

Public Abstract

First Name: Timothy

Middle Name: Jason

Last Name: Wall

Adviser's First Name: Phillip

Adviser's Last Name: Messner

Co-Adviser's First Name: Joyce

Co-Adviser's Last Name: Pival

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Title: EVALUATION OF THE IMPACT OF PARTICIPATION IN THE T.E.S.T. EXAMINATION PREPARATION PROGRAM ON ELEMENTARY EDUCATION TEACHER CANDIDATE C-BASE AND PRAXIS-II PERFORMANCE

This study evaluated the impact of participation in an examination preparation program for elementary education teacher candidates attempting licensure by passing the C-BASE and PRAXIS-II examinations. Measurements included teacher candidate scores on the ACT, C-BASE, and PRAXIS-II exams. The institution studied was a four-year, regional, public university in Missouri. Research methodology employing quantitative and correlation analysis and Multivariate Analysis of Covariance (MANCOVA) investigated the impact of qualification status and participation level in the T.E.S.T. (translate, eliminate, solve, avoid tricks) examination preparation program on C-BASE and PRAXIS-II scores.

Three independent variables were examined in this study: (a) participation level (b) teacher candidate qualification status and (c) ACT scores. Dependent variables were C-BASE and PRAXIS-II scores. Statistical analysis and MANCOVA revealed teacher candidate qualifiers for admittance to teacher education outscored non-qualifiers on the ACT, C-BASE and PRAXIS-II. PRAXIS-II scores for elementary teacher candidates at the institution studied improved from 1995-2007, but MANCOVA analyses determined participation in the T.E.S.T. examination preparation program, although statistically significant, had low practicality and effect size. Utilizing MANCOVA with ACT as covariate, analyses determined main effects for independent variables were statistically significant with good power. Effect size was minimal for main effects with low practicality.

Strong correlations were found between ACT, C-BASE, and PRAXIS-II. There were no significant interaction effects. At the institution studied, elementary education teacher candidate T.E.S.T. program non-participants outscored participants on C-BASE and PRAXIS-II examinations when utilizing ACT scores as a covariate to hold constant for time-bound teacher candidate population change in test score performance.