

# Elementary Education BSE

2024-2025

## Academic Assessment Plan

### Program Goals

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

*(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.
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.)*

### **1. Timeline for assessment and analysis**

Outcomes are measured and reviewed formatively throughout candidacy (fall and spring Bi-annual Report Program Feedback), but outcomes are summatively reviewed at the end of the Spring term in the senior year.

### **2. Means of assessment and desired level of student achievement**

#### Direct Assessments

- Ratings of student skills by liaisons and mentor teachers
- Ratings of dispositions by faculty
- Scores and pass rates on licensure/certification exams

#### Indirect Assessments

- Course grades/GPA
- Data reviewed from fall and spring Bi-annual reports (e.g., exit surveys, satisfaction surveys, etc.)

## *Knowledgeable about Content and Pedagogy*

### **1. GPA of at least 3.0**

- GPAs are monitored at program admission and at the end of each term after candidates are admitted.
- 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 Exams & Licensure Exam**

- 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.
- Candidates are expected to pass all four parts of the test by April 1<sup>st</sup> in the spring of the junior year as a condition for admission to the yearlong internship.
- Candidates are required to pass the Principles of Learning and Teaching (PLT) to meet graduation requirements. The qualifying score is 160.
- The Foundations of Reading test is used to satisfy licensure test requirements, and a score of 233 or higher is needed to meet the requirement.
- Candidates are expected to pass the PLT and FOR tests by May 1<sup>st</sup> in the spring of their senior year.

## *Skillful in Practice*

### 1. Mid-program Assessment

- Candidates complete the Mid-program assessment as a checkpoint for admission to the yearlong internship.
- 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 before the yearlong internship in the senior year.
- Candidates are assessed on 13 of 22 Aspiring TESS components and they must earn 21 of 52 on the assessment.

### 2. Aspiring TESS Observation

- Each semester, candidates in their internship year are evaluated by a faculty (fall semester) or mentor (spring semester) using the Aspiring TESS Summative Evaluation.
- Candidates are expected to meet/exceed the “progressing” (2) benchmark criteria for our EPP for all four domains.

## *Supportive in Developing the Whole Student*

### 1. Aspiring TESS Observation

- Each semester, candidates in their internship year are evaluated by a faculty (fall semester) or mentor (spring semester) using the Aspiring TESS Summative Evaluation.
- Candidates are expected to meet/exceed the “progressing” (2) benchmark criteria for our EPP for all four domains. Components and elements within domain 2 and domain 4 align with goal #3.

### 2. Educator Disposition Assessment

- Candidates are evaluated by faculty using the EDA at the beginning, middle and end of the ELEL BSE in the Emergent Literacy course (EDA #1), Classroom Management course (EDA #2), and Internship course (EDA #3).
- 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. Aspiring TESS Observation

- Each semester, candidates in their internship year are evaluated by a faculty (fall semester) or mentor (spring semester) using the TESS Summative Evaluation.
- Candidates are expected to meet/exceed the “progressing” (2) benchmark criteria for our EPP for all four domains. Components and elements within domain 4 align with goal #4.

## 2. Educator Disposition Assessment

- Candidates are evaluated by faculty using the EDA at the beginning, middle and end of the EDEL BSE in the Emergent Literacy course, Classroom Management course, and Internship course.
- 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

## 3. Reporting of results

See Annual Academic Assessment Report

## Elementary Education BSE

2024-2025

### 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</li><li>2. Praxis - Principles of Learning and Teaching (PLT): Grades K-6</li><li>3. Foundations of Reading Exam</li></ol>	<ol style="list-style-type: none"><li>1. All candidates demonstrated a cumulative GPA of 3.0 or higher in spring 2025.</li><li>2. All ELEL candidates take the <b>Praxis Principles of Learning and Teaching for grades K-6</b>. There were 37 teacher candidates who attempted the exam; 34 passed; 3 did not. The highest subtest mean score was 16.17 (of 21) on the <b>Students as Learners</b> subtest, next was Instructional Process 15.09 (of 21), followed by 11.31 (of 14) on <b>Professional Development Leadership and Community</b>, and the lowest subtest mean score was 9.60 (of 14) on <b>Assessment</b>.</li><li>3. The Arkansas <b>Foundations of Reading</b> test was attempted by 36 completers; 1 candidate did not report an attempt. The two sections reporting the lowest scores were <b>Foundational Reading Skills</b> (mean=2.57) and <b>Development of Reading Comprehension</b> (mean=3.11). The highest sub-score was Foundations of Reading Development (mean=3.37).</li></ol>
<b>Skillful in Practice</b> <ol style="list-style-type: none"><li>1. Mid-program Assessment</li><li>2. Formal Aspiring TESS Observation(s) internship year</li></ol>	<ol style="list-style-type: none"><li>1. All ELEL teacher candidates passed their <b>Mid-program Assessment</b> (Spring 2024) with scores &gt;21 out of 52 points possible.</li><li>2. <b>Aspiring TESS Summative Evaluations</b> from Fall 2024 data showed an EPP average score of 2.87, with all domains above the “progressing” (2) benchmark criteria set for our EPP. ELEL candidates scored equal to or above the EPP average in 20 of 22 assessed components.</li></ol>

**Supportive in Developing the Whole Student**

1. Formal Aspiring TESS Observation(s) internship year
2. Educator Disposition Assessment

1. Domain 2 of the **Aspiring TESS Observation** rubric specifically addresses the Classroom Environment. Fall 2024 data show that ELEM teacher candidates' domain 2 component scores are above the "progressing" (2) benchmark criteria. The highest score was in domain component **2a: Creating an Environment of Respect and Rapport** (>3.0 of 4.0). Domain 4 of the **Aspiring TESS Observation** rubric includes components that reflect teacher candidates' ability to communicate and collaborate with groups of colleagues and others who contribute to students' education, such as families and communities. Fall 2024 data show that ELEM teacher candidates scored Effective (>3.0 of 4.0) in domain **4c: Communicating with Families** and were approaching 3.0 (of 4.0) in domain **4d: Participating in a Professional Community**. Spring 2025 scores have not been made available yet.
2. Candidates/completers demonstrated satisfactory dispositions on all sections of the **Educator Disposition Assessment**. Overall, EPP data demonstrate an increase in dispositional competency over program-chosen timestamps. The ELEM candidates are assessed three times across their program of study (EDA #1 Emergent Literacy course, EDA #2 - Classroom Management course, and EDA #3 - Internship course). **Disposition #6: Exhibits an appreciation of and value for cultural and academic diversity** and **Disposition #7: Collaborates effectively with stakeholders**, align with program goal #3. Candidates who have elevated concerns related to dispositions receive a Notification of Concern (NOCs). In 2024-2025, there were 9 total Notice of Concern (NOCs) which represents 10% of the total population of teacher candidates in the program. The most common level for NOCs was Level 2 (n=7, medium). None were related to EDA #6 or EDA #7.

**Professional in Actions**

1. Formal Aspiring TESS Observation(s) internship year
2. Educator Disposition Assessment

1. Domain 4 of the **Aspiring TESS Observation** rubric specifically addresses the Professional Responsibilities. Fall 2024 data show that ELEL teacher candidates' component scores are above the "progressing" (2) benchmark criteria. The highest score was in **domain 4e: Growing and Developing Professionally** (>3.0 of 4.0). The elements of component 4e reflect teacher candidates' enhancement of content knowledge and pedagogical skill, to what extent they remain current by taking courses, reading professional literature, and remaining current on the evolution of instruction. ELEL teacher candidates' second highest score was in **domain 4f: Showing Professionalism** (>3.0 of 4.0).
2. Candidates/completers demonstrated satisfactory dispositions on all sections of the **Educator Disposition Assessment**. Overall, EPP data demonstrate an increase in dispositional competency over program-chosen timestamps. The ELEL candidates are assessed three times across their program of study (EDA #1 Emergent Literacy course, EDA #2 - Classroom Management course, and EDA #3 - Internship course). **Disposition # 3: Demonstrates Professionalism** and **Disposition #8: Demonstrates self-regulated learner behaviors/takes initiative**, align with program goal #3. Candidates who have elevated concerns related to dispositions receive a Notification of Concern (NOCs). Overall, 90% of NOCs are specifically related to professional dispositions. A majority are related to EDA 5: Demonstrates preparedness in teaching and learning and EDA 8: Demonstrates self-regulated learner behaviors/takes initiative.

### ELEL Internship

The internships for the ELEL program were supported by experienced liaisons in established internship sites (i.e., Asbell Elementary in Fayetteville, Natalie Edwards - Liaison, Butterfield Elementary in Fayetteville, Cindy Covington - Liaison, Jones Elementary in Springdale, Justin Minkel - Liaison, Shaw Elementary in Springdale, Heather Young - Liaison, and Bonnie Grimes and Reagan Elementary in Rogers, Wyann Stanton - Liaison.

### ELEL Clinical Experiences

All ELEL teacher candidates had two semesters of practicum experiences prior to internship, which provided them with more opportunities to be a part of public-school classrooms and gain experience in working with elementary and middle school students. Specific assignments were designed so students either worked with or interviewed an elementary/middle school student or applied content acquired in their methods courses over fall and spring semesters during the 2024-2025 school year. The practicum experiences were held in non-internship schools providing ELEL interns with diverse experiences in schools and districts.

The 2023 piloted Arkansas Tutor Corps program expanded implementation of DESE's High Impact Tutoring (HIT) grant opportunity for the 2024-2025 school year. ELEL teacher candidates engaged in tutoring experiences as part of multiple courses (i.e., Literacy courses, Classroom Management, and Internship – district dependent). The ATC tutoring program added to our teacher candidates' confidence and competence in having a positive impact on students' learning prior to and during the internship year.

All ELEL faculty will continue to monitor trends in data through Bi-annual reports and the CAEP accreditation process.

### 2025-2026 Academic Year Projections

The ELEL program admission applications submitted in January 2025 resulted in an increased number of students. As of 5/14/25, the following data for those applicants can be found below:

Program	Applications	Full Acceptance Letters Sent	Provisional Acceptance Letters Sent	Denial Letters Sent
ELEL	92	54	36	2



## **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 six faculty 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.

For 2024-2025 academic year, courses moved back to campus based on feedback from the previous year’s interns. We will continue to respond to the needs and preferences of our interns regarding all aspects of the EEL program.

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.

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.

Additionally, the ELEL Program submitted a Revised Program of Study and was approved by the Department of Elementary and Secondary Education, April 2025. The revision was necessary to comply with the year-long residency requirement and also to reduce the number of undergraduate hours necessary for graduation. The new Program of Study reduced the number of hours to graduate from 123 to 120 hours, increased the number of hours for residency (internship) to better reflect the amount of time spent in schools. Some courses were moved to during the day in the fall increasing the number of days for classes to two full days to eliminate Friday courses and evening classes for interns. These changes will change the number of days interns will be in schools from 4 days a week to 3 days in the Fall and then move to 4 days in the spring.

### **Changes to Assessment Process**

The program began collecting professional disposition data using the Educator's Disposition Assessment (EDA) in Blackboard. 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 noted areas of strength and weakness so areas of 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.