



**WNMU 2008-2009 Assessment Report
School of Education**

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WNMU 2008-2009 Assessment Report School of Education

The School of Education Assessment Plan includes a comprehensive, multi-facted series of assessments related to the competencies necessary to complete each of the programs. Several assessments are taken at the entry, mid-pont, and exit points of the various programs. To ensure that the SOE is responsive to its vision, it is essential that all WNMU School of Education students and instructors demonstrate the ability to “ignite and nurture a spirit of leaning in both educator and student” and place emphasis on reflective practices. See 2008-2009 SOE Assessment Plan attached.

For the purposes of the WNMU 2008-2009 Assessment Report, the SOE faculty selected the Professional Behaviors and Dispositions Assessment from this inclusive assessment program. The data for the measure will be examined for each of the two campuses: the Gallup and Silver City campus. The data presented consist of the professional dispositions of practice teachers at the secondary level. It is collected through observations made during the course of the semester and presented by the clinical faculty/cooperating teachers practicing in the field. Since these professional behaviors are distributed through the competencies, and these data show progress from the beginning through the end of the program, it is a good measure of growth in these behaviors. It is also a true demonstration of the student’s ability to “ignite and nuture the spirit of learning” as a leader in the secondary classroom and, thus, matches the conceptual framework of the School of Education. Following is the definition of the term dispositions as used in this report:

Dispositions - The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and effect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

The instrument used for data collection was written by the SOE faculty and includes 49 descriptors of positive behavior expected to be observed in the practicing teacher. This instrument is a requirement of the NCATE accreditation process and has been found to be reliable and valid. The data were collected at the end of the fall ’08 and spring ’09 smesters. The interrater reliability of this instrument has been addressed by the faculty through review and discussions with the clinical faculty in the field and has been field tested for two years. The clincial faculty recieves training from the field experience director in administering the instrument during workshop sessions held four times during the semester. Examples of behavior which merit a value of 1, 2 or 3 are presented. A rubric describing these behaviors is established and followed. Many of the clinical faculty have had past experience in the process of administering the instrument and feel comfortable reporting on the behaviors exhibited by the practicing teachers. They also are free to discuss practice teaching behaviors with the lead clinical faculty during the three school visits made throughout the semester.

Following are the two reports from the Gallup and Silver City campuses with an analysis and interpretation of data and a plan of action for both programs.

Gallup Graduate Studies Center 2008-2009
MAT Secondary Monitoring Points
Professional Disposition Survey – Exit

Consistent with national accreditation requirements for the school of education, the secondary education program monitors candidates' growth and mastery of professional dispositions. As per the SOE/GGSC NCATE assessment plan, these dispositions are addressed throughout the entire MAT-Secondary program and formally collected at three specific points in a candidates tenure in the program: initial, monitoring and exit. The professional dispositions were created by an SOE faculty committee and address 49 professional dispositions for new teachers. While the data are collected at three points during the process of assessment, for the purposes of this report only the exit data are analyzed and reported. The exit Professional Dispositions are collected via excel spread sheets. This form is completed by three individuals for each candidate, the candidate him or herself, the candidates cooperating teacher and the University faculty. It is completed during the students' final semester of practice teacher, EDUC 594. These data were originally reviewed as an end of the year data retreat (May 2009) conducted annually at the GGSC. Below are the overall assessment procedures, measurement tools, results, analyses, and recommended actions based on the exit professional disposition data for 2008-2009.

This section of the SOE Annual Assessment Report will focus on the procedures and assessment tools utilized to assess candidates' mastery of the professional dispositions through the analysis process in 2008-2009 at the Gallup Graduate Studies Center. In addition, the conclusions and action plans based on close analyses of these data will be discussed.

Measure/Tool

Professional Disposition Survey (PDS)

The Exit PDS is completed in EDUC 594: Practice Teaching Secondary during the final month of the course. This is the capstone course of the MAT- Secondary program and the collection of this data is used as a summative assessment. The PDS measures the MAT-Secondary students' overall mastery of the 49 professional dispositions of beginning educators. There are 49 dispositions they fall under the following 13 categories.

- A. Professionalism
- B. Participation/Attendance
- C. Emotional Maturity
- D. Communication Skills
- E. Collaboration/Cooperation with others
- F. Appearance
- G. Response to Supervision
- H. Initiative/Motivation

- I. Responsibility
- J. Honesty/Integrity
- K. Self Reflection
- L. Commitment to Student Learning
- M. Diversity

Ten (10) MAT-Secondary candidates completed this survey in Spring 2008.

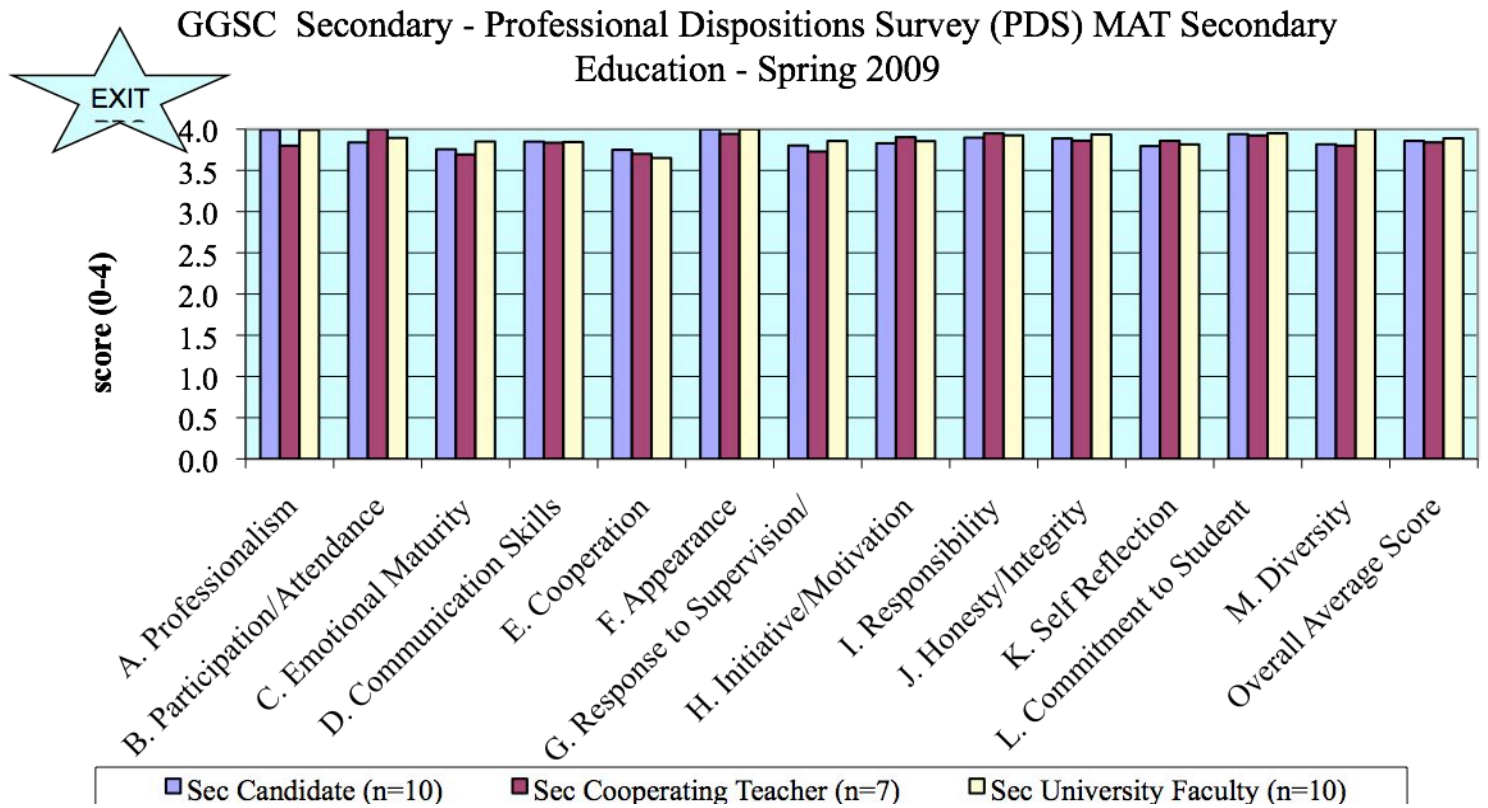
The PDS is based on the 4 point scale below. The total points each candidate was assigned was then averaged to produce an overall average score for each student from all three sources (Candidate, Cooperating teacher and University Faculty)

I	(3.1-4) Independent The teacher candidate demonstrates knowledge, skills, and associated beliefs consistently, without guidance or supervision at the level expected of a teacher.
D	(2.1 - 3) Developing The teacher candidate demonstrates knowledge, skills, and associated beliefs with moderate or minimal guidance and supervision.
E	(1.1-2) Emergent The teacher candidate demonstrates knowledge, skills, and associated beliefs with substantial guidance and close supervision.
U	(0-1) Unable to Perform The teacher candidate does not demonstrates knowledge, skills, and associated beliefs even with substantial guidance and supervision. (This marking requires a conference that includes the teacher candidate, clinical faculty and/or cooperating teacher, and WNMU Director of Field Placement if possible.
N/O	No Opportunity/ Not Observed The teacher candidate has not had an opportunity to demonstrate knowledge, skill or associated belief, and/or the coach/ supervisor has been unable to observe it. (If this marking occurs with regard to any program outcome, an action plan will be agreed upon by the teacher candidate and clinical faculty/ cooperating teacher, if possible, to ensure that the teacher candidate has the opportunity to develop the targeted outcome(s).

The students' individual averages were as follows:

Student	Student Average	Cooperating Teacher Average	University Faculty Average
1.	3.87	4	3.63
2.	3.64	3.9	3.78
3.	3.99	4	3.99
4.	3.66	3.76	3.95
5.	3.88	3.98	3.94
6.	3.91	3.65	3.97
7.	3.98	3.8	3.85
8.	3.97	4	3.99
9.	3.98	3.71	3.89
10.	3.7	3.7	3.9

The data were also aggregated as averages for the 2008-2009 Secondary MAT Cohort:



*N = numbers of surveys completed by each subgroup

These data indicate:

Initial analyses of the data reveal general interreliability ie: the ratings are consistent. Students rated themselves lowest in Collaboration/ Cooperation and Emotional Maturity. The Cooperating Teachers also rated students the lowest in Collaboration/ Cooperation and Emotional Maturity. The faculty rated students lowest in Collaboration/ Cooperation. There is a consistency in the rating of Collaboration/ Cooperation as the lowest disposition and therefore faculty needs to explore possible explanations for this. The disposition of Collaboration/ Cooperation is defined by “*Contributes to positive group functioning*”. There must also be exploration into Emotional Maturity and Response to Supervision/ Feedback dispositions. The markers for these categories are:

Emotional Maturity

- 8. Is respectful to everyone
- 9. Expresses emotions professionally
- 10. Personally resolves conflicts

11. Exhibits flexibility in unexpected situations.

Response to Supervision/ Feedback

19. Accepts constructive feedback

20. Makes effective use of feedback

21. Follows directions without complaining

22. Requests supervision/feedback when needed

23. Modifies behavior positively in response to feedback

Overall, these data indicate that GGSC MAT – Secondary students are demonstrating mastery of the professional dispositions. They are exiting the program with strong demonstration of these dispositions and there is inter-rater reliability of this assessment plan measure. It is significant that school based cooperating teachers who are working closely with the practice teacher over a nine month period rated candidates high in all areas. While these scores are exceptionally high it is important to still examine the three lowest areas regarding implications for MAT Secondary program improvement.

The three lowest ratings on the professional disposition survey are Collaboration/ Cooperation, Emotional Maturity and Response to Supervision/ Feedback. Based on discussion, observation and portfolio defenses with students and Cooperating teachers, the lower ranking in these areas is a reflection of students' challenges maintaining flexibility in school based situations that are not conducive to teacher collaboration/ cooperation. In their third year of teaching MAT- Secondary Students work in teaching environments where there is little time and few structures that support teacher dialogue. For example, teachers often lack shared prep time across disciplines. If there is a shared prep time it is often taken by district requirements.

The lower scores on Response to Supervision/ Feedback may indicate that new teachers are often inundated with suggests for improvement. As a new teacher it is impossible to implement all changes at once and often teachers must prioritize.

Action Plan:

As a result of this analysis, the MAT-Secondary program faculty will consider two program modifications.

1. Faculty will examine the quantity of feedback given to students and work to consolidate it into more actionable chunks. This might help students prioritize their areas for improvement and suggestion for implementation of new ideas.
2. Faculty will help students in each course identify ways to more intentionally work with and learn from their colleagues. This can accomplished through class activities which require students to have focused and intentional interactions with their school based colleagues around specific course content.

Silver City Campus School of Education 2008-2009

Undergraduate Secondary and MAT Secondary Monitoring Points

Professional Disposition Survey Exit

The professional disposition survey is one of several assessments administered at the conclusion of the practice teaching experience. The clinical faculty observes daily behaviors of the practice teacher during the course of the school day and completes the survey at the end of the semester. These dispositions and behaviors which are expected of practice teachers and first-year teachers are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Description of the instrument: The Professional Behaviors and Dispositions Assessment measures the graduate and undergraduate secondary students' overall mastery of the 49 professional dispositions of beginning educators. The dispositions fall under the following thirteen categories: *professionalism; attendance; emotional maturity; communication skills; collaboration with others; appearance; response to supervision; diversity; motivation; responsibility; honesty; self reflection; and commitment to student learning.* The practice teacher is awarded a score from 0-3 based on the level of performance of each specific behavior. The assessment form is included on the next page.

Process for arriving at the score ranging from one to four: A total score for each subtest section was calculated and then converted to a percent. This percent was changed to a score ranging from one to four by using this calculation: $100 = 4$; $99-75 = 3$; $74-50 = 2$; $49-25 = 1$ and $24-0 = 0$. The purpose of the calculation was to arrive at a score ranging from one to four. This process allows for the scores from both campuses to be aligned.

WESTERN NEW MEXICO UNIVERSITY
School of Education
Professional Behaviors and Dispositions Assessment

STUDENT _____ COURSE _____ SEMESTER/YR _____

Purpose: This assessment provides you with ongoing feedback about your professional behaviors and dispositions.

Rating Scale:

- | | | |
|---|---------------------|---|
| 0 | Unsatisfactory | Does not demonstrate required disposition |
| 1 | Needs Improvement | Beginning development but needs improvement in the quality or quantity of the disposition |
| 2 | Meets Requirement | Demonstrates required disposition |
| 3 | Exceeds Requirement | Demonstrates required disposition beyond expected level |

PROFESSIONAL DISPOSITIONS	0	1	2	3	COMMENTS
Professionalism					
1. Arrives at class on time					
2. Turns in assignments on time					
3. Demonstrates positive attitude toward teaching					
Participation/Attendance					
4. Attends all classes/lab fieldwork					
5. Verbally participates in class					
6. Asks questions when in doubt					
7. Notifies instructor ahead of time of known absences					
Emotional Maturity					
8. Is respectful to everyone					
9. Controls expression of emotions professionally					
10. Personally resolves conflicts					
11. Exhibits flexibility in unexpected situations					
Communication Skills					

12. Expresses self clearly					
13. Listens to peers and instructors					
14. Gives constructive feedback in a timely manner					
15. Validates diversity and value of students through verbal and Non-verbal communication					
Collaboration/Cooperation With Others					
16. Contributes to positive group functioning					
Appearance					
17. Practices good hygiene: hair, body, breath, and attire					
18. Adheres to dress code of field settings					
Response to Supervision					
19. Accepts constructive feedback					
20. Makes effective use of feedback					
21. Follows directions without complaining					
22. Requests supervision/feedback when needed					
23. Modifies behavior positively in response to feedback					

PROFESSIONAL DISPOSITIONS	0	1	2	3	COMMENTS
Diversity					
24. Respects how culture informs how learners construct knowledge					
25. Critically reflects on the impact of privilege and/or discrimination based on race, class, gender, disability/exceptionality, sexual orientation, culture, and language on both teachers and students and their learning					
26. Promotes views of and is willing to learn from students from Diverse backgrounds					
27. Advocates for educational change is responsive to all students					
28. Uses knowledge about students' lives to design instruction					
29. Capitalizes on pedagogical knowledge to minimize special Services referral					
Initiative/Motivation					
30. Seeks out learning experiences/resources					
31. Does more than is expected/required					
32. Independently problem solves to develop effective solutions					
33. Develops innovative, creative solutions to problems					
34. Transfers information from one situation to another					
Responsibility					
35. Complies with program/course expectations and rules					
36. Maintains safe environment in class/lab					
37. Accepts responsibility for own actions					
38. Organizes and prioritizes tasks					
39. Is prepared for projects and presentations					
Honesty/Integrity/Ethics					
40. Admits to and corrects mistakes					

41. Maintains confidentiality of peers, students, others				
42. Recognizes and uses knowledge of strengths and weaknesses				
43. Demonstrates functional level of confidence				
44. Demonstrates adherence to standards of professional ethics				
Self-Reflection				
45. Reflects on and evaluates own work				
46. Recognizes difficulties or deficiencies in own teaching				
Commitment to Student Learning				
47. Focuses professional decision making around student needs				
48. Respects students as valued human beings				
49. Operationalizes the belief that all students can learn				
Subtotals				
Total Score				

WESTERN NEW MEXICO UNIVERSITY

School of Education

Professional Behaviors and Dispositions Assessment

This form is to be used by faculty and cooperating teachers who observe a teacher education candidate's disposition as related to his/her teacher education program of study.

Please complete the entire form and submit it to the chair of the Undergraduate Programs Committee (UPC) after you have discussed it with the student.

Candidate Name _____ Date _____

Form Completed By _____ Phone _____

Check any category for which a dispositional concern has been observed.

<input type="checkbox"/> Professionalism	<input type="checkbox"/> Participation/Attendance	<input type="checkbox"/> Emotional Maturity
<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Collaboration/Cooperation With Others	<input type="checkbox"/> Appearance
<input type="checkbox"/> Response to Supervision	<input type="checkbox"/> Diversity	<input type="checkbox"/> Initiative/Motivation
<input type="checkbox"/> Responsibility	<input type="checkbox"/> Honesty/Integrity/Ethics	<input type="checkbox"/> Self-Reflection
<input type="checkbox"/> Commitment to Student Learning	<input type="checkbox"/> Other	

For any dispositional area identified as a concern above, please describe the context of this assessment in specific, observable terms (e.g., course number and name where situation occurred, specifically what

transpired, date) and relate it to the area(s) addressed. Use the reverse side of the page and/or attach additional sheets if necessary.

Results:

Student	Professional	attendance	Emotional	Communication	Collaboration	Appearance	Response to Supervision	Diversity	Initiative
1	4	4	4	4	4	4	4	4	4
2	3	2	4	3	3	4	3	3	3
3	3	4	4	4	4	4	4	3	4
4	4	4	4	3	4	4	4	4	4
5	3	3	3	3	4	2	3	3	4
6	4	4	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4	4
8	3	4	3	4	4	2	4	4	4
9	3	4	3	4	4	2	4	4	4
10	4	4	4	4	4	4	4	3	4
11	4	4	4	4	4	4	4	4	4
Totals	39	43	41	41	44	38	41	40	43

Diversity	Initiative	Responsibility	Ethics	Self-Reflection	Commitment to Student Learning
4	4	4	4	4	4
3	3	4	4	4	4
3	4	4	4	2	4
4	4	4	4	4	4
3	4	2	3	4	4
4	4	4	4	4	4
4	4	4	4	4	4
4	4	4	4	4	4
4	4	4	4	4	4
3	4	4	4	4	4
4	4	4	4	4	4
40	43	42	43	42	44

Analysis of the data set: The highest scoring subtests, with a perfect score of 44 for all the eleven students measured, were awarded to the subtests measuring *collaboration with others* and *commitment to student learning*. These data demonstrate that students completing the secondary program meet the goals of the SOE to “ignite and nurture the spirit of learning” as a leaders in the secondary classroom and demonstrate the required behaviors and dispositions.

The lowest scoring subtests were *appearance* with a total score of 38 and *diversity* with a total score of 37. While these scores were not significantly lower than the mean (41.6) of the thirteen subtests, it is interesting to note the differences.

The markers for the subtest of *appearance* are:

1. practices good hygiene: hair, body, breath, and attire, and
2. adheres to dress code of field settings.

Similarly, the markers for the subtest of *diversity* include:

1. Respects how culture informs learners to construct knowledge
2. Critically reflects on the impact of privilege and/or discrimination based on race, class, gender, disability/exceptionality, sexual orientation, culture, and language on both teachers and students and their learning
3. Promotes views of and is willing to learn from students from diverse backgrounds
4. Advocates educational change and is responsive to all students
5. Uses knowledge about students’ lives to design instruction, and
6. Capitalizes on pedagogical knowledge to minimize special services referral.

Interpretation of the data: Students are reminded often of appearance and the standards of professional dress, and frequently they appear to be more professionally dressed than their classroom models. It is necessary to continually reinforce the importance of dress as part of professionalism.

The low score concerning *diversity* possibly reflects an attitude concerning differences in the classroom. Perhaps students accept the differences but don’t react to them. A discussion about this situation might be held during the clinical faculty seminar and could shed more light on the situation.

Action Plan: As a result of this analysis of the undergraduate and graduate secondary program, faculty will consider two program modifications.

1. Faculty will examine the quantity of feedback given to students concerning the subtests of *appearance* and *diversity*. This might help students prioritize areas for improvement. Suggestion for implementation of new ideas will be made.

2. Faculty will help students in each course identify ways to discuss diversity and their reactions to it. This can be accomplished through class activities which require students to have focused and intentional interactions with their school-based colleagues regarding issues of diversity.