

Using Surveys to Address Standard 4: Program Impact

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CAEP Standard 4

- 4.1 Impact on P-12 Student Learning and Development
- 4.2 Indicators of Teaching Effectiveness
- 4.3 Satisfaction of Employers
- 4.4 Satisfaction of Completers





Why is it important?

- Using Completer, Employer and Student Surveys are an important measure in both addressing the components of CAEP Standard 4 and programmatic issues.
- Student perceptions are considered a viable means of determining teacher effectiveness (Hanover Research, 2013).
- Student ratings correlate with academic achievement, engagement, and self-efficacy (Balch, 2012)
- Students are significantly more accurate in predicting student achievement than principal ratings & teacher's self-ratings (Wilkerson et al., 2000)

Instruments Used

- Completer and Employer Surveys were designed by the EPP and aligned to InTasc Standards.
- Student Surveys were adapted from Marzano's Surveys for Reflective Practice (2012) and leveled according to grade level, with four student surveys in all, K-2, 3-5, 6-8 and 9-12. Each student survey item was aligned to InTasc Standards and measured the same trait and/or skill.

Comparison Across Surveys

Survey	Number of Items	Constructs	Response Options	Sample Items
Employer	14	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	Strongly Disagree, Disagree, Agree, Strongly Agree	Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards (Content Knowledge)
Completer	17	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	Strongly Disagree, Disagree, Agree, Strongly Agree	Same as above
K-2	19	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	Yes No  	If I get confused my, teacher helps me understand. (Content Knowledge)
3-5	19	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	I disagree, I agree, I strongly agree	If I get confused my, teacher helps me understand. (Content Knowledge)
6-8	19	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	I disagree, I agree, I strongly agree	My teacher asks me to think about what I might have misunderstood or what I am still confused about. (Content Knowledge)
9-12	21	Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility	I disagree, I agree, I strongly agree	My teacher asks me to think about what I might have misunderstood or what I am still confused about. (Content Knowledge)

Question Alignment

- Employer Survey: How well do you feel your teacher(s) who graduated from ULM within the last three years are prepared to develop learning experiences that engage learners in collaborative and self-directed learning?
- Completer Survey: How well do you feel that ULM prepared you to develop learning experiences that engage learners in collaborative and self-directed learning?
- K-12 Student Surveys: My teacher asks me to solve problems in teams.

Sample Questions

- If I get confused my, teacher helps me understand. (K-2)

Yes



No



- If I get confused, my teacher helps me understand. (3-5)

I Agree

I Strongly Agree

I Disagree

- My teacher asks me to think about what I might have misunderstood or what I am still confused about. (6-12)

I Agree

I Strongly Agree

I Disagree

- Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (Employer & Completer)

Strongly Disagree

Disagree

Agree

Strongly Agree

Student Survey Results

- Students rated the Learning Environment (Learner & Learning) as a strength across all grade levels except 6-8.
- Metacognition and Discipline-Specific Understanding (Content Knowledge) was strong only in secondary students.
- Family contact and communication (Professional Responsibility) was considered a strength for elementary students but a challenge for secondary students.
- Assessment (Instructional Practice), Instructional Strategies (Instructional Practice), were strong across all surveys.

Completer Survey Results

Strengths:

- Designing Instruction for prior knowledge (Instructional Practice)
- Connections of prior knowledge through learner reflection (Content Knowledge & Instructional Practice)
- Interpreting Assessment (Instructional Practice)
- Seeking out Professional Development opportunities (Professional Responsibility)

Challenges:

- Designing Assessment (Instructional Practice)
- Differentiation (Instructional Practice)

Employer Survey Results

Strengths:

- Content Knowledge
- Assessment (Instructional Practice)
- Strategies to Adapt Instruction (Instructional Practice)
- Engaging in Learning Opportunities (Professional Development)

Challenges:

- Classroom Management (Learning Environment)
- Differentiation (Instructional Practices)

Overall Analysis of Completer & Employer Surveys

Common Strengths by InTasc Standard:

- Engage in learning opportunities (4,9,10)*
- Using multiple methods of Assessment (6)
- Expand student communications and learner reflections (5,8)

Common Challenges by InTasc Standard:

- Designing Assessment (6)
- Differentiating Instruction (7,8)

Analysis & Utilization

How the data informed programmatic change:

- Assessment Courses have been redesigned to increase opportunities to create more formative and summative assessments.
- Special Education Methods courses focus heavier on Response to Intervention and other differentiation practices.
- The Teacher Work Sample has been redesigned to increase differentiation responsibilities and assessment requirements.
- Survey Results were discussed in Program Meetings and action steps were proposed by methods instructors, focusing heavily on student survey feedback.

Suggestions/Tips

- Align all surveys for cross-survey analysis
- Have principals complete a separate survey for each completer
- Work with partners to find best times to collect the surveys
- Surveys can also be evidence for CAEP Standards 2.1, 5.4 & 5.5



References

Balch, R. T. (2012) *The validation of student survey on teacher practice*. (Doctoral dissertation, Vanderbilt University).

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Wilkerson, D. J., Manatt, R.P., M.A., & Maughan, R. (2000). *Validation of student, principal, and self-ratings in 360 feedback for teacher evaluation*. *Journal of personnel evaluation in education*, 14(2), 179-192.