

The Student Teacher Observation Tool: Supporting Candidate Growth & Program Improvement

A Presentation for the American Association of Colleges for Teacher Education

Annual Meeting

March 2, 2018



Session Goals

- Explore options for common performance assessments
- Describe a collaborative process for creating valid and reliable evidence for continuous improvement
- Examine state-wide common metric processes in ND
- Discuss best-practices in evaluation of teacher candidates and program improvement

NDACTE

Who We Are



North Dakota Association of Colleges for Teacher Education



NDACTE

- State chapter of the American Association of Colleges for Teacher Education (AACTE)
- Alliance of educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners
- Vehicle for teacher educators to take a unified position on state-specific issues
- Provide networking, service, and professional learning opportunities for teacher educators across the state
- Meet monthly to share ideas, discuss issues and policy, collaborate to better serve our teacher candidates
- Group that shares aggregated assessment data and accreditation to inform state holders making decisions and to improve teacher preparation in the state

<http://ndacte.org>

Collaborative Efforts

Improving Teacher Preparation in North Dakota



Efforts for Improving Teacher Preparation in North Dakota

- **NDACTE Common Metrics grew from NExT Common Metrics efforts**
 - Network for Excellence in Teaching (NExT) – Bush Foundation funded efforts in MN, ND, SD
- **NDACTE Common Metrics efforts led to the Development of a Student Teacher Observation Tool**
- **NDACTE Common Metrics efforts are aimed at improving assessments, accreditation efforts, and data sharing with stakeholders for improving teacher preparation**

Outcomes of Collaborative Efforts

1. higher quality assessment instruments and data (increased validity and reliability)
2. common assessment language and aggregate data improve discussions
3. common instruments for cooperating teachers and principals
4. opportunities to build stronger relationships and enhanced communication among teacher education institutions
5. education leaders making programs stronger for accreditation and teacher preparation
6. increased opportunities to share meaningful data with P-12 partners and stakeholders
7. meaningful data from multiple measures and varied perspectives to inform decision-making for improving teacher preparation

Common Assessments

Student Teacher
Observation Tool

- **Cooperating Teacher** Perspective – ratings of teacher candidate performance

NExT Exit Survey

- **Teach Candidate** Perspective – student teachers rate their preparation (at time of graduation)

NExT Transition to
Teaching Survey

- **Completer** Perspective – 1st Year Teachers rate their preparation (near end of first year)

NExT Supervisor Survey

- **Employer** Perspective – supervisor ratings of the first-year teachers in their school (near end of first year)

Student Teacher Observation Tool

Instrument Development



STOT Development Timeline

July 2015	AACTE Chapter Support Grant Awarded
September 2015	NDACTE 4 th Common Metric Decision-Student Teaching
October 2015	Collected observation tools from 12 ND IHE; panel of expert volunteers
November 19, 2015	1st meeting-reviewed tools and began Draft #1
November 20, 2015	Draft #1 presented at NDACTE meeting and sent to CAEP evaluator
December 14, 2015	Phone conference with CAEP VP Dr. Stevie Chepko
January 14, 2016	Web-based subcommittee meeting
February 19, 2016	Draft #6 created
March 11, 2016	Draft #7: Presented work to NDACTE at monthly meeting
April 8, 2016	Draft #12 and inquiry to CAEP reviewer
April 2016-May 2016 Pilot #1 with cooperating teachers-Exploratory Factor Analysis	

STOT Development Timeline

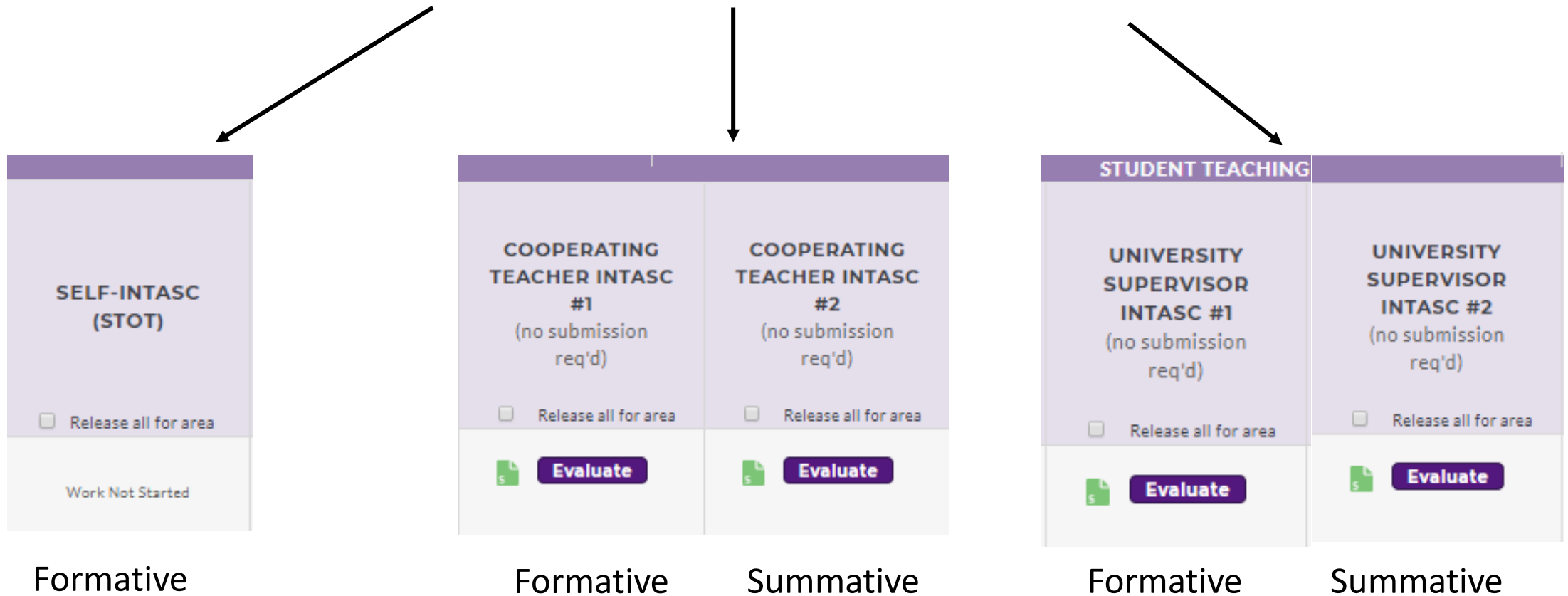
August 2016	Validation study report
September 22, 2016	Report reviewed and Draft #16
October 13, 2016	Draft #17-distributed for review
October 20, 2016	Draft #18-used for Pilot #2
December, 2016	
Pilot #2 Confirmatory Analysis with 11 of 12 ND IHE participating	

STOT Development Timeline

February 2017	Report reviewed
April 2017	Draft #19
June 2017	Draft #20 preparation for full use in ND 2017-2018 Academic Year
July 2017	AACTE Chapter Support Grant Awarded for development of Inter-rater Reliability Training Module
Fall 2017	Expert panels for Early Childhood, Elementary and Secondary Raters
Spring 2018	Graphic Design and Module Completion
April-May 2018 STOT Common Metric Data Collection Confirmatory Analysis	

Institutional Implementation: Example

Multiple Performance Based Assessments



Continuous Monitoring & Judging of Candidate Progress on the Basis of Data (CAEP 3.4)


✓ Student Teaching

- Self-Disposition
- Self-InTASC (STOT)
- Lesson Plan #1
- Lesson Plan #2
- Cooperating Teacher InTASC #1
- Cooperating Teacher InTASC #2
- Cooperating Teacher Disposition
- Cooperating Teacher- Suggested Final Grade
- Cooperating Teacher- Exit Survey
- University Supervisor InTASC #1
- University Supervisor Pre-Post Conference Form 1
- University Supervisor InTASC #2
- University Supervisor Pre-Post Conference Form 2
- University Supervisor Disposition
- University Supervisor- Suggested Final Grade
- University Supervisor- Exit Survey
- Secondary University Supervisor InTASC

Evaluate/Score Work

Area : Student Teaching: University Supervisor InTASC #2

Author: Cianna Leschied

 The program creator added the following instructions to help guide your evaluation:

Evaluate work using rubric "**STOT Pilot"


[Print Rubric](#)

Show Criteria Descriptions Mark All as Not Applicable

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Supports student learning through developmentally	4 Distinguished (4)	3.5 (3.5)	3 Proficient (3)	2.5 (2.5)	2 Emerging (2)	1.5 (1.5)	1 Underdeveloped (1)
	The teacher candidate implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to score "3" performance, partial success at score of "4"	The teacher candidate implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to score "2" performance, partial success at score of "3"	The teacher candidate implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at score of "2"	The teacher candidate implements instruction that exceeds or does not match a developmentally appropriate level for the students
	SCORE Select ▼ <input type="checkbox"/> N/A Save Draft	COMMENTS ON THIS CRITERION: <input type="text"/>					

Measure: 1.1.1.4 ND Common Metric STOT (1.1.2.5, 1.1.3.4, 1.1.4.4)

 **Edit**

 **Remove**

Direct - Other

Program and Semester:

Fall 2016, Spring 2017 Student Teacher Cohort

Details/Description of Activity:

ND Common Metric Student Teacher performance skill Eval-all standards (CAEP 1.1 #1.4, 1.1 #2.5, 1.1 #3.4, 1.1 #4.4, 3.5.2, 3.6.2, 5.2.4); printed separately by SLO area-summative evaluation

Acceptable Target:

All individual item indicators are 3 or higher for all students. The total average for all indicators is 3 or higher for the student teacher cohort.

Ideal Target:

All individual item indicators are 3.5 or higher for all students. The total average for all indicators is also 3.5 or higher for the student teacher cohort.

Key Responsible Personnel:

ECE Program Team, Elementary Program Team, Secondary Program Team

Supporting Attachments:

[Add/Edit Attachments and Links](#)

 [STOT Spring 2017 V2.pdf](#) (Adobe Acrobat Document)

Assessing Performance Against Goals

*** Summary of Findings:**

Describe the strengths of your assessment and instructional processes:

Describe the weaknesses of your assessment and instructional processes:

Acceptable Target Achievement:

See attachment; 1.1 #1.11 Taskstream LAT report for 381 project-instructor rubric

Not Met Met Exceeded

Ideal Target Achievement:

Moving Away Approaching Exceeded

Cancel

Check Spelling

Submit

Use Results for Improvement

* Action/Strategy Item Title:	<input type="text"/>
Expected actions to address identified weaknesses in the assessment process.:	<input type="text"/>
Expected actions to address identified weaknesses in the instructional process.:	<input type="text"/>
How will you know when these actions (not results) to improve student learning have occurred?:	<input type="text"/>
Initial Action Implementation Timeline:	<input type="text"/>
Budget request amount:	\$ <input type="text"/>
Priority level:	<input type="text" value="- Select -"/>

Findings for 1.1.-1.4 ND Common Metric

STOT (1.1,2.5, 1.1,3.4, 1.1,4.4)

- **Expected actions to address identified weaknesses in the assessment process.:**
 - Develop a method to disaggregate information for students doing part-time student teaching
- **How will you know when these actions (not results) to improve student learning have occurred?:**
 - Data about part-time student teachers will be supplied in the exported spread sheet for the 2017-2018 cohort.
- **Initial Action Implementation Timeline:**
 - ASAP
- **Budget request amount:**
 - \$0.00
- **Priority:**
 - High

* Current Status:

- Select -

Budget Status:

- Select -

Describe the results of the actions taken:

Next Steps:

Inter-Rater Reliability

- Panel of Experts
 - Early Childhood
 - Elementary
 - Secondary
- Training Modules for STOT users

Validity and Reliability

Quality Instruments for Quality Data

Construct Validation

- Exploratory Factor Analysis
- 139 respondents who completed all 34 assessment items Fall 2016
- Computed the general measure of factorability (KMO: result of .960)
- 4 common factors (coefficients greater than .35 in absolute value)

Construct	Number of Items	Mean	Min	Max
Learner, learning, and diversity	8	.665	.541	.777
Content knowledge	7	.670	.607	.730
Instructional practices	12	.653	.504	.731
Professionalism	6	.651	.548	.785

Reliabilities of Subscales

Subscale/Construct	Number of Items	Cronbach's Alpha
Learner, learning, and diversity	8	.930
Content knowledge	7	.929
Instructional practices	12	.952
Professionalism	6	.902

Example Results from the Pilot II

Item	4	3.5	3	2.5	2	1.5	1	Mean	SD	n
1. Supports student learning through developmentally appropriate instruction	31	57	77	9	1	0	0	3.31	.43	175
2. Accounts for students' prior knowledge	33	44	84	9	4	0	0	3.27	.47	174
3. Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet	28	44	89	13	3	0	0	3.23	.45	177
4. Exhibits fairness and belief that all students can learn.	62	45	62	5	2	0	0	3.45	.48	176
5. Fosters a safe and respectful environment that promotes learning	58	50	62	5	3	0	0	3.44	.48	178
6. Structures a classroom environment that promotes student engagement	41	48	64	19	3	0	0	3.30	.51	175
7. Clearly communicates expectations for appropriate student behavior	47	41	67	18	4	0	0	3.29	.56	177
8. Responds appropriately to student behavior.	42	50	59	17	7	0	0	3.29	.54	175

Quality Data

Program Improvement and Accreditation

Supporting Accreditation

- CAEP Standard 1
 - Factor means for each of the four InTASC categories
 - Item-level reporting
- CAEP Cross Cutting Themes of Diversity and Technology
 - Diversity: STOT 2.1, 2.2, 3.1, 3.2, 4.3, 8.3
 - Technology: STOT 3.5, 5.3, 8.2, 8.4
- State and SPA reports
- CAEP Standard 2
 - STOT Administration

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34

Comparisons across Common Metrics Surveys

Exit Survey – Student Teachers - To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

First Year Teacher Survey – Alumni (Completers) - To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Employer Survey – Principals/Supervisors - To what extent do you agree or disagree that this first-year teacher does the following?

Disagree = 1, Tend to Disagree = 2, Tend to Agree = 3, Agree = 4

	Total N=	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
Student Teachers Effectively teach the subject matter in my licensure area.	239	0.0%	2.5%	34.3%	63.2%	3.61
First Year Teachers Effectively teach the subject matter in my licensure area.	131	1.5%	3.8%	28.2%	66.4%	3.60
Supervisors of First Year Teachers Effectively teaches the subject matter in his or her licensure area.	135	0.7%	2.2%	23.0%	74.1%	3.70

Student Teacher Data Used with Survey Data

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Fall 2017	N=25 41.0%	N=8 13.1%	N=23 37.7%	N=3 4.9%	N=1 1.6%		N=1 1.6%	3.40

Comparisons Across Multiple Instruments

94% of completers had applied for a teaching license at the time of the survey.

86% of completers applied for a ND license, followed by 54% in MN, and 89% had sought employment as a teacher.

Only 3 out of 252 completers who responded to the TTS reported not having passed licensure exams.

94% of completers, and 97% of their supervisors, agreed they could effectively teach the subject matter in their licensure area.

93% of completers, and 98% of their supervisors, agreed they can align instructional strategies with learning goals and standards.

86% of completers, and 98% of their supervisors, agreed they can design long-range instructional plans that meet curricular goals.

Working with diverse learners stood out as an area for which completers felt least prepared:

- 25% disagreed they can design instruction for students with IEPs and 504 plans.

- 34% disagreed they can design instruction for students with mental health needs.

- 31% disagreed they can design instruction for gifted and talented students.

- 32% disagreed they can design instruction for English Language Learners.

Working with parents was another area of notably high disagreement with 22% of completers reporting disagreement.

28% of completers disagreed that teachers have time in their schedule for planning with colleagues.

Informing Stakeholders

- Faculty
- Candidates
- P12 Partners
- Public (including future candidates)
- Legislators
- Policy and Decision-Making Boards

Relevance of Data to State

- Reinforces the interconnection between the Education Standards and Practices Board and IHE's
- Increases cross-agency coherence and informs legislators
- Informs conversations with K-12 district leaders
- Informs state mentoring/induction program for new teachers
- Fosters collaboration with Department of Education



Questions and Comments

Succeeding Together
ND Association of Colleges for Teacher Education

Teaching is one of the most common—and also one of the most complicated human activities.

Interest in the STOT from Institutions in 16 States (*so far*)

- Alaska
- Arizona
- Connecticut
- Florida
- Illinois
- Indiana
- Kentucky
- Maryland
- Minnesota
- Montana
- New York
- Rhode Island
- South Dakota
- Tennessee
- West Virginia
- Wisconsin

Thank You!



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