

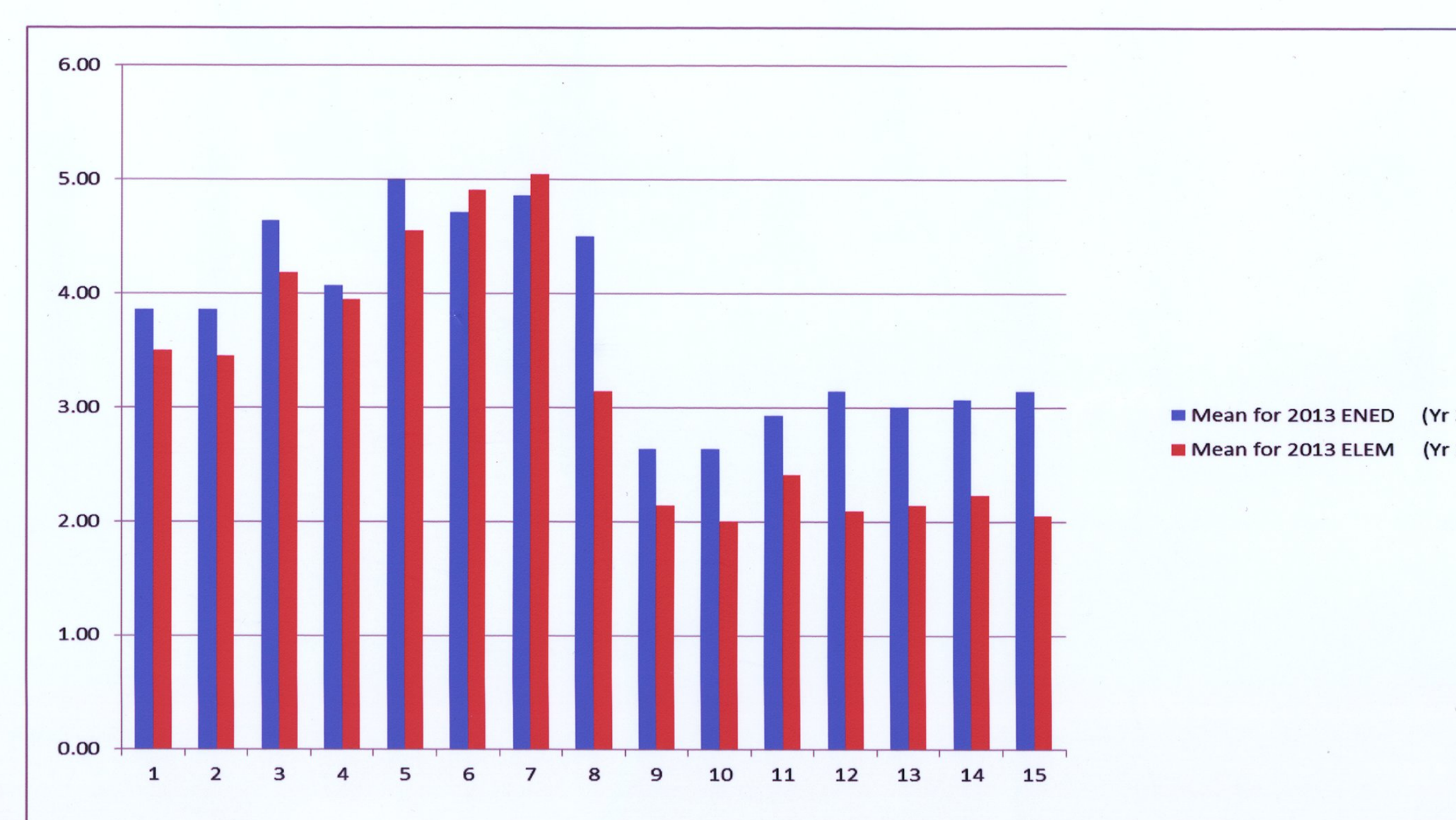
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Listening to the most important voice in teacher education: The voice of the teacher candidate

Abstract

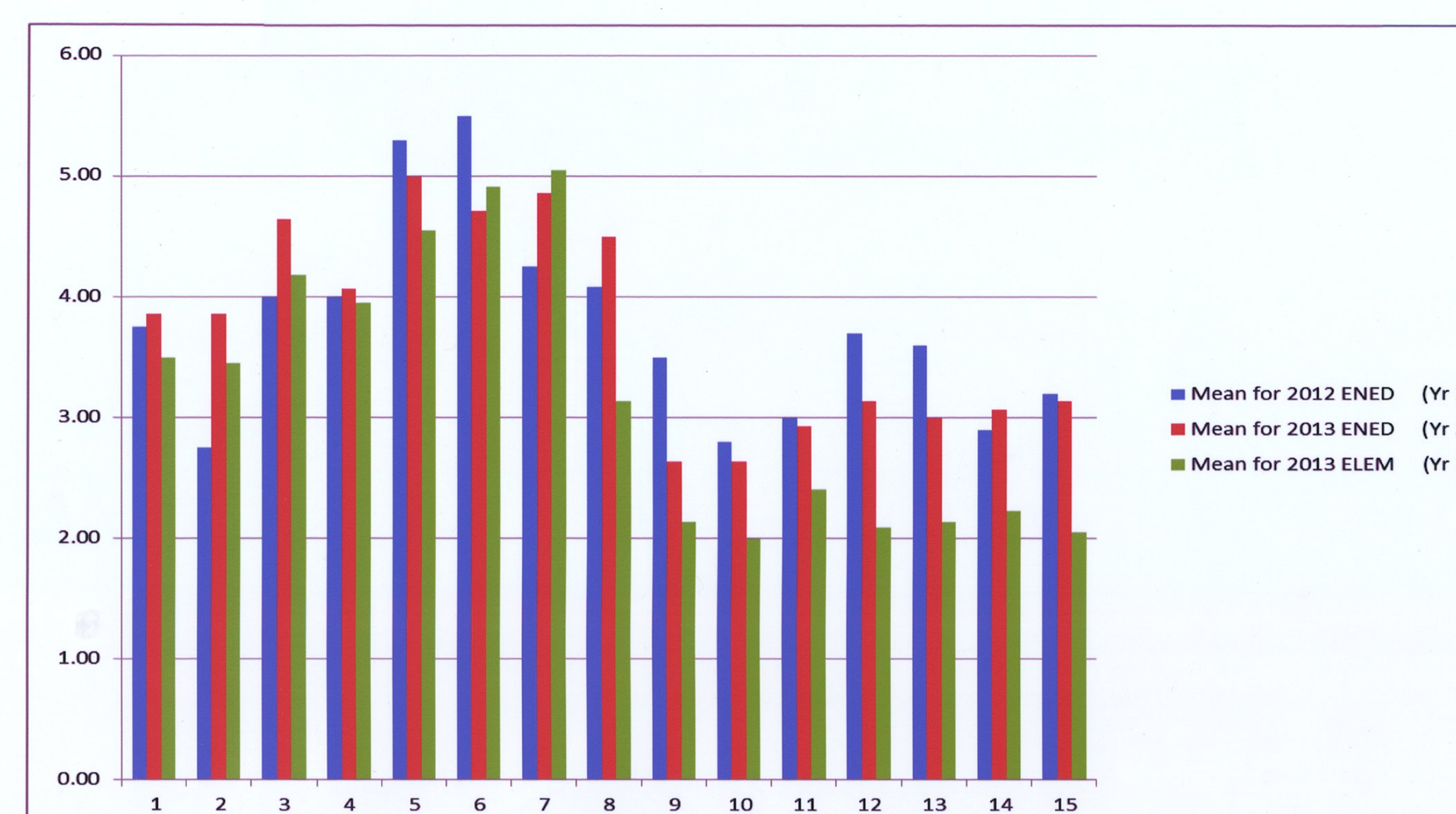
The conversation surrounding the current state of public education in America has become increasingly negative and harsh. The focus of that criticism is often directed at funding issues, charter schools, vouchers, graduation rates, political agendas...and teachers themselves. Understandably, in an effort to address concerns about the quality of teachers, notably new graduates, colleges of education are implementing new programs, new forms of assessment, new forms of student teaching internships, and other reforms. In their attempts to improve teacher quality, however, teacher educators can learn much about the impact of their efforts by listening to the voices of those most closely affected by those changes: their teacher candidates. This study examines what one university learned when they asked for and listened to their new graduates feedback.

VOICES we must HEAR



Intern Feedback on Cooperating Teachers & University Supervisors

CLINICAL TEACHERS						UNIVERSITY SUPERVISORS					
Program	Overall Pos.	Overall Neg.	Neutral	Mixed	Total	Program	Overall Pos.	Overall Neg.	Neutral	Mixed	Total
ART				1	1	ART	3				3
B-K	2				2	B-K	3				3
ELEM	45	1		3	49	ELEM	34	10	3	6	53
ENED	5		1	2	8	ENED	8		1	1	10
EXSS	1				1	EXSS	1				1
FACS	1				1	FACS	1				1
HIED	5			1	6	HIED	4	2			6
HLTH	5	1		1	7	HLTH	9	1			10
MATH	3				3	MATH	1	1			2
MIDG	13	2		1	16	MIDG	13			1	14
MUSC	6	2		1	9	MUSC	6		1	2	9
SCIE	3	1		1	5	SCIE	2			1	3
SPED-AC	7	1		1	9	SPED-AC	7				7
SPED-GC	7	2			9	SPED-GC	10				10
TOTAL	103	10	1	12	126	TOTAL	102	14	5	11	132
N=132	81.8%	7.9%	.8%	9.5%	100%	N=132	77.3%	10.6%	3.8%	8.3%	100%



Combined Quantitative Data

	Mean for 2012 ENED (Yr 2)	Mean for 2013 ENED (Yr 3)	Mean for 2013 ELEM (Yr 2)
1. When the edTPA was introduced to our class, I understood its purpose.	3.75	3.86	3.5
2. As I began to construct my TPA portfolio, the materials (paper, electronic, or on TaskStream) provided by edTPA clearly explained the components (Tasks) that I was responsible for developing.	2.75	3.86	3.45
3. Any questions or concerns that I had about the edTPA process were answered or responded to in a timely manner by ECU faculty.	4	4.64	4.18
4. I felt supported by the ECU College of Education in general as I was constructing my edTPA portfolio during my internship.	4	4.07	3.95
5. I felt supported by faculty in my academic major as I was constructing my edTPA portfolio during my internship.	5.3	5.0	4.55
6. I felt supported by my university supervisor as I was constructing my edTPA portfolio during my internship.	5.5	4.71	4.91
7. I felt supported by my clinical teacher(s) as I was constructing my edTPA portfolio during my internship.	4.25	4.86	5.05
8. During my internship, I felt that I was adequately prepared to create the edTPA portfolio.	4.08	4.5	3.14
9. During my internship, I believed that constructing the edTPA portfolio would make me more effective teacher.	3.5	2.64	2.14
10. During my internship, I believed that the edTPA was a worthwhile (beneficial) experience	2.8	2.64	2.0
11. Constructing the edTPA portfolio helped me analyze my teaching effectiveness during my internship.	3	2.93	2.41
12. As a graduate, I believe that I benefitted from doing the edTPA during my internship.	3.7	3.14	2.09
13. As a first or second year teacher, I have a positive perception of the value of the edTPA experience.	3.6	3.0	2.14
14. The edTPA portfolio experience currently helps me analyze my current teaching effectiveness.	2.9	3.07	2.23
15. I believe that completing the edTPA portfolio during my internship has had a positive impact on my first and/or second year of teaching.	3.2	3.14	2.05

Findings

General:

- Regardless of how comfortable and knowledgeable program faculty, university supervisors, and cooperating teachers become with new forms of assessment, for each class of teacher candidates, it is a new, unique, and intimidating experience.

edTPA requirement

- Despite 4 years of implementation, increased support, earlier introduction to the edTPA, interns responses are fairly consistent across years 2, 3, and 4.
- English Education interns tends to be slightly more positive in their responses to the edTPA requirement and experience than Elementary interns.
- Program completers report a slightly more positive response to the edTPA experience 1-2 years after finishing the program than they do at the end of their internship.

Internship experience

- Teacher candidates across 14 different programs are strongly positive (81.8% of comments) in their opinions about their cooperating teachers. They are nearly as positive (77.3%) in their feedback on their university supervisors.

Program Implications

General

- Planned communication among program faculty, university supervisors, and cooperating teachers before and during reform implementation is critical.

Internship experience

- Program faculty and university supervisors must provide scaffolding support for candidates as they progress through the curriculum into more intensive clinical practice experiences.

Data Sharing for Program Improvement

- Teacher education faculty must value, analyze, and interpret quantitative and qualitative program data.

