

End of Year Assessment Report for Programs

Program: Secondary Education

Semester/year: 2019-2020

Contact Person: Dr. Kathryn Taylor

Submission date: September , 2020

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 --consistent with the Mission Statement of Greenville College to be a "Christ-centered" college in the liberating arts and sciences.

NOTE: The Dean of the School of Education did not hold End of Year meetings to review evidence and discuss findings.

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:

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: 3.6 out of target average mean 3.0

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 target average mean 3.0

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: 4.0 out of target average mean 3.0

A program mean score of 4.0 indicates candidates have 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 3.6 and 3.5 does indicate that students are still doing well on questions #1 and #2. Additional discussion about how to strengthen this area even more will be ongoing. For secondary education majors and K-12 content specialists, a new assignment targeted at content area theorists has been designed for EDUC 409. Teacher candidates will research at least 2 content area theorists that they ascribe to. Because the content for #2 is specific to the learning environment course, additional collaboration with the faculty member who teaches that class for all teacher education candidates is needed.

Content Area Test Data:

PROGRAM MEAN: 256.88 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. Overall, the teacher candidates program mean score is

well above the minimum of 240. However, with new content test coming, as a result of the new alignment to national standards, and the changes in rules at the state level that are being enacted during the 2020-2021 year, it will be important to monitor how our candidates are doing with the sub-score areas given the transition to using the national standards

edTPA Data: Scores represent mean Program Scores

edTPA test score	43.4
edTPA Rubric 1	3.1
edTPA Rubric 2	3.2
edTPA Rubric 3	3.0
edTPA Rubric 4	2.8
edTPA Rubric 5	2.7
edTPA Rubric 6	3.0
edTPA Rubric 7	3.1
edTPA Rubric 8	3.1
edTPA Rubric 9	2.9
edTPA Rubric 10	2.6
edTPA Rubric 11	2.7
edTPA Rubric 12	3.6
edTPA Rubric 13	2.9
edTPA Rubric 14	2.8
edTPA Rubric 15	3.1

Candidates are scoring well enough to surpass the cut score of 39. However, the scores are lower overall during the 2019-2020 year. Rubrics 11-15 address assessment. The assessment course has been given to yet another faculty member so the consistency we have had in the past with the instructor and the approach is no longer in place. I have already increased the work the program majors will do with the assessment portion of the curricular cycle. I hope to see these scores increase during the 2020-2021 year. The other factor to consider is that 5 of the 10 candidates who received complete scores are physical education majors. The assessment portion of the edTPA requires physical education candidates to collect both written and video evidence of assessment. This is particularly challenging for candidates in a physical education setting, particularly because the p-12 students usually have PE in a large gymnasium or outdoors. Neither location is conducive to video recording. In addition to two samples of student work, physical education teacher candidates also have to attend to psychomotor, cognitive, and affective domains. This impacts the first five rubrics of the edTPA. Further discussion with the physical education faculty on being intentional with the three domains would be helpful. Using the rubrics, past scores,

CAEP STANDARD 2:

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

CAEP STANDARD 4:**Alumni Satisfaction 2018-2019– Initial Licensure Program**

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. 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

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

Employer Satisfaction 2018-2019- 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 University 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	4.4
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	4.4
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	4.4
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



Analysis of Assessment Findings

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?

Secondary and K-12 content teacher education candidates are performing well on state licensure exams that measure the Illinois Professional Teaching Standards and the related content standards. While candidates are surpassing the cut scores set by the Illinois State Board of Education, there are still areas of improvement that need to be attended to.

(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)?

Each year the school of education is required to review assessment findings each year and document program changes. Among the changes include revised assignments in EDUC 409 for secondary and K-12 content area students. These include a more robust study of analyzing student data, In addition, course revisions in middle grades literacy and philosophy provide additional opportunities to explore other lesson plan formats and consider how their instructional strategies will fit within those frameworks. More intentional discussion and connections to the Danielson Framework has been ongoing.

(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.

The recent changes in the student teaching evaluation tool, disposition tool, and national standards transition in the secondary and K-12 content programs will provide the first round of data at the end of the 2020-2021 year. The student teaching evaluation and disposition tools are directly tied our program student learning outcomes. These tools will provide clear master score levels that reflect our program outcomes. The recent alignment to the national standards for teachers in each respective content area are directly tied to the new content area exams that are being implemented now throughout the remaining academic year. Again, these will reflect the mastery score level attained by the teacher candidates in their respective area.

Sharing and Discussion of Assessment Findings

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. In previous year, there has been a scheduled session where several who have served as faculty and adjuncts, as well as administrative personnel who work with candidates met to share and discuss assessment findings. However, the meeting was not scheduled at the end of the 2019-2020 year. Instead, I worked with Sherry Lee, Co-Director of the School of Education to review data for this report as well as the CAEP self-study.

Use of Assessment Findings for Program Improvement (Action Plan)

(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?

I am unclear on what to do with the first chart found in this report. I understand the chart, but am not clear on where to get the data.

(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.

The main area of improvement is needed in the physical education content area. Historically, this has been a low scoring program on the content exam and the performance example. A focused review of student performance data per program based on the new assessment tools and the alignment to national standards will be needed at the end of the 2020-2021 academic year. It is the secondary program director's desire to have all secondary and K-12 content area specialist conduct a review of the end of year report at the end of the 2020-2021 academic year.

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?

The area that needs additional work is in the introductory and developing areas. We have strong evidence at the mastery level, but need more data and analysis on the introductory and developing levels

Supporting Documents

Please see the additional data document.