

**Bachelor of Arts in Teaching:
Social Studies Education
2021-2022 Assessment Report**

Program Description

The Bachelor of Arts in Teaching 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 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.

Students are classified as Pre-BAT students the first two years of their undergraduate careers. Students apply for admission to the BAT in the spring semester of their sophomore year. 29 students were admitted to the BAT program in 2021-2022 with an additional 45 students admitted as pre-BAT (sophomores/juniors). Following the first six graduates of the program in 2021, 28 students graduated in spring 2022 (15 in English education, 12 in social studies education and 1 in Spanish education).

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: English Education

Learning Outcomes	Evidence	Data Collection for 2022 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: 3.57 Praxis Results: 7/12 students have passed test; 4 have not passed; 1 has not taken it.	No changes recommended. Since the focus on content derives from courses in Arts and Sciences and aligns with the requirements for a BA, any changes would be conducted in collaboration with the respective departments in Arts and Sciences and the Arkansas Department of Elementary and Secondary Education.	No changes recommended. Advisors will monitor student progress in their content area courses and recommendations will be made for students regarding tutoring or other resources to assist them if needed. Students will also be encouraged to take advantage of the Praxis study materials provided by the Office of Teacher Education.
Skillful in Practice	TESS Domains One: 2.915 Two: 2.83 Three: 2.884 Four: 2.81	More focus on involving students in professional development and reflective practices in SEED 3283, the practicum course, in which students spend 30 hours of on-site observation. Students will be encouraged to join Educators Rising or become members of Kappa Delta Pi. They will be required to attend at least one PD opportunity and one Parent Conference during their Practicum.	No changes. Students are scoring above the rate of passing (2.0). However, continued emphasis will be placed on the scope of the TESS framework for teaching.

Supportive in Developing the Whole Student	TESS Domains One: 3.06 Two: 3.03 Three: 2.82 Four: 2.96	Data will be provided for the SEED 4022 (Classroom Management), SEED 3283 instructors, and Methods instructor so that they can adjust their syllabi to address any criteria where scores are lower than 3.0 (Domains Three and Four).	No changes; data will continue to be collected during SEED 4285 at mid-point and at culmination of internship to assess student development in all domains but especially in Domain 3.
Professional in Actions	TESS Domain Benchmark met of 2.0 and above.	Anyone with cumulative scores below 2.0 are not recommended for licensure. All students scored higher than 2.0 in the 2021-2022 cohort.	