

## 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) and

#### Education Studies

#### Key Assessment Findings AY2013-2014 - Submitted in Summer 2015

The Teacher Education faculty members have identified learning goals for each undergraduate 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, and secondary English. The following tables include each key assessment (major assignment) in each program and the means for the AY 2013-14 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 an evaluation of candidates' performance including areas for improvement.

*Please note that data for one candidate in any program or key assessment are not reported.*

### UNDERGRADUATE PROGRAMS

#### Early Childhood Education

Table 1. UNDERGRADUATE Early Childhood Education			
Assessment #	Assessment Name	n	Mean
1A	Praxis CORE (passing 150-162)	5	176.6
1B	Praxis II: Content (passing 165)	8	177.4
1C	Praxis II: PLT (passing 157)	8	169.8
2	Tutoring Journals	4	2.9
3	Lesson Plan	5	2.1

4	Student Teaching Evaluation	8	2.6
5	Action Research Project	8	2.5
6	Electronic Portfolio	8	2.5
7	Observation	13	2.1
8	Child Portfolio	13	2.5

Data collected on candidates' performance in the AY 2013-14 indicate that candidates passed 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 F13 and S14 semesters candidates experienced difficulties in the following areas of particular assignments:

- Lesson plan: The areas of 1) resources, 2) goals, essential questions, and objectives, 3) engagement, and 4) prior knowledge, 5) teach and model, and 6) assessment in the F13 semester. Candidate performance significantly improved on the same assignment in the subsequent S14 semester.
- Electronic portfolio: One student had difficulty with SPA and DCPS P-12 standards discussion.
- Observation: Two students struggled with the areas of 1) building family and community relationships and 2) becoming a professional.

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.

### Elementary Education

**Table 2. UNDERGRAGUATE Elementary Education**

Assessment #	Assessment Name	n	Mean
1A	Praxis CORE (passing 150-162)	13	171.7
1B	Praxis II: Content (passing 155-159)	17	170.4

1C	Praxis II: PLT (passing 160)	12	179
2	GPA	51	3.4*
3	Lesson Plan	18	2.1
4	Student Teaching Evaluation	13	2.7
5	Action Research Project	14	2.7
6	Tutoring Journals	13	2.9
7	Electronic Portfolio	14	2.7
8	Thematic Unit	18	2.4

\*Grading scale (max. 4.00)

Data collected on candidates' performance in the AY 2013-14 indicate that candidates passed 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 F13 and S14 semesters candidates experienced difficulties in the following areas of particular assignments:

- Lesson plan: all areas, but especially in the areas of 1) goals, essential questions, and objectives, 2) teach and model, and 3) assessment in the F13 semester. Candidate performance significantly improved on the same assignment in the subsequent S14 semester.
- Thematic unit: 1) implementation and integration of unit components, 2) adaptation to diverse students, and 3) development of critical thinking and problem solving.

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.

## Secondary English Education

Table 3. UNDERGRAGUATE Secondary English Education			
Assessment #	Assessment Name	n	Mean
2	Comps/Transcript Analysis	3	Pass
3	Unit Plan	3	2.8
4	Student Teaching Evaluation	3	2.6
5	Action Research Project	3	2.6
7	Electronic Portfolio	3	2.5
8	Annotated Bibliography	3	2.7

Data collected on candidates' performance in the AY 2013-14 indicate that candidates passed all key assessments. Disaggregated data and additional analyses (available from the Director of Teacher Education) revealed all candidates exceeded expectations and two candidates met expectations in the areas of *variety of text included* and *active engagement* in the unit plans.

Performance-based assessment data imply that in the F13 and S14 semesters one candidate experienced difficulties in the following areas of particular assignments:

- Action Research Project: Professional presentation

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.

## Secondary Social Studies Education

Table 4. UNDERGRAGUATE Secondary Social Studies Education			
Assessment #	Assessment Name	n	Mean
1A	Praxis II: Content (passing 155)	4	178.5
1B	Praxis II: PLT (passing 157)	4	178
2	GPA	11	3.6
3	Unit Plan	3	2.6
4	Student Teaching Evaluation	4	2.5
5	Action Research Project	4	2.6
6	Electronic Portfolio	4	2.6

Data collected on candidates' performance in the AY 2013-14 indicate that candidates passed all key assessments. Disaggregated data and additional analyses (available from the Director of Teacher Education) revealed most candidates exceeded expectations and some candidates met expectations in the areas of *annotated bibliography*, *adaptation to diverse students*, *assessment*, and *reflection* in the unit plan; and *educational philosophy*, *pre/post data collection and analysis*, *proposed solutions*, *describing individual interventions*, and *P-12 impact* in the Action Research Project.

In the Electronic Portfolio most candidates exceeded expectations and some candidates met expectations in the areas of *professional presentation*, *reflection*, *artifacts*, *standards*, *organization*, and *oral presentation*.

Performance-based assessment data imply that in the F13 and S14 semesters one candidate experienced difficulties in the following areas of particular assignments:

- Action Research Project: Professional presentation

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.

## Secondary Mathematics Education

**Table 5. UNDERGRAGUATE Secondary Mathematics Education**

Assessment #	Assessment Name	n	Mean
2	GPA	7	3.6

Data collected on candidates' performance in the AY 2013-14 indicate that candidates earned very high GPAs, the average of which is 3.6.

### Curricular Improvements in Teacher Education

Education faculty members have made several curricular improvements based on candidates' AY 2013-14 performance on key assessments, research, and best practices. The table below delineates the changes recommended as a result of data based discussions and decisions.

- Secondary: Key assessments for Math and Social Studies were revised during the academic year to bring them in conformity with recent NCTM and NCSS standards, respectively.
- Early childhood and elementary: See chart below.

Areas of Improvement	Program	Data from Which Key Assessment Demonstrates Need for Improvement	Course in Which Changes will be made in Terms of Content and Key Assessment	Recommendation
1. resources 2. essential questions 3. engagement 4. prior knowledge 5. introduction, opening, "The Catch" 6. teach and model 7. guided practice, scaffolding, and	Early Childhood (ECE)  Elementary (ELE)	Lesson Plan	EDUC 312/570	Focus more attention in EDUC 312/570 on these areas when teaching lesson planning. Provide models of lesson plans, which exemplify each of these areas.

independent practice 8. differentiation 9. closure				
<b>Assessment</b> 10. A better understanding of the purpose of assessment 11. Planning of measurable outcomes	ECE ELE	Lesson Plan Integrated Unit	EDUC 312/570 EDUC 341/584	Focus more attention in EDUC 312 and EDUC 341 on these areas when teaching assessment in lesson planning. In EDUC 312/570, require that candidates complete the “Your Turn” and “Mastery Test” exercises in Chapter 2 (Instructional Objectives) and Chapter 10 (Assessment) in Cooper (2014)
12. Observational techniques	ECE	Observation Child Portfolio	EDUC 341/584	Require more systematically that candidates plan their observational protocol rather than consider this activity as an afterthought.
13. Collect data more clearly on the student teaching evaluation (STE) for “Uses appropriate methods to reduce stress and report abuse”	ECE	Student Teaching Evaluation Form	Student Teaching	Separate the two items on the Student Teaching Evaluation Form .
14. Involving and communicating with parents	ECE	STE Integrated Unit	EDUC 313/555 EDUC 341/584 Student Teaching	Focus more attention on family engagement in EDUC 313/555 and EDUC 341/584. Student teaching supervisors also need to remind cooperating teachers that student teachers (ST) need to interact with parents as much as possible though CUA understands that some schools require that these communications be pre-approved by the principal.
15. Understanding children’s misconceptions	ECE ELE	STE	EDUC 312/570 Student Teaching	Focus more attention in EDUC 312 and during student teaching on this area. In EDUC 312/570, provide explicit instruction on how to determine misconceptions using pre-assessments as well

				as resources (such as <a href="http://amasci.com/miscon/opp_hys.html">http://amasci.com/miscon/opp_hys.html</a> or <a href="http://www.counton.org/resources/misconceptions/">http://www.counton.org/resources/misconceptions/</a> )
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### Non-Teacher Education Program: Education Studies

**Table 6A. UNDERGRAGUATE Education Studies**

	Question 1		Question 2		Question 3		Question 4		Question 5		Final Score
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean	
Student 1	9	3	9	3	8.49	2.83	9	3	12	4	15.83
Student 2	9	3	12	4	11	3.67	15	5	12	4	19.67
Student 3	9	3	9	3	9	3	10	3.33	8	2.67	15
Student 4	10	3.33	7.26	2.42	9	3	8	2.67	8.49	2.83	14.25
Student 5	9	3	7.5	2.5	12	4	9	3	2.49	2.83	15.33
Student 6	11	3.67	10	3.33	7	2.33	10	3.33	9	3	15.67
Student 7	12	4	15	5	15	5	12	4	11	3.67	21.67
Student 8	15	5	9	3	9	3	10	3.33	12	4	18.33
Student 9	9	3	8	2.67	10	3.33	7	2.33	10	3.33	14.67



**Table 6B. UNDERGRAGUATE Education Studies**

Assessment Name	Fail %	Pass %	Honors Pass %	n
Senior Thesis	0%	100%	50%	2
Comprehensive Exam	11%	89%	11%	9

### **Key Assessment Findings**

The Education Studies comprehensive exam is used to assess students' mastery of the core education content. Students request six questions based on content from the core classes that they have taken in the Department of Education. Due to the highly individualized nature of education studies, not all students have taken the same courses. Students have five weeks to respond to five of six questions 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, the scores are submitted to the faculty for a final vote. If a student fails a question, a second reader scores the question. The average of the two scores is used to determine the final score.

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. In AY 2013-2014, two students completed an internship and senior thesis. All other students took the comprehensive exam.

### **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. In order to receive a high pass, students must accumulate 20 points with no single question receiving less than a 3.67.

Education Studies graduated 11 students. Of the 11, 9 successfully passed the comprehensive exam. One student received a high pass. One student failed. That student is still in the process of completing coursework and the comprehensive exam. Two students completed the

internship/research paper option. One student completed her paper with a high pass. The internships were located at the Department of Education and the National Museum of the Women in the Arts.

Explanation of Scores: Some of the students in the Education Studies program transfer into the program from Teacher Education because they discover that they are no longer interested in being a teacher or because they were unsuccessful in the major. Others transfer into the program in their junior or senior year from other majors. In the case of the one student who failed her exam, she was no longer interested in teacher education and did not complete all of the required coursework in education studies.

### **Curricular Improvements**

*The following demonstrates the Education Studies curricular improvements:*

- *Revised the Program Overview and Goals*
- *Reconceptualized the curriculum adding two new courses: a seminar in Education Studies and a Research Methods course*
- *Approved a new course entitled, Parenting in Diverse Environments*
- *Founded the Education Studies Club which whose mission is to serve students who are interested in education, particularly outside of the classroom. This organization will share educational ideas, network for future careers, and bring in professionals from different fields.*
- *Conducted orientation meetings with the candidates regarding an overview of the program and comprehensive exams.*