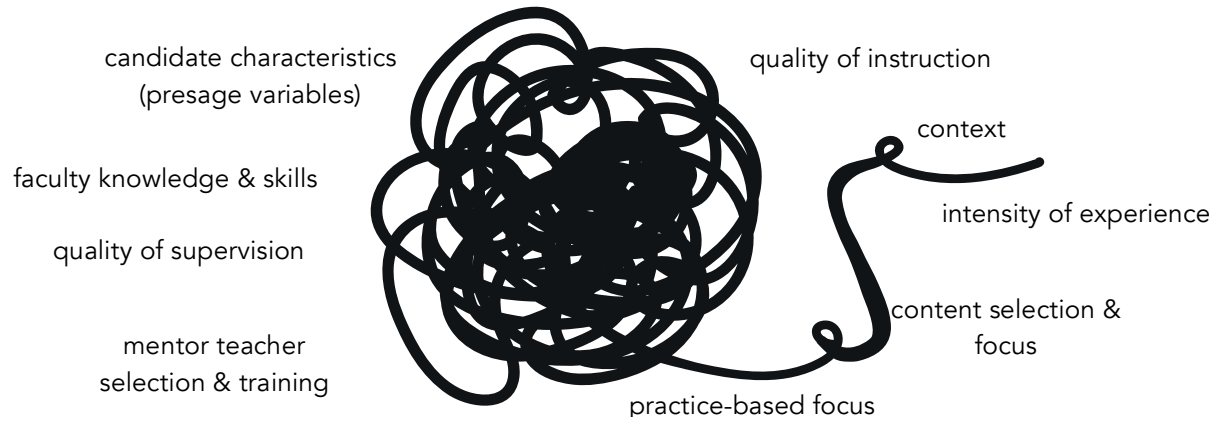


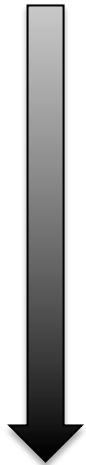
## The “Wicked Problem” of Measuring the Impact of Teacher Preparation

Larry Maheady & Kristin Sayeski, CEEDAR-IRIS Cross-State Convening on June 24, 2016



“To untangle a snarl, loosen all jams or knots and open a hole through the mass at the point where the longest end leaves the snarl...Keep the snarl open and loose at all times...permit it to unfold itself...No snarl is too complicated to be solved by this method; only patience is required.”

—The Ashely Book of Knots (1944)



|                   | Target Outcome                 | Context for Assessment                            | Measures  | Research Models                                  |
|-------------------|--------------------------------|---|---|--|
| Attitudes/Beliefs | Student Potential              | Coursework  | Concept Maps  | Survey (parametric and non parametric)           |
|                   | Teacher Efficacy               | School-based Observations<br>Practica<br>Tutoring | Open-Ended Questions<br>Efficacy Scales                   | Interview (quantitative and qualitative)         |
| Knowledge         | Theory                         | Coursework  | Multiple Choice   | Experimental Pre-/Posttest                       |
|                   | Practice                       | Seminars  | Short Answer  | Qualitative Analyses                             |
|                   | Content                        | Workshops   | Essay<br>Application                                      |  |
| Skills            | Evidence-based Practices (EBP) | Microteaching<br>TeachLIVE                        | Low-Inference Observations<br>High-Inference Observations | Experimental Pre-/Posttest<br>Single-case design |
|                   | High-leverage Practices (HLP)  | Practica<br>Tutoring                              | Progress-Monitoring<br>Measures                           |  |
|                   | Data-based Individualization   | Microcredentialling                               |   |  |
|                   |                                |   |   |  |
| Pupil Change*     | Academic                       | Practica  | CBM (Progress Monitoring)                                 | Experimental Pre-/Posttest                       |
|                   | Behavioral                     | Tutoring  | Achievement Measures                                      | Single-case design                               |
|                   | Social                         | Behavior Change Project                           | Behavior Measures   |  |
|                   | Functional                     | Capstone Project                                  | Criterion-based Measures                                  |  |

\*Pupil Change measured as a result of the application of HLPs and EBPs.

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