

**Academic Assessment Plan**  
 Childhood Education BSE  
 2019-2020

**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**

<b><i>Outcomes:</i></b>	<b><i>Evidence:</i></b>	<b><i>Data Collected:</i></b>
<ul style="list-style-type: none"> <li>• Knowledgeable about Content and Pedagogy</li> <li>• Skillful in Practice</li> <li>• Supportive in Developing the Whole Student</li> <li>• Professional in Actions</li> </ul>	<ol style="list-style-type: none"> <li>1. GPA upon graduation</li> <li>2. Mid-Point Assessment spring semester senior year</li> <li>3. Lesson Plan(s) with Mentor Teacher Evaluation spring semester senior year</li> <li>4. Praxis II: Content Knowledge Exam spring semester senior year</li> <li>5. Educator Disposition Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. All candidates graduated with GPAs of 3.0+</li> <li>2. 54 mid-points earned Pass; 1 earned Pass with improvement plan; Data collection impacted by school closures</li> <li>3. All candidates passed methodology coursework with C or better</li> </ol>

		<p>4. 51 candidates passed; 4 candidates failed; results impacted by test center closures</p> <p>5. Candidates averaged 1.75-2 on all areas of the assessment</p>
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## 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.

While the pass rate for the Praxis II: Content Knowledge Exam dropped this year from 98% to 93%, this was impacted by the closing of testing centers at the end of the Spring 2020 term. We will continue to monitor candidate testing once test centers reopen. The program faculty explored reasons for multiple attempts on some of the content tests by reviewing transcripts and talking to candidates. No clear pattern was identified although several candidates reported taking the test without studying just to see what was on the test. This may account for some of the candidates with 2 attempts, but not for the small number who have more than 2 attempts. UA candidates continue to exceed state pass rates on the exams.

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.

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. Two courses, CIED 4183 Instruction and Assessment of Writing and CIED 4533 Reading Comprehension Through Children’s and Adolescent Literature will be offered for the first time in Fall 2020.

## 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 will continue to utilize the continuous improvement process put in place for CAEP accreditation.