

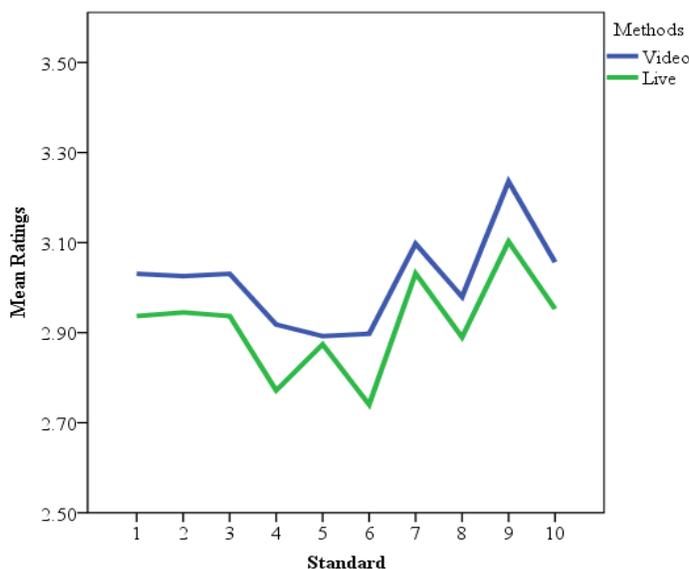
OVERVIEW

Beginning fall of 2013, many EPPs across the state of Georgia began using the TAPS as a summative assessment at the end of the clinical practice. As a result, each EPP was encouraged by the Georgia Department of Education (GaDOE) to have at least one faculty or staff member complete the TKES credentialing. Further, to make a clear distinction between the state’s valid and reliable evaluation system, including the TAPS, and the EPPs’ use of the standards and rubrics, the pre-service instrument was named the Intern Keys.

National and state accreditation of educator preparation programs expects EPPs to use valid and reliable instruments. The adaptation of the TAPS for the Intern Keys meant that validity and reliability would need to be established to support the accreditation process for EPPs across the state. The Georgia Network for Transforming Educator Preparation (GaNTEP), in collaboration with the Council of Chief State School Officers (CCSSO), awarded a grant to the University of Georgia to conduct this project with participation by 17 EPPs.

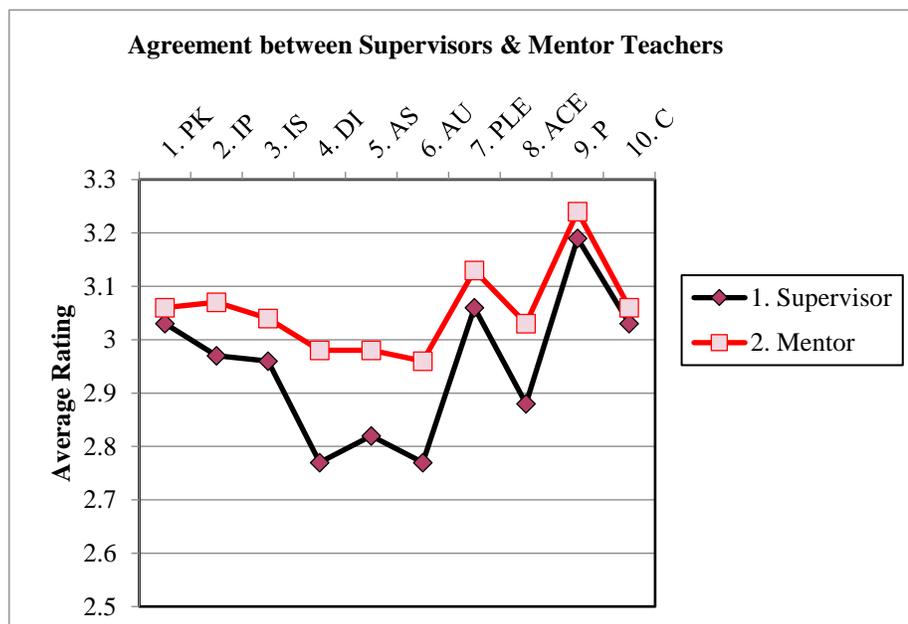
WHAT WE LEARNED

- Overall, the Intern Keys instrument has a high reliability. The results are consistent across different methods.
- Among the 10 standards, Assessment Uses and Differentiated Instruction are given lower scores by raters, indicating that these are more difficult for candidate teachers to achieve. In contrast, professionalism is the easiest standard to meet.



- The result shows raters who only watched video tended to rate significantly higher than those who are trained with live method(s) on those standards.
- The results indicate high reliability of internal consistency among all 10 standards. Also, the internal consistency of mentors and supervisors is equal, indicating that professionals in these two roles apply the instrument in a similar way.
- The generalizability coefficient indicates the Intern Keys instrument is reliable for generalization.

- Most teacher candidates had seen a copy of the Intern Keys instrument (51.66%) or Teacher Keys instrument (34.85%), and discussed the standards with raters (68.46%). 41.29% raters reported that the Teacher Keys evaluation was integrated into the candidate’s preparation program, and 41.08% of raters provided mid-point performance feedback based on the Teacher/Intern Keys standards to the teacher candidates.



- The differences between mentor and supervisors are relatively larger on standard 4 (Differentiated Instruction), 5 (Assessment Strategies), and 6 (Assessment Uses) than other standards.
- The ratings from supervisors are a little lower than those of mentors, indicating the supervisor group is a little more conservative or strict than the mentor group on average.

WHERE WE GO FROM HERE

Our first step will be to revise the orientation video to include video and document examples of performance at various levels for standards 4, 5, 6 and 8. These standards had the least amount of exact agreement and we would like to provide clarification on what raters should consider when rating these standards. EPPs will be invited to participate in phase 2 of the data collection, spring 2016. We anticipate a similar process for collecting the data and will provide EPPs with raw data.

Suggestions for future studies

- Use edTPA data as a solid criterion measure
- Seek access to TEM data to test hypotheses that candidate variables – gender, ethnicity, content specialty, level of degree, geographic locality, etc. – may predict some of the variance in Intern Keys scores.
- Examine the demographic and professional characteristics of the evaluators to discover any correlates and reveal any biases.
- Consider predictive validity of the Intern Keys when compared to the Teacher Keys TAPS score.
- Conduct a qualitative analysis of the evidence cited with each rating to further explore levels of agreement.

To view the full report, visit <http://epr.coe.uga.edu/evaluation-systems/intern-keys-validation-project/>.