

UAR
2016 Data Analysis Executive Summary for Initial Programs

Shippensburg University *

Revisions as part of Unit Wide Meeting 3/31/17

NCATE Standard 2: The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Unit Goal(s): The unit implements a comprehensive assessment system congruent with university assessment and reporting protocols. The assessment system provides data on student learning outcomes and other non-academic outcomes for initial and advanced programs. The data inform decision-making within the unit and the university at large.

ITP: Initial Program

ADV: Advanced Program

Remarks: *Data analysis in this executive summary is based on data provided by the Initial Programs within the deadlines stipulated. Due to the small 2016 spring and fall sample size, not all comments can be generalized. Initial Programs must provide at least two more cycles of data, so the Unit can reach a conclusive analysis.*

Indicator	Unacceptable 1	Developing 2	Target 3	Rating		Comments
				ITP	ADV	
<p>National Standards</p> <p>a. Candidates are familiar with national standards including those from NCATE, the SPA governing their academic area, and the Pennsylvania Department of Education program guidelines.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates identify, explain, implement, analyze and/or reflect on the use of standards to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	3		<p>CF Goal: The Unit has reached the target for this goal.</p> <p>(*PDE 430-89.6 % <i>Indicator I</i>, 74.73% Spring 2016, Fall 2016)</p> <p>All Programs (except for one-Special Education) have been recognized without conditions by corresponding SPAs.</p> <p>Recommendations: The Unit must use the Transition Points (listed with assessment tools-including advising responsibility to maintain dispositions forms) to ascertain that candidates are competent in their use of national standards at the entry, mid-level and exits in their programs.</p>

<p>Content Knowledge</p> <p>Candidates are familiar with the content standards of their discipline and use them to create a positive learning environment guiding candidate's achievement to expert knowledge.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates' content knowledge is not clearly evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates' content knowledge is evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates' content knowledge is clearly evident in performance-based measures and other modalities of assessment that document subject areas and disciplines in PK-12 classroom and/or clinical settings.</p>	<p>3</p>	<p>CF Goal: The Unit has reached the target for this goal.</p> <p>PRAXIS Tests over 4 years- 88.3% of candidates have passed PRAXIS II, <i>Indicator 1</i>, Spring 2016, Fall 2016, *ISL-87.55%</p> <p>According to the Unit Transition Points, all Programs required candidates to take and pass state level licensure exams.</p> <p>Recommendations: The Unit must use the Transition Points to ascertain that candidates are competent in their use and alignment of subject matter standards and content knowledge to plan PK-12 classroom and/or clinical settings at the entry, mid-level and exits in their programs.</p>
---	---	--	---	----------	--

<p>Diversity</p> <p>a. Candidates demonstrate an understanding of and respect for the differences in how students learn and know how to accommodate diverse learning needs in educational settings including exceptionalities, ethnicity, race, gender, language, religion, socioeconomic and geographic origins.</p> <p>b. Candidates show respect for diverse learning needs and talents of all students and demonstrate a commitment to helping students achieve academic success.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates are placed in diverse settings.</p> <p>AND</p> <p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates differentiate, accommodate needs, and demonstrate respect for PK-12 diverse learners' knowledge, skills and talents.</p>	<p>2</p>	<p>CF Goal: The Unit has partially reached the target for this goal.</p> <p>(*Field Placement Diversity Questionnaire-a. Item 2, 94.1% - is the summative of all the percentages of the categories of diversity placements for Spring 2017)</p> <p>b. Item 3, 68.8% - is the summative of all percentages of categories of diversity placements for Spring 2017)</p> <p>A summary data of the Field Placement Diversity Questionnaire is available in the Unit Diversity Plan and the MAR 2.2 collecting, analyzing, and evaluating <i>candidate performance</i> data.</p> <p>Recommendations: In Fall 2017, faculty teaching courses identified on the curriculum maps as including diversity must include reflection activities based on field experiences and these reflections must include how students learn and know how to accommodate diverse learning needs in educational settings.</p>
--	---	---	---	----------	--

<p>Assessment</p> <p>a. Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous development of intellectual, social, emotional and physical skills of P-12 students.</p> <p>b. Candidates demonstrate an understanding of the purpose and procedures for implementing summative, formative, diagnostic, norm-referenced, criterion referenced, and interim benchmark assessment measures for informing instruction for P-12 students in classrooms and clinical settings.</p> <p>c. Candidates understand the concept of data driven decision-making and use it in creating an authentic assessment environment.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates' demonstrate understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is unacceptable.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates' demonstrate understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is developing.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates' demonstrate understanding and implementation of assessment tools to determine data-driven instruction and interventions for all PK-12 learners in classrooms and/or clinical settings is acceptable.</p>	<p>1</p>	<p>CF Goal: The Unit has not yet reached its target for this goal.</p> <p>While evidence indicates that candidates can implement assessment measures, data indicate that some candidates' level of mastery is not on target. (*ISL Indicator 2, 4, and 5 are below the 80% benchmark. In addition, the Fall 2016 Exit Survey indicates that only 66.67% of candidates can use PK-12 student data to inform instruction decisions.)</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. At the Program level, faculty teaching a course associated with a field experience must assign data driven instructional activities. 2. Candidates must be required to interpret assessment data in their courses and field experiences, including multiple models for data analysis in preparation for ISL during student teaching.
---	---	--	---	----------	---

<p>Theory & Research a. Candidates are able to apply theory and research to support classroom decision-making within the Conceptual Framework Apprenticeship Model.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates' effectively demonstrate an ability to use research-based best practices during systematic and explicit instruction and clinical practice.</p>	<p>2</p>	<p>CF Goal: The Unit has not yet reached its target for this goal.</p> <p>Data from ISL indicate that some candidates may have difficulty implementing research-based practices into instruction. The score on Insights on Effective Instruction and Assessment was below 80%.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Faculty teaching courses associated with ISL must collaborate to determine specific candidate outcomes on research-based practices. 2. The Unit must provide funds for more participation in faculty/candidates research projects.
--	--	---	--	----------	---

<p>Dispositions a. Candidates systematically reflect upon their attitudes, professional dispositions and skills to create a classroom environment p-12 that reflects fairness to all learners. b. Candidates affirm the University's educational and ethical responsibility to create environments where all students can learn.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates' demonstrate professionalism when working with all stakeholders, and especially PK-12 learners in classrooms and/or clinical settings.</p>	<p>3</p>	<p>CF Goal: The Unit has reached the target for this goal.</p> <p>On both administrations of the survey, the Unit meets the Target benchmark (More than 80% of answers at <i>Usually</i>). Data from faculty and coops indicate that the twelve indicators were rated above the 80% mark and the overall rating was above 80% as well. Data from Candidates demonstrate an over 80% mark for all indicators and an overall rating at above 80%.</p> <p>Recommendations: While the current assessment instruments for dispositions indicate excellent results, the Unit must collect data according to the new Transition Points (Gates) to establish candidates' dispositions growth from the entry level to mid-level and to exit level.</p>
---	--	---	--	----------	---

<p>Professional Standards & Pedagogy</p> <p>a. Candidates actively and purposefully plan and implement relevant learning opportunities for P12 students in educational and clinical settings.</p> <p>b. Candidates demonstrate an understanding of the range of technology tools that influence classroom practice, learner knowledge and achievement.</p> <p>c. Candidates reflect upon their own professional practice and are able to identify areas of growth toward expert knowledge in their field.</p> <p>d. Candidates show a respect for ever-changing P-12 environments and clinical settings and are able to modify their behavior to support student growth.</p> <p>e. Candidates continually and purposefully reflect on their content knowledge, pedagogical skills and professional dispositions.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that than 70%-80% of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates identify, explain, implement, analyze and/or reflect on the use of professional standards and pedagogy to determine PK-12 instructional and intervention decisions in classrooms and clinical settings.</p>	<p>3</p>		<p>CF Goal: The Unit has reached its target for this goal.</p> <p>(*PDE 430-89.6 % <i>Indicator 1</i>, 74.73% Spring 2016, Fall 2016)</p> <p>All Programs (except for one-Special Education) have been recognized without conditions by corresponding SPAs.</p> <p>Recommendations: The Unit must use the Transition Points to ascertain that candidates are competent in their use of professional standards and pedagogy at the mid and exits levels in their programs.</p>
---	---	--	---	----------	--	---

<p>Instructional Planning</p> <p>a. Candidates demonstrate an understanding of how students learn and are able to differentiate instruction that is responsive to individual differences.</p> <p>b. Candidates understand and use a variety of instructional methods to encourage students' development of critical thinking, problem solving and performance skills.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates' demonstrate an ability to plan, implement, adjust, evaluate and reflect on systematic and explicit lessons, units, and/or intervention for PK-12 learners in classrooms and/or clinical settings.</p>	<p>1</p>	<p>CF Goal: The Unit has not yet reached its target for this goal.</p> <p>(*PDE 430, Indicator 1 with two items below 80% - 63.29% Spring 16, 62.07% and Fall 16 has four items below 80%. Both Spring and Fall 16 data coincide on scores below 80% pertaining to "knowledge of students and how to use this knowledge to impart instruction, and use of resources, materials and technology through the school or district.")</p> <p>Recommendations: Faculty teaching methods courses must assign activities that will equip candidates to understand and use a variety of instructional methods to encourage PK-12 learners' development of critical thinking, problem solving and performance skills.</p>
--	--	---	--	----------	--

<p>Program Completers</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates complete the program. The Unit rarely provides career guidance to candidates that cannot complete the program.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates complete the program. The Unit inconsistently provides career guidance to candidates that cannot complete the program.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates complete the program. The Unit regularly provides career guidance to candidates that cannot complete the program.</p>	<p>1</p>	<p>CF Goal: The Unit has not yet reached its target for this goal.</p> <p>For data analysis purposes, the Unit did not use the graduation rate provided by the Office of Institutional Research and Planning because candidates in teacher education who declare this major during the admission process may not end up entering the program. Data from persistence rates were used instead. The new transitions point (Gates) will allow the Unit to better collect data related to the exact number of candidates who are both admitted to the institution and to the program. With this said, the Unit used the persistence data to predict 4-year graduation rate (76%). This number is still below the target (over 80%).</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. The Unit must create a strategic enrollment plan to increase both recruitment and retention (especially diverse candidates). 2. The Unit must implement basic skills testing workshops, and create peer mentoring opportunities sponsored by Programs. 3. The Unit must broaden the use of the Student Success Collaborative Platform.
----------------------------------	--	---	---	----------	---

<p>Candidates' Certification</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates obtain certification. The Unit rarely provides guidance to candidates that cannot obtain certification.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates obtain certification. The Unit inconsistently provides guidance to candidates that cannot obtain certification.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates obtain certification. The Unit regularly provides guidance to candidates that cannot obtain certification.</p>	<p>3</p>	<p>CF Goal: The Unit has reached its target for this goal.</p> <p>The Unit had 108 candidates complete their initial program in calendar year 2016 and 84 of them applied for certification. All 84 were recommended by Ship for certification. This indicates that candidates are completing the program, yet data indicate that some candidates (below 80% in all Initial programs) are not meeting the first attempt target pass rates on Basic Skills testing, thereby extending the graduation rate. Since Fall 16, faculty have begun to offer face-to-face workshops and online training (from Pearson) to prepare candidates for the tests.</p> <p>Recommendations: 1. The Unit must identify at risk candidates at entry level and provide mandatory preparation for Basic Skill Tests as support for those candidates.</p>
<p>Candidates' Gainful Employment</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that less than 70% of candidates obtain gainful employment. The Unit rarely provides employment guidance to candidates that cannot get a job.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that 70-80% of candidates obtain gainful employment. The Unit inconsistently provides employment guidance to candidates that cannot get a job.</p>	<p>Based on data from Unit level key assessments, the Unit's evidence indicates that more than 80% of candidates obtain gainful employment. The Unit regularly provides employment guidance to candidates that cannot get a job.</p>	<p>3</p>	<p>CF Goal: The Unit has reached its target for this goal.</p> <p>*Alumni Survey-In Fall 2016, 84.42% of candidates reported that they were employed as either a full time or substitute teacher.</p> <p>Recommendations: The Unit must provide employment guidance to candidates that cannot get a job.</p>

**Adapted from a model developed by James Madison University.*