

APR 2.0 Proposal

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MACTE, Spring 2017

Overview



Key Points



- Alignment with appropriate Missouri standards (e.g. teacher, counselor) instead of assessment instruments.
- Only programs leading to initial certification (teacher, principal, counselor) will be included initially.
- Programs must have a minimum of **10** certification candidates, aggregated over the four previous years, in order to be included in the review. **No clusters will be used in reporting or to reach the minimum n size.**
- Reduction of required survey participation rate from **60% to 40%**.
- A program score will only be generated when a program has data from **at least half of the “new” indicators** (e.g. MEES, MOPTA, MOCA) identified as part of that program’s APR. Historical scores to be excluded include Praxis scores and MOCA scores from the seven tests available in 2014-15 that were subsequently revised for 2015-16.
- Tiers replaced with SBE designations “Accredited with Distinction”, “Accredited”, “Provisionally Accredited”, and “Unaccredited”

Instrument Calculation

MOCA: best attempt for certification candidate

Content GPA: using courses submitted on new matrix, including elementary, early childhood, special education

MEES: mean of cooperating teacher and university supervisor on indicator(s) within a standard

MOPTA: mean of task score, includes resubmission if applicable

FYT Survey: mean of teacher and principal responses on Likert scale by standard

Questions?

Trade-offs



Gains

- Increased number of reported programs due to lower n size and more indicators
- More comprehensive view of program performance using state standards
- Fuller integration of MOCA score so that it doesn't have an inordinate weight
- Use of the **best score** for MOCA
- Better data for continuous improvement purposes, not just increased scores
- Less reliance on one instrument; multiple data points contribute to a standard

Sacrifices

- Lower minimum sample size
- Need to submit all 16 MEES indicators instead of just final 4
- Need to submit content GPA for elementary, early childhood, special education

Questions?

Points

	MoCA	MoPTA	Content GPA	MEES	Surveys	Points Earned	Score Calculation	% of Whole
Standard 1:Content Knowledge	All		All	1.1, 1.2	2-4			
Points	15		5			20	Points Earned/Points Possible*22	22.00%
Standard 2: Student Learning and Development				2.4	6-10			
Points				5	5	10	Points Earned/Points Possible*17	17.00%
Standard 3: Curriculum Implementation		Task 3		3.1, 3.2	11-12			
Points		15		1.25	1.25	17.5	Points Earned/Points Possible*15	15.00%
Standard 4: Critical Thinking				4.1	13-16			
Points				5	5	10	Points Earned/Points Possible*15	5.00%
Standard 5: Classroom Environment				5.1, 5.2, 5.3	17-23			
Points				5	5	10	Points Earned/Points Possible*15	15.00%
Standard 6: Effective Communication				6.1	24-29			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Standard 7: Assessment and Data Analysis		Task 2		7.1, 7.2, 7.5	30-34			
Points		15		1.25	1.25	17.5	Points Earned/Points Possible*17	17.00%
Standard 8: Professionalism				8.1	35-36			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Standard 9: Professional Collaboration				9.1, 9.2	37-39			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Percentage of Whole	16.50%	27.43%	5.50%	25.29%	25.29%			100%

MOCA				Content GPA				MOPTA Task 2				MOPTA Task 3			
<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>
250	20	0.75	15	3.6	20	0.25	5	10.8	20	0.75	15	13	20	0.75	15
245	19	0.75	14.25	3.5	19	0.25	4.75	10.2	19	0.75	14.25	12.5	19	0.75	14.25
240	18	0.75	13.5	3.4	18	0.25	4.5	9.6	18	0.75	13.5	12	18	0.75	13.5
235	17	0.75	12.75	3.3	17	0.25	4.25	9.2	17	0.75	12.75	11.5	17	0.75	12.75
230	16	0.75	12	3.2	16	0.25	4	8.6	16	0.75	12	11	16	0.75	12
225	15	0.75	11.25	3.1	15	0.25	3.75	8	15	0.75	11.25	10.5	15	0.75	11.25
220	14	0.75	10.5	3	14	0.25	3.5	7.2	14	0.75	10.5	10	14	0.75	10.5
				2.9	13	0.25	3.25	6.6	13	0.75	9.75	9.5	13	0.75	9.75
				2.8	12	0.25	3	6	12	0.75	9	9	12	0.75	9

MEES (when worth 5 points)				MEES (when worth 1.25 points)				FYTS (when worth 5 points)				FYTS (when worth 1.25 points)			
Mean	Raw Points	Weight	Weighted Points	Mean	Raw Points	Weight	Weighted Points	Mean	Raw Points	Weight	Weighted Points	Mean	Raw Points	Weight	Weighted Points
2.7	20	0.25	5	2.7	20	0.0625	1.25	3.6	20	0.25	5	3.6	20	0.0625	1.25
2.68	19	0.25	4.75	2.68	19	0.0625	1.1875	3.5	19	0.25	4.75	3.5	19	0.0625	1.1875
2.66	18	0.25	4.5	2.66	18	0.0625	1.125	3.4	18	0.25	4.5	3.4	18	0.0625	1.125
2.64	17	0.25	4.25	2.64	17	0.0625	1.0625	3.3	17	0.25	4.25	3.3	17	0.0625	1.0625
2.62	16	0.25	4	2.62	16	0.0625	1	3.2	16	0.25	4	3.2	16	0.0625	1
2.6	15	0.25	3.75	2.6	15	0.0625	0.9375	3.1	15	0.25	3.75	3.1	15	0.0625	0.9375
2.58	14	0.25	3.5	2.58	14	0.0625	0.875	3	14	0.25	3.5	3	14	0.0625	0.875
2.56	13	0.25	3.25	2.56	13	0.0625	0.8125	2.9	13	0.25	3.25	2.9	13	0.0625	0.8125
2.54	12	0.25	3	2.54	12	0.0625	0.75	2.8	12	0.25	3	2.8	12	0.0625	0.75

Questions?

Content GPA

Guidelines have been added to enable the calculation of some form of content GPA for all reportable programs.

1. Early Childhood content GPA will be defined by the recommendations made by the Missouri Association of Early Childhood Teacher Educators. These can be found here:
<https://drive.google.com/file/d/0Byv2pPGm1BgnMERzRGs0QWk0ME0/view?usp=sharing>.
2. Elementary Education content GPA will be calculated using courses listed in Section A.4. (Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child) of the DESE certification matrix.
3. Mild/Moderate Cross-Categorical Special Education will use the courses listed in Section A.4. (Teaching and Learning Strategies) of the DESE certification matrix.
4. Early Childhood Special Education content GPA will be calculated using courses listed in Section A.4. (Teaching and Supporting Learning of the Young Child) of the DESE certification matrix.

First year of 2.0, content GPA data for these areas would be piloted, not included in public release and not held accountable. All programs will be using the same matrices in 2017-18.

New Data to Submit

- All 16 MEES indicators for cooperating teacher and university supervisor
- Content GPA for programs with new calculation protocols

Possible Board Actions for Programs with Current “Accredited” Status

- 90% of points or higher for two or more consecutive years: “**Accredited with Distinction**”
- 70% of points or higher, if currently holding “Accredited” status: “**Accredited**”
- 60-69.9% of points, first year: “**Accredited**”. This program will receive official notice of its status and possibility of becoming “Provisionally Accredited”.
- 60-69.9% of points, 2nd consecutive year: “**Provisionally Accredited**”

Possible Board Actions for Programs with Current “Provisionally Accredited” Status

- **“Accredited”**. A provisionally accredited program earning 70% or more of the points available in two consecutive years will return to full “Accredited” status.
- **“Provisionally Accredited”**. While in “Provisional Accreditation” status, a program earning fewer than 70% of the points possible in a year immediately after a year in which the program earned 70% or more will be designated as “Provisionally Accredited”. A program earning 70% or more of the points possible in a year immediately following a year in which the program earned fewer than 70% will also be designated as “Provisionally Accredited”.
- **“Unaccredited”**: A provisionally accredited program that earns fewer than 70% of the points possible in two consecutive years will be reviewed by the SBE. If the Board finds that the program is making sufficient progress, it may designate the program as “Provisionally Accredited” for a one-year period. If the SBE determines that the program is not making sufficient progress toward achieving full “Accredited” status, it may declare the program “Unaccredited”. An unaccredited program may not recommend program completers for certification.

Questions?

Thanks!

