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RE: Request for CTQ value-added research articles/statements/PPT slides

From : David Wright <dwright@calstate.edu>

Thu, May 30, 2013 02:16 PM

Subject : RE: Request for CTQ value-added research articles/statements/PPT slides**To :** Carol Fry Bohlin <carolb@csufresno.edu>**Cc :** Paul Tuss <ptuss@calstate.edu>, Paul Beare (CSU Fresno) <pbeare@csufresno.edu>

Hi Carol,

Budget reductions in four consecutive years meant we cannot do value-added analyses focusing on the effectiveness of individual campuses. When I indicated that Paul Tuss, CTQ's new Director, plans to deliver new statistics to Paul Beare, I was referring to a statistical summary of teacher responses and supervisor responses to the Center's continuing evaluation surveys.

David Wright

From: Carol Fry Bohlin [carolb@csufresno.edu]**Sent:** Thursday, May 30, 2013 2:08 PM**To:** Wright, David**Cc:** Tuss, Paul; Paul Beare (CSU Fresno)**Subject:** Re: Request for CTQ value-added research articles/statements/PPT slides

Hi David,

In your email below you mention that some of the research originally planned by CTQ has been delayed or shelved due to budget cuts. You also mentioned that Dean Beare would be receiving some information this year from Paul Tuss. In the paper, "Teacher Preparation's Effects on K-12 Student Learning," value-added comparisons between CSU campuses for students at different grade levels and subjects were mentioned as being planned (see below). Are these comparisons those that were impacted by the budget cuts (thus will not be able to be conducted) or are these the data/results that will be shared with Dean Beare?

Thank you again!

Carol

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Excerpt:

Introduction

In a typical school year, more than 750,000 students in elementary and secondary schools learn math, science, reading, writing and history from recent graduates of teacher preparation programs in the California State University. How well do beginning teachers from the CSU foster academic learning by their students, especially groups who have been persistently underserved by the education system? To address this question for the first time in California, 22 school districts in several regions are cooperating with CSU campuses and the Center for Teacher Quality (CTQ) to assess the effects of CSU programs on student academic achievement.

P-12 Student Learning as a Product of CSU Teacher Preparation

Drawing on data from a large group of low-performing schools, CTQ is measuring the learning gains of students taught by 1st-year and 2nd-year teachers from different CSU programs, from different CSU campuses, and from outside the CSU system. The Center is examining the effectiveness of these teachers in five subjects, nine grade-levels, eight school years, and with different groups of students...

From: "David Wright" <dwright@calstate.edu>
To: "Carol Fry Bohlin" <carolb@csufresno.edu>
Cc: "Paul Beare (CSU Fresno)" <pbeare@csufresno.edu>, "Paul Tuss" <ptuss@calstate.edu>
Sent: Wednesday, May 29, 2013 8:10:19 AM
Subject: RE: Request for CTQ value-added research articles/statements/PPT slides

Good Morning Carol,

I am attaching the one file that summarizes comparisons by the CSU Center for Teacher Quality (CTQ) between the effectiveness of CSU teachers and non-CSU teachers in increasing K-12 student proficiency in a core academic subject (mathematics). I presented the attached powerpoint slides to the Deans of Education in November 2011. CSU Fresno may include this document in its response to NCATE Standard One.

In our statistical work on teacher education's contributions to K-12 student learning, my CTQ colleagues and I decided to focus on the effects of teacher education policies within the CSU system MORE than on comparisons between CSU teachers and non-CSU teachers.

We knew that CSU vs. non-CSU comparisons would be important for accreditation reports, but we anticipated that these comparisons would probably NOT have strong or useful implications suggesting how CSU campuses could improve teacher preparation. When we compared the effects of internship programs with those of programs that include supervised student teaching, however, our findings (also summarized in the attachment) seemed to have strong implications for the adoption and implementation of teacher education policies by campuses, the entire CSU system, and the State of California. CTQ reports subsequent to the attachment gave no further attention to CSU vs. non-CSU comparisons. Our subsequent work did, however, yield similar results pertaining to internships and student teaching in the preparation of MS teachers in mathematics and SS teachers of English, but not in the preparation of MS teachers in ELA (which yielded no significant differences).

The non-disclosure admonitions in the enclosed Slide 13 can now be disregarded because none of our findings subsequent to November 2011 were inconsistent with results summarized in the attachment.

During 2012, I told the Deans that my colleagues and I would be pleased to give each campus a file of cleaned data that would enable campus researchers to examine the value-added effects of campus programs, but this effort was unfortunately undermined by ongoing reductions in CTQ's budget (including a staff layoff) later that year.

The work summarized in the attachment was done by CTQ members Rachelle Fox, Ying-Fang Wang, Nohoon Kwak, Donielle Prince and myself. My retirement began late in 2012, but Paul Tuss (my very capable successor) is preparing to send valuable evaluation findings to Dean Paul Beare in 2013 pertaining to recent effects of your teacher education programs. Today I will spend several hours on a commercial flight, but I'll have time for further communications (if needed) later this week.

David Wright, Ph.D., Former Director
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From: Carol Fry Bohlin [carolb@csufresno.edu]
Sent: Wednesday, May 29, 2013 1:53 AM
To: Tuss, Paul; Wright, David
Cc: Bissell, Joan; carolb@csufresno.edu
Subject: Request for CTQ value-added research articles/statements/PPT slides

Dear David and Paul,

I'm working for Dean Paul Beare and Associate Dean Jim Marshall in preparing a response to NCATE Standard 1 and need to reference the CTQ's value-added research (K-12 student performance comparisons of our students vs. non-CSU students). It would be optimal if the research cited could isolate Fresno State grads from others, but as long as we have something comparing CSU to non-CSU, that

should be fine.

See excerpt below from the article that Paul Beare shared with me:

"The Center for Teacher Quality has produced annual reports since 2010 that compare student test scores of teachers within various California State University campuses against those from other programs,..." In an article in a Renaissance publication, he and Jim Marshall also mentioned a CTQ report that indicates that the students of CSU students outperform the students of non-CSU students in math and ELA.

I need to be able to document (and include) these articles/reports for the NCATE review (preferably link to them). Since this week is our deadline and we're trying to finalize the response today (Wednesday), it would be optimal to receive the links (or articles/statements/PPT slides from presentations to Deans, etc.) sometime today if possible.

Thank you very much for your assistance!

Carol (and Paul and Jim :-)

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