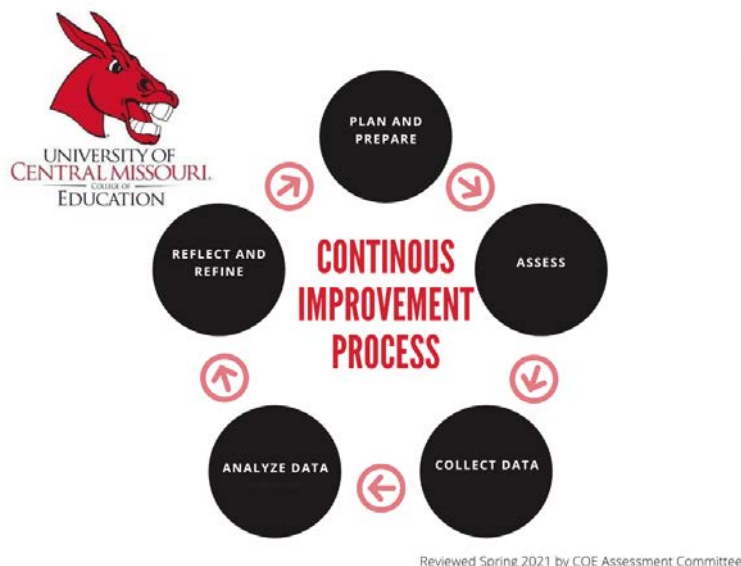


COE Quality Assurance Report: Stakeholder Feedback on the UCM College of Education Educator Preparation Program



Prepared by the 2020-2022 College of Education Assessment Committee

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Purpose

The College of Education Advisory Board and Professional Education Faculty met, respectively, in both the Spring and Fall of 2021. The focus of each meeting was to analyze documentation of teaching and learning and gain stakeholder insight as a component of our continuous quality improvement process. This report presents a summary of stakeholder feedback on unit-wide data. This report is intended to assist the UCM Teacher Education Council in making recommendations for refining and improving the UCM Educator Preparation Program.

Data Gathering Processes

Stakeholder feedback data was collected through the use of three focus groups and a survey. In the spring meetings, UCM representatives elicited feedback about the COE mission, vision, conceptual framework, and the preparation of teacher candidates. In the fall meetings, UCM representatives facilitated analysis of unit-wide data (i.e., MEES,

MOCA, TWS, and First Year Teacher Survey). For example, one open-ended question from the spring advisory meeting (*“From your perspective, what changes do we need to consider to better prepare our teacher candidates to be effective educators for your students?”*) helped elicit stakeholder feedback about the UCM Educator Preparation Program that was compared to feedback from both fall meetings. This triangulation in data collection helped capture different dimensions of the same data (Patton, 1999).

Snapshot of Attendance

In the fall advisory board meeting, thirty-one advisory board members were present along with six faculty members, Dean Ann McCoy, and Administrative Assistant to the Dean, Rachel Clements. The meeting was held via zoom and included representatives (adjunct instructors, counselors, librarians, principals, specialists, teachers, and superintendents) from programs located in: Cass Midway (1), Chilhowee (1), Concordia (1), Crest Ridge (1), Grain Valley (1), Green Ridge (1), Kansas City International Academy (1), Lee’ Summit (6), Liberty (3), North Kansas City (1), Platte County (1), Raymore Peculiar (2), Harrisonville (1), Knob Noster (1), Leeton (1), Clinton (1), Sherwood (1), Warrensburg (4) and the Sexual Trauma and Abuse Care center (1).

In the Fall PEF meeting, over 45 PEF members were present; fourteen whom gave feedback on a follow-up open-ended survey. Consequently, during analysis of survey results, the Assessment Committee noted the potential of survey fatigue given the low response rate and concluded that for the future, facilitating and recording discussions during PEF meetings may cast a wider net to capture stakeholder voices.

Results

Overall, advisory board and PEF members provided positive feedback on Educator Preparation data including, the Student Teaching Data and First Year teacher survey. Areas for growth were identified. Table 1 summarizes themes in stakeholder feedback. Tables 2 and 3 provide advisory members’ queries and recommendations about the EPP data. Table 4 presents themes and frequencies of advisory board members responses.

Table 1. Stakeholder Observations about the Educator Preparation Data

Group Observation	Frequency of Theme in Advisory Group Discussions	Noted by PEF members
<i>More experience is needed in the following areas:</i>		
<ul style="list-style-type: none"> ● social-emotional learning, discipline, classroom management, behavior management 	4 out of 5	Frequently noted in PEF responses
<ul style="list-style-type: none"> ● communicating and working with parents 	4 out of 5	Frequently noted in PEF responses
<ul style="list-style-type: none"> ● modifying instruction for students with an IEP; attending IEP meetings 	3 out of 5	Noted in PEF responses
<ul style="list-style-type: none"> ● modifying instruction for students who are gifted and who are ELL 	3 out of 5	Noted in PEF responses
<i>Additional Observations:</i>		
<ul style="list-style-type: none"> ● Inconsistencies between raters (i.e, “Admin appear to be rating lower than cooperating teachers and teachers”) 	2 out of 5	noted by PEF members
<ul style="list-style-type: none"> ● Patterns of positive overall scores observed 	1 out of 5	noted by PEF members
<ul style="list-style-type: none"> ● Patterns in data is consistent and expected 	1 out of 5	
<ul style="list-style-type: none"> ● Limitations of data: unable to disaggregate data/wondering about use of means vs measures of effect sizes (for example are 3.6 and 3.9 essentially equal) 	1 out of 5	noted by PEF members

Table 2. Questions/Comments Advisory Members had about Unit-Wide Data

MOCA	What do we do when they don't pass the content exams, districts are hiring as long term substitute teachers, but what is UCM doing?
Collaboration	Why there were low scores in collaboration?
MEES scores	Why were the critical thinking scores lower? (this items was the lowest of all scores)
Patterns in data	Wondering if there are differences between traditional and nontraditional students?
Teacher Work Sample	Rigorous, master type of work!

Table 3. Recommendations from the Fall Advisory Board Members

More training on lesson design and differentiation
Building mentorship between administration and student teachers to develop stronger connections
Use data for marketing purposes
Work with high schools Grow Your Own programs
Under co-teaching model, teacher candidates may need more needs to fly solo with activities like classroom discipline, IEP, ELL, parent communications, etc.
Clinical students observe beginning of school to see how teachers lay the foundation
Need training and time with behavior interventionists, ELL Teachers, SpEd teachers*
Is UCM satisfied with response rate? Is more feedback needed?
Note: *time with interventionists as laws and regulations protecting children with IEP's will allow, as noted by Assessment Committee Members during review of feedback responses.

Table 4. Recommendations by Themes and Frequencies from Spring Advisory Board Members

UCM produces strong candidates	7
Give them more exposure; time in the classroom; clinical block	4
Ensure professors have K-12 background	1
Teach the science of reading	2
Teach MTSS comprehensive framework	1
Teach for a good working knowledge of MELS	2
Teach effective strategies for ELLs	1
Teach project based and real world learning	1
Teach effective RTI strategies	1
Teach trauma sensitive/trauma informed techniques; understanding social-emotional needs of students	4
Teach culturally responsive teaching	1
Develop awareness of (K-12) student mental health	1
Promote professionalism (attire, timeliness, communication, appropriate boundaries with social media)	3
Coursework needs to align with classroom practice; classrooms and schools are constantly changing be sure Teacher Education adapts	2
Advocate for the state to remove content cumulative test (“Your GPA is enough for us to know they know the content”)	1
<p>Note: These stakeholder recommendations were gathered using the question , “From your perspective, what changes do we need to consider to better prepare our teacher candidates to be effective educators for your students”.</p>	

Table 5. PEF Recommendations by Theme

Parent Communication	<ul style="list-style-type: none"> ● Build in situations about engaging in difficult conversations with parents in classes ● Crosswalk of courses where parent communication is included to ensure it is addressed and how ● PD session on this topic around parent-teacher conferences
Discipline/Behavior Management/ELL/Parents	<ul style="list-style-type: none"> ● Address these areas on a concentrated level ● PD sessions on these topics ● Resource guides for student teachers on this topic (ASCD Classroom Management, Restorative Practice, Behavior Management) ● Embed ELL concepts into other courses; get more exposure with ELLs
STWS	<ul style="list-style-type: none"> ● STWS's lesson planning rubric will help with differentiation
Quality Data	<ul style="list-style-type: none"> ● Finding the scores that suggest real/meaningful differences would give us something to target for areas of improvement. ● Clarify expectations of building admins in giving feedback to teacher candidates during student teaching
MOCA	<ul style="list-style-type: none"> ● How does new MOCA match previous? What do we need to adapt?

Implications and Next Steps

There is evidence to suggest stakeholders value and recognize the UCM Educator Preparation Program supports the development of well-prepared teachers. Results from stakeholder feedback revealed that most stakeholders viewed lower ratings on teaching practice satisfaction surveys as areas for improvement and made suggestions accordingly for increasing teacher candidate skills in these less confident areas. In contrast, stakeholder comments about guidance on interpreting data (i.e., comparison of means) suggests it may also be important to use statistical analysis to understand the significance in differences or to examine potential correlations across means on survey ratings. Such an approach will enrich interpretations which is critical in optimizing the CQI process. This report, as a tool for data based decision making, provides the Teacher Education Council and the programs within, a springboard for discussion and action.

Reference

Patton, M.Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Sciences Research*, 34, 1189–1208.