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A Case Study of the Effectiveness of the University of Pittsburgh at Bradford's Teacher Education Program

The purpose of this session is to share the case study research project designed to determine how well the University of Pittsburgh at Bradford's education program prepared teacher candidates in 14 domains identified through literature as essential components in an effective teacher education program.

Qualitative information was collected through interviews of key participants in the development and growth of the education program at Pitt-Bradford. In addition, an intensive study was completed on artifacts and documents such as newspaper clippings, books published on local historic events, and the University magazine, Portraits. Quantitative data collection was obtained through survey responses based on 14 variables identified as essential components of effective teacher education programs. The research questions asked program completers to rate the level of importance and their level of preparedness on each of the 14 components.

Participants will be invited to join in a conversation about the identified 14 characteristics offering support of the literature findings or suggestions for other components which may have been included in the study. In addition, participants will be given a chance to view the survey used to conduct the research and provide input on research findings and implication. Participants will be exposed to recent research on characteristics of effective teacher education programs as defined by the literature. They can use this information to design and implement their own program review.

Finally, participants will be invited to discuss suggestions for future research of this topic such as investigation of program completers with a larger population, investigation to determine if particular demographic variables such as gender, candidate's degree level when entering the program (i.e. baccalaureate seeking or post baccalaureate), and the certification level pursued could affect a completer's perception of level of importance and degree of preparedness, and if state and national standards affect the role of education reviews.