ANTECEDENTS OF TEACHER PREPARATION PROGRAM EFFECTS: INSTITUTIONAL TRACES ON PROFICIENCY AS 1ST AND 2ND YEAR TEACHERS

Prepared for the O-QAT Title-II Continuing Licensure Design Team

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Questions Addressed

1. Is there any discernable relationship between the type of institution attended as a preparing teacher in Oregon and demonstrated proficiency as a 1st and 2nd year teacher?
2. If there is a relationship does it change between the 1st and 2nd year of teaching?

Measures Reported and Teacher Sample Involved

Measures. (1) The summative evaluation ratings obtained through the observation system described in Research brief 5 (see particularly the last page of the attachment to that brief) that was developed for and used in the TEP-2 project, and (2) the institutional typology of Research Public, Regional Public, Private Liberal Arts, and Private Religious.

1st Year Teacher Sample. The INTACT SAMPLE of Cohort One 1st year teachers prepared in Oregon institutions and receiving classroom observations (N=39).

2nd Year Teacher Sample. The INTACT SAMPLE of Cohort One 2nd year teachers prepared in Oregon institutions and receiving classroom observations (N=39).

Key Findings

1st Year Teachers, SPRING Observation

✓ Taken as a whole, by the end of their 1st year of teaching, TEP-2 teachers prepared in public institutions performed slightly better than teachers from private liberal arts or religiously affiliated institutions.
✓ For all practical purposes the public - private distinction in teacher preparation in Oregon is without consequence so far as the proficiency of these 1st year teachers is concerned. If appreciable institutional trace effects occur for 1st year teachers they exist for individual institutions rather than a class of institution.

2nd Year Teachers, FALL Observation

✓ Without exception, by the end of Fall term in their second year of teaching, TEP-2 participants who graduated from liberal arts institutions perform slightly better than graduates from any other category of institution.
✓ By the end of Fall term in their second year of teaching TEP-2 participants who graduated from religiously affiliated institutions perform as well as graduates from public institutions.
✓ For all practical purposes the public - private distinction in teacher preparation in Oregon is without consequence so far as the performance of these teachers early in their second year of teaching is concerned.

2nd Year Teachers, SPRING Observation

✓ By the end of their second year of teaching TEP-2 participants who graduated from private liberal arts colleges had strengthened their performance advantage over graduates from public regional and religiously affiliated institutions, but graduates from research universities had also appreciably improved the quality of their performance as well.
✓ The performance of TEP-2 participants who graduated from public regional and religiously affiliated institutions is similar, and remained essentially unchanged from Fall to Spring in the second year of teaching.
✓ By the end of the second year of teaching there are indications of trace effects that follow TEP-2 participants who graduated from a category of institution. Data from an added cohort of teachers, a third year of teaching, and a more detailed analysis of the many factors affecting the classroom performance of teachers may clarify whether these indications become further strengthened, begin to fade, or are artifacts of something other than institutional affiliation.
Potential Implications for CONTINUING Licensure

1. There is some indication from the data presented in this brief that by the end of the 2nd year of teaching type of institution attended in Oregon while preparing to be a teacher may have a “trace effect” on performance as a facilitator of learning in Oregon’s standards-based schools. Until the TEP-2 data are analyzed more fully, however, and includes the third year of teaching, it is too soon to tell whether such trace effects are likely to have any relationships with level of proficiency by the time a teacher is ready to pursue a continuing license to teach.

2. Regardless of subsequent findings in this regard the task confronting an individual teacher in demonstrating the proficiencies required for continuing licensure is likely to be idiosyncratic to that teacher in the particular classroom and school context in which she or he is working.

Potential Implications for INITIAL Licensure

1. From a programmatic standpoint there is no conclusive evidence presented in this brief that the quality of teacher selection and initial preparation in Oregon varies in an appreciable way by type of institution attended while enrolled in a teacher preparation program.

2. In keeping with (1) it appears safe to assume that TSPC policies, as well as program review and approval procedures, are working well to assure comparability across institutions in the initial preparation and licensing of elementary teachers. NOTE: This is not the same as assuring comparability across all elementary teachers graduating from the state’s various teacher preparation institutions, or across all elementary teachers graduating from a particular institution.
Introduction

The rapid demise of the preparation program effects being investigated on the classroom performance of early career teachers, as reported in Research Brief 7, and the dramatically improved performance of second year teachers who had only LOW or MODERATE exposure to the program characteristics of interest, raises the question of “institutional trace” effects. Does the type of institution in which a teacher preparation program rests, with the particular cultural, social, and academic heritage it brings, have any discernable connection to the performance of early career teachers? Research Brief 8 reports an analysis further exploring this question.

The data presented in the following pages involve the same data reported in Brief 7, but organized by institutional type rather than level of exposure to program characteristics. As such, readers are urged to exercise the same caution in interpreting these data as used in interpreting the data reported in the previous brief:

- These analyses are preliminary, and reasonably cursory in nature;
- They involve only two dimensions of a complex interaction of variables;
- The data reported are mean scores summed across two observations for the various teaching proficiencies assessed; and
- The sample of 1st and 2nd year teachers involved in the data reported is small, and constituted through volunteers.

An Oregon Only Analysis

The data reported in Figures 8.1 through 8.10 are for the “INTACT” group of Cohort One teachers (those taking part in both the first and second year of the study) who were prepared in Oregon institutions. The number of these teachers prepared in each institutional category are as follows:

- Research Public: 5;
- Regional Public: 15;
- Private Liberal Arts: 11;
- Private Religious: 8.

Data are reported in Figures 8.1 through 8.10, without interruption, for each of the teaching proficiencies assessed through classroom observation. Within each figure data are presented for three separate observation periods: Late in the first year of teaching and both early and late in the second year. (NOTE: Only seven teaching proficiencies were included in the observation system used in the first year of the study, while nine were included in year 2. The two proficiencies added in the second year of the study are the focus of Figures 8.8 and 8.9). A description of the nine proficiencies assessed, and the rating scale used in their assessment, will be found on the last page of the attachment to Research Brief 7.

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**Figure 8.1 Institutional Trace Effects on Classroom Performance: Communicating Outcomes**

* "How well did this teacher communicate to students what was to be learned (outcomes expected from the lesson or activity)?"
Figure 8.2 Institutional Trace Effects on Classroom Performance: *Aligning Instruction*

* “How well did this teacher align instruction and activities with communicated outcomes?”

Figure 8.3 Institutional Trace Effects on Classroom Performance: *Varying Instruction*

*How well did this teacher vary activities and/or materials for students?”

Figure 8.4 Institutional Trace Effects on Classroom Performance: *Assessing Student Progress*

* “How well did this teacher assess/monitor student progress in learning, and adapt instruction accordingly?”
*“How well did this teacher provide feedback to students about their work?”*

*“How well did this teacher engage students in learning activities generally?”*

*“How well did this teacher manage the classroom to maximize learning?”*
Figure 8.8 Institutional Trace Effects on Classroom Performance: Promoting Understanding*

* “How well did this teacher promote understanding and exploration of meaning within or across disciplines?” (Not included in year 1 observations)

Figure 8.9 Institutional Trace Effects on Classroom Performance: Generating Understanding*

* “How well, in a holistic view of the classroom, did this teacher generate student interest in content?” (Not included in year 1 observations)

Figure 8.10 Institutional Trace Effects on Classroom Performance: Mean of Domain Ratings*

* The grand mean of proficiency ratings
Key Findings

1st Year Teachers, Cohort One INTACT Sample. The data on institutional trace effects for 1st year teachers are presented in the columns on the left side of Figures 8.1 through 8.7, and in 8.10. Given the limitations of the data, but remembering the variability and patterning effects reported in Briefs 6 and 7, two patterns warrant mentioning:

✔ Taken as a whole the 1st year TEP-2 teachers from public institutions perform slightly better than the TEP-2 teachers from private liberal arts or religiously affiliated institutions.
✔ For all practical purposes the public-private distinction in preparation programs in Oregon is without consequence so far as the proficiency of these 1st year teachers in Oregon’s standards-based schools are concerned. If appreciable institutional trace effects occur for 1st year teachers they exist for individual institutions rather than a class of institution.

2nd Year Cohort One Teachers, FALL Observations. These data appear in the middle columns of Figures 8.1 through 8.10, and slightly different patterns appear that warrant comment:

✔ Without exception, early in the second year of teaching the TEP-2 graduates from liberal arts institutions perform slightly better than graduates from any other category of institution.
✔ By early in the second year of teaching TEP-2 graduates from religiously affiliated institutions perform as well as graduates from public institutions.
✔ For all practical purposes the public-private distinction in preparation programs in Oregon is without consequence for the performance of these teachers early in their 2nd year of teaching.

2nd Year Cohort One Teachers, SPRING Observation. These data appear in the right-hand columns of Figures 8.1 through 8.10, and shifts in patterns appear to warrant several additional comments:

✔ By the end of their 2nd year of teaching TEP-2 graduates from private liberal arts colleges perform appreciably better than graduates from any other category of institution, though graduates from research universities are moving ahead in the quality of their performance as well.
✔ The performance of TEP-2 graduates from public regional institutions and religiously affiliated-institutions are similar, and remained essentially unchanged from Fall to Spring in their second year of teaching.
✔ By the end of the second year of teaching the patterns that have emerged with these teachers show indications of trace effects that follow graduates of a category of institution. Data coming from our added cohort of 1st and 2nd year teachers, and from our Cohort One teachers after their third year of teaching, may let us know whether these indications are further strengthened, begin to fade, or are simply artifacts of something other than institutional affiliation.

Reflections on Institutional Trace Effects

The patterns that have emerged here with these teachers have been labeled as “institutional trace effects.” On the basis of analyses conducted thus far these patterns do not seem to be as strong as those found for the preparation program emphases that are the primary focus of the research. Some patterning occurs, however, and as a second cohort of teachers is added to the sample, as 3rd year teaching data are added to the analyses, and as more complex analyses are undertaken, the hypotheses regard that were outlined at the conclusion of Brief 7 will be pursued.