

2019-2020 Data Report

SAMFORD UNIVERSITY
SCHOOL OF EDUCATION



Orlean Bullard Beeson
Hall
• 1978 •
For God, For Learning, Forever

ALSDE REPORT CARD

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Class B - edTPA

* - information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	24	24	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Alternative Class A - edTPA

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Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

The Alabama State Department of Education released annual report cards for teacher preparation programs September 8th. The ALSDE report card assesses teacher preparation in three areas: passing rates for required statewide assessments and the results of two surveys; school administrator's perceptions of Samford graduates and Samford graduate's perceptions of their preparation. For the second straight year OBSOE's teacher preparation programs exceeded the state average. Passing rates for edTPA in all certification areas was 100% and candidates' Praxis passing rates were well above the state. Samford's reputation for excellence in teacher preparation is evidence by strong performances on statewide assessments, employer and graduate perception surveys as well as annual 100% job/graduate school placement six months post-graduation. The results from the ALSDE Report Card confirm Samford graduates are well prepared to meet the challenges in today's classroom and make a positive impact on the lives of students.

2019-2020 YEAR IN REVIEW

The Academic Year 2019-2020 was eventful for the School of Education. In 2019-2020, OBSOE completed the CAEP Self-Study, Addendum, Site Visit and rejoinder, implemented a Quality Assurance System, adjusted to a new continuity of instruction plan due to Covid as well as maintained excellence in day to day operations. The CAEP final decision was rendered on May 14, 2020. According to the council's letter, "Samford University is granted Accreditation at the initial-licensure level and advanced-level". The school received full accreditation status with no areas for improvement listed in the final decision report. HDFS faculty submitted NCFR CFLE program renewal and was approved fall, 2020. The committee had very positive comments regarding our HDFS program. The undergraduate Elementary Education ACEI SPA National Recognition expired August, 2020 and the program is now fully approved through ALSDE until 2027.

DATA MANAGEMENT GOALS 2020-2021

While the CAEP outcome for the School of Education was favorable, the work of effectively managing and reporting data annually is a top priority. The school's Quality Assurance System is in place and will continue to be refined. Our school collects an enormous amount data, however not all of that data is considered for program improvement. There is still much work to be done to ensure that our system is realistic and provides the information the school needs for continuous improvement.

Therefore, the following goals are outlined for this year:

1. Organize Taskstream program DRFs
2. Revise all key assessments and update/ rename
3. Improve the system for reporting and using data for program changes
4. Create a system for tracking and reporting trends
5. Streamline system for reporting for SACSCOC

2019-2020



Data Trend Tracker Fall, 2019

<i>Data Examined</i>	<i>Program(s)</i>	<i>Reviewed by</i>	<i>Findings</i>	<i>Recommendation</i>
<p><i>Content Knowledge</i></p> <ul style="list-style-type: none"> <i>edTPA</i> <i>Praxis</i> 	Initial	Data Team #1	<p>Need data for 16-17 (Reading) Class A core requirement has been eliminated</p> <p>Class A & Class B candidates who took multiple subjects tests parallel in scores. Candidates scored well above average for PRAXIS reading and PRAXIS subtests.</p> <p>Modify current content in literacy to reflect the "new" PRAXIS required exam #5205.</p>	<p>Provide tutorial sessions for candidates who do not meet the state required threshold. - Continue to provide assistance by distributing PRAXIS study guides and other areas of support.</p>
<p><i>Data Team #2</i></p> <p><i>Professional Responsibility</i></p> <p><i>edTPA</i></p>	Initial	Data Team #2	<p>INTASC Category 4/Rubrics 10,15</p> <p>Rubric 10 and 9% scored above 3.</p> <p>Rubric 15: ESEC 11% scored below 3 and 25% scored above 3 - EALTA 27% scored below 3 and 25% scored above 3. - SALTA PE all 3 fell below. - SEED English scored below.</p> <p>Students are demonstrating strength using data to inform instruction. Four programs demonstrated a higher % above the median score.</p> <p>Dana is going to look further into Rubric 10. Tarsha suggested looking deeper into differentiation. They are making generalizations about varied needs but students need to make deeper connections. Be sure to be intentional for practice.</p>	<p>Rubric 10: Data shows that assessment/data analysis emerged as a need across all programs relation got differentiation (varied student learning needs).</p> <p>Due to small numbers in programs, the generalizations need to be continually monitored and take quantitative data into consideration.</p>
<p><i>Data Team #3</i></p> <p><i>Instructional Practice</i></p> <p><i>edTPA</i></p>	Initial	Data Team #3	<p>The identified areas of strengths for the aggregate data were Learning environment, analyzing teaching effectiveness, providing feedback to guide learning, using knowledge of students to inform teaching and learning and Identifying and supporting language demands.</p> <p>Planning to support varied student needs</p> <p>Subject specific pedagogy</p> <p>Analysis of student learning</p> <p>Using assessment to inform instruction</p>	<p>To address rubric 2, Planning to support varied student needs, faculty needs more information- A candidate survey will be administered after the annual ELL seminar to provide faculty with more specific information regarding candidate self-efficacy with regard to teaching students with language needs. This information coupled with edTPA data will help faculty narrow the areas that should be addressed.</p> <p>To address rubric 9, subject centered pedagogy, professors teaching reading and language arts courses will</p>

Data Trends Tracker Fall, 2019

*Data Team 4
Learner and
Learning
edTPA*

Initial

Data Team
#4

All of these areas were identified for potential growth. These rubrics are grouped in tasks: Planning, Instruction and Assessment- two of the four areas of improvement fell within the "assessment" task. These were rubrics 11 & 15 analyzing student learning and using assessment to inform instruction. While rubric 2 & 9 had the highest percent of candidates falling below the target score, rubric 11 & 15 show a trend when compared to the 2018-2019 ALSDE Employer/Completer survey. Knowledge of Alabama's assessment system emerged as an opportunity for growth and communicating assessment data to parents emerged as an area based on that survey data.

A slight trend toward less than median range for (Planning) Task 1 (based on rubric findings). For Task 2 (Instruction), a slight trend below average occurred in addition to a smaller percentage scoring above average. Task 3 (Assessment), a more robust trend toward below average manifest. However, the above average trended higher compared to the other tasks. Therefore, there's a greater difference in a percentile averages in Task 2. The highest percentile for above average was revealed in Task 3 (Assessment), Task 1 (Planning) ranked 2nd in percentile for above average with the lowest percentile below average in Task 2 (Instruction).

examine their content to assess whether or not their courses are supporting candidates needs in this area.

The data team's recommendation is to continue to monitor the data from other sources to determine if assessment is a trend that needs to be addressed. Based on preliminary data, faculty will review the course description for the assessment course across initial programs to ensure alignment with these areas. An early recommendation is to do a curriculum map to identify courses that teach assessment strategies and analyze the content. It was noted by some faculty that the assessment course may need to be taught by the same professor across initial programs for consistency as well as addressing key components in technology. It is a further recommendation that embedding principles of assessment through each methods course across initial programs is advisable.

Continue to look at the prompts associated with the rubrics to determine what the scores represent in order to provide strategic intervention. Assessment needs to be a focus in increasing the above average scores in Task 2 (Instruction) and reducing the below average scores in Task 3 (Assessment).

Data Trends Tracker Fall, 2019

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<p><i>Data Team #2 Professional Responsibility edTPA</i></p>	Initial	Data Team #2	<p>INTASC Category 4/Rubrics 10,15 Rubric 10 and 9% scored above 3. Rubric 15: ESEC 11% scored below 3 and 25% scored above 3 - EALTA 27% scored below 3 and 25% scored above 3. - SALTA PE all 3 fell below. - SEED English scored below.</p> <p>Students are demonstrating strength using data to inform instruction. Four programs demonstrated a higher % above the median score.</p> <p>Dana is going to look further into Rubric 10. Tarsha suggested looking deeper into differentiation. They are making generalizations about varied needs but students need to make deeper connections. Be sure to be intentional for practice.</p>	<p>Rubric 10: Data shows that assessment/data analysis emerged as a need across all programs relation got differentiation (varied student learning needs).</p> <p>Due to small numbers in programs, the generalizations need to be continually monitored and take quantitative data into consideration.</p>
<p><i>Data Team #3 Instructional Practice edTPA</i></p>	Initial	Data Team #3	<p>The identified areas of strengths for the aggregate data were Learning environment, analyzing teaching effectiveness, providing feedback to guide learning, using knowledge of students to inform teaching and learning and Identifying and supporting language demands.</p> <p>Planning to support varied student needs</p> <p>Subject specific pedagogy</p> <p>Analysis of student learning</p> <p>Using assessment to inform instruction</p>	<p>To address rubric 2, Planning to support varied student needs, faculty needs more information- A candidate survey will be administered after the annual ELL seminar to provide faculty with more specific information regarding candidate self-efficacy with regard to teaching students with language needs. This information coupled with edTPA data will help faculty narrow the areas that should be addressed.</p> <p>To address rubric 9, subject centered pedagogy, professors teaching reading and language arts courses will</p>

Data Trends Tracker Spring, 2020

DATA EXAMINED	PROGRAM(S)	REVIEWED BY	FINDINGS	RECOMMENDATION
<i>FOCUS GROUP DATA</i>	Advanced Programs	Faculty	<p>Ed Lead</p> <p>Need to add Finance Mental Health</p> <p>Culture: Students aren't used to working with multiple nationalities</p> <p>Connection for Special Ed. How to take the theory into practice participation was good</p>	<p>How to address mental health issues. Les Ennis in HDFE is qualified to teach mental health issues. Speakers could come in.</p> <p>Focus on educational finance</p> <p>Have someone from HDFE co-teach mental health. Jonathan Davis would be ideal.</p> <p>Next steps: Adapt an exit survey to determine how the program has helped. Avoid annual surveys, and keeping them simple would be helpful. Also, be sure the surveys are delivered from someone the students are familiar with i.e. dean, program director, department chair</p> <p>Amy Hoaglund will create a trend tracker</p> <p>EdLead needs to develop a spreadsheet</p>
<i>PRAXIS</i>	Advanced Programs	Faculty	<p>Gifted</p> <p>Alabama doesn't use the same model as everyone else</p> <p>Some people are not good test takers</p> <p>The comfort level is better, so a virtual option is ideal in the Fall</p>	
<i>CONTENT KNOWLEDGE</i>	Initial	Data Team #1	<p>Admission into all Initial programs is 2.75</p>	<p>Materials in the CMTC need to be updated.</p>
<i>GPA PRAXIS</i>			<p>Before candidates are admitted into undergraduate programs; they must pass all core PRAXIS tests.</p> <p>Candidates understand the content knowledge and know how to use what they know. Candidates must score 80% on a unit or will be flagged for remediation in EdTPA.</p> <p>The majority of candidates had a very thorough knowledge of how</p>	

Data Trends Tracker Spring, 2020

<p><i>PROFESSIONAL RESPONSIBILITY DISPOSITIONS</i></p>	<p>Initial</p>	<p>Data Team 2</p>	<p>to implement content information into the PEI design.</p> <p>The team analyzed the EDA Rubric. Myrtis Johnson gave the teams findings. There were 50 candidates in the data.</p> <p>The lowest ranked questions were #5 and #7. At closer look there is a question as to whether candidates at the point that they were in the program (first EDUC course) if they knew what "stakeholders" were.</p>	<p>Add EDUC 200 to Taskstream and the Rubric</p> <p>Jordan can track candidates on a growth plan in Taskstream and pull reports throughout their time in the program.</p>
<p><i>INSTRUCTIONAL PRACTICE PRELIMINARY PEI DATA</i></p>	<p>Initial</p>	<p>Data Team 3</p>	<p>Mandy received feedback from the supervisors who assessed these students and there was concern mostly about the one student who had all ones. It was discussed when going forward with edTPA, we can predict the students that are going to struggle with edTPA. Once this assignment is perfected, we need to think about administering this prior to internship how we could use this as a predictor as to how they are going to do with regard to edTPA, and to set a benchmarking score that we are expecting them to have on this assessment. Otherwise, that will trigger them in having to do some type of remediation. These are things we can put into place to support them because if they can't do this assignment effectively, it will be a predictor of whether or not they can do edTPA. This is just a small version of edTPA and if they struggle with this, it will definitely be a struggle with edTPA.</p>	<p>Need to trend recommendations, track them, see what was implemented as a result of those standards . . . from last semester to today, see what we hold ourselves accountable for doing what we said we'd do. Time for us to go back to our standards across the board, map standards out, if ESEC and Alt A can begin to review again, it will be easier to streamline.</p> <p>Have the capability to fill gaps and have the material, but we keep doing the same thing. Need to be more intentional about areas that need to be addressed, maybe looking at common assessments will help. We have changed standards and we got new ones from the State of Alabama, and we shoved them in.</p> <p>Another big point was the recommendations from PEI. More time for instructional strategies development, more focus. Would love to identify what we deem and effective instructional strategy and attack that.</p>
<p><i>LEARNER AND LEARNING PEI</i></p>	<p>Initial</p>	<p>Data Team 4</p>		<p>Current plan of instruction and related planning and projects be continually</p>

Data Trends Tracker Spring, 2020

			<p>monitored as faculty teaching responsibilities shift. We need to be consistent.</p> <p>Jordan walked us through how to upload a form to Canvas.</p> <p>We all looked at the spring focus group data. All of us filled out and submitted our own findings to canvas.</p>
<p><i>DIVERSITY/ TECHNOLOGY</i></p>	<p>HDFS</p>	<p>Kristie Chandler shared a document; "Improving Cultural Competency". She will post in Canvas/share with the team. Diversity is not just race but is economic, learning disability, religion. – Clara Gerhardt There are a lot of candidates who have problems with the use of technology.</p> <p>Could Amanda Stone add technology modules into a course(s)? – Rachel Fitzpatrick</p>	<p>Mental Health of students needs to be integrated more in education courses. This has come up in EDLD programs. Possible collaboration with HDFS.</p> <p>The Assessment and Accreditation department can conduct a Focus Group for HDFS if they would like. –</p> <p>HDFS will collaborate with each other to formulate 5 diversity & technology questions that could possibly be used as school-wide "common" questions. HDFS has been talking about developing their own Dispositions Survey. HDFS will get with Margaret Johnson in Speech to discuss their process in developing their own EDA Survey- EDLD may be contacting Jonathan regarding mental health.</p>
<p><i>DIVERSITY SURVEY</i></p>		<p>There was a module on diversity added for ESEC last fall.2.Since the Initial ALT A programs do not a fall course do not have a diversity survey incorporated into them, there is no fall data for diversity.</p> <p>1. There are many strengths (see analysis sheet from team members).</p>	<p>Need to create a module for diversity in Elementary ALT A (perhaps one of the courses Tarsha Bluiett teaches) and Secondary ALT A courses (perhaps 556) in the fall</p> <p>Amy Hoaglund is going to come up with a "trend-tracker" to keep up with recommendations, changes etc. to track where things are i.e. implemented or not.</p> <p>Amy Hoaglund asked the team to come up with 5 questions for diversity and 5 for technology that can be combined with other teams to come up with school-wide common diversity and technology survey questions.</p>

Data Trends Tracker Fall/Spring

Fall, 2019 Employer & Completer Survey Areas of Growth/Improvement

Reviewed by Faculty and Extended Assessment Committee

Employers	Completers	State	Recommendations
Plan instruction by collaborating 60% 33% 7%	Knowledge of State Initiatives 29% 38% 33%	48% 37%	Access to State Assessments; We have a packed curriculum; Time; Access to Agencies Data Privacy/Not readily available Appropriators of the Level Speakers (Guest); Starting implementation and add across the curriculum; Field trip to look at agencies; Video conferencing; Outline Modules - Leveled
Knowledge of Alabama State Assessment System	State Assessment System 19% 48% 29%	51% 29%	
Communicating with students, parents and public about Alabama Assessment System 40% 53% 7%	Communicating about the State Assessment System 29% 43% 24%	20% 50% 28%	

Spring Recruitment Team Findings/Recommendations

Recruitment plan will be updated to include HDFS as well as in the data.

Leighton will work on redesign of website.

Need to review website "hits".

Leighton will be having monthly meetings with the MACs and will be able to report those meetings to chairs.

Social Media: Perhaps review social media to determine if we need to have a greater presence.

Collecting some data on "High Needs Areas" and exploring new options for new programs.

Investigating EMLAT and the possibility of a cohort from the Center Point area.

Tri-cities partnership: Possible Midfield involvement.

Update photos that are hanging in the OBSCOE.

Adding retention to plan.