



MARIAN UNIVERSITY

2014-15 ANNUAL ANALYSIS: TEACHER EDUCATION DEPARTMENT

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TEACHER EDUCATION UNDERGRADUATE PROGRAM ANALYSIS

TEACHER EDUCATION UNDERGRADUATE PROGRAM OVERVIEW

The Teacher Education Department responsible for all undergraduate education programs leading to state licensure. The Department provides majors in Early Childhood-Elementary, Elementary-Middle, Middle-Secondary and all minors leading to state licensure that are offered in conjunction with other Marian University Schools.

SCHOOL OF EDUCATION MISSION STATEMENT Within the spirit and institutional framework of Marian University, we are committed to the development of caring, competent, reflective individuals for present and future professional roles by providing learning-centered, collaborative, accountable, and theoretically sound undergraduate and graduate programs that reflect values and ethics within an increasingly diverse and global society.

TEACHER EDUCATION UNDERGRADUATE PROGRAM MISSION - The mission of Teacher Education Programs is to prepare candidates for the teaching profession by providing candidates with the knowledge, skills, and experience necessary to assist them to develop the pedagogical, content, and technological skills necessary to function effectively as a teacher in the areas of early childhood, elementary, middle school, and secondary education.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework for professional preparation programs in the School of Education at Marian University is oriented toward the development of learning-centered individuals. The framework is organized around five interconnected themes, displayed as the petals of a lily which is the focal point of the university seal. The lily signifies the mission of Marian University to “educate the whole person, striving to nurture intellectual, spiritual, aesthetic, psychological, social, and physical dimensions.” The theme of *Values and Ethics*, at the center of the lily, reflects the core values of the university community. On the remaining petals are four other themes that also guide our professional practice: *Knowledge*, *Reflection*, *Collaboration*, and *Accountability*. We believe that learning is a lifelong process. Therefore, our mission is to engage in the continuous development of the dimensions of each theme within ourselves, our candidates, and members of the larger community. We view this framework as dynamic and responsive to the uniqueness of individuals, as well as to the potential for change within the profession.



TEACHER EDUCATION UNDERGRADUATE PROGRAM STUDENT LEARNING OUTCOMES

After completion of this program, candidates will demonstrate:

1. An understanding of the teaching standards, including the knowledge, skills, and dispositions expected of a professional teacher.
2. Academic competence in a broad base of general education and in a major appropriate for the licensure being sought and demonstrate knowledge of a variety of effective teaching methods and materials (including technology) which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment.
3. The ability to design instruction effectively using a variety of instructional strategies and adapting instruction to encourage the development of critical thinking, problem solving, and performance skills for all candidates. Candidates also reflect on the instructional process to improve future teaching and learning experiences.
4. An understanding and an ability to design, assess, and evaluate (both formal and informal) assessments for student learning and reflects on the assessment process to improve future teaching and learning experiences.
5. An understanding of a diverse student population and apply appropriate instructional strategies and assessments that acknowledge sensitivity to students' diverse learning needs.

SECTION 2 – EVIDENCE OF PROGRAM QUALITY

2.A TEACHER EDUCATION PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT

PROGRAM STUDENT LEARNING OUTCOME	ASSESSMENT MEASURE(S)	ASSESSMENT BENCHMARK	RESULTS	INTERPRETATION OF ASSESSMENT DATA	RESPONSE (ACTIONS TO BE TAKEN)
<p>1. Candidates demonstrate an understanding of the teaching standards, including the knowledge, skills, and dispositions expected of a professional teacher.</p>	<p>Candidates provide evidence of all ten Wisconsin Teacher Standards achieve a minimum 3.0 on a scale of 0-4 in a review of their portfolio components during the Clinical Experience.</p> <p>Candidates will reaffirm their commitment to the importance and development of Professional Dispositions through self-evaluation at key points throughout the program.</p>	<p>3.0 on a scale of 0-4</p> <p>3.0 on a scale of 0-4</p>	<p>Fall 2014 AVG 3.07</p> <p>Spring 2015 AVG 3.32</p> <p>N=17</p> <p>Reflective Disposition Data</p> <p>Fall 2014 AVG 3.17</p> <p>Spring 2015 AVG 3.59</p> <p>All candidates meet criteria</p> <p>N=17</p>	<p>This was an average score on multiple rubrics – all areas above the 3.0 level and improvement seen in spring.</p> <p>This self-evaluation gives the faculty an opportunity to go over dispositions with candidates and have them sign a copy of the <i>Commitment Regarding Dispositions of Learning-Centered Educators</i> in Field Experience One</p>	<p>Continue to implement new plan started last year.</p> <p>A copy of professional dispositions will be attached to each course syllabus and reviewed at the beginning of each semester. Professional dispositions should be integrated into education courses through course objectives and performance assessments.</p>

<p>2. Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought and demonstrate knowledge of a variety of effective teaching methods and materials (including technology) which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment.</p>	<p>Minimum cumulative GPA of 3.00 to begin clinical practice</p> <p>A grade of "C" or better in all major, minor and professional education courses</p> <p>Minimum passing scores or waiver on the Praxis I (Pre-professional Skills Tests – PPST)</p> <p>Proficiency in speaking and listening (grade of “C” or better in COM 101 or COM 232)</p> <p>Completion of TCH 640 – Introduction to Technology in Education (grade of “C” or better)</p> <p>Successful completion of all Field Experiences</p> <p>Content knowledge determined by passing score(s) on the Praxis II test related to the declared major that will result in licensure</p>	<p>Candidates transcripts</p> <p>17/17 met requirements</p> <p>Praxis I – candidates who failed this test are advised into a different major.</p> <p>All candidates met requirements</p> <p>All candidates met requirements</p> <p>Field Experience evaluations</p> <p>90/86 passed</p> <p>Praxis II scores</p> <p>46/44</p>	<table border="1" data-bbox="1171 1024 1381 1105"> <tr> <td>FA 14</td> <td>54</td> <td>53</td> </tr> <tr> <td>SP 15</td> <td>36</td> <td>33</td> </tr> </table> <p>Two that failed PRAXIS II are retaking the exam</p>	FA 14	54	53	SP 15	36	33	<p>This is a typical rate and an audit that all advising and intervention strategies were met indicates that everything was done to help candidates succeed.</p> <p>Below average fail rate in education.</p>	<p>Continue with current plans</p> <p>Require all candidates to take PRAXIS II prior to student teaching.</p>
FA 14	54	53									
SP 15	36	33									

<p>3. Candidates demonstrate the ability to design instruction effectively using a variety of instructional strategies and adapting instruction to encourage the development of critical thinking, problem solving, and performance skills for all candidates. Candidates also reflect on the instructional process to improve future teaching and learning experiences.</p>	<p>All candidates will achieve a "C" or better in all method courses and achieve minimum of 2.5 on a scale of 1-4 in their development of all aspects of a Unit of Instruction, including the planning, teaching, assessment and reflection on the lesson</p>	<p>Candidate Transcripts</p> <p>Portfolio Rubrics</p> <p>Lesson artifacts for field experience and</p> <p>Course completion audit prior to clinical experience</p> <p>Field Experience evaluations with rubrics in all these critical areas</p> <p>90/86 passed</p> <p>(See section 3 for specifics)</p>	<p>57/56 above GPA with one candidate on probation</p> <table border="1" data-bbox="1171 688 1381 769"> <tr> <td>FA 14</td> <td>54</td> <td>53</td> </tr> <tr> <td>SP 15</td> <td>36</td> <td>33</td> </tr> </table>	FA 14	54	53	SP 15	36	33	<p>Continue to fine tune assessments in field experiences to meet the tasks of edTPA</p>	<p>Continue to monitor preparation at field experience level and catch candidates earlier for intervention or advising to a different major area.</p>
FA 14	54	53									
SP 15	36	33									
<p>4. Candidates demonstrate an understanding and an ability to design, assess, and evaluate (both formal and informal) assessments for student learning and reflects on the assessment process to improve future teaching and learning experiences.</p>		<p>Field Experience evaluations with rubrics in all these critical areas</p> <p>90/86 passed</p> <p>(See section 3 for specifics)</p>	<table border="1" data-bbox="1171 1133 1381 1214"> <tr> <td>FA 14</td> <td>54</td> <td>53</td> </tr> <tr> <td>SP 15</td> <td>36</td> <td>33</td> </tr> </table>	FA 14	54	53	SP 15	36	33	<p>It is normal to have some candidates fail to complete all the requirements of the field experience. It is also a time when candidates also reflect on whether they want to teach or not after actually teaching in front of a class.</p>	<p>Continue to monitor candidates in early field experiences to ensure they have the skills to meet more rigorous requirements of later field experiences. Build the expectation that standards will be raised with each new field experience.</p>
FA 14	54	53									
SP 15	36	33									

5. Candidates demonstrate an understanding of a diverse student population and apply appropriate instructional strategies and assessments that acknowledge sensitivity to students' diverse learning needs.	Candidates will complete 50 hours of a human relations component prior to candidate clinical experience.	Documentation of the Human Relations/Diversity Experience Verification of Hours and Reflective Journal Final Reflection Paper	FA 14	8	8	Some issues with who scored reflective paper and who approved hours with so many involved in the process.	The best way to oversee consistency is to move the validation and scoring of HR hours to one person or maybe make it a part of 040 again.
			SP 15	9	9		
			All candidates passed human relations hour verification and reflection.				
			N=17				

EVIDENCE OF STUDENT ENGAGEMENT

CO-CURRICULAR OPPORTUNITIES	PARTICIPATION TARGETS	OUTCOME MEASURES	RESULTS	INTERPRETATION	RESPONSE (ACTIONS TO BE TAKEN)
Human Relations Hours	40 Hours per candidate	100% Validated hours and reflective paper	Met		
MSEA – Student Teacher Organization	15	14	Not met	At the level necessary for active club is a University the size of Marian	Get the word out
Kappa Delta Pi	5	2	Not met	Hard to get candidates to make commitments outside of coursework and other requirements such as HR hours due to the fact that many are working and going to school.	Get the word out

SECTION 3. – TEACHER EDUCATION UNDERGRADUATE PROGRAM SELF-EVALUATION BASED ON EVIDENCE

3.A PROGRAM GOALS, OBJECTIVES AND ACTIONS

Department Goal (SOE Goal Alignment)	Desired Outcome	Activity	Assessment Method	Status / Results Next Steps
<p>1. Analyze department data in a systematic process to make informed decisions for program improvement (SoE Goal 1)</p>	<p>1. Implement LiveText data collection for field and clinical experiences in UG, TCH, and SPE 2. Prepare required documentation for DPI Continuous Process Review (December 2014) 3. Make use of data to refine program development and change in TE programs</p>	<p>1. Set up field and clinical courses in LiveText 2. Field and clinical supervisors offered information sessions on entering LiveText information 3. Prepare data reports for LiveText in field and clinical courses</p>	<p>1. Checklist and data review in January and May 2. Present and review documents with TE Departments: record of changes</p>	<p>Review data reports in fall of 2015</p>
<p>2. Continued development of the TE Program with 21st century skills (SoE Goal 2)</p>	<p>1. Continue to revise courses and syllabi to include technology component 2. Increased candidate and faculty implementation of technology in instruction 3. Work with Ed Tech Faculty for training opportunities with technology implementation 4. Faculty attendance and participation in state and national technology conferences</p>	<p>1. Revised fall syllabi for NETS Standards 2. Training in Google Docs in fall 3. Presentation at national conferences for Livetext implementation of edTPA 4. Revise and align handbooks and rubrics to Livetext program</p>	<p>1. Checklist or data collection of course changes incorporating technology use by faculty and candidates 2. May Retreat Review 3. Survey of candidates on technology needs</p>	<p>Review candidate implementation of LiveText for field and clinical experience</p>

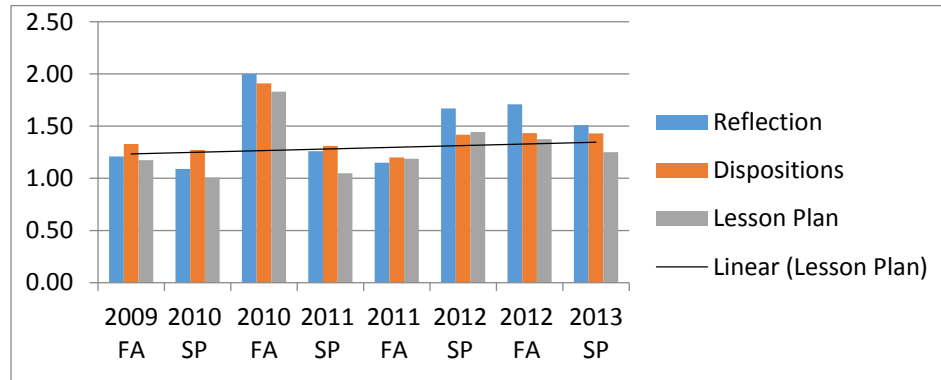
Department Goal (SOE Goal Alignment)	Desired Outcome	Activity	Assessment Method	Status / Results Next Steps
3. Promote programs in the community and provide professional development training and assistance to teachers in K-12 setting. (SoE Goal 4)	<ol style="list-style-type: none"> 1. Provide professional development training and assistance to teachers in K-12 setting (ex. Co-teaching) 2. Work with Admission and Advancement Offices to market and develop connection with school districts program offerings 	<ol style="list-style-type: none"> 1. Work with IPD Department to schedule suitable professional development opportunities for area educators : PDP 2. Prepared clinical and field student teachers for upcoming year 	<ol style="list-style-type: none"> 1. Feedback and evaluations from area schools and faculty on growth and improvement 	<ol style="list-style-type: none"> 1. Clinical preparation of cooperating teachers 2. Offered new teacher training at St. Mary Springs
4. Develop positive community relationships with area schools, teachers, and communities. (SoE Goal 1)	<ol style="list-style-type: none"> 1. Develop awareness and plans for edTPA requirements for area schools. 2. Continue to prepare cooperating teachers for full implementation of edTPA for 2015-16 	<ol style="list-style-type: none"> 1. edTPA presentation at Fall edTPA Conference 2. clinical training for cooperating teachers for fall 2015 – included edTPA training 	<ol style="list-style-type: none"> 3. January and May Retreat review 4. Review of surveys from cooperating teachers 5. Present and review documents with TE Departments 	<ol style="list-style-type: none"> 1. Beginning stages of planning 2. In process of review of teacher evaluations
5. Propose a new program to help achieve growth. (SoE Goal 5)	<ol style="list-style-type: none"> 1. Develop Undergraduate Program in Special Education 2. Investigate Early Childhood non-licensure program 	<ol style="list-style-type: none"> 1. Preliminary planning process initiated 2. developed proposal for special education undergraduate program 	<ol style="list-style-type: none"> 1. Use SoE Curriculum Process 	<ol style="list-style-type: none"> 1. Discussion with DPI on minor program development 2. Program approved, aligning course work
6. Implement DPI /CAEP/Univ. performance requirements in TE Programs to meet continuous improvement progress(SoE Goal 1,2).	<ol style="list-style-type: none"> 1. Program Review: DIAL 2. Make program revisions to meet edTPA requirements in Undergraduate, TCH, and SPE Programs 3. Implement edTPA process with clinical candidates 4. Review SLO development in course syllabi 5. Add assessment process in courses 6. Review and revise scheduling to align methods and field experiences 	<ol style="list-style-type: none"> 1. Offered planning seminars for clinical students for edTPA 2. Revised Program and Portfolio handbooks for edTPA requirements in UG/TCH/SPE 3. Developing university requirements for credit hours and assessment processes 	<ol style="list-style-type: none"> 1. January and May Review Retreats to assess edTPA implementation in UG, TCH, SPE 2. DPI continuous Review Process (in December 2014) 3. Checklist or data collection of course changes incorporating SLO/ assessment process 4. Begin process of data review of edTPA results 	<ol style="list-style-type: none"> 1. Revised program and portfolio handbooks for edTPA requirements 2. Clinical seminars offered in fall semesters for edTPA 3. Continue revision of handbooks 4. Continue to align field and method course with edTPA requirements

3.B ANALYSIS OF TRENDS IN THE EVIDENCE

Gate 1 Findings - Trending up with candidate scores on this portion of Gate 1 data that is taken from a reflective paper, disposition self-evaluation, and lesson plan artifact all submitted at the completion of EDU010, which is the candidates' first field experience. The lesson plan artifact is still the weakest area for these candidates. The teacher education department is redoing the lesson plan template for the candidates to better align with edTPA and will be having all faculty use the same template with a more systematic approach of not only designing good lesson plans but paying more attention to the pre-planning and assessment stages where they seem to be the weakest.

Undergraduate Gate One: Minimum of 1.00 Needed to pass at this level

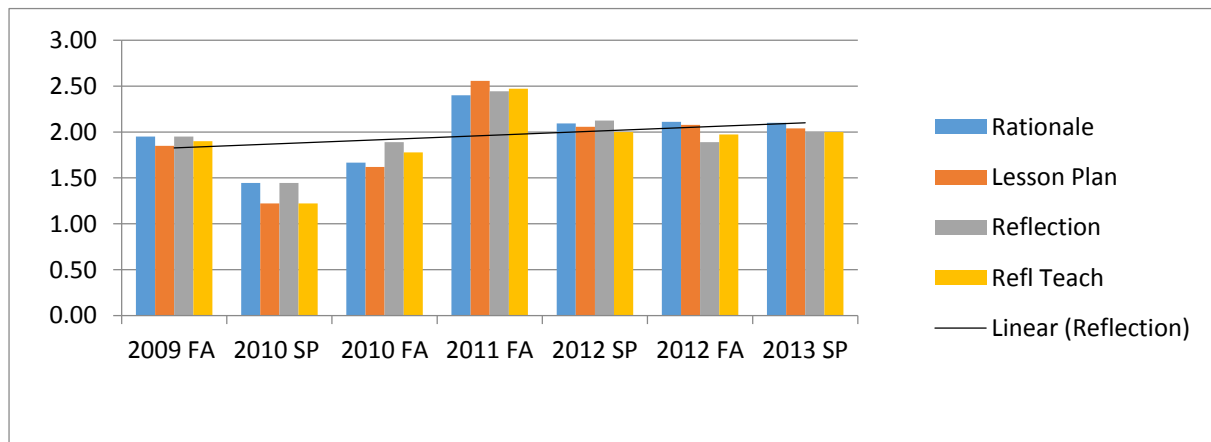
Semester	Reflection	Dispositions	Lesson Plan	AVG
2009 FA	1.21	1.33	1.17	1.25
2010 SP	1.09	1.27	1.01	1.14
2010 FA	2.00	1.91	1.83	1.87
2011 SP	1.26	1.31	1.05	1.18
2011 FA	1.15	1.20	1.19	1.19
2012 SP	1.67	1.42	1.44	1.43
2012 FA	1.71	1.43	1.38	1.40
2013 SP	1.51	1.43	1.25	1.25
AVG	1.45	1.41	1.29	1.34



Gate 2 Findings – Data from Gate 2 is collected in EDU 020, EDU 030 and EDU 040 – with all field experiences building on each other in collaboration with methods courses the candidates are taking at the same time.

These first charts from EDU 020 end with SP 2013 semester when there was significant change made to the artifacts collected to demonstrate growth in all areas. The additional artifacts more closely relate to the Tasks required on the edTPA, which the candidates will be completing their final semester during their clinical experience. The edTPA is a high stakes national test which includes several teachings tasks as well as a videotaped lesson. See the charts on the next page for more specifics.

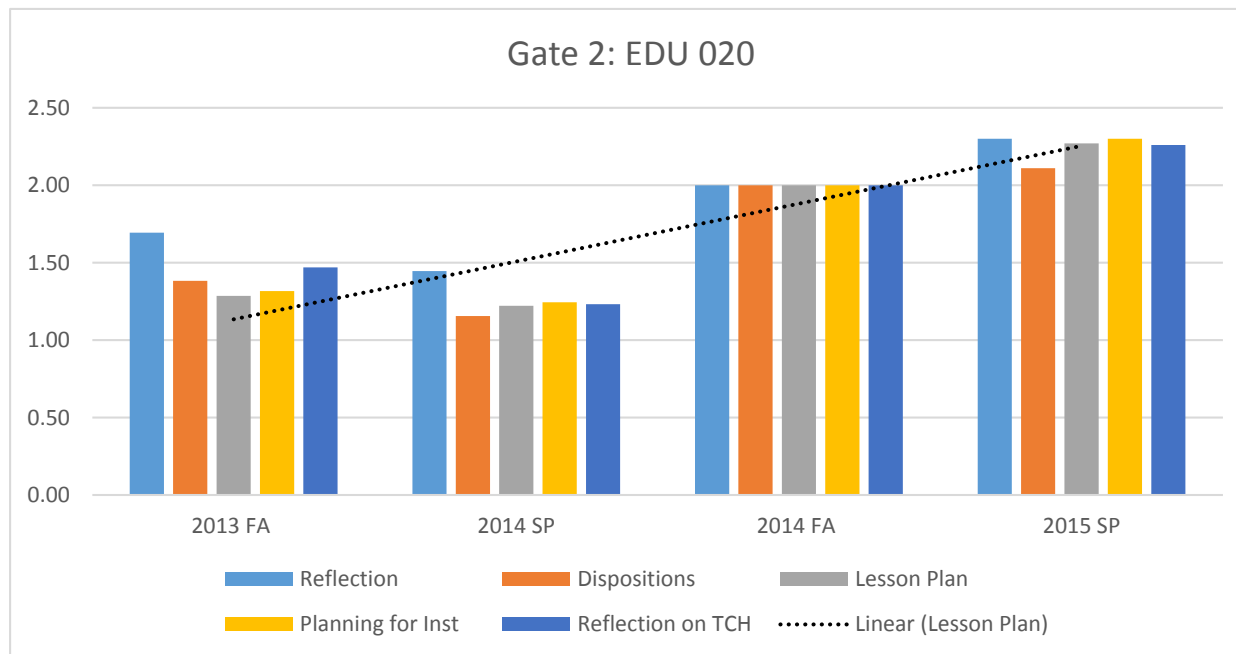
Undergraduate Gate Two: Minimum of 1.00 Needed to pass at this level					
GATE 2 - 020	Category				
Semester	Rationale	Lesson Plan	Reflection	Reflect on Teaching and Learning	AVG
2009 FA	1.95	1.85	1.95	1.90	1.91
2010 SP	1.44	1.22	1.44	1.22	1.33
2010 FA	1.67	1.62	1.89	1.78	1.74
2011 FA	2.40	2.56	2.44	2.47	2.47
2012 SP	2.09	2.06	2.13	2.00	2.07
2012 FA	2.11	2.08	1.89	1.97	2.01
2013 SP	2.10	2.04	2.00	2.00	2.03
AVG	1.97	1.92	1.96	1.91	1.94



Gate 2 Findings (Cont.)

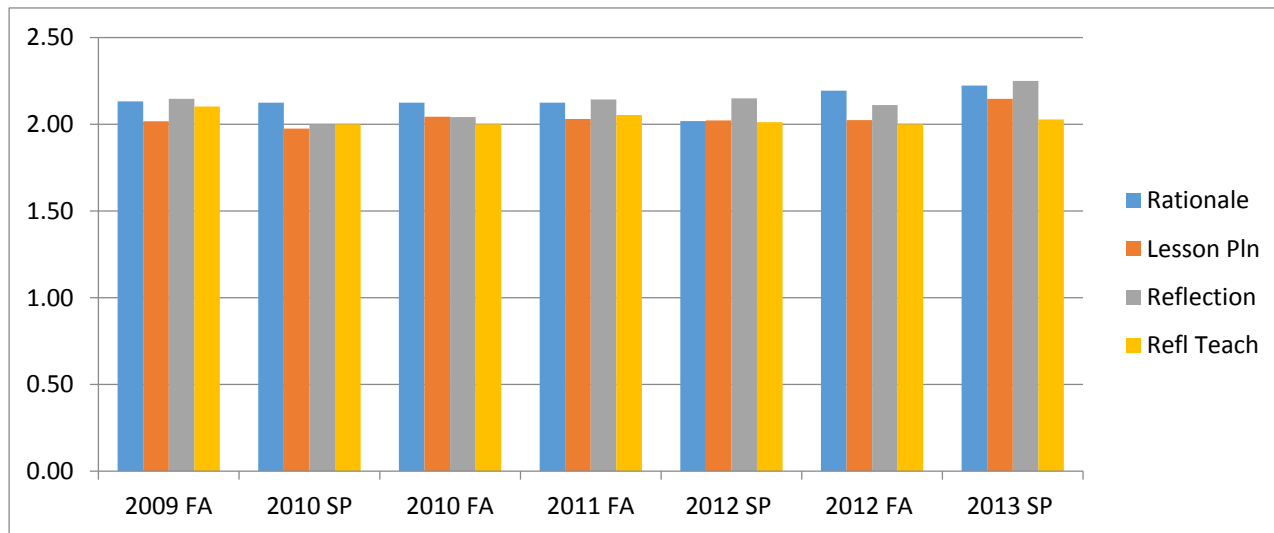
2013-14 Change to Assessment Plan - Added more components in preparation for edTPA

Semester	Reflection	Dispositions	Lesson Plan	Planning for Instruction	Reflection on TCH	AVG
2013 FA	1.69	1.38	1.29	1.32	1.47	1.43
2014 SP	1.45	1.16	1.22	1.24	1.23	1.27
2014 FA	2.00	2.00	2.00	2.00	2.00	2.00
2015 SP	2.30	2.11	2.27	2.30	2.26	2.25



Gate 2 Findings (Cont.) - These first charts from EDU 030 also end with SP 2013 semester when there was significant change made to the artifacts collected to demonstrate growth in all areas. The additional artifacts more closely relate to the Tasks required on the edTPA, which the candidates will be completing their final semester during their clinical experience.

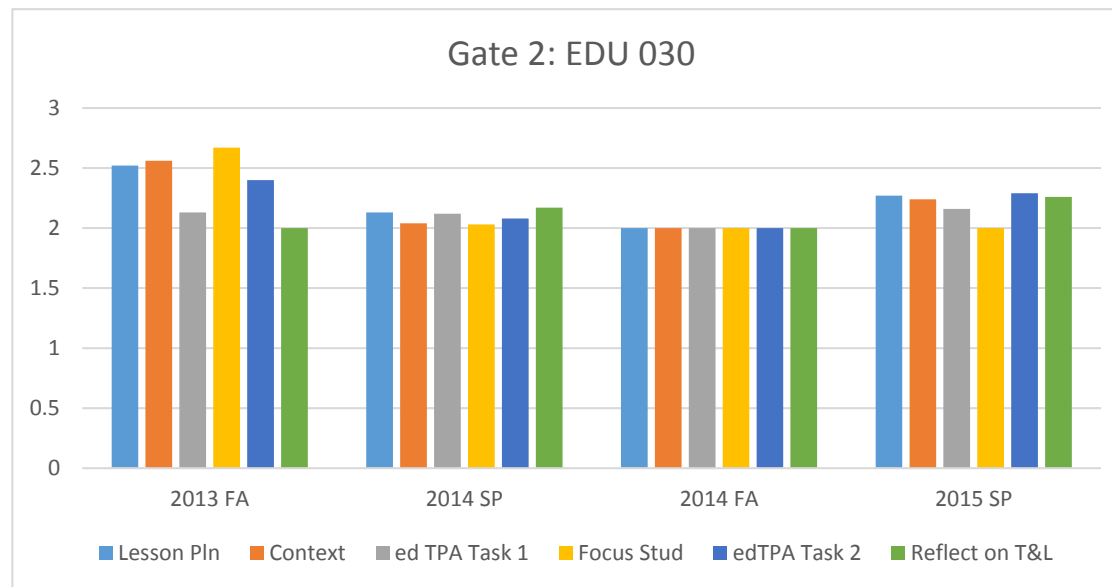
Undergraduate Gate Two: Minimum of 2.00 Needed to pass at this level					
GATE 2: EDU 030 DATA (2009-2013)					
Semester	Rationale	Lesson Plan	Reflection	Reflection on Teaching and Learning	AVG
2009 FA	2.13	2.02	2.15	2.10	2.10
2010 SP	2.13	1.98	2.00	2.00	2.03
2010 FA	2.13	2.04	2.04	2.00	2.05
2011 FA	2.13	2.03	2.14	2.05	2.09
2012 SP	2.02	2.02	2.15	2.01	2.05
2012 FA	2.19	2.02	2.11	2.00	2.08
2013 SP	2.22	2.15	2.25	2.03	2.16
AVG	2.13	2.04	2.12	2.03	2.08



Gate 2 Findings (Cont.)

2013-14 Change to Assessment Plan - Added two more components

GATE 2 DATA	EDU 030						
	Lesson Plan	Context	edTPA Task 1	Focus Student	edTPA Task 2	Reflect on T&L	AVG
2013 FA	2.52	2.56	2.13	2.67	2.40	2.00	2.38
2014 SP	2.13	2.04	2.12	2.03	2.08	2.17	2.10
2014 FA	2.00	2.00	2.00	2.00	2.00	2.00	2.00
2015 SP	2.27	2.24	2.16	2.00	2.29	2.26	2.20

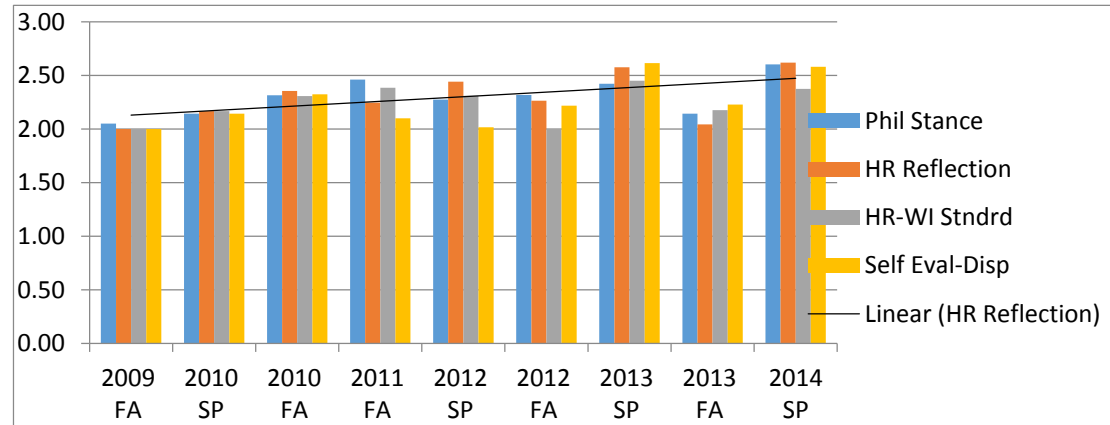


Gate 2 Findings (Cont.)

These first charts from EDU 040 end with SP 2014 semester when there was significant change made due to the implementation of a trial edTPA. Changes made in previous semesters to candidates in EDU 010,020, and 030 prepared candidates to get to this point.

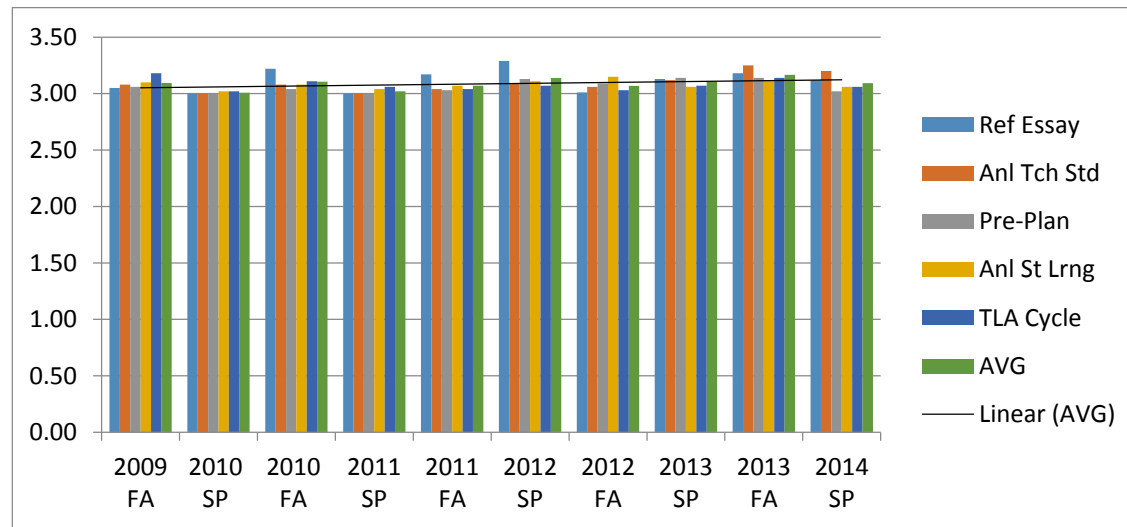
Undergraduate Gate Two: Minimum of 2.00 Needed to pass at this level

GATE 2 UG DATA - 040 (2009-2014)					
Semester	Phil Stance	HR Reflection	HR-WI Standard	Dispositions	Average
2009 FA	2.05	2.00	2.00	2.00	2.01
2010 SP	2.14	2.17	2.17	2.14	2.15
2010 FA	2.31	2.36	2.31	2.32	2.33
2011 FA	2.46	2.25	2.38	2.10	2.30
2012 SP	2.28	2.44	2.31	2.02	2.26
2012 FA	2.32	2.26	2.00	2.22	2.20
2013 SP	2.42	2.58	2.45	2.62	2.54
2013 FA	2.14	2.04	2.18	2.23	2.15
2014 SP	2.60	2.62	2.38	2.58	2.24
Average	2.30	2.30	2.24	2.25	2.27



Gate 3 Findings – Data from Gate 3 is collected during the Clinical Experience (Student Teaching) Candidates also need to pass the PRAXIS II test and soon the FORT – Foundations of Reading Test and the edTPA will also be scored and after a cut score is established, those too will be used to qualify the candidate for a Teaching License. You will see on the next page – that the artifacts collected for this Gate also changes in 2014-2015 due to changes in licensure requirements.

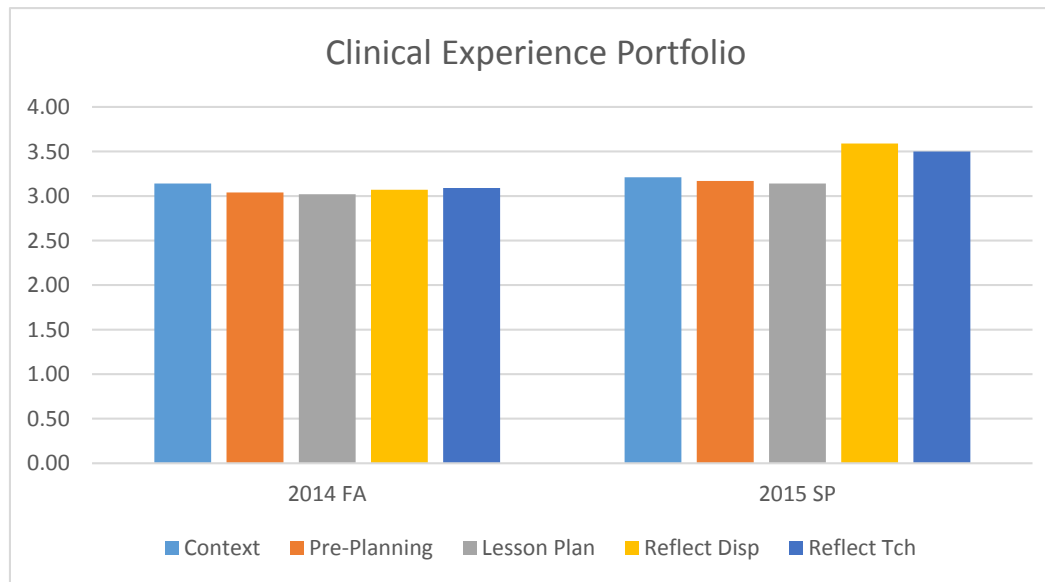
GATE 3 UG DATA - Clinical Practice Portfolio	Ref Essay	Anl Tch Std	Pre-Plan	Anl St Lrng	TLA Cycle	AVG
2009 FA	3.05	3.08	3.06	3.10	3.18	3.09
2010 SP	3.00	3.00	3.00	3.02	3.02	3.01
2010 FA	3.22	3.08	3.04	3.08	3.11	3.11
2011 SP	3.00	3.00	3.00	3.04	3.06	3.02
2011 FA	3.17	3.04	3.03	3.07	3.04	3.07
2012 SP	3.29	3.09	3.13	3.11	3.07	3.14
2012 FA	3.01	3.06	3.09	3.15	3.03	3.07
2013 SP	3.13	3.12	3.14	3.06	3.07	3.10
2013 FA	3.18	3.25	3.14	3.12	3.14	3.17
2014 SP	3.12	3.20	3.02	3.06	3.06	3.09
AVG	3.12	3.09	3.07	3.08	3.08	3.09



Gate 3 Findings (Cont.)

This reflects the changes to the process – candidates also had to do the edTPA portfolio process as a pilot group. All candidates passed the mock edTPA.

	Context	Pre-Planning	Lesson Plan	Reflect on Dispositions	Reflection on Teaching and Student Learning	AVG
2014 FA N-8	3.14	3.04	3.02	3.07	3.09	3.07
2015 SP N-9	3.21	3.17	3.14	3.59	3.50	3.32



3.C PROGRAM STATUS

STRENGTHS

Program Practice	Evidence of Exceptional or Exemplary Practice	Links to relevant documentation
Candidate data is collected at multiple stages.	Embedded Assessments Field Experiences Clinical Practice (Student Teaching)	See Section 3B above.
New Program Developed and approved– Special Education	Program approved by DPI for WI State Licenses in SLD and Cross Categorical	See DPI Website for approved programs at http://tepd.dpi.wi.gov/epp/approved-educator-preparation-programs
The Teacher Education Department continues to prepare candidates to be effective 21 st century teachers.	Faculty continue to be trained in use of technology (ie Google docs) and embed technology in program and course delivery.	
Professional development offered to area school districts	Teacher Education faculty offered PD on co-teaching, assessment, literacy and new teacher development.	
Faculty present at state and national conferences	Faculty presentations on technology implementation and assessment practices in education	See Scholarship Report – Appendix A
Boot camps offered to candidates to meet reading and licensure requirements	Boot camp offered on the ground to help prepare candidates for new Reading Test - also online website with resources.	https://sites.google.com/site/marianufort/

OPPORTUNITIES

Program Practice	Corrective Action Sought	Next Steps
Only one full-time faculty for new Special Ed Program	One new FTE faculty	Make case to the administration