

**CAREER AND TECHNICAL EDUCATION B.S.E.
CAREER AND TECHNICAL EDUCATION M.E.D.
MAY 6, 2021**

Annual Academic Assessment Report

Results of Analysis of Assessment of Student Learning Outcomes

Eight assessments were required for the candidates for 2020 - 2021. 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.

As of April 28, 2021, all (100%) candidates passed the Praxis II: Content test on the first attempt. Seven candidates passed the PLT on the first attempt. One candidate had not taken the test when this report was completed.

The average G.P.A. for the cohort was 3.67 (3.59 undergraduate; 3.75 graduate). This is an improvement from Spring 2020 when the average GPA for the cohort was 3.63.

Below is a summary of the results of the assessments:

**Results of Assessments for 2020-2021 (CATE)
At Completion of Spring 2021 Semester
Bachelor of Science in Education
Master of Education**

Lesson Plan Scale 100 pts. <i>N</i> = 7 <i>N</i> = 1*	Praxis II Content <i>N</i> = 7 <i>N</i> = 1*	Praxis II Pedagogy <i>N</i> = 7 <i>N</i> = 1*	GPA <i>N</i> = 7 <i>N</i> = 1*	Teacher Education Formative Observation <i>N</i> = 7 <i>N</i> = 1*	ILPPA 100 pts. <i>N</i> = 7 <i>N</i> = 1*	Portfolio 100 pts. <i>N</i> = 7 <i>N</i> = 1*	Summative Evaluation 4.0 scale <i>N</i> = 7 <i>N</i> = 1*
97% 98%*	Pass = 7 Pass = 1*	Pass = 6** Pass = 1*	3.59 3.75*	2.67 2.89*	97% 95%*	99% 100%*	2.68 2.77*

*graduate student

**one student has not taken the test

CATE 2021 Intern (Undergraduate & Graduate) Testing Data

Student	Content	Qualifying Score	Pass/Fail	Attempts	PLT	Pass/Fail	Attempts
1	5051 TEED	159	194/Pass	1	5624 PLT	Pass	1
2	5122 FACS	153	161/Pass	1	5624 PLT	Pass	1
3 *	5122 FACS	153	162/Pass	1	5624 PLT	Pass	1
4	5101 BUED	154	162/Pass	1	5624 PLT	Pass	1
5	5122 FACS	153	159/Pass	1	5624 PLT	Pass	1
6	5101 BUED	154	183/Pass	1			
7	5122 FACS	153	169/Pass	1	5624 PLT	Pass	1
8	5122 FACS	153	166/Pass	1	5624 PLT	Pass	1

*graduate student

Changes to Degree/Certificate Planned or Made on the Basis of the Assessment and Analysis

The CATE program faculty continually analyzes data throughout the year. A strategic planning retreat was held April 2021 to discuss ideas generated for the revision for the BSE and MED program. A follow-up meeting will be held on May 5, 2021.

1. To improve on reflecting on impact as an educator, CATE faculty incorporated Flip Grid in Teaching Strategies, Internship, and Introduction to Technology in Education.
2. CATE faculty reviewed the mentor survey on interns. As a result, CATE faculty incorporated the National Board Certified teacher videos using the Accomplished Teaching, Learning and School (ATLAS) video depository and will evaluate those teachers using the TESS model.
3. Teacher candidates are required to complete ethics training during the spring semester of their senior year as part of the CATE 4052 Seminar course requirements. Teacher candidates did not complete their uploads to Taskstream during the spring semester of 2020 due to the COVID-19 pandemic. Multiple factors impacted students' abilities to complete the Arkansas IDEAS training for ethics and upload these to Taskstream, including social and emotional issues caused by the abrupt end to their internship. Continuing forward, specific class time is given in CATE 4052 Seminar for teacher candidates to complete the professional development required for Arkansas licensure, including the ethics training. Certificates are required for the teacher candidates' electronic portfolios and are required to be posted to the classroom learning management system. The CATE program is working with the Office of Teacher Education to pilot a more efficient way of collecting data for our cohort.

4. During the fall 2020 semester, experiences outside of the classroom were limited due to the current pandemic. The CATE faculty worked with OTE and obtained access to ATLAS for students' use in observation and reflection. ATLAS subscriptions give students access to observe National Board Certified Teachers (NBCT). Students were granted access to the NBCT's writing prompts where they outlined what they were going to do, why they were going to do it, and then reflected on what they learned from watching themselves teach. Access to these files increased students' understanding of the tenants of being a reflective practitioner. Additionally, specific videos were shown to help teacher candidates grow in areas they struggled with, including managing classroom behaviors, demonstrating proficiency in questioning, and promoting all learning styles. As the program continues to improve, the use of ATLAS resources will be part of our projected growth plan.
5. In addition to ATLAS access, two local CATE mentors granted students access to view their National Board videos. One mentor who shared videos, Jennifer Fortenberry, George Junior High, FCS, achieved National Board certification in 2021. Another mentor, Ashley Coston, Lakeside Junior High, FCS, is submitting her National Board packet. Partnerships with schools and mentors are strengthened when teacher candidates can watch videos of local teachers teaching. Additionally, multiple students have discussed continuing their growth through the National Board process.
6. Beginning spring 2021, teacher candidates will be required to include a five-minute video of them teaching as a part of their digital portfolio. This is a result of conversations with school administrators.
7. Ethics and Mandatory Reporting requirements will be followed up every fall to ensure the teacher candidates are included in the EPP Report. Conversations between the CATE faculty and the Office of Teacher Education will continue as we seek to increase our abilities to collect and represent accurate data for students enrolled in the CATE program.
8. The CATE faculty will meet May 5, 2021 to discuss the feasibility of making degree program changes to align with the 4 + 1 model. This is based on the review of enrollment/degree data.

Any Changes to the Assessment Process Made or Planned

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, April 2021)

3. The use of ATLAS systems (Spring 2021) was implemented and will be continued during the internship.
4. Beginning spring 2021, teacher candidates will be required to include a five-minute video of them teaching as a part of their digital portfolio. This is a result of conversations with school administrators.
5. On May 3, 2021 the CATE faculty approved the elimination of the Praxis I requirement for admission to the CATE teacher education program.

Academic Assessment Plan

Program Goals

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 and student learning outcomes were revised on January 23, 2015, and again on September 28, 2019, during a strategic planning retreat. 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 educational settings.
3. Enhance the curriculum with up-to-date technology that is used in the CATE classroom and the workplace.

To accomplish these goals, the CATE curriculum is based on the [Council for the Accreditation of Educator Preparation \(CAEP\) standards](#) and the [Charlotte Danielson's Framework for Learning](#).

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. (CAEP Standard 1: Content and Pedagogical Knowledge; Danielson Domain 1: Planning and Preparation)
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. (CAEP Standards 1 & 2; Danielson Domain 2: Classroom Environment)

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. (CAEP Standard 1: Content and Pedagogical Knowledge, Standard 2: Clinical Partnerships and Practice, Standard 3: Candidate Quality, Recruitment, and Selectivity, Standard 4: Program Impact; Danielson Domain 1: Planning and Preparation, Domain 2: Classroom Environment, and Domain 3: Instruction).
4. Students will *demonstrate professional responsibilities* by reflecting on teaching accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities. (CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity; Danielson Domain 4: Professional Responsibilities).

Process for Assessing Each Student Learning Outcome

Student Learning Outcome	Evidence	Timeline for Assessment and Evaluation	Results of Assessment Desired Level
1. Planning and Preparation	<ol style="list-style-type: none"> 1. Lesson Plans 2. Formative Observation 3. Praxis II Content 4. Praxis II Pedagogy 5. ILPPA 6. Portfolio 7. TESS Summative 8. Graduation GPA 	<p>Spring semester, senior year Spring semester, senior year Fall semester, junior year Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year</p>	<ol style="list-style-type: none"> 1. Average of all teacher candidates' lesson plans was 97%. This exceeds the 90% target goal. 2. Average of all teacher candidates' formative assessment observation was a 2.78. This exceeds the goal of 2.0 on the TESS scaled scores. 3. All candidates passed Praxis II Content on first attempt. 4. All candidates that took PLT passed on first attempt. 5. Average of all teacher candidates' ILPPA projects was 96.8%. This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was 99%. This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observation was a 2.73. This exceeds the goal of 2.0 on the TESS scaled scores. 8. Average GPA was above 3.00.
2. Classroom Environment	<ol style="list-style-type: none"> 1. Lesson Plans Formative 2. TESS Summative 	<p>Spring semester, senior year Spring semester, senior year</p>	<ol style="list-style-type: none"> 1. Average of all teacher candidates' lesson plans was 97%. This exceeds the 90% target goal. 2. Average of all teacher candidates' summative assessment observation was a 2.73. This exceeds the goal of 2.0 on the TESS scaled scores.
3. Instruction	<ol style="list-style-type: none"> 1. TESS Summative 2. Lesson Plans 3. Praxis II Pedagogy 4. Formative Observation 5. ILPPA 6. Portfolio 7. TESS Summative 	<p>Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year Fall & Spring, senior year Spring semester, senior year Spring semester, senior year</p>	<ol style="list-style-type: none"> 1. Average of all teacher candidates' summative assessment observation was a 2.73. This exceeds the goal of 2.0 on the TESS scaled scores. 2. Average of all teacher candidates' lesson plans

			<p>was 97%. This exceeds the 90% target goal.</p> <p>3. All candidates that took PLT passed on first attempt.</p> <p>4. Average of all teacher candidates' formative assessment observation was a 2.78. This exceeds the goal of 2.0 on the TESS scaled scores.</p> <p>5. Average of all teacher candidates' ILPPA projects was 96.8%. This exceeds the 90% target goal.</p> <p>6. Average of all teacher candidates' portfolios was 99%. This exceeds the 90% target goal.</p> <p>7. Average of all teacher candidates' summative assessment observation was a 2.73. This exceeds the goal of 2.0 on the TESS scaled scores.</p>
<p>4. Professional Responsibilities</p>	<p>1. GPA 2. Praxis II Pedagogy 3. Formative Observation 4. Portfolio 5. TESS Summative</p>	<p>Ongoing Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year</p>	<p>1. All candidates graduated with an average GPA of 3.63.</p> <p>2. All candidates that took PLT passed on first attempt.</p> <p>3. Average of all teacher candidates' formative assessment observation was a 2.78. This exceeds the goal of 2.0 on the TESS scaled scores.</p> <p>4. Average of all teacher candidates' portfolios was 99%. This exceeds the 90% target goal.</p> <p>5. Average of all teacher candidates' summative assessment observation was a 2.73. This exceeds the goal of 2.0 on the TESS scaled scores.</p>