

Academic Assessment Plan
Elementary Education BSE
2019-2020

Program Goals

The Elementary Education Bachelor of Science in Education (ELELBS) 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 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 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>
Knowledgeable about Content and Pedagogy	<ol style="list-style-type: none"> 1. Formal TESS Observation(s) 2. Mid-Point Assessment spring semester junior year 3. Praxis II: Content Knowledge Exam spring semester junior year 4. Praxis II: Principles of Learning and Teaching Exam spring semester senior year 5. Foundations of Reading Exam 6. GPA upon graduation 	<ol style="list-style-type: none"> 1. All candidates demonstrated growth over the year; data collection impacted by school closure 2. 41 candidates earned Pass; 1 candidate earned Pass with an improvement plan; Data collection impacted by school closures 3. Data collection delayed due to test centers closed 4. All candidates passed 5. 23 candidates passed; 5 did not pass; 18 did not attempt due to test centers closed 6. All candidates graduated with GPAs of 3.0+
Skillful in Practice	<ol style="list-style-type: none"> 1. Curriculum Design Project fall or spring semester senior year (ILPPA) 2. Formal TESS Observation(s) senior year 3. Literacy Case Study spring semester senior year 	<ol style="list-style-type: none"> 1. All candidates earned a C or better 2. All candidates demonstrated growth over the year 3. All candidates earned a C or better
Supportive in Developing the Whole Student	<ol style="list-style-type: none"> 1. Formal TESS Observation(s) senior year 2. Literacy Case Study spring semester senior year 	<ol style="list-style-type: none"> 1. All candidates demonstrated growth over the year 2. All candidates earned a C or better
Professional in Actions	<ol style="list-style-type: none"> 1. Formal TESS Observation(s) senior year 2. Mid-Point Assessment spring semester junior year 3. Final Professional Portfolios 4. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. All candidates demonstrated growth over the year 2. 41 candidates earned Pass; 1 candidate earned Pass with an improvement plan; Data collection impacted by schools closure

		<p>3. All candidates earned a C or better</p> <p>4. 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.

The EPP launched the Teacher Candidate Support System and 7 candidates were referred. Six candidate concerns were on dispositions. ELEL candidate scores ranged from 1.75 – 2 with 2 being the highest possible score indicating candidates demonstrate appropriate dispositions. The one category that was less than 2.0 was a 1.75 in the area of “demonstrates self-regulated learner behaviors/takes initiative.” Liaisons will continue to monitor teacher candidates in areas of dispositions and will document any areas of concern and work with struggling students individually to overcome areas of concern.

The ILPPA is a new EPP-wide assessment that began fall 2019. It collects information on how candidates’ impact student achievement. Data were submitted for 52 candidates across three programs (birth-K, ELEL, UATeach). Of the three programs reported, the ELEL program reported an average criterion score of 4.0 for all assessment domains. The mean score of 4.0 could be a concern for validity and reliability. We may want to consider calibration scoring.

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.

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 adopted the ILPPA and implemented it for the first time in

CIED 4143 Curriculum Design and Applications of Instructional Practice. The program will continue to utilize the continuous improvement process put in place for CAEP accreditation.