

# CAEP Standard 4 Survey

Spring 2021 Report

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## Introduction

The CAEP Standard 4 case studies Deborah Corpus and Brooke Kandel-Cisco would normally do each academic year were suspended because of Covid restrictions beginning in March 2020 and extending through the 2020-2021 academic year.

The researchers were able to conduct only one case study in the early spring of 2020. The other two school visits were canceled because the pandemic closed both the university and the public schools involved. The data from the first case study has not yet been analyzed. The analysis will occur in a year where other case study data can be collected and shared.

In lieu of the observations and interviews that are part of the case study of three graduates of Butler's College of Education each year, Corpus and Kandel-Cisco sent surveys to teachers who had graduated in 2017 or 2018. The decision was made not to send the surveys to those who graduated in 2019 and had their first year of teaching interrupted by the pandemic and who started their second year of teaching in hybrid or on-line teaching situations.

## Demographic information

The surveys were sent to the 47 graduates whose current e-mail addresses and teaching assignments could be found. Of the 47 contacted, 11 teachers returned the surveys, and three e-mails were returned as undeliverable for a return rate of 25%. An overview of demographic information is as follows:

- Seven respondents were elementary or preschool teachers.
- The other four were from the secondary program, one each from math, social studies, English, and HMHSE.
- Two students have had additional courses at the graduate level. One received a Master's in Teacher Leadership, and one was required by his school to receive graduate education to obtain a special education license.
- Because of Covid, 54.5% are teaching both in person and online synchronously; 27.3 change between face-to-face instruction and online instruction depending on the health risks in the community; 18% are totally face-to-face. None teach totally online.

# Sources of assessment information used by teachers

CAEP Standard 4 focuses on student achievement assuming a link between teacher efficacy and student achievement. The survey requested the teachers to indicate all the ways in which they gathered information about their students' achievement.

- 9: evaluation of student work samples
- 8: grade-level or departmental assessments
- 8: classroom-level quizzes or tests
- 8: informal observation of students
- 5: NWEA or other computer-aided assessments
- 4: systematic observation of students
- 2: student-reported learning
- 0: parent-reported learning

# Focus on learning about assessments during teacher preparation program

CAEP Standard 4 links what is learned in the teacher preparation program to what teachers use in the classroom. Respondents were asked which assessment tools they remembered learning to use as part of their preparation program.

- 10: to note informal observations of student learning
- 7: construct and evaluate project work based on teaching objectives
- 6: record structured observation of student learning
- 5: construct and evaluate tests and quizzes
- 4: construct and evaluate written assignments based on teaching objectives
- 2: interpret standardized test scores and other computer-aided assessments
- 2: triangulate data from various assessments of student learning
- 1: other (exit tickets)

# Recent examples of student assessments

The teachers surveyed were asked to share recent examples of ways they had assessed their students' learning. These methods can be roughly grouped into district/grade-level assessments and classroom-based assessments.

## District/grade level assessments recently used

- Common formative assessments across classrooms in a specific content area
- District-level assessments
- NWEA
- District-level 8 Step assessments determining grouping and extra teaching
- Text Reading Comprehension measures (from authors Fountas and Pinnell) across grade levels

## Classroom-based assessments recently used

- Informal observations
- Checks for understanding resulting in additional instructional time and/or changed approaches
- Projects in which students demonstrated knowledge through writing something or making something
- Exit tickets

## Most useful assessment tools learned in the preparation program

Teachers' responses to the question, "What is the most useful tool you learned in your Butler teacher preparation to help you evaluate student learning?" can be separated into four categories:

- Learning specific types of assessments (3 respondents)
- Learning to differentiate assessments (3 respondents)
- Having an opportunity to observe and practice assessments (3 respondents)
- Learning to "backwards map," i.e., planning assessments first as the goal of the unit of study (1 respondent)

## Suggestions to improve the teacher preparation program in the area of assessment

The teachers were asked for their suggestions on how the preparation program can be improved in the area of assessment. Their answers reflected their specific teaching situations in the names and types of standardized assessments they currently use, but generally their responses could be categorized as follows:

- Provide more instruction in analyzing data, questioning data, and tracking data (4 respondents)
- Provide more instruction in giving day-to-day assessments and using the data to differentiate instruction (2 respondents)
- Provide ways to assess students with differing abilities and backgrounds (2 respondents)
- Provide even more practice giving assessments and using the data (1 respondent)