

SINGLE SUBJECT PRELIMINARY CREDENTIAL

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

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
TPA 1, 2 , 3 & 4	<p>Minor Changes/Continue to Monitor</p> <p>Tasks 1-3 were passed at a relatively high rate, between 83.6% and 100% passage rate. Single 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>	Common Standard 9

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<p>Signature Assignments</p>	<p>Candidates performed strongly on the signature assignments.</p> <p>Minor changes/Continue to Monitor.</p> <p>EDU 600 - Continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.</p> <p>EDU 620 – Recommendation: With the implementation of Common Core and candidates’ performance on the measure, a strong emphasis will be placed on literacy with regard to content to meet this standard. Continuation of activities and assignments in this course that support candidate development of how reading, reading comprehension, and literacy skills develop to a competency level in students.</p>	<p>Common Standards 2, 7 and 9</p> <p>Program Standard 7b</p>

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Dispositions	<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, Perseverance with a Challenge, and Diligence in Work Habits and Responsibility for Learning 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 rated themselves highest on the indicator of Honor and lowest on Professional and Positive Perseverance. 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>Recommendation: As a result, faculty need to discuss ways to assist candidates by increasing their confidence in Professional and Positive Perseverance and emphasizing the need to be reflective practitioners and receptive to formative feedback. 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

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Exit Survey	<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 the following skills acquired in the program: Constructing Lesson Plans, Adaptations and Lesson Planning, Management Strategies, Collaborating with Other Teachers, Teaching as a Calling, Reflection, and Daily Routines Responsibilities of a Teacher. In the areas of working with parents and support in student teaching from the university supervisor, candidates responded at 19% or greater that they were “Somewhat Prepared” or “Underprepared.”</p> <p>An analysis of the responses from the 2013 Exit Survey indicates strong confidence (“Well Prepared” and “Adequately Prepared” with greater than 90% agreement) in the following skills acquired in the program: Adaptations for English Learners and Special Needs, and Instructional Strategies. Some areas for future reflection include lesson planning, implementing strategies for students with special needs, and support from the university supervisor.</p> <p>Recommendation: Examine how lesson planning strategies are taught in single subject-specific courses and to renew the use of the single subject content rubric for clinical practice supervision.</p>	Common Standard 9 and 7 Program Standard 8b
<p>Course Data</p> <p>Disposition Data</p> <p>Exit Survey Data</p>	<p>Recommendation: 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>	Not applicable.
Signature Assignment Course Data	<p>Recommendation: All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the Common Core Standards at the graduate level.</p>	Common Standards 2, 7 and 9

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Lack of consistent collection of disposition data	Recommendation: 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.	Common Standards 2 and 9