Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
> Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. (12,000 characters)

- **Standard 1: Limited data are available for documenting candidate performances at intermediate transition points in their programs.**

The area for improvement cited by the visiting team asks for clear identification of gateway or transition points throughout the preparation program and the development of a systematic means by which to collect and analyze data at each transition point. In the spring of 2006, the Council on Teacher Education (COTE) established a new subcommittee, Assessment System and unit Evaluation Team (ASET), which began the process of addressing these needs. In Fall 2011, Northwest adopted the Tk-20 data management system which allows the PEU to facilitate data collection, aggregation for analysis, summation, and sharing in order to monitor candidate performance at all initial and advanced transition points.

In the fall of 2007, the assessment team met bi-weekly to implement a series of 6 transitional measurement points at which data is gathered and analyzed as follows:

- Transition Point 1: Admission to the University – ACT and demographic data collected.
- Transition Point 2: Completion of non-blocked professional education courses – dispositions, TWS element artifact assessment data collected.
- Transition Point 3: Entry to professional education program – GPS, C-BASE exam scores collected. This data is vital as it highlights candidate's performances based upon field experiences prior to student teaching.
- Transition Point 4: Pre-student teaching semester – candidates demonstrate competencies as it related to the seven TWS elements, and data about student performances in the eleven Missouri Beginning Teaching Standards (INTASC standards based) is collected.
- Transition point 5: Student teaching placement – data from a full trimester of student teaching is collected.
- Transition point 6: Entry into professional practice – feedback from beginning teachers during the 1st and 2nd year of teaching experience with regard to program preparation, and feedback on teacher performance from direct supervisors is collected

(ex. 1.4.c.16 Undergraduate Assessment Flowchart by Transition Point)

The Advanced Programs Committee also identified three transition points and key assessments common to all graduate education programs include:

- Entry Level: GRE or department exam scores and candidate disposition assessments

from the candidate's work supervisor.

- Midpoint Level: Candidate reflection papers (qualitative and content focused) and disposition from the student's advisor and engaged faculty teams.
- Exit Level: Action research project and the candidate's self-disposition.

((ex. 1.4.c.4 Graduate Assessment Flowchart by Transition Point)

ASET has schedule six meeting per year to systematically review and analyze data collected at these transition points. The schedule for data review is as follows:

Fall

1st —Review diversity hours and disposition data. This information is shared with the entire Professional Education Unit (PEU) during a Professional Development (PD) day meeting early in the trimester.

2nd —Ask Admissions to present ACT student demographic data to the ASET. In addition, retention data will be reviewed at this meeting. Currently, the only data collected on retention in the profession comes from a survey sent out by the Missouri Department of Elementary and Secondary Education (DESE) to 1st and 2nd year beginning teachers and their principals.

3rd — This report serves as a reminder regarding the importance of using the Tk20 review system and collected artifacts detailing how many students and faculty are using the system as well as any field experience data that was collected. This information is presented to the PEU during the PD days in the spring.

Spring

1st — Review disposition data and direct and periodic involvement form data.

2nd — Review GPA data from the middle of March.

3rd — Review teacher work sample (TWS) data (from April) and all other student teaching data. Do a small program review (similar to that conducted by DESE), and share this with programs in April so that they have the summer to review actionables, write brief reports concerning how this will impact their programs, and if necessary, revisit subject competencies and scope and sequence matrix. This information will also be shared with the PEU during fall Professional Development (PD) days or in the first Professional Education Unit retreat in the fall (giving departments the PD days to write work on their reports).

(ex. 1.4.c.2 ASET Review Cycle Calendar)