PROGRAM OUTCOMES ASSESSMENT REPORT

DEPARTMENT: Educational Instruction and Leadership Department

PROGRAM: Professional Education

SEMESTER(S): Fall 2008; Spring 2009

AUTHOR: William Lloyd Fridley

DATE FILED: September 11, 2009
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PROGRAM MISSION and GOALS:
The Professional Education program prepares teacher education candidates in all teacher education degree programs to be Professionals for the 21st Century: Competent, Committed and Ethical. The mission of the Southeastern Oklahoma State University’s teacher education unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, ethical and committed practitioners.

MAJOR PROGRAM OBJECTIVES AND LEARNING OUTCOMES
The Professional Education program prepares teacher education candidates in all teacher education degree programs to demonstrate:

1. knowledge in professional education.
2. the ability to plan and deliver instruction to students.
3. the ability to motivate all students to learn.
4. the use of multiple assessment tools to monitor student learning and to modify instruction to meet the unique needs of all students.
5. skills to support the learning of students in communication, technology, subject matter, critical thinking and pedagogy.
6. the dispositions of integrity, professionalism, competence, and a personal commitment to the education of all students.

Explanatory Note: For this year’s report we have conflated the major objectives and learning outcomes to the list above. This was done primarily to make this report more concise and wieldy. Previously our list had twenty one outcomes (see Appendix A). Fifteen of these outcomes were drawn from the Oklahoma State Department of Education General Competencies for Licensure and Certification in Professional Education Courses (see Appendix B). All Professional Education course syllabi and assignment assessment rubrics are keyed to the State competencies. Each rubric and assessment device used covers multiple learner outcomes and it is not possible at this time to disaggregate the data in a way to determine to what degree individual outcomes have been achieved. Hence, each of the assessment instruments in this report is used to assess the six learning outcomes listed above.
Learning Outcomes Addressed by Each Assessment:
1. knowledge in professional education.
2. the ability to plan and deliver instruction to students.
3. the ability to motivate all students to learn.
4. the use of multiple assessment tools to monitor student learning and to modify instruction to meet the unique needs of all students.
5. skills to support the learning of students in communication, technology, subject matter, critical thinking and pedagogy.
6. the dispositions of integrity, professionalism, competence, and a personal commitment to the education of all students.

1. Teacher Preparation Portfolio (TPP) – Modules I, II, and IV

Description of Assessment Instrument
All teacher education candidates must submit a Teacher Preparation Portfolio in order to student teach and to be eligible for an Oklahoma Teaching Certificate. The Teacher Preparation Portfolio contains four (4) modules that require specific artifacts or activities to be documented. Modules I, II, and IV contain documents from the Professional Education courses. Each document must be assessed by the individual instructor prior to placement in the portfolio. As each course is completed, the teacher education candidate must secure the signature of the appropriate Professional Education faculty member indicating that the required documentation has been satisfactorily completed and is located in the Teacher Preparation Portfolio.

EIL has also developed standardized rubrics for select documents required for the Portfolio. In addition to facilitating closer alignment with the Oklahoma Teacher Competencies and NCATE standards for each of the documents, these standardized rubrics also permit faculty to obtain quantifiable data on student performance that will allow for a more thorough assessment of students' work that is presented in the Portfolio. Each rubric evaluates an assignment that is tied to specific program objectives and then is given a score based on NCATE standards as either: Unacceptable, Acceptable, or Target. The rubric assessment system was implemented at the end of Fall semester 2005, and a new standardized format for tallying these rubrics began in the Fall semester 2007. The rubric tallies are turned in to the departmental secretary at the close of each semester. They are then sent to Dr. Vivian Guarnera, Director of Teacher Education. As of this time, the data from the rubrics has not been tabulated or analyzed.

Results of the Assessments
In the Fall of 2008 and Spring 2009 a total of 118 Portfolios were submitted; 117 of these were determined to have been successful in meeting all requirements. While the data from the new rubric system is being collected—and it has yet to be either tabulated or analyzed—a cursory examination of the rubrics indicates that an extensive majority (a rough approximation would be 90%) of ratings reflect students' performances at either the Acceptable or Target level of competence.

Analysis and Interpretation
Student performance as indicated by the documents in the Teacher Preparation Portfolios continues to provide evidence of student growth, development and
achievement of program objectives and outcomes. An advantage of the Portfolio system is that it provides immediate feedback on student achievement (as the Professional Education faculty assess the student’s work), cumulative feedback on a student’s growth (as the student accumulates assessed items of evidence in the Portfolio and as Professional Education faculty check off the completion of each module), and summative assessment for the students’ achievement as aggregate data is collected and tabulated. It is believed that changes in the Portfolio format and methods of assessment (more streamlined and systematic) over the last three years has facilitated teacher candidates’ ability to clearly and efficiently demonstrate their achievements and at the same time make it easier for faculty evaluators to chart candidate achievement.

Here is a comparison of Portfolios submitted and successfully completed over the last five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Portfolios Submitted</th>
<th>Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>118</td>
<td>117</td>
</tr>
<tr>
<td>2007-08</td>
<td>128</td>
<td>127</td>
</tr>
<tr>
<td>2006-07</td>
<td>138</td>
<td>131</td>
</tr>
<tr>
<td>2005-06</td>
<td>148</td>
<td>138</td>
</tr>
<tr>
<td>2004-05</td>
<td>138</td>
<td>134</td>
</tr>
</tbody>
</table>

Due to the changes that have been made in the Portfolio format over this time period, it is not possible to draw any meaningful conclusions from this data other than that our students continue to perform well and that the Portfolio continues to provide a valuable source of feedback for students at both the immediate and cumulative level.

**Program Modification (Action/Response)**

The program modifications include the streamlined editing of the Portfolio (2004-2005), the development and implementation of standardized rubrics for Portfolio assignments (Fall 2005), all Professional Education syllabi have been rewritten to conform to the Southeastern Teacher Education Syllabus model with assessment rubrics attached, and the adoption of a new standardized format for tallying these rubrics that began in the Fall semester 2007. It is envisioned that data from these rubrics will be used as a source of assessment data for NCATE’s Electronic Program Review reports for their upcoming (2010) visit. Pending tabulation and analysis of the data from these standardized rubrics, the degree of student “success” and whether further modifications are called for is undetermined. The Portfolio updates to accommodate the new Conceptual Framework (Professionals for the 21st Century: Competent, Committed and Ethical), as well as changes in the required curricular sequence (replacing EDUC 3113 with SPED 2123) were published online beginning in the Spring 2009 semester. Additionally, the Unit has been given a one year extension (to Spring 2010) for our NCATE visit. Beginning in the Fall of 2009 we will begin implementation of an electronic portfolio. Students will be introduced to the electronic portfolio in the EDUC 2013 class. The change to the electronic format should facilitate the collection, tabulation and analysis of data on student performance.

Additionally, program faculty will begin a review (Fall of 2009) of the current system of using rubrics to ensure they are standardized, located at a central location, used by and made available to all instructors teaching these courses (including adjuncts), and that the data collected is tabulated and organized in a more meaningful and efficient format to
better assess students' performance. These steps will be taken in conjunction with the transition to the electronic portfolio format.

2. Student Teaching Summative Evaluations

Description of Assessment Instrument

The mentor teachers complete a summative evaluation on each teacher candidate at the end of student teaching (at the end of both the Fall and Spring semesters). Candidates are evaluated on six categories of professional performance and dispositions. The evaluation instrument is based on the following scale: 5= outstanding, 4= very good, 3= good, 2= average and 1= needs improvement.

Results of the Assessments

<table>
<thead>
<tr>
<th>Areas Rated</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Qualities</td>
<td>4.86/5.00</td>
<td>4.82/5.00</td>
</tr>
<tr>
<td>Teacher Management Indicators</td>
<td>4.75/5.00</td>
<td>4.76/5.00</td>
</tr>
<tr>
<td>Teacher Instructional Indicators</td>
<td>4.81/5.00</td>
<td>4.75/5.00</td>
</tr>
<tr>
<td>Teacher Product Indicators</td>
<td>4.81/5.00</td>
<td>4.78/5.00</td>
</tr>
<tr>
<td>Professional Attitudes/Dispositions</td>
<td>4.81/5.00</td>
<td>4.86/5.00</td>
</tr>
<tr>
<td>General Overall Rating of Student Teacher as an Effective Manager of Student Learning</td>
<td>4.81/5.00</td>
<td>4.83/5.00</td>
</tr>
</tbody>
</table>

Analysis and Interpretation

Based on the rating scale, the mentor teachers ranked all teacher education candidates in all areas from outstanding to very good. This indicates that all teacher education candidates demonstrated indicators in all areas evaluated at a satisfactory rate. While this is consistent with the data of the last five years for the Student Teaching Summative Evaluations, there was an increase/improvement in the overall rating from the previous year: Fall 2008--4.91 from Fall 2007--4.81, and Spring 2009--4.94 from Fall 2008--4.83.

Program Modification (Action/Response)

An additional instrument to assess student teachers, known as the Teacher Work Sample was started as a pilot in Fall 2005 and was implemented with all student teachers in Fall 2006. The purpose of the implementation was to provide an assessment of the candidates' impact on P-12 learning for all programs for use in their learned societies' program report and for Standard I in the NCATE institutional report. The resulting data will be tabulated by Dr. Guarnera (Director of Teacher Education) and included in the Teacher Education Report.

3. Student Teaching Course Evaluation

Description of Assessment Instrument

At the end of the student teaching experience (in both the Fall and Spring semesters), the teacher candidates complete a rating scale that assesses their perception of their preparation at Southeastern to successfully complete student teaching. Candidates also assess their mentor teachers on this form. The survey contains 19 questions and is
Results of the Assessments

These evaluations were completed by 29 of 49 student teachers in the Fall 2008 semester and by 68 of 69 student teachers in the Spring 2009 semester. A cursory review of the student teachers’ comments indicates a wide range of responses: While most teacher candidates provided overall positive statements about their mentor teachers and indicated the education program they received at Southeastern Oklahoma State University felt sufficiently prepared for their experience and there were a number of complaints about lack of preparation in specific areas (notably dealing with classroom discipline/management and dealing with students with special needs). These seem to be perennial concerns, despite curricular changes in Professional Education program, and may be inevitable. Other concerns involved lack of opportunity to use technology in the school sites due to lack of available technology on the premises. There were several comments regarding a lack of preparedness to teach the phonics instruction that was being utilized by the mentor teachers. A new concern surfaced in several comments that completing the Teacher Work Sample required an onerous amount of time and effort while having limited educational import.

Analysis and Interpretation

This assessment instrument’s significance and use is more of a qualitative than a quantitative nature, thus it is difficult to offer a quantitative comparison with previous years’ data. Suffice it to say that the results of the last five years have been roughly consistent: student teachers feel adequately prepared and there appear to be patterns of problem areas that need to be addressed. These patterns are detected and addressed in the following manner: These evaluations are circulated to all Professional Education faculty for examination. Special notice is taken by relevant stakeholders, Dr. Love (Director of Field Services), Dr. Guanera (Director of Teacher Education), Ms. Susie Wilson (Teacher Education Services), Dr. Gerri Johnson (Chair of Educational Instruction and Leadership), and Dean William Mawer (School of Education and Behavioral Sciences). Their findings and suggested responses/actions are then aired in relevant and appropriate forums such as Teacher Education Council and EIL Department meetings. Faculty input in response to the patterns evidenced in this assessment was instrumental in making the following program modifications.

Program Modification (Action/Response)

The Student Teaching Course Evaluations for the last five years evidenced a pattern of perceived student deficiencies in dealing with classroom discipline/behavior management, and addressing students with special needs. As of Fall 2007, the following curricular changes have been made in the teacher preparation program: A newly designed and implemented class in Special Education is now required and the EDUC 4443 class (Classroom and Behavior Management) is now taken prior to student teaching. All students admitted to Teacher Education following the Summer of 2007 are required to follow the new curricular sequence. Since these changes are in the nascent state, findings
on its success are pending, yet, as the section above notes, these perennial concerns may be inevitable. Nonetheless, it is believed candidates are better prepared to tackle these challenges as a result of the curricular changes.

4. Oklahoma Professional Teaching Examination (OPTE)

Description of Assessment Instrument

All teacher candidates must pass an Oklahoma Professional Teaching Examination (OPTE) in their grade level in order to obtain a standard teaching certificate in the State of Oklahoma. The OPTE is designed to assess the professional knowledge and skills required of entry level educators in Oklahoma. The OPTE includes two tests: OPTE PK-8 and OPTE 6-12. Both tests are based on the same set of test competencies. The OPTE is criterion referenced and consists of selected-response section of up to 75 questions and a constructed-response section containing three different performance assignments.

Results of the Assessments

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>96</td>
<td>73</td>
<td>23</td>
<td>76%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>57</td>
<td>45</td>
<td>12</td>
<td>79%</td>
</tr>
<tr>
<td>Total Examinations</td>
<td>153</td>
<td>118</td>
<td>19</td>
<td>77%</td>
</tr>
</tbody>
</table>

In comparison, at the Elementary level the State had 1655 pass the OPTE out of 1966, amounting to a passing percentage of 84%. At the Middle Level/Secondary OPTE the State had 1256 pass rate of 1428 for a passing percentage of 88%.

Analysis and Interpretation

This represents a 77% total pass rate for all levels of the Oklahoma Professional Teaching Examination (OPTE) at Southeastern Oklahoma State University. The pass rate on all levels of the OPTE is below the 80% pass rate required by NCATE. It is also below the State pass rate for the 2008-2009 school year in both the PK-8 and 6-12 levels. The scores for 2008-2009 show a significant drop from the previous year's scores, and mark the lowest score in the last six years. Here is a comparison of the OPTE scores from previous years:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>109</td>
<td>94</td>
<td>15</td>
<td>87%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>45</td>
<td>41</td>
<td>4</td>
<td>92%</td>
</tr>
<tr>
<td>Total Examinations</td>
<td>154</td>
<td>135</td>
<td>19</td>
<td>88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>98</td>
<td>79</td>
<td>19</td>
<td>81%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>47</td>
<td>41</td>
<td>6</td>
<td>87%</td>
</tr>
<tr>
<td>Total Examinations</td>
<td>145</td>
<td>120</td>
<td>25</td>
<td>83%</td>
</tr>
</tbody>
</table>
### Grade Level Summary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>106</td>
<td>87</td>
<td>19</td>
<td>82%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>57</td>
<td>47</td>
<td>10</td>
<td>82%</td>
</tr>
<tr>
<td>Total Examinations</td>
<td>163</td>
<td>134</td>
<td>29</td>
<td>82%</td>
</tr>
</tbody>
</table>

### 2004-2005

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>107</td>
<td>100</td>
<td>7</td>
<td>93%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>60</td>
<td>52</td>
<td>8</td>
<td>87%</td>
</tr>
<tr>
<td>Total PK-12</td>
<td>167</td>
<td>152</td>
<td>15</td>
<td>91%</td>
</tr>
</tbody>
</table>

### 2003-2004

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Pass</th>
<th>Fail</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PK-8</td>
<td>133</td>
<td>123</td>
<td>10</td>
<td>93%</td>
</tr>
<tr>
<td>Total 6-12</td>
<td>70</td>
<td>59</td>
<td>11</td>
<td>85%</td>
</tr>
<tr>
<td>Total PK-12</td>
<td>203</td>
<td>182</td>
<td>21</td>
<td>90%</td>
</tr>
</tbody>
</table>

This data indicates the following: The 2008-2009 results mark the first time in the last six years that the OPTE results have fallen below the NCATE required passing rate of 80%. Department faculty reviews the OPTE after the scores are reported for each test administration. Individual scores are evaluated to determine the need for and to brainstorm on possible program modifications. At the present time there has been no systematic effort at explaining the drop in scores, nor have any specific actions been proposed or implemented to address them.

**Program Modification (Action/Response):** The Department will review the data on student performance (on both the individual and collective level) from the 2008-2009 test results, this semester (Fall 2009). This review will attempt to offer an explanation for the drop in scores and to offer concrete steps to familiarize Professional Education faculty with the OPTE and to modify curriculum in Professional Education courses in order to better prepare students for this exam.

**Educational Testing Service (ETS) Major Field Tests in Education**

This external assessment instrument has been used since at least the 2003-2004 school year. As of the 2007-2008 school year, this test is no longer offered or used. We are considering options on possible comparable instruments to replace this.
Appendix A
Un-conflated List of Major Program Objectives and Outcomes (Used prior to this year)

MAJOR PROGRAM OBJECTIVES AND OUTCOMES
Teacher candidates in all teacher education degree programs will:
1. understand the central concepts and methods of inquiry of the subject matter discipline(s) s/he teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. understand how students learn and develop, and provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level and secondary.
3. understand that students vary in their approaches to learning and create instructional opportunities that are adaptable to individual differences of learners.
4. understand curriculum integration processes and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
5. use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.
6. develop a knowledge of and use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapt instruction based upon assessment and reflection.
8. understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
9. evaluate the effects of his/her choices and actions of others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seek opportunities for continued professional growth.
10. foster positive interaction and collaboration with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
11. have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.
12. understand the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater students learning and development.
13. understand the legal aspects of teaching including the rights of the students and parents/families, as well as the legal rights and responsibilities of the teacher.
14. understand the Oklahoma core curriculum and are able to develop instructional plans based on Priority Academic Student Skills (PASS)
15. understand the State teacher evaluation process, "Oklahoma Criteria for Effective Teacher Performance," and how to incorporate these criteria in designing instructional strategies.
16. understand social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching and schools.
17. understand the impact of technological and societal changes on schools.
18. understand inquiry, research, and the connection between research and practice.
19. understand professional ethics and the responsibilities, structure and activities of the profession.
20. understand organizational patterns and administration of schools as well as school leadership and its relationship to teaching and learning.
21. use pedagogical competencies or teaching skills as they are integrated with experiences within the actual school setting.
Appendix B

Oklahoma State Department of Education General Competencies for Licensure and Certification in Professional Education Courses

(Attached in the hard copy version)
(Chair, Department of EIL)  9/2/09  (Date)

(Director of Teacher Education)  9/12/09  (Date)

(Dean of EBS)  (Date)

(Director of Assessment)  (Date)