East Carolina University

Providing effective, high quality support for _every_ ECU teacher candidate

Pirate Code Team 5
Susan Morgan
Judy Smith
Shari Steadman

Pirate Code 5 Vision
High quality support for all teacher candidates

Mission
**In order to accomplish this vision, the following are required:**

- **Across-program Awareness** – All members of our faculty must be aware of the scope and needs of all teacher education programs, both those that reside inside and outside the College of Education.
- **Support** – Buy-in is needed from every program and every member of every program.
- **Ownership** – ECU graduates currently serve as educational leaders across this state. They are classroom teachers, clinical teachers, university supervisors, instructional coaches, and administrators. To support their efforts and the impact they can have, we must provide accessible and effective professional development.
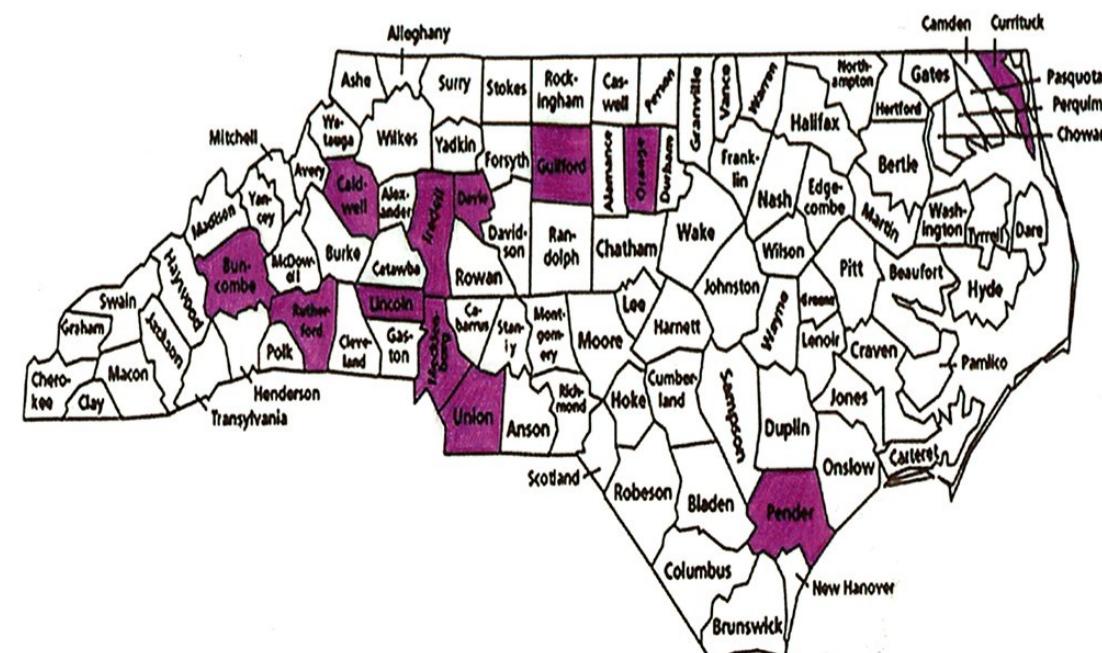
Step 1: Recognizing our commitment…and our territory

Latham Clinical Schools Network

Senior 1 Fall 2013 Out of Network Placements
Program Areas: Birth-K, Elementary, Music, and Special Education   n= 9
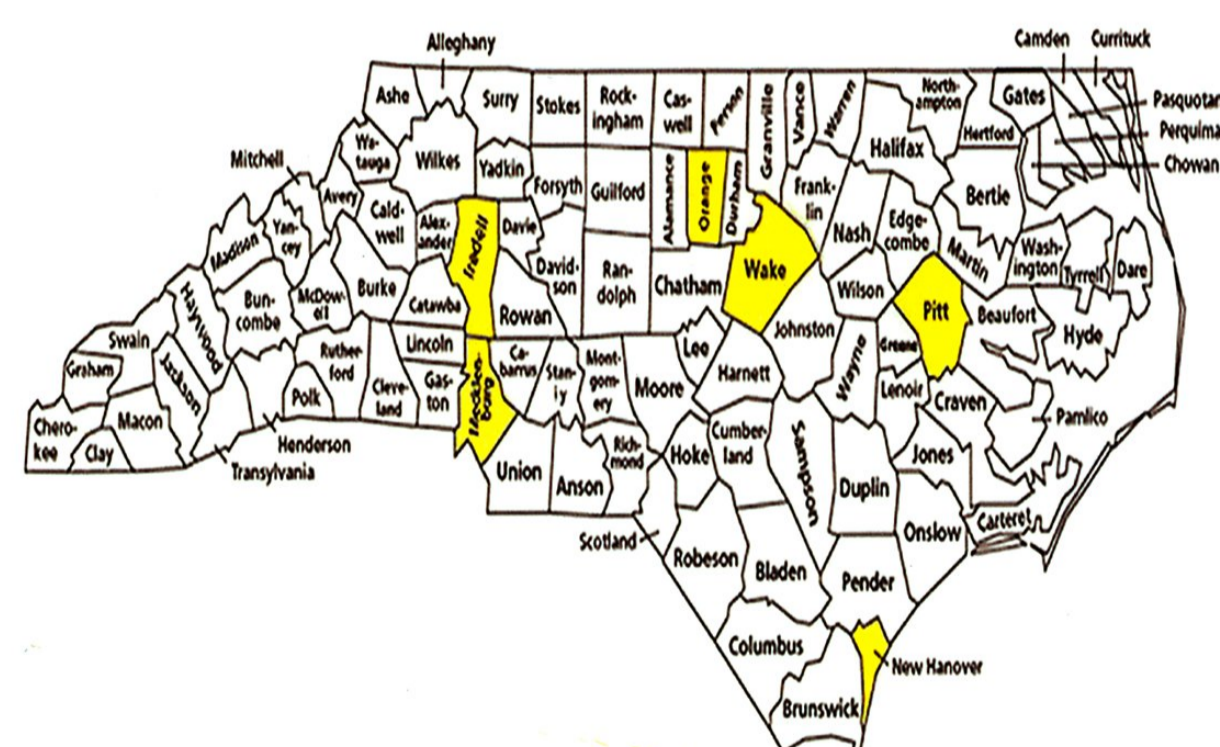
Senior 2 Fall 2013 Out of Network Placements
Program Area: Elementary   n= 15

Step 2: Listening to those who can provide authentic perceptions of our educational efforts: Our teacher candidates

The Data
Exit surveys from spring 2013 program completers:

- ✧ Voluntary participation
- ✧ Completers: n=477
- ✧ Programs represented: 18
- ✧ Responders to questions about CTs: n = 287
- ✧ Open-ended CT question responders: 127 (45.5%)
- ✧ Responders to questions about USs: n = 287
- ✧ Open-ended US question responders: 132 (46%)

The Results (aggregated)
Regarding their CTs:

Positive Comments	
Category	% of total + comments
General (Best CT ever, etc.)	29.5%
Positive/supportive relationship	17.3%
Consistently gave feedback/advice	13.9%
I learned/grew	13.3%
CT was a role model	10.4%
CT was very experienced	5.8%
CT let me take over class	5.8%
CT modeled/supported my style of classroom management	4%

Negative Comments	
Category	% of total – comments
CT was condescending; not supportive	23.1%
Received little or no guidance/feedback or only negative comments	23.1%
I was required to take on more responsibility than appropriate	12.8%
CT had ineffective classroom management	10.3%
Style of instruction problematic	10.3%
Reluctant to give up class	5.1%
I was misled/not supported by my program	5.1%
School environment was negative	5.1%
CT had excessive absences	2.6%
CT gave no help with edTPA	2.6%

Regarding their USs:

Positive Comments	
Category	% of total + comments
General (very helpful, amazing, awesome)	47.4%
Positive feedback/advice/guidance	15.5%
Positive/supportive relationship; approachable	15.1%
Responsive/punctual	10.4%
Encouraging	6.4%
Helped me grow	2.3%
Helped me with edTPA	1.6%
Very experienced	1.3%

| Negative Comments	
Category	% of total – comments
Received little-no guidance/feedback or only negative comments	25%
Unresponsive/ could not get in touch with my US	22.2%
Ineffective/unethical	13.8%
Inflexible	11.1%
Untrained in edTPA	8.3%
Disorganized	5.6%
Arrived late or missed observation entirely	5.6%
Inconsistent	5.6%
Seemed disinterested/uninvolved	2.8%

Application
Findings were infused into CT training sessions and will become part of US training.

Step 3: Collecting and analyzing data from clinical teacher training: Determining value of training and opinions for delivering online training

Clinical Teacher Training Guiding Principles
Principle 1: Clinical teachers coach interns.
Principle 2: Roles of Clinical Teacher, Intern, University Supervisor are important.
Principle 3: Needs of interns are different from in-service teachers.
Principle 4: A trusting relationship is key.
Principle 5: Competencies and Indicators provide understanding.
Principle 6: Intern support and assistance must be tailored for individual needs.

Summer 2013 = 167 clinical teachers trained
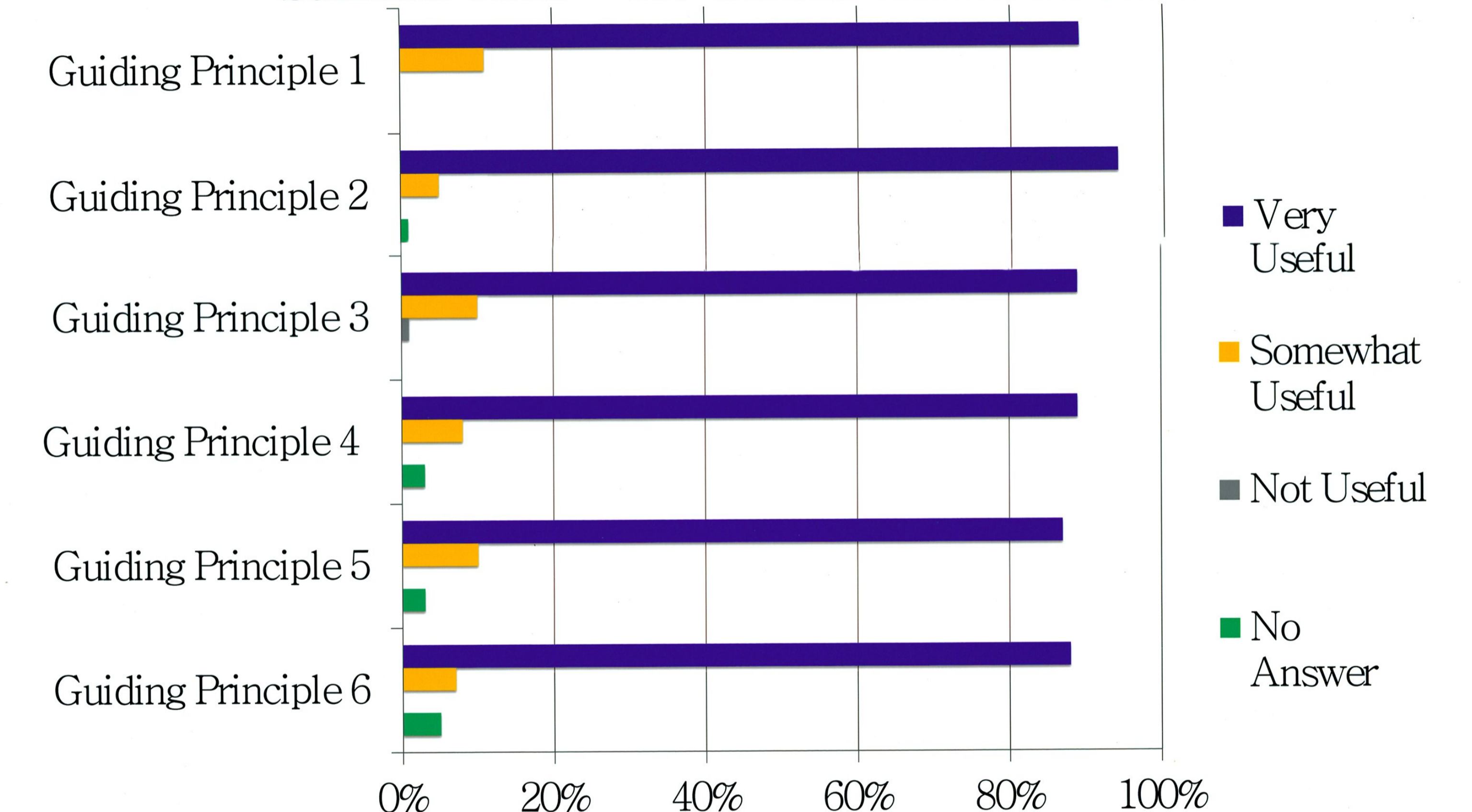
Can Clinical Teacher Training be delivered online?
Survey Results
Yes = 52%   No = 21%   Unsure = 2%   No answer = 25%

On-going Steps:
- ✧ **Explore ways to provide on-line CT and US training**
- ✧ **Meet with Instructional Coaches**
- ✧ **Distribute Latham Clinical School Partners' Survey, collect and analyze data, and assess how to utilize data to enhance teacher candidate and stakeholder support**
- ✧ **Develop refresher courses for Clinical Teachers and University Supervisors**
- ✧ **Identify the nature of the work of the University Supervisors**
- ✧ **Devise a plan to dissolve the curtains between the work of the Instructional Coaches, Clinical Teachers, and University Supervisors**

Conclusions
- ✧ Teacher education at ECU is complex in regard to pathways, programs, and geography.
- ✧ Accomplishing the vision of supporting every intern to the fullest extent possible will require…
  - ✧ on-line training options for distant CTs and USs;
  - ✧ deeper, richer, more nuanced understanding of the work of each member of the intern support team and on-going robust conversations between those members;
  - ✧ continuous collection and analysis of salient. current data to inform teacher education decisions.