

## **Report of the First Annual Educator Preparation Assessment Retreat**

### **Educator Preparation Unit The Ohio State University**

**February 2008**

The National Council for Accreditation of Teacher Education (NCATE) Standard 2 requires educator preparation units to have “an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.” To intentionally address the intent of this standard, the improvement of candidates and the unit and its programs, the unit instituted an annual assessment retreat for the primary purpose of providing a formal structure setting for making decisions based upon assessment data collected over the 12 months. The First Annual Educator Preparation Assessment Retreat was held at 807 Kinnear Road, Room 201, from 11:30 a.m. - 4:00 p.m. on Friday, February 1, 2008. The agenda for this retreat follows:

#### **AGENDA**

- 11:00 Registration Begins
- 11:30 Lunch and Table Group Review of Unit Profile
- 12:00 Welcome, the Accreditation Status of the Educator Preparation Program, and Overview of the Afternoon and Introductions (R. Smith and S. Stroot)
- 12:15 Preparation for the April 20-22, 2008 Focused Visit (T. Bordenkircher)
- 12:25 Use of Candidate Data to Make Decisions re: Candidates (J. Das)
- 12:30 Review of Unit Profile (S. Stroot)
- 12:45 Table Group Identification of Unit Level Areas for Improvement
- 1:30 Reaching Consensus on Unit Level Areas for Improvement (R. Hite)
- 2:00 BREAK and Regroup by Program Areas
- 2:15 Review of Program Profiles and Making Program Decisions

The power point slides used to facilitate the retreat may be found in Appendix I of this document..

One hundred six (106) individuals attended the retreat. This number included candidates, data facilitators, field placement coordinators, graduate teaching associates, institutional and unit administrators, professional education faculty, mentors, school partners, and university supervisors. Those in attendance represented the following program areas.

<b>Program Area</b>	<b>Number Who Attended</b>
Agricultural Education	2
Art Education	8
Dance Education	1
Drama/Theatre	1
Early Childhood Education & Middle Childhood Education	28
Educational Administration	6
English Education	9
Family Consumer Sciences	4
Foreign Language Education	3
Hearing & Visually Impaired	3
Integrated Business Education & CT	5
Math, Science, & Technology	6
Music Education	1
Physical Education	5
School Counseling Education	4
School Psychology Education	1
Social Studies Education	4
Special Education	2
Speech-Lang. Pathology/Audiology	1
University Teacher Education Council	1
Ohio Department of Education	2
Other	9

Retreat participants were reminded of the current accreditation status of the unit and of the reasons for that status as summarized below.

<i>Accreditation Status: Accreditation with Conditions: Initial and Advanced Levels</i>
<i>Standard NOT Met: Standard 2: Assessment System and Unit Evaluation</i>
Standard 2 Areas for Improvement:
<ol style="list-style-type: none"> <li>1. The unit-wide assessment system has not been fully implemented.</li> <li>2. The unit does not systemically use assessments to make decisions about candidates, programs, and the unit.</li> <li>3. Candidates are not adequately informed across all programs about the evaluation criteria at each assessment point in the system.</li> <li>4. The unit does not require all candidates to meet criteria delineated within each transition points as a requirement for progressing to the next level.</li> </ol>

As noted above, the primary purpose of the retreat was to provide a formal structure for making decisions based upon assessment data collected over the 12 months. Following a review of the Unit Profile for 2006-2007, the following were offered as recommendations for the unit as a whole.

- Recommendations made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  1. Field placement handbooks should include the conceptual framework, unit assessments used to monitor candidate performances, and criteria for movement from one decision point to the next.
  2. Revise rubrics used for the admission of students into programs to align more closely with Professional Dispositions Assessment I.
  3. Ensure that all candidates have opportunities for multiple placements in diverse environments.
  4. Professors must consistently model best educational practices in their own teaching.
  5. An entire program faculty should assess a candidate's readiness to begin the initial field experience.
  6. Opportunities need to be increased for candidates to demonstrate a variety of teacher generated assessments and to explain how those assessments influence future lessons and state testing.
  7. Each program area needs to identify where and when classroom management is addressed in their program.
  8. Opportunities need to be increased for candidates to meet with parents and discuss student progress.
  9. Mentors need to be more involved in making field placement decisions.
  10. During field placements, candidates need to provide evidence of their abilities to communicate with parents by using a variety of methods.
  11. Conferences with candidates and respective parties (mentors, university supervisors, etc.) need to be held to jointly complete assessments, discuss issues raised in evaluations, create plans to address such issues, and schedule follow-up meetings.
  12. Placement schedules need to be reviewed to allow for consecutive days in the field.
  13. Candidates should develop portfolios aligned with the candidate proficiencies assessed in the respective candidate assessments.
  14. Communication needs to be enhanced with mentors.
  15. Faculty need to help candidates more.
  16. Candidates need to be provided with strategies for more meaningful reflection.

17. The professional dispositions, *schools as a reflection of society and teachers as agents of change* and *a belief that all students can learn and achieve reasonable standards and expectations*, need to be better articulated to candidates.
18. Each program area needs to identify where and when scope and sequence is addressed in their program.
19. Work with mentors to emphasize, in their work with candidates, the following:
  - 19.1 reflecting on practice
  - 19.2 planning and organizing meaningful learning experiences to help all students learn
  - 19.3 working with parents
  - 19.4 synthesizing research and policies that impact their work
  - 19.5 using data to make instructional decisions.
20. Change the grading system for internships, where applicable, from S/U to A-E to allow reflection on how satisfactory is a candidate's performance.
21. Ensure that those expected to complete unit assessment forms clearly understand the content and criterion of the respective assessment instrument.
22. Make revisions to the web-based data collection system used to maintain the unit assessment system as follows:
  - 22.1 add the criterion for each assessment at each decision point on the respective assessments.
  - 22.2 add a "comment" box at the bottom of each assessment.
  - 22.3 add an "alert system" when specific action by an assessor needs to be taken.
  - 22.4 add an "alert system" for program heads when candidates do not meet assessment criteria.
  - 22.5 review window tabs to identify those needing to be reworded to make their functions clearer and to add window tabs to distinguish between completion tracking and decision making.
  - 22.6 move "Preview All Forms" and add other public unit assessment system documents, such as guidelines for sample letters of recommendations aligned with Professional Dispositions Assessment proficiencies, to the initial screen of the <https://ncate.osu.edu> web site for public review.

23. Make revisions the unit assessment system as follows:
  - 23.1 consider having the program head determine whether ITP Professional Dispositions Assessment II should be optional for completion by a mentor.
  - 23.2 the value of the statement *Insufficient evidence is available to make a judgment about the applicant being able to develop the expectation* in Professional Dispositions Assessment I should be changed from “0” to NA so as to have no value when the mean for an item is calculated.
  - 23.3 review the “criterion levels” for each decision point to assess whether the expectations are currently too high.
  - 23.4 review the statistical analyses used for presentation of the data in unit and program profiles for the Annual Educator Preparation Retreat.
  - 23.5 require passage of the Praxis II PLT as a requirement for admission to clinical practice.

**These recommendations are in the process of being forwarded to UTEC for final review and approval.**

Recommendations made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat by program are as follows:

#### AGRICULTURAL EDUCATION

- 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.
- Modifications were made to program planning course based on Student Evaluation of Instruction Reports (SEIs) and qualitative feedback accompanying SEIs.
- 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
- Decision made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Assist mentors in consulting data for the EFE and provide an opportunity for the cooperating teacher feedback based on because of lack of mentor assessments and because feedback from mentor is critical to professional growth

## ART EDUCATION

- The criteria for admission items were revised based upon the new Decision Point 1 Professional Disposition Assessment I
- 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.
- 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

- 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
- 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.
- 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.
- 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.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - With the realization that a candidate had “failed” when assessments showed them as competent, need to show how criteria for admission to program is used to guide admission decisions.
  - With the realization that a candidate had “failed” when assessments showed them as competent, need to show how criteria for successful completion of field experience and clinical practice are used.
  - Need to follow the agreed upon criteria at each decision point.

## EARLY CHILDHOOD EDUCATION

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

- 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.
- Based on meetings with program manager and aggregated data, revised technology from developing websites to more classroom practices.
- Based on the need for increased consistency and improved candidate performance, developed template for meetings.
- To ensure candidates receive necessary experiences prior to student teaching, developed suggested sequence for field placement from beginning of program through student teaching.
- 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.
- Because candidates need to demonstrate competency to student teach, case study capstone was redesigned and placed at end of winter quarter.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on data from Decision Points 2 and 4 regarding candidate proficiency B.4.4, consider requiring family participation course EDU T&L 674 even if candidates have had parenting class as undergraduates.
  - Based on data from Decision Points 2 and 4 regarding candidate proficiency B.1.1, university supervisors need to instigate conversations with candidates and mentors regarding students' backgrounds and experiences to better see how candidates can better meet this proficiency.
  - Based on data from Decision Points 2 and 4 regarding candidate proficiency B.3.4, increase conversations among mentors, university supervisors, and candidates about what it means to be culturally responsive to all students.

#### EARLY AND MIDDLE CHILDHOOD EDUCATION (MARION CAMPUS)

- Moved EDU T&L 739.xx to final quarter, based on comments from candidates and mentors.
- Restructured schedule to sequence first and second method courses for MCE candidates.
- Restructured student teacher evaluations to reflect the conceptual framework.
- Changed student teacher handbook to reflect the conceptual framework.
- Changed admissions application written response to speak to the professional dispositions.

- Added topics to student teachers seminar based on student comments as to needed information.
- Aligned student teacher evaluations with the conceptual framework, NCATE proficiencies, and Praxis domains and criteria.

#### EARLY AND MIDDLE CHILDHOOD EDUCATION (NEWARK CAMPUS)

- Based on an analysis of the existing exit project, the exit project was revised.
- Because of lack of student support in the content areas, focused assignment of faculty advisors.
- Due to data gathered from course content review and evaluation of exit projects, better attention is given to selected topics in courses.
- Based on feedback from school personnel, the delivery model has been restructured.
- Based on an analysis of previous project assignments, pre- and post-assessments of student work to candidate projects has been added.
- 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.
- Due to candidate feedback and low enrollments, there is now flexible scheduling based on candidate and student needs.
- Based on feedback from school personnel, there is now flexibly scheduling for some courses to be outside the regular university calendar.
- 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.
- Based on the analysis of exit projects, there is now a professional day for candidates on special education.
- 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.
- 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.
- 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

- 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.
- 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.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Due to lack of data to assess candidates prior to the field experience, return to use of passports that faculty completed at end of courses.
  - Because passports reflect dispositions, decouple passport assessments from course grades.

#### ENGLISH EDUCATION

- Based on other institutional tools and prior capstone projects, revised the portfolio rubric to better align with Praxis III criteria.
- 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.
- 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.
- 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

- 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.
- To align with the unit assessment system, candidates must complete and pass the PRAXIS II assessments as called for in the system.
- To align with the unit assessment system, candidates must hold a 2.75 g.p.a.
- In an effort to recruit more candidates into the program, FCS ED 640 is conducted online.

- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on program data for Decision Point 4 and the 100 percent passage rates on Praxis II and III, the program structure will continue as is.
  - Based on data that most candidates are rated as having “some evidence” of the Professional Dispositions at Decision Point 1, additional evidence needs to be collected on the seven dispositions in first course (FCS ED 289).
  - Based on the languages used on the conceptual framework, change the language used in program from “action research triangulation” to “multiple data sources” and when discussing “effective teaching practice” need to use “best and most promising”

#### FOREIGN LANGUAGE EDUCATION

- 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.
- Because the “extra” capstone component was found to be non-productive, the capstone was revised.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on the need to review the data more frequently, add regularly scheduled meetings of GTAs, Program Manager, and Program Faculty
  - Due to the alarming nature of discrepancies between ratings of university supervisors/mentors and candidates, conversations need to occur among university supervisors, mentors, the program manager, and faculty to establish consistency of key words and statements.
  - Based on the data reviewed, establish annual/semi-annual meeting of Foreign Second Language Education faculty and staff to discuss alignment of goals, expectations descriptors, and objectives for program

#### INTEGRATED BUSINESS EDUCATION

- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on data for B.1.1 and B.1.3, explore ways to strengthen candidates subject matter expertise.
  - Based on data for B.1.4 and B.1.5, program needs to have subject-specific methods course for business disciplines.

- Based on data for B.1.4, program should have faculty with appropriate content/pedagogy expertise to improve student performance.

#### MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION

- 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.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on Decision Point 2 data, candidates struggle with assessment, EDU P & L 607 instructors designed assignments for assessment.
  - Based on Decision Point 2 data (B.1.2, B.1.4, and B.1.5), EDU P&L 607 instructors will adjust the content of the course to address perceived student proficiencies related to learning expectations.
  - Based on proficiency B.1.5, assessment content now included as part of EDU T&L 742.02.
  - Because interns not making growth as shown by supervisor reports and seminar discussion, interns now write three goals for each quarter connected to standards.

#### MIDDLE CHILDHOOD EDUCATION

- 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.
- 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.
- 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.
- Based on data from B.3.3, an additional course on diversity, EDU T&L 815 was added to the program requirements.

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

- Based on the standards for admission, data (e.g. teaching sample, observations from discussions and interactions with children on schools) from Music 470 (2<sup>nd</sup> year Music Ed. Course) is included in the decision for admission into initial teacher preparation.
- Based on discussions with program completers, additional elective coursework was added in content/specialty areas: general, choral, wind, and string music education.
- 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.
- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Based on the percentage of candidates not passing Praxis II PLT test, postpone, through student advising, Psych and EDU P&L courses to the final year of the program, closer to the time of taking the test.

#### SCHOOL COUNSELING

- 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.
- Based on informal data regarding the performance of candidates, admission criteria have been discussed to provide greater consistency in the evaluation of applications.
- 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.
- 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

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

#### SPEECH AUDIOLOGY and PATHOLOGY

- Decisions made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:
  - Though ratings are very good on Professional Dispositions Assessments, continue to review candidates' records and meet with each one individually for an admissions conference as has been done.
  - Although Professional Dispositions Assessment I ratings are high, include in a new candidate application form that will serve as an information giving and mutual commitment making document that focuses on the Unit's conceptual framework and the Unit's assessment system.
  - Although Professional Dispositions Assessment I ratings are high, determine pool/selection of candidates earlier in their graduate careers, having one-on-one conferences by second quarter of 1<sup>st</sup> year of MA year versus first quarter of 2<sup>nd</sup> year.
  - Based on Field of Work Professional Knowledge Assessment D.2.2, incorporate our departmental coursework and clinical experience check sheet to help assess status of each candidate re: understanding of field work.
  - Based on Field of Work Professional Knowledge Assessment D.2.2, explicitly tie in, during initial admission conference, the relationship between performance in courses/clinical with candidacy preparation status.
  - Based on Field of Work Professional Knowledge Assessment B.1.2, have candidates go into the schools with technology packets showing mentors how they can incorporate technology (writing in symbols, boardmaker, digital recorders, IEP software).

#### TECHNOLOGY EDUCATION

- Because candidate anecdotal feedback that some undergraduate/graduate courses were at too high a level, revised professional curriculum in undergraduate program.
- Based on formal feedback from candidates and mentors, candidates may stay in the same placement twice.
- Based on formal feedback from supervisors, make group placements in middle schools autumn quarter and in high schools winter quarter.
- Decision made at the February 1, 2008 First Annual Educator Preparation Assessment Retreat are as follows:

- Collect feedback from candidates and mentors regarding the placement of candidates five days per week instead of four days per week autumn quarter.