



Preparing Candidates for the PPR An Intervention that Worked!

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Study Context

- Candidates in professional development coursework 2013-2014
- Preparing for 2014-2015 student teaching
- Undergraduate & graduate initial certification candidates
- PPR preparation focus



2013-2014

Admission to Teacher Certification Program

- Coursework Review
 - Minimum of 60 completed hours; 12 in field
 - Cumulative minimum GPA: 2.75
- Passing Test Scores
 - THEA (reading, writing, mathematics)
 - Nelson Denny Reading Comprehension Test
- Writing Sample
- Group Interview
- Faculty Recommendations



Proceeding to Test Preparedness

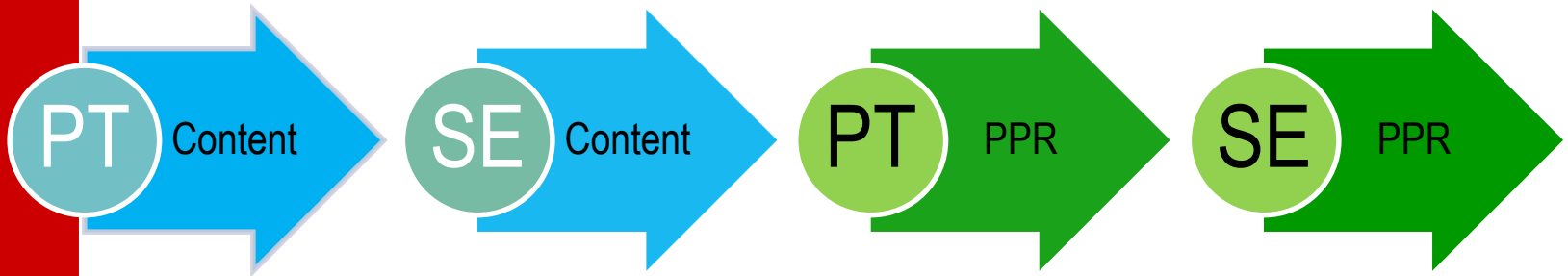
- Complete fall semester of professional development coursework
 - Take content practice exam (recommend 80%)
 - Pass content state exam
- Late in spring semester of professional development coursework
 - Take PPR practice exam



- Effective for the fall 2015 student teachers, students must pass state content exam before student teaching
- Students must pass state PPR exam as a requirement of their final Seminar class



Testing Policy



- Must take the practice content test at least once
- Recommendation: 80% as readiness indicator
- May register for state exam at your discretion
- Must have passed state CONTENT exam for full acceptance (content proficiency)
- State PPR recommended prior to ST; required by end of ST (same testing policy applies)



Purpose of Study

- The primary purpose of this study was to determine if student participation in a facilitated intervention conducted by the TCP resulted in improved performance on the TExES Pedagogy and Professional Responsibilities practice exam.



Research Questions

RQ1: Do student learning outcomes differ based on participation in the intervention?

RQ2: What student characteristics are associated with learning gains?



Student Introduction to the Study

1. The students had completed the fall semester of their professional development coursework and were enrolled in the second semester of their professional development coursework during the spring semester.



Student Introduction to the Study

2. At about the mid-point of the Spring 2014 semester, all preservice students who were planning to student teach for a semester during the 2014-2015 school year, were required to attend a state-required six-hour PPR review session.



Student Introduction to the Study

3. During the six-hour review session, the purpose and logistics of the intervention were explained. At that time, the students signed a form agreeing to participate or waiving their right to participate in the experimental study. About a week later, all the students were given their first practice PPR exam for benchmarking purposes which provided pre-test scores.



Study Design

- The study implemented a randomized, controlled experimental design.
- Academic and demographic data were analyzed for all students participating in the study.



Study Design

- The intervention consisted of an intensive 15-hour review, including a PPR study guide provided for each student.
- Those who agreed to participate in the intervention study were randomized and divided into Treatment Group A and Control Group B.



Study Design

- In May, Treatment Group A students received the intervention which was an intensive 15-hour facilitated workshop covering PPR content and testing strategies.
- A PPR study guide was provided to Group A and Group B. The Group B students were told to study on their own.

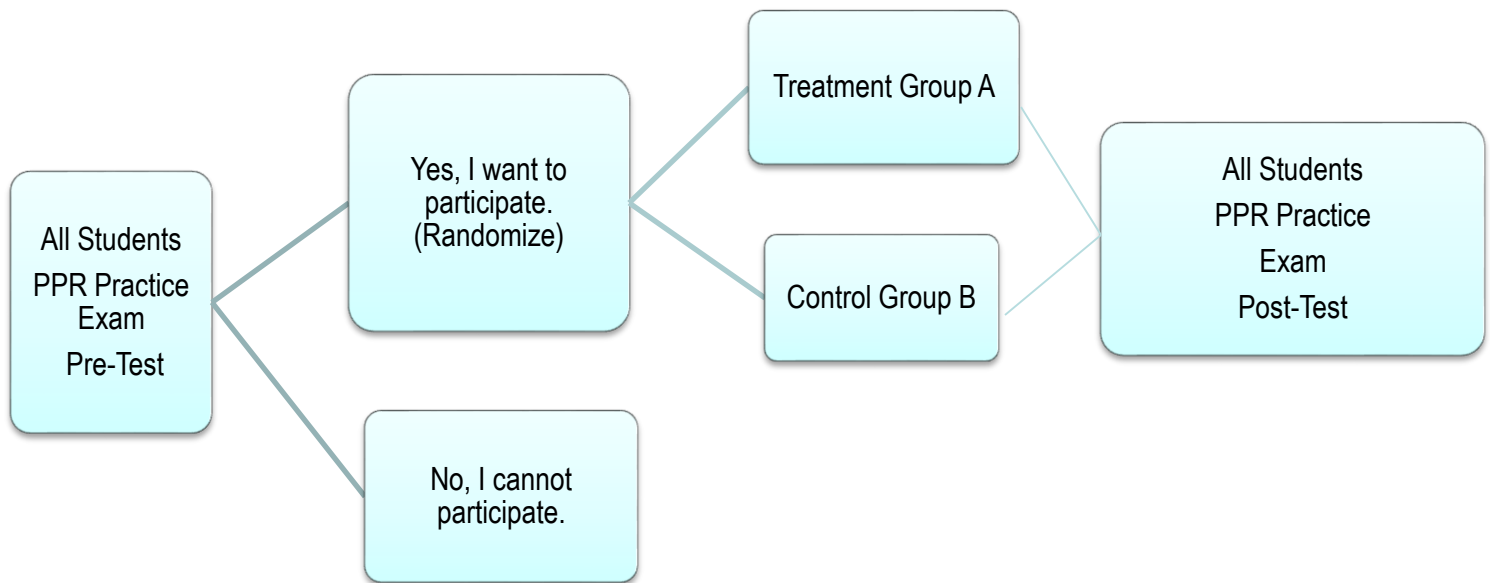


Study Design

- At the completion of the PPR Review Series workshop (the intervention), all students were required to post-test by taking the practice PPR exam again.



Study Design





Key Findings

Research Question 1

RQ1: Do student learning outcomes differ based on participation in the intervention?

Finding:

- *Pre-test* scores did not differ significantly between the intervention and control groups.
- *Post-test* scores (mean = 80.14) for the intervention group were significantly higher than post-test scores (mean = 71.43) for the control group.



Pre- and Post-test Scores

	Pre-test			Post-test			d ^b
Group	N	Mean ± SD	Significance ^a	N	Mean ± SD	Significance ^a	
Intervention	11	74.27 ± 4.22	t(19)=1.169, p = .257	7	80.14 ± 4.41	t(12)=2.787, p = .016	1.49
Control	10	72.00 ± 4.69		7	71.43 ± 7.00		

^a Independent samples t test.

^b Standardized effect size, Cohen's d



Key Findings

Research Question 2

RQ2: What student characteristics are associated with learning gains?

Finding:

- The only variable for which gain scores differed was the group (Intervention/Control).
- No differences were found for other student demographics including gender, first-generation, financial aid, English-language learner, class, level, and ethnicity.



Student Characteristics

Variable	N (%)
African American	4 (6)
Caucasian	21 (33)
Hispanic	37 (59)
Other	1 (2)
Female	52 (83)
First Generation	26 (41)
Receive Financial Aid	46 (73)
Native English Speaker	58 (92)
Undergraduate	48 (76)
Elementary	43 (68)



Conclusion

- This study indicates that this PPR Review Series provided the review and support necessary to help pre-service students achieve success on their PPR practice exam.
- Students who received the intervention, the PPR Review Series, achieved **nine points higher** on their post-tests than the students who did not participate in the Review.
- The success of the intervention suggests the need to implement a similar program for all students who are preparing to take the PPR exam.



Implications

- UIW Teacher Education Program changes resulting from this study:
 - 2014-2015 Professional development courses emphasized PPR competencies more explicitly.
 - The “facilitation” has moved into courses somewhat.



Implications

- UIW Teacher Education Program changes resulting from this study:
 - In fall 2014, candidates were informed of the state content testing requirement for student teaching & were encouraged to complete this requirement by March 2015. 64% did so, with an additional 23% passing the state content exam by May. All are now working on the PPR.



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