

Take-Aways from Assessment Data through Spring 2012

- 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 cooperating teacher and college supervisor, oral presentation of critical analysis and AWP #2 scores.
- In general, scores received by students on assessments did not vary significantly between the cooperating teacher and college 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.