Arkansas State University
Education Renewal Zone

2013 Survey Report on Needs of Northeast Arkansas Principals

February/March 2013

Prepared by the
Office of Behavioral Research and Evaluation
College of Education
Arkansas State University

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Report Brief, March 2013

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In February of 2013, the Education Renewal Zone (ERZ) at Arkansas State University (ASU) solicited feedback (via a survey) from regional school principals about how well ASU is providing the education, help, and resources that schools need. This Report Brief provides a summary of the feedback from 58 principals. This Brief is organized by major issues examined in the survey, providing a summary of key points from the survey data. Additional details of the survey results are available from the ERZ.

How well has ASU performed in teacher training and education?

In general, ASU graduates were reported to be doing well in schools. They have the necessary skills to do their jobs and, in general, are prepared to work in schools. However, there are some domains in which greater skills and preparation are needed. Of particular importance is the need for better training in classroom management and student behavior, although other concerns also were expressed, such as (a) making sure students are prepared for current and future needs of schools (e.g., Common Core State Standards), (b) developing better professional communication skills (e.g., written and verbal interaction with parents and the community), and (c) increasing emphasis on professionalism.

What do schools want from ASU?

There appears to be a strong need for professional development assistance. Schools reported that relatively few ASU faculty and staff have provided such assistance. Rather, many schools work with the regional Educational Cooperatives, but report that it would be helpful if ASU (independently or working with the Cooperatives) provided additional professional development opportunities and topics. In particular, the topics on which schools would like professional development include (a) implementing the Common Core State Standards, (b) behavioral issues with students, and (c) the Teacher Excellence Support System.

Principals also reported that they would like (a) more assistance with getting grants and (b) better communication between ASU and schools. The communication issues include providing information both on professional development activities (e.g., what services or activities are available and a calendar of activities) and on what services would be available from ASU.

In what areas do schools want to collaborate with ASU?

Approximately two-thirds of principals expressed a wish to be more involved in helping to shape the College of Education for the future (or to serve on an advisory panel for the College). Collaboration issues mentioned multiple times included (a) working on curricula, (b) teacher intern training, and (c) teacher development.

Conclusions

Overall, the ASU College of Education appears to be doing a good job in teacher education, with a few areas of general concern (e.g., classroom management and responding to changes in education and school concerns). Greater collaboration and communication between ASU and schools would be helpful, particularly in professional development opportunities and activities. Principals tend to view ASU positively, and would like to participate in helping to shape the College and its educational mission for the future.

Views of the ASU College of Education
(To what extent do you agree with each of the following statements?)

Statement	Strongly Disagree %	Disagree %	Neither Agree nor Disagree %	Agree %	Strongly Agree %	Mean Response*
1. The College has provided adequate professional development to my school.	4	16	50	27	4	3.11
2. Graduates from the College have the necessary skills to do their job.	0	3	16	71	10	3.88
3. Overall, graduates from the College are well prepared to work in the schools.	0	5	16	72	7	3.81
4. I feel that there is a disconnect between the College and my school.	2	35	35	26	2	2.91

*Scores range from 1 (Strongly Disagree) to 5 (Strongly Agree)

5. In the past couple of years, what type(s) of professional development has ASU provided to your school? *Note: The responses below are presented exactly as they were written by the participants.*

Professional Development Activity	Who from the College Provided the Professional Development?
Response 1	*Response 1*
• Advanced Placement Training • AP Summer Institute • AR Rural Math & Science • ARZ Presentations • CCSS • CCSS Training • Common Core • Common Core workshop • ERZ sessions • FOSS Kit Training • GK-12 Program in the summer • GK12 Science • I do not recall receiving any assistance from ASU. • I have actual done the PD for ASU in the schools. • iPad Training	• ? • Cynthia Miller • Cynthia Miller • Debbie Roger • Debby Rogers • Deborah Rogers • Department of Ed Leadership • Dixie Keyes • Dr. Bowser • Dr. Maness • Education • Education--History • ERZ • ERZ • I do not recall receiving any pd from ASU.

Professional Development Activity	Who from the College Provided the Professional Development?
• Math Instruction • n/a • N/A • N/A • N/A • N/A • N/A • NA • NA • none • none • None • None • None • None • None • None • None that I know of. • None that I remember • None. No contact has been made to provide any services • Parental Involvement/Culture • PBIS • PBIS • Reading in the Content Area • Science • Science Labs, etc… • Science workshop • Special Education Training • State Meeting--TESS • Summer Institute for AP • Teacher Ed. Regional Conference • Ther has been no pd provided • Using IPad in the classroom • XX	• Janie Trautwin & Company • Julia Grady • n/a • N/A • N/A • not sure • Not Sure • Numerous • Rebecca Heggar • various presenters • Wallece Brewer
Response 2 • 5 Levels of Leadership • CCSS • Common Core Symposium • CSI • G - 12 sessions • G K 12 • Math Common Core	*Response 2* • ? • Continuing Ed • Debby Rogers • Dr. Judy Grady • Dr. Y • ERZ • Jamie Trautwine

Professional Development Activity	Who from the College Provided the Professional Development?
- Math Training - n/a - N/A - NA - None - PBIS - Pre-AP Workshops - Science Instruction - Singapore Math - Stem Center	- Kim Danley - Mike Hall - n/a - N/A - Rebecca Heggar - Science Education - Wallace Brewer
Response 3 - Apple PD (this summer) - History - n/a - N/A - NA - None	*Response 3* ? - Danny Kopp - n/a - N/A

6. **How can the College improve its professional development activities to meet the needs of your school better?** *Note: The responses below are presented exactly as they were written by the participants.*

- Activities on increasing rigor and relevance are needed.
- Be available to do more small group at the school site.
- Be in Touch with each Principal, PD coordinator with what they have to offer.
- By keeping us aware of the Professional Development activities being offered.
- By making known the offerings and building rapport with high school staffs.
- Classroom mangament and research based strategies for math and literacy instruction.
- Collaborate with schools and possibly due direct PD with individual districts or provide PD days in the summer for area schools.
- Communicate to the schools the activities that are available.
- Communicate with the district central office about offering PD
- Communication and maybe a newsletter and possible list serve for College of Ed
- Continue improving communication on current educational issues.
- Continue to offer on-site training and assistance for our teachers in the areas of Math and Science.
- Cooperate with education cooperatives and present PD regarding best current practices of instruction in common core state standards.
- Having them in the evening. I can't be out of the office.

- I believe they could better benefit schools by producing future teachers who are already aware of Common Core and TESS. By preparing those who are currently education majors, it would reduce the need for future training on the public schools.
- I don't have a reference point
- I would like more PD on math Common Core and phasing in the standards.
- I would like to provide some meaningful PD on classroom management. I have some young teachers that could benefit from it.
- Keep doing what you are doing! [*District Name*] School District is excited to see all that you are doing!
- Meet with Schools, Provide PD
- Mental Health training (diagnosis of children) - Common Core Curr. Updates
- More information to help teachers develop Common Core lessons & technology integration.
- N/A
- NA
- NA
- Not sure. Our professional development is very structured based on state requirements and our school's needs.
- Offer PD more in line with our needs
- Offer some PD for the school
- Our district is generally able to provide our own PD. Child maltreatment, bullying, parental involvement PD is required by law, so a College member might be able to provide those services.
- Partner with Crowley's Ridge Coop
- Provide in-school modeling with individual classrooms instead of out-of-class professional development. The required 60 hours of inservice are already taken with the state and district mandated requirements.
- Provide opportunities for staff to receive credit for hours required by the Department of Education. Onsite model classrooms that provide training and reflective feedback during the summer.
- Provided PD that relates to all of the changes in education such as TESS.
- schedule more to correspond to specific students' needs--for ex. Multi-sensory, Bartons
- Send a calendar of PD activities to me via email.
- Send a list of opportunities for PD
- Send more information to schools as to what pd is available.
- teaching critical thinking skills, community involvement and resources, using data effectively
- That is hard to answer due to the use of the coops, but it seems that just helping educators keep up with the changing trends in education.
- The College could provide a catalog of the services that are available so I will know what is available along with the timeline for services.
- There is a disconnect between the college and the schools. We need to work with people at ASU and we need your prescence in our buildings, other than just to check on student teachers. Our teachers are lifelong learners and would love more PD opportunities.

- This survey is a great starting point and I think you will get great feedback from areas principals.
- Through Surveys
- try to help with CCSS transition
- Use the Common Core Standards and the requirements of each and offer PD that will prepare teachers for the hands-on activities and cross-curricular requirements of CC.
- Visit schools to observe and make a plan to identify gaps
- We don't have any PD from ASU.
- We have not had any Professional Development activities provided by the College.
- We take PD through our Co-op because a needs survey is done for quality PD at a lower price.
- We use the Coop.

7. **What knowledge, skills, and/or abilities does the College need to strengthen in its graduates before they are placed in the schools?** *Note: The responses below are presented exactly as they were written by the participants.*

- become more familiar with Common Core
- Best Practices of Educational Strategies and classroom management.
- Better classroom management skills, common core curriculum, variety of instructional strategies that reach a variety of learning styles.
- CCSS & new teacher evaluation system
- classroom management
- Classroom management
- Classroom management
- Classroom Management
- Classroom management and building student relationships.
- Classroom management techniques
- Classroom Management Techniques and organizational skills.
- Classroom Management, being aggressive
- Classroom Management, CCSS, High-Yield Strategies, Differentation, Professionalism-Ethics
- Classroom management, Differentation,
- Classroom management/differentiated instruction/inclusive classrooms which require meeting needs of low level learners while at the same time teaching and engaging mid to high level learners; performance based learning and assessment.
- Common Core Curriculum Strategies Classroom management procedures, teacher evaluation
- Common core knowledge, new teacher evaluation knowledge, how to communicate with parents.
- Common Core State Standards
- Communication Skills (writing, speaking); More practical application in school settings
- Content knowledge of the subject and grade level they plan on teaching.

- Definitely classroom management skills and behavioral management skills! Organizational skills is another area where most graduates need stronger skills.
- Discipline, Work place relations, Stop worrying about the lesson plans being on long and teach them to use a pacing guide.
- Ensure that students can teach and assess on Bloom's higher order levels. This would likely mean that they would have to have been taught and assessed in the same way during their preparation. Secondary teachers need extended experience lower and upper levels. Someone who has not taught 7th and 8th graders often struggle due the emotional and maturity differences from those of upper grades. Interning should be split between the two and extensive in time.
- Give them a good knowledge of Common Core State Standards.
- Graduates need more knowledge of various teaching strategies & ways to differentiate learning for students. More Technology
- Greater emphasis on classroom management and student discipline as it pertains especially to special education law.
- How to join assessments : DRA, Discuss How to Communicate w/Parents & Evaluations
- Human relation skills to deal with the community. Classroom management skills.
- I would like to see young teachers have more of a sense of professionalism. I see many young teachers who do not present themselves in a professional manner.
- Knowledge about the Common Core Standards, more classroom behavior management opportunities. Teaching with Poverty in mind.
- Knowledge of CCSS, classroom management, differentiated instruction development.
- Knowledge of common core curriculum and classroom management skills
- Less online classes for better learning experiences about rigorous teaching and how to integrate CCSS across the disciplines. High expectations need to continue at the college level. I'm sure taking online courses draws more students but quantity vs. quality is at stake.
- More hand-on training
- More hands-on time with the various assessments given at the elementary level. DIBELS, DRA, etc.
- more literacy skills, understanding how children learn to read
- My experience with the graduates have been great. We have had several student teachers over the past couple of years demonstrate excellent teaching skills.
- N/A
- NA
- none. They seem well prepared
- Obtain a clear understanding of Common Core and the components that are involved. Also, they need a great understanding of student engagement and high-yield instructional strategies.

- Prior to student internship, ASU could implement the new Charlotte Danielson, Framework for Effective Teaching program into their curriculum. Another area that potential teachers should be aware of are the new Common Core State Standards. I believe that colleges and universities should primarily be responsible for training future teachers in these areas at the current time. Public schools are to be responsible for current teachers, but should not continue bearing this burden for new teachers in the future.
- Professionalism. They need to know they are not students when they come to k-12.
- Project Based Learning
- project based teaching
- Real, hands-on training. There are so many things that educators do within their job that cannot be found in a textbook. There needs to be education through experience that new naïve educators need to know.
- strong common core base knowledge for instruction and assessment
- Students need to have communication strategies for talking to parents. They must be able to manage the RTI process (Response To Intervention).
- Students need to understand that to become a teacher, you have to be a worker, a continuous learner, as well as have a passion for ALL students.. Teachers also need more preparation in Teacher Evaluation as well as characteristics of an effective teacher.
- That teaching is hard, it is actually a 12 month job, help them develop their leadership skills, and how to deal with parents.
- The more time students are in the classroom getting practical experience, the better. This has improved in recent years. Graduates need to have strong written and verbal communication skills and be able to communicate with both students and adults within a school system.
- time in the classroom;student teaching
- You all do a great job. Some students need to work on classroom discipline.

Areas in need of Assistance from the College and ASU*						
(In what areas do you need assistance from the College and ASU?)						
Area	No Real Need %	Probably No Need %	Uncertain of Need %	Moderate Need %	Strong Need %	Mean Response*
8. Implementing the Common Core Curriculum	9	7	9	43	33	3.84
9. Aligning curricula	11	16	9	46	18	3.45
10. Implementing teacher mentoring programs	7	31	20	36	6	3.02
11. Attracting new teachers	16	25	4	34	21	3.20
12. Retaining highly qualified teachers	14	36	7	27	16	2.95
13. Involving Parents	4	15	6	51	26	3.80

Statement						Mean
14. Involving the Community	5	14	9	46	26	3.74
15. Collaborating with other schools	2	19	16	49	14	3.54
16. Building leadership capacity	9	14	10	59	9	3.45
17. Reducing behavioral problems among students	0	11	13	52	25	3.91
18. Receiving professional development for specific subjects	2	9	5	53	28	4.00
19. Understanding the new teacher evaluation requirements	7	12	3	29	48	4.00
20. Getting grants for your school	4	4	5	44	44	4.21
21. Evaluating school programs	3	16	22	47	12	3.48
22. Collecting information for data-based decision making	12	12	19	47	10	3.31
*The Top 5 Mean Responses Are Highlighted (1= No Real Need, 5=Strong Need)						

NOTE: Responses to questions 23, 24, and 25 are presented at the end of this report.

Desired Input into the College of Education						
(To what extent do you agree with each of the following statements?)						
Statement	Strongly Disagree %	Disagree %	Neither Agree nor Disagree %	Agree %	Strongly Agree %	Mean Response*
26. I would like to be more involved in helping to shape the College for the future.	0	4	26	58	12	3.79
27. I would like to help design new curricula and programs for the College.	0	9	32	51	9	3.60
28. I would like to have more input in how student interns are placed in the schools.	0	12	48	31	9	3.36
29. I would like to serve on an advisory board for the College.	0	7	29	43	21	3.78
30. I would like to be involved in pre-service teacher education at ASU.	0	15	35	39	11	3.46

*Scores range from 1 (Strongly Disagree) to 5 (Strongly Agree)

31. **On what types of programs would you like to collaborate with the ASU College of Education in the future?** *Note: The responses below are presented exactly as they were written by the participants.*

- ACT info for students (ie: Cert Dept. or Dru?)
- Administrator leadership programs

- Advisory Board
- Any
- Anything that would be a collaborative relationship with the college.
- CCSS
- CCSS
- Currently on the Year-long Internship committee
- Curriculum
- Curriculum for education majors
- Direction of the College of Education
- I would be willing to help with any programs as needed.
- I would be willing to work with Education majors on what to expect in the internship process, interviews, job search, etc.
- I would like to hear more about what all you have offered to other schools.
- intern placement
- Internships, Class requirements to get an education degree
- I would like to collaborate with the College on arranging a way for professors who teach education classes to spend time in classrooms teaching and managing classrooms. I think it would benefit them to experience the classrooms of today and it would benefit their college students in their classes to be instructed by professors who were knowledgeable about today's public schools. It is very easy to lose touch with reality when you don't experience that reality for a period of time. That would also enable the professors to be aware of the behavior issues that are faced by today's new graduates coming out of college. This is one area where I feel the graduates are not well-prepared for what they will face.
- It would depend on the time commitment.
- Mentoring
- N/A
- New curricula and programs for the college
- Not sure. ASU does a good job, our needs are just changing so much - new evaluations system, Common Core, etc…
- Placement of Interns
- Preparing Teachers
- Research
- Special Education
- Staff Development
- Student Internship
- Student teaching
- Teacher Intern Training
- Teacher Interns/Field Students
- Teacher Preparation
- advisory board

- Any of the above
- Curricula Design
- future teachers being middle school endorsed
- instruction
- Intern Placement
- Online Education--graduate classes
- Student internship
- teacher development
- Teacher intern development
- Teaching teachers to teach
- Technology Grants/Collaboration opportunities
- We would like to develop a volunteer program bridge for our students (from your students).

32. Please make any other suggestions or comments that would help us help your school.
   Note: The responses below are presented exactly as they were written by the participants.

   - A open line of communication with the curriculum coordinator and the instructional facilitators in our building as well as the principal would benefit all patries involved
   - Collaborative grants with Science and/or technology
   - Do not plan PD during the regular school day. Schools cannot afford to let teachers miss intructional time.
   - I have an assistant principal that would like to help with number 27.
   - I would like to receive emails on professional development opportunities when the arise.
   - No one never came ASU [*Town*] to show our teachers at the Elementary how to use the satellite system.
   - Not enough publicity or information to the building administrators
   - PLEASE keep up the good work! The schools cannot do it alone. We do need all the help we can get.
   - Prepare Teachers
   - Teachers need to be more prepared on project-based learning as well as technology and science
   - There simply needs to be more of a presence of ASU staff/personnel within our schools in order to see firsthand the opportunities/challenges that we face. There needs to be a stronger working relationship with both organizations.
   - We love having your student teachers in our district and think that they do an awesome job.

Percent of Respondents by Grade Level	
Grade	Percent
Elementary	40%
Middle School	16%
Jr High	9%
High School	35%

Tally of Open-Ended Responses for Needs Questions
N= 58

Question 23:
What are the top 2 concerns or needs at your school for which you would like help/assistance from ASU's College of Education?

Elementary (N=23)

Response	*Number of Times Mentioned*
• Common Core	13
• Teacher Excellence Support System	8
• Addressing behavioral issues in students	3
• Parent Involvement	3
• Math	2
• Grant writing	2
• Using data	2
• Interpreting data	1
• Evaluating school programs	1
• Mental Health Issues	1
• Science	1
• Teaching critical thinking skills	1
• Addressing at risk readers	1
• Relevant, rigorous teaching/testing standards	1

Middle School (N=9)

Response	*Number of Times Mentioned*
• Common Core	4
• PBIS	2
• Instructional Strategies	2
• STEM Implementation	1
• Teacher Excellence Support System	1
• Parental Involvement	1
• Being part of the 8 sector team to implement strategies to strengthen our school	1

Response	Number of Times Mentioned
• Next Generation Services Standards	1
• Closing the achievement gap	1
• Data driven classrooms	1
• Content Knowledge of teachers	1
• Classroom management/student behavior	1
• Project based learning/instruction/assessment.	1

Junior High School (N=5)

Response	Number of Times Mentioned
• Common Core	4
• Teacher Excellence Support System	2
• Literacy in social studies and science	1
• Content knowledge of teachers	1
• Literacy in social studies and science	1
• New teacher assistance with classroom management	1
• Classroom management/student behavior	1
• Project based learning/instruction/assessment	1

High School (N=20)

Response	Number of Times Mentioned
• Common Core	9
• Teacher Excellence Support System	6
• Professional development	3
• Attracting teachers	2
• Better prepare graduates	2
• Developing partnerships	2
• Grants	2
• Deal with impoverished students	1
• Encouraging more teachers to apply in the Delta	1
• Formative Assessment	1
• Increasing instructional rigor and relevance	1
• Discipline management	1
• Professionalism	1
• Parental involvement	1
• Teacher strategies in content area(s).	1
• Recruiting top students into the Education Department.	1

Question 24:
List any other types of assistance you would like from ASU.

Elementary (N=23)

Response	Number of Times Mentioned
• Math	3
• Don't know/NA	3
• Curriculum	2
• Science	2
• AR History	1
• Content specific	1
• Rigorous Teaching	1
• Technology Implementation	1
• Implementing next generation Science Standards	1
• Mentors for Students	1
• Grant writing	1
• Using data for effective decision making	1
• PBIS	1

Middle School (N=9)

Response	Number of Times Mentioned
• Volunteer/Interns	3
• Common Core	2
• Finding Grants	1
• Data analysis for decision making	1
• PBIS	1
• I appreciate the communication we are receiving from ASU.	1
• Understanding the diversity and needs of rural schools	1
• XX	1

Junior High School (N=5)

Response	Number of Times Mentioned
• Grant Information	1
• Mentoring programs for students	1
• Summer pd opportunities for admin & teachers	1
• Content area	1
• Classroom management	1

High School (N=20)

Response	Number of Times Mentioned
• Collaboration and Partnerships	3
• Volunteers/Interns	2
• Teacher Excellence Support System	1
• Grant writing	1
• Instructional Strategies	1
• Literacy	1
• Updates on graduates available for employment	1
• Student behavior	1
• Classroom Management	1
• Parental Involvement	1
• None	1
• ?	1

Question 25:
If you would like professional development opportunities, on what topics would you most like professional development?

Elementary (N=23)

Response	Number of Times Mentioned
• Common Core	6
• Teacher Excellence Support System	3
• Parental Involvement	2
• Standard base math strategies	1
• SPED	1
• Curriculum Development in content areas	1
• Severe Social and Emotional Behavior Interventions and Strategies	1
• High quality reading strategies	1
• Mental Health Issues	1
• Professional Learning Communities	1
• Gathering and Interpreting data	1
• Student behavior problems	1
• Poverty	1
• Leadership	1
• Evaluating School Programs	1

Middle School (N=9)

Response	Number of Times Mentioned
• Common Core	5
• Teacher Excellence Support System	2
• New Science Standards	1
• Alignment of Curriculum, Technology, etc.	1
• Project based learning	1
• Instructional Strategies	1
• CGI math strategies	1
• PBIS	1
• Parental Involvement	1
• Community Involvement	1
• Implementing/sustaining RTI	1
• Subject Related	1
• Mulit-sensory	1
• XX	1

Junior High School (N=5)

Response	Number of Times Mentioned
• Science and social studies	2
• Common Core	1
• Instructional Strategies	1
• Classroom management	1
• Technology opportunities in the classroom	1

High School (N=20)

Response	Number of Times Mentioned
• Teaching Strategies	7
• Common Core	6
• Teacher Excellence Support System	2
• Building leadership capacity	2
• Classroom management	2
• Literacy	2
• Content related pd	1
• Grants	1
• Collaborating with other schools	1