

**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)**

**AY2010-2011**

**Key Assessment Findings**

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, and secondary education. The key assessments in the undergraduate capstone student teaching experience are the Action Research Paper (ARP) and the Electronic Portfolio (EP). The ARP is used in lieu of the comprehensive exam, and the EP is a licensure requirement.

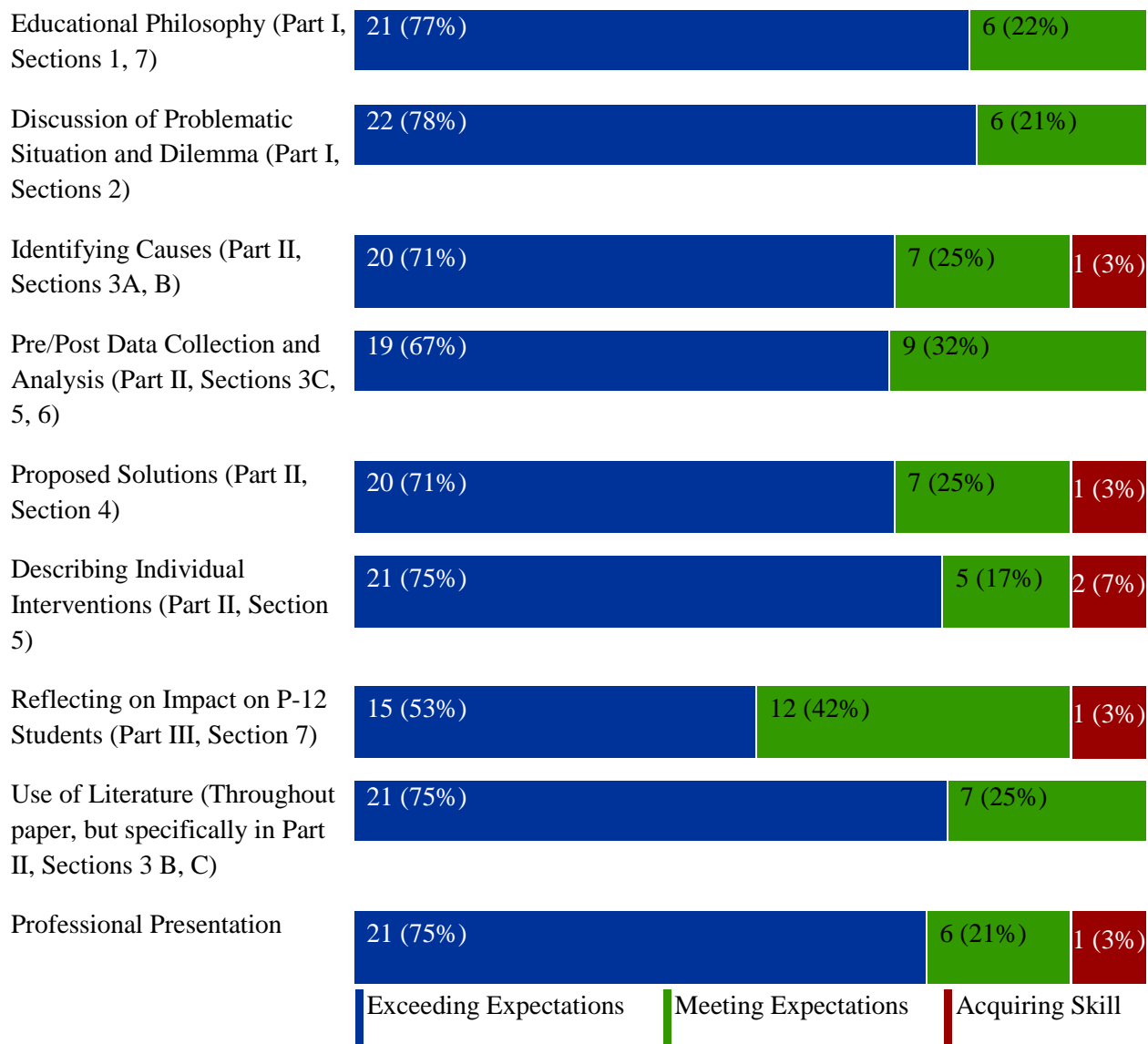
**Action Research Paper**

The ARP is a comprehensive assessment at the end of the program that allows faculty to measure candidates' performance on all learning goals and standards. Based on data collected in Fall 2010 and Spring 2011, the Teacher Education Committee members revised the ARP assignment again in order to support and scaffold candidates' reflection and meet their needs more closely.

**Action Research Paper: Performance Assessment Results**

	<b>Exceeding Expectation (3 pts)</b>	<b>Meeting Expectation (2 pts)</b>	<b>Acquiring Skill (1 pts)</b>	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Discussion of Problematic Situation and Dilemma (Part I, Sections 2)	<u>22</u>	<u>6</u>	0	2.79	3	0.41
Identifying Causes (Part II, Sections 3A, B)	<u>20</u>	<u>7</u>	<u>1</u>	2.68	3	0.54
Pre/Post Data Collection and Analysis (Part II, Sections 3C, 5, 6)	<u>19</u>	<u>9</u>	0	2.68	3	0.47
Proposed Solutions (Part II, Section 4)	<u>20</u>	<u>7</u>	<u>1</u>	2.68	3	0.54
Describing Individual Interventions (Part II, Section 5)	<u>21</u>	<u>5</u>	<u>2</u>	2.68	3	0.60
Reflecting on Impact on P-12 Students (Part III, Section 7)	<u>15</u>	<u>12</u>	<u>1</u>	2.50	3	0.57

Use of Literature (Throughout paper, but specifically in Part II, Sections 3 B, C)	<u>21</u>	<u>7</u>	0	2.75	3	0.43
Professional Presentation	<u>21</u>	<u>6</u>	<u>1</u>	2.71	3	0.52



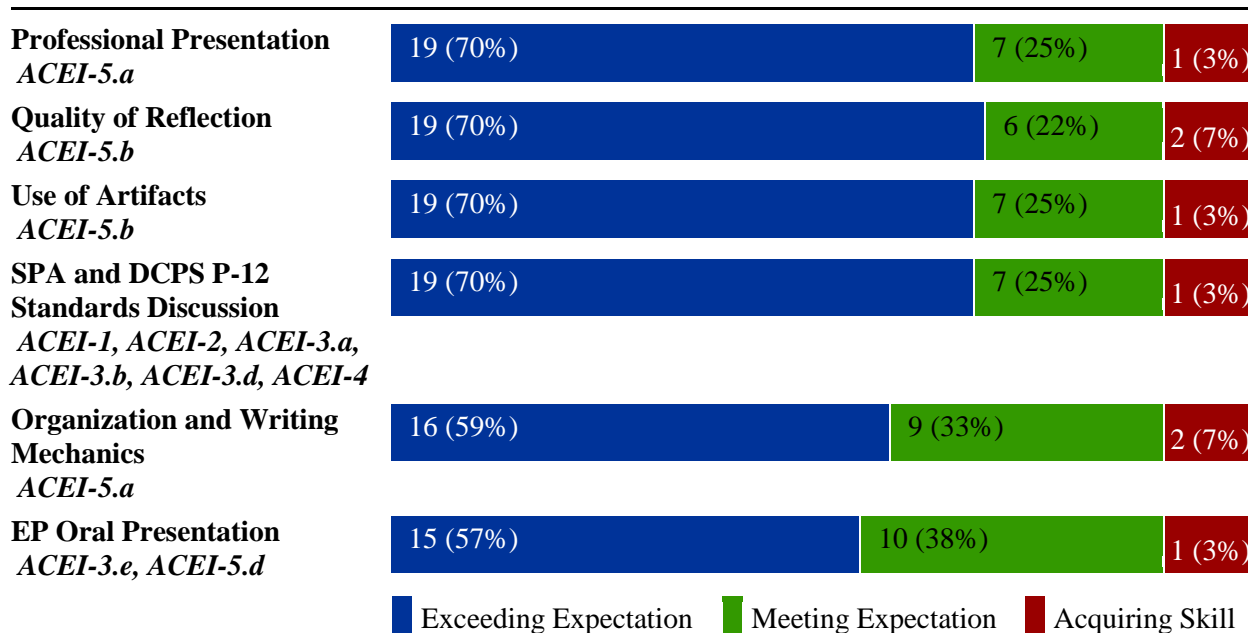
Disaggregated and analyzed data above indicate that most candidates met or exceeded expectations in all areas of the assignment. Our performance-based assessment data indicate that in the F10 and S11 semesters three candidates experienced difficulty in one, two, or three areas of the ARP assignment. The student teaching seminar instructor met with the candidates to discuss areas for improvement.

## Electronic Portfolio

The Electronic Portfolio is a key assessment that requires candidates to demonstrate how they meet professional association standards, reflect on their practice, and display their professionalism. This assignment is completed in the student teaching seminar also. At the end of the semester candidates present and defend their portfolio in front of three faculty members, who assess the EP in six areas (see below). When secondary education candidates present, faculty from Arts and Sciences also participate in the evaluation process.

### Electronic Portfolio: Performance Assessment Results

	Exceeding Expectation (3 pts)	Meeting Expectation (2 pts)	Acquiring Skill (1 pts)	Mean	Mode	Stdev
Professional Presentation	<u>19</u>	<u>7</u>	<u>1</u>	2.67	3	0.54
Quality of Reflection	<u>19</u>	<u>6</u>	<u>2</u>	2.63	3	0.62
Use of Artifacts	<u>19</u>	<u>7</u>	<u>1</u>	2.67	3	0.54
SPA and DCPS P-12 Standards Discussion	<u>19</u>	<u>7</u>	<u>1</u>	2.67	3	0.54
Organization and Writing Mechanics	<u>16</u>	<u>9</u>	<u>2</u>	2.52	3	0.63
EP Oral Presentation	<u>15</u>	<u>10</u>	<u>1</u>	2.54	3	0.57



Data from the 2010-2011 academic year indicate that most candidates completed their portfolio successfully with the exception of two. One of the candidates struggled in every area of the portfolio preparation and another candidate experienced difficulty only in one area (organization). These two candidates met with their supervisors to discuss difficulties and make plans for improvement.

### **Curricular Improvements**

The latest version of the ARP reflects a revision of the previous assessment instrument based on faculty observation and candidate performance data that the thematic unit was not an integral part of the project; more specifically, the nature of the ARP and the purpose of the thematic unit did not appear to be well integrated. 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.

## **Department of Education: Education Studies**

### **Key Assessment Findings**

#### **Comprehensive Examination Results**

	Fail		Pass		TOTAL
	#	%	#	%	
Senior Thesis	1	0.00%	1	100.00%	1
Comprehensive Exam	3	0.00%	3	100.00%	3

Education Studies enrollment rose from 10 students to 19 students during the academic year. Of the 19, three are graduating in the Spring and one is graduating in the Fall of 2011. One student, chose not to complete his comprehensive exam and will have to readmitted to CUA.

### **Curricular Improvements**

The Education Studies committee decided to add Psychology 226 (Close Interpersonal Relationships) as a prerequisite. Based on discussion about potential plagiarism, the Education Faculty decided to change all policies to include the electronic submission of all papers. An assessment of the references is not evident in the scoring guide, therefore, the Education Studies committee plans to redevelop the scoring guide for the comprehensive exam to include an

assessment of citations. The Educational Studies committee plans to develop additional core courses that will be interdisciplinary and cross listed (i.e., Spirituality and Education, Technology and Education, The Psychology of Motivation, Contemporary Issues in Education).