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Eligible Partnership Sub-grants



**BOISE STATE UNIVERSITY**

# *Dedication*

*This presentation is dedicated to Christina Linder because without her work in public education and education policy, the foundational structures of this induction project may not be in place.*

***Christina, Thank you for your VISION!***



Studying Practice and  
Student Learning  
(SPSL): New Teacher  
Induction for Student  
Learning and Teacher  
Retention



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## Co-Principal Investigators

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Partner investigators include  
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Plus teacher educator faculty support in each region



# Guiding Research Questions

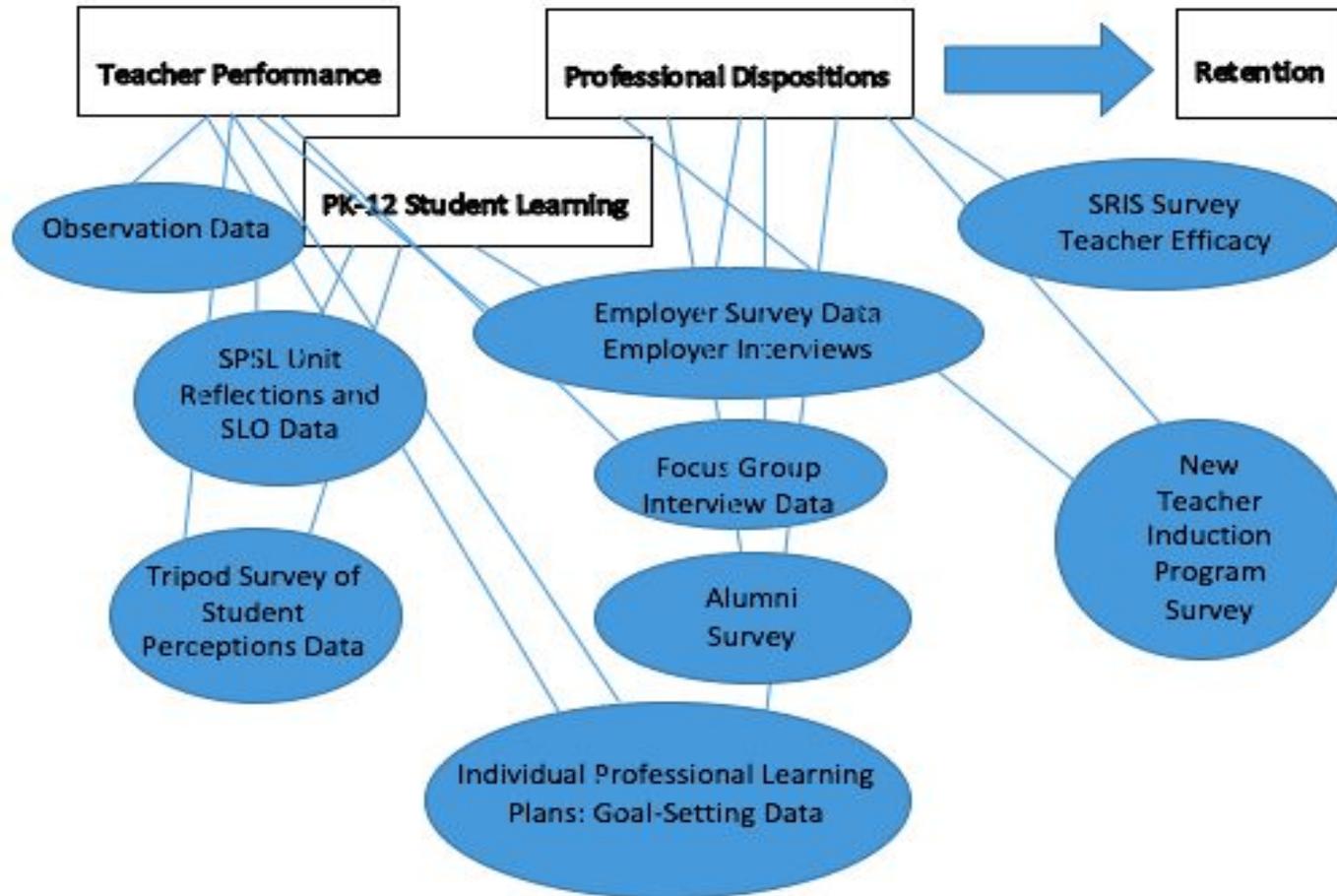
*How does a university-facilitated induction program influence teacher performance and K-12 student learning?*

- Relationship of each of the data sources and their influence on teacher performance (as measured by student perceptions, university/EPP observers, administrators, and participant self-reflection)
- Relationship of each data source and their influence on K-12 student learning (as measured by analysis of student learning outcomes (SLOs) in the unit artifact and the Tripod Survey of Student Perceptions).
- Relationship of each data source and their influence on teacher perceptions of their professional growth (reported in interviews and document analysis), their self-efficacy (as measured by a valid and reliable teacher efficacy survey), and job satisfaction as self-reported.

## Project Participants

Region	Elementary	Secondary	Special Education	Vocational-Technical	TOTAL TEACHERS	TOTAL PRINCIPALS
Central	6 teachers 3 principals	2 teachers 2 principals	None	2 teachers 1 principal	10	5
Southeast	6 teachers 4 principals	4 teachers 2 principals	None	None	10	6
Southwest	7 teachers 3 principals	9 teachers 8 principals	2 teachers 2 principals	None	18	11
<b>Region Totals</b>	19 teachers 10 principals	15 teachers 12 principals	2 teachers 2 principals*	2 teachers 1 principal*	<b>38</b>	<b>22</b>

**Figure 1: Studying Practice and Student Learning Data Sources**



## Teacher Performance: Observation Data

**Table 3. Observation Data on the Danielson Framework for Teaching Observable Components (n=38)**

FFT Components.	<u>Obs 1</u>	<u>Obs 2</u>	<u>Obs 3</u>
2A: Respect & Rapport	3.1	3.1	3.3
2B: Culture for Learning	3.0	3.0	3.2
2C: Routines and Procedures	3.0	3.1	3.3
2D: Managing Student Behavior	3.0	3.2	3.2
2E: Organizing Physical Space	3.2	3.2	3.2
3A: Communicating with Students	3.1	3.2	3.2
3B: Questioning and Discussion	3.0	3.1	3.3
3C: Engaging Students in Learning	2.9	3.1	3.2
3D: Using Assessment in Instruction	3.1	3.0	3.1
3E: Flexibility and Responsiveness	3.3	3.4	3.3
<b>Average Scores</b>	<b>3.1</b>	<b>3.1</b>	<b>3.2</b>

# Teacher Performance: Administrator Evaluation Data

**Table 5. Administrator Evaluation Data on the Danielson Framework (n=21)**

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FFT Components.	Evaluation Score
2A: Respect & Rapport	3.1
2B: Culture for Learning	3.0
2C: Routines and Procedures	2.9
2D: Managing Student Behavior	2.8
2E: Organizing Physical Space	3.3
3A: Communicating with Students	3.1
3B: Questioning and Discussion	2.7
3C: Engaging Students in Learning	3.0
3D: Using Assessment in Instruction	2.8
3E: Flexibility and Responsiveness	3.0
<b>Average Score Overall</b>	<b>2.97</b>

□

**B**

## Teacher Performance: Alumni Survey Responses

**Table 7. Alumni Survey Responses (n=32)**

<u>InTASC Areas</u>	Unsatisfactory	Basic	Proficient	Distinguished
The Learner and Learning	3%	38%	48%	11%
Content and Pedagogical Knowledge	2%	7%	83%	8%
Instructional Practice	0%	27%	61%	12%
Professional Responsibility	0%	16%	63%	20%

# Teacher Performance: Employer Survey Responses

**Table 8. Employer Survey (n = 38)**

<u>InTASC Areas</u>	Unsatisfactory	Basic	Proficient	Distinguished
The Learner and Learning	0%	23%	60%	18%
Content and Pedagogical Knowledge	0%	8%	78%	14%
Instructional Practice	0%	16%	61%	23%
Professional Responsibility	2%	9%	62%	27%

## Student Learning: SPSL Unit SLOs

**Table 9. Student Learning Outcomes form SPSL Units (n = 35)**

SPSL Unit SLOs	n	Highly Effective Or Effective	Developing or Ineffective	% Effective
<b>Units Overall</b>	35	22	13	63%
<b>Specific Differentiation</b>				
Attention	5	2	3	40%
Language Acquisition	22	13	9	59%
Academic Below	32	19	13	59%
Motivation	14	9	5	64%
Social/Emotional	8	7	1	88%

## Student Learning: Tripod Survey of Student Perceptions

**Table 11. Tripod Survey of Student Perceptions Category Means**

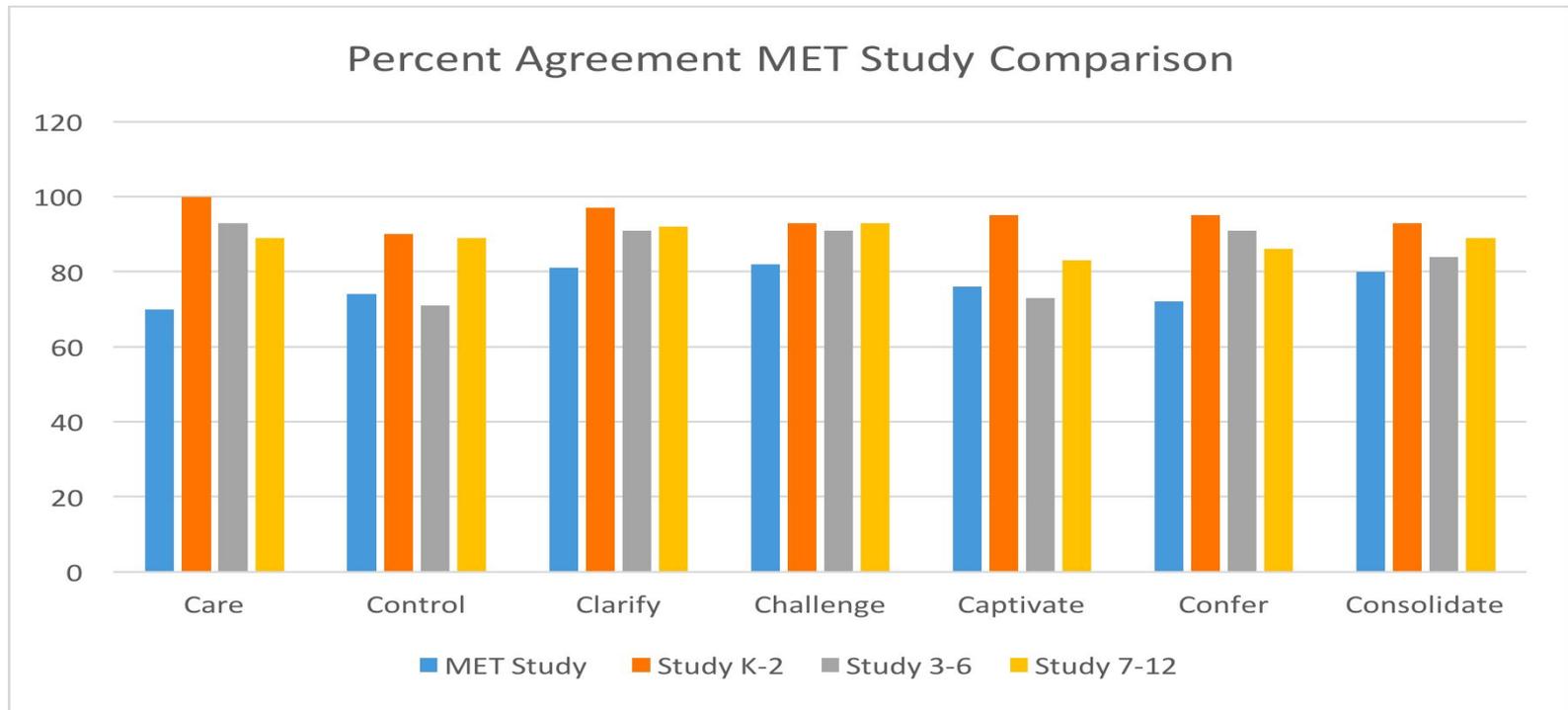
Grade Level	n	Care	Control	Clarify	Challenge	Captivate	Confer	Consolidate
Early Elementary	63	4.84	3.57	4.51	3.94	3.35	4.21	4.35
Upper Elementary	145	4.3	3.12	4.17	4.16	3.32	4.19	3.83
Secondary	236	3.87	3.06	3.65	4.16	3.39	3.75	3.93
Average	444	4.34	3.25	4.11	4.09	3.35	4.05	4.04

## Student Learning: Tripod Survey of Student Perceptions

**Table 15. Sum of Percent Agreement for “Maybe/Sometimes (3)” and “Yes” (5) Responses for Early Elementary, and “Somewhat (3)”, “Mostly True (4)”, and “Totally True (5)” Responses for Upper Elementary and Secondary Surveys**

Survey Constructs	Early Elementary	Upper Elementary	Secondary
	K-2	3-6	7-12
Care	100%	93%	89%
Control	90%	71%	89%
Clarify	97%	91%	92%
Challenge	93%	91%	93%
Captivate	95%	73%	83%
Confer	95%	91%	86%
Consolidate	93%	84%	89%

# Student Learning: Tripod Survey of Student Perceptions



## Professional Dispositions: Teacher Efficacy and SRIS Pre-Post Significant Changes Over Program

Scale	Item	Pre-test Mean	Post-test Mean	Significance
SRIS	1: "I don't often think about my thoughts."	1.74	1.44	$p = .039$
Teacher Efficacy	1: "Get through to the most difficult students"	5.84	6.66	$p = .019$
Teacher Efficacy	7: "Overcome adverse community conditions on students' learning"	5.88	6.50	$p = .074$

## Professional Dispositions: Teacher Efficacy and SRIS Pre-Post Significant Changes Over Program

Teacher Efficacy	9: "Get children to follow classroom rules"	7.09	7.91	$p = .009$
Teacher Efficacy	10: "Control disruptive behavior in the classroom"	6.88	7.91	$p = .004$
Teacher Efficacy	16: "Make students enjoy coming to school"	7.47	7.94	$p = .017$
Teacher Efficacy	20: "Get students to believe they can do well in school."	7.34	7.97	$p = .037$

## Professional Dispositions: SPSL Percent Agreement PRE

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I am fully confident in my ability to teach effectively.		6.1%	18.2%	72.7%	3.0%
2. I am ready for the daily realities of teaching.		3.0%	3.0%	81.8%	12.1%
3. I am interested in becoming a more effective teacher.				18.2%	81.8%
4. I am able to set my own professional goals.			15.2%	60.6%	24.2%
5. It is important for me to evaluate the things that I do.			6.1%	33.3%	60.6%
6. My teacher preparation program prepared me well.	3.0%	3.0%	21.2%	48.5%	24.2%
7. I want to improve my teaching performance.			3.0%	24.2%	72.7%
8. I need direction on how to improve my teaching performance.			12.1%	60.6%	27.3%
9. I am comfortable interacting with all students.		3.0%	6.1%	36.4%	54.5%

## Professional Dispositions: SPSL Percent Agreement POST

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I am fully confident in my ability to teach effectively.		12.1%	18.2%	69.7%	
2. I am ready for the daily realities of teaching.		6.1%	6.1%	75.8%	12.1%
3. I am interested in becoming a more effective teacher.				33.3%	66.7%
4. I am able to set my own professional goals.			15.2%	48.5%	36.4%
5. It is important for me to evaluate the things that I do.				36.4%	63.6%
6. My teacher preparation program prepared me well.	3.0%	3.0%	30.3%	48.5%	15.2%
7. I want to improve my teaching performance.		3.0%	30.3%	45.5%	21.2%
8. I need direction on how to improve my teaching performance.	12.1%	75.8%	9.1%	3.0%	
9. I am comfortable interacting with all students.				18.2%	81.8%

## Professional Dispositions: Project Survey Significant Changes Over Program

SPSL Item	Pre-test Mean	Post-test Mean	Significance
3. I am interested in becoming a more effective teacher.	4.82	4.67	$p = .05$
7. I want to improve my teaching performance.	4.70	3.85	$p = .01$
8. I need direction on how to improve my teaching performance.	4.15	2.03	$p = .01$
9. I am comfortable interacting with all students.	4.42	4.82	$p = .01$



# Qualitative Data: Focus Groups

*Student-focused Reflections*

*Assessment Literacy as a Tool to Impact  
Student Learning*



## Student-focused Reflections

*“I started my unit off with some direct instruction and I think in the future, I would spend more time just having some discussion and activities revolving around some of the big ideas and the central question of the unit just to sort of build that interest” (Focus Group 3)*



## Assessment Literacy

*“I learned that I need to give better pre-assessments because when I got to the end I realized if I had given a better pre-assessment, I would’ve realized that I didn’t need to spend as much time on some things...” (Focus Group 3)*



## Qualitative Data: Principal Interviews Solid Teaching Performance

*“...has done a great job as a first-year teacher and is well-seasoned, and she’s going to have a great future ahead of her” (Principal Transcript SW1)*



## Qualitative Data: Principal Interviews Student-centered

*“I think what she is on to is a very student-centered, student-focused classroom, and it’s really unique because the things that she does, she includes the kids in their own learning a lot” (Principal Transcript SW2)*



# Qualitative Data: Principal Interviews

## Learning from Practice

*“Hit[ting] the ground running... always open, ready to learn” (Principal Transcript SW14)*

*Growth Mindset*

*Learn classroom management through experience*



## IPLP Goal Alignment

*2d Managing Student Behavior (44%)*

*3b Using Questioning and Discussion Techniques (39%)*

*4c Communicating with Families (33%) and 4b Maintaining Accurate Records (15%)*

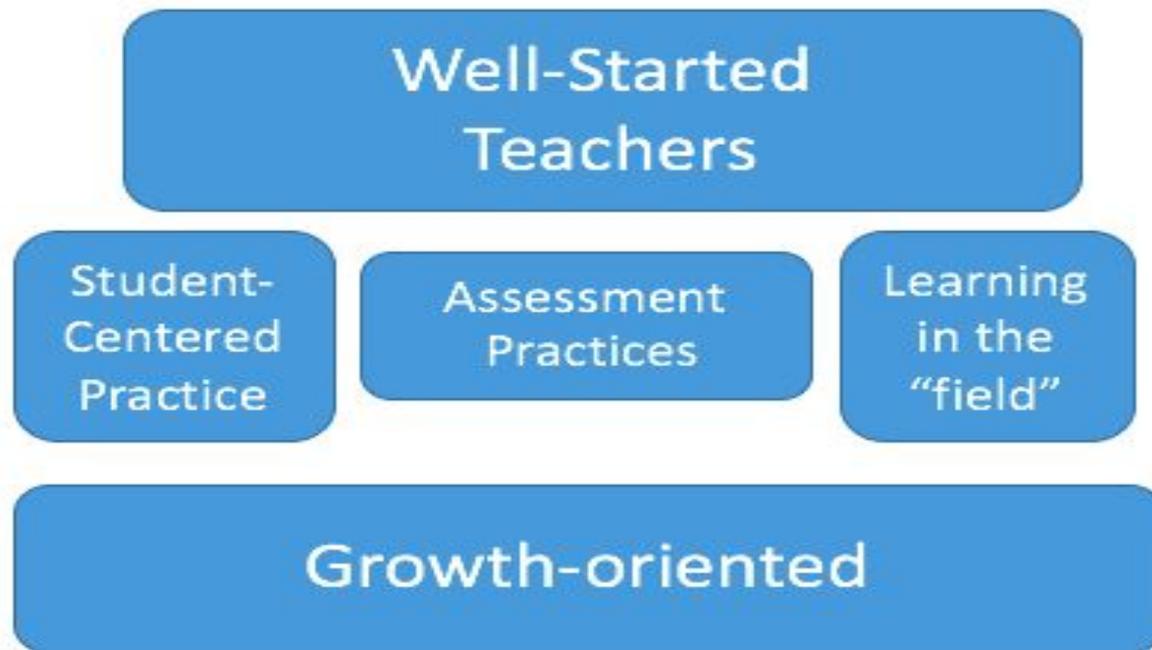


# Multiple Perspectives for Considering New Teacher Development



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# Well-Started Teachers



## Well-Started

### Observations

- Average rating of proficient
- High 2a triangulates Tripod Care construct
- Growth over time for 3b and 3c and 2c (with lower Control and Captivate on Tripod)

### SLOs

- Student growth even without effectiveness (@63%)
- Focus on Assessment

### Alumni / Employer Survey Data

- Proficient or Distinguished content knowledge
- Strength in Professionalism



## Growth-Oriented Perspective

### Interviews and Goal-setting

- “I appreciated the discussion after the observation because I was asked specifically ‘what would you do better next time?’”
- Response largest to 2d in IPLP with feedback on Tripod and observation data

### Project Survey

- 100% indicate “important to evaluate practice”

### Teacher Efficacy and SRIS Surveys

- Significant increase over project in “thinking about my thoughts”



# Assessment Practices

## Observation Data

- 3d lower scores

## SLO Analysis

- More references in focus group to 3d after SLO analysis than any other component

## Teacher Efficacy Survey

- Significant increase over project in “get through to the most difficult students”

# Well-Started Teachers

