



Teacher Education Internship Survey Results Fall 2015, Winter 2016 and Spring 2016

Background

As part of Woodring College of Education continuous outcomes assessment, candidates completing teacher education programs respond to an exit survey about their programs and field experiences. The results of the survey are summarized and shared with program chairs, directors and faculty, and posted on the WCE assessment system website. The student perceptions of the quality of their programs and preparation are folded into college and department-level discussions of program management, curriculum design and course review. The results are used for continuous program improvement.

The survey instrument incorporates the State of Washington Standard V—Knowledge and Skills for Beginning Teachers. The questionnaire has three sections. The first questions ask candidates to evaluate the effectiveness of various aspects of their programs. The second section addresses elements of practica and internship. The third section asks the respondents to indicate how prepared they are to impact student learning in relation to each of the sections of the State of Washington Standard V: Candidate Knowledge and Skills. New to the survey this year is a question asking the respondents to rate the effectiveness of their programs overall on a scale of 1 to 10 with 10 being the most effective.

Methodology

The teacher education internship survey is administered via email during the remaining weeks of each candidate's final internship. All Western Washington University teacher education candidates, at all sites, received an email message that contained a link to the URL for the survey. Interns were asked to go to the web site and complete the survey. Individuals who did not complete the survey were sent several follow-up reminders via email.

Rate of Response

A total of 279 surveys were sent to candidates over the three quarters of the 2015-2016 academic year and 142 completed surveys were returned. This was an overall response rate of 51%.

The survey population and respondents are presented below disaggregated by demographic characteristics and program.

Internship Survey Respondents by Select Characteristics

	Did Not Respond		Responded		Total
	N	%	N	%	N
Ethnicity					
Caucasian	111	50%	111	50%	222
Black	2	50%	2	50%	4
Hispanic	11	48%	12	52%	23
Asian	5	50%	5	50%	10
American Indian/Alaska Native	2	67%	1	33%	3
Native Hawaiian or Other Pacific Islander	0	0%	1	100%	1
Two or More Races	1	10%	9	90%	10
Nonresident alien	2	100%	0	0%	2
Unknown Race/Ethnicity	3	75%	1	25%	4
Total	137	49%	142	51%	279
Gender					
Female	103	48%	110	52%	213
Male	34	52%	32	48%	66
Total	137	49%	142	51%	279
Program					
Early Childhood Elementary	0	0%	15	100%	15
Elementary Bellingham	33	48%	36	52%	69
Elementary Outreach	31	57%	23	43%	54
Secondary UG and PB	30	53%	27	47%	57
Secondary MIT	26	51%	25	49%	51
Special Education	17	52%	16	48%	33
Total	137	49%	142	51%	279

Survey Rating Key

The following codes were used in the survey and should be used in interpreting the data on the attached tables. Survey response means and standard deviations are represented in numerical form. Other data are presented as frequency distributions per category

Section 1	Section 2	Section 3
Program Elements	Field Experience	Standard 5 Knowledge and Skills
1 = Never	1 = Not at all	1 = Not at all prepared
2 = Seldom	2 = Very little	2 = Slightly prepared
3 = About half the time	3 = Somewhat	3 = Prepared
4 = Usually	4 = Much	4 = Well prepared
5 = Always	5 = To a great extent	5 = Extremely well prepared

Summary of Open-Ended Survey Items

Each of the three survey sections concludes with an open-ended question to allow the respondents to provide feedback of their own choosing, with one final opportunity to make recommendations for improvement in a last question. Verbatim comments submitted by candidates of each program have been provided to their respective program chairs. A brief summary of the comments from all respondents is below.

Section 1: Please provide comments and suggestions about your teacher education program.

Many respondents simply reported that the program was of good quality and that they were well prepared. Most cited as a weakness was the lack of instruction, theory and practice in classroom management. While most general comments cited the number of pre-internship placements as a favorable factor in their programs, many recommended that there be even more opportunities in the classroom. Other suggestions include: less theory and more “real world” practice, more differentiated instruction, more methods practical in their subject area. More people commented negatively about the edTPA than favorably.

Section 2: Please provide comments and suggestions about your practica and internship(s):

As in last year’s survey, respondents reported that their internships and practica were the most valuable elements of their programs and felt that they would benefit from even more such experiences. Respondents commented enthusiastically about the ample amount of hands-on experience, exposure to diverse learners and ELL students. The TPA was described as not useful by a few respondents and others asked for more guidance in completing the requirement.

Section 3: Please provide comments and suggestions about your preparation in content knowledge, skills and professionalism.

Competency in behavior management was the most listed item needing attention. Graduates wanted more time teaching, not simply “working with students” as in a practicum. Cited for improvement were technology courses, differentiated instruction and curriculum development for a real school, not “ideal school.”

Final Comment: Please provide any comments about your teacher education program you wish. In particular we are interested in what you felt were strengths as well as recommendations for improvements.

As in the previous comments many respondents cited the various practicum and internship experiences as the main positive features of the programs. Suggestions included: more practical experience in content methods, better technology courses, better class scheduling, more nuts and bolts of the profession (unions, pay scale, testing), classroom management, record keeping for student growth and grading.

Report of Survey Results by Item and Program

Survey results are displayed on the following pages by item and program.



Woodring College of Education

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Early Childhood Education Programs Summary of 2015-2016 Internship Survey Quantitative Results

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionalities as it relates to teaching and learning?	15	4.27	0.44	0%	0%	0%	73%	27%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	15	4.20	0.54	0%	0%	7%	67%	27%
3. Did your instructors convey knowledge by integrating research, theory and practice?	15	4.60	0.61	0%	0%	7%	27%	67%
4. Did your instructors expect critical thinking in your courses?	15	4.40	0.71	0%	0%	13%	33%	53%
5. Did your instructors include opportunities for self-reflection in your courses?	15	4.60	0.49	0%	0%	0%	40%	60%
6. Did your instructors model best practices in teaching and learning?	15	3.93	0.85	0%	7%	20%	47%	27%
7. Did your classes provide a wide variety of learning experiences?	15	4.33	0.47	0%	0%	0%	67%	33%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	15	3.93	0.57	0%	0%	20%	67%	13%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	15	4.67	0.47	0%	0%	0%	33%	67%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	14	4.21	0.67	0%	0%	14%	50%	36%
Internship	14	4.36	0.72	0%	0%	14%	36%	50%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	15	3.93	0.85	0%	0%	40%	27%	33%
Internship	15	4.93	0.25	0%	0%	0%	7%	93%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	15	4.13	0.88	0%	0%	33%	20%	47%
Internship	15	4.60	0.61	0%	0%	7%	27%	67%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	15	3.60	0.80	0%	0%	60%	20%	20%
Internship	15	4.87	0.34	0%	0%	0%	13%	87%

Early Childhood Education Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent to you believe you were prepared ...to use multiple instructional strategies for diverse learners	15	3.67	0.79	0%	7%	33%	47%	13%
...to apply principles of differentiated instruction	14	3.50	0.82	0%	7%	50%	29%	14%
...to use standard-based assessment to inform instruction	15	4.27	0.68	0%	0%	13%	47%	40%
...to connect learning to school and classroom communities	15	4.00	0.97	0%	7%	27%	27%	40%
...to adapt standards-based curricula to the needs of students	15	4.00	1.21	7%	7%	13%	27%	47%
...to align standards and outcomes so that students know their learning targets and progress	15	3.80	0.98	0%	13%	20%	40%	27%
...to integrate reasoning skills across content areas	15	3.60	0.95	7%	7%	13%	67%	7%
...to prepare students to be responsible citizens	15	3.93	1.06	7%	0%	20%	40%	33%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	15	3.73	0.77	0%	7%	27%	53%	13%
...to use technology to benefit instruction and encourage technologically proficient learners	15	3.40	0.80	0%	13%	40%	40%	7%
...to involve families, neighborhood and communities in the educational process	15	3.47	0.81	0%	7%	53%	27%	13%
...to use reflection and feedback to evaluate your teaching	15	4.53	0.50	0%	0%	0%	47%	53%
...to be a professional collaborator and communicator in school activities	15	4.67	0.47	0%	0%	0%	33%	67%
...to be knowledgeable about legal and ethical responsibilities and practices	15	4.00	0.73	0%	0%	27%	47%	27%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	15	8.53	0.96	0%	0%	0%	40%	60%



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Main Campus Elementary Education Programs Summary of 2015-2016 Internship Survey Quantitative Results

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionality as it relates to teaching and learning?	36	4.08	0.64	0%	3%	8%	67%	22%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	36	4.03	0.76	0%	6%	11%	58%	25%
3. Did your instructors convey knowledge by integrating research, theory and practice?	36	4.31	0.78	0%	3%	11%	39%	47%
4. Did your instructors expect critical thinking in your courses?	36	4.31	0.66	0%	0%	11%	47%	42%
5. Did your instructors include opportunities for self-reflection in your courses?	35	4.69	0.52	0%	0%	3%	26%	71%
6. Did your instructors model best practices in teaching and learning?	36	4.22	0.63	0%	0%	11%	56%	33%
7. Did your classes provide a wide variety of learning experiences?	36	4.28	0.61	0%	3%	0%	64%	33%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	36	3.64	0.79	0%	8%	31%	50%	11%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	35	4.26	0.60	0%	0%	9%	57%	34%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	36	4.06	0.57	0%	0%	14%	67%	19%
Internship	35	4.23	0.68	0%	0%	14%	49%	37%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	36	3.97	0.73	0%	0%	28%	47%	25%
Internship	36	4.97	0.16	0%	0%	0%	3%	97%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	36	4.08	0.83	0%	3%	22%	39%	36%
Internship	36	4.53	0.60	0%	0%	6%	36%	58%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	36	3.89	0.91	0%	6%	31%	33%	31%
Internship	36	4.83	0.37	0%	0%	0%	17%	83%

Main Campus Elementary Education Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent to you believe you were prepared ...to use multiple instructional strategies for diverse learners	36	3.94	0.52	0%	0%	17%	72%	11%
...to apply principles of differentiated instruction	36	3.92	0.64	0%	3%	17%	67%	14%
...to use standard-based assessment to inform instruction	36	4.17	0.60	0%	0%	11%	61%	28%
...to connect learning to school and classroom communities	36	3.92	0.83	0%	3%	31%	39%	28%
...to adapt standards-based curricula to the needs of students	36	4.08	0.64	0%	3%	8%	67%	22%
...to align standards and outcomes so that students know their learning targets and progress	36	4.36	0.63	0%	0%	8%	47%	44%
...to integrate reasoning skills across content areas	36	3.64	0.67	0%	0%	47%	42%	11%
...to prepare students to be responsible citizens	36	3.89	0.74	0%	3%	25%	53%	19%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	36	4.03	0.73	0%	3%	17%	56%	25%
...to use technology to benefit instruction and encourage technologically proficient learners	36	3.72	0.73	0%	6%	28%	56%	11%
...to involve families, neighborhood and communities in the educational process	36	3.44	0.93	3%	14%	28%	47%	8%
...to use reflection and feedback to evaluate your teaching	36	4.50	0.55	0%	0%	3%	44%	53%
...to be a professional collaborator and communicator in school activities	36	4.31	0.66	0%	3%	3%	56%	39%
...to be knowledgeable about legal and ethical responsibilities and practices	36	3.89	1.05	3%	8%	19%	36%	33%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	36	8.75	0.76	0%	0%	0%	34%	67%



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Outreach Elementary Education Programs Summary of 2015-2016 Internship Survey Quantitative Results

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionality as it relates to teaching and learning?	23	4.13	0.85	0%	9%	4%	52%	35%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	23	3.87	1.08	0%	17%	13%	35%	35%
3. Did your instructors convey knowledge by integrating research, theory and practice?	23	4.39	0.92	0%	9%	4%	26%	61%
4. Did your instructors expect critical thinking in your courses?	23	4.26	0.94	0%	9%	9%	30%	52%
5. Did your instructors include opportunities for self-reflection in your courses?	23	4.61	0.64	0%	0%	9%	22%	70%
6. Did your instructors model best practices in teaching and learning?	23	4.17	0.64	0%	4%	0%	70%	26%
7. Did your classes provide a wide variety of learning experiences?	23	4.26	0.67	0%	4%	0%	61%	35%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	23	4.04	1.04	4%	4%	13%	39%	39%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	23	4.26	0.90	0%	9%	4%	39%	48%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	23	4.39	0.64	0%	0%	9%	43%	48%
Internship	23	3.74	1.22	9%	4%	26%	26%	35%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	23	4.48	0.83	0%	4%	9%	22%	65%
Internship	23	4.87	0.34	0%	0%	0%	13%	87%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	23	4.61	0.71	0%	0%	13%	13%	74%
Internship	23	4.65	0.76	0%	4%	4%	13%	78%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	23	4.43	0.77	0%	0%	17%	22%	61%
Internship	23	4.83	0.38	0%	0%	0%	17%	83%

Outreach Elementary Education Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent to you believe you were prepared ...to use multiple instructional strategies for diverse learners	21	4.10	0.87	0%	5%	19%	38%	38%
...to apply principles of differentiated instruction	21	3.76	1.02	0%	14%	24%	33%	29%
...to use standard-based assessment to inform instruction	21	3.90	0.92	0%	5%	33%	29%	33%
...to connect learning to school and classroom communities	21	3.95	0.95	0%	10%	19%	38%	33%
...to adapt standards-based curricula to the needs of students	21	3.81	1.18	0%	19%	24%	14%	43%
...to align standards and outcomes so that students know their learning targets and progress	21	4.24	0.81	0%	0%	24%	29%	48%
...to integrate reasoning skills across content areas	21	4.14	0.94	0%	10%	10%	38%	43%
...to prepare students to be responsible citizens	21	3.90	1.06	0%	10%	33%	14%	43%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	21	3.62	1.00	0%	14%	33%	29%	24%
...to use technology to benefit instruction and encourage technologically proficient learners	21	3.38	1.21	10%	10%	38%	19%	24%
...to involve families, neighborhood and communities in the educational process	21	3.33	1.25	10%	14%	33%	19%	24%
...to use reflection and feedback to evaluate your teaching	21	4.38	0.65	0%	0%	10%	43%	48%
...to be a professional collaborator and communicator in school activities	21	4.10	0.81	0%	5%	14%	48%	33%
...to be knowledgeable about legal and ethical responsibilities and practices	21	3.71	1.08	5%	5%	33%	29%	29%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	21	8.19	1.62	0%	5%	15%	29%	52%



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Secondary Education UG/PB Programs Summary of 2015-2016 Internship Survey Quantitative Results

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionality as it relates to teaching and learning?	27	3.52	0.83	4%	11%	15%	70%	0%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	27	3.63	0.82	0%	11%	26%	52%	11%
3. Did your instructors convey knowledge by integrating research, theory and practice?	27	4.00	0.82	0%	7%	11%	56%	26%
4. Did your instructors expect critical thinking in your courses?	27	4.26	0.89	0%	7%	7%	37%	48%
5. Did your instructors include opportunities for self-reflection in your courses?	27	4.59	0.49	0%	0%	0%	41%	59%
6. Did your instructors model best practices in teaching and learning?	27	3.70	0.81	0%	7%	30%	48%	15%
7. Did your classes provide a wide variety of learning experiences?	27	3.93	0.72	0%	4%	19%	59%	19%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	27	4.07	1.02	4%	7%	4%	48%	37%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	27	4.04	0.84	4%	0%	11%	59%	26%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	26	4.00	0.83	0%	0%	35%	31%	35%
Internship	26	4.08	0.83	0%	4%	19%	42%	35%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	26	4.08	1.11	4%	8%	12%	31%	46%
Internship	26	4.85	0.36	0%	0%	0%	15%	85%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	26	4.23	0.64	0%	0%	12%	54%	35%
Internship	26	4.35	0.73	0%	0%	15%	35%	50%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	26	4.00	1.14	4%	8%	19%	23%	46%
Internship	26	4.62	0.68	0%	0%	12%	15%	73%

Secondary Education UG/PB Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent to you believe you were prepared ...to use multiple instructional strategies for diverse learners	26	3.54	0.89	4%	4%	38%	42%	12%
...to apply principles of differentiated instruction	26	3.62	0.84	0%	12%	27%	50%	12%
...to use standard-based assessment to inform instruction	25	3.80	0.94	0%	12%	20%	44%	24%
...to connect learning to school and classroom communities	25	3.48	1.10	4%	12%	40%	20%	24%
...to adapt standards-based curricula to the needs of students	26	3.65	0.92	0%	12%	31%	38%	19%
...to align standards and outcomes so that students know their learning targets and progress	26	3.92	0.73	0%	0%	31%	46%	23%
...to integrate reasoning skills across content areas	26	3.73	0.76	0%	8%	23%	58%	12%
...to prepare students to be responsible citizens	26	3.88	0.97	0%	12%	19%	38%	31%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	26	3.96	1.02	4%	4%	19%	38%	35%
...to use technology to benefit instruction and encourage technologically proficient learners	26	3.62	1.18	4%	15%	27%	23%	31%
...to involve families, neighborhood and communities in the educational process	26	2.92	0.96	8%	27%	31%	35%	0%
...to use reflection and feedback to evaluate your teaching	26	4.04	0.90	0%	8%	15%	42%	35%
...to be a professional collaborator and communicator in school activities	26	3.88	0.97	4%	4%	19%	46%	27%
...to be knowledgeable about legal and ethical responsibilities and practices	26	3.88	1.01	4%	8%	12%	50%	27%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	26	7.65	1.92	4%	4%	12%	30%	50%



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Masters in Teaching Programs Summary of 2015-2016 Internship Survey Quantitative Results

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionality as it relates to teaching and learning?	25	4.00	0.94	4%	0%	20%	44%	32%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	25	4.32	0.73	0%	0%	16%	36%	48%
3. Did your instructors convey knowledge by integrating research, theory and practice?	25	4.00	0.80	0%	8%	8%	60%	24%
4. Did your instructors expect critical thinking in your courses?	25	4.40	0.69	0%	0%	12%	36%	52%
5. Did your instructors include opportunities for self-reflection in your courses?	25	4.72	0.45	0%	0%	0%	28%	72%
6. Did your instructors model best practices in teaching and learning?	25	3.72	0.72	0%	8%	20%	64%	8%
7. Did your classes provide a wide variety of learning experiences?	25	4.20	0.69	0%	0%	16%	48%	36%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	25	4.00	0.80	0%	8%	8%	60%	24%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	25	4.28	0.60	0%	0%	8%	56%	36%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	25	3.68	0.84	0%	12%	20%	56%	12%
Internship	25	4.04	0.77	0%	4%	16%	52%	28%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	25	3.40	0.98	0%	20%	36%	28%	16%
Internship	25	4.68	0.55	0%	0%	4%	24%	72%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	25	4.08	0.89	0%	4%	24%	32%	40%
Internship	25	4.32	0.79	0%	0%	20%	28%	52%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	25	3.64	1.05	0%	16%	32%	24%	28%
Internship	25	4.40	0.80	0%	0%	20%	20%	60%

Masters in Teaching Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent do you believe you were prepared ...to use multiple instructional strategies for diverse learners	24	3.46	0.87	0%	13%	42%	33%	13%
...to apply principles of differentiated instruction	24	3.46	0.82	0%	8%	50%	29%	13%
...to use standard-based assessment to inform instruction	24	3.42	1.11	8%	13%	21%	46%	13%
...to connect learning to school and classroom communities	24	3.63	1.07	0%	21%	21%	33%	25%
...to adapt standards-based curricula to the needs of students	24	3.50	1.00	4%	8%	38%	33%	17%
...to align standards and outcomes so that students know their learning targets and progress	24	3.79	0.96	0%	13%	21%	42%	25%
...to integrate reasoning skills across content areas	24	3.38	0.99	4%	17%	25%	46%	8%
...to prepare students to be responsible citizens	24	3.63	1.07	8%	4%	21%	50%	17%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	24	3.79	0.87	0%	4%	38%	33%	25%
...to use technology to benefit instruction and encourage technologically proficient learners	24	3.92	0.86	0%	4%	29%	38%	29%
...to involve families, neighborhood and communities in the educational process	24	3.04	1.02	4%	25%	46%	13%	13%
...to use reflection and feedback to evaluate your teaching	24	4.42	0.70	0%	0%	13%	33%	54%
...to be a professional collaborator and communicator in school activities	24	3.79	0.91	0%	8%	29%	38%	25%
...to be knowledgeable about legal and ethical responsibilities and practices	24	3.92	0.95	0%	4%	38%	21%	38%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	24	7.33	1.67	1%	3%	6%	41%	49%

**Special Education Programs
Summary of 2015-2016 Internship Survey Quantitative Results**

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
1. Did your classes cover issues of exceptionalities as it relates to teaching and learning?	16	4.25	0.56	0%	0%	6%	63%	31%
2. Did your classes cover issues of cultural and linguistic diversity as it relates to teaching and learning?	16	3.63	1.11	0%	25%	13%	38%	25%
3. Did your instructors convey knowledge by integrating research, theory and practice?	16	4.44	0.61	0%	0%	6%	44%	50%
4. Did your instructors expect critical thinking in your courses?	16	4.19	0.95	0%	6%	19%	25%	50%
5. Did your instructors include opportunities for self-reflection in your courses?	16	4.38	0.60	0%	0%	6%	50%	44%
6. Did your instructors model best practices in teaching and learning?	16	3.75	0.90	0%	6%	38%	31%	25%
7. Did your classes provide a wide variety of learning experiences?	16	4.25	0.83	0%	6%	6%	44%	44%
8. How useful was the advising you received from Woodring College of Education for your teacher education program?	16	3.56	1.37	13%	6%	31%	13%	38%
9. The unifying theme of the programs of Woodring College of Education is: "Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society." Did the instruction you received include attention to the tenets of this conceptual framework?	16	4.38	0.93	0%	6%	13%	19%	63%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
10a. I was informed about the process and expectations of my...								
Practicum	16	4.31	0.58	0%	0%	6%	56%	38%
Internship	15	4.13	0.81	0%	7%	7%	53%	33%
11b. My teaching skills were enhanced through the experiences of my...								
Practicum	15	4.53	0.72	0%	0%	13%	20%	67%
Internship	16	4.88	0.48	0%	0%	6%	0%	94%
12b. My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.).								
Practicum	16	4.19	1.07	0%	13%	13%	19%	56%
Internship	16	4.75	0.56	0%	0%	6%	13%	81%
13b. I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practicum	16	4.44	0.70	0%	0%	13%	31%	56%
Internship	16	4.63	0.86	0%	6%	6%	6%	81%

Special Education Programs

State of Washington Standard 5 - Knowledge and Skills	N	Mean	Standard Deviation	Not at all prepared	Slightly prepared	Prepared	Well prepared	Extremely well prepared
To what extent to you believe you were prepared ...to use multiple instructional strategies for diverse learners	15	4.33	0.60	0%	0%	7%	53%	40%
...to apply principles of differentiated instruction	15	4.40	0.61	0%	0%	7%	47%	47%
...to use standard-based assessment to inform instruction	15	4.53	0.72	0%	0%	13%	20%	67%
...to connect learning to school and classroom communities	15	4.07	1.00	0%	13%	7%	40%	40%
...to adapt standards-based curricula to the needs of students	15	4.40	0.88	0%	7%	7%	27%	60%
...to align standards and outcomes so that students know their learning targets and progress	15	4.53	0.62	0%	0%	7%	33%	60%
...to integrate reasoning skills across content areas	15	3.87	0.88	0%	0%	47%	20%	33%
...to prepare students to be responsible citizens	15	3.93	1.00	0%	7%	33%	20%	40%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	15	4.13	0.96	0%	7%	20%	27%	47%
...to use technology to benefit instruction and encourage technologically proficient learners	15	3.87	1.02	0%	13%	20%	33%	33%
...to involve families, neighborhood and communities in the educational process	15	3.60	1.20	0%	27%	20%	20%	33%
...to use reflection and feedback to evaluate your teaching	15	4.13	1.20	0%	20%	7%	13%	60%
...to be a professional collaborator and communicator in school activities	15	4.13	1.09	0%	13%	13%	20%	53%
...to be knowledgeable about legal and ethical responsibilities and practices	15	4.07	0.68	0%	0%	20%	53%	27%
	N	Mean	Standard Deviation	1-2	3-4	5-6	7-8	9-10
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program overall?	15	8.27	1.48	0%	7%	0%	46%	47%