

# Reporting and Using Internship Placement Diversity Data for Decision Making

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# About the Presentation

This presentation will

- demonstrate how a teacher education institution developed a database system to ensure the diverse placement of student teachers.
- exhibit how the institution used the data for decision making.
- share School/District/State demographics data for all 50 US States in order to help institutions create their own placement data/reports.
- show how institution can use different tools for placement diversity

# Field Experiences for Accreditation

- The Teacher Education Programs at USF St. Petersburg are accredited
  - statewide (Florida Department of Education, FLDOE) and
  - nationally (Council of Accreditation of Educator Preparation, CAEP).
- FLDOE and CAEP Accreditation standards on Field Experiences require the development of teachers capable of working with diverse student populations (CAEP, 2015). More specifically, teacher education institutions are required to
  1. provide interns with diverse field placement settings and
  2. track and report diverse placements of candidates.

# Placement Database

- USF St. Petersburg uses an internally developed assessment system called “FolioData” since Summer 2013.
- USF St. Petersburg records every single field placement data in “FolioData” including candidate demographics, placement school/classroom information and demographics, designated Cooperating Teacher and University Supervisor.
- The university also records every single field evaluations completed by Cooperating Teacher and University Supervisor for each candidate.

# How Do We Get The Data?

- According to CAEP/FLDOE, Placement Diversity Data should include Gender, Ethnicity, Socioeconomic (free/reduced lunch), ESE and ELL data for each placement at the classroom/school level.
- We receive demographics data from student teachers, cooperating teachers, university supervisors (classroom data after placement).
- We also use national school/district/demographics data for placement diversity (school data before placement).

# Placement Diversity Data on Excel

		# of	Gender		Ethnicity							Soci	ELL	ESE	Diverse
District	School	Plac.	M	F	Whi	Bla	His	Asi	Haw	Aml	Tw+	F/R	%	%	?
Hernando	Chiles Elementary	4	53	47	39	16	22	17	0	0	6	36	13	6	?
Pinellas	Mount Vernon Elemen.	3	52	48	46	32	11	5	0	0	6	52	5	5	?
Pinellas	Meadowlawn Middle	3	52	48	60	15	14	7	0	1	3	38	6	5	?
Pinellas	Pinellas Park High	3	51	49	58	12	19	7	0	0	4	43	3	6	?
Pinellas	Tyrone Middle	3	50	50	50	21	19	11	0	0	3	62	7	5	?
Hernando	West Hernando Middle	3	51	49	72	17	8	1	0	0	2	51	2	2	?
Pasco	River Ridge Middle	2	52	48	82	2	9	3	0	0	4	35	1	2	?
Pinellas	Sandy Lane Elementary	2	58	42	16	49	25	1	0	0	9	74	12	5	?
Pinellas	Paul B. Stephens	2	67	33	72	11	12	1	0	0	4	38	7	5	?
Pinellas	Blanton Elementary	2	54	46	52	17	19	9	0	0	4	54	5	5	?

# Placement Diversity Formula Version 1



Diversity Elements	Criteria for Diversity
Gender	The percentage of male students must be $\geq 30\%$ The percentage of female students must be $\geq 30\%$
Ethnicity	The percentage of white students must be $\geq 15$ The percentage of black students must be $\geq 15$ The percentage of all except white/black students must be $\geq 20$
Socioeconomic	The percentage of free/reduced lunch rate must be between 25 and 75
English Language Learners (ELL)	The percentage of all ELL students must be $\geq 5$
Exceptional Student (ES)	The percentage of all ES students must be $\geq 5$

# Placement Diversity with Formula v1

		# of	Gender		Ethnicity							Soci	ELL	ESE	Diverse
District	School	Plac.	M	F	Whi	Bla	His	Asi	Haw	Aml	Tw+	F/R	%	%	V1
Hernando	Chiles Elementary School	4	53	47	39	16	22	17	0	0	6	36	13	6	●OK
Pinellas	Mount Vernon Elemen.	3	52	48	46	32	11	5	0	0	6	52	5	5	●OK
Pinellas	Meadowlawn Middle	3	52	48	60	15	14	7	0	1	3	38	6	5	●OK
Pinellas	Pinellas Park High	3	51	49	58	12	19	7	0	0	4	43	3	6	●ND
Pinellas	Tyrone Middle	3	50	50	50	21	19	11	0	0	3	62	7	5	●OK
Hernando	West Hernando Middle	3	51	49	72	17	8	1	0	0	2	51	2	2	●ND
Pasco	River Ridge Middle	2	52	48	82	2	9	3	0	0	4	35	1	2	●ND
Pinellas	Sandy Lane Elementary	2	58	42	16	49	25	1	0	0	9	74	12	5	●OK
Pinellas	Paul B. Stephens ESE	2	67	33	72	11	12	1	0	0	4	38	7	5	●ND
Pinellas	Blanton Elementary	2	54	46	52	17	19	9	0	0	4	54	5	5	●OK



# Student Placement Data with Formula v1

Student	Level I (K-5) Internship	Level II (6-12) Internship	Final Internship Part I (Elementary)	Final Internship Part II (ESE)	
 <p>Name: Heather Blue            Program: B.S. in Education            Level: Undergraduate            Email: <a href="mailto:hblue@usfsp.edu">hblue@usfsp.edu</a></p>	Semester: Spring 2011 District: Pasco School: Odessa Elementary Grade: 3 Supervisor: G. Stires Coop. Teacher: J. Henry # of PBA Evaluations: 3 # of Internship Evaluations: 3 School Diversity: <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Fall 2011 District: Pasco School: Crews Lake Middle Grade: ESE-Middle Supervisor: T. Keys Coop. Teacher: J. Crumley # of PBA Evaluations: 3 # of Internship Evaluations: 3 School Diversity: <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Spring 2012 District: Pasco School: New River Element. Grade: 4 Supervisor: B. Braun Coop. Teacher: L. Carlson # of PBA Evaluations: 3 # of Internship Evaluations: 3 School Diversity: <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Spring 2012 District: Pasco School: New River Element. Grade: ESE-Elementary Supervisor: B. Braun Coop. Teacher: G. Allan # of PBA Evaluations: 3 # of Internship Evaluations: 3 <b>School Diversity:</b> <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	OK
 <p>Name: George Blue            Program: B.S. in Education            Level: Undergraduate            Email: <a href="mailto:gblue@usfsp.edu">gblue@usfsp.edu</a></p>	Semester: Spring 2011 District: Pinellas School: Blanton Elementary Grade: Kindergarten Supervisor: D. McCaffrey Coop. Teacher: C. Keene # of PBA Evaluations: 3 # of Internship Evaluations: 3 <b>School Diversity:</b> <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Fall 2011 District: Pinellas School: Pinellas Park High Grade: ESE-High Supervisor: N. Medley Coop. Teacher: E. Gulino # of PBA Evaluations: 3 # of Internship Evaluations: 3 <b>School Diversity:</b> <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Spring 2012 District: Pinellas School: Skyview Element. Grade: 4 Supervisor: B. Braun Coop. Teacher: K. Zwissler # of PBA Evaluations: 3 # of Internship Evaluations: 3 <b>School Diversity:</b> <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	Semester: Spring 2012 District: Pinellas School: Marjorie Kinnan El. Grade: ESE-Elementary Supervisor: B. Braun Coop. Teacher: K. Stauffer # of PBA Evaluations: 3 # of Internship Evaluations: 3 <b>School Diversity:</b> <b>Ge: ● Et: ● So: ● EL: ● ES: ●</b> <a href="#">Placement Details &amp; Evaluations</a>	OK

# Calculation of Diversity Index

- There are several formulas exist to measure the probability that any two people chosen at random from a given census area are of different races or ethnicities.
- In other words, when you randomly select two students from a school, the probability of getting students from different demographics should be as high as possible. This is called Diversity Index.
- Formula 1: USA Today Diversity Index (Meyer & McIntosh, 1991)
- Formula 2: Simpson's Diversity Index (Simpson, 1949)

# Example Diversity Index Formulas

## USA Today Diversity Index (Meyer & McIntosh, 1991)

- $100 * (1 - \text{Perc}(\text{White})^2 + \text{Pr}(\text{Black})^2 + \text{Pr}(\text{Hispanic})^2 + \text{Perc}(\text{Asian})^2 + \text{Perc}(\text{Asian})^2 + \text{Perc}(\text{Hawaiian})^2 + \text{Perc}(\text{AmInd})^2 + \text{Perc}(\text{Two+})^2)$

## Simpson's Diversity Index (Simpson, 1949)

$$D = \frac{\sum n(n-1)}{N(N-1)}$$

Both Diversity Index formulas produced a value between 0 and 100. 0 score representing least diversity while 100 scores shows maximum diversity index.

# Diversity Index Formula Applied

District: Hillsborough School: Chiles Elementary School			
	School Score	District Score	Diversity Decision
Gender	49.8	48.9	●OK
Ethnicity	74.5	70.1	●OK
Socioeconomic	49.3	48.8	●OK
ELL	22.6	21.1	●OK
ESE	9.8	9.7	●OK
Decision: <b>PASS (5 stars)</b>			

District: Pinellas School: Meadowlawn Middle School			
	School Score	District Score	Diversity Decision
Gender	49.9	47.1	●OK
Ethnicity	<b>59.2</b>	60.2	●NP
Socioeconomic	<b>46.6</b>	49.0	●NP
ELL	<b>7.1</b>	8.8	●NP
ESE	9.8	9.4	●OK
Decision: <b>NO PASS (2 stars)</b>			



**OK: School Diversity Score  $\geq$  District Diversity Score**

**NP: School Diversity Score  $<$  District Diversity Score**

# Placement Diversity with Formula v2

		# of	Gender		Ethnicity		Socioeconomic		ELL		ESE		Diversity	
District	School	Plac.	School	District	School	District	School	District	School	District	School	District	F1	F2
Hillsborough	Chiles Elementary	4	49.8	48.9	74.5	70.1	49.3	48.8	22.6	21.1	9.8	9.7	●	●
Pinellas	Mount Vernon Elemen.	3	49.9	47.1	67.1	60.2	49.9	49.0	9.5	8.8	9.4	9.4	●	●
Pinellas	Meadowlawn Middle	3	49.9	47.1	59.2	60.2	46.6	49.0	7.1	8.8	9.8	9.4	●	●
Pinellas	Pinellas Park High	3	50.3	47.1	62.3	60.2	49.2	49.0	11.2	8.8	13.2	9.4	●	●
Pinellas	Tyrone Middle	3	49.9	47.1	67.1	60.2	49.1	49.0	10.3	8.8	9.7	9.4	●	●
Hernando	West Hernando Middle	3	49.9	49.9	42.4	70.1	45.2	46.0	3.9	5.8	9.8	11.3	●	●
Pasco	River Ridge Middle	2	51.8	49.9	32.6	51.7	49.9	49.8	1.9	7.6	3.9	5.8	●	●
Pinellas	Sandy Lane Elementary	2	49.3	47.1	65.4	60.2	49.1	49.0	13.6	8.8	11.9	9.4	●	●
Pinellas	Paul B. Stephens ESE	2	43.7	47.1	45.5	60.2	49.5	49.0	7.2	8.8	8.0	9.4	●	●
Pinellas	Blanton Elementary	2	49.8	47.1	65.2	60.2	49.6	49.0	11.5	8.8	13.5	9.4	●	●

# Student Placement with Formula v2

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# The Use of Data in Research

1. What is the diversity of USF St. Petersburg internship placements?
2. Is there a correlation between Placement Diversity and Internship Evaluations?
3. What is the diversity rate of schools where our graduates are employed?
4. Is there a relationship between student teacher placement diversity and employment placement diversity?
5. Is there a relationship between student teacher placement diversity and graduate/employer satisfaction?
6. What are the program changes/improvements made based on the current research?





## 2. Is there a correlation between Placement Diversity and Internship Evaluations?

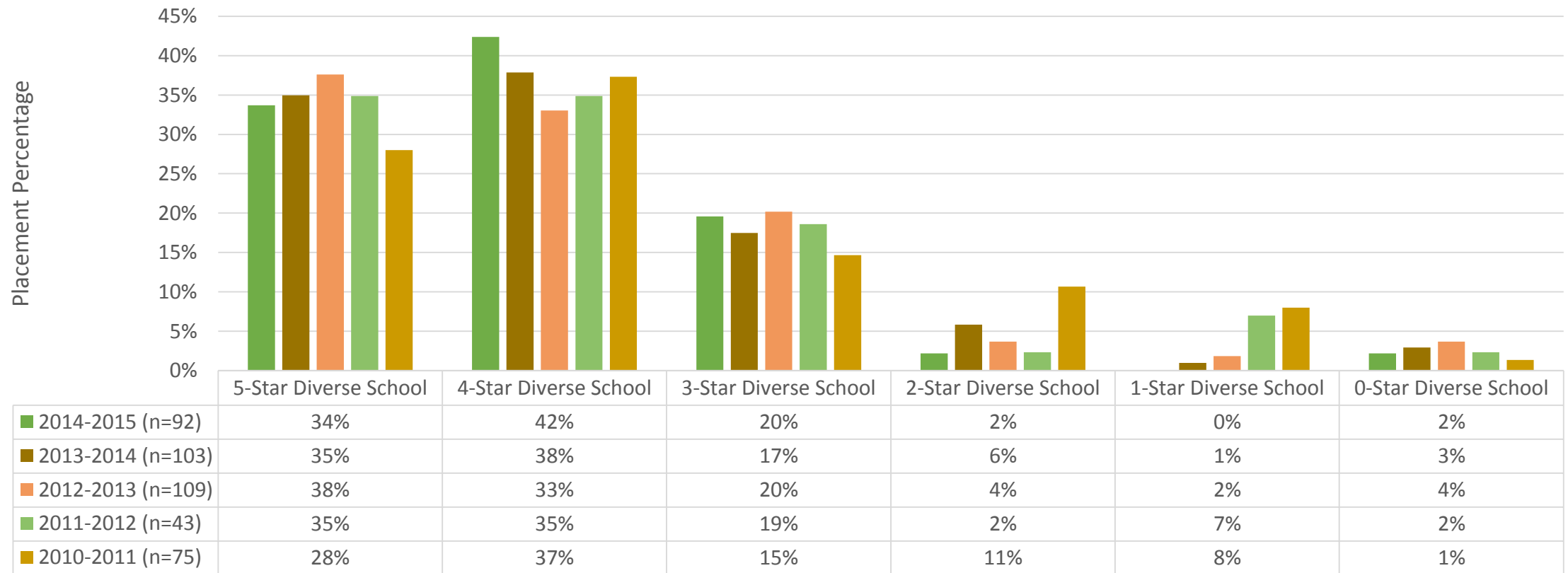
Academic Year (Semesters)	Interns (n)	Prof. Behavior Evaluation (PBE)		Internship Evaluation (IE)		Teacher Work Sample Evaluation (TWS)	
		(r)	(p)	(r)	(p)	(r)	(p)
2015-2016 (Fall 15 & Spring 16)	65	-.336	0.02	-.869	0.00*	-.728	0.00*
2014-2015 (Fall 14 & Spring 15)	82	.124	0.04	-.754	0.00*	-.743	0.00*
2013-2014 (Fall 13 & Spring 14)	75	-.418	0.02	-.778	0.00*	-.813	0.00*
2012-2013 (Fall 12 & Spring 13)	86	-.215	0.03	-.855	0.00*	-.766	0.00*
2011-2012 (Fall 11 & Spring 12)	79	.267	0.03	-.776	0.00*	-.751	0.00*

\*Correlation is significant at the 0.01 level (2-tailed).

Finding: The more diverse the school placement is the lower scores interns receive on their Internship Evaluations and Teacher Work Sample. No relation between school diversity and PBE scores.

# 3. What is the diversity rate of schools where our graduates are employed?

USFSP College of Education Graduates' School Employment Diversity Index



# 4. Internship Placement vs. Employed School Diversity

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Academic Year (Semesters)	Graduates that are employed at Florida Public Schools (n)	Employment School Placement Diversity (r)	(p)
2015-2016 (Fall 15 & Spring 16)	44	.765	0.00*
2014-2015 (Fall 14 & Spring 15)	36	.823	0.00*
2013-2014 (Fall 13 & Spring 14)	41	.408	0.00*
2012-2013 (Fall 12 & Spring 13)	33	.264	0.04
2011-2012 (Fall 11 & Spring 12)	38	.781	0.00*

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Most of the student teachers completing their internship in diverse schools ended up teaching at diverse populated public schools in the state.

# 5. Placement Diversity vs. Graduate & Employer Satisfaction

Academic Year (Semesters)	Graduate Satisfaction			Employer Satisfaction		
	Graduates (n)	(r)	(p)	Employers (n)	(r)	(p)
2015-2016 (Fall 15 & Spring 16)	21	.685	0.00*	19	.734	0.00*
2014-2015 (Fall 14 & Spring 15)	17	.701	0.00*	11	.691	0.00*
2013-2014 (Fall 13 & Spring 14)	22	.755	0.00*	14	.764	0.00*
2012-2013 (Fall 12 & Spring 13)	24	.806	0.00*	13	.627	0.00*
2011-2012 (Fall 11 & Spring 12)	21	.153	0.04	18	.663	0.00*

Findings 1. Preservice teachers completing their internship in more diverse schools have a tendency to show more satisfaction from the program (all except one case).

Findings 2. The employer of the program graduates completing their internship in more diverse schools showed more positive satisfaction.

# 6. Program Changes

- Program faculty developed a diversity program matrix that shows which courses in the program provide content and learning experiences on diversity elements (gender, ethnicity, socioeconomic, ELL, ESE, gifted etc.). This provided program faculty a clear picture on identifying which diversity elements the program needed to focus on more or less. Based on the matrix, the program faculty made changes on several courses such as:
- Classroom Management: Addition of a two-week module on “Classroom Management for Diverse Students”.
- Instructional Design: Expansion of the topic “Differentiated Instruction for Diverse Learners ”.
- Standard Based Education: Addition of a two-week module on “Culturally Responsive Practices” and “Working with Diverse Students”.
- Multiple courses: Replacement of faculty selected course activities with a new “Case/scenario Based Activities” on working with diverse students.
- Multiple courses: Addition of “Modifications for Diverse Learners” component for all of the lesson plans created in program courses.
- Multiple courses: Addition of course content on “Increasing Cultural and Historical Knowledge”.
- The internship courses: Addition of a separate “Diversity” component for the three internship courses. In the first two internship course (mostly observation), student teachers are now required to reflect on the strategies mentor teacher uses in terms of dealing with the needs of diverse students. In the final internship course, student teachers are now required to implement “differentiated learning experiences” and reflect upon how these strategies worked in the Teacher Work Sample. A specific section “Dealing with Diverse Students” is now added on The Internship Evaluation forms.
- Other minor changes.

# Creating Your Own Placement Database in Excel Format

- Participants will be provided a URL to download demographics data for all 50 US States during the presentation.
- The data will include gender, ethnicity and socioeconomic data including diversity indexes.
- The data is in excel format – but can be exported as any other formats.
- Participants will be demonstrated how to use the downloaded data to help create their own placement database.

# Creating Your Own Placement Database Using Online Tools

- Participants will be provided a URL to an online tool that includes demographics data for all 50 US States.
- The data will include gender, ethnicity and socioeconomic data including diversity indexes.
- Participants will be demonstrated how to use the online tool to create their own placement database.

Any Questions?