

Teacher Education Assessment Management System
Northwestern Oklahoma State University
Teacher Education Assessment Management System
T.E.A.M.S
Annual Report
2016-2017

Introduction

The Teacher Education Assessment Management System (TEAMS) was formed to review educator preparation program data and make recommendations for program improvement based upon the data analysis. The TEAMS committee meets annually to review EPP data and make recommendations to the appropriate entity. In 2017, the TEAMS committee charged a sub-committee to conduct a preliminary analysis of data and draft recommendations to the full TEAMS committee. The sub-committee met on February 1, 2018, to complete the charge of the full committee of reviewing data from 2016-2017. Those in attendance at the sub-committee meeting were: Dr. Christie Riley (CAEP Standard 1 Committee Chair, Director of Teacher Education), Ms. Roxann Clark (CAEP Standard 5 Committee Chair), Mrs. Natalie Miller (Assistant Certification Officer), Mrs. Melissa Brown (Secretary, School of Education), and Dr. Christee Jenlink (Associate Dean, School of Education; Chair, Division of Education). The full committee reviewed data on February 8, 2018, and sub-committee recommendations. The full committee formalized the recommendations that are the basis of this report. Those in attendance on February 8, 2018 were: **Community Members**--Madison Williams (Alva Public Schools Principal); Andrea Long (Northwest Technology Center and Advanced Candidate); Absent--Rhonda Cook, Community Memb; Todd Holder, Alva Businessman **NWOSU Administration/Personnel**--Dr. Shawn Holliday (Associate Dean, Graduate Studies); Brooke Fuller (NWOSU Director of Assessment & Institutional Effectiveness); **Division of Education**--Dr. Martie Young (Director of Student Teaching, CAEP Standard 2 Committee Chair); Dr. Christie Riley (Director of Teacher Education, CAEP Standard 1 Committee Chair); Roxann Clark (CAEP Standard 5 Committee Chair), Mrs. Natalie Miller (Assistant Certification Officer); Mrs. Melissa Brown (Secretary, School of Education); Dr. Christee Jenlink (Associate Dean, School of Education; Chair, Division of Education). Absent: Dr. Bo Hannaford (Vice President for Academic Affairs).

2016-2017 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. Advise initial candidates with an ACT score below 21 to complete 80% of General Education courses and study guides for the Oklahoma General Education Test (OGET) before taking it.
2. Convey to the General Education Committee the general education courses teacher education candidates need. Share scores with the General Education Committee and seek suggestions pertaining to the OGET.

3. Work with general education course faculty who teach writing courses to improve the success rate of the OGET subarea test in writing.
4. Provide policy and procedures information to candidates.
5. Work with faculty to ensure cohesive academic terminology is used within the EPP.
6. Monitor program rotations for any needed changes.
7. Continue to use the matrix of course equivalencies.
8. Faculty will counsel candidates, initial and advanced, regarding the professional folder (initial) and graduate candidate file (advanced) in lieu of the portfolio. Initial candidates will be advised the purpose of the professional folder is to demonstrate knowledge and application of InTASC standards. It will also demonstrate initial candidates meet transition point requirements to matriculate through the program. Advanced candidates will be advised the purpose of the graduate candidate file is to demonstrate specialized professional association standards and milestone requirements to matriculate through the program.
9. Review the Oklahoma Professional Teaching Exam (OPTE) scores to determine the impact of curriculum revisions pertaining to OPTE competencies.

For Improvement in Initial Program:

1. Revise the current admission interview questions to align with the CAEP standards and InTASC standards.
2. Continue with inter-rater reliability training.
3. Compare data of artifacts aligned with InTASC standards to determine the candidate's ability to differentiate understanding of standards from application of standards
4. Program coordinators will analyze and recommend the specific courses completed as a pre-requisite for taking the OSAT.
5. Collect data with the 3.0 scale for assessment of internship/student teaching. Use data to analyze reliability of assessment of the internship/student teacher by the assessors. Involve stakeholders in reviewing the alignment of the assessment with standards and make revisions as necessary of the internship/student teaching assessment to InTASC standards.
6. Monitor and adjust recruitment plan as needed to increase the number of candidates in initial level programs.
7. Continue to revise course rotations for recruitment and retention of advanced candidates.
8. Continue to have early outreach to high school students as an integral part of the recruitment plan.
9. Emphasize the importance of teachers, administrators, mentors to complete the first year teacher survey.
10. Compare data on diversity between the admission interview and the exit interview to determine if there is growth in the knowledge of diversity.
11. Involve stakeholders in the admission interview and exit interview.

To the Associate Dean of Graduate Studies

For Improvement in Advanced Program:

1. Compare GPA and Oklahoma Subject Area Test (OSAT) score of the conditionally admitted advanced candidate to determine if there is a correlation between lower GPA and passing the OSAT.

2. Analyze and recommend the completion of specific courses in each program as pre-requisite for taking OSAT.
3. Emphasize writing across the curriculum with case studies in advanced level courses to improve constructed response scores on the OSAT.
4. Track trends in future years. Check CAEP standards to determine if any program data not aligned with P-12 students can be eliminated.
5. Continue to develop strategies for increased participation by employers of M.Ed. graduates. Continue tracking data to ensure the M.Ed. programs are viewed as excellent by candidates, graduates, and employers.
6. Address appeals on a case-by-case basis.
7. Monitor program rotations for needed changes.
8. Align program data with CAEP standards and eliminate any assessments that do lend themselves to the alignment
9. Monitor transition from portfolio to graduate candidate file; ensure milestones are monitored as advanced candidates matriculate through the program.

To the Director of Assessment

For Improvement in Initial & Advanced Program:

1. Work with the Office of Educational Quality & Accountability (OEQA) on incentives to have a better response rate from school administrators and mentor teachers to complete first teacher survey.
2. Develop strategies to increase participation in surveys by employers of M.Ed. graduates.
3. In collaboration with the Graduate Studies office and the Division of Education, develop strategies to track advanced candidates to monitor candidates' ability to be employed in the areas in which they were trained at the advanced level.

To the TEAMS Committee

1. Compile ACT/SAT and OGET data to reflect the number of individuals who took the OGET in addition to the pass rate.
2. Review inter-rater reliability practices to ensure reliability of data at all levels, all programs.
3. Review GPA requirements, initial and advanced, to determine any trends that impact initial and advanced candidate GPA during program matriculation.
4. Review all recommendations from the 2016-2017 report in 2017-2018.

Data can be viewed at:

<https://arch.alcaweb.org/tool/portfolio/1252/07419d7cb5>