Annual Data Analysis and Summary
2017-2018

Data generated from TEC Unit assessments include: Impact on Student Learning, Candidates' Quality Assurance and Diversity Awareness, Clinical Evaluation (PDE 430) and Professional Dispositions. Raw data and summary results are available on our accreditation webpage. Generally, data is gathered by each program and as a Unit. For the proposes of this report, data in this section represents Unit level data across certification programs. We acknowledge that there are limitations, specifically comprehensive results from all program areas. Therefore, the analysis below reflects outcomes from the 2017-18 AY and are not contextualized in a disaggregated or benchmark comparison. As part of our Unit Assessment System, data is reviewed from the fall semester in January of the following semester, and the spring data is reviewed at the Teacher Education Retreat in August of the next semester. As a result of these data analysis retreats, the improvement goals are established at the course and program level and are reviewed by the TEC Unit. There will be changes to the distribution method in an attempt to gather more consistent data at the initial and advanced levels since the TK20 data management system was not used by all programs.

In the data summary, evidence from all four instruments indicated that our recent adaption to the assessment delivery from TK20 to Survey Monkey has impacted the results in all instruments. Namely, we selected Survey Monkey as a tool since it is able to be used by all programs and in our previous instrument distribution, not all programs used TK20. As a result of formalizing Survey Monkey for both initial and advanced programs, we now have goals for capturing data at the Unit level from all programs. We will continue to refine both our delivery method and the instruments themselves. For example, in reviewing criteria outlined in each instrument as well as the instruments' designs, we have learned that we need to refine some of the questions to better gather perspectives across and within each program. See section 6.1 for specific examples of possible instrument adjustments for the upcoming academic year. Ultimately, we must ensure that we are collecting robust data in a consistent manner so that we can continue to contextualize our trends, outcomes, and comparisons within and across programs.

Since our recent NCATE visit and review, we have learned that our previous data samples lacked evidence to make benchmark comparisons across all programs, so we continue to institute assessment delivery so that we have cycles of data for comparisons. As part of our Unit Assessment System, we have formalized data analysis retreats at the course (CAR), program (PAR) and TEC Unit levels (MAR, UAR), but we continue to work with district partners to ensure that they work consistently with the Unit to review and analyze data for course and programmatic changes for initial and advanced programs.

Impact on Student Learning

The Impact on Student Learning assessment instrument is given to all University Supervisors and Course Instructors of Early Childhood Professional Seminar. The Impact on Student Learning Project provides an opportunity for teacher education candidates to closely examine their effect on the teaching and learning process. This allows for the determination of a student teacher's effect of instruction on all students' learning, guiding decisions about future instruction and planning for improvement upon every student's performance, communicating the results to others, and reflecting on their own performance.

Strengths
Student teachers had the highest strengths in Evidence of Impact on Student Learning and Interpretation of Student Learning. Student teachers documented extensive evidence of an analysis of student learning including evidence of the impact of student learning in terms of achievement and progress towards each learning goal.

Areas of Improvement
The significant areas of growth were Insights on Effective Instruction and Assessment as well as Alignment with Learning Goals and Instruction with 37.5% of the student teachers at the Developing stage. For Alignment with Learning Goals and Instruction, student teachers had difficulty with documented evidence that each of the learning goals was assessed through the assessment plan. For Insights on Effective Instruction and Assessment, student teachers indicated that they struggled with providing evidence in support of the conclusions drawn from the Analysis of Student Learning.

Use of Data
This data is used by education faculty in adjusting and modifying course level assignments to address the specific learning needs of candidates. The improvement goal is for candidates to design learning, engage learners, implement instruction, and provide adequate assessments that target explicit growth of PK-12 learners. Although the TEC Unit has used this assessment in the past, this academic year the use of a meta-rubric was instituted with the purpose of reporting data trends across programs and not specific candidate's learning outcomes. As a result when data was analyzed, there is evidence of the need to adjust both calibration training and criteria structure. For example, faculty responding to their candidates' levels of mastery revealed that they struggled to determine a specific rating when individual candidates represented a range of mastery.

Candidates' Quality Assurance and Diversity Awareness

The Candidates' Quality Assurance and Diversity Awareness assessment instrument is given to all student teachers two weeks prior to the end of their final semester.   This assessment is used as one of the exit surveys for student teaching.

Strengths
In the inaugural implementation of this assessment, 52 student teachers completed this assessment. The highest category of all student teachers was in the dispositions linked with reflective practice. In this category, 51.92% of the student teachers answered "Target Plus One" indicating that felt they were able to contemplate their attitudes, skills, and beliefs in ensuring fair and equitable treatment of PK-12 learning and professional partners. Of the student teachers, 48.08% indicated the "Target Plus One" range for the category -- diversity linked across stakeholders. In this category, candidates indicated they felt they demonstrated respect for all students PK-12 diverse learning needs. For both categories, student teachers indicated that their experiences represented multiple academic years with considerable positive results.

Areas of Improvement
The two areas of improvement identified by this assessment instrument are assessment outcomes linked with systematic analysis and theory, and research linked in intentional instruction. These two categories scored the highest in the "Satisfactory" rating indicating that these areas, although acceptable, represented an opportunity for improvement. The highest level of need was in theory and research linked with intentional instruction. Of the student teachers, 21.15% noted a need for improving their use of data driven evidence in impacting PK-12 learning and development in classrooms and communities. Also in this category, 1.92% evaluated themselves as "Unsatisfactory" and allows for programs to disaggregate the data in their program area to identify programmatic changes. Of the student teachers, 15.38% indicated a need for evaluating and redesigning instruction to strengthen PK-12 learning outcomes.

Use of Data
This data is used by education faculty in adjusting and modifying both course level assignments and programmatic changes that address the specific learning needs of teacher education candidates. This feedback allows teacher education faculty to look at all education programs from a student's perspective. In addition, the results of this data are reviewed and discussed with the student teachers on the last professional development day. Additionally, in the open ended questions, data revealed that candidates also needed support and training in implementing classroom based technologies. As a result, the Office of Partnerships, Professional Experiences and Outreach (OPPEO) will reach out to districts to determine technology usage in area schools. With this information from districts, the TEC Unit will make appropriate modifications and accommodations at the course and program level in all programs. Also, OPPEO will host specified technology training sessions for faculty to better integrate the use of technology at the course and program level as part of course assignments and demonstrations.

Clinical Evaluation of Student Teachers (430)

Student teaching is the culminating field experience in the teacher education curriculum. All University Supervisors complete the Clinical Evaluation of Student Teachers assessment instrument twice during the semester of student teaching.

Strengths
The highest category of all student teachers was in the category of professional responsibilities with 71.43% in "Target Plus One." This indicated that the candidates had knowledge of school and district procedures, maintained accurate records, actively communicated with families, demonstrated ethical conduct, and cultivated professional relationships. The second highest categories were Classroom Environment as well as Planning and Pedagogy with 61.90% of "Target Plus One." In the Classroom Environment category, candidates established and maintained a purposeful and equitable environment for learning. In Planning and Preparation, candidates demonstrated a thorough knowledge of content and pedagogical skills in planning and preparation.

Areas of Improvement
Although a clear area of need wasn't noted by the evaluation, the Instructional Delivery category received the lowest amount of "Target Plus One" (52.38%) and "Target" (40.48%) ratings. In the Developing rating, 7.14% of candidates were evaluated in this area. This indicated that candidates are still gaining knowledge of content and pedagogy in their instruction.

Also, when reviewing the data, it was determined that the evaluation did not allow for disaggregation of data among programs; therefore, this clinical assessment will need to be modified to include specifically the certification programs and the grade levels. Adding these specific criteria will allow the filtering of data so that programs can segregate the data by program and department.

Unexpected Trend
Upon reviewing the data, it was determined that training was needed for University Supervisors in this clinical evaluation instrument. As educators in training, it seemed that the candidates were evaluated slightly too high. As new educators, there is a lot of need for improvement and growth and the data indicated that very little growth was needed by the high percentage of candidates scoring at the "Target Plus One" rating.

Programmatic Changes
Also, this was the first year that SurveyMonkey was used, and the method of assessment was inconsistent. Some University Supervisors used SurveyMonkey while some used TK20 which led to the inconsistency in the overall ratings. This indicated that a consistent practice needs to be followed. In the future, the OPPEO Office will be sending out all formal evaluations as well as creating a checks and balances system to ensure that all evaluations are verified as completed.

Professional Dispositions of Student Teachers

At end of the student teaching semester, University Supervisors complete a Professional Dispositions assessment on each student teacher to evaluate professional attitudes, values, and beliefs.

Strengths & Areas of Improvement
The key strength in the assessment was indicated in the Professional Learning and Ethical Practice category. Of the candidates, 62.40% were evaluated at the "Target Plus One" indicating that the candidate's documentation articulates a highly professional approach to teaching and learning in PK-12 classroom settings. Candidates demonstrated a commitment to his/her profession. Although this category had the highest rating it also had the highest amount of 10.00% in the "Developing" rating which indicated that the candidate's documentation is limited or vague and does not represent consistently positive professionalism. This category was evaluated with candidates at both ends of the spectrum.

Programmatic Changes
This was the first year that professional dispositions were formally assessed using this assessment tool. In the future, the OPPEO Office will formally collect this data from University Supervisors as well as Cooperating Teachers. Furthermore, there needs to be additional data collections at the initial and advanced stages for dispositions. Procedures are being developed to collect data on dispositions at the various stages and gates levels.

Processes and procedures are being created for Individual Action Plans for teacher education candidates with academic as well as dispositional concerns. This will assist the Teacher Education Department with guiding and advising candidates on improved dispositions. The goal is to retain teacher education candidates in the Program.

Also, feedback was received from our partnering school districts on professional dispositions. In collaboration with these partnering school districts, modifications and changes are being made to the Student Teaching Handbook to include a variety of additional items. This is to adequately assist in the continued growth of dispositions in our teacher education candidates.

In addition, at various gates and status levels, education faculty will be completing documentation to indicate any dispositional concerns for the teacher education candidates. This documentation will assist the Unit as candidates begin their student teaching semester.