

Pennsylvania Department of Education

Teacher Preparation Program Annual Review Report

2013-2014



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov



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Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

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Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of School Leadership and Teacher Q
333 Market Street, 12th Floor

Voice: (717) 728-3224
Fax: (717) 783-6736
Harrisburg, PA 17126-0333
www.education.pa.gov

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INTRODUCTION

The Pennsylvania Department of Education, pursuant to Chapter 354, requires that all teacher preparation program providers complete and submit an annual report to the department. The purpose of the annual report is to identify trends within and across programs. An excel spreadsheet was created expressly for this purpose. Program providers completed an annual report for each of their approved educator preparation programs. The results of the reports are now being shared with PDE Leadership and program providers. The survey was sent to providers on February 4, 2015. Completed reports were returned to PDE in late March.

ANNUAL REVIEW DATA POINTS

Data was collected to give PDE a snapshot of its preparation providers' performance per program over the last academic year. Programs that left a column blank or provided incomplete data or where questions arose were contacted by their liaison and required to provide the corrected completed data or asked for additional information concerning a data point.

We encourage you to use the data collected by your programs to analyze your performance across your institution. We have provided an analysis of selected data points that can be used by program providers to compare themselves to statewide trends.

<u>The data points analyzed in this report include:</u>	<u>Page Number</u>
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FIELD EXPERIENCE

2C. Total hours of field experience before student teaching

PDE asked for the number of Stage 3 field experience hours required per program by our providers. The Stage 3 field experience is the beginning of student teaching in which candidates teach small groups of students in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction.

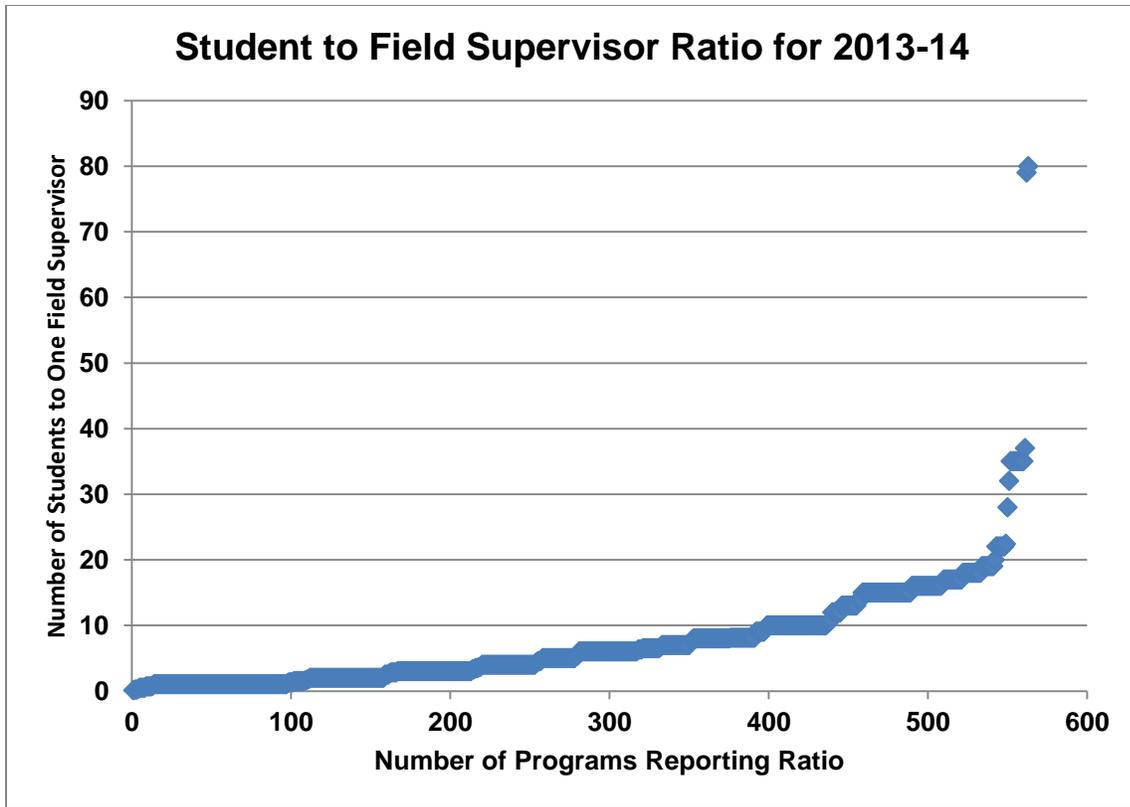
An analysis of the annual reports shows a wide range of discrepancy amongst program providers in the amount of hours they require for the Stage 3 pre-student teaching field experience. The program-required number of hours ranges from a low of 30 to a high of 190. The average Stage 3 field experience hours was calculated to be 143. The majority of programs with less than 60 field experience hours were identified as post-baccalaureate programs.

4B. What is the program's student-to-field supervisor ratio?

PDE sought information on the ratio of student teacher candidates to the number of student teacher supervisors. The data reported by 1,486 program providers indicates a range of students to field supervisors as low as 1:1 to as high as of 80:1. Programs with a large number of candidates to supervisors were contacted and asked to verify the data they submitted.

The annual report revealed the following:

2013-2014 Number of Students to Student Teaching Supervisors	
Number of programs with a ratio less than 2:1	133
Number of programs with a ratio between 2:1 and 3:1	93
Number of programs with a ratio between 3:1 and 4:1	52



4C: Total field supervisors with K-12 classroom teaching experience

Program providers were required to report to PDE the number of field supervisors used to supervise field site placements that had PK-12 classroom teaching experience. Almost half, 49 percent of program providers, assign faculty with basic education classroom experience as supervisors for candidates in their field experience placements. Programs that left the column blank were contacted by their liaison and required to provide the corrected completed data to their liaison.

See the chart below.

2013-14 Summary of Field Supervisors with Classroom Experience	
Number of approved certification programs	1,273
Number of programs that reported number of field supervisors with classroom Experience (49%)	622
Number of programs/IHEs that reported zero field supervisors with classroom experience (19%)	242/29
Number of programs/IHEs that left item blank (31%)	395/43
Number of programs/IHEs that appear to have data errors (1%)	14/2

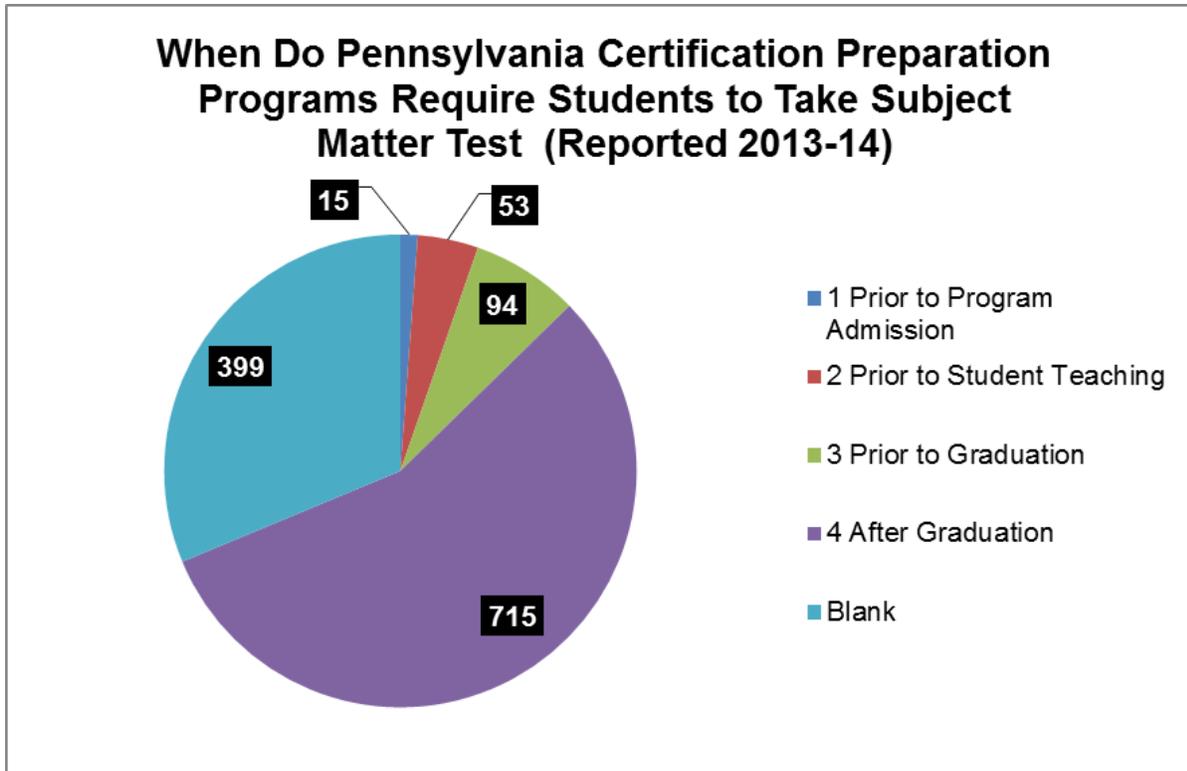
SUBJECT MATTER ASSESSMENT

6C2: The timing of the subject matter content test requirement

Programs were asked to report when they require candidates to take and pass the subject matter content test(s). The majority of the preparation program providers do not require the test to be taken before graduation. Small numbers of programs require the test to be taken prior to student teaching or graduation. Programs that left the column blank were contacted by their liaison and required to provide complete data.

For more information see the charts below.

When do Pennsylvania Certification Preparation Programs Require Students to Take Subject Matter Test (Reported 2013-14) ?		
When is the subject matter test required?	Number of responses	Percentage
1. Prior to Program Admission	15	1%
2. Prior to Student Teaching	53	4%
3. Prior to Graduation	94	7%
4. After Graduation	715	56%
No response	399	31%
Totals	1276	100%

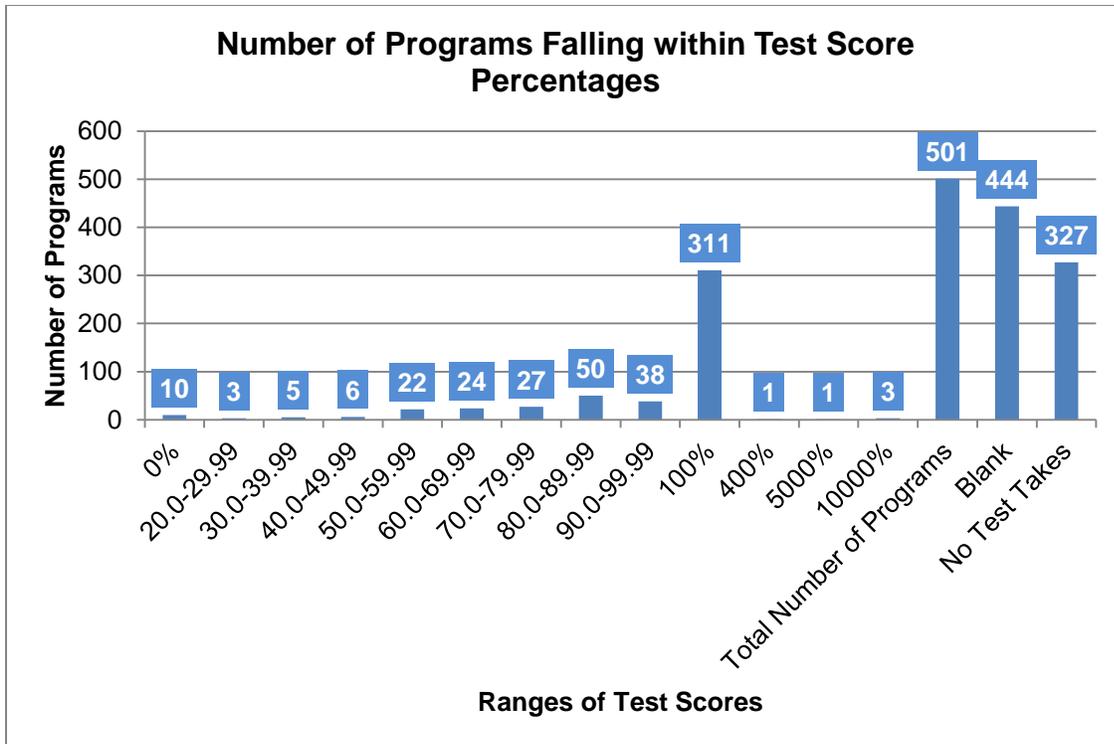


6D6. Subject matter pass rate

Programs were required to report the pass rate of their candidates on the subject matter assessment(s). This data is important because it correlates with how well prepared the candidates were in their specific subject matter content. The collected data reveals that greater than 70 percent of candidates were successful in passing their content area test. Programs that left the column blank were contacted by their liaison and required to provide complete data.

See the Chart Below:

Ranges of Praxis Pass Rates	Number of Programs
0%	10
20.0-29.99	3
30.0-39.99	5
40.0-49.99	6
50.0-59.99	22
60.0-69.99	24
70.0-79.99	27
80.0-89.99	50
90.0-99.99	38
100%	311
Total Number of Programs	501
No Response	444
No Test Takes	327
Total	1773



PROFESSIONAL DEVELOPMENT

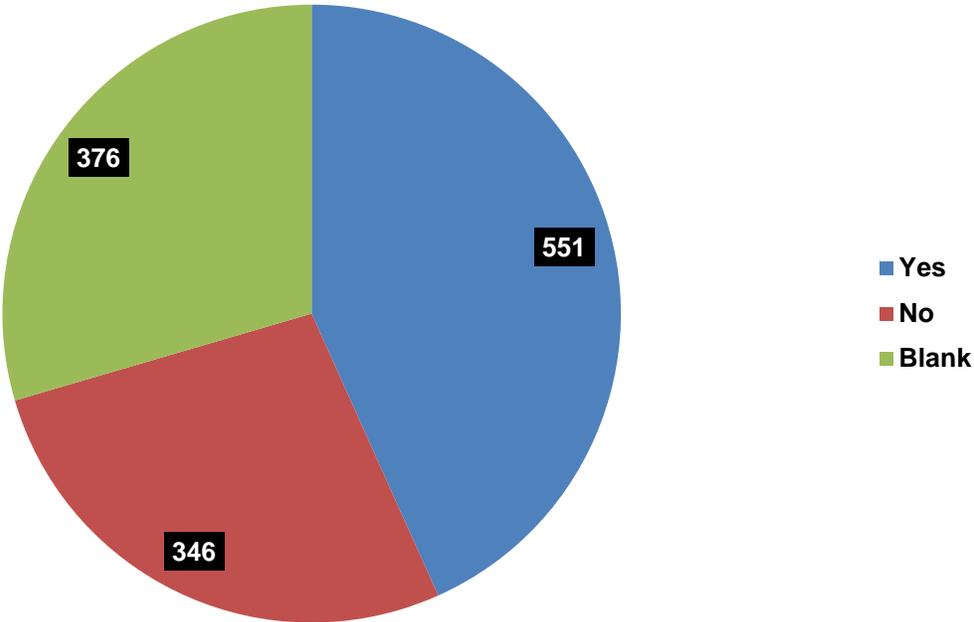
Teaching quality is one of the most important factors in raising classroom student achievement. Faculty who teach our candidates the skills needed to be successful in the classroom and to have a positive influence on student achievement must continually expand their knowledge and skills to implement the best educational practices. It is critical for program faculty to have ongoing and regular professional development opportunities to keep up-to-date on new research, emerging technology, new resources, etc. PDE asked targeted questions on professional development in the Annual Report.

7A: Is professional development mandatory for experienced faculty?

Program providers were asked to report on the professional development required of their faculty. PDE is interested in learning the value our preparation programs place on ongoing professional development of their certification preparation faculty. The responses collected reveal that of those that responded, 61 percent require the faculty to engage in professional development. Programs that left the column blank were contacted by their liaison and required to provide complete data.

Professional Development Responses for 2013-14 Academic Year				
	Yes	No	No response	Total
Is professional development mandatory for experienced faculty?	551	346	376	1273

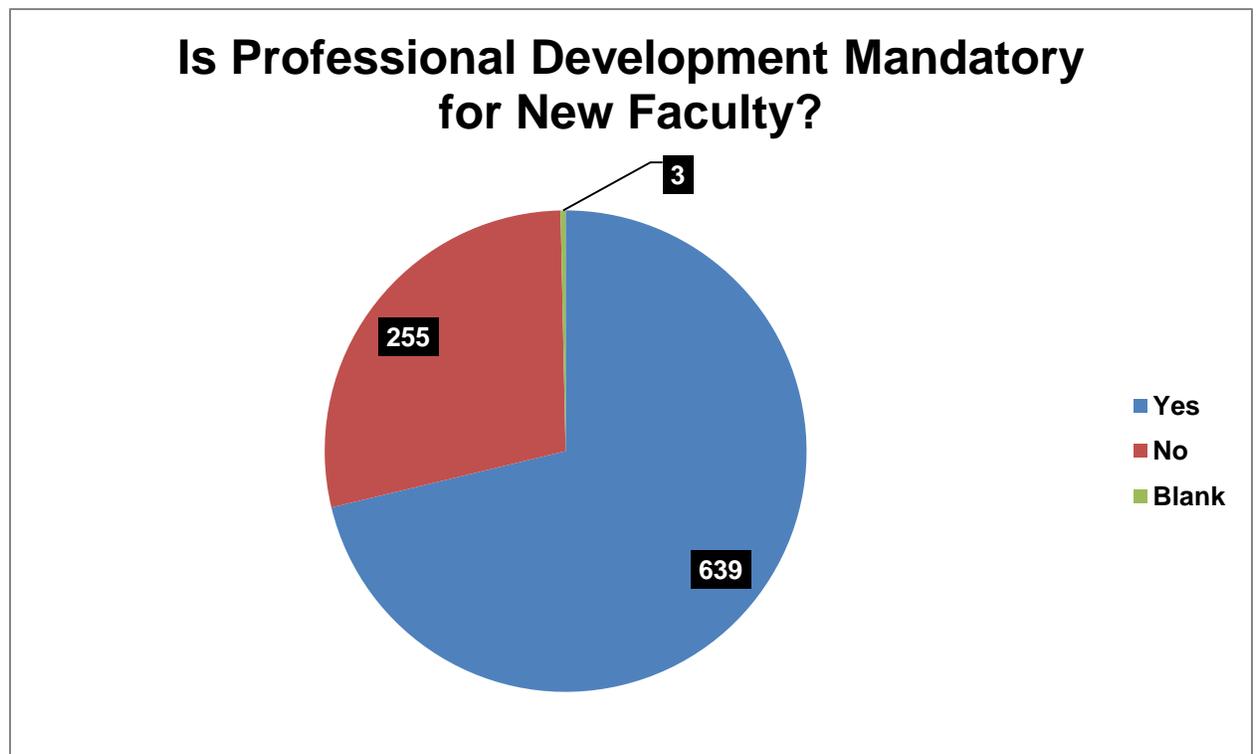
Is Professional Development Mandatory for Experienced Faculty?



7B. Is professional development mandatory for new faculty?

Program providers were asked to report on the professional development required of new faculty. PDE is interested in learning the value that preparation programs place on ongoing professional development of certification preparation faculty. The responses collected reveal that of those that responded, 71percent require new faculty to engage in professional development. See the below table and graph. Programs that left the column blank were contacted by their liaison and required to provide complete data.

	Yes	No	No response	
Is Professional Development Mandatory for New Faculty?	639	255	3	897



7C. How often is training provided to faculty?

Program providers were asked to report how often they require faculty training and the frequency of the training. Programs that left the column blank were contacted by their liaison and required to provide complete data. Of those that responded, the data shows the following.

- 49.7 percent do not provide faculty training
- 32.9 percent provide faculty training annually
- 14.3 percent provide faculty training every 2 years
- 2.8 percent provide faculty training every five years

Faculty required training	No response	Never	Annually	Every Two Years	Every Five Years
Number of program responses	21	436	289	126	25

8. Support provided to students to prepare for basic skills tests

Program providers were asked to describe the support their program provides to students to prepare for basic skills tests. Only baccalaureate degree program providers answered this question as the basic skills assessment is not required for post-baccalaureate candidates.

PDE was provided with many strategies utilized by program providers to assist candidates in passing basic skills assessments. The common themes are provided below:

- Referral to learning or tutoring centers on campus for assistance and resources;
- Required provider-run seminars or workshops to increase basic skills knowledge and performance;
- Offering voluntary PAPA specific workshops;
- Using Myfoundations lab;
- Embedding basic skills testing material into general education coursework; and
- Requiring potential candidates to take the test their freshman year, thereby allowing for remediation and a second attempt.

Of particular note is the fact that some providers accept candidates with the required ACT and SAT scores, thereby eliminating the need to take the basic skills assessment.

An area of concern is that a small number of providers stated:

- No support is offered past traditional coursework.
- Students are not supported beyond being provided with the testing companies' webpages.