

Evidence S.5.2

Summary Table: Data Used for Program Evaluation and Continual Improvement

CAEP Standards Alignment: 5.1, 5.2, 5.3

The purpose of this table is to provide a summary of the multiple types of data collected as part of the quality assurance system and how the data is systematically evaluated, reviewed, analyzed, and interpreted to inform continual improvement. A sample (Elementary Education) of the data shared with programs is in the evidence room [Evidence S.5.10]. In addition, Annual Reports using the old format [Evidence S.5.4, Evidence S.5.4b, and Evidence S.5.4c] and new format [Evidence S.5.3] are also included in the evidence room. SPAs may be found in CAEP AIMS and the status of each program with regard to national (or state) recognition may be found in the Program Recognition Status Report [Evidence S.1.24].

| Data Report (5.1) | Objective (5.2) | Validity/reliability (5.2) | How is it collected? (5.1) | How is it used? (5.3) | Schedule for review (5.1, 5.3) |
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| SPA | Achieve National Recognition from national organization for respective content | Validity and reliability is determined by the respective national organization | Program Managers work with UAS (formally rGrade; Tk20 in future) to provide majority of assessment data | Programs review, analyze and interpret data for 6-8 key assessments to provide evidence that candidates are meeting the national content standards | At a minimum, every seven (7) years. If Recognition is not achieved on first attempt, program submits until full Recognition achieved |
| Annual Report | Provide a systematic structure whereby programs review, analyze, and | Annual Reporting structure was revised in spring of 2017 and implemented for | Program managers work with Accreditation and Assessment Coordinator to | Each spring, Accreditation and Assessment Coordinator provides data to | Programs report on data from previous academic year (September 1- August 31). Annual |

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| | interpret key data points on an annual basis and discuss programmatic changes | first time in spring of 2017. Previous structure in use since around 2007. | collect data from multiple sources (internal and external) | program manager. Depending on the size of the program, program managers include other program faculty in discussions about the data. | Reports due to Accreditation and Assessment Coordinator by June 1. |
| Cooperating Teacher Survey | To collect observations from the cooperating teachers who supervised EPP candidates as to their preparedness on day one of their student teaching experience | The survey was developed with feedback from faculty, university supervisors, and P-12 teachers. This is the first academic year for the administration of this survey. After each academic year, the Accreditation & Assessment Coordinator presents aggregate results to PEC. Concurrent to this, changes to the survey are made | Through Qualtrics, each cooperating teacher is sent the survey with survey instructions. Several email reminders are also sent. The survey is sent shortly after the end of the semester. | Aggregate results are shared with PEC. Disaggregate results are shared with program managers, providing the 'N' is '3' or higher. If the 'N' does not warrant disaggregation, then the aggregate report is shared with the program. Program provide analysis and interpretation in the new Annual Report. | The survey is reviewed each summer for clarity and changes are implemented for the following AY, if necessary. |

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| | | based on data or on other feedback | | | |
| Exit Survey | To collect observations from candidates in the program regarding the preparation they received from the EPP. While these candidates are not “technically” program completers yet, they are within 4-6 weeks of program completion. | The survey was developed with feedback from faculty, university supervisors, and P-12 teachers. There have been eight (8) administrations of the survey as of June of 2017. After each academic year, the Accreditation & Assessment Coordinator presents aggregate results to PEC for the entire AY. Concurrent to this, changes to the survey are made based on data or on other feedback | Through Qualtrics, each student teacher is sent the survey with survey instructions. Several email reminders are also sent. The survey is sent shortly after the end of the semester. | Aggregate results are shared with PEC. Disaggregate results are shared with program managers, providing the ‘N’ is ‘3’ or higher. If the ‘N’ does not warrant disaggregation, then the aggregate report is shared with the program. Program provide analysis and interpretation in the new Annual Report. | The survey is reviewed each summer for clarity and changes are implemented for the following AY, if necessary. |
| IDOE Principal Survey | By law, the Indiana Department of Education (IDOE) must collect survey | The IDOE is responsible for the reliability and validity of the | The IDOE is responsible for the administration of the survey. Once | Because the first year was a pilot year for the survey, the ‘N’ was | Review of the instrument is the responsibility of the IDOE |

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| | <p>data from principals who supervise each teacher in the building who was prepared within the last three (3) years.</p> | <p>instrument. It is our understanding that the IDOE received assurance from CAEP that survey results could be used by institutions for CAEP. The IDOE reached out to IACTE, individual institutions, the principals association, teachers association and others when developing the survey</p> | <p>data is collected, they disaggregate the results by EPP and provide the results on their website.</p> | <p>not sufficient by the EPP for analysis or interpretation. Assuming the IDOE is able to improve the response rate in the future, the EPP will provide both aggregate and disaggregate analysis and interpretation on a yearly basis through the Annual Report or PEC</p> | |
| <p>IDOE Teacher Survey</p> | <p>By law, the IDOE must collect survey data from teachers who were prepared within the last three (3) years and are currently teaching in Indiana.</p> | <p>The IDOE is responsible for the reliability and validity of the instrument. It is our understanding that the IDOE received assurance from CAEP that survey results</p> | <p>The IDOE is responsible for the administration of the survey. Once data is collected, they disaggregate the results by EPP and provide the results on their website.</p> | <p>Because the first year was a pilot year for the survey, the 'N' was not sufficient by the EPP for analysis or interpretation. Assuming the IDOE is able to improve</p> | <p>Review of the instrument is the responsibility of the IDOE</p> |

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| | | could be used by institutions for CAEP. The IDOE reached out to IACTE, individual institutions, the principals association, teachers association and others when developing the survey | | the response rate in the future, the EPP will provide both aggregate and disaggregate analysis and interpretation on a yearly basis through the Annual Report or PEC | |
| Indiana CORE Assessment Test Reports ¹ | The goal is for programs to review, interpret, and analyze data from content tests on an annual basis. | Pearson Results Analyzer is used to obtain testing data | The Accreditation and Assessment Coordinator creates disaggregated testing data for all content tests on an annual basis from Pearson Results Analyzer. The report includes data based on "Best Attempt" and also includes | The report is provided to each program. Each program is expected to use this data for analysis and interpretation in their Annual Report. This data is also used in SPA reporting. | The Accreditation and Assessment Coordinator worked with programs to determine the type of data that would best assist them with programmatic review |

¹ The EPP also reviews, analyzes, and interprets testing data collected for the IDOE as part of House Enrolled Act 1388.

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| | | | data for the testing domains. | | |
| Decision Points | The goal is to ensure that candidates meet the requirements for each decision point prior to entrance into the next decision point, as defined in Evidence S.2.3. | The Teachers College Advising Office and the Office of Teacher Education Services Clinical Practice (OTES-CP) monitors this, each at a different point. | Prior to January 1, 2017, rGrade was used to collect this data. After January 1, 2017, Tk20 provides this data. | Although this is primarily used to as a way to check progressions in the program, individual programs also review, analyze, and interpret EPP-wide data and programmatic data. | The Teachers College Advising Office monitors this for admission into the teacher preparation program. OTES-CP checks this prior to admission into student teaching and prior to recommendation for graduation and licensure. |
| Teacher Effectiveness Data | The goal is to monitor how our candidates are performing once they leave the EPP and secure employment in Indiana. | The validity and reliability is in the hands of the Indiana Department of Education (IDOE). IACTE (AACTE's state chapter) has worked with the IDOE to improve validity and reliability of the data. | The IDOE collects this data. It should be noted that the IDOE only releases the overall rating for the teacher. The EPP maintains that this data is of limited use for programmatic improvement. For true programmatic improvement, row | While programs reviewed this data as part of the new 2017 Annual Report, the EPP maintains that this data is of limited use for programmatic improvement. For true programmatic improvement, row by row data is | Review of the collection of this data is the responsibility of the IDOE. The instrument utilized for evaluation is a school district decision. |

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| | | | by row data is needed. The EPP's efforts to collect this are described in Standard 4. | needed. The EPP's efforts to collect this are described in Standard 4. | |
| Course Assessments | Programs identify the program specific assessments that serve as key assessments. | Each program gages the reliability and validity of their key assessments. | Prior to January 1, 2017, rGrade was used to collect this data. After January 1, 2017, Tk20 provides this data. (Testing data is collected by Pearson, as described above; course grade data, if used, is collected through Banner.) | Programs review, analyze, and interpret this data for the Annual Report and for the SPA. | The Annual Report is due each June 1. The SPA timeline is governed by CAEP. |
| Standard 3.2 Data | Through the collection of this data, programs will be able to see how well candidates perform on key admission data. | Banner is used to collect this data and it is obtained from the Office of Institutional Effectiveness. | For CAEP purposes, this data was collected in both aggregate and disaggregate form for the first time in 2017 (although three years of data were collected). The plan is to continue to collect | Programs review, analyze, and interpret this data for the Annual Report. | The plan is to collect this on an annual basis. |

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| | | | this on an annual basis and share it with each program. | | |
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