



**Teacher Education Internship Survey Results  
Winter 2019 and Spring 2019**

**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. A final question asks 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**

No surveys were administered for Fall 2018. A total of 183 surveys were sent to candidates during Winter 2019 and Spring 2019, and 71 completed surveys were returned. This was an overall response rate of 39%.

It was not possible this year to present the survey results disaggregated by demographic characteristics and program.

**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
<b>Program Elements</b>	<b>Field Experience</b>	<b>Standard 5 Knowledge and Skills</b>
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 have been provided to the teacher prep 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 praised the practical experience and skills they gained during their program, with some recommending even more opportunities in the classroom. Several respondents specifically recommended more special education opportunities. Some comments mentioned a lack of support during their program or student teaching, and while preparing for the edTPA. There were also a few suggestions for increased support in navigating the transition from student to teacher, and applying for jobs.

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

Several respondents were appreciative of having the same mentor or cooperating teacher for multiple quarters, some continuing from practica through internship. A few respondents stressed the need for the mentor or cooperating teacher to be more aware of Woodring’s expectations and requirements for practica and internships.

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

There were not a large number of responses to this question. A couple of respondents singled out their Methods classes for praise. Others wanted more information on differentiating instruction for diverse learners.

***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.***

Several respondents cited their practica and internship experiences as positive features of the programs. Others called for more edTPA support, and better advising during their program.

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**Report of Survey Results by Item**

Survey results are displayed on the following pages by item. It was not possible this year to present the survey results disaggregated by program.

WCE Program Elements	N	Mean	Standard Deviation	Never	Seldom	About half the time	Usually	Always
Did your classes provide you with adequate information about exceptionality as it relates to teaching and learning?	70	3.80	0.82	-	10.00%	15.71%	58.57%	15.71%
Did your classes provide you with adequate information about cultural and linguistic diversity as it relates to teaching and learning?	70	3.83	0.84	-	7.14%	24.29%	47.14%	21.43%
Did your instructors convey knowledge by integrating research, theory and practice?	69	3.90	0.87	1.45%	4.35%	21.74%	47.83%	24.64%
Did your instructors expect critical thinking in your courses?	69	4.19	0.84	-	5.80%	10.14%	43.48%	40.58%
Did your instructors include opportunities for self-reflection in your courses?	69	4.19	0.79	-	1.45%	18.84%	39.13%	40.58%
Did your instructors model best practices in teaching and learning?	68	3.56	0.88	1.47%	10.29%	30.88%	45.59%	11.76%
Did your classes provide a wide variety of learning experiences?	68	3.81	0.93	1.47%	7.35%	23.53%	44.12%	23.53%
The advising you received from Woodring College of Education for your teacher education program was useful...	69	3.28	1.11	10.14%	11.59%	28.99%	39.13%	10.14%
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?	68	3.91	0.85	-	5.88%	23.53%	44.12%	26.47%

Field Experience	N	Mean	Standard Deviation	Not at all	Very little	Somewhat	Much	To a great extent
I was informed about the process and expectations of my...								
Practica	67	3.90	0.83	-	7.46%	17.91%	52.24%	22.39%
Internship	67	3.43	1.08	1.49%	20.90%	31.34%	25.37%	20.90%
My teaching skills were enhanced through the experiences of my...								
Practica	67	3.87	1.02	4.48%	1.49%	28.36%	34.33%	31.34%
Internship	67	4.78	0.45	-	-	1.49%	19.40%	79.10%
My experiences provided me with opportunities to work with a variety of students (e.g. gender, exceptionalities, ethnic/racial, linguistic, SES, etc.)								
Practica	67	3.85	0.92	-	8.96%	23.88%	40.30%	26.87%
Internship	67	4.51	0.70	-	-	11.94%	25.37%	62.69%
I was able to collaborate with my mentors and supervisors to reflect on and improve my teaching.								
Practica	67	3.57	1.07	2.99%	10.45%	38.81%	22.39%	25.37%
Internship	67	4.52	0.70	-	1.49%	7.46%	28.36%	62.69%

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<b>State of Washington Standard 5 - Knowledge and Skills</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Not at all prepared</b>	<b>Slightly prepared</b>	<b>Prepared</b>	<b>Well prepared</b>	<b>Extremely well prepared</b>
To what extent do you believe you were prepared ...to use multiple instructional strategies for diverse learners	66	3.56	0.99	3.03%	10.61%	30.30%	39.39%	16.67%
...to apply principles of differentiated instruction	66	3.39	1.04	1.52%	21.21%	30.30%	30.30%	16.67%
...to use standard-based assessment to inform instruction	66	3.53	1.08	3.03%	13.64%	33.33%	27.27%	22.73%
...to connect learning to school and classroom communities	66	3.32	1.05	6.06%	15.15%	30.30%	37.88%	10.61%
...to adapt standards-based curricula to the needs of students	66	3.55	1.09	1.52%	16.67%	33.33%	22.73%	25.76%
...to align standards and outcomes so that students know their learning targets and progress	65	3.65	1.13	3.08%	13.85%	27.69%	26.15%	29.23%
...to integrate reasoning skills across content areas	66	3.29	0.98	6.06%	10.61%	40.91%	33.33%	9.09%
...to prepare students to be responsible citizens	66	3.45	1.03	4.55%	12.12%	31.82%	36.36%	15.15%
...to plan curricula that use variety of culturally responsive, developmentally and age appropriate strategies	66	3.50	1.03	3.03%	13.64%	31.82%	33.33%	18.18%
...to use technology to benefit instruction and encourage technologically proficient learners	66	3.30	0.97	1.52%	21.21%	33.33%	33.33%	10.61%
...to involve families, neighborhood and communities in the educational process	66	2.76	1.03	12.12%	28.79%	33.33%	22.73%	3.03%
...to use reflection and feedback to evaluate your teaching	66	4.03	0.98	1.52%	3.03%	28.79%	24.24%	42.42%
...to be a professional collaborator and communicator in school activities	66	3.61	1.14	4.55%	13.64%	24.24%	31.82%	25.76%
...to be knowledgeable about legal and ethical responsibilities and practices	66	3.45	1.21	7.58%	13.64%	28.79%	25.76%	24.24%
	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
On a scale of 1 to 10, with 1 being very poor and 10 being excellent, how do you rate your teacher preparation program?	66	7.27	1.66	1.52%	4.55%	19.70%	53.03%	21.21%