

Childhood Education BSE

2020-2021

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
<b>Knowledgeable about Content and Pedagogy</b> 1. GPA of at least 3.0 2. Praxis II: Content Knowledge Exam passing scores for licensure	1. 40/41 candidates demonstrated a cumulative GPA of 3.0 or higher. 2. All candidates passed methodology coursework with a grade of C or better. 3. 41 Candidates completed the program of study. 37/41 candidates passed all 4 Praxis II content exams for licensure by the May 1 deadline.
<b>Skillful in Practice</b> 1. Mid-program Assessment (completion of a modified assessment in Spring 2021 due to COVID restrictions and virtual field experience) 2. Lesson Plan(s) with Mentor Teacher (completion of a modified assessment in Spring 2021 due to COVID restrictions and virtual field experience)	1. 39/41 candidates completed the mid-program assessment. The assessment contains two tasks: Planning & Instruction (15 pts) and Observation Reflection (53 pts). Mean scores for the tasks are 10.83 and 41.33 respectively. 2. For 2020-2021 the lesson plan with Mentor Teacher assessment was not completed due to restrictions on clinical experiences in public schools. This assessment will resume in 2021-2022. Faculty created alternative assessments including writing and teaching lesson plans to peers and/or analyzing video lessons of National Board Certified Teachers through ATLAS.
<b>Supportive in Developing the Whole Student</b> 1. Lesson Plan(s) with Mentor Teacher 2. Educator Disposition Assessment	1. For 2020-2021 the lesson plan with Mentor Teacher assessment was not completed due to restrictions on clinical experiences in public schools. This assessment will resume in 2021-2022. Faculty created alternative assessments including writing and teaching lesson plans to peers and/or analyzing video lessons of National Board Certified Teachers through ATLAS.

	2. All candidates demonstrated satisfactory dispositions on the EDA and no candidates were referred to the Teacher Candidate Support System via a Notification of Concern.
<b>Professional in Actions</b> 1. Mid-program Assessment 2. Educator Disposition Assessment	1. 39/41 candidates completed the mid-program assessment. The assessment contains two tasks: Planning & Instruction (15 pts) and Observation Reflection (53 pts). Mean scores for the tasks are 10.83 and 41.33 respectively. 2. All candidates demonstrated satisfactory dispositions on the EDA and no candidates were referred to the Teacher Candidate Support System via a Notification of Concern.

Limits on opportunities for clinical experiences and remote course delivery created unique circumstances for data collection in 2020-2021. 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 CHED 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 2021.

The pass rate for the Praxis II: Content Knowledge Exam demonstrated a slight rebound this year from 93% to 95%. Program faculty monitored student pass rates beginning in February with the assistance of Mellissa Goodger and the Office of Teacher Education (Myra Haulmark). Faculty created tutoring sessions for candidates and a Zoom prep session was offered through the Arkansas Department of Education. The majority of candidates who do not pass on the first attempt are not passing the Science or Social Studies subtests. UA candidates continue to exceed state pass rates on the exams.

The EPP continued administering the Educator Disposition Assessment. The validity and reliability of this assessment in a remote delivery setting along with the added stress of a yearlong global pandemic bring the results of the assessment in question. This is an area to monitor as additional data are collected.

**Program Changes based on Data Analysis**

Due to disruptions in the data collection process and the unique circumstances of the pandemic, faculty continued to explore opportunities to implement best practice in alignment with research

and literature in educator preparation and clinical practice. Nine faculty members attended the virtual National Association of Professional Development Schools conference.

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 CHED BSE even though many other programs dropped basic skills requirements. For CHED 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 2019-2020 to support the *Professional in Actions* indicator. For 2021-2022 the program will access assessments in Blackboard instead of Taskstream. This serves three purposes: 1. Eliminates an additional fee for program candidates; 2. Utilizes a system candidates and faculty are already familiar with; 3. Provides candidates and faculty with easy access to the assignments and tracking of completion since all data for the program and courses are collected in one system. A Blackboard community was created in 2019-2020 to streamline communication and data collection for program candidates. The Mid-program assessment was piloted using Blackboard in Spring 2021. 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 (CHEDBS) 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

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.

### **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.
  - c. The 3.0 GPA at graduation is required for admission to grad school for the ELED MAT.
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 1<sup>st</sup> in the spring before graduation from the CHED BSE as a condition for admission to the ELED MAT and graduate school.

#### Skillful in Practice

1. Mid-program Assessment (completion of a modified assessment in Spring 2021 due to COVID restrictions and virtual field experience)
  - a. Candidates complete the Mid-program assessment as a checkpoint for admission to the yearlong internship.
  - b. Candidates submit the assessment in March in their final semester of the CHED BSE and the assessment is scored by program faculty. The results of the assessment are shared with the faculty liaison for the yearlong internship if the candidate continues in the program to the ELED MAT.
2. Lesson Plan(s) with Mentor Teacher (completion of a modified assessment in Spring 2021 due to COVID restrictions and virtual field experience)
  - a. Candidates write and teach a lesson that is evaluated by their mentor teacher in their clinical placement.
  - b. Alternative assignments were provided in Spring 2021 due to restrictions on visitors to schools.

#### Supportive in Developing the Whole Student

1. Lesson Plan(s) with Mentor Teacher
  - a. Candidates write and teach a lesson that is evaluated by their mentor teacher in their clinical placement.
  - b. Alternative assignments were provided in Spring 2021 due to restrictions on visitors to schools.
2. Educator Disposition Assessment
  - a. Candidates are evaluated by faculty using the EDA at the beginning and end of the CHED BSE in the Emergent Literacy course and Classroom Management 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.

#### Professional in Actions

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 in their final semester of the CHED BSE and the assessment is scored by program faculty. The results of the assessment are shared with the faculty liaison for the yearlong internship if the candidate continues in the program to the ELED MAT.
2. Educator Disposition Assessment
  - a. Candidates are evaluated by faculty using the EDA at the beginning and end of the CHED BSE in the Emergent Literacy course and Classroom Management 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.

*(Must at least report annually to the Dean of college/school.)*