

**MULTIPLE SUBJECT PRELIMINARY CREDENTIAL**

**PART IV – Use of Assessment Results to Improve Candidate and Program Performance**

<b>Data Source</b>	<b>Plan of Action or Proposed Changes Made</b>	<b>Applicable Program or Common Standard(s)</b>
<p><b>TPA 1,2 ,3,&amp; 4</b></p>	<p><b>Minor Changes/Continue to Monitor</b>            Tasks 1-3 were passed at a relatively high rate, between 82.83% and 100% passage rate. Multiple Subject candidates’ overall mean scores are consistent over the course of Tasks 1-4, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increases. This is also a finding that can be considered a program strength.</p> <p>In 2013, Task 2 was passed with an 87% passage rate on the first attempt. While this is high, Instructional Design will be an area of focus for the program over the coming years. Task 3 also presents more of a challenge with 82% passing on the 1st attempt. This indicates a need to focus on assessment and assessment practices for candidates to use in the classroom.</p> <p>The range of passing scores is high and provides useful information about the quality of preparation provided by the SOE. No significant difference was apparent among the four regional centers. Continued intentional work on the TPAs embedded in coursework would assist candidates in their preparation for TPAs. The MAT Coordinator, Associate Dean for Initial Teacher Preparation, and TPA coordinator will continue regular monitoring of each candidate’s progress throughout the program.</p>	<p>Common Standard 9</p>
<p><b>Signature Assignments</b></p>	<p>Candidates performed strongly on the signature assignments.</p> <p><b>Minor changes/Continue to Monitor.</b>            EDU 600 - Continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.            EDU 610 – Continuation of activities and assignments in this course that support candidate development of how reading, reading comprehension, and literacy skills develop</p>	<p>Common Standards 2, 7 and 9            Program Standard 7a</p>

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	<p>to a competency level in students.</p> <p>EDU 611 – <b>Recommendation:</b> Provide an emphasis on instruction for candidates regarding differentiation for students. In addition, examine rubric for measurement and to guide future instruction.</p>	
<b>Dispositions</b>	<p>Between 2012 and 2013 the Dispositions were revised and condensed from 8 to 4 criteria. A review of the implementation process for the 4 Dispositions will occur throughout the coming years.</p> <p>In every indicator, candidates’ scores on the 8 Dispositions were higher in 2013 than in 2012. Scores were significantly higher in The Spirit of Collaboration, Harmony and Learning Community, and Perseverance with a Challenge in 2013 than in 2012. Candidates scored the highest in both 2012 and 2013 in Honesty and Integrity.</p> <p>For the newly revised 4 Dispositions, candidates rate themselves highest on the indicator of Honor and lowest on the Spirit of Harmony and Collaboration. In viewing the data from the two sets of measures, in general, candidates score themselves lower when using the second measure (4 Dispositions). This broader, more sophisticated, rubric allows for deeper reflection among candidates.</p> <p><b>Recommendation:</b> As a result, faculty need to discuss ways to assist candidates by increasing their confidence in Harmony and Collaboration and emphasizing the need to exhibit humility as well as learning how to manage conflicts and/or issues with others. The faculty need to develop a “plan of action” as to how to address these areas for future candidates to include discussion and role play.</p>	Common Standard 2 and 9
<b>Exit Survey</b>	<p>As with the disposition data, this data requires discussion and follow-up by faculty. An analysis of the responses from the 2012 Exit Survey indicates strong confidence (“Well Prepared” and “Adequately Prepared” with greater than 90% agreement) in skills acquired in the program: Constructing Lesson Plans, Adaptations and Lesson Planning, Management Strategies, Strategies for Assessment, and Daily Routines and Responsibilities of a Teacher. In the areas of Conducting a Parent Interview, Effectively Implementing Strategies for Students with</p>	Common Standard 9 and 7

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	<p>Special Needs, and Using a Variety of Tools to Keep Parents Informed, candidates responded at 19% or greater that they were “Somewhat Prepared” or “Underprepared.”</p> <p>Analysis of the 2013 data is more limited with a much smaller N (9). An analysis of the responses from the 2013 Exit Survey indicates strong confidence (“Well Prepared” and “Adequately Prepared” with greater than 90% agreement) in skills acquired in the program: Constructing Lesson Plans, Adaptations for English Learners and Special Needs, Classroom Management, Importance of Communicating with Parents, Instructional Strategies, Assessment for Instruction, Daily Routines for Classroom Teaching, Support in Clinical Practice, Reflection, and Teaching as a Calling. According to 2013 data, candidates felt least prepared for communicating with parents, sharing assessments with parents, and did not report that the clinical practice seminar was useful to them.</p> <p><b>Recommendation:</b> Examine clinical practice seminar model and make necessary adjustments; implement co-teaching model for clinical practice with an emphasis on parent partnerships.</p>	
<p><b>Course Data</b></p> <p><b>Disposition Data</b></p> <p><b>Exit Survey Data</b></p>	<p><b>Recommendation:</b> Candidates who are pursuing two credentials enter into a second DRF on Taskstream. This impacts the consistent number of participants (n) in the assessments of a program. A committee will work with Taskstream to ensure that there is a “crosswalk” so that consistent numbers are represented in each credential program.</p>	<p>Not applicable.</p>
<p><b>Signature Assignment Course Data</b></p>	<p><b>Recommendation:</b> All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the Common Core Standards at the graduate level.</p>	<p>Common Standards 2, 7 and 9</p>
<p><b>Lack of consistent collection of disposition data</b></p>	<p><b>Recommendation:</b> Simplify method of data collection for dispositions to specific courses aligned with other SOE programs. Course professors assess dispositions in the same courses that candidates complete their disposition self-assessment.</p>	<p>Common Standards 2 and 9</p>