Data, Data, Data: Building Capacity to Leverage Systematic Change

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Introduction

• Context
  – Rowan University
  – College of Education
  – New Leadership

• Role of Leadership

• Culture of Inquiry
Overview

1. Building an Infrastructure
2. Changing the Conversations
3. Leveraging Change
Elements to Build an Infrastructure for Assessment and Inquiry

1. Interface, Policy, Processes
2. Instruments
3. Quality Checks
4. Resources
Elements to Build an Infrastructure for Assessment and Inquiry

Interface, Policy, Processes

1. Centralized online data management system
2. Accessibility of data/assessment resources
3. Assessment Handbook, guides, and timeline/calendar
4. University reporting systems and timeline
5. Required training and orientation
6. Feedback loop
Elements to Build an Infrastructure for Assessment and Inquiry

Instruments

> Assessment and Data Committees:
  – Created unit wide assessments
  – Gathered input from different constituencies
  – Piloted revised and administered the instruments
  – Analyzed the data
  – Shared data
Elements to Build an Infrastructure for Assessment and Inquiry

Quality Checks

- Common rubric and syllabi template
- Rubric workshops
- Inter-rater reliability workshops and group work
- Public folder to share resources
- Tk20 and Assessment Trainings
- Orientations for adjuncts and cooperating teachers or mentors
Resources

1. Accessing resources online
2. Sharing data reports
3. Workshops developed based on faculty needs
4. Online and on-campus orientations
5. Communicating resources
Data Conversations and Ongoing Communication

1. Changing the Culture of Assessment and Inquiry
2. Identifying and providing appropriate professional development
3. Selecting players, identifying timing, and utilizing appropriate venues
Data Conversations and Ongoing Communication

Culture of Assessment and Inquiry

1. Created a culture of inquiry
2. Moved from an assessment agenda focused on accountability to one focused on improvement
3. View reflection as a vital part of our assessment process
4. Understand that changing behavior and norms takes time and commitment
5. Defined and clarified our stance on assessment to internal and external audiences
1. Assessment Committee identifies PD needs
2. Dean provides funding for PD related to assessment
3. Faculty are invited to attend conferences
4. General Assessment and Tk20 Orientations are offered three times every semester.
Data Conversations and Ongoing Communication

Key Players, Timing, and Venues

**Knowledge**

**Transition Points**
- Admission to program
- Prior to culminating experience
- Exit from program
- Post graduation

**Assessment Measures**
- Key Assessments NCATE 1-6/8: SSB
- Standardized Tests (PRAXIS, state licensure exam: SSB/APEX)
- Student Surveys (Survey Monkey, IERP Office)
- Feedback from External Constituents (supervisors/cooperating teachers: survey monkey)
- Admission, enrollment, retention, and graduation Data (IEEP Office)
- Post Graduation Measures (employer and alumni surveys)

**Stakeholders**
- Dean’s Office
- Continuous Improvement Committees
- Department Program Teams
- Office of Field Experiences
- COE Faculty and Staff
- Department Advisory Boards
- COE Visioning Board
- Teacher Education Advisory Council

**Technology**

- Implementation (Fall/Spring/Summer)
- Data Collection (End of Every Semester)
- Planning for Change (Fall/Spring/Summer)
- Impact on Learners

**Diversity**

- Annual Data Analysis (Spring Semester)
- Dissemination of Findings (End of Spring Semester/May)
Leveraging Change and Guiding Continuous Improvement

1. Program Level Change
2. Provider Level Change
1. MA in Learning Disabilities
2. MA in Reading
3. Initial Teacher Preparation programs
Leveraging Change and Guiding Continuous Improvement

Provider Level

1. edTPA
2. Danielson Framework
3. Exit Survey
Final Thoughts
Q&A