



Using Data on Teacher Candidate Performance to Improve Programs

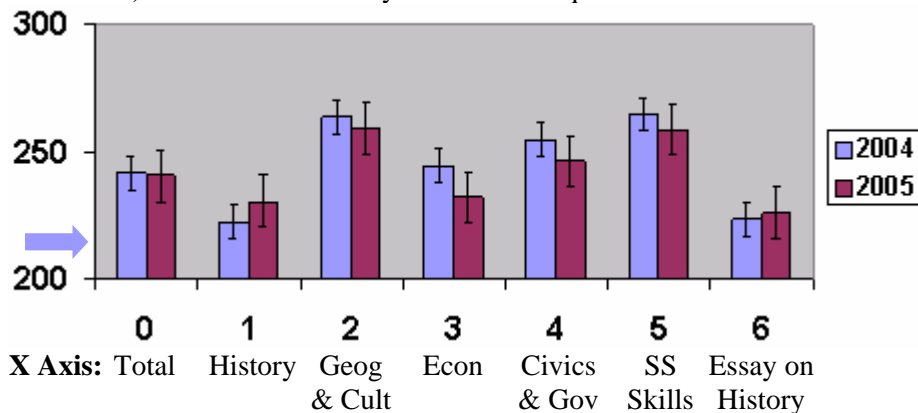
Typical Data Sources Used by SUNY Institutions Participating in the Collaborative FIPSE Teacher Education Program Assessment Project, 2003-07 (P116B030099)

Specific Examples from SUNY Oswego for:

- Candidate Content Knowledge Performance
 - Candidate Teaching Performance
 - Candidate Curriculum Development (Lesson/Unit Planning) Performance
 - Candidate Impact on PK-12 Student Learning
 - Program & Operational Effectiveness (Graduate Survey)
- (Includes Infused Assessment of Candidate Ability to Meet Needs of Diverse Learners, Instructional Technology Skills, and Professional Dispositions)

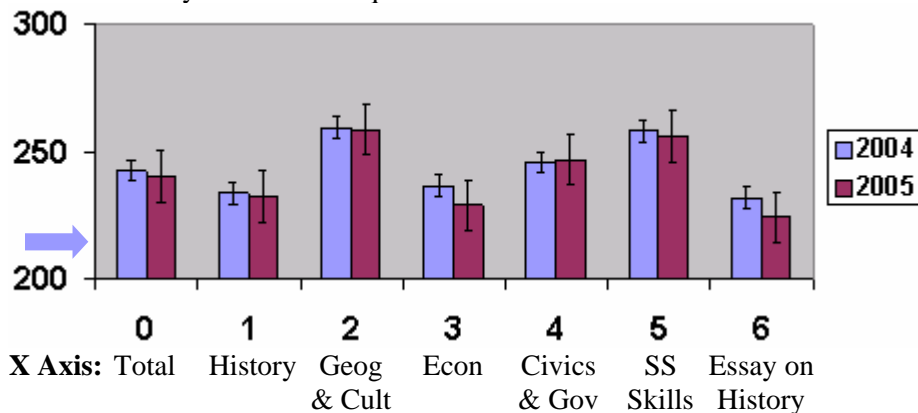
ASSESSMENT OF TEACHER CANDIDATE CONTENT KNOWLEDGE – State Licensure Tests

Example 1. Social Studies Content Specialty Test (NYSTCE SS-CST) Results for SUNY Oswego Adolescence Education Social Studies 7-12 BS program completers for 2004 (N=13, Pass rate=94%) and 2005 (N=31, Pass Rate=94%). Feb 2004 was first year test was required for initial certification.



Y Axis: 220 is minimum passing score (→); 300 is maximum score.

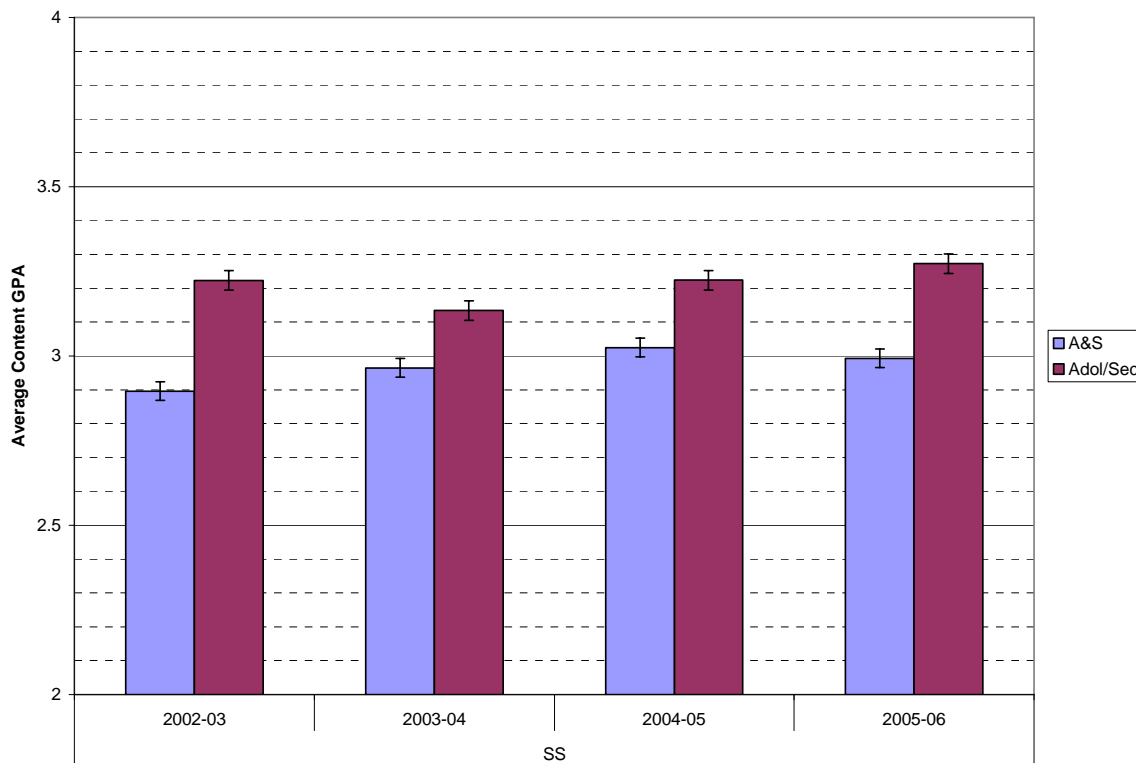
Example 2. Social Studies Content Specialty Test (NYSTCE SS-CST) Results for All SUNY Adolescence Education Social Studies 7-12 BS program completers for 2004 (N=114, Pass rate=89%) and 2005 (N=114, Pass Rate=93%). Feb 2004 was first year test was required for initial certification.



Y Axis: 220 is minimum passing score (→); 300 is maximum score.

ASSESSMENT OF TEACHER CANDIDATE CONTENT KNOWLEDGE – Performance in A&S Coursework

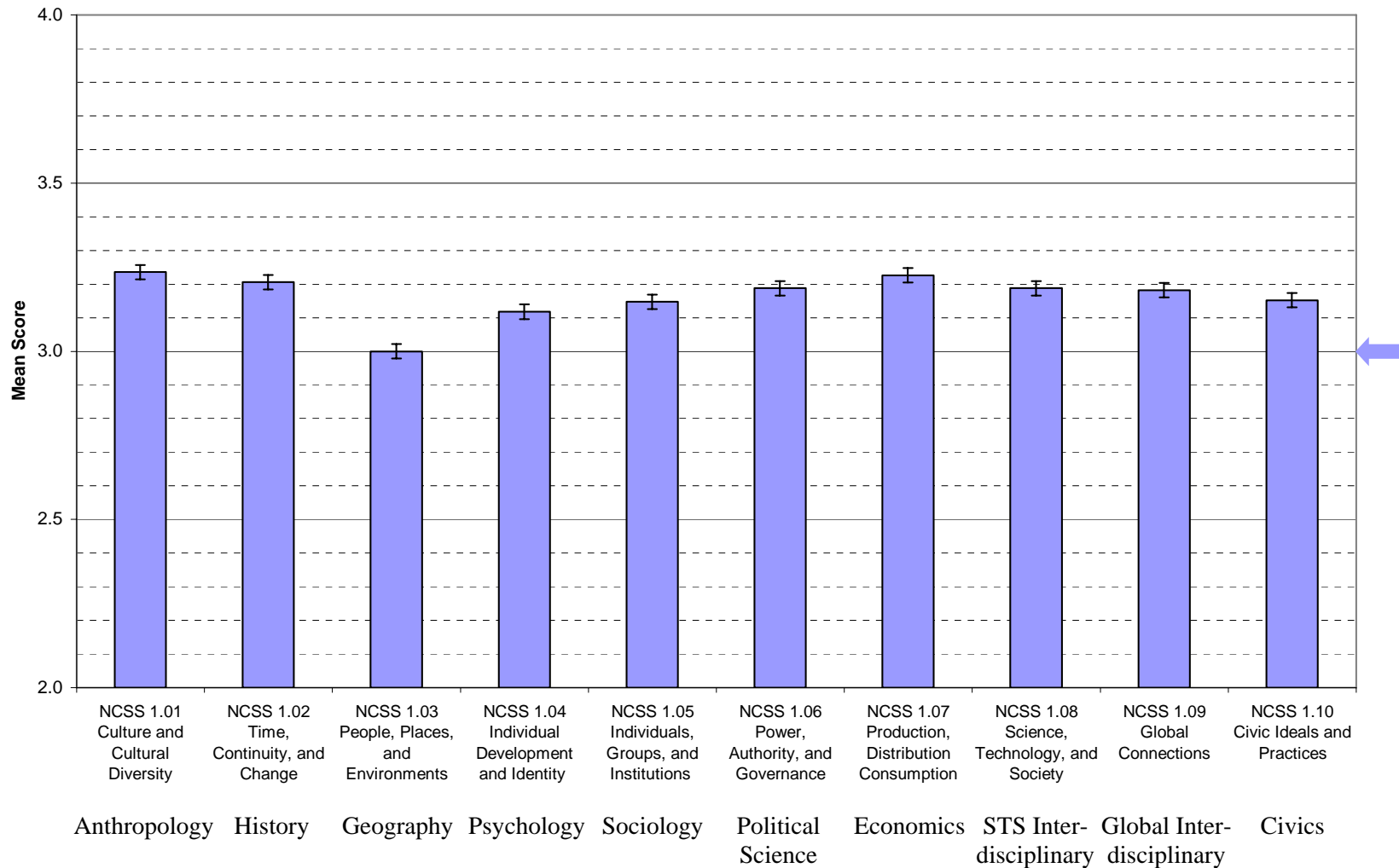
Example 3. Social Studies GPA Comparisons Between Adolescence Education and Corresponding Arts & Sciences Graduates. Average (\pm standard error) social studies GPAs for 2002-06 SUNY Oswego Adolescence Studies Education BS completers (Total N=107) are compared to A&S Anthropology, Economics, Global Studies, History, Political Science, Sociology and Women’s Studies BA graduates (Total N=414). The social studies GPA for both groups includes all courses with ANT, ECO, GLS, NAS (Native American Studies), POL, SOC, POL and WST prefixes. All undergraduate School of Education candidates must maintain an overall 2.50 GPA, with no grade lower than a C- in any required concentrate, major, cognate or pedagogical course; a 2.50 overall GPA is required for student teaching, internship, and graduation.



Count of Cont GPA		Program Type		
Specific Major	Grad Year	A&S	Adol/Sec	Grand Total
SS	2002-03	103	21	124
	2003-04	126	26	152
	2004-05	80	33	113
	2005-06	105	27	132
Grand Total		414	107	521

ASSESSMENT OF TEACHER CANDIDATE CONTENT KNOWLEDGE – Performance in the Classroom During Student Teaching

Example 4. Average Score (\pm Standard Error) on Student Teaching Evaluation-Social Studies (STE-SS) Instrument for SUNY Oswego Adolescence Social Studies Education 7-12 BS Program Completers in Spring 2006 (Q1 N=16, Q2 N=18; total sample N=34). Evaluation by cooperating teacher.



X Axis Categories: NCSS Content Standards 1.01 to 1.10 as listed.

Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2=Met But Some Competencies Need Development; 3=Met (←Target); 4=Outstanding

Decision Rule: To pass the STE-SS critical performance task, a candidate must achieve a score of 2 or better on each subarea s/he has an opportunity to teach.

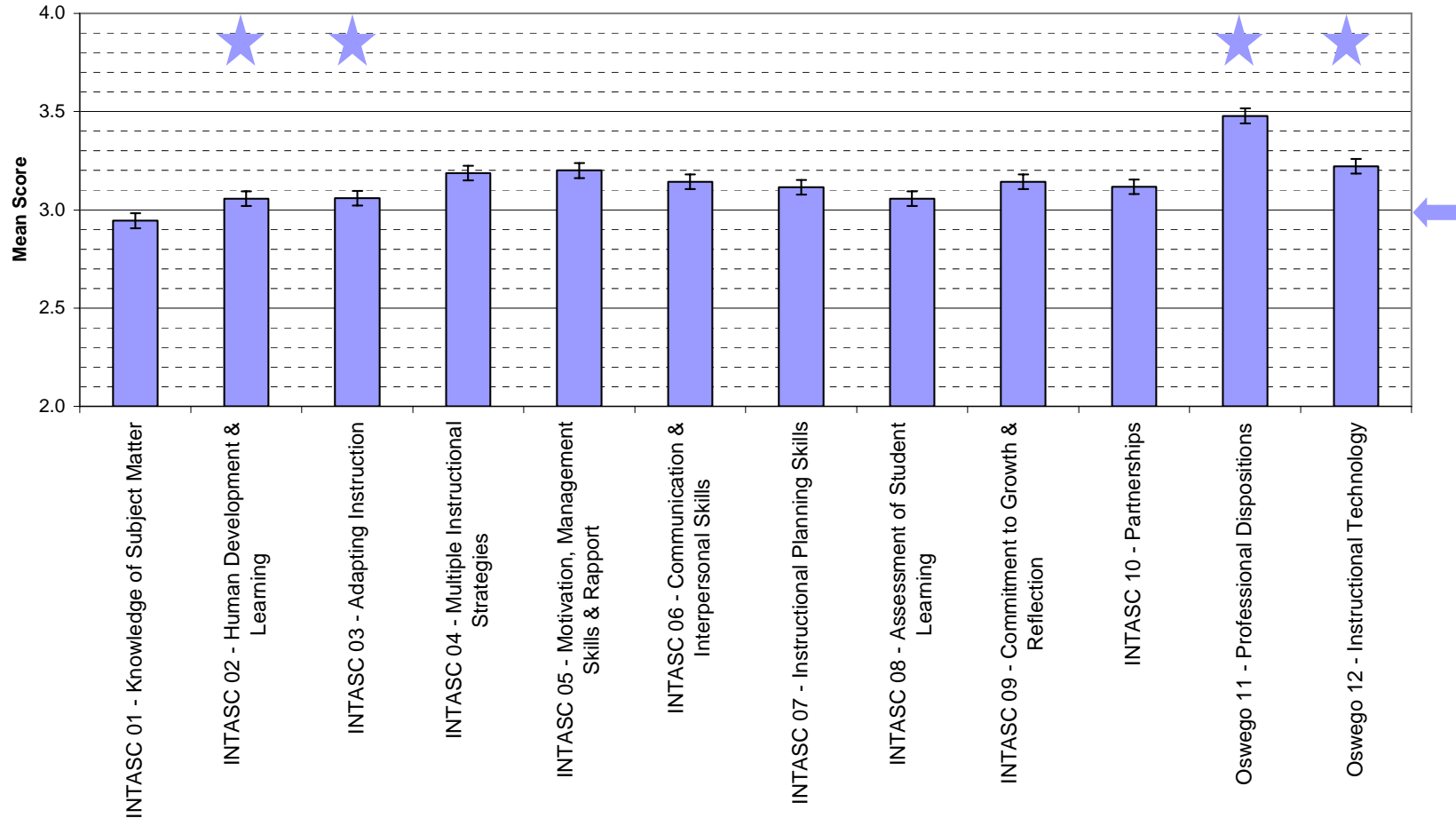
TEACHER CANDIDATE CONTENT ASSESSMENT – Instructional Performance in the Classroom During Student Teaching

Example 5. Frequency of Candidate Observations in Each Score Category and Pass Rates on Subareas of the Student Teaching Evaluation-Social Studies (STE-SS) Instrument for SUNY Oswego Adolescence Social Studies Education 7-12 BS Program Completers in Spring 2006 (N=34 observations on 18 candidates in 2 student teaching experiences).

Score Category	NCSS 1.01 Culture Diversity Anthro- pology	NCSS 1.02 Time Continuity Change History	NCSS 1.03 People Places Environmnts Geography	NCSS 1.04 Individual Develop Identity Psychology	NCSS 1.05 Individuals Groups Institutions Sociology	NCSS 1.06 Power Authority Governance Political Science	NCSS 1.07 Production Distribution Consumption Economics	NCSS 1.08 Science Technology Society STS Inter- disciplinary	NCSS 1.09 Global Connections Global Inter- disciplinary	NCSS 1.10 Civic Ideals Practices Civics	Grand Total
0=Not Met	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1=Not Met But Competencies Emerging	0%	0%	3%	3%	0%	0%	0%	0%	0%	0%	1%
2=Met But Competencies Developing	9%	6%	9%	9%	12%	6%	6%	6%	6%	6%	8%
3=Met	59%	68%	74%	62%	62%	69%	65%	69%	70%	73%	67%
4=Outstanding	32%	26%	15%	26%	26%	25%	29%	25%	24%	21%	25%
PASS RATE (% with Score=2,3,4)	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%	99%

ASSESSMENT OF TEACHER CANDIDATE INSTRUCTIONAL PERFORMANCE – In the Classroom During Student Teaching

Example 6. Average Score (\pm Standard Error) on Student Teaching Evaluation-Pedagogical (STEP) Instrument for SUNY Oswego Adolescence Social Studies 7-12 BS Candidates in Spring 2006 (Q1 N=19, Q2 N=17). Evaluation by college supervisor. ★ indicates assessments of ability to meet needs of diverse learners; instructional technology skill; and/or professional dispositions.



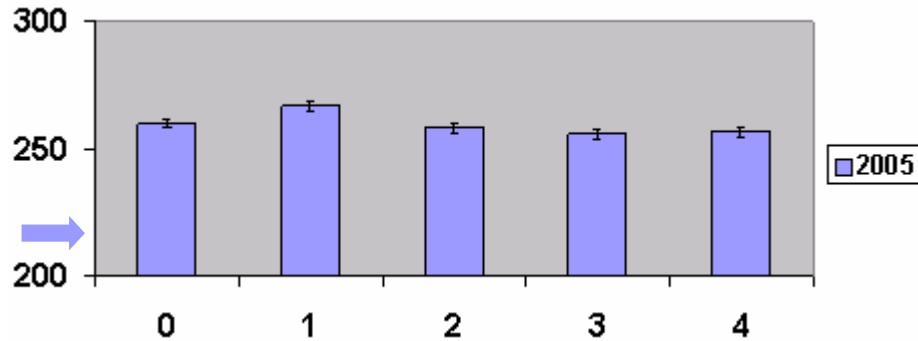
X Axis Categories: INTASC Standards 1-10 as listed; Oswego Standard 11 evaluates professional dispositions; and Oswego Standard 12 evaluates use of instructional technology.

Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2= Met But Some Competencies Need Development; 3=Met (← Target); 4=Outstanding

Decision Rule: To pass the STEP critical performance task, a candidate must achieve a score of 2 or better on each subarea.

ASSESSMENT OF TEACHER CANDIDATE INSTRUCTIONAL KNOWLEDGE – State Licensure Test

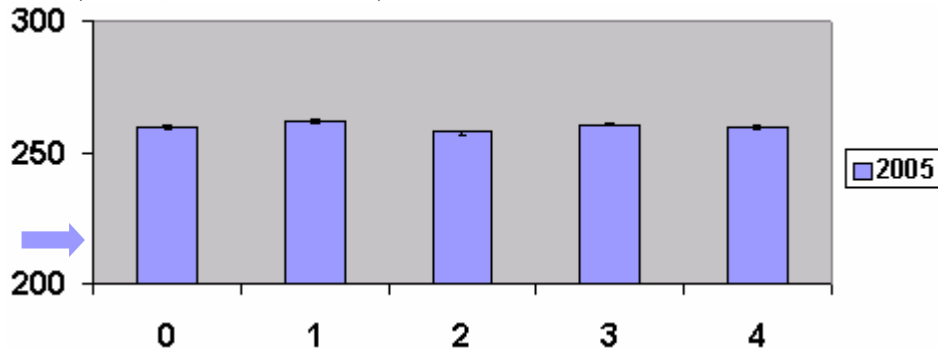
Example 7. ATS-W Results for SUNY Oswego Adolescence Education Social Studies 7-12 BS program completers for 2005 (N=24, Pass Rate=100%).



X Axis: Total Student Dev Instruction Prof Essay on
& Learning & Assess Env Instruct & Assess

Y Axis: 220 is minimum passing score (→); 300 is maximum score.

Example 8. ATS-W Results For All SUNY Adolescence Education Social Studies 7-12 BS program completers for 2004 2005 (N=179, Pass Rate=100%).

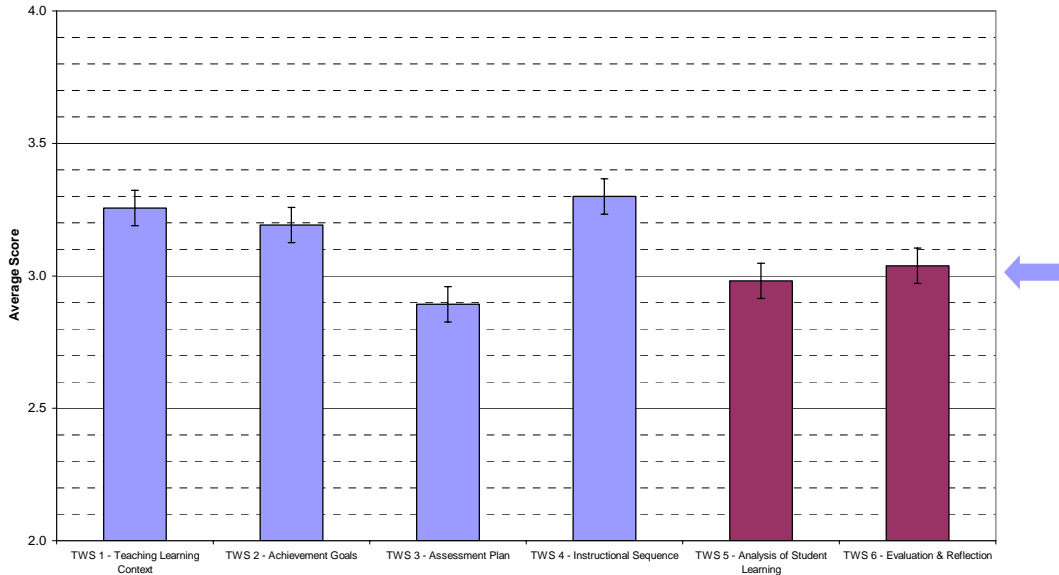


X Axis: Total Student Dev Instruction Prof Essay on
& Learning & Assess Env Instruct & Assess

Y Axis: 220 is minimum passing score (→); 300 is maximum score.

ASSESSMENT OF TEACHER CANDIDATE CURRICULUM DEVELOPMENT (LESSON/UNIT PLANNING) PERFORMANCE & IMPACT ON PK-12 STUDENT LEARNING – Teacher Work Sample in the Classroom During Student Teaching

Example 9. Average Score (± Standard Error) on Teacher Work Sample Instrument for SUNY Oswego Adolescence Social Studies Education 7-12 BS Candidates in Spring 2006 (N=13). Example 11 shows detail for TWS categories 1-4 (□), which assess candidate ability to plan; Example 12 shows detail for TWS categories 5-6 (■), which assess candidate impact on student learning. Example 10 provides information on pass rates for each category.



X Axis Categories: 1 Context, 2 Goals, 3 Assessment Plan, 4 Instructional Sequence, 5 Analysis of Student Learning, 6 Reflection

Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2=Met But Some Competencies Need Development; 3=Met (←Target); 4=Outstanding

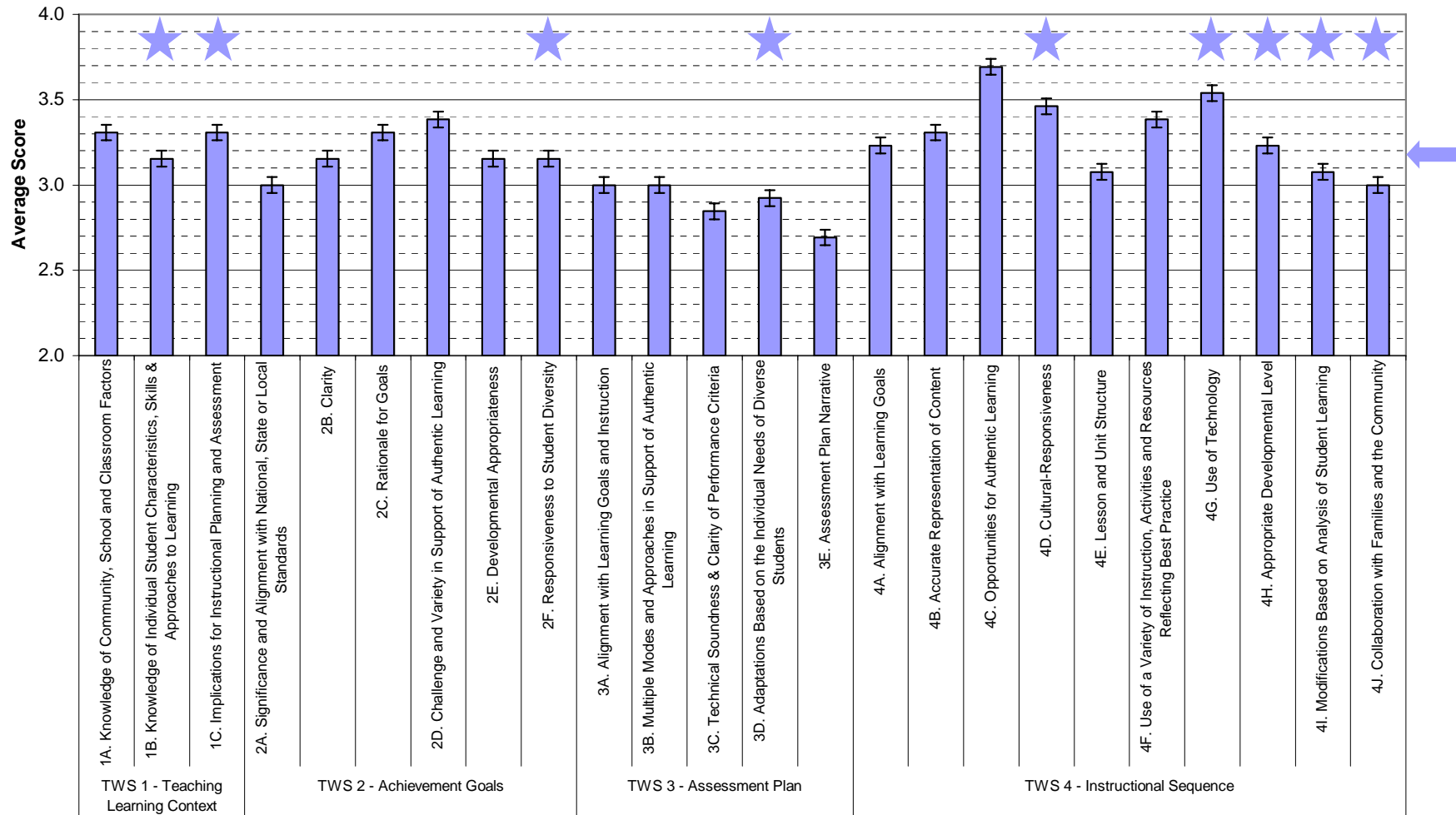
Decision Rule: To pass the TWS critical performance task, a candidate must achieve a mean subscore of 2 or greater on each of 6 TWS subareas. (TWS has 6 subareas, with a total of 32 indicators; 3, 6, 5, 10, 4, and 4 for TWS 1-6 respectively.)

Example 10. Frequency of Candidate Observations in Each Score Category and Pass Rates on Subareas of the Teacher Work Sample (TWS) for Adolescence (Secondary) Social Studies Education 7-12 BS Candidates (N=13 in S06 Student Teaching).

Score Category	TWS 1 Context	TWS 2 Goals	TWS 3 Assessment Plan	TWS 4 Instructional Sequence	TWS 5 Analysis of Student Learning	TWS 6 Reflection	Grand Total
	0=Not Met	0%	0%	2%	0%	0%	
1=Not Met But Competencies Emerging	0%	0%	0%	0%	0%	0%	0%
2=Met But Competencies Developing	3%	4%	8%	4%	15%	12%	7%
3=Met	69%	73%	89%	62%	71%	73%	72%
4=Outstanding	28%	23%	2%	34%	13%	15%	21%
PASS RATE (% with Score=2,3,4)	100%	100%	98%	100%	100%	100%	100%

ASSESSMENT OF TEACHER CANDIDATE CURRICULUM DEVELOPMENT (LESSON/UNIT PLANNING) PERFORMANCE – Teacher Work Sample in the Classroom During Student Teaching

Example 11. Ability to Plan Instruction: Average Score (\pm Standard Error) on Teacher Work Sample Indicators for TWS Standard 1-4 for SUNY Oswego Adolescence Social Studies Education 7-12 BS Candidates in Spring 2006 (N=13). ★ indicates assessments of ability to meet needs of diverse learners; instructional technology skill; and/or professional dispositions.

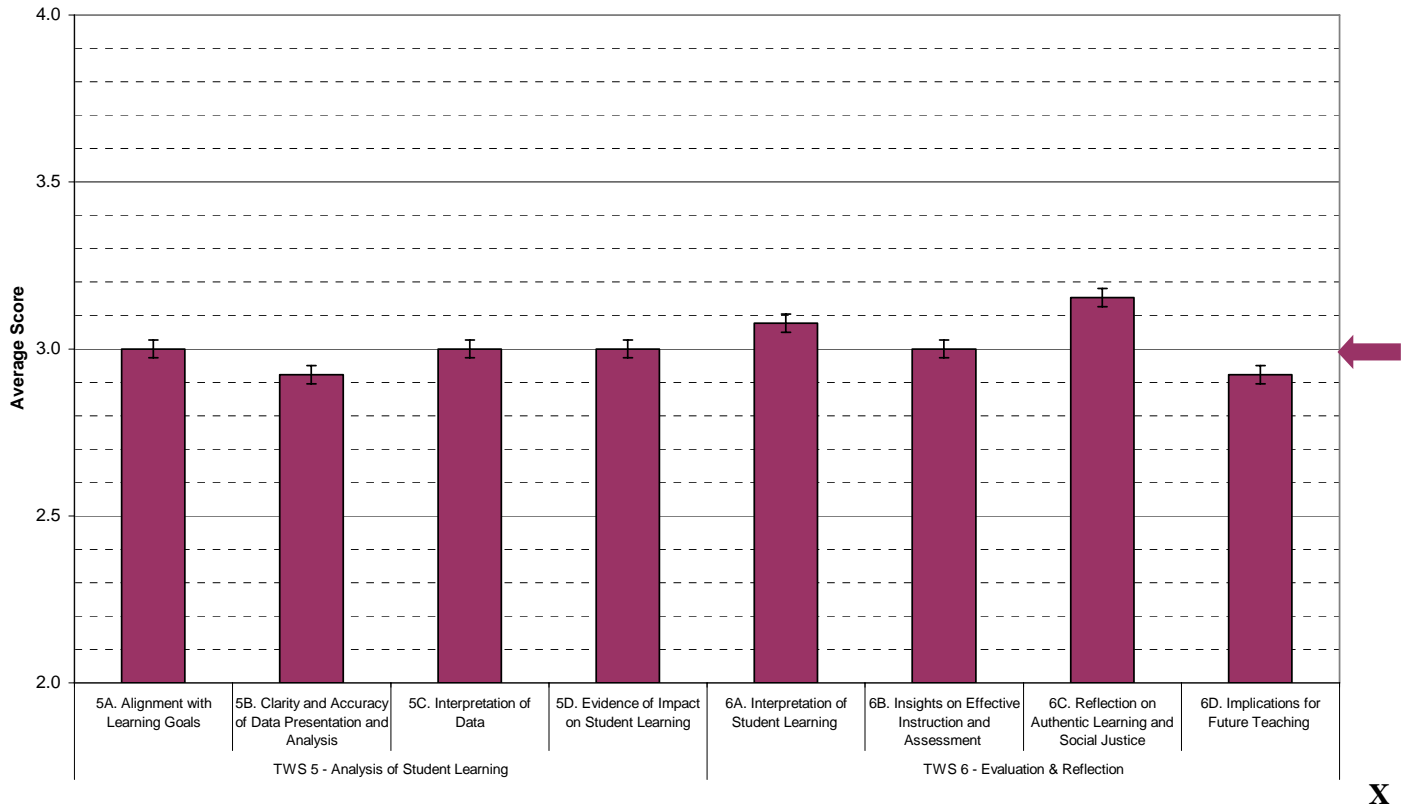


X Axis Categories: 1 Context, 2 Goals, 3 Assessment Plan, 4 Instructional Sequence

Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2=Met But Some Competencies Need Development; 3=Met (← Target); 4=Outstanding

ASSESSMENT OF TEACHER CANDIDATE IMPACT ON PK-12 STUDENT LEARNING – Teacher Work Sample in the Classroom During Student Teaching

Example 12. Impact on Student Learning: Average Score (\pm Standard Error) on Teacher Work Sample Indicators for TWS Standard 5-6 for SUNY Oswego Adolescence Social Studies Education 7-12 BS Candidates in Spring 2006 (N=13).

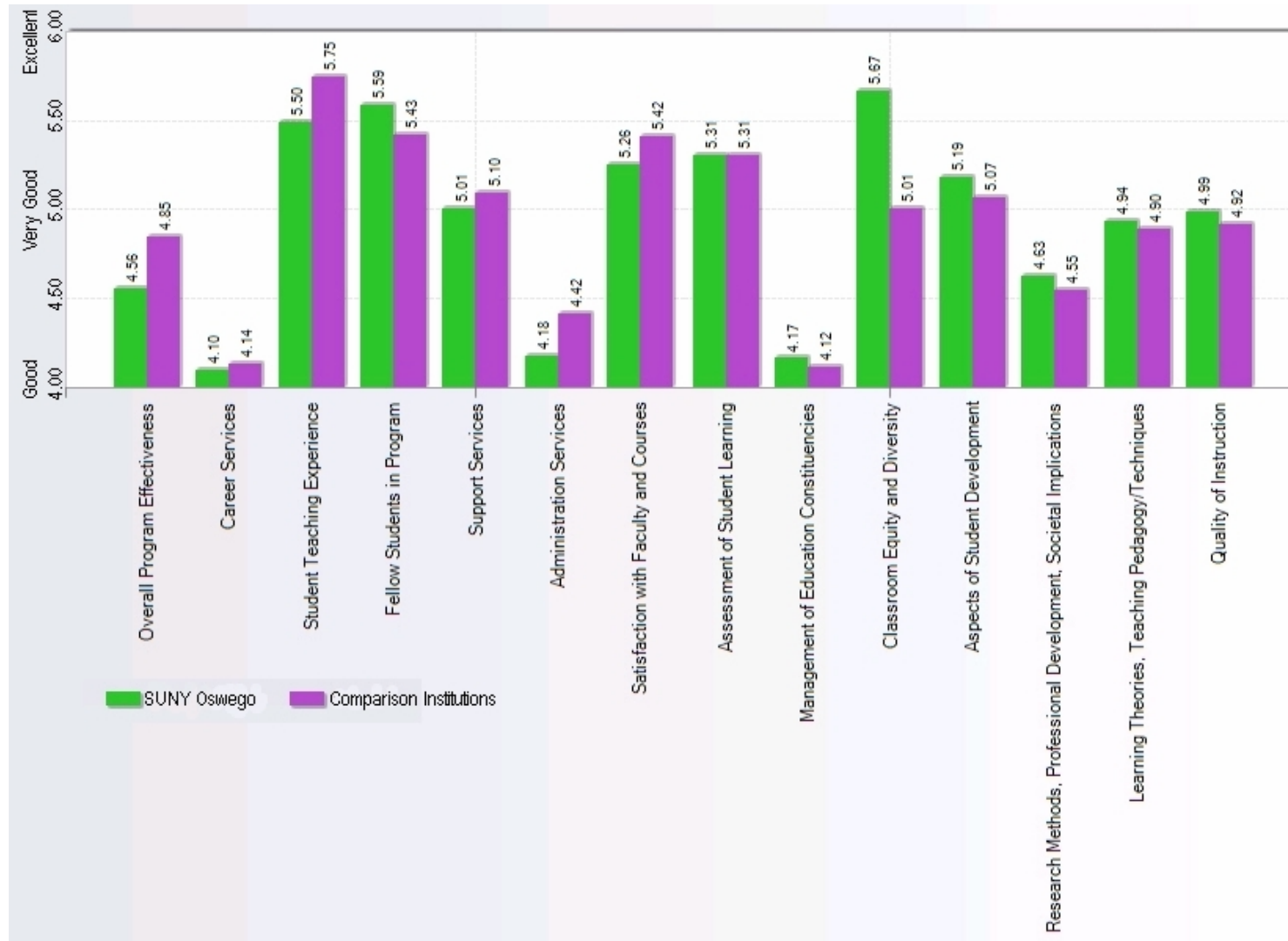


Axis Categories: 5 Analysis of Student Learning, 6 Reflection

Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2=Met But Some Competencies Need Development; 3=Met (← Target); 4=Outstanding

ASSESSMENT OF PROGRAM EFFECTIVENESS – EBI Exit Survey of Student Teachers

Example 13. Program & Operational Effectiveness: Benchmarked Mean Scores on Educational Benchmarking (EBI) Exit Survey for SUNY Oswego Undergraduate and Graduate Childhood, Adolescence, Technology, and Vocational Education Student Teachers in 2006-06 (N=353; Comparison Institution N=1,932).



X Axis Categories: EBI Factors as indicated

Y Axis Scale: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7=Exceptional (or equivalent)