

Data Driven and Data Informed Program and Unit Level Changes Since Fall 2005

Data Driven Program changes initiated based on analysis of our data:

- Based upon survey results from principals and candidates, Teacher Work Sample (TWS) data, and focus group responses of candidates during TWS day, the ALL secondary education programs were redesigned with the following major changes:
 - During the trimester before student teaching (or as close as possible) candidates now take the following block of courses designed to work together.
 - (1 credit hr.) Secondary Teaching Practicum II includes a weeklong clinical experience
 - (2 credit hr.) classroom management class added to secondary programs (feedback on BTAP surveys)
 - (2 credit hr.) redesigned School and Society class
 - (3 credit hr.) content methods, which is also **now responsible for focusing on P-12 assessment and the analysis of student learning**
 - During the professional trimester candidates take the new courses of
 - (1 credit hr.) Seminar in Classroom Management and
 - (1 credit hr.) Seminar in School and Society
 - (10 credit hr.) Directed teaching, which now begins at the beginning of the P-12 semester, rather than 4 wks into the NW trimester

The seminars constitute three days throughout student teaching that students come back to campus for the day for workshops and discussions about what is going on in their clinical experiences.

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

- Because we lacked data to assess candidate **growth** through the program, we chose unit-wide *key assessments* and consistent times/courses at which they would be administered. These changes also ensured that students were receiving intentional instruction in these areas.
- Feedback from **advanced program** candidates indicated that since they had to take the nationally normed School Leaders Licensure Assessment (SLLA) or School Superintendents Assessment (SSA) tests, they preferred to be evaluated based on course grades and meeting competencies throughout their program rather than having one big comprehensive final exam at the end of the program. We agreed, began developing guidelines and scoring guides for and implemented the assessment portfolios based upon the elements of the Teacher Work Sample (TWS) but still required the comprehensive final exam. In 2011 the state removed its requirement of the comprehensive final exam, so we did, too. Data from the SLLA and SSA exams do not indicate that dropping the comprehensive final exam was harmful to candidate quality.
- Based upon feedback/demand from **advanced program** candidates, the university established Outreach Centers in Liberty and St. Joseph to expanded delivery services and increase potential outreach centers for field placements. At this time, approximately 80% of the use of these centers is for professional education, and during the school year the centers are almost booked to capacity. The Outreach Coordinator is now looking at expansion options. The centers are also being used to coordinate field placements for principals in the Educational Specialist advanced program and students in the co-teaching pilot program. This led to the hiring of an Educator Coordinator who serves both centers.

- Because on TWS data for Element1-Learning Context indicated weakness, instruction on learning context was added to first practica courses so that students would better understand how the demographics and environment affect their students and the ways the candidates teach and assess.
- Based on requests from the P-12 community concerning teachers' desire to earn a master degree without focusing on a particular content area and who do not want to become principals and comments from principals and superintendents about the need to develop leadership skills in their teachers, in Fall 2007 we added a new M.S.Ed Teacher Leadership program. Based on feedback from teachers, since 2012 this program has been tied to the National Board Certification requirements to which the first group of teachers is just now preparing to apply. Therefore we do not yet have data to validate the success of this program.
- Based upon input from suburban and rural administrators, the Department of Educational Leadership (now the Dept. of Professional Education) created the M.S.Ed. Educational Leadership: K-12 program in the fall of 2011. The input from these administrators was an on-going request beginning in the fall of 2008 to meet building needs. Faculty at Northwest solicited this input at monthly meetings of the Northwest Missouri Association of Elementary and Secondary Principals as well as meetings with Kansas City suburban school administrators during this time.
- Faculty in the Mathematics Education program received feedback from various schools that they used Interwrite Tablets (or other brands of mobile device interactive white boards) rather than non-mobile SmartBoards. Since our education students gain experience using SmartBoards in their education classes, in Summer 2010 the mathematics department bought eInstruction's Interwrite Tablets and allow our pre-service teachers to use those in all of our mathematics education courses. (We also bought the associated CPS personal response system, but after two years of use, the costs greatly outweighed the benefits, so that was discontinued.) Feedback from student teachers indicate that they feel more prepared to use interactive whiteboard technology, regardless of the brand of the product.
- After meeting with the English Language Learners (ELL) directors in North Kansas City, Liberty, and St Joe schools, beginning Fall 2013, Nissa Ingraham is going to be using more videos in the ELL courses. Additionally, she will be incorporating more information about district specific data on our World-class Instructional Design and Assessment (WIDA). She is also working with the ELL district coordinators to provide information about the ELL certification to the teachers during Professional Development days. Dr. Ingram will add questions about this activity to an end of class survey that she already uses.
- After Joe Kreizinger visited with Mr. Don Johnson, speech/theatre teacher/director in Liberty in Spring 2013, who made several excellent observations relative to the consistency of preparation of student teachers in the speech/theatre area, the Speech/Theatre Education Team is exploring the amount of exposure to co-curricular theatre experiences while involved at Northwest. Modifications to the way Methods of Teaching Speech and Theatre it taught in Fall 2013, the experiences prior to that capstone experience, and how the value of these changes will be assessed will be considered over the Summer 2013.
- NW Faculty had discussions with Kansas City Metropolitan administrators concerning the following equally important, but sometimes conflicting issues:
 - The importance of being great partners in the develop of the next generation of teachers and smoothing their transition into the workforce, and
 - The need to ensure that the best teachers, who are responsible for (and held accountable for) the learning of their students, are in front of their students each moment of the day.

As a result of these discussions and similar discussions with other smaller districts, Northwest, other colleges and universities and P-12 districts began a true collaboration of adopting the co-teaching

model. (Refer to Standard 3 for more information about co-teaching.) Because this is a brand new program, we are collecting data but it has not yet been analyzed.

Data Informed Changes based on analysis of our data to address new externally initiated requirements:

- When the university added the university wide Institutional Requirement in Technology, after looking at our Beginning Teacher Assessment by Principals (BTAP) survey data and candidate response data, we added two new teacher directed courses (one designed for elementary and the other for secondary) that dealt with the technology competencies in the context of education. The recent data indicate that this was a positive change.
- After the announcement of the new Mo Dept. of Elem. & Sec. Ed. (DESE) requirement of 3.0 GPA required for certification beginning Spring 2017, the our COTE voted to **raise the requirement for admission to Professional Education starting August 1, 2013**. Based upon our review of GPA data (by-major), COTE initiated a proposal that resulted in a **University-wide policy change to permit students to supersede Cs** (rather than just Ds and Fs) and to limit the number of supersedes to two per course. After looking at our pass-rate data for C-BASE and PRAXIS, we requested and received **increased educator support for assessments** (test preparation and testing seminars) in the library. Data collection to assess the value of these changes will begin Fall 2013.
- Based on new state **Missouri Standards for the Preparation of Educators (MoSPE)** requirements and the analysis of our data concerning how well our candidates were meeting the previous requirements, we changed Introduction to Special Education from 2 credit hours to 3 credit hours to include autism and other spectrum disorders.
- Based upon feedback from candidates, cooperating teachers, and principals and the new state requirements that increase the number of required clinical and supervision hours, Secondary Practicum I is being redesigned, with an in-field pilot program starting fall 2013, and increased support and supervision for clinical experiences will begin fall 2014.
- New software and a server were purchased in May 2013 specifically for candidate uploads of videos to Tk20. The upcoming DESE performance assessment will require a video component from each student, necessitating the storage of videos on Tk20 and new software to ensure that the video can be assessed at distinct moments.

Revisions involving certificates or licensure by the Missouri Department of Elementary and Secondary Education must be approved by the Council on Teacher Education (COTE) and are found in the meeting minutes. The following are examples from the minutes.

Data Driven and Data Informed Program Improvements since Fall 2005

The **Role** column indicates if the change was **data driven (DD)**—initiated by an analysis of data or **data informed (DI)**—data analysis was used to determine how to best deal with an externally mandated change. Externally mandated changes offering no options were acted upon by COTE but are not included in this document.

Documentation	Role	Process group	Description of Change	Use
TEACH Sum. 2000-2010				
9/8/05 and 11/15/05 COTE Minutes	DD	Assessment Coordinator/study group	Revised background check policy to better define when it must be done and the responsibilities of the student.	
11/15/05 COTE Minutes	DD	Dr. Margaret Drew	Change in M.S.Ed. in Reading and M.S.Ed. in Teaching: Elementary (Self-Contained) to include a minimum GPA requirement, a valid teaching certificate, successful completion of the Analytical Writing Assessment, and the Praxis II and a letter(s) of recommendation from a current administrator.	Part of a pilot program in Kansas City
12/8/05 COTE Minutes	DD	Field Placement Coordinator	Redefined an Early Childhood Special Education placement as a pull-out classroom or a PreK-3 grade classroom with a minimum of 40-50% of the students in the classroom identified under PL 94-142 and/or Section 504 of the Rehabilitation Act of 1973.	It was felt that this percentage of students in the classroom would ensure a placement reflective of the needed experience.
2/9/06 COTE Minutes	DD	Dept. of Ed. Leadership	New Program - M.S.Ed. in Teacher Leadership	For teachers who wanted to earn a master's degree but did not want to pursue certification in another program area.
10/12/06 COTE Minutes	DD	Curriculum and Instruction Dept. – focus group data	Expanded the classroom management course to a full semester as a stand-alone class.	The curriculum of the Elementary Education program needs more classroom management.
10/12/06 COTE Minutes	DD	Health, Physical Education, Recreation and Dance Dept.	Changed the HPERD M.S. Ed. Programs, especially, but not limited to the new course "Qualitative and Quantitative Analysis of Data"	This course will provide a basic foundation of data analysis covering descriptive and inferential statistics with special attention given to how these can be used to improve practice and research within fields associated with health, physical education, recreation and dance.

11/13/06 TWS Memo to COTE and 11/16/06 COTE Minutes	DD & DI Made possible by release from mandate	Assessment Coordinator, TESS Director [Later, adhoc TWS Transition Team]	Use more TWS-based assessments to assess the quality of our programs and our graduates [Require students to buy Foliotek in order to be able to manage the data collection, evaluation, and reporting process.]	DESE no longer <u>requires</u> that institutions use a portfolio to assess the eleven beginning teacher standards. The team feels that some of the reasons to consider this change include having a system that is more “user friendly,” needing a system that has better defined transition points or “gateways,” developing a system that may allow us to use our financial resources more effectively, having a system that is integrated through the education program and builds toward the cumulative TWS assessment, that having a better assessment system allows us to better prepare teacher candidates, and having a system that makes it easier for us to answer the “prove it” question.
10/11/07 COTE Minutes	DI Recom.	Business Education Faculty	A New Minor, Marketing and Cooperative Education	DESE recommended that Universities provide a program in Marketing and Cooperative Education.
11/8/ 07 and 11/15/07 COTE Minutes	DI	Secondary Education Coordinating Committee	Removed “Computers and Information Technology” (44-130) from the degree requirements for Secondary and Elementary/Secondary programs in order for students to select the Institutional Requirement in technology suited for their program [Two teacher-directed technology courses were added to the Institutional Requirements list, the content of which was data driven, but since those are university wide options, they were acted upon by Curriculum and Degree Requirements Committee, not by COTE and therefore do not appear in COTE minutes.]	In an effort to reduce redundancy and increasing all programs by three hours, this adjustment was made when the university added Institutional Requirements for all students.
4/15/08 COTE Minutes	DD change to assess system	Assessment System Evaluation Team	Changed Teacher Education Program Requirements	Used to evaluate programs. The TESS director sends reports by TWS Element to the departments so that they can look for areas of strength and of challenge and make plans for changes.
4/21/08 Policy Change for PEU	DD change	Assessment System Evaluation Team	Outlined the new PEU Assessment System	It is necessary to ensure that we meet or exceed all state and national accreditation

Assessment System	to assess system			standards.
11/6/08 COTE Minutes	DD	Director of Teacher Education	Delete M.S.Ed. in Teaching: Elementary (Subject Area of Concentration).	This program has not completed by students from many years.
12/4/09 COTE Minutes	DD	Business Education Faculty	Added a new undergraduate certificate program, Career and Technical Education, and a new graduate certificate program, Career and Technical Education.	They are trying to make the career education courses more viable and offer a certificate program. The primary audience is the teachers in technical schools.
3/11/10, 4/15/10, and 2/10/11 COTE Minutes	DI	Director of Teacher Education	Changed Introduction to Special Education (62-371) from a 2 to 3 hour course	The MoSTEP standards increased.
10/21/10 and 12/2/10 COTE Minutes	DD	M.S.Ed Coordinator	Change in Admission Requirements for M.S.Ed. in Teaching: Instructional Technology.	Increased the writing assessment to two pages and clarified the scoring.
2/10/11 COTE Minutes	DD	M.S.Ed Coordinator	Revised Exit Requirements, Educational Leadership Programs in M.S.Ed. and Ed.S.	DESE lifted the comprehensive exam requirement, so we did, too, because of the licensure exams and the portfolio.
3/15/12 COTE Minutes	DD	Teacher Education Admissions Committee	Changed policy so that students whose petitions are granted must wait until other sophomores have had the chance to enroll in classes.	These students were causing some classes to close before on track students could enroll.
9/6/12, 12/5/12 COTE Minutes	DI	Teacher Education Admissions Committee	Changed Entrance to Teacher Education Program requirements to reflect certification changes from DESE.	Changed GPA requirements from 2.5 to 3.0 in major and professional education and 2.75 overall.
9/6/12 and 10/25/12 COTE Minutes	DI	Assessment System Evaluation Team	Proposed the revision of the university policy on superseding classes.	Based upon the GPA data that indicated a significant number of current education majors would not be able to meet the new GPA certification standards, we proposed that students be able to supersede grades of C, as well as D and F.