Education Undergraduate Validation of Unit Performance

Candidate Profile is one key assessment of the Quality Assurance System used to collect and analyze data on candidate knowledge, skills, and dispositions. The triangulation results include the candidate, university supervisor, and cooperating teacher.

Triangulation Results of Candidate Profile
(All scores converted to a 4.0 scale)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Internal Measures:												
Candidate Reflection: Student Teaching	na	3.5	3.0	3.0	3.3	3.2	3.2	3.1	3.0	3.3	3.2	3.3
Student Teaching (initial only)	3.5	3.4	3.5	3.7	3.5	3.6	3.6	3.5	3.4	3.5	3.5	3.3
TPA/Action Research/Capstone	3.5	3.9	3.6	3.9	3.7	3.7	3.7	3.5	3.0	3.3	3.3	3.3
Unit/Lesson Plan	3.6	3.6	3.5	3.8	3.8	3.5	3.7	3.6	3.6	3.3	3.4	3.4
Faculty Assessments of Candidate Dispositions	na	3.5	3.6	3.6	3.6	3.4	3.6	3.5	3.5	3.6	3.5	3.5
*Completers/ Faculty Surveys	3.1	3.3	3.4	3.5	3.3	3.3	3.2	3.3	3.4	3.5	3.5	3.5
External Measures:												
Praxis I												
Math	3.6	3.6	3.6	3.6	3.6	3.5	3.5	3.5	3.3	3.1	3.0	3.1
Writing	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.3	3.0	3.0	3.0	3.0
Reading	3.6	3.6	3.6	3.6	3.6	3.5	3.5	3.4	3.4	3.2	3.1	3.1
Ohio Assessment of Educators (Praxis II thru '12-13)	3.6	3.5	3.6	3.5	3.5	3.5	3.6	3.2	3.4	3.2	3.5	3.6
Employer, Alumni, & Student Surveys; ODHE Value-Added of Recent Grads	3.4	3.4	3.5	3.0	3.0	3.1	3.3	3.0	3.1	3.3	3.4	3.3
Validation Scores:												
Grand Mean Internal Score												
Quality Index	3.4	3.5	3.4	3.6	3.5	3.5	3.5	3.4	3.3	3.4	3.4	3.4
Grand Mean External Score												
Comparison Index	3.5	3.5	3.6	3.4	3.4	3.4	3.5	3.3	3.2	3.2	3.2	3.2

Spring 2015 Assessor Data-by Criteria

edTPA Portfolio Spring 2015 by Program (undergraduate)

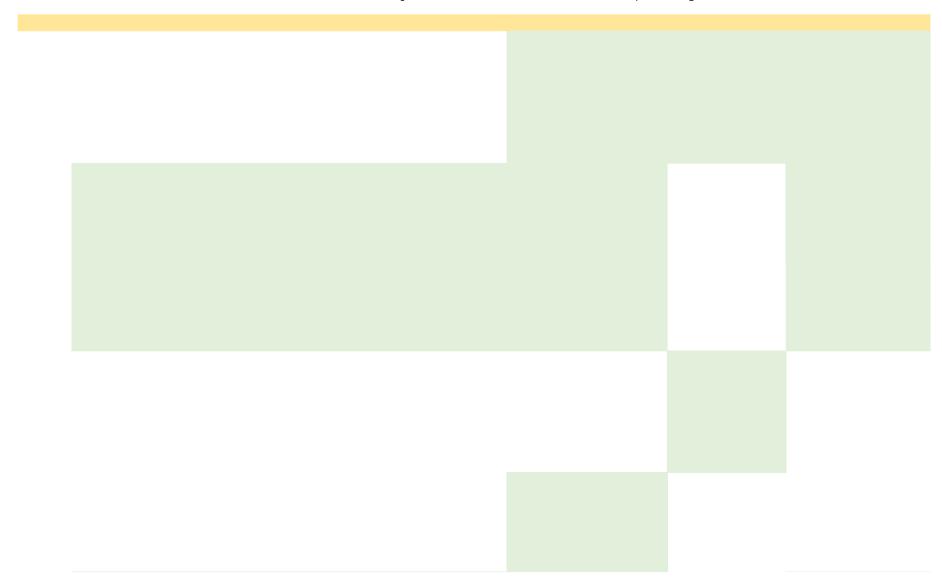| assessment instrument	criterion name	n	mean	median	standard deviation	Unacceptable %	Acceptable %	Competent %	Exemplary %
TPA Rubric 2012-15	Planning: Planning for Understanding	53	3.19	3	0.73	2	13	49	36
TPA Rubric 2012-15	Planning: Planning to Support Varied Student Learning Needs	53	2.83	3	0.72	0	36	45	19
TPA Rubric 2012-15	Planning: Using Knowledge of Students to Inform Teaching and Learnir	53	2.87	3	0.89	4	36	30	30
TPA Rubric 2012-15	Planning: Identifying and Supporting Language Demands	53	3.06	3	0.66	0	19	57	25
TPA Rubric 2012-15	Planning: Planning Assessment to Monitor and Support Students' Lea	53	3.04	3	0.7	0	23	51	26
TPA Rubric 2012-15	Instruction: Learning Environment	53	2.98	3	0.57	0	17	68	15
TPA Rubric 2012-15	Instruction: Engaging Students in Learning	53	3	3	0.64	0	21	58	21
TPA Rubric 2012-15	Instruction: Deepening Students' Learning	53	2.98	3	0.63	0	21	60	19
TPA Rubric 2012-15	Instruction: Subject-Specific Pedagogy	53	2.85	3	0.74	0	36	43	21
TPA Rubric 2012-15	Instruction: Analyzing Teaching Effectiveness	53	2.83	3	0.79	0	42	34	25
TPA Rubric 2012-15	Assessment: Analysis of Student Learning	53	3.02	3	0.69	2	17	58	23
TPA Rubric 2012-15	Assessment: Providing Feedback to Guide Learning	53	3.09	3	0.68				

Standards and Key Assessment Crosswalk Example for Planning

Criterion	As of 2015-16	Conceptual Framework	GATES	InTASC	Ohio Standards	Diversity
	Planning for Understanding	Outcome:Content Areas - CF 2D: Candidates demonstrate competency in the content areas. OSTP 2.1: Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	Outcome Set:Gates 2014-15	Outcome:7(a) Performances: Learning Experiences Appropriate for Curriculum Goals - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	Outcome:4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	
	Planning to Support Varied Student Learning Needs		Outcome Set:Gates 2014-16	Outcome:7(I) Essential Knowledge: When and How to Adjust Plans - The teacher knows when and how to adjust plans based on assessment information and learner responses.		

Standards and Key Assessment Crosswalk Example, Page 2

Criterion	NAEYC (ECE)	AAHE (Health)	NBEA (Business)	NCTE (ILA)	NCTM (IME)
	5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual				

Standards and Key Assessment Crosswalk Example, Page 3

Criterion	IRA (Reading)	CEC (IS)	NCSS (ISS)	NSTA (LSE & PSE)

Data Means by Gate for Undergraduate Education Key Assessments

Program Gate & Unit Key Assessments
Undergraduate (Initial)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
ACT/SAT Scores (Admissions Data)	22	21	21	23	23	22	23	24	23	23.84	23.70	23.77
* Candidate Profile Field Final Assessments: Fundamentals Rubric #692	2.7	2.7	2.8	2.7	2.6	2.7	2.7	2.6	2.9	2.10	2.05	3.06
* Essential Academic Skills Tests (EAS); (Praxis I prior to 2013-14)												
Math	3.6	3.6	3.6	3.6	3.6	3.5	3.5	3.5	3.3	3.06	3.01	3.11
Writing	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.3	3.0	3.01	2.95	2.98
Reading	3.6	3.6	3.6	3.6	3.6	3.5	3.5	3.4	3.4	3.15	3.13	3.11