



WPI

**Teacher Preparation Program
Annual Report 2017**

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2016-2017 Snapshot

Number of Program Completers: 6

Number of Student Teachers: 7

Number of Students Admitted into Program: 9 (out of 12)



Christian Morneau receives his certificate of completion at the first annual Teacher Preparation Program Celebration Banquet.

Highlighted Program Changes

WPI's Teacher Preparation Program is committed to continuous self-evaluation and improvement. We gather evidence to inform how we grow and change through surveys to students, supervising practitioners, program supervisors, partners, and other stakeholders. We also use information from meetings, feedback shared, state data, and more. Thanks to this feedback, here are a few ways the program has evolved in 2016-2017 to better prepare future educators:

1. The program has increased the field experiences and guided practices students have before entering their practicums.
 - a. The pre-practicum experience has increased in hour requirements (totaling 40) and rigor. All students complete this prior to entering their practicum.
 - b. Students are able to practice specific pedagogical skills and receive instant feedback with the implementation of Mursion virtual simulation software. This simulation work is proven to effectively improve teaching skills and allows peers and faculty/staff to provide specific feedback to students. Students can then try their approach again, incorporating in the feedback.
2. The program heard from its undergraduates that the current Practicum Seminar felt too similar to Teaching Methods so faculty from the two courses met and created better scaffolding and continuity across the two courses to address this concern.
3. Supervising practitioners expressed how challenging it was when teacher candidates had to leave student teaching for a WPI class. The program tightened requirements around approved teacher candidate schedules ensuring that no student teachers in 2017-2018 have a course during the day in the second half of the practicum and restructuring language in the application process so no students should have courses during the day for any part of the practicum in 2018-2019.

4. As the program continues to grow, it is essential that program resources and infrastructure (including staff) continue to grow as well. To that end, WPI's Teacher Preparation program, for the first time, will hire adjunct faculty program supervisors in addition to its fulltime staff. These individuals will work in partnership with the program director and assistant director.
5. A banquet was held in May of 2017 to celebrate not only the graduating program completers, but also their supervising practitioners. It is important to the program to find ways to celebrate these two amazing sets of individuals and all of their hard work.

Looking Forward

WPI's Teacher Preparation Program already has plans on how to continue to improve in 2017-2018. Decisions on what to address again come from stakeholder survey data, state data, meetings, and individual conversations. These changes include:

1. The program will increase training and support for supervising practitioners on best practices for mentoring and evaluating. This will include strategies for coaching adults. Given that most teachers' expertise are working with youth, partners advised that supporting supervising practitioners in working adults (teacher candidates) would be beneficial.
2. The program will increase creative partnerships with local schools and districts. These will include field placements that address a need in a school (i.e. someone to run hands-on workshops about computer science) and allow freshmen and sophomores at WPI the opportunity to gain experience working in classrooms.