

Education Department

2014-2015 Assessment Report

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Mission Statement and Conceptual Framework

The School of Education and Kinesiology is a community of faculty, administrators, staff, and students whose mission is to educate responsible decision makers--teachers and administrators--who are informed by current research and who are thoughtful about the moral, ethical, social, and political implications of their work. Therefore, we model and practice the qualities, skills, and sensibilities necessary for professional leadership and service in schools. Within the context of the liberal arts education, we believe that educators understand, reflect on, and respond to diverse and complex value systems in school and society. In service to the university and regional K-12 educational communities, we engage in scholarly activities about reflective teaching and learning practices that contribute to educational excellence at local, state, and national levels.

Conceptual Framework

The professional education programs at PLU aim to cultivate the intellect, not just for its own sake, but also as a tool of conscience and an instrument for service. In supporting this mission, the departmental faculty members and candidates seek to model the values of **Competence, Care, Differences, Service, and Leadership**. We strive to honor these core values in pursuit of excellence and in the cultivation of personal, supportive relationships with students, colleagues in neighboring schools, districts, faculty within PLU, and with other universities.

2014-2015 Summary of Actions

The 2014-2015 academic year included a kick-off assessment meetings as well as data review and program decisions at department meetings throughout the year. Key actions and decisions are listed below.

- Data presentation and analysis at all department meetings.
- Undergraduate program revision completed and submitted to EPC.
- Started a Department Blog
- Analyzed the diversity of field placements
- Changed employer/alumni survey format to include an importance rating to help focus our attention and efforts. For example if an item is rated lower in level of candidate preparation but is also rated low importance, it would help prioritize our efforts.
- Extended dispositions evaluation in field-placement to Spring term of the Junior year.
- Began implementation of an annual in-depth program evaluation model

Data Collection and Analysis for 2015-2016

- Analyze correlations between current assessments and data points with edTPA data. What relationships exist if any?
- Fully implement data dashboards for faculty and staff ease of access and use
- Continue collecting wide-ranging data sets on candidate performance to find what's most predictive.
- Redesign assessment portfolio for both graduate and undergraduate programs to reflect the edTPA and to provide more performance data prior to student teaching

Program Evaluation Model

The Department of Education collects data on program effectiveness from many different sources. These include course assignments/grades, WEST-E content test scores, field placement evaluations, edTPA scores, cooperating teacher surveys, exit surveys, employer surveys, and job placement rates. While the survey data we collect is sufficient for accreditation and state approval needs, it is not especially helpful for getting nuanced information. We generally do well on these surveys with little difference between high and low scores as demonstrated on the next several pages. Over the last few years we have noticed some patterns. Now we are adding pathways to dig into the survey data and attempt to understand patterns and trends as well as surface successes or challenges we may be unaware of.

Thus we are implementing an annual program evaluation process. One goal is to collect and analyze data in a more integrated and holistic fashion. The second goal is to conduct a “deep dive” on various aspects of the program and teacher preparation on a rotating basis. For example one year we might investigate candidate preparation in classroom management and work with families and the next year subject area and pedagogical content knowledge. A final long-term goal is to engage in more publishable research on best practices in teacher preparation and induction.

In spring 2015 we took the first step to implementing this program evaluation process. We added two candidate focus groups; one from the master’s cohort and one from the undergraduate. These focus groups were conducted after the exit survey to allow follow-up on any emerging issues or questions. These sessions were conducted by a local high school teacher who also provided the write-up and analysis to protect candidate confidentiality and encourage candor when sharing. We had planned to conduct a focus group with principals who have hired our graduates as well as cooperating teachers but scheduling and staffing proved challenging this year.

A summary of these focus groups as well as a synthesis of all of our data is included in this assessment report.

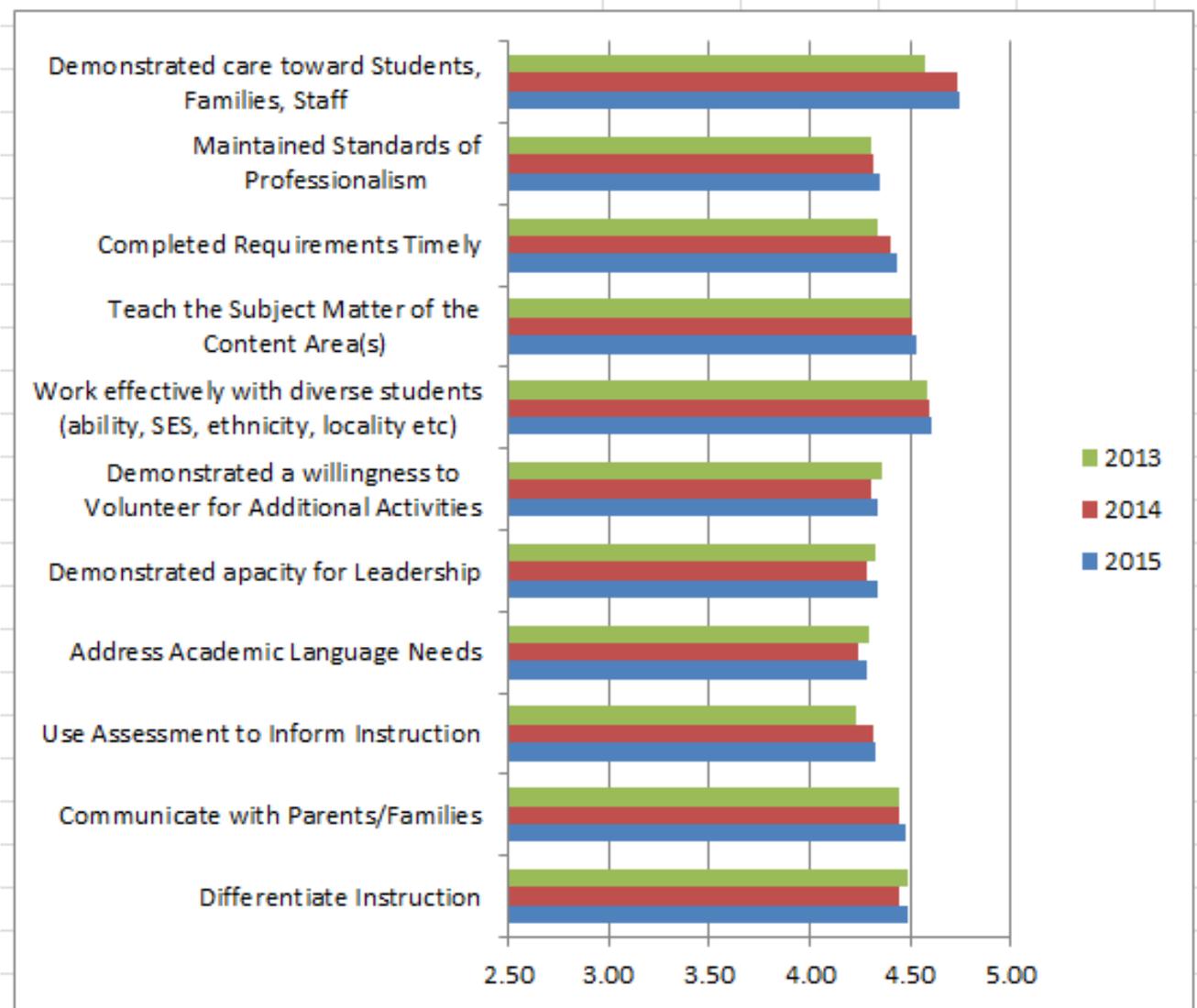
Employment Rates

Spring completer employment rates for Fall 2015:

- Overall: 84%
- UG: 83%
- MAE: 86%
- ARC: 82%

Self report data as of 6/30/2015.

Cooperating Teacher Survey



1-5 point scale, Strongly Disagree to Strongly Agree; Note condensed scale to highlight differences

The 2015 results show improvement in every area over 2014. Three-year trend shows improvement or steady results in all areas. Qualitatively, there were more comments on the 2015 survey and these comments were much more positive and effusive then the prior year. Examples include:

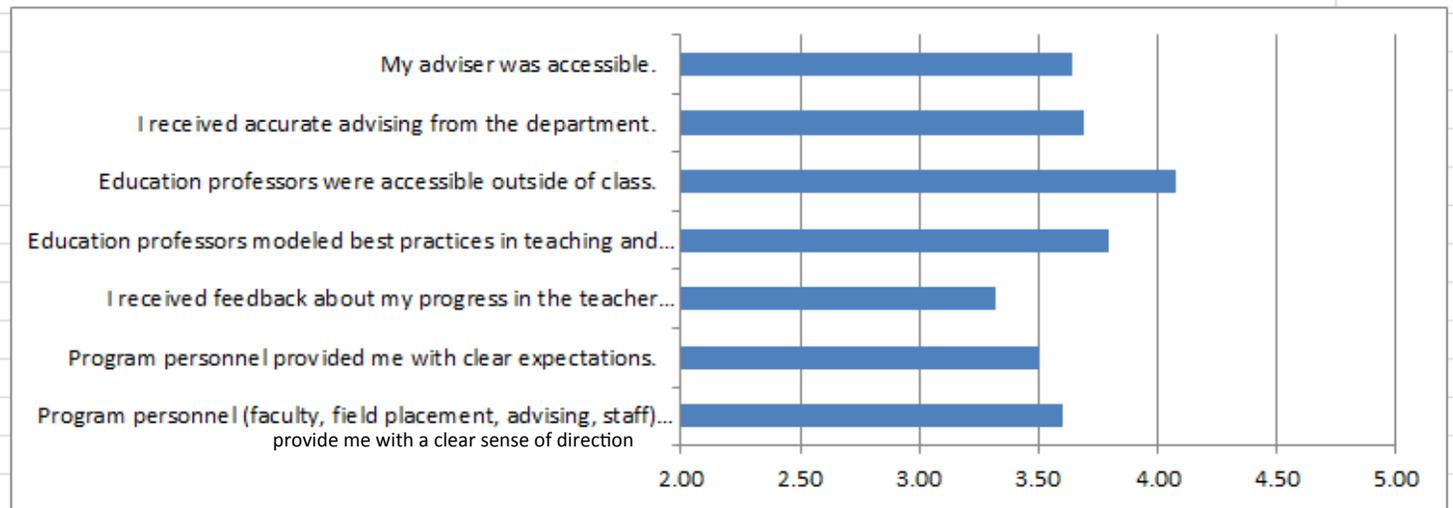
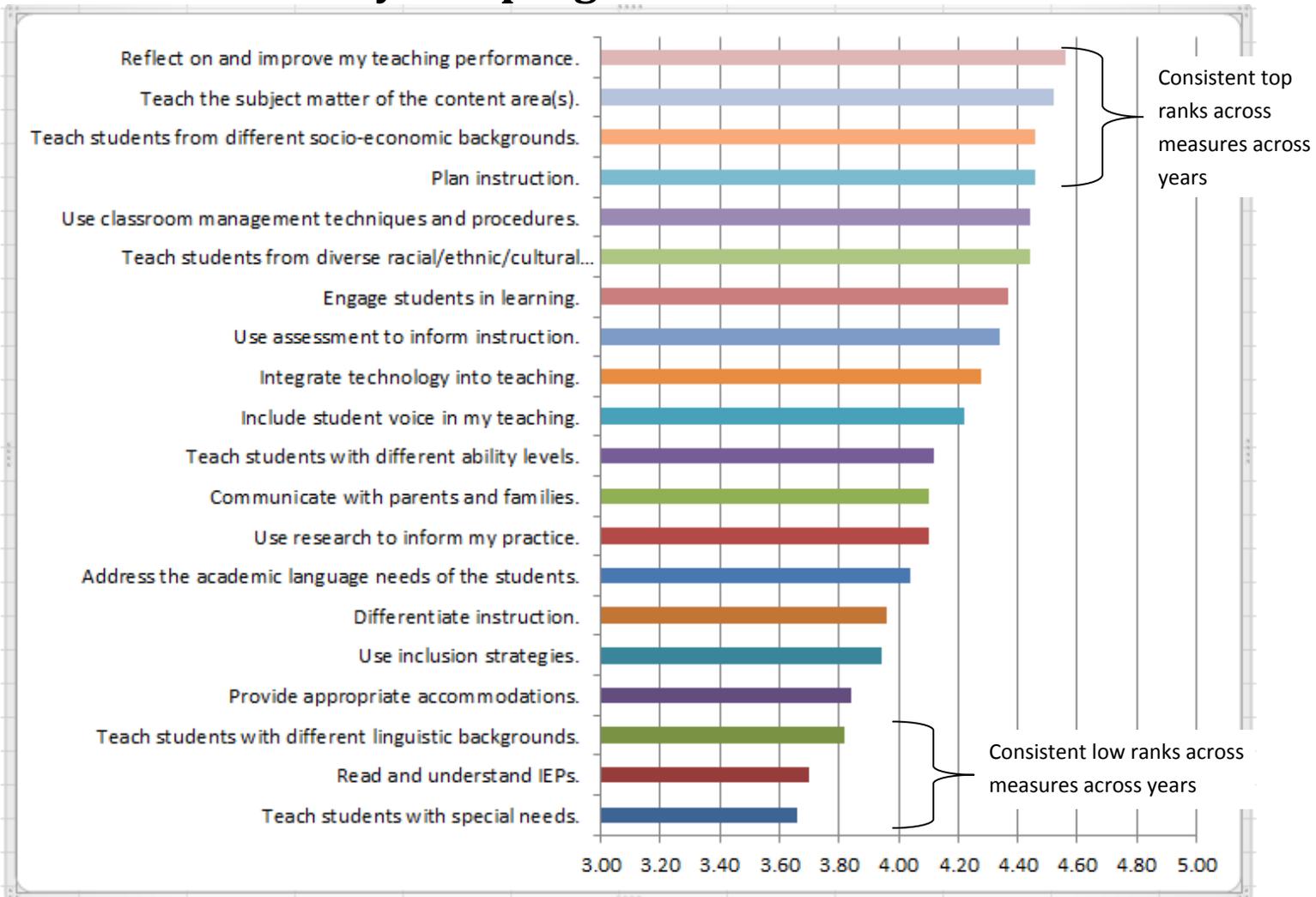
I appreciate the background and preparedness that PLU provided to my student teacher prior to her joining me in the classroom. She was excellently prepared and it was by far the best experience I have had with a student teacher!

If I were not retiring at the end of this school year, I would be happy to have another PLU student teacher. I enjoyed the experience very much and I am considering working in the district's beginning teacher program because of it.

I have enjoyed having a masters in education candidate again. I feel that PLU does an excellent job preparing their students. Thank you

PLU has produced another excellent teaching candidate! She was very prepared for this portion of her education. I enjoyed working with her and PLU.

2015 Exit Survey: All programs



1-5 point scale, Strongly Disagree to Strongly Agree; Note condensed scale to highlight differences

N=50, 76% MAE, 12% UG, 12% ARC

Top 4 edTPA Rubrics: Using Knowledge of Students to inform teaching and learning; Planning for subject specific understanding; Analysis of student learning; learning environment. These results are consistent with the above survey. This is also consistent with the overall task performance.

Exit Focus Groups

Two focus groups were conducted with completing candidates. One group included 8 MAE candidates and the other included 7 undergraduate students. Both focus groups were conducted after their respective seminars and light snacks were provided. The focus groups were conducted and transcripts analyzed by Dr. Wayne Rumbaugh, a local high school teacher.

A summary of results is provided here and represent consistent themes across both groups. The full analysis are available in the appendix including results unique to each group and much longer lists of strengths and suggestions.

Program Strengths

- Cooperative/Group work
- Emphasis on diversity and teaching *all* students
- Common Core State Standards and aligning lessons
- Field Experience/Cooperating Teacher (wished for a formal process for candidates to raise issues and training for CTs, however)
- Lesson Plan template: helped them address everything and be prepared for lessons
- Preparation to communicate with students/families about the classroom and individual student progress.

Areas for Improvement

- Amount and consistency of feedback on work
- Clarity of direction, curriculum sequencing/overlap, knowing who to go to for answers
- edTPA: this came up repeatedly, Dr. Rumbaugh's sense from listening is that they were more prepared then they realized.
- How to find and cite research to support their decisions

Comparison of Exit Survey and Focus Groups

Overall the quantitative and qualitative results were quite consistent. The quantitative results were slightly more positive regarding feedback and professor accessibility. Both groups felt they were well prepared to teach content. However the MAE candidates did not feel fully prepared to teach literacy and both groups expressed a desire for more elementary mathematics preparation. The focus groups provide insight that the combination of field experiences in diverse schools and emphasis in course work contributed to the strong ratings for working with diverse students. The quantitative and qualitative results both show a significant improvement in candidate perception of preparation to work with families which has been a focus of the Department the last two years. Finally, student comments explain the comparatively low rating regarding special education preparation. Many students did not see a Special Education classroom or felt there was not enough coursework.

Another positive alignment is between the Exit Survey, Focus Group, Cooperating Teacher Survey and PEAB feedback. In February 2015, the Teacher PEAB brainstormed the list of top traits they look for in new teachers. Their list included many soft skills such as the ability to work as a team, take and use feedback, and demonstrate care for *all* children as well as understand standards and curriculum.

Teacher Performance Assessment (edTPA)

The edTPA is a performance assessment completed during student teaching. A passing edTPA score is required by Washington state to earn a WA teaching certificate. The assessment is nationally available and approximately 22 states are in some stage of implementation. The edTPA is consequential as of January 2014. The cut score is 35 and the maximum score is 75.

edTPA Spring 2015 Summary Statistics

	Overall	UG	MAE	ARC
Pass rate	118/120	58/59	43/43	13/14
Percentage	98%	98%	100%	93%
Average Score	47.49	46.6	49.5	43.5
High	75	57	75	55
Low	30	29 (37)	36	30
Standard Deviation	6.51	4.65	8.06	6.95

Note: the one not-passing UG candidate received a 29 due to an unscored Task 1 based on incorrect document upload. Upon resubmission of the original materials the score was a 42. 37 represents the lowest passing score.

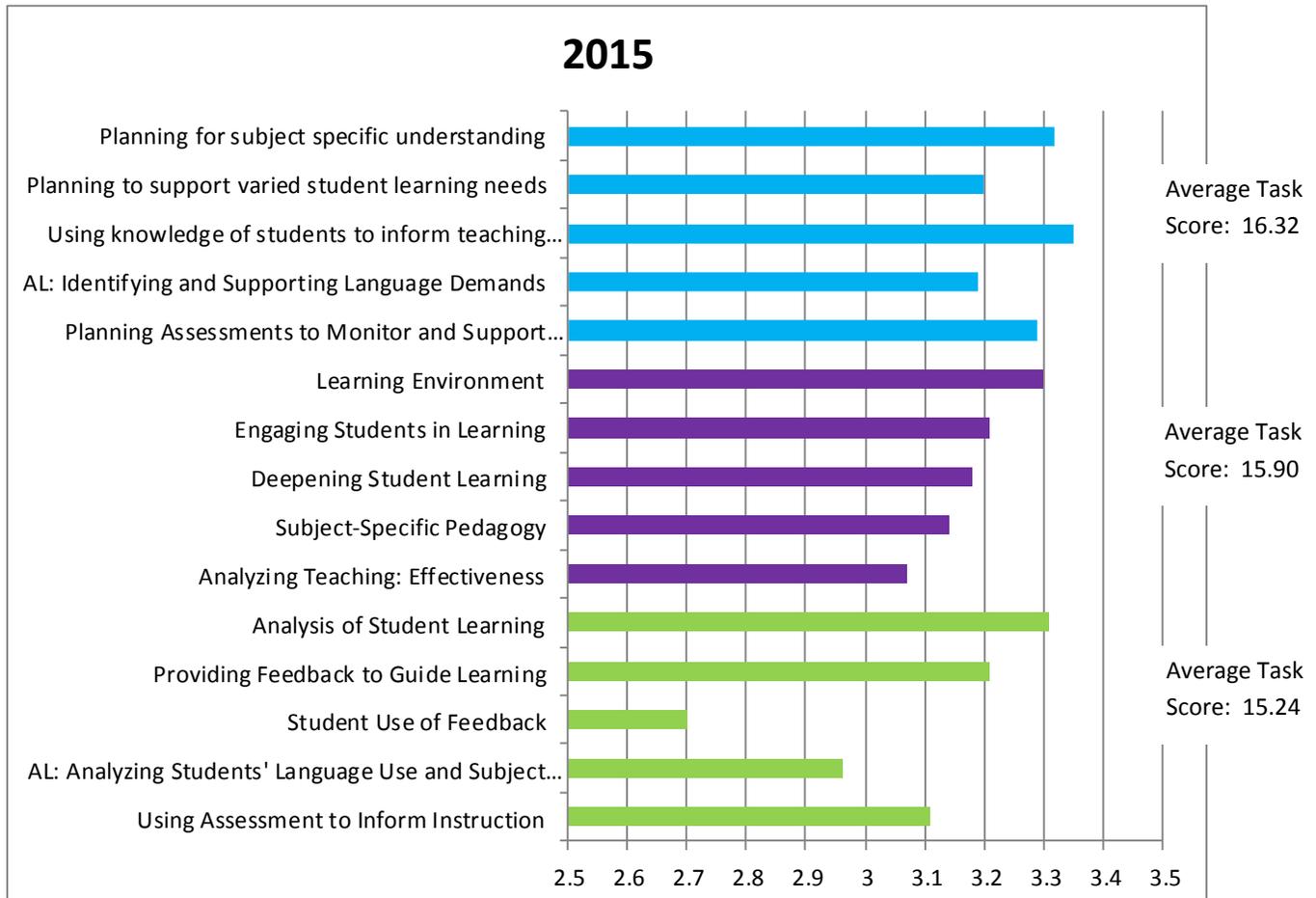
In Spring 2015 the Department stopped the practice of reviewing all portfolios before submission. This change had no negative effect on scores. The overall 2015 pass rate improved over 2014 and the overall average score remained constant. Analysis of score frequencies does reveal more 2015 scores below 42 than in 2014. As seen on the facing page, 7 average rubric scores improved or remained constant while 8 showed a slight decrease.

Average Rubric Performance

Task 1 Planning for Instruction and Assessment: Blue

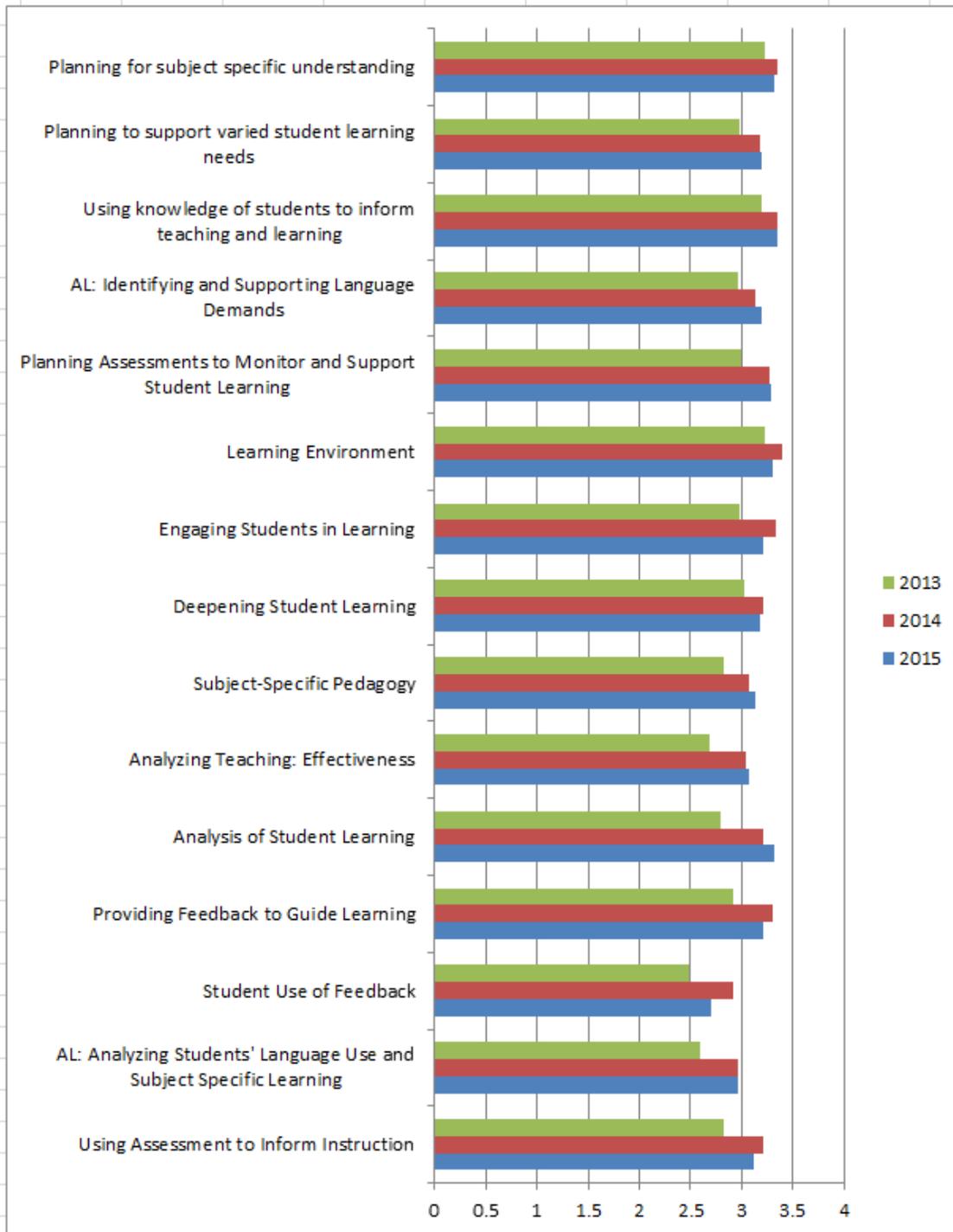
Task 2 Instructing and Engaging Students in Learning: Purple

Task 3 Assessing Student Learning: Green



1-5 point scale, note condensed scale to highlight differences

Average Rubric Performance Three Year Trend



Content	N	Average Score
History/Social Studies	3	42
World Languages	7	43.43
Science	15	44.8
Special Education	9	45
Performing Arts (Music)	11	45.27
Elementary Literacy	25	47.36
Elementary Mathematics	21	47.76
Visual Arts	4	48.50
Mathematics	7	49.14
English Language Arts	15	53.27

Note: World Languages comparison to other scores is inappropriate as their score is a sum of 13 not 15 rubrics. This average is quite high.

Appendix