Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME (e.g. Organizational Leadership, B.S.): Middle Childhood Education, B.S and M.Ed (5 year)

COLLEGE in which PROGRAM is housed: CEHS

REPORT PREPARED by: Tracey Kramer, MCE Program Director

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.)

- Minor revisions were made on a few key assessments to clarify expectations
- 2012-13 was a transition year. It was our first semester offering. We moved several courses from the graduate level to the undergraduate level. We began an introductory freshman seminar course. We added a field placement (Ed 4250).

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 _______________________."

The Middle Childhood Education program is aligned to and continually assesses the competencies outlined in the Association for Middle Level Education (AMLE) Standards for Teacher Preparation. The program was reviewed and achieved national recognition by AMLE on February 1, 2013. During the 2012-13 academic year, we assessed the 2002 AMLE seven standards. These are listed below. Please note that AMLE changed its standards in 2012. We did not transition to the new standards until the 2013-14 academic year.

Standard 1 Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2 Middle Level Philosophy and School Organization: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3 Middle Level Curriculum and Assessment: Middle level teacher candidates understand the major concepts, principles, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4 Middle Level Teaching Fields: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

Standard 5 Middle Level Instruction and Assessment: Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6 Family and Community Involvement: Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.
Standard 7 Middle Level Professional Roles: Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

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.)

- For the seven key assessments -students entering the 2012-13 MCE graduate program, so all taking the ED 7220 course in summer of 2013 or winter of 2012 were assessed.
- With the semester transition, we also now assess MCE seniors for one of our assessments (KA 2), so all students taking ED 4220 during the spring of 2013 or summer of 2013 were assessed and will be assessed on the rest when they enter the graduate program.

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

**Direct Program Key Assessments**

Key Assessment 1: Praxis II Content Tests (AMLE standard 4)

Key Assessment 2: ED 4220/ED 7220 50 item objective test about adolescent development and middle level philosophy and organization (AMLE standards 1 and 2)

Key Assessment 3: ED 6070 Integrated Unit Plan (AMLE standards 3, 4, and 5)

Key Assessment 4: Student Teaching Field Forms- AMLE Addendum (assessed in ED 6250 and ED 6410) (AMLE standards 1-7)

Key Assessment 5: ED 6090 Tutoring Project/Case Study (AMLE standards 1, 4,5,6, and 7)

Key Assessment 6: ED 6490 Inquiry Project (AMLE standard 7)

Key Assessment 7: ED 6490 Parent Communication Log (AMLE standard 6)

**Indirect Assessments**

CEHS Unit Portfolio

Program Completer Surveys

Student Program Exit Meetings

edTPA

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?

- One theme we found when reviewing the assessment results is faculty need to be more explicit about data based decision-making. We noticed in key assessment 5 and 7, candidates had a difficult time articulating why they are making decisions based on their own student data.
- We need to further our candidate's understanding of academic language and how to teach their own students about this.
F. DISCUSSION OF RESULTS

How were results shared? With whom were they discussed?

- Results were discussed at the September 2013 MCE Program Faculty meeting and October 2013 MCE Program Faculty Meeting (Minutes attached). Faculty who teach in the MCE program, as well as the Teacher Education department chair were present for both meetings. Minutes include faculty names.
- Results will also be shared our annual stakeholder meeting (spring of 2014). Stakeholders include area principals, area cooperating teachers, adjunct faculty, university supervisors, full-time faculty, alumni, and current candidates.

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.

- We instituted a new key assessment. The assessment is called "Data-Based decision making project" and will be assessed in ED 6180. Students are receiving explicit instruction on planning, implementing, and analyzing formative assessments to plan instruction.
- We added two assignments about academic language, one in EDS 6670 and one in ED 6070.
- Note that the AMLE 2012 standards are to implemented by 2014. All key assessments for the program will be altered to reflect and align with the new AMLE standards for the 2013-14 academic year.
- We plan to dramatically change our unit portfolio to reflect more of an interview approach to prepare candidates for job hunting (based on student exit meeting feedback)
- We began a new program for the 2013-14 cohort in which current candidates are paired with alumni to serve as mentors. This change came from program exit meeting feedback.

H. SUPPORTING DOCUMENTS (recommended)

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

- September 2013 MCE meeting minutes
- October 2013 MCE meeting minutes
- Stakeholder meeting minutes can be provided at a later date