

Elementary 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
<p>Knowledgeable about Content and Pedagogy</p> <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, 20233. Foundations of Reading Exam	<ol style="list-style-type: none">1. 24/24 candidates demonstrated a cumulative GPA of 3.0 or higher.2. 24/24 Candidates completed the PRAXIS II: Principles of Learning and Teaching Exam3. 17/28 passed Foundations of Reading exam, 1 not passed and 6 scores are not reported <p>5/31/2023</p>
<p>Skillful in Practice</p> <ol style="list-style-type: none">1. Mid-program Assessment2. Formal TESS Observation(s) internship year	<ol style="list-style-type: none">1. 24/24 candidates completed the mid-program assessment. Students scored an average of 32.10; however, the scores on the mid-point assessment submitted spring 2022 did not appear to have valid and reliable scoring from faculty based on scores that were either extremely low or high and atypical of previous candidates.2. 24/24 candidates worked with a Mentor teacher during their internship to plan a lesson, implement it, and were 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>5/31/2023</p>

<p>Supportive in Developing the Whole Student</p> <ol style="list-style-type: none"> 1. Formal TESS Observation(s) internship year 2. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. 24/24 candidates worked with a Mentor teacher during their internship to plan a lesson, implement it, and were 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. 2. 24/24 candidates demonstrated satisfactory dispositions on all sections of the EDA. Candidates averaged scores of 1.56-2 across all sections. Ten candidates were given notices of concern and improvement plans during the 2022-2023 year, four of which were high-level concerns and referred to the Teacher Candidate Professional Review Committee. The other 6 had 1 student with a low level of concern with 5 with a medium level of concern. The improvement plans were successful in addressing the disposition concerns and all were resolved. <p>5/31/2023</p>
<p>Professional in Actions</p> <ol style="list-style-type: none"> 1. TESS 2. Educator Disposition Assessment 	<ol style="list-style-type: none"> 1. 24/24 candidates completed the mid-program assessment. Scoring was not determined to be reliable. 3. 24/24 candidates demonstrated satisfactory dispositions on all sections of the EDA. Candidates averaged scores of 1.56-2 across all sections. Ten candidates were given notices of concern and improvement plans during the 2022-2023 year, four of which were high-level concerns and referred to the Teacher Candidate Professional Review Committee. The other 6 had 1 student with a low level of concern with 5 with a medium level of concern. The improvement plans were successful in

	addressing the disposition concerns and all were resolved. 5/31/2023
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These students had limited practicum experience in schools since the year before was the first year that practicum had resumed, and the Field Placement Coordinator was new to the role. Next year's interns will have had 2 semesters of practicum experiences to build from so the ELEL program faculty will take care to note how that experience is beneficial to the interns.

However, the ELEL juniors had a robust practicum experience because of our Field Placement Coordinators efforts in collaboration with program faculty to begin the process of find practicum site early. For the Fall 2022 semester, 42 ELEL students were placed in 7 schools in the Springdale and Farmington School District. For the Spring 2023 semester, 45 students were placed in 3 middle schools in the Springdale and Farmington School Districts. All ELEL faculty will continue to monitor trends in data through the CAEP accreditation process.

The pass rate for the Praxis II: Content Knowledge Exam for 2022-2023 seniors is 100%. Program faculty monitored student pass rates beginning in February for juniors who will be candidates for internship in 2023-2024 with the assistance of Victoria Jordan 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 Elementary and Secondary Education. Most candidates who do not pass on the first attempt have difficulty passing the Science or Social Studies subtests. The deadline for juniors was April 1. As of April 1, 2023 45 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

Faculty continued to explore opportunities to implement best practice in alignment with research and literature in educator preparation and clinical practice. For 2022-2023 internship program courses were delivered in a Professional Development School model at Westwood Elementary and Harp Elementary in Springdale, as well as, McNair Middle and Vandergriff Elementary in Fayetteville. 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. The completion rate of EDA and TESS score data has improved for the ELEL program. 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 review of last year's data noting areas of strength and weakness so areas concern could receive more attention during internship and related coursework as well as for incoming interns lesson planning 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 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.
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 much more consistent this year because of more time students could be placed schools.
 - a. Candidates had more opportunity in the 2022-2023 school year to write and teach a lesson that is evaluated by a mentor teacher for both Fall and Spring semesters. Interns had many opportunities to work with several mentor teachers over the year long internship to create lesson plans and receive feedback on the implementation of that plan from their mentor teachers.
 - 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

1. Lesson Plan(s) with Mentor Teacher was more robust this year because of more time students spent in schools.
 - a. Candidates will continue to have more opportunity to write and teach a lesson that is evaluated by a mentor teacher in their practicum experiences 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
 - 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

- 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. 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.

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