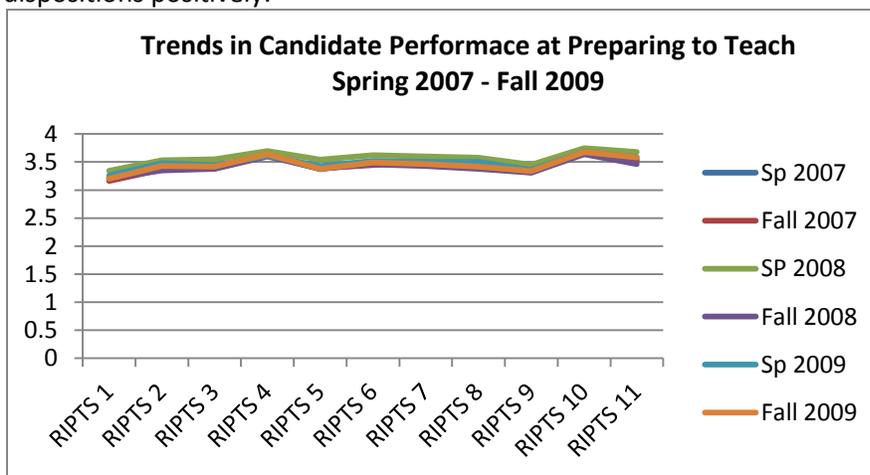


WHAT ASSESSMENT DATA TELL US ABOUT CANDIDATES' MEETING PROFESSIONAL, STATE, AND INSTITUTIONAL STANDARDS:

Initial Teacher Preparation

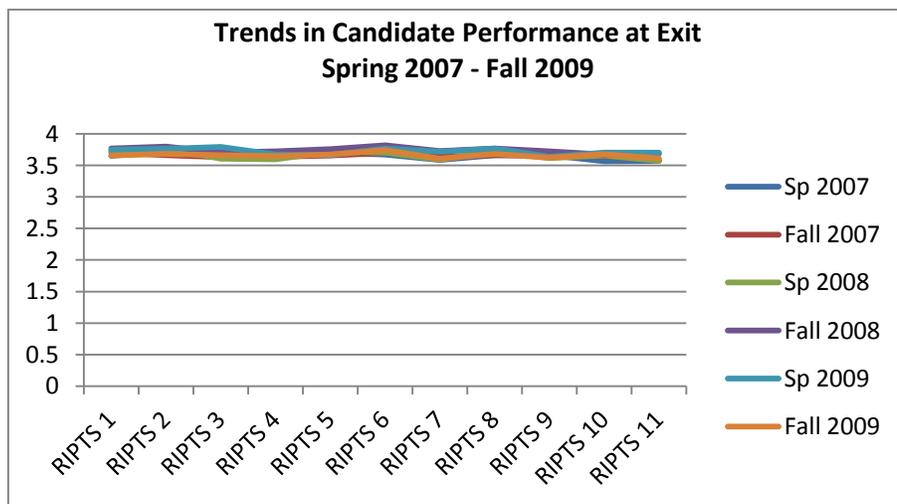
Initial Teacher Preparation Programs

Grade point averages of FSEHD initial teacher preparation programs applicants exceeded the minimum requirement of 2.50 by a large margin. Mean GPAs in 2008-09, 2009-10, and 2010-11 were 3.31, 3.32, and 3.3, respectively. Over the three years, mean dispositions ratings of applicants by FNED 346 faculty ranged from 3.1 to 3.6 on a scale of 1 (low) to 4 (high). Mean disposition ratings awarded by service learning supervisors are consistently "near perfect," ranging from 3.7 to 3.9 on the same scale. FSEHD faculty perceived applicants to be strongest in Self-Reflection, Lifelong Learning, and Advocacy for Children and Youth, with means ranging from 3.42 to 3.47. In contrast, applicants Professional Work Characteristics were rated markedly lower, with a mean of 3.27. Nevertheless, faculty ratings of applicants on all dispositions exceed 3.0 on a four point scale, indicating that they viewed applicants' dispositions positively.

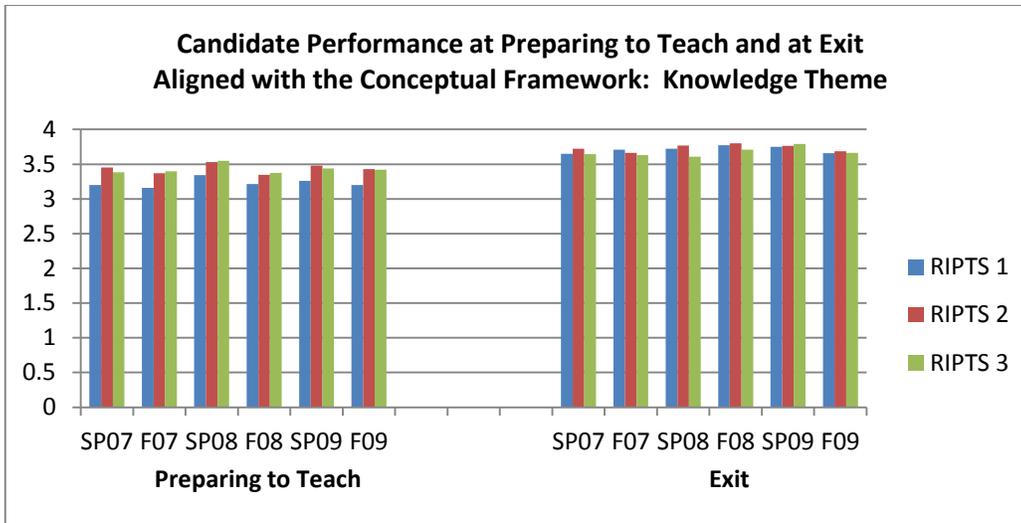


Teacher candidates are assessed at the Preparing to Teach point through artifacts aligned to the Rhode Island Professional Teacher Standards (RIPTS). These data reflect scores on artifacts completed prior to student teaching. The data reflect high levels of performance among teacher candidates but little variability over time. Trends reflect minor differences between RIPTS. Candidates consistently score lowest on RIPTS #1: *Teachers create learning experiences using a broad base of general knowledge that reflect an understanding of the nature of the world in which we live.* The current general education program is being revised to provide more opportunities for candidates to weave core knowledge into their disciplines. Data in future semesters may reflect improvement in RIPTS #1 after this change is implemented. At Preparing to Teach, candidates consistently demonstrate highest performance on RIPTS #10: *Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals* and on RIPTS #4: *Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.* While minor differences are present, a revised assessment system will increase opportunities to improve the unit through data analyses.

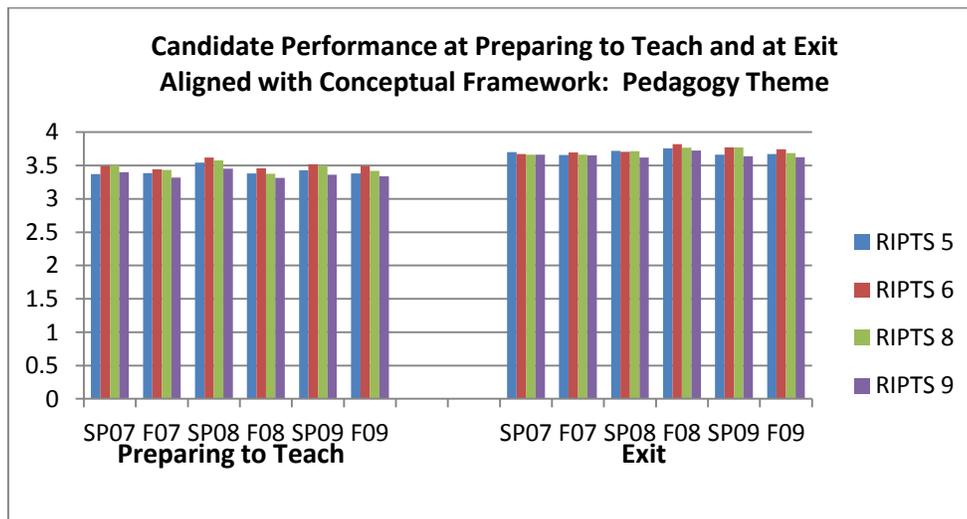
Teacher candidates are also assessed at the Exit point through artifacts aligned to the Rhode Island Professional Teacher Standards (RIPTS). Data reflect scores on artifact completed during the student teaching experience. As with the data from the Preparing to Teach point, scores reflect high levels of candidate performance at Exit. Minor growth between Preparing to Teach and Exit points can be seen across most RIPTS. Candidates maintained high levels of proficiency in RIPTS #10 (professionalism) and RIPTS #4 (diversity) during the student teaching experience. Improvement can be seen between Preparing to Teach and Exit in the RIPTS #1 (general knowledge). Future revisions to the assessment system will be completed with an eye on improving opportunities to examine teacher candidate strengths and weaknesses at the exit point. These opportunities will enable the unit to make appropriate adjustments to help strengthen learning experiences.



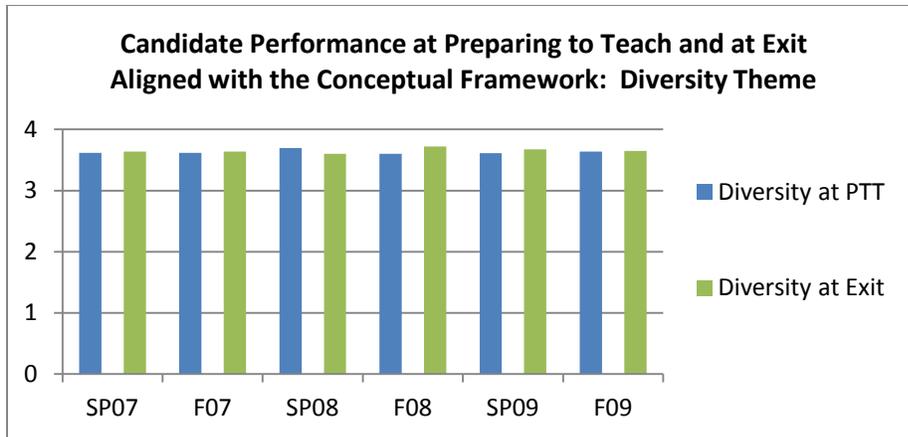
Program requirements are guided by the Feinstein School of Education and Human Development (FSEHD) Conceptual Framework. The Conceptual Framework includes four themes to guide candidates' learning. Knowledge is a foundational theme and provides support for development of general knowledge, human learning and development, contexts of schooling and discipline knowledge. This theme aligns with RIPTS 1, 2 and 3 which focus specifically on general knowledge, discipline knowledge, and an understanding of how children learn and develop. Assessment data provides insight on the growth that occurs between the Preparing to Teach point and the Exit point in relation to this Conceptual Framework theme. Data trends indicate candidates are strong in this theme prior to student teaching and an upward trend continues to the Exit point.



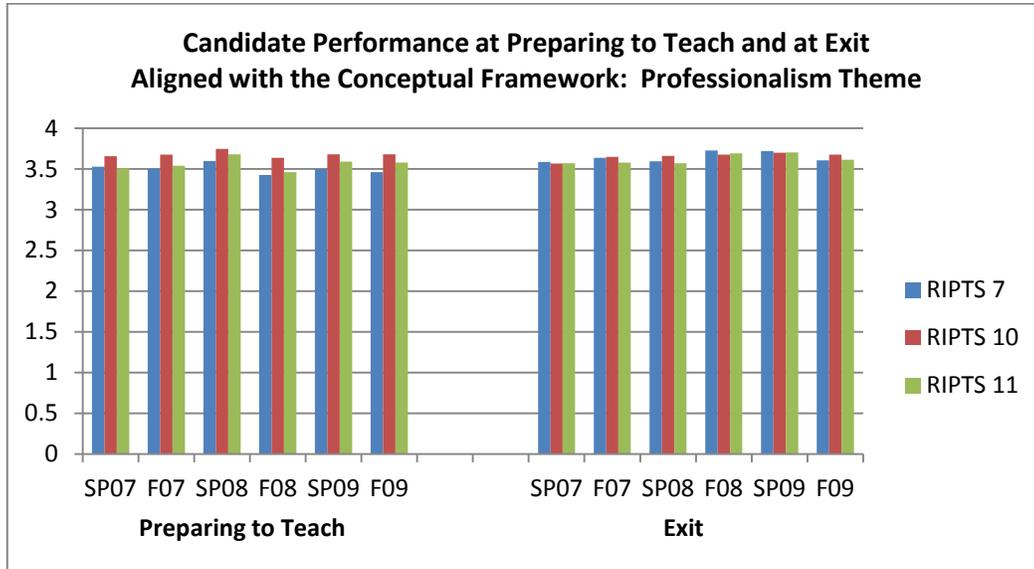
The pedagogy theme of the FSEHD Conceptual Framework includes explorations of theory and practice of teaching and learning, instructional uses of technology, and uses of assessment as an aid to practice. A collection of RIPTS align with the pedagogy theme and provide evidence of candidates' competencies in these skills: RIPTS 5, critical thinking; RIPTS 6, classroom management; RIPTS 8, communication; and RIPTS 9, assessment. Again, the data provides support for the claim that candidates are strong in pedagogy at the Preparing to Teach point. While there is not much room for growth, there is slight yet consistent growth across the collection of RIPTS when comparing Preparing to Teach scores to Exit scores.



Candidates in the FSEHD demonstrate competency of RIPTS 4: *Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning* at the Preparing to Teach and Exit points. This RIPTS aligns closely with the FSEHD Conceptual Framework theme of diversity. Data reporting candidate performance on assessments measuring progress on the diversity RIPTS tell a story of success. While there is little difference between candidates' performance between Preparing to Teach and Exit, this is an area of strength for candidates prior to student teaching. While there is a very slight increase between the two gates during most years, the more important message is that FSEHD candidates perform well in this area before entering the student teaching experience.



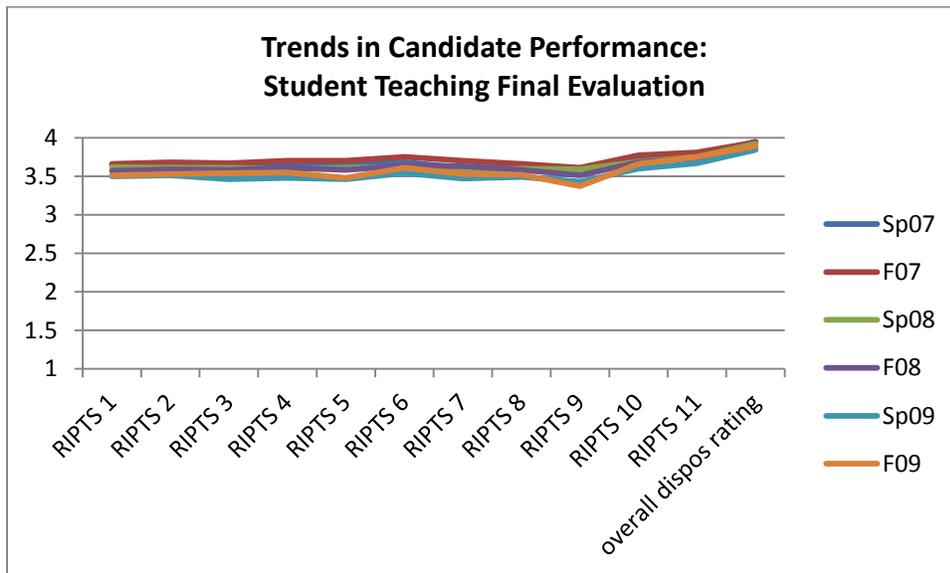
The final theme of the FSEHD Conceptual Framework reflects the candidates' development in the area of professionalism. The framework highlights three areas of professionalism: professional ethics, collaboration and advocacy, and professional development. While these characteristics are woven throughout effective practice, they are directly linked to RIPTS 7, 10, and 11 which focus on skills related to collaboration, professional development, and legal and ethical standards. This theme is another area which reflects skills candidates successfully develop earlier in the program, particularly those related to professional development. The slight growth present in other themes between the Preparing to Teach gate and the Exit point is not as obvious in the theme because the candidates begin the student teaching experience with a strong skill set leaving less room for growth at Exit.



Cooperating teachers who supervise student teaching experiences had an opportunity to assess candidate performance on skills related to the Rhode Island Professional Teaching Standards (RIPTS) and rate the candidates' professional dispositions. This data, as with other sources, reflected high levels of candidate success over time in each of the RIPTS. Low levels of variability between scores hindered meaningful analysis leading towards program improvement. In the case of the Student Teaching Final

Evaluation, it was also difficult to collect the data and analyze it in a timeframe that was beneficial to the teacher candidate. As a result, use of the Student Teaching Final Evaluation has been discontinued. Similar data is now collected through via the Student Teaching Observation and Progress Report. This tool is completed at least 3 times during the student teaching experience by both the cooperating teacher and the college supervisor. This allows the data to be used effectively in a timely manner.

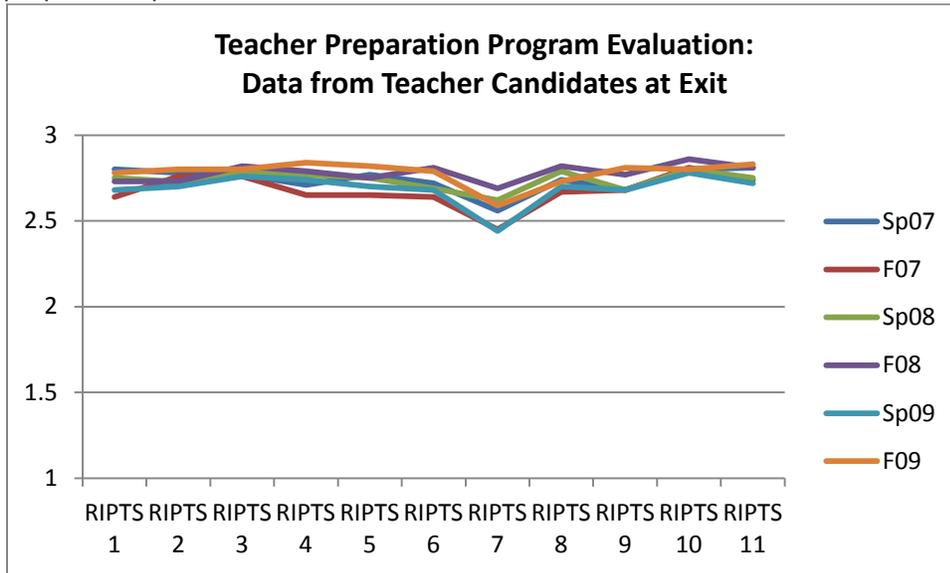
The Student Teaching Final Evaluation was also used to provide opportunity for cooperating teachers to assess candidates' professional dispositions. The FSEHD candidates were previously assessed on six categories of dispositions: self-reflection, lifelong learning, advocacy for children and youth, respect for diversity, collaboration, and professional work characteristics. As one can see in the chart below, cooperating teachers typically provided a very high overall dispositions rating. While the survey prompted cooperating teachers to rate teacher candidates on 12 different dispositional indicators, little variability between indicators was present. In an effort to collect more meaningful data, candidate dispositions in field placements are now assessed through the Student Teaching Observation and Progress Report and through the Teacher Candidate Work Sample. The expectations for FSEHD dispositions have been revised with faculty and cooperating teacher input and a semantic differential tool has been developed to assess candidate dispositions in the college classroom.



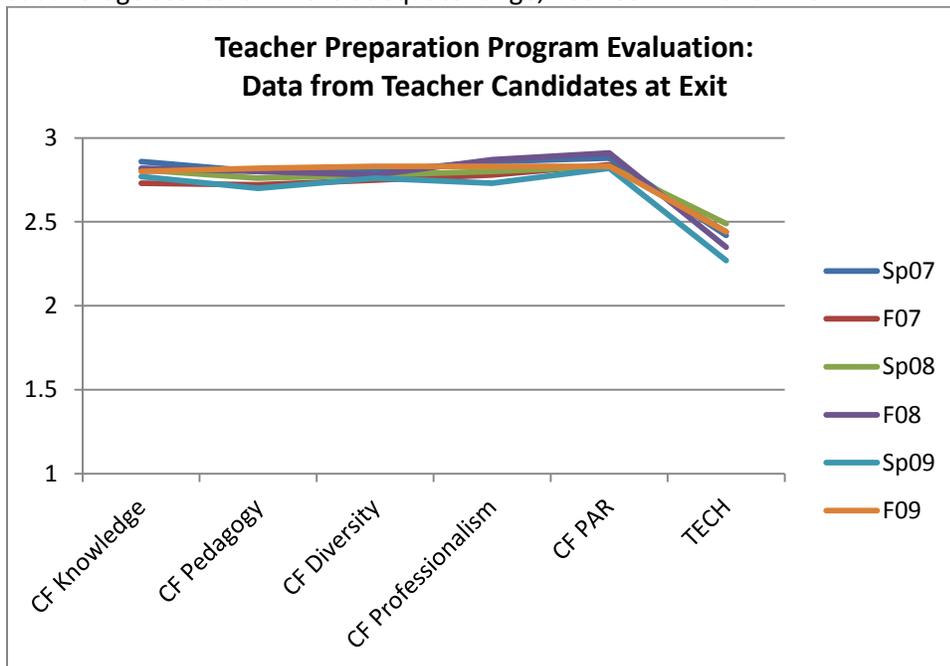
At the conclusion of the student teaching experience, FSEHD candidates are surveyed in an effort to collect program evaluation data. Each candidate is asked to indicate how well the education program prepared her or him in skills related to the Rhode Island Professional Teaching Standards (RIPTS) and the FSEHD Conceptual Framework. Additionally, one area within the pedagogy component of the conceptual framework is specifically evaluated. Candidates are asked to speak about the degree to which the education program prepared them to utilize instructional technology.

Survey data from teacher candidates at the Exit point indicate candidates believe they were well-prepared to perform skills related to the RIPTS. Candidates used a 3-point scale to rate the preparation they received related to each standard: 1 = poorly; 2 = adequately; 3 = very well. The average scores range between 2.44 and 2.84. There is little variation among the data points, however a small dip in rating is seen for RIPTS 7: Teachers foster collaborative relationships with colleagues and families to

support students' learning. Candidates consistently rate this standard as the skill they are least prepared to perform.



A survey is also used to collect data from teacher candidates at the Exit point about their perceptions of preparation related to the FSEHD Conceptual Framework. Candidates report they were well prepared in skills related to the Conceptual Framework Themes: Knowledge, Pedagogy, Diversity, Professionalism, and the over-arching theme reflecting the theory-practice relationship: PAR – Planning, Action, and Reflection. Across time, there is little variability between the various themes. Candidates also have an opportunity to rate the degree to which the program prepares them to utilize instructional technology. Data indicates consistently lower scores in candidates' perceptions about their preparation in this area but average scores fall in the adequate range, between 2.27 and 2.49.



In conclusion, the former assessment system provided opportunities for candidates to demonstrate competency related to critical teaching skills guided by the FSEHD conceptual framework. The collected evidence supports the belief that FSEHD teacher candidates are successful across a range of instructional practice. However, a revision of the assessment system was prompted by a need to parse out candidate strengths and weaknesses in a more discrete manner in order to use analyses for meaningful program improvement.

Post Graduation

In general, initial programs graduates reported that their preparation was adequate or better in all areas except classroom management and working collaboratively with families to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

Advanced Programs

Admission

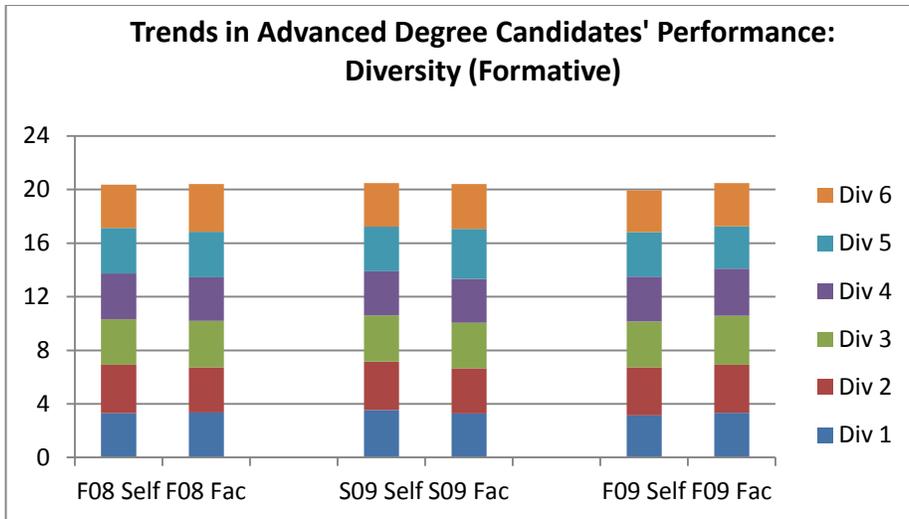
On average, applicants to FSEHD advanced programs scored slightly below the 37th percentile in Analytical Writing, in the 28th percentile in Quantitative Reasoning, and slightly below the 44th percentile in Verbal Reasoning. In contrast, the percentile rank for a mean MAT score of 401 is much higher, in approximately the 53rd percentile

In contrast, it is worthy of note that mean ratings on indicator #5, Rapport with Children and Youth, were significant lower during each time period

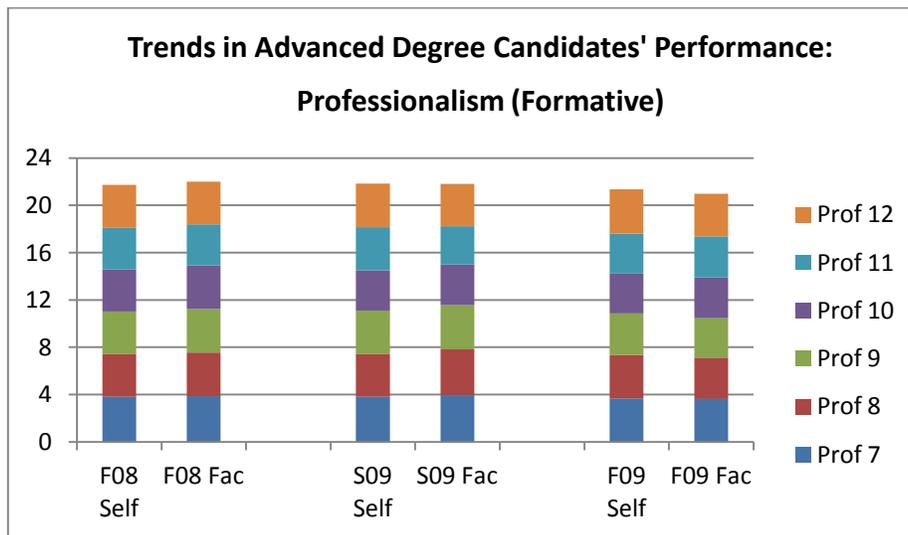
On average, applicants scored higher in Overall Potential than in all other areas (mean=3.83), followed by Motivation and Initiative and Reliability and Dependability (mean=3.8). As mentioned previously, Rapport with Children and Youth received the lowest mean rating (mean=3.0). The next lowest rated indicators were Clarity of Goals, Emotional Stability, and Adaptability to change, with mean ratings over three years of 3.6.

Candidates' progress in each Advanced Degree Program is assessed formatively in a key program course. Candidate meta-cognitive, domain-specific, and technology knowledge is reflected in course grades comprised from a variety of assessment tools including selected response, constructed response, performance assessments, faculty observations and personal communication. Each candidate must maintain a minimum of a B in course grades.

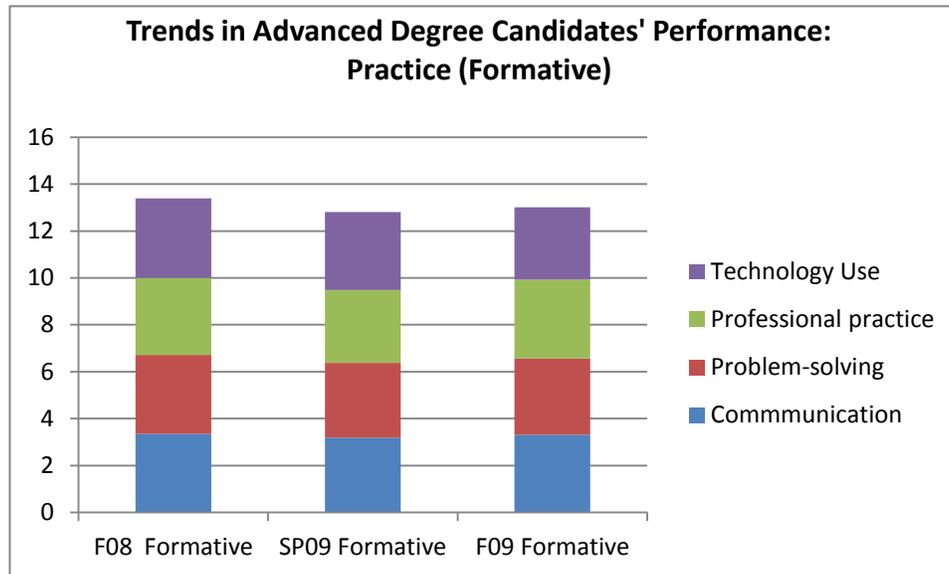
Formative assessment trends reflect similar performance ratings from both candidates and faculty members. While there is little variability in the scores across the three semesters of collected data, performance on all diversity indicators was rated at an average score in the *Adequately Developing* range with lowest mean scores ranging between 3.12 and 3.38. Patterns of strengths and weaknesses among faculty ratings were not clear but among self-assessments by candidates, indicator 6, "Engages families in collaborative decision-making" was consistently rated as the weakest skill related to diversity and indicator 2, "Reflects on issues of student development from a social or cultural perspective" was consistently rated as the strongest skill.



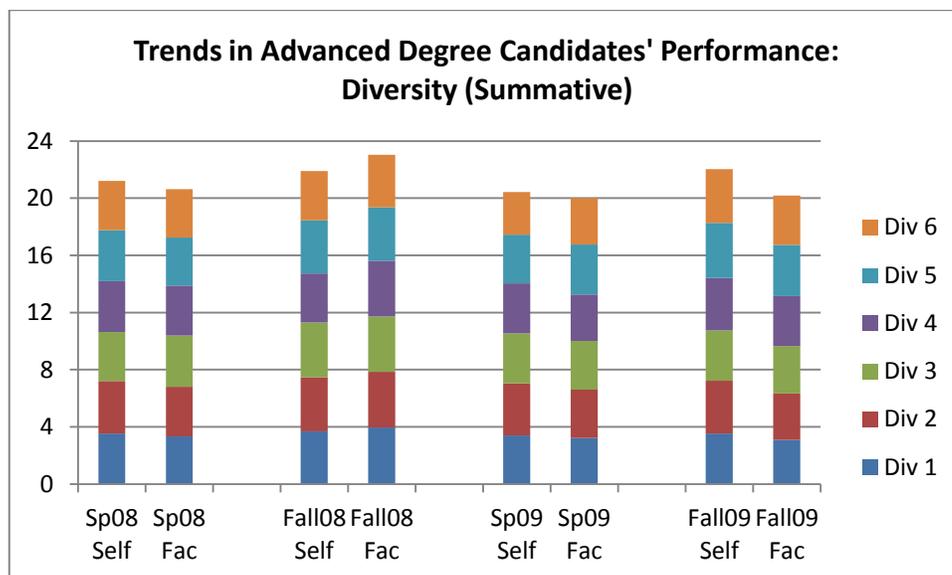
Candidates and faculty members also provided comparable scores on indicators assessing professionalism. Again, variability is minimal but the ratings indicate appropriate levels of candidate performance at the formative point. The data indicates candidates perform slightly better in the professionalism competencies compared to the diversity competencies at this point in the program. Across semesters, lowest mean ratings range between 3.24 and 3.61. Indicator 7, “Behaves in an ethical manner” was consistently rated as the strongest skill by both instructors and candidates.



Advanced degree candidates demonstrate competency on the Practice standard through completion of a work sample during a practicum course. The work sample provides evidence of candidates’ abilities in areas of communication, problem-solving, professional practice, and use of technology. Data reflects faculty members’ ratings of the work samples. The ratings indicate appropriate levels of candidate performance at the formative point.

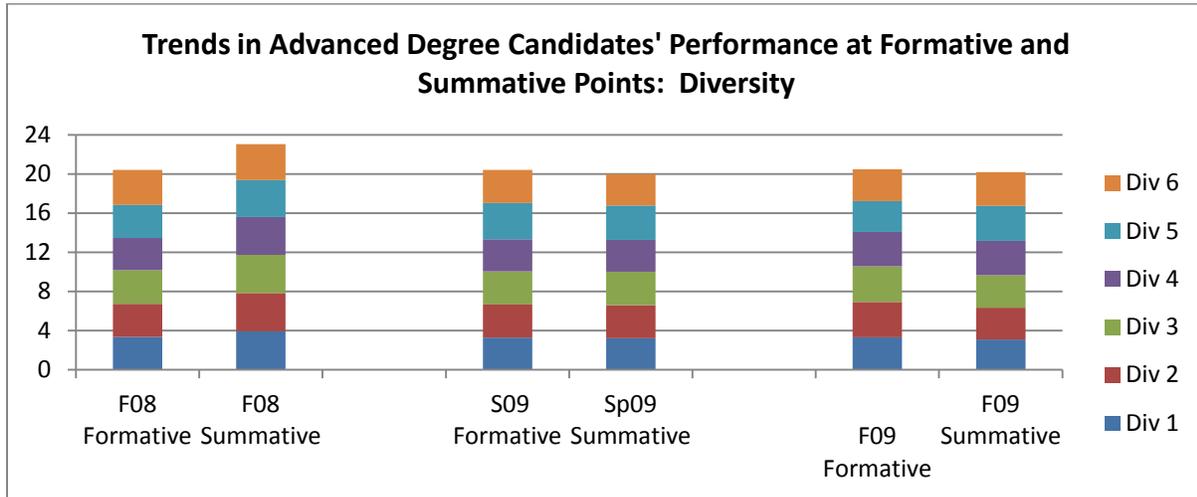


Advanced degree candidates' knowledge and skills are assessed at the exit point of the program. Candidate knowledge is demonstrated through final GPA and through a comprehensive assessment comprised of constructed response questions. Candidates' competency in the diversity and professionalism standards are assessed through the self-evaluation tool and a faculty evaluation. Mean ratings range from 3.08 to 3.39 on the summative assessment of the diversity competency. Patterns among faculty ratings are not evident but self-assessment ratings by candidates reflect patterns similar to the formative point. Candidates report the lowest ratings in diversity indicator 6, "Engages families in collaborative decision-making" until the Fall 09 semester, where candidates report a higher degree of development in this indicator compared to others within diversity. Indicator 2, "Reflects on issues of student development from a social or cultural perspective" is still rated by candidates among the most developed skill.

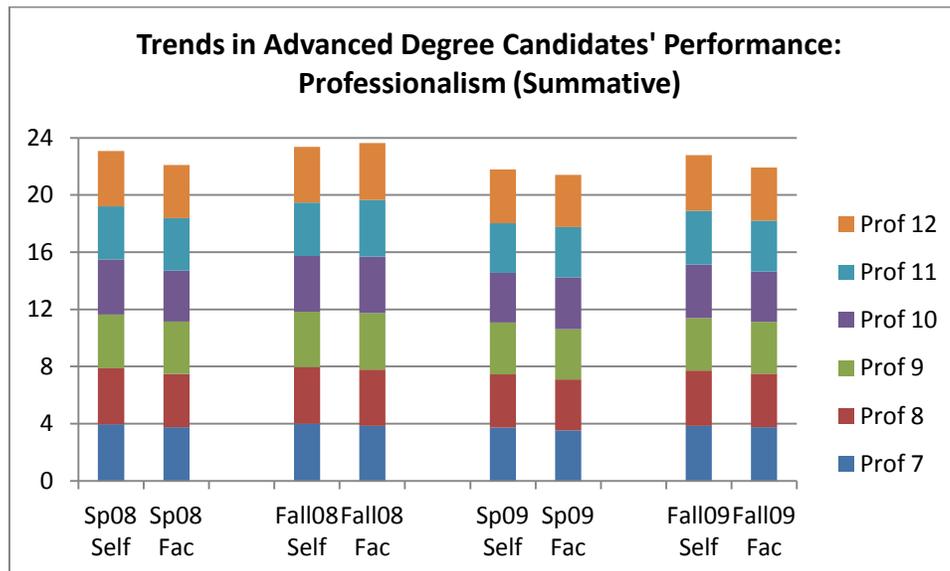


With the exception the Fall 2008 semester, there is little change in faculty ratings between the formative and summative assessment points in the diversity competency. This lack of variability reflects

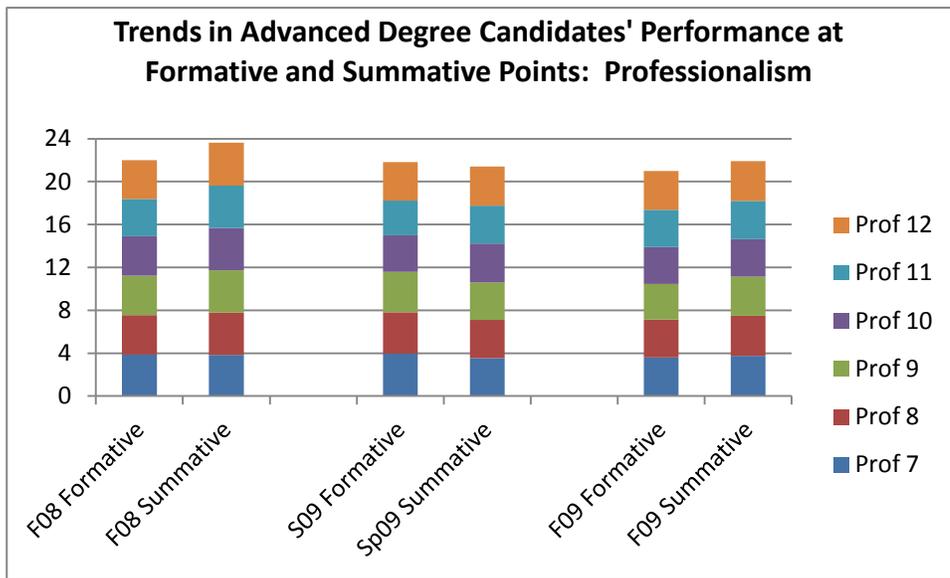
an opportunity to focus on candidate weaknesses related to diversity and consider strategies to enable candidates make additional gains between the formative and summative assessment points.



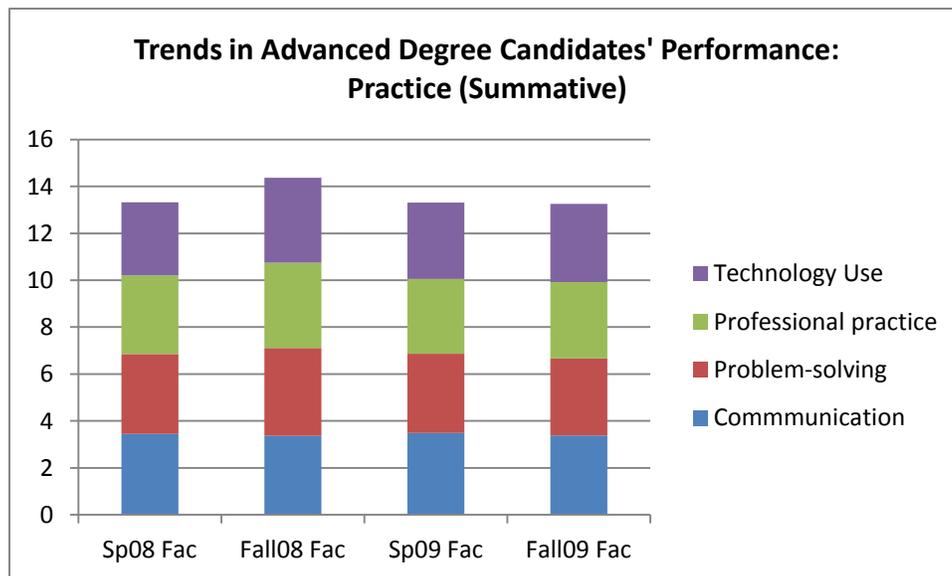
At the exit point, candidates' competencies related to professionalism standards are assessed through the self-evaluation tool and a faculty evaluation. This data reflects professionalism as a strength perceived by both candidates and faculty. Clear patterns are not evident among faculty ratings but the assessment data reflects commendable abilities for candidates at the exit point. The self-assessment data indicates that candidates continue to experience highest levels of professionalism development in indicator 7: "Behaves in an ethical manner". Additionally, candidates report strengths in indicator 8: "Presents self professionally" and indicator 12: "Takes responsibility for one's own professional development".



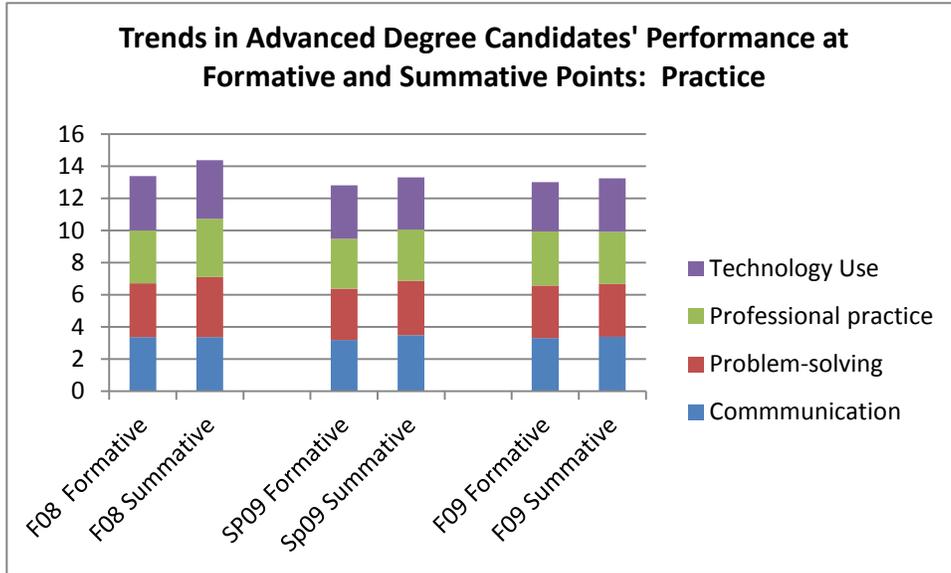
Data reflect maintenance or small increases between the formative and summative assessment points in regards to the professionalism competency. Since this competency was reported at as strength at the formative point, this is a positive profile. As more data is collected, program faculty will be looking for opportunities to help candidates make additional gains in this area.



Advanced degree candidates demonstrate competency on the Practice standard through completion of a capstone performance assessment at the exit point. This capstone performance assessment provides evidence of candidates' abilities in areas of communication, problem-solving, professional practice, and use of technology. Data reflects faculty members' ratings of the projects. The ratings indicate appropriate levels of candidate performance at the summative point. All mean ratings fall within the acceptable range with scores between 3.13 and 3.74 across semesters and practice areas.



When examining practice data, increases between formative and summative assessment points are observed. Increases exist in all practice areas: communication, problem-solving, professional practice, and technology use. Program faculty will continue to examine assessment data and make adjustments to allow for continued candidate growth in this competency.



At the post graduation transition point, recent advanced program graduates rate their preparation highest in areas related to Evidenced-Based Decision Making and understanding diversity. Lowest rated indicators included clearly focused on Technology Use, including: selecting and using technology effectively in information collection analysis and management; selecting and using technology effectively in research based activities; and selecting technology effectively in collaborative work environments.