Toward Continuous Program Improvement: Using a Logic Model for Professional Development School Program Evaluation

Ye He
University of North Carolina–Greensboro

Jean Rohr
Elon University

Samuel D. Miller
Barbara B. Levin
University of North Carolina–Greensboro

Susan Mercier
Consultant

ABSTRACT: The purpose of this study was to develop a model for evaluating a professional development school program to enact an evidence-based model for a continuous cycle of program improvement. Guided by the logic model for program evaluation, we developed three survey instruments based on the professional development school standards of the National Council for Accreditation of Teacher Education to collect feedback from seniors just completing the program, from their cooperating teachers, and from program graduates completing their 3rd year of teaching. A total of 115 seniors, 135 cooperating teachers, and 38 graduates completed the surveys. Based on the quantitative and qualitative data from this study, adjustments were made to the program. The findings also provided a baseline for future professional development school program evaluation.

Over the past 25 years, enthusiasm for the establishment of professional development schools (PDSs) surpassed researchers' ability to document this movement's success. Following Goodlad's seminal book *A Place Called School* (1984), teacher educators across the nation attempted to improve their programs by implementing the PDS model. Universities developed new partnerships with public schools; internships were extended to increase the amount of time that preservice teachers spent in schools; and national licensing agencies promoted standards to bolster this new direction in teacher education. Although a substantial number of PDSs still exist, questions remain regarding their potential to meet the movement's initial promises.

Researchers viewed PDSs as having the potential to improve teacher education, enhance professional development, increase student achievement, and provide a research site for collaborative efforts (Moguel, 1997). Although many teacher educators have claimed positive effects on preservice and in-service teachers' instructional practices, minimal credible evidence exists to document such impacts (Teitel, 2001). Efforts to document the effectiveness of PDSs (Teitel, 2001) have

been undermined by such questions as What constitutes a true PDS? Which outcomes should be included in a program's evaluation? and How should outcomes be measured and by whom? Consequently, the ease with which teacher educators may implement such programs belies the difficulties associated with their evaluation.

Such questions challenged our ability to document our program's effectiveness. Similar to other university faculty, we discussed the benefits of adopting a PDS framework in the late 1980s, enthusiastically implemented such a program in 1991, and remained confident of its effectiveness. Throughout, we relied on anecdotal data from cooperating teachers, whom we called *on-site teacher educators* (*OSTEs*), and graduates to evaluate our program. No systematic data collection was conducted to confirm their statements. Given the time and resources needed to operate a professional development program, we never seemed to have the energy to systemically document whether our confidence was warranted.

Context for Our PDS Evaluation

Our elementary teacher education program adopted the goals from a traditional PDS framework (Moguel, 1997). We hoped our new partnerships with public school teachers and administrators would improve the quality of our teacher education programs, enhance professional development efforts, and improve public school students' achievement. Using a theme-based approach with cohort teams, our program combined coursework with extensive field experiences in partnership sites (Antonek, Matthews, & Levin, 2005). Undergraduates completed an introductory course and internship during their sophomore year, then applied for membership on a cohort team during their junior and senior years, where they participated in inquiry seminars, methods courses, internships, and student teaching (an estimated 1,000 hours in the classroom). Of the students who applied for our program after completing the introductory course, about 60% were accepted; another 5% to 10% withdrew from the program before or during student teaching. After 8 years of implementation, we complied with local public school officials' request to place our students primarily in Title I schools.

Because of the ongoing nature of our teacher education program and our goal of gathering data for continuous program improvement, we used a logic model design for evaluation. Compared to other commonly used evaluation models, the logic model links theories and assumptions with the inputs, activities, outputs, and outcomes of a project (W. K. Kellogg Foundation, 1998, 2004). The pictorial nature and flexible design of the logic model requires systematic thinking and planning from the evaluators and the program developers, who were one and the same in this case. By emphasizing connections among theories, activities, and outcomes, the logic model points out areas of strength and weakness (i.e., of the program) and allows stakeholders to find the best interpretation of the evaluation data (Rossi, Freeman, & Lipsey, 1999; W. K. Kellogg Foundation, 1998, 2004). We describe our development of an evaluation measure based on this framework in the "Method" section.

The purpose of this evaluation was to provide data-based recommendations for our PDS program by comparing the feedback from several elementary constituents—teacher candidates just completing the program, classroom teachers supervising the field experiences, and graduates after they completed a 3rd year of teaching. Three questions guided our assessment:

- How do our senior elementary preservice teachers perceive the effectiveness of our program?
- How do graduates of the program perceive the program's effectiveness?
- What is the impact of the program on our school partners?

Method

To design a formative evaluation for the purpose of providing ongoing feedback to program

developers, an evaluation team was formed, composed of the present authors: a program evaluator, a department chair, an assistant department chair, an elementary education program director, and a school administrator. Monthly meetings were held to discuss the evaluation design, instrumentation, data collection, and data analysis for the evaluation project. Based on the review of the five PDS standards of the National Council for Accreditation of Teacher Education (2001; i.e., the learning community; accountability and quality assurance; collaboration; diversity and equity; and structure, resources, and roles) and the goals of our PDS programs, a logic model was designed to capture the activities, outputs, outcomes, and the impact of the project (see Figure 1). Because of the ongoing nature of the project, the evaluation focused on the outcomes of the project.

The program developers created three survey instruments based on the PDS standards of the NCATE (2001) and the goals and objectives of the program. These instruments were designed to align with these standards and the program objectives (see Appendixes A and B).

The Preservice Teacher Survey was designed for undergraduates in their senior year of study. It contained 38 items: 35 multiple-choice items and 3 open-ended questions. The survey assessed two major areas: The first part contained 18 items regarding coursework, and the second part contained 16 items regarding participants' program experiences. Both were based on a 6-point Likert-type scale (*strongly disagree*, *disagree*, *neutral*, *agree*, *strongly agree*, *N/A*). Item 35 asked participants to rate the program's quality (*outstanding*, *good*, *mediocre*, *poor*); Item 36 asked them to explain the rating; Item 37 asked for suggestions to improve the program; and the final item asked participants to provide examples of their schools' efforts to close the achievement gap. The reliability (Cronbach's alpha) of this instrument reached .89.

The Graduate Survey contained 41 items: 18 related to the overall program and 17 related to course content, with Items 36–38 being the same as Items 35–37 from the Preservice Teacher Survey. The Graduate Survey used the same 6-point Likert-type scale used with the Preservice Teacher Survey. Items 39–41 were included to gather retention data from the participants. The reliability (Cronbach's alpha) of the Graduate Survey was .86.

The On-Site Teacher Educator Survey comprised four subscales: Intern Evaluation (13 items), Team Leader Evaluation (8 items), Impact on Professional Development (6 items), Quality of University Teacher Education Program (1 item). The first three subscales were based on the same 5-point Likert-type scale (*strongly disagree*, *disagree*, *neutral*, *agree*, *strongly agree*); the fourth, a different 5-point scale (*outstanding*, *very good*, *good*, *fair*, *poor*). Open-ended questions asked respondents for explanations regarding their evaluation of the program's quality, suggestions for improvement, and examples of how the program influenced student achievement and their professional development. The reliability (Cronbach's alpha) of this instrument was .83.

In this evaluation, 115 seniors, 135 OSTEs, and 38 graduates completed the surveys, for response rates of 85%, 74%, and 42%, respectively.

Findings

We applied specific criteria to determine program quality and success. Regarding the first research question, we looked at the percentage of responses in the top two ratings on the survey; then, we followed up whenever possible with a content analysis of open-ended responses. We set a criterion level of 80%, based on the department's estimation of what we believed would be an acceptable response rate to demonstrate program quality. Regarding open-ended questions, we considered a response significant if at least 20% of respondents cited it.

Preservice Teachers' Perspective

Of the 18 preservice teachers' responses regarding program content, 16 met our 80%

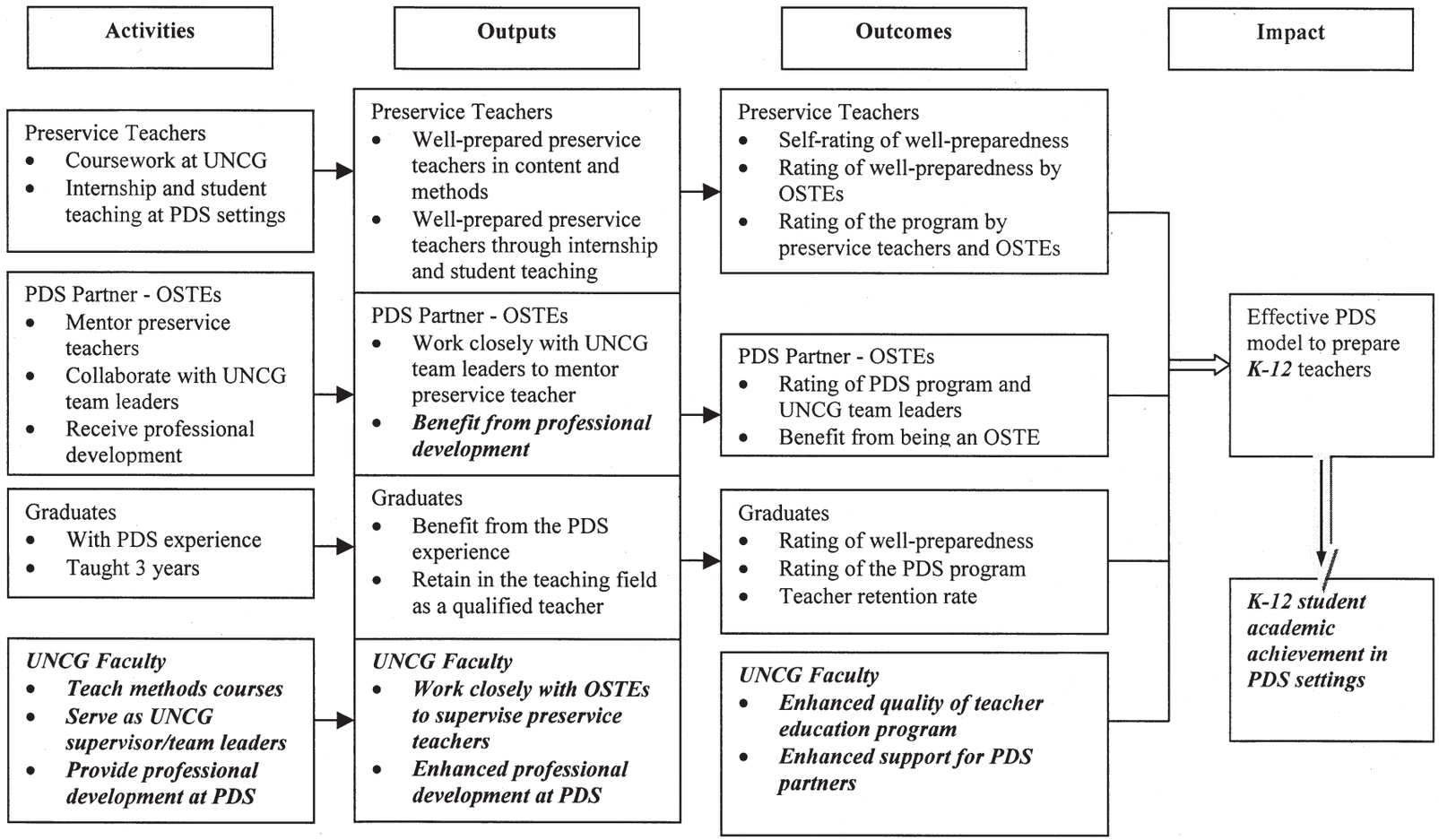

Figure 1. Logic model.

Note. UNCG = University of North Carolina–Greensboro; PDS = professional development school; OSTEs = on-site teacher educators.

criterion (see Table 1). Students believed that they taught in supportive classroom environments, that they had adequate opportunities to communicate with and observe classroom teachers and learn about their professional responsibilities, that they adapted teaching practices to different students' needs, that they worked with culturally and linguistically diverse students, and that they provided instruction in a variety of formats. Two items with lower student ratings included (1) not having enough opportunities for interns to work with parents from diverse backgrounds and others in the community and (2) not being able to observe and participate in shared decision making at the school. With program experiences, students viewed methods courses favorably, found classroom teachers and university supervisors as helpful and supportive, and rated the overall teacher education program quite highly. Concerns related to the effectiveness of the sophomore introductory teaching course, all licensure courses except physical education (i.e., art, dance, health, and music), and their preparation to work effectively with special-needs students.

Every preservice teacher except one provided comments to the open-ended questions. Three major themes were noted: university coursework, school experiences, and support and collaboration. Participants requested greater coordination between university personnel and classroom teachers regarding course assignments, greater coherence between the university's recommended instructional activities and actual classroom activities, greater emphasis on hands-on learning in methods (as opposed to theories), more planning times with teachers, and more feedback from university and public school personnel. Regarding the achievement gap questions, participants offered multiple responses: how having interns allowed teachers to differentiate instruction (n = 45), the availability of opportunities to work with small groups (n = 44), the ability to provide immediate feedback (n = 7), the benefits of more one-to-one interaction (n = 20), and the creativity they brought to the classroom from methods courses (n = 17).

Graduates' Perspective

Fewer graduate responses regarding course content met our criterion (n = 11 versus n = 16; see Table 2). Although they still rated the overall program highly, graduates wished that they had had more opportunities to work with other teachers and school personnel, to learn more about the professional aspects of teaching, and to interact with parents from diverse backgrounds. Moreover, they requested additional information about technology use, and they lowered their rating of the extent to which they might assume the role of an OSTE. Like preservice teachers, graduates requested more opportunities to work with special-needs students and to observe shared decision making in schools. Regarding program experiences, they lowered their ratings of some methods courses in that they requested a strengthening of social studies, language arts, and children's literature methods courses. Regarding other courses, they lowered their ratings of our introductory teaching course and licensure courses (i.e., art, music, health, physical education, and dance). Regardless of their concerns, graduates still highly rated the support they received from school and university personnel, their internship experiences, and the overall quality of the program.

Among the 38 graduates who responded to the survey, 4 had left the teaching field (11%). Based on these data, we extrapolate that the retention rate is 89% for our graduates after 3 years; however, with only a 42% return rate, this may be overly optimistic. The participants' reasons for leaving included career change (n = 2), parental leave (n = 1), and poor administration at the site (n = 1).

Furthermore, 16 graduates in this evaluation reported that they were very likely to stay in the classroom for the next 5 years (43%), whereas 5 stated that they were not very likely (14%). Nineteen participants reported that they were very likely to stay in the education field (51%), whereas 4 stated that they were not very likely (11%). Of those graduates who were teaching, all except 4 stated that they would likely stay in the classroom for the next 5 years because they did not know how they

Table 1. Preservice Teacher Survey Results: *n* (%)

	Strongly Agree	*Agree*	*Neutral*	*Disagree*	*Strongly Disagree*	*N/A*
Part 1: Coursework						
1. My classroom(s) provided a supportive environment.	82 (71.30)	28 (24.35)	3 (2.61)	1 (0.87)	1 (0.87)	0 (0.00)
2. My cooperating teacher (OSTE) modeled best practices.	71 (61.74)	31 (26.96)	8 (6.98)	4 (3.48)	1 (0.87)	0 (0.00)
3. I had adequate opportunities to meet and work with several teachers other than my cooperating teacher (OSTE).	54 (46.96)	46 (40.00)	6 (5.22)	8 (6.96)	1 (0.87)	0 (0.00)
4. I had adequate opportunities to observe and learn about the professional roles of teachers.	67 (58.26)	43 (37.39)	3 (2.61)	1 (0.87)	1 (0.87)	0 (0.00)
5. I had opportunities to work and relate to other school professionals.	55 (47.83)	47 (40.87)	10 (8.70)	3 (2.61)	0 (0.00)	0 (0.00)
6. I had opportunities to experience culturally and linguistically diverse students.	65 (56.52)	35 (30.43)	10 (8.70)	5 (4.35)	0 (0.00)	0 (0.00)
7. I had opportunities to work with parents from diverse backgrounds and others in the community.[a]	37 (32.17)	47 (40.87)	24 (20.87)	7 (6.09)	0 (0.00)	0 (0.00)
8. I had adequate opportunities to gain an understanding of how different students learn.	89 (77.39)	25 (21.74)	1 (0.87)	0 (0.00)	0 (0.00)	0 (0.00)
9. I had adequate opportunities to learn to adapt my teaching to student needs.	78 (67.83)	35 (30.43)	0 (0.00)	2 (1.74)	0 (0.00)	0 (0.00)
10. I had opportunities to use observation and other assessments to help my students learn.	73 (63.48)	39 (33.91)	1 (0.87)	2 (1.74)	0 (0.00)	0 (0.00)
11. I had adequate access to necessary materials and personnel at school.	61 (53.04)	48 (41.74)	4 (3.48)	1 (0.87)	1 (0.87)	0 (0.00)
12. I had adequate opportunities to use educational technology to enhance classroom learning.	43 (37.39)	59 (51.30)	12 (10.43)	0 (0.00)	1 (0.87)	0 (0.00)
13. I had adequate opportunities to work with small groups.	83 (72.17)	30 (26.09)	2 (1.74)	0 (0.00)	0 (0.00)	0 (0.00)
14. I had adequate opportunities to tutor individuals.	59 (51.30)	45 (39.13)	7 (6.09)	4 (3.48)	0 (0.00)	0 (0.00)
15. I had adequate opportunities to teach the whole class.	102 (88.70)	12 (10.43)	0 (0.00)	1 (0.87)	0 (0.00)	0 (0.00)
16. I had opportunities to observe and participate in shared decision making at the school.[a]	43 (37.39)	46 (40.00)	19 (16.52)	6 (5.22)	1 (0.87)	0 (0.00)
17. I felt welcomed in the schools.	76 (66.09)	35 (30.43)	4 (3.48)	0 (0.00)	0 (0.00)	0 (0.00)
18. I am committed to being an OSTE once I gain experience teaching.	59 (51.30)	41 (35.65)	14 (12.17)	0 (0.00)	0 (0.00)	1 (0.87)

Part 2: Program experiences						
19. CUI 250 provided me with adequate information to make informed decisions about teaching.[a]	25 (21.74)	49 (42.61)	22 (19.13)	13 (11.30)	1 (0.87)	5 (4.35)
20. My internship experiences helped to prepare me for the classroom.	84 (73.04)	30 (26.09)	0 (0.00)	1 (0.87)	0 (0.00)	0 (0.00)
21. Social Studies Methods has prepared me to teach social studies.	57 (49.57)	40 (34.78)	13 (11.30)	5 (4.35)	0 (0.00)	0 (0.00)
22. Science Methods has prepared me to teach science.	45 (39.13)	47 (40.87)	11 (9.57)	11 (9.57)	1 (0.87)	0 (0.00)
23. Mathematics Methods has prepared me to teach mathematics.	70 (60.87)	31 (26.96)	5 (4.35)	8 (6.96)	1 (0.87)	0 (0.00)
24. Language Arts Methods has prepared me to teach language arts.	40 (34.78)	55 (47.83)	13 (11.30)	6 (5.22)	1 (0.87)	0 (0.00)
25. Reading Methods has prepared me to teach reading.	59 (51.30)	41 (35.65)	7 (6.09)	7 (6.09)	1 (0.87)	0 (0.00)
26. Children's Literature has prepared me to use children's literature for instruction.	58 (50.43)	47 (40.87)	6 (5.22)	2 (1.74)	0 (0.00)	2 (1.74)
27. Topics on multicultural issues have prepared me to work effectively with diverse population.	47 (40.87)	50 (43.48)	16 (13.91)	2 (1.74)	0 (0.00)	0 (0.00)
28. Instruction for working with special populations has prepared me for teaching students with special needs.[a]	28 (24.35)	55 (47.83)	22 (19.13)	8 (6.96)	1 (0.87)	1 (0.87)
29. I received useful feedback from the cooperating teacher (OSTE).	75 (65.22)	35 (30.43)	1 (0.87)	2 (1.74)	2 (1.74)	0 (0.00)
30. I found UNCG team leaders to be supportive supervisors.	78 (67.83)	28 (24.35)	4 (3.48)	5 (4.35)	0 (0.00)	0 (0.00)
31. UNCG School of Education instructors are attentive to me as an individual.	43 (37.39)	52 (45.22)	17 (14.78)	3 (2.61)	0 (0.00)	0 (0.00)
32. I found my cooperating teacher (OSTE) to be a supportive supervisor.	79 (68.70)	30 (26.09)	4 (3.48)	0 (0.00)	2 (1.74)	0 (0.00)
33. The student teaching experience was helpful in preparing me to teach.	103 (89.57)	11 (9.57)	0 (0.00)	1 (0.87)	0 (0.00)	0 (0.00)
34. The following licensure classes were helpful in preparing me to teach:						
a. Art[a]	29 (25.22)	46 (40.00)	17 (14.78)	14 (12.17)	5 (4.35)	4 (3.48)
b. Dance[a]	20 (17.39)	44 (38.26)	15 (13.04)	11 (9.57)	0 (0.00)	25 (21.74)
c. Health[a]	34 (29.57)	59 (51.30)	12 (10.43)	4 (3.48)	1 (0.87)	5 (4.35)
d. Music[a]	27 (23.48)	49 (42.61)	20 (17.39)	13 (11.30)	3 (2.61)	3 (2.61)
e. Physical education	27 (23.48)	65 (56.52)	16 (13.91)	3 (2.61)	1 (0.87)	3 (2.61)
35. Please rate UNCG's Teacher Education Program.[b]	50 (43.48)	54 (46.96)	10 (8.70)	1 (0.87)	0 (0.00)	

Note. OSTE = on-site teacher educator; UNCG = University of North Carolina–Greensboro.

[a]Fewer than 80% of all responses in the highest two response options.

[b]Options: *outstanding, very good, good, fair, poor.*

Table 2. Graduate Survey Results: *n* (%)

	Strongly Agree	*Agree*	*Neutral*	*Disagree*	*Strongly Disagree*	*N/A*
Part 1: PDS program						
1. My classroom(s) provided a supportive environment.	18 (48.6)	17 (45.9)	1 (2.7)	0 (0.0)	1 (2.7)	0 (0.0)
2. My cooperating teacher (OSTE) modeled best practices.	18 (48.6)	17 (45.9)	1 (2.7)	0 (0.0)	1 (2.7)	0 (0.0)
3. I had adequate opportunities to meet and work with several teachers other than my cooperating teacher (OSTE).	13 (35.1)	17 (45.9)	2 (5.4)	4 (10.8)	1 (2.7)	0 (0.0)
4. I had adequate opportunities to observe and learn about the professional roles of teachers.[a]	13 (35.1)	16 (43.2)	4 (10.8)	3 (8.1)	1 (2.7)	0 (0.0)
5. I had opportunities to work and relate to other school professionals.[a]	9 (24.3)	19 (51.4)	4 (10.8)	4 (10.8)	1 (2.7)	0 (0.0)
6. I had opportunities to experience culturally and linguistically diverse students.	16 (43.2)	18 (48.6)	2 (5.4)	1 (2.7)	0 (0.0)	0 (0.0)
7. I had opportunities to work with parents from diverse backgrounds and others in the community.[a]	8 (21.6)	15 (40.5)	7 (18.9)	7 (18.9)	0 (0.0)	0 (0.0)
8. I had adequate opportunities to gain an understanding of how different students learn.	17 (45.9)	14 (37.8)	3 (8.1)	3 (8.1)	0 (0.0)	0 (0.0)
9. I had adequate opportunities to learn to adapt my teaching to student needs.	13 (35.1)	17 (45.9)	4 (10.8)	3 (8.1)	0 (0.0)	0 (0.0)
10. I had opportunities to use observation and other assessments to help my students learn.	13 (35.1)	20 (54.1)	2 (5.4)	2 (5.4)	0 (0.0)	0 (0.0)
11. I had adequate access to necessary materials and personnel at school.	14 (37.8)	20 (54.1)	1 (2.7)	2 (5.4)	0 (0.0)	0 (0.0)
12. I had adequate opportunities to use educational technology to enhance classroom learning.[a]	8 (21.6)	20 (54.1)	5 (13.5)	4 (10.8)	0 (0.0)	0 (0.0
13. I had adequate opportunities to work with small groups.	14 (37.8)	19 (51.4)	3 (8.1)	1 (2.7)	0 (0.0)	0 (0.0)
14. I had adequate opportunities to tutor individuals.[a]	8 (21.6)	20 (54.1)	2 (5.4)	7 (18.9)	0 (0.0)	0 (0.0)
15. I had adequate opportunities to teach the whole class.	20 (54.1)	17 (45.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
16. I had opportunities to observe and participate in shared decision making at the school.[a]	8 (21.6)	12 (32.4)	11 (29.7)	6 (16.2)	0 (0.0)	0 (0.0)
17. I felt welcomed in the schools.	16 (43.2)	17 (45.9)	2 (5.4)	1 (2.7)	1 (2.7)	0 (0.0)
18. I am committed to being an OSTE once I gain experience teaching.[a]	14 (37.8)	12 (32.4)	7 (18.9)	1 (2.7)	0 (0.0)	3 (8.1)

Part 2: Course content						
19. CUI 250 provided me with adequate information to make informed decisions about teaching.[a]	4 (10.8)	20 (54.1)	8 (21.6)	3 (8.1)	2 (5.4)	0 (0.0)
20. My internship experiences helped to prepare me for the classroom.	18 (48.6)	14 (37.8)	3 (8.1)	2 (5.4)	0 (0.0)	0 (0.0)
21. Social Studies Methods has prepared me to teach social studies.[a]	4 (10.8)	18 (48.6)	11 (29.7)	4 (10.8)	0 (0.0)	0 (0.0)
22. Science Methods has prepared me to teach science.	14 (37.8)	17 (45.9)	2 (5.4)	2 (5.4)	0 (0.0)	2 (5.4)
23. Mathematics Methods has prepared me to teach mathematics.	14 (37.8)	17 (45.9)	1 (2.7)	1 (2.7)	0 (0.0)	4 (10.8)
24. Language Arts Methods has prepared me to teach language arts.[a]	7 (18.9)	20 (54.1)	5 (13.5)	3 (8.1)	0 (0.0)	2 (5.4)
25. Reading Methods has prepared me to teach reading.	14 (37.8)	20 (54.1)	3 (8.1)	0 (0.0)	0 (0.0)	0 (0.0)
26. Children's Literature has prepared me to use children's literature for instruction.[a]	15 (40.5)	14 (37.8)	3 (8.1)	4 (10.8)	0 (0.0)	1 (2.7)
27. Topics on multicultural issues have prepared me to work effectively with a diverse population.[a]	10 (27.0)	15 (40.5)	9 (24.3)	3 (8.1)	0 (0.0)	0 (0.0)
28. Instruction for working with special populations has prepared me for teaching students with special needs.[a]	4 (10.8)	13 (35.1)	12 (32.4)	7 (18.9)	1 (2.7)	0 (0.0)
29. I received useful feedback from the cooperating teacher (OSTE).	19 (51.4)	14 (37.8)	2 (5.4)	1 (2.7)	1 (2.7)	0 (0.0)
30. I found UNCG team leaders to be supportive supervisors.	20 (54.1)	11 (29.7)	4 (10.8)	1 (2.7)	1 (2.7)	0 (0.0)
31. UNCG School of Education instructors are attentive to me as an individual.	12 (32.4)	20 (54.1)	4 (10.8)	1 (2.7)	0 (0.0)	0 (0.0)
32. I found my cooperating teacher (OSTE) to be a supportive supervisor.	23 (62.2)	10 (27.0)	2 (5.4)	1 (2.7)	1 (2.7)	0 (0.0)
33. The student teaching experience was helpful in preparing me to teach.	25 (67.6)	7 (18.9)	3 (8.1)	1 (2.7)	1 (2.7)	0 (0.0)
34. The following licensure classes were helpful in preparing me to teach:						
a. Art[a]	5 (13.5)	12 (32.4)	9 (24.3)	5 (13.5)	1 (2.7)	5 (13.5)
b. Dance[a]	1 (2.7)	7 (18.9)	8 (21.6)	5 (13.5)	2 (5.4)	14 (37.8)
c. Health[a]	6 (16.2)	10 (27.0)	12 (32.4)	5 (13.5)	0 (0.0)	4 (10.8)
e. Music[a]	3 (8.1)	15 (40.5)	8 (21.6)	4 (10.8)	0 (0.0)	7 (18.9)
f. Physical Education[a]	7 (18.9)	12 (32.4)	11 (29.7)	4 (10.8)	0 (0.0)	3 (8.1)
35. Please rate UNCG's Teacher Education Program.[b]	23 (62.2)	12 (32.4)	1 (2.7)	1 (2.7)	0 (0.0)	

Note. OSTE = on-site teacher educator; UNCG = University of North Carolina–Greensboro.

[a]Fewer than 80% of all responses in the highest two response options.

[b]Options: *outstanding, very good, good, fair, poor.*

could balance the demands of the profession with starting a family. A few mentioned (n = 3) concerns regarding stress or salary as possible reasons why they might leave teaching.

OSTEs' Perspective

OSTEs were overwhelmingly positive in rating their interns' preparation; that is, 10 of 13 responses met criterion (see Table 3). Interns were rated strongly in their ability to provide content instruction, work with diverse populations and be collaborative, use technology in their instruction, effectively use different instructional formats and assessments to promote learning, and likely become successful 1st-year teachers. They expressed concerns with classroom management and their ability to work with parents and teach students with special needs.

Classroom teachers viewed the program as having a positive impact on their school, and they viewed it as an important part of their school's identity. According to the open-ended responses, the interns allowed teachers to differentiate instruction by offering tutoring and by providing more opportunities for small group instruction. Moreover, teachers noted the positive effects of integrating into their classroom routines the new ideas, strategies, and techniques that their teacher candidates brought to the learning community.

Concerns related to the university's ability to provide direct professional development and to communication between the university and teachers over a particular student. Teachers also requested more time to meet with interns to discuss and plan instruction.

Discussion and Recommendations

Instead of relying primarily on anecdotal evidence, we collected systematic evidence regarding our program's effectiveness through this evaluation. The surveys allowed us to evaluate our impressions, and the logic model promoted greater staff awareness of the relationship among our program's goals, its day-to-day operation, and national standards. Finally, although the survey findings largely confirmed what we knew from anecdotal evidence, they helped us develop additional goals based on the different perspectives of our students, cooperating teachers, and graduates.

The evidence overwhelmingly supported our program's effectiveness as it related to the content of our methods courses and seminars, the involvement of students during internships and student teaching, and our relationships with classroom teachers. Preservice teachers worked closely with their OSTEs in supportive classrooms to provide instruction for students—particularly, those who struggled. Although this collaboration prepared our students for the daily pressures of teaching as they entered the profession, there never appeared to be enough time to complete all the necessary tasks. Regardless of our successes, all participants—preservice teachers, graduates, and OSTEs—wished for more time in the classroom and more instruction related to working in diverse settings, communicating with parents, and addressing the needs of the most challenging students.

At a more macrolevel, concerns related to our program's operation. For example, our preservice teachers and graduates questioned the value and appropriateness of certain courses and experiences. As a result, we restructured our introductory course, and we now look forward to future evaluations to see if we adequately addressed their concerns. We also started to question the relevance of state-required licensure courses (e.g., art, dance, health, music, physical education) given the demands of classroom teaching. Such ratings may be related to the fact that classroom teachers are no longer required to provide such instruction in classrooms. Our preservice teachers questioned the appropriateness of these courses, and graduates provided even lower evaluations. Perhaps we could use this time to restructure our program to increase the number of opportunities to deal with issues of differentiation and diversity. Additionally, everyone raised concerns regarding the need for more communication between the university and the public schools. Greater attention

Table 3. On-Site Teacher Educator Survey Results: n (%)

	Very Well Prepared				*Very Poorly Prepared*	*Not Observed*
1. How well does the Teacher Education Program at UNCG prepare future teachers to						
1.1. Provide instruction in content areas.	74 (74.0)	18 (18.0)	8 (8.0)	0 (0.0)	0 (0.0)	0 (0.0)
1.2. Use classroom management techniques.[a]	40 (40.0)	37 (37.0)	20 (20.0)	3 (3.0)	0 (0.0)	0 (0.0)
1.3. Teach students with special needs.[a]	23 (23.0)	41 (41.0)	26 (26.0)	5 (5.0)	0 (0.0)	5 (5.0)
1.4. Work with diverse populations.	47 (47.0)	38 (38.0)	14 (14.0)	0 (0.0)	1 (1.0)	0 (0.0)
1.5. Work with parents and others in the community.[a]	31 (31.0)	43 (43.0)	24 (24.0)	2 (2.0)	0 (0.0)	0 (0.0)
1.6. Use technology in instruction.	50 (50.0)	38 (38.0)	9 (9.0)	1 (1.0)	0 (0.0)	2 (2.0)
1.7. Tutor individuals.	69 (69.0)	25 (25.0)	5 (5.0)	0 (0.0)	0 (0.0)	1 (1.0)
1.8. Provide instruction to small groups.	75 (75.0)	22 (22.0)	3 (3.0)	0 (0.0)	0 (0.0)	0 (0.0)
1.9. Provide whole class instruction.	71 (71.0)	22 (22.0)	6 (6.0)	1 (1.0)	0 (0.0)	0 (0.0)
1.10. Use observations and other assessments to help students learn.	49 (49.0)	38 (38.0)	9 (9.0)	3 (3.0)	0 (0.0)	1 (1.0)
1.11. Work with other school professionals.	58 (58.0)	32 (32.0)	7 (7.0)	1 (1.0)	0 (0.0)	2 (2.0)
1.12. Work effectively toward closing the achievement gap.	34 (34.0)	48 (48.0)	13 (13.0)	0 (0.0)	0 (0.0)	5 (5.0)
1.13. Teach during their first year.	59 (59.0)	30 (30.0)	6 (6.0)	1 (1.0)	0 (0.0)	4 (4.0)
	Strongly Agree	*Agree*	*Neutral*	*Disagree*	*Strongly Disagree*	
2. In your opinion, the supervisor(s) from UNCG						
2.1. Made frequent contact with me during the semester.	38 (38.4)	46 (46.5)	12 (12.1)	2 (2.0)	0 (0.0)	
2.2. Solicited my concerns about my teacher candidates.	42 (42.4)	47 (47.5)	8 (8.1)	2 (2.0)	0 (0.0)	
2.3. Responded to my concerns about my teacher candidates.	47 (47.5)	43 (43.4)	6 (6.1)	2 (2.0)	0 (0.0)	
2.4. Responded to my concerns about the UNCG Teacher Education Program.[a]	30 (30.0)	42 (42.0)	20 (20.0)	2 (2.0)	0 (0.0)	
2.5. Helped me understand the UNCG evaluation procedures.	40 (40.0)	49 (49.0)	8 (8.0)	3 (3.0)	0 (0.0)	
2.6. Gave helpful feedback to my teacher candidates.	49 (49.0)	40 (40.0)	7 (7.0)	4 (4.0)	0 (0.0)	
2.7. Incorporate my feedback and value my practitioner expertise.	45 (45.0)	39 (39.0)	12 (12.0)	4 (4.0)	0 (0.0)	
2.8 Support the goals and missions of my school.	52 (52.0)	44 (44.0)	3 (3.0)	1 (1.0)	0 (0.0)	
3. Concerning your role as an cooperating teacher (OSTE), do you find that the UNCG Teacher Education Program						
3.1. Enhances my professional development.	44 (44.0)	48 (48.0)	7 (7.0)	1 (1.0)	0 (0.0)	0 (0.0)
3.2. Helps me to help my students to achieve.	59 (59.0)	36 (36.0)	2 (2.0)	1 (1.0)	1 (1.0)	1 (1.0)
3.3. Provides worthwhile staff development when requested.[a]	24 (24.0)	38 (38.0)	21 (21.0)	3 (3.0)	0 (0.0)	14 (14.0)
3.4. Provides in-class demonstration or assistance when requested.[a]	21 (21.0)	27 (27.0)	27 (27.0)	0 (0.0)	0 (0.0)	25 (25.0)
3.5. Has had a positive impact on my school.	62 (62.0)	34 (34.0)	3 (3.0)	1 (1.0)	0 (0.0)	0 (0.0)
3.6. Is an important part of our school's identity and mission.	52 (52.0)	40 (40.0)	5 (5.0)	1 (1.0)	0 (0.0)	2 (2.0)
4. Please rate UNCG's Teacher Education Program.[b]	42 (42.0)	40 (40.0)	17 (17.0)	1 (1.0)	0 (0.0)	0 (0.0)

Note. OSTE = on-site teacher educator; UNCG = University of North Carolina–Greensboro.

[a]Fewer than 80% of all responses in the highest two response options.

[b]Options: *outstanding, very good, good, fair, poor.*

needs to be given to how our program might better address these needs.

These results raised questions related to the overall goals of PDSs. Since our implementation of this model, increased enrollments have stretched our resources, and we are not adequately addressing the need to work closely with schools to provide professional development. Teachers have asked for professional development, and we question our ability to meet these requests given recent enrollment growth (> 300%). A second major concern relates to our graduates. We need to increase the number of graduates who participate in the evaluation of our program. Too many of our requests were returned simply because we did not know graduates' current whereabouts.

As an effort to systematically measure the impact of the PDS program and provide ongoing feedback to its stakeholders, the logic model of evaluation facilitated the self-assessment of the PDS program based on standards and provided informative feedback for PDS program development. Participants' positive rating and feedback regarding the impact of the PDS program on preservice teacher preparation, PDS partners, and teacher retention confirmed the program success over the past 3 years and gave us insights into how we might improve the program. To maximize program development based on the evaluation data, the logic model used in this evaluation summarized the key elements of the program, identified the intended outcomes for the activities, and served as a useful means in communicating the vision and components of the program for all stakeholders involved.

Limitations and Future Goals

Although we developed surveys to gather information from graduating preservice teachers, their OSTEs, and program graduates in their 3rd year of teaching, we need to further explore program activities from faculty members involved in this program. We believe that their efforts in working with the preservice teachers in the teacher education program and the school partners through their ongoing professional development will help us better understand the comprehensive impact of our PDS program and provide insights for program development from a different perspective. As yet, we are unable to link the effectiveness of our program graduates to their students' achievement levels, which is another critical aspect in examining the program's impact. We therefore added in our logic model the faculty and K–12 student components as part of the data sources to guide future evaluation data collection and interpretation.

Low return rates from program graduates limit the generalizability of our findings. Future effort to gather more demographic data, to keep in touch with our program graduates, and to connect student achievement data to our program graduates remains our goal despite the logistics of achieving it. Nevertheless, the logic model that we have adopted for program evaluation remains flexible enough for us to continue using it to guide program improvement. SUP

Appendix A: Standards of the National Council for Accreditation of Teacher Education

Standard 1: Learning Community

- Support multiple learners
- Work and practice are inquiry based and focused on learning
- Develop a common shared professional vision of teaching and learning grounded in research and practitioner knowledge
- Serve as instrument of change
- Extended learning community

Standard 2: Accountability and Quality Assurance

- Develop professional accountability
- Assure public accountability

- Set professional development school participation criteria
- Develop assessments, collect information, and use results
- Engage with the professional development school context

Standard 3: Collaboration

- Engage in joint work
- Design roles and structures to enhance collaboration and develop parity
- Systematically recognize and celebrate joint work and contributions of each partner

Standard 4: Diversity and Equity

- Ensure equitable opportunities to learn
- Evaluate policies and practices to support equitable learning outcomes
- Recruit and support diverse participants

Standard 5: Structures, Resources, and Roles

- Establish governance and support structures
- Ensure progress towards goals
- Create professional development school roles
- Resources
- Use effective communication

Appendix B: Development of Evaluation Surveys—Items by Professional Development School Mission and Standard

Mission	*Preservice Teacher Survey*	*On-Site Teacher Educator Survey*
Teacher education		
Standard 1	1, 5, 7–9, 17, 29–32, 35–37	1.3–1.5, 5, 8
Standard 2	2–10, 13–15, 19–26, 33–37	1.1–1.5, 1.7–1.10, 1.12, 1.13, 5, 8
Standard 3	3, 5, 16, 17, 29–32, 35–37	1.11, 8
Standard 4	6–9, 27, 28, 35–37	1.3–1.5, 5, 8
Standard 5	4, 11, 12, 16–18, 29, 31, 32, 35–37	1.11, 6–8
Professional development		
Standard 1		3.1–3.6, 8
Standard 2		3.1–3.6, 8
Standard 3		3.1–3.6, 8
Standard 4		3.1–3.6, 8
Standard 5		3.1–3.6, 6–8
Student achievement		
Standard 1	1, 5, 7–9, 17, 35–38	1.3–1.5, 5, 8
Standard 2	10, 13–15, 35–38	1.1–1.5, 1.7–1.10, 1.12, 1.13, 5, 8
Standard 3	3, 5, 16, 17, 35–38	
Standard 4	6–9, 35–38	1.3–1.5, 5, 8
Standard 5	35–38	1.11, 6–8

References

Antonek, J. L., Matthews, C. E., & Levin, B. B. (2005). A theme-based, cohort approach to professional development schools: An analysis of the benefits and shortcomings for teacher education faculty. *Teacher Education Quarterly, 32*(1), 131–150.

Goodlad, J. I. (1984). *A place called school*. New York: McGraw-Hill.

Moguel, D. L. (1997, March). *Professional development schools/school-university partnerships: A review of the literature (1990–1996)*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

National Council for Accreditation of Teacher Education. (2001). *Standards for professional development schools*. Washington, DC: Author. Retrieved from http://www.ncate.org/documents/pdsStandards.pdf

Rossi, P. H., Freeman, H., & Lipsey, M. (1999). *Evaluation: A systematic approach*. Thousand Oaks, CA: Sage.

Teitel, L. (2001). *How professional development schools make a difference: A review of the research* (6th ed.). Washington, DC: National Council for Accreditation of Teacher Education.

W. K. Kellogg Foundation. (1998). *W. K. Kellogg Foundation evaluation handbook*. Retrieved from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

W. K. Kellogg Foundation. (2004). *W. K. Kellogg logic model development guide*. Retrieved from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

❖ ❖ ❖

Ye He, assistant professor in the Department of Teacher Education and Higher Education at University of North Carolina–Greensboro, has research interests that include teacher beliefs, teacher development, and program evaluation.

Jean Rohr is assistant professor and coordinator of professional development schools in the School of Education at Elon University, Elon, North Carolina.

Samuel D. Miller, professor and chair of the Department of Teacher Education and Higher Education at University of North Carolina–Greensboro, has research interests that include student cognition and motivation and teacher education.

Barbara B. Levin, who regularly leads professional development school teams, has research that focuses on teacher thinking and teacher beliefs. She has published several articles and chapters based on her work in professional development school sites.

Susan Mercier, former curriculum facilitator for Hunter Elementary School, Greensboro, North Carolina, is an educational consultant in the state of North Carolina.