



Council for the
Accreditation of
Educator Preparation

Perception Reality:

Using Student Surveys as an Indicator of Teaching Effectiveness

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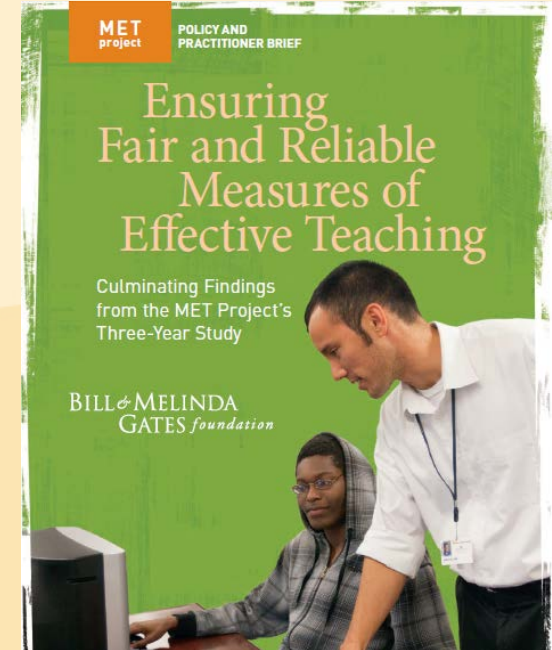
Why Student Surveys



In the Gates Measures of Effective Teaching study a single administration of student surveys was found to be a

**reliable measure
and
predictive**

of student achievement gains.



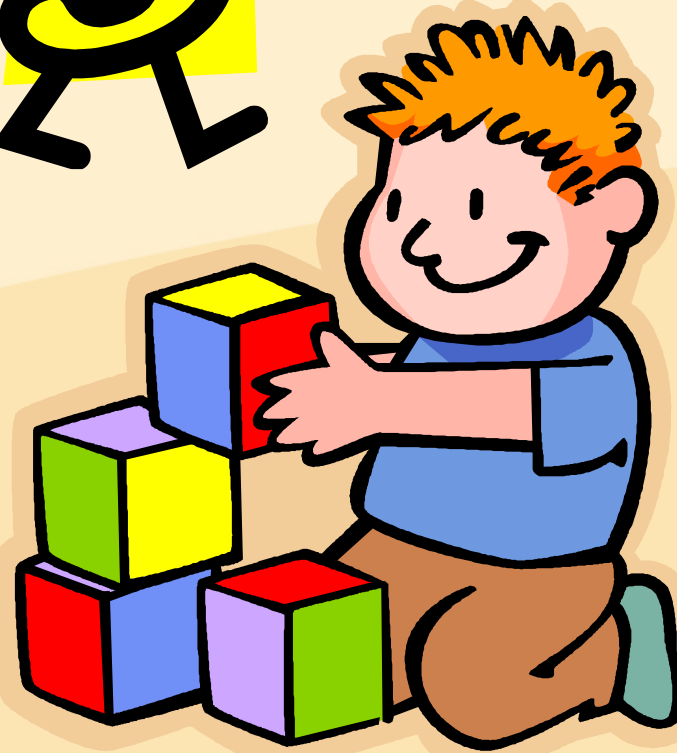
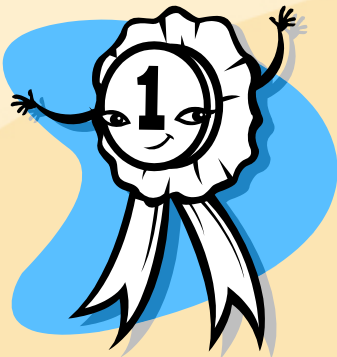
Source: www.metproject.org

Strategic Goal 3: To advance research and innovation



CAEP will develop and implement an agenda for research and innovation to foster continuous improvement in educator preparation.

CAEP's Interest in Student Surveys



Evidence for Meeting Standards

- Data on Impact of candidates

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

- Data on Impact of completers

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

- Continuous Improvement tool

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Resources:

Examples of Student Perception Surveys

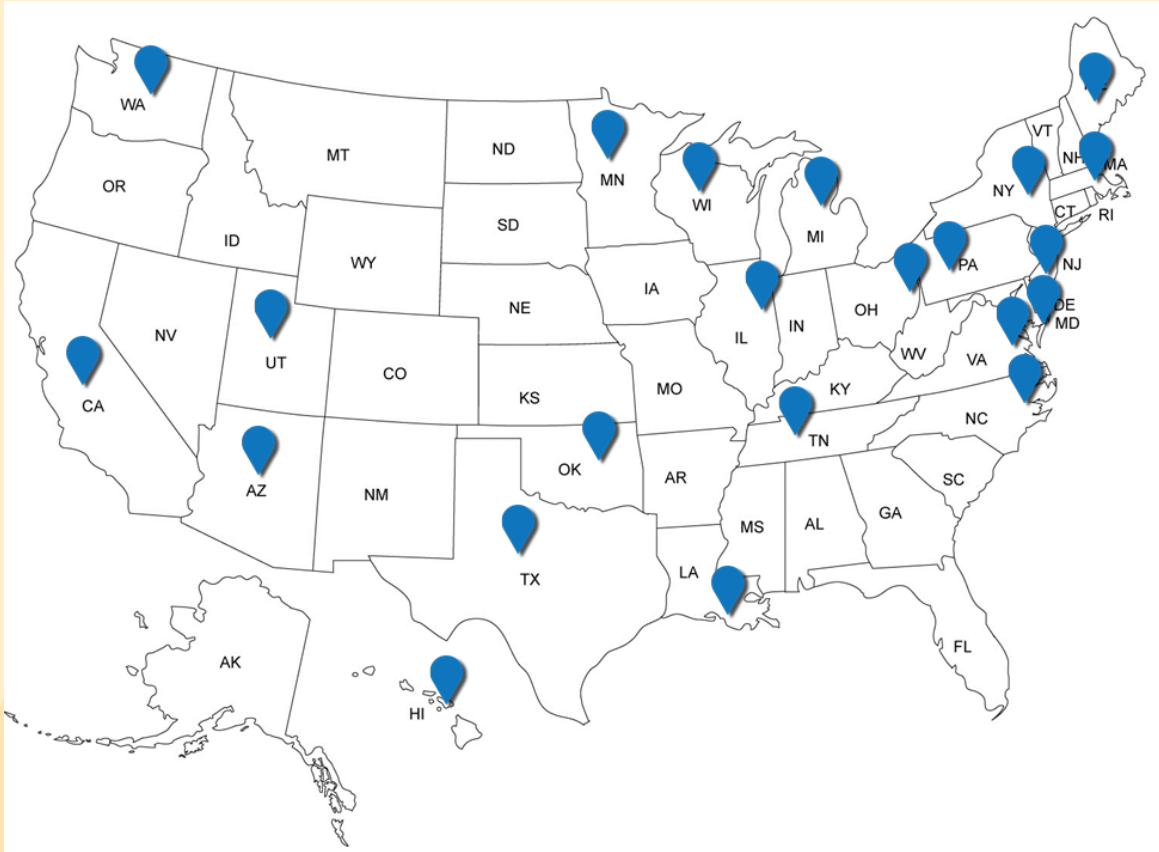
- Proprietary assessments include:
 - IKnowMyClass: <http://www.qisa.org/services/iknow.jsp>
 - My Student Survey: <http://mystudentsurvey.com/>
 - Panorama Education: <https://www.panoramaed.com/panorama-student-survey>
 - Tripod Education Partners: <http://tripoded.com/teachers/>
 - youthTruth: <http://www.effectivephilanthropy.org/youthtruth/>
- Some states/districts have developed their own instruments, for example
 - Colorado Education Initiative (CEI):
<http://www.coloradoedinitiative.org/toolkit/teacher-perception-survey-toolkit/>
- Educator Preparation Providers and schools may also develop or adapt instruments
- Sample article comparing some of these instruments and their implementation
 - <http://dese.mo.gov/sites/default/files/Hanover-Research-Student-Surveys.pdf>
- (AYPF) Event - *Using Student Surveys For Teacher Professional Development*
 - <http://www.aypf.org/resources/using-student-surveys-for-teacher-professional-development-ongoing-discussion/>

Student Perception Survey Overview



NOTE: various instruments options available
(This pilot is for research purposes CAEP does NOT endorse a particular instrument and would accept evidence according to criteria identified in our Accreditation Manual and Evidence Guide)

Use of Tripod Surveys: Fall 2011 to Spring 2014



- Students: 1,994,555
- Classrooms: 144,483
- Schools: 6,562
- Districts: 146
- States: 33



Survey Versions



Grades K-2

- Fewer Questions
- Fewer Choices
- Administered to Smaller Groups
- **Proctor and Small Groups Needed**



Grades 3-5

- Shorter than the Secondary Version
- Uses More Simplistic Language

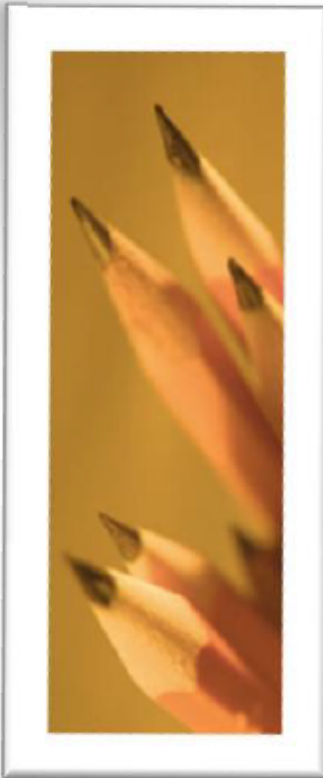


Grades 6-12

- Designed for older students
- Includes More Items

Survey Domains

Results include information on how each teacher candidate:



1. **Cares about students**
(Encourages and supports)
2. **Controls behavior**
(Presses for cooperation and peer support)
3. **Clarifies lessons**
(Success seems feasible)
4. **Challenges students**
(Presses for efforts, perseverance, and rigor)
5. **Captivates students**
(Learning seems interesting and relevant)
6. **Confers with students**
(Students sense their ideas are respected)
7. **Consolidates knowledge**
(Ideas get connected and integrated)

Question Examples

- My classmates behave the way my teacher wants them to.
- My teacher pushes us to think hard about things we read.
- My teacher knows when the class understands, and when we do not.

Results/Feedback

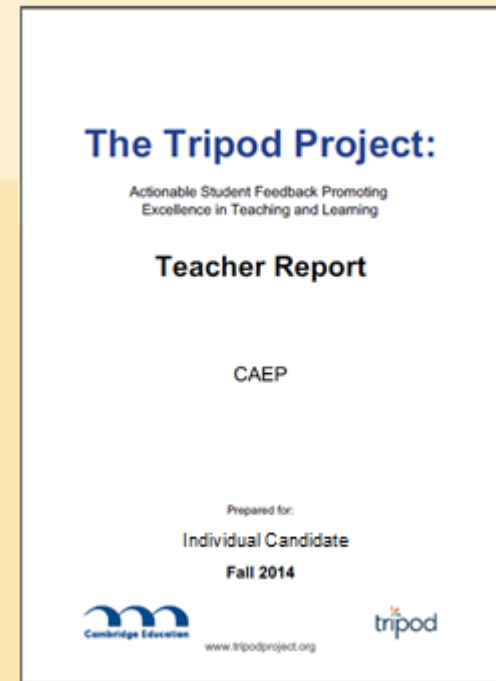
To Providers

- Aggregate domain scores



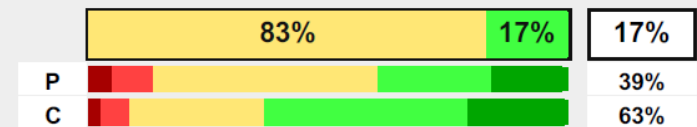
- Raw data for provider's candidates

To Candidates

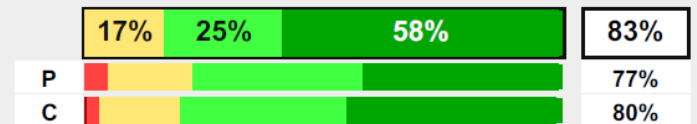


Candidate/Completer Report Item Feedback

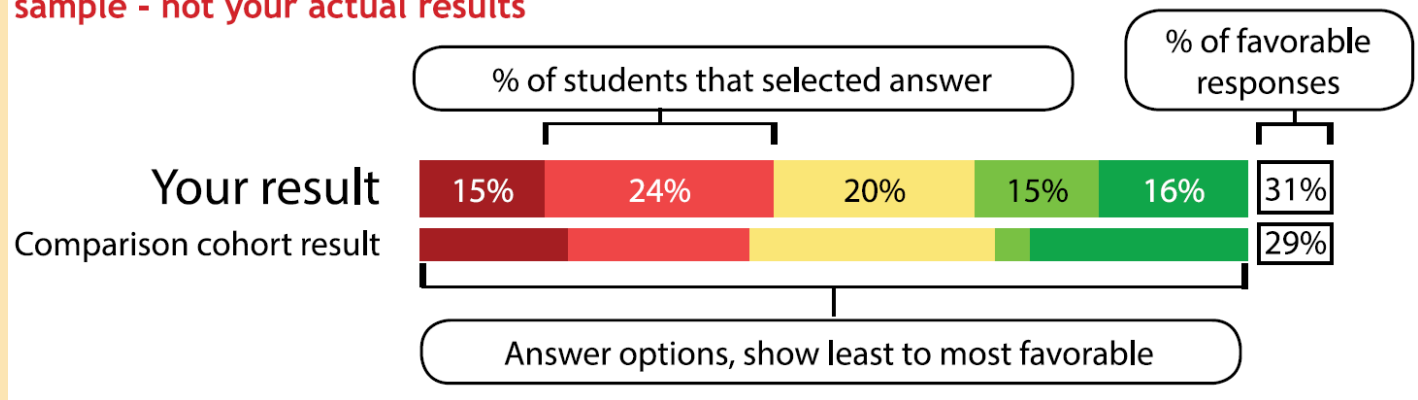
1. When s/he is teaching, my classmates behave the way s/he wants them to.



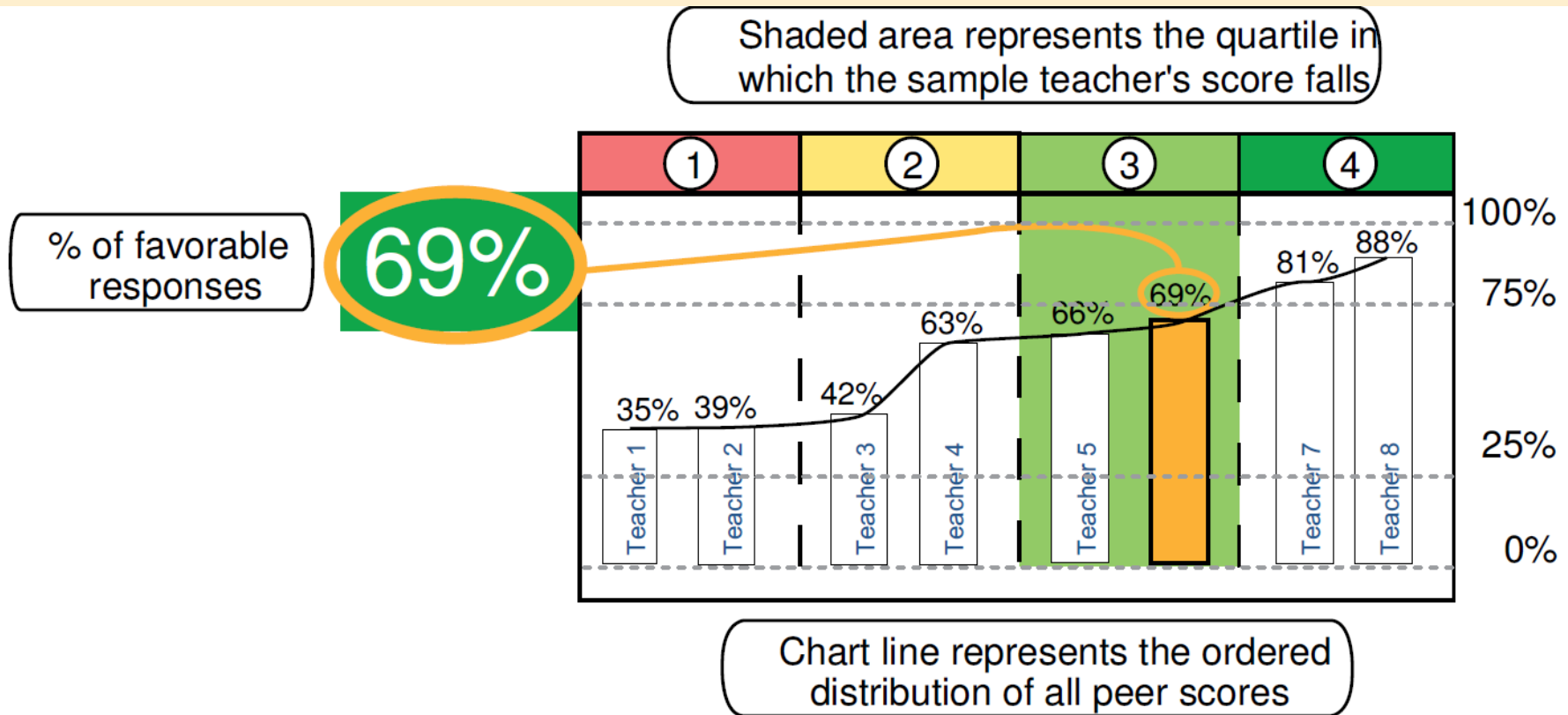
3. S/he wants me to explain my answers -- why I think what I think.



sample - not your actual results

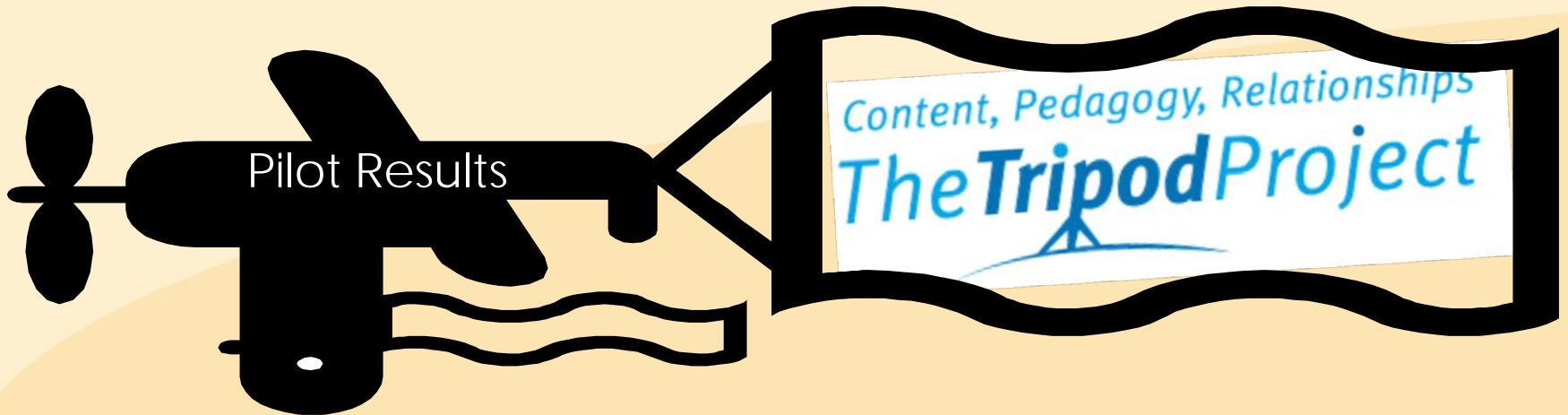


Candidate/Completer Report Domain Feedback





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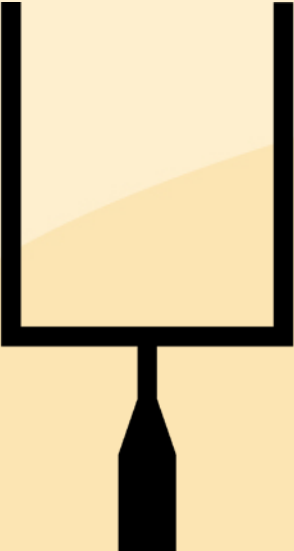


Previous Pilot/Current Pilot Objectives

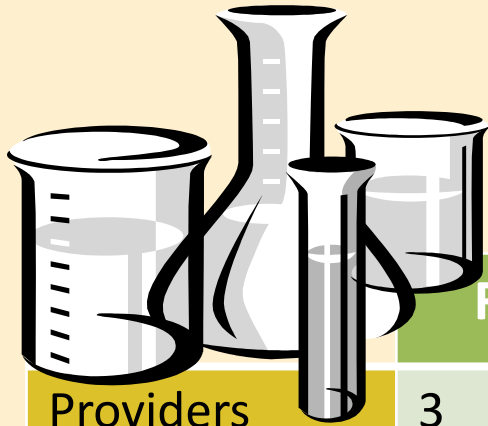
- Efficacy of using instrument in pre-service
- Exploration of implementation challenges
- Feedback to candidates on P-12 impact
- Feedback to providers on P-12 impact



Previous

- 
- Tracking from pre-service and in-service
 - Continuous improvement of candidates
 - Continuous improvement of EPPs

Participants to date



Average # of surveys ordered per class = 25
Average # of surveys completed per class = 20.34
Average student participation rate = 81.36%

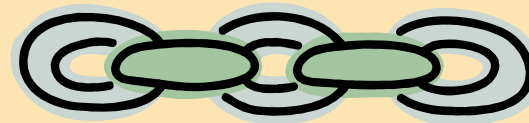
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Providers	3	9	7	20
Provider States	2	8	6	12
Candidates	38	261	105	~662
K-12 Surveys	1,102	5,309	2,100	~16,000

Current Pilot by Semesters

	Year 1 (2014-2015) Candidates		Year 2 (2015-2016) Completers	
Survey Administration Periods	Fall	Spring	Fall	Spring

So What?

Pre-service to In-service



Average Domain Scores for Spring 2014 Sample

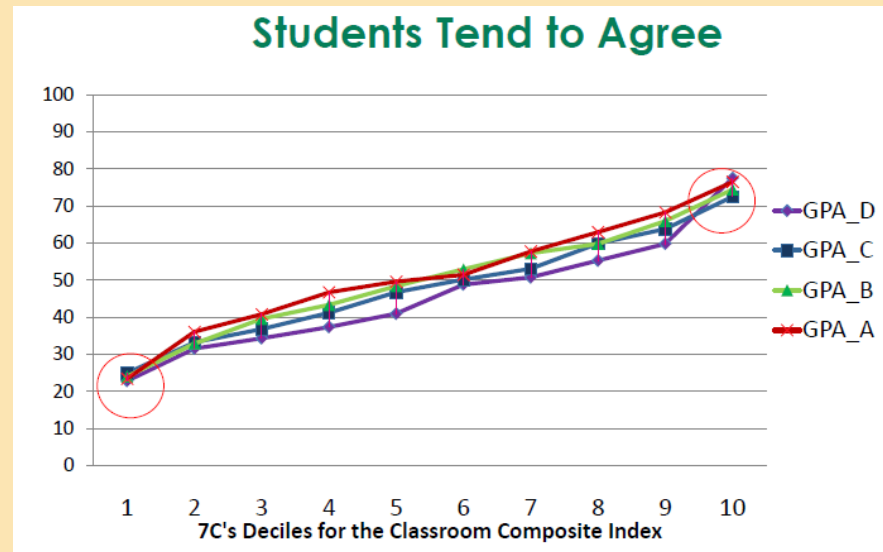
Domain	Mean (% favorable across all candidates in sample)	Min (% favorable score achieved by candidate(s) in sample)	Max (% favorable score achieved by candidate(s) in sample)
Care	.81	.32	1
Confer	.67	.09	1
Captivate	.72	.1	1
Clarify	.81	.25	1
Consolidate	.76	.27	1
Challenge	.83	.3	1
Controls (classroom management)	.58	.04	1
Seven C Combined	.74	.25	.97

Average Domain Scores for Fall 2014 Sample

Domain	Mean (% favorable across all candidates in sample)	Min (% favorable score achieved by candidate(s) in sample)	Max (% favorable score achieved by candidate(s) in sample)
Care	.82	.35	1
Confer	.70	.34	1
Captivate	.75	.27	1
Clarify	.81	.39	1
Consolidate	.76	.37	1
Challenge	.83	.57	1
Control (classroom management)	.65	.18	.97
Seven C Combined	.76	.41	.99

Variation

- Is there variation within and across providers?
 - Yes
- Is the variation within and across specialty areas?
 - Mostly within specialty areas
- Does this just reflect differences in students?



Three Key Messages



Students are good observers



There is variation in pre-service teaching quality




Potential for use in continuous improvement of candidates and providers

Considerations

- Permissions
 - provider, district, school, classroom, student
- Provider personnel buy-in
 - Dean, clinical educators, candidates
- Placement duration
- Placement organization
- Placement/semester timing
- Cost

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What's Next?

- Norming
 - Correlation
 - Triangulation
 - Tracking
- 
- Integration/Sustainability
 - Provider continuous improvement
 - Candidate continuous improvement

QUESTIONS?

- Contact me for
 - more information about this work,
 - opportunities to participate in future pilots, or
 - thoughts on or collaborative ideas for CAEP's research.

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Engaged

FEEDBACK

is vital to CAEP.

You will have an opportunity to complete a survey at the end of the conference.

Surveys will be sent via email on Friday, April 10.

We encourage your participation.

Thank you!



CAEP Manual Appendix Evidence Table

<p>3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.</p>		
A. Measure or type of evidence	B. Guidelines for review	C. Accreditation review
<p>Cross-reference to relevant evidence provided for Standard 1.1 on completer competence and 1.3 on alignment with specialty area standards.</p> <p>NOTES ON THE PURPOSE OF THESE MEASURES The evidence must include evidence of candidates' positive impacts on P-12 student learning and development such as:</p> <ul style="list-style-type: none"> • Pre-service measures of candidate impact on P-12 student learning such as during methods courses, clinical experiences, and/or at exit • Capstone assessments (such as those including measures of pre-service impact on P-12 student learning and development as well as lesson plans, teaching artifacts, examples of student work and observations or videos judged through rubric-based reviews by trained reviewers) that sample multiple aspects of teaching including pre-and post-instruction P-12 student data 	<p>Emphasis is on evidence of positive impacts on P-12 student learning and development</p> <p>Cross-reference to criteria for review in Standards 1.1 and 1.3 for candidate general and specialty are competence and Standard 5.2 for valid interpretation of evidence</p>	<p>(See 1.1 and 1.3., with emphasis here on evidence of positive impacts on P-12 student learning and development)</p>

CAEP Manual Appendix Evidence Table

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

A. Measure or type of evidence	B. Guidelines for review	C. Accreditation review
<p>At least two years of data on completers' effective application of professional knowledge, skills, and dispositions :</p> <ul style="list-style-type: none"> • student surveys • Classroom observations of completers using measures correlated with P-12 student learning, such as those used in the MET study <ul style="list-style-type: none"> ○ provider-created classroom observations ○ state-mandated ○ commercial/national protocols <p>Provider analysis of student survey and completer observation evidence provided, including comparing trends over time and benchmarking with district, state, national, or other relevant data, if available. Include instruments and scoring guides.</p> <p>PHASE-IN APPLIES</p> <p>NOTES ON THE PURPOSE OF THESE MEASURES</p> <p>Examples suggest options for evidence of effective teaching, complementing measures of P-12 student learning. Some of the available instruments have shown strong correlations with student learning (e.g., the MET study). Data are most useful when they can be expressed in relation to benchmarks, norms, and, cut scores.</p> <p>Over time, developing teacher evaluation systems are moving toward comprehensive state gathering and reporting of descriptive data. To the extent that state practices permit, CAEP will make results available as comparisons with state and national norms for similar types of providers.</p>	<p>Visitor Team judgment of completer demonstration of skills correlated with P-12 learning:</p> <ul style="list-style-type: none"> • Use of observation instruments and student surveys correlated with student learning • Valid interpretation of data • Evidence of performance, especially in relation to benchmarks, norms, and cut scores • Adequate and representative sample reflected in responses • Overall persuasiveness of completer effectiveness evidence/argument <p>Cross-reference to guidelines for Visitor Team in Standard 5.2 for valid interpretation of evidence</p>	<p>Off-site: review for evidence of validity and valid interpretations</p> <p>On-site: examine actual samples, database recording, internal consistency of comments and rating (inter-rater reliability)</p>

CAEP Manual Appendix Evidence Table

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

NOTE: CAEP Board Policy on component 5.4:

To be awarded full accreditation, each provider must meet CAEP's guidelines for component 5.4 on continuous improvement. This includes analysis of trends in the provider annual reports about program impact (impact on P-12 student learning, teaching effectiveness, employer satisfaction and retention of completers, and completer satisfaction) and program outcomes (completer rates, licensing rates, and hiring rates).

A. Measure or type of evidence	B. Guidelines for review	C. Accreditation review
<p>Documentation of results from monitoring and using the CAEP 8 annual reporting measures as defined in the EPP Annual Report call and in state partnership agreements.</p> <p>Impact measures:</p> <ol style="list-style-type: none"> 1. P-12 student learning/development, 2. Observations of teaching effectiveness, 3. employer satisfaction and completer persistence 4. completer satisfaction <p>Outcome measures:</p> <ol style="list-style-type: none"> 5. completer or graduation rate, 6. licensure rate, 7. employment rate and 8. consumer information* <p>Other evidence of EPP impact apart from the 8 annual measures.</p> <p>For above evidence, include:</p> <ul style="list-style-type: none"> • analysis of trends, • comparisons with benchmarks, • indication of changes made in EPP preparation curricula and experiences, • resource allocations, and • <u>future</u> directions. <p>PHASE-IN APPLIES</p> <p>NOTES ON THE PURPOSE OF THESE MEASURES</p> <p>The example measures work together as indicators of EPP performance in relation to candidates/ completers. EPPs would document their analysis of outcomes and contextual factors bearing on interpretation of the data.</p>	<p>Visitor Team judgment of the competence and reality of EPP use of completer impact and preparation outcome evidence for continuous improvement:</p> <ul style="list-style-type: none"> • Each measure of completer impact is benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction <p>(Note: * Consumer information is reported but not considered in making accreditation decisions.)</p> <ul style="list-style-type: none"> • Several examples of program changes clearly connected to evidence, as appropriate to the phase in policy • Record of improvement based on these modifications <p>(Note: Not all changes need to lead to improvement, as CAEP encourages data-driven experimentation, but changes should trend toward improvement.)</p>	<p>Off-site:</p> <p>Review of documentation of evidence motivating changes and documentation of changes</p> <p>On-site:</p> <p>Verification through stakeholder interviews</p>