

Unit Improvement Plan (Completed Fall, 2016) Ohio Wesleyan University Teacher Education Unit

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 2015-2016 included:

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

Each program level analysis and Action Plan is included with this report. Our education Department Learning Outcomes are on Table 1 in the Appendix.

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 2016-2017 is described in this report.

Section I: Unit Assessment Measures

Gateway 3 Data: Program Completion – End of Student Teaching

- **OWU Student Teaching Evaluation.** This assessment provides insight 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

- **Ohio Assessments for Educators (OAE) Licensure Exams.** All candidates for licensure must take a series of exams that measure both their pedagogical and content knowledge. Candidates in all licensure areas take one exam focused on pedagogy. Candidates for Early Childhood, Adolescent to Young Adult, and Multi-Age licenses take one exam that measures knowledge in their content area. Middle Childhood candidates typically take two content area exams.
- **OBR Pre-Service Candidate Exit 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=19)

Review of the Student Teaching Evaluation Form data from 2015-2016 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 our candidates are well prepared to face the rigors of teaching wherever they obtain a job. Following is an analysis of the Unit's strengths and areas for improvement on this assessment.:

Overall Candidate 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 (AYA-3.47 due to large stand deviation)

- Learning Outcome 9 – Democratic Ideals
- Learning Outcome 10 – Reflective Practices

The remaining categories had a mean between 3.0 and 3.5. As this score range represents a “Proficient” level of competency, we believe this data suggests our candidates are at an acceptable level for Learning Outcomes 1-10, as measured by Student Teaching evaluations.

Table 2 in the Appendix includes the 2015-16 Student Teaching Evaluation Form data.

edTPA (n=19)

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 2.3/4.0 to 3.0/4.0. The Unit’s mean score for the entire assessment was 41.5 (as compared to 43.6 in 2015) which is well above the current suggested state passing score of 37. The mean score for the Unit was significantly affected by unusually low scores in two of the AYA programs (English Language Arts and Social Studies).

Following are the Unit’s specific strengths and areas for improvement on this assessment.

Overall Strengths by OWU Learning Outcomes. (Unit Mean of > than 3.0)

- Learning Outcome 1 PO1: Planning for Content Understanding
- Learning Outcome 2 PO2: Planning to Support Varied Student Needs
- Learning Outcome 2 PO3: Using Knowledge of Students to Inform Planning
- Learning Outcome 3 IO6: Learning Environment
- Learning Outcome 4 IO8: Deepening Student Learning

Areas for Further Review and Improvement. (Mean of <2.8)

- Learning Outcome 4 PO4: Identifying and Supporting Language Demands (Academic Language)
- Learning Outcome 10 IO10: Analyzing Teaching Effectiveness
- Learning Outcome 5 IO11: Analyses of Student Learning
- Learning Outcome 5 IO12: Providing Feedback to Guide Learning
- Learning Outcome 5 IO15: Using Assessment to Inform Instruction
- Learning Outcome 5 A13: Student Use of Feedback
- Learning Outcome 5 A14: Analyzing Student Language Use and Content Learning

It continues to be interesting that our students achieve lower scores in the categories identified as problematic in other programs across the state.

We 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.

Table 3 in the Appendix includes the complete 2015-16 EdTPA assessment results.

Ohio Assessments for Educators Licensure Exams:

All candidates who took these exams in 2015-16 passed. Thus, we surmise that our candidates can communicate their knowledge of content and pedagogy through multiple choice and written responses. Table 4 in the Appendix includes the complete data for the OAE licensure tests.

Ohio Board of Regents Exit Survey of Preservice Teachers. (n=19)

WE WILL ADD THE 2015-16 DATA AS SOON AS IT BECOMES AVAILABLE.

Section III:

***Analysis of Progress Made Toward
2015-16 Education Department
Action Plan Goals***

Goal	Progress
Improve Academic Language	The EdTPA P04 scores show that the Unit average on measures regarding teaching of academic language fell from 3.0 to 2.9. Yet many individual scores were significantly higher than in the previous year. We believe this is not cause for concern due to some mitigating factors. For example, this drop could be due to one student in the Early Childhood program who missed the intensive class on this topic. Her edTPA score in this category was significantly lower than those of her peers. The AYA and MA programs also had significantly large standard deviations in their scores for academic language. We are cautiously optimistic that we are doing a better job instructing our candidates on how to help their students access academic language. However, we will continue emphasizing this concept in our course.
Improve candidate competence with subject specific pedagogy	Scores on EdTPA I09: Subject Specific Pedagogy declined. This was due mainly to Early Childhood majors whose mean score declined by one point. We suspect this was due to a lack of candidate commitment to the assessment as well as the fact that students had an adjunct faculty member for their main literacy course. Scores for AYA/MA stayed close to previous years.
Require all candidates to take EdTPA for completion of student teaching seminar.	100% completion rate for EdTPA in 2015-16.
Continue Emphasis on evaluation strategies	Based on Student teaching and EdTPA scores, we need to continue focusing on using assessment effectively to improve instruction.
Conduct validity and reliability studies on EPP created assessments.	We completed these studies during 2015-2016 and submitted these to CAEP (our national accreditation organization). We are currently revising the assessments based on CAEP feedback.
Include Model Code of Ethics	We added the Model Code of Ethics to our Role of the School course. We didn't add it to Student Teaching due to time constraints in this course.

Section IV: Unit Action Plan ***2016-2017***

Based on the analysis of the 2014-2015 assessment data and accompanying Action Plan from 2015-16, a **2016-2017 Unit Action Plan** was created to address concerns during the 2016-2017 academic year. The Unit Action Plan complements those developed by the individual licensure programs.

For the 2016-2017 academic year, the Education Unit will:

- Continue to 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)
- Continue to 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)
- Continue emphasis on both general and content-specific assessment strategies in all methods courses. Shift focus to strategies for helping students use teacher feedback to improve learning. (OWU Learning Outcome 5)
- Monitor revised Dispositional Assessment data to determine the instrument's effectiveness in identifying struggling candidates earlier in the program. (OWU Learning Outcomes 6-10)
- Continue revisions of EPP created assessments. Conduct reliability and validity studies. Train cooperating teachers and part-time faculty in the use of these assessments. (OWU Learning Outcomes 1-10)

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:
2015-2016 Student Teaching Data
EC: N= 10; AYA/MA: N=9

	<i>Average</i>	<i>St. Dev</i>	<i>Min</i>	<i>Max</i>	
<i>Q1: Content Knowledge</i>					
EC	3.25	.56	3	4	
AYA/MA	3.17	.54	2	4	
<i>Q2: Dev, Mot, Learn</i>					
EC	3.31	.58	2	4	
AYA/MA	3.13	.81	2	4	
<i>Q3: Class Org, Management., Curriculum</i>					
EC	3.25	.56	3	4	
AYA/MA	3.13	.72	2	4	
<i>Q4: Instructional Strategies and Materials.</i>					
EC	3.19	.73	2	4	
AYA/MA	3.14	.64	2	4	
<i>Q5: Assessment</i>					
EC	3.19	.73	2	4	
AYA/MA	3.20	.65	2	4	
<i>Q6: Commitment</i>					
EC	3.73	.57	2	4	
AYA/MA	3.53	.52	2	4	
<i>Q7: Collaboration</i>					
EC	3.63	.48	3	4	
AYA/MA	3.53	.52	2	4	
<i>Q8: Efficacy</i>					
EC	3.63	.48	3	4	
AYA/MA	3.47	.50	3	4	
<i>Q9: Democratic Ideals</i>					
EC	3.50	.50	3	4	
AYA/MA	3.60	.49	3	4	
<i>Q10: Reflection</i>					
EC	3.47	.62	3	4	
AYA/MA	3.60	.61	3	4	

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

Section A: Score Means

***edTPA EPP Performance
Summary July 2015 - June 2016***

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	24	41.5	3.0	3.0	2.8	2.8	2.7	3.0	2.9	3.0	2.4	2.6	2.7	2.7	2.3	2.5	2.7	14.2	14.0	12.9
Early Childhood	12	41.3	2.8	3.1	2.9	2.9	2.5	2.9	2.8	3.0	2.1	2.6	2.8	2.7	2.3	2.8	3.0	14.3	13.5	13.5
K-12 Performing Arts	4	44.5	3.3	2.9	3.0	2.9	3.0	3.6	2.9	3.5	3.1	2.6	2.6	3.4	2.5	2.5	2.6	15.0	15.8	13.6
Secondary English-Language Arts	3	36.7	2.7	2.7	2.3	2.3	2.3	2.8	3.0	2.8	2.8	2.2	2.5	2.7	1.7	1.7	2.2	12.3	13.7	10.7
Secondary History/Social Studies	1							3.0	3.0	3.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0		13.0	8.0
Secondary Science	2	37.5	3.0	2.5	2.5	2.5	2.5	3.0	3.0	2.5	2.0	3.0	3.0	2.0	2.0	2.0	2.0	13.0	13.5	11.0
Visual Arts	2	47.5	3.8	3.0	3.0	2.8	4.0	3.0	3.0	3.3	3.0	2.8	3.0	3.3	3.3	2.8	3.5	16.5	15.0	15.8

This document includes some materials that are test secure and/or confidential for other reasons. As such, it should only be circulated to authorized personnel (e.g., edTPA coordinators, faculty, and other users) who need access to this information. The accompanying notes are an integral part of this document.

Table 4:

Ohio Assessments for Educators
(State of Ohio teacher licensing exams)
2015-16 results

	Test	Pass Rate
Early Childhood N=9*	Pedagogy	100%
	Content	100%
Adolescent/Young Adult/ Multi-Age N=6*	Content	100%
	Pedagogy	100%