



Program Assessment Report (PAR)

Adolescence to Young Adult (AYA) & Mult-Age Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Ohio Standards for Teaching Profession Standard 1. Teachers understand student learning and development and respect the diversity of the students they teach. Standard 2. Teachers know and understand the content area for which they have instructional responsibility. Standard 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Standard 4. Teachers plan and deliver effective instruction that advances the learning of each individual student. Standard 5. Teachers create learning environments that promote high levels of learning and achievement for all students. Standard 6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. Standard 7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. AND ONE OF THE FOLLOWING National Council of Social Studies (NCSS) Standards Integrated Social Studies Concentration Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation. Standard 2. Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners. Standard 3. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promotes civic competence. Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. Standard 5. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. OR National Council of Teachers of Mathematics

(NCTM) Standards Integrated Mathematics Concentration Standard 1. Knowing and Understanding Mathematics Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number; Algebra and Functions; Calculus; Statistics and Probability; Geometry, Trigonometry, and Measurement. Standard 2. Knowing and Using Mathematical Practices Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes. Standard 3. Knowing Students and Planning for Mathematical Learning Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills and practices. Standard 4. Teaching Meaningful Mathematics Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse. Standard 5 Assessing Impact on Student Learning Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching. Standard 6 Social and Professional Context of Mathematics Teaching and Learning Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholder to grow professionally, to support student learning, and to create more equitable mathematics learning environments. Standard 7 Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice in diverse settings under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics supervised by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base. OR National Council of Teachers of English (NCTE) Standards Integrated Language Arts Concentration Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience,

their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. Standard 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop an understanding of content across the curriculum. Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

OR National Science Teachers Association (NSTA) Standards All Science Concentrations Standard 1. Content Knowledge Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure. Standard 2. Content Pedagogy Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students. Standard 3. Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Standard 4. Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure. Standard 5. Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Standard 6. Effective teachers of

science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

OAE Content Score C or better in Content Areas CPAST field evaluation during student teaching EdTPA-scored exam Specialized Professional Association-based field forms field evaluation. Content-based Unit Plan assessed with rubrics in Methods course

B. Scoring of Student Work

1. OAE Content Score - scored by Pearson 2. C or better in Content Areas 3. CPAST--rubric scored in collaboration with university supervisor, cooperating teacher, and teacher candidate 4. EdTPA - scored portfolio by Pearson 5. Specialized Professional Association-based field forms - Field evaluation in ED 6530, 6540, 6550, or 6560 - scored by university supervisor 6. Content-based Unit Plan assessed with rubrics by faculty in Methods course (ED 6630, 6640, 6650, or 6660)

C. Indirect Assessment

ODHE Pre-Service Completers Survey Survey of Graduating Students Tracking employment of graduates

III. ASSESSMENT RESULTS/INFORMATION:

Ohio Assessment of Educators (OAE) edTPA CPAST SPA-based field forms
Content-based Unit Plan

100% pass rate for candidates 100% of candidates exceeded cutoff score of 37. Lowest overall task average was in Task 2, Instruction (14.4 points, a respectable average), which is unusual. This being the year that candidates taught during COVID may have played a role in this average. 81% of candidates exceeded expectations on the Criterion H, Pedagogy Digital Tools and Resources. 87.5% exceeded expectations on Criterion R, Professional Dispositions Preparation. 75% exceeded expectations on Criterion S, Professional Dispositions

Collaboration. 87.5% exceeded expectations on Criterion U, Professional Dispositions Responds Positively to Feedback and Constructive Criticism. Areas of Improvement 2 Candidates (12.5%) received “Emerging” for Criterion O, Professional Dispositions Demonstrates Effective Communication with Parents and Legal Guardians. The lowest percentage of “Exceeds Expectations” occurred in two criteria Criterion J, Pedagogy Data Guided Instruction at 18.55% (still, all candidates met or exceeded expectations in this Criterion.) AND Criterion M, Pedagogy Connections to Research and Theory. As above, all candidates met or exceeded expectations. The Ed Prep Committee has discussed the overall trend among all programs in which J. the Use of Data Guided Instruction is relatively low. Professional Development is being planned for faculty in order to become more aware of current programs and their uses regarding data. Data indicates a greater emphasis on contacting parents/guardians may be required, along with instructions on how to communicate with parents/guardians in this era when teachers are receiving more criticism from the public and some parents. ISS, with 7 candidates, is the only content area with enough candidates to report. Candidates met or exceeded expectations on all criteria except Criterion 1, Aligning content with the C3 Framework. Two candidates did not meet expectations. In addition, 1 candidate did not meet expectations for Criterion 6, Designing a Range of Authentic Assessments, 1 candidate did not meet expectations for Criterion 8, Lesson Justifications (Theory and Research), and 1 candidate did not meet expectations for Criterion, engaging learners in ethical reasoning. For ISS, a greater emphasis must be placed on the C3 Framework, perhaps tying in the Framework with the Ohio Standards. Instructor may need to provide more feedback prior to final grading in order to ensure all candidates meet expectations for all criteria.

No assessment data to analyze

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Information Sharing and Actions-Program Faculty have access to data via continuous Pilot pages. Posted in Pilot. Will be shared with all faculty involved in AYA. Shared with content area specialists. Changes will be piloted as indicated by data from assessments (more emphasis on connections with parents/guardians).

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.