Validity Study of Student Self-Assessment

Evaluation of the Accomplishment of Conceptual Framework Goals for Initial Certification
Rate Your Skills as a Beginning Teacher Right Now

1. Readiness to begin teaching overall?

2. Your content area knowledge (reading, math, science, etc.)

3. Using technology in your teaching job


5. Planning day to day lessons.

Response Scale:
Excellent, Good, Fair, Poor
Rate Your Skills as a Beginning Teacher Right Now

6. Designing teaching units.

7. Assessing the learning of your students (your teaching effectiveness.

8. Understand diverse learners and finding the strengths in each student.

9. Tactfully asking the right questions to get information from students, parents, coworkers and supervisors.

10. Listening and responding professionally to parents, students, and coworkers.

Response Scale:

Excellent, Good, Fair, Poor
Rate Your Skills as a Beginning Teacher Right Now

11. Self-evaluating your work and deciding how to improve next time.

12. Understanding and complying with professional ethics and educational laws.

13. Evaluating and finding good teaching materials and resources.

14. Playing a leadership role in your school or community.

Response Scale:

Excellent, Good, Fair, Poor
• Mentor Leader also rated each graduating preservice teacher on these 14 questions.

• The purpose of this request was to validate the students’ ratings which were rather high.

• We had no other common metric to measure student teaching abilities on which all departments could agree at the time.
Overall Readiness by Students (59% Excellent)
Overall Readiness by Mentor Leaders (42% Excellent)
What was the correlation between the sets of scores?

- Spearman Rho correlations between these two sets of scores was very low. Rho = .12, p = .04
- Probably due to restriction in range.
Was there a significant difference between the sets of scores?

- Chi Square test was significant ($X^2 (2) = 20.8, p < .001$).

- Responses of Fair or Poor were collapsed into one cell.(2 x 3)

- The differences between the two sets of ratings was in the large proportion of students who rated themselves EXCELLENT.
The Devil is in the Details!

Plan Lessons: 23
Begin Teaching: 18
Assess Learning: 16
Eval. Materials: 15
Design Units: 13
Leadership Role: 13
Self-Evaluate: 12
Technology: 11
Behavior Mgt: 10
Ethics & Laws: 7
Listen & Respond: 4
Content Area: -7
Teach Diverse: -7
Ask Questions: -7
Difference between Student and Mentor Leaders in Ratings of Excellent

- 23% of the students who rated themselves excellent in planning lessons were rated lower by their mentor leaders.
- Less inflation by the students was seen in other aspects of the conceptual framework.
Two Dimensional Look

![Graph showing the relationship between mentor leaders and students in various leadership roles and tasks. The graph includes points for Plan Lessons, Begin Teaching, Ethics & Laws, Eval. Materials, Design Units, Self-Evaluate & Listen, Teach Diverse, Leadership Role, Assess Learning, Technology, Content Area, Behavior Management, and Ask Questions.]
Good News!

- When the ratings of excellent (in percents) for the students and the mentor leaders are correlated for each aspect listed above, the correlation between these ratings is high.

\[ r (14) = .69, \ p = .004, \ \text{one-tailed}. \]  
(49% overlap)
Validity of Student Self-Ratings is Confirmed

• Except for the problem of student inflation of their abilities in planning lessons, their mentor leaders agree with their ratings in most of the aspects in our conceptual framework.

• The dots do not fall far from the tree (regression line).
Two Dimensional Look

MENTOR LEADERS

70 60 50 40 30 20

STUDENTS

Leadership Role
Plan Lessons
Begin Teaching
Eval. Materials
Design Units
Self-Evaluate
Listen & Respond
Teach Diverse
Assess Learning
Technology
Behavior Management
Content Area
Ask Questions
Begin Teaching
Ethics & Laws

STUDENTS

MENTOR LEADERS
Mentor Leader Ratings (totals) also Correlate Positively with

- Portfolio Ratings
  \[ r (133) = .38, p < .001 \]

- G.P.A. at Graduation
  \[ r (180) = .26, p < .001 \]

- Self- Ratings
  \[ r (174) = .19, p = .007 \]
Early Childhood Mentor Leader Ratings Correlate Positively with

- **Portfolio** \( r (64) = .47, p .001. \)
- **G.P.A. at Graduation** \( r (64) = .40, p <.001. \)
- **Self- Ratings** \( r (63) = .12, n.s. \)
- **Praxis 2 #12** \( r (54) = .04, n.s. \)
- **Praxis 2 #16** \( r (56) = .13, n.s. \)
Middle Grades Mentor Leader
Ratings Correlate with

<table>
<thead>
<tr>
<th>Rating Source</th>
<th>Correlation Coefficient</th>
<th>Significance Note</th>
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</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>$r (35) = .15$, n.s.</td>
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<tr>
<td>G.P.A. at Grad.</td>
<td>$r(35) = .50$, $p = .001$</td>
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<td>Self-Ratings</td>
<td>$r (31) = .12$, n.s.</td>
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<tr>
<td>Praxis 2 #146 Content Knowledge</td>
<td>$r(12) = .45$, $p = .07$</td>
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<td>Praxis 2 #523 Prin. Learn &amp; Teaching</td>
<td>$r (11) = .23$, n.s.</td>
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<td>Praxis 2 #49 English &amp; LA</td>
<td>$r (26) = .06$, n.s.</td>
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<td>Praxis 2 #69 Mathematics</td>
<td>$r (13) = -.34$, n.s.</td>
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<td>Praxis 2 #89 Social Studies</td>
<td>$r (12) = .02$, n.s.</td>
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<tr>
<td>Praxis 2 #439 Science</td>
<td>$r (2) = 1.00$, n.a.</td>
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Special Education Mentor Leader Ratings Correlate with

Portfolio Ratings

\[ r (33) = .56, p < .001 \]

G.P.A. at Graduation

\[ r(34) = .56, p < .001 \]

Student Self-Ratings

\[ r (34) = .03, n.s. \]

Praxis 2 #351 Core Principles

\[ r (29) = .35, p = .03 \]

Praxis 2 #352 Across Disabilities

\[ r (29) = .27, p = .08 \]
M.A.T. Mentor Leader Ratings Correlate with

G.P.A. at Graduation

\[ r(29) = .04, \text{ n.s.} \]

Self-Ratings

\[ r(28) = .29, p = .07 \]

Praxis 2 #81 Social Studies CK

\[ r(7) = .05, \text{ n.s.} \]

Praxis 2 #82 Social Studies IM

\[ r(7) = -.01, \text{ n.s.} \]
End of the Story