

## ECH-6 Data Discussion Meeting

August 17, 2011

Attending: Linda Lucksinger, Marilyn Eisenwine, Pat Bain, Donna Gee, Sandra Maxedon, Marva Solomon, Judy Hakes, Mary Seay, Charlene Bustos, Chris Purkiss, Ann Bullion-Mears

Re: Discussion of NCATE data points with reference to program improvement

### **Data Point 1**—TexES Generalist and PPR Exams

Percentage passing: Generalist 99%

PPR 98%

Continue to use assessment. Do further research to determine specific areas that need reinforcement. Make plans to implement 6 hours of certification text preparation materials as required by state law. Change how data is recorded to Sep–Aug 31 format. Pass rate must be 80% in 2011-2012.

### **Data Point 2**—Grades from Block I courses

Percentage and Average GPA: Reading	100%	3.94
Science	100%	4.00
Math	100%	3.81
Social Studies	100%	3.58

Discussed usefulness of this assessment as a measure of content knowledge, measure of teaching knowledge, or mixture of both. Keep assessment for 2011-12. Convene study group to investigate other assessment possibilities.

### **Data Point 3**—Early Childhood Planning

Scored with rubric. Almost all candidates at the Proficient or Advanced levels.

Only assessment that meets certain ACEI standards. Needs to be scored using TaskStream. Fall, 2011 begins use of revamped ED 2302 to include more on standards, objectives, lesson planning (as previously identified as AFIs). Also instructional activities in ECH 4350 need some modification to meet AFIs.

**Data Point 4**—Student Teaching Portfolio—TxBESS format

For data see COE NCATE website

Keep assessment. Collect more data for better longitudinal perspective.

**Data Point 5**—Effect on Student Learning

ECH committee would like copy of the requirements and rubrics for this data point. Request further involvement of university supervisors, especially in how student teaching portfolio and effects on student learning is scored.

**Data Point 6**—Case Study

Data recorded in TaskStream.

Data is tainted because no method is presently in place to distinguish between students in EC-6, 4-8, 8-12, and all level programs. Recommend constructing individual DRFs for each certification program. Need to disaggregate writing score from content component. Break content piece into developmental elements.

**Data Point 7**—Confidential assessment by classroom cooperating teachers during field placement for ECH 4350.

See NCATE website for data.

Mostly issues with initiative and attendance. Recommend that data go forward to student teaching block for supervisor use. Need policy in place to deal with students who consistently have issues during field placements. Supply more information on dispositions for effective teachers earlier in candidates' academic career.

**Data Point 8**—Confidential assessment by classroom cooperating teachers during RDG 4602 (Reading Block)

See NCATE website for data.

Recommend that data go forward to student teaching block for supervisor use. Need policy in place to deal with students who consistently have issues during field placements. Supply more information on dispositions for effective teachers earlier in candidates' academic career. Possibly add midterm data collection point.