

B.S.E. in Childhood education 2018-2019

Program Goals

The Childhood Education Bachelor of Science in Education (CHEDBS) 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 pre-service 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 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 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

<i>Outcomes:</i>	<i>Evidence:</i>	<i>Data Collected:</i>
<ul style="list-style-type: none"> • Knowledgeable about Content and Pedagogy • Skillful in Practice • Supportive in Developing the Whole Student • Professional in Actions 	<ol style="list-style-type: none"> 1. GPA upon graduation 2. Mid-Point Assessment spring semester senior year 3. Lesson Plan(s) with Mentor Teacher Evaluation spring semester senior year 4. Praxis II: Content Knowledge Exam spring semester senior year 	<ol style="list-style-type: none"> 1. All candidates graduated with GPAs of 3.0+ 2. 51 mid-points earned Pass 3. All candidates passed methodology coursework with C or better 4. 50 candidates passed; 1 candidate failed

Result of Analysis

The CHED program faculty are pleased with the assessment results from the program candidates. While the pass rate for the Praxis II: Content Knowledge Exam was 98%, the amount of times candidates took the exam was excessive in some cases (5 or more attempts). The program faculty are exploring reasons why these content exams present a challenge for some candidates and how we can better prepare our candidates for success on their licensure exams. Faculty are collaborating with the Office of Academic Student Initiative and Services (OASIS) and the Office of Teacher Education (OTE) to identify potential scaffolds and supports.

Program Changes based on Data Analysis

There are many program changes that will come about for the 2019-2020 academic year, but the vast majority of them are due to legislation (i.e. the Foundations of Reading requirement for teacher licensure) or modified requirements from ADE. All literacy coursework has been updated to reflect new competency requirements from ADE, including a strong focus on the Science of Reading for primary classrooms.

Changes to Assessment Process

One assessment was deleted from the program's assessment plan (Praxis CORE Exam) as candidates are required to pass this before being considered for program admission.

While analyzing these data, CHED program faculty did notice the absence of a dispositional measure for program candidates. CAEP accreditation requires the program to measure non-academic skills such as professional dispositions at the beginning, mid-point, and conclusion of a candidate's program of study. The program will begin collecting professional disposition data using the Educator's Disposition Assessment (EDA) in 2019-2020 to support the *Professional in Actions* indicator. The program will report percentages of candidates receiving no notices of concern and a percentage of those that do receive notices.