Summary of 2007-08 Unit Assessment Report

May 6, 2009

Unit Report Part I – Initial Teaching Programs (Undergraduate)

Unit Report Part II – Advanced Programs for Other School Professionals (Graduate)

Questions to be Answered

- How does the Unit Report complement the 23 individual Program Reports?
- What do the data show us about candidate performance related to standards?
- How are we using these data to improve?
- How well is our assessment system working?

How does the Unit Report complement the 23 individual Program Reports?

- Reports data AGGREGATED across all 19 initial programs in *Part I* and 4 advanced programs in *Part II*
- Analyzes Performance in UNIT STANDARDS aligned with program SPA standards
- Reports data from some QUALITY INDICATORS NOT ADDRESSED in Program Reports

Which standards are "unit standards?"

Initial Level (Undergraduate)

Interstate new Teacher Assessment and Support Consortium (INTASC) Standards and Dispositions

(with diversity and technology proficiencies infused)

Advanced Level (Graduate)

National Board for Professional Teaching Standards (NBPTS) Propositions and **Dispositions

(with diversity and technology proficiencies infused)

**beginning in 2008-09

Analyzes Performance in UNIT STANDARDS aligned with program SPA standards

Alignment Matrix of Unit, State, and Professional Standards for Initial Teaching Programs

Mission from Conceptual Framework	Unit and South Dakota Outcomes/ Standards for Teachers	South Dakota and National/Professional (SPA) Standards												
"Preparing Competent, Confident, and Caring Professionals"	INTASC Standards	ACEI Elem Ed	NBEA Bus	CEC Sped	NAEYC Early Childhood	NAEA Art	NSTA Science	NCTE English and Lang Arts	ACTFL Spanish	NCTM Math	NASM Music	NASPE Physical Education	NCSS Social Science	ITEA Industrial Tech
Competent Confident	**1** Standard I. Content Knowledge	2	10	1	4	1	1,2,34, 9	3	123	1,2,3 4,5,6 7,8 9,10, 11 12,1 3,14	1,2,3 4,5,6	1	1.1, 1.2,1.3 1.4,1.5,1.6 1.7,1.8.1.9 1.10	1,2 3,4 5
Competent Confident	**2** Standard II. Student Learning and Development	1	2	2	1,4	4 5	5	4	23	7	2b	2	1.1, 1.2,1.3 1.4,1.5,1.6 1.7,1.8.1.9 1.10	9
Caring (See *Unit Diversity Proficiencies*)	**3** Standard III. Diverse Learners	3.2	2,5	3,6	1,4	4	5,9	24	2	3,7	2b	3	1.1, 1.2,1.3 1.4,1.5,1.6 1.7,1.8.1.9 1.10	8,9
Competent Confident Caring	**4** Standard IV. Teaching Strategies	3.3	3	4	1,4	35 6	3,5 9	4	23 45	7	2b	4	1.1, 1.2,1.3 1.4,1.5,1.6 1.7,1.8.1.9 1.10	7
Competent Confident Caring	**5** Standard V. Learning Environment	3.4	5	5	1,2	2 3 5	5,9	24	23 45	3,5,6	2b	4	1.1, 1.2,1.3 1.4,1.5,1.6 1.7,1.8.1.9 1.10	8

Analyzes Performance in UNIT STANDARDS aligned with program SPA standards

Alignment Matrix of Unit, State, and Professional Standards for Advanced Programs for Other School Professionals

Mission from Conceptual Framework	Unit Standards	South Dakota and National/Professional (SPA) Standards

"Preparing Competent, Confident, and Caring Professionals"	Unit Standards and National Board for Professional Teaching Standards	NCTM Middle Level Math Content Standards and ARSD Rules	ISTE Technology Facilitator Standards	IRA Standards for Reading Specialists	NSTA Middle Level Science Content Standards and ARSD Rules
Competent Confident Caring (*Unit Diversity Proficiencies*)	**1** Proposition I. Teachers are committed to students and their learning (includes teaching diverse populations)	NCTM 7 ARSD 24:15:06:39 4b	2a,2b,3b,3c,6a 6b,6c,6d,6e	2.1,2.2,2.3,4.1 4.2,4.3,4.4	NSTA 3b,4a,4b,6a,6b 9a,9b,9c,9d ARSD 24:15:06:40 4b
Competent Confident	**2** Proposition II. Teachers know the subjects they teach and how to teach those subjects to students.	NCTM 1,2,3,4,5,6,7,8,9,10 11,12,13,14 ARSD 24:15:06:39 3abcde 4abcd	1a,2a,2b,2c,2d 2e,2f,3a,3b,3c,6a	1.1,1.2,1.3,1.4,4.1,4.2,4.3, 4.4	NSTA 1a,1b,1c,1d,1e 2a,2b,2c,3a,3b 5d ARSD 24:15:06:40 3abcde 4abcd
Competent Confident Caring	**3** Proposition III. Teachers can manage and monitor student learning.	NCTM 7 ARSD 24:15:06:39 4b,4d	2d,3d,4a,4b,4c 6b,8b	3.1,3.2,3.3,3.4	NSTA 5a,5b,5c,5d,5e,5f8a,8b,8c ARSD 24:15:06:40 4,4db
Competent Confident	**4** Proposition IV. Teachers think systematically about their practice and learn from experience.	NCTM 7 ARSD 24:15:06:39 4a,4b,4d	1b,2b,2c,3e,4a 4b,4c,5b,7a,7b 8a	5.1,5.3	NSTA 5a,5b,5d,5e ARSD 24:15:06:40 4a, 4,4db
Competent Confident Caring	**5** Proposition V. Teachers are members of learning communities.	NCTM 7 ARSD 24:15:06:39 4e (instructional leadership)	5a,5c,5d,7c,8c	5.2,5.4	NSTA 7a,7b,10a,10b,10c,10d ARSD 24:15:06:40 4e (instructional leadership)
Competent Confident	**6** Unit Standard: Use of Technology (*Unit Advanced Level Technology Proficiencies*)	NCTM 6 ARSD 24:15:06:39 4d	1,2,3,4,5,6,7,8	2.2,3.1,4.2	NSTA 3,5,7,9,10 ARSD 24:15:06:40 4d
Caring	**7** Unit Standard: Dispositions Suitable for Educators	NCTM 7 ARSD 24:15:06:39 4b	2a,2b,3b,3c,6a 6b,6c,6d,6e	2.1,2.2,2.3,4.1 4.2,4.3,4.4	NSTA 3b,4a,4b,6a,6b 9a,9b,9c,9d ARSD 24:15:06:40 4b

How does the Unit Report complement the 23 individual Program Reports?

- Reports data AGGREGATED across all 19 initial programs in *Part I* and 4 advanced programs in *Part II*
- Analyzes performance in UNIT STANDARDS aligned with program SPA standards
- Reports data from some QUALITY INDICATORS NOT ADDRESSED in Program Reports

Five Quality Indicators

#1 Qualities of program as reported by candidates (indirect measures)

Exit Surveys, Dispositions Self-evaluations – **Unit Report**

#2 Effects of program as reported by P-12 clinical faculty (direct measures)

Clinical practice appraisals – **Unit Report and Program Reports**

Dispositions Assessments – **Unit Report**

Quality Indicators (continued)

#3 Effects of program on teaching as measured by performance (direct measures)

PRAXIS content exams, PLT, assessments of content knowledge and planning for advanced programs - **Program Reports and Unit Report**

#4 Effects of program on P-12 Pupil Achievement (direct measures)

Portfolio/Teacher Work Sample, assessments of impact on P-12 learning for advanced programs - **Program Reports and Unit Report**

#5 Effects of program on Teaching Year 1 and Year 3 (indirect measures)

Graduate and Employer Surveys – **Unit Report**

What do the data show us about candidate performance related to standards?

How are we using these data to improve?

INITIAL LEVEL

INTASC

STANDARDS

& DISPOSITIONS

Initial Level INTASC Standard I Content Knowledge

- 100% pass rate on PRAXIS content exams
- 85% in or above average performance range (25th to 75th percentile) nationally
- 23% in upper quartile nationally
- 100% *Outstanding* or *Proficient* on STFA
- 94% of exiting completers self-evaluated content knowledge at highest level (4-5)
- 92% of employers rated graduates' content knowledge at highest level (4-5)
- 89% of alumni rated their content preparation at BHSU at highest level

Initial Level INTASC Standard II Student Learning and Development

- 100% pass rate on PRAXIS PLT
- 89% in or above average performance range of national test-takers
- 29% in upper quartile of national test-takers
- 99% *Outstanding* or *Proficient* on STFA
- 97% of exiting completers self-evaluated knowledge in this standard at highest level (4-5)
- 81% of employers rated graduates' knowledge at highest level (4-5)
- 86% of alumni rated their preparation at BHSU in this area at highest level

Initial Level INTASC Standard III Diverse Learners

- 99% *Outstanding* or *Proficient* on Student Teaching Final Appraisal
- In *understanding and showing respect and appreciation*, 77% of employers rated graduates at highest level and 83% of graduates rated their preparation at BHSU at highest level (4-5)
- 94% of exiting completers self-evaluated proficiency in this area at highest level
- In *creating instruction for diverse learners*, 69% of employers rated graduates at highest level, with 17% saying graduates had no opportunity to demonstrate proficiency; 75% of graduates evaluated their BHSU preparation at highest level (4-5)

INTASC Standard III, Diverse Learners Employer and Graduate Comments

- *____ has had an outstanding first year as our Reading Recovery teacher. I have been amazed…*
- *I am a gifted facilitator working with gifted and talented students K-12 in two districts…*
- *____, as many other graduates, is not as prepared for differentiated instruction*
- *____ has the potential to be a master teacher. She had a small group of diverse learners, all from high-poverty households… I believe she now has a better understanding of these students and their families.*

INTASC Standard III
Diverse Learners – How are we using these data for program improvement? We are…

- adding required clock hours in field placements that provide more opportunities with diverse learners
- additional practicum for ELED majors to provide more field experience with diversity, assessment and classroom management
- transitioning to a Professional Development School model, which provides more time in the field during methods classes
- transitioning to the Teacher Work Sample, which strengthens candidate preparation to differentiate instruction based on learner needs
- other?

Initial Level INTASC Standard IV Instructional Strategies/Technology

- In addition to the 100% pass rate on the PLT, 97% to 98% of candidates were *Outstanding* or *Proficient* in areas on the STFA related to instructional strategies and technology
- 96% to 97% of exiting completers self-evaluated their competence at the highest level in use of instructional strategies
- 89% to 93% self-evaluated competence with technology at the highest level (4-5)
- 80% of employers rated graduates' proficiency at the highest level (4-5) in use of instructional strategies
- 92% of graduates rated their BHSU preparation in this area at the highest level (4-5)
- 73% of employers rated graduates' proficiency with technology at the highest level
- 75% of graduates rated their BHSU preparation in technology integration at the highest level (4-5)

INTASC Standard IV
Instructional Strategies – How are we using these data for program improvement? We are…

- transitioning to a Professional Development School model, which will give candidates more opportunities for APPLICATION of technology in the field before they graduate
- Providing Smart Board training for COE faculty summer 2009
- remembering, as faculty, to infuse the use of the most current technology more and more in all courses taken by our candidates
- other?

Initial Level INTASC Standard V Classroom Environment

- 94% to 100% *Outstanding* or *Proficient* on STFA
- 95% of exiting completers self-evaluated their proficiency at the highest level
- 86% to 89% of employers rated graduates at the highest level (4-5) in areas related to classroom management
- 100% of graduates rated their BHSU preparation to create an effective environment at the highest level; 81% rated their preparation in motivation and active learning at the highest level

INTASC Standard V, Classroom Environment Employer and Graduate Comments

- *____ had a VERY challenging group of students this year and handled them like a veteran!*
- *As with any new teacher, ____ had a struggle with classroom management until she found the methods that worked best.*
- *Setting up classroom management was the most difficult area.*
- *Student teaching should last a year!*

INTASC Standard V
Classroom Environment – How are we using these data for program improvement? We are…

- additional early practicum for ELED majors to provide more field experience with classroom management
- transitioning to Professional Development School model
- other?

Initial Level INTASC Standard VI Communication

- 99% *Outstanding* or *Proficient* on STFA
- 93% of exiting completers self-evaluated their proficiency at the highest level (4-5)
- 81% of employers rated graduates' communication at the highest level
- 86% of graduates rated their BHSU preparation in the area of communication at the highest level (4-5)

Initial Level INTASC Standard VII Lesson Planning

- 97% *Outstanding* or *Proficient* on STFA
- 99% earned grades of A in courses culminating in the assessment of planning (MLED for 18 programs, ECE 417 for 1 program)
- 80% of employers rated graduates' instructional planning skills at the highest level
- 92% of graduates rated their BHSU preparation in lesson planning at the highest level

Initial Level INTASC Standard VIII Assessment/Impact on P-12 Learning

- 94% to 97% *Outstanding* or *Proficient* on STFA
- On the *Evidence of Effecting P-12 Learning* artifact, 98% scored *Outstanding* or *Proficient* in *administering assessments, displaying* diagnostic and summative data, and comparing data; 95% scored *Outstanding* or *Proficient* at *interpreting data,* and 92% scored *Outstanding* or *Proficient* at *identifying implications*
- 89% of exiting completers self-evaluated their use of assessment strategies at the highest level (4-5)
- 75% of employers rated graduates' use of assessment strategies at the highest level (4-5)
- 89% of graduates rated their BHSU preparation in the area at the highest level

INTASC Standard VIII Assessment/Impact on P-12 Learning – How are we using these data for program improvement? We are…

- transitioning to Teacher Work Sample, which requires candidates to (among other tasks related to assessment) administer pre and post tests and analyze student gain scores

- other?

Initial Level INTASC Standard IX Reflection and Professional Development

- 98% to 99% *Outstanding* or *Proficient* on STFA in related areas
- On the P-12 Evaluations and Reflection artifact, 98% scored Outstanding or Proficient in designing an appropriate teacher evaluation tool; 99% scored Outstanding or Proficient in summarizing the data, and 95% scored Outstanding or Proficient in identifying implications for their own growth
- 89% to 93% of exiting completers self-evaluated their proficiency at the highest level (4-5)
- 78% of employers rated graduates at the highest level (4-5)
- 91% of graduates rated their BHSU preparation to be reflective practitioners at the highest level, and 89% felt they had been very well prepared to seek professional growth opportunities

Initial Level INTASC Standard X Collaboration

- 97% to 98% *Outstanding* or *Proficient* on STFA
- 89% of exiting completers self-evaluated their proficiency at the highest level (4-5)
- In collaboration skills, 83% of employers rated graduates at the highest level, and 89% of graduates rated their BHSU preparation at the highest level
- In understanding of legal and ethical responsibilities, 78% of employers rated graduates at the highest level, and 94% of the graduates rated their BHSU preparation in this area at the highest level

Initial Level Dispositions

Conduct (8 indicators)

- **98% of university and clinical faculty and 96% of candidates indicated candidates consistently demonstrated desired behaviors.**

Competence (6 indicators)

- **96% of university and clinical faculty and 96% of candidates indicated candidates consistently demonstrated desired behaviors.**

Confidence (8 indicators)

- **97% of university and clinical faculty and 95% of candidates indicated candidates consistently demonstrated desired behaviors.**

Caring (6 indicators)

- **97% of university and clinical faculty and 95% of candidates indicated candidates consistently demonstrated desired behaviors.**

Wonderful Comments from Employers!

- _____ is an outstanding young teacher with a great future…well prepared!
- _____is an excellent employee who had the skills we were looking for!
- _____ is awesome!
- _____would be hard to replace if she left! She's a great asset.
- _____is a great hire! We are fortunate to have her on the team!
- _____ is one of the strongest first year teachers I have come across in my 28 years in education!
- Hiring ___ has proven to be one of the best employment decisions I have made.
- BHSU has a great reputation for producing quality teachers. ____will add to your reputation. Thank you for working so hard to produce quality teachers.

Wonderful Comments from Graduates!

- I began my college career at another school. When I transferred to BHSU, I noticed that this teacher education program was exceptionally better in comparison to where I had been studying before. I am grateful that I chose to transfer.
- I feel that BHSU prepared me more than other universities prepared other first year teachers I met. Thank you for all of the guidance.
- I brag about how great my education was from BH to other teachers and students. I encourage my students to seek out BH for its personable staff and educational opportunities.
- Thanks so much! I love teaching!

ADVANCED LEVEL

NBPTS

PROPOSITIONS

Advanced Level NBPTS Proposition I

Teachers are committed to students and their learning.

Surveys

- 89% of employers rated graduates' commitment to students and their learning at highest level (4-5)
- 100% of MSCI graduates indicated that BHSU had enhanced their proficiency in this area very much (4-5)

Program Assessments of Impact on P-12 Learning

- 100% *Distinguished* or *Proficient* on related portfolio artifact in Technology Facilitator program
- 100% scored 80% or above on selected elements of Teaching Effectiveness Rubric in Reading Specialist program
- 92% *Distinguished* in Action Research Project in Math Specialist program

Advanced Level NBPTS Proposition II

Teachers know subjects they teach and how to teach them.

Surveys

- 89% of employers rated graduates at highest level (4-5)
- 100% of graduates indicated BHSU enhanced proficiency very much (4-5)

Program Assessments of Content Knowledge

- 100% *Distinguished* or *Proficient* on related portfolio artifact and on timed writings in Technology Facilitator (TF) program
- 89% earned A on graphic organizer in Reading Specialist (RS) program
- Statistically significant growth (Cohen's Effect size=0.6) for group on MARS pre to post test tasks in Math Specialist (MS) program

Program Assessments of Planning

- 94% *Exemplary* or *Satisfactory* on instructional plan in TF program
- 98% earned A or B on lesson plan in Reading Specialist program
- 92% earned A or B on case study in Math Specialist program

Program Assessments of Clinical Practice

- 92% *Distinguished* or *Proficient* on Action Research in TF program
- 100% scored 80% or higher on Teaching Effectiveness Rubric in RS
- 100% earned A on unit in Math Specialist program

Advanced Level NBPTS Proposition III

Teachers manage and monitor student learning.

Surveys

- 94% of employers rated graduates at highest level (4-5)
- 86% of graduates indicated BHSU enhanced their proficiency very much (4-5)

Program Assessments of Impact on P-12 Learning

- 100% *Distinguished* or *Proficient* on related portfolio artifact for TF program
- 93% scored 80% or above on rubric assessing impact on P-12 learning for RS program
- 92% *Distinguished* or *Proficient* on Action Research project for Math Specialist program

Program Assessments of Clinical Practice

- 92% *Distinguished* or *Proficient* on Action Research in TF program
- 100% scored 80% or higher on Teaching Effectiveness Rubric in RS
- 100% earned A on unit in Math Specialist program

Advanced Level NBPTS Proposition IV
Teachers think systematically about their practice and learn from experience and use research to improve practice.

Reflective Practice

Portfolio Artifact Connecting Theory to Practice

- 100% *Distinguished* or *Proficient* on Action Research project

Surveys

- 94% of employers rated graduates at highest level (4-5)
- 100% of graduates indicated BHSU enhanced their proficiency very much (4-5)

Use of Research to Improve Practice

Portfolio Artifact Connecting Theory to Practice

- 100% *Distinguished* or *Proficient* on Action Research project

Surveys

- 77% of employers rated graduates at the highest level in using research in teaching
- 93% of graduates indicated BHSU prepared them to use research-based practice

NBPTS Proposition IV

Research-Based Practice - How are we using these data for program improvement? We are…

- forming a faculty subcommittee across all four programs to discuss how best to initiate and/or enhance communication among university faculty, P-12 personnel, and MSCI candidates about qualitative and quantitative research and varying uses of the term “research-based practice”
- taking steps to increase the number of candidates who select collaborative research as the culminating event of choice (number has more than doubled in last year)
  - revised ED 630 and ED 750 to strengthen research preparation
  - strengthening communication between online students and library faculty who can assist with research
  - strengthening guidance provided in making culminating event decision
  - working with IRB to facilitate approval process
- other?

Advanced Level NBPTS Proposition V

Teachers are members of learning communities.

- 100% Distinguished or Proficient on related portfolio artifact for Technology Facilitator program
- 100% earned A on Professional Development Opportunity for Reading Specialist program
- 100% earned A or B on Professional Development Plan for Math Specialist program
- 83% of employers rated graduates at highest level (4-5)
- 93% of graduates indicated BHSU enhanced their proficiency in collaboration very much (4-5)

NBPTS Proposition V
Members of Learning Communities - How are we using these data for program ENHANCEMENT? We are…

- implementing a new clinical practicum course, ED 754, Professional Development Practicum in Schools, to give candidates leadership experiences beyond their classrooms (for Technology Facilitator and Reading Specialist programs)
- looking for ways to systematically provide clinical practice in leadership beyond the classroom for all candidates in Math Specialist and Science Specialist programs
- other?

Wonderful Comments from Employers!

- ____ contributes greatly to the overall success of our school.
- ____ ‘s level of professionalism and work ethic make her an asset.
- ____ implements new learning and collaborates with others in meeting the needs of students.
- ____is a teacher who continually searches for ways to improve professional practice to benefit students.
- ____ is an outstanding educator who incorporates his master’s work into his teaching.
- ____ has become our literacy coach and does an excellent job.

Wonderful Comments from Graduates!

- I found the MSCI to be very worthwhile. I have been able to apply every aspect of my learning experience to my teaching, thus enhancing the learning experiences for my students.
- It has been really nice to apply what I learned in my own classroom.
- I am much more aware of the needs of my students and much more comfortable meeting those needs…using the knowledge gained in this program.
- Excellent professors!
- Program was rigorous; yet it fit the time constraints of practicing teachers.
- Great experience for me!

How is our assessment system working?

- Standards/alignment
- Assessments
  - Multiple direct and indirect measures
  - Focuses on student performance
  - Embedded in program rather than “added on”
  - Established through data analysis as fair, accurate, and consistent
- Processes for administration of assessments, data collection, analysis, and reporting
  - Administered regularly at clear transition points
  - Data systematically collected, analyzed, and reported
- Data management
  - Can consistently retrieve user-friendly reports
- Faculty involvement (committees and whole group)
- Use of Results (to improve candidate performance and unit operations)

Questions to be Answered

- How does the Unit Report complement the 23 individual Program Reports?
- What do the data show us about candidate performance related to standards?
- How are we using these data to improve?
- How well is our assessment system working?