

So, how do we know our students are doing well?

- 1) Anecdotes (see table tents)
- 2) The Tripod Seven Cs Survey
- 3) An internally-developed soft skills survey for our clinical partners

Tripod Seven Cs

The Tripod is a survey administered to K-12 students to evaluate their teachers. UMSL is currently part of a pilot study through CAEP to test its effectiveness with teacher candidates.

There are three “versions” of the survey:

Early Elementary N=240	Elementary N=453	Secondary N=760
Grades K-2	Grades 3-5	Grades 6-12
3-point Likert scale	5-point Likert scale	5-point Likert scale
1 = No	1 = No, never	1 = Totally untrue
2 = Maybe	2 = Mostly not	2 = Mostly untrue
3 = Yes	3 = Maybe/sometimes	3 = Somewhat
	4 = Mostly yes	4 = Mostly true
	5 = Yes, always	5 = Totally true
15 questions	20 questions	27 questions
Paper only	Paper and online versions	Paper and online versions
Administered in small groups by a proctor		

The data used for this report was compiled in November 2015 and includes information on 80 teacher candidates from 1,453 P-12 students.

What are the Seven Cs?

Captivate – Stimulates student interest and student learning.

“The way s/he teaches makes learning fun.”

“S/he makes lessons interesting.”

Care – Helps students feel emotionally safe and provides a sense of belonging.

“S/he is nice to me when we ask questions.”

“S/he really tries to understand how students feel about things.”

Challenge – Presses students to work hard and think hard.

“S/he makes sure I do my best.”

“S/he wants me to explain my answers.”

Clarify – Clears up confusion and helps students persevere.

“S/he helps us really understand what s/he teaches us.”

“If you don’t understand something, s/he explains it another way.”

Confer – Invites student engagement and self-expression.

“S/he really wants to know about what I think.”

“S/he allows students to talk if they are helping each other learn.”

Consolidate – Checks for understanding and makes connections between ideas.

“S/he checks to make sure we understand what we are learning.”

“S/he takes the time to summarize what we have learned.”

Control – Classroom management.

“When s/he is teaching, we act like we should – we are good.”

“Student behavior in this class makes him or her angry.”

Soft Skills Survey

This is an internally-developed survey to measure other soft skills that can be observed by our educational partners (agencies, building administrators, clinical educators, cooperating teachers, principals, etc). Questions were included from previously developed, publically available measures or from research studying the specific qualities of each skill.

It's comprised of two parts:

Rating Importance	Rating Teacher Candidates
5-point Likert scale	5-point Likert scale
1 = Not at all important	1 = Never
2 = Slightly important	2 = Rarely
3 = Moderately important	3 = Sometimes
4 = Very important	4 = Often
5 = Extremely important	5 = Always
7 questions	35 questions – 5 per skill

Humility – The absence of any feelings of being better than others.

“UMSL teacher candidates acknowledge the ability and worth of others.”

“UMSL teacher candidates accept their strengths *and* limitations.”

Compassion – Wanting to help others.

“UMSL teacher candidates make a genuine connection with their students.”

“UMSL teacher candidates reach out to students who are having a hard time.”

Optimism – Believing good things will happen in the future.

“UMSL teacher candidates usually expect the best.”

“UMSL teacher candidates are able to cope with stressful situations.”

Patience – Remaining calm when dealing with problems or difficult people.

“UMSL teacher candidates are always happy to repeat parts of their lessons when students don't understand.”

“UMSL teacher candidates actively listen during group meetings, even if the topic doesn't immediately concern them.”

Open-mindedness – Willing to consider different ideas or opinions.

“UMSL teacher candidates value the perspectives of others.”

“UMSL teacher candidates are able to look at things from different perspectives.”

Teamwork – Ability to constructively work with others.

“UMSL teacher candidates encourage their peers and colleagues.”

“UMSL teacher candidates take on tasks to support their classroom.”

Resilience – Capacity to recover quickly from difficulties.

“UMSL teacher candidates easily recover from stressful events.”

“UMSL teacher candidates usually come through difficult times with little trouble.”

Respondents' Roles

N=48

Agency Partner	7 – 14.6%
Building Administrator	2 – 4.2%
Clinical Educator	9 – 18.8%
Cooperating Teacher	14 – 29.2%
Department Chair	1 – 2.1%
Other	1 – 2.1%
Principal	8 – 16.7%
Prefer not to say	6 – 12.5%

How important are these qualities?

	Top Two (Extremely, Very)	Top Three (Extremely, Very, Moderately)
Humility	70.9%	98%
Compassion	100%	
Optimism	93.6%	97.9%
Patience	95.8%	97.9%
Open-mindedness	93.6%	100%
Teamwork	97.9%	100%
Resiliency	91.7%	100%

Where do we go from here?

- 1) Continue to monitor data as it becomes available.
- 2) Incorporate other data (such as the MEES).
- 3) Examine the scores and determine how we can strengthen our program.

