ASSESSMENT WEEK
Agenda
December 2, 2010

Thursday December 2, 2010   8:30-12:00

8:30-8:45   Continental Breakfast – Dr. Dunham

8:45-9:00   Prayer/Devotions – Dr. Dunham

9:00-10:00   Tulsa Public Schools – Teacher Effectiveness Initiative
                   Teacher Observation/Evaluation Rubric
                   contrast/compare with ORUCOE Performance
                   Evaluation

10:00-11:00   New INTASC standards vs COE Institutional Standards

11:00-12:00   Data Evaluation - EBI

Assessment Week Meeting
Notes
Continued:

<u>Thursday, December 2, 2010</u>

8:30-8:45   Continental Breakfast

8:45-9:00   Opened with Prayer and Devotions by Dr. Dunham

9:00-10:00   Tulsa Public Schools – Teacher Effectiveness Initiative
              Teacher Observation/Evaluation Rubric

              These instruments were compared to the Undergraduate Education
              Performance Evaluation for Teacher Candidates Student Teaching placement and
              observations. Our Performance Evaluation is consistent with the TPS instrument
              categories without using their specific language, however we feel that we need
              to focus on the language used by our Learned Societies or InTASC rather than an
              Individual school district. The following points were concluded by faculty:

              1. The professional language is better in the TPS instrument.

              2. There is some justifiable difference since we are dealing with pre-service
                  teachers and TPS is evaluating in-service and veteran teachers.

              3. In the area of Classroom Management, our categories are more focused ways
                  of thinking about management. TPS is looking at experienced teachers who
                  have an understanding of foundational professional ways of thinking and
                  which enable them to adopt a broader and more in-depth focus on classroom
                  management.

10:00-11:00   New InTASC Standards vs COE Institutional Standards – See report following.
              Faculty did a comparison to align Institutional Standards with InTASC standards.
              A committee rewrote the Institutional Standards.

11:00-12:00   Data Evaluation – EBI (Survey given to seniors for program improvement
              feedback) The following was the faculty's finding:

              1. GPA: Cumulative GPA's are more moderate than other institutions, which
                  indicates that there may be a lower grade inflation than previously thought at
                  ORU.

2. ORU scores compare wel overall in program effectiveness to all other institutions polled.

3. Comparing 2010 with 2009 in Program Effectiveness, 2010 scores have improved.

4. Factor 12 – The student teaching experience indicates effectiveness of the cooperating teacher.

5. Career Services (Factor 13) indicates lower satisfaction in 2010 than 2009, which may be a reflection in that not as many schools were hiring last spring 2010.

	INTASC	ORU IS
ALIGNMENT BETWEEN INTASC and ORU'S INSTITUTIONAL STANDARDS (IS)		
1	1	9,10,12,13
2	2	6,7,11,12,16
3	3	6,7,8,16
4	4	6,8
5	5	4,5,6,7,13,16
6	6	2,14,15
7	7	3,4,5,13
8	8	4,5,6,7,13
9	9	1,2,8
10	10	10,11,15
NB.	We added the word "collaboration" to ORU IS #s 6, 10	

TPS_ORU Assessment Instruments

After comparing the two instruments we determined the following:

1. The instrument that we use at ORU is consistent with that of TPS without using their specific language. However, we feel that we need to focus on the language used by our SPAs or InTASC rather than an individual school district's.

2. Whereas TPS is looking at experienced teachers who have an understanding of the foundational, professional way of thinking which enables them to adapt a broader and more in-depth focus,

ORAL ROBERTS UNIVERSITY SCHOOL OF EDUCATION
INSTITUTIONAL STANDARDS

1. The candidate is a reflective, transformed educator who continually evaluates the effects of his/her decisions, dispositions, practices, and actions on others (students, parents, and other professionals) in the learning community from a Christian worldview. (InTASC #9)

2. The candidate is a reflective, transformed educator who actively seeks out opportunities to grow professionally and understands the evaluation process of relative constituencies. (# 6, 9)

3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community. (# 7)

4. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (# 7, 8)

5. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based upon participation in multiple and varied clinical experiences and knowledge of subject matter, students, the community, and the *Oklahoma Core Curriculum.* (# 4, 5, 7, 8, 13)

6. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates an educational environment that makes aspects of the subject matter meaningful for learners. (inclusive) (# 2, 3, 4, 5, 8)

7. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in demonstration of a love for continuous "lifelong" learning. (# 2, 3, 5, 8)

8. The candidate demonstrates competencies in research and uses research findings and contextual information to foster active inquiry, collaboration, and supportive interaction in the school environment. (# 3, 4, #9)

9. The candidate demonstrates an understanding of learning and development and can provide learning opportunities that support intellectual, social, spiritual, personal, and career development. (# 1)

10. The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, parents, and agencies in the larger community to support learning and further demonstrates an understanding of the legal aspects of education. (# 1, 10)

11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (# 2, 10)

12. The candidate understands how students differ in their approaches to learning and creates educational opportunities that are appropriate for diverse learners. (# 1, 2)

13. The candidate demonstrates an understanding of a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills. (# 1, 5, 7, 8)

14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments to evaluate learning and instructional practices in order to inform program improvement. (# 6)

15. The candidate demonstrates an understanding of how to use technological resources to plan instruction and maintain an assessment system, and incorporates technology in learning activities. (# 10, 6)

16. The candidate demonstrates an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (# 2, 3, 5)

(inclusive)

ours is a more focused way of thinking in order to scaffold pre-service teachers.

EBI TEACHER EDUCATION EXIT ASSESSMENT

1. On GPA ORU COE cumulative GPA is moderately lower than other institutions which indicate that our grade inflation is not as bad as previously thought.
2. ORU scores compare well overall compared to other institutions (4/51).
3. Considering that it is only two years of data, and it is not statistically significant; one cannot draw any definite conclusion regarding the information provided by the data. Interpretation of the data is inconclusive. However we note the following:
   a. All our scores are comparably higher than all other institutions except for career services. The latter may be a reflection of the economic climate. Notwithstanding the majority of our students were able to secure teaching positions.
   b. The scores are remaining consistent.
   c. There is no single area where the rating reflects any cause for major concern.
   d. Comparing 2010 to 2009 scores, the 2010 scores have improved.

Things to Do Next Assessment Meeting
1. We need a list of master teachers.

2. Work on "Forms"
   Discuss incorporating career awareness in methods with extended faculty.