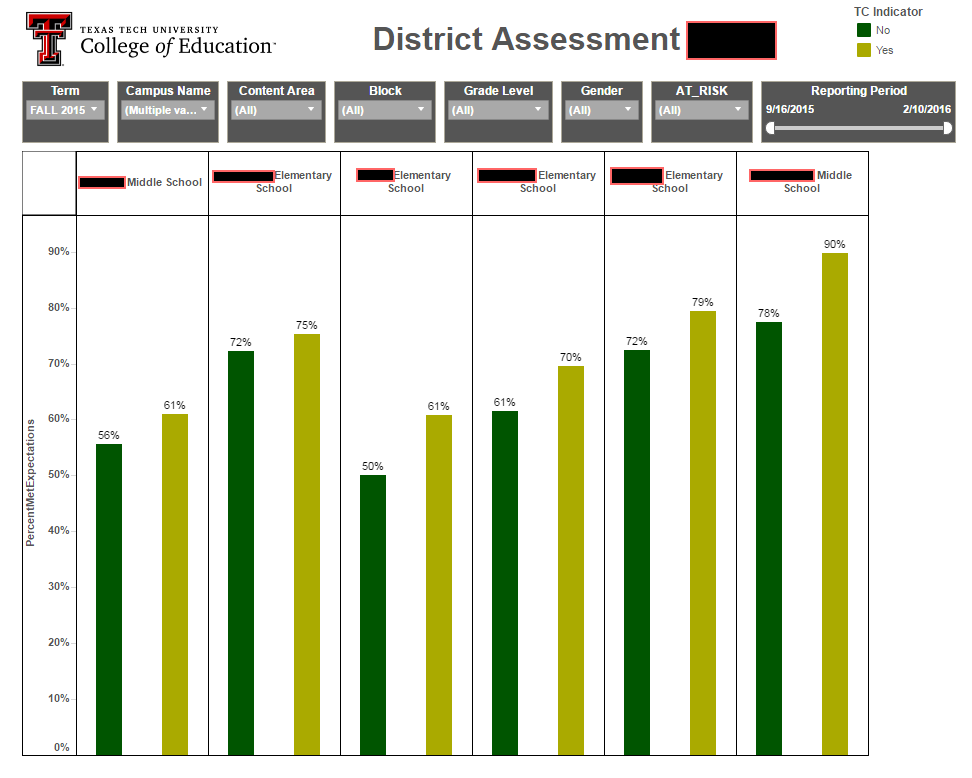


**Impact on P-12 Learning and Development**

A major focus of educator preparation assessment is to measure the impact candidates have on the clients and communities they serve. The growth of P-12 students’ knowledge, skills, and dispositions is a basic measure of the success of college candidates. As part of this process, school districts provide a variety of data concerning the performance of their students on district assessments, and on the State of Texas Assessments of Academic Readiness (STAAR) test. These data are used to determine the impact educator candidates have on the public school students, and becomes the bases for educator preparation program improvement.

Dashboard 1 indicates growth in STAAR performance in schools that have teacher candidates in classrooms serving as co-teachers (traditional student teachers). Such data allow school district and university collaboration to advance the education of both P-12 students and university candidates.

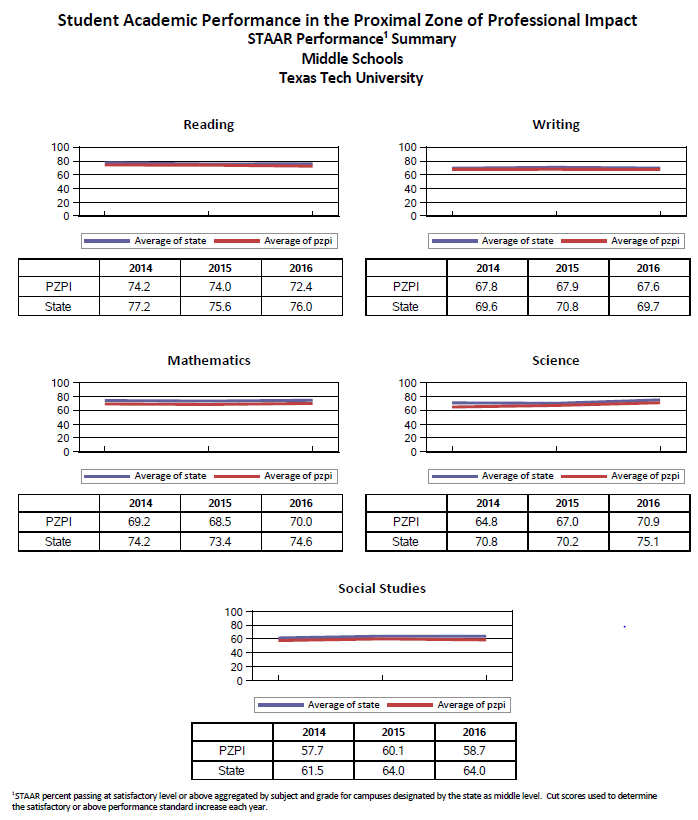
**Dashboard 1**

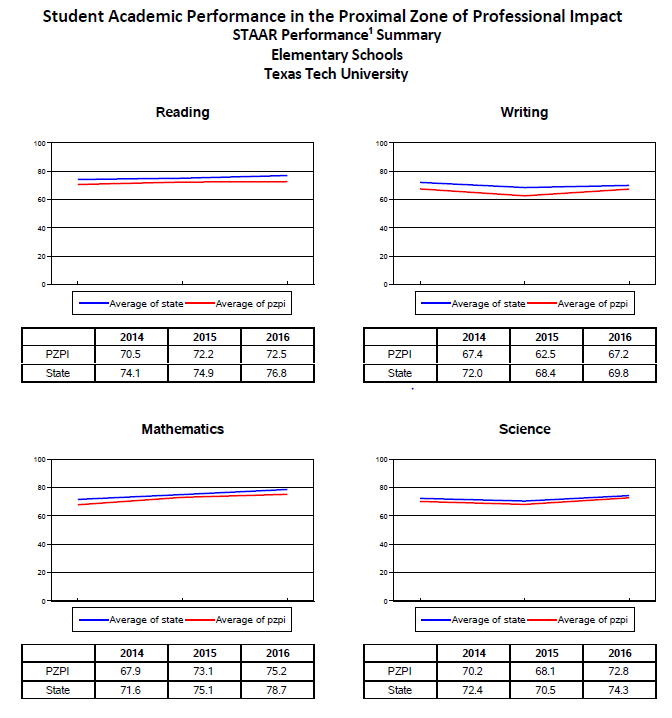
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Another source of STAAR analysis data is from CREATE (The Center for Research, Evaluation and Advancement of Teacher Education). CREATE, a consortium of several university systems in Texas, provides an annual PACE (Performance Analysis for Colleges of Education) Report. One portion of the report considered information about school districts within a 75 mile radius of Texas Tech, which is called the Proximal Zone of Professional Influence (PZPI).

The following tables indicate how TTU candidates impact P-12 student learning.







Another means of judging TTU candidates’ impact on P-12 student learning is to analyze impact that TTU College of Education Teacher Candidates (TC) have on the performance of students on standardized tests. Here are data as an example from one school district.

Because the sample is small, particularly when examined by campus, it is premature to draw a definitive conclusion on the impact that TTU TCs have on student performance. However, the data provides initial and promising evidence that students perform slightly higher in classes where a TC and Mentor Teacher (MT) operate as a team (MT-TC dyad).

Classification legend:

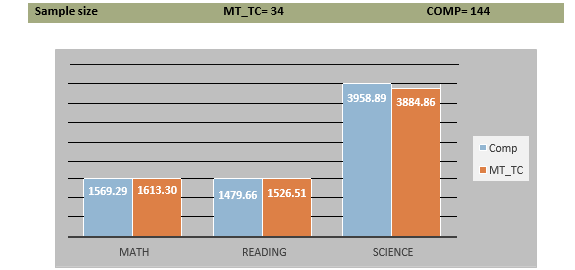
**MT\_TC:** Refers to the Mentor Teacher/Teacher candidate dyad.

**COMP:** Refers a random sample of Teachers that do not have a Teacher Candidate in their classroom during the examination period.

Figure 2 shows a comparison of the MT\_TC dyad with the COMP sample on the aggregate average of scale scores in all subjects tested.

|  |  |
| --- | --- |
| **Classification** | **N** |
| **COMP** | 151 |
| **MT\_TC** | 34 |

Figure 3 shows a comparison of the MT\_TC dyad with the COMP sample on the aggregate average of scale scores by Content Area tested.



some of the time

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never

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The survey is organized by four elements

2

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There are two versions of Colorad

o’s Student Perception Survey

:

one for

grades 3

-

5 and another

for

grades 6

-

12.

The survey items for grades 3

-

5 are listed below and the version fo

r grades 6

-

12 can be found

at

www.coloradoedinitiative.org/

studentsurvey/

.

Student Learning:

How teachers use content and pedagogical knowledge to help students learn,

understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real

life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than

to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this

class, we learn to correct our mistakes.

1

A number of items

on the Colorado SPS were adapted from items made available for n

on

-

commercial use through the Measures of Effective

Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

2

For administration purposes

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survey items should

be in

the order that is outlined in our

administration materials

not by survey element.

The Student Perception Survey (SPS) also provides insight into TTU candidates’ impact on P-12 student learning. The SPS is a research-based survey that is administered to students in grades 3-12. Each student completes two surveys, providing feedback to teachers and input for the teacher’s evaluation. The survey asks questions about the students’ perception about their teacher’s level of care, support, and expectations for their students, as well as their instructional methods and delivery.

This dashboard shows SPS data by different districts and can be used to compare between districts by using a variety of filters

