

Field Experience Diversity Survey

CAEP Standard/Component: 2.3, 3.1, 5.3, diversity cross-cutting theme

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 9,

ETSU Clemmer College Framework: 4, 5, 8

I. ADMINISTRATION AND PURPOSE:

- a. Points of Administration** - The Field Experience Diversity Survey is an online survey that is completed by a candidate every semester they are in a field placement. At minimum, the diversity survey is administered three times across a candidate's program of studies: once during the junior year or prior to Residency I, once during the Residency I experience, and once during Residency II.
- b. Purpose of Assessment & Use in Candidate Monitoring or Decisions on Progression** – Access to diverse P-12 students enables our candidates to observe, develop, and refine knowledge, skills, and professional dispositions that will enable them to have an effective and positive impact on all students' learning and development. The Field Experience Diversity Survey is an EPP-created survey that provides an avenue through which the candidate reports student diversity observed within their field experience classroom and school. Survey data are collected every semester and reviewed and analyzed annually by program faculty during data meetings and retreats. Diversity survey data are shared and discussed with stakeholders during quarterly EPP/LEA partner meetings. Program faculty and LEA partners use the survey data to set goals, when indicated, for improving candidates' access to diverse student populations. School placements are made in partnership with the school districts and Clemmer College.
- c. Instructions Provided to Candidates** - Clemmer's Office of Educator Preparation provides Candidates with a link to the Field Experience Diversity Survey through the candidates' LiveText. Candidates are encouraged to complete the survey by their field experience and Residency course instructors.
- d. Criteria for Success** - The Field Experience Diversity Survey addresses four diverse student populations: students who are identified as Low Socioeconomic Status, having a Disability/Exceptionality, English Language Learners, and students who are identified as Racially/Ethnically Diverse. Each survey item asks the candidate if there are students in their current field placement who are identified as one of the diverse population areas. Candidates respond by selecting "Yes" or "No." Faculty are provided with individual candidate response data and a summary total of Yes and No responses for each of the four diverse student

population areas. Clemmer's Criteria for Success is that 80% of candidates' placements will have students who are identified in each of the diverse student population areas.

- e. **Evaluation Categories Aligned To CAEP, InTASC, National/Professional & State Standards** – The Field Experience Diversity Survey addresses the cross-cutting theme of diversity, which is woven through CAEP, National/Professional, and State standards and that reflects Clemmer College's conceptual framework and beliefs. The Field Experience Diversity Survey provides us with data that enables the EPP and partnering LEAs to evaluate our candidates' access to diverse student populations across their field placements.

II. CONTENT OF ASSESSMENT

- a. **Indicators Assess Explicitly Identified Aspects of CAEP, InTASC, National/Professional & State Standards** - The Field Experience Diversity Survey addresses the cross-cutting theme of diversity. The survey enables us to ensure that our candidates are being provided with access to students from diverse populations within their clinical experiences so that they can develop the knowledge, skills, and professional dispositions necessary to positively impact all P-12 students' learning and development. The Diversity theme is specifically identified in CAEP standards 2.3, 3.1, and 5.3. Diversity is also aligned with InTASC Standards 1-Learner Development, 2-Learning Differences, 3-Learning Environments, 4-Content Knowledge, 5-Application of Content, 6-Assesment, 7-Planning for Instruction, and 9-Professional Learning and Ethical Practice. Specific program matrices identify program-specific competencies related to student diversity. In addition, the survey provides evidence for supporting the EPP goal of ensuring the diversity and inclusion of people and ideas.

b. Indicators

1. **Reflect the degree of difficulty or level of effort described in the standards-**
2. **Unambiguously describe the proficiencies to be evaluated –**

The Field Experience Diversity Survey assesses our candidates' exposure to diverse student populations within their assigned clinical placements. Candidates identify the diverse student population(s) they work with by answering a series of four questions, each related to a specific diversity area (low socioeconomic status, disability/exceptionality, English language learners, racially/ethnically diverse). Clemmer's Criteria for Success is that each licensure area has at least 80% of candidates' placements in classrooms in which students are identified to represent the diverse student population areas. Documentation of 90% of placements that have diverse student access is

considered a strength, and averages of under 80% are considered an area of need. Program faculty and LEA partners use the survey data to set goals, when indicated, for improving candidates' access to diverse student populations. School placements are made in partnership with the school districts and Clemmer College.

Survey Content:

The Field Experience Diversity Survey addresses four diverse student populations: students who are identified as Low Socioeconomic Status, having a Disability/Exceptionality, English Language Learners, and students who are identified as Racially/Ethnically Diverse. Each survey item asks the candidate if there are students in their current field placement who are identified as one of the diverse population areas. The questions are as follows:

1. *In your current field placement, are there students who are identified as Low Socioeconomic Status?*
 - *Yes*
 - *No*
2. *In your current field placement, are there students who are identified as having a Disability/Exceptionality?*
 - *Yes*
 - *No*
3. *In your current field placement, are there students who are identified as English Language Learners?*
 - *Yes*
 - *No*
4. *In your current field placement, are there students who are identified as Racially/Ethnically Diverse?*
 - *Yes*
 - *No*

Faculty are provided with individual candidate response data and a summary total of Yes and No responses for each of the four diverse student population areas. Clemmer's Criteria for Success is that 80% of candidates' placements will have students who are identified in each of the diverse student population areas.

Instructions for use: The Field Experience Diversity was developed and piloted in the spring 2019 and has been used to collect data each semester. Teacher candidates are provided with a link to the survey that comes directly from the EPP Office of Educator Preparation.

Scoring:

Candidates respond by selecting “Yes” or “No.” Responses are aggregated, and faculty are provided with individual candidate response data and a summary total and percent of Yes and No responses for each of the four diverse student population areas.

Validity and Reliability:

Data quality is an essential component of the survey process. The EPP met construct validity through the process acquiring feedback from EPP faculty related to item alignment to the INTASC standards, as well two content validity meetings with the (1) CAEP committee and other invited faculty and with (2) LEA partners (Principals, teachers, EPP faculty).

Data:

Data are collected each semester, with candidates completing the online survey every semester they are in a field placement. The data are collected from the online software program and aggregated by licensure area. Response totals and percent are provided to all licensure areas for data review.

Analysis and Interpretation:

Data are reported for three administrations of the survey: Spring 2019, Fall 2019, and Spring 2020.

Program faculty evaluate **percent of response** scores for each data cycle and the 3-semester combined data cycle to assess program performance on the Field Experience Diversity Survey in the following way:

1. Target-80% of placements provide candidates with access to students within each identified diversity area
2. Strengths—90% of placements provide candidates with access to students within each identified diversity area
3. Area of Need-Under 80% of placements provide candidates with access to students within each identified diversity area

Use and Continuous Improvement: College-wide data meetings were held Spring 2019, Fall 2019, and Spring 2020 to review the Field Experience Diversity data disaggregated by licensure area.