



Fall Assessment Retreat August 24, 2011

The Education Department held its Fall Assessment Retreat on August 24, 2011. Kitty Green presented each department member with a packet of reports generated by Institutional Research over the summer regarding assessments done last spring semester.

Before beginning the review, she explained how assessment takes place at each Step.

Step 1:

- Application to the Department: The letter sent to applicants to the department was revised last January to include the requirements for admission in checklist form. GPA of 2.5, Praxis I scores or ACT composite of 24 or SAT composite of 1100, completed application that includes the **essay** and **two disposition forms** completed by two of the student's professors.
- Completion of the Disposition Survey.
- Field evaluations, both mid term and end of semester.

Step 2:

- Completion of the Disposition Survey
- Successful completion of AWP paper 1 (Elementary Education), the Critical Analysis on the Candidate's Performance of Teacher Standards at the Developing Level.
- Secondary candidates' successful of the written Critical Analysis in EDUC 346.
- Successful completion of the Oral Presentation of the Critical Analysis.
- Successful completion of AWP paper 2.
- Field evaluations, both midterm and end of semester.

Step 3:

- Completion of the Disposition Survey.
- Passing Praxis II.
- Passing the comprehensive in the major (Secondary).
- Completion of the Education Portfolio at the Proficient Level (Elementary Education major Comprehensive) both Elementary and Secondary.
- Formative and Summative evaluations by the College Supervisor.
- Formative and Summative evaluations by the Cooperating Teacher.
- Exit survey.

- Evaluation of the program by Cooperating Teachers.

Kitty presented the 3 questions that would guide the discussion:

- 1. What role does the assessment play in our assessment system?**
- 2. What did the assessment show us about our candidates and our programs?**
- 3. As a result of the data gathered, what do we need to do?**

Disposition Survey for Step 1, Step 2, and Step 3

- Where are the items listed in the survey taught? This question will be addressed at a future department meeting. Faculty should go through the survey and determine where she addresses the disposition.
- Survey needs to be done in EDUC 352 so that Music and Art students do it.
- Pages 8-11 include elementary and secondary. Are the numbers useful? Should we look at elementary and secondary in the different Steps? Yes, we will ask IR to separate Elementary and Secondary.
- We need to collect data from EDUC 201 students at the beginning and end of fall semester.
- Include an explanation of “not relevant”.
- We should break out numbers for specific content areas for secondary.
- Develop a code for listing double minors – our department first, then college minor; alphabetical order for two areas in our department.

Oral presentations of the Critical Analysis

- Inconsistent ratings from two faculty members – We need to clarify our expectations. Inter-rater reliability will be addressed at the upcoming workshop with Jessica.
- Break out the results of the five categories.

Praxis II scores from 08, 09, 10, and 11.

[80% of our students must pass for SPA recognition.]

- Numbers do not include ND students
- Delete Early Childhood – not a licensing area.
- Add Passing Score for Indiana
- Add Art
- Music scores are passing, but low.
- Clarify Reading Specialist scores – Include required score for Indiana and identify the test as a graduate level test.
- Add Mild Intervention Core Principles test.

In order to get SA recognition, we need “local” assessment – Comp. Exams will work. Check transcripts for comp. completion.

Standards-Based Performance Assessment of Student Teachers by both Cooperating Teachers and College Supervisors (first time by College Supervisors)

- This semester the college supervisors did the same assessment as the cooperating teachers.
- Create a Social Studies category.

- Cooperating teachers' scores are generally higher than those of the college supervisors. This seems reasonable since the cooperating teachers are with the student teachers every day.
- Note that 3 is Proficient and 4 is Outstanding.
- Should averages be included?

Portfolio evaluations by College Supervisors

- Indicate 3 as Proficient.
- Add secondary numbers for cooperating teachers and college supervisors.
- List by standards.
- One student received a 2.9 from her cooperating teacher.

Education Portfolio Oral Presentation evaluations by 2 faculty.

- Good inter-rater reliability
- Elementary and secondary means are closer.
- Break out by categories.

Exit Surveys by Student Teachers

- Positive self-assessments
- Secondary education scores in reading are higher than those in elementary education

The Assessment Committee shared the work it has done to update the conceptual framework. They presented the table they had developed to show the alignment of the framework and assessment measures.

Kitty shared the report on Basic W passage and student choice of major.

Review of reader recommendation for the W: 37% of the elementary education majors did not get the W the first time.

Insook will develop a chart that will show the AWP final passing scores and the number of times that revision was required.

These assessments provide insight into both individuals in the programs, as well as the programs, themselves.