Notes for Fall 2012 Data Meeting

October 23, 2012


Key issues:

- Understanding the new standards set by the state.
- Generating ideas as to how individual departments can assure that students will be able to meet all requirements.
- Determining what data should be collected to provide most accurate portrayal of student progress.
- Consider what changes could be made to the final assessment for teaching candidates.

Introduction (by Charlie): Over the next two years, the Education Department will be working with faculty from endorsement areas in order to ensure that all standards are being met. In order to accomplish this task, one standard will be focused upon per quarter beginning with fall 2012 and ending with spring 2014.

During fall 2012, the focus will be upon Standard 3: Program Resources and Governance. For more information about Standard III, please visit http://program.pesb.wa.gov/review/site-visits/rubrics/2010/standard-3, or follow the link provided on the Cross Campus Education Committee web page.

Standard 4: Program Design will be focused upon during winter 2013. Standard 5: Review of Certification Program will be considered during spring 2013. Standard 2: Accountability and Program Improvement will be considered during fall 2013. During winter 2014, faculty members will synthesize the data collected and in spring 2014, will conduct a self-study. Standard 1: Professional Education Advisory Board (PEAB) will not be focused upon by EWU faculty as it is associated with PEAB.

Each quarter, the standards will be explained in detail at Cross Campus Education Committee and Quarterly Data meetings.

Notes from Meeting

Question posed by Charlie: What are you hoping to learn and or gain from the data collected? What suggestions would you make about the manner in which data is collected? How can the data help your department?

Mariann: When she was on the PEAB board, it was required for advisors to meet with those conducting assessments. These meetings provided feedback regarding how students are doing, and whether there are areas in which a program could be improved to better prepare students.
One area of concern in particular is making sure that students adhere to timelines. For example, students need to take the WEST-E the quarter before they student teach, but will often take the WEST-E before they are fully prepared and are then unable to pass. It would also be worth enquiring as to whether or not there is a direct correlation between students who are able/unable to pass the WEST-E and who are able/unable to meet edTPA standards. Furthermore, it would be worth researching whether teaching candidates who have difficulty mastering course material also struggle to meet standards as well as pass the WEST-E.

Jackie: It seems that there is a relevant connection between students who struggle in core classes and those who struggle to pass the WEST-E. Sometimes students will take tests before the time they are due in her endorsement area as well. For example, students need to pass 490 in order to student teach; if they cannot pass 490, then they likely cannot pass WEST-E.

Lynn Johnson: She would like to look into the classes students who pass or do not pass the WEST-E take to find if some classes better prepare students.

Charlie: Faculty and staff should look at data comparing candidates who take WEST-E during student teaching or before student teaching.

Reports are going to be provided by individual endorsement programs so that educators may have a better idea of student progress and success rates. A template will be provided online for these reports.

These reports are probably all the data that will be collected for this quarter. EWU’s efforts are compared to state standards. As it grows closer to the new standards being enacted, further information will be provided.

Question posed by Charlie: What programmatic changes does the data suggest to you? When you look at the raw data, what changes need to be made or what additional data may need to be collected?

Heather: Each endorsement area should know how many of their candidates pass assessments. Something which needs to be taken into consideration while collecting this information is how many students have been in the program for an extended time period, waiting to pass final assessments.

Chris: Students who have been awaiting accreditation for an extended time period need to be informed of the new standards regarding assessments. Chris recently emailed all students still waiting for certification (end of spring 2012) to inform them of changing standards.

Lynn: An additional situation which occurs in the records is that after graduating, students will sometimes still identify themselves with EWU, so records need to be updated. Many candidates do not graduate on time for very simple reasons such as forgetting to turn in paperwork or not adhering to guidelines.

Questions posed by Charlie: How can we gather information regarding what changes need to be made? How can we ensure that students are having their needs met?
Steve: It is important to make sure that students receive the advising they need so that they may take courses when needed, as well as making sure that they are placed in a proper time period. For example, 420 should be taken right before a candidate begins student teaching. Students can provide feedback regarding this. For example, is the department preparing the student to pass the WEST-E? Does the student feel that they were provided the tools to be successful in their area?

Jackie: Students have provided her with feedback. Students have said that the Education Department has answered their questions regarding timelines and what paths would be best to follow. One issue which has occurred is time conflicts between classes.

**Question posed by Charlie:** What does the raw data indicate about the curriculum? What do we need to know about the curriculum and is it aiding the students?

Mariann: It would be important to incorporate into the curriculum information about the new standards.

Jackie: We could ask students if they feel that their education is cohesive, or if courses independent and unrelated.

Charlie: Not only will each program offer various methods for instruction, but there is a distinction between how to teach to different ages. Are methods appropriate for the level the candidate is training to teach?

Dale: The program depth should be taken into consideration. Students take time to reach their potential. Should the length of the program be reconsidered? We have 11 weeks of student teaching; most programs are between 16-18 weeks.

**Question posed by Charlie:** How should candidates be evaluated during their student teaching?

Chris: There is a new reporting requirement. The state will ask faculty to rate student teachers’ ability. This is going to be an upcoming challenge to determine how candidates should be evaluated. EWU faculty will have a chance to assign ranks and determine what these rankings mean.

Some questions to keep in mind while structuring this program operation survey are: how do you evaluate a student who struggles, but then improves? do you just rate them at the end of their student teaching? do you rate the level of improvement? how can we gain the best sense possible of a candidate’s abilities?

Maryann: Student teaching is a study of teaching; when conducting the assessment, it is important to remember that the candidates are not a finished product. Students will often state how well they feel they are doing and where they are struggling, as well.

Charlie: An exit service is sent to students so that they may evaluate their overall experience. They are asked questions anywhere from whether or not they received valuable counseling, to whether or not
their advisor had enough time to help them. This survey is currently being revised and all suggestions are welcome.

The data gathered from these surveys will be synthesized and released as a report at the end of each quarter (the 2010-2011 academic year excluded due to extended circumstances).

What the state requires is a minimum of what EWU can collect. We are not bound to what the state requires alone. Incorporating our own ideas would help students, faculty and staff.

**Conclusion**

- It should be considered whether there is any correlation between students who pass or do not pass the WEST-E and those who meet or do not meet edTPA standards.
- Is curriculum aligned with the WEST-E and new standards?
- How can faculty best evaluate student teachers?
- Should changes be made to the duration and/or content of student teaching?
- What data will need to have been collected by spring 2014?