

Responses to Data Findings and Follow-Up after the creation of the Subbing Program

Improving Classroom Management

The creation a Substitute Teaching Program, led by Dr. Sheri Okland, has been positive for the preparation of teacher candidates. The data from the Exit Surveys and Student Teachers provide evidence of improvement in recent years.

Exit Survey Data

Exit Survey Data Alignment: InTASC Standard 3 Learning Environments (Fall 2011 – Spring 2015, last NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicates expectations for appropriate student behavior.	70.5%	28.0%	1.3%	0.0%	0.3%	400
Develop and maintain a classroom environment that promotes student engagement.	71.5%	26.8%	1.5%	0.0%	0.3%	400
Respond appropriately to student misbehavior.	56.3%	36.6%	6.0%	0.9%	0.2%	432

The data related to classroom management have been improving over time since the past NCATE visit in 2015.

Section of the Exit Survey: Preparation for Teaching – The Learner and Learning (Fall 2011 – Spring 2020, the data have improved since 2015)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicate expectations for appropriate student behavior.	71.26 %	27.04 %	1.21 %	0.4 %	0.1 %	995
Develop and maintain a classroom environment that promotes student engagement.	73.97 %	23.82 %	1.90 %	0.2 %	0.1 %	999
Respond appropriately to student behavior.	59.21 %	34.88 %	5.23 %	0.58 %	0.1 %	1032

The Exit Survey Data from the most recent year, Fall 2019-2020, provide an clear example of the growth in classroom management.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicate expectations for appropriate student behavior.	77.09 %	21.36 %	0.15 %	0 %	0 %	131
Develop and maintain a classroom environment that promotes student engagement.	87.88 %	11.36 %	0.76 %	0 %	0 %	132
Respond appropriately to student behavior.	70.45 %	27.27 %	0.28 %	0 %	0 %	132

Student Teacher Data

The data are trending upward across 2017-2018, 2018-2019, and 2019-2020 for both of these classroom management areas for student teachers. The ratings are completed by cooperating teachers.

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently		
Fall 2017-Spring 2020 N=495 placements	30.7% N=152	26.7% N=132	31.5% N=156	8.1% N=40	2.4% N=12	0.2% N=1	0.4% N=2	3.36	88.9%
Fall 2019-Spring 2020 N=132	39.4% N=52	23.5% N=31	28.0% N=37	7.6% N=10	1.5% N=2			3.46	90.9%
Fall 2018-Spring 2019 N=195	29.7% N=58	26.2% N=51	32.3% N=63	8.7% N=17	2.1% N=4	0.5% N=1	0.5% N=1	3.35	88.2%
Fall 2017-Spring 2018 N=168	25.0% N=42	29.8% N=50	33.3% N=56	7.7% N=13	3.6% N=6		0.6% N=1	3.31	88.1%

Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place		
Fall 2017-Spring 2020 N=495 placements	30.5% N=151	26.9% N=133	32.1% N=159	7.5% N=37	1.8% N=9	1.0% N=5	0.2% N=1	3.36	89.5%
Fall 2019-Spring 2020 N=132	37.9% N=50	22.7% N=30	30.3% N=40	8.3% N=11		0.8% N=1		3.44	90.9%
Fall 2018-Spring 2019 N=195	28.7% N=56	27.7% N=54	33.3% N=65	7.7% N=15	1.5% N=3	1.0% N=2		3.36	89.7%
Fall 2017-Spring 2018 N=168	26.8% N=45	29.2% N=49	32.1% N=54	6.5% N=11	3.6% N=6	1.2% N=2	0.6% N=1	3.32	88.1%

Substitute Teaching Reflections (5/15/20) EDUC 350/EDUC 351 Teacher Candidate Responses
Fall 2018-Spring 2020 (four semesters of data)

I. Please complete the following items about your substitute teaching experience.

How many days did I substitute teach?													
Number of Days	1 N=	2 N=	3 N=	4 N=	5 N=	6 N=	7 N=	8 N=	9 N=	10 N=	More than 10	Mean	Median
Number of Teacher Candidates	4	1	6	15	11	10	10	20	7	17	31	8.78	8

II. My substitute teaching experience helped me LEARN THE MOST about...

Teacher candidates were asked to rank the following the items by dragging them to the left of their computer screen and placing them in order of importance in relationship to their own learning experience. Candidates are free to choose "Not Applicable". The item the candidates drag to the top of the section receives the highest rating (1).

- Developmental Readiness of Learners (InTASC1)
- Differences Among Learners (InTASC2)
- Establishing A Supportive Learning Environment (InTASC 3)
- Managing Classroom Behavior (InTASC 3)
- Teaching Content to Learners (InTASC 4)
- Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)
- Assessing Student Learning (InTASC 6)
- Providing Feedback to Students (InTASC 6)
- The Importance of Planning (InTASC 7)
- Implementing Instructional Strategies to Lead Lessons (InTASC 8)
- Using Technology in the Classroom (InTASC 8)
- Professionalism and Ethics (InTASC 9)
- Leadership and Collaboration (InTASC 10)

Data gathered from the teacher candidates' responses. 1= the highest rating possible.

	1 N= Highest	2 N=	3 N=	4 N=	5 N=	6 N=	7 N=	8 N=	9 N=	10 N=	11 N=	12 N=	13 N=	Total Ratings N=
Developmental Readiness of Learners (InTASC1)	0	1	4	3	3	13	10	13	5	10	19	16	20	117
Differences Among Learners (InTASC2)	6	9	14	17	12	7	8	18	11	11	6	11	2	132
Establishing A Supportive Learning Environment (InTASC 3)	16	10	17	13	15	17	12	9	12	7	1	5	0	134
Managing Classroom Behavior (InTASC 3)	83	24	10	5	6	3	2	1	0	0	3	0	2	139
Teaching Content to Learners (InTASC 4)	4	17	24	15	10	13	12	16	8	6	4	1	3	133
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	2	9	11	17	12	20	15	13	12	8	7	4	3	133
Assessing Student Learning (InTASC 6)	3	3	1	3	4	3	8	12	19	9	10	27	16	118
Providing Feedback to Students (InTASC 6)	1	1	8	6	8	7	7	8	15	23	23	13	6	126
The Importance of Planning (InTASC 7)	10	27	14	9	22	5	11	7	7	6	7	2	3	130
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	2	12	11	19	19	9	17	8	8	12	1	9	3	130
Using Technology in the Classroom (InTASC 8)	0	1	4	8	6	13	12	8	15	12	14	11	30	134
Professionalism and Ethics (InTASC 9)	7	15	14	15	10	15	11	9	6	3	11	8	9	133
Leadership and Collaboration (InTASC 10)	5	10	7	7	10	11	10	11	12	16	12	5	10	126

My substitute teaching experience helped me LEARN THE MOST about...

Assessment Coordinator Comment: The data indicate the teacher candidates believe they are learning the most about Managing Classroom Behavior during their substitute teaching experiences (83 ratings at level 1). Managing Classroom Behavior is clearly the leading benefit for teacher candidates with an 83-16 lead over the next closest item. Establishing a Supportive Learning Environment and the Importance of Planning received the next most 1 or 2 ratings.

Teacher Candidate Comments: Feel free to write in an area of teaching not mentioned above:

- I think substitute teaching was a great learning experience for me. The first time I subbed for my cooperating teacher, I learned that the behavior of the students was different. They thought they could get away with more, which caused a lot of classroom behaviors. I am glad I got this experience, and got the practice of how to manage a classroom of 27 students.
- Setting expectations for the day with students
- I think most of them were very high on the list, so this was difficult! (*"them" meaning the assessment options*)
- how to work with students that were not handling the classroom well, example - yelling at teachers, running out of the room, etc.
- Confidence
- I think subbing has helped me become comfortable with being in front of the classroom. I use to get nervous last year when I was in front of the students. Now, I am comfortable and can practice the strategies I have learned in the classroom
- One of the areas not listed above was flexibility. That was one of the things I learned the most during my time substitute teaching. The teacher usually leaves a lesson plan, sometimes they don't, but things rarely go as planned. I learned to be OK with things not going exactly as planned and doing what was best for the class as a whole.
- Getting to peer teach was a good thing to have experienced.

A few examples of Teacher Candidate Comments: Explain the reason for your top-rated selection.

- I put importance of planning, differences among learners, establishing a supportive learning environment, and managing classroom behaviors at the top of my list. I think these are all very important when it comes to teaching in general. It is important to plan because everyone helping out needs to know what is going on. As a substitute you need to respect every student and understand that there are differences in us all. Managing a classroom is so important because the class you are in needs to be under control during the day.
- The classroom in which I am assigned has several students with behavioral issues. We have behavior plans for six out of 19 students. With almost one third of our class having these types of existing issues, it becomes cumbersome to maintain the classroom. Too often the behavior issues take learning opportunities away from the other students. Working with the BIT (Behavior Intervention Team) team, administration, ELL team, and Title personnel is necessary, but takes time to be effective.
- I put managing classroom behavior as the top most important. I found that when the cooperating teacher was gone, the students thought they could get away with a lot more. It was very important to have a well managed classroom in order for them to respect me, and also in order for me to be able to teach curriculum to them. Which is then why I put teaching content to learners next. I think these two were very important through my experience.
- When substitute teaching, classroom management is by far the most important aspect.
- I learned a lot about professionalism through the substitute experience. I learned how to dress, present myself, be punctual, and leave feedback.
- I learned a lot about classroom behavior. It was an opportunity to try new strategies and reflect on how they worked. Sometimes subbing was a difficult experience because it was nothing like teaching in your own classroom but it was challenging. It allowed be to work on skills I needed more work on.
- I think young children aren't typically on their best behavior. So I think finding ways to still be productive has been super important.
- As a substitute teacher, you are responsible to keep the students safe while their regular teacher is away. You are also responsible to complete the lesson notes given by the teacher.
- I feel that I learned about classroom management the most. I learned many new techniques that I look forward to using in my future classroom. By learning these new strategies I will be able to make sure my students learning is successful. I rated professionals and ethics toward the bottom because over the past couple years of being in the elementary education program I have learned about professionalism.
- Substitute teaching is an excellent way to learn how to manage classroom behavior because you do not have anybody else to rely on for their management system.
- I learned so much about positive classroom behavior. What works and what doesn't, classroom rules, teacher/student responsibilities, and how to set up a positive classroom environment.