

**AN EVALUATION OF THE EFFECTIVENESS
OF INTERNSHIP PROGRAMS**

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Executive Summary

As a follow-up study to the statewide evaluations done by the California Commission on Teacher Credentialing (CCTC) and others, this evaluation examines effectiveness of internship programs (both district interns and university interns) in LAUSD. Comparisons were made between alternative internship programs and traditional certification programs. Outcome measures were taken for a panel of second-year interns and compared with a panel of second-year probationary teachers.

This study documents the effectiveness of interns practicing in LAUSD with respect to knowledge, teaching skill, quality of coursework taken, and performance of students in classes taught by interns. It is anticipated that the research design piloted in LAUSD for this study may guide staff from other districts who wish to formally evaluate the effectiveness of their internship programs as alternative routes to teacher certification in California.

This study compared second-year elementary interns (both district and university interns) to second-year elementary probationary teachers in 2000/01 and followed up with similar indicators a year later (2001/02). For simplicity, since both studies were done in the spring, one is referred to as the 2001 study, and the other is referred to as the 2002 study. A group of thirty randomly selected interns was compared to a group of thirty probationary teachers matched as closely as possible to the interns at the same schools. Several outcome measures were used: direct observations in classrooms, face-to-face interviews with teachers, evaluations of classroom assignments, evaluations of responses to teaching scenarios, and comparisons of student SAT/9 (NCE) gains.

Overall, two conclusions may be reached: (1) In both years of the study two indicators showed stronger intern performance than observed for probationary teachers. The two indicators were Management of Transitions and Monitoring Student Behavior. There was no significant difference between interns and probationary teachers in most of the other outcome measures. (2) The performance of both groups was inferior to what we would expect to find from more experienced teachers. The following paragraphs provide additional details regarding these main findings:

- Intern classroom practice in this study was ranked higher than probationary teachers' classroom practice in two areas: presentation skills and student

engagement. That finding is similar to results from other studies of intern programs (e.g. McKibbin, 1988).

- Interns consistently performed better in 2001 than probationary teachers in the following areas: Students Ask Clarification Questions, Management of Instructional Groups, Management of Transitions, Monitoring Student Behavior, and the Structure and Pacing of the Lesson.
- In 2002, interns performed better than probationary teachers in the following areas: Clear Standards Posted and Followed, Print-Rich Environment, Transitions (No Problems and Under 4 Minutes), Effective Behavior Management (Consequences), Effective Organization of Classroom Space, Students Challenge One Another About Ideas, and Student Pride in Their Work. In no area in either year did probationary teachers outperform interns. In two areas interns performed statistically significantly better during both years: Management of Transitions and Monitoring Student Behavior.
- During the first year of the study (2000/01), 71% of the interns had a mentor teacher working closely with them, while only 17% of probationary teachers indicated having a mentor or other support provider. (In LAUSD the mentor teachers must be assigned to interns first.) During the first year of the study, 2000/01, there was no union agreement on the use of support providers, so probationary teachers did not have access to support to the extent that interns did. By the second year, approximately half of both interns and probationary teachers reported having access to someone they referred to as a “support provider.”
- When asked, “What have you changed about your teaching practice this year that makes it better than it was last year?” interns in both years of the study placed greater emphasis on classroom management than did probationary teachers. This finding is consistent with observational data discussed above.
- Both interns and probationary teachers report assessing or observing students when they assess their own teaching practice. Only a few mentioned journaling, reflection, or peer observation.
- Barriers to continued personal professional growth were assigned to systemic problems, such as school administration, paperwork, political changes, and central

office, by a third to a half of both groups; however the number declined during the second year of the study.

- When asked, “How do you provide students with a classroom environment and climate conducive to learning?” both groups mentioned posting of student work or displaying posters and objects. During the second year of the study interns mentioned more frequently “seating arrangement” than did probationary teachers.
- Concerning critical thinking, both groups mentioned both years that teachers should ask open-ended questions. There was very little elaboration about strategies, such as students asking questions, students challenging each other’s points of view and gaining insight from one another, or student engagement in learning. There were also a few responses reflecting knowledge of Bloom’s Taxonomy and Open Court terms designed to engender critical thinking. Fewer than a third mentioned discovery or constructivist points of view.
- When asked about their students’ use of formative assessment, interns and probationary teachers alike mentioned the use of rubrics. Few, if any, mentioned portfolios or self-assessment.
- When asked about establishing clear linkages between lesson goals, assignments and grading criteria, well over half of the answers for both groups in both years were vague (e.g., “Although I don’t make a complete lesson plan for everything, I do have those things in mind.”). Both groups in both years revealed misconceptions in their responses (e.g., “It’s a cyclical thing. You can’t do one without the other.” Or, “I just assume they’ll pick it up.”). Very few mentioned backwards planning or some consistently applied technique for linking these elements.
- With regard to classroom assignments which teachers submitted for evaluation, interns were not ranked any higher or lower than probationary teachers, and neither group demonstrated the skill level that would be expected of more experienced teachers. On a four-point rubric, with 1 = lowest rank (e.g., goals are not focused on student learning) and 4 = highest rank (e.g., goals are very focused on student learning), the mean score for interns in all domains (cognitive challenge, focus of goals, grading clarity, alignment of goals and task, alignment

of goals and grading, and overall total quality) was 2.2; for probationary teachers, also 2.2. These rankings indicate that all participants fall just short of the middle of the four ranks. As an example of misalignment between goals and grading criteria, in one first grade class, the goal was for students to retell a story writing as many details as they could remember; however, the grading criteria had to do only with capitalization, ending punctuation, and writing in complete sentences.

- Participants were ranked on their responses to scenarios that addressed three of the six California Standards for the Teaching Profession. Inclusion of key elements of the standards formed the basis for a 4-point scoring rubric. The highest rank was four. The percent of participants ranking three or four were the following:
 - Engaging and Supporting all Students: interns, 29%; probationary teachers, 31%.
 - Planning Instruction: interns, 33%; probationary teachers, 31%.
 - Assessing Learning: interns, 17%; probationary teachers, 12%.
- There were no statistically significant differences between the two groups in their students' 2001 NCE adjusted matched gain scores in reading, math, and language. The spelling score difference, however, was significant, with the average intern adjusted gain (2.3) being higher than the probationary teacher adjusted gain (-0.6).
- Adjusted gains of students of interns were significantly larger (1.7) than those of probationary teachers (-1.6) on the 2002 NCE scores in math.

It should be noted that in the first year of the study, second year probationary teachers had completed coursework for their clear California teaching credential, while second year intern teachers had not yet completed all requirements for their credential. Of course, by the third year (second year of this study, 2001/02), the interns had completed their coursework. The findings of this study demonstrate that probationary teachers are not any further ahead in their development than interns by the end of their third year of teaching with LAUSD.

AN EVALUATION OF THE EFFECTIVENESS OF INTERNSHIP PROGRAMS

1. Introduction

In 1983, responding to reports about the effectiveness of public education, the California Legislature passed an educational reform program that became part of the State Education Code. A portion of that reform program, §44380 *et seq.*, introduced an alternative to traditional credentialing programs for beginning teachers in California. This reform program (alternative certification) gave rise to several teacher certification options, among them district intern programs, university intern programs, and career ladder programs for paraprofessionals. These programs provided teachers the opportunity to fulfill coursework responsibilities as well as the supervised teaching portion of their credentialing process while teaching in their own classrooms. Under district intern programs, school districts were allowed to consult with approved college or university teacher education programs in developing their own district intern programs.

As a follow-up study to the statewide evaluations done by the California Commission on Teacher Credentialing (CCTC) and others, this evaluation examines effectiveness of internship programs (both district interns and university interns) in LAUSD. Comparisons were made between alternative internship programs and traditional certification programs in the spring of 2001, and a follow-up study was done in the spring of 2002. Outcome measures were taken for a panel of 2000/01 second-year interns and compared with a panel of 2000/01 second-year probationary teachers.

2. Literature Review

The following literature review will first present authors who advocate alternative certification as a means of addressing inadequate staffing in our nation's classrooms. Conversely, other arguments will be presented about why alternative certification should be used with caution. Then authors who advocate careful evaluations of teacher preparation programs will be presented.

According to Kwiatkowski (2000), writing for the Fordham Foundation, the trend toward alternative certification of teachers will continue nationwide. Driving this trend is a quest to enhance education through at least four important goals:

1. increase the competent teaching pool in high-demand educational specialties,
2. increase the participation of under-represented minority group members as teachers,
3. increase staffing levels of urban schools or "difficult settings," and
4. decrease the need for emergency credentialing to meet teacher shortages¹. (p. 1)

Whiting & Klotz (2000) after citing statistics to demonstrate the K-12 teacher requirement by 2008 will be 2.2 million (with more students enrolled and less teachers available due to increased retirements by the aging teaching force) agree that alternative certification may be an attractive solution.

What better solution exists other than simply recruiting people who have definitive expertise, via a bachelor's degree in academically related content areas and, after minimal training, allowing them to transmit their content related knowledge to this ever expanding number of students? (p. 1)

Are those in teaching as a second-career who followed a traditional certification process better teachers?

Officialdom is reluctant to release the details which might answer that question for certain. But anecdotal evidence suggests they do well. In New Jersey, which has been running this sort of programme since 1984, rich districts, which can afford to be choosy, consistently hire more [alternatively certificated] teachers than poor districts do. (The door opens, *The Economist*, March 30, 2002, p. 2)

Coyle-Rogers and Rogers (2001) point out that some aspects of alternative certification make teachers better prepared to adapt to teaching demands.

Overall, alternatively certified teachers possessed higher levels of adaptive competency acquisition. This would indicate these teachers can perform intuitive

¹ Emergency certification is also a form of alternative certification.

reasoning tasks more effectively and that they effectively developed problem-solving and practical application tasks, as well as people-orientated skills. (abstract, p. 1)

It should be noted that Coyle-Rogers and Rogers raise the possibility that their result may be a consequence of the distinct age difference and classroom experience between the five alternatively trained and the 10 traditionally trained teachers in their study (p. 9).

On the other hand, Darling-Hammond (1990, 1997) has been critical of alternative certification programs, particularly “quick alternative certification routes of only a few weeks duration,” because, in her view, these programs have serious shortcomings (1997, pp. 309 f.). McKibbin (2001) agreed that “students in the classrooms of the interns are taught by someone who is learning the craft as he/she goes. This is an absolutely valid criticism” (p. 135). Darling-Hammond (1990) also has claimed that alternative certification programs are less successful in producing teachers who are effective with students than those programs that offer full preparation and certification.

Two issues are of particular concern to Darling Hammond (1990): (1) the preparation of teachers in critical thinking methods and skills, and (2) the availability of mentors and support providers. “A number of studies have found that promised mentors do not always materialize in [alternative certification] programs” (p. 138). Regarding the issue of critical thinking instruction, Kennedy (1991) found that

Virtually all of the blue-ribbon commissions that have studied education in the last decade have argued that we need a new and better kind of teaching: teaching that challenges students more than our current methods do, that expects more of students, that demands higher-order thinking from them, that prepares them for the workplace of tomorrow. (pp. 661, 662)

Paul (1997) also defended the use of critical thinking in classroom instruction:

Teachers should pose questions which probe student thinking, questions which hold students accountable for their thinking, questions which, through consistent use by the teacher in the classroom, become internalized by students as questions they need to ask themselves. The ultimate goal, then, is for these questions to become infused in the thinking of students. (p.26)

California legislators, the Commission on Teacher Credentialing (CTC), and program managers of local education agencies have been interested in gathering information on the effectiveness of alternative certification programs since before 1990; however, AB 2985 (Quackenbush), Chapter 1464 of the 1990 Statutes required the CTC to evaluate alternative

teacher certification programs in California. The CTC report (McKibbin, 1992) recommended that California should:

1. Encourage careful expansion of the responsible alternatives in teacher preparation and certification.
2. Encourage innovative practices in alternative certification.
3. Provide assistance for small, isolated programs.
4. Expand opportunities for alternative certification.
5. Coordinate alternative certification efforts.
6. Assure the quality of alternative routes (pp. 45-58).

McKibbin (2001), recently reemphasized the need for high quality and standards in the alternative certification programs for interns:

Intern programs can only thrive if they hold to high standards for selection of participants and compensate for the “learn as you go” aspect of the program. Programs can do this by turning the on-the-job nature of the program into a strength. (p. 135)

Similarly, Whiting and Klotz (2000), while focusing on secondary instruction, argue that the following essentials should be included in alternative certification courses. These essentials appear to apply to elementary instruction as well:

1. A detailed exposure to various concepts and skills for secondary teacher candidates that address the expectancy that all teachers are teachers of literacy, rather than just teachers of specific content.
2. A sound grasp of various study and communication skill strategies and how they can be infused in content areas to ensure academic success.
3. The knowledge of instructional theory and the skill to translate it into best practice.
4. A commitment to maximizing instructional time into situated meaningful activities.
5. A covenant that assures for a risk-free learning environment, where intimidation, humiliation, and reprisal do not exist.
6. A resolution to ensure that ongoing, varied assessment strategies are appropriately employed. (p. 39)

Los Angeles Unified School District (LAUSD) began using interns in the fall of 1984. The coursework was taught by members of the district’s Human Resources Department staff, mentor teachers, administrators, and other teachers in the district (McKibbin, 1988, p. 54). This study describes the effectiveness of interns practicing in LAUSD. It is anticipated that the research design piloted in LAUSD for this study may guide staff from other districts who wish to formally evaluate the effectiveness of their internship programs as alternative routes to teacher certification in California.

3. Research Questions

1. How do interns and probationary teachers compare with respect to the nature and quality of instruction they provide to students?
 - Classroom management
 - Classroom environment
 - Instructional strategies
 - Linkage of goals, activities, and assessments
 - The use of student assessment for instructional planning and re-teaching
 - The use of teacher formative assessment?
2. How do interns and probationary teachers compare with respect to their access to and use of resources to support their teaching?
3. Do students of interns and probationary teachers demonstrate differences in critical thinking and achievement?

4. Methods

Sample.

From school year 2000-01 rosters provided by LAUSD Human Resources, 30 second-year interns and 30 second-year probationary teachers were selected to participate in the study. The interns were selected by probability sampling techniques; then, the probationary teachers were selected to match as nearly as possible the interns according to school and grade taught. Second-year probationary teachers provide the closest match in teaching experience because teachers in both groups would typically be in their second year of teaching. Even so, this comparison might be expected to favor probationary teachers in regard to length of teacher training, since probationary teachers had completed their teacher preparation courses, whereas interns were in the process of finishing their final year of coursework. In addition, credential status is an imperfect approximation of teaching experience since it does not take into account any teaching prior to work with LAUSD or experience teaching under an emergency credential.

The list of second-year district interns contained 281 names. The list of second-year university interns contained 51 names, and all except four of those were students at California State University, Dominguez Hills (CSUDH). Twenty-five interns were selected from the district intern list and five university interns were selected from CSUDH. This corresponds to the relative proportions of interns in LAUSD as a whole. Also, it was determined after interviewing the teachers that five of the probationary teachers had received training as interns, so their information was analyzed separately from other probationary teachers.

An early adjustment to the use of the term “beginning teacher” was made. Several of the interns and probationary teachers, when contacted, found the term offensive because they had been teaching for years (as paraeducators, in private schools, in other states, etc.). The term, “beginning teachers,” was changed, and the participants were then referred to in terms such as “teachers involved in the certification process.”

The primary unit of analysis is the individual teacher. Other individuals were interviewed and observed but only as they related to the teacher herself. What skills did the teacher demonstrate? What tools did the teacher use to solve instructional problems? What was the quality of the coursework the teacher takes? What were the achievement gains of the students taught by the teacher?

Outcome Measures.

This study made use of outcome measures gathered as close to the point of actual instructional delivery by interns as possible. Two components of the study were designed especially with that goal in mind: classroom observations and analysis of actual classroom work assigned to students by the interns. Several outcome measures were used in order to assess performance of the intern group and the probationary comparison group. Each outcome measure is described below with a summary of how it was applied.

1. Observer Reported Data. Appointments were made with participants to observe in their classrooms over two three-hour sessions. Two separate protocols were used (see Appendix B) for each year of the study to describe the classroom arrangement and activities. During the first year (2000/01) observers were asked to rank the teachers' effectiveness on two Likert scales. The first was an instrument adapted from McKibbin (1988) in which interns were rated on a ten-point scale (0 = Not Effective, 9= Highly Effective) according to the following six criteria:

- a. Classroom Environment
- b. Student Involvement
- c. Presentation Skills
- d. Content and Method
- e. Classroom Management
- f. Cognitive Activity (pp. 56, 57).

The second was a six-point scale (1 = Very Ineffective, 6 = Very Effective). This second scale, based on a scale used by Danielson (1996), was designed to provide further details to the rankings made on the first (McKibbin) scale. The following criteria were ranked:

- a. Teacher communicating clearly and accurately with students.
- b. Students engaged supportively in learning with other students.
- c. Students asking clarification questions.
- d. Students challenging one another about important ideas of the lesson.
- e. Students clearly explaining their points of view.
- f. Students addressed as scholars or learners (respect).
- g. Student pride in their work.
- h. Management of instructional groups.
- i. Management of transitions.
- j. Management of materials and supplies.
- k. Performance of noninstructional duties (classroom interruptions).
- l. Supervision of aides and volunteers.
- m. Monitoring student behavior.
- n. Response to student misbehavior.

- o. Organization of physical space.
- p. Structure and pacing of the lesson.
- q. Quality, timeliness, usefulness of the lesson.

How does an observer recognize critical thinking instruction in a classroom? Paul (personal communication, July 6, 1998) suggested the following questions for observation instruments:

- Are students encouraged to clarify the question?
- Are students encouraged to gather relevant data?
- Are students encouraged to reason to a valid solution?
- Are there discussions of the assumptions?
- Are the implications of conclusions discussed?
- Have students entered accurately into alternative viewpoints?
- Are students encouraged to discriminate and identify what they don't know as well as what they do know? (Intellectual humility)
- Does the classroom involve intellectually challenging work that requires students to persevere? (Intellectual perseverance)
- Are students expected to achieve a high degree of precision and accuracy in their reasoning? (Intellectual responsibility)
- Do students feel secure and free enough to honestly acknowledge their inconsistencies? (Intellectual integrity)
- Are students encouraged to treat each other alike without reference to their own feelings or interests? (Fair-mindedness)
- Is there an atmosphere of thinking with a discipline (e. g., mathematical thinking)?
- Were there any references during the classroom observation to universally accepted intellectual standards for critical thinking (e. g., relevancy, accuracy, precision, depth, sufficiency, logic, clarity, consistency)?

These categories were incorporated into the observation instruments for both years of the study (see Appendix B).

The 2002 observation instrument featured additional indicators, and observers did not rank the teachers. Instead, the observers indicated “yes” or “no” for each performance indicator (see Appendix B).

2. Interview Data. Participants were interviewed using the protocol in Appendix C. The interviews lasted approximately 15 minutes. Responses were recorded, and transcriptions were made. Qualitative analysis software was used to sort the responses by category, and frequencies of the categories were computed. The rates of response were analyzed to compare intern responses with those of probationary teachers.

3. Classroom Assignment Submissions. Classroom assignment rating as an indicator of classroom practice has been piloted not only by CRESST/University of California, Los Angeles

(see Aschbacher, 1999 and Clare, 2000), but also by LAUSD Program Evaluation and Research Branch (PERB).

Classroom assignments (including clarifiers such as lesson goals, student directions, and grading rubric) along with copies of teacher-graded student work samples were submitted to the evaluation team. These assignments were rated by two independent judges on a four-point scale according to the following six dimensions of quality:

- a. Cognitive challenge of the task
- b. Clarity of the teacher's goals for student learning
- c. Clarity of the grading criteria
- d. Alignment of learning goals and task
- e. Alignment between the goals and grading criteria
- f. Overall quality of the assignment.

Because the task required up to four hours on the part of sample teachers, a classroom credit for instructional supplies was given to each participant in the study. These instruments are found in Appendix D.

4. Knowledge Application Responses. Three scenarios were written which tested knowledge application related to three corresponding California Standards of the Teaching Profession (CSTP), Standards #1,4,5:

- #1. Engaging and Supporting All Students in Learning
- #4. Planning Instruction and Designing Learning Experiences for All Students
- #5. Assessing Student Learning

The scenarios may be seen in Appendix E. These scenarios assess a teacher's ability to demonstrate application of CSTP in actual classroom settings. The key question was, "To what extent do interns clearly, accurately, and logically respond in-depth to scenarios posed to them about classroom practice by identifying the problem and possible solutions, selecting a solution, and explaining how to implement the solution?" To address the question, responses that included key elements of each Standard were rated more highly. A four-point rubric was designed to rank responses:

- 4 = Response reflects *almost all* of the key elements
- 3 = Response reflects *at least half* of the key elements
- 2 = Response reflects *more than one* of the key elements
- 1 = Response reflects *at most one* of the key elements

Two raters independently ranked all of the responses. Then they discussed their rankings with each other to try to arrive at consensus rankings. The average rank was then reported (e.g., if one ranked a response a 4 and the other ranked the response a 3, the average of 3.5 was reported).

5. Portfolio Data. The “Putting It All Together” section of portfolios of seven interns was examined and ranked. The same three CSTP standards used in the Knowledge Application Scenarios above were used as a standard to rank the content of portfolio submissions according to the following levels of expertise (see Appendix F for complete rubric):

- 4 Accomplished Level. Multiple layers of evidence that the teacher consistently uses all of the key elements in her instructional practice.
- 3 Maturing Level. Multiple layers of evidence that the teacher consistently uses nearly all of the key elements in her instructional practice.
- 2 Developing Level. Evidence that the teacher uses nearly all of the key elements in her instructional practice.
- 1 Beginning Level. Evidence that the teacher uses many of the key elements in her instructional practice.
- 0 Below Beginning Level. Little or no evidence that the teacher uses the key elements in her instructional practice.

The above rubric was borrowed from a portfolio handbook by the District Human Resources Division (LAUSD, 2000). Essentially, it is comparable to the rubric used for the Knowledge Application Scenarios because the “0” level was not used in the portfolio ranking.

6. Student SAT/9 Gains. The Normal Curve Equivalent (NCE) gains of elementary participants’ students from the 2000 and 2001 SAT/9 were compared between intern teachers and probationary teachers. It was not possible to do comparisons between the few middle school interns and probationary teachers in the study because multiple teachers for each student would not allow equivalent comparison with elementary teachers. Reading, math, language, and spelling batteries were compared.

7. Attrition Rates. As second-year observations and interviews began during the spring of 2002, teachers who were no longer at their schools were noted. The observer/interviewer asked the school office personnel whether the teacher had left the district, and 2001/02 employee

records were checked in the Human Resources database used by the Program Evaluation and Research Branch.

8. Examination of Methods Courses and Instruction. Examination of course syllabi indicated what required readings and research were assigned to interns and what quality of work was expected. Classroom observation of intern training provided evidence of interns doing assigned reading. We documented ways whereby instructors required demonstration of student proficiency. Interviews with instructors provided information regarding specific ways in which characteristics of interns (older, prior careers, etc.) enrich the learning experience.

Validity.

Some of the instruments in this study (intern interviews, portfolio assessment, knowledge application scenarios) were validated through triangulation with other previously validated instruments. Although this is a pilot study, the observation and classroom assignment instruments were adapted versions of ones used in previous CRESST and PERB studies.

5. Findings (2000/01)

5.1 Observational Data

The following section addresses room arrangement and instructional activities used by the teacher. The numbers in the tables are based on two three-hour observations for each teacher (N = 28 interns, 30 probationary teachers).

Table 1

Frequencies of Room Arrangement

Description	Intern	Prob. Tchr.	κ^2	Sig.	ES ¹ (d)
Student Tables	54 (96%)	50 (83%)	5.4	.02 ²	.2
Student Desks	5 (9%)	9 (15%)	1.0	.32	.1
Reading Rug	36 (64%)	36 (60%)	0.2	.64	.0
Computers	43 (77%)	47 (78%)	0.0	.84	.0
Kidney-shaped table	24 (43%)	26 (43%)	0.0	.96	.0
Learning Centers	22 (39%)	15 (25%)	2.7	.10	.3

Notes: ¹Furukawa (1999) refers to effect size as the magnitude of difference between two groups in SD units. ²Statistically significant at the $p \leq .05$ level.

The significance of interns using tables in their classrooms more often than probationary teachers could indicate a greater emphasis on relational, interactive instructional strategies; however, if that were the case, in Table 2 one would expect greater differences in several of the modes of teaching. That is not the case, and in fact, probationary teachers had the higher mean for questions and answers, which is an interactive strategy.

Table 2

Frequencies of Classroom Activities

Description	Intern	Prob. Tchr.	κ^2	Sig.	ES (d)
Teacher Centered	47 (84%)	50 (83%)	0.0	.93	.0
Whole Class	52 (93%)	53 (88%)	0.7	.41	.1
Lecture	04 (7%)	05 (8%)	0.1	.81	.0
Q & A	22 (39%)	34 (57%)	3.5	.06	.3
Independent Seat Work	40 (71%)	45 (75%)	0.2	.66	.0
Writing Activity	35 (63%)	41 (68%)	0.4	.51	.0
Silent Reading	09 (16%)	14 (23%)	0.9	.35	.1
Small Group	26 (46%)	31 (52%)	0.3	.57	.0
Singing	02 (4%)	03 (5%)	0.1	.71	.0
Students Read Aloud	14 (25%)	14 (23%)	0.0	.83	.0

Table 2 indicates an educationally important difference between interns and probationary teachers (across mixed grades) in the use of questions and answers as an instructional teaching strategy, with probationary teachers having the higher mean. One potential implication might be a greater emphasis by probationary teachers on higher-level thinking; however, if that were the case, one would look to Teacher Centered, Whole Class, Lecture, etc. variables for greater differences as well. Not enough is known about the reasons for these significant differences to draw conclusions at this point.

Observers ranked teachers on six domains: classroom environment, student involvement, presentation skills, content and method, classroom management, and cognitive activity. A 9-point rubric was used to rank the teachers. McKibbin (1988) used a similar rubric to compare 82 second-year interns with 32 probationary second-year teachers with similar mean outcomes. The rankings from that study are included in Table 3 (every item in parentheses refers to the McKibbin study) together with rankings from this evaluation.

Table 3

Observation Rankings of Six Classroom Effectiveness Criteria

Description	Intern N = 55	Prob. Tchr. N = 60	t-ratio	Sig. (2-tailed)	ES (d)
Classroom Environment					
Mean (McKibbin, 1988)	7.0 (6.7)	6.6 (6.3)	1.2	.22	.2
S.D.	1.8	2.2			
Student Involvement					
Mean (McKibbin, 1988)	7.0 (6.4)	6.3 (6.1)	1.8	.07	.3
S.D.	1.7	2.1			
Presentation Skills					
Mean (McKibbin, 1988)	7.3 (6.6)	6.6 (5.8)	1.8	.07	.3
S.D.	1.8	2.3			
Content and Method					
Mean (McKibbin, 1988)	7.2 (6.6)	6.8 (6.0)	1.2	.25	.2
S.D.	1.7	2.1			
Classroom Management					
Mean (McKibbin, 1988)	7.1 (6.5)	6.5 (5.9)	1.6	.11	.3
S.D.	1.8	2.4			
Cognitive Activity					
Mean (McKibbin, 1988)	7.2 (5.2)	6.7 (5.0)	1.4	.17	.3
S.D.	1.7	2.2			

Sample Observer Comments

Intern	The classroom was calm. Students were attentive. Energy levels were moderate. All of the students tuned in to activity at hand.
Intern	This environment was print-rich providing an extensive collection of skill development charts that provide on-going reinforcement of prior learning. Students often referred to them during directed lessons as well as during independent activity.
Intern	Assessment was made by questions and answers. The same students, as a rule, gave the answers.
Probationary	There was a high energy level in the class room due to the hyperactivity of the teacher.
Probationary	The climate lacked the comfort level in which students felt "safe" to ask clarification questions.
Probationary	The energy level is high. The mood is that of learning. Teacher and students are enthusiastic. Teacher explain[s] clearly his goal. He assessed the students by asking questions.

The following tables report the ranking of teachers according to the Danielson (1996) and Paul (1998) criteria. One question was a yes/no response question concerning critical thinking:

Indicator	Intern	Probationary Teacher	χ^2 value	Sig 2-tailed	ES (d)
Teacher encourages critical thinking (N)	53	56			
Mean*	.79	.63	3.7	.06	.2
S.D	.41	.49			

Note: *0 = no. 1 = yes.

The other indicators were ranked on a Likert scale. Observers used a six-point scale (1 = Very Ineffective, 6 = Very Effective). Following is a list of the indicators used:

- Teacher communicating clearly and accurately with students.
- Students engaged supportively in learning with other students.
- Students asking clarification questions.
- Students challenging one another about important ideas of the lesson.
- Students clearly explaining their points of view.
- Students addressed as scholars or learners (respect).
- Student pride in their work.
- Management of instructional groups.
- Management of transitions.
- Management of materials and supplies.

Performance of noninstructional duties (classroom interruptions).
Supervision of aides and volunteers.
Monitoring student behavior.
Response to student misbehavior.
Organization of physical space.
Structure and pacing of the lesson.
Quality, timeliness, usefulness of the lesson.

Table 4 shows the results for a *t*-test comparison of means. Only those mean differences with significance levels of at least $p \leq .10$ are reported. Significance levels at the $p \leq .05$ level are so noted.

Table 4

Spring 2001 Observation Rankings of Other Effectiveness Indicators

Indicator	Intern	Probationary Teacher	<i>t</i> -ratio	Sig 2-tailed	ES (<i>d</i>)
Teacher communicates clearly and accurately (N)	56	60			
Mean	5.36	4.97	1.98	.050	.4
S.D.	.96	1.15			
Students ask clarification questions (N)	55	57			
Mean	4.36	3.72	2.79	.006*	.5
S.D.	1.08	1.35			
Students addressed as scholars (N)	56	60			
Mean	5.09	4.70	1.70	.092	.3
S.D.	1.12	1.33			
Management of Instructional groups (N)	55	52			
Mean	5.05	4.29	3.14	.002*	.6
S.D.	1.03	1.47			
Management of transitions (N)	56	58			
Mean	5.07	4.52	2.18	.031*	.4
S.D.	1.26	1.44			
Management of materials and supplies (N)	56	59			
Mean	5.27	4.92	1.74	.085	.3
S.D.	.98	1.18			
Monitoring student behavior (N)	56	60			
Mean	4.98	4.40	2.41	.018*	.4
S.D.	1.12	1.45			
Respond. student misbehavior (N)	56	60			
Mean	4.95	4.58	1.45	.076	.3
S.D.	1.21	1.46			
Structure and pacing of the lesson (N)	56	60			
Mean	5.23	4.75	2.11	.037*	.4
S.D.	1.08	1.36			
Quality, timeliness, usefulness of the lesson (N)	56	59			
Mean	5.16	4.75	1.77	.080	.3
S.D.	1.02	1.45			

Note. *Statistically significant at the $p \leq .05$ level.

In every domain the intern mean rank was higher than the probationary teacher mean rank. In five domains there was a statistically significant difference at the $p \leq .05$ level between ranks for interns and probationary teachers. The effect sizes for all of the statistically significant differences were in the small ($d = .2$) to moderate ($d = .5$) range for a Cohen's d . These findings are consistent with those from Table 3 which yielded educationally meaningful comparisons with interns having the higher means in Student Involvement and Presentation Skills.

For example, students in intern classes were more often observed asking for clarification rather than asking questions requiring simple informational responses. One first grade student asked a clarification question of an intern: “Do all grownups have the same size fingers?” A sixth grade student asked, “What’s stride?” On the other hand, one student asked an informational question: “What’s the formula for circumference?”

Interns were also judged better able to manage instructional groups, to manage transitions (e.g., activity to activity; change of seating arrangements; or change of regularly scheduled events), and to monitor student behavior more effectively (e.g., awareness of individual student classroom activity, consistency and appropriateness of correction of student misbehavior). The structure and pacing of lessons taught by interns was rated as more consistently effective than that of probationary teachers.

Because there were so many, the variables were grouped using a factor analysis. Responses to the indicators in Table 4 were grouped into a commonality of factors under three natural headings: Productive Climate for Learning, Intellectual Freedom, and Classroom Management (see Appendix G for information about variance and loadings). The first heading explained nearly half (48%) of the variance. The fact that the interns were ranked higher in every variable in that heading suggests that intern teacher preparation emphasizes classroom climate more than traditional preparation programs do.

5.2 Interview Data

Although 57 of the participants were interviewed, five of the probationary teachers indicated previous participation in an intern program. These five were not used in the analysis of question responses. Tables of item-by-item responses may be found in Appendix H. Numbers vary for two reasons: interviewer error (not asking the question) or participant had no response.

Question 3. *To whom do you turn for support when you need help with your teaching practices?* Out of 52 respondents, 34 (65%) reported that they turn to fellow teachers for support; 26 (50%) reported that they turned to mentors or support providers; 15 (29%) reported they turned to school administrators, and 11 (21%) reported they turned to veteran teachers or department heads. Only one (2%) indicated no source of support.

Table H-1 (Appendix H) compares intern responses with those of probationary teachers for Question 3. Interns identified mentors or support providers as sources of support more than probationary teachers by a ratio of 71% to 17%. On the other hand, probationary teachers looked

to other teachers more than interns by a ratio of 71% to 54%. Probationary teachers turned to administrators for support more than interns by a ratio of 38% to 18%. One probationary teacher reported, “I feel sort of abandoned this year to be quite honest.”

Question 8. *Please describe how you use formative assessment to inform your growth as a beginning teacher. [Prompt: Do you use any formal or informal assessments to provide yourself with information to be used as feedback to modify your teaching practices? Please indicate what].* The following responses were received to this question (N = 51):

- Mentioned feedback from mentor (33%)
- Mentioned assessment of students (27%)
- Mentioned student observation (20%)
- Mentioned journaling, reflection (20%).

Table H-2 (Appendix H) compares intern responses with those of probationary teachers for Question 8. Only one of the differences approached statistical significance, and that was the use of student assessment to assess their own teacher performance. Probationary teachers mentioned this more often (39%) than interns, (18%). Three responses that exemplify this answer include:

Intern	“This year I would say it’s my own personal informal assessment just based on the reactions on each day from the students and how I feel they’re doing.”
Probationary	“...Well I look at scores and if the scores are not where I feel they should be then yes, I do modify my teaching. So yes, I do look at student’s scores and every year it’s a different challenge and I approach things in a different way because what works for one class doesn’t work for another class...”
Probationary	“...And on my own I would say I keep a lot of student work samples and compare from one year to the next or from the similar assignments something we did earlier would help. Make conscientious changes in my instruction and see how it effects the outcome.”

Question 9. *What have you changed about your teaching practice this year that makes it better than it was last year?* The following responses were made (N = 52):

- Better classroom management (35%)
- Curriculum (27%)

- Mastery of more teaching technique (17%)
- Better organized (17%)
- Different students (grade level, etc.) (12%)
- Use of State Standards (6%)
- No change (2%).

Table H-3 (Appendix H) compares intern responses with those of probationary teachers for Question 9. Although no statistically significant difference exists between responses of interns and probationary teachers on this question, 32% of interns indicated growth in classroom management, and 20% of probationary teachers reported change in classroom management. Of the responses related to change in curriculum, 30% of probationary teachers reported this change, while 13% of interns did so. One of the typical intern responses relating to classroom management was the following: “I’m giving out more disciplinary things than I did last year. Last year I was trying to reason with them more. This year I’m hitting clearer goals as to what their behavior should be. Last year I was treating them like adults so I learned real quick that they’re children.”

Question 10. *What barriers do you see to your continued growth as a classroom teacher?* Out of 50 respondents, 22 (44%) indicated there were systemic problems, such as local school administration, paperwork, and political changes and central office. Fifteen (30%) indicated that there were no barriers to their continued growth. Those who did indicate barriers included the following: too little time, 6 (12%); parents and students, 4 (8%); and lack of sufficient support, 3 (6%).

Table H-4 (Appendix H) compares intern responses with those of probationary teachers for Question 10. Interns reported systemic problems more than probationary teachers by a ratio of 48% to 39%. Interns also reported barriers related to students and parents more often than probationary teachers by a ratio of 15% to 0% ($p \leq .05$). Sample verbatim responses follow:

Intern	“I think the only barriers that I could think might have some problems with may be the ...constant change within our district and education itself...I kind of fear that (I’m)... going to develop an excellent way of teaching them and reaching my students and that the district might come and say, you know, that’s wrong, do something else.”
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- Intern “I feel a lot of times the rapid change of district requirements and procedures prevents teachers from really being comfortable in a program...A lot of times we spend so much time in district mandated assessment that we have little time to teach the things that are gonna be assessed.”
- Intern “The biggest problem is overcrowding in the classroom. There are just too many kids in the classroom and it frustrates me because I’d like to spend more time with each kid and get to know them...right now I feel like a gerbil I’m on an exercise wheel. I’m trying to keep them running real fast and I feel like I’m getting where I want to go. It’s just frustrating for me.”
- Probationary “... I wish-I actually-I wish that new teachers had more structure, ... I wish there was a clear leader on a grade level. We have somebody in the position of grade level chair but I wish they were more like a dictator... so this is all what we’re gonna study this month, I wish it was-I hear some schools are like that where they have it unified.”
- Probationary “Oh no. I love teaching and I’m going to be teaching forever and ever and of course I’m always going to be taking new classes and learning new programs, new methods of teaching.”
- Probationary Changing grades. ... it’s just easier, I mean, because then if you’re teaching the same year, one after the next, you can reflect, you can change, and you can improve upon your teaching much better...”

The above verbatim responses to the question about barriers to continued growth illustrate the finding previously mentioned. Second-year teachers, particularly interns, involved in the credentialing process feel great stress at the systemic change in programs and procedures they face. One intern also mentioned the stress of an overcrowded classroom. Probationary teachers, on the other hand, find themselves left isolated without a structured support system, presumably because they already have their clear credential. Both interns and probationary teachers were concerned about having to change grade levels year after year. They felt that they should be allowed to attain some stability and competence in teaching one grade level before being asked to change to another. There was also a certain idealism expressed by many of these participants from both groups that they faced no barriers to continued growth.

Question 11 *Please describe how your students use formative assessment to help them learn better. [Prompt: At your direction do your students do anything to assess*

themselves which provides information to be used as feedback to modify their learning activities? Please indicate what]. The following responses were received to this question (N = 52):

- Multiple informal assessments (33%)
- Rubrics (31%)
- Multiple formal assessments (15%)
- Teacher Directed SSA (13%)
- Unclear answer (10%)
- Peer Assessment (10%)
- Student self-assessment (SSA) (6%)
- None (6%).

Table H-5 (Appendix H) compares intern responses with those of probationary teachers for Question 11. There were no statistically significant differences between the responses of interns and probationary teachers on this question. The following is a typical intern response to this question: “We do peer editing in writing where they share with each other, provide feedback to each other, and I also [provide feedback] where they see a model and then see how [theirs] compares to the model.”

Question 12. *To what extent do you engage your students in clearly stated lesson goals? How would your students know what the goals of the lesson are?* The following responses were received to this question (N = 51):

- Students hear the goals (67%)
- Students see the goals written (18%)
- Students write the goals (12%)
- Refer students to relevant standards (12%)
- Student prior knowledge tapped (6%)
- Rubrics (8%)
- Students discuss the goals (6%)
- Students don't know the goals (6%)
- Involve the parents (2%).

Table H-6 (Appendix H) compares intern responses with those of probationary teachers for Question 12. There is an educationally important difference between two items. Probationary teachers engage the students in lesson goals by telling the students what the goals are (79%) more often than do interns (56%). However, interns engage students through accessing their prior knowledge more often than probationary teachers. One probationary teacher expressed a weakness with regard to this question: “I really don't tell them this is what

we're going to learn, and this is why we're going to learn it. I just start the lesson, and I think that's one of my weaknesses that I need to work on." One of the interns reported,

With Open Court, we'll do an overview of knowledge. Like our unit is fossils right now, so we'll do an overview. What do you know about fossils? (activating prior knowledge) and see what they know about what we're going to be getting into, and once they write those ideas down in their inquiry journal, we move on from there.

Question 13. *How do you provide students with a classroom environment and climate conducive to learning?* The following techniques were reported (N = 50):

- The posting of student work (34%)
- Behavior system (30%)
- Posters and objects in the classroom (28%)
- Print rich environment on classroom walls (18%)
- Neatness and Cleanliness (16%)
- Promote a positive, safe environment (16%)
- Cooperative groups (8%)
- Aesthetically pleasing environment (8%)
- Classroom Library (8%).

None of the respondents mentioned attitudinal or intrinsic motivational indicators, such as respect, civility, or discovery learning.

Table H-7 (Appendix H) compares intern responses with those of probationary teachers for Question 13. No statistically significant differences exist between responses of interns and probationary teachers on this question; however interns reported posting student work more frequently than probationary teachers, and probationary teachers reported displaying posters and other objects in the room more frequently than interns. A typical intern response to this question follows: "I make sure that their work is displayed... as soon as they start working then...I put their things up, provide them with feedback on a consistent basis, and encourage them when they've done really well."

Question 14a. *To what extent do you see critical thinking as an important part of your teaching practice?* The following comments associated with critical thinking instructional practice were reported (N = 51):

- Teacher asking open-ended questions (27%)

- Bloom or any one of the following: knowledge, comprehension, application, analysis, synthesis, or evaluation (25%)
- Open Court or any one of the following: monitoring, clarifying, predicting, classifying, categorizing, visualizing, summarizing, making connections, or drawing conclusions (25%)
- Students asking questions (24%)
- Problem solving and discovery (18%)
- Higher order thinking (10%)
- Teacher asking “why?” questions (8%)
- Student engagement in learning (8%)
- Student insight from one another (8%).

Table H-8 (Appendix H) compares intern responses with those of probationary teachers for Question 14a. No statistically significant differences exist between responses of interns and probationary teachers on this question. Approximately 25% of teachers in both groups mentioned something related to Bloom’s Taxonomy or to the critical thinking aspects of Open Court. Both groups perceived that critical thinking involved the teacher asking open-ended questions. Two typical responses follow, one from an intern and one from a probationary teacher:

Intern	“I think I need to do more of it...I tend to ask a lot of just factual questions and sometimes ... I don’t feel like ... they’re really ... using their critical thinking skills. I think they’re just answering questions that they can find right away in the book or in the stories they read.”
Probationary	“Well I- I definitely think critical thinking is -- should be the most important part of teaching and what we should expect of children to always be critical thinkers. I don’t think I put it into practice.”

We found teachers in both categories struggling for words to discuss critical thinking. They were aware that they should encourage critical thinking, but they knew that this area of their teaching needed improvement.

Question 14b. *The types of responses: To what extent do you see critical thinking as an important part of your teaching practice?* The following types of responses applied to the critical thinking question (N = 47):

- Vague or non-response (53%)
- Minimally elaborated conception (30%)
- Answer reveals a misconception (21%)
- Wanders from question (15%)
- Fully elaborated conception (13%)
- Restated the prompt (6%)
- Contradiction present in answer (4%).

Table H-9 (Appendix H) compares intern responses with those of probationary teachers for Question 14b. Examples of the various types of response follow:

Vague or Non-Response. “I think that’s an extremely important part and I think sometimes people discount that in younger children. I’m amazed at the critical thinking skills, especially in the 8 and 9 year olds, who want to discuss it, on the context you know, that they are to relate to it, but I find they’re very concerned about the environment . . . I find a lot of times we will have discussion groups.”

Answer Reveals a Misconception. Examples of misconceptions mentioned were that only higher achieving students could be taught to think critically, that critical thinking consisted of the teacher answering questions, and that only certain types of instruction, even at certain times of the year, presented opportunities for critical thinking. “I think it’s a really important part with the children. I can do that more with my higher group.” “I encourage it. I’m trying to answer their questions.” “Critically thinking we engage from January and on.”

Wanders from the Question. “This year I’ve noticed most of the day is Open Court. And I know that Open Court is about 95 percent aligned with California Standards. So I follow the directions of the Open Court.”

Contradiction Present in Answer. An example of a contradiction is to disassociate critical thinking from skills, and then refer to critical thinking as a skill, e.g., “Of course the skills are necessary . . .but to get to the point of critical thinking . . .I think it’s a higher level skill.”

Minimally Elaborated Conception. “It’s the most important part of it.”

Fully Elaborated Conception. “I think it’s very important. I think we need to have them think. Like when I’m reading to them, I want them to be able to think back on what we read. How do you know that happens? I have them predict, e.g. ‘What did we read that makes you think that?’”

Restated the Prompt. If the respondent asked what we meant by critical thinking, this prompt was given: “for example, students demonstrate critical thinking by asking clarification questions, challenging other students in their thinking, and recognizing errors in their own thinking.” One respondent after given the prompt said, “I model clarification questions for them throughout the reading and then expect them to be able to ask.”

Question 15. *To what extent do you try to align your classroom assignments to State Standards?* Out of 52 respondents, only two (4%) mentioned rubrics, three (6%) said they had the standards posted in the classroom, and only four (8%) of the respondents indicated that they discussed the standards with other teachers. While 14 (27%) said they referred to the standards in their lesson planning, another 14 (27%) gave a vague answer with no specifics. One respondent indicated “most kids can’t meet them [State standards].”

Table H-10 (Appendix H) compares intern responses with those of probationary teachers for Question 15. The only significant difference between the two was that 42% of intern responses were vague with no specifics, while only 13% of probationary teachers had vague responses ($p \leq .05$). An example of one such intern response was the following: “... I mean it’s built into the class and that’s how I teach. I refer everything back to the standards. I don’t know what I would do without the standards.”

Question 16a. *To what extent do you try to establish clear linkages between lesson goals, assignments, and grading criteria?* The following responses were received to this question (N = 48):

- I refer to a rubric scale (29%)
- Mentioned standards (25%)
- I give feedback to students (21%)
- I am not doing it (19%)
- Mentioned student self-assessment (2%)
- Mentioned the use of journals (2%)

- Mentioned standards-based assignments (2%).

Table H-11 (Appendix H) compares intern responses with those of probationary teachers for Question 16a. There were no statistically significant differences between the number of responses in each category for interns and for probationary teachers. The terms *rubric* and *standards* keep reappearing in the responses to many of the questions, which may indicate an emphasis in those areas during staff development for both interns and probationary teachers.

Question 16b. *The type of response: To what extent do you try to establish clear linkages between lesson goals, assignments, and grading criteria?* The following response characteristics applied to this question (N = 50):

- Response was vague or non-responsive (80%)
- Response reveals a misconception (36%)
- Response wanders away from question (26%)
- Response reveals a contradiction (2%)
- Minimally elaborated conception (6%)
- Fully elaborated conception (2%).

Table H-11 (Appendix H) also compares intern responses with those of probationary teachers for Question 16b. Two of the response differences between interns and probationary teachers were educationally significant, including: vague or non-responsive answers (interns 70% vs. probationary teachers 91%); and response wanders from the question (interns 15% and probationary teachers 39%). Two intern responses illustrate the vague or non-responsive answers:

“That is something I actually want to work on this year. The extent to what I’ve done it this year has been moderate and that was from the district intern program coming up with the lesson plan.”

“I don’t think I’m doing that well in that area. I don’t know.”

Summary of 2000/01 Interview Data. The interview outcomes are in keeping with the observational data in that generally, except for certain critical thinking indicators, the interns equal or exceed the probationary teachers. Key findings that emerge from the interview data are the following:

1. Both interns and probationary teachers report the most growth and change during their second year in the area of classroom management.
2. Both groups focus classroom climate on extrinsic motivators rather than intrinsic ones.

3. Both groups define critical thinking instruction in terms of Bloom’s Taxonomy, Open Court, and open-ended question asking.
4. Both groups rely on student listening to engage students in lesson goals.
5. As expected, in many areas, neither group performed to the level that would be expected of more experienced teachers (e.g. nearly a fifth of both groups reported that they did not establish clear linkages between goals, assignments, and assessments). Further, responses to several questions by both groups were vague and non-responsive.

5.3 Classroom Assignment Submissions

Independent *t*-tests comparing the means between interns and probationary teachers showed no statistically significant differences on any of the domains rated: cognitive challenge, focus of goals, grading clarity, alignment of goals and task, alignment of goals and grading, and overall total quality. Table 5 charts the mean scores for each group in each domain.

Table 5

Comparisons of Mean Rating Scores on Classroom Assignments

Domain	N*	Mean	S.D.	t-ratio	Sig.	ES (d)
Cognitive Challenge						
Intern	22	2.18	0.48			
Probationary Teacher	16	2.22	0.82	-0.18	.86	.1
Focus of Goals						
Intern	22	2.14	0.62			
Probationary Teacher	16	2.28	0.66	-0.69	.49	.2
Grading Clarity						
Intern	22	2.66	0.78			
Probationary Teacher	16	2.50	1.06	0.53	.60	.2
Alignment of Goals and Task						
Intern	22	2.00	0.60			
Probationary Teacher	16	2.19	0.57	-0.97	.34	.3
Alignment of Goals and Grading						
Intern	22	1.84	0.50			
Probationary Teacher	16	1.97	0.64	-0.69	.49	.2
Overall Total Quality						
Intern	22	2.18	0.48			
Probationary Teacher	16	2.31	0.79	-0.63	.53	.2

Note. *Probationary teachers who reported having previously been enrolled in any intern program are not included.

The mean scores in Table 5 are defined according to a rubric located in Appendix D. There are two findings of importance from Table 5. The first is that there is no statistically

significant difference between mean rankings for interns and mean rankings for probationary teachers. Interns did just as well as probationary teachers.

The second finding of importance is the size of the mean rankings of the participants. Even though interns are not ranked any higher or lower than probationary teachers, neither group demonstrated outstanding skills in the teaching domains tested. A mean ranking of 2 indicates that the participants only somewhat or moderately demonstrated competence in that domain. As an example, the highest ranking domain was grading clarity. For interns the mean rank was 2.66. For probationary teachers the rank was 2.50. These rankings indicate that participants fell somewhere between “somewhat” and “mostly” in demonstration of competency with that domain.

The following are descriptions of responses where raters independently assigned the same rank under each domain (rank 4 is the highest; rank 1 is the lowest):

Table 6

Examples of Rankings for Teacher Classroom Assignments

Cognitive Challenge (Comparisons Based on First Grade Assignments)

Rank 4	[None]
Rank 3	Students were to read three books (<i>The Enormous Carrot, Froggy Plays Soccer, The very Hungry Caterpillar</i>). They were asked to think about one of those stories and pick the one they remembered better to draw the beginning, middle, and end of the story. Then, they were asked to write (retell) the story writing as many details as they could remember.
Rank 2	Students were asked to write in their journals about a folktale. They were asked to tell what happened, write the names of the main characters, describe the setting, and tell what made the folktale interesting or how they felt about it.
Rank 1	Students were to write a narrative account of a time they needed to keep trying to accomplish something.

Focus of Goals (Comparisons Based on Fifth Grade Assignments)

Rank 4	[None]
Rank 3	Fifth grade students were asked to write to the following prompt: “Your parents have just won the lottery. They will take you anywhere in the world, if you can persuade them it’s a great place to go. Choose a place, and persuade them to go there.” The lesson goals were linked to the state writing standards: Create

multiparagraph expository compositions. Edit and revise manuscripts to improve meaning. Write persuasive compositions (state a clear position; support with relevant evidence; follow a simple organizational pattern). Use correct capitalization.

Rank 2 Students were to identify rhythm and rhyme scheme in a limerick. Then, they were to independently produce a limerick of their own that follows the pattern and makes sense.

Rank 1 Each month students brainstorm a list of events, assignments, and activities they have done during the month. They are to select three of their favorites and write a three-paragraph essay – one paragraph per topic or event. Their learning goal was improvement using writing process from previous months assignments.

Grading Clarity (Comparisons Based on Kindergarten Assignments)

Rank 4 Students were to take a short dictation on high frequency words. A detailed rubric listed points students could make for conventions and skills: “Correct spelling receives 2 points per word . . . Did student write adjective before the noun? 2 points . . . Did student’s drawing correspond to her/his written statement (2 colors, 2 clothing items)? 4 points . . . Was the student able to read back and recall all words from sentences (1 point for high frequency words and 2 points for unfamiliar words)? 22 points.”

Rank 3 Students were to glue and label construction cut outs on a sentence strip in a teacher prescribed pattern. They were to give a definition, an explanation, and an example of the complex pattern. Students who were rated Excellent were able to comply with oral instructions and create accurately the requested pattern without assistance.

Rank 2 Students were to color accurately true-life pictures of plants in various stages of development, cut and paste neatly, and sequence the order of plant life cycle. A rudimentary rubric ranked 4 if sequence was in order and colors were neat and appropriate; ranked 1 if sequence was not in order and student did not color.

Rank 1 [sic.] “In kindergarten, I don’t grade on a rubric. I look at the students improvement throught the year. I give them skills to work on for the next assignment. Towards the end of the year, I begin using rubrics.”

Alignment of Goals and Task (Comparisons Based on Second Grade Assignments)

- Rank 4 Students were to summarize one of three stories. They were to write about the plot, setting, the crisis or problem in the story and how it was solved. They were to analyze the story and retell it in proper sequence. They were to make inferences and interpret the meaning of the story and make connections to their own experiences. They were to express what made the story significant, interesting, fun, or exciting. The learning goals paralleled the assignment: summarize and write; sequence events; identify the setting, problem, etc.; identify the characters, main idea, etc; write in paragraph form; comprehension; analysis and interpretation.
- Rank 3 The students were expected to listen to a story and then compose a letter to its author. They were to address similarities, differences, and questions created by the reading. They were to draw on previous lessons on letterform, grammar, punctuation, and following directions in the classroom. Learning goals included proper letterform, comprehension and reflection on literature presented, use of viewpoint and voice, following directions.
- Rank 2 Students were to write a two-paragraph character sketch. They were to compare their life with that of characters in *The Chalk Doll*. The goals were: organization skills, paragraph form, punctuation, capitalization, spelling, self-editing.
- Rank 1 Second grade students were to select an incident from a story they read and write about it, and through an unclear process develop a Venn Diagram where the second circle of the diagram was an event from their own lives and the basis for an involved writing process using compare and contrast. The goals were stated only as State standards, e.g., State-1.0.

Alignment of Goals and Grading (Comparisons Based on Kindergarten Assignments)

- Rank 4 [None]
- Rank 3 Students were to write a sentence about wind and draw a picture that went with their text. The goals were recognizing vocabulary words, building complete sentences (using separate words, capitalization, beginning and end) blending sounds to make words, using specific language to tell events/facts, matching text to illustration, using knowledge of their print to read the sentence. “I am looking for correctly spelled vocabulary words, other words

that are spelled as a kindergartner would sound them out, capital at the beginning of a sentence, and an ending punctuation mark. Also, I look for left to right tracking, spaces between words, blank space between writing lines.”

- Rank 2 “The lesson will help students identify and continue patterns. Reinforce knowledge of colors.” The Outcome and Evaluation cited was, “Students will be guided through math activity using math terms language. Students will create a pattern properly label it. Teacher will evaluate for accuracy.”
- Rank 1 “Learning Standards – Reading 2.3 – Connecting Life Experiences to the Text. Writing 4.1 – Use letters and phonetically spelled words to write about experiences, stories, people, objects or events. 1.2 – Use CVC words. 1.3 – Write moving left to right. Writing process. The grading criterion was improvement throughout the year.

5.4 Knowledge Application Responses

Participants were asked to respond to three scenarios, each reflecting knowledge of one of the California Standards for the Teaching Profession (CSTP):

- 1 Engaging and Supporting All Students in Learning
- 4 Planning Instruction and Designing Learning Experiences for All Students
- 5 Assessing Student Learning.

The three selected standards together with their key elements and scenarios to which participants were asked to respond are given in Table 7.

Table 7

Selected Standards, Key Elements, and Scenarios

Standard	Key Elements	Scenario
Engaging and Supporting All Students in Learning	<ol style="list-style-type: none"> 1. Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. 2. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. 3. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. 4. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. 5. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. 6. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. 	<p>Assume you are teaching a subject you are well prepared to teach. After the first few lessons of the school year, you notice that the students in your classroom appear to vary greatly in their prior knowledge. Also, they appear to be absorbing the new material you have taught at different rates. What instructional strategies do you use to make sure that what you are teaching matches each student's level of understanding?</p>

Standard	Key Elements	Scenario
Planning Instruction and Designing Learning Experiences for All Students	<ol style="list-style-type: none"> 1. Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. 2. Teachers establish challenging learning goals for all students based on student experiences, language, development, and home and school expectations. 3. Teachers sequence curriculum and design short-term and long-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. 4. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. 5. Teachers modify and adjust instructional plans according to student engagement and achievement. 	As you read through an I.E.P. for one of your students, you notice that he has an auditory processing problem leading to a deficiency in verbal comprehension. The next day as you explain the assignment to your class, you notice this student gazing out the window and drumming his fingers on his desk. What long term planning steps would you take to draw this student into classroom activities?

Standard	Key Elements	Scenario
Assessing Student Learning	<ol style="list-style-type: none"> 1. Teachers establish and clearly communicate learning goals for all students. 2. Teachers collect information about student performance from a variety of sources. 3. Teachers involve all students in assessing their own learning. 4. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. 5. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress. 	You want to use a variety of assessments to determine what students know and are able to do. List the kinds of assessment you would consider.

Analysis of response patterns indicates two important characteristics of both groups of respondents. First, they all tend to remember one of the key elements of each standard and are unable to articulate the others, e.g., for Scenario #1, they all spoke about Key Element #2 (see Table I-1, Appendix I). Second, 25% to 50% of the responses in both groups were ranked 1 because they only identified at most one key element (see Table I-2, Appendix I).

Table 8
Summary of Responses to Knowledge Application Scenarios

Classification	Engaging and Supporting All Students in Learning			Planning Learning Experiences for All Children		Assessing Student Learning	
	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Intern	24	2.0	1.0	2.0	1.0	1.6	.7
Probationary Teacher	16	2.2	1.0	2.1	.9	1.7	.9

5.5 Portfolio Data

Table J-1 (Appendix J) presents the ranking of portfolio submissions by District interns according to the following levels of expertise (see Appendix F for complete rubric):

- 4 Accomplished Level. Multiple layers of evidence that the teacher consistently uses all of the key elements in her instructional practice.
- 3 Maturing Level. Multiple layers of evidence that the teacher consistently uses nearly all of the key elements in her instructional practice.
- 2 Developing Level. Evidence that the teacher uses nearly all of the key elements in her instructional practice.
- 1 Beginning Level. Evidence that the teacher uses many of the key elements in her instructional practice.
- 0 Below Beginning Level. Little or no evidence that the teacher uses the key elements in her instructional practice.

A number of key elements from the CSTP were consistently referred to and a number were missing from portfolio presentations, as Table 9 illustrates:

Table 9

Key Elements Mentioned in Portfolio Presentations

Key Element	Number of Interns Who Mentioned This
1 Engaging and Supporting All Students in Learning	
1. Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students.	6
2. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs.	7
3. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.	4
4. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas.	4
5. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful.	5
6. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.	2
4 Planning Instruction and Designing Learning Experiences for All Students	
1. Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests.	6
2. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations.	3
3. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies.	5
4. Teachers use instructional activities that promote learning goals and connect with student experiences and interests.	7
5. Teachers modify and adjust instructional plans according to student engagement and achievement.	0
5 Assessing Student Learning	
1. Teachers establish and clearly communicate learning goals for all students.	6
2. Teachers collect information about student performance from a variety of sources.	6
3. Teachers involve all students in assessing their own learning.	3
4. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students.	2
5. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.	1

A comparison of Table 9, above, with Table J-1 shows that the interns mentioned more of the key elements in preparing their portfolios than when recalling the information in an interview. Further, the knowledge application scenario may not have been as familiar to the interns as situations they were reporting in their portfolios from their own classrooms. To summarize, Table 10 lists the assigned rank (level of expertise) for each of those whose portfolios were examined under each standard.

Table 10

Summary of Portfolio Rankings

Participant	Engaging and Supporting All Students in Learning	Planning Learning Experiences for All Children	Assessing Student Learning
207	1	1	2
214	2	1	1
217	2	2	1
223	1	1	1
225	2	1	1
251	1	1	1
254	1	1	1
Mean	1.4	1.1	1.1
Standard Deviation	.5	.4	.4

5.6 Student SAT/9 2001 Gains

Table 11 represents a comparison of students of interns and students of probationary teachers for normal curve equivalent (NCE) gain scores from four batteries of the 2001 SAT/9 test. The numbers are fewer than one would expect from this many teachers; however, we found that consistent test scores for both years for these teachers' students was low. We also included only second through fifth graders because the students beyond grade five had multiple teachers.

Table 11

Comparison of SAT/9 2001 Mean NCE Adjusted Gain Scores

Battery	Intern/Probationary	N	Gain	Adjusted Gain	Sig.	ES (d)
Reading	Intern	187	0.4	-0.5	.36	
	Probationary	183	1.7	0.5		
Math	Intern	200	1.0	-0.0	0.63	
	Probationary	190	2.7	0.6		
Language	Intern	190	2.7	0.3	0.43	
	Probationary	190	2.1	-0.9		
Spelling	Intern	197	5.8	2.3	0.05*	.2
	Probationary	192	2.7	-0.6		

Note: Significant at the $p \leq 0.05$ level.

Adjusted gain scores were employed to control for initial language, math, reading and spelling differences between students of interns and students of probationary teachers as measured by the SAT/9 Test. The following steps were carried out to calculate adjusted gain scores:

- Actual gain scores in language, math, reading, and spelling were calculated for students of interns and students of probationary teachers on Spring 2000 SAT/9 scores.
- Expected gain scores for Spring 2001 were computed for language, math, reading, and spelling outcomes based on each student's initial Spring 2000 language, math, reading, and spelling scores.
- Expected gains were subtracted from actual gains from Spring 2000 to Spring 2001 to arrive at adjusted gain scores (residuals).

No differences in adjusted gains were found for reading, math, and language. The spelling adjusted gain score difference is statistically significant ($p \leq 0.05$, $d = .2$), students of interns having the higher adjusted mean gain.²

² Actual NCE mean scores within the intern group ranged from 41 for 2000 spelling to 46 for 2000 math; scores within the probationary teachers group ranged from 42 for 2000 reading to 43 for 2000 math.

5.7 Attrition Rates

For the 2001/02 school year, 5 of 30 interns did not return to the district as regular classroom teachers; however one of the five interns returned as a substitute teacher and one returned to the district as an administrator. Only 1 of 30 probationary teachers did not return to LAUSD as regular classroom teachers for the 2001/02 school year.

5.8 Examination of Methods Courses and Instruction

Observations of university intern training, interviews with professors, and examination of syllabi indicated that conversion to new Teaching Performance Expectations (TPE) is being initiated during the 2002/03 school year. The California Standards for the Teaching Profession (CSTP) are integrated into the TPE standards. This change reflects a general overhaul of the State teacher-credentialing program. New methods of assessing students will be implemented including electronic portfolio submissions. One teacher preparation instructor indicated that at the present time the rigor of education courses taken by interns compared with the rigor of courses taken by a teacher prepared in a traditional program is the same, “almost identical.” One instructor indicated that the characteristics of interns (often older and pursuing a second career) are positive influences on the learning experience for teacher preparation. They are “more mature, have a different perspective, and a certain naïveté.”

5.9 Summary of 2000/01 Findings

In order to summarize the findings, recurrent themes were matched with the research questions.

Classroom Assignments Both interns and probationary teachers averaged 2.2 on a 4-point scale in domains measured (cognitive challenge, focus of goals, grading clarity, alignment of goals and task, alignment of goals and grading, and overall total quality).

Presentation Skills Participants in this study were ranked very similarly with other studies of intern programs; however, when the following additional criteria not used in previous studies were applied, interns consistently did better than probationary teachers: Students Ask Clarification Questions, Management of Instructional Groups, Management of Transitions, Monitoring Student Behavior, and in the Structure and Pacing of the Lesson.

<u>Classroom Environment</u>	Both groups focus classroom climate on extrinsic motivators rather than intrinsic ones.
<u>Student Engagement</u>	Both groups relied primarily on telling to engage students in lesson goals.
<u>Critical Reflection</u>	Both interns and probationary teachers report the most growth and change during their second year in the area of classroom management. In knowledge application scenarios, no participant could verbalize more than one key element of the California Standards for the Teaching Profession; however, student portfolios of District interns included them all. Interns tend to see more systemic barriers than did probationary teachers.
<u>Student Gains</u>	Students of interns scored higher gains on the spelling battery of the 2001 SAT/9 test ($d = .2$) than the students of probationary teachers. No differences were found in reading, math, or language gains.

6. Findings (2001/02)

6.1 Observational Data

Classroom observation data were reported in the previous section for the school year 2000/01. The same participants were observed again on two occasions in their classrooms during the spring of 2002. Each observation lasted approximately one hour, depending on how long a complete lesson lasted. During the second observation year, observers used a different recording system, where they recorded only what they saw and heard rather than quantifying the extent to which particular characteristics were present. As an example, for the first year the observers rated “teacher communicating clearly and accurately with students” on a scale from 1 to 6, with 1 being very ineffective, and 6 being very effective. In 2001/02, the observers were asked to give examples of “teacher communicating clearly and accurately with students.” This change was made to increase objectivity for the observations. During 2001/02 interns and probationary teachers in the study were in their third year with the District.

Some of the differences between third year interns and third year probationary teachers are summarized in Table 12. All of the indicators may be reviewed in Appendix B. Only indicators for which educational importance ($ES = .2$) differences existed between interns and probationary teachers are reported in Table 12.

Table 12

Spring 2002 Classroom Observation Comparisons

Indicator	Intern	Prob. Tchr.	χ^2	Crit. VI. ($p \leq .05$)	Sig.	ES(d)
<hr/>						
*CA10. Clear Standards Posted & Followed						
Yes	24 (62%)	14 (38%)				
No	15	23	4.26	3.84	.04	.2
CA12. Print-Rich Environment						
Yes	29 (74%)	20 (54%)				
No	10	17	3.42	3.84	.07	.2
*CM2. Transitions: No Problems & Under 4 minutes						
Yes	34 (87%)	17 (46%)				
No	5	20	14.65	3.84	.00	.4
*CM7. Effective Behavior Management: Consequences						
Yes	15 (38%)	6 (17%)				
No	24	30	4.41	3.84	.04	.2
*CM8. Effective Organization of Classroom Space						
Yes	37 (95%)	24 (65%)				
No	2	13	10.79	3.84	.00	.4
CT4. Students Challenge One Another About Ideas						
Yes	14 (36%)	7 (19%)				
No	25	30	2.74	3.84	.10	.2
CT7. Student Pride in Their Work						
Yes	24 (62%)	15 (41%)				
No	15	22	3.36	3.84	.07	.2

Note: *Significant at the $p \leq .05$ level.

Two of the indicators under the classification “Classroom Activities” (CA10 and CA12) revealed a difference between interns and probationary teachers, with interns exhibiting a greater presence of the two characteristics than probationary teachers. Observers found that 62% of interns posted and followed clear standards of conduct, while only 38% of probationary teachers did so. This comparison yielded a statistically significant difference as indicated in Table 12. Observers also found 74% of interns providing a print-rich environment for their students, while only 54% of probationary teachers did so.

Three of the indicators under the classification “Classroom Management” (CM2, CM7, and CM8) provided statistically significant differences between intern and probationary teacher performance. The first had to do with classroom transitions. Teachers were observed to see whether all of the transitions between activities observed were under four minutes and produced no attendant student behavior problems. Eighty-seven percent (87%) of interns conducted such transitions, while only 46% of probationary teachers did so. The significance level was measured by chi-square test at $p = .000$, with a moderate effect size ($d = .4$). This comparison is strong enough to imply that some emphasis has been given to transitions in the intern program that had not been provided to the probationary teachers as a whole. It should be noted that the spring 2001 observation data also indicated a statistically significant difference that favored interns in “Management of Transitions” (see Table 4).

The second “Classroom Management” indicator, which yielded reportable differences between interns and probationary teachers, had to do with response to student misbehavior. Observer responses indicated that teachers provided verbal responses, gave warnings, moved students’ seating assignments, placed student names on the board, ignored the misbehavior, and enforced predefined consequences. Concerning the last category, “enforced predefined consequences,” observers reported that 38% of interns were doing so, while only 17 % of probationary teachers did so. The statistically significant difference of this comparison is $p = .04$, with a small effect size ($d = .2$). This result means that interns were probably better prepared to consistently apply behavioral consequences to student misbehavior than were the probationary teachers. This finding compares favorably with the finding regarding the posting of clear standards of conduct referred to above. This finding also compared well with the “Monitoring Student Behavior” finding from the spring 2001 observational data in which a statistically significant difference was found that favored the interns (see Table 4).

The third indicator of Classroom Management that provided statistically significant differences between interns and probationary teachers was “Effective Organization of Classroom Space.” Ninety-five percent (95%) of interns who were observed organized their classroom space effectively. Only 65% of probationary teachers did so. The probability was measured by a chi-square comparison to be $p = .00$, with a moderate effect size ($d = .4$). These data indicate that interns received stronger training in organization of classroom space than did probationary teachers. Results indicated educational importance ($p \leq .10$) in the spring 2001 observations,

where interns were ranked higher than probationary teachers in “Management of Materials and Supplies” (see Table 4).

Although they did not reach a level of statistical significance, indicators that involved critical thinking showed a more favorable outcome for interns than for probationary teachers for two of the indicators (CT4 and CT7). Thirty-eight percent (38%) of intern classes demonstrated students challenging one another about ideas. Observers saw students cooperating, brainstorming, asking one another questions about the lesson, offering alternate answers to those of their peers, challenging the teacher’s answer, and discussing their answers. In only 19% of probationary teachers’ classrooms were these characteristics observed. In 62% of intern classrooms students were observed taking pride in their work. The students were observed expressing excitement about their work, participating enthusiastically, showing off (look at my work; I got it right), showing work to the teacher, and presenting work to the class. In only 41% of probationary teachers’ classroom were these activities happening. These findings are consistent with 2001 observation data in which there was a statistically significant difference ($p = .006$) between groups in students asking clarification questions. Students of interns were ranked higher than students of probationary teachers (see Table 4).

The findings for the observation data strongly support the hypothesis that interns are prepared to teach at least equally as well as probationary teachers. There were no instances in the observational data in which probationary teachers were rated higher than interns.

The 2002 observation instrument featured more indicators than 2001, and, as previously mentioned, observers did not rank the teachers. Instead, the observers indicated “yes” or “no” for each performance indicator. One can see from Table G-1 that in both years two indicators showed stronger intern performance than observed for probationary teachers. The two indicators were Management of Transitions and Monitoring Student Behavior.

6.2 Interview Data

During the spring of 2002, 21 District interns and 18 probationary teachers from the same sample used in 2001 were interviewed. The interview protocol may be seen in Appendix C. Selected charts for these comparisons, both for the 2001 interviews and the 2002 interviews, may be seen in Appendix K.

Question 1. *To whom do you turn when you want support with your teaching practices?* Most interns (100%) and probationary teachers (89%) reported turning to others for support in

their teaching practice (only two of the probationary teachers indicated “No one other than self”). The 2001 interview data indicated that there was a statistically significant difference between groups in the number of interns who turned to mentors or support providers, with interns doing so more frequently; however, in 2002, there were no significant differences. Three factors should be noted. In 2002, all of these teachers were finished with their induction programs and would not have necessarily been expected to turn to a mentor or support provider. Secondly, by District policy, mentors must be assigned to District interns before they are assigned to BTSA participants, which in some cases meant that mentors were not available to BTSA participants. Also, in 2001, support providers were not available to BTSA participants due to contract negotiations with UTLA. The BTSA program was available only to probationary teachers.

Question 2. *On a scale of 1 to 6, 1 being the least, 6 the most, how prepared do you feel you are to handle your teaching assignment today?* Both groups of teachers reported feeling confident in their readiness to handle their teaching assignments. On a scale of 1-6, 6 being highest, interns rated their readiness as 5.1 (mean), and probationary teachers rated their readiness as 5.4 (mean). There is no difference between the confidence levels of interns and probationary teachers.

Question 3. *Do you have a formal written plan for your growth as a teacher?* About half (52%) of interns had written plans for growth, while 28% of probationary teachers had such plans. This finding reflects the concurrent teacher-in-preparation and teacher-in-the-classroom status of the interns. While interns are practicing their teaching, they are required to reflect on their immediate practice and growth needs because of their coursework.

Question 4. *Please describe the types of assessments, formal or informal, you use to evaluate your teaching practices.* Most interns (81%) and probationary teachers (83%) reported using assessments to evaluate their teaching practice. Probationary teachers reported using slightly more ways of assessing students on average (1.6) than interns (1.3). Both groups reported that the most common form of assessment used to evaluate their teaching practice was assessments of students (interns 52%, probationary 50%), followed by peer observations/coaching (interns 29%, probationary 39%). The two groups differed greatly in their use of observing student responses (interns 5%, probationary 33%). Other methods of assessment were used in similar proportions by both groups and include using a reflective journal, and the Stull evaluation.

A statistically significant difference occurred in the 2002 study between interns and probationary teachers in the area of teachers practicing self-assessment by observing their students' responses to their teaching. Probationary teachers reported using the practice more frequently than interns (chi-square 5.4, significance $\leq .02$, effect size .4). No such significant difference occurred in the 2001 interviews. A parallel answer given by teachers for this question was, "teacher assessments of students." The answer is subtly different from the prior answer in that observation can be a different activity than assessment. A difference occurred between the responses for the two groups in the 2001 study for this answer where the probationary teachers reported using this practice more frequently than the interns. However, when the numbers of responses for the two answers were collapsed into the same set, there was no difference between the response patterns of the two groups in either year.

Question 5. *What have you changed about your teaching practices this year that makes your teaching better than it was last year?* When asked about changes made in their teaching practices, the groups differed greatly in their responses. In order of most frequent responses, interns reported changing their organization (29%), classroom management (29%), preparation, instructional strategies, and pacing of lessons (19%), individualized attention to students (19%), or were vague or non-responsive (14%). Probationary teachers reported changing preparation, instructional strategies, and pacing (33%), Open Court or math (22%), or were vague or non-responsive (17%). Thus interns placed greater emphasis on changes in their classroom management and organization while probationary teachers more frequently emphasized changes in instruction. Probationary teachers also were more likely to emphasize changes external to themselves, namely curricular programs, than interns.

Question 6. *What barriers do you see to your continued growth as a classroom teacher? Do you plan to continue as a teacher next year?* Interns and probationary teachers reported different barriers to their professional growth. Starting with the most commonly reported barriers, interns reported having multiple roles/bureaucracy (24%), need training (ELs, grade-level standards) (19%), no barriers (19%), personal issues (too young, too old, other issues) (14%), and lack of experienced teachers willing to change (10%). Probationary teachers reported their barriers to growth to be too little time (28%), changing instructional programs (11%), multiple roles/bureaucracy (11%), inadequate resources at school (supplies, copy machine, salary), unchallenging staff development (11%), and combination classes/changing

levels (11%). Thus, interns reported more personal issues, while probationary teachers located barriers in external factors in their environment. This suggests that probationary teachers have less of a sense of an internal locus of control regarding their teaching. A larger proportion of interns (19%) also reported no barriers to their growth than probationary teachers (6%).

A statistically significant difference occurred for one of the answers to this question from the 2001 interviews, where interns reported issues related to parents and students as barriers to continued growth more frequently than probationary teachers, but the numbers of responses were not high enough to draw any conclusions. The same difference did not appear in the 2002 interviews.

Question 7. *Please describe the types of self-assessments that you direct your students to use. How do they use this feedback to modify their own learning?* Both group described using a wide variety of methods for having their students do self assessments, including rubrics (interns 33%, probationary 48%), peer assessments/peer editing (interns 33%, probationary 19%), check work/self-editing (interns 33%, probationary 19%), narratives/journals (interns 14%, probationary 11%), and compare with teacher model (interns 19%, probationary 6%).

Question 8. *How do your students know what the goals of the lessons are?* Seventy percent (70%) of intern teachers and 72% of probationary teachers said that their students know what the goals of the lessons are because they state them. Fifty percent (50%) of intern teachers reported that they write the goals, while 39% probationary teachers indicated the same. Twenty-two percent (22%) of probationary teachers and 10% of intern teachers gave vague or non-responsive answers to this question.

A comparison of second year interview responses about teachers letting students know about lesson goals with observations of teachers' actually presenting lesson goals showed a surprising pattern. Teachers who gave vague or non-responses to the interview question actually were more likely to be observed presenting lesson goals than those who articulated a clear response about how they presented students with lesson goals.

Question 9a. *How do you provide your students with a physical environment that is conducive to learning?* In answering this question, both intern and probationary teachers were in alignment. Forty (40%) of intern teachers and 28% of probationary teachers said that they have a clean, organized, colorful, or changing classroom. More intern teachers mentioned seating arrangement, while more probationary teachers cited having a print-rich environment. Twenty-

five percent (25%) of intern teachers and 22% of probationary teachers' responses were vague or non-responsive.

Question 9b. *How do you provide your students with a classroom climate or instructional tone that is conducive to learning?* Intern and probationary teachers indicated fairness, rules, discipline, respect or rewards and collegiality or family tone, routine or tone-of-voice as being the most popular ways in which they provide their students with a classroom climate of instructional tone that is conducive to learning. Other answers given by teachers within the two groups were similar, and none differed by more than 11%.

Question 10a. *How do you incorporate critical thinking as a part of your teaching practice (Quality of responses)?* Many ways of incorporating critical thinking were mentioned by both interns and probationary teachers. The most common approach mentioned by both interns (62%) and probationary teachers (33%) was through teacher questions or prompts. All other approaches were mentioned by fewer than 25% of each group and included: higher-order thinking skills, constructivist point of view, Bloom's taxonomy, writing/summarizing, students ask questions, problem-solving strategies, and stories with holes/puzzles.

Critical thinking responses for the second year were divided into those that showed a minimally or fully elaborated conception of how to incorporate critical thinking with those that did not. A comparison of these groups on their observed teaching practice indicated that teachers who articulated a minimally or fully elaborated conception of critical thinking demonstrated slightly more frequent critical thinking teaching in the classroom, on all but one indicator, but the differences were too small to be statistically significant.

Question 11. *How do you align your classroom assignments to state standards?* Just under half of the teachers, both intern (43%) and probationary (44%), gave vague or non-responsive answers when asked how they align their classroom assignments to state standards. While a greater percentage of intern teachers (33%) than probationary teachers (22%) mentioned planning or lesson plans in their responses, a larger proportion of probationary teachers (22%) than interns (14%) mentioned grade-level meetings. A similar proportions of probationary teachers (29%) and interns (28%) mentioned that assignments were planned around the standards. The 2001 interviews yielded a statistically significant difference between interns and probationary teachers with regard to the vagueness of their answers, with the interns more

frequently vague than the probationary teachers (chi-square 5.12, significance .05, effect size .7). The same pattern did not recur in the 2002 interviews.

Question 12. *For your students, how do you establish linkages between lesson goals, assignments, and grading criteria for a lesson?* Most teachers of both groups (72% of probationary and 55% of intern teachers) provided vague or non-responsive answers to the question, “How do you establish linkages between lesson goals, assignments and grading criteria for a lesson?” Those who provided a clear answer mentioned using a routine (45% of interns and 22% of the probationary teachers) or backwards planning (10% of interns and 11% of probationary teachers).

Summary of 2001/02 Interview Data. The overall theme of no meaningful differences between teaching effectiveness and professional knowledge between interns and probationary teachers continued for the 2002 interviews. The following key findings emerge from the interview data as they relate to the interview data for 2001.

1. Both interns and probationary teachers report the most growth and change during their third year in the areas of preparation, classroom strategies, and lesson pacing, which were all classroom management issues, similar to 2001 but more specific. In 2002, the indications from interview data that interns were more focused on classroom management were consistent with observational data that showed that they tended to have fewer problems in management of student behavior. On a composite measure combining management of instructional groups, management of transitions, monitoring student behavior, and structure and pacing of lessons, interns showed problems in an average of .76 areas and probationary teachers in an average of 1.27 areas, though the difference was not statistically significant.
2. The 2002 interviews reflected the use of extrinsic motivators to maintain good classroom environment and climate conducive to learning, just as they did in 2001, except in 2002 more of the teachers, both interns and probationary, mentioned seating arrangements.
3. The 2002 interview responses featured less emphasis than in 2001 on Bloom’s Taxonomy and Open Court terms to describe critical thinking instruction and turned more to discovery or constructivist points of view. The chief answer, however, remained, “teacher asking open-ended questions.”

- 4 Teachers continue to engage students in lesson goals by stating the goals more often than writing the goals on the board or in handouts.
- 5 Neither group performed to the level that would be expected of more experienced teachers; however, the patterns of answers between the two years indicates growth and change in pedagogical approach by both groups.

6.3 Student SAT/9 2002 Gains

Table 13 represents a comparison of students of interns and students of probationary teachers for normal curve equivalent (NCE) gain scores from four batteries of the 2002 SAT/9 test. We did not attempt to include the students of teachers in grades 7 or 8 because of their having multiple teachers. All other students of teachers in the original sample were included.

Table 13

Comparison of SAT/9 2002 Mean NCE Adjusted Gain Scores

Battery	Intern/Probationary	N	Gain	Adjusted Gain	Sig.	ES (d)
Reading	Intern	246	-1.9	-1.0	0.24	.1
	Probationary	253	-0.4	0.1		
Math	Intern	272	4.5	1.7	0.01*	.2
	Probationary	258	0.8	-1.6		
Language	Intern	257	-0.7	-2.1	0.48	
	Probationary	250	0.2	-1.3		
Spelling	Intern	271	2.3	1.4	0.06	.2
	Probationary	259	0.6	-0.6		

Note: Significant at the $p \leq 0.05$ level.

The data in Table 13 indicate that between 2001 and 2002, students in classes taught by interns achieved higher adjusted gain scores than students in classes of probationary teachers in spelling and math, significantly so in math³. Students of interns scored lower than students of probationary teachers in language and reading. A comparison with the data in Table 11 from the 2001 SAT/9 results reflects two somewhat different patterns (see Figure 1).

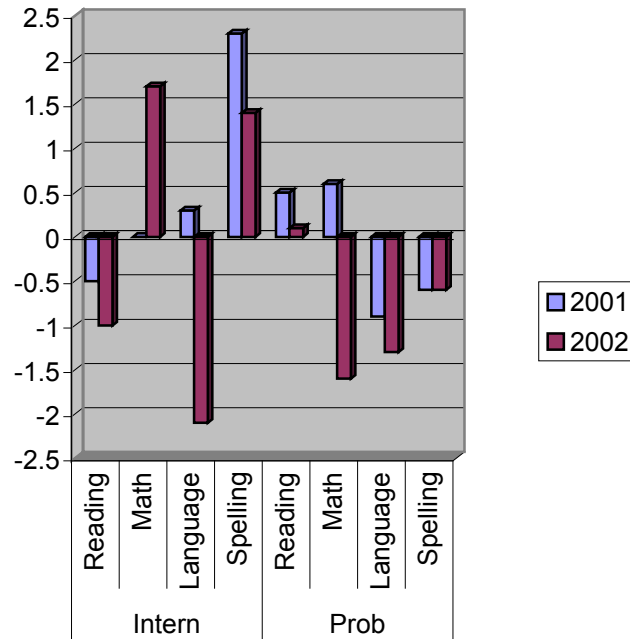
³ When those students for whom gains were greater than 30 or less than negative 30 were trimmed from the adjusted math gain scores, the significance level changed to $p \leq .004$.

Two pattern similarities may be seen. For matched adjusted gains in reading students of probationary teachers scored higher than students of interns in both 2001 and 2002. However, in spelling students of interns scored higher than students of probationary teachers.

The major pattern dissimilarity is the dramatic change in relationship between math 2001 adjusted gains and math 2002 adjusted gains. Students of interns lagged students of probationary teachers in 2001, but had much higher math adjusted gains (1.7) in 2002 than students of probationary teachers (-1.6). Coincidentally, the District Mathematics Plan was implemented during the 2001/02 school year and affected all elementary and secondary schools.

Figure 1

A Comparison of SAT/9 Mean NCE Matched Student Adjusted Gain Scores for Students of Interns vs. Probationary Teachers (2000 - 2001 vs. 2001 - 2002)



7. Recommendations

The findings of this report indicate that the interns equaled or exceeded the probationary teachers in most areas. This was despite the fact that in the first year of the study, second year probationary teachers had completed coursework for their clear California teaching credential, while second year intern teachers had not yet completed all requirements for their credential. Of course, by the third year (second year of this study, 2001/02), the interns had completed their coursework. As might be expected, the performance of both groups of teachers was not yet at the level expected of teachers with more years of credentialed teaching experience.

The following recommendations for intern preparation programs are generated by the findings of this report:

1. Give greater emphasis to instructional methods that emphasize critical thinking.
2. Give greater emphasis to establishing clear linkages between lesson goals, assignments and grading criteria.
3. Give greater emphasis to the quality and usefulness of classroom assignments made to students.
4. Stress the importance of clearly communicating the goals of a given lesson clearly to the students.
5. Continue to emphasize reading, language, and math pedagogy in elementary schools.
6. Determine whether interns truly see the central office as a barrier to their growth, and if so, what can be done about it.

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Appendix A
Introductory Letter

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch
450 North Grand Avenue, Room A427
Los Angeles CA 90012
(213) 625-4069; FAX: (213) 687-8426

March 22, 2001

[Name of Participant]
[Name] Elementary School

Dear [Name]:

As a second-year beginning teacher, you have been selected by probability sample to participate in an evaluation of teacher preparation programs. The focus of the study will be to determine how effectively LAUSD teachers from alternative certification programs have been prepared as compared to how well LAUSD teachers from traditional certification programs have been prepared.

The following components will be involved:

- Two three-hour observations of your classroom by [Name] from our staff
- A fifteen-minute interview by [Name]
- Classroom assignments submitted by you to our office. (This is the part that will take the most of your time, and I will contact you later about them.)
- Your RICA, CLAD/BCLAD scores if appropriate
- Portfolio and CFASST assessment results if appropriate
- SAT/9 Test matched student gain results
- Knowledge application scenario response – 15 minutes
- Course syllabus from your methods class
- Classroom observation of one of your teacher preparation classes if appropriate
- Interview with one of your teacher preparation instructors.

All of the above activities will be completed by May 31.

Because we estimate the study will take about four hours of your time, we will upon completion transfer \$100 to your school's School Determined Need (4310) account to be used by you for instructional materials for your classroom.

Sometime during the next two or three weeks [Name] will contact you to schedule a classroom observation and interview. Your responses will be held in complete confidence, and neither your name nor the name of your school will appear in any study we do. Your contribution to this evaluation will be extremely valuable since we have selected a limited number of second-year teachers to represent the whole group.

Thank you in advance for your help and for the candor of your answers.

Sincerely,

Paul Thomas, Ed.D.
Program Evaluation and Research Coordinator

c: [Name], Principal
Ms. [Name]

Appendix B
Classroom Observation
Protocols

Los Angeles Unified School District
Program Evaluation and Research Branch
Internship Evaluation Project

CLASSROOM OBSERVATION PROTOCOL (2001)

Evaluator _____

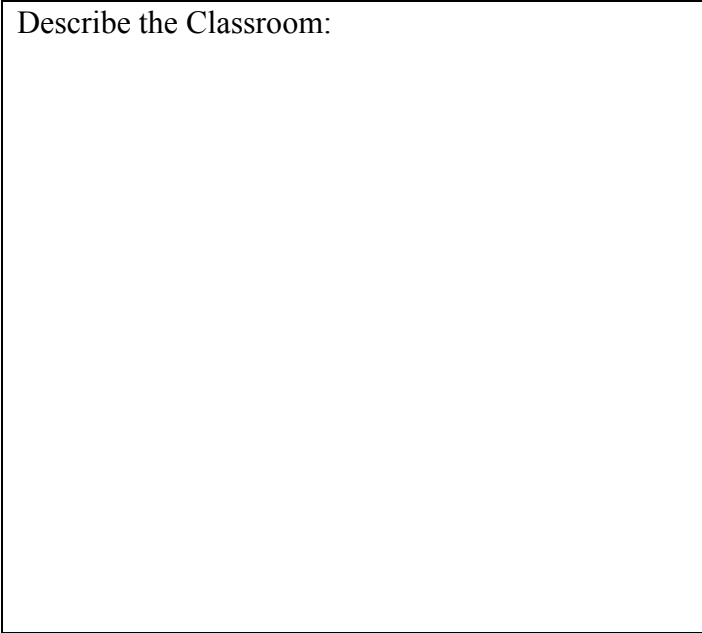
School _____ . Teacher _____ .

Grade Level _____ . Day of Week/Time _____ / _____. Date _____ .

Boys _____ . Girls _____ . Ethnic Mix: _____ .

Aides/Volunteers present: _____ .

Describe the Classroom:



Rate the Overall Climate for Learning (mood and energy level):
Sterile and Non-Productive 1 2 3 4 5 6 Enthusiastic and Productive

Does the teacher encourage the students to think critically and discover for themselves?

Comments for the above three questions:

Number of special education students being served in this classroom _____

Copies of IEP's in the classroom? _____

Are any strategies clearly in use to address the needs of special education or at risk students in the classroom? _____.

Describe: _____

Rate the following on effectiveness according to this scale⁴:

Very ineffective 1 2 3 4 5 6 Very effective

_____ Teacher communicating clearly and accurately with students.

_____ Students engaged supportively in learning with other students.

_____ Students asking clarification questions.

_____ Students challenging one another about important ideas of the lesson.

_____ Students clearly explaining their points of view.

⁴ Based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

- _____ Students addressed as scholars or learners (respect).
- _____ Student pride in their work.
- _____ Management of instructional groups.
- _____ Management of transitions.
- _____ Management of materials and supplies.
- _____ Performance of noninstructional duties (classroom interruptions).
- _____ Supervision of aides and volunteers.
- _____ Monitoring student behavior.
- _____ Response to student misbehavior.
- _____ Organization of physical space.
- _____ Structure and pacing of the lesson.
- _____ Quality, timeliness, usefulness of the lesson.

Please list what instructional resources are in the classroom and indicate which was used during your observation by circling the item.

classroom library, computers, learning centers, live animals, student work on display,
 other _____

Please collect with this protocol all class handouts and indicate on them what they were used for.

Overall, please rank the teacher on the following classroom criteria:

Classroom Environment

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Student Involvement

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Presentation Skills

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Content and Method

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Classroom Management

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Cognitive Activity

Not Effective 0 1 2 3 4 5 6 7 8 9 Highly Effective

Overall instructions

- Look for examples of a sterile and non-productive overall climate for learning (mood and energy level).
- Look for examples of an enthusiastic and productive overall climate for learning (mood and energy level).
- Please be specific. Try to describe it so that someone reading your report could feel as though they were there.
- Your overall focus should be on the following six domains of teaching:
 1. classroom environment,
 2. student involvement,
 3. presentation skills,
 4. content and method
 5. classroom management
 6. cognitive activity.
- If you see specific examples of the above not asked for elsewhere in this protocol, write them down separately and code them MISC. Record negative examples as well as positive examples.

Description of the Classroom Activities Observed

Please record on separate sheets as needed. Please indicate the code of the item you are writing about as indicated below. Please be as specific as possible. If there were no examples present, please indicate that as well.

CA1__ What is the focus and topic of the lesson?

CA2__ How much time does the teacher spend on the lesson?

CA3__ Does the teacher make the goals of the lesson known at the outset?

CA4__ Are the teacher's directions and explanations clear – not to you but to the students?

CA5__ What materials are used?

CA6__ Does the teacher conduct any type of assessment during class?

CA7__ What is the instructional style of the teacher – whole class lecture, whole class question/answer, whole class interactive activity, small groups, independent study, other (explain)?

CA8__ How long does the teacher wait for a response before giving the answer herself (monitor several examples)?

CA9__ Do only a few students dominate the discussions (describe who, how many, when)?

CA10__ Are there clear standards of conduct established and followed in the room?

CA11__ Give examples if this teacher uses creative, interesting instructional strategies.

CA12__ If this teacher has a print-rich teaching environment, please give examples.

Critical Thinking Activities

On a separate sheet, give examples of the following. Clearly code which item you are discussing according to the codes indicated below. Please be as specific as possible. If there were no examples present, please indicate that as well.

CT1___Teacher communicating clearly and accurately with students.

CT2___Students engaged supportively in learning with other students.

CT3___Students asking clarification questions.

CT4___Students challenging one another about important ideas of the lesson.

CT5___Students clearly explaining their points of view.

CT6___Students addressed as scholars or learners (respect).

CT7___Student pride in their work.

Classroom Management

On a separate sheet, give examples of the following. Clearly code which item you are discussing according to the codes indicated below. Please be as specific as possible. If there were no examples present, please indicate that as well.

CM1___Management of instructional groups.

CM2___Management of transitions.

CM3___Management of materials and supplies.

CM4___Performance of noninstructional duties (classroom interruptions).

CM5___Supervision of aides and volunteers.

CM6___Monitoring student behavior.

CM7___Effective response to student misbehavior.

CM8___Effective organization of physical space.

CM9___Structure and pacing of the lesson.

CM10___Quality, timeliness, usefulness of the lesson.

Please collect with this protocol all class handouts and indicate on them what they were used for.

Appendix C

Protocols for Teacher Interviews

Protocol for University Instructor Interviews

Los Angeles Unified School District
Program Evaluation and Research Branch
Internship Evaluation Project

TEACHER INTERVIEW PROTOCOL (2001)

Evaluator _____

School Code _____. Teacher Code _____.

Grade Level _____. Day of Week/Time ____/____. Date _____.

This interview is designed to help credentialing and staff development managers evaluate the effectiveness of the training and support you have received as a new teacher. The interview is completely confidential, and neither your name nor your school's name will be used in connection with any study. The interview will take approximately 15 minutes. In order to accurately record what you say, I need to record our conversation and get your consent on tape. Is that acceptable to you?

[Turn on the tape recorder.] Time: _____

Thank you for participating in this study. May I record our conversation?

1. Are you a second-year intern or second-year probationary teacher? [circle which one, or if different explain.]
2. Where are you receiving your teacher preparation course work? Or, if you are a probationary teacher, where did you receive your teacher preparation course work?
3. To whom do you turn for support when you need help with your teaching practices? [Please indicate role rather than name.]
4. Have you been assigned a mentor? _____ A support provider or coach? _____ How helpful on a scale from 1 to 6 has your mentor been? _____ How helpful on a scale from 1 to 6 has your support provider or coach been? _____
5. How well prepared do you feel you are to handle your teaching assignment today (Scale of 1 to 6)? _____
6. Are you participating in the CFASST program? _____ [CFASST stands for *California Formative Assessment and Support System for Teachers.*]

7. Do you have an Individual Induction Plan for your growth as a beginning teacher? _____
[Probe: *Do you have a formal written plan for your growth as a beginning teacher?*]
8. Please describe how you use formative assessment to inform your growth as a beginning teacher. [Prompt: *Do you use any formal or informal assessments to provide yourself with information to be used as feedback to modify your teaching practices?*] Please indicate what.
9. What have you changed about your teaching practices this year that makes your teaching better than it was last year?
10. What barriers do you see to your continued growth as a classroom teacher? Do you plan to continue as a teacher next year?
11. Please describe how your students use formative assessment to help them learn better. [Prompt: *At your direction do your students do anything to assess themselves which provides information to be used as feedback to modify their learning activities?*] Please indicate what.
12. To what extent do you engage your students in clearly stated lesson goals? How would your students know what the goals of the lesson are?
13. How do you provide students with a classroom environment and climate conducive to learning?
14. To what extent do you see critical thinking as an important part of your teaching practice? [Prompt: *Students demonstrate critical thinking by asking clarification questions, challenging other students in their thinking, recognizing errors in their own thinking, etc.*]
15. To what extent do you try to align your classroom assignments to State Standards?
16. To what extent do you try to establish clear linkages between lesson goals, assignments, and grading criteria?

That concludes your interview. Thanks once again for your participation.

[Turn off the tape recorder.] Time: _____

Los Angeles Unified School District
Program Evaluation and Research Branch
Internship Evaluation Project (Year 2)

TEACHER INTERVIEW PROTOCOL (2002)

Data Collector _____

School Code _____. Teacher Code _____.

Grade Level _____. Day of Week/Time ____/____. Date _____.

(The words to be used are written in **Bold** text and follow up comments or queries are written in *Italics*).

This interview is designed to help evaluate teacher preparation for District and State education managers. The interview is completely confidential, and neither your name nor your school's name will be used in connection with any study. The interview will take approximately 15 minutes. In order to accurately record what you say, I need to record our conversation and get your consent on tape. Is that acceptable to you?

- If response is "yes," turn on tape recorder and continue.
- If response is anything else, say, "*Before we go on, I want to let you know that we can do the interview without taping, but it may take some extra time to go through the questions because I'll have to take notes as we go. If you change your mind about the taping, just let me know.*" Proceed with the interview and write down responses.

[Turn on the tape recorder.] Time: _____

Thank you for participating in this study. May I record our conversation?

1. **To whom do you turn when you want support with your teaching practices?** [*Please indicate role rather than name.*]
2. **On a scale of 1 to 6, 1 being the least, 6 the most, how prepared do you feel you are to handle your teaching assignment today?** _____
3. **Do you have a formal written plan for your growth as a teacher?**
4. **Please describe the types of assessments, formal or informal, you use to evaluate your teaching practices.** [Prompt: *How do you use this feedback to modify your teaching practices?*]

5. **What have you changed about your teaching practices this year that makes your teaching better than it was last year?**
6. **What barriers do you see to your continued growth as a classroom teacher? Do you plan to continue as a teacher next year?**
7. **Please describe the types of self-assessments that you direct your students to use. How do they use this feedback to modify their own learning?**
8. **How do your students know what the goals of the lessons are?** [Try to get specific information. Is it daily, on the board, verbal, sent home, etc.]
9. **How do you provide your students with a physical environment that is conducive to learning? How do you provide your students with a classroom climate or instructional tone that is conducive to learning?**
10. **How do you incorporate critical thinking as a part of your teaching practice?**
[Prompt: *Students demonstrate critical thinking by asking clarification questions, challenging other students in their thinking, recognizing errors in their own thinking, etc.*]
11. **How do you align your classroom assignments to State Standards?**
12. **For your students, how do you establish linkages between lesson goals, assignments, and grading criteria for a lesson?**

That concludes your interview. Thanks once again for your participation.

[Turn off the tape recorder.] Time: _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch

Evaluation of Internship Programs
Interview of University Instructors
Spring 2002

[Obtain a copy of the course syllabus]. Thank you for this interview. This is confidential, and neither your name nor that of your institution will be used in any of our reports. I am not taping this interview, so there may be a brief pause after you finish answering each question so that I can make careful notes of what you say. The interview will take about 20 minutes. Do you have any questions before we begin?

1. What assessments do you use to be sure the students are doing the required reading and out-of-class work?
2. What research assignments do you make as part of the course?
3. How would you compare the rigor of education courses taken by interns with the rigor of courses taken by a teacher prepared in a traditional program?
4. To what extent do you infuse critical thinking into your course?
5. By what standards do you determine whether students are thinking critically or not?
6. Intern students are often older and pursuing a second career. To what extent do these predominant characteristics of intern students affect the learning experience for the whole class?
7. How do you teach your students to align classroom assignments to State standards?
8. What should your students take away from your course about environment and a climate conducive to learning in their classrooms?
9. How do you expose your students to CSTP?
10. Do your students make any use of portfolios as part of their course work?
11. Is there anything I haven't asked that you would like to say about your course?

Appendix D
Classroom Assignments
Classroom Assignments Letter
Checklist
Questionnaire
Rubric

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch
450 North Grand Avenue, Room A427
Los Angeles CA 90012
(213) 625-4069; FAX: (213) 687-8426

April 4, 2001

[Name]
[Name] Elementary School

Dear [Name]:

Recently you received a letter from us indicating that you had been randomly selected to participate in an evaluation of teacher preparation programs. The study is not an evaluation of you, but of the way you were prepared to enter the teaching profession. Everything about the study will be confidential. Neither your name nor the name of your school will be used in any of the reports.

One of the components of the study is an analysis of one of your classroom assignments. This component will give all of us, both you and the evaluation team, an opportunity to reflect on an assignment you have actually made to your students. We think that the lessons teachers assign to students will be a valuable source of information about teaching practice in our district, so your participation is critical.

Here's what we need you to do. Select a classroom (not homework) assignment you have given this year or plan to give within the next couple of weeks that requires a written student response. Fill out the enclosed questionnaire about that assignment. Choose three student responses that you graded (or will grade upon completion) from that assignment: one that is Good to Excellent, one that is Adequate, and one that is Not Yet Adequate. Answer the questions on the questionnaire about those student responses, make a copy of each student response with names blanked out, and return all of the above to us in the enclosed mailer no later than May 15.

We estimate that these tasks may require 3-4 hours of your time. Although four hours of your time cannot accurately be measured in monetary worth, our thank-you gift will be money you can use to help teach your students. Upon completion of the study \$100 will be transferred to your school's School Determined Need (4310) Account, or which ever account your principal indicates, to be used by you for instructional materials for your classroom.

If you have not already been contacted by [Name] for your classroom observation and interview, you will be very soon. The District has designated you as either a second-year probationary or second-year intern teacher, but if you have taught more than two years, that's okay.

Thank you for your participation and your interest in quality teacher induction. Questions? Please call or e-mail pthoma5@lausd.k12.ca.us.

Gratefully,

Paul Thomas, Ed.D.
Program Evaluation and Research Coordinator

c: [Name], Principal
Ms. [Name]

CHECKLIST

- Completely fill out the yellow questionnaire for the classroom assignment you are submitting.**

- Attach copies of rubrics, directions to students, unit outlines, other relevant documents.**

- Chose and attach copies of one example of a paper you judge to be**
 - **Good to Excellent,**
 - **one that is Adequate,**
 - **and one that is Not Yet Adequate.****Be sure to mark them clearly (Good, Adequate, etc.) and blank out student names.**

- Return by school mail in the attached mailer no later than May 15.**

Classroom Assignment Questionnaire

1. Reading Material Information

Please write the title, author, and reading level of any reading material students read as part of this assignment.

Title	Author	Reading Level
a.		
b.		
c.		

2. Assignment Description (What are the students expected to do?)

Describe the assignment in detail. If applicable, please attach a copy of assignment directions you distributed to students. Please use additional paper if necessary.

3. Learning Goals for Students

What were your *learning* goals for this assignment? Please describe the skills, concepts and/or facts you wanted students to learn as a result of completing this assignment. Use additional paper if necessary.

4. Instructional Context

4a. How did this assignment fit in with your unit, or what you are teaching for this subject in your class this month or this year?

4b. How long did students take to complete this assignment? _____

4c. Approximately how many classroom assignments do you give like this a year? _____

5. Grading Criteria

5a. Please describe your criteria for grading student work. If you used a rubric, please attach a copy of the rubric you used to grade student work for this assignment.

5b. If you used a rubric to grade student work for this assignment, where did this rubric originate? Please check one or more of the following:

- Self
- Students
- Teachers at my school
- District, Local District, or School Family
- Published instructional program or teachers' guide
- Other (please describe) _____

5c. Approximately what percentage of the students in your class performed at the following levels for this assignment?

_____ % = Good to Excellent; _____ % = Adequate; _____ % = Not Yet Adequate

5d. What criteria did you use to decide what was Adequate student work and what was Good to Excellent student work for this assignment? Please give specific examples from the papers you attach.

<p>Cognitive Challenge</p>	<p style="text-align: center;">4</p> <p>Task requires strongly complex thinking as an extensive, major focus of task. Student also engages with substantive content material. e.g. students encouraged to:</p> <ul style="list-style-type: none"> • ask clarification or probing questions, • consider alternative viewpoints, • recognize their own assumptions, • view themselves as scholars or learners, • express relevant, accurate, precise, deep, sufficient, clear, well-reasoned, and logical thinking, • think within a discipline (like math, science, language), • express implications of their conclusions, • express what they don't yet know, • be fair-minded with each other. 	<p style="text-align: center;">3</p> <p>Task requires complex thinking. Student may also engage with substantive content material. e.g., same as 4 except students <u>may</u> be encouraged to do these things.</p>	<p style="text-align: center;">2</p> <p>Task requires some moderately complex thinking. Some substantive content area material may be covered. e.g., same as 4 except students <u>are sometimes</u> encouraged to do these things.</p>	<p style="text-align: center;">1</p> <p>Task does not require any degree of complex thinking and/or does not engage students with substantive content material. e.g., same as 4 except students <u>are not</u> encouraged to do these things.</p>
<p>Focus of the Goals on Student Learning</p>	<p style="text-align: center;">4</p> <p>Goals are very focused on student learning. Goals are very clear and explicit in terms of what students are to learn from the assignment. All the goals are elaborated.</p>	<p style="text-align: center;">3</p> <p>Goals are mostly focused on student learning. Goals are mostly clear and explicit in terms of what students are to learn from the assignment.</p>	<p style="text-align: center;">2</p> <p>Goals are somewhat focused on student learning. Goals are somewhat clear and explicit in terms of what students are to learn from the assignment. Goals may be very broadly stated, or there may be a combination of learning goals and activities.</p>	<p style="text-align: center;">1</p> <p>Goals are not focused on student learning. Goals are not clear and explicit in terms of what students are to learn from the assignment, or all of the goals may be stated as activities with no definable objective.</p>
<p>Clarity of the Grading Criteria</p>	<p style="text-align: center;">4</p> <p>Teacher's grading criteria are very clear, explicit, and elaborated. e.g., Teacher's rubric or guidelines are detailed and elaborated. A model of good work may be provided to the students.</p>	<p style="text-align: center;">3</p> <p>Teacher's grading criteria are mostly clear and explicit with regard to what is expected with little or no question. e.g., Teacher may use a rubric or a very elaborated and specific list of dimensions.</p>	<p style="text-align: center;">2</p> <p>Teacher's grading criteria are somewhat clear and explicit. Teacher provides some general directions or a rudimentary rubric. e.g., a list of dimensions such as "style, creativity, and organization," but some dimensions are undefined or vague.</p>	<p style="text-align: center;">1</p> <p>Teacher does not specify a grading criteria, or it is not possible to determine the grading criteria from the teacher's documents.</p>

<p>Alignment of Learning Goals and Task</p>	<p style="text-align: center;">4</p> <p>There is exact alignment between teacher’s stated learning goals for students on that assignment and what the task asks students to do. Task fully supports instructional goals. e.g., goal: summarize several points; activity: summarizing. Tasks and goals overlap completely – neither one calls for something not included in the other. <i>Note: This dimension cannot be rated a ‘4’ if the goals are unclear, broadly stated, or stated as activities.</i></p>	<p style="text-align: center;">3</p> <p>There is good alignment between teacher’s stated learning goals and what the task asks students to do. The task supports instructional goals.</p>	<p style="text-align: center;">2</p> <p>There is only some alignment between teacher’s stated goals and what the task asks students to do. The task only somewhat supports the instructions goals. e.g., goal is to be able to write an essay, but task calls for completing a concept map and making an outline for an essay (but not actually writing the essay), or the goal may be so broadly stated that the task and goal are aligned at a very general level.</p>	<p style="text-align: center;">1</p> <p>There is very little or no alignment between teacher’s stated goals and what the task asks students to do. The task does not support the instructional goals. e.g., goal calls for writing an essay, but task calls for giving an oral report.</p>
<p>Alignment of Learning Goals and Grading Criteria</p>	<p style="text-align: center;">4</p> <p>There is exact alignment between teacher’s stated learning goals for students on that assignment and teacher’s stated grading criteria. e.g., goal: write a persuasive essay. Criteria: appropriate dimensions, such as, stating a point of view and providing relevant supporting evidence. Do not include dimensions not mentioned in goals, such as, creativity). <i>Note: This dimension cannot be rated a ‘4’ if the goals are unclear, broadly stated, or stated as activities.</i></p>	<p style="text-align: center;">3</p> <p>There is good alignment between teacher’s stated learning goals and the stated criteria for grading. e.g., goal is to write a persuasive essay, and criteria include appropriate dimensions but also extraneous ones, or fails to include critical dimension (such as, support for assertions or point of view).</p>	<p style="text-align: center;">2</p> <p>There is only some alignment between teacher’s stated learning goals and the stated grading criteria. e.g., goal is to write a business letter, but criteria include <u>mostly</u> extraneous dimensions, such as, participation in class discussion is given more weight than letter format, or criteria given are not very appropriate, such as, slang is acceptable in a business letter.</p>	<p style="text-align: center;">1</p> <p>There is very little or no alignment between teacher’s stated learning goals and the stated grading criteria.</p>
<p>Overall Task Quality (Consider all previous dimensions.)</p>	<p style="text-align: center;">4</p> <p>Excellent quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.</p>	<p style="text-align: center;">3</p> <p>Good quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.</p>	<p style="text-align: center;">2</p> <p>Limited quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.</p>	<p style="text-align: center;">1</p> <p>Poor quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.</p>

Appendix E
Knowledge Application Scenarios
Interview Protocol
Rubric

Teacher Knowledge Application Scenarios
McKibbin Study
Spring 2001

Based on California Commission on Teacher Credentialing and California Department of Education (1997). *California Standards for the Teaching Profession*.

“Thank you for taking the time to participate in this study. Your responses are critical in determining how to maximize the effectiveness of teacher education programs. Please know that your responses will be kept confidential. Your name will not appear in any study.”

“I plan to tape record this interview. Is that okay? Now, I’ll turn on the tape recorder and ask you on tape. This interview is being recorded. Do I have your consent?”

Please respond to the following three scenarios, which you as a teacher may face. You will have 15 minutes.

Engaging and supporting All Students in Learning

Assume you’re teaching a subject you are well prepared to teach. After the first few lessons of the school year, you notice that the students in your classroom appear to vary greatly in their prior knowledge. Also, they appear to be absorbing the new material you have taught at different rates. What instructional strategies do you use to make sure that what you are teaching matches each student’s level of understanding?

Planning Instruction and Designing Learning Experiences for All Students

As you read through an I.E.P. for one of your students, you notice that he has an auditory processing problem leading to a deficiency in verbal comprehension. The next day as you explain the assignment to your class, you notice this student gazing out the window and drumming his fingers on his desk. What long term planning steps would you take to draw this student into classroom activities?

Assessing Student Learning

You want to use a variety of assessments to determine what students know and are able to do. List the kinds of assessment you would consider.

“Thank you for your answers.” Turn off the tape recorder.

Criteria	4	3	2	1
<p>Engaging and Supporting All Students in Learning</p> <ol style="list-style-type: none"> 1. Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. 2. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. 3. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. 4. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. 5. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. 6. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. 	Response reflects <i>almost all</i> of these elements	Response reflects <i>at least half</i> of these elements	Response reflects <i>more than one</i> of these elements	Response reflects <i>at most one</i> of these elements
<p>Planning Instruction and Designing Learning Experiences for All Students</p> <ol style="list-style-type: none"> 1. Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. 2. Teachers establish challenging learning goals for all students based on student experiences, language, development, and home and school expectations. 3. Teachers sequence curriculum and design short-term and long-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. 4. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. 5. Teachers modify and adjust instructional plans according to student engagement and achievement. 	Response reflects <i>almost all</i> of these elements	Response reflects <i>at least half</i> of these elements	Response reflects <i>more than one</i> of these elements	Response reflects <i>at most one</i> of these elements
<p>Assessing Student Learning</p> <ol style="list-style-type: none"> 1. Teachers establish and clearly communicate learning goals for all students. 2. Teachers collect information about student performance from a variety of sources. 3. Teachers involve all students in assessing their own learning. 4. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. 5. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress. 	Response reflects <i>almost all</i> of these elements	Response reflects <i>at least half</i> of these elements	Response reflects <i>more than one</i> of these elements	Response reflects <i>at most one</i> of these elements

Appendix F
Portfolios
Rubric

**PERB INTERNSHIP PROJECT
May 2001**

**Rubric for Evaluating
District Intern Portfolios
Based on Three CSTP Standards⁵**

Name _____ Date of Interview _____

Name of Evaluator _____

Standard for Engaging and Supporting All Students in Learning

Key Elements:

7. Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students.
8. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs.
9. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.
10. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas.
11. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful.
12. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

<p>0=Below Beginning Level Little or no evidence that the teacher uses the key elements in her instructional practice.</p>	<p>1=Beginning Level Evidence that the teacher uses many of the key elements in her instructional practice.</p>	<p>2=Developing Level Evidence that the teacher uses nearly all of the key elements in her instructional practice.</p>	<p>3=Maturing Level Multiple layers of evidence that the teacher consistently uses nearly all of the key elements in her instructional practice.</p>	<p>4=Accomplished Level. Multiple layers of evidence that the teacher consistently uses all of the key elements in her instructional practice.</p>
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Comments: _____

⁵ Same three standards used in evaluating Knowledge Application Scenarios

Standard for Planning Instruction and Designing Learning Experiences for All Students

Key Elements:

6. Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests.
7. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations.
8. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies.
9. Teachers use instructional activities that promote learning goals and connect with student experiences and interests.
10. Teachers modify and adjust instructional plans according to student engagement and achievement.

<p>0=Below Beginning Level Little or no evidence that the teacher uses the key elements in her instructional practice.</p>	<p>1=Beginning Level Evidence that the teacher uses many of the key elements in her instructional practice.</p>	<p>2=Developing Level Evidence that the teacher uses nearly all of the key elements in her instructional practice.</p>	<p>3=Maturing Level Multiple layers of evidence that the teacher consistently uses nearly all of the key elements in her instructional practice.</p>	<p>4=Accomplished Level. Multiple layers of evidence that the teacher consistently uses all of the key elements in her instructional practice.</p>
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Comments: _____

Standard for Assessing Student Learning

Key Elements:

6. Teachers establish and clearly communicate learning goals for all students.
7. Teachers collect information about student performance from a variety of sources.
8. Teachers involve all students in assessing their own learning.
9. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students.
10. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

<p>0=Below Beginning Level Little or no evidence that the teacher uses the key elements in her instructional practice.</p>	<p>1=Beginning Level Evidence that the teacher uses many of the key elements in her instructional practice.</p>	<p>2=Developing Level Evidence that the teacher uses nearly all of the key elements in her instructional practice.</p>	<p>3=Maturing Level Multiple layers of evidence that the teacher consistently uses nearly all of the key elements in her instructional practice.</p>	<p>4=Accomplished Level. Multiple layers of evidence that the teacher consistently uses all of the key elements in her instructional practice.</p>
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Comments: _____

Appendix G
Observation Factor and
Outcome Analyses

Factor Analysis of Observation Indicators

A factor analysis of classroom observation rankings for interns indicated that several indicators loaded under three component titles. These components and indicators were the following:

Productive Climate for Learning (48% of the variance)

- Structure and pacing of the lesson (loading = .9)
- Management of instructional groups (loading = .8)
- Teacher communicates clearly and accurately (loading = .8)
- Students addressed as scholars (loading = .7)
- Quality, timeliness and usefulness of the lesson (loading = .7)
- Student pride in their work (loading = .7)

Intellectual Freedom (18% of the variance)

- Students challenging each other regarding important ideas (loading = .9)
- Students clearly explaining their points of view (loading = .9)
- Students engaged supportively (loading = .8)
- Students asking clarification questions (loading = .8)

Classroom Management (9% of the variance)

- Performance of non-instructional duties (loading = .8)
- Response to student misbehavior (loading = .8)
- Monitoring student behavior (loading = .8)

This analysis simplifies the number of categories under which interns performed in their classrooms. As an example, interns under the Productive Climate category who exhibited any one of the indicators under that component tended to exhibit all of them. The implication of that conclusion is that teacher preparation for these interns emphasized a productive climate for learning in all of the indicators used to measure productive climate. The same could be said for the categories of Intellectual Freedom and Classroom Management.

Table G-1

A Comparison of Observation Indicators Over a Two-Year Period

Indicator	2001				2002			
	Rank*		Sig	ES (d)	Percent Yes		Sig	ES (d)
	Intern	Prob			Intern	Prob		
Students Ask Clarification Questions	4.36	3.72	.01	.5	36%	22%	.17	.2
Students Challenge One Another About Ideas					36%	19%	.10	.2
Student Pride in Their Work					62%	41%	.07	.2
Management of Instructional Groups	5.05	4.29	.00	.6	72%	68%	.69	.0
Management of Transitions	5.07	4.52	.03	.4	87%	46%	.00	.4
Monitoring Student Behavior	4.98	4.40	.02	.4	38%	16%	.04	.2
Structure and Pacing of the Lesson	5.23	4.75	.04	.4	67%	54%	.26	.1
Clear Standards Posted and Followed					62%	38%	.04	.2
Print-Rich Environment					74%	54%	.07	.2
Effective Organization of Classroom Space					95%	65%	.00	.4

Note: *Observers ranked teacher performance on a scale from 1 (low) to 6 (high).

Appendix H
Tables of Findings from Interviews

Interview Tables

Table H-1

Sources of Support: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Mentor or support provider	20	71%	4	17%	15.6	≤.01	.5**
Fellow teachers	15	54%	17	71%			
Veteran teacher or dept. head	6	21%	5	21%			
School administrator	5	18%	9	38%			
Peers in the teacher program	3	11%	0				
DI Instructors, staff	3	11%	0				
Former mentor	1	4%	3	13%			
Support staff (psych., etc.)	1	4%	0				
No support	0		1	4%			
Personal reading	0		1	4%			
University professors	0		0				
Total	28*		24*				
<u>2002</u>							
Other teachers	19	86%	12	67%	2.2		.2
Mentor or support provider	11	50%	2	11%	6.8	≤.01	.4**
School administrator	7	32%	5	28%			
Math/Literacy coach	4	18%	4	22%			
No one other than self	0		2	11%			
Total	22*		18*				

Note: *Participants may have given multiple responses. ** Statistically significant.

Table H-2

Teacher Use of Formative Self-Assessment: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns N* %	Prob. Tch N* %	χ^2	sig.	ES (d)
<u>2001</u>					
Feedback from mentor	9 32%	8 33%			
Observe student responses	7 25%	3 13%	1.1		
Journaling, reflection	6 21%	3 13%			
Teacher assessment of students	5 18%	9 38%	2.9	≤.10	.4
Use of the Standards	2 7%	0 0%			
Videotape	2 7%	0 0%			
Comparing lesson plans	1 4%	3 13%			
Classes, reading	1 4%	2 8%			
Parental questionnaires	0 0%	1 4%			
Combination of teacher assessment of students and observe student responses	12	12			
Total	28*	23*			
<u>2002</u>					
Teacher assessment of students	12 57%	9 50%			
Peer observations, coaching	7 33%	7 39%			
Journaling, reflection	5 24%	3 17%			
Vague or non-response	5 24%	3 17%			
Stull	3 14%	2 11%			
California Standards of the Teaching Profession	1 5%	0			
Observe student responses	1 5%	6 33%	5.4	.02	.4
Student evaluation of teacher	0	1 6%			
Combination of teacher assessment of students and observe student responses	12 57%	15 83%	3.1	.10	.3
Total	21*	18*			

Note: *Participants may have given multiple responses

Table H-3

Change in Teaching Practices: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Better classroom management	11	40%	7	29%	0.6	.4	.1
Better organized	6	21%	3	13%			
The curriculum has changed	4	14%	9	38%			
Mentioned different teaching techniques	5	18%	5	21%			
The students are different (grade, etc.)	3	10%	3	13%			
Mentioned Standards	2	7%	1	4%			
Mentioned team teaching	1	4%	0	0%			
Work better with other staff	1	4%	0	0%			
Mentioned more frequent testing	1	4%	0	0%			
Computer grading program	1	4%	0	0%			
Communicating with parents	1	4%	0	0%			
Mentioned homework program	0	0%	1	4%			
More stressed	0	0%	1	4%			
Have not changed my teaching	0	0%	1	4%			
Total	28*		24*				
<u>2002</u>							
Vague or None	3	14%	3	17%	3.49	.06	.3
Open Court or Math	2	10%	4	22%			
Preparation, Strategies, Pacing	4	19%	6	33%			
Organization	6	29%	2	11%			
Individualized Attention	4	19%	2	11%			
Classroom Management, Conflict Resolution	6	29%	1	6%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-4

Barriers To Continued Growth

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Systemic Problems	13	48%	9	39%	3.70	≤.05	.5
None	7	26%	8	35%			
Parents and Students	4	15%	0				
Too Little Time	4	15%	2	9%			
Desire More Support	1	4%	2	9%			
Classroom Issues	1	4%	0				
Leaving Teaching	1	4%	0				
Curriculum	0		2	9%			
Total	27*		23*				
<u>2002</u>							
Systemic Problems	9	43%	6	33%	0.37	.54	.1
None	4	19%	1	6%			
Parents and Students	2	10%	0				
Too Little Time	2	10%	5	28%			
Desire More Support	1	5%	0				
Classroom Issues	4	19%	2	11%			
Personal Issues	3	14%	1	6%			
Curriculum	3	14%	2	11%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-5

Student Use of Formative Assessment: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Vague or non-response	5	18%	6	25%			
Rubrics	9	32%	7	29%			
Strategy list	0		0				
Portfolios	1	4%	1	4%			
Narratives, journals	0		0				
Criteria charts	0		0				
Peer assessments, editing	5	18%	5	21%			
Select best work	1	4%	0				
Compare to teacher model	0		0				
Check work, self editing	8	29%	6	25%			
Formal Assessments	5	18%	3	13%			
Total	28*		24*				
<u>2002</u>							
Vague or non-response	2	10%	5	28%	.82		
Rubrics	10	48%	6	33%			
Strategy list	2	10%	1	6%			
Portfolios	2	10%	1	6%			
Narratives, journals	3	14%	2	11%			
Criteria charts	3	14%	0				
Peer assessments, editing	4	19%	6	33%			
Select best work	1	5%	1	6%			
Compare to teacher model	4	19%	1	6%			
Check work, self editing	5	24%	6	33%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-6

Engaging Students in Clearly Stated Lesson Goals: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	percent	N*	percent			
<u>2001</u>							
Teacher states them	15	56%	19	79%	3.2	≤.10	.4
Teacher writes them on board, handouts	5	19%	4	17%			
Students write the goals	4	15%	2	8%			
Refer students to relevant standards	4	15%	2	8%			
Student prior knowledge tapped	3	11%	0	0%	2.8	≤.10	.4
Rubrics	2	7%	2	8%			
Students discuss the goals	1	4%	2	8%			
Students don't know the goals	1	4%	2	8%			
Involve the parents	1	4%	0	0%			
Total	27*		24*				
<u>2002</u>							
Vague or non-response	2	10%	4	22%			
Teacher states them	15	71%	13	72%			
Teacher writes them on board, handouts	11	52%	7	39%	.71		
Criteria chart	1	5%	1	6%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-7

*Providing Students with a Classroom Environment and Climate Conducive to Learning:
A Comparison of Intern Responses with Probationary Teacher Responses*

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
Student work posted	10	38%	7	29%			
Behavior system	9	35%	6	25%			
Print on classroom walls	6	23%	3	13%			
Posters and objects in the classroom	5	19%	9	38%	2.1		
Neatness and cleanliness	5	19%	3	13%			
Promote a positive, safe environment	4	15%	4	17%			
Cooperative groups	3	12%	1	4%			
Aesthetically pleasing environment	2	8%	2	8%			
Classroom library	2	8%	2	8%			
Total	26*		24*				
<u>2002</u>							
Seating arrangement	7	33%	2	11%	2.7		
Print on classroom walls	3	12%	5	28%			
Posters and objects in the classroom	7	33%	4	22%			
Promote a positive, safe environment	18	86%	13	72%			
Aesthetically pleasing environment	9	43%	4	22%			
Discovery, Inquiry, Variety, Structure, Pacing	4	19%	9	50%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-8

The Importance of Critical Thinking: A Comparison of Intern Response Content with Probationary Teacher Response Content

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Teacher asking open-ended questions	7	26%	7	29%			
Bloom's Taxonomy ²	7	26%	6	25%			
Open Court terms ³	6	22%	7	29%			
Students asking questions	6	22%	6	25%			
Problem solving and discovery	5	19%	4	17%			
Student engagement in learning	3	11%	1	4%			
Student insight from one another	2	7%	2	8%			
Higher order thinking	1	4%	4	17%			
Teacher asking "why?" questions	1	4%	3	13%			
Total	27 ¹		24 ¹				
<u>2002</u>							
Teacher asking open-ended questions	12	57%	6	33%	2.2		
Discovery or constructivist point of view	7	33%	4	22%			
Higher order thinking	3	14%	4	22%			
Bloom's Taxonomy ²	4	19%	3	17%			
Open Court terms ³	2	10%	3	17%			
Students asking questions	3	14%	2	11%			
Writing, summarizing, evidence	2	10%	3	17%			
Opinions, Assumptions	0		2	11%			
Total	21 ¹		18 ¹				

Note: ¹Participants may have given multiple responses. ²knowledge, comprehension, application, analysis, synthesis, or evaluation. ³ monitoring, clarifying, predicting, classifying, categorizing, visualizing, summarizing, making connections, or drawing conclusions.

Table H-9

The Importance of Critical Thinking: A Comparison of Intern Response Characteristics with Probationary Teacher Response Characteristics

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Vague or non-response	14	56%	11	50%			
Answer reveals a misconception	5	20%	5	23%			
Wanders from question	4	16%	3	14%			
Contradiction present in answer	0	0%	2	9%	2.4		
Minimally elaborated conception	6	24%	8	37%			
Fully elaborated conception	3	12%	3	14%			
Restated the prompt	3	12%	0	0%	2.8	≤.10	.4
Total	25*		22*				
<u>2002</u>							
Vague or non-response	4	19%	9	50%	3.3	≤.10	.3
Answer reveals a misconception	4	19%	0				
Wanders from question	1	5%	0				
Contradiction present in answer	0		0				
Minimally elaborated conception	12	57%	8	44%			
Fully elaborated conception	1	5%	1	6%			
Restated the prompt	0		0				
Total	21*		18*				

Note: Participants may have given multiple responses

Table H-10

Alignment of Classroom Assignments to State Standards: A Comparison of Intern Responses with Probationary Teacher Responses

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Vague answer. No specifics	11	42%	3	13%	5.12	≤.05	.7
I use them in lesson planning	6	23%	8	35%	0.19		
I use them for Open Court	6	23%	7	30%	0.34		
I use them beyond Open Court	5	19%	1	4%	2.50		
I use standards partially	2	8%	3	13%	0.38		
I discuss them with other teachers	2	8%	2	9%	0.01		
I post them in my classroom	0		3	13%	3.61	≤.10	.5
I use rubrics	0		2	9%	2.35		
I use them for program quality review	0		1	4%	1.94		
I go beyond state standards	0		1	4%	1.94		
"Most kids can't meet them"	0		1	4%	1.94		
Total	26*		23*				
<u>2002</u>							
Vague or non-response	9	43%	8	44%			
Assignments planned around standards	6	29%	5	28%			
Grade-level meetings	4	19%	4	22%			
Planning or lesson plans	7	33%	4	22%			
Total	21*		18*				

Note: *Participants may have given multiple responses

Table H-11

*Establishing Clear Linkages Between Lesson Goals, Assignments and Grading Criteria:
A Comparison of Intern Response Content with Probationary Teacher Response Content*

Response	Interns		Prob. Tch		χ^2	sig.	ES (d)
	N*	%	N*	%			
<u>2001</u>							
Vague or non-response	19	70%	21	100%	3.4	≤.10	.5
I refer to a rubric scale	8	30%	5	24%			
Mentioned Standards	5	19%	6	29%			
I give feedback to students	3	11%	6	29%			
I am not doing it	5	19%	4	19%			
Mentioned student self-assessment	1	4%	0				
Mentioned the use of journals	1	4%	0				
Mentioned Standards-based assignments	1	4%	0				
Total	27*		21*				
<u>2002</u>							
Vague or non-response	11	52%	14	52%			
Routine listed, e.g., state, guide, independent practice, rubric	11	52%	4	22%	3.7	.05	.3
Backwards Planning	2	10%	2	11%			
Total	21		18				

Note: *Participants may have given multiple responses

Appendix I
Knowledge Application Response Analysis

Knowledge Application Response Patterns

Table I-1

Key Elements Not Mentioned

CSTP Standard	Key Element	Number (Percent) Who Did Mention This Element	
		Intern	Probationary
#1. Engaging and Supporting	1	14 (58%)	9 (56%)
	2	2 (8%)	0 (0%)
	3	15 (63%)	8 (50%)
	4	21 (88%)	14 (88%)
	5	22 (92%)	16 (100%)
	6	<u>24 (100%)</u>	<u>13 (81%)</u>
Total		24 (100%)	16 (100%)
#4. Planning Instruction	1	19 (79%)	10 (63%)
	2	19 (79%)	13 (81%)
	3	23 (96%)	15 (94%)
	4	0 (0%)	1 (6%)
	5	<u>13 (54%)</u>	<u>8 (50%)</u>
Total		24 (100%)	16 (100%)
#5. Assessing Learning	1	23 (96%)	15 (94%)
	2	0 (0%)	1 (6%)
	3	20 (83%)	16 (100%)
	4	16 (67%)	7 (44%)
	5	<u>22 (92%)</u>	<u>14 (88%)</u>
Total		24 (100%)	16 (100%)

Table I-2

Ranking of Teacher Responses to Knowledge Application Scenarios

CSTP Standard	Rank*	Number (percent) rated	
		Intern	Probationary
#1. Engaging and Supporting	1	10 (42%)	4 (25%)
	2	7 (29%)	7 (44%)
	3	5 (21%)	3 (19%)
	4	<u>2 (8%)</u>	<u>2 (12%)</u>
	Total	24 (100%)	16 (100%)
#4. Planning Instruction	1	9 (38%)	5 (31%)
	2	7 (29%)	6 (38%)
	3	6 (25%)	4 (25%)
	4	<u>2 (8%)</u>	<u>1 (6%)</u>
	Total	24 (100%)	16 (100%)
#5. Assessing Learning	1	13 (54%)	8 (50%)
	2	7 (29%)	6 (38%)
	3	4 (17%)	1 (6%)
	4	<u>0 (0%)</u>	<u>1 (6%)</u>
	Total	24 (100%)	16 (100%)

Note. *Ranks defined as follows:

- 1 = Response reflects at most one of these elements
- 2 = Response reflects more than one of these elements
- 3 = Response reflects at least half of these elements
- 4 = Response reflects almost all of the elements of this standard

Appendix J
Portfolio Rankings

Portfolio Rankings

Table J-1

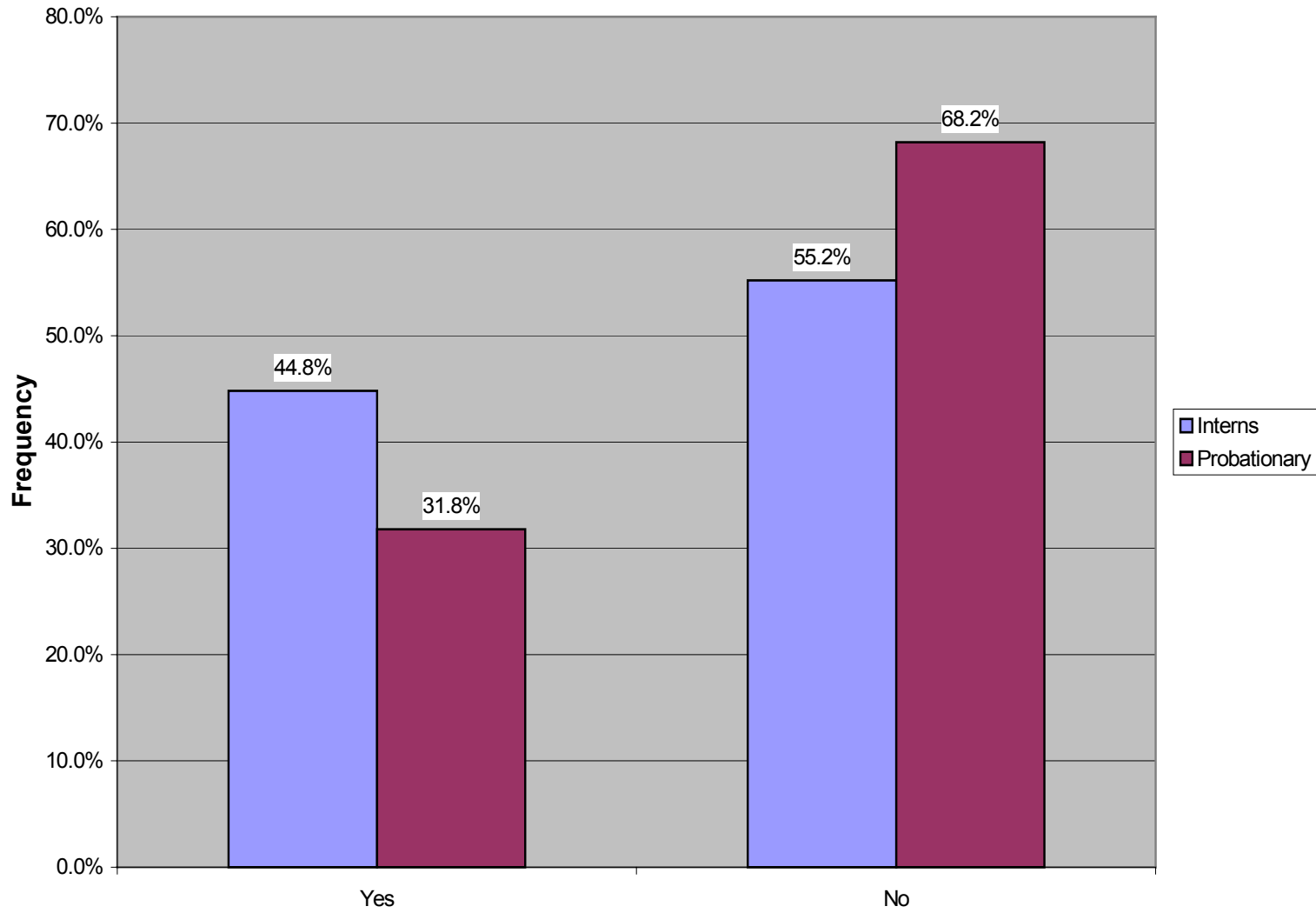
Rankings of Intern Portfolio Submissions

Participant #	Standard	Rank	Comment
207	1	1	Language Arts component. The missing elements were evidence that students were engaged in metacognition regarding their own thinking; that skills were applied to real-life; or that students were assisted to become self-directed learners, e.g. generation of questions about the topics.
	4	1	Goals based on standards but no evidence that they were based on student experience, etc. No evidence of curriculum adjustment based on student engagement and achievement.
	5	2	The missing element was lack of evidence that the goals were clearly communicated from the beginning. No evidence that assessments informed adjusted learning opportunities.
214	1	2	Lots of critical thinking by students. Many questions. Small group and individual activities.
	4	1	No evidence that students are aware of learning goals or that instruction is modified as a result of student engagement and achievement.
	5	1	No evidence of student self-assessment or exchange of information with students, families, and support personnel.
217	1	2	Uses multiple intelligence and higher order thinking. No evidence that teacher assists all students to become self-directed learners.
	4	2	No evidence that teacher modifies and adjusts instructional plans according to student engagement and achievement.
	5	1	Instruction addresses social science standard, but no evidence of student self-assessment, teacher adjustment of learning opportunities based on ongoing assessments, or exchange of information with other teachers.
223	1	1	No evidence that students asked to build on prior knowledge, that students are encouraged to apply concepts and skills in real-life contexts, or that students assisted to become self-directed learners.
	4	1	Unit aligned with content standards for kindergarten, but no evidence of teacher valuing students' background, prior knowledge, or interests. No evidence that teacher modifies and adjusts instructional plans according to student engagement and achievement.

	5	1	Lesson not adjusted according to student assessment information
225	1	2	Teacher used many techniques to help students engage with the materials; however, she was not clear about helping them to be self-directed.
	4	1	Multicultural stories chosen; however, did not document instruction that draws on student background or interest level.
	5	1	Teacher described using multiple methods of assessment in the lesson plan but did not document actually using them.
251	1	1	Lots of teacher activity noted. Field trips emphasize the teacher's own Asian culture in an Hispanic school.
	4	1	No evidence that teacher adjusted instructional plans according to student engagement and achievement.
	5	1	No evidence of teacher exchange of information. Rubric is the predominant assessment technique.
254	1	1	No evidence of challenging learning experiences; students engaged in problem solving and critical thinking, or students assisted in becoming self-directed learners.
	4	1	No evidence of challenging learning goals or of teacher modification of instructional plans according to student engagement and achievement.
	5	1	No evidence of student self-assessment or of teacher exchanging information about student learning with students, families, and support personnel.

Appendix K
Figures

Figure K-1
Formal Written Plan for Growth? (Teacher Interview - 2000/01)



K-2
Formal Written Plan for Growth? (Teacher Interview - 2001/02)

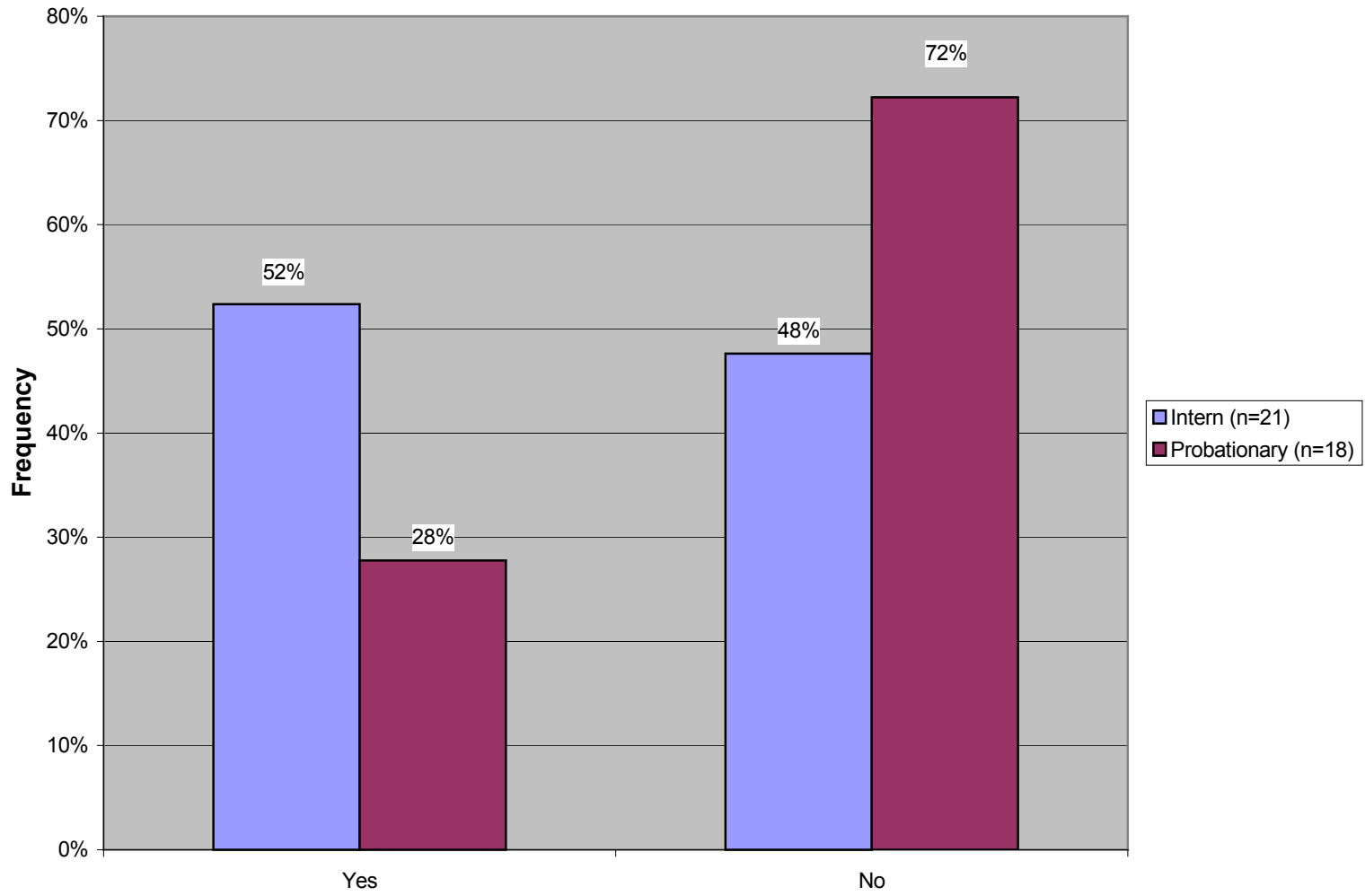
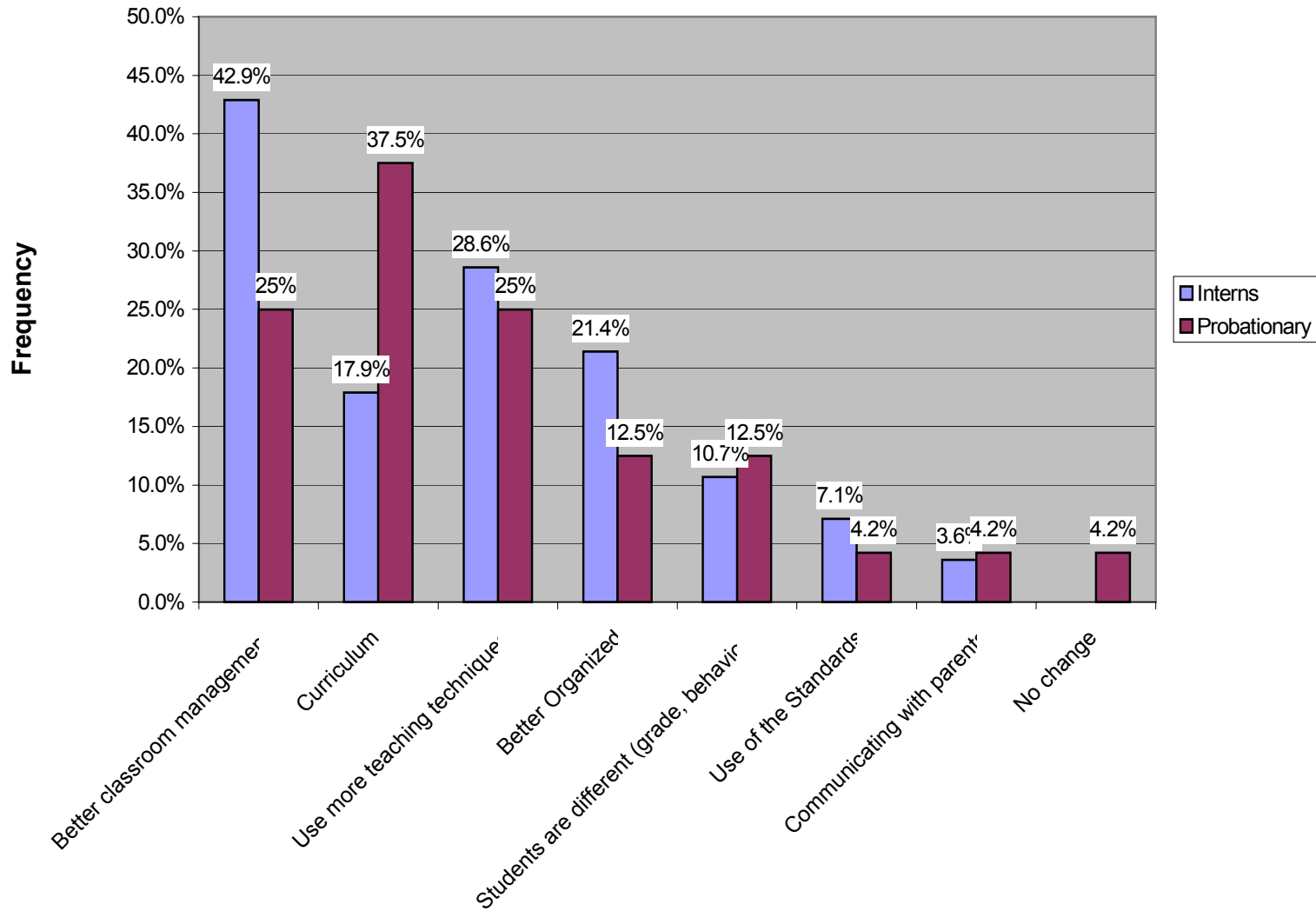
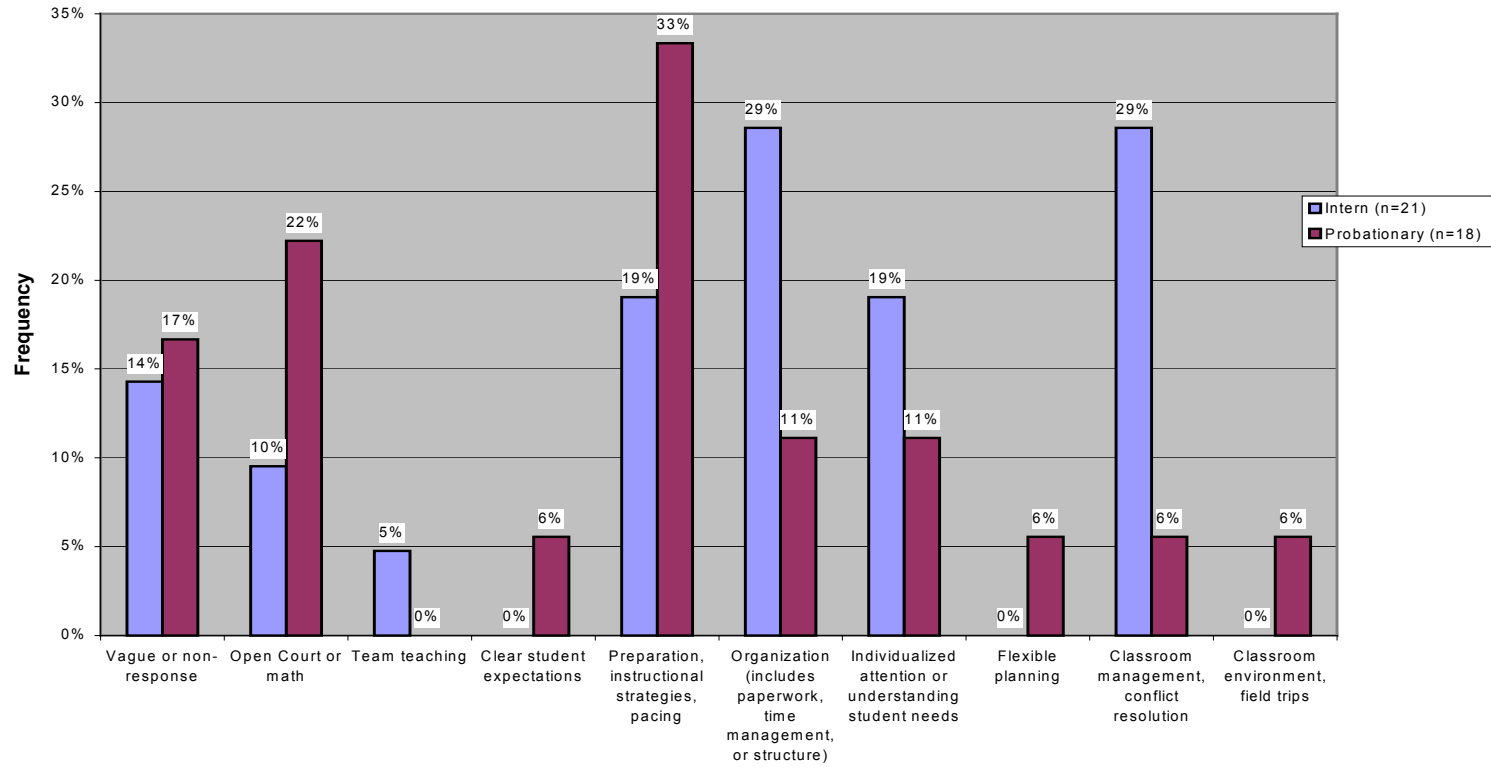


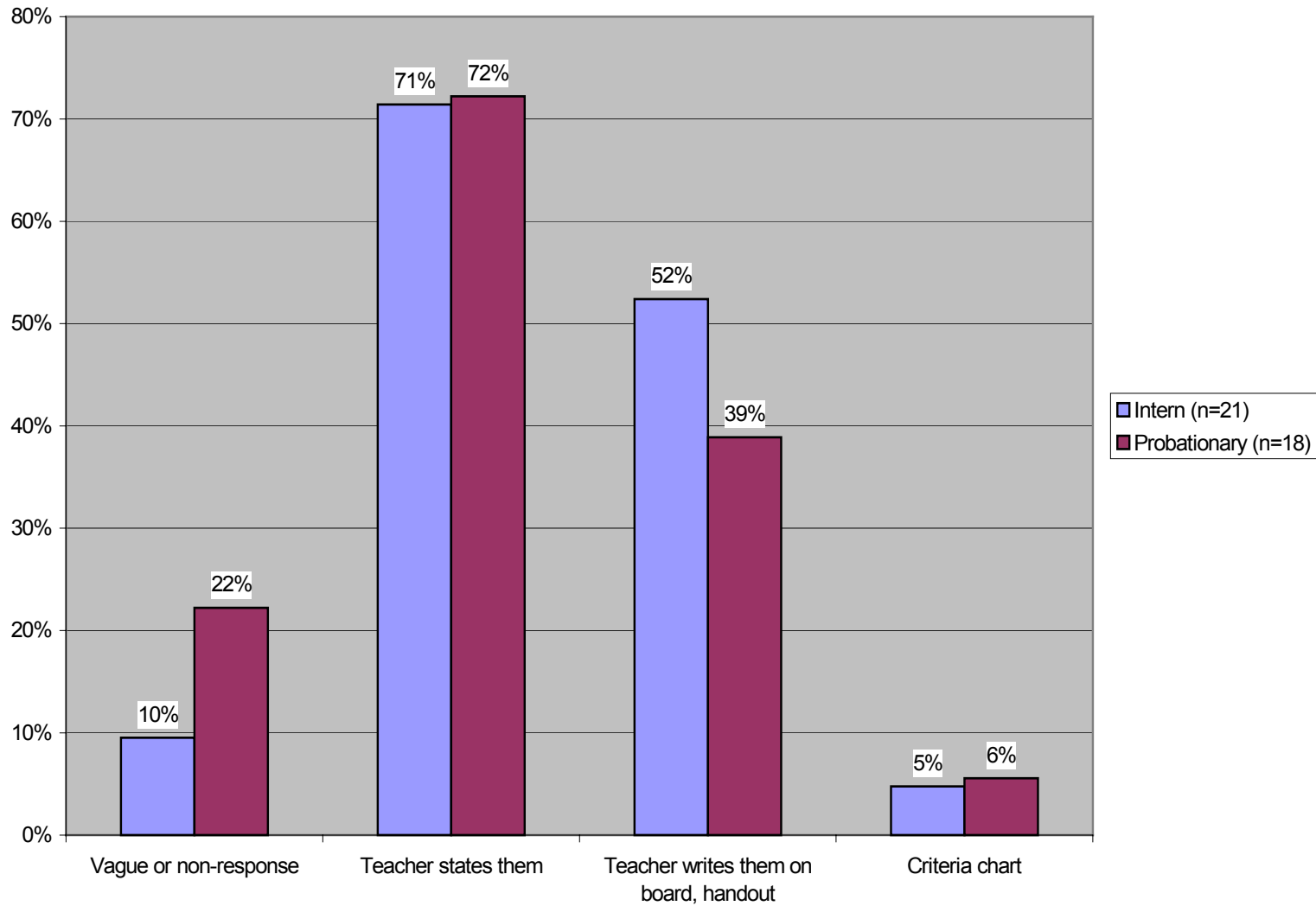
Figure K-3
Changes in Teaching Practice This Year (Teacher Interview - 2000/01)



K-4
Changes in Teaching This Year (Teacher Interview - 2001/02)

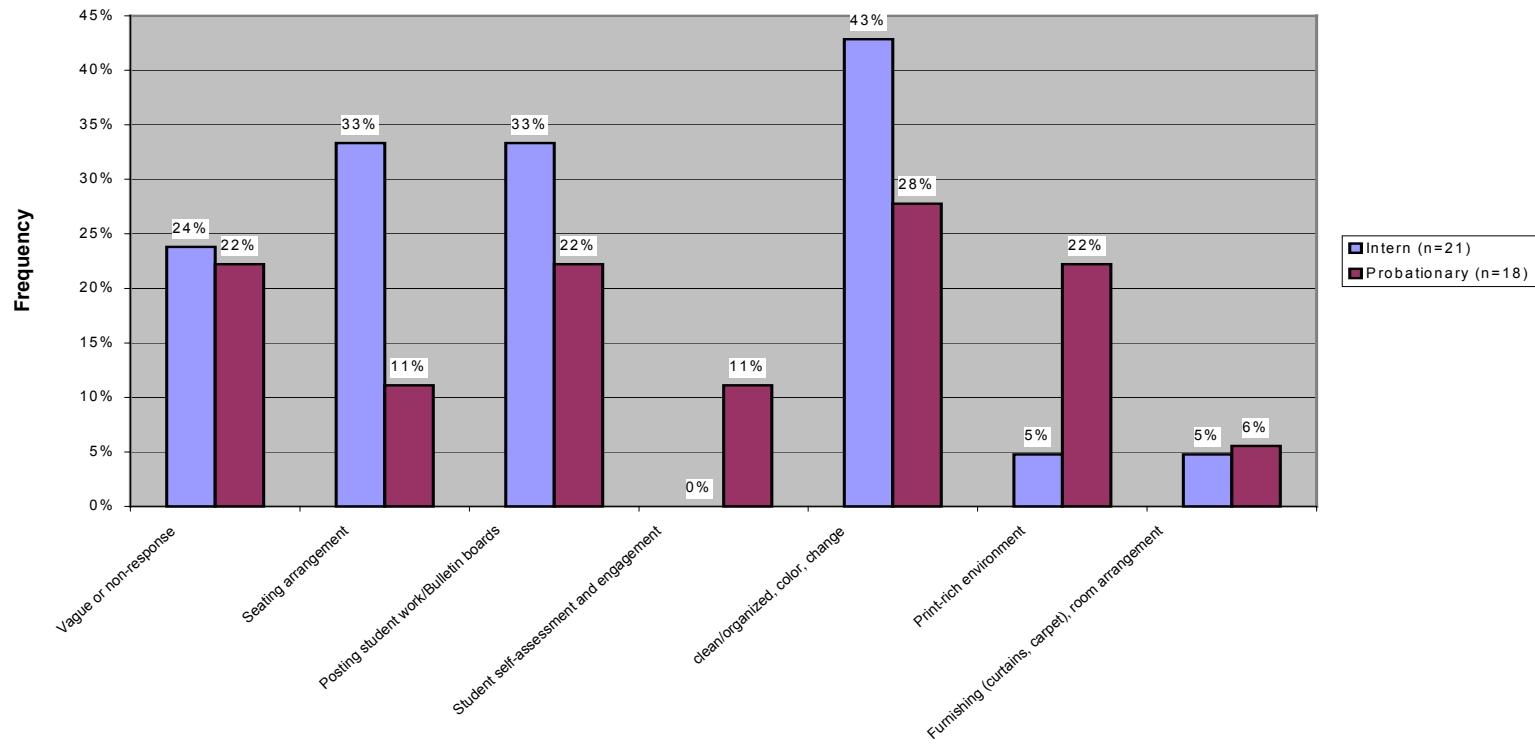


K-5
Communication of Lesson Goals (Teacher Interview - 2001/02)

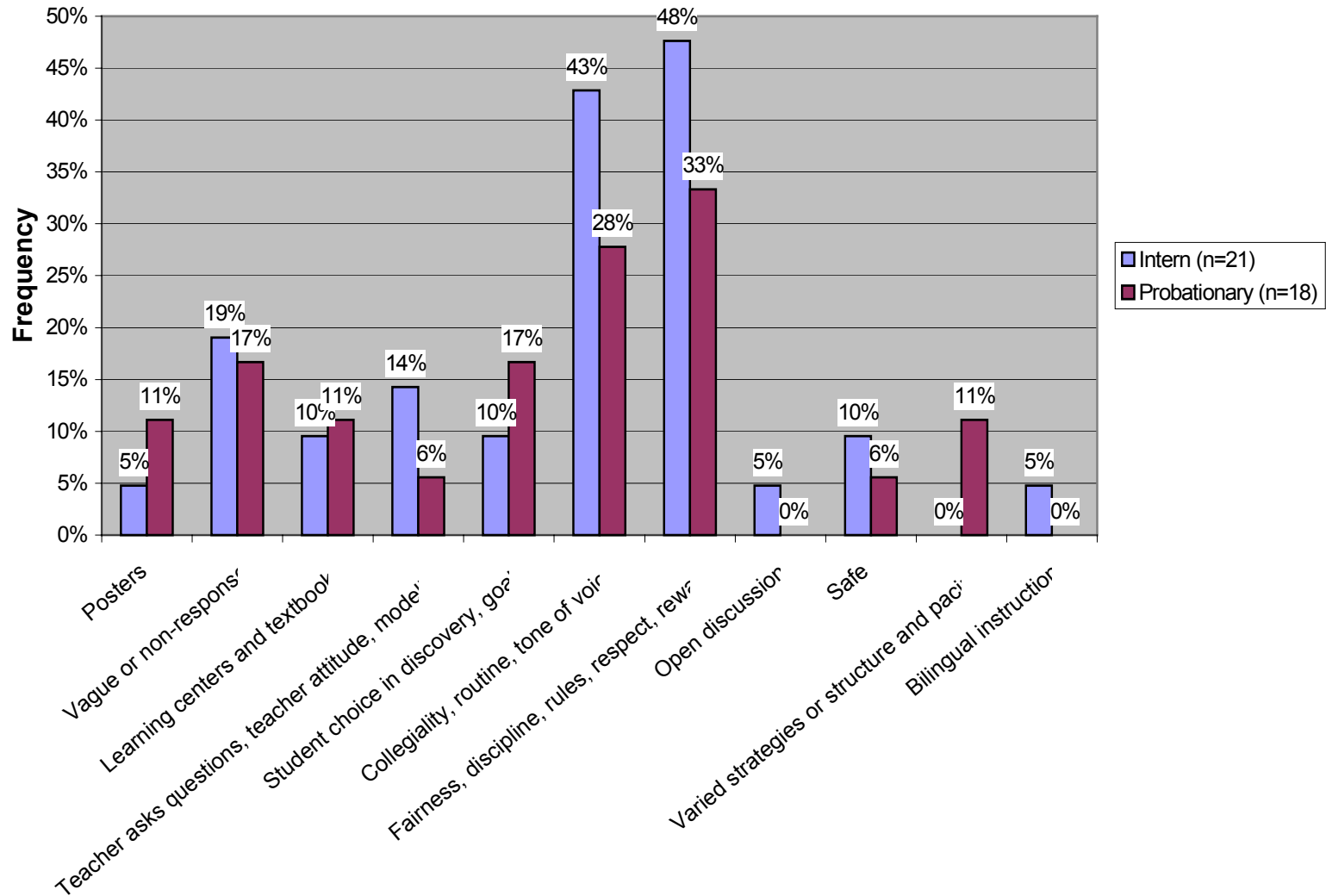


K-6

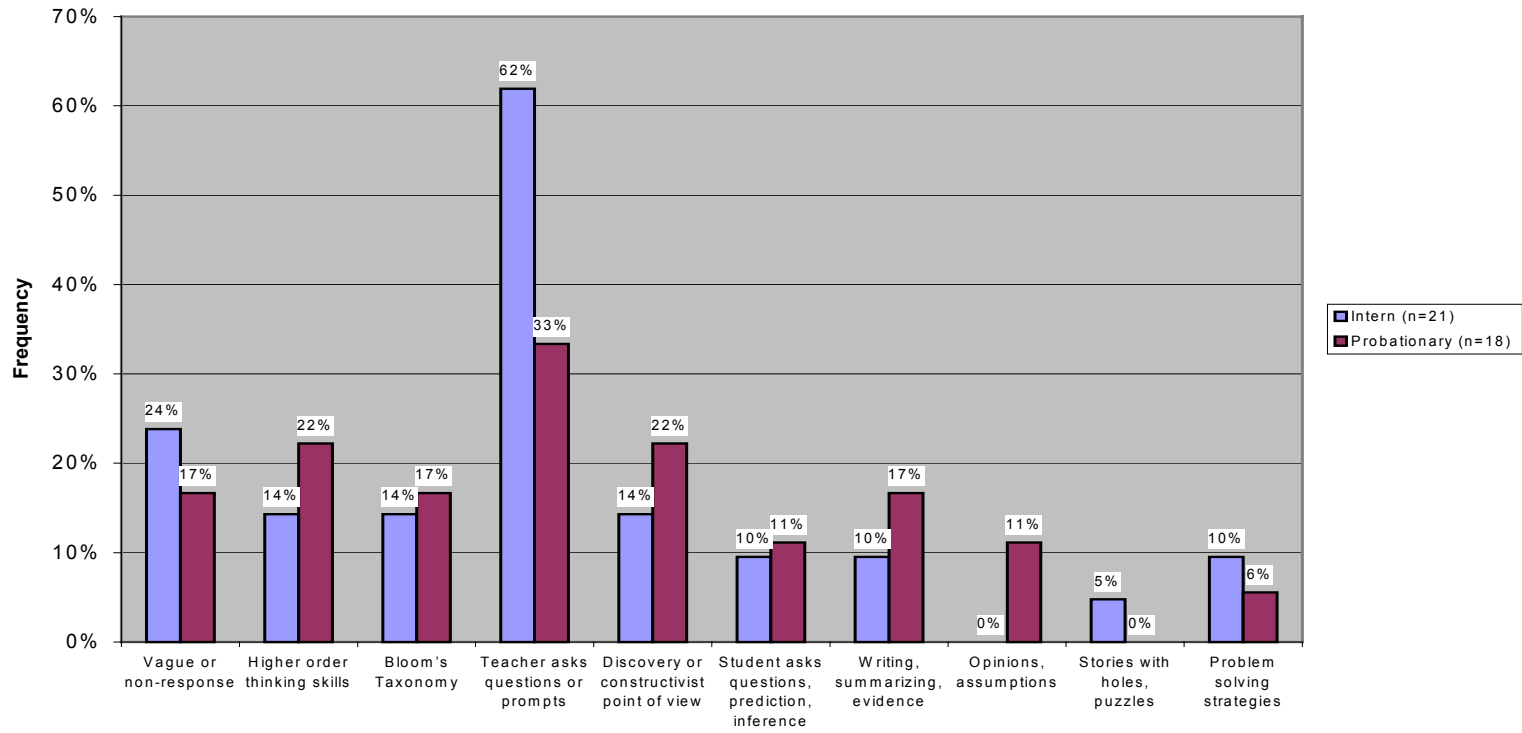
Physical Environment Conducive to Learning (Teacher Interview - 2001/02)



K-7
Instructional Tone and Climate (Teacher Interview - 2001/02)



K-8
 Critical Thinking Used in Classroom (Teacher Interview - 2001/02)



K-9
Use of Standards (Teacher Interview - 2001/02)

