Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME (e.g. Organizational Leadership, B.S.): Middle Childhood Generalist Endorsement

COLLEGE in which PROGRAM is housed: College of Education and Human Services

REPORT PREPARED by: C. Richele O’Connor, Ph.D.

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.)

After meeting with Tammy Kahrig, we determined that the best way to document the progress of the MCE Generalist Student was to build a portfolio where candidates could document their learning as aligned with Content Pedagogy and Pedagogical Content Pedagogy. Thus, MCE Generalist now have a portfolio that is housed in TK-20, our electronic assessment system. Directions and rubric are appended to this report.

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 MCE Generalist program is aligned to and continually assesses the teacher candidate competencies outlined in the Ohio Standards for Middle Childhood Generalist Endorsement Grades 4-6.

Those who complete the MCE Generalist will be able to demonstrate depth and breadth of subject matter in content area for which the endorsement is sought.

Those who complete the MCE Generalist will be able to demonstrate an understanding of the interdisciplinary and integrated nature of knowledge while providing evidence that an interdisciplinary approach is valued.

Those who complete the MCE Generalist will be able to demonstrate they can plan instruction that encourages exploration, creativity and information literacy skills.

Those who complete the MCE Generalist will be able to demonstrate knowledge of young adolescent development by reflecting upon instruction that is responsive to young adolescents’ individual identities.

Those who complete the MCE Generalist will be able to demonstrate knowledge of the Common Core Standards by reflecting on instruction that is based on these standards.

Those who complete the MCE Generalist will be able to demonstrate the ability to motivate students by establishing an equitable, caring and productive learning environment for all young adolescents.

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 applying for the MCE Generalist Endorsement in 2013.

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?

1). Candidates submit their scores from the content exam and a minimum of three artifacts, selected from one or both or their added content area courses, of their choice. These artifacts are accompanied by reflections that are also answers to guiding questions that were created to relate to the new Middle Level Association Standards (see below).

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?
Since only one student has completed a portfolio and applied for the MCE Generalist Endorsement, the data are not trustworthy. However, it does seem possible that a trend of students who are not Language Arts majors or minors and who need help with grammar, parts of speech and sentence structure might emerge.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?
Since the Middle Level Program meets monthly, the results will be shared at the Middle level Program Meeting in December. It is also important to note that, in coordination with the Office of Student Services, we have identified a procedure by which Student Services will know that a candidate has met requirements for a specific endorsement. That is, once the student applies for the endorsement, I will receive a notification in my mailbox by which I will sign to indicate if a candidate has met the requirements and completed the portfolio as explained on TK20.

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.

This is, and always has been, a very small program. While students have expressed an interest in attending summer school to earn the generalist, very few acted on their intentions. Their desire to attend a one-week summer offering was the genesis for the offerings last summer. However, when it came down to it, only about five students enrolled. Three of the students were actually practicing teachers, and not current WSU students earning their licenses, so that alone might point us to a different recruiting strategy.

H. *SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.

The instructions that are provided to the candidates on TK-20 are included as separate files. These were also shared at a meeting in May of 2013 with other faculty who teach in the MCE Generalist Program (Grant Rodgers and Jinsob Choi). Also attached is a new flyer announcing a proposed partnership with the University of Dayton. This proposal resulted from conversations I held with Dr. Tomlin and Dr. Connie Bowman, chair of Teacher Education at University of Dayton. She is awaiting approval from her Dean.

*Because of formatting, supporting documents are attached as separate files.

Also attached: MCE Generalist Rubric: Reflects 2013 AMLE Standards
Flyer UD & WSU Partnership Draft
List of Potential Generalist Students