

Data Summary for Winter Retreat '21

COE Identified Target Areas:

1. Candidate Assessment (part of InTASC 6 – Assessment, Identified in 2019-2020)
2. Classroom Management (part of InTASC 3 Learning Environments, Identified in 2019-2020)
3. Communication with families (part of InTASC 10 - Leadership and Collaboration, Identified in 2019-2020)
4. Preparation to support ESL / Special Education / Diversity (InTASC 2 – Learner Differences, Identified in 2018-19)

Target area: Preparation to support ELL’s and use of Diversity Pedagogies (Cathy)

<i>Data source</i>	<i>Summary of data</i>
<i>Spring '20 unit-level assessments (InTasc Excel File/ InTASC #2)</i>	<p><i>Candidate dispositions 1 (no data available)</i></p> <p><i>Candidate dispositions 2 (49 proficient, 6 acceptable, N=55)</i></p> <p><i>Diversity rubric, item: Learning Individual Differences and Diverse Cultures (81 Proficient, 16 acceptable , 9 not met, N= 106)</i></p> <p><i>Diversity rubric, item: Responding to Individual Learning Differences and Diverse Cultures (81 Proficient, 19 acceptable , 6 not met, N= 106)</i></p>
<i>18-19 Case studies</i>	Candidates expressed an interest in increasing early field experiences especially in diverse settings. Specifically, working in small groups with the ELL kids and the Special Ed kids for those not earning a cert. in Special Ed degree or an EI Ed degree.
<i>17-19 Alumni surveys</i>	<p><i>Percentage of alum that felt prepared or very prepared about the following topics:</i></p> <p><i>Teaching in ways that support ELL’s.</i> <i>(In 2017 it was 49%, in 2018 58% and in 2019 68%)</i></p> <p><i>Honor diverse cultures and incorporate culturally responsive materials.</i> <i>In 2017 it was 89%, in 2018 84% and in 2019 86%)</i></p>

Target area: Preparation to support candidates’ use of Assessment (Mark)

<i>Data source</i>	<i>Summary of data</i>
<i>Spring '20 unit-level assessments (InTasc Excel File)</i>	<p><i>Strengths maintained from previous year:</i></p> <p><i>-Reflecting on teaching (Student teaching supervisor midterm 0.98)</i></p> <p><i>Weaknesses in Spring '19 now improved:</i></p>

	<p>-Designing student assessments supervisor final from -.80 to .06</p> <p><i>Areas for improvement (identified weaknesses in Spring 20 data):</i></p> <ul style="list-style-type: none"> -Designing student assessments mentor midterm –1.44 -Designing student assessment supervisor midterm –1.65 -Designing student assessment early field supervisor –1.33 -Using assessment in instruction early field placement –1.33
18-19 Case studies	<p><i>Overall planning (and specifically differentiation) was a Kutztown area of strength. However, one case study reported that they “still needed to work on” student assessment.</i></p>
17-19 Alumni surveys	<p>The alumni survey asks the question “Use data to inform instruction” with respondents as “prepared or very prepared.” 82% (2017), 84% (2018), 80% (2019). This is not the weakest item measured on the survey but a dip is noted in 2019.</p> <p>The alumni survey asks the question “Use a variety of assessments to determine students' strengths, needs, and ongoing growth.” with respondents as “prepared or very prepared.” 86% (2017), 92% (2018), 77% (2019). This is not the weakest item measured on the survey but a dip is noted in 2019.</p>

Target area: Preparation to support candidates' Classroom Management (Anne)

<i>Data source</i>	<i>Summary of data</i>
<p><i>Spring '20 unit-level assessments (InTasc Excel File)</i></p>	<p><i>Strengths maintained from previous year:</i></p> <ul style="list-style-type: none"> • Danielson Rubric - Mentor Midterm; Danielson 2e. Organizing Physical Space (1.01) • Danielson Rubric - Supervisor Midterm; Danielson 2a. Environment of Respect and Rapport (1.04) • Early Field Placement Rubric - Supervisor; Danielson 2c. Managing Classroom Procedures (1.06) <p><i>Weakness in Sp19 now strength:</i></p> <ul style="list-style-type: none"> • <u>Early Field Placement</u> Rubric - Supervisor; Danielson 2d. Managing Student Behavior (1.06) <p><i>Continued area of need:</i></p> <ul style="list-style-type: none"> • <u>Danielson Rubric</u> - Supervisor Midterm; Danielson 2d. Managing Student Behavior (-1.37) • Danielson Rubric - Mentor Midterm; 2d. Managing Student Behavior (-2.31) <p><i>*Danielson Mentor Final and Early Field Mentor not administered in Spring 2020 due to COVID 19.</i></p>
18-19 Case studies	<p><i>Strengths cited:</i></p>

	<ul style="list-style-type: none"> • Importance and ability to establish good/positive student relationships • Rapport with students/get to know on a personal level/ how to motivate/background/families • Prepared for some of those tough needs of students and the student behaviors • Creating a classroom as a safe /welcoming space for students <p><i>Areas for improvement:</i></p> <ul style="list-style-type: none"> • Took time to share aspects of personal life to build trust • Sometimes lack consistency in managing behavior
<i>17-19 Alumni surveys</i>	<p>Spring 2019 data (16% response rate)</p> <ul style="list-style-type: none"> • Create and manage a positive classroom environment- 86% prepared/very prepared • Honor diverse cultures and incorporate culturally responsive materials- 86% prepared/very prepared

Target area: Preparation to support candidates’ Communication with families (Mark)

<i>Data source</i>	<i>Summary of data</i>
<i>Spring '20 unit-level assessments (InTasc Excel File)</i>	<p><i>Areas for improvement (identified weaknesses in Spring 20 data):</i></p> <ul style="list-style-type: none"> -Communicating with families mentor midterm –2.47 -Communicating with families supervisor midterm –2.66 -Communicating with families supervisor final –1.35
<i>18-19 Case studies</i>	<p>“There were a variety of grown areas cited by alumni. Some examples include wanting to be better in working with families” specific mention in interviews about how to connect with families in urban settings as area for improvement</p>
<i>17-19 Alumni surveys</i>	<p>Positive alumni responses to this question “Understand value of working with colleagues, families, and community agencies in meeting student needs.”</p>