



UW College of Education Teacher Education Program Survey, 2013

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UW College of Education Teacher Education Program Survey, 2013

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 an assessment 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.

2. Organization of this Report

This report presents the results from the survey 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 survey.
- *Section 4* describes the key findings from the surveys. The data are presented in tables and graphs and accompanied by a short narrative.
- *Appendix A* presents the 2013 results of the survey of recent UW College of Education graduates. All data are presented in tables that 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. Concluding Appendix A are the graduates' responses to the open-ended questions.
- *Appendix B* presents the 2013 results of the survey of principals. All data are presented in tables that 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 mail survey. Again, missing values of "Don't know" and "No answer" are excluded from the valid percentage calculations. 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.

3. Methods

Questionnaire Development

Data collection for the UW College of Education Teacher Education Survey used phone, web-based, and mail administration modes. Three versions of the survey instrument were created – one formatted (and programmed) for telephone interview, one created for web-based completion, and one created for paper and pencil completion. Graduates of the Teacher Education program were given the choice to complete the survey online or by telephone interview, whereas principals were sent a paper and pencil questionnaire.

Content for both the graduates' and principals' questionnaires was created in collaboration with the College of Education. Multiple iterations of the survey done in prior years were used as a basis for the content in 2013, with only minor changes implemented. The content for both surveys focused on graduates' and principals' perceptions and attitudes about student preparedness at completion of the Teacher Education Program. The survey of graduates consisted of just over 30 questions, with the telephone interview lasting on average 12 minutes to complete. The principals' survey consisted of 17 questions and fit comfortably on the front and back of a letter-sized page.

Sample Design and Size

The population of interest for this study was all 2011-2012 graduates of the Teacher Education Program, as well as the principals of schools in which those graduates are currently teaching. The SRC obtained the list of 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 511 contacts. All but one record included both an email address and phone number.

Survey Administration and Response Rate

The administration of the surveys used multiple phone calls, emails, and mailings. A series of three email invitations to complete the survey online were sent to 510 graduates starting in early May, 2013. Phone calls began on May 6th to all those who had not responded to the email invitation. Phone numbers were called up to 17 times in May 2013 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.

It is suspected that many emails sent did not reach the intended recipient, since many were "uwyo.edu" addresses that will have been set inactive at some point after graduation. Of the 510 email invitations sent to graduates, only 36 resulted in an online completion. Through phone interviews, another 180 completions were obtained, resulting in a total of 216 completions of the graduate's survey. Phone attempts led to 102 records being deemed invalid due to a discontinued or non-working number or the phone number not reaching the intended graduate, leaving 409 valid records. The response rate for the graduate's survey was 53%.

The design of the study was such that only principals for whom the graduates had given permission to contact would receive the principal's survey. This survey was administered by mail (with telephone reminder calls) starting in early May, 2013. The questions asked of the principals were the same 12 core preparedness questions asked of recent graduates along with four additional questions. Principals were asked only about recently hired UW graduates, and not about any one graduate in particular.

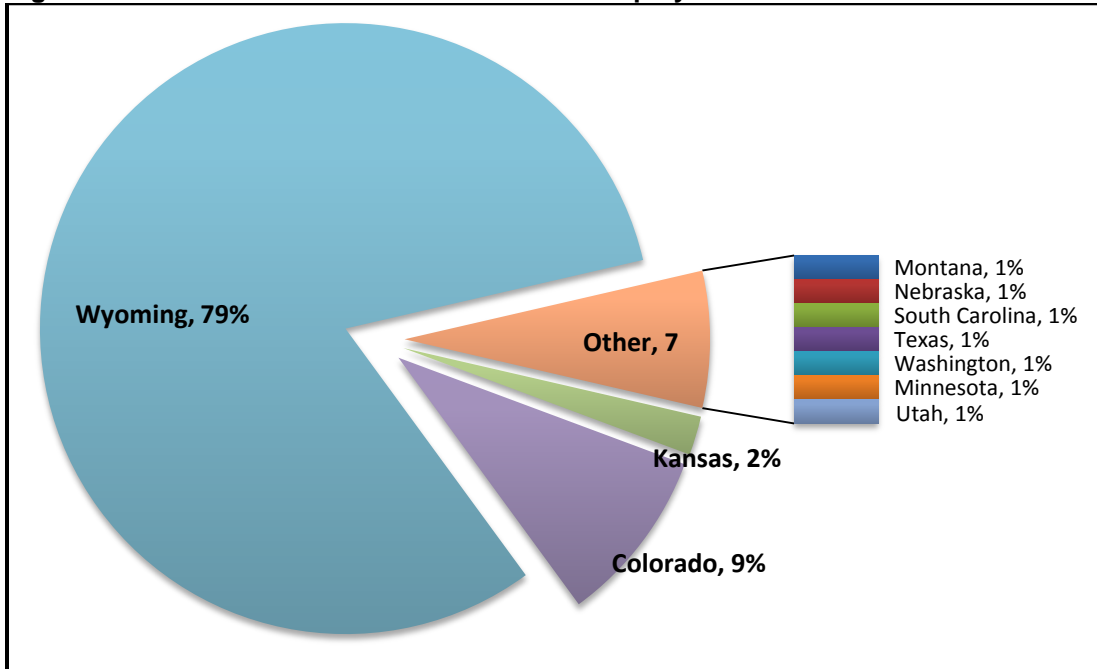
The SRC obtained consent from 93 graduates with at least partial contact information for their respective principals. However, due to multiple graduates working under the same principal the final list contained a total of 88 unique contacts. An effort was made to obtain full contact information by way of Internet search, yielding seemingly accurate contact information for all 88 principals. A total of 38 surveys were received from principals for a final response rate of 43%.

4. Key Findings

The majority of recent UW College of Education graduates were employed as teachers at the time of the survey. Self-evaluations of the graduates' preparedness to deal with most aspects of teaching were generally high, as were the evaluations that their principals provided.

The majority (79%) of graduates surveyed, who were employed as teachers, were working within the state of Wyoming. As shown in Figure 4.1 below, the second-largest group (9%) was working in the neighboring state of Colorado. Very few graduates were working in other states.

Figure 4.1. State Where Recent Graduates are Employed



About 85% of graduates reported they took at least one semester of classes from a community college as part of their undergraduate degree.

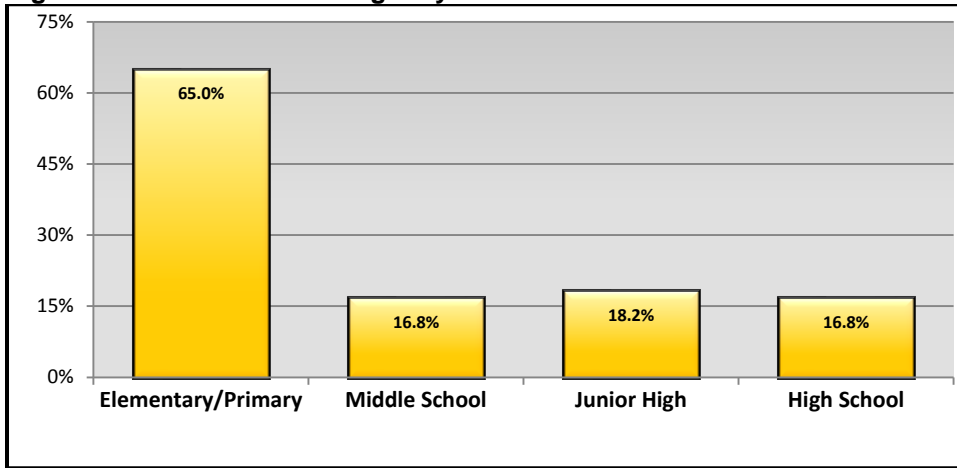
Just over 67% of recent College of Education graduates surveyed were working as teachers at the time they were interviewed. Graduates from the Casper campus (69.2%) were very slightly more likely to be working as teachers than those from the Laramie campus (67.3 %) and Powell campus (55.6%).

Table 4.1. Graduates Employed as Teachers by Year

<i>Campus of Graduation</i>	Employed as Teachers	
	Total N	Percent
Laramie	113	67.3%
Casper	27	69.2%
Powell / State Elementary Program	5	55.6%
Total	145	67.1%

Figure 4.2, below, displays which grade levels recent graduates were teaching. The majority of graduates teach at the *Elementary/Primary* grade level at 65%, followed by *Junior High* (18%) and *Middle School* (17%), which combine to 34%. *High School* is the least taught level at 17%.

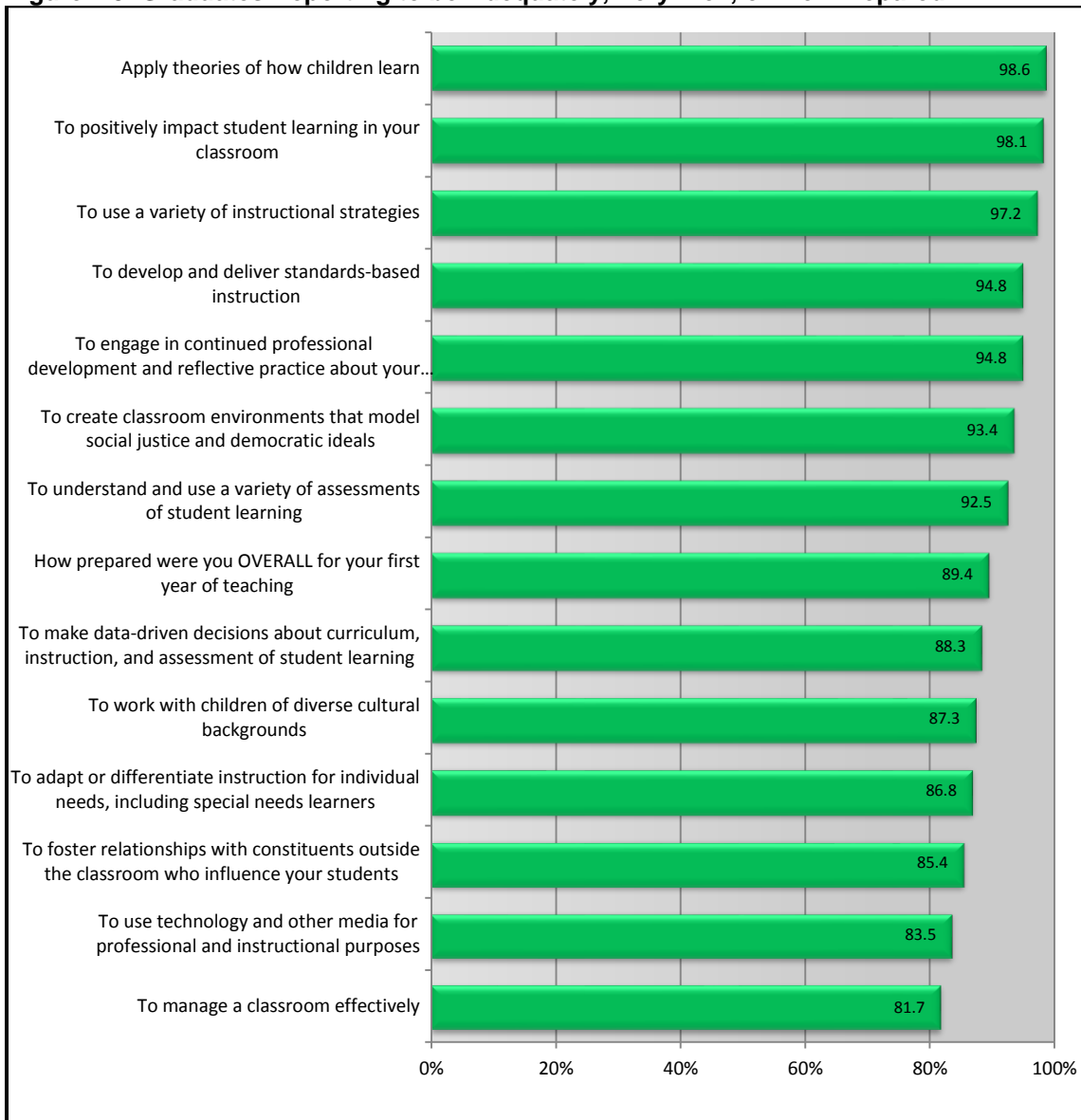
Figure 4.2. Grade Levels Taught by Recent Graduates



Recent graduates now teaching professionally and the principals who employ them were asked a battery of 14 questions concerning the preparedness of the graduates for the teaching profession. The top three areas in which graduates evaluate themselves as being *adequately*, *very well* or *well* prepared are: “apply theories of how children learn”, “positively impact student learning in [their] classroom”, and “use a variety of instructional strategies.” The overwhelming majority of graduates felt at least adequately prepared by the Teacher Education Program on all 14 preparedness areas.

The area in which the fewest number of graduates consider themselves to be *adequately*, *well*, or *very well* prepared was in “manag[ing] a classroom effectively” (82%).

Figure 4.3. Graduates Reporting to be Adequately, Very Well, or Well Prepared



Twelve of the 14 preparedness items asked on the graduate's survey were also asked on the principal's survey. In Table 4.2 the principals' responses are compared side by side with the graduates' responses for each shared preparedness item. The results are ranked in order of the greatest absolute differences between the two groups.

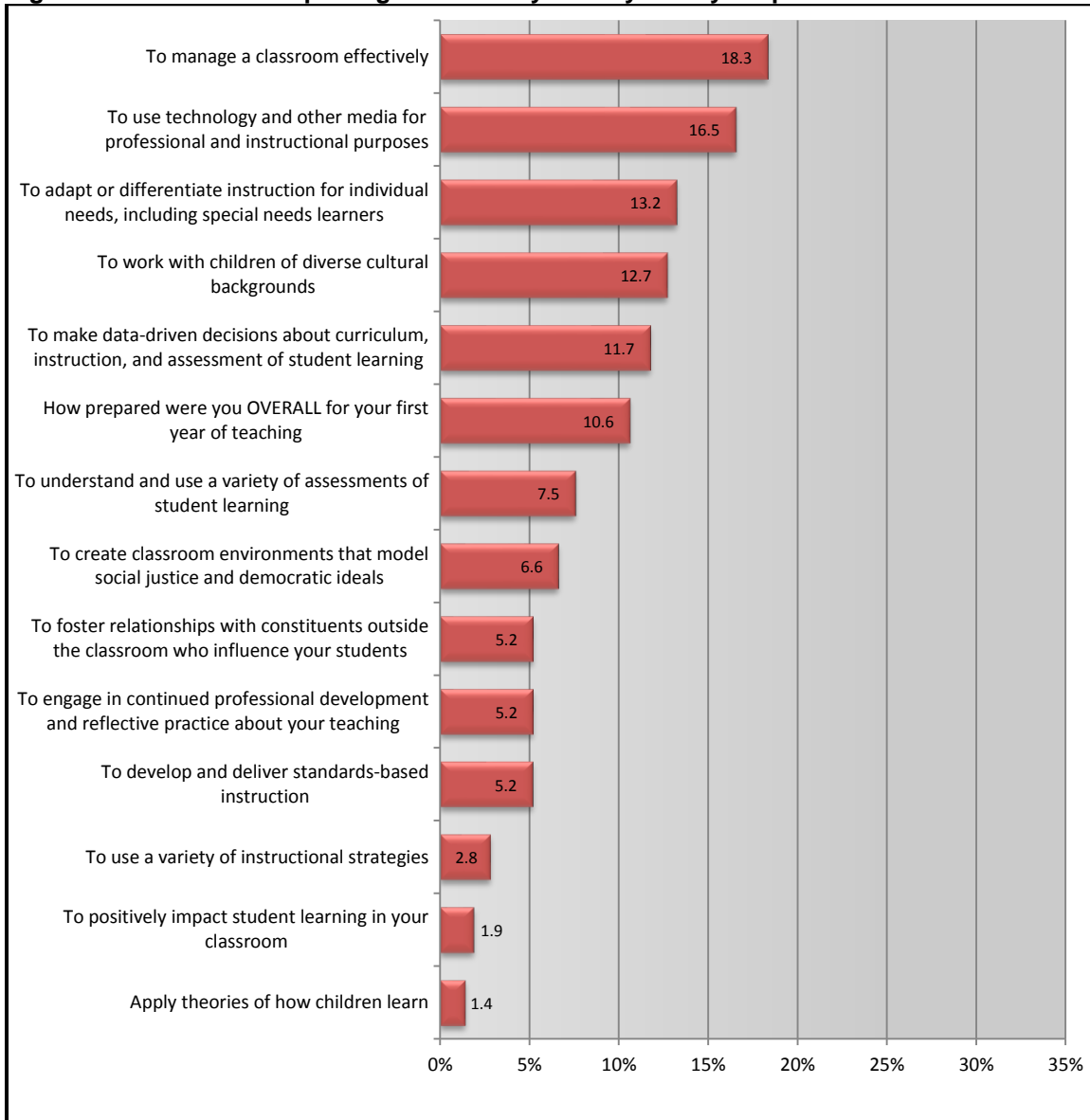
Note that when a negative number is listed under "difference," graduates rated themselves less prepared than principals. When a positive difference exists, graduates rated themselves more prepared than did their principals. While there are no large differences, the largest discrepancy in the perception of preparedness was "manage a classroom effectively", which differed by 13 percentage points and principals rating preparedness in this area higher than graduates.

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

Question	<i>Very Well, Well, or Adequately Prepared</i>		
	% Graduates	% Principals	Difference (in percentage points)
Manage a classroom effectively	81.7	94.7	-13.0
Foster relationships with constituents outside the classroom who influence your students	85.4	94.7	-9.3
Use technology and other media for professional and instructional purposes	83.5	92.1	-8.6
Use a variety of instructional strategies	97.2	89.5	7.7
Work with children of diverse cultural backgrounds	87.3	94.6	-7.3
Make data-driven decisions about curriculum, instruction, and assessment of student learning	88.3	81.6	6.7
Apply theories of how children learn	98.6	91.9	6.7
Create classroom environments that model social justice and democratic ideals	93.4	97.3	-3.9
Develop and deliver standards-based instruction	94.8	92.1	2.7
Understand and use a variety of assessments of student learning	92.5	92.1	0.3
Engage in continued professional development and reflective practice about your teaching	94.8	94.7	0.1
Adapt or differentiate instruction for individual needs, including special needs learners	86.8	86.8	0.0

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 4.4 indicates, the highest relative number of graduates who rate themselves as *poorly* or *very poorly* prepared for any item was no more than 18% ("manage a classroom effectively"). Nine of the items had 10% or less of graduates reporting being poorly or very poorly prepared. "Apply theories of how children learn" and "positively impact student learning in your classroom" were the items listed least by graduates as being poorly or very poorly prepared (1.4% and 1.9%, respectively).

Figure 4.4. Graduates Reporting to be Poorly or Very Poorly Prepared



In Table 4.3, the responses of *poorly* and *very poorly* prepared provided by recent graduates and by their principals on the 12 shared preparedness items are compared. As with the previous table, the items are ranked in order of the greatest absolute difference occurring between the principals' and graduates' responses. The item on which the opinions of graduates and principals differ substantially is "manage a classroom effectively." Interestingly, principals rate this preparedness item much higher than graduates, as only 5% of principals regard graduates as poorly or very poorly prepared to effectively manage the classroom.

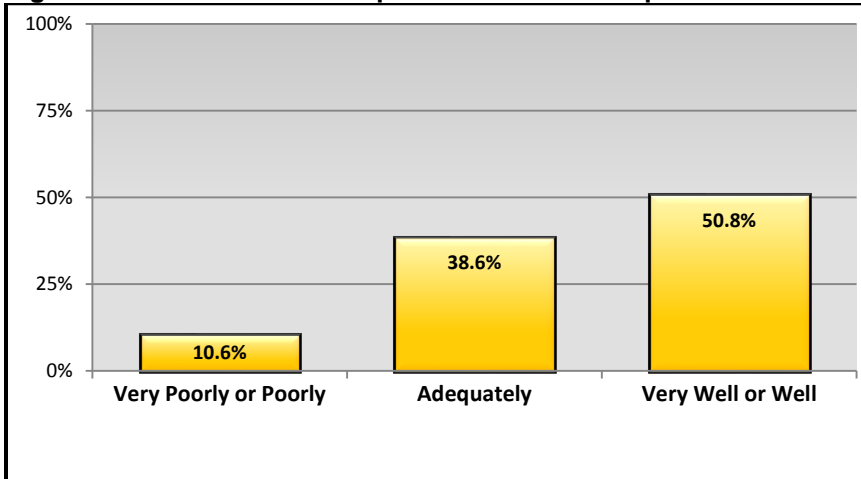
On only three items do we find principals rating graduates substantially more poorly prepared than the graduates. While only 3% of graduates indicate being poorly prepared for using a variety of instructional strategies, principals rate graduates poorly prepared over 10% of the time. Principals also rate graduates as being poorly prepared to "make data-driven decisions about curriculum, instruction, and assessment of student learning" and to "apply theories of how children learn" more often than the graduates. In general, though, we see similarities in how graduates and principals rate preparedness on the 12 items.

Table 4.3. Comparison of Graduates and Principals Reporting Poor or Very Poor Preparedness

Perceptions of Graduates Employed as Teachers: Preparedness According to the Graduates and their Principals			
Question	<i>Poorly or Very Poorly Prepared</i>		
	% Graduates	% Principals	Difference (in percentage points)
Manage a classroom effectively	18.3	5.3	13.0
Use technology and other media for professional and instructional purposes	16.5	7.9	8.6
Use a variety of instructional strategies	2.8	10.5	-7.7
Work with children of diverse cultural backgrounds	12.7	5.4	7.3
Make data-driven decisions about curriculum, instruction, and assessment of student learning	11.7	18.4	-6.7
Apply theories of how children learn	1.4	8.1	-6.7
Create classroom environments that model social justice and democratic ideals	6.6	2.7	3.9
Develop and deliver standards-based instruction	5.2	7.9	-2.7
Understand and use a variety of assessments of student learning	7.5	7.9	-0.3
Foster relationships with constituents outside the classroom who influence your students	5.2	5.3	-0.1
Engage in continued professional development and reflective practice about your teaching	5.2	5.3	-0.1
Adapt or differentiate instruction for individual needs, including special needs learners	13.2	13.2	0.0

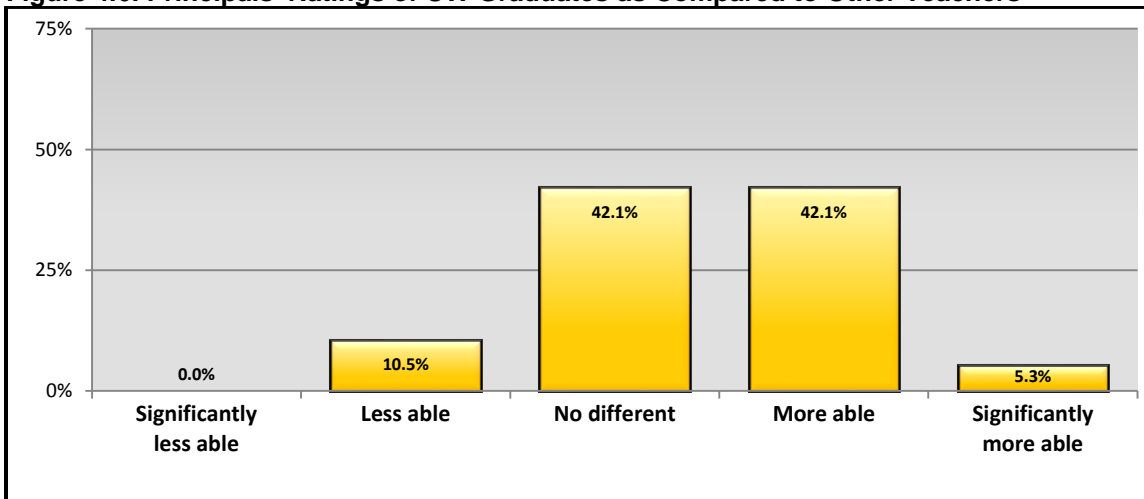
As seen in Figure 4.5, data indicate just over 10% of graduates feel *very poorly* or *poorly* prepared for their first year of teaching. Many (38.6%) feel that their overall preparedness was adequate coming out of the Teacher Education Program. The majority of graduates (50.8%) indicate feeling well or very well prepared.

Figure 4.5. Graduates' Self-reported OVERALL Preparedness



Finally, principals were asked how they would compare UW Teacher Education graduates with other first and second year teachers at their school. As shown in Figure 4.6, the data show that 42% of principals considered UW graduates more able than other teachers, while only 10.5% of principals considered them to be less able. No principals reported UW Teacher Education graduates to be significantly less able than their peers and 5% consider them significantly more able. Overall, the data suggest that principals feel that UW graduates perform well when compared to graduates from other schools.

Figure 4.6. Principals' Ratings of UW Graduates as Compared to Other Teachers



Appendices A. Graduates

Appendix A.1. Frequencies and Percentage Distributions – Graduates

Results from the College of Education Survey are presented in this appendix. 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%.

Respondents = 216

**Hello, I'm calling from the University of Wyoming on behalf of the College of Education.
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 State Elementary Program? [q3]

[If needed:] The State Elementary Program is associated with the Powell campus

	Frequency	Valid Percent
(Laramie Campus)	168	77.8%
(Casper Campus)	39	18.1%
(State Elementary Program)	9	4.2%
Total Valid	216	100%
Total	216	

2. What was your major? [q4]

	Frequency	Valid Percent
(Elementary Education)	111	51.4%
(Elementary/Special Education dual major)	0	0%
(Elementary/Early Childhood Education)	17	7.9%
(English as a Second Language Education)	1	0.5%
(Middle Grade Education)	0	0%
(K-12 Art Education)	5	2.3%
(K-12 Music Education)	0	0%
(Secondary English Education)	14	6.5%
(Secondary Math Education)	13	6.0%
(Secondary Science Education)	6	2.8%
(Secondary Social Studies Education)	20	9.3%
(Secondary Modern Languages Education)	5	2.3%
(Agriculture Education)	6	2.8%
(Industrial Technology Education)	5	2.3%
(More than one of the above)	5	2.3%
(Other, please specify) ➤	8	3.7%
Total Valid	216	100%
Total	216	

➤ 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? [q5]

[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	Valid Percent
(Yes)	134	62.0%
(No)	82	38.0%
Total Valid	216	100%
Total	216	

➤ Skip to question 5.

4. How many semesters of coursework did you complete at a community college? [q6]

	Frequency	Valid Percent
(None - only 1 or 2 courses)	19	14.4%
(One semester - 3 to 6 courses)	20	15.2%
(Two semesters - 7 to 11 courses)	18	13.6%
(Three semesters - 12 to 15 courses)	11	8.3%
(Four semesters - 16 to 20 courses)	40	30.3%
(Five or more semesters - more than 20 courses)	24	18.2%
Total Valid	132	100%
(Don't Know/Not Sure)	2	
Skipped	82	
Total Missing	84	
Total	216	

4a. Did you complete your Associates Degree at a Wyoming Community College? [q6a]

	Frequency	Valid Percent
(Yes)	81	60.4%
(No)	53	39.6%
Total Valid	134	100%
Skipped	82	
Total Missing	82	
Total	216	

5. Do you have more than one certification or endorsement? [q7]

	Frequency	Valid Percent
(Yes)	46	21.3%
(No)	170	78.7%
Total Valid	216	100%
Total	216	

➤ Skip to question 7.

6. What are your certifications and endorsements? (Check all that apply.) [q8]

	Frequency	Valid Percent
(Elementary Education)	7	15.2%
(Elementary/Special Education dual major)	4	8.7%
(Elementary/Early Childhood Education)	10	21.7%
(English as a Second Language Education)	5	10.9%
(Reading/Literacy)	0	0%
(Middle Grades General Education)	1	2.2%
(Middle Grades Mathematics)	0	0%
(Middle Grades Science)	1	2.2%
(K-12 Art Education)	2	4.3%
(K-12 Music Education)	0	0%
(Secondary English Education)	2	4.3%
(Secondary Math Education)	3	6.5%
(Secondary Science Education)	4	8.7%
(Secondary Social Studies Education)	3	6.5%
(Secondary Modern Languages Education)	1	2.2%
(Agriculture Education)	1	2.2%
(Industrial Technology Education)	1	2.2%
(Other, please specify) ➤	18	39.1%
Total Valid	46	
Skipped	170	
Total Missing	170	
Total	216	

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

7. Are you currently employed as a teacher? [q9]

	Frequency	Valid Percent
(Yes)	145	67.1%
(No)	71	32.9%
Total	216	100%

➤ Skip to question 13.

8. What grade-levels do you teach? (Check all that apply.) [q10]

	Frequency	Valid Percent
Elementary (or Primary)	93	65.0%
Junior High	24	16.8%
Middle School	24	16.8%
High School	26	18.2%
Total Valid	143	
(No Answer/Refused)	2	
Skipped	71	
Total Missing	73	
Total	216	

* 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.) [q11]

	Frequency	Valid Percent
Kindergarten	36	36.4%
First grade	22	22.2%
Second grade	30	30.3%
Third grade	28	28.3%
Fourth grade	22	22.2%
Fifth grade	20	20.2%
Sixth Grade	11	11.1%
Total Valid	99	
(Don't Know/Not Sure)	3	
(No Answer/Refused)	2	
Skipped	112	
Total Missing	117	
Total	216	

** If Elementary teaching only, skip to question 12.*

10. What subjects do you teach? (Check all that apply) [q13]

	Frequency	Valid Percent
English	18	34.6%
Math	22	41.5%
Science	17	32.7%
Art	4	8.2%
Music	4	8.0%
Social Studies	16	31.4%
Modern Language (Foreign Language)	4	8.3%
Agriculture	5	10.4%
Technical Education (Industrial Arts)	4	8.2%
Other, please specify ➤	13	25.0%
Total Valid	81	
(Don't Know/Not Sure)	1	
(No Answer/Refused)	5	
Skipped	129	
Total Missing	135	
Total	216	

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

11. In what state do you currently work? [q14]

	Frequency	Valid Percent
(Wyoming)	114	78.6%
(California)	0	0.0%
(Colorado)	13	9.0%
(Idaho)	0	0.0%
(Montana)	0	0.0%
(Nebraska)	2	1.4%
(North Dakota)	2	1.4%
(South Dakota)	2	1.4%
(Utah)	2	1.4%
Other, please specify ➤	10	6.9%
Total Valid	145	100%
Skipped	71	
Total Missing	71	
Total	216	

➤ 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:

12. Apply theories of how children learn? [q17]

	Frequency	Valid Percent
(Very Poorly)	0	0.0%
(Poorly)	3	1.4%
(Adequately)	79	37.1%
(Well)	85	39.9%
(Very Well)	46	21.6%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

13. To adapt or differentiate instruction for individual needs, including special needs learners? [q17a]

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

	Frequency	Valid Percent
(Very Poorly)	2	0.9%
(Poorly)	26	12.3%
(Adequately)	66	31.1%
(Well)	69	32.5%
(Very Well)	49	23.1%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

14. To work with children of diverse cultural backgrounds? [q18]

[If needed]: Read response choices.

	Frequency	Valid Percent
(Very Poorly)	4	1.9%
(Poorly)	23	10.8%
(Adequately)	66	31.0%
(Well)	71	33.3%
(Very Well)	49	23.0%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

15. To use a variety of instructional strategies? [q19]

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

	Frequency	Valid Percent
(Very Poorly)	1	0.5%
(Poorly)	5	2.3%
(Adequately)	48	22.5%
(Well)	78	36.6%
(Very Well)	81	38.0%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

16. To manage a classroom effectively? [q20]

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

	Frequency 2005	Valid Percent 2005
(Very Poorly)	11	5.2%
(Poorly)	28	13.1%
(Adequately)	66	31.0%
(Well)	77	36.2%
(Very Well)	31	14.6%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

17. To create classroom environments that model social justice and democratic ideals? [q21]

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

	Frequency	Valid Percent
(Very Poorly)	3	1.4%
(Poorly)	11	5.2%
(Adequately)	66	31.1%
(Well)	79	37.3%
(Very Well)	53	25.0%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

18. To use technology and other media for professional and instructional purposes? [q22]

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

	Frequency	Valid Percent
(Very Poorly)	4	1.9%
(Poorly)	31	14.6%
(Adequately)	59	27.8%
(Well)	58	27.4%
(Very Well)	60	28.3%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

19. To develop and deliver standards-based instruction? [q23]

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

	Frequency	Valid Percent
(Very Poorly)	3	1.4%
(Poorly)	8	3.8%
(Adequately)	61	28.6%
(Well)	84	39.4%
(Very Well)	57	26.8%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

20. To understand and use a variety of assessments of student learning? [q24]

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

	Frequency	Valid Percent
(Very Poorly)	3	1.4%
(Poorly)	13	6.1%
(Adequately)	63	29.7%
(Well)	88	41.5%
(Very Well)	45	21.2%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

21. To make data-driven decisions about curriculum, instruction, and assessment of student learning? [q25]

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

	Frequency	Valid Percent
(Very Poorly)	3	1.4%
(Poorly)	22	10.3%
(Adequately)	89	41.8%
(Well)	70	32.9%
(Very Well)	29	13.6%
Total Valid	213	100%
(No Answer/Refused)	3	
Total Missing	3	
Total	216	

22. To engage in continued professional development and reflective practice about your teaching? [q26]

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

	Frequency	Valid Percent
(Very Poorly)	2	0.9%
(Poorly)	9	4.2%
(Adequately)	43	20.3%
(Well)	86	40.6%
(Very Well)	72	34.0%
Total Valid	212	100%
(No Answer/Refused)	4	
Total Missing	4	
Total	216	

23. To foster relationships with constituents outside the classroom who influence your students? [q27]

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

	Frequency	Valid Percent
(Very Poorly)	2	0.9%
(Poorly)	29	13.7%
(Adequately)	65	30.7%
(Well)	77	36.3%
(Very Well)	39	18.4%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

24. To positively impact student learning in your classroom? [q35]

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

	Frequency	Valid Percent
(Very Poorly)	0	0.0%
(Poorly)	4	1.9%
(Adequately)	49	23.1%
(Well)	100	47.2%
(Very Well)	59	27.8%
Total Valid	212	100%
(Don't know/Not sure)	1	
(No Answer/Refused)	3	
Total Missing	4	
Total	216	

25. Using the same 5-point scale, from Very Poorly to Very Well, how prepared were you OVERALL for your first year of teaching? [q28]

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

	Frequency	Valid Percent
(Very Poorly)	6	3.2%
(Poorly)	14	7.4%
(Adequately)	73	38.6%
(Well)	68	36.0%
(Very Well)	28	14.8%
Total Valid	189	100.0%
(Don't know/Not sure)	14	
(No Answer/Refused)	13	
Total Missing	27	
Total	216	

26. Thinking about your OVERALL teacher education program at UW, what would you say were its main strengths? [q29]

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

27. Do you have any suggestions for improving the program? [q30]

[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.

Appendix A.2. Open Ended Responses – Graduates

2. What was your major?

- 2nd edu Spanish
- Elementary ed w/ conc. in creative arts
- Interdisciplinary Early Childhood
- Master in American Studies
- Secondary art
- Secondary Biology Science

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

- Asst coaching soccer.
- Business.
- Chemistry, Biology and Earth Science.
- Coaching. [3]
- Early childhood.
- Early childhood and coaching.
- Economics.
- High school wrestling coach.
- Individual and society.
- Music k-6.
- Secondary agriculture education.
- Special Education, Economics, History.
- Substitute K-12.
- Transitional coaching endorsement.
- World language, sociology.

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

- Biology.
- College level.
- English as a 2nd language.
- PALS
- Reading intervention/tiered language arts.
- ESL.
- I teach preschool.
- Special Education. [2]

12. In what state do you currently work?

- Kansas. [3]
- Minnesota.
- New Mexico.

- South Carolina.
- Texas. [2]
- Washington.

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

- A support network was there if I needed it. Knowledgeable about specific subjects.
- Absolutely loved the faculty!
- Adequate teacher/student ratios, teacher availability, [Name withheld].
- All the practicum, observing and student teaching.
- A lot of hands on classes and in the field work and lots of opportunity of going into the classroom.
- Any hands-on stuff, student teaching, practicum.
- Availability of professors, effectiveness of literature provided.
- Background knowledge on students and the content area required.
- Being able to apply the things I learned in the classroom. I wasn't prepared for the stuff that was on the side like the social means, hours, etc.
- Being at the Casper center, I think it was a huge strength that we were able to be in our student teaching classroom for an entire. Preparing us for interviewing and making resumes and portfolios, that was all very helpful.
- Building each relationship with your students.
- Class sizes were nice, professor accessibility.
- Classroom behavioral management.
- Classroom community and classroom environment.
- Classroom experience.
- Classroom management techniques, student teaching, and [Name withheld] course.
- Classroom management, diversity of student learners.
- Classroom management.
- Communication with professors.
- Content area knowledge for secondary programs.
- Convenience.
- Creative with lesson plans.
- Curriculum delivery.
- Definitely cultural diversity and how to create an open classroom environment.
- Definitely gave you a wide variety of classes that you might need.
- Definitely lesson planning. Working with students in lab school.
- Democratic classroom, and differentiated instruction. They focused on that and did a good job.
- Developing a community in your classroom and opportunities for when you are a student and a teacher such as research tools.
- Different ways of assessing students, backwards design, the two main things.
- Differentiated instruction, dealing with learners of diverse cultural background, different instructional models, classroom management.
- Differentiation education.
- Diversity in the classroom using different techniques
- Diversity of staff, use of technology, strategy.
- Engagement with the students.

- Enjoyable professors.
- Excellent professors.
- Experience in school with students and teachers.
- Exposure to different technologies was very good, a Denver trips was good to see a different school situation.
- Flexibility.
- Flexibility - faculty and staff worked with our needs to provide support in helping us to earn our degrees.
- Focus on creating relationships with the students, and assessment practices.
- For me I ended up with highly qualified professors which was a plus for me. I have heard some students ended up with professors with no experience.
- For my program, they did a good job of making sure you got a wide variety of background in the content area. For the education part, it's so much that it's hard to cover, but they did a good job of giving you a part of each of the most important things.
- For the most part, the professors have a substantial amount of experience in the field.
- Getting out into the community.
- Good professors and they were very knowledgeable.
- Great professors, good placement in school, a good overall program.
- Hands on experience. Educational assessment course.
- Having small class sizes, a lot of one on one attention.
- Having small classes and being able to talk to the teachers and knowing who they are.
- Helps you with your content area, teach you what you need to teach.
- I got to go to Bolivia as a foreign exchange as a teaching experience and the student teaching at the end.
- I had small classes at Casper which was a plus for me. A lot of collaboration with my peers in my class which helped me with collaborating with my class peers.
- I learned a lot about theories. There were many ideas/ideals that were taught.
- I like the different classes we were given. The different sciences and math.
- I liked the background knowledge of how a child progresses, there were great professors.
- I liked the professors and they were very good.
- I really liked my department head.
- I think getting us into the classroom as often as they could.
- I think it was strong in making it more 21st century.
- I think letting us be in an international classroom and how it was going to be, hands-on and discussion.
- I think that the best part was teaching different strategies to meet children's needs.
- I think the aspects in teaching styles.
- I think the early childhood endorsement program better prepared me for the classroom. The methods class for reading and English was very helpful and gave me confidence in that area of instruction. The methods social and cultural produced great knowledge.
- I think the instructors are very knowledgeable and have great relationships to their students.
- I think the main strengths in the democratic in the classroom of what teaching should be.
- I think the overall design of the program is very good. We get a lot of time in the classroom before student teaching and I think this helps prepare students for the student teaching experience. The program has a variety of course work that prepares students.
- I think we had some good professors who taught us some creative ways of teaching.
- I thought the communication and the support that I received as a student teacher helped me become a great teacher. The instructors that I were under were wonderful.
- I was in a very small class size and the teachers knew me. It wasn't like when I took classes in Laramie with 2 or 300 in a class.

- I would say the diversity of the content that we learned.
- I would say emphasis on social justice and experiential learning were helpful.
- I would say the best was theories and individual lesson plans these two classes were taught by the same professor.
- I would say the democratic point of view in the classroom.
- I would say the professors and their willingness to form relationships.
- Instruction and having a variety of teaching methods.
- It think teaching about citizenship in the classroom ability and how teaching children's needs best.
- Its main strengths for me was a few of the professors that I had. As far as the overall process in the office I felt there were a lot of hoops to jump through and that was really frustrating. [Name withheld] was good, [Name withheld] was a really good one.
- Just the professors were good at preparing me for the classroom setting.
- Keeping a democratic and diverse classroom, that was my most favorite class. The field experience was good.
- Knowledgeable professors.
- Learning how to teach different cultures, and the assessment was good. Subject specific classes were helpful.
- Level of preparedness for diverse classrooms especially high minority settings, lots of preparedness for individual student's needs.
- Looking at each student's strength and using that to help build lessons in which they have the ability to tackle new material and feel successful.
- Modeling was very well done.
- More theory wise as opposed to actual implementation.
- Most of the faculty was very knowledgeable and had a passion for creating great new teachers that would enjoy teaching.
- Most of the instructors were very personable and passionate about what they were doing. My methods classes were the most effective.
- My early childhood classes, where I did the most applicable learning.
- My education in my content area.
- My mentor teacher and my advisor.
- My methods teachers and their support through my last year of student teaching. Teacher involvement that last year was the biggest help.
- Offering a variety of classes, that all had the same foundations.
- Our teachers were adverse in things that weren't realistic. What were taught in the classroom wasn't realistic once we got in the classroom.
- Overall the greatest strength that UW had was [Name withheld].
- Practicum experience.
- Practicum experiences texts very knowledgeable, friendly and knowledgeable staff. And overall content.
- Prepared me to teach (history) taking into acct the diversity and learning ability of students.
- Prepared us for classroom curriculum mentors were very attentive to my needs while student teaching.
- Preparing the lessons, definitely shown how to prepare a lesson, and then how to deliver in different forms of technology.
- Probably the strategies that they showed us to do science and math.
- Probably with our program the diversity of the different types of classes. Pretty decent staff, I was pretty happy with staff they have there.
- Professor to student relationship. Instructional practices.
- Professors are very knowledgeable. They take more time out to help you out. I enjoyed that.

- Professors for the most part were very dedicated to student effectiveness and preparedness. In particular, my EDST 3000 semester was very well thought out and assigned, and I enjoyed my methods classes and still being able to be in the classroom to apply.
- Promoting social justice in the classroom and using strategies in the English program.
- Providing knowledge of different skills and types.
- Providing multiple experience with different aspects in the classroom.
- Quality of instructors, the student teaching course, the ability to get you into the classroom, get out into teaching right away.
- Reasonable deadlines announced in advance.
- Showing different teaching strategies.
- Social justice is a strong area.
- Some of the classes were very helpful, Special Ed, and diversity were especially good.
- Some of the teachers.
- Standards based instruction. Content preparation.
- Structured/ basic tools, wide variety of knowledge.
- Student teaching.
- Teacher education program at UW need to be as a teacher and not as a student were well.
- Teaching be reflective about your teaching and the variety.
- Teaching diverse learners and classroom management. The mentor teacher methods.
- Teaching diversity and working with different learning levels.
- Teaching humanities and science.
- Teaching strategies.
- Teaching us the philosophies and different strategies, and assessments was a big one. Learning how to work with multiple intelligences. Experiences in the classroom were good, observations.
- Technology and standards-based teaching.
- That is kind of a tough one. I'd say the actual classes in our core areas. The specific classes in what we were going into as opposed to our general education classes were good.
- That it was a smaller classrooms and excellent professors.
- The access to the professors. It was very relaxed and they were always available.
- The Ag Ed department really cares about you and you feel like you matter. Dr. Haynes continues to help you even after you graduate by keeping you informed about what's going on.
- The contents of certain classes were good. The field trip to Denver where we taught a class was great.
- The cultural diversity and special education classes were good. They taught me a lot about different kids and working with different kids.
- The cultural diversity were strengths and immigrating the classroom with special needs children.
- The diversity class, the practicums helped a lot too, along with the student teaching.
- The diversity of teachers, they were willing to help.
- The diversity, the flexibly and the internet classes.
- The experience of instructors.
- The faculty was accessible and willing to help.
- The focus on classroom management and professional development.
- They gave us time to get to know students. The organization was good.
- The hands on learning, differentiation of teaching styles, real world experiences, applying them to classroom. One on one with teachers.
- The instructors and professors at UW cc were great, very knowledgeable and approachable.
- The instructors knew what they were talking about, informed to guide students in the right direction.

- The instructors.
- The knowledge and content area, the professor in the content area and the diversity.
- The lessons courses and the importance of community courses and team planning. Lesson planning was really good as well.
- The literacy base was very strong. The university really cared about individual teachers. Conceptions in science was fantastic.
- The literacy part was very strong as far as us taking our reading classes to teach our kids language arts. They showed us a lot about differentiation as well. How to access kids was a very good program through the uw as well.
- The main strengths are the efforts that individual teachers put into the program. I had a few excellent teachers that really impacted my teaching strategies and helped me to be a better teacher. The semester I spent in methods, as well at my teacher.
- The main strengths of the University of Wyoming were the math and literacy methods courses. [Name withheld] is a huge asset to the program and creates a class atmosphere that easily transfers to the real world classroom.
- The main strengths were the availability of classes and the range of different classes offered. The instructors were strong, helpful, and overall wonderful. I think UW has an amazing Teacher Ed program and I speak of it highly!
- The main strengths were the practical application during practicum and student teaching.
- The main strengths were to help understand the foundations/history of public education, preparing engaging lessons plans, providing techniques for classroom engagement and discipline.
- The mains strengths were the way the professors and instructors formed rampart with their students. We are treated more like teachers than students.
- The math and science methods class was great. Practicum was very helpful.
- The method professors were very good.
- The methods class teacher as practitioner class
- The methods classes were very beneficial. Practiced content.
- The methods classes, humanities and literacy were especially helpful.
- The methods courses were great, choices of student teachers were great, and the choice of methods teachers who had classroom experience.
- The pilot program and not having to travel was awesome. That was why i chose it. There were a few instructors that did a very good job.
- The practicum in the classroom. Not student teaching and lab times were very effective.
- The professors are their main strength.
- The professors in the education department and the stress of using other peers in the education department.
- The professors were mainly helpful and when I graduated, I felt I knew about how to be a teacher.
- The professors were more than adequate and more than certified, the programs prepared you for teaching
- The quality of education and the willingness of the professor to provide the tools you need.
- The quality of instructors, they had experience. They had worked with children. The practicum experiences were a strong point, required you to be in working with children in the classroom.
- The science teacher class helped introduce us to the kinds of technology that would be helpful in the classroom
- The small class sizes.
- The small classroom environment and sharing ideas with other students.
- The special needs preparation was well done. Standards and common core was done very well and there was good guidance.
- The standard curriculum.

- The standard-based instruction--using the standards to teach instruction. I think overall the preparation for teaching in general. Overall I think it prepared me pretty well.
- The student teaching program. It was a good experience for me in applying in the classes.
- The teachers' willingness to help me in a timely manner.
- The teachers. They were awesome.
- The time that I actually spent in class with students, not in the college class.
- The use of technology and fostering relationships.
- The variety in classes offered to address the needs that teachers need in all elements of the classroom, appreciated the practicum and student teaching, several invested and passionate professors.
- The work around knowing the standards that we have to teach to, developing lessons around that.
- The working with diverse learners, diverse methods of reaching students.
- There were some teachers that were very prepared and the knowledge of the professors. I think that [Name withheld] and [Name withheld] and [Name withheld] had a lot of diversity and are outstanding professors. They were top of the line.
- They are very supportive of any doubts and very supportive of being a teacher and full of information and student teaching.
- They are very supportive with any questions or problems we had. They are definitely willing to go to lengths to help you.
- They cared about their students.
- They did a good job with diversity and theories.
- They gave us a lot of time in classrooms, and they have knowledgeable professors.
- Thinking about what we were teaching and doing.
- Thought the councilors were great. Good teachers and understanding.
- Types of assessments.
- Um, I would say the teachers who got into the higher level classes, I think they did a great job and getting into the classroom early in the program.
- Understanding of content area.
- Understanding standards and developing lesson plans.
- Using the UW outreach program, it was a smaller class so working with the teachers was more one-on-one and I liked that aspect.
- Very good professors in the area of looking at data and instruction.
- Very instructive.
- We had a lot of hands on experience working with students.
- We had lots of time in the classroom. And the accessibility of technology
- We had the opportunity to work with a lot of different students.
- We learned a lot about teaching strategies and documentation.
- We made a lot of lesson plans, we did get used to looking at the standards and applying them.
- We were very well versed in the different theories on how children learn.
- Were the easy access to a statewide program on compress videos, online and on weekends. Good quality of classes.
- When you had time to go in and observe teachers.
- Wide variety of extracurricular options.
- Writing lesson plans, teaching to a diverse class, and working with peers were the main strengths of the program.
- Yes, talking about ways to differentiate instruction was very helpful.

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

- Absolutely I do. One their method classes could be taught by teachers that have actually taught in the classroom, not graduate students. They could actually teach classroom management. They could teach different technology that is actually in the classroom.
- Add technology! I student taught where we had an Elmo-which I had never had the opportunity to use, we also had iPads which were a new tool for teaching. I currently teach in a district where we have 1 to 1 laptops and smart boards. I felt very unprepared.
- Advising needs improvement.
- A lot more time spent in the classroom earlier on. More classroom experience.
- As far as grad students they were not the best; they were not as knowledgeable. I felt that since I was paying for education, I wasn't getting the best with grad-students.
- Assessment tools how to assess. Math teaching should equally as strong as literacy.
- Bring in first year teachers and have them talk. Not only the professionals who have been there for many years. Totally different perspective.
- Class on management such as how to handle different behaviors.
- Classes on classroom management.
- Classroom management, I don't know how you teach that more effectively. A course that goes over different discipline scenarios. Different management aspects, forced to make your own discipline plan.
- Continued classroom experience from the first year in the program. To be present in the classroom from the get go.
- Cooperation across the different areas between teachers. We saw an issue with that between the community college and the university facilities. It was almost a divide between the staff.
- Could have been more in the classroom before starting the program.
- Don't isolate the Ag Ed students. Most education classes don't know how to apply their teaching tactics to agriculture and the professors don't even try. There also aren't many scholarships available to education students, the College of Agriculture.
- During student teaching allow the students to focus solely on everything involved in being a student teacher. We should have been allowed to focus on planning, building community relationships, differentiating instruction and other teaching practices.
- Education should follow a more set path, rather than letting students to jump around to different subjects.
- ESL and arts not so important, a math or literacy endorsement is more important, this is what I have heard in interviewing with school principals.
- Far too many hoops to get through to get student teaching. Student advising. More certified professors. More flexibility in student teaching placement.
- Finding a job.
- First of all, graduates are not prepared to take on the first day, and first semester of class. The only times we see students is when they are already in a routine and established in the classroom so it is difficult to know how to get to that point.
- Focus more on reading. I was bombarded on math and science and I knew nothing on reading.
- For my ESL, I had to take some online courses and it is not the same as in class. It is the same.
- Get rid of the GPA assessment it truly did not prepare us for a typical setting.
- Get rid of TPAC....wasted too much time on one lesson plan when I should have been more focused on the other multiple lessons I needed to make.
- Have a class where there is some exposure to elementary education. You have to have exposure to both elementary and secondary education, more required classes for special education.
- Having advisors with knowledge with endorsement and having people who are knowledgeable with your education. I switched advisors every year because of this.

- Having more time in the classroom and with a variety of mentor teachers. More support with dealing with mentor teachers, then problems arise.
- Helping with interview and helping getting jobs.
- How you could teach multiple grades at one time. They need to teach that. Many small towns.
- I think the people who are enrolled should be screened and is not a program for all people. I think the dimwitted people who got into the program don't have to think. I think it is a free for all. I got straight A's and it was too easy for me.
- I did the post grad program, I thought it was silly to take Intro to Technology and Human Life Span and Development. I thought they were a waste of time.
- I feel they could do better with special education and new technology.
- I guess improved communication from expectations after your graduate, as far as what you need to have or have on your transcript to get your teaching certificate. What you need to have to transition from graduate to employee.
- I hope the statewide program to continue their education.
- I loved the program, it was perfect.
- I only had one class that allowed me to teach a math class. Since I was going to be a Math teacher I would have liked more experience in that.
- I suggest more continuing education and coursework. Focus more on new technologies, and place student teachers with mentors that have more than a couple of years of experience.
- I teach in a high poverty Title I school now, and think that.
- I think instead of the TTA, they should provide a semester of student teaching before the student goes out and teaches.
- I think it should focus more on allowing more in-class teaching experiences. I definitely don't think that one semester of student teaching is enough to prepare you for everything. I was dissatisfied with the placement of student teachers.
- I think literacy needs to be hit a little harder and student teaching should be two semester or a year.
- I think more information of sharing with other states.
- I think one of the things is they need to matching up mentor teacher with who that student is to make it a positive experience. If it's not, it can be detrimental. It has a lot to do with your teacher.
- I think that a class on classroom management would have been helpful.
- I think that mentor teachers need to be more carefully picked and monitored.
- I think that the technology piece needs to improve big-time. As far as what technology is used in Wyoming classrooms and how to use them.
- I think the differentiated instruction and special education and multicultural education could definitely be improved and increased.
- I think the last year with Methods and Student Teaching should be more classroom time than lecture time. I think one of the important lessons for a new teacher is what must be done prior to the students arriving to begin school.
- I think the professors need to get out and listen to the students. They haven't been in the classroom. They treated you as you are a student and you are going to listen. They disconnected from what the professor teaches and what the student has to learn.
- I think there should be a lot more time spent in a classroom. I think we need more instructors who have recently been in a classroom. Many of them are so full of theory that they are no longer able to apply this information.
- I think there should more in class time on classroom management and special student and with student with special needs.
- I think they did a nice job.
- I think they need more districts and partnerships with local schools.

- I think they need to do a little more with assessments. And also planning. If I had to say if I wasn't prepared for anything it would be planning curriculum. Like planning an entire week to week or units of curriculum. That was my biggest struggle I think.
- I think U.W. needs more course work on teaching diverse learners. During my main course work there was mention of the ELL population one time. Now, I am trying to help teachers modify assignments and instruction but they do not know how to do it.
- I think with the school systems going to more 100% inclusion, there should be more Special Ed education in elementary ed.
- I think working with Special Ed children in the general curriculum would be beneficial. More than one class.
- I was disappointed in a couple of area. I know there were subjects like social justices. I believe that were a few times that personnel political beliefs come in to play and they shouldn't have been there and it was inappropriate that didn't come into play.
- I would require students to substitute teach for a semester at some point in the preparation program. Having more time in school would do some good as well.
- I would say more classroom management skills and how your first day, first week, first month of school is going to go. What kind of groups your kids are going to be in and be able to use that data.
- I would say more time in the classroom. The university students need to be getting in with the kids more than they do and sooner also. I would also say to let them get into the classrooms at the very beginning of the year so they can see how teachers set.
- I would say they could improve on the math because math and language arts are the two main core curriculum that we go for and I feel like my math training was not very adequate.
- I would suggest more information on classroom management because the only time this was really covered was when I was in my student teaching classroom.
- I'd say more time in actual classrooms and also I could have learned more about classroom management.
- Implement more classroom management, maybe a whole class, in classroom scenarios. In classroom observations. Put us with students earlier on. Screening process should be taken more seriously. Student teaching needs to be an entire school year.
- Improving the knowledge of technology in the classroom and ideas to implement technology to help get common core standards met.
- In terms of classroom management, they could instruct students on how to manage a classroom better. We didn't learn that from the college of ed. Literacy Ed could have been improved. They covered it but we were nowhere near where we needed to be.
- Include the Casper Mountain Science School as part of the program. Make it a requirement!
- Incorporate training with the support staff.
- Inform students of what to expect in the program before they enter it. I think the academic advising could have been better in aspects of really letting students know what to prepare for, what the courses would be about, what routes they could take in a classroom.
- It is all theory and it is all abstract. The actual implementation is not included until the last year of the program. No experience.
- It would be helpful to be in classrooms in the beginning of the semester to see how everything was set up. More classroom time.
- It would be nice on how to set up a classroom and how to write a syllabus.
- Just supporting more endorsements.
- Make sure the methods are highly qualified in literature and reading.
- Making class work easier, busy work. Choosing the top teachers to be mentors.
- Maybe some more with the technology and its use in the classroom.
- Methods in Elementary. The elementary classes were easy for me. They need to teach more application. They taught the content but not how to apply that. And they only did it in the methods classes.

- More classroom and more classroom time with students.
- More classroom management skills. Manage the students to avoid behavior management issues.
- More classroom management strategies. More teaching with the standards.
- More classroom management, more time in classroom settings practicing what learning.
- More classroom management strategies for student now that are going to college.
- More classroom time and actually working with kids.
- More classroom time in the schools in the area of study.
- More classroom time less busy work. The classroom time is diverse nor enough time.
- More classroom time, experience. Classroom management was skimmed over. Very poorly prepared in computer skills and other technical skills. No in-depth training. More time and hands in the drafting department, as far as industrial arts area was concerned.
- More communication between the student district and the teachers themselves.
- More differentiating parts on secondary and elementary were hard when we working on high school. More time in the classroom.
- More direction on how to interact with parents.
- More exposure in the classroom, not just in Laramie. Student teaching in Laramie did not prepare me at all. More chances to get out of Laramie to teach.
- More feedback on the teacher portfolio.
- More flexibility for working people who want to become teachers.
- More focus on classroom management.
- More focus on technology and diversity of technology. There is diversity of every day technology that we use.
- More going over standards in common core to help prepare.
- More hands on experience and more hours in the classroom before teaching, add the requirement to take ESL courses.
- More info on common course student standards. Could use more on the critical learning phases such as math. And phonics instruction for struggling readers would be helpful.
- More or an in depth class looking at the grading and points/weights given to each assignment so that teachers have a better understanding on what certain tasks are worth in the overall scheme of the school year.
- More practical experience.
- More preparation for using technology, more of an active role in job placement afterwards.
- More preparation of enter the job field.
- More special needs teaching.
- More specific coursework for secondary majors and more specific content areas.
- More specified instruction in what grade level, class, etc. That a teacher is going to be teaching. Teaching education is definitely not a "one size fits all" approach.
- More stress in the classroom management.
- More talk about anything to do with data driven instruction, and talk about the standards more, on how to differentiate for different students depend on subject matter.
- More technology classes, that seems to be the up and coming.
- More than one Special Ed class, and more classroom management.
- More time in a classroom setting and a lot more exposure in different schools districts for experience.
- More time in classrooms.
- More time in the classroom, before student teaching. More technology classes.
- More time in the classroom, more practicum. Nice to see the classroom more in first couple years.
- More time in the classroom.

- More time in the classroom; experience.
- More time in the content of classroom.
- More time spent in a classroom. I didn't feel like I had enough time in the classroom.
- More working on the standards of teaching levels such as reading. In my first year of teaching I didn't have the knowledge of having the different book levels.
- My biggest complaint was not having a doable way of getting multiple science endorsements from a geology/earth science background. I have found that not many schools in Wyoming are looking for earth science teachers and that biology or physical sciences.
- My literacy methods focused on the use of a single "program", Words Their Way, as a primary means for understanding literacy instruction. More variety and exposure could have been beneficial.
- My student teaching experience was a little to be desired. Improve the student teaching aspect.
- My student teaching experience was lacking. Yes I was left with the kids on my own, but I didn't get much feedback on how I was doing or how to improve. This was because the teacher was working on her Master's at the current time.
- Need to do a refresher course on grammar.
- Needs to be more flexibility on student teaching placement.
- More classroom management maybe.
- Not good communication about getting into classes because it wasn't made clear.
- Not that I can think of.
- Practicum experience early on. More technology classes available. How to teach using a standard
- Progress monitoring.
- Starting student teaching earlier. The student teaching program was not very willing to help with my military obligations.
- Student teaching in multiple levels at least in grade school and jr. High.
- Student teaching should be at the beginning of the year. How to collaborate with other teachers about data and instructions. Classroom management instruction would be helpful.
- Student teaching was a little bit challenging.
- Students need more time spent in classrooms. There should be multiple semesters with multiple classes that spend time doing lessons in classrooms and observing.
- Teach how to use smart boards.
- Technology and the introduction to a lot of different technologies.
- Technology aspect.
- Technology could be a bigger factor and a semester of classroom management or social behavior.
- Technology is becoming so involved in classrooms that it may be beneficial to include more technology in your courses.
- The administration in Laramie campus weren't user friendly.
- The different curriculum around the U.S. instead of Wyoming.
- The different kind of curriculum like everyday math or knowing the common course standards, I didn't know much about those either.
- The lady who handled all my transcripts and/or lack thereof and who wouldn't let me go on to the next phase. I'll look it up real quick. This is my first chance to really complain about it and I can't remember the gal's name. Oh well.
- The only thing I can think of is the counseling and advising. I was going for my endorsement and I was told I could take two classes simultaneously and it ended up that I could not and I was one credit short of my endorsement.
- The only thing I ever felt a conflict about was student teaching that didn't in the beginning in the fall when everything is getting started.

- The post-bacc program needs a lot of work. There is not adequate special education exposure, nor did it help with classroom management at all. The program also did not help us find jobs very well at all.
- The Secondary Education/English program needs a required grammar course!
- The Special Ed courses. I feel like I am very far behind in that area. More Special Ed courses.
- The teacher education program at UW spends way too much time focused on diversity in the classroom, and not nearly enough time on the actual daily needs of a classroom teacher. It is kind of assumed that people either know how to teach or they don't.
- The thing that needs the most improvement is better advisement with students and if there is a problem with a teacher, it needs to be checked out. Especially if an entire class as a problem with the teacher, I don't see them checking it out.
- The TPA, I felt it wasn't very effective. It was a big stress for me even though I completed all my classes.
- Them teaching you more on different curriculum that will be used in the state and special things to use for special needs kids.
- There could be an entire course on classroom management and differentiation. I felt like we didn't get a lot of time for that. More time in classrooms around the state and more observation.
- There needs to be a lot more and earlier classroom involvement and more subject specific and grade specific instruction.
- There should be more concrete policies in place for instructors to adhere to regarding teaching standards, paperwork and workflow, and how student files are handled.
- There was hardly any literacy or classroom management instruction. I took three science classes w/ seminars and same for math. Where was the literacy instruction before methods? Also, covering classroom management for only one week in one class was not very helpful.
- There were some dealings where the Laramie campus and the Casper campus were not on the same page, I think they need to work more closely together. We had to apply for some alternate classes here in Casper to make prerequisites.
- They could do better with classroom management and how to work with the real world curriculums.
- They could lengthen the time for student teaching. Maybe considering professors a little bit more. Making sure they want to be there. Readjust how some of the math classes are taught as far as who is teaching them.
- They could talk to teacher in the classroom about they are using in the classroom for standards and getting more into the classroom time.
- They need to have a general science endorsement.
- They need to have to have more in school learning watching other teachers.
- They should have more ideas on classroom management, and experiment with the ideas.
- To have more classroom management.
- TTA took a lot of time away from the classroom
- Not that I can think of right now.
- Unrealistic planning was taught in the courses.
- Use real classroom materials to teach about the classroom. Better staff that are not too busy with research to actually teach effectively! No fluff activities! Give the students real life situations and materials!
- Wasn't a whole lot on testing and developing curriculum, more classes on how to do that.
- When we do our student teaching; they were with their mentor on the first day.
- Wider range of assessments, how to do reading groups, behavior management strategies.
- Working on common core standards longer. Knowing how to differentiate more. More technology. More learning how to teach ell students more effectively.
- Working with ells would be very helpful; classroom management, discipline and conflict resolution would be helpful; differentiated instruction for multiple grades within one classroom or creating workstations/centers would also be helpful.
- Working with students sooner.

- Writing lesson upon lesson plan that I never used was not helpful. I was handed the curriculum in books and told to follow the curriculum and only supplement when the students did not understand a concept. Have your students look at different curriculum.
- Yeah, actually. Being able to do some of these things not in the order that they had you do them and letting you double up on some things would be an improvement. It's not set up very friendly to get in and get out.

Appendices B. Principals

Appendix B.1. Frequencies and Percentage Distributions - Principals

Results from the College of Education Principals' Survey are presented in this appendix. 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%.

Respondents = 38

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

	Frequency	Valid Percent
1 - 5	4	10.5%
6 - 10	3	7.9%
11 - 20	11	28.9%
21 - 30	8	21.1%
More than 30	12	31.6%
Total Valid	38	100%
Total	38	

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	Valid Percent
1 - 5	21	58.3%
6 - 10	7	19.4%
11 - 20	6	16.7%
21 - 30	2	5.6%
More than 30	0	0.0%
Total Valid	36	100%
(Don't know/Not sure)	2	
Total	38	

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	Valid Percent
Less than 10%	7	20.0%
10% - 19%	6	17.1%
20% - 29%	3	8.6%
30% - 39%	6	17.1%
40% - 49%	2	5.7%
50% - 59%	5	14.3%
60% - 69%	2	5.7%
70% - 79%	0	0.0%
80% - 89%	2	5.7%
90% or more	2	5.7%
Total Valid	35	100%
(No answer/Refused)	3	
Total	38	

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	Valid Percent
Very Poorly	0	0.0%
Poorly	2	5.3%
Adequately	20	52.6%
Well	11	28.9%
Very Well	5	13.2%
Total Valid	38	100%
Total	38	

5. Apply theories of how children learn?

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	3	8.1%
Adequately	15	40.5%
Well	16	43.2%
Very Well	3	8.1%
Total Valid	37	100%
(No answer/Refused)	1	
Total	38	

6. Work with children of diverse cultural backgrounds?

<i>[Linear]</i>	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	2	5.4%
Adequately	15	40.5%
Well	14	37.8%
Very Well	6	16.2%
Total Valid	37	100%
(No answer/Refused)	1	
Total	38	

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

<i>[Both]</i>	Frequency	Valid Percent
Very Poorly	1	2.6%
Poorly	4	10.5%
Adequately	17	44.7%
Well	13	34.2%
Very Well	3	7.9%
Total Valid	38	100%
Total	38	

8. Use a variety of instructional strategies?

	Frequency	Valid Percent
Very Poorly	1	2.6%
Poorly	3	7.9%
Adequately	17	44.7%
Well	11	28.9%
Very Well	6	15.8%
Total Valid	38	100%
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	1	2.7%
Adequately	15	40.5%
Well	15	40.5%
Very Well	6	16.2%
Total Valid	37	100%
(No answer/Refused)	1	
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	3	7.9%
Adequately	10	26.3%
Well	19	50.0%
Very Well	6	15.8%
Total Valid	38	100%
Total	38	

11. Develop and deliver standards-based instruction?

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	3	7.9%
Adequately	15	39.5%
Well	16	42.1%
Very Well	4	10.5%
Total Valid	38	100%
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	3	7.9%
Adequately	19	50.0%
Well	14	36.8%
Very Well	2	5.3%
Total Valid	38	100%
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	7	18.4%
Adequately	18	47.4%
Well	12	31.6%
Very Well	1	2.6%
Total Valid	38	100%
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	2	5.3%
Adequately	11	28.9%
Well	20	52.6%
Very Well	5	13.2%
Total Valid	38	100%
Total	38	

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

	Frequency	Valid Percent
Very Poorly	0	0.0%
Poorly	2	5.3%
Adequately	16	42.1%
Well	17	44.7%
Very Well	3	7.9%
Total Valid	38	100%
Total	38	

16. In general, how would you compare recent UW teacher education graduates with other first and second year teachers at your school? Would you say that recent UW teacher education graduates are:

	Frequency	Valid Percent
Significantly less able	0	0.0%
Less able	4	10.5%
No different	16	42.1%
More able	16	42.1%
Significantly more able	2	5.3%
Total Valid	38	100%
Total	38	

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?

- Believe that this is a specific case of a person that probably should have not gone into the field of education and graduated with a teaching certificate.
- Continue the fine work your elementary, music, science, and physical education programs produce well prepared teachers. One area to provide additional support would be data-driven decision making.
- Focus on mini boards, data driven rubrics, and being able to build a rubric so that kids can practice those skills.
- I am impressed with UW graduates and will always strive to attend the UW job fair.
- I have 2 exceptional graduates of UW, both of whom exceed expectations. However, I have 2 "coasters" who seem less motivated. The others do a good, but not exceptional, job. I am refining my hiring process in hopes of snagging more super stars from UW!
- I think the TPA is an activity of compliance. I do not think it prepares teachers for the classroom, but just adds another extensive assignment that interferes with student teachers giving all their energy to learning and growing during that experience.
- I think UW does a nice job for teacher preparation. The most difficult for teachers is classroom management. Our program works with special needs children so there is always a HUGE learning curve.
- It is my opinion that the methods classes are not staying current with trends in curriculum, appropriate content, and the demands of common core.
- Most I interview are poorly trained.
- Needs curriculum mapping, concept maps, essential questions, rigor, and depth of knowledge.
- Of course we have hired the last of the student teachers we have had in the building. Some of the others we had I did not feel would be successful in a classroom on their own. Students could use a lot more training in special education and inclusion.
- Our teacher has exceeded our expectations and is very well educated and able to teach.
- Students (UW) would benefit from more classroom experience and honest feedback about their performance with accountability. Students are lacking initiative and willingness to go beyond the basics.
- The last few years there has been significant improvements in the UW graduates preparation and skills. Continued work on getting them into classrooms as soon as possible is so important for their success.
- They are well prepared and trained. I have made an observation. When I started teaching, I learned from my superiors. These younger kids don't seek advice from elder teachers and have a "know it all" attitude.

Appendix B.3. Questionnaire – Principals

[Begins on next page]

University of Wyoming College of Education Graduates Teacher Preparedness Survey 2013

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

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

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 full-time teachers

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

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 UW graduate teachers

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

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

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

How prepared are teachers from the University of Wyoming to:

- 4. Manage a classroom effectively?**

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

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

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

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

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

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

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

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

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

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

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

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

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

11. Develop and deliver standards-based instruction?

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

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

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

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

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

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

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

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

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

16. In general, how would you compare recent UW teacher education graduates with other first and second year teachers at your school? Would you say that recent UW teacher education graduates are:

- 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?
