

Elementary Education BSE

2023-2024

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

(Report results of your assessment for the past year. These should be related to the plan that was provided last year in the annual assessment report and plan.)

Outcome and Evidence	Data Collected
<p>Knowledgeable about Content and Pedagogy</p> <ol style="list-style-type: none"> 1. GPA of at least 3.0 Spring 2024 2. Praxis II: Principles of Learning and Teaching exam 3. Foundations of Reading Exam 	<ol style="list-style-type: none"> 1. 40/40 candidates demonstrated a cumulative GPA of 3.0 or higher. 2. All ELEL candidates take the Praxis Principles of Learning and Teaching for grades K-6. Thirty-nine of forty candidates attempted this exam; one candidate had no attempt, while two candidates had non-passing attempts. 3. The Arkansas Foundations of Reading test was attempted by thirty-five completers; five candidates did not report an attempt and two candidates did not report a passing score. The two sections reporting the lowest scores were V and IV. Foundational Reading Skills (mean=2.57) and V. Reading Comprehension (mean=2.57). The highest sub-score came from section I. Foundations of Reading Development (mean=3.37). <p style="text-align: right;">5/28/24</p>

<p>Skillful in Practice</p> <ol style="list-style-type: none"> 1. Mid-program Assessment 2. Formal TESS Observation(s) internship year 	<ol style="list-style-type: none"> 1. 39/40 of the ELEL intern candidates passed their mid-point assessment (Spring 2023) with scores >21 out of 52 points possible. One student dropped out of the program and did not perform a mid-point assessment. 2. In Fall 2023, 121 teacher candidates overall were observed using the TESS Summative Evaluation with an average score of 2.87 and all domains were above the “progressing” benchmark criteria for our institution. The greatest gains were made in the area of 1f - Designing Student Assessments. Data were not aggregated by programs. Spring 2024 scores from mentor teachers is not yet been made available. <p>5/28/24</p>
<p>Supportive in Developing the Whole Student</p> <ol style="list-style-type: none"> 1. Formal TESS Observation(s) internship year 2. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. In Fall 2023, 121 teacher candidates overall were observed using the TESS Summative Evaluation with an average score of 2.87 and all domains were above the “progressing” benchmark criteria for our institution. The greatest gains were made in the area of 1f - Designing Student Assessments. Data were not aggregated by programs. Spring 2024 scores from mentor teachers is not yet been made available. The Liaison completed the evaluation in the Fall and the Mentor Teacher completed the evaluation in the Spring. 2. 40/40 candidates demonstrated satisfactory dispositions on all sections of the EDA. Elementary Education BSE reported 12 total Notice of Concern (NOCs) which represents 14% of their total candidates. The most common level for NOCs was Level 2 (n=10, medium). ELEL BSE resolved all NOCs except for one candidate who changed their major. <p>5/28/2024</p>

<p>Professional in Actions</p> <ol style="list-style-type: none"> 1. TESS 2. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. TESS data is highlighted in #1 Supportive for Developing the Whole Student. 2. Overall, 40/40 candidates demonstrated satisfactory dispositions on all sections of the EDA. Candidates averaged scores of 2 across all sections. Twelve candidates were given Notice of Concerns and improvement plans during the 2023-2024 year, two of which were high-level concerns and referred to the Teacher Candidate Professional Review Committee. The other 10 had a medium level of concern. The improvement plans were successful in addressing the disposition concerns and all were resolved with one student changing major. <p>5/28/2024</p>
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All ELEL intern candidates had 2 semesters prior to internship of practicum experiences which provided them more opportunity to be a part of public-school classrooms and gain experience in working with elementary and middle school students. Specific assignments were designed so students either worked with or interviewed an elementary/middle school student or applied content acquired in their methods courses over fall and spring semesters during the 2022-2023 school year. The practicum experiences were held in non-internship schools providing this year's ELEL interns diverse experiences in schools and districts.

The internships for the ELEL program added several new schools as well as some new liaisons. Asbell Elementary in Fayetteville, Natalie Edwards, Liaison (new), Butterfield Elementary in Fayetteville, Cindy Covington, Liaison (new), Jones Elementary in Springdale, Justin Minkel, Liaison, Shaw Elementary School, Heather Young, Liaison, and Bonnie Grimes and Reagan Elementary Schools, Wyann Stanton, Liaison (new schools – 2nd year Liaison) in Rogers. All of these schools and Liaisons will return for the 2024-2025 year.

The ELEL program admission applications submitted in January 2024 resulted in an increased number of students. As of 5/28/24, the following data for those applicants can be found below:

Program	Applications	Full Acceptance Letters Sent	Provisional Acceptance Letters Sent	Denial Letters Sent
ELEL	83	34	32**	17

**One student was provisionally accepted but will reapply again for next year – she cannot afford summer school to finish prerequisites.

The increase in applicants for the program has resulted in additional course sections for courses held in professional development schools along with larger numbers of students who are participating in the Arkansas Tutor Corps program. This program has allowed our teacher candidates to be paid to tutor K-1 grade students in the school in which they have their literacy classes under the supervision of program faculty. We believe ATC tutoring program will add to our teacher candidates confidence and competence in having a positive impact on students' learning prior to their internship experience.

All ELEL faculty will continue to monitor trends in data through the CAEP accreditation process.

Program Changes based on Data Analysis

Faculty continued to explore opportunities to implement best practice in alignment with research and literature in educator preparation and clinical practice. For 2023-2024 internship program courses moved back to campus based on feedback from the previous year's interns. We will continue to respond to the needs and preferences of our interns regarding all aspects of the ELEL program.

CAEP and ADE DESE removed requirements for a basic skills assessment for program admission in 2021. After analyzing candidate performance on Praxis II Multiple Subjects, it was decided to maintain the basic skills requirement for ELEL BSE even though many other programs dropped basic skills requirements. For ELEL BSE the basic skills measures in Reading, Mathematics, and Writing are indicators that candidates have content knowledge to teach elementary school and are an indicator that they are likely to be successful on the licensure assessments. The basic skills are prerequisites to our pedagogy and methods coursework in Reading, Writing, Mathematics, Science and Social Studies.

Changes to Assessment Process

The program began collecting professional disposition data using the Educator's Disposition Assessment (EDA) in Blackboard. The completion rate of EDA and TESS score data has improved for the ELEL program. The Mid-program assessment was piloted using Blackboard in Spring 2021 but returned to the traditional assessment Spring, 2022 and students submitted their work (video, lesson plan, responses to planning and reflection prompts) to Blackboard with very good success. Faculty review of last year's data noting areas of strength and weakness so areas of concern could receive more attention during internship and related coursework as well as for

incoming interns lesson planning in our methods classes. The program will continue to utilize the continuous improvement process put in place for CAEP accreditation.

Academic Assessment Plan

Program Goals (3-4)

The Childhood Education Bachelor of Science in Education (ELEL BSE) program in the College of Education and Health Professions is based on the belief that educators must

1. use and model best practices;
2. approach learning as developmental and life-long;
3. practice on the basis of professional standards and ethical conduct; and
4. honor diversity.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective pre-service educators. They must know how to access, use and generate

2. *Skillful in Practice*: Candidates will be skillful in the pedagogy required to be an effective pre-service 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 all students including those from culturally, linguistically, and economically diverse backgrounds. 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.

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

Timeline for assessment and analysis

Each outcome is measured at the end of the Spring term in the Senior year before graduation.

Means of assessment and desired level of student achievement

(Must include at least one direct and one indirect method of assessment for each learning outcome.)

Knowledgeable about Content and Pedagogy

1. GPA of at least 3.0
 - a. GPAs are monitored at program admission and at the end of each term after candidates are admitted.
 - b. Any candidate whose GPA falls below a 3.0 is notified that they are on probation with the program and is assigned a faculty mentor.
2. Praxis II: Content Knowledge Exam passing scores for licensure
 - a. Candidates are required to pass the Praxis II Elementary Education Multiple Subjects test that measures Reading/Language Arts, Mathematics, Science and Social Studies content knowledge. This exam is required for initial K-6 licensure in Arkansas and the program requires the assessment prior to the yearlong internship.

- b. Candidates are expected to pass all four parts of the test by April 1st in the spring of the junior year as a condition for admission to the yearlong internship.

Skillful in Practice

1. Mid-program Assessment
 - a. Candidates complete the Mid-program assessment as a checkpoint for admission to the yearlong internship.
 - b. Candidates submit the assessment in March of the junior year and the assessment is scored by program faculty. The results of the assessment are shared with the faculty liaison for the yearlong internship in the senior year.
2. Lesson Plan(s) with Mentor Teacher was much more consistent this year because of more time students could be placed schools.
 - a. Candidates had more opportunity in the 2022-2023 school year to write and teach a lesson that is evaluated by a mentor teacher for both Fall and Spring semesters. Interns had many opportunities to work with several mentor teachers over the year long internship to create lesson plans and receive feedback on the implementation of that plan from their mentor teachers.
 - b. This focus on writing and implementing lessons in different disciplines will be incorporated into regular meetings with methods course faculty to increase consistency and deep understanding of planning elements.

Supportive in Developing the Whole Student

1. Lesson Plan(s) with Mentor Teacher was more robust this year because of more time students spent in schools.
 - a. Candidates will continue to have more opportunity to write and teach a lesson that is evaluated by a mentor teacher in their practicum experiences for both Fall and Spring semesters.
 - b. This focus on writing and implementing lessons in different disciplines will be incorporated into regular meetings with methods course faculty to increase consistency and deep understanding of planning elements.
2. Educator Disposition Assessment
 - a. Candidates are evaluated by faculty using the EDA at the beginning, middle and end of the ELEL BSE in the Emergent Literacy course, Classroom Management course, and Student Teaching course.
 - b. Candidates who demonstrate unsatisfactory dispositions have a conference with a faculty member and are provided with an improvement plan documented through the Teacher Candidate Support System with a Notification of Concern. High levels of concern are referred to the Teacher

Candidate Professional Review Committee through the Office of Teacher Education.

Professional in Actions

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2. Educator Disposition Assessment

- a. Candidates are evaluated by faculty using the EDA at the beginning, middle and end of the ELEM BSE in the Emergent Literacy course, Classroom Management course, and Student Teaching course.
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(Must at least report annually to the Dean of college/school.)