

**Bachelor of Arts in Teaching:  
English Education, French/German/Spanish Education, Social Studies Education  
2019-2020 Assessment Report**

**Program Description**

The Bachelor of Arts in Teaching English Education, French Education, German Education, Spanish Education, and Social Studies Education is a new degree program in education, approved in 2018, leading to licensure in the respective content areas (K-12 in foreign languages or 7-12 in English and Social Studies). The programs focus on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage all students with meaningful and authentic instruction.

Students are classified as Pre-BAT students the first two years of their undergraduate careers. Students apply for admission to the BAT in the spring semester of their sophomore year, so Spring 2020 is the first year for 11 sophomores to apply for the program with expected graduation of 2022. However, as the program was rolled out in 2018, we had 6 students apply for admission during the spring of their junior year, so we will have one group with accelerated programs of study in English and Social Studies with expected graduation of 2021. Advisors, faculty, and the Office of Teacher Education have worked diligently to provide this accelerated group with a “fast-track” to graduation. They will be the first group to enter Fall 2020 as seniors in the degree, and the first group that will provide assessment data.

The Bachelor of Arts in Teacher Education program goals are based on the Four Domains of the Danielson Framework for Teaching (TESS—Teacher Evaluation Student Success), CAEP accreditation standards, and the COEHP conceptual framework:

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective preservice 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 preservice 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.

**Projected Assessment Plan for the BAT Programs of Study**

| <b>Learning Outcomes</b>                          | <b>Evidence</b>   | <b>Data Collection for 2020-21 Report</b>                          |
|---|---|--|
| <b>Knowledgeable about Content and Pedagogy</b>   | GPA upon graduation   | Collect GPAs from the 7 seniors in our first graduating class.     |
| <b>Skillful in Practice</b>                       | Mid-Point Assessment<br>spring semester senior year                             | Obtain mentor teacher evaluation on teaching after first rotation  |
| <b>Supportive in Developing the Whole Student</b> | Lesson Plan(s) with Mentor<br>Teacher Evaluation spring<br>semester senior year | Obtain mentor teacher evaluation on teaching after second rotation |
| <b>Professional in Actions</b>                    | Praxis PLT: Pedagogy  | Collect scores on PLT  |

Result of Analysis: N/A

Program Changes based on Data Analysis: N/A

Changes to Assessment Process: N/A