

# Closing the Assessment Loop: Using Data for Curricular Changes

Greg Conderman, Department of Special and Early Education

## Background Information

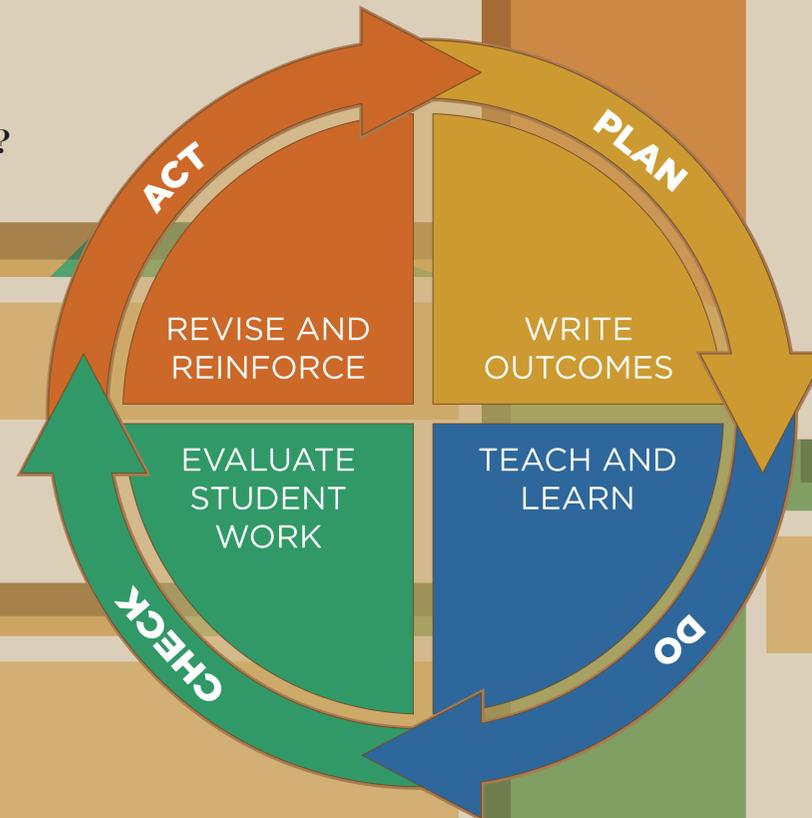
Recent changes in national and state teacher education accreditation processes require teacher educators to be purposeful in their assessment practices (Kennedy, 2010).

Our accrediting bodies (National Council for Accreditation of Teacher Education (NCATE) and Council for Accreditation of Teacher Educators (CAEP) require documentation that faculty use data for program improvement.

**Therefore, an important question is:**  
How can faculty close the assessment loop?

## The Assessment Cycle

Westminster College (n.d)



## Examples of Available Data

- Student teaching surveys
- End of semester surveys
- Follow-up surveys
- Performance-based projects
- State test scores
- Disposition checks
- End-of-semester course evaluations

## Process

**Faculty discuss assessment updates during monthly program meetings**  
(place assessment as a regular topic of business).

**Faculty review available data from multiple sources**  
(i.e., surveys, performance based-data, test scores).

**Faculty analyze data for trends over time**  
(i.e., candidates feeling unprepared in writing individual plans, feeling anxious about the edTPA assignment).

**Faculty prioritize actions to implement based on data**  
(edTPA was a priority due to high-stakes nature) above).

**Faculty develop and implement curricular changes**  
(added new edTPA course and a course that will emphasize writing individual educational programs).

## Results: Closing the Loop

- Added new courses, such as a methods course in teaching English language learners, writing Individual Education Plans (IEPs), and preparing for the edTPA.
- Revised existing courses for greater emphasis in topics such as autism, objectives, and culturally sensitive pedagogy (based on student surveys).
- Added greater field experiences in all graduate-level methods courses (based on weak scores in student teaching for graduate students).
- Removed courses that duplicated outcomes, such as a computer class (based on student surveys and syllabus analysis).
- Expanded course delivery models (hybrid, online) (based on student surveys).
- Reassessed (recent data shows increase in candidate confidence in these skill areas).

