

Statewide Student Teacher Evaluation Tool

North Dakota Association for Colleges of Teacher Education representatives:

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COUNCIL FOR ACCREDITATION OF EDUCATOR PREPARATION

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Statewide Student Teacher Evaluation Tool

Joining together

Description of the steps completed by North Dakota Association of Colleges for Teacher Education (NDACTE) institutions to form a successful partnerships among each other and with state entities to develop a system of common metrics with a focus on the student teaching observation tool.

Working together

Description of the collaborative process that provided opportunities for shared learning, as well as potential challenges and obstacles.

Succeeding together

Description of valid, reliable assessment instruments that promote teacher candidate learning, teacher preparation improvement, and meet CAEP expectations.

Joining together

North Dakota Association of Colleges for Teacher Education (NDACTE)



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The NDACTE received permission the Network of Excellence in Teaching (NExT) Common Metrics group to utilize its Exit Survey, First Year Teacher Survey, and Supervisor Survey. The NExT Common Metrics group received funding from the Bush Foundation and established valid, reliable instruments.

Dr. Stacy Duffield, NDSU, led training sessions and data aggregation efforts. All the NDACTE institutions had the opportunity use the surveys and build an aggregate data sample that could unite discussions for the preparation of teachers in the state.

The institutions use their own data for program improvement and accreditation. An aggregate report is generated as a state, but the data for individual institutions is not displayed and the institutions are not ranked for any of the ND Common Metrics efforts.

In addition to the three common surveys, an AACTE assessment grant proposal was written by the NDACTE president, Dr. Rod Jonas from the University of Mary. Most institutions knew they would be changing their student teacher evaluation forms. Dr. Sarah Anderson, Mayville State, became the grant leader as all NDACTE institutions had an opportunity to become involved in developing a fourth common metric for use among NDACTE members.

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NDACTE representatives who met and contributed:

Dr. Sarah Anderson-Mayville State University (Regional)

Dr. Stacy Duffield-North Dakota State University (Research)

Dr. Meghan Salyers-University of North Dakota (Research)

Dr. Teresa Delorme-Turtle Mountain Community College (Tribal)

Kim Marman, MEd.-University of Mary (Private)

Dr. Lisa Borden-King-Minot State University (Regional)

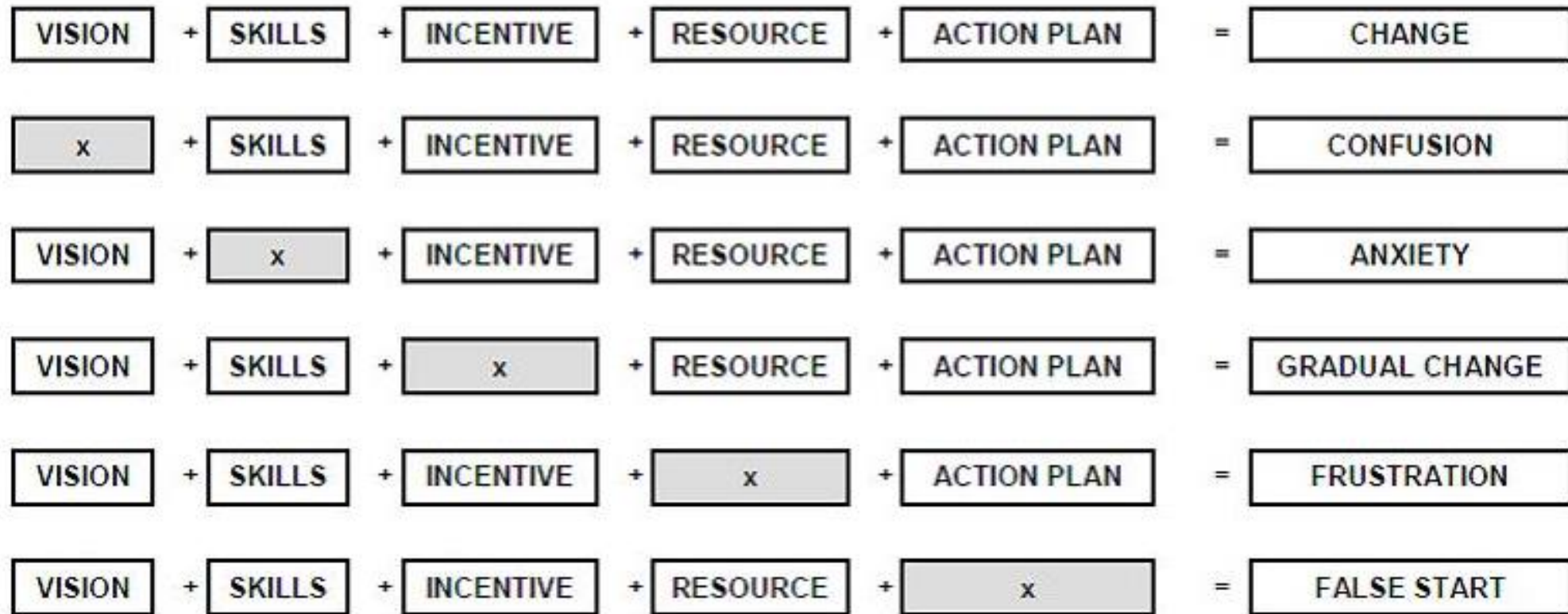
Dr. Alan Olson-Valley City State University (Regional)

The NDACTE representatives also received feedback from cooperating teachers who completed pilot versions of the assessment and other stakeholders on the individual campuses.

The ND Education Standards and Practices Board (ESPB) works with licensure and also state accreditation. The ND ESPB has been highly supportive of NDACTE Common Metrics efforts to gather, analyze, and share data for continuous improvement of teacher preparation in the state.

Working together

The Equation for Change



Source: Creating an Inclusive School, D. Ambrose. Adapted by Knoster, Villa, and Thousand, ASCD, 1995.

STOT Development Timeline

- ❑ Summer 2015: ACCTE Chapter Support Grant Awarded
- ❑ October 2015: collection of observation tools from programs at 12 IHE; panel of expert volunteers
- ❑ Nov. 19, 2015: 1st meeting-reviewed tools and began Draft #1
- ❑ Nov. 20, 2015: Draft #1 presented at NDACTE meeting and sent to CAEP evaluator for comments
- ❑ Dec. 14, 2015: webinar with VP Dr. Stevie Chepko from CAEP
- ❑ Jan. 14, 2016: web-based subcommittee meeting
- ❑ Feb. 19, 2016: created Draft #6
- ❑ March 11, 2016: presented work to NDACTE committee at monthly meeting (Draft #7)
- ❑ April 7- 8, 2016: subcommittee meeting-Draft #12 plus inquiry to CAEP reviewer
- ❑ April 2016-May 2016: Pilot #1 with cooperating teachers-Exploratory Factor Analysis
- ❑ August 2016: Validation study report
- ❑ Sept. 22, 2016: report reviewed and Draft #16
- ❑ Oct. 13, 2016: Draft #17-distributed for review
- ❑ Oct. 20, 2016: Draft #18-used for Pilot #2
- ❑ Dec. 2016: Pilot #2 Confirmatory Analysis with 11 of 12 IHE participating
- ❑ February 2017: report reviewed
- ❑ Spring 2017: Draft #19 preparation for full use in ND for the 2017-2018 academic year

Working together

Review of Sources

- Current student teacher observation tools from ND EPPs-CAEP
- InTASC knowledge, performances, and dispositions
- Marzano Teacher Evaluation Model
- Danielson Framework for Teaching
- Marshall Teacher Evaluation Rubrics
- NExT Common Metrics Surveys (Exit, First Year Teacher and Supervisor)
- CAEP Assessment Rubrics
- Teacher Education Faculty
- K-12 Cooperating Teachers
- DPI: [ND Teacher Evaluation Guidelines](#)

STOT Example: InTASC Standard 1 Performance Skills

Directions: For each of the items below, place a rating score of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional.
**An overall average score will be calculated by the university for each standard. Thank you for your time and commitment to the profession.*

InTASC Standard 1	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Supports student learning through developmentally appropriate instruction	implements instruction that exceeds or does not match a developmentally appropriate level for the students	With assistance, partial success at score of "2"	implements grade-level appropriate instruction, but does not account for individual learners' differences	In addition to score "2" performance, partial success at score of "3"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to score "3" performance, partial success at score of "4"	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	
Accounts for students' prior knowledge	does not account for students' prior knowledge		addresses students' prior knowledge as a class, but individual differences are not included		accounts for individual students' prior knowledge and readiness for learning		accesses student readiness for learning and expands on individual students' prior knowledge	
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
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.								

Strategies for working together

- Established a common need and clear purpose; results-focused
- Representatives from public, private and tribal institutions-not too big
- Voluntary representatives = individual commitment
- Foundation of relationship and respect through NDACTE
- Designated a team lead
- Leveraged technology, but met face-to-face
- Financial support from AACTE Grant
- Research of best-practices; professional development within the process
- Multiple expert opinions (NeXT, CAEP, ESPB, IHEs)
- Stakeholder participation through advisory boards and pilot feedback
- Memos for consensus building
- Monthly reporting back to the NDACTE
- Pre-meeting work, agendas, and action steps

Challenges

- ❖ Best discussion comes from working face-to-face
- ❖ Time is needed to do justice to the complexity of the task
- ❖ Decisions on structure
 - ❖ 4 or 7 point scale (1/2 points)
 - ❖ label titles and/or number for levels of performance
 - ❖ “does not” language
- ❖ Building common tool into institutional data systems (e.g., Blackboard, Chalk & Wire, Taskstream)
- ❖ Informing cooperating teachers for student teachers of changes
- ❖ Required revision of EPP handbooks, forms and procedures
- ❖ Protection of data for program improvement versus ranking or comparison
- ❖ Campus compromise
- ❖ NDACTE compromise

Validating the Instrument: Pilot I

- Pilot data collected spring 2016
- Qualities for uniform collection
- Voluntary for cooperating teachers (n = 133, 80 useable)
- Feedback requested from participants
- Exploratory Factor Analysis
 - “The instrument is able to differentiate the professional responsibility area of knowledge (construct) from the others (the learner and learning, content knowledge, and instructional practice); however, it needs further development and fine-tuning to differentiate those three from each other.”
 - The professional responsibility subscale shows very good reliability.
 - 2-factor
 - Cronbach’s alpha of .938
- Revision (addressed cross-loading and double-barreled items)

Constructs and Latent Constructs

Constructs, InTASC Standards, and Intended Alignment of Items

Construct/Areas of Knowledge	Code	InTASC Standard	Item #
The Learner and Learning	L	#1: Learner Development	1-3
		#2: Learning Differences	4-6
		#3: Learning Environments	7-10
Content Knowledge	C	#4: Content Knowledge	11-13
		#5: Application of Content Knowledge	14-17
Instructional Practice	I	#6: Assessment	18-21
		#7: Planning for Instruction	22-25
		#8: Instructional Strategies	26-29
Professional Responsibility	P	#9: Professional Learning and Ethical Practice	30-33
		#10: Leadership and Collaboration	34-35

Example Results from the Pilot I

NDACTE Student Teacher Evaluation Tool Pilot Results Spring 2016

Item	4	3.5	3	2.5	2	1.5	1	Mean	n
1. Designs developmentally appropriate instruction to support student learning.	9	25	38	9	3	3	0	3.11	87
2. Implements developmentally appropriate instructional strategies and practices to support student learning.	16	20	38	7	4	1	0	3.20	86
3. Sequences lessons to ensure coherence with curriculum and account for students' prior knowledge.	16	15	42	7	7	0	0	3.15	87
4. Effectively teaches students from various socioeconomic backgrounds, culturally and ethnically diverse backgrounds and communities.	13	17	44	45	9	0	0	3.12	87
5. Plans differentiated instruction for a variety of learning needs.	11	19	34	11	10	0	1	3.03	86
6. Exhibits fairness and belief that all students can learn.	28	22	27	5	4	0	0	3.38	86
7. Fosters a safe and respectful environment that promotes learning.	24	28	26	4	2	1	1	3.35	86
8. Develops and maintains a classroom environment that promotes student engagement.	16	22	28	10	7	0	1	3.15	84

Sample STOT Report Excerpt

Item	Population	Total Respondents	Undeveloped		1.5		Emerging		2.5		Proficient		3.5		Distinguished	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Supports student learning through developmentally appropriate instruction	ND Aggregate	221	0	0	0	0	10	45	0	0	134	61	51	23	26	12
	MaSU	43	0	0	0	0	2	5	2	5	9	21	14	33	16	37
Accounts for students' prior knowledge	ND Aggregate	171	0	0	0	0	4	2	12	7	90	53	37	22	28	16
	MaSU	43	0	0	0	0	2	5	3	7	10	23	13	30	15	35

Comparisons with Other Instruments

Notable Results from the 2016 ND Transition to Teaching and Supervisor Surveys

98% of completers had applied for a teaching license at the time of the survey.

84% of completers applied for a ND license, followed by 43% in MN.

Only 1 out of 286 completers who responded to the TTS reported not having passed licensure exams.

95% of completers, and 98% of their supervisors, agreed they could effectively teach the subject matter in their licensure area.

95% of completers, and 97% of their supervisors, agreed they can align instructional strategies with learning goals and standards.

89% of completers, and 94% of their supervisors, agreed they can design long-range instructional plans that meet curricular goals.

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

29% disagreed they can design instruction for students with IEPs and 504 plans.

36% disagreed they can design instruction for students with mental health needs.

Validating the Instrument: Pilot II

- Second round of pilot data collected fall 2016
- Qualtrics for uniform collection
- Voluntary or mandatory for cooperating teachers depending on institution
- 155 useable assessments
- Exploratory Factor Analysis (EFA)
 - Parallel analysis indicated the presence of four dimensions
 - Not perfect yet; a few cross-loading items
 - Further revision spring 2017
 - Confirmatory Factor Analysis (CFA) summer 2018

Instrument Validity

Factor 1: Instructional practices

Factor 2: Content knowledge

Factor 3: Professionalism

Factor 4: Learner, learning, and diversity

Summary of Item Communalities by Construct

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

The communality for an item represents the proportion of variance accounted for by the factors. All items have very high communalities ($> .500$).

Instrument Reliability

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

Succeeding together

North Dakota Association of Colleges for Teacher Education (NDACTE)

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

Ball, D. L., & Forzani, F. M. (2011). Teaching skillful teaching. *Educational Leadership*, 68(4), 40-45.

Questions and Comments

Thank You!

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