



# Crossing the Finish Line: Identifying Obstacles and Considering Solutions for Successful Completion of Student teaching

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# Original Purpose

*How can Teacher Education programs assist more licensure candidate to be successful in completing student teaching?*



# College Characteristics

College = 24,000 Students

Teacher Education = 2500 Students

Urban Commuter, Four (4) Year, College of Opportunity

Students of Color 24%

Average Age 26



# Teacher Education Program Characteristics

Total Students:

Males	28%
Students of Color	15 - 20%
Degree Seeking	69%
Non-Traditional	Majority
Licensure Only	31%



# More.... Program Characteristics

License Areas:

Early Childhood 9%

Elementary 32%

K-12 18%

Secondary 29%

Special Edu. 10%

Add Endorsement 2%



# Research Questions

What reasons do qualified student teachers give for withdrawing?

How many come back to complete their student teaching program?

What are the demographic/characteristics of those who withdraw from their student teaching program?

What can teacher education programs do to assist and/or encourage them to complete their student teaching program?



# Hypotheses

Qualified student teachers withdraw because:

Lack of the responsibilities and expectations of student teaching

Family responsibilities or situations

Financial— not enough support for full-time student teaching



# Literature Review

Student Attrition Rate in Higher Education (Tinto, 1975)  
Longitudinal Model of Institutional Departure: Pre-entry  
Attributes, Goals/Commitments, institutional Experiences,  
Integration –Outcome

Psychological Model of Student Retention, (Bean & Eaton 2000)  
Psychological Processes (i.e. coping, stress, self-efficacy)

Force Field Analysis of College Retention (Anderson, 1985)  
Positive/Negative factors & Internal and External Factors:  
Academic skills, career aspirations, personal interests, family  
obligations, financial concerns, value conflicts



# Similar Studies of Retention

Greenlee and Greenlee (1997)

Survey Methodology

Comparable Institution: Commuter Institution, high –  
percentage of non-traditional age students, low-moderate  
admissions criteria

Findings:

Financial Problems (46%)

Family complications (30%)

Work/schedule conflict (29%)

Poor Academic Performance (24%)



# Comparable Study

Critical Success Factors: Teacher Education (Wilson, 2001)

Teaching Fellows Partnership: Alliance Between Piedmont Virginia Community College and University of Virginia

Grant from Phillip Morris Corporation

Student Interviews

Withdrawal Factors: confusion about requirements, feelings of isolation, the desire to solely complete an undergraduate degree

Retention Factors: Mentoring, Desire to teach, internal motivation



# Methodology

Instrument

Questionnaire – Six open ended questions each followed by multiple choice questions & six demographic questions

Online survey



# Survey Questions

What was your major motivation for selecting teaching as a profession?

Why did you decide to withdraw from student teaching?

Were there any signs earlier in the licensure program that might have indicated you would have difficulties being successful in student teaching?

What would you have done to overcome these difficulties?

What could the Teacher Education Department at Metro State have done to assist you to successfully complete student teaching?

What advice would you give to other students who are considering withdrawing from student teaching?

Have you subsequently been recommended for licensure?

If yes, when?

What advice would you give to other students who are considering withdrawing from student teaching?

Have you subsequently been recommended for licensure?

(If responded with yes) What changed to allow you to reactivate and complete student teaching successfully?

(If responded with no) If you had opportunity to “do-over”, would you choose to follow through with student teaching? Why?



# Procedure

4, 2010 - Sent out a research invitation letter to 108 students included \$1 bills for appreciation to participate in an online survey & sent out 24 emails

12, 2010 - Sent out an envelope including a hard copy of questionnaire, a letter with the survey link online and return envelope stamps (10 replies out of 104)

18, 2010 Made telephone calls to students  
replies (10 hard copies, 30 online survey) out of 104  
analyzed the collected data



# Return Rate

Return rate: 40/104, 38.5%

Were unable to contact four of the subjects after extensive measures

Received a 38% Return Rate on a Negative Question



# Demographic Characteristics of Students who Withdrew

Secondary had 45% withdraw and made up 29% of the student teacher population

Female only, slightly over represented in withdraw

Non-traditional, Age 24+ over 90% of withdrawals

Students of color over represented 18% – 26%

Half were planning to work during Student Teaching

the Semester prior to Student Teaching, 60% were wo

– 40 hours per week



# Any of these conditions affect your decision to withdraw from student teaching?

Select up to three	Response	Percentage
Childcare Concerns	7	
Financial Concerns	<b>22</b>	
Responsibilities of Teaching	5	
Placement Concerns	8	
Personal	<b>10</b>	
Workload	<b>10</b>	
Decided it wasn't the career for you	5	
Other	8	
	<b>75</b>	<b>100%</b>

# When you withdrew from student teaching, did you intend to return?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	24	60.0	63.2	
Yes	14	35.0	36.8	100.0
Total	38	95.0	100.0	
Missing System	2	5.0		
Total	40	100.00		



# Why did you decide to withdraw from student teaching?

*I took the practicum courses I enjoyed working with the middle school age group like the curriculum; similarly with the high school experience I liked the curriculum but I do not enjoy working with the age group.*

*I did not want to be a teacher. Being a teacher was not for me. I enjoy working with student one on one. I do not have the funds to continue school. I needed to work to support my family and student teaching requires working full-time and a half without pay.*

*100 percent of the sample group indicated that they were working professionally with children or youth*

*As a non-traditional student, it was very difficult for me to go from having a full-time job and paying for school, but also having to "work" for free during student teaching. Financially, I couldn't afford to do my student teaching and did not want to take on more than the teacher's salary I would have.*

*Family conflicts: my father was in hospice care and my son a senior in high school. I did not have much support academically and behaviorally.*



# any of these situations/incidents occur during your licensu

	Response	Per
ore field experience hours	6	
ore contact with your advisor	7	
developing an improvement plan with Inst./Advisor	3	
ore financial assistance	17	
ssistance with family/personal problems	5	
option to extend student teaching from 1-full semester to 2-half semesters	21	
entoring	14	
ould have been counseled out of education	2	
ther	7	
	<b>82</b>	

Were there any signs earlier in the licensure program that might have indicated you would have difficulties being successful in student teaching?

*I was planning on taking out student loans to help cover the costs of the student teaching portion of the program.*

*I knew what student teaching entailed and had saved some money for that purpose. However, due to personal circumstances, I had to sell my house, a large loss and my savings were depleted. I couldn't afford to quit my job and do my student teaching.*

*I don't think there were any warning signs for me. I definitely feel now that after being in corporate America for 6 years, I am more suited for a career in teaching.*

*Absolutely not!*



**What could the Teacher Education Department at Metro State  
do to help you successfully complete student teaching?**

*I am happy now and on the right track.*

*Scholarships...funding; advance financial planning in conjunction with  
financial aid.*

*You could have let me skip or do a reduced version of Student Teaching  
since I had already taught for 10 years.*

*Reduce the cost of student teaching 2) make the process easier to  
navigate for the non-traditional student who cannot come to campus  
for meetings.*

*You could get a small stipend or paid for student teaching it would be  
much easier to complete.*



# Would any of these actions have helped you (successfully complete student teaching)?

*Allowed me to not student teacher based on my prior experience*

*Two half-semester for student teaching would've helped me a lot. I have no interest in being a part-time instructor (if those positions were available) for student teaching; the idea of working 60-plus hour weeks while trying to be a primary parent to a 7-year-old daughter was more than I could handle. I did not student teaching during summer. Since I needed to take a spring semester course.*

*I continued in alternative education and have been in education since.*

*5 out of 6 who did not complete the program got licensed through other avenues*

*Offering the option to get paid while student teaching (at least some sort of stipend).*



# Recommendations

Increase Financial Resources

FAFSA Challenge

Income Adjustment

Child Care Adjustment

Part-time Student Teaching

Challenges Tradition



# Questions/Discussion

Do your programs do you have a problem with encouraging students withdrawing from student teaching?

Do you have ways to help students to decide early in their program, that teaching is not for them?

Do you offer half-time student teaching opportunities?

Have you identified ways to increase financial support?

Do you have questions for us about the study?

