



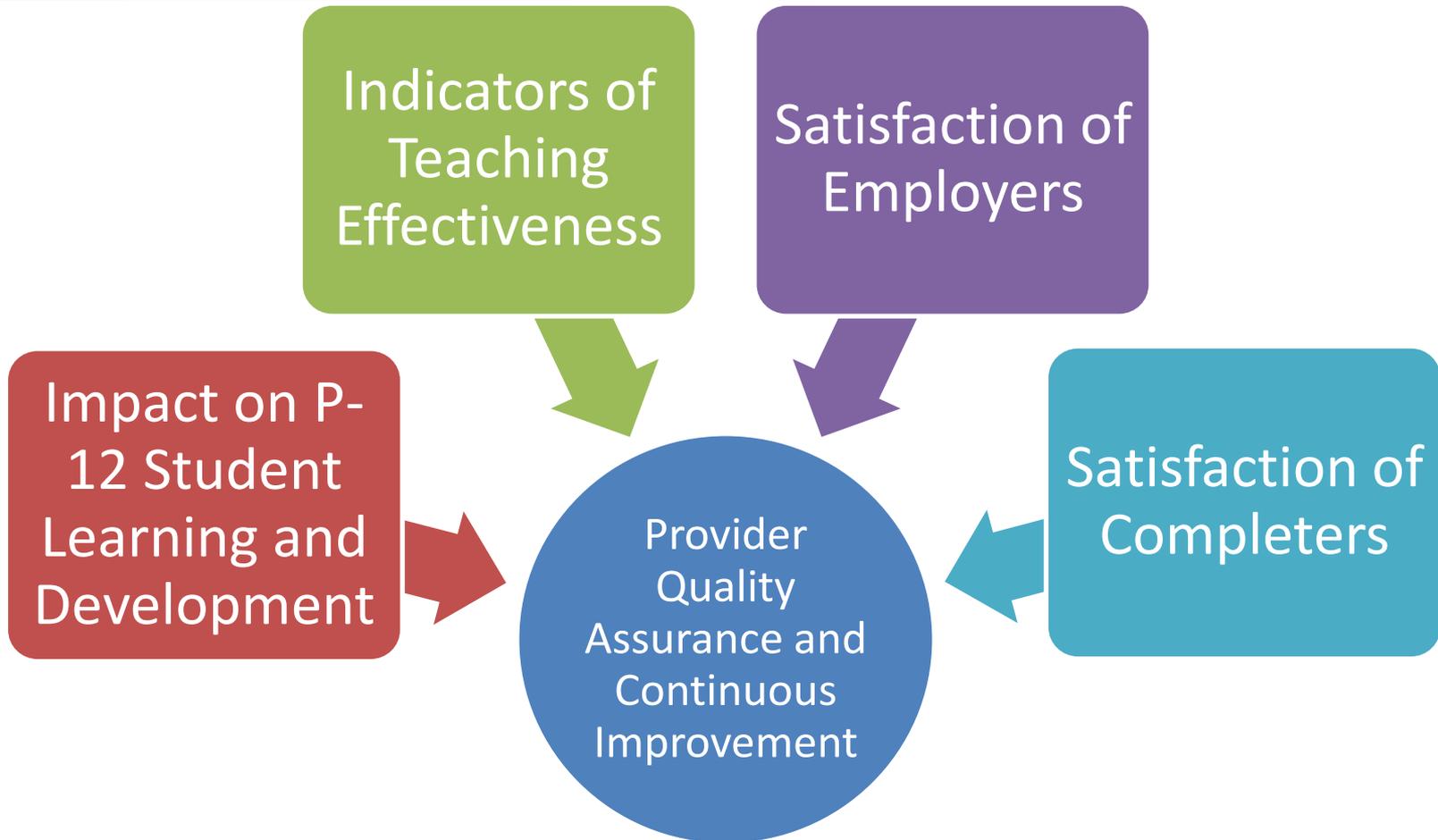
Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Standard Four

Provider Impact

Standard Four: Program Impact



Standard 4

Provider Presenters

*Dr. Caroline Young – Mercer
University*

*Dr. Joyce Many– Georgia State
University*

*Dr. Robin Smith– Middle GA
RESA*

GaPSC Standard 4: Mercer University Program Impact

Dr. Caroline Young
Associate Director of Assessment

Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

4.1: The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth.

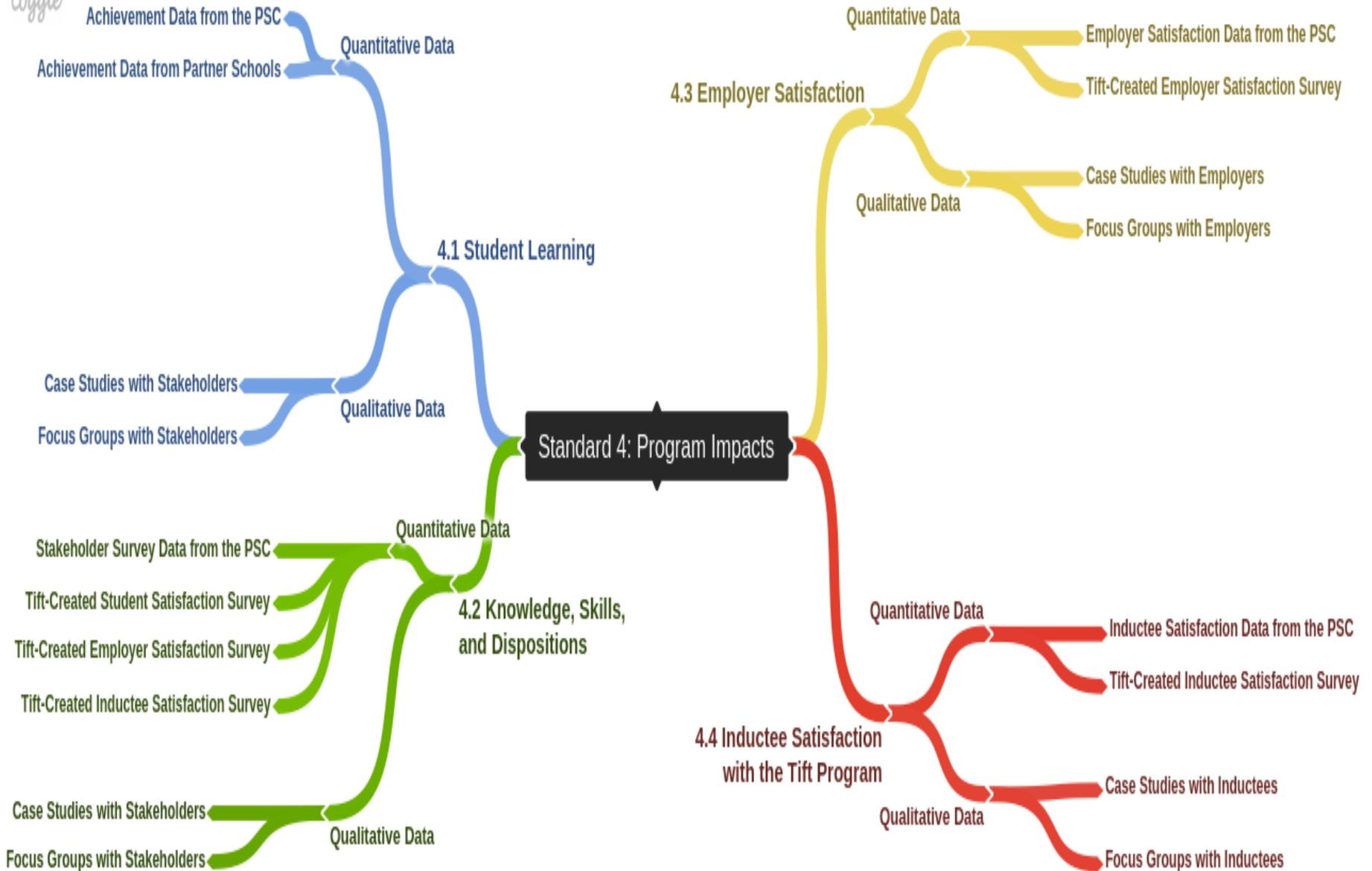
Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

4.2: The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

4.3: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

4.4: The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

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Standard 4.1

- **4.1:** The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

- We will identify 5 to 10 inductees at the end of their first year of teaching and gather data on the academic achievement of those inductees' students.
- We will gather additional data on candidates in their last year of preparation, as well as inductees at the end of their second and third years of teaching.
- As program-impact related data become increasingly available by the PSC, we will phase out our program-impact related surveys to avoid data redundancy.

Candidate and Teacher Effectiveness Data

Candidate Effectiveness Data

- Candidate formative and summative clinical evaluations
- Candidate mid-term conference evaluations from clinical experiences
- Candidate dispositions data from clinical experiences
- Candidate edTPA results
- Candidate GACE content assessment results

Teacher/Inductee Effectiveness Data

- Principals' evaluations of the inductees based on the Teacher Keys Effectiveness System (TKES):
 1. Summative Performance Evaluation
 2. Professional Learning Plans
 3. Student Growth Data

Additional Artifacts

- System-, building-, or classroom-level assessments
- Example: Measures of Academic Progress for Reading and Math (MAP)

Standard 4.2

- **4.2:** The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

- In addition to data provided by the PSC, we will use EPP-created, age-appropriate student surveys.

Standard 4.3

- **4.3:** The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

- We have created an Employer Satisfaction Survey and focus group and case study protocols to collect data related to employer satisfaction with inductees. We will use the surveys to collect data on employer satisfaction when these data are not provided to us by the PSC.

Standard 4.4

- **4.4:** The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

- We have created an Inductee Satisfaction Survey, case study and focus group protocols. We will use our Tift-created surveys with inductees that the PSC does not provide data for. We will carry out focus groups on a representative set of inductees on a regular basis. We will also conduct detailed case studies on at least two inductees during this accreditation period.

Contact Information

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Using Critical Incident Methodology to Analyze New Teachers' Ability to Impact Students' Learning and Development



Joyce Many
Georgia State University

Using a Case Study Approach to Help Address Standard 4.1



Standard 4.1

- The provider documents, **using multiple measures**, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

An Overview of GSU's Case Study Approach



- This research explores novice teachers' personal experiences in trying to impact student learning and development.
- Participants will have been prepared by GSU in a variety of program areas and will have been hired by a Metro-Atlanta school district to teach in diverse schools in the system.
- The purpose of the study is to use Critical Incident Methodology (Bedi, Davis, & Williams, 2005; Butterfield, Borgen, Maglio, & Amundson, 2009; Flanagan, 1954) to build a composite picture of the factors in educator preparation programs and in school system induction programs identified by these teachers that they feel helped or hindered their success at impacting student learning and development.
- The intent is to annually collect data involving the critical incidents described by GSU graduates who have completed their first year of teaching, focusing each year on teachers hired by a different Metro-Atlanta school district.

The Boundaries for GSU's Case Study



➤ Issue or Problem

- Completers' impact on student learning and development

➤ Geographic Location

- Metro-Atlanta high need urban schools

➤ Context

- One of 4 school systems hiring the largest numbers of our graduates

➤ Participants

- Graduates hired to teach in target school system from across as many programs as possible; up to 25 participants

➤ Time

- Recent graduates who have completed one year of teaching

Critical Incident Methodology



Critical Incident Technique

CI
T

- Qualitative research method
- Uses participants' lived experiences to draw insights into real world problems
- A 'critical incident' is any reported occurrence that can be described in specific, behavioral terms
- Focuses on observable events that are seen as helping or hindering a process of interest
- Interview data with multiple individuals are used to create a set of Critical Incidents which can describe and clarify contributing factors impacting performance

Information On Critical Incident Methodology

The logo for Critical Incident Technique (CIT) consists of the letters 'CIT' in a bold, blue, sans-serif font, centered within a bright yellow square. This square is positioned in the top right corner of the slide, overlapping a light blue background area.

- **Origin**
 - Flanagan, J. (1954). The Critical Incident Technique. *Psychological Bulletin*, 51, 327-358.
- **Guide for Using the Technique**
 - Butterfield, L. D., Borgen, W. A., Maglio, A.T., & Amundson, N. E. (2009). Using the Enhanced Critical Incident Technique in counselling psychology research. *Canadian Journal of Counselling*, 43(4), 265-282.
- **Example of Using the Approach as Program Evaluation in Education**
 - Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (2015). Critical incidents in sustaining school-wide positive behavioral interventions and supports. *Journal of Special Education*, 49(3), 157-167.

Designing A Case Study of Completers



Guiding Question

- What helps or hinders first year teachers' ability to impact student learning and development in an urban school district when they have completed programs designed to prepare them for this context?



Participants



Cohort 1 -District A

- GSU graduates in 2015-2016 who completed first year teaching in 2016-2017

Cohort 2 - District B

- GSU graduates in 2016-2017 who completed first year teaching in 2017-2018

This case study approach will be repeated on a reoccurring basis to potentially create a series of case studies of new teachers in different systems.

Data Sources



Primary Sources

- Narratives of critical incidents gathered through interview process

Secondary Sources

- T-KES scores, edTPA, GACE, Intern KES
- Used to crystalize a representation of teaching abilities during preparation and first year
- Will be juxtaposed with factors that helped or hindered their performance in specific incidents

Data Collection



- Phone or Skype Interviews
 - 30 - 60 minutes in length
 - Follow up member checks
- Interview Protocol
 - Based on Butterfield, Borgen, Maglio, & Amundson (2009)
- Secondary Sources
 - Teachers have option of sharing their T-KES scores and/or allowing GSU to use their edTPA, GACE, and Intern KES scores

Interview Protocol - Contextual Component



- As a way of getting started, perhaps you could tell me a little about your work situation.
- Which teacher preparation program did you graduate from? What was it like?
- Where did you do your student teaching? What was that like?
- This study is about first-year teachers' efforts to impact student learning and development. **What does 'impacting learning and development' mean to you? How would you describe your ability to impact student learning and development?**

Interview Protocol

Critical Incident - Helping Factors



- Critical Incident
 - Can you think of a particular time where you felt you were very effective at impacting student learning and development? Describe that incident.
- Helpful Factor
 - What was a factor that helped you in your ability to be effective in that incident? (Anything else?)
- Importance
 - How was that helpful? Tell me what it was about XXX that was helpful?
 - If it is not clear if factor was specifically related to teacher preparation or to a school/system support - probe for clarification.

Interview Protocol

Critical Incident - Hindering Factors



- Critical Incident
 - Can you think of a particular time where you struggled to impact student learning and development? Describe that incident.
- Hindering Factor
 - What was a factor that hindered your ability to be effective in that incident? (Anything else?)
- Importance
 - How did XXX limit you? Tell me what it was about XXX that was unhelpful?
 - If it is not clear if factor was specifically related to teacher preparation or to a school/system support - probe for clarification.

Data Analysis

The logo for CIT (Critical Incident Technique) is displayed in the top right corner. It consists of the letters "CIT" in a bold, blue, sans-serif font, centered within a bright yellow square. This square is set against a light blue rectangular background.

- STEP 1: Organize data into contextual information, critical incidents (CI) or wish list (WI) (not present but wish it had been).
- STEP 2: Highlight ‘helping’ incidents and supporting evidence and “hindering” incidents and supporting evidence.
- STEP 3: Use constant comparative approach to identify descriptive categories within each helping and hindering CI and WI.
- STEP 4: Analyze categories in juxtaposition to participants’ program and secondary data sources.

Data Analysis



Member Checking

- Emerging themes will be shared with participants.
- Additional data, clarifications, or corrections will be incorporated and data will be reanalyzed as necessary.

Collaborative Interpretation

- Partners from the school district will be invited to collaborate on interpreting the data and considering action items for the future.

Joyce Many, Associate Dean
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MGRESA Standard 4



How do you know that your program is making a difference with... Teacher Retention, Employer Satisfaction , AND STUDENTS?

MGRESA Program Initial Thinking... What do we do in our programs that shows the changes in our completers?

We will show our artifacts.

- a. Implemented lesson plans with evidence of student work analysis**
- b. Video of practice with peer review and candidate analysis report**
- c. Portfolio with reflection**

NOT ENOUGH

RESA Network Approach

Completer Satisfaction Survey

Using the GAPSC Completer Survey and our own existing surveys, we crafted 11 survey stems correlated with InTASC Standards to obtain candidate feedback for program impact. The instrument was validated using Lawshe. First cycle data collection is in progress. All RESAs will share data.

Employer Satisfaction Survey

Same process as above...We crafted 13 survey stems correlated with InTASC Standards to obtain candidate feedback for program impact. The instrument was validated using Lawshe. First cycle data collection is in progress. All RESAs will share data.

NOT ENOUGH

What's missing?

Qualitative Voice...

Completer open ended questions for program impact:

What changes or increases do you see in your students as a result of the knowledge and skills you have acquired from the program?

How have you changed your professional practice as a result of completing the program?

Will the program help you remain in the profession or seek promotion? If so, what goals can you obtain as a result of your new skills and knowledge?

Employer open ended questions for program impact:

What initiatives has your school/district launched for enhancing student outcomes with specific endorsements?

How many teacher candidates have completed a program toward meeting the goals of your initiative?

What changes have you seen as a result of educators completing endorsement programs with regard to student outcomes and/or teacher retention or promotion (increases in student achievement or student efficacy, higher TKES scores, better teacher retention or promotion)?

JUST RIGHT!



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Thank you!