



**Southern Connecticut
State University**

**CCSAR – Center for Community
and School Action Research**

Tel: (203) 392-6439, Davis Hall, Room 110

Norris M. Haynes, Ph. D., Director

Maureen Gilbride-Redman, M.P.A., Associate Researcher, Assistant Director

James M. Granfield, Ph.D., Interim Dean, School of Education

Submitted by

Maureen Gilbride-Redman, M.P.A.

Norris M. Haynes, Ph.D

Prepared by

Maureen Gilbride-Redman, M.P.A.

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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 2006-2007
*An Overview of Survey Results in Relation to the
Conceptual Framework-SAILS*
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 2006-2007 data analysis results in relation to ‘SAILS.’ The data collected and analyzed as part of this program evaluation were obtained from five different survey administrations, focusing on four different groups: principals, students, cooperating teachers, students, and alumni. 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 define and measure this standard. The indicators in ‘black’ reflect survey items that appear on the Principal Survey and are adjacent to the standard that they measure, and the indicators in ‘red’ are items that appear on the Cooperating Teacher and Student/Alumni surveys. All four instruments align with and measure the 10 INTASC Standards, although there is variation in the number and/or combination of CCCT indicators and attributes used to measure standards within and between surveys.

Results

The strength of the SCSU Educator Preparation Programs in relation to ‘SAILS’ is in these areas: ‘**Scholarship and Attitudes and Dispositions**’. The INTASC standard ‘*Knowledge of Subject Matter*’ (which is a measure of ‘Scholarship’) received the highest mean score in three of the five survey administrations, and had the highest overall mean INTASC score **M=2.59** in relation to the other nine mean INTASC scores. Two additional INTASC standards under ‘**Scholarship**’ also received high scores (**M=2.43**) – ‘*Knowledge of Human Development and Learning*’ and ‘*Instruction is Adapted to Meet Diverse Learners*’ as scored by current students. ‘*Attitudes and Dispositions*’ also scored well for Principals (**M=2.65**) and Cooperating Teachers, fall (**M=2.83**) who awarded their highest mean scores to this INTASC standard – ‘*An Effective Learning Environment is Created.*’ The ‘SAILS’ area identified as most in need of improvement was ‘**Service**’. This area received the lowest mean score in four of the five survey administrations: Principals (**M=2.38**), Cooperating Teachers, fall (**M=2.70**), Cooperating Teachers, spring (**M=2.69**) and Alumni (**M=2.07**), and earned the lowest overall mean INTASC score (**M=2.43**) in relation to the other nine mean INTASC scores. It is important to note, too, that students awarded their lowest mean score to ‘**Leadership**’ (SAILS) as defined by this INTASC standard: ‘*Assessment of Student Learning to Improve Teaching,*’ **M=2.31**.

Note: The clinical field survey data are not incorporated into this summary as the clinical field instrument was not designed to align with the CCCT indicators and attributes in relation to INTASC standards, and the items are scored on a five-point scale. Nevertheless, the two area of strength were **Integrity** and then **Scholarship**, while **Service** was again the area most in need of improvement.

Table 1 - Assessment results according to mean INTASC scores in relation to the SOE conceptual framework ‘SAILS’ Scale: 3=target(met+), 2=acceptable(met), 1=unacceptable(met-)

SAILS	INTASC STANDARDS	Principal 2006-2007	Cooperating fall 2006	Cooperating spring 2007	Students-Current (2006-2007)	Alumni (2006-2007)	Mean INTASC score across groups
scholarship	1. Knowledge of Subject Matter	M=2.55	**M=2.83	**M=2.84	M=2.41	**M=2.32	→**M=2.59
scholarship	2. Knowledge of Human Development and Learning	M=2.51	M=2.75	M=2.75	**M=2.43	M=2.31	→M=2.55
scholarship	3. Instruction is Adapted to Meet Diverse Learners	M=2.51	M=2.78	M=2.79	**M=2.43	M=2.25	→M=2.55
scholarship	4. Use of Multiple Instructional Strategies and Resources	M=2.52	M=2.76	M=2.77	M=2.39	M=2.21	→M=2.53
attitudes & dispositions	5. An Effective Learning Environment is Created	**M=2.65	**M=2.83	M=2.82	M=2.34	M=2.10	→M=2.55
attitudes & dispositions	6. Effective Communication to Foster Inquiry and Collaboration	M=2.54	M=2.80	M=2.80	M=2.40	M=2.13	→M=2.53
attitudes & dispositions	7. Lesson Planning	M=2.53	M=2.82	M=2.83	M=2.40	M=2.25	→M=2.57
integrity	9. Reflection and Professional Development	M=2.50	M=2.78	M=2.77	M=2.40	M=2.24	→M=2.54
leadership	8. Assessment of Student Learning to Improve Teaching	M=2.46	M=2.78	M=2.74	*M=2.31	M=2.16	→M=2.49
service	10. Partnerships with School and Community	*M=2.38	*M=2.70	*M=2.69	M=2.33	*M=2.07	→*M=2.43

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

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

Conclusion

The consensus amongst students, principals and cooperating teachers is that the SCSU professional educator programs are preparing students in relation to ‘SAILS’ as evidenced by the mean INTASC scores within and across these groups. The areas of strength are: ‘**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 consensus amongst the majority of these constituents that ‘**Service**’ as defined by INTASC Standard 10-*Partnerships with School and Community* and measured by CCCT indicators and attributes is an area that needs further exploration. For students, however, ‘**Leadership**’ as measured by INTASC Standard ‘*Assessment of Student Learning to Improve Teaching*’, M=2.31, is the area most in need of improvement.

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 -“ Evidence of an ability to guide and direct others (the ability to illuminate for others the correct path to follow)”	
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.