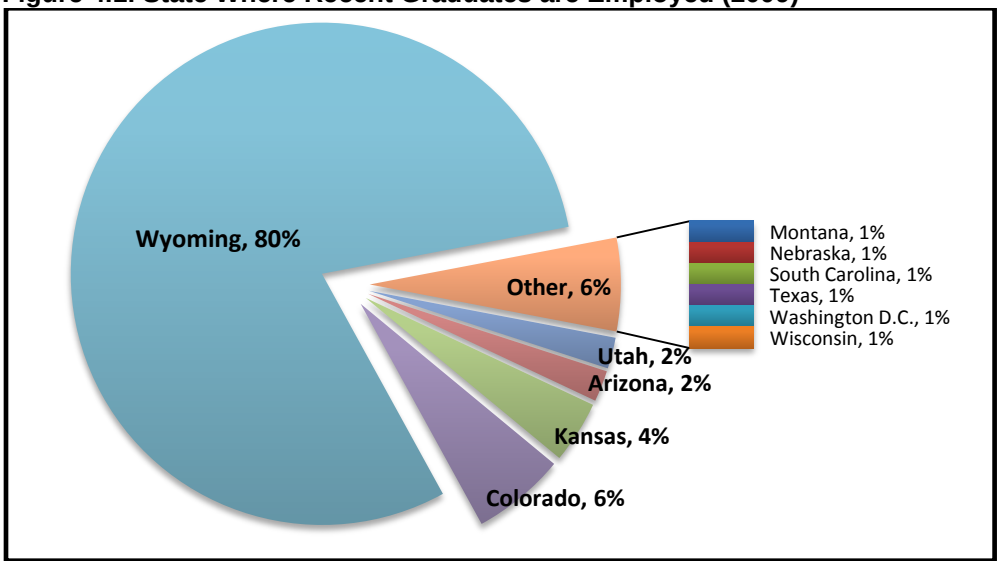
The SRC obtained consent from 74 graduates with at least partial contact information for their respective principals. However, due to multiple graduates working under the same principal the final list contained a total of 70 unique contacts. An effort was made to obtain full contact information by way of Internet search, yielding seemingly accurate contact information for all 70 principals. Two principals stated they were not eligible for the survey: one because they did not have any teachers employed at their school who graduated from the UW Teacher Education Program within the last 5 years, and another that did not know which of their teachers were from UW. A total of 36 surveys were received in the mail, 2 were completed over the phone, 8 were sent via fax and 2 were received over e-mail, for a total of 48 completions. The extensive efforts using this mixed mode of administering the survey of school principals yielded a final response rate of 71%.

4. Key Findings

The majority of recent UW College of Education graduates were employed as teachers at the time of the surveys. 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 are some interesting differences in perceptions between the two groups, as well as between the results from 2005, 2007 and 2009, which will be explored in detail later.

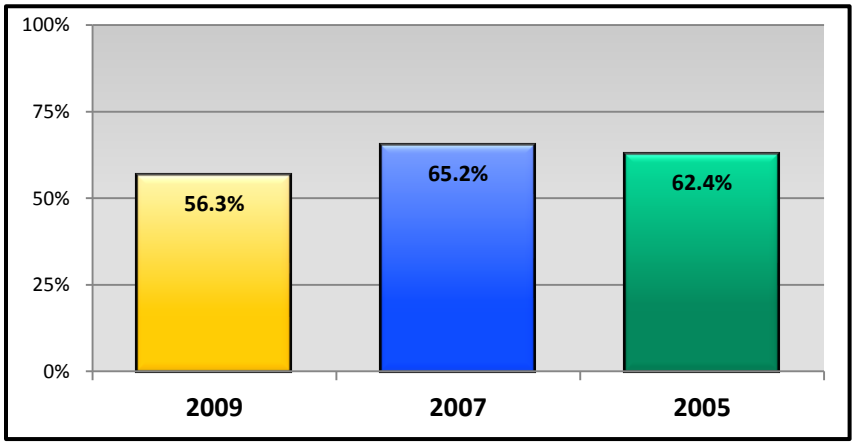
As in previous years, the majority (80%) of graduates surveyed in 2009, who were employed as teachers, were working within the state of Wyoming. As shown in Figure 4.1 below, the second-largest group (6%) was working in the neighboring state of Colorado. Very few graduates were working in other states, including Kansas (4%), Arizona (2%), and Utah (2%).

Figure 4.1. State Where Recent Graduates are Employed (2009)



In 2009, about 56% of graduates reported they took a class from a community college as part of their undergraduate degree. This is a small drop as compared to the number of graduates in 2007 (65%) and 2005 (62%) who indicated the same.

Figure 4.2. Graduates that took a Class from a Community College



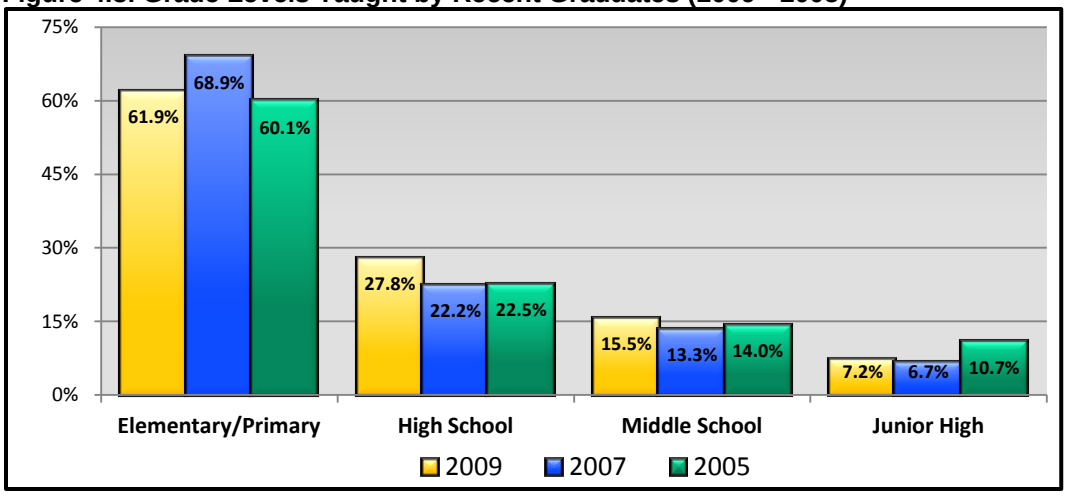
In 2009, slightly more than sixty percent (62%) of recent College of Education graduates surveyed were working as teachers at the time they were interviewed. Graduates from the Laramie campus (63%) were somewhat more likely to be working as teachers than those from the Casper campus (61 %) and Powell campus (50%). As seen in Table 4.1, there are significant changes in results over the different survey iterations. From 2005 to 2007 there was a nearly 10 percentage point increase in the number of recent graduates employed as teachers. However, from 2007 to 2009 there was a 20 percentage point decrease. Compared to previous results, significantly fewer graduates were employed as teachers in 2009.

Table 4.1. Graduates Employed as Teachers by Year

	Employed as Teachers					
	2009		2007		2005	
Campus of Graduation	Total N	Percent	Total N	Percent	Total N	Percent
Laramie	**131**	**62.6%**	86	81.4%	191	74.3%
Casper	**28**	**60.7%**	17	82.4%	42	66.7%
Powell / State Elementary Program	**2**	**50.0%**	10	90.0%	9	66.7%
Total	**161**	**62.1%**	113	82.3%	242	72.7%

Figure 4.3, below, displays which grade levels recent graduates are teaching. Over the three survey iterations the percentages in each level are fairly consistent, with the majority of graduates teaching at the *Elementary/Primary* grade level. There was a notable spike in 2007 in the relative number graduates teaching *Elementary/Primary* grades, which hit nearly 69%. But, this number decreased to 62% of recent graduates in 2009. The relative number of those teaching *High School* rose in 2009 to nearly 28%, an increase of about 6 percentage points from 2007 and 2005.

Figure 4.3. Grade Levels Taught by Recent Graduates (2009 - 2005)



As in past years, there was wide variation by major in the proportion of recent UW College of Education graduate who were working as teachers. Figure 4.4 shows the proportion of graduates employed as teachers by major. The bars illustrate the percentage of graduates in each major who are currently employed as a teacher. As can be seen, for every major, at least 50% of the graduates reported to be employed as teachers in 2009. All graduates with the *Elementary and Special Education dual major* or with *more than one* major were employed as teachers. Graduates with the *Industrial Technology Education*, *Agriculture Education*, and *Secondary Science Education* majors were the least likely to be employed as teachers (50%) followed closely by *Secondary Social Studies Education* (52.9%). The most popular major of graduates was Elementary Education (88), about 57% of which were employed as teachers. The least popular majors, with two graduates each, were *Industrial Technology Education, Agriculture Education,* and the *More than one* category.

Figure 4.4. Graduates Employed by Major (2009)

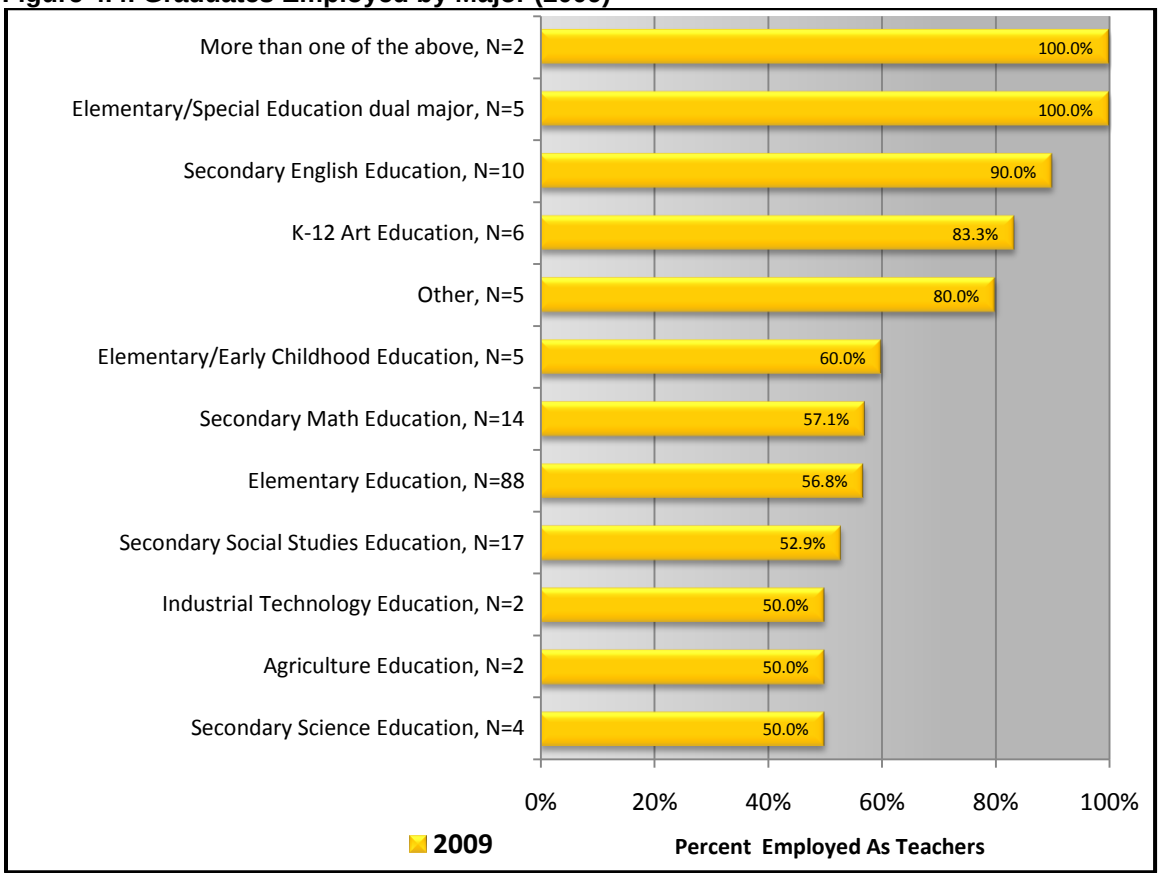
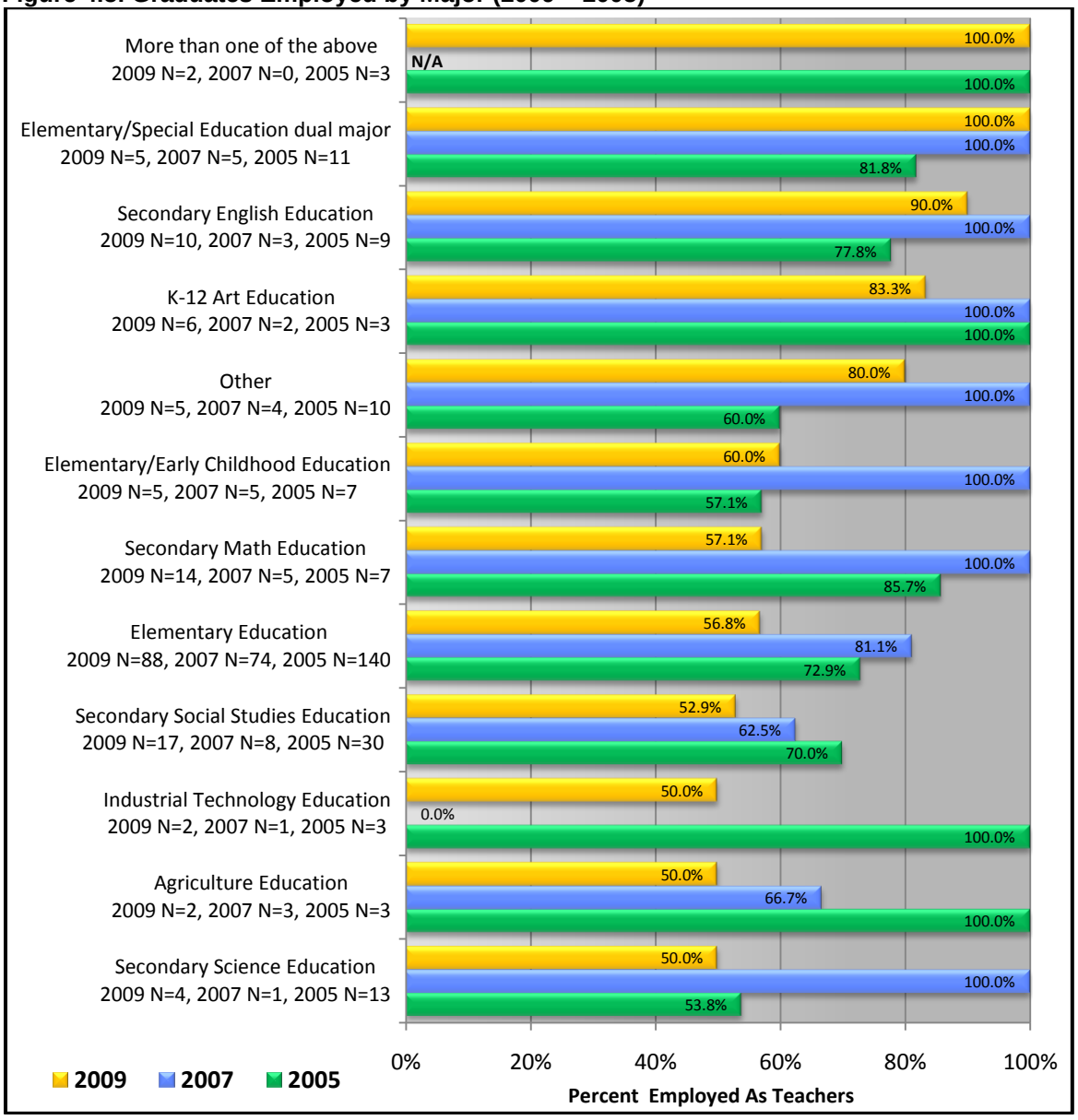


Figure 4.5 duplicates the data from the previous page by listing all major categories, the total number of graduates in each, and the percentage who are employed as teachers, but also incorporates data from the two previous survey iterations. One major, *Industrial Technology Education,* saw an increase in employment, rising from 0% in 2007 to 50% in 2009. However, eight other majors saw a decrease in employment during that time span. In 2007, there were no respondents with more than one major, though in 2005 and 2009 all of those with that designation were employed as teachers.

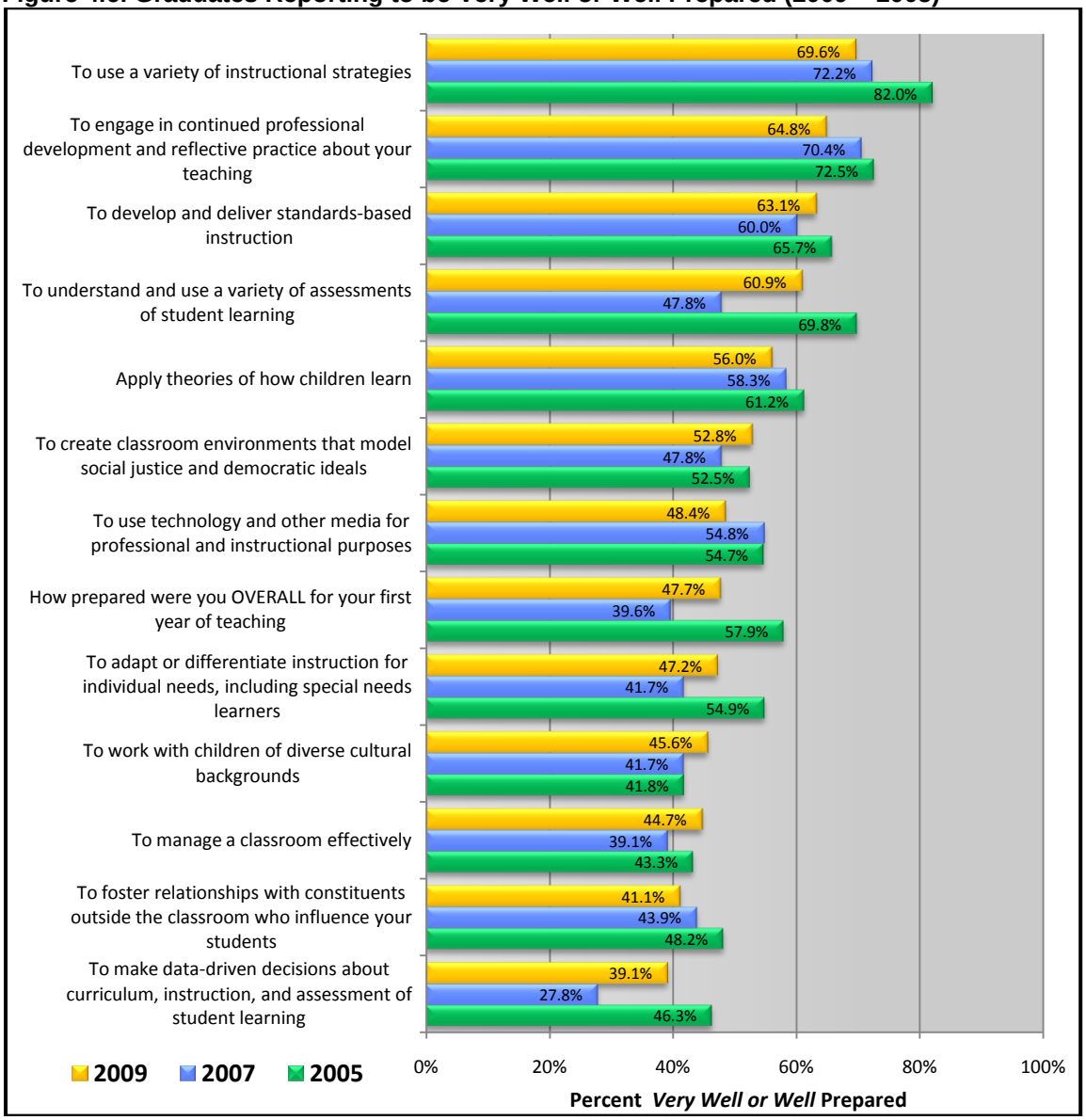
Figure 4.5. Graduates Employed by Major (2009 – 2005)



Recent graduates now teaching professionally and the principals who employ them were asked a battery of twelve questions concerning the preparedness of the graduates for the teaching profession (Figure 4.6). 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. In 2007, this number dropped to 5 of the 12, but increased to 6 areas in 2009. The top three areas in which graduates evaluate themselves as being *very well* or *well* prepared have remained the same for all three iterations: "use a variety of instructional strategies", "engage in continued professional development and reflective practice about your teaching", and "develop and deliver standards-based instruction".

The area in which the fewest number of graduates consider themselves to be *well* or *very well* prepared, "make data-drive decisions about curriculum, instruction, and assessment of student learning", has also remained consistent since 2005. There is however a substantial improvement, 11 percentage points, from 2007 (72%) to 2009 (82%).

Figure 4.6. Graduates Reporting to be Very Well or Well Prepared (2009 – 2005)



In Table 4.2, on the following page, the principals' responses are compared side by side with the graduates' responses for each preparedness item, with data presented from all survey iterations. The results are ranked in order of the greatest absolute differences between the two groups from the 2009 data. In 2009 the largest discrepancy in the perception of preparedness was "understand and use a variety of instructional strategies", which differed by 35 percentage points. Significant volatility is apparent on this item, thus no discernable trend could be established. This difference was practically non-existent (1 percentage point) in 2007, but was 25 percentage points in 2005. The perception of preparedness to "use a variety of instructional strategies" differed in 2009 by 31 percentage points, the second largest disparity between the two groups if respondents. This item has consistently been rated substantially higher by graduates than by principals in every year.

In 2007, principals were more likely to indicate graduates to be *well or very well* prepared to "manage a classroom effectively" and "foster relationships with constituents outside the classroom who influence your students" than did graduates themselves, with a differences of 17 percentage points for the first item and 19 for the second. These two gaps decreased considerably in 2009, down to 6 and 2 percentage points respectively.

In 2009, of the entire battery of preparedness items, there were three items for which principals were more likely to perceive graduates as being *well* or *very well* prepared than were the graduates themselves. For two of these items, "engage in continued professional development and reflective practice about your teaching" and "foster relationships with constituents outside the classroom who influence your students", ratings from graduates and principals were within 2 percentage points. However, 68% of principals indicated recent UW graduates were *well* or *very well* prepared to "use technology and other media for professional and instructional purposes", while only 48% of graduates gave similar ratings.

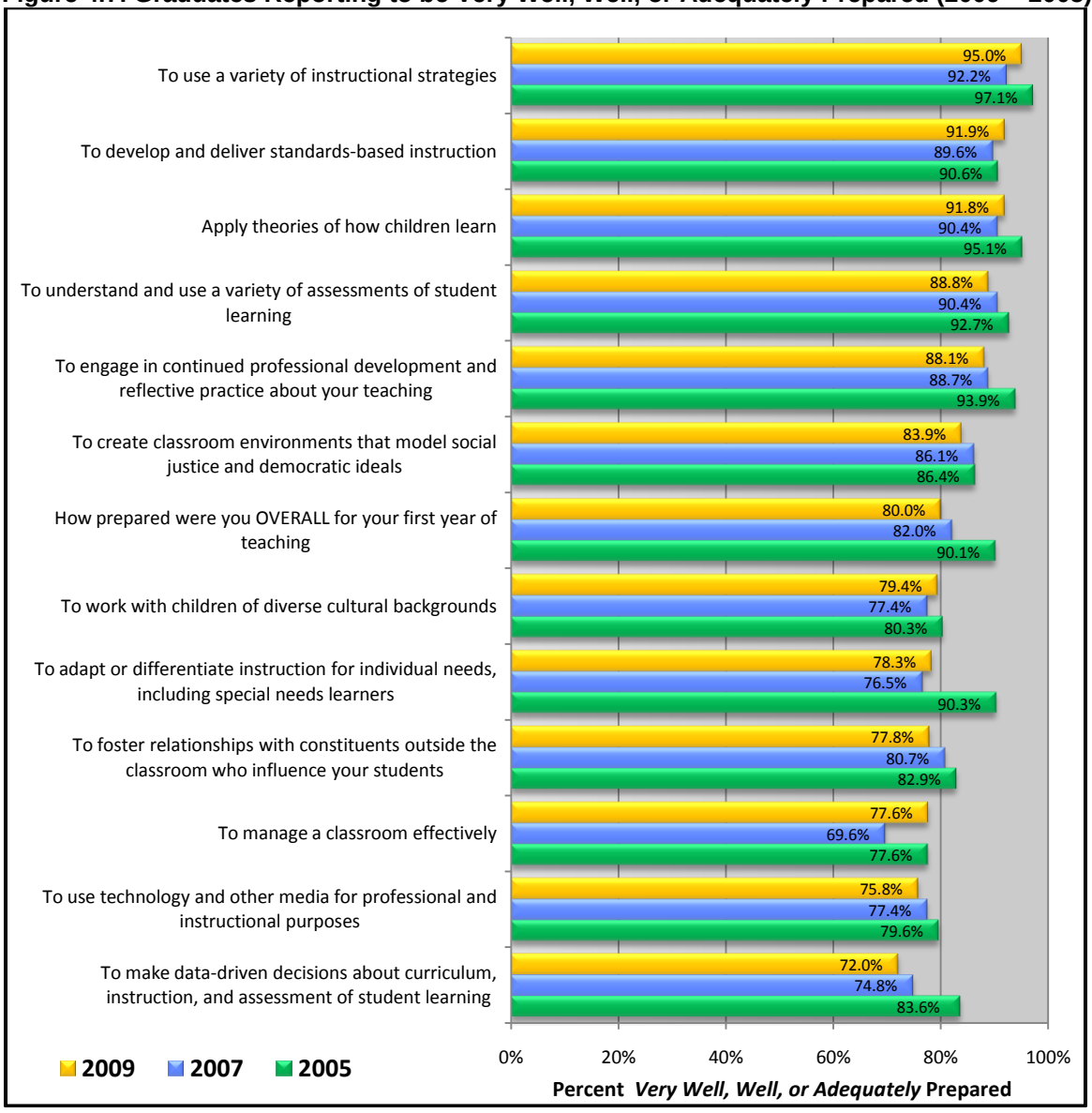
Table 4.2. Comparison of Graduates and Principals Reporting Very Well or Well Preparedness

Question	*Very Well or Well Prepared*		
	Graduates	**Principals**	**Difference** (in percentage points)
Understand and use a variety of assessments of student learning			
2005	69.8%	44.9%	**24.9**
2007	47.8%	49.0%	**-1.2**
2009	60.9%	25.5%	**35.4**
Use a variety of instructional strategies			
2005	82.0%	50.7%	**31.3**
2007	72.2%	46.2%	**26.0**
2009	69.6%	38.3%	**31.3**
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**
2009	47.2%	23.4%	**23.8**
Use technology and other media for professional and instructional purposes			
2005	54.7%	60.3%	**-5.6**
2007	54.8%	60.8%	**-6.0**
2009	48.4%	68.1%	**-19.7**
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**
2009	39.1%	21.3%	**17.8**
Apply theories of how children learn			
2005	61.2%	55.1%	**6.1**
2007	58.3%	53.8%	**4.5**
2009	56.0%	42.6%	**13.4**
Develop and deliver standards-based instruction			
2005	65.7%	60.3%	**5.4**
2007	60.0%	56.9%	**3.1**
2009	63.1%	51.1%	**12.0**
Create classroom environments that model social justice and democratic ideals			
2005	52.5%	62.3%	**-9.8**
2007	47.8%	53.1%	**-5.3**
2009	52.8%	44.7%	**8.1**
Work with children of diverse cultural backgrounds			
2005	41.8%	59.1%	**-17.3**
2007	41.7%	53.8%	**-12.1**
2009	45.6%	38.3%	**7.3**
Manage a classroom effectively			
2005	43.3%	48.6%	**-5.3**
2007	39.1%	55.8%	**-16.7**
2009	44.7%	38.3%	**6.4**
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**
2009	41.1%	42.6%	**-1.5**
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**
2009	64.8%	66.0%	**-1.2**

Figure 4.7 below presents the percentage of graduates indicating a level of *very well*, *well*, or *adequate* preparedness for each of item. As can be seen in 2009 there was no item for which less than 72% of graduates indicated to be at least adequately prepared. In the current survey iteration, graduates were least likely to feel prepared "to make data-driven decisions about curriculum, instruction, and assessment of student learning."

In 2009, the three areas where more than 90% of graduates feel to be at least adequately prepared are "to use a variety of instructional strategies", "to develop and deliver standards-based instruction", and "apply theories of how children learn". Across the three survey iterations all but three items have remained consistently within less than 10 percentage points difference in the perception of preparedness. In 2005, 90% of graduates reported to be at least adequately overall prepared for the first year of teaching. This percentage dropped to 80% in 2009. The relative number of graduates who report to be prepared "to adapt or differentiate instruction for individual needs, including special needs learners" is 12 percentage points lower in 2009 compared to 2005. The same relative drop is observed in the perception of preparedness to "make data-driven decisions about curriculum, instruction, and assessment of student learning"

Figure 4.7. Graduates Reporting to be Very Well, Well, or Adequately Prepared (2009 – 2005)



In Table 4.3 (next page) the responses of *very well, well,* or *adequately prepared* given by graduates and their principals for each item are presented side by side. The areas for which respondents were queered are arranged in descending order of the greatest absolute difference, in percentage points, between the perceptions of graduates and their principals observed in the 2009 data.

The largest difference between groups is to be seen for the item "manage a classroom effectively", for which 96% of the principals but only 78% of the graduates indicate that recent UW graduates are at least adequately prepared to do so. This difference in perception of 18 percentage points was the largest observed. The second largest divergence (of about 14 percentage points) is with regard to the graduates' preparedness to "use technology and other media for professional and instructional purposes." Principals rate the preparedness significantly higher than do the graduates themselves.

It is not until the sixth largest difference in the perception of preparedness between the two groups, on preparedness "to understand and use a variety of assessments of student learning" that graduates rank their preparedness higher than their principals do. On this item 90% of graduates and 80% of principals indicate that UW graduates are *adequately or better* prepared for this area.

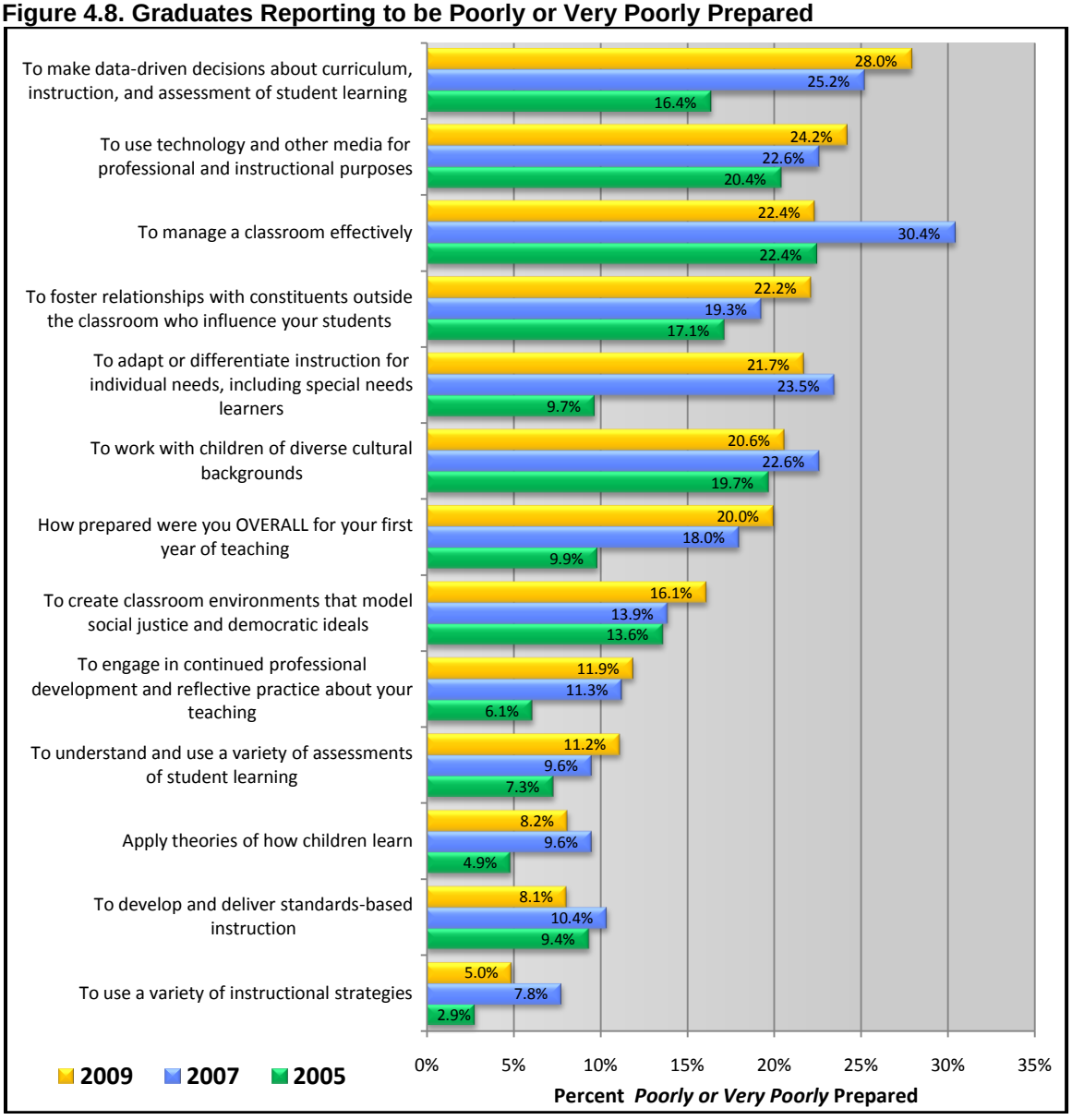
From 2007 to 2009, the largest change in the difference of perception between the two groups is in the perception of the preparedness to "make data-driven decisions about curriculum, instruction, and assessment of student learning." In 2007, principals were less likely to indicate that graduates were *very well, well,* or *adequate* prepared in this area than were the graduates themselves, (with a difference of 2 percentage points). In 2009 the perceptions are reversed; graduates are now less likely than principals to give this same positive rating, with a difference of nearly 7 percentage points.

Table 4.3. Comparison of Graduates and Principals Reporting Very Well, Well, or Adequate Preparedness

Question	*Very Well, Well, or Adequately Prepared*		
	Graduates	**Principals**	**Difference** (in percentage points)
Manage a classroom effectively			
2005	77.6%	92.9%	**-15.3**
2007	69.6%	90.4%	**-20.8**
2009	77.6%	95.7%	**-18.1**
Use technology and other media for professional and instructional purposes			
2005	79.6%	94.1%	**-14.5**
2007	77.4%	84.3%	**-6.9**
2009	75.8%	89.4%	**-13.6**
Foster relationships with constituents outside the classroom who influence your students			
2005	82.9%	91.3%	**-8.4**
2007	80.7%	92.2%	**-11.5**
2009	77.8%	91.5%	**-13.6**
Work with children of diverse cultural backgrounds			
2005	80.3%	93.9%	**-13.6**
2007	77.4%	88.5%	**-11.1**
2009	79.4%	91.5%	**-12.1**
Create classroom environments that model social justice and democratic ideals			
2005	86.4%	97.1%	**-10.7**
2007	86.1%	89.8%	**-3.7**
2009	83.9%	95.7%	**-11.9**
Understand and use a variety of assessments of student learning			
2005	92.7%	82.6%	**10.0**
2007	90.4%	80.4%	**10.0**
2009	88.8%	78.7%	**10.1**
Use a variety of instructional strategies			
2005	97.1%	89.9%	**7.3**
2007	92.2%	76.9%	**15.3**
2009	95.0%	85.1%	**9.9**
Engage in continued professional development and reflective practice about your teaching			
2005	93.9%	89.9%	**4.0**
2007	88.7%	100.0%	**-11.3**
2009	88.1%	97.9%	**-9.8**
Develop and deliver standards-based instruction			
2005	90.6%	91.2%	**-0.6**
2007	89.6%	88.2%	**1.3**
2009	91.9%	85.1%	**6.8**
Make data-driven decisions about curriculum, instruction, and assessment of student learning			
2005	83.6%	82.6%	**1.0**
2007	74.8%	72.5%	**2.2**
2009	72.0%	78.7%	**-6.7**
Adapt or differentiate instruction for individual needs, including special needs learners			
2005	90.3%	87.0%	**3.3**
2007	76.5%	73.1%	**3.4**
2009	78.3%	80.9%	**-2.6**
Apply theories of how children learn			
2005	95.1%	94.2%	**0.9**
2007	90.4%	92.3%	**-1.9**
2009	91.8%	93.6%	**-1.8**

As was done for the past two iterations of the survey, a separate analysis is presented to concentrate on perceptions of *poorly* or *very poorly* prepared in order to identify areas which need special attention. As Figure 4.8 indicates the highest relative number of graduates who rate themselves as *poorly* or *very poorly* prepared for any item was no more than 28% ("make data-driven decisions about curriculum, instruction, and assessment of student learning"). Overall, the percentage of graduates reporting to be *poorly* or *very poorly* prepared for each item is similar to the 2007 survey results (within 3 percentage points difference) with one notable exception. The one item that displays considerable volatility is "manage a classroom effectively". The perception of *poorly* or *very poorly* prepared went from 22% in 2005, to 30% in 2007, and back down to 22%, dropping by 8 percentage points in 2009.

Figure 4.8. Graduates Reporting to be Poorly or Very Poorly Prepared



On the following page (Table 4.4), the responses of *poorly* and *very poorly* prepared provided by recent graduates and by their principals on the 12 preparedness items are compared for 2005 through 2009. The items are ranked in order of the greatest absolute difference occurring between the principals' and graduates' responses for 2009. 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, and increased again to 9 items in 2009. This in itself is a positive development.

Across all years, the biggest discrepancy in the perceptions of graduates and of their principals is regarding how *poorly* and *very poorly* the UW College of Education graduates are prepared to "manage a classroom effectively." In 2009, this difference was about 18 percentage points, down from 21 percentage points in 2007. Graduates appear to be considerably less secure and critical of themselves, than their principals evaluate them to be.

Other items on which the opinions of graduates and principals differ more substantially in 2009 than they did in 2007, in both cases principals have a much more favorable perception, are the following:

- "Use technology and other media for professional and instructional purposes" (13.6 percentage points up from 6.9). This difference stems more from fewer principals, rather than more graduates, giving a *poorly* or *very poorly* rating.

- "Create classroom environments that model social justice and democratic ideals" (11.8 points up from 3.7). Again, this difference has changed since 2007 due to fewer principals indicating graduates are *poorly* or *very poorly* prepared for this item, rather than more graduates giving that opinion.

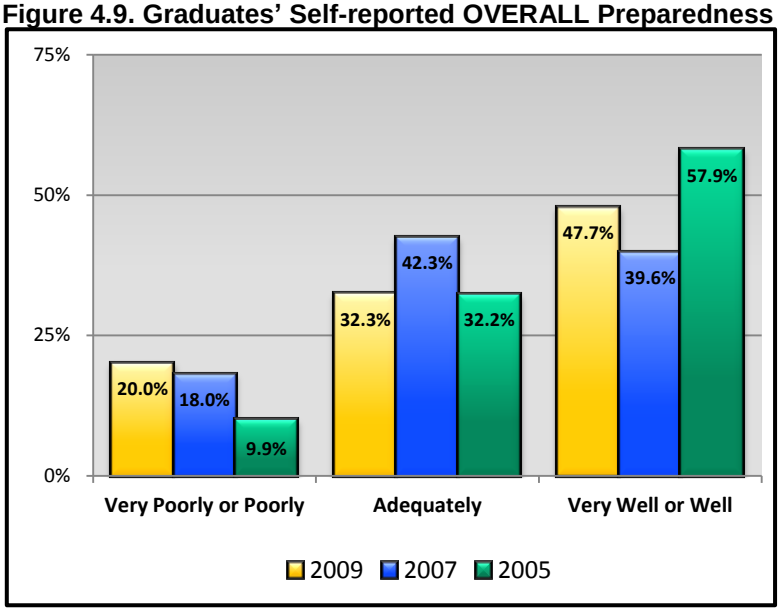
Graduates appear to feel the most insecure to "make data-driven decisions about curriculum, instruction, and assessment of student learning", to "use technology and other media for professional and instructional purposes", to "managing a classroom effectively", and to "foster relationships with constituents outside the classroom who influence their students". Principals indicated that graduates are least prepared to "make data-driven decisions about curriculum, instruction, and assessment of student learning", understand and use a variety of assessments of student learning", and "adapt or differentiate instruction for individual needs, including special needs learners".

Table 4.4. Comparison of Graduates and Principals Reporting Poor or Very Poor Preparedness

	Poor or Very Poorly Prepared		
Question	**Graduates**	**Principals**	**Difference** (in percentage points)
Manage a classroom effectively			
2005	22.4%	7.1%	**15.3**
2007	30.4%	9.6%	**20.8**
2009	22.4%	4.3%	**18.1**
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**
2009	22.2%	8.5%	**13.7**
Use technology and other media for professional and instructional purposes			
2005	20.4%	5.9%	**14.5**
2007	22.6%	15.7%	**6.9**
2009	24.2%	10.6%	**13.6**
Work with children of diverse cultural backgrounds			
2005	19.7%	6.1%	**13.6**
2007	22.6%	11.5%	**11.1**
2009	20.6%	8.5%	**12.1**
Create classroom environments that model social justice and democratic ideals			
2005	13.5%	2.9%	**10.6**
2007	13.9%	10.2%	**3.7**
2009	16.1%	4.3%	**11.8**
Understand and use a variety of assessments of student learning			
2005	7.3%	17.4%	**-10.1**
2007	9.6%	19.6%	**-10.0**
2009	11.2%	21.3%	**-10.1**
Use a variety of instructional strategies			
2005	2.9%	10.1%	**-7.2**
2007	7.8%	23.1%	**-15.3**
2009	5.0%	14.9%	**-9.9**
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**
2009	11.9%	2.1%	**9.8**
Develop and deliver standards-based instruction			
2005	9.4%	8.8%	**0.6**
2007	10.4%	11.8%	**-1.4**
2009	8.1%	14.9%	**-6.8**
Make data-driven decisions about curriculum, instruction, and assessment of student learning			
2005	16.4%	17.4%	**-1.1**
2007	25.2%	27.5%	**-2.3**
2009	28.0%	21.3%	**6.7**
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**
2009	21.7%	19.1%	**2.6**
Apply theories of how children learn			
2005	4.9%	5.8%	**-0.9**
2007	9.6%	7.7%	**1.9**
2009	8.2%	6.4%	**1.8**

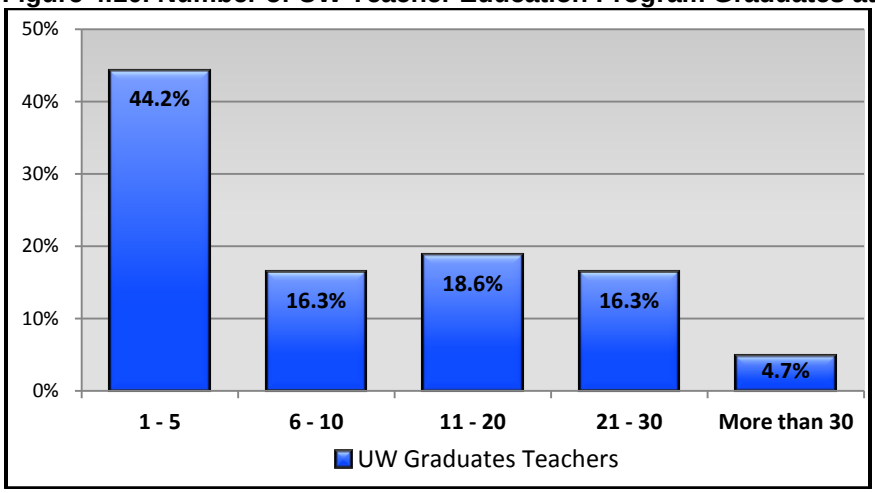
As seen in Figure 4.9, the 2009 data indicate an increase in the relative number of graduates who feel *very poorly* or *poorly* prepared for their first year of teaching (10% in 2005, 18% in 2007, 20% in 2009). There is also a decrease in the percentage of graduates who feel *adequately* prepared (from 42% in 2007 to 32% in 2009). The relative number of graduates who felt *well* or *very well* prepared for their first year of teaching increased 8 percentage points in 2009 (48%) from 2007 (40%), though this number is still lower than the 58% figure from 2005. 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 also included graduates in their third year of teaching. An additional year of being in the teaching environment and gaining confidence, may have influenced their perspective on the past.

Figure 4.9. Graduates' Self-reported OVERALL Preparedness



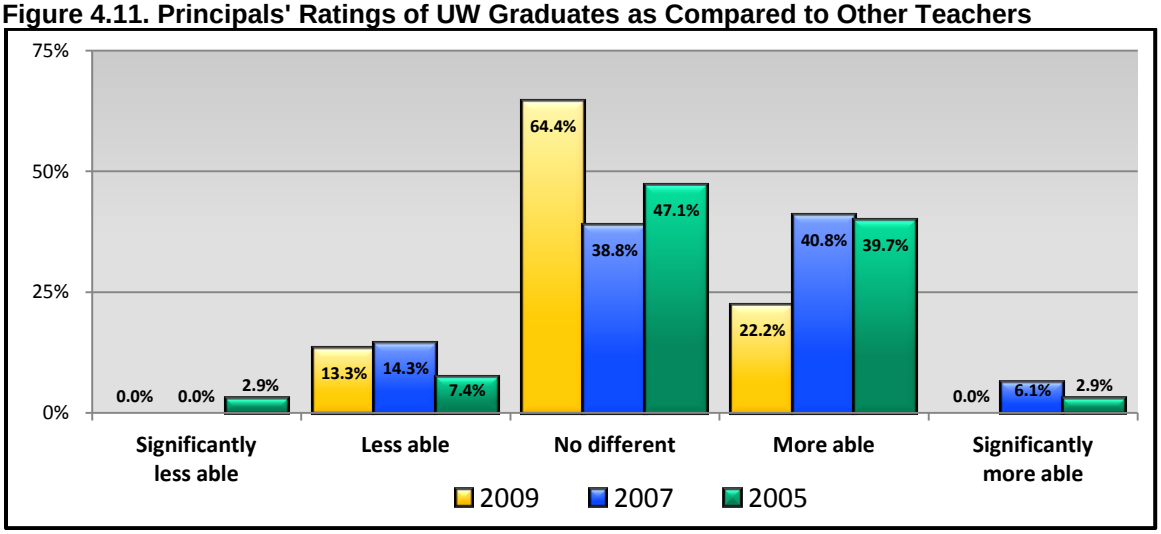
Principals were asked how many currently employed full-time teachers, in all schools for which they are the principal, are graduates of the UW teacher education program. As shown below, in Figure 4.10, about 44% of principals have between 1 and 5 teacher education program graduates in their schools. Similar percentages of principals, between 16% and 19%, indicated 6 to 10, 11 to 20, or 21 to 30 UW graduates in their schools. Very few, roughly 5%, of principals indicated their schools had more than 30 graduates from the teacher education program.

Figure 4.10. Number of UW Teacher Education Program Graduates at Principals' Schools



Finally, principals were asked how they would compare UW teacher education graduates with other graduates who have similar lengths of teaching experience. As shown in Figure 4.11, the 2009 study shows that 22% of principals considered UW graduates more able than other teachers, while only 13% of principals considered them to be less able. No principals reported UW teacher education graduates to be either significantly more or less able than their peers. Overall, the trend remains the same and suggests that principals feel that UW graduates are able to perform as teachers well as compared to graduates from other schools.

Figure 4.11. Principals' Ratings of UW Graduates as Compared to Other Teachers



5. Conclusion

This was the third iteration of a combined UW College of Education Teacher Education Program graduates' and their employers' survey. Many results appear similar to the results from the previous two iterations of this survey, with generally high marks given to the UW College of Education for the preparation its students receive. Some selected key points are reiterated below, though the entirety of the report and detailed data (in the following section) should be thoroughly reviewed for a more complete understanding of the strengths and weakness of the Teacher Education Program.

- The graduates' survey resulted in a 41% response rate, and the principals' survey had a response rate of 71%.
- Though graduates gaining employment as teachers was down for this year's survey to 62%, every major had at least a 50% for employment rate.
- Graduates ranted highest their preparedness to "use a variety of instructional strategies", "engage in continued professional development and reflective practice about their teaching", "and develop and deliver standards-based instruction".
- Principals rated highest the graduates' preparedness to "use technology and other media for professional and instructional purposes", "engage in continued professional development and reflective practice about their teaching", and "develop and deliver standards-based instruction".
- Graduates rated lowest their preparedness "to make data-driven decisions about curriculum, instruction, and assessment of student learning", "use technology and other media for professional and instructional purposes", and "manage a classroom effectively".
- Principals rated lowest the graduates' preparedness to "understand and use a variety of assessments of student learning", "make data-driven decisions about curriculum, instruction, and assessment of student learning", and "adapt or differentiate instruction for individual needs, including special needs learners".
- Overall, principals rate UW graduates to be as able as graduates from other schools.

Appendices A. Graduates

Appendix A.1. Frequencies and Percentage Distributions – Graduates

Results from the 2009 College of Education Survey are presented in this appendix alongside data, where applicable, from the previous survey iterations (2005 and 2007). Questions are presented in the order and with the phrasing used in the 2009 survey.

Frequency counts represent the actual number of responses for each survey question. Survey response choices of *Don't Know*, *No Answer* or *Refused* are excluded from the percentage calculations. Percentages for *Check All that Apply* survey items (i.e., questions for which multiple response choices are possible) may total more than 100%.

For the battery of preparedness items, questions 13 – 25, overall Pearson chi-square and linear trend tests were performed to assess the statistical significance of differences over time. Items for which chi-square and linear trend tests reveal statistically significant differences (at $p < 0.05$) between survey iterations are noted in the upper left cell of each frequency table (*Overall* = significant according to the Pearson chi-square test; *Linear* = significant according to the linear trend test; and *Both* = significant in both tests). The absence of a notation in a frequency table indicates that no statistically significant differences were observed in the results between the applicable survey years for that item.

Respondents in 2005 = 245
Respondents in 2007 = 115
Respondents in 2009 = 161

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	Frequency 2009	Valid Percent 2009
(Laramie Campus)	191	**78.9%**	86	**76.1%**	131	**81.4%**
(Casper Campus)	42	**17.4%**	17	**15.0%**	28	**17.4%**
(State Elementary Campus)*	9	**3.7%**	10	**8.8%**	2	**1.2%**
Total Valid	242	**100.0%**	113	**100.0%**	161	**100.0%**
(Don't Know/Not Sure)	3		2		0	
(No Answer/Refused)	0		0		0	
Total Missing	3		2		0	
Total	245		115		161	

*Listed as "Powell Campus" in 2005 and 2007.

2. What was your major?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Elementary Education)	140	**57.1%**	74	**66.1%**	88	**55.0%**
(Elementary/Special Education dual major)	11	**4.5%**	5	**4.5%**	5	**3.1%**
(Elementary/Early Childhood Education)	7	**2.9%**	5	**4.5%**	5	**3.1%**
(English as a Second Language Education)	0	**0.0%**	0	**0.0%**	0	**0.0%**
(Middle Grade Education)	0	**0.0%**	0	**0.0%**	0	**0.0%**
(K-12 Art Education)	3	**1.2%**	2	**1.8%**	6	**3.8%**
(K-12 Music Education)	0	**0.0%**	0	**0.0%**	0	**0.0%**
(Secondary English Education)	9	**3.7%**	3	**2.7%**	10	**6.3%**
(Secondary Math Education)	7	**2.9%**	5	**4.5%**	14	**8.8%**
(Secondary Science Education)	13	**5.3%**	1	**.9%**	4	**2.5%**
(Secondary Social Studies Education)	30	**12.2%**	8	**7.1%**	17	**10.6%**
(Secondary Modern Languages Education)	6	**2.4%**	1	**.9%**	0	**0.0%**
(Agriculture Education)	3	**1.2%**	3	**2.7%**	2	**1.3%**
(Industrial Technology Education)	3	**1.2%**	1	**.9%**	2	**1.3%**
(More than one of the above)	3	**1.2%**	0	**0.0%**	2	**1.3%**
(Other, please specify) ➢	10	**4.1%**	4	**3.6%**	5	**3.1%**
Total Valid	245	**100.0%**	112	**100.0%**	160	**100.0%**
(Don't Know/Not sure)	0		3		0	
(No Answer/Refused)	0		0		1	
Total Missing	0		3		1	
Total	245		115		161	

➢ Refer to Appendix A.2. for other specified majors specified.

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	Frequency 2009	Valid Percent 2009
(Yes)	153	**62.4%**	75	**65.2%**	90	**56.3%**
(No) ➢ Skip to question 5.	92	**37.6%**	40	**34.8%**	70	**43.8%**
Total Valid	245	**100.0%**	115	**100.0%**	160	**100.0%**
(Don't Know/Not Sure)	0		0		1	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		1	
Total	245		115		161	

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

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(None - only 1 or 2 courses)	10	**6.8%**	11	**15.1%**	15	**17.0%**
(One semester - 3 to 6 courses)	15	**10.1%**	5	**6.8%**	8	**9.1%**
(Two semesters - 7 to 11 courses)	18	**12.2%**	9	**12.3%**	5	**5.7%**
(Three semesters - 12 to 15 courses)	14	**9.5%**	5	**6.8%**	6	**6.8%**
(Four semesters - 16 to 20 courses)	44	**29.7%**	20	**27.4%**	25	**28.4%**
(Five or more semesters - more than 20 courses)	47	**31.8%**	23	**31.5%**	29	**33.0%**
Total Valid	148	**100.0%**	73	**100.0%**	88	**100.0%**
(Don't Know/Not Sure)	5		2		2	
(No Answer/Refused)	0		0		0	
System Missing	92		40		71	
Total Missing	97		42		73	
Total	245		115		161	

4a. Did you complete your Associates Degree at a Wyoming Community College?

	Frequency 2009	Valid Percent 2009
(Yes)	54	**60.0%**
(No)	36	**40.0%**
Total Valid	90	**100.0%**
(Don't Know/Not sure)	0	
(No Answer/Refused)	0	
System Missing	71	
Total Missing	71	
Total	161	

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

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Yes)	109	**44.5%**	37	**32.5%**	31	**19.4%**
(No) ➢ Skip to question 7.	136	**55.5%**	77	**67.5%**	129	**80.6%**
Total Valid	245	**100.0%**	114	**100.0%**	160	**100.0%**
(Don't Know/Not sure)	0		1		1	
(No Answer/Refused)	0		0		0	
Total Missing	0		1		1	
Total	245		115		161	

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

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Elementary Education)	15	**13.8%**	12	**33.3%**	7	**23.3%**
(Elementary/Special Education dual major)	18	**16.5%**	4	**11.1%**	3	**10.0%**
(Elementary/Early Childhood Education)	10	**9.2%**	7	**19.4%**	7	**23.3%**
(English as a Second Language Education)	1	**.9%**	0	**.0%**	1	**3.3%**
(Reading/Literacy)	✦	✦	✦	✦	0	**.0%**
(Middle Grade Education)	43	**39.4%**	12	**33.3%**	✶	✶
(Middle Grades General Education)	✦	✦	✦	✦	0	**.0%**
(Middle Grades Mathematics)	✦	✦	✦	✦	0	**.0%**
(Middle Grades Science)	✦	✦	✦	✦	0	**.0%**
(K-12 Art Education)	2	**1.8%**	0	**.0%**	2	**6.7%**
(K-12 Music Education)	0	**.0%**	0	**.0%**	0	**.0%**
(Secondary English Education)	5	**4.6%**	2	**5.6%**	3	**10.0%**
(Secondary Math Education)	3	**2.8%**	1	**2.8%**	2	**6.7%**
(Secondary Science Education)	6	**5.5%**	0	**.0%**	1	**3.3%**
(Secondary Social Studies Education)	5	**4.6%**	3	**8.3%**	0	**.0%**
(Secondary Modern Languages Education)	3	**2.8%**	0	**.0%**	0	**.0%**
(Agriculture Education)	1	**.9%**	0	**.0%**	0	**.0%**
(Industrial Technology Education)	2	**1.8%**	0	**.0%**	0	**.0%**
(Other, please specify) ➢	40	**36.7%**	20	**55.6%**	16	**53.3%**
Total Valid	109		36		30	
(Don't Know/Not sure)	0		0		0	
(No Answer/Refused)	0		1		1	
System Missing	136		78		130	
Total Missing	136		79		131	
Total	245		115		161	

✦ Certificate/endorsement introduced in 2009. ✶ Certificate/endorsement removed in 2009.

➢ Refer to Appendix A.2.for other certificates and endorsements specified.

7. Are you currently employed as a teacher?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Yes)	178	**72.7%**	94	**81.7%**	100	**62.1%**
(No) ➢ Skip to question 13.	67	**27.3%**	21	**18.3%**	61	**37.9%**
Total	245	**100.0%**	115	**100.0%**	161	**100.0%**

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

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
Elementary (or Primary)	107	**60.1%**	62	**68.9%**	60	**61.9%**
Junior High	19	**10.7%**	6	**6.7%**	7	**7.2%**
Middle School	25	**14.0%**	12	**13.3%**	15	**15.5%**
High School	40	**22.5%**	20	**22.2%**	27	**27.8%**
Total Valid	178		90		97	
(No Answer/Refused)	0		4		3	
System Missing	67		21		61	
Total Missing	67		25		64	
Total	245		115		161	

** 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	Frequency 2009	Valid Percent 2009
Kindergarten	36	**34.0%**	26	**42.6%**	19	**32.2%**
First grade	41	**38.7%**	21	**34.4%**	19	**32.2%**
Second grade	38	**35.8%**	21	**34.4%**	21	**35.6%**
Third grade	36	**34.0%**	20	**32.8%**	20	**33.9%**
Fourth grade	36	**34.0%**	17	**27.9%**	19	**32.2%**
Fifth grade	40	**37.7%**	22	**36.1%**	16	**27.1%**
Sixth Grade	29	**27.4%**	12	**19.7%**	13	**22.0%**
Total Valid	106		61		59	
(No Answer/Refused)	1		1		1	
System Missing	138		53		101	
Total Missing	139		54		102	
Total	245		115		161	

** 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	Frequency 2009	Valid Percent 2009
English	1	**25.0%**	1	**100.0%**	2	**50.0%**
Math	1	**25.0%**	1	**100.0%**	1	**25.0%**
Science	1	**25.0%**	1	**100.0%**	1	**25.0%**
Art	2	**50.0%**	1	**100.0%**	2	**50.0%**
Music	1	**25.0%**	1	**100.0%**	0	**.0%**
Social Studies	✦	✦	✦	✦	1	**25.0%**
Modern Language (Foreign Language)	✦	✦	✦	✦	0	**.0%**
Agriculture	✦	✦	✦	✦	0	**.0%**
Technical Education (Industrial Arts)	✦	✦	✦	✦	0	**.0%**
Other, please specify ➢	3	**75.0%**	0	**.0%**	0	**.0%**
Total Valid	4		1		4	
(No Answer/Refused)	0		1		0	
System Missing	241		113		157	
Total Missing	0		114		157	
Total	245		115		161	

✦ Subject introduced in 2009.

➢ See Appendix A.2. for other subjects specified.

** 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	Frequency 2009	Valid Percent 2009
English	16	**22.5%**	8	**28.6%**	11	**29.7%**
Math	18	**25.4%**	11	**39.3%**	11	**29.7%**
Science	15	**21.1%**	4	**14.3%**	5	**13.5%**
Art	8	**11.3%**	1	**3.6%**	1	**2.7%**
Music	2	**2.8%**	0	**.0%**	1	**2.7%**
Social Studies	✦	✦	✦	✦	9	**24.3%**
Modern Language (Foreign Language)	✦	✦	✦	✦	1	**2.7%**
Agriculture	✦	✦	✦	✦	0	**.0%**
Technical Education (Industrial Arts)	✦	✦	✦	✦	1	**2.7%**
Other, please specify ➢	43	**60.6%**	13	**46.4%**	6	**16.2%**
Total Valid	71		28		37	
(No Answer/Refused)	0		0		0	
System Missing	174		87		124	
Total Missing	174		87		124	
Total	245		115		161	

✦ Subject introduced in 2009.

➢ See Appendix A.2. for other subjects specified.

12. In what state do you currently work?

	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
Wyoming	126	**70.8%**	79	**84.0%**	80	**80.0%**
California	5	**2.8%**	4	**4.3%**	0	**.0%**
Colorado	23	**12.9%**	7	**7.4%**	6	**6.0%**
Idaho	1	**.6%**	1	**1.1%**	0	**.0%**
Montana	1	**.6%**	0	**.0%**	1	**1.0%**
Nebraska	1	**.6%**	0	**.0%**	1	**1.0%**
North Dakota	2	**1.1%**	0	**.0%**	0	**.0%**
South Dakota	1	**.6%**	0	**.0%**	0	**.0%**
Utah	0	**.0%**	1	**1.1%**	2	**2.0%**
Other, please specify ➢	18	**10.1%**	2	**2.1%**	10	**10.0%**
Total Valid	178	**100.0%**	94	**100.0%**	100	**100.0%**
(No Answer/Refused)	0		0		0	
System Missing	67		21		61	
Total Missing	67		21		61	
Total	245		115		161	

➢ See Appendix A.2. for other states specified.

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	Frequency 2009	Valid Percent 2009
(Very Poorly)	2	**.8%**	2	**1.7%**	0	**.0%**
(Poorly)	10	**4.1%**	9	**7.8%**	13	**8.2%**
(Adequately)	83	**33.9%**	37	**32.2%**	57	**35.8%**
(Well)	120	**49.0%**	54	**47.0%**	72	**45.3%**
(Very Well)	30	**12.2%**	13	**11.3%**	17	**10.7%**
Total Valid	245	**100.0%**	115	**100.0%**	159	**100.0%**
(Don't know/Not sure)	0		0		2	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		2	
Total	245		115		161	

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?

[Both]	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Very Poorly)	2	**1.1%**	5	**4.3%**	6	**3.7%**
(Poorly)	15	**8.6%**	22	**19.1%**	29	**18.0%**
(Adequately)	62	**35.4%**	40	**34.8%**	50	**31.1%**
(Well)	67	**38.3%**	39	**33.9%**	48	**29.8%**
(Very Well)	29	**16.6%**	9	**7.8%**	28	**17.4%**
Total Valid	175	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	0		0		0	
System Missing*	70		0		0	
Total Missing	70		0		0	
Total	245		115		161	

* 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?

[Overall]	**Frequency 2005**	**Valid Percent 2005**	**Frequency 2007**	**Valid Percent 2007**	**Frequency 2009**	**Valid Percent 2009**
(Very Poorly)	14	**5.7%**	4	**3.5%**	6	**3.8%**
(Poorly)	34	**13.9%**	22	**19.1%**	27	**16.9%**
(Adequately)	94	**38.5%**	41	**35.7%**	54	**33.8%**
(Well)	83	**34.0%**	37	**32.2%**	40	**25.0%**
(Very Well)	19	**7.8%**	11	**9.6%**	33	**20.6%**
Total Valid	244	**100.0%**	115	**100.0%**	160	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	1		0		1	
Total Missing	1		0		1	
Total	245		115		161	

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?

[Both]	**Frequency 2005**	**Valid Percent 2005**	**Frequency 2007**	**Valid Percent 2007**	**Frequency 2009**	**Valid Percent 2009**
(Very Poorly)	2	**.8%**	3	**2.6%**	0	**.0%**
(Poorly)	5	**2.0%**	6	**5.2%**	8	**5.0%**
(Adequately)	37	**15.1%**	23	**20.0%**	41	**25.5%**
(Well)	118	**48.2%**	53	**46.1%**	67	**41.6%**
(Very Well)	83	**33.9%**	30	**26.1%**	45	**28.0%**
Total Valid	245	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		0	
Total	245		115		161	

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	Frequency 2009	Valid Percent 2009
(Very Poorly)	17	**6.9%**	8	**7.0%**	9	**5.6%**
(Poorly)	38	**15.5%**	27	**23.5%**	27	**16.8%**
(Adequately)	84	**34.3%**	35	**30.4%**	53	**32.9%**
(Well)	73	**29.8%**	31	**27.0%**	44	**27.3%**
(Very Well)	33	**13.5%**	14	**12.2%**	28	**17.4%**
Total Valid	245	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		0	
Total	245		115		161	

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	Frequency 2009	Valid Percent 2009
(Very Poorly)	8	**3.3%**	6	**5.2%**	8	**5.0%**
(Poorly)	25	**10.3%**	10	**8.7%**	18	**11.2%**
(Adequately)	82	**33.9%**	44	**38.3%**	50	**31.1%**
(Well)	98	**40.5%**	38	**33.0%**	54	**33.5%**
(Very Well)	29	**12.0%**	17	**14.8%**	31	**19.3%**
Total Valid	242	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	2		0		0	
(No Answer/Refused)	1		0		0	
Total Missing	3		0		0	
Total	245		115		161	

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?

[Overall]	**Frequency 2005**	**Valid Percent 2005**	**Frequency 2007**	**Valid Percent 2007**	**Frequency 2009**	**Valid Percent 2009**
(Very Poorly)	6	**2.4%**	4	**3.5%**	10	**6.2%**
(Poorly)	44	**18.0%**	22	**19.1%**	29	**18.0%**
(Adequately)	61	**24.9%**	26	**22.6%**	44	**27.3%**
(Well)	73	**29.8%**	49	**42.6%**	45	**28.0%**
(Very Well)	61	**24.9%**	14	**12.2%**	33	**20.5%**
Total Valid	245	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		0	
Total	245		115		161	

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**	**Frequency 2009**	**Valid Percent 2009**
(Very Poorly)	4	**1.6%**	2	**1.7%**	3	**1.9%**
(Poorly)	19	**7.8%**	10	**8.7%**	10	**6.3%**
(Adequately)	61	**24.9%**	34	**29.6%**	46	**28.8%**
(Well)	96	**39.2%**	45	**39.1%**	67	**41.9%**
(Very Well)	65	**26.5%**	24	**20.9%**	34	**21.3%**
Total Valid	245	**100.0%**	115	**100.0%**	160	**100.0%**
(Don't know/Not sure)	0		0		1	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		1	
Total	245		115		161	

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?

[Overall]	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Very Poorly)	3	**1.2%**	2	**1.7%**	1	**.6%**
(Poorly)	15	**6.1%**	9	**7.8%**	17	**10.6%**
(Adequately)	56	**22.9%**	49	**42.6%**	45	**28.0%**
(Well)	120	**49.0%**	38	**33.0%**	65	**40.4%**
(Very Well)	51	**20.8%**	17	**14.8%**	33	**20.5%**
Total Valid	245	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	0		0		0	
(No Answer/Refused)	0		0		0	
Total Missing	0		0		0	
Total	245		115		161	

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?

[Both]	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
(Very Poorly)	7	**2.9%**	6	**5.2%**	8	**5.0%**
(Poorly)	33	**13.5%**	23	**20.0%**	37	**23.0%**
(Adequately)	91	**37.3%**	54	**47.0%**	53	**32.9%**
(Well)	93	**38.1%**	27	**23.5%**	52	**32.3%**
(Very Well)	20	**8.2%**	5	**4.3%**	11	**6.8%**
Total Valid	244	**100.0%**	115	**100.0%**	161	**100.0%**
(Don't know/Not sure)	1		0		0	
(No Answer/Refused)	0		0		0	
Total Missing	1		0		0	
Total	245		115		161	

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	Frequency 2009	Valid Percent 2009
(Very Poorly)	4	**1.6%**	2	**1.7%**	4	**2.5%**
(Poorly)	11	**4.5%**	11	**9.6%**	15	**9.4%**
(Adequately)	52	**21.3%**	21	**18.3%**	37	**23.3%**
(Well)	115	**47.1%**	58	**50.4%**	63	**39.6%**
(Very Well)	62	**25.4%**	23	**20.0%**	40	**25.2%**
Total Valid	244	**100.0%**	115	**100.0%**	159	**100.0%**
(Don't know/Not sure)	1		0		2	
(No Answer/Refused)	0		0		0	
Total Missing	1		0		2	
Total	245		115		161	

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	Frequency 2009	Valid Percent 2009
(Very Poorly)	9	**3.7%**	3	**2.6%**	8	**5.1%**
(Poorly)	33	**13.5%**	19	**16.7%**	27	**17.1%**
(Adequately)	85	**34.7%**	42	**36.8%**	58	**36.7%**
(Well)	89	**36.3%**	36	**31.6%**	43	**27.2%**
(Very Well)	29	**11.8%**	14	**12.3%**	22	**13.9%**
Total Valid	245	**100.0%**	114	**100.0%**	158	**100.0%**
(Don't know/Not sure)	0		1		1	
(No Answer/Refused)	0		0		2	
Total Missing	0		1		3	
Total	245		115		161	

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?

[Both]	**Frequency 2005**	**Valid Percent 2005**	**Frequency 2007**	**Valid Percent 2007**	**Frequency 2009**	**Valid Percent 2009**
(Very Poorly)	6	**2.6%**	2	**1.8%**	5	**3.8%**
(Poorly)	17	**7.3%**	18	**16.2%**	21	**16.2%**
(Adequately)	75	**32.2%**	47	**42.3%**	42	**32.3%**
(Well)	111	**47.6%**	34	**30.6%**	50	**38.5%**
(Very Well)	24	**10.3%**	10	**9.0%**	12	**9.2%**
Total Valid	233	**100.0%**	111	**100.0%**	130	**100.0%**
(Don't know/Not sure)	9		4		24	
(No Answer/Refused)	3		0		7	
Total Missing	12		4		31	
Total	245		115		161	

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

- See Appendix A.2. 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 A.2. 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**	**Frequency 2009**	**Valid Percent 2009**
(Male)	59	**24.1%**	22	**19.1%**	36	**22.4%**
(Female)	186	**75.9%**	93	**80.9%**	125	**77.6%**
Total	245	**100.0%**	115	**100.0%**	161	**100.0%**

Appendix A.2. Open Ended Responses – Graduates

2. What was your major?

- Elementary art.
- Secondary education biology. [2]
- Secondary math and science education.
- Technology education.

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

- Also certified in Missouri and Texas.
- BA in Mathematics.
- BA in Psychology.
- Certified in Special Education. MA coursework complete, but need to finish Plan B project.
- Coaching certification/endorsement. [3]
- Coaching, concurrent Math degree.
- Early childhood development.
- Early childhood.
- English as a second language.
- K-12 special education. [2]
- Minor in sculpture and ceramics and Associate's in art.
- Special education.
- Western American studies.

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

- "Tools for life" is a life skills class.
- Basic emergency care and introduction to health care.
- Functional Life Skills (special education).
- Special education. [2]
- Woodshop and welding.

12. In what state do you currently work?

- Arizona. [2]
- Kansas. [4]
- South Carolina.
- Texas
- Washington D.C.
- Wisconsin.

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

- [Name removed] is the best professor that University of Wyoming ever hired. The real strength of the program when I went through was the amount of practicum and classroom time, with me teaching, that I got before I ever student-taught.
- [Name removed]. Legal information for both regular and special education settings.
- [Name removed]. Variety of technology available.
- Ability to create a positive classroom environment and the ability to analyze different teaching strategies and how they should be used.
- Access to classes.
- Amount of time students of UW were allowed to spend in the classroom and the class variety.
- Assessments and curriculum.
- Assessments and self monitoring.
- Assessments and the use of technology and the different methods classes.
- Basics of teaching and the theory behind teaching.
- Being able to student teach in a town where I got a job and smaller class sizes so you can get the help that you need.
- Certain instructors were very good.
- Class room management and the theory and assessment.
- Class size and good relationships with professors. Methods was well thought out.
- Classroom environment and technology.
- Classroom management, curriculum development, and fostering relationship ideas.
- Content delivery and education on assessment.
- Content preparation and reflective practitioner.
- Developing lesson plans and using standards to develop lesson plans.
- Did the best that they could.
- Differentiated instruction and teaching strategies.
- Diversity in the classroom and teaching to the standards-based instruction.
- Diversity training and technology.
- Diversity.
- EDSP 3000, literacy, math and humanities.
- Experience of professors and the time I got to spend in the classroom while I was working on my degree.
- Flexibility and methods.
- Gave us a different variety of teachers that had different teaching strategies.
- Getting us in to the actual classrooms before student teaching, before going into an actual career.
- Good support.
- Got into the classroom before student teaching.
- Great teachers always there.
- Helping me to be able to network to people. The variety of learning styles and methods of teaching and helping me learn more about myself so I could effectively teach my students.
- I feel like they did a very good job teaching me to reflect on my teaching and also overall I felt prepared to go out and be a teacher. I was given a broad education of the things I would need.
- I liked how we were able to get into the classroom right away. I also liked being able to use different age groups and to see how they learn.
- I liked the support that the staff gave; the staff was very willing to help the students.

- I think instructional strategies and classroom discipline were the best areas.
- I was exposed to different classroom environments before student teaching.
- I was very well prepared in cultural diversity so I was very well prepared to teach in a multicultural setting.
- I would definitely say working with diverse learners and the data driven decisions.
- I would say probably preparing on a theoretical basis; having the knowledge of the theories. Preparing lesson plans and all that. Also, the content knowledge for the particular area we were going to teach. The technology was always very well done; we were exposed to various technologies.
- I'd say I had excellent mentor teachers.
- In the classroom and the lab school.
- Instructional techniques; especially from [name removed]. His lessons were very applicable and no busy work. Transition from Casper College was fairly smooth into UW. More exposure to classroom early in program.
- Instructors extremely passionate about teaching. Dealt with curriculum design, planning instruction, and differentiate instruction.
- Integrating technology. My professors were very personable and very kind, very helpful, and no questions asked. I've heard some horror stories of other teachers but mine all genuinely cared and it was very refreshing and reassuring to work with people who care about your success as opposed to other environments where if you don't hack it, you don't hack it.
- Integration of technology and the one on one experience and cultural humanities aspects.
- It prepared me to be knowledgeable and confident and a democratic professional.
- Keeping in mind that all students don't learn the same way. Telling students how to teach the same subject in a variety of way so a majority of students will understand the material and also keeping in mind that a student's background is really important to education and their ability to learn. In order to be effective you have to understand not only what you're teaching but the people that you're teaching.
- Learning about how children learn and different structural activities.
- Methods classes.
- Methods, student teaching and professors.
- My method classes helped quite a bit. And, I think that the one technology class I took was helpful. But, it would've been more helpful if I had been required to take more than one or if I had taken it later in my education when it would've been more relevant to what I'm doing now. I also think the small class size was very helpful; I had one-on-one time with my professors. There were a lot of resources available.
- My methods professors and their passion and caring about our future. The methods courses and my mentor teacher. The on-campus assistance I got from the office of teacher education.
- My methods teachers were amazing. The student teaching program, the classroom setting, and the willingness of the teachers to give us students one on one time.
- One of them was the small classroom size. Some of the special education instructors experience was helpful.
- Placement for student teaching. Overall, the program is great.
- Positive reinforcement and encouragement from the professors.
- Prepared me to deal with government agencies.
- Probably the availability and quality of the instructors and the resources available within the department.
- Professors and the classroom experience and I was able to draw out of that.
- Really learned a lot from the special education teachers: how students learn, how to manage classroom, more experience with students. Some great advisors.
- Smaller classroom sizes, being able to student teach in the town I lived in and reflection time.
- Special education program and methods classes.
- Standards based learning.

- Student teaching.
- Support from professors in all areas and the student teacher placement.
- Talking about differentiated instruction, especially teaching with technology and using technology in the classroom, and looking at IEP's and how to differ instruction for special education students.
- Teachers.
- Teaching standards to students who are different learners.
- Teaching to use diversity with each student.
- Teaching with the standards in mind.
- Technology and assessment.
- Technology integration, diversity, and student body reflection as a practitioner.
- Technology training and good relationships with instructors.
- The 4000 level and 3000 level classed were very helpful.
- The areas that they teach in assessment. Documentation on students' development and tracking it, things like that.
- The diversity needed of students.
- The emphasis on differentiated instruction. Also, the multiple opportunities in actual classrooms during the undergraduate degree.
- The faculty was amazing. They were very knowledgeable and helpful and they would always try out new theories even if they didn't agree with them. Also, the office staff was very helpful and willing. The student teaching for a whole semester was a good thing.
- The foundations classes. All the 2000 and 3000 level classes, but I wasn't very impressed with the methods part.
- The History of Education.
- The instructors themselves and the opportunity to get my education from the Casper campus.
- The knowledge and experience of the instructors.
- The lab school helps.
- The last year, at least, the professors were very beneficial to us.
- The literary part was definitely a strength and going into a classroom, showing us different media and strategies to use with the kids.
- The methods classes were very good.
- The opportunity you get to observe classrooms in practicum hours.
- The practicum class.
- The professors they chose and time in a classroom environment.
- The student teaching experience and outside of the classroom experience.
- The teachers themselves.
- The teachers were excellent.
- The three methods classes were very well done, and my class in Politics and Diversity was very good.
- The time you got to spend in the classroom for practicums and student teaching. And how to develop a curriculum if you were in a situation where you had nothing.
- The variety of instruction.
- Theory.
- They allow students to develop their own strengths rather than telling each student "this is how it's done."
- They changed my mind to be open-minded. They are better the Kansan schools are.
- They get you into the classroom a little bit.
- Time in the classroom for student teaching and hands-on.

- Time in the classroom.
- Using technology in the classroom and being aware of the diversity among the students.
- Variety in classes that one could take and the availability of the teachers for questions or whatever outside of the classroom.
- Variety of classes you had to take and the lesson planning.
- Worked with a professor on a one on one basis.

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

- A class or panel to talk to people that you placed applications with and what they're looking for.
- A more relevant methods class to learn more strategy.
- A new dean. A full year of student teaching instead of half a semester.
- Allow students to student teach in both fall and spring. A class to teach specifics of grading; don't get enough experience doing this in student teaching. Implement real-world scenario of classroom management because not always allowed to use your own style during student teaching.
- As far as art education goes, it would've been nice to have done more of lesson plan development, especially in the elementary education area.
- Better prepared for classroom management. I always thought there should be a class for that.
- Better preparedness for certificates in other states other than Wyoming.
- Better student teaching and job placement.
- Change the way they do student teaching so it's year around and not just spring.
- Consistent guide lines from teachers and different brief studies to know all and a few more tests.
- Do not place student teachers in rural schools.
- During your last semester of student teaching your time and energy should be going into the teaching and not busy-work. Communication problem between UW in Casper and UW in Laramie.
- Focus on classroom management.
- Get the office of the teachers of education under control and make it more convenient for people to transfer in from a community college.
- Giving students more realistic classroom management ideas. When students prepare and give lesson plans have more realistic responses. Make students aware that there will be many things that come up when teaching that they will have to adapt to.
- Going back to placements rather than professional learning center/community.
- Have standardized student teaching or mentor teachers.
- Hire more faculty.
- I believe that having more special education classes would help students becoming teachers to be overall better teachers.
- I felt like I wasn't really prepared for classroom management.
- I think students need to spend more time actually in a classroom not just observing and watching, but actually handling the reigns and getting used to teaching.
- I think that there needs to be more communication between teachers and students in the overall program. The nursing program only allows so many people to enter at one time, while the teaching program allowed anyone to enter. Some students were not serious about learning and I think if we limit the people allowed into the program you'll get more quality of teachers than quantity. They need to do something similar to the nursing program where, before you get so involved in the teaching program, you need to have some sort of qualifying exam or process. There needs to be some sort of regulation to get into the program.
- I think the biggest concern was the teacher I was paired with for my student teaching; she was willing to help me but her interactions with students didn't seem like they would be a good influence on my own teaching.

- I think there should be some sort of a process to weed out people before student teaching because sometimes in the education department they get pushed through and they don't find out until they are a student teacher that teaching isn't for them and that they should choose another career path.
- I think they should offer more hands-on experience.
- I would say more instruction on just teaching basic high school skills, and less on theory.
- I would say more technology stuff. There is so much coming up that I feel like I'm overwhelmed.
- I would say more time spent in the classroom.
- I would say that we need a half credit course for the teacher certification exam (Praxis).
- I would suggest being able to accommodate more students that don't come from traditional student backgrounds. For example, I was an older, married student and at times it was very difficult, and it felt like if you weren't' on campus they didn't educate you about the availability of different programs. It was difficult to get to some of the activities and seminars that they have. Room 100; there weren't enough advisors, and they weren't good enough. There were maybe one or two that were great, but most of them seemed to be just unconcerned. For students who are thinking about going to other states to do their teaching, allowing them some way to get licensed for those states would also be helpful.
- I would've liked to have a class in, specifically, classroom management and time management.
- I'd say better advising about which classes would contribute to graduating.
- In your first year of teaching you're doing a lot of things outside the classroom that, if you aren't prepared for, will be very difficult. It would be good for the students to know that it will be more than just teaching in order to prepare them for all the meetings, etc.
- Inconsistencies with portfolio development.
- Increase student teaching time outside of the lab school.
- It needs more modern day technology, fresher turnover of professors in order to have fresh lessons, and also to not have to pay for the book that the professors write themselves.
- It would be great if they offer student teaching in the fall and spring semesters and they need to offer the methods classes both semesters also. The student teaching is sort of non-negotiable; they need to be more lenient on where a student can go to do their student teaching, because it can be difficult for a student to make a living.
- Less homework for student teaching.
- Little more teaching time in the classroom for student teaching and make it earlier.
- Longer internships and less culture driven classes.
- Make a traditions class mandatory and more hours of student teaching and make it earlier in the program. And make the special education class more informative.
- Make it easier when people transfer from another college within UW, like from the College of Engineering to the College of Education; be more lenient as to the courses they've taken.
- Mandatory time for "subbing" would be beneficial.
- More class time prior to student teaching.
- More classroom involvement before you go into student teaching.
- More classroom time before student teaching and the methods classes need to improved.
- More emphasis on classroom management.
- More experience in the field before student teaching.
- More hands-on classroom management and less theory in special education. More interventions and differentiated instruction.
- More information on dealing with parents and grade books and just stuff that would get you more ready to be a teacher.
- More instruction on a set curriculum.
- More of how to use technology in the classroom.

- More on how to apply the information that you learn.
- More opportunities to work with children of diverse backgrounds. More help with differentiation of lessons.
- More practicum experience than two weeks.
- More real life opportunity after student teaching and more cultural and more curriculum mapping
- More special needs and more technology
- More special needs children training.
- More student contact would be very important and possibly more autonomous settings. An adequate idea of what teaching is really like on your own is not really given. Also, more instruction with classroom management. Less idealistic views of the classroom and more time management skills. Learning to interact effectively with administration and parents, etc.
- More student teaching experience, more experienced professors that taught in an elementary school.
- More teacher student involvement.
- More technology and more on the programs in the area.
- More technology.
- More time in the classroom and sooner.
- More time on classroom management.
- Need more classroom management and a class on the first day of school, last day, and holidays.
- Need more state mandated program training.
- Need to teach more on the curriculum of the state for elementary.
- Need to touch on more standardize testing and how to prepare for it.
- Probably get rid of the PLC's. Make them voluntary placement instead of mandatory placement.
- Probably more practice on classroom management would be the biggest thing.
- Providing more experiences on work, with how to apply curriculum and what a classroom is like and all the different classroom experiences.
- Some of the elementary education classes were not applicable to real-life situations. Get students into classrooms earlier in the program. More time spent on classroom management in regular education programs.
- Specifically for the math program, encourage the math teachers to learn and use Latex, which is a math type program.
- Spend more time about classroom management.
- Start the program from the beginning.
- Stronger emphasis on classroom practice and more communication with faculty and board members.
- Students should get more choices about where they are placed for residency and who they were placed with.
- Talk more about discipline in the classroom. Try and help more with transferring credits over to UW.
- Teach how to do grading and grade books.
- The administration of the program was so convoluted that it was hard to get anything done; the whole phase 3 application process was ridiculous. All of the paperwork and bureaucracy were awful. That phase 3 application process was so stressful for students and instead of having to input your information onto a computer document and then make it look pretty and then print it out correctly it would be easier to have some sort of online application. The placement process was really bad, just the fact that you had no clue where you were going to be placed and no control over it.
- The Master's Degree in Special Education needs more work on writing goals for IEP's.
- The number of hours spent in the classroom needs to be more before student teaching.

- The only suggestion I would make is, and this has to do with the student teaching, is some sort of stipend for the student teacher, or reducing the hours that the student teaches. Because it's rather hard to put in close to 50 hours a week, working to support yourself, paying rent, and if you miss three or four days of student teaching you'll be kicked out of the program. Unless you have parents paying for you or a scholarship the last semester is hell.
- The only thing I can think of is that there needs to be more work on the things that one needs to do to prepare to apply for a job. They need to tell us to do any or more substitute teaching to get more classroom experience before you apply. My mentor teacher also did not have very good classroom management skills. Maybe the instructors should see the weaknesses that the mentor teacher have, or at least acknowledge that they are there and speak to the students accordingly.
- The teachers should share their experiences with us, like how to differentiate lesson plans for different grade levels and special needs learners. And to show examples of how they address lesson planning for multiple grade levels. Get rid of the methods program completely and put students in the classroom. The methods program to me was a total waste of time. I felt that if I had actually been in the classroom learning it would've served me as a teacher a whole lot better.
- The whole phase thing is restricting.
- There is always room to improve on reading and writing.
- There needs to be more practicums before anyone student teaches. Try to keep the program more consistent and less changing.
- There needs to be more requirements for teaching for reading methods. There needs to be a class on reading instruction prior to the reading methods course, more than language acquisition.
- There should be something more to preparing the students to become teachers and substitutes. All the steps you have to take to become a teacher and getting the job and what schools look for in the teacher. More one on one mentoring as student teachers from the UW program.
- There was not a lot of choice of different types of schools that a student teacher got to work in.
- There were a lot of in-classroom connections, but I think more time in an actual classroom with students, to better learn classroom management. Also, it would've been helpful to be able to actually see the early days, the first and second days of school, to see what the teachers do. It would've been good to know how to set up routines in your classroom.
- They need advisors that really care and work with the students. More diversity.
- They need to better prepare teachers for the Praxis test.
- They shouldn't teach so much about the standards; it's too focused and it needs to be more realistic. The lesson plans are extremely unrealistic. For example, they are too lengthy, too specific, and it's reinventing the wheel every time. It does not use all the resources that are available out there.
- To check on requirements outside the state; what their class requirements are and to have those available for the students.
- To include more information on dealing with professionals.
- Too much for a transition. It made it difficult sometimes.
- Transfer students should do 3000 level classes at the university.
- Treat the students like students and not like kids.
- Try to get as much actual classroom experience as early as possible. To see how an effective classroom works and getting the opportunity to plan a lesson and the chance to teach it in the first few semesters would help students to know if this what they want to do. Also, talk more about classroom management as much as possible and different ways to manage a classroom and even a few examples of it in the actual classroom.
- Try to improve more education on classroom management.
- You should get into an actual classroom; teaching and working with other teachers much sooner than they do.

Appendix A.3. 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. The six steps followed in the analysis are listed below. This appendix then discusses each step in detail and presents the final results.

- **Step 1**: Creation of preliminary categories.
- **Step 2**: Extract "terms" from the data.
- **Step 3**: Manually assign terms to categories, adding new categories if necessary.
- **Step 4:** Categorize responses based on the terms they contain.
- **Step 5**: Consider forcing responses into categories.
- **Step 6:** Consider forcing responses out of categories.

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.

Technology – Indicates that "technology in the classroom" is mentioned as a weakness of the teacher education 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 come from 107 open-ended responses.

	Frequency 2009	Valid Percent 2009
Instructional Strategies	35	32.7%
Instructors/Professors/ Mentors	34	31.8%
Coursework	29	27.1%
Classroom Experience	21	19.6%
Technology	13	12.1%
Other	6	5.6%
Student Teaching	5	4.7%
Class Composition/Size	5	4.7%
Classroom Management	3	2.8%
Total Valid	**107**	
(Don't know/Not sure)	0	
Total Missing	138	
Total	**245**	

Categories:

Instructional strategies [35 total (6 forced in)]– Indicates that the instructional strategies taught at UW are mentioned as a main strength of the teacher education program.

Terms:

- *assessment*
- *classroom discipline*
- *classroom environment*
- *content preparation*
- *cultural diversity*
- *curriculum development*
- *develop a curriculum*
- *differentiated instruction*
- *diversity*
- *diversity in the classroom*
- *diversity training*
- *instructional strategies*
- *instructional techniques*
- *lesson planning*
- *lesson plans*
- *lessons*
- *multicultural setting*
- *planning instruction*
- *reflective practitioner*
- *standards*
- *standards to develop lesson*
- *strategies*
- *structural activities*
- *teach in assessment*

Forced-in responses:

- Content delivery and education on assessment.
- I would definitely say working with diverse learners and the data driven decisions.
- Keeping in mind that all students don't learn the same way. Telling students how to teach the same subject in a variety of way so a majority of students will understand the material and also keeping in mind that a student's background is really important to education and their ability to learn. In order to be effective you have to understand not only what you're teaching but the people that you're teaching.
- Teaching standards to students who are different learners.
- Teaching to use diversity with each student.
- Teaching with the standards in mind.

Instructors/Professors/Mentors [34 total (3 forced in)]– Indicates that the instructors/professors/mentors are mentioned as a main strength of the teacher education program.

Terms:

- *advisors*
- *availability of the teachers*
- *encouragement from the professors*
- *experience of professors*
- *faculty*
- *instruction*
- *instructors*
- *instructors experience*
- *[name removed]*
- *[name removed]*
- *mentor teacher*
- *methods teachers*
- *office staff*
- *on-campus assistance*
- *professors*
- *quality of the instructors*
- *staff*
- *support from professors*
- *teachers*
- *variety of instruction*
- *variety of teachers*

Forced-in responses:

- [Name removed]. Legal information for both regular and special education settings.
- Good support.
- Worked with a professor on a one on one basis.

Coursework [29 total (2 forced in)]– 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*

Forced-in responses:

- The 4000 level and 3000 level classed were very helpful.
- The History of Education.

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 experience*
- *classroom setting*
- *classrooms in practicum hours*
- *experience*
- *exposure to classroom*
- *hands-on*
- *lab school*
- *spend in the classroom*
- *time in a classroom environment*
- *time in the classroom*

Forced-in responses:

- Got into the classroom before student teaching.
- I liked how we were able to get into the classroom right away. I also liked being able to use different age groups and to see how they learn.
- They get you into the classroom a little bit.

Technology [13 total]– Indicates that "technology in the classroom" is mentioned as a main strength of the teacher education program.

Terms:

- *integration of technology*
- *technology*
- *technology class*
- *technology in the classroom*
- *technology training*
- *use of technology*
- *variety of technology*

Other [6 total (6 forced in)]– Indicates a response that does not fit in the previous categories.

Forced-in responses:

- Access to classes.
- Did the best that they could.
- It prepared me to be knowledgeable and confident and a democratic professional.
- Prepared me to deal with government agencies.
- They allow students to develop their own strengths rather than telling each student "this is how it's done."
- They changed my mind to be open-minded. They are better the Kansan schools are.

Class composition/size [5 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*
- *classroom size*

Student teaching [5 total (3 forced in)]– Indicates that student teaching is mentioned as a main strength of the teacher education program.

Terms:

- *student teaching*
- *teach in a town*

Forced-in responses:

- Placement for student teaching. Overall, the program is great.
- Student teaching.
- The student teaching experience and outside of the classroom experience.

Classroom management [3 total]– Indicates that the teaching of classroom management is mentioned as a main strength of the teacher education program.

Terms:

- *class room management*
- *manage classroom*

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

The following data come from 103 open-ended responses.

	Frequency 2009	Valid Percent 2009
Instruction/Curriculum	55	53.4%
Student Teaching/Placement	29	28.2%
Classroom Experience	22	21.4%
Classroom Management	16	15.5%
Other	7	6.8%
Technology	6	5.8%
Total Valid	**103**	
(Don't know/Not sure)	0	
Total Missing	142	
Total	**245**	

Categories:

Instruction/curriculum [55 total (3 forced in)]– Indicates that the teacher education program could improve instruction and/or the curriculum (specific courses or in general).

Terms:

- *address lesson planning*
- *advising*
- *advisors*
- *art*
- *availability of different programs*
- *busy-work*
- *courses*
- *credit course for the teacher certification*
- *culture*
- *curriculum*
- *differentiation of lessons*
- *discipline in the classroom*
- *diversity*
- *education class*
- *education programs*
- *elementary education class*
- *encourage the math teachers*

- *faculty*
- *grade books*
- *guide lines from teachers*
- *instruction*
- *instructors*
- *language acquisition*
- *lesson*
- *lesson plan development*
- *lesson plans*
- *lesson plans for different grade*
- *level class at the university*
- *math*
- *math program*
- *mentor teacher*
- *mentoring*
- *methods class*
- *methods program*
- *offer the methods class*
- *office of the teachers*
- *professors*
- *program training*
- *quality of teachers*
- *reading methods course*
- *requirements*
- *requirements for teaching for reading methods*
- *seminars*
- *special*
- *standards*
- *teachers for the praxis test*
- *teaching*
- *testing*
- *tests*
- *theory*
- *time management*
- *time management skills*
- *traditions class*
- *turnover of professors*

Forced-in response:

- Need to teach more on the curriculum of the state for elementary.
- The whole phase thing is restricting.
- There is always room to improve on reading and writing.

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

Terms:

- *homework for student teaching*
- *hours of student teaching*
- *internships*
- *mandatory placement*
- *offer student teaching*
- *place student teachers*
- *placement process*
- *placements*
- *residency*
- *semester of student teaching*
- *stipend for the student teacher*
- *student contact*
- *student teacher*
- *student teachers from the uw program*
- *student teaching*
- *student teaching experience*
- *student teaching time*
- *voluntary placement*

Classroom experience [22 total (2 forced in)– Indicates that the teacher education program could improve in offering more or better classroom experience (in-field work).

Terms:

- *class time*
- *classroom experience*
- *classroom involvement*
- *classroom time*
- *experience*
- *hands-on classroom management*
- *hands-on experience*
- *mandatory time for subbing*
- *number of hours*
- *practice*
- *practicum experience*
- *practicums*
- *real-life situations*
- *routines in your classroom*
- *students in the classroom*
- *substitute teaching*
- *teaching time in the classroom*

Forced-in responses:

- I would say more time spent in the classroom.
- More on how to apply the information that you learn.

Classroom management [16 total (6 forced in)– Indicates that the teacher education program could improve in teaching classroom management.

Terms:

- *classroom management*
- *classroom management ideas*
- *classroom management skills*
- *manage a classroom*

Forced in responses:

- Focus on classroom management.
- More emphasis on classroom management.
- More information on dealing with parents and grade books and just stuff that would get you more ready to be a teacher.
- More time on classroom management.
- Stronger emphasis on classroom practice and more communication with faculty and board members.
- Try to improve more education on classroom management.

Other [7 total (7 forced in)– Indicates a response that does not fit in the previous categories.

Forced-in responses:

- Better preparedness for certificates in other states other than Wyoming.
- Inconsistencies with portfolio development.
- More teacher student involvement.
- Start the program from the beginning.
- To include more information on dealing with professionals.
- Too much for a transition. It made it difficult sometimes.
- Treat the students like students and not like kids.

Technology [6 total]– Indicates that "technology in the classroom" is mentioned as a weakness of the teacher education program.

Terms:

- *technology*
- *use technology*

Appendices B. Principals

Appendix B.1. Frequencies and Percentage Distributions - Principals

Results from the 2009 College of Education Principals' Survey are presented in this appendix alongside data, where applicable, from the previous survey iterations (including 2005 and 2007). Questions are presented in the order and with the phrasing used in the 2009 survey.

Frequency counts represent the actual number of responses for each survey question. Survey response choices such as *Don't Know*, *No Answer* or *Refused* are excluded from the percentage calculations. Percentages for *Check All that Apply* survey items (i.e., questions for which multiple responses are possible) may total more than 100%.

For the battery of preparedness items, questions 4 – 15, overall Pearson chi-square and linear trend tests were performed to assess the statistical significance of differences over time. Items for which chi-square and linear trend tests reveal statistically significant differences (at $p < 0.05$) between survey iterations are noted in the upper left cell of each frequency table (*Overall* = significant according to the Pearson chi-square test; *Linear* = significant according to the linear trend test; and *Both* = significant in both tests). The absence of a notation in a frequency table indicates that no statistically significant differences were observed in the results between the applicable survey years for that item.

Respondents 2005 = 70
Respondents 2007 = 52
Respondents 2009 = 47

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	Frequency 2009	Valid Percent 2009
1 - 5	2	**2.9%**	2	**3.8%**	3	**6.5%**
6 - 10	3	**4.3%**	5	**9.6%**	1	**2.2%**
11 - 20	19	**27.5%**	17	**32.7%**	7	**15.2%**
21 - 30	25	**36.2%**	16	**30.8%**	19	**41.3%**
More than 30	20	**29.0%**	12	**23.1%**	16	**34.8%**
Total Valid	69	**100.0%**	52	**100.0%**	46	**100.0%**
(Don't know/Not sure)	1		0		1	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
1 - 5	20	**40.8%**	21	**41.2%**	19	**44.2%**
6 - 10	10	**20.4%**	10	**19.6%**	7	**16.3%**
11 - 20	14	**28.6%**	16	**31.4%**	8	**18.6%**
21 - 30	4	**8.2%**	3	**5.9%**	7	**16.3%**
More than 30	1	**2.0%**	1	**2.0%**	2	**4.7%**
Total Valid	49	**100.0%**	51	**100.0%**	43	**100.0%**
(Don't know/Not sure)	21		0		3	
(No answer/Refused)	0		1		1	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Less than 10%	10	**18.5%**	7	**13.7%**	9	**20.5%**
10% - 19%	4	**7.4%**	5	**9.8%**	7	**15.9%**
20% - 29%	5	**9.3%**	6	**11.8%**	4	**9.1%**
30% - 39%	3	**5.6%**	6	**11.8%**	4	**9.1%**
40% - 49%	8	**14.8%**	8	**15.7%**	6	**13.6%**
50% - 59%	8	**14.8%**	7	**13.7%**	6	**13.6%**
60% - 69%	5	**9.3%**	5	**9.8%**	4	**9.1%**
70% - 79%	5	**9.3%**	2	**3.9%**	1	**2.3%**
80% - 89%	4	**7.4%**	1	**2.0%**	2	**4.5%**
90% or more	2	**3.7%**	4	**7.8%**	1	**2.3%**
Total Valid	54	**100.0%**	51	**100.0%**	44	**100.0%**
(Don't know/Not sure)	16		0		1	
(No answer/Refused)	0		1		2	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	1	**1.4%**	1	**1.9%**	0	**0.0%**
Poorly	4	**5.7%**	4	**7.7%**	2	**4.3%**
Adequately	31	**44.3%**	18	**34.6%**	27	**57.4%**
Well	22	**31.4%**	23	**44.2%**	15	**31.9%**
Very Well	12	**17.1%**	6	**11.5%**	3	**6.4%**
Total Valid	70	**100.0%**	52	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	0		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**1.9%**	0	**0.0%**
Poorly	4	**5.8%**	3	**5.8%**	3	**6.4%**
Adequately	27	**39.1%**	20	**38.5%**	24	**51.1%**
Well	28	**40.6%**	21	**40.4%**	19	**40.4%**
Very Well	10	**14.5%**	7	**13.5%**	1	**2.1%**
Total Valid	69	**100.0%**	52	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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?

[Linear]	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**1.9%**	1	**2.1%**
Poorly	4	**6.1%**	5	**9.6%**	3	**6.4%**
Adequately	23	**34.8%**	18	**34.6%**	25	**53.2%**
Well	30	**45.5%**	22	**42.3%**	17	**36.2%**
Very Well	9	**13.6%**	6	**11.5%**	1	**2.1%**
Total Valid	66	**100.0%**	52	**100.0%**	47	**100.0%**
(Don't know/Not sure)	3		0		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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?

[Both]	Frequency 2005	Valid Percent 2005	Frequency 2007	Valid Percent 2007	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	2	**3.8%**	2	**4.3%**
Poorly	9	**13.0%**	12	**23.1%**	7	**14.9%**
Adequately	23	**33.3%**	14	**26.9%**	27	**57.4%**
Well	27	**39.1%**	17	**32.7%**	10	**21.3%**
Very Well	10	**14.5%**	7	**13.5%**	1	**2.1%**
Total Valid	69	**100.0%**	52	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**1.9%**	0	**0.0%**
Poorly	7	**10.1%**	11	**21.2%**	7	**14.9%**
Adequately	27	**39.1%**	16	**30.8%**	22	**46.8%**
Well	25	**36.2%**	19	**36.5%**	12	**25.5%**
Very Well	10	**14.5%**	5	**9.6%**	6	**12.8%**
Total Valid	69	**100.0%**	52	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**0.0%**	2	**4.1%**	0	**0.0%**
Poorly	2	**2.9%**	3	**6.1%**	2	**4.3%**
Adequately	24	**34.8%**	18	**36.7%**	24	**51.1%**
Well	34	**49.3%**	18	**36.7%**	19	**40.4%**
Very Well	9	**13.0%**	8	**16.3%**	2	**4.3%**
Total Valid	69	**100.0%**	49	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		3		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**2.0%**	0	**0.0%**
Poorly	4	**5.9%**	7	**13.7%**	5	**10.6%**
Adequately	23	**33.8%**	12	**23.5%**	10	**21.3%**
Well	31	**45.6%**	21	**41.2%**	24	**51.1%**
Very Well	10	**14.7%**	10	**19.6%**	8	**17.0%**
Total Valid	68	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	1		1		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**2.0%**	0	**0.0%**
Poorly	6	**8.8%**	5	**9.8%**	7	**14.9%**
Adequately	21	**30.9%**	16	**31.4%**	16	**34.0%**
Well	32	**47.1%**	20	**39.2%**	19	**40.4%**
Very Well	9	**13.2%**	9	**17.6%**	5	**10.6%**
Total Valid	68	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	1		1		0	
(No answer/Refused)	1		0		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	0	**.0%**	1	**2.1%**
Poorly	12	**17.4%**	10	**19.6%**	9	**19.1%**
Adequately	26	**37.7%**	16	**31.4%**	25	**53.2%**
Well	27	**39.1%**	18	**35.3%**	10	**21.3%**
Very Well	4	**5.8%**	7	**13.7%**	2	**4.3%**
Total Valid	69	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		1		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**2.0%**	1	**2.1%**
Poorly	12	**17.4%**	13	**25.5%**	9	**19.1%**
Adequately	35	**50.7%**	22	**43.1%**	27	**57.4%**
Well	19	**27.5%**	11	**21.6%**	8	**17.0%**
Very Well	3	**4.3%**	4	**7.8%**	2	**4.3%**
Total Valid	69	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		1		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	0	**.0%**	0	**0.0%**
Poorly	7	**10.1%**	0	**.0%**	1	**2.1%**
Adequately	13	**18.8%**	12	**23.5%**	15	**31.9%**
Well	34	**49.3%**	23	**45.1%**	21	**44.7%**
Very Well	15	**21.7%**	16	**31.4%**	10	**21.3%**
Total Valid	69	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		1		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Very Poorly	0	**.0%**	1	**2.0%**	0	**0.0%**
Poorly	6	**8.7%**	3	**5.9%**	4	**8.5%**
Adequately	28	**40.6%**	15	**29.4%**	23	**48.9%**
Well	28	**40.6%**	25	**49.0%**	17	**36.2%**
Very Well	7	**10.1%**	7	**13.7%**	3	**6.4%**
Total Valid	69	**100.0%**	51	**100.0%**	47	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		1		0	
Total	70		52		47	

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	Frequency 2009	Valid Percent 2009
Significantly less able	2	**2.9%**	0	**.0%**	0	**0.0%**
Less able	5	**7.2%**	7	**14.3%**	6	**13.3%**
No different	33	**47.8%**	19	**38.8%**	29	**64.4%**
More able	27	**39.1%**	20	**40.8%**	10	**22.2%**
Significantly more able	2	**2.9%**	3	**6.1%**	0	**0.0%**
Total Valid	69	**100.0%**	49	**100.0%**	45	**100.0%**
(Don't know/Not sure)	0		0		0	
(No answer/Refused)	1		3		2	
Total	70		52		47	

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

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

Appendix B.2. Open Ended Questions – Principals

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

- As in most teacher programs, UW students are exposed to most aspects of the classroom. Real learning takes place with experience in the classroom.
- Experience is a great teacher and can't be replaced. Theory has its importance but practicality is a better focus for teacher preparation.
- Fantastic! The resources this teacher still utilizes from when she student-taught are terrific! If she doesn't know she knows where to go to find out!
- Focus on assessments and using data in the classroom is essential. Develop programs focusing on rural schools and how that differs from larger schools. Some broad field science program would be very helpful for us here. Training needs to focus on meeting the needs of Wyoming schools.
- Graduates need: More technology/Promethean higher level experience, more classroom management strategies, understanding of short cycle predictive assessments and checking for understanding to differentiate instruction.
- I feel the graduates are better prepared in the past few years than before. It is now an individual difference that separates candidates, not what they have been taught. They have been taught, now it's a matter of putting knowledge into action.
- I have very few UW teachers. I have several UW/CC teachers who do well. I have interviewed several UW teachers and they lack knowledge about SBRR and standards based math. This often costs them opportunities for positions.
- In working with "NEW" teachers, some are well prepared. Some are not proven to be prepared; however I do not think the few who are <u>not</u> is a reflection of the program from which they came but more of a reflection of the individual. Recent student teachers seem very <u>well</u> prepared.
- Managing classroom behavior is a concern. Admittedly, we're in a very unique environment, but the skills/feel for managing student behavior is not adequate. We're only talking about 2 teachers and that's not a statistically significant sample, but for the information we have maybe ratings are much more attributable to the individuals versus the program.
- New teachers tend to need more strategies to incorporate for classroom management. We have found utilizing Harry Wong's procedures to be helpful.
- Only UW graduates have been hired in the last 3 to 5 years.
- Our school had about 15 openings this year. It was very easy to find social studies candidates, not so easy finding math, science, SPED, and foreign language. Do you try to council education students into different disciplines?
- Students are not able to move into standards math environments and are poorly equipped to teach reading. Writing is also a difficult area for student teachers to implement. They are, however, more than willing to learn and do have a good foundation for educational policy and standards.
- Students need more pedagogy with respect to teaching constructivist math and all elements of good reading instruction. Some students need more background on the teaching of writing, like writer's workshops.
- Teachers are not trained well in differentiating their instruction to meet the individual needs of students or subsections (ELL, Special Needs, Diverse Cultures).
- The graduates we employ have all been first year teachers freshly graduated! By their second year they perform better than those from other universities/colleges!
- The students at UW have not been coming in as prepared since UW has reduced the number of practicums they are required to do. This has really hurt them in their preparedness to teach. How sad

for them!

- We continue to get a talented pool of teachers from UW and UW/CC. Thank you!
- We have been very impressed by the quality of Physical Education graduates from UW the past couple of years.
- We have some strong UW teachers and we would not hesitate to recruit from there again.

Appendix B.3. Letters - Principals

UNIVERSITY
OF WYOMING
College of Education
Office of the Dean
Dept. 3374
1000 E. University Avenue
Laramie, Wyoming 82071
(307)766-3145 • fax: (307)766-6668

March 25th, 2009

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 and graduates 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.

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 included survey. We believe that this data is important as we consider opportunities to develop the skills and proficiencies of future graduates.

We have engaged the Survey Research Center of the Wyoming Survey &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 or phone calls. 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,

Kay A. Persichitte

Kay Persichitte
Dean, UW College of Education

Appendix B.4. Questionnaire - Principals

University of Wyoming College of Education Graduates
Teacher Preparedness Survey 2009

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?

☐☐☐ 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?

☐☐☐ 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?

_____

_____

_____

_____

_____

_____

_____

Thank you for your participation! Please mail the completed survey in the postage paid envelope provided to: University of Wyoming, Survey Research Center, Dept. 3925, 1000 University Ave., Laramie, WY 82071