

UNIT IMPROVEMENT PLAN

Completed Summer, 2015- Ohio Wesleyan University

Teacher Education Unit (n= 21)

At the end of every academic year, the Teacher Education Unit reviews candidate, program, and Unit assessment data. Data is analyzed for patterns and trends to inform individual licensure programs as well as the overall Unit. Each licensure program collects, aggregates, and analyzes its own data. Conclusions are drawn, and then a Program Action Plan for that program is developed to improve the next academic year's work. Programs that completed this analysis for 2014-15 included:

- Early Childhood
- Middle Childhood
- Adolescent/Young Adult
- Multi Age

Each program level analysis and Action Plan is included with this report.

Once program reports are completed, we look for patterns and trends across all programs, using the assessments that are common to all programs. A Unit Action Plan is then developed. The subsequent Unit data analysis and Action Plan for 2014-15 are described in this report.

Section I: Unit Assessment Measures

Gateway 3 Data: Program Completion - End of Student Teaching

• ***OWU Student Teaching Evaluation and Self Reflection Paper.*** Both assessments provide insights into our candidates' progress towards the required knowledge, skills, and dispositions outlined in the Unit's learning outcomes.

Both assessment tools use the following four-point scale:

- Excellent – Exceeds Expectations – 4 points
- Proficient – Meets Expectations – 3 points
- Adequate – Partially Meets Expectations – 2 points
- Unsatisfactory – Fails to Meet Expectations – 1 point

- ***EdTPA.*** The EdtPA is a national performance-based assessment in which candidates must plan, implement, and reflect on a series of lessons. The assessment is designed to answer the essential question: "Is a new teacher ready for the job?" Focus of the assessment is

on how excellent teaching promotes student learning. The assumptions underlying the EdTPA are that successful teachers:

- possess knowledge of subject matter, content standards, and subject-specific pedagogy;
- can develop and apply knowledge of varied students' needs;
- consider research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning .

In this assessment, the student teacher develops and teaches **3–5 consecutive lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a “**learning segment**.” Then students analyze what has occurred and suggest options for improvement of their work.

Gateway 4 Data: Recommendation for Licensure

• OBR Exit Survey – ***Pre-Service Candidate Survey*** is a state-mandated survey developed by the Ohio Board of Regents (OBR) to measure candidate satisfaction and sense of competence in regards to their preparation program. Survey questions are aligned with the Ohio Standards for the Teaching Profession and Ohio licensure requirements, as well as national accreditation standards. The resulting data is used in the Education Preparation Performance Report generated by OBR. This survey features 49 questions and uses the following 4 point scale:

- Strongly Agree – 4 points
- Agree – 3 points
- Disagree – 2 points
- Strongly Disagree – 1 point

Section II. Summary of Data from Unit Assessments

Student Teaching Evaluation (n=21)

Review of the Student Teaching Evaluation Form data from 2014-2015 indicates that overall, candidates demonstrated the ability to meet the expectations of the OWU teacher education Unit. As these expectations are aligned with state and national accreditation standards, we can conclude that are candidates are well prepared to face the rigors of teaching wherever they obtain a job.

Overall Strengths by Learning Outcomes. (Mean of 3.5/4.0 or higher)

- Learning Outcome 6 – Commitment
- Learning Outcome 7- Collaborative Relations
- Learning Outcome 8- Efficacy
- Learning Outcome 9- Democratic Ideals

- Learning Outcome 10 Reflective Practices

The remaining categories had a mean between 3.0 and 3.5 with the exception of one category for one program which had a mean of < 3.0. This suggests that category is an area of concern for one program.

Area for Further Review. (Mean of 2.8/4.0)

- Learning Outcome 5- Assessment Measures (MA Program only)

Self-Reflection Paper (n=21)

We revised this assessment in 2014 to create a more rigorous measure. Thus, we expected scores to decline that year as students negotiated the higher expectations for this assignment. However, we then expected improved scores in 2015 as we emphasized how to complete this assignment competently in our methods courses and student teaching seminars. These expectations were met as the scores significantly improved on this assessment in 2015 (with the exception of the MA program). Following is the data for this assessment:

	EC	MC	AYA	MA	Unit
2014	2.54	No candidates	2.8	2.8	2.8
2015	3.0	4.0	3.0	2.8	3.08

EdTPA (n=16; note that some AYA and MA candidates did not complete this assessment)

Review of the Unit level data on the 15 rubrics for the EdTPA in 2014-2015 indicates that overall, candidates somewhat demonstrated the knowledge and skills to successfully plan, implement, and assess a series of lessons in their licensure level. Data for the Unit ranged from 2.4/4.0 to 4.0/4.0. The Unit's mean score for the entire assessment was 43.6 which is well above the current suggested state passing score of 37 and above the state average of 42. Following are the Unit's strengths and areas for further review on this assessment:

Overall Strengths by Learning Outcomes. (Mean of > than 3.3)

- Learning Outcome PO2: Planning to Varied Support Student Needs
- Learning Outcome IO6: Learning Environment

Areas for Further Review. (Mean of < 3.0)

- Learning Outcome 4 PO4: Identifying and Supporting Language Demands
- Learning Outcome 4 IO7: Engaging Students in Learning
- Learning Outcome 1 IO9: Subject Specific Pedagogy

- Learning Outcome 10 IO10: Analyzing Teaching Effectiveness
- Learning Outcome 5 A13: Student Use of Feedback
- Learning Outcome 5 A14: Analyzing Student Language Use and Content Learning

It is interesting to note that our students achieved lower scores in the categories identified as problematic in other programs across the state.

We do need to address the areas in which our students scored lower than we expected. Suggested changes are described in Section III: The Action Plan of this report.

A copy of the full EdTPA assessment results are included in the Appendix of this report.

Ohio Board of Regents Exit Survey of Preservice Teachers. (n= 21)

This is the fourth year of data collection by OBR. Data are collected at the end of each candidate's student teaching semester. The 2014-2015 mean Unit ratings for all questions were above the target 3.0 for all programs, with a mean Unit rating for all questions of 3.65/4.0 on this assessment. This suggests that our candidates felt prepared in all aspects of teacher preparation deemed important by the Ohio Board of Regents and in turn our national accreditors. Seemingly our significant efforts this year to increase candidate understanding and awareness of the Ohio School Operating Standards, Ohio Resident Educator Program, Ohio Standards for the Teaching Profession, Ohio Standards for Professional Development, and Value Added Growth Measures were successful.

The complete results for this assessment are included in the Appendix of this report.

Section III: Unit Action Plan

Based on the analysis of the 2014- 2015 assessment data, a Unit Action Plan was created to address concerns during the 2015-2016 academic year. The Unit Action Plan complements those developed by the individual licensure programs.

For the 2015-2016 academic year, the Education Unit will:

- improve candidate understanding and teaching of academic language. This concept will be emphasized in all methods courses and student teaching seminars. We will also conduct a Unit training on how to better support candidate knowledge of this concept. (OWU Learning Outcome 4)
- focus on subject specific pedagogy- the pedagogy that is considered most appropriate for a particular discipline (i.e. Math or History). Each licensure program will address specific strategies that are relevant to their licensure area. (OWU Learning Outcome 4)
- Require all candidates to complete the EdTPA. We believe this assessment does a good job measuring our candidates' competence with real teaching tasks, thus we need complete data to determine necessary program improvements. (All Learning Outcomes)
- continue to monitor the data from the Self Reflection Paper to ensure the Unit mean scores continue to be above 3.0/4.0. (OWU Learning Outcome 10)
- continue emphasis on evaluation strategies in all methods courses. Shift focus to strategies for helping students use teacher feedback to improve learning. (OWU Learning Outcome 5)

For the 2015-2016 academic year, the Education Unit will also complete the following activities due to national CAEP accreditation requirements:

- Conduct validity and reliability studies on all assessment instruments created by our Unit. These include the following:
 1. Dispositional Assessment
 2. Diversity Assessment
 3. Self-Reflection Paper
 4. English Language Learners Assignment
 5. Assessment of Instructional Unit
 6. Survey of student Teacher Effectiveness (completed by children and adolescents our candidates teach)
 7. Student Teaching Evaluation (we are part of a state study for creating reliability and validity of a state for this purpose)

CAEP will also be reviewing all our instruments to ensure they are appropriately structured.

- Include the national Model Code of Ethics for Educators concepts in our curriculum. This will be initially addressed in our EDUC 1110: Role of the School course then reinforced in

each program's student teaching seminar (when candidates can approach this content with deeper understanding).

APPENDIX

Table 1:
OWU Education Department Learning Outcomes

1. *knowledge* of disciplines being taught and the *ability* to organize, integrate and convey knowledge so that it is comprehensible to all students;
2. *knowledge* of human development, motivation, and learning, as well as the individual and contextual factors that guide one's ability to develop instruction that is appropriate for all students;
3. *knowledge* of classroom organization, management, and curriculum and the *ability* to design, implement, and manage the learning environment in ways that support active student learning and independence for all students;
4. *knowledge* of various instructional strategies and materials, including technology, that encourage student problem-solving, critical thinking and independent learning and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content;
5. *knowledge* of a variety of assessment strategies that are embedded in instruction and the *ability* to use formative and summative assessments to monitor and evaluate student learning, as well as to inform one's teaching.
6. *disposition* of commitment to teaching as a viable, honorable profession;
7. *disposition* that fostering collaborative relationships with colleagues, families and the larger community is an important activity for teachers;
8. *disposition* that it is important to affirm one's efficacy as it relates to student learning and that all students deserve developmentally challenging, but fair and appropriate learning opportunities;
9. *disposition* that competent, committed, professional teachers are essential for ensuring that the democratic ideals of a multicultural society are the foundation of all teaching and learning; and
10. *disposition* that engaging in reflective practice is an important act for all teachers and that such reflection implies a commitment to lifelong professional development.

Table 2: Unit Student Teaching and Self Reflection Paper Data

<i>Item</i>	<i>Average</i>	<i>St Dev</i>	<i>Min</i>	<i>Max</i>
Q01-Content Knowledge	3.28	0.59	1	4
Q02-Dev,Motive,Learn	3.29	0.68	1	4
Q03-ClassOrg,Mgmt,Curr	3.23	0.68	1	4
Q04-Inst Strats,Materials	3.21	0.70	1	4
Q05-Assessment Strats	3.16	0.59	2	4
Q06-Commitment	3.78	0.53	2	4
Q07-Collaborative Relations	3.63	0.56	2	4
Q08-Efficacy	3.62	0.62	1	4
Q09-Democratic Ideals	3.72	0.45	3	4
Q10-Reflective Practices	3.41	0.82	0	4
Self-Reflection Paper	3.08	0.70	2	4

Impact on PreK- 12 Students' Learning from Student Teaching Evaluation

5=Highly Effective

3=Somewhat Effective

1=Minimal Impact

Avg

StDev

Min

Max

4.15

0.57

1

5

Table 3

EdTPA Scoring Data

Task 1: Planning

- P01. Planning for Content Understandings
- P02. Planning to Support Varied Student Needs
- P03. Using Knowledge of Students to Inform Teaching and Learning
- P04. Identifying and Supporting Language Demands
- P05. Planning Assessments to Monitor and Support Student Learning

Task 2: Instruction

- I06. Learning Environment
- I07. Engaging Students in Learning
- I08. Deepening Student Learning
- I09. Subject Specific Pedagogy
- I10. Analyzing Teaching Effectiveness

Task 3: Assessment

- A11. Analysis of Student Learning
- A12. Providing Feedback to Guide Learning
- A13. Student Use of Feedback;
- A14. Analyzing Students' Language Use and Content Learning
- A15. Using Assessment to Inform Instruction

edTPA EPP Performance Summary
July 2014 - June 2015
Ohio Wesleyan University

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks	16	43.6	3.1	3.4	3.1	2.7	3.0	3.3	2.9	3.1	2.8	2.8	3.0	3.0	2.4	2.7	2.8	15.1	14.9	13.6
Early Childhood	5	47.6	3.2	3.6	3.2	3.0	3.2	3.4	3.4	3.3	2.8	3.1	3.2	2.8	2.7	3.3	3.4	16.2	16.0	15.4
K-12 Performing Arts	1	45.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0	3.0	3.0	2.0	3.0	4.0	2.0	3.0	2.0	16.0	15.0	14.0
K-12 Physical Education	1	33.0	3.0	3.0	2.0	1.0	2.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0			1.0	11.0	16.0	6.0
Middle Childhood Science	2	40.0	2.5	2.5	3.0	2.3	2.8	3.0	2.0	2.8	2.3	3.0	3.0	3.3	2.3	2.5	3.0	13.0	13.0	14.0
Secondary English-Language Arts	3	44.3	3.0	4.0	2.7	2.7	3.0	3.7	2.7	2.7	3.0	2.7	3.3	3.0	2.7	2.3	3.0	15.3	14.7	14.3
Secondary History/Social Studies	1	48.0	3.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	3.0	3.0	2.0	4.0	2.0	2.0	3.0	18.0	17.0	13.0
Secondary Mathematics	2	40.0	3.5	3.0	3.0	2.0	3.0	3.0	2.5	2.5	3.0	2.5	2.5	3.0	2.0	2.5	2.0	14.5	13.5	12.0
Visual Arts	1	41.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	15.0	14.0	12.0

This document includes some materials that are test secure and/or confidential for other reasons. As such, it should not be circulated to unauthorized persons. The accompanying notes are an integral part of this document.

TABLE 4**Ohio Board of Regents Educator Preparation Performance Report****Mean on Each Question for All Programs**

2014-15	
OBR Question	Average Score
1. My teacher licensure program prepared me with knowledge of research on how students learn.	3.65
2. My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction	3.65
3. My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.65
4. My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.65
5. My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences	3.65
6. My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.65
7. My teacher licensure program prepared me to use assessment data to inform instruction.	3.65
8. My teacher licensure program prepared me to clearly communicate learning goals to students.	3.65
9. My teacher licensure program prepared me to apply knowledge	3.65

of how students learn, to inform instruction.	
10. My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.65
11. My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.65
12. My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.65
13. My teacher licensure program prepared me to use strategies for effective classroom management.	3.65
14. My teacher licensure program prepared me to communicate clearly and effectively	3.65
15. My teacher licensure program prepared me to understand the importance of communication with families and caregivers	3.65
16. My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.65
17. My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.65
18. My teacher licensure program prepared me to communicate high expectations for all students.	3.65
19. My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.65
20. My teacher licensure program prepared me to treat all	3.65

students fairly and establish an environment that is respectful, supportive, and caring.	
21. My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.65
22. My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.65
23. My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.65
24. My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g., NAEYC, CEC, NCTM).	3.65
25. My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.65
26. My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.65
27. My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.65
28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.65
29. My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Common Core State Standards	3.65
30. My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by	3.65

the Ohio State Board of Education.	
31. My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.65
32. My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	
33. My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.65
34. My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.65
35. My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.65
36. My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students.)	3.65
37. My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.65
38. My teacher licensure program provided opportunities to work with diverse teachers.	3.65
39. My teacher licensure program provided opportunities to interact with diverse faculty.	3.65
40. My teacher licensure program provided opportunities to work and study with diverse peers.	3.65
41. Overall, the faculty in my teacher licensure program demonstrated in-depth	3.65

knowledge of their field	
42. Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.65
43. Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.65
44. Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.65
45. Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.65
46. Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.65
47. My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.65
48. My teacher licensure program provided opportunities to voice concerns about the program.	3.65
49. My teacher licensure program provided advising to facilitate progression to program completion.	3.65

