

Program Review and Assessment Committee Grant Proposal

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7. Project Title: Secondary Education Benchmark Development
8. Project Dates: June 2006 to June 2007
9. Project Checklist
 - a. A letter of support has been written and signed by Dr. Khaula Murthada, Executive Associate Dean, School of Education.
 - b. Budget

Description	Expense Amount	Total
20 Student Stipends (for spring and fall pilot study and focus group participation)	\$50/stipend	\$1000
Conference travel/registration for Project Directors (possibly to the American Educational Research Conference, 2007 in Chicago)	\$1500	\$1500
FINAL BUDGET:		\$2500

- c. IRB approval received on February 22, 2005 (IRB #: EX0503-20B).

ABSTRACT

This proposal describes the continued development of a programmatic assessment (Benchmark) for the secondary education program in the School of Education. This Benchmark will help determine how well the program has prepared students to evaluate the planning and implementation of learning experiences. This is an SOE learning outcome from the Principles of Teacher Education (which are aligned with IUPUI's Principles of Undergraduate Learning.) The Benchmark will require students to critically evaluate a lesson (presented via video clips) taught by a teacher of their content area. Funding will support additional field-testing of instruments and sharing progress at a national conference.

PURPOSE OF THE PROJECT

Purposes of the project include the continued development and refining of a secondary education Benchmark assessment protocol and instrument that will examine students' abilities to meet Teacher Education learning outcomes. The results will assist faculty in identifying strengths and weaknesses of the secondary education program.

Preliminary work on this Benchmark has already been completed. During the summer of 2005, appropriate video clips of secondary English/Language Arts lessons were identified. Written prompts designed to assess specific Principles of Teacher Education learning outcomes were developed.

A pilot study was conducted in the fall of 2005 with ten English/Language Arts students. From student responses to the prompts and feedback on the task, we learned that this Benchmark shows strong potential as a tool for assessing the intended learning outcomes. However, results indicate that the prompts need to be refined to support more depth of reflection and critical analysis of the video clip lesson.

In October 2005, initial work and pilot study findings were presented at the Assessment Institute at IUPUI. The presented work received enthusiastic support from participants, many of whom offered valuable suggestions in light of similar work being undertaken at their institutions.

INTENDED OUTCOMES

Funding from PRAC will support an additional pilot study of the Benchmark with revised prompts. A rubric will be developed and products from the pilot will be used by the faculty to examine and further refine the rubric. Funding from this grant will also support the presentation of this work at a national conference.

ASSESSMENT METHODS

This secondary education Benchmark uses the case method, which requires students to observe and critically assess a teacher facilitating a lesson. For this Benchmark, the lesson being evaluated will be presented to students via video clip. Students will evaluate a teacher teaching a lesson in their particular content area. Ultimately, this will require that appropriate video clips be identified for each of the following content areas, in addition to English/Language Arts: social studies, math, science, foreign language, art, and physical education. To optimize standardized conditions, the prompts to which students will respond when evaluating their content area specific video clip will be the same across content areas. The rubric used to evaluate student products will also be the same. Current work is being completed using an English/Language Arts video clip for the purposes of creating and refining the Benchmark instruments and protocol. Once the instruments and protocol have been developed, video clips for the other content areas will be identified and the instruments will be field tested with these clips as well.

Students completing the Benchmark will:

- Come to a computer lab at a pre-determined time (a separate time and place will be identified for each content area)
- Have access to a computer with Microsoft Word and Windows Media Player
- Be given
 - a copy of the video clip on a CD
 - headphones

- a hard copy of directions and prompts
- Have the opportunity to view the video clip (or portions of it) as many times as necessary
- Respond to prompts using Microsoft Word
- Have 1 ½ hours to complete the Benchmark

Students will complete the Benchmark at the end of their third semester of the secondary education program. During their fourth and final semester, students complete their student teaching experience. This Benchmark will be used, in part, to determine whether students are prepared to begin their student teaching.

The use of the case method is familiar to students and has been shown to be an effective assessment strategy (Harrington, Quinn-Leering, & Hodson, 1996; Lundeberg, Levin, & Harrington, 1999; Merseth, 1991). The use of a videocase serves as a natural assessment strategy for the Teacher Education program (Beck, King, & Marshall, 2002).

DATA ANALYSIS

During the spring of 2006, ten English/Language Arts students in their third semester of the secondary program will be paid to participate in a pilot study and a focus group. This pilot study will provide samples of student work, which will be used to evaluate the prompts and examine and further refine the scoring rubric. During a focus group session, these students will be asked to discuss the extent to which the task provided them with the opportunity to express their depth of knowledge.

During the summer of 2006, the pilot study data will be used to make final changes to the prompts. Also, the rubric will be evaluated for feasibility. The prompts and the rubric will be revised for a final pilot study in the fall of 2006 with ten additional English/Language Arts pre-service teachers.

Following the fall pilot study, a procedure to examine the reliability of the scoring rubric and a procedure to determine the feasibility of the Benchmark as a valid student assessment will be incorporated. The secondary education faculty will use the consensual qualitative research (CQR) analysis method to discuss their interpretations and arrive at consensus for scoring student responses from both the spring and fall pilot studies on the rubric (Hill, Thompson, Nutt Williams, 1993). The faculty will independently score student responses using the rubric and then faculty teams will meet to share scores and discuss discrepancies until a consensus is agreed upon.

METHODS OF EVALUATION AND DISSEMINATION OF RESULTS

A final report written will be submitted to PRAC at the end of the Fall 2006 semester and periodic updates in following semesters. Processes and products of the assessment procedures will be presented to the Performance and Programmatic Assessment Network of the Center for Urban and Multicultural Education (the SOE's research arm) and faculty meetings. Additionally, project directors will present this work at conferences and submit articles for publication.

DETAILS OF INTENDED USE OF FINDINGS FOR PROGRAM IMPROVEMENT

Student responses to the Benchmark will reveal the secondary education program's ability to prepare students to evaluate content area teaching practices. If results consistently point to weaknesses on particular learning outcomes, recommendations for program modifications will be presented to the faculty for discussion and action. It is anticipated that SOE faculty, who are committed to data-based decision-making, will support changes in course content, course sequencing, and/or program organization when appropriate.

The department is currently engaged in building a matrix to identify the alignment of benchmarks and course assignments with the PTEs. This benchmark is currently situated in the matrix as an assessment for Principle 3 (Teaching for Understanding). The work on the matrix is currently being supported by funding from an internal IUPUI grant (Integrated Department Grant). As a result of the initial work on this benchmark conversations regarding this important next step in programmatic assessment in the SOE began.

References

- Beck, R. J., King, A., & Marshall, S. K. (2002). Effects of videocase construction on preservice teachers' observations of teaching. *The Journal of Experimental Education, 70*(4), 345-361.
- Harrington, H. L., Quinn-Leering, K., & Hodson, L. (1996). Written case analyses and critical reflection. *Teaching & Teacher Education, 12*(1), 25-37.
- Hill, C. E., Thompson, B. J., & Nutt Williams, E. (1997). A guide to conducting consensual qualitative research. *Counseling Psychologist, 25*(4), 517-572.
- Lundeberg, M. A., Levin, B. B., & Harrington, H. L. (Eds.). (1999). *Who learns what from cases and how? The research base for teaching and learning with cases*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Merseth, K. K. (1991). The case for cases in teacher education. *American Association For Higher Education, American Association for Colleges for Teacher Education*.