Teacher Quality Partnership Grant: Program Project Directors and Evaluators

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University of Connecticut - Neag School of Education
Director of Assessments
Associate Professor in Residence with appointments in the Department of Educational Psychology and the Department of Educational Leadership

My Charge ...
Discuss data system improvement and research-related initiatives to better understand and use information about program outcomes to strengthen teacher preparation programs.

My Charge ...
Share my experiences about effective data collection and how data can be utilized for program improvement.

The Focus of the Meeting ...
Departments of:
- Curriculum & Instruction
- Educational Leadership
- Educational Psychology
- Kinesiology

Unit of:
- Teacher Education

Teacher Education Unit
Integrated Bachelor’s/Master’s Program (IB/M)
Teacher Certification Program for College Graduates (TCPCG)

Our Teacher Education Program
Integrated Bachelors/Masters (IB/M) Program
Entering students in the Junior year Exiting with a Masters Special feature - Students participate in 1,200 hours in Clinics, Student Teaching, and Internship

Teacher Certification Program for College Graduates (TCPCG) Program
Masters level students Training for Secondary Education Special feature - Shortages areas (Mathematics, Science, Special Education) is a focus

Research-based
- Clear vision of what good teaching is (standards -> outcomes)
- Rigorous core curriculum
- Problem-solving methods (case studies, portfolios)
- 30+ weeks of carefully planned clinical experiences
- Coherence/connection between coursework/clinic

Linda Darling-Hammond
CADREI Meeting 10/2010
IB/M Program Overview

Year-by-Year

Junior Year
- Student as Learner
  - Education Coursework
  - Subject area major
  - 6 hours per week in clinic placement

Senior Year
- Student as Teacher
  - Focus on Methods
  - 6 hours of clinical - Fall
  - Student Teaching - Spring

Master’s Year
- Teacher as Leader
  - Graduate Courses in:
    - Methods and Subject Area Major
    - Leadership, Multicultural & Literacy Research
    - 18 hours per week in the schools

Teacher Education
Built on Sound Principles

- Strong Liberal Arts Education
- Common Core of Pedagogical Knowledge
- Clinic-based Learning
- Developing Reflective Practitioners
- Subject and Grade-specific Pedagogy
- Quality Teacher Preparation

Philosophical

Be patient — Try to enact small, incremental steps while keeping your focus on long term goals. Move too fast, too soon and you may overwhelm your participants, support systems, stakeholders, etc. ... I am learning the wisdom of being a tortoise ....

Ananta, 2008

Two thoughts of wisdom ---

Practical: “Borrow”

Assessment of the Neag School of Education

What is a learner-centered environment?

In a learner-centered environment teaching and assessment are not separate, episodic events, but rather, they are ongoing, interrelated activities focused on providing guidance for improvement.

Freed & Ruba, 2000

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Freed & Ruba, 2000
### Multiple Purposes of Assessment

The level of assessment (Who?), the purpose of assessment (Why?), and the object of assessment (What?) must be taken into account.

- **Student learning:** How well do course objectives track with curricula objectives and, to what extent are key curricula goals introduced and reinforced from course-to-course?
- **Curricula efficiency:** To what extent are objectives based on documented evidence on what students need to know and do?
- **Student success:** What is our track record in attracting and retaining students, and how they do after they graduate?

### An Assessment Culture

**Characteristics**

- Communication vital
- Opportunities provided where faculty can discuss assessment
- Newsletters that provide both a local/global context for assessment
- Bringing consultants to campus can be very inspiring
- Identifying a group who may serve as assessment exemplars
- Listen to faculty to find out how they currently assess students
- Have a key contact who is accessible
- Try to be somewhat pro-active, yet flexible, with assessment planning and initiatives so that you are not forced to be re-active.

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Not episodic events in a learner-centered setting

Focuses on what students are learning by providing continual and interactive feedback

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Moving to An Assessment Culture

The Foundation
A vision (strategic strategies)
An assessment plan
Availability of tools
Part of a multi-faceted approach

Stakeholder participatory participation
Information/Communication
Departmental Meetings
Colloquia
Conferences/Forums
News Briefs/Web

Moving to An Assessment Culture

The Foundation
A vision (strategic strategies)
An assessment plan
Availability of tools
Part of a multi-faceted approach
Establish/Revisit the School’s Assessment Plan

The Assessment Plan

Neag School of Education’s Assessment Plan (NSEAP):
The “gestalt” - multiple measures of assessment to monitor student progress at various key points of their educational processes - uses transition points at entry, during the program, immediately prior to program completion, and post graduation follow-up.

http://www.education.uconn.edu/assessment/
The 1st edition:
- 400+ pages to the assessment plan
- 95% on text/data on Teacher Education

The 2nd edition, we strived for:
- More representative
- More succinctly articulate plan
- Take out data

Key Components

Introduction
The Plan
Data Collection and Reporting
Alignment
Strategic Initiatives

The Plan: Four Components

1. Admissions
   - Demographics
   - GPA
   - SAT or other test data
   - Interviews, personal statements, etc. (optional)
   - GRE or MAT (graduate only)
   - Common Entrance Survey

2. Mid-program (also called preparation program)
   - Coursework
   - Course grades
   - Projects, tests, etc.
   - E-portfolio (teacher ed, admin)
   - Student evaluations
   - Mid-cycle Evaluation

3. Program completion (also called clinical, student, teacher, internship, practicum experiences)
   - Applications
   - Test Scores (Praxis II)
   - E-portfolio (teacher ed, admin only)
   - Inquiry Project (teacher ed only)
   - Surveys
   - Comprehensive Exams (Ph.D. only)
   - Thesis/Dissertation (Grad only)
   - Time to Graduate
   - Certification/license
   - End-of-Program Evaluation

4. Post graduation (also called follow-up)
   - Surveys of Graduates
   - Surveys of Employers
   - PreK-12 Student Outcomes (e.g., Ed. Expansions study)
   - Assessment Office
   - Assessment Office
   - Assessment Office

Key Components

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Types of Assessments</th>
<th>Sources of Information</th>
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</thead>
<tbody>
<tr>
<td>3. Program completion</td>
<td>Applications</td>
<td>Student</td>
</tr>
<tr>
<td>4. Post graduation</td>
<td>Surveys of Graduates</td>
<td>Assessment Office</td>
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WE HAVE AN ASSESSMENT SYSTEM THAT COLLECTS AND ANALYZES DATA

UNACCEPTABLE: We have not involved our professional community in the development of our assessment system; it is limited to monitor candidate performance, school’s operations, and programs; and, it does not reflect professional, state, and institutional standards. Decisions are based on single or few assessments and have not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and school’s operations.

ACCEPTABLE: We have an assessment system that reflects the conceptual framework, and professional and state standards and is regularly evaluated by our professional community; includes a comprehensive integrated assessment and evaluation measures to monitor candidate performance and manage/improve the school’s operations and programs; and decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. We have taken effective steps to eliminate bias in assessments and working to establish the fairness, accuracy, and consistency of its assessment procedures and school’s operations.

TARGET: With the involvement of its professional community, we regularly evaluate the capacity and effectiveness of our assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. We regularly examine the validity and utility of the data and make modifications to keep abreast of changes in technology and in professional standards. Decisions about candidate performance are based on multiple assessments. Data show a strong relationship of performance assessments to candidate success throughout their programs and later upon graduation. We conduct thorough studies and make changes to establish fairness, accuracy, and consistency of its assessment procedures and school’s operations.

Rating: __Unacceptable ____Acceptable ____Target
Summary of Features

- A system of participatory participation in assessment
- Formative/summative and follow-up assessments at the candidate/program level feedback on a continual basis
- Internal data with efforts made to ensure that assessments are credible, fair, consistent, accurate, and unbiased leading to multianguation
- Information available from external sources such as state licensing exams, evaluation through clinic experiences, employer reports, and alumni studies
- Alignment to all accreditation processes from the university to program levels
- A concerted effort to provide a spotlight on assessment
- A system for reviewing and approving the plan

The “Tools”
Database Systems
Online Application System
E-Portfolio Systems et al.

Availability of Tools

PeopleSoft
HuskyCT
ArcView
Taskstream
Excel
FileMaker
Checkbox
E-Portfolio

Database Systems
Online Application System
E-Portfolio Systems et al.
On-line Application System Features

- Item options
- Branching
- Reports
- Filters
- Export Results
As a result ...
Data-based decisions made in:

- Classroom management
- ELL
- Students with disabilities
- Working with parents
Overarching Goal: Discover impact of Neag alumni on student outcomes

Goal
- Discover impact of Neag alumni on student outcomes

Method
- Descriptive study of where Neag alumni are employed
- Analyze CMT data from seven districts, linking outcomes to Neag alumni

Exploration
- An overview of where Neag alumni are employed

RQ v1.0: Where are Neag alumni employed?
Feasibility
- Resources for Info (CSDE)

RQ v2.0: Where are Neag alumni employed in Connecticut public schools during the 2009-10 school year?

Method
1. Collecting data
   a) Retrieve in-house information for Neag graduates (1986-2009)
   b) Create Excel database with student information
   c) Receive permission from CSDE & UConn to submit and collect info
   d) Submit database of alumni to CSDE, receive information back

2. Analyzing data
   a) Excel for descriptive statistics
   b) ArcGIS for information visualization

Answer: 3,090

How many alumni are employed by Connecticut Public Schools in 2009-10?
Distribution of Our Alumni Across Connecticut School Districts in 2009-10

Top Employers of Alumni Elementary Teachers in 2009-10

<table>
<thead>
<tr>
<th>Name</th>
<th>n</th>
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<tbody>
<tr>
<td>Hartford School District</td>
<td>45</td>
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<tr>
<td>East Hartford School District</td>
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<tr>
<td>Tolland School District</td>
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<td>New Britain School District</td>
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<tr>
<td>West Hartford School District</td>
<td>18</td>
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</tbody>
</table>

Top Employers of Alumni Secondary English/LA Teachers in 2009-10

<table>
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<tr>
<th>Employer</th>
<th>n</th>
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<tbody>
<tr>
<td>Glastonbury School District</td>
<td>13</td>
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<tr>
<td>Vernon School District</td>
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</tr>
<tr>
<td>East Hartford School District</td>
<td>10</td>
</tr>
<tr>
<td>Windham School District</td>
<td>10</td>
</tr>
<tr>
<td>CT Technical High School System</td>
<td>10</td>
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Educational Expansions

Purpose
Examine the patterns of Connecticut’s grade 3-8 pupils of alumni of our Teaching Education Program as part of our Neag Assessment Plan.

Reason for Importance
The study is designed to provide evidence on the value of teacher preparation in promoting pupil learning. Research questions addressed are important for teacher education programs and local/state policy makers.
Overarching Research Question

To what degree are there significant differences for pupil learning gains in the classrooms instructed by Neag prepared teachers in comparison to those in classrooms instructed by non-Neag prepared teachers on the Connecticut Mastery Test – 4th Generation (CMT-4) in reading, mathematics and writing (and science) from grades 3-8?

Research Design

Longitudinal research design incorporating CMT-4 from Spring 2006, 2007, 2008 and 2009 following both teachers AND pupils

Starting in 2010-2011, we will have a statewide database warehouse to use

Instrumentation

Since 1994, the CMT has been administered throughout Connecticut’s public schools. With the passage of No Child Left Behind Act of 2001, the CMT-4 was expanded to incorporate grades 3-8 and was implemented for the first time in the spring for the 2005-2006 year.

In February 2007, the Connecticut Mastery Test Technical Report was produced. This 118-page document summarizes item development, reliability, validity, efforts to reduce bias, and special needs (e.g., special education and English Language Learners).

In January of 2008-2009, the CSDE released information on value added scales which is now under study.

Education Expansions – Studies of pupil performance of our alumni who are now teachers

Do Different Higher Education Teacher Education Programs Produce Variations in Grades 3-8 Student Performance in Mathematics?

Graduate Student: Wei Xia
Faculty: Mary A. Heimann, Amy Soewa

The purpose of this study is to examine whether teacher education experiences at higher education levels (UConn vs. Other) have an impact on pupil performance in mathematics. The study is finding that UConn graduates had higher performance than the group with teachers who are not UConn graduates on the CMT-4 mathematics performance for 2008-09 controlling for 2007-08 performance. Results can be seen at the overall CMT-4 scale score level, the proficiency levels, the domain level, and for each of the 22 mathematics strands.

Education Expansions – Pupil performance of our alumni who are now teachers
A Multifaceted Approach

The wonders of assessment: effective data collection and how data can be utilized

Develop your “Vision” to an Assessment Culture (clarify your road map)

Adopt/Expand Use of Assessment Tools

The Vision
Get it in writing (the “plan”)
Get the resources
Support the culture

Be patient — Try to enact small, incremental steps while keeping your focus on long term goals. Move too fast, too soon and you may overwhelm your participants, support systems, stakeholders, etc. If you are like me, you’ll want to transform everything in the first couple of years.

I am learning the wisdom of being a tortoise ....

And now ...

The Neag School of Education was “target” for assessment

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