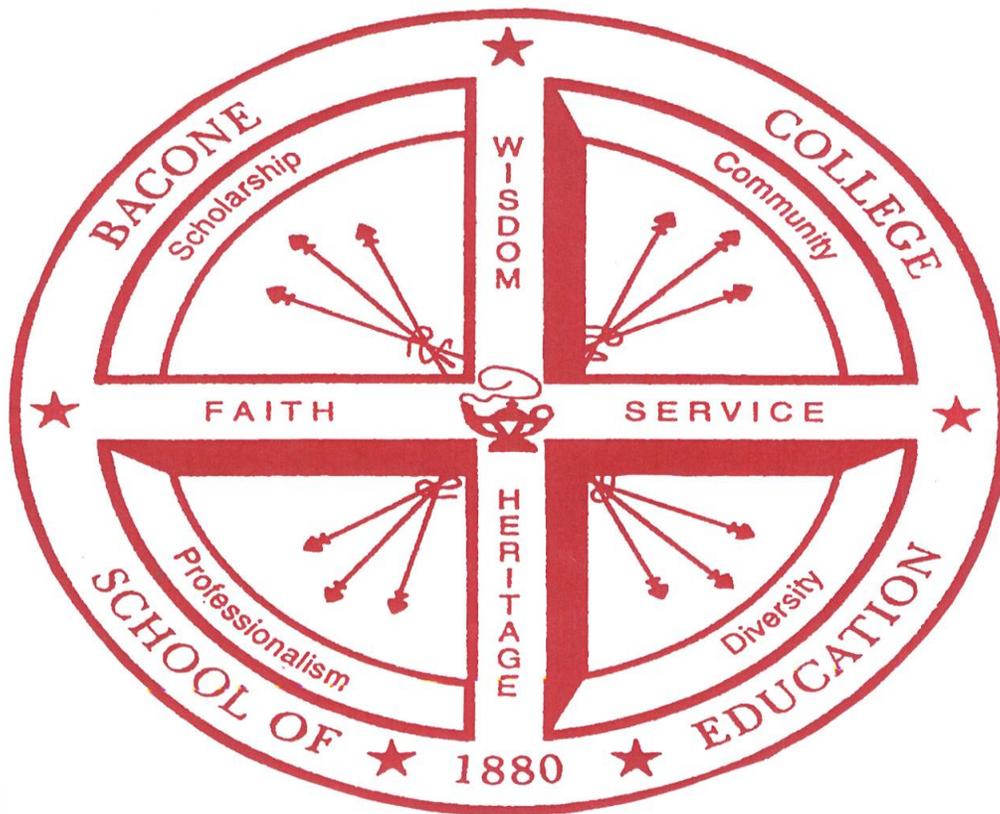


***BACONE COLLEGE
SCHOOL OF EDUCATION***



***DATA ANALYSIS & REVIEW
EXECUTIVE SUMMARY
2011-2012***

July 12, 2012

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.

This document contains the analysis and proposed changes to our program for the 2011-2012 academic year. Posted at the Bacone College website (www.bacone.edu/) is the documentation of all of the raw data. I encourage you to provide critical feedback so that our program is able to provide the highly qualified teachers needed in our PreK-12 schools today. Please submit your suggestions by e-mail to sharpes@bacone.edu or by phone at (918) 781-7291.

Sincerely,

Sally Nichols-Sharpe, E.d.D.
Dean, School of Education
Bacone College

Proposed Changes to Unit & SPA Assessments

UNIT 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.

Developmental Profile Child Case Study

The development of the child case study occurs in PED 2603 Human Growth & Development. This course is required for all teacher education majors. 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. Additional standards for NAEYC were added and are supported by both ACEI and NASPE standards. To lesson confusion the newly developed description of the assignment, scoring guide and rubric were used by all three majors. Data reveals teacher candidates scoring in the developing proficient/ proficient range and that the new rubric works well.

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. 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 in the developing proficient/proficient range. 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. In the 2010-2011 review it was suggested to add field experience with ELL students. This did not occur due to the already large number of field experience. In the fall of 2012 it is suggested that a guest speaker attend the class to talk about the struggles and best practices when working 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 a developing proficient/proficient score. Last year it was suggested that a larger focus be placed on integrating additional subject areas for HPE units. Candidates successfully accomplished the integrations, even though mentors in HPE found this unnecessary.

Lesson Plans

HPE candidates continue to demonstrate strong skills in lesson plan development. This year

Common Core Standards were added as requirements for all 3 degree programs.

- We will continue to focus on the development of knowledge and skills in the use of Common Core standards across the curriculum.

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. Last year it was suggested that "Practice generating alternatives to a variety of teaching situations". Candidates were asked to number at least two alternatives at the end of each reflection. Just adding the numbers helped in getting the candidates to complete the alternatives. Overall candidates performed well with scores of developing proficient to proficient.

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 criteria and possibly the instructor providing the candidate an evaluation of their video done by the instructor after they have turned their evaluation in.

- Numbering on the scoring guide was based on 17 items, when in fact there were 18. This has now been corrected on the scoring guide.

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. This was a suggestion in 2010-2011 and continues to be an issue.

- 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. Feedback from mentors and principals indicate that teacher candidates are well prepared for their student teaching experience.

Residency Year Program Evaluation

We had no residency year teachers in 2011-2012.

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. 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.

Candidate Survey II

Overall candidates and mentor teachers feel that our candidates have been well prepared by the end of their student teaching experience. All scores fell within the developing proficient/proficient ranges.

General Education Faculty Recommendations (2)

General education faculty recommendations average between the developing proficient/proficient ranges 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. One candidate had a criteria under professionalism rated as not proficient. This area has been discussed with the candidate and is being monitored.

TEST SCORES

OGET

This year 30 candidates took the OGET and 10 passed. From May 2011- May 2012 we had a 33% pass rate for the OGET. Several of the candidates took the test and failed multiple times.

OSAT

This year 2 HPE candidates took and passed the OSAT exam. From May 2011- May 2012 we had a 100% pass rate for the OSAT. Candidates in 2010 completing the program expressed a need for more test preparation for the OSAT exam. In the spring of 2012 Bacone served as a practice site for the new HPE OSAT exam. Eighteen HPE majors were able to take a practice

test and receive a voucher for \$35.00 to use toward one of their three exams.

OPTE

This year 3 candidates took and three passed the OPTE exam. From May 2011- May 2012 we had a 100% pass rate for the OPTE. Candidates completing the program in 2010-2011 expressed a need for more test preparation for the OPTET exam.

- In the spring of 2012 more test preparation was integrated into the course design.

Oklahoma Reading Test (ECH & ELE Majors)

The three candidates who failed this test in 2010-2011 retook the test this fall. All three passed the exam.

SPA Assessments

The following data review is for those assessments used only for a program report for a specific SPA.

Early Childhood Education

All description of assignments, rubrics, and scoring guides has been reviewed to ensure that all NAEYC Standards have been updated to align with NAEYC Standard changes that were revised in 2011.

Family Involvement Plan: This year the Family Involvement Plan was implemented for the first time. This assessment is integrated as part of the preschool practicum project. Aspects of family involvement were removed from the preschool practicum project and additional criteria were added to strengthen candidates work with families. The assessment results indicated that candidates scored in the developing proficient/proficient range.

Elementary Education

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.

Data reveals that the candidate scored at the developing proficient/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)

Health & Physical Education

Changes to HPE Program Report Assessments

* For the HPE program report we will now combine the lesson plan assessment and the evaluation of lesson taught.

* For the last few years candidates have taken the fitness gram during HPE 2112 Motor Skill Development. Candidates are now being re-assessed in HPE 4202 Test and Measurements to demonstrate a candidates overall fitness and ability to demonstrate motor skills. In the Fall of 2012 we will begin to disaggregate data for candidates.

* The Middle School Fitness Assessment has replaced the Developmental Profile Child Cases Study for the program report. This spring was the first time this assessment was conducted. Results demonstrated overall developing proficient skills in all areas. Results have provided the instructor beneficial information in developing new teaching strategies to ensure candidates understand material and expectations for this assignment.

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)".

Common Core was added to lesson plan description, scoring guide, and rubric.

Areas addressed from 2010-2011 and reviewed in 2011-2012:

- During the final SOE Faculty meeting in 2011 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. We will continue to require all face-to-face course work to require oral presentations. The more the candidates present orally the more comfortable they become with the process.
- 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. In 2012 faculty again voted not to present the Scholarly

Endeavors event. With minimal faculty there are not enough of us to put on such a complicated event.

- 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. For the 2011-2012 academic year we hired a new HPE coordinator, but we were unable to complete a review of all syllabi. Syllabi were reviewed to ensure that they all met the Bacone format and included the SOE grading policy.
- 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. Overall this new policy worked well for those faculty who enforced it. We have inconsistency within faculty on enforcement of this policy.