BUFFALO STATE
The State University of New York

Program Improvement Retreat
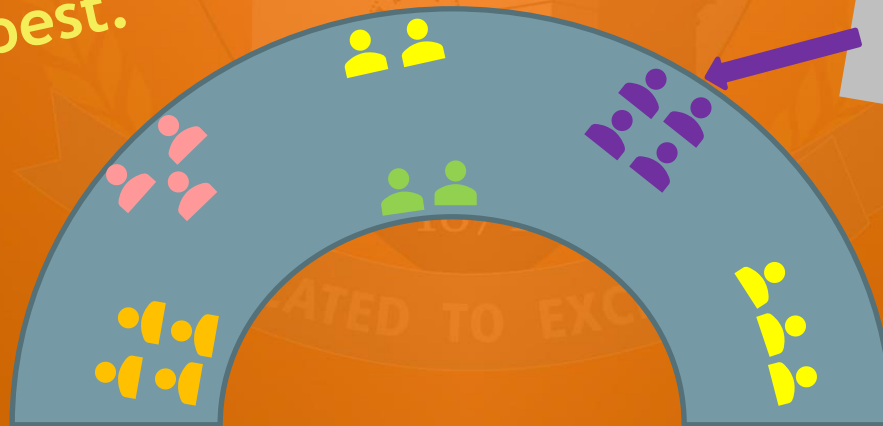
Teacher Education Unit

January 24, 2024

As you choose a seat....

Consider clustering by program for ease of conversation *(buddy up)*

Groups of 2 to 4 work best.

Consider using <u>2 rows</u> vs. one long row

Today's Materials: Access different ways

Paper copies of some things

- Agenda
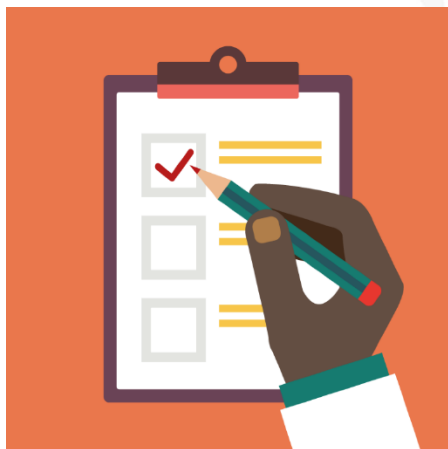- TPA Reflection Handout (purple)
- Dashboard

TEU "retreat" Website

Sent via email w/ hyperlinks

https://epp.buffalostate.edu/program-improvement-retreat-materials

Agenda

Time	Activity	Location
8:45am	**Check In and Breakfast**	Bulger hallway
9:00am	**Welcome & Overview**	Bulger 216
9:10-9:25am	**TPA- Status Update & Debrief** **TPA- Unit-wide data review** (aggregated)	Bulger 216
9:25-9:45am	**TPA- Program Data** **TPA- Reflection Activity** *Please see purple handout*	Bulger 216
9:45-10:00	**Closing the Loop- Examples from colleagues** Julie Henry- EELEL Alice Pennisi- Art Ed Lisa Brosnick- Science Ed	Bulger 216
10:00-10:30	**Guided Dashboard Exploration** – *Topic 1*- Completers – *Topic 2*- EAS – *Topic 3*- CST	Bulger 216
10:30-11:30am	**Program Choice:** – *TPA related discussions* – *Further data exploration* – *Action Planning*	Bulger 216 or breakout room
	Suggested Breakout Rooms for Programs with 3+ registered: EELEL- 426 &/or 427 Exceptional Ed- 428 Science Ed- 422 Everyone else, can stay here.	
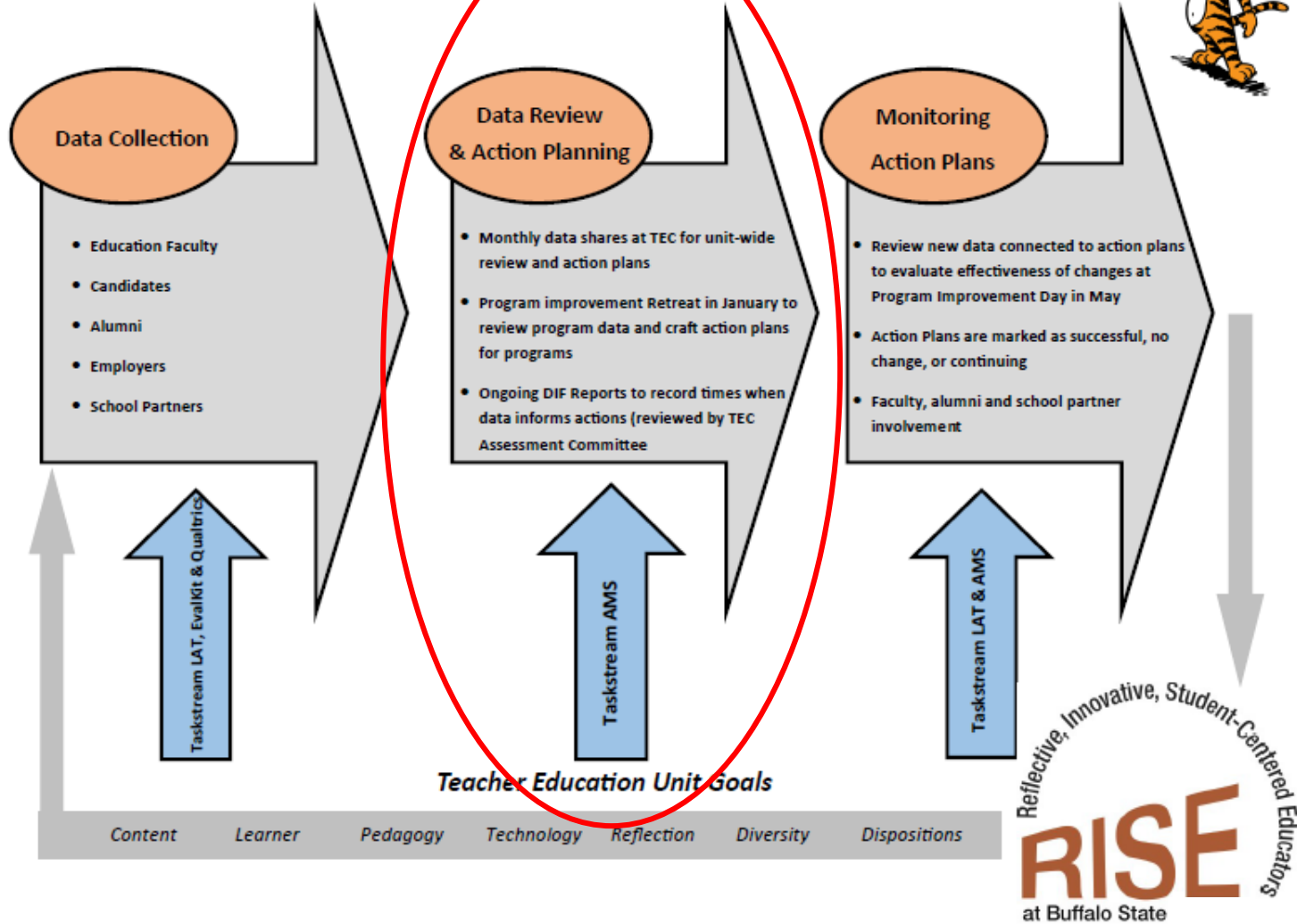
TPA: Teacher Performance Assessment *Fall 2023*

TPA Data for 85 Candidates + 18 SLP

Missing approx. 3

14 programs represented across 7 departments

Bachelor's, Master's & Post Bac levels

No Student Teachers
Fall 2023
- Science
- Art
- Math

9- **CTSE**- Business Mktg; FACS; Tech Ed

45- **EELEL**- Childhood; Early Childhood; Childhood + EC; Childhood+7-9 ext; MIITC

17- **EX ED**- Special Ed-Childhood Ed; Students w/ Dis Generalist 7-12

6- **English**

6- **Social Studies**

2- **Music***

18- **SLP**

Submitted, Evaluated & Archived

🔲 taskstream by Watermark™

*2 waiting for evaluation

TPA Debrief Meeting- December 2023

WHAT WORKED or WENT WELL	BOTTLENECKS, CONFUSING ASPECTS, or CHALLENGES	OTHER COMMENTS

WHAT WORKED or WENT WELL

Went well
Better than expected
Pretty "angst free"
Do-able

- Overview session to start
- Alignment of TPA components to seminars and/or weekly journal prompt requirements
- Timelines & chunking
- Resources: e.g., *exemplars, peers, collaborative work sessions, Brightspace module, template, resource guide*
- Supervisor "calibration" and orientation

BOTTLENECKS, CONFUSING ASPECTS, or CHALLENGES

- A little nerve-wracking
- Apprehensive to get started

- Writing skills
- Ability to use academic / professional language

Scoring
- Need to quantify language in scoring procedures
- Cut score & "stakes"
- Opportunity to revise, get feedback- emphasis on reflection and growth orientation
- Taskstream

OTHER COMMENTS

- Keep flexibility of due dates across programs
- Collaborate with methods instructors (backward design)

DISCUSS

With YOUR role in mind, what would you like to *explore* or *follow up* on as a result of the ideas shared.

TPA: Teacher Performance Assessment *Fall 2023*

Criteria:

1	Context for Learning
2	*Planning:* **Content Knowledge for Planning**
3	*Planning:* **Developing Learning Objectives**
4	*Instructional Practice:* **Applying Pedagogical Knowledge & Skills**
5	*Instructional Practice:* **Applying Content Knowledge in Practice**
6	*Evaluating Instructional Effectiveness:* **Impact on Student Learning**
7	*Evaluating Instructional Effectiveness:* **Using Assessment Results**
8	**Reflecting on Teaching Effectiveness**
9	**Culturally Responsive & Inclusive Practice**
10	**Learning Environment**
11	**Technology**

Rubric Performance Levels:

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

Average performance across TEU:

Overall Mean: 3.43*
Range: 3.27-3.70

*SLP not included;100% of SLP scored 3 or higher

TPA: Teacher Performance Assessment *Fall 2023*

| Criteria:		Mean	Range
1	**Context for Learning**	**3.50**	3.0-3.78
2	*Planning:* **Content Knowledge for Planning**	**3.34**	3.0-3.70
3	*Planning:* **Developing Learning Objectives**	**3.36**	3.0-3.83
4	*Instructional Practice:* **Applying Pedagogical Knowledge & Skills**	**3.31**	3.0-3.6
5	*Instructional Practice:* **Applying Content Knowledge in Practice**	**3.36**	3.0-3.6
6	*Evaluating Instructional Effectiveness:* **Impact on Student Learning**	**3.46**	3.0-3.92
7	*Evaluating Instructional Effectiveness:* **Using Assessment Results**	**3.38**	3.0-3.67
8	**Reflecting on Teaching Effectiveness**	**3.50**	3.17-3.75
9	**Culturally Responsive & Inclusive Practice**	**3.43**	3.0-3.67
10	**Learning Environment** ⭐	**3.62**	3.42-3.75
11	**Technology**	**3.51**	3.17-3.83

MEETS EXPECTATIONS (3)
Candidate facilitates / delivers instruction in a mostly clear and organized manner, providing opportunities to actively engage P-12 learners through a range of instructional strategies while using appropriate/effective instructional methodology (i.e., inquiry-based, cooperative learning, teacher-directed, scaffolds, systematic instruction, etc.).

MEETS EXPECTATIONS (3)
Candidate creates a well-managed, motivating, safe, and supportive learning environment that welcomes, affirms, and values all cultural identities and varied learning levels while considering the context for learning.

Scores represent "mean of means" across teacher ed programs (SLP excluded)
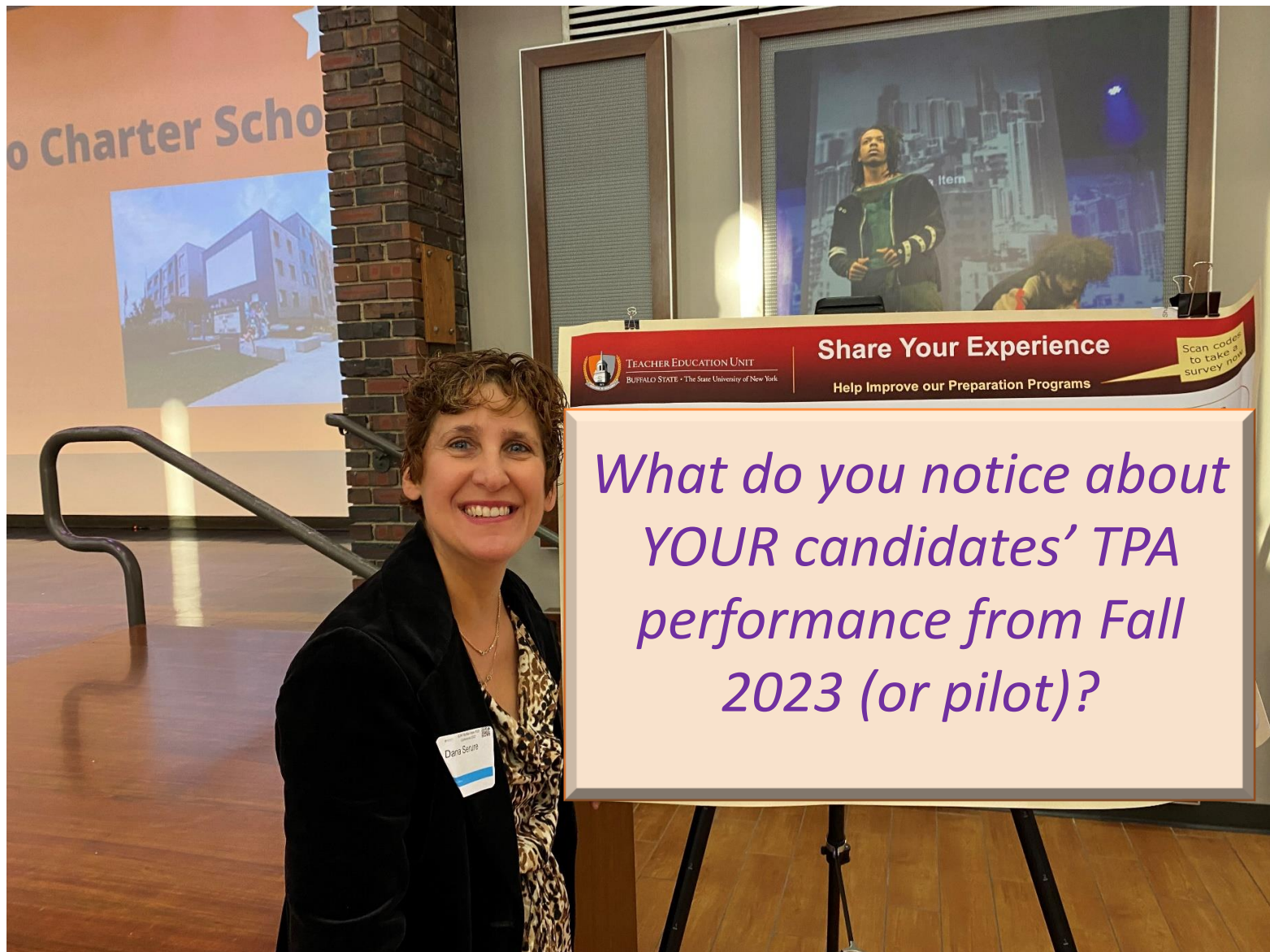
NO DATA YET?   YOUR TASK: *Review rubric criteria & performance indicators.*

Please answer: Which criteria do you think your candidates may need additional support & resources for?

9:25-9:45am Program TPA Data & Reflection

Teacher Education Unit
Program Improvement Retreat 2024

TPA REFLECTION

LINK to shared folder w/ TPA Data PIR Retreat 2024

After looking at your program's TPA Data:

What do you notice about YOUR candidates' TPA performance from Fall 2023?

Name of Program:

What you Noticed:

If no TPA data yet….

Please review TPA rubric criteria & read performance indicators on the unit wide TPA.

Answer: Which criteria do you think your candidates may need additional support & resources for? Jot below.

CRITERIA	POSSIBLE METHOD OF SUPPORT or RESOURCE TO PROVIDE TO CANDIDATES
	Are these in place? Or would they need to be developed? By whom?

ACTION

Based on your reflection above, are there any next steps, ideas to follow up on, or any potential actions you (or your program) could take to ensure continued positive outcomes for your candidates on TPA-related knowledge and skills? List the "action". Send digital copy or photo of this paper and email to gormlese@buffalostate.edu
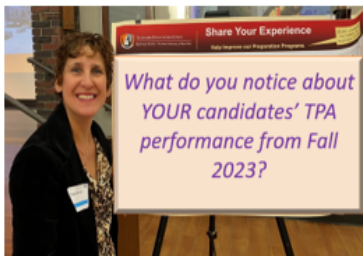
Write on hard copy OR access digital copy on TEU website

Send Shannon copy/snapshot when done gormlese@buffalostate.edu

Where to find program TPA Data?

Shared folder on OneDrive

http://tinyurl.com/TPAFall23

TPA REFLECTION ACTIVITY

What do you notice about YOUR candidates' TPA performance from Fall 2023?

1. Candidates seemed to struggle to develop appropriate learning objectives for lesson as evidenced in Criterion 2 "Content Knowledge for Planning"

2. Supervisors reported candidates needed help developing or identifying appropriate tools to evaluate / assess student learning; Reflected in data too (Criterion 6 "Impact on Student Learning")

If no TPA data yet....

Please review rubric criteria & performance indicators.

Answer: Which criteria do you think your candidates may need additional support & resources for?

CRITERIA	METHOD OF SUPPORT or RESOURCE TO PROVIDE

ACTION

Based on your reflection above, are there any <u>next steps</u>, <u>ideas to follow up on</u>, or any <u>potential actions</u> you (or your program) could take to ensure continued positive outcomes for your candidates on TPA-related knowledge and skills? Review lesson plan template used in methods coursework to see if learning objectives are required & where practice/feedback/examples are provided; Do supervisors have access? Develop or find online module / tutorial to share as needed. Emphasize more formative assessment approaches in methods (Class Checks, tech-based tool); Model exit ticket procedure in weekly content courses; Candidates can build assessment portfolio in SCI XXX to use throughout program & student teaching.

Data Sources:

- NYSTCE scores – number of EAS test takers relative to numbers of completers

What are data saying?

- Few students were taking the NYSTCE exams. For example, in 2018-2019, we had 58 completers in undergraduate childhood and childhood/early childhood, and 34 students took the EAS exam (58%)

What we did:

- Beginning, March 2019, we sought to motivate students by holding a preparation session each semester during methods classes to stress need for the exams and have candidates complete a few items on tests.

Outcomes:

- 100 students attend the preparation sessions each semester. By, 2021-2022, 71/98 completers took the EAS (72%).

	Completers	EAS takers	Percentage
2018-2019	58	34	58%
2019-2020	81	55	68%
2020-2021	96	68	70%
2021-2022	98	71	72%

Science Education- Lisa Brosnick

DATA Source
- SPA Report

What the DATA Tells Us
- Students are missing key content knowledge from their undergraduate programs (ESS)

What the DATA Tells Us
- Developed a Content Analysis Form (CAF). Each incoming student's coursework is evaluated. Students with gaps are required to take additional content coursework as part of their program admissions requirements.

What We Did
- We saw a steady increase in CST scores in Earth Science over the past 3 years from 510-556. Our ES students now outperform NYS.

Guided Dashboard Exploration
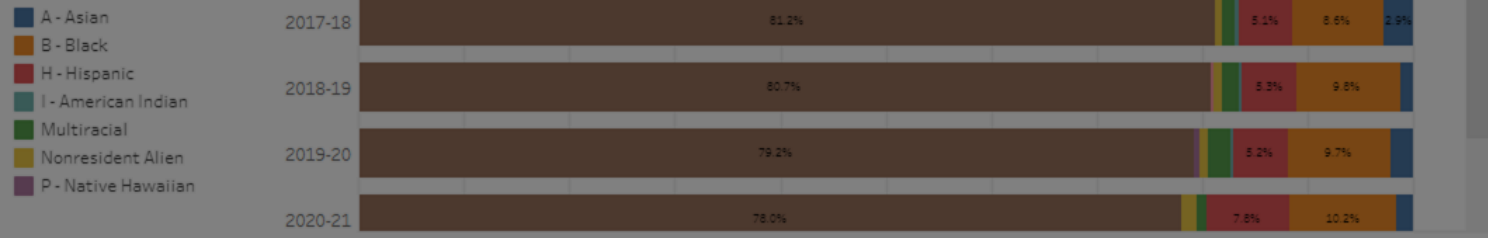
Link to the Tableau Dashboard

http://tinyurl.com/TEU-Dashboard

Completers by cohort

Educating All Students Test

Content Specialty Test

DASHBOARD ACTIVITY   Program Name:

TOPIC 1:   COMPLETERS BY COHORT   Dashboard Tab: _"Completers"

How many candidates completed in 2022-23? _____

For larger programs, do you notice any patterns related to the demographic characteristics of completers over the past few years?

TOPIC 2:   EDUCATING ALL STUDENTS   Dashboard Tab: _"EAS"

Total Score Average For those who "completed" 2022-23 _____
How does it compare to NYS?

Look at Subara Score Averages. Reflect on...

   a)   What subareas appear to be "strengths"?

   b)   What subareas appear to be lower or "relative areas of weakness"?

What do you think contributes to the pattern of performance you are seeing? Is there any "action" needed?

TOPIC 3:   Content Specialty Test   Dashboard Tabs: _"CST"   and "PassRates"

Total Score Average For those who "completed" 2022-23 _____
How does it compare to NYS?
Trends over time?

Subarea Performance:

Areas of *strength*	Challenge areas *(i.e., decreasing, or unstable trends, relative weaknesses compared to strengths, subareas lower than expected, etc.)*

FIND & DISCUSS:
   Select at least ONE competency/subarea to explore using the Test Framework document.
   The *Test Framework* will show *performance indicators* within each subarea competency.
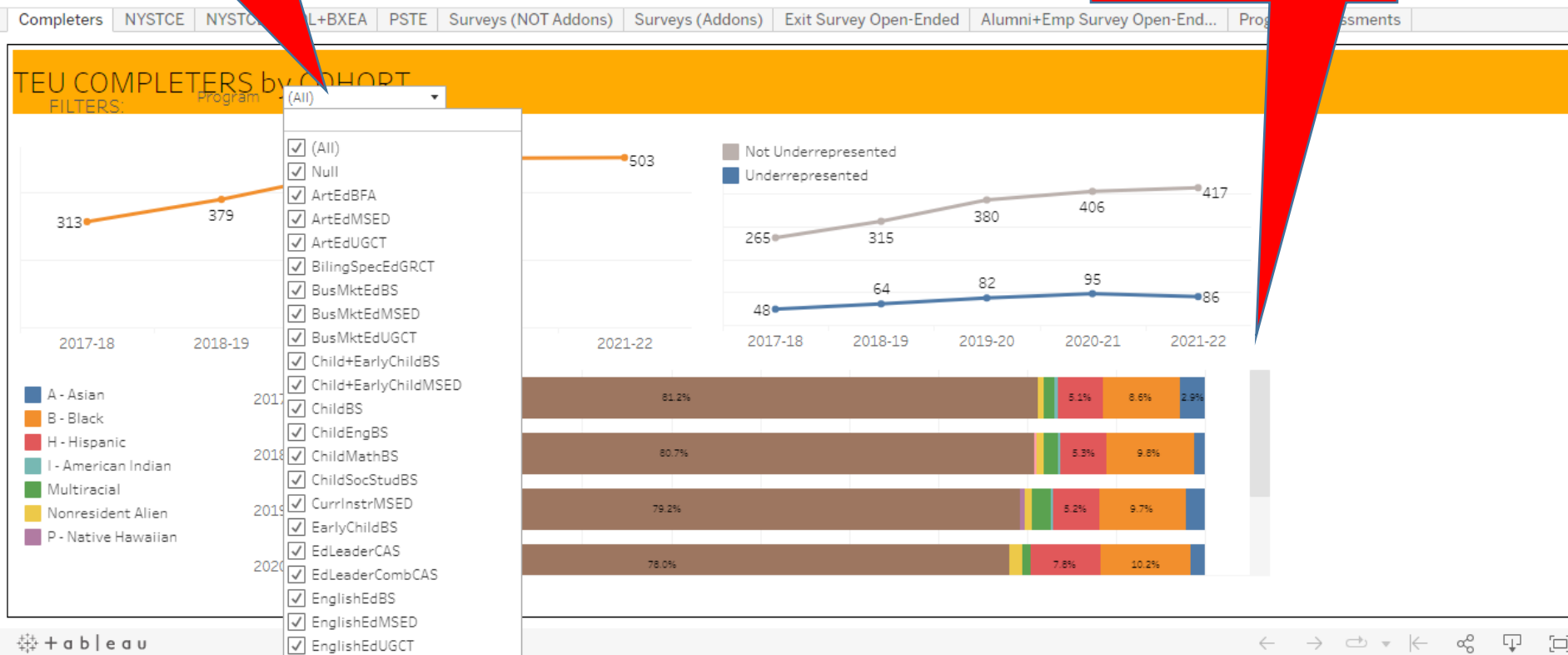
   Accessing Test Framework for your CST: *https://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html*

   Click Name of CST > Click "Preparation Materials" on far right > Click "Test framework" pdf

Completers by cohort

Educating All Students Test

Content Specialty Test

HANDOUT:

DASHBOARD ACTIVITY   Program Name:

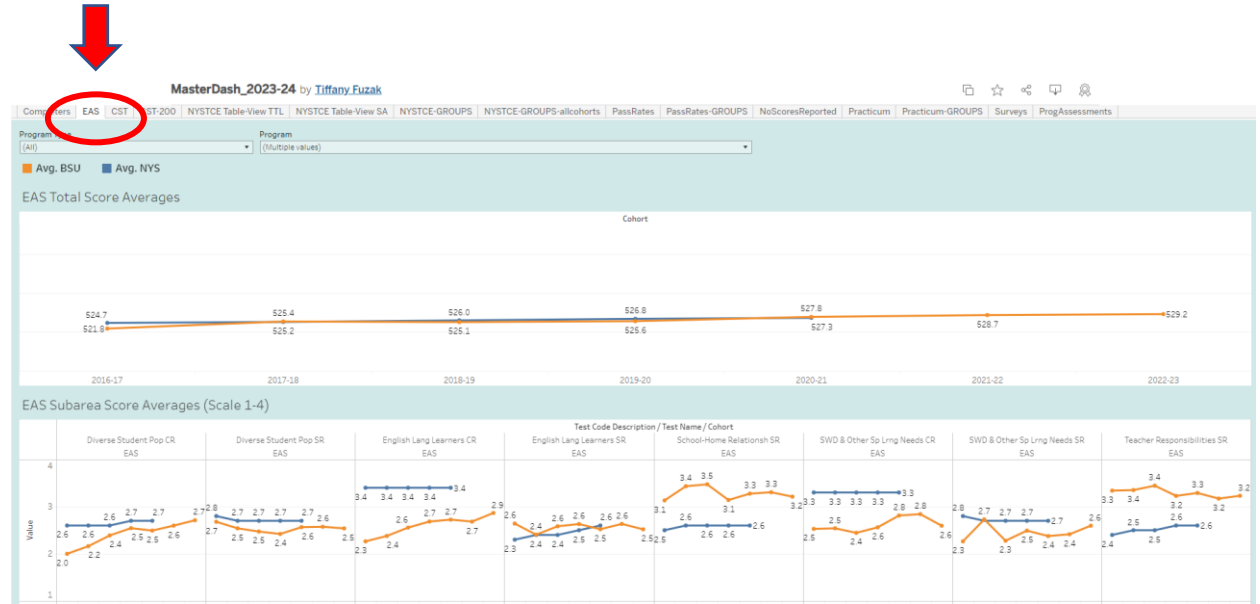**TOPIC 1: COMPLETERS BY COHORT**   Dashboard Tab: __"Completers"

How many candidates completed in 2022-23? _____

For larger programs, do you notice any patterns related to the demographic characteristics of completers over the past few years?

Completers by cohort

Educating All Students Test

Content Specialty Test

HANDOUT:

TOPIC 2: EDUCATING ALL STUDENTS   **Dashboard Tab:** __"EAS"__

Total Score Average For those who "completed" 2022-23 _____
How does it compare to NYS?

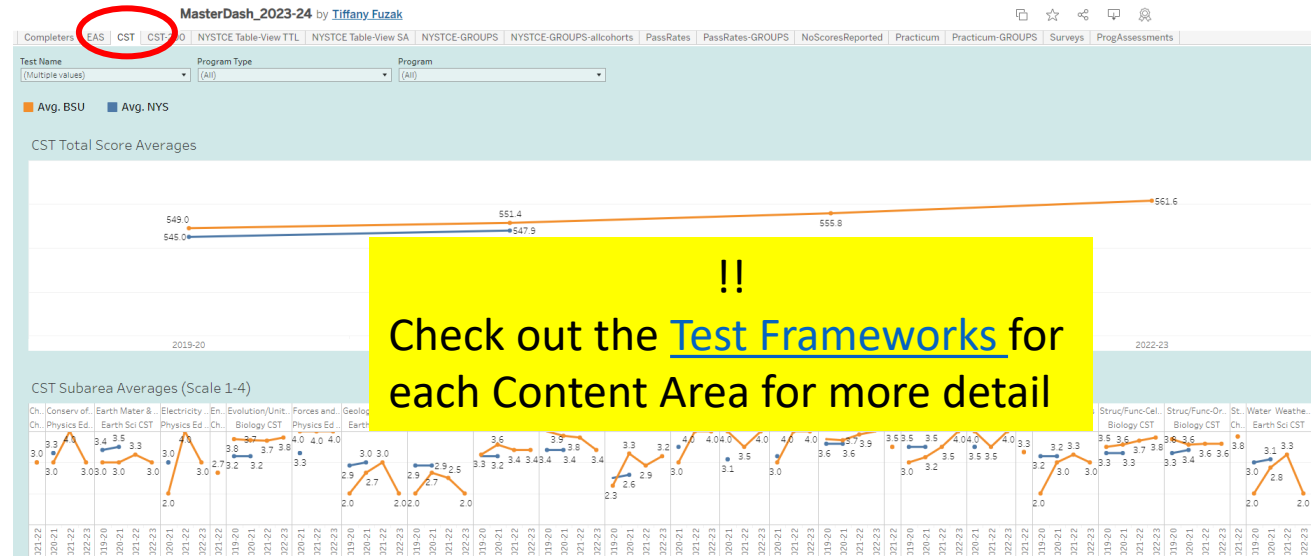**Look at Subara Score Averages. Reflect on...**

a) What subareas appear to be "strengths"?

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What do you think contributes to the pattern of performance you are seeing? Is there any "action" needed?

Completers by cohort

Educating All Students Test

Content Specialty Test

MasterDash_2023-24 by Tiffany Fuzak

Completers | EAS | CST | CST-?O | NYSTCE Table-View TTL | NYSTCE Table-View SA | NYSTCE-GROUPS | NYSTCE-GROUPS-allcohorts | PassRates | PassRates-GROUPS | NoScoresReported | Practicum | Practicum-GROUPS | Surveys | ProgAssessments

Test Name: (Multiple values) Program Type: (All) Program: (All)

■ Avg. BSU ■ Avg. NYS

CST Total Score Averages

549.0   551.4   555.8   561.6
545.0   547.9

2019-20   2022-23

!!
Check out the Test Frameworks for each Content Area for more detail

CST Subarea Averages (Scale 1-4)

HANDOUT:

| TOPIC 3: Content Specialty Test | Dashboard Tabs: "CST" and "PassRates" |

Total Score Average For those who "completed" 2022-23 _____

How does it compare to NYS?
Trends over time?

CST Subarea Performance:

Areas of *strength*	Challenge areas *(i.e., decreasing, or unstable trends, relative weaknesses compared to strengths, subareas lower than expected, etc.)*

FIND & DISCUSS:
Select at least ONE competency/subarea to explore using the CST Test Framework document. The *Test Framework* will show *performance indicators* within each subarea competency.

Accessing **Test Framework** for your CST: http://tinyurl.com/CST-Framework

On Own

- Possible prompts to discuss about Subarea Competencies:
  - Which one(s) may need more emphasis or clarity earlier in the program?
  - Think about where that performance indicator is *introduced, reinforced, or mastered?*
  - Do you assess it? *What other sources of data might offer insight into candidate knowledge/skill related to this indicator?*
  - **Are there any actions / next steps that could occur to improve candidate performance in this area?** *(even a "tiny" next step can be helpful for us!)*

Finding Test Framework pdf for CST

**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

FIELD 160: BIOLOGY

TEST DESIGN AND FRAMEWORK

June 2018

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

**FIELD 160: BIOLOGY
TEST FRAMEWORK**

b. analyzes the transfer of energy in living systems as chemical elements are recombined in different ways to form various products, including modeling the conservation of matter

c. compares and contrasts aerobic and anaerobic respiration and fermentation

d. demonstrates knowledge of ATP production through chemiosmosis in both photosynthesis and cellular respiration

e. demonstrates knowledge of the relationship between chloroplast structure and function in photosynthesis and the relationship between mitochondrial structure and function in respiration

f. demonstrates knowledge of the biochemical pathways involved in the anabolism and catabolism of major biomolecules (i.e., carbohydrates, proteins, lipids, and nucleic acids) to support growth or release energy

g. uses and analyzes models to illustrate how molecules are formed and energy is stored and transferred at the molecular and cellular level

h. demonstrates knowledge of the significance of photosynthesis and respiration in providing energy for life processes and in the cycling of matter and flow of energy into, out of, and within ecosystems

i. analyzes the cycling of matter and flow of energy through the trophic levels in an ecosystem, including the roles of organisms (producers, consumers, decomposers) and the inefficiency of energy transfer between trophic levels

j. uses graphical and mathematical models (e.g., pyramids of biomass or energy) related to the cycling of matter and flow of energy among organisms

k. demonstrates knowledge of how chemical elements and molecules (e.g., carbon, nitrogen, water) are transferred between abiotic and biotic components of ecosystems through biogeochemical cycles and evaluates implications of the distribution and availability of elements and molecules

l. demonstrates knowledge of the engineering design process as related to the transfer of matter and energy in cells, organisms, or ecosystems, including criteria, modeling, use of technology and mathematical thinking, and applications to real-world situations; and evaluates an engineering design or solution, taking into account a range of constraints, including cost, safety, reliability, and aesthetics, and considering social, cultural, and environmental impacts

m. demonstrates knowledge of how to plan, construct, and safely and ethically carry out investigations into the transfer of matter and energy in cells, organisms, or ecosystems (e.g., measuring and graphing consumption of oxygen in cellular respiration, identifying how environmental factors affect transpiration rate, simulating the steps of the nitrogen cycle through student role-playing)

n. analyzes and draws inferences from scientific and technical texts and graphics; interprets graphs and data; applies mathematical and computational thinking in analyzing data; and evaluates the hypotheses, data, analyses, and conclusions in a scientific or technical text related to the transfer of matter and energy in cells,

On Own (or small groups by program)

- Finish reflecting on CST data

- Review any other data on Dashboard you choose

- Complete Final reflection (red) to "close the loop"

Submit to Shannon
gormlese@buffalostate.edu

TOPIC 3: Content Specialty Test   Dashboard Tabs: "CST" and "PassRates"

Total Score Average For those who "completed" 2022-23 _____
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FINAL REFLECTION:

Overall, are there any patterns or trends across any data reviewed today that would lead you to want to "do something" or "change something" ? (take an action)

If so, what?   (it can be big or small)

FINAL REFLECTION:

Overall, are there any patterns or trends across any data reviewed today that would lead you to want to "do something" or "change something"? (take an action)

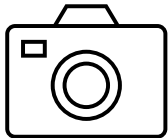If so, what? (it can be big or small)

Suggested Rooms:

Programs with 3+ registered:

EELEL- 426 &/or 427
Exceptional Ed-   428
Science Ed- 424

Everyone else, can stay here.

Snap photo of today's document.

Send to gormlese@buffalostate.edu