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# 5E

## Information/Action

### *Educator Preparation Committee*

#### **Update on the Work of the Outcomes and Survey Data Task Group to Strengthen and Streamline the Commission's Accreditation System**

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**Executive Summary:** This agenda item provides an update on the work of the Outcomes and Survey Data Task Group.

**Policy Question:** Does the work to date align with the Commission's expectations?

**Recommended Action:** That the Commission discuss the work accomplished to date, provide feedback on the work as requested within the item, and provide direction as appropriate for completing the remaining work.

**Presenter:** Mike Taylor, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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# Update on the Work of the Outcomes and Survey Data Task Group to Strengthen and Streamline the Commission's Accreditation System

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## Introduction

This agenda item presents an update on the work to-date of the Outcomes and Survey Data Task Group. This item describes the work discussed and completed by the Task Group and provides samples of two surveys for Commission review.

## Background

The Outcomes and Survey Data Task Group met three times for a total of six days. During this time members of the group discussed the range of individual surveys to be developed and or revised, as listed below. Some program completer surveys had been previously developed by staff and piloted in 2014. As a result, the task group began with drafts of some surveys to work on. The remaining surveys were drafted by the group following extensive discussion of the nature and purpose of the surveys to provide data useful for accreditation and for documenting candidate and program outcomes. The Task Group also accessed resources from several other survey sources such as available surveys previously used in other states or at California institutions for similar purposes to further inform its work.

The group's task was to draft brief but focused surveys that can be completed quickly and conveniently by program completers to maximize accuracy of results while also maximizing response rates to make data meaningful to programs, accreditation staff and volunteers, and the general public. The Commission has a Credential Program Completer Surveys web page where the surveys are posted: <http://www.ctc.ca.gov/educator-prep/completer-surveys.html>.

## Surveys

The eight surveys developed and drafted by the Task Group are listed below.

- Preliminary Multiple Subject Completer Survey
- Preliminary Single Subject Completer Survey
- Preliminary Education Specialist Completer Survey
- Preliminary Administrative Services Completer Survey
- Clear/Induction Multiple and Single Subject Survey
- Clear/Induction Education Specialist Survey
- Master Teacher Survey
- Employer Survey

In addition there is an Administrative Services Induction Completer survey ready for completers from the new Administrative Services Induction programs, probably spring-summer 2017.

The table below describes each survey, including target respondents and the types of data to be collected.

<b>Survey and Respondents</b>	<b>Data to be Collected</b>
<p><b>Preliminary Multiple Subject Completer</b></p> <p>Those who completed a preliminary multiple subject credential program and who have been recommended for a credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to teach according to the CSTPs.</li> <li>• Completer perceptions of the quality of field experiences including student teaching.</li> <li>• Completer perceptions of the quality of preparation they received to teach content for multiple subjects including specific skills in reading and mathematics.</li> <li>• Completer perceptions of the overall quality of their preparation program.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>Preliminary Single Subject Completer</b></p> <p>Those who completed a preliminary single subject credential program and who have been recommended for a credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to teach according to the CSTPs.</li> <li>• Completer perceptions of the quality of field experiences including student teaching.</li> <li>• Completer perceptions of the quality of preparation they received to teach content for single subjects.</li> <li>• Completer perceptions of the overall quality of their preparation program.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>Preliminary Education Specialist Completer</b></p> <p>Those who completed a preliminary education specialist credential program and who have been recommended for a credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to teach according to the CSTPs.</li> <li>• Completer perceptions of the quality of preparation they received to teach students with special needs.</li> <li>• Completer perceptions of the quality of field experiences including student teaching.</li> <li>• Completer perceptions of the quality of preparation they received to teach content for multiple subjects including specific skills in reading and mathematics.</li> <li>• Completer perceptions of the overall quality of their preparation program.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>Preliminary Administrative Services Completer</b></p> <p>Those who completed a preliminary administrative services credential program and who have been recommended for a credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to be an effective school site administrator according to the CAPEs.</li> <li>• Completer perceptions of the quality of field experiences and other program experiences.</li> <li>• Completer perceptions of the overall quality of their preparation program.</li> <li>• Information about completers' pathways into and reasons for pursuing school leadership preparation.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>General Education (Multiple Subject/Single Subject)</b></p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to teach according to the CSTPs.</li> </ul>

Survey and Respondents	Data to be Collected
<p><b>Induction and Clear Credential</b> Those who completed a multiple subject or single subject clear credential or induction program and who have been recommended for a clear credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the overall quality of their clear/induction program including interactions with support providers.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>Clear Education Specialist Induction</b> Those who completed an education specialist clear credential or induction program and who have been recommended for a clear credential.</p>	<ul style="list-style-type: none"> <li>• Completer perceptions of the quality of preparation they received to teach according to the CSTPs.</li> <li>• Completer perceptions of the quality of preparation they received to teach students with special needs.</li> <li>• Completer perceptions of the overall quality of their clear/induction program including interactions with support providers.</li> <li>• Demographic information (ethnicity and gender).</li> </ul>
<p><b>Master Teacher</b> Those who serve in the field as master or cooperating teachers supervising student teachers for preliminary multiple subject and single subject credential programs.</p>	<ul style="list-style-type: none"> <li>• Cooperating or supervising educator perceptions of the preparedness of student teachers they work with to teach according to the CSTPs.</li> <li>• Cooperating or supervising educator perceptions of the preparedness of student teachers they work with to teach appropriate content for their credential/assignment.</li> <li>• Cooperating or supervising educator perceptions of the quality of field experiences provided to candidates.</li> <li>• Cooperating or supervising educator perceptions of the overall quality of preparation of student teachers by the program.</li> </ul>
<p><b>Employer</b> School site administrators who recently hired one or more graduates from a specific program to work as new teachers at their school.</p>	<ul style="list-style-type: none"> <li>• School site administrator perceptions of the quality of preparation of recent graduates (last 2-3 years) from the specific program or institution to teach according to the CSTPs.</li> </ul>

### The Role of Standards in the Surveys

As appropriate to the credential type addressed by the survey, each survey asks about the quality of candidate preparation based on a common set of teaching standards. For Multiple Subject, Single Subject, and Education Specialist surveys the California Standards for the Teaching Profession (CSTP) form the basis of questions about the quality of preparation. Since the Preliminary preparation programs address the *Teaching Performance Expectations* (TPEs) and these are aligned with the CSTP, the Task Group felt the CSTP were the appropriate standards for these surveys. For the Preliminary Administrative Services survey the California Administrator Performance Expectations (CAPEs) provide the foundation for questions about quality of preparation. Similar questions about the preparedness of program completers according to the CSTP appear on completer surveys, master teacher surveys, and employer surveys. Using essentially the same standards-based questions in surveys administered at

different stages of preparation to multiple audiences will provide programs and accreditation staff with a continuity of feedback which would otherwise not be possible.

For example, the following questions about creating and maintaining effective learning environments appear on the Preliminary Multiple Subject Completer Survey:

**Creating and Maintaining Effective Environments for Student Learning:** How well did your teacher preparation program prepare you to do each of the following as a teacher?

- |  |                                     |
|--|-------------------------------------|
| Establish and maintain a safe and respectful learning environment for all students | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
|  | <input type="checkbox"/> Adequately |
| Create a productive learning environment with high expectations for all students   | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |

These questions use the wording of the CSTP. Similar questions on the same CSTP topic also appear on the Master Teacher Survey, as shown below:

**Creating and Maintaining Effective Environments for Student Learning:** By the end of student teaching, how well prepared was your student teacher to do each of the following?

- |  |                                     |
|--|-------------------------------------|
| Establish and maintain a safe and respectful learning environment for all students | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
|  | <input type="checkbox"/> Adequately |
| Create a productive learning environment with high expectations for all students   | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |

Finally, an additional set of similar questions on the same CSTP topic appear on the Employer Survey:

**Creating and Maintaining Effective Environments for Student Learning:** Compared to other beginning teachers with whom you have worked, how well prepared are *program\** graduates to do each of the following as a teacher?

- |  |                                     |
|--|-------------------------------------|
| Establish and maintain a safe and respectful learning environment for all students | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
|  | <input type="checkbox"/> Adequately |
| Create a productive learning environment with high expectations for all students   | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |

\* *The specific program on which the employer is providing feedback*

The purpose of having nearly identical questions on surveys for multiple constituencies is to gather data that the program and the Commission can use to triangulate across stakeholders. If the completers, the employers and the master teachers all provide similar responses to a particular question, there is a strong likelihood that the survey results are providing accurate information about the program. To further support the effort to streamline the accreditation process, if a program has sufficient consistent responses from completers, employers and

master teachers and the overall feedback is positive, these constituencies would not need to be interviewed at the site visit.

### **Reports**

Detailed reports showing the results of each of the surveys will be provided to programs and accreditation staff. Programs will receive responses to the demographic questions as long as at least ten respondents have selected the response option. This fine level of detail in the reports will ensure transparency of the process and will allow programs to identify areas of need according to completers and those who work with their completers. Programs with sufficient respondents will also have the option of receiving raw data files to conduct their own analysis of survey results. Requiring a minimum of ten responses for publishing reports or data allows the Commission to ensure that candidate responses will not be individually identifiable, a factor which allows respondents to respond as honestly as possible.

### **Plans for Master Teacher and Employer Surveys**

The administration of the completer surveys (Preliminary and Induction) takes place automatically through the online credential recommendation process. The Master Teacher Survey and Employer Survey must be administered a little differently because the Commission does not have information identifying master teachers or employers.

For the Master Teacher Survey the current plan is that the survey link would be provided to program staff at Commission-approved Preliminary teacher preparation programs so that it can be forwarded to Master Teachers working in the field who would respond to the survey regarding student teachers they have in their classrooms. This could be done each semester, annually, or at a different interval. The online survey can be open nearly continuously all year long to accommodate the various schedules used by programs. Staff would request that programs provide data on the total number of Master Teachers so that a return rate for the Master Teacher survey can be calculated.

The current plan for the Employer Survey is to send the survey link to district Human Resources (HR) representatives who can identify the specific schools where program graduates have recently been hired—in the last two to three years. The district HR representative would forward the survey to the appropriate site administrator(s). The site administrator would be asked to complete one survey for each program from which newly hired teachers at their school graduated. Surveys would be disseminated annually in January with a March 1 completion deadline. It is hoped that in most cases this timeline will coincide with employment timelines so that site administrators are completing the survey at the time they are deciding whether to retain new teachers for the following academic year. It is not yet clear if employers would be asked to respond annually, if specific institutions would be on the survey each year or what the right interval is for the employer survey.

### **Cooperation with the California State University**

During the process of developing and revising the surveys Commission staff met with representatives of the CSU's Center for Teacher Quality (CTQ). The CTQ has been administering

surveys to program completers and employers for many years. The CTQ administers a completer survey from all CSU campuses as well as one year out surveys of completers and employers. There are additional non-CSU institutions that contract with the CTQ for the one year out completer and employer surveys.

Commission and CSU staff agreed to collaborate to reduce potential survey overload for individuals who complete CSU teacher preparation programs so that they will not be asked to complete two different surveys, one from CTQ and one from the Commission at the time of program completion. Beginning in 2016, the CTQ will embed the questions from the Commission's program completer surveys (Multiple Subject, Single Subject, and Education Specialist programs) into its own surveys for program completers. This will allow individuals to complete a single survey instead of two different surveys. Commission staff will provide the survey questions to CTQ and CTQ will provide data collected for these questions back to the Commission. There is also interest in collaborating on the employer survey. As the Commission's employer survey is finalized and before the pilot in January 2016, staff will work with the CTQ to identify how collaboration can take place regarding the employer survey as well.

### **Staff Recommendation**

Staff requests that the Commission discuss the draft Master Teacher survey and the draft Employer survey and provide feedback on the following questions:

#### ***Key questions for Commission discussion of the Master Teacher and Employer Surveys:***

- 1) Do the Master Teacher and Employer surveys address the most important concepts the Commission is interested in?
- 2) Are there questions on the Master Teacher or Employer surveys the Commission does not consider necessary to ask, or additional questions the Commission is interested in adding?
- 3) Do the plans for administering the Master Teacher and Employer surveys seem appropriate to the Commission?

### **Next Steps**

All of the surveys except the Master Teacher Survey and the Employer Survey are being implemented this year, beginning in June 2015. Programs will receive reports from the 2014-15 surveys by the first of October 2015. Following the 2015 administration each of the surveys will be analyzed for effectiveness and revised as appropriate for any changes to standards which will be final before the 2016 administration. The plan is to pilot the Master Teacher Survey and Employer Survey in 2015-16.

## Appendix A

### Master Teacher Survey Draft

1a. At which institution was your student teacher enrolled? (drop down list of approved programs)

1b. What credential was your student teacher completing (drop down list—Multiple Subject/Single Subject)

**Engaging and Supporting All Students in Learning:** How well was your student teacher prepared to do each of the following?

- |   |                                     |
|---|-------------------------------------|
| 2. Connect classroom learning to the real world   | <input type="checkbox"/> Not at all |
| 3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking | <input type="checkbox"/> Poorly     |
| 4. Meet the instructional needs of English learners   | <input type="checkbox"/> Adequately |
| 5. Identify and address special learning needs with appropriate teaching strategies               | <input type="checkbox"/> Well       |
|   | <input type="checkbox"/> Very well  |

**Creating and Maintaining Effective Environments for Student Learning:** How well was your student teacher prepared to do each of the following?

- |   |                                     |
|---|-------------------------------------|
| 6. Establish and maintain a safe and respectful learning environment for all students | <input type="checkbox"/> Not at all |
|   | <input type="checkbox"/> Poorly     |
| 7. Create a productive learning environment with high expectations for all students   | <input type="checkbox"/> Adequately |
|   | <input type="checkbox"/> Well       |
|   | <input type="checkbox"/> Very well  |

**Understanding and Organizing Subject Matter for Student Learning:** How well was your student teacher prepared to do each of the following?

- |  |                                     |
|--|-------------------------------------|
| 8. Use effective instructional strategies to teach specific subject matter and skills                                  | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
| 9. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students | <input type="checkbox"/> Adequately |
|  | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |

**Planning Instruction and Designing Learning Experiences for All Students:** How well was your student teacher prepared to do each of the following?

- |  |                                     |
|--|-------------------------------------|
| 10. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
| 11. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students     | <input type="checkbox"/> Adequately |
|  | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |

**Assessing Students for Learning:** How well was your student teacher prepared to do each of the following?

- |  |                                     |
|--|-------------------------------------|
| 12. Involve all students in self-assessment, goal setting, and monitoring progress | <input type="checkbox"/> Not at all |
|  | <input type="checkbox"/> Poorly     |
|  | <input type="checkbox"/> Adequately |
| 13. Give productive feedback to students to guide their learning                   | <input type="checkbox"/> Well       |
|  | <input type="checkbox"/> Very well  |



14. Evaluate the effects of actions on student learning and modify plans accordingly
15. Work with colleagues to improve instruction
- Not at all  
 Poorly  
 Adequately  
 Well  
 Very well

**Field Experiences**

16. How clear were your responsibilities as a master teacher?
17. How often did the preparation program faculty or supervisor observe your student teacher and provide feedback?
18. Which of these best describes the degree to which you felt supported by the program in doing your job as a cooperating teacher?
19. Was the amount of time in your classroom sufficient for your student teacher to acquire and practice the knowledge and tools necessary to be an effective teacher?
- Not at all clear  
 Somewhat clear  
 Clear  
 Extremely clear
- Once or twice  
 3-5 times  
 6-10 times  
 11-15 times  
 16-20 times  
 More than 20 times
- Not at all supported  
 Somewhat supported  
 Adequately supported  
 Very well supported
- Not at all sufficient  
 Somewhat sufficient  
 Sufficient

**20. For MS programs ONLY**

**Content for Multiple Subjects:** How well was your student teacher prepared to do each of the following when he or she finished student teaching in your classroom?

- a. English Literacy & Language Arts
- b. Mathematics
- c. Science
- d. History/Social Studies
- e. Creative/Fine arts
- f. Physical Education/Health
- Not at all  
 Poorly  
 Adequately  
 Well  
 Very well

**20. For SS programs ONLY**

**Content for Single Subjects:** How well was your student teacher prepared to do each of the following when he or she finished student teaching in your classroom?

- a. Teach his or her content area according to California academic content standards
- b. Contribute to students' reading skills including comprehension in the content area
- c. Enable students to acquire subject matter skills that contribute to future
- Not at all  
 Poorly  
 Adequately  
 Well

success in life, college, and career

- d. Anticipate and address the needs of students who are at risk of dropping out

Very well

20. Overall, how **effective do you believe the teacher preparation program** was in assisting your student teacher to develop the skills and tools to be an effective teacher?

Not at all effective  
 Somewhat effective  
 Effective  
 Very effective

## Appendix B Employer Survey Draft

**Note:** In the operational surveys the word *program*<sup>1</sup> italicized here would be replaced with the name of the specific preparation program.

1. **What is your current position?**

- Principal
- Vice/Assistant Principal
- Department Chair or Program Manager
- Lead Teacher
- Other

2. **What type of school do you currently work at?**

- Public (Non-Charter) School
- Charter School
- Private School
- I work at the district office
- I work at multiple schools

3. **What grade level(s) are currently served by your school? (Check all that apply)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Pre-school            | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 9 <sup>th</sup> grade  |
| <input type="checkbox"/> Kindergarten          | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> 10 <sup>th</sup> grade |
| <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 6 <sup>th</sup> grade | <input type="checkbox"/> 11 <sup>th</sup> grade |
| <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 7 <sup>th</sup> grade | <input type="checkbox"/> 12 <sup>th</sup> grade |
| <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 8 <sup>th</sup> grade | <input type="checkbox"/> Other                  |

4. **When did you/your school last hire a *program*<sup>1</sup> graduate?**

- |   |  |
|---|--|
| <input type="checkbox"/> Within the last year | <input type="checkbox"/> 6 or more years ago |
| <input type="checkbox"/> 1-2 years ago        | <input type="checkbox"/> Never               |
| <input type="checkbox"/> 3-5 years ago        | <input type="checkbox"/> Don't know          |

**Engaging and Supporting All Students in Learning:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

- |   |                                     |
|---|-------------------------------------|
| 5. Connect classroom learning to the real world   | <input type="checkbox"/> Not at all |
| 6. Engage students in inquiry, problem solving, and reflection to promote their critical thinking | <input type="checkbox"/> Poorly     |
| 7. Meet the instructional needs of English learners   | <input type="checkbox"/> Adequately |
| 8. Identify and address special learning needs with appropriate teaching strategies               | <input type="checkbox"/> Well       |
|   | <input type="checkbox"/> Very well  |

**Creating and Maintaining Effective Environments for Student Learning:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

9. Establish and maintain a safe and respectful learning environment for all students  Not at all  
 Poorly  
 Adequately
10. Create a productive learning environment with high expectations for all students  Well  
 Very well

**Understanding and Organizing Subject Matter for Student Learning:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

11. Use effective instructional strategies to teach specific subject matter and skills  Not at all  
 Poorly  
 Adequately  
 Well
12. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students  Very well

**Planning Instruction and Designing Learning Experiences for All Students:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

13. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development  Not at all  
 Poorly  
 Adequately  
 Well
14. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students  Very well

**Assessing Students for Learning:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

15. Involve all students in self-assessment, goal setting, and monitoring progress  Not at all  
 Poorly  
 Adequately  
 Well
16. Give productive feedback to students to guide their learning  Very well

**Developing as a Professional Educator:** Compared to other beginning teachers with whom you have worked, how well-prepared are *program*<sup>1</sup> completers to do each of the following as a teacher?

17. Evaluate the effects of actions on student learning and modify plans accordingly  Not at all  
 Poorly  
 Adequately  
 Well  
 Very well
18. Work with colleagues to improve instruction  Not at all  
 Poorly  
 Adequately  
 Well  
 Very well
19. Overall, how well-prepared do you think *program*<sup>1</sup> completers are as teachers?  Well  
 Very well  
 Don't know

<sup>1</sup>Specific Program/Institution from which the administrator has hired completers (most recent 2-3 years)