Academic Assessment Plan
Elementary Education MAT
2019-2020

Program Goals

The Elementary Education Master of Arts in Teaching (ELEDMA) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes

Outcomes:	Evidence:	Data Collected:
Knowledgeable about Content and Pedagogy	1. Curriculum Design Project spring semester (ILPPA) 2. Formal TESS Observation(s) internship year 3. Praxis II: Principles of Learning and Teaching Exam spring semester graduate year 4. Foundations of Reading Exam	1. All candidates earned C or better 2. All candidates demonstrated growth over the year; data collection impacted by school closure 3. All candidates passed; some candidates passed an alternative assessment due to testing center closure 4. 18 candidates passed; 29 candidates did not attempt the exam due to testing center closures
Skillful in Practice	1. Action Research Project internship year 2. Curriculum Design Project spring semester (ILPPA) 3. Formal TESS Observation(s) internship year 4. Literacy Case Study summer semester	1. All candidates successfully defended their Action Research Projects 2. All candidates earned C or better 3. All candidates demonstrated growth over the year; data collection impacted by school closure 4. All candidates earned C or better
Supportive in Developing the Whole Student	1. Curriculum Design Project spring semester (ILPPA) 2. Formal TESS Observation(s) internship year 3. Literacy Case Study summer semester	1. All candidates earned C or better 2. All candidates demonstrated growth over the year; data collection impacted by school closure 3. All candidates earned C or better
Professional in Actions	1. Action Research Project internship year 2. Formal TESS Observation(s) internship year 3. Final Professional Portfolios 4. Educator Disposition Assessment	1. All candidates successfully defended their Action Research Projects 2. All candidates demonstrated growth over the year; data collection impacted by school closure 3. All candidates earned a C or better

			4. Candidates averaged 1.75-2 on all areas of the assessment; 2 candidates were placed on improvement plans; 1 candidate referred for Academic Integrity

Result of Analysis

Campus and test center closures had a significant impact on data collection and data quality in Spring 2020. Faculty adjusted to collect data in ways that may not be valid and reliable, but that provided flexibility and the benefit of the doubt to candidates given the unusual circumstances. The ELEL program faculty will continue to monitor trends in data through the CAEP accreditation process as the trends will likely provide more accurate inferences than the data that could be collected in Spring 2020. During Fall 2019 and Spring 2020 the faculty took on a significant data collection process by conducting site visits with partnership schools for the yearlong internship. This data collection resulted in revisions to the structure of yearlong internship and a formal plan to continue revisions with input from mentor teachers and administrators to occur in Fall 2020.

The EPP began administering the Educator Disposition Assessment. Criterion 8 "Demonstrates Self-Regulated Learner Behaviors/Takes Initiative" is slightly lower than the other criterion. This is an area to monitor as additional data are collected.

Program Changes based on Data Analysis

Data from site visits with partnership schools indicated a need for additional collaboration to align coursework and assignments for the middle school settings that were added when the program transitioned from P-4 to K-6 with the change in Arkansas licensure.

Changes to Assessment Process

The program began collecting professional disposition data using the Educator's Disposition Assessment (EDA) in 2019-2020 to support the *Professional in Actions* indicator. The program streamlined the data collection process through CAEP accreditation using Taskstream to collect key assessment data. The program adopted the ILPPA and implemented it for the first time in CIED 5032 Curriculum Design Concepts for Teachers. The program will continue to utilize the continuous improvement process put in place for CAEP accreditation.