A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

As noted in last year’s report, field placements continued to be a problem for some students. In order to alleviate the number of problems, Dr. Sally Lamping, joint appointment faculty and director of the undergraduate ILA:AYA program, collected data from the student teachers in spring 2012 regarding the strengths of their cooperating teachers. With permission from OPFE, and with feedback from faculty and our knowledge of personality types of both students and cooperating teachers, Dr. Lamping paired the 2013-14 graduate cohort of student teachers with cooperating teachers. At the time of the writing of this report, there were zero Concern Conferences from the ILA:AYA cohort, a significant improvement from the previous year.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _______________________. “

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

The Integrated Language Arts program is aligned with and continually assesses all of the teacher candidate competencies outlined in the National Council of Teachers of English/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts Grades 7–12. Special emphasis in 2012-2013 was given to:

2.0 ELA Candidate Attitudes (NCTE/NCATE)
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

4.0 ELA Candidate Pedagogy (NCTE/NCATE)
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)

All students in the ILA:AYA 2012 summer start cohort for the following courses and assessments listed below for “Assessment Measures.” One student began the licensure program on an individualized basis, and his work was also assessed.
D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?

1. Thematic Unit (Lesson Planning) and Reflection: ED 6740, Autumn 2012
2. ILA Student Teaching Evaluation: ED 6540, Spring 2013
3. edTPA (Educative Teacher Performance Assessment): ED 6940, Spring 2013
4. Field Teaching Reflection: ED 6890, Autumn 2012

*One student began the licensure program on an individualized basis. He participated in all assessments, according to this schedule:

Thematic Unit: along with the summer cohort in Autumn 2012
ILA Student Teaching Evaluation: Fall 2013
edTPA: Fall 2013
Field Teaching Reflection: Spring 2012

E. SIGNIFICANT FINDINGS

What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

Ohio Board of Regents Pre-Service Teacher Survey

We also need to check the validity of the data for our student teaching evaluations. Student teachers might be assessed now on factors outside their control (i.e., they may have no choice in lessons to be taught, as that is the domain of the classroom cooperating teacher). For example, if a student teacher scores poorly on interdisciplinary links within the lesson, was this the student teacher’s choice or the cooperating teacher’s?

F. DISCUSSION OF RESULTS

How were results shared? With whom were they discussed?

Results are shared via email and face-to-face discussions with all ILA faculty.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

Change the lesson plan format to move assessment earlier in the plan. Our goal is for students to visually see the link among objectives, standards, and assessment if they are required to note these traits in their lesson plans one after another. (Currently the assessment section falls at the very end of the 10-part lesson plan.)

To further reinforce reflection, in addition to an open-ended response to the Field Teaching Reflection, we will offer specific prompts aligned with our NCTE/NCATE (professional organization and accreditation) standards. Currently students address many, but not all, points of reflection.

We will begin a discussion among AYA (Adolescent/Young Adult licensure) faculty in other disciplines and OPFE (Office of Partnerships and Field Experience) to determine validity of our student teaching evaluation and if changes are needed.

H. SUPPORTING DOCUMENTS (recommended)

Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.