

## Childhood Education BSE

2022-2023

### 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> <ol style="list-style-type: none"><li>1. GPA of at least 3.0 Spring 2023</li><li>2. Praxis II: Content Knowledge Exam passing scores for licensure</li><li>3. Graduated CHED BSE Spring 2023</li></ol>	<ol style="list-style-type: none"><li>1. 42/42 candidates demonstrated a cumulative GPA of 3.0 or higher.</li><li>2. 42/42 candidates took and passed Praxis II Content Knowledge Exam (an 100% pass rate) by May 8, 2023.</li><li>3. 42/42 candidates completed program of study.</li></ol>
<b>Skillful in Practice</b> <ol style="list-style-type: none"><li>1. Mid-program Assessment</li><li>2. Lesson Plan with Mentor Teacher</li></ol>	<ol style="list-style-type: none"><li>1. 42/42 candidates completed the mid-program assessment. All 42 passed. Overall, students obtained a mean score of 30.18 out of a possible 52 points with 21 set as a passing score.</li><li>2. 42/42 candidates worked with a Mentor teacher to plan a lesson and implement it in a public-school classroom. A video of the lesson, a lesson plan and responses regarding planning and reflection questions were submitted to Blackboard and evaluated by all program faculty.</li></ol>
<b>Supportive in Developing the Whole Student</b> <ol style="list-style-type: none"><li>1. Lesson Plan(s) with Mentor Teacher</li><li>2. Educator Disposition Assessment</li></ol>	<ol style="list-style-type: none"><li>1. 42/42 candidates worked with a Mentor teacher to plan a lesson and implement it in a public-school classroom. A video of the lesson, a lesson plan and responses regarding planning and reflection questions were submitted to Blackboard and evaluated by faculty.</li><li>1. The EDA assessments data for CHED seniors average a 2 all disposition areas.</li></ol> <p>5/31/23</p>

<p><b>Professional in Actions</b></p> <ol style="list-style-type: none"> <li>1. Mid-program Assessment</li> <li>2. Educator Disposition Assessment</li> </ol>	<ol style="list-style-type: none"> <li>2. 42/42 candidates completed the mid-program assessment. All 42 passed, with a median score of 30.18 out of a total of 52 possible points.</li> <li>3. The EDA assessments data for CHED seniors average a 2 all disposition areas.</li> </ol> <p>5/31/2023</p>
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The practicum opportunities for our CHED seniors were greatly improved compared to last year largely due to the efforts of our Field Placement Coordinator, JL Jennings, in collaboration with program faculty. During the fall semester, 100 students were placed in 12 schools from 2 local school districts, Fayetteville Public Schools, and Springdale School District. For spring semester, 88 student were placed in 12 schools from the same 2 school districts used in the fall.

The pass rate for the Praxis II: Content Knowledge Exam demonstrated was 100% pass rate a slight increase from last year 89%. Program faculty monitored student pass rates beginning in February with the assistance of Victoria Jordan and the Office of Teacher Education (Myra Haulmark). Faculty created tutoring sessions for candidates as well as sharing resources students could use through the Arkansas Department of Elementary and Secondary Education. Most candidates who do not pass on their 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. More faculty completed the EDA this year compared to the previous year. While the overall rate would indicate there were no dispositional areas of concern, the data may need to be reviewed since it does not reflect the conversations of faculty regarding student dispositions. The program coordinator along with other faculty will work with the Office of Teacher Education to develop ways to increase the data collected so that it represents all students. This is an area to monitor as additional data are collected.

### **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. We believe more courses offered in a Professional Development School beyond the internship, will improve scores on the mid-point assessment related to planning as well as in classroom management and instruction practices.

Although CAEP and ADE DESE removed requirements for a basic skills assessment for program admission in 2021, our program decided to maintain the basic skills requirement for CHED BSE. 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 Blackboard. A Blackboard community was created in 2019-2020 to streamline communication and data collection for program candidates but there continues to be missing data from faculty. More work is needed to improve the completion rate of EDA and TESS score data. The Mid-program assessment required all students moving into their internship year to submit evidence of their planning, teaching, and reflections (video, lesson plan, responses to planning and reflection prompts) to Blackboard with very good success. A review of the data suggests areas of strengths and areas needing growth for this group of students. Specifically, students demonstrated strength in TESS 2a: Creating an Environment of Respect and Rapport and 4a: Reflecting on Teaching with growth areas of TESS 1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, and 3c: Engaging Students in Learning. The program is committed to emphasize these areas as they work with students in preparation courses where they learn to effectively write lesson plans as for 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 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.
  - 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
  - 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 CHED MAT.
2. Lesson Plan(s) with Mentor Teacher had improved from the previous year because students were able to spend more time in schools through their practicum experience and because there were several Professional Development School options available.
  - a. Candidates had more opportunity to write and teach a lesson that was evaluated by a mentor teacher in their clinical experiences for both Fall and Spring semesters.
  - b. This focus on writing and implementing lessons in different disciplines will continue to be incorporated into regular meetings with methods course faculty to increase consistency and deep understanding of planning elements. Faculty participated in an in-depth review of the lesson plan elements led by the program coordinator to ensure everyone was using the same lesson plan format and clearly understood each of the components. There has been noticeable improvement in this requirement of novice teachers.

### Supportive in Developing the Whole Student

1. Lesson Plan(s) with Mentor Teacher was much more robust this year because of more time students spent in schools.
  - a. Candidates will have more opportunity to write and teach a lesson that is evaluated by a mentor teacher in their clinical 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 collected would indicate there were no concerns with student dispositions; however, more work will need to be done moving forward to capture the issues faculty raise regarding dispositions beyond the assessment tool. Work on improving this task will be a focus for next year.

- 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. There was an increase in Notice of Concerns submitted by program faculty compared to the previous year. The number doubled from 4 to 8 students largely because more emphasis was highlighted in program meetings so all faculty could help students become aware of disposition areas that needed work.

#### Professional in Actions

##### 1. Mid-program Assessment

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- 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 CHED 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.)*