

End of Year Assessment Report for Programs- Middle Grades Education

Program: Middle Grades Education		Semester/year: SPRING 2019
Program Coordinator: Dr. Paul Alvord	Meeting Date: May 15, 2019	Submission Date: May 24, 2019
Name	Position	Signature

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

Assessment Methods and Benchmarks

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 409- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO2. Characteristics of Learners	EDUC 280- Diverse Learner Present	EDUC 333- CMP T2	EDUC 409- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO3. Learning Environments	EDUC 202- Quiz #2	EDUC 333- CMP T1	EDUC 409- TASK 2
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO4. Teaching Strategies	EDUC 280- Diverse Learn Supports	EDUC 282- Lesson Plans	EDUC 409- TASK 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO5. Higher Level Thinking	EDUC 101- Current topic present	EDUC 340-Neuroscience and S/L	EDUC 409- TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO6. Assessment Strategies	EDUC 333- Data Collection Project	EDUC 340- EdTPA Task 3	EDUC 409: TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO7. Distinguish Roles of Stakeholders	EDUC 280- Diverse Learner Supports	EDUC 340- Grading Practices Exploration	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO8. Goals of Education	EDUC 101- Essay #1	EDUC 282- Reference Document	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence: N/A
PO9. Professionally Current	EDUC 202- Research Project	EDUC 333- Debate	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO10. Articulated Dispositions	EDUC 202- Co Teacher Evaluation	EDUC 280- IEP team Simulation	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

PO11. Communicated Effectively	<i>EDUC 101- Current Hot Topic Presentation</i>	EDUC 280-CoTeaching Plan	<i>Seminar- Dispositions</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	<i>EDUC 333- CMP T2</i>	<i>Seminar- Dispositions</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

Analysis of Assessment Findings- SPRING

This is a brand new program, so there are no students to analysis.

Sharing and Discussion of Assessment Findings - SPRING

Discussion centered around how the data would be collected.

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

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?

Supporting Documents- SPRING

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