



UNIVERSITY OF  
ARKANSAS®

**College of Education and Health Professions  
Career and Technical Education (CATE)  
Assessment Report**

**2019 – 2020**

***Submitted May 8, 2020***

## **B.S.E. in Career and Technical Education 2019 – 2020**

## **M.Ed. in Career and Technical Education 2019 - 2020**

### **Program Goals**

Program goals and student learning outcomes were revised January 23, 2015. The career and technical education (CATE) program in the College of Education and Health Professions is designed to provide the student a knowledge base that will prepare him/her to possess a broad background in career and technical education. Program goals were also reviewed during a strategic planning retreat Fall 2019. The goals of the CATE program are to:

1. Provide a high-quality curriculum that prepares students for careers in career and technical education.
2. Produce CATE teachers who are knowledgeable, skillful, supportive, and professional scholar-practitioners in diverse education settings.
3. Enhance the curriculum with up-to-date technology that is used in the CATE classroom and the workplace.

### **Student Learning Outcomes**

1. Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.
2. Students will be able to demonstrate strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space.
3. Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and responsiveness in the classroom.
4. Students will demonstrate professional responsibilities by reflecting on teaching in terms of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities.

### Assessment of Student Learning Outcomes

Student Learning Outcome	Evidence
<b>1. Planning and Preparation</b>	Lesson Plans Formative Observation Praxis II Content Praxis II Pedagogy ILPPA Portfolio Summative Evaluation GPA
<b>2. Creating an Environment of Respect and Rapport</b>	Lesson Plans Formative Observation Portfolio
<b>3. Using Assessment in Instruction</b>	Summative Evaluation Lesson Plans Praxis II Pedagogy Formative Observation ILPPA Portfolio Summative Evaluation
<b>4. Professional Responsibilities</b>	GPA Praxis II Pedagogy Formative Observation Portfolio Summative Evaluation

Eight assessments were required for the candidates for 2019 - 2020. Data for CATE undergraduate and graduate students are compiled beginning with the admission to the program (fall semester before student teaching). Assessments were: Lesson Plan, Praxis II Content, Praxis II Pedagogy, GPA, Teacher Education Formative Observation, ILPPA, Portfolio and Summative Evaluation. There were ten students in the Bachelor of Science in CATE degree program and one student in the Master of Education in Career and Technical Education degree program.

Scores were not available for all of the candidates for the Praxis II Pedagogy. Students are required to register for the Praxis II Pedagogy by the student teaching semester; however, most of the students take the exam mid semester. Students were unable to complete their ILPPA assessment due to the pandemic. The scores reflected illustrate student progress toward their ILPPA, with all students completing sections 1-3 Fall 2019. Additionally, the summative TESS evaluation was not completed this year due to the pandemic. The Teacher Education formative observation scores reflect the first round of TESS observations, completed in February 2020.

Below is a summary of the results of the assessments:

**Results of Assessments for 2019 - 2020 (CATE)  
At Completion of Spring 2020 Semester  
Bachelor of Science in Education  
Master of Education**

<b>Lesson Plan Scale</b> 100 pts. <i>N</i> = 9 <i>N</i> = 1*	<b>Praxis II Content</b>  <i>N</i> = 9 <i>N</i> = 1*	<b>Praxis II Pedagogy</b>  <i>N</i> = 9 <i>N</i> = 1*	<b>GPA</b>  <i>N</i> = 9 <i>N</i> = 1*	<b>Teacher Education Formative Observation</b>  <i>N</i> = 9 <i>N</i> = 1*	<b>ILPPA</b> 100 pts.  <i>N</i> = 9 <i>N</i> = 1*	<b>Portfolio</b> 100 pts.  <i>N</i> = 9 <i>N</i> = 1*	<b>Summative Evaluation</b> 4.0 scale  <i>N</i> = 9 <i>N</i> = 1*
97.7 96.8*	Pass = 8 Pass = 1*	Pass = 6 Pass = 1*	3.56 3.88*	2.49 2.57*	98.1 92.3*	97.6 92*	N/A N/A

\*= graduate student

**CATE 2020 Intern (Undergraduate & Graduate) Testing Data  
As of May 8, 2020**

<b>Student</b>	<b>Content</b>	<b>Pass/Fail</b>	<b>Attempts</b>	<b>PLT</b>	<b>Pass/Fail</b>	<b>Attempts</b>
1	5122	Passed	1	5624	Passed	1
*2	5101	Passed	1	5624	Passed	1
3	5122	Passed	1	5624	Passed	1
4	5101	Passed	2	5624	Passed	1
5	5122	Passed	1	5624	Pass - Alternative	1
6	5101	No attempt		5624	Pass - Alternative	1
7	5101	Passed	1	5624	Passed	1
8	5122	Passed	1	5624	Passed	1
9	5122	Passed	1	5624	Passed	1
10	5122	Passed	1	5624	Pass - Alternative	1

\*= graduate student

### **Summary of Program Improvements Based on Data:**

The CATE program faculty continually analyze data throughout the year. As a result, several changes were implemented during the 2019 - 2020 academic year.

1. The Candidate Exit Survey 2019 CATE FACS as compared to EPP – classroom management Q5 had a lower rating. We will continue to work with our partners in the public school. We will continue searching for mentors with good classroom management skills.
2. To improve on reflecting on impact as an educator CATE faculty incorporated Flip Grid in Teaching Strategies and Introduction to Technology in Education. (Fall 2019 – Spring 2020)
3. CATE faculty reviewed the mentor survey on interns. As a result, CATE faculty incorporated the National Board Certified teacher videos and will evaluate those teachers using the TESS model. (Spring 2020, Fall 2020).
4. The TESS Summative Evaluations revealed improvements needed in questioning and discussion. A “hot” question to the lesson plan was added. (Fall 2019, Spring 2020)
5. The Candidate Exit Interviews revealed that candidates needed more instruction in Google Classroom and opportunities to engage with families. Google Classroom has been incorporated in the following CATE courses: Teaching Strategies, Classroom Management, and Introduction to Technology in Education, Teaching Internship, and Seminar. (Fall 2019, Spring 2020).

### **Changes Made to Assessment Process**

1. CATE admission interviews will take place earlier in the fall semester than previously. This will allow students additional time to complete requirements and for the program to provide admission feedback to the Office of Teacher Education.
2. CATE faculty discussed continuing with the PLT or proposing an alternative assessment. The decision was to continue with the PLT. Most likely our candidates will be required to have a national assessment on pedagogy if they move to another state. This test has also been reliable for our candidates. (CATE Faculty Meeting, September 2019)