End of Year Assessment Report for Program - Elementary Education

Program: Elementary Education		Semester/year: SPRING 2019
Program Coordinator: Dr. Vanda Underwood	Meeting Date: May 15, 2019	Submission date: May 24, 2019

Name	Position	Signature
Lisa Amundson	Dean school of Education	Lisa Amundson
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Program Mission Statement

Greenville University teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

Program Objectives

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.
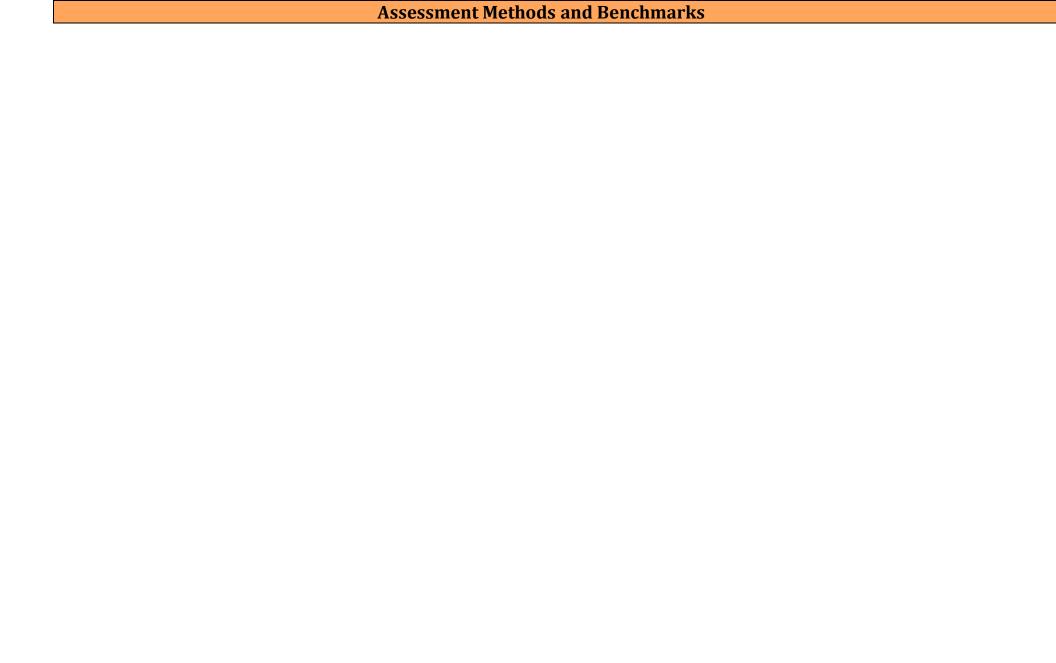
Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope

Revised by the Office of Assessment MAY 2019

For each program objective, choose one "best representative" assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Concepts and Structure	EDUC 282- Neuroscience and S/L	EDUC 340-My Classroom Project	EDUC 401- Task 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO2. Characteristics of Learners	EDUC 280- Diverse Learner Present	EDUC 333- CMP T2	EDUC 401- Task 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO3. Learning Environments	EDUC 202- Quiz #2	EDUC 333- CMP T1	EDUC 401- TASK 2
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO4. Teaching Strategies	EDUC 280- Diverse Learn Supports	EDUC 282- Lesson Plans	EDUC 401- TASK 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO5. Higher Level Thinking	EDUC 101- Current topic present	EDUC 340-Neuroscience and S/L	EDUC 401- TASK 3
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO6. Assessment Strategies	EDUC 333- Data Collection Project	EDUC 340- EdTPA Task 3	EDUC 401: TASK 3
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO7. Distinguish Roles of Stakeholders	EDUC 280- Diverse Learner Supports	EDUC 340- Grading Practices Exploration	Seminar- CDL
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence:
PO8. Goals of Education	EDUC 101- Essay #1	EDUC 282- Reference Document	Seminar- CDL
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence:	Evidence:	Evidence: N/A
PO9. Professionally Current	EDUC 202- Research Project	EDUC 333- Debate	Seminar- Disposition
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO10. Articulated Dispositions	EDUC 202- Co Teacher Evaluation	EDUC 280- IEP team Simulation	Seminar- Disposition
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO11. Communicated Effectively	EDUC 101- Current Hot Topic Presentation	EDUC 280-CoTeaching Plan	Seminar- Dispositions
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=2.75

	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	*EDUC 333- CMP T2*	*Seminar- Dispositions*
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

CAEP STANDARD 1

Exit Interview Data:

Question #1:

Discuss theories and/or theorists in your primary **content area** with which you most closely identify. What have they contributed to the field and why do you subscribe to these theories? Give an example from your clinical experiences to illustrate how you are applying one of those theories to your practice and describe its impact on student outcomes.

PROGRAM MEAN: 4 out of 5

Question #2:

Describe the ideal classroom community that you hope to create. Then, discuss specific expectations and procedures that you feel are critical in order to create the community you describe.

PROGRAM MEAN: 3.6 out of 5

Question #3:

Describe the link between assessment and instruction. Discuss critical factors that will influence your instructional decision-making and explain how considering these factors will help you to better serve students.

PROGRAM MEAN: 3.5 out of 5

Content Area Test Data:

PROGRAM MEAN: 247 out of 300 with the cut score of 240

edTPA Data: Scores represent mean Program Scores

edTPA test score	43
edTPA Rubric Score	2.8
edTPA Rubric 1	3
edTPA Rubric 2	2.7
edTPA Rubric 3	3
edTPA Rubric 4	2.7
edTPA Rubric 5	2.9
edTPA Rubric 6	2.9
edTPA Rubric 7	2.8
edTPA Rubric 8	2.9
edTPA Rubric 9	2.1
edTPA Rubric 10	2.7

edTPA Rubric 11	2.9
edTPA Rubric 12	3.2
edTPA Rubric 13	2.8
edTPA Rubric 14	2.7
edTPA Rubric 15	2.9

CAEP STANDARD 2:
Disposition Reports: NONE to report.

CAEP STANDARD 3:
Mean entry score of Basic Skills for admission to the program:

24 ACT average-Traditional
23 ACT average-nontraditional

High School GPA- 3.69 on a 4.0 scale

CAEP STANDARD 4:

A. Completer Reports: N=

B. Alumni Survey: N=
(See attached Document at the end containing results from the survey)

Analysis of Assessment Findings - SPRING SEMSESTER

Discuss the significance of the findings of the current semester in light of the desired results. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?
The continuous cycle of looking at data has allowed us to discover areas that we have improved, as well as future areas to target for improvement.

Strengths: As reported in the data above, assessment is an area that has improved. Exit interview scores have improved, edTPA scores remain well above the required benchmark, while Content area assessment scores are below the state mean, they remain above the cut score. Past graduates report the ability to build positive relationships with students, plan well for instruction, and collaborate well with other colleagues.

Weaknesses: As reported in the data, past graduates felt least prepared for the challenges incurred in teaching ELL, gifted, and vulnerable learners. Non-teaching practices such as talking with parents, sharing IEP's, etc. was also the other lowest score.

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)? **Adding components of edTPA planning in several courses has had a positive impact on students' ability to construct detailed lesson plans for the learners in their classroom. Students have also learned the importance of building respect and rapport with their students. Past graduates report collaboration experienced in coursework has benefitted their teaching and professional relationships.**

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment effort.
Our department narrowed the scope and sequence of questions on the Exit Interview from 5 potential questions to three questions. We also changed protocol to insure every candidate was asked the same three questions to improve the validity and reliability of data collected for comparison purposes. Results seem to indicate this was a positive change, particularly on Question 1 with a mean of 4 out of 5. Mean scores had previously hovered between 2-3 for this question.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process. **We have Department meetings on a monthly basis where we examine data, discuss any areas that need improvement and brainstorm methods for making those changes. Further we have monthly Committee of Teacher Education Meetings (COTE) to discuss with all stakeholders across the campus community any pertinent program findings/changes, and to share edTPA scores, results of alumni surveys, etc. Finally, we have meetings at the end of each semester to review all available data, look for trends, brainstorm problems/solutions, and make any needed program changes going forward.**

Use of Assessment Findings for Program Improvement (Action Plan)- SPRING SEMESTER

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.

In response to the findings on this program and assessment review, we propose the following change:

Target the EDUC 202 course Cultural Diversity to determine ways we can support our candidates when teaching future ELL students, gifted students, and vulnerable learners. We will look at the sub-scores on the Elementary Content test to determine what areas are potentially problematic and address those in the methods courses.

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status? **The previous year's action plan is complete.**

(C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

> **Along with the library of case studies we created, our Dean will meet with the instructor for EDUC 202 in Summer of 2019. Targeted changes will begin in Interterm 2020. Additions/changes to the methods courses will be implemented in the coming academic year of 2019-2020.**

Full Year Reflection- FALL/INTERTERM/SPRING TERMS

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

Our program continually strives for excellence. As previously stated, we have Content area exams, Exit Interviews, and edTPA assessments that provide data points a minimum of two to three times during the academic year. Our review of all data from Fall and Spring semester, demonstrates the changes we made to the Exit Interview have improved scores. The addition of graphic organizers to assist candidates on edTPA planning has also allowed our scores to remain consistently above the needed benchmark, with a near perfect pass rate on the first attempt. Finally, we continue to search for ways to support our candidates in achieving success with a new content area exam containing 4 sub-tests and increased difficulty levels. Alumni surveys have been positive overall. The areas cited for improvement in strategies for ELLs, gifted, and vulnerable students are being addressed in our plans for next academic year. The state of IL reports elementary students who were instructed by graduates of our program (N=16) performed well on state tests with 56.3% attaining proficient scores, and 31.3% excellent. The state of IL also reports that graduates of our programs are obtaining jobs and paying off their student loan debt appropriately. All of these measures validate the work we are doing and the strength of our teacher candidates in the Elementary Education program.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]

 Survey results from alumni below

Measure 3: Employer Satisfaction 2017-2018– Initial Licensure Program

These scores are from Employers of Greenville University graduates. Surveys were sent out one year after graduation.

Rating Scale:

      Strongly Agree = 5

      Agree = 4

      Undecided = 3

      Disagree = 2 Strongly

      Disagree = 1

A. Based on this employee's performance (or multiple employees if you have more than one Greenville University graduate), please rate the effectiveness of the School of Education at GU as it relates to the following prompts: The Teacher Education Program at Greenville College enables teacher candidates to:	
1. Develop a professional knowledge of the content area and become an educator who demonstrates sufficient subject matter competence in order to positively impact student learning	4.2
2. Develop a professional knowledge of Pedagogy and become an educator who "demonstrates current and appropriately-researched knowledge of pedagogy, as well as evidence of the ability to practically apply this knowledge in diverse settings with a wide variety of learners	4.0
3. Develop a professional knowledge of students and become an educator who "demonstrates the ability to apply knowledge of student development theories and formal/informal assessment strategies to promote a positive, caring learning environment and to provide meaningful learning experiences for a diverse student population	4.3
4. Develop an operational knowledge of effective teaching dispositions which allow me to "demonstrate dispositions which are necessary to be a competent and caring teacher	4.4

Measure 3: Employer Satisfaction 2017-2018 – Initial Licensure Program (Continued)

These scores are from Employers of Greenville University graduates. Surveys were sent out one year after graduation.
Rating Scale:

>Strongly Agree = 5
>Agree = 4
>Undecided = 3
>Disagree = 2
>Strongly Disagree = 1

A. Due at least in part to the Teacher Education Program and Faculty at Greenville University, I consider our employee or employees to be an educator who models the following dispositions:	
1. Caring Disposition	
a) Commitment to addressing each student's educational needs through equitable practice	4.5
b) Unconditional acceptance of all students	4.6
c) Making connections with students in instructional and non-instructional settings	4.5
2. Lifelong Learning Disposition	
a) Remaining current and expanding their subject matter knowledge	4.5
b) Seeking Pedagogical Knowledge for effective teaching practice, including appropriate use of current technology	4.5
c) Identify underlying themes within their subject matter knowledge	4.4
3. Reflective Practitioner Disposition	
a) Continuous reflection on their impact on student learning	4.3
b) Uses formative assessment data to inform instructional decisions	4.4
c) Considers multiple perspectives to create quality learning experiences for all students	4.3
4. Lifelong Learning Disposition	
a) Demonstrates respectful interaction through listening and responding appropriately to others.	4.5
b) Works collaboratively with others	4.7
c) Demonstrates ethical behavior	4.6

Satisfaction of Completers

Measure 4: Alumni Satisfaction 2017-2018– Initial Licensure Program

These scores are from Alumni of Greenville University graduates. Surveys were sent out one year after graduation.   Rating Scale:
Very Well = 5   Well = 4   Somewhat = 3   Not Well = 2   Not Addressed = 1

A. How well did your teacher preparation program prepare you to:	
1. Collaborate with colleagues to improve student learning	4.4
2. Set challenging and appropriate goals for student learning and performance	4.2
3. Empower students to become self-directed and productive learners	4.3
4. Maintain discipline and an orderly, purposeful learning environment	4.3
5. Work with parents and families to better understand students and to support their learning	3.8
6. Develop positive and supportive relationships with students	4.5
7. Create an environment of high expectations for all students	4.5
8. Teach in ways that support English Language Learners	3.5
9. Teach in ways that support students with diverse ethnic, racial, cultural, and socio-economic backgrounds	4.2
10. Teach in ways that support students with special needs-exceptional children	4.3
11. Teach in ways that support academically gifted students	3.6
12. Develop a classroom environment that promotes respect and group responsibility	4.5
13. Demonstrate knowledge of the subject matter you teach	4.5
14. Teach the concepts, knowledge, and skills of your discipline	4.4
15. Align instruction with state standards	4.4
16. Relate classroom teaching to the real world	4.0
17. Use knowledge of student learning and curriculum to plan instruction	4.4
18. Develop lessons that build on students' experiences, interests, and abilities	4.5
19. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	4.3
20. Provide purposeful feedback to students to guide their learning	4.3
21. Differentiate instruction based on student needs	4.2
22. Use technology in the classroom to improve learning outcome	4.0
23. Help students think critically and solve problems	4.0
24. Develop students' questioning and discussion skills	4.4
25. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	4.3
26. Adapt practice based on research and student performance data	4.3

Measure 4: Alumni Satisfaction 2017-2018– Initial Licensure Program (Continued)

These scores are from Alumni of Greenville University graduates. Surveys were sent out one year after graduation.   Rating Scale:

Strongly Agree = 5   Agree = 4   Undecided = 3   Disagree =2   Strongly Disagree = 1

A. I feel confident in my ability to:	
1. Set challenging and appropriate goals for student learning and performance	4.4
2. Plan instruction aligned with state standards	4.6
3. Develop lessons that build on student experiences, interests, and abilities	4.5
4. Maintain the discipline and an orderly purposeful learning environment	4.6
5. Develop positive and supportive relationships with students	4.7
6. Develop a classroom environment that promotes respect and group responsibility	4.6
7. Differentiate instruction based on student needs	4.6
8. Provide purposeful feedback to students to guide their learning	4.5
9. Help students think critically and solve problems	4.0
10. Use technology in the classroom to improve learning outcomes	4.4
11. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.	4.4
12. Help students assess their own learning	4.0
13. Analyze student performance data to improve effectiveness	4.4
14. Work with parents and families to better understand and to support their learning	4.3