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Academic Year 2007-2008

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

Educator Preparation Program Evaluation 2007-2008
*An Overview of Survey Results in Relation to the
Conceptual Framework-SAILS*
By Jamie O'Meara-Cartwright, M.S.

The purpose of the educator preparation program evaluation is to assess the overall quality and effectiveness of the professional educator preparation programs at Southern Connecticut State University. CCSAR uses a broad-based approach that incorporates a variety of research methods. Data obtained from both performance-based and self-reported assessment measures are analyzed and summarized. The 'SAILS' acronym adopted by the School of Education provides a common framework to evaluate its many programs, and to ensure the quality of its graduates. It is the "framework that ties coursework, field experiences, and faculty-student-teacher interactions together: it is also what informs practice."

This report summarizes the 2007-2008 data results in relation to 'SAILS' as well as the data results collected during the past three academic years: 2005-2006, 2006-2007, and 2007-2008. The data collected and analyzed as part of this program evaluation were obtained from five different survey administrations, and focused on four different groups: Principals, Students, Cooperating Teachers, and Alumni. Table 1 contains the distribution of the 2007-2008 mean INTASC standard scores within and between groups in relation to 'SAILS'; Table 2 summarizes and compares the within group aggregate mean INTASC score by group for the past three years; Tables 3,4, and 5 display data results collected over the past 3 years; and Table 6 delineates how each letter of 'SAILS' relates to a specific INTASC standard, and the corresponding Connecticut Common Core of Teaching indicators and attributes that define and measure the standard. The indicators in black reflect survey items that appear on the Principal Survey. They are adjacent to the standards that they measure. 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

In relation to the 'SAILS indicators, the highest within group INTASC standard mean scores were found in **Scholarship** and **Attitudes and Dispositions**. For three groups, the highest within group mean scores were in the INTASC standard areas that measure **Scholarship**: 'Knowledge of Subject Matter' (M=2.87, Cooperating Teachers-Spring Survey); 'Knowledge of Human Development and Learning' and 'Knowledge of Subject Matter' (M=2.41, Student Survey); and 'Instruction is Adapted to Meet Diverse Learners' (M=2.37, Alumni Survey). The remaining non self-reporting groups awarded their highest within group mean INTASC score in the areas that measure **Attitudes and Dispositions**: 'An Effective Learning Environment is Created' (M=2.61, Principal Survey); 'Effective Communication to Foster Inquiry and Collaboration' and 'Lesson Planning' (M=2.83, Cooperating Teachers- Fall Survey); and 'Lesson Planning' (M=2.87, Cooperating Teachers-Spring Survey). The highest aggregate mean INTASC score across groups was 'Lesson Planning' (M=2.61), which falls under **Attitudes and Dispositions**. Note: caution is advised when comparing, summing, and interpreting aggregate mean INTASC scores across groups due to the range of mean scores and the different surveys used across the groups.

The ‘SAILS’ area that received the majority of low mean scores was **Service**, as measured by INTASC Standard 10- ‘Partnerships with School and Community’ . In fact, four of the five groups awarded their lowest mean INTASC score to this standard. These four groups and their corresponding mean scores included Principals (**M=2.38**), Cooperating Teachers, fall (**M=2.72**), Cooperating Teachers, spring (**M=2.78**), and Alumni (**M=2.16**). The lowest aggregate mean INTASC score across groups was Standard 10 - ‘Partnerships with School and Community’ (**M=2.48**). On the other hand, student respondents gave their lowest mark to INTASC Standard 9- ‘Reflection and Professional Development’, which coincides with the SAILS framework **Integrity** (**M=2.25**).

The highest within group aggregate mean INTASC score was provided by Cooperating Teachers, spring (**M=2.83**) and the lowest within group aggregate mean INTASC score was provided by Alumni (**M=2.28**).

Table 1 - Assessment Results According to Mean INTASC Scores in Relation to the SOE Conceptual Framework ‘SAILS’ -Year 2007-2008

SAILS	INTASC STANDARDS	Principal 2007-2008	Cooperat- ing:Fall 2007	Cooperat- ing: Spring 2008	Students (2007- 2008)	Alumni 2007-2008	Aggregate Mean INTASC Score Across Groups
		n=71	n=127	n=160	n=240	n=65	
Scholarship	1. Knowledge of Subject Matter	M=2.45	M=2.82	**M=2.87	**M=2.41	M=2.34	→M=2.60
Scholarship	2. Knowledge of Human Development and Learning	M=2.49	M=2.73	*M=2.78	**M=2.41	M=2.34	→M=2.56
Scholarship	3. Instruction is Adapted to Meet Diverse Learners	M=2.54	M=2.76	M=2.81	M=2.40	**M=2.37	→M=2.58
Scholarship	4. Use of Multiple Instructional Strategies and Resources	M=2.52	M=2.75	M=2.79	M=2.34	M=2.30	→M=2.54
Attitudes & Dispositions	5. An Effective Learning Environment is Created	**M=2.61	M=2.82	M=2.86	M=2.35	M=2.25	→M=2.58
Attitudes & Dispositions	6. Effective Communication to Foster Inquiry and Collaboration	M=2.53	**M=2.83	M=2.84	M=2.38	M=2.23	→M=2.58
Attitudes & Dispositions	7. Lesson Planning	M=2.57	**M=2.83	**M=2.87	M=2.40	M=2.31	→**M=2.61
Integrity	9. Reflection and Professional Development	M=2.47	M=2.77	M=2.83	*M=2.25	M=2.21	→M=2.50
Leadership	8. Assessment of Student Learning to Improve Teaching	M=2.49	M=2.79	M=2.84	M=2.38	M=2.32	→M=2.57
Service	10. Partnerships with School and Community	*M=2.38	*M=2.72	*M=2.78	M=2.30	M=2.16	→*M=2.48
Within group aggregate mean INTASC score		2.50	2.78	**2.83	2.36	*2.28	→ 2.56

Scale: 3 = Target (Met+); 2 = Acceptable (Met); 1 = Unacceptable (Met-)

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

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

Conclusion

The consensus amongst students, principals, cooperating teachers, and Alumni is that the SCSU professional educator programs are preparing students in relation to 'SAILS' as evidenced by the mean INTASC scores within and across 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 among 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 support. In addition, students selected **Integrity**, as measured by INTASC Standard 9-'*Reflection and Professional Development*', as the area most in need of improvement.

Section II- Comparison of Mean INTASC Scores Within and Between Groups

Part I. A Comparison of Within Group Aggregated Mean INTASC Scores between Academic Years 2005-2006, 2006-2007, and 2007-2008

Table 2 below is a three year comparison of within group aggregate mean INTASC scores for the selected samples. Looking across groups and by years, Cooperating Teachers (fall and spring) responded most favorably. This is evidenced by the strong, within group aggregate mean INTASC score. Alumni responded least favorably as evidenced by their lower, within group aggregate mean INTASC scores over the last 3 years. For many groups, however, the aggregate mean INTASC standard score has improved over time, especially from academic years 2005-2006 to 2007-2008. This is true for Principals, Cooperating Teachers (spring), Students, and Alumni. Moreover, the aggregate mean response within each group has remained stable during the last three academic years. Table 2 also displays an apparent difference between self-reported group data (Alumni and Students) and non self-reported group data (Principals and Cooperating Teachers). A deeper investigation might provide further insight into why self-reported responses are generally lower than the aggregate mean INTASC score response from non self-reported groups.

Table 2: A Comparison of Within Group Aggregate Mean INTASC Scores by Academic Year

Academic Year	Principal Survey		Cooperating Teacher Survey Fall		Cooperating Teacher Survey Spring		Student Survey		Alumni Survey	
	2005-2006	n=72	2.33	n=117	2.80	n=156	2.77	n=258	2.31	n=66
2006-2007	n=82	2.51	n=120	2.78	n=142	2.78	n=246	2.38	n=64	2.20
2007-2008	n=71	2.50	n=127	2.78	n=160	2.83	n=240	2.36	n=65	2.28

Part II. A Comparison of INTASC Standard Mean Scores in Relation to SAILS: Years 2005-2006, 2006-2007 and 2007-2008

In relation to the SAILS framework, Tables 3, 4, and 5 below illustrate that **Scholarship** has consistently earned high marks in most groups over the last three academic years. The one exception is Principals, whose consistent, highest response has been in the area of **Attitudes and Dispositions**, specifically, INTASC standard 5- '*An Effective Learning Environment is Created*'. A more recent trend shows Cooperating Teachers (fall and spring) also selecting **Attitudes and Dispositions** as their most favorable area, specifically in these INTASC areas: '*An Effective Learning Environment is Created*', '*Effective Communication to Foster Inquiry and Collaboration*', and '*Lesson Planning*'. The area that has consistently earned the lowest marks over the last three academic years has been in **Service**, specifically, INTASC standard 10- '*Partnerships with School and Community*'. An interesting, pattern (2006-2007 & 2007-2008) is from the student's group who has been awarding their lowest marks to **Integrity** as measured by INTASC Standard 9- '*Reflection and Professional Development*'.

Table 3: Overview of Academic Year 2005-2006

SAILS	INTASC STANDARDS	Principal 2005-2006	Cooperating fall 2005	Cooperating-spring 2006	Students-2005-2006	Alumni 2005-2006	Mean INTASC score across groups
Scholarship	1. Knowledge of Subject Matter	M=2.42	**M=2.85	**M=2.82	M=2.35	**M=2.33	→M=2.56**
Scholarship	2. Knowledge of Human Development and Learning	M=2.30	M=2.75	M=2.77	**M=2.37	M=2.24	→M=2.51
Scholarship	3. Instruction is Adapted to Meet Diverse Learners	M=2.33	M=2.82	M=2.75	M=2.33	M=2.25	→M=2.51

Scholarship	4. Use of Multiple Instructional Strategies and Resources	M=2.28	M=2.77	M=2.78	M=2.29	M=2.20	→M=2.47
Attitudes & dispositions	5. An Effective Learning Environment is Created	**M=2.47	M=2.81	M=2.80	M=2.30	M=2.12	→M=2.51
Attitudes & dispositions	6. Effective Communication to Foster Inquiry and Collaboration	M=2.33	M=2.80	M=2.80	M=2.33	M=2.17	→M=2.50
Attitudes & dispositions	7. Lesson Planning	M=2.35	M=2.84	M=2.81	M=2.35	M=2.21	→M=2.54
Integrity	9. Reflection and Professional Development	M=2.25	M=2.79	M=2.76	M=2.25	M=2.08	→M=2.49
Leadership	8. Assessment of Student Learning to Improve Teaching	M=2.37	M=2.82	M=2.76	M=2.34	M=2.18	→M=2.47
Service	10. Partnerships with School and Community	*M=2.20	*M=2.69	*M=2.66	*M=2.20	*M=1.96	→ M=2.36*
	Within Group Aggregate Mean INTASC Score	M=2.33	**M=2.80	M=2.77	M=2.31	*M=2.17	→ <u>M=2.48</u>

Table 4: Overview of Academic Year 2006-2007

SAILS	INTASC STANDARDS	Principal 2006-2007	Cooperating fall 2006	Cooperating spring 2007	Students-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=2.56
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=2.51	M=2.79	M=2.80	M=2.40	M=2.13	→M=2.54
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=2.46	M=2.78	M=2.74	*M=2.31	M=2.16	→M=2.49
Leadership	8. Assessment of Student Learning to Improve Teaching	M=2.50	M=2.78	M=2.77	M=2.40	M=2.24	→M=2.54
Service	10. Partnerships with School and Community	*M=2.38	*M=2.70	*M=2.69	M=2.33	*M=2.07	→ *M=2.45
	Within Group Aggregate Mean INTASC Score	M=2.51	**M=2.78	**M=2.78	M=2.38	*M=2.20	→ <u>M= 2.53</u>

Table 5: Overview of Academic Year 2007-2008

SAILS	INTASC STANDARDS	Principal 2007- 2008	Cooperat ing:Fall 2007	Cooperat - ing: Spring 2008	Students (2007- 2008)	Alumni 2007- 2008	Mean INTASC Score Across Groups
Scholarship	1. Knowledge of Subject Matter	M=2.45	M=2.82	**M=2.87	**M=2.41	M=2.34	→M=2.60
Scholarship	2. Knowledge of Human Development and Learning	M=2.49	M=2.73	*M=2.78	**M=2.41	M=2.34	→M=2.56
Scholarship	3. Instruction is Adapted to Meet Diverse Learners	M=2.54	M=2.76	M=2.81	M=2.40	**M=2.37	→M=2.58
Scholarship	4. Use of Multiple Instructional Strategies and Resources	M=2.52	M=2.75	M=2.79	M=2.34	M=2.30	→M=2.54
Attitudes & Dispositions	5. An Effective Learning Environment is Created	**M=2.61	M=2.82	M=2.86	M=2.35	M=2.25	→M=2.58
Attitudes & Dispositions	6. Effective Communication to Foster Inquiry and Collaboration	M=2.53	**M=2.83	M=2.84	M=2.38	M=2.23	→M=2.58
Attitudes & Dispositions	7. Lesson Planning	M=2.57	**M=2.83	**M=2.87	M=2.40	M=2.31	→**M=2.61
Integrity	9. Reflection and Professional Development	M=2.47	M=2.77	M=2.83	*M=2.25	M=2.21	→M=2.50
Leadership	8. Assessment of Student Learning to Improve Teaching	M=2.49	M=2.79	M=2.84	M=2.38	M=2.32	→M=2.57
Service	10. Partnerships with School and Community	*M=2.38	*M=2.72	*M=2.78	M=2.30	*M=2.16	→*M=2.48
	Within Group Aggregate Mean INTASC score	2.50	2.78	**2.83	2.36	*2.28	→ <u>2.56</u>

Part III- Outline of Survey Instruments in Relation to SAILS, INTASC, and CCCT.

Table 6- The Relationship of Each Letter of SAILS to the INTASC Standard and CCCT Attributes and Indicators that Measure each INTASC 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
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: -“*Clear evidence of values, Commitments, and professional ethics influencing those behaviors affecting student learning and motivation*”

INTASC STANDARDS	CCCT ATTRIBUTES AND INDICATORS
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 -“ *Clear evidence of a soundness of and adherence to moral principles and character*”

INTASC STANDARDS	CCCT ATTRIBUTES AND INDICATORS
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> ”	
INTASC STANDARDS	CCCT ATTRIBUTES AND INDICATORS
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> ”.	
INTASC STANDARDS	CCCT ATTRIBUTES AND INDICATORS
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 INTASC standard that they measure, in relation to SAILS. The indicators in red are the unique items that appear on the Cooperating Teacher and CCSAR Student Surveys and are also placed next to the INTASC standard that they measure, in relation to SAILS. The black indicators may also appear (in some form) on the Cooperating Teacher Survey and/or on the CCSAR Student Survey. All four survey instruments align with and measure the 10 INTASC Standards, although there is variation between surveys in the number of CCCT indicators and attributes used to measure each standard.