

Welcome to Data Day

September 19, 2014

Perkins College of Education: We Teach. We Assess. We Improve.

Schedule

- * 8:00-8:15 Breakfast
- * 8:15-8:30 Welcome and Introductions
- * 8:30-8:45 Overview and Objective for the Day
- * 8:45- 9:30 Discussion: Inter-rater Reliability
- * 9:30-11:30 Program Work Time
- * 11:30-1:00 Lunch Break (on your own)
- * 1:00-1:30 Discussion: Standards-Based Scoring Guides
- * 1:30-2:15 Data Sharing
- * 2:15-2:45 Transition to CAEP: Timeline
- * 2:45-3:30 Summary / Survey / Thank You

PCOE As Leader

- * With enrollment
- * With faculty
- * With student services
- * With facilities
- * With innovation
- * With professional accreditations

PCOE & Professional Education Unit Accreditations

- * **Professional Education Unit Associations**

- * NCATE
- * SPAs — Specialized Professional Associations (13; 29 reports)
- * AACSB — Association to Advance Collegiate Schools of Business
- * AAFCS — American Association of Family & Consumer Sciences
- * ASHA — American Speech-Language-Hearing Association
- * CACREP — Council for Accreditation of Counseling & Related Educational Programs
- * NAEYC — National Association for the Education of Young Children
- * NASAD — National Association of Schools of Art and Design
- * NASM — National Association of Schools of Music
- * NAST — National Association of Schools of Theatre

- * **PCOE Professional Associations (beyond professional education)**

- * ACEND — Accreditation Council for Education in Nutrition and Dietetics
- * CAATE — Commission on Accreditation of Athletic Training Education
- * CIDA — Council for Interior Design Accreditation
- * CORE — Council on Rehabilitation Education

- * **State Agency**

- * TEA — Texas Education Agency

A Professor's Stress Test

It has been said that stress levels are at an all-time high for people employed in higher education. There has been a dramatic increase in professors, particularly those involved in assessment. The stress test included here is amazingly accurate in diagnosing high stress levels.

Read the full description below before going on to the picture.

The photo has 2 identical dolphins in it. Look at both dolphins jumping out of the water. The dolphins are identical. A closely monitored, scientific study of a group revealed that in spite of the fact that the dolphins are identical, a person under stress would find differences in the two dolphins. If there are many differences found between the dolphins, it means that the person is experiencing a high level of stress.

Now, look at the photograph and if you find more than one or two differences you need a vacation. Seriously.



Ensuring our Connectivity is Optimal

~~Personal Hotspots~~



Program Coordinator Introductions: Elementary Education

- * EC-6 - Dr. Adam Akerson
- * EC-6 Online – Dr. Paula Griffin
- * MLG - Dr. Claudia Whitley
- * MLG Online - Dr. Michelle Williams
- * Reading Specialist – Dr. Kimberly Welsh
- * Advanced Early Childhood & ESL/Bilingual – Dr. Susan Casey
- * Elementary Education MEd – Dr. Jeanie Gresham

Program Coordinator Introductions: Secondary Education & Educational Leadership

- * Secondary - Dr. Neill Armstrong
- * MAT, MED, Secondary Graduate Initial –
Dr. Heather Olsen-Beal
- * Principal Program – Dr. Stacey Hendricks
- * Superintendent Program – Dr. Pauline Sampson
- * Educational Leadership EdD – Dr. Patrick Jenlink

Program Coordinator Introductions: Kinesiology and Health Science

- * Health Science - Dr. Miranda Terry
- * Kinesiology - Mr. David Goodman
- * Dance - Mr. Stan Bobo/Ms. Elizabeth Rhodes
- * Graduate Athletic Training - Dr. Jane Grayson
- * Graduate Kinesiology - Dr. Jay Thornton

Program Coordinator Introductions: Human Sciences

- * Family & Consumer Sciences - Dr. Nancy Shepherd
- * Child Development & Family Living – Dr. Marie Saracino
- * Nutrition & Dietetics – Dr. Darla O’Dwyer
- * Fashion Merchandising- Dr. Becky Greer
- * Interior Design – Ms. Leisha Bridwell
- * Hospitality Administration – Dr. Chay Runnels
- * Graduate Program – Dr. Mitzi Perritt

Program Coordinator Introductions: Human Services

- * Special Education - Dr. Paige Mask
- * Deaf & Hard of Hearing - Dr. Scott Whitney
- * Educational Diagnostician - Dr. Paige Mask
- * Counseling Education - Dr. Le'Ann Solmonson
- * Vision Impairment/Orientation & Mobility - Mr. Michael Munro
- * Speech & Language Disorders - Dr. Nagalapura Viswanath
- * School Psychology PhD - Dr. Robbie Steward

Setting Objectives

- * Office of Assessment and Accountability Objectives:
 - * Creating and sustaining a culture of assessment.
 - * Contributing to a mindset of “No data, no decision.”
 - * Equipping and supporting each program in assessment efforts.
- * Program objectives for the day?
 - * Think, Pair, Share

Inter-rater Reliability

Our data shows us that inter-rater reliability in our assessments can be an issue across:

- * different instructors / different sections
- * same instructor / different sections
- * same instructor / different time periods
- * variability as instructors change over time

Inter-rater Reliability Task

- * There are several designated group leaders in the room – gather in groups of 3-4 with each leader.
- * The leader will login to LiveText using his/her account.
- * On the dashboard, there is an assignment entitled *Data Day Inter-Rater Reliability 1*.
- * Click the green task bar.
- * Under “Awaiting Assessment” you will see two students, Joe Strahl and **Hayley Gillen**. Open **Hayley’s** assignment by clicking her name.
- * Click the “Assessment Rubric” button.
- * After everyone has had a chance to read a few pages of the assignment and the assignment description, collaboratively complete the rubric by clicking the boxes to score. Save by clicking the “Submit Assessment” button.

Inter-rater Reliability Task – Part 1

- * When your group has finished scoring Hayley's assignment, the group leader will indicate your scores on the whiteboard.
- * Everyone else take a 5 minute break!

Inter-rater Reliability Share

- * What do you notice?
- * Do the scores your group gave vary significantly from others?
- * Do the frequencies vary more on certain criterion?
- * What factors may have contributed to the results in the consistency (or lack of) in the scores?

Inter-rater Reliability Task – Part 2

- * Return to your original groups and leaders.
- * On the dashboard, there is an assignment entitled *Data Day Inter-Rater Reliability 2*.
- * Click the green task bar.
- * Under “Awaiting Assessment” you will see two students, **Joe Strahl** and Hayley Gillen. Open **Joe’s** assignment by clicking his name.
- * Click the “Assessment Rubric” button.
- * After everyone has had a chance to read a few pages of the assignment and the assignment description, collaboratively complete the rubric by clicking the boxes to score. Save by clicking the “Submit Assessment” button.
- * When your group has finished scoring Joe’s assignment, the group leader will indicate your scores on the whiteboard.

Inter-rater Reliability Discussion and Action Steps

- * Have we improved in our inter-rater reliability on the second attempt?
- * Why or why not could this be?

How can we improve our inter-rater reliability?

- * establish exemplars
- * communicate expectations to new assessors
- * What else?

Work Space Assignments

- * Elementary Education – Rooms 206, 216, 209B & 209T8
- * Secondary Education and Education Leadership – Rooms 204 & 206
- * Kinesiology and Health Science- Rooms 211 & 214
- * School of Human Sciences – Rooms 205 & 217
- * Human Services – Rooms 215, 218, Grants conference area

The large computer lab is available, Room 213.

The small computer room is available, Room 209T9.

A Plan for Data Sharing

Be prepared to share an action plan this afternoon based on data analysis.

Examples:

- * a change in scoring guide
- * a change in the program
- * a change in an assignment
- * a change in a course

Welcome Back From Lunch

I hope you had dessert...
You deserve it!



From Our Program Group Work: Data Sharing

Points to consider sharing:

- * What did your group discover?
- * What did your group accomplish?
- * What is one action plan your group wrote and why?
- * What did you discover about your program's strengths?
- * Where did you discover there is room to grow?

Developing Effective Standards-Based Scoring Guides: Our History

- * NCATE Benchmarks
- * Implementation
- * Unit vs. SPA
- * Standards Alignment

Developing Effective Standards-Based Scoring Guides: Defining Categorical Data

- * Arbitrary labels/values
- * Nominal scale
- * Scale of relative differences
- * Incomparable
- * Permissible Statistics
- * Mode
- * Chi-squared (only in special instances)

Generalized Rubric

Credit	Conceptual	Structural
Full credit	Little or no conceptual mistakes or omissions	Little or no structural mistakes or omissions
-5%	Minimal conceptual mistakes or omissions (does not overtly change the meaning)	Minimal structural mistakes or omissions (does not overtly change the meaning)
-10%	Minor conceptual mistakes or omissions (confuses the meaning)	Minor structural mistakes or omissions (confuses the meaning)
-20%	Abundant conceptual mistakes or omissions (changes the meaning)	Abundant structural mistakes or omissions (changes the meaning)
-30%	Significant conceptual mistakes or omissions (misses the meaning)	Significant structural mistakes or omissions (misses the meaning)
-50 %	Copious conceptual mistakes or omissions (has no meaning)	Copious structural mistakes or omissions (has no meaning)

Structures to Aid in Accountability

Southern Association of Colleges and Schools

Program Associations

THECB

TEA

SBEC

NCATE/CAEP

LiveText Update

- * On 8-27-24 and on 9-11-14 an email went out from the Office of Student Learning and Institutional Assessment to every student enrolled in a core curriculum course and to every student enrolled in the PCOE as one of our majors or seeking educator certification through a PCOE program. This email contained the access code that students would need to activate their LiveText account.
- * The access codes did not go to any student who already has an existing LiveText account.
- * Only core curriculum students, education majors and students seeking educator certification will receive the code, meaning in your classes only these students need to upload key assignments into LiveText.
- * The code is actually not “free”, but has been rolled into the technology fee that all students pay with their tuition.
- * Students have not received the access code should check their Titan account OR junk email.

Transition to CAEP Standards

Transition Schedule

- * 2020-2021 SITE VISIT
- * 2019-2020 - collect data year 3
- * 2018-2019 - collect data year 2
- * 2017-2018 - collect data year 1
- * 2016-2017 - collect data pilot year
- * 2015-2016 - finish building assessment system
- * 2014-2015 - begin building assessment system

In Closing

- * Please complete surveys before leaving. There is an email in your inbox with the following link:

<http://tiny.cc/dataday2014>

- * Reminder: SACS reports are due in TracDat October 15th.
- * Thank you for your enthusiastic participation!