Plan for Collecting Impact Measures on P-12 Learning and Development for Initial Licensure

Report on Purposed Action Research Studies

University of Nebraska at Omaha (UNO)

Metropolitan Omaha Educational Consortium (MOEC)

Career Advancement and Development of Recruits and Experienced Teachers (CADRE)
Plan for Assessing Impact on Student Learning

Introduction:

The Career Advancement and Development of Recruits and Experienced Teachers (CADRE) is a joint project between the Metropolitan Omaha Educational Consortium (MOEC) and the College of Education at the University of Nebraska at Omaha. MOEC is a collaborative organization of area school districts dedicated to public education and bringing Omaha-area educators together to provide exceptional educational experiences for P-12 learners in the metropolitan Omaha area. The consortium consists of 12 school local school districts in Iowa and Nebraska, two community colleges (Metro and Iowa Western), two educational service units, and UNO.

The Career Advancement and Development of Recruits and Experienced Teachers (CADRE) is a cohort project sponsored by MOEC in conjunction with UNO since 1994. The intent of the CADRE project is to provide support to newly certified teachers in local school districts. The project provides an opportunity for entry-level teachers to complete an accelerated master’s program while receiving support from UNO faculty, veteran teachers, and other first-year teachers. Experienced teachers from MOEC school districts who hold a master’s degree are selected to serve as CADRE Associates. The CADRE Associates each mentor two CADRE teachers, have specific duties at UNO in teacher education, and spend 50% of their time working in a school district.

The CADRE Project is completed over a 15-month period under the direction of a CADRE coordinator. The academic coursework takes a “theory-to-practice” approach including a capstone experience. The capstone experience centers on the Five Core Propositions of the National Board for Professional Teaching Standards and the National Standards for Effective Educators. The CADRE project culminates with presentations at the CADRE Conference in which the CADRE Teachers share their action research with UNO faculty, district representatives, colleagues, family members, and CADRE mentors. Complete information on the CADRE Project can be found at: https://www.unomaha.edu/college-of-education/moec/projects/cadre/educators.php

Capstone Project: Impact on P-12 Learning and Development

CADRE projects are linked to impact goals set by CADRE participants that include the implementation of specific teaching strategies. Each CADRE participants designs a research project based on the implementation of a teaching strategy or strategies and gathers impact data based on both quantitative and qualitative sources to include triangulation of data collected. The capstone project requires participants to develop a purpose statement, provide a rationale for the selection of strategies, review relevant research literature, collect and analyze data, develop an action plan, and reflect on the results. All participants post their capstone project on the CADRE website which allows for public review of the results. The link is: https://www.unomaha.edu/college-of-education/moec/projects/cadre/capstone.php

Since the Nebraska Department of Education will not release student impact data specific to teacher education programs in the state or linked back to specific teachers, UNO will use CADRE participants to gather impact data on P-12 learning and development through the implementation of action research projects. In addition, CADRE participants will have the opportunity to voluntarily share their state-wide grade level or subject area testing results with UNO. Each CADRE participant will be treated as a case study with impact data gathered specific to the implemented action research project. UNO will annually
collect data from 24 to 36 case studies using CADRE cohorts. Over time, this should provide a rich and nuanced picture of UNO teacher education graduates' impact on P-12 Learning and Development.

CADRE cohorts consist of graduates who obtained their initial licensure from UNO as well as other teacher preparation programs. Data will be disaggregated using various metrics. In addition, available impact data for the cohort will be benchmarked to other to grade level or content area achievement on statewide assessments (currently NeSA and ACT). Some participants in CADRE already report MAP (Measures of Academic Progress) data. MAP tests are interim assessments constructed to measure student achievement from grades K to 12 in math, reading, language usage, and science. MAP assessments are vertically scaled across grades, a feature that supports direct measurement of academic growth and change. Currently, Nebraska only has MAP scores for reading and math through 8th grade. A study of MAP reading and math tests for Grades 3 to 8 allowed the state to produce cut scores on MAP to correspond to each NeSA performance level. The Nebraska study used the 2015 Northwest Evaluation Association (NWEA) norming study results to project a student’s probability of meeting proficiency-based NeSA levels on that student’s prior MAP scores. Any reporting of MAP scores will be voluntary on the part of CADRE participants.

The first CADRE group to incorporate MAP assessments into the capstone project will begin in fall of 2018 with a cohort of 36 participants. Every 15 months a new cohort starts the process and reports data back to UNO. Since CADRE participants are from multiple school districts and subject areas, UNO will have sample data across a range of programs to assess our graduates’ impact on K to 12 student learning and development. This time frame will allow for a collection of three cycles of data before the scheduled CAEP site visit.