

2019-2020 MDE Survey Responses from WMU Intern Teachers (i.e. Teacher Candidates), Clinical Supervisors, and Cooperating Teachers.

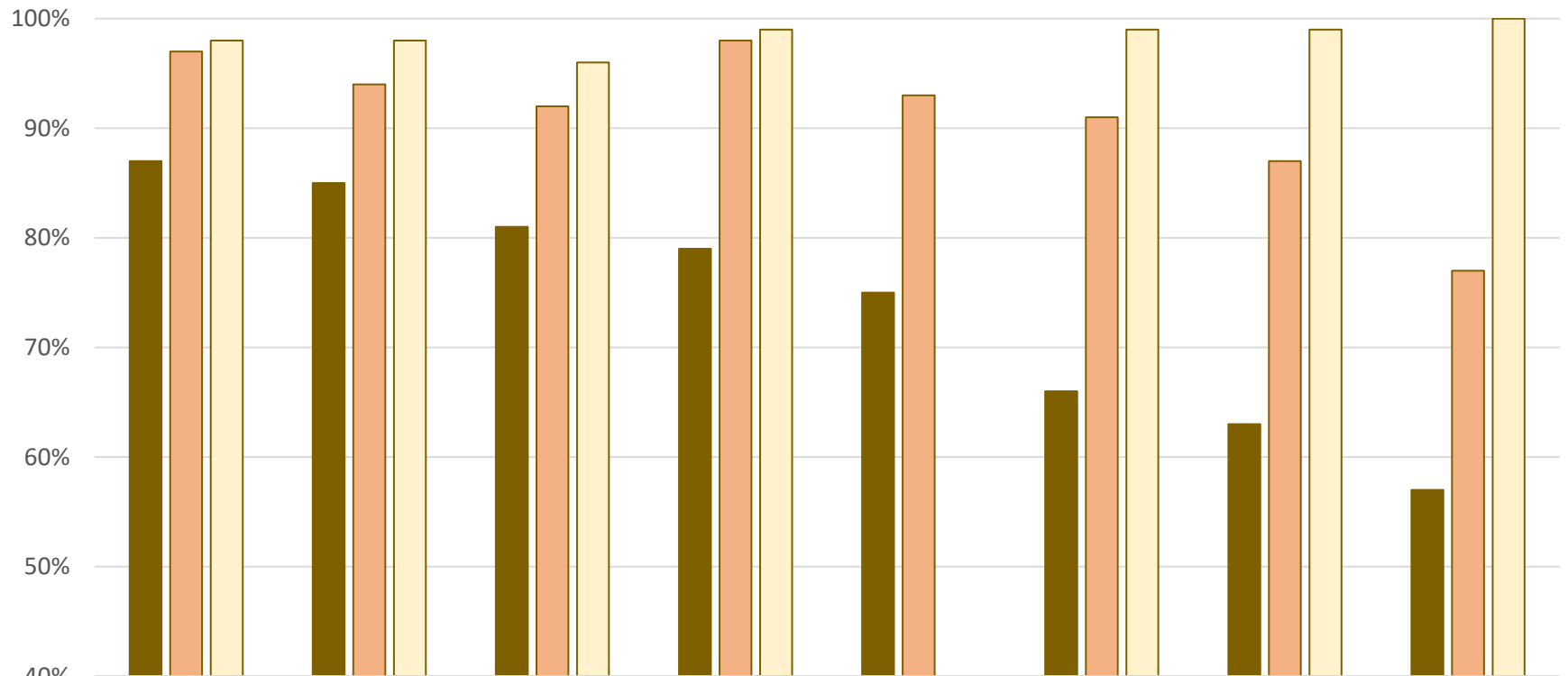
The Michigan Department of Education provides each Michigan teacher preparation provider survey data from teacher candidates during their last semester internship as well as from their clinical supervisors and cooperating teachers. Again, the items and response options on the 2019-2020 survey were different from the 2018-19 survey so data is not directly comparable. The 2018-19 data is on page two.

Responses below highlighted in **green** are those areas in which at least 95% of all three 2019-2020 survey groups thought WMU intern teachers excelled: collegiality, receptivity to and effective use of feedback, ethical use of technology, and supporting students in making connections to prior knowledge and experiences. The one area with less than 80% efficacy, supporting English learners, is highlighted in **orange**. Previous WMU completers and interns have reported struggles in this area for several years and our faculty are developing plans to strengthen candidate preparation to support English learners.

Prompt: To what extent do you (or the teacher candidate):	Teacher Candidates (n=101)	Clinical Supervisors (n=131)	Cooperating Teachers (n=87)
	Great or Moderate Extent %	Great or Moderate Extent %	Great or Moderate Extent %
maintain positive, collaborative relationships with colleagues	100%	100%	100%
receptive to feedback to improve instruction	100%	100%	96%
be a reflective educator who utilizes feedback to implement instructional improvements	100%	98%	96%
organize the learning environment to guide student engagement during instructional time	99%	98%	94%
implement multiple strategies to present key content area(s) concepts?	98%	97%	88%
apply instructional strategies and resources to support students from culturally diverse backgrounds	98%	94%	90%
differentiate instruction based on student assessment data	98%	89%	83%
practice the ethical use of technology	97%	99%	96%
apply instructional strategies and resources to support each individual student's learning abilities and needs	97%	96%	92%
support all students in making connections to prior knowledge and experiences	96%	99%	96%
support all students socioemotional (social, emotional, psychological) development	96%	97%	93%
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, & ethnic)	96%	96%	90%
utilize available technology to enhance instruction	96%	94%	98%
support student use of available technology	96%	90%	93%
design or select assessment tools to provide evidence of student learning	94%	98%	88%
analyze assessment data to identify patterns and gaps in student learning	94%	94%	85%
apply instructional strategies and resources to support gifted and talented students	93%	90%	82%
implement literacy and reading strategies appropriate to content area(s) and grade level(s)	92%	95%	87%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans	90%	90%	84%
implement research-based behavior management strategies to maximize student engagement	89%	91%	86%
communicate effectively with families/caregivers to promote individual student growth	89%	77%	85%
apply instructional strategies and resources to support students with special needs or disabilities	83%	93%	86%
apply instructional strategies and resources to support English learners	73%	71%	75%

2019 survey data from first-year teachers, candidates in their intern teaching semester, and intern teacher clinical instructors was provided by the Michigan Department of Education. Low response rates for the first-year teacher survey make those results less reliable. But, the comparison between the three surveyed groups is still interesting. And, the information about completers' ability to address the needs of special populations or to use technology to maximize student learning is consistent with areas of improvement noted from 2019 principal survey and completer focus groups. Overall, clinical instructors have a very positive view of WMU candidates' abilities in all areas but both intern teacher candidates and first-year teachers are not as confident in their abilities, especially in address the needs of special populations or to use technology to maximize student learning.

Comparison of 2019 Survey Responses:
First-Year Teachers, Intern Teachers, and Final Internship Clinical Instructors



■ First-Year Teachers	87%	85%	81%	79%	75%	66%	63%	57%
■ Intern Teachers	97%	94%	92%	98%	93%	91%	87%	77%
■ Clinical Instructors	98%	98%	96%	99%	n/a	99%	99%	100%

■ First-Year Teachers ■ Intern Teachers ■ Clinical Instructors