**Analysis of Findings**

The analysis of the assessment findings is part of a regular calendar of quality assurance for the EPP. The Assessment Coordinator and the Administrative Assessment Assistant work with the System Analyst for the Central Assessment System to gather data from multiple assessments and multiple sources. The findings are put into reports to be analyzed and shared with the Dean of SEGS, the Dean of the Advanced Program, the Director of Student Teaching, faculty members, teacher candidates, cooperating teachers, completers, employers, staff, the assessment workgroup, and a variety of stakeholders as well as other entities seeking teacher education data from the EPP. The process is continuous throughout the year and the findings are used to help inform decisions for improvement.

[Unit Data Reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Annual%20Unit%20Data%20Report%20_SEGS_Final.pdf) are prepared and shared on an annual basis. The Unit Data Report is available for Annual Data Sharing sessions and Welcome Week in August for faculty. The report serves as a resource and a way to capture data at a common point year after year.

[Program Data Reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Annual%20Unit%20Data%20Report%20_SEGS_Final.pdf) are shared in September and February. The September data are typically available and shared for program review by Welcome Week in August. Each program is free to make their own analysis and program decisions based on their data. Some programs request additional data reports from the Assessment Coordinator.

***A variety of examples of how data findings are shared:***

* Student teaching – the EPP prepares reports in multiple ways. One example involves data displayed alongside the performance descriptors in the assessment rubric. The analysis also includes a more concise [summary of the findings at the end of the report](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20Teaching%20Data%20Summary_Rubric%20View%20Spring%202020.pdf). The report has been shared multiple times with faculty members and other stakeholders in a manner that allows the EPP to receive additional analysis and feedback comments for learning.
* The [disposition data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Data%20Across%20Program%20Fall%202019_Spring%202020%20.pdf) example provides a look at an analysis of findings and action statements based on the 2019-2020 academic year.
* Findings are analyzed across [multiple instruments and multiple perspectives](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%20Data%20Gathered%20from%20Multiple%20Assessments%20and%20Sources%20.pdf) before decisions are made. [Common Metrics reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%204%20Effectively%20Teach%20Subject%20Matter%20Varying%20Perspectives.pdf) enable VCSU to learn if other EPPs may have similar high or low ratings in a specific area.
* Data findings are gathered, shared, and analyzed for situational events. In the Spring of 2020, the NDACTE was discussing a proposal related to potential waivers involving ACT scores and Praxis Core scores. For the EPP to have informed conversations for decision-making, the following [ACT](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/ACT%20and%20CORE%20Data%202019_Shared%20Version_lengthy.pdf) and [Praxis Core](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/VCSU%20CAEP%20update%20on%203.2%20Candidate%20Selectivity.pdf) findings where shared with faculty.
* Data findings from multiple assessments and multiple sources are tagged to InTASC standards to display evidence of the EPPs efforts to meet state expectations and strive for continuous improvement. The findings shared in this report for [InTASC Standard 3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%203.pdf) provides an example of how teacher candidate performance can be combined with the reflections and perceptions to provide evidence of how well teacher candidates have learned and can apply the standards.

An overall summary of the InTASC findings indicates that teacher candidates are meeting or exceeding proficient level expectations for each of the InTASC Standards. The EPP has strengths in many areas. The findings indicate strengths in the teacher candidates’ skills in planning, the use of technology, and efforts to effectively teach subject matter. Strengths are evident in multiple areas of knowledge, skills, and dispositional areas such as ethics, acceptance of feedback, professionalism, and exhibiting fairness and the belief that all students can learn.

The data indicate positive growth trends in the areas of mental health, assessment, differentiated instruction, and classroom management. These areas have been identified in data findings and data sharing discussions in recent years. Actions have been taken and the follow-up research indicate that the changes are making a positive difference.

Exit Survey Data Example of Positive Growth in Differentiated Instruction:

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Rating options: Agree, Tend to Agree, Tend to Disagree, Disagree

|  |  |  |
| --- | --- | --- |
| Criteria | Spring 2017Percent Agree + Tend to Agree | Spring 2020Percent Agree + Tend to Agree |
| Differentiate instruction for students with mental health needs. | 38.71 % + 33.87% = 72.58% | 54.22 % + 31.33% = 85.55% |
| Differentiate instruction for English-language learners. | 43.55 % + 35.48% = 79.03% | 56.63% + 32.53% = 79.16% |

Student Teacher Data Example of Positive Growth in Classroom Management and Assessment:

Cooperating teachers place a rating of **(4) Distinguished**, (3.5) meets level 3 and part of 4, **(3) Proficient**, (2.5) meets level 2 and part of 3, **(2) Emerging**, (1.5) meets level 1 and part of 2, **(1) Underdeveloped**.

|  |  |  |
| --- | --- | --- |
| Criteria | 2017-2018Mean ScoreN=168 | 2019-2020Mean ScoreN=132 |
| InTASC 3: Clearly communicates expectations for appropriate student behavior  | 3.32 | 3.44 |
| InTASC 3: Responds appropriately to student behavior  | 3.31 | 3.46 |
| InTASC 6: Provides students with meaningful feedback to guide next steps in learning  | 3.33 | 3.38 |
| InTASC 6: Engages students in self-assessment strategies | 3.22 | 3.29 |

The EPP continues to analyze data and pursue areas for improvement. Discussions in 2020 have focused on data findings related to long-term planning, engagement with families and parents, and the overall writing skills of our teacher candidates. The EPP faculty have also discussed the impact of the pandemic on education and the need for more attention given to HyFlex and online teaching strategies.

[Link to Analysis of Findings](https://vcsuintasc.myefolio.com/Intasc2021/analysisfindings)