

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

**Undergraduate Comprehensive Examination Results  
AY2011-2012 to AY2015-2016**

|              | Fail     |              | Pass       |               | High Pass |              | Pass w/Honors |               | TOTAL      |
|--------------|----------|--------------|------------|---------------|-----------|--------------|---------------|---------------|------------|
|              | #        | %            | #          | %             | #         | %            | #             | %             |            |
| AY2011-2012  |          | 0.00%        | 26         | 92.86%        |           | 0.00%        | 2             | 7.14%         | <b>28</b>  |
| AY2012-2013  | 2        | 8.33%        | 16         | 66.67%        |           | 0.00%        | 6             | 25.00%        | <b>24</b>  |
| AY2013-2014  | 1        | 2.50%        | 35         | 87.50%        |           | 0.00%        | 4             | 10.00%        | <b>40</b>  |
| AY2014-2015  |          | 0.00%        | 25         | 73.53%        |           | 0.00%        | 9             | 26.47%        | <b>34</b>  |
| AY2015-2016  |          | 0.00%        | 29         | 80.56%        |           | 0.00%        | 7             | 19.44%        | <b>36</b>  |
| <b>TOTAL</b> | <b>3</b> | <b>1.85%</b> | <b>131</b> | <b>80.86%</b> | <b>0</b>  | <b>0.00%</b> | <b>28</b>     | <b>17.28%</b> | <b>162</b> |

**Results of Action Research Papers**

|  | Exceeding Expectation (3 pts) | Meeting Expectation (2 pts) | Acquiring Skill (1 pt) | Mean        |
|--|-------------------------------|-----------------------------|------------------------|-------------|
| <b>Educational philosophy</b>  | <b>22</b>                     | <b>6</b>                    | <b>0</b>               | <b>2.79</b> |
| <b>Discussion of problematic situation and dilemma</b>                       | <b>21</b>                     | <b>7</b>                    | <b>0</b>               | <b>2.75</b> |
| <b>Identifying causes</b>  | <b>24</b>                     | <b>4</b>                    | <b>0</b>               | <b>2.86</b> |
| <b>Pre/post data collection/analysis</b>                                     | <b>24</b>                     | <b>4</b>                    | <b>0</b>               | <b>2.86</b> |
| <b>Proposed solutions</b>  | <b>23</b>                     | <b>5</b>                    | <b>0</b>               | <b>2.82</b> |
| <b>Describing individual interventions</b>                                   | <b>23</b>                     | <b>5</b>                    | <b>0</b>               | <b>2.82</b> |
| <b>Development, learning, and motivation: Connections to course theories</b> | <b>22</b>                     | <b>6</b>                    | <b>0</b>               | <b>2.79</b> |
| <b>Reflecting on impact on P-12 students</b>                                 | <b>21</b>                     | <b>7</b>                    | <b>0</b>               | <b>2.75</b> |
| <b>Collaboration with colleagues</b>   | <b>23</b>                     | <b>5</b>                    | <b>0</b>               | <b>2.82</b> |
| <b>Use of Literature</b>   | <b>21</b>                     | <b>7</b>                    | <b>0</b>               | <b>2.75</b> |
| <b>Professional Presentation</b>   | <b>23</b>                     | <b>5</b>                    | <b>0</b>               | <b>2.82</b> |

All undergraduate students in the Teacher Education programs performed well on their comprehensive exams and action research papers completed as part of their student teaching experiences. The mean scores for the various components of the scoring rubrics of the action research paper are uniformly high.

### **Praxis I Results for Teaching License**

|         | Early Childhood | Elementary | Secondary | DC Passing Score |
|---------|-----------------|------------|-----------|------------------|
| Reading | 188             | 182        | 188       | 156              |
| Writing | 177             | 171        | 179       | 162              |
| Math    | 173             | 169        | 179       | 150              |

### **Praxis II Results for Teaching License**

|                          | Content | DC Passing | Pedagogy | DC Passing |
|--------------------------|---------|------------|----------|------------|
| Early Childhood          | 181     | 165        | 175      | 157        |
| Elementary               | x       | x          | 179      | 157        |
| Reading                  | 171     | 157        | x        | x          |
| Math                     | 175     | 157        | x        | x          |
| Social Studies           | 168     | 155        | x        | x          |
| Science                  | 164     | 159        | x        | x          |
| Secondary English        | 170     | 167        | 168      | 157        |
| Secondary Social Studies | 175     | 155        | 179      | 157        |
| Secondary Math           | 178     | 160        | 191      | 157        |

In order to receive a teaching license, students must receive passing scores as determined by the District of Columbia on the Praxis I Core tests in Reading, Writing and Math and the Praxis II Content and Pedagogy Tests. The average performance of the students in the various programs in Teacher Education exceeded the minimum scores established by the DC Office of Teacher Licensure.

### **Curricular Improvements**

The Department of Education also has a series of key assessments for each of the teaching programs that are required by its accrediting agency, which are not reported here. The results of these assessments show potential areas of weakness in three areas: (1) students ability to differentiate instruction to diverse learners, (2) use of the Department of Education’s reflective framework and (3) use of assessment. These areas are being addressed by the Teacher Education Committee and the general faculty of the Department of Education.