

## **Exhibit 2.4.d.2b**

### **NCATE Program Review Committee May 16, 2013 Data Retreat**

**In attendance:** Mike Chappell, Marsha Daria, Marcy Delcourt, Jennifer Duffy, Nick Greco, Becky Hall, Nancy Heibronner, Jess House, Robin James, Katie O'Callaghan, Bonnie Rabe, and Tony Unger

**Invited, but not in attendance:** Wes Ball, Luis Bonilla, Kay Campbell, Alice Chance, Senan Hays, Kevin Isaacs, Dora Pinou, Mike Wilson (ill), Ginny Verhoff (excused)

#### **Unit Data candidate Knowledge**

- Exit Survey
  - Not equally distributed
  - Needs to be more informative
  - Content knowledge is missing (is more pedagogical content knowledge)
  - Not really equally distributed – relate to course and instructional vocabulary, content, etc. use the same words – hard to interpret (survey instrument)
- Discourse across unit – become familiar with what is being taught and the vocabulary of the field
- PDS Interview
  - Open-ended questions – cross check. What did you learn? Where did you learn it?
- Relate the information to the courses – use common vocabulary
- Drill down questions to specific courses – use same vocabulary
- Try to be proactive: edTPA – need to use the vocabulary of the discipline
- Praxis II measures content knowledge
  - Better Praxis II preparation – tutoring by Ed club?
  - Don't know where the weakness areas are...Breakdown of areas
  - Check that every area the Praxis II
  - Line item analysis
  - Timing of assessment

#### **Unit Candidate Skills**

- Survey was problematic...

- not valid... need across programs
  - Only one classroom management question
  - Needs more items on content
- STEI – is it valid?
  - Huge gaps in the instrument
- PDS scoring low
- Candidates report need more in classroom management – yet reported on positive – what are they evaluating?
- Compare self-report with evaluation
- Differentiation of instruction
- Look for gaps
- Reorganize skills on the exit survey

### **Unit Data on Candidate Dispositions**

- Disposition should be equally distributed
- Information doesn't help for initiating a leadership plan
- Where are the PDS interview data? Not enough time
- Disposition (initial) has to be done fall Sophomore year
- Student teaching – why 12 credits – only have 39
- Before then enter the program... must have some community service (course Darla developed and we approved)
- Require tutoring class before senior year
- Math program: no experience... need to test your skills prior to the program

### **Program Data on Candidate Knowledge**

- Secondary Teacher Work Sample data was a strength (edTPA)
  - Analysis of data section... change instruction based on the data
  - Connect to instruction (pre/post data)
- Aligning rubrics with standards
  - How to measure student knowledge by setting up your rubrics appropriately
- Comprehensive exam – 2days, 4 hours each... sections are keyed
  - Retake portions of do not get satisfactory
- Awareness across all programs CABE
- ELCC standard for both Ed Leadership and EdD in Instructional Leadership
- Revise survey to include standard and familiar words

- Move ED 206 in Fall Sophomore year
- Strengthen Praxis II preparation – better align content courses with content curriculum
- Need to break up PDS
  - Ed 305 lesson planning, differentiating instruction, and classroom management
  - EPY 405 Sp Ed , ED 385 and EPY 405 taken before senior year
  - ED 440 content methods senior year
- More opportunities for disposition checks
- CT Foundations of Reading data change or instructor load

### **Program Data on Candidate Skills**

- Student teaching evaluation instruments
  - Some candidates receive unacceptable

### **Program Data on Candidate Dispositions**

- New criteria based on new assessment design
- No PDS data
- Becky – Math did a pilot – still used the old questions
  - Horrible interview questions – written poorly
  - So hard to answer

### **Parking Lot**

- STEI instrument – inter-rater reliability of instrument itself
- Remediation/process plan for flags
- Framework of licensure exam
- Terminology
- Procedures (exit surveys)
- Aggregate Praxis II scores by subject & subtest
- Revise exit survey to include standards and familiar language
- Break down data
- Praxis II data
- Glossary of terms across unit
- Praxis I data
- Disposition check – ED 206 – Fall semester senior year

### **Patterns ( fall/ spring)**

- STEI came up again
- Seeing things earlier in the program
- Take intro to ed earlier
- Disparity in grades: content and pedagogy
- Need workshops for Praxis II – SCSU offers a course
- Need workshops for CT Foundations of Reading
- Elementary Ed courses – spacing.... Also related to clinical practice

### **Assessment Tools**

- Low survey return rate
- Revise “acceptable” dispositions in disposition survey
- Praxis II: Cover all areas tested in content courses (both electives and required)
- How many times are they taking Praxis II –new CARP requirements (track number of times taking)
- Survey dispositions
- Trigger: red flags

### **ERC Agenda for Fall:**

- Redesign the PDS interview questions
  - Top priority: ERC develop committee for fall create new interview questions
- Discuss re-distribution of credits for the program
- Breaking up PDS in secondary

### **Summary**

- Remediation across the program
- Once the instruments are improved, we will have a better sense of how we are doing across programs

### **Next steps: Action Steps**

- End of August: send out a form and plug in the analysis so then you will have an annual report
- this results in a year by year analysis