

## Standard 2: Assessment System and Unit Evaluation

### 2.2a Standard on which the unit is moving to the target level [15,000 characters]

- Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

### Areas of Standard Which the Unit is Currently Performing at Target:

#### 2a. ASSESSMENT SYSTEM

- To ensure the effectiveness of a new evaluation system, the Council on Teacher Education (COTE) created the subcommittee Assessment System and Unit Evaluation Team (ASET) comprised of faculty from the Dept. of Professional Education (6) and departments housing sec. ed. programs (7), data analysts from Institutional Research (2), administrators of the P-12 professional community (3), a representative of the library & Talent Development Center (TDC), the certification officer, the assistant director of teacher education, the assessment coordinator (co-chair with a unit faculty member), the dean of the College of Education and Human Services, and the dean of the Graduate School.

All programs, including *advanced* and alternative certification programs, and the professional community have input and learn from the assessment process. Representatives from the TDC and those from institutional research offer expertise in writing valid, reliable assessments that avoid bias and help validate conclusions drawn via analysis of the data. ASET follows a review cycle calendar (see Ex 2.4.d.1) of six meetings each year to evaluate the effectiveness and capacity of assessment processes, including the data management system Tk20; assess the fairness, accuracy, usefulness and consistency of the instruments and processes; and analyze the data being collected. Assessment life-cycle charts (Ex 2.4.d.2) summarize the life of our PEU assessments, including who reviews the data and the assessment methodology.

- The comprehensive assessment system reflects the conceptual framework of Northwest Missouri State University's professional education unit (PEU) and incorporates candidate proficiencies outlined in professional and state standards. GPA data and candidates' assignments scored using standards-based rubrics measure the increase of content and pedagogical knowledge and candidates' abilities to use technology and assessment data to improve student learning. Faculty use these results to modify programs to improve learning. Disposition assessments (Ex 2.4.c.2) monitor growth in professional behaviors, cultivation of dispositions and embracement of diversity in field experiences. These data are collected from high schools, candidates, external tests/reviewers, university faculty, and P-12 faculty and administrators in the professional communities with whom we collaborate. Surveys given to student teachers, supervisors, cooperating teachers and all faculty also collect data about how effective and efficient Tk20 is in meeting their needs.
- ASET analyzes both the results from and the methods of assessment for a variety of instruments used to collect data concerning diversity, dispositions, admissions, retention, key

assessments, field experience, faculty involvement in P-12 schools, GPA, and the **Teacher Work Sample (TWS)**.

- Decisions are made about candidate performance at multiple transition points. Assessment Flowcharts by Transition Points illustrate the timing and flow of assessments in *initial* (Ex 2.4.a.2) and *advanced* (Ex 2.4.a.3) programs.

### **2.2.b Continuous Improvement [10,000 characters]**

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
  - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.
- 
- Regular and comprehensive data collection and analysis of program quality is completed as part of ASET's review-cycle calendar (Ex 2.4.d.1).
  - **Beginning Teacher Assessment by Principals (BTAP)** survey results from the **MO Dept. of Elem. & Sec. Ed. (DESE)** are analyzed and reviewed to determine how well prepared our completers felt during the first and second years of their professional careers (Ex 2.4.b.5).
  - Assessment data on candidates, graduates, faculty and other professionals are collected from assessments using external and internal sources. Key assessment data is collected during transitions points (Ex 2.4.a.2 and 2.4.a.3) for candidates each trimester and reviewed during ASET meetings and among program coordinators on a semiannual basis. Faculty data is recorded on Tk20 through the evaluations of the Content Methods Course, the University Supervisor, and (if sec. ed.) the Content Supervisor, completed by candidates at the end of student teaching, as is the Cooperating Teacher Evaluation for other professionals (Ex 2.4.a.9, 2.4.a.11, 2.4.a.12 and 2.4.a.10, respectively).
  - Candidate-level assessment data is disaggregated by program when candidates are in the alternative certification program.
  - Candidates who do not meet the qualifications for admission to professional education may petition the Teacher Education Admissions Committee for probationary entrance (Ex 2.4.e.2). The Teacher Education Student Services Coordinator keeps these records. For grade appeals or other complaints, candidates must follow the university policies (Ex 2.4.e.1) written (pp. 42 - 47) in the 2012-2014 Undergraduate Catalog, including going to the Academic Appeals Committee. Records of petitions and decisions are stored in the president's office. The Education Guidance Committee (Ex 2.4.c.2) (p. 316) handles faculty concerns about education candidates at any level. The certification officer keeps these records.

## **2c. USE OF DATA FOR PROGRAM IMPROVEMENT**

The PEU has a variety of fully developed evaluations, such as the TWS, which has been consistently updated, placed on the Tk20 system since the Fall 2012 trimester, and revised in the Fall 2012 and Spring 2013. The surveys completed by student teachers at the end of their clinical trimester have been used continuously for years and were most recently revised by ASET for the Spring 2013 trimester. The disposition assessments used since the Fall 2012 trimester are either

the Educational Candidate Disposition Inventory, developed in 2006 and based on substantial research, or a variant.

### **Activities and Their Impact on Candidate Performance and Program Quality:**

Data analysis informs changes made to the assessment system, data-driven changes for program improvements, and data-informed changes to address external mandates. The following is a summary of these activities.

#### Changes to the assessment system (Ex 2.4.g.2):

Based on data, lack thereof, and problems with the efficiency of collecting, analyzing, and sharing data, several changes were made to the assessment system. These include adding ASET, an assessment coordinator, and a robust data management system (Tk20) for the PEU; becoming more systematic about identifying key assessments for initial and advanced programs, and developing timelines to examine and share data (Ex 2.4.d.1) and trends; sponsoring unit teams at professional conferences; and being more intentional about acting on results.

#### Data-driven program changes based upon assessment data (Ex 2.4.g.1):

- Based upon survey results from principals and candidates, TWS data, and focus group responses of candidates, the Sec. Ed. program was redesigned. Previously a professional trimester of four weeks of NW classes was followed by 12 weeks of student teaching. Now the trimester before student teaching candidates take a new block of courses that prepare them for a new weeklong clinical experience, and Directed Teaching begins at the beginning of the P-12 trimester.

Follow-up data indicate that these changes were effective in improving candidates' preparedness in classroom management, assessment and the ability to make data-driven changes based upon that assessment, and overall feelings of preparedness.

- Based upon TWS Element 1 data, intentional instruction was added to first practica to help candidates understand *learning context*. Subsequent TWS scores for Element 1 have improved.
- Based upon feedback/demand from *graduate* candidates, the university established Outreach Centers in Liberty and St. Joseph to expanded delivery services and increase potential centers for field placements. Eighty percent of use of these centers is for professional education.
- A variety of changes have been made at the unit and program levels based upon input from the P-12 communities with which we collaborate. These include changing the technologies we use, addressing English-language learners, and co-teaching during student teaching.

#### Data-informed changes based upon assessment data to address new external requirements (Ex 2.4.g.1):

When the university, state, or other external entity mandates changes, the PEU uses data to inform *how* those changes will be implemented. For example,

- When the university added the university-wide Institutional Requirement in Technology, after looking at our BTAP (survey of principals) data, candidate survey data, and discussions with the P-12 community, we developed two new teacher directed courses that addressed the

mandated technology competencies in the context of teacher education. The data indicate that this was a positive change.

- After the announcement of the new MO requirement of 3.0 GPA required for certification beginning Spring 2017, the Council on Teacher Education (COTE) voted to **raise the requirement for admission to prof. ed. starting Aug. 1, 2013**. Based upon our review of GPA data (by ed. major), COTE initiated a proposal that resulted in a **university-wide change to the supersede policy**; and pass-rate data for C-BASE and PRAXIS led to **increased educator support for assessments** (test preparation and testing seminars) in the library.
- After the new MO Standards for the Preparation of Educators were released, we aligned our TWS criteria and rubric with these standards (for Fall 2012) to better assess our progress toward meeting them. After the results from this TWS were discussed at the Spring 2013 professional development meeting for all PEU members, another TWS revisions committee revised the TWS rubric to make it more valid for students and to increase scorer reliability.
- Other changes include changing Introduction to Special Education from 2 credit hours to 3 credit hours to include autism and other spectrum disorders, redesigning Sec. Teach. Practicum I (fall 2013 pilot) to increase support and supervision for clinical experiences, and buying new software and a server to house candidate videos.

## **Plans and Timelines to Attain/Sustain Target Level Performance:**

### **2a. ASSESSMENT SYSTEM**

Modifications are made regularly to the assessment system to keep up with changes to the standards. All rubrics for key assessments have been modified since Spring 2012 to align with new state standards. The TWS rubric was modified both in the Spring 2012 and Spring 2013 trimesters more accurately to align with new standards, clarify expectations and attempt to increase scorer reliability and validity. The TWS has been used in some form by the PEU since the Fall 2002 trimester and is revised as needed.

Beginning Fall 2013:

- Surveys collecting feedback about the effectiveness of the Tk20 system will continue to be used regularly to gather data from student teachers, university supervisors and cooperating teachers.
- ASET will discuss the collection and analysis of data showing a strong relationship between performance assessments and candidate success throughout their programs and as professionals. ASET will analyze data for new trends and exceptions to existing trends and make data driven recommendations to COTE and the PEU concerning program or unit-level changes. ASET will study these changes to make sure the programs are strengthened with no adverse consequences related to the changes.
- The Mo Dept. of Elem. & Sec. Ed. (DESE) collects data on professional retention, as does the Northwest Missouri State University Career Services office. DESE also implements Beginning Teacher Assessment by Principals (BTAP), which provides data on how well prepared our first- and second-year graduates feel they are doing as professionals. This data will be combined with key assessment data in order to determine links.

- Changes to practices will be made based on results from analysis and discussion during ASET meeting which will be presented to the entire PEU during the first few days of the Fall and Spring trimesters. These presentations will focus on disposition, survey, and key assessment results on a unit-wide level. Faculty will also separate to discuss program-level data so that they may review their data on a regular basis and determine changes needed to ensure program improvement.
- The Field Experience binder portion of Tk20 was created during the Fall 2012 trimester. This section acts as a shared space for student teachers, the supervisors, and cooperating teachers. All may use this area to upload clinical assessments, and candidates may view all of their results to determine if they need to make any changes. While used currently for student teachers, the Council for the Accreditation of Educator Preparation (CAEP) committee and field experience committee will determine if this section can be used for other courses that use field experiences.
- The Portfolio section of Tk20 offers a reliable area for faculty to bind groups of assignments together and to score anonymously. It has been used since the Fall 2012 trimester for TWS results and for selected graduate programs since the Spring 2013 trimester.
- A survey to evaluate the unit and programs is being developed for graduates at the end of their 1<sup>st</sup> and 3<sup>rd</sup> years after graduation.

## **2b. DATA COLLECTION, ANALYSIS, AND EVALUATION**

- In order to improve candidate performance, program quality and unit operations, data will be collected, compiled, aggregated, summarized, analyzed and reported publicly, according to the ASET review cycle calendar (Ex 2.4.d.1).
- An advisement section of Tk20 is planned to be completed by the end of the Spring 2014 trimester. This will allow advisors to view key assessment results of their advisees as the data is updated.
- Data collection and evaluation will be aided by ongoing training opportunities each trimester for candidates, faculty, university supervisors and cooperating teachers. These trainings have been placed online in both Power Point and video forms.
- Sweeping changes will be taking place in the PEU's assessment system beginning in the Fall 2013 semester. The Mo Dept. of Elem. and Sec. Ed. (DESE) will be mandating a variety of assessment changes among Educator Preparation Programs (EPP) throughout Missouri (Ex 2.4.a.14).

## **2c. USE OF DATA FOR PROGRAM IMPROVEMENT**

- Once DESE has set benchmarks for each assessment in the new Missouri Educator Gateway Assessments system, data will be reviewed on a candidate basis by the candidate and his/her advisor using Tk20. Also, data from each program will be reviewed at the annual professional development days meeting during each fall trimester.
- Student-teaching data from candidates in the new co-teaching model (beginning Fall 2012) will be analyzed (and compared to those not using that model) and used to inform changes.
- Data from the in-field pilot of the Sec. Teach. Pract. I (Fall 2013) will be used to inform changes. These changes may also suggest changes to Sec. Teach. Pract. II.