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# An Assessment of the Evaluation Process for Teacher Education Students at Western Michigan University

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# A University Assessment Grant



An Assessment of the  
Evaluation Process for Teacher  
Education Students at Western  
Michigan University

# Grant Participants

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**Carol Crumbaugh, Associate Professor**

Dept. of Teaching, Learning & Educational Studies

**Kathy Mitchell, M.A.**

University Ombuds

**Lynn Nations Johnson, Professor**

Director, School/University Partnership Team

**Kelsey Woodard, M.A.**

Research Assistant

# Academic Units Involved

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- ❑ School/University Partnership Team, College of Education
- ❑ Department of Teaching, Learning and Educational Studies
- ❑ Office of Field Placements, College of Education

# Purposes

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- Purpose of assessment grant application: to fund the examination of the current measurements used to document elementary and secondary intern teacher growth as based in the Michigan Department of Education Seven Entry-Level Standards for Teachers
- Purpose of the study: to examine both the direct and indirect measures that are a part of the internship process for preparing elementary and secondary school teachers in the College of Education

# Measures

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- The measures that we will be examining are described in the following slides
- Please note that each of these measures and/or directions for the creation of these measures can be viewed on the College of Education website: [www.wmich.edu/coe/](http://www.wmich.edu/coe/)

# Four Indirect Measures

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- ❑ The Internship Application
- ❑ Intern Midterm Self-reflective Evaluation
- ❑ Impact on Student Learning Assignment
- ❑ Intern Final Self-reflective Evaluation

# Six Direct Measures

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- Professional Concerns Conference Record
- Pre-intern Midterm Evaluation
- Plan for Improvement
- Pre-intern Final Evaluation
- Intern Midterm Evaluation
- Intern Final Evaluation

# Objective

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To determine whether current evaluation instruments (direct and indirect) measure the knowledge, skills, dispositions, and thinking processes that are critical to successful teaching.

# Measure Examination Goal

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- The close examination of these ten measures will allow the Department of Teaching, Learning, and Educational Studies, together with the Office of Field Placements in the College of Education to replace, restructure, and/or refine the measures that are being used to represent and evaluate our elementary and secondary students' preparedness to teach.

# Qualitative Methodology

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- Within an ethnographic approach to analysis, the researcher studies a group in context over a prolonged period of time (Creswell, 2003). The analysis process is reflexive and evolves in response to the lived realities encountered in the setting (LeCompte & Schensul, 1999).

# Methodology Described in Applied Terms

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- a qualitative study of each of the **ten** sets of documents described earlier
- NVIVO software was selected as our qualitative analysis software
- analysis is focused on determining the effectiveness of the current direct and indirect measures of growth and development among our students during their internship semester
- will apply qualitative research methods to identify emergent patterns of growth and development that are evidenced in each of the measures

# Methodology in Applied Terms

## continued

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- a comparison will follow that goes across measures to determine whether or not the patterns of growth and development are consistent across measures for individual intern teachers or if there are discrepant results
- both self reports and self-evaluation as well as evaluation by the mentor teacher are included in the sets of data, which provide evaluation data from dual perspectives across time

# NVIVO CAPABILITY HIGHLIGHTS

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- ❑ Qualitative analysis software tool
- ❑ Import, sort, analyze files
- ❑ Work with transcripts or without them
- ❑ Create transcripts of text files
- ❑ Can be customized using Microsoft guidelines
- ❑ Import and code documents
- ❑ Work with material in any language
- ❑ Query your data with a powerful, state of the art search engine
- ❑ Graphically display project information connections and findings using models and charts
- ❑ Share files and findings

# Preliminary Results

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- Student Writing Concerns and Resulting Analysis
- We Are Missing Critical Documents
- Emergent Code Findings

# Student Writing

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- **October, 2008 Serious concerns with the intern teacher's ability to write emerged**
  - **Now has gone to the department level for discussion and to aggressively approach this deficiency**
  - **Decision to measure writing level for each student as a part of this study**

# Student Writing continued

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- **Decision to measure writing level for each student as a part of this study**
  - **complete a Flesch-Kincaid Readability on all indirect measure narratives to assess writing level for each case as documentation for this particular finding**
    - **Reading scale can be used to “indicate the relative complexity of written text using an analysis based on the average number of syllables per word and words per sentence. Higher scores correspond with text that is easier to understand and lower scores correspond with text that is more difficult to understand...most documents should have a score between 60 and 70” (Microsoft Word Help Function, Flesch-Kincaid Readability)**

# We Are Missing Critical Documents

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- ❑ **As we assembled documents for analysis we found that a substantial number of documents had never been submitted to the Office of Field Placements (OFP) by the Cluster Site Coordinators.**
- ❑ **As a result, the OFP has revised their system for data collection and tracking.**
- ❑ **In addition, the OFP has contacted coordinators associated with the missing data for this study and have been retrieving that data for the last six months for inclusion in the analysis.**

# Emergent Codes

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- The analysis began with the first document created in the document chronology, an indirect measure, the Autobiographical Statement prepared by each student.
- As we moved from coding the Autobiographical Statement to coding the second indirect measure, the Midterm Self-reflection, there was a substantial increase in the codes that emerged from this second set of data.

# Emergent Codes continued

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- We have found that there are at least three factors that influenced this increase: a temporal effect, classroom experience, and differing purposes that each of the instruments served.
- October 21, 2008 resulted in the inclusion of 11 additional codes as we had moved from coding the Autobiographical Statement to coding the Midterm Self-Reflection.

# Current Timeline

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- We have identified June 8, 2009 as our target date for completion of data coding.
- June-August, 2009 we will be creating a casebook with NVIVO that allows us to merge the coded data results across documents and sort it by particular categories or codes.
  - The casebook will be the culminating analysis that allows us to identify the effectiveness of the measures or lack there of.
- August, 2009-December, 2010 we will be writing and disseminating the results of this study.