

Elementary Education BSE

2021-2022

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 28/28 provided last year in the annual assessment report and plan.)

Outcome and Evidence	Data Collected
Knowledgeable about Content and Pedagogy <ol style="list-style-type: none">1. GPA of at least 3.0 Spring 20222. Praxis II: Principles of Learning and Teaching exam by May 1st, 20223. Foundations of Reading Exam	<ol style="list-style-type: none">1. 28/28 candidates demonstrated a cumulative GPA of 3.0 or higher.2. 28/28 Candidates completed the PRAXIS II: Principles of Learning and Teaching Exam3. 22/28 passed Foundations of Reading exam, 6 are awaiting scores to be posted. <p>5/24/2022</p>
Skillful in Practice <ol style="list-style-type: none">1. Mid-program Assessment2. Formal TESS Observation(s) internship year	<ol style="list-style-type: none">1. 28/28 candidates completed the mid-program assessment. Students scored a median 10/15 on the Lesson Planning and Instruction Task and a median 35/53 on the Video and Reflection portion.2. 28/28 candidates worked with a Mentor teacher during their internship to plan a lesson, implement it, and evaluated using the TESS scoring documents of all Danielson's 4 Domains of Teaching. The Liaison completed the evaluation in the Fall and the Mentor Teacher completed the evaluation in the Spring. All scores were above the benchmark ranging from 2.28 – 3.07 with all scores improving from the Fall to Spring evaluation with the exception of Domain 2b – Establishing a Culture for Learning. <p>5/24/2022</p>
Supportive in Developing the Whole Student <ol style="list-style-type: none">1. Formal TESS Observation(s) internship year2. Educator Disposition Assessment	<ol style="list-style-type: none">1. 28/28 candidates worked with a Mentor teacher during their internship to plan a lesson, implement it, and evaluated using the TESS scoring documents of all Danielson's 4 Domains of Teaching. The Liaison completed the evaluation in the

	<p>Fall and the Mentor Teacher completed the evaluation in the Spring. All scores were above the benchmark ranging from 2.28 – 3.07 with all scores improving from the Fall to Spring evaluation with the exception of Domain 2b – Establishing a Culture for Learning.</p> <p>2. 26/28 candidates demonstrated satisfactory dispositions on all sections of the EDA. Candidates averaged scores of 1.56-2 across all sections. Eight candidates were given notices of concern and improvement plans during the 2021-2022 year, four of which were high-level concerns and referred to the Teacher Candidate Professional Review Committee. Of the eight students, two withdrew, two deferred, and four resolved the concerns.</p> <p>5/24/2022</p>
<p>Professional in Actions</p> <ol style="list-style-type: none"> 1. Mid-program Assessment 2. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. 28/28 candidates completed the mid-program assessment. Students scored a median 10/15 on the Lesson Planning and Instruction Task and a median 35/53 on the Video and Reflection portion. 2. 26/28 candidates demonstrated satisfactory dispositions on all sections of the EDA. Candidates averaged scores of 1.56-2 across all sections. Eight candidates were given notices of concern and improvement plans during the 2021-2022 year, four of which were high-level concerns and referred to the Teacher Candidate Professional Review Committee. Of the eight students, two withdrew, two deferred, and four resolved the concerns. <p>5/24/2022</p>

Limited opportunities for clinical experiences occurred this school year with no practicum experiences planned for Fall 2021 and limited time available for Spring 2022. The data collected is not as comprehensive as we would like so faculty have begun working with the Director of

Field Placement to assist in the process of school selection moving forward to students can begin the practicum experience more quickly. The ELEL program faculty will continue to monitor trends in data through the CAEP accreditation process.

The pass rate for the Praxis II: Content Knowledge Exam for 2021-2022 seniors is 100%. Program faculty monitored student pass rates beginning in February for juniors who will be candidates for internship in 2022-2023 with the assistance of Janelle Fox 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. The deadline for juniors was April 1. As of April 1, 2021 22/30 juniors passed all four subtests. UA candidates continue to exceed state pass rates on the exams.

The EPP continued administering the Educator Disposition Assessment with limited scores available this year except for ELEL Interns. It seems faculty need more guidance and alerts to consistently report this data. 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

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. For 2021-2022 internship program courses were delivered in a Professional Development School model at Shaw Elementary and Harp Elementary in Springdale. We are hopeful that 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.

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 ELEL BSE even though many other programs dropped basic skills requirements. For ELEL 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 continue 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 was piloted using Blackboard in Spring 2021 but returned to the traditional assessment Spring, 2022 and students submitted their work (video, lesson plan, responses to planning and reflection prompts) to Blackboard with very good success. Faculty have plans to review this data in the Fall, to make improvements in the process and note areas that should be emphasized in our methods classes. 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 (ELEL BSE) 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.
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 1st in the spring of the junior year as a condition for admission to the yearlong internship.

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 of the junior year and the assessment is scored by program faculty. The results of the assessment are shared with the faculty liaison for the yearlong internship in the senior year.
2. Lesson Plan(s) with Mentor Teacher was not as robust this year because of limited time students could be placed schools.

- a. Candidates will have more opportunity in the 2022-2023 school year 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.

Supportive in Developing the Whole Student

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 - 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
 - a. Candidates are evaluated by faculty using the EDA at the beginning, middle and end of the ELEL BSE in the Emergent Literacy course, Classroom Management course, and Student Teaching 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. High levels of concern are referred to the Teacher Candidate Professional Review Committee through the Office of Teacher Education.

Professional in Actions

1. Mid-program Assessment
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(Must at least report annually to the Dean of college/school.)