

Document Processing

Before evaluations begin, NCTQ must gather a multitude of documents. Many are related to student teaching, including student teacher handbooks, student teacher evaluations, contracts with school districts, cooperating teacher applications, communication with school districts and capstone projects. These documents are collected because they provide information about crucial elements of student teaching - the placement process for student teachers, the feedback that student teachers receive, and the skills they are required to practice – and are used to evaluate the Classroom Management, Assessment and Data, and Student Teaching Standards.

The majority of our documents are provided by IHEs, but some come from other sources.¹ Documents arrive in a variety of forms. For example, some IHEs send us clearly sorted and labeled documents with an accompanying key. Other IHEs provide large numbers of documents in no apparent order, with file labels that do not correspond to relevant topics and/or without any explanation of their purpose. Similarly, when documents are found on IHE websites, the page on which they are found may identify how they are used, or may provide no context.

Regardless of how documents are provided, before they can be used for analysis, we need to sort and categorize them to identify whether they are relevant for our purposes. We must also code and upload each document appropriately so that it can be evaluated by the relevant standard-specific scoring team. In addition, if materials were provided by an IHE, we offer to the IHE the opportunity to provide any documents that appear to be missing.

Sorting and Coding Files

Documents are first sorted by type (handbook, evaluation form, final project, and so on) and relevance. We often find that files which are not relevant to our evaluation have been confused with useful documents. For example, in place of forms used by university supervisors to evaluate student teachers, we sometimes receive forms used by student teachers to give feedback on their supervisors.

In addition, we must identify which programs (undergraduate, graduate, elementary, secondary, etc) make use of each document. Often this is explained in the title or body of a document, in a letter accompanying the documents provided by an IHE, or on an IHE webpage. In cases where the program for which a document is relevant is not clearly indicated, logical connections are made. For example, if a single student teaching handbook mentions placements for both graduate and undergraduate elementary programs, we presume that an included lesson plan template, labeled only as “Elementary Lesson Plan,” is relevant for both programs.

¹ We began our document collection process by requesting documents from IHEs. If IHEs chose not to provide documents, we gathered them by other means, such as making similar requests to school districts where student teachers are placed, or searching IHE websites for any pertinent information. In some cases we also used information from earlier NCTQ studies of Illinois teacher preparation (<http://www.nctq.org/edschoolreports/illinois>) and student teaching (<http://www.nctq.org/edschoolreports/studentteaching>). We track the origin of each document.

Uploading to the Database

Sorted and coded documents are uploaded to our database and tagged in ways that allow them to appear on scoring pages for relevant standards.

Double checks

To improve our accuracy, in all cases, the process of coding is conducted by one analyst and checked by another.

New Documents for Teacher Prep Review 2014

IHEs were offered a chance to submit new and updated documents for the second edition of the Review. These documents were processed in the manner described above. In addition, if IHE had sent a previous set of documents that was used for Teacher Prep Review 2013, we also checked to see if newer documents represented a complete set of documents or should be used in conjunction with some of the older documents. For example, if a new handbook included a list of evaluations used during student teaching, and one of the evaluations in the list had been provided by the IHE in the past but was missing from the 2014 submission, we used the older version.



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