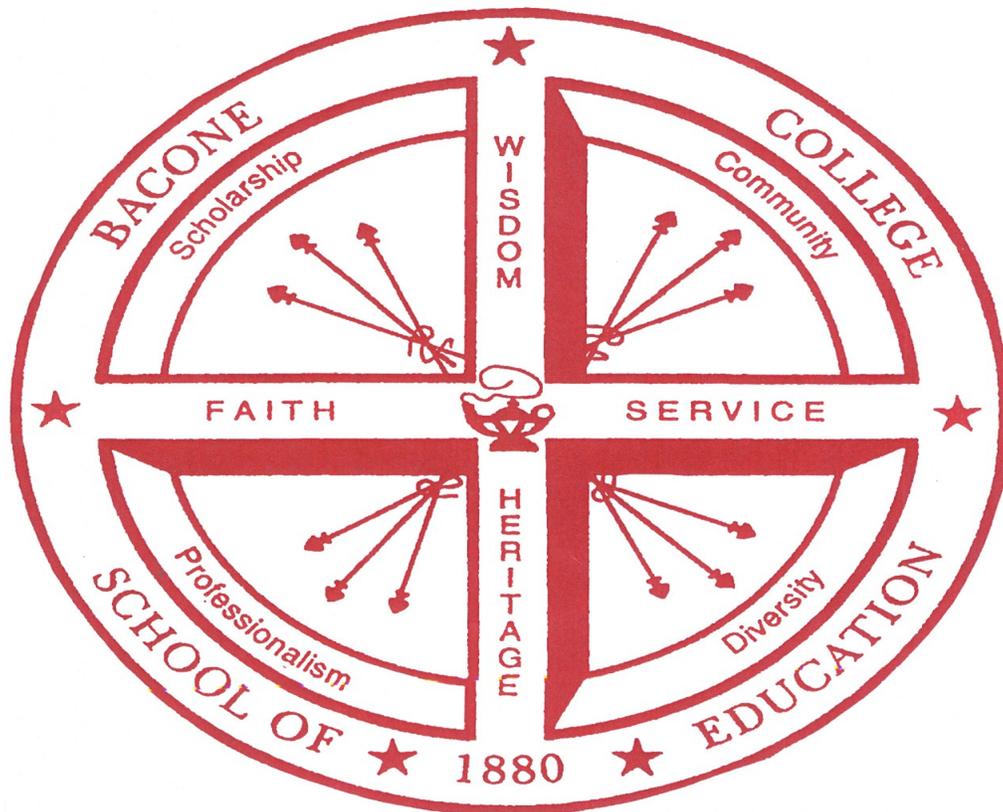


***BACONE COLLEGE
SCHOOL OF EDUCATION***



***DATA ANALYSIS & REVIEW
EXECUTIVE SUMMARY
2010-2011***

Bacone College
School of Education
Dr. Sally Nichols-Sharpe, Ed.D.
Acting Dean

June 22, 2011

Bacone College is very proud of our Teacher Education Program and our teacher candidate's knowledge, skills, and dispositions upon graduation from our program. Each year Bacone College's School of Education reviews all data collected for the year for all of the teacher candidates. The purpose of the annual review is to analyze data collected from the previous year and use that data to make logical and systemic changes to improve our Teacher Education Program.

Currently, Bacone offers three teacher education degrees in Early Childhood Education, Elementary Education, and Health & Physical Education. Data is reviewed based on individual degree programs and for the unit (all programs combined) as a whole. Each summer the Data Analysis Coordinator disaggregates data by program and for the unit as a whole. The initial review is conducted by teacher education faculty and data driven changes are created for each individual program and for the unit. The faculty also reviews changes made from the previous year to analyze if improvement has been documented through new data or if additional changes need to be implemented.

A critical component in the development of teacher candidate field experiences, assessments, data analysis, and program improvement is input from our collaborative partners. The Professional Education Council at Bacone College is comprised of School of Education Faculty, General Education Faculty, Head Start Personnel, and Public School Teachers, Principals, and Superintendents. The information we receive from those working directly in the field is vital if we are to graduate teacher candidates who will be highly qualified, effective teachers.

Changes to Early Childhood Program Based on Data Analysis and Review

Early Childhood Evaluations for Program Report

Developmental Profile Child Case Study

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

PED 2603 Human Growth and Development is a course taken by all three (HPE, ECH, ELE) degree majors. Early Childhood majors are now using this assessment for their program reports. In order to meet ECH standards a few additional items were added, mostly in the area of family relationships and dynamics. The program report summary indicated that it supported the change from using grades to meet assessment 2 (Content knowledge) to using the developmental profile.

ECH Lesson Plan Composite

One of the student teachers struggled with the overwhelming amount of work that comes with student teaching. In the past she was able to write appropriate lesson plans, but during student teaching had a difficult time in writing goals and objectives and aligning these goals with assessments. Overall the rest of the scores ranged between developing proficient and proficient.

- Lesson plan description, rubric and scoring guide updated to add Common Core to all areas that addressed PASS.

ECH Student Teaching Evaluations

Student

Both teacher candidates rated themselves between developing proficient and proficient. The one student teacher who struggled throughout her student teaching believed she improved and rated herself well above the evaluations by her mentor or college supervisor.

Mentor Data reveals that the candidate scored at the developing proficient and proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

- Need to make sure that when providing mentor training that it is stressed that there would be no additional areas to improve upon to be proficient. The scores are more in range with where they should be, but there is still a difference between the mentor scores and the college supervisor.

College Supervisor

Data reveals that the candidate scored mostly at the developing proficient and proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

Composite

Data reveals that the candidate scored mostly at the developing proficient and proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

ECH Teacher Work Sample

Data reveals that the candidate scored mostly at the developing proficient and proficient level on all aspects of this assessment. Scores accurately reflect the quality of the work produced by these teacher candidates. At this time there are no changes needed based on assessment data.

Early Childhood Advocacy Project

Scores accurately reflect the quality of the work produced by these teacher candidates. At this time there are no changes needed based on assessment data.

The scoring rubric had been revised for the program report and used this spring.

Additional Changes to the Program

With the addition of a new Family Involvement Plan assessment for the program report the Preschool Practicum Projects Description of Assignment, Scoring Guide, and Rubric will be revised to remove several items related to standard # 2 Building Family Relations. Those items are now in the Family Involvement Plan.

Changes to Elementary Program Based on Data Analysis and Review

Elementary Evaluations for Program Report

ELE Lesson Plan Composite

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

- Lesson plan description, rubric and scoring guide updated to add Common Core to all areas that addressed PASS.
- Descriptors for Reading, Writing, and Oral Language revised due to feedback from program report.

ELE Student Teaching Evaluations

Student

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

Mentor

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

- Need to make sure that when providing mentor training that it is stressed that if an item is not observed to leave the item blank and not to give it a zero.

College Supervisor

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

Composite

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

ELE Teacher Work Sample

Data reveals that the candidate scored at the proficient level on all aspects of this assessment.

- Descriptors for Reading, Writing, and Oral Language revised due to feedback from program report.

Developmental Profile Child Case Study

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

PED 2603 Human Growth and Development is a course taken by all three (HPE, ECH, ELE) degree majors. Early Childhood majors are now using this assessment for their program reports. In order to meet ECH standards a few additional items were added, mostly in the area of family relationships and dynamics. The additions are not in conflict with either HPE or ELE standards. All three degree programs will use the newly developed Developmental Profile Child Cases Study description and scoring guide beginning in the fall of 2011. Using one description and

scoring guide will provide less confusion for candidates than using different descriptions and scoring guides.

- The newly developed Developmental Profile Child Cases Study description and scoring guide will be used beginning in the fall of 2011.

ELE Integrated Unit of Study

Data reveals that the candidate scored at the proficient level on all aspects of this assessment. At this time there are no changes needed based on assessment data.

- For the ELE Integrated Unit of Study the description, rubric and scoring guide was updated to add Common Core to all areas that addressed PASS.
- Descriptors for subject areas have been condensed to one line item for each subject, additional line items were added; Demonstrates knowledge and ability to integrate multiple subjects into a lesson (ACEI 3.1) and Demonstrates knowledge, understanding, and skill in developing positive and collaborative learning environments that fosters active engagement in learning. (ACEI 3.4)

Additional Changes to ELE Program Assessments

All description of assignments, rubrics, and scoring guides has been reviewed to ensure that all ACEI standards have been updated to align with ACEI Standard changes that were revised in 2007.

Changes to Health & Physical Education Program Based on Data Analysis and Review

Health & Physical Education Evaluations for Program Report

HPE Lesson Plan

HPE candidates continue to perform well on lesson plan evaluations. Scores ranged from a 1 (developing proficient) to 2 (proficient). There are two recommendations being made for the HPE lesson plan description, scoring guide, and rubric. The first is to add Common Core to the section on PASS. Common Core standards will be taught beginning in the fall of 2011 for the unit. The second addition is to add “How will you differentiate instruction to meet the needs of diverse learners” to the section on adaptations in the lesson plan description. Lesson plan data reveals that candidates generally address adaptations related to IEP and not for range of abilities, learning styles, etc. This concept is addressed in the lesson plan scoring guide and rubric.

- Add Common Core to lesson plan description, scoring guide, and rubric.
- Add “How will you differentiate instruction to meet the needs of diverse learners” to the adaptation section of the lesson plan description.

HPE Student Teaching Evaluations

Student: Teacher candidate’s self-evaluation reveals that they all believe that they are performing in developing proficient/proficient range, except for: „Uses a variety of developmentally appropriate assessments”, “Interprets & uses learning/performance data to guide instruction”, and “Communicates information in a variety of ways (e.g. bulletin boards, music, posters)”.

Mentor: Mentor evaluations reveal that they all believe that they are performing in developing proficient/proficient range, except for: “Integrates content and processes from multiple disciplines to accomplish the stated objectives”.

College Supervisor: College supervisor's evaluations reveal that they all believe that they are performing in developing proficient/proficient range, except for: "Communicates information in a variety of ways (e.g. bulletin boards, music, posters)".

Composite: The composite evaluations reveal that they all believe that they are performing in developing proficient/proficient range, except for: "Communicates information in a variety of ways (e.g. bulletin boards, music, posters)".

- Add Common Core to lesson plan description, scoring guide, and rubric.
- Emphasize in methods course work the idea of „Uses a variety of developmentally appropriate assessments”, “Interprets & uses learning/performance data to guide instruction”, and “Communicates information in a variety of ways (e.g. bulletin boards, music, posters)”.

HPE Teacher Work Sample

Over all teacher candidates scored at the developing proficient/proficient level. Teacher candidates scored at 75% not proficient level for “Unit provides learning experiences that allow students to integrate knowledge and skills from multiple subject areas”.

- Emphasize developing knowledge and skills in integrate knowledge and skills from multiple subject areas in methods coursework.

Developmental Profile Child Case Study

HPE candidates all scored within the developing proficient/proficient level. PED 2603 Human Growth and Development is a course taken by all three (HPE, ECH, ELE) degree majors. Early Childhood majors are now using this assessment for their program reports. In order to meet ECH standards a few additional items were added, mostly in the area of family relationships and dynamics. The additions are not in conflict with either HPE or ELE standards. All three degree programs will use the newly developed Developmental Profile Child Cases Study description and scoring guide beginning in the fall of 2011. Using one description and scoring guide will provide less confusion for candidates than using different descriptions and scoring guides.

- The newly developed Developmental Profile Child Cases Study description and scoring guide will be used beginning in the fall of 2011.

HPE Classroom Behavior Management Plan

HPE candidates all scored within the developing proficient/proficient level. At this time no changes are recommended.

HPE Evaluation of Lesson Taught

HPE candidates all scored within the developing proficient/proficient level. At this time no changes are recommended.

Additional Changes to Program Report

- NASPE has revised their standards from 10 to 6. The standards for NASPE on descriptions, scoring guides and rubrics need to be revised on program documents.
- NASPE has added a fitness component for HPE candidates. In what course and how this assessment will be monitored needs to be decided. This assessment needs to be developed and implemented. A description of the assignment, the scoring guide, and rubric needs to be developed.

Proposed Changes to Teacher Education Unit Assessments

Artifacts

Log of Interventions

The data from the log of interventions strategies continues to show strong indication that teacher candidates are proficient in the knowledge, skills, and dispositions needed to work with diverse students. Based on teacher candidate and instructor input the template used for the individual logs is confusing. There is not currently a description that clearly describes exactly what needs to be included in the logs or what type of information needs to be included.

- Develop a user friendly template and description for the assignment for the Log of Intervention Strategies.

Developmental Profile Child Case Study

The Early Childhood Program made the decision to use the Developmental Profile Child Case Study as part of their program report to meet content knowledge. Several additional line items were added to the rubric. The additions included; Knows and understands family characteristics, Family involvement in child's development, Knows and understands the multiple influences on development and learning, and Knows about assessment partnerships. The development of the child case study occurs in PED 2603 Human Growth & Development. This course is open to all teacher education majors. The additions are supported by both ACEI and NASPE standards. To lesson confusion the newly developed description of the assignment, scoring guide and rubric will be used by all three majors. Data reveals teacher candidates scoring developing proficient/ proficient with a range of 1.2-2.

- Implement the new Developmental Profile Child Case Study description of assignment, scoring guide, and rubric for ECH, ELE, & HPE majors in the fall of 2011.

Classroom/Management Plan / Positive Guidance Plan

This semester only HPE majors completed this assignment. Teacher candidate data reveals that they are scoring in the developing proficient/ proficient area with a range of 1.5-2 . At this time no changes will be recommended for this assessment.

English Language Learners Paper

This is the third year that teacher candidates have completed this assessment. Data reveals strong knowledge and dispositions in this assessment with teacher candidates scoring from a 1.9-2. Teacher candidates write about strategies that indicate possible skills, but do not have actual field experience working with ELL students. Feedback from candidate surveys suggests a need for practical experience working with ELL students.

- Consideration of field experience for teacher candidates to work with ELL Students.

Teacher Work Sample Unit

The Teacher Work Sample provides key data in the area of teacher effectiveness. Teacher candidates provide at least two samples of pre and post data to demonstrate their effectiveness on student learning. Our candidates continue to demonstrate strong proficiency in all areas of the TWS. Over all candidates demonstrated overall a developing proficient/proficient score with a range of 1-1.8. For HPE candidates' one area of weakness was in "Unit provides learning experiences that allow students to integrate knowledge and skills from multiple subject areas". For ECH and ELE Candidates two areas

indicated a need for further instruction: “Uses assessments with modifications that match diversity in learners” and “Explains how results from assessment were used to guide instruction”.

- For HPE candidates an emphasis on curriculum integration from multiple subject areas needs to be focused on in methods courses.
- For ELE and ECH Candidates an emphasis on assessments aligned with diversity and the use of assessment to guide instruction needs to be focused on in methods courses.

Lesson Plans

HPE and ELE candidates continue to demonstrate strong skills in lesson plan development. There were several areas where one ECH candidate scored low. Due to only 2 candidates this skews the data.

The areas were writing goals and objectives as outcomes (what the students will learn as a result of the lesson) and aligning the outcome with the assessment. In the past this has been an issue and greater emphasis has been placed on writing goals and objectives in methods course work.

The major change will in writing lesson plans will be the change from PASS to Common Core. The unit voted in May 2011 to make this change in the fall of 2011 where common core will be used.

- Emphasis in writing goals and outcomes.
- Change from PASS to Common Core.

Reflective Journal

Student teachers write three reflections a week on topics of their choice. The self selected topics do not always align with the rubric. The instructor for PED 4202 Educational Seminar needs to spend more time covering the rubric’s criteria and to ensure that these criteria are addressed during seminar. The other issue is a lack of alternative solutions in ways to address an issue in the future. More in class time needs to be spent practicing generating alternatives. Overall candidates performed well with a range of developing proficient to proficient (1.1 – 2).

- Practice generating alternatives to a variety of teaching situations.

Evaluations

Video – Self Evaluation

This rubric is completed by the student teacher. Data reveals that our stronger student teachers rate themselves lower and our weaker candidates rate themselves higher. Time needs to be spent in class evaluating instruction for each criterion and possibly the instructor providing the candidate an evaluation of their video done by the instructor after they have turned their evaluation in.

- Practice evaluating instruction and more time spent in understanding the criteria for the self evaluation of a teaching video.

Evaluation of Lesson Taught

All teacher candidates demonstrated steady improvement over the semester in the scoring on the evaluation of lesson taught rubric. All teacher candidates scored in the developing proficient/proficient

range.

Student Teaching Evaluation – Final Composite

For the unit evaluation the final, composite evaluation was used from student teaching. This year an emphasis was placed on training the mentors on how to appropriately use the instrument. Due to low numbers data would be skewed on inter-rater reliability. There is still a distinct difference between the college supervisor and mentor teacher. Further instruction should be given to mentors on how to use the rubrics associated with student teaching.

- More training on rubric use for mentor teachers.

Teacher Program Evaluation (Student & Mentor)

Data reveals that both teacher candidates and mentor teachers both rate the teacher education program at the developing proficient/proficient range. Criteria that rated higher than 50% by mentors in the developing proficient area were: “Teacher Candidate knows and understands curriculum integration processes” and “Teacher Candidate uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner”. Both of these items were addressed to some extent in the Teacher Work Sample Evaluation.

- Emphasis on integration of subjects and assessment strategies to evaluate and modify the teaching/learning process need to be included in all methods coursework.

Residency Year Program Evaluation

Data reveals that teacher candidates, a mentor teacher, and principals rate the teacher education program at the developing proficient/proficient range. Due to the elimination of the state residency year program it has become difficult to track graduates. It is not known if the program will be brought back after the two year hiatus.

Surveys

Candidate Survey I

Candidates felt that by the time they had applied for admission to teacher education they had been prepared between the developing proficient/proficient ranges of 1.1-1.4. There is always a sense among faculty that our good teacher candidates feel that there is still a lot to learn and our poorer teacher candidates feel that they know all they need to know. Most teacher candidates do not add comments on the survey to identify what areas they feel that they have not been prepared as well as they think they should have.

- Hold a focus group discussion in PED Foundations of Education to gather qualitative data on candidate’s preparation up to that point in their education.

Candidate Survey II

Overall candidates and mentor teachers feel that our candidates have been well prepared by the end of their student teaching experience. Scores fall within the developing proficient/proficient ranges, 1.3 to 1.5. Feedback from candidates indicate that they believe more time needs to be spent preparing for the state tests.

- Need to include more test preparation for the OSAT and OPTE in both methods and pedagogy coursework.

General Education Faculty Recommendations (2)

General education faculty recommendations average between the developing proficient/proficient ranges, 1.2 to 1.4 on dispositions. Feedback from faculty tends to indicate issues with work ethic not a lack of ability for candidates who score in a lower range.

- Need to emphasize work ethic and professional behaviors and dispositions throughout the program.

School of Education Faculty Recommendations (2)

SOE faculty evaluations of candidates prior to student teaching demonstrate that candidate's scores ranged between developing/proficient and proficient. (1.7-2)

Check Point Data

Checkpoint I

Only one of the candidates took and passed the OGET prior to applying to teacher education. One candidate received a "D" in the course and will not be admitted to Teacher Education. The rest will be admitted conditionally with one semester provided to meet the conditions. Conditions range from a lack of a passing OGET score, missing general education faculty evaluation, and one has a 2.44 GPA.

- This year letters to candidates will include identified strengths and weaknesses. The rationale for doing this is based on students who have been admitted to teacher education but have not been successful in either completing the program or have faced major issues at Checkpoint II or III.

Check Point II

All three candidates for admission to student teaching do not meet requirements. We are waiting on OGET test scores for two of the candidates. If a candidate does not pass the OGET they will not be allowed to student teach. Two candidate's need to submit approved national background checks.

Check Point III

Seven candidates successfully completed student teaching and have graduated from the program. Three of the seven have completed all requirements to receive their teaching certificate.

TEST SCORES

OGET

This year two candidates took the OGET and both passed. The OGET prep class has helped to improve our overall scores from a 44% in 2006 to a 90% pass rate in 2009-2010.

OSAT

This year 4 candidates took and passed the OSAT exam. Candidates completing the program have expressed a need for more test preparation for the OSAT exam.

- Need for more test preparation in methodology and pedagogy coursework.

OPTE

This year 4 candidates took and three passed the OPTE exam. Candidates completing the program have expressed a need for more test preparation for the OPTET exam.

- Need for more test preparation in pedagogy coursework.

Additional Evaluations

HPE Motor Skills

HPE candidates scored between a 1.9 and 2 on their motor skills evaluation. At this time there is no need to change this assessment.

Oklahoma Reading Test (ECH & ELE Majors)

Seven candidates took the reading exam with four passing. Candidates were given study guides prior to the exam. The three candidates who failed had just completed their second semester course in literacy development and assessment.

- There needs to be a stronger emphasis in REA 3203 and REA 3303 on the five areas of fluency and preparation for this exam. SOE could also hold a test prep ion prior to the exam.

Additional Areas to be addressed:

- During the final SOE Faculty meeting it was agreed that candidates need more experience in giving oral presentations. It is recommended that all face-to-face coursework have an oral component.
- SOE faculty decided not to hold the Scholarly Endeavors event for the academic year 2011-2012. The rationale for this decision is based on the high level of needs of our students. In trying to prepare for this event some area of the curriculum is eliminated or not given the time it deserves.
- Syllabi for ECH, REA, ELE, and PED are being reviewed. Format for all syllabi will be aligned with the Bacone College format. Learning goals and objectives will be reviewed to ensure that all SPA standards and OSAT competencies are being addressed. The HPE syllabi will be reviewed for format, but until a HPE coordinator is hired the syllabi will not be reviewed for alignment with OSAT competencies.
- SOE Faculty adopted a new grading policy for all SOE faculty and adjuncts that will go into effect in August 2011. The policy states that all assignments are due on a due date or it will lose 50% of the grade before review. No assignment will be accepted after it is two weeks past due.