

Tripod Survey Results: Impact on Learning and Development

The EPP purchased the Tripod Survey to measure P-12 student perception of completer impact on learning and development. Each spring, the EPP administers the Tripod survey to students in recent completers' classrooms. Tripod surveys measure the 7 C's of Effective Teaching: Care, Confer, Captivate, Clarify, Consolidate, Challenge and Classroom Management. The EPP collected two cycles of data from this survey; a third will be collected in Fall 2020 before the onsite visit. The 2019 Tripod Survey was emailed during Spring semester to completers from 2016-2017 and 2017-2018. It was emailed to 42 teachers across all programs. Of those, 13 teachers administered the survey to their students, indicating a 31% response rate, which met CAEP sufficiency criteria. It is important to note that the EPP had tremendous difficulty tracking completers for all surveys. Data indicate areas for growth across programs. The 2019 survey was completed by 129 Early Elementary (K-2), 77 Upper Elementary (3-5), 19 middle school (6-8) and 78 high school (9-12) students. The survey components most relevant to impact on learning and development are Consolidate, which includes helping student remember what they have learned, and Challenge, helping students do their best, explain their answers and try hard. These components have the strongest correlation with student performance. Results indicated that across programs, completers scored highest at the Early Elementary and Upper Elementary levels with respondents indicating their teachers are strong in challenging them to do their best (93% in Early Elementary) and lowest in requiring students to explain their answers (70 percent Early Elementary and 41 percent in Upper Elementary). Scores dropped at the Middle and High School levels with scores ranging from 21-58% in the Consolidate section and 18-37% in the Challenge component. Only 18% of high school students and 21% of middle school students felt they "learn a lot every day" and only 18% of high school students and 33% of middle school students report that teachers give them opportunities to explain their thinking. Trends across programs suggest that asking students to explain their answers is an area for growth, although this has not been corroborated by other assessment data. The 2020 Tripod Survey was emailed to 45 completers representing three cycles of data, but 11 addresses were returned as undeliverable, indicating those teachers were no longer employed in the districts. Of the 35 received, 12 teachers

administered the survey to their students, which was a 34% response rate, meeting CAEP sufficiency criteria. The survey was completed in January 2020 by 56 Early Elementary (K-2), 115 Upper Elementary (3-5), 34 middle (6-8) and 74 high school (9-12) students. Early Elementary teachers scored highest, with scores across Consolidate and Challenge sections ranging from 89-93%. Upper Elementary teachers scored 46-62% in Consolidate, with 46% and 62% indicating on two questions respectively that teachers help them remember what they learn. Middle school students scored their teachers between 24-56% on Consolidate questions regarding summarizing learning with 26% reporting they learn a lot every day. They scored their teachers particularly low in the Challenge section, with only 19% indicating their teachers ask them to explain their answers. High school students indicated that while only 38% feel their teachers help them summarize learning, 62% of teachers ask questions to check for understanding. Among the Challenge questions, 32% reported that teachers ask them to explain their answers, while 59% indicate teachers require them to use their thinking rather than memorize information. Across programs, emerging trends again indicate that completers are not always asking students to explain their answers and do not provide formative feedback in a way that supports learning growth. With two cycles of student perception data yielding the same evidence, the EPP is addressing this by integrating more opportunities within coursework and field experiences for candidates to ask students to explain their thinking. The Director of CIA is exploring professional development opportunities to support faculty in providing these learning experiences to candidates. Additionally, the EPP is considering adding a row to both the common Lesson Plan and Field Observation rubrics to capture data related to pre-service candidates asking students to explain their thinking in ways that support student learning. All Tripod reports are available to the public:
<https://una.edu/education/Accreditation/caep>