

December 7, 2012

**Annual Key Assessment Findings and Curricular Improvements
Department of Education, School of Arts & Sciences
Graduate Programs in Teacher Education**

**Key Assessment Findings
AY2011-2012**

The Teacher Education Program has identified learning goals for each candidate. These goals are aligned with professional standards published by Specialized Professional Associations in each discipline, such as early childhood, elementary, secondary math, secondary social studies, secondary English, and special education. The following tables include each key assessment (major assignment) in each program and the means for the AY 2011-12 cohort in each program. The assessment scale used for key assessments (with the exception of licensure tests, comprehensive exams, and grades) is a 3-point scale (3=exceeding expectations, 2=meeting expectations, and 1=acquiring skill). The discussion below each table includes areas where candidates had difficulties.

GRADUATE PROGRAMS

Table 1. GRADUATE Early Childhood/Special Education – Cohort Size: 10		
Assessment	Assessment Name	Mean
1	Praxis II	No data
2A	Child Portfolio	2.18
2B	Observation Assessment for Human Development	2.59
3A	Environmental Observation & Analysis	2.95
3B	Planning for all Learners	2.86
4	Student Teaching Observation	2.41
5	Action Research Project	2.49
6	Family Systems Performance	2.45
7	Functional Behavioral Assessment	2.72
8	Woodcock-Johnson	2.83

Data collected on candidates' performance in the AY 2011/12 indicate that candidates passed the key assessments. Disaggregated data and additional analyses (available from the Director of Teacher Education) revealed that most candidates met or exceeded expectations in all areas of key assessments. Performance-based assessment data imply that in the F11, S12, and Su12 semesters, candidates experienced difficulties in the following areas of particular assignments:

- Child portfolio: 1) interpretation of observed behavior, 2) reflection and evaluation, 3) attention to mechanics

- Student teaching evaluation: 1) individual learning differences, 2) instructional strategies, 3) learning environments and social interactions, 4) language, 5) instructional planning, 6) assessment, 7) ethical and professional practice
- Action research project: 1) educational philosophy, 2) discussion of problematic situation and dilemma, 3) professional presentation
- Family systems: family interview
- Functional behavioral assessment: clarity and completeness

A more nuanced discussion of the difficulties is available from the Director of Teacher Education. Faculty members teaching courses where these key assessments were administered met with the candidate(s) to discuss areas for improvement.

Assessment	Assessment Name	Mean (Passing score)
1	Praxis II: Special Education: Core Knowledge and Application	187 (151)
2	Child Portfolio	2.65
3	Case Study	2.91
4	Consultation, Collaboration, Co-Teaching, and Systems Change	2.36
5	Action Research Project	1.73
6	Functional Behavioral Assessment	2.66
7	Case Law Rubric	2.55
8	Woodcock-Johnson	2.65

Data collected on candidates' performance in the AY 2011/12 indicate that candidates passed all key assessments (mean score/3.0). Disaggregated data and additional analyses (available from the Director of Teacher Education) revealed that most candidates met or exceeded expectations in all areas of key assessments. Performance-based assessment data imply that in the F11, S12, and Su12 semesters, one or two candidates experienced difficulties in the following areas of particular assignments:

1. Child portfolio: instructional planning
2. Consultation, collaboration, co-teaching, and systems change: effective group performance
3. Action research project: 1) gathering evidence, 2) drawing conclusions

4. Functional behavioral assessment: clarity
5. Woodcock-Johnson: test recommendations

A more nuanced discussion of the difficulties is available from the Director of Teacher Education. Faculty members teaching courses where these key assessments were administered met with the candidate(s) to discuss areas for improvement.

Assessment	Assessment Name	Mean (Passing score)
1	English Language, Literature, and Composition: Content Knowledge	190 (160)
2	Transcript Analysis	N/A
3	Unit Plan	2.93
4A	Student Teaching: Generic Teaching Evaluations	2.87
4B	Student Teaching: NCTE Specific Teaching Evaluations	2.72
5	Action Research Project	2.93
6	Instructional Framework Project	3.00
7	Electronic Portfolio	3.00
8	Annotated Bibliography of Young Adult Fiction	2.39

Data collected on candidates' performance in the AY 2011/12 indicate that candidates passed the key assessments. Disaggregated data and additional analyses (available from the Director of Teacher Education) revealed that most candidates met or exceeded expectations in all areas of key assessments. Performance-based assessment data imply that in the F11, S12, and Su12 semesters, candidates experienced difficulties in the following area:

- Student teaching – Generic evaluation: personal and professional qualities

A more nuanced discussion of the difficulties is available from the Director of Teacher Education. The Director of Field Experiences who teaches the student teaching seminar where the student teaching evaluation was administered met with the candidate to discuss areas for improvement.

Table 4. GRADUATE Secondary Mathematics -- Cohort Size: 1		
Assessment	Assessment Name	Mean (Passing score)
1A	Praxis II: Content Knowledge	178 (141)
1B	Praxis II: Pedagogy	141
2A	Transcript Analysis-UG MATH GPA	3.95*
2B	Transcript Analysis-UG CUM GPA	3.77*
3	Lesson Plan Assignment	2.40
4A	Student Teaching: Generic Teaching Evaluations	2.93
4B	Student Teaching: NCTE Specific Teaching Evaluations	2.75
5	Action Research Project	2.67
6	Electronic Portfolio	3.00
7	Teaching and Learning Project	4.00*
8	Comprehensive Examination	4.11**

*Grading scale (max. 4.00), **Scale of 1-5 (3=pass)

Data collected on candidates' performance in the AY 2011/12 indicate that candidates passed the key assessments. A more nuanced discussion of candidates' performance is available from the Director of Teacher Education.

Table 5. GRADUATE Secondary Social Studies – Cohort Size: 3		
Assessment	Assessment Name	Mean (Passing score)
1A	Praxis II: Principles of Teaching and Learning	3
1B	Praxis II: Social Studies: Content Knowledge	3
2	Transcript Analysis	
3	Lesson Plan	3
4A	Student Teaching Evaluation - General Form	3
4B	Student Teaching Evaluation - General Form	3
5	Action Research Project	3
6	Electronic Portfolio	3

Data collected on candidates' performance in the AY 2011/12 indicate that candidates passed the key assessments. A more nuanced discussion of candidates' performance is available from the Director of Teacher Education.

Curricular Improvements

Education faculty members have made several curricular improvements based on candidates' AY 2011-12 performance on key assessments, research, and best practices. This section delineates the changes that are being implemented in the AY 2012-13 as a result of data-based discussions and decisions.

1. **Transcript analysis for graduate secondary education programs:** The Teacher Education Committee is currently considering the design of a more rigorous transcript analysis procedure that would provide more evidence for and assessment of applicants' content knowledge in their discipline. (See the Teacher Education Committee's Fall 2012 agendas and minutes for further detail.)
2. **GPA Increase:** The Teacher Education Committee has approved a proposal to increase GPA requirements for graduate students. (See the Teacher Education Committee's Fall 2012 agendas and minutes for further detail.)
3. **PRAXIS I & II tests as admission and graduation requirements:** The Teacher Education Committee has approved three proposals to require PRAXIS I tests as admission tests and PRAXIS II tests as graduation requirements. (See the Teacher Education Committee's Fall 2012 agendas and minutes for further detail.)
4. **Content-specific GPA check:** Faculty have decided to add one more check for secondary candidates' content knowledge. Besides systematic grade checks every semester, the Department will also check each secondary candidates' content GPA every semester as individual course grade checks are insufficient.
5. **Assignment revision for Early Childhood Special Education:** Faculty have increased emphasis on Individual Education Plans (IEPs) and Individual Family Service Plans to improve candidate performance on student teaching evaluations in the areas of individual learning differences, interpretation of observed behavior, instructional strategies, learning environments and social interactions, language, instructional planning, assessment, and ethical and professional practice. These areas have been enhanced in EDUC 532, EDU 533, EDUC 572, and EDUC 575:
 - The Woodcock-Johnson formal test performance assessment is being revised in EDUC 533;
 - The ARP in EDUC 575 has been revised to increased attention to reflection and evaluation, attention to mechanics and aspects of developing the Action Research Plan (ARP). Specifically, the timing of sub-activities has been revised to place more emphasis on early work to determine an action research project concept and additional supervision will be provided related to practicum reflections and ARP implementation.
 - The Family Interview performance assessment scores will be strengthened by increased attention to aspects of listening to families and templates to identify family concerns and priorities.

- The Functional Behavior Assessment will be given more emphasis and will be taught earlier in EDUC 635.