

# YEARS ONE TO FIVE: COMPARATIVE RESULTS FROM THE ILLINOIS TEACHER GRADUATE ASSESSMENT, 2005-2009

*Stephen E. Lucas*

*Eastern Illinois University*

*Illinois Association of Deans  
of Public Colleges of Education*

Illinois New Teacher Collaborative  
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# Project Partners

- Illinois Association of Deans of Public Colleges of Education (IADPCE) – CSU, EIU, GSU, ISU, NEIU, NIU, SIUC, SIUE, UIC, UIS, UIUC, WIU.
- Illinois State Board of Education
- Illinois Board of Higher Education
- Illinois Teacher Data Warehouse
- Joyce Foundation
- Funding – Participating institutions, state boards of education and higher education, Joyce Foundation

# Purposes of the Assessments

- Standardized assessment of new teacher graduates of all public colleges in Illinois.
- Examination of teacher skills related to the Illinois Professional Teaching Standards in order to identify improvement needs for teacher preparation programs.
- Provide colleges with institution-specific data on student learning in preparation programs in order to assist with program improvement efforts.
- Respond to calls for accountability by collecting information that can inform policy makers and the public about Illinois teacher preparation programs.

# Starting Up the Process

- March 2004 – Advisory committee named by IADPCE to oversee development of TGA survey instruments, administration protocol, and reporting procedures.
- Project staff (professional, clerical, and students) housed at Eastern Illinois University and reports to EIU Dean.
- March 2005: First administration of TGA-1 survey.
- March 2009: First administration of TGA-5 survey.
- Advisory committee annually reviews results and makes recommendations for survey modifications.

# Identifying Survey Participants

- Each fall:
  - Public school districts submit Teacher Service Record (TSR) data to Teacher Data Warehouse (TDW).
  - Colleges submit program graduate data to TDW.
- TDW matches TSR and program graduate data to create pool of survey recipients.
- Participants are defined as first-year teachers in Illinois public schools who completed initial teacher certification during the immediately preceding academic year.
- Fifth-year teachers are those who completed certification five years previously, regardless of employment history.
- Private school and out-of-state teachers are not surveyed.

# Distributing Surveys

- By mid- to late-February, the TDW has compiled the survey recipient pool. Additionally, TDW updates and tests the survey website by this time.
- TDW creates a file containing data from graduating college and TSR, and creates logins and passwords for the online version of the survey.
- Project staff at EIU generate invitation letters, paper surveys, and reminder post cards from these data.
- Survey invitation packets are mailed in mid-March.
- One “pre-minder” and two “reminder” postcards are mailed.

# Collecting Data

- Both teachers and their principals have the option of using the paper survey mailed to them or using a secure web-based survey.
- Data are collected over a six to eight week window.
- Incentives (e.g., iPods, bookstore gift cards) are offered.
- Responses from recipients are monitored and institutions are emailed a weekly update of graduates and principals who have not yet responded.
- Institutions have clerical and student worker staff make reminder phone calls.

# Analyzing Data

- Data collection ends by mid-May.
- TDW compiles data from web-site and forwards electronically to project staff at EIU; about two weeks are spent verifying data accuracy and making needed corrections prior to analysis using SPSS software.
- Descriptive analyses are made for each participating institution as well as a state-wide aggregate.
- Only project staff and each institution have access to institution-specific raw data and analyses.



# Survey Structure

- Two forms: Teacher graduates and principals.
- Demographics: Gender, ethnicity, geographic origin, grade level, content area, community college credits.
- Career choice and preparation program satisfaction.
- Understanding and use of professional teaching standards.
- Degree of preparation in common program objectives.
- Student teaching.
- First year supports.
- Career intentions.
- Fifth-year participants also report:
  - Employment history
  - Professional growth activities
  - Graduate school work

# Report Products

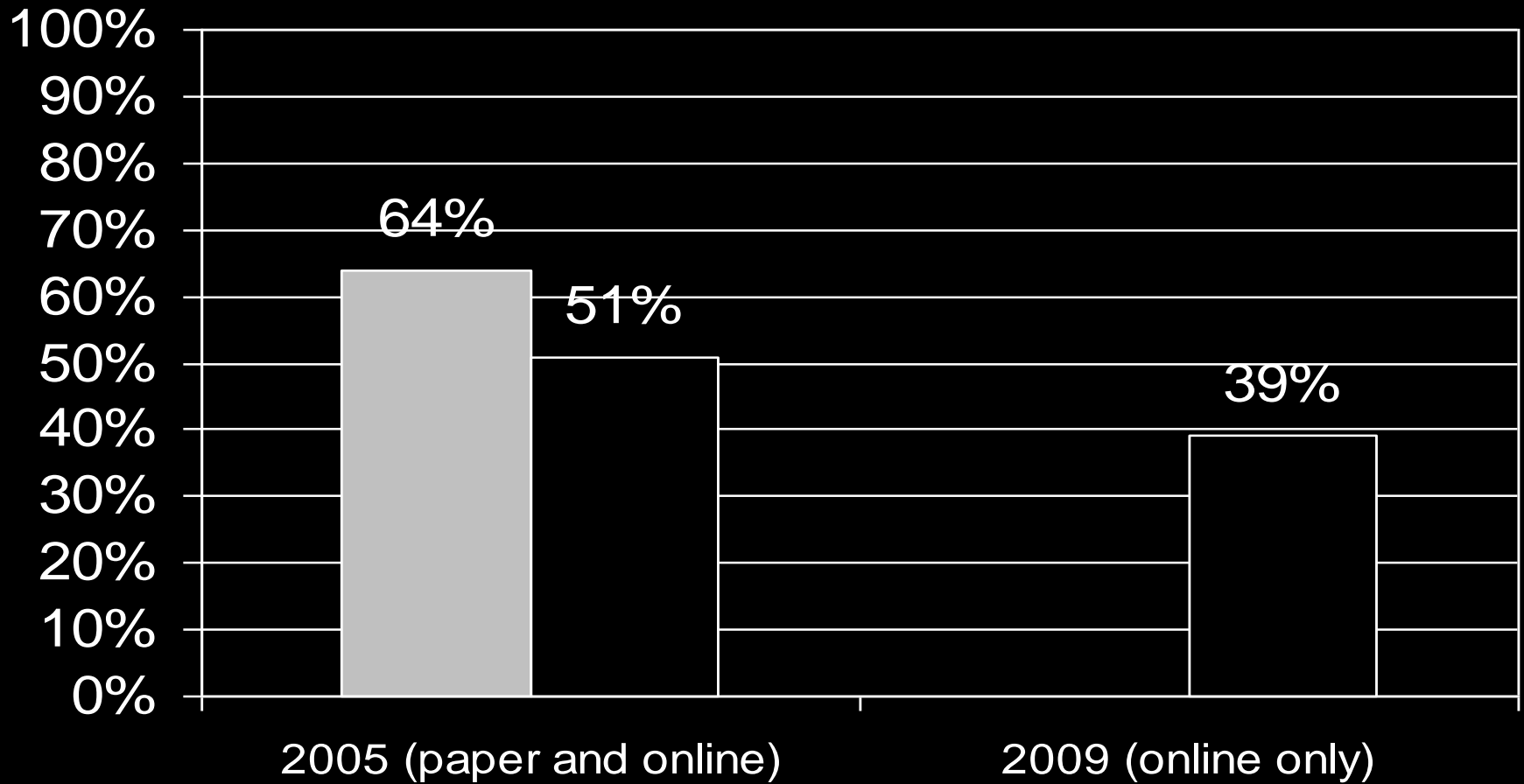
- Prior to start of academic year, each institution receives:
  - Raw data in Excel and SPSS electronic files;
  - Hard copy and Word file of annual report containing institution-specific and state aggregate results (approximately 150 pages). Longitudinal results are included across the project's lifespan.
  - PowerPoint of key institution-specific and state aggregate results.
- Executive summaries and press releases as requested by IADPCE are produced by project staff.

# Response Rates

2005 = 2,221 teachers/principals

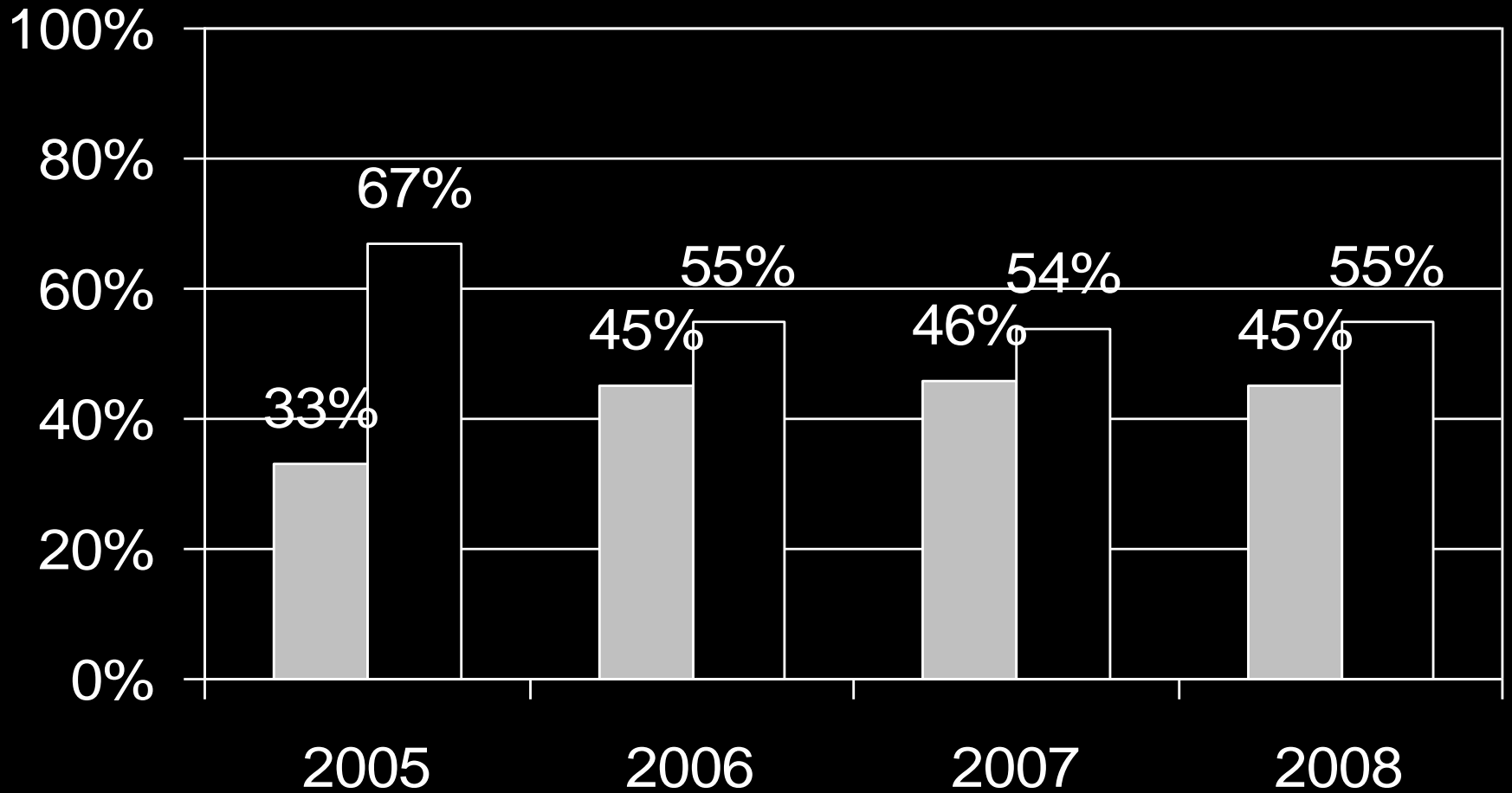
2009 = 2,740 teachers

■ Principals □ Teachers

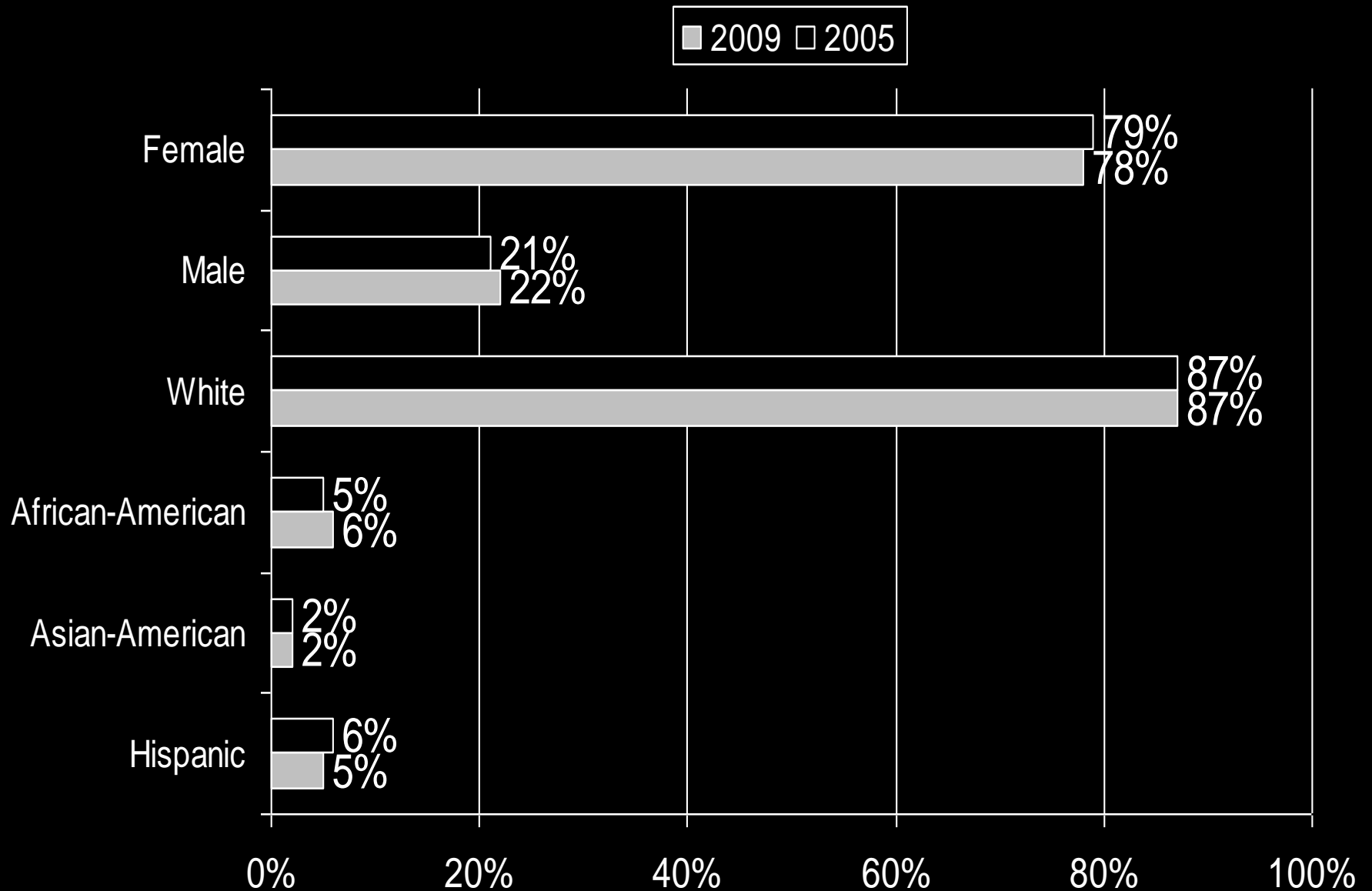


# Web & Paper Responses

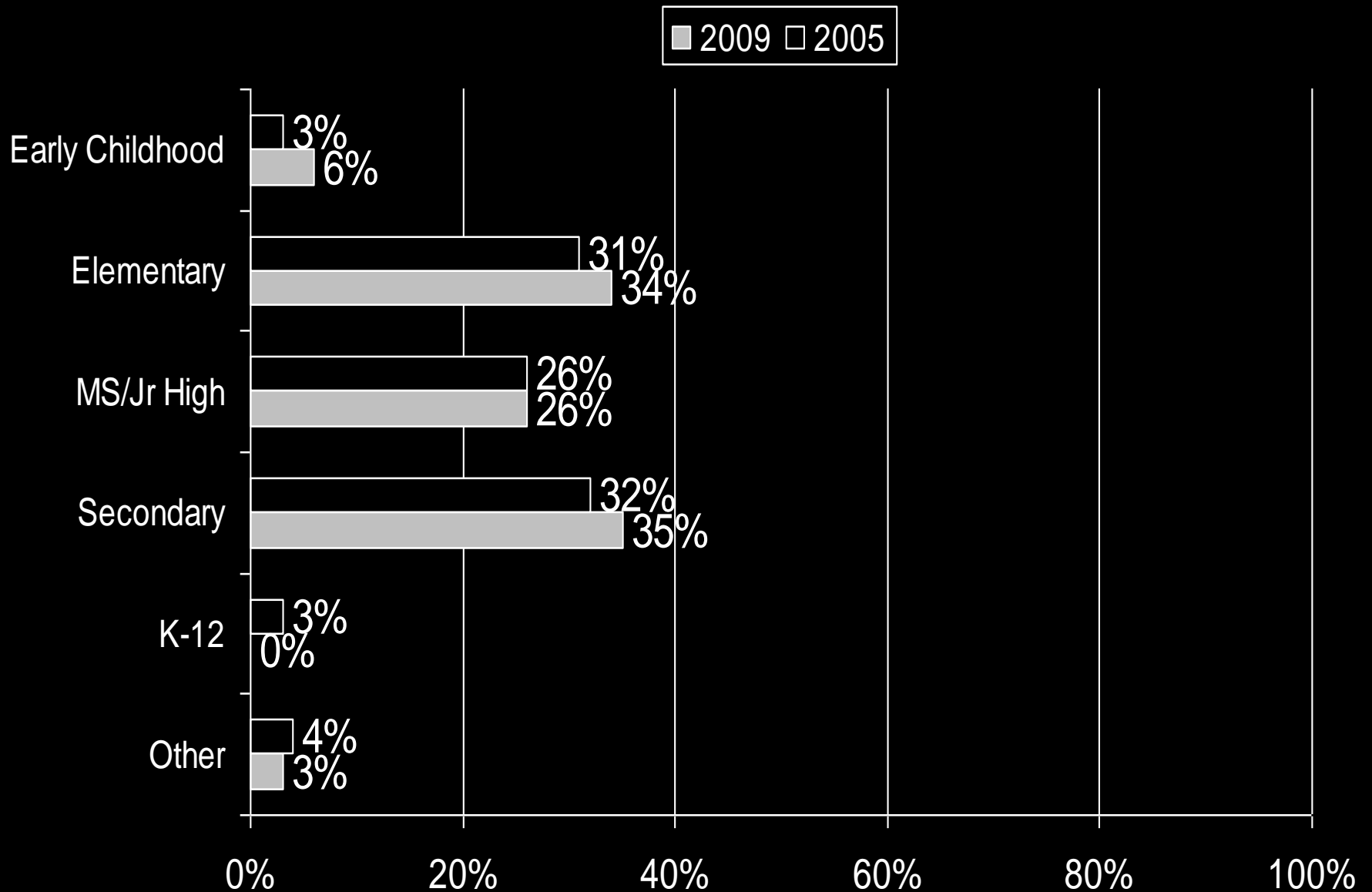
■ Web □ Paper



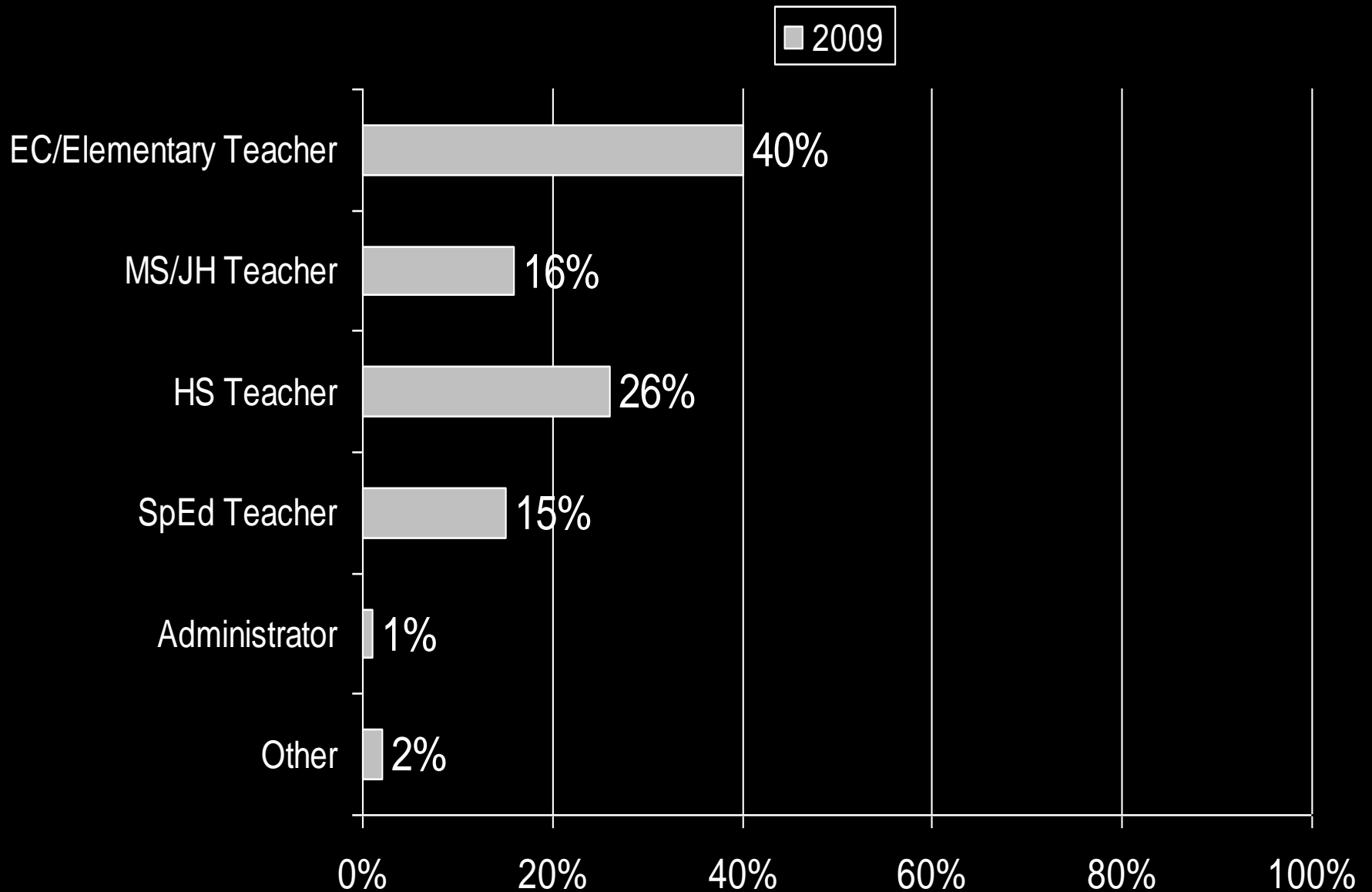
# Participant Demographics



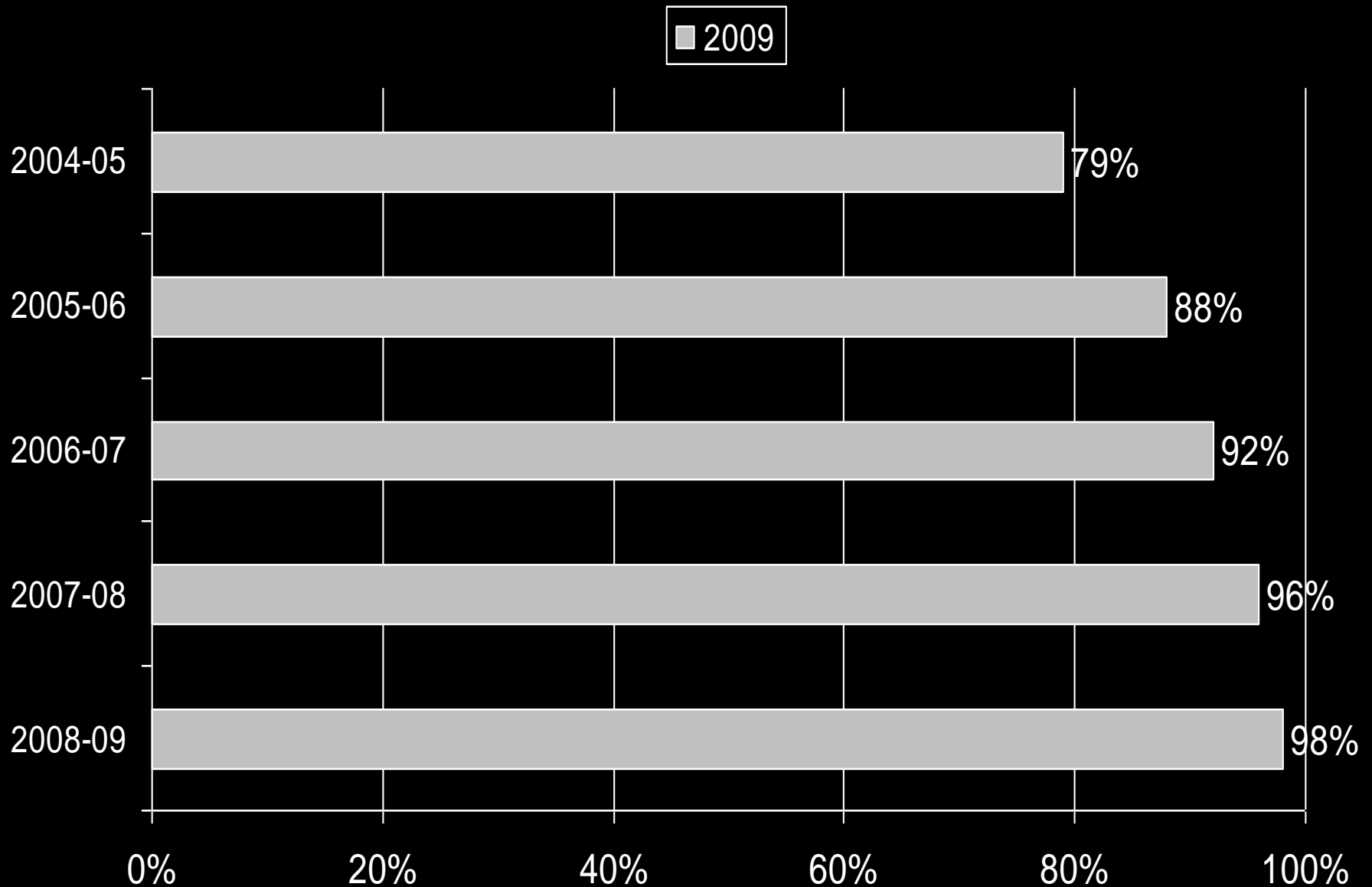
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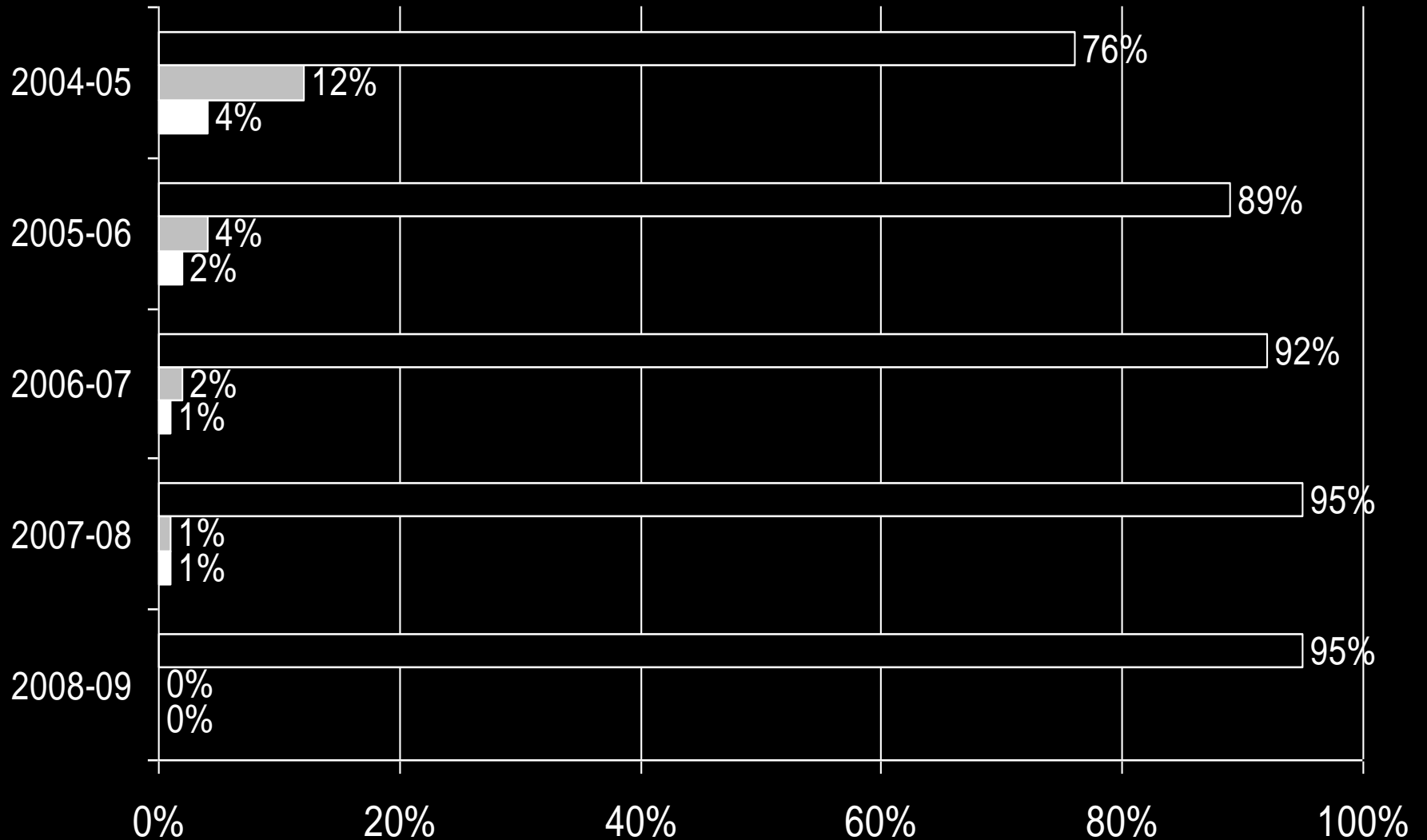
# Employed as Public, Contracted Teacher



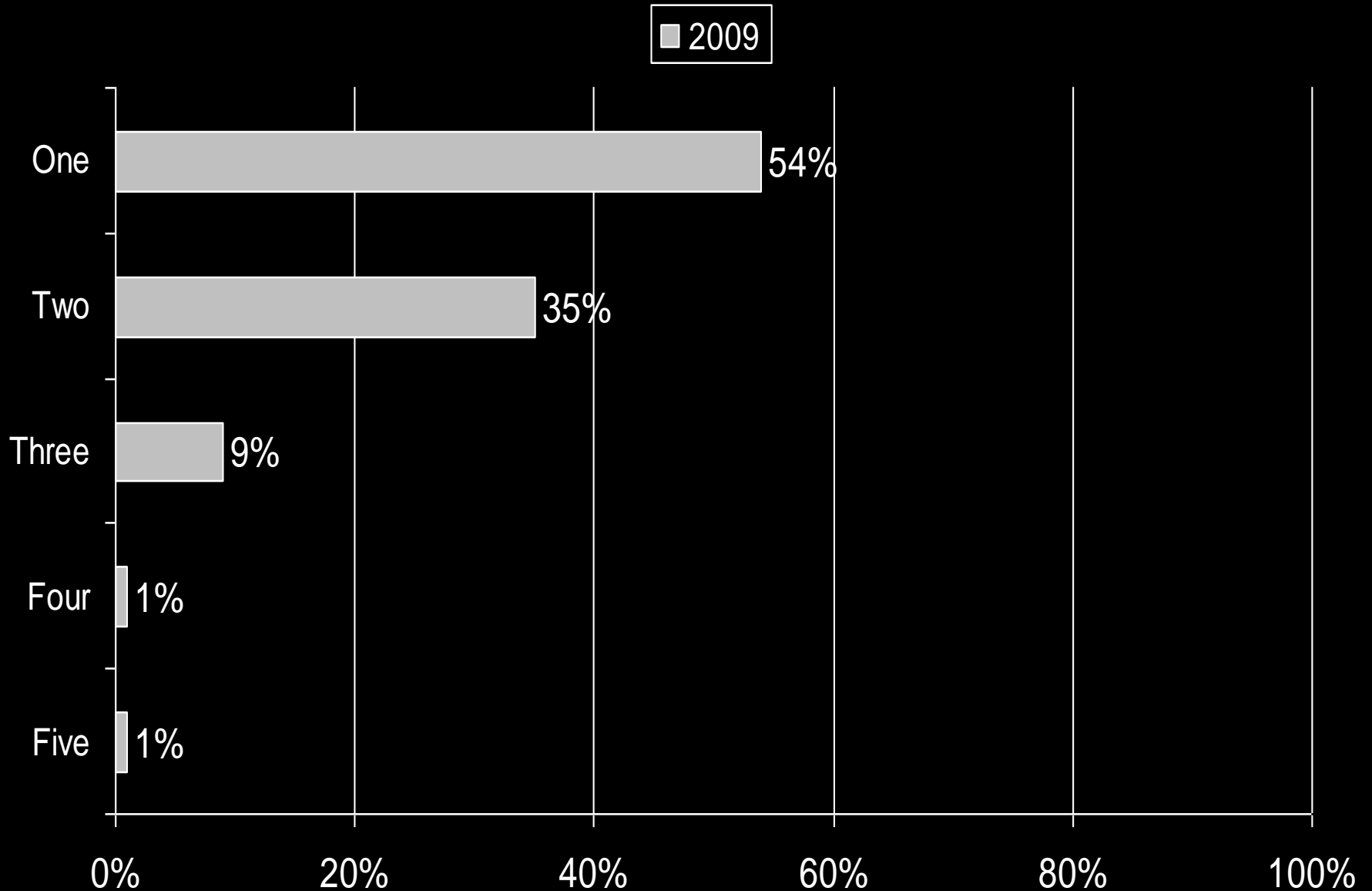


# School Position

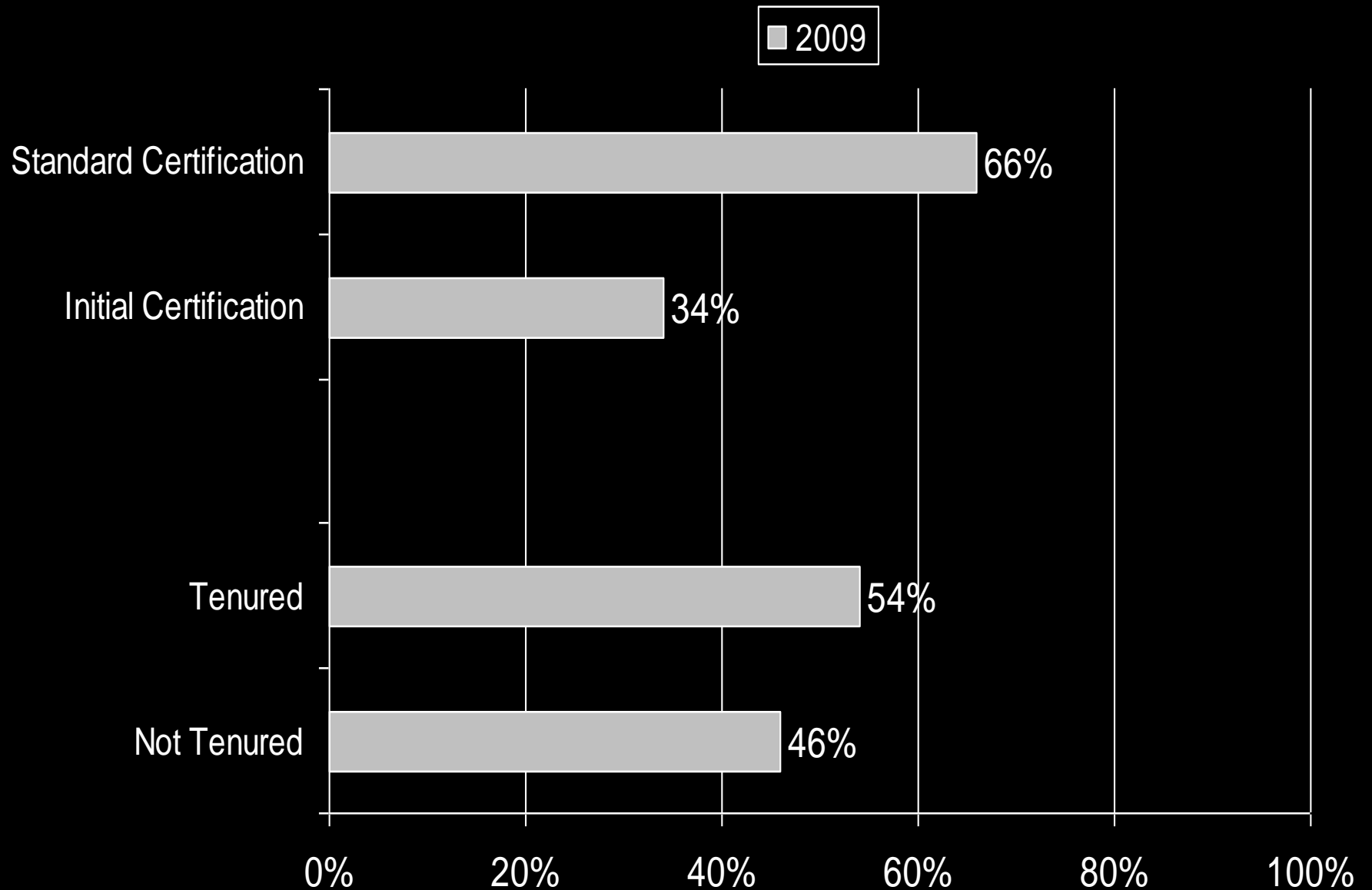
■ Noncertified ■ Substitute □ Teacher



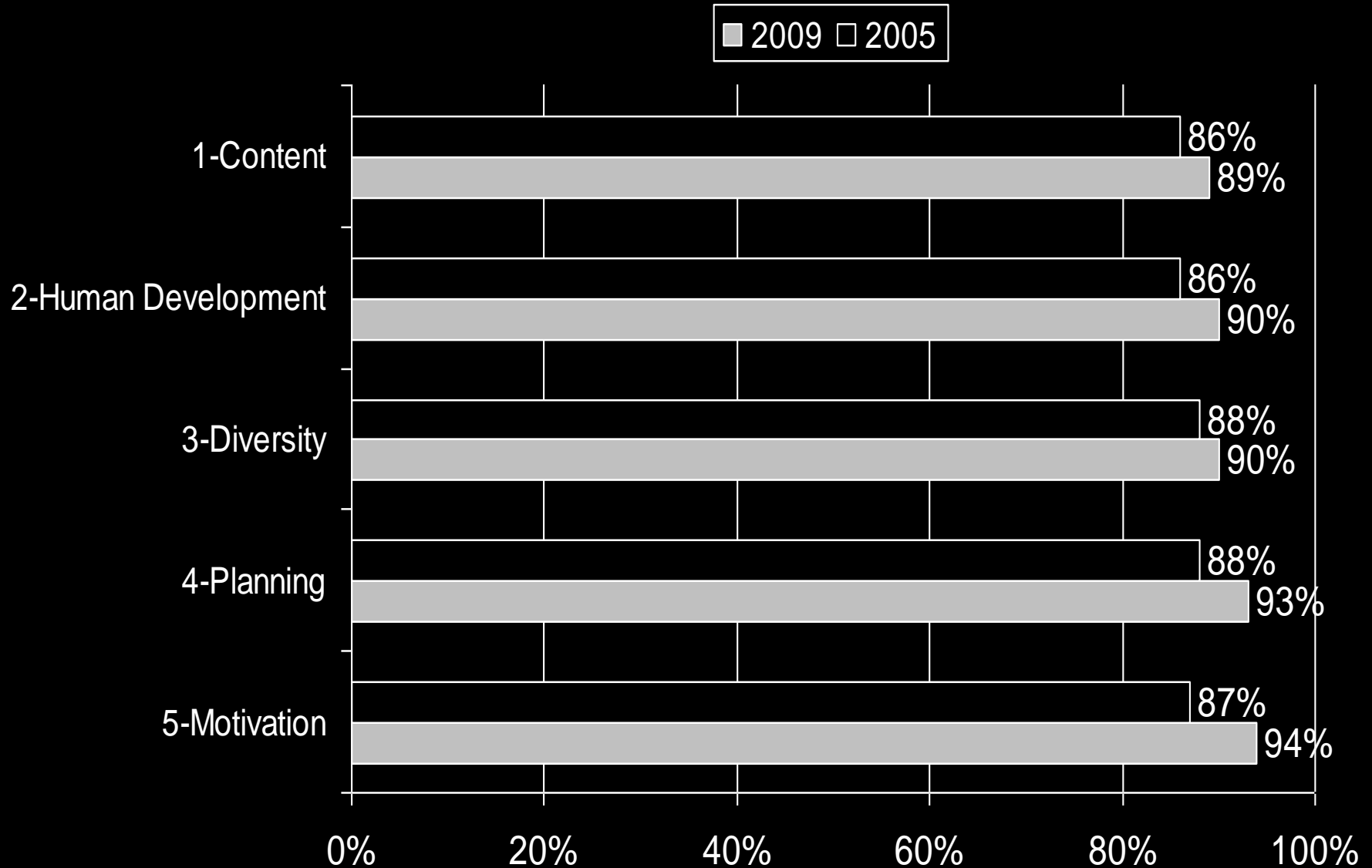
# Schools Employed in as a Contracted Teacher



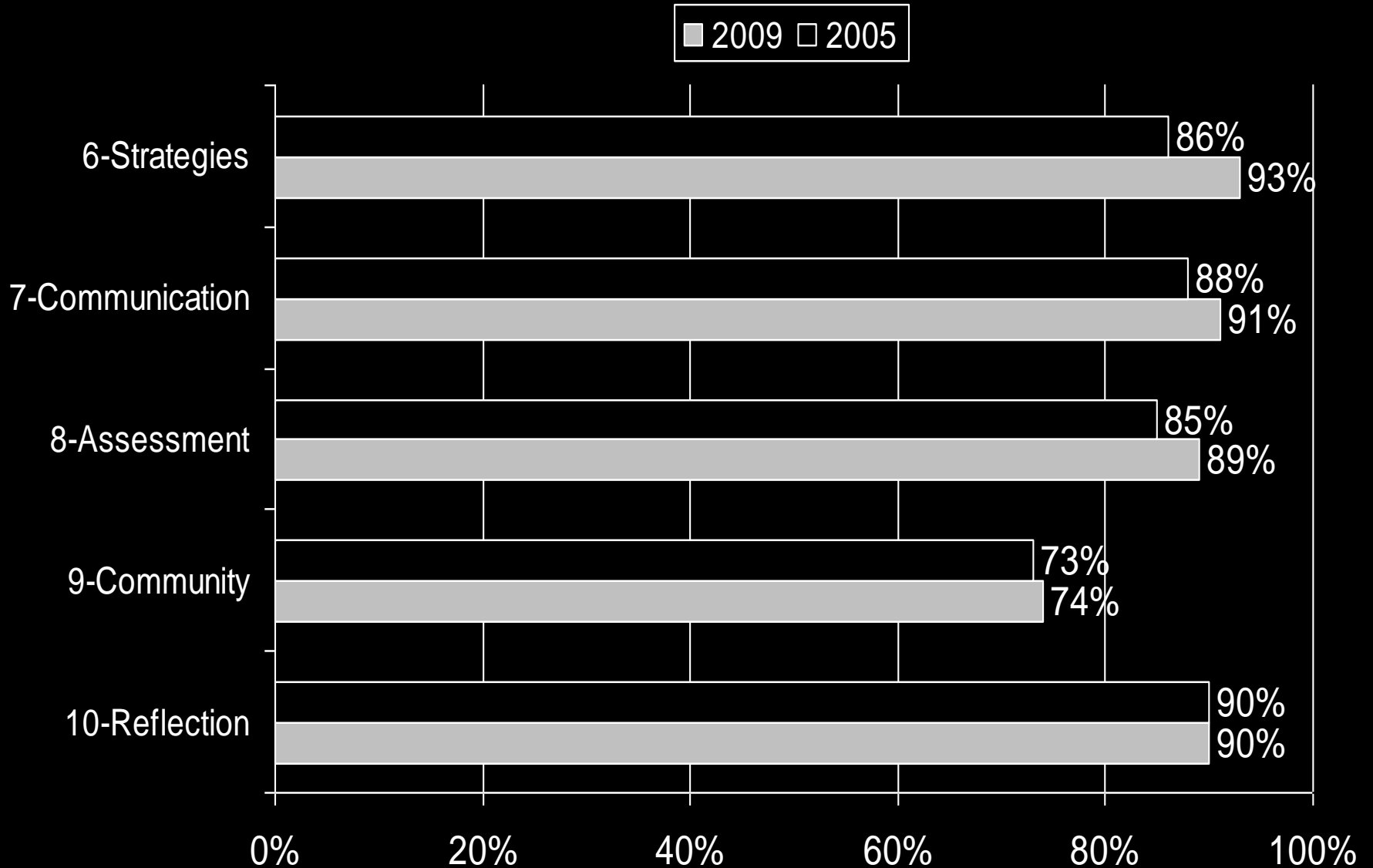
# Certification and Tenure



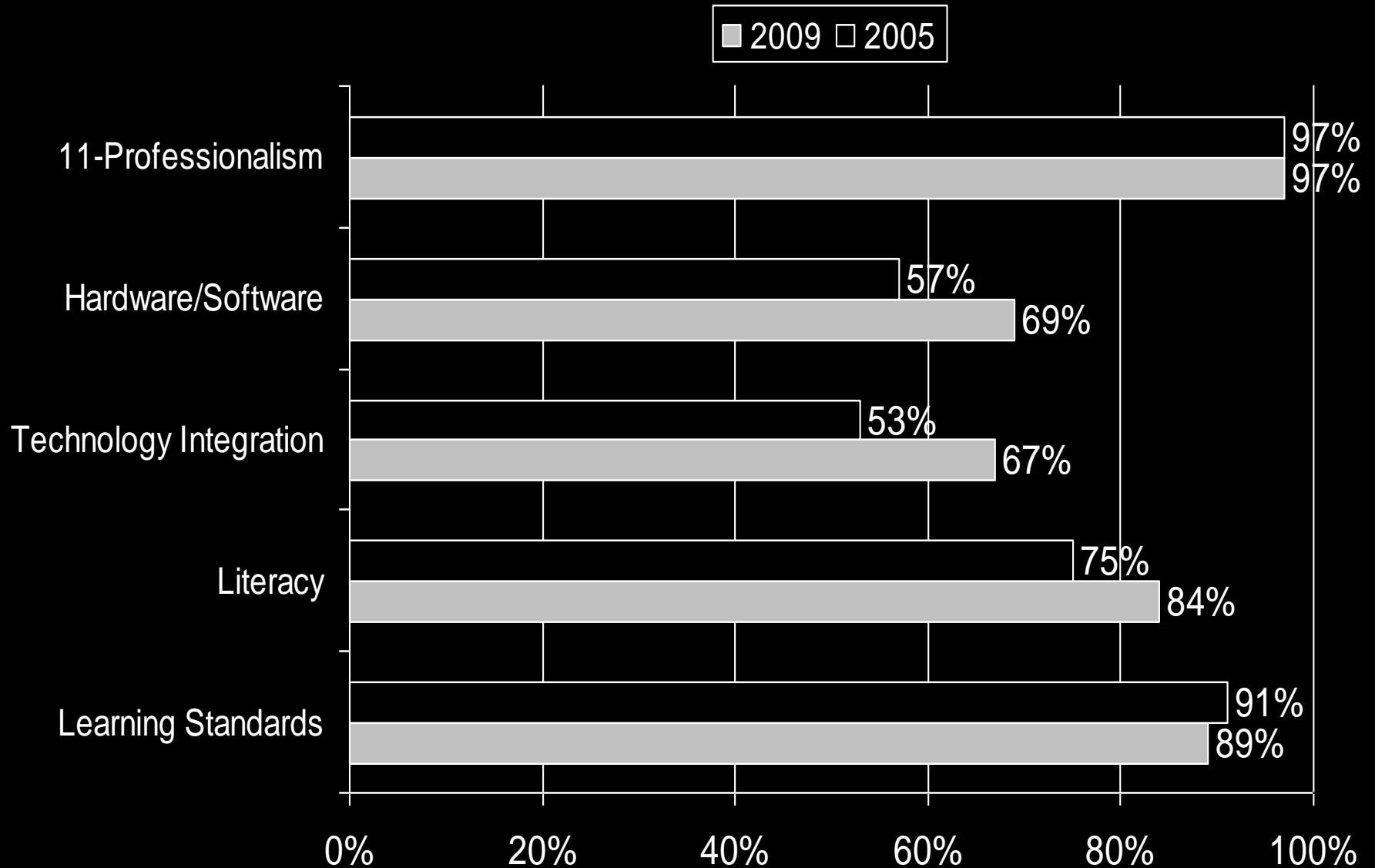
# Professional Teaching Standards: Use “Most” of “All” of the Time



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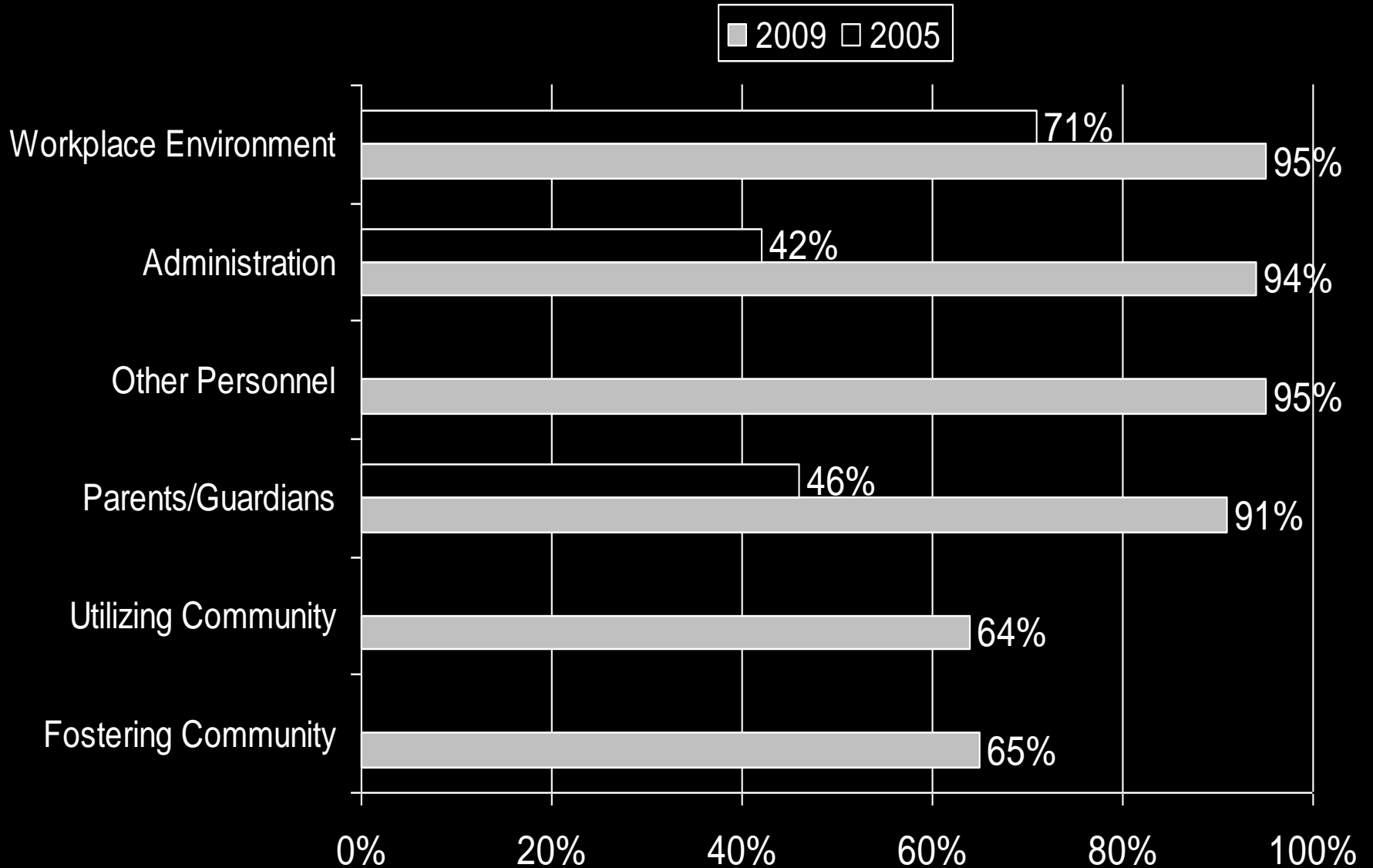


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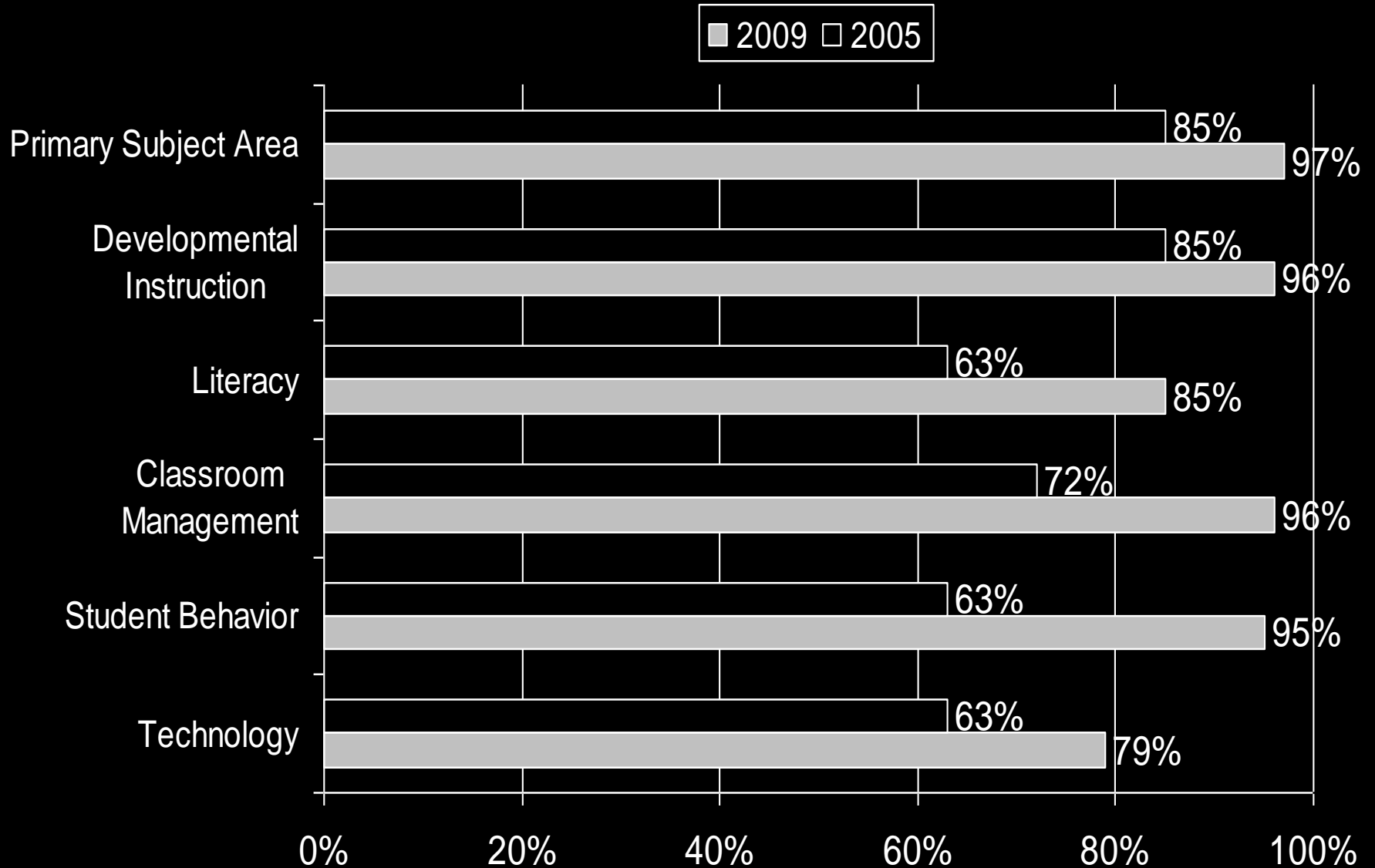
# Prepared for Success/Level of Success

“Moderately/Very” Prepared or Successful



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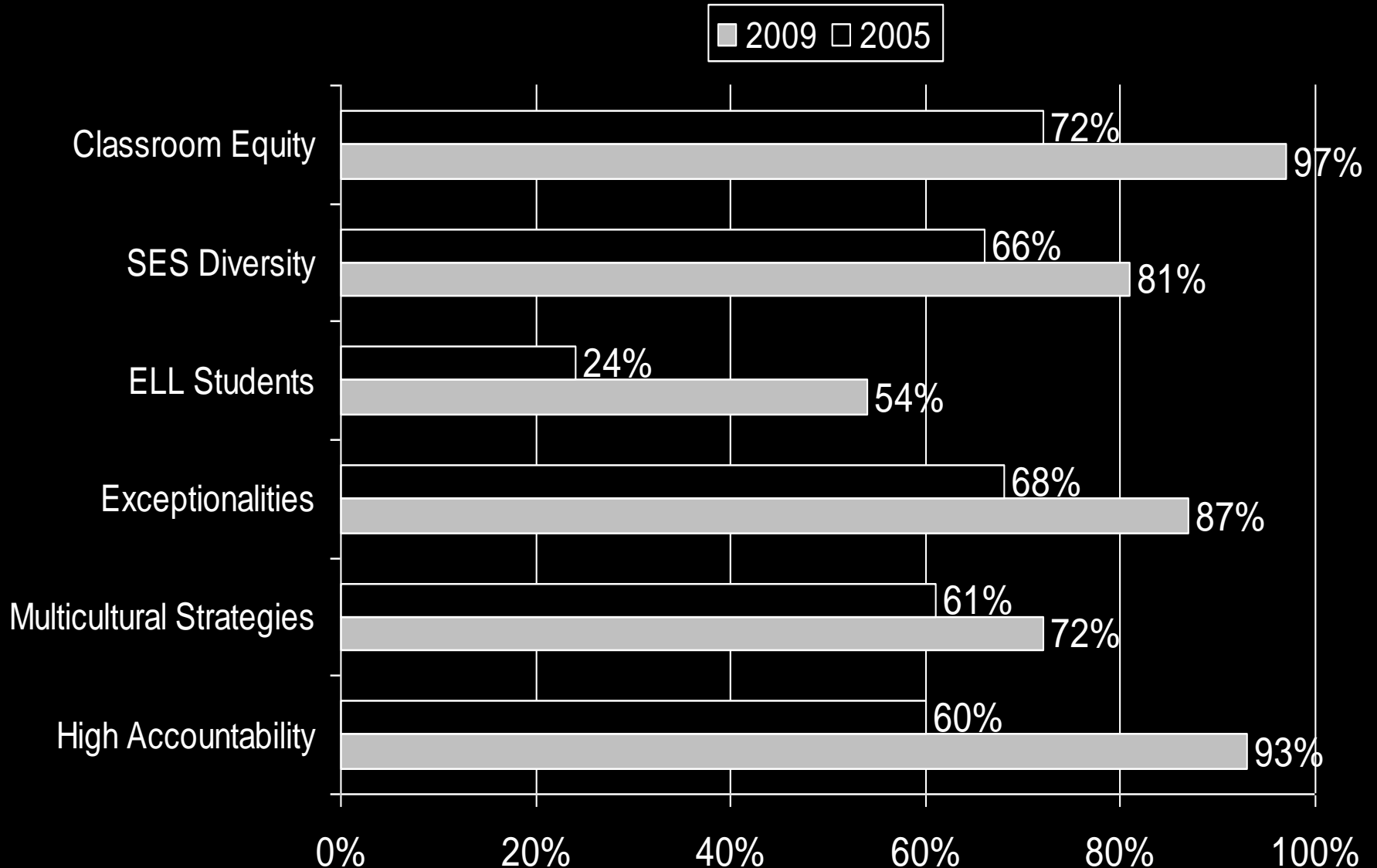
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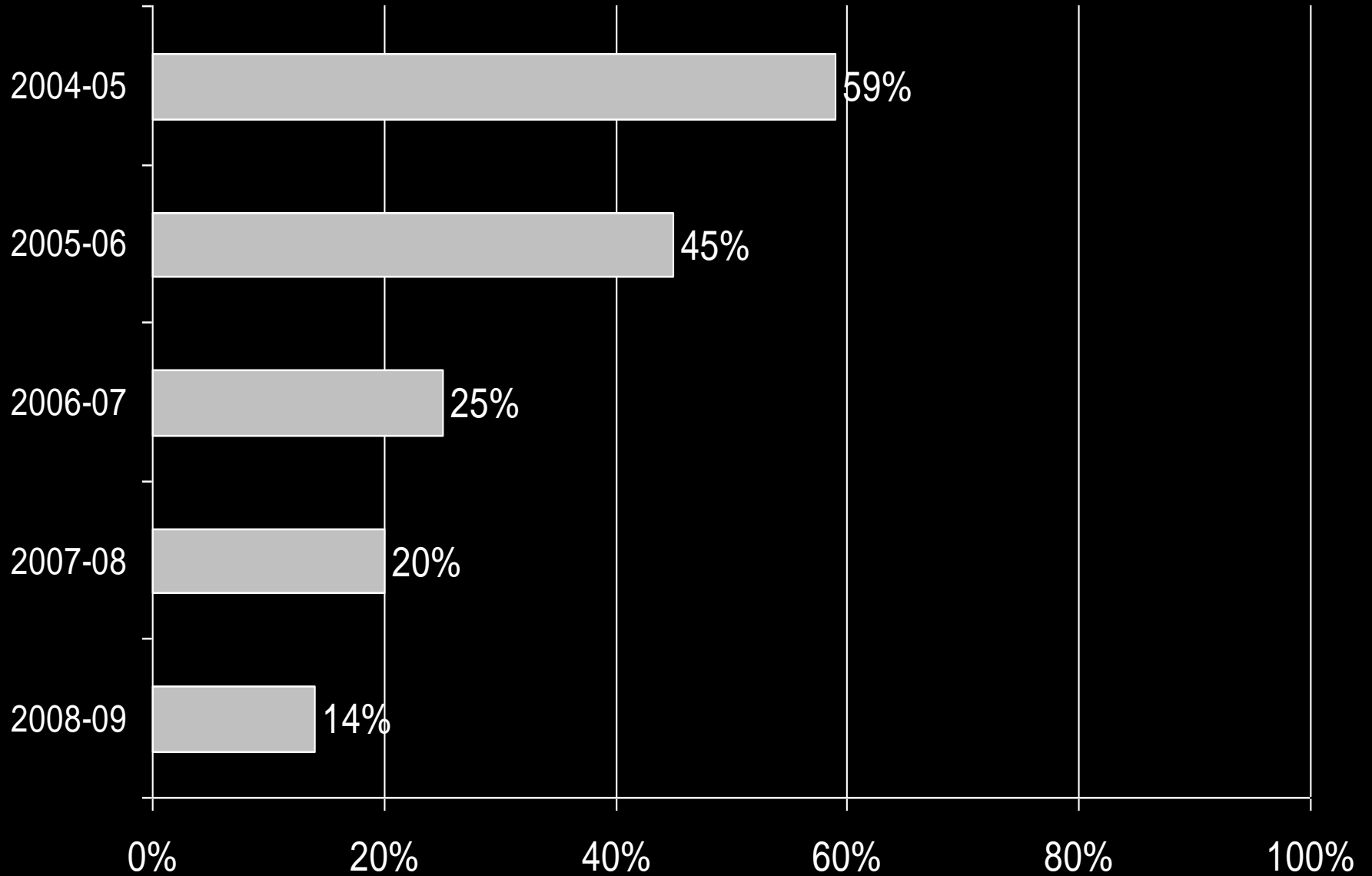


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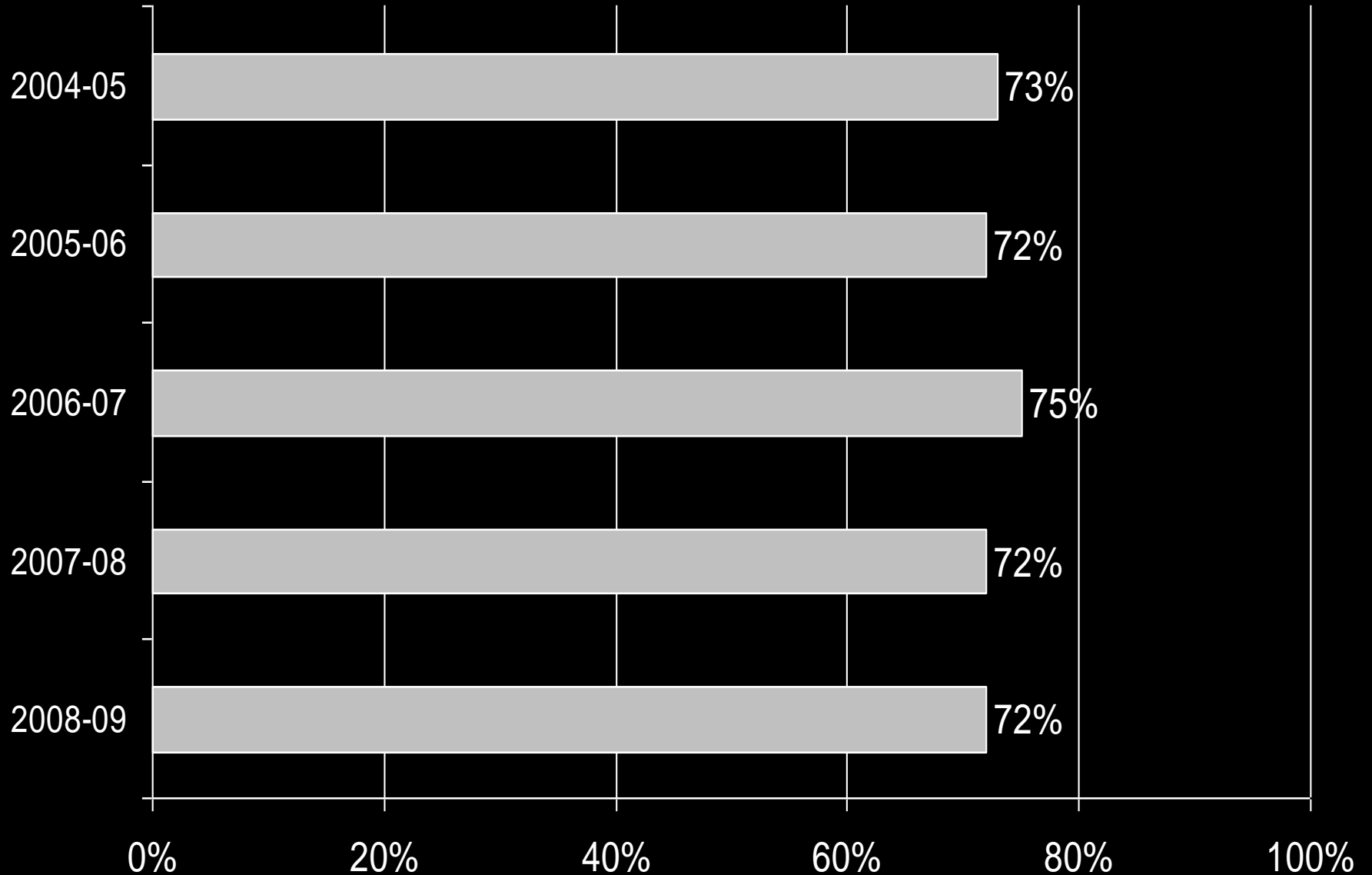
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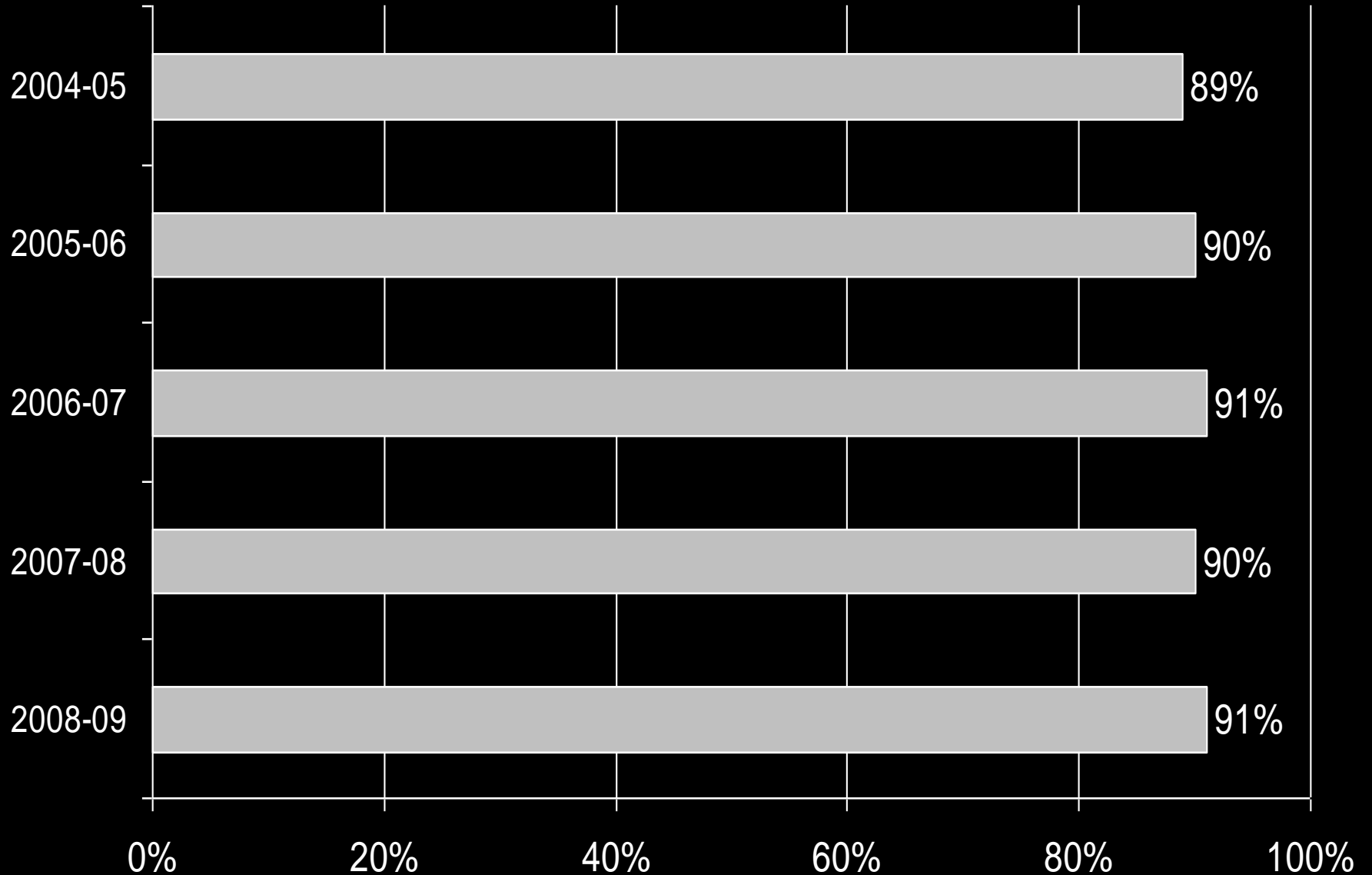
# Mentor Assigned



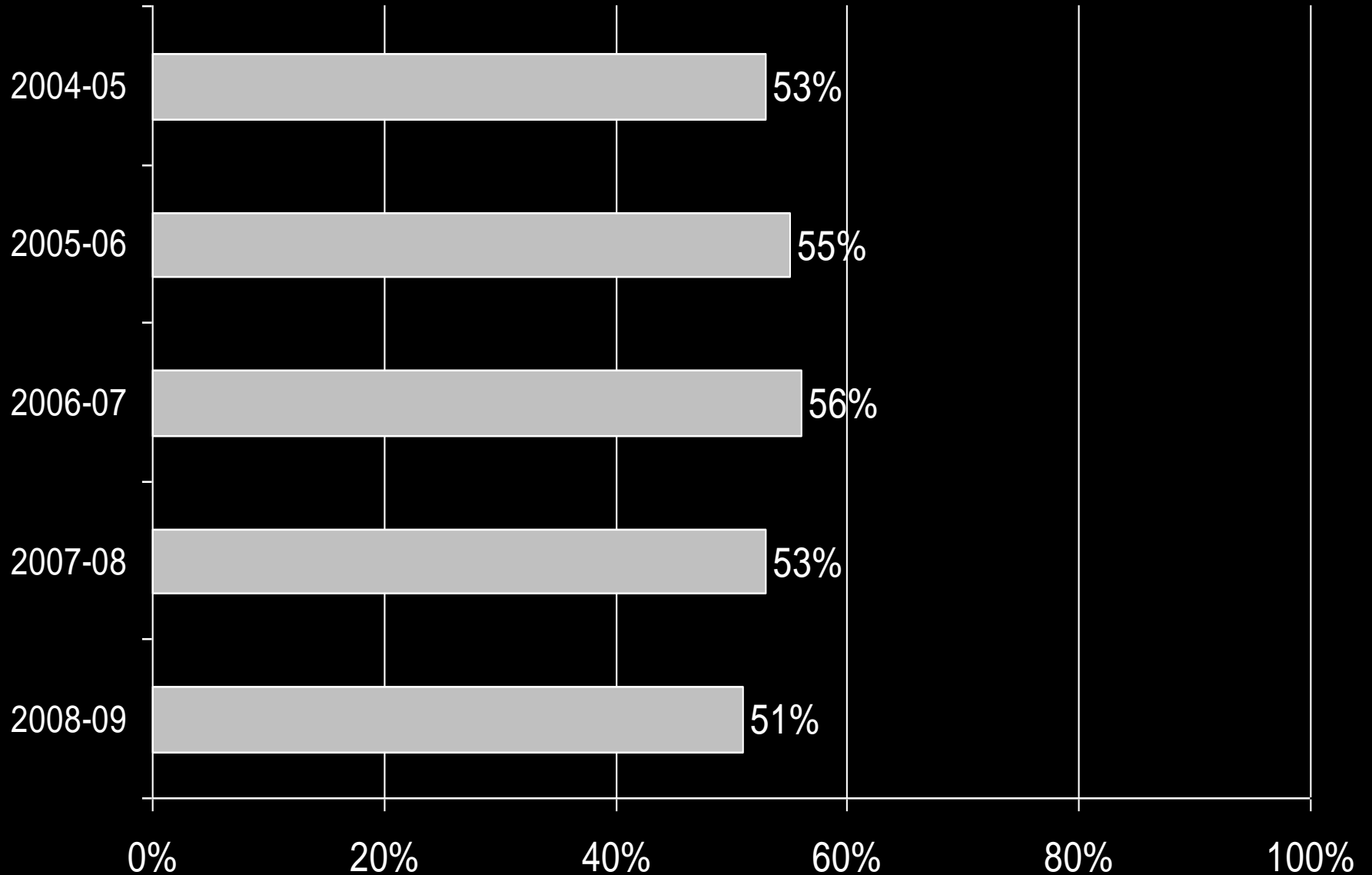
# Mentor in Same Subject Area



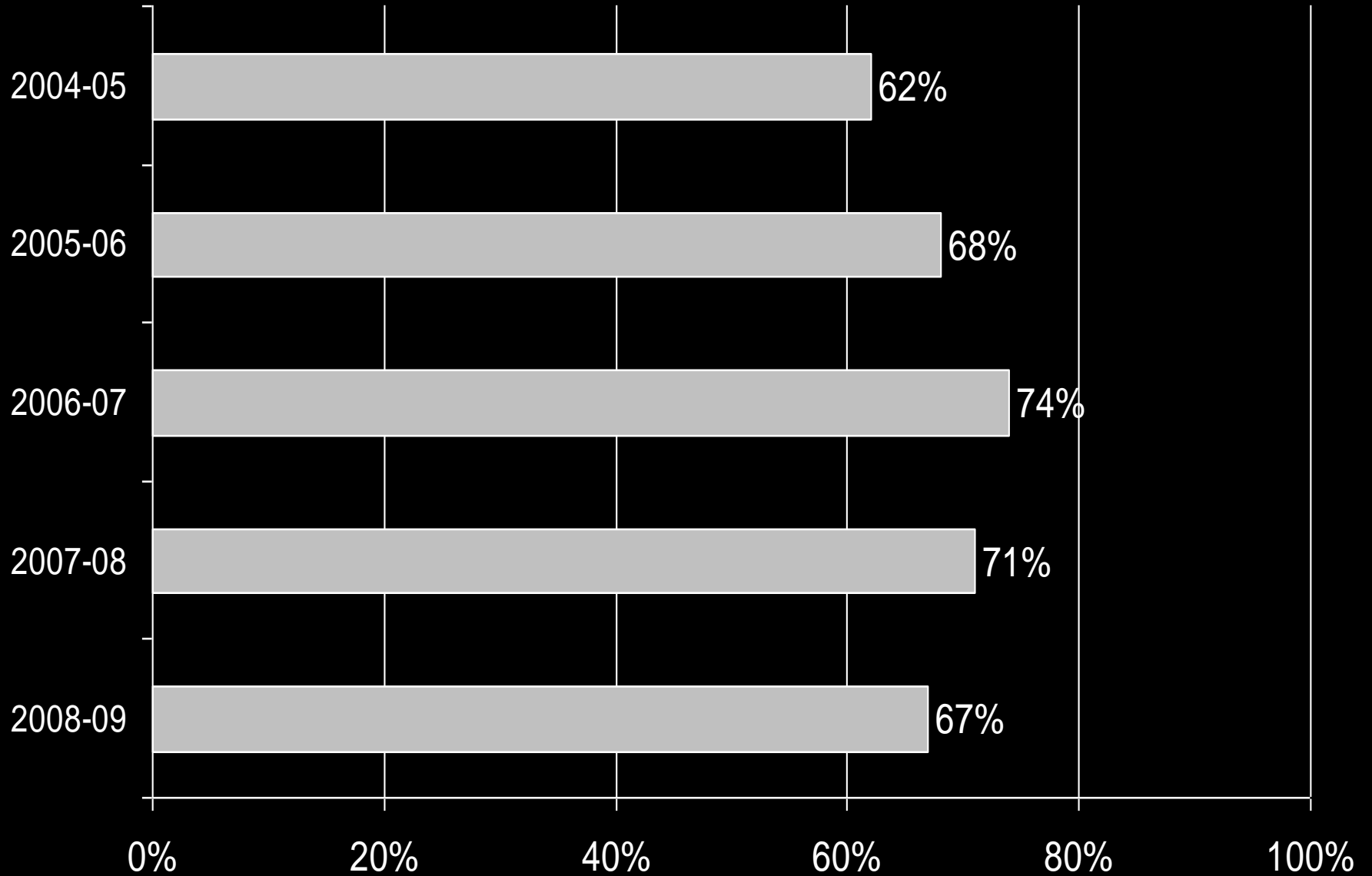
# Mentor in Same Building



# Met at Least Weekly

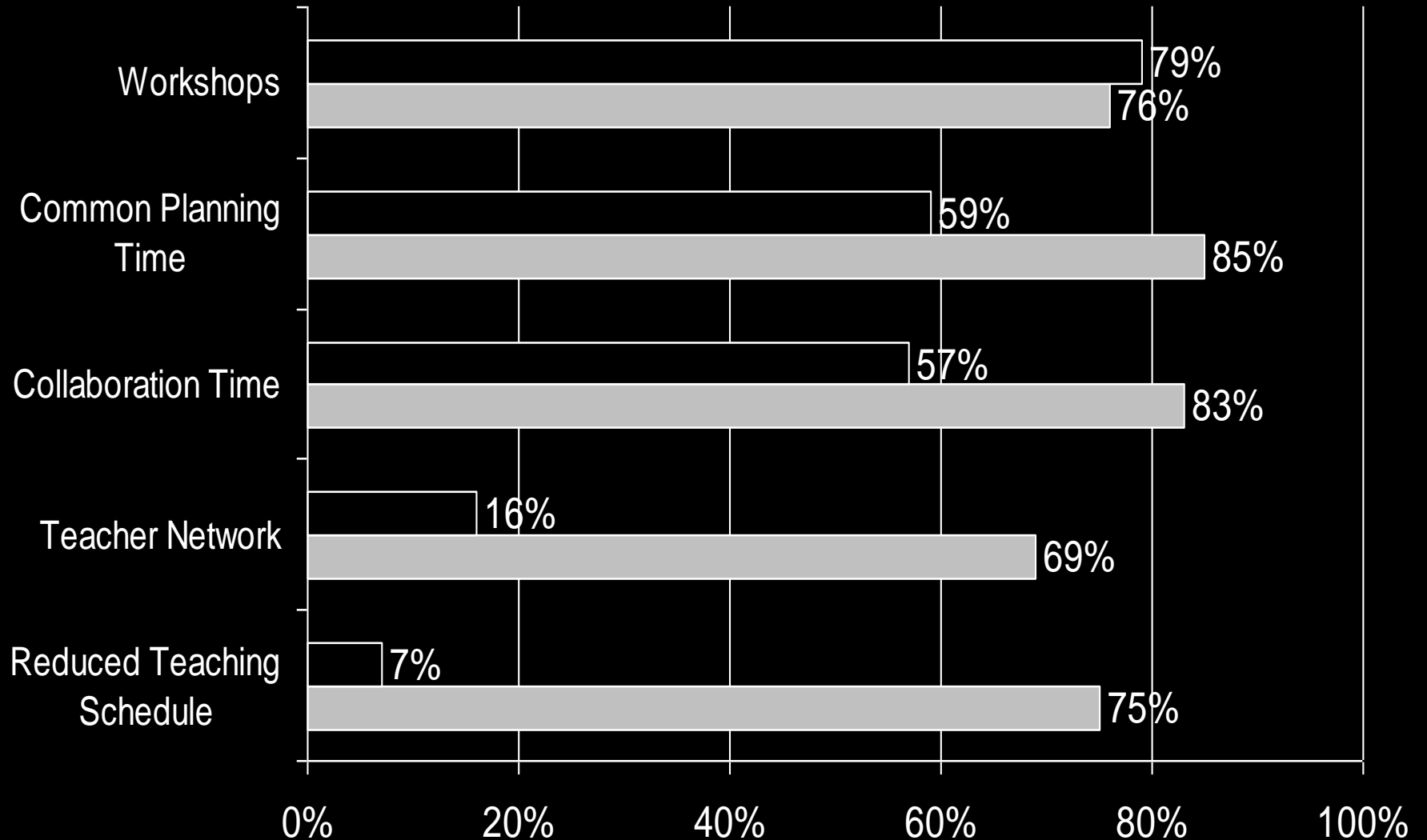


# Mentor Moderate/Great Help

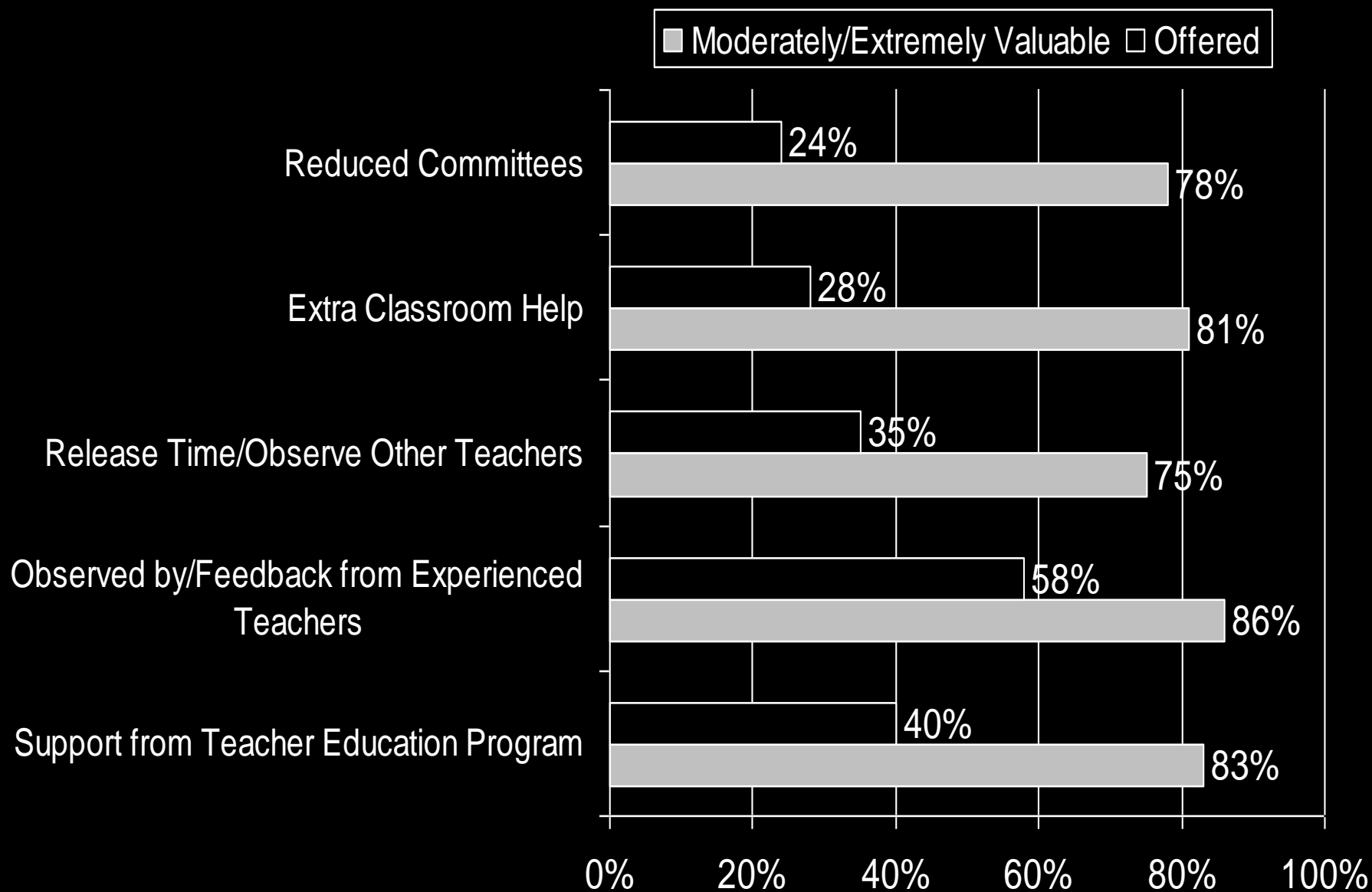


# First Year Supports

■ Moderately/Extremely Valuable □ Offered



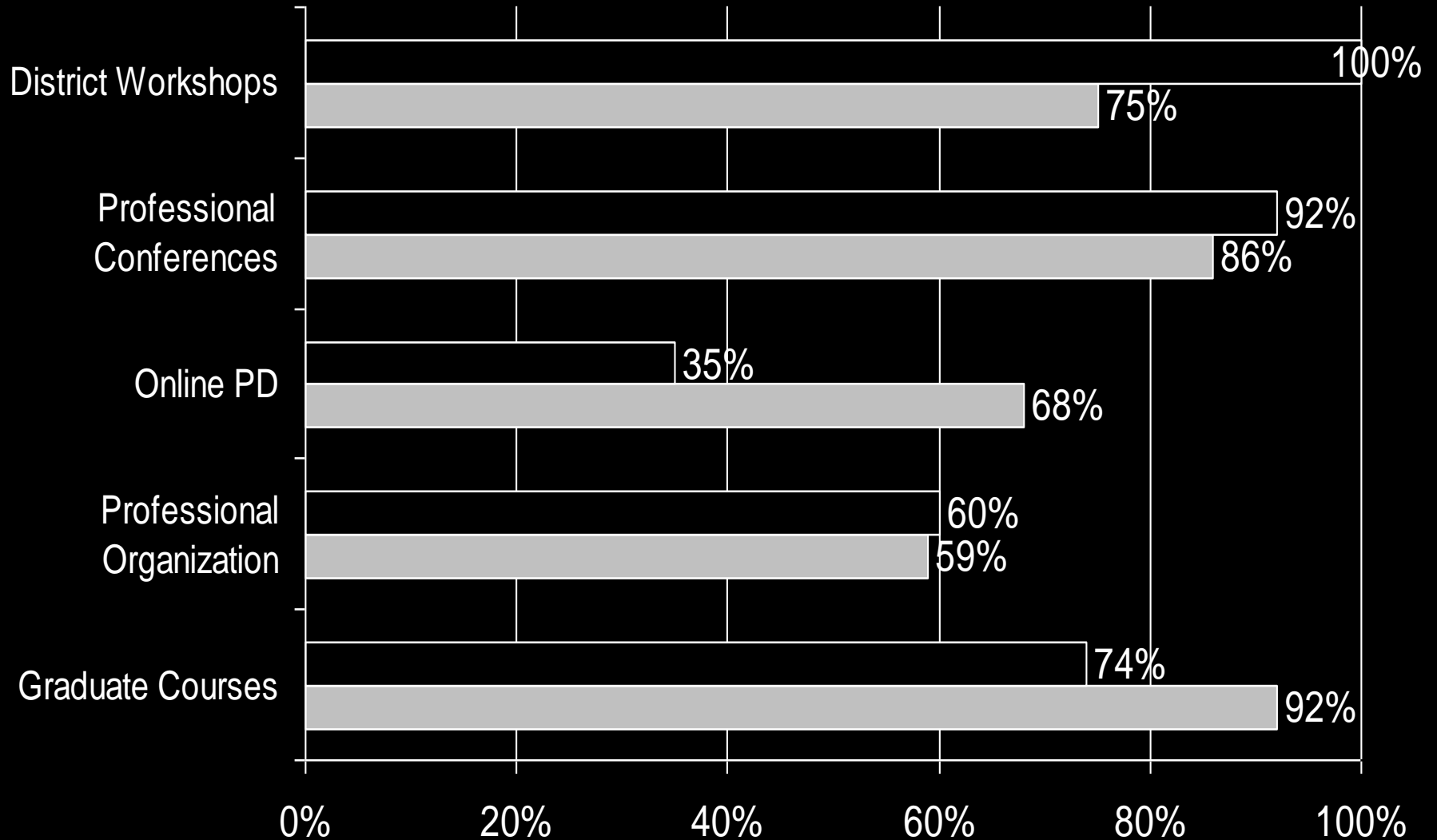
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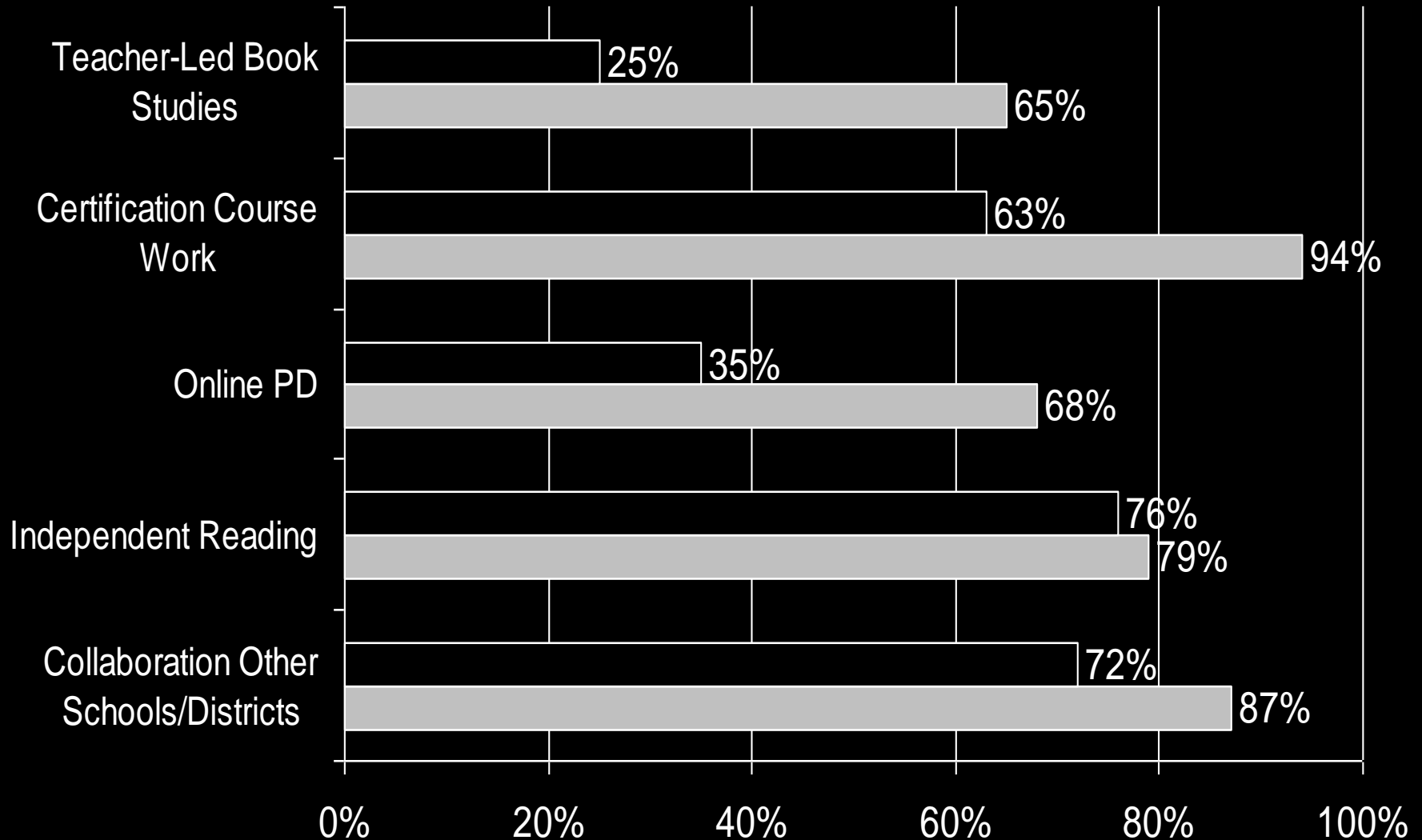
# Professional Growth Activities (5 Years)

■ Moderately/Very Valuable □ Participated

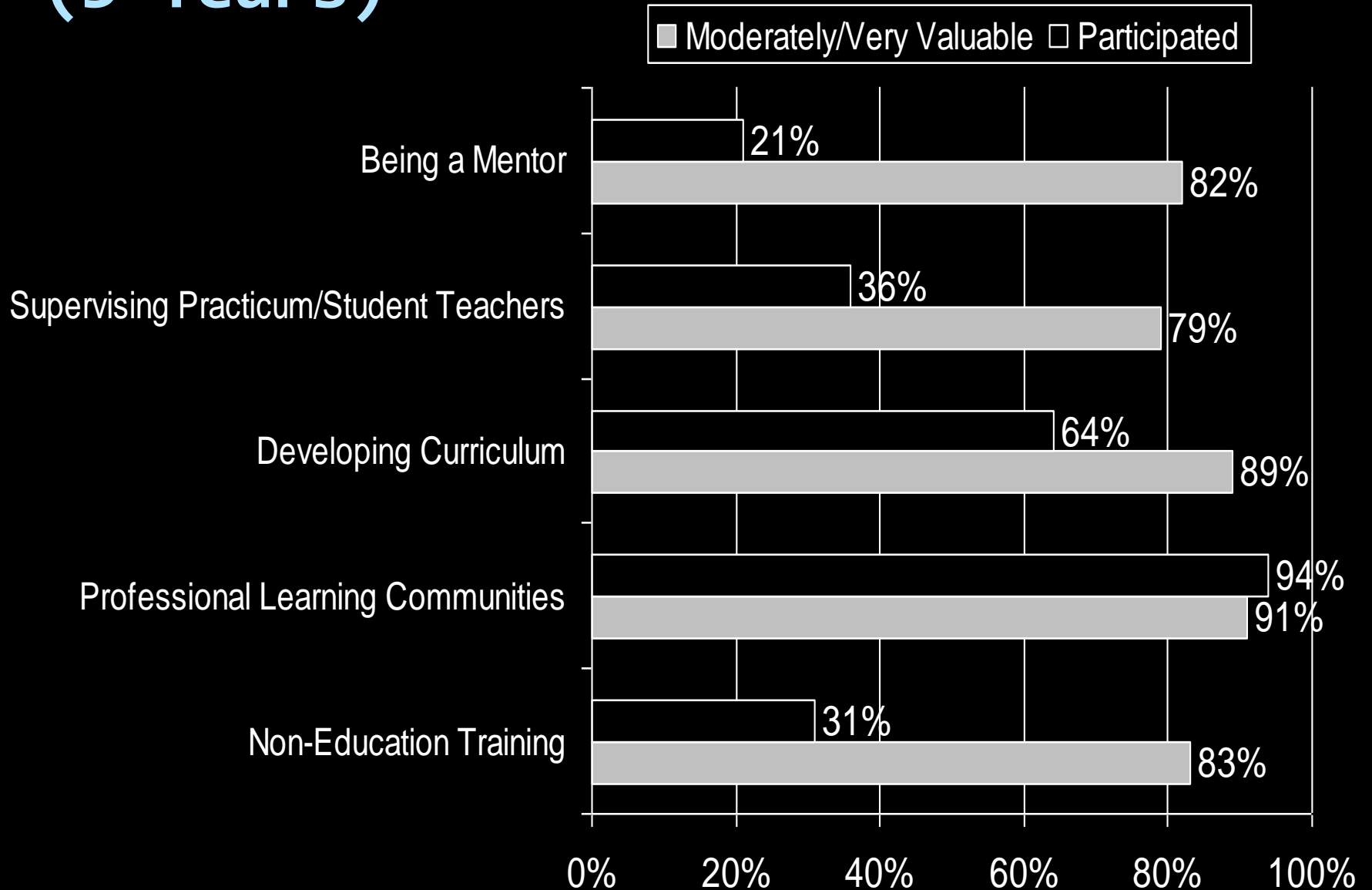


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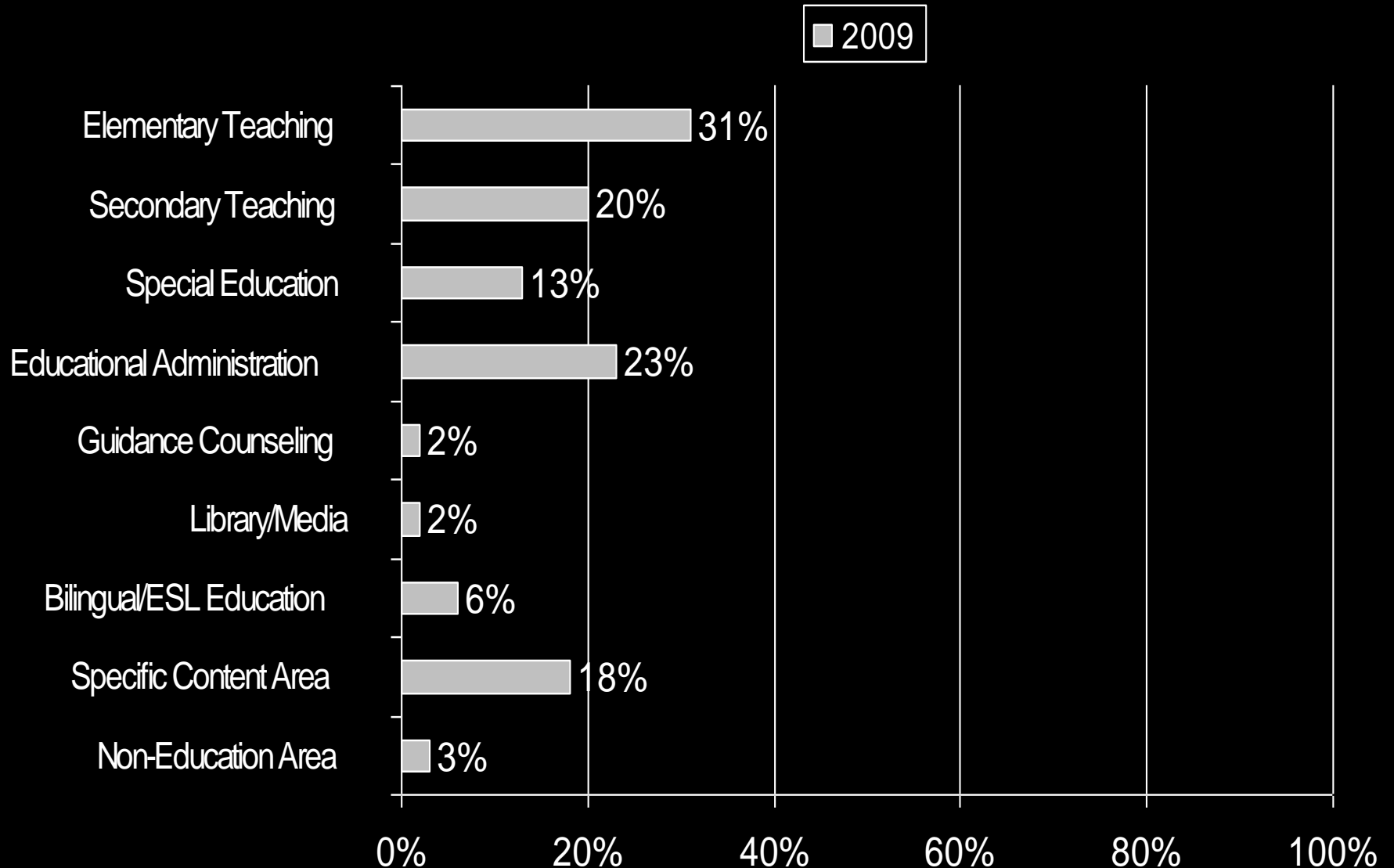


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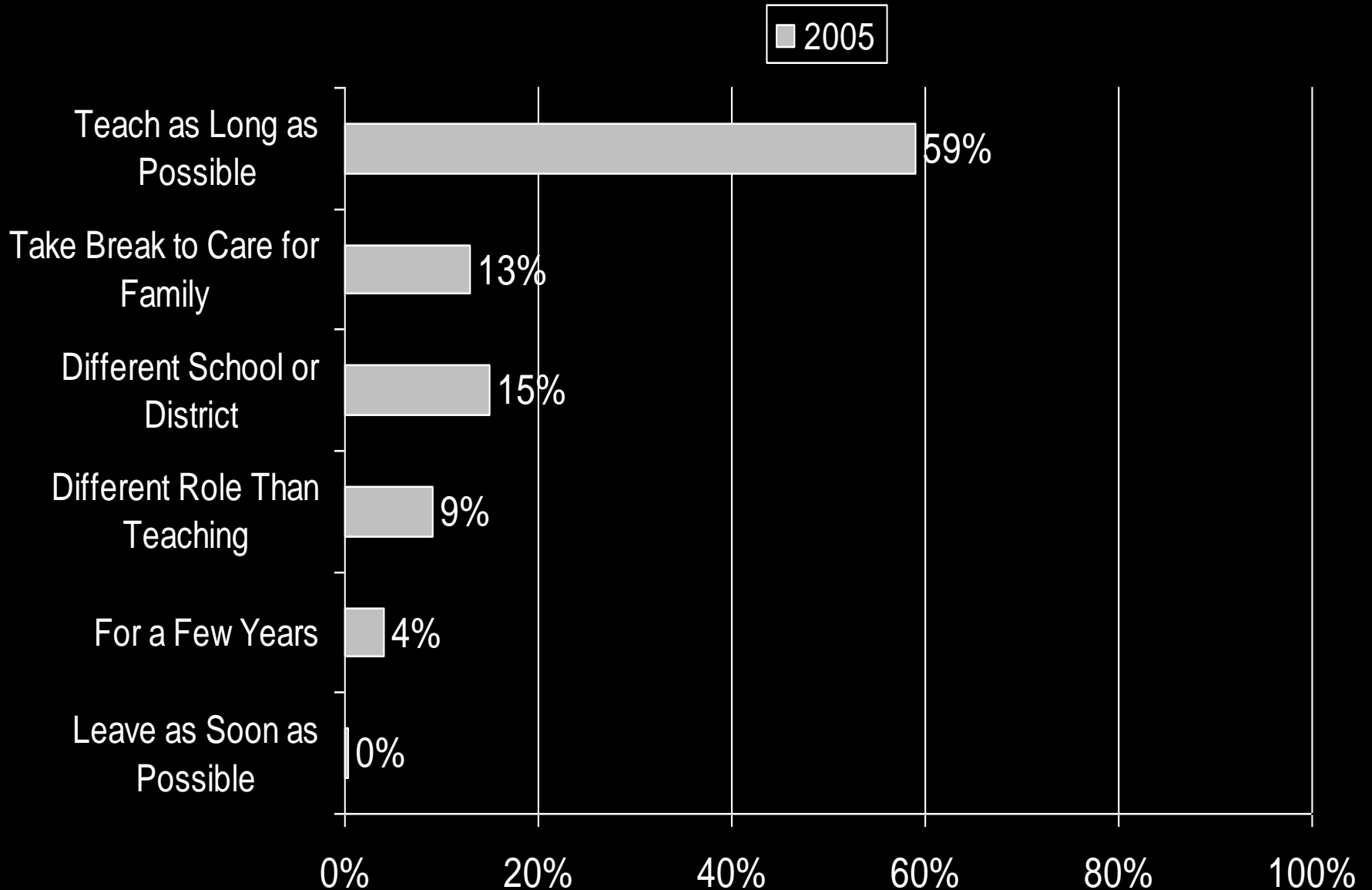


# Graduate Degree Work (5 Years)

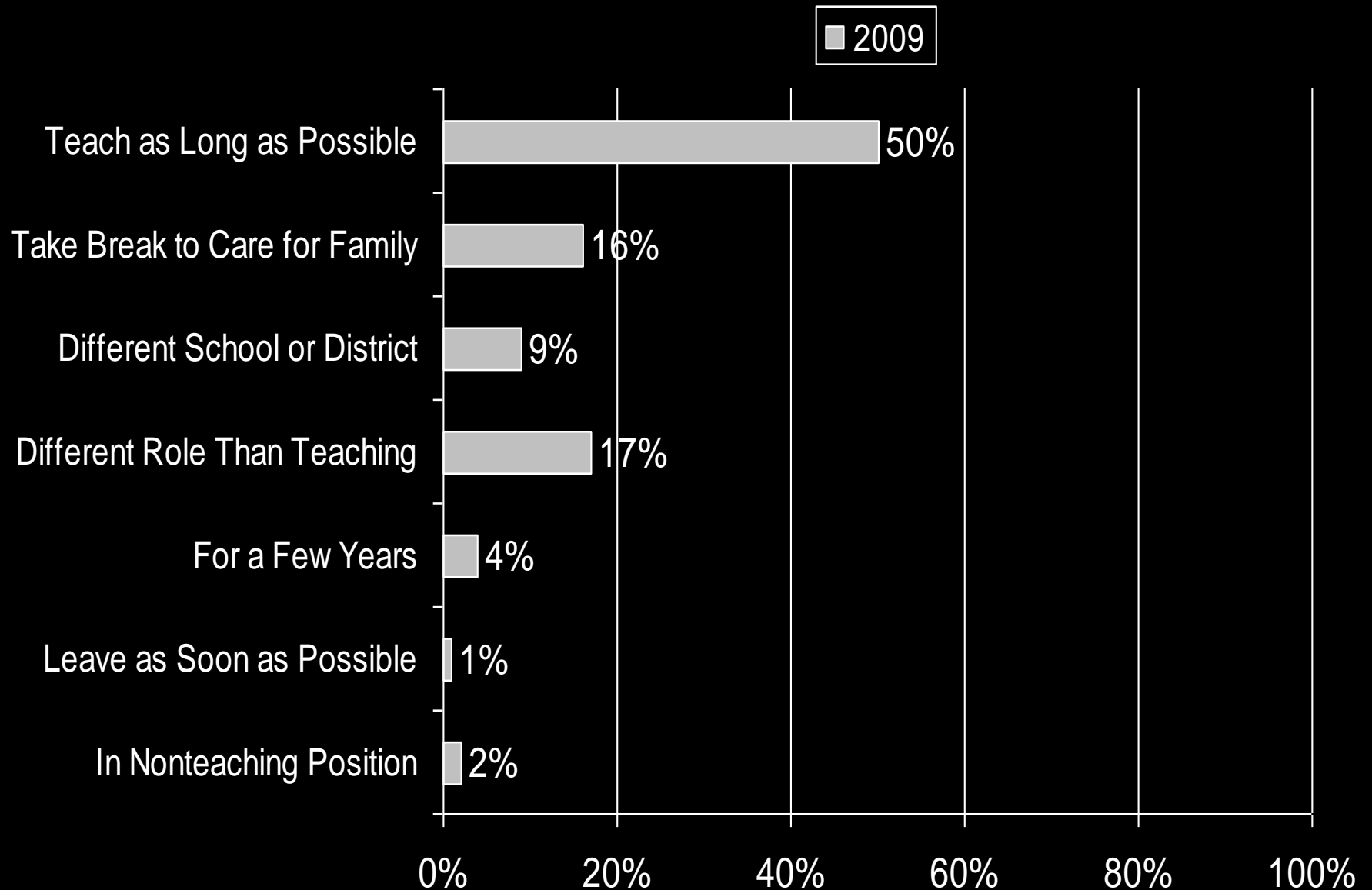
Completed Degree or Currently Enrolled



# Career Intentions – First Year



# Career Intentions – Fifth Year



# FUTURE STUDY/ANALYSIS

- Inclusion of School Characteristics Data
- Correlation and Comparison of Preparation, Professional Development, and Career Satisfaction/Intentions Data
- Further Integration of Teacher Service Record Data to Facilitate and Inform “Pipeline” Analyses

# CONTACT INFORMATION

**Stephen E. Lucas, Ph.D.**

Department of Secondary Education and Foundations  
Eastern Illinois University  
600 Lincoln Avenue  
Charleston, IL 61920

(217) 581-8515  
selucas@eiu.edu