

WACTE Field Directors' Survey – Fall, 2016

Executive Summary and Results – Spring, 2017

16 programs responded from 14 institutions; 4 public, 10 private

Part 1 – Emergency Certification

Summary: The data yield four tentative conclusions:

- 1) On the whole, responding programs do not actively encourage, advertise, or welcome emergency certification for candidates.
- 2) Most programs, however, will allow it to happen on a limited and occasional basis.
- 3) There is a wide variety of practice regarding which candidates are “allowed” to pursue emergency cert.
- 4) There are no obvious underlying demographic factors (e.g. size of school, location, etc.) to predict programmatic behavior.

Data

Q1: How does your institution support the emergency certification of teacher candidates, if at all (e.g. encourage candidates to apply for jobs prior to graduation, "advertise" this option in classes/seminar, etc.?)

Of the 16 represented programs, two have only undergraduate candidates who are not eligible for emergency certification. One program actively encourages candidates to pursue emergency certification.

The remaining 13 programs do not advertise emergency certification, though most will agree to support it in special circumstances (e.g. near the end of student teaching, students who were emergency certified before beginning program, in response to district requests, etc.). Three of these 13 do not support emergency certification for their candidates.

The programs that do not support emergency certification are a mix of traditional and alt-route in public and private schools on both sides of the state.

Q2: When candidates are emergency certified, who initiates the certification?

10 programs responded that the district initiates the certification. No other responses were given.

Q3: In situations when teacher candidates are emergency certified, does your institution advertise this as an option?

Interestingly, eight programs responded “no,” and six responded “My institution does not emergency certify teachers.” In Q1, only three programs reported not supporting emergency certification. This discrepancy might be due to terminology or vague wording. The general consensus in both Q1 and Q3 is that programs do not advertise emergency certification.

Q4: In what endorsements are your candidates emergency certified?

Of the eight programs who currently have emergency certified candidates, five reported “all areas,” two reported “Special Education,” and one reported “K-8.”

Q5: When candidates are emergency certified and become teachers of record, what does field supervision entail (e.g. does your institution follow the same observation schedule? Who participates as the cooperating/mentor teacher, if anyone? Etc.) ?

All programs report that official supervision structures (e.g. length and frequency of observations) remain the same, though nearly all programs noted the possibility of more frequent observations if the need were to arise. Identification of mentor teachers varies: most programs use other teachers in the building or district to serve as mentors. One program reluctantly uses administrators when no suitable mentor teacher can be found. One program noted that the official mentor of record and the practicing mentor may be two different people. This is a point of divergence among programs.

Q6: If your institution has a process for determining if a candidate is eligible for emergency certification, what does this process entail?

Five programs responded. Some have no process other than the candidate being in general “good standing.” Others require advisors to sign off. One program notes that candidates are often emergency certified before enrolling in the program. One program has fairly strict and set parameters: “The university supervisor and mentor must agree that the candidate is teaching successfully, and the dean must have contact with the building principal, confirming this readiness. The candidate must have already submitted the edTPA.”

This, too, is a point of divergence.

Q7: At what point in your program can candidates become emergency certified? Is there a specific timeline for this?

Responses vary. Some programs allow emergency certification only after the bulk of student teaching is complete, including edTPA submission. Others admit candidates who are already emergency certified and who actively sub all throughout their time in program. Most programs that all emergency certification allow it only during the latter part of student teaching, but even most of those programs note frequent exceptions to preferred practice.

Part 2 – Mentor Teacher Recruitment and Compensation

Summary: The data yield four tentative conclusions:

- 1) The most common method by far of identifying and recruiting mentor teachers is to rely on the recommendations of district personnel and building administrators.
- 2) For quarter schools, mentor teacher compensation ranges from \$100/quarter to \$875/quarter. However, placements range from one quarter to six quarters, so direct quarter to quarter comparisons are problematic. Total pay for quarter systems ranges from \$200 to \$875. The median pay is \$487.5, and the mean is \$500.
- 3) For semester schools, mentor teacher compensation ranges from \$180/sem. to \$500/sem. However, the \$180 is in a two-semester placement. Overall pay ranges from \$200 - \$500. The median is \$250, and the mean is \$294.
- 4) Though minor variations exist, expectations of mentor teachers are fairly consistent across programs.

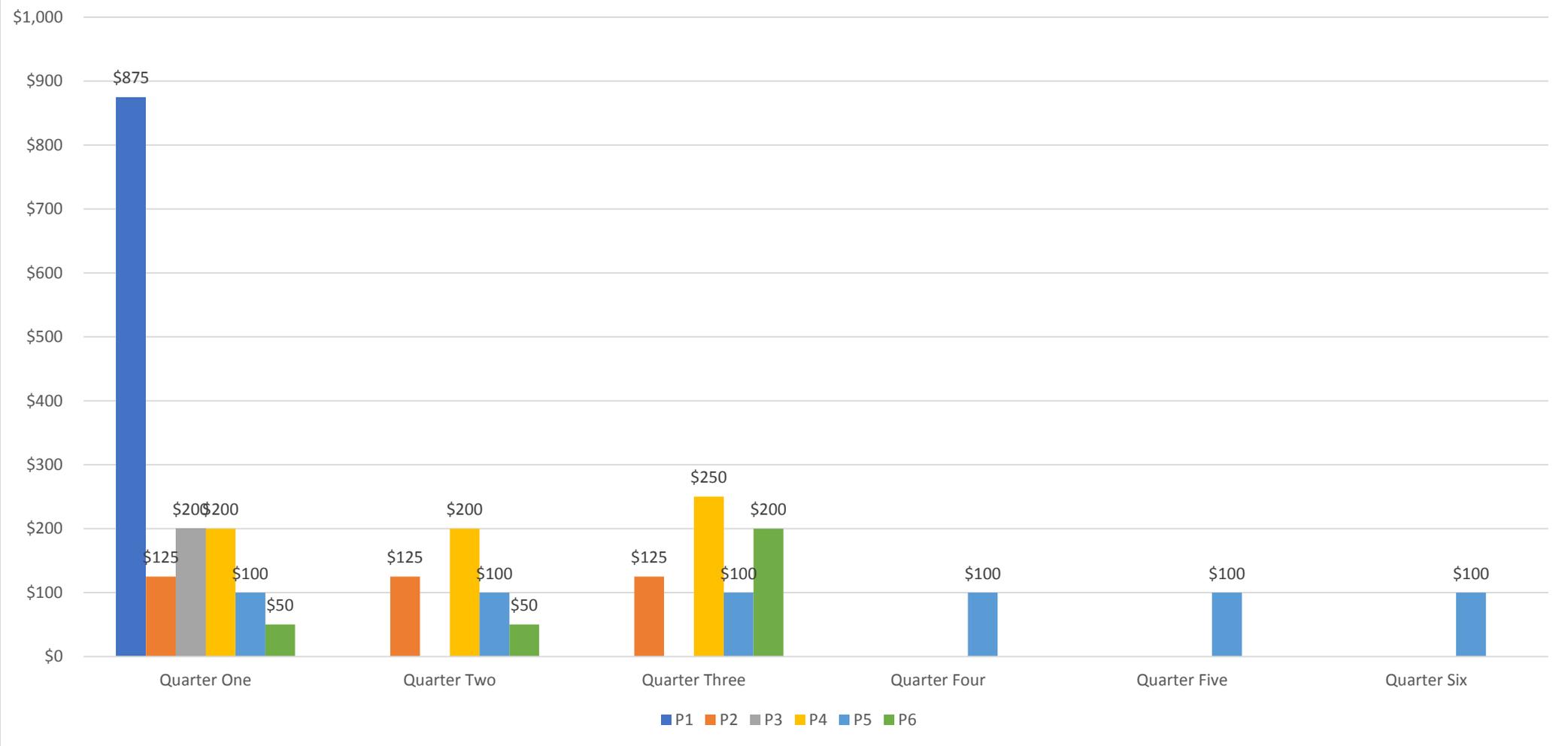
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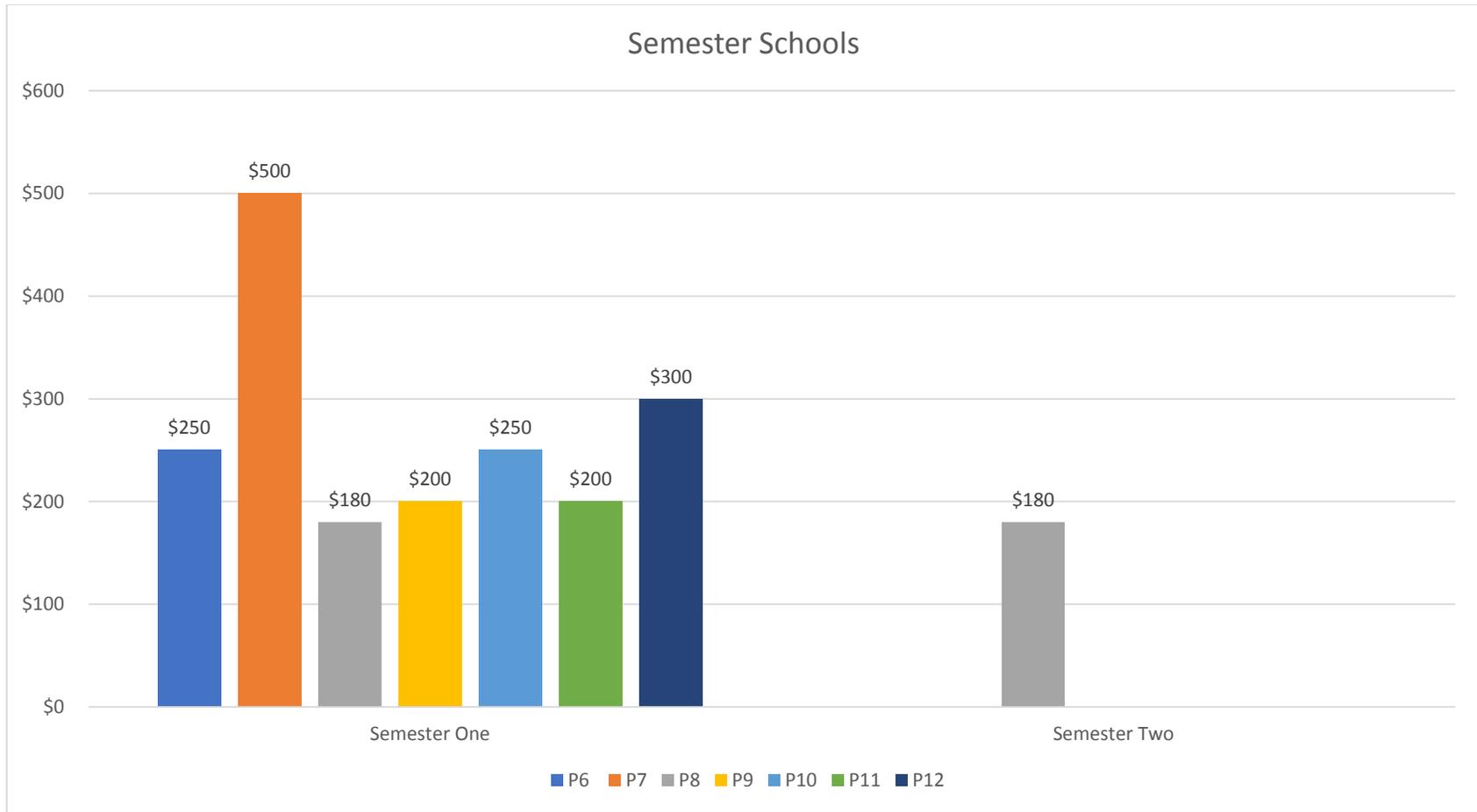
Q8: How does your institution identify and recruit mentor teachers?

- Proprietary application – I
- Relationships – III
- Principals and District Personnel – IIIII IIIII III
- Program Graduates – II
- Prior Mentors – III
- Word of Mouth – I
- Feedback from Supervisors – I
- Candidate Requests – I
- Recommendations from Other Programs – I
- Chance – I
- K-12 Teachers – I

Q9: How much are mentor teachers compensated, per candidate, per quarter or semester? Please note if they receive more during certain quarters, such as during student teaching.

Quarter Schools





Q10: What does your institution require mentor teachers to do when supporting a candidate?

No divergence among programs,

Q11: What does your institution require mentor teachers to do, when supporting a candidate?

Requirements vary from program to program. Some require mentors to complete candidate evaluations, including writing letters of recommendation. Others require participation in PD or attendance at mentor orientation.

Q12: Are there criteria that your institution uses when identifying possible mentors?

All programs agree on the three years required by the state. Others use additional criteria, such as:

- strong adult communication skills
- classrooms that reflect program values
- National Board Teacher Certification (preferred)
- Principal recommendations
- Formal mentor training

Part 3 – Supervisor Compensation and Practices

Summary: The data yield one overall conclusion:

- 1) Supervisory practices vary greatly. This is perhaps the greatest point of diversion among programs.

Data

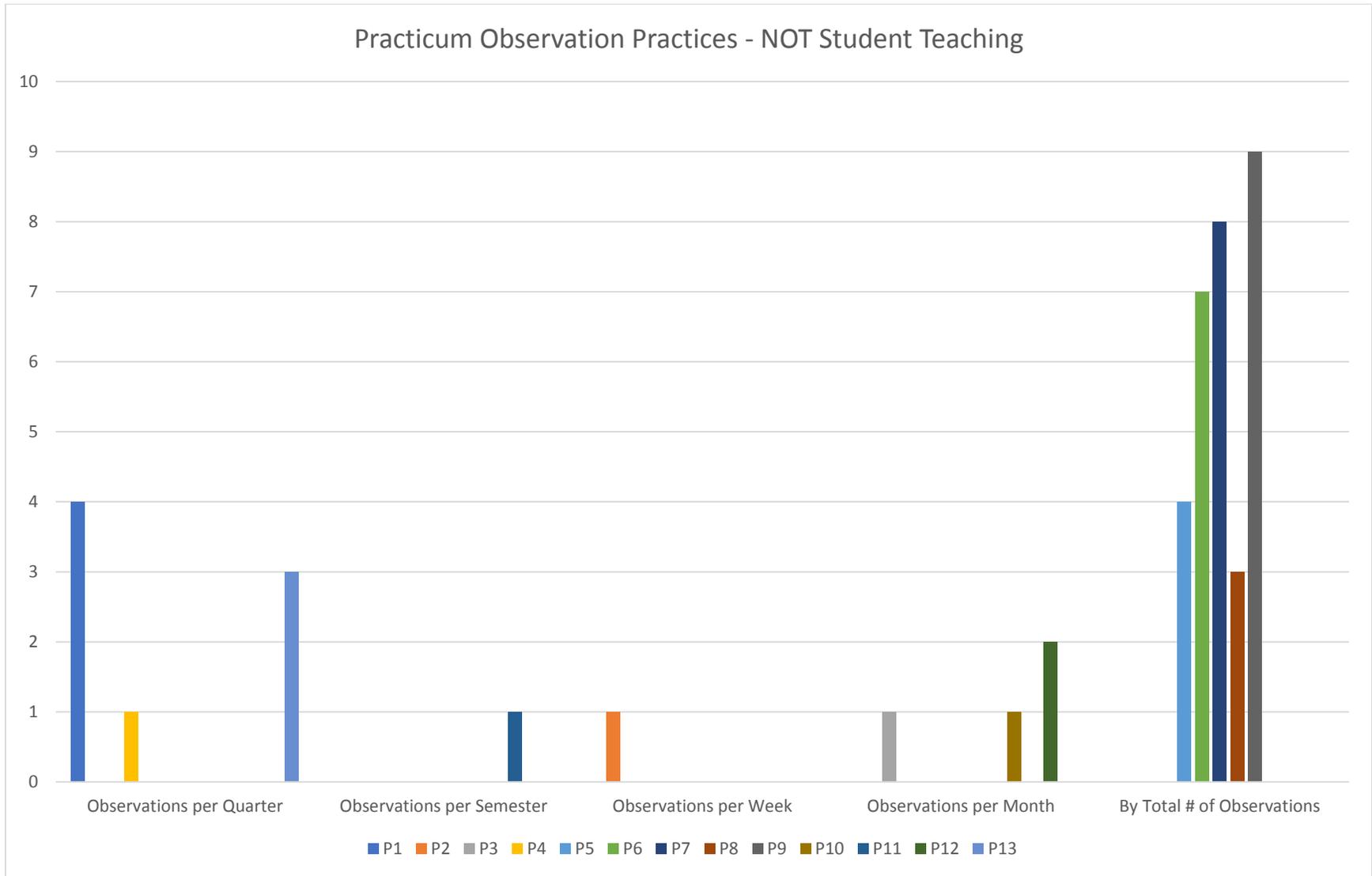
Q13: How are your field supervisors compensated?

- “Through an annual contract, related to other work they are doing at the institution” – 3
- “Per quarter, per candidate” – 7
- “Other” – 5

Q14: Where does the funding for supervisor pay come from?

- “Built into candidates’ tuition” – 7
- “Separate fee candidates pay” – 2
- “Built into COE budget” – 3
- “Paid as contract teacher” - 1

Q15: What is your schedule of observations/supervision, not including student teaching?



Q16: Does your supervision schedule change as candidates move through the program?

- “No. The Supervision schedule is the same every quarter.” – 4
- “Yes. Candidates receive more observations and supervision as they approach student teaching.” – 7

Q17: What does student teaching supervision entail (e.g. total hours/observations)?

These answers do not graph well.

- 20 hours per Resident per quarter
- Usually 8-10 observations. Each observation is usually 2 hours.
- A minimum of six formal observations (1 hour each), with lesson plans submitted, reviewed, and feedback given prior to the observation, and reflection questions reviewed after each lesson.
- 20 hours of logged observation (8 hours fall, 5 hours winter, 7 hours spring) and a formal evaluation once fall, once winter, and twice spring.
- Six one hour observation over the thirteen weeks.
- Supervisors do a minimum of 9 visits, 6 formal observations, 1 meet and greet, 1 midterm and 1 final
- 4 formal, three informal visits. More if necessary. 6 evening seminars. Length of visit varies.
- reviewing lesson plans, observing, post-observation conference, group seminars, 6 total observations per student
- Completely varies per the candidate and supervisor.
- Minimum 12 hours observation and/or conferencing. Supervisors usually make 6-8 visits during the semester and more if there are issues.
- 16 hours=1 credit contact time, our supervisors usually put in between 20-30 per their hour documentation
- Full time (40 hours) in the field placement, observations every 2 weeks or so.
- During student teaching, candidates are observed a minimum of four times for at least twelve total hours. We estimate that supervisors will spend roughly 25 hours per/candidate (including travel, writing up notes, etc).
- 12-15 Observations and Feedback Meetings (12-15 hours), Small Group Seminars (3 X 2 hours), Mandatory Training (3X2 hours)
- 6 observed lessons