

12/8/09 TEAC Updated Research Plan

Claim being made: Students use assessments to inform professional practice.

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RQ 1: How does the CMU Teacher Education Program address the importance of using assessment to inform professional practice in preparing its students?

In order to document the CMU teacher education program intended contribution to students' preparedness to use assessment to inform professional practice and focus our investigation we will use the following data in the proposed hierarchal order:

- a. National: The Common Core Standards Initiative from National Governors Association Center for Best Practices (NGA) and Council of Chief State School Officers (CCSSO);
- b. National: Advocating Strong Standards-based Induction for Teachers (ASSIST) documents;
- c. State: Professional Standards for Michigan Teachers (PSMT) and related documents:
 - Michigan Curriculum Framework;
 - Universal Education Vision and Principles;
 - Grade Level Curriculum Expectation (GLCE).
- d. CMU: CLEAR framework;
- e. CMU: Assessment statement;
- f. CMU: Course and student teaching seminar syllabi.

RQ2: What do the following sources of information indicate about students' preparedness to use assessment in professional practices?

- a. MDE surveys instruments and data:
 - MDE EXIT SURVEY ("MDE Survey of new teachers"). It is required to be done by our students at the end of their student teaching. Here we have a breakdown by "Elementary", "Secondary", "Special Education" and "Art, Music, P.E., Library/Media" students. 2007-8 data available.
 - MDE student teacher supervisor survey. We have an Elem and Secondary breakdown here. 2007-8 data available.
- b. CMU Teacher Education surveys instruments and data:
 - Alumni survey. 2008-9
 - Principal survey. 2008-9
- c. TEPD Dispositions data.

We will analyze this data by generalizing to the case of CMU Teacher Education program. We will identify strengths, weakness and comprehensive patterns, hypothesize their explanation and suggest directions for further analysis.

RQ 3: What does it mean to a CMU student teacher to be well prepared to use assessment in the classroom?

In order to gain insight into what it means to a CMU student teacher to be well prepared to use assessment in the classroom, we observed and interviewed 3 student teachers, majoring in elementary, secondary and special education, as well as the key players identified by those students, such as university instructors, university supervisors, host teachers, school administrators, etc.

This data will be analyzed by the committee using NVivo program and a Blackboard site. Preliminary findings will be included in this year's TEAC report, final analysis will contribute to ongoing publications and presentations. Ultimately, the study will be used as research-based evidence for the next accreditation cycle.

RQ 4: How can we increase CMU teacher education program contribution to preparation of its graduates to use assessment to inform professional practice?

Answering this question will result from the implications of research done in order to answer the first three questions. The write up will be organized with the purpose of addressing three components of TEAC Quality Principle I: subject matter, pedagogy, and caring teaching skills, which will constitute our committee's contribution to the TEPD 2010 TEAC report. The document needs to be 7-10 pages long, plus appendix. The structure and other requirements for the final write up, along with other relevant information is posted on TEAC website accessible from TEPD website.

Timeline:

Analysis of data for RQ 1,2	By Dec 24
An elaborate draft of TEAC report	January 1, 2010
Final TEAC report	April 5, 2010
Data Collection for RQ 3	Mostly completed, pending informant checks, additional conversations with TE faculty and committee correspondence.
IRB for RQ 3	Completed
Analysis of data for RQ 3	December 2009-May 2010
Collaborative publications and conference presentations	Ongoing