

December 7, 2012

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

UNDERGRADUATE PROGRAMS

Table 1. UNDERGRADUATE Early Childhood - Undergraduate; Cohort Size: 4		
Assessment #	Assessment Name	Mean (Passing score)
1A	Praxis II: Early Childhood: Content Knowledge test	189 (165)
1B	Praxis II: Principles of Learning and Teaching: Early Childhood test	187 (157)
2	Tutoring Journals	2.20
3	Lesson Plan	2.61
4	Student Teaching Observation	2.63
5	Action Research Project	2.67
6	Electronic Portfolio	2.67
7	Observation Assessment	2.80
8	Child Portfolio	2.68

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:

- Tutoring journals: 1) theory into practice, 2) reflection and evaluation, and 3) writing mechanics
- Student teaching evaluation: 1) promoting child development and learning, 2) observing, documenting, and assessing to support young children and families, 3) using developmentally effective approaches, and 4) using content knowledge to build meaningful curriculum
- Action research project: 1) pre/post data collection and analysis and 2) reflecting on impact on P-12 students
- Electronic portfolio: 1) SPA and DCPS P-12 standards discussion

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)
1A	Praxis I: Reading	181 (172)
1B	Praxis I: Writing	180 (171)
1C	Praxis I: Math	180 (174)
1D	Praxis II: Elementary Education: Content Knowledge	167 (145)
1E	Praxis II: Elementary Education: Instructional Practice and Applications	184 (161)
2A	Grades in A&S courses	3.35*
2B	Grades in Education courses	3.77*
3A	General Lesson Plan	2.66
3B	Reading, Writing, and Oral Language Content-Specific Lesson Plan	2.90
3C	Science/Health/PE Content-Specific Lesson Plan	2.79
3D	Math Content-Specific Lesson Plan	2.43
3E	Social Studies Content-Specific Lesson Plan	2.60
3F	Arts Content-Specific Lesson Plan	2.20
4	Student Teaching Observation	2.66
5	Action Research Project	2.52
6	Tutoring Journals	2.53

7	Electronic Portfolio	2.81
8	Thematic Unit	2.56

*Grading scale (max. 4.00)

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- Student teaching evaluation: 1) personal and professional qualities, 2) interaction with students, 3) subject matter knowledge and pedagogical skill, 4) planning and organizational skills, and 5) classroom management
- Electronic portfolio: oral presentation

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Assessment	Assessment Name	Mean (Passing score)
1A	Praxis I: Math	186 (174)
1B	Praxis II: Content Knowledge	150 (141)
1C	Praxis II: Proofs, Models, Problems	150
1D	Praxis II: Pedagogy	151
2A	GPA-MATH	3.18*
2B	GPA-CUM	3.38*
3	Lesson Plan Assignment	2.90
4A	Student Teaching: Generic Teaching Evaluations	2.64
4B	Student Teaching: NCTE Specific Teaching Evaluations	2.81
5	Action Research Project	2.92
6	Electronic Portfolio	2.88
7	Teaching and Learning Project	4.00*
8A	Comprehensive Examination: Part I	23**
8B	Comprehensive Examination: Part II	66***

*Grading scale (max. 4.00), ** 21=pass, *** 60=pass

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- Math content GPA
- Student teaching – generic evaluation: 1) personal and professional qualities, 2) subject knowledge/pedagogical skill, 3) classroom management
- Student teaching – content-specific evaluation: effective use of technology

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Assessment	Assessment Name	Mean (Passing score)
1A	Praxis II: Principles of Teaching and Learning	200 (157)
1B	Praxis II: Social Studies: Content Knowledge	179 (155)
2A	Average GPA in Content at the time of admission to Teacher Ed	3.58*
2B	Average CUM GPA at the time of admission to Teacher Ed	3.50*
2C	Average GPA in Content at the time of Student Teaching	3.86*
2D	Average CUM GPA at the time of Student Teaching	3.49*
3	Lesson Plan	2.68
4A	Student Teaching Evaluation - General Form	2.47
4B	Student Teaching Evaluation - NCSS Standard-Specific	2.47
5	Action Research Project	2.87
6	Electronic Portfolio	2.87

*Grading scale (max. 4.00)

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- Student teaching – generic evaluation: 1) personal and professional qualities, 2) teacher-student interactions, 3) subject matter knowledge and pedagogical skill, 4) classroom management, 5) decision-making and reflective qualities
- Student teaching – content-specific evaluation: 1) people, places, and environment, 2) individual development and identity, 3) power, authority, and governance, 4) production, distribution, and consumption of goods and services, 5) global connections and interdependence, 6) civic ideals and practices, 7) overall rating.

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.

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. **Assignment revision:** Several key assessments (templates and scoring guides listed below) have been revised and aligned with ACEI professional standards:
 - Two thematic units that integrate 1) language arts and social studies and 2) math and science/health/PE in 577 & 571 and 574 & 351 respectively
 - Revised lesson plan templates and scoring guides in several disciplines, such as language arts, math, social studies, science, health, physical education, and art
 - Revised student teaching evaluation
 - Revised action research paper template and scoring guide
 - Revised scoring guide for tutoring
2. **Changes in EDUC 571 course content:** Faculty have proposed a shift in focus for the EDUC 571 course. Faculty plan to organize the course (to be offered in the Spring 2013 semester) around the various disciplines that comprise social studies, with history having a central place (and geography also particularly highlighted). Most curricula reflect these emphases and hopefully, this would also help candidates design well integrated units, with solid rationales. In the past, the course seemed to be organized around pedagogical strategies. The course would still consider a variety of possible pedagogical strategies, but the starting point would be the disciplines. The course would also still highlight the connection with reading that is in the prior syllabus.
3. **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.

**Annual Key Assessment Findings and Curricular Improvements
Department of Education, School of Arts & Sciences
Undergraduate Non-Teacher Education Program**

Education Studies

Key Assessment Findings

The Education Studies comprehensive exam is used to assess students' mastery of the core education content. Students have five weeks to respond to five of six questions based on content from the core classes written by the instructor of record. Questions are written to gauge students' understanding of the standards from each course. After the instructor has evaluated the student responses based on accuracy, adequacy and cogency (see rubric below), the scores are submitted to the faculty for a final vote.

As an alternative to taking the comprehensive exam, students can register for an internship where they spend a semester engaging their area of specialization. Students are required to implement a project and report on their experiences in the form of a senior thesis. Their senior thesis includes a literature review, project action plan, implementation, analysis and reflection/conclusion. Students defend their thesis before a public audience and faculty members.

Senior Thesis Results

Four students completed internships and a thesis in the following sites and areas:

Practicum Site: Children's National Hospital

Senior Thesis: *Knowing the Signs of Grief: Effective Coping Strategies for Child Life Specialists*

Practicum Site: Children's National Hospital

Senior Thesis: *Individualizing Patient Care as a Child Life Specialist*

Practicum Site: Little Blue House

Senior Thesis: *Understanding the levels of Educational Advocacy for Welfare Mothers*

Practicum Site: Little Blue House: After School Program

Senior Thesis: *Forming Nurturing Relationships with Adolescence*

Comprehensive Examination Result

	Fail %	Pass %	Total
Senior Thesis	0.00%	100.00%	4
Comprehensive Exam	0.00%	100.00%	6

Summary of Scores from the Comprehensive Exam

To pass the Comprehensive Exam, all students must earn at least a total of 15 points on the five questions. The scoring rubric has three dimensions: accuracy, adequacy and cogency. Each is scored on a 5-point scale. In order to receive a high pass, students must accumulate 20 points with no single question receiving less than a 3.67. As evidenced by the data (see below), all students passed the comprehensive exam. One student received a high pass.

	Question 1		Question 2		Question 3		Question 4		Question 5		Final Score
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean	
Student 1	13.5	4.50	10	3.33	13	4.33	10	3.33	6	2.00	17.50
Student 2	12	4.00	15	5.00	12	4.00	10	3.33	12	4.00	20.33
Student 3	15	5.00	15	5.00	8	2.67	6	2.00	10	3.33	18.00
Student 4	12	4.00	11	3.67	13.5	4.50	12	4.00	12	4.00	20.17
Student 5	15	5.00	11	3.67	15	5.00	10	3.33	9	3.00	20.00
Student 6	13	4.33	12	4.00	7	2.33	12	4.00	12	4.00	18.67
Student 7	13	4.33	14	4.67	12	4.00	9	3.00	12	4.00	20.00

Curricular Improvements

The Education Studies committee is in the process of reconceptualizing its core curriculum. The committee added the following newly developed course: *Transformational Leadership*. The intention of the course is to study the current research in leadership theory and its application to non-school educational settings.

In addition, the committee worked in partnership with the Department of Sociology to cross list the following course: *Sociology of Education, Race and Ethnic Relations and Inequality the Interception of Race, Class and Gender*.

Finally, the education studies committee will be implementing a professionalism rubric for those students participating in internships.