

4.1 Impact on Student Learning and 4.2 Teaching Effectiveness  
 Data Collection and Case Study Plan  
 Initial and Advanced Programs  
 The University of Alabama in Huntsville – Educational Preparation Provider  
 Spring 2019

**INTRODUCTION**

The Alabama State Department of Education does not provide P-12 student learning data or teacher effectiveness data to the colleges or universities providing educator preparation programs. The EPP proposes a plan and timeline below, using multiple measures, to meet the expectations of Standards 4.1 and 4.2. In addition to analyzing the unique student data sets provided by key P-12 partner districts for identified completers, the EPP proposes to administer three additional measures, including a completer case study, a student perceptions survey, and a focus group comprised of local school administrators who currently employ EPP completers.

**STANDARD 4.1**

*4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

**Implementation Plan for 4.1**

We propose an implementation plan designed to utilize two measures to assess the degree to which program completers are positively impacting P-12 students' learning and intellectual development (district-provided student learning data; completer case study).

<b>Direct Measures of P-12 students' learning</b>	<b>Specific Assessments</b>	<b>Validity and Reliability of Instruments</b>
District-Provided Student Learning Data	HCS: Scantron data for grades 3-12  Madison City Schools: STAR	<a href="https://scantron.com/assessment-solutions/educational-assessment/k-12/performance-series/">https://scantron.com/assessment-solutions/educational-assessment/k-12/performance-series/</a>  STAR Reading

	Reading and Math scores	<a href="https://www.renaissance.com/products/assessment/star-360/star-reading-skills/">https://www.renaissance.com/products/assessment/star-360/star-reading-skills/</a>
	Madison Co. Schools: DIBELS data	STAR Math <a href="https://www.renaissance.com/products/assessment/star-360/star-math-skills/">https://www.renaissance.com/products/assessment/star-360/star-math-skills/</a>  DIBELS <a href="https://dibels.uoregon.edu">https://dibels.uoregon.edu</a>
Completer Case Study	EPP-proposed design and description provided below	Elements which address 4.1 (student learning) include pre- and post-assessment, student work samples and feedback, and completers' pre- and post-interview responses

**Description of the Evidence Collection for 4.1:**

- Three partnering school districts who employ the largest percentage of the EPP’s completers have identified available specific district-level data sets used as direct measures of P-12 student learning which can be shared with the EPP.
- Huntsville City Schools will provide Scantron data for grades 3-12 for the 2017-18 and 2018-19 academic year. Madison City Schools will provide STAR Reading and Math data for elementary grades. Madison County Schools will provide DIBELS reading data for elementary grades. Neither Madison City or Madison County Schools are able to identify P-12 student learning data for middle or secondary grades.
- Completer case study data will be collected from a purposive sample of completers in the three partner school districts (n=6). Data will include pre-/post-interview responses, four lesson plans (addresses 4.2), pre- and post-assessments of P-12 student learning, along with student work samples and feedback.

The EPP will implement the following initiatives to meet standard 4.1:

- In Spring 2019, the EPP scheduled meetings with school superintendents and/or designated central office administrators of three partnering districts (Huntsville City Schools, Madison City Schools and Madison County Schools) to explore and identify specific data sets currently used as direct measures of P-12 student learning which could be made available to the EPP.
- In Spring 2019, the EPP created and updated its completer database to reflect their current place of employment. Primary emphasis was identifying those individuals employed in the three targeted partner districts. A variety of methods were used, including conferring with partner school district personnel, Teacher Education Advisory Council (TEAC) communication, and social media posts by the College of Education. The

updated list of completers employed in each district was distributed to each school district partner along with a formal request to provide the identified P-12 student learning data.

- In Spring 2019, the EPP began creating a case study protocol to pilot with a purposive sample of completers in Fall 2019 and Spring 2020 (n=6). The case study will address the components included in CAEP Standards 4.1 (and CEP Standard 4.2) since no state-level data on P-12 student learning or teacher effectiveness are provided to EPPs in Alabama.
- By summer 2019, the three partnering school districts will provide the direct measures of P-12 student learning for identified completers employed in the district (e.g., Scantron, STAR reading and math data, DIBELS data).
- In Fall 2019 and Spring 2020, the EPP will conduct a pilot case study on a purposive sample of completers (n=6) in year one or two of teaching. The completers will be distributed across the three partner districts, and will provide a representative sample of completers.

The data provided by each of the partnering school districts, as well as the data generated by completer case studies, will provide us with the necessary information to satisfy CAEP Standard 4.1. These data will be analyzed at the conclusion of each academic semester to support ongoing program evaluation and quality improvement, as well as inform further iterations or expansion of the pilot.

## **STANDARD 4.2**

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

### Implementation Plan for 4.2

We propose an implementation plan designed to utilize a year-long case study method to assess completers' abilities to demonstrate effective teaching practices. Measures include a pre- and post-interview with the completer using semi-structured interview questions, four standards-based lesson plans, and four classroom teaching observations (two faculty members per observation to address reliability concerns using the Danielson Framework Teaching Observation Form). Student responses to a student perceptions survey will provide data specific to Standard 4.2, along with focus groups hosted by the EPP for administrators of the schools where completers are employed.

## MEASURES OF TEACHER EFFECTIVENESS:

Student Perceptions Survey Data	Tripod Survey  <b>OR</b>  Colorado's Student Perception Survey	Available in three formats, K-2, 3-5, and 6-12; fee assessed; "Tripod" refers to the three "legs" of quality teaching, content pedagogy and relationships.  Available in two formats, 3-5 and 6-12; open access; available online; Organized by four elements: Student Learning (use of content and pedagogical knowledge to help students learn, understand and improve), Student-centered Environment (creating an environment that responds to individual students' backgrounds, strengths, and interests), Classroom Community (cultivating a classroom learning community where student differences are valued), and Classroom Management (fostering a respectful and predictable learning environment)
Completer Case Study		Specific components to address CAEP Standard 4.2 include lesson plans, classroom observations, and pre-/post-interview questions.
Focus Group	Comprised of administrators who currently employ completers	EPP will convene the focus group and facilitate discussion using a pre-determined list of semi-structured interview questions.

## BACKGROUND INFORMATION ON TWO SURVEY OPTIONS UNDER CONSIDERATION:

### TRIPOD SURVEY INFORMATION:

Tool and Background	Number of Items	Constructs	Response Options	Sample Items
<b>Tripod</b>  (www.tripodproject.org) <ul style="list-style-type: none"> <li>Developed by Harvard researcher Ronald Ferguson; distributed and administered by Cambridge Education</li> <li>Online and paper administration</li> <li>Grew out of study of student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Core are approx. 36 items in the "Tripod 7 Cs" at the secondary level; fewer at earlier grades</li> <li>Additional items ask about student's engagement, background, and academic beliefs</li> <li>Full versions include 80+</li> </ul>	<b>7 Cs</b> <ol style="list-style-type: none"> <li>Care</li> <li>Control</li> <li>Clarify</li> <li>Challenge</li> <li>Captivate</li> <li>Confer</li> <li>Consolidate</li> </ol> Also includes additional <b>engagement</b> items on:	Grades 3-5/6-12: <ol style="list-style-type: none"> <li>No, never/Totally untrue</li> <li>Mostly not/Mostly untrue</li> <li>Maybe, sometimes/Somewhat</li> <li>Mostly yes/Mostly true</li> </ol>	<b>Clarify:</b> "My teacher explains difficult things clearly."  <b>Consolidate:</b> "My teacher takes the time to summarize what we learn each day."  <b>Control:</b> "Our class stays busy

<p>and related teaching practices</p> <ul style="list-style-type: none"> <li>• Versions for three grade bands: K-2; 3-5; 6-12</li> <li>• MET project study found Tripod predictive of achievement gains and able to produce consistent results for teachers (see MET project's <i>Learning about Teaching</i>)</li> </ul>	<p>items; shorter forms available</p>	<ul style="list-style-type: none"> <li>• Academic goals and behaviors</li> <li>• Academic beliefs and feelings</li> <li>• Social goals and behaviors</li> <li>• Social beliefs and feelings</li> </ul>	<p>5. Yes, always/Totally true</p> <p>Grades K-2: No, Maybe, Yes</p>	<p>and doesn't waste time."</p>
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**TRIPOD SURVEY INFORMATION:**

The Tripod framework identifies targets for student engagement. It also identifies seven elements of teaching practices – the 7 Cs – that correspond to key elements of teaching quality. The survey generates information on how students experience teaching practices, learning conditions in the classroom, and a teacher’s own engagement. The elements of teaching practices organized by the 7 Cs closely align with teacher observation tools and rubrics used by most districts. The Tripod Student Perceptions Survey also includes measures of school climate and youth culture and gathers information about family and student demographics.

**COLORADO STUDENT PERCEPTION SURVEY INFORMATION:**

Colorado’s Student Perception Survey is a 34 question<sup>1</sup> instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher’s ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of always, most of the time, some of the time, and never. The survey is organized by four elements: Student Learning (how teachers use content and pedagogical knowledge to help students learn, understand, and improve), Student-Centered Environment (how teachers create an environment that responds to individual students’ backgrounds, strengths, and interests), Classroom Community (how teachers cultivate a classroom learning community where student differences are valued), Classroom Management (how teachers foster a respectful and predictable learning environment). There are two versions of Colorado’s Student Perception Survey: one for grades 3 - 5 and another for grades 6-12.

### **Description of the Evidence Collection for 4.2:**

The year-long case study, along with the student perceptions' survey and focus group of administrators, yield data to inform CAEP Standard 4.2. The four observations conducted by faculty members using the Danielson Framework, a structured and validated observation instrument, will provide useful data concerning completers' ability to effectively apply professional knowledge and skills. The student perceptions' survey data will provide additional insight concerning the completers' dispositions, as well as knowledge and skills. Additional insights will be gleaned from review of completers' lesson plans, as well as pre- and post-interviews.

A focus group will be convened by the EPP. It will be comprised of local school administrators who currently employ the completers in their buildings. A set of semi-structured interview questions will be developed to facilitate dialogue to better determine if completers effectively apply the professional knowledge, skills, and dispositions their educator preparation program and experience was designed to achieve.

### **Implementation Timeline**

#### ***Academic Year 2018-2019:***

- In Fall 2018, the EPP identified three area public school districts who hire the greatest number of our completers (Huntsville City Schools, Madison City Schools, and Madison County Schools). A request was made for them to provide direct measures of P-12 learning for students enrolled in completers' classrooms. Unfortunately, districts' responses proved inconsistent and did not result in sharing of any student achievement data. The EPP reevaluated our phase-in plan for Standard 4.1 and 4.2 and determined it would be more productive to meet individually with each partner school district's superintendent or central office administrators to discuss the rationale and reasoning for the requests, determine the willingness of the district to support our efforts, and identify P-12 student data that might be available.
- In Spring 2019, individual appointments were made for face-to-face meetings with the leadership of each school district. Huntsville City Schools committed to provide Scantron data (grades 3-12) for completers, Madison City Schools will share STAR Reading and Math Scores for elementary levels, and Madison County Schools explained DIBELS data are available for elementary levels. Madison City Schools and Madison County Schools did not identify any data sources for direct measures of student learning in middle or secondary grades. It was determined there was no consistent measure available across the three primary school partner districts.
- In March 2019, an updated list of completers employed in each district was shared with each district so they could begin the process of matching relevant and available student data with the identified completers employed in the district.

- Realizing the need for multiple measures, the EPP determined a student perceptions survey and completer case study approach would also be effective approaches to acquiring the desired information through multiple measures. The EPP solicited feedback from Spring 2019 interns in an effort to create a model that would maximize their participation in a case study approach and foster their awareness of the anticipated pilot 2019-2020.
- To facilitate the maintenance of the completer database, the EPP requested specific contact information from each intern prior to commencement. This information will allow more efficient tracking and management of communication with completers. Additionally, the GroupMe cell phone application utilized throughout internship will remain intact as another method of communicating with completers via their cell phones.
- To further engage partner districts in assessing completers' impact on student learning in specific licensure areas (e.g. Elementary Education, Physical Education, Secondary English, etc.), a second formal meeting is scheduled in May 2019 between the EPP and each of the three partnering school districts. This will provide an opportunity to explore the plans for the student perceptions survey and completer case study. Partnering districts will be invited to collaborate and provide input on their design, implementation, as well as plans for data collection and analysis.
- By Summer 2019, the partner school districts will provide any available P-12 student learning data associated with enrolled students in completers' classrooms in the 2018-19 academic year. If historical data are available for previous classes of enrolled students, these can also be provided.
- By Summer 2019, the EPP will finalize the proposal for implementation of the student perceptions survey (a specific instrument will be identified) and completer case study methodology. Resulting data will be aligned to InTASC, Alabama College and Career Readiness Standards (ACOS), and International Society for Technology in Education (ISTE) standards. The final methodology for administration of the student perceptions survey and completer case study instructions and guidelines will be available at the time of the site visit.
- The Teacher Education Advisory Council (TEAC) and Faculty will review and approve the proposed approaches for the student perceptions survey and completer case study in early fall (August 2019).

#### *Academic Year 2019--2020:*

- By August 2019, the EPP will identify a purposive sample of completers, representative of the variety of licensure preparation programs provided by the EPP, to invite to participate in the study. The identified participants will be employees of the three partner districts and will represent a variety of grade levels and licensure areas. The

target goal for the pilot implementation is a minimum of 6 participants agreeing to participate in the case study for the 2019-20 academic year. Each participant will be observed by two faculty members to provide greater reliability.

- By September 2019, completers will agree to participate and EPP faculty will be assigned to each participating completer.
- By September 2019, all participating faculty will complete a workshop on the approved case study protocol, administration of the student perceptions survey and use of the Danielson Framework for Teacher Observation. Additionally, an orientation and informational session will be hosted by the EPP for the six participating completers.
- At the beginning of the fall 2019 semester, the two assigned faculty members will initiate contact with the assigned completer and determine what unit of study will be the focus of the completer case study. As the time for the learning segment or unit of instruction approaches, they will then schedule and conduct a pre-conference with the completer using semi-structured interview questions. Completers' responses to interview questions will be recorded for qualitative coding. At this time, the four lesson plans will be provided by the completer. Each of these four lesson plans will be observed when enacted in the classroom. Each faculty member will complete two formal observations using the Danielson Framework. This instrument will be used as it is a valid and reliable observation tool which is also utilized in the EPP's internship semester. Upon completion of the four lesson plans and observations, the two assigned faculty members will conduct a post-conference with the completer and gather student assessments, work samples, and feedback. Finally, the student perceptions survey will be administered at the end of the Fall 2019 semester.
- By end of Fall 2019 semester, the student perceptions survey will be administered in each completer's classroom.
- Data on the first semester implementation of the pilot project will be gathered by program faculty and provided to the Associate Dean for aggregation and disaggregation at the end of the fall 2019 academic semester.
- The process described above for the Fall 2019 semester will be reviewed and debriefed with participating faculty and Teacher Education Advisory Council (TEAC) so adjustments and insights can inform the Spring 2020 implementation of the same process with participating completers.
- In Spring 2020, the data collection process will be repeated with each of the six participating completers.
- Data from the year-long completer case study and the two administrations of the student perceptions survey (one in Fall 2019 and one in Spring 2020) will be aggregated, analyzed and interpreted. By Spring 2020, the EPP will share recommendations with the TEAC on the pilot project and its expansion. Additionally, during Summer 2020, the EPP will share findings from the pilot implementation with partner districts, participating completers, and other key stakeholders.



- If necessary, the EPP will review the plan and guidelines during Summer 2020 to make any necessary recommendations for full implementation in the 2020-2021 academic year. The goal in the 2020-2021 academic year will be to recruit at least 12 completers in their first, second or third year of teaching in the three partner schools to continue the research study.

Resources for Pilot Implementation:

Program faculty will be provided additional travel funds of \$400 if they commit to observe the completer four times and engage in data collection and analysis of lesson plans, observation forms, student work samples and assessments for one completer over the course of a given year. Where available, a long-term goal is for each program/specialty licensure area will assess completers in Year One, Year Two, and Year Three.

Program faculty will also be compensated for travel to complete observations and collect student impact data. The approximate cost of observing 6 completers within a 30-mile radius, supplemented with video observation/conferencing for completers outside of that range, would total approximately \$600.

Completers who participate in the assessment effort will be compensated at a rate of \$500 per year. Payments to 6 completers in the pilot year would total approximately \$3,000.