Program Assessment Report (PAR)

Elementary Education P-5 (EEP5) Baccalaureate Degree
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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Ohio P-5 Standards

Standard 1-Understanding and Addressing Each Child's Development, Culture, and Learning

1.a. Candidates understand how children grow and develop across physical, cognitive, social-emotional, and linguistic domains; recognize variations in the development of P-5 children; identify unique strengths and needs of individual children, and use this knowledge to plan instruction.

1.b. Candidates understand and appreciate diversity in families, cultures, and communities and demonstrate respect for children's varied approaches to learning and capacity to make choices in order to ensure equitable agency and access to learning.

1.c. Candidates partner with families and other professionals, and use community resources to support children's learning and development.

Standard 2-Knowledge of Content for Teaching

2.a Candidates demonstrate and apply understandings of the elements of Literacy, including oral, nonverbal, and written communication development aligned with PK5 Ohio Learning Standards.

2.b Candidates demonstrate Mathematics central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.c Candidates demonstrate Science central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.d Candidates demonstrate Social Studies central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.e Candidates demonstrate an understanding of transdisciplinary connections among PK5 content areas.

Standard 3-Assessment and Planning

3.a. Candidates understand and apply a wide range of developmentally, culturally, and linguistically appropriate formative and summative assessments to determine students' competencies and needs.

3.b. Candidates use formative and summative assessment data to plan and modify

instruction in order to promote development and learning.

3.c. Candidates effectively communicate assessment results and recommendations for student growth with families and caregivers.

3.d. Candidates understand and apply equitable and appropriate feedback and grading practices

Standard 4-Social and Emotional Support for Learners

4.a. Candidates demonstrate knowledge of social emotional needs of PK5 students and how to build a supportive classroom environment.

4.b. Candidates know and use effective classroom management strategies that are developmentally appropriate for PK5 students.

4.c. Candidates provide instructional and social emotional supports that demonstrates an understanding of how adverse childhood experiences impact student learning, development, and mental health.

Standard 5-Supporting Each Child Using Effective Instruction

5.a. Candidates apply various theoretical models of instruction that meet the needs of all children.

5.b. Candidates use a variety of developmentally appropriate evidence-based instructional practices to ensure the learning of every child.

5.c. Candidates demonstrate competency at facilitating transdisciplinary curricula, including play and project-based learning.

5.d. Candidates use a variety of strategies, formats, and groupings in order to address the needs of all students.

5.e. Candidates use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 6-Professionalism and Advocacy

6.a. Candidates work collaboratively with colleagues, mentors, other school personnel, families, and other stakeholders.

6.b. Candidates participate in peer and professional learning opportunities to enhance student development and learning.

6.c. Candidates learn about and draw on the strengths of the local community to advocate for and support student needs and learning.

6. d. Candidates know and uphold ethical, legal, and professional guidelines.

CAEP K-6 Standards

CAEP 2018 K-6 Elementary Teacher Preparation Standards

The Council for the Accreditation of Educator Preparation (CAEP) K-6 Elementary Teacher Preparation Standards represent the competence expected of candidates who have completed the EED P-5 licensure program and are prepared to begin professional practice as elementary teachers. The five standards and twenty-three components are presented below.

STANDARD 1 Understanding and Addressing Each Child's Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

Components

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

STANDARD 2 Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

Components

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, crosscutting concepts, and major disciplinary core ideas, within the major content areas of science.

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

STANDARD 3 Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

Components

3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

3.b – Candidates use assessment results to improve instruction and monitor learning.

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.

3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

3.f – Candidates explicitly support motivation and engagement in learning

through diverse evidence- based practices.

Standard 4 Supporting Each Child's Learning Using Effective Instruction
Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

Components

4.a – Candidates use a variety of instructional practices that support the learning of every child.

4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

STANDARD 5 Developing as a Professional
Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Components

5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

5.c - Candidates participate in peer and professional learning communities to enhance student learning.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Key Assessment #1- EED 4400 key assessment
Key Assessment #2- Ohio Assessments for Educators (OAE) 090 Foundations of

Reading
Key Assessment #3- EED 3750 key assessment
Key Assessment #4- Candidate Disposition Inventory (CDI)
Key Assessment #5- Ohio Assessments for Educators (OAE) Elementary Education 019/018
Key Assessment #6- EED 4800 key assessment (edTPA)
Key Assessment #7- Candidate Preservice Assessment of Student Teaching (CPAST) key assessment

B. Scoring of Student Work

Key Assessment #1- EED 4400 key assessment- Rubric scored by course instructor
Key Assessment #2- Ohio Assessments for Educators (OAE) 090 Foundations of Reading- externally scored by Pearson
Key Assessment #3- EED 3750 key assessment-Rubric scored externally by Pearson
Key Assessment #4- Candidate Disposition Inventory (CDI)-Form scored by University Supervisor
Key Assessment #5- Ohio Assessments for Educators (OAE) Elementary Education- externally scored by Pearson
Key Assessment #6- EED 4800 key assessment (edTPA)-Rubric scored externally by Pearson
Key Assessment #7- Candidate Preservice Assessment of Student Teaching (CPAST) key assessment- Rubric scored by University Supervisor and Cooperating Teacher

C. Indirect Assessment

Graduating Senior Exit surveys- we give our seniors exit surveys including learning outcomes and ask them to rate how well they feel they mastered the outcome. They receive this survey as part of their required seminar class EED 4800.

Pre-service Survey- We also survey our candidates right after they graduate to assess how ready they feel for their role as educators.

Employer surveys from alumni candidates about their current employment (candidate employment tracking survey). We use this to keep track of where our candidates are in school districts and how well they are performing.

Stakeholder meetings- we host an annual program meet with alumni, students, supervisors, faculty, and cooperating teachers. Stakeholders provide feedback about the efficacy of the program in terms of learning outcomes.

III. ASSESSMENT RESULTS/INFORMATION:

Key Assessment #1- EED 4400 key assessment

Key Assessment #2- Ohio Assessments for Educators (OAE) 090 Foundations of Reading

Key Assessment #3- EED 3750 key assessment

Key Assessment #4- Candidate Disposition Inventory (CDI)

Key Assessment #5- Ohio Assessments for Educators (OAE) Elementary Education

Key Assessment #6- EED 4800 key assessment (edTPA)

Key Assessment #7- Candidate Preservice Assessment of Student Teaching (CPAST) key assessment

Survey Data

Key Assessment #1- EED4400-Assessment Methods- 2% of students scored in the "beginning" interval in every section, and 4% of students scored "developing" in every category. Students performed the highest in Criterion 15 Writing, and Criterion 14 Reflection Item. Criterion 8 LP Quality Classroom Management (3.e) and Criterion 7 LP Quality Procedures and Approach of Learning Experience were among the least successful categories, with 10% of students in "beginning" in each, and 13% and 41% in developing, respectively.

Key Assessment #2- OAE 090 Foundations of Reading- only two students from 2021 completers did not pass the OAE 090. The cohort averaged a score of 241.9 in this OAE.

Key Assessment #3- EED 4100- Science Methods- Criterion 2- Unit rationale (1.b) and Criterion 1 Context for learning (1.b) are among the sections needing the most improvement, with 15% beginning in Criterion 1, and 32% developing, respectively. Criterion 19 Written communication and Criterion 15 Instruction are among the highest scores, with 96% and 81% accomplished, respectively.

Key Assessment #4- Candidate Disposition Inventory- This inventory tells us how well the candidates are developing professional dispositions. Faculty scored the candidates at the end of the Fall 2020 term. 97% of candidates had passing scores. Candidates who need to address dispositions meet with our program director for a concern conference which we document and sign a clear plan for addressing dispositional problems.

Key Assessment #5- Ohio Assessments for Educators (OAE) Elementary Education- 018- an average score of 238.3 and included 5 candidates who did not pass. 019- an average of 236.8 including 6 candidates who did not pass.

Key Assessment #6- EED 4800 key assessment (edTPA)- Professional Seminar- The vast majority of candidates are scoring in the "competent" range. Criterion 3

CAEP 1.c shows the highest "developing" score, and Criterion 12 CAEP 3.e is the highest scoring critera with 37% accomplished and 57% competent.

Key Assessment #7- Candidate Preservice Assessment of Student Teaching (CPAST) key assessment- Candidates excell in Professional Dispositions P. Demonstrates Punctuality, Professional Dispositions U. Responds Positively to Feedback and Constructive Criticism,
Professional Dispositions R. Preparation, and Professional Dispositions Q. Meets Deadlines and Obligations with 100% of candidates meeting or exceeding expectations. Areas of improvement include
Pedagogy I. Safe and Respectful Learning Environment, Professional Dispositions O. Demonstrates
Effective Communication with Parents or Legal Guardians, and Pedagogy F. Critical thinking, with Emerging scores of 4%, 6%, and 4% respectively.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

4.21.21 Meeting Minutes are attached to this report, detailing the collected data from the 2019-2020 academic year was presented to the Elementary Education faculty during one of the monthly department meetings. Faculty discussed and later implemented action steps to support candidates.

3.17.21 meeting minutes (see attached)- Implementing the signing of an MOU form detailing that students have to take, but not necessarily pass the OAE tests to be eligible to student teach. If students do not pass their OAE tests, they cannot be recommended for licensure until the tests are passed. OAEs are key assessments for the program.

1.20.21 Meeting Minutes (see attached) detailing the moving of Key Assessment from science methods to writing methods courses. Additional detailing of continuity of edTPA, and course sequence for mathematics or language edTPA students, and best course of action.

V. SUPPORTING DOCUMENTS

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