



The 2013 UTRU Network End-Year Survey Trends Report

UTRU launches and sustains a network of high-performing residency programs dedicated to closing the achievement gap for children through the preparation and retention of effective teachers. To that end, we distribute surveys twice yearly to multiple stakeholders in programs across the UTRU Network. At mid- and end-year points, the surveys assess the effectiveness of program implementation and provide valuable insight into resident and graduate preparedness.

New Additions to the 2012-13 End Year Surveys and Trends Report

Responding to a need to better understand the students that residents and graduates teach, UTRU began collecting more detailed data on the proportion of students with diverse and varied learning needs in their classrooms in 2011-12.¹ In the 2012-2013 surveys, we include questions that gather additional demographic data (such as the number of UTR graduates in respondents' schools and the years of teaching experience of UTR mentors across the network), as well as categories that pertain to mentors' perceptions of their preparedness to coach and the frequency of mentor-resident interactions unique to the residency model. We also include questions that capture information related to resident and graduate preparedness in the area of data literacy. The *2013 Trends Report* highlights key findings from these additional survey questions and categories, as well as:

- Demographic and other data demonstrating the collective impact of UTRU's network programs
- Stakeholder perceptions of resident and graduate preparedness to perform on domains of teacher practice that are predictive of highly effective instruction²
- Stakeholder perceptions of the overall UTR experience
- Principals' assessments of resident and graduate effectiveness³

¹ I.e., English Language Learners; students with Individualized Education Plans; and students performing above average academically. See the *2011-12 UTRU End Year Survey Trends Report* for more information.

² Questions pertaining to performance were developed from a cross-case analysis of the elements of practice that high-performing network partners include in their resident learning standards and assess for in resident performance over the course of the year; UTRU's definitions of effective and data literate teachers; and the *Danielson Framework for Teaching*. High performing partners include those with external effectiveness data demonstrating that graduates positively impact student learning.

³ Questions pertaining to effectiveness were adapted from UTRU's research based definitions of the effective teacher and effective data literate teacher.

SURVEY DEMOGRAPHICS

More than 570 respondents participated in the surveys this year, representing a cross-section of programs and stakeholders across the UTRU Network. **Between 2012 and 2013, end year survey response numbers rose by over 30% among each stakeholder group, and the number of graduate principal responses tripled.** Table 1 presents respondent totals from each stakeholder group, and the number of programs they represent.

Table 1. Respondents, 2013

STAKEHOLDER GROUP	Residents	Mentors	Training Site Principals	Graduates	Graduate Principals
Response Totals	172	166	54	143	36
Programs Totals	12	12	10	9	8

The majority of residents report teaching in secondary classrooms and grades, illustrating a network-wide emphasis to prepare teachers at the secondary level. As shown in Table 2 below, when compared to graduate totals that demonstrate a more even split across grade levels, this trend toward the preparation of secondary teachers marks a shift in focus from prior years.

Table 2. Resident and Graduate Grade and Subject Breakdown by Percentage⁴, 2013

GRADES	R	G	SUBJECT AREAS	R	G
K-5	37%	76%	Elementary	34%	51%
Middle	41%	63%	Linguistically Diverse Education	8%	11%
High	75%	80%	Special Education (SPED)	3%	5%
			Secondary Math	22%	18%
			Secondary Science	21%	15%
			Other Secondary	25%	18%

Table 2 also reveals that over 50% (n=143) of UTRU Network graduates report teaching in secondary math and science and/or linguistically diverse and special education classrooms, illustrating that network programs are meeting the goal of training teachers in high needs subject areas. Additional demographic data collected through the end-year surveys shows that residents and graduates also teach high percentages of students with special needs in general education classrooms. About one-third of residents and graduates across all subject areas teach in classrooms where over 15% of their students have Individualized Education Plans (IEPs), and nearly half of residents and graduates teach in classrooms where English Language Learners (ELLs) comprise over 15% of students (see Appendix A). This is especially relevant in light of past and current Network trends indicating that graduates and residents feel least prepared to meet the needs of students in these subgroups (see page 4 for additional discussion of resident and graduate perceptions of their preparedness in this area).

⁴ Amounts shown represent estimated percentages, rounded to the nearest 10. Because respondents can teach in more than one subject area and/or grade level, percentage breakdowns total to more than 100%.

Further data reveals that graduates and trainees are regularly clustered with residency peers, are working with experienced mentors, and are **magnifying program impact in their schools:**

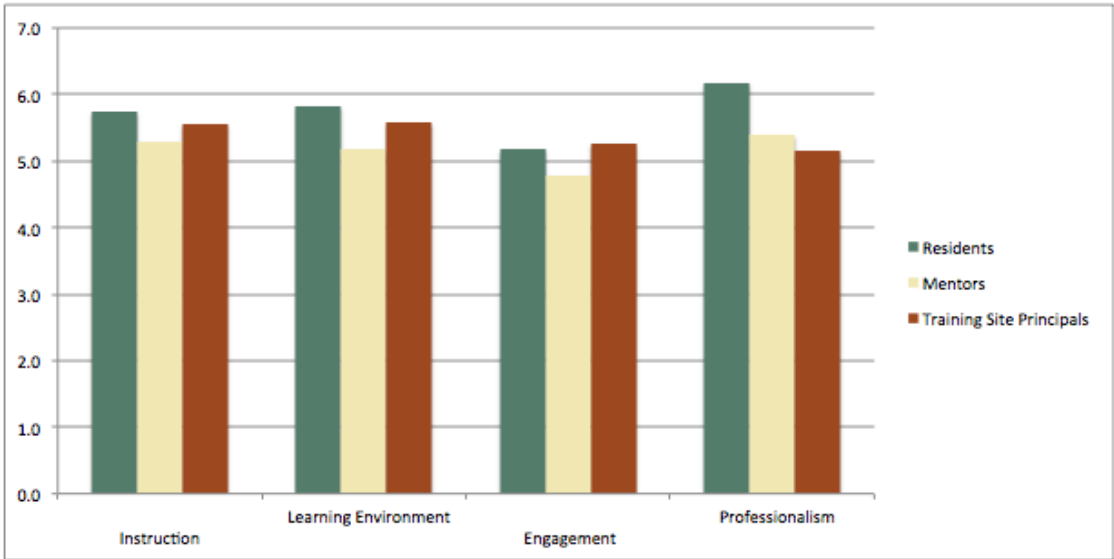
- 61% of UTRU Network graduates teach in schools with three or more graduates from their UTR
- 41% of training site principals host three or more residents at their schools
- 80% of UTRU Network mentors have taught for 5 years or more
- 41% of graduate principals have hired three or more graduates from their district’s UTR in the past year

RESIDENT AND GRADUATE PREPAREDNESS TO PERFORM

The UTRU end-year survey asked network stakeholders to share their perceptions of resident and graduate preparedness in four areas of practice proven to strengthen teacher effectiveness (MET, 2013): planning and instruction; learning environment; engagement; and professionalism. Average responses for each of these areas appear in Figures 1 and 2 below.

Overwhelmingly, residents and graduates feel prepared for the realities of classroom teaching. Over 90% of residents and graduates feel adequately to very well prepared to communicate the learning objectives of a lesson to students, make connections to prior and future learning experiences with students during a lesson, and establish a culture of respect, rapport, and trust among students and between students and self. Mentors agree—over 75% percent report that residents are adequately to very well prepared in each of these areas.

Figure 1. Perceptions of Resident Preparedness



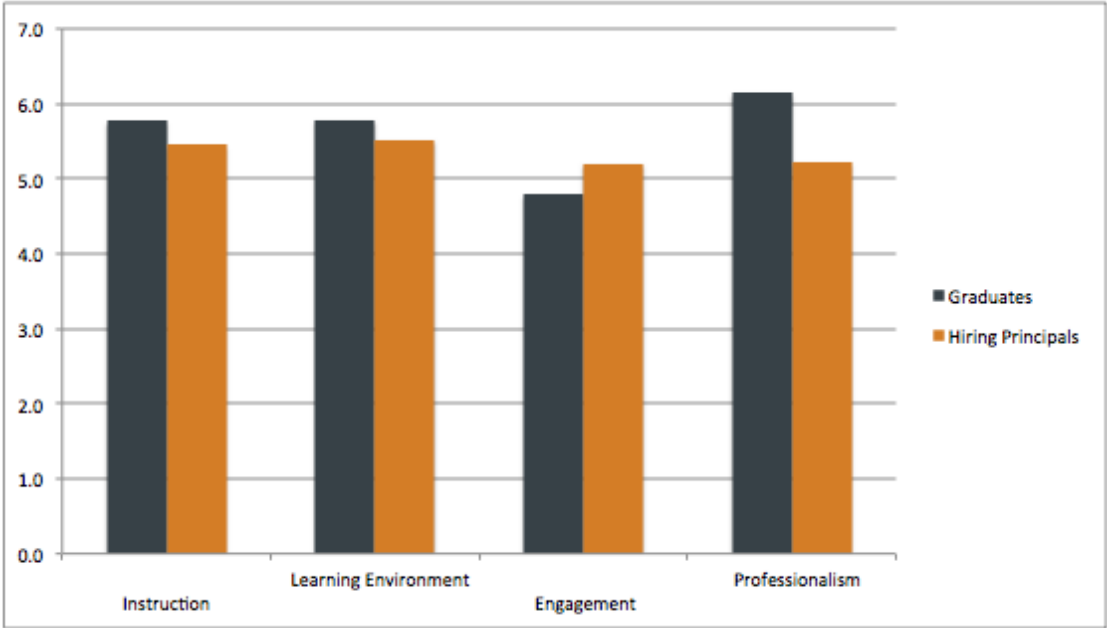
7pt Likert Scale: 1=Not Prepared; 3=Somewhat Prepared; 5= Adequately Prepared; 7= Very Well Prepared

Residents and graduates feel most prepared in the area of professionalism with respective average mean resident response of 6.1 and graduate response of 6.2 (out of 7), indicating their overall sense of readiness to contribute to the professional learning communities at their schools, act as teacher leaders, and understand how their own background knowledge and experiences influence their perceptions and actions as teachers.

Mentors rate residents slightly less prepared than the residents judge themselves across all instructional areas included in the surveys, similar to end-year survey trends from prior years. On average, however, mentors perceive residents as adequately to well prepared in the areas of instruction, learning environment, and professionalism.

Principals give residents and graduates the highest ratings in instruction and learning environment. Over 75% of hiring principals report that UTR graduates are adequately to well prepared in each of these areas, averaging response means of 5.6 (out of 7), and over 80% of training site principals perceive residents as adequately to well prepared, similar to those of hiring principals.

Figure 2. Perceptions of Graduate Preparedness



7pt Likert Scale: 1=Not Prepared; 3=Somewhat Prepared; 5= Adequately Prepared; 7= Very Well Prepared

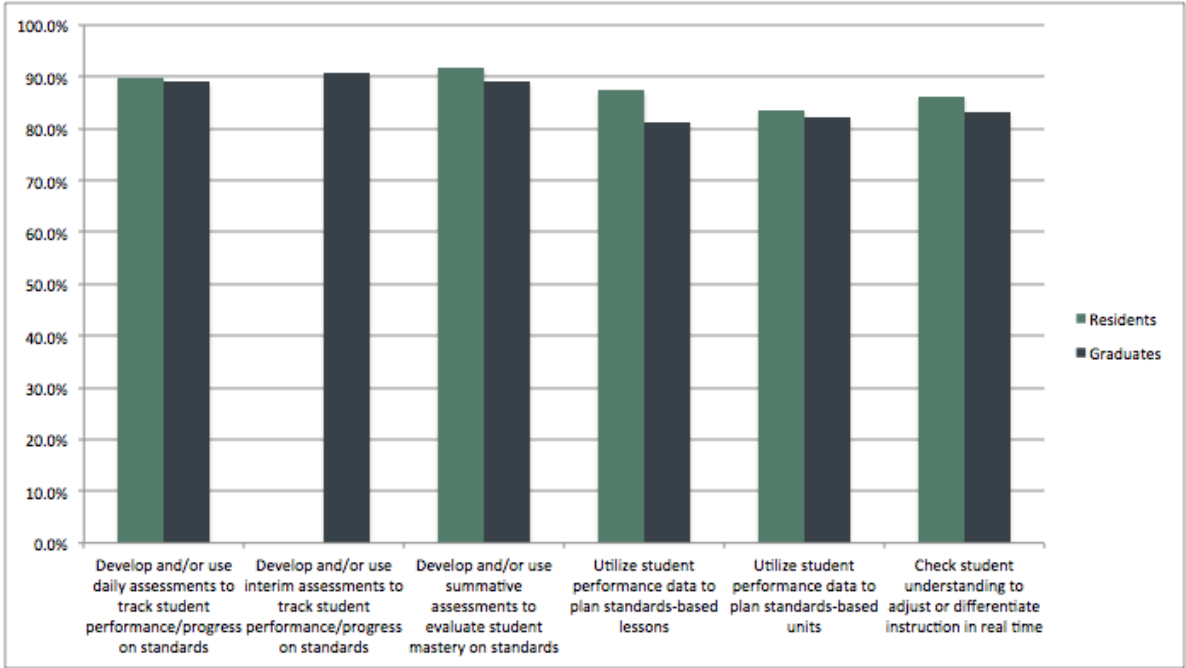
Preparedness to engage students, families, and the community appears to be an area of practice that all stakeholders perceive residents and graduates have the most need to grow. We explore this data pattern in more detail below, where we focus on some of the most compelling trends across two areas of practice in particular: instruction and engagement.

Instruction

Following the trends from 2011-12, residents and graduates report a strong sense of preparedness in planning and instruction. Their responses indicate the following trends:

- **Plan relevant content.** Over 85% of graduates and close to 95% of residents feel adequately to very well prepared to design, sequence, communicate, and deliver lessons and measurable instructional objectives, as well as make connections to prior and future learning experiences.
- **Data literacy.** As Figure 3 shows, nearly 90% of residents and graduates report feeling adequately to very well prepared to develop and use daily, interim and/or summative assessments to track student progress and mastery on standards. Over 80% of residents and graduates feel similarly about their abilities to utilize student performance data to plan standards-based lessons and units, and to check student understanding to adjust or differentiate instruction in real time. These trends and statistics point to an intentional focus among UTRU network programs to prepare teachers with data literate skillsets, a marked distinction from teacher preparation programs writ large that have recently faced criticism for not preparing teachers with these skills (Mandinach & Gummer, 2013; NCTQ, 2012).

Figure 3. Percentage of Residents* and Graduates Feeling Adequately to Very Well Prepared in Specific Areas of Data Literacy



*Residents were not asked to indicate their preparedness to develop and/or use interim assessments to track student performance/progress on standards.

While the network-wide tendency to develop residents' and graduates' data literacy skills is promising, additional data reveal that programs must strengthen their efforts to prepare teachers in this area. For example, close to 30% of graduates feel less than adequately prepared to develop and/or use multiple measures to track student progress on a variety of skills that can lead to academic success,⁵ a central component of effective data literate practice. Similarly, one-quarter of graduates and nearly one-third of residents feel less than adequately prepared to create systems for collecting, storing and utilizing student performance data. Further, nearly 30% of graduates feel less than adequately prepared to use student performance data to communicate progress towards standards mastery with students, parents, and the larger school community (i.e., grade and content area colleagues; administrators; etc.). These trends indicate a need for additional, targeted, intentional supports that strengthen resident and graduate knowledge and skills in all aspects of data literacy.

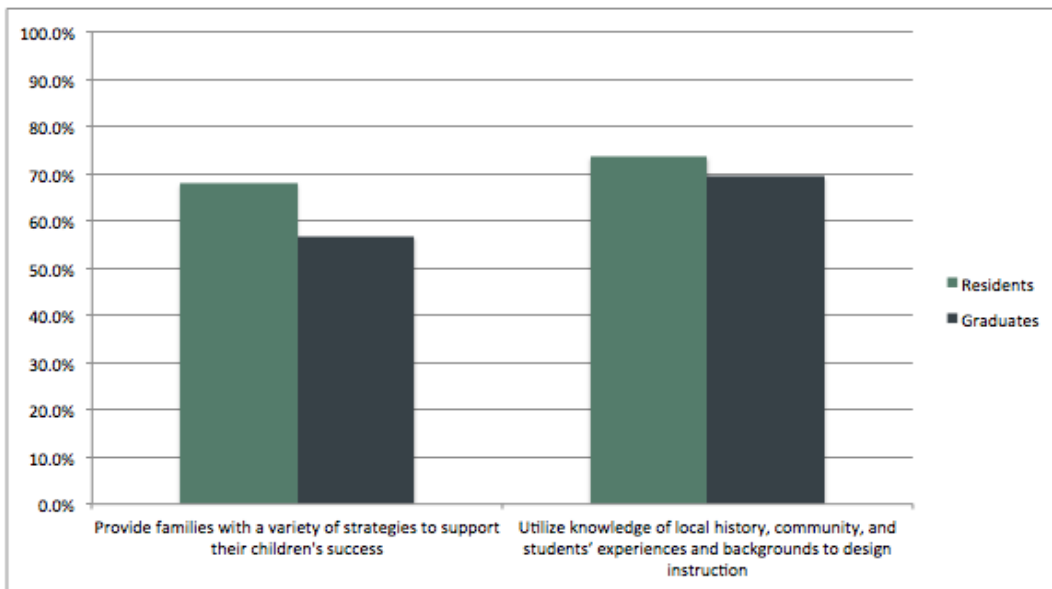
Engagement

In comparison to other areas of practice, residents and graduates feel least prepared, on average, to engage students, families, and the community through their instruction and in their classrooms, a trend seen in 2011-12 end-year surveys as well. When reviewing responses to the specific indicators included in this broad domain of practice, the data reveals compelling patterns in each of the below aspects:

- **Engaging parents, families, and the community.** On average, residents and graduates feel less-prepared to engage families and the community in their practice in comparison to other areas. Graduates report a particularly weak sense of preparedness. Close to 45% of graduates feel less than adequately prepared to provide families with a variety of strategies to support their children's success, and over 30% of graduates feel similarly about their abilities to utilize knowledge of local history, community, and students' experiences and backgrounds to design instruction (Figure 4).
- **Meeting diverse learner needs.** When asked how prepared they feel to meet the needs of ELLs and students with IEPs in their classroom, only 65% of residents, and less than 50% of graduates, report feeling adequately to very well prepared. Since we know that on average, responding residents and graduates teach a high percentage of students in these subgroups, the data reveal a need for programs across the network to integrate learning experiences that explicitly teach strategies proven to successfully meet the needs of these students.

⁵ I.e., task completion, following rules and procedures, analytical skills, collaboration, effort, motivation, and persistence

Figure 4. Percentage of Residents and Graduates Feeling Adequately to Very Well Prepared on Specific Components of Family/Community Engagement



MENTOR PREPAREDNESS TO COACH AND THE NATURE OF MENTOR/RESIDENT INTERACTIONS

UTRs respond, in part, to a larger 21st century movement to increase the amount of time that pre-service teachers spend in schools with a mentor, observing effective instruction in the context of guided practice (Darling-Hammond, 2010; Gardiner, 2011; Hammerness, 2005). This movement is intended to better prepare pre-service teachers to effectively meet the needs of diverse learners, “provide more rigorous and relevant instruction, more effectively connect theory and practice, and feel and be more efficacious,” (Gardiner, 2011, p. 153).

Given the important role that UTR mentors play in residents’ development, this year’s survey assessed mentors’ perceptions of their own preparedness to execute their roles effectively, as well as their perceptions of the role their UTRs played in their sense of preparedness. It also asked mentors and residents to respond to questions about the nature and frequency of certain coach-mentee interactions, in order to gain insight into what mentor-resident collaborations look like across the network. We discuss compelling trends from this data below.

Mentor Preparedness

Mentors responded to the following questions related to their readiness to coach:

- At this moment in the year,⁶ how prepared do you feel to coach your resident to perform effectively on the following tasks?

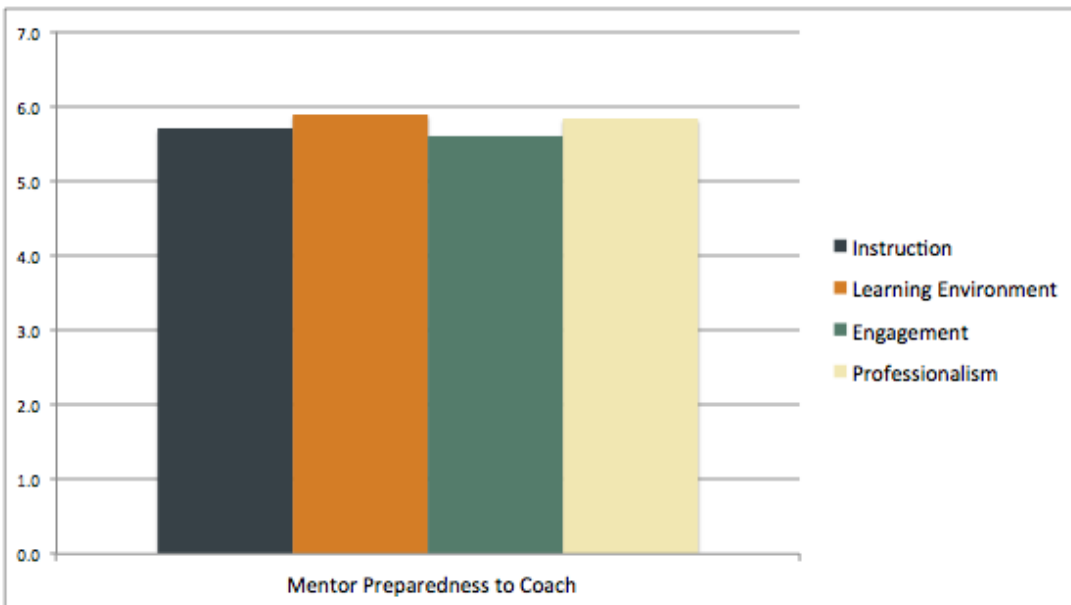
⁶ UTRU End Year Surveys are administered between April and June each year.

- How much do you agree with the following statements about the mentoring support provided by your UTR? Each statement begins with the phrase, "My UTR provided me with a variety of coaching strategies to..."

Their responses offer insight into perceptions of mentors' preparedness for their roles and to what they attribute some of those perceptions, and hold implications for how network programs can strengthen mentor practice going forward.

Figure 5 below shows that mentors perceive themselves as **more than adequately prepared to coach their residents in four domains of practice linked to effective teaching** (MET, 2013). When asked to consider the role, if any, their UTR played in their sense of preparedness (see Figure 6), they were more likely to agree that the program played a role in their capacities to provide feedback, plan, teach, and examine data with their residents than they were to agree that the program played a role in helping them support residents to perform specific teaching practices such as meeting the needs of ELLs or students with IEPs, engaging parents and families in their children's success, or enacting aspects of data literate practice.

Figure 5. Mentors' Perceptions of their Preparedness to Coach

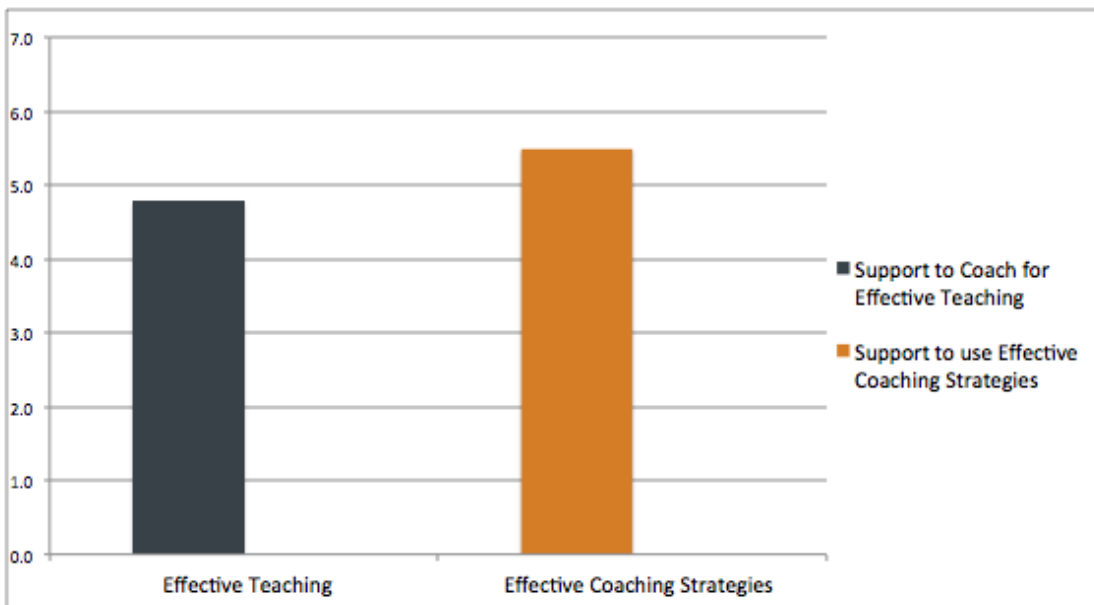


7pt Likert Scale: 1=Not Prepared; 3=Somewhat Prepared; 5= Adequately Prepared; 7= Very Well Prepared

The mentor data in Figure 6 demonstrates that **UTRs across the network are successfully equipping mentors with the skills needed to be effective coaches**. Mentors feel their UTRs provide them with a variety of strategies to engage residents in professional collaboration, as well as strategies to help residents to observe and practice effective instruction. When coupled

with the resident and graduate preparedness trends around data literacy and student, family, and community engagement examined earlier, however, mentors' perceptions of their UTR role in their preparedness also reveal that Network programs must consider ways to further develop their abilities as effective coaches of specific teaching practices *alongside* continued development of their skills as effective coaches who co-plan, co-teach, provide feedback, etc.

Figure 6. Mentors' Perceptions of the Role Played by their UTR in their Preparedness to Coach



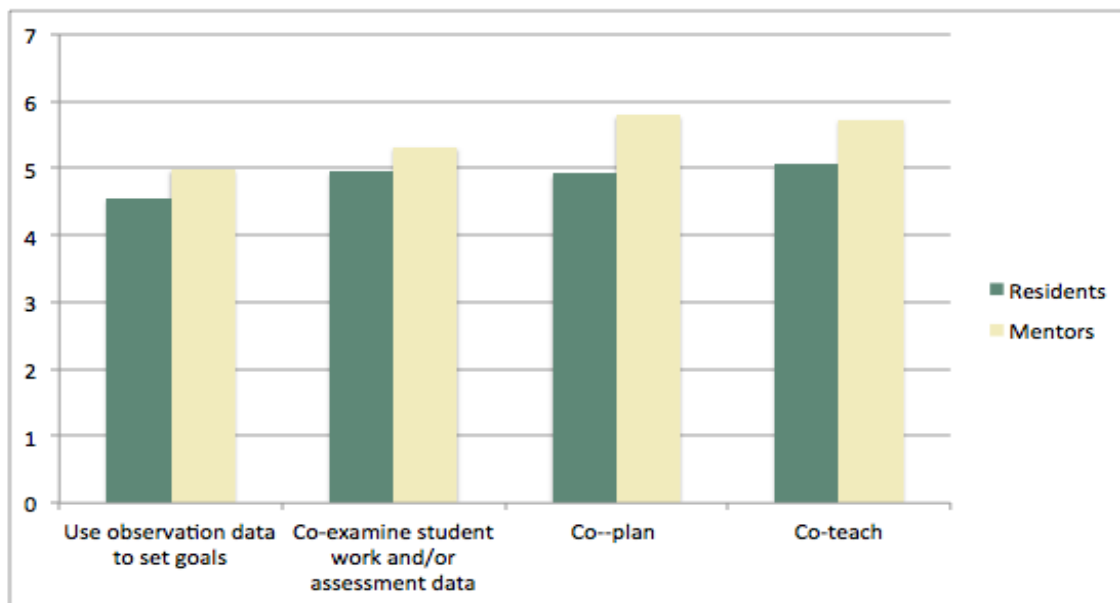
7pt Likert Scale: 1=Do Not Agree; 3=Somewhat Agree; 5=Agree; 7=Very Much Agree

Nature and Frequency of Mentor-Resident Interactions

Mentors, on average, agree or more than agree that their UTR played a role in their capacities to provide feedback, plan, teach, and examine data with their residents. Additional survey data on the nature and frequency of mentor-resident interactions reveal that **residents and mentors perform these tasks collaboratively on a weekly or more frequent basis.**

The interaction data reveals some additional patterns: 1) mentors perceive themselves as engaging with their residents on a slightly more frequent basis in each area than do their residents; 2) in general, resident/mentor pairs co-plan and co-teach on a slightly more frequent basis than they collaborate to perform other tasks associated with effective pre-service teacher development, such as co-examine student work and/or assessment data and use observation of resident practice to set short and long term improvement goals. Figure 7, below, demonstrates these trends.

Figure 7. Nature and Frequency of Resident/Mentor Interactions



7pt Likert Scale: 1=Never; 2=Quarterly; 3=Monthly; 4=Twice Monthly; 5=Weekly; 6=Twice Weekly; 7= Daily

OVERALL PERCEPTIONS OF THE UTR EXPERIENCE

Program satisfaction data from the 2012-13 end year surveys demonstrates the positive impact of the UTRU network model on multiple stakeholders. While last year’s data in this area was remarkably affirming, this year’s results show even higher percentages of residents, mentors, graduates, and principals expressing extremely positive views and perceptions of the impact of their UTRs on their practice, students, and schools.

Residents

- 92% of residents agree or strongly agree that the **UTR prepared them to be an effective teacher**
- 87% of residents agree or strongly agree that they have **developed relationships** with teachers (at multiple levels) to whom they can turn for classroom-based guidance in their first year
- 90% of residents agree or strongly agree that they are **improving student learning** and achievement in their classrooms
- 85% of residents agree or strongly agree that they would **recommend being a resident in their UTR to others interested in teaching in urban settings**

Mentors

- 92% of mentors agree or strongly agree that **mentoring for their UTR has made them more effective practitioners**
- 82% of mentors agree or strongly agree that **their residents helped to improve student learning and achievement in the classroom**

Training Site Principals

Nearly **80% of training site principals** agree or strongly agree that UTR participation:

- Improved student learning at their site
- Strengthened mentors' teaching effectiveness
- Positively impacted their school cultures

Given the positive impacts of UTR participation, 90% of training site principals agree or strongly agree that they would **support mentor participation in their UTR next year**. Further, 82% agree or strongly agree that they would **recommend hosting UTR residents to principal colleagues** in their district.

Graduates

A **majority of graduates agree or strongly agree** that they:

- Improve student learning and achievement in their classrooms (90%)
- Entered the classroom with stronger skills than the average teacher (86%)
- Actively participate in their school communities (85%)

More than **80% of graduates** agree or strongly agree that:

- Their UTR experience enabled them to **develop relationships with teachers at multiple levels** to whom they can turn for classroom-based guidance and support
- They would **recommend their UTR** to those who want to teach in urban settings

Hiring Principals

Over **70% of hiring principals agree or strongly agree** that:

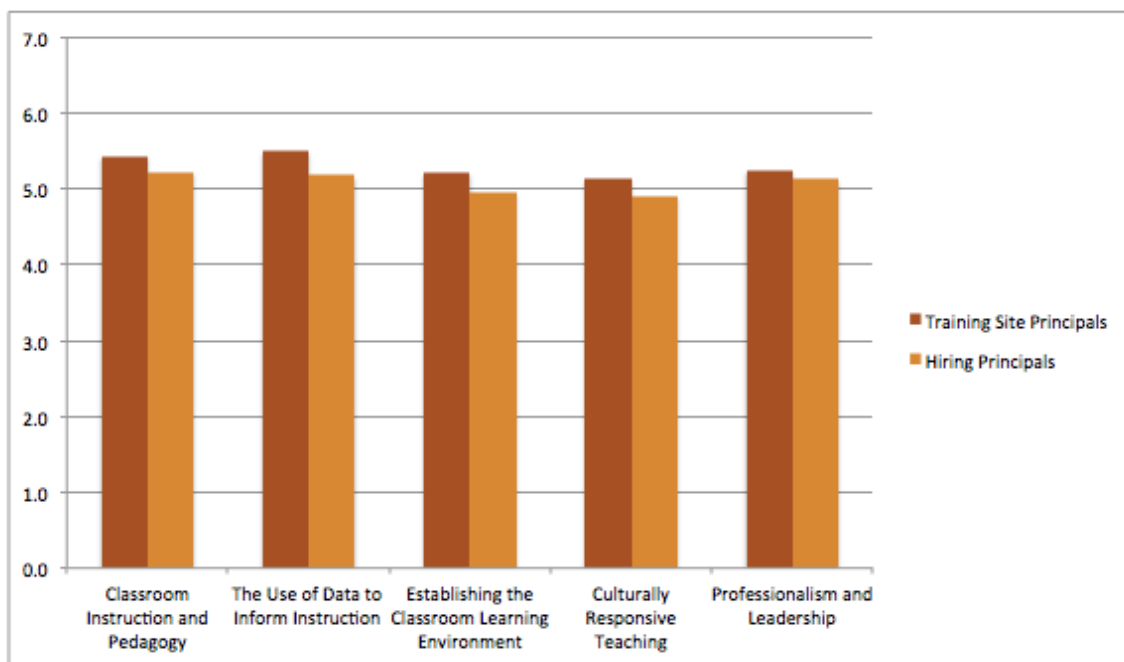
- The UTR graduates in their building improve student learning
- They would hire a UTR graduate next year
- They would recommend hiring UTR grads to their principal colleagues
- The UTR graduates in their building positively impact their school cultures

PRINCIPALS' VIEWS ON RESIDENT/GRADUATE EFFECTIVENESS IN THE CLASSROOM

Principals' views of resident and graduate effectiveness also reveal positive trends, and much of this data demonstrates an increase in effectiveness trends from 2011-12. All responding principals **indicate that residents and graduates are more effective than the typical new teacher** in five key areas predictive of teacher effectiveness (Figure 8):

- Classroom Instruction and Pedagogy
- The Use of Data to Inform Instruction
- Establishing the Classroom Learning Environment
- Culturally Responsive Teaching
- Professionalism and Leadership

Figure 8. Principal Perceptions of Resident/Graduate Effectiveness Compared to the Typical New Teacher



7pt Likert Scale: 1=Much Less Effective; 4=As Effective; 7=Much More Effective

Further principal data reveals noteworthy statistics around resident and graduate performance, demonstrating UTR impact through principal satisfaction. For example, among training site principals:

- **97%** indicate that residents are as, more, or much more effective than the traditionally trained student teacher

- **95%** indicate that residents are as, more, or much more effective than the typical first year teacher
- **93%** indicate that residents are as, more or much more effective than the average alternatively certified teacher

Among hiring principals:

- **100%** indicate that **graduates are as, more, or much more effective** than the typical new teacher
- **95%** indicate that **graduates are as, more, or much more effective** than the average alternatively certified teacher

Appendix A (attached under separate cover) demonstrates the Network-wide survey data in a format that mimics the graphic representations included in programs' individual data reports; we encourage you to review these graphs in relation to your own program graphs.