BALL STATE UNIVERSITY EDUCATION REDEFINED

Providing Evidence of Impact on Student Learning

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CAEP Conference

March 15-16, 2012

NCATE Accredited Since 1954

NCATE The Standard of Excellence in Teacher Preparation

Curricular Source

- Candidate work during field experiences—Learning Assessment Model Project (LAMP)

Institutional Sources

- Unit Assessment System Data
- Data from surveys of employers, candidates and supervisors

Candidate Work During Field Experiences

Learning Assessment Model Project (LAMP)

- Ten day standards-based teaching unit required for all BSU student teachers
- LAMP allows BSU student teachers to showcase knowledge acquired throughout teacher education program
- Projects allow students to thoughtfully apply instructional strategies to impact student learning in classroom environment
- Used as key assessment in all of the SPA Reports
- Includes five components

LAMP Components

The Instructional Unit

- Inclusion of academic content standards/variety of instructional strategies
- Accommodation of developmental difficulties
- Incorporation of media and technology

Assessments (pre/post measures)

- Validity and reliability of assessments
- Presence of specific and appropriate criteria for mastery levels
- Well constructed test items

LAMP Components (continued)

K-12 Student Project

- Incorporation of state and national standards in the project
- Presentation of evaluation criteria

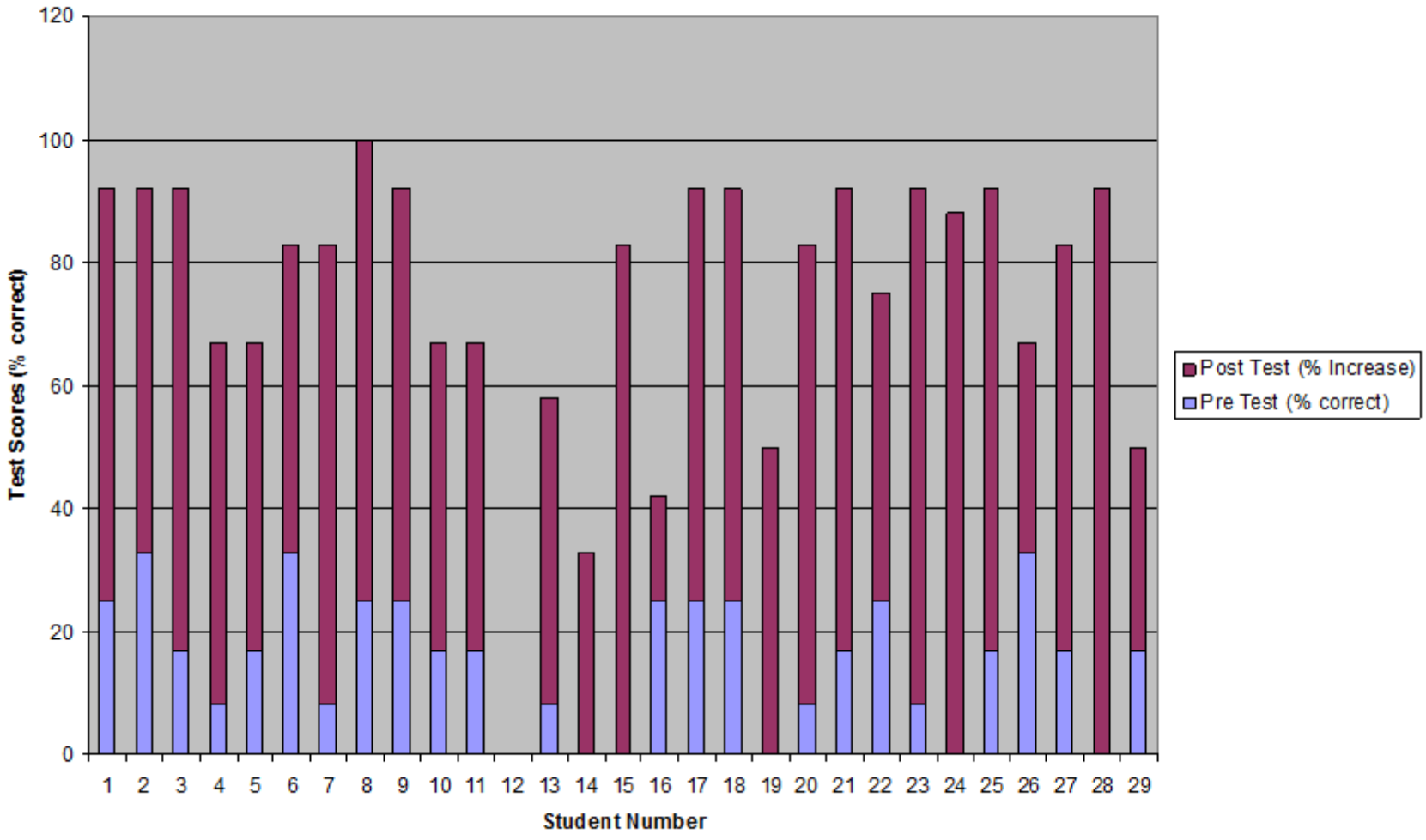
Assessments (pre/post measures)

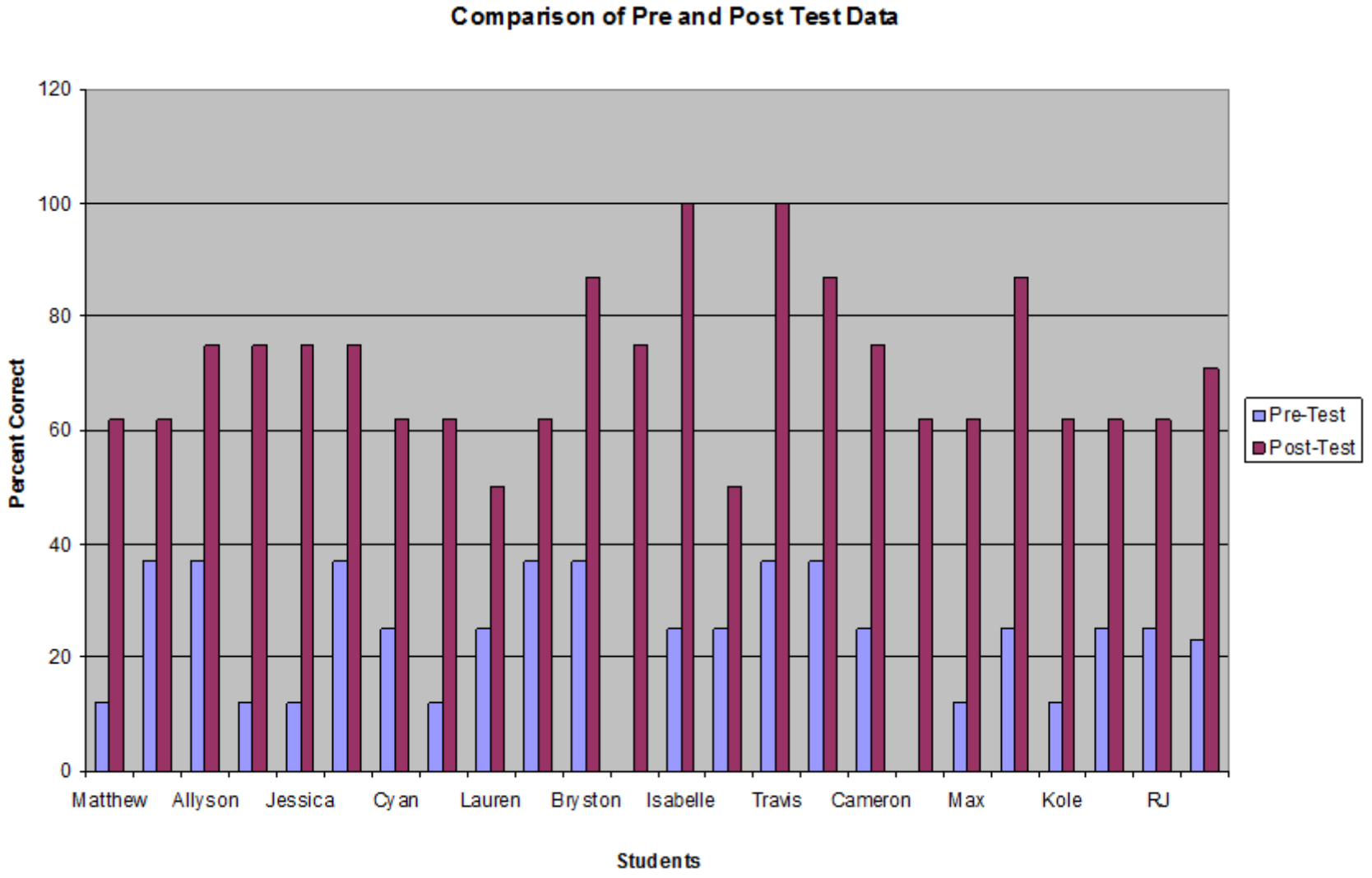
- Appropriately addresses standards incorporated in the project
- Evaluates both processes and conventions
- Presence of specific and appropriate criteria for mastery level

LAMP Components (continued)

K-12 Student Learning Evaluation

- Pre-test performance graph with interpretation
- Rationale for instructional modifications based on pre-test
- Interpretation of project performance
- Post-test performance graph with interpretation
- Comparison of pre-test, post-test, and project performance
- Reflection of data and rationale for modifications for future instruction


Assessment of Standard 5.4
Test Scores (% correct)
120
100
80
60
40
20
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
Student Number
Post Test (% Increase)
Pre Test (% correct)


Comparison of Pre and Post Test Data
120
100
80
60
40
20
0
Percent Correct
Matthew
Allyson
Jessica
Cyan
Lauren
Bryston
Isabelle
Travis
Cameron
Max
Kole
RJ
Students
Pre-Test
Post-Test

Institutional Sources

Unit Assessment System Data

- Faculty analyze candidate performance, including performance on LAMP and other assessments related to impact on student learning
- Candidates may check their performance
- Faculty can create reports to see aggregated or disaggregated LAMP assessment data

Example of Rubric Row for LAMP

	Unsatisfactory	Basic	Proficient	Distinguished
Standards aligned to this row: • **INTASC** P1.K.1 , P2.K.3 , P8.K.1				
5. Interpretation of Post-test Performance	Interpretation does not accurately reflect data. Analysis does not address students' content area understanding,	Interpretation reflects whole class performance. Analysis does not identify individual differences in content area understanding.	Interpretation reflects whole class and either compares specific student performance on the pretest and post-test or class performance on separate standards. Analysis reflects students' knowledge of individual content area concepts.	Interpretation reflects whole class and specific student performance on the post-test and class performance on each element. Analysis reflects critical thinking in relationship to students' knowledge of content area concepts.
Standards aligned to this row: • **INTASC** P1.K.2 , P2.K.3 , P8.P.4 • **TESOL - 5 Domains** 5.c				

LAMP Candidate Data

Average Rubric Performance

Assessment 1 (default)

LAMP Assessment (Fall07 - present)

ALL Semesters

7/1/2007 5/19/2010

START (MM/DD/YYYY) END (MM/DD/YYYY)

Currently Enrolled Students

All Students

Assessment 2 (comparison)

Select an assessment...

ALL Semesters

START (MM/DD/YYYY) END (MM/DD/YYYY)

Currently Enrolled Students

All Students

hide summary rating

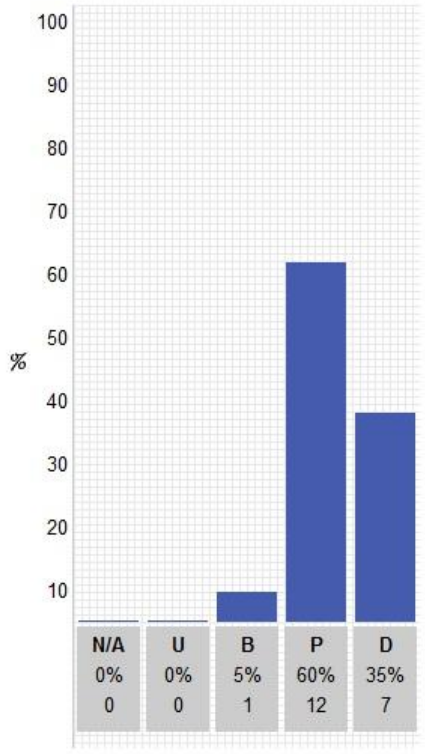
select specific rows

Graph Format | Submit

	U	B	P	D	StdDev.	n
1. Content Standards					0.59	62
2. Additional Standards					0.73	62
3. Developmental Appropriateness					0.58	62
4. Authentic Skills					0.71	62
5. Instructional Strategies					0.51	62
6. Technology and/or Media					0.69	62
7. Development of Unit Plan					0.65	62
1. Validity					0.58	62
2. Reliability					0.65	62
3a. Objective Test Items					0.63	62
3b. Other Quantifiable Measures					0.64	62
4. Testing Accommodations for Students with Special Needs					0.68	57
5. Criteria for Mastery					0.71	62
6. Content Assessment					0.63	62
1. Student Learning Graphs					0.65	62
2. Interpretation of Pretest Performance					0.75	62
3. Rationale for Instruction Modifications Based on Pretest Analysis					0.70	60
4. Interpretation of Project Performance					0.75	61
5. Interpretation of Post-test Performance					0.72	62
6. Analysis of Instructional Approaches					0.65	62
1. Standards Addressed within the Rubric					0.64	62
2. Procedures and Mechanics within the Rubric					0.62	62
3. Rubric Construction					0.59	62
4. Criteria for Mastery					0.67	62

Frequency Distribution | Student List

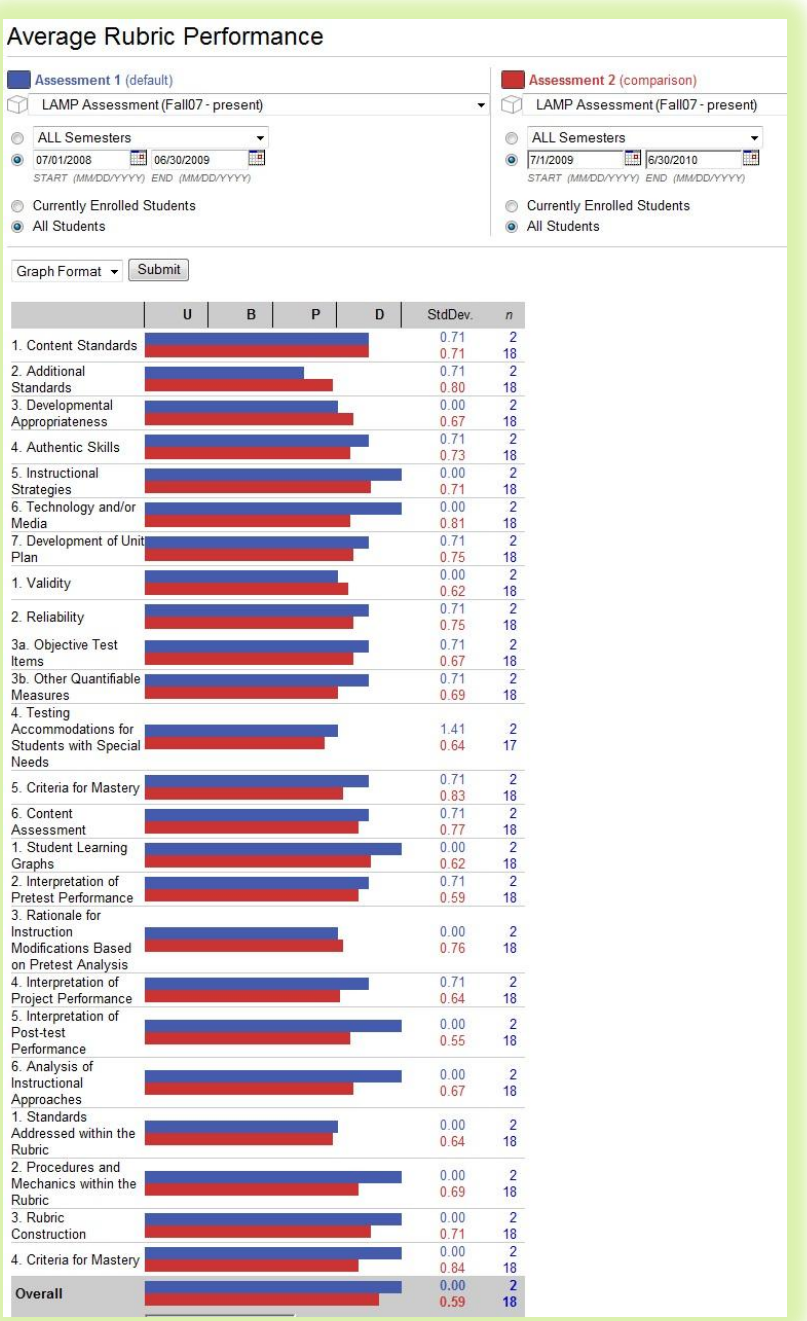
5. Interpretation of Post-test Performance performance level



20 Total assessments (including N/A)

LAMP Comparison Date

Faculty can compare different data sets. In this example, each blue bar represents LAMP Data for Language Arts candidates who were assessed between July 1, 2008-June 30, 2009 and the red bar represents candidates assessed between July 1, 2009-June 30, 2010.



Survey Data

- Candidates, employers, and supervisors are asked to respond to questions related to impact on student learning in a variety of surveys
- Exit Survey Data shared with Professional Education Committee with focus on areas of concern
- Disaggregated Exit Survey Data shared with Program Managers
- Educational Leadership Alumni Survey includes questions related to impact on student learning
- While current surveys help in effort, unit is seeking help from institution to encourage higher response rate
- Professional Development Focus Groups

External Data Sources

Potential External Data Sources

- Indiana Mentoring and Assessment Program (IMAP)
- Data from statewide teacher evaluation system
- Statewide P-12 testing and Student Growth Model
- Data systems that link P-12 schools teacher performance to the educator preparation unit

Indiana Mentoring & Assessment Program (IMAP)

- Completed during license holder's first two years of employment
- Required for all beginning teachers, administrators, and school service personnel
- IMAP Assessment based on INTASC Principles
- Assessment completed by building principal (or appropriate supervisor)

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Teacher IMAP Assessment

Teacher's Name			School	Name	
Year of Enrollment	_____1st _____ 2nd (Check One)	Grade/ Subject		Street Address	
Evaluator	Name			City, State, ZIP	
	Position			Phone	
Date of Evaluation					

Principle #1	√	*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*			
Not Demonstrated					
Developing		Demonstrates a basic level of content knowledge in the teaching specialty to which is assigned.			
Progressing		Demonstrates an appropriate level of content knowledge in the in the teaching specialty to which assigned.			
Proficient		Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.			
		Extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.			
Evidenced By (Check all that apply.)		*Display of technology used*		*Professional development*	*Lesson plans*
		Use of student learning teams		*Documentation of differentiated instruction*	*Test scores/data*
		Collaborative lesson planning		*Materials used to promote critical thinking and problem solving*	*Other*

Principle #2	√	*The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*			
Not Demonstrated					
Developing		Understands developmental levels of students and recognizes the need to differentiate instruction.			
		Assesses resources needed to address strengths and weaknesses of students.			
Progressing		Understands developmental levels of students and appropriately differentiates instruction.			
		Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.			
Proficient		Indentifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.			
		Encourages and guides colleagues to adapt instruction to align with students' developmental levels.			
		Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.			
Evidenced By (Check all that apply.)		*Display of technology used*		*Professional development*	*Lesson plans*
		Use of student learning teams		*Documentation of differentiated instruction*	*Test scores/data*
		Collaborative lesson planning		*Materials used to promote critical thinking and problem solving*	*Other*

Principle #3	√	*The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
Not Demonstrated		
Developing		Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.
Progressing		Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.

Statewide Teacher Evaluation System

- Teacher Effectiveness Rubric
- A pilot of the new system will occur in 2011-2012
- All teachers, administrators, and school services personnel will be evaluated annually using Effectiveness Rubric

Sample Rubric from Statewide Teacher Evaluation System

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	Create Objective-Driven Lesson Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

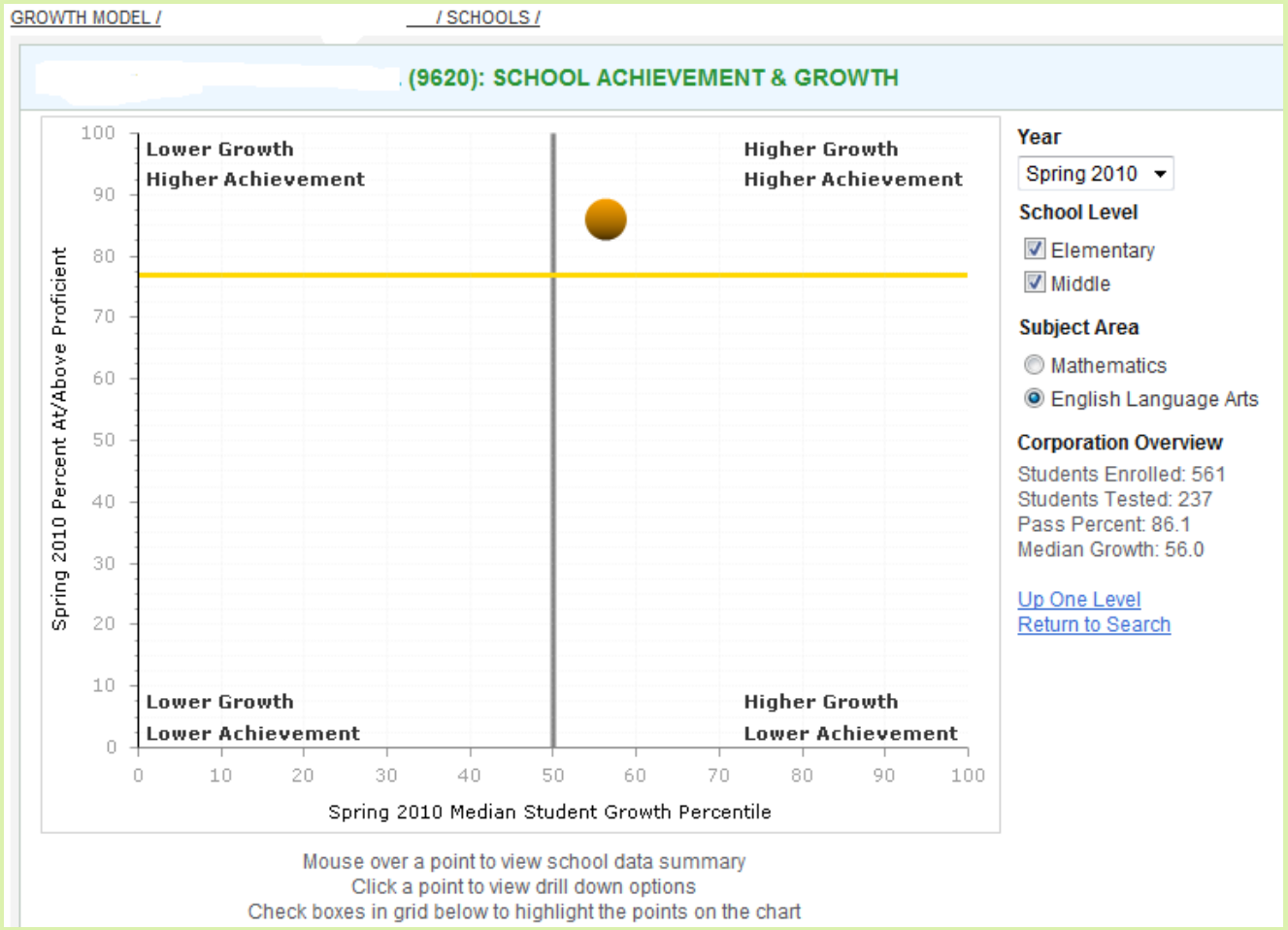
Statewide K-12 Testing

- Indiana Statewide Testing for Educational Process (ISTEP+)
- Test administered each spring
- English/Language Arts (grades 3-8)
- Mathematics (grades 3-8)
- Science (grades 4 and 6)
- Social Studies (grades 5 and 7)
- End of Course Assessments (ECAs) for Algebra I and English/Language Arts

Student Growth Model

- Tracks the growth of individual students over time
- Tracks the growth of a school/school corporation's growth over time
- Possible for IDOE to track the growth of an educator's students over time

Sample of Growth Model Data



Our Wish List

- Statewide data system issues a teacher identification number to each licensed educator that would allow the institution to view confidential data on candidates
- Specific data for teacher education candidates who complete IMAP, Statewide Teacher Evaluation System, and Growth Model needs to be made available to and linked to higher education institutions
- If DOE could release this data to higher education institutions, it would allow for powerful continuous improvement
- Data availability would have major implications for program revisions and professional development opportunities

Links to Resources

LAMP

http://portfolio.iweb.bsu.edu/resources/studentteaching/LAMP.html

Indiana Student Growth Model

https://learningconnection.doe.in.gov/GrowthModel/ModelFAQs.aspx

Indiana Statewide Teacher Evaluation System

http://www.doe.in.gov/puttingstudentsfirst/documents/2011-06-07_teacher_effectiveness_rubric_draft.pdf

Indiana Mentoring & Assessment Program

http://www.doe.in.gov/educatorlicensing/pdf/IMAP_Year_2_Teacher.pdf