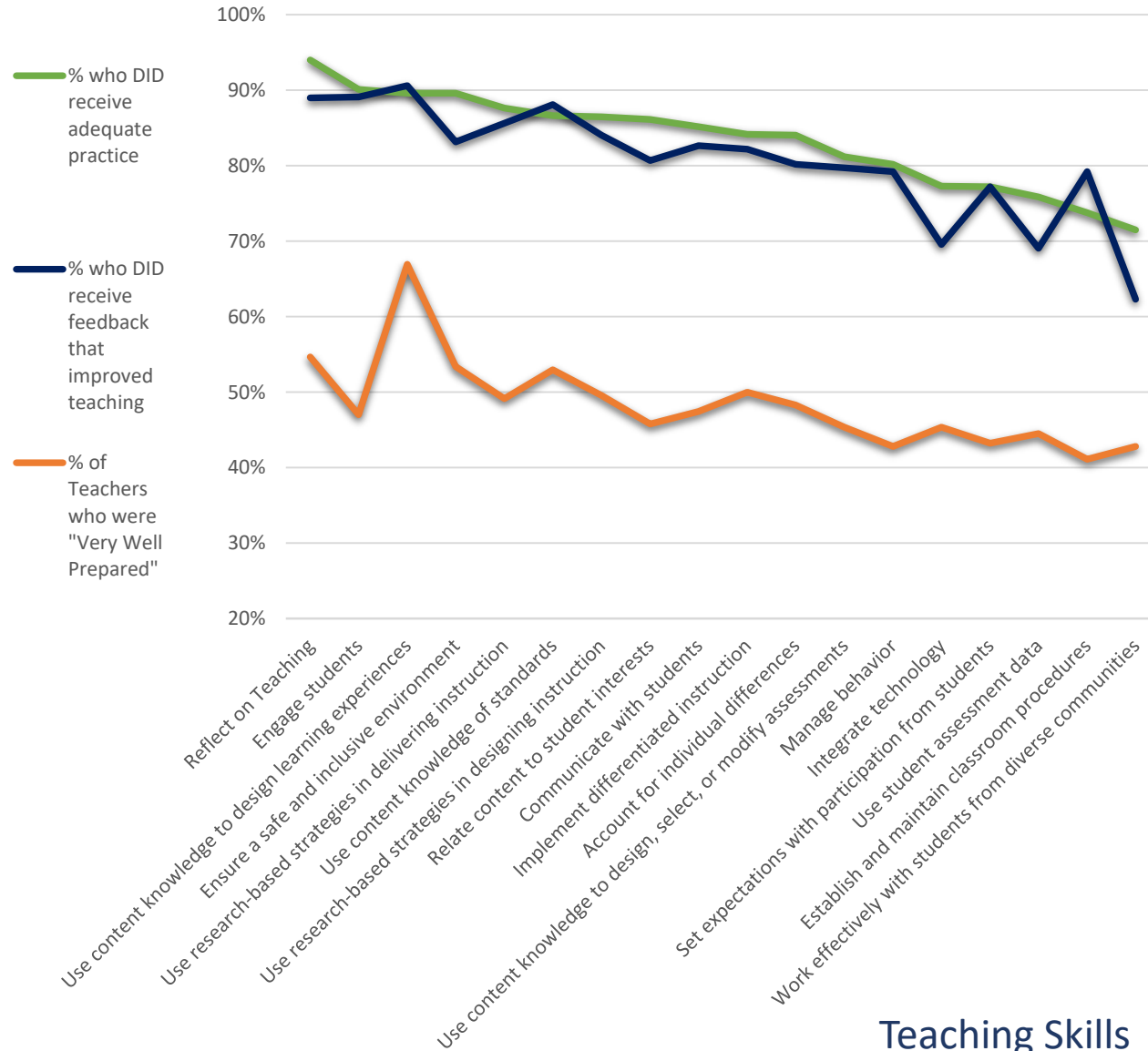


Monthly Data Briefs from the Delaware Department of Education's Teacher and Leader Effectiveness Branch

How well prepared are Delaware's educator preparation programs preparing teachers for the varied demands of teaching? Are teachers getting the practice and feedback they need in order to feel prepared? In 2016, the Delaware Department of Education, in collaboration with six Delaware educator preparation programs, conducted a survey of 570 recent program completers to find out how well prepared they felt, and whether they believed they received adequate practice and valuable feedback. 200 recent graduates from 37 preparation programs answered questions on preparation, practice, and feedback, and the results are summarized here.

Preparation, Practice, & Feedback



HIGHLIGHTS & RECOMMENDATIONS

Teachers are Receiving Practice & Feedback and feel Prepared to:

- Reflect on teaching to improve practice
- Use content knowledge to design learning experiences
- Use content knowledge of standards (e.g., Common Core) in instruction

Teachers get practice and feedback in their programs but still feel unprepared to:

- Manage behavior
- Set expectations
- Establish/maintain classroom procedures
- Engage students
- Relate content to student interests

Recommendations:

- Increase opportunities for observations of master teachers
- Provide student teaching placements that start at the beginning of the school year

Teachers do not receive adequate practice or feedback, nor do they feel prepared to:

- Integrate technology
- Use student assessment data
- Work effectively with students from diverse communities

Recommendations:

- Establish competency-based assessments in courses to determine preparedness on needed skills
- Ensure clinical practice occurs with students from diverse communities

Teaching Skills

What do Teachers Say about the Practice & Feedback They Received in Their Programs?

Teaching Skills with <i>Most</i> Practice	% Saying They Received Adequate Practice	What Teachers Said: Representative Comments from Survey Responses
Reflect on Teaching	94%	"At the end of each and every lesson/activity we would complete an in-depth reflection, and it guided my growth in every aspect of my teaching from how to handle behavior challenges, record and maintain student data, understand the content and curriculum, etc."
Engage students	90%	"We did a lot of lesson planning with emphasis on modifying to ensure student interest."
Use content knowledge to design learning experiences	90%	My program prepares teachers very well in creating strong lesson plans... I was constantly getting feedback on my objectives and instructional activities."
Ensure a safe and inclusive environment	90%	(This year I had) "a student with a rough home life. Using the skills I learned through college, I took the time to get to know him instead of just sending him out of my room every time he had a melt down. Because of this, he and I developed a relationship that helped him to feel safe and secure at school, and eventually his grades and behaviors began to improve."

Does the Amount of Practice & Feedback Predict Preparation? YES: in 18 out of 18 teaching skills, practice & feedback ratings strongly predict preparation ratings ($p < 0.001$).

Does Feeling Prepared Matter? One very strong effect we saw was that whether the teacher felt prepared (on 23 teaching skills) is a highly significant predictor of that teacher's intention to continue in teaching ($p < 0.001$). This analysis is ongoing as we investigate the effects of teacher preparation on student achievement.

Teaching Skills with <i>Least</i> Practice	% Saying Received Adequate Practice	What Teachers Said: Representative Comments from Survey Responses
Work with students from diverse communities	71%	"I don't feel that my program prepared me to effectively work with students from impoverished backgrounds - while I am able to understand why some of these students have difficulty in school, I did not feel prepared with effective strategies that will help them."
Establish and maintain classroom procedures	74%	"When I started my student teaching placement in February, classroom procedures were already established by the cooperating teacher... I remember being told when we had questions about classroom management that you have to figure it out for yourself. I understand that in a way, yes, you do have to muddle through it, but is there something else that teacher prep programs can do besides just hope for the best?"
Use student assessment data	76%	"I feel that (my program) showed me ways to record data but did not teach me how to use them effectively in the classroom. It took quite a while to figure out what works best for me."
Set expectations with participation from students	77%	"Even the courses that focused on classroom management did not fully prepare me for what it was like in the classroom. We focused on theories when I would have benefitted more from discussions that include real teachers, videos of actual classrooms, real tips and tricks."