

End of Year Assessment Report for Programs

Program: Elementary Education

Semester/year: Spring 2020

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Submission date: May 15, 2020

Program Mission Statement

Training teachers to be servant leaders in a culturally diverse world.

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.

Assessment Methods and Benchmarks – SPRING SEMESTER

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.

YEAR ONE FOCUS: Program Objective 1 and Program Objective 2

Program Objective	Introducing	Developing	Mastering
1. PO1 concepts and structure	EDUC 355: Math Interactive Journals	EDUC 356: Curriculum Planning Project (not taught this semester) EDUC 409 Structure of Discipline	edTPA
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=39
	Evidence: 95% completion	Evidence: 0% completion	Evidence: 95% completion
2. PO2 characteristics of learners	EDUC 282: Movie Analysis	EDUC 280 Diverse Learners Presentation	edTPA
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=39
	Evidence: Not able to be completed due to COVID	Evidence: 91% completion	Evidence: 95% completion

Analysis of Assessment Findings – SPRING SEMESTER

In the Spring semester we were challenged by the COVID crisis. Shortly after Spring Break, traditional instruction went fully on-line through the end of the semester. As a result, some assignments were unable to be completed as originally planned. The Math Interactive Journals were completed successfully by 95% of students, as were the Diverse Learners Presentations in EDUC 280 with 91% completion. Further, edTPA (with a benchmark score of 39) was met by 91% of students. Only one student failed to meet the benchmark score of 39 this spring. ISBE did notify GU, they would waive scores for this semester in light of the challenges. However, the student was planning to resubmit.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

With offices being closed this semester, and many changes occurring across the academic structure of departments, our department did not have the normal sharing and discussion of findings for Spring Semester.

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

Moving forward, professors of the various courses in the Education Department will continue to seek ways to complete all assignments should courses need to be moved online. The Education Department continually evaluates our practices and seeks ways to make program improvements. I am confident this will continue moving forward.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

School of Education faculty reviewed the previous analysis to this current semester. This allowed both semesters to be analyzed, using the data collection and reporting format, along with reflection, to complete our assessment strategy. The data from edTPA, the exit interviews along with the course assignments supported our learning objectives for the program. The data was aligned prior to the analysis which led to our understanding of progress students have made. Our procedures for gathering the information was systematic and streamlined which provided confidence that the data was accurate. Reviewing information was completed at faculty meetings, COTE meetings, and during assessment meetings in which face to face dialogue was encouraged. Prior response to assessment data had been analyzed during Education Faculty meetings.

Supporting Documents

FCAR supporting documents have been submitted into the corresponding D2L dropboxes for courses evaluated this period by respective faculty/adjuncts.