

**Bachelor of Arts in Teaching:
French Education
2024-2025 Assessment Report**

Program Description

The Bachelor of Arts in Teaching Drama Education, English Education, French Education, German Education, Spanish Education, and Social Studies Education is a relatively new degree program in education, approved in 2018, leading to licensure in the respective content areas (K-12 in foreign languages or 7-12 in Drama, English, and Social Studies). The programs focus on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage all students with meaningful and authentic instruction.

The Bachelor of Arts in Teacher Education program goals are based on the Four Domains of the Danielson Framework for Teaching (TESS—Teacher Evaluation Student Success), CAEP accreditation standards, and the COEHP conceptual framework:

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective preservice 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 preservice 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.

Projected Assessment Plan for the BAT Programs of Study: French Education

Learning Outcomes	Evidence	Data Collection for 2025 Report
Knowledgeable about Content and Pedagogy	GPA Senior Year Praxis II Content Test	Cumulative GPA Status as of this report
Skillful in Practice	Mid-Point Assessment (TESS) spring semester senior year	Obtain supervisor teacher evaluation of teaching after first 8 weeks of teaching internship
Supportive in Developing the Whole Student	Summative Formal Assessment (TESS) spring semester senior year	Obtain mentor teacher evaluation of teaching after second 8 weeks of teaching internship
Professional in Actions	Average domain on all four TESS domains of 2.0 and above in order to complete their program.	Report from Office of Teacher Education

Learning Outcomes	Result of Analysis	Program Changes Based on Analysis	Changes to Assessment Process
Knowledgeable about Content and Pedagogy	Cumulative GPA: No Graduates in 2025		Changing when these assessments are due would allow programs to include data from the current year. Also, it would be inappropriate to report GPA data for one graduate as doing so would inherently reveal the GPA of that student.
Skillful in Practice	TESS Domains No Graduates in 2025		Changing when these assessments are due would allow programs to include data from the current year. Also, it would be inappropriate to report TESS data for one graduate as that would inherently reveal the scores of that student.
Supportive in Developing the Whole Student	TESS Domains No Graduates in 2025		Changing when these assessments are due would allow programs to include data from the current year. Also, it would be inappropriate to report TESS data for one graduate as that would inherently reveal the scores of that student.
Professional in Actions	TESS Domain No graduates in 2025		Changing when these assessments are due would allow programs to include data from the current year. Also, it would be inappropriate to report TESS data for one graduate as that would inherently reveal the scores of that student.