

AN EVALUATION OF A PROFESSIONAL DEVELOPMENT  
SCHOOL: THE SCHOOL TEACHER EDUCATION  
PARTNERSHIP PROJECT

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(ABSTRACT)

The professional development school (PDS) has had a recent resurgence in teacher education. Professional development schools were designed to reform teacher education programs and revitalize K-12 education. The purpose of this study was to evaluate a professional development school: The School Teacher Education Partnership (STEP) at Elizabeth City State University (ECSU). STEP is a partnership between Elizabeth City State University and one elementary school in each of three participating school districts -- Edenton-Chowan, Elizabeth City-Pasquotank, and Gates -- in North Carolina.

The study took place over two years. Participants from the 1998-2001 school years were the primary informants. Data were collected through extended interviews. Documentary data and end-of-the-year qualitative evaluations were used to substantiate interview data. The constant comparative method of Maykut & Morehouse (1994) was used to analyze the data. Data were unitized, coded, grouped, categorized, and compared for patterns and themes.

The results of this evaluation were strong enough to recommend that a year-long internship be required for all prospective teachers at the university. The STEP graduates come from the program with strong pedagogical skills. The students are prepared to begin working with children from the first day of teaching. They can manage classes well handling routines with little difficulty.

Mentor teachers were found to be primary contributors to the development of new teachers, and they are paid little for their efforts. It is recommended that they be paid an amount commensurate with their effort and contributions to the development of new teachers. This compensation should be an integral part of the budgets of the state, local, or university agencies responsible for the preparation of teachers.

## DEDICATION

This dissertation is dedicated in loving memory of my sisters Leanna and Savannah and my niece Priscilla, who served as my role models. They passed during the writing of this dissertation; however, they still remain dear to my heart. They were models of dedication and hard work. For their love and support, this dissertation is written in their honor. Their spirit continues to live on in the good that is accomplished by those whose lives they touched.

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## CHAPTER 1

### THE PROBLEM: AN EVALUATION OF A PROFESSIONAL DEVELOPMENT SCHOOL

#### Context for the Study

Professional development schools have existed in many forms since the late nineteenth century and have been described as school settings focused on the development of teachers and their pedagogy. Professional development schools have existed in the form of laboratory schools, portal schools, and partnerships in education (see Figure 1).

More recently the professional development school movement is associated with the Holmes Group (1986), the Carnegie Forum on Education and the Economy (1986), and John Goodlad (1990a). All proposed partnerships between public schools and colleges of education.

Partnerships, coalitions, and networks in education bring school-and-university-based educators together with their communities in a powerful manner. Since the mid-1980s, as part of the school reform movement, professional development schools have attempted to revitalize teacher education in the university and reform K-12 schools at the same time. The main agenda of the advocates of professional development schools is the creation of partnerships between schools and universities to provide professional development for teachers and to promote applied inquiry by students and faculty in the partnership (Holmes Group, 1986).

#### The Purpose of the Study

The purpose of this study is to evaluate the school-university partnership known as the School Teacher Education Partnership (STEP) at Elizabeth City State University (ECSU). STEP is a partnership between Elizabeth City State University and elementary schools in three neighboring counties in North Carolina.

A plan for an annual evaluation of the partnership was developed and implemented in collaboration with the deans and staff of the State Department of Public Instruction and the UNC Board of Governors. There has not, however, been a full evaluation of how well the program is working provided by the participants of the STEP program.

CHRONOLOGY OF EVENTS IN THE HISTORY  
OF PROFESSIONAL DEVELOPMENT SCHOOLS

*Dewey's Laboratory School 1896*

*Portal Schools 1970*

*Carnegie Clinical Schools 1986*

*Holmes Group 1986*

*John Goodlad's School of Pedagogy 1990*

*Figure 1.* A chronology for understanding the events in the history of Professional Development Schools in America.

There are major guiding principles driving the development and implementation of the ECSU School Teacher Education Partnership Project. The guiding principles are considered to be goals. The goals of the program were identified by interviewing stakeholders and policy makers. These goals are: enhancing the current teacher education program at Elizabeth City State University, promoting the induction programs for new teachers, and providing continuing professional development for career teachers. Progress made toward the goals of the project will be evaluated. There are two reasons for the evaluation of the project: to improve the program and to make decisions about the continuation of the program. Recommendations for both are made in the last chapter.

The stakeholding audience is of great importance to the School Teacher Education Partnership (STEP). Some of the stakeholders of the STEP project are the members of the multi-site council. The individuals and groups represented on the council include STEP principals, instructional specialists, clinical teachers, the dean of the ECSU School of Education, the director of teacher education at ECSU, the Z. Smith Reynolds Foundation, the North Carolina General Assembly, and the participating school districts in North Carolina. The interests of the stakeholders will govern the formative and summative evaluation of the STEP project. The stakeholders are strongly committed to the continuous improvement of professional development schools such as the STEP project.

The Z. Smith Reynolds Foundation and the General Assembly are influential in funding the STEP project. The outcomes of the student evaluations of the STEP project determine whether the program will continue to be funded. Therefore, the Z. Smith Reynolds Foundation and the General Assembly are seeking information to promote policies and practices to improve the performance of the STEP project (Deans' Council on Teacher Education, 1998).

### Objectives of the Evaluation

The objectives of this evaluation are based on the goals of the School Teacher Education Partnership (STEP). The objectives are --

1. To determine the quality of the teacher education program in STEP at Elizabeth City State University. Special attention is given to the mentoring component of the program.
2. To determine how STEP affects the retention of STEP teachers in participating school districts.

3. To determine how STEP affects the continuing education of the teachers who participated in the STEP program.
4. To determine the characteristics and quality of the partnership between Elizabeth City State University and participating school districts.

### History of Professional Development Schools

In 1896, at the University of Chicago, John Dewey envisioned schools collaboratively run by colleges of education and public schools (Dewey, 1974). Dewey believed these schools should educate new teachers and serve as research sites. Lab schools reflected most of the characteristics of professional development schools. Lab schools flourished until 1980. They were eventually condemned for being too different from the typical public schools and too expensive for most universities to operate. Critics argued that if lab schools are exceptionally different from the mainstream, then teachers educated in lab schools and the research generated there could not be generalized to public schools (Goodlad, 1980).

The criticism of lab schools was justified. The student body at most lab schools was not the same as that in most schools; most lab schools were overloaded with faculty children. Funding received by most lab schools was less than that of public schools (Goodlad, 1980). The greater portion of laboratory schools at public-supported teacher education institutions received at least 80 percent of their operating revenue from the institution with which they were affiliated (McNabb, 1973). Van Til (1985) pointed out that the earliest experimental schools, such as the Dewey School at the University of Chicago and the Lincoln School at Teachers College, had no involvement with teacher education. In fact, faculty in these schools saw their role as teaching their students and developing curriculum materials but not inducting new professionals.

Portal schools, which operated during the 1960s and 1970s, were public school sites that were intended to develop, test, and disseminate new curriculum and provide authentic settings for initial and inservice teacher education (Stallings & Kowalski, 1990). Portal schools grew out of the perceived need for improving the quality of education at all levels. The concept of the portal school provided for a process of self-renewal to take place within the school system so that the education of teachers and children would become more relevant to the world in which they lived.

Portal schools were regular schools in a district selected to implement promising curricula and practices. Teachers who wished to improve learning for children profited from the

portal schools. According to Chambers and Olmstead (1971), portal schools served as a focal point for interaction with the university in specifying the teaching competencies needed to create innovative practices that had been proven to be effective.

The portal schools were short-lived. Stallings and Kowalski (1990) speculated that the demise of portal schools may have been due to insufficient evaluation and assessment that revealed program effectiveness. The lack of information regarding the effectiveness of portal schools led to the elimination of funding through Teacher Corps and other grants. By 1980, the portal school terminology was no longer prevalent in the literature, and schools and colleges were again looking for ways to improve teacher education.

The Carnegie Forum on Education and the Economy (1986), promoting the establishment of clinical schools, emphasized the importance of forging partnerships between public schools and universities for improving prospective teachers' pedagogical skills. The forum recommended clinical schools as sites for the second year of a two-year graduate program in teacher education. The first year would include course work and an internship, concurrently. The second year would be a residency in a school where the candidate would teach under the supervision of a lead teacher. Lead teachers would hold joint appointments in both the school and graduate school from which the residents came. The forum's description stressed opportunities for reflection on teaching, an environment that promoted teacher learning, and an environment that modeled good practice.

The lead teachers in clinical schools would hold adjunct appointments in a school of education and would serve as core instructional staff in the teaching program. The clinical schools would exemplify the collegial, performance-oriented environment that newly certified teachers would be prepared to establish. "By connecting elementary and secondary education and higher education in a much more direct way than is typically the case, these new institutions would create a valuable linkage between elementary and secondary schools, education schools, and arts and sciences departments" (Carnegie Forum on Education and the Economy, 1986, p. 76).

The Holmes Group (1986) was organized in 1983 as a consortium of nearly 100 American research universities committed to making teacher preparation programs more rigorous and integrated with the liberal arts. The Holmes Group began its critical analysis of teacher education in 1983 and was assisted by former U.S. Secretary of Education Terrell Bell

and a number of academic vice-presidents whose main effort was to renovate teacher preparation. Bell and the Holmes Group advocated that the focus of reform should be on the quality of learning. They believed that both teachers and students must prepare for a lifetime of active learning. To them, teacher education was the responsibility of the whole university, not just the schools of education (Holmes Group, 1986).

The Holmes Group (1986) recommended the establishment of Professional Development Schools (PDS), analogous to teaching hospitals in the medical profession, as vehicles to provide the necessary linkages between colleges of education and public schools. The goals of the Holmes Group (1986) were improved intellectual preparation of teachers in education and the arts and sciences; improved assessment and evaluation of teacher education; increased collaboration among colleges of education, colleges of arts and sciences, and the public schools; and improved environments in which teachers work, practice, and learn (Holmes Group, 1986).

Goodlad (1994) proposed centers of pedagogy to provide new settings for educating prospective teachers. The new settings would provide prospective teachers with an understanding of how the entire system works. Advocates applauded Goodlad's efforts to create a coalition to reform teacher education. The school-university partnership established by his center for educational renewal is an exciting venture. Goodlad's (1991) argument that we must require teachers to receive their clinical preparation in professional development schools that include teachers and university faculty is a major step forward for teacher education. Goodlad's creative and reforming pedagogy centers could be instrumental in moving education toward the creation of a coalition to help to professionalize teaching.

#### A History of the University-School Teacher Education Partnership Project

As a result of a process begun by the Deans' Council on Teacher Education in 1996, fifteen colleges, schools, or departments of education in The University of North Carolina System developed a plan. The council emphasized the strategic involvement of school districts and communities in the preparation and development of teachers, administrators, and other education professionals. This new approach to teacher preparation, described as University-School Teacher Education Partnerships (1997), was approved by the UNC Board of Governors in January 1997, examined by a National Review Team in July 1997, and initially funded by the North Carolina General Assembly in August 1997.

In 1997, the Board of Governors of the University of North Carolina approved and presented to the governor, the advisory budget commission, and the General Assembly a request for \$1.8 million for each of two years to support the transformation of teacher education in North Carolina, specifically, USTEP (University-School Teacher Education Partnership). The request gained the full support of Governor Jim Hunt, who served as Chair of the National Commission on Teaching and America's Future (National Commission on Teaching and America's Future, 1996).

Operationally, the University-School Education Partnerships were guided by five principles:

1. Increased time for pre-service teachers to experience earlier, longer, and more intensive field-based placements in the public schools and closer connections between methods classes and clinical teachers at school sites.
2. Jointly crafted professional development programs for teachers, administrators, and others in the public schools and universities.
3. Increased communication between public schools and higher education for the purpose of sharing and disseminating best practices.
4. Generation and application of research and new knowledge about teaching and learning.
5. Joint involvement of university and school personnel in curriculum planning and program development (Deans' Council on Teacher Education, 1997, p. 2).

Signed agreements between the universities and surrounding school districts, along with financial support from administrators in both entities and from the North Carolina General Assembly, helped to effect these changes in the normal way of doing business between universities and schools. Legislators and other policy-makers were aware and supportive of the changes proposed in the University-School Teacher Education Partnerships. The likelihood of success increased as the partners and interested stakeholders became aware of the factors contributing to successful partnerships.

#### *Planning Phase of the USTEP Project (January 1997 – June 1997)*

The Z. Smith Reynolds Foundation allocated an initial sum of \$35,000 to support the planning phase of the partnerships, namely the School Teacher Education Partnerships, along with 15 public universities with teacher preparation programs, including Elizabeth City State

University, Elizabeth City, North Carolina. The Z. Smith Reynolds Foundation contributed direct and in-kind costs that amounted to well over \$200,000 for planning of all activities related to the partnerships in North Carolina.

The Z. Smith Reynolds Foundation grant and university funds supported local and statewide meetings of university, public school, and community teams to meet and develop a framework for the reform of teacher education. The framework for change was designed around the five guiding principles but tailored to the specific partnership programs developed by each public university.

Each university assembled a planning team consisting of teachers, building level administrators, superintendents or other central office administrators, university teacher education faculty, the directors of teacher education, business and community leaders, and deans. In several cases, representatives from the Department of Public Instruction, the Department of Community Colleges, private and independent colleges, and others were involved in the planning process.

During this phase, each planning team developed a two-year work plan for the university-school partnerships in 1997-1998 and 1998-1999 that addressed the guiding principles (Deans' Council on Teacher Education, 1998).

The work plan included descriptions of - -

1. How the goals and objectives of the partnership were related to the knowledge base and conceptual framework of the preparation programs for teachers, administrators, and other educators.
2. Roles, relationships, and responsibilities of all the key stakeholders, including university and public school faculty and administrators, private colleges, businesses, and community groups.
3. The partnership curriculum, planning process, delivery system, and evaluation strategies.
4. How the partnership was attending to issues of diversity.
5. Ways in which technology was intended to be utilized to address the goals of the partnership.
6. Proposed resource commitments for the partnership, including current and expansion funding.

7. Time lines for implementing the partnership goals in 1997-1998 and 1998-1999.
8. Expected continuing activities and required resources after 1998-1999 (Edelfelt, 1999).

*Pilot Phase of the USTEP Project (July 1997 – June 1998)*

The university chancellor and board of trustees for North Carolina approved the collaboratively developed USTEP (University-School Teacher Education Partnership) plans. These plans included a strategy for identifying and developing clinical schools for the continuing professional development of teachers and school-based professionals. The plans were completed and submitted to the UNC General Administration by July 15, 1997. The UNC General Administration is composed of fifteen institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher.

The Deans' Council on Teacher Education, in consultation with the Department of Public Instruction, identified a National Review Panel (NRP) of recognized experts in teaching to review the partnership proposals. The Z. Smith Reynolds Foundation provided additional funds to support the work of the panel, whose responsibility was to evaluate and strengthen the plans.

The NRP met and discussed ways to ensure expectations and protocols prior to the review process. Each work plan was assessed for congruence with the guiding principles, and recommendations were made for improvement. The review process, which involved partnership presentations to the NRP, was completed by August 15, 1997. Proposals that were acceptable to the panel were eligible to receive pilot implementation funding. The funding was distributed on the basis of student enrollment and documented graduation rates from teacher education programs.

Only plans that were finally approved by the National Review Panel and the UNC General Administration received funding for pilot implementation. One university received no pilot funding in the first year, three received planning funds, and the remainder received pilot funding to support the first year activities in each campus-approved work plan.

*Implementation Phase (July 1998 – June 1999)*

University-School Teacher Education Partnerships that received acceptable reviews during the pilot phase or who revised their initial plan to align with the guiding principles were eligible to receive second-year funding from the UNC Board of Governors for implementation.

In the pilot phase, funds were used to support a wide range of activities, including joint university and school staff development, stipends for classroom teachers working with pre-service teacher interns, employment of clinical faculty, travel funds, and other needs as identified in the approved partnership plans. Expansion budget funds were not used to add tenure track faculty in the university or in the public schools.

The National Review Team was invited to visit each campus during the implementation phase to assess the progress and success of the USTEPs in implementing activities and meeting the goals set forth in their approved plans. Findings were reported back to the UNC General Administration and the partnerships by June 30, 1997, for the purpose of supporting the universities and schools in the change process.

*Continuation Phase of the USTEP Project (July 1999 – continuing)*

All 15 public universities with teacher preparation programs were encouraged to meet program requirements to continue funding for their partnerships. In anticipation of this goal, the UNC Board of Governors requested continuing funds from the North Carolina General Assembly for ongoing operation of the partnerships.

A plan for an annual evaluation of the partnership was developed and implemented in collaboration with the deans and staff of the State Department of Public Instruction and the UNC Board of Governors. The plan was aligned with the results of follow-up surveys of graduates, performance review data from employees, and employment teacher data. The audit included the scores of pre-service teachers on PRAXIS tests, the results of follow-up surveys of graduates, performance review data from employees, the results of surveys of employer satisfaction, and employment and teacher retention data.

Universities were supported by the UNC Board of Governors for strengthening the partnerships continuously as new knowledge of teaching and learning emerged from research and from best practice. Extended graduate-level preparation of teachers in clinical schools and professional development schools was recommended by the National Commission on Teaching and America's Future. This recommendation provided support for the reform initiatives in USTEP.

### *Lessons Learned to Date*

In the early years of the change process much was learned by both university and public school educators. The lessons learned during the formative stages of the program were:

Partnerships are beneficial:

1. Partnerships can produce beneficial results that are only possible through collaboration.
2. Partnerships can bring professional enrichment and renewal to participants in the public schools and the universities.
3. Thoughtful selection of partnership participants is an important first step.
4. Involving both university and public school faculty in the selection of partnership sites ensures that teachers are prepared in specific disciplines and areas of study.
5. “Mutual selection” in teacher-intern matching improves compatible pairings and increases the likelihood of successful learning experiences.
6. Allowing clinical teacher self-nominations helps to ensure that clinical teachers are internally motivated rather than externally pressured to participate in the partnerships.
7. It is important to take time up-front to lay a foundation for teamwork.
8. Building relationships among key participants at the beginning helps to build trust and establish ties for open communication.
9. Clarifying goals, roles, and strategies for implementation limits future confusion and conflict.
10. Convening a half or full-day retreat for participants focused on mission, vision, and goals is a relatively quick and effective way to begin to accomplish partnership objectives.
11. All stakeholder groups should be involved at appropriate points throughout program development and implementation.
12. All stakeholder groups should be given opportunities to contribute ideas, communicate their interests, and ask questions before decisions that affect them are made.
13. Planning should involve individuals who will be instrumental in later efforts.
14. Student cohorts should be formed and interns assigned during the development phase.

15. Interns should participate in the preparation for the opening of school and the first week of fall classes, both because it is a good idea and because it is manageable.

16. Cultural differences between partners must be acknowledged and addressed.

(Edelfelt, 2000, p. 14-15)

Cooperating teachers, interns, and school systems view the partnership as a positive factor in the schools. All involved are confident that the STEP program would assist in the retention of teachers. Student teachers evidenced teamwork as they attended seminars and workshops at both the university and the participating school sites.

Special assistance and guidance to recruit applicants into teaching have been provided. Related activities for recruiting STEP teachers include: *American Education Week* assembly, prospective teacher meetings, exposure and emphasis through General Education Studies, and laboratory school experiences. Collaborative efforts include technology expos, special tour groups on campus, public relations with the media, acquisition of electronic classrooms, and partnerships with community colleges.

#### A History of the School Teacher Education Partnership

##### *Project at Elizabeth City State University*

The collaboratively developed plan of University-School Teacher Education Partnerships in North Carolina established a network of University-School Teacher Education Partnerships (USTEPs) involving 15 campuses of the university system. The partnerships connect university faculty and public school educators for the purpose of enhancing the initial preparation, induction, and continuing professional development of teachers, administrators, and other school personnel.

Elizabeth City State University is one of the 15 campuses that comprise the University-School Teacher Education Partnerships (USTEPs) in the North Carolina system. The School-Teacher Education Partnership (STEP) Project began in 1997 with the establishment of a partnership between Elizabeth City State University and one elementary school in each of three participating school districts--Edenton-Chowan, Elizabeth City-Pasquotank, and Gates--in North Carolina.

The project expands on and compliments ECSU's Model Summer School Teaching Program, which has been supported over the years by the North Carolina General Assembly, the

University of North Carolina Board of Governors, and the North Carolina Board of Education (Edelfelt, 1996). The Model Summer School Teaching Program operates in the same three school districts as the partnership. The conceptual base for the program is reflective teaching, which focuses on continuing self-evaluation (Edelfelt).

Elizabeth City State University received a \$180,000 grant to help student teachers gain more practical teaching experience before they leave college. Twelve of the UNC system's 16 teacher education programs received similar grants to implement partnership programs. Two other teacher education programs received planning funds.

Administering and governing the project is the Multi-Site University School Partnership Council. Its members include public school teachers and principals, the superintendents of the three school systems, instructional specialists, Board of Education chairpersons, Teachers of the Year, clinical teachers, a National Board certified teacher, teacher education students, the Chair of the School of Education at Elizabeth City State University, and key teacher education personnel from ECSU. Business for the council is conducted through four committees: Core Committee, School Services Committee, Technology Services Committee, and Curriculum Committee. Meetings are scheduled twice a year and are documented by minutes and reports.

Elizabeth City State University's STEP project accepted 15 seniors who volunteered for the program in the fall of 1998 and placed them in a year-long internship at an elementary school. Education majors in the past taught in schools for only 12 weeks. While enrolled in the STEP project, the student interns taught for an entire year.

There were five students enrolled in the STEP project in 1999. Three student interns of the STEP project graduated in May 1999. The three graduates secured elementary teaching positions in Elizabeth City-Pasquotank, Gates, and Edenton-Chowan, the three partners in the project.

The 2006 statistical figures in North Carolina suggest that there is a dire need to recruit and retain students for careers in teaching. North Carolina's 115 local school districts reported that of the 101,229 teachers employed during the 2005-2006 school year, 12,730 teachers left their systems, resulting in an average local education agency teacher turnover rate of 12.58 percent. This represents a slight decrease from the 2005 year's turnover rate of 12.95 percent. However, North Carolina's teacher turnover rate remains lower than the percentage reported in national data for all teachers in the United States – 15.7 percent. The top two reasons teachers

gave for leaving were resignation to teach elsewhere and retirement (North Carolina Department of Education, 2006) Retention of Teachers. Retrieved on January 16, 2007 from <http://www.ncpublicschools.org/sbehighlights/2006/11highlights.html>).

Efforts to determine the effectiveness of activities and changes in the teacher education program were discussed by the members of the partnership in 2000. Interns were surveyed about their experiences. A survey of interns and clinical teachers was conducted in May 2000 by the coordinator of the STEP program. Results are being used to (1) identify ways to improve communication among partners, (2) determine how the program is progressing, (3) determine the status of future funding and extended services, and (4) determine when the program will be mandatory for all majors (Edelfelt, 2000, p. 20). The survey provided clinical teachers an opportunity to enhance the upcoming student teaching experiences. Data were used to continue program improvement.

The progress that was identified in the early days of the program included--

1. A full-time clinical coordinator was employed. She makes regular visits to schools for work with practicing teachers and with interns.
2. A year-long internship program is now operating with students remaining in the schools for two days a week during the first semester and full time for the second semester.
3. Competencies expected of interns have been specified by university and public school personnel together. These competencies are published in the student teaching handbook.
4. A master's degree program developed by partnership members has been approved.

Clinical teachers are encouraged to enroll in the new program (Edelfelt, 2000, p. 20).

The following strategies were used to promote the goals of the partnership:

1. Site coordinators were identified at each school.
2. Teachers and university personnel were represented in the governance structure.
3. The clinical teachers, university supervisors, and interns all worked together to develop a list of suggested duties and responsibilities.
4. Monthly reports were produced by the coordinator and sent to all partners.
5. All interns, clinical teachers, university staff, and principals were connected through a list serv with e-mail addresses.

6. All methods courses were revised to include more real life hands-on activities. These revisions were made with the help of the partnership teachers.
7. The university clinical coordinator was invited to serve on the school improvement team for one of the partner schools. In-service opportunities were provided for teachers on the use of computers. A special effort was made to promote mentoring and the clinical process.
8. Students were involved in expanded learning experiences in the schools: opening and closing activities, home visits with teachers, parent conferences, interviews, and teachers' meetings. University personnel provided assistance and support for in-service teachers who were placed on conditional status. University and school personnel worked together to develop a technology proposal that was submitted for funding (Edelfelt, 1999, p. 10).

#### *Needs of the Program*

The most striking need within the partnership is expansion and improvement of clinical experiences for students. Accompanying this need is preparation for teachers who guide and mentor the students. Another need is the continuous introduction of technology into schools and universities. The need is to continue to bring computer literacy and internet skills to professors, teachers, and school students, as well as to prospective teachers. Guidelines for interns were reviewed, and attention was given to make their roles and expectations understood by partners (University-School Teacher Education Partnerships, 2000).

A continuous effort has been the recruitment of students into teaching, particularly minorities. The crisis in teacher recruitment and retention is among the greatest challenges teachers face. Half of teachers leave the profession in the first five years and along with them leaves the school's investment in their recruitment (Bradley, 2005).

#### *Recruitment of Students*

Various strategies were utilized to recruit students into the STEP project. Early identification and recruitment of prospective teachers from high schools, freshman college classes, and transfer students were implemented during the Career Day Program. The Career Day Program was held in April 2000 to encourage careers in teaching in April 2000. Ten students were identified and recruited by the STEP Director.

1. The STEP Director continued to work with public school students to encourage careers in teaching.
2. Surveys were passed out in the public school system in Pasquotank County, North Carolina to determine the number of students in middle and high school interested in careers in teaching at the participating school sites.
3. The Director of Teacher Education and the Clinical Coordinator interviewed students at the university who were enrolled in the sophomore seminar for early field experience to enlist interest in the partnership.
4. A partnership team of university and public-school personnel identified and evaluated twenty prospective partnership candidates from among freshman and transfer students during an interest group workshop held in April 2000. The partnership core team arranged to pay students' fees for the Praxis exam.
5. A Career Day Program presented by the STEP Club was held to recruit students into the teaching profession (Edelfelt, 2000, p. 16).

#### *Results of Recruitment*

Recruitment is effective when partners work in concert. The partner schools and the university worked together. The partners set expectations jointly and worked cooperatively to recruit, train, nurture, and support teacher interns who entered the teaching career. The director of teacher education, along with the Elizabeth City Chapter of the National Association of University Women, held a workshop in 2000 to identify and recruit high school seniors who might be interested in a teaching career. Sixty high school students attended and three students entered the program.

The clinical coordinator talked to freshman students enrolled in the General Education 122T Learning Strategies course at ECSU and secured a list of names, phone numbers, and e-mail addresses of students who indicated an interest in teaching. Public school teachers and university faculty advised the students, provided them with a clear picture of a career in teaching, and offered them opportunities for interaction with Teachers of the Year and master teachers. As a result, the students gained a greater perception of the real-life experience of teaching. Input was solicited from professors on how to utilize courses to do action research in the schools.

## The Framework for the Evaluation of the STEP Project

Figure 2 depicts the framework with which the key components of the project were investigated. The STEP project as analyzed in Figure 2 focuses on process and product outcomes.

The process and product outcomes are contingent on each other. Process outcomes require looking at the procedures transacted. Transactions are the “encounters and negotiations involved within the teaching-learning process” (Guba & Lincoln, 1985, p. 121). The outcomes arise during the implementation of the program.

The transactions of the theoretical framework include those between the university and participating schools as they develop teachers. These transactions include leadership training, continuous evaluation, and professional development for clinical teachers. One of the major transactions is the exposure of interns to master teachers. The master teachers use a variety of evaluative techniques to improve teacher performances (technology, educational content, methodology and values in the total educational process). Merriam (1998) asserted that all of these are the processes used to implement the program.

The product outcomes involve the number of students trained, the number of graduates placed on jobs, and the number of graduates retained in the profession. The product outcome entails the ability to apply teaching skills in real world situations as well as the economic accomplishments and retention of the STEP graduates in the profession (Guba & Lincoln, 1985).

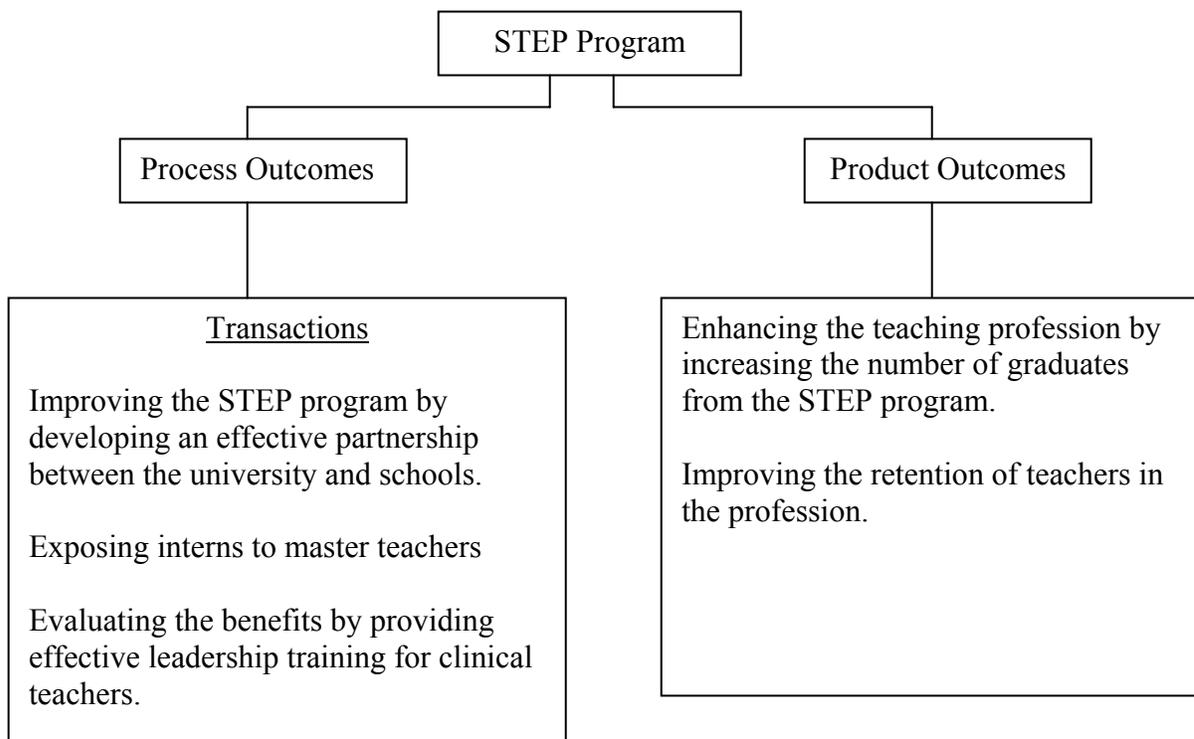
### Definitions

The concepts and their definitions are explained as they are used in the evaluation.

*Professional development schools* are collaborations between or among colleges or departments of education, PK-12 schools, school districts, and unions or professional associations. When the collaboration is a university and a public school, the public school often provides the setting for the field experience for the university’s teacher candidates.

Each professional development school is unique due to the needs of the participating universities and public schools; however, in most of these arrangements, university professors work closely with student teachers and supervising teachers. The *field experience* usually lasts

## Theoretical Framework



*Figure 2.* Process and product outcomes of the STEP Program.

longer than that required by traditional teacher preparation programs (National Council for Accreditation of Teacher Education (NCATE, 2004).

In professional development schools similar to Elizabeth City State University, *classroom teachers* and *university faculty* work as a team to educate both K-12 students and college students studying to become teachers. At some sites, teacher education students work in the classroom for a full year as interns (Elizabeth City State University-School Teacher Education Partnership Project - ECSU-STEP, 2002).

In this study, a professional development school is the professional development school developed by Elizabeth City State University and the elementary schools in each of three participating school districts--Edenton-Chowan, Elizabeth City-Pasquotank, and Gates—in North Carolina. The professional development school is known as STEP (School Teacher Education Partnership).

The *STEP project* provides students an opportunity to work in a classroom from the beginning of the school year until the end as a component of the program's design (Elizabeth City State University-School Teacher Education Partnership Project Handbook, 1997).

The *interns (pre-service teachers)* are fully integrated into school life; they teach classes with *mentor* teachers, participate in discussions with parents, and review classroom problems at faculty meetings. The interns expand their clinical experience by integrating all knowledge and skills they have learned while under the supervision of an experienced teacher or mentor.

- One of the principal functions of professional development schools is the development and implementation of *innovative teaching methods*. This may entail new patterns of observation and feedback or different approaches to coursework that are more integrated to the field experiences offered to students (NCATE, 2004).
- *Benefits of mentoring in PDSs* require the veteran teachers to provide patient explanations of procedures and offer countless hours of feedback (Scheetz, 2005).
- Staff development is continuous growth for teachers in which reflection, research, leadership, and collaboration are integrated into school change through curriculum modification. This development adds to what teachers should know and be able to do (National Staff Development Council, 2003).
- *Professional development schools play a role in teacher retention*. Well-prepared graduates are more likely to remain in teaching and contribute to a strong professional learning community in the schools they serve (NCATE, 2004).
- Teacher associations believe that professional development schools contribute to the enhancement of *teacher quality in school-university partnerships* (Teitel, 2004).
- *The availability of resources in PDSs* enter the school in the form of new staff, ideas, materials, technology, and funds that provide professional stimulation for university faculty and students.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The purpose of this section is to review theory, research reports, and evaluation reports on professional development schools. The chapter is written around the evaluation criteria used to evaluate the STEP project. The evaluation requires the use of criteria for determining how well the STEP project is doing. The task in this review is to summarize theory and findings on these criteria as they apply to PDSs, specifically STEP. The criteria of interest are:

- Innovative Teaching Methods in Professional Development Schools
- Benefits of Mentoring in PDSs
- Staff Development in PDSs
- Retention in Professional Development Schools
- Quality of School University Partnerships in PDSs
- Availability of Resources to Support Students and Teachers in PDSs

#### Innovative Teaching Methods in Professional Development Schools

Professional development schools use innovative teaching methods to prepare beginning teachers and to improve the skills of practicing teachers. The main goal of the innovative teaching methods is to change models of traditional professional development (Marlow, Kyed, & Coonors, 2005). Innovative and successful programs have led to professionals in a collegial atmosphere asking questions, suggesting new ideas, and observing mentor teachers whose work they respect and whose grade levels and subject areas they find appropriate.

The School Teacher Education Partnership Project (STEP) at Elizabeth City State University provided innovative practices by integrating course work with field experiences. It is also noted that ongoing staff development made possible by the university's close association with the school provided a learning environment that integrated methods of instruction with field experience.

The STEP partnership followed the professional development school (PDS) model. The PDS model has been described as a major departure from typical approaches to teacher preparation (Holmes Group, 1990). The STEP Project, like other standard teacher preparation

programs, bridges the gap between skills of quality instruction and the preparation that teachers receive before they enter the teaching profession.

University faculty and school teachers work together to plan, deliver, monitor, and evaluate experiences for both students preparing to be teachers and those who are already teaching. Rice (2002) recognized the role of collegiality and collaboration in sustaining PDS partnerships. A collegial atmosphere promotes adequate working conditions. The conditions for effective collaboration include access to reliable technology, administrative accessibility, and time for planning with colleagues. Higgins (1999) believed that school-university partnerships improve relationships by breaking down the ivory tower image often held by public school personnel of university faculty and the second-class citizen image often held by university faculty of public school personnel.

#### Benefits to Partners in Professional Development Schools

There are benefits to both school and university partners in professional development schools. The additional adults in schools allow more individualized instruction for students. School-university partnerships similar to the School Teacher Education Partnership (STEP) at Elizabeth City State University “can contribute to closing the achievement gap for the economically disadvantaged and the preparation gap for those who teach them” (Miller, Duffy, Rohr, Gasparello, & Mercier, 2005, p. 44). The universities benefit because the interns are housed at one school permitting more efficient and effective supervision of field experiences and closer connection between what interns are required to do in classrooms and what they are learning in their university courses. Further, university supervisors and public school teachers are able to collaborate more closely on planning and delivering instruction to the interns and on evaluating their performance.

#### The Benefits of Mentoring in Professional Development Schools

One of the characteristics of mentoring is that it gives interns chances to experience different seasoned teachers’ teaching styles. Mentors in professional development schools can be role models with positive influences. The support and enthusiasm of the mentor instructor is believed to be extremely helpful in the development of beginning teachers’ knowledge, skills, and dispositions.

“The role of mentor is crucial to the success of a professional development school’s program, and the personal and professional benefits to both the mentor and protégé are substantially rewarding” (Scheetz, 2005, p. 35). Many pre-service teachers are reaping the benefits of participating in the hundreds of Professional Development Schools (PDSs) similar to the STEP project at Elizabeth City State University. The PDS model builds on the traditional student teaching experience (Teitel, 2003). Extended field experiences in collaborative partnerships, opportunities for innovative teacher preparation, staff development for cooperating teachers, opportunities for research, and enhancement of student learning are all potential benefits of the PDS (National Council for Accreditation of Teacher Education, 2001).

Being a PDS mentor can be a demanding job. However, there are several rewards that make taking on the mentoring obligation worthwhile. Mentors expand their knowledge of teaching, become exposed to current trends, establish stronger relationships with their peers, and turn their classes over to student teachers (interns) who are well-prepared to step in and assume the role of the teacher. And, it is claimed that student achievement in classrooms increases because of refined techniques of mentoring (Fisher, Frey, & Farman, 2004).

Mentors of professional development schools contend that grooming a PDS student all year is not an easy task. “Being a good mentor requires the veteran teacher to provide an explanation of school culture and procedures, offer countless hours of feedback, and give up a significant portion of his or her teaching assignments for the year” (Scheetz, 2005, p. 34).

Regardless of the hard work required, many dedicated professionals volunteer to be PDS mentors. Mentors feel a strong sense of pride as they see the teachers with whom they are working blossom into the kind of teacher they had dreamed of becoming. From the mentor’s perspective, a PDS program, including the STEP project, not only prepares the next generation of teachers but also has a significant impact on the mentors’ own teaching. “Because mentoring in a professional development school such as the STEP project has the potential to change instructional practices, create a more reflective approach to teaching, and increase student achievement, it is an educational activity that experienced teachers need to pass on as a legacy of expertise to every intern teacher” (McGlamery, Fluckiger, & Edick, 2005, p. 8).

#### Staff Development in Professional Development Schools

To keep abreast of effectiveness in the classroom, supervising teachers, cooperating teachers, and interns increase their knowledge and skills by engaging in staff development. Staff

development requires a commitment of time and resources (Donlevy, 2005). Professional development schools similar to the School Teacher Education Partnership Project (STEP) at Elizabeth City State University, Elizabeth City, North Carolina, support staff development as a means of improving skills and meeting professional requirements of teaching positions.

The formats of staff development range from curriculum offerings, expert facilitators, and an array of national organizations all lending a hand to staff development for supervisors, cooperating teachers, and interns of professional development schools. School districts welcome staff development programs because it is expected that they lead to better instruction for students.

Staff development programs, specifically in the STEP project, are identified through needs assessment surveys. Interns, supervising teachers, and cooperating teachers indicate their preferences for staff development topics by responses to surveys.

Topics suggested for staff development in the STEP project have included mentor partnerships, classroom management, technology, and innovative teaching methods in reading. Through staff development, teachers work in small groups, share the knowledge and skills they gained, and apply the knowledge and skills to the classroom. Staff members respond positively to the leadership of colleagues, and the leadership skills of all are enhanced. McCarthy (2005) advocated that staff development is the beginning of an ongoing program of action research and application of findings to the classroom.

Staff development works hand in hand with what students need to learn and be able to do (Standards of Staff Development, 2001). Staff development aids decisions about curriculum, instructional practices, and assessment, specifically for the STEP project at Elizabeth City State University which provides the nucleus for staff development in the partnership.

Teachers and pre-service teachers worked cooperatively in STEP to prepare tests, assignments, portfolios, and other evidence of student learning used to assess whether staff development had effects in the classrooms. It is conveyed by Bernhardt (1998) that improvements in student learning are a powerful motivator for teachers. Evidence of such improvements via staff development experiences helps sustain teacher momentum during the setbacks usually accompanied by the efforts of change.

Student instruction and staff development within the STEP project are driven by assessment results. Teachers meet twice a month to review students' work and other informal

assessments (progress reports, test data, etc.). Based on the students' needs, the teachers and interns seek out, evaluate, and share various intervention strategies designed to address specific weaknesses. Working together, the cooperating teachers and interns help each other re-evaluate their teaching practices and search out new instructional practices.

### Retention in Professional Development Schools

Many new and mid-career teachers choose not to make teaching a long-term profession for various reasons. McElroy (2004) reported that nearly half of new teachers quit within the first five years. Half of the teachers who teach in urban schools leave within just three years. Far too many teachers are lost, long before they should.

Job dissatisfaction is a major predictor of teacher retention (Bradley, 2005). This dissatisfaction is typically related to a lack of materials and resources, lack of parental support, lack of administrative support, student misbehavior, time pressures, limited input into decisions, and low salaries (Abel & Sewell, 1999).

Obtaining and retaining quality teachers is a continuing concern facing educational leaders at all levels. It is evident that there is a growing debate about whether the concern lies with a shortage of teachers entering the field or with retaining teachers during the initiation of their careers (National Education Association, 2004).

Professional Development Schools play a role in teacher retention. After surveying PDS and non-PDS graduates of five school-university partnerships similar to the School Teacher Education Partnership, Elizabeth City, North Carolina, it was noted that after investigating preparation for teaching, employment, proficiency, and participation in professional activities, retention rates of professional development schools' graduates were 79% or above, with higher PDS retention rates than non-PDS rates at two sites. Non-PDS retention rates were 39% or lower (Reynolds & Wang, 2005). The retention rates were higher because PDS graduates felt prepared, proficient, and effective. PDS graduates had significantly higher self and principal ratings.

It can be concluded that PDS programs have the potential to offer a valuable model for preparing teachers who remain in the profession. However, the quality of the PDS program is paramount. The experience of the School Teacher Education Partnership Project and Elizabeth City State University along with an increasing number of other universities demonstrates that the professional development school model offers long-term benefits for new teachers and promotes retention.

School university partnerships may not be the only solution to the challenge of teacher retention, but they can be referred to as a sustaining effort. Experience suggests that teacher preparation programs along with diligent work is worth the effort (Quartz & TEP Research Group, 2003).

#### Quality of School University Partnerships in Professional Development Schools

In many universities, professional development schools (PDSs) are central to the direction of teacher education. In fact, at many professional development school sites, a professional development school partnership is a vital aspect of the schools improvement plans.

Several states have adopted PDS strategies to improve teacher quality (Teitel, 2004). The state of Maryland requires all teacher candidates to train in a PDS. States like Maryland are helping to shape the future of the teaching profession (Darling-Hammond, 1994). Louisiana and Florida engage all public teacher education programs with low-performing schools. West Virginia has funded PDS expansion as part of its teacher quality and economic development strategy.

Elizabeth City State University, like other universities, formerly had only a small percentage of its teacher education candidates in the School Teacher Education Partnership (STEP), but now it is mandatory that all students participate. Large public universities, with hundreds of graduates a year, like Towson, Maryland, and West Virginia University, have all their students in PDSs and maintain networks with a substantial number of PDSs to benchmark their resources and long-range staff development plans. School districts that in the early 1990s only had one partnership and in some cases hardly knew PDSs existed currently welcome the benefits and quality of professional development schools for their students (Teitel, 2003).

Generally, partnership conveys the idea of two or more parties, individuals, or a group of persons who work together toward a positive common goal with consideration of other interests, needs and concerns (Osguthorpe, 1995). In some partnerships, parent organizations are included as official partners; in others, representatives of businesses, industries, and social agencies are participants. However, PDS partnerships between universities and schools bring university faculty and public school teachers and administrators together to promote the preparation of pre-service teachers, the development of in-service teachers, and the improvement of conditions and curricula in the public schools (Gillespie & Simpson, 1997).

Some partnerships involve a single college and a few schools; others bring together a number of school districts and several colleges and universities. The School Teacher Education Partnership (STEP) at Elizabeth City State University involves three schools and one university.

The STEP project has five principles guiding its work:

1. Increased time for pre-service teachers to experience more intensive field-based placements in the public schools.
2. Professional development program for teachers, administrators, and others in the public schools and universities.
3. Increased communication between public schools and higher education for the purpose of sharing and promoting best practices.
4. Generation and application of research and new knowledge about teaching and learning.
5. Involvement of university and school personnel in curriculum planning and program development (University of North Carolina Deans' Council, 1997, p. 2).

To make the principles operational, the STEP partnership has the following components:

- A formal university school teacher education partnership agreement.
- A mission statement of the partnerships.
- Direct and continuous involvement of public school educators in the delivery and evaluation of teacher education curriculum and programs.
- Placement of students in schools during their extended year-long internships.
- Cooperating or clinical instructors who are selected, trained, and evaluated and who are paid a modest stipend for the instructional services provided.
- Collaborative university-school professional opportunities for the improvement of both teacher preparation and school programs.
- Ongoing, school-based research involving university and school faculty members.
- University resources clearly aligned with partnership objectives and activities.
- A system for documenting and evaluating partnership activities, in order to improve them and determine their impact (University of North Carolina Deans' Council, 1997, p. 3).

The STEP Project like other partnerships involved in a collaborative effort has its own vision, mission and signed agreements. The mission is shared early in the process in order for the stakeholders to create a shared vision for their initiative.

In addition to the institutional mission, the collaborators of STEP are aware of agendas (technology, instructional technology lab, staff development, classroom management, and mathematics improvement through problem solving) which reflect the goals of the stakeholders. All agendas were presented, understood, and clarified at the beginning of the process. The STEP project continues to implement a collaboratively planned systematic process using the strengths and resources of each partner while addressing the goals of the project.

#### *Vision*

The Elizabeth City State University School Teacher Education Partnership Project promotes excellence and innovation in teacher education through an experience-based program that provides seamless transitions from student to teacher. The project focuses on improving learning for all through one profession representing an array of collaborating partners with a shared, learner-centered view of teaching (Elizabeth City State University Partnership Project, 1997, p. 6).

#### *Mission*

The Elizabeth City State University School Teacher Education Partnership Project is a collaborative partnership between ECSU and three area elementary schools. The partnership focuses on the mutual goal of enhancing teaching, learning and research in schools and in our teacher education program, while working collaboratively with partners and others (Elizabeth City State University Partnership Project, 1997, p. 7).

A true school-university partnership transforms the work of both institutions (schools and universities) and provides leadership opportunities for all. One of the main outcomes of successful linkages of schools and universities is that the interactions motivate experienced teachers to try innovations in learning for themselves and their students. These improved linkages are dependent upon negotiating new relationships between schools and universities. “Professional development schools emphasize collaborative planning, teaching, and decision making in a variety of ways that redefine teaching at both institutions” (Cooner & Tochtermann, 2004, p. 28). Effective quality school-university partnerships are constantly evolving and are

highly sensitive to the many social, political, and economic forces present in society. It is a challenging venture that is very prevalent.

## Availability of Resources to Support Students and Teachers in

### Professional Development Schools

High quality education in schools and universities depends upon access to technical and academic resources (Simon, 1994). Resources for professional development schools similar to STEP serve many purposes. For an example, they fund trainers who help teachers, administrators, and student interns implement new instructional strategies by using technology in their classrooms. They provide full or part-time in-school supporters who assist educators in implementing standards-based curriculum in classrooms serving diverse students populations (Guskey, 2000).

Interns in the STEP project use technology resources by producing portfolios during their internship to be used as an assessment tool while making a presentation to cooperating teachers, professors, administrators, and other interns. Technology was used in portfolios, and using it was encouraged. The digital camera proved to be a wonderful technological device for the portfolio presentation. Interns used the digital camera to take pictures of students actively engaged in classroom activities. They would download the images onto the computer and incorporate the images into their report on lesson plans.

In the STEP project, interns presented their portfolios using PowerPoint presentations, and digital photos were presented. A portion of information from each section of the portfolio was put into a PowerPoint presentation. The PowerPoint format and digital pictures made the presentation exciting to view and provided a stronger sense of connection to the classroom. However, at one of the sites of the participating partnership (Sheep Harney Elementary School) the teachers moved into technology and created a website. At another school site, the cooperating teachers sponsored a conference on the impacts of block scheduling.

Rice & Wilson (1999) advocated that classroom instruction should emphasize engaging students in critical thinking, decision making, and problem solving. Students should be asked to relate new learning to prior knowledge, to think critically, and use information to construct arguments or make informed decisions (Rice & Wilson, 1999). "In addition, technology-based resources should provide for, or incorporate, immediate adjustment of task difficulty in relation

to student responses along with instant feedback regarding correctness of responses” (Cradler, 1999, p. 21).

Resources have been used in the STEP project for the use of stipends for staff expertise (consultants), travel, and professional conferences. However, handbooks, pamphlets, and other professional devices play an important role in investing in professional development while using federal grant money creatively.

### Summary

Twenty-two years ago, professional development schools, nationally, were merely a fad. Surprisingly, the idea has spread tremendously. Stepping back and looking at professional development schools today, professional development schools are stronger than ever, gaining in importance in respective organizations.

As evidenced in the review of literature, several states have adopted PDS strategies as ways to improve teacher quality, staff development, and retention. There has been a strong emphasis on connecting PDS processes to the outcomes of students and the development of pre-service and experienced teachers within schools and universities.

## CHAPTER 3

### EVALUATION METHODOLOGY

This chapter contains a rationale for the qualitative research methods applied in the evaluation, a description of the setting of the STEP project, a description of the STEP project, the research procedures, including data collection and analysis, and a summary of the methodology. The stakeholders and their interests, a content validation survey, extensive interviews with participants, administration of instruments, and data analysis are described. Documentary data and end-of-the-year qualitative evaluations were used to substantiate interview data, and these methods are described here as well.

#### Rationale for the Qualitative Evaluation Method

The qualitative evaluation method was selected because it is conducive to obtaining a balanced picture of a situation or series of events from the perspective of the participants by using a variety of data collection techniques (Flick, 1998, p. 229). An in-depth view of the processes and outcomes of the STEP project was the purpose of this work, and qualitative methods facilitated the construction of that view.

#### Setting of the School Teacher Education Partnership Project

The program's setting is Elizabeth City State University (ECSU). The following description of the university was based on the 2004-2006 catalog with minor editing and updating for 2006-2007. Some sections were taken directly from that source.

ECSU is one of sixteen campuses that comprise The University of North Carolina System. Located in Elizabeth City, North Carolina, the institution has undergone a series of changes since it was established in 1891 as a normal school for the specific purpose of "teaching and training teachers" of the "colored race" to teach in the common schools of North Carolina. Although the school was founded for the "colored race," today's (2006-

2007) student population is approximately 79% African-American, 18% white, and 3% other. ECSU is now a comprehensive university, offering baccalaureate degree programs (33 majors) in the sciences, humanities, social sciences, business, industrial technology, education, computer science, and mathematics.

Enrollment at the time the study was initiated (1998) was 1,932. Currently (2006-2007), the enrollment (headcount) is 2,620 students. The student body consists of 62% females and 38% males. Forty-seven percent of the student body commutes and 53% resides on campus. The majority of the students are residents of Pasquotank County and the surrounding two counties. The area is primarily a rural, agricultural, and fishing area.

Elizabeth City State University employs 115 full-time faculty. Of that number 72% had earned doctoral or other terminal degrees. In terms of diversity, 71% are male, 29% are female; 59% are African-American, and 32% of international background.

As a constituent institution of The University of North Carolina, Elizabeth City State University focuses on the constant enhancement of the learning environment as well as providing opportunities for advancement in a modern society. Elizabeth City State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The Southern Association of Colleges and Schools recognized the college as an “A-rate” status.

The college was granted full membership in the Southern Association of Colleges and Schools in December 1961. In 1971, the General Assembly redefined the University of North Carolina System, and under the terms of that legislation, all sixteen public senior institutions including Elizabeth City State University, became constituents of The University of North Carolina, effective July 1972. The faculty is well prepared, and like the students, is international and interracial.

As ECSU’s history continues to evolve, highlights include: a doctor of pharmacy degree in collaboration with UNC-Chapel Hill (August 2005); master’s degree programs in *Elementary Education* (January 2000), *Biology* (August 2003), and *Mathematics* (August 2004); six baccalaureate degree programs—*Marine Environmental Science* and *Social Work* (August 2000), *Communications Studies* and *Aviation Science* (August 2002), *Pharmaceutical Science* (August 2003), and *Graphic Design* (September 2004); two endowed professorships—the *E. V. Wilkins Endowed Professorship in Education* and

the *Marshall A. Rauch Endowed Professorship in Biology*; *U.S. News and World Report* ranked ECSU in the category of “*Top Public Comprehensive Colleges*” in the South as number one in 2004 and number three in 1999, 2001, 2002, and 2005; *The Education Trust* national report recognized ECSU in 2004 and 2005 for its high performance graduation rate; *NCAA Foundation* and *USA Today* ranked ECSU in the top 10 of Division II colleges for the graduation rate of its student-athletes (2000 and 2002); and capital improvements including the completion of the Fine Arts Complex (1999), the Information Technology Center (2000), and the Wellness Center (2000). In 2000, ECSU began the design of additional capital projects using the \$46.3 million secured from the statewide Higher Education Bond Referendum completing the Physical Education/Field House (2003); University Suites, a new residence hall (2004); and a Student Center (2005). Viking Village—student housing adjacent to campus resulting from a university-private partnership—was completed in September 2004. In July 2004, the NC General Assembly passed legislation for ECSU to receive \$28 million to construct facilities for a pharmacy program. (Elizabeth City State University Catalog 2004-2006).

#### A Description of the STEP Project

The Elizabeth City State University School Teacher Education Partnership Project (ECSU-STEP) is a collaborative effort of ECSU’s School of Education and three public school systems to implement a professional development school. The general purposes of the STEP project are to enhance the university’s teacher education program and teaching, learning, and research in schools. A specific purpose of the project is to promote the retention of new teachers who were graduates of the program.

The STEP project began in the fall of 1997 by establishing a partnership with one elementary school in each of three participating school districts - - Edenton-Chowan, Elizabeth City-Pasquotank, and Gates. As of 2006, no additional school districts were phased in.

The ECSU-STEP project is designed to put university students into public school classrooms, to increase the time university students spend in schools, and to encourage pre-service teachers to participate in or design educational activities. The elementary level was selected because it is the largest and fastest growing teacher education program at ECSU.

In 1998, the fifteen students selected were assigned to three participating school districts (Gates, Pasquotank, and Edenton) with clinical teachers assisting. Two students graduated from

the STEP project during the 1998 school year. The number of graduates during the 1999 academic year was four; during the 2000 year the number of graduates was five; and during the 2001 year the number of graduates was four. In 2002, the number of graduates was two; in 2003, the number of graduates was eight; in 2004, the number of graduates was fifteen; in 2005, the number of graduates was twelve; and in 2006, the number of graduates was twelve.

Methods classes for these students were designed to be more school-based and team taught than traditional classes. The clinical coordinator, university supervisor, and the clinical teachers collaboratively developed the methods classes, scheduled meetings, and determined the scope and sequence of the curriculum based on North Carolina Department of Public Instruction (2002) and National Council for Accreditation of Teacher Education (2002) standards. The interns enrolled in methods courses during the initial semester. Supervision was provided by the clinical coordinator, university supervisors, and clinical teachers.

Methods were restructured by addition and deletion of courses. The elementary education methods courses were integrated with field experiences during the 1998-1999 academic year. The methods courses in mathematics, science, and social studies were required and taught as a five-week block.

In block scheduling, methods professors became visiting professors in the participating school districts. While working in classrooms, the professors employed techniques from their curriculum. Not only has this made methods instruction authentic for the pre-service teachers, but it has provided extended opportunities for faculty to test theory. The results have altered the curriculum.

When methods courses were taught in collaboration with partnership teachers, the curriculum that professors were teaching meshed with the school's curriculum; the number of teachable moments dramatically increased; and terms such as instructional practices and classroom dynamics were actualized. When methods classes are taught in schools, teaching becomes a reality for the pre-service teacher.

The students met every Monday and Wednesday. Mondays were reserved for instruction in methods and theory by the university instructors, while Wednesdays were reserved for student observation and participation in the school districts under the guidance of a clinical teacher. The methods courses allowed students to observe how the ideas presented in university classes could be applied in school classrooms.

Another focus of methods courses that was integrated with public school classroom practice during the 1999-2000 academic year was continuous training in technology for the interns participating in the partnership. The training covered basic computer skills and the introduction of computer technology into the classroom. Four broad areas of computer use were emphasized: communicating, gathering data, organizing data, and publishing information. The training led to more application of technology in the classrooms of the partnership schools. The interns designed lessons that required the use of technology in all curricula. This training has been provided to all new members of the project.

The last major focus of the methods courses was collaborative action research. The interns engaged in collaborative action research on school problems that affected teaching and learning, mostly how to work with students with learning disabilities. The intent of the collaborative action research was to enhance both the initial preparation and the continued professional development of teachers and to help learners with special needs.

The role of cooperating teachers was expanded in the STEP project. They were called clinical instructors to distinguish them from the traditional cooperating teachers. “Clinical instructors were selected for effectiveness as teachers, skill in mentoring prospective teachers, demonstrated professionalism, and dedication to giving back to the profession by coaching future teachers. They worked with the same students for two semesters, modeling exemplary professional performance and behaviors, and remained fully involved in the classroom” (Procedures Handbook for Student Teachers, Cooperating Teachers, and University Supervisors, 2006).

### *Stakeholders in the STEP Program*

Any evaluation of a program must be partially based on the interests of stakeholders, and the evaluation of the STEP program is no exception. The concept of stakeholder used in this evaluation is that of Stake (1986).

Stakeholders are persons or groups put at risk by an evaluation. Stakeholders include both participants and non-participants in a project or program. Specifically, stakeholders are agents or persons, groups, or organizations involved in producing, using, or implementing a project or program; beneficiaries or persons who profit in some way from implementation of a project or program; and victims of persons who are negatively affected by implementation of a project or program. (Stake, 1986, p. 145)

Stake defined a stakeholding audience as a group of persons having some common characteristics (for example, administrators, teachers, parents, student sponsors, and clients). The stakeholding audience has some stake in the performance (outcome or impact) of the evaluation. By holding a stake an audience has a right to be consulted about its concerns and issues. (p. 147)

Like Stake (1986), Guba and Lincoln (1981) emphasized the important role of stakeholders' interests in program evaluation:

An evaluation focuses on stakeholders' interests since these interests shape the program and direct the human and financial resources and the roles and responsibilities of program administrators in an effort to achieve desired outcomes. Stakeholders play important funding, administrative, policy, and operational roles. (p. 304)

To have the concerns and issues of stakeholders honored, Guba & Lincoln (1981) recommended that the stakeholders receive reports (communication or feedback) from an evaluation that is responsive to those concerns and issues. They asserted that the evaluator has the right to prioritize the audiences in terms of the level of stake being held.

The interests of the stakeholders in the STEP project were solicited from the beginning and have continued throughout the life of the project. The stakeholders were instrumental in the establishment of priorities as well as promoting evaluation reports that were useful in certain political issues. Undertaking the evaluation of the STEP project qualitatively allows for a focus on stakeholders and their interactions. According to Torres (1991) particular attention in the evaluation model for professional development schools should focus on responsiveness to stakeholding groups and individuals.

Evaluation that has stakeholders and their interests as a major component is particularly relevant for the present study. It is important to remember that this approach is far from being a universal panacea; however, it provides an important dimension to evaluation which was not present during pre-stakeholder approaches. Pros and cons are set forth by Weiss (1983). Stakeholder groups contribute to the evaluation process by specifying the kinds of evaluative information required and the means of presentation of the information. Stakeholders' involvement is sustained throughout an evaluation by periodic feedback (Guba & Lincoln, 1981). Guba & Lincoln (1981) opined that the stakeholder approach changes the role of evaluators from

being only technical experts who do competent research to technical experts and political managers who have a voice in the involvement of diverse interest groups.

The stakeholders in the School Teacher Education Partnership (STEP) are a diverse group. There are principals of schools in three counties; school superintendents; university faculty members; and an array of instructional specialists, clinical teachers, teachers-of-the year, and site coordinators (see Table 1). The interests of the stakeholders were identified from the researcher's analysis of the information obtained from local education agencies.

#### Stake's Evaluation Model

The evaluation of the STEP project was based on Stake's (1967) Countenance Evaluation Model. The model involves a rationale and two data matrices known as the descriptive matrix and the judgment matrix. Each matrix is divided into two columns. Each column represents categories of evaluation activities.

The description matrix categories are intents (what is intended, intended outcomes) and observations (what is measured). The judgment matrix categories are standards (what is generally approved, expected, or acceptable) and judgments (how the program is involved, adequacy of standards). Both matrices are divided into three rows, representing additional components: antecedents (existing prior to the program, what goes into the program), transactions (what goes on in the program or among those involved in the program), and outcomes (achievements).

Table 1

*Results of the Analysis Of Stakeholders' Interests*

*From the Researcher's Viewpoint of the Program*

Stakeholders	Interests
<u>Principals</u> <sup>a</sup> Principal One – Edenton-Chowan Co. <sup>a</sup> Principal Two – Gates County <sup>a</sup> Principal Three – Pasquotank County	<ul style="list-style-type: none"> <li>• The quality of teachers being trained in the STEP project</li> <li>• A good relationship with the university</li> </ul>
<u>Instructional Specialists</u> <sup>a</sup> Specialist One – Edenton-Chowan Co. <sup>a</sup> Specialist Two – Gates County <sup>a</sup> Specialist Three – Pasquotank Co	<ul style="list-style-type: none"> <li>• The quality of preparation for the delivery of instruction</li> <li>• Improvement in the quality of instruction</li> </ul>
<u>Superintendents</u> Superintendent One Pasquotank County Public Schools Superintendent Two Gates County Public Schools Superintendent Three Edenton-Chowan Schools	<ul style="list-style-type: none"> <li>• The stability of the STEP project</li> <li>• Enhancing teaching, learning, and research in schools</li> <li>• Funding so the STEP project can continue</li> </ul>
<u>Dean – School of Education</u> Elizabeth City State University	<ul style="list-style-type: none"> <li>• The adequacy of the training of teachers</li> <li>• The stability of the employment of teachers through the STEP project</li> </ul>
<u>Clinical Teachers</u> <sup>a</sup> Clinical Teacher One <sup>a</sup> Clinical Teacher Two <sup>a</sup> Clinical Teacher Three <sup>a</sup> Clinical Teacher Four	<ul style="list-style-type: none"> <li>• Competent teacher assistants in the school system</li> <li>• Quality teachers for the public schools</li> <li>• Maintain compensation, rewards and incentives</li> </ul>
<u>Site Coordinators</u> Site Coordinator One Site Coordinator Two Site Coordinator Three Site Coordinator Four Site Coordinator Five Site Coordinator Six	<ul style="list-style-type: none"> <li>• A good relationship with the university</li> <li>• An effective multi-group partnership and collaboration for professional teachers</li> <li>• Compensation rewards and highly acclaimed recognition</li> <li>• Quality teachers for the school system</li> <li>• High-quality sites for student placement</li> </ul>

(table continues)

Table 1 (continued)

Stakeholders	Interests
<u>Coordinator of the STEP Project</u> Elizabeth City State University	<ul style="list-style-type: none"> <li>• Quality teachers in an effective practice</li> <li>• Employment with the STEP project</li> <li>• Competent teachers in the classroom to work with the students</li> </ul>
<u>Clinical Supervisor</u>	<ul style="list-style-type: none"> <li>• The quality of teachers being trained</li> <li>• Funding of the project</li> </ul>
<u>Director of Teacher Education</u>	<ul style="list-style-type: none"> <li>• Hands on involvement of pre-service teachers</li> <li>• Staff development</li> <li>• Sustaining the project</li> </ul>
Reynolds Foundation North Carolina General Assembly Participating North Carolina School Districts Pasquotank County Schools Camden County Schools Gates County Schools	<ul style="list-style-type: none"> <li>• How the resources for the project are utilized</li> <li>• Cost effectiveness of the program</li> </ul>

<sup>a</sup>Members of the Multi Site Council

Congruence refers to a corresponding and harmonious relationship. Judgments are made based upon how one perceives various segments of data. The harmonious relationship of observations and standards leads to a judgment. The intended transactions are contingent upon the intended outcomes.

Stake’s model is comprehensive. It gives a broad base for program improvement and identifies factors related to the success or failure of the total program. This model provides useful information for decision-making, program improvement, and assessment of the program (see Table 2).

#### Evaluation Questions, Objectives, and Criteria

Evaluation questions, objectives, and criteria are specified in Table 3 for a complete evaluation of the STEP project. Not all of these were used in this evaluation. I focused on interviewing stakeholders to assess their perceptions of the program. Future evaluators may wish to use this matrix to guide their evaluations of the project.

Table 2

*Stake's Model Applied to the Evaluation of the School Teacher*

*Education Program Project at Elizabeth City State University*

Evaluation Components	Evaluation Component			
	Intents	Observations	Standards	Judgments
<b>Antecedents</b> (What goes into the program: resources, budgets, facilities, curriculums and structure)	Goals and expected outcomes based on the rationale of the program	Observation data derived from student journals, student portfolios, lesson plans, written papers, direct observations surveys, and student records	Compliance with the guidelines, standards, competencies, and policies established by the North Carolina Department of Public Instruction, NCATE, Southern Association of Colleges and Schools (SACS), and Interstate New Teacher Assessment (INTASC)	Adequacy of resources, budget, facilities, curriculum and structure
	Appropriate curriculum plans and educational activities.	Observe procedures and techniques utilized by the teacher to increase the effectiveness of the class		
	Funds needed to support collaborative research by university faculty and classroom teachers	Observe how the teacher relates class work to actual life situations		
	Outcomes assessment techniques	Observe techniques used in handling pupil and group problems		
	Research findings that enhance student learning and improve the organizational environment	Observe how pupils of differing abilities are handled		
	Provide equitable learning opportunities for all students	Observe how assignments are made		
	Prepare the faculty and candidates to meet the needs of diverse student populations	Observe activities used to make the class more interesting		

(table continues)

Table 2 (continued)

Evaluation Component	Intents	Observations	Standards	Judgments
<b>Transactions</b> (What goes on in the program: teaching-learning styles, teaching-learning strategies, clinical practices and reflective teaching)	Utilize appropriate teaching and learning styles, teaching and learning strategies	Observe decision-making process by providing student insight into the kinds of decisions teachers make and the contributing factors  Observe the pupils in activities outside the classroom and give special attention to peer acceptance, leadership, identification with a group, and general interest in life  Become acquainted with the services of the school system which contribute to the effectiveness of the instructional program	Develop learning activities based on the standards of accrediting agencies	Appropriateness of the teaching and learning styles, strategies, and usage of reflective teaching
<b>Outcomes</b> (Results of instruction and achievements)	Adequate resources for operation of the program	Improvement of teaching and learning activities based on results of the observations	All activities completed in accordance with the specified standards mentioned above	The achievement of goals as reflected by the number of students trained, placed on jobs, and retained on jobs based on performance

Table 3

*Evaluation Questions Classified by Objective and Evaluative Criterion*

Objective 1: To determine the quality of the teacher education program in the STEP project at Elizabeth City State University. Special attention is given to the mentoring component of the program.		
Criterion and related questions	Source of data	Data to be collected
<b>Quality of students</b>		
What is the quality of the students who enter the STEP project? How do the STEP project students compare to the students in the traditional teacher preparation program?	Students' transcripts	SAT or other entrance score. Mean for STEP students and traditional students. High school GPA. Mean for STEP students and traditional students. High school rank in class. Median rank for STEP students and traditional students. Scores or ratings on any other criteria used for admission to the teacher preparation component of the STEP Project.
What is the quality of the teachers who complete the STEP teacher preparation program? How do they compare to the students who complete the traditional teacher preparation program?	Students' transcripts  PRAXIS Test Score Reports	GPA at graduation. Mean for STEP students and traditional students. PRAXIS score. Mean for STEP students and traditional students.

(table continues)

Table 3 (continued)

Criterion and related questions	Source of data	Data to be collected
<b>Completion rate of students</b>		
How does the completion rate for students in the STEP project compare to the completion rate of students in the traditional teacher preparation program at Elizabeth City State University?	Completion rate records for students in the STEP project and completion rate of students in the traditional teacher preparation program Listing of students admitted to STEP project (ECSU) Listing of students admitted to the traditional teacher education program (ECSU)	Number entering and the number and proportion successfully completing both the STEP project and the traditional program.
<b>Further development of graduates</b>		
How many graduates of STEP have earned or are working toward National Certification?	Student questionnaire	Question: Have you completed or are you working toward National Teacher Certification? Yes No
How many graduates of STEP are still in teaching and are working toward an advanced degree?	Student questionnaire	Question: Are you working toward an advanced degree? Yes No Question: What is your current position?
<b>Funding</b>		
How adequately has the STEP project been funded?	STEP project budgets Interview with Dean of the School of Education, Director of Student Teaching, STEP Coordinator	Amounts budgeted by category by year. Question: What constraints have been placed on the teacher preparation component of the STEP project by the amount of funding?
How are the resources for the project used?	Budget accounting system for ECSU	Expenditures by category (personnel, administration, supplies and equipment, etc.). The proportion of expenditures supporting teaching and learning compared to the proportion of expenditures for administration and other purposes.

(table continues)

Table 3 (continued)

Criterion and related questions	Source of data	Data to be collected
How cost effective is the STEP project?	Budget accounting system for ECSU	Cost per graduate of STEP compared to the cost per graduate in the traditional teacher preparation program. Take the total expenditures for the traditional teacher preparation program and divide by the number of graduates; do the same for the STEP project.
<b>Graduates' performance in classrooms</b> How well do STEP graduates perform as teachers?	Teachers' performance evaluations per semester	Assessment of performance of STEP vs. non-STEP teachers Comparison of an equal number of STEP teachers and non-STEP teachers who graduated during the same years.
<b>Quality of teacher preparation component</b>		
How do students rate the course component of the program?	Students' evaluations STEP students' ratings vs. traditional students' ratings	Assessment of the courses and assessment of instruction
What are the ratings of the internship or practicum by students? By clinical and university faculty?	Evaluation of the university supervisor by the student Evaluation forms (STEP) STEP vs. traditional programs	Students' assessment of university supervisors Students' assessment of clinical and university faculty
What are the features of the mentoring students received in the program?	Procedural handbooks for student teachers and university supervisors in STEP and traditional programs Interviews	Mentoring activities Individuals promoting mentoring
What are the students' ratings of the quality of mentoring they received?	Students' evaluation of program STEP vs. traditional program	Students' perception of the quality of mentoring they received

(table continues)

Table 3 (continued)

Criterion and related questions	Source of data	Data to be collected
How do clinical and university faculty rate the mentoring program?	Clinical teachers' survey Faculty survey STEP vs. traditional program	Ratings of mentoring by clinical and university faculty
What is the quality of the training received by STEP students and clinical teachers in their school settings?	Interview survey	Assessment of students' performance in classroom Assessment of the quality of training by the clinical teachers Assessment of the quality of training by students
What is the quality of the training received by STEP participants at Elizabeth City State University?	Interview the students, professors, and clinical teachers of the program and the graduates to rate the quality of the program Exit survey	Interview data from the protocol. Ratings by students, professors and clinical teachers on an exit survey
How much time do STEP students spend in classrooms compared to traditional students?	Collect the comparative data from STEP students and traditional students Contractual handbook Year-long internship agreement	Length of time spent in the classroom for STEP vs. traditional students
<b>Quality of clinical and university faculty</b>		
How many clinical and university faculty work with students in the STEP project?	Number of clinical and university faculty working with students in the STEP project and traditional program	Number of students per clinical and university faculty member
What are the profiles of clinical and university faculty (degrees, experience, certification, etc.) in the STEP program?	Professional vita of STEP program faculty compared to traditional program faculty	Composite profiles or summaries of clinical and university faculty

(table continues)

Table 3 (continued)

Criterion and related questions	Source of data	Data to be collected
<b>Effect on the traditional teacher education program at Elizabeth City State University</b>		
How does STEP affect the traditional teacher education program at Elizabeth City State University?	Interview Director of Teacher Education, dean, students, and faculty in the School of Education	Qualitative data: Effects as seen by faculty, dean, LEAs, Director of Teacher Education, students, and faculty of teacher education Curriculum changes
Objective 2: To determine how STEP affects the retention of STEP teachers in participating school districts.		
What is the ratio of the number of STEP teachers who stay in teaching for one year after graduating to the number of STEP graduates that entered teaching? How does this ratio compare to state and national averages?	Follow up survey STEP admissions records North Carolina Department of Public School Instruction statistics National Teacher Education statistics	Results of survey Number admitted to teacher education
What is the ratio of the number of STEP teachers who stay in teaching for two years after graduating to the number of STEP graduates that entered teaching? How does this ratio compare to state and national averages?	ECSU Fact Book Director of STEP Project North Carolina Department of Public Instruction National statistics	Follow up surveys for years (2) Results of surveys
What is the ratio of the number of STEP teachers who stay in teaching for three years after graduating to the number of STEP graduates that entered teaching? How does this ratio compare to state and national averages?	ECSU Fact Book North Carolina Department of Education statistics U.S. Department of Education statistics	Results of surveys

(table continues)

Table 3 (continued)

Criterion and related questions	Source of data	Data to be collected
Objective 3: To determine how STEP affects the continuing education of the clinical teachers who participate in the STEP project.		
What is the quality of the staff development received by the clinical teachers in the schools?	Listing of staff development activities for the year Evaluation surveys Interviews	Assessment of scheduled activities Assessment of outcomes of activities
Objective 4: To determine the characteristics and quality of the partnership between Elizabeth City State University and participating school districts.		
What is the organization of the partnership?	Elizabeth City State University Teacher Education Handbook	Organizational chart
What are the provisions of the partnership agreement?	Elizabeth City State University Handbook STEP project partnership agreement Interview with STEP Coordinator Interview with principal	Qualitative data: Listing of the provisions of the agreement
Who is the fiscal agent for the partnership?	Elizabeth City State University Budget Accounting System	Data on revenues and expenditures
Who delivers services for the partnership?	STEP project Handbook	STEP Coordinator duties Dean of Education Department duties Supervisors of the STEP project duties Clinical teachers Principals Site coordinators Others
Who manages the partnership?	Director of Teacher Education STEP Director	Responsibilities of STEP Director and Director of Teacher Education Development of an organization chart

(table continues)

Table 3 (continued)

Criterion and related questions	Source of Data	Data to be collected
How well is the partnership working?	Local Education Agency Assessment Report Student Evaluation Sheet Interviews with principals, Dean of Education, Chairperson of School of Education, Coordinator of STEP Interns Surveys of principals, Dean of Education, Chairperson of School of Education, Coordinator of STEP Interns	Perceptions of LEA and student evaluation outcomes Budget reports and end-of-year reports Identification of concerns and issues that need to be addressed Survey data on adequacy of funds Qualitative data taken from LEA and students on concerns of continuation of program, adequacy of funds and resources

## Data Collection

The samples are identified and the procedures for collecting data on the evaluation questions are explained in this section.

### *Samples*

In qualitative research, using a small, non-random sample and understanding the phenomenon in depth is more important than finding out what was generally true of many (Guba & Lincoln, 1985). Merriam (1998) explained that “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and must select a sample from which most can be learned” (p. 61). Guba & Lincoln (1985) suggested that sampling be based on informational, not statistical, considerations with its purpose to maximize information.

A non-random, purposeful sample of twelve STEP interns, who were graduates of Elizabeth City State University, and eight stakeholders were participants in this study. The participants studied, practiced, and administered within the STEP project at Elizabeth City State University. The graduates taught in public schools for at least one year following graduation from Elizabeth City State University.

The 12 participating graduates were selected from the fifteen seniors who were selected as participants for the STEP project in 1998 and who were placed in a year-long internship at an elementary school comprising the Elizabeth City State University School Teacher Education Partnership (Edenton-Chowan, Pasquotank, and Gates, North Carolina).

The interns were chosen by their credentials and recommendations from university faculty associated with the STEP project at Elizabeth City State University. The criteria and requirements were: present undergraduate GPA of 2.50 or better, 25 hours of early field experience in an approved public school, passed the communication proficiency performance test, and passed PRAXIS-I. PRAXIS-I is an evaluative tool that measures a student’s ability to read, write, and perform mathematical computations. Early field experiences help faculty determine the academic needs and interests of candidates. Education and arts and sciences faculty work together to assess the data on candidates and to map instructional and testing strategies.

The fifteen candidates for the program were two males and thirteen females from the northeastern North Carolina area. The grade levels of the elementary schools in which the participants taught were K-5. The urban schools in which the participants taught had a combined student enrollment of 1,244. The racial and ethnic make up of the student body within the school districts is 50% white and 48.5% black and 1.5% other (L. E. Williams, personal communication, November 22, 2006).

The interns were placed with clinical teachers at the beginning of the school year. The interns attended staff development activities in the participating school districts in the fall. They helped set up the classrooms. During the first semester, they were in the schools one day per week, rotating to have different experiences with different clinical teachers at different grade levels and with children from different economic backgrounds. Several seminars were conducted to facilitate the transition from student to teacher.

### *Stakeholders*

School and university administrators involved with the STEP project include principals, university supervisors, the dean of the School of Education, clinical teachers, and the Coordinator of STEP. These were the stakeholders of interest in this evaluation. Parents, citizens, business and industry representatives, and governmental officials were too remote from the project to have useful information about the performance of the program.

The three principals at the participating schools were instrumental in providing STEP interns with a smooth transition to student teaching. The principals worked in conjunction with the university administrators and faculty to continually improve the learning experiences for the STEP interns. During the first year, principals identified clinical teachers (teachers with special skills, such as mentoring) to work with intern teachers in a year-long internship. The clinical teachers then received training in supervision and mentoring through staff development activities.

The STEP coordinator worked collaboratively with the university supervisor and the clinical teachers to implement the program by developing methods classes, scheduling meetings, determining the scope and sequence of the curriculum, and maintaining state and national standards within the program. The coordinator worked in conjunction with the university faculty and administrators to continually improve the STEP Program.

The STEP coordinator worked with the site coordinator to identify each of the participating schools. The site coordinator worked collaboratively with the STEP coordinator to prepare site-based activities related to the partnership with the university, including placements, training, induction seminars, and collaborative research at the participating schools.

The clinical teachers supervised the interns enrolled at the participating schools beginning in 1998. The interns taught alone and were critiqued by the clinical teachers. The STEP project helped the clinical teachers become more aware of current trends in education and enhanced their professional development.

The clinical teachers were selected for their effectiveness as teachers, their skill in mentoring prospective teachers, their demonstrated professionalism, and their dedication to give back to the profession by coaching future teachers. The clinical teachers worked with the same students for two semesters modeling exemplary professional performance and behaviors.

#### *Developing and Administering the Interview Protocols*

The researcher conducted interviews with STEP interns, clinical teachers, participating university administrators, the dean of the School of Education, principals, and education specialists during the evaluation. The researcher used a different set of questions for each of the groups of participants with some overlap between participants where questions were relevant to more than one. The interview guide for each participant changed somewhat with the questions focusing on issues that were relevant to the STEP participant.

The semi-structured, open-ended question interview format was used with a specific set of questions guiding the direction of the interview and allowing for additional questions or probes to be used as determined necessary by the researcher (Patton, 2002). With the interviewer's permission, interviews were taped and transcribed to allow the researcher to review participant's responses and provide coding and analysis. The researcher approached the participants individually and asked them to participate in 30-45 minute interviews. All who were asked agreed to participate.

University participants (coordinator of STEP, supervisor of the interns, dean of education) discussed the evaluation of the partnership, relationships with the school systems, resources, weaknesses of graduates as well as supports and constraints they encountered. The dean of the School of Education responded to questions about the vision for STEP, acquiring resources to maintain the STEP project, and the working relationships that were developing

between the university and the participating school districts. In addition to the formal interviews, the researcher conducted informal interviews with members of the university who were involved in the STEP effort to get updates on the participating schools, changes in the program, and the current interpretation of STEP events.

### *Instruments*

Data were collected with interviews, documents reviews, and individual assessments. Two primary instruments were used to collect data on the STEP project. Both instruments were developed by the researcher. One of the instruments was a survey and the other instrument was an interview guide. The development of each of these instruments is described below.

#### *The Interview Guide*

The primary method of inquiry used in the evaluation of the STEP project was the interview. An interview guide was developed by the researcher to collect assessments of STEP from the stakeholders.

#### *Interview Guide Construction*

The interview guide was developed by the researcher. Questions relevant to the evaluation domains were created. Antecedents, transactions, and outcomes were considered in developing the items.

During the interview, open-ended questions were asked. The question typology presented by Patton (2002) was applied as a guide to the development of questions. According to Patton, there are six types of questions that may be asked in an interview. The six types of questions were used in the interview. Each type of question is described below.

Experience or behavior questions are questions about what a person does or has done. Usually, these questions are centered on descriptions of experiences, behaviors, actions, and activities that are easily observable. The experience and behavior questions used in the interviews with interns were:

1. What did your clinical teachers do to help you become an effective and competent teacher?
2. What are the features of the mentoring activities received in the program?

Opinion or value questions are aimed at understanding the interpretive processes of

people. Answers to these questions tell what people think about a specific program. They tell about people's goals, intentions, and values. These questions can be used in decision-making.

The opinion or value questions used in the interviews with interns were:

1. How effective was the U-STEP project in preparing you for the real world experience? Please explain.
2. What are the concerns and issues that need to be addressed concerning the STEP partnership?

Feeling questions reflect the emotional responses of people to their experiences and thoughts. Feeling questions used in the interviews with interns were:

1. How did you feel about the quality of training that you received in your school setting?
2. How were the resources of the program used to support teaching and learning?

Knowledge questions are questions one asks to find out factual information. Certain things are considered to be known. These are things that one knows, the facts of the program. Knowledge of a program consists of reporting on what services are available, who is eligible, the characteristics of interns the program serves, how long people spend in the program, how one enrolls in the program, etc. Knowledge questions used in the interviews with interns were:

1. What did your clinical teachers do to help you become an effective and competent teacher?
2. How much time did you spend in the classrooms? Please explain.

Sensory questions involve what is seen, heard, touched, tasted, and smelled. Sensory questions attempt to have interviewees describe the stimuli to which they are subjected. Sensory questions used in the interviews with interns were:

1. How would you rate the quality of staff development that you received from the clinical teachers in the schools? Please explain.
2. What are some means in which the U-STEP Program can be improved? Please explain.

Background or demographic questions are useful to understand the phenomenon under study. The questions concern the identifying characteristics of the person being interviewed. Age, education, occupation, residence, and mobility are standard background questions. These questions are helpful in planning a comprehensive,

sequential interview. Background information is necessary at the beginning to make sense out of the rest of the interview, but usually such questions are tied to descriptive information about present program experience as much as possible. Otherwise, the sociological or demographic inquiries (status, age) are asked at the end (Patton, 1994, p. 143)

Background or demographic questions used in the interviews with interns were:

1. Are you working toward an advanced degree?
2. Have you earned or are you working toward national certification?

The interview guides with modifications for all groups interviewed is in Appendix A.

*Member checking.* Member checking was utilized while interviewing the participants. Member checking means checking with the people who were interviewed for verification of the data. The interview transcript was taken back to the interviewee before analysis to ensure that the record was accurate. No modifications were made by those interviewed.

## Data Management and Analysis

### *Transcriptions*

All interviews were transcribed prior to the analysis of data.

### *Documentary Data*

“Documents are prepared for personal rather than official reasons and include diaries, memos, letters, and field notes that can be invaluable sources of information of interest, enriching the accuracy of the study” (Denzin & Lincoln, 2000, p. 703). Documents for each question were used to corroborate the information. Documents utilized are the STEP Communication Survey, Elizabeth City State University, Elizabeth City, North Carolina (2002), the end-of-the-year survey, Elizabeth City State University School Teacher Education Program (2002), Elizabeth City, North Carolina; the STEP Coordinator’s (2002) end-of-the-year survey (Elizabeth City State University, Elizabeth City, North Carolina); and the Elizabeth City State University Fact Book (2001-2002).

A constant comparative data analysis (Maykut & Morehouse, 1994; Merriam, 1998) method that involves comparing one segment of data with another to determine similarities and differences was used in this study. Data were organized into the smallest meaningful units and

coded. Data were grouped together for similarities and assigned category names, then examined and compared for recurring patterns and emerging themes. This process was repeated as each interview was completed. All similar information was merged to provide a comprehensive view of the experience from the interviewees' perspectives. By carefully examining the data provided for each of the twenty participants and reporting the data in a clear, concise manner, the findings and conclusions were revealed in a meaningful way.

The data were reanalyzed and reworked in an attempt to see the connections between the dimensions reported by the informants. All through the research work, the focus was on discovering the realities of the program. Additional stakeholders were interviewed to enlarge the number of incidents observed, to check data, and to gain additional insight into the operation and performance of the program (Maykut & Morehouse, 1994).

## CHAPTER 4

### FINDINGS

The findings of this evaluation of the School Teacher Education Partnership (STEP) are in this chapter. The findings are organized around the evaluation questions classified by objective and evaluation criterion. A summary of the supporting data is in Appendix D, and the raw data are in Appendix E.

#### Quality of STEP Students

The students who enter the STEP project are chosen by their credentials. Fifty percent of the students who entered the STEP project in 1998 and as recent as 2005 were in the top ten percent of their class according to their SAT entrance score and high school GPA on their transcripts. All of the students take the state's communication proficiency performance test and half pass it. The STEP students must present an undergraduate GPA of 2.50 or better (see STEP students GPA chart in Appendix C). The STEP students, on average, had higher high school grade point averages (M=3.03, SD=.57 and M=2.97, SD=.49 respectively), higher college grade point average (M=3.32, SD=.35 and M=3.31, SD=.43 respectively), higher PPBT/CBT reading scores (M=216.50, SD=66.26 and M=204.33, SD=59.71 respectively), and lower PPBT/CBT writing scores (M=194.94, SD=51.41 and M=201.50, SD=59.60 respectively) than students in the traditional teacher preparation program.

#### *The Quality of Graduates as Teachers*

Between 1998 and 2006, sixty-four STEP students completed the program, which has a year-long internship. In the same period, 198 students completed the traditional program (see Appendix K).

It is believed by the university and school administrators that the experiences gained by the interns from the year-long internships have been assets. With STEP, the graduates of the program were able to enter the school system with the background and understanding necessary to perform well. One of the areas in which they were particularly well prepared was in lesson planning. The graduates had acquired techniques of effective classroom management and they had knowledge about the real world of teaching.

### *Further Development of STEP Students*

As of 2005, one STEP graduate has completed National Certification, and three other STEP students have participated in the national certification process. STEP students were given numerous opportunities for professional development. They participated in staff development with their partnership teachers. They had opportunities to attend statewide conferences. However, the STEP interns regard professional development as ongoing. Five of the STEP students have received an advanced degree (master's degree).

### *Performance of STEP Graduates as Teachers*

The STEP graduates were prepared well for the real world of teaching. One cooperating teacher reported:

The STEP graduates had a chance to observe the children; once they observed, when they got ready to teach, they already knew what the children would need for instruction, whether they were visual learners or just regular learners (3/2/05, EH, p. 4, lines 135-138) (see Table E7, Appendix E).

The same cooperating teacher stated:

The graduates actually got to work with the children. They got to know the children. They got to know their learning styles. They got to know their rules and discipline procedures in the school. So when they got ready to actually do the actual teaching in the classroom, they wouldn't have to worry about getting used to the children or the children getting used to them because that had already been established from the beginning of the school year (EHCT, p. 1, lines 32-37).

### *The Quality of the Teacher Preparation Component of STEP*

The STEP project received a positive evaluation from the administrators of STEP, principals, interns, and cooperating teachers. The principals stated that they received some good candidates that they have hired or would like to hire for various reasons. One of the cooperating teachers elaborated on how principals and teachers identified high quality candidates from those in STEP for employment in his or her school.

The interns had been there for the whole year. The principal was able to look at those good qualities and say, "I want to make sure this person becomes a part of our family, since he or she is doing a quality job." So, we would make sure that when we have

openings, he or she would be someone we would hire (VHCT, p. 4, lines 153,158).

It is believed by the university and school administrators that the experiences gained by the interns from the year-long program have been an asset. With STEP, the graduates of the program were able to enter the school system with the background and understanding necessary to perform well. So overall, the teacher preparation component of the program is working well.

#### *Differences in Student Teaching Between STEP and the Traditional Program*

The length of the student teaching experience seemed to make a major difference in the preparation of the teacher candidates. One participant said:

The traditional graduate did student teaching for twelve weeks. The STEP graduate spends an academic year in the school. They spend the first semester in observation with a teacher. The second semester they go back to the same classroom and do their clinical practice. The advantages of this practice are that they know the students and the teacher, and they have all the general information about the classroom and students that they need. Prior to that students went into the schools for one semester, and they did not get all of the bolts they needed to be prepared. So the length of time students in the STEP project spend in schools is a strength (C/SI, 1/10/05, p. 6, lines 210-217).

#### Funding of STEP

The STEP project was initially funded by the North Carolina General Assembly and supported by the University of North Carolina Board of Governors and the North Carolina Board of Education to assist student interns to gain more practical teaching experience before graduating from college. Two of the stakeholders commented on the funding:

The STEP project was adequately funded. During its initial years, the first two-year cycle, it was funded with \$90,000 to start a program which was designated as STEP (School Teacher Education Partnership (JD, 1/10/05, p. 1, lines 20-23).

We compensated students for travel and awarded supervising teachers with stipends. Overall, the money was used appropriately. Of course, we have redesigned it from its inception (BJS, p. 1, lines 31-33).

### *Use of Funds*

Funds were used for resources. Resources include money to fund trips to professional development conferences and reimbursement for travel to the school sites (C/SI, 1/10/05, p. 2, lines 113-115). Funds for support purposes were compensation for travel, professional development, education handouts, human resources (university supervisors, master teachers, cooperating teachers, and educational specialists). Cooperating teachers were given a stipend of \$150.00 per semester for sharing their expertise. Educational materials (books, handbooks, pamphlets, periodicals) were acquired through allocations from the STEP program. Appendix G contains the resource commitments for the first four years of the program.

### *Cost Effectiveness of STEP*

Cost effectiveness is a concern in any evaluation of a program. As is the case in most organizations, when a new program is initiated, start-up costs are higher and efficiency is relatively lower than when the program becomes established. STEP was no exception. One of the STEP coordinators commented:

The program is designed to be quite cost effective. Its cost per student depends on how many students we have out in the field. The first year of course it was not as cost effective because we had not identified a sufficient number of students to justify such an extent of \$90,000.00. We are a very small school as such in the teacher education department. We have redesigned the project so it is more cost effective (JD, 1/10/05, p. 2, lines 47-53).

As indicated by JD, the cost efficiency in the case of STEP was affected by the number of students in the program. Initially, there were 15. In the fall of 2006, there were 30 students in the program. In the initial year, the budgeted cost per student was approximately \$6,000 ( $\$90,000/15$ ). In 2006-2007, the budgeted cost per student was approximately \$4,000 ( $\$70,000/30$ ).

### *Student Ratings of the Courses in STEP*

STEP students were asked to comment on the quality of the courses in the program (see Table D1, Appendix D). The students believed that the courses were excellent. Two of them commented as follows:

The courses were rated excellent, and the clinical teachers were rated excellent. (IFG,

5/17/05, p. 1, line 31)

Suggestions on different teaching styles could be implemented in the courses.

(IKM, 5/10/05, p. 2, lines 68.75)

### Features of Mentoring Received by Students in STEP

The STEP program provided the interns with quality time with their cooperating teachers. The cooperating teacher served as the intern's mentor. According to the results of evaluations during the STEP experience, the extended relationship with the cooperating teacher was viewed favorably.

The principals were selective in identifying cooperating teachers who were considered effective teachers. The principal paired the interns with the cooperating teachers. Each cooperating teacher assigned as a mentor actively participated in the staff development sponsored by the university and school system.

The principal's final assessment of interns' performance on a scale of 1-10 yielded an 8.5 on overall performance. According to the interns, a major part of the assessment was attributed to the quality of mentoring received by the interns (see Table E3, Appendix E).

Typical comments from the interns were positive. Two of these comments follow:

My clinical teacher was an excellent role model and mentor. She gave positive criticisms and always expounded on what I could do to improve my performance. She also served as an expert in content and pedagogical skills. I felt that I was one of the lucky ones who had positive experiences, and the negative experiences were turned into positives by a professional nurturing clinical teacher (IFG, 5/17/05, p. 1, lines 21.25) (see Table E11, Appendix E).

The mentoring had a positive effect. It gave me an in-depth orientation to my clinical teacher, the school and the students prior to assuming the major teaching responsibilities. Therefore, it enabled me to be more effective and provided me with confidence in my abilities because I had realistic expectations based on my mentoring through the STEP Program (IFG, 5/17/05, p. 2, lines 35-39) (see Table E11, Appendix E).

## *Quality of Training Received by Students and*

### *Clinical Faculty at the School Setting*

The students (interns) along with the clinical faculty were provided various workshops at the school settings to strengthen the quality of teachers. Involvement of faculty and students is needed to strengthen the quality of teaching.

Various staff development activities were provided at schools, university sites, or elsewhere with the objective of strengthening teaching. Educational enhancement by travel involved local, state, and regional meetings to gather information and to share information as a vehicle for clinical-based teacher education.

I was very impressed with the caliber of the students that we received in the program and with the training they received. I think I would rate them really at the top (SI, 2/21/05, p. 2, lines 41-43) (See Table E3, Appendix E).

We have always had good students but I would say the quality of the experiences has changed because of STEP. Even though researchers have talked about professional development schools for a decade or more, in a small rural area we did not necessarily embrace it as it should have been, but because of STEP we can look at various school sites and select various teachers and rate them and we can determine which teacher is best to demonstrate which behavior to our students (JDC, 1/10/05, p. 6, lines 200-210) (See Table E1, Appendix E).

### *The Quality of the Relationships Among the Partners in STEP*

The partners in STEP were the university and three schools, one each from three school districts. The supervisors from the university worked well with the student teachers and personnel in the participating schools. The cooperating teachers served as role models for the student teachers and had a collaborative relationship with the university.

There's close communication between the school and the university. Anytime there's a concern all we had to do was to get in touch with those involved from the university (EI, 3/1/05, p. 2, lines 60-63) (See Table E2, Appendix E).

The partnership is working well; it is developing and it is working better than it did initially (CC-DI, 1/10/05, p. 4, lines 145-147) (See Table E17, Appendix E).

It was a collaborative effort between the university and the school system...a partnership and persons were selected to talk about the process before student teachers even got involved in it. Then there was an interview process to select the student teachers so that gave you a chance to match student teachers with the school environment in which they were going so they got preparation even before they started. Once they started, there was an on-site person whom they could go to for support. They also knew that that person was working closely with the university, so from that perspective, it was a good program (VH, 3/11/05, p. 1, lines 15-25) (See Table E9, Appendix E).

Overall, the partnership improved relationships between the university and the participating schools. This improvement was observed by both sides of the partnership:

I would just say STEP is something that forced the university and the school systems to work closely together, because what happened in the past was that at the university we would perceive the needs of the school system in one way and of course they perceived their needs in a different way. Now that we sit down around the table, we meet at least twice a semester and we are able to look and evaluate the differences and the needs of our interns as well as their students and the needs for themselves. Now they see us in a different light. They are able to see us as someone who is not dictating but working hand in hand to produce a better student product, so in the past we were not extremely close and there were lapses in communication. We did not have a good congenial relationship, I would say. It has because of STEP, gotten much better (JDC, 1/10/05, p. 5, lines 189-199) (See Table E1, Appendix E).

I think the partnership is working pretty good. It's working well. So I think it's going well. (UH, 3/2/05, p. 1, lines 16-18) (See Table E8, Appendix E)

I think STEP is really good. I feel like they are really sending more prepared students to the school system with much better background. So I think it's really come a long ways. (UH, 3/2/05, p. 4, lines 143-147) (See Table E8, Appendix E).

However, all did not go well all of the time; there were some glitches. For example, at intervals territoriality became an issue, and there were lapses in communication between the school sites and the university administrators. Both were ameliorated through discussions in the steering committee and through the interaction of the stakeholders as they implemented the program.

A hint of territoriality and its resolution was given by a university administrator, who said:

All the coordinators, like myself, sit on the University School Teacher Education Partnership as part of the steering committee, so we are an integral part of what is decided and what happens with STEP; everybody has their input. We don't always agree because at a university, it is a territorial type thing. (JD, 1/10/05, p. 5, lines 184-197) (See Table E1, Appendix E).

As in many collaborative efforts, communication among the partners started well, atrophied to some extent, and then improved again. The initial enthusiasm for the effort carries the partners through the building phase of the program. Much communication occurs. As time goes on, however, there may be lapses in communication as partners attend to other duties in their work and the initial enthusiasm for the work of the partnership wanes. The system simply atrophies. When the problem is identified, new energy is put toward improving communication, and the system takes on new life. This was observed in STEP as well. Following the initial enthusiasm, the STEP newsletter was discontinued, there was a change in administration of the program, and school visits declined. Some observations that support this entropic-renewal cycle by members of the partnership:

Initially, there was good communication between the university and the school sites. At least once a week, someone from the university would visit. There was a first semester meeting with the cooperating teachers and the interns. Everyone was able to come together and share. The coordinator of the program always made sure that the interns were observed and each school was visited in the three counties (EH/CT, p. 2, lines 57-61; EH/CT, p. 3, lines 107-121) (see Table E7, Appendix E).

During the years that I worked with STEP, when we had that communication, at least once a week we saw someone from the university, and we ... had ... a first semester meeting with the clinical teachers ... of the three counties. We got to meet and we got to share. We were actually taking computer courses, and we used to do a lot of things, but now we don't do anything but see the interns and the supervising teacher when she comes (EH/CT, p. 2, lines 57-61) (see Table E7, Appendix E).

In the beginning we actually had a newspaper that was circulated, Stepping Up or Keeping Up with STEP or something. We would play the information from the different

counties and even people who were involved in the education department – accomplishments they had made, and they would be published in the little newspaper. And then the newspaper would go out to all the clinical teachers. We had a relationship. We went on tours to visit other schools to see how their programs were set up. (ECH/CT, p. 2, lines 63-71) (See Table E7, Appendix E).

Now that we sit down around the table, we meet at least twice a semester and we are able to look and evaluate the differences and the needs of our students as well as their students and the needs for themselves. Now they see us in a different light. They are able to see us as someone who is not dictating but working hand in hand to produce a better student product, so in the past we were not extremely close. We did not have a good congenial relationship I would say. It has, because of STEP, gotten much better (JD, 1/10/05, p. 5, lines 189-199) (See Table E1, Appendix E).

Not everyone saw the entropic-renewal cycle of communications. Some observed close communication throughout the program. One principal shared his experience communicating about STEP:

There was close communication between the school and the university. Anytime there was a concern all we had to do was to get in touch with those involved (SIP, p. 2, lines 58-62) (see Table E3, Appendix E).

#### Quality of Staff Development in the STEP Program

A series of workshops was used for staff development. These workshops included effective teacher training, crisis intervention, reading literacy, and technology. The interns, cooperating teachers, and administrators were participants in the staff development.

Four workshops grew out of identified needs at the schools and university. The needs were identified through surveys distributed to interns by university administrators as well as communication with cooperating teachers. After the surveys were taken, it was determined how many needed training or a workshop on a particular subject or at a particular school site:

The needs are identified by the need analysis, through surveys, teachers actually picking up the phone calling and saying your student mentioned this, and I am not quite sure what she is talking about. We would then do a survey and determine how many others needed that particular training, and then we would set up that training with the person who is best able to provide that service to those teachers and that would depend on individual school

sites in different counties. (JDC, 1/10/05, p. 4, lines 139-143) (see Table E1, Appendix E)

All of the workshops were designed to enhance the interns' skills and to enable them to become effective teachers. Specialists were chosen by the STEP coordinator to provide the training. The background information on the specialists and their qualifications are in Appendix F.

The teacher effectiveness training, crisis intervention, reading literacy, and technology workshops were all offered at the same time daily and presented by personnel identified by university administrators (Director of Student Teaching, Supervisor of Student Teaching, Coordinator of the STEP Program, and Dean of the Education School). School partners were primarily responsible for identification of staff development needs for interns and clinical faculty.

Mostly staff development is developed according to the needs of the interns at the site. We also do a need analysis and we seek out the needs through surveys. Of course, staff development is dependent on individual school sites. We met with all of the teachers involved, since when it first started out we started with three LEA's [Local Education Associations]. Lots of planning, collaboration, and cooperation took place to get the program off the ground, seminars, conferences, etc. As the program grew, there were the primary sites of which we sent student teachers. It was a collaborative effort. Schools found in the student teachers a quality product (CC, 1/12/05, p. 3, lines 121-130) (See Table E17, Appendix E).

Site coordinators met with interns on a regular basis and conducted meetings to assess and address their needs (EHCI, 3/5/05, p. 4, lines 136-143) (see Table E7, Appendix E).

### Provisions of the Partnership Agreement

The Organizational and Governance Chart is presented in Appendix I. The organizational chart consists of the multi-site partnership council, the clinical coordinator, university supervisors, interns, new teachers, and the inclusion of all teachers. The organizational and governance structures were designed to support joint decision making and conflict resolution.

The organization and governance structures of the ECSU-STEP project reflect a collaborative agreement between and among partners to prepare future educators and serve as

sites for research and development. Formal partnerships were signed by the principals, superintendents, and university officials.

### Summary

The ultimate goal of the STEP project is to improve the quality of student interns. The STEP project also serves to improve relations between the university and the public schools. As a career builder, the STEP project places special emphasis on retention of teachers.

Staff development was provided for cooperating teachers and interns in the partnership. Topics included crisis intervention, technology and classroom instruction.

The STEP students were innovative in their teaching practices. Some co-taught courses, others applied technologies to their teaching, and still others designed high interest hands-on learning activities. The effectiveness of these innovations on student learning is unclear; however, the innovations themselves indicate that graduates of this program are willing to take risks in trying different methods to help students learn.

Mentoring and effective utilization of resources helped the interns to successfully progress through the School Teacher Education Partnership experience. Cooperating teachers used observation and feedback to help candidates improve their teaching skills. Handbooks, handouts, brochures, and financial support for travel helped the candidates understand their roles and perform their duties. Support was provided for taking the PRAXIS I test.

Although there were many positive attributes to the program, some glitches occurred in lapses in communication, efficiency in using resources, and changes in administration. After working out the glitches and assessing the total program, the positives seem to outweigh the negatives. Through it all, there was always encouragement by STEP and school administrators to continue the good work and to make the program function. The school administrators believed that the program had promise for identifying potential teacher candidates for their schools. The university STEP administrators believed that the program had potential for producing teacher candidates who could be effective teachers in the schools.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

A summary of the evaluation of the STEP project, conclusions about the processes and outcomes of the project, a discussion of the findings and conclusions, and recommendations are included in this final chapter. Within the discussion, the need for professional development schools is addressed. Recommendations are made for changes in the STEP project, for teacher education generally, and for future evaluations of the STEP project.

#### A Summary of the STEP Evaluation

This qualitative study was designed to promote the quality of student teaching for pre-service teachers in the School Teacher Education Partnership Project. Data were analyzed to determine the impact of the School Teacher Education Partnership training on teachers as they entered the field. Through interviews and survey questions, the researcher described and assessed the effectiveness of activities and changes in the teacher education program and the partnership. Interns were surveyed about their experiences.

#### Conclusions about the STEP Project

It can be concluded from the data that various aspects of the PDS concept (the allocation of resources—time, funds, personnel, and logistical support; the establishment of a mentoring-learning culture in which interns, university faculty, and supervising teachers engage in continuous staff development; and a focus on the improvement of classroom instruction and student learning through the integration of technology) were employed at all three participating sites (Edenton, Chowan, and Gates). The efficiency of the use of financial resources improved as the number of students increased over the years of operation. Staff development activities were identified through surveys of participants and were provided by the university. Some of the participants reported a positive effect of the STEP project on the learning of students; however, there were no hard data available to corroborate these anecdotal reports. Participants reported that their experiences in STEP were valuable in improving the preparation of teachers. The School Teacher Education Partnership project allowed the interns to have positive interactions with students, staff, parents and the community; construct knowledge of the real world of schools; develop an understanding of teaching and learning; experience collaboration with

mentors and peers; and develop relationships with culturally diverse children. As a result of their PDS experience, the interns believed they were better prepared to begin their first year of teaching. They reported that the year-long experience in an elementary school was instrumental in the development of their classroom management and technology skills.

Changes in administration and the “implementation dip” (Fullan, 1993) found in most innovative efforts somewhat distorted the flow of the program’s operation. However, the collaborative spirit of the school and the university participants was able to overcome these temporary glitches, and the STEP stakeholders were able to redirect their energy to the program and work together as a team.

The STEP project had an effect on retention, the participants, mentoring, and the curriculum. These effects are summarized here.

#### *Retention*

Of the original 15 participants in the STEP project, all fifteen were still teaching after eight years. Although data were not available to the researcher for the retention of teachers who graduated from the traditional program at ECSU, a study by Fleener (1999) supports the conclusion that graduates of programs using the Professional Development School Model are retained in teaching at higher rates than those in traditional programs. Fleener looked at data from almost two thousand graduates who entered the teaching job market beginning in 1993 from three universities in Texas. There were 871 PDS graduates (44.5% of the total) and 1,088 non-PDS graduates (55.5%). Of the total 1,959 graduates, 173 (8.8%) left the profession within five years. The five-year attrition from the traditional campus-based program was 6.7 percent compared with 2.1 percent from the PDS program. Fleener asserted that the graduates of the professional development schools stayed longer in teaching.

#### *Benefits of the Program*

Various benefits from the STEP project were identified in the evaluation. The STEP interns benefited from professional development activities. The STEP interns gained valuable insight into how teachers study in groups to address problems at their grade levels. The professional development of the cooperating (supervising) teachers was enhanced by their interaction with the STEP interns enrolled in methods courses. The STEP interns brought new

ideas they learned in their courses to their classrooms with a desire to try them out. The cooperating teachers learned about their ideas, and they too benefited.

Since Elizabeth City State University has a responsibility to do research, both classroom and teacher education practices became subjects of scholarly study. The results of the research were applied in the STEP project classrooms in an effort to help improve instruction. The conduct of research was professionally stimulating to cooperating teachers who studied subjects conducted within their specific environment.

### *Mentoring*

Mentoring met the needs of the interns by supporting and guiding the interns' teaching practices. Mentors encouraged interns to discuss with them the specific teaching practices they needed. The mentor teachers used several approaches to meet the needs of the interns. They gave the interns feedback and support. Feedback was provided in both formal and informal forms. They provided positive and encouraging comments in response to frustrations the interns had regarding teaching practices. To monitor how effectively they were meeting the interns' needs, the mentor teachers observed the interns' daily actions and long-term progress relative to classroom management and technology.

### *Curriculum Advances*

As a result of the STEP project, all methods courses were revised to include more real-life, hands-on activities. Course content was changed to reflect new competencies, roles, and expectations of teachers. Some classes were taught on site in selected elementary schools. More effective ways to deliver instruction to STEP interns (in the minds of the instructors and planners) were implemented. The STEP project, in conjunction with Sheep Harney Elementary School, provided the course EDUC 478 Seminar in Contemporary Educational Issues for teacher interns. The course was taught on site at Sheep Harney.

After a thorough review of the curriculum, two courses were added to enhance the content of the program (Seminar in Contemporary Educational Issues and Applying Instructional Computer Technology) for majors in elementary education. Elizabeth City State University is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and the framework of courses can be obtained upon request from the website: [www.ecsu.edu](http://www.ecsu.edu) under

the School of Education. The latest NCATE report was prepared in 2002 and was being updated in October 2007.

The courses in the program are now more relevant to the environment in which teachers are teaching and children are learning. By taking a political science course, students majoring in elementary education would become more knowledgeable about current political issues in the United States and foreign countries. We live in a global society. The economy is now global in scope. Students at all levels of education must understand these changes and be prepared to work within this new global structure.

Optional offerings are provided to further or complement the development of the student. Today's society mandates a change in the curriculum to keep abreast of the ever-changing world. The rationale for optional offerings is to provide greater diversity for individualized advising while simultaneously avoiding the tendency of some students to take multiple courses that dwell on much the same information. Consequently, students in the STEP project embraced a well-balanced curriculum that prepared them for teaching in elementary schools.

Flexibility of courses gives students an opportunity to have options to pursue knowledge of interest and necessity. Students in the STEP project have options in the selection of not just courses but in the selection of extracurricular activities and mentors relative to their interests and needs.

## Discussion

Several topics of continuing interest have been raised by this evaluation of the STEP project at Elizabeth City State University. Among these are (a) the importance of the evaluation of such programs, (b) the growing pains inherent in implementing programs, (c) the continuing problems of teacher shortages and retention, (d) the value of university-school collaborations in teacher preparation, and (e) the reform of teacher preparation programs and the role of PDSs in that reform. Each of these topics is briefly discussed here.

### *Importance of Evaluating Programs Like STEP*

One gathers from reading the literature that documenting the operation of professional development schools can offer important insights into their effectiveness. "Until recently the evidence of the effectiveness of professional development schools (PDSs) was at best thin, and close to non-existent" (Teitel, 2001, p. 1). If P-12 schools and institutions of higher education

take the time to create a PDS partnership, one would hope that the partnership would be evaluated. Although time consuming, accurately documenting PDS partnership efforts is beneficial for insiders and stakeholders in the program to assess whether “starting and sustaining a professional development school is worth it” (Teitel, 2000, p. 1).

### *Growing Pains and Dips in Implementing Programs*

Change theory (Fullan, 2001) shows that innovations go through growing pains. This was true with the university-school partnership as it strove to form a truly collaborative partnership. New relationships often require an adjustment period: The partner school now had someone else living in their “homes” and the university had to move into others’ “homes.” Just like having a new roommate in college, adjustments had to be made for a happy relationship to develop.

The growing pains that occurred in the STEP partnership consisted of some glitches. There was a shortage of interns in the program initially, elimination of the STEP newsletter, change in administration, a lack of regular visits to school sites, and gaps in communication between the university and schools. These circumstances were growing pains for the STEP partnership. With time, as the partnership found its way, these pains diminished.

Most innovations go through an “implementation dip” (Fullan, 2001), and STEP seemed to be no exception. The initial enthusiasm carried everyone through the early development and implementation stages. The enthusiasm wore thin as problems and issues arose. As these were resolved, a renewal occurred, and new energy was found by the partners that revitalized the project and moved it on to maturity. Relationships became settled, ways of working became known and routinely followed, and the number of grating issues declined. The program became institutionalized. This seems to be what happened in STEP and where it was when the evaluator left the scene. Following the program as it ages may provide some further insights into the life-cycle of innovations.

### *Teacher Shortages and Retention*

Recent statistical figures in North Carolina suggest that there is a dire need to recruit and retain students for careers in teaching. It has been noted that alarming numbers of beginning teachers leave the teaching field each year, contributing to the teacher shortage in North Carolina and the nation. Early retirement incentives have encouraged experienced teachers to leave their positions (American Association for Employment in Education, 2005). This has resulted in the

hiring of a greater than usual number of teachers, some of whom were recent School Teacher Education Partnership graduates.

Since retention rates for new teachers are a major important outcome measure of the School Teacher Education Partnership, retention was a factor in this study. Retention is critical due to the high attrition rate, the growing teacher shortage, and the expense of preparing someone to teach. The evidence in this study, although scant, seems to indicate that professional development schools may aid in the retention of teachers; however, more research is needed to support any conclusive statements about retention, either in the short term or the long term.

#### *The Value of University-School Collaborations in Teacher Preparation*

Not only is it prudent to continue to foster the relationships that school-university partnerships offer, but it is a necessary step in school reform as well as better teacher education. It is to the advantage of all those involved in education to create and maintain professional development schools that use the resources of both universities and the public schools in preparing teachers (Trachtman, 1998). When the unique resources of both are brought together, a synergy is produced that exceeds what either can do separately. In my view, teachers are better prepared and better-prepared teachers produce better performing students. Second generation effects result when these students enter universities and become teachers (Campoy, 2000).

#### *Reform in Teacher Education and the Role of the PDS*

The reform of teacher education has been on the agenda of politicians, state departments of education, the federal government (U.S. Department of Education, 2002), and universities for decades. Although test scores of elementary school students have increased and the achievement gap between minorities and whites has declined on the National Assessment of Education Progress (Spellings, 2005), getting teacher education right seems to be an intractable problem (Levine, 2006). The criticisms identified by Levine continue to hound teacher educators. Professional development schools and the collaborative relationships fostered by them seem to have potential for the reform of teacher education; however, their effectiveness is still to be determined. There is, however, the belief that PDSs make a contribution to the improvement of teacher education. As an example, Michigan State University published a report of a review of their professional development schools (Judge, Carriedo, & Johnson, 1995) and concluded that “the extinction of the PDS would represent a grave loss for the University and for the public” (p.

1). An institution's greatest desire would be to state that same sentiment at the end of an evaluation of its own professional development school. After studying the STEP project for some time, I am comfortable making the same statement about STEP at Elizabeth City State University.

### Recommendations for the School Teacher Education Partnership

The recommendations in this section have been crafted for the School Teacher Partnership and emanate from the findings of the evaluation. They are (1) continuous review of the curriculum to be sure that it is meeting the needs of those being prepared to teach in rapidly changing schools, (2) the inclusion of course content on understanding how home, school, and community affect the lives and learning of children, (3) the continued offering of staff development opportunities for interns, university faculty, and school personnel, and (4) the development of a long-term relationship with graduates. Each of these is discussed below.

It is imperative that the School Teacher Education Partnership continue to consider the needs of those preparing to be teachers and modify the curriculum to meet those needs. Changes are occurring in the environment of schooling that lead to the rapid obsolescence of the teacher education curriculum. Among these are digitization and rapid transmission of information through multimedia, globalization of economies, cosmopolitanization of populations that cross borders and cultures with relative ease, complexification of life and work, and the demand for equalization of access to resources and opportunities across populations, nations, and continents (Parks, 2007). Without knowledge of these environmental changes, teachers will not be able to adapt their instruction effectively to the needs of their students in PK-12 education.

Some new elements have been included in the content of the curriculum in the School Teacher Education Partnership. Managers of the partnership may wish to consider other courses or course content. Some examples are modern foreign languages, especially Spanish; home, school, and community effects on children and the curriculum; working with populations with diverse views of life and education; and the implications of the globalization of nearly everything in the lives of the students they will teach. This is especially so in light of the knowledge and skills identified by the New Commission on the Skills of the American Workforce (2007) needed by American workers to compete with the rise of China and the Far East generally, India, and both eastern and western Europe. Such changes may have to occur in the general education curriculum to which the students are exposed throughout their preparation program.

Other content areas that would help prepare students to meet the accountability requirements of their work as teachers are the application of new technologies to instruction, the assessment of personal effectiveness in teaching, the analysis of student data for instructional purposes, and the invention and modification of pedagogy for students with diverse language and learning needs.

The need for including Spanish and Latino culture in the curriculum for certification of teachers is becoming more evident by the day. Latinos are now the fastest growing ethnic group in the United States, with reported totals reaching 41.3 million as of July 1, 2004, according to recent census data estimates (Guzmán, 2006). That means approximately one of every seven people in the United States is Hispanic, and this impacts classrooms. As teacher educators, the STEP managers will want to consider the well-known belief that students learn best from teachers who can reach them personally and culturally, as well as academically.

North Carolina's estimated 400,000 immigrants live mostly in the state's urban areas, but new arrivals have also changed some rural areas. Duplin County has the highest percentage of Hispanic residents in the state – 17.5 percent in 2004 (“Immigrants Invade,” 2006). In Warsaw, about 70 miles southeast of Raleigh, the newcomers have reversed a population drain and boosted tax revenue. Businesses are seeing new customers and a cheap, stable labor supply. On the other hand, school districts see a dire need to address the language barriers. Administrators of school districts are grumbling that the immigrants are straining schools and turning neighborhoods into slums by overcrowding houses and rental units (“Immigrants Invade,” 2006, p. A7).

Course content on understanding how home, school, and community affect the lives and learning of children is needed in STEP. It is imperative that STEP administrators listen to students, teachers, and parents as new approaches are implemented. One such approach is the concept of a comprehensive community school. The driving force is a simple premise: Education does not occur in isolation from the rest of a student's life. Other factors – family, community, businesses, and university partners – play an extremely important role in a child's education. Schools have the power to become the focus of the community by connecting to the daily lives and experiences of children. Working together, the school and community can educate students and strengthen families and communities.

A course in global studies would be complimentary to the STEP curriculum. It could be an interdisciplinary experience, making use of courses, content, and experts from across the university. It should include content on the effects of globalization on culture, politics, and economics while examining comparative historical and political approaches to government. The world has become smaller and more complex through the growth and expansion of technology and more interconnected through economics and politics. Globalization is shrinking the world from a size small to a size tiny as well as flattening the economic playing field (Friedman, 2005). Technology, business, and politics have become interconnected on the planet. Everyone must be prepared to collaborate and compete internationally. The course could entail travel in other countries, preferably in Africa or Latin America.

Various staff development opportunities could be provided to interns, university faculty, and school personnel associated with STEP. The professional development activities recommended by the evaluator are:

- A career development workshop

- A Praxis exam workshop

- An alternative certification program

- A tutorial enhancement workshop

- A school community relations workshop

- A multi-cultural workshop with emphasis on Spanish

- A global studies series on the forces affecting education and life world wide

The staff development activities should be documented so that the interns can receive continuing education credits. This would benefit both student teachers and cooperating teachers.

A long-term formal relationship with graduates of the STEP project should be developed each year to provide the graduates with the opportunity to network with their peers and maintain contacts for the development and enhancement of future school-university partnerships.

#### Recommendations for Teacher Education Generally

The following recommendations are offered for educational leaders to consider for improving the quality of teachers in our schools today.

The results of this evaluation were strong enough to recommend that a year-long internship be required for all prospective teachers. The STEP graduates come from the program with strong pedagogical skills. The students are prepared to begin working with children from

the first day of teaching. They can manage classes well, handling routines with little difficulty. A year-long internship has sufficient time to develop and practice these pedagogical skills. The result is more accomplished, confident beginning teachers.

Mentor teachers are underpaid for their work in preparing new teachers. Their compensation should be commensurate with their contributions. Their work is invaluable to schools and society, in general, and they should be rewarded from state, local, or university funds for their efforts.

Mentor teachers must be provided with release time to observe, evaluate, and help modify student teacher performance. Mentors believed that they could do a much better job if they had more time to spend with the student teachers. Many mentors don't like to leave their classrooms for staff development because of the new accountability requirements.

School and university administrators should need to meet frequently to develop a relationship which will permit them to discuss and resolve issues and problems of teacher preparation. Too often, the university personnel take primary responsibility for initial teacher preparation when it is really a shared responsibility. School personnel have much to offer in the development of new teachers, and this resource must be used by universities if pre-service teacher education is to improve. Partnerships should be very carefully constructed to be sure that all members of the partnerships are included in the program and that all contribute to and benefit from them.

#### Recommendations for Future Evaluations of STEP

This evaluation of the STEP program is only a partial view of the work of the faculty, students, and school personnel involved in the effort. As the program proceeds, greater understanding of the nature of the program and its impact on student teachers, cooperating teachers, university faculty, and students in classrooms can be developed by the following:

- Provide follow up evaluations for graduates of the School Teacher Education Partnership. Consider doing one, three, and five-year evaluations of graduates, particularly in terms of their effect on student learning.
- Set up and create an ongoing, systematic plan for the evaluation of the STEP project. Place emphasis on documentation.

- Evaluation questions should be designed collaboratively by the university administrators and the local education staff. The entire plan should be developed in collaboration between the cooperating teachers, school principals, STEP participants, university faculty, and university administrators—the partners in the School Teacher Education Partnership.
- All graduates and stakeholders should be involved in the evaluation of the partnership and its outcomes.

### Limitations of the Study

The study was limited in scope. Only twelve interns and eight stakeholders were included. The STEP project is based at Elizabeth City State University (ECSU), a collaborative relationship between ECSU's School of Education and the Edenton-Chowan, Elizabeth City-Pasquotank, and Gates County Schools. Three elementary schools in these systems participated: D. F. Walker, T. S. Cooper, and Sheep-Harney, respectively. The study was limited by the willingness of participants to meet and to articulate their reflections about their experience via an interview.

As a result of evaluating a professional development school (STEP), it is evident that a PDS program creates classroom teachers who are better prepared, more self-confident, and have a clearer understanding of what it means to be a teacher than pre-service teachers who participated in a traditional teacher training program. I believe that PDS-trained teachers are better prepared to step into a classroom, have well-developed classroom management skills, and have a clearer sense of theories of teaching and learning. All data were filtered through my personal lens, and these personal biases may have influenced my construction of the phenomenon.

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5. How would you rate the clinical teachers who worked with you as a STEP intern? Please explain.  
                    poor                    fair                    good                    excellent
  
6. How much time did you spend in the classrooms? Please explain.
  
7. How well is the U-STEP partnership working?
  
8. What are the concerns and issues that need to be addressed concerning the partnership?
  
9. What did your clinical teachers do to help you become an effective and competent teacher?
  
10. How are the resources of the program used to support teaching and learning?
  
11. Overall, how effective was the U-STEP program in preparing you for the real world experience? Please explain.
  
12. What are some means in which the U-STEP program can be improved? Please explain.

### **Clinical Teachers**

1. As a clinical teacher, what is your overall rating of the STEP internship? Please explain.  
 Poor       Fair       Good       Excellent
  
2. How well is the partnership working? Please explain.  
 Poor       Fair       Good       Excellent
  
3. How well do STEP graduates perform as teachers? Please explain.  
 Poor       Fair       Good       Excellent
  
4. How well is the partnership managed? Please explain.  
 Poor       Fair       Good       Excellent
  
5. What is the quality of staff development received by clinical teachers in the schools?
  
6. Please describe the organization of the partnership.
  
7. Overall, how many clinical teachers work with students in the STEP program?
  
8. What are some means in which the STEP program can be improved?

**Director of Student Teaching  
STEP Coordinator**

1. How adequately has the STEP project been funded?
2. How are the resources for the project used?
3. How cost effective is the STEP project?
4. What is the quality of the training received by the STEP participants at Elizabeth City State University?
5. How many clinical and university faculty work with students in the STEP program?
6. How does STEP affect the traditional teacher education program at Elizabeth City State University?
7. What is the quality of the staff development received by the clinical teachers in the schools?
8. What are the provisions of the partnership agreement?
9. Who delivers services for the partnership?
10. Who manages the partnership?
11. How well is the partnership working?

## Interview Guide

### Introduction

Hello,

Welcome to the interview process. I am elated to have you as a participant as I gather information for my study.

#### *Purpose Statement*

As a doctoral student at Virginia Tech pursuing the Ed.D. Degree in Educational Leadership and Policy Studies, I am in the process of conducting research for my dissertation. My dissertation is entitled “An Evaluation of a Professional Development School: The School Teacher Education Partnership Project (STEP).”

To conduct my study, I need your help in proceeding with the interview. The purpose of the interview is to evaluate the effectiveness of the STEP project. Please feel free to express views of the STEP project whether they are positive or negative.

#### *Statement of Confidentiality*

Data gathered in the study will be completely confidential. Confidentiality will be ensured by assigning each participant an identification number by which to code all information. In addition, all data gathered will be kept in a locked file cabinet by the researcher.

#### *Permission to Audio-tape*

Please indicate your willingness and permission to be audio-taped by signing the consent form. Your signature indicates that you have read the information and agree to participate in the study. The extra copy of the consent form may be kept for your information and records.

#### *Explanation of why the interviewee has been selected*

The interviewees selected have been interns and stakeholders in the STEP project in the last one to three years. Your input will be quite beneficial in assisting public schools, universities, administrators, and faculty in improving the School Teacher Education Partnerships

program. Your input will help to prepare better teachers. Results of the study will be used for improving the student teaching programs in university education departments. Therefore, the benefits could be valuable for future student interns. Of course public school children will be the ultimate beneficiaries of better prepared teachers. Aggregate results of this study will be made available to participants on request.

## APPENDIX B

### CONSENT LETTER

June 9, 2004

Hello,

My name is Rebecca Ware and I am a doctoral student at Virginia Tech pursuing the Ed.D. degree in Educational Leadership and Policy Studies. I am in the process of conducting research for my dissertation. My topic is “An Evaluation of a Professional Development School: The School Teacher Education Partnership Project (STEP). To conduct my study, I need your help in proceeding with interviews. I am conducting interviews with approximately 15-20 1998-2003 participants of the STEP project. The purpose of the interviews is to evaluate the quality of the teacher education program in STEP at Elizabeth City State University. The results gained will be used to help improve the effectiveness of the STEP Program at Elizabeth City State University.

The interview will take approximately 45 minutes to an hour in a taped session to discuss your perceptions and share your experiences while you were a participant in the STEP Program. The taped session and all other information obtained during this research project will be kept confidential.

If you are interested, I will be glad to share the results of the study with you. Your participation in this research will be completely voluntary, and you are free to withdraw at any time.

May I interview you? Thank you.

APPENDIX C

STEP STUDENTS' AND TRADITIONAL STUDENTS' GRADE POINT AVERAGES

Table C1

*Data for STEP Interns, 1998-2003*

Name	High School GPA	Graduating GPA	PPST/CBT** Reading	PPST/CBT** Writing
STEP Student	3.50	3.80	329	323
STEP Student	3.53	3.30	173	178
STEP Student	2.80	3.53	184	176
STEP Student	3.52	3.60	182	174
STEP Student	N/A*	2.59	176	174
STEP Student	3.46	3.28	326	175
STEP Student	2.61	3.46	180	176
STEP Student	2.76	3.06	182	177
STEP Student	2.85	3.25	326	174
STEP Student	3.40	3.38	182	178
STEP Student	3.08	3.70	176	181
STEP Student	3.50	3.85	329	330
STEP Student	2.46	3.29	177	174
STEP Student (LO)***	2.70	3.30	N/A*	N/A*
STEP Student	2.00	2.59	178	174
STEP Student	3.91	3.06	184	177
STEP Student (LO)***	1.96	3.25	N/A*	N/A*
STEP Student	3.40	3.38	180	178
Mean	3.03	3.32	216.50	194.94
SD	.57	.35	66.26	51.41

\*N/A – Not Available

\*\*PPST/CBT – Pre-Professional Skills Test/Computer-Based Test

\*\*\* - Licensure Only

Table C2

*Data for Traditional Students in the Program, 1998-2003 Student Teachers*

Name	High School GPA	Graduating GPA	PPST/CBT** Reading	PPST/CBT** Writing	PPST/CBT** Math
Traditional Student (LO)***	2.80	2.73	N/A*	N/A*	N/A*
Traditional Student	2.70	3.34	176	174	174
Traditional Student (LO)***	2.70	3.07	N/A*	N/A*	N/A*
Traditional Student	2.70	3.42	176	175	176
Traditional Student	3.00	3.79	178	174	176
Traditional Student	3.53	3.97	335 (CBT)	328 (CBT)	331 (CBT)
Traditional Student	3.91	3.48	184	177	181
Traditional Student	3.40	3.01	180	178	184
Traditional Student (LO)***	2.46	2.73	N/A*	N/A*	N/A*
Traditional Student	2.85	3.11	180	174	178
Traditional Student	2.80	3.74	176	181	178
Traditional Student	3.46	3.39	329	330	327
Traditional Student	2.00	2.73	184	178	183
Traditional Student	3.40	4.00	177	174	173
Traditional Student	2.76	3.07	177	175	179
Mean	2.97	3.31	204.33	201.50	203.33
SD	.49	.43	59.71	59.60	58.80

\*N/A – Not Available

\*\*PPST/CBT – Pre-Professional Skills Test/Computer-Based Test

\*\*\* - Licensure only

## APPENDIX D

### SUMMARY TABLES

Table D1

*Summary Table: Strengths of the Program*

Sources of data Interview Transcripts	Advantages of Program	Summary of data
<p>Interns (6) Cooperating Teachers Principals Director of Student Teaching Supervisor of Student Teachers Dean of the Education Department</p>	<p>Real world of work first hand Knowledge of students in school Longevity of the program Better career choices for interns Positive perception of the teaching career</p>	<p>The program was very instrumental and a strong one for helping interns become better prepared to be good teachers. It offered interns an opportunity to get into the schools and in classrooms to see firsthand what's happening with students while actually preparing to become teachers.</p> <p>The STEP graduates spent a whole year in the classroom. The first semester was spent in observation with a teacher; the second semester was spent in the classroom doing clinical practice. The year-long program had its advantages. The interns got to know the students, and they received information they needed regarding teaching techniques.</p> <p>Prior to the year-long program, the interns spent one semester student teaching, and they did not get all of the nuts and bolts they needed for preparation. The traditional graduate did student teaching for twelve weeks. The STEP graduates spent an academic year in the school. The length of the student teaching experiences in the STEP program was a strong key for the interns.</p> <p>Overall, the year-long program was praised by the school and university administrators because it provided the interns with an extended experience within a school in which they may want to be employed, it provided the administrators with the opportunity to observe the interns over a period of time to determine whether they might be potential candidates for employment in their schools, and it gave the interns an opportunity to determine whether or not education was a career they wished to pursue beyond student teaching. However, it was stated by a few interns that the year-long program was not necessary. They thought that twelve weeks provided them with sufficient experience to enter the teaching profession.</p>

*Note.* This table is a summary of the raw data from tables in Appendix E.

Table D2

*Summary Table: Mentoring*

Sources of data Interview Transcripts	Summary of data
<p>Interns/Student Teachers Principals (3) Coordinator of STEP Director of Student Teaching Supervisor of Student Teaching Dean of the Education Department</p>	<p>The STEP Program provided the interns with quality time with their cooperating teachers. The cooperating teacher served as the intern’s mentor. According to the results of evaluations during the STEP experience, the extended relationship with the cooperating teacher was rewarding.</p> <p>The principals were very selective in identifying cooperating teachers who were the better teachers. The principals assigned the cooperating teachers during the time the interns came for observation. The principals paired the interns with the cooperating teachers. Each cooperating teacher assigned as a mentor actively participated in all staff development sponsored by the university and school system.</p> <p>The principals’ final assessment of interns’ performance on a scale of 1-10 yielded an 8.5 on overall performance. A major part of the assessment was attributed to the quality of mentoring received by the interns.</p>

*Note.* This table is a summary of the raw data from tables in Appendix E.

Table D3

*Summary Table: Relationships with School Systems*

Sources of data Interview Transcripts	Summary of data
Interns/Student Teachers Cooperating Teachers (3) Principals Coordinator of STEP Director of Student Teaching Supervisor of Student Teachers Dean of the Education Department	<p>The university and the school sites had a good working relationship with the students, parents, and the community. The supervisors from the university worked well with the student teachers and other participants at the participating schools. The cooperating teachers served as role models for the student teachers and had a collaborative relationship with the university.</p> <p>However, all did not go well all of the time; there were a few glitches. For example, at intervals, there were lapses in communication between the school sites and the university administrators. Initially, there was good communication between the university and the school sites. At least once a week, someone from the university would visit. There was a first semester meeting with the cooperating teachers and the interns. Everyone was able to come together and share. The coordinator of the program always made sure that the interns were observed and each school was visited in the three counties.</p> <p>After continuous change in administration, there were some obstacles that had an impact on the STEP Program. For example, some university administrators and supervisors did not visit the school sites regularly or ensure that visits took place. In addition, the STEP newsletter was discontinued. The newsletter had served as a major medium for sharing information among STEP participants. Overall, the university and the participating schools worked jointly to iron out the obstacles and to produce a better teacher product</p>

*Note.* This table is a summary of the raw data from tables in Appendix E.

Table D4

*Summary Table: Staff Development – Types and Quality of Staff Development*

Sources of data	Types of staff development workshops	Summary of data
Interns Principals Coordinator of STEP Director of Student Teaching (1) Supervisor of Student Teachers (1) Dean of the Education Department (1)	Effective teacher training Crisis intervention Reading literacy Technology	<p>A series of workshops was used for staff development. These workshops included effective teacher training, crisis intervention, reading literacy, and technology. The interns, cooperating teachers, and administrators were participants in the staff development provided. The four workshops grew out of identified needs at the schools and university. Participants shared ideas in the workshops and thought that the workshops provided opportunities to enhance the quality of teaching and learning.</p> <p>The effective teacher training workshop lasted five days at six hours per day. The components of the workshop were designing lesson plans, teaching lessons, and being introduced to the procedures necessary for the preparation of interns for teaching.</p> <p>The crisis intervention workshop was a full day of helping student teachers get prepared to do their clinical practice. The workshop focused on training student teachers to work with disruptive students. The disruptive students were identified as students who are very active in the classroom and not really focused on learning. Techniques were provided to help the interns handle disruptive students.</p> <p>In the area of reading literacy, the art of identifying reading problems in the classroom was the main focus of the workshop. During the workshop, reading experts worked with the interns. The experts identified the interns' needs and provided training to address their needs.</p> <p>During the technology workshop, interns were taught strategies for using technology in the classroom, such as word processing, spreadsheets, databases, multimedia presentations, the Internet, and Blackboard. However, more intensive training will be needed to address rapid technological advances.</p>
		(table continues)

Table D4 (continued)

Sources of data	Types of staff development workshops	Summary of data
		<p>All of the workshops were designed to enhance the interns' skills and to enable them to become effective teachers. Specialists were chosen to provide the training.</p> <p>The effective teacher training, crisis intervention, reading literacy, and technology workshops were all standardized and controlled by university personnel (Director of Student Teaching, Supervisor of Student Teaching, Coordinator of the STEP Program, and Dean of the Education Department).</p> <p>Throughout the years, there have been changes in the STEP program's administration; however, the STEP program continued because the funds were there and there was commitment among the schools and the university. The administrative changes impacted the cohesiveness and continuity of activities during the transition to the new administrators. During these times of change, the workshops continued to move forward to provide staff development activities for the interns.</p> <p>The university and participating school faculties have served as a team to provide professional staff development activities to the interns. These activities were designed to enhance the interns' skills and potential for developing into effective classroom teachers. Despite some changes in the STEP program's administration, the partnerships developed between the schools and the university efficiently addressed the needs of the interns.</p>

*Note.* This table is a summary of the raw data from tables in Appendix E.

Table D5

*Summary Table: Types of Resources Used to Assist Interns*

Sources of data Intern Transcripts	Types of resources used to assist interns
Interns Cooperating Teachers Principals Coordinator of STEP Director of Student Teaching Supervisor of Student Teachers Dean of the Education Department	<p>Types of resources:</p> <ul style="list-style-type: none"> <li>Travel funds</li> <li>Cooperating teacher compensation</li> <li>Educational handouts (material)</li> <li>Human resources</li> </ul> <p>The resources used were compensation for travel, educational handouts, and human resources (university supervisors, master teachers, cooperating teachers, educational specialists.) The resources were used to meet identified needs at the schools and university.</p> <p>Cooperating teachers were given a stipend of \$150.00 per semester for sharing their expertise. In addition, educational materials (books, handbooks, pamphlets, periodicals) were acquired through allocations from the STEP program.</p> <p>The resources (travel funds, educational handouts, human resources) all enhanced the quality of teaching and learning for the interns. The partnership between the schools and the university addressed the needs of the interns by using the resources appropriately.</p> <p>One of the resources that was not available at first was transportation. Interns had difficulty making arrangements to get to their student teaching sites. Later in the program transportation was provided to meet the need.</p> <p>Most of the resources designed into the program were controlled by the university. This included compensation for pay for the cooperating teachers as well as workshops. As far as any financial benefits coming to the schools, none accrued.</p> <p>The resources were used effectively. The dean of the education department believed that university professors, cooperating teachers, and counselors brought in to help supervise the student teachers gave them good factual background knowledge and expectations before they went out to the real world of work.</p> <p>The human resources of the project were university supervisors, administrative and support personnel, and master teachers located at the various school sites in the districts.</p> <p>The university utilizes various resources hoping that certain selected schools can be identified as professional development schools for their pre-service teachers. These sites had people who were master teachers and others who could model certain behaviors for students to see in an active setting.</p> <p>In essence, the resources were available for compensation for professional assistance, travel, and educational materials to help the interns become prepared.</p>

*Note.* This table is a summary of the raw data from tables in Appendix E.

APPENDIX E

RAW DATA MATRIX TABLES

Table E1

Raw Data Matrix

Acting Director of STEP

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
Acting Director (JD)	Yes, I think it was adequately funded. During its initial years, the first two-year cycles, it was fully funded with \$90,000 to start a program which was designated as STEP – School Teacher Education Partnership. JD, 1/10/05 p. 1, lines 20-23	Interviewee (J): You are just bringing up more strengths that seem pretty obvious to me that I omitted in the strength category. Quite a bit of staff development is provided to the teachers who have been identified as the master or mentors for our students. Ah—in the past as I say as a former director, the teachers were out here on a bi-monthly basis and we had a kind of staff development	Interviewee (J): The resources of the project are used in various ways. I guess to answer that I would look at the resources as in the various categories; that would include human resources and that includes university supervisors and master teachers who are located at the various school sites in the district. We utilize their resources hoping that	It funded a coordinator for the program and allowed some money back to the students. Other resources include money to fund trips to the various schools so they can actually observe master teachers who are demonstrating the behavior that they have read about in class or actually seeing a theory evolve into a classroom	The coordinator of STEP along with the faculty here at the university, which also involves our dean and our chair of the department. All the coordinators like myself, we sit on the ah – University School Teacher Education Partnership as part of the steering committee so we are an integral part of what is	The program is designed to be quite cost effective. Its cost per student depends on how many students we have out on the field. The first year of course it was not as cost effective because we had not identified a sufficient number of students to justify such an extent of \$90,000. We are a very small school as such in the	One strength that we all agree on is the fact that a year-long internship gives the student a better perception of what they are going to be involved in as a career. It also gives them an opportunity to see activities that we assign them develop or model in the practice with school systems,	After looking at results of surveys and teacher comments, I concluded that since we are a very small university, we don't have the manpower that we actually need to be at all of the various sites where the students are placed each and every day so we can only schedule a certain amount of time that we are able to go out and observe and to assist the	As we move from Pasquotank County, then the infrastructure sometimes is not designed for adequate facilities. It is not adequate to accommodate two or three extra adults in the classroom, that is to observe without disturbing the students. JD,1/10/05, p.3, lines 107-109	It is about 80% implemented now and it appears to be doing quite well. When I say 80% implemented, I am saying not every teacher education major is able to get the experiences that we discussed but it is mandatory for elementary education majors and middle grades education majors. Now special	No, I would just say STEP is something that forced the university and the school systems to work closely together, because what happened in the past was that at the university we would perceive the needs of the school system in one way and of course they perceived their needs in a different way. Now that we sit down around the table, we meet at least twice a	

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		activity designed for them. We designed the activity based on the needs of that particular professional development site, but all of the teachers were given technology training by a technology instructional specialist. All of the teachers received training in that area. They received training with our pre-service students so they got an opportunity to see them away from the school and to observe professional behavior at different seminars and at different sites. That is a strength and we do provide teachers with ongoing staff development.	certain selected schools can be identified as professional development pre-service teachers. These sites will have people who are master teachers and others well versed in pedagogical as well as model certain behaviors for students to see in an active setting. JD, 1/10/05, p. 1-2, lines 29-39	practice. JD, 1/10/05, p.1, lines 22-23, lines 36-39 If the students have to travel, we reimburse them for travel as well; that is a strength of the program. We try to accommodate them; if more than one person is going to the same school site, we will get a university vehicle from the school. We will take them there. JD, 1/10/05, p.4, lines 118-121	decided and what happens with STEP; so everybody has their input and so we don't always agree all the time because at a university, it is a territorial type thing but we do all agree that pedagogical involves a lot more than acting, you know we all agree that content is very important. JD, 1/10/05, p.5, lines 167-174	Teacher Education Department. We have now redesigned the project so it is more cost effective. The students have longer to see and observe the various behaviors. JD, 1/10/05, p. 2, lines 47-53	with actual students, with master teachers, modeling the behavior, that is a strength there. JD, 1/10/05, p.2, lines 63-67 Another strength is that we can no longer look at student teaching as 10 months of clinical experience, but if you total all of the field experience for the prospective teacher, it is really a year and a half. We start them doing field experience once they	teachers. JD,1/10/05, p.3, lines 88-92, lines 94-98 A weakness is limited staff at this university because we are very small. We live in a rural area and students are placed sometimes two hours away from the university campus and it's very, very difficult to get there and back and have classes on that particular day. Those are two serious weaknesses that can be identified. JD,1/10/05, p.3 Students have stated that they are not able to work their senior year because they		education majors are also required to do the year-long experience and so we have the other areas, content areas, secondary areas that are being phased in, in the coming year, so evidently it is working quite well. JD,1/10/05, p.5 have always had good students but I would say the quality of the experiences has changed because of STEP. Even though researchers have talked about professional development schools for a decade or	semester and we are able to look and evaluate the differences and the needs of our students as well as their students and the needs for themselves. Now they see us in a different light. They are able to see us as someone who is not dictating but working hand in hand to produce a better student product, so in the past we were not extremely close. We did not have a good congenial relationship I would say. It has, because of STEP, gotten much better. JD, 1/10/05, p. 5, lines 189-199	

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		<p>JD 1/10/05, p. 4, lines 126-137  However, to determine staff development, we do a need analysis and we get that through surveys and teachers actually picking up the phone calling and saying, "Your student mentioned this, and I am not quite sure what she is talking about." We would then do a survey and determine how many others need that particular training and then we would set up that training with the person who is best able to provide that service to those teachers and as I say that would depend on individual school sites in different</p>					<p>become sophomores and they do approximately 160 hours before they can participate in the STEP Program. So the strength is they are able to observe actual teaching practices for a much longer period of time. The strength is also that in actually observing something for a year or more you really get an idea about whether you want to do this for the rest of your life or to embark on this for a</p>	<p>spend most of their time at the various school sites. Again, they see that as a weakness. We see that as a necessary component and a necessary part for STEP to be effective.  JD,1/10/05, p.3</p>		<p>more, in a small rural area we did not necessarily embrace it as it should have been, but because of STEP we can look at various school sites and select various teachers and rate them and we can determine which teacher is best to demonstrate which behavior to our students. So in that sense, it works very well.  JD,1/10/05, p. 6</p>		

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		<p>counties. JD, 1/10/05, p. 4, lines 139-145 Interviewee (J): As I shared with you, I participated with teachers in the technology one and this is more than how to use a computer. It also involved the N. C. Standard Course of Studies which are the standards and indicators that every teacher in the state of North Carolina follows. It ensures that each student gets what he or she should at the various levels. At this particular training, teachers were taught how to access the standard online, how to develop certain strategies because it had a university professor and</p>					<p>career. JD,1/10/05, p.2 Another strength will probably be in that you are able to witness the behavior of the students in an active classroom environment rather than theoretically talking about it for much longer periods of time. JD,1/10/05, p.2-3, lines 74-77 Another strength is a lot of theories or so forth that you read about, you can observe those theories at the site. JD,1/10/05, p.3, lines</p>					

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		<p>master teachers and National Board Certified teachers there demonstrating and lecturing on how to provide certain services for students with disabilities, how to utilize the various on-line services for the students and various sites that students could use to assist them with their homework and it was just very, very helpful to the teachers. Ah – other workshops have been in the area of reading, art of identifying reading problems in the classroom and we had actual reading experts to come in and to work with them. Those are just a few of the ones that I can remember.</p>					79-81					

Source	Funding/ Revenue	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		Once the need is determined then we provide the training. JD, 1/10/05, p. 4-5, lines 149-163										
Summary	The STEP project operates on adequate funds.	The needs for staff development for STEP interns are determined by surveys and needs assessments.	Resources include university supervisors and master teachers.	STEP funds a coordinator for the program as well as money to fund trips and staff development.	The coordinator, faculty, staff, dean and chair of the department all deliver services for STEP.	STEP is quite cost effective. Its cost per person is dependent on the number of students on the field per semester.	STEP provides a better picture of career choices to interns. The year-long internship gives the student a better perception of the teaching career.	Limited staff at the university prevents the staff from visiting daily due to the time allotted for travel.	The infrastructure of some school sites is not designed for adequate accommodations for observation.	The partnership is doing well and other areas have phased in.	STEP improves relationships with schools.	

Table E2

## Raw Data Matrix

## Principals

Source	Strengths	Resources (other than money)	Staff development	Diversity	Weaknesses of STEP interns	Mentoring activities	Evaluation of partnership	Working accommodations	Relationship with school systems	Miscellaneous
Principal EI	It appears they are very knowledgeable in content when they are interacting with the students. They have questions sometimes since they are coming in new to teaching. EI, 3/1/05, p. 1, lines 17-19	Yes, I think the university supervisors at Elizabeth City State would appear on my campus to observe the students. EI, 3/1/05, p. 2, lines 41-43	They participated whenever any teacher was on my campus. I required them to participate with the teacher. When they are tenure with each teacher, they participated in staff development activities. Whatever the cooperating teacher was to do, the interns participated in the activities of the cooperating teacher. EI, 3/1/05, p. 2, lines 48-50 Also the interns put a lot in and the community put a lot in to training those students. To train the students with		I didn't ask but I do not want to quote a fee but I do know that what was shared with me was not comparable or expected for the program's highly qualified cooperating teachers. EI, 3/1/05, p. 4, lines 137-139 Something I noticed was lesson planning was sometimes a question. They had the central components for lesson planning, but needed to work on classroom management. EI, 3/1/05, p.	The major difference was when the students came to do their observations, they were assigned to a cooperating teacher in the program. That's when I first paired them up with who was going to be their cooperating teacher. The student or the teacher always knew that. The STEP program I think provided the student with time with their cooperating teacher. I think the extended relationship was really good and positive. When students came back to our campus, it	I think it's a really good partnership. I received some good candidates that I wanted to hire for various reasons. EI, 3/1/05, p. 2, lines 54-56 I think it's working very well. In the very beginning I think there was a shortage of teachers in the program for STEP teachers available for the program but I think we have seen a lot of improvement since that time. There's close communication between the school and the university. Any time there's a concern all we had to do was to	The environment we were in they always had their own desk, something like that or a table – they always had good accommodations. But their work environment was the same as the teachers. EI, 3/1/05, p. 4, lines 156-157	Again, I thought it was a very positive program. The students were enhanced with the year-long experience versus the traditional method of coming to the classroom for eight weeks for their student teaching. As for a lot of cooperating teachers, STEP needs to provide additional compensation to those individual teachers. They provided so much more work versus your traditional experience for cooperating teachers. We had an excellent relationship.	

Source	Strengths	Resources (other than money)	Staff development	Diversity	Weaknesses of STEP interns	Mentoring activities	Evaluation of partnership	Working accommodations	Relationship with school systems	Miscellaneous
			knowledge and wisdom means that the STEP students were greatly enhanced. They should come up with other ways to expand the counties involved. EI, 3/1/05, p. 4, lines 140-149		1, lines 24-27	wasn't a first-time experience; they were able to continue with our day-to-day operations. EI, 3/1/05, p. 2, lines 105-111 Well I would only assign - the cooperating teacher did the predominate part of the mentoring. I would late always pull them aside as either a group or more one-on-one conversation. The cooperating teacher provided them with the mentoring that they needed. EI, 3/1/05, p. 3, lines 83-85 I was very selective as to who I asked to be a cooperating teacher and everybody wasn't selected to be a cooperating teacher that	get in touch with those involved from the university. EI, 3/1/05, p. 2, lines 60-63		EI, 3/1/05, p. 4, lines 129-132	

Source	Strengths	Resources (other than money)	Staff development	Diversity	Weaknesses of STEP interns	Mentoring activities	Evaluation of partnership	Working accommodations	Relationship with school systems	Miscellaneous
Summary EI	STEP interns are very knowledgeable	STEP provides ample resources for interns.	STEP interns participate in all staff development activities.		STEP interns make improvements in areas as needed.	asked to be a cooperating teacher. EI, 3/1/05, p. 3, lines 91-92 On a scale of 1 to 10 I would say that the candidates were really 8.5 students. EI, 3/1/05, p. 3, lines 77-78 The mentoring promotes good and positive images for future role models.	STEP promotes a close communication between the school and the university.	STEP provides a good working environment.	STEP improves relationships with schools.	

Table E3

## Raw Data Matrix

## Principals

Source	Strengths	Resources (other than money)	Weaknesses of STEP Interns	Mentoring Activities	Evaluation of Partnership	Working Accommodations	Relationship with School System	Miscellaneous	Staff Development
Principal SI	Well I can truthfully say that we did receive some top students and they were very skilled students and they were very skilled in all areas in the STEP program at Elizabeth City State University. In the very beginning there was a possibility that they could have had more training in technology. In the beginning with some of the first STEP teachers, incorporating technology in the classroom was a weakness. However, as	Yes, everything that the regular teachers used, the STEP teacher had access to it also along with the staff development that was provided for the regular teachers and staff. STEP was treated as they were a regular teacher on the staff. SI, 2/21/05, p. 3, lines 109-111	Probably if there was a larger selection of more students in the program at its beginning. I think we started out with a very few students and didn't have as many as we needed in the beginning. It's very difficult because sometimes we have so little STEP teachers on campus because they just were not available. So I think identifying those prospective teachers early on in the education program would be a big benefit. SI, 2/21/05, p. 3, lines 99-103 That's a good question. Just continue very	Well the State of North Carolina requires that beginning teachers have to have a mentor to work with teachers during the school year. Along with that the same is given to STEP teachers who work along with the teacher, they get the same type of staff development, staff development is something that is ongoing that the teachers are involved in county-wide and also at the university. It is ongoing staff development.	I just want to encourage them to continue the good work and do all they can to make this program grow. Without a doubt with those experiences that those STEP teachers get from the school would be an asset to them. With the time they are on the campus because they are at the school setting longer now than they were originally. So continue that and identify those students earlier in the program so there will be a large pool of applicants for the program. SI, 2/21/05, p. 3-4, lines 127-131 I think it's working very well. In the beginning I think		Very good relationship. SI, 2/21/05, p. 2, line 72 I think it's working very well. In the beginning I think there was a shortage of teachers in the program for STEP teachers available for the program but I think we have seen a lot of improvement since that time. There's close communication between the school and the university. Any time there's a concern all we had to do was to get in touch with those involved. SI, 2/21/05, p. 2, lines 57-61 Yes it is. Because on a regular basis we also have representatives from the university		Yes it is. Because on a regular basis we also have representatives from the university to come out to our campus, we also have an opportunity to go on the university campus for staff development to conferences and workshops and things of that sort. SI, 2/21/05, p. 2, lines 65-68 STEP students really worked with the cooperating teachers at our school, really received the same type of staff development that our teachers received. They also received

Source	Strengths	Resources (other than money)	Weaknesses of STEP Interns	Mentoring Activities	Evaluation of Partnership	Working Accommodations	Relationship with School System	Miscellaneous	Staff Development
	we continued to work with those students, they improved in that area. SI, 2/21/05, p. 1, lines 19-24		early in the prospective teachers' program to identify those students who we think will become good quality teachers. Very early, I know we have improved in that area, but we still need to put more emphasis on the identification of those prospective teachers early on when they enroll at the university. SI, 2/21/05, p. 3, lines 91-94	SI, 2/21/05, p. 2, lines 76-80 Yes, because it re-assures that students in the STEP Program were exposed along with our so-called best teachers to get those experiences. SI, 2/21/05, p. 3, lines 85-86	there was a shortage of teachers in the program for STEP teachers available for the program but I think we have seen a lot of improvement since that time. There's close communication between the school and the university. Any time there's a concern all we had to do was to get in touch with those involved. SI, 2/21/05, p. 2, lines 58-62 I was very impressed with the caliber of the students that we received in the program and with the training they received. I think I would rate them really at the top. SI, 2/21/05, p. 2, lines 41-43		to come out to our campus, we also have an opportunity to go on the university campus for staff development to conferences and workshops and things of that sort. SI, 2/21/05, p. 2, lines 65-68 I would say yes, because they had a very close working relationship with the university and of course our superintendent's office and staff. I think everything was used efficiently to support them in all areas. SI, 2/21/05, p. 1, lines 34-36		STEP benefits from the university along with the cooperating teachers and also the principal was involved in staff development also. So that was provided on a regular basis. SI, 2/21/05, p. 2, lines 57-61

Source	Strengths	Resources (other than money)	Weaknesses of STEP Interns	Mentoring Activities	Evaluation of Partnership	Working Accommodations	Relationship with School System	Miscellaneous	Staff Development
Summary SI	STEP interns show skills in all areas of training.	STEP provides ample resources for interns	STEP makes improvements in areas as needed.	STEP provides quality mentoring experiences.	STEP provides quality training.		STEP improves relationships with schools.		STEP interns benefit from staff development activities.

Table E4

## Raw Data Matrix

## Principals

Source	Strengths	Weaknesses	Resources (other than money)	Evaluation	Staff Development	Relationship with Schools	Mentoring Activities	Working Accommodations	Diversity	Miscellaneous
Principal YWI	It appears that they are very knowledgeable in the content areas as they interact with the school children. Overall, STEP graduates perform very well. They are usually placed with a strong cooperating teacher at the respective school. Those cooperating teachers really get the student teachers prepared to do their clinical practice in every way. Since they are trained well, they usually perform well, when it comes to teaching in the schools. YWI, 4/12/05, p. 1, lines 19-21	In the beginning, some of the first STEP interns experienced incorporating technology in the classroom as a weakness. However, as we continued to work with those students, they improved in that area. YWI, 4/12/05, p. 1, lines 21-23	Frankly speaking, I would say yes, because they had a very close working relationship with the university and of course the superintendent's office and staff. I would say everything was used efficiently to support them in all areas. YWI, 4/12/05, p. 1, lines 28-30	Overall, I would rate them at the very top, on a scale of 1-10, I would rate the intern teachers at 9.5. I was very impressed with the caliber of students received in the program and the training that they received. YWI, 4/12/05, p. 2, lines 36-38 The student teacher is exposed to much more as far as visiting, involvement with the students, and involvement with the community when comparing the STEP Program to the old program. In my opinion, the U-STEP Program was much better	The student interns participate in effective teacher training, as well as another workshop called Crisis Intervention. Crisis Intervention consists of a full day to help student teachers get prepared to do their clinical practice. The Crisis Intervention is designed to help teachers get prepared when there are disruptive students; students who are not really focused on learning. On the other hand, Effective Teacher	Yes it is. On a regular basis there are representatives from the university who come out to the school site. Also, at various intervals, principals are invited to go on the university campus for staff development, to conferences and workshops and similar events of this sort. So, in essence there is a good working relationship with the school. YWI, 4/12/05, p. 2, lines 60-64 What is working well	In the state of North Carolina, beginning teachers have to have a mentor to work with teachers during the school year. The university provides mentoring from the university part, the university supervisors go out to the schools to supervise the student teachers during their clinical practice. So we have a cohesiveness and working relationship with the state of North Carolina and the university.	I would say that the working accommodations were adequate. The student interns always had their own desk, and the same space that the cooperating teachers had. The STEP interns were treated as if they were regular teachers in regard to the working accommodations. YWI, 4/12/05, p. 3, lines 81-83	Under the direction of the university and the cooperating teacher, the STEP interns realize that in every classroom there is diversity, gender, sex, ethnicity and all. Therefore, their lessons are planned and designated to meet those individual needs. YWI, 4/12/05, p. 3, lines 101-102	

Source	Strengths	Weaknesses	Resources (other than money)	Evaluation	Staff Development	Relationship with Schools	Mentoring Activities	Working Accommodations	Diversity	Miscellaneous
				<p>developed and provided a high quality program for students. Overall, the benefits of the program are substantial. It gives the interns an opportunity to develop or model in the public schools with actual students and master teachers. So overall, the U-STEP Program was highly developed and a better quality program than the traditional one. The collaborative efforts of the university and the partner schools have produced positive results for the teachers, principal and other staff who have enhanced the year-long project.</p> <p>YWI, 4/12/05, p.</p>	<p>Training helps the student interns to design lesson plans, teach lessons, in essence go through all of the things necessary to help them to get prepared to go out and teach.</p> <p>YWI, 4/12/05, p. 2, lines 42-48</p>	<p>with STEP is the working relationship and the partnership that exists between the university and the local school system. As a principal of a local school, it is evident that the local school system wants to be actively involved with the university because one can depend on the university to send young quality teachers.</p> <p>YWI, 4/12/05, p. 2, lines 53-56</p>	<p>In essence, they get the same type of staff development that the teachers are involved in county-wide and also at the university. It is on-going, the staff development.</p> <p>YWI, 4/12/05, p. 2, lines 61-74</p>			

Source	Strengths	Weaknesses	Resources (other than money)	Evaluation	Staff Development	Relationship with Schools	Mentoring Activities	Working Accommodations	Diversity	Miscellaneous
Summary YWI	STEP interns perform well.	STEP interns improve in the area of weaknesses.	Resources are efficient for STEP.	3, lines 88-95 STEP Program provides high-quality training.	STEP prepares interns for the real world.	STEP improves relationships with schools.	STEP acquires quality state, local, and county-wide mentoring.	The working accommodations are adequate for STEP.	STEP meets the individual needs of diversity.	

Table E5

## Raw Data Matrix

Source	Strengths of STEP	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
Director of Student Interns C/SI	I see the STEP project as very instrumental and a strong one for helping young students to become better prepared to be good teachers. The way this program is set up it offers students an opportunity to get into the schools and in to the classrooms to see first hand what's happening with students as they are prepared to become good teachers. C/SI, 1/10/05, p. 1, lines 25-29	We started out with what we call effective teacher training which lasted for five days at six hours per day. Then we also offer another workshop that is called Crisis Intervention. That is a full day to help student teachers get prepared to do their clinical practice. In the Crisis Intervention, which we just started not long ago, it is designed to help teachers get prepared when there are disruptive students, students who are very active in the classroom and not really	Yes, the resources were used. Yes, such resources as the university professors, cooperating teachers, and counselors were all used and brought in to help supervise these student teachers and give them good factual background knowledge and the expectations before they go out. C/SI, 1/10/05, p. 4, lines 113-116 As I mentioned earlier, the effective teacher training. We	Resources include money to fund trips to conferences and reimbursement for travel to the school sites. C/SI, 1/10/05, p. 2, lines 113-115	The partnership is managed by me, by the university professors and by the Deans and the Chair of the School of Education. There are a number of sources in the surrounding areas who are participants in the STEP Program. Therefore, they have trained teachers in their schools to come out and help us and take these student teachers as we send them out. C/SI, 1/10/05, p. 2, lines 54-58	Well, we can always ask for more money and more funds to have more manpower in helping with STEP. Currently, it is a good process of getting teachers prepared and I don't see a lot of improvement that's needed. C/SI, 1/10/05, p. 3, lines 90-92	The traditional graduate only did student teaching for twelve weeks. The STEP graduate spends a whole year in the school. For instance, they spend the first semester in observation with a teacher. The second semester they go back into that classroom and do their clinical practice. The advantage to that is they know the students and	Well, we can always ask for more funds to have more manpower in helping with STEP. Currently, it is a good process of getting teachers prepared and I don't see a lot of improvement that's needed. C/SI, 1/10/05, p. 3, lines 90-92	Overall, the working areas are not adequate to accommodate everyone involved from the university along with the cooperating teachers in the classroom without disturbing the teachers. C/SI, 1/10/05, p. 4, lines 63-67	The traditional graduate only did student teaching for twelve weeks. The STEP graduate spends a whole year in the school. For instance, they spend the first semester in observation with a teacher. The second semester they go back into that classroom and do their clinical practice. The advantage to that is they know the students and their teacher and they have all the general information they need, but prior to that	I think what is working well with STEP is the working relationship and the partnership that exists between the university and the local school system. The local school system wants to be actively involved with the university because they can depend on us to send them quality young teachers. C/SI, 1/10/05, p. 4, lines 83-86 The partnership is working very well for a number of reasons. Number one, there is a real main teacher	

Source	Strengths of STEP	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
		focused on learning. So we are really preparing some techniques to help them to handle those kind of students. In Effective Teacher Training, this is where they design lesson plans, they teach lessons, they do go through all the things necessary to help them get prepared to go out and teach. C/SI, 1/10/05, p. 2, lines 63-72	brought in a young lady from Bertie County who is the Director of Personnel and the Director of Instructional Services to give us thirty hours of instruction for our student teachers. We brought in a young lady from Albemarle Mental Health to work six hours on crisis intervention. So the resources are available to help them be better prepared. C/SI, 1/10/05, p. 5, lines 164-169				their teacher and they have all the general information they need, but prior to that they only sent the students out for one semester and they did not get all of the nuts and bolts they needed to be prepared. So the longevity of the STEP Program is really a strong key. C/SI, 1/10/05, p. 6, lines 210-217			they only sent the students out for one semester and they did not get all of the nuts and bolts they needed to be prepared. So the longevity of the STEP Program is really a strong key. C/SI, 1/10/05, p. 6, lines 215-217 The way STEP is set up here, our teachers are prepared to meet the standards necessary for the respective schools. We have principals to come in and talk to our students teachers, we have personnel	shortage across the state of North Carolina and Northeastern North Carolina. In Northeastern North Carolina, we need teachers, but the best part of that is that we need good teachers. STEP is designed to help us produce good teachers here at Elizabeth City State University. With STEP, what we do is make sure that those students get out to the schools and learn all that they can. Basically, the nuts and bolts of teacher education is about preparing the teachers for the classroom.	

Source	Strengths of STEP	Staff Development	Resources (Other Than Money)	Expenditures	Service Delivery	Cost Effectiveness	Strengths of Graduates	Weaknesses of Graduates	Working Accommodations	Evaluation of the Partnership	Relationship with School System	Miscellaneous
Summary	STEP Program prepares interns to become good teachers.	Staff development helps students prepare for work.	Resources were used to compensate human personnel.	Expenditures provided money for trips and reimbursement for travel.	The partnership service is delivered by the university professors, dean, chair of the department, and mentor teachers.	More funds added improves the manpower of STEP.	The year-long program is a major component for improvement.	Adequate travel funds and site distances need improvement.	The working accommodations for STEP need improvement.	STEP provides the interns with real life experiences.	STEP improves relationships with schools. The partnership with the school and university promotes an excellent relationship with STEP.	directors to come in and talk with them so they have a pretty general idea that they are a part of that school system and what they are to do when they get there. C/SI, 1/10/05, p. 6, lines 210-216 C/SI, 1/10/05, p. 2, lines 34-41

Table E6

Raw Data Matrix

Director of Instruction, Educator

Source	Resources	Staff Development	Strengths	Weaknesses	Evaluation of the Partnership	Relationship with School System
LPE Director of Instruction, Educator	As far as any financial resources coming to the local schools, none of that occurred. Most of the resources that were designed into the program were controlled by the university. This included compensation for pay for the cooperating teachers as well as staff development workshops. LPE, 8/1/05, p. 7, lines 165-208	There were no invitations to participate in professional development. At some points, local education teachers were asked to share information when the university was going through accreditation. Other than that, there was no recollection of any staff development offered by the university. LPE, 8/1/05, p. 2, lines 50-76	The original design of the program, the quality of the in-service, was high. The training was fair in meeting the specific needs of the school system. We assured the interns that came into the school system that they would be the first ones that we would look to when we were looking at hiring practices. Most of the students come out realizing that teaching is a profession and not just a job. So the interns have a clear understanding of what it takes to be a high quality teacher. LPE, 8/1/05, p. 4, lines 125-152	The partnership has great potential. However, it has not been as successful as it could be. There are a number of areas where it needs to be strengthened to maximize benefits for the interns. The interns lack the full resources that are available to them from a local education standpoint had not been tapped into. LPE, 8/1/05, p. 6, lines 170-184	The program was there, because the money was there. However, the people coming on board in the leadership roles didn't fully understand the impact of the ownership the way it was intended. However, the quality of the program has been high. The design of the program does cost instruction to provide high quality mentors preparation for working with interns. LPE, 8/1/05, p. 4, lines 110-120	The novelty of the program began to wear off gradually. Transitions in leadership denied the program continuity of effort. The program has had three directors and three clinical coordinators in three years. There has been failure to sustain the initial enthusiasm for the program. This has resulted from the personnel changes within the partnership and the interns' voluntary nature. Changes in the directorship of teacher education and other leaderships within the partnership, including superintendents and principals, necessitated establishments of contacts in the partnership schools. LPE, 8/1/05, p. 5, lines 120-1125
Summary	Staff development was provided and controlled by the university	Staff development was provided but staff development was limited with the university.	The interns gained high quality in-service training.	The interns' full resources have not been tapped in.	Overall, the design of the program did not provide ownership in the way it was intended. However, the program provides high quality preparation for interns.	The transition in leadership denied the program continuity of effort. Overall, there was failure to sustain the initial enthusiasm for the program between the school and the university.

Table E7

## Raw Data Matrix

## Coordinating Teachers

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
Cooperating Teacher (EH)	Any workshops that we attend, they could attend any of the workshops. Sometimes we would have writing workshops or reading workshops and it would be like staff development for the faculty and they were allowed to participate in those staff development activities. Anything that was asked of us, the student teachers were able to participate in. 3/2/05, EH, p. 2, lines 79-82	I would say yes, the university and the school site had a good relationship. 3/2/05, EH, p. 3, line 101 The time that the students have to be in the classroom with that one teacher I think was excellent. They get to build a relationship with the teacher. They get to build a relationship with the students and the parents, and the people in the school get to relate to the student teacher. 3/2/05, EH, p. 3, lines 93-96 But the years that I worked with it when we had that communication, at least once a	Organization. If they get to stay in the classroom and see the beginning and stay here long, they get to see the beginning of a classroom organization and the end of classroom organization. I've seen them actually leave my room as a STEP student teacher and go into their own classroom and they are able to set up their classrooms with little difficulty or they would come and say, "Come and see my room, how does it look?" And sure enough,	The ones I've had they have been excellent. And they have gone on. I've had one, the first one, a K-2 teacher or a pre-K teacher in the school system. And she is doing an excellent job. Then the other one is or was a kindergarten teacher and she's a pre-K teacher now. She worked in Virginia and she is working in North Carolina now. I've	I think the program is excellent. Just being able to see the program unfold at the beginning to the end to be able to experience the real life teacher experiences from all aspects, surely turns out a quality teacher. Quality teachers are highly needed today for this diverse, ever-changing technological world. 3/2/05, EH, p. 4, lines 163-166	They had a chance to observe the children and once they observed when they got ready to teach like the second semester they already knew which children would need, and the like for instruction, whether they were visual learners or just regular learners. 3/2/05, EH, p. 4, lines 135-138	I think the program is excellent. Just being able to see the program unfold at the beginning to the end to be able to experience the real life teacher experiences from all aspects, surely turns out a quality teacher. Quality teachers are highly needed today for this diverse, ever-changing technological world. 3/2/05, EH, p. 4, lines 143-150 No because from my experience	So they actually got to work with the children. They got to know the children. They got to know their learning styles. They got to know the rules and discipline procedures in the school. So when they got ready to actually do the actual teaching in the classroom, they wouldn't have to worry about getting used to the children or the children getting used to them because that had already been established from the beginning of			

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
		<p>week we saw someone from the university and we also had like a first semester meeting with the clinical teachers and of the three counties we got to meet and we got to share. We were actually taking computer courses, and we used to do a lot of things, but now we don't do anything but see the student teacher and the supervising teacher when she comes.</p> <p>3/2/05, EH, p. 2, lines 57-61</p> <p>The coordinator of the program always made sure that she came and visited each clinical teacher. She visited at each site in the three counties and she made sure that</p>	<p>everything was in place and in order and ready for the children when they come in.</p> <p>3/2/05, EH, p. 1, lines 20-25</p>	<p>had a chance to visit her class at the beginning of the school year. In fact, she called and said, "You've got to come and see my class!" I walked in and I was very impressed. In fact, she was nominated Teacher of the Year, the first year of teaching.</p> <p>3/2/05, EH, p. 2, lines 42-48</p> <p>We could only do one. Because of the year long. And usually we always get a student teacher like in January and it was</p>				<p>with the STEP program the first year the students came to me and visit maybe twice a week and then the following year, their senior year, they came and they stayed with me for the beginning of the school year, and they were with me like two or three days during the week for the first semester.</p> <p>3/2/05, EH, p. 1, lines 29-32</p> <p>We got \$500.00; now we get \$200.00. You need that middle man and that professional person to set up. We need that advocate, that coordinator.</p>	<p>the school year.</p> <p>3/2/05, EH, p. 2, lines 33-38</p> <p>Yes. In fact they used technology effectively. For those of us who have been in the system for a long time, we knew something about technology, but I would say not computer literate. A course was offered to help us in that area which gave us a little credit. Plus we could help our student teachers and we could e-mail them and all of that type of technology. It was really a nice set up. It got everyone involved and</p>		

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
		she took one day out of the week to come and visit. She would sit in the classroom, observe, assist if she needed to assist, ask questions. If there were things that we felt we needed to help the student teachers in getting them adjusted to the sites that they would be doing their student teaching. She would think of ways to ease the process for us and for the children. Like if they had problems getting to the site when it was just the observation period or conflicts with their classes, we could talk with her because the student teachers		always the second semester. 3/2/05, EH, p. 3, lines 87-88			When you have a new program, I noticed there was a decrease in that. Would you like to know how much we got? We're like doctors for these students. They're doing their intern under us. It's just like doctors doing their residency. We're sort of directly – if they stumble and make a mistake while they're – you can stumble somebody for life. 3/2/05, EH, p. 4, lines 154-159	we gained something from it – the teacher and the student teacher and the students. 3/2/05, EH, p. 3, lines 125-130			

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
		<p>would have talked with us and say, "I'm having a problem – I need to be here to observe but I have this class. Do you have any suggestions?" And then we would sort of brainstorm and think of ways where she could do a little written report or something. Or she could do a little portfolio or something, bring it back to the school. Do a report or a project that the children could do and then that student teacher would get credit. They wouldn't be penalized for not being with us. They were still indirectly being involved with the classroom. You</p>									

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
		<p>need that coordinator there to bridge that gap between the university and the public school.</p> <p>3/2/05, EH, p. 3, lines 107-121</p> <p>So I was going to ask you how well is the partnership managed. So you are saying in the beginning it was managed better?</p> <p>In the beginning we actually had a newspaper that we did, Stepping Up or Keeping Up With STEPS or something.</p> <p>We would play the information from the different counties and even people who were involved in the education department – accomplishments they had made, and they would be published in</p>									

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Graduates	Diversity
Summary		<p>the little newspaper. And then the newspaper would go out to all the clinical teachers. We had a relationship. We went on tours to visit other schools to see how their programs were set up. 3/2/05, EH, p. 2, lines 63-71</p> <p>STEP improves relationships with schools.</p>	<p>The STEP interns have proven to be excellent teachers. The year-long project provides an excellent program and produces quality teachers.</p>	<p>The school and university were instrumental in providing service delivery adequately.</p>	<p>STEP promotes quality teachers which is a need today.</p>	<p>The year-long project improves classroom management.</p>	<p>The cooperating teacher, university supervisor and principal all promote mentoring.</p>	<p>STEP interns relate well in the classroom.</p>		<p>The coordinator provided the groundwork for quality interns in STEP. The year-long project provides excellent program and turns out quality teachers.</p>	

Table E8

Raw Data Matrix

Coordinating Teachers

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Diversity	Readiness for Classes	Weaknesses	Miscellaneous
Cooperating Teacher (UH)	Once they come here with us? One thing that they are required to do they attend our faculty meetings. They go with us to faculty meetings. If we have some on-site workshops we ask them to attend those meetings if they like. And they are welcome to come to anything that we have. 3/2/05, UH, p. 2, lines 35-38	Yes, yes because we always see for example, the supervisors from the university, always out here talking with the teachers who have the students. They are always talking and once they come and observe them then they talk about things. From the observation, I would say yes. 3/2/05, UH, p. 3, lines 76-79	Oh I think it's much better than the traditional. I'll use myself as an example from when I graduated back in '84 and when I did my student teaching it was only 6 weeks and it wasn't as intense and as much going on as it is now because now they take the section of teacher training which we didn't have when we were coming through. Of course now they take longer in the classroom which we didn't have, we did like 6	I think it's excellent. I really do, I think it's excellent. 3/2/05, UH, p. 4, line 139	I think it is working pretty good. It's working well. We have the teachers that come in and do the student teaching and then they work with the teachers. They seem to get along very nicely. So I think it's going well. 3/2/05, UH, p. 1, lines 16-18 The process - at one time the student teachers I think were only doing something like for 4 or 6 weeks, depending if they were already in the school system. But now the	Yes, yes because then they get familiar with the rules and procedures of that classroom. 3/2/05, UH, p. 3, lines 119-120	Yes, we do especially this year say after they finish student teaching, we hire new teachers, our principal will assign them to a mentor and during the school year we meet with our mentors often, maybe once or twice a month, especially in the beginning. We have a mentoring program set with our county at the very beginning of school	Yes, diversity, yes because we also have not just the normal black and white but we have some Spanish-speaking students that have moved into the area. So yes, most definitely. 3/2/05, UH, p. 4, lines 151-153	Oh yes, no doubt. 3/2/05, UH, p. 2, line 57	We've also experienced some teachers who have had problems with the classroom management part, not so much as bringing the information, but classroom management. But overall we've seen some very good - we've had some good candidates. 3/2/05, UH, p. 1, lines 24-26 That still seems to be - it's not that they don't know the technology because I think they get a very good background from the university, but sometimes they	Improvement of STEP

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Diversity	Readiness for Classes	Weaknesses	Miscellaneous
			<p>weeks. We really didn't get a good feel for the classroom like you do now. 3/2/05, UH, p. 4, lines 129-136</p>		<p>program has changed where they all have to do 12 weeks. Which I think is good. Plus the year-long program where they have made it year long, where they come in and observe, and they get familiar with the class and then when it's time to do the observation the students are all ready for them. So that makes it very good. 3/2/05, UH, p. 2, lines 47-52 I think STEP is really good. I feel like they are really sending more prepared students to the school system with much better</p>		<p>before they come in where they meet and we talk and go over a lot of things. We give them classroom management books, Harry Wong. We take them through that process and then after they come to the school where we are, they are assigned a mentor and then we work with them. We help them with lesson plans. We observe them. We look at them. We kind of show them things or try to help them</p>		<p>are a little leery on using it. And so sometimes we as clinical teachers we try to encourage them to use technology in their lesson plans. 3/2/05, UH, p. 2, lines 61-64 What we see is still classroom management I think is a big thing – is a weakness, but so far it's how they carry the class, how they're here on time, you know ready, preparation is ready, but still they're just a little leery with classroom management. 3/2/05, UH, p. 2, lines 69-72</p>		

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Diversity	Readiness for Classes	Weaknesses	Miscellaneous
					background, much better background and I think they are better understanding how to do lesson plans. They are getting a better understanding of classroom management, you know what it is, what it's about. So I think it's really come a long ways. 3/2/05, UH, p. 4, lines 143-147		along the way. We also this year took our mentors out to dinner just to make them feel at home at our school. So we do a lot of things for them. 3/2/05, UH, p. 3, lines 93-102 Yes, most definitely the mentoring activities promote high-quality teachers. 3/2/05, UH, p. 3, line 106				

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Diversity	Readiness for Classes	Weaknesses	Miscellaneous
Summary	STEP improved staff development as a collaborative effort from the university and the school.	STEP improves relationships with schools.	Collaboration in a total school-community partnership is a major strength of the STEP project.	The STEP partnership service delivery is managed well.	The STEP project is one of the best models for student teachers relative to providing mentors, selection of quality teachers and providing year-long internship.	The STEP project provided interns with classroom management practices that were known to work.	The school and the university made a collaborative effort to provide mentoring activities for the interns in STEP.	The STEP interns were well versed to address diversity.	The STEP interns were definitely prepared for the classroom with the year-long internship and the collaboration of the school and university.	Some interns had jobs and class loads, jobs, and families that complicated the year-long internship.	Quality of graduates is improved because the principal and school staff view the qualities of their interns during the year-long process for hiring practices.

Table E9

*Raw Data Matrix**Coordinating Teachers*

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Interns	Diversity
Cooperating Teacher (VH)	Yes, they participated in the community activities and PTA and they did so readily. 3/11/05, VH, p. 5, lines 170-171 During the time that we started this program, we had just started a program in literacy and reading and first of all since we were able to talk to the university we could tell them before hand the kinds of things that we were doing and we could talk to the principals and superintendents to let them know that this	How many interns did you work with per semester?  worked with three directly. There were at least eight in the school system. 3/11/05, VH, p. 2, lines 43-45	Strengths, I believe they got an opportunity from the beginning to understand collaboration was working in a total school-community partnership. They also understood that learning was an ongoing process, that you have to keep it up all of the time. They also had mentors and persons for whom they could go for help. They knew they could do it and they also saw the necessity	In terms of collaboration, in terms of being able to provide mentors, in terms of being able to select the best students and in terms of giving them the year-long process, I would say it is one of the best models for student teachers you could have. 3/11/05, VH, p. 5, lines 127-129 For the schools, children, as well as the student teacher, I think it is a better process, because it gives more	Collaboration was one thing; the other thing was the length of time student teachers worked. With STEP, it is a year-long process, and really I like calling it an internship because they were actually in the building for a year. They had an opportunity to see the beginning and ending. That was also a concern of mine. When student teachers went on the field, they missed either one process or the other, but yet	Absolutely. Again, it's great to get theory when you are taking a class, but when you actually get in there, the thing about the year-long process was that they had a long time to observe not only the teacher with whom they would be working, but other teachers who were masters of their trade, and so they could look at strategies that they were using or go do research. Again, they could see	At our school, we had what you call LEA contact at the school and that person was me (yours truly). I met directly with the professors at the university and the superintendent of the school, but I was also a mentor. Then you had the cooperating teacher who was working directly with the intern. Again, everyone was getting feedback	I think they were but even if there were areas where they were not they had enough time to practice and because that collaboration was there you were able to work with them. The other thing was there was a guarantee that the university offered that if they didn't work well they would provide for them the additional training that they needed, so that they could do the kinds of	You asked earlier about weaknesses, but I really didn't treat that. From the student teachers' perspective, the few they saw. As for the interns, some of them had class loads; it was difficult to give a whole year to student teaching. Some of them had families. In other words unless you planned your course schedule very well it was difficult to give a whole year to student teaching. Some interns had jobs and families. So those were	I think they usually perform well. I think that's because of the support that they get prior to getting into the program and prior to getting into their student teaching. The thing about the STEP program, from the beginning it was a collaborative effort between the university and the school system and by that formed a partnership and persons were selected to talk about the process before student teachers even got involved in it. Then there was an interview process to select	Yes, partly because they absolutely had to because in their school systems and I think the school systems included Gates County, Edenton-Chowan, and Elizabeth City, those were diverse communities, and again because they were able to get into the classrooms early enough to see what was already going on, it gave them insight in terms of what you have to do to address all the diversity you have in the classroom, be it race, socio-economic, be it

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Interns	Diversity
	was something that student teachers would be involved in. There were also some technology workshops that were going on at the university, this was prior to the time that we offered a lot of technology at the school system levels, so you had student teachers participating in the reading and literacy workshop that we were doing and we had the support teachers who were working with the technology staff development provided from the university,		to do it. It was not like I have to come out right away and be an expert. In the very beginning it was stressed that you have people on site to help you, you have people at the university level if you need additional training that this was something, you were selected to do things because you were selected to do it we believed that you were going to be the best anyway and so you were going to be nurtured in order to do that.	time. 3/11/05, VH, p. 3, lines 115-116 There was enough space. I think the only thing, with any new program you have to work out the kinks. I think the big thing was to make sure the intern students have their course load arranged so that they would be able to devote enough time as possible to it.	they were expected the next year to go into the classroom and manage it with support, but I thought they were doing it without seeing the true picture. 3/11/05, VH, p. 2, lines 49-55 If you had one thing to do to improve the STEP Project, what would you do?  I would try to get more students in it so that would mean there would be a lot of making sure that students in their sophomore and junior year had taken enough courses so they	practices that they knew would work and they had seen teachers enough to know what would work. 3/11/05, VH, p. 3, lines 105-110	and they understood your mentor would not just be that cooperating teacher with whom you were working in the classroom, but you also had another person in that building who was mentoring you and constantly giving you feedback along with the university professors so everybody knew what everybody else was doing.	things that they needed to do from that perspective, yes and I think again the key is length of time and collaboration, that communication was ongoing all of the time. The teachers knew it, the administration knew it, the student teachers knew it and therefore we talked about it being a seamless process which really helped.	the things that they saw that complicated the process. However, the ones who had planned and were able to take advantage of the year-long, even themselves said the more practice they got it was better than the nine weeks or semester process. 3/11/05, VH, p. 3, lines 116-123	the student teachers so that gave you a chance to match student teachers with the school environment in which they were going so they got preparation even before they started. Once they started, there was an on-site person whom they had already met whom they could go to for support. They also knew that that person was working closely with the university, so from that perspective it was a good program.	deficit in learning styles, and learning abilities those are things that you have to address now. It was good to know that when we talked to the university professors, they were addressing those issues in their courses too so the interns would be well versed on addressing it too. 3/11/05, VH, p. 4, lines 133-140

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Interns	Diversity
	so that was another way that collaboration was taking place. 3/11/05, VH, p. 1, lines 33-41		79		could devote the full year to the year-long internship. I would also expand the program so that more counties within our area were involved. Since the time has come now, where there are so many challenges in the school system in making sure every child succeeds, it would be great if we had more teachers who had been involved in that year-long process and therefore were better prepared to meet the needs of all the children in the system. So I would like to see the		would say that the mentoring process promoted high quality teachers?  Yes, definitely. 3/11/05, VH, p. 3, lines 98-100			Yes, because they had been there for the whole year. The principal was able to look at those good qualities and say, "I want to make sure this person becomes a part of our family, since he or she is doing a quality job." So, we would make sure that when we have openings, he or she would be someone we would hire. 3/11/05, VH, p. 4, lines 153-158	

Source	Staff Development	Relationship with School System	Strengths of Graduates	Service Delivery	Evaluation of Partnership	Classroom Management	Mentoring Activities	Readiness for Classes	Weaknesses	Quality of Interns	Diversity
					program expanded so more student interns could be involved in it. 3/11/05, VH, p. 4, lines 142-151						
Summary	Staff development provided a collaborative effort from the university and the school.	STEP improves relationships with schools.	STEP prepares interns to become good teachers.	The STEP partnership service delivery manages well.	STEP project promotes the best models for student teachers relative to providing mentors, selection of quality teachers, and providing year-long internship.	STEP provides classroom management practices known to work in real-life experiences.	The school and the university make a collaborative effort to promote mentoring activities for STEP interns.	The STEP project definitely prepares interns for the classroom via the year-long internship.	Initially, class loads, jobs, and families complicated the progress of the year-long partnership.	Opportunities are provided to make good selections for hiring practices of teachers by viewing the interns during the year-long process.	The year-long internship improves means of addressing diversity.

Table E10

*Raw Data Matrix**Interns*

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Career	Weaknesses	Improvements/ Changes	Mentoring
Intern AC	The resources were used in various ways and categories. I would say as related to human resources, the cooperating teachers were a resource since they were role models for interns. The cooperating teachers modeled professional behavior in the school setting. IAC, 5/12/05, p. 2, lines 59-62	STEP helped to promote confidence in teaching by having a prior working relationship with the university and the school always there to answer questions or as a formal guide. IAC, 5/12/05, p. 1, lines 21-24 The strengths and effectiveness of the program centered around being provided an opportunity to work side-by-side with the clinical teacher in preparation for the role of an effective educator. I was able to benefit from real world experiences of helping students in the public school who are at risk by actually making a positive difference as an intern.		As an intern, the quality of training received in the school setting was excellent. I received on-going evaluations, reviews relative to my teaching and I was able to have scheduled meetings, to discuss various innovations needed to promote learning at the school site. IAC, 5/12/05, p. 2, lines 42-45 It prepared me for the real world by the experience of actually observing actual teaching practices for a year or longer. I actually got an idea about the retention of a teaching career whether I felt confident as a teacher. IAC, 5/12/05, p. 2, lines 72-74	No, I would just like to say that STEP has been beneficial to my career as far as retention in the profession. Having the experience at the school site with the first hand experience with educators reinforced knowledge and made me more innovative and have a greater love for teaching. IAC, 5/12/05, p. 3, lines 90-93	One of the weaknesses was more emphasis needed to be placed on actually relating subject matter to students in some areas. However, after conversations, discussions and suggestions, this weakness was eliminated. IAC, 5/12/05, p. 1, lines 28-30 I would stress more that the university and school partnerships work together to foster research to benefit the interns, cooperating teachers, and administrators. IAC, 5/12/05, p. 2, lines 84-85	As I think back, STEP influences the total teacher education program, as assessment of students' abilities in teacher education courses and field placements feedback into program and curriculum, the revisions which helped to improve the STEP program were vital relative to the teacher education program. IAC, 5/12/05, p. 2, lines 34-37 There is nothing that I would change. Maybe I would add more activities that the intern and cooperating teacher could participate in together like professional development. IAC, 5/12/05, p. 2, lines 78-80	The mentoring for me came specifically from the support and assistance that I received. The goal of mentoring is to support and assist each partnership school in teacher development retention by enhancing and complimenting the program or skills already in place. I was mentored by the same teacher and college supervisor who supervised me during the semester. This provided continuity in both program and people. It also led to co-teaching with the mentor teacher. In this way, I was prepared for solo teaching. The mentor provided for me a productive bridge between theory and practice. IAC, 5/12/05, p. 2, lines 49-55 As related to pedagogical, the administrators were

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Career	Weaknesses	Improvements/ Changes	Mentoring
Summary Intern AC	STEP provides ample resources for interns.	STEP experiences are rewarding and beneficial.	STEP promotes confidence and effectiveness of teaching.	STEP interns receive excellent training at school sites.	Real life experiences through STEP promote retention of the teaching career.	STEP interns make improvements in areas as needed.	STEP provides quality training by making revisions in the curriculum.	well versed and as interns we saw theories evolve in classroom practice. IAC, 5/12/05, p. 2, lines 66-67 STEP improves teaching through positive role models.

Table E11

*Raw Data Matrix**Interns*

Source	Experiences/ Strengths	Quality of Training	Mentoring	Weaknesses	Resources	Effectiveness	Improvements	Retention of Career
Intern FG	It was the opportunity for the actual hands-on experiences versus something I was reading about in textbooks. I became oriented to my clinical teacher, school rules and procedures, and most importantly, the background and learning styles of the students I would actually be teaching. IFG, 5/17/05, p. 1, lines 12-16	Excellent and I would rate the clinical teachers as excellent. IFG, 5/17/05, p. 1, line 31	My clinical teacher was an excellent role model and mentor. She gave positive criticisms and always expounded on what I could do to improve my performance. She also served as an expert in content and pedagogical skills. I feel that I was one of the lucky ones who had positive experiences and the negative experiences were turned into positives by a professional nurturing clinical teacher. IFG, 5/17/05, p. 1, lines 21-25 The mentoring had a positive effect. It gave me an in-depth orientation to my clinical teacher, the school and the students prior to assuming the major teaching responsibilities. Therefore, it enabled me to be more effective and provided me with more excellent		The resources are used to provide professional development activities and resources such as workshops and training materials. IFG, 5/17/05, p. 2, lines 54-55	Very effective. My evaluations have indicated that I have acquired the skills to be an effective first and second year teacher. This would not have been as effective if I had not participated in the U-STEP program. IFG, 5/17/05, p. 2, lines 60-62	I feel that the following things could improve the U-STEP program: The interns should periodically return to campus for a workshop wherein they can discuss and interact with each other about their experience. This will provide an opportunity to learn from one another. Interns completing their experience should share their experiences with up-coming interns in a formal work setting. IFG, 5/17/05, p. 3, lines 66-70 I would have it extend its services/effectiveness by including pre-teacher education students and provide more opportunities or interns to share their experiences with each other. IFG, 5/17/05, p. 2, lines 43-45 U-STEP is an excellent program and it should	No, I would just like to say that STEP made a difference in my career, for I love teaching and I plan to make teaching a long career. IFG, 5/17/05, p. 2, lines 74-75

Source	Experiences/ Strengths	Quality of Training	Mentoring	Weaknesses	Resources	Effectiveness	Improvements	Retention of Career
Summary Intern FG	STEP provides positive teaching experiences.	STEP provides quality training.	confidence in my abilities because I had realistic expectations, based on my mentoring through U-STEP. IFG, 5/17/05, p. 2, lines 35-39 STEP promotes teaching with positive role models.	STEP interns make improvements in the area of weakness.	Resources are efficient for STEP interns.	STEP interns acquire effective skills.	be applied as a requirement for all teacher education programs. IFG, 5/17/05, p. 2, lines 49-50 STEP promotes innovations in teaching.	STEP enhances longevity in teaching careers.

Table E12

## Raw Data Matrix

## Interns

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Training	Effectiveness Quality of Teaching	Weaknesses	Improvements/Changes	Mentoring
Intern GK	Frankly speaking, I was unaware of the resources offered. (IGK, 5/24/05, p. 2, line 59)	The strengths of the internship consist of being able to try out different teaching strategies and the connections made with students. (IGK, 5/24/05, p. 1, lines 12-13)	The quality of the training was rated good through ongoing evaluations and reviews by the clinical teacher and mentor, various contacts and evaluations by principals, supervisors, and other school and university personnel. (IGK, 5/24/05, p. 1, lines 22-24)  I learned to differentiate my teaching to the students' learning styles. (IGK, 5/24/05, p. 2, line 42)  Overall, I would rate the clinical teachers who worked with me as good. The clinical teachers provided support, guidance and were instrumental in providing a good teaching foundation for me. (IGK, 5/24/05, p. 1, lines 29-31)	I would say it was fair. (IGK, 5/24/05, p. 2, line 46)  Not too effective for my situation because when teaching my first year, the students were different from my teaching setting. (IGK, 5/24/05, p. 2, lines 68-69)	I didn't enjoy the extended period of the program because in my case, I didn't need the entire year to gain the experience of teaching. (IGK, 5/24/05, p. 2, lines 54-55)	It would be beneficial if students in the program who received the highest points for their evaluation received a laptop or something practical to use in the future. Students should be given more than a smile, job well done, and a pat on the back. (IGK, 5/24/05, p. 2, lines 73-75)  Overall, I would say that I am not sure what changes could have been made. (IGK, 5/24/05, p. 1, line 17)  I would just like to say that STEP did make a difference in my teaching career. (IGK, 5/24/05, p. 2, lines 79-80)	The mentoring that I received was very rewarding and helpful to my career. The mentoring received helped me reflect on teaching practices, and set an example for professionalism in teaching. As a result of the mentoring received, I feel more connected to my students and the community in my teaching position. (IGK, 5/24/05, p. 1-2, lines 35-38)
Summary GK	STEP provides ample resources for interns per awareness.	The experiences with STEP are rewarding and beneficial.	STEP promotes effectiveness of teaching through evaluations.	STEP interns receive adequate training at school sites.	STEP provides improvements when needed.	STEP provides quality training by making revisions when needed.	STEP improves teaching through positive role models.

Table E13

*Raw Data Matrix**Interns*

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Career	Weaknesses	Improvements/ Changes	Mentoring
Intern JC	The resources used to support participants were: staff development activities (small group instruction, professional development, seminars, and conferences). IJC, 5/10/05, p. 2, lines 51-52	As I can remember my experiences with STEP, the one strength was being able to learn from the views of partnership teaching, public school administrators and the university education supervisors. There were so many components that I could retain for the real world of teaching. I was able to receive a better perception of what my career would entail. Being able to model the practice with actual students was very rewarding to my career. IJC, 5/10/05, p. 1, lines 14-19 It is a wonderful program which sets the foundation for a good first year teacher because of		As an intern, significant knowledge of the quality process was gained from the clinical teacher. School site role models promoted efforts to encourage career development as a lifelong component of professional growth. Opportunities were provided to network with educators and leaders locally and around the world via conferences. IJC, 5/10/05, p. 2, lines 69-73 The quality of training was excellent. The clinical teachers provided invaluable training by assisting me in seeing the full year in progress and a better understanding of the school policies and procedures. The training from the cooperating teachers	No, I would just like to say that STEP really made a difference in my career and enlightened me and set the foundation for me to be the quality teacher that I am. IJC, 5/10/05, p. 2, lines 78-80	One of the weaknesses encountered was that a more detailed orientation program of developmental workshops needed to be in place. Also the clinical teachers needed to be paid more than the minimal stipend, for their time and effort was invaluable. IJC, 5/10/05, p. 1, lines 24-27	There should be more circulation of the successes of STEP to enhance recruitment. IJC, 5/10/05, p. 1, lines 31-32 Some interns need to see the seriousness of the program. However, some interns did not realize the work that goes in a typical class. The stipends provided for the interns are not consistent. Too much money is spent for socialization, other than major resources and travel. IJC, 5/10/05, p. 2, lines 56-59	From an intern's perspective, the mentoring received was from the same teacher and university supervisor who supervised me daily. The mentoring helped to provide continuity within the program and the pupils who were being instructed. IJC, 5/10/05, p. 2, lines 45-47

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Career	Weaknesses	Improvements/ Changes	Mentoring
Summary Intern JC	STEP provides adequate resources.	Experiences of STEP are rewarding and beneficial.	STEP affects teaching by promoting quality and excellence.	required careful planning and scheduling and the effective use of time. I was given appropriate supervision and feedback. IJC, 5/10/05, p. 2, lines 37-41 STEP promotes quality training	STEP provides the foundation for retention.	STEP makes an effort to strengthen weaknesses.		Mentoring provides continuity within STEP.

Table E14

*Raw Data Matrix**Interns*

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Teachers	Weaknesses	Improvements/ Changes	Mentoring
Intern KM	Some means that the resources were used to support participants include: staff development activities, small group instruction, whole class instruction, observation, professional development, seminars, and conferences. IKM, 5/10/05, p. 2, lines 49-51	It is a wonderful program which sets the foundation for a good first year teacher because of the prior knowledge gained in this program. STEP set the standard for being able to relate subject matter to students by me. The desire to want to be a teacher grew even stronger. IKM, 5/10/05, p. 2, lines 55-58 As an intern, I liked seeing the opening of school unfold. I became a part of getting a classroom ready for instruction. I was able to develop a relationship with students and parents as the year-long internship commenced. I was able to see the needs and the strengths and	It was every effective and it provided me with strong communication skills, body language, self-confidence needed for the real world of teaching. IKM, 5/10/05, p. 2, lines 62-64			Most of all, one must have the desire to want to become a teacher. Provide more research for interns and cooperating teachers. IKM, 5/10/05, p. 1, lines 20-21 Some of the concerns addressed are: Strengthening computer skills, math skills and the ability to relate subject matter to students. Most of all, one must have the desire to want to become a teacher. IKM, 5/10/05, p. 3, lines 79-81	I would stress more emphasis on classroom management theory use and in the actual class, for if one cannot discipline the class, learning cannot take place. Some of the interns need to see the seriousness of the program. Some interns did not realize the work which goes on in a typical class. There is nothing that I would readily change about it. Maybe in the line of lesson plans, in which a discussion with the mentor would be in the line of what needs to be changed and how such change might come about to get the lesson over better. Also, suggestions on different teaching styles could be implemented. IKM, 5/10/05, p. 2, lines 68-75	From an interns' perspective, the mentoring received was from the same teacher and college supervisor who supervised me daily. The mentoring helped to provide continuity within the program and students who were being instructed. It also led to co-teaching with the mentor teacher which helped to prepare me for solo teaching. It was very effective. In essence, the mentor provided me a productive bridge between theory and practice. Mentoring provides the intern with more confidence. IKM, 5/10/05, p. 2, lines 40-45

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Teachers	Weaknesses	Improvements/ Changes	Mentoring
		<p>weaknesses of the students.</p> <p>IKM, 5/10/05, p. 2, lines 33-36</p> <p>The one strength I can remember is that it provided an opportunity to work side by side with the clinical teacher in preparing for the role of an effective educator.</p> <p>IKM, 5/10/05, p. 1, lines 13-15</p> <p>The working relationship with the university and the cooperating teachers. The cooperating teachers were always being there to answer any questions. Just knowing that they were there to answer any questions helped to promote my confidence. The collegial relationship with local education agency and the university bring about pleasant</p>						

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Teaching	Quality of Training	Retention of Teachers	Weaknesses	Improvements/ Changes	Mentoring
		<p>memories.            IKM, 5/10/05, p. 1, lines 26-29            No, I would just like to say that STEP really made a difference in my career and enlightened me and set the foundation for me to be the quality teacher that I am. Thank you and good luck in your endeavors.            IKM, 5/10/05, p. 3, lines 86-88</p>						
Summary Intern KM	STEP provides ample resources for interns.	STEP experiences are rewarding and beneficial.	STEP promotes confidence and effectiveness of teaching.	STEP interns receive excellent training at school sites.	Real life experiences through STEP promote retention of the teaching career.	STEP interns make improvements in areas as needed.	STEP provides quality training by making revisions in the curriculum.	STEP improves teaching through positive role models.

Table E15

Raw Data Matrix

Interns

Source	Resources	Experiences (Strengths)	Effectiveness of STEP Quality of Training	Effectiveness Quality of Teaching	Weaknesses	Improvements/Changes	Mentoring
Intern TP	The interns are provided opportunities in professional development workshops or seminars via mentors and university supervisors. School administrators provide opportunities for interns to observe other teachers in the classroom. This is an opportunity to see in action resources that cannot be learned from reading or discussion. Role models can be seen as a resource to interns. As an intern, the organizational skills of the clinical teacher are an asset. (ITP, 5/26/05, p. 2, lines 37-42)	The strengths of the internship consist of being able to try out teaching strategies, classroom and student management techniques and options for overall classroom organization. (ITP, 5/26/05, p. 1, lines 12-14)	STEP was very effective. The STEP program was very encouraging and motivating. The experience from STEP motivated me to generate more innovative ideas and to cope with real life issues. (ITP, 5/26/05, p. 2, lines 78-80)  The quality of the training was rated through ongoing evaluations and reviews by the clinical teacher and mentor. Various contact and evaluations by principals, supervisors, and other school and university personnel. (ITP, 5/26/05, p. 1, lines 19-21)	Very effective, STEP offered support, valuable resources, and experiences as an educator. In essence, the STEP program prepared me for the real world by making the first year of teaching one of growth rather than survival. It helped my professional life of teaching by making my career choice in the teaching profession. (ITP, 5/26/05, p. 2, lines 47-50)	Time management seems to have been a problem with STEP interns. The interns must be guided toward ways of managing time effectively. Hints can be shared by the clinical teacher to make the experience easier. (ITP, 5/26/05, p. 2, lines 31-33)	Stakeholders of STEP can get more involved in ways to attract, recruit, and encourage students to become teachers and a part of the STEP program. Even if it takes dropping back to high school to encourage juniors and seniors to become educators. (ITP, 5/26/05, p. 2, lines 54-56)  To extend its services and effectiveness by including pre-teacher education students and provide more opportunities for interns to share their experience with each other. (ITP, 5/26/05, p. 2, lines 72-74)	The mentor of the STEP program was very rewarding and helpful to my career. My mentor felt a strong sense of pride as she saw the fruits of harvest from my internship. She saw me blossom into the kind of teacher that she valued. Mentoring not only helped me reflect on teaching practices, but set an example for professionalism in teaching. I have grown tremendously as an educator, researcher, and community member because of my mentor. I feel more connected not only to my students, but also the faculty, university campus, and the community in my teaching position. Much of this is because of the influence and guidance of my mentor. (ITP, 5/26/05, p. 2, lines 61-68)
Summary TP	STEP provides ample resources for interns.	The experiences with STEP are rewarding and beneficial.	STEP promotes effectiveness of teaching through evaluations and reviews.	STEP interns receive excellent training at school sites.	STEP interns make improvements when needed.	STEP provides quality training by making revisions when needed.	STEP improves teaching through positive role models.

Table E16

*Raw Data Matrix**Director of Teacher Education*

Source	Staff Development	Resources/ Expenditures	Relationship with School Systems	Cost Effectiveness	Delivery of Services	Strengths of the Graduates	Weaknesses of the Graduates
BJ Director of Teacher Education	Various staff development activities were provided at schools, university sites, or elsewhere with the objective of strengthening teaching. Also, educational enhancement by travel involved local, state, and regional meetings to gather information and to share information as a vehicle for clinical-based teacher education. At intervals we do a need analysis and we seek out the needs through surveys. BJ, 1/14/05, p. 1, lines 78-82	The resources were used for hiring a coordinator, part-time clerical help, funding of salaries or gratuity for cooperating and supervisory teachers, travel for students and for professional conferences. BJ, 1/14/05, p. 1, lines 33-35 During its inception, it was fully funded with \$90,000 to start a program. The position funded was coordinator of the program with money allocated for students. BJ, 1/14/05, p. 1, lines 26-28	The collaborative efforts of the university and the partner schools have produced positive results for the teachers, principals, and other staff who have enhanced the year-long project. BJ, 1/14/05, p. 2, lines 71-73	It was cost effective considering the money that we had to work with. We compensated students for travel and awarded supervising teachers with a stipend. Overall, the money was used effectively. Of course, we have redesigned it from its inception initially so it is more cost effective. BJ, 1/14/05, p. 1, lines 40-43	The faculty in the Education Department, the Coordinator of STEP, chair of the department, Director of Teacher Education, and dean of the department all play an active part in the delivery of service to the partnership. The State Department of Education also advises the STEP Coordinator as well as the local education agencies. BJ, 1/14/05, p. 2, lines 86-90	One strength is that the year-long internship gives the student a better perception of the link between theory and practice in teaching and learning, thereby narrowing the gap between knowledge and effective practice. Also, a strength is that they are able to observe actual teaching practice for a much longer period of time. BJ, 1/14/05, p. 2, lines 48-51	In some schools, there is a lack of office space for the interactions with interns, supervisors, and teachers. Another weakness is the travel distance to some partnership sites is quite a long distance. Students who do not have their own transportation find it difficult to get to and from those sites. However, if more than one person is going to the same school site, we will get a vehicle from the school or try to find means to get them there. BJ, 1/14/05, p. 2, lines 55-60

Source	Resources/Funding	Relationship with School System & Delivery of Services	Cost Effectiveness	Strengths of Graduates	Weaknesses	Evaluation of the Program/Partnership	Staff Development
Summary BJ	The needs for staff development for STEP interns are determined by surveys.	Resources include funding of personnel, coordinator, cooperating teachers, and university supervisors.	STEP improves relationships with schools.	STEP is quite cost effective.	The coordinator, faculty, staff, dean, and chair of the department all delivery services for STEP.	STEP prepares interns to be good teachers.	Limitations on space and travel assessments presents difficulty in the STEP Program.

Table E17

Raw Data Matrix

Former Dean of the Education Department

Source	Resources/Funding	Relationship with School System & Delivery of Services	Cost Effectiveness	Strengths of Graduates	Weaknesses	Evaluation of the Program/Partnership	Staff Development
CC Former Dean of the Education Department	<p>The resources were used for the hiring of a coordinator, part-time clerical help, funding of supplemental salaries or gratuity for supervisory teachers, travel for everybody involved and then we of course were to be very creative for other things that the unit had to make it viable and an up and running program and so all of that came out of the \$90,000.00 CC, 1/12/05, p. 2, lines 46-50</p> <p>Back in the early 90's the state of North Carolina, General Assembly, appropriated monies to all of the universities in the university system to fund the program known as U-STEP and each school was funded according to the size of its education program. So the monies included</p>	<p>U-STEP gave the interns an opportunity to develop or model in the public schools with actual students and master teachers. The STEP students are well sought after as STEP continues a much better quality of student teachers are being prepared. CC, 1/12/05, p. 4, lines 151-161</p> <p>The faculty in the education department and the coordinator of STEP along with the chair of the department and the dean of the department deliver services for the partnership. It is a collaborative effort. We also receive advice from the State</p>	<p>Given the amount of monies that we were given or the budget of which we had to work, it was a very cost effective program because we wanted to make sure that we did what was best for students and one of the things that we recognized through best practices was that student teachers usually turn out to be products based on the supervising experience or student teaching experience; and so under the new philosophy of course that the U-STEP Program was a year-long experience for our students. During this experience, the students were out observing and becoming involved in projects. Whenever we could we would compensate students for their travel. The most prudent price was trying to award supervising teachers for their services</p>	<p>STEP was initially developed on the philosophy based on the best practices and research that said that the longer student teachers are actually in the field and practicing, the more effective they become. So we arranged our whole curriculum so that it would allow the student teachers during their senior years to become involved with a practice in a year-long basis.</p> <p>While during their year-long practice, they were working with schools on special projects, they were observing, they were doing the things that they would normally do under the ordinary program. Based on that, we thought the program was very effective; of course there were some things that we had to</p>	<p>Just like any new program, it's not going to be perfect initially. It takes at least four or five years to get the kinks out of anything so we were developing and refining, getting input from the schools involved. Based on that and looking at other universities who had started the program, we really got to the point where the program was fine tuned and very, very effective. CC, 1/12/05, p. 3, lines 112-114</p>	<p>The U-STEP Program was much better developed and a high quality program for students. The student teacher was exposed to much more as far as visiting, involvement with the students, and involvement with the community, when comparing the STEP Program to the old program. CC, 1/12/05, p. 3, lines 112-114</p> <p>The partnership is working well; it is developing and it is working better than it did initially. CC, 1/12/05, p. 4, lines 145-147</p>	<p>Mostly staff development is developed according to the needs of the interns at the site. We also do a need analysis and we seek out the needs through surveys. Of course, staff development is dependent on individual school sites. CC, 1/12/05, p. 3, lines 121-130</p> <p>We met with all of the teachers involved, since when it first started out we started with three LEA's (Local Education Association). Lots of planning, collaboration, and cooperation took place to get the program off the ground, seminars, conferences, etc. As the program grew, there were the primary sites of which we sent student teachers. It was a collaborative effort. Schools found in the student teachers a quality product. CC, 1/12/05, p. 3, lines 121-126</p>

Source	Resources/Funding	Relationship with School System & Delivery of Services	Cost Effectiveness	Strengths of Graduates	Weaknesses	Evaluation of the Program/Partnership	Staff Development
	<p>the hiring of a coordinator and also funding of student teachers or supervising teachers because the STEP Program necessitated much more work than the ordinary program and all other kinds of issues that occurred under the program such as travel, the coordinator, the supervising teachers, and in some instances to see what we could do to help students who were now being engaged in the new process. So the \$90,000.00 again was renewed on an annual basis. CC, 1/12/05, p. 1, lines 30-41</p>	<p>Department of Education. So overall, we talk about STEP on a continuous basis. At the end of the year, there is an annual report written up by each locality and each one sees what the other is doing. Each report is as individual as the school. Larger universities are doing more than the smaller universities. So it is a totally cooperative effort with the Local Education Agency, the State Department, and the university. CC, 1/12/05, p. 3, lines 135-141</p>	<p>because the program necessitated much longer hours, much more involvement while working with student teachers. So the stipend for supervising teachers was \$50.00 at that time and we raised it and got money for each person working with the U-STEP students. Along with that we raised the spirits and the quantity of delivery and a lot of other things that go into the total practice of student teaching went to a higher level. Based on what I just said, the money was used effectively. In most cases even more money was lobbied for, but to no avail. CC, 1/12/05, p. 2, lines 55-70</p>	<p>iron out as we went along. We could actually see some things that we had to measure, to obtain the quality and the output from our students; of course, we were able to notice a difference from our students. The students were more confident and they were ready for the real world when they began teaching. CC, 1/12/05, p. 2, lines 81-88</p>			

Source	Resources/Funding	Relationship with School System & Delivery of Services	Cost Effectiveness	Strengths of Graduates	Weaknesses	Evaluation of the Program/Partnership	Staff Development
Summary CC	<p>The STEP project operates on adequate funds</p> <p>Resources include hiring a coordinator, university supervisor and teachers.</p>	<p>STEP improves relationships with schools.</p> <p>The Coordinator of STEP along with the chair, faculty and staff all deliver services for STEP.</p>	The funds include hiring a coordinator, university supervisor, and teachers.	The year-long partnership gives the student a better perception of the teaching career. The students were more confident.	Initially, the program was not perfect. However, it has been in the process of developing and refining.	<p>The program was well developed and a high-quality program.</p> <p>The partnership is working well.</p>	Staff development is a collaborative effort.

APPENDIX F

STEP STAFF DEVELOPMENT SPECIALISTS AND  
 PROFILES OF FACULTY INVOLVED IN STEP

Table F1

*Specialists Who Provided Training to the Interns and Cooperating Teachers in the STEP Program*

Training provided	Person	Degrees	Courses taught	Experiences
Professional Development 2001-2003 Workshops on Effective Teacher Training	University faculty member	B.A. – English M.A. – Special Education C.A.G.S. – School Administration Ed.D-School Administration/Leadership	Educational Research Methods	Dean, School of Education & Psychology Interim Chair, Education Department Assistant Superintendent for Pupil Services Director of Instructional Services Director of Administrative and Library Services Director of Public Information and Administrative Services Middle School Principal Assistant Principal
2001-2003 Workshops on Reading	Reading Specialist	Ph.D. Special Education/ Reading Disabilities	Communication for Teachers Assessing and Teaching Reading	Secondary School Teacher (English) K-16 newsletter Faculty advisor for master’s thesis Writer - research/grants
2001-2003 Workshops Technology	University faculty member	Associate of Arts B.S. Education M.Ed. Instructional Technology	Introduction to Mental Retardation Introduction to Computer Instructional Technology Computers in Education	Director of Instructional Technology Technology Coordinator – Public Schools Private & Public School Teacher
1998-2003 Workshop on Crisis Intervention	Instructional Specialist	B. A. English M.L.S. Educational Administration		Writer - Grants – DOE/Title III Director of Instructional Services, Chowan School System

Table F2

*Profile of University Faculty Involved in STEP**School of Education & Psychology*

RANK DEMO (age range, ethnicity, gender) STATUS	ACADEMIC PREPARATION	SPECIALTY	LENGTH OF SERVICE	PROFESSIONAL DEVELOPMENT	COMMUNITY SERVICE	UNIVERSITY SERVICE
Professor; Full-Time; 55-60, B/M	Ph.D.	Psychology	15 years			Faculty are involved in clubs, such as the Future Business Leaders of America;
Professor; Full-Time; 55-60, B/M	Ed.D.	Secondary Educ	23 years			committees; hosts competitive school events, e.g., Special Olympics and other functions in the public schools.
Professor; Full-Time; 55-60, B/F	Ed.D.	Elementary Educ	10 years			
Professor; Full-Time; 45-50, B/F	Ph.D.	Elementary Educ	Two years			All education faculty and many arts and sciences faculty are involved in meetings with teachers in departments/grade levels to provide assistance in performance analysis and curriculum revision.
Associate Professor; Full-Time 50-55, W/F	Ed.D.	Elementary Educ	Not available			
Associate Professor; Full-Time 50-55, W/M	Ed.D.	Middle Grades	6 years			
Associate Professor; Full-Time 40-45, W/M	Ph.D.	Psychology	4 years			Faculty supervise student teachers.
Associate Professor; Full-Time 55-60, B/M	Ph.D.	Psychology	New hire			Our faculty are requested from time to time to make presentations at our local schools, to judge projects and chaperone trips. Some university personnel serve as community coaches and assist in other related activities.
Adjunct; Part-Time; 45-50, W/F Administration; Full-Time 50-55, W/F	MA.Ed. M.A.	Education Certified- Computer Ed.	2 years New hire			
Adjunct; Part-time; 60-65, B/F	Ed.D.	Education	New hire			
Adjunct; Part-time; 60-65, B/M	MA.Ed.	Education	New hire			Public school faculty members are involved in technology workshops and seminars at the university.
Adjunct; Part-time; 30-35, B/M	M.A.Ed.	Elementary Ed.	2 years			
Adjunct; Part-time; 30-35, W/F	M.A.	Psychology	New hire			They serve on search teams to select new

Assistant Professor	Ed.D.	Early Childhood	New hire	<p>faculty for the university. University faculty serve on recruitment teams to encourage public school teachers to visit and make presentations to university classes, and to read and evaluate student portfolios.</p> <p>Several public school personnel serve in an advisory capacity on ECSU's Teacher Education Council, which deals with matters related to curriculum and other instructional issues.</p>
Associate Professor	Ed.D.	Special Education	New hire	
Associate Professor; Full-Time 50-55, B/M	Ed.D.	Special Education	15 years	
Professor, Dean; Full-Time 55-60, B/M	Ed.D.	Secondary Education	3 years	
Lecturer; Adjunct; 30-35, B/F	M.S.	Psychology	2 years	
Lecturer; Adjunct; 60-65, B/M	Ed.D.	Education	2 years	
Associate Professor; Full-Time 35-40, A/F	Ph.D.	Psychology	2 years	
Lecturer; Full-Time; 50-55, B/F	M.A.Ed.	Special Education	2 years	
Lecturer; Adjunct; 30-35, B/F	M.A.Ed.	Elementary Ed.	2 years	
Lecturer; Part-time; 60-66, B/M	M.S.	Coordinator/ Field Experience	10 years	

## APPENDIX G

### RESOURCE COMMITMENTS

#### Resource Commitments

1998-2003

#### Year One – 1998-1999

	<b>Allocation</b>
Coordination of Project	\$3,000.00
Planning	\$10,000.00
Human Resources, Professional Development/ Workshops/Seminars	
Technology	\$20,000.00
Computer Set-Ups/Phone Technology Workshops	
Furnishings	\$3,000.00
Desk and Tables, e.g.	
Space (capital)	\$3,000.00
Clinical Coordinator	\$38,000.00
Travel	\$3,000.00
Vans, interns commuting to school	
Supplies	\$3,000.00
Educational materials (books, pamphlets, periodicals)	
Program Evaluation	\$1,000.00
Surveys, teacher assessment, supervisors' evaluations)	
Printing	\$2,000.00
Educational handouts/STEP Newsletter	
Clerical (1/4 time)	\$4,000.00
Secretary	
Total Operating Cost	<hr/> \$90,000.00

Year Two – 1999-2000

	<b>Allocation</b>
Coordination of project	\$3,000.00
Human resources, professional development/ workshops/seminars	\$8,000.00
Technology Technology workshops/Power Point presentations	\$6,000.00
Clinical coordinator	\$40,000.00
Stipends Interns and cooperating teachers (15 @ \$500 each)	\$7,500.00
Travel Interns' travel, van services, to and from schools	\$10,000.00
Supplies Educational materials (books, pamphlets, periodicals)	\$3,000.00
Program evaluation Surveys, assessment, supervisors' evaluations	\$5,000.00
Printing Educational handout supplements, STEP newsletter	\$2,000.00
Clerical (1/4 time) Secretary	\$4,000.00
PRAXIS Exam fees for 15 interns @ \$100	\$1,500.00
Total Operating Cost	<u>\$90,000.00</u>

Year Three – 2000-2001

	<b>Allocation</b>
Coordination of project	3,000.00
Human resources/professional development/ workshops/seminars	\$8,000.00
Technology Computers) technology workshops	6,000.00
Clinical Coordinator	\$40,000.00
Stipends (15 @ \$500 each) Interns and cooperating teachers	\$7,500.00
Travel Interns' travel, van services to and from schools	\$10,000.00
Supplies (Educational materials, books, pamphlets, periodicals)	3,000.00
Program evaluation Surveys, assessment, supervisors' evaluation	\$5,000.00
Printing Educational handouts, workbooks	\$2,000.00
Clerical (1/4 time)	\$4,000.00
PRAXIS exam fees for 15 interns @ \$100 each	\$1,500.00
Total Operating Cost	<u><b>\$90,000.00</b></u>

Year Four – 2002-2003

	<b>Allocation</b>
Coordination of project	\$3,000.00
Human resources/professional development/ workshops/seminars	\$12,000.00
Technology Technology workshops/computers/ supplies for computers	\$6,000.00
Clinical coordinator	\$40,000.00
Stipends (15 @ \$500 each) interns and cooperating teachers	\$7,500.00
Travel (conferences, van services for interns)	\$10,000.00
Supplies (Educational materials, books, pamphlets, periodicals)	\$3,000.00
Program evaluation (Surveys, assessment, evaluations)	\$5,000.00
Printing Educational handouts, brochures, Supplemental educational materials	\$2,000.00
Clerical (1/4 time)	\$6,000.00
PRAXIS exam fees for 15 interns @ \$100 each	\$1,500.00
Total operating cost	<u>\$90,000.00</u>

APPENDIX H

CURRICULUM GUIDES

MAJORS IN ELEMENTARY EDUCATION K-6 (STEP PROGRAM)  
OFFICE OF TEACHER EDUCATION

FIRST SEMESTER  
COURSE AND NUMBER

SECOND SEMESTER  
COURSE AND NUMBER

FRESHMAN YEAR

		<u>HRS</u>			<u>HRS</u>		
GE	102	Comp & Lit I.....	3	GE	103	Comp & Lit II.....	3
MATH	121	Number Systems & Algebra.....	3	GE	141	World Civ II.....	3
GE	122T	Freshman Seminar.....	1	GE	142	Intro to Geography.....	3
GE	130	Art Appreciation.....	2	GE	135	Music Literature.....	2
GE	140	World Civ.....	3	MUS	227	Fund of Music.....	1
***GE	152/L	Prin of Phys Sci/Lab OR.....	4	MATH	122	Geometry & Data Analysis.....	3
***GE	155/L	Prin of Biol Sci/Lab.....	4	GE		Physical Ed Activity.....	<u>1</u>
GE		Physical Ed Activity.....	<u>1</u>				16 hrs

17 hrs

SOPHOMORE YEAR

EDUC	203	Computer Technology.....	3	GE	202	World Literature II.....	3
GE	201	World Literature I.....	3	EDUC	201	Foundations of Educ.....	3
GE	185	Health Concepts.....	2	EDUC	202	Music & Art in the Classroom.....	2
PSY	212	General Psychology.....	3	EDUC	220	Sophomore Seminar.....	1
		*Academic Concentration.....	<u>6</u>	SPED	200	Survey of Except Child.....	3

17 hrs

\*Academic Concentration.....6

18 hrs

JUNIOR YEAR

ENGL	319	Children's Lit.....	3	PSY	309	Educational Psychology.....	3
POLS	301	Amer Nat Government.....	3	PE	363	Group Games & Rhythms.....	1
PSY	302	Human Development.....	3	HLTH	373	Health in the Elem Sch.....	2
HIST	376	History of NC.....	3	EDUC	349	Classroom Mgnt Techniques.....	2
		*Academic Concentration.....	<u>6</u>			*Academic Concentration.....	<u>9</u>

18 hrs

17 hrs

SENIOR YEAR (Year-Long Student Teaching Begins)

**READ	310	Tching Reading & Lang Arts.....	3	EDUC	433	Student Teaching.....	6
EDUC	413	Instr Methods in Elem Curr.....	3	EDUC	478	Seminar in Contemporary.....	0
**EDUC	431	Tching Math in the Elem Sch.....	3	***EDUC	499	Problems in Education (optional)...	3
**EDUC	434	Tching Sci in the Elem Sch.....	3			***Elective (optional).....	<u>3</u>
**EDUC	436	Tching Social Studies in Elem Sch....	3				6 hrs
EDUC	479	Multicultural Education.....	3				
EDUC	400	Senior Seminar.....	<u>0</u>				

18 hrs

\*Total of at least 24 semester hours required for Academic Concentration

\*\*Must be taken the semester before full time student teaching

\*\*\*For students needing to carry 12 credit hours to satisfy financial aid requirements **ONLY**

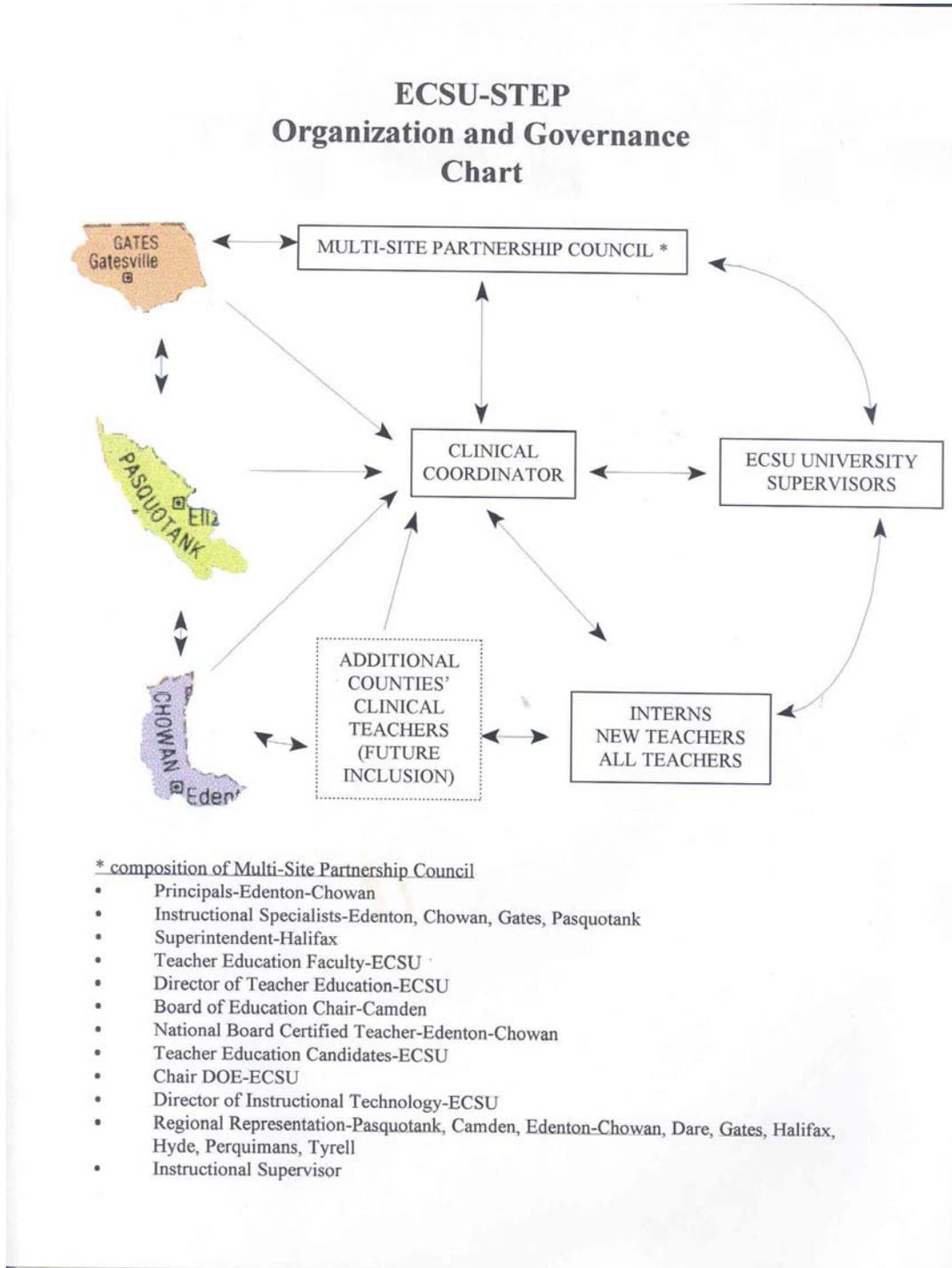
## Traditional Elementary Education Program

The purpose of this program is to prepare students to be effective teachers in kindergarten through sixth grade.

I.	General Education Core	45 semester hours
II.	Major Core Requirements	31 semester hours
	A. Core Courses	10 semester hours
	EDUC 202 Music and Art in the Classroom	2 hours
	EDUC 331 Foundations of Elementary Education	2
	EDUC 349 Classroom Management Techniques	2
	EDUC 479 Multicultural Education	1
	PSYCH 311 Psychological Tests and Measurements	3
	B. Professional Core Courses	21 semester hours
	EDUC 200 Introduction to Teaching	0
	EDUC 201 Foundations of Education	3
	EDUC 400 Senior Seminar for Education Majors	1
	EDUC 419 Methods, Materials, Resources, and Observation in Early Childhood Education (K-4)	3
	EDUC 432 Observation and Supervised Teaching in Early Childhood Education (K-4)	6
	PSYCH 302 Human Development	3
	PSYCH 309 Educational Psychology	3
	READ 310 Elementary Reading Instruction	2
III.	Related Areas Course Requirements	15 semester hours
	MUS 227 Fundamentals of Music	1
	ENGL 319 Children's Literature	3
	PE 302 Movement Education	2
	SPED 460 Mainstreaming Exceptional Students	2
	CSC 111 Introduction to Computers	3
	MEDIA 101 Utilization of Library Resources	1
	POLSC 301 American National Government	3
IV.	Second Major Minimum	24-27 semester hours
	Total Hours Requested for Degree	124 semester hours

APPENDIX I

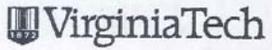
ORGANIZATION AND GOVERNANCE CHART



(Elizabeth City State University, School Teacher Partnership, 1997)

APPENDIX J

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



Office of Research Compliance  
Institutional Review Board  
1880 Pratt Drive (0497)  
Blacksburg, Virginia 24061  
540/231-4991 Fax: 540/231-0959  
E-mail: moored@vt.edu  
www.irb.vt.edu  
FVA000006721 expires 7/20/07  
IRB # is IRB00003667.

DATE: June 15, 2006

MEMORANDUM

TO: David J. Parks  
Rebecca Ware

FROM: David M. Moore

Approval date: 6/14/2006  
Continuing Review Due Date: 5/30/2007  
Expiration Date: 6/13/2007

SUBJECT: **IRB Expedited Continuation 1:** "An Evaluation of a Professional Development School: The School Teacher Education Partnership Project(STEP)", IRB # 04-373

This memo is regarding the above referenced protocol which was previously granted expedited approval by the IRB. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. Pursuant to your request, as Chair of the Virginia Tech Institutional Review Board, I have granted approval for extension of the study for a period of 12 months, effective as of June 14, 2006.

Approval of your research by the IRB provides the appropriate review as required by federal and state laws regarding human subject research. As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data analysis complete at Virginia Tech). If the study is to continue past the expiration date (listed above), investigators must submit a request for continuing review prior to the continuing review due date (listed above). It is the researcher's responsibility to obtain re-approval from the IRB before the study's expiration date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as closed) prior to the expiration date, all activities involving human subjects and data analysis must cease immediately, except where necessary to eliminate apparent immediate hazards to the subjects.

cc: File

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APPENDIX K

TRADITIONAL AND STEP ELEMENTARY EDUCATION GRADUATES

Table K1

*Traditional and STEP Elementary Education Graduates*

<b>Traditional Elementary Education Graduates 1998-2006</b>	
Year	Number of Graduates
1998	27
1999	29
2000	19
2001	25
2002	17
2003	18
2004	21
2005	19
2006	23
<b>TOTAL</b>	<b>198</b>

<b>Elementary STEP Graduates 1998-2006</b>	
Year	Number of Graduates
1998	2
1999	4
2000	5
2001	4
2002	2
2003	8
2004	15
2005	12
2006	12
<b>TOTAL</b>	<b>64</b>

In 2007, all elementary education majors are required to utilize the year-long STEP program.