

**Teaching Abilities Self-Assessment Report:
A Comparison of Two Measures
1995-1996
2000-2001**

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June, 2002**

Part I. Introduction

Self-assessment is a critical component to any training program involving professional development. The reflection on and critical evaluation of both the quality of one's training and the skills and abilities developed not only provides valuable information about a program's current training effectiveness, but also suggests necessary direction for future growth. Over the past several years the School of Education at Indiana University has rigorously attempted to develop a self-report instrument designed to measure the degree of professional competency perceived by education candidates. During this span of time, the instrument has undergone both significant changes and measurable results. This study will present both the changes in instrumentation and results.

Part II. Method

This report presents two years of first year teacher self-assessment data. Education graduates, currently working as a first year teacher, were surveyed during the late Fall and Spring terms of the 1995-1996 and 2000-2001 academic school years. In 1995-1996, 183 first year teachers completed the *Teacher Candidate Performance Self-Assessment Instrument* and in 2000-2001, 168 first year teachers completed the *Teaching Abilities Self-Assessment Instrument*.

During the Fall, 1995 semester, the *Teacher Candidate Performance Self-Assessment Instrument* was first developed to restate the INTASC principles into describable teaching behaviors and competencies. Three competency areas were identified in learning, practice and ability. Three scales were developed based upon these areas, totaling 44 items.

During the fall 1997 and spring 1998 semesters, the instrument was revised into a 24-item instrument and renamed *Teaching Abilities Self-Assessment Instrument* (TASAI). In 1999, two additional items were added to the instrument, bring the total to 26-items. All the instruments items have been on a 5-point Likert-type scale (1 = Strongly Disagree, 3 = Undecided, 5 = Strongly Agree). Examinees respond to each item by circling either SD, D, U, A or AD. Samples of the questions include: "I am well prepared to teach the content in my area"; "I use technology and media effectively in my teaching"; "I am comfortable working with parents". Demographic information is assessed which includes academic major, content area, grade level currently teaching and likely of entering career in teaching. Additionally, a series of open-ended questions are included which have typically provided a more detailed understanding the students' education training experience.

Part III. Objectives

Two questions can be addressed from evaluating both the survey changes and results from first year teachers.

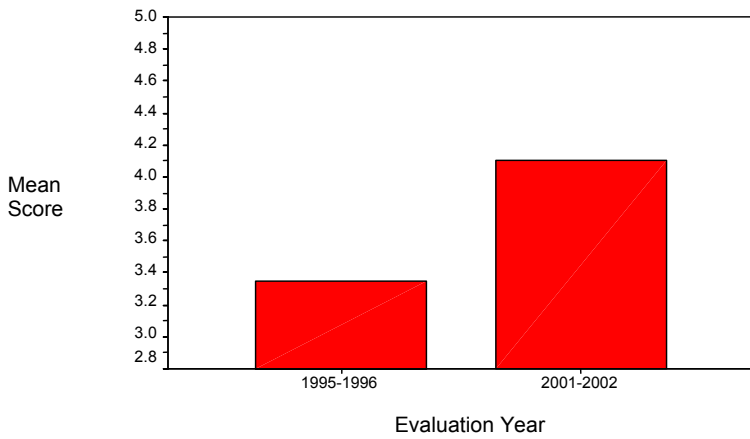
- To what extent does the current self-assessment instrument compare to the previous instrument?
- How does self-reported competencies of first year teachers compare to those from six years prior?

Part IV. Results

Below is presented a matched sample of the 1995-1996 instrument to items on the current instrument. One item from the 2000-2001 instrument did not have a possible match (*I consider myself a good teacher*). In some cases, the match is quite clear, providing strong support for the changes in the self-reported score. For example, an item on the 1995-1996 instrument read *Create a positive, safe, orderly learning climate in the classroom* was matched with *I create a safe, orderly classroom environment* from the 2000-2001 instrument. Other matches are not as clear such as *Provide learning experiences that make subject matter meaningful to student* compared to *I create effective instructional plans*.

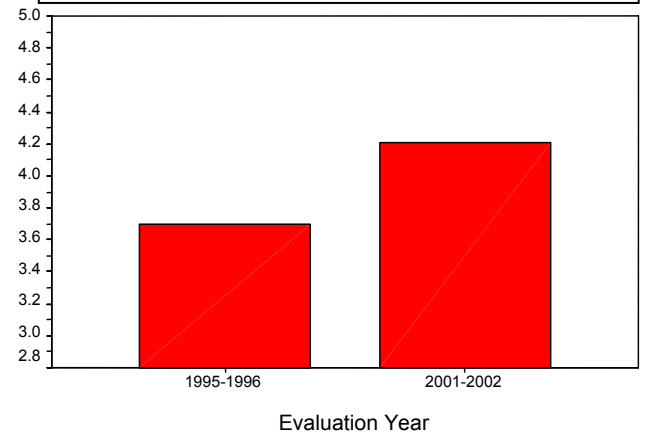
In all the matches, regardless of goodness-of-fit, first year teachers in 2000-2001 self-reported greater perceived competencies compared to the 1995-1996 sample. These results may suggest that programmatic changes that have occurred during this time frame appear to have made positive effects in all aspects of the teachers' training. However, in many cases, semantic arguments can be made, suggesting the meaning of the questions between the years connotes a different response. Thus, conclusions drawn from these comparisons should be made with great caution.

95-96: Learn the content you will teach
01-02: I am well prepared to teach the content in my area

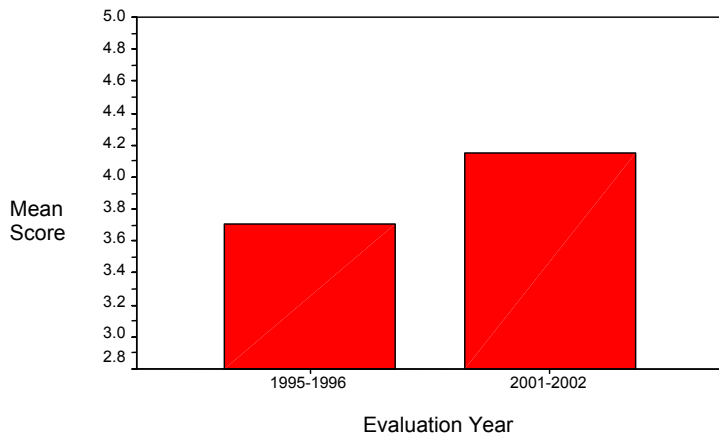


95-96: Use your understanding of group motivation to create an environment that encourages positive social interaction, active learning and self motivation

01-02: I use multiple methods to motivate students

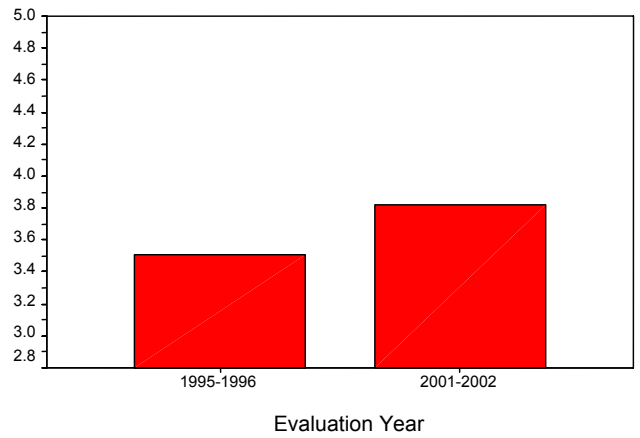


95-96: Learn how children learn and develop
01-02: I understand how children learn

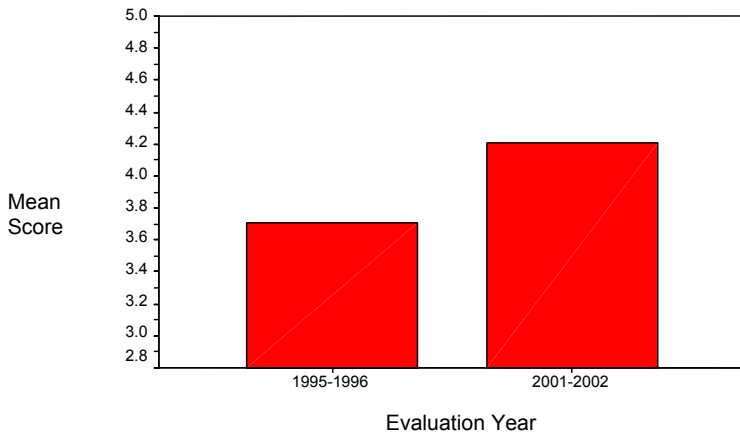


95-96: Utilize a range of technology/media application in the classroom

01-02: I use technology and media effectively in my teaching

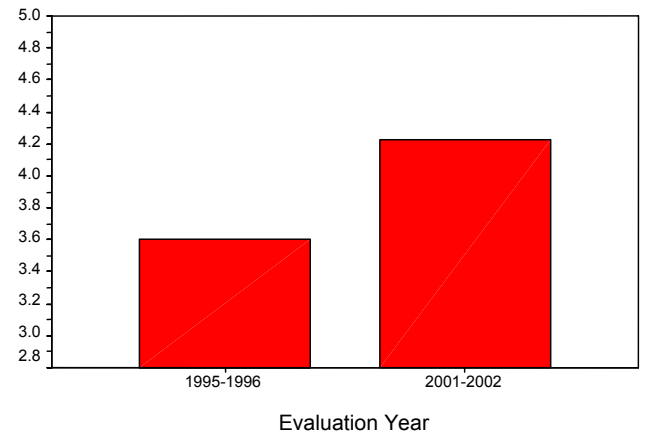


95-96: Learn how children differ
01-02: I am aware of different developmental stages of children

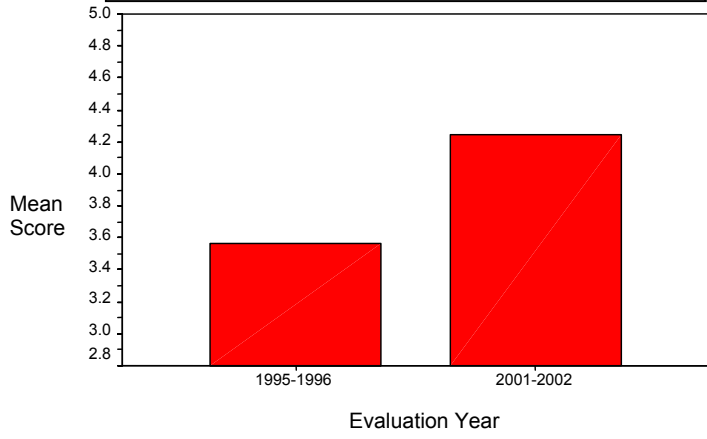


95-96: Provide learning experiences that make subject matter meaningful to students

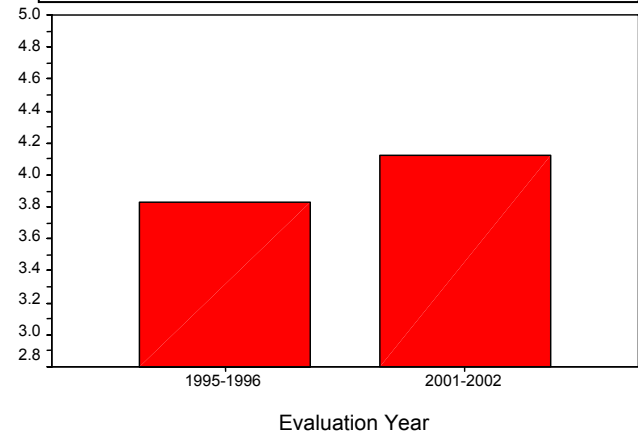
01-02: I create effective instructional plans



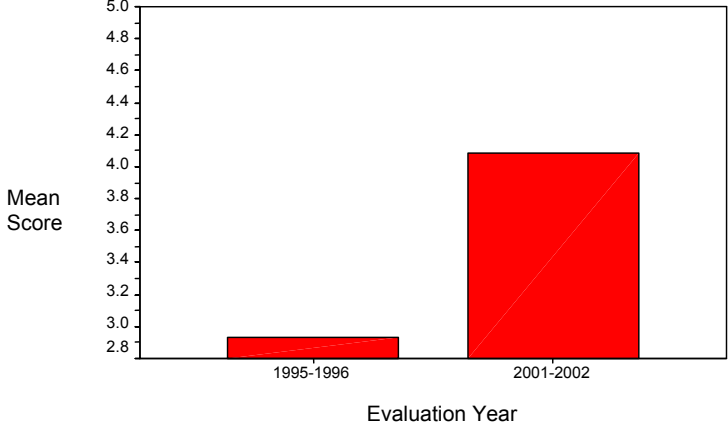
95-96: Plan instruction based on knowledge of subject matter, students, the community and curriculum goals
01-02: I work effectively as part of an instructional planning team



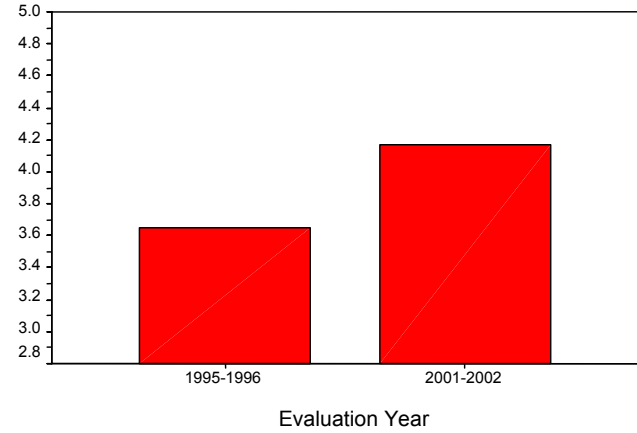
95-96: Teach all children regardless of their ability
01-02: I am comfortable with having children with special needs in my class



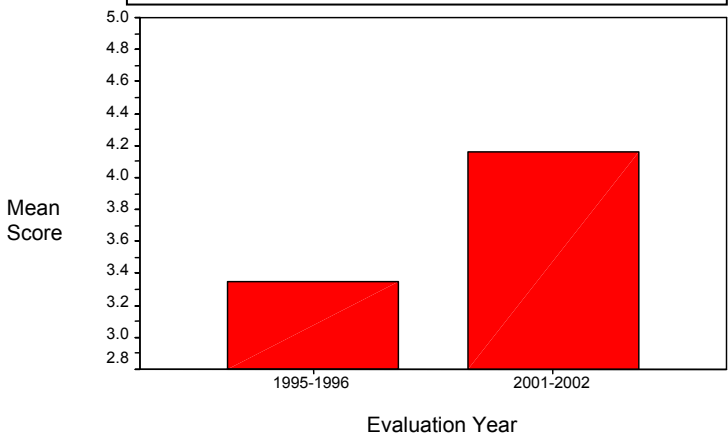
95-96: Manage student behavior in the classroom
01-02: I apply effective methods to control student misbehavior



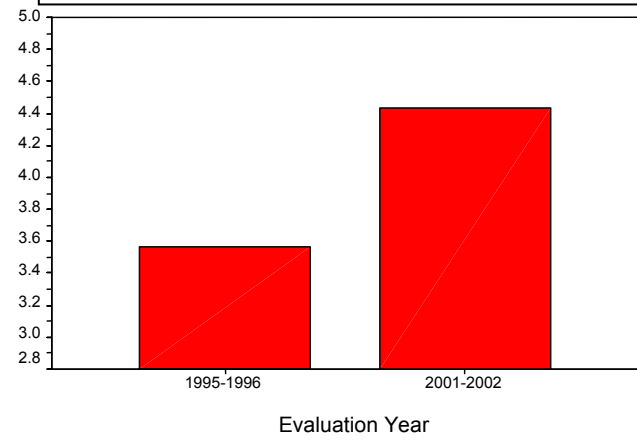
95-96: Create instructional opportunities that develop students' critical thinking, performance and problem solving skills
01-02: My instructional plans include opportunities for critical thinking



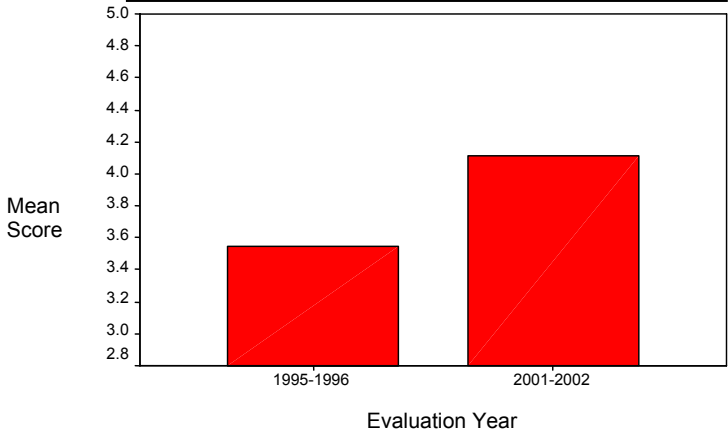
95-96: Instruct diverse populations of children
01-02: I respond to needs of students from different backgrounds



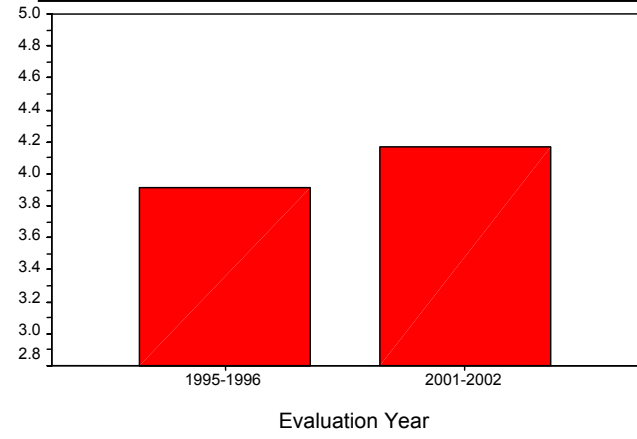
95-96: Use verbal, non-verbal and media communication techniques to encourage active inquiry, collaboration and supportive interaction in the classroom
01-02: I am comfortable allowing students to work in collaborative groups



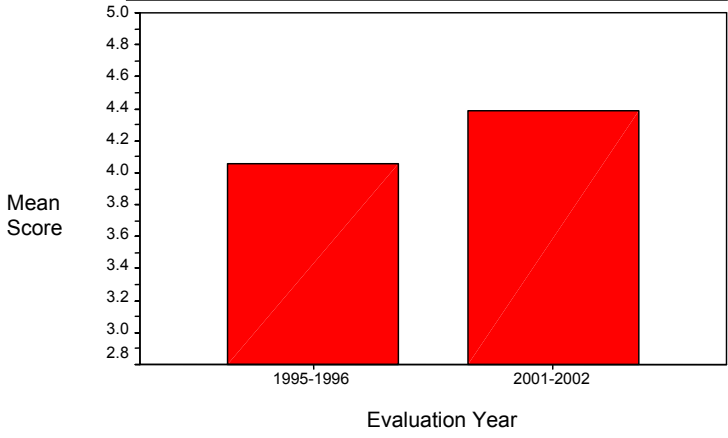
95-96: Learn formal and informal student assessment strategies for use in the classroom
01-02: I create effective assessment instruments to measure learning



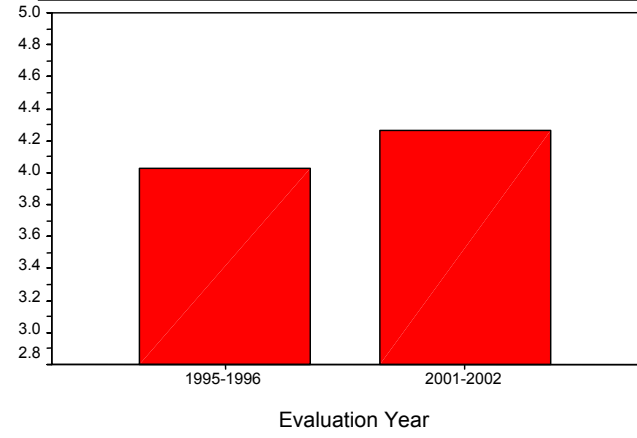
95-96: Provide learning opportunities that support students' intellectual, social and personal development
01-02: I respond effectively to social and emotional problems of students



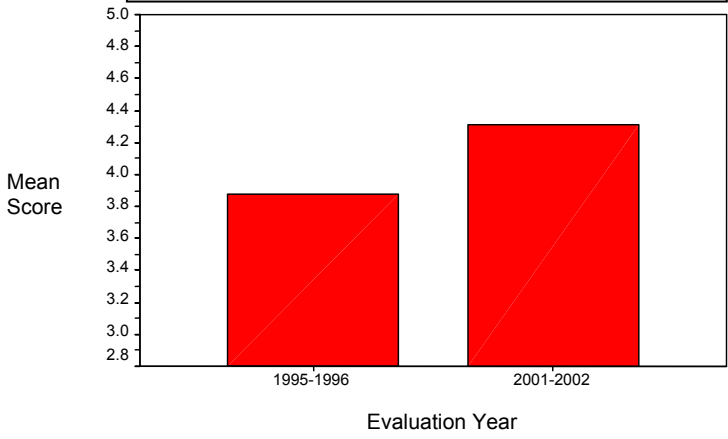
95-96: Create a positive, safe, orderly learning climate in the classroom
01-02: I create a safe, orderly classroom environment



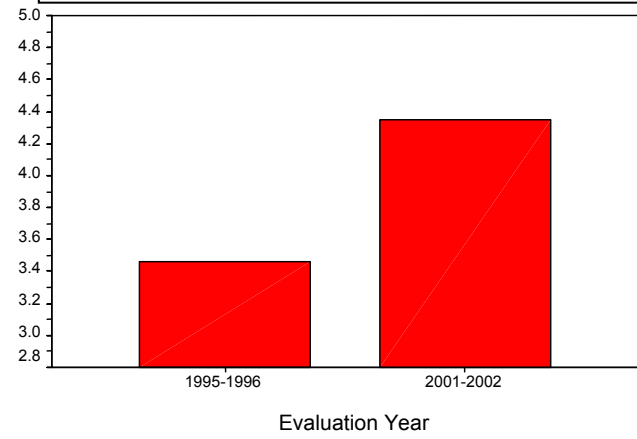
95-96: Teach subject matter in a meaningful way for students
01-02: I teach subject matter in ways that are meaningful to students



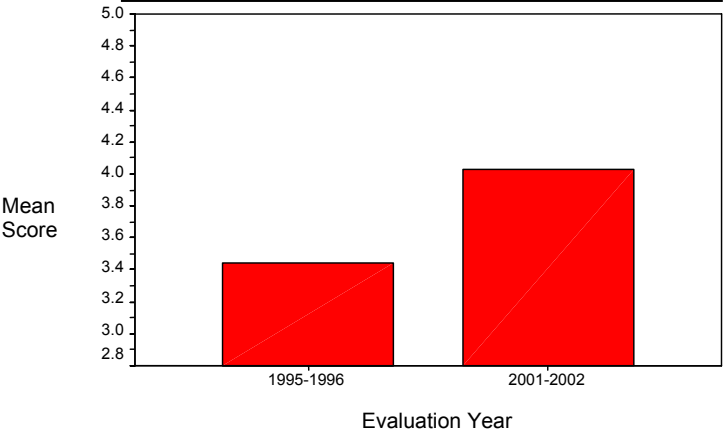
95-96: Build relationships with colleagues, parents, and agencies in the community to promote students' learning and well-being
01-02: I am comfortable working with parents



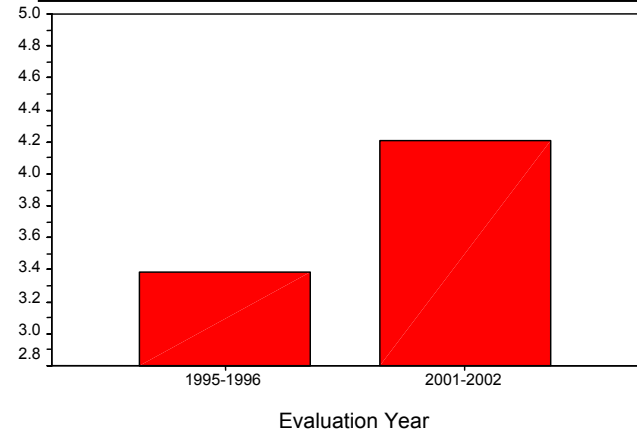
95-96: Actively seek out opportunities to develop weaknesses and grow professionally
01-02: I continue to take advantage of opportunities to grow professionally



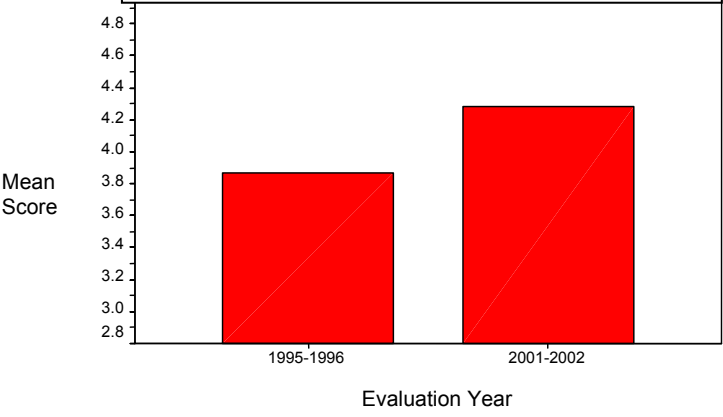
95-96: Use a variety of instructional techniques to develop students' critical thinking, performance, and problem solving skills
01-02: I employ teaching techniques that require student problem solving



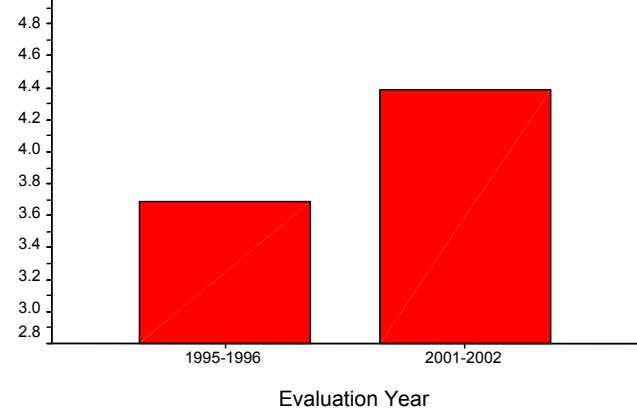
95-96: Learn a variety of instructional strategies
01-02: I use multiple methods to teach the same content



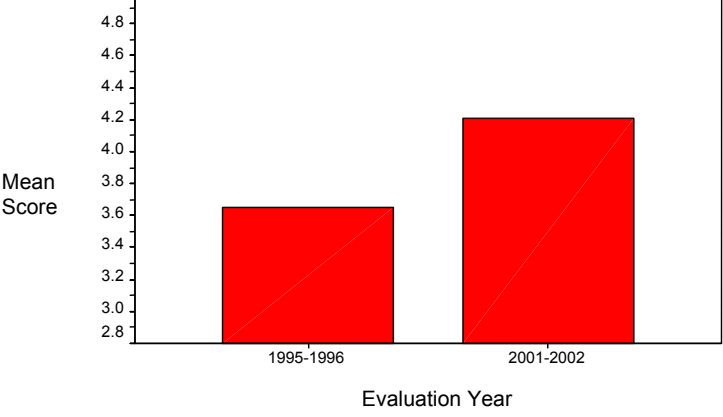
95-96: Create instructional opportunities that are adapted to diverse learners
01-02: I can adapt my instruction to the needs of children with special needs



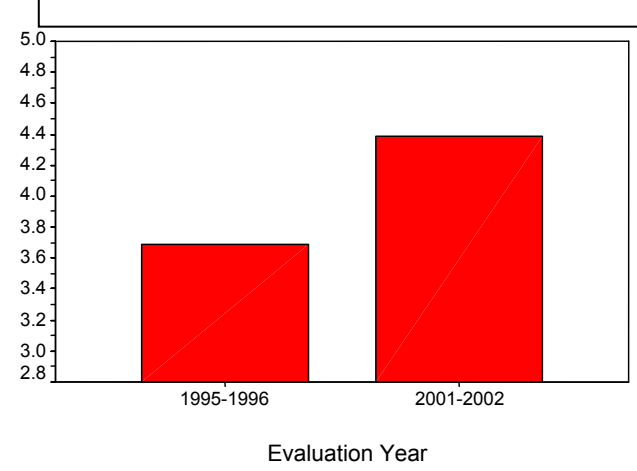
95-96: Evaluate the intellectual, social and physical development of the learner
01-02: I recognize when students fail to understand



95-96: Evaluate the effects of your choices on others and seek out opportunities to grow professionally
01-02: I regularly reflect upon and evaluate my own teaching



95-96: Use formal and informal assessment techniques to ensure the continues intellectual, social and physical development of the learner
01-02: I use other methods of assessment than paper and pencil tests



95-96: Apply technology/media in your teaching

01-02: I develop skill in technology in my students

