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Teacher in Residence *Program Evaluation*

By

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The Goals:

- ***Shared involvement in teacher preparation***
- ***School - University Partnerships***
- ***Better communication re: teacher preparation***
- ***Unique Professional Dev. opportunity for PK-12 teachers***
- ***Expand dialogue re: pre-service field experiences***
- ***Nurture future teacher educators***
- ***Clearer understanding of PK-12 classroom demands / rewards***

Background

The Teacher in Residence (TR) program was established in 2001 by the College of Education to bring master teachers from PK-12 school settings into college classrooms to teach undergraduate classes. The program was developed to provide an opportunity for pre-service students to learn real-life applications of theory and practice from teachers in the field. College of Education faculty and students were to benefit from the involvement of these TRs through classroom teaching, planning for instruction, and professional development programs. Educators participating in the TR program are expected to return to their home school districts after one year of teaching at SMSU and take back a better understanding of the university culture and its governance processes associated with preparing future teachers.

Requests for applications to the TR program were sent to school districts in February 2001. PK-12 classroom teachers were invited to apply, and on-campus interviews were conducted with finalists. Two elementary teachers and one secondary teacher were selected for the 2001-2002 academic year. These TRs taught undergraduate courses totaling 6 to 12 credit hours during the fall 2001 and spring 2002 semesters. They also participated in School of Teacher Education (STE) faculty meetings, professional development opportunities, and other appropriate College and University activities.

During the 2002-2003 academic year, three TRs have been selected: an elementary school counselor, a high school foreign language teacher, and an elementary teacher with a doctorate in reading.

Evaluation Methods

The evaluation of the Teacher in Residence Program consisted of the following components: 1) interviews with each Teacher in Residence; 2) student course evaluations; and 3) faculty comments and observations. Student course evaluations were compared to STE mean scores, and interview data were content analyzed.

TR Comments:

*Positive Experiences...

- “working with students and faculty in a university setting”
- “seeing first-hand the operations of the STE”
- “building of different relationships for future collaborative activities”
- “faculty open and gracious”

*Greatest Challenges...

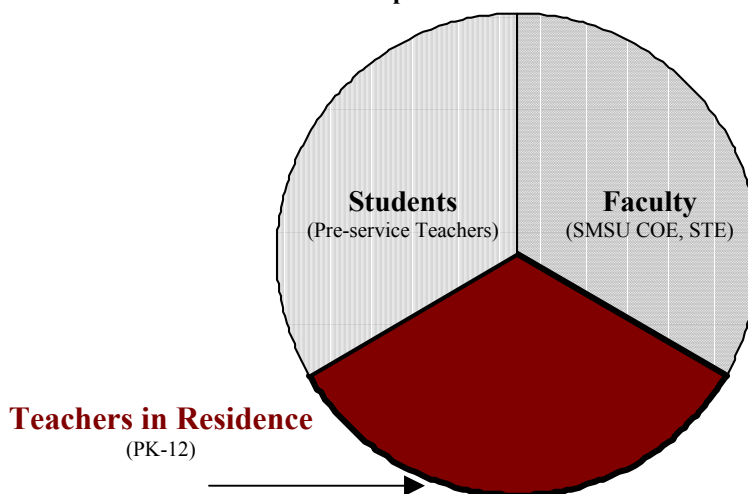
- “deciding what to teach”
- “how to organize class”
- “continuing interaction with STE faculty”

*COE Faculty Support...

- “excellent colleague to guide me”
- “great role models who were willing to share their expertise and knowledge”

Findings

SMSU - COE Teacher in Residence Program: Impact on PK-12 Teachers



#1 Impact on Teachers in Residence

- Professional Development
- Apply Practitioner Skills in Higher Education Setting
- Better Appreciation/Understanding of University Governance and Issues Associated with Teacher Preparation

Analysis of TR Interviews

Overall, Teachers in Residence reported a positive experience in working with students and faculty in a university setting. The opportunity to see first-hand the operations of the College of Education, gain perspective of faculty “life”, understand the content pre-service teachers are learning, and build relationships for future collaborative efforts was also noted to have a positive impact on those educators participating in the TR program.

While TRs reported their greatest challenge to be planning and organization of course syllabi, they also stated the support from colleagues to be “excellent” with regard to guidance and preparation for college teaching. TRs also stated the experience allowed them the opportunity to work with “great role models” who were willing to share their expertise and knowledge of working within the university structure.

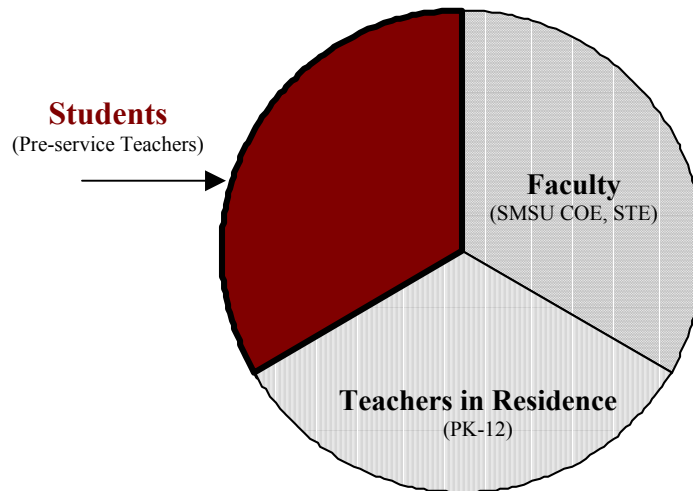
While the 2001-2002 Teachers in Residence agreed the concept of bringing current public school teachers and current issues/topics into the college classroom is a “fabulous idea,” they added the importance of having a mentor faculty member to assist them with course planning/preparation as well as the “non-teaching” aspects of the position (i.e. university policies/procedures).

Student Comments:

- *“learned many things ...good teacher”*
- *“knowledgeable... enthusiastic”*
- *“helped me prepare to be a teacher”*
- *“used personal experiences”*
- *“provides many good resources”*
- *“cares about teaching”*
- *“gave us real world knowledge”*
- *“learned things that will help me in my teaching career”*
- *“accepted other points of view”*
- *“helped to have a teacher teach this class”*

Findings

SMSU - COE Teacher in Residence Program: Impact on Pre-Service Teachers



#2 Impact on Students

- Real-life Stories from the Field
- Practical Application of Theory to Practice
- First-hand Experience with Actual State Standard's-driven Performance Assessments

Student Course Evaluations

Students completed course evaluations for the fall 2001 and spring 2002 semesters. Evaluations utilized a Likert-type scale that ranged from: “1” = most positive response and “5” = least positive response:

❖ Fall 2001 Evaluation

Teachers in Residence Overall Mean Score: $\bar{M} = 1.66$
STE Departmental Overall Mean Score: $\bar{M} = 1.47$ (S.D. = .80)

Overall, students reported a high degree of satisfaction with regard to courses taught by TRs during the fall 2001 semester. Students commented positively on the degree of enthusiasm exhibited by TRs, the real world knowledge provided, and the preparation for future classroom teaching. Student concerns were also noted with regard to expectations set and course organization.

❖ Spring 2002 Evaluation

Teachers in Residence Overall Mean Score: $\bar{M} = 1.65$
STE Departmental Overall Mean Score: $\bar{M} = 1.47$ (S.D. = .83)

COE students attending classes taught by Teachers in Residence during the spring 2002 semester also reported a high degree of satisfaction, with student comments again emphasizing TR enthusiasm, knowledge real-life experience shared and overall preparation for future teaching as positive experiences. However, students' concerns centered around course expectations and organization.

**STE
Faculty Perceptions...**

*** TR Program Strengths...**

- *“helped cover classes”*
- *“one teacher was a natural fit”*
- *“one TR went above and beyond what they were assigned to do”*
- *“with a mentor, they did fine”*
- *“should be open to all public school teachers regardless of future plans”*

*** Concerns...**

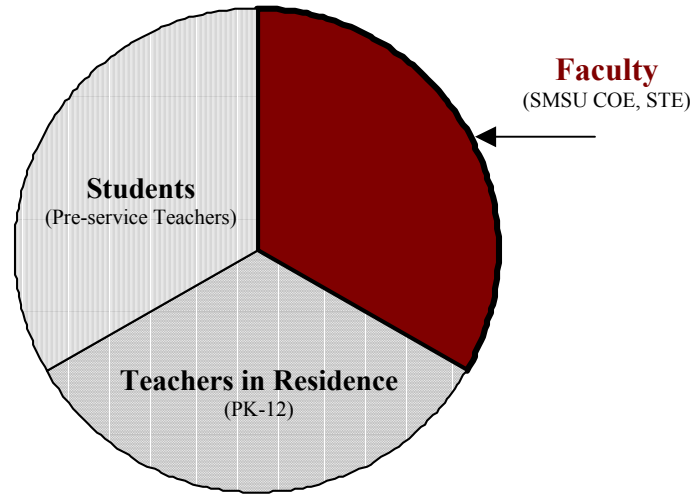
- *“TRs wanted to stay for another year”*
- *“some were not aware of college students’ prior knowledge”*
- *“should not be used as testing ground for teachers wishing to exit public schools”*

*** Suggestions...**

- *“build upon existing relationships with teachers in public schools by inviting them to apply”*
- *“job description must have enough detail so candidates are aware of job responsibilities”*

Findings

**SMSU - COE Teacher in Residence Program:
Impact on COE Faculty**



#3 Impact on Faculty

- Better Understanding of the Demands and Rewards of PK-12 Teaching in the 21st Century
- Opportunities to Collaborate on Special Projects
- Establish Collaborative Relationships with PK-12 Teachers and Schools

Analysis of Faculty Comments / Observations

STE faculty working closely with the Teachers in Residence were interviewed to gather additional data regarding program strengths/weaknesses. Overall, STE faculty agreed that the TR program was helpful in providing assistance with course load but also voiced the following concerns regarding the TR program: 1) awareness of job responsibilities, 2) orientation / preparation and 3) extending a successful candidate’s position beyond one year. Faculty suggested that in the future the College of Education may want to consider tapping into the relationships that have already been established within the public schools and encourage those educators working with COE practicum students to apply.

An implicit finding gleaned from the data centers around the need to take full advantage of our partnerships with area schools such as the Site Based Elementary program. The public school teachers who have been working collaboratively with STE faculty since 1997 have a positive attitude toward their teaching assignment and have exhibited an ability to in work collaboratively to provide quality mentoring to our pre-service teachers. Another finding from the STE faculty comments centers around the importance of identifying public school teachers for participation in this initiative who are not disgruntled employees, but have something unique to offer our pre-service teacher preparation programs during the one-year assignment.

One example of a unique contribution is in the area of diversity. A fundamental requirement of all of our pre-service teacher education programs is to adequately prepare future teachers for work with diverse learners. The Teachers in Residence have great potential for helping us accomplish this aim if we can identify teachers with a successful record of meeting the needs of children and youth with diverse needs. As a result, plans

Recommendations:

- **Continue the Teacher in Residence program**
- **Prepare detailed job descriptions for applicants**
- **Provide an orientation for the Teachers in Residence**
- **Provide a mentor for each Teacher in Residence**
- **Establish follow-up activities with departing Teachers in Residence**
- **Continue yearly evaluations of the program**

are currently being developed in accordance with the Professional Education Unit (PEU) diversity plan to utilize future Teachers in Residence to tap into instructional opportunities in our growing Hispanic community throughout southwest Missouri. The effective integration of diversity competencies into the pre-service curriculum could be better facilitated by those professionals most experienced in meeting the needs of these children and youth in public school contexts.

Summary

The Teacher in Residence program has been a valuable and beneficial part of the College of Education. Although it is the goal of the college to fill all faculty positions with qualified full-time, doctoral level faculty, the Teacher in Residence program provides an appropriate alternative. After careful review of all existing data, the following recommendations are made:

1. Continue, as appropriate, the Teacher in Residence program. The program should be sustained both to fill faculty positions held open as a result of unsuccessful searches for full-time, tenure track faculty and to pursue additional lines so there is always one or more Teacher in Residence: While some concerns are noted and suggestions for improvement should be addressed, the benefits of this program should ensure its continuance at this time.
2. Prepare a detailed job description for posting in area school districts and expand beyond the local public schools. It is important that prospective Teachers in Residence be fully aware of expectations and responsibilities.
3. Provide an orientation for the Teachers in Residence. This orientation should include information on the development of syllabi and other course policy information, as well as more day-to-day routine information such as obtaining parking permits, zip cards, use of the library, internet access, etc.
4. Provide a mentor(s) to each Teacher in Residence. This mentor should assist with questions regarding teaching, the University culture, and practical aspects of faculty duties / responsibilities.
5. Work with departing Teachers in Residence to establish some type of follow up activities (e.g. what TRs are taking back to their schools; visits and lectures back on campus, etc.).
6. Continue yearly evaluation of the Teacher in Residence Program.

Policy on TR Program:

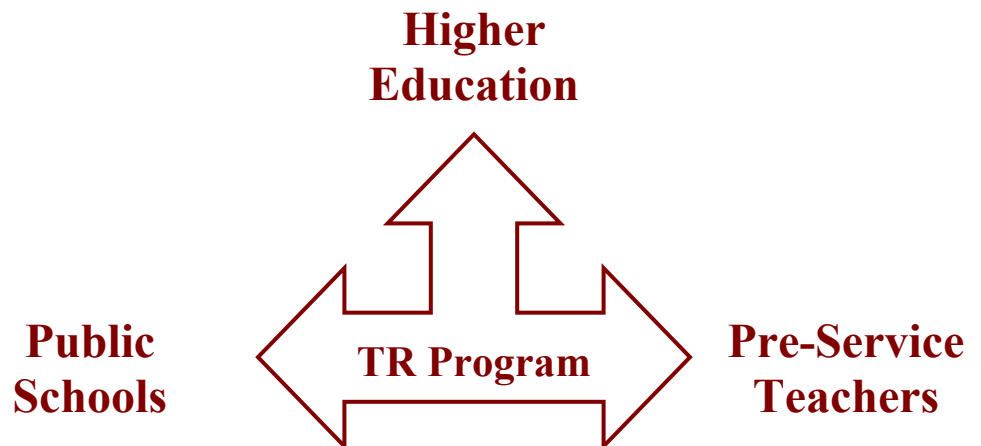
- **Bring master teachers from the public school setting into COE classrooms**
- **Pre-service teachers learn of real-life applications of theory**
- **COE faculty benefit from interaction with Teachers in Residence**
- **TRs return after one year with a better understanding of the university**

College of Education Policy on Teacher in Residence

The Teacher in Residence (TR) program was established in 2001 to bring master teachers from the public school setting into the College of Education to teach selected undergraduate teacher education classes. The program was developed to provide an opportunity for pre-service students to learn of real-life applications of theory and practice from teachers in the field. School of Teacher Education (STE) faculty and students were to benefit from the involvement of these teachers in classes, planning, and professional development opportunities. Teachers participating in the TR program were to return to their home school district after a year at SMSU with a better understanding of the university culture and the issues associated with preparing future teachers.

The following guidelines should be followed to implement future TR programs:

1. Determination of need should be made in the spring of each academic year.
2. Job descriptions and advertisements should be distributed to school districts in southwest Missouri announcing the TR opportunity for teachers.
3. Teachers interested in this opportunity must apply by submitting a letter of interest, resume, and names of references.
4. A search committee of departmental faculty will be formed and screening of applicants should take place in February of each year.
5. Top applicants will be interviewed by the search committee, department head, other interested faculty and COE administration.
6. TRs selected via the above-stated search process are to be notified and a letter containing information to orient TRs to SMSU should be mailed in May. This letter reminds TRs that this is a one-year appointment and that they will return to their home school district the following year.
7. Teachers not selected will be notified in writing.



**INSTITUTIONAL
REPORT CARD
SUMMARY
SOUTHWEST MISSOURI
STATE UNIVERSITY
Academic Year
2000-2001**

Title II, Sections 207 and 208 of the Higher Education Act of 1998 requires each institution of higher education which conducts a teacher preparation program to annually disclose specific information about that program. The following information fulfills that requirement.

Pass Rate

The pass rate for the completers of the teacher preparation programs at Southwest Missouri State University was 96 percent as compared to the statewide average of 96 percent. These data were compiled for the completers from the Fall 2000, Spring 2001, and Summer 2001 semesters

Program Information

In the Fall 2000 semester, 2,172 undergraduate students and 920 graduate students were enrolled in professional education programs. For the Spring 2001 semester, 2,019 undergraduate students and 941 graduate students were enrolled. And during the Summer 2001 term, 706 undergraduate students and 741 graduate students were enrolled.

Every student will have a total of 560 hours of supervised teaching experience by the conclusion of his/her program of study. There were 398 students in programs of supervised student teaching during the year, and the student to faculty ratio during the supervised teaching was 10.2:1.

Accreditation Statement

All of the teacher preparation programs offered by the University are accredited by the Missouri State Department of Elementary and Secondary Education and by the National Council for Accreditation of Teacher Education.

College of Education

Southwest Missouri State University has a rich heritage as a teacher preparation institution. Today, with more than 2,000 professional education majors, SMSU has the state's largest program in teacher, counselor, instructional support personnel and educational administration preparation.

SMSU's professional education program is one of the university's five major emphasis areas, along with its statewide mission in public affairs. The program provides educational experiences necessary for preparing professional educators for the schools of the future, including working with some of the state's leaders in educational trends. The College of Education is recognized for its expertise in applied research findings and best practices in teaching, learning, leadership and counseling. It maintains partnerships with schools and other educational institutions across the region, state and nation, including Greenwood School, Missouri's only K-12 university-administered laboratory school.

SMSU is a leader in preparing exemplary educators and in providing public service to schools and communities. It is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). This ensures professional education students at SMSU are meeting the highest quality standards established by national associations and accrediting bodies.

Southwest Missouri State University

Southwest Missouri State University is a three-campus university, with its main campus located in a residential area near downtown Springfield, Missouri's third largest city. SMSU's open admission campus is located in West Plains, while its Research Campus is in Mountain Grove.

As the second largest university in the state, SMSU offers more than 150 undergraduate programs, 40 graduate programs and one specialist degree. More than 18,500 students from throughout Missouri, the nation and the world attend the main campus, which features 18 classroom buildings, 12 residence halls and numerous facilities for scholarly and recreational activities. There are more than 250 student organizations, NCAA Division I athletics programs, 28 fraternities and sororities and a number of other events and activities with which to become involved.

SMSU students benefit from small class sizes, with an average student-to-faculty ratio of 16-to-1. A number of programs are designed to promote growth outside the classroom, including the largest cooperative education and internship program in the state. Since its inception in 1905, more than 80,000 students have graduated from SMSU. In 1995, SMSU was named Missouri's only public affairs university. This mission ensures that students graduate with an understanding of how to make the world a better place through their career and life choices.

For more information about SMSU, contact:

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Southwest Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In addition, in accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. The University maintains a grievance procedure in incorporating due process available to any person who believes he or she has been discriminated against. Southwest Missouri State University is an Equal Opportunity/Affirmative Action employer. Inquiries concerning the grievance procedure, Affirmative Action Program, or compliance with federal and state laws and guidelines should be addressed to Jana Long, Equal Opportunity Officer, Carrington Hall 128, 901 South National, Springfield, Missouri 65804, (417) 836-4252.