

Reliability Data for “Old” Self-Report Instrument Used before 2012

Results

1. The self-report/ leaver instrument, used and reported prior to the advent of the Common Metrics *Exit Survey*, was reliable, in the sense that its scales were moderately internally consistent.
2. We take this as evidence that the reliability and validity of instruments used in the school were (a) assessed, and (b) that use of the instruments were defensible. Note that the dates of these reports fell between the last accreditation visit and the advent of the *Common Metrics Completer* instrument.

Background/ Context

As can be seen in Table 1, the *Exit Survey* used at the end of student teaching demonstrated internal consistency reliability. Data are laid out in Table 1.

Table 1. Reliability of scales based on INTASC Principles (2007-2009 data).

<u>Principle & Reliability</u>	<u>Description</u>
INTASC 1 Subject Matter, Items 10-14, reliability = .80	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
INTASC 2 Student Learning, Items 15-17, Reliability = .81	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
INTASC 3 Diverse Students Items 18-21, Reliability = .84	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
INTASC 4 Instructional Strategies, Items 22,23, Reliability = .57	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
INTASC 5 Learning Environment, Items 24-28, Reliability = .87	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
INTASC 6, Communication, Items 29-34, Reliability = .85	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
INTASC 7 Instructional Planning, Items 35-40, Reliability = .87	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
INTASC8 Assessment, Items 41-48, Reliability = .92	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

<u>Principle & Reliability</u>	<u>Description</u>
INTASC9 Reflective Practice, Items 49-52, Reliability = .90	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
INTASC10 Collaboration, Items 61-66, Reliability = .87	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
TOTAL $r_{xy} = .92$	This is an actual calculation of the reliability for the total score (Cronbach's α). It is more reliable than any of the sub-scores because (a) internally consistent metrics increase in reliability as one adds items, and (b) the "old" completer or <i>Self-Report</i> instrument turned out to be univariate.
TOTAL	Across scales