

Debunking the Myth That Teacher Candidates Don't Make An Impact On Student Learning

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Agenda

What skills do you think strong educators need?

Our clinical experiences model: A type of backward design.

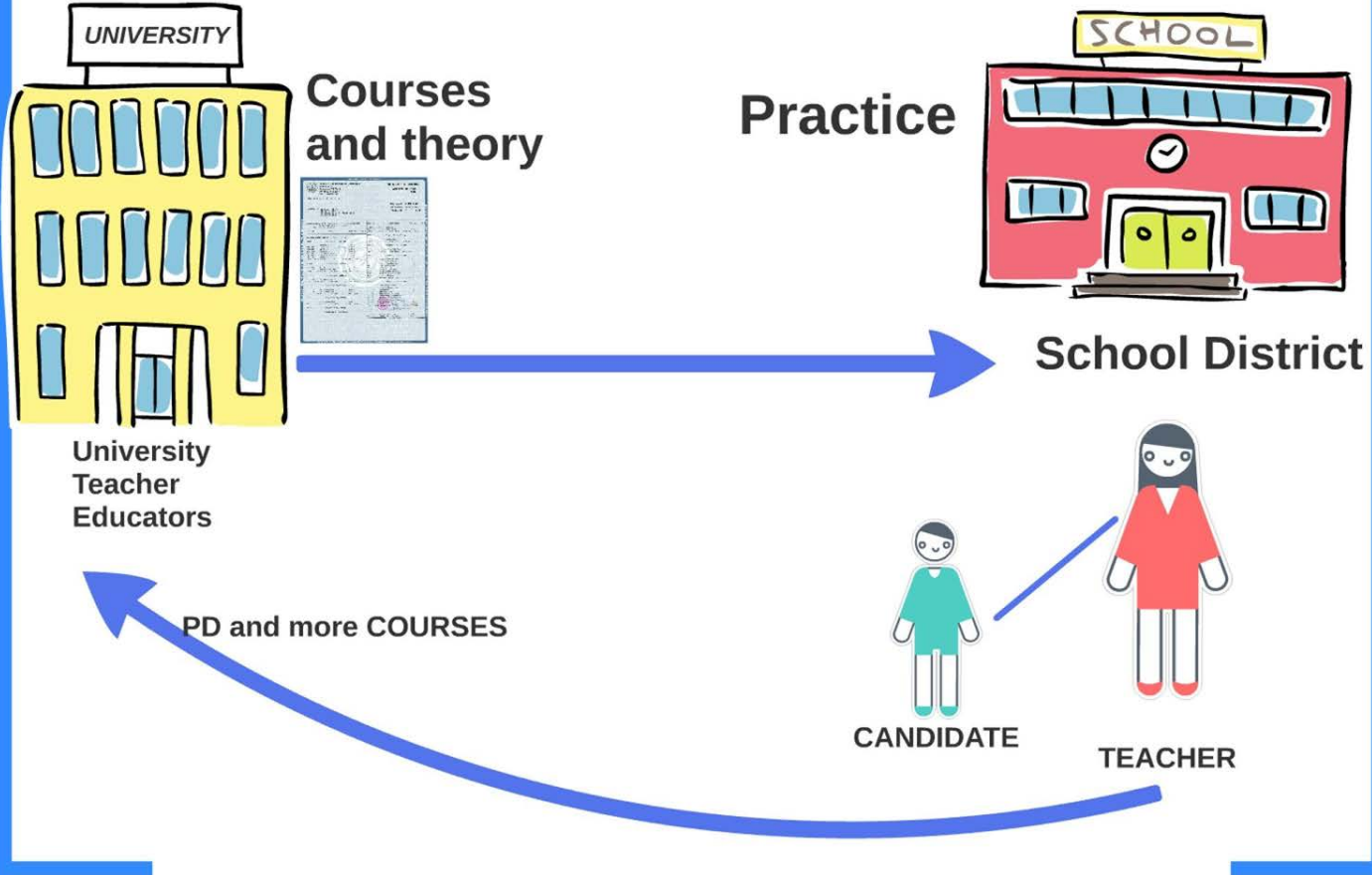
Looking at the data

What do you think?

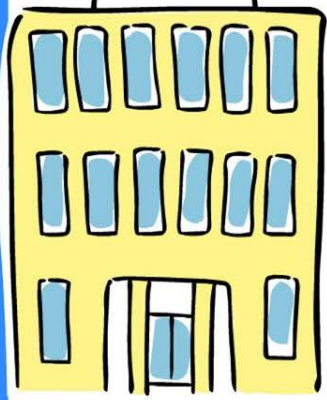
Outside of content knowledge,
what top 5 qualities make a good educator?

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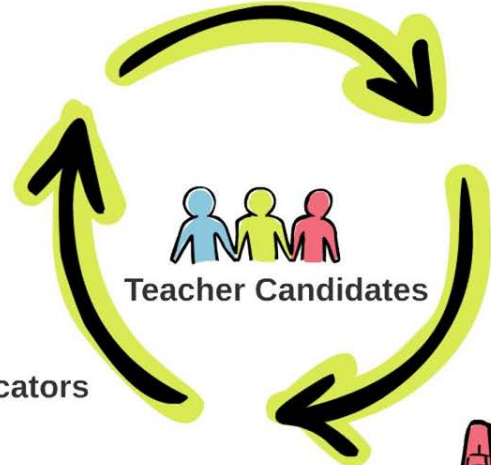
Educator Preparation: The Old System



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University Teacher Educators



Teacher Candidates

Studio **SCHOOL**



Clinical Teachers and Administrators

Clinical Educators



Community Agency Educators

Fall 2012: Studio Schools Began with 12 Sites

In SLPS, Normandy, Ferguson-Florissant, and Pattonville School Districts

Our dream: Cohorts of Practicum 1 and Practicum 2 teacher candidates who

collaborated, showed flexibility, initiative, empathy

and problem-solving skills while

making an impact on student learning.

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We grew really, really FAST!



SP13: **18** Studio Schools

No Music, Art, PE or Mdl Sci

FS14: **23** Studio Schools

Middle School added

FS14: **28** Studio Schools

SP 15: **28** Studio Schools

FS 15: **36** Studio Schools

SP 16: **40** Studio Schools

FS 16: **37** Studio Schools

SP 17: **37** Studio Schools

PE is joining studio schools!

One clinical educator is on-site one full day per week, every other week, at a minimum, and supervises a gallery of sites.

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How will our candidates make an impact on student learning?



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Let's bring our teacher candidates together in



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What experiences do our candidates need
EARLY in their program?



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How do we know our students are doing well?

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UMSL Teacher Candidates

“...great at adapting”

“...excellent at multi-tasking”

“...future leaders”

“...brings out the best in their students”

“...amazingly enthusiastic”

“...jump in and help, which isn't always easy”

“...help our learners to problem solve”

“...give kids positive things to do”

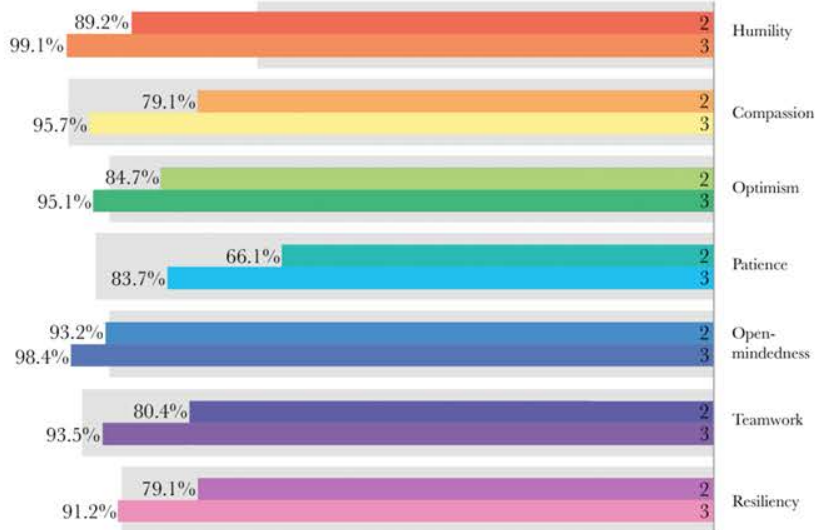
“...roll their sleeves up and help”

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Composite Student Scores

Soft Skills Survey

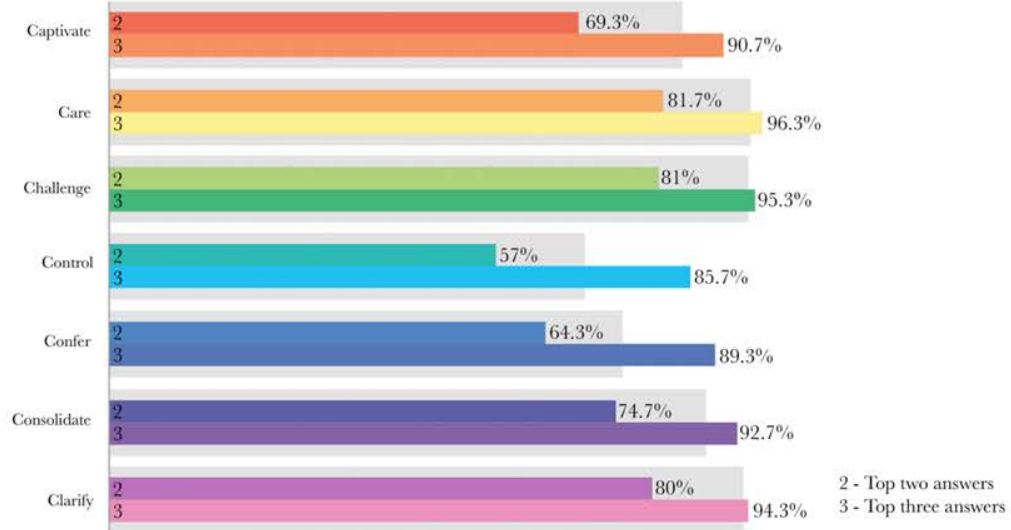
N=48



*Grey bars indicate importance, as rated by our educational partners.

Tripod Seven Cs

N=1,453



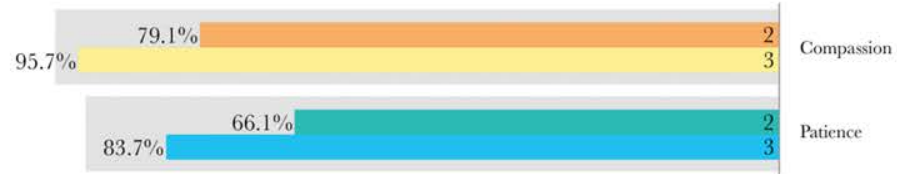
*Grey bars indicate the national average for each of the Seven Cs.

2 - Top two answers
3 - Top three answers

Composite Student Scores

Soft Skills Survey

N=48



Tripod Seven Cs

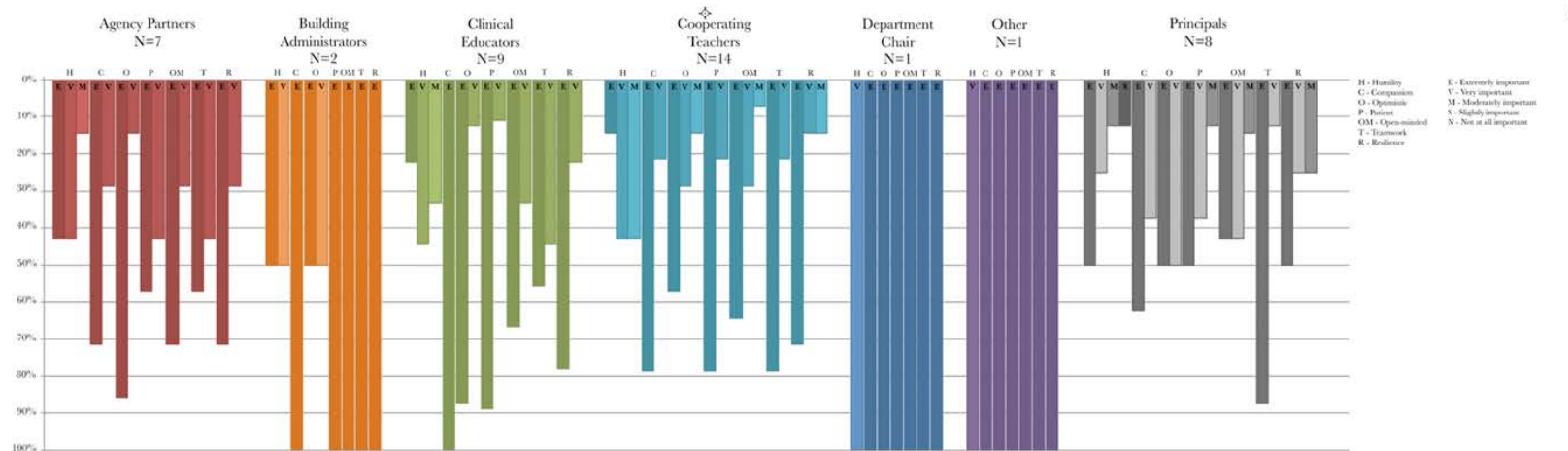
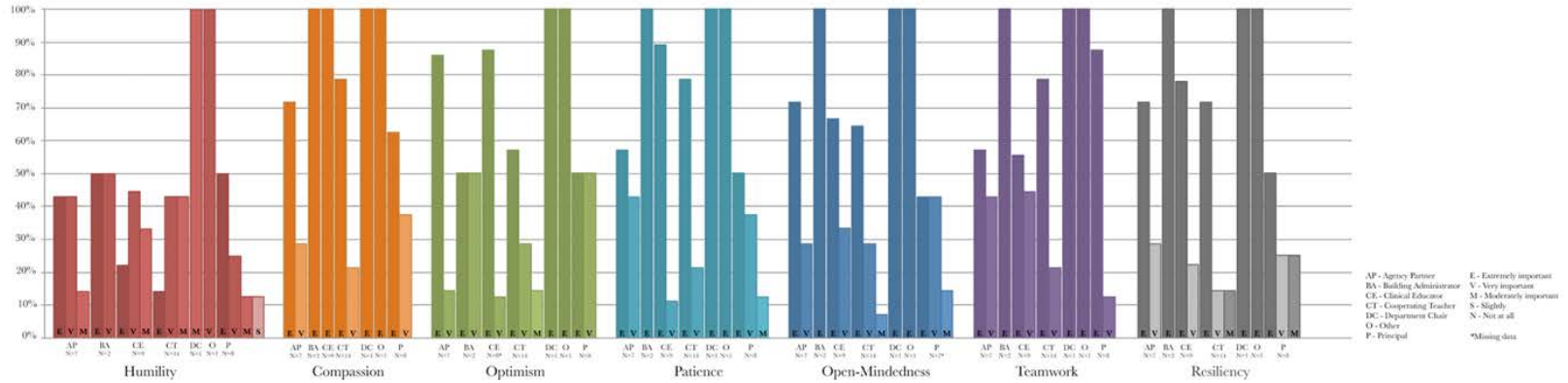
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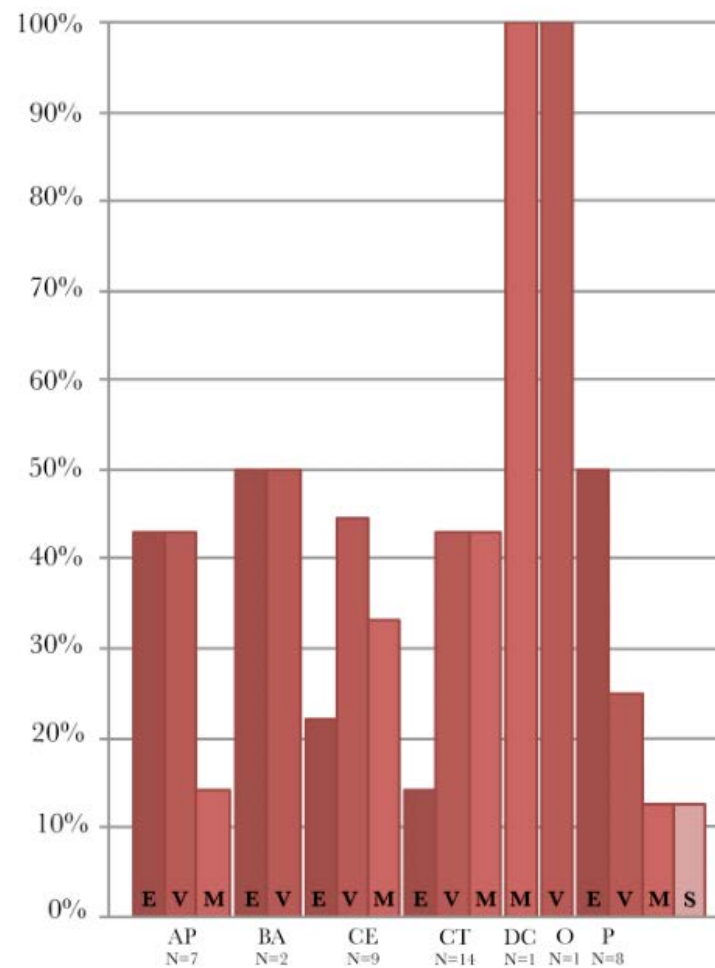
UMSL vs. CAEP Averages

	<u>CAEP</u>	<u>UMSL</u>
Care	84.7%	78%
Challenge	83.3%	74%
Control	62%	66%
Clarify	82.7%	76%
Captivate	74.7%	70%
Confer	67%	76%
Consolidate	77.7%	76%

Importance of Qualities



Qualities by Respondent



Humility

First-Year Teacher Surveys: Highest Scores

Principals

98.27% Teacher was prepared to facilitate smooth transitions for students.

94.83% Teacher was prepared to effectively communicate with all staff.

94.83% Teacher was prepared to foster positive student relationships.

Teachers

96.97% I was prepared to foster positive student relationships.

94.94% I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.

First-Year Teacher Surveys: Lowest Scores

Principals

24.14% Teacher was prepared to manage a variety of discipline issues.

20.69% Teacher was prepared to deliver lessons for diverse learners.

18.96% Teacher was prepared to implement a variety of instructional strategies.

Teachers

39.79% I was prepared to modify instruction for English language learners.

28.28% I was prepared to implement instruction based on a student's IEP.

27.55% I was prepared to modify instruction for gifted learners.

Where do we go from here?

- 1) Continue to monitor data as it becomes available.
- 2) Align and combine data from other sources (FY Surveys, MEES).
- 3) Examine the scores and determine how we can strengthen our program.

Questions?

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