End of Year Assessment Report for Programs- Secondary Education

Program: Secondary Education		Semester/year: SPRING 2019
Program Coordinator: Dr. Kathy Taylor	Meeting Date: May 15, 2019	Submission date: May 24, 2019
Name	Position	Signature
George Peters	Math Education	
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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

Assessment Methods and Benchmarks- SPRING

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	EDUC 101- Current Hot Topic Presentation	EDUC 280-CoTeaching Plan	Seminar- Dispositions
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	EDUC 333- CMP T2	Seminar- Dispositions
	Benchmark: >=75%	Benchmark: >=75%	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: 4.75 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: 3.5 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: 4.25 out of 5

Candidates are reflecting a strong understanding of assessment and instruction, as well as theories that provide foundation to practice. Building a classroom community is an area where candidates are also making important connections. Because the rubrics were designed with a target score of 3, a 3.5 does indicate that students are still doing well on question #2. Additional discussion about how to strengthen this area even more will be ongoing.

Content Area Test Data:

PROGRAM MEAN: 253.25 out of 300, with at 240 as the cut score

Additional data points were provided this year on the content area tests for all programs. This includes looking at sub-scores for each content area test to determine areas of strength and areas where we need to address deficiencies. As we look at transitioning the secondary and K-12 programs to national content area standards, this information will be valuable.

edTPA Data: Scores represent mean Program Scores

edTPA test score	48.5
edTPA Rubric Score	3.2
edTPA Rubric 1	3.5
edTPA Rubric 2	3
edTPA Rubric 3	3.5
edTPA Rubric 4	3
edTPA Rubric 5	3.5
edTPA Rubric 6	3
edTPA Rubric 7	3.3
edTPA Rubric 8	2.6
edTPA Rubric 9	3.1
edTPA Rubric 10	2.9
edTPA Rubric 11	3.3
edTPA Rubric 12	3.8
edTPA Rubric 13	3.4
edTPA Rubric 14	3.3
edTPA Rubric 15	3.5

Candidates are scoring well enough to surpass the upcoming increase for the edTPA cut score of 41. The work we did in EDUC 340 and EDUC 409/EDUC 410 to address the scores on rubrics 11 – 15 seems to be helping our students exceed the minimum score needed on each rubric.

CAEP STANDARD 2:
Disposition Reports: No disposition reports were written for secondary students for this semester.

CAEP STANDARD 3:
Mean entry score of Basic Skills for admission to the program: 24 ACT
HighSchool GPA 2.81-4.0 with a mean of 3.74

CAEP STANDARD 4:

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

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

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

B. 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

Analysis of Assessment Findings- SPRING

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?
(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)?
(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.

Sharing and Discussion of Assessment Findings - SPRING

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.

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

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

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.]