

Elementary Education MAT

2024-2025

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 and experiences 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 in the MAT year.

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. Formal TESS Observations

- a. CIED 5080V Elementary Education Cohort Internship
- b. Candidates complete a preconference, formal observation, and post conference.
- c. Candidates are rated on the Aspiring Teacher Rubric performance rubrics adapted from the TESS evaluation system used
- d. Candidates must earn a mean rating of 2.0 or better and achieve a grade of B or better in internship.

2. Praxis II: Principles of Learning and Teaching Exam

- a. This exam was previously required for licensure. Until a valid and reliable alternative is developed, the program will continue to require this exam for program completion to demonstrate knowledge of K-6 pedagogy and learning theory.
- b. Candidates must receive a passing score on the exam (score of 160 or better) by the end of the Spring term.

3. Arkansas Foundations of Reading Exam

- a. This exam is required for licensure but is not required for program completion.
Candidates must achieve the state cut score.

Skillful in Practice

1. Action Research Project

- a. CIED 50703 Action Research in Elementary Education
- b. Candidates design and implement an action research project in the internship classroom.
- c. Candidates collect evidence of teaching effectiveness and student learning.
 - a. Candidates write an action research paper and complete an oral defense to demonstrate skillful practice.

2. Formal TESS Observation

- a. CIED 5080V Elementary Education Cohort Internship
- b. Candidates complete a preconference, formal observation, and post conference.
- c. Candidates are rated on the same TESS performance rubrics as Arkansas teachers.
- d. Candidates must earn a mean rating of 2.0 or better and achieve a grade of B or better in internship.

3. Literacy Case Study

- a. CIED 51703 Literacy Assessment and Intervention
- b. Candidates assess one student on aspects of literacy appropriate to the age, grade level, and development.
- c. Candidates design interventions and teach a series of lessons.
- d. Candidates post-assess on the aspect of literacy for which they designed and implemented interventions.

Candidates must receive a grade of C or better.

Supportive in Developing the Whole Student

1. Formal TESS Observation

- a. CIED 5080V Elementary Education Cohort Internship
- b. Candidates complete a preconference, formal observation, and post conference.
- c. Candidates are rated on the same TESS performance rubrics as Arkansas teachers.
- d. Candidates must earn a mean rating of 2.0 or better and achieve a grade of B or better in internship.

2. Literacy Case Study

- a. CIED 51703 Literacy Assessment and Intervention
- b. Candidates assess one student on aspects of literacy appropriate to the age, grade level, and development.
- c. Candidates design interventions and teach a series of lessons.
- d. Candidates post-assess on the aspect of literacy for which they designed and implemented interventions.
- e. Candidates must receive a grade of C or better.

Professional in Actions

1. Action Research Project

- a. CIED 50703 Action Research in Elementary Education
- b. Candidates design and implement an action research project in the internship classroom.
- c. Candidates collect evidence of teaching effectiveness and student learning.
- d. Candidates write an action research paper and complete an oral defense to demonstrate skillful practice.

2. Formal TESS Observation

- a. CIED 5080V Elementary Education Cohort Internship
- b. Candidates complete a preconference, formal observation, and post conference.
- c. Candidates are rated on the same TESS performance rubrics as Arkansas teachers.
- d. Candidates must earn a mean rating of 2.0 or better and achieve a grade of B or better in internship.

3. Final Professional Portfolios

- a. CIED 50003 Elementary Education Seminar
- b. Candidates collect and create a series of artifacts to demonstrate readiness for initial licensure.
- c. Candidates must earn a grade of C or better.

4. Educator Disposition Assessment

- a. CIED 5080V Elementary Education Cohort Internship
- b. Candidates are evaluated by faculty using the EDA.

- c. 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.

See Annual Academic Assess Report for Results

Annual Academic Assessment Report For Elementary Education MAT 2024-2025

Results of analysis of assessment of Student Learning Outcome

Outcome and Evidence	Data Collected
Knowledgeable about Content and Pedagogy 1. Formal TESS Observation(s) internship year 2. Praxis II: Principles of Learning and Teaching Exam spring semester graduate year 3. Foundations of Reading Exam	1. All candidates earned C or better 2. All candidates demonstrated mean scores of 2.0 or higher on the TESS rubric 3. All CHED candidates take the Praxis Principles of Learning and Teaching for grades K-6 . There were 39 students who attempted this test and 39 students passed. The highest subtest mean score was 17.00 (out of 21) on the Instructional Process subtest, next was Students as Learners 15.37 (out of 21), 11.32 (out of 14) on Professional Development Leadership and Community and the lowest subtest mean score was 10.95 (out of 14) on Assessment . 4. On the Arkansas Foundations of Reading Test 39/39 passed on the first attempt. The two sections reporting the lowest scores were Foundations of Reading Development with a mean score of 3.34 (out of 4) and Foundational Reading Skills & Reading Comprehension with a mean score of 2.37 (out of 4). The highest subscores were for Reading Assessment and Instruction with a mean score of 3.45 (out of 4) and Development of Reading Comprehension with a mean score of 3.39 (out of 4). Both of these subscores are slightly higher than the previous year.
Skillful in Practice 1. Action Research Project internship year 2. Formal TESS Observation(s) internship year 3. Literacy Case Study	1. All candidates successfully defended their Action Research Projects 2. All candidates demonstrated growth over the year 3. All candidates earned C or better

<p>Supportive in Developing the Whole Student</p> <ol style="list-style-type: none"> 1. Formal TESS Observation(s) internship year 2. Literacy Case Study 	<ol style="list-style-type: none"> 1. All candidates demonstrated growth over the year 2. All candidates earned C or better
<p>Professional in Actions</p> <ol style="list-style-type: none"> 1. Action Research Project internship year 2. Formal TESS Observation(s) internship year 3. Final Professional Portfolios 4. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. All candidates successfully defended their Action Research Projects 2. All candidates demonstrated growth over the year - The highest areas for CHED MAT are Domain 4a (Reflecting on Teaching) and 4b (Maintaining Accurate Record) which are equally high for the EPP average. The lowest areas are 4d (Participating in a Professional Community) and 3b (Using Questioning and Discussion Techniques) which is also one of the lowest areas for the EPP overall. 3. All candidates earned a C or better 4. Candidates averaged 2 on all areas of the assessment – NOTE: There were 4 Notice of Concerns (4% of the total number of candidates) submitted by MAT faculty. One half of those were Level 2 concerns (low) and the other half were divided between Level 1 (low) and Level 3 (high) primarily in the area of professionalism (attendance, attire, attitudes, showing initiative, respectfulness, etc.). A majority related to EDA 5, demonstrates preparedness in teaching and learning and EDA 8, demonstrates self-regulated learner behaviors/takes initiative. <p>All NOCs were resolved except one who withdrew from the program.</p>

The MAT program involved 5 partner schools, 3 long-time partners, Holcomb Elementary in Fayetteville, Denise Mounts, Liaison, George Elementary in Springdale, Marcia Imbeau, Liaison, Harp Elementary in Springdale, Bonnie King, Liaison, Monitor Elementary in Springdale, Jennifer Beasley, Liaison, and Central Park Elementary (new school) and Artis Ann Middle School in Bentonville, Karmen Bell, Liaison. This is the second year Jennifer and Karmen have served as Liaisons in the MAT program. Jennifer continues to have a major leadership role working in the RED Hub coordinating all EPPs across U of A campus.

The EPP continued administering the Educator Disposition Assessment. There has been improvement in the gathering of EDA data from last year which included all MAT students. The average score this year indicates there have been no issues with disposition which may be misleading since the assessment was administered after interventions from Liaisons and Mentor Teachers. Efforts to reflect growth in dispositions will be noted moving forward with an account of the total who needed work in a disposition area and the specific area of concern.

There was a noticeable decrease in Notice of Concerns submitted by faculty during this academic year. One reason for this decrease may be greater emphasis is being placed on the importance of appropriate dispositions and constant discussions about this aspect of professional conduct. This formal candidate support process is a clear signal to interns of changes needed for them to meet our high expectations and for them to be successful. We will continue to monitor this process to support our students.

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. Several faculty attended and five presented to the National Association of School University Partnerships (formerly NAPDS) and the Association of Teacher Educators in March, 2025. See the presentations and participation of our faculty below:

King, B. & Woodward, L. (2025, March). Beyond practicing: Transforming “classroom management” through authentic learning experiences [Conference presentation]. Association of Teacher Educators Annual Conference, New Orleans, LA.

King, B., & Young, H. D. (2025, March). Elevating SUPs: A “how to” expansion of high impact tutoring to revolutionize your K-6 clinical experiences [Conference presentation]. National Association of School University Partnerships, New Orleans, LA.

Mascher, K. & King, B. (2025, March). More than observation: A literacy clinic’s role in authentic teacher preparation and K-12 community programming [Conference presentation]. Association of Teacher Educators Annual Conference, New Orleans, LA.

Young, H. D., Stanton, W., King, B., & Hutchins, R. (2025, March). Getting to the heart of PDS: Giving back through high impact tutoring [Paper presentation]. National Association of School University Partnerships, New Orleans, LA.

Ralston & Beasley (2025) Razorback STARS: GYO for Rural Schools, for the Association of Teacher Educators 2025 Annual Meeting in New Orleans, Louisiana

Ralston et al.(2025) Opportunity Gaps in Education: Policy has EVERYTHING To Do With It, for the Association of Teacher Educators 2025 Annual Meeting in New Orleans, Louisiana

Karmen Bell and Natalie Edwards attended ATE.

King, Beasley, Stanton & Ralston attended Clinical Fellows.

These professional development opportunities have given faculty more knowledge and models of how internship specifically can work toward continuous improvement.

Our Professional Development School work for the 2024-2025 school year involved all students who will move into their internship starting in Fall, 2025. We believe the increase of PDS experiences will help our candidates have more authentic images of what they are trying to accomplish in their own teaching and have an easier transition to their year-long internship. We will continue monitoring carefully how we can build on how and what students learn about effective teaching from the PDS model experiences by using intern observations from Mentors and Liaisons.

Proposed modifications, innovations or changes: The faculty in CHED/ELEL worked this past year and submitted revised Programs of Study for CHED MAT for 4 concentrations areas (EASL – English as a Second Language, GATE - Gifted and Talented Education, READ – Reading/Dyslexia, and STEM – Science, Technology, Engineering, and Math) to University and the Arkansas Department of Elementary and Secondary Education. The revised programs of study were necessary to reduce the number of undergraduate and graduate hours of the program and increase the number of hours for internship (residency) to better reflect the time our students spend in schools. This caused us to eliminate some courses, revise others, and create new ones to keep our students current on what they need to be successful in impacting their students’ learning. Of significance, our program revisions include adding a second math methods course and revising a literacy assessment course to be broader in scope and how assessment data informs instruction.

Changes to Assessment Process

The program continues to collect professional disposition data using the Educator’s Disposition Assessment (EDA) along with TESS data from Liaisons in the Fall and Mentor Teachers in the Spring. These data help us monitor program candidates’ progress. The program will continue to utilize the continuous improvement process put in place for CAEP accreditation.