

VALIDITY AND RELIABILITY OF ASSESSMENTS: THE STORY OF TWO EDUCATOR PREPARATION PROGRAMS

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Please answer a few questions before we get started!

<https://goo.gl/forms/uJQRDsCTW4WVXmit1>



COMMON INSTRUMENT

CAPS (Candidate Assessment on Performance Standards, also known as Candidate Keys or Intern Keys)

Questions for the Audience (see electronic responses: <https://goo.gl/forms/uJQRDsCTW4WVXmitl>)

Show of hands --

- Who is using Intern Keys/ Candidate Keys/ CAPS?
- Do you have access to supporting documents? [pilot study results; TKES validation study report; TKES and InTASC alignment]

5 fingers [1-clueless to 5-expert] --

- How do you feel about validity?
- How do you feel about reliability?

A LITTLE BIT ABOUT US

University of North Georgia

- 11 Programs [ELE/SPED, MGED, ENGL, SCI, MATH, HIST, Art, Music, PE, Post Bac, MAT]
- AY 18-19 In-Program Students: 519
- AY 18-19 Full-Time Faculty: 50
- F18 Faculty Supervisors: 45
- F18 Contract supervisors: 28
- AY 17-18 Mentor Teachers: 993

Shorter University

- 6 programs [ECE; ECE/SPED; MGE; MUS; MATH; HIS]
- 6 full time faculty; 5 adjuncts F18
- 23 student teachers for AY18-19
- 46 admitted candidates

CAPS: VALIDITY

- Content validity-based on the content similarities with InTASC (see GaDOE Crosswalk - TAPS and CCSSO's InTASC Model Core Teaching Standards, 2011)
- Construct validity-based on InterKeys pilot study (Elder, Alda, & Cramer, 2016) and of TKES study (GCA, 2014)
 - Divergent support → no correlation with years of experience
 - Factor analysis of TAPS & study of class demographics' impact on TEM scores → instrument is a valid measure of the construct of teacher performance
- Concurrent validity-could be conducted with TAPS scores

THE STORY: SHORTER UNIVERSITY

Reliability

- Norming workshops
- Scoring candidate artifacts
 - Candidate permission forms
 - Collect candidate artifacts via CAPS (add video clip, obs. notes, etc.)
 - Use online survey to collect scores
- Statistical analysis
 - Cronbach's alpha (internal consistency) → Training or rubric revisions
 - Inter-rater agreement → Individual support and/or training
- Scoring guides

THE STORY: SHORTER UNIVERSITY

Results

- Statistical analysis
 - Cronbach's alpha
 - SOE CAPS Fall 2017, N=6, $\alpha=.91$
 - SOE CAPS Fall 2017, N=8, $\alpha=.89$
 - Inter-rater agreement -- adjacent agreement
 - SOE CAPS Fall 2017, N=6, like pairs and across sample, 100% adjacent agreement
 - SOE CAPS Fall 2018, N=8, like pairs: 3 of 4 pairs had 100% adjacent agreement; remaining pair showed 70% adjacent agreement [provided mentor-support for new faculty member as a result]

THE STORY: UNIVERSITY OF NORTH GEORGIA

Reliability: The Faculty and Supervisors

- Norming Sessions: Spring 2018 and Fall 2018
- Full faculty and supervisors
- Three samples cases
 - Materials included: (1) video samples of teaching; (2) dispositions assessments from student, faculty, and mentor teacher; (3) lesson plan examples with assessments and final reflection; (4) teaching philosophy assignment; (5) case study assignment; and other materials as available
 - Individual assessment
 - Table discussion and table assessment (one per table of 8)
 - Full group discussion regarding variations
 - Repeat!

THE STORY: UNIVERSITY OF NORTH GEORGIA

Reliability: Fall 2018 Results

- Case One
 - First Attempt
 - Cronbach's alpha: $N = 48$
 $a = .92$
 - Variance: 24.85
 - Second Attempt
 - Cronbach's alpha: $N = 47$
 $a = .88$
 - Variance: 15.94
- Case Two
 - First Attempt
 - Cronbach's alpha: $N = 40$
 $a = .85$
 - Variance: 9.65
 - Second Attempt
 - Cronbach's alpha: $N = 45$
 $a = .92$
 - Variance: 7.46

THE STORY: UNIVERSITY OF NORTH GEORGIA

Reliability: Mentor/Cooperating Teachers (coming soon)

- AY 2018-2019
 - December CAPS and April CAPS
 - Online training
 - Resources Provided:
 - Description of CAPS, history of its development, and UGA assumptions video
 - Quiz via LiveText
 - Sample portfolio and practice assessment via LiveText

THINGS TO PONDER ON REGARDING THIS PROCESS...



- How do you create case studies out of students' materials?
 - Student permission forms
 - Password protected sites for information sharing
- GaPSC and CAEP Accreditation
 - Is the assessment sufficient?

SUCCESSSES

Shorter University

- Small number of faculty → easy to train and support
- Small number of programs → one set of training materials
- Successful partnership with GaDOE representative
- Collegiality with other EPPs
- More informative assessment data

SUCCESSSES

University of North Georgia

Growth in Understanding

- “What’s a CAPS?”
- Examining expectations and setting common standards

Support and Team-Building

- Cross-training for all programs
- Collaboration amongst full-time faculty and contract supervisors/adjuncts

CHALLENGES

Shorter University

- Time → use faculty meetings; use same artifacts for CDPA
- Small number of programs → one set of training materials
- Limited resources → PSPP vs SPSS
- Training adjuncts → Trainings in July or in my office one-on-one
- Training cooperating teachers → Use results from CTs as data points for the University Supervisor's score and provide small group training (in-person and remotely) for CTs during semester of Clinical Practice

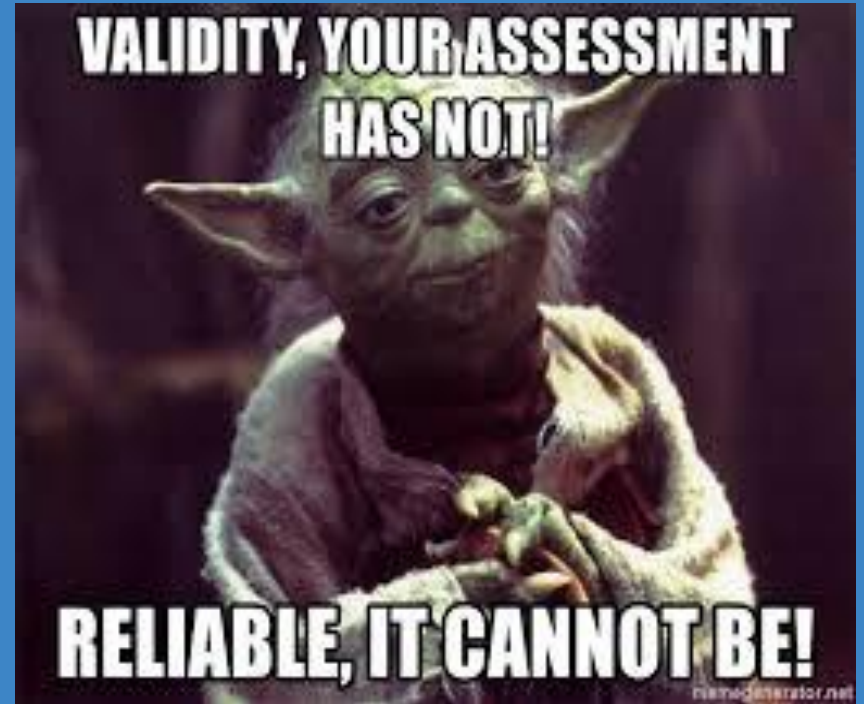
CHALLENGES

University of North Georgia

- Buy-In:
 - “Why do we have to do this?” Getting folks on board.
 - “But it takes soooooo much time!”
- Time:
 - Faculty time for meetings
 - Other accreditation items
 - Curriculum and workgroup meetings
- Understanding:
 - Observation versus summative assessment
 - “We could make this assessment better if [insert word here].”
- Size/Resources:
 - Large number of faculty
 - Large number of contract supervisors
 - Large number of mentor teachers
 - One trainer

QUESTIONS FOR DISCUSSION ... INCLUDING AND BEYOND CAPS

- What other instruments are you utilizing in addition to CAPS and what challenges are you facing in terms of validity and reliability?
- How are other institutions training mentor/cooperating teachers on assessments you're utilizing?
- How are other institutions training faculty and supervisors on assessment use?
- What are other obstacles that you all have faced regarding reliability of assessments?
- Other questions for discussion?



CONCLUSIONS: FUTURE NARRATIVES

- How can we work across institutions for success? How can we help one another?
 - Combined Trainings
 - Collaborative Research
 - Where do we need additional research and how can we work together on this?
 - Shared Resources

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THANK YOU FOR YOUR
ATTENDANCE AND
PARTICIPATION!