

Program Use of Employer and Completer Feedback

Accreditation Committee Responses

October 2023

Initial Programs -- *Please share one or more specific example(s) of how your program used validity, employer, and completer feedback to improve candidate outcomes.* (1 – 2 paragraphs)

Advanced Programs -- *Please share one or more specific example(s) of how your program used validity feedback to improve candidate outcomes.* (1 – 2 paragraphs)

Please paste your response in the space below.

Program

1 – 2 Paragraph Response

**Advanced: ESL/Bilingual-
Bicultural Education**

Based on the P-12 partner feedback, MCC has identified below as the area that needed attention.

“To apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. [Standard 4]”

The survey data was shared with the department faculty, including the adjunct faculty, who are a critical part of the program. With their input, we have discussed ways to make one of our signature assignments to reflect more data analysis and require additional resources that reflect the current state of ESL/Bilingual classrooms. Additionally, we are working to reflect the changing state requirements more readily in the course requirements.

An additional comment - “G

determined that this would occur in the pre-observation conference and post-observation conference. The rubric was updated accordingly to reflect this.

At the conclusion of fall 2022, P-12 partners and adjuncts were invited to the December department meeting. This dialogue provided further opportunity to discuss the signature assignments, and coursework in general, in relation to supporting the needs of our students. The conversation highlighted the challenges and changes school leaders have experienced during and post the covid pandemic, the need to support our students in the development of their strategic leadership skills, and the connections between assignments and coursework with the SLLA exam. In May 2023, we followed up with our P-12 partners for additional feedback on our signature assignments and on the validity review. This additional feedback further supported the comments our P-12 partners provided in the fall 2022 semester. For example, in relation to EDLD 660 Classroom Observation Assignment, is a comprehensive summary of how to assess teachers in schools. The document also provides links to Online Technology References and Resources, Strategies, Techniques, and/or Approaches for Teacher Self-EDLD 690 Comprehensive Equity Plan and School-Wide Equity Audit, one of our partners stated, The provided rubrics for the EDLD 690 A4 Comp Equity Plan are thorough, specific, and timely. All PSEL standards are embedded in the document. The candidate creates 10 questions, that align with the PSEL standards during the interview with the principal triangulate the data from the -12 partner reflected on our

courses. Utilizing on-campus and off-campus field partners to examine the assignments for validity in job-readiness is critical to ensure that we are consistently preparing our candidates for success. As an instructor of a course containing a signature assignment, I greatly appreciate the review and feedb with our programming expectations. It was quite valuable to me to assist in my refinement efforts where necessary within the assignment, and what sentiments to echo within my conversations with students about them. With this confirming feedback, I'm confident that our candidate's engagement

-2023 academic year, the validity review process has provided evidence

as future school leaders. On May 9, 2023, the department met with P-12 professionals to discuss the student outcomes for EDLD 690 internship assessments. Discussions and recommendations were similar to the written feedback. The department continues to meet with the P-12 partners on regular basis to discuss student outcomes.

Advanced: LDTC

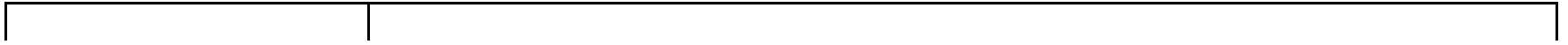
In general, the suggestions offered by the partners who completed validity surveys stressed the need for candidates to complete sub-tasks or elements of the overall assignment that were not explicitly identified as requirements. For example, regarding the Assistive Technology and Intervention assignment, one respondent commented, specialization for various disabilities might be noted (visually impaired, students with autism, physical mobility issues, etc. pattern broadly) the missing element was, in fact, completed by several candidates. The problem was that the element was neither explicitly identified in the assignment description nor in the rubric.

Partner feedback helped uncover the need for greater clarity. We reexamined rubrics and the assignments to better understand where adjustments might be needed. Regarding the rubrics, we found that, in some cases, the distinction between criterion indicators was so subtle, students missed it; several criteria appeared redundant. Also, we found that there were portions of the assignment that were vague.

Actions Taken

- We revised the language in the assignments to address specificity and clarity.
- We revised the rubrics, eliminating duplication and clarifying language.
- Each rubric criterion now defines progression in learning as opposed to scaling.
- We reassigned a standard to the assignment in which it was a better fit.
- Revised assignments and rubrics were presented to the Department for review.
- The Data Report shows that the following criterion on the Fine Points of Assessment was not up to par. Our candidates were not including accurate detail with examples. We reviewed and revised the assignment and rubric to better address the criterion.

Candidates are now required to base their responses on research and provide specific examples



Recommendations:

1. Include a section where candidates explain how they support their colleagues with strategies, modifications, technology, etc. Will revisit this idea in Fall 2023
- 2.