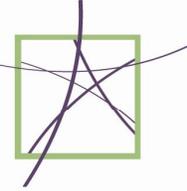


Teacher Quality  
Partnership

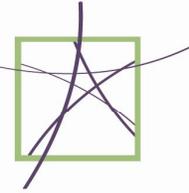


# Teacher Quality Partnership:

Meeting the Teacher Education  
Accountability Challenge

OCTEO Update

October 27, 2006

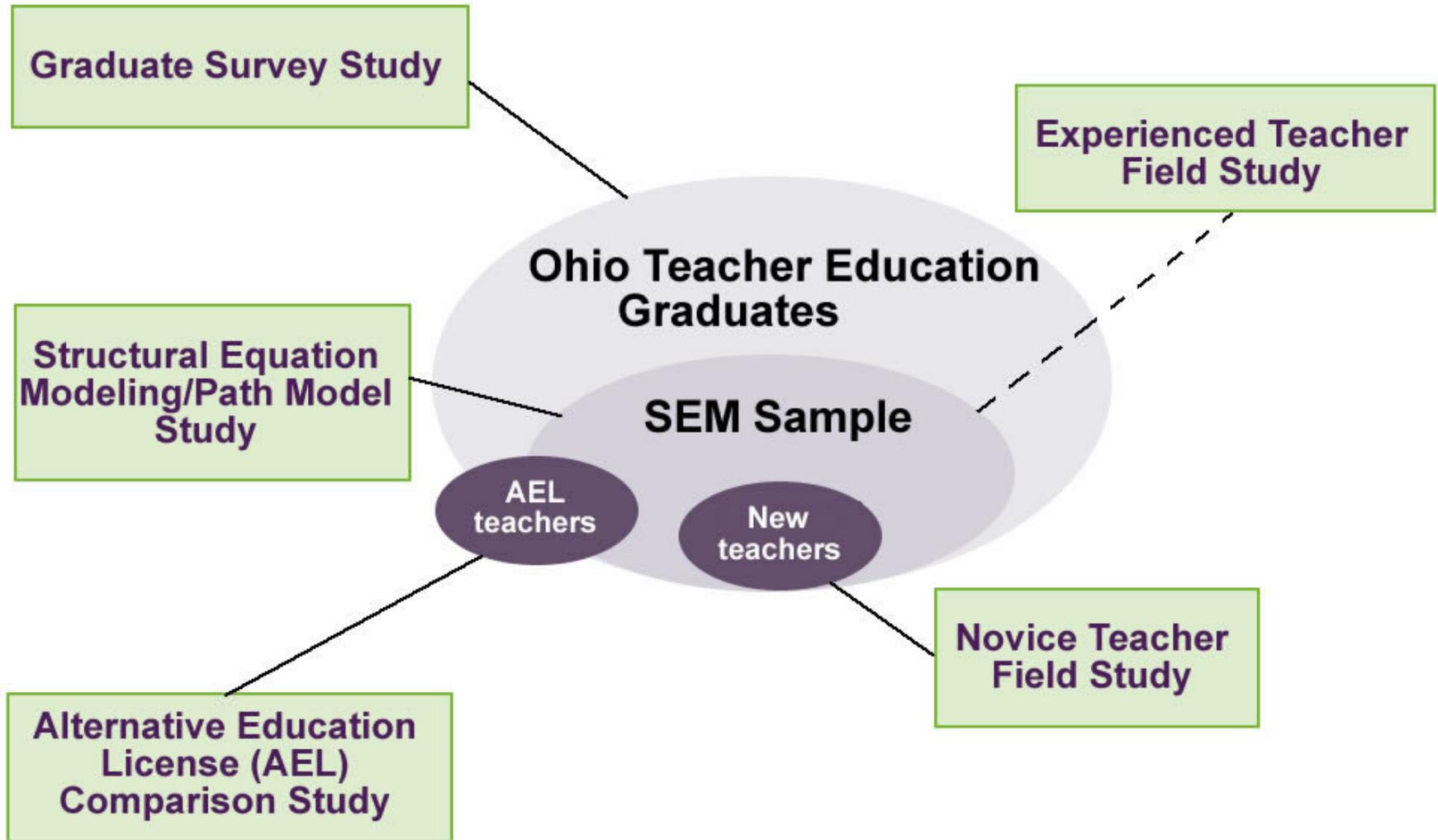


- Who are the Partners in TQP?
  - All 50 institutions preparing teachers
    - Institutional Representatives on all 50 campuses
    - PIs from 4 IHEs
    - Researchers from 11 IHEs – more invited
  - ODE and OBR - Advisory Board and Funding
  - Advisory Board, Gov. office, Rep. Setzer, BASA, BFK, OASSA, OMSA, OAESA, OEA, OFT, AICUO, IUC,
  - Districts throughout Ohio



- 1998 – Focus groups to develop Ohio’s Report on Teacher Quality (Title II)
- 2001 – Ohio Partnership for Accountability (OPA) organized
- 2003-04 – Preservice Survey data collection began – Cohort I
- 2004-05 – Changed name to TQP, AEL profile begun
- 2006-07 – Field Study data collection began – CLASS
- 2007-08 – Complete survey follow-up of cohorts I – V
- 2008-2009 – Complete Field study data collection
- 2009-2010 – SEM analysis of data, including Value-added measurement, disseminate findings

# Study Components





**Survey Data Collection History and Plans**

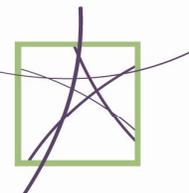
*TQP Preservice Teacher Survey*

*TQP Inservice Teacher Survey*

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<b>'03-'04 Cohort I</b>	Pre-service Hard copy N=1544	In-service HC/Web N=1051	In-service Web N=565	In-service Web	In-service Web
<b>'04-'05 Cohort II</b>		Pre-service HC N=4941	In-service HC/Web N=1204	In-service Web	In-service Web
<b>'05-'06 Cohort III</b>			Pre-service HC/Web N=5229	In-service HC/Web	In-service Web
<b>'06-'07 Cohort IV</b>				Pre-service HC/Web	In-service HC/Web
<b>'07-'08 Cohort V</b>					Pre-service HC/Web

*TQP Alternative Educator License Survey*

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
HC/Web			N=113		

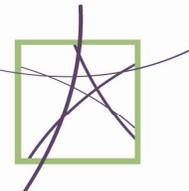


**Cohort III**  
**2005-2006 Completers**

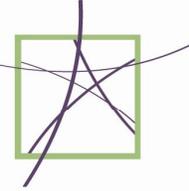
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	Min	Max	N	Mean	S.D.
<b>Candidate's Age</b>	<b>19</b>	<b>64</b>	<b>5833</b>	<b>26.15</b>	<b>6.29</b>
<b>ACT</b>	<b>9</b>	<b>34</b>	<b>4046</b>	<b>22.55</b>	<b>3.68</b>
<b>Teacher Characteristics</b>					
<b>SAT</b>	<b>590</b>	<b>1580</b>	<b>1387</b>	<b>1064.1</b>	<b>153.66</b>
<b>Grade Point Average</b>	<b>1.55</b>	<b>4</b>	<b>6013</b>	<b>3.49</b>	<b>0.37</b>

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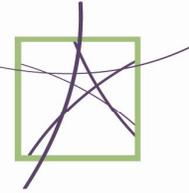


		Min	Max	N	Mean	S.D.
<b>Praxis II: PLT Scores</b>	<b>Principles of Learning and Teaching: Early Childhood</b>	<b>142</b>	<b>200</b>	<b>1539</b>	<b>186.44</b>	<b>9.65</b>
	<b>Principles of Learning and Teaching: Grades K-6</b>	<b>148</b>	<b>197</b>	<b>231</b>	<b>178.31</b>	<b>8.9</b>
	<b>Principles of Learning and Teaching: Grades 5-9</b>	<b>132</b>	<b>196</b>	<b>869</b>	<b>175.59</b>	<b>8.55</b>
	<b>Principles of Learning and Teaching: Grades 7-12</b>	<b>122</b>	<b>200</b>	<b>1606</b>	<b>176.12</b>	<b>8.37</b>

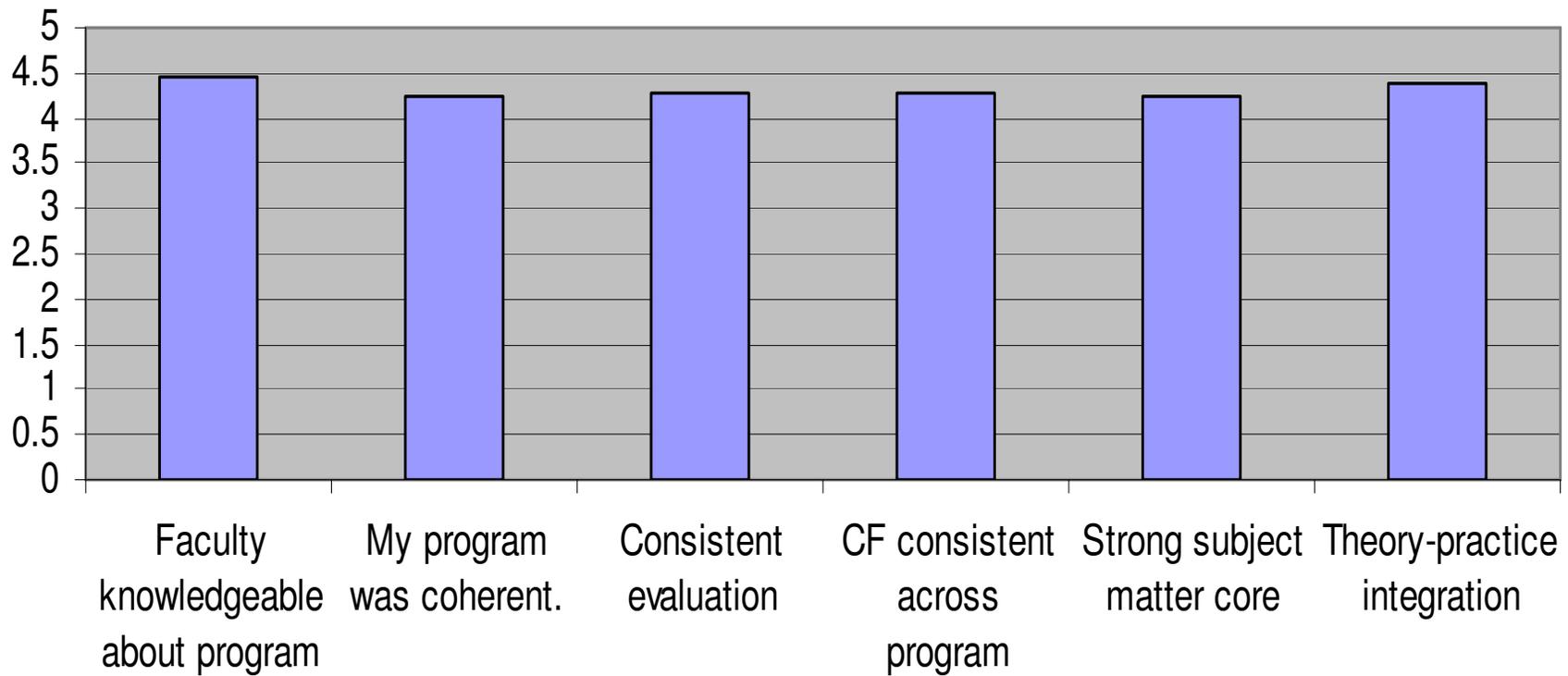


## Cohort III Perceptions of Teacher Preparation Program

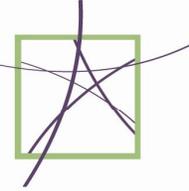
- |   |      |
|---|------|
| 1. My teacher education instructors were knowledgeable about the standards and expectations of my teacher education program as a whole. | 4.47 |
| 2. My program was coherent.   | 4.24 |
| 3. The criteria by which I was evaluated as a student teacher were consistent with what I was taught in my methods courses.             | 4.27 |
| 4. I had an opportunity to develop understandings about teaching that were consistent across courses and clinical experiences.          | 4.29 |
| 5. My program required a strong disciplinary preparation that incorporated an understanding of a subject matter(s)' core concepts.      | 4.25 |
| 6. My program integrated teaching practice with the study of teaching.  | 4.38 |



### Cohort III Perception of Program



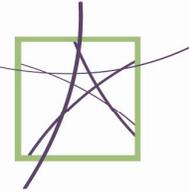
Preservice Survey N= 5163



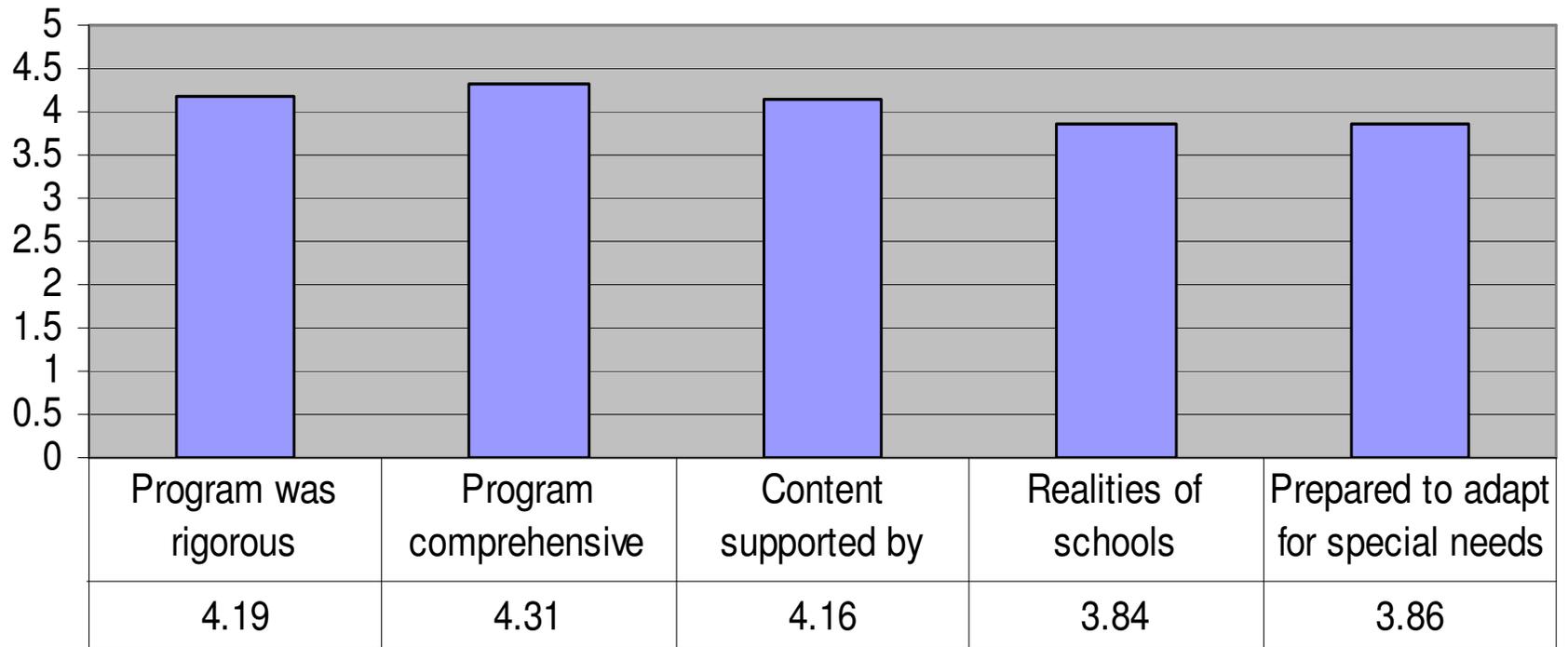
## Professional Knowledge and Skills:

- |   |      |
|---|------|
| 1. My program was rigorous and academically challenging.  | 4.19 |
| 2. My program was extensive or comprehensive enough to acquire needed understandings and abilities.   | 4.31 |
| 3. Content in my program was supported by theoretical and empirical studies.  | 4.16 |
| 4. The program adequately represented the realities and challenges of schools.  | 3.84 |
| 5. My program gave me an adequate foundation in adapting and modifying instruction and curriculum for meeting the needs of children with disabilities (i.e., special education labels) in general-education classrooms. | 3.86 |

Preservice Survey N= 5178



### More Program Perceptions



Preservice Survey N= 5178

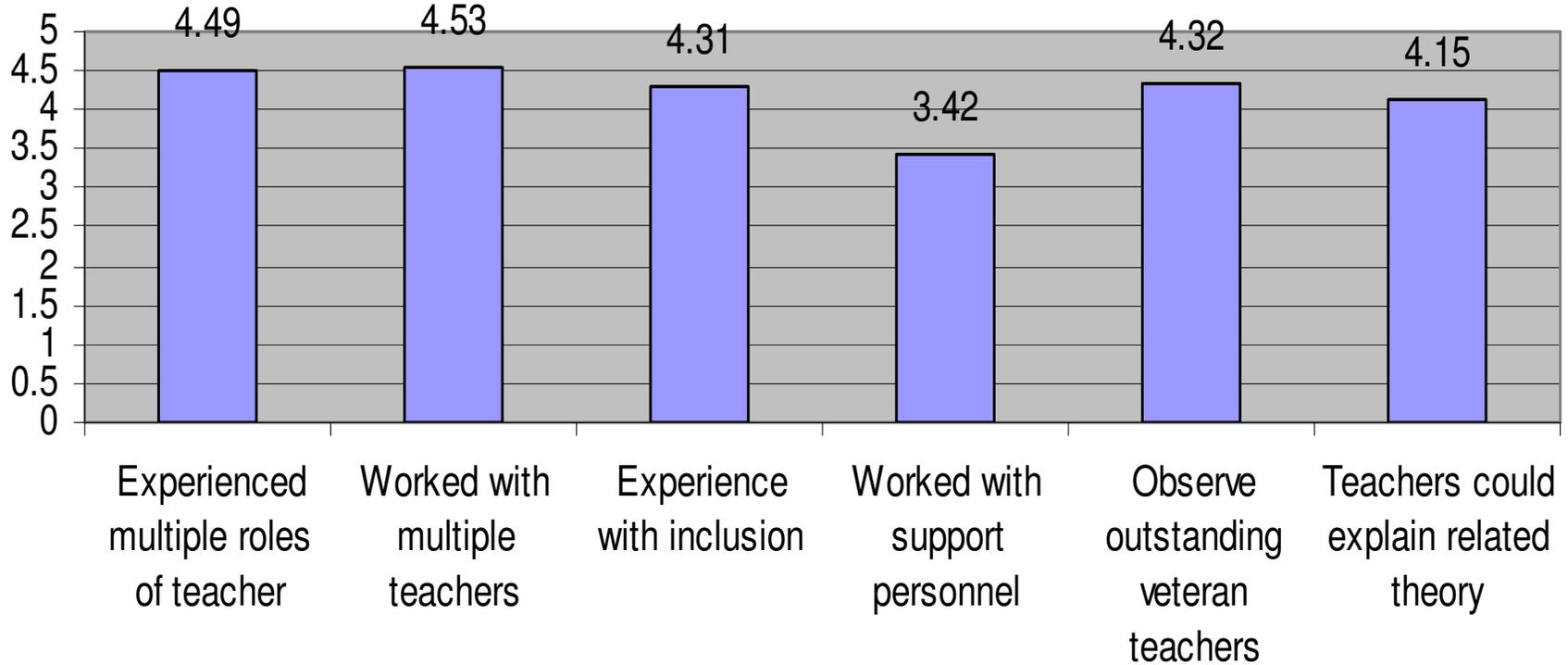


### During my experiences in schools, I...

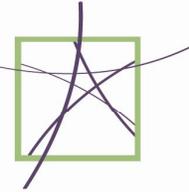
1. Participated in a broad range of professional responsibilities (e.g., professional meetings, parent conferences, testing administration). 4.49
2. Had the opportunity to observe and work with several teachers. 4.53
3. Had opportunities to work with successful teachers who had inclusive classes- that is, classes that contain both typical children and children with disabilities. 4.31
4. Had opportunities to work with school support personnel (e.g., nurses, school psychologists, social workers). 3.42
5. Had opportunities to observe outstanding veteran teachers. 4.32
6. Had opportunities to have outstanding veteran teachers explain the whys as well as the how of their teaching to me. 4.15



### Preceptions of Clinical Experiences

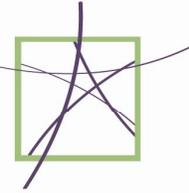


Preservice Survey N= 5164

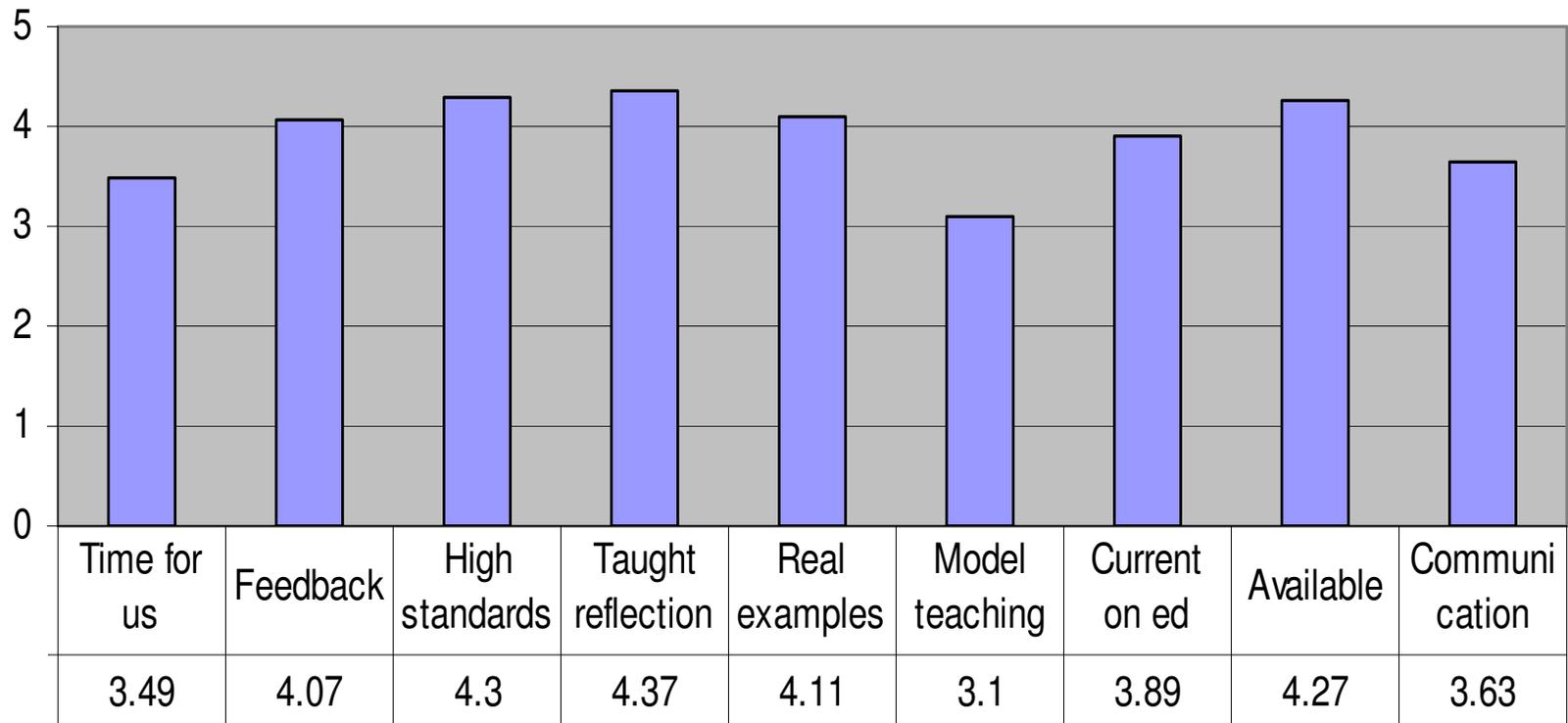


### Teacher education faculty at my college/university...

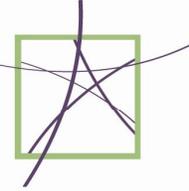
1. Spent <u>little</u> time helping candidates who were not making satisfactory progress.	3.49
2. Made careful judgments about the quality of work that I completed.	4.07
3. Assessed my progress in relation to high standards for good teaching.	4.3
4. Enabled me to evaluate and reflect upon my practice to improve instruction.	4.37
5. Used “real-life” teaching strategies such as case studies and simulations.	4.11
6. Taught in ways <u>quite different</u> from the practices they advocated.	3.1
7. Knew about the realities of contemporary schools and youth.	3.89
8. Were available outside of class for conferences, meetings, and/or advising sessions.	4.27
9. Did <u>not</u> have communication with cooperating teacher(s).	3.63



### Cohort III Perception of Faculty

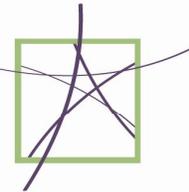


Preservice Survey N= 5147

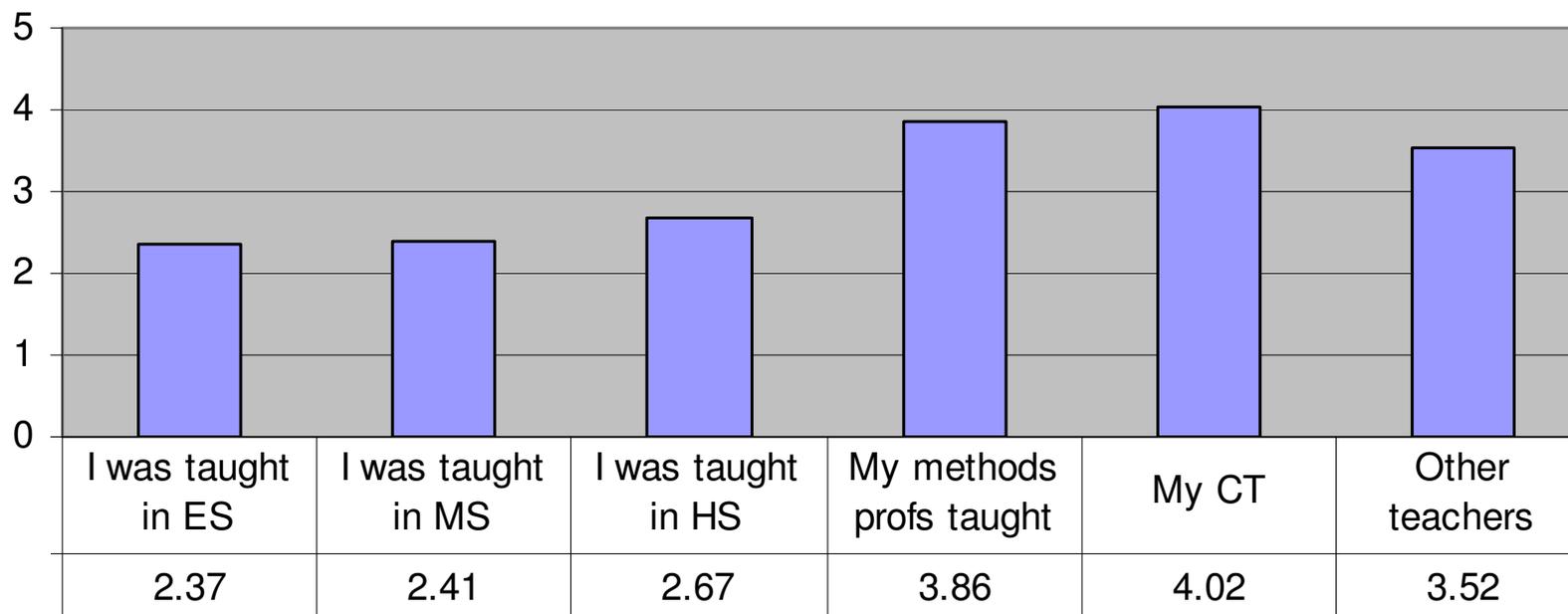


## Essentially, I teach the way...

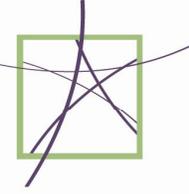
I was taught when I was in elementary school.	2.37
I was taught when I was in middle school.	2.41
I was taught when I was in secondary school.	2.67
My methods professors taught me to teach.	3.86
My cooperating teacher(s) taught.	4.02
Other teachers in my school teach.	3.52



### Completers said "I teach like..."

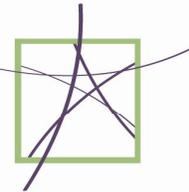


Preservice Survey N= 5152

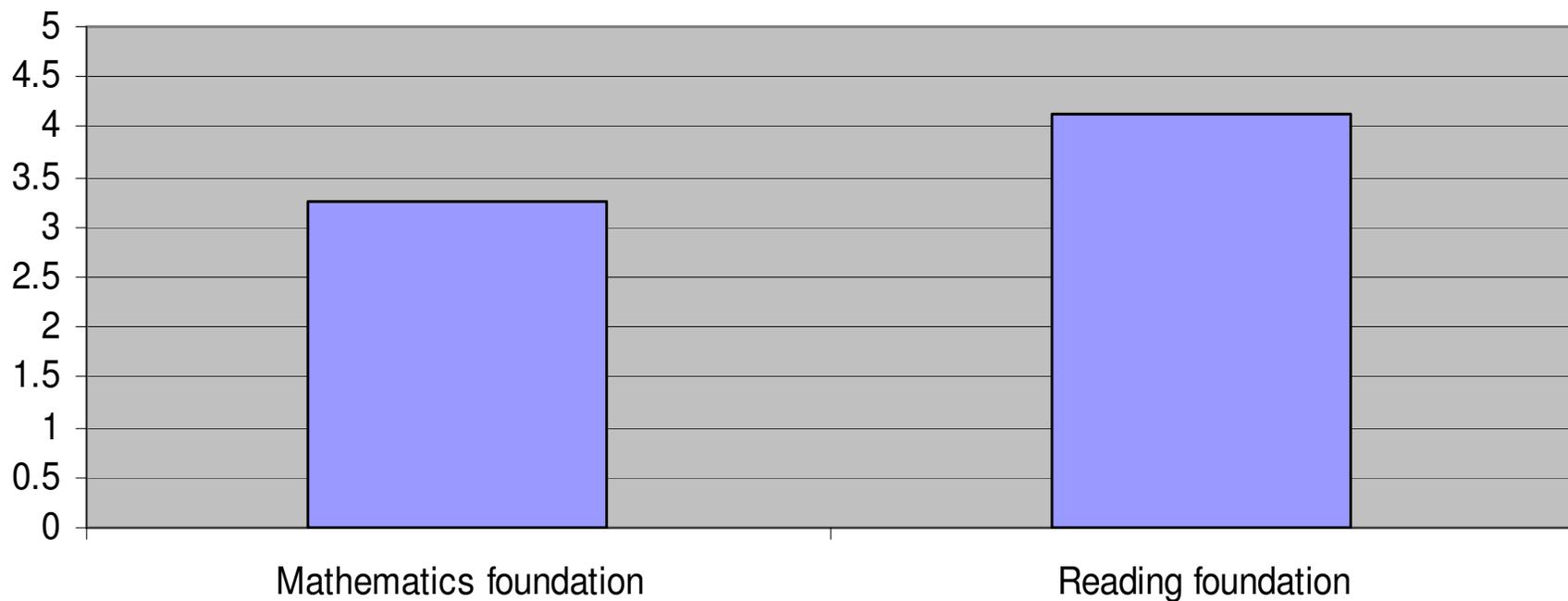


## Perceptions of Teacher Education Program

- |   |      |
|---|------|
| 1. My program gave me a solid foundation in mathematics | 3.25 |
| 2. My program gave me a solid foundation in reading.    | 4.13 |



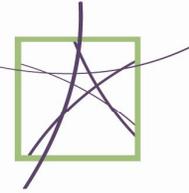
### Cohort III Perception of Preparation



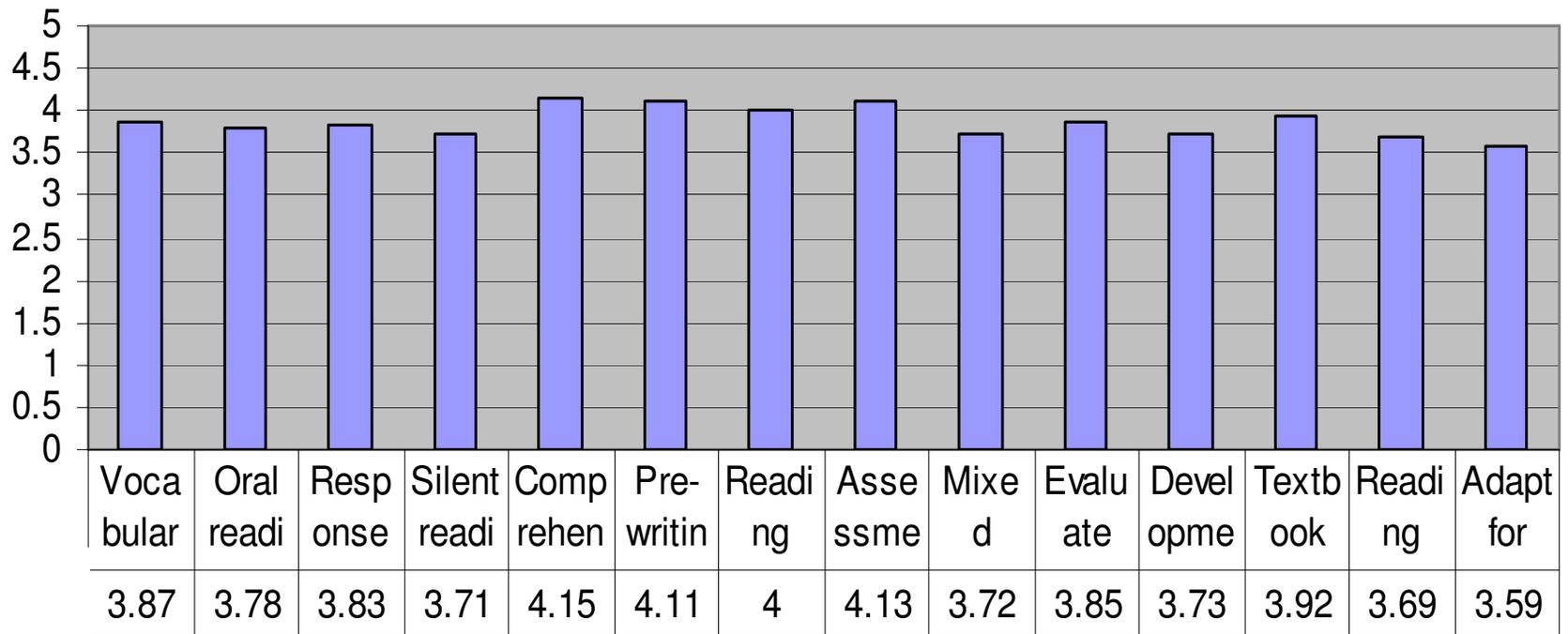
Preservice Survey N= 5146 (Math) N=5161 (Reading)

**The State of Ohio requires all teachers to receive instruction in literacy skills regardless of your particular specialty area. In this context, how well did your program prepare you to...**

1. Teach reading vocabulary (emphasizing word meaning)	3.87
2. Teach oral reading	3.78
3. Help foster students' oral or written responses to literature	3.83
4. Teach silent reading (including time for independent reading)	3.71
5. Use comprehension activities (e.g., discussion questions and assignments)	4.15
6. Use pre-writing activities (e.g., brainstorming, webbing, outlining)	4.11
7. Use instructional strategies to help children with their reading comprehension	4
8. Use a variety of reading assessments (e.g., observations, portfolios, tests, performance tasks, and anecdotal records) to determine students' strengths, needs, and progress	4.13
9. Teach reading and writing to student groups that are of mixed ability	3.72
10. Evaluate reading materials for their usefulness and appropriateness for your students	3.85
11. Understand how youngsters come to acquire reading and writing skills	3.73
12. Use the textbook as a resource in reading rather than as the primary instructional tool	3.92
13. Teach reading (oral or silent) during social studies, science, or mathematics classes	3.69
14. Adapt reading instruction to accommodate students with special needs	3.59



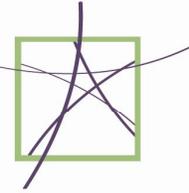
### Perception of Ability to Teach Reading



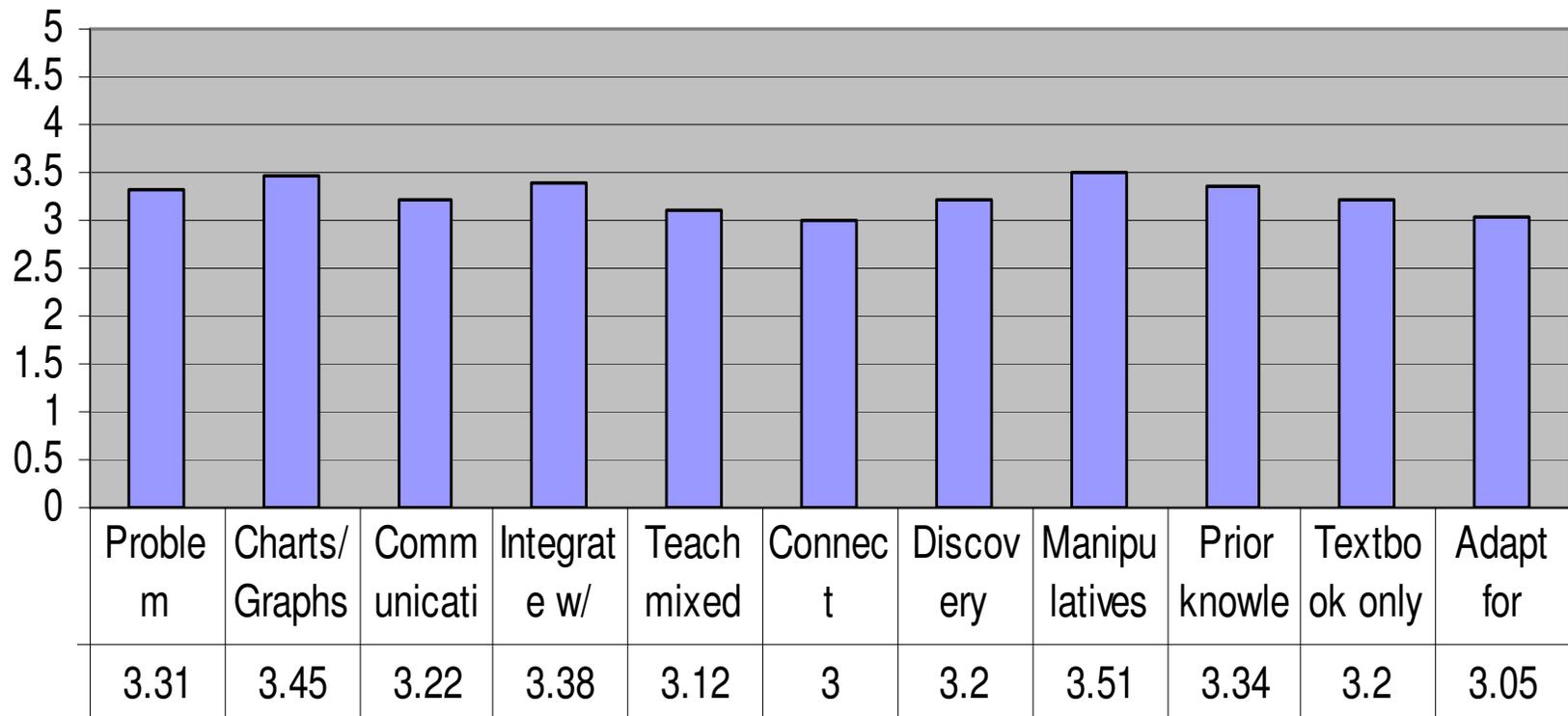
Preservice Survey N= 5161

**The State of Ohio requires most teachers to receive instruction in mathematics. Even if mathematics is not your field of focus, we would still like to know how well your program prepared you to...**

- |   |      |
|---|------|
| 1. Use mathematical problem solving processes in teaching   | 3.31 |
| 2. Teach mathematical representations (e.g. graphs, tables)   | 3.45 |
| 3. Use mathematical communication processes in teaching   | 3.22 |
| 4. Integrate mathematics with other subject areas   | 3.38 |
| 5. Teach mathematical concepts to student groups that are mixed in ability                                  | 3.12 |
| 6. Teach connections (e.g. connection among geometry, algebra, and trigonometry) among mathematical ideas   | 3    |
| 7. Use discovery approaches in mathematics  | 3.2  |
| 8. Use manipulatives (e.g. blocks) in mathematics   | 3.51 |
| 9. Take into account students' prior conceptions about mathematics when planning curriculum and instruction | 3.34 |
| 10. Use textbook as a resource in mathematics rather than as the primary instructional tool                 | 3.2  |
| 11. Adapt mathematics instruction to accommodate students with special needs                                | 3.05 |



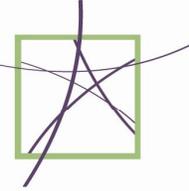
### Perceived Ability to Teach Mathematics



Preservice Survey N= 5146



- Are your Cohort I, II, and III means showing a pattern?
- Spend some time with your own data to see where your completers gave your program high marks – reflect on what are you doing to merit them?
- How about means below state norms?
- How might you begin to address them?
- How much variability/consistency on responses



- Data-driven decisions to improve teacher preparation programs.
  - Beginning trends from pre-service and in-service surveys
  - Expectation for powerful findings when value-added scores are included in the data system
- Ohio policy-makers are intently interested!
- Other states are watching!



- For additional information about TQP
  - Visit our website <http://www.tqpohio.org>
- Contact us
  - Sonja Smith, Project Director  
[ssmith@mvnu.edu](mailto:ssmith@mvnu.edu)
  - Robert Yinger, Research Director  
[robert.yinger@uc.edu](mailto:robert.yinger@uc.edu)