

Annual Key Assessment Findings and Curricular Improvements
Department of Education, School of Arts & Sciences
Undergraduate Programs in Education
(B.A. in Early Childhood, Elementary, and Secondary Education)

AY2009-2010

Key Assessment Findings

Comprehensive Examination Results AY2009-2010

	Fail		Pass		TOTAL
	#	%	#	%	
Major: Education	0	0.00%	8	100.00%	22

All candidates successfully passed the comprehensive examination.

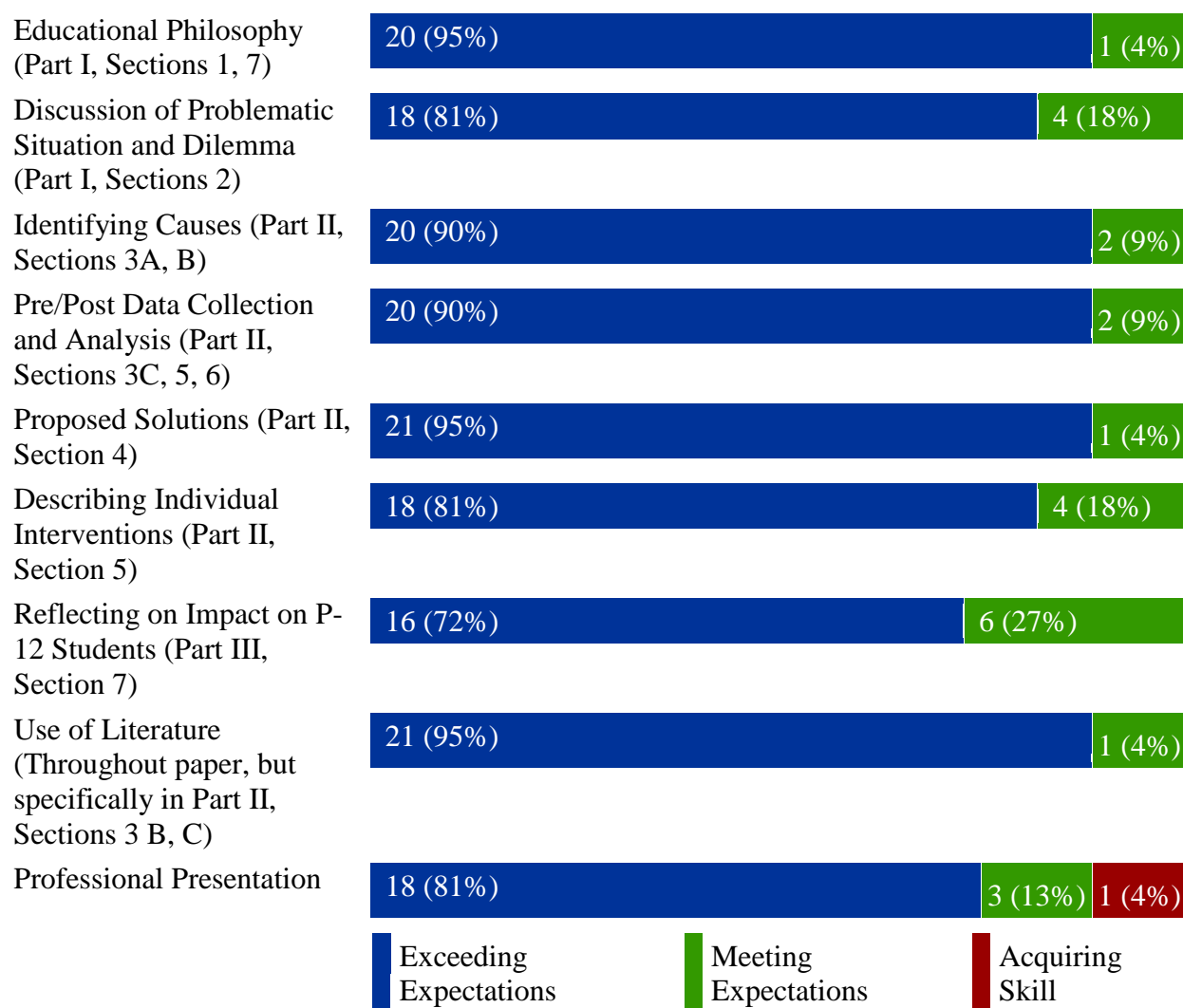
Action Research Paper

Description: This report includes data on early childhood, elementary and secondary candidates' performance on the Action Research Paper in Fall 2009 and Spring 2010.

Rubric: Scoring Guide

	Exceeding Expectations (3 pts)	Meeting Expectations (2 pts)	Acquiring Skill (1 pts)	Mean	Mode	St.dev.
Educational Philosophy (Part I, Sections 1, 7)	<u>20</u>	<u>1</u>	0	2.95	3	0.21
Discussion of Problematic Situation and Dilemma (Part I, Sections 2)	<u>18</u>	<u>4</u>	0	2.82	3	0.39
Identifying Causes (Part II, Sections 3A, B)	<u>20</u>	<u>2</u>	0	2.91	3	0.29
Pre/Post Data Collection and Analysis (Part II, Sections 3C, 5, 6)	<u>20</u>	<u>2</u>	0	2.91	3	0.29
Proposed Solutions (Part II, Section 4)	<u>21</u>	<u>1</u>	0	2.95	3	0.21
Describing Individual Interventions (Part II, Section 5)	<u>18</u>	<u>4</u>	0	2.82	3	0.39

Reflecting on Impact on P-12 Students (Part III, Section 7)	<u>16</u>	<u>6</u>	0	2.73	3	0.45
Use of Literature (Throughout paper, but specifically in Part II, Sections 3 B, C)	<u>21</u>	<u>1</u>	0	2.95	3	0.21
Professional Presentation	<u>18</u>	<u>3</u>	<u>1</u>	2.77	3	0.52



The Teacher Education Program has identified learning goals for each candidate. These goals are aligned with standards published by Specialized Professional Associations in each discipline, such as early childhood, elementary, or secondary math education. The key assessment in the undergraduate capstone student teaching experience is the Action Research Paper (ARP), which

is a comprehensive assessment at the end of the program that allows faculty to measure candidates' performance on all learning goal and standards.

Based on data collected in prior academic years, the Teacher Education Committee members revised the ARP assignment to support and scaffold candidates' reflection and meet their needs more closely.

Disaggregated and analyzed data in the above chart indicate that all candidates met or exceeded expectations in all areas of the assignment with the exception of one candidate whose professional presentation was not up to par. The student teaching seminar instructor met with the candidate to improve the presentation aspect of her paper after the assignment had been submitted and graded.

Curricular Improvements

The latest version of the ARP reflects a revision of the previous assessment instrument based on faculty observations that the assignment became so detailed and lengthy that it limited candidates' opportunities to reflect meaningfully and to focus on their impact on P-12 student learning. Teacher education faculty members were engaged in data-based discussions in the Assessment Committee and concluded that the revised ARP assignment is an appropriate key assessment in all undergraduate teacher education programs.