

**May 2012 Data Conference Report  
Fall 2011-Spring 2012 Data**

**Name(s):** [Amy Williamson](#)

**Program/course:** [Secondary Program](#)

**Program data:**

1. After reviewing your Fall 11-Spring 12 data, what changes will you make toward program improvement for Fall 2012?
  - a. Create a secondary advisory board to receive feedback from teachers, supervisors, and administrators about student performance in the classroom
  - b. Provide ELPS training through collaboration with Mary Castanuela of Region 12.
  - c. Collaborate with faculty from other programs to provide a more thorough EC-12 PPR preparation
  - d. Review the assignments required in each course, adding content and enhancing depth as needed

**Disposition data:**

1. Please review the 2011-2012 Disposition Data for your program/courses taught. What discrepancies do you notice between self and supervisor/professor assessments? To what do you attribute this discrepancy (if any)?

Self-assessment data aligns almost exactly with professor assessments.

2. Please list areas in which candidates performed exceptionally well. Why do you think this happened?

Candidates scored very high (for both disposition reports) in the Teaching Qualities, Professionalism, and Relationship with Others categories. I would attribute these perceived ratings to their experiences in the classroom, the expectations of their classes, and the level of maturity of the students. Most students in the secondary courses are at least juniors and are nearing graduation. Therefore, their understanding of professionalism and necessary teaching traits

has hopefully increased by the time they are participating in field experiences.

3. Please list areas in which candidates performed in the lower range. What is the possible cause? What changes might be necessary in your program/course to improve this result?

There is no singular area in which candidates were assessed poorly. However, in each area candidates were rated more often with 4 than 5, and in all cases there was at least a small percentage rated with a 3. Therefore, there is room for improvement across the board. Ideas for improvement based on 2011-2012 disposition data include:

- A more thorough discussion of dispositions at the required face to face class meetings at the beginning of each semester for secondary program courses.
- A discussion with other faculty in the program who rate students to discuss the expectations associated with each of the ratings.
- More emphasis on professionalism during each course
- An informal survey to field placement teachers for secondary courses that has them indicate their ratings of candidate dispositions. If candidates are aware they are being rated on these each semester, they are likely to improve their demeanor in each area.

4. Overall summary of Disposition findings:

While there is room for change and growth, secondary students are performing well according to their course professors. In addition, their view of these dispositions aligns with that of the course professor. The use of these disposition surveys will continue to provide necessary insight into our students and the areas that need improvement.