



UNIVERSITY of WISCONSIN
GREEN BAY

Education | 2017-2018 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

There are many elements of our existing assessment system, including student success with the Foundations of Reading Test (FoRT), edTPA (Teacher Performance Assessment in Education), student success with the PRAXIS II exam, formative assessments, and the exit interview process. Each of these will be discussed below.

2. How will you use what you've learned from the data that was collected?

Foundations of Reading Test (FoRT)

The Professional Program in Education continues to fine-tune the literacy block of courses our pre-service teachers must successfully pass. This block includes three, three-credit courses: EDUC 307 Teaching Reading in the Elementary and Middle Schools, EDUC 309 Teaching Language Arts in the Elementary and Middle Schools, and EDUC 421 Literacy and Language Development in Young Children. Workshops for FoRT preparation are offered on a weekly basis to all pre-service teachers (ten total workshops) each semester.

We continue to gather and analyze data related to the Foundations of Reading Test for our pre-service teachers. Overall, our pass rates are displayed in the following table:

ProgramYear	Pass Rate - UWGB	# Takers - UWGB	# Pass - UWGB	Pass Rate - State	# Takers - State	# Pass - State
2015-2016	70%	87	61	76%	3,538	2,675
2016-2017	60%	91	55	75%	3,407	2,565
Program YTD	54%	13	7	57%	568	321

Given these data, we have instituted some changes. First, two new instructors were hired in Fall 2017 to teach the three literacy block courses. Each of these instructors has a wealth of expertise and experience in literacy education. The synergy from the team teaching approach also shows promise in effectively engaging our pre-service teachers in useful experiences in literacy education preparation. Second, we used one-time funds from the UW System to purchase literacy materials specifically designed to help pre-service teachers with the FoRT. Finally, the field placement for EDUC 421 will be changing during the Spring 2018 term. We have a new agreement with four elementary schools in a local K-12 district which has many resources to offer our pre-service teachers. We feel that these changes should help our pre-service teachers become more effective literacy educators.

edTPA

We have examined scores for certain rubrics of interest and have examined the distribution of scores. We are noting patterns and trends that can inform changes that are needed in the curriculum and instruction of our courses. Our efforts include:

- a. We continue to offer workdays for student teachers to complete elements of the edTPA during the semester of their student teaching placement.
- b. Support is provided during the EDUC 414 student teaching seminar in the completion of this assessment. This support includes access to the edTPA lab located in Wood Hall on campus. The lab provides all technical equipment needed to complete the edTPA assessment.
- c. An edTPA workshop series continues to be offered to all pre-service teachers to familiarize them with elements of the edTPA assessment. The format of these workshops has been expanded from only face-to-face to also include online offerings and a combination of face-to-face and online.
- d. A pre-service teachers-only Facebook group has been established for students to share comments, questions, and concerns about the edTPA process. This helps support the emotional component of passing a high-stakes assessment.
- e. We have analyzed completed student edTPA submissions for areas of strength and areas for improvements.
- f. Our mathematics education faculty member has completed the edTPA scoring training through Pearson and is now able to provide greater guidance to those pre-service teachers who choose the elementary mathematics handbook.
- g. Our edTPA coordinator has been an active member of the UW System sponsored edTPA coordinators group. This group meets regularly to discuss issues, develop and share resources, and discuss data analysis procedures.
- h. As part of our exit survey process, each student teacher completes a survey of their experiences with the edTPA. Survey items include:
 - i. Please describe in detail how you prepared for the edTPA prior to completing the assessment.
 - ii. How often did you utilize the UWGB edTPA WIX website?
 - iii. What resources on the UWGB edTPA WIX website did you find most helpful?
 - iv. How often did you utilize the D2L Online edTPA Preparation Module?
 - v. What resources on the D2L Online edTPA Preparation Module did you find most helpful?
 - vi. How active were you on the UWGB edTPA Facebook Group?
 - vii. What resources, if any, did you use from the edTPA lab located in Wood Hall 452? Please describe.
 - viii. Please describe the areas you felt very confident in while completing the edTPA.
 - ix. Please describe the areas you wish you would have had more training on before completing the edTPA.
 - x. What advice do you have for future edTPA completers?
 - xi. Any other feedback/information/comments you would like to share about the edTPA process.

PRAXIS II

Overall, UW-Green Bay pre-service teachers have not had major problems passing the PRAXIS II exam. Content knowledge from disciplinary departments and through Professional Program in Education coursework has adequately prepared the vast majority of our pre-service teachers to pass this assessment. For example, since 2003, there has been only one student who did not pass the PRAXIS II General Science exam for an Ages 10-21 teaching license. All others have passed, with some earning an exemplary score.

Formative Assessments

There are two main ways in which the UWGB Professional Program in Education faculty gather and analyze data on an on-going basis. First, each faculty receives feedback from students about each course they teach. This feedback is used to make changes in the course during subsequent semesters. Second, many course assignments are aligned with the InTASC standards. The evaluation of these assignments allow faculty members to better understand the ways in which students are meeting Program standards and where their knowledge and skills are falling short. Modifications to the course can then be made during the term it is being taught. The evaluation of these assignments is augmented by discussions with the students concerning their progress in learning to teach. For example, through discussions with students and an examination of our curriculum, faculty and staff realized that we need more offerings to help pre-service teachers identify mental health issues in the K-12 students with whom they work. A software package from Kognito was purchased through one-time funds made available by UW-System. This training in identifying mental health issues has been integrated into a course that all UW-Green Bay pre-service teachers need to complete. An on-going analysis of its effectiveness is occurring.

Exit Interview Process

Gathering and analyzing data from pre-service teachers who are at or near the end of the Program is crucial to strengthening our preparation of these students. Instead of using just one data point, such as an exit survey, we have developed a process for gathering and analyzing these data. The process begins with the student teacher checkout meeting each pre-service teacher has with their faculty advisor. The student's progress to degree and certification is reviewed, feedback from the student is solicited concerning their strengths and areas of continuing improvement, and plans are made for their student teaching placements. Next, our student teaching coordinator meets with each pre-service teacher. More information is gathered about the student's progress and more formalized plans are made about the student teaching placements. During student teaching, each pre-service teacher is required to complete EDUC 414 Seminar in Student Teaching/Internship. The course instructor is also our student teaching coordinator, and this is another opportunity for her to gather more data from the student teachers on their progression in learning to teach. Each EDUC 414 student completes a survey, which includes questions about the edTPA. The cooperating teachers of student teachers provide formal feedback on at least four lessons that the student teacher teaches, in addition to completing a survey at the end of the student teaching experience, which includes the following items:

- a. What aspects of teaching did you feel your student teacher was well prepared for during their teacher preparation program?
- b. What aspects of teaching did you feel your student teacher could have been better prepared for during their teacher preparation program?
- c. Please provide any other comments/critiques about your semester with a UWGB student teacher.

In addition, university supervisors complete at least four visits to the student teacher's classroom to observe a lesson and provide formal feedback.