SECONDARY TEACHER EDUCATION PROGRAM (STEP)
2008 REPORT OF MULTIPLE SOURCES OF STUDENT PROGRAM EVALUATION

2008 SCED PROGRAM EXIT EVALUATION SUMMARY
More actual in-class experience before student teaching and clinical experience (1st or 2nd year of college)
Get us in the schools earlier / Could we have a few more semesters of clinicals?
Do more clinical work instead of classes / Have more opportunities to teach in clinicals rather than just observing / More practical practice of teaching lessons in front of large groups
More content-specific learning
Incorporate ED classes with major/minor classes
Have information / expectations more clear / Help more with job searching, preparedness, placement
Prepare us for the time involved in teaching
Teach us how to prepare a lesson plan / We wrote tons of lesson plans we never used
More application instead of theory. Use textbooks that teach us how to teach
Bring in more teachers currently in the classroom to share experiences and strategies they use in class
Teach us more technology
There seems to be a lot of overlap in the classes taught in the STEP program

2008 LEVEL I AND LEVEL II FORUM SUGGESTIONS
Have an intro to education class
Have clinical experience be part of the methods classes
Help us prepare for the PRAXIS exams
Content advisors should know what is on the PRAXIS exams
Show us many types of lesson plans
There is a lot of redundancy in the courses taught in the STEP program

2008 HRUBY REPORT* RECOMMENDATIONS SUMMARY
*Student report of program evaluation project that was embedded in SCED 4210, Cognition and Evaluation of Student Learning.

Need an Introduction to Secondary Education course
Clinicals – Earlier / Better / Greater diversity of observations
Clinicals (how about a 2 week intensive?)
Clinical - Need them assigned at start of semester
Student Teaching - More hands-on
Communication between students, teachers, advisors/administration
Email, website pop-ups
Better communication with students
More practical experience
Courses (reduce redundancy; reduce STEP 1 to 1 class?)
Consolidate classes
  a. Content area & English Education
  b. Multicultural & ?
  c. Introduction to Secondary Education class needed
Portfolios - Teacher assignments should feed portfolios
RESPONSES TO MULTIPLE SOURCES OF STUDENT PROGRAM EVALUATION

Programmatic

1. Have an introduction to education class / More actual in-class experience before student teaching and clinical experience (1st or 2nd year of college)

   This need has been discussed by the faculty and there are plans to develop a multi-disciplinary, online, Introduction to Education course. This course could include assignments to be completed that require some experience in the schools. While development of this course is not yet underway, careful consideration of how to proceed and how to find needed resources (faculty time) to get this started are being discussed and general suggestions for structuring the course have been recorded.

2. Clinicals – Earlier / Better / Greater diversity of observations / Get us in the schools earlier / Could we have a few more semesters of clinicals? / Do more clinical work instead of classes / Have more opportunities to teach in clinicals rather than just observing / More practical practice of teaching lessons in front of large groups / Clinicals (how about a 2 week intensive?) / Have clinical experience be part of the methods classes/ More content-specific learning / All depts. should have hands-on experiences in clinical

   Sociology Clinical and Psychology Clinical Reconfiguration Memorandums of Understanding have been written and agreed to. This significantly improves students' clinical opportunities in these two departments.

   SCED 3600 – Teaching English – Collaborative delivery onsite at Logan High School is being piloted Spring Semester, 2009. Early feedback suggests this has improved the interface between this methods class and the associated clinical experience.

   STEP Faculty researched varied models for incorporating clinical experiences into students’ experiences both earlier and with a greater emphasis on the practice side of the observation/practice continuum. Members of the faculty are continuing to fold these concerns into the work of the STEP Revision Committee.

3. Clinical Placements - Need them assigned at start of semester

   New advising has been put in place to streamline the placement of students as quickly as possible at the beginning of the semester

4. Incorporate Secondary Teacher Education Program classes with major/minor classes

   Meetings between secondary education faculty and faculty from partner departments who teach particular methods classes have been occurring. An example of this is a collaborative meeting between the faculty from the math department and the secondary education faculty who teach SCED 4210 Cognition and Evaluation of Student Learning. Course articulation and clarification regarding the development and use of student portfolios provided needed understanding and the opportunity to assure students that significant assignments that span courses are carefully designed and implemented.

   Meetings with partner department heads and faculty provide the opportunity for discussion of shared goals and concerns. These meetings are held each semester. In Spring 2009, a process for visiting each partner department was developed and implemented. These visits are an opportunity to distribute recruitment materials and provide posters with critical information for current students; check on availability of PRAXIS guidebooks; and field any questions from partner department advisors.
5. Student Teaching - More hands-on

The Secondary Education Director of Field Experiences provides careful protocol regarding the nature of student teaching experiences as well as giving them evaluation forms that provide evidence that teachers are giving students the opportunity to meet requirements for implementing units/lessons. Of particular importance is the Director of Field Experiences steady electronic communication with cooperating teachers and her consistent availability to both cooperating teachers and students to address any concerns they may have during the course of the semester.

6. Communication between students, teachers, advisors/administration

At all levels of the program, communication has been the focus of attention with the intention of improving the flow of information. Forms have been revised, regular emails are sent to partner department heads, advisors, and instructors from our secondary education advisor, and an improved rhythm of meeting with all invested parties has been ongoing.

Advisory

Partly in response to student feedback, a new secondary education advisor was hired fall semester, 2008.

Students are now required to attend a Secondary Education Orientation near the end of the semester that they are admitted to the program and scheduled to begin classes in STEP the following semester. Presenters at this two hour event include a local high school teacher who provides insights into the responsibilities and rewards of life as a teacher. Additionally, the Associate Department Head from TEAL who oversees secondary education programmatic issues, the Secondary Education Advisor, and the Director of Field Placement are all present to provide information and field questions from students. Student response to this newly implemented event has been very positive.

Students are now required, upon admission to STEP, to meet with an advisor who is carefully reviewing all program requirements. This advisor is also more proactively communicating with students as soon as they declare secondary education as their career goal. Students are encouraged to discuss their career intentions with advisors and an effort is made to help students understand the requirements and details of a career in education.

Both the Advising Office and Office of Field Experience have improved communication with one another and are meeting regularly to ensure all communication with students is consistent.

2. Email, website pop-ups need improving

The Secondary Education portion of the website has been entirely reviewed and revised, forms updated, and changes made to improve usability.

3. Help us prepare for the PRAXIS exams / Content advisors should know what is on the PRAXIS exams

The importance of preparation for the PRAXIS exams has been an ongoing topic of conversation at meetings with students and with partner department heads, advisors, and faculty. All partner departments have agreed to house and provide a check-out system for appropriate PRAXIS practice guides in their content areas and the secondary education program provides the same service for PRAXIS practice guides for the PRAXIS Principles of Teaching and Learning exam. Each spring semester, a work study student from the secondary education program visits each partner department to determine whether the guidebooks are readily available to students.
Course Related

1. Teach us how to prepare a lesson plan / We wrote tons of lesson plans we never used / Show us many types of lesson plans

   These concerns have been examined and discussed at faculty meetings. Faculty have been discussing the types of lesson plans in use and working toward a goal of better articulation in this regard.

2. More application / Use textbooks that teach us how to teach. / More practical experience / There seems to be a lot of overlap in the classes taught in the STEP program / There is a lot of redundancy in the courses taught in the STEP program / Consolidate classes / Condense STEP courses

   In response to feedback and as part of our commitment to regular review of course offerings and program development and implementation, a STEP Revision Committee has been formed and has been meeting bi-weekly throughout spring semester 2009. This committee consists of all faculty and instructors teaching the four core courses in the secondary teacher education program and the associate department head who has oversight responsibilities for secondary education. Their work includes a thorough review of all syllabi, a systematic study of research on effective teacher education, creation of a matrix indicating to what degree INTASC Standards are addressed in each class, examination of the multiple models currently being used in the program to link methods courses with clinical experiences, and the development of central questions that may be used as the basis for developing a spiral curriculum within the four core courses.

3. Bring in more teachers currently in the classroom to share experiences and strategies they use in class

   This is currently being addressed through the every-semester Secondary Education Orientation that newly admitted students are required to attend. It will also be considered by the STEP Revision Committee as a possible addition within the four core courses.

4. Teach us more technology

   The required technology course, INST 3500 Technology Tools for Secondary Teachers, is being examined as part of a larger conversation about revising course requirements for technology education in both the elementary and secondary education program. In addition to possible revision of existing courses, the possibility of interfacing more effectively between the instructional technology course work and the methods and core courses of the secondary education program is being considered.

5. Portfolios - Teacher assignments should feed portfolio

   A new online portfolio tutorial is being developed to provide support for students and consistency of expectations across courses where portfolio creation is addressed. Additionally, faculty in the STEP program have met with instructors in partner departments to clarify portfolio expectations and assignments. Creation and use of portfolios has been added to the agenda for an upcoming meeting with partner departments.