

Engaging in Evaluation Research Through Mixed Methods

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CAEP Standards

- Content and Pedagogy
- Clinical Partnerships and Practice
- Candidate Quality, Recruitment and Practice
- Program Impact
- Quality Assurance and Continuous Improvement

CAEP Evidence Guide Excerpts

- Case Studies (17-22):
 - A quarter of those illustrative examples describe exhibits such as case studies, documentation of particular program features, or demonstrations of the consequences of practice. Among them are examples in which the EPP would develop and evaluate new measures, such as these:
 - Assess the effects of a change in admissions that define criteria for "grit," persistence and leadership abilities, as an "innovation"— *for Standard 3 on candidate quality and Standard 5 on continuous improvement/quality assurance;*
 - Pilot a new assessment constructed to show developing candidate proficiencies for use of an assessment to enhance learning during clinical experiences—*for demonstration of one InTASC standard in CAEP Standard 1 on content and pedagogical knowledge; or*
 - Conduct a case study of completers that demonstrates the impacts of preparation on P-12 student learning and development—*for part of the evidence under Standard 4.*

https://caepnet.files.wordpress.com/2014/02/caep_evidence_guide.pdf

Case Study Examples

- Other examples of case studies are ones in which the EPP would track the results of a change in preparation practices:
 - Ability of candidates to design and use a variety of formative assessments with P-12 students—for *Standard 1 on candidate proficiency in use of assessments to enhance learning, and an indicator of completer capability at exit for Standard 3*;
 - Implement a video recording of candidate instruction with review and evaluation based on rubrics as a way to demonstrate particular candidate proficiency and growth—for *CAEP Standard 2 on clinical partnerships and practice*;
 - Gather information from P-12 student surveys conducted during candidates' pre-service clinical practice and analyze the data on candidate instructional practices—for *Standard 1 as a performance measure of candidate application of knowledge and pedagogical skills, and for Standard 3 as an indicator of candidate progress during preparation*; or
 - Observation measures with trained review procedures and/or faculty observation with rubrics to track progress during candidate preparation and trends across cohorts—for *Standard 1 as an indicator of candidate capacity to use instructional practice and InTASC knowledge, and Standard 3 as an indicator of developing candidate abilities, perhaps conducted multiple times.*

CAEP Assumptions on Case Studies:

- **Focus on results**—Data used for improvement efforts and accreditation should ultimately aim to enhance preparation performance outputs related to P-12 student learning;
- **Always improve**—Data for accreditation should be some portion of the data that an EPP uses for its own continuous improvement efforts. A successful EPP builds capacity for improvement rather than for compliance;
- **Rely on data**—Collecting valid and reliable data from multiple sources to inform decision making is an essential component of a continuous improvement system; and
- **Engage stakeholders**—EPPs engage stakeholders as an integral part of the on-going effort to improve programs.

SUNY Plattsburgh Program Themes

- Assessment
- Collaboration
- Content in Context
- Critical Thinking
- Learning Environments
- Modeling
- Multicultural Competencies
- Recursive Learning
- Technology

SUNY Plattsburgh Research Questions

- What are faculty perceptions of “best practice” in the field of education?
- How much time do faculty spend in pre-student teaching field experiences?
- Does student participation in formal and/or informal learning communities enhance their academic experiences in college?
- What are the effects of faculty participation in cohorts?

Multicultural Competencies Research

- Grades, 1-3 items on a rubric, and survey research were not enough
- Questions:
 - Do students perceive themselves as multicultural competent?
 - How do they enact this in a classroom?
- Qualitative Value-added model
- Student responses demonstrated that there was growth in response to coursework but development lacked what we expected a practicing teacher to demonstrate

Technology Research

- Survey research, rubric developed to assess open-ended responses
- Questions:
 - Do students perceive their ability with technology?
 - How do they describe their ability to integrate technology into pedagogical practices?
- Qualitative Value-added model
- Student responses demonstrated that they felt their technological skills were “good,” but that students taking/completing technology courses were better able to integrate technology into educational practices

Group Activity

- Pair and share:
 - Discuss with your neighbor your current accreditation work
 - As a group, develop one research question you both would like to see researched as part of your accreditation work?
 - Grid Activity

Considerations

Research Question

| | | |
|---|--|---|
| Who 1. Population 2. Who will do the work 3. Number of participants | What 1. Question 2. Outcomes 3. Intended use 4. Student Quality research or program quality | When 1. Frequency 2. Length of time the process will take 3. Time of year 4. Time in program |
| Where 1. Target location for research | Why 1. What is the importance of the research? | How 1. Methods 2. Scale 3. Sample vs. Census |

Sample Grid

What do students understand about assessment as they graduate and does this change when they begin practicing as a teacher?

| | | |
|---|--|---|
| Who Current Students Graduates (3 years) | What How to provide feedback Instructional decision-making | When During Student teaching and three year follow up with graduates |
| Where Classroom practice | Why edTPA and student feedback has demonstrated that students lack a solid understanding of how to provide feedback and make instructional decisions through the use of assessment | How Electronic survey work sample analysis |

Strategies

- Build consensus and buy-in with faculty
 - Develop work groups to examine questions
- Multiple measure approach
- Always consider scalability and timeliness
- Work meetings
- Mixture of internal and external measures

CAVES

- Colleagues against virtually everything
- Normally fall within four categories
 - Don't understand
 - Extra work
 - Check out
 - Threatened by change
- Anticipate
- Don't let a small number of members hold the group hostage

Questions

