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UW College of Education Teacher Program Survey 2005

by

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**Wyoming Survey & Analysis Center
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UW College of Education Teacher Education Program Survey 2005

The College of Education at the University of Wyoming enlisted the Wyoming Survey & Analysis Center (WYSAC) to conduct an assessment of how well it prepares its graduates for their jobs as teachers. The project envisioned 2 surveys, the first with recent College of Education graduates and the second with principals of schools who employ UW College of Education graduates. It is anticipated that this evaluation of the UW College of Education Teacher Education Program will be conducted on a bi-annual basis.

Methods

The survey of graduates was administered as a telephone survey. The College of Education provided the Survey Research Center (SRC) of WYSAC with a list of students who graduated from the college in 2002, 2003 and 2004. The college also provided the SRC with 12 core questions to be asked of both the graduates and their principals. The design of the study envisioned that only principals whom the graduates had given permission to contact would receive the employers' survey, to be administered by mail with telephone calls to non-respondents.

The initial sample of UW College of Education graduates (2002, 2003 and 2004) consisted of 621 records for which phone numbers were available. Attempts were made to obtain a current phone number for the graduate if the phone number on record was found not to be current. Phone numbers were called up to 20 times in April 2005 before further efforts to complete a survey were ceased. Initial refusals were attempted a second time. 205 numbers were either disconnected, or otherwise not eligible. A total of 245 interviews were completed, which brings the response rate for eligible numbers to 59%.

All graduates who completed the first survey were called again during May and June, 2005. This follow-up asked one question that was omitted from the initial survey (it appears in Appendix I-A as item 15) as well as four other questions that were already asked the first time around (items 13, 14, 24, and 25). Thus, the follow-up allows a test/re-test assessment of the quality of the data collected. 175 follow-ups were completed during the second round of calling by attempting each number up to 13 times. The response rate on the follow-up was therefore 71%.

Of the four items included in both the initial survey and the follow-up, the highest test/re-test reliability was attained for item 25, measuring the graduates' overall self-assessment of their preparedness for teaching. The reliability coefficient (Pearson's r) between the initial responses and the follow-up on this item is .65 ($p < 0.0005$). Under classical test theory, this indicates that true-score variance in the item is more than 65%, with less than 35% random measurement error. Two of the specific preparedness items achieved nearly 60% reliability, namely items 13 and 14 ($r = 0.56$ and $p < 0.0005$ for both). Item 24 was found to be only 47% reliable ($r = 0.47$; $p < 0.0005$). That item asks about preparedness "to foster relationships with constituents outside the classroom who influence your students." It seems likely that the complexity of the item contributed to difficulties in understanding its intent and, hence, to its lesser reliability. Future iterations of the survey could consider simplifying the wording of the 12 core items.

As mentioned, the employers' survey was a mail survey with phone calls to non-respondents, conducted in May and June of 2005. The questions asked of the principals were the same 12 core preparedness questions. They were asked about UW graduates in general and not about any one graduate in particular. The SRC obtained 115 consents from graduates with at least partial contact information. An effort was made to obtain full contact information by way of Internet search, etc. The mixed mode of administering the survey of school principals yielded a response rate of 61%. A total of 70 surveys were either received in the mail or completed over the phone.

Organization of this report

This report presents the results of the two surveys. They are organized as follows.

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

Appendix I of this report presents the raw frequency counts and percentage distributions of responses to all items on the graduate questionnaire, with the wording and in the order they were asked of the respondents to the phone survey. Missing values of "Don't know" and "No answer" are excluded from the percentage calculations. Concluding Appendix I are the graduates' responses to the open-ended questions.

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

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

Key findings

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

Nearly three-quarters (72.7%) of College of Education graduates were working as teachers at the time they were interviewed. Graduates from the Laramie campus (74.3%) were slightly more likely to be working as teachers than those from the Casper (66.7%) and Powell (66.7%) campuses, as shown in Table 1 below.

Table 1

Campus of Graduation	Percent Employed as Teachers
Laramie (N=191)	74.3%
Casper (N=42)	66.7%
Powell (N=9)	66.7%
Total (N=242)	72.7%

Approximately seventy percent (70.8%) of graduates who were employed as teachers were working within the state of Wyoming. As shown in Figure 1 below, the second-highest proportion (12.9%) was working in the neighboring state of Colorado, but very few graduates were working as teachers in the other five bordering states: Montana (1.1%), North Dakota (1.1%), Idaho (0.6%), Nebraska (0.6%), and South Dakota (0.6%). Indeed, the states following Colorado in the percentage of graduates teaching within them were California (2.8%), Texas (2.8%), and Arizona (1.7%).

Figure 1

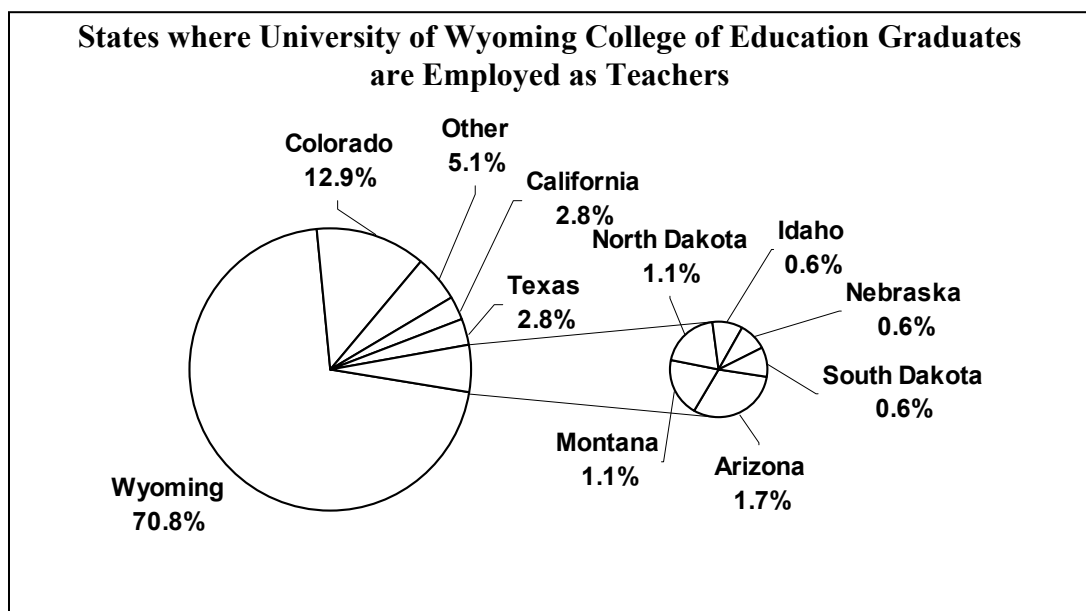
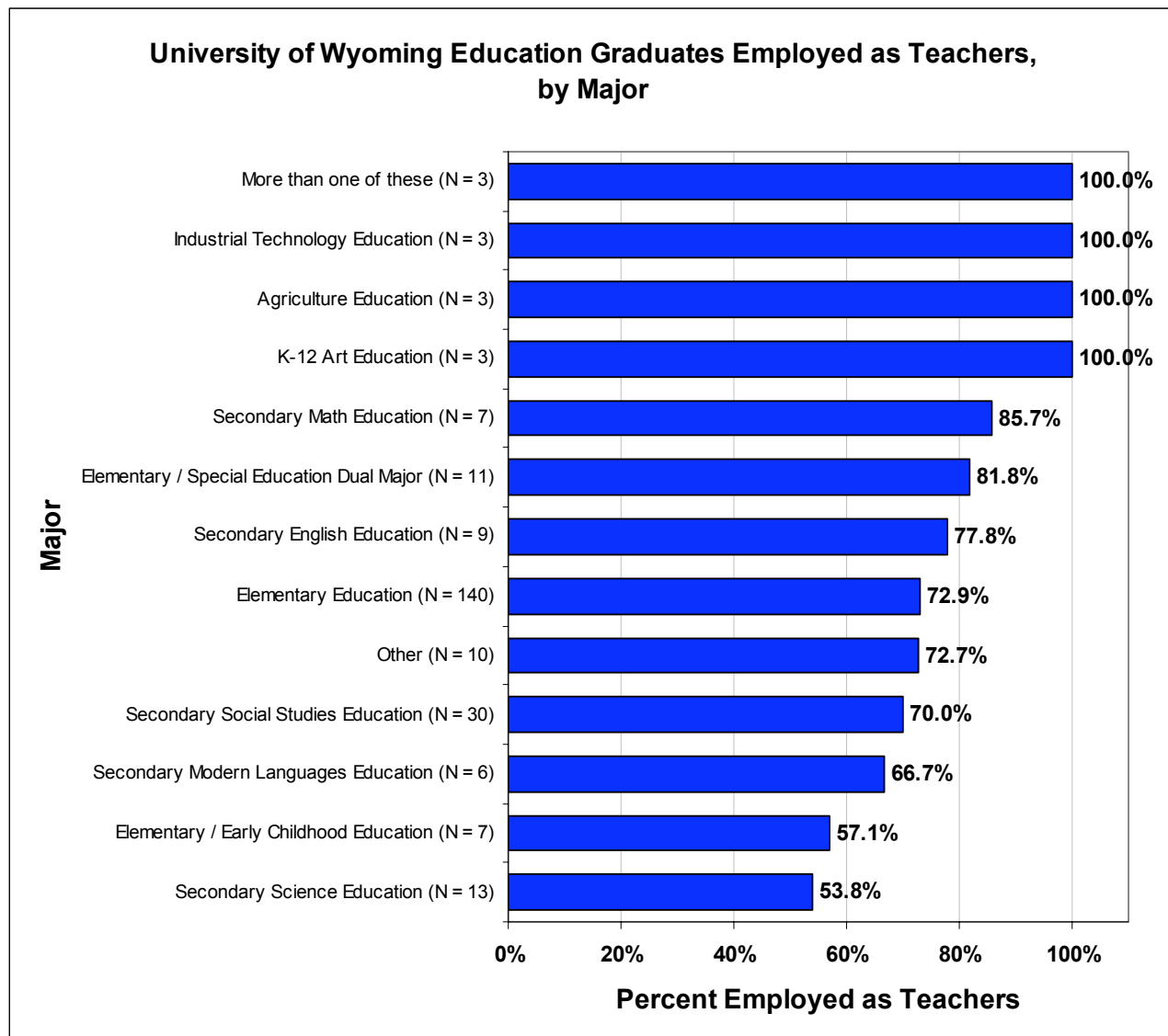
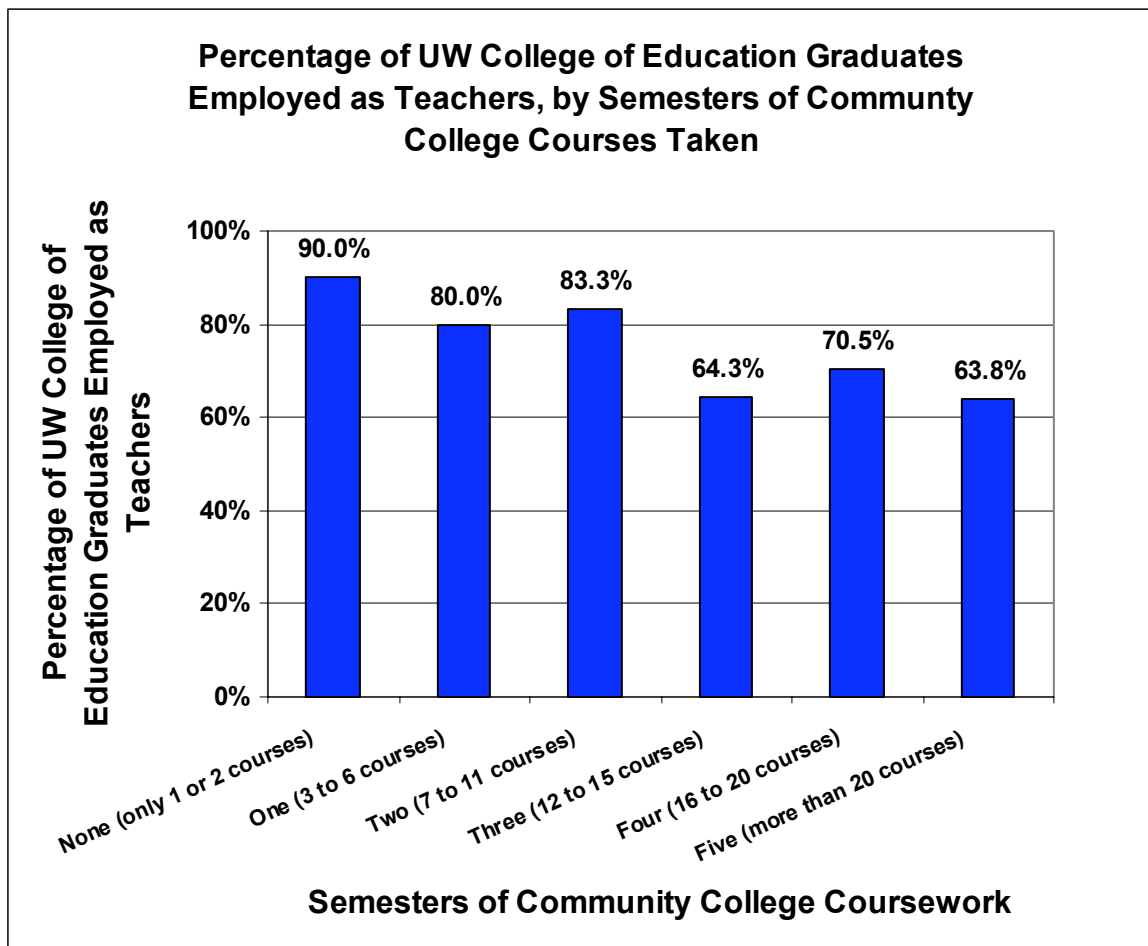


Figure 2

There was wide variation by major in the proportion of graduate respondents who were working as teachers, as shown above in Figure 2. The largest single major was Elementary Education, and just under three-quarters (72.9%) of those graduates were employed as teachers. Graduates who had majored in Industrial Technology Education, Agriculture Education, K-12 Art Education, or who reported having more than one major universally reported to be currently working as teachers. While more than 50% of graduates in any listed major were teachers, teachers with degrees in Secondary Science Education (53.8%), Elementary and Early Childhood Development (57.1%), Secondary Modern Languages Education (66.7%), and Secondary Social Studies Education (70.0%) held the four lowest proportions of professional teachers. These apparent differences must be interpreted with caution, however, because of the small numbers of cases in most of the majors.

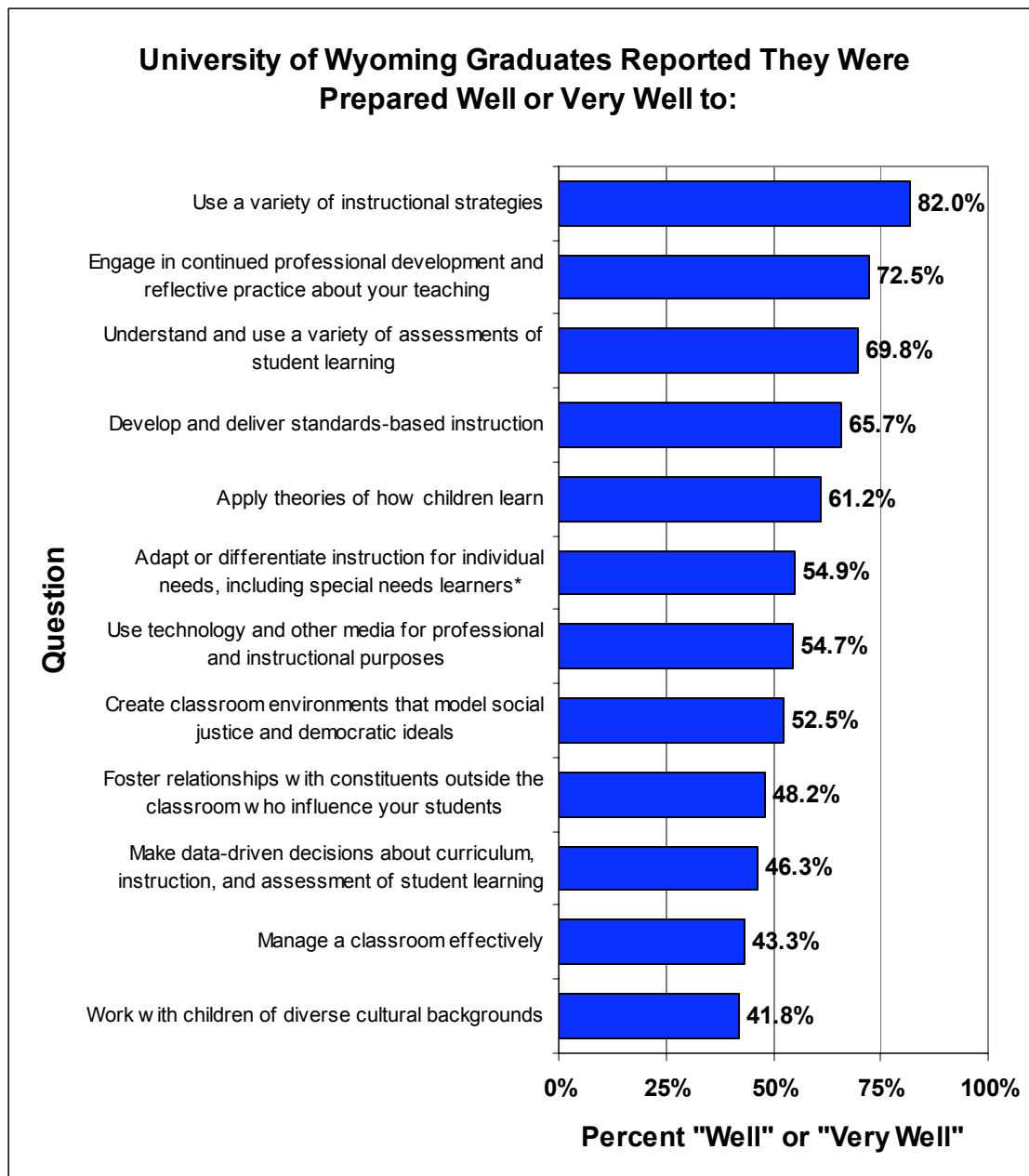
A generally negative relationship was found between the number of semesters of coursework taken at community colleges and the likelihood of a College of Education graduate working as a teacher. The proportion of respondents teaching professionally was 90% for those who had not taken a full semester of community college coursework. The proportion working as teachers tended to decline as the amount of community college coursework rose. This indicates that students who complete more of their coursework at the university are more likely to find teaching positions.

Figure 3



Graduates now teaching professionally and the principals who employ them were also asked a battery of twelve questions concerning the preparedness of the graduates. More than half of the graduates reported being “very well” or “well” prepared in 8 of the 12 areas of interest, as shown in Figure 4. The three highest percentages involved preparedness to: use a variety of instructional strategies (82.0%), engage in continued professional development (72.5%), and use a variety of assessments of student learning (69.8%).

Figure 4



* This item was asked only of respondents reached for the follow-up survey.

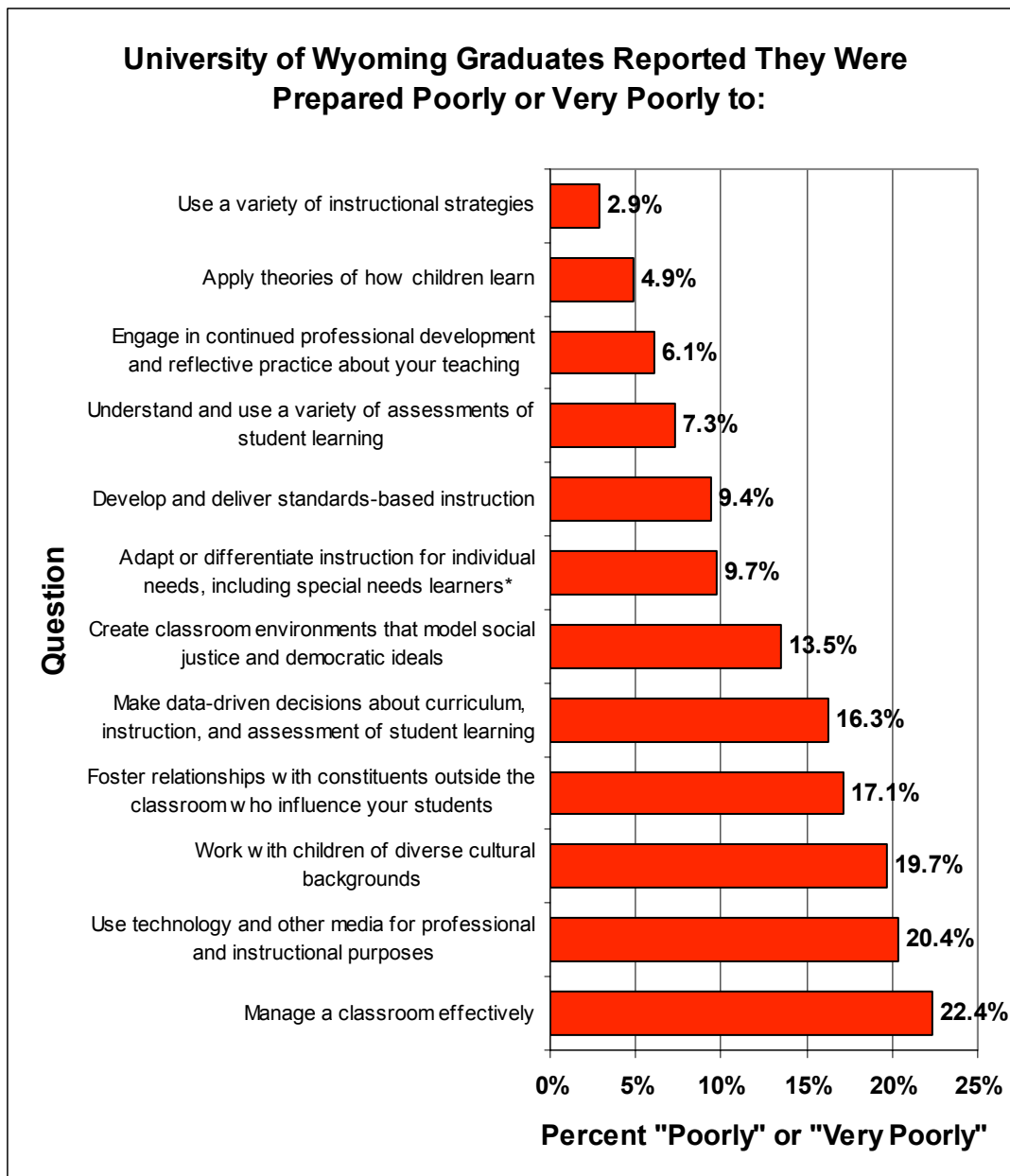
In Table 2, principals' responses are compared side by side with the graduates' responses from Figure 4, and they are ranked in order of the greatest differences occurring after the principals' responses are subtracted from the graduates' responses. Interestingly, only 50.7% of principals reported that their teachers from the UW College of Education were "well" or "very well" prepared to use a variety of instructional strategies, a score more than 30 percentage points lower than that of the graduates. Similarly, a proportion of principals nearly 25 percentage points lower than that of the graduates reported that teachers who graduated from UW were prepared to use a variety of assessments of student learning (44.9%). Most principals shared the graduates' high opinion of their preparedness for continued professional development. The principals were much more positive than the graduates about their preparation to work with culturally diverse students.

Table 2

Perceptions of Graduates Employed as Teachers: Preparedness According to the Graduates and their Principals			
Question	Well or Very Well Prepared		Difference (in percentage points)
	Graduates (N=178)	Principals (N=70)	
Use a variety of instructional strategies	82.0%	50.7%	31.3
Understand and use a variety of assessments of student learning	69.8%	44.9%	24.9
Make data-driven decisions about curriculum, instruction, and assessment of student learning	46.3%	31.9%	14.4
Apply theories of how children learn	61.2%	55.1%	6.1
Develop and deliver standards-based instruction	65.7%	60.3%	5.4
Engage in continued professional development and reflective practice about your teaching	72.5%	71.0%	1.5
Adapt or differentiate instruction for individual needs, including special needs learners	54.9%	53.6%	1.3
Foster relationships with constituents outside the classroom who influence your students	48.2%	50.7%	-2.5
Manage a classroom effectively	43.3%	48.6%	-5.3
Use technology and other media for professional and instructional purposes	54.7%	60.3%	-5.6
Create classroom environments that model social justice and democratic ideals	52.5%	62.3%	-9.8
Work with children of diverse cultural backgrounds	41.8%	59.1%	-17.3

To highlight areas in which there was a general feeling that UW College of Education graduates were less well prepared, a separate analysis was done to concentrate on answers of “poorly” or “very poorly” prepared. In this analysis (as shown in Figure 5), preparedness to manage a classroom effectively (22.4%) or to work with children of diverse cultural backgrounds (19.7%) are both part of the quartile of lowest preparedness according to the graduates’ self-assessment, as they also were in Figure 4. Indeed, the top six rated areas of preparedness remain in the top half in both Figure 4 and Figure 5, with some minor variation in the exact ordering.

Figure 5



* This item was asked only of respondents reached for the follow-up survey.

Once again, a table (Table 3) was created to compare the responses of graduates with those of their principals, with the items ranked in order of the greatest differences occurring after the principals' responses are subtracted from the graduates' responses. While preparedness to manage a classroom effectively was the graduates' main concern in this analysis (22.4%), the principals' assessment of "poor" or "very poor" preparedness in that area was over fifteen percentage points lower. With nearly the same percentage point difference, principals were also much less likely to answer that their teachers from UW were unprepared to use technology and other media for professional and instructional purposes (20.4% for graduates' responses and 5.9% for principals' responses). And, mirroring results discussed above, the principals were much more concerned than the graduates about inadequate preparation to use a variety of assessment tools and instructional strategies.

Table 3

Perceptions of Graduates Employed as Teachers: Preparedness According to the Graduates and their Principals			
Question	Poorly or Very Poorly Prepared		Difference (in percentage points)
	Graduates (N=178)	Principals (N=70)	
Manage a classroom effectively	22.4%	7.1%	15.3
Use technology and other media for professional and instructional purposes	20.4%	5.9%	14.5
Work with children of diverse cultural backgrounds	19.7%	6.1%	13.6
Create classroom environments that model social justice and democratic ideals	13.5%	2.9%	10.6
Foster relationships with constituents outside the classroom who influence your students	17.1%	8.7%	8.4
Develop and deliver standards-based instruction	9.4%	8.8%	0.6
Apply theories of how children learn	4.9%	5.8%	-0.9
Make data-driven decisions about curriculum, instruction, and assessment of student learning	16.3%	17.4%	-1.1
Adapt or differentiate instruction for individual needs, including special needs learners	9.7%	13.0%	-3.3
Engage in continued professional development and reflective practice about your teaching	6.1%	10.1%	-4.0
Use a variety of instructional strategies	2.9%	10.1%	-7.2
Understand and use a variety of assessments of student learning	7.3%	17.4%	-10.1%

Overall, then, principals tend to share with the graduates a high opinion of their preparedness for continued professional development, and also to share concerns about the graduates' ability to make data-driven decisions. Graduates feel insecure about classroom management, technology, and cultural diversity, but their principals report more confidence in their

preparedness in those areas. The principals have greater concerns about the breadth of graduates' preparation for using a variety of instructional strategies and assessments.

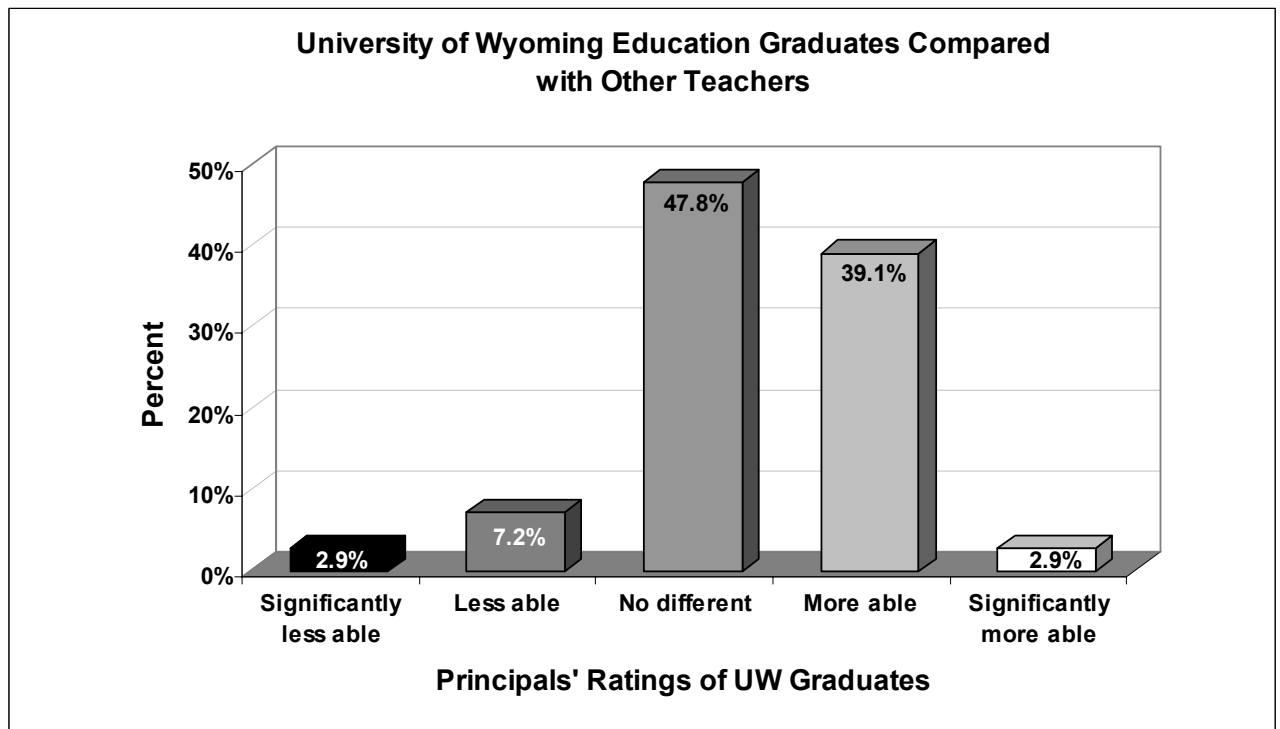
As reported earlier, College of Education graduates with the most coursework completed at community colleges were generally less likely to be working as teachers. Notably, however, those with more semesters of community college who reported working as teachers appear to be more confident of being "well" or "very well" prepared, as shown in Table 4 below. (As in Tables 2 and 3, the areas have been ranked in order of the greatest differences occurring; in this case when those with 3 or fewer semesters of community college courses are subtracted from those with 4 or more.)

Table 4

Amount of Community College Coursework in Relation to Perceptions of Preparedness			
Question	Well or Very Well Prepared		Difference (in percentage points)
	4 or more semesters of CC courses (N = 91)	3 or fewer semesters of CC courses (N = 57)	
Work with children of diverse cultural backgrounds	53.8%	30.4%	23.4
Manage a classroom effectively	49.5%	33.3%	16.2
Understand and use a variety of assessments of student learning	73.6%	57.9%	15.7
Use a variety of instructional strategies	85.7%	73.7%	12.0
Engage in continued professional development and reflective practice about your teaching	77.8%	66.7%	11.1
Make data-driven decisions about curriculum, instruction, and assessment of student learning	52.2%	42.1%	10.1
Foster relationships with constituents outside the classroom who influence your students	49.5%	43.9%	5.6
Create classroom environments that model social justice and democratic ideals	56.2%	51.8%	4.4
Develop and deliver standards-based instruction	64.8%	64.9%	-0.1
Adapt or differentiate instruction for individual needs, including special needs learners	50.8%	53.3%	-2.5
Apply theories of how children learn	58.2%	61.4%	-3.2
Use technology and other media for professional and instructional purposes	52.7%	56.1%	-3.4

Finally, when asked how they would compare UW teacher education graduates with other graduates who have similar lengths of teaching experience, principals largely gave favorable opinions of the UW graduates. As shown in Figure 6 below, more than 40% of principals considered UW graduates more able or significantly more able than their other teachers, while only 10% of principals considered them to be less able or significantly less able.

Figure 6



Conclusion

This first iteration of a combined graduate/employer survey gives generally high marks to the UW College of Education for the preparation its students receive. Specific areas where either the graduates or the principals feel lower confidence have been highlighted above. These findings may indicate where additional attention is needed in the curriculum. Detailed results from both surveys follow.

APPENDIX I - A

UW College of Education Graduates

Respondents = 245

**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	Valid Percent
Laramie Campus	191	78.9
Casper Campus	42	17.4
Powell Campus	9	3.7
Total Valid	242	100.0
Don't Know/Not Sure	3	
Total	245	

2. What was your major?

	Frequency	Valid Percent
Elementary Education	140	57.1
Elementary/Special Education dual major	11	4.5
Elementary/Early Childhood Education	7	2.9
K-12 Art Education	3	1.2
Secondary English Education	9	3.7
Secondary Math Education	7	2.9
Secondary Science Education	13	5.3
Secondary Social Studies Education	30	12.2
Secondary Modern Languages Education	6	2.4
Agriculture Education	3	1.2
Industrial Technology Education	3	1.2
More than one of the above	3	1.2
Other. Please specify	10	4.1
Total	245	100.0

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	Valid Percent
Yes	153	62.4
No	92	37.6
Total	245	100.0

➤ Skip to question 5.

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

	Frequency	Valid Percent
None -- only 1 or 2 courses	10	6.8
One semester - 3 to 6 courses	15	10.1
Two semesters - 7 to 11 courses	18	12.2
Three semesters - 12 to 15 courses	14	9.5
Four semesters - 16 to 20 courses	44	29.7
Five or more semesters - more than 20 courses	47	31.8
Total Valid	148	100.0
Don't Know/Not Sure	5	
System Missing	92	
Total Missing	97	
Total	245	

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

	Frequency	Valid Percent
Yes	109	44.5
No	136	55.5
Total	245	100.0

➤ Skip to question 7.

6. What are your certifications and endorsements?

(Check all that apply.)

	Frequency	Valid Percent
Elementary Education	15	13.8
Elementary/Special Education dual major	18	16.5
Elementary/Early Childhood Education	10	9.2
English as a Second Language Education	1	.9
Middle Grades Education	43	39.4
K-12 Art Education	2	1.8
Secondary English Education	5	4.6
Secondary Math Education	3	2.8
Secondary Science Education	6	5.5
Secondary Social Studies Education	5	4.6
Secondary Modern Languages Education	3	2.8
Agriculture Education	1	.9
Industrial Technology Education	2	1.8
Other	40	36.7
System Missing	136	
Total	245	

7. Are you currently employed as a teacher?

	Frequency	Valid Percent
Yes	178	72.7
No	67	27.3
Total	245	100.0

➤ Skip to question 13.

8. What grade-levels do you teach?

(Check all that apply.)

	Frequency	Valid Percent
Elementary (or Primary)	107	60.1
Junior High	19	10.7
Middle School	25	14.0
High School	40	22.5
System Missing	67	
Total	245	

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	Valid Percent
Kindergarten	36	34.0
First grade	41	38.7
Second grade	38	35.8
Third grade	36	34.0
Fourth grade	36	34.0
Fifth grade	40	37.7
Sixth Grade	29	27.4
No answer	1	.9
System Missing	139	
Total	245	

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	Valid Percent
English	1	25.0
Math	1	25.0
Science	1	25.0
Arts	2	50.0
Music	1	25.0
Other	3	75.0
System Missing	241	
Total	245	

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	Valid Percent
English	16	22.5
Math	18	25.4
Science	15	21.1
Arts	8	11.3
Music	2	2.8
Other	43	60.6
System Missing	174	
Total	245	

12. In what state do you currently work?

	Frequency	Valid Percent
Wyoming	126	70.8
California	5	2.8
Colorado	23	12.9
Idaho	1	.6
Montana	1	.6
Nebraska	1	.6
North Dakota	2	1.1
South Dakota	1	.6
Other	18	10.1
Total Valid	178	100.0
System Missing	67	
Total	245	

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	Valid Percent
Very Poorly	2	.8
Poorly	10	4.1
Adequately	83	33.9
Well	120	49.0
Very Well	30	12.2
Total	245	100.0

14. To work with children of diverse cultural backgrounds?

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

	Frequency	Valid Percent
Very Poorly	14	5.7
Poorly	34	13.9
Adequately	94	38.5
Well	83	34.0
Very Well	19	7.8
Total Valid	244	100.0
No Answer/Refused	1	
Total	245	

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

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

	Frequency	Valid Percent
Very Poorly	2	1.1
Poorly	15	8.6
Adequately	62	35.4
Well	67	38.3
Very Well	29	16.6
Total Valid	175	100.0
System Missing*	70	
Total	245	

* This item was asked only of respondents reached for the follow-up survey.

16. To use a variety of instructional strategies?

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

	Frequency	Valid Percent
Very Poorly	2	.8
Poorly	5	2.0
Adequately	37	15.1
Well	118	48.2
Very Well	83	33.9
Total	245	100.0

17. To manage a classroom effectively?

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

	Frequency	Valid Percent
Very Poorly	17	6.9
Poorly	38	15.5
Adequately	84	34.3
Well	73	29.8
Very Well	33	13.5
Total	245	100.0

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	Valid Percent
Very Poorly	8	3.3
Poorly	25	10.3
Adequately	82	33.9
Well	98	40.5
Very Well	29	12.0
Total Valid	242	100.0
Don't Know/Not Sure	2	
No Answer/Refused	1	
Total Missing	3	
Total	245	

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

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

	Frequency	Valid Percent
Very Poorly	6	2.4
Poorly	44	18.0
Adequately	61	24.9
Well	73	29.8
Very Well	61	24.9
Total	245	100.0

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	Valid Percent
Very Poorly	4	1.6
Poorly	19	7.8
Adequately	61	24.9
Well	96	39.2
Very Well	65	26.5
Total	245	100.0

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

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

	Frequency	Valid Percent
Very Poorly	3	1.2
Poorly	15	6.1
Adequately	56	22.9
Well	120	49.0
Very Well	51	20.8
Total	245	100.0

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

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

	Frequency	Valid Percent
Very Poorly	7	2.9
Poorly	33	13.5
Adequately	91	37.3
Well	93	38.1
Very Well	20	8.2
Total Valid	244	100.0
Don't Know/Not Sure	1	
Total	245	

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	Valid Percent
Very Poorly	4	1.6
Poorly	11	4.5
Adequately	52	21.3
Well	115	47.1
Very Well	62	25.4
Total Valid	244	100.0
Don't Know/Not Sure	1	
Total	245	

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	Valid Percent
Very Poorly	9	3.7
Poorly	33	13.5
Adequately	85	34.7
Well	89	36.3
Very Well	29	11.8
Total	245	100.0

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

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

	Frequency	Valid Percent
Very Poorly	6	2.6
Poorly	17	7.3
Adequately	75	32.2
Well	111	47.6
Very Well	24	10.3
Total Valid	233	100.0
Don't Know/Not Sure	9	
No Answer/Refused	3	
Total Missing	12	
Total	245	

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

- See Appendix I-B for complete text listings.

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

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

- See Appendix I-C for complete text listings.

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

26. Respondent's gender.

	Frequency	Valid Percent
Male	59	24.1
Female	186	75.9
Total	245	100.0

APPENDIX I - B

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

- A lot of experience in the classroom with the 3 different levels.
- Access to the lab school. Having a required extended student teaching.
- Applied theory knowledge.
- Appreciated the technology aspects, and the multicultural experiences, and really appreciated ____ ____.
- Assessment, knowing how.
- At Powell we had small class sizes, we had the same 2 professors the whole time, we had a good personal experience. They are more current and up-to-date with teaching methods.
- Base program was the main strength.
- Being able to discuss different topics in class, and student teaching.
- Being able to take classes outside Laramie itself.
- Being flexible with being able to bring in classes and distance learning.
- Being in a classroom.
- Being in and out of the classroom.
- Being in the classroom so early in degree process.
- Being in the schools. Instructors.
- Being on the Powell campus, the nice thing was to be able to see and talk with the instructors, and get feedback.
- Classroom management and instructional strategies.
- Classroom management, curriculum instruction.
- Classroom management, global studies, curriculum based instruction.
- Classroom management, lesson plans.
- Classroom time and content courses.
- Convenient. Low-cost.
- Cooperative collaborative teaching.
- Core material/background information was very good (science classes).
- Course work dealing with being prepared, and the small class sizes made it more personal.
- Covering the standards in detail. Different teaching styles.
- Creating a nurturing environment.
- Dealing with the diversity of the students, and understanding the issues that students face currently and how to help them deal with the issues in the classroom so we can get to the business of education.
- Different lessons that you could use in a classroom, like new fresh ideas.
- Diversity.
- Diversity. Student to teacher ratio was low.
- Educational theory, child psychology, classroom management.
- Enjoyed the methods classes the most.
- Excellent educators - people who had been in the field. Close relationships with professors.

- Excellent professors interested in individual students and always willing to help. Very people oriented - what we need.
- Experience in the classrooms and peer support. Current up-to-date practices.
- Exposed to a lot of different areas and cultures.
- Exposure in classrooms and assessment.
- Exposure to a variety of environments. Good background in theory.
- Faculty involvement, early practicum experiences, emphasis on technology, advising staff (friendly and knowledgeable) good communication in terms of program requirements.
- Faculty.
- Finding an excellent mentor teacher for my student teacher experience. Excellent teacher job fair.
- Flexibility - outreach. Great people to work with.
- Flexibility and good professors.
- Flexibility of the class locations. Quality of the professors.
- Focused a lot on instructional strategies, and standard-based lessons.
- For the final semester the instructors worked and collaborated together really well, so it was very effective because it helped the students to be on the same page with the instructors. The Special Ed teachers were very knowledgeable about all classes, fostered independent learning off campus and also a lot of practicum time which is very helpful.
- For the most part the teachers were, except for a few, willing to meet with you outside of class hours.
- Get you in the classroom quick so that it is a hands-on as soon as possible.
- Getting actual hands-on experience in the classroom more than once.
- Getting classroom experience.
- Getting exposure to the classroom fairly quickly into the program.
- Getting the candidates in the classroom for observation and practice.
- Getting us in the classroom early.
- Going over different subjects, but not fully preparing for the classroom.
- Good teachers. All the technology available on campus.
- Got us into the classroom early - very important. Variety of ways to set up a classroom or classroom management behavior techniques.
- Had a good overall preparation, and the student teaching was very helpful by getting the students in the classroom.
- Had to do a portfolio, and that was really good for self-reflection.
- Having classroom experience.
- Having professors who have been in classrooms with children recently.
- How much they get you in the classroom - teaching experience.
- How well it prepared me for multiple assessments.
- I don't know. (3)
- I don't think there was one.
- I had a good mentor teacher for student teaching.
- I liked that we were in the classroom from the beginning.
- I was able to observe teachers in the classroom very quickly.
- I was ready when I graduated.

- In-class experience - gives you an opportunity to teach kids. The course where beginning students are able to assess whether or not they really wanted to be teachers.
- In-classroom experience.
- In-classroom, Hands-on experience. ___the literacy professor was great.
- In-depth about everything.
- Including every child and using cooperative learning strategies to direct instruction, and classroom management.
- Instructional strategies and classroom management.
- Instructional Strategies, good job of letting us know we are in standards based now.
- Instructional strategies.
- Instructional strategies. Relationships developed at the University.
- Instructor - student relationships, in school observation and reflection.
- Instructor preparation and their knowledge.
- Instructor relationships and feedback, very accessible.
- Instructors and the personal experience they brought to the classroom.
- Instructors.
- Instructors. The class sizes.
- Involvement within the schools themselves. Lesson plans.
- Its faculty.
- Large amount of students teaching/practicum.
- Learning about the standards based instruction.
- Learning environment, being able to access teachers.
- Liked feeling of community with other students and teachers at LCCC.
- Liked how the methods teachers followed into student teachers so she developed a yearlong relationship with those teachers.
- Liked teachers very much.
- Liked the structure at the student teaching, practicum and student teaching at the same school.
- Literacy methods and oral and written language acquisition were really good classes as well as children's literature. ___ ___ and ___ ___ were 2 excellent professors.
- Literacy.
- Lots of practice.
- Math and Science.
- Math and technology.
- Mentor teacher, she did student teaching at lab school in Laramie.
- Methodology.
- Methods classes were very good, and the hours spent in the classroom were very beneficial.
- Methods courses.
- Methods program was very good, pre-teacher practicum.
- More hands-on learning and being able to do it through distance education.
- Multicultural education and working on the different aspects of learning groups and variation in structural method. The practicums.
- Multiculturalism, teaching strategies, assessments, and practical use.
- No.

- Offered classes during summer school.
- One-on-one with the teachers.
- Opportunities in the classroom.
- Philosophies.
- Planning.
- Practicum situations and instructional strategies.
- Preparation for curriculum and learning different strategies.
- Preparation for elementary teachers.
- Prepared well for classrooms. ___ is a really good teacher, other good teachers as well.
- Preparing us and getting us into the classroom.
- Preparing you for finding a teaching position.
- Professionalism of the professors and their interest and personal/professional relationships with the students.
- Professors were great and willing to work one on one. Classroom time.
- Professors, making us come up with different strategies.
- Professors. Pedagogy class.
- Professors. Time in the classrooms.
- Reflection and continuing education.
- Resources that they have, the faculty, and the way the program is designed was a big advantage.
- Semester before student teaching.
- Senior level classes, language arts and math and science, best preparation I received.
- Small class size was nice.
- Small class size, time in the classroom, multiculturalism aspect.
- Small class size. Staff is really helpful.
- Small classes, and had an opportunity to teach "mini-lessons." Good speakers. Instructor for Student Interaction was really nice.
- Small classes, willingness of the teachers to help out in any way and their educational backgrounds and experience were assets.
- Small classroom sizes were conducive to learning, partnership with instructors, very approachable.
- Small classrooms, variety of information, availability of resources.
- Small group instruction. Instructors' willingness to help out in any way.
- Small student teacher ratio. Laramie is nice.
- Some in class time was really beneficial. The program is well-thought of. Teacher Education Program well-known (positively).
- Special Ed program is very good, lots of journal and reflection on student teaching and practicum.
- Special Education Program. Professors in the special ed program.
- Spent 2 full years in a school in Cheyenne.
- Standards based and instructional methods.
- Student teaching program set up well with the phases.
- Student teaching program, all of the time in the classroom throughout the 4 years and they bring in actual teachers.
- Student teaching program. (2)

- Taught a lot about assessment and classroom management.
- Teachers, small classes. Accessibility of teachers and counselors.
- Teaching about inquiry and fostering creativity and literacy.
- Teaching about the different types of assessments. Teaching how to teach kids with multiple intelligences.
- Teaching diverse students, history of education, and quality of student teaching experiences.
- Teaching staff was very knowledgeable.
- Teaching the different learning styles.
- The actual student teaching prepared me better than the classes.
- The amount of class time they allow you. ___ was awesome.
- The amount of class time to participate with regular schools, time in the elementaries.
- The amount of individual time the professors were able to give to us.
- The amount of time I got to spend in a classroom with real students.
- The amount of time in the classroom.
- The amount of time that put you into the elementary school setting.
- The art portion of the art education degree was more beneficial than the education part.
- The background knowledge of education in general - the philosophy behind. The faculty was good, friendly, helpful, and approachable.
- The classes were close together. The assessments were good.
- The content within my subject area, specifically math.
- The diverse way in which they show them how to teach, and that they get into a classroom quickly.
- The diversity.
- The early classes - 1000 2000 level courses.
- The elementary and middle school there with them.
- The emphasis on always being there for your students; not getting subs because you just don't feel like going to work
- The experience gained through student teaching and diversity in different classes I attended.
- The faculty.
- The faculty; support and reinforcement from all persons in the program. Wanted to see students succeed.
- The hands-on learning.
- The instructors were always there for questions and help.
- The instructors.
- The methods and theories as far as applying them to teaching.
- The methods courses. The Ag classes.
- The one on one easy to communicate with the professors.
- The part where you taught in the classroom.
- The people that taught the courses.
- The personable atmosphere between professor and students.
- The practicum and methods experiences, and working with other teachers.
- The professors and the detail experiences.
- The professors and their experience, and the community of students and how it relates to the education field.
- The professors were very good.

- The professors were very knowledgeable and experienced.
- The professors (3)
- The psychological and physical development for kids and what they should know at certain ages, lessons plans and reflections.
- The quality of the instructors and the variety of methods that were presented.
- The senior year is the best for preparing you.
- The small class sizes and getting to know the students and the teachers in the classrooms.
- The special ed program.
- The special education classes were the best.
- The specific classes I took that had to do with teaching science, methodology.
- The staff got on special ed certification. Used strategies a lot and behavior management techniques learned. A lot was not with the general social studies that should have been.
- The student teaching experiences. Some of the professors. The hands-on activities.
- The teacher residency.
- The teachers I had.
- The teachers, almost all of them.
- The teaching practices that were taught.
- The teaching styles and strategies, preparing your first standards based curriculum, the student teaching and how they have it set up with going and then coming back then going again.
- The technology and secondary science classes were very good as well as the professors.
- The technology classes. The pedagogy class was really good, the teacher was good.
- The time spent in the classroom before graduation.
- The upper level courses and the instructors of them.
- The variety of information we received.
- The whole student teaching process.
- Their standards based instruction.
- Theories, class room management, and the curriculum.
- Theories.
- There were 2 beneficial phases: 1) Teacher as a decision maker, 2) Literacy. Humanities was completely worthless. Math/science not that great. The CTLs are every semester - different schools each semester - really helped to see how different class levels were.
- They came to me at Ft. Washakie to teach. ____.
- They did a really good job with instructional strategies.
- They gave me the knowledge I needed to do the job.
- They prepared me in several different areas as far as teaching content. Teaching 16 different subjects.
- They put you in the classroom more than any other program and more practicum experience.
- Time in the classroom. Instructors who spent extra time in classrooms.
- Time spent in the classroom before becoming a teacher.
- To be able to participate in different classrooms within different schools during the different semesters.
- Variety of assessments, teaching genres.
- Variety of classes.

- Variety within the class instruction that the professors used. The opportunities they gave us to broaden our own professional development.
- Very good job of making classrooms available away from the main campus.
- Very prepared in terms of curriculum and children's different learning types.
- Very supportive faculty.
- Went into schools starting with the first phase.
- Went through an at risk program, and this was great along with classroom management.
- Working with diverse students.
- Working with the standards and using them within the curriculum.

APPENDIX I - C

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

- A little more time in the classroom and preparation and teaching reading.
- A more hands-on approach would be nice.
- Advising was very, very terrible.
- All teachers in their preparatory classes should have to take more special education instruction - should be more of a blended degree.
- Allowing student teachers to go where they want.
- As a special ed teacher, I have to be educated in all 4 core subject areas and I was not.
- Assessments class was a complete waste of time.
- Break up the class credit size, example: break the 6 credit classes into two 3-credit classes. More professor accountability for what they're teaching and if it's being accomplished.
- Bring back the program to the Tribal College.
- Classes on modern media, classroom management. Fire ____.
- Classroom management needs to be more emphasized - it's very important. (2)
- Continue the PDS or outreach education of pre-service teachers using the process they were using in the last two years in Rawlins at the PDS schools. Great respect for the teachers they have produced in the last two years of this program.
- Counseling needs to be improved - working with placement files.
- Dealing with students with different socio-economic backgrounds. UW doesn't prepare the teachers for students impoverished and with ESL backgrounds.
- Did not have an advisor for a while, so they could probably use a little more organization.
- Do more to teach classroom management skills especially related to behavior.
- Do more with classroom management.
- During your college experience take more hands on actual math and more practical, how to teach them. More focus on guided reading not so general in the reading area.
- Extend the teaching residency time.
- Focus more on classroom management and talk to teachers in schools throughout the nation and find out what programs they are using to manage their classrooms and teach those too.
- Focus more on standards.
- For Casper, get some secondary education degrees up here.
- Get rid of Room 100, give people a chance without looking at their GPA.
- Get rid of the quantitative reasoning. That class is a complete waste of time. Need to look the whole thing over because I do not feel like I was prepared well, learned more from student teaching than the whole time in class on campus. Need to reevaluate.
- Get students into the classrooms more - you get so much more there than taking courses. Too much repetition with portfolios, etc. Prepare students for more of the curriculum-based assessments and No Child Left Behind policies - for Wyoming and neighbors. Get those women professors that I had back.
- Go into more detail about the special ed aspect.
- Have a class that talks about the different programs around the state.
- Have a system of checks and balances when it comes to the final evaluation when it comes to the practicum at the end.

- Have more teacher fairs closer to home.
- Have the advisors knowing what they are talking about. A lot more special education work.
- Have them work more in the classroom.
- Having it a little bit more reality based courses.
- Here in Casper they are having trouble keeping faculty, they need to keep solid instructors.
- Humanities was a waste of time, but new teacher there now. Really should not change the CTL program. Kept me in Casper. Need to do more on classroom management - should be a whole class on classroom management - different strategies.
- I like to see them do something different with student teaching, making it longer.
- I wasn't happy with the math classes- what they prepared me to do. I wish I'd had more applicable classes. More literacy-driven classes. Hit those things harder.
- In the core classes were together more, working towards the portfolio in all areas together.
- Including more diversity into the program with ethnic background stuff and more contact with the university during your final student teaching period.
- Incorporate more hands-on technology.
- It feels like UW gears its teachers to stay in Wyoming.
- It really lacked in preparing for the first year - only experience can do that.
- It should be made clear that to get a job immediately one might have to go to other places.
- It was a hassle to meet with people. Get rid of the portfolios, you never use it.
- Job fair has gone down the drain - not too many representatives from WY school districts. Why is there emphasis on becoming foreign language teachers when there is little demand for them in Wyoming (noticed at job fair)?
- Just to keep time in the classroom.
- Learning more about specific assessments for young children and differing state laws vis-a-vis education.
- Less philosophy and more methodology.
- Let people know when they are in their generals that they need to focus on the subjects they want to teach.
- Longer, more in depth, more classroom contact hours (student teacher hours) practicum situations. Would prefer practicum hours to be diversified among different schools. Used Prep too much.
- Look more closely at specific programs being used in public schools around state.
- Low on multi cultural areas. Resumes and interview training.
- Make a point for behavior management class.
- Make it and align it with different states and what they require for the education and to teach.
- Make the practicums closer to UW.
- Model what they're teaching in their classes when presenting lessons to us. More time in the classrooms, more classroom management strategies.
- More classes on classroom management.
- More classroom discipline, who to contact in the school district about discipline, need to tell you to find out where if someone disrupts your class if there is actions you can take without having to send them to the principal's office.
- More classroom experience.
- More classroom experience. Less time on theory.
- More classroom experiences mandated before we go student teach.

- More classroom management and in general not just with UW but a longer student teaching experience.
- More classroom management, more of the different types of scenarios.
- More classroom time with students.
- More cooperation - tried to prolong how long you had to be in school.
- More discipline, how to handle students through discipline, some different strategies.
- More emphasis on diversity. Help education students understand diversity on personal level to allow them to express that on professional level.
- More experience in the classroom before going into teaching.
- More field trips - visit different types of schools because they vary.
- More fieldwork.
- More flexibility in regards to past experience, student teaching, more selection of degree required courses.
- More focus on secondary education, classroom management issues.
- More focus on standards based curriculum.
- More focus on what happens in classroom setting, exacting lesson plans are supercilious fluff, more substance on reality of first day of school and managing classrooms.
- More hands-on with assessments.
- More hands-on, more time in the classroom.
- More information on special education.
- More instruction on how to teach emergent readers.
- More interaction with other teachers and actual teaching strategies, really did not understand a lot of how the programs worked. Need to see a bigger variety from different school districts.
- More involvement between advisors/educators and students.
- More methods-lab classes and language arts process.
- More outreach classes.
- More practical application of classroom management and instructional strategies.
- More practical day to day classroom activities; like budgeting, and more area specific classes. And practical applications and theory.
- More practical experience - in class experience, more diverse student teaching.
- More practical classroom management, more real experiences.
- More preparation for finding a job.
- More preparation for special ed.
- More special education training for secondary ed. More real life classroom management and strategy experience.
- More student contact time.
- More student teaching.
- More study in different state testing, more of an emphasis on different cultures.
- More technology and also teaching about standards.
- More time in the classroom and more hands-on experience with actual students in the classroom. Felt like I was thrown in blind. Learned more that way than in all 4 years at UW.
- More time in the classroom student teaching earlier on instead of at the end. More teaching on languages and cultural differences.
- More time in the classroom with students.

- More time needs to be spent in the classroom and more information on standards based assessments.
- More time on classroom management or even a class based on that. Also, we didn't get much on special ed. Specific class just for special ed would be good. 4000 level class pedagogy was too rushed - too much good information. Slow it down.
- More time on strategies for classroom management would be helpful.
- More time student teaching.
- More time with students in the classroom, but with feedback.
- More work and classroom management. Dealing with parents.
- Most of the classes seemed very low level, and abstract. Should spend more time focusing on focus-courses (ex. social studies) rather than education courses.
- Need better instruction on how to communicate with parents.
- Need classroom management courses, needs a change of philosophy concerning democratic classroom. Democratic classrooms are not really what happens, because it's not realistic.
- Need counselors that know what's going on. Counseling she received at UW wasn't very good at all.
- Need more contact with the liaison who was supposed to be helping me in what and how to do things. Newsletter is not doing a good enough job.
- Need more special ed background for even the regular majors to know how to teach these diverse students.
- Need to address more of the accreditation process, standards, and implementing curriculum to meet standards. Need to talk more about state-issue testing.
- Annually yearly progress of students, need to address more.
- Need to cover more about how to grade objectively, should learn how to create a specific behavior plan.
- Need to have a better teacher prep reading program, teaching teachers how to teach kids to read, strategies and components.
- Need to have professors go back into the classroom and understand what teachers really have to deal with.
- Need to make the classes more challenging to engage students. More flexible on requirements.
- Need to separate secondary and elementary ed people earlier on so it's not geared only for elementary.
- Need to teach a little more about grading.
- Needs a little bit more on diversity.
- Needs more classroom management.
- Needs to be a test in measurement course where students learn to write their own exams. Focus more on practical applications of theory (how do the theories apply to the classroom.)
- Needs to focus heavier on how to teach reading and how to incorporate it into every subject, and focus on how to develop assessment, how to use it to guide your teaching.
- None of the classes we had to take, phases or courses or education, none of them qualify for a highly qualified status in the state of Wyoming because I had to take a ton of classes over to get this status, the state and UW should work together to fix this.
- Offer a higher financial aid to students teaching in places where the cost of living is higher.
- Office staff not be so grumpy.
- Place students in the area where they are teaching.

- Preparing people more for interviews, having some kind of test for students before they graduate to make sure that certain skills and knowledge was learned.
- Provide more in-classroom hands-on experience.
- Put new teachers in the classroom for a longer period of time - 6 weeks is not long enough - to see how things work. Do student teaching at beginning and end.
- Reading grade appropriate material when focusing on literature.
- Regular Ed teachers. Need more special ed education classroom information because it's very relevant. Preparing prospective teachers on how to write a resume, how to go into an interview, how to apply for a teaching position.
- Secondary education should be split completely away from other majors.
- Shorten it, dragged it out for 2 and a half years.
- Should have to take classroom management, because it's hard to take over a classroom without it.
- Shouldn't charge people for a transcript analysis, and people in the college of education should all be on the same page with different endorsements and certificate.
- Show more curriculum so as to give future teachers practical ideas for instruction.
- Simplify ways for people with other majors to get teaching certificates.
- Some of the classes that are required need to be looked at to see if they are truly beneficial, ex. quantitative reasoning.
- Some of the instruction is too repetitive.
- Some of the professors need to be checked up on and notice that there are many people dropping out of the field discouraged.
- Some sort of financial aid for off-campus student teaching portion.
- Some way to give or let you work with assessments more to show you a wider variety of curricula.
- Spend a lot less time focusing on everything towards minority education.
- Spend more time on developing lessons and how to use specific material with the kids rather than theories, do more follow up on student teaching experiences.
- Spend more time teaching teachers how to assess students in reading comprehension and leveling students in reading. Increase the amount of special ed classes that regular ed students take.
- Split elementary and secondary ed from the beginning.
- Staying up to date on how to teach lesson plans. Teaching current lesson planning. More integration of technology. More integration of special education and multicultural diversity.
- Stress on teaching reading.
- Stronger focus on authentic assessments.
- Student teaching shouldn't be a requirement for a second endorsement.
- Students need experience in the first few days/week or two of the school year so they can see employees' rules and procedures.
- Students should learn all the literacy stuff.
- Teach classroom management.
- Teach more about working with diverse students.
- Teachers/advisors attitudes.
- Technology and a lot more practicality as far as discipline and at-risk students.
- The 2.75 GPA should not be raised to get accepted to the program when you are short on teachers and the kids are not going to want to do the program, go back to 2.5 GPA.

- The advising, I didn't get much help from them.
- The faculty that has been at the university a little longer should do their own development and find more current ways/methods/modern fashions of teaching.
- The methods part had poor instructors. The Dean needs to be more flexible to issues.
- The practicums should be for the whole year or have more and longer time in the classroom with a teacher before turned loose in your own classroom.
- There should be more of an emphasis in building communication with co-workers and parents. When you have an angry parent come in, what do you say?
- There should be more technology training and work on teaching culturally diverse students.
- They need to completely revamp the student teaching portion of the program. They need to choose better mentor teachers and make sure they go through a learning process, as well.
- They need to do a better job of informing about diverse cultures in students. They need to emphasize that being certified in a core subject plus special education be required.
- They need to get rid of classes and focus on standards-based education. Better mentor teachers. Student teaching should last the whole semester. Teach how to use grade books. More classroom management classes.
- They need to have new students that are going to become teachers to go into the classrooms.
- They need to make it more rigorous.
- They need to prepare the students for more diversified administrative problems. Help them out to know what to do in the different situations.
- They say they help non-traditional students but they didn't bend a bit for me. I felt like I was just another number and they didn't try to help me at all. They should be more flexible in working with working parents and non-traditional students.
- They should consolidate the portfolios. They have the student do so that they carry one portfolio instead of four or five.
- To be able to be a secondary education teacher through Casper College.
- Transfer student wasn't helped in moving credits, felt like the university was hindering drive to receive degree, rather than assisting it. Took 6 years rather than 4 with over 200 credits as a result of this.
- Twice the student teaching time, more standards reference delivery methods, more integration of the school as a whole.
- Two different classroom settings for hands-on in-class portion. Higher levels versus lower levels.
- University needs to prepare students better in reading - what's happening in current curriculum.
- Was really impressed with the quality of the instruction.
- Weakness in teaching classroom management and family relationships; dealing with the students' families.
- Whoever teaches the literacy part of the program: spend more time in kindergarten and first grade classrooms at the beginning of the school year. All students should spend time in the classrooms at the beginning of the school year.
- Working more to help graduates get jobs; how to fill out applications and what to do.
- Working with colleagues that have different training.
- Would make special ed classes mandatory.

APPENDIX II – A

High School Principals

Respondents = 70

**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	Valid Percent
1-5	2	2.9
6-10	3	4.3
11-20	19	27.5
21-30	25	36.2
More than 30	20	29.0
Total Valid	69	100.0
Don't know	1	
Total	70	

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	20	40.8
6-10	10	20.4
11-20	14	28.6
21-30	4	8.2
More than 30	1	2.0
Total Valid	49	100.0
Don't know	21	
Total	70	

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%	10	18.5
10% - 19%	4	7.4
20% - 29%	5	9.3
30% - 39%	3	5.6
40% - 49%	8	14.8
50% - 59%	8	14.8
60% - 69%	5	9.3
70% - 79%	5	9.3
80% - 89%	4	7.4
90% or more	2	3.7
Total Valid	54	100.0
Don't know	16	
Total	70	

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:

5. Manage a classroom effectively?

	Frequency	Valid Percent
Very Poorly	1	1.4
Poorly	4	5.7
Adequately	31	44.3
Well	22	31.4
Very Well	12	17.1
Total	70	100.0

6. 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	Valid Percent
Poorly	4	5.8
Adequately	27	39.1
Well	28	40.6
Very Well	10	14.5
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

7. To work with children of diverse cultural backgrounds?

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

	Frequency	Valid Percent
Poorly	4	6.1
Adequately	23	34.8
Well	30	45.5
Very Well	9	13.6
Total Valid	66	100.0
Don't Know/Not Sure	3	
No Answer/Refused	1	
Total Missing	4	
Total	70	

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

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

	Frequency	Valid Percent
Poorly	9	13.0
Adequately	23	33.3
Well	27	39.1
Very Well	10	14.5
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

9. 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	Valid Percent
Poorly	7	10.1
Adequately	27	39.1
Well	25	36.2
Very Well	10	14.5
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

10. 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	Valid Percent
Poorly	2	2.9
Adequately	24	34.8
Well	34	49.3
Very Well	9	13.0
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

11. 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	Valid Percent
Poorly	4	5.9
Adequately	23	33.8
Well	31	45.6
Very Well	10	14.7
Total Valid	68	100.0
Don't Know/Not Sure	1	
No Answer/Refused	1	
Total Missing	2	
Total	70	

12. 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	Valid Percent
Poorly	6	8.8
Adequately	21	30.9
Well	32	47.1
Very Well	9	13.2
Total Valid	68	100.0
Don't Know/Not Sure	1	
No Answer/Refused	1	
Total Missing	2	
Total	70	

13. 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	Valid Percent
Poorly	12	17.4
Adequately	26	37.7
Well	27	39.1
Very Well	4	5.8
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

14. 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	Valid Percent
Poorly	12	17.4
Adequately	35	50.7
Well	19	27.5
Very Well	3	4.3
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

15. 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	Valid Percent
Poorly	7	10.1
Adequately	13	18.8
Well	34	49.3
Very Well	15	21.7
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

16. 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	Valid Percent
Poorly	6	8.7
Adequately	28	40.6
Well	28	40.6
Very Well	7	10.1
Total Valid	69	100.0
No Answer/Refused	1	
Total	70	

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

	Frequency	Valid Percent
Significantly less able	2	2.9
Less able	5	7.2
No different	33	47.8
More able	27	39.1
Significantly more able	2	2.9
Total	69	100.0
No Answer/Refused	1	
Total	70	

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

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

APPENDIX II - B.

Question 18. Are there any additional comments you would like to make about UW teacher education graduates' preparation for teaching?

- For secondary prepared teachers: classroom management strategies are typically a weak area. A solid repertoire of instructional strategies to utilize with content knowledge is needed.
- I don't think it's the program that makes the difference. I believe it's the person and what they do with what they have learned that makes the difference.
- I hope UW stays current with research-based practices/instructional techniques.
- I think that there need to be some targeted classes on classroom management to ease them into that. It seems to be their biggest challenge.
- I think the program is a good one and does a more than adequate job of preparing students for a career in education.
- I think they are doing a great job.
- I think you guys do a pretty good job.
- I wish we would've had more opportunities to hire more of them.
- In the last five years I've seen a significant improvement in those kids coming to teach at our schools.
- It really does depend more on the individual than the institution.
- Make sure they are up to date on recent practices and recent research.
- More classroom management including behavior and on/off task behaviors and the philosophy behind procedures.
- Most of our teachers say their practicums at the lab school did not prepare them for teaching the at-risk populations most of us have in our schools.
- Most of those students come from a rural background and it makes it easier for us to recruit them.
- Overall the quality of student teachers has gotten better every year and we have been pleased with them.
- Overall, I have been pleased with the quality of UW teachers.
- The blending of theory and practice is a concern. Both experienced and student teachers have trouble connecting the two. Reflective practice would help as well as connecting coursework and fieldwork.
- The last 2 music teachers I've hired from UW have been outstanding.
- There needs to be more emphasis on how to teach reading and language arts. Schools should focus on how to apply the teaching to kids, not just the philosophy of how to do it.
- They are not extending student teachers to as many places as they used to. We would like to see UW place more student teachers in the outlining area because it makes it easier to hire those teachers.
- They have a habit of emulating their mentor teachers and that can be good or bad.
- They need to have more classes on classroom management, more classroom experience, understanding different learning styles, mapping of instruction plans, more about assessments and student data.

- This survey does not in my opinion have much validity since there is a great difference from teacher to teacher.
- Those that have had more time in the buildings are way above the other graduates we have hired.
- Those who think they know it all limit their own learning when student teaching.
- Time since graduation is a factor. We have used extensive in-service to keep up with best practices.
- We would like more graduates, especially in the vocational areas. We like to have teachers who participate in extra curricular activities other than sports such as speech and debate.

APPENDIX III-A.

[College of Education letterhead]

[date]

[Name]
[Address]

Dear _____,

Teacher preparation and other education-related fields are constantly changing, requiring new knowledge and new skills. The attached survey is designed to help us assess the needs of school districts, and the effectiveness of our teacher education programs in meeting those needs. We intend to use the survey findings to identify strategies to expand and strengthen our curriculum offerings and program requirements.

The University of Wyoming's College of Education would be most grateful for your assistance in assuring the continuing relevance and effectiveness of our programs that prepare preservice teachers for successful careers. Please take a few minutes to complete the attached survey. We believe that this data is necessary to inform future decisions related to building the skills and proficiencies of future graduates.

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

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

Sincerely yours,

Patricia A. McClurg
Dean, UW College of Education

APPENDIX III-B.

University of Wyoming College of Education Graduates Teacher Preparedness Survey 2005

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:

5. Manage a classroom effectively?

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

6. Apply theories of how children learn?

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

7. Work with children of diverse cultural backgrounds?

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

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

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

9. Use a variety of instructional strategies?

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

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

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

11. Use technology and media for professional and instructional purposes?

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

12. Develop and deliver standards-based instruction?

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

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

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

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

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

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

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

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

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

17. 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

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

Thanks for your help! Please mail your survey in the pre-paid envelope provided.