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University

*Procedures Involving
Teacher Performance
Measures (TPM) and
Student Achievement Data
collection.*

by

Bryan James Davey
Donald M. Stenhoff
Timothy A. Slocum
Benjamin Lignugaris/Kraft
Charles L. Salzberg

Utah State University

November 19, 2004

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Department of Special Education and Rehabilitation
Utah State University
Logan, Utah

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Procedures Involving Teacher Performance Measure (TPM) and
Student Achievement Data Collection

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Application for Review of Research using Human Participants Part A

Date September 8, 2003

Proposal Title Special Education Personnel Preparation Program Evaluation

(A USU faculty member must be the PI or designated research representative on any research performed at USU. A student researcher should name his/her advisor or chair as the PI. Both student and faculty are required to sign documents.)

Principal Investigator Timothy A. Slocum & Charles L. Salzberg **College Education Dept. SPER UMC 2865 Ext. 7-3212 E-Mail** tslocum@cc.usu.edu **Funding Source** (i.e. agency, dept., etc.) Department of Special Education and Rehabilitation Doctoral Personnel Preparation Grant

Co-PI/Student Researcher _____

Dept. _____ **UMC** _____ **Ext.** _____ **E-mail** _____

(Prior to IRB approval your committee must approve your proposal. Documentation must be included with your submission.)

Note: *Existing Data:* If there is existing data, please complete the online existing data application form.

A. *Participants:*

- i. Explain *who* will be the human subjects

The current research project will involve three sets of subjects. Set 1 (teachers) will include mild/moderate special education teachers who are in their first year of teaching. Selection to this set will require subjects to be graduates of the Utah State University's Department of Special Education and Rehabilitation mild/moderate teacher preparation programs. Additionally, teachers must be conducting reading instruction with one group of at least 3 students. Set 2 (students) will include students with mild/moderate disabilities who are taught by the teachers described above. Selection to this group is contingent upon their inclusion in a reading group and random selection from all students within their group. Set 3 (direct supervisors) will include school district personnel who directly supervise participating teachers. These individuals can be special education directors or principals.

- ii. Explain *how* they will be recruited (advertisement, referred by someone, etc.)

All graduates of the 3 special education mild/moderate programs employed in the state of Utah will be first contacted via telephone. The P.I or research assistants will explain the research project by conveying the research question and main points of the project (appendix 1). After this explanation the individuals will be asked if they are interested in participating. If the individual is interested, a follow up questionnaire

(appendix 2) will be mailed. If the teacher is eligible to participate in the study, a letter of consent (appendix 3) will be obtained. Direct supervisors of eligible participating teachers will be contacted first by phone. The P.I. or research assistant will explain the research project (appendix 1) and explain a teacher which they directly supervise is participating in the study. Supervisors consenting to participate will receive a letter of consent to sign (appendix 4) and a brief survey to return to the P.I. The students will be randomly selected from the teachers' reading group. The parents of these selected students will be contacted by the teacher. Teachers will use a semi-scripted guide (appendix 1) to provide a description of the study to the parents. If the parent is interested in having their child participate in the study a consent form (appendix 5a/b) will be mailed home.

iii. Explain *what* they will be asked to do (survey, treadmill test, blood test)

Once initial interest is confirmed, teachers will be asked to respond to a brief questionnaire in order to identify whether they are eligible for the project. Questions will include the time of reading instruction, number of reading groups, and the number of students in each group, reading levels of the groups, and reading program used (appendix 2). Eligible, consenting teachers will be observed during reading instruction in the first semester/trimester, contact the parents of students involved in the study via phone, provide information on student placement and progress in reading, and make students available for assessment in the first and last semesters/trimesters of the school year.

Students will be assessed via the reading portion of the SEELS (SRI International, 2000), a test developed for national assessment of special education outcomes. The reading assessment takes 30-minutes and will be conducted once in the first semester/trimester, then again near the end of the school year.

Direct supervisors will be asked to complete a brief questionnaire. The questionnaire will measure the supervisor's satisfaction with the participating teacher in the following areas; interpersonal skills, implementing feedback and suggestions, completing paperwork, and professional conduct.

SRI International (2000). Special Education Elementary Longitudinal Study Field Assessor's Training Guide. Menlo Park, CA: Author

B. *Risks & Benefits (both risk & benefit must be addressed)*

- i. What are the potential benefits to be gained from the study? _____

The IRB takes the position that research involving participants is unethical if the research has no educational or scientific value.

Potential benefits to society:

The department will gain knowledge on the effectiveness of its 3 distinct special education

mild/moderate personnel preparation programs, while providing specific outcome data for teacher and students.

Utah State University Special Education and Rehabilitation Department will improve the special education personnel preparation programs.

This research will validate the measure used to evaluate the teacher education programs.

The study will identify areas for further research on personnel preparation and areas in which training could beneficially be strengthened.

Potential benefit to the teacher:

Provides information on teaching skills.

Provides a detailed reading assessment on their students.

Extends their professional development in the field of educational research.

Potential benefit to the student:

Assessment will enable the teacher to instruct students at the optimal educational level.

Potential benefit to the supervisor:

USU will address areas of dissatisfaction in special education personnel training programs.

ii. What are the risks or discomforts to the subject(s), and what measures will be taken to minimize the risks?

All research has some risk, even if it is minimal. Risks may include loss of confidentiality, anonymity, economic, social, or psychological risks; or physical harms. Please address all relevant risk factors.

Potential risks to the teacher:

A violation of confidentiality could occur if teacher rating scores were viewed by unauthorized individuals.

Potential risks to the student:

Will lose two 30- minute instructional reading periods.

A potential breach of confidentiality which could result in unauthorized knowledge of students reading ability.

There maybe a slight risk of emotional discomfort for some students due to participation in the assessment.

Potential risks to the supervisors:

A violation of confidentiality could occur if survey scores were viewed by unauthorized individuals.

C. *Informed Consent* (page 13 in IRB Handbook)

i. How will the informed consent be obtained?

Teacher consent will be obtained first by verbal consent over the phone. Upon verbal consent, a letter of consent requiring a signature will be signed by the teacher prior to the first observation.

Student consent will be obtained first by the teacher contacting the parent/guardian over the phone (appendix 3). Once verbal consent is obtained, a letter (written in the parents/guardians native language) requiring a signature will be mailed to the parents/guardians. The letter will describe the project and (appendix 5) will include a section for child assent. A self addressed, stamped envelope will also be provided. Additionally, assessors will obtain written assent from the student prior to the assessment.

Supervisor consent will be obtained first by phone then through a letter of consent requiring a signature.

ii. Who will obtain the informed consent?

Informed consent from the teachers will be obtained by the P.I. and research assistants first over the phone then with a letter.

Informed consent from the supervisors will be obtained by the P.I. and research assistants first over the phone then with a letter.

Informed consent from the parents/guardians and students will be obtained first by the teachers over the phone then with a letter.

iii. Where will the Informed Consent be obtained?

Informed consent will be obtained first over the phone then via a letter requiring a signature. Additionally, students will be asked to sign a letter of assent prior to the assessment

D. Confidentiality:

- i. Will the research participants be identifiable to the researchers? Does the researcher or the _____ researcher's representative interact with the participants to obtain the data?

YES ___X___ NO _____ If no, skip to F.

The participants are identifiable when:

- *The researcher or/colleague maintains a coded list that could be used to match names to codes.*
- *Addresses or social security numbers or birth dates or other relatively specific information is collected.*
- *Please realize that in a state, unit, or area with a small population it is often very easy to identify participants from data sets with relatively small sample sizes.*

- ii. What measures will be taken to insure participants' confidentiality?

Prior to observations, assessments and surveys all participants will be assigned a code number. Observation sheets, test protocols and surveys will not be labeled with a participant's name instead the code will be used. Subsequently, all data storage and analyses will utilize the code. Additionally, all computers with information regarding this research project will be password protected.

- a. How will documents be stored?

All computers with information regarding this research project will be password protected.

All files and information collected will be stored in password protected computers. Files and information will also be stored in digital media form (e.g., cd-rom) which will be locked in a filing cabinet.

- b. How long will the information be stored?

Codes identifying teachers will be archived for future research. Codes identifying individual students and direct supervisors will be kept for 2 years. At that point identification codes will be destroyed but data will be archived indefinitely.

- iii. Will audio or video tapes, photographs, DVD, or other electronic records be made (please check all that apply)?
YES NO If no, skip to F.

Computer data files with assessment results.

- a. What measures will be taken to insure confidentiality of these records?

All computers with information regarding this research project will be password protected. Each participant will be assigned a letter and number enabling data to be coded. Data will then be saved to cd-rom and stored in a locked cabinet.

- b. When will these records be destroyed?

Codes identifying teachers will be archived for future research. Codes identifying individual students and direct supervisors will be kept for 2 years. At that point identification codes will be destroyed but data will be archived indefinitely.

- D. *Secondary Research Participants:* Will the investigator be asking about individuals other than those from whom informed consent has been received? If yes, can these people be identified? (E.g. asking a parent about a child's behavior or a spouse about the other spouse?)

No

Will the results be published or presented (publication can include textbooks, training videos, dissertations or masters theses)?

Yes, the PI and researchers expect to publish the findings of the research project. Additionally, dissemination may occur through conference presentations or a doctoral dissertation.

IRB Application Part B

Proposal Title Special Education Personnel Preparation Program Evaluation

Principal Investigator Timothy A. Slocum & Charles L. Salzberg

Co-PI/Student Researcher Melina I. Alexander & Bryan J. Davey

(1) Proposed duration of Study: From: September 8, 2003 To: August 30, 2005
By federal regulation, all ongoing research protocols must be submitted for complete re-review every three years. Annual reviews will occur as well.

(2) Is this a multi-center study? Yes ___ No X ___
If yes, please list other institutions participating and attach a paragraph that explains the responsibilities and obligations of each center and/or each investigator.

However, we will be working with approximately 8 Utah school districts.

If yes, has this study been, or will it be, reviewed by another IRB? Yes X ___
No ___
If yes, give name and address of board and date of review

Each school district's IRB will review the proposal. These IRBs requests USU approval before submission of the proposal

(3) Does the data research involve solely previously existing data? If yes, then please complete existing data application form.

No

(4) Does this study involve participants (or parents or guardians) who are not fluent in English¹? Yes X ___ No ___
If yes, please submit both the English consent form and translation in the appropriate language(s). Participants (or parents or guardians) who do not read and/or speak English *must* have the consent form written in and/or read to them in their native language. They must sign a form indicating that the informed consent has been explained to them, and all questions regarding it have been answered, in their native language

The parent consent form is currently being translated. This process will be completed by September 15, 2003.

¹ Subjects may not be excluded from research based solely on language ability.

(5) Number of participants involved, 45 teachers and 3-5 students from each teachers class, yielding at least 135 and no more than 225 students. Age ranges Teachers 22-50, Students 5-22

(6) Gender of participants: # of females _____ # of males _____ If only males or only females are to be used, please explain why _____

Due to random selection of students this information is unknown at this time.

(7) Health Status of Participants: Are participants healthy volunteers?
Yes No

(8) Federal guidelines indicate that participants cannot be excluded from research on the basis of race, sex, age, language or disability status. However, if research requires the exclusion of participants based on race, sex, age, language or disability status, please explain.

(9) Vulnerability of Participants: *(Participants who are vulnerable are often included in research even though they are in protected categories. If yes on any of the below, explain rationale for selecting vulnerable participants, but only if being in a protected category is a focus of the research is problematic. That is, for a telephone survey about environmental equity, it is irrelevant if there are participants who are pregnant, physically ill, or over age 65.)*

Are participants younger than 18 years of age? Yes No
(go to page 17 of the IRB Handbook)

Our interest is education, thus some participants are K-12.

Are participants older than 65 years of age? Yes No
(go to page 13 of the IRB Handbook, item 2)

Are participants cognitively impaired? Yes No
(Cognitive impairments can include learning disabilities)
(go to page 23 of the Medical Data in IRB Handbook)

Our interest is special education, thus individuals who are cognitively impaired.

Are participants physically ill? Yes No

Are participants potentially pregnant? Yes No
(Most females over age 10 and under age 55 are potentially pregnant.)

Are participants prisoners? Yes _____ No X
(go to page 19 of the IRB Handbook)

Are participants institutionalized or adjudicated? Yes _____ No X
(in prison, in hospital, in other residential setting)
(go to page 19 of the IRB Handbook)

Are participants at risk for coercion? Yes _____ No X
(e.g. students in your class or your employees)

If research involves **any** of the special groups listed in item (9) above, you **must** check one of the following statements:

(1) Use of such participants is a necessary part of the research

OR

(2) Such participants may be included incidentally as members of a more general population

Will any of the data consist of health records? Yes _____
No X

If No, then proceed by submitting your application and complete Part C.

If Yes,

a) Are there any personal identifiers of this data? Yes _____
No _____

c) Have the research participants given separate permission for this data to be used?
Yes _____
No _____

Conflict of Interest Statement:

1. Do you, or to your knowledge does any member of your immediate family¹ have, or expect to acquire during the term of existing or anticipated sponsored project or technology transfer, a significant financial interest² in any business entity³...

a. Sponsoring the proposed research or substantially-related research?
Yes _____ No X

b. Whose business is substantially related to subject matter of your proposed sponsored research or technology transfer?
Yes _____ No X

c. Which is requested rights to any USU/USURF technology?
Yes _____ No X

d. That may compete for provision of goods or services to be paid for with funds provided under _____ a sponsored project over which you may have signature authority? Yes _____ No X _____

2. Are any of your existing or proposed sponsored projects or technology transfers related to subject matter on which you are aware that any other sponsor or entity has a claim of ownership or other legal interest granted by USU/USURF?
Yes _____ No X _____

If the answer to any of the following of the preceding was YES, please complete the entire Office of Sponsored Programs Conflict of Interest Disclosure form (rev 11/00).

¹Parent, sibling, spouse, child or spouse of any of the foregoing.

² "Significant financial interest" means (1) the ownership, either legally or equitably, of at least 5% of the outstanding stock of a publicly held corporation or other business entity where such interest is one percent or more of the equity of the corporation or other entity; (2) the holding of any equity interest in any privately held corporation; (3) the holding of a position as an officer, director or employee of a business entity; (4) a contractual relationship with the entity resulting in compensation in the amount of \$10,000 in the aggregate in the preceding 24 months or during the period of the sponsored project or technology license or assignment.

Notwithstanding the foregoing, "Significant financial interest" does not include interest held indirectly through funds, such as mutual funds, in which the interested party does not control the selection of investments.

³ "Business Entity" means any sole proprietorship, partnership, corporation, joint venture, trust, or any other business entity used for commercial purposes, including parent corporations or any other arrangement in which an entity operates through a subsidiary.

IRB Application - Part C

Assurance Document

Date August 15, 2003

Proposal Title [Special Education Personnel Preparation Program Evaluation](#)

Principal Investigator [Timoth A. Slocum & Charles L/ Salzberg](#) College Education

Dept. SPER UMC 2865 Ext. **E-Mail** tslocum@cc.usu.edu

Co-PI/Student Researcher [Melina I. Alexander & Bryan J. Davey](#)

The attached protocol involves the use of human participants. I understand the University's policy concerning research involving human participants and I agree:

1. To obtain voluntary and written informed consent of participants who are to participate in this project (when required, as explained previously).
2. To report to the IRB any unanticipated effects on participants which become apparent during the course of, or as a result of the research, and I will report what actions I have taken. (*go to page 24, "Adverse Events in IRB Handbook"*)
3. To cooperate with members of the Committee charged with the continuing review of this project, and therefore furnish relevant information when requested. (*go to page 9, "Getting Approval in IRB Handbook"*)
4. To obtain prior approval from the Committee before amending or altering the scope of the project or implementing changes in the approved consent form. (*go to page 12, "Policies and Procedures in IRB Handbook"*)
5. To maintain documentation of consent forms and progress reports as required by the IRB. (*go to page 13, "Basic Elements in IRB Handbook"*)
6. To protect confidentiality of research participants and the data collected.
7. To be responsible for the ethical conduct of this project, and for protecting the rights and welfare of the participants.
8. To follow through with what is explained on the informed consent. (*go to page 13, "Basic Elements in IRB Handbook"*)
9. To provide amended procedures to the board as these occur. (*go to page 12, "Policies and Procedures in IRB Handbook"*)

I also certify that I have received training in the protection of human participants² and have ensured that all personnel, graduate and undergraduate students associated with the design of this research and who have contact with the human participants have also received IRB training.

Certification is indicated by completing and attaching a certificate from NIH or equivalent <http://cme.nci.nih.gov/toc.asp> website. Date of training must be included.

² Training must be *renewed* every three years.

PI signature

Date signed

Co-PI/Student Researcher

Date signed.



VICE PRESIDENT FOR RESEARCH OFFICE
1450 Old Main Hill
Logan UT 84322-1450
Telephone: (435) 797-1180
FAX: (435) 797-1367
Email: vp.research@usu.edu
Website: <http://www.usu.edu/vpr>

10/8/2003

MEMORANDUM

TO: Timothy Slocum
Charles Salzberg

FROM: True Rubal, IRB Administrator 

SUBJECT: Special Education Personnel Preparation Program Evaluation

Your proposal has been reviewed by the Institutional Review Board and is approved under expedite procedure #7.

- X There is no more than minimal risk to the subjects.
- There is greater than minimal risk to the subjects.

This approval applies only to the proposal currently on file for the period of one year. If your study extends beyond this approval period, you must contact this office to request an annual review of this research. Any change affecting human subjects must be approved by the Board prior to implementation. Injuries or any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Institutional Review Board.

Prior to involving human subjects, properly executed informed consent must be obtained from each subject or from an authorized representative, and documentation of informed consent must be kept on file for at least three years after the project ends. Each subject must be furnished with a copy of the informed consent document for their personal records.

The research activities listed below are expedited from IRB review based on the Department of Health and Human Services (DHHS) regulations for the protection of human research subjects, 45 CFR Part 46, as amended to include provisions of the Federal Policy for the Protection of Human Subjects, June 18, 1991.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Special Education Personnel Preparation Program Evaluation

True,

We would like to add the following measures and procedures to the *Special Education Personnel Preparation Program Evaluation* study that were not in the initial application:

A sample of teachers will take the Praxis Series, specifically the Praxis Principles in Learning Theory (PLT) and Reading Content tests.

Principles in Learning Theory (PLT)

The PLT assesses teacher pedagogical knowledge in four areas: (a) students as learners, (b) instruction and assessment, (c) teacher professionalism, and (d) communication techniques. The PLT includes four case histories describing particular teaching situations, in which students provide short-answer responses. Short-answer questions are scored on a 0-2 scale. Each case history, including questions, takes approximately 25 minutes to complete. The PLT also has two sections with 12 multiple-choice questions.

Reading Content

The purpose of Praxis II-Reading Across the Curriculum test is to assess teachers on content-specific pedagogical knowledge in reading. Eight areas will be assessed: (a) theory of reading as a process, (b) language acquisition and early literacy, (c) reading materials and instruction, (d) reading environment, (e), reading comprehension, (f) assessment of reading, (g) vocabulary, spelling, and word study, and (h) analysis of student work and behavior. Reading Across the Curriculum has 60 multiple-choice questions and three constructed response questions.

Procedures

All observed teachers will take the PLT while those who are observed teaching reading will take the PLT and reading content tests. The test scores will be correlated with their observation scores to assess the relationship between their pedagogical knowledge, reading content knowledge, and their teaching performance.

Purpose of Addendum

The purpose for adding these measures is to gain a better understanding of the relationship between teachers' knowledge of teaching, knowledge of content they are teaching, and their teaching performance in the classroom. Thus, increasing the department's understanding of the effectiveness of the three programs.

IRB Addendum Approval letter

Don:

This is a wonderful email explaining the changes. I really appreciate it and I look forward to receiving the consent once it is completed.

Thank you,

True

True Rubal

IRB Administrator
1450 Old Main Hill
Suite 162
Logan, UT 84322-1450

tel: (435) 797-1821

fax: (435) 797-1367

email: True.Rubal@usu.edu

www.usu.edu/vpr/policies/IRB/ <<http://www.usu.edu/vpr/policies/IRB/>>

Cooperating School Districts

School Districts

The following school districts have approved Teacher Performance Measure (TPM) and student achievement data collection, as outlined in the Utah State University IRB, through the May 2005: (a) Alpine School District; (b) Cache Valley Learning Center; (c) Davis School District; (d) Duchesne School District; (e) Granite School District; (f) Jordan School District; (g) Logan City School District; (h) Nebo School District; (i) Tooele School District; and (j) Weber School District.

TPM and Student Achievement Study

Study 1

Measures

Teacher questionnaire. The teacher questionnaire (Appendix A) was used to procure information on graduates of USU's Department of Special Education and Rehabilitation mild and moderate teacher preparation programs employed in Utah. Special education teachers completed the form, reporting the number of reading groups instructed, number of pupils served in those groups, and total instructional time for each group per day or week. In addition, teachers provided information on the classroom model (e.g., resource, self-contained unit), grade level(s), and the population of students served (e.g., LD, BD/ED).

Supervisor survey. District supervisors completed a brief survey between April and June. The survey (Appendix D) measured the supervisor's satisfaction with a participating teacher's interpersonal skills with staff and parents, skill and timeliness in completing required documentation, professional conduct, classroom management, instruction and data collection and analysis.

Teacher Performance Measure. The TPM is a low inference, direct observation performance measure. Observers evaluate and rate 19 effective teaching behaviors in three general categories, instruction, classroom management, and assessment and data collection. These items are scored on a variable-weighted scale from 0 to 6 and not

applicable. All TPM observations were completed by university faculty members or graduate students trained in the use of the TPM. Trained personnel using the TPM observed first year special education teachers between April and June during an instruction period. Participant's preservice TPM data was procured from the Department of Special Education and Rehabilitation at USU. This TPM data was collected following the same procedures described below.

TPM data collection. TPM data were collected at two times. First, TPM data were collected between November and December or April and June during the student teaching year. Second TPM observations were conducted between April and June of the induction year.

First Year Procedures

Teachers were recruited with an informational mailing followed by a phone call from the department. At the beginning of the school year, USU special educators who graduated the last school year and were recommended for licensure were contacted via telephone. The researcher explained the research project by conveying the research questions and main points of the project. Teachers were informed that: (a) observations were for the purposes of evaluating the TPM; (b) research would help USU better understand areas needing further instruction; and (c) in no way would their scores be discussed with direct supervisors. After this explanation, the individuals were asked if they are interested in participating. If the individual was interested, he/she is asked to sign a consent form (Appendix B). Next, the teacher was asked to complete a brief questionnaire (Appendix A). These questionnaires provided information on eligibility and other characteristics of setting, instruction, and services. Direct supervisors (principles) of

eligible participating teachers were contacted first by phone. The author explained: (a) the project has district level approval; (b) the research project in its entirety; and (c) a teacher which they directly supervise is participating in the study. Supervisors we asked to approve future contacts between the department and teacher. Supervisors consenting (Appendix C) to participate received a brief survey (Appendix D) between April and June.

TPM and Student Achievement Study

Study 2

Measures

The teacher questionnaire, supervisor survey and TPM as described in Study 1 were used in this study. In addition the Special Education Elementary Longitudinal Study (SEELS) (SRI International, 2000) was used to assess pupil achievement.

SEELS Administration. University trained personnel conducted the reading portion of the SEELS, 30-minute assessment from November through January and again between May and June.

Procedure

Selection to this sample required subjects to be graduates of USU's Department of Special Education and Rehabilitation mild and moderate teacher preparation programs with known preservice TPM scores. In addition, permission for conducting the research was obtained from individual school district research review boards, school principals and individual teachers.

The sample also included pupils. Three to five pupils' with mild or moderate disabilities whose reading instruction was provided by special educators participated in this research. Selection in this sample was contingent on the pupil's inclusion in a reading group, random selection from all pupils with in reading groups, and parental (Appendix D) and individual assent (Appendix F).

The procedures used in Study 1 for the questionnaire, the TPM, and the supervisor survey were used in Study 2. Information from the teacher questionnaire identified teachers who were eligible for study 2. The parents of selected students were contacted by the teacher. Teachers provided a description of the study to the parents via provided scripts (Appendix E). If the parent was interested in having their child participate in the study a consent form (Appendix D) was mailed home.

Issues with current model

Suggestions for next year

TPM Reliability and Relationship to the Praxis II and Praxis III Study

Measures

TPM. Same as described above.

Praxis III. The Praxis III is a high inference “system for assessing the teaching skills of beginning teachers” (Dwyer, 1998, p. 163). Like the TPM, the Praxis involves three data collection methods: (a) direct observation of classroom practice; (b) examination of written materials, in which the teacher provides written documentation of aspects of the students, class arrangement, and information about the lesson presented; and (c) an interview. Assessors keep a running narrative of evidence related to each assessment criteria during the classroom observation. The assessor uses the evidence (observation, written documentation, and interview) to summarize the teacher’s performance. Guided by a rubric, the assessor rates the teacher on 19 criteria. The 19 assessment criteria are organized into four interrelated domains: (a) organizing content knowledge for student learning, (b) creating an environment for student learning, (c) teaching for student learning, and (d) teacher professionalism (Table 5). T

Praxis II-Principles of Learning and Teaching (PLT). The PLT will be used to assess teacher pedagogical knowledge in four areas: (a) students as learners, (b) instruction and assessment, (c) teacher professionalism, and (d) communication techniques (Table 6). The PLT includes four case histories describing particular teaching situations, in which students provide short-answer responses. Short-answer questions are scored on a 0-2 scale. Each case history, including questions, takes approximately 25 minutes to complete. The PLT also has two sections with 12 multiple-choice questions. The entire test time is two hours. The rating scale ranges from 1.0 (low) to 3.0 (high).

Praxis II-Reading Across the Curriculum. The purpose of Praxis II-Reading Across the Curriculum test is to assess teachers on content-specific pedagogical knowledge in reading. Eight areas will be assessed: (a) theory of reading as a process, (b) language acquisition and early literacy, (c) reading materials and instruction, (d) reading environment, (e), reading comprehension, (f) assessment of reading, (g) vocabulary, spelling, and word study, and (h) analysis of student work and behavior (Table 7).

Reading Across the Curriculum has a multiple-choice section with 60 questions and a constructed response section with three questions. Each section constitutes about 50% of the total score. The test takes two hours to complete. Tests are scored by ETS and results are available four weeks after the test date.

Suggestions for next year

Procedures

Student Teachers

Student teachers were contacted one semester prior to their student teaching. They were informed that: (a) they will be observed at least twice; (b) the Department of Special Education at USU will reimburse the cost of the Praxis series exams, (c) they will authorize USU to receive their Praxis II scores. Researchers attended a mid-semester student teaching seminar to remind student teachers of the data collection procedures and to expect email scheduling of observations. Teachers also completed Praxis II exam applications that were submitted to ETS.

Teachers were emailed the date and time of their initial observation. Additionally they were notified of materials needed by observers prior to observation. Teachers randomly selected for a second observation were notified in the same manner.

ATP

ATP teachers were randomly selected and notified that there will be at least two observation conducted within the next month. Teachers were contacted in the same manner as the student teachers.

First-Year Teachers

In accordance with the USU IRB and individual district research board approvals, first-year teachers were via telephone or email that they were randomly selected for the program evaluation study. The researcher explained the evaluation project by conveying the research questions and main points of the project. Teachers were informed that: (a) observations were for the purposes of evaluating the TPM; (b) research would help USU better understand areas needing further instruction; and (c) in no way would their scores

be discussed with direct supervisors. After this explanation, the individuals were asked if they are interested in participating. If the individual was interested, he/she is asked to sign a consent form (Appendix B). Direct supervisors (principals) of eligible participating teachers were contacted first by phone. The researcher explained: (a) the project has district level approval; (b) the research project in its entirety; and (c) a teacher who they directly supervise is willing to participate in the study. Supervisors were asked to approve future contacts between USU and teacher.

Appendices Table

Appendix A: Teacher eligibility questionnaire

Appendix B: Teacher Consent

Appendix C: Supervisor Consent

Appendix D: Parent Consent

Appendix E: Scripts

Appendix F: Student Assent

Appendix B

Scripts

Semi-scripted information for all contacts to gain consent

Teacher Identification Contact

- ◆ The purpose of this study
 - Evaluate effectiveness of special education teacher certification programs at USU. It is not designed to evaluate your teaching skills.
 - It will provide us with valuable information to strengthen these programs
- ◆ Voluntary
- ◆ Study Procedures
 - One observation during reading instruction
 - Two reading assessments on 3-5 selected students from observed reading groups
- ◆ Optional Utah State University Credit (1) can be obtained for participation. This will aid you in lane change and professional development credits.
 - To obtain this credit your responsibilities are
 - Make themselves available of one observation during reading instruction
 - Contact parents of selected students
 - Make 3-5 selected students available for two 30 minute assessments
 - Provide reading performance levels of selected students
 - Complete specific program effectiveness survey
 - Collect data on student reading performance

Parent Contact

- ◆ I am involved in a study of teacher preparation programs. The university I graduated from wants to find out how well their program is preparing teachers. My class has been asked to participate as well, for part of this study. This study is in no way designed to evaluate the skills of any student in my class. It only seeks to provide information on the effectiveness of teacher preparation programs.
- ◆ (student name) will be asked to take 2 30 minute reading assessments. These reading assessments are designed to take a snapshot of initial reading ability and provide information on reading performance at the end of the school year.
- ◆ These tests will be used to determine teacher effectiveness. They will not be used to compare or place (student name) All information will be confidential.
- ◆ These assessments will provide you and I with additional information on your child's reading ability. I can use this information to strengthen my reading instruction based on class needs.
- ◆ All information will be confidential.
 - Your child's identity will be coded and will not be associated with any results. This code number and identity will be kept in a locked file for a period not to exceed 2 years, and the records will then be destroyed (shredded)
- ◆ You or (student name) can discontinue participation at any time.

Appendix A
Teacher Selection Questionnaire

Name:

School District:

School:

Classroom setting (e.g., resource, self contained unit):

Grade level(s) currently teaching:

Population of students served (e.g., LD, BD/ED):

What is your teaching background (e.g., licensure, endorsements)

Teacher Preparation Program you graduated from?

Circle one: USU on campus teacher education program
 USU distance education teacher education program
 USU alternative teacher preparation program

How many reading groups do instruct during each school day?

How many hours per school day do you spend on reading instruction?

What time(s) is reading instruction in your classroom?

Group 1. _____ Group 2. _____ Group 3. _____ Group 4. _____

How many students are in each group?

Group 1. _____ Group 2. _____ Group 3. _____ Group 4. _____

What are the reading level taught in you class?

Group 1. _____ Group 2. _____ Group 3. _____ Group 4. _____

What reading program(s) (e.g., Reading Mastery, Scott Foresman, Read Well) do you use for reading instruction? *Please indicate levels*

Group 1. _____ Group 2. _____ Group 3. _____ Group 4. _____

Appendix 3

Teacher Consent

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Introduction: Professor Timothy A. Slocum in the Department of Special Education and Rehabilitation at Utah State University is evaluating the effectiveness of the department's teacher preparation programs. You have been asked to take part in this evaluation because you recently graduated from USU and were certified to teach special education in the state of Utah. There will be approximately 45 participants in this study. The duration of this study will be approximately one school year.

Purpose of the Study: The purpose of this study is to examine the effectiveness of Utah State University's Special Education Teacher Preparation Programs.

Procedures: If you agree to be in this study you will be observed teaching once during this school year. Three to five students from the observed class will be selected by the evaluation staff. These students will be assessed as to reading performance at the beginning and again at the end of this school year. If new information is obtained that is relevant or useful to you, or if the procedures and/or methods change at any time throughout this study, your consent to continue participating in this study will be obtained again.

Benefits and Risks: The benefits you will receive for participating in this study include an increased knowledge of your students' performance levels in reading, and information on your teaching skills. You will also benefit in increasing your professional development by participating in educational research. This study will also benefit Utah State University in that it will provide valuable information on special education teacher preparation programs.

There are no physical risks involved by project participation. However, you will lose two thirty minute instructional periods for your students participating in this study. Also, despite safeguards and adherence to strict guidelines involving confidentiality there is an extremely small risk of a breach in these procedures, this could lead to knowledge of your teaching performance by unauthorized individuals.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Voluntary nature of participation and right to withdraw without consequence: Your choice to participate is a voluntary one, and you are free to withdraw from the project at any time without consequence. Your signature at the end of this form will indicate that the principal investigator, or his/her agent, has answered all your questions and that you voluntarily consent to participate in this investigation.

IRB Approval Statement: The Institutional Review Board (IRB) for the protection of human subjects at Utah State University has reviewed and approved this research project.

Information related by you will be treated in strict confidence to the extent provided by law. Your identity will be coded and will not be associated with any published results. Your code number and identity will be kept in a locked file of the Principal Investigator for up to two years at which time identifying information will be destroyed.

If at any time you believe that you have sustained an injury as a result of your participation in this research program, please contact the Vice President for Research Office at (435) 797-1180.

Copy of consent: You have been given two copies of this Informed Consent. Please sign both copies and retain one copy for your files.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Investigator Statement: "I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered."

Signature of Principal Investigator : _____

Dr. Timothy A. Slocum
Principal Investigator
(435) 797-3212

By signing below, I agree to participate.

Signature of Subject: _____ **Date** _____

Appendix 4

Direct Supervisor Consent

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Introduction: Professor Timothy A. Slocum in the Department of Special Education and Rehabilitation at Utah State University is evaluating the effectiveness of the department's teacher preparation programs. You have been asked to take part in this evaluation because you are a direct supervisor of a recent graduate from a USU special education teacher preparation program. There will be approximately 40 participants in this study.

Purpose of the Study: The purpose of this study is to examine the effectiveness of Utah State University's Special Education Teacher Preparation Programs.

Procedures: If you agree to be in this study you will be asked to complete a brief survey regarding the recent graduate (teacher) to whom you are a supervisor. The questionnaire will measure your satisfaction with this recent graduate of USU.

Benefits and Risks: This study will benefit Utah State University in that it will provide valuable information on special education teacher preparation programs. As such you will benefit by Utah State University's ability to produce higher quality graduates and better prepared teachers.

There are no physical risks involved by project participation. Despite safeguards and adherence to strict guidelines involving confidentiality there is an extremely small risk of a breach in these procedures, this could lead to unauthorized individuals viewing survey scores.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Voluntary nature of participation and right to withdraw without consequence: Your choice to participate is a voluntary one, and you are free to withdraw from the project at any time without consequence. Your signature at the end of this form will indicate that the principal investigator, or his/her agent, has answered all your questions and that you voluntarily consent to participate in this investigation.

IRB Approval Statement: The Institutional Review Board (IRB) for the protection of human subjects at Utah State University has reviewed and approved this research project.

Information related by you will be treated in strict confidence to the extent provided by law. Your identity will be coded and will not be associated with any published results. Your code number and identity will be kept in a locked file of the Principal Investigator for up to two years at which time identifying information will be destroyed.

If at any time you believe that you have sustained an injury as a result of your participation in this research program, please contact the Vice President for Research Office at (435) 797-1180.

Copy of consent: You have been given two copies of this Informed Consent. Please sign both copies and retain one copy for your files.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Investigator Statement: "I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered."

Signature of Principal Investigator: _____

Dr. Timothy A. Slocum
Principal Investigator
(435) 797-3212

By signing below, I agree to participate.

Signature of Subject: _____ **Date** _____

Appendix 5a/b

Parent/Student Consent

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Introduction: Professor Timothy A. Slocum in the Department of Special Education and Rehabilitation at Utah State University is evaluating the effectiveness of the department's teacher preparation programs. Your child has been asked to take part in this evaluation because they are in a reading class taught by a recent graduate of Utah State University's Special Education teacher certification program.

Purpose of the Study: The purpose of this study is to examine the effectiveness of Utah State University's Special Education Teacher Preparation Programs. It is **not** a study aimed at evaluating your child's reading skills.

Procedures: If you agree to have your child participate in this study, the following will happen. Your child will take a reading test at the beginning and again at the end of this school year. Each test will last approximately 30 minutes. This will provide information on your child's academic achievement in reading for this school year. Information gathered on your child's reading performance will be made available to you and his/her teacher.

If new information is obtained that is relevant or useful to you, or if the procedures and/or methods change at any time throughout this study, your consent to continue participating in this study will be obtained again.

Benefits and Risks: The benefits your child will receive for participating in this study include an increased knowledge about your student's reading skills; this will aid your student's teacher in providing an individualized reading program for your student.

There are no physical risks involved by project participation. However, your student will lose two thirty minute instructional periods. Also, despite safeguards and adherence to strict guidelines involving confidentiality there is an extremely small risk of a breach in these procedures, this could lead to knowledge of students' performance by unauthorized individuals.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Voluntary nature of participation and right to withdraw without consequence: Your choice to participate is a voluntary one, and you are free to withdraw from the project at any time without consequence. Your signature at the end of this form will indicate that the principal investigator, or his/her agent, has answered all your questions and that you voluntarily consent to participate in this investigation.

IRB Approval Statement: The Institutional Review Board (IRB) for the protection of human subjects at Utah State University has reviewed and approved this research project.

Information related by you will be treated in strict confidence to the extent provided by law. Your child's identity will be coded and will not be associated with any published results. This code number and identity will be kept in a locked file of the Principal Investigator for up to 2 years, and the records will then be shredded.

If at any time you believe that you have sustained an injury as a result of your participation in this research program, please contact the Vice President for Research Office at (435) 797-1180.

Copy of consent: You have been given two copies of this Informed Consent. Please sign both copies and retain one copy for your files.

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Investigator Statement: "I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered."

Signature of Principal Investigator : _____

Dr. Timothy A. Slocum
Principal Investigator
(435) 797-3212

By signing below, I agree to allow my child to participate.

Signature of Subject's Guardian: _____ **Date** _____

Signature of Subject: _____ **Date** _____

CONCENTIMIENTO INFORMADO

PROGRAMA DE EVALUACIÓN PARA LA PREPARACIÓN DE MAESTROS DE EDUCACIÓN ESPECIAL DE UTAH STATE UNIVERSITY

Introducción: El profesor Timothy A. Slocum en el Departamento de Educación Especial y Rehabilitación en Utah State University está evaluando la eficiencia de los programas para preparación de maestros. A su niño(a) se le ha pedido tomar parte en esta evaluación por la razón de que ellos están en una clase de lectura enseñada por uno de los recién graduados de este programa de certificación para maestros de Educación Especial de Utah State University.

Propósito del Estudio: El propósito de este estudio es de examinar la eficiencia de los programas de Preparación para maestros de Educación Especial de Utah State University. **no** es un estudio para poner énfasis en la habilidad en leer de su niño(a).

Procedimientos: Se está usted de acuerdo, en que su hijo(a) participe en este estudio, lo siguiente se llevará a cabo. Su niño(a) tomará un examen de lectura a principio y final de este año escolar. Cada examen durará aproximadamente 30 minutos. Esto proveerá información de los cumplimientos académicos de lectura en este año escolar. La información tomada del desempeño en lectura de su niño(a) estará disponible a usted y al maestro de su niño(a).

Si hay información que es importante o útil a usted, o si los procedimientos, o métodos cambien en cualquier momento durante este estudio, su consentimiento de seguir participando en este estudio tendrá que ser obtenido una vez más.

Beneficios y Riesgos: Los beneficios que su niño(a) recibirá por participar en este estudio incluye conocimiento acerca de los cumplimientos académicos en lectura del estudiante; esto ayudará al maestro del estudiante en proveer un programa individualizado de lectura para su estudiante.

No hay riesgos físicos envueltos en este proyecto de participación. Sin embargo, su estudiante perderá dos períodos de treinta minutos de instrucción. También a pesar de precauciones y adherencias a reglas estrictas envolviendo confidencialidad, hay un riesgo pequeño de violación en estos procedimientos; esto puede dar conocimiento del desempeño de su hijo(a) a individuos sin autorización.

CONSENTIMIENTO INFORMADO

PROGRAMA DE EVALUACIÓN PARA PREPARACIÓN DE MAESTROS DE EDUCACIÓN ESPECIAL DE UTAH STATE UNIVERSITY

Naturaléza de participación voluntaria y derecho de retirarse sin consecuencia: Su derecho en participar es voluntario y puede retirarse del proyecto en cualquier momento sin consecuencia. Su firma al final de esta forma indicará que el investigador principal, o su agente, ha contestado todas sus preguntas y que usted voluntariamente consintió a participar en esta investigación.

Declaración de aprobación La Mesa de Reseña Institucional: La Mesa de Reseña Institucional para la protección de individuos humanos en Utah State University ha revisado y aprobado este proyecto de investigación.

Información dada por usted será tratada con estricta confianza al extento proveído por la ley. La identidad de su hijo(a) será codigada y no será asociada con ningún resultado público. Este número codigado y identidad será guardado en un archivo bajo llave del Investigador Principal por el transcurso de 2 años, después los archivos serán desmenuzados.

Si en cualquier momento usted cree que ha sufrido algún daño como resultado por participar en este programa de investigación, favor de ponerse en contacto con el Vice Presidente de la oficina de Investigación al teléfono (435) 797-1180.

Cópia de Consentimento: Se le ha proveído dos copias de este consentimiento Informado. Favor de firmar ambas copias y retener una en sus archivos.

CONSENTIMIENTO INFORMADO

PROGRAMA DE EVALUACIÓN PARA PREPARACIÓN DE MAESTROS DE
EDUCACIÓN ESPECIAL DE UTAH STATE UNIVERSITY

Declaración del Investigador: “Yo certifico que el estudio de investigación ha sido explicado al individuo(a), por mí o mis ayudantes, y que el individuo(a) comprende la naturaleza y propósito, posibles riesgos y beneficios asociados al tomár cualquier parte en este estudio de investigación. Cualquier pregunta que haiga surgido ha sido contestada.”

Firma del Investigador Principal:

Dr. Timothy A. Slocum
Investigador Principal
(435) 797-3212

Al firmar abajo, yo estoy dispuesto(a) a permitir que mi nino(a) participe.

Firma del Guardián del Individuo(a) _____ **Fecha** _____

Firma del individuo(a) _____ **Fecha** _____

Appendix 6

Student Consent

INFORMED CONSENT

Utah State University Special Education Teacher Preparation Program Evaluation

Investigator Statement: "I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered."

Signature of Principal Investigator : _____

Dr. Timothy A. Slocum
Principal Investigator
(435) 797-3212

Child/Youth Assent: I understand that my parent(s)/guardian is/are aware of this research study and that permission has been given for me to participate. I understand that it is up to me to participate even if my parents say yes. If I do not want to be in this study, I do not have to and no one will be upset if I don't want to participate or if I change my mind later and want to stop. By signing below, I agree to participate.

Name

Date
