

Data-driven changes since the November 2005 visit

Data-Driven Unit Changes made 2005-2008

1. While the unit conceptual framework developed spring 2003 brought together the sectors of the unit to jointly develop a framework to provide direction for the unit, it was soon discovered that the same goals and candidate proficiencies across all preparation levels were not serving the different levels well due to distinct differences among the levels. Because of this ongoing concern, the conceptual framework developed spring quarter 2003 was revisited in early 2006 resulting in three different frameworks – one for *initial* teacher preparation, one for *advanced* teacher preparation, and one for *other professional school roles* preparation. While the vision, mission, philosophy, and purpose of the unit remained the same across the unit, the goals and candidate proficiencies were written to be more specific to the respective preparation levels. The newly developed conceptual frameworks were approved by the University Teacher Education Council (UTEC) during spring quarter 2006.
2. With the writing of the new conceptual frameworks, new assessments were developed for each preparation level to align with the new sets of candidate proficiencies. The new assessments were then implemented beginning autumn quarter 2006.
3. Following the implementation of the unit assessment system in 2004, feedback from the populations responsible for completing the assessments designed to assess candidate performances noted a lack of understanding of the prescribed rating scale – a six-point scale ranging from 1 to 6. In question was the meaning of each point on the scale. While the reliability studies of these instruments were strong, those required to use the instruments were frustrated in completing the assessments. Because of this feedback, the scale was revised when the new assessment instruments were developed to align with the new conceptual frameworks. The six-point scale was replaced with a five-point scale, with a descriptor for each point, and each question having different descriptors. This new scale was implemented autumn quarter 2006 at the time the new assessments were put into place.
4. As the new assessments were developed for the unit assessment system, changes in terminology were applied to the assessment system. “Transition point” was re-titled “decision point” and “benchmark” was re-titled “criterion.” These changes were made to explicitly communicate to program areas that the intent of the assessment system is that it is to be used for thoughtful decision-making regarding a candidate’s progression across a program. The expectation is that decisions will be made at each decision point based on a specified set of criteria, rather than simply moving from one point to the next. While program areas may use their professional judgments in making decisions about candidate progression, they are held accountable for documenting, as appropriate, why a candidate may move to the next decision point even though the criteria for movement have not been met. This aspect of the assessment system was implemented beginning autumn quarter 2006.
5. In preparation for autumn quarter 2006, the web-based data collection system used to maintain assessment data, the OSU Educator Preparation Assessment System, was modified to allow for the ongoing recording of decisions made regarding the movement of a candidate across her/his program from one decision point to the next. The System now provides a horizontal view of each candidate’s progression.
6. As of autumn quarter 2006, data facilitators were identified for each program area(s) and regional campuses. The individuals named to these roles are held accountable for working with the NCATE Data Manager in the ongoing dissemination and collection of candidate performance assessments. This role was created due to the large number of programs and candidates at the various decision

points each quarter across the five campuses. These individuals are held responsible for monitoring the completion of assessments and ensuring candidate decisions are made.

7. Two populations asked to complete the unit management and operations assessments were dropped spring quarter 2006. These populations were “unit administrators” and “graduates.” The reason for this change was duplication of collected data. Unit administrators are considered part of the professional education faculty and were asked to complete two assessments regarding the same basic issues. Input from graduates was gathered through the Teacher Quality Partnership (TQP) survey; again, a duplication of collected data, resulting in non-responses.
8. Advanced teacher preparation includes those individuals who possess a certificate and/or license to teach, but who return or enroll for the first time in the institution for the purpose of enhancing their skills as a P-12 teacher. During 2006-2007, each program was asked to respond to the following set of questions for the purpose of determining whether the program(s) they offer should be considered advanced teacher preparation.
 - a. Is the *purpose* of your graduate program to allow those holding a teaching license to obtain one or more additional licensure areas?
 - b. Is the *purpose* of your graduate program to allow those holding a teaching license to enhance their current knowledge and skills as a P-12 teacher?
 - c. Is the *purpose* of your graduate program to prepare individuals for enrollment in advanced graduate studies?

As a result of this study, the following programs were labeled Advanced Teacher Preparation:

- Adapted Physical Education
- Hearing Impaired
- Music Education
- Route B Career and Technical Education
- Visually Impaired

In addition, the following endorsement programs have been approved through the Ohio Department of Education as Advanced Teacher Preparation.

- Adapted Physical Education
- Career-Based Intervention
- Gifted Intervention Specialist
- Language Arts and Reading 4-6 Generalist
- Literacy Specialist
- Mathematics 4-6 Generalist
- Pre-Kindergarten Special Needs
- Reading K-12
- Science 4-6 Generalist
- Social Studies 4-6 Generalist
- Teaching English to Speakers of Other Languages

In accordance with the guidelines of the Ohio Department of Education, data regarding the candidates in these endorsement programs need not be collected until fall 2008 in preparation for the 2011 NCATE BOE visit.

9. A significant change since the November 2005 NCATE BOE visit has been the implementation of the annual educator preparation assessment retreat. While the first retreat was not held until February 1, 2008, it proved to provide a structure to facilitate unit analysis and interpretation of assessment data as well as unit decision-making. Previous efforts of sharing unit data through program area heads and expecting decisions to be made proved to be futile. Likewise, UTEC analysis, interpretation, and decision-making were not effective due to the small number of individuals involved. The retreat, with 106 attendees from across all program areas and representing all populations, provided a formal and efficient structure to achieve its purposes.

Data-Driven Programmatic Changes made 2005-2008

AGRICULTURAL EDUCATION

1. Student Teaching Handbook was updated based on feedback from cooperating teachers indicating that students were doing assignments at the last minute and feedback from university supervisors indicating that the records of evidence turned in at the completion of student teaching were declining in quality.
2. Modifications were made to program planning course based on Student Evaluation of Instruction Reports (SEIs) and qualitative feedback accompanying SEIs.
3. The Early Field Experience (EFE) Guidebook rubric was revised based on grades issued on the EFE were noted as less than quality work and from input from the focus group involved with grading the EFEs

ART EDUCATION

1. The criteria for admission items were revised based upon the new Decision Point 1 Professional Disposition Assessment I
2. Focused on “delivery and creation of instruction for all students” with candidates and mentors prior to Decision Point 2, based on revisions to the unit assessment system.
3. Introduced, as a pilot, candidates and mentors to all aspects of the new unit assessment system in the fall quarter orientation to assist them in preparation for the first student teaching site.

DRAMA EDUCATION

1. Because conversations with candidates confirmed that they were not “seeing” learning and teaching in field placements, a form was created for candidates to use their observations
2. Because of the realization from discussions with candidates that they were not seeing their field experiences as individual experiences, initiated use of Carmen site to record observations, allowing candidates to reflect collaboratively on field experiences.
3. Following an analysis of course work that candidates wanted to and needed to reflect back on work from previous assignments in the major, the decision was made to have course work used cumulatively.
4. Because students’ abilities to articulate their growth was significantly supported when they would use digital images and video clips presented in slideshows and digital stories, the decision was made to use electronic data for assignments and final portfolios.

EARLY CHILDHOOD EDUCATION

1. Based on feedback from principals and mentors, an advisory board was institutionalized.
2. Based on feedback from principals and mentors, developed a formative checklist based on PRAXIS III domains and criteria to be completed bi-monthly.

3. Based on feedback from professors, mentors, and candidates that candidates were not prepared to teach mathematics and science in preschool-grade 3, designed an additional mathematics course and an additional science course.
4. Based on meetings with program manager and aggregated data, revised technology from developing websites to more classroom practices.
5. Based on the need for increased consistency and improved candidate performance, developed template for meetings.
6. To ensure candidates receive necessary experiences prior to student teaching, developed suggested sequence for field placement from beginning of program through student teaching.
7. Based on candidate perceptions of lack of course relevance and lack of opportunities to implement practices, placed Inclusion course and Families and Communities course the same quarter to allow for integrated field placements.
8. Because candidates need to demonstrate competency to student teach, case study capstone was redesigned and placed at end of winter quarter.

EARLY AND MIDDLE CHILDHOOD EDUCATION (MARION CAMPUS)

1. Moved EDU T&L 739.xx to final quarter, based on comments from candidates and mentors.
2. Restructured schedule to sequence first and second method courses for MCE candidates.
3. Restructured student teacher evaluations to reflect the conceptual framework.
4. Changed student teacher handbook to reflect the conceptual framework.
5. Changed admissions application written response to speak to the professional dispositions.
6. Added topics to student teachers seminar based on student comments as to needed information.
7. Aligned student teacher evaluations with the conceptual framework, NCATE proficiencies, and Praxis domains and criteria.

EARLY AND MIDDLE CHILDHOOD EDUCATION (NEWARK CAMPUS)

1. Based on an analysis of the existing exit project, the exit project was revised.
2. Because of lack of student support in the content areas, focused assignment of faculty advisors.
3. Due to data gathered from course content review and evaluation of exit projects, better attention is given to selected topics in courses.
4. Based on feedback from school personnel, the delivery model has been restructured.
5. Based on an analysis of previous project assignments, pre- and post-assessments of student work to candidate projects has been added.

6. Based on research that showed the value of the field component to the development of teacher candidates, the timing of the field placement has been restructured to overlap quarters.
7. Due to candidate feedback and low enrollments, there is now flexible scheduling based on candidate and student needs.
8. Based on feedback from school personnel, there is now flexibly scheduling for some courses to be outside the regular university calendar.
9. Based on qualitative cases, and feedback from candidates and school personnel, a pilot a team-teaching course between special education and inclusion content and child guidance is in place.
10. Based on the analysis of exit projects, there is now a professional day for candidates on special education.
11. Based on the analysis of exit projects, and the need to support candidates' professional writing in how to appropriately integrated research, a writing instructor has been added to the program.
12. Based on the analysis of exit projects and program course content, a reflective thinking component to EDU PAES 289, EDU T&L 489, and EDU T&L 607.
13. Based on the lack of data on which to make decisions about student progress and readiness for student teaching, faculty retreats are held to discuss candidate progress.

EDUCATIONAL ADMINISTRATION

1. Because passport assessments were dropped and it is burdensome for one person to complete assessment, readiness assessment for the field experience is assessed as a faculty group.
2. Based on the need for many of the accelerated program candidates to work during the day, courses have been moved to the evening during the second summer of the program.

ENGLISH EDUCATION

1. Based on other institutional tools and prior capstone projects, revised the portfolio rubric to better align with Praxis III criteria.
2. Based on mentor feedback regarding the need for candidates to develop better methods for shared knowledge and communication, candidates, supervisors, mentor teachers and faculty have participated in shared readings in order to facilitate collaboration across roles and responsibilities.
3. Based on the professional standards of NCTE, the evaluative tools for the multi-day teaching project and end of quarter evaluations were revised to align with NCTE and Praxis standards.
4. Because past experiences and practice indicate a need to increase communication that directly addresses candidate development, the decision was made to create a dialogic journal book during student teaching. Pre-service teachers, university supervisors, and mentor teachers write observations and reflections about the candidates' progress and competency levels.

FAMILY AND CONSUMER SCIENCES

1. Because candidates needed to encounter learning/teaching effective practices earlier in the program, EDU P & L 309 Educational Psychology and teaching models like cooperative learning were added as course/experience requirements.
2. To align with the unit assessment system, candidates must complete and pass the PRAXIS II assessments as called for in the system.
3. To align with the unit assessment system, candidates must hold a 2.75 g.p.a.
4. In an effort to recruit more candidates into the program, FCS ED 640 is conducted online.

FOREIGN LANGUAGE EDUCATION

1. Based on results from target language interviews at Decision Point 1, now seat candidates with degrees in less commonly taught level 2 plus German foreign language dept for informal oral assessments.
2. Because the “extra” capstone component was found to be non-productive, the capstone was revised.

MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION

1. After 11 years of seeing that end-of-program comprehensive examination proved to be an ineffective exercise, the combination research project and comprehension examination was changed a research project only.

MIDDLE CHILDHOOD EDUCATION

1. Since 1998, the middle childhood license has been the license for those seeking preparation to teach grades 4-9. This license called for candidates to be prepared to teach two of the four major subject areas (mathematics, reading and language arts, science, and social studies). Because of the ongoing concern from school district leadership across the state, legislative action was taken to permit middle childhood education generalist endorsements to allow a candidate to expand their employability beyond the initial two content areas. Because program completers with the two subject area limitation were finding it difficult to find employment, the unit sought approval to offer middle childhood endorsements in each of the four content areas, allowing program completers to return through advanced teacher preparation to broaden the areas for which they were licensed. Approval was granted for all four endorsements.
2. Based on discussions with candidates and mentor reports during quarterly meetings with university faculty, three additional meetings were held with mentors to find ways to incorporate more on classroom management into the MCE curriculum.
3. Based on a student teacher’s lack of submission of acceptable lesson plans, student teacher was pulled from student teaching, he was provided with a refresher in writing lesson plans, and later reassigned to a new mentor. Student teaching was completed after an additional quarter.
4. Based on data from B.3.3, an additional course on diversity, EDU T&L 815 was added to the program requirements.

5. Because of low scores on grade 4 mathematics and language arts proficiency tests, second methods courses were added for mathematics, science and social studies.
6. Based on a review of the course content for EDU T&L 601, the number of credit hours was reduced from four to three.
7. Based on a review of the course content for EDU T&L 701, the course was dropped and the content was placed in EDU T&L 601 and EDU T&L 603 to enhance integration of the content.

MUSIC EDUCATION

1. Based on the standards for admission, data (e.g. teaching sample, observations from discussions and interactions with children on schools) from Music 470 (2nd year Music Ed. Course) is included in the decision for admission into initial teacher preparation.
2. Based on discussions with program completers, additional elective coursework was added in content/specialty areas: general, choral, wind, and string music education.
3. Based on data from advising reports and passage rates on Praxis II PLT test, more attention is being placed on the Praxis II learning and teaching principles in upper level method courses.

SCHOOL COUNSELING

1. Based on feedback from candidates and best practices in supervision, the decision was made to expand the centers for placements to include elementary and middle schools.
2. Based on informal data regarding the performance of candidates, admission criteria have been discussed to provide greater consistency in the evaluation of applications.
3. Based on conversations about candidates' strengths and challenges in field placements, a performance rubric was created for school counseling field experiences that makes all professional expectations clear.
4. Because inaccurate information in handbooks and lack of a handbook for supervisors creates differential expectations and communication problems, the student handbook was revised and site supervision handbook was created.

SOCIAL STUDIES EDUCATION

1. Candidate evaluation and suggestions from meetings with field professors drive changes in content of methods courses.
2. Three-way conferences, observation forms, and one-on-one interviews with candidates drive topics for student teaching seminar.

TECHNOLOGY EDUCATION

1. Because candidate anecdotal feedback that some undergraduate/graduate courses were at too high a level, revised professional curriculum in undergraduate program.
2. Based on formal feedback from candidates and mentors, candidates may stay in the same placement twice.

3. Based on formal feedback from supervisors, make group placements in middle schools autumn quarter and in high schools winter quarter.