Revision of FSEHD Unit Assessment Systems

Update on Progress

August 24, 2009

Exit Assessment

- Current
  - *Exit Portfolio:*
    - *School Analysis*
    - *Implemented Unit Plan with lesson plans and assessments of student learning*
    - *Professional Development Reflection*
  - Other, program-specific requirements, as appropriate
  - Student Teaching Final Evaluation
    - Student Teaching Final Evaluation
    - *Observation Report (but no data collected)*
    - Cooperating Teacher Evaluation
    - Teacher Preparation Program Evaluation
    - School Site Evaluation
- Revised
  - Teacher Candidate Work Sample
  - Teacher Candidate Observation and Progress Report (3)
  - Revised dispositions assessment
  - Other unit wide requirements, as appropriate
  - Student Teaching Final Evaluation
    - Student Teaching Final Evaluation
    - Cooperating Teacher Evaluation
    - Teacher Preparation Program Evaluation
   - School Site Evaluation

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Teacher Candidate Work Sample (TCWS)

- Organized around seven teaching processes critical to producing improved P-12 student learning:
  - Use of student and classroom <u>context</u> to design instruction
  - Use of instructional unit learning <u>goals</u> that addressed local and state content standards
  - Use of pre-post and formative <u>assessment plan</u> to guide instruction and measure and report learning results
  - <u>Design of instruction</u> for all students that addressed unit learning goals and were aligned with concepts and processes assessed
  - <u>Instructional decision making</u> based on continuous formative assessment
  - <u>Analysis and reporting of learning</u> for all students and significant groups
  - Reflection and <u>self-evaluation</u> of teaching and learning
  - <u>Reflection</u> on student teaching

TCWS Design, Pilots, & Implementation

- TCWS drafted Summer 2008; introduced at 8/08 faculty retreat
- TCWS emailed to faculty in 8/08
- 3 faculty piloted TCWS—Fall 2008
- 9 faculty piloted TCWS--Spring 2009
- TCWS emailed to faculty in 4/09
- Feedback on TCWS solicited during 4/09 faculty retreat and via 4-5/09 email survey
- Feedback collected at 5/09 Pilot Debriefing meeting; all faculty were invited to attend
- Item analyses of TCWS data conducted in Summer 2009
- TCWS reviewed/revised in Summer 2009
- Revised TCWS introduced at 9/09 faculty retreat; electronic copy will be sent to all faculty following retreat

TCWS Pilot Results
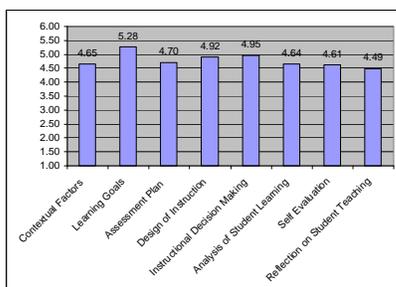
Highest Rated TCWS Indicators

- Clarity of Learning Goals: mean=5.41
- Alignment (of Learning Goals) with National, State or Local Standards: mean=5.36
- Appropriateness (of Learning Goals) for Students: mean=5.35
- Alignment (of Assessment Plan) with Learning Goals and Instruction: mean=5.22
- Alignment (of Design for Instruction) with Learning Goals: mean=5.19

Range: 4.13-5.41

Lowest Rated TCWS Indicators

- Use of Technology (in Design for Instruction): mean=4.43
- Knowledge of General Characteristics of Students: mean=4.40
- Implications (of Self-Evaluation) for Professional Development: mean=4.37
- Adaptations (of Assessment Plan) Based on the Individual Needs of Students: mean=4.32
- Planning, Action and Reflection (on Student Teaching): mean=4.13

Range: 4.13-5.41

TCWS Pilot De-Briefing

- **What worked well? What were some strengths or positive aspects of the TCWS?**
  - Candidates really learned from doing the TCWS. It helped them look at their practice in new ways (especially the assessment piece)
  - The TCWS has a legitimacy in that candidates teach a unit, talk about and describe it, and take it apart
  - Candidates liked the cohesiveness of the TCWS; it seemed interconnected, linked across pieces
  - Clear expectations, relevant. Allowed faculty anchor discussion on candidates' specific work.
  - The layout is cohesive; one piece leads to another.
  - Having to design pre and post assessments, and write up the assessment and instructional decision-making pieces were meaningful for students, unlike the Exit Portfolio, which is more like busy work
  - TCWS engendered rich conversation with candidates about how they knew their students had learned; prompted a lot of reflection
  - TCWS was easier for candidates to complete than the Exit Portfolio. It's more cohesive and things are spelled out more clearly. The Exit Portfolio is not as clear to students and evaluators
  - The TCWS has cohesiveness. It gives candidates the opportunity to connect the dots. The Exit Portfolio has rich artifacts, but candidates don't typically see a connection among them
  - Components of the Exit Portfolio are in the TCWS but the TCWS asks candidates to step back. It requires a different level of reflection.
  - TCWS pointed out places in the program to do things better, emphasize more

TCWS Pilot De-Briefing

- How prepared were candidates?
  - Candidates need more exposure to classroom assessment, earlier in their program, including interpreting graphs and summarizing data.
- Suggestions for revision?
  - The assessment section should be more specific in terms of expectations
  - Reduce the number of learning goals candidates must analyze to perhaps 2 goals
  - Consider combining the Self-Evaluation and Analysis of Student Learning
  - Provide a model unit plan
  - Consider pushing up due dates for TCWS pieces so candidates can reflect on faculty comments on TCWS
  - Reexamine Contextual Factors rubrics
  - Samples of candidate work are needed
  - Additional rubric needed for content to satisfy some SPA requirements
  - Consider a separate TCWS grade/score for organization, writing, citing sources, general presentation of the TCWS. **
  - A cover sheet is needed for tallying and summarizing scores, sign off, revisions made, etc. **

** Still need to be addressed

TCWS Item Analyses

- Analyses of pilot data:
  - Descriptive statistics
  - Reliability
  - Item discrimination

TCWS Reliability

TCWS Component	Cronbach's Alpha
Contextual Factors	.89
Learning Goals	.83
Assessment Plan	.75
Design of Instruction	.91
Instructional Decision Making	.87
Analysis of Student Learning	.87
Self-Evaluation	.85
Reflection on Student Teaching	.61
Overall	.94

Revised TCWS

- Instructions have been enhanced and clarified
- Rubrics have been revised
- There is increased consistency in format
- Models of Assessment Plan and Design for Instruction are provided
- Candidates evaluate themselves on 2 unit objectives
- Self-Evaluation is combined with Analysis of Student Learning
- Candidate Reflection on Student Teaching Experience has more depth
  - Not requiring candidate to discuss how the RIPTS and CF were reflected in student teaching

Teacher Candidate Observation and Progress Report (OPR)

- Implemented 3x during student teaching
- Organized around PAR
- Observation indicators (completed by CT or CS) related to:
  - Planning
  - Action: implementation, content, climate, classroom management
  - Reflection
  - Overall Capsule Rating
- Included goals for next observation
- Progress indicators (completed by CT) related to:
  - Professional behavior
- Designed to demonstrate candidate growth

OPR Design, Pilots, & Implementation

- OPR drafted in Summer/Fall 2008
- 8 faculty piloted OPR-Spring 2009
- OPR emailed to faculty in 4/09
- Feedback on OPR solicited during 4/09 faculty retreat and via 4-5/09 email survey
- Feedback collected at 5/09 Pilot Debriefing meeting; all faculty were invited to attend
- Item analyses of OPR data conducted in Summer 2009
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OPR Pilot Results
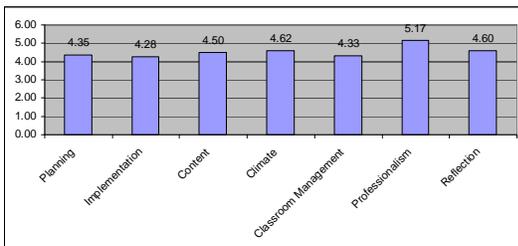
Highest Rated OPR Indicators

- The teacher candidate is on time, dresses professionally, and is prepared: mean=5.30
- The teacher candidate attends, pays attention, and when applicable, is an active participant in department and faculty meetings and other meetings involving her students (i.e., IEP meetings): mean=5.21
- The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty: mean=5.21
- The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues: mean=5.21
- The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner: mean=5.14
- The teacher candidate is a thoughtful listener to her students, her colleagues, and parents: mean=5.14
- The teacher candidate is able to accept constructive feedback and make the appropriate adjustments: mean=5.14

Range: 4.08-5.30

Lowest Rated OPR Indicators

- The teacher candidate uses multiple modes of assessment (formative and/or summative) to measure student learning: mean=4.21
- The lesson plan indicates how objectives are aligned with GLEs, GSEs, and/or appropriate standards: mean=4.19
- The lesson plan takes into account the individual needs of all children: mean=4.17
- Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts: mean=4.14
- The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions: mean=4.08

Range: 4.08-5.30

Sensitivity of OPR to Growth over Time
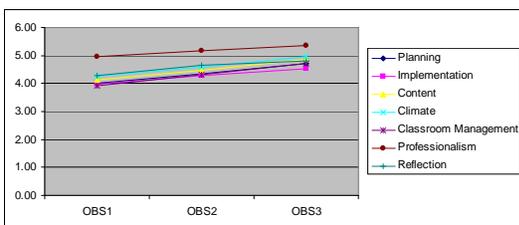
Growth from OBS1 to OBS3
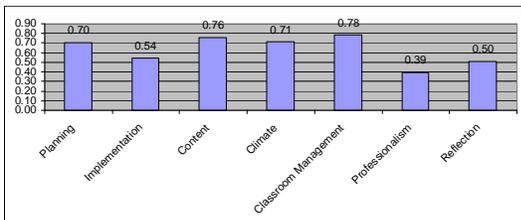
OPR Pilot De-Briefing

- **What worked well? What were some strengths or positive aspects of the OPR?**
  - The instrument was immediately clear to cooperating teachers
  - Piloting faculty liked the focus on goals for next time. This was not written into the old observation form, so students did not see goals for the next observation as so important
  - The format of the report helped some faculty feel that they did not need to document/script every component of the lesson observed
  - The organization of the instrument into sections made it easier to organize than a straight narrative

OPR Pilot De-Briefing

- How prepared were candidates?
  - Not an issue.
- Suggestions for revision?
  - Cooperating teachers need to be trained to use the instrument
  - FSEHD needs to stop using partnership districts with no technology, as this hinders candidates
  - Make it explicit that candidates at beginning of student teaching are not expected to have scores of 5 or 6 (or even 3 or 4)
  - Page layout and formatting need to be improved
  - The instrument needs to allow for embedded section(s) customized to specific content areas (e.g., science, early childhood ed., foreign language)

OPR Reliability

OPR Component	Cronbach's Alpha
Planning	.96
Implementation	.94
Content	.93
Climate	.94
Classroom Management	.93
Professionalism	.95
Reflection	.96
Overall	.99

Revised OPR

- Number of indicators reduced in some sections
- Technology indicators added to Ongoing Progress section completed by CT
- Observer asked to identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate
- Wording and formatting made more consistent

Going forward with the TCWS and OPR

- Fall 2009: Faculty encouraged to use TCWS and OPR at Exit
  - Training/orientation will be provided in fall
- TCWS and OPR will be available electronically
- Spring 2010: Full implementation of TCWS and OPR by all faculty

FSEHD Unit
Preparing To Teach
Assessment
for Initial Programs

PTT Assessment

- Current
  - Implemented Lesson Plan
  - Reflective Essay
  - Self Disposition Evaluation
  - Faculty Disposition Evaluation
  - Other unit wide requirements
- Proposed
  - Implemented Lesson Plan (with new rubric)
  - Mini Work Sample
  - Revised dispositions assessment(s)
  - Other unit wide requirements

Implemented Lesson Plan

- Same as current but evaluated using an abbreviated version of the FSEHD Observation and Progress Report
  - To establish consistency in assessment across time
  - To help candidates internalize unit expectations
- It is expected that teacher candidates at PTT will be at an earlier stage of development on the indicators than candidates at Exit

Mini Work Sample

- A unit plan
- Focused on 3 of the teaching processes evaluated in a full TCWS
  - Learning goals and unit objectives aligned with state or SPA content standards;
  - An assessment plan designed to assess student learning before, during and after instruction, and;
  - A design for instruction
- Same prompts and rubrics as in full TCWS
  - To establish consistency in assessment across time
  - To help candidates internalize unit expectations
- Performance expectations lower for candidates at PTT than at Exit

Going forward with the Implemented Lesson Plan and Mini Work Sample

- Fall 2009: Seeking faculty to pilot both
- Both will be available electronically
- Spring 2010: Full implementation by all faculty

Dispositions

- Validity study indicated we are not measuring them well; NCATE agrees
- Faculty have expressed desire to revisit dispositions
- Assumptions:
  - Professional Dispositions are professional *attitudes*, *values*, and *beliefs* demonstrated through verbal and non-verbal behaviors.
  - Professional Dispositions are linked to the unit's Conceptual Framework.
  - Professional Dispositions are not assessed directly; rather, they are assessed based on observable verbal and non-verbal behaviors in college classroom and field settings

Dispositions Development

– Summer 2009 faculty survey asked faculty to:
  - Rate criticality of dispositions from the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and faculty suggested dispositions (Scale: 6=Very critical; 1=Not at all critical)
  - Offer open ended suggestions for dispositions
– 70 respondents who teach:
  - Initial candidates only: 37%
  - More initial candidates than advanced candidates: 31%
  - Equal proportion initial and advanced candidates: 10%
  - More advanced candidates than initial candidates: 5%
  - Advanced candidates only: 12%
  - Unknown: 5%

Dispositions Survey Results

- Open ended responses overlapped with closed ended items
- Overall item ratings ranged from 4.42-5.56 (mean=5.23)
- Ranking of items by faculty instructing all/mostly initial candidates correlated with ranking by faculty instructing all/mostly advanced candidates (r=.60**)
- 23/26 highest ranked items same for advanced and initial faculty

Dispositions Survey Results

- Examined data from various perspectives
- Ultimately focused on survey items with mean scores above the mean of all items (5.24)
- Noted patterns/similarities among those dispositions
- Conducted factor analysis
- 5 underlying dimensions revealed

Revised FSEHD Professional Dispositions (Draft)

- PASSION FOR LEARNING
  - Committed to continuous learning; enthusiastic about one's content area(s)/discipline(s); willing to learn new knowledge and skills
    - *Conceptual Framework: KNOWLEDGE*
- ADAPTABILITY
  - Values flexibility and reciprocity; believes that plans must be open to adjustment and revision; values ongoing assessment; committed to refining practice.
    - *Conceptual Framework: PEDAGOGY/PRACTICE*
- COMMITMENT TO EQUITY
  - Respects constituents as diverse individuals; disposed to use constituent strengths as basis for growth; appreciates multiple perspectives; is fair; believes all constituents can learn/advance
    - *Conceptual Framework: DIVERSITY*
- CARING NATURE / CONCERN FOR OTHERS
  - Concerned about all aspects of constituents' well-being; is willing to consult with others and receive help to promote constituent well-being; respectful of others' privacy and confidentiality
    - *Conceptual Framework: PROFESSIONALISM*
- WORK ETHIC
  - Reliable and trustworthy; takes pride in one's work; responsible for one's actions; has integrity; is willing to take initiative, follow through, and work cooperatively
    - *Conceptual Framework: PROFESSIONALISM*

Dispositions-Next Steps

- Gather faculty feedback on the 5 dispositions
- Solicit examples from faculty and cooperating teachers of observable behaviors that are examples of the dispositions
  - College classroom and field settings
  - Positive and negative
- Decide on format/content/timing of dispositions assessment(s)
- Survey to be administered very soon…

Career Commitment Essay

- Designed to assess initial dispositions and writing skills
- Being phased out due to longstanding concerns
- 8/19/09-4/16/10: B or better in WRTG 100 OR passing CCE score plus current dispositions assessments
- After 4/16/10: B or better in WRTG 100 plus new dispositions assessment(s)
  - WRTG 100 requirement waived for 2nd degree, RITE, MAT applicants

Thank you for your input
and your patience.