

PILOT PROJECT 4

The College of Education (Appendix L; Example Insight Lab Report)

Project Overview + Summary ///

During an initial review of career outcomes data by Academic Insight, a trend was noticed in female internship participants who were not successful at obtaining employment. These female graduates completed degrees from a few colleges, including the College of Education. Further examination of this trend showed that many of these students were pre-service teaching students who received degrees from the Department of Curriculum and Teaching and that many of them were required to complete an internship as part of their undergraduate curriculum. Further exploration of data received from the Department of Curriculum and Teaching revealed that the number of attempts on the teacher certification exam, or PRAXIS, may be related to employment success. Specifically, students who completed the PRAXIS on the first try exhibited greater employment success than students who needed multiple attempts to complete it. The Department of Curriculum and Teaching seeks to implement an intervention in the form of a test-preparation workshop to facilitate greater success on the first attempt of the new teacher certification exam, the Foundations of Reading Test for Alabama.

Specification of the Problem, Opportunity, and Target ///

Career outcomes data analysis performed by Academic Insight indicates that pre-service teachers who do not pass the teacher certification exam on the first attempt exhibit lower employment success than pre-service teachers who pass the certification exam on the first attempt. The target group consists of all pre-service teachers who sit for the new teacher certification exam, the Foundations of Reading Test for Alabama.

Connections to AUBURNACHIEVE ///

The Department of Curriculum and Teaching seeks to improve employment success for students of pre-service teaching programs. This goal supports AUBURNACHIEVE Objective 1 (increase first destination outcome success for graduating students) and Objective 1(b) (students will be prepared for their first destination employment opportunity).

Current Status ///

The following steps and actions have been taken by the Department and Academic Insight:

- Initial meeting between Academic Insight and Department: March 4, 2022
- Data cleaning and analysis: March–September 2022
- Follow-up meeting between Academic Insight and the Department of Curriculum and Teaching: September 14, 2022
- Academic Insight presentation at Department of Curriculum and Teaching meeting: September 23, 2022
- Bright Idea abstract received: November 15, 2022

Currently, the Department of Curriculum and Teaching's AUBURNACHIEVE Bright Idea seed grant is under review by the QEP Advisory Council and Community of Practice.

Future Steps ///

The proposed intervention involves a test preparation workshop for pre-service teachers to be attend before sitting for the Foundations of Reading Test for Alabama. Department Curriculum and Teaching faculty have drafted and administered a pre-test for this workshop based on questions from the certification exam. The

faculty also plan to develop a post-test for the purpose of gauging the effectiveness of the workshop. After the proposal is approved, Academic Insight staff will assist the Department of Curriculum and Teaching in further developing the pre-test and post-test, evaluating the reliability of the assessment and ultimately assisting the Department of Curriculum and Teaching in determining and improving the effectiveness of the workshop.

Assessment Plan ///

The impact of the intervention will be established through three data collection opportunities. First, the post-test scores, as compared to pre-test scores, will provide an indication of the success of the workshop in terms of an increase in student knowledge of text material. Second, the number of attempts students make on the certification exam will provide an indication of the success of the workshop. Third, the career outcome success rate for graduates of the Department of Curriculum and Teaching, as compared to baseline years, will provide an indication of the overall success of the intervention.

