



## **Seidel School of Education – Student Surveys of Teaching Effectiveness – Assessment Plan**

In the Fall of 2017 and the Spring of 2018, the Unit Assessment and Accreditation Committee (UAAC) in the Seidel School of Education at Salisbury University modified and aligned an existing set of items to assess our completers' teaching effectiveness. Specifically, we adopted Marzano and colleagues' (2012) Surveys for Reflective Practice to serve as Student Surveys of Teaching Effectiveness of our completers. Existing research supports the use (e.g., reliability and validity) of these items (Marzano, 2012), and other universities have employed these items as a measure of their completers' teaching effectiveness (Lovett & Stanley, 2017). Further, more broadly, existing research has found that, when used appropriately, student surveys can serve as effective assessments of teaching effectiveness (Brabeck, 2014).

The UAAC recently conducted a review of the items as well as their leveling across grades. Specifically, the UAAC reviewed and made minor revisions to specific survey items to improve language and clarity at each grade-based or developmental level. The UAAC also aligned all survey items to InTASC standards both at the broader category level (i.e., The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility) and at the specific standard level (i.e., InTASC Standards 1-10). We also adjusted slightly the grade-based leveling to form three sets of items that can be completed by students in: Grades 1-3; Grades 4-6; and Grades 7-12. Given existing research questioning the reliability of scores on surveys completed specifically by students in Grades 1-3 (see Brabeck, 2014, p. 24), however, our data collection efforts will focus primarily on gathering input from students in Grades 4-6 and Grades 7-12. The items that make up the Seidel School of Education Student Surveys of Teaching Effectiveness at each grade level can be viewed [here](#).

We will next coordinate with our Regional PDS network, including our site coordinators and school liaisons, to identify relevant points of contact for our completers that serve in their schools. This will facilitate initial administration of the Student Surveys of Teaching Effectiveness and will allow for a 'starting point' in gathering data to support examination of the effectiveness of our candidates' teaching. It is expected that the Student Surveys of Teaching Effectiveness will be administered in May to June of 2018; summary results of the first iteration of the survey will be posted to our PEU data site ([link](#)) in July of 2018.

## References

Brabeck, M. (2014). *Assessing and evaluating teacher preparation programs*. American Psychological Association Task Force Report.

Lovett, M. & Stanley, S. (2017). Using Surveys to Address Standard 4: Program Impact. Presentation given at CAEPCon.

Marzano, R. J. (2012). *Becoming a reflective teacher*. Bloomington, IN: Marzano Research Laboratory.