Northwestern Oklahoma State University

Teacher Education Assessment Management System

TEAMS

Quality Assurance System

Handbook

Educator Preparation Provider Mission Statement: *We enlighten and empower our graduates through program excellence to educate those whom they serve.*

Educator Preparation Provider Goals

Graduates will:
- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

Introduction

Northwestern Oklahoma State University's Educator Preparation Provider (EPP) established a quality assurance system (QAS) in 2002. Known as the Teacher Education Assessment Management System (TEAMS), the purpose of the QAS is to provide a systematic approach for generating, collecting, managing, and evaluating data to determine the effectiveness of the provider's programs. The development of the TEAMS involved faculty, candidates, and stakeholders. Initially implemented to meet National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the system has been revised to meet Council for the Accreditation of Educator Preparation (CAEP) standards. The QAS is evaluated on a continual basis.

The TEAMS ensures that (1) the EPP's curriculum and instruction are aligned with professional, state, and institutional standards; (2) it provides effective courses, clinical experiences, and programs; and, (3) its candidates attain and are able to apply content and pedagogical knowledge for the purpose of promoting student learning. This handbook describes the policies and procedures governing TEAMS and its components.

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The TEAMS Committee

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The TEAMS Committee was formed to monitor and adjust the QAS as data are collected and analyzed. The Committee reports to the Teacher Education Committee (TEC) and is responsible for the reliability, validity, and utility of EPP-created key assessments. Additionally, the Committee ensures that EPP-created assessments are fair and free from bias.

Membership on the TEAMS committee is comprised of individuals who (1) hold a specific position within the EPP or university, or (2) are nominated for membership by current committee members. Nominations are approved by the Vice President for Academic Affairs. Members serve for a period of one academic year and may serve consecutive terms with no term limits. Specific positions that constitute membership on the committee are the (1) Chair of the Division of Education; (2) Associate Dean of Graduate Studies; (3) Director of Teacher Education; (4) Director of Student Teaching; (5) University Assessment Director; and (6) Vice President for

Academic Affairs.   Additional members on the TEAMS Committee represent public schools, the business community, communities at-large, teacher education faculty, and candidates (initial and advanced). The number of members serving on the committee can vary.

The TEAMS Committee utilizes subcommittees of its members to meet for specific purposes and to make recommendations to the full Committee. Subcommittees are used to (1) determine assessment reliability and content validity (Lawshe method); (2) revise the TEAMS Handbook as needed; (3) conduct a preliminary analysis of data and draft recommendations for both the initial (undergraduate) and advanced (graduate) programs to present to the entire TEAMS Committee at the annual meeting; and (4) any other specific purpose as directed by the TEAMS Committee. Subcommittee members (1) serve on a voluntary basis; (2) have expertise pertinent to the work of the subcommittee; and/or (3) have a willingness to serve.

The TEAMS Committee meets annually on the first available date in the new calendar year to review the data summary of the previous academic year and recommendations by the appropriate subcommittee. The Chair of the Division of Education serves as chair of the annual meeting and, upon its conclusion, prepares a formal report and submits it to the Director of Teacher Education, the Teacher Education Committee (TEC), and the Graduate Committee (if required) for any necessary action. The report includes the data analyzed by the TEAMS Committee, findings, and recommendations to be considered by the TEC and the Graduate Committee. The report is available for public review on the EPP's web site.

TEAMS – Quality Assurance System (QAS) – Initial Level

The QAS at the initial level is comprised of (1) Proprietary Assessments, (2) EPP-Created Key Course Assessments, (3) EPP-Created Key Progress Assessments, and (4) Surveys (Office of Educational Quality & Accountability [OEQA]). Transition points are the means by which the matriculation of a candidate is monitored. Assessments that are embedded within the transition points are as follows.

Transition I
- Oklahoma General Education Test (OGET)
- Disposition #1 – Self-Assessment
- Disposition #2 – Faculty Assessment
- Interview for Admission into Teacher Education Program

Transition II
- RGPA (Cohort)
- Disposition #3 – Faculty Assessment
- Clinical Experience II Key Assessments
  - Lesson plans

Transition III
- Clinical Experience III Key Assessment
  - Lesson Plans
- Candidate Preservice Assessment of Student Teaching (CPAST)
- Disposition #4 – Mentor Teacher Assessment
- Exit Interviews

Post Baccalaureate Data
- First Year Teacher Survey (Administered by Office of Educational Quality & Accountability [OEQA])
- First Year Teacher Survey by Mentor/Administrator (Administered by OEQA)
- Oklahoma Subject Area Test (OSAT)
- Praxis Performance Assessment for Teachers (PPAT)
- Mentoring Program
- Teacher Leader Effectiveness (TLE)

TEAMS – Quality Assurance System (QAS) – Advanced Level

The QAS at the advanced level is comprised of (1) Proprietary Assessments, (2) EPP-Created Key Course Assessments, (3) EPP-Created Key Progress Assessments, and (4) Surveys. Milestones are the means by which the matriculation of a candidate is monitored. EPP-Created assessments from program specialty courses are aligned with the applicable specialized professional standards. Data from specialty course assessments are analyzed at the individual program level.

Milestone 1
- Admission Status (Unconditional/Conditional)
- Disposition #1 – Self-Assessment

Milestone 2
- Candidacy
- Action Research Project Proposal
- Disposition #2 – Faculty Assessment

Milestone 3
- Action Research Project Presentation
- Disposition #3 – Faculty Assessment
- Disposition #4 – Self-Assesssment

Post-Completer
- Employer Satisfaction Survey
- Completer Satisfaction Suvey
- Oklahoma Subject Area Test (OSAT)

Reliability and Validity

The EPP, in accordance with CAEP requirements, follows best practices for ensuring reliability and validity of EPP-created assessments. Surveys constructed by state agencies and proprietary assessments are vetted by the appropriate constituencies for these assessment criteria. The results of these processes are made available to the EPP.

Reliability of EPP-created assessments at the initial level is ensured by (1) utilizing rubrics; (2) having multiple instructors administer the assessment over time; (3) using technology to collect the data (Aurora Learning Community Association, i.e. ALCA); and (4) analyzing the data in aggregate form (all instructors) and disaggregate form (by instructor). For the program admission and exit interviews standardized questions are aligned with CAEP Standards and InTASC Standards. Other EPP-Created assessments are aligned with InTASC Standards. The data from EPP-Created assessments are analyzed to determine the extent to which reliability is being met. This analysis is completed by a subcommittee of the TEAMS Committee with subsequent recommendations for changes, if warranted, made to the full TEAMS Committee for consideration. EPP-Created assessments are analyzed for content validity using the Lawshe method. A TEAMS subcommittee conducts the content validity analysis and reports the results of the analysis to the TEAMS Committee.

Reliability of EPP-Created assessments at the advanced level is ensured by (1) utilizing rubrics; (2) having multiple instructors administer the assessment over time; (3) using technology to collect the data (ALCA); and (4) analyzing the data in aggregate form (all instructors) and disaggregate form (by instructor). EPP-Created assessments for specialty courses that are aligned with specialized professional standards are analyzed for reliability by the chairs of each specialty program using researched best practices for this purpose. EPP-created assessments applicable to all advanced programs are analyzed for content validity using the Lawshe method. A TEAMS subcommittee conducts the content validty analysis and reports the results of the analysis to the TEAMS Committee.

Initial Level Quality Assurance System

	Key Assessment	Data Point	Data Format	Collection Method
Transition Point I	Oklahoma General Education Test	Admission to Teacher Preparation Program	Mean Scaled Score (240 Passing)	OEQA Annual State Report
	Disposition #1 Self-Assessment	Admission to Teacher Preparation Program	# Target # Acceptable # Unacceptable	ALCA
	Disposition #2 Faculty Assessment	Admission to Teacher Preparation Program	# Target # Acceptable # Unacceptable	ALCA
	Interview for Admission	Admission to Teacher Preparation Program	# Well Developed # Developing # Emerging # Undeveloped	In-House Data Base
Transition Point II	Retention Grade Point Average Cohort	Admission to Professional Semester	Grade Point Average Based Upon 4.0 Scale	Transcripts
	Disposition #3 Faculty Assessment	Admission to Professional Semester	# Target # Acceptable # Unacceptable	ALCA
	Clinical Experience II Lesson Plans	Admission to Professional Semester	# Target # Acceptable # Unacceptable	ALCA

(Initial Level, cont.)

Transition Point III	Clinical Experience III Evaluation - CPAST	Professional Semester	# Target # Acceptable # Unacceptable	ALCA
	Disposition #4 Mentor Teacher	Professional Semester	# Target # Acceptable # Unacceptable	ALCA
	Clinical Experience III Lesson Plans	Admission to Professional Semester	# Target # Acceptable # Unacceptable	ALCA
	Exit Interview	Professional Semester	# Well Developed # Developing # Emerging # Undeveloped	In-House Data Base
Post Baccalaureate	First Year Teacher Survey	End of First Year Teaching	5 Point Likert Scale	OEQA
	First Year Teacher Survey by Mentor/Administrator	End of First Year Teaching	5 Point Likert Scale	OEQA
	Oklahoma Subject Area Test (OSAT)	Recommendation for Certification	Mean Score (240 Passing)	OEQA Annual State Report
	Praxis Preservice Assessment for Teachers (PPAT)	Recommendation for Certification	Passing Score	OEQA Annual State Report
	Mentoring Program	1st Year & Beyond	Benchmark	Pre-K-12 Pre- & Post-Assessments
	TLE	1st Year & Beyond	4 Point Likert Scale (Tulsa Model) 5 Point Likert Scale (Marzano Model)	OEQA

Advanced Level Quality Assurance System

	Key Assessment	Data Point	Data Format	Collection Method
Milestone 1	Admission	Unconditional/Conditional	# Unconditional # Conditional	Graduate Studies Spreadsheet
	Disposition #1 Self-Assessment	Milestone 1	# Target # Acceptable # Unacceptable	ALCA
Milestone 2	Candidacy	3 Semesters Prior to Graduation	Approved/Disapproved	Graduate Studies Spreadsheet
	Action Research Project Proposal	2 Semesters Prior to Graduation	Rubric	ALCA
	Disposition #2 Faculty Assessment	Milestone 2	# Target # Acceptable # Unacceptable	ALCA
Milestone 3	Action Research Project Presentation	Final Semester	Rubric	ALCA
	Disposition #3 Faculty Assessment	Milestone 3	# Target # Acceptable # Unacceptable	ALCA
	Disposition #4 Self-Assessment	Milestone 3	# Target # Acceptable # Unacceptable	ALCA
Post-Completer	Employer Satisfaction Survey	Annually	Likert Scale	Electronic Survey
	Completer Satisfaction Survey	Annually	Likert Scale	Electronic Survey
	Oklahoma Subject Area Test (OSAT)	Recommendation for Certification	Mean Score (240 Passing)	OEQA Annual State Report
Specialized Program Assessments	Program Specific: Educational Leadership, Reading Specialist, School Counseling	Throughout Program	# Target # Acceptable # Unacceptable	Program Specific