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SCSU Educator Preparation Program Evaluation
*A Summary Report of Results in Relation to the SOE's
Conceptual Framework-SAILS*

Educator Preparation Program Evaluation 2005-2006
“A Summary of Survey Results in Relation to the SOE Conceptual Framework”
Prepared by Maureen Gilbride-Redman, M.P.A.

The purpose of the educator preparation program evaluation is to assess the overall quality and effectiveness of the professional educator preparation programs at SCSU. CCSAR uses a broad-based approach that incorporates a variety of research methods, analyzing and summarizing data obtained from both performance-based and self-reported assessment measures. The ‘SAILS’ acronym adopted by the SOE unit provides a common framework in which to evaluate its many programs and ensure the quality of its graduates. It is this “*framework that ties coursework, field experiences, and faculty-student-teacher interactions together: it is also what informs practice.*”

This report summarizes the data using the ‘SAILS’ framework as the basis for comparing results obtained from three different groups: principals, students and cooperating teachers. Table 1 compares the mean INTASC scores earned by each group in relation to ‘SAILS’ and table 2 delineates how each ‘letter’ in ‘SAILS’ relates to a specific INTASC standard and the corresponding CCCT indicators and attributes that measure this standard. The indicators in ‘black’ reflect survey items that appear on the Principal Survey and are placed next to the standard that they measure, and the indicators in ‘red’ are items that appear on the Cooperating Teacher and CCSAR Student surveys and are listed under the ‘black indicators’, next to the standard that they measure. The indicators in ‘black’ may also appear (in some form) on the Cooperating Teacher and/or CCSAR Student surveys. All three survey instruments align with and measure the 10 INTASC Standards, although there is variation in the number of CCCT indicators and attributes used to measure each standard between surveys.

Results

“Scholarship” as defined by the INTASC standards and CCCT indicators and attributes that measure this concept received the highest mean score in 3 out of 4 survey administrations for this sample. INTASC Standard 1-*Knowledge of Subject Matter* - earned the highest mean score (M=2.86, M=2.82) on both the fall and spring Cooperating Teachers’ reports and Standard II - *Knowledge of Human Development and Learning*- earned the highest mean score (M=2.37) on the assessment instruments used to measure students’ perceptions of the program. The average or mean INTASC score response across the groups (M=2.61) also shows that ‘Scholarship’ is an area of strength for SCSU students. “Attitudes and Dispositions” was another area where students did well as indicated by the mean score (M=2.47) on INTASC standard V- *An Effective Learning Environment is Created*. This area received the highest mean INTASC score by principals as compared to all other INTASC mean scores for this group. Additionally, the high overall mean scores in the other INTASC standards that define “Attitudes and Dispositions’ also suggest that this is an area of strength.

The area with the lowest mean INTASC score response within each group, across all four survey administrations, was “Standard 10- *Partnership with School and Community*, which represents ‘Service’ under ‘SAILS’. The mean INTASC score for principals was M=2.20; for Cooperating Teachers, Fall, M=2.69; for Cooperating Teachers, Spring, M=2.66 and for students, M= 2.20.

Data analyzed from the fall and spring clinical field experience surveys mirror these results. Survey items with the highest overall mean scores reflected candidates' satisfaction with the 'knowledge, skills and dispositions' gained during their field placement. The areas that received the lower mean score responses were related to time outside the classroom and knowledge of laws and regulations (e.g., back-to school nights, parent-teacher conferences, attending school wide meetings/events outside of my regular scheduled time, teacher in-services, etc.).

Note: the results from the 2005-2006 clinical field experience surveys are not listed in the table as the survey nor the data were prepared by INTASC standards.

Table 1- Assessment results according to mean INTASC scores in relation to the SOE conceptual framework 'SAILS'

SAILS	INTASC STANDARDS	Principal	Cooperating-fall 2005	Cooperating-spring 2006	Students-current und.&grad	Mean INTASC score across groups
scholarship	1.Knowledge of Subject Matter	M=2.42	**M=2.86	**M=2.82	M=2.35	→M=2.61**
scholarship	2.Knowledge of Human Development and Learning	M=2.30	M=2.75	M=2.77	**M=2.37	→M=2.55
scholarship	3. Instruction is Adapted to Meet Diverse Learners	M=2.33	M=2.82	M=2.75	M=2.33	→M=2.56
scholarship	4. Use of Multiple Instructional Strategies and Resources	M=2.28	M=2.77	M=2.78	M=2.29	→M=2.53
attitudes & dispositions	5.An Effective Learning Environment is Created	**M=2.47	M=2.81	M=2.80	M=2.30	→M=2.60
attitudes & dispositions	6. Effective Communication to Foster Inquiry and Collaboration	M=2.33	M=2.80	M=2.80	M=2.33	→M=2.57
attitudes & dispositions	7. Lesson Planning	M=2.35	M=2.84	M=2.81	M=2.35	→M=2.59
integrity	9. Reflection and Professional Development	M=2.37	M=2.82	M=2.76	M=2.25	→M=2.55
leadership	8.Assessment of Student Learning to Improve Teaching	M=2.25	M=2.79	M=2.76	M=2.34	→M=2.54
service	10.Partnerships with School and Community	*M=2.20	*M=2.69	*M=2.66	*M=2.20	→M=2.44*

****= The highest INTASC mean score within the sample assessed.**

***= The lowest INTASC mean score within the sample assessed.**

Table 2- The relationship of each letter in *SAILS* to an INTASC standard and the CCCT indicators and attributes that measure the corresponding standard.

A. SCHOLARSHIP- “Work reflects rigorous scholarship, depth of insight, application and transfer of course content as well as a high level of quality	
INTASC STANDARDS	CCCT ATTRIBUTES AND INDICATORS
I. Knowledge of Subject Matter	3. Proficiency in reading
	4. Proficiency in writing
	5. Proficiency in mathematics
	6. Understand the central concepts & skills, tools of inquiry and structures of discipline(s) they teach
	D5. Possessing accurate and up-to-date knowledge of subject matter
	D6 Understanding of the purpose and value of the materials I will teach
	D7 Ability to formulate meaningful questions about the subject matter
	D8 Knowing the appropriate sources of additional information about the materials I will teach
II. Knowledge of Human Development & Learning	1. Understands how students learn and develop
	E1 Understanding of human physical development as it related to planning and organization
	E2 Understanding of human social development as it relates to planning and organization
	E3 Understanding of human emotional development as it relates to planning and organization
	E4 Understanding of human intellectual development as it related to planning and organization
	E5 Utilizing students’ strengths as a basis of growth and planning instruction accordingly
	E6 Understanding of how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind
	E7 Using the basic principles of learning and human development to enhance learning of students from diverse backgrounds
III. Instruction Adapted to Meet Diverse Learners	2. Understands how students differ in their approaches to learning
	8. Recognize the need to vary their instructional methods
	F1 Planning instructional activities which provide for individual differences
	F2 Matching teaching styles and methods with the learning situation and the learning styles of students
	F3 Effectively implementing instructional plans and using appropriate instructional techniques
	F4 Demonstrating sensitivity to community and cultural norms and adapting instruction accordingly
IV. Use of Multiple Instructional Strategies and Resources	14. Employ a variety of various instructional strategies that enable students to think critically, solve problems, and demonstrate skills
	12. Create instructional opportunities to support students’ academic, social and personal development
	G1 Using a variety of instructional methods and media to address the needs of all students
	G2 Using a balance of individual, small and large group instructional arrangements
	G3 Providing instructional activities that foster student involvement
	G4 Engaging students in selecting their own learning objectives and activities
	G5 Posing probing questions to stimulate students to recall, analyze, synthesize and evaluate
	G7 Presenting materials at levels appropriate to the needs, interests, abilities, and backgrounds of students
	G8 Using differentiated curriculum to meet the needs of exceptional children
	G9 Recognizing the conditions and needs of special education students

B. Attitudes and Dispositions: - <i>“Clear evidence of values, Commitments, and professional ethics influencing those behaviors affecting student learning and motivation”</i>	
V. Effective Learning Environment is Created	11. Establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success
	16. Conduct themselves as professionals in accordance with the Code of Professional Responsibilities for Teachers
	17. Share responsibility for student achievement and well-being
	H1 Maintaining classroom routines and procedures
	H2 Using instructional time effectively, pacing instructional activities appropriately, and maximizing students’ time on task
	H3 Providing and maintaining an attractive and orderly learning environment
	H5 Developing an atmosphere which fosters self-discipline
	H6 Working cooperatively with colleagues and administrators
	H7 Following the policies, procedure and curricula of the school district
	H9 Conducting effective parent/teacher conferences
	H10 Promoting positive, interpersonal relations based upon mutual respect
VI. Effective Communication to Foster Inquiry and Collaboration	13. Use of effective verbal, non-verbal and media communications techniques which fosters individual and collaborative inquiry
	I1. Providing directions and explanations in a clear, coherent and logical manner
	I2 Providing for two way communication with students
	I4 Assisting and encouraging students to research issues and questions of concern to them
	I5 Promoting students’ ability to effectively communicate ideas and concern to others
	I6. Understanding how cultural and gender difference can affect communication in the classroom
VII. Lesson Planning	7. Know how to design and deliver instruction
	9. Plan instruction based upon knowledge of subject matter, students, the curriculum and the community
	10. Create a structure for learning by selecting and/or creating significant learning tasks that make the subject matter meaningful to students
	J1. Planning instruction to achieve selected objectives
	J2 Identifying and sequencing goals of instruction
	J3 identifying and sequencing objectives with lessons
	J4 Identifying teaching procedures and sequencing learning activities
	J5 Revising instruction on the basis of student comments, questions, and performance
	J6 Recognizing and understanding the worth of all students and the opportunities that race, cultural sexual and religious diversity present in the classroom
	J7 Demonstrating sensitivity to and for the needs and feelings of all students
	J8 Outlining expectations for all students in clear manner
	J9 Conducting learning activities in a logical sequence, which is flexible and developmentally appropriate
J10 Providing illustration, examples and applications of the material	
J11 Designing lessons that integrate technology in reading	
C. INTEGRITY - <i>“ Clear evidence of a soundness of and adherence to moral principles and character”</i>	
IX. Reflection & Professional Development	19. Seek out opportunities to grow professionally
	21. Demonstrates a passion for improving their profession
	L1 Recognizing when students are deficient in the basic skills and providing or recommending corrective action
	L2 Obtaining and using information from colleagues to assist students with special needs
	L3 Identifying students who require the assistance of a specialist
	L4 Handling discipline fairly and consistently
L5 Demonstrating an ability to think about teaching and learning as both a reflective practioner and educational leader	

D. LEADERSHIP -“ <i>Evidence of an ability to guide and direct others (the ability to illuminate for others the correct path to follow)</i> ”	
VIII. Assessment of Student Learning to Improve Teaching	15. Use various assessment techniques to evaluate student learning & modify instruction as appropriate
	K1 Recognizing and encouraging the special interests and abilities of individual students
	K2 Selecting appropriate materials and procedures for assessing student’s progress on objectives
	K4 Evaluating students on the basis of criteria that are aligned with instructional objectives
E. SERVICE- “ <i>Demonstration of helpfulness...the selfless performance of deeds</i> ”.	
X. Partnership with School and Community	18. Continually engage in self-evaluation of the effects of their choices and actions on students and the school community
	20. Serve as a leader in the school community
	M1 Encouraging and maintaining the cooperating involvement and support of parents and community
	M2 Providing opportunities for parent and community involvement
	M3 Using community resources in instruction
	M4 Understanding the rights and responsibilities of students
	M5 Understanding the rights and responsibilities of parents
	M6 Understanding the rights and responsibilities of teachers
	M7 Engaging parents in the learning process

NOTE: The indicators in ‘black’ reflect survey items that appear on the Principal Survey and are placed next to the standard that they measure, and the indicators in ‘red’ are items that appear on the Cooperating Teacher and CCSAR Student surveys and are listed under the ‘black indicators’, next to the standard that they measure. The indicators in ‘black’ may also appear (in some form) on the Cooperating Teacher and/or CCSAR Student surveys. All three survey instruments align with and measure the 10 INTASC Standards, although there is variation in the number of CCCT indicators and attributes used to measure each standard between surveys.

Conclusions

The consensus amongst students, principals and cooperating teachers is that the SCSU professional educator programs are preparing students in these areas: ‘**Scholarship and Attitudes and Dispositions**’ as defined by the INTASC standards and CCCT indicators/attributes that measure these entities. On the other hand, there is also a consensus amongst these same constituents that ‘**Service**’ as defined by INTASC Standard 10-*Partnerships with School and Community* and measured by CCCT attributes and indicators is an area that needs further exploration.