

# Improving Preservice Teacher Preparation through the Teacher Work Sample: Exploring Assessment & Analysis of Student Learning



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AACTE SPRING 2010

# Rationale



- **Critical pieces:**
  - Assessment Plan and Analysis of Student Learning
- **Pre-service teachers appeared to be struggling to design assessments and to analyze student learning.**

# Research Questions



- What other data collected from student teaching and beyond confirms or refutes that the Assessment Plan and the Analysis of Student Learning sections of the TWS are problematic areas?
- How does the design of the learning goals impact other sections of the TWS?
- Do preservice teachers know how to design various types of questions for their assessment?
- How do preservice teachers make adaptations for individual needs of students?
- Do preservice teachers' assessments align with the standards and Depth of Knowledge (cognitive complexity) indicated in their learning goal?

# Quantitative Data



- **Quantitative data gathered surrounding:**
  - TWS performance, Praxis, Student Teacher Evaluations, and Self-Reported Student Teacher Survey.
  - This same data was redistributed and aligned to Kentucky Teacher Standards to show performance.

# Multiple Sources



- All intersected with the same common concern -- low areas for WKU pre service teachers in assessment and analysis.

# Quantitative Evidence



- **Two components of the TWS comprise the data:**
  - Assessment Plan
  - Analysis of Student Work
- **All pre-service teachers complete a Student Teacher Evaluation form which aligns to Kentucky Teacher Standards.**
  - 2nd lowest standard, with 92% of the student teacher appraised as being proficient, was Standard 5, the assessment standard.
  - Within the Assessment Plan section, the lowest indicators were “Clarity of Criteria and Standards for Performance” and “Adaptations Based on the Individual Needs of Students”.

# Findings



- In reviewing the TWS indicators:
  - **Lack of understanding** on how to teach preservice teachers to achieve the skills, particularly in the **Assessment Plan and Analysis for Student Learning**.
  - **Clear explanations** could lead preservice teachers to higher levels of performance.
  - The **lack of focus on assessment and analysis** leads to preservice teachers having lesser concern about these skills.

# Implications for Research



- The preservice teachers need to be exposed to how to accommodate the many types of learners identified in the contextual factors piece.
- Differentiation is only a slim piece of the instruction at this point in time and needs further development at all levels.
- Companion checklists will be designed and piloted with pre-service teachers to determine effectiveness of use.
  - These tools will be aligned to TWS sections and indicators further defining the language and expectations within the criteria.



# Thought #1



- How could assessment be better clarified among the education faculty? For example, a comprehensive understanding of the differences between formative and summative assessments needs to be discussed.



## Thought #2



- If there is a lack of understanding on how to teach preservice teachers to achieve the skills, particularly in the Assessment Plan and Analysis for Student Learning, how can we improve?



# Thought #3



- For new teachers to survive their first year teaching, they are required to master the skills to design and implement effective lessons as well as sound classroom management techniques. How can the lack of focus on assessment and analysis lead to preservice teachers to having lesser concern about these skills? Are pre-service teachers developmentally ready to master this standard on assessment?



# Sustainable Change



- Because of the momentum of the change that has already occurred, the university is now able to dig deeper to see areas for improvement on top of the earlier charge of “change.”
  - REVISION!

# Wrap – Up!



- **Assessment is not only a challenge, but one that is key to developing a strong foundation as it is how we are measured in education.**



# Final words...



- Everyone must be vigilant to not lose sight of our goal with the TWS – strive for improved student learning.
  - One venue is improved assessment design and analysis of student learning, but we need to value the notion of appropriate rigor in the design of the goals through the assessment questions.

