

**Education Department  
Assessment Retreat  
February 24, 2012**

All Department members were present.

**Oral Presentation on Standard 3**

Generally, we were pleased with the performances.

- On the knowledge component, approximately three-quarters of ELED students received proficient or outstanding scores on the Knowledge Component. Approximately 85% of secondary students received proficient or outstanding scores.
- Approximately 70% of ELED students received proficient or outstanding scores on the Interpersonal Growth component. A higher percentage (approximately 85%) of secondary students received proficient or outstanding scores.

Our ratings were reliable!

**Field Evaluation Data**

A spreadsheet of information on both Elementary and Secondary field evaluations for all three steps has been sent to IR for analysis. That report will be discussed at the August Assessment Retreat. Included in the information sent to IR is the number of IEP students and the number of ELL students. We have not had that information before.

**Praxis II Data Analysis**

Kitty explained that she now has access to the ETS database for Praxis II. This is the information she will share with the Teacher Ed Council meeting next week. Through access to the database, we can at least see how our students are performing relative to Indiana and the nation. ETS doesn't provide an Institutional Report for programs with fewer than 5 students. That's all the Secondary except English. We have Institutional Reports for Elementary Education. The Institutional Report provides mean score comparisons with State and national means, as well as performance in each sub test.

Kitty presented the Praxis II data from 2008 through 2011. In order to obtain Secondary candidates' scores, data was obtained by her pulling all math, biology, social studies, and Spanish candidate folders and recording scores for each sub test, as well as the overall score. The score frequency using quartiles was available only for Elementary Education and English.

What we learned was that 100% of our candidates pass, usually well above the State passing score; however, our candidates are generally at or very near the State and National

average scores. We wondered how the Teacher Ed Council representatives will take this news. Kitty and Loretta shared their conversation with Modern Language Chair, Julie Storme and Dr. Jennifer Zachman, who will be teaching the Language Methods class in Fall 2012. Dr. Storme made the point that though she wasn't especially pleased with the scores, she wasn't surprised because how well they do has more to do with where the student enters the program (how strong their skills from high school) than the quality of the Saint Mary's program.

Kitty explained that Praxis II scores will be one of the measures of content knowledge as we begin submitting our programs for SPA recognition. We will need another local measure. We discussed at great length what that might be. Institutional Research has cautioned that GPA may not work because it may be unreliable and because of concerns over confidentiality. This will be discussed with the Teacher Ed Council at its next meeting.

### **EDUC 201 Pre/Post Dispositional Survey**

The report of Pre/Post Dispositional Survey was shared and discussed. Kitty has broken out the questions that specifically refer to those standards addressed in EDUC 201. Those standards are 1, 5, and 6 (Student Development and Diversity, Classroom Climate, and The Professional Environment). The IR report notes that there was significant change relative to a number of the questions aligned to the standards addressed in the course. We talked about how that would seem to indicate that the course is well aligned to those standards since student scores changed dramatically from the beginning to the end of the course.

We discussed that there was also significant change in questions not directly aligned with course standards, but closely aligned to having actual experience in the field. We believe this reinforces our belief that the field is an important component of the course. We discussed if the field should still be a part of the course now that it has been approved as a part of the new Sophia General Education Program. Based on survey data, we believe this experiential part of the course should still be in the course.

We noted that students who had identified themselves as probable Elementary Education majors answered the survey differently than those who identified themselves as probable Secondary Education minors. We speculated this might have to do with the fundamental differences in the worldviews of Elementary and Secondary teachers.

The Retreat concluded with Kitty outlining the assessments that will take place at the end of the semester. She noted that we will be using a survey of Cooperating Teachers at the end of Step 3 (student teaching) as a way to evaluate the program. We are also submitting questions aligned to the standards to Institutional Research for inclusion in the 1 and 5 year graduate surveys.

In addition, we will gather dispositional information from all three steps, field evaluations from all three steps, exit survey information from Step 3, Critical Reflection on the Standards written and oral presentation information, Education Portfolio and oral

presentation information, Cooperating Teacher and College Supervisor Formative and Summative information.

### **Principal Survey**

We reviewed the results of the survey of principals for the class of 2010. The survey has been rewritten to reflect current state standards. We received only 14 Elementary Education surveys and one Secondary. We brainstormed at length about how to get more surveys back. We will try emailing instead of sending a paper survey. One of the surveys was troubling. But those who knew this grad did not find her results surprising. All others were quite positive.

### **Praxis I**

A lengthy discussion occurred regarding applicant use of ASC or SAT scores in lieu of Praxis I. Generally, we like the fact that they won't be out the \$130 for Praxis I. It was suggested that we gather trend information on how our students perform. Does the Praxis score have any predictive capability? We will pull together 2011 through 2014 information and talk about it in the fall at our retreat.