



Council for the
Accreditation of
Educator Preparation

Evidence and Data Tools:

Surveys for evidence in self-studies

2:30-3:30 PM Thursday, April 9

Spring CAEP Conference 2015

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[VERSION 2]

Key points about surveys

from the CAEP Evidence Guide, pp 26, 27

https://caepnet.files.wordpress.com/2015/03/caep_evidence_guide2.pdf

During the session the following topics will be discussed:

- Uses of surveys by CAEP
- Review of examples
- Purposes that surveys can serve in accreditation
- Some practical considerations
 - Designing the survey
 - Formatting the survey
 - Interpreting the results

Potential uses of surveys in CAEP standards

Standard 1

- dispositions and professional behaviors in InTASC

Standard 2

- satisfaction of clinical partners;
- corroboration of perceptions of candidates and clinical faculty;
- P-12 student classroom experiences (during pre-service)

Standard 3

- information about high school juniors' plans and interests as part of a recruitment strategy
- dispositions as part of alternative admissions criteria;
- completer evidence for "expectations of the profession";
- completer perceptions of preparation at exit

Standard 4

- satisfaction measures of employers and of on-the-job completers;
- P-12 student classroom experiences (during in-service)

Standard 5

- Perceptions of stakeholders

SOME USES OF SURVEYS BY CAEP

- **EPP annual report**
- **Data dashboard, comparisons, benchmarks**
- **IB pathway, corroboration of EPP evidence**
- **Invitation for comments on draft standards**

EXAMPLE A

Excerpted from questions that the IB pathway asks of candidates, faculty and cooperating teachers

Student Survey Questions

1. For each item below please select the word or phrase (Inadequate, Barely Adequate, Adequate, More Than Adequate, Excellent, Not Applicable) which best describes your assessment of **your own understanding and abilities**:
 - (a) Your understanding of the subject(s) you will teach
 - (b) Your understanding of the methods of teaching
 - (c) Your ability to teach in a caring and effective manner
 - (d) Your ability to teach students who are different from you culturally
 - (e) Your ability to use educational technology in your teaching
 - (f) Your ability to grow professionally by learning on your own

1. For each item below please select the word or phrase (Inadequate, Barely Adequate, Adequate, More Than Adequate, Excellent, Not Applicable) which best describes your assessment of **the specified courses and experiences in your program**:
 - (a) Courses in which you learned about the subject(s) you will teach
 - (b) Courses in which you learned methods of teaching
 - (c) Courses or experiences in which you learned how to teach

1. For each item below please select the word or phrase (Inadequate, Barely Adequate, Adequate, More Than Adequate, Excellent, Not Applicable) which best describes your assessment of **the specified faculty or cooperating teachers**:
 - (a) Faculty who taught you about the subject(s) you will teach
 - (b) Faculty who taught you methods of teaching
 - (c) Faculty or cooperating teachers who taught you how to teach

1. Please select the word or phrase (Inadequate, Barely Adequate, Adequate, More Than Adequate, Excellent, Not Applicable) which best describes your assessment of the accessibility of the facilities available to you; classrooms, equipment and supplies.
 - (a) The appropriateness and accessibility of classrooms, equipment, and supplies
 - (b) The helpfulness and accessibility of student support services, including technical and media support, financial aid, academic support, library, writing center, career center, and academic advising

You may also add comments that clarify, explain, or elaborate your answers above in the comment box below. In particular, if you rated any of the statements above as *Inadequate* or *Barely Adequate*, please give a reason for your rating.

EXAMPLE B

IES Teacher Preparation study excerpt

Topic Area 9. Building Students' Higher-Order Thinking Skills

	As part of your preparation program, <i>how often</i> did you:																				(5) How <i>useful</i> have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom <i>prior</i> to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Strategies for Building Students' Higher-Order Thinking Skills																									
Presenting students with open-ended problems and tasks where there is not one correct answer or approach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Modeling the problem-solving process for students by “thinking out loud” to bring students’ attention to the steps they are expected to go through to derive a solution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Asking students to explain or show their thinking—how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing assignments that engage students in content that is cognitively challenging content that requires them to make predictions, formulate hypotheses, or brainstorm	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing materials and resources that promote deeper learning, such as primary source materials in social studies, articles or published documents in language arts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

EXAMPLE C-1
 Excerpt from
 Southeast Missouri
 State University
 dispositions survey

Assessment #7

Teacher Candidate Disposition Form

Please complete the following form regarding the teaching dispositions exhibited by the Southeast Candidate participating in a Field Experience in your classroom. (Note: Candidates' self-evaluation has identical questions and is completed electronically in their portfolio.)

Teacher Candidate's Name _____
 Major/Licensure Area _____ Date _____
 Block Experience (Circle the correct one): II EC III IV

Self-Initiative Independence: NAEYC 5b

- 0 No credible evidence provided
- 1 Passive; Depends on others for direction, ideas, and guidance
- 2 Has good ideas, works effectively with supervision
- 3 Self-Starter: Creative and resourceful; identifies needs and attends to them

Reliability Dependability

- 0 Usually fails to complete assigned tasks or duties
- 1 Regularly needs to be reminded to attend to assigned tasks or duties
- 2 Seldom needs to be reminded to attend to assigned tasks or duties
- 3 Responsible: Completes assigned tasks or duties on schedule without prompting

Tact Judgment (with peers and/or instructors): NAEYC 5c

- 0 Appears insensitive to others' feelings and opinions
- 1 Limited sensitivity to others' feelings and opinions
- 2 Perceives what to do in order to maintain good relations with others but has difficulty in responding accordingly
- 3 Sensitive to others' feelings and opinions, uses tact in interactions with others

Attendance & Punctuality

- 0 Frequently absent and/or frequently late
- 1 Significant number of unnecessary absences and/or tardies
- 2 Rarely absent/generally punctual
- 3 Perfect attendance record always on time and/or absences excused

Response to Feedback: NAEYC 5c

- 0 Unreceptive to feedback
- 1 Defensive, not open to suggestions for improvement and doesn't implement suggestions
- 2 Receptive to suggestions for improvement, but doesn't readily implement suggestions
- 3 Open to suggestions and feedback from others and adjusts performance accordingly

Interaction with Students, Peers, Teachers, and Others: NAEYC 5c

- 0 Antagonistic towards Students, Peers, Teachers, and Others
- 1 Reluctant to interact with Students, Peers, Teachers, and Others
- 2 Open to interaction with Students, Peers, Teachers, and Others
- 3 Actively seeks opportunities to interact with Students, Peers, Teachers, and Others

Collegiality: NAEYC 5c

- 0 Prefers to work in isolation
- 1 Reluctant to share ideas or materials with others
- 2 Shares ideas or materials with others only when required or prompted
- 4 Willingly shares ideas or materials when working with others

Desire to Improve Teaching Performance: NAEYC 5c

- 0 Makes no effort to improve teaching performance
- 1 Makes some effort to improve teaching performance
- 2 Makes significant effort to improve teaching performance
- 3 Continually seeks new and better ways to improve teaching performance

Attitudes Towards Learners/Fairness: NAEYC 4a, 4b

- 0 Makes negative comments about students' abilities to learn
- 1 Provides appropriate opportunities for only average learners, reluctant to individualize instruction
- 2 Receptive to diverse teaching strategies but doesn't consistently individualize instruction

EXAMPLE C-2
 Excerpt from Southeast
 Missouri State University
 dispositions survey

**ASSESSMENT #7
 DISPOSITIONS SURVEY DATA TABLE**

**Student Self-Evaluations / Faculty Evaluations*
 Early Childhood Block**

0 = Indicator not met 1 = Emerging 2 = Indicator Partially Met 3 = Met		Fall 06 N = [REDACTED]				Spring 07 N = 17				Fall 07** N = [REDACTED]	
		0	1	2	3	0	1	2	3	0	1
Self-Initiative NAEYC 5b	Student Self-Evaluation	[REDACTED]				0	0	11	6	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	
Reliability	Student Self-Evaluation	[REDACTED]				0	0	5	12	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	
Judgment NAEYC 5c	Student Self-Evaluation	[REDACTED]				0	0	0	17	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	
Feedback NAEYC 5c	Student Self-Evaluation	[REDACTED]				0	1	2	14	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	
Interactions NAEYC 5c	Student Self-Evaluation	[REDACTED]				0	0	11	6	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	
Collegiality NAEYC 5c	Student Self-Evaluation	[REDACTED]				0	0	5	12	[REDACTED]	
	Faculty Evaluation*	[REDACTED]				-	-	-	-	[REDACTED]	

EXAMPLE D

University of Nebraska Omaha completer survey in school library media

Used at the end of first year of actual employment. Provides feedback on completer's perspective on their level of preparedness

Please respond to each question by circling the number that best reflects your experience, according to this scale:

- 5—I am very well prepared in this area
- 4—I am well prepared in this area
- 3—I am prepared in this area
- 2—I am somewhat prepared in this area
- 1—I am not prepared in this area

As a result of my completion of the UNO School Library Media endorsement program, I am prepared to:

1. Provide comprehensive services and programs for the P-12 school community (AASL Standard 4)
2. Conduct a critical evaluation of print and digital information resources (AASL Standard 1)
3. Conduct myself as a professional in my P-12 school community (AASL Standard 4)
4. Articulate the value of school libraries to the P-12 school community (AASL Standard 4)
5. Identify the characteristics and needs of P-12 learners in my school and community (AASL Standard 2)
6. Use a variety of information tools and technologies to access information in print and digital formats (AASL Standard 2)
7. Collaborate with teachers to provide developmentally appropriate instruction for P-12 students (AASL Standard 3)
8. Appreciate and use literature in support of curriculum and students' personal interest (AASL Standard 1)
9. Acknowledge and follow the legal and ethical principles of my profession (AASL Standard 4)
10. Provide services and programs that support and celebrate diversity (AASL Standard 2)
11. Provide access to information for the school community in support of their personal, academic and professional pursuits (AASL Standard 1)
12. Network with professionals in other types of library and information agencies (AASL Standard 3)
13. Belong to and participate in professional library science and education associations (AASL Standard 3)
14. Function as a leader and agent of change in my school community (AASL Standard 3)
15. Identify opportunities for continuing professional development (AASL Standard 3)

1. Version Taken at ENTRY by Candidates Who Are Not Currently Employed by a School

8. Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

[CHECK: Always; Most of the time; Some of the time; Never]

I will treat all students fairly and equitably.

I will try to accommodate the individual needs of all learners.

I will value critical self-reflection as a means of improving my practice.

I will regularly use the insights gained from critical self-reflection to improve my practice.

I will make changes in my practice based on critical self-reflection.

I will continually evaluate my knowledge base in the discipline(s) that I teach.

I will seek out opportunities to advance my knowledge base in the discipline(s) that I teach.

I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.

I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.

I will be open-minded and flexible and able to embrace change that I believe is positive.

I will be willing to take on leadership roles in my school.

I will be willing to take on leadership roles in professional communities outside of school.

I will seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.

I will see myself as a change agent in my school.

My colleagues perceive me to be a change agent.

I will propose areas of expertise that could benefit others in the profession.



https://ohioregents.co1.qualtrics.com/SE/?SID=SV_b2ZgzQ4dxKqZuW9

Ohio Board of Regents; Excerpt from “Ohio Resident educators’ Reflections on the Quality of their Teacher Preparation Program”

Check scale: strongly agree; agree; disagree; strongly disagree

My teacher licensure program prepared me. . .

1. . . . With knowledge of research on how students learn.
2. . . . To recognize characteristics of gifted students, students with disabilities, and at-risk student in order to plan and deliver appropriate instruction.
3. . . . With high levels of knowledge and the academic content I plan to teach.
4. . . . To identify instructional strategies appropriate to my content area.
5. . . . To understand the importance of linking interdisciplinary experiences
6. . . . To align instructional goals and activities with Ohio’s academic content standards, including the common core State Standards
7. . . . To use assessment data to inform instruction
- . . .
13. . . . To use strategies for effective classroom management

My teacher licensure program provided. . .

31. . . . Field experiences that supported my development as an effective educator focused on student learning.
- ...
36. . . . Work with diverse students (including gifted students, students with disabilities, and at-risk students).
-
48. . . . Provided opportunities to voice concerns about the program

EXAMPLE G

Tripod Student Perception Survey for Upper Elementary Students V16

Dear Student,

Thank you for participating in this survey. While answering the questions, it is important that you think about your learning in one of your teacher's classrooms. The proctor of the survey will tell you the classroom/teacher you should think about. If they have not done so, please ask. Your teacher and your principal will not look at your answers.

Later, someone from outside of your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. The reason that some questions are very similar to others is to help make it really clear what you think. **You do not have to answer any question that you do not want to answer.**

	No, Never	Mostly Not	Maybe/Some-times	Mostly Yes	Yes, Always
1. I have done my best quality work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. This class is a happy place for me to be.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel successful in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Some classmates tease kids who make mistakes.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I care about the things we learn in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

- *If I don't understand something, my teacher explains it another way.*
- *My teacher explains difficult things clearly.*
- *My teacher asks students to explain more about the answers they give.*
- *My teacher doesn't let people give up when the work gets hard.*

EXAMPLE H

Surveys

Entry Survey

- Who are the teacher candidates?
- What encouraged them to become teachers?
- How do candidates feel about their preparation?

Exit Survey

- How will we contact them after graduation?

Transition to Teaching

- What are graduates' perceptions about their preparation and effectiveness after the first year of teaching?

Supervisor Survey

- What are the supervisors' perceptions of the graduates' effectiveness as first-year teachers?

NExT--NETWORK FOR EXCELLENCE IN TEACHING; Bush Foundation, upper Midwest states

Purposes that surveys can serve

- Provide information about dispositions and professional behaviors
- Gauge the satisfaction of respondents with some experience they have had (e.g., completers, teachers, employers, stakeholders)
 - Corroborate perceptions across different groups (e.g., employers and completers)
 - Compare change over time with members of the same cohort or across different cohorts
- Describe P-12 student classroom experiences
- Document time spent on activities
- Assess interests of potential new recruits for a preparation cohort
- Study alternative admissions criteria

Some practical considerations in designing and using surveys (see Evidence Guide pp. 26, 27)

1. Designing the survey

- Topic or question
- Standard to address
- Target population
- Support from research or experience of practice
- What specific information
- What questions to ask

2. Formatting the survey

- Avoid ambiguous questions
- Consider even number of choices on Likert scales
- More descriptive items are preferable to simple opinions

3. Interpreting the results

- Response rate, evidence of bias
- Trends over time
- Compare, contrast with other data
- Conclusions about what the data mean

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Engaged feedback is vital to CAEP.

You will have an opportunity to complete a survey at the end of the conference.

Surveys will be sent via email on Friday, April 10. We encourage your participation.

Thank you.