

Tripod Survey Results: Teaching Effectiveness

The EPP purchased the Tripod Survey to measure P-12 student perception of completer effectiveness. 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 CAEP onsite visit. The 2019 Tripod Survey was emailed during Spring semester to 42 completers from 2016-2017 and 2017-2018 representing 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 and had not yet received completer data from the State at that time. All seven C's (sections) of the Tripod survey are related to the knowledge, skills and dispositions in the INTASC standards and provide critical evidence for completer teaching effectiveness. 2019 survey results indicated that for Early Elementary and Upper Elementary students, 93% and 84% respectively believe their teachers care about them in ways that support instruction. Those percentages fall to the 20s and 30s in middle school and high school. For all indicators, middle and high school students scored their teachers much lower than Early Elementary and Upper Elementary but across all licensure areas classroom management emerged as an area for growth. Early Elementary students scored their teachers the lowest in classroom management, with percentages ranging from 41- 57%; Upper Elementary had percent ranges 27-52%. Middle school respondents scored management-related questions very low; 16 %, 16% and 21% related to student behavior. 58% indicated they hate the way students behave in their class. At the high school level scores were similar although slightly lower in some areas. 2020 Tripod Survey results were similar with Early Elementary students indicating that of all groups they feel the strongest (98% Care) that their teachers care about them and help them learn (90-92% Consolidate) and middle school students indicate the lowest scores across all indicators for their teachers. Across all groups, Early Elementary, Upper Elementary, Middle School and High School, which is a representative sample of all licensure areas, data indicates that the area for growth consistently across survey data is classroom management. This indicator received the

lowest scores across surveys. In particular, this area was identified as an area for growth at the secondary level with only 12% of middle school students indicating student behavior is under control in their class and only 18% of high school students indicating their classmates behave the way their teacher wants them to. While both surveys had a low "n" relative to our number of completers, the EPP determined these results were valid and are being addressed in faculty meetings and EPP-wide. The EPP is exploring a micro-credential in classroom management. Some Elementary faculty have specialized training in behavior management and will offer workshops to candidates going forward. During the 2018-2019 academic year, the EPP hosted a Trauma-Informed Workshop for candidates addressing issues related to strategic classroom management. The EPP will host a Pre-service Teacher Conference in March 2020 and will feature classroom management as a component of the conference. Additionally, both survey cycles indicated that bullying is an issue in local classrooms with respondents from Early Elementary to High School citing high percentages of behavior that can be described as bullying. The EPP plans to work with P-12 partners and the UNA Mitchell-West Center for Social Inclusion to provide candidates with additional opportunities to learn to identify and prevent bullying in their classrooms. In partnership with that center, the EPP will offer Intersectionality Training by Welcoming Schools during the Spring 2020 semester in an effort to address bullying and to promote empathy.