

Assessment Committee
August 8, 2012

The Assessment Committee met Wednesday, August 8 in order to plan the Fall Assessment Retreat scheduled for August 22, 2012. Mary Ann Traxler and Kitty Green were present. The purpose of the retreat is to go over all the reports from Spring 2012 assessments.

Kitty suggested using the major question from the Institutional Report to guide the retreat: **How can we use this information to improve candidate performance, program quality, and unit operations?**

We decided to make a handout packet for all department members, but we would use the web site at the same time. We decided to organize the retreat beginning with the conceptual framework and its aligned assessments, followed by the assessment schematic. Then we would follow the steps, paying special attention to inter-rater reliability!

Step 1

- Step 1 Field Evaluation Summary
- Pre/Post EDUC 201 Dispositions Survey
- Praxis I Scores (Elementary and Secondary) 2011—2014
- Cumulative GPA (Elementary) 2007-2012
- Cumulative GPA (Secondary) 2008-2012

Step 2

- Step 2 Field Evaluation Summary
- Step 2 Dispositions Survey
- Critical Reflection on Teacher Standards Oral Presentations (Elementary and Secondary)

Step 3

- Step 3 Disposition Survey—Change from Step 2 to 3 (Class of 12)
- Formative Lesson Plan Evaluation (Elementary and Secondary) [Cooperating Teacher vs. College Supervisor]
- Summative Standards-Based Evaluations (Elementary and Secondary) [Cooperating Teacher vs. College Supervisor]
- Formative to Summative Growth—Class of 2012
- Education Portfolio Evaluations Elementary and Secondary
- Education Portfolio Presentations (Elementary and Secondary)
- Exit Survey Report (Elementary and Secondary)

- Cooperating Teacher Survey on Candidate Preparedness (Elementary Education, Secondary, K-12 Art and Music)
- Take Aways ☺

Post Grad

- 1 and 5 Year Out Alumnae Survey

This is the first time we have participated in this. Generally, good news! There were 41 El Ed responses, but only 8 Secondary. That could be because about half of that program are ND students. This is our first read of more than the grads we keep in touch with. What are the differences between the class of 07 and 11? Is there a difference between El Ed and Secondary?

The following were the major “take aways” from all but the alum survey:

- Inter-rater reliability was identified as an issue in 2010-11 as evidenced back lack of reliability on the Oral Presentation of Critical Analysis of Candidate Performance. Reader scores for this assessment in spring 2012 indicated consistency between the reader sets.
- Results from the Disposition Surveys indicate significant growth on many of the items from the beginning of 201 to the end of 201. Significant growth was also identified when comparing disposition scores at the end of step 2 to end of step 3 on many of the items. Future data will explore further longitudinal change.
- At the end of step 2, elementary education students rated themselves the lowest on the following dispositions:
 - Actively seeking professional growth opportunities
 - staying current with the evolving nature of the teaching profession
 - accurately reading non-verbal communication of students
 - engaging in research based practices
 - working with others in implementing a common curriculum.
- At the end of step 2, secondary education students rated themselves lowest on the following dispositions:
 - Actively seeking professional growth opportunities
 - Staying current with the evolving nature of the teaching profession
 - Success in facilitating learning for all students
 - Accurately read the non-verbal communication of students
 - Provide appropriate feedback to encourage students in their learning/identity development
 - Working well with others in implementing a common curriculum.

- At the end of step 3, elementary education students rated themselves lowest on the following dispositions:
 - Staying current with the evolving nature of the teaching profession
 - Engage in discussions about new ideas in the teaching profession
 - Engage in research based practices

- At the end of step 3, secondary education students rated themselves lowest on the following dispositions:
 - Actively seek professional growth opportunities
 - Successful in facilitating learning for all students
 - Engage in research based practices

- Student scores on the disposition items reach nearly a 5 on average at various points in the process including as early as the 201 course. This makes change difficult to capture in some instances.

- Elementary Education scores were found to be higher than Secondary Education students in many cases including self-rated dispositions scores, formative lesson plan scores from college teacher and cooperative supervisor, oral presentation of critical analysis and AWP #2 scores.

- In general, scores received by students on assessments did not vary significantly between the college teacher and cooperative supervisor.

- Results from the Departmental Exit Survey indicate students believe they are very well prepared in all areas as a result of the education they received. Secondary education students felt slightly less prepared in the area of Literacy.

- On the performance-based evaluations, both secondary and elementary students received the weakest scores on their formative assessment for standards 1, 4 and 7. Standard 4 remained the weakest area as evidenced by scores on the summative assessment but still improved significantly from the formative assessment.

The committee reviewed the field evaluation form that Karen VanMeter and MaryAnn have reworked for Step 2 and Step 3 to include standards 7 and 8. We can't remember why these weren't included when we adjusted them in 2011. These will be shared with the department.