CTQ Evaluation Update 2015

Prepared for the Center for the Advancement of Reading

Ratings of Preparedness by Supervisors of Teaching Graduates who Earned

- Multiple Subject Credentials
- Single Subject Credentials
- Education Specialist Credentials
Impacts on the 2015 Evaluation Results

Due to the nature and extent of the revisions made to the evaluation questions and the rating scale, the 2015 evaluation results cannot be compared to evaluation results from prior years. The 2015 evaluation results are based on an entirely different set of metrics. The response distribution for the new rating scale in 2015 tends to be less skewed than the distribution seen in prior years. From a measurement perspective, the new distribution will make it easier to discriminate between stronger and weaker program areas.

How well prepared were you to begin each aspect of a teacher’s job listed below?

2014 Version

<table>
<thead>
<tr>
<th>After my credential program, I was ...</th>
<th>Exceptionally Well Prepared</th>
<th>Well Prepared</th>
<th>Somewhat Prepared</th>
<th>Not at all Prepared</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

2015 Version

<table>
<thead>
<tr>
<th>After my credential program, I was ...</th>
<th>Very Well Prepared</th>
<th>Well Prepared</th>
<th>Somewhat Prepared</th>
<th>Not at all Prepared</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
Figure 1. Percentage of Employment Supervisors Reporting that CSU MS Program Graduates are Well or Very Well Prepared

- Academic Language & Vocabulary: 77.5%
- Use conventions of standard English: 76.4%
- Collaborative conversation Skills: 75.9%
- Reading fluency: 73.7%
- Use evidence in communications: 74.3%
- Build knowledge through content rich texts: 71.7%
- Foundational Reading Skills: 72.5%
- Writing skills: 70.0%
- Comprehension of literary text: 70.2%
- Comprehension of informational text: 70.7%
- CCSS for English-Language Arts: 69.8%
- Engage in argument: 69.5%
- Construct viable arguments: 68.8%
- Conduct research projects: 67.1%

Elementary School Principals
How Well Prepared are MS Program Graduates to Teach English Language Arts? (N=432)
## Items

- To teach the California Common Core State Standards for English-Language Arts.
- To teach students to participate in collaborative conversations with diverse partners.
- To develop students’ understanding and use of academic language and vocabulary.
- To teach foundational reading skills (e.g., print concepts, phonological awareness, phonics and word recognition).
- To teach students to write opinion, informative/explanatory, and narrative text.
- To teach students to engage in literal, inferential, and critical comprehension of informational text.
- To teach students to engage in literal, inferential, and critical comprehension of literary text.
- To develop students’ reading fluency.
- To help students build a strong knowledge base through content rich texts.
- To teach students to use the conventions of standard English when writing and speaking (e.g., grammar, usage, capitalization, punctuation, spelling).
- To teach students to value and use evidence in written and spoken communications.
- To help students learn to construct viable arguments and critique the reasoning of others.
- To provide opportunities for students to engage in argument using relevant and sufficient evidence.
- To teach students to prepare research projects.

## Results

**Low ratings** \( (M<1.99) \), are evident in 11 of 14 areas of preparedness.

**Relative strengths** in MS preparation \( (M>1.99) \), are evident in:

- **Academic language and vocabulary**
- **Use of standard English conventions**
- **Collaborative conversation skills**

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**Elementary School Principals**

How Well Prepared are MS Program Graduates to Teach English Language Arts? \( (N=432) \)
Figure 2. Percentage of Employment Supervisors Reporting that CSU ES Program Graduates are *Well* or *Very Well Prepared*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Supervisors Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Language &amp; Vocabulary</td>
<td>80.4%</td>
</tr>
<tr>
<td>Collaborative conversation skills</td>
<td>79.6%</td>
</tr>
<tr>
<td>Foundational reading skills</td>
<td>78.4%</td>
</tr>
<tr>
<td>Use conventions of standard English</td>
<td>80.3%</td>
</tr>
<tr>
<td>Writing skills</td>
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<tr>
<td>Build knowledge through content rich texts</td>
<td>76.2%</td>
</tr>
<tr>
<td>Conduct research projects</td>
<td>69.0%</td>
</tr>
<tr>
<td>Construct viable arguments</td>
<td>72.7%</td>
</tr>
<tr>
<td>CCSS for English-Language Arts</td>
<td>69.2%</td>
</tr>
<tr>
<td>Engage in argument</td>
<td>76.2%</td>
</tr>
</tbody>
</table>

Special Education Administrators

How Well Prepared are ES Program Graduates to Teach English Language Arts? (N=133)
### Items

- To teach the California Common Core State Standards for English-Language Arts.
- To teach students to participate in collaborative conversations with diverse partners.
- To develop students’ understanding and use of academic language and vocabulary.
- To teach foundational reading skills (e.g., print concepts, phonological awareness, phonics and word recognition).
- To teach students to write opinion, informative/explanatory, and narrative text.
- To teach students to engage in literal, inferential, and critical comprehension of informational text.
- To teach students to engage in literal, inferential, and critical comprehension of literary text.
- To develop students’ reading fluency.
- To help students build a strong knowledge base through content rich texts.
- To teach students to use the conventions of standard English when writing and speaking (e.g., grammar, usage, capitalization, punctuation, spelling).
- To teach students to value and use evidence in written and spoken communications.
- To help students learn to construct viable arguments and critique the reasoning of others.
- To provide opportunities for students to engage in argument using relevant and sufficient evidence.
- To teach students to prepare research projects.

### Results

#### High Ratings (M>2.08), are evident in five areas of preparedness:

- Academic language & vocabulary
- Foundational reading skills
- Collaborative conversation skills
- Use of standard English conventions
- Use of evidence in communications

#### Low Ratings (M<1.99), are evident in six areas of preparedness:

- Conducting research projects
- CCSS for English Language Arts/Literacy
- Constructing viable arguments
- Using evidence to engage in argument
- Comprehension of literary text
- Writing skills

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**Special Education Administrators**

How Well Prepared are ES Program Graduates to Teach English Language Arts? (N=133)
Secondary School Leaders

How Well Prepared are SS Program Graduates Specializing in English to Develop Students’ ELA/Literacy Skills? (N=82)
Results

**High Ratings** \( (M>2.08) \), are evident in all eight areas.

**Items**

- To teach students to write opinion, informative/explanatory, and narrative text.
- To teach students to engage in literal, inferential, and critical comprehension of informational text.
- To teach students to engage in literal, inferential, and critical comprehension of literary text.
- To teach the California Common Core State Standards for English-Language Arts.
- To teach students to use the conventions of standard English when writing and speaking (i.e., grammar, usage, capitalization, punctuation, and spelling).
- To teach students to present ideas and information effectively.
- To use effective strategies for teaching college-preparatory academic literacy, including expository reading and writing.
- To relate this school’s English curriculum to colleges’ academic expectations for incoming freshmen.
Secondary School Leaders

How Well Prepared are SS Program Graduates Specializing in Subjects Other than English to Develop Students’ ELA/Literacy Skills? (N=398)

Figure 4. Percentage of Employment Supervisors Reporting that CSU SS Graduates Specializing in Subjects Other than English are Well or Very Well Prepared

- Collaborative conversation skills: 78.4%
- Use evidence in communications: 77.2%
- Academic Language & Vocabulary: 77.7%
- Build knowledge through content rich texts: 73.9%
- Engage in argument: 73.3%
- Construct viable arguments: 73.1%
- Conduct research projects: 69.7%
Secondary School Leaders

How Well Prepared are SS Program Graduates Specializing in Subjects Other than English to Develop Students’ ELA/Literacy Skills? (N=398)

Items

- To teach students to participate in collaborative conversations with diverse partners.
- To teach students to value and use evidence in written and spoken communications.
- To develop students’ understanding and use of academic language and vocabulary.
- To help students build a strong knowledge base through content rich texts.
- To provide opportunities for students to engage in argument using relevant and sufficient evidence.
- To help students learn to construct viable arguments and critique the reasoning of others.
- To prepare students to plan, conduct, write and present research projects.

Results

High Ratings (M>2.08), are evident in one area:
- Collaborative conversation skills

Low Ratings (M<1.99), are evident in two areas of preparedness:
- Conduct research projects
- Construct viable arguments