

# Missouri's Statewide First-Year Teacher Survey: Past, Present, and Future

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# Session Goals

Participants will be able to identify the process used for survey development and revision for one instrument used statewide in Missouri.



# Session Goals

Participants will develop ideas of how to apply the process in their own EPP and possibly state organization or agency.



# Conceptual Foundation

United States law makers have called for more rigorous assessment of students and teacher education programs.

Such accountability has led to greater review of public schools and higher education assessment processes.



# Conceptual Foundation

Many policy makers want to see greater accountability that needs to be systematic in nature not just for higher education but state agencies as well related to models of assessment.



# Conceptual Foundation

Collaboration and partnerships between higher education, state education agencies, and public schools is an important part of this process.



# Conceptual Foundation

One way to obtain data about the effectiveness of teacher education programs is through teacher, principal, and employer feedback about the teacher hired in the public school.

CAEP Standard 4.3 and 4.4



# Conceptual Foundation

While many states distribute surveys to teachers and principals, many of these are to identify working conditions rather than to evaluate the institution where the teacher was prepared.

Few states have distributed the same survey for eight years.





# Conceptual Foundation

The key part of any survey is to ensure it is reliable and valid.

CAEP standards state “using measures that result in valid and reliable data.”

The design of any effective survey must go through a rigorous process and reviewed by all stakeholders.



# MO First Year Teacher Survey History

- Launched in 2007
  - Requested by EPPs
  - Developed in partnership with the Office of Social and Economic Policy Analysis (OSED) at the University of Missouri-Columbia
  - Linked to Missouri Standards for Teacher Education Programs (MoSTEP)
  - Informed by 1999 Missouri teaching standards
- Minor revisions in 2010



# MO First Year Principal Survey History

- Launched in 2009
  - Developed in partnership with the Office of Social and Economic Policy Analysis (OSEDA) at the University of Missouri-Columbia
  - Informed by ISLLC and 1999 Missouri leader standards
- No revisions prior to 2015



# Benefits of the MO Statewide Surveys

- Administered to all first-year teachers and building leaders in MO public PK-12 schools
- Also administered to employers (principals and superintendents, respectively)
- Standard items / comparable data for all EPPs
- Advantage of not being seen as an alumni survey (higher response rate)



# How EPPs Used the Survey Data

- Triangulation of data from other sources
- Information about candidate job placement
- Comparison to state average
- Item by item analyses and trends
- Access to qualitative responses
- Course changes based on trends in data
- Accreditation reports
- Annual Performance Report indicator



# Why Redesign?

- New Missouri Teacher and Leader Standards adopted in 2011
- Increased stakes
  - Annual Performance Report now “counts”
  - CAEP evidence standards
- EPP interest in developing scales to measure each teacher and leader standard



# Formation of Revision Committee

- In April 2014, Missouri DESE sought volunteers for the committee to revise existing survey.
- Committee consisted of EPP representatives, K-12 administrators, and state staff (DESE & OSEDA).
- First meeting in July 2014 to align old survey with new MO standards



# Committee's Work

- August 2014: Aligned old principal survey to new MO standards (webinar)
- September 2014: Examined survey samples, discussed format, developed revised items for teacher survey
- October 2014: Developed revised items for principal survey (conference call)





# Committee's Work Cont'd.

- November 2014: Content Validation Panel from MO chapter of AACTE and MPEA (MO Professors of Educational Administration)
- December 2014: Revision of items from surveys, developed plan for field test (face-to-face and conference call)



# Field Test

- Administered questionnaires electronically
- Sample:
  - Second-year teachers (FYTS)
  - Second AND third-year principals (FYPS)
- Data collected January 20 – February 18
- Data reviewed by committee on March 2
- Results used to make final revisions



# Field Test Response Rates

Survey	Sent	Received	Response Rate
FYTS	3,621	676	18.7%
FYPS	504	131	26.0%



# Selected Field Test Results: FYTS

- First-Year Teacher Survey
  - 39% agreed they were prepared to modify instruction for ELLs
  - 60% agreed they were prepared to manage variety of discipline issues
  - 92% agreed they were prepared to foster positive student relationships



# Selected Field Test Results: FYPS

- First-Year Principal Survey
  - 69% agreed they were prepared to facilitate effective evaluation
  - 70% agreed they were prepared to work with personnel to develop professional growth plans
  - 98% agreed they were prepared to model personal and professional ethical behavior



# Field Test Results Cont'd

- All hypothesized scales reliable (both surveys)
  - Minimum Cronbach's alpha = .71
  - Maximum Cronbach's alpha = .94
- Initial confirmatory factor analysis suggested poor fit
- Exploratory factor analysis used to identify a more optimal model for the data



# Field Test Follow-Up

- Surveys launched end of March 2015
- Technical Manual developed
  - Committee process
  - Reliability and validity evidence
- Annual Performance Report Indicators
  - Scale scores for each standard (for accountability)
  - For continuous improvement, scale scores for alternate factors identified by exploratory factor analysis (e.g., use of technology)



# Questions?





# Add'l Data

*Spare slide to display additional technical and psychometric data*

