



Clinical Partnerships and Induction Committee: Data Summary Report

OVERVIEW

This summary report has been prepared to assist the reflections of the PEF Clinical Partnerships and Induction Committee as they consider the effectiveness of our clinical experiences and partnerships. This committee is charged with examining data related to CAEP Standards 2 and 4.

CAEP STANDARD 2 *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

CAEP STANDARD 4 *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

DATA SOURCES

Data analyzed for this summary report include those listed below. Complete data files can be found in the Clinical Partnerships and Induction Committee folder in LiveText.

- *OAA Office of Field Placement 14-15 placement data*
- *Yield and retention data for GSU graduates*
- *Mentor Teacher Survey Feedback on Clinical Experiences (14-15)*
- *Mentor Teacher evaluation of programs' effectiveness in emphasizing the conceptual framework (14-15)*
- *Student Teaching Handbook Analysis*
- *PEIS exit survey data*



OUR PROFESSIONAL EDUCATION UNIT'S MISSION

is to prepare educators who are:

• ***informed*** by research, knowledge and reflective practice;

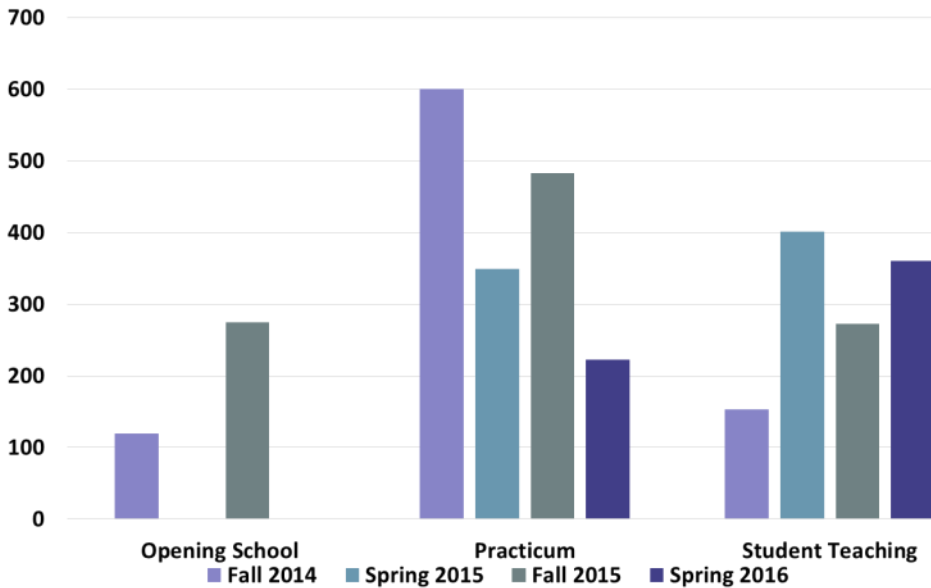
• ***empowered*** to serve as change agents;

• ***committed*** to and respectful of all learners; and

engaged with learners, their families, schools, and local and global communities.

Office of Field Placement Updates

Placement Summary 2014 - 2016



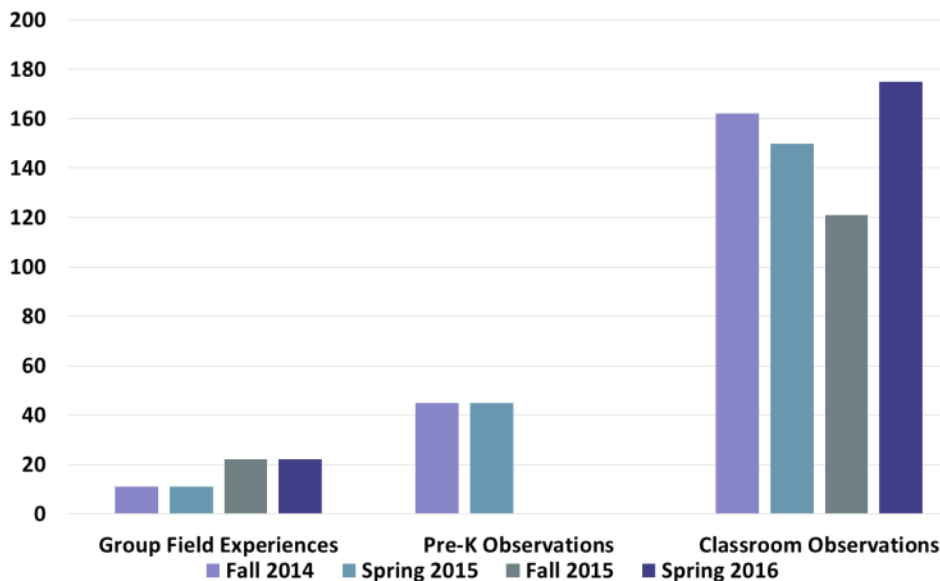
Over the last two years, programs have strived to extend the amount of time candidates spend in their student teaching classroom. In some cases, candidates have been placed in their student teaching experience for year long residencies. In other models, candidates complete their opening school experience, their practicum, and the majority of their student teaching experience in the same placement and then alternate to a second site at the end of the spring semester.

This extended time allows for greater co-teaching between the candidate and the cooperating teacher and enables candidates to understand the culture of the classroom, the students, and the teaching and learning process prior to implementing their edTPA portfolio assignment. This change explains the increase in student teaching placements seen between fall 2014 and fall 2015.

Spring 2016 observation placements are still in process. In fall 2017 the Office of Field Placement will assume responsibility for arranging approximately 300 observation placements for Perimeter College.

With the consolidation of GPC and GSU, the Office of Field Placement will manage EDUC Area F observation requests for not only the Atlanta campus but for the Perimeter College Campuses as well.

Group and Observations Experiences Summary 2014 - 2016



2014-2015 Field Placement Analysis by County and High Needs Schools Designation

In the year 2014-2015, there were 1695 field placements in 18 counties. Out of these, 1088 (64%) placements were in high-needs schools (this is in comparison with 64% high needs placements made by GSU in 2012-2013 and 66% in 2011-2012). High-needs schools are defined utilizing the federal definition of enrollment of more than 50% students on free/reduced lunch or more than 60% students from minority backgrounds. DeKalb County, followed by Gwinnett and Fulton counties accounted for the maximum number of placements for this year, with DeKalb providing the highest proportion of high-needs placements at 80%.

Until 2014-2015, the unit distributed a survey to the candidates to collect data on the diversity in their field placements. Because of the poor response rate for the survey and the inability to separate out results by program, beginning in 2015-2016 programs assumed the responsibility for tracking candidates' experiences with diverse students.

County	Fall 2014	Spring 2015	Total Placements	High-needs Placements
APS	76	58	134	87 65%
Carroll	1	0	1	1 100%
Cherokee	5	2	7	3 42%
Clayton	7	7	14	8 57%
Cobb	61	51	112	17 15%
Decatur	43	21	64	33 52%
DeKalb	247	130	377	302 80%
Douglas	27	15	42	25 59%
Fayette	43	42	85	60 70%
Forsyth	3	2	5	0%
Fulton	181	125	306	196 64%
Gwinnett	207	152	359	233 65%
Henry	28	13	41	25 56%
Marietta	4	4	8	8 100%
Private	39	47	86	40 46%
Rockdale	28	26	54	48 89%
TOTAL			1695	1088 64%

FEEDBACK FROM P-12 PARTNERS:

COOPERATING TEACHER SURVEY DATA 2014-2015

Each semester, cooperating teachers receive a survey from the CEHD Dean's Office about the effectiveness of support provided by GSU during the field placement. In the first section of this survey, questions address issues specific to field placements and clinical experiences such as: the kind of orientation provided, number of visits by the field supervisor, etc., and whether these supports were deemed adequate by the cooperating teachers.

Type of Orientation/Initial Information Received by Cooperating and Mentor Teachers (N = 385)

Program handbook or manual	12%
Program handbook or manual but I did not receive any orientation or initial materials	1%
Program handbook or manual, and other	2%
Program handbook or manual and visited by GSU Supervisor	41%
Program handbook or manual ,visit by GSU Supervisor, and other	1%
Online Video	1%
Online Video, Program handbook or manual, and visit by GSU Supervisor	4%
Online Video and visit by GSU Supervisor	3%
Other	3%
Visit by GSU Supervisor	24%
I did not receive any orientation or initial materials	8%

When asked about the kind of orientation that the cooperating teachers received, 41% mentioned program handbook, manual, in addition to a visit by the university supervisor. Overall, 88% of the cooperating teachers found the orientation they received helpful. Additionally, 83% cooperating teachers found the time in the field and the number of visits made by the university supervisor adequate.

Usefulness of Orientation/ Initial Information		Usefulness of Handbooks/ Manuals		Amount of time in field		Number of times candidate was observed by supervisor	
Very Useful	52%	Very Useful	29%	Just Right	86%	Just Right	82%
Somewhat Useful	36%	Somewhat Useful	47%	Too little	13%	Too Few	17%
Not Useful	3%	Not Useful	3%	Too Much	1%	Too Many	1%
I did not receive any orientation or initial materials	9%	I did not receive a handbook	21%				

Cooperating Teacher Feedback: Comparisons across Program Groups

Data from cooperating teachers were solicited in the form of three surveys sent to program participants in ECEE, in MSE, and in P-12 programs. In order to better understand patterns across programs, data were summarized in light of these program groups and reported below. In addition, the unit will separate out the survey feedback from the cooperating teachers by program and feedback for individual programs will be uploaded into their respective Live Text Program Report Templates.

Usefulness of Orientation/Initial Information				Usefulness of Handbooks/Manuals			
	ECEE N=264	MSE N = 93	P-12 N = 28		ECEE N = 264	MSE N = 93	P-12 N = 28
Very Useful	53%	49%	56%	Very Useful	31%	22%	26%
Somewhat Useful	36%	38%	26%	Somewhat Useful	50%	41%	48%
Not Useful	2%	5%	4%	Not Useful	2%	7%	7%
I did not receive any orientation or initial materials	9%	8%	15%	I did not receive a handbook	18%	30%	19%

The majority of the cooperating teachers in all programs found the orientations/initial information provided to be useful, however 15% of the P-12 candidates' mentors reported not receiving orientation or materials. In responding to the usefulness of handbooks, 30% of the MSE cooperating teachers (in comparison to 18% ECEE and 19% P-12) indicated they had not received a handbook. Additionally, as shown in the table below, 35% of the MSE cooperating teachers (in comparison to 12% ECEE and 14% P-12) found the number of visits by university supervisors, "too few". The majority of cooperating teachers from all program groups felt the amount of time in the field was just appropriate.

Amount of time in field				Number of times candidate was observed by supervisor			
	ECEE N = 264	MSE N = 93	P-12 N = 28		ECEE N = 264	MSE N = 93	P-12 N = 28
Just Right	83%	89%	89%	Just Right	88%	64%	86%
Too little	15%	8%	11%	Too Few	12%	35%	14%
Too Much	1%	3%	0%	Too Many	0%	1%	0%

The second part of survey distributed to cooperating teachers requests that they rate the GSU initial teacher preparation programs on their effectiveness in emphasizing the social justice mission as defined by the 10 learning outcomes of the conceptual framework (see p. 6). The cooperating teachers rate the program's effectiveness on a 4 point scale. The data for the Unit can be seen in the column shaded blue. When we compared the ratings of different program groups, the MSE cooperating teachers' ratings were lower than the averages for all responses for the unit, for each outcome. In addition to rating the programs, cooperating teachers were also asked to provide open-ended feedback on the strengths of the programs and the areas needing improvement. Samples of their comments can be found on pages 7 and 8.

Cooperating Teacher Ratings of the Effectiveness of GSU Programs

Learning Outcomes	Cooperating Teacher Ratings				
	Conceptual Framework Number	Unit Mean N = 385	ECEE Mean N = 264	MSE Mean N = 93	P-12 Mean N= 28
Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.	CF 1.1	3.52	3.56	3.36	3.63
Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.	CF 1.2	3.48	3.55	3.40	3.50
Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.	CF 1.3	3.39	3.47	3.34	3.36
Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.	CF 1.4	3.46	3.45	3.40	3.54
Our candidates know and respect individual differences, establish productive and ethical relationships with candidates, and modify the learning environment to positively impact student learning.	CF 2.1	3.72	3.75	3.59	3.81
Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.	CF 2.2	3.62	3.70	3.49	3.67
Our candidates commit to continuing personal and professional development.	CF 2.3	3.65	3.67	3.48	3.79
Our candidates use knowledge of students' cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.	CF 3.1	3.58	3.64	3.45	3.64
Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.	CF 3.2	3.53	3.56	3.43	3.61
Our candidates implement appropriate communication techniques to provide for learner interaction within local and global communities.	CF 3.3	3.49	3.52	3.40	3.54



COOPERATING TEACHERS' EVALUATION OF GSU PROGRAMS' EFFECTIVENESS AT EMPHASIZING THE CONCEPTUAL FRAMEWORK

Overall, the cooperating teachers gave GSU programs high ratings on addressing the conceptual framework outcomes, with average ratings ranging from 3.7 to 3.3 on a 4 point scale. These overall high marks support our contention that our programs are effectively addressing the outcomes we believe are relevant to our mission.

Our mission is to prepare educators who are:
informed by research, knowledge and reflective practice;
empowered to serve as change agents;
committed to and respectful of all learners; and
engaged with learners, their families, schools, and local and global communities.

Consistent with previous years' findings, the highest rated learning outcome was related to our programs' effectiveness at preparing candidates to *"...**know and respect individual differences, establish productive and ethical relationships with candidates, and modify the learning environment to positively impact student learning. (CF 2.1)**"*. Comments from cooperating teachers support this focus:

- ◆ *"I think that the social justice focus helped my intern to be especially responsive to the needs of our student population."*
- ◆ *"Your candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners."*
- ◆ *"Your candidates know and respect individual differences, establish productive and ethical relationships with candidates, and modify the learning environment to positively impact student learning."*
- ◆ *"The students are aware of cultural differences and differentiation in instruction. They are open to new ideas and critical views of their craft."*
- ◆ *"Realistic expectations. Program is well outlined and communicated to the cooperating teacher. Feedback to student interns is constructive. The feedback allows for interns to make adjustments to instruction."*

COOPERATING TEACHERS' RECOMMENDATIONS

The learning outcome which was ranked the lowest overall on the cooperating teachers' survey was related to preparing our candidates to "*reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development. (CF 1.3)*". The unit mean for this learning outcome was 3.39 (on the four point scale) and the program group ratings ranged from 3.47 (ECEE) to 3.34 (MSE), and 3.36 (P-12).

To better understand the ratings, some of recommendations the cooperating teachers suggested are found below.

- ◆ *"The students need a standard lesson plan form that they are expected to submit. That form needs to outline details of the lesson. This is imperative when helping a student teacher prepare so as a cooperating teacher I can determine that they have thought out all of the details of the lesson."*
- ◆ *"I felt at times her assignments were difficult to correlate with what was going on in the classroom. For instance, she had to design a lesson plan weeks in advance and teach it a specific week. It is often difficult to gauge exactly what material the class may need that far in advance. A meeting at the beginning of the term to discuss these assignments with the intern, classroom teacher, and supervisor would be beneficial. Having the classroom teacher in the debriefing after observations would also be very beneficial for the student intern. My expectations may be different than that of the supervisor, and we need to make sure we are all on the same page."*
- ◆ *"Candidates need more instruction on learning strategies and lesson plan writing. I think it should be required for a student teacher to come 5 days a week to ensure continuity in instruction. Candidates should be required to write more than 2 lesson plans during their experience."*
- ◆ *"I would recommend having the candidates observe, teach, observe again and teach."*
- ◆ *"Lesson plans are too long and too detailed. To meet students' needs, we often have to change midstream."*
- ◆ *"Student had not experienced inquiry based labs, this type of training is essential to get past the level one of inquiry."*

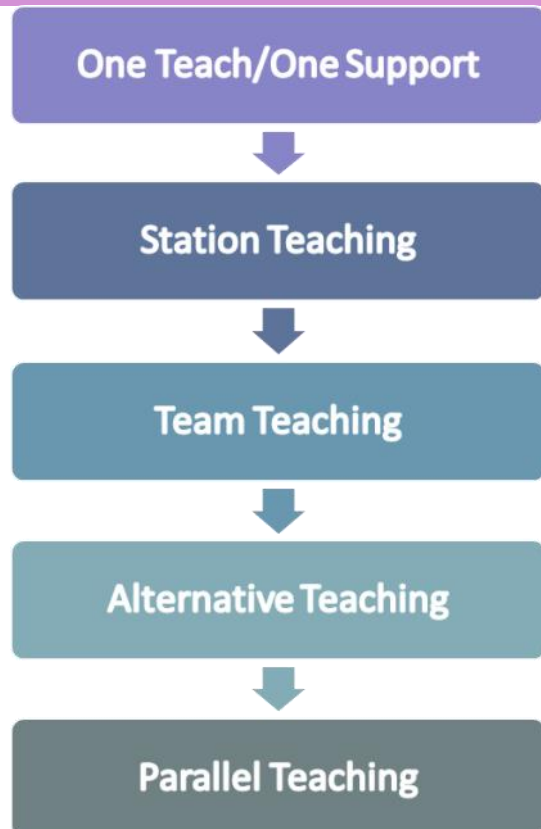


Student Teaching Handbook Analysis

In 2015, the Clinical Practice and Induction Committee conducted an analysis of handbooks from across programs in the PEF. Handbooks were examined from art education, school counseling, ECEE, MSE, HPE, and music education and data were reported for world languages and culture (which is in the process of developing a handbook).

One finding which emerged in the analysis was the use of varying terms to refer to cooperating teachers/mentors, student teachers and or interns, and the supervisor from the university. In some cases, the same terms had different meanings in different programs. While it was deemed to be difficult to synchronize terms across teacher education programs, programs for service professionals, and programs for educational leaders, the committee recommend that teacher education programs use unified terms for the student teaching handbooks including the terms: cooperating teachers, university supervisor, and teacher candidate.

GSU's Co-Teaching Model: The Five Co-Teaching Formats



To facilitate the adoption of the co-teaching model across our teacher preparation programs, in the summer of 2015 we incorporated a session in the CREST-ED Summer Institute focusing on co-teaching for educators who were planning to supervise teaching candidates in 2015-2016. Over 130 cooperating teachers participated in a half-day workshop which opened with an overview on co-teaching. Next teachers chose between three concurrent sessions, (a) a more in-depth examination of the co-teaching model, (b) an exploration of how to building a positive learning environment through consideration of teacher philosophy, knowing and respecting your students, and developing 7 basic skills in implementing conscious discipline, and (c) edTPA expectations for candidates and mentor teachers. Stipends for the cooperating teachers were funded by a GaN-TEP grant and CREST-ED.

Professional Education Induction Seminar (PEIS)

The intent of the Professional Educators Induction Seminar (PEIS) is to assemble most of the PEF teacher candidates (approximately 200 student teachers or interns a semester) in anticipation and recognition of their next step into induction—commencing their first year as fulltime professional educators. PEIS spotlights particular information not fully covered in classes or in student teaching experiences that the Clinical Partnerships and Induction Committee believes will support our graduates as they take their next crucial step away from GSU and into teaching.

Seven schools districts that participated in PEIS included Atlanta, Cobb, DeKalb, Fulton, Gwinnett, Henry, and Atlanta Neighborhood Charter Schools.

Feedback on the 2015 event was extremely positive with 97% agreeing/strongly agreeing that, “participation in the PEIS was helpful to my professional development as an educator.” The students’ survey responses and the agenda for the Fall 2015 PEIS can be found in the committee’s LiveText folder. Each segment of PEIS was interactive and included opportunities for candidates to ask questions of the different panels.

Topics included Teacher Keys Effectiveness System (TKES), self-evaluation process as a first year teacher, edTPA, services available through University Career Services, and an in-depth forum featuring HR hiring professionals from throughout the Atlanta metro area.

GSU Graduates' Yield and Retention in Georgia Public Schools for 2006-2014

The Board of Regents provided the yield and retention data for GSU in the Fall of 2015. State-wide Georgia has seen a decline in enrollments and number of graduates prepared in teacher education. However, for GSU the number of teachers prepared increased from 471 completers in 2013 to 532 in 2014 (13% increase). The percent yield (or the proportion of completers getting jobs) went down slightly from 57% in 2013 to 54% in 2014. The yield and retention data will be disaggregated by program and will be uploaded to the LiveText folders of the individual programs and will also be uploaded in the Clinical Partnerships and Induction committee folder.

Cohort	Total	Yield Rate	Retention Rates	
			One year	Two years
2006	497	301 (61%)	286 (95%)	272 (90%)
2007	427	340 (80%)	319 (94%)	299 (88%)
2008	384	279 (73%)	260 (93%)	243 (87%)
2009	326	196 (60%)	175 (89%)	166 (85%)
2010	486	290 (59.7%)	263 (90.7%)	249 (86%)
2011	607	345 (56.8%)	312 (90.4%)	283 (86%)
2012	566	294 (51.9%)	264 (89.8%)	246 (84%)
2013	471	269 (57.1%)	237 (88.1%)	NA
2014	532	288 (54.1%)	NA	NA

* Yield Rate refers to the number of completers who took jobs in Georgia Public Schools the year after graduation. Retention rate refers to the number of the candidates who took jobs, who were still employed in Georgia Public Schools in subsequent years.

GSU TEACHER PREPARATION DASHBOARD



GSU Completers of Initial Preparation Programs				
14-15	13-14	12-13	11-12	10-11
445	471	566	608	486

* 2015 –16 Workforce data will be available in Fall 2016

Note. The numbers in this table reflect the Board of Regents Completer data.

Year of Completion	Number of Counties Hiring GSU New Teachers	Top 5 Counties Employing GSU New Teachers
2015	2015 Workforce data will be available in Fall 2016	
2014	25	DeKalb, Gwinnett, Fulton, APS, Cobb/Clayton
2013	24	DeKalb, Fulton, Gwinnett, APS, Cobb
2012	34	Fulton, Gwinnett, Atlanta, DeKalb, Cobb
2011	33	Fulton, DeKalb, APS, Gwinnett, Cobb/Clayton
2010	30	DeKalb, Fulton, Gwinnett, Cobb, APS

GSU Pass Rates – Title II Summary Reports					
2014-15	2013-14	2012-13	2011-12	2011-10	2010-09
	97%	96%	96 %	97%	99%

* The Title II pass rate can change depending on when completers take the GACE. Initial results for 2014-2015 GACE scores will be available in Spring 2016.

Yield and Retention Rates for Completers from 2010-2014

Cohort	Total	Yield Rate	Retention Rates	
			One year	Two years
2014	445	309 (69.4%)	NA	NA
2013	471	269 (57.1%)	237 (88.1%)	NA
2012	566	294 (51.9%)	264 (89.8%)	246 (84%)
2011	608	345 (56.7%)	312 (90.4%)	283 (82%)
2010	486	290 (59.7%)	263 (90.7%)	249 (86%)