

Center for Teaching and Learning
Office of Research, Evaluation, and Assessment
2008
Unit Report

A qualitative content analysis was used to produce the unit report. Each of the teacher preparation endorsement programs, including the professional sequence and student teaching units, completed a web-based program report. Center faculty were asked to discuss and respond to the summary data provided in the report. Eleven predetermined categories with associated prompts were embedded in each report. Trends representing the categorical responses, as well as trends emerging from the responses were identified to produce the unit report. This unit report demonstrates how the CTL uses data to update and improve programs, unit operations, and the assessment system.

1. Discuss: (a) the program assessment process and standards used for measuring knowledge (content, pedagogy and professional), skills (professional and pedagogical) and dispositions; (b) whether the system is course based, end of program based, or both; and (c) faculty involvement in developing the program assessment process.

- (a) All teacher preparation endorsement programs include Washington State standards in the assessment system; ten programs also measure national standards as identified by their professional organization (e.g., History and Social Studies also assesses NSSA standards).

After examining the program reports and receiving feedback from program coordinators and university administrators, it was necessary to re-examine LiveText data, and report a graphic summary of how well all candidates performed from spring 2007 through winter 2008 relative to content knowledge, pedagogical content knowledge, pedagogical and professional knowledge and skills, disposition, and student learning. Examination of this summary can be found by selecting the following link: [2007/2008 Summary of Candidate Success](#).

- (b) Responses from program faculty indicate that twenty five percent of the programs implemented a course-based assessment system while another twenty-five percent of the programs instituted an end-of-program assessment. Fifty-seven percent have chosen to do both – assessing course-based artifacts as well as an end-of-program culminating assessment. Those programs using both protocols are counted in each case.
- (c) Eighty percent of the programs explicitly stated that program faculty collaborated in designing the assessment system, reviewing program data, and determining potential changes that need to occur to better

illustrate that candidates are meeting standards. Many program reports identified ongoing discussion and review of assessment instruments. Programs that did not include all faculty were those with education designated faculty in content specific areas – in other words, one or two faculty members are involved in ensuring that the program meets endorsement area competencies.

The majority of programs discuss assessment results with program faculty quarterly, one program reviews data on a semi-annual basis, and programs with a smaller number of faculty meet annually.

- 2. Examine the charts that identify the frequency with which your program cites CTL, WA State Standards/Competencies, and/or national standards within LiveText artifacts, rubrics and reports. Provide the program's interpretations and conclusions based on the information provided.**

Seventy-six percent of program faculty indicated that the standards were represented and dispersed within the program appropriately. Twenty-three percent of the programs stated that the rate of dispersal was not appropriate and indicated that the issue would be discussed with other faculty and a determination made regarding how to spread the standards out more appropriately. Three programs noticed data missing from the graphic summaries, but if these data had been included, then the standards would be represented appropriately.

Revisions identified in program reports include changing from a course-based assessment protocols to and end-of program protocols to ensure standards are well represented. Twenty-four percent of the programs recommend curricular changes, but those recommendations were tabled until the continuing discussions of curriculum realignment reflecting the new WA State 2007 endorsement standards and the new Standard V modifications are completed. Nineteen percent of the programs stated the need to modify assessment rubrics to better align with program standards; and ten percent of the programs decided, after examining the data summaries, some of their rubrics and templates needed to be re-designed to improve consistency and accuracy relative to measuring program standards.

- 3. Examine all of the program LiveText exhibit area and discuss the accuracy, consistency, and fairness of the data, as well as what improvements could be made in the program assessment rubrics, courses, artifacts, or reporting. Include your interpretations relative to how well your candidates are meeting standards. After examining all of your report data, list any changes your program is considering.**

Eighty-six percent of the program reports explicitly stated that the data collected is accurate, consistent, and fair, and that candidates are performing at high achievement levels when measured on standards. Additionally, some programs indicate the data is further supported by program specific assessments (e.g., entry and exit surveys) and candidate success on the WEST-E. Fourteen percent of the programs identified the need to change the artifacts and rubrics to establish improved consistency among artifact rubrics and to more clearly represent data collected. One program suggested inter-rater testing at the pre-assessment level. Improvements/ changes identified include:

1. Being able to disaggregate the data by major, minor, and general education
2. Incorporating Standard V objectives into all professional core courses
3. Focusing more closely on embedded diversity in content and pedagogy courses
4. Enhancing training for developing suitable assessments and aligning assessments, activities, and candidate learning outcomes
5. Having all programs address one set of standards (e.g., using WAC standards)
6. Using the same language in reports that is used on the program rubrics (e.g., Met, Met with Assistance, and Unmet instead of Proficient, Partially Proficient, and Incomplete)

4. Examine the data presented that identifies CTL Standards by course and discuss any improvements if any you might consider for your program. Using these data, please reflect upon your candidates' success in meeting standards. Compare these data to the data provided in the WEST B and E charts that follow.

Eighty-six percent of the responses from 95% of the programs explicitly state that program candidates are successfully meeting standards. Forty-three percent of the programs indicate that the validity among assessments is high and consistent when considered in comparison with pass rates on the WEST-E test. Nine percent of the programs indicated that faculty collaborative efforts need to be strengthened to attain a higher candidate success rate.

5. Please use the WEST-B data and the program LiveText data to predict candidate success in your program.

Seventy-six percent of the programs stated WEST-B data demonstrated that writing skills of beginning pre-service teacher preparation candidates are in need of strengthening and that additional writing practice and program components are needed. Thirty-eight percent of the programs indicated that WEST-B results accurately reflect what is being experienced in classes. It was also mentioned that the WEST-B is taken prior to the candidates

preparation program and, for the most part, writing skills improve significantly by graduation/certification. A suggestion offered is for the state to report WEST-B scores by endorsement area.

- 6. According to the 2005-06 WEST-E data, pass rates were 90%. The 2006-07 data indicates pass rates of 87%. If your program is one of those with a pass rate below 80%; what program recommendations are you considering that will positively affect the rate of passing the WEST-E for 2008-2009?**

While the Residency Teacher Program has demonstrated a two-year average pass rate above 90%, the reading and bilingual programs are below 87%. The reading program has implemented preparation workshops that are improving pass rates. The Bilingual Education and Teaching English as a Second Language program has made curriculum changes to better prepare candidates to succeed on the test. A suggestion is for the Office of Research, Evaluation, and Assessment (OREA) to add a summary to the assessment system that reports the number of times candidates have taken the test prior to passing.

- 7. Discuss Educational Benchmarking Inventory teacher and principal data for all program completers and report program recommendations for the unit.**

Sixty-six percent of the programs suggest there is a need to teach reading across the curriculum. Currently there is one required course (Reading in the Content Field) for secondary candidates, which does not appear to be sufficient for providing graduates with a foundation for teaching literacy skills. Another suggestion is to increase field experience opportunities to provide candidates with reading focused PK-12 classroom experiences and student learning.

- 8. Discuss a program response to the first year and third year teacher survey results summarized by graphing mean responses for each question.**

One hundred percent of the programs agreed on the need for additional knowledge and skills in the areas of classroom management and communication with families. Sixty-two percent of the programs also suggest increasing field experience opportunities. Programs uniformly agree candidates could gain greater knowledge and skills in these areas by observing and gaining practice with mentor teachers in the field.

- 9. Comment on the changes in dispositions of candidates over time and describe how and why you think this occurs.**

Eight-one percent of the programs explicitly stated that the data demonstrate that candidate dispositions improve as candidates move through the preparation sequence. Nineteen percent of the programs stated that the disposition data support what is observed in classes. The two-year maturation of candidates improves professionalism, and candidate attitudes and values are more closely aligned with the faculty's as expressed in the conceptual framework. One program suggested that the OREA design a method of disaggregating dispositional data by endorsement area.

10. Discuss the Final Candidate Teaching Evaluation Report on LiveText and identify some ways the teacher residency program can begin to address the few but common deficits occurring in candidate knowledge and skills relative to the State standard elements.

Program faculty stated that the data demonstrate that most of the CWU candidates perform well in student teaching and that the assessment measures candidate requisite knowledge and skills as represented in the standards of WAC 181-78A-270 (Standard V). Fifty-seven percent of the program reports targeted concerns in the areas of community/home relations and classroom management. These two concerns are consistently reported across a variety of assessments, which strongly signifies areas in need of improvement. With the revision of Standard V, communication and management are identified as target areas. Professional sequence faculty have used these data to recommend changes being made in the program of study taken by all candidates. Two faculty members stated that the information would be more helpful to program faculty if it was separated by content areas.

11. Examine survey data of first-year graduates and report any discussions your program has had regarding the reported results.

Faculty commented that graduates of the CWU teacher preparation programs are placed in public schools at a high rate. For example, 209 of 350 respondents were employed as teachers in 2005-06, and another 115 were employed as substitute teachers, while seven were employed as teacher aides, leaving 19 not employed in the education field. From the 2005-06 cohort of candidates, 92% of the graduates who responded to the survey were employed as teachers. Faculty looked at these data as encouraging in that our graduates are in demand. Two faculty members asked that these data be separated by content area to provide program faculty with additional information concerning candidate placement rates.

Summary

The residency teacher preparation program has created a professional culture in which the measurement of standards through the collection, aggregation, summation, and reporting of data are now a regular part of faculty conversation. Numerous faculty have commented on how the assessment system and systematic sharing of data have enriched discussions within and across endorsement programs.

Because standards are examined redundantly using multiple measurements and reported using a variety of summarized perspectives, faculty are better able to accurately articulate improvements in their programs, assessment protocols, and the assessment system. It is clear from this content analysis that faculty are confident that candidates are generally well prepared, yet they continue to recommend stronger relationships in evaluation and assessment by suggesting revisions to some aspects of the analytic techniques to improve the comprehensiveness and effectiveness of the assessment system. It is evident that improvements made to the assessment system in 2007 have provided the unit with a higher-powered lens, which is being used to drill deeper into the data and to suggest specified areas for improvement.