Northwestern Oklahoma State University

Teacher Education Assessment Management System

T.E.A.M.S

Annual Report

2013-2014

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Introduction

The mission of the unit is to positively impact the P-12 schools in its service area through a program of applied professional pedagogy which leads to effective teachers and thus effective schools. The Unit believes that multiple assessments are necessary to determine whether it is accomplishing that mission. The assessment system has been developed through a process involving faculty, candidates, and the community at varied stages of its design, development, and implementation. During the spring of 2000, a committee was formed to align instruction, curriculum, and assessment with national, state, and institution standards. New APPLES competencies were identified based on national and state standards. Courses were then redesigned so that instruction and performance assessments were aligned with the APPLES competencies.

In the spring of 2002, a Standard 2 Committee was formed to develop an assessment system that was consistent with our Conceptual Framework (CF) and that complied with NCATE standards. The committee identified assessments that were currently being used and recommended additional assessments that would provide a holistic view of the Unit's candidates, faculty, and program. As a result of the work completed by the Standard 2 Committee, the Teacher Education Assessment Management System (TEAMS) committee was formed from the membership of the Teacher Education Committee to monitor and adjust the system as data continues to be collected and analyzed. One of the TEAMS committee key responsibilities is to provide continuous verification of the validity, reliability, and utility of the data and to ensure all candidate assessments are fair and free from bias. The system is designed to evaluate data regarding: (1) the assessment of candidates at the initial and the advanced levels, (2) Unit effectiveness, and (3) Unit governance.

The TEAMS committee meets annually to review the data and make recommendations to the appropriate entity. The committee reviewed data on September 15, 2014 and then made the recommendations that are the basis of this report.

2013-2014 TEAMS Committee Recommendations for Program Improvement

The Teacher Education Assessment Management System (TEAMS) Committee on the basis of the review and subsequent evaluation of the data makes the following recommendations:

To the Teacher Education Committee

For Improvement in Candidate success:

1. Convey to General Education committee the needs for teacher education candidates
2. Recommend to Teacher Education Faculty they advise candidates that a score of 21 on ACT may indicate additional studies prior to OGET, Academic Success Center is prepared to assist
3. Add focus on preparation for Constructed Response (writing) portion of state certification exams, i.e. add writing component to professional education courses

For Improvement in Initial Program:

1. Analyze scores of InTASC standards, rather than number of students who complete Benchmarks
2. Compare "understand" portion of standard (Benchmark 1, 2, 3) with "application" portion (Benchmark 4) for initial candidates, as per new design
3. Disaggregate data of interview by standards and disposition
4. Disaggregate disposition data from evaluations according to initial and advanced programs
5. Investigate the plausibility of having candidates complete a second disposition self-assessment at the end of their program
6. Involve full time faculty with recruitment into the teacher education programs

To the Associate Dean of Graduate Studies

For Improvement in Advanced Program:

1. Compare GPA of conditional candidate data with OSAT when data is available
2. Evaluate the plausibility of merging the Curriculum & Instruction, Elementary Education, and Secondary Education M. Ed. programs due to low enrollment numbers
3. Pursue the redesign of the Curriculum & Instruction M. Ed. program to meet the needs of persons who have entered the profession with alternative certification
4. Explore the plausibility of a fast-track and/or cohort group options for the M. Ed. programs

To the Director of Assessment

For Improvement in Initial & Advanced Program:

1. Contact Office of Educational Quality and Accountability to align an NWOSU teacher education survey with comparable items for a more accurate comparison when creating an instrument for alumni, graduates, employers, and stakeholders.

To the TEAMS Committee

1. Revise the Teacher Education Assessment and Management System (TEAMS) to meet the needs of the 21ˢᵗ Century teacher education candidates using accreditation and certification requirements as guidelines.

TEAMS meeting Minutes
Monday, September 15, 2014
9:00 AM – 4:00 PM
EC 218

Present: Bo Hannaford, Dean of Professional Studies; Beverly Warden, Chair of Division of Education; Martie Young, Director of Student Teaching and Field Experiences; Shawn Holliday, Associate Dean of Graduate Studies; Rebekah Wagenbach, Coordinator of Graduate Studies; Christie Riley, Director of Teacher Education & Certification Officer; Natalie Miller, Assistant Certification Officer; Brooke Taylor, NWOSU Director of Assessment; Darin Slater, Community Member, NW Career Tech; and Kendall Hadsell, Graduate Assistant.

Minutes submitted by: Natalie Miller

Topic		Outcome / Action
Initial Program	Each assessment was reviewed by the committee. Data was examined and the recommendations of the committee were recorded for each. Some of the more notable items are listed below:	Specific recommendations are listed below next to their specific notes.
1. General Education coursework	• Data shows candidate's scores of the core areas, math, science, social studies, and English/language arts	• Convey to the General Education Committee the requirements of Oklahoma General Education Test that is required for all TE candidates.
2. ACT predictor for OGET	• Candidates who scored 21	• Recommend to students

	or above on ACT had 100% pass rate on 1st attempt of OGET	with <21 on ACT may require extra study sessions; Academic Success Center is prepared to assist. • Consider adding GPA data to the comparison.
3. Certification Tests	• Overall poor performance on Constructed Response Items	• Add writing component to beginning course for those preparing for OGET • Explore way to implement writing across the curriculum to professional education courses
4 T.E. Interviews	• Revised protocol includes items that are correlated to specific standards and second set that are correlated to disposition	• Separate the disposition chart data from the interview data for better clarity and comparison.
Advanced Programs	Each assessment was reviewed by the committee. Data was examined and the recommendations of the committee were recorded for each. Some of the more notable items are listed below:	Specific recommendations are listed below next to their specific notes.
2. Curriculum & Instruction, M. Ed.	• Large numbers of individuals receiving alternative certification may be interested in a master's degree while fulfilling requirements for standard certification	• Design curriculum for C&I to meet the needs of those seeking alternative certification and/or no additional certification
Data regarding Unit effectiveness	Each assessment was reviewed by the committee. Data was examined and the recommendations of the	Specific recommendations are listed below next to their specific notes.

	committee were recorded for each. Some of the more notable items are listed below:	
1. Low Enrollment	• Discussion about the lack of reliability of data due to low numbers for assessments in several programs	• Consider combining the Curriculum & Instruction, Elementary Education, and Secondary Education M. Ed. programs
2. Surveys	• Better alignment of items on surveys for better comparison of the stakeholders, i.e. candidates, alumni, employers	• Coordinate with Office of Educational Quality and Accountability (EQA) for construct of surveys
3. Council for the Accreditation of Educator Preparation	• New standards and guidelines for teacher education preparation are now in place	• Revisit TEAMS assessments to align with new standards to meet program preparation requirements to achieve effective teachers and schools

Data Collection Point	Recommendation
I.A ACT or SAT	*Continue to advise that is ACT score was below 21, they should complete all General Education courses and study guides for OGET before taking the test.* *On the data sheet, put the numbers of people who took the test in addition to the pass rate (i.e. 3/4).*
I.B Portfolio Benchmark 1	*Continue to monitor after personnel changes and information provided in a variety of forms for the candidates (i.e. added information to the web, mass e-mails, class instruction, etc.) With revisions to the portfolio criteria, it is recommended to analyze scores of InTASC Standards.*
I.C Teacher Education Interview	*The new interview process is an important tool for determining candidate's acceptability. Continue to monitor the data to look for future trends that might occur.*

	Create a separate chart for the Disposition data.
I.D Portfolio Benchmark 2	*With revisions to the portfolio criteria, it is recommended to analyze scores of InTASC Standards.*
I.E OGET	*Focus on Subarea 6 (Writing) for intervention with candidates to improve the success rates. Convey to the General Education Committee the needs for general education courses of teacher education candidates. Share scores with the General Education Committee and seek suggestions for improvements.*
I.F OSAT	*Awaiting data from OCTP*
I.G Disposition	*Disaggregate the data by program at both the initial and advance levels. Consider adding a second self-assessment as part of Benchmark 4 and Milestone 3.*
I.H Student Teaching Evaluations	*Continue to collect data with the new 3.0 scale in order to have reliability of data.*
I Portfolio Benchmark 3	*With revisions to the portfolio criteria, it is recommended to analyze scores of InTASC Standards.*
I.J OPTE	*Continue with what has been done.*
I.K Portfolio Benchmark 4	*Break the data down by InTASC standard to determine areas in need of improvement. It is our goal to see that "understanding" and "application" are both "Acceptable."*
I.L Follow Up Surveys of Graduates	*Prepare candidates for implementation of new InTASC standards. Contact the Office of Educational Quality and Accountability to align NWOSU survey with the state survey for a more accurate comparison. Develop a new course to focus on assessment design.*
I.M Internship/Residency Year Evaluation Data from Employer, Cooperating Mentor Teacher, University Personnel	*Continue to strive for a better response rate on a survey of our own to have more meaningful data.*
I.N Grade Point Average (GPA)	*Once such OSAT scores become available, the Graduate Office will correlate conditional candidate data with OSAT test scores.*
I.O Portfolio Milestone 3	*Track trends in future years. Eliminate any program that does not deal with P-12 students.*
I.P Follow up Survey of Gradates-Advanced	*Continue attempts to get increased participation by employers of M.Ed. graduates. Continue tracking data to make sure that the M.Ed. programs continue to be viewed as excellent by candidates, graduates, and employers.*
II.A NWOSU Education Programs	*Add an assessment course to the initial program. Add writing across the curriculum into the professional course sequence.*
II.B Graduate and Undergraduate Enrollment Data	*Explore new fast-track options for some M.Ed. programs as well as attempt to establish new cohorts in different areas of Oklahoma. The Associate Dean will continue school visitations for recruitment and marketing purposes. Education faculty members will become more*

	involved with recruitment. *The Curriculum and Instruction M.Ed. program is being changed to attract Alternative Certification candidates. Evaluate the possibility of merging Curriculum Instruction, Elementary Education, and Secondary Education MEd programs.*
II.C Undergraduate Candidate Appeals	*Adjust interview dates to correlate with receipt of test scores.*
II.D Graduate Candidate Appeals	*Continue with addressing substitutions on a case-by-case basis.*
II.E Course Rotation	*Program rotations will continue to be monitored for needed changes.*
II.F Number of Substitutions	*Continue to use the matrix of course equivalencies.*
II.G P-12 Student Learning	*Place more emphasis on areas of Instructional Design, Analysis of Assessment, and Reflection for undergraduate candidates.*
II.H University Faculty Surveys	*None at this time.*
II.I Alumni Surveys	*Work with the Office of Education Quality and Accountability to re-develop a NWOSU teacher education surveys.*
III.A Minutes of TEF Meetings	*Continue meetings and documentation.*
III.B Minutes of TEC Meetings	*Continue meetings and documentation.*
III.C Graduate Committee Meetings	*None. The Graduate Committee works effectively to handle issues on a case-by-case basis that confront the Office of Graduate Studies and should continue on the same course.*
III.D Faculty Appeals Data	*NA*
III.E Faculty Grievance Data	*NA*
III.F Resources	*None. Budgets are within university guidelines.*

Data can be viewed at https://www.livetext.com/
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