

February 2021

Socializing Data for Continuous Improvement



Agenda



Your Watermark Moderator



Tom Rodgers
Client Success Manager
Watermark

- I've been with Watermark since 2018 and am based in Milwaukee.
- Partner with our client institutions to ensure their success.

- Ask questions using Q&A
- Interested in learning more, contact info@watermarkinsights.com

Watermark's Unique Solution

A truly comprehensive intelligence-driven platform

Assessment &
Accreditation Planning

ePortfolios
for Assessment



Course Evaluation &
Institutional Surveys

Faculty Activity
Reporting

Curriculum & Catalog
Management

Your Presenter



Craig Morton, Ph.D.
*Senior Director, Data &
Continuous Improvement*
US PREP National Center
Texas Tech University



1. Attendees will understand how a Technical Assistance Center leverages assessment platforms to assist with continuous improvement initiatives.
2. Attendees will understand how that center works with multiple departments within those institutions to ensure quality.
3. Attendees will understand why it is important for centers (such as the one presenting) to collaborate with quality vendors.

About US PREP



The University-School Partnerships for the Renewal of Educator Preparation (**US PREP**) National Center provides on-the-ground support and services to a coalition of university-based teacher preparation programs. The current coalition features three cohorts of school-university partners with a common mission of attracting, training and retaining high quality, racially diverse teachers for underserved communities across the country.

The coalition of universities cohortes to a transformed model of teacher preparation, including a yearlong residency, that positively impacts K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are — especially historically underserved students; such as Black, LatinX, Native American, and/or economically disadvantaged students.

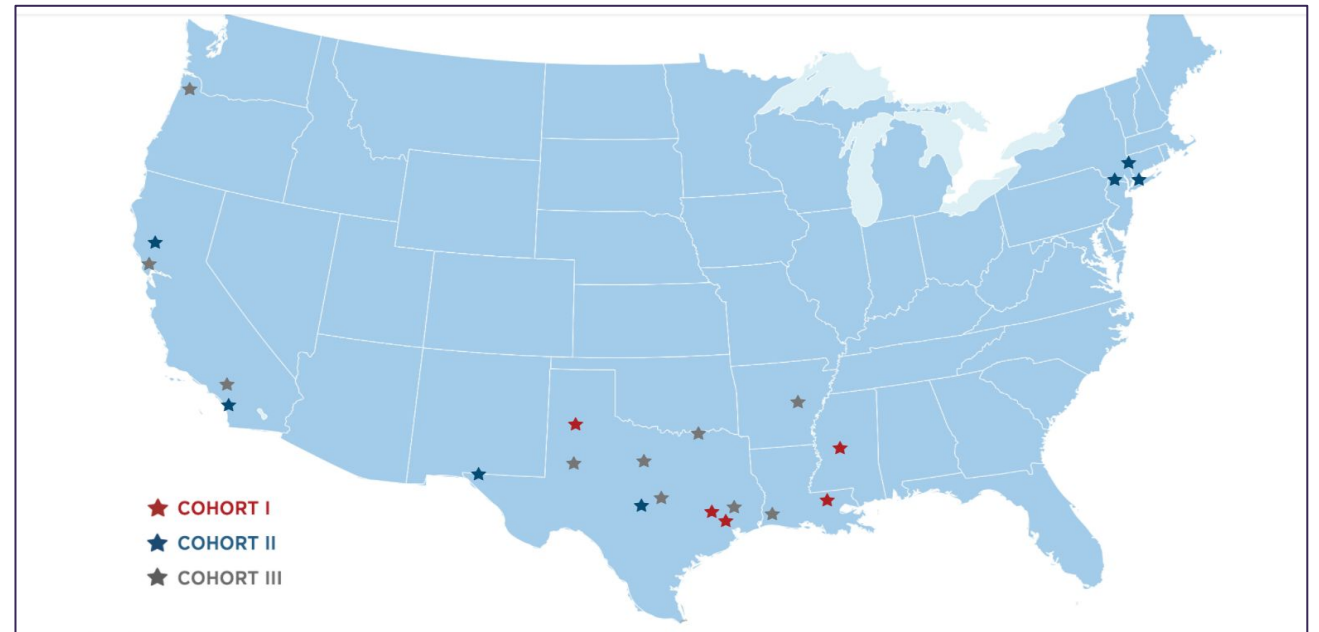
The coalition is committed to:

Program Quality

Scale

Sustainability

Impact



US PREP's Commitment to Data Use and Data Use Practices



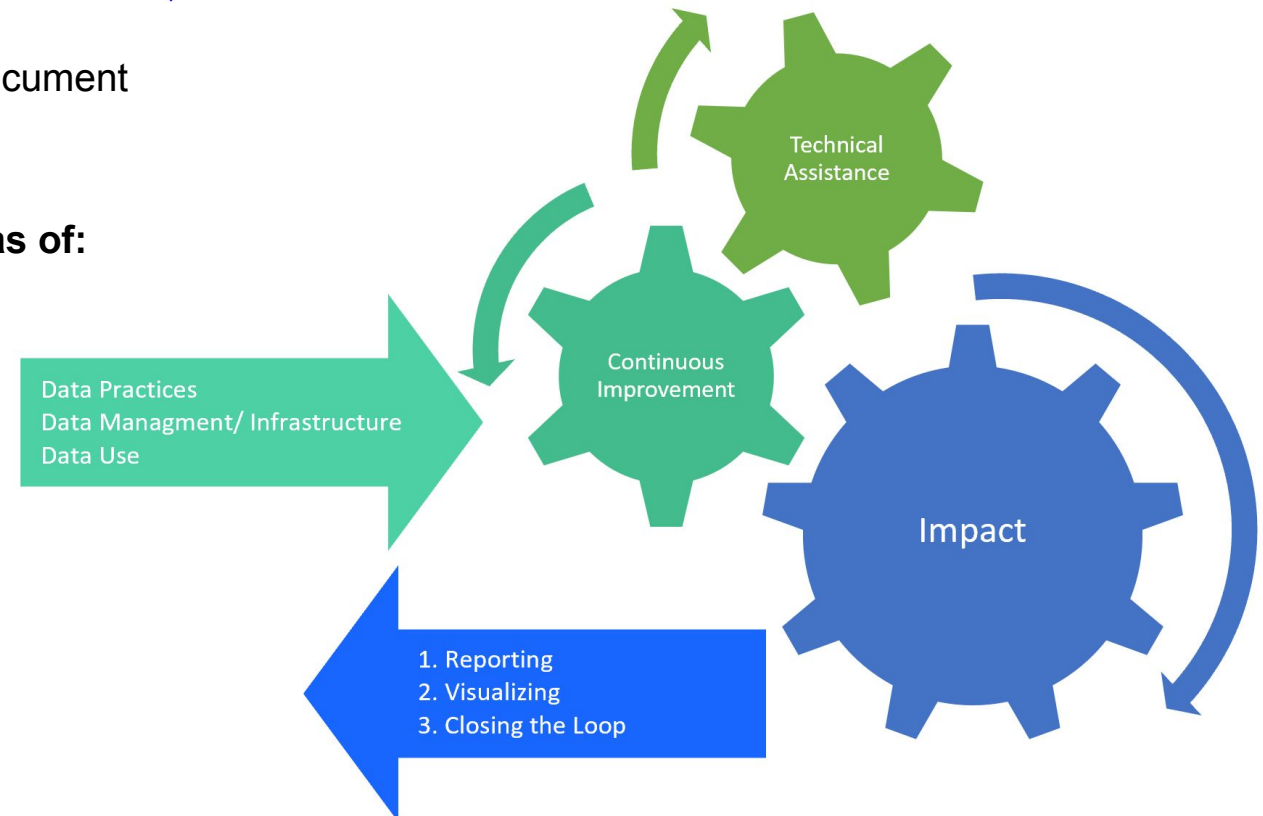
US PREP is a Technical Assistance center funded by multiple funders that works collaboratively with state agencies. US PREP mission aligns with the Bill and Melinda Gates Foundation's Outcomes and Indicators that evaluates US PREP success with:

- Technical Assistance - Regional Transformation Specialists one on one consultation with TPPs
- Impact - The outcome metrics

US PREP developed the Development Framework as the guiding document as well as the primary rubric for the three year transformation effort.

The Developmental Framework works with programs in the areas of:

- Domain 1- Program Quality
 - a. Teacher Candidate Competency
 - b. Data for Continuous Improvement
 - c. Teacher Educator Effectiveness
 - d. Responsiveness to P-12 Communities
- Domain 2- Scale
- Domain 3- Sustainability
- Domain 4- Impact



Field Work Experience and Assessment



Teacher Candidates and Student Teaching Requirements:

1. Candidate evaluation and feedback assessment
2. Program improvement

Technical Assistance Engagement and Support:

1. Data Management and Data Management Practices

Observations

Indicator 1.3: Clinical Experiences

Performance Assessments

Teacher candidates receive ongoing formative feedback via walkthroughs (8 or more per year) and formal feedback via the pre-observation-post cycle (4 or more per year). During the formal observation process, candidates utilize video capture to engage in self-evaluation. **Feedback for both informal and formal observations is consistently provided to the teacher candidate, within 48 hours of the walkthrough and/or formal observation.**

Dispositions

Indicator 1.5: Quality Control Gates

The TPP has established measures to monitor teacher candidates' development throughout the program which are aligned to the TPP teacher candidate evaluation competencies and that assess teacher candidates' content knowledge, pedagogical skills, and professionalism dispositions. The **final performance gate criteria clearly state that candidates must demonstrate proficiency in the TPP evaluation instrument high leverage indicators. When candidates do not meet performance gateway criteria, a formal intervention protocol is put into place.**

Field Work Assessment Platforms



Google Forms or
Qualtrics

9

Watermark

12

What Technical
Assistance
Offers

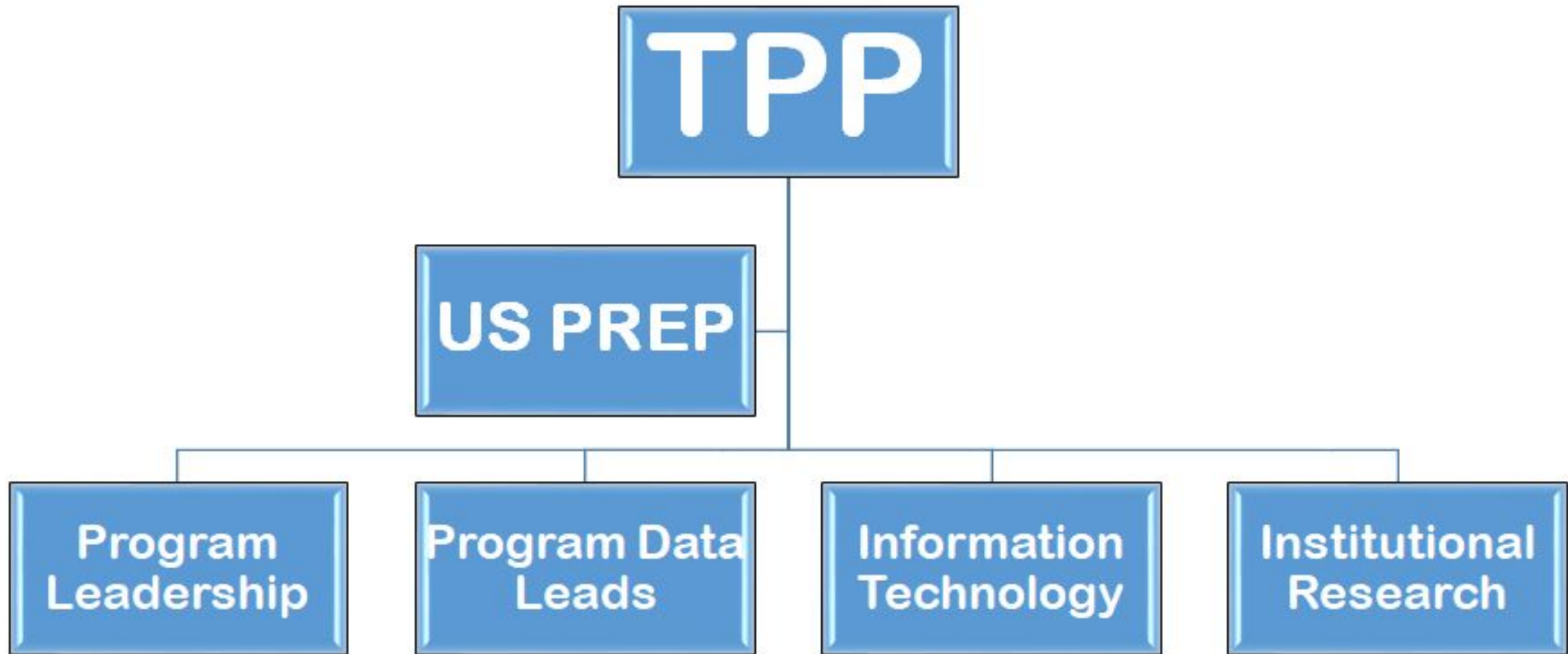
Using what resources the
program has to meet goals

What We
Recommend

Explore more substantive
platforms that allow for greater
value

**Use the product to
the greatest extent
possible**

A Collaborative Effort

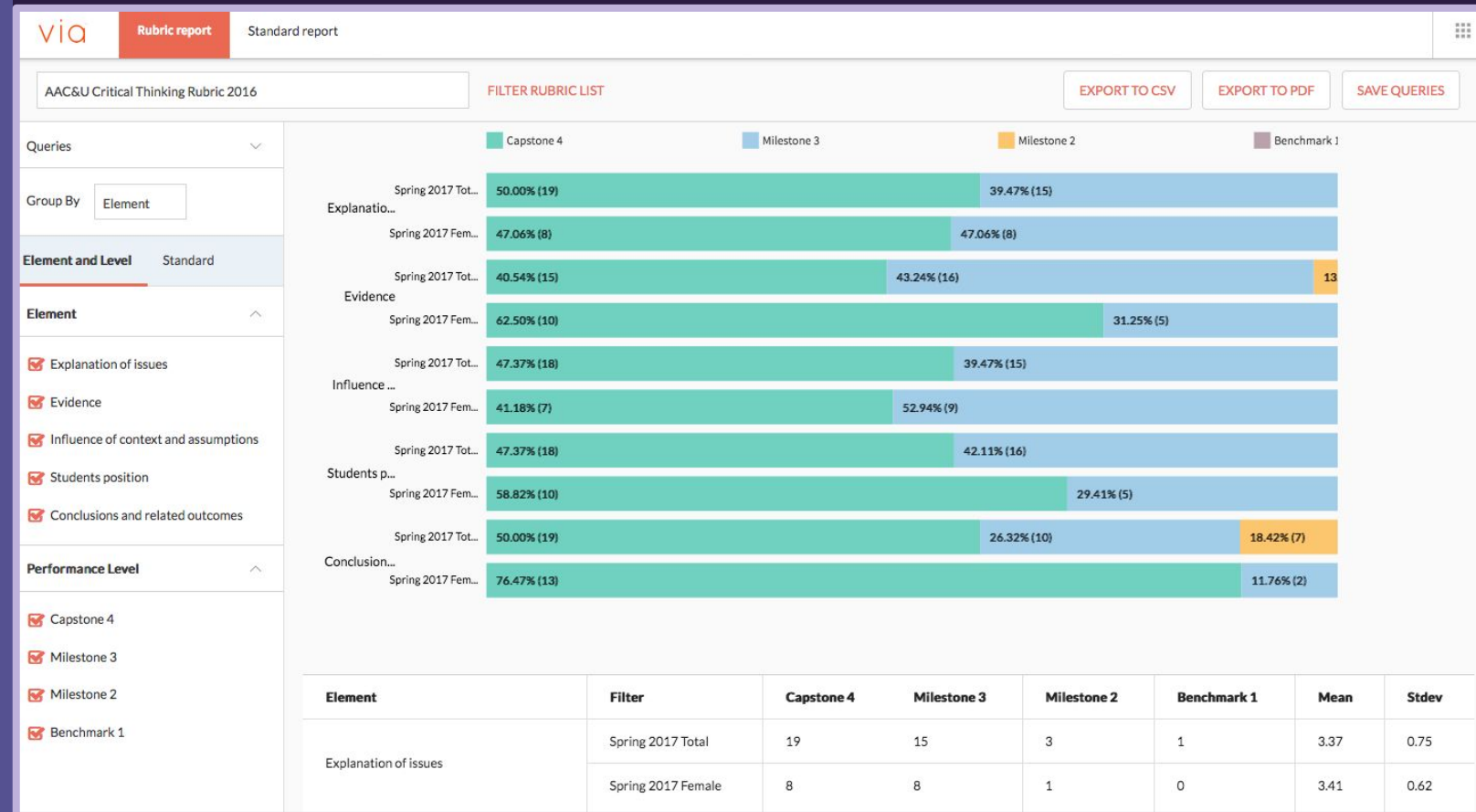


VIA by Watermark

ePortfolios & Student Showcases

Field experience evaluations

Create and analyze multiple cycles of student performance data to measure candidate learning over time



Course-based assessment

Create unique student learning experiences with our custom template design tools

Program Assessment-Instruction Evaluation

via

PROGRAM ASSESSMENT-INSTRUCTION EVALUATION

● Instructions ● Submit Lesson Plan ● Submit Video

S:1

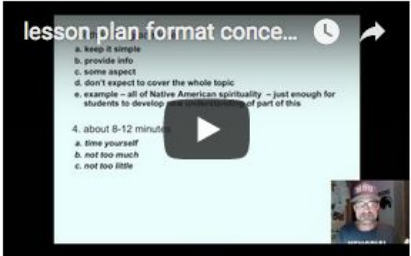
Visual Inquiry Lesson Plan Instructions

S:3

You will plan and teach a Visual Inquiry Lesson (either to the whole class or a group). You may plan this individually or collaboratively. However, you will enact and analyze/reflect on the lesson individually. You will turn in the three major components of this project: 1) the lesson plan, which I will set up around a central question and a set of images that align with grade-level social studies expectations; 2) the video recording of your enactment of the lesson; and 3) the analysis, which draws upon your experience teaching, your reflection on viewing the recorded lesson, and your assessment of student work. We will heavily structure the lesson plan so that you can focus on constructing good questions to elicit and respond to student thinking and get feedback before teaching. Once you teach your visual inquiry lesson, you will individually analyze how the lesson went and what students learned. This assignment will require you to video record your teaching. Then, you will write up an analysis which draws upon your experience teaching the lesson, your reflection on viewing the taped lesson, your assessment of student work, and consideration of any feedback provided by your mentor teacher and field instructor.

Please watch lesson plan development instruction video. Once completed please download and use lesson plan template

Lesson Plan Instruction



The video player shows a slide titled "lesson plan format conce..." with the following list:

- a. keep it simple
- b. provide info
- c. some aspect
- d. don't expect to cover the whole topic
- e. example -- all of Native American spirituality -- just enough for students to develop an understanding of part of this

4. about 8-12 minutes

- a. time yourself
- b. not too much
- c. not too little


The video player also includes a play button, a close button, and a small video thumbnail of a man speaking.

Student ePortfolios

Powerful and
easy-to-use
e-portfolio design tools
enable students to tell
their stories

Photography

ABOUT TRAVEL PHO... PORTRAITS TIMELIME CV




BEHIND THE LENS

Born in Chicago, I moved to my parent's native Guatemala at the age of one where I spend most of childhood. As I moved back to Chicago in my teen years I enrolled in programs like Gallery 37, Lookingglasss, and Marwen as way to improve my English and develop my passion for art. Although my background is in fine art, I always found a strong fascination for photography. Four years ago I enrolled in the Visual Communications program at the Illinois institute of Art, where I discovered a new way to combine my passion for photography, fine art, and bringing the idea of design to the table. Graphic design became a great way of merging all that I have learned and putting it to use.

[f](#) [t](#) [in](#)

Like my photography page
[Facebook Photography Page](#)



Showcase timelines

Provide candidates with a space to easily document, reflect and map their learning journeys and achievements over time

The screenshot displays the 'via' application interface. On the left, a navigation menu includes 'In Progress', 'Timeline' (selected), 'Showcase', 'Template', and 'Rubric'. The main content area features a vertical timeline for the year 2016, with entries for April 1, March 4, and February 1. Each entry includes a title, a date, a 'My work' tag, a trash icon, and a text description. The 'University Communication Achievement' entry (Apr 1) includes an image with the word 'COMMUNICATIONS'. The 'Leadership Achievement' entry (Mar 4) includes an image with the word 'LEADERSHIP'. The 'Civic Engagement' entry (Feb 1) is partially visible. A search icon is in the top right, and a user profile for 'Robert Bud...' is in the top right corner. A red plus sign is in the bottom right corner.

via

In Progress

Timeline

Showcase

Template

Rubric

2016

Apr 1

University Communication Achievement My work

I have successfully completed a series of communication assessments and was awarded a university badge. The assessments occurred over time in a select set of courses. In addition I also participated in several communi

COMMUNICATIONS

2016

Apr

Mar

Feb

Jan

2015

Mar 4

Leadership Achievement My work

LeadershipWhat happens in the classroom is just one aspect of my educational experience. The residence life experience – from making a home together in campus housing to enjoying our meals together in campus dining have enhanced my learning and growth outside the classroom in unique ways. As a Residential Assistant I had the opportunity practice and evaluate my role as a leader. Below are a series of activates I created to demonstrate my leadership skills in team building, communication, ethics and community engagement.

LEADERSHIP

Feb 1

Civic Engagement My work

+

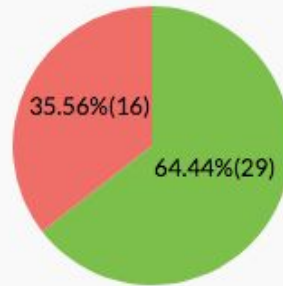
Accreditation reporting

Aggregate evidence from rubrics, tests, and quizzes to track progress toward standards and outcomes.

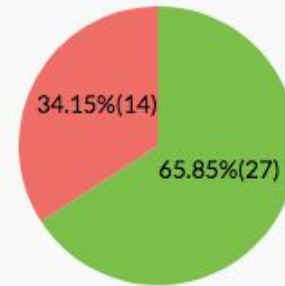
Break down results by demographics, cohort, and more to see how see particular groups of students – and individual students – are performing.

CAEP 1.1

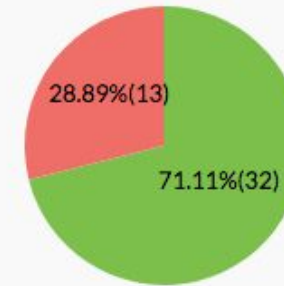
Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following c responsibility.



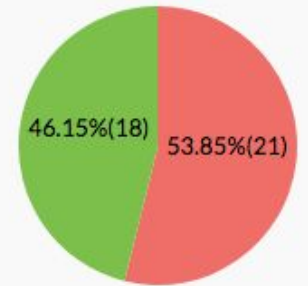
John McGrath 2016



John McGrath 2017



John McGrath 2018



John McGrath 2019

Seamless LMS integrations

Improve engagement in assessment and e-portfolio initiatives with seamless LMS integrations that are designed to simplify processes and eliminate duplicate work for students and faculty.

The screenshot displays the Blackboard LMS interface for a 'Dispositional Self-Assessment'. On the left is a dark sidebar with navigation icons for Account, Admin, Dashboard, Courses, Calendar, and Inbox. The main content area is titled 'Dispositional Self-Assessment' and includes instructions for a case study assignment. A 'Score: 20 / 100 points' is shown at the bottom of the main content. On the right is an 'Assessment Panel' with an 'Assessment Rubric' table, a 'Document Score' of 70.00 / 155 points (45.2%), and a 'Comments List'.

Assessment Panel

Assessment Rubric [Detail](#)
12/20 - 60.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

Document Score
70.00 / 155 points 45.2%

Comments List

Questions?

Feeling shy? Email info@watermarkinsights.com with your question.

Thank you!



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