WESTERN GRADUATES AS 2\textsuperscript{ND} AND 3\textsuperscript{RD} YEAR TEACHERS

- **Observed Classroom Performance**
  - Mixed, some improvement, some decrease, mostly flat as compared to the entire sample.

- **Observed Impact on Student Learning**
  - Student engagement in learning ratings increase very slightly unlike other groups.
  - Promoting understanding of content ratings decrease as do other groups.

- **Documented Classroom Performance**
  - Higher scores over time unlike other groups.

- **Documented Impact on Student Learning**
  - Lower scores over time as do other groups.
Overall Observed Classroom Performance Ratings Over Time:
Total Sample
Observed Classroom Performance Ratings
Over Time: Aligning Instruction with Outcomes

Group

- WOU
- Other VH
- Low
- All
- WOU-Rev.

- Spg Yr 1
- Spg Yr 2
- Spg Yr 3
**Observed Classroom Performance Ratings**

*Over Time: Varying Instruction to Meet Student Needs*

<table>
<thead>
<tr>
<th>Group</th>
<th>Spg Yr 1</th>
<th>Spg Yr 2</th>
<th>Spg Yr 3</th>
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Observed Classroom Performance Ratings
Over Time: Engaging Students in Content

Group

- WOU
- Other VH
- Low
- All
- WOU-Rev.

Legend:
- Spg Yr 1
- Spg Yr 2
- Spg Yr 3
Documented Impact on Learning

- WOU
- Other VH
- Low
- All

Year 1
Year 2

Document & Analyze
Non-Trivial Learning
SOME POSSIBLE EXPLANATIONS?

- Measurement
- Attrition of the strong
- Support and Mentoring
- Context
- Program
- Outlier(s)
MEASUREMENT

- Just bad luck in terms of the sample of performance observed?
  - Time of day the same for everyone
  - Content of lessons observed not different

- Rater Bias
  - randomly assigned and rotated to address potential bias.
ATTRITION OF STRONGER TEACHERS

- Yes in terms of documented performance/impact
  - The intact sample of Western graduates have lower first year scores

- No in terms of observed performance/impact
  - difference between overall and intact sample of Western graduates very small \( .10 (4.62 - 4.73) \)
MENTORING AND SUPPORT

- Qualitatively different level and helpfulness of support?
  - As a group, level and type is consistent with the broader population.
Is there anything about context that might account for this finding?

- The only thing we can find that might account for this is that while as 1\textsuperscript{st} year teachers 7 of the 12 teachers taught at a benchmark grade.
- As 2\textsuperscript{nd} year teachers 6/10 taught at a benchmark grade.
- As 3\textsuperscript{rd} year teachers, 5/6 taught at a benchmark grade.
How do settings compare to student teaching?

- 80% of WOU grads felt that their teaching context was quite different than their student teaching context. This compares to from between 35% - 53% for graduates of other groups.

Do they feel any less prepared?

- No, as a group they felt as prepared as graduates from other programs.

Did they identify program strengths differently?

- No, they were not different than their peers in terms of the incidence in which program strengths were identified.

Did they identify program weaknesses differently?

- To some degree - As a group WOU graduates more often identified “content” as a weakness than others, but not greatly so (66.7% vs. 41.2-61.5%)
Yes, there is one teacher who’s ratings of observed practice decrease over time and are very low (1-2) by the third year.

When taking this individual’s scores out of the mix, the performance of Western’s graduates look quite different.
AN INDIVIDUAL CASE HISTORY

Year 1
I am teaching kindergarten at __Elementary School in __. There are twenty-one students in my classroom and around four hundred seventy students at the school. The students at the school I am teaching at now are very similar to the students at the school I student taught at.

The school I am teaching at now has seven new staff members. I feel the comfort level is not as high or good because of this factor.

I would describe my first year as: Sick, complicated, stressful, fun, rewarding. I choose these words because I have been sick for a majority of the year, we are having serious problems with a group of irrational parents and I have been having lots of fun with my students.
Year 2

2nd grade, 22 students, very high need group, numerous discipline problems everyday, Around 400 students in school, very high stress climate at school.

Having administrative difficulties. I’m in the same school, but switched from 1/2 time kindergarten to full-time second grade. I now realize what a good group of students I had last year. I have a difficult group this year.

I would describe my second year as: Stressful, on-going battle, more work. I feel that my second grade class has more problems listening to and following direction than my kindergarten class did last year. It is not what I expected.
Year 3

I am teaching in a team teaching situation where as I was teaching by myself last year.

As a result of deciding to team teach, I am teaching 2nd and 3rd graders where as last year I was teaching a straight 2nd grade class. Last year I was responsible for 22 students and this year 46.

In my three years of teaching, I have been in three different teaching positions and will be changing again next year.