ORLEAN BULLARD BEESON SCHOOL

Closing the
Loop

2023

Assessment Data Reviewed

EPP faculty reviews data from multiple sources. Data is reviewed at faculty meetings, during Data Days, committee meetings, stakeholder meetings and during partnership meetings. Faculty use this data to implement important programmatic improvements. Sources of data are CAEP key assessments, focus groups, case studies, recruitment and enrollment data, candidate gateway data, surveys as well as other more informal instruments and observations. Faculty are assigned data teams that are tasked with examining data through the lens of content knowledge, learner and learning, professional responsibility and instructional practice.

1. Enhancing Survey Engagement
   - Action: Redesign surveys to be more concise and relevant to supervisors' experiences. Implement an online platform that allows for easier submission and encourages higher participation through reminders and incentives.
   - Measurement: Monitor the survey completion rates and quality of feedback post-implementation to assess improvement.
2. Strengthening Support and Instruction
   - Action: Develop and deploy targeted training modules focusing on instructional strategies, assessment techniques, and differentiated learning. Include these in the orientation for new supervisors and as part of ongoing professional development.
   - Measurement: Use feedback from participants and performance metrics (e.g., intern success rates, supervisor evaluations) to evaluate the effectiveness of the training.
3. Improving Assessment and Feedback Mechanisms
   - Action: Revise assessment frameworks to include clear criteria and guidelines for effective feedback. Train educators on using these tools to ensure assessments are constructive and inform instructional improvements.
   - Measurement: Compare subsequent assessment outcomes and feedback effectiveness with baseline data to determine areas of progress and ongoing needs.
4. Expanding Training and Professional Development
   - Action: Integrate comprehensive professional development programs into the educational platform (Canvas) for easy access. Cover a broad range of topics, including pedagogy, technology use in education, and ethical considerations in assessments.
   - Measurement: Assess program uptake and evaluate improvements in instructional quality and student outcomes through pre- and post-intervention analyses.
5. Curriculum and Pedagogy Overhaul
   - Action: Conduct a curriculum review to identify gaps in content knowledge, instructional practice, and professional responsibilities. Incorporate experiential learning opportunities and align with professional standards such as edTPA.
   - Measurement: Utilize program completion rates, licensure exam scores, and graduate feedback to assess the impact of curricular changes.
6. Addressing Program-Specific Needs
   - Action: Tailor interventions and resources to meet the specific needs identified in different program segments. This might include specialized workshops, mentorship programs, and resource allocation for areas requiring immediate attention.
   - Measurement: Track improvements in targeted areas through specific performance indicators, such as student learning outcomes and satisfaction rates.
7. Enhancing Assessment Practices
   - Action: Implement training sessions on ethical and practical aspects of assessment to minimize bias and improve the relevance of feedback. Introduce peer review processes to enhance the reliability and validity of assessments.
   - Measurement: Analyze changes in assessment practices and student performance to gauge the success of these initiatives.

1. Challenges with Survey Engagement and Data Collection
- A recurring theme is the low return rate on surveys, which is attributed to the potential overburdening of supervisors with multiple interns and the design of the survey instrument. This trend suggests that both the structure and the content of the surveys need reconsideration to improve engagement and data quality.

2. Supervisor and Intern Perspectives on Support and Instruction
- Feedback from both supervisors and interns indicates areas for improvement in providing support for instructional strategies, assessment techniques, and differentiated learning. There is a clear need for additional training and resources to address these gaps.

3. Assessment and Feedback Utilization
- Several instances highlighted concerns with the effectiveness of assessments, particularly in terms of analyzing teaching effectiveness, student understanding and use of feedback, and using assessment to inform instruction. This suggests a broader trend of needing to strengthen the feedback loop and make assessments more informative and actionable for both teachers and students.

4. Need for Enhanced Training and Professional Development
- The data shows a recognized need for more structured and comprehensive training for supervisors, CTs, and interns on various aspects, including instructional strategies, assessment, and pedagogical skills. This is indicated by proposals for training modules or courses and the suggestion of incorporating training directly into platforms like Canvas or Schoology.

5. Curriculum and Pedagogical Improvements
- There's an indication of the need for curricular changes and pedagogical enhancements to better prepare candidates in content knowledge, instructional practice, and professional responsibility. This includes integrating more practical exercises and embedding elements of professional standards (e.g., edTPA) into the curriculum.

6. Program-Specific Feedback and Improvement Areas
- The data points to specific areas of improvement in different segments of the program, such as planning for instruction, supporting student learning needs, and teacher effectiveness. It highlights the necessity for targeted interventions and curriculum adjustments in specific content areas or pedagogical approaches.

7. Emphasis on Practical and Ethical Implementation of Assessments
- Concerns about the ethical implementation of assessments and minimizing bias, along with the practical application of designed assessments, indicate a trend towards the need for a more nuanced understanding and application of assessment strategies.

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Summary

The EPP implemented a new First Year Teacher survey last year along with a new External Canvas Course to train clinical educators. Along with these new initiatives, the EPP also fully implemented the new ACD Dispositions with calibration training and self assessment. These new pieces will continue to be tweaked and streamlined. These new program assessments will provide valuable insights to make programmatic adjustment for improvement.

What is Next?

EPP leadership faculty are in the process of publishing a companion text to support candidates developing critical professional dispositions. In addition, faculty will be in the process of updating all program assessments to align with the most recent iteration of teaching field specific standards. An immersive partnership will be expanded to secondary programs this year and the secondary education faculty will use the Partnership Planning tool to ensure that the partnership aligns with the EPP framework, the Immersion Model.